

Grade 4: Module 1A: Unit 2: Lesson 1

Text Features: Introduction to *The Iroquois: The Six Nations Confederacy*



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
<p>I can explain what a text says using specific details from the text. (RI.4.1)</p> <p>I can explain how visual or graphic information helps me understand the text around it. (RI.4.7)</p>	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"> I can describe text features of informational text that help me understand the main idea. I can use informational text features to find information about the Iroquois Confederacy. 	<ul style="list-style-type: none"> Text Features anchor chart (whole group) Students' answers to text-dependent questions Students' answers on the Learning Using Text Features handout

Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Engaging the Reader (5 minutes) 2. Work Time <ol style="list-style-type: none"> A. Explore Text Features (10 minutes) B. Create Text Features Anchor Chart (10 minutes) C. Reading and Text-Dependent Questioning (15 minutes) D. Rereading Focusing on Text Features (15 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Debrief (5 minutes) 4. Homework 	<ul style="list-style-type: none"> • In advance: Read Chapter 1 of <i>The Iroquois: The Six Nations Confederacy</i> and preview text-dependent questions. • In this lesson, students spend some time browsing a variety of informational texts to get oriented to typical text features. The purpose of this is to help students generalize their knowledge of types of text features across multiple texts. • There is no text-specific vocabulary featured in this lesson since the focus of the lesson is on text features. • <i>Note: In the first unit, students learn about the Haudenosaunee, and how the English word for Haudenosaunee is Iroquois (which came from the French). The title of the book for this unit is The Iroquois: The Six Nations Confederacy. Even though the preferred term is Haudenosaunee, since the word Iroquois is used throughout the book, this unit will use the word Iroquois to stay consistent with the language of the book and not confuse students. If needed, briefly show the introductory video on the origin of the name Haudenosaunee and how it is used today (from Unit 1).</i>

Lesson Vocabulary	Materials
informational text, text feature, central meaning, headings, glossary, caption, index, sidebar, bold, italics, pronunciation guide, impressed, Iroquois, Confederacy, constitution (from Unit 1)	<ul style="list-style-type: none"> • <i>The Iroquois: The Six Nations Confederacy</i> (book; one per student) • Index cards • Approximately 15 copies of informational texts. These don't have to be the same title—anything you have in your classroom or library that has text features. • Questions about the Iroquois anchor chart (new; teacher-created) • Markers • Learning from Text Features Recording Form (one per student)

Opening	Meeting Students' Needs
<p>A. Engaging the Reader (5 minutes)</p> <ul style="list-style-type: none"> • Discuss with the students how learning about the Iroquois has taught you a lot about oral traditions and how we can work toward a peaceful society. Say: “Our study has made me very interested in learning more about the Iroquois. Do you want to know more?” Ask students to think about what things they have been wondering about or would like to know more about. Note their questions on a new Questions about the Iroquois anchor chart. If necessary, model with some questions of your own, such as: “How did they use natural resources?” “How did men, women, and children work and play?” “What traditions do the Iroquois have?” • Explain to students that they will be reading a new informational text from the book <i>The Iroquois</i> plus other informational texts in order to understand more about the way the Iroquois lived in the past as well as how they live today. Remind the students that the Iroquois are a group that still lives in the Northeast today and they continue to contribute to our society and culture. • Invite the class to read the first learning target aloud with you: “I can describe text features of informational text that help me understand the central message.” Invite the students to identify words in the learning target that they don’t know. Prompt students to point out <i>text features</i>, <i>informational text</i>, and perhaps, <i>main idea</i> (which students should know from Unit 1). Discuss with students the meaning of <i>informational text</i> (text in which the author’s goal is to teach the reader something) and <i>main idea</i> (the basic message the author is trying to convey). Tell students that you will all figure out the meaning of text features during the course of the lesson. 	<ul style="list-style-type: none"> • Visuals can help ELLs and other students comprehend questions and discussions. Chart main points in answers and post all questions asked to students.

Work Time	Meeting Students' Needs
<p>A. Explore Text Features (10 minutes)</p> <ul style="list-style-type: none"> • Invite students to browse through the book <i>The Iroquois</i>. Ask students to Think-Pair-Share to identify how these pages are organized and how that differs from the way storybooks and novels are organized. Ask volunteers to share what they noticed. As students to identify a text feature, identify its proper name (e.g., <i>sidebar</i>), and write each term on an index card, allowing room for students to add definitions, purposes, and examples. If necessary, show some pages on your document camera and draw students' attention to features such as <i>heading, glossary, caption, index, sidebar, bold, italic, and pronunciation guide</i>. • Tell students that what they have discovered in the book are the text features referred to in the learning target. Ask students to share their ideas about why authors of informational text might use text features. • Distribute copies of other informational texts to pairs of students. Invite them to work with their partner to explore another informational text to notice if the features they have already found are in it. If they can find additional text features, have students list them on a piece of scrap paper. Tell students that it is fine at this point if they do not know the official name for a specific text feature; they can simply describe what they see. 	<ul style="list-style-type: none"> • ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language.
<p>B. Create Text Features Anchor Chart (10 minutes)</p> <ul style="list-style-type: none"> • Invite students to share any additional text features they identified in the informational texts they just browsed. Write each new text feature on an index card. • Briefly form small groups (one group for each text feature). Give each group one of the index cards with a text feature. Ask each group to take 3 to 5 minutes to complete the following on their index card: <ul style="list-style-type: none"> – Write a definition of the text feature. – Draft a sentence explaining the purpose of the text feature. – Identify the book and page number that contains an example. • Invite groups to share their work with the class. As each group presents, transcribe their definitions, purposes, and examples on an anchor chart titled Informational Text Features. Clear up awkward phrasing or misconceptions as needed. 	<ul style="list-style-type: none"> • Consider partnering an ELL with a student who speaks the same language when discussion of complex content is required. This can let students have more meaningful discussions and clarify points in their language.

Work Time (continued)	Meeting Students' Needs
<p>C. Reading and Text-Dependent Questioning (15 minutes)</p> <ul style="list-style-type: none"> • Distribute students' texts: <i>The Iroquois</i>. Ask students to listen and follow along in their books as you read aloud pages 5 to 8. In the middle of page 6, pause and say to students: "Oh! I already found the answer to one of our questions!" Ask students to Think-Pair-Share to answer the question: "How did the Iroquois people use natural resources?" Cold call on several students to answer. • Continue to read aloud until the illustration on page 7. Ask students about the meaning of the word impressed. Informally introduce the strategy of "reading on" in order to figure out what a word means. Show students how to confirm or figure out the definition by reading on and noticing that Thomas Jefferson used ideas from the confederacy as the basis for writing parts of the U.S. Constitution. "If Thomas Jefferson thought the ideas were so good that he wanted to use them, he must have really liked and learned from what the Iroquois did. I can figure out that impressed must mean to really like and learn from something." • Continue to read aloud to the bottom of page 8. Ask students: "Why does the author say 'the people of the longhouse have survived'?" Invite students to reread quietly on their own, think, then talk with a partner about this question. Listen in to gauge students' comprehension of this new text. 	<ul style="list-style-type: none"> • Consider providing smaller chunks of text (sometimes just a few sentences) for ELLs. Teachers can check in on students' thinking as they write or speak about their text.
<p>D. Rereading Focusing on Text Features (15 minutes)</p> <ul style="list-style-type: none"> • Ask students to reread from the front cover through page 9 and complete the Learning Using Text Features Recording Form. • Decide based on the needs of your class whether to have students do this work independently or with a partner. Consider working with a small group that may need more support. 	

Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none"> • Ask students to think for a moment about the new information they learned when they used text features to guide and focus their reading. • Ask students to Think-Pair-Share based on the prompt: “What should we write on our Text Feature anchor chart about the importance of using text features when reading informational text?” As students share, choose a strong summary statement from a student and add it to the anchor chart. 	<ul style="list-style-type: none"> • For ELLs, consider providing extra time for tasks and answering questions in class discussions. ELLs often need more time to process and translate information. ELLs receive extended time as an accommodation on NY State assessments.
Homework	Meeting Students' Needs
<p>A. Finish reading Chapter 1. Continue to think about how Iroquois life was different long ago.</p> <p><i>Note: If you are concerned about your students completing the reading assignment at home, plan an additional reading period later in the day or first thing in the morning. All students should come to expect that they will use some of the “free time” during the day—right before or after lunch, during down time between other tasks, as they enter the classroom in the morning or just before dismissal—as time for reading. This reading is pre-reading; do not expect students to fully comprehend the text on their own, but to familiarize themselves with it and make as much meaning as they can. In addition, students likely to need additional support should pre-read this novel at home or during intervention or other support periods with the ESL or Special Education teacher. Pre-reading will allow students to spend class periods rereading and focusing on evidence.</i></p> <p><i>In addition, students may choose independent reading material or read the novel <i>Eagle Song</i> and use the accompanying Tracking my Thinking packet .</i></p>	

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Supporting Materials



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Name:

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Date:

Learning from Text Features Recording Form

1. Find the Table of Contents. List all of the text features you see described.

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2. Keep looking at the Table of Contents. On what page is the Glossary?

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3. Look at page 4. Describe the jewelry worn by the man in the photograph.

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4. Keep looking at the photograph on page 4. Read the caption. What information in the caption tells you why the man is wearing this jewelry?

5. Reread the text on pages 5-7. The text says traders and other non-Iroquois people respected the confederacy. What did they do to show respect?

6. Look carefully at the picture on page 7 and read the caption. What were the teepee-like buildings covered with?

7. Reread the text on page 8. What is the meaning of the word “Iroquois?”

8. Study the map on page 9. Which Iroquois nations lived the farthest from New York City?
