### Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can explain what a text says using specific details from the material. (RL.4.1)
I can make inferences using specific details from the text. (RL.4.1)
I can describe a story’s character, setting, or events using specific details from the text. (RL.4.3)
I can use a variety of strategies to determine the meaning of words and phrases. (L.4.4)
I can effectively participate in a conversation with my peers and adults. (SL.4.1)

### Supporting Learning Targets

- I can answer questions about Chapter 4 of *Eagle Song* with specific details from text.
- I can describe Danny’s father and how Danny’s classmates respond to him.
- I can explain the main message of the story Danny’s father tells the class.
- I can use a variety of strategies to understand words from my reading.
- I can discuss answers to questions with my group and provide evidence to explain my ideas.

### Ongoing Assessment

- Homework: Tracking My Thinking, Chapter 4 handout
- Observation of placement of evidence flags
- Answers to text-dependent questions
- Observation of a few triads at work
### Agenda

<table>
<thead>
<tr>
<th>1. <strong>Opening</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Review Learning Targets (5 minutes)</td>
<td></td>
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<tr>
<td>B. Discussion of Homework Questions (5 minutes)</td>
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<thead>
<tr>
<th>2. <strong>Work Time</strong></th>
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<tbody>
<tr>
<td>A. Review of Chalk Talk Charts (5 minutes)</td>
<td></td>
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<tr>
<td>B. Read-aloud and Text-Dependent Question: Chapter 4 of <em>Eagle Song</em> (5 minutes)</td>
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<tr>
<td>C. Independent Reading of Pages 39–47 (20 minutes)</td>
<td></td>
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<tr>
<td>D. Answering Questions in Triads (10 minutes)</td>
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</tbody>
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<table>
<thead>
<tr>
<th>3. <strong>Closing and Assessment</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Independent Answer (2 minutes)</td>
<td></td>
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<td>B. Add to Chalk Talk Charts (8 minutes)</td>
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<th>4. <strong>Homework</strong></th>
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### Teaching Notes

- In advance: Review the five Chalk Talk posters (Family, Appreciation for Natural Resources, Traditions and Ceremonies, Symbols and Dreams, Peace) for any misconceptions to clear up.
- In advance: Read Chapter 4 and review the text-dependent questions (see supporting materials). Two copies of the questions are provided: a blank to display for students, and one with answers for teacher reference.
# Lesson Vocabulary
- traditional, intercom, triumph, pirouette, ripple, escort, wampum, ancient, grinned, League, band together, partially, modeled, banish

# Materials
- *Eagle Song* (book; one per student)
- 5 Chalk Talk charts: Family, Appreciation for the Natural World, Traditions and Ceremonies, Symbols, Peace (begun in Lesson 9)
- Triad Talk anchor chart (begun in Lesson 9)
- Homework: Tracking My Thinking, Chapter 5 of *Eagle Song* (one per student)
- Colored markers: enough different (approximately nine) so every team of three has a unique one, with each team using the same color as the day before
- Evidence flags
- Index cards or halfsheets of paper (one per student)
- Text-Dependent Questions for Chapter 4: “The Visit” (one to display)
- Text-Dependent Questions for Chapter 4: “The Visit” (Answers for Teacher Reference)
### Opening

#### A. Review Learning Targets (5 minutes)
- Ask students to read learning targets chorally and reinforce their smooth and expressive reading. (If they did not read the targets smoothly and expressively, consider having them to do it again.) Reinforce what a good job they did the day before using their Close Reading recording forms. Today they will transition back to work in their triads. Review the **Triad Talk anchor chart** and connect it to the learning target about discussions.

#### B. Discussion of Homework Questions (5 minutes)
- Collect students’ Tracking My Thinking, Chapter 4 handouts, which they did for homework.
- Ask: “Who can name one comparison that Danny’s father made between the Iroquois Confederacy and early America?” Call on one or two volunteers, then cold call others who might not have their hands up. If students say: “I don’t know,” respond with “I know you will have an answer by the end of class today. Be ready, I will be coming back to you.” It’s important to hold students accountable for their reading.

### Meeting Students’ Needs

- Consider providing nonlinguistic symbols (e.g., two people talking for **discuss**, a pen for **record**, a magnifying glass for **details**, a light bulb for **main idea**) to assist ELLs in making connections with vocabulary. These symbols can be used throughout the year. Specifically, they can be used in directions and learning targets.
### Work Time

#### A. Review Chalk Talk Charts (5 minutes)
- By this point, students should be very familiar with the Chalk Talk routine. Tell students that today, they should push themselves to cite details from the text that support their answer. Briefly focus students on the title “Traditions” on one of the charts, and help students see the link between this word and the term *traditional*. Help students define *traditional* as the way a group usually does something, or actions that are based on old customs and beliefs.
- Ask triads to bring their *Eagle Song* texts to a Chalk Talk chart different from the one they started at yesterday. They should talk together about this specific aspect of Native American culture.
  - “Do you feel Danny and his family believe in these things in traditional ways?”
  - “What are some of the things Danny and his family do differently than Native Americans of long ago?”

#### B. Read-aloud and Text-Dependent Question: Chapter 4 of *Eagle Song* (5 minutes)
- Read aloud pages 38 to 39, up to the word *relief*.
- Ask students to reread and focus their thinking on how Danny is feeling. Ask: “What is Danny feeling in this opening section of Chapter 4? Prompt students who answer to provide evidence from the text to support their inferences. Check to see if students understand the word *intercom*. Reinforce the meaning of *inter*-(between) and connect *com-* to “communication.” An intercom provides communication *between* two places. Ask students to Think-Pair-Share about other words that start with *inter*-
- Tell students that they will need to know two other words from today’s reading: *modeled* and *banish*. Tell students that when something is *modeled* after something else, that means the good qualities of the first thing are used to make the second thing (maybe put this on the board and provide an example). *Banish* means to cast out or send away. Students may note the root *ban*.

### Meeting Students’ Needs

- Deliberately partnering strong readers/thinkers with less-ready readers or English Language Learners will support students in these complex tasks. Think through which students should be working together ahead of time.
- A few students might benefit from having the key ideas pre-highlighted in their books. Highlight or underline specific details in their books ahead of time. This will allow them succeed during the discussion with peers. Remove this scaffolding over time.
- Modeling provides a clear vision of the expectation for students.
## Work Time (continued)

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<th>C. Independent Reading of Pages 39–47 (20 minutes)</th>
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<td>• Ask students to read independently from the middle of page 39 to page 47. Remind students to think about words they don’t know while reading and see if they can figure them out by backing up and reading past them. Consider gathering a small group to read with you more directly, scaffolding them by reading sections aloud as they follow along, and then asking them to reread specific paragraphs. As students are reading, display <strong>Text-Dependent Questions for Chapter 4: “The Visit.”</strong></td>
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<td>• As usual, ask triads to read, think, and then discuss and answer each text-dependent question. Point out to students that today’s questions do not give them page numbers; they will have to skim the text to find the relevant passages.</td>
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<td>• Remind them to mark the supporting details they are finding with <strong>evidence flags.</strong> Monitor this discussion, making sure all students are participating.</td>
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<td>• During this time, sit with one or two triads to observe and record their progress and/or scaffold them more directly by asking the questions and clarifying their understanding.</td>
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### Closing and Assessment

#### A. Independent Answer (2 minutes)
- Distribute **index cards or halfsheets of paper**. Up until this lesson, students have had the option to choose just one question to answer. If you feel students are handling this choice appropriately, you might stay with that strategy. However, if you feel that some students are “taking the easy way out,” consider ramping up the rigor by assigning a question for them to answer. If you make this choice, give students a bit more time to go back into the book to specific details to support their answers.

#### B. Add to Chalk Talk Charts (8 minutes)
- Say: “We noticed yesterday that Danny shares some similar beliefs and takes some similar actions of the Iroquois of long ago. In your triad, discuss what the reading from today showed about Danny in terms of Family, Appreciation for Natural Resources, Traditions and Ceremonies, Symbols, and Peace. Using your group’s color of marker, write something you noticed on at least two charts. Don’t forget, I can tell which charts you wrote on because your group has a color all its own.”
- Revisit the question that students considered during the opening of today’s lesson: “Who can name one comparison that Danny’s father made between the Iroquois Confederacy and early America?” Check in with any students who said “I don’t know.” Support them in providing an answer to the prompt “name one comparison that Danny’s father made between the Iroquois Confederacy and early America.” This demonstrates to students that they will be accountable for eventually answering important questions.
### Homework

- Read Chapter 5 and answer the questions on the **Homework: Tracking My Thinking, Chapter 5 of Eagle Song handout**. Use evidence flags to mark the specific areas in the book that support your answers.

**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 “slushy 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 the novel or independent reading. In addition, students likely to need additional support should pre-read this novel at home or during intervention or other support periods. Pre-reading will allow students to spend class periods rereading and focusing on evidence.

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Text-Dependent Questions for Chapter 4: “The Visit”

1. How did Danny feel about Tyrone being chosen to escort Mr. Bigtree to the classroom? What in the text makes you think so?

2. In this chapter, what is the significance of the classroom door? Why would the author draw our attention to this detail?

3. How do the students in Danny’s class feel about his father? What in the text makes you think so?

4. What was Mr. Bigtree trying to teach the class and his son during his presentation? What sentence in the text is the main point of this lesson? Why is this lesson important for the characters?

5. What feeling is the author trying to create when he said the class “exploded into applause” as Mr. Bigtree prepared to leave? How would the reader feel if the author used the word clapped instead?
Text-Dependent Questions for Chapter 4: “The Visit”
(Answers for Teacher Reference)

1. How did Danny feel about Tyrone being chosen to escort Mr. Bigtree to the classroom? What in the text makes you think so?

   Danny was nervous. Danny thought it could be a disaster if Tyrone chose to make fun of Mr. Bigtree. (page 401, paragraph 3)

2. In this chapter, what is the significance of the classroom door? Why would the author draw our attention to this detail?

   The classroom door symbolizes stress or worry for Danny. He looks at it throughout the day. He wonders what will happen when he leaves for gym class, he hopes he can get through the door without bumping into Tyrone, and he looks at the door and waits for the final bell so he can go home. Now, Danny waits for his father to walk through that door. The author is doing this to help us better understand Danny and his situation. (bottom of page 41–top of page 42)

3. How do the students in Danny’s class feel about his father? What in the text makes you think so?

   The students like and respect Danny’s father. Consuela was smiling and looking up at Mr. Bigtree. Tyrone placed Mr. Bigtree’s hard hat on the table carefully. Everyone said yes when Mr. Bigtree asked them if they wanted to hear a story. (page 42, paragraphs 2 and 3; page 45, paragraph two)

4. What was Mr. Bigtree trying to teach the class and his son during his presentation? What sentence in the text is the main point of this lesson? Why is this lesson important for the characters?

   Mr. Bigtree was teaching the kids about Iroquois history and their great belief in peace. The important sentence is, “If you believe in peace, then an enemy can become a friend.” This lesson is important so that Danny and students know they can reach out to each other for friendship. (page 47, paragraph 4)

5. What feeling is the author trying to create when he said the class “exploded into applause” as Mr. Bigtree prepared to leave? How would the reader feel if the author used the word clapped instead?

   The author is creating a feeling of excitement. He wants us to know that the students really enjoyed the visit by Mr. Bigtree. Danny was worried for no reason. If the author used the word clapped, we would get a feeling that the students were just being polite. (page 47, paragraph 7)
1. Describe Danny’s incident on the playground. How does Danny explain the incident to Mr. Rosario? Why does Danny give this explanation? Use specific details from the text to support your answer.

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