

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

Capturing Main Ideas and Details:

How Life is Changing for The Iroquois



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

- I can explain what a text says using specific details from the text. (RI.4.1)
- I can determine the main idea using specific details from the text. (RI.4.2)
- I can take notes and categorize information. (W.4.8)
- I can make inferences using specific details from the text. (RI.4.1)

Supporting Learning Targets

- I can identify the main idea of a new excerpt of *The Iroquois*.
- I can identify details that support the main idea of informational text.
- I can document what I learn about how life changed for the Iroquois by taking notes.
- I can make inferences using specific details from the text.

Ongoing Assessment

- Four-Square graphic organizer for pages 23–25

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Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Review of Learning Targets (5 minutes)2. Work Time<ol style="list-style-type: none">A. Read-aloud and Partner Reading: Main Idea, Supporting Details, Inference (10 minutes)B. Read-aloud, Questioning, and Partner Reading: Main Idea, Supporting Details, Inference (20 minutes)C. Partner or Independent Reading: Main Idea, Supporting Details, Inference (20 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Debrief (5 minutes)4. Homework	<ul style="list-style-type: none">• This lesson is structured to allow students to successfully interact with complex text. Shared reading of an unfamiliar and complex nonfiction text with students will support all learners. It lets them concentrate on interacting with the text and unfamiliar vocabulary.

GRADE 4: MODULE 1A: UNIT 2: LESSON 4

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Lesson Vocabulary	Materials
popular, established, trade, wampum, disease, resistance, reservation, Quahog clam	<ul style="list-style-type: none">• <i>The Iroquois</i> (book; one per student)• Four-Square Graphic Organizers (2 copies per student)

Opening	Meeting Students' Needs
<p>A. Review of Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Review the learning targets with students: “I can identify the main idea of informational text,” “I can identify details that support the main idea of informational text,” “I can document what I learn about a topic by taking notes,” and “I can make inferences using specific details from the text.” Ask students for examples of when they worked toward these learning targets during the previous lesson and homework.• Point out that today, they will be practicing the same skills that they have used the past few days, but with less support. Congratulate students on becoming increasingly independent readers.	<ul style="list-style-type: none">• Clarifying academic vocabulary (e.g., identify, support) assists all students developing academic language.• ELLs can record new terms in personal dictionaries or vocabulary logs that they can refer back to throughout the module.

Work Time	Meeting Students' Needs
<p>A. Read-aloud and Partner Reading: Main Idea, Details, Inference (15 minutes)</p> <ul style="list-style-type: none"> • Ask students to access their text <i>The Iroquois</i>. Distribute new Four-Square graphic organizers to students. Ask them to follow along as you read page 23 and the top of page 25 (do not read sidebar on page 24). Ask students to Think-Pair-Share to discuss: “What is the section mostly about?” Ask students to take out their Four-Square graphic organizer and write down their main idea. • Ask students to reread with their partners, collecting supporting details and completing the inference box. Circulate while students do this, being sure they are writing notes instead of sentences. • Say: “Things are beginning to change for the Iroquois people. Why?” If needed, help students come to the conclusion that the Iroquois hunted beaver because they wanted money for tools so that their lives could be easier. 	<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.
<p>B. Read-aloud, Questioning, and Partner Reading: Main Idea, Details, Inference (20 minutes)</p> <ul style="list-style-type: none"> • Read the bottom of page 25 aloud as students follow along in their text. Talk briefly about the meaning of the word <i>resistance</i>. See if students can provide a meaning for this word. Discuss the use of this word in this specific context: it means the capacity of the body to fight off an illness. • Ask students to discuss with each other: “What were some of the good changes that the Europeans brought to the Iroquois?” Hear students’ responses, paraphrasing as needed. Then ask: “What were some of the difficult changes the Europeans brought to the Iroquois?” Discuss with students the impact of disease on the Native Americans. • Ask students to reread the last sentence of on page 25. Then ask: “What impact did diseases have on the young Iroquois people who did not die?” • Ask students to reread this section with their partners and discuss this question. • Call on students to share their response to this question. Follow up by asking: “Which details from the text helped you make that inference?” 	<ul style="list-style-type: none"> • ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language. • Increase interactions with vocabulary in context. This increases rate of vocabulary acquisition for ELLs.

Work Time (continued)	Meeting Students' Needs
<p>C. Read-aloud, Partner Reading, or Independent Reading: Main Idea, Supporting Details, Inference (20 minutes)</p> <ul style="list-style-type: none"> Depending on your students' needs, differentiate the next section of the lesson in which students read and discuss the sidebar on page 24, which they have previously read as a whole group and discussed in Unit 1. Some students may need you to read this section aloud, others may be able to go to partner reading, and still others might be able to read this section independently. Before they begin, define <i>Quahog clam</i>. Ask students to read and complete a Four-Square graphic organizer for this section. Ask the class to Think-Pair-Share to answer the following questions: "Why did the Iroquois want the wampum belts returned?" and "Why might some people want to keep the wampum belts they have?" Ask students to justify their responses with specific reasoning. If needed, replay the video from Unit 1 explaining wampum. This video is available on EngageNY (www.engageny.org). <p><i>Note: Save the graphic organizers from this section of the reading as students will use them tomorrow to begin to write paragraphs.</i></p>	<ul style="list-style-type: none"> For students requiring additional support, you may consider limiting the number of words students underline or consider having students focus on a smaller chunk of text in the shared reading.

GRADE 4: MODULE 1A: UNIT 2: LESSON 4

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Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none">• Discuss the learning targets from the day and ask students to give you a thumbs-up, -sideways, -down regarding their skill in using the Topic Expansion graphic organizer to think about and take notes on something they are reading.	<ul style="list-style-type: none">• ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Read pages 33 to 37 in <i>The Iroquois</i>, which are about the Iroquois today. Remind students that the Iroquois are a group that currently still lives in the Northeastern United States. As they read this next chapter, they should think about how life has changed for the Iroquois.• In addition, students may choose independent reading material from the Recommended Texts list for Unit 2. <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>	

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Supporting Materials



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Four-Square Graphic Organizer

First supporting detail:	Second supporting detail:
Third supporting detail:	Inference:

Main Idea:

(For more information about the Four-Square approach, see: *Four-Square Writing Method: A Unique Approach to Teaching Basic Writing Skills*, by E. J. Gould and J. S. Gould [Teaching and Learning Company, 1999].)