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| Scope of lesson plan: Lessons 1-5 | Teacher name: | Grade: 4 | Subject: ELA | Period(s) this lesson will be taught: |
| MONDAY | | | | |
| EngageNY module #/ lesson # / lesson title | Module 1 / Lesson 1: Launching the Mystery: What's That Symbol? | | | |
| Long-term Targets: (Common Core standards addressed) | I can explain what a text says using specific details from the text. (RI.4.1) I can engage effectively in a collaborative discussion. (SL.4.1) | | | |
| Supporting target(s) (These are daily targets. What will students know and be able to do as a result of this lesson?) | I can notice new ideas and wonder about the lives of people long ago. I can answer questions using specific details from a text. I can demonstrate what I know by contributing to discussions | | | |
| Agenda (Activities / Tasks) | 1. Opening A. Engaging the Reader: Mystery Activity (20 minutes) 2. Work Time A. Getting Started: Reading about the Iroquois (25 minutes) 3. Closing and Assessment A. Debrief (5 minutes) | | | |
| Resources/ Materials: (What texts, digital resources, & materials will be used in this lesson?) | Video: "The Iroquois Confederacy" www.brainpop.com/socialstudies/culture/Iroquois/confederacy/ I Notice/I Wonder note-catcher (one per student, and one to project on document camera) Document camera Page 38 of "The (Really) Great Law of Peace" by Cynthia O'Brien (one per student) I Notice/I Wonder graphic organizer (optional) 12" by 18" construction paper Markers Sticky notes | | | |

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| Relevance/Rationale: (How do the strategies employed meet students' needs?) | Modeling provides a clear vision of the expectation for students. Teacher may model by saying: "I notice white squares on the picture," or "I wonder why the background is purpley blue." |
| TUESDAY | |
| EngageNY module #/ lesson # / lesson title | Module 1 / Lesson 2: Solving the Mystery: What's That Symbol? |
| Long-term Targets: (Common Core standards addressed) | I can explain what a text says using specific details from the text. (RL.4.1) I can engage effectively in a collaborative discussion. (SL.4.1) |
| Supporting target(s) (These are daily targets. What will students know and be able to do as a result of this lesson?) | I can notice new ideas and wonder about the lives of people long ago. I can answer questions using specific details from a text. I can demonstrate what I know by contributing to discussions |
| Agenda (Activities / Tasks) | 1. Opening A. Engaging the Reader: Mystery Activity (10 minutes) 2. Work Time A. Continuing to Read about the Iroquois (30 minutes) B. Starting the "Things to Tell Tim" Anchor Chart (10 minutes) 3. Closing and Assessment A. Debrief (10 minutes) |
| Resources/ Materials: (What texts, digital resources, & materials will be used in this lesson?) | "The (Really) Great Law of Peace" by Cynthia O'Brien (one per student): full article (pages 38–39) Students' 12" by 18" construction paper graphic organizers (begun in Lesson 1) A blank anchor chart entitled Things to Tell Tim. |
| Relevance/Rationale: (How do the strategies employed meet students' needs?) | Graphic organizers provide the necessary scaffolding especially critical for learners with lower levels of language proficiency and/or learning, and they engage students more actively. |
| WEDNESDAY | |
| EngageNY | Module 1 / Lesson 3: Practicing Reading Closely: Section 1 of the Great Law of Peace |

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| module #/ lesson # / lesson title | (Iroquois Constitution) |
| Long-term Targets: (Common Core standards addressed) | I can explain what a text says using specific details from the text. (RI.4.1) I can explain the main points in a historical text accurately. (RI.4.3) I can engage effectively in a collaborative discussion. (SL.4.1) |
| Supporting target(s) (These are daily targets. What will students know and be able to do as a result of this lesson?) | I can use details and examples from the Iroquois Constitution when explaining what specific passages say or mean. |
| Agenda (Activities / Tasks) | 1. Opening: Getting Ready to Read the Great Law of Peace (Iroquois Constitution) (10 minutes) 2. Work Time A. Introduction to Great Law of Peace (Iroquois Constitution): Understanding an Oral Tradition (10 minutes) B. Modeling and Practicing a Close Read of Section 1 of the Great Law of Peace (Iroquois Constitution) (20 minutes) C. Developing a Close Reading Anchor Chart (10 minutes) 3. Closing and Assessment: Debrief (10 minutes) |
| Resources/ Materials: (What texts, digital resources, & materials will be used in this lesson?) | Selections from “The Great Law of Peace” (Iroquois Constitution) (one per student) Chart paper for a Close Readers Do These Things anchor chart Things to Tell Tim anchor chart (from Lesson 2) Document camera |
| Relevance/Rationale: (How do the strategies employed meet students’ needs?) | Anchor charts provide a visual cue to students about what to do when you ask them to work independently. They also serve as note catchers when the class is co-constructing ideas. |
| THURSDAY | |
| EngageNY module #/ lesson # / lesson title | Module 1 / Lesson 4: Reading Closely: Sections 4 and 7 of the Great Law of Peace (Iroquois Constitution) |
| Long-term Targets: (Common Core standards addressed) | I can explain what a text says using specific details from the text. (RI.4.1) I can explain the main points in a historical text accurately. (RI.4.3) I can engage effectively in a collaborative discussion. (SL.4.1) |
| Supporting target(s) | I can use details and examples from the Iroquois Constitution when explaining what specific |

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| (These are daily targets. What will students know and be able to do as a result of this lesson?) | passages say or mean. |
| Agenda (Activities / Tasks) | 1. Opening A. Unpack the Learning Targets (5 minutes) B. Review Close Readers Do These Things Anchor Chart (5 minutes) 2. Work Time A. Rereading and Questioning: Background Information about the Great Law of Peace (Iroquois Constitution) (10 minutes) B. Guided Practice Reading Closely: Sections 4 and 7 of the Great Law of Peace (30 minutes) 3. Closing and Assessment A. Debrief (5 minutes) B. Assessment (5 minutes) |
| Resources/ Materials: (What texts, digital resources, & materials will be used in this lesson?) | Close Readers Do These Things anchor chart (from Lesson 3) Selections from the Great Law of Peace (Iroquois Constitution) (one per student, from Lesson 3; included in Supporting Materials) Anchor chart: Things We Want to Tell Tim Chart paper Markers Keeping Track: Things We Might Want to Tell Tim about The Great Law of Peace (handout at the end of this lesson) |
| Relevance/Rationale: (How do the strategies employed meet students' needs?) | Step-by-step instructions in an anchor chart assist students in completing independent activities. |
| FRIDAY | |
| EngageNY module #/ lesson # / lesson title | Module 1 / Lesson 5: Mid-Unit 1 Assessment and Close Read of: Section 24 of the Great Law of Peace (Iroquois Constitution) |
| Long-term Targets: (Common Core standards addressed) | I can explain what a text says using specific details from the text. (RI.4.1) I can explain the main points in a historical text accurately. (RI.4.3) I can engage effectively in a collaborative discussion.(SL.4.1) |
| Supporting target(s) (These are daily targets. What | I can use specific details from a text to answer questions. |

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| will students know and be able to do as a result of this lesson?) | |
| Agenda (Activities / Tasks) | 1. Opening A. Review of Learning Targets (5 minutes) 2. Work Time A. Mid-Unit 1 Assessment: Read Article and Answer Questions with Evidence from Text (30 minutes) B. Section 24 of the Great Law of Peace and Synthesis: “Mentors for All Time” (20 minutes) 3. Closing and Assessment A. Preparing for Tomorrow (5 minutes) |
| Resources/ Materials: (What texts, digital resources, & materials will be used in this lesson?) | Mid-Unit 1 Assessment Anchor chart (from Lesson 4): Steps for Reading Closely Keeping Track: Things We Want to Tell Tim (begun in Lesson 4) Things to Tell Tim anchor chart Document camera |
| Relevance/Rationale: (How do the strategies employed meet students’ needs?) | Academic growth can be documented when students are given opportunities to demonstrate their acquisition of learning |