Unit 4/Week 5

Title: *Fly Eagle, Fly!*

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.7; RF.3.3, RF.3.4; W.3.2, W.3.4; SL.3.1, SL.3.2, SL.3.6; L.3.1, L.3.2, L.3.4, L. 3.5, L.3.6

Teacher Instructions

**Before Teaching**

1. Read the Big Ideas and Key Understandings and the Synopsis. Please do **not** read this to the students. This is a description for teachers, about the big ideas and key understanding that students should take away **after** completing this task.

Big Ideas and Key Understandings

Only when we acknowledge what’s in our hearts, and embrace the truth of who we truly are, can we fulfill our destiny. The eagle in the story was forced to live like a chicken and so he even began to think like a chicken. Only when he learned who he truly, was could he fulfill his destiny and fly like and eagle.

Synopsis

In this retelling of an African folk tale, a baby eagle is found by a farmer after a stormy night of searching for his lost calf. He brings it to his home and raises it with his chickens. Then, a friend of the farmer wants the eagle to see his true potential. He tells the farmer that an eagle should be flying high in the sky, not scrabbling on the ground for grain like a chicken. After trying three times, he finally helps the eagle give up his chicken ways, embrace his true potential and fly like an eagle.

1. Read entire main selection text, keeping in mind the Big Ideas and Key Understandings.
2. Re-read the main selection text while noting the stopping points for the Text Dependent Questions and teaching Vocabulary.

**During Teaching**

1. Students read the entire main selection text independently.
2. Teacher reads the main selection text aloud with students following along. (Depending on how complex the text is and the amount of support needed by students, the teacher may choose to reverse the order of steps 1 and 2.)
3. Students and teacher re-read the text while stopping to respond to and discuss the questions and returning to the text. A variety of methods can be used to structure the reading and discussion (i.e.: whole class discussion, think-pair-share, independent written response, group work, etc.)

Text Dependent Questions

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| **Text-dependent Questions** | **Evidence-based Answers** |
| Pages 138-139A farmer went out after a storm to find his lost calf. What insight does the author give us about the how the farmer feels about his animals?  | The farmer was very concerned and worried about his lost calf because he looked everywhere for it. The author states that the farmer, “… went to the valley…the riverbed…among the reeds…behind the rocks...in the rushing water.” He then went, “through the forests…then along the muddy cattle tracks.” Continuing on, “He searched in the long thatch grass…climbed the slopes of the high mountain.” It also states that, “he called out all the time, hoping that the calf might hear.” When he found out the calf made it home safely, he was very pleased.All of this shows the farmer cares deeply for his animals. |
| Page 139After the farmer found the eagle, the author states, “He would take it home and care for it.” What was his plan for caring for the baby eagle?  | The farmer planned to raise it with the chickens. The author states, “He…placed it carefully in the warm kitchen among the hens and chicks and under the watchful eye of the roosters.” |
| Page 139To have potential means you have abilities that, if developed, may lead to future success. Even though the farmer said that he would raise the eagle to be a chicken, he knew the eagle’s true potential. He knew the eagle had the ability to become an amazing bird. What evidence indicates the farmer knew the eagle’s true potential? | The farmer knows the eagle’s potential because he says, “The eagle is the king of the birds.” This means he thought it had the highest status of all the birds. |
| Page 142 The farmer states, “We shall train it to be a chicken.” What evidence makes the farmer think that he has succeeded in doing this? | The farmer thinks he succeeded in training the eagle to be a chicken because the eagle, “…walks like a chicken, it talks like a chicken, it eats like a chicken. It thinks like a chicken.” |
| Page 143When a visiting friend sees the eagle, he is determined to set it free from thinking it is a chicken. Citing evidence, what does the friend say to the eagle to get it to fly?  | The friend says to the eagle, “You are not a chicken but an eagle. You belong not to the earth but to the sky. Fly, Eagle, fly!” |
| Pages 143, 145The first two times the friend tried to get the eagle to fly failed. Cite evidence from the text that gives insight into why the eagle refused to fly. What can you infer about the eagles state of mind at this point in the story? | On page 143 it tells how the eagle stretched his wings but when he saw the chickens scratching for food, he flew down and joined them. Again, on page 145, the eagle, “scrambled out of his hands, …and sailed in among the chickens.” You can infer that, since the eagle wanted to stay with the chickens, he still thought he was a chicken and didn’t yet know he was an eagle who could soar.  |
| Page 146The friend asked for one more chance to help the eagle. How was this try different from the first two? Cite evidence from the text.  | They took the bird away from the chickens and “To the mountains where you found the bird.” And they went very early in the morning, before the sun rose, “So that our eagle may see the sun rise of the mountain and follow it into the where it belongs.” |
| Page 149Reread paragraph 4 & 5. What does the friend tell the bird about the sun? | The friend tells the eagle, “how it gives life to the world, how it reigns in the heavens, giving light to each new day.” He tells the bird, “look at the sun, …when it rises, rise with it. You belong to the sky, not to the earth.” |
| Page 149A metaphor is a thing that symbolizes something else. What does the rising sun symbolize in the phrase, ‘The golden sun rose majestically”? | The sun symbolizes the eagle. The friend wanted the eagle to realize he should rise, like the sun, not stay like the chickens. He wanted the eagle to remember he was an eagle when he said, “You belong not to the earth, but to the sky, Fly, Eagle, fly!” |
| Repetition focuses the reader on the author’s message. Quote the sentences that focus on the author’s message and are repeated 4 times to the eagle. What is the author’s message in these sentences? | The sentences are, “You are not a chicken but an eagle. You belong not to the earth but to the sky. Fly, Eagle, fly!” In these sentences the author’s message is that the eagle has to find out who he truly is before he can fly. |

Vocabulary

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|  | **KEY WORDS ESSENTIAL TO UNDERSTANDING** | **WORDS WORTH KNOWING**  |
| **TEACHER PROVIDES DEFINITION** not enough contextual clues provided in the text | Page 138 – reeds Page 138 – echoed Page 139 – gully Page 140 – waysPage 142 – dropped Page 144 – provePage 146 – insistedPage 149 – reignsPage 149 – clutched  | Page 139 – ledge Page 141 – quitePage 142 – convinced Page 144 – doubledPage 145 – sailedPage 145 – reluctantly  |
| **STUDENTS FIGURE OUT THE MEANING**sufficient context clues are provided in the text | Page 140 – bits and pieces Page 143 – belongPage 145 – thatch Page 146 – dawnPage 147 – crevicesPage 149 – rise | Page 145 – scrambledPage 147 – shelvesPage 149 – ablaze |

Culminating Task

* *The story Fly Eagle, Fly! is a folk tale about an eagle who thought he was a chicken because a farmer raised him as a chicken. Since chickens couldn’t fly, the eagle thought he couldn’t fly. Only after the farmer’s friend helps the eagle, does the eagle finally fly. Construct a multi-sentence paragraph that uses details form the story to explain what happens to the eagle in order for him to fly.*
	+ Sample Answer:

In *Fly Eagle, Fly!* the eagle chick grows up walking like a chicken, talking like a chicken, eating like a chicken and even thinking like a chicken (p.142). This is because the farmer raised him to be a chicken, or so he thought. When his friend saw the bird, he immediately recognized it for what it was, an eagle, and told the farmer just that (p.142). With help from the farmer’s friend, the eagle finally did recognize who he truly was. From a high cliff the friend told the eagle, “Look at the sun, Eagle. And when it rises, rise with it. You belong to the sky, not to the earth.” (p. 149). And that is what the eagle did. “The great eagle leaned forward and was swept upward, higher and higher, lost to sight in the brightness of the rising sun, never again to live among the chickens.” (p. 149). He finally embraced his true identity.

Additional Tasks

* From the illustrations on page 140 and 141, what can you tell about the architectural structures of the African village? What can the illustrations tell you about the clothing the people are wearing? What can you infer about the time the people are living in?
	+ Sample Answer: The buildings are simple one level structures with thatched roofs. Some of the people are wearing present-day clothing and some are wearing more traditional dress. The fact that some are wearing present-day clothing infers that it is more modern times.
* Research other African folk tales to read. Compare similarities and differences between these and “Fly Eagle, Fly.” Listed below are several tales from the website:[*http://www.victoriafalls-guide.net/african-folklore.html*](http://www.victoriafalls-guide.net/african-folklore.html)
	+ Sample Answer: Many of these African tales have animals in them with the human ability of speech. Each has a moral that addresses a human characteristic like greed, jealousy or loneliness. In comparison, “Fly, Eagle Fly” tells about a bird who does not talk, however, it does have a strong moral: the need to embrace the truth of who you are.
* Folklore and Legends to read....
	+ “[*Why Hippos Don’t Eat Fish”*](http://www.victoriafalls-guide.net/hippos-don%27t-eat-fish.html) From: When the Hippos were Hairy and Other Tales from Africa: Nick Greaves [http://www.victoriafalls-guide.net/hippos-don't-eat-fish.html](http://www.victoriafalls-guide.net/hippos-don%27t-eat-fish.html)
	+ “[*The Tortoise and the Birds*](http://www.victoriafalls-guide.net/tortoise.html)*”* <http://www.victoriafalls-guide.net/tortoise.html>
	+ “[*Faithless One*](http://www.victoriafalls-guide.net/faithless-one.html) “ <http://www.victoriafalls-guide.net/faithless-one.html>
	+ “[*How the Ostrich got his long neck*](http://www.victoriafalls-guide.net/ostrich.html) “ <http://www.victoriafalls-guide.net/ostrich.html>

Supports for English Language Learners (ELLs)

to use with Basal Alignment Project Lessons

When teaching any lesson, it is important to make sure you are including supports to help all students. We have prepared some examples of different types of supports that you can use in conjunction with our Basal Alignment Project Lessons to help support your ELLs. They are grouped by when they would best fit in a lesson. While these supports reflect research in how to support ELLs, these activities can help ALL students engage more deeply with these lessons. Note that some strategies should be used at multiple points within a lesson; we’ll point these out. It is also important to understand that these scaffolds represent options for teachers to select based on students’ needs; it is not the intention that teachers should do *all* of these things at every lesson.

**Before the reading:**

* Read passages, sing songs, watch videos, view photographs, discuss topics (e.g., using the [four corners strategy](http://www.theteachertoolkit.com/index.php/tool/four-corners)), or research topics that help provide context for what your students will be reading. This is especially true if the setting (e.g., 18th Century England) or topic (e.g., boats) is one that is unfamiliar to the students.
* Provide instruction, using multiple modalities, on selected vocabulary words that are *central to understanding the text*. When looking at the lesson plan, you should note the Tier 2 words, particularly those words with high conceptual complexity (i.e., they are difficult to visualize, learn from context clues, or are abstract), and consider introducing them ahead of reading. For more information on selecting such words, go [here](https://achievethecore.org/page/3167/selecting-and-using-academic-vocabulary-in-instruction). **You should plan to continue to reinforce these words, and additional vocabulary, in the context of reading and working with the text. (See additional activities in the During Reading and After Reading sections.)**

**Examples of Activities:**

* Provide students with the definition of the words and then have students work together to create [Frayer models](http://www.theteachertoolkit.com/index.php/tool/frayer-model) or other kinds of word maps for the words.
* When a word contains a prefix or suffix that has been introduced before, highlight how the word part can be used to help determine word meaning.
* Keep a word wall or word bank where these new words can be added and that students can access later.
* Have students create visual glossaries for whenever they encounter new words. Then have your students add these words to their visual glossaries.
* Create pictures using the word. These can even be added to your word wall!
* Create lists of synonyms and antonyms for the word.
* Have students practice using the words in conversation. For newcomers, consider providing them with [sentence frames](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion) to ensure they can participate in the conversation.
	+ Practice spelling the words using different spelling practice strategies and decoding strategies. Students could take turns spelling with a partner.
* Use graphic organizers to help introduce content.

**Examples of Activities:**

* Have students fill in a [KWL chart](http://www.nea.org/tools/k-w-l-know-want-to-know-learned.html) about what they will be reading about.
* Have students research setting or topic using a pre-approved website and fill in a chart about it. You could even have students work in groups where each group is assigned part of the topic.
* Have students fill in a bubble map where they write down anything that they find interesting about the topic while watching a video or reading a short passage about the topic. Then students can discuss why they picked the information.

**During reading:**

* Read the text aloud first so that ELLs can hear the passage read by a fluent reader before working with the text themselves.
* Allow ELLs to collaborate in their home languages to process content before participating in whole class discussions in English. Consider giving them the discussion questions to look over in advance (perhaps during the first read) and having them work with a partner to prepare.
* Encourage students to create sketch-notes or to storyboard the passage when they are reading it individually or with a partner. This will help show if they understand what they are reading as they are reading it.
* Ask questions related to the who, what, when, why, and how of the passage. For students that may need a little more help, provide them with [sentence stems](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion).
* Continue to draw attention to and discuss the words that you introduced before the reading.

**Examples of Activities:**

* Have students include the example from the text in their glossary that they created.
* Create or find pictures that represent how the word was used in the passage.
* Practice creating sentences using the word in the way it was using in the passage.
* Have students discuss the author’s word choice.
* Use graphic organizers to help organize content and thinking.

**Examples of Activities:**

* Have students fill in a chart to keep track of their 5ws while they read to help them summarize later and figure out the central idea of a passage.
* It may again be beneficial to have somewhere for students to store new words that they encounter while reading the text. Students could use a chart to keep track of these new words and their meanings as they read.
* If you had students fill in a KWL, have them fill in the “L” section as they read the passage.
* Utilize any illustrations or text features that come with the story or passage to better understand the reading.
* Compare/contrast the passage with what the illustrations convey about the passage. Have students consider if the illustrations look the way they visualized the passage in their own minds or if the passage matches their predictions based on the illustrations.
* Identify any text features such as captions and discuss how they contribute to meaning.

**After reading:**

* Present directions for any post-reading assignments orally and visually; repeat often; and ask English Language Learners to rephrase.
* Allow ELLs to use English language that is still under development. Students should not be scored lower because of incorrect spelling or grammar (unless the goal of the assignment is to assess spelling or grammar skills specifically). When grading, be sure to focus on scoring your students only for the objective(s) that were shared with students.
* Scaffold questions for discussions so that questioning sequences include a mix of factual and inferential questions and a mix of shorter and more extended responses. Questions should build on each other and toward inferential and higher-order-thinking questions. There are not many factual questions already listed in the lesson instructions, so you will need to build some in as you see fit. More information on this strategy can be found [here](https://achievethecore.org/aligned/creating-sequencing-text-dependent-questions-support-english-language-learners/).
* Reinforce new vocabulary using multiple modalities

**Examples of activities:**

* Using the words that you had students work with before reading, have students write sentences in reference to the passage that you just finished reading.
* Require students to include the words introduced before reading in the culminating writing task.
* For newcomers, print out pictures that represent the words that you focused on and have students match the words to the pictures.
* Based on different features of the words, have the students sort them into different categories and explain their choices. For example, the students could sort the words by prefixes, suffixes, connotation, etc.
* After reading the passage, continue to examine important sentences (1–2) in the text that contribute to the overall meaning of the text. Guide students to break apart these sentences, analyze different elements, and determine meaning. More information on how to do this, including models of sentence deconstruction, can be found [here](https://achievethecore.org/page/3160/juicy-sentence-protocol).
* Provide differentiated scaffolds for writing assignments based on students’ English language proficiency levels.

**Examples of Activities:**

* For all students, go over the prompt in detail, making sure to break down what the prompt means before having the students get to work. Then have the students explain the directions back to you.
* Have students create an evidence tracking chart during reading, then direct them to look back over their evidence chart and work with a group to see if their evidence matches what the rest of the class wrote down. If some of the chart does not match, students should have a discussion about why.
* For students who need more support, model the proper writing format for your students and provide them with a properly formatted example for reference.
* For newcomers, you may consider creating sentence or paragraph frames to help them to write out their ideas.
* To further discussion about the passage, have students create their own who, what, when, where, why, and how questions related to the passage to ask each other and have students pair up and practice asking each other the questions. If available, pair students of the same home language to support the use of language still under development.