

Lesson 6: Determining Theme and Summarizing a Text: Chapter 5 of *The Hope Chest*



CCS Standards

- **RL.4.1:** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RL.4.2:** Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- **RL.4.4:** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
- **L.4.5b:** Recognize and explain the meaning of common idioms, adages, and proverbs.



Daily Learning Targets

- I can determine themes of *The Hope Chest* using details from the text. (RL.4.1, RL.4.2)
- I can summarize Chapter 5 of *The Hope Chest*. (RL.4.1, RL.4.2)

Ongoing Assessment

- Exit Ticket: Summarizing *The Hope Chest*, Chapter 5 (RL.4.1, RL.4.2)

Agenda

1. Opening

- A. Engaging the Reader: *The Hope Chest*, Chapter 5 (20 minutes)
- B. Reviewing Learning Targets (5 minutes)

2. Work Time

- A. Determining Themes of *The Hope Chest* (15 minutes)

3. Closing and Assessment

- A. Summarizing Chapter 5 of *The Hope Chest* (20 minutes)

4. Homework

- A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.

Teaching Notes

Purpose of lesson and alignment to standards:

- In Opening A, students hear Chapter 5 of *The Hope Chest* read aloud and are introduced to idioms, adages, and proverbs. This chapter is read aloud because of its complex language and slang that students may find challenging to read. (RL.4.4, L.4.5b).
- In Work Time A, students consider themes in *The Hope Chest* using details from the text (RL.4.2). Although students are only five chapters into the book, some of the themes are starting to become evident (e.g., do something meaningful, inequality is injustice, etc.).
- In the Closing, students practice summarizing Chapter 5 in preparation for the work they will do in Unit 2 (RL.4.1, RL.4.2).
- In this lesson, students continue to focus on working to become ethical people by showing respect, compassion, and empathy if their classmates are upset by events in the text.

How this lesson builds on previous work:

- In Lessons 1–5, students read the first four chapters of *The Hope Chest* in reading triads and answered questions. They follow a similar routine in this lesson to read Chapter 5.

Areas in which students may need additional support:

- Students may need additional support with reading the chapter and summarizing the text. A sentence frame has been provided for students who need additional support with writing their summaries. Consider inviting students who need further support to a group for focused teacher guidance.

Assessment guidance:

- Review exit tickets to identify common issues to use as whole group teaching points.
- For ELLs: Collect the Language Dive I Practice: *The Hope Chest* homework from Lesson 3. Refer to For ELLs: Language Dive I Practice: *The Hope Chest* homework (example, for teacher reference).

Down the road:

- In the next lesson, students will follow a similar routine to read Chapter 6 of *The Hope Chest*. They will then read a secondhand account of an event mentioned in the text.
- In subsequent lessons, students will begin to gather details to support the themes identified in Work Time A. These findings will support the work they do in Unit 2.
- The exit tickets completed in this lesson will be returned with feedback in Unit 2, Lesson 1.

In advance:

- Locate a timer to use in the Closing that shows minutes and seconds.
- Post: Learning targets and applicable anchor charts (see materials list).

- Continue to use the technology tools recommended throughout Modules 1–3 to create anchor charts to share with families; to record students as they participate in discussions and protocols to review with students later and to share with families; and for students to listen to and annotate text, record ideas on note-catchers, and word-process writing.

Supporting English Language Learners

Supports guided in part by CA ELD Standards 4.I.B.6, 4.I.B.7, 4.I.B.8

Important points in the lesson itself

- The basic design of this lesson supports ELLs with opportunities to hear a particularly complex chapter of *The Hope Chest* read aloud, explicitly discuss the meaning of slang words and phrases in the text (including idioms, adages, and proverbs), and begin identifying emerging themes in the text. Before writing summaries of the text during the Closing, students read and analyze a model summary, and share their own summaries orally before writing, which helps prepare them for the summaries they will write in Unit 2.
- ELLs may find it challenging to identify emerging themes in the text without explicit modeling and repeated practice. Model and think aloud the process for students, and reassure them that they will consider theme repeatedly in upcoming lessons and in the next unit. Additionally, students may find it challenging to write a summary of a section of the text (see *Levels of support* and *Meeting Students' Needs*).

Levels of support

For lighter support:

- Challenge students to repeat and rephrase the lesson questions for students who need heavier support.

For heavier support:

- During Work Time A, consider providing students with a list of possible themes to choose from—some of which are relevant, some of which are not. Allow students to review the list and then choose one that they confidently see emerging in the text.
- During the Closing, consider working closely with a group of students to write the summary as a shared or interactive writing experience.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** Continue to reinforce expectations that students read along silently in their heads as the text is read aloud during the lesson.
- **Multiple Means of Action and Expression (MMAE):** Continue to support a range of fine motor abilities and writing need by offering students options for writing utensils. Also consider supporting students' expressive skills by offering partial dictation of student responses.
- **Multiple Means of Engagement (MME):** Continue to remind students of the goal for the work they are doing with the text. Returning to the learning goals lifts up their value and relevance to students.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- slang, idiom, adage, proverb, theme, summarize (L)
- angelinas, die like flies (T)

Materials

- ✓ Working to Become Ethical People anchor chart (begun in Module 1)
- ✓ *The Hope Chest* (from Lesson 1; one per student)
- ✓ Idioms, Adages, and Proverbs anchor chart (new; teacher-created; see supporting materials)
- ✓ Chart paper (three pieces; used by the teacher to create Theme Anchor Charts: Chapter 5)
- ✓ Theme Anchor Charts: Chapter 5 (example, for teacher reference)
- ✓ Model summary (one to display)
- ✓ Criteria of an Effective Summary anchor chart (begun in Module 1)
- ✓ Exit Ticket: Summarizing *The Hope Chest*, Chapter 5 (one per student and one to display)
- ✓ Exit Ticket: Summarizing *The Hope Chest*, Chapter 5 (example, for teacher reference)
- ✓ Timer (one per class)
- ✓ Summary sentence frame (optional; for students needing additional support)
- ✓ For ELLs: Language Dive I Practice: *The Hope Chest* (homework from Lesson 3; one per student)
- ✓ For ELLs: Language Dive I Practice: *The Hope Chest* (answers, for teacher reference)

Opening

A. Engaging the Reader: *The Hope Chest*, Chapter 5 (20 minutes)

- Invite students to get into their reading triads.
- Direct their attention to the **Working to Become Ethical People anchor chart**, and review respect, compassion, and empathy as needed.
- Invite students to retrieve their copies of *The Hope Chest* and to turn to Chapter 5. Tell students that in this lesson, unlike in previous lessons, the teacher will read the chapter aloud while they follow along silently in their heads. Tell students that the reason for this is that this is a challenging chapter because of the use of *slang*.
- Think-Triad-Share:
 - “What is slang?” (very informal words or phrases particular to specific groups of people)*
 - Conversation Cue: “Who can tell us what your classmate said in your own words?” (Responses will vary.)*
 - “What is an example of slang that you can think of?” (Responses will vary, but may include my bad and LOL.)*
- Begin reading Chapter 5 aloud. Avoid stopping during pages 50–51, despite the “hobo slang” language, which students may find challenging to understand. Stop reading at the top of page 52, after “... riding the rails, do you?”
- Think-Triad-Share:
 - “How do you think Violet is feeling right now? How are you feeling after hearing Hobie the Hobo speak?” (confused and overwhelmed)*
 - Conversation Cue: “Can you give an example?” (Responses will vary.)*
 - “You’ve heard the term angelinas quite a few times since the beginning of the chapter. What can you infer angelinas are?” (girls)*
- Before continuing with reading, reassure students that it will get easier to understand, and that many of the slang terms will be defined in the book.
- Stop at the bottom of page 59. Focus students on the phrase *die like flies*.
- Think-Triad-Share:
 - “What do you think this means?” (lots of them die)*
 - Conversation Cue: “Who can repeat what your classmate said?” (Responses will vary.)*
- Tell students that this phrase is a common *idiom*, which students may also hear said as *drop like flies*, which means lots of people or things stop doing whatever it is they are doing at a similar time. Provide the example that when a lot of students catch the same illness in the classroom and can’t come to school, that would be described as dropping like flies.
- Direct students’ attention to the **Idioms, Adages, and Proverbs anchor chart** and select a volunteer to read aloud the definitions of each.
- Add “Die like flies/drop like flies” and the page number to the anchor chart.
- Invite volunteers to share any idioms, adages, or proverbs they know and add appropriate suggestions to the anchor chart.
- Continue reading to the end of the chapter.

- Think-Triad-Share:

“What is the gist of this chapter? What is it mostly about?” (Myrtle and Violet ride trains from New York City to Washington, D.C., without buying a ticket with the help of Hobie the Hobo.)

- Provide 2–3 minutes for silent reflection on the chapter.

Meeting Students' Needs

- For ELLs and students who may need additional support with activating prior knowledge: (Summarizing) Before reading, invite students to summarize Chapter 4 of *The Hope Chest* in 1 minute or less (with feedback) and then again in 30 seconds or less with a partner. (MMR)
- For ELLs: (Home Languages: Slang) Invite students to share examples of slang in their home languages and explain the meaning of each word or phrase to the class. Encourage students to describe a circumstance or situation where it would be appropriate to use the slang.
- For ELLs: (Home Languages: Idioms, Adages, Proverbs) Invite students to share examples of idioms, adages, and proverbs in their home languages and describe the meaning of each for the class. Add these examples of to the anchor chart, or create a new anchor chart for home languages. Continue to add home language examples to the anchor chart as students think of them throughout the unit, and encourage students to ask family members for examples as well.

Opening

B. Reviewing Learning Targets (5 minutes)

- Direct students' attention to the posted learning targets and select a volunteer to read them aloud:

*“I can determine themes of *The Hope Chest* using details from the text.”*

*“I can summarize Chapter 5 of *The Hope Chest*.”*

- Remind students they have seen the first learning target about an earlier chapter of *The Hope Chest* in the previous lesson, and they have been using the text to answer questions throughout the first half of the unit.
- Focus students on the first learning target and underline the word *themes*. Remind students they learned about theme in Module 1 with *Love That Dog*.
- Think-Triad-Share:

“What is a theme?” (a message or main idea that is relevant to the real world outside of the book that the author wants the reader to take away)

Conversation Cue: “Do you agree or disagree with what your classmate said? Why?” (Responses will vary.)

“How do you know what a theme of a text is?” (You read it and think about the messages and main ideas that are communicated through details such as events and character reactions to events.)

- Focus students on the second learning target and underline the word *summarize*. Think-Triad-Share:

“I can hear the word summary in the word summarize. What is a summary?” (a brief statement outlining the main points)

*“What is the purpose of a summary? Why do we need summaries?” (Summaries give us a brief idea of what a text. If a student is absent and missed reading a chapter of *The Hope Chest*, she could read a summary and quickly catch up on what she missed.)*

*“So if you are going to summarize Chapter 5 of *The Hope Chest*, what are you going to do?” (write/say briefly what the chapter is about, outlining the main points)*

- Remind students they have seen similar learning targets in previous modules.

Meeting Students’ Needs

- For ELLs: (Activating Prior Knowledge) Consider activating students’ prior knowledge by reviewing one of the themes from the book *Love That Dog* in Module 1, and then inviting students to describe any others they recall. (In *Love That Dog*, the author of the poem “The Red Wheelbarrow” wanted readers to understand that an everyday object—such as a wheelbarrow—can be very important in our lives.) Point out that there will be many themes in *The Hope Chest*, and that the class will reflect on these themes as they continue to read the book in this unit and in Unit 2.

- For ELLs: (Noticing Parts of Speech) Ask:

“What is the difference between the words summary and summarize?” (Summary is a noun that means a brief description of the main points of the text. Summarize is a verb that means to give a brief description of the main points of the text.)

Consider adding *summary* and *summarize* as examples on the Parts of Speech anchor chart from Module 1.

Work Time

A. Determining Themes of *The Hope Chest* (15 minutes)

- Remind students of what a theme is: a message or main idea that is relevant to the real world outside of the book that the author wants you to understand from reading the book.
- Tell students that there is often more than one theme in a longer novel like *The Hope Chest*.
- Think-Triad-Share:

“What themes have you seen so far? Which messages or main ideas keep coming up in the first five chapters that are relevant to the real world outside of the book? Is there anything the book is teaching you or helping you understand about life?” (Responses will vary, but may include: Do something meaningful; inequality is injustice; don’t judge a book by its cover; stand up for what is right.)

Conversation Cue: “Do you agree or disagree with what your classmate said? Why?” (Responses will vary.)

Responding to Inequality: Ratifying the 19th Amendment

- Divide pieces of **chart paper** in half with a line across the middle of each and write each appropriate theme that students identify in a clean half, leaving sufficient space for evidence of that theme to be added as students continue to read the book. These will be the Theme anchor charts and will be added to throughout Units 1–2. Guide student thinking to ensure that at least the following themes are represented:
 - Do something meaningful
 - Inequality is injustice
 - Don't judge a book by its cover
- “Don't judge a book by its cover” is an idiom that means “don't judge something by how it looks.” Consider adding this to the Idioms, Adages, and Proverbs anchor chart.
- Use a checking for understanding technique (e.g., Red Light, Green Light or Thumb-O-Meter) for students to self-assess against the first learning target.

Meeting Students' Needs

- For ELLs and students who may need additional support with strategy development: (Modeling and Thinking Aloud: Identifying Themes) Before inviting students to suggest themes from the text, consider modeling and thinking aloud the process for identifying a theme and evidence. (MMAE)
- For ELLs (Reading Aloud Key Sections) Consider first reading aloud key sections of the text that highlight the emerging themes in the book, and then asking students to identify the themes based on what they hear. Encourage students to defend their thinking by citing specific sentences that emphasize the theme they suggest.

Closing and Assessment

A. Summarizing Chapter 5 of *The Hope Chest* (20 minutes)

- Think-Triad-Share:
 - “Which themes on the anchor charts did you see in Chapter 5?” (don't judge a book by its cover)*
 - “Where can you find evidence of this theme in Chapter 5?” (Pages 50–52: Violet tries to get rid of Hobie when they actually need his help.)*
- Record this on the appropriate Theme anchor chart. Refer to the **Theme Anchor Charts: Chapter 5 (example, for teacher reference)** as necessary.
- Remind students that summaries give a brief idea of what a text is about. Explain that when we summarize a text (give a brief statement of the main points), we provide the title and author and briefly describe what it was about, including the theme and the supporting details.
- Tell students they are going to write a summary of the part of the chapter where they find evidence of one of the themes.
- Display the **model summary** and invite students to read it chorally with you.
- Direct students' attention to the **Criteria of an Effective Summary anchor chart**.

- Think-Triad-Share:

“Where can you see evidence of each of these criteria in the model?” (All of the criteria are represented.)

- Distribute and display the **Exit Ticket: Summarizing *The Hope Chest*, Chapter 5**.
- Model completing the “Theme” box with the theme “Don’t judge a book by its cover.” Refer to **Exit Ticket: Summarizing *The Hope Chest*, Chapter 5 (example, for teacher reference)**.
- Focus students on the “Supporting Details” column.
- Think-Triad-Share:

“You explained that this theme is evident in Chapter 5 when Violet tries to get rid of Hobie, but which details can you find in the chapter to show this theme?” (Responses will vary, but may include: Violet tells Hobie they don’t need his help because she thinks he looks like the “wrong sort of people” on page 51, and when Violet takes Myrtle to the side to whisper that they need to lose Hobie immediately on page 52.)

- List all student suggestions on the board. Add a suggestion that is clearly incorrect. For example:
 - “Hobie wore the same sort of ankle-high black boots as Myrtle and Violet.”
- Think-Triad-Share:

“Is this an example of a detail to support the theme we have recorded? Why or why not?” (No, because it doesn’t have anything to do with judging someone by how he looks. This about the boots he was wearing.)

- Model recording an appropriate supporting detail on the displayed exit ticket. Continue to refer to Exit Ticket: Summarizing *The Hope Chest*, Chapter 5 (example, for teacher reference).
- Focus students on the “Elaboration: How is this detail evidence of the theme?” column and the supporting detail you have recorded in the first box on the displayed exit ticket.
- Think-Triad-Share:

“How is this detail evidence of the theme?”

- Model recording this on the displayed exit ticket.
- Focus students on the final “What is happening at this point in the chapter?” column, specifically on the “be brief” instruction.
- Think-Triad-Share:

“What does ‘be brief’ mean?” (You don’t need to write what is happening word for word from the text. You need to summarize it in a sentence or two.)

- Focus students on the supporting detail you have recorded.
- Think-Triad-Share:

“What is happening at this point in the chapter?”

- Model recording this on the displayed exit ticket.
- Invite students to work in triads to complete the chart on their exit ticket in the same way.
- After 5 minutes, refocus whole group.
- Invite students to label themselves A, B, and C in their triads.
- Using a whole class **timer**, give partner B 45 seconds to orally summarize the part of the chapter where he or she found evidence of the theme to the triad. Then give partner C 30 seconds, and partner A 15 seconds.

Responding to Inequality: Ratifying the 19th Amendment

- Select volunteers to share out their summaries. Continue to refer to Exit Ticket: Summarizing *The Hope Chest*, Chapter 5 (example, for teacher reference).
- Invite students to write their summaries on their exit tickets. Distribute **summary sentence frames** as necessary.
- Circulate to support students as they work and ask questions to guide their thinking:
 - “Where can you see evidence of this theme in Chapter 5?”
 - “How would you retell this part of the chapter for me?”
 - “How would you summarize it?”
- When 2 minutes remain, refocus whole group.
- Collect the exit tickets and use a checking for understanding technique (e.g., Red Light, Green Light or Thumb-O-Meter) for students to self-assess against the second learning target.
- For ELLs: Collect the **Language Dive I Practice: *The Hope Chest*** from Lesson 3. Refer to the **For ELLs: Language Dive I Practice: *The Hope Chest* (answers, for teacher reference)** as necessary.

Meeting Students' Needs

- For students who may need additional support with metacognitive stamina: Provide opportunities to take breaks at pre-determined points. Let them choose from a list of appropriate break activities (e.g., getting a drink of water or stretching). (MME)
- For students who may need additional support with organizing ideas for written expression: Invite students to first orally share the sentences they plan to write on their exit ticket. (MMAE)
- For ELLs: (Rereading) Before discussing and modeling completing the graphic organizer, consider rereading aloud the section of the chapter for which the students will be writing a summary.
- For ELLs: (Fishbowl: Writing a Summary) Consider inviting a confident student to refer to the completed graphic organizer and fishbowl writing a summary of the section of text as the rest of the class observes. Allow time for students to ask questions, and clarify any confusion as needed.

Homework

A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.

Meeting Students' Needs

- For ELLs: (Oral Response) Read aloud, discuss, and respond to your prompt orally with a partner, a family member, or a student from Grades 3 or 5, or record an audio response.