

## Lesson 5: Determining Theme and Summarizing a Text: Chapter 12 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.4.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.4.1a:** Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).
- **L.4.5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- **L.4.5b:** Recognize and explain the meaning of common idioms, adages, and proverbs.



### Daily Learning Targets

- I can use relative adverbs. (L.4.1a)
- I can summarize Chapter 12 of *The Hope Chest*. (RL.4.1, RL.4.2)

### Ongoing Assessment

- Summarizing *The Hope Chest*, Chapter 12 (RL.4.1, RL.4.2)
- Similes and Metaphors in *The Hope Chest* (L.4.5a)

### Agenda

#### 1. Opening

- A. Reviewing Learning Targets (5 minutes)
- B. Reading in Triads: *The Hope Chest*, Chapter 12 (25 minutes)

#### 2. Work Time

- A. Language Dive: Relative Adverbs (15 minutes)

#### 3. Closing and Assessment

- A. Summarizing Chapter 12 of *The Hope Chest* (15 minutes)

#### 4. Homework

- A. Complete the Language Dive I Practice: *The Hope Chest*: Relative Adverbs in your Unit 2 Homework.
- B. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.

## Teaching Notes

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### Purpose of lesson and alignment to standards:

- This lesson follows a similar structure to Lessons 1–4, with students reading Chapter 12 of *The Hope Chest* in triads, determining themes that were evident in the chapter, and summarizing the chapter (RL.4.1, RL.4.2, L.4.5b).
- Note that in this lesson, students are no longer provided with a graphic organizer to organize their thinking in preparation for writing a summary. Instead, they are given the space to create their own graphic organizer if they feel they need it, and can refer to previous graphic organizers if they find it helpful to do so. This gradually releases students to organize their thinking and writing summaries without support.
- In Work Time A, students participate in a Language Dive that guides them through the meaning of a sentence from *The Hope Chest*. The focus of this Language Dive is on using relative adverbs (L.4.1a). Students then apply their understanding of the meaning and structure of this sentence when using relative adverbs in their summaries and during the Mid-Unit 2 Assessment. Refer to the Module 1 Appendix for additional information regarding a consistent Language Dive routine.

### How this lesson builds on previous work:

- Students use the same routines from Lesson 1–4 in this lesson to read and summarize Chapter 12 of *The Hope Chest*.

### Areas in which students may need additional support:

- Students may continue to need support with reading, summarizing, or writing about the chapter. Continue to provide sentence frames and teacher-guided groups as necessary.

### Assessment guidance:

- Continue to review student summaries to identify common teaching issues.

### Down the road:

- In the next lesson, students will follow a similar routine to read and summarize Chapter 13 of *The Hope Chest*.

### In advance:

- Review the Questions We Can Ask during a Language Dive anchor chart as needed (begun in Module 3, Unit 1, Lesson 5).
- Preview the Language Dive Guide and consider how to invite conversation among students to address the language goals suggested under each sentence strip chunk (see supporting materials). Select from the language goals provided to best meet your students' needs.
- Add a row to the table on the **Parts of Speech anchor chart** for relative adverbs (see supporting materials). This includes the definition of relative adverbs, as well as examples.
- 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 by in part by CA ELD Standards 4.I.B.6, 4.I.B.7, 4.I.B.8, 4.I.C.10, 4.I.C.11

#### Important points in the lesson itself

- The basic design of this lesson supports ELLs with opportunities to return to familiar routines for reading in triads; discussing idioms, adages, and proverbs; identifying emerging themes in the text; and writing a summary. Students also have the opportunity to build on their understanding of parts of speech by participating in a whole-class Language Dive focused on using relative adverbs.
- ELLs may find it challenging to keep pace with the linguistic and cognitive demands of the many tasks and concepts covered in this lesson (see *Levels of support* and Meeting Students' Needs).

#### Levels of support

*For lighter support:*

- Challenge students to use Conversation Cues with other students to promote productive and equitable conversation and enhance language development.

*For heavier support:*

- Consider reading aloud Chapter 12 to students before the lesson, and inviting students to practice reading aloud a section of the chapter that they can then be responsible for reading in their triads in Opening B.

#### Universal Design for Learning

- **Multiple Means of Representation (MMR):** Continue to support students by creating additional or individual anchor charts for reference during this lesson to aid in comprehension.
- **Multiple Means of Action and Expression (MMAE):** Continue to support students in setting appropriate goals for their effort and the level of difficulty expected.
- **Multiple Means of Engagement (MME):** Continue to provide prompts and sentences frames for those students who require them to be successful in peer interactions and collaboration. Also, support students in sustaining effort and/or attention by restating the goal of the activity.

## Vocabulary

### Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- relative adverb (L)
- bold (T)

## Materials

- ✓ Parts of Speech anchor chart (begun in Module 1; added to in advance; see supporting materials)
- ✓ Parts of Speech anchor chart (begun in Module 1; example, for teacher reference)
- ✓ *The Hope Chest* (from Unit 1, Lesson 1; one per student)
- ✓ Working to Become Ethical People anchor chart (begun in Module 1)
- ✓ Close Readers Do These Things anchor chart (begun in Module 1)
- ✓ Vocabulary logs (from Module 1; one per student)
- ✓ Theme anchor charts (begun in Unit 1, Lesson 6; added to during Opening B; see supporting materials)
- ✓ Theme Anchor Charts: Chapter 12 (example, for teacher reference)
- ✓ Idioms, Adages, and Proverbs anchor chart (begun in Unit 1, Lesson 6; added to during Opening B; see supporting materials)
- ✓ Idioms, Adages, and Proverbs anchor chart (begun in Unit 1, Lesson 6; example, for teacher reference)
- ✓ Language Dive Guide I: *The Hope Chest*: Relative Adverbs (for teacher reference)
  - Questions We Can Ask during a Language Dive anchor chart (begun in Module 3)
  - Language Dive Chunk Chart I: *The Hope Chest*: Relative Adverbs (for teacher reference)
  - Language Dive Note-catcher I: *The Hope Chest*: Relative Adverbs (one per student and one to display)
  - Language Dive Sentence Strip Chunks I: *The Hope Chest*: Relative Adverbs (one to display)
- ✓ Summarizing *The Hope Chest*, Chapter 12 (one per student and one to display)
- ✓ Summarizing *The Hope Chest*, Chapter 12 (example, for teacher reference)
- ✓ Model summary (from Unit 1, Lesson 6; one to display)
- ✓ Criteria of an Effective Summary anchor chart (begun in Module 1)
- ✓ Timer (one per class)
- ✓ Summary sentence frame (from Unit 1, Lesson 6; new; optional; for students needing additional support)

## Opening

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### A. Reviewing Learning Targets (5 minutes)

- Invite students to get into their reading triads.
- Direct their attention to the posted learning targets and select a volunteer to read them aloud:  
*“I can use relative adverbs.”*  
*“I can summarize Chapter 12 of The Hope Chest.”*
- Focus students on the first learning target. Underline the word *adverbs*.
- Direct students’ attention to the **Parts of Speech anchor chart** and ask:  
*“What is an adverb?” (a word that describes a verb, an adjective, or another adverb)*  
*“What are some examples of adverbs?” (Responses will vary, but may include: slowly, quietly.)*
- Underline the word *relative* and tell students that a *relative adverb* is a specific type of adverb, which they will learn more about through a Language Dive later in the lesson. Refer to **Parts of Speech anchor chart (example, for teacher reference)** as necessary.
- Remind students they saw the second learning target in the previous lessons for Chapters 8–11 of *The Hope Chest*.

### Meeting Students’ Needs

- For ELLs: (Word Families) When reviewing the word *relative*, ask students about the root word (*relate*). Invite students to think about how they are *related* to people who are their *relatives*, helping them determine the meaning of *relative* while reinforcing the strategy of using root words to find the meaning of unfamiliar words and phrases.

## Opening

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### B. Reading in Triads: *The Hope Chest*, Chapter 12 (25 minutes)

- Invite students to get into their reading triads and use the same routine from Unit 1 (and the Opening B of Lesson 1) to guide them through reading Chapter 12 of *The Hope Chest*.
- Review the **Working to Become Ethical People anchor chart**.
- Remind students to use the following materials: **Close Readers Do These Things anchor chart** and **vocabulary logs**.
- Direct students’ attention to the **Theme anchor charts** and follow the same routine from Unit 1 (and Opening B of Lesson 1) to guide them through the process of identifying any new themes and adding evidence of themes to the anchor charts. Refer to **Theme Anchor Charts: Chapter 12 (example, for teacher reference)** as necessary.

- Use the same routine from Opening B of Lesson 1 to guide students through adding new information to the **Idioms, Adages, and Proverbs anchor chart**:
  - Page 149: from “Mr. Martin shrugged and smiled ...” to “... I got into a different car.”
  - Record on the anchor chart and invite students to read it chorally with you: “Fortune favors the bold.”
  - Underline the word *bold*. Focus students on the vocabulary strategies on the Close Readers Do These Things anchor chart and invite students to work in triads to determine the meaning of the word. Use total participation techniques to select students to share with the whole group (an ability to take risks).
  - Think-Triad-Share:
    - “What are some synonyms of bold?” (courageous, daring, brave)*
    - What are some antonyms of bold?” (cowardly, fearful, afraid)*
    - “What do you think this proverb means?” (It means people who are brave and take risks will be successful in the end.)*
    - Conversation Cue: “So, do you mean \_\_\_\_?” (Responses will vary.)*
    - “How do you think it applies to this situation with Mr. Martin?” (Mr. Martin took a big risk on the train, but he didn’t get caught by the police.)*
  - Remind students that breaking the law and running away from the police are bad things to do. Emphasize that times were very different back in 1920 when this book is set. Remind students that laws were not always fair or just—take, for example, the laws that segregated white from African American people—so Mr. Martin may not actually have done anything wrong to deserve to be arrested. We don’t know what he did because the text hasn’t given us those details yet.
  - Provide a real-life example: “If you leave your job to go back to college to pursue a new career, you might tell yourself, ‘Fortune favors the bold,’ because you hope that this is a good move that will make you more successful in the future.”
  - Record the meaning on the anchor chart. Refer to **Idioms, Adages, and Proverbs anchor chart (example, for teacher reference)** as necessary.

### Meeting Students’ Needs

- For ELLs and students who may need additional support with activating prior knowledge: (Summarizing) Before reading, invite students to summarize Chapter 11 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 (Reading Aloud Key Sections) Consider reading aloud key sections of the text that highlight the emerging themes in the chapter, and then asking students to identify a theme based on what they hear. Invite students to write the theme on sticky notes and place them where they see evidence of the theme in the text. Encourage students to defend their thinking by citing specific sentences that emphasize the theme they suggest.
- For ELLs: (Idioms, Adages, Proverbs: Sketching and Personalizing) Invite a student to sketch the meaning of the adage “fortune favors the bold” in the margin on the chart. Challenge students to apply its meaning to an experience in their own lives, and clarify as needed.

### Work Time

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#### A. Language Dive: Relative Adverbs (15 minutes)

- Before the Language Dive, review the “Relative Adverbs” row on the Parts of Speech anchor chart. Invite students to chorally read the definition of relative adverbs, and to review the examples of relative adverbs on the chart.
- Tell students they will now participate in a Language Dive using the same format from Module 3.
- Focus students’ attention on the **Questions We Can Ask during a Language Dive anchor chart** and remind them that they thought of their own questions to ask during a Language Dive.
- Think-Pair-Share:
  - **“What is one question you can ask during a Language Dive?” (Responses will vary.)**
- Reread page 152 of *The Hope Chest*, from the top of the page to “I’m not so sure I like it either.”
- Focus on the sentence:
  - “I’m sure we can find someplace where they’ll take our kind in.”
- Use the **Language Dive Guide I: The Hope Chest: Relative Adverbs** and **Language Dive Chunk Chart I: The Hope Chest: Relative Adverbs** to guide students through a Language Dive of the sentence. Distribute and display the **Language Dive Note-catcher I: The Hope Chest: Relative Adverbs** and **Language Dive Sentence Strip Chunks I: The Hope Chest: Relative Adverbs**.
- When 2 minutes remain, refocus the whole group. 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.

### Closing and Assessment

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#### A. Summarizing Chapter 12 of *The Hope Chest* (15 minutes)

- Distribute and display **Summarizing The Hope Chest, Chapter 12**.
- Use the same routine from Work Time A of Lesson 1 to guide students through summarizing the part of the chapter where they found evidence of one of the themes. Note: Space has been provided for students to create their own graphic organizer on the handout, if they desire. Also consider referring them to their previous summarizing handouts for support.
- Distribute and remind students to refer to the following as necessary:
  - **Model summary**
  - **Criteria of an Effective Summary anchor chart**
  - **Timer**
  - **Summary sentence frames**
- Circulate to support students. Refer to **Summarizing The Hope Chest, Chapter 12 (example, for teacher reference)**.

- When 2 minutes remain, refocus the whole group. 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.

### Meeting Students' Needs

- For students who may need additional support with fine motor skills: Provide options for expression by offering a template that includes lines in each box or partial dictation. (MMAE)
- For ELLs: (Rereading) Before inviting triads to begin their summaries, consider rereading aloud the section(s) of the chapter that highlight the theme(s) students can choose to write about in their summaries.
- For ELLs: (Fishbowl: Creating a Graphic Organizer) Invite one or two confident students to fishbowl creating a graphic organizer that varies from the graphic organizer used in previous lessons. This will help clarify the process for creating a graphic organizer and provides an alternative way to organize information.

## Homework

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**A. Complete the Language Dive I Practice: *The Hope Chest*: Relative Adverbs in your Unit 2 Homework.**

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

### Meeting Students' Needs

- For ELLs and students who may need additional support with written expression: (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. (MMAE)