

Lesson 7: Determining Theme and Summarizing a Text: Chapter 14 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).
- **W.4.5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- **L.4.5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- **L.4.5a:** Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.
- **L.4.5b:** Recognize and explain the meaning of common idioms, adages, and proverbs.



Daily Learning Targets

- I can summarize Chapter 14 of *The Hope Chest*. (RL.4.1, RL.4.2)
- I can provide kind, specific, and helpful feedback to peers about their summaries. (RL.4.1, RL.4.2, W.4.5)

Ongoing Assessment

- Summarizing *The Hope Chest*, Chapter 14 (RL.4.1, RL.4.2)
- Stars and steps on sticky notes (RL.4.1, RL.4.2, W.4.5)

Agenda

1. Opening

- A. Reviewing Learning Targets (5 minutes)
- B. Reading in Triads: *The Hope Chest*, Chapter 14 (25 minutes)

2. Work Time

- A. Summarizing Chapter 14 of *The Hope Chest* (20 minutes)

3. Closing and Assessment

- A. Peer Critique: Summaries (10 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:

- This lesson follows a similar structure to Lessons 1–6, with students reading Chapter 14 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).
- In the Closing, students participate in a peer critique of their summary from Work Time A against the Criteria of an Effective Summary anchor chart (RL.4.1, RL.4.2, W.4.5). This prepares them for writing effective summaries in the mid-unit assessment in the next lesson.
- In this lesson, students continue to focus on working to become ethical people by showing respect—particularly as they provide peer feedback—and empathy and compassion if their peers are upset by events in the text.

How this lesson builds on previous work:

- Students use the same routines from Lesson 1–6 in this lesson to read and summarize Chapter 14 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.
- Collect the Language Dive I Practice: Relative Adverbs homework from Lesson 5. Refer to Language Dive I Practice: Relative Adverbs (example, for teacher reference).

Down the road:

- In the next lesson, students will read and summarize Chapter 15 of *The Hope Chest* for the mid-unit assessment.

In advance:

- Post: Learning targets and applicable anchor charts (see materials list).

Technology & Multimedia

- 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, identifying emerging themes in the text, and writing summaries. Students also have the opportunity to give and receive peer feedback on their summaries in preparation for the mid-unit assessment in the next lesson.
- ELLs may find it challenging to keep pace with the linguistic and cognitive demands of the many tasks and concepts covered in this lesson. Continue to work closely with students who need additional support (see *Levels of support* and Meeting Students' Needs).

Levels of support

For lighter support:

- Challenge students to create sentence starters for students who need heavier support to use when giving feedback on sticky notes during the peer critique. (Examples: "One thing you did well was ____." "Have you thought about ____?")

For heavier support:

- Consider reading Chapter 14 aloud 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):** During Opening A, students work toward a familiar learning target, "I can give kind, specific, and helpful feedback." Students provide this feedback during a peer critique of their summaries. As this target is displayed, consider inviting students to share examples of this type of feedback from previous lessons and note their responses for display. Recall that this helps students connect the expectation for feedback to concrete shared experiences.
- **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):** In this lesson, students review one another's summaries in a familiar instructional practice: peer critique. Continue to emphasize the benefits of peer review and feedback for all students by emphasizing effort and growth over relative performance.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- applesauce (T)

Materials

- ✓ *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 Work Time B; see supporting materials)
- ✓ Theme Anchor Charts: Chapter 14 (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)
- ✓ Summarizing *The Hope Chest*, Chapter 14 (one per student and one to display)
- ✓ Summarizing *The Hope Chest*, Chapter 14 (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)
- ✓ Sticky notes (two different colors; one of each per student)
- ✓ Peer Critique anchor chart (begun in Module 1)
- ✓ Directions for Peer Critique (one to display)
- ✓ Language Dive I Practice: Relative Adverbs (homework from Lesson 5; one per student)
- ✓ Language Dive I Practice: Relative Adverbs (answers, for teacher reference)

Opening

A. Reviewing Learning Targets (5 minutes)

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

"I can summarize Chapter 14 of *The Hope Chest*."

"I can provide kind, specific, and helpful feedback to peers about their summaries."

- Remind students they have seen the first learning target throughout the first half of this unit for Chapters 8–13 of *The Hope Chest*.
- Remind students they have participated in many peer critiques over the course of the year, so this learning target should be familiar to them.

Meeting Students' Needs

- For ELLs: (Transparency) To ensure that the purpose of providing peer feedback is transparent, cue students to problem-solve:

"Can you figure out why we provide kind, specific, and helpful feedback to our peers? I will give you time to think and discuss." (Responses will vary, but may include: to improve our writing; to learn from each other.)

Opening

B. Reading in Triads: *The Hope Chest*, Chapter 14 (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 14 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 14 (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 172: "She just believes all the applesauce they've told her."
- Record on the anchor chart and invite students to read it chorally with you: "It's applesauce."
- Discuss what the idiom means by thinking of a synonym (nonsense).
- Provide a real-life example: "If someone says something that isn't true, you might say, 'That's applesauce.'"
- 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 13 of *The Hope Chest* in 1 minute or less (with feedback) and then again in 30 seconds or less with a partner, or sketch a drawing of the main theme of Chapter 13 in 1 minute or less. (MMR)
- For ELLs: (Sticky Notes for Evidence) Invite students to use sticky notes to mark places in the text where they see evidence of a particular theme or themes, and to write the theme on the sticky notes for easy reference.

Work Time

A. Summarizing Chapter 14 of *The Hope Chest* (20 minutes)

- Distribute and display **Summarizing *The Hope Chest*, Chapter 14.**
- 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: Similar to Lesson 5, 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 14 (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 first 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 write 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: (Sharing Summaries) Consider inviting any confident students to share their summaries from a previous lesson with a class, and invite students to identify ways in which each summary meets criteria for an effective summary.

Closing and Assessment

A. Peer Critique: Summaries (10 minutes)

- Invite students to find a new partner and to label themselves A and B.
- Tell students they will now participate in a peer critique. Focus students on the Working to Become Ethical People anchor chart and review the respect criteria. Remind students that when providing peer feedback, they need to be respectful.
- Remind students to be looking for evidence of the criteria on the Criteria of an Effective Summary anchor chart in their new partner's work.
- Distribute **sticky notes** and use the **Peer Critique anchor chart** and the **Directions for Peer Critique** to guide students through a peer critique.
- When 2 minutes remain, use a checking for understanding protocol (for example Red Light, Green Light or Thumb-O-Meter) for students to self-assess against the second learning target and how well they demonstrated respect today.
- Collect the **Language Dive I Practice: Relative Adverbs** homework from Lesson 5. Refer to **Language Dive I Practice: Relative Adverbs (answers, for teacher reference)**.

Meeting Students' Needs

- Provide differentiated mentors by purposefully selecting partners. Consider meeting with the mentors in advance to encourage them to share their thinking aloud while they find evidence of the criteria in their partner's work. (MMAE, MME)
- For ELLs: (Sentence Starters: Heavier Support) Encourage students to use the sentence starters created by more proficient students when giving feedback on sticky notes during the peer critique (see *For lighter support*).
- For ELLs: (Home Languages) Consider placing students in home language partnerships and allowing them to share kind, specific, and helpful comments in their home languages.

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.