

## Grade 4

Item	Page
Lesson Plan	Page 2
Student Activity Handout 1 <i>(Theme Practice)</i>	Page 5
Student Activity Handout 2 <i>(A Little League Monday Night)</i>	Page 9
PowerPoint Presentation <i>(Go to View-&gt;Full Screen)</i>	Page 12



# Marlins: Fourth Grade Language Arts Lesson Plan

VISION-SETTING	<b>OBJECTIVE.</b> What is your objective? □	<b>KEY POINTS.</b> What knowledge and skills are embedded in the objective? □
	<p><i>Student will be able to:</i></p> <ol style="list-style-type: none"> <li>1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text (<b><i>inferences and predictions</i></b>)</li> <li>2. Determine a theme of a story, drama, or poem from details in the text; summarize the text (<b><i>main idea</i></b>)</li> </ol>	<ol style="list-style-type: none"> <li>1. An inference is a conclusion reached based on evidence provided in the text. Good readers use the information in the text to draw conclusions that are not stated explicitly by the author.</li> <li>2. A theme (or main idea) is the message or moral present in the story. Some are stated, while others are implied. Many times, good readers have to use the details and occurrences in the text to determine the theme.</li> <li>3. A summary is a brief statement of the main points of a piece of literature.</li> </ol>
	<b>ASSESSMENT.</b> Describe, briefly, what students will do to show you that they have mastered (or made progress toward) the objective. □	
Students will be able to summarize the poem, "A Little League Monday Night," and will be able to identify the theme of the piece.		
DETERMINING METHODS	<b>OPENING (10 min.)</b> How will you communicate <i>what</i> is about to happen? □ How will you communicate <i>how</i> it will happen? □ How will you communicate its <i>importance</i> ? □ How will you communicate <i>connections</i> to previous lessons? □ How will you engage students and capture their interest? □	<b>MATERIALS.</b>
	<p>Read the following lyrics. When you are done reading, write in ONE SENTENCE what you believe the main idea (or theme) of the lyrics are. What is the artist trying to say?</p> <p>Let it go, let it go                  Can't hold it back anymore                  Let it go, let it go                  Turn away and slam the door                  I don't care what they're going to say                  Let the storm rage on                  The cold never bothered me anyway                  "Let It Go" – Frozen</p> <p>After students have written for five minutes, you will begin: Has anyone heard this song before? No? That's okay! You don't have to have heard the song to understand what it is trying to say. What is the artist trying to say? (Calls on hands) That's right, she is saying to be your self and to not let people's judgements control you. Theme is a tremendously important part of understanding the world around us. Without figuring out the theme (or the moral or lesson), there is no purpose to reading. Every story has a theme. The theme is the important message the author wants to teach readers. Today you are going to learn how to find the theme of a piece of writing. You are also going to learn how to summarize, which is good for remembering the important parts of something!</p>	PowerPoint  Student Notebooks
	<b>INTRODUCTION OF NEW MATERIAL (10 min.)</b> How will you explain/demonstrate all knowledge/skills required of the objective, so that students begin to actively internalize key points? □ Which potential misunderstandings do you anticipate? How will you proactively mitigate them? □ How will students interact with the material? □	

<p>Students will take notes on the following information, presented on a slide on the PowerPoint. Students may read portions of the board as they take notes.</p> <ul style="list-style-type: none"> <li>• <b>What is <i>THEME</i>?</b></li> <li>• A <b>theme</b> is an <u>important</u> message or truth about life.</li> <li>• A <b>theme</b> is <u>the lesson</u> that the character(s) and/or reader learn.</li> <li>• <b>Theme</b> is the <u>essential</u> message expressed in a story.</li> <li>• A <u>stated</u> theme is expressed directly by the author.</li> <li>• An <u>implied</u> theme is suggested, or state indirectly through what happens to the characters.</li> <li>• A <u>repeating</u> theme, or a recurring theme, is a message about life that is expressed regularly in many different cultures and time periods.</li> <li>• <b>A good way to figure out theme is to figure out what the character(s) <u>learned</u>.</b></li> </ul> <p>Let's try another one more song lyric to test our understanding of theme. I will read the following "Modeling One More" slide and explain what I believe the theme of the lyric is:</p> <p>I got the eye of the tiger, a fighter  Dancing through the fire  'Cause I am a champion, and you're gonna hear me roar  Louder, louder than a lion  'Cause I am a champion, and you're gonna hear me roar!  "Roar" – Katy Perry</p> <p>What is the theme of this piece? What is Katy Perry trying to say? I think Katy Perry is trying to say that no one can hold her back and that she will rise above.</p>	<p>PowerPoint</p> <p>Student notebooks</p>
<p><b>GUIDED PRACTICE (20 min.)</b>  How will students practice all knowledge/skills required of the objective, with your support, such that they continue to internalize the key points? □  How will you ensure that students have multiple opportunities to practice, with exercises scaffolded from easy to hard? □</p>	
<p>The Theme Practice Handouts (titled Marlins: Theme Practice) will provide students the opportunity to practice identifying theme by utilizing five short passages from grade-level texts. Teachers may read the first two examples with the class and assist in identifying theme in a whole-group setting. You may say:</p> <p>As a group, we will read the first two examples on the "Marlins Ed: Theme Practice" worksheet, and we will identify theme.</p> <p>Let's start with "The Lion and the Mouse" and "The Dog and His Bone." Then you will have the opportunity to work in groups to complete the questions on "Hatchet," "My Brother Sam is Dead," and "The Ant and the Grasshopper."</p> <p>We will have twenty minutes to complete this assignment. After fifteen minutes, we will review our answers as a group.</p>	<p>PowerPoint</p> <p>Theme Practice Handouts</p>
<p><b>INDEPENDENT PRACTICE (15 min.)</b>  How will students independently practice the knowledge and skills required of the objective, such that they solidify their internalization of the key points prior to the lesson assessment? □</p>	

	<p>The “Fourth Grade Poem: A Little League Monday Night” poem handouts provide students the opportunity to read while answering comprehension questions to the right of the poem. Although the baseball verbiage in the poem may be a little tricky, the theme is still evident (based on who won): You don’t have to be the biggest, most threatening team in order to win. You may read the first portion of the poem with the group and assist in answering the first set of questions on the right of the page. Then students may have the opportunity to practice individually. You may say:</p> <p>Now it’s your turn. Let’s bring in baseball! How many of you watch the Marlins? How many of you play in a Little League team?</p> <p>Let’s read the first part of the poem together and answer the questions in the box on the right side of the page. Then, after we read the first page, you will have the opportunity to finish the poem on your own and finish answering the questions in the boxes.</p> <p>You can do it! Be a theme/summary show-off!</p>	<p>PowerPoint</p> <p>“Fourth Grade Poem: A Little League Monday Night” handout</p>
	<p><b>Lesson Assessment:</b> Once students have had an opportunity to practice independently, how will they attempt to demonstrate mastery of the knowledge/skills required of the objective? □</p>	
	<p>You will utilize the last box on the poem handout to determine if students were able to master theme during the lesson.</p>	
	<p><b>CLOSING (5 min.)</b></p> <p>How will students summarize and state the significance of what they learned? □</p>	
	<p>Today we covered a very important topic: theme. For our closing, I want you to think of your favorite song. What is the theme of the song? What is it trying to teach you? Write it down underneath the last box on the poem handout. Does anyone want to share?</p>	<p>PowerPoint</p> <p>“Fourth Grade Poem: A Little League Monday Night” handout</p>

Fourth Grade – Language Arts

Activity: Theme

**Directions:** Read the short story below. Think about the theme and the author’s message as you read. (Hint: think about what the character learns) Then answer the questions that follow.

### The Lion and the Mouse

Once when a Lion was asleep a little Mouse began running up and down upon him; this soon woke up the Lion, who placed his huge paw upon him, and opened his big jaws to swallow him.

"Pardon, O King," cried the little Mouse: "forgive me this time, I won't ever forget it: who knows how I may be able to help you one of these days?"

The Lion was so tickled at the idea of the Mouse being able to help him, that he lifted up his paw and let him go. Some time after the Lion was caught in the rope of a hunting trap.

Just then the little Mouse happened to pass by, and seeing the sad plight in which the Lion was, went up to him and soon gnawed away the ropes that bound the King of the Beasts. "Was I not right?" said the little Mouse.

**Little friends may prove great friends.**

1. Is the author’s message explicit (the author tells you what you’re supposed to learn) or implicit (you have to figure out the lesson)? \_\_\_\_\_
2. One of the themes of this story is most likely:
  - a. Fear
  - b. Responsibility
  - c. Anger
  - d. Greed



## The Dog and His Bone

A hound dog found a bone and held it tightly in his mouth. He growled at anyone who tried to take it away. Off into the woods he went to bury his prize.

When he came to a stream, he trotted over the bridge and happened to glance into the water. He saw his own reflection. Thinking it was another dog with a bigger bone, he growled at it. The reflection growled back.

"I'll get THAT bone too," thought the greedy dog, and he snapped his sharp teeth at the image in the water.

Alas, his own big bone fell with a splash, out of sight, the moment he opened his mouth to bite!

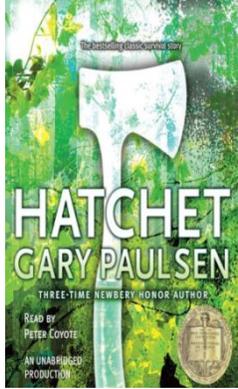
1. Is the author's message explicit (the author tells you what you're supposed to learn) or implicit (you have to figure out the lesson)? \_\_\_\_\_
2. One of the themes of this story is most likely:
  - a. Fear
  - b. Responsibility
  - c. Anger
  - d. Greed
3. The author's message is:

---

---

---

**Directions:** Look at the book covers and read the descriptions below. Choose the best answer for the questions that follow. Explain why you chose your answer in complete sentences.



The book *Hatchet* is the story of a boy named Brian who is on the way to visit his father when the pilot of the small plane he is in has a heart attack. Brian lives through the crash, but he now has to survive in the woods of Canada all alone until he is rescued. How will he do it?

**1. Which of the following is most likely a theme of the book *Hatchet*?**

- a. Differences
- b. Friendship
- c. Loneliness
- d. Be Yourself

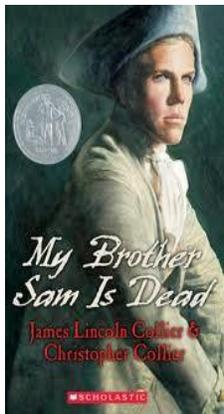
Explain why you chose the answer you did in a complete sentence.

---

---

---

---



All his life, Tim Meeker has looked up to his brother Sam. Sam's smart and brave -- and is now a part of the American Revolution. Not everyone in town wants to be a part of the rebellion. Most are supporters of the British -- including Tim and Sam's father. With the war soon raging, Tim know he'll have to make a choice -- between the Revolutionaries and the Redcoats . . . and between his brother and his father.

**2. Which of the following is most likely a theme of the book *My Brother Sam is Dead*?**

- a. Choices
- b. Friendship
- c. Rights
- d. Time

Explain why you chose the answer you did in a complete sentence.

---

---

---

---

What else could be a theme of My Brother Sam is Dead? State the theme in a complete sentence.

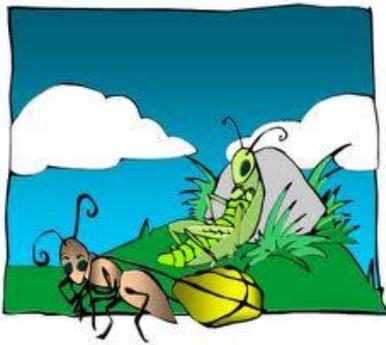
---

---

---

---

**Directions:** Read the short story below. Then answer the questions that follow.



1. One of the themes of this story is most likely:
- a. Truth
  - b. Responsibility
  - c. Hatred
  - d. Family

### The Ant and the Grasshopper

In a field one summer's day a Grasshopper was hopping about, chirping and singing to its heart's content. An Ant passed by, working hard to move an ear of corn he was taking to the nest.

"Why not come and chat with me," said the Grasshopper, "instead of toiling away and working so hard?"

"I am helping to store food for the winter," said the Ant, "and I recommend you to do the same."

"Why worry about winter?" said the Grasshopper. "We have got plenty of food right now." But the Ant went on its way and continued its hard work. When the winter came the Grasshopper had no food and found itself dying of hunger, while it saw the ants handing out corn and grain from the stores they had collected in the summer. Then the Grasshopper knew how foolish he had been.

What do you think the author's message is in this story? Write it in a complete sentence.

---

---

---

---

1. The theme of the story is:
  - a. A summary of the story
  - b. What the story is mainly trying to teach you about
  - c. The main events in the story
  - d. The title of the story
  
2. Readers figure out the theme or author's message of a story by:
  - a. Thinking about what the characters learned
  - b. Figuring out each of the elements of fiction
  - c. Reading the story over and over
  - d. Using reading strategies like predictions and connections.

## A Little League Monday Night

Steve Cutchen

We've looked awful for two games.  
Not Rangers baseball...  
Heartbroken season.

And it's the White Sox tonight.  
They're undefeated. Braggarts.  
Confident with reason.

Are we equals? Can we be?  
We're younger, smaller.  
But defense, we're the best! Or we were...

Outfield speed. Solid gloves.  
Leather flashes on the infield  
Inhaling the grounder.

That's Gusball. Pitch for ground balls.  
The White Sox? Power pitching.  
It's our nine against one.

With their hurlers, who can blame them?  
Fielders become fans.  
And they've won.

Mighty KC leads off. Early rally.  
Rangers Three! TJ pitching. "STRIKE!"  
He's never looked better.

After two, three to one. Anticipation.  
But go quietly? They won't.  
Steady Rangers... In comes Decker.

Decker. Intimidation.  
Rocket fastball.  
Knee-buckling change.

We get one! Four to one!  
Top of six.  
Their last at-bat remains.

With two on, two outs and two strikes on the batter  
A smash to the outfield,  
two runs, four to three!

An error! Tie game!  
advantage White Sox,

**Who is speaking? Is he or she confident about their Little League team (the Rangers)? Who are they playing tonight? What is special about the speaker's team?**

---

---

---

---

---

---

---

Rangers angry.

Frustrated, Infuriated. One strike away.  
Can they recover? Play smart?  
Will they crack when pressed?

Gathering wits, determination.  
"Get to Decker! No excuses!  
We want their best!"

TJ's cooked, but Clay's strong  
With Gus ball grounders  
White Sox done, first extra inning

Michael walks, A pick-off missed!  
FAST! On to second!  
Could this be our beginning?

The throw to second's wild! To third!  
One out! They've got to go home!  
Tag on a fly, like the wind on the ground!

David comes to the plate  
Is the squeeze play on?  
Tension! Will he get the bunt down?

White Sox? No close games.  
Never been here.  
They've never battled.

They are used to winning  
Especially with Decker  
And now they're rattled.

The pitch gets by!  
Far enough to send Michael? He goes!  
Catcher, Pitcher chase the ball.

It's close, Umpire lurking,  
Four bodies converge, scramble, slide  
From out of the dust, "SAFE" is the call!

That's it! The games over!  
Undeclared no more  
Decker, modern Casey, feels defeat's flame

And the Rangers, victorious.  
Heros to family and friends!  
Little League baseball, life's lessons, life's game.

**What is happening in the game now? How are the White Sox feeling? How are the Rangers feeling?**

---

---

---

---

**Who won the game? What does the win teach us? THIS IS THE THEME. Is only the big, undefeated team capable of winning?**

---

---

---

---

**Think of your favorite song. What is the theme of the song? What is it trying to teach you?**

---

---

---

---



# MIAMI MARLINS 4<sup>TH</sup> GRADE LANGUAGE ARTS

Miami Marlins Foundation



In this lesson the student will be able to:

- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text (**inferences and predictions**)
- Determine a theme of a story, drama, or poem from details in the text; summarize the text (**main idea**)



# DO NOW

Read the following lyrics. When you are done reading, write in **ONE SENTENCE** what you believe the main idea (or theme) of the lyrics are. What is the artist trying to say?

Let it go, let it go  
Can't hold it back anymore  
Let it go, let it go  
Turn away and slam the door  
I don't care what they're going to say  
Let the storm rage on  
The cold never bothered me anyway  
"Let It Go" - Frozen



# BUT...WHY?

- Theme is a tremendously important part of understanding the world around us. Without figuring out the theme (or the moral or lesson), there is no purpose to reading. Every story has a theme. The theme is the important message the author wants to teach readers.
- Today, you are going to learn how to find the theme of a piece of writing. You are also going to learn how to summarize, which is good for remembering the important parts of something!



# THEME NOTES

- What is THEME?
- A theme is an important message or truth about life.
- A theme is the lesson that the character(s) and/or reader learn.
- Theme is the essential message expressed in a story.
- A stated theme is expressed directly by the author.
- An implied theme is suggested, or state indirectly through what happens to the characters.
- A repeating theme, or a recurring theme, is a message about life that is expressed regularly in many different cultures and time periods.
- *A good way to figure out theme is to figure out what the character(s) learned.*



# MODELING ONE MORE

I got the eye of the tiger, a fighter  
Dancing through the fire  
'Cause I am a champion, and you're gonna hear me roar  
Louder, louder than a lion  
'Cause I am a champion, and you're gonna hear me roar!  
"Roar" – Katy Perry

What is the theme of this piece? What is Katy Perry trying to say?



# GUIDED PRACTICE

- We will read the first two examples on the “Marlins: Theme Practice” worksheet, and we will identify theme.
- Let’s start with “The Lion and the Mouse” and “The Dog and his Bone.” Then you will have the opportunity to work to complete the questions on “Hatchet,” “My Brother Sam is Dead,” and “The Ant and the Grasshopper.”
- We will have twenty minutes to complete this assignment. After fifteen minutes, we will work together to review our answers.



# INDEPENDENT PRACTICE

- Now it's your turn. Let's bring in baseball! How many of you watch the Marlins? How many of you play in a Little League team?
- Let's read the first part of the poem together and answer the questions in the box on the right side of the page. Then, after we read the first page, you will have the opportunity to finish the poem on your own and finish answering the questions in the boxes.
- You can do it! Be a theme/summary show-off!



# CLOSING

- Today we covered a very important topic: theme. For our closing, I want you to think of your favorite song. What is the theme of the song? What is it trying to teach you? Write it down underneath the last box on the poem handout. Does anyone want to share?





WE ARE MIAMI

This document and all content contained within this document is the proprietary property of the Miami Marlins and/or the Miami Marlins Foundation and all content, information, designs, images, audio, video, text, photographs, and graphics contained herein and the trademarks, service marks, and logos contained herein are owned or controlled by the Miami Marlins and/or the Miami Marlins Foundation or licensed to the Miami Marlins and/or the Miami Marlins Foundation, and are protected by copyright and trademark law and various other intellectual property rights and unfair competition laws of the United States, foreign jurisdictions, and international conventions. All rights reserved.