## Grade 4

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# Marlins: Fourth Grade Language Arts Lesson Plan

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<th><strong>VISION-SETTING</strong></th>
<th><strong>DETERMINING METHODS</strong></th>
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<td><strong>OBJECTIVE.</strong>&lt;br&gt;What is your objective?</td>
<td><strong>KEY POINTS.</strong>&lt;br&gt;What knowledge and skills are embedded in the objective?</td>
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<td>Student will be able to:</td>
<td>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.</td>
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<tr>
<td>1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text <em>(inferences and predictions)</em></td>
<td>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.</td>
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<td>2. Determine a theme of a story, drama, or poem from details in the text; summarize the text <em>(main idea)</em></td>
<td>3. A summary is a brief statement of the main points of a piece of literature.</td>
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| **ASSESSMENT.**<br>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. |  |

| **OPENING (10 min.)**<br>How will you communicate what is about to happen? How will you communicate how it will happen? How will you communicate its importance? How will you communicate connections to previous lessons? How will you engage students and capture their interest? | **MATERIALS.** |
| 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? | PowerPoint Student Notebooks |
| Let it go, let it go<br>Can't hold it back anymore<br>Let it go, let it go<br>Turn away and slam the door<br>I don't care what they're going to say<br>Let the storm rage on<br>The cold never bothered me anyway<br>“Let It Go” – Frozen |  |
| 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! |  |

| **INTRODUCTION OF NEW MATERIAL (10 min.)**<br>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? |  |
|  |  |
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.

- **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.**

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:

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? I think Katy Perry is
trying to say that no one can hold her back and that she will rise above.

**GUIDED PRACTICE (20 min.)**
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?

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:

As a group, we will read the first two examples on the “Marlins Ed: 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 in groups 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
review our answers as a group.

**INDEPENDENT PRACTICE (15 min.)**
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?
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:

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!

**Lesson Assessment:** Once students have had an opportunity to practice independently, how will they attempt to demonstrate mastery of the knowledge/skills required of the objective?

You will utilize the last box on the poem handout to determine if students were able to master theme during the lesson.

**CLOSING (5 min.)**
How will students summarize and state the significance of what they learned?

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?
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.

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.

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

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

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 knows he'll have to make a choice -- between the Revolutionaries and the Redcoats . . . and between his brother and his father.
Directions: Read the short story below. Then answer the questions that follow.

**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.

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


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


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


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,
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!
Undefeated 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.
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?
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
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!
• 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.

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• 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?

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