

GHGR 4.4.1 Understanding & Analyzing Theme

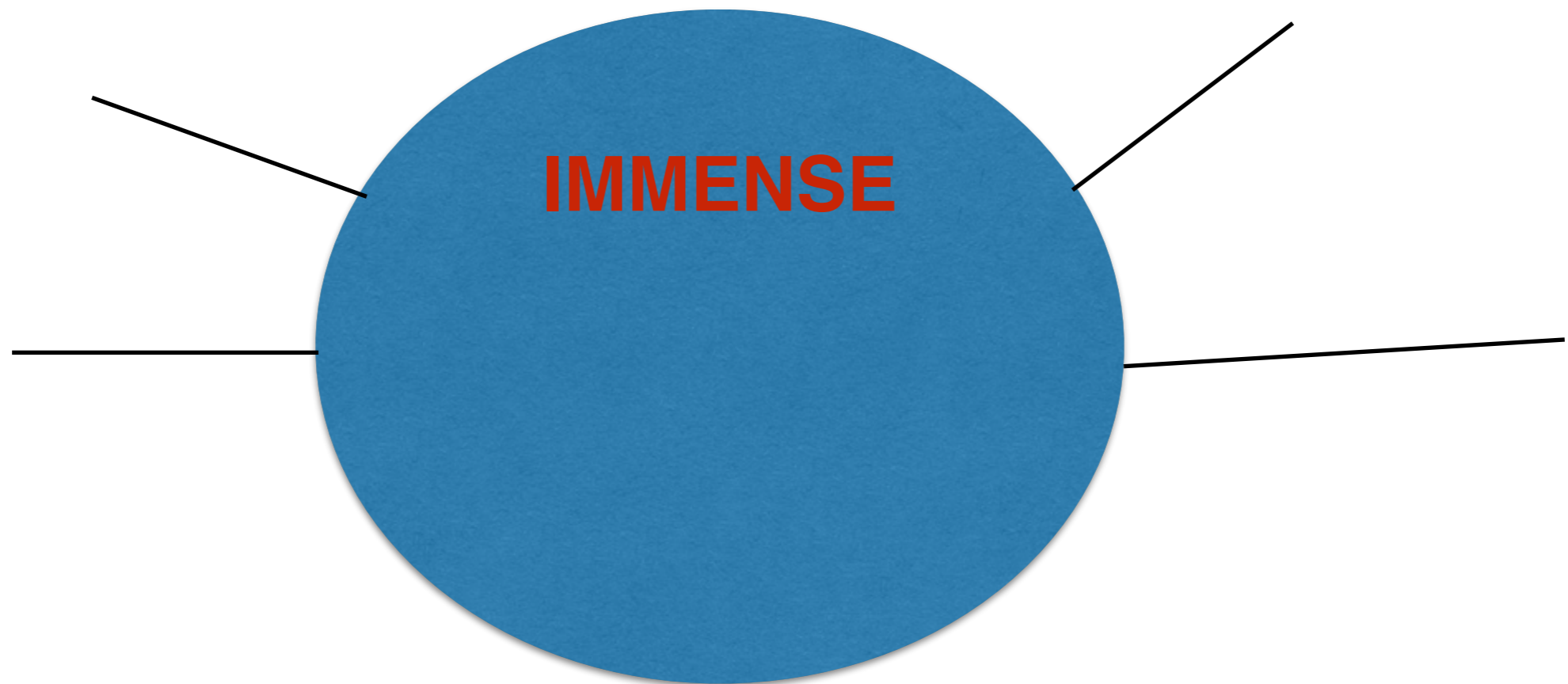
Word Study = Synonyms
Writers Craft = Word Choice

4.4.1 GHGR Mini-Lesson

Synonyms are words that have the same or similar meaning. Why do you think quality writers use synonyms?

Synonyms can show slight differences in meaning, and the correct synonyms can help writers express their ideas clearly and precisely.

4.4.1 GHGR Mini-Lesson



- In your reading journal make a web add other synonyms from the paragraph on page 34. Make other webs using the words big, large and enormous. Then turn and talk with two classmates and compare webs.

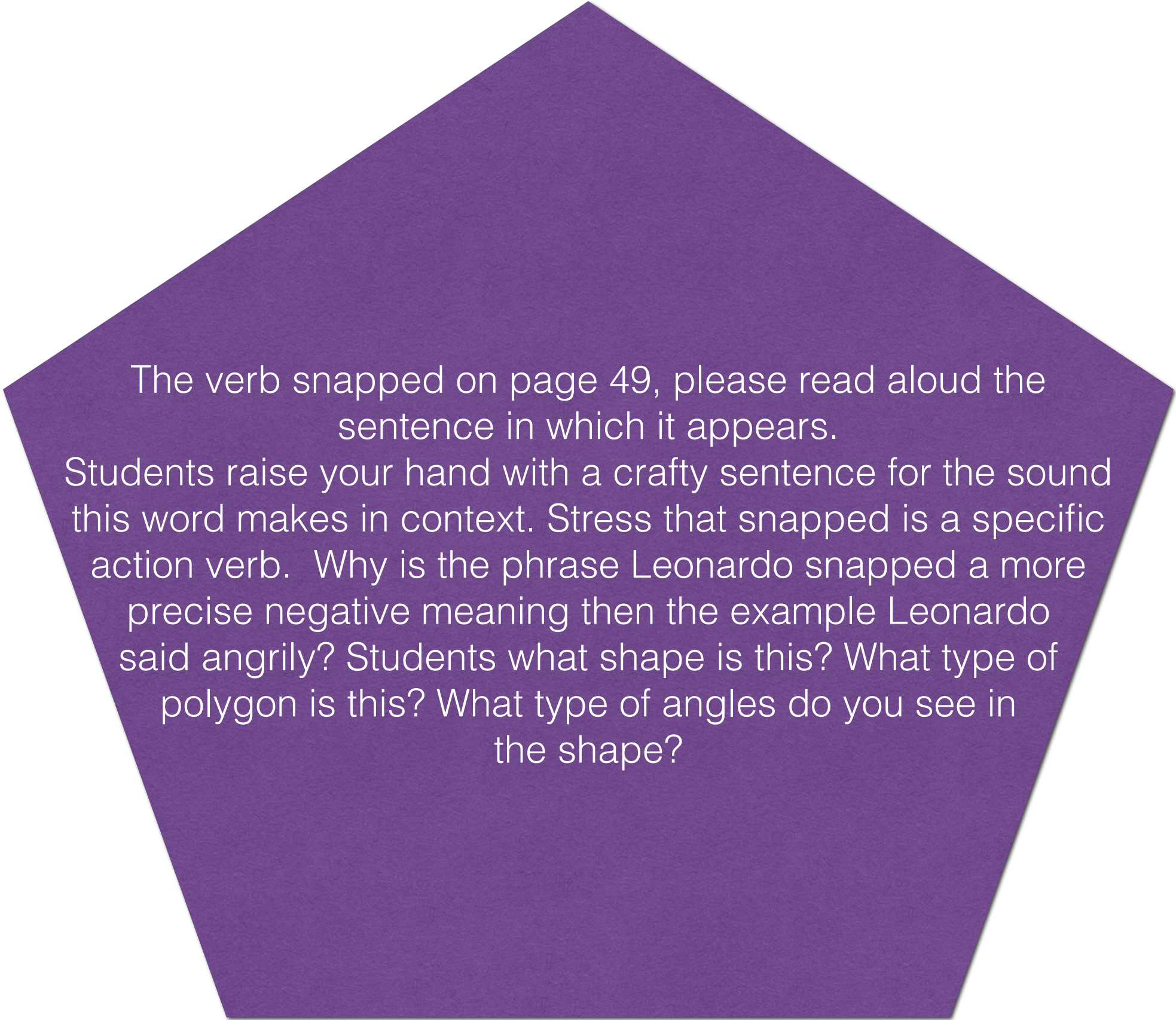
On your own go to page number 75 and make another web on the word amazing. Look for the synonyms on page number 75.

We all know the Pittsburg Pirates, Texas Rangers,
and the Tampa Bay Rays are Amazing
Readers!!!!!!

- Writers Craft, or Crafty Writing? It always comes down to word choice!

Hey kiddos, you need to understand that a writers choice of precise interesting, colorful words can make his or hers work lively and memorable. Painting pictures in a readers mind is what other teachers have shared with you.

An example of crafty writing may go something like this: An elephant is as big as skyscraper is immense. As a young author you must choose words to express yourself and your ideas, thus helping readers visualize (Last weeks small group strategy) what is being described?



The verb snapped on page 49, please read aloud the sentence in which it appears.

Students raise your hand with a crafty sentence for the sound this word makes in context. Stress that snapped is a specific action verb. Why is the phrase Leonardo snapped a more precise negative meaning than the example Leonardo said angrily? Students what shape is this? What type of polygon is this? What type of angles do you see in the shape?

4.4.2 Relating to the characters and the events

- I can identify with characters and events using text to self and text to world connections.
- I can recognize how connecting with characters and events can enhance my understanding of the story.
- I can use these strategies to increase my comprehension in reading for pleasure and reading at school.

Introduce the strategy.

- Students name a movie, TV, or book character who you connect with, and how does this remind you of yourself, teacher, or family member. What did the character do that you were able to connect with or the teacher, family member?
- Identifying with characters and events in a book can also help you better understand what you're reading which will increase your comprehension scores!
- Good readers always try to relate to characters and events as they read, they know that understanding the characters and events will help them grasp what is happening in the story!

Modeling the strategy!

- Students I want you painting pictures in your head, as you connect to these characters in the first chapter of hotshots. Notice how the author uses yesterday's objective on synonyms, and writers craft to help you visualize our connections!
- I want you to be able to make text to world connections and I want you to be able to explain your background knowledge in these connections.

Saturday in the Park



I was still in my pajamas watching TV, when I suddenly heard a familiar voice behind me.

"I've seen this one. Maniac falls down a mudslide, and Warthog almost drowns in the slime pit trying to save him."

I turned my head and looked back. My best friend, Danny Green, was standing in my living room. Doesn't this guy know Saturday mornings are meant for sleeping late and watching *Maniac Moose and Warthog Will* cartoons?



It was now 9:30 A.M., and Danny is tossing a basketball back and forth between his hands. At least it wasn't 8:30 like last Saturday.

"How'd you get in?" I asked.

"Your mom was leaving for work, so she let me in," Danny said. *Good old Mom*, I thought.

"Come on, Brian, let's shoot some hoops at Central before it gets too crowded," he said.

Danny loves to play basketball. Central is the playground down the street from my apartment. Danny and I have lived in the same apartment building, on the same floor, since we were babies. This year, we're even in the same sixth-grade homeroom at Woodrow Wilson Middle School.

I turned my eyes back to the TV and said, "I know this is a repeat, but it's a good one, and I haven't even eaten yet."

"All right, all right," Danny conceded. He left the room and walked into the kitchen. When he came back, he tossed me a banana. "Here," he said. "Eat, then at 10:00."

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"All right, all right," Danny conceded. He left the room and walked into the kitchen. When he came back, he tossed me a banana. "Here," he said. "Eat, at 10:00, let's go."

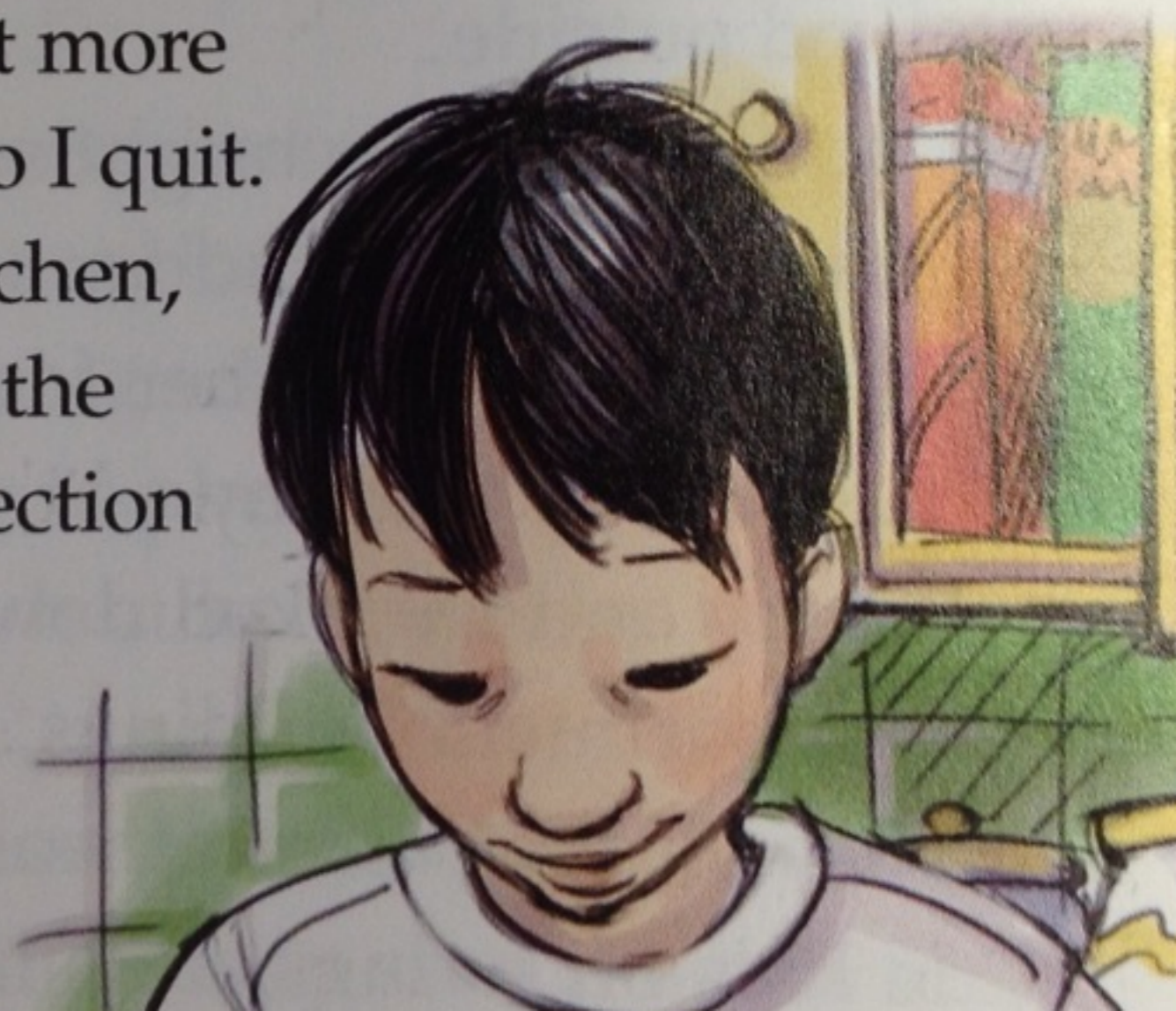
Danny sat down and we watched the rest of the show. It's sort of stupid, but in a cool way. Even my brother laughs at Maniac Moose and Warthog Will, but he worked late last night and he was still sleeping.

At 10:00, I turned off the TV and went into my bedroom to change. I don't even like basketball that

The funny thing is, I grew almost three inches this past year, and I'm now one of the tallest boys in my whole grade. You'd think that would make me a better basketball player, but it doesn't.

My father is good in every sport. I know he wishes I were an athletic kid, and he's always trying to teach me different sports. I played in Little League for a few years, but I struck out more times than I hit the ball, so I quit.

I went back into the kitchen, and Danny was sitting at the table reading the sports section of the newspaper.



"Those Sterlings stink!" he said. "They've lost four out of five games."

"I know, but it's still early in the baseball season," I said. I sat down and poured myself a bowl of cereal and milk, while Danny opened the refrigerator and helped himself to some orange juice.

After I finished breakfast, I wrote my dad a note to let him know I was going to Central. Then I grabbed a basketball out of the hall closet, and we walked outside.

I squinted in the bright sunlight. It was only the beginning of May and we were already having a heat wave. The weather forecast said it might reach

90 degrees by midday.

Danny and I walked down the sidewalk, past other apartment buildings, the grocery store, and the dry cleaner. Central was crowded with mostly little kids on swings and slides and their moms or dads standing behind them or sitting on the benches. I noticed Lorena Martinez pushing her younger sister Lily on the swing.

"Hey, Lor," I said as we passed. She turned around.

"Hi, Brian. Hi, Danny." Lorena is in the sixth grade, also. She lives in the apartment building next to ours. I've known Lorena almost as long as I've known Danny. This year we're both on the Student Council

together; she's treasurer and I'm president. Luckily, we can work together and be friends, too.

"Hey, Lorena, come on and shoot some hoops with us," Danny said.

Lorena is good at basketball, even better than most of the boys in our grade. She actually plays all sports—basketball, soccer, softball. She's not full of herself either.

"All right," she said. "Give me a few more minutes with Lily and I'll be there."

There are two basketball courts in the playground, and they were both empty. Danny started dribbling and trying some quick shots. Danny thinks he's going to play for the National Basketball Association when he grows up or at least be a coach.

A few minutes later, Lorena joined us. I tossed

least be a coach.

A few minutes later, Lorena joined us. I tossed her my basketball, and she easily shot the ball into the basket. Danny was trying all these slick moves, missing most of them. If he'd just shoot the ball without all the fancy stuff, he'd probably get more of them in.

I was waiting for Danny to give me a chance with the ball when I saw Jason "Hoops" Cooper and two other seventh-graders strutting toward us. Hoops is the star forward for the Challengers, the Woodrow Wilson Middle School team.

Hoops called out to us, "You guys want to play three-on-three?" Danny looked at me. Danny and I had played two-on-two with the seventh-graders a few weeks ago, and they had slaughtered us. *Did we want to be humiliated again?* I asked myself.

"Sure," Lorena told Hoops.

"Yeah," Danny said, now that Lorena had agreed to play. Danny practiced a fancy shot, but it missed the basket—way missed. The ball landed by the swings.

We laid down the rules—whichever scored 21 first was the winner, one point for each basket. Lorena played against Hoops, and Danny played against Chris. I played against J.D., who is a shrimp of a kid but is lightning quick and really knows how to handle the ball.

J.D. quickly got the ball over Lorena. Chris took the ball up



handle the ball.

J.D. quickly got the ball over Lorena. Chris took the ball up court and shot. *Swoosh!* It went easily into the basket. Lorena took the ball out and dribbled down the court, passing the ball to Danny. Danny dribbled the ball and tried a hook shot, but the ball bounced off the backboard. I went in for the rebound, but Hoops' quick hands snatched the ball away. Hoops ran down the court, shooting the ball in for an easy basket.

"Slammin'!" Hoops said. He slapped hands with J.D. as they passed each other. We played like this




for a little while, and it didn't take long for them to beat us royally, 21 to 8. Lorena scored 5 baskets, Danny got 2, and I got just 1.

Hoops and the other guys grabbed their water bottles and their basketballs. "That was an easy game," Chris said.

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J.D. chuckled and looked at us. "Just keep practicing," he said. "When you get older, you'll play better . . . but then we'll be older, too, and we'll still beat the pants off you!"



Hoops and Chris laughed. Hoops snapped his towel at J.D., and they all cackled as they walked away from us.

Danny shook his head and frowned. "They think they're so cool," he said.

I shrugged. "They're good, but you'd think they'd give us a little break once in a while." We all walked over to the water fountain where I took a big drink and splashed some of the water all over my face.

"I'd better go play some more with Lily," Lorena said after drinking some water. "I know she's having fun with Carlos and his mom, but I promised I'd spend the morning with her. See you guys." She waved and walked toward the swings.

Danny took a drink and spit some water on the ground. "Come on, dude," he said to me. "It's you and me, so let's play one-on-one. I've got a new move I want to try out."

I shook my head, feeling really hot. "I'm going to

Let's talk together!

- Let's do a brief summary of chapter 1 Saturday in the Park.
- Let's do a brief summary of chapter 2 students versus teachers!
- Let's do a brief summary of chapter 3 practice!
- Let's do a brief summary of chapter 4 spying on teachers!
- Let's do a brief summary on chapter 5 The Fight!
- Let's do a brief summary on chapter 6 The Big Game!

Let's talk together!

- In chapter 5 Brian and Danny have a fight and then resolve it. Have you ever disagreed with a friend? What caused the disagreement? How does your experience help you understand why Brian gets upset?
- The hotshot team practices some more. When you practice hard for something what did you learn about practicing that relates to this book? What did you learn about practicing that relates to reading class? Math Class?
- What do you know about basketball or other sports? Have you ever been to a high school varsity game? A professional NBA game? How does that background knowledge help you relate to the characters and events in this book?

Review and Reflect!

- Class let's review that relating to the characters and events allows readers to see themselves in the story and to better understand the lives the characters lead.
- This will increase your comprehension on easy CDM testing and increase your retell with our DIBELS testing combined with our DAZE testing do to your increased background knowledge in fifth-grade reading!

My Connections

**How My Connections Help
Me Understand And
Comprehend The Story!**

Apply the strategy, it's time to perform!

- Students skim the excerpt from Leonardo's Wings on pages 47 through 67 in the student reader. In what ways do you identify with Donnie? Please record your connections on the T-Chart like we used for hotshots!
- Donnie ends up in a strange new place! Have you ever been in a new environment, like the first day of camp or new school? How did you feel? How does that help you identify with Donnie? Students please answer this in your reading journal.
- Donny is afraid of heights. Are you afraid of heights? Please answer in your student journal.

Applying the strategy in your Just Right Reading Book for independent practice!

- Now it's time for you to take the strategy and work independently!
- Use the T- Chart just like we did before in Hotshots.

Apply the strategies, time to perform!

- Now it's time for you to take the strategy and work independently!
- Use the T- chart just like we did we engaged in hotshots.

Closure for Good Habits Great Readers

4.4.1, relating to the characters and events.

- I can identify with characters using text to self and text to world connections.
- I can recognize how connecting with characters and events can enhance understanding of the story.
- I can use these strategies to increase my comprehension levels throughout the learning day.

GHGR 4.4.3 Identifying the Theme.

- I can identify theme using characters and settings.
- I can identify an author's purpose as a component of the theme.

Theme - the "hidden" message that the author wants you to recognize & learn

Introduce the Strategy

- What is the most important idea in the book? Asking and answering that question will help you identify the theme.
- The theme is the message or lesson the author wants the reader to take away from the book.
- I can identify the theme by thinking about the characters in the story.
- Questions I may ask myself: What do the characters do or say? What do they learn from their accident?

Introduce the Strategy

- Another important key can be the setting: How did the characters adapt to the setting?
- Good readers also identify the theme by thinking about the authors purpose: What does the author want the readers to learn? What message does the author want the readers to remember?
- Different readers might suggest different themes for the same book, and a book can have more than 1 theme! This is okay as long as the reader uses evidence from the story to support their opinions.
- By thinking about the theme as good readers engage in a story, this will only strengthen their comprehension skills.

Model the Strategy

- Good readers notice what the character say and do to identify what the theme is in a book.
- Support your opinion with evidence from the text.
- Then contemplate another possible theme and the supporting evidence from the text for that theme.

"One person can't carry a team," Mr. G. said.
"You have to play together if you're going to win."
He has a good point, I thought as I nodded.

Ricky grumbled to us. "Fat chance the way this crew is playing." He whipped the ball to Lorena. I thought Ricky would pack up and leave, but he stayed for the rest of the practice.

The next Saturday morning, my father was dressed in shorts and a basketball shirt when I went down to breakfast. He whistled as he made the two of us pancakes. When Dad whistles, he's in a good mood. He was taking Danny and me to Central that morning to practice.

As we walked to the playground, my father said,
"You know, you need good basketball skills to win
to come too."

morning to practice.

As we walked to the playground, my father said, "You know, you need good basketball skills to win the game, but basketball is a mental game, too."

"What do you mean, Mr. Chang?" Danny asked.

"You have to believe in yourself. If you don't think you're going to make the basket, you're not going to."

Danny and I looked at each other. I rolled my eyes and Danny grinned. That was pretty basic, and this sounded like the beginning of a lecture.

"It's good to block out all distractions and just focus on the game," my father said. "When you're shooting, believe the ball is going to go in and you'll have a better chance of scoring."

"Oh, I believe," I said. "I can believe until I'm 150 years old, but I don't think that's going to help me score."

"I'm talking about confidence, Brian. Being positive is important. Not everyone is going to play like Michael Jordan."

When we got to Central, my father dribbled the ball to the basket and jumped high in the air. The ball hit the backboard and fell into the hoop. He dribbled again, turned completely around, and shot again, but the ball hit the rim and bounced down. Danny grabbed it, dribbled to the other basket, and shot the ball in.


My father took the ball. "All right. Before we

shot the ball in.

My father took the ball. "All right. Before we play, we have to warm up. Let's stretch out our muscles. You need flexibility to be a good basketball player."

Danny and I watched my father as he bent to the ground. "Stretch out your calves," my father said. "Let's go," he commanded us. "One, two, three, stretch out your legs."

We followed him. Then he clasped his hands together and held them high over his head. "Stretch out your arms," he continued. I felt like I was in gym class. I looked around the playground, hoping I wouldn't see anybody I knew because I felt silly waving my arms in the air.



We had a good turnout for our last practice on Thursday, with only three players who couldn't make it. It finally looked like The Hot Shots were playing more like a team. In my group, Jennifer took the ball and made a crisp two-handed pass to Jeff. Jeff took the ball, made a fake like he was going to shoot, and then passed the ball to me. Ricky was guarding me, but I stepped to the right, snared the ball, aimed, and shot. *Swish!* It went off the backboard and into the basket.

Lorena said her group played a pretty good game, too. She said even Walter scored a basket.

Mr. G. worked with us to make the final list of

Lorena said her group played a pretty good game, too. She said even Walter scored a basket.

Mr. G. worked with us to make the final list of who would be playing each quarter. "This was a good idea," he said to me as we handed copies to everyone. "This way everyone gets to play."

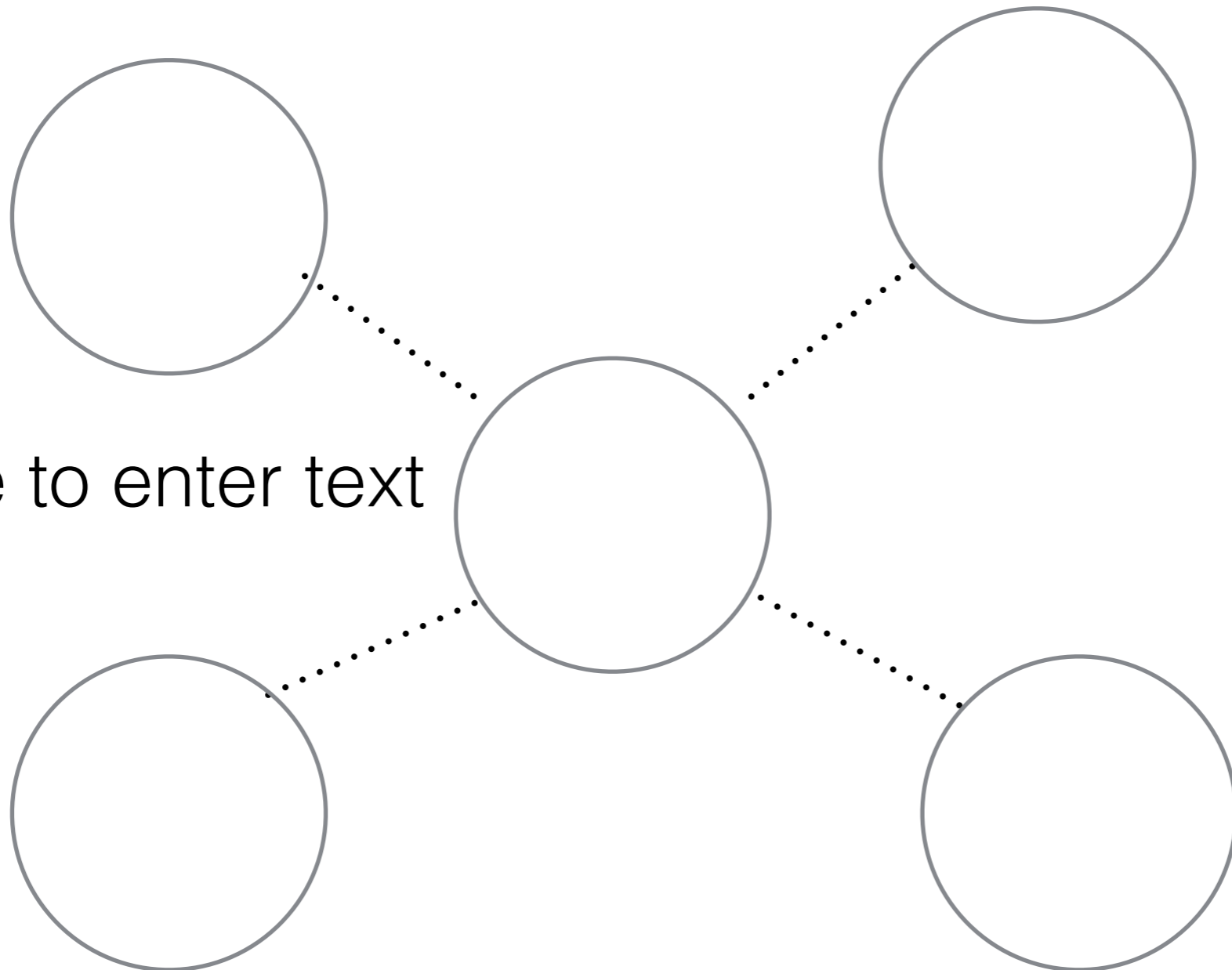
I decided Danny and I should play in the same quarter. We had played so much basketball together that we knew how each of us handled the ball. He wasn't too happy that Walter would be playing with us, but I reminded him that we were a team.

Before the team left for the night, Mr. G. told everyone how much he thought we'd improved. The team gathered around, and we stacked our hands one on top of the other. "On the count of three," I said. "Who's going to win? One, two, three . . ."

"The Hot Shots!" we all yelled.

Did we really stand a chance? I wondered.

Let's record the themes you identified, in the reading of Hot Shots! Place the theme in the middle circle, make sure you use supporting evidence in the outer circles.



- Type to enter text

Let's Talk Together!

- Let's discuss some of the phases and your supporting evidence.
- Do we agree with your friends theme and supporting evidence or we did disagree and provide our supporting evidence.
- What other themes do you see in the book? What supporting evidence do you see in the book to support this differently?

Let's Talk Together!

- Why does Mr. Chan think Brian had a great game even though he only scored one basket? What does that help Brian realize?
- Mr. Todd says that the Hotshots "never gave up and really pulled it together, especially in the end"? How can you use these words to identify another thing? What do you think the author wants you to learn from that?
- Brian says about Mr. Trimbball, "never again will I judge people on how they look". Why do you think he says that? What message is the author giving?

Review and Reflect.

- Class, we have shared some themes about this book, do you see any other themes? You must provide supporting evidence.

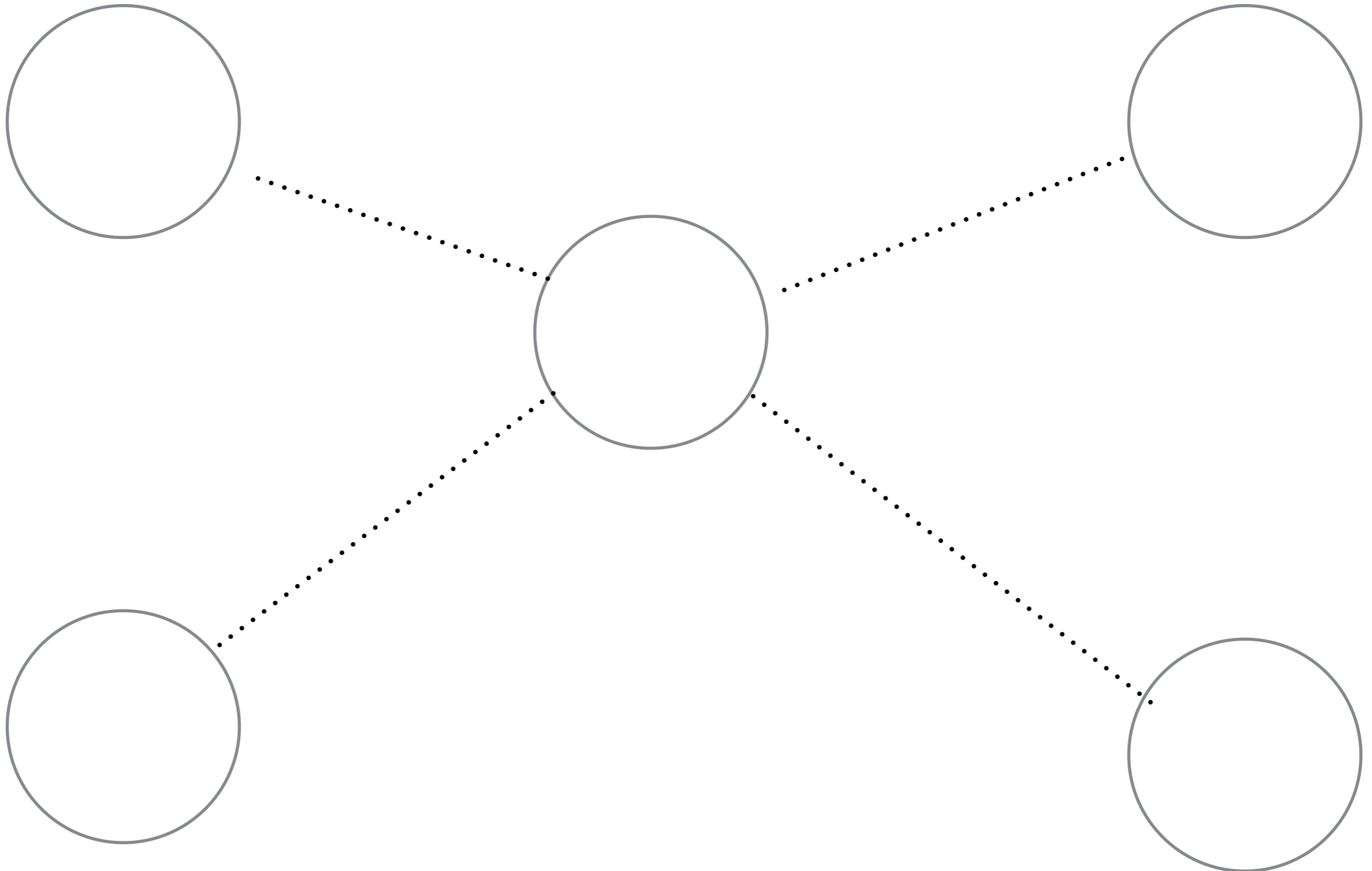
Apply the Strategies, time to perform!

- Students please skim pages 11 through 80 in the student reader to review Leonardo's Wings. Please make the graphic organizers on different themes combined with supporting evidence that we used for Hotshots. Please come up with two themes and the supporting evidence.
- Reread pages 63 through 65 and then page 70. How does Donny's words and actions help you understand the authors message? Please record in your reading journal.
- What did you learn about Donnie? What does he learn about himself? What theme and supporting details do you use in forming this opinion? Please record in your reading journal.
- What does Milo say on page 77 and helps you understand that theme? Please record in your reading journal.

Apply the Strategy, now it's time to perform!

- Now it's time for you to take the strategy and work independently!
- Use the T- Chart just like we did in Hotshots.

Let's record the themes you identified, in the reading of Hot Shots! Place the theme in the middle circle, make sure you use supporting evidence in the outer circles.



GHGR 4.4.4 Relating to the Theme

- I can connect to the theme of a story to my own life!
- I can recognize how relating to the theme can enhance my understanding of a story!

Introduce the Strategy!

- Students in our last lesson we identified themes in the Hotshots. What does the author want us to learn? What is the authors message?
- In today's lesson, I want you to comprehend this question: How does the theme relate to me?
- Connecting the theme to your own lives will help you better grasp the meaning of the theme and in turn the meaning of the story itself, which will increase your comprehension in all of your classes.
- Ask yourself these questions when you are reading: How are my experiences similar to what happened in the story ? How did I feel when I succeeded connecting to the theme?

Model the Strategy!

- Students choose one of the things that we discuss from yesterday's lesson.
- How could you connect that with something that happened in your own life?
- Is there something happening in your life that you can connect with Brian in Hotshots?
- Use the three column chart on the next slide to display the theme, provide evidence through your experiences, and then provide more evidence on how you can relate to the theme.

Theme

**My Experiences
(T-S)**

**How I Can Relate
To The Theme**

Talk Together!

- How can you identify to the theme in Hotshots? Write this in your reading journal.
- How do the themes in Hotshots relate to other students lives? How do themes help you understand the story? Provide evidence of this in your reading journal.
- One theme in Hotshots is to not judge people by how they look. In what ways does that they relate to your life? Provide evidence of this in your reading journal.
- Have you heard the expression: Practice makes perfect? How does this relate to the story? How does it relate to you? Provide evidence of this in your reading journal.

Review and Reflect.

- How does identifying with the theme help you better understand the character and the plot?
- Students I want to encourage you to think about how the theme relates to your own lives when you read your Just Right Book, so we can increase your comprehension in all of your classes not just reading.

Apply the Strategy, it's time to perform !

- One of the themes in Hotshots was overcoming something you were afraid of. What strategies can you use to overcome your fears? How did you, or would like to, overcome your fears? How does this experience help you understand the story? Provide evidence of this in your reading journal.
- Leonardo working on his plane to make it perfect. How can you relate to that? What have you done to try to be perfect in something?
- Milo trusted Danny. What message do you learn from that? How does it relate to your life?

GHGR 4.4.3 Closure for today's lesson!

- I can connect to the theme of a story to my own life!
- I can recognize how relating to a theme can enhance understanding of the story, increasing my comprehension skills in reading class and all my other classes!

GHGR 4.4.4 Wrap-Up

- Choose a story you are reading or have recently read answer these questions about the story.
- Choose one character from the story. In what ways do you identify with the character? How does your connections help you understand the story?
- What is an important theme in the story? Why do you think the author chooses to send this message? Does the story do a good job of sending a message?
- In what ways can you connect the theme to your own life? How does that connection help you understand the story? How does it help you grow as a person?

GHGR 4.4.4 Checking For Understanding!

- How can you relate to the characters in the story as well as to the things that happen to them?
- How does the author want you to know or learn from reading the story?
- How does the theme of the story relate to your own life?
- How does identifying with characters and events, as well as a theme of the story, help you better understand the story you are reading? How does that help you better understand life around you?