

LESSON PLANS

4th & 5th Grade

COMPREHENSION SKILL: Summarizing & Theme

Week 1

MONDAY

LESSON

- Introduce fiction genres: stories, dramas, and poems.
- Discuss what it means to summarize a story.



PRACTICE

- Guided Practice Whole Class
- Model summarizing a familiar story.

GUIDED READING

“The Big Dat” leveled guided readers.

Meet with two groups and complete “pre-reading” activities.”

CEN

- Task Cards
- Summar



TUESDAY

- Guided Practice Whole Class
- Review what stories are
 - Practice summarizing and determining theme of “White Socks Only” by



- Independent Reading
- Choice text with a focus on summarizing and determining theme.

Read pages 1-5 of “The Big Day” leveled guided readers. Complete “During Reading” discussions.



SDAY

- Guided Practice Whole Class
- Review what poems are
 - Practice summarizing and determining theme of

- Independent Reading
- Choice text with a focus on summarizing and determining theme.

Read pages 6-10 of “The Big Day” leveled guided readers. Complete “During Reading” discussions.

SUMMARIZE FICTION

To summarize a story, ask yourself:

- Who are the characters?
- What is the setting?
- What happened in the beginning, middle, and end?
- What was the problem?
- What lesson did the main character learn?
- How did this lesson change the main character?

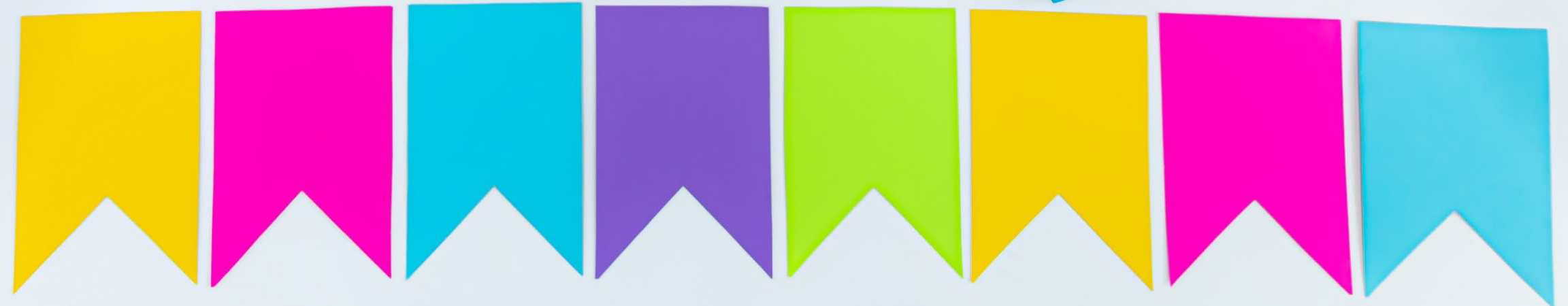


4th & 5th
Grade

Summary & Theme in Fiction

DIGITAL Mini lessons







Let's Try!

Summarize the story "White Socks Only" by Evelyn Coleman.

The story by is about (characters and setting)

In the beginning,

In the middle,

In the end,

The theme of the story is

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Let's Listen!

Listen to the drama "The Jackdaw". Practice recounting the play.

[Redacted]

OLD JACKDAW. Take them off, I say!

VAIN JACKDAW. I will not take them off!

OLD JACKDAW. Then you cannot stay with us.

VAIN JACKDAW. I do not wish to stay with jackdaws. I will not walk with jackdaws. I think myself too fine for jackdaws.

OLD JACKDAW. Then, jackdaws, we will think no more of him. Come now, to find our breakfast! Come!

[They go. The PEACOCKS enter.]

VAIN JACKDAW. Good-morning, brothers.

PEACOCKS. Ha, ha, ha!

VAIN JACKDAW. Why do you laugh so, brothers?

PEACOCKS. Ha, ha, ha!

VAIN JACKDAW. You must not laugh, dear brothers. I am a peacock like yourselves.

[Redacted]



SUMMARIZING STORIES

We learned about three types of fiction. Match the definitions and examples that describe fables, folktales, and myths.

Traditional Literature	Definition	Example
STORIES	An account of imaginary or real people and events told for entertainment.	
DRAMAS	A play for theatre, radio, or television.	
POEMS	Writing that is rhythmical, metaphorical, and has elements of meter, rhyme, and structure.	

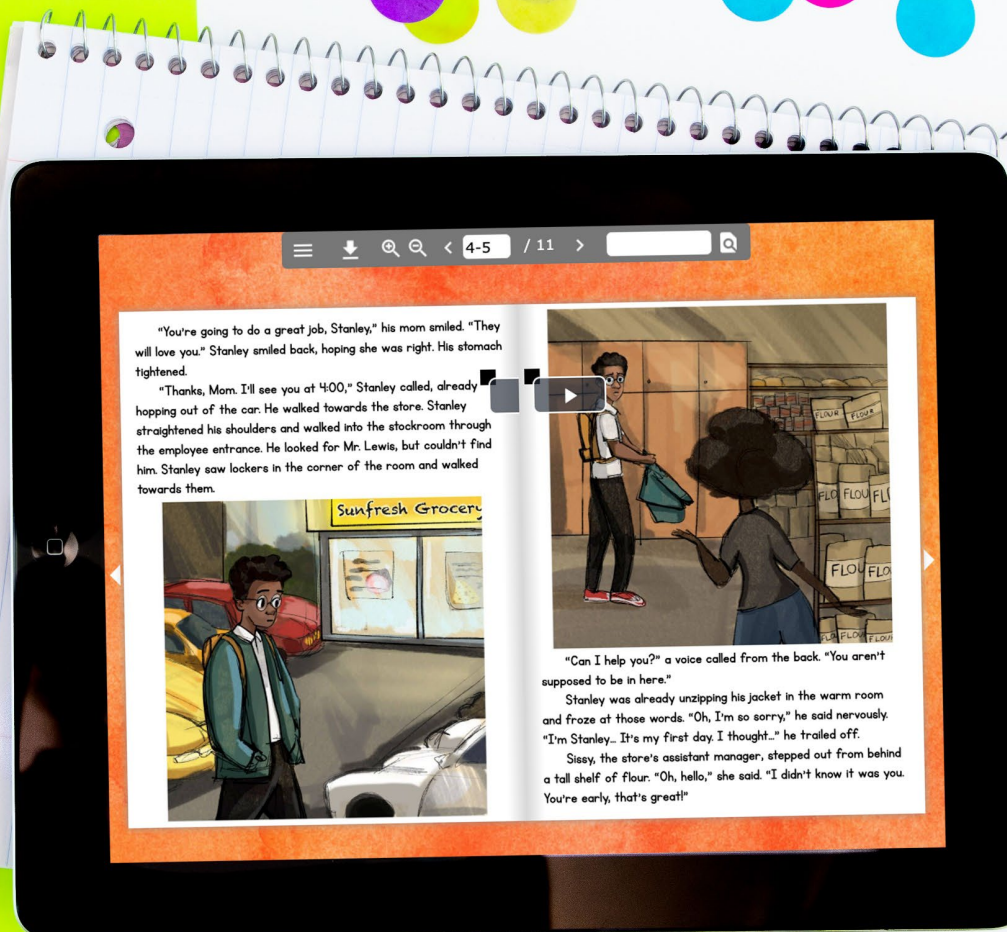


GUIDED READERS

Printable & Digital



4th - 5th
Grade



theme

READING SMALL GROUP PLANS

Week of: _____

Students: _____

Focus Skill: _____

WED. During Reading

Students read pages 6-7. As students read in their heads, rotate through students to ask:

1. What is Stanley daydreaming about? (He wants to work his way up to a full-time job.)
2. Do you think Stanley likes his job the first day? (Yes, he says he enjoyed stocking shelves.)

Students read page 8-10 quietly. As students read, select students to read aloud to the class.

1. How can you tell that Stanley is a hard worker? (He sweeps every nook and cranny, and things look organized.)
2. How do Stanley's feelings change from the beginning to the end of the story? (He goes from nervous to happy because he is "no longer nervous" for his second day.)

NOTES: _____

THURS. After Reading

Ask students to reread the story "The Big Day." Tell students to be sure their group will retell the story. While students reread the story silently, begin to write notes.

After all students have finished, invite students to retell the story, giving students to refer to their books as they retell.

NOTES: _____

Assessment & Skill Focus

Asking and Answering Questions

- The 5W's and 1H of this story
- What is the main problem in the story about? (Stanley)
- What is the main problem? (Stanley is nervous about starting a new job.)
- Where does the story take place? (On a summer day in a grocery store.)
- When does the story take place? (On a summer day in a grocery store.)
- Why does the story take place? (Stanley is nervous about his job? (He worked hard to get the job and maybe even assistant manager.)
- How does Stanley feel at the end? (He feels excited.)

Have students work independently to complete the Theme.

NOTES: _____

Theme _____

Directions: Answer the following questions based on the text. Be sure to go back into the text to find your answer.

1. Why is this story called "The Big Day"?

2. In a summary...

- a. Sisay
- b. Stanley
- c. Stanley
- d. Stanley

3. How do Stanley...

4. How do Stanley...

5. At the end...

820L

Running Record

Name: _____

The Big Day

Stanley startled awake to the ring of his alarm clock. At that moment he was confused why the alarm clock was going off. He had forgotten to turn it off last night.

Suddenly, the excited knot in his stomach reminded him that it was his first-ever day of work. After turning 16 years old two weeks ago, Stanley had wasted no time applying to several locations where he saw "Now Hiring" posted. He even got his older brother Jason to help him write a resume. He was right on the spot and called him the next day offering him a job as a stocker.

Stanley quickly got dressed in his new uniform, a polo shirt and black pants which he had ironed and carefully laid out the night before. He greeted his mother in the kitchen, insisting he didn't need breakfast.

FLUENCY SCORE

	Total Words	-	Errors	=	Words Per Minute (WPM)		Accuracy % (WPM ÷ Words Read) X 100
1 st Read							

FLUENCY COMPONENTS

- Rate
- Accuracy
- Punctuation
- Expression

ALL GROUP PLANS Week of: _____

WED. During Reading

- Students read pages 6-7. As students read in their heads, rotate through students to have them read aloud.
- ask:
1. What is Stanley daydreaming about? (He is daydreaming about getting a job.)
 2. Do you think Stanley likes his job the first day?
- Students read page 8-10 quietly. As students read, ask:
1. How can you tell that Stanley is a hard worker? (things look organized.)
 2. How do Stanley's feelings change from the beginning to the end? (He says he is "no longer nervous" for his second day.)

NOTES:

THURS. After Reading

Ask students to reread the story "The Big Day" together. Then, have students retell the story. While students retell the story, ask them to refer to their books as they retell.

NOTES:

FRI. Assessment & Summative

- Orally review the 5W's and 1H of this story.
1. Who is the story about? (Stanley)
 2. What is the problem? (Stanley is nervous about starting a new job.)
 3. When does this story take place? (On a summer day.)
 4. Where does Stanley go when he first walks into the store? (Sunfresh Grocery.)
 5. Why is Stanley nervous about his job? (He worked there part time and maybe even assistant manager.)
 6. How does Stanley feel at the end? (He feels excited.)

NOTES:

Theme

Directions: Answer the following questions based on your answer.

1. Why is this story called "The Big Day"?

2. In a summary of the story, what would you include?

- a. Sissy gave Stanley a tour of the store.
- b. Stanley met his coworkers.
- c. Stanley swept the stockroom.
- d. Stanley asked Sissy what to do.

3. How do Stanley's thoughts and actions change throughout the story?

4. How does the author develop the theme of the story?

5. At the end of the story, how does Stanley feel?

820L Running Record

Name: _____ Date: _____

The Big Day

Stanley startled awake to the ring of his alarm clock. Rubbing his face, for a moment he was confused why the alarm clock was going off on a Saturday. Had he forgotten to turn it off last night?

Suddenly, the excited knot in his stomach reminded him that today was the big day—his first-ever day of work. After turning 16 years old two weeks ago, Stanley had wasted no time applying to several locations where he saw "Now Hiring" signs posted. He even got his older brother Jason to help him write a resume and practice interview questions. Mr. Lewis, the manager at Sunfresh Grocery, had interviewed him right on the spot and called him the next day offering him a job as a shelf stocker.

Stanley quickly got dressed in his new uniform, a polo shirt and black pants, which he had ironed and carefully laid out the night before. He greeted his mother in the kitchen, insisting he didn't need breakfast.

15
31
38
52
67
81
97
108
126
127
141
157
164

FLUENCY SCORE

	Total Words	- Errors	= Words Per Minute (WPM)	Accuracy % (WPM ÷ Words Read) X 100
1st Read				

FLUENCY COMPONENTS

- Rate
- Accuracy
- Punctuation
- Expression

WHAT'S INCLUDED?

TWELVE 4th & 5th Grade **DIGITAL** and **PRINTABLE** PDF fiction passages & TWO assessments!

- Aligned with 4th & 5th Grade Lexile Levels
- Includes Anchor Charts for Theme of Stories & Plays, and Theme of Poems
- Students can highlight the text for easy comprehension

Created with
GOOGLE
SLIDES

THEME IN STORIES, PLAYS & POEMS

4th & 5th grade

Table of Contents

*This product includes four stories, four plays, and four poems. The stories are Lexile[®] leveled and in the 4th-5th Grade Common Core Text Complexity Band (the range for 4th-5th grade is 740-1010).

1. [Theme of Stories & Plays Anchor Chart/Journal Page](#)
2. [Uncovered- 710L](#)
3. [The Scorching Paint Job- 780L](#)
4. [Summer Holiday- 850L](#)

[Breaking Barriers- 1020L](#)



STORIES, PLAYS & POEMS

710L Theme _____ Name: _____ Date: _____

Uncovered

Today was Ayesha's first day of fourth grade at her new school. She did a little twirl in the mirror, **making sure that she looked perfect.** She was wearing her bright pink sequined shirt, new black jeans, her favorite pair of running shoes, and **her lucky socks.**

"Ayesha, sweetheart, come down for breakfast, or we'll be late for school," Ayesha's mom called from the stairs.

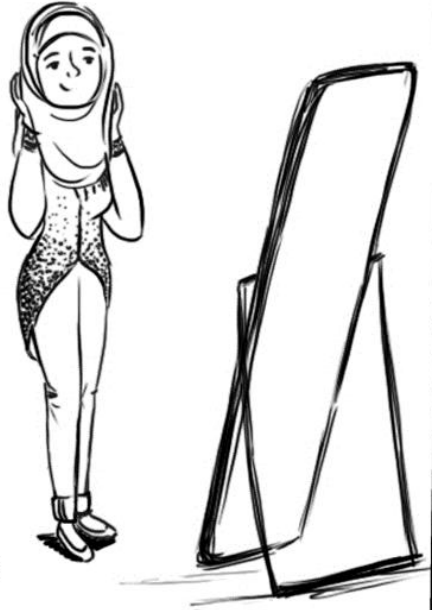
"Coming, *Umi*," Ayesha replied as she grabbed the long piece of cloth that was neatly folded on her bed. **Her eyebrows furrowed, and she concentrated on tying her headscarf perfectly.** When she was done wrapping it around her head, ensuring that every strand of hair was tucked in, she took two special pins and used them to hold the headscarf in place. With one last glance in the mirror, she quickly grabbed her back up scarf and sprinted down the stairs.

Ayesha grabbed the glass of *laban* her mother poured for her and quickly gulped it down. Her mom chuckled to herself as they left the house and made their way to the car.

After arriving at school, Ayesha's mom got out, and they made their way to Ayesha's new classroom together. Ayesha spotted two girls standing outside the classroom with the teacher.

"Hi, Ayesha, my name is Ms. Lu, and these two lovely ladies here are your classmates, Stephanie and Lilli," said Ms. Lu.

Stephanie greeted Ayesha with a friendly voice as she walked up to Ayesha and gave her a big hug. She was tall and had long black hair swept into a neat ponytail.




After reading, students type their answers in the text boxes using text evidence.

Color-coded highlighting supports student comprehension. In Google Slides, students can highlight as they read!

Theme _____


Answer the following questions. Underline the text evidence in the color indicated.

1. What can you infer about how Ayesha feels before her first day at her new school? (Choose all that apply.) 


a. Ayesha is excited about her new school.
b. Ayesha is nervous about her new school.
c. Ayesha is reluctant to go to a new school.
d. Ayesha has a negative attitude about her new school.

Find examples from the story that support your choice(s) above.

Students type their answers right in the text box.

2. How do Stephanie and Lili react to Ayesha when they first meet her? 

a. Stephanie and Lili are welcoming to Ayesha.
b. Stephanie and Lili talk about Ayesha behind her back.
c. Stephanie and Lili are curious about Ayesha and her Muslim culture.
d. Stephanie and Lili don't want to be friends with Ayesha because she wears a headscarf.

3. Why do Stephanie and Lili become uncomfortable at Ayesha's house? 

ASSESSMENTS

Color-coded highlighting can also be done on the assessments!

860L Theme Name: _____ Date: _____

TEST: An Unexpected Adventure

It was the middle of summer vacation, and Hector was bored. It was too hot outside to do anything, and he had already watched TV, played some

Poem Theme Name: _____ Date: _____

Test: Immigrant

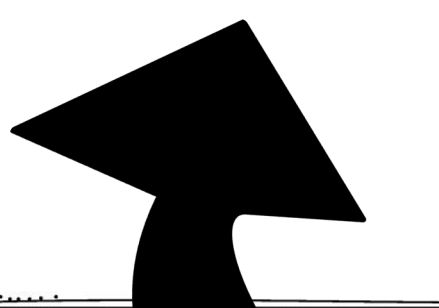

José is brilliant in math class,
When he goes into English, though, he can't seem to pass.
"He can't read, he can't write, how dumb is he?"
What they don't know is that José has confided in me.

His family moved to America, they've been here less than a year.
They all arrived from another land, with a great deal of fear.
They did not know or understand English when they arrived.
Their hope is José can teach them, so they are not deprived.

As people sit there mocking and trying to make José feel bad,
He doesn't seem to mind, not even a tad.
He is trying to learn all of the English that he can,
Because he is responsible for teaching it to the rest of his clan.

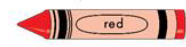
It is not that José is unable to read or to write,
It is that English is impossible to learn overnight.
If you went to Peru, having never been there before,
You'd have trouble with their language, too, and much, much more.

If you take some time to get to know him, he really is quite brilliant, you see,
Much more intelligent than you or me.
So instead of snickering and being rude,
See if you can help him, or are you too crude?



Theme

Answer the following questions. Underline the text evidence in the color indicated.


1. The second line in the poem states that José can't pass his English class. Why is José having trouble in English? 

a. José likes math better.

b. José isn't studying enough.

c. José's parents can't help him.

d. José doesn't know how to speak English.


2. How does José feel since people are making fun of him? 

a. José feels embarrassed.

b. José feels motivated to learn more.

c. José feels upset about not having friends.

d. José doesn't let the other kids bother him.

3. Read these lines from the poem. 

*He is trying to learn all of the English that he can,
Because he is responsible for teaching it to the rest of his clan.*


What do these lines mean?

a. José is responsible, and he is studying hard.


b. José is disappointed that he cannot pass his English class.

c. José is learning English so that he can teach his family.

d. José wants to learn how to be an English teacher.

4. Where is José from? How does this impact him at his school? 

Students type their answers right in the text box.

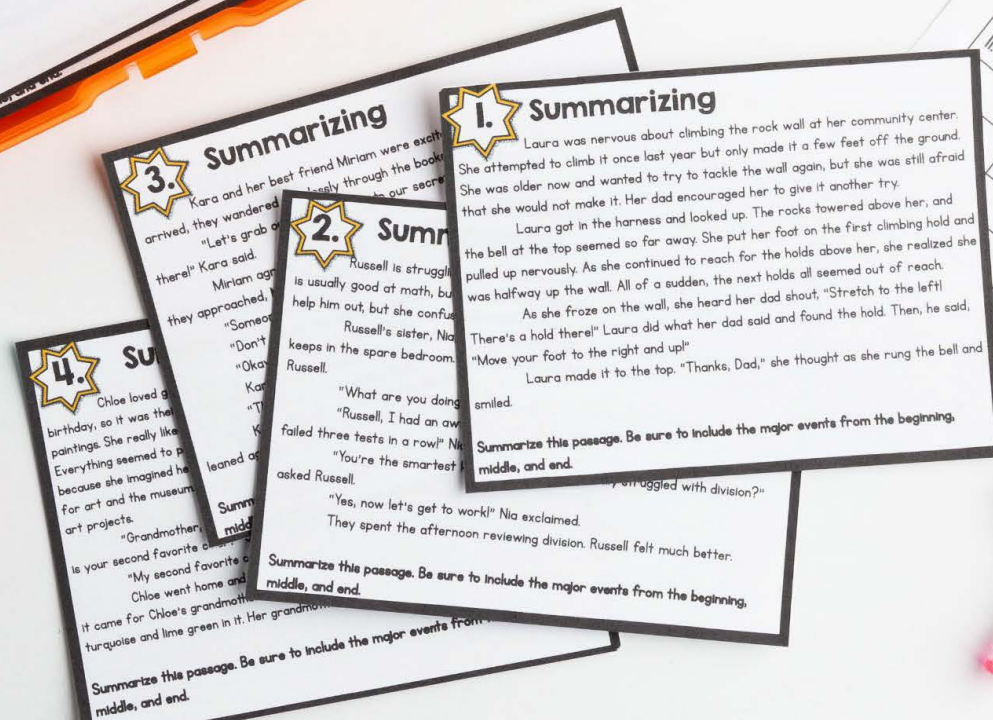


This resource also includes TWO tests with different Lexile Levels for student assessment.

SUMMARIZING

task cards

4th & 5th
GRADES



Name: _____

Card #	Answer	Card #	Answer
1.		16.	
2.		17.	
3.		18.	
4.		19.	
5.		20.	
6.		21.	
7.		22.	
8.		23.	
9.		24.	
10.		25.	
11.		26.	
		27.	
		28.	





Answer Sheet

Name: _____ Date: _____

Card #	Answer	Card #	Answer
1.		16.	
2.		17.	
3.		18.	
4.		19.	
5.		20.	
6.		21.	
7.		22.	
8.		23.	
9.		24.	
10.		25.	
		26.	
		27.	
		28.	
		29.	
		30.	



3. Summarizing
 Kara and her best friend... excited to go to the library. When they arrived, they wandered carelessly... Kara had a bright idea. "Let's grab our books... there!" Kara said. Miriam agreed. They... they approached, Miriam... "Someone is... "Don't worry... "Okay," Miriam... Kara... "That's... Kara... asked Russell. "What are you doing?" Russell asks with... "Russell, I had an awful time learning... keeps in the spare bedroom. She rushes down the stairs... "You're the smartest kid in... "Yes, now let's get... They spent the...

2. Summarizing
 Russell is struggling with his math homework and he is getting frustrated. He help him out, but she just doesn't understand division. His mother tries to... Russell's sister, Nia, decides to help. She grabs a huge... "What are you doing?" Russell asks with... "Russell, I had an awful time learning... keeps in the spare bedroom. She rushes down the stairs... "You're the smartest kid in... "Yes, now let's get... They spent the...

4. Summarizing
 Chloe loved going to the art... birthday, so it was their special treat... paintings. She really liked pop art... Everything seemed to pop out at her... because she imagined herself painting... for art and the museum. She would... art projects. "Grandmother, I think I... is your second favorite color?" Chloe... "My second favorite color... Chloe went home and... it came for Chloe's grandmother... turquoise and lime green in it. Her... Summarize this passage. Be sure to... middle, and end.



3. Theme
Leo knew that if he went inside, he'd surely be grounded for bullying his little brother. Instead, he decided to escape to the park and for a while until his mom cooled down.
When he got to the park, Leo didn't see any of his friends or older boys playing soccer. He summoned the courage to shout, "We don't have room for little wimps," showing that he was brave. "We don't have room for little wimps," she said. "We don't have room for little wimps," she said. "We don't have room for little wimps," she said.

1. Theme
"You need to stop daydreaming and pay attention, young lady," Mrs. Frost scolded.
"I'm going to be a famous celebrity, so I don't need to learn science," Penelope responded with a dramatic eye roll.
Penelope never listened to Mrs. Frost's advice. She continued to ignore her schoolwork to pursue an acting career. Unfortunately, she wasn't a good actress and never got hired for any part. She failed her classes and had to go to summer school.

What message does the author want you to learn from this story?
a. Be kind to others.
b. It's good to have a backup plan.
c. Honesty is the best policy.
d. Cheaters never win.

2. Theme
Before the election for class president, the school held a debate in which students were allowed to question the candidates. Many had heard about the things Carly had promised and, naturally, they had questions for her.
"How do you plan on paying for all these things?" challenged one of her classmates.
"Um... there's probably enough money for everything," Carly replied nervously as her face turned red.
Even though Carly had one trusted her. In the end...

29. Theme
Reggie put on his jersey and
But the game was called
Jenna planned a sleepover
But came down with a cold
Larry bought a new video game
But the internet was down
Molly got a new puppy
But she turned it over to her friend
David missed his last class
His lost his homework

What message does the author want you to learn from this story?
a. It's important to be prepared.
b. You should always have a backup plan.
c. Honesty is the best policy.
d. Do your best.

30. Theme
Peggy Perfect makes her bed every morning as soon as she wakes.
She does her homework right after school without even taking a break.
When Peggy Perfect plays with her friends, she always lets them go first.
She eats whatever her mother cooks, even onions and liverwurst!
Peggy never forgets to brush her teeth.
She answers every question.
"Why is Peggy so perfect?" her friends ask.
"Why does she do that?"
On Christmas, even when she is sick, she always has a report card.
She loves to help others.
Not everyone can be like her.
But maybe a little bit of her.

Name: _____ Date: _____

Card #	Answer	Card #	Answer
1.		16.	
2.		17.	
3.		18.	
4.		19.	
5.		20.	
6.		21.	
		22.	
		23.	
		24.	
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		26.	
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		29.	
		30.	



THEME

Digital Task Cards

30 Cards
Includes an
audio reading of
each passage.

Theme

Laura cautiously checked the email link Ken sent her. "It's the teacher's copy of Mr. Chapman's math workbook. It has the answers to all his homework, quizzes, and tests," Ken exclaimed. "I'm deleting this," she declared. "It's cheating, and I'm not getting in trouble." For the rest of the year, Ken cheated his way through math class. He never actually learned anything but ended up with an A. Laura, in comparison, spent several hours working through Mr. Chapman's problems on her own each week and ended up with a B-. The following year, Ken couldn't find an online edition of the math book. He struggled all year long and received Ds and Fs on his report card. Laura, on the other hand, was extremely prepared and easily breezed through the class, receiving As on her report card.

©Julie Boches

Which of these is an important theme in the story?

A good friend wants others to succeed in school.

Working hard in school means you'll always get good grades.

When you cheat, you only cheat yourself.

Being greedy often means you end up with nothing.



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BOOM CARDS

THEME: STORIES, PLAYS, & POEMS BOOM CARDS



Theme

Life on the island since the shipwreck had certainly not been easy. Jared had to struggle to find food, fresh water, and shelter to meet his most basic needs. At first, it was an all-day struggle to catch even one fish to eat or to get a fire started. In time, Jared became an expert at these skills, growing better and better each day. Eventually, he was able to focus his attention on other tasks instead of daily survival.

He planned what to do in case of a tropical storm. He prepared different ways to signal for help if a ship or plane should appear. After waiting for several months, the opportunity came for Jared to use his signal fire. The pilot of the passing airplane saw the smoke and radioed for a boat to rescue Jared.

© Julie Bochese

What observation about the story is most helpful in determining its theme?

Jared had to wait a long time before an airplane passed by.

The airplane couldn't rescue Jared, but the boat could.

Surviving on the island was difficult at first.

Jared was on the island because of a shipwreck.

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- Digital & Interactive
- Self Grading Multiple-Choice Questions
- Includes Audio

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THEME: STORIES, PLAYS, & POEMS BOOM CARDS



Theme

Reggie put on his jersey and cleats,
But the game was called on account of lightning.
Jenna planned a sleepover,
But came down with a cough that was frightening.
Larry bought a new computer game,
But the internet wouldn't work.
Molly got a new bunkmate at camp,
But she turned out to be a jerk.
David missed the bus; Tony got caught in the rain;
Elvis lost his homework; and Amber's new puppy is a pain.
Sometimes the weather doesn't cooperate, or plans just don't work out.
Things don't always go the way we like, but that's what life is about.

What observation about the poem is most helpful in determining its theme?

There are more boy characters than girls.

Nothing worked out the way the characters planned.

Some of the problems can be controlled, but some can't.

The characters had a good attitude even when things didn't go their way.