

Week Two: Literary Themes and Parts of a Sentence

Weekly Focus: Comprehension
Weekly Skill: Main Ideas

Lesson Summary: Students will learn about and begin to identify themes in literature. They will practice identifying and using evidence to support a written response. Finally, students will learn about the major parts of a sentence and practice identifying them.

Materials Needed: CARE Model, Aesop's Fables handout, Reading Log, Spoken Word Video, Group Roles, projector with internet access, Essay #1 handout

Objectives: Students will be able to...

- Critically read and comprehend a story
- Practice identifying themes and write about them with textual evidence
- Identify parts of a sentence
- Experiment with identifying parts of a sentence in their own writing

Common Core Standards and Skills Addressed: RL.9-10.2, RL.11-12.7, W.9-10.3., W.9-10.5, L.11-12.1

***Notes to the Teacher:** Today's focus is on Comprehension, the first step in our CARE (Comprehension, Analysis, Response with Evidence) model. Remind students about both the model and this step. Explain that understanding what the major themes are in a story will also help the students better understand the story as a whole.

Also, remind students to take advantage of their "Literacy" section in their notebooks not just for taking notes, but also as a place to write down inspirations. If they write, read, or see something that moves them, this is the place to write it down.

Week Two: Literary Themes and Parts of a Sentence

Activities:

Warm-Up/Review: Creative Writing

Time: 15 minutes

CW Prompt: Choose one of these words and write about it: Love, Hope, Loss, Pride, Faith

Reading Activity: Themes in Literature

Time: 95 minutes

- Hand out Essay #1 assignment sheet. Explain to students that this will be the topic that they will be writing an essay on at the end of five weeks. Read through it together, and ask students to keep this question in the back of their minds during class in the coming weeks. The content of their response to the essay will need to include evidence from the readings in this unit. Encourage students to KEEP THEIR PAPERS.
- Read “The Sparrow and the Peacock” together. Next, ask the class as a whole what the story is about. Spend a few minutes discussing the moral of the story.
- Briefly introduce the concept of “themes” in literature (link for teacher only). You might find it useful to draw a connection to a thesis/claim in nonfiction work. Explain to students that while the themes in Aesop are spelled out in the moral, in most other work the reader must identify them for herself. Note that themes usually deal with large life issues, such as the ones they wrote about in their creative writing prompt.
- Come up with a classroom definition of “theme” together. Have students write this down in their notes.
- Next, explain that Aesop’s fables deal with themes that are still discussed today. Show the spoken word poem “Shallow Thoughts.” Introduce it as a modern version of “The Sparrow and the Peacock.” (** **Some teachers may want to stop the video at the 2:25 mark, as there is a curse word following this point**) After you've shown the video, ask the students what similarities they noticed between the video and the fable.
- Return to “The Sparrow and the Peacock” handout. Complete the Large Group Work questions as a class.
- Next, divide the class into groups of three to four students. Hand out Group Roles sheet, and have members choose an additional role. NOTE: In this activity, each member is responsible for recording answers. Pass out an assignment sheet to each group (half the groups will get story #1, half will get story#2). Have each group work through the steps on the assignment sheet.
- Come back together to share answers to question #5.
Ask the essential question: “Why do we tell stories?” to the class.

BREAK: 10 minutes

Week Two: Literary Themes and Parts of a Sentence

Grammar Activity: Parts of a Sentence

Time: 60 minutes

Introduction:

- Spend about 10 minutes introducing different parts of a sentence (subject/verb) See [reference sheet](#) (for teacher use only).
- Next, re-look at “The Sparrow and the Peacock” story together. Ask students what sentences really stuck with them. Write two or three down on the board. Together, talk about why these sentences are effective. Then, work as a class to identify subjects and verbs.
- Have students continue this activity for five minutes in groups at their table using either the group story they’ve written or the Aesop Fable their group was given (have research group students join other groups).

Sandboxing: If time, have students go back to their CW for today. Ask them to try marking subjects and verbs in their own sentences. Do they notice any patterns in their writing?

Wrap-Up: Importance of Evidence

Time: 10 minutes

Tell students that before they leave today, they must produce a “get out of class” ticket. In their groups, they should come up with one or two sentences in response to this question: “Why do you think it is important to use textual evidence when making an argument?” When they have finished, they should present this to you before they leave.

Extra Work/Homework:

Time:

Ask students to choose one of the Aesop stories and to rewrite a paragraph from it in their own words but using the same subject/verb patterns as Aesop.

Differentiated Instruction and ELL Accommodation Suggestions	Activity
Have Advanced Students join “Research” Group	Reading
<i>HAVE BEGINNING STUDENTS ONLY LOOK FOR SUBJECTS.</i>	Sandboxing

Online Resources:

Themes:

- 1) Fiction Writing Basics from the OWL at Purdue
<http://owl.english.purdue.edu/owl/resource/754/02/>

Week Two: Literary Themes and Parts of a Sentence

Five Paragraph Essays:

- 1) GED Preparation from the OWL at Purdue
[Purduehttp://owl.english.purdue.edu/engagement/2/](http://owl.english.purdue.edu/engagement/2/)

Parts of a Sentence:

- 1) Parts of Speech Overview from the OWL at Purdue
<http://owl.english.purdue.edu/owl/resource/730/1/>
- 2) State of Being Verbs
<http://www.kyrene.org/schools/brisas/sunda/verb/1state.htm>

Suggested Teacher Readings:

Mechanically Inclined: Chapter One

Whole Class Story

The Sparrow and the Peacock

A Sparrow was walking around a yard where Peacocks used to live. While he was walking there, he found a number of feathers that had fallen from the Peacocks when they were moulting. The Sparrow tied the feathers all to his tail and strutted down towards a group of Peacocks. When the Sparrow came near them, the Peacocks soon discovered his lie. The Peacocks strode up to him and pecked and plucked away his borrowed plumes. So, the Sparrow could do nothing except go back to the other Sparrows, who had watched his behavior from a distance. However, they were also annoyed with him, and said:

"It is not only fine feathers that make fine birds."

Large Group Work

Directions: Discuss the following questions. Everyone should record the answer to #4 in your own reading log. Record answers to the rest of the questions on this worksheet.

1. What is the theme of "The Sparrow and the Peacock?" What parts of the story help to show us that the moral is true? **(5 min)**
2. Work together to rewrite the theme in your own words and in a way that is easy to understand. **(5 min.)**
3. Do you believe that the moral of the story is true for your own life? Why or why not? Try to use personal examples to support what you say. **(10 min.)**
4. Aesop is sharing wisdom ("Words of the Wiser") in this fable. What are we supposed to learn from his message? **(5 min)**
5. In a few sentences, provide a one-paragraph response with evidence from the text to answer the question from #4: What is the importance of Aesop's message in this fable? **(15 min)**

Group #1
The Miser and His Gold

A Miser buried his gold in a secret place in his garden. Every day he went to the spot, dug up the treasure and counted it piece by piece to make sure it was all there. He made so many trips that a Thief, who had been observing him, guessed what it was the Miser had hidden. One night the thief quietly dug up the treasure and made off with it.

When the Miser discovered his loss, he was overcome with grief and despair. He groaned and cried and tore his hair.

A passerby heard his cries and asked what had happened.

"My gold! O my gold!" cried the Miser, wildly, "someone has robbed me!"

"Your gold! There in that hole? Why did you put it there? Why did you not keep it in the house where you could easily get it when you had to buy things?"

"Buy!" screamed the Miser angrily. "Why, I never touched the gold. I couldn't think of spending any of it."

The stranger picked up a large stone and threw it into the hole.

"If that is the case," he said, "cover up that stone. It is worth just as much to you as the treasure you lost!"

A possession is worth no more than the use we make of it.

Small Group Work

Directions: Discuss the following questions in your small groups. Everyone should record the answer to #4 in your own reading log. Record answers to the rest of the questions on this worksheet.

1. What is the theme of "The Miser and His Gold?" What parts of the story help to show us that the moral is true? **(5 min)**
2. Work together to rewrite the theme in your own words and in a way that is easy to understand. **(5 min.)**
3. Do you believe that the moral of the story is true for your own life? Why or why not? Each person in the group should take turns answering this question. Try to use personal examples to support what you say. **(10 min.)**
4. Aesop is sharing wisdom ("Words of the Wiser") in this fable. What are we supposed to learn from his message? **(5 min)**
5. In a few sentences, provide a one-paragraph response with evidence from the text to answer the question from #4: What is the importance of Aesop's message in this fable? **(15 min)**

Group #2

The Wind and the Sun

The Wind and the Sun were arguing about who was stronger. Suddenly, they saw a traveler coming down the road. The Sun said, "I see a way to decide our dispute. Whichever of us can cause that traveler to take off his cloak shall be regarded as the stronger. You begin." So the Sun retired behind a cloud, and the Wind began to blow as hard as it could upon the traveler. But the harder he , the more closely the traveler wrapped his cloak around him. At last, the Wind had to give up in despair. Then the Sun came out and shone in all his glory upon the traveler, who soon found it too hot to walk with his cloak on.

Gentle persuasion is often more effective than brute force.

Small Group Work

Directions: Discuss the following questions in your small groups. Everyone should record the answer to #4 in your own reading log. Record answers to the rest of the questions on this worksheet.

1. What is the theme of "The Wind and the Sun?" What parts of the story help to show us that the moral is true? **(5 min)**
2. Work together to rewrite the theme in your own words and in a way that is easy to understand. **(5 min.)**
3. Do you believe that the moral of the story is true for your own life? Why or why not? Each person in the group should take turns answering this question. Try to use personal examples to support what you say. **(10 min.)**
4. Aesop is sharing wisdom ("Words of the Wiser") in this fable. What are we supposed to learn from his message? **(5 min)**
5. In a few sentences, provide a one-paragraph response with evidence from the text to answer the question from #4: What is the importance of Aesop's message in this fable? **(15 min)**

Group #3: Research Group (Advanced)

Who Was Aesop?

Directions:

- Go online to one of the following sites:
<http://www.biographybase.com/biography/Aesop.html>

<http://www.umass.edu/aesop/history.php>
- Read through the articles about Aesop's biography.
- Choose the most interesting parts of the article and write a paragraph about who Aesop was to share with the class.
- **If you finish early, try to answer the following question:**

How do you think Aesop's background affected *what* he chose to write about and *how* he chose to write?

Text taken from < <http://www.aesops-fables.org.uk/aesop-fable-the-wind-and-the-sun.htm>>

Week Two: Literary Themes and Parts of a Sentence

Reading Log

Name: _____

Page # (or Paragraph # for short readings)	Signpost I Noticed (<u>circle one</u>)	Signpost Question	My Notes About It
	Contrasts and Contradictions Aha Moment Tough Questions Words of the Wiser Again and Again Memory Moment		
	Contrasts and Contradictions Aha Moment Tough Questions Words of the Wiser Again and Again Memory Moment		

Signposts taken from *Notice and Note* (Portsmouth, NH: Heinemann) by Kylene Beers and Robert E. Probst.

Group Work Roles

LEADER

- Makes sure that every voice is heard
- Focuses work around the learning task; guide group from exercise to exercise

Sound bites: Let's hear from ____ next." "That's interesting, but let's get back to our task."

RECORDER

- Compiles group members' ideas:
 - Make a star on the sections/numbers we need to go over
 - Write specific questions

Sound bites: "I think I heard you say _____; is that right?" "How would you like me to write this?"

TIME KEEPER

- Encourages the group to stay on task
- Announces when time is halfway through and when time is nearly up

Sound bite: "We only have five minutes left. Let's see if we can wrap up by then."

PRESENTER

- Presents the group's finished work to the class

Sound bite: "Which questions do we need to go over in this section?" "What else do we need to ask?"

Created by Jen Ouellette for the Minnesota Literacy Council

ESSAY #1

Prompt A: Why do you think people tell stories? **In your essay, identify at least one reason why someone might tell a story. Use evidence from two of this unit's readings to support your argument.**