



Gold Seal Lesson

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Grade Span			ICLE Application Model			
K-4	5-8 XX	9-12	A	B XX	C	D

Instructional Focus:

Reading

Students read a variety of grade level materials, applying strategies appropriate to various situations.

Writing

Students write for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.

Performance Task

Students will demonstrate the ability to write a short story with an implied theme. Other students will read the story and infer possible themes. This lesson takes 2 days minimum.

Day 1:

1. To start the activity, ask the students to write down “life lessons” (Don’t judge a book by it’s cover, a penny saved is a penny earned, don’t cry over spilt milk, etc) they have learned or know of. Have them brainstorm as many as possible individually. After students have brainstormed individually, as a class, discuss the “life lessons” that students came up with.
2. On the board, write down other possible “lessons” to give the students a wide variety of topics to choose from. They will be choosing one theme to write a short story about.
3. At this point introduce the assignment. The students will be choosing a theme or “life lesson” and then writing a fictional story **implying** that theme. Remind students that implied themes are not stated directly in the story. The theme is implied through character actions and/or events.
4. Students should have a theme in mind before they start writing. The minimum requirements for the story are: 2 pages, paragraphs, at least 2 characters, setting, and plot.

Day 2:

5. Once students have their implied theme stories, split them up into groups of 3.
6. Once in groups, students will rotate and read each other’s papers. Once a paper is read, the person reading it needs to suggest 2 possible themes. They should write their suggestions directly on that student’s paper. Since there are 3 people in the group, everyone should read 2 papers and suggest a total of 4 themes (2 per paper). Make sure that no one suggests the same theme. All 4 themes written at the bottom of the author’s paper should be different.
7. When everyone has his/her own story back, the group now needs to discuss what the original themes were for each of the papers, see if anyone guessed it, and then discuss why other team members suggested the possible themes they did and if it works with the story.
8. The final step, the author of the paper needs to write a 2 paragraph response indicating the original theme of the story, explaining what elements in the story support the theme, and then mentioning another possible theme and discuss why the second possible theme works for the story.

ICLE Essential Skills

Identify, collect and/or select pertinent information while reading (ela 5)
Summarize, synthesize, and organize information while reading (ela 24)
Discriminate important ideas from unimportant ideas while reading (ela 15)
Evaluate the way an author uses language and text characteristics such as plot, setting, theme, character, point of view, genre etc. to evoke a response in a reader (ela 72)
Assess the significance and importance of the themes in a literary text (ela 77)
Apply personal or objective criteria for evaluating informal, persuasive, and literary material (ela 53)
Use writing as a way of expressing personal creativity (ela 31)

Scoring Guide:

<p>4 = The student participates actively in the brainstorming session. The student demonstrates complete mastery of the concept of implied theme. The student writes a clever short story that meets the requirements and has an implied theme. The student participates actively in group work and can suggest plausible applied themes for other students' short stories. The student writes a thoughtful response about his/her own implied theme and responds to the suggestions of other students.</p> <p>3 = The student completes all of the tasks of the "4" response. but the work may be somewhat less mature, less thoughtful, less at the mastery level.</p> <p>2 = The student completes most of the tasks of the "4" response, but the work seems almost perfunctorily done.</p> <p>1 = The student does not complete much of the task and the work seems carelessly and thoughtlessly done.</p> <p>0 = The student makes no attempt to complete the work.</p>

Keywords

English Language Arts	Mathematics	Science
Reading Comprehension Constructs meaning	Algebra	Earth Science
Writing Creative writing Elements of writing Narrative Peer review	Geometry	Life Science
Communications	Statistics	Chemistry
Literature	Calculus	Physics
Other Implied theme	Trigonometry	Other
	Other	