PRESENTER SCRIPT · GRADE 5 · 5.RC.1 & 5.RC.2

Theme & Summary: teacher script

Use with the Lesson presenter (room page -> Lesson presenter). Slides show only student cues; this script has what to say. Students need the printed lesson worksheet and a pencil.

Presenter keys: Right/left arrows change slides. N shows short notes. T pauses the timer. P picks a student. F is fullscreen.

Response routine: Students write each answer on their worksheet, then show it with fingers (1 = A, 2 = B, 3 = C, 4 = D). Scan the room before revealing.

SLIDE 1: TODAY'S TARGET — 1 min

Say	Today's learning target is: "I can determine a theme from how characters respond to challenges and write an objective summary." Read it with me.
Say	Here is how you will know you have it: the success criteria. You will prove it on the exit ticket at the end of class.
Point to	The agenda and the key vocabulary. Tell students they need their notebook, guided notes page, and pencil.

SLIDE 2: WARM-UP — 0:00–0:08

Say	Turn to Part 2 of your lesson worksheet. Answer the three questions in complete sentences. You have 5 minutes of silent work. Go.
Do	Start the 8:00 timer. Circulate. At 5 minutes say: "Turn to your partner and compare answers for 2 minutes."
Look for	1) A topic is a word or two (friendship). A lesson/theme is a full sentence about life. 2) Answers vary; look for a complete sentence that applies to anyone. 3) Answers vary; look for who, problem, key event, resolution.
Say	Call on 2-3 students for questions 1 and 2, then reveal. Say: "We will come back to question 3 at the end of class."

SLIDE 3: HOOK — 1 min

Say	Read the question on the screen: "The tortoise beats the hare. Is "a race" the lesson of the story?" Circle your prediction in Part 3 of your worksheet and write why. Then vote.
Background	Tell the fable of the tortoise and the hare in 30 seconds. Ask: "What is this story about in one word?" (a race). "What is it trying to teach?" Contrast the two answers.
Do	Tap +1 for each vote. Do not give the answer. Say: "By the end of the lesson, you will be able to check your prediction."

SLIDE 4: LEARN 1: TOPIC VS. THEME — 3 min

Say	A topic is one or two words, like "honesty." A theme is a full sentence about life: "Telling the truth builds trust, even when it is hard."
Worksheet	Say: "Part 5: fill in the blanks (A), do the task (B), write what your partner said (C), and answer the check (D)." Blank answers: A TOPIC is one or two words. A THEME is a complete sentence about life. (tap "Show the missing words" after students try.)
Explore	Flip each card only after students guess: Topic: courage = Theme: Facing your fears helps you grow.; Topic: friendship = Theme: True friends help each other in hard times.. Students do: Turn "courage" and "friendship" into full theme sentences.
Turn and talk	Say: "Why isn't "friendship" a theme? What would you add to make it one?" Start the 1:00 timer. Then pick a pair to share.
Check	Read the question aloud. Students write, then show fingers. Scan, then reveal. Answer: (C) Hard work can overcome difficulties.. A theme is a complete sentence about life.
If < 80% correct	Go back to the Explore box and model a second example out loud, then re-ask the check with a partner discussion first. See "Misconceptions to watch for" at the end of this script.

SLIDE 5: LEARN 2: FIND THE THEME — 3 min

Say	Ask yourself four questions: What challenge did the character face? How did they respond? What changed? What lesson does that teach anyone?
Worksheet	Say: "Part 6: fill in the blanks (A), do the task (B), write what your partner said (C), and answer the check (D)." Blank answers: To find a theme, track the character's CHALLENGE, RESPONSE, and CHANGE. (tap "Show the missing words" after students try.)
Explore	Point to the model: the picture. Ask: "What do you notice?" Students do: Answer the four questions (challenge, response, change, lesson) for the tortoise.
Turn and talk	Say: "Think of a movie character who changed. What did they learn?" Start the 1:00 timer. Then pick a pair to share.
Check	Read the question aloud. Students write, then show fingers. Scan, then reveal. Answer: (C) Slow and steady effort can beat talent without effort.. It is a lesson for anyone.
If < 80% correct	Go back to the Explore box and model a second example out loud, then re-ask the check with a partner discussion first. See "Misconceptions to watch for" at the end of this script.

SLIDE 6: LEARN 3: THEMES ARE FOR EVERYONE — 3 min

Say	A theme applies to everyone, so leave character names out. Not "Maria learned to share," but "Sharing can build friendships."
Worksheet	Say: "Part 7: fill in the blanks (A), do the task (B), write what your partner said (C), and answer the check (D)." Blank answers: A theme statement should not include CHARACTER NAMES. (tap "Show the missing words" after students try.)

Explore	Students do: Fix this theme by removing the name: "Leo learned to share."
Turn and talk	Say: "Why should a theme statement work for anyone, not just the character?" Start the 1:00 timer. Then pick a pair to share.
Check	Read the question aloud. Students write, then show fingers. Scan, then reveal. Answer: (B) Kindness can change someone's day.. It is a full sentence with no names.
If < 80% correct	Go back to the Explore box and model a second example out loud, then re-ask the check with a partner discussion first. See "Misconceptions to watch for" at the end of this script.

SLIDE 7: LEARN 4: WRITE A SUMMARY — 3 min

Say	A summary tells who, the problem, the key events in order, and the resolution. Leave out small details and your opinion.
Worksheet	Say: "Part 8: fill in the blanks (A), do the task (B), write what your partner said (C), and answer the check (D)." Blank answers: A summary includes who, the PROBLEM, key EVENTS, and the RESOLUTION. It leaves out OPINIONS. (tap "Show the missing words" after students try.)
Explore	Students do: Write a 3-sentence summary of "The Tortoise and the Hare."
Turn and talk	Say: "What is the difference between a summary and a retelling of every detail?" Start the 1:00 timer. Then pick a pair to share.
Check	Read the question aloud. Students write, then show fingers. Scan, then reveal. Answer: (D) The main problem. Summaries include the main events, not opinions.
If < 80% correct	Go back to the Explore box and model a second example out loud, then re-ask the check with a partner discussion first. See "Misconceptions to watch for" at the end of this script.

SLIDE 8: WORKED EXAMPLE (I DO) — 2 min

Say	Watch how I solve this. Write the final answer in Part 9 of your worksheet.
Think aloud	Use the formula on the board: "Character + challenge + response + change -> lesson." Fill it in for the tortoise and hare, then cross out "the tortoise" to make the lesson universal.
Reveal	Formula: Character + challenge + response + change -> lesson. | Character: the tortoise. Challenge: racing a much faster hare. | Response: keeps moving steadily. Change: wins while the hare naps. | Lesson: "The tortoise learned slow and steady wins." | Make it universal (remove the name): "Slow and steady effort can beat talent without effort."

SLIDE 9: WE DO — 2 min

Say	Now we solve one together in Part 10. Read the problem with me.
Do	Before revealing each step, ask: "What should we do next?" Take one answer, then tap "Show next step."

Steps	Challenge: Ben forgets his lines. | Response: he freezes, then keeps going. | Change: he finishes and gets cheers. | Theme: Pushing through a mistake can still lead to success.
Answer	Pushing through mistakes can still lead to success.

SLIDE 10: YOU DO — 2 min

Say	Now on your own: Part 11. Solve it with no talking. You have 2 minutes.
Answer	(C) A slow tortoise beats a fast hare in a race because the hare stops to nap and the tortoise keeps going.. It includes who, the problem, the key event, and the resolution.
Then	Students who got it: launch the room. Students who missed it: 3-minute reteach at your table, then start the room at the Explorer level.

SLIDE 11: WORK TIME: THE STORY GALLERY — 0:20–0:48

Say	Open The Story Gallery on your device. Type your name, choose the level I assigned, and begin. Whisper voice with your partner only.
Do	Start the 28:00 timer and leave this slide up. Circulate with the answer key.
Checkpoints	At 10 minutes: exhibit 2 done. At 20 minutes: stage 4 done; give a 5-minute warning for the final lock and turn-in.
Turn-in	Students tap "Copy my work" and paste it into the Canvas assignment (Text Entry).

SLIDE 12: DEBRIEF — 0:48–0:52

Ask	What is the difference between a topic and a theme? | Which story in the activity had the clearest theme? What details showed it? | Name a book or movie you love. What is one theme?
Say	Back to warm-up question 3 and our hook vote: were our predictions right? What evidence changed your mind?
Answer	Answers vary; look for who, problem, key event, resolution.

SLIDE 13: EXIT TICKET — 0:52–1:00

Say	Clear your desk except a pencil. Work silently and on your own. For every answer, write "I know because..." and use evidence.
Do	Hand out the exit ticket. Start the 8:00 timer. Collect and sort with page 3 (Mastered / Approaching / Beginning).

MISCONCEPTIONS TO WATCH FOR

- "The theme is one word, like friendship." That is a topic.
- "A summary includes everything that happened." It includes only the most important events.
- "There is only one correct theme." Stories can have several themes if the text supports them.