

Just like Josh Gibson

A Theme the Book Shows

TIME

PRIMARY SKILL

OBJECTIVE

STUDENT EVIDENCE

ESSENTIAL QUESTION

30 minutes full · 15 minutes short Identify a theme that is shown through repeated evidence Build a theme claim from several moments in the story before locating any direct statement of that idea.

Three moments that show the same theme and a one-sentence theme claim.

What idea does the story keep showing even when it does not say it directly?

Before teaching

Read or play the complete book before the timed lesson. Keep the book available so claims and evidence can be checked against the text.

Materials:	the book, Student Evidence page, pencil.
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Lesson sequence

TIME	TEACHING MOVE
4 min	Name the task Explain that a theme can be shown through what happens, not only stated in a sentence.
8 min	Find the first showing Locate one event or moment that points toward an idea larger than the event itself.
8 min	Find two more Collect two additional moments that point toward the same idea.
6 min	State the theme Turn the repeated pattern into one theme sentence.
4 min	Check the claim Ask whether all three moments still make sense as evidence for that theme.

ELA SKILL LESSON · TEACHER SUPPORT

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Access routes

SOLO	Use the book independently to complete the evidence page. Require page-based support for the central claim.
SUPPORTED	Pause at the key evidence moments. Rephrase the task orally, then have students point to or record the evidence before explaining it.
LISTENING	Use narration and illustrations. Let students respond orally or by selecting from teacher-read options, then ask them to justify the choice from the book.

EXTEND

Ask students to test the skill on a second moment or explain why a tempting alternative answer is weaker.

Teacher guidance

Keep the lesson on identify a theme that is shown through repeated evidence. The source unit places this move inside What it is mainly about; this standalone version should still require evidence from the named book rather than general knowledge or memory.

Assessment

- The theme is broader than any single event.
- All three recorded moments should support the same theme.
- Students should be able to explain how each showing points to the theme.

Short route · 15 minutes 3 min - name/model the skill. 8 min - gather the minimum evidence required on the student page. 4 min - explain the answer and verify it against the book.

Watch for

Retelling three events without identifying the idea they collectively show.

Source note

Extracted from the TumbleTA unit What it is mainly about, using its stated day focus, product, checkpoints, and/or strong-answer criteria. No regional standard is attached to this base skill lesson.

STUDENT EVIDENCE · GRADE 3

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Name _____ Date _____ Record three moments that show the same larger idea. Then state the theme in one sentence.

PART**YOUR EVIDENCE****SHOWING 1****SHOWING 2****SHOWING 3****THEME****EXIT CHECK**

This is a theme rather than a retelling because _____.

TEACHER KEY · GRADE 3

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Strong response

Three moments that show the same theme and a one-sentence theme claim.

Expected evidence

- The theme is broader than any single event.
- All three recorded moments should support the same theme.
- Students should be able to explain how each showing points to the theme.

Watch for

Retelling three events without identifying the idea they collectively show.

Independent success

The student completes the required evidence product and can explain how the evidence supports the skill claim without relying only on recall or a teacher-supplied answer.

Unit source

What it is mainly about · Just like Josh Gibson by Angela Johnson