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Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Finding the Theme Worksheet**

A theme is the central message that the author wishes to convey through a literary work. Example themes include: courage, hope, making wise choices, working hard etc...

**Directions:** After reading the text, write what you think is the theme or central message on the lines provided.

Theme: \_\_\_\_\_

**Directions:** Fill in each box to analyze how the theme is developed over the course of the text.

Beginning: What happens that contributes to the theme. \_\_\_\_\_

Middle: What happens that contributes to the theme. \_\_\_\_\_

End: What happens that contributes to the theme. \_\_\_\_\_

Name \_\_\_\_\_ **The Fury of a Hurricane**

**Author's Purpose and Text Structure** **REVIEW**

**Directions:** Read the passage. Then read each question about the passage. Choose the best answer to each question. Mark the letter for the answer you have chosen.

**Fighting the Floodwaters**

The city of New Orleans has always had a problem with flooding. The city's location is part of the reason. New Orleans lies between two great bodies of water, the Mississippi River on the south and Lake Pontchartrain on the north. When the Mississippi River rises from heavy rainfall to the north, the extra water naturally tries to spread out into the city. There is danger to the city from the river during heavy rains. Hurricanes traveling along the Gulf Coast also bring a threat of flooding in the city.

Another reason New Orleans often has water problems is that the city itself is like a saucer in a way. Its edges are higher than its middle. The middle dips below sea level. When a hurricane hits or when the river floods, there is always a chance that the city will fill with water.

The Orleans Levee Board was created to address the problem of flooding. The Levee Board taxes citizens and uses the money to build high banks along the river called levees and floodwalls.

Over the years, millions of dollars have been spent on hurricane and flood protection. Today the city is safeguarded by a complex system of levees, floodwalls, and floodgates. The longest of the levees and floodwalls are along the Mississippi River and Lake Pontchartrain.

- This text is—
  - fiction.
  - nonfiction.
  - poetry.
  - drama.
- This passage—
  - describes a terrible flood.
  - argues that levees are useful.
  - provides flood statistics.
  - describes a way to solve a flooding problem.
- The organization of this text is best described as—
  - cause and effect.
  - problem and solution.
  - comparison and contrast.
  - sequence of events.
- This passage is—
  - funny.
  - emotional.
  - informative.
  - persuasive.
- What do you think is the author's purpose for writing?
  - to entertain
  - to express
  - to persuade
  - to inform

**Notes for Home:** Your child read a passage and identified the author's purpose and the organization of the text. **Home Activity:** Work with your child to analyze a newspaper article. Study the way the article is organized and evaluate the author's purpose.

**Author's Purpose and Text Structure 67**

*Enjoy Reading*

# FINDING THEME

**The Boy Who Cried Wolf**  
A Fable by Aesop  
Adapted by Brenda Kovach

Once upon a time a shepherd boy lived near a village. Since his family owned many sheep, the boy had to watch them on the hillside every day. He needed to make sure none of them strayed from the flock. If he saw a wolf, he had to call for help.

One day, the boy was bored. He thought of a trick he could play on the people who lived and worked in the village. Just to see what happened, he shouted, "Wolf! Wolf! Help! A wolf is coming for my sheep!"

Many villagers lived and worked in the town. They all heard his call and ran to the field to help him. They wanted to help him chase away the wolf and protect his sheep. However, when the villagers got there, the boy laughed and laughed. There was no wolf. He just wanted some fun.

The boy thought the trick was funny. He tried it again. Once more, the villagers ran to help him, and once more the boy laughed and laughed.

Then, the next day, a wolf really did come! The boy saw it sneaking toward his flock. "Wolf! Wolf!" he screamed. "There really is a wolf! Help! Please!"

Although the villagers heard him, they did not come running. They thought it was just another trick, and they didn't want to be tricked again. The villagers went about their work while the boy's sheep ran away. He had lost his flock!

The villagers felt bad about the boy's loss, but they said, "Fool me once, shame on you. Fool me twice, shame on me." You see, when people lie, no one believes them.

**Finding a Theme**  
**"The Boy Who Cried Wolf"**

Name \_\_\_\_\_

Theme: \_\_\_\_\_

Evidence: \_\_\_\_\_

Evidence: \_\_\_\_\_

Evidence: \_\_\_\_\_

Conclusion: \_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

**Main Idea**

Read each paragraph and choose the main idea.

Sandy sings in the church choir. She sings a solo every week. Everyone looks forward to hearing her sing. Last Sunday Mrs. Smith said, "Sandy has the voice of an angel!" We all agreed with her. I think she will be famous one day.

The main idea of the paragraph is:

- The church has a choir.
- Sandy goes to church.
- Sandy is a great singer.
- Sandy sang a solo each week.

Tommy ran down the street chasing his dog "Bobby! Bobby!" he yelled. He knew he should have checked the gate before letting Bobby into the back yard. His mother had told him a hundred times. How had he forgotten? If he had closed it, Bobby would still be in the back yard.

The main idea of the paragraph is:

- Bobby ran away.
- Tommy forgot to make sure the gate was closed.
- Tommy was forgetful.
- Tommy's mother was bossy.

Joy sat on the bench at the baseball field and waited. She didn't like waiting alone. All of the other kids had been picked up by their parents. Where was her mother? Suddenly, her mother came running to her. "Oh Joy, I'm so sorry. Next time I will make myself a note."

The main idea of the paragraph is:

- Joy's mother forgot to pick her up.
- Joy hated sitting alone.
- Joy plays baseball.
- Joy's mother writes notes.

I went to the ice cream shop and ate a huge sundae. When I got home, supper was ready. Mom had cooked my favorite meal. No matter how I tried, I couldn't make myself eat.

The main idea of the paragraph is:

- I like ice cream.
- Mom is a good cook.
- I was too full to eat supper.
- I was sick.

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**Find the Theme** **3**

**The New Girl**

Sarah didn't play with Lala, the new girl in her class, at recess. No one did. Lala had come to their school after winter break. She wore strange clothes and she spoke with an accent.

Then one day, the teacher put Sarah and the Lala together as partners on a class project. At first Sarah was nervous about working with someone so different, but then they began to talk. She found out that Lala had a little brother just like she did. Not only that, they both loved to draw and they both collected sea shells. Sarah invited Lala over after school to work on the project and see her shell collection. The girls worked well together, and before she left Sarah gave Lala one of her best shells to take home for her collection.

The next day Lala invited Sarah over dinner. The food was really different than what Sarah was used to, but it tasted really good. Lala's parents were nice too. The girls got an A on their project, but even better, they became good friends.

**Find the Theme** **4**

**Cassie and her Cookies**

Cassie was having a wonderful time at summer camp. Her counselor was really nice and she had made friends with all of the girls in her cabin.

One day, a package arrived for Cassie. All the girls in her cabin watched as she opened it. It was a box of homemade chocolate chip cookies. Cassie's mother made the best chocolate chip cookies in the world. Cassie took one out of the box and was just about to take a bite when one of the other girls asked if she could have a cookie. Then all the girls were asking Cassie to pass out the cookies in the box. There were exactly twelve of them. There were ten girls in the cabin. If she gave a cookie to each girl, there would only be two left for herself. Cassie knew that if she shared with one girl, she would have to share with everyone, so she decided not to share at all.

Cassie got to eat all of the cookies herself, but from then on the other girls hardly talked to her at all and no one wanted to be her friend anymore.

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If you see a message asking for permission to access the microphone, please allow. Close Live worksheets > English Finish!! Please allow access to the microphone Look at the top of your web browser. If you see a message asking for permission to access the microphone, please allow. Close What is the main point of the story? Cite evidence from the text that would support your argument. In this assignment, you will read a short story and determine the theme. The story is about 2 girls. Find three quotes that illustrate the major thoughts and concepts of the story. We will work on relating literature titles that we have read in the past to topics and then expand upon them. Follow the example. You will read the story of Harry. He is new to a school and was a tall muscular kid. His nature did not fit his physical features. See where it goes and explain what you are seeing. You will choose from the topics: family, love, loss, hope, and freedom. You will take a position on that topic and write a journal entry on it. Read the story. Breakdown what you read and then see how a position is formed and the story revolves around it. You are looking for the message that an author wants to convey through the story. The story of six chickens that live on the farm and feared the fox. A recurring theme is a message that occurs in more than one literary work. We will explore this and show you how to find this in what you are reading. Read the assigned text. Fill out the graphic organizer below to help you understand how it is developed through each of the identified story elements. Read the story and show how this message is developed over the course of the story. A universal theme is a concept that everyone can relate to. Because it has to do with what it means to be human, it normally transcends gender, culture, and geographical differences. Some of the lines below are single-sentence summaries of stories. Some are expression of theme. Can you tell the difference? Read the story. Identify the theme. Then say what happens in the story that tells you this. Remember, they take a position on a topic. What is the theme of a story, and how do you identify it? Whether you're an avid reader or have just stepped foot into the literary world, you may find yourself puzzled by the same ordeal. Before we begin describing how to identify the theme, let's first dive into determining what it entails. In simple words, the theme is pretty much the central idea of a narrative. However, this is where it gets tricky. Just about any tale can have several of theme. For instance, while a short story usually has one, a novel often has more than a single theme. Woven throughout the course of the narrative and impacted by the motivations, interactions, actions and characters, the theme can change as the story progresses. Theme vs Plot: Are They Similar? The story's moral or plot isn't the same as the theme. The plot depicts nothing more than the events that take place in a tale and their sequence. The moral, on the other hand, is the lesson the writer associates with the characters and the story. Collectively, these factors serve as the overall theme, and the lesson you acquire out of it relates directly to the theme. In case you find yourself perplexed about the central message of the work, ask yourself the following question: What exactly is the author trying to convey through the events and characters? Examples: How Can You Find It? In the book "The Catcher in the Rye," the actions of Holden Caulfield are primarily motivated by his reluctance to grow up. Hence, the theme we can deduce is "innocence preservation" or "preservation of innocence." Similarly, the most prominent themes portrayed in the book "Pride and Prejudice" were love, marriage, social status, class and family. Then, in J.K. Rowling's famous "Harry Potter and the Deathly Hallows," the main character, Harry, visited several homes from his childhood during his quest to finish the Horcruxes. For someone like Harry, who had struggled as an orphan and never truly found where he belonged, Hogwarts was where he felt at home. And so, he chose to hand himself over to Voldemort in order to save the school and the people dearest to him. It was through his actions and thoughts that he conveyed that home is always worth saving. Hence, it turned out to be the central role of the story. Here are some ways to identify the theme of a story: - Dissect the novel's title. - Dissect the synopsis. - Remember that it can keep changing throughout the course of the tale, especially in a novel. Why Is It Important? Remember that your story's theme is always connected to the protagonist's internal journey. It connects the external plot with the character's journey, soul, passion, etc. After all, it is the theme that gives the reader a sense of purpose to root for. If that very link is missing, the plot will go nowhere, and you'll most likely lose interest. In simple words, it will be nothing but a soulless story. It is the theme that turns a good narrative into a compelling one. It shows Harry's willingness to put himself in danger in order to protect his home. It shows Elizabeth's struggles in distinguishing superficial goodness from actual goodness. Our Final Thoughts This concept really captures the soul of a story. Without it, it's as good as a waterless pond. However, sometimes determining it isn't as easy as dissecting the first few lines of the synopsis. Hence, we recommend going with the flow and not sticking to a single idea for a theme.

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