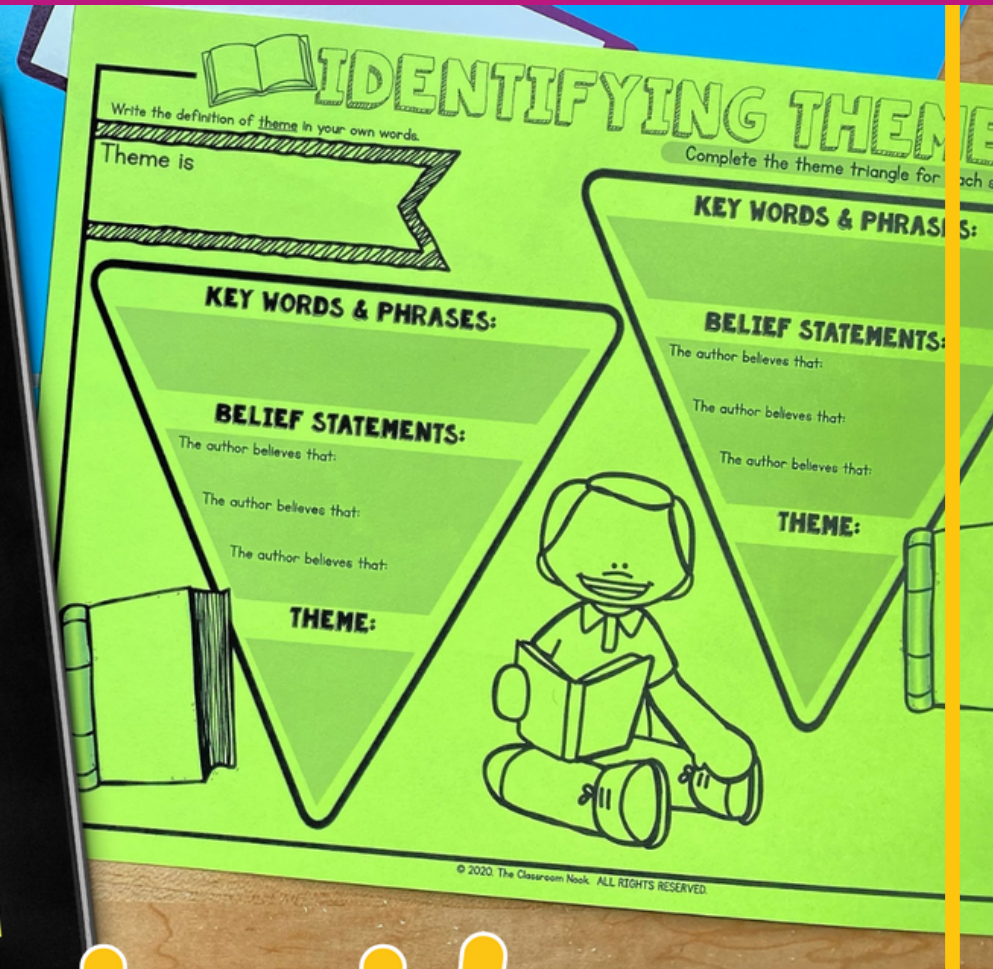


IDENTIFYING THEME



LNK  **tivity**
Interactive Learning Guides

WAIT!

Thank you for considering this LINKtivity for your classroom, but before you make a decision - you should know that you can get **access to this LINKtivity + PLUS our entire library** for about the same price as a single LINKtivity!

The results are in: **Teachers LOVE LINKtivities...** and want more! So, we've made it SUPER easy and cost effective for you to access any and ALL of our LINKtivities inside our LINKtivity Learning membership option! Instead of purchasing just ONE LINKtivity - why not get access to ALL of them... for about the SAME PRICE!



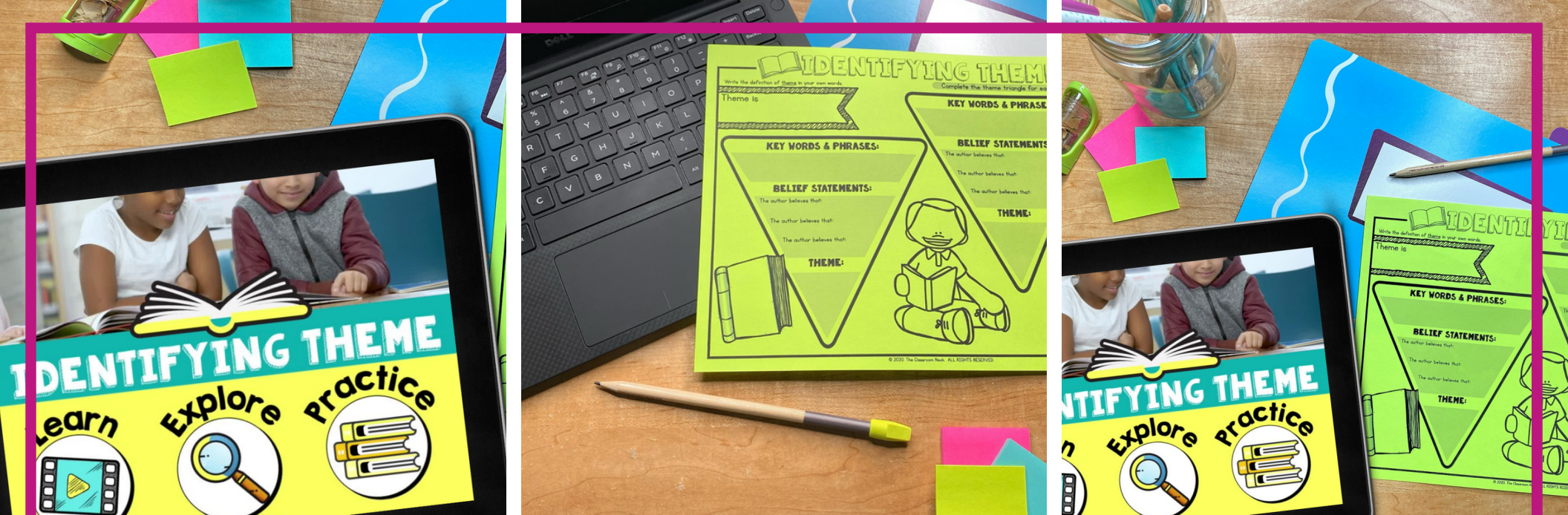
INSIDE THE MEMBERSHIP YOU'LL HAVE UNLIMITED ACCESS TO:

- ✓ The **entire growing LINKtivity® library** inside the Membership (LINKtivities for all content areas)
- ✓ ALL **future LINKtivities** to be added to the membership (new releases each month!)
- ✓ **Teacher guides** to help you set up each LINKtivity® successfully in your classroom
- ✓ **Student resources** that go along with each LINKtivity (printable OR digital)
- ✓ **Kid-friendly rubrics** and **answer keys** for each LINKtivity®



JOIN NOW






Your students are going to love this hands-on approach to learning how to identify theme in literature. Resource includes a LINKtivity digital learning guide, a student recording sheet (printable or digital), answer key, a rubric, and a teacher guide.




More Sample Slides

UNLUCKY 

Katie had it all - an inground pool in her backyard, the best clothes, and everyone at school loved her. She even had the closest guess for the jelly bean jar contest last week and won all 832 of them! Luck seemed to follow Katie wherever she went.

Sarah, on the other hand always had to wear hand-me-down clothes from her older sister. She NEVER won any contests and didn't have many friends, except her best friend Julia. She most certainly was not lucky.

Read this story with me.



"I'm sorry, Katie. I wish I could help. Maybe your dad will find a new job right here in town. Then, you won't have to move." Sarah reassured her.


"Yeah, I hope so. I love all my friends here and my school. I would just hate to move!" Katie sighed.

"Well, either way, we'll still always be friends no matter what!" Sarah nudged Katie on the shoulder and smiled.

"Thanks," replied Katie. "I'm lucky to have you as a friend."

Sarah agreed.

Now, let's figure out the theme of this story. **CLICK CONTINUE** to get started.



KEY WORDS & PHRASES:
luck kindness friendship
things aren't always what they seem


BELIEF STATEMENTS:

THEME:

The first thing I do to identify the theme of a story is to think of key words or phrases that come to mind when I think about the story. These ideas help me to determine what the author wants me to understand from the story.

When I think about this story, words like *luck, kindness, and friendship* come to mind. I also think about the phrase *things aren't always what they seem* because even though it looked like Katie had it all, Sarah learned that her dad had lost his job.

I write these key words and phrases at the top of my theme triangle. Now, let's move on to the next step.



KEY WORDS & PHRASES:
luck kindness friendship
things aren't always what they seem


BELIEF STATEMENTS:
The author believes that sometimes you get lucky, while other times you don't.
The author believes that kindness and friendship are more important than having "things".
The author believes that even when it looks like someone has it all, things aren't always what they seem.


THEME:
Even when it looks like someone has it all, things aren't always what they seem.

To finalize my theme statement, I review my belief statements. Which one do you think best represents the main lesson the author wants me to learn?

I think the belief statement that best represents the whole story and the main lesson is "The author believes that even when it looks like someone has it all, things aren't always what they seem." Sarah always thought Katie had it all until she realized that she had problems just like everyone else.

I remove "the author believes that..." from the sentence to finalize my theme statement.

Now it's your turn! Click  and try identifying the theme in the "Practice" section.



PRACTICE

Click on a story to read to practice this new skill.

TAKING THE PLUNGE

THE BABYSITTER

PITCH IN!

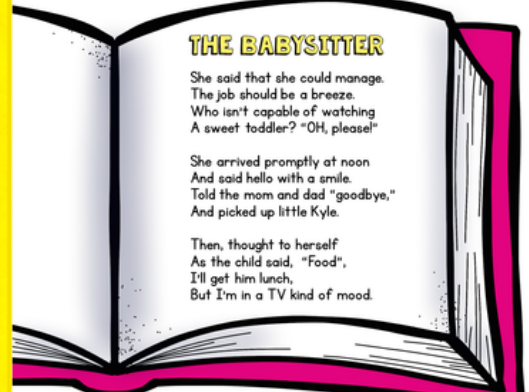


THE BABYSITTER


She said that she could manage. The job should be a breeze. Who isn't capable of watching A sweet toddler? "Oh, please!"

She arrived promptly at noon And said hello with a smile. Told the mom and dad "goodbye," And picked up little Kyle.


Then, thought to herself As the child said, "Food", I'll get him lunch, But I'm in a TV kind of mood.

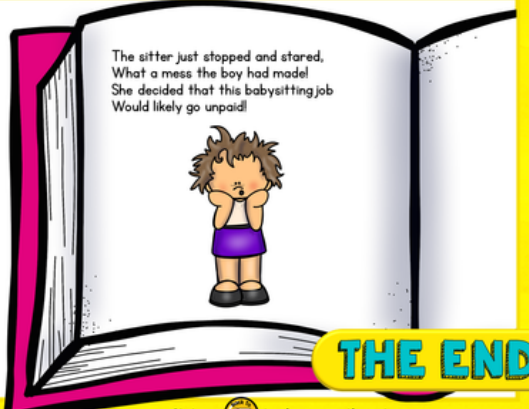



The sitter just stopped and stared, What a mess the boy had made! She decided that this babysitting job Would likely go unpaid!



THE END

Click on  to choose another story

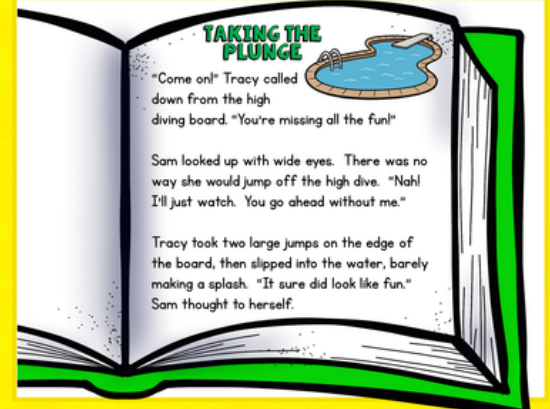


TAKING THE PLUNGE 

"Come on!" Tracy called down from the high diving board. "You're missing all the fun!"

Sam looked up with wide eyes. There was no way she would jump off the high dive. "Nah! I'll just watch. You go ahead without me."

Tracy took two large jumps on the edge of the board, then slipped into the water, barely making a splash. "It sure did look like fun." Sam thought to herself.



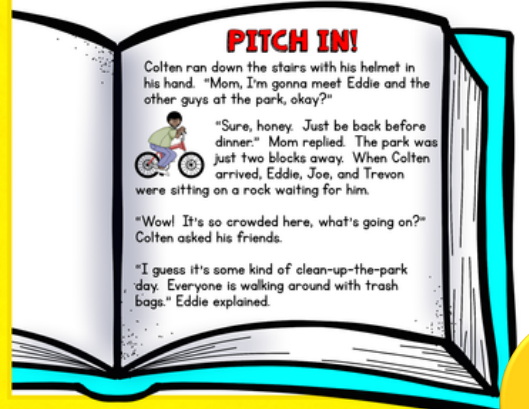
PITCH IN!

Colten ran down the stairs with his helmet in his hand. "Mom, I'm gonna meet Eddie and the other guys at the park, okay?"

"Sure, honey. Just be back before dinner." Mom replied. The park was just two blocks away. When Colten arrived, Eddie, Joe, and Trevon were sitting on a rock waiting for him.

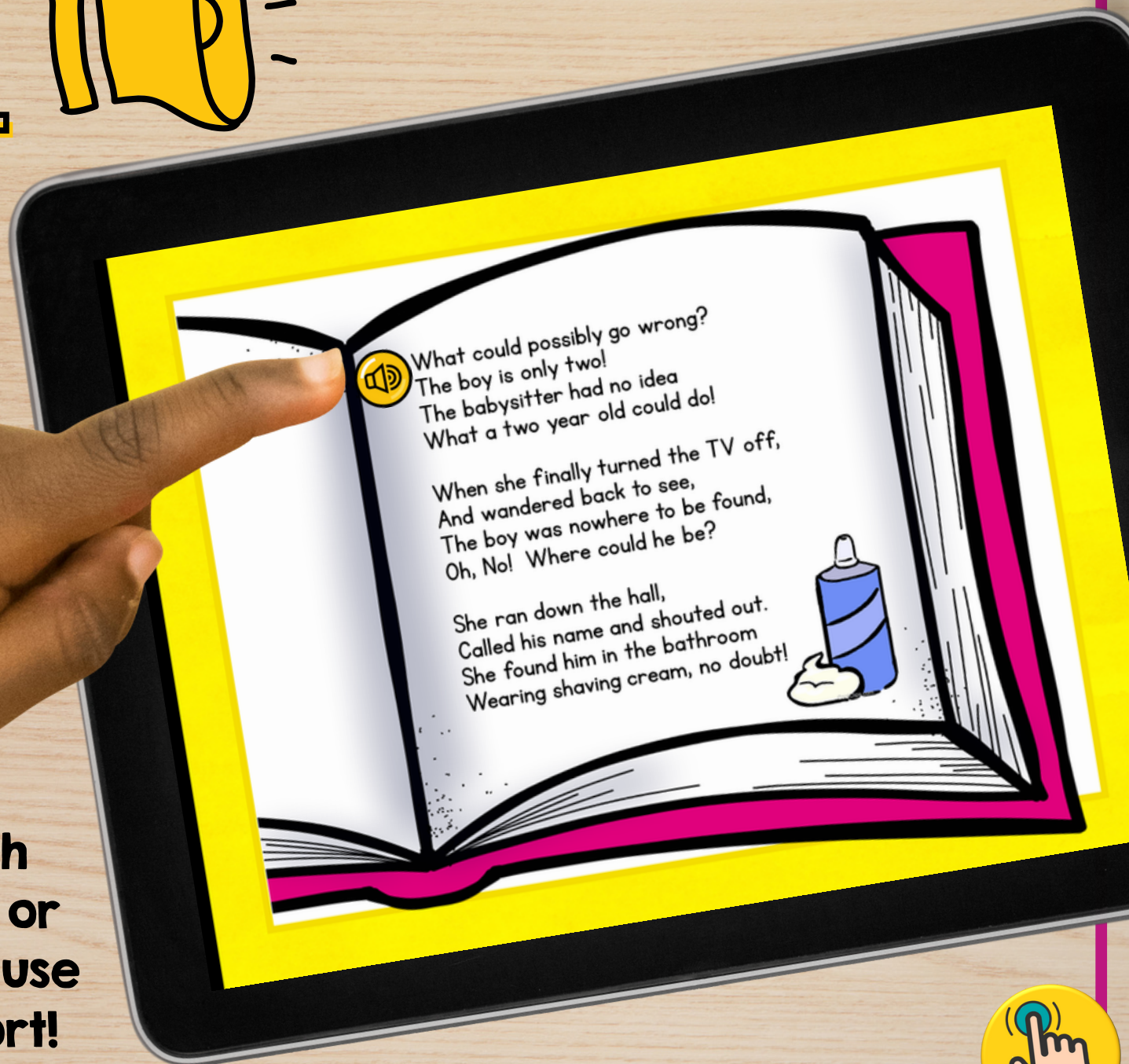
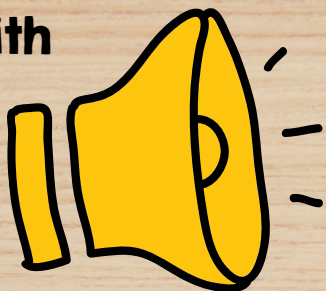
"Wow! It's so crowded here, what's going on?" Colten asked his friends.

"I guess it's some kind of clean-up-the-park day. Everyone is walking around with trash bags," Eddie explained.




This LINKtivity is provided with

AUDIO SUPPORT



What could possibly go wrong?
The boy is only two!
The babysitter had no idea
What a two year old could do!

When she finally turned the TV off,
And wandered back to see,
The boy was nowhere to be found,
Oh, No! Where could he be?

She ran down the hall,
Called his name and shouted out.
She found him in the bathroom
Wearing shaving cream, no doubt!



**Perfect for English
language learners or
students who could use
a little extra support!**



Printable & Digital Student Recording Sheet

Printable Recording Sheet for LINKtivity

IDENTIFYING THEME
Complete the theme triangle for each story.

Write the definition of theme in your own words.
Theme is _____

KEY WORDS & PHRASES:

BELIEF STATEMENTS:
The author believes that:
The author believes that:
The author believes that:

THEME:

TAKING THE PLUNGE

IDENTIFYING THEME
Identify the theme for the story you are reading by completing the theme triangle.

Title: _____

KEY WORDS & PHRASES:

BELIEF STATEMENTS:
The author believes that:
The author believes that:
The author believes that:

THEME:

IDENTIFYING THEME
Complete the theme triangle for each story.

Type the definition of theme in your own words.
Theme is _____

KEY WORDS & PHRASES:

BELIEF STATEMENTS:
The author believes:
The author believes:
The author believes:

THEME:

TAKING THE PLUNGE

Digital Recording Sheet for LINKtivity in Google Slides

Rubric

IDENTIFYING THEME

Student: _____

	4	3	2	1
Identifying Theme	While reading, I can identify and clearly state the theme from the text without assistance. I can support my theme with many details about the characters and events. I can share my theme clearly in written form.	While reading, I can identify and state the theme from the text with little assistance. I can support my theme with several details about the characters and events. I can share my theme in written form.	While reading, I can identify and state the theme from the text with assistance. I can support my theme with some details about the characters and events with help. I can share my theme in written form with assistance.	While reading, I struggle to identify and share the theme of the story.

IDENTIFYING THEME

Student: _____

	4	3	2	1
Identifying Theme	While reading, I can identify and clearly state the theme from the text without assistance. I can support my theme with many details about the characters and events. I can share my theme clearly in written form.	While reading, I can identify and state the theme from the text with little assistance. I can support my theme with several details about the characters and events. I can share my theme in written form.	While reading, I can identify and state the theme from the text with assistance. I can support my theme with some details about the characters and events with help. I can share my theme in written form with assistance.	While reading, I struggle to identify and share the theme of the story.

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PLUS: a recording sheet to use with ANY text! (printable or digital)

