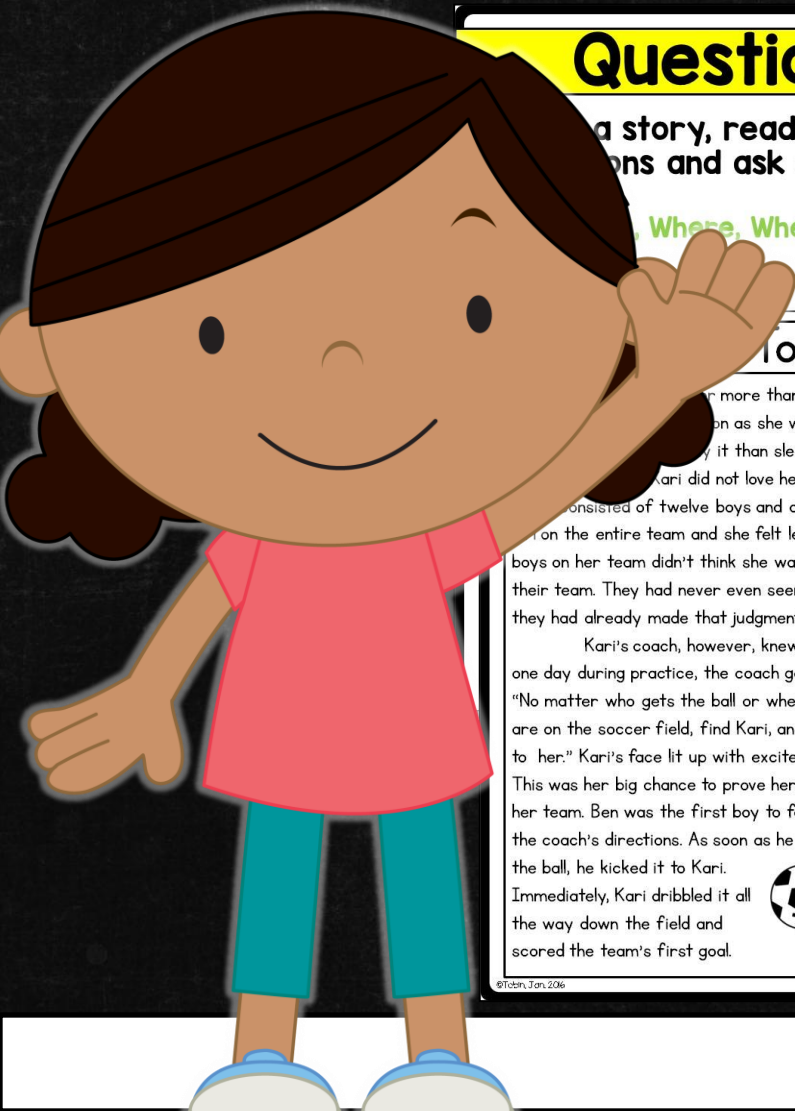


ASKING & ANSWERING Questions



Questions

Read a story, readers can ask questions and ask questions

Where, When, Who

Name: _____

Answering My Own Questions

Look at the COVER of your book.

Write a question you have about the COVER. Then read the book and answer your question.

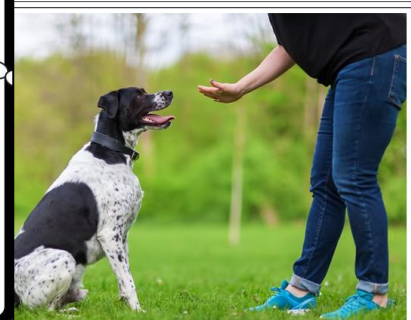
My Question

My Answer

to Kari

For more than most things in her life, Kari was excited when she wakes up in the morning because she gets to go to school. She likes to go to school more than sleep at night. There was one thing Kari did not love her new soccer team, which consisted of twelve boys and one girl. She was the only girl on the entire team and she felt left out quite often. The boys on her team didn't think she was good enough to play on their team. They had never even seen her play before and they had already made that judgment.

Kari's coach, however, knew how good she was. So one day during practice, the coach gave special instructions. "No matter who gets the ball or where you are on the soccer field, find Kari, and kick it to her." Kari's face lit up with excitement. This was her big chance to prove herself to her team. Ben was the first boy to follow the coach's directions. As soon as he got the ball, he kicked it to Kari. Immediately, Kari dribbled it all the way down the field and scored the team's first goal.

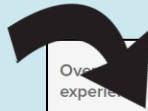


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How satisfied were you with this resource?

★ Not at all ★ Slightly ★ Moderately ★ Very ★ Extremely

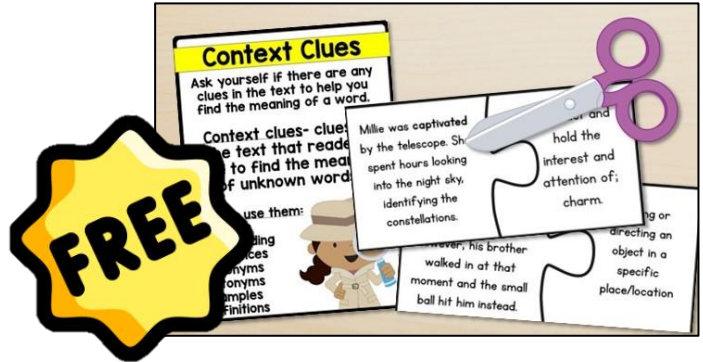
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Jessica Tobin - Elementary Nest

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Using This Unit

Let's look at the structure of this unit.

Lessons

- There are 3 mini lessons in this unit. Each mini lesson will likely take more than one day to complete, so you can break them up over the course of one to three days. It all depends on how much time you have for your reading block. I suggest at least 10-15 minutes for your daily lesson, then 15-20 minutes+ for practice time. Putting your mini lessons together may take between one to two weeks.

Graphic Organizers

- These can be used throughout the unit as you see fit. You can use them with your lessons if you need more or use them within your independent reading time.

Lexiled™ Reading Passages

- These can be used throughout the unit as you see fit, too. They can be used during partner reading time, independent reading time, or a continuation of a mini lesson you think they need more time with.

Task Cards & Interactive Notebook Pieces

- Use each of these resources as you see fit. If you do centers or hands-on learning time, include these pieces within the centers for extended practice.

Lexiled™ Assessment

- There is one 3-page assessment included at the end of this unit. When you're finished teaching your two week unit, use this assessment with your students. Answer key is included.

Digital Options

Two pieces of this reading unit have been converted into digital options. The passages and graphic organizers now come in Google Slides.

To open each set of slides, click on the link below after reading these instructions. The links will open Google Slides.

What you need:

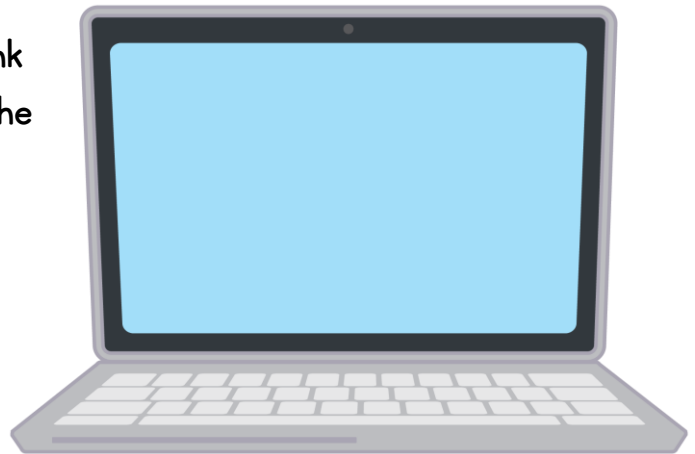
-A Google Classroom account

What to do:

- Open document using links below.
- Click "make a copy". This will be your master copy. Name it whatever you'd like.
- Make another copy to share with your students. Get the shareable link using the 'Share' button in the top right corner.

Options for sharing:

- Copy the *specific slide* you need and share it with your students.
- Share the *entire presentation* for them to fill out by a certain date or for use when they are reading independently.
- Create a folder for your students to access whichever ones they want/need.



[Click here for:](#)
PASSAGES

[Click here for:](#)
**GRAPHIC
ORGANIZERS**

[Click here for:](#)
ASSESSMENT

Page Numbers	Activity
7-28	Mini Lessons
29-36	Graphic Organizers
37-55	Passages
56-60	Interactive Pieces
61-64	Task Cards
65-71	Assessment
73-101	Answer Keys



MINI Lessons



3rd Grade
Reading:
Literature
Lesson

RL.3.1- Lesson 1

I can ask and answer questions about key details in my text, and refer to my text to find my answers.

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Mini-Lesson | Focus: Practicing Strong and Simple Questions

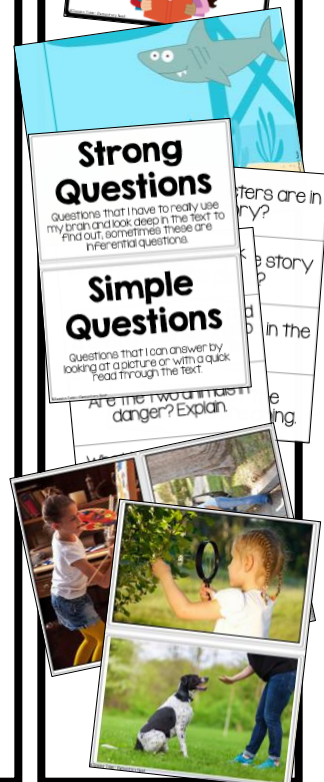
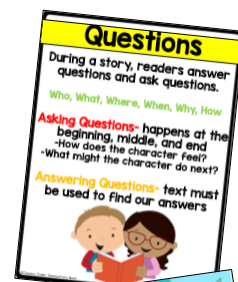
Activities to Teach

Step 1- Teacher will create an anchor chart teaching students about asking and answering questions. Students can participate in the creation of the anchor chart through teaching questioning and discussion or display mini poster and discuss.

Step 2- The teacher will show a picture on the board. Students will turn and talk with partners about one strong question and one simple question for the picture. Then, the teacher and students will work as a whole class to make a t-chart about strong and simple questions based off the image.

Step 3- Students will participate in a Mix-Pair-Share activity. They will mix up around the room, pair up with a new partner, and share one simple question and one strong question about the images that the teacher displays on the board.

Materials:



Questions

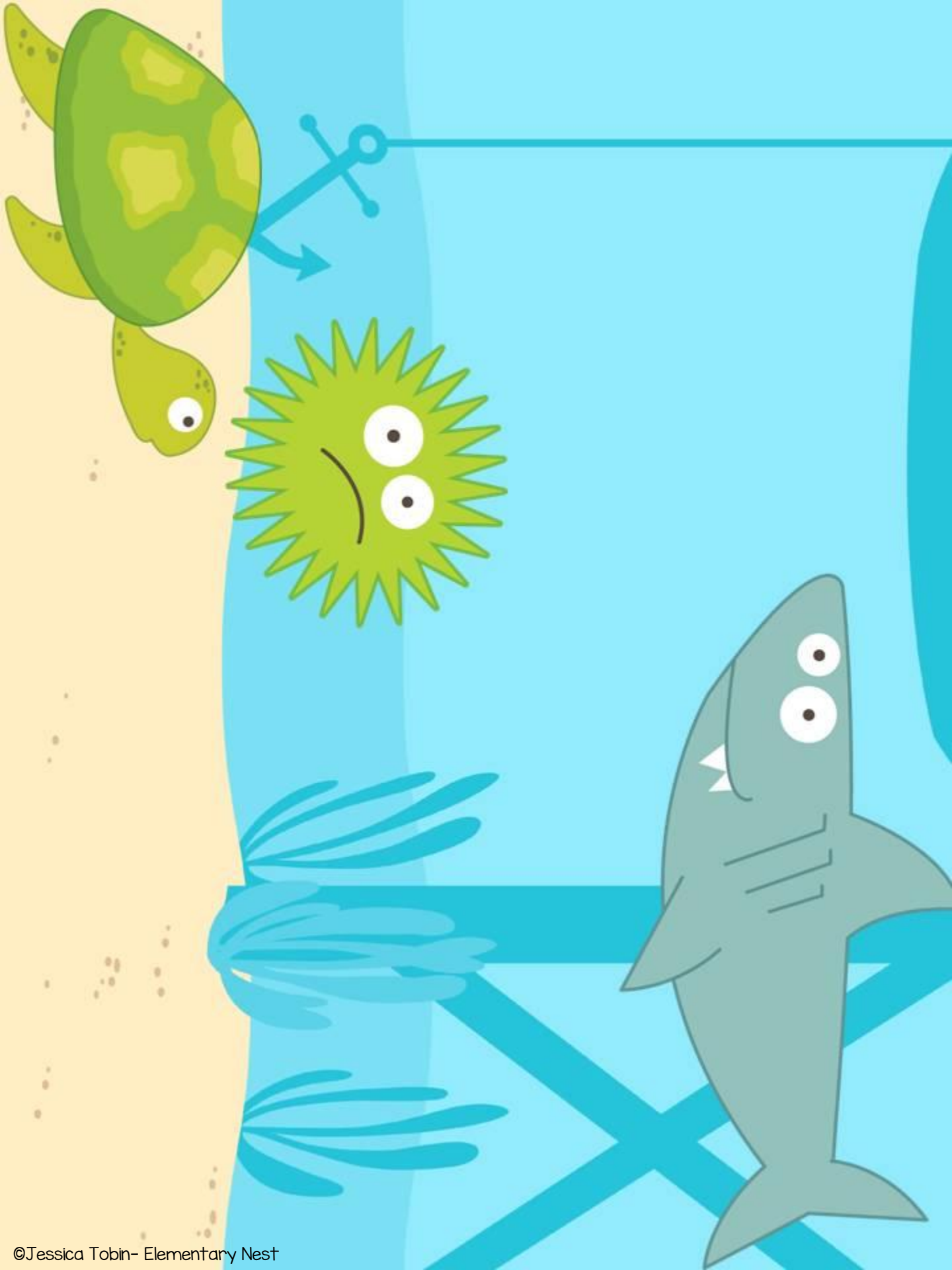
During a story, readers answer questions and ask questions.

Who, What, Where, When, Why, How

Asking Questions- happens at the beginning, middle, and end
-How does the character feel?
-What might the character do next?

Answering Questions- text must be used to find our answers





Strong Questions

Questions that I have to really use my brain and look deep in the text to find out; sometimes these are inferential questions.

Simple Questions

Questions that I can answer by looking at a picture or with a quick read through the text.

What characters are in the story?

Where does the story take place?

What do you see in the picture?

Explain what the characters are doing.

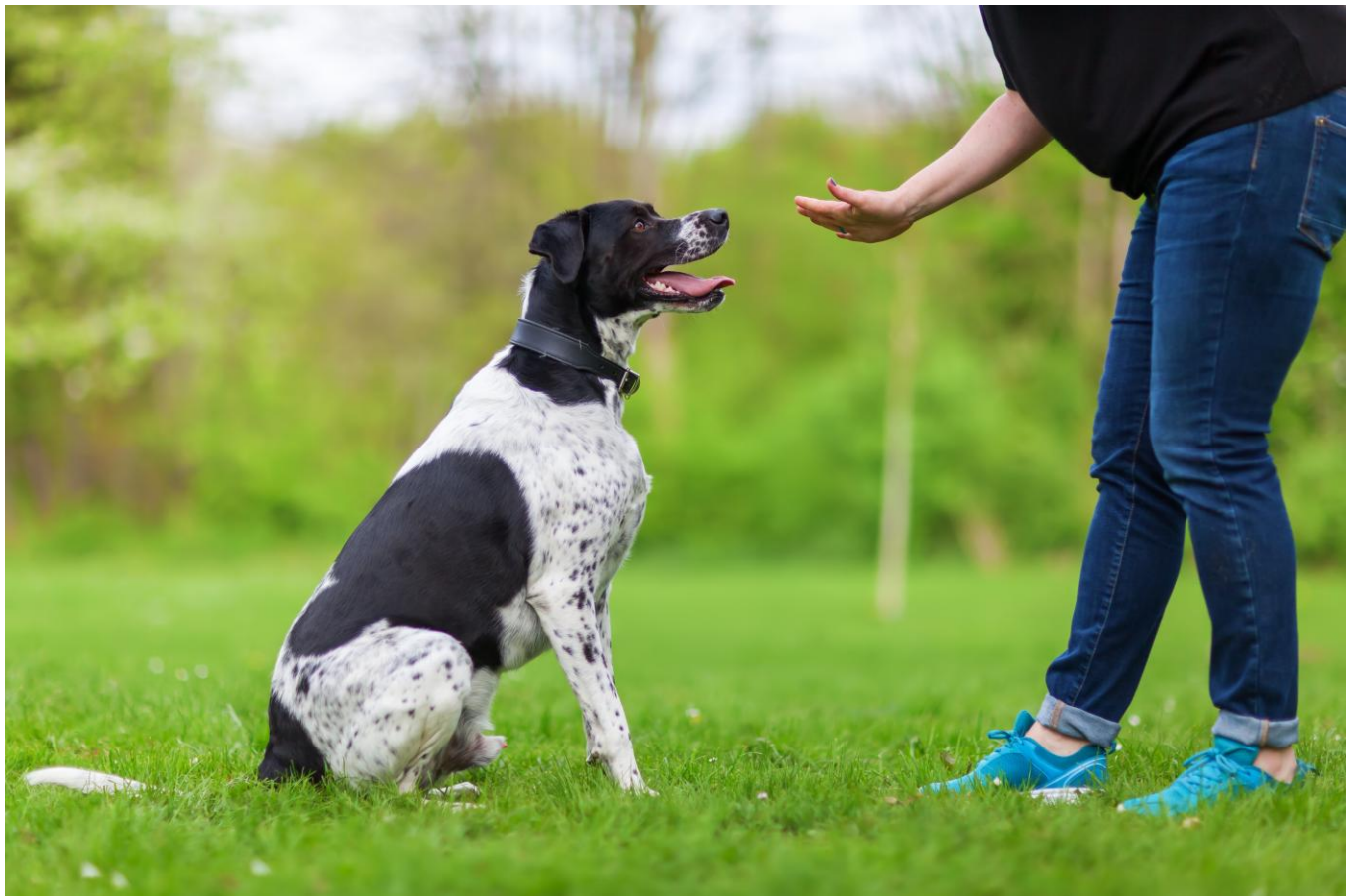
Why does the urchin look worried?

Why might the turtle and urchin have something to worry about?

Are the two animals in danger? Explain.

What body adaptations do you think both animals can use to stay safe?





3rd Grade
Reading:
Literature
Lesson

RL.3.1- Lesson 2

I can ask and answer questions about key details in my text, and refer to my text to find my answers.

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Mini-Lesson 2 Focus: Practicing Answering Question & Referring

Activities to Teach

Step 1- Teacher will review anchor chart from mini lesson 1. He or she will discuss how to answer questions using story references and asking questions to further their understanding.

Step 2- Teacher will read aloud *Lilly's Purple Plastic Purse* by Kevin Henkes (or show the book aloud on YouTube if you don't own it). He or she will ask students to turn and talk throughout the book answering questions, with references to the text.

Step 3- After the book is finished, students will work with a partner to ask each other task card questions, one at a time. If the students can't remember a question, they will keep these cards for the end of the lesson. Then, they will tell the teacher the question he or she couldn't answer, and he or she will show the students how to look back in the text to refer.

Materials:

The materials section includes an anchor chart titled "Questions" with the following text: "During a story, readers answer questions and ask questions. Who, What, Where, When, Why, How. Asking Questions- happens at the beginning, middle, and end -how does the character feel? -What might the character do next? Answering Questions- text must be used to find our answers." Below the anchor chart is a book titled "Suggested Read Alouds" with the subtitle "3rd Grade FOCUS: ASK & ANSWER QUESTIONS". The book cover lists several stories: "Robman by David Wiesner", "The Ball by Jim LaMarche", "There's a Fly in My Soup by Todd Arnold", "First Day -Hers by J...", "Knuffle Bunny by Mo Willems", "The Away Home by Eve Bunting", "Why? by Richard T...", and "Hello Goodbye Dog by Maria Caperton". A purple flower-shaped bag is placed over the book. Below the book are several task cards with questions: Card 1: "What character does this text focus on?"; Card 2: "Which setting occurs most often?"; Card 3: "Why did Lilly decide to take her..."; Card 4: "After her teacher took her purse, why did her stomach lurch?"; Card 5: "Why do you think Lilly said in the middle of the text that she didn't want to be a teacher anymore?"; Card 6: "Create a question about the text that you just read"; Card 7: "What mistake Lilly make why do you think it was a mistake?"; Card 8: "Is there a problem in the text?"; Card 9: "How does Lilly solve her problem?".

Questions

During a story, readers answer questions and ask questions.

Who, What, Where, When, Why, How

Asking Questions- happens at the beginning, middle, and end
-How does the character feel?
-What might the character do next?

Answering Questions- text must be used to find our answers



Suggested Read Alouds

3rd Grade FOCUS: ASK & ANSWER QUESTIONS

Flotsam by: David Wiesner	The Raft by: Jim LaMarche
There's a Fly Guy in My Soup by: Tedd Arnold	First Day Jitters by: Julie Danneberg
Knuffle Bunny by: Mo Willems	Fly Away Home by: Eve Bunting
Why? by: Richard Torrey	Hello Goodbye Dog by: Maria Gianferrari



Click this image to find a **blog post** with suggested read-alouds for all standards!



Card 1

What
character
does this text
focus on?

Card 2

Which setting
occurs most
often?
Explain it.

Card 3

Why do you think
Kevin Henkes
started the story
by telling how
much Lilly loved her
teacher?

Card 4

How did
Lilly feel
about her
purple, plastic
purse?

Card 5

Why did
Lilly decide
to take her
purple purse
to school?

Card 6

After her
teacher took
her purse,
why did her
stomach lurch?

Card 7

After Lilly got
her purse back,
why do you
think her stomach
lurched?

Card 8

What mistake
did Lilly make
and why do you
think it was a
mistake?

Card 9

Why do you think Lilly said in the middle of the text that she didn't want to be a teacher anymore?

Card 10

Create a question about the text that you just read.

Card 11

Is there a problem in the text?

Card 12

How does Lilly solve her problem?

3rd Grade
Reading:
Literature
Lesson

RL.3.1- Lesson 3

I can ask and answer questions about key details in my text, and refer to my text to find my answers.

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Mini-Lesson 3 Focus: Asking Questions Before Reading

Activities to Teach

Step 1- Teacher will group students into partners, and then hand out a story folded in half. They will focus only on the top half of the page. Partner 1 and partner 2 will write each write their own question on a Post-it note. Then, they will trade Post-it notes.

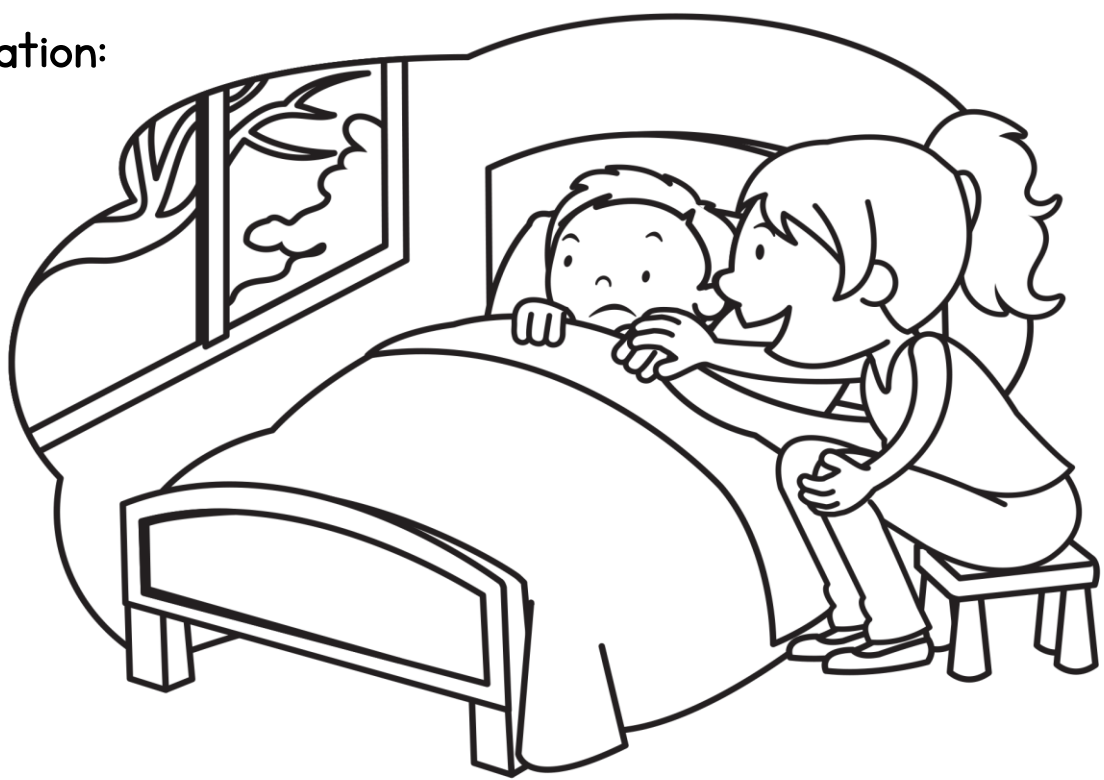
Step 2- Partners then flip over their paper and read the text aloud with their partners two times.

Step 3- After reading the text, they will write their partner's question on their recording sheet, then use text evidence to write the answer. They will have each other check their answers for accuracy.

Materials:

The materials section shows a stack of items. At the top is a page from a story titled 'The 7 Days of Halloween'. It features an illustration of a girl sitting on a bed reading a book. Below the illustration is a 'Text' box containing the beginning of the story. Underneath the text is a 'Question and Answer' sheet with a section for 'My Partner's Question' and a section for 'My Answer'. At the bottom of the stack is another copy of the 'Question and Answer' sheet, also featuring the same illustration and text.

Illustration:



Text:

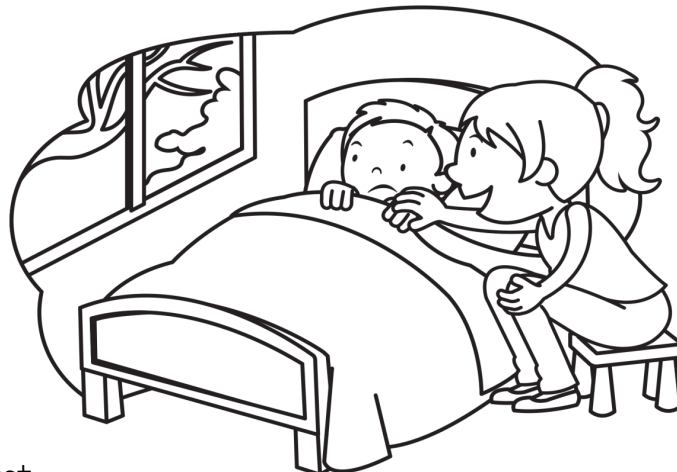
The “7 days of Halloween” scary movie marathon had been running for the past few days and Alex kept begging his mom to watch. She told him that it wasn’t a great idea to watch a scary movie, especially right before bedtime. However, he was determined to watch at least one scary movie before Halloween. So, he snuck down to the basement one night, when he knew everyone was already asleep. He switched on the television and *Nightmare Island* was just starting. He watched the entire film with his eyes squinted and his knees pulled to his chest. Alex scurried back to his room and pulled the covers over his head. Each time he started to doze off to sleep, he would jolt awake screaming. After the third scream, his mom came into the room to check on him. She read him his favorite story and tucked him in tightly, hoping that he would get some rest. In the morning, Alex sat sleepily at the breakfast table. “Mom, you were right. I don’t need to watch scary movies, even if it’s not right before bedtime.”

Name: _____

Question and Answer

My Partner's Question

My Answer



3rd Grade
Reading:
Literature
Lesson

RL.3.1- LESSON 4

I can ask and answer questions about key details in my text, and refer to my text to find my answers.

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Mini-Lesson 4 Focus: Using Text Evidence

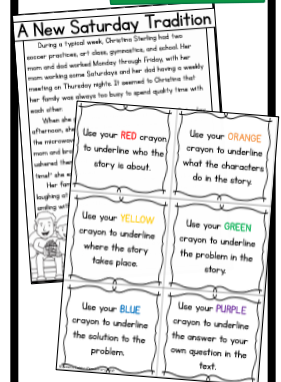
Activities to Teach

Step 1- Teacher will divide students into partners, and then pass out crayons. Students will look at the 'A New Saturday Tradition' passage without reading anything. They will write one question they have about their text on their 'Question Time' sheet *before* reading the text.

Step 2- Students will read their passage with a partner, reading it two or three times to practice fluency and understanding. Then, they will read the task cards and color code the sentences that answer each question on the task cards.

Step 3- Then, students will answer their own question that they asked in step 1, plus the four other comprehension questions on the 'Question Time' sheet.

Materials:



Name: _____

Question Time

BEFORE reading the text, look at the illustration and write a question you have about the story.

AFTER reading the story, answer these questions.

Who are the main characters?

What was the problem in the story?

Why is this a problem?

Do you think the solution to the problem was a good one?

Why or why not?

A New Saturday Tradition

During a typical week, Christina Sterling had two soccer practices, art class, gymnastics, and school. Her mom and dad worked Monday through Friday, with her mom working some Saturdays and her dad having a weekly meeting on Thursday nights. It seemed to Christina that her family was always too busy to spend quality time with each other.

When she got home from soccer practice on Saturday afternoon, she grabbed her favorite movie, put popcorn in the microwave, and got the TV ready to go. When her mom and brother got home from the doctor's office, she ushered them and her dad into the TV room. "It's movie time!" she exclaimed.

Her family gathered on the couch, eating snacks and laughing at the screen. Her mom kept looking at her and smiling with pride. "This was just what we needed, sweetheart." Christina felt very content!

From that Saturday on, no matter how busy they were, the Sterling family always watched a movie together on the couch.



Use your **RED** crayon to underline who the story is about.

Use your **ORANGE** crayon to underline what the characters do in the story.

Use your **YELLOW** crayon to underline where the story takes place.

Use your **GREEN** crayon to underline the problem in the story.

Use your **BLUE** crayon to underline the solution to the problem.

Use your **PURPLE** crayon to underline the answer to your own question in the text.

GRAPHIC

Organizers

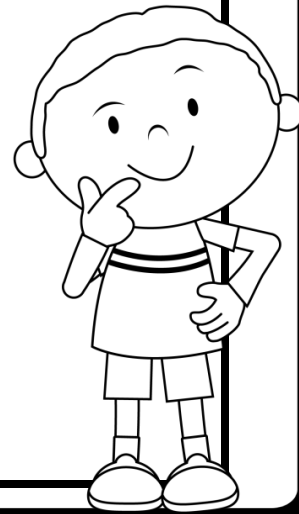


Name: _____

Strong or Simple?

Strong Questions

Simple Questions



©Jessica Tobin- Elementary Nest

Who is in the story?

How did the character feel at the beginning of the story?

Where does the story take place?

What is one event that happens?

When does the story take place?

How did that event change the entire story?

Why do you think the author included that problem?

How does the setting affect the story?

How does the character feel about the events?

Name: _____

Create questions and use the text to prove your answer.

Asking Questions

Question 1:

Answer with text evidence:

Question 2:

Answer with text evidence:

Question 3:

Answer with text evidence:



Name: _____

Answering My Own Questions

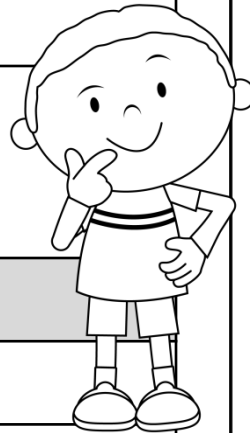
Look at the COVER of your book.

Write a question you have about the COVER. Then read the book and answer your question.

My Question	My Answer

Look at 2 pages INSIDE of your book.

Write 2 questions about two different pages that you see. Read the book and answer them.



My Question	My Answer

My Question	My Answer

Name: _____

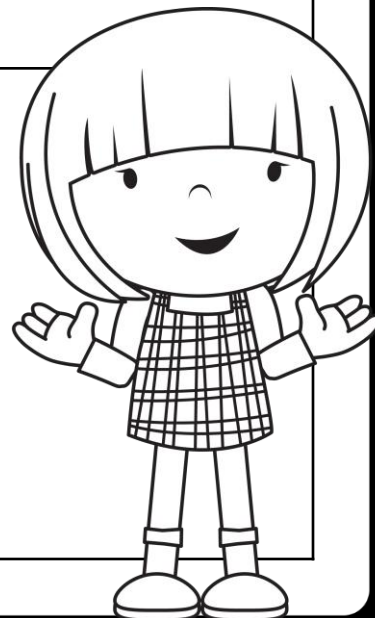
While reading a book, ask yourself questions.

Asking Questions

Questions I had BEFORE my story:

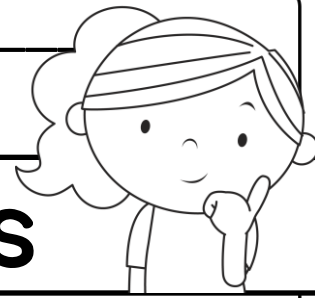
Questions I had DURING my story:

Questions I had AFTER my story:



Name: _____

Read a story in class, then answer these questions.



Answering Questions

What is the character's problem?

What evidence in the text told you about this problem?

Where does the story take place?

What evidence in the text told you about this problem?

How do the events happen?

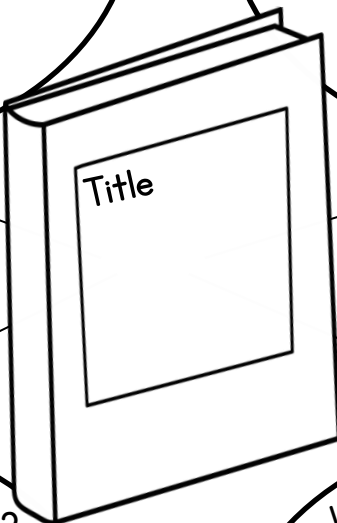
What evidence in the text told you about this problem?

Name: _____

Ask and Answer Questions

Who is the story about?

What happens in the story?



Where does the story happen?

When does the story happen?

Write a question you had after you read the story.

READING Passages



The Fall

Jenni was walking along the top of a brick wall which was about 3 feet high. She thought that there was no danger in her playing there, even though her dad always warned her about it.

Jenni saw her friend across the park and hollered, "Hey Shay!" Shay didn't hear Jenni so Jenni shouted louder and started jumping up and down, waving her hands.

That is when it happened. She fell off the wall. Jenni tumbled down to the ground and she knew that she had made a big mistake.

Shay ran over to Jenni, who was laying on the ground. "Are you okay?" Shay asked. Holding her wrist, tears filling her eyes, Jenni nodded her head, "I think I am okay."

Shay helped Jenni stand up and brush the leaves off of her clothes. Then, they went to see Jenni's dad and he decided that it was best to head to the emergency room.

The doctor took an X-Ray to see the bones in her wrist and he pointed to the screen. "Do you see this small crack in the bone, Jenni? You will need a cast to help it heal, but it will be perfectly fine in just a few weeks."

Jenni looked to her dad, shrugged her shoulders and said, "I guess I should listen to you from now on." He looked at her and broke into a smile. "I guess so, my little Humpty Dumpty," and they both laughed.



Name: _____



The Fall

1. Why did Jenni think her dad's warnings weren't a big deal?

Use a red crayon to underline where you found this in the text.

2. What happened just before Jenni fell?

Use a blue crayon to underline where you found this in the text.

3. How did Jenni react when she fell?

Use a green crayon to underline where you found this in the text.

4. What lesson was learned in this story?

Use a yellow crayon to underline where you found this in the text.

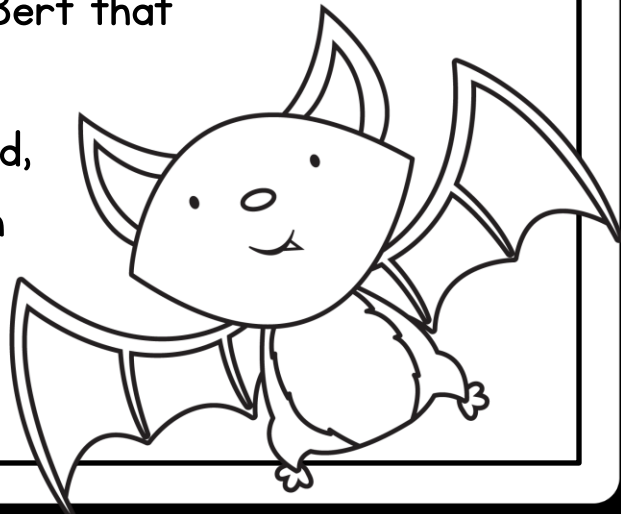
I'm Just Like You!

Bert was a black bat that spent most of his nights flying from cave to cave, having fun with his friends. One day, Bert and his friend saw a group of birds hanging out in a tall tree. They flew over to them and greeted them warmly. Although Bert and his friend thought they were being friendly and kind to these birds, the birds flew away from them at once.

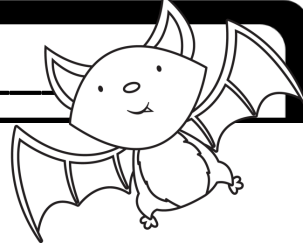
“Hey, wait!” Bert yelled after the birds, “Why are you flying away from us?” However, the birds didn’t look back and flew away even faster. It wasn’t long before Bert and his friend grew bored again, so they went looking for more birds to talk to.

As soon as they spotted a group of red birds in a tree, Bert and his friend swooped in and said their hellos. The birds didn’t leave like the last group, but they didn’t seem that excited to see them either. Bert wanted to know why these birds seemed so scared.

“Hello new pals, can you please tell me why you are frightened?” The birds explained to Bert that they were told not to talk to bats at night. Bert looked confused and asked, “But what is the difference between you and me? I’m just like you.” The birds seemed to relax a little, and soon after they became close pals.



Name: _____



I'm Just Like You!

1. What happens when Bert tries to talk to the first group of birds?

Use a red crayon to underline where you found this in the text.

2. Where does Bert usually fly around?

Use a blue crayon to underline where you found this in the text.

3. What is one thing that Bert says in the story and who is he speaking to?

Use a green crayon to underline where you found this in the text.

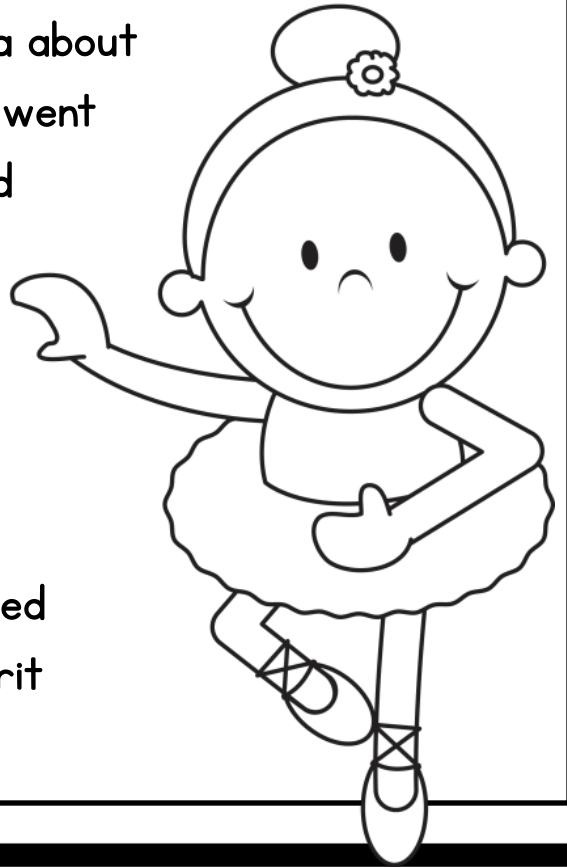
4. Why is Bert confused at the end of the story?

Use a yellow crayon to underline where you found this in the text.

Brit in Ballet

Brit is a nine year old girl who goes to ballet lessons every Monday at 4:00. This is right after school, which makes her school day go so slowly because she can't stop thinking about ballet. She attends a dance class in a studio called Tina's York Park Studio. Brit's mom drives her to dance class every Monday, but lately Brit has been getting extremely anxious on her car rides to class. She has been feeling like she isn't prepared enough or even good enough to dance in the recital scheduled in three weeks. She doesn't want to mess everyone's recital up because she forgot the moves or looks silly doing them.

When Brit told her mom about these new concerns, her mom convinced her to talk to Ms. Tina about it. After class this week, Brit timidly went to Ms. Tina and asked her if she could talk to her. After their long talk, Ms. Tina had given Brit much more confidence. She told Brit that these ballet classes were all about learning moves and becoming a dancer. She reassured her that as long as she tried her best and had fun dancing, then Brit would be just fine.



Name: _____



Brit in Ballet

1. Where does Brit take her ballet classes?

Use a red crayon to underline where you found this in the text.

2. What causes Brit to worry?

Use a blue crayon to underline where you found this in the text.

3. How does Brit's mom solve Brit's new worries?

Use a green crayon to underline where you found this in the text.

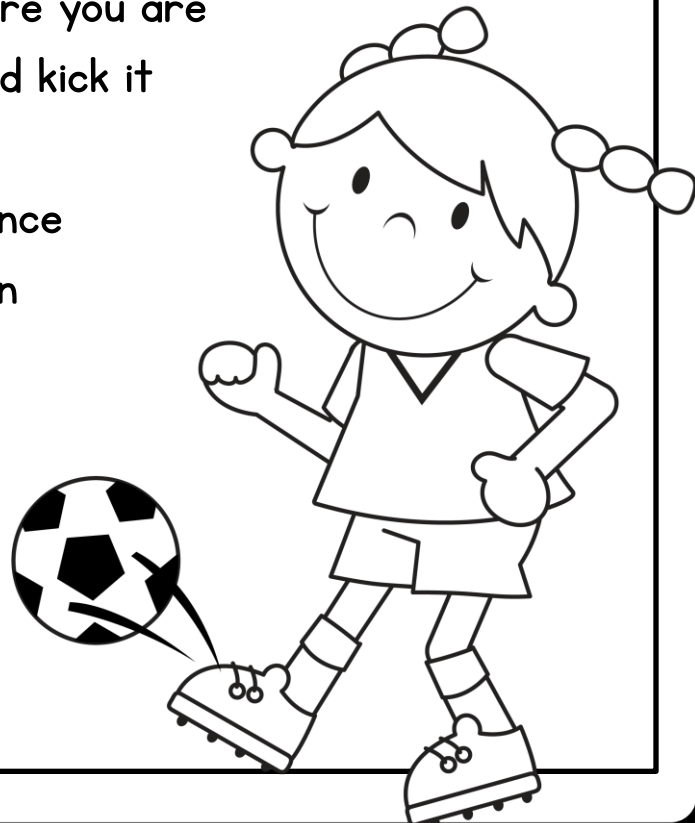
4. How does Ms. Tina feel about Brit's worries?

Use a yellow crayon to underline where you found this in the text.

Kick It To Kari

Kari loves soccer more than most things in her life. She wants to play it as soon as she wakes up in the morning and she would rather play it than sleep at night. There was only one problem. Kari did not love her new soccer team, which consisted of twelve boys and one girl. She was the only girl on the entire team and she felt left out quite often. The boys on her team didn't think she was good enough to play on their team. They had never even seen her play before and they had already made that judgment.

Kari's coach, however, knew how good she was. So one day during practice, the coach gave special instructions. "No matter who gets the ball or where you are on the soccer field, find Kari, and kick it to her." Kari's face lit up with excitement. This was her big chance to prove herself to her team. Ben was the first boy to follow the coach's directions. As soon as he got the ball, he kicked it to Kari. Immediately, Kari dribbled it all the way down the field and scored the team's first goal.



Name: _____



Kick It To Kari

1. What is Kari's main problem in the story?

Use a red crayon to underline where you found this in the text.

2. How does her coach prove that he believes in her?

Use a blue crayon to underline where you found this in the text.

3. Do the boys follow directions? Explain.

Use a green crayon to underline where you found this in the text.

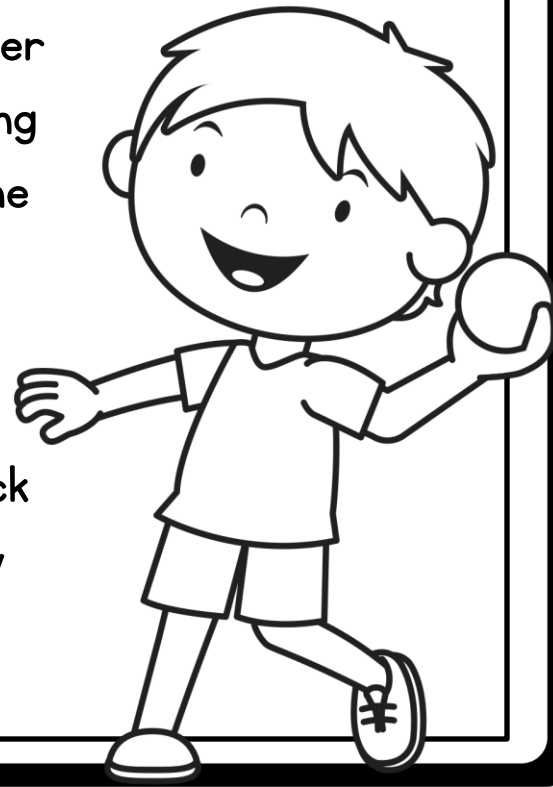
4. How do you think Kari feels after scoring a goal?

Use a yellow crayon to underline where you found this in the text.

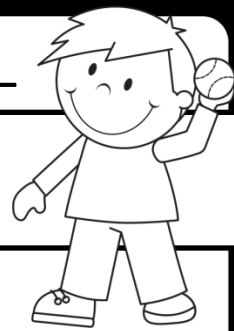
Ben's Baseball Game

Ben loved to play baseball. He was a very talented baseball player, actually. Every day after school, he played baseball with some friends at the park. Today, Ben had to stay after school with Ms. Winslow for some homework help. All he could think of was his baseball game and how he was missing it. Ms. Winslow really helped him though, so he was grateful for that. When his tutoring lesson was over, Ben hurried to pack his backpack and head to the park. It was an hour later than usual, so he didn't know if they'd still be there.

When Ben walked up to the field, he noticed a group of fifth grade boys playing baseball. Being a third grader, Ben knew he would never get a chance to play today. So, Ben hung his head low and headed away from the field. After feeling a strong sense of disappointment, Ben felt a tinge of excitement when he heard one fifth grader yell, "Hey, you!" Ben walked back to the field and they asked him to play with them because they were missing a player. It was Ben's lucky day!



Name: _____



Ben's Baseball Game

1. How was Ben's schedule different today?

Use a red crayon to underline where you found this in the text.

2. What causes negative feelings towards Ben's tutoring?

Use a blue crayon to underline where you found this in the text.

3. How did Ben get lucky at the park?

Use a green crayon to underline where you found this in the text.

4. Explain how Ben's feelings change at the park. What causes the change?

Use a yellow crayon to underline where you found this in the text.

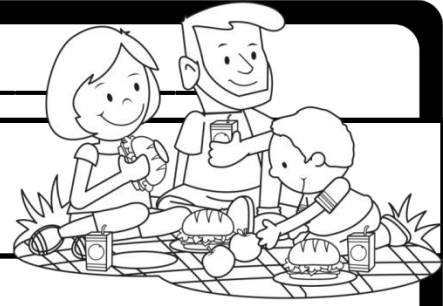
The Picnic

My family and I have picnics in the forest pretty often in the summer. We all love to spend our spare time surrounded by nature. We love to watch animals in the forest, we love to watch the river flowing, and we love to feel the warm sun on our skin. Yesterday, our picnic was pretty memorable because a bunch of ants got into our basket and tried to eat our food. I guess while we were wading in the river, these ants marched right into our picnic basket.

First, Dad tried to splash water into the basket. He used a water bottle to try to splash these little ants out of the basket. His idea definitely didn't work, and it was just getting our sandwiches and pretzels wet. Next, I tried to kick the basket to get the ants out, but that just bumped them off the sides and into the bottom, which was even closer to our food. Finally, Mom turned the basket over and shook all of the ants out. Our food and the ants all came tumbling out of the basket. Mom did it! She had saved our picnic.



Name: _____



The Picnic

1. What does this family enjoy doing in the summer?

Use a red crayon to underline where you found this in the text.

2. What was the main problem in the text?

Use a blue crayon to underline where you found this in the text.

3. How did his dad almost ruin their lunch?

Use a green crayon to underline where you found this in the text.

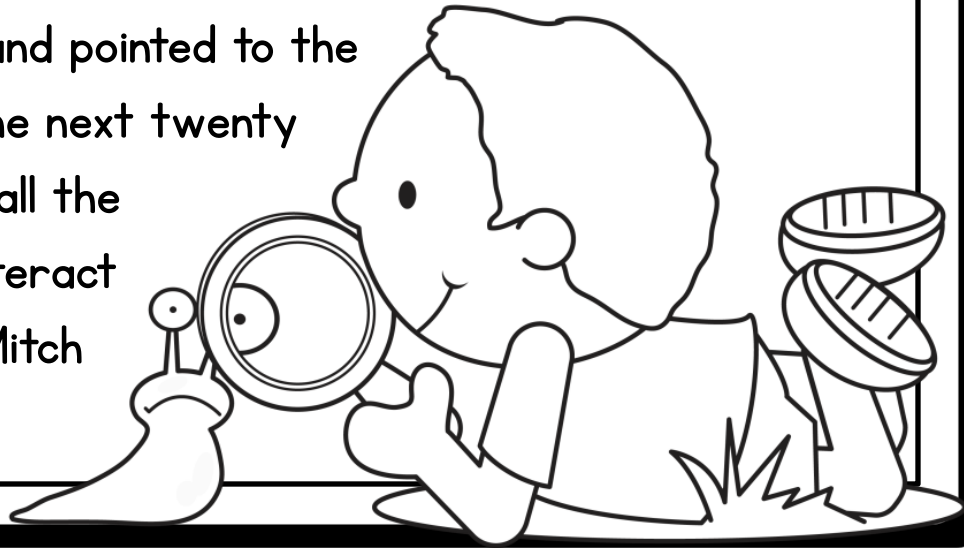
4. How do you think the family felt about Mom fixing the problem?

Use a yellow crayon to underline where you found this in the text.

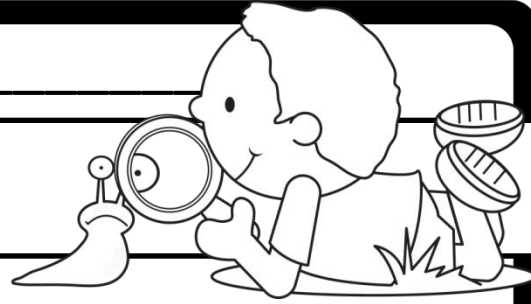
Looking at Bugs

Will had a very unique hobby. He loved to look at bugs in his backyard for hours and hours at a time. His backyard was his favorite place to look at these interesting creatures. He would spend six hours a day in his backyard using his magnifying glass to see bugs. He loved to observe the bugs' colors and what types of things the bugs would do. Sometimes, he would put them in a jar to keep them as pets. Other times, he would just carry all the bugs to one spot, such as a log, so he could watch them interact with each other.

"Will, come inside and stop playing with those bugs!" his siblings yelled from inside. They wanted him to play their new video games with them, but he truly preferred to observe these bugs. "Mitch, come here for a second," Will yelled. As soon as his brother ran outside, Will gave him his magnifying glass and pointed to the log. Mitch spent the next twenty minutes watching all the bugs on the log interact with each other. Mitch was hooked.



Name: _____



Looking at Bugs

1. What makes Will different from his siblings?

Use a red crayon to underline where you found this in the text.

2. Explain what Mitch wants.

Use a blue crayon to underline where you found this in the text.

3. How does Will change his brother's mind?

Use a green crayon to underline where you found this in the text.

4. Explain what the author means by "Mitch was hooked."

Use a yellow crayon to underline where you found this in the text.

Buying Bonnie

Sara's mom just shared some pretty special news with her. She told her that she could get a bunny if she promised to take care of it and show her responsibility. Sara was too excited to focus on anything else, so she asked her mom if they could go to the pet store that very minute. Surprisingly, her mom agreed to take her. Sara was convinced that her mom was just as excited to get the bunny because she agreed to let her go that day.

After they loaded up the car, drove across town, and arrived at the pet store, Sara saw ten bunnies sitting in the pet store window. As she looked at each of the bunnies, she began to worry. "Mom, how am I supposed to choose just one?" she asked. Her mom came up with a brilliant plan. "Sara, why don't you ask if you can hold each one so that you can find out which one you find a real connection with?" Sara got permission from the pet shop employee. By the fifth bunny, she was convinced that she found her number one choice. It fit perfectly into her arms.



Name: _____

Buying Bonnie



1. Why did Sara think her mom was excited to get a bunny, too?

Use a red crayon to underline where you found this in the text.

2. What caused Sara to have confusion about a pet bunny?

Use a blue crayon to underline where you found this in the text.

3. What was Sara's mom's idea?

Use a green crayon to underline where you found this in the text.

4. Why do you think Sara chose the fifth bunny?

Use a yellow crayon to underline where you found this in the text.

The Computer Lab

Tim's third grade teacher, Ms. Appleton, allows Tim's class to go to the computer lab every Friday at 1:00 p.m. During this time, they are allowed to have all different sorts of technology fun. They may get to play math games for an hour or a reading game mixed with a writing game. Tim truly prefers the full hour of math games. As his mother says, Tim is a 'math whiz'. It's his strongest subject in school and definitely the most fun for him. Ms. Appleton had been saying all day that she had a little surprise for the students if they earned it with good behavior.

At the end the of the day, after a quiet and calm five hours, Ms. Appleton made an announcement. She said that when the students got to the computer lab tomorrow, they would get an extra hour of math time. Tim could not believe this news. She said that the class that comes in after them on Fridays canceled this week, which meant they could stay. Tim was already making a mental list of the games he would play in the lab.



Name: _____



The Computer Lab

1. What big news did Ms. Appleton have for the class?

Use a red crayon to underline where you found this in the text.

2. How did the class earn this reward?

Use a blue crayon to underline where you found this in the text.

3. How did Tim feel about this news?

Use a green crayon to underline where you found this in the text.

4. What are Tim's opinions on the different games they play in the lab?

Use a yellow crayon to underline where you found this in the text.

INTERACTIVE

Pieces



Read a text in class.

Answer the questions about the text you read.

What is one thing in the text that the character does?

Why do you think the character does this?

Explain the evidence from the text that describes this.

Write four questions BEFORE reading your story.

After reading your story, lift the flaps and answer the questions.



Question 1

Question 2

Question 3

Question 4

Read a text in class.

Ask yourself questions about the text you read.



A question I had BEFORE I read the text...

A question I had WHILE I read the text...

A question I had AFTER I read the text...



Read a text in class.

Answer these questions about the text you read.



Who is the story about?

What happens in the story?

Where does the story happen?

When does the story happen?

Why does the event happen?

How does the event happen?

TASK Cards



Task Card 1

Who is the story mostly about?

RL.3.1

Task Card 2

Where is the setting and how does it affect the story?

RL.3.1

Task Card 3

When does the story take place and how does this affect the story?

RL.3.1

Task Card 4

What events happen in the story? How does the character feel about these events?

RL.3.1

Task Card 5

Why do the events in the story happen?

RL.3.1

Task Card 6

What is the character's problem in the story?

RL.3.1

Task Card 7

How does the character solve this problem?

RL.3.1

Task Card 8

How does the character feel at the beginning and end of the story?

RL.3.1

Task Card 9

What part of the text helps you identify how the character felt?

RL.3.1

Task Card 10

What part of the text helps to explain why the events happen?

RL.3.1

Task Card 11

What big event happens at the end of the story?

RL.3.1

Task Card 12

Create a question about the story after reading it.

RL.3.1

SUMMATIVE *Assessments*



Questions Assessment

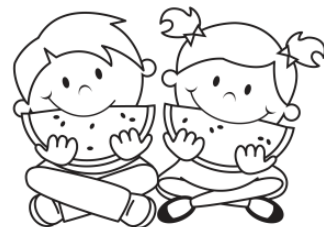
1. What is a question you might ask yourself BEFORE you read a text?
 - a) Why did the character do that specific action?
 - b) What event made the character feel that way?
 - c) Why does the character look unhappy in this picture?
 - d) How did the characters solve this problem?

2. What is a question you might ask yourself AFTER you read a text?
 - a) What are the characters doing in this picture?
 - b) How is this event going to affect the character's feelings?
 - c) Where will the story take place?
 - d) What will the characters do after they solved their problem?

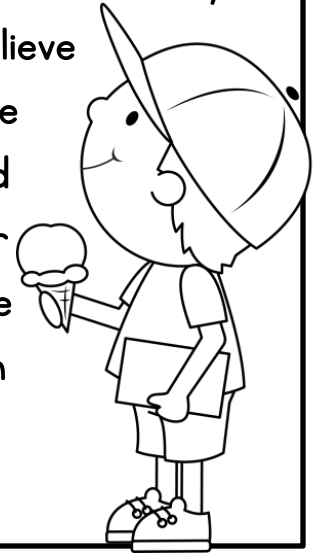
3. Look at the picture to the right.
Write one question about the picture.



4. Look at the picture to the right.
Write one question about the picture.

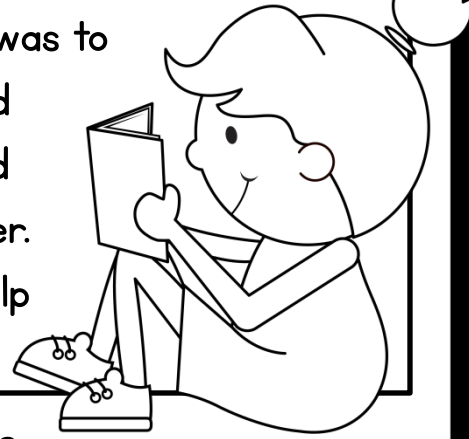


In the summertime, the ice cream truck visits Tom's neighborhood. Tom heard it today while he was walking down the street on his way to the park to read with his classmate Jill. Tom couldn't believe his ears! This was the first time that Tom had heard the ice cream truck. Tom knew that he had to run home and get money. He would use his money to buy ice cream for both of them. Tom knew that they would both really love ice cream at the park while they were reading. Tom ran as fast as he could so that he would get home quickly before the truck drove away.



5. How did Tom feel about the ice cream truck?
- a) fearful
 - b) excited
 - c) upset
 - d) silly
6. What evidence in the text helps you discover Tom's feelings?
- a) when he walked to the park with Jill
 - b) when he got money for them
 - c) when he could not believe his ears
 - d) when he ate the ice cream at the park
7. What evidence in the text shows that Tom was considerate?
- a) when he walked to the park with Jill
 - b) when he got money for both of them
 - c) when he could not believe his ears
 - d) when he ate the ice cream at the park

This summer, Jill could not stop reading. There was a reason for her non-stop reading. Her elementary school was having a summer reading challenge. She wanted to win the challenge so badly! Since she intended to win, her new favorite thing to do this summer was to go to the park every single day to read. She would read in the park for over three hours. She wanted to attempt to read five chapter books this summer. She was hoping that reading at the park would help her reach her goal.



8. What was the reason for Jill's non-stop reading?

9. What did Jill intend to do in order to win the challenge?

10. How did the text describe Jill's plan?

Questions Assessment KEY

1. What is a question you might ask yourself BEFORE you read a text?
 - a) Why did the character do that specific action?
 - b) What event made the character feel that way?
 - c) Why does the character look unhappy in this picture?
 - d) How did the characters solve this problem?

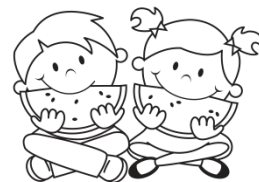
2. What is a question you might ask yourself AFTER you read a text?
 - a) What are the characters doing in this picture?
 - b) How is this event going to affect the character's feelings?
 - c) Where will the story take place?
 - d) What will the characters do after they solved their problem?

3. Look at the picture to the right.
Write one question about the picture.



Accept any QUESTION that asks about
the children snowboarding.

4. Look at the picture to the right.
Write one question about the picture.



Accept any QUESTION that asks about
the children eating watermelon.

In the summertime, the ice cream truck visits Tom's neighborhood. Tom heard it today while he was walking down the street on his way to the park to read with his classmate Jill. Tom couldn't believe his ears! This was the first time that Tom had heard the ice cream truck. Tom knew that he had to run home and get money. He would use his money to buy ice cream for both of them. Tom knew that they would both really love ice cream at the park while they were reading. Tom ran as fast as he could so that he would get home quickly before the truck drove away.



5. How did Tom feel about the ice cream truck?

- a) fearful
- b) excited**
- c) upset
- d) silly

6. What evidence in the text helps you discover Tom's feelings?

- a) when he walked to the park with Jill
- b) when he got money for them
- c) when he could not believe his ears**
- d) when he ate the ice cream at the park

7. What evidence in the text shows that Tom was considerate?

- a) when he walked to the park with Jill
- b) when he got money for both of them**
- c) when he could not believe his ears
- d) when he ate the ice cream at the park

This summer, Jill could not stop reading. There was a reason for her non-stop reading. Her elementary school was having a summer reading challenge. She wanted to win the challenge so badly! Since she intended to win, her new favorite thing to do this summer was to go to the park every single day to read. She would read in the park for over three hours. She wanted to attempt to read five chapter books this summer. She was hoping that reading at the park would help her reach her goal.



8. What was the reason for Jill's non-stop reading?

The reason for Jill's nonstop reading was the summer reading challenge at her school that she wanted to win.

9. What did Jill intend to do in order to win the challenge?

Jill intended to read at the park daily to finish five chapter books.

10. How did the text describe Jill's plan?

The text explained that Jill would go to the park to read for three hours a day. At the end, it said this would help her reach her goal.

Thanks again!

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How satisfied were you with this resource?

★ Not at all ★ Slightly ★ Moderately ★ Very ★ Extremely

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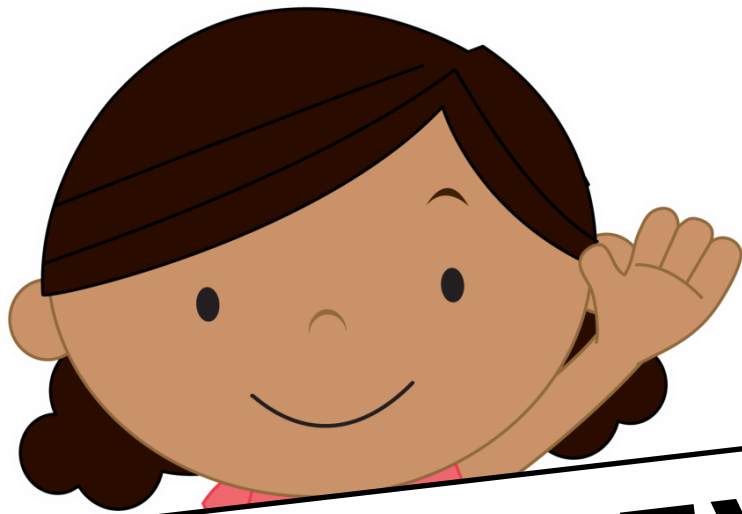
This product was made with these wonderful graphics.



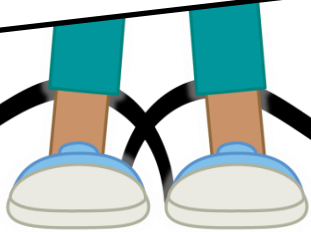
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MINI Lessons



ANSWER KEYS



What characters are in
the story?

Simple Question

Where does the story
take place?

Simple Question

What do you see in the
picture?

Simple Question

Explain what the
characters are doing.

Simple Question

Why does the urchin look worried?

Strong Question

Why might the turtle and urchin have something to worry about?

Strong Question

Are the two animals in danger? Explain.

Strong Question

What body adaptations do you think both animals can use to stay safe?

Strong Question

Card 1

What character
does this text
focus on?

Lilly

Card 2

Which setting
occurs most
often? Explain it.

Lilly's school-
answers will vary
on explanations.

Card 3

Why do you think Kevin
Henkes started the
story by telling how
much Lilly loved her
teacher?

It shows how Lilly really
feels about her teacher,
instead of what she
put in the note.

Card 4

How did Lilly feel
about her purple,
plastic purse?

She loved it.

Card 5

Why did Lilly decide to take her purple Purse to school?

She was so excited about her purse and really wanted to show it to everyone.

Card 6

After her teacher took her purse, why did her stomach lurch?

She was very sad.

Card 7

After Lilly got her purse back, why do you think her stomach lurched?

Her teacher wrote a nice note and she felt bad about her mean note.

Card 8

What mistake did Lilly make and why do you think it was a mistake?

She wrote a mean note to her teacher. It was a mistake because it was not kind.

Card 9

Why do you think Lilly said in the middle of the text that she didn't want to be a teacher anymore?

She was angry.

(Answers could vary.)

Card 10

Create a question about the text that you just read.

Answers will vary.

Card 11

Is there a problem in the text?

Lilly gets her purse taken away because she isn't following the directions.

Card 12

How does Lilly solve her problem?

She wrote a story about her teacher and apologized.

A New Saturday Tradition

During a typical week, **Christina Sterling** had **two** soccer practices, art class, gymnastics, and school. **Her mom and dad** worked Monday through Friday, with her mom working some Saturdays and her dad having a weekly meeting on Thursday nights. It seemed to Christina that her family was always too busy to spend quality time with each other.

When she got **home** from soccer practice **on Saturday afternoon**, she grabbed her favorite movie, put popcorn in the microwave, and got the TV ready to go. When her mom and brother got home from the doctor's office, she ushered them and her dad into the TV room. **"It's movie time!"** she exclaimed.

Her family gathered on the couch, eating snacks and laughing at the screen. Her mom kept looking at her and smiling with pride. "This was just what we needed, sweetheart." Christina felt very content!

From that Saturday on, no matter how busy they were, the Sterling family always watched a movie together on the couch.



Name: _____

Question Time

BEFORE reading the text, look at the illustration and write a question you have about the story.

Answers will vary.

AFTER reading the story, answer these questions.

Who are the main characters?

The main characters are Christina, her mom, dad and brother.

What was the problem in the story?

The problem is that they all have busy schedules.

Why is this a problem?

This keeps them from spending time together.

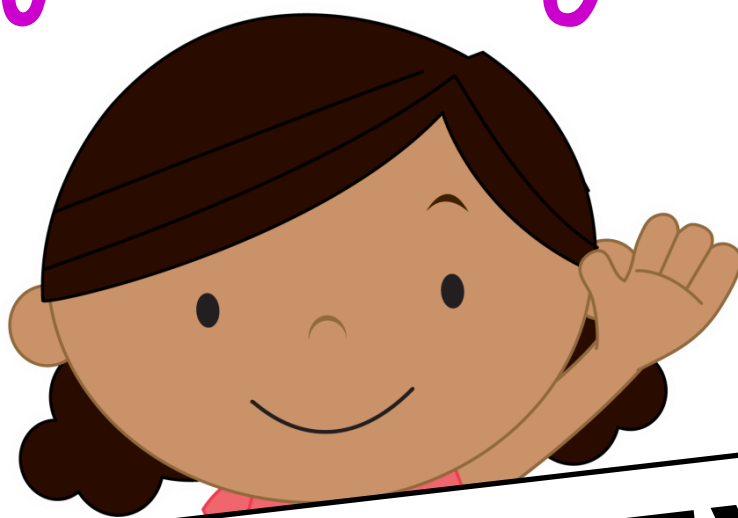
Do you think the solution to the problem was a good one?

Why or why not?

Answers will vary.

GRAPHIC

Organizers



ANSWER KEYS



Name: _____

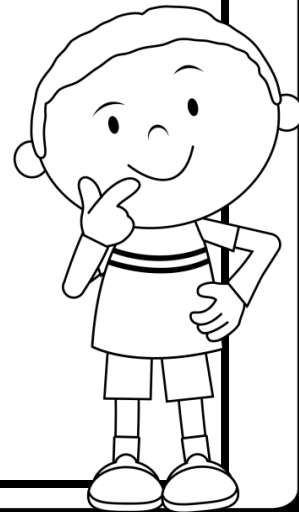
Strong or Simple?

Strong Questions

- How did the character feel at the beginning of the story?
- How did that event change the entire story?
- Why do you think the author included that problem?
- How does the setting affect the story?
- How does the character feel about the events?

Simple Questions

- Who is in the story?
- Where does the story take place?
- What is one event that happens?
- When does the story take place?



©Jessica Tobin- Elementary Nest

Who is in the story?

How did the character feel at the beginning of the story?

Where does the story take place?

What is one event that happens?

When does the story take place?

How did that event change the entire story?

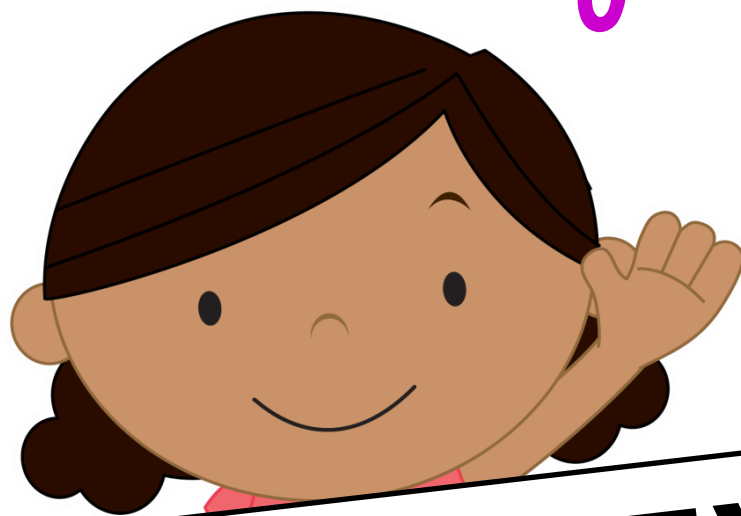
Why do you think the author included that problem?

How does the setting affect the story?

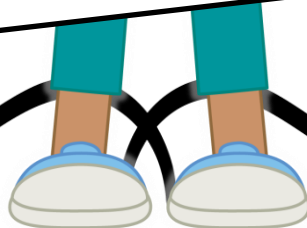
How does the character feel about the events?

READING

Passages



ANSWER KEYS



The Fall

Jenni was walking along the top of a brick wall which was about 3 feet high. She thought that there was no danger in her playing there, even though her dad always warned her about it.

Jenni saw her friend across the park and hollered, "Hey Shay!" Shay didn't hear Jenni so Jenni shouted louder and started jumping up and down, waving her hands.

That is when it happened. She fell off the wall. Jenni tumbled down to the ground and she knew that she had made a big mistake.

Shay ran over to Jenni, who was laying on the ground. "Are you okay?" Shay asked. Holding her wrist, tears filling her eyes, Jenni nodded her head, "I think I am okay."

Shay helped Jenni stand up and brush the leaves off of her clothes. Then, they went to see Jenni's dad and he decided that it was best to head to the emergency room.

The doctor took an X-Ray to see the bones in her wrist and he pointed to the screen. "Do you see this small crack in the bone, Jenni? You will need a cast to help it heal, but it will be perfectly fine in just a few weeks."

Jenni looked to her dad, shrugged her shoulders and said, "I guess I should listen to you from now on." He looked at her and broke into a smile. "I guess so, my little Humpty Dumpty," and they both laughed.



Name: _____



The Fall

1. Why did Jenni think her dad's warnings weren't a big deal?

Jenni didn't think her dad's warning were a big deal because she didn't think there was any danger.

Use a red crayon to underline where you found this in the text.

2. What happened just before Jenni fell?

Just before Jenni fell, she was trying to call out to her friend, Shay.

Use a blue crayon to underline where you found this in the text.

3. How did Jenni react when she fell?

Jenny was brave when she fell. She said she was okay, even though her wrist was hurt.

Use a green crayon to underline where you found this in the text.

4. What lesson was learned in this story?

Jenny learned to listen to her dad's advice.

Use a yellow crayon to underline where you found this in the text.

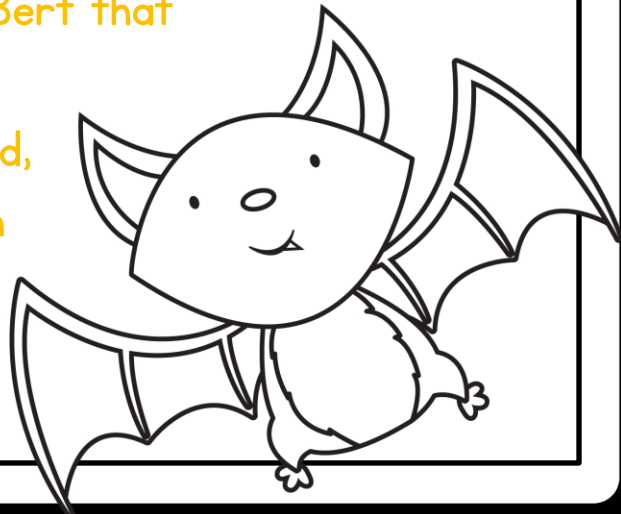
I'm Just Like You!

Bert was a black bat that spent most of his nights flying from cave to cave, having fun with his friends. One day, Bert and his friend saw a group of birds hanging out in a tall tree. They flew over to them and greeted them warmly. **Although Bert and his friend thought they were being friendly and kind to these birds, the birds flew away from them at once.**

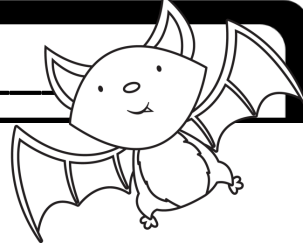
“Hey, wait!” Bert yelled after the birds, “Why are you flying away from us?” However, the birds didn’t look back and flew away even faster. It wasn’t long before Bert and his friend grew bored again, so they went looking for more birds to talk to.

As soon as they spotted a group of red birds in a tree, Bert and his friend swooped in and said their hellos. The birds didn’t leave like the last group, but they didn’t seem that excited to see them either. Bert wanted to know why these birds seemed so scared.

“Hello new pals, can you please tell me why you are frightened?” **The birds explained to Bert that they were told not to talk to bats at night. Bert looked confused and asked, “But what is the difference between you and me? I’m just like you.”** The birds seemed to relax a little, and soon after they became close pals.



Name: _____



I'm Just Like You!

1. What happens when Bert tries to talk to the first group of birds?

When Bert tries to talk to the first group of birds, they flew away.

Use a red crayon to underline where you found this in the text.

2. Where does Bert usually fly around?

Bert usually flies around from cave to cave.

Use a blue crayon to underline where you found this in the text.

3. What is one thing that Bert says in the story and who is he speaking to?

One thing Bert says is "Why are you flying away from us?" He says this to the birds.

Use a green crayon to underline where you found this in the text.

4. Why is Bert confused at the end of the story?

Bert is confused by why the birds would've been told not to talk to bats at night. He thinks they are just the same.

Use a yellow crayon to underline where you found this in the text.

Brit in Ballet

Brit is a nine year old girl who goes to ballet lessons every Monday at 4:00. This is right after school, which makes her school day go so slowly because she can't stop thinking about ballet. **She attends a dance class in a studio called Tina's York Park Studio.** Brit's mom drives her to dance class every Monday, but lately Brit has been getting extremely anxious on her car rides to class. **She has been feeling like she isn't prepared enough or even good enough to dance in the recital scheduled in three weeks. She doesn't want to mess everyone's recital up because she forgot the moves or looks silly doing them.**

When Brit told her mom about these new concerns, her mom convinced her to talk to Ms. Tina about it. After class this week, Brit timidly went to Ms. Tina and asked her if she could talk to her. After their long talk, Ms. Tina had given Brit much more confidence. **She told Brit that these ballet classes were all about learning moves and becoming a dancer. She reassured her that as long as she tried her best and had fun dancing, then Brit would be just fine.**



Name: _____



Brit in Ballet

1. Where does Brit take her ballet classes?

Brit attends a dance class in a studio called Tina's York Park Studio.

Use a red crayon to underline where you found this in the text.

2. What causes Brit to worry?

Brit is worried she isn't good enough for the upcoming recital.

Use a blue crayon to underline where you found this in the text.

3. How does Brit's mom solve Brit's new worries?

Brit's mom convinces her to talk to her teacher, Ms. Tina.

Use a green crayon to underline where you found this in the text.

4. How does Ms. Tina feel about Brit's worries?

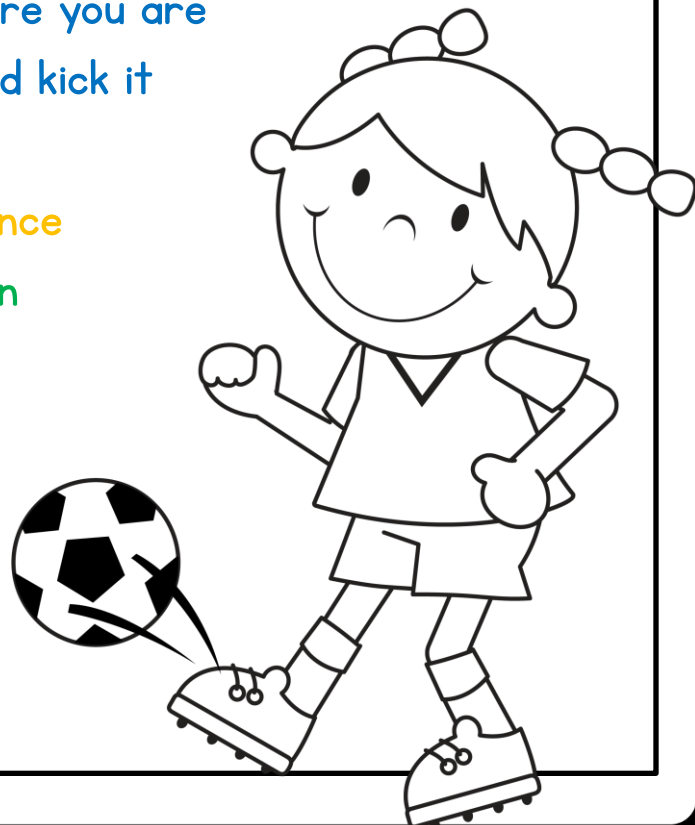
Ms. Tina reassures Brit about her worries. She tells her that as long as she tries her best, she will do well!

Use a yellow crayon to underline where you found this in the text.

Kick It To Kari

Kari loves soccer more than most things in her life. She wants to play it as soon as she wakes up in the morning and she would rather play it than sleep at night. **There was only one problem. Kari did not love her new soccer team, which consisted of twelve boys and one girl. She was the only girl on the entire team and she felt left out quite often.** The boys on her team didn't think she was good enough to play on their team. They had never even seen her play before and they had already made that judgment.

Kari's coach, however, knew how good she was. So one day during practice, the coach gave special instructions. "No matter who gets the ball or where you are on the soccer field, find Kari, and kick it to her." **Kari's face lit up with excitement. This was her big chance to prove herself to her team. Ben was the first boy to follow the coach's directions.** As soon as he got the ball, he kicked it to Kari. Immediately, Kari dribbled it all the way down the field and scored the team's first goal.



Name: _____



Kick It To Kari

1. What is Kari's main problem in the story?

Kari's main problem is that she doesn't enjoy her new soccer team.
They are all boys and she feels left out.

Use a red crayon to underline where you found this in the text.

2. How does her coach prove that he believes in her?

Kari's coach proves that she believes in her by instructing the boys to
kick the ball to Kari, not matter what.

Use a blue crayon to underline where you found this in the text.

3. Do the boys follow directions? Explain.

Ben follows the coach's directions. The text says he is the first to
follow the coach's directions. So, either the other boys didn't, or Ben
was the first to get the ball.

Use a green crayon to underline where you found this in the text.

4. How do you think Kari feels after scoring a goal?

I think Kari felt proud of herself after scoring a goal because she had
proved herself.

Use a yellow crayon to underline where you found this in the text.

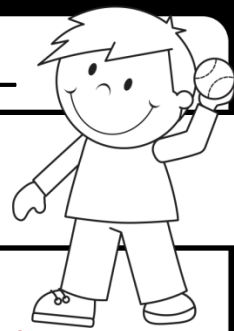
Ben's Baseball Game

Ben loved to play baseball. He was a very talented baseball player, actually. Every day after school, he played baseball with some friends at the park. Today, Ben had to stay after school with Ms. Winslow for some homework help. All he could think of was his baseball game and how he was missing it. Ms. Winslow really helped him though, so he was grateful for that. When his tutoring lesson was over, Ben hurried to pack his backpack and head to the park. It was an hour later than usual, so he didn't know if they'd still be there.

When Ben walked up to the field, he noticed a group of fifth grade boys playing baseball. Being a third grader, Ben knew he would never get a chance to play today. So, Ben hung his head low and headed away from the field. After feeling a strong sense of disappointment, Ben felt a tinge of excitement when he heard one fifth grader yell, "Hey, you!" Ben walked back to the field and they asked him to play with them because they were missing a player. It was Ben's lucky day!



Name: _____



Ben's Baseball Game

1. How was Ben's schedule different today?

Ben's schedule was different today because he had tutoring after school.

Use a red crayon to underline where you found this in the text.

2. What causes negative feelings towards Ben's tutoring?

Ben wished he was playing baseball instead of tutoring.

Use a blue crayon to underline where you found this in the text.

3. How did Ben get lucky at the park?

Ben got lucky because the 5th graders were missing a player and asked Ben to play.

Use a green crayon to underline where you found this in the text.

4. Explain how Ben's feelings change at the park. What causes the change?

Ben was disappointed at first, when he thought he wouldn't be able to play. But then he was happy/excited when the boys asked him to play!

Use a yellow crayon to underline where you found this in the text.

The Picnic

My family and I have picnics in the forest pretty often in the summer. We all love to spend our spare time surrounded by nature. We love to watch animals in the forest, we love to watch the river flowing, and we love to feel the warm sun on our skin. Yesterday, our picnic was pretty memorable because a bunch of ants got into our basket and tried to eat our food. I guess while we were wading in the river, these ants marched right into our picnic basket.

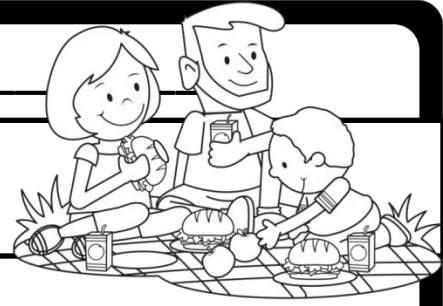
First, Dad tried to splash water into the basket. He used a water bottle to try to splash these little ants out of the basket. His idea definitely didn't work, and it was just getting our sandwiches and pretzels wet. Next, I tried to kick the basket to get the ants out, but that just bumped them off the sides and into the bottom, which was even closer to our food. Finally, Mom turned the basket over and shook all of the ants out. Our food and the ants all came tumbling out of the basket.

Mom did it! She had saved our picnic.



Name: _____

The Picnic



1. What does this family enjoy doing in the summer?

This family enjoys outdoors and picnics in the summer.

Use a red crayon to underline where you found this in the text.

2. What was the main problem in the text?

The main problem in the text is that ants got into their picnic basket.

Use a blue crayon to underline where you found this in the text.

3. How did his dad almost ruin their lunch?

Dad almost ruined their lunch by soaking the sandwiches and pretzels.

Use a green crayon to underline where you found this in the text.

4. How do you think the family felt about Mom fixing the problem?

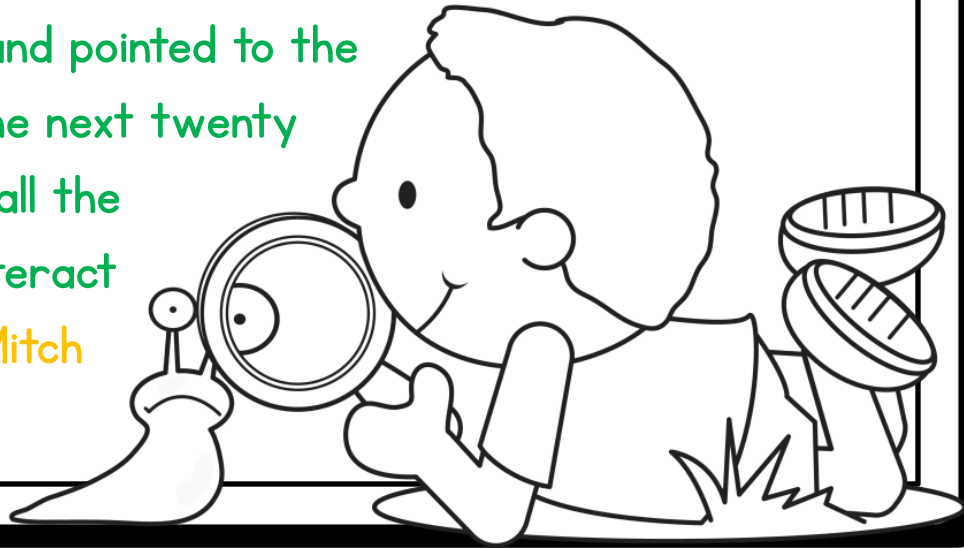
The family was probably happy/excited that Mom fixed the problem.

Use a yellow crayon to underline where you found this in the text.

Looking at Bugs

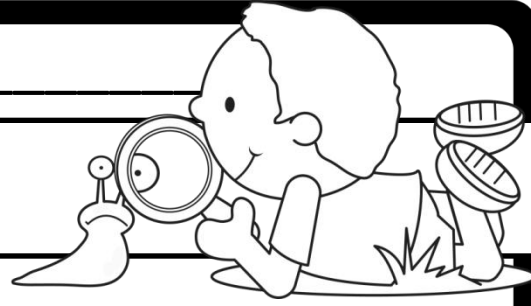
Will had a very unique hobby. He loved to look at bugs in his backyard for hours and hours at a time. His backyard was his favorite place to look at these interesting creatures. He would spend six hours a day in his backyard using his magnifying glass to see bugs. He loved to observe the bugs' colors and what types of things the bugs would do. Sometimes, he would put them in a jar to keep them as pets. Other times, he would just carry all the bugs to one spot, such as a log, so he could watch them interact with each other.

"Will, come inside and stop playing with those bugs!" his siblings yelled from inside. They wanted him to play their new video games with them, but he truly preferred to observe these bugs. "Mitch, come here for a second," Will yelled. As soon as his brother ran outside, Will gave him his magnifying glass and pointed to the log. Mitch spent the next twenty minutes watching all the bugs on the log interact with each other. Mitch was hooked.



Name: _____

Looking at Bugs



1. What makes Will different from his siblings?

Will is different from his siblings because he prefers to look at bugs over playing video games.

Use a red crayon to underline where you found this in the text.

2. Explain what Mitch wants.

Mitch wants to play video games.

Use a blue crayon to underline where you found this in the text.

3. How does Will change his brother's mind?

Will changes his brothers mind by showing him some interesting bugs on a log.

Use a green crayon to underline where you found this in the text.

4. Explain what the author means by "Mitch was hooked."

The author means that he enjoyed looking at bugs, too.

Use a yellow crayon to underline where you found this in the text.

Buying Bonnie

Sara's mom just shared some pretty special news with her. She told her that she could get a bunny if she promised to take care of it and show her responsibility. Sara was too excited to focus on anything else, so she asked her mom if they could go to the pet store that very minute. **Surprisingly, her mom agreed to take her. Sara was convinced that her mom was just as excited to get the bunny because she agreed to let her go that day.**

After they loaded up the car, drove across town, and arrived at the pet store, **Sara saw ten bunnies sitting in the pet store window. As she looked at each of the bunnies, she began to worry. "Mom, how am I supposed to choose just one?" she asked. Her mom came up with a brilliant plan. "Sara, why don't you ask if you can hold each one so that you can find out which one you find a real connection with?"** Sara got permission from the pet shop employee. **By the fifth bunny, she was convinced that she found her number one choice. It fit perfectly into her arms.**



Name: _____

Buying Bonnie



1. Why did Sara think her mom was excited to get a bunny, too?

Sara thinks her mom is excited, too, because she easily agreed to let her go that day to pick one.

Use a red crayon to underline where you found this in the text.

2. What caused Sara to have confusion about a pet bunny?

Sara was confused because there were 10 bunnies to choose from. She didn't know how she would pick.

Use a blue crayon to underline where you found this in the text.

3. What was Sara's mom's idea?

Sara's mom had the idea for her to hold each bunny to find the right pick.

Use a green crayon to underline where you found this in the text.

4. Why do you think Sara chose the fifth bunny?

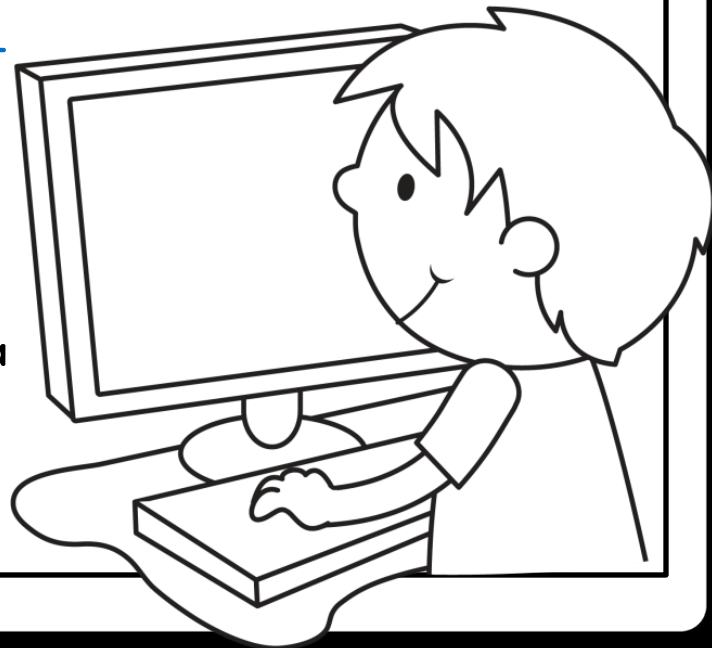
I think Sara chose the 5th bunny because it fit in her arms.

Use a yellow crayon to underline where you found this in the text.

The Computer Lab

Tim's third grade teacher, Ms. Appleton, allows Tim's class to go to the computer lab every Friday at 1:00 p.m. During this time, they are allowed to have all different sorts of technology fun. They may get to play math games for an hour or a reading game mixed with a writing game. Tim truly prefers the full hour of math games. As his mother says, Tim is a 'math whiz'. It's his strongest subject in school and definitely the most fun for him. Ms. Appleton had been saying all day that she had a little surprise for the students if they earned it with good behavior.

At the end the of the day, after a quiet and calm five hours, Ms. Appleton made an announcement. She said that when the students got to the computer lab tomorrow, they would get an extra hour of math time. Tim could not believe this news. She said that the class that comes in after them on Fridays canceled this week, which meant they could stay. Tim was already making a mental list of the games he would play in the lab.



Name: _____



The Computer Lab

1. What big news did Ms. Appleton have for the class?

Ms. Appleton's news was that the class was going to have an extra hour of computer time.

Use a red crayon to underline where you found this in the text.

2. How did the class earn this reward?

They earned this reward for good behavior and had the opportunity because the other class that was usually in the lab at that time wouldn't be there.

Use a blue crayon to underline where you found this in the text.

3. How did Tim feel about this news?

Tim was happy/excited about the news. He loves math games.

Use a green crayon to underline where you found this in the text.

4. What are Tim's opinions on the different games they play in the lab?

Tim likes math games more than reading or writing games.

Use a yellow crayon to underline where you found this in the text.