

PANCAKES FOR BREAKFAST BY TOMIE DEPAOLA

(NARRATIVE)

Questions for *Pancakes for Breakfast* by Tomie DePaola

LEVEL 1

General Understanding

- What is this book about?
- How does the lady feel at the beginning, in the middle, and at the end of the book?
- Did she get what she wanted?

Key Details

- What does the lady want to make in the morning?
- How do the animals feel about her idea for breakfast? How do you know?
- What type of home does the lady have? Does she live in the city or the country? How do you know?
- Where does she get eggs and milk?
- Who gives her syrup?
- Reread the book, and focus on the animals. What do you notice the second time you read it?
- How did the lady's neighbors feel about her eating their pancakes? What tells you that they felt this way?

LEVEL 2

Vocabulary

- Does the lady follow the steps outlined in the recipe?
- What does the sign say at the end of the book?

Structure

- Do the illustrations follow or match the sequence of the recipe?
- Is the lady a good person in the end of the story or not? Why or why not?

Author's Craft

- How do the pictures tell the story?

LEVEL 3

Author's Purpose

- How do people feel when they make their own food?
- What does it mean to be *neighborly*?
- When have you had to try things several times? Did you succeed in the end or not? Why?

Intertextual Connections

- How is this book similar to or different from other books we have read that talk about helping other people?

LEVEL 4

Opinion With Evidence or Argument

- How did the author tell us, without using words, that the lady needed eggs?
- Is it easy to make pancakes? What in the text makes you say that?
- Draw a picture of when you helped someone. Write a paragraph about your picture.

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'BATS' BY RANDALL JARRELL

(POEM)

Questions for "Bats" by Randall Jarrell

LEVEL 1

General Understanding

- What is the subject of this poem?
- Describe what a newborn bat is like.

Key Details

- When do the mother and baby bat fly? When do the mother and baby bat sleep?
- Describe, using the author's words, how the mother flies. What does she do when she flies?
- What do bats eat?

LEVEL 2

Vocabulary

- How does the author describe the mother bat's cries?
- What words tell us what the bats look like?
- Does the mother bat like flying? How do you know?

Structure

- Does the poem begin at night or during the day? How do you know?
- Where does the poem begin? Where does it end? What does this tell us about a bat's life?

Author's Craft

- When the author says "shining needlepoints of sound," what is he talking about?
- The author says that the baby and mother bat's shadow is "printed on the moon." What does he mean by this?
- Does this poem rhyme? Why do you think the author chose not to use rhyming?

LEVEL 3

Author's Purpose

- How does the mother bat use her sense of sound?
- What does the mother bat do to care for her baby?

Intertextual Connections

- Think about how human mothers care for babies. What are the differences and similarities between how humans and bats care for their young?

LEVEL 4

Opinion With Evidence or Argument

- After reading this poem, write a paragraph on the following question:
Do you think the bat from the poem is a good mother? Why or why not?

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THE SECRET GARDEN

BY FRANCES HODGSON BURNETT

(CHAPTER 1)

(NOVEL)

**Please note this text is widely available online to print and distribute in class.*

Questions for *The Secret Garden* by Frances Hodgson Burnett (Chapter 1)

LEVEL 1

General Understanding

- Who is the main character in this text? Describe her home life.
- Where does this story take place?
- What sickness is breaking out among her household?

Key Details

- Who is Mem Sahib? What do you think this means?
- What is Mary's mother like?
- Explain the effect cholera has had on the people in Mary's community.
- How does Mary survive the cholera outbreak?

LEVEL 2

Vocabulary

- Mary is described as being "cross." What does this word mean in the story?
- What is an *Ayah*? How do you know?
- How is Mary's personality described? What words, specifically, does the author use to paint a picture of her as a character?

Structure

- At what point in time does this story take place: after the cholera outbreak, or before?
- What information does the narrator include about Mary at the beginning of the story? Why?
- When does Mary discover that cholera has killed everyone in her home?

Author's Craft

- What actions of Mary's support the narrator's idea that she was "as tyrannical and selfish a pig as ever lived"?
- Explain how the author uses irony in Mary's interaction with the snake.
- Describe the social classes that live in Mary's household. Use specific evidence to support your thinking.

LEVEL 3**Author's Purpose**

- Does Mary love her Ayah? What does this tell us about her and her family?
- What does the narrator mean when he or she says, "When people had cholera it seemed they remembered nothing but themselves"? Does Mary believe anyone will come for her?

Intertextual Connections

- Read Rudyard Kipling's poem "Cholera Camp." Compare and contrast how the excerpt from *The Secret Garden* and the poem describe a cholera outbreak.

LEVEL 4**Opinion With Evidence or Argument**

- After reading this excerpt, write a short analysis of Mary as a character. What personality traits does she exhibit? Why? Be sure to use the way she was treated as a child to support your ideas and conclusions.

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