

ANSWERS - Comprehension Questions - Of Mice & Men

Chapter 1

1. Identify and give a physical description of Lennie and George.

Lennie was a huge man, shapeless of face with large, pale eyes, with wide, sloping shoulders, and he walked heavily, dragging his feet a little. Lennie is George's friend, who is not very smart but is an extremely strong man and a good worker.

George was small and quick, dark of face, with restless eyes and sharp, strong features. He had small, strong hands, slender arms, a thin and bony nose. George took care of Lennie as they traveled together.

2. What is George's first complaint to Lennie?

George's first complaint is that Lennie is drinking too much water. This is just the first of a series of complaints George has about Lennie. He is almost always complaining about Lennie, but that doesn't change the fact that he appreciates Lennie's companionship.

3. What trouble did George and Lennie have in Weed?

All we learn in chapter 1 is that some men came after George and Lennie for something they had done. We later learn that apparently Lennie touched a girl's dress to feel the material. When she tried to move, he got excited and confused and held on even tighter. The girl accused him of trying to rape her, and that's when the men came looking for him.

4. What is in Lennie's pocket? Why does he have it? A dead mouse is in Lennie's pocket. He has it because he likes to pet soft things.

5. George bursts into a long speech about what he could do if he were alone. What could he do? He could take his money and go to a cat house or out drinking whiskey all night or spend his time playing cards at a pool hall, in short, the things the lonely ranch hands do.

6. Lennie offers to go away and live in a cave. What is George's response?

He tells Lennie that Lennie wouldn't survive, that he couldn't find any food or take care of himself. Then, he admits to Lennie that he doesn't want him to go.

7. Why are George and Lennie different from the other "guys like us that work on ranches"? They are different because each one has the other to look out for him.

8. What are George and Lennie going to do someday?

Someday George and Lennie are going to have a little piece of land with a little shack. They'll have some animals and some crops -- especially a little alfalfa patch so Lennie can pick it and feed the rabbits. They're going to live off the fat of the land, where no one can tell them to get out or boss them around.

9. What two things does George want Lennie to remember?

George wants Lennie to remember to not say anything when they talk to the boss and to return to this campsite if he gets into trouble.

10. Why did George want to camp overnight instead of going another quarter of a mile to the ranch?

At the ranch in the evening there would be too many people for Lennie to deal with at once; he might get confused. Also, it would give Lennie a chance to prove himself as a good worker before everyone would discover how slow he was mentally.

Of Mice And Men Comprehension Questions Chapter

Chad Ibbotson



Of Mice And Men Comprehension Questions Chapter :

Of Mice and Men Levelled Comprehension Questions Kristen Kemp,2015-06-26 These leveled discussion questions about Of Mice and Men require students to read closely make connections and share their analyses Included are leveled comprehension questions and suggested answers **Of Mice and Men - Literature Kit Gr. 9-12** Chad

Ibbotson,2016-10-20 Learn about life during the Great Depression while learning about friendship survival and prejudice Our versatile resource allows large group interaction or independent work as an assessment Become familiar with tricky words from the novel prior to reading by using them in a sentence We include examples from the text that show characters exploiting the weaknesses of others Draw a picture of George s ideal piece of land as he describes it to Lennie and Candy Imagine the story taking place today and rewrite the beginning to reflect this change List the essential themes of the novel on a bindle organizer Aligned to your State Standards and written to Bloom s Taxonomy additional crossword word search comprehension quiz and answer key are also included About the Novel Of Mice and Men is the controversial novella by John Steinbeck that follows two migrant workers as they look for work during the Great Depression Located in California ranch workers George Milton and Lennie Small move on to look for work George is lean and intelligent while Lennie is large and strong The pair share a dream of one day owning their own land Lennie s part of the dream is to be able to touch soft rabbits as he likes to touch soft things George and Lennie find themselves on a ranch with Candy an old aged ranch hand and Slim Candy offers to give 350 for George and Lennie to buy their land if Candy can live with them Unfortunate events at the ranch make sure that dream never takes place **Creating High-quality Classroom Assignments** Lindsay Clare

Matsumura,2005 Research indicates that the quality of classroom assignments makes a difference in student learning Moreover assignment quality varies between teachers even within the same school and there is room for improvement in many of the assignments that teachers provide to students Assignment quality as described in this book puts into practice powerful research based concepts for teaching To support teachers in developing reflecting on and fine tuning the assignments they create this book presents a series of dimensions or rubrics with benchmark examples from elementary middle and high school classrooms The purpose of these rubrics is to serve as diagnostic tools to assess the strengths and weaknesses of an assignment as well as to guide the creation of new assignments for students Questions also are included at the end of every chapter to guide reflection on a specific dimension of assignment quality Topics cover Choosing the right text Setting clear and rigorous learning goals Developing an assignment activity that gives students a chance to apply complex thinking skills Developing clear and rigorous grading criteria Communicating the expectations for high quality work to students Writing high quality assignment directions Providing comments that support student revision Aligning the learning goals with the assignment activity and the grading criteria Will be useful to teachers for self assessment purposes collaborative professional development settings or as a basic text in teacher education courses **Teaching Students with**

Moderate and Severe Disabilities Diane M. Browder, Fred Spooner, Ginevra R. Courtade, and Contributors, 2020-01-22 For years the text of choice for developing excellence as a teacher of K 12 students with moderate and severe disabilities this clearly written work has now been revised and updated Chapters provide step by step procedures for designing standards based individualized education plans and evaluating and enhancing student progress Methods and materials for teaching literacy mathematics science and social studies are described in depth The book also describes effective ways to build functional daily living skills User friendly features include extensive vignettes and classroom examples end of chapter application exercises and reproducible planning and assessment tools Purchasers get access to a Web page where they can download and print the reproducible materials in a convenient 8 1 2 x 11 size New to This Edition Reflects important advances in research and evidence based practice Chapter on collaborating with culturally diverse families plus a stronger multicultural focus throughout Chapter on writing instruction Two additional chapters on reading and math ensuring coverage of both foundational and grade aligned skills Increased attention to students with autism spectrum disorder and to uses of technology *Inclusive High Schools* Douglas Fisher, Caren L. Sax, Ian Pumpian, 1999 This highly accessible book provides a framework for developing inclusive high schools by taking detailed account of real high schools that have struggled strategized and ultimately achieved success **Of Mice & Men** Henry Holt & Company, LLC, 1989-01-01

Teaching Literature in Virtual Worlds Allen Webb, 2012-03-12 What are the realities and possibilities of utilizing on line virtual worlds as teaching tools for specific literary works Through engaging and surprising stories from classrooms where virtual worlds are in use this book invites readers to understand and participate in this emerging and valuable pedagogy It examines the experience of high school and college literature teachers involved in a pioneering project to develop virtual worlds for literary study detailing how they created utilized and researched different immersive and interactive virtual reality environments to support the teaching of a wide range of literary works Readers see how students role play as literary characters extending and altering character conduct in purposeful ways and how they explore on line interactive literature maps museums archives and game worlds to analyze the impact of historical and cultural setting language and dialogue on literary characters and events This book breaks exciting ground offering insights pedagogical suggestions and ways for readers to consider the future of this innovative approach to teaching literary texts **Using**

Discussion to Promote Reading Comprehension Donna E. Alvermann, Deborah R. Dillon, David G. O'Brien, 1987 Drawing from observations of discussion in 24 different classrooms this book will provide preservice and inservice teachers at the middle and school levels with the motivation and knowledge to use discussion to foster student comprehension of content area text assignments The first chapter examines the distinctions between discussion and recitation and redefines major issues related to content area discussion in light of recent research and school reform reports The second chapter establishes a basis for the premise that discussion is important to the development of reading comprehension illustrating those skills that

enrich or refine students understanding of text The third chapter uses portions of transcripts from videotaped content class discussions to illustrate how classroom context influences discussion practices Alternatives to teacher dominated discussions are described and guidelines are provided for establishing the rights and responsibilities of critical readers The fourth chapter demonstrates how to plan for classroom discussion of assigned material describing five aspects of the planning process The fifth chapter presents discussion strategies that help students master the content examine more than one side of the issue and evaluate alternative solutions to a text based problem while the sixth chapter analyzes one content area teacher s implementation of a preplanned discussion Finally the seventh chapter describes two procedures for informally evaluating classroom discussion used to promote reading comprehension References follow each chapter HTH

Teaching Literacy in the Visible Learning Classroom, Grades 6-12 Douglas Fisher, Nancy Frey, John Hattie, Marisol Thyre, 2017-04-12 It could happen at 10 10 a m in the midst of analyzing a text at 2 00 when listening to a students debate or even after class when planning a lesson The question arises How do I influence students learning what s going to generate that light bulb Aha moment of understanding In this sequel to their megawatt best seller Visible Learning for Literacy Douglas Fisher Nancy Frey and John Hattie help you answer that question by sharing structures and tools that have high impact on learning and insights on which stage of learning they have that high impact With their expert lessons video clips and online resources you can design reading and writing experiences that foster in your students deeper and more sophisticated expressions of literacy Mobilizing Visible Learning Use lesson design strategies based on research that included 500 million plus students to develop self regulating learners able to see the purpose of what they are learning and their own progress Teacher Clarity Articulate daily learning intentions success criteria and other goals understand what your learners understand and design high potency experiences for all students Direct Instruction Embrace modeling and scaffolding as a critical pathway for students to learn new skills and concepts Teacher Led Dialogic Instruction Guide reading writing listening speaking and thinking by using strategic questioning and other teacher led discussion techniques to help learners to clarify thinking discuss debate and goal set Student Led Dialogic Learning Promote intellectual social and creative growth with peer mediated learning experiences that transfer to other subject areas including history science math and the visual and performing arts Independent Learning Ensure that students deepen learning by designing relevant tasks that enable them to think metacognitively set goals and develop self regulatory skills Tools to Use to Determine Literacy Impact Know what your impact truly is with these research based formative assessments for 6 12 learners With Teaching Literacy in the Visible Learning Classroom take your students from surface to deep to transfer learning It s all about using the most effective practices and knowing WHEN those practices are best leveraged to maximize student learning

Best-Selling Chapters

Raymond Harris, 1994 Teachable Moments James V. Colubiale, 2023-10-12 While preparing his classroom for his first day as a teacher Jason discovered his deceased predecessor s 180 day digital lesson plan journal on a computer file entitled A

Classroom Compendium to Whimsy and Delirium and the 5 Other Dwarfs Out of sheer curiosity he began to read from the log and quickly realized that he was learning more about teaching from this journal than from any college education class he ever took **English Journal** ,1998 English in Australia ,1987 Teaching English Through ELA, Mathematics, Science, and Social Studies Long Peng,2022-07-21 Accessible and hands on this textbook provides a comprehensive introduction to teaching language through content an approach known as Content Based Language Teaching CBLT A content based language focused approach to teaching in the disciplines is essential to serving the language and disciplinary needs of English learners ELs in the classroom Guided by learning standards and informed by research this book demonstrates how content materials in the English Language Arts ELA Mathematics Science and Social Studies can be harnessed to develop the English language proficiency of ELs as well as advance their disciplinary knowledge and skills Using content materials in ELA Mathematics Science and Social Studies as a starting point this textbook illustrates how to teach English as an additional language effectively by integrating language instruction with disciplinary teaching It showcases numerous learning and instructional activities complete with targeted language exemplified in sentential and discourse contexts direct instruction teacher modeling guided and individual practices and assessments which are further backed up by detailed discussions of their goals rationales and implementation This textbook also features a discussion of differentiation to address the varied needs of students To further assist readers in determining how to incorporate language instruction Peng identifies extensive possibilities for language teaching that are based on the same content materials and beyond those targeted by sample learning activities Each chapter ends with three types of exercises multiple choice questions open ended discussion questions and problems of application to bolster understanding promote reflection and encourage application Complementing the book are additional online resources including ready to use PowerPoints which are available on the book s webpage at Routledge com 9780367521134 Covering key issues such as characteristics of effective language instruction differentiation and the challenges associated with CBLT this is an essential text in TESOL methods and content area language teaching as well as an invaluable resource for pre service and in service ESL EFL teachers and content area teachers who are interested in furthering their students language and literacy development *Fostering Comprehension in English Classes* Raymond Philippot,Michael F. Graves,2009-01-01 This valuable research based guide gives middle and secondary English teachers the tools they need to improve the comprehension skills of all their students Core chapters explain specific practices for fostering learning from texts leading students to a thorough lasting understanding of subject matter nurturing meaningful responses to literature explicitly teaching comprehension strategies and engaging students in higher order thinking An additional chapter highlights vocabulary instruction Throughout attention is given to building comprehension skills in a diverse range of students from high achievers to struggling readers and English language learners A wealth of hands on materials are featured including lesson plans scaffolded reading experiences and a richly detailed

example of a teaching unit that shows how all facets of comprehension instruction can be brought together in the classroom

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Addressing Community Priorities in Autism Research Amy Pearson, Sheena Kristine Au-Yeung, Catherine J. Crompton, Felicity Sedgewick, Andrew David Ridley Surtees, Dhanya Pillai, Craig Goodall, 2022-11-09 Adolescent Literacy in the Academic Disciplines Tamara L. Jetton, Cynthia Shanahan, 2012-01-25 From leading authorities in both adolescent literacy and content area teaching this book addresses the particular challenges of literacy learning in each of the major academic disciplines Chapters focus on how to help students successfully engage with texts and ideas in English literature science math history and arts classrooms The book shows that while general strategies for reading informational texts are essential they are not enough students also need to learn processing strategies that are quite specific to each subject and its typical tasks or problems Vignettes from exemplary classrooms illustrate research based ways to build content area knowledge while targeting essential reading and writing skills **In the Best Interest of Students** Kelly

Gallagher, 2023-10-10 In his new book *In the Best Interest of Students Staying True to What Works in the ELA Classroom* teacher and author Kelly Gallagher notes that there are real strengths in the Common Core standards and there are significant weaknesses as well He takes the long view reminding us that standards come and go but good teaching remains grounded in proven practices that sharpen students literacy skills Instead of blindly adhering to the latest standards movement Gallagher suggests Increasing the amount of reading and writing students are doing while giving students more choice around those activities Balancing rigorous high quality literature and non fiction works with student selected titles Encouraging readers to deepen their comprehension by moving beyond the four corners of the text Planning lessons that move beyond Common Core expectations to help young writers achieve more authenticity through the blending of genres Using modeling to enrich students writing skills in the prewriting drafting and revision stages Resisting the de emphasis of narrative and imaginative reading and writing Amid the frenzy of trying to teach to a new set of standards Kelly Gallagher is a strong voice of reason reminding us that instruction should be anchored around one guiding question What is in the best interest of our students **From Text to Epitext** Shelbie Witte, Melissa Gross, Don Latham, 2021-03-02 This

volume explains how analyzing textual elements that aren't part of the text but connected to it can be used with K 16 students to improve comprehension engagement critical thinking and media literacy Beginning with an introduction that

briefly explains Genette's theory of paratext and discusses the functions of epitext theory this book comprises theory to practice chapters that showcase ways in which teachers and librarians can use elements independent of a text to discuss texts and media with students Chapters include a practitioner's section specifying practical approaches and explanations for how to use epitext Scaffolding an application of theory to practice this title provides educators with an original approach to increasing literacy engagement and integration as well as for increasing media literacy and critical thinking It includes practical ideas for using epitext in the classroom to promote critical thinking and for collaboration between teachers and librarians It also includes editorial sidebars that provide additional how to ideas support deep thinking make connections to relevant content in other chapters and provide examples for students in K-16 classrooms

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