

1.) What does Slim find funny about George and Lennie's relationship? How does George explain his relationship with Lennie?

Page 27 — Slim thinks it is funny that they travel together, because he has hardly ever seen guys do that (just like George tells Lennie when they talk about their dream farm and just like the boys say when he first meets them).

Page 27 — he explains that it just happened naturally. Lennie and he were from the same town. Lennie was raised by his Aunt Clara and when she died, Lennie just started doing work with George and it's been that way since.

2.) Why did George stop teasing Lennie? What does Slim share us about George?

Page 28 — One time George was teasing Lennie by telling him to jump in the Sacramento River to make some other guys laugh, but when Lennie did it, he almost drowned because he couldn't swim. And when George got him out, Lennie kept thanking George for saving him, without remembering that George told him to jump in the first place.

George saw that his teasing could be dangerous to Lennie, so now how much Lennie appreciated him and realized he didn't deserve to be teased!

3.) What does George tell Slim about he and Lennie's experience in the town of Weed? Why do you think he chooses to tell Slim this?

Page 39 — OK, tell Slim that when they were in Weed, L. wanted to touch a girl's red dress, she screamed, L got confused and held on. L. came to see when the girl was screaming and he had to hit Lennie over the head with a fence post to make him let go. L. doesn't realize how strong he is. OK, told the police she was raped. Slim set out to lynch L., so they had to run all day, then ran away at night.

and

4.) How do the men like to spend their money and free time on the weekend?

Pages 49-50 They go into town to drink and don't eat because

5.) Describe the other Candy makes George. Does George like the other? Explain why/why not.

Page 54-57 After hearing C. describe he and L.'s dream of owning their own place, he offers to share in the \$250 he has, live there and cook, tend the chickens, live the garden things he can do with his missing hand! He also says he will make a will and leave his share to them in case he dies (see pg. 56-57). At first George is hesitant because it was always going to be just he and Lennie, but then he realizes that his dream could actually become a reality if Candy joins them.

6.) Why do you think Candy regrets not shooting his dog himself?

Opinion.

7.) Why is Lennie smiling when Curley comes in? What does Curley think he is smiling about?

He is thinking of the ranch they dream of owning, particularly the rabbits he will need. Curley thinks Lennie is laughing at him.

# Of Mice And Men Discussion Questions Chapter 3

**Ross Collin**



### **Of Mice And Men Discussion Questions Chapter 3:**

*Of Mice and Men Leveled 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

*Blended Learning in Grades 4-12* Catlin R. Tucker, 2012-06-13 This book comes at the right time with answers for teachers principals and schools who want to be on the cutting edge of the effective use of technology the internet and teacher pedagogy

*Your First Year As a High School Teacher* Lynne Marie Rominger, Suzanne Packard Laughrea, Natalie Elkin, 2001 Written with a witty flair and containing real life stories and anecdotes this guide is the perfect companion for the high school teacher who wants to succeed in the first year and beyond

**Introduction to Organisational Behaviour** Michael Butler, Ed Rose, 2011-01-27 Ideal for anyone studying an introductory module in organisational behaviour *Introduction to Organisational Behaviour* is a rigorous critique of all essential organisational behaviour topics A comprehensive book with extensive accompanying online resources makes this a must have package for anyone wanting to understand the theory and practice of organisational behaviour Practitioner case studies supporting video interviews where solutions and approaches are discussed review questions at the end of every chapter make this an essential resource Covering organisational behaviour in the context of individuals groups and teams and managing organisations as well as the importance of organisational structures and emerging issues *Introduction to Organisational Behaviour* gives understanding and guidance on the full spectrum of organisational behaviour issues Supported by extensive online resources including video interviews clips of key skills lecture slides additional tutorial activities and a test bank of multiple choice questions make this a truly integrated print and electronic learning package

**A New Study Guide to Steinbeck's Major Works, with Critical Explications** Tetsumaro Hayashi, 1993

**Of Mice, Models, and Men** Andrew N. Rowan, 1984-06-30 Too much emotion and insufficient fact This paradox has long characterized the controversy surrounding animal research *Of Mice Models and Men* is the first exhaustive treatment of all areas empirical and conceptual relevant to the use of animals in research It is also the first study to combine regard for the welfare of laboratory animals with a knowledgeable acceptance of the continuing need for research involving animals The book has another rare quality It is virtually devoid of any of the emotional and exaggerated attacks that have characterized many of the other publications in this area Instead it presents in a manner accessible to both sides all the relevant historical social and scientific information required to form an opinion on the subject The book thus achieves a most difficult goal that of bridging the gap between researchers using animals and animal welfare advocates while pointing out the need for a more active program to promote laboratory animal welfare

*Beyond the Five-paragraph Essay* Kimberly Hill Campbell, Kristi Latimer, 2012 Love it or hate it the five paragraph essay is perhaps the most frequently taught form of writing in classrooms of yesterday and today But have you ever actually seen five paragraph essays outside of school walls Have you ever found it

in business writing journalism nonfiction or any other genres that exist in the real world Kimberly Hill Campbell and Kristi Latimer reviewed the research on the effectiveness of the form as a teaching tool and discovered that the research does not support the five paragraph formula In fact research shows that the formula restricts creativity emphasizes structure rather than content does not improve standardized test scores inadequately prepares students for college writing and results in vapid writing In *Beyond the Five Paragraph Essay* Kimberly and Kristi show you how to reclaim the literary essay and create a program that encourages thoughtful writing in response to literature They provide numerous strategies that stimulate student thinking value unique insight and encourage lively personal writing including the following Close reading which is the basis for writing about literature Low stakes writing options that support students thinking as they read Collaboration in support of discussion debate and organizational structures that support writing as exploration A focus on students writing process as foundational to content development and structure The use of model texts to write in the form of the literature students are reading and analyzing The goal of reading and writing about literature is to push and challenge our students thinking We want students to know that their writing can convey something important a unique view to share defend prove delight discover and inspire If we want our students to be more engaged skilled writers we need to move beyond the five paragraph essay

*Of Mice & Men* Henry Holt & Company, LLC, 1989-01-01 *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

*Knowledge in English* Victoria Elliott, 2020-12-28 Focusing on a key area of debate within the world of secondary English the knowledge-based curriculum this book explores in detail the question of knowledge in the teaching of English in secondary schools drawing on specific concrete cases and a range of academic theories *Knowledge in English* also investigates how to teach both facts and skills through the required texts to produce a balanced educational experience Elliott brings together classic texts with contemporary knowledge and viewpoints to critically examine teaching in the English literature classroom and situates them within the broader cultural and political context The book includes discussions on race and gender in texts Shakespeare and his influence facts and emotions in poetry and reading experiences *Knowledge in English* is a foundational and accessible guide for researchers practitioners teacher educators and teachers around the world It is a valuable resource for those involved in the English curriculum to keep the subject relevant and useful to students in the contemporary classroom

Teaching Literature to Adolescents Richard Beach, Deborah Appleman, Bob Fecho, Rob Simon, 2020-12-28 Now in its fourth edition this popular textbook introduces prospective and practicing English teachers to current methods of teaching literature in middle and high school classrooms This new edition broadens its focus to cover important topics such as critical race theory perspectives on teaching fiction nonfiction and drama the integration of digital literacy and teacher research for ongoing learning and professional development It underscores the value of providing students with a range of different critical approaches and tools for interpreting texts It also addresses the need to organize literature instruction around topics and issues of interest to today's adolescents By using authentic dilemmas and contemporary issues the authors encourage preservice English teachers and their instructors to raise and explore inquiry-based questions that center on the teaching of a variety of literary texts both classic and contemporary traditional and digital New to the Fourth Edition Expanded attention to digital tools multimodal learning and teaching online New examples of teaching contemporary texts Expanded discussion and illustration of formative assessment Revised response activities for incorporating young adult literature into the literature curriculum Real world examples of student work to illustrate how students respond to the suggested strategies Extended focus on infusing multicultural and diverse literature in the classroom Each chapter is organized around specific questions that preservice teachers consistently raise as they prepare to become English language arts teachers The authors model critical inquiry throughout the text by offering authentic case narratives that raise important considerations of both theory and practice A companion website a favorite of English education instructors <http://teachingliterature.pbworks.com> provides resources and enrichment activities inviting teachers to consider important issues

in the context of their current or future classrooms      Teaching Literacy in the Visible Learning Classroom, Grades 6-12 Douglas Fisher, Nancy Frey, John Hattie, Marisol Thayre, 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      Raise Your Voices Thomas M. McCann, Andrew Bouque, Dawn Forde, Elizabeth A. Kahn, Carolyn C. Walter, 2018-11-06 In a collection of chapters from high school teachers and university researchers Raise Your Voices offers English language arts teachers one stop shopping to learn how to foster dialogic classrooms and how to prompt sustain connect and assess classroom discussions especially discussions about issues that adolescents find consequential The chapters explore both the basics for facilitating discussion to support literacy learning and the principles for assessing the progress and effect of discussion and for including all students in lively dialogue Taken together the entries in this book envision the English language arts classroom as a supportive environment for authentic inquiry and for the genuine democratic processes involved in grappling together with tough perennial and contemporary issues      **Cultivating Adolescent Literacy** Gregory Berry, 2017-10-04 This book offers middle and high school teachers useful suggestions and strategies for cultivating literacy in their classrooms focusing primarily on the key skills of reading and writing It discusses

the nature of standards based education and emphasizes the power and importance of good literature in the ELA curriculum Included are detailed approaches to reading and writing with simple strategies for teaching close reading of complex text as well as textual evidence and elaboration A variety of sample performance tasks are included for commonly taught works of American and world literature as well as a variety of strategies to strengthen students reading and writing skills needed for success in college and the workplace This book is a practical handbook for teachers who can easily find appropriate strategies to use in their classrooms and begin implementing them right away It is a useful collection of tips with suggestions and instructions for implementing effective and engaging literacy strategies and performance tasks     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     *Ethics in Sport* William John Morgan,2007 This is a text for students in sport philosophy sport ethics sport management and sport studies courses as well as a reference for professionals with an interest in sport ethics World renowned experts examine the moral and ethical issues surrounding sport in contemporary society addressing current debates     **English Journal** ,1998     *Managing Change, Creativity and Innovation* Patrick Dawson,Constantine Andriopoulos,Steven Pattinson,2024-11-06 Now in its fifth edition this bestselling text brings a fresh and unique approach to managing organizational change taking the view that change creativity and innovation are interconnected It couples a strong theoretical understanding of change creativity and innovation with practical guidance and ideas for organizational change and development With over 40 international case studies discussing renowned companies like Amazon Canva the NFL and General Motors as well as new topics such as social innovation in the creative sector this edition offers real world insights that resonate across industries This book is a must read for Change Management and Organizational Change modules as well as those focussing on creativity and innovation Patrick Dawson is Emeritus Professor of Management at the University of Aberdeen Constantine Andriopoulos is Professor of Innovation and Entrepreneurship and Associate Dean for Entrepreneurship at Cass Business School City University of London Steven Pattinson is Associate Professor of Entrepreneurship at Newcastle Business School Newcastle University     *Literature and Ethics in High School English Classes* Ross Collin,2024-11-14 This book offers a defence of ethical reading in secondary school English classes at a time when reformers and policy makers are trying to reorganize English language arts around technical skills or politics Ross Collin shows how students and teachers use literature as a venue for exploring their own and others ethical ideas and practices and argues that moral inquiry in English class is a distinctly social endeavour The book draws ideas from English education and moral philosophy From English education Collin explores social reading or what Louise Rosenblatt named transaction looking at texts commonly taught in secondary school English including Shakespeare s Romeo and Juliet and Jacqueline Woodson s Brown Girl Dreaming From philosophy he draws on arguments about moral vision and literature developed by Iris Murdoch Martha Nussbaum and Nora H m l inen and develops ideas tacit in English

education about reading with moral vision He concludes by proposing a new theory of moral vision in transactional reading

*Starting English Teaching* Robert Jeffcoate, 2002-11-01 This book is aimed at new teachers and at teachers new to the teaching of English Its main focus is the secondary classroom but primary teachers too will find here much to interest them Taking the National Curriculum in English as a starting point but not necessarily the last word on the subject Robert Jeffcoate looks at the theoretical issues involved in thinking about what English means defining goals and planning the curriculum He shows the how to go about developing a repertoire of skills in the different curriculum areas from drama teaching to teaching about the language His suggestions are illustrated with detailed examples of classroom practice and with many quotations from pupils own work

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