



FABLES

Name: _____

Choose the best answers.

1. How did the hippo-potamus get stuck in the restaurant after it closed?
 - A. He ate so slowly that he didn't finish his dinner.
 - B. He forgot to bring his wallet and couldn't pay.
 - C. He went to the restaurant when the waiters were closing.
 - D. He ate too much and got stuck in his chair.
2. What made the mouse feel so good after his hard journey to the seashore?
 - A. a beautiful sunset
 - B. a large bowl of sea urchs
 - C. a treasure chest
 - D. a friend he met
3. What did King Lion expect the beetle to do?
 - A. give him money
 - B. cook him dinner
 - C. pull out a thorn
 - D. bow to him
4. What happened to the Lobster and the Crab when they went sailing on a stormy day?
 - A. They caught many fish.
 - B. Their boat was the mast.
 - C. They got scared and went home.
 - D. Their boat sank.
5. Why didn't the pelican get invited to any friends' houses?
 - A. He had terrible manners.
 - B. He said very ugly things.
 - C. He had a bad cold.
 - D. He didn't like to leave home.

Fables With Comprehension Questions

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Fables With Comprehension Questions:

Text Structures and Fables Gretchen Bernabei, Jayne Hover, 2022-09-30 State tests are assessing reading and writing together Are you ready I wish students would interact with a text on their own I wish it wasn't like pulling teeth to get them to elaborate their thinking Wish no more because bestselling author Gretchen Bernabei shows you how to guide students to be nimble at both short answer and extended responses Her secret Teach students text structures and they can pour their swirling ideas about the text into cogent writing Using the accessible format of fables Bernabei and Hover share lessons and an appendix full of fables so you can teach students five concrete ways to respond to text in any genre Generate basic responses using structures that support clarity Craft fiction inspired by the text to unveil literary knowledge and imaginative response Write essays about a theme or moral that display empathic and evidence based interpretation Answer open ended questions by selecting a technique that reflects the text and their engagement Use non traditional formats like graphics and spoken dialogue to showcase their learning The heat is on beginning in third grade state tests are now assessing reading and writing together And that's a good thing but we've got some catching up to do With Text Structures and Fables in hand your students will swiftly and surely become text savvy readers and writers Writing Awesome Answers to Comprehension Questions (Even the Hard Ones) Nancy Boyles, 2021-05-04 Help students appreciate texts and write about them with conviction Responding to a comprehension question is a surprisingly complex task It draws on multiple skills students must be able to read and analyze a text passage consider what aspect of the text the question addresses and then quickly and concisely write about their ideas citing evidence to support them Hence the prominence of constructed response questions in standardized testing In this refreshingly clear and upbeat guide literacy consultant Nancy Boyles gives a step by step demonstration of how to help students achieve success with this task and in the process of unpacking the steps involved demonstrates how the instruction can inspire teachers creativity as well as deepen students literacy skills Filled with ready to use scaffolds for every stage of instruction sets of sample questions anchor charts cue cards answer frames this is a one stop resource for teaching students how to organize their thoughts about what they've read and then set them down in writing

Reading Comprehension Antony Cole, 2017-10-13 Reading Comprehension 3rd Grade Reading Comprehension Kindergarten Passages and Questions Levels I J K and L Fables with Comprehension Questions for Guided Reading for Kindergarten 1st 2nd 3rd Grade Fables are always a favorite with my students This file includes 22 fables For ease of use each fable is presented on a single page The fables are presented in order of increasing text complexity ranging from Guided Reading Level I through Guided Reading Level K With each fable there is a page of text dependent reading comprehension questions consisting of two multiple choice questions and one written response question The written response question remains consistent throughout the pack Write the moral of this fable in your own words Explain how this story demonstrates the moral Five graphic organizers reading comprehension 3rd grade that can be used interchangeably with any of the fables

are also included The following fables are included The Ant and the Dove The Boy Who Cried Wolf The Farmer and His Sons The Lion and the Oxen The Fox in the Well The Goose and the Golden Eggs The Man His Son and the Donkey The Frogs and the Well The Wind and the Sun The Shepherd and the Wild Goats The Cat the Rooster and the Mouse Reading comprehension for kindergarten The Peasant the the Eagle The Crows and the Pitcher The Young and the Old The Crowded Cottage The Rooster and the Fox The Fox and the Grapes The Rooster and the Jewel The Sickly Lion The Fox and the Crow The Peacock s Tail The Miser and His Gold These fables are appropriate to read to students in kindergarten Some first grade students are able to read these toward the end of the year while others benefit from following along as these fables are read aloud These are appropriate independent reading for students reading at a second or third grade level Thanks so much for stopping by and taking a look Reading Comprehension Assessment Passages and Questions Education Assessing and Teaching Reading Comprehension and Writing, 3-5 K. Michael Hibbard, Elizabeth A. Wagner, 2003 First Published in 2003 Routledge is an imprint of Taylor Francis an informa company *Critical Thinking & Classic Tales: Fables* , **Ten Fables for Teaching English** Ellen M. Balla, 2000 Educational resource for teachers parents and kids **When (and How) Theory of Mind Is Useful? Evidences from Research in the Life-Span** Francesca Baglio, Antonella Marchetti, 2017-02-17 Theory of Mind ToM or mentalization is the ability to understand and foresee the behavior referring to one s own and others mental states Premack Wimmer Perner 1983 This capacity which is considered the most representative mechanism of social cognition is a multifaceted set of competences liable to influence and be influenced by a manifold of psychosocial aspects Studies on typical and atypical clinical development during life showed that ToM is frequently delayed e g in deafness or impaired in many clinical conditions e g Autism Spectrum Disorder Attention Deficit Hyperactivity Disorder Schizophrenia Borderline Personality Disorder Parkinson s Disease Alzheimer s Disease and on the other hand may not be unequivocally a positive experience It is therefore possible to consider the existence of multiple kinds of Theory of Mind In fact ToM may vary along a quantitative and a qualitative continuum As for the quantitative dimension the continuum is constituted by the fluctuation between high and low levels of ToM ability in different clinical conditions Along this continuum impairment can mean not enough ToM for example in Autism Spectrum Disorder as well as too much ToM for example in Schizophrenia and Borderline Personality Disorder The qualitative dimension highly interrelated with the quantitative one regards the shift between adaptive e g prosocial nice ToM vs unadaptive e g antisocial nasty ToM mental states content The issue is discussed in light of recent evidence from outstanding researchers working on typical and atypical clinical populations along the life span Findings from the fields of psychology neuropsychology and neuroscience enrich the research topic argumentation Resources in Education , 1989 **Side by Side 3 Teacher's Manual 1st Ed. 2002** , *SYSTEMATIC INSTRUCTION IN READING FOR SPANISH-SPEAKING STUDENTS* Elva Duran, 2013-04-01 Students whose first language is not English are the fastest growing group in public schools in all regions of the United States Almost 10 million children between the ages of

five and 17 live in the homes and communities in which a language other than English is spoken and presently most schools in the U S are under educating many English learners The achievement of Hispanic students needs to improve dramatically over the next five years and this book describes the cornerstone elements for bringing about this change The initial chapter introduces direct instruction to be used with reading and literacy programs Chapters 2 and 3 provide excellent review of the literature in language development and address developing language instruction listening and speaking with Spanish speaking students and offers what a comprehensive language development program should look like Chapter 4 reviews academic language and literacy instruction while the next addresses the components of instruction in Spanish Chapter 6 offers lesson plan suggestions for Spanish speaking students while the following two sections discuss components that transfer and do not transfer in Spanish to English reading instruction Chapter 9 reviews English language development and provides lesson plans for implementing SDAIE programs Finally Chapter 10 discusses two way bilingual immersion and shares actual classroom schedules and lessons This unique text will help in the preparation of primary grade teachers throughout the U S so that they may be successful with Hispanic students entering the public schools with little or no English background It will also be a useful tool for school districts staff development in addressing school improvement goals for increasing the achievement of Hispanic students

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