

Jumanji

Movie questions

1. Who wrote the book "Jumanji"?
2. When was the "Jumanji" movie first released?
3. What is the name of the magical board game in "Jumanji"?
4. Who plays the role of Alan Parrish in the movie?
5. What year does Alan Parrish get trapped in the game?
6. What happens when you roll the dice in "Jumanji"?
7. Which character releases Alan Parrish from the game?
8. How do the animals and elements from the game affect the real world?
9. What is the objective of the game in "Jumanji"?
10. Who plays the role of Sarah Whittle in the movie?
11. What does Sarah Whittle do to help finish the game?
12. What do the characters need to find in order to finish the game?
13. Who plays the adult version of the character Peter Shepherd?
14. What does the character Peter turn into in the game?
15. How does Judy Shepherd end up in the attic?
16. What year is "Jumanji" set in when Judy and Peter start playing?
17. Who plays the role of Officer Carl Bentley in the movie?
18. How does Officer Carl react to the chaos caused by the game?
19. What is the weakness of the Hunter character in the game?
20. Who plays the role of Van Pelt, the hunter?
21. What happens when you shout "Jumanji" in the game?
22. Who plays the role of Aunt Nora Shepherd?
23. How does Aunt Nora react to the strange occurrences?
24. What is the penalty for not finishing the game in "Jumanji"?
25. What is the significance of the "Jumanji" dice?
26. How do Judy and Peter learn about the history of the game?
27. What is the name of the shop owner who sells the game to Alan?
28. What happens when a player lands on a "Jumanji" space?
29. How do the children discover the game's instructions?
30. What is the name of Alan Parrish's father in the movie?
31. Who played young Alan Parrish in the film's flashback scenes?
32. What item does Judy Shepherd find in the attic that connects to the game?

Jumaji Comprehension Questions And Answers

Jere E. Brophy



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A Guide for Using Jumanji in the Classroom Lynn Didominicis,1995 Literature unit including curriculum connections vocabulary unit tests cooperative learning and critical thinking **Houghton Mifflin Reading : the Literature Experience : Level 4 : Dinosaurs : Teacher's Book: 1993** ,1993 **Resources for Reading** United Kingdom Reading Association. Course and Conference,Betty Root,1986 Proceedings of the twenty second Annual Course and Conference of the United Kingdom Reading Association held at the University of Reading July 1985 **Comprehension and Critical Thinking Grade 4** Lisa Greathouse,2007-10-23 Use these step by step guides to build students comprehension and critical thinking skills as they prepare for standardized tests that feature document based questions Step 1 has students reading high interest nonfiction articles from TIME For Kids authors Step 2 has students strengthening comprehension skills by responding to follow up questions from all levels of Bloom s Taxonomy Step 3 has students studying primary source documents such as maps census reports population reports charts and graphs that are related to the articles Step 4 has students demonstrating critical thinking skills by responding to questions based on these primary sources Teacher Resource CD includes reproducible pages of articles primary source documents and questions English ,1973 *Reading First Activities, Grade 2* Jennifer Overend Prior,2004-03-23 Contains activities based on the United States Dept of Education s Reading First program **Developing Reading Comprehension** Katherine A. Dougherty Stahl,Georgia Earnest García,2015-02-04 Early literacy instruction typically emphasizes foundational skills often at the expense of engaging young children in reading and supporting their comprehension of different types of texts This book explains the essential elements of comprehension and shares a wealth of classroom tested instructional practices It presents developmentally informed strategies for scaffolding comprehension skills using content to promote engagement and implementing high level discussions and writing tasks Ways to teach and assess English learners and other diverse students are highlighted throughout The book features explicit links to the Common Core State Standards CCSS as well as helpful reproducible forms 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 See also the authors related book on the intermediate grades Expanding Reading Comprehension in Grades 3 6

Performance-Based Learning Sally Berman,2008 Provides excellent thorough examples of lessons for classroom use The lessons follow a user friendly pattern and include outstanding rubrics that can be adapted easily by the teacher Debra Rose Howell TeacherMonte Cristo Elementary Granite Falls WA Gives educators new to performance learning a broad collection of examples for using this model The sample lessons are tied to learning standards and incorporate a myriad of different modalities Rachel Moreno Associate Professional SpecialistUniversity of Notre Dame Motivate students and increase their achievement with high interest learning tasks Teachers can promote long lasting learning build higher order thinking skills develop individual student accountability and increase student achievement by incorporating performance learning tasks into

the curriculum In this second edition of Performance Based Learning Sally Berman demonstrates how this model can be modified for learners at different grade and ability levels and offers an abundance of sample lesson plans that show how to use performance based learning throughout the content areas The updated edition includes an expanded discussion of cooperative learning teams a new section on how to design effective performance based learning activities and a collection of reproducible masters for planning and implementation Chapters with lesson plans include A performance task to use as is or adapt for specific student groups The curriculum standards related to the task Reflection guidelines to help students evaluate their learning Web resources for planning and implementing performance learning tasks New and veteran teachers alike will use this detailed resource again and again to plan activities that engage students and inspire them to become invested in their own learning Every Child, Every School Robert E. Slavin, 1996-04-16 Created to show that virtually all children can learn both programs described can dramatically improve learning in your school

New Art and Science of Teaching

Reading Julia A. Simms, Robert J. Marzano, 2018-08-17 Part of The New Art and Science of Teaching series Only when teachers have in depth knowledge of reading skill and literacy development can they deliver best practice reading assessment and instruction to students The New Art and Science of Teaching Reading presents a compelling model for the stages of reading development structured around five key topics 1 foundational skills 2 word recognition 3 reading fluency 4 vocabulary and 5 reading comprehension More than 100 reading focused instructional strategies are laid out in detail to help teachers ensure every student becomes a proficient reader Guide students at all stages of literacy development from learning the basic concepts of print to demonstrating advanced reading comprehension Discover a research based reading model to guide your instruction Understand how to best utilize The New Art and Science of Teaching framework for teaching reading comprehension and other reading skills Explore a reading model that addresses how to articulate content implement specific instructional strategies and navigate reading related issues that might arise in the classroom Understand which elements of instruction are best suited for teaching reading Explore how general strategies for teaching can be employed alongside specific strategies to enhance teaching enrich learning and literacy development and improve the classroom environment Access free reproducibles including exercises games and readings for the classroom A joint publication of ASCD and Solution Tree Contents Introduction Chapter 1 Reading Research and a Reading Specific Model of Instruction Chapter 2 Providing and Communicating Clear Learning Goals Chapter 3 Using Assessments Chapter 4 Conducting Direct Instruction Lessons Chapter 5 Conducting Practicing and Deepening Lessons Chapter 6 Conducting Knowledge Application Lessons Chapter 7 Using Strategies That Appear in All Types of Lessons Chapter 8 Using Engagement Strategies Chapter 9 Implementing Rules and Procedures Chapter 10 Building Relationships Chapter 11 Communicating High Expectations Chapter 12 Developing Expertise Appendix A The New Art and Science of Teaching Framework Appendix B Orthography Exercises Appendix C Reading in the Disciplines Appendix D Phoneme Charts Appendix E Vocabulary Games Appendix F Culturally Diverse Texts

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