

ASK/ANSWER QUESTIONS FOR EXPLICIT UNDERSTANDING



GRADE 3

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Classroom Procedure:

1. Display the following two sentences: 1. *Louis the Lion roared into the face of the mouse.* 2. *Leo the Lion roared quietly as he stood next to the mouse.* Ask students: Compare Louis and Leo. How might they be the same and different? How do you know?
2. Allow for responses and discussion. Encourage students to ask themselves questions such as: How did Leo roar? How did Louis roar? Ask students: Why is it important to ask and answer questions while you read a story or book?
3. Allow for responses and discussion. What more can you learn about the characters, settings, and plot of a story as you ask questions while you read?
4. Allow for responses and discussion. Responses may include- learn about characters' personalities, mood, places where the story takes place, etc. Introduce *Ask/Answer Questions for Explicit Understanding* to the class.
5. Distribute *Ask/Answer Questions for Explicit Understanding* content pages. Read and review the information with the students. Save the final question for the lesson closing. Current reading content may be used for the lesson. Use the additional resources to enhance understanding.
6. Distribute Activity pages. Read and review the instructions. Pair students. Distribute a short story to each pair of students which may be the same or different for the entire class. Allow time for the students to read and respond to the questions.
7. Once completed, conduct a class discussion for all questions if the students all received the same short story. If different stories, allow pairs of students to meet and discuss responses to the same stories.
8. Distribute Practice page. Check, review, and discuss the students' responses.
9. Distribute the Homework page. The next day, check and review the students' responses.
10. In closing, ask students: *When you are with friends or family members, what clues do you identify that might help you determine their mood or attitude?*
11. Allow for responses and discussion.

Approximate Grade Level: 3

Objectives: The students will be able to ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

State Educational Standards*

LB.ELA-LITERACY.RL.3.1

Class Sessions (45 minutes):

1 or 2 class sessions

Teaching Materials/Worksheets:

Ask/Answer Questions for Explicit Understanding content pages (2), Activity pages (2), Practice page, Homework page

Student Supplies: Short story, handouts

Prepare Ahead of Time:

Pair students for the activity. Short stories for the activity. Copy handouts.

Options for Lesson: Students may work alone or in groups for the activity. One student writes a short story, another student reads it, and then asks/answers questions related to the story. While reading a short story aloud to the class, allow students to ask questions that will help them demonstrate understanding- stopping at the end of every two or three lines. Distribute a different short story to every student, they create about 10 questions, students switch and answer each other's questions.

*Lessons are aligned to meet the education objectives and goals of most states. For more information on your state objectives, contact your local Board of Education or Department of Education in your state.



Teacher Notes

The lesson helps readers comprehend and understand fictional text, especially using questions that will help them better understand characters, settings, and plot elements. Many students often read fictional text for the purpose of entertainment (which is fine for casual reading); however, they should be asking and answering questions as they read to better understand the characters, settings, and plot. They also need to refer back to the content for the basis of the responses to the questions.

Understanding Fictional Stories

It is likely you have a favorite fictional story. The story includes characters, different settings, and a plot. As you read a story, you learn many things about the characters based on the way they act, the words they use, and their interactions with other characters. You may discover the setting to the story based on objects an author mentions or the weather during a scene in the story. And of course, you learn about the plot as you read the story from beginning to end.[IMAGES: related to fictional stories]

Every story includes clues to help you better understand what you read. For example, if a character in a story punches the wall, you can likely guess he or she is angry. The author does not need to tell you the person is angry because the character's actions tell you he or she is angry.

While reading fictional stories, you should be asking and answering the questions that will help you better understand the characters, settings, and plot. Sometimes you may not know the answer immediately, but as you further read the story, the answers may become clearer to you.

Read the following passage from ***The Paradise of Children*** by Nathaniel Hawthorne and the accompanying notes related to asking and answering questions related to the passage.

“Epimetheus, what have you in that box?”

“My dear little Pandora,” answered Epimetheus, “that is a secret, and you must be kind enough not to ask any questions about it. The box was left here to be kept safely, and I do not myself know what it contains.”

But Pandora was not altogether happy on account of Epimetheus' explanation about the box.

“Where can it have come from?” she continually asked herself, “and what on earth can be inside it?” At last, she spoke to Epimetheus.

“You might open the box,” Pandora said, “and then we could see its contents for ourselves.”

“Pandora, what are you thinking of?” Epimetheus exclaimed. And his face expressed so much horror at the idea of looking into a box, which had been given him on condition that he never open it, that Pandora thought it best not to suggest it any more. Still, she could not help thinking and talking about it.

“At least,” she said, “you can tell me how it came here.”

You may ask, “What is inside the box?” Immediately you are wondering what is inside the box too. Epimetheus telling Pandora it is a secret will lead her to become curious.

And as you can see, she already begins asking questions about the box which shows her curiosity.

You may ask: “What will Pandora's curiosity lead to later in the story?” As you read, you may begin wondering what might happen next.

You may ask: “Why is Epimetheus' face showing horror at the idea of looking into the box? Do you think he knows what is inside of it? The next line answers the question- it was given to him on condition that he never open it.

As you continue to read the story, you will have many other questions that will likely be answered. As you answer those questions, you must be able to identify the place in the story that proves the answers are correct. This will help you understand the story more clearly, the characters, the settings, and the plot.

Read the following passage from *The Rover Boys: Fun on the Ice* by Edward Stratemeyer then review the questions and answers that follow.



1. "Everybody ready?"
2. "Sure! Been ready half an hour."
3. "Wait a minute, Frank, till I tighten my skate strap," cried Fred Rover, as he bent down to adjust the loosened bit of leather.
4. "Hurry up, Fred, we don't want to stand here all day," sang out his Cousin Andy gaily.
5. "That's it! I want to win this race," broke in Randy Rover, Andy's twin brother.
6. "Now remember, the race is to be to the old white pine and back," announced the starter. "Every contestant has got to touch the tree before he starts to come back; otherwise he'll be counted out."
7. "You ought to have a pistol to start us with," came from Jack Rover.
8. "I guess my old locomotive whistle will do for that," answered Frank Newberry. He paused to look at the line of skaters. "Now then, everybody on the job!" and a loud whistle rent the air.

9. Instantly there was a scurry of skates, and off the line started across Clearwater Lake to where a blasted pine tree reared its naked trunk against the skyline.

10. It was a Saturday afternoon in early winter, and the cadets of Colby Hall Military Academy were out in force to enjoy themselves on the smooth ice of the lake, near which the school was located. The cadets had been amusing themselves in various ways, playing tag and hockey, and in “snapping the whip,” as it is called, when Gif Garrison, at the head of the athletic association, had suggested a race.

11. “We might as well find out who is the best skater in the school,” Gif had said.

12. “Right you are,” had come from his particular chum, Spouter Powell. “Let us get up a race by all means.”

13. With so many cadets who could skate well, it was an easy matter to arrange for the contest. To make the matter more interesting, one of the Hall professors, Mr. Brice, said he would give some prizes to the pupils coming in first, second and third.



Can you tell the paragraph number where you can find the answers to each of the questions?

How do you know Andy has a twin brother? If you said the answer can be found in paragraph five, you are correct. It states that Randy Rover was Andy's twin brother.

Why might Jack be worried about the race being started correctly? In paragraph seven, Jack suggests that a pistol is used to start the race. This indicates he might be worried that the runners may not be able to hear the whistle that will begin the race.

When do you learn the race is on ice skates and not roller skates? Two places, paragraph nine states they are racing across a lake, which must be frozen, and in paragraph ten, there is mention that it is winter.

Who is the head of the athletic association? The answer can be found at the end of paragraph ten. It is Gil Garrison.

Who is a friend with Gil Garrison? Paragraph twelve refers to Spouter Powell as his "particular chum". The word chum means friend.

Will there be prizes given after the race? The final paragraph clearly states that there will be prizes for first, second, and third place.

Do you believe the cadets are well-behaved at the school? How do you know? Most likely they are because throughout the passage, the cadets are listening to the adults, and in the last paragraph, the line "it was an easy matter to arrange" indicates the cadets are disciplined.

Many more questions and answers could be asked about the characters, setting, and plot. Notice that each question's answer can be specifically located throughout the passage.

As you read stories and books, it is important for you to ask and answer questions to help you better understand and comprehend what you read. You can learn the mood or personality of a character, the place where a story takes place, and much more.

In addition, thinking about these questions as you read will help you later to recall information from the story. You can then discuss the characters, settings, and plot of the story with your friends, family, and classmates.



When you are with friends or family members, what clues do you identify that might help you determine their mood or attitude?



Part 1: Work cooperatively with your partner. Together, read the short story your teacher has provided.

Part 2: As you read, create 10 questions and answers related directly to the story. Include the page and/or line number where the answer to the question could be found.

Part 3: Answer the remaining questions related to the story overall. Include the page and/or line number(s) that would support your response.

Part 2 - related directly to the story

Question	Answer	Page/Line # answer can be found
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		



Part 2 - related to the story overall

Question	Response (no right or wrong answer)	Page/Line # that supports your response
<p>1 Choose one of the characters. Tell how you are alike or different than the character. Give examples from the story.</p>		
<p>2 Tell which parts of the story are more important than other parts. Why are they more important?</p>		
<p>3 Choose a character. How has the character changed throughout the story? Give examples.</p>		
<p>4 If the story continued, what do you think will happen next? Why? Give reasons for your response.</p>		
<p>5 Which parts of the story are most memorable to you? Why?</p>		



Read the story, answer the questions, include paragraph number(s) where answer is found.

The Little Thief in the Pantry (1889) by Anonymous

- 1 *“MOTHER dear,” said a little mouse one day, “I think the people in our house must be very kind; don’t you? They leave such nice things for us in the larder.”*
- 2 *There was a twinkle in the mother’s eye as she replied,—*
- 3 *“Well, my child, no doubt they are very well in their way, but I don’t think they are quite as fond of us as you seem to think. Now, remember, Greywhiskers, I have absolutely forbidden you to put your nose above the ground unless I am with you, for kind as the people are, I shouldn’t be at all surprised if they tried to catch you.”*
- 4 *Greywhiskers twitched his tail with scorn; he was quite sure he knew how to take care of himself, and he didn’t mean to trot meekly after his mother’s tail all his life. So as soon as she had curled herself up for an afternoon nap he stole away and scampered across the pantry shelves.*
- 5 *Ah! here was something particularly good to-day. A large iced cake stood far back upon the shelf, and Greywhiskers licked his lips as he sniffed it. Across the top of the cake there were words written in pink sugar; but as Greywhiskers could not read, he did not know that he was nibbling at little Miss Ethel’s birthday cake. But he did feel a little guilty when he heard his mother calling. Off he ran and was back in the nest again by the time his mother had finished rubbing her eyes after her nap.*
- 6 *She took Greywhiskers up to the pantry then, and when she saw the hole in the cake, she seemed a little annoyed.*
- 7 *“Some mouse has evidently been here before us,” she said, but of course she never guessed that it was her own little son.*
- 8 *The next day the naughty little mouse again popped up to the pantry when his mother was asleep; but at first, he could find nothing at all to eat, though there was a most delicious smell of toasted cheese.*
- 9 *Presently he found a dear little wooden house, and there hung the cheese, just inside it.*
- 10 *In ran Greywhiskers, but, oh! “click” went the little wooden house, and mousie was caught fast in a trap.*
- 11 *When the morning came, the cook, who had set the trap, lifted it from the shelf, and then called a pretty little girl to come and see the thief who had eaten her cake.*
- 12 *“What are you going to do with him?” asked Ethel.*
- 13 *“Why, drown him, my dear, to be sure.”*
- 14 *The tears came into the little girl’s pretty blue eyes.*
- 15 *“You didn’t know it was stealing, did you, mousie dear?” she said.*
- 16 *“No,” squeaked Greywhiskers sadly; “indeed I didn’t.”*
- 17 *Cook’s back was turned for a moment, and in that moment tender-hearted little Ethel lifted the lid of the trap, and out popped mousie.*
- 18 *Oh! how quickly he ran home to his mother, and how she comforted and petted him until he began to forget his fright; and then she made him promise never to disobey her again, and you may be sure he never did.*



1. Why did Greywhiskers believe the people in the house were kind? _____

2. What words were likely written in pink sugar on top of the cake? _____

3. Why did Greywhiskers twitch his tail with scorn? _____

4. What caused Greywhiskers to feel guilty after nibbling on the cake? _____

5. Why is Greywhiskers called a “naughty little mouse” in paragraph 8? _____

6. What was the “dear little wooden house”? _____

8. Greywhiskers told Ethel he did not know it was stealing when he ate the cake and tried to get the cheese. Do you think Greywhiskers was truthful? Why or why not?

8. How do you know Ethel is a kind person? _____

9. Do you think Cook knew the mouse was set free? Why or why not? _____

10. Do you think Greywhiskers ever disobeyed his mother again? Why or why not? _____



Read the passage. Write a question for the underlined sentence(s). Include a response.

The Little Pig Who Went to Market

There was once a family of Five Little Pigs, and Mrs. Pig, their mother, loved them all very dearly. Some of these little pigs were very good and took a great deal of trouble to please her. The eldest pig was so active and useful that he was called Mr. Pig. 1One day he went to market with his cart full of vegetables, but Rusty, the donkey, began to show his bad temper before he had gone very far on the road. All the coaxing and whipping would not make him move. So, Mr. Pig took him out of the shafts, and being very strong, drew the cart to market himself. 2When he got there, all the other pigs began to laugh. But they did not laugh so loudly when Mr. Pig told them all his struggles on the road. Mr. Pig lost no time in selling his vegetables, and very soon after Rusty came trotting into the market-place, and as he now seemed willing to take his place in the cart, Mr. Pig started for home without delay. 3 When he got there, he told Mrs. Pig his story, and she called him her best and most worthy son.

1)

2)

3)

The Little Pig Who Stayed at Home

This little pig very much wanted to go with his brother, but as he was so mischievous that he could not be trusted far away, his mother made him stay at home, and told him to keep a good fire while she went out to the miller's to buy some flour. But as soon as he was alone, instead of learning his lessons, he began to tease the poor cat. 4Then he got the bellows, and cut the leather with a knife, so as to see where the wind came from: and when he could not find this out, he began to cry. After this he broke all his brother's toys; he forced the drum-stick through the drum, he tore off the tail from the kite, and then pulled off the horse's head. And then he went to the cupboard and ate the jam. When Mrs. Pig came home, she sat down by the fire, and being very tired, she soon fell asleep. No sooner had she done so, than this bad little pig got a long handkerchief and tied her in her chair. 5But soon she awoke and found out all the mischief that he had been doing. She saw at once the damage that he had done to his brother's playthings. So, she quickly brought out her thickest and heaviest birch, and gave this naughty little pig such a beating as he did not forget for a long time.

4)

5)



Read the story, answer the questions, include paragraph number(s) where answer is found.

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- 2 *There was a twinkle in the mother’s eye as she replied,—*

“Well, my child, no doubt they are very well in their way, but I don’t think they are quite as fond of us as you seem to think. Now, remember, Greywhiskers, I have absolutely forbidden you to put your nose above the ground unless I am with you, for kind as the people are, I shouldn’t be at all surprised if they tried to catch you.”

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1. Why did Greywhiskers believe the people in the house were kind? **They leave such nice things for him and his mother in the larder. (1)**
2. What words were likely written in pink sugar on top of the cake? **Happy Birthday, Ethel. It was a birthday cake for little Miss Ethel. (5)**
3. Why did Greywhiskers twitch his tail with scorn? **He knew how to take care of himself, he was angry with his mother (3, 4)**
4. What caused Greywhiskers to feel guilty after nibbling on the cake? **He heard his mother calling out to him. (5)**
5. Why is Greywhiskers called a “naughty little mouse” in paragraph 8? **He had not listened to his mother, ate some of the cake, sneaked away from his mother. (4, 5)**
6. What was the “dear little wooden house”? **A mousetrap. (9, 10)**
7. Greywhiskers told Ethel he did not know it was stealing when he ate the cake and tried to get the cheese. Do you think Greywhiskers was truthful? Why or why not?
Will vary, but he still did not believe his mother, so he thought the people were just being nice when there were things throughout the house he could eat. (1)

8. How do you know Ethel is a kind person? **She cried when the cook said he would drown the mouse (13), she is called tender-hearted (17), she releases the mouse from the trap (17)**
9. Do you think Cook knew the mouse was set free? Why or why not? **Likely not because he had turned his back when Ethel released the mouse (17)**
10. Do you think Greywhiskers ever disobeyed his mother again? Why or why not? **(will vary)**



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1) (all will vary - showing possible questions)

How did Rusty show his bad temper?

2) Why did the pigs laugh and then stop laughing?

3) Why was the pig called the best and most worthy son?

4) Why did the pig begin to cry?

5) Did the pig deserve a beating? Why or why not?