

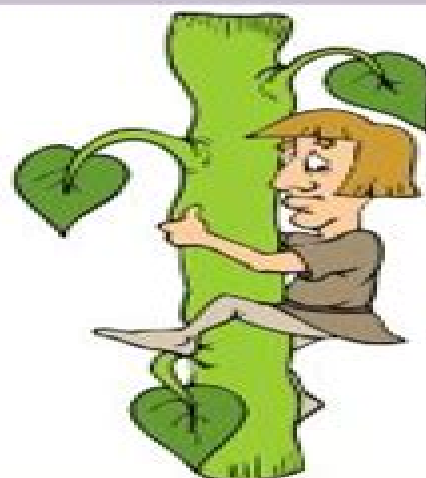
# JACK AND THE BEANSTALK

## COMPREHENSION QUESTIONS

1. Why did Jack and his mother decide to sell their cow? .....
2. Who did Jack meet on the way to the market? .....
3. Was Jack's mother happy when she saw the magic beans? .....
4. Was Jack scared of the giant? .....
5. Who gave some food to Jack? .....
6. What did Jack steal from the giant? .....
7. What did Jack do when the giant saw him with the magical harp? .....

## WRITE TRUE OR FALSE

1. \_\_\_\_\_ Jack and his mother were very poor.
2. \_\_\_\_\_ His mother told him to sell their only cow and goat at the market.
3. \_\_\_\_\_ The giant's wife always gave Jack some food.
4. \_\_\_\_\_ The giant looked funny so Jack was never afraid of him.
5. \_\_\_\_\_ The giant couldn't catch Jack because Jack ran faster than him.
6. \_\_\_\_\_ The giant died in the end.



## CIRCLE THE CORRECT CHOICE

1. Jack lived with his .....  
mother / father / aunt
2. The man gave Jack .....  
for the cow.  
gold sacks / a big hen / magic beans
3. Jack woke up in the morning and saw a huge .....  
sunflower / beanstalk / tree
4. Jack climbed up to the sky and reached a .....  
hotel / kingdom / small house
5. Jack didn't take any .....  
from the giant.  
gold coins / magic harps / magic beans
6. Jack chopped the beanstalk with a/an .....  
knife / axe / saw

# Jack And The Beanstalk Comprehension Questions

**Charles A. Temple**



## Jack And The Beanstalk Comprehension Questions:

**Marvelous Minilessons for Teaching Intermediate Writing Grades 3-8** Lori Jamison Rog, 2018-02-15 This timely book offers a host of minilessons that focus on comprehensive written communication as one of the essential skills for success These fresh minilessons explore how to help students go beyond fuzzy thinking and generic voice and organize their thoughts solve problems identify key ideas and reflect on different perspectives The book argues that writing is important to help students communicate ideas to others as well as document their own thoughts This buffet of minilessons gives teachers ideas to add to their teaching repertoire so they can help their students work shine a little brighter *Using Picture Books to Teach Language Arts Standards in Grades 3-5* Brenda S. Copeland, Patricia A. Messner, 2006-03-30 This manual of ideas zeroes in on current picture book titles It features reproducible worksheets writing activities related reading based activities and technology for grades three through five The ideas have been tested in the authors libraries and are linked to national curricular standards Designed for school librarians the book is also a valuable resource for the classroom teacher and the reading specialist Librarians will find the ideas and plans valuable as they collaborate with teachers to teach content area standards This manual of ideas zeroes in on current picture book titles It features reproducible worksheets writing activities related reading based activities and technology for grades three through five The ideas have been tested in the authors libraries and are linked to national curricular standards Though school librarians are targeted as the main audience for this book it also is a valuable resource for the classroom teacher and reading specialist Librarians will find the ideas and plans valuable as they collaborate with teachers to teach content area standards The most similar resource to this book of lesson plans is the authors first book *Linking Picture Books to Standards* This new book has the same format but focuses on upper level picture books and activities It provides the librarian classroom teacher or reading specialist with worksheets that are ready to copy and patterns that are easy to follow There are few resources of a similar genre on the market today this book should help bridge the gap and provide much needed materials Grades 3 5 *Macmillan McGraw-Hill Treasures*, 2007 *P C Wren's Grammar 4* P C Wren, New English Grammar Series *Spanish/English primary integrated curriculum. Language and literacy* Arellano Espitia, Mónica, Bradshaw Borge, Carmen Cecilia, Heather, Denise, Kinsella, Lisa, Orive, Andere, Smith Hanot, Madeleine, Vega Manjón, M<sup>a</sup> Teresa, 2015 *THE Journal*, 1993-08 **CliffsNotes TExES PPR EC-12 (160)** Sandra Luna McCune, Vi Cain Alexander, 2020-03-10 CliffsNotes TExES PPR EC 12 160 is the perfect way to study for Texas Pedagogy and Professional Responsibilities teacher certification test **How Do I Teach Reading** Robert C. Aukerman, Louise R. Aukerman, 1981 *Children's Comprehension of Text* K. Denise Muth, 1989 Reflecting the concerns of researchers and practitioners about children s text comprehension this book defines and provides examples of narrative and expository text and describes research based strategies for helping children comprehend these two types of text The book contains the following chapters 1 Research on Stories Implications for Teachers Jill Fitzgerald 2 Using Story Retelling to

Develop Comprehension Lesley Mandel Morrow 3 Teaching Repetition as a Story Structure Gail E Tompkins and Lea M McGee 4 Teaching Narrative Text Structure A Process Approach to Reading and Writing Christine J Gordon 5 Using a Literary Framework to Teach Mysteries Charles W Peters and Marilyn Carlsen 6 Research on Expository Text Implications for Teachers Wayne H Slater and Michael F Graves 7 Teaching Expository Text Structure in Reading and Writing Donald J Richgels and others 8 The Teaching with Analogies Model Shawn M Glynn 9 The Know Want to Know Learn Strategy Donna M Ogle 10 Getting the Gist of Expository Text Ted Schuder and others 11 The Comprehension Experience James H Mosenthal and 12 Questions and Concerns about Teaching Narrative and Expository Text Joan Nelson Herber and Carolyn S Johnston Each chapter lists references MS      **Ready for RICA** James Zarrillo,2002 Written for credential candidates who have taken or are taking reading methods courses Ready for RICA will prepare candidates to take and to pass the written examination format of the Reading Instruction Competence Assessment RICA Introduction to the test and test taking strategies streamlined offering the essential information candidates should know before they take the test a chapter for each Content Area exposes readers to the 13 content areas they are required to know a sample test included at the end of the book with answers shows readers the type of questions they will be asked and provides examples of good responses For credential candidates for the Multiple Subject Credential Program in California      SRA Open Court Reading ,2002

*Teaching Elementary Language Arts* Dorothy Rubin,2000 Teaching Elementary Language Arts An Balanced Approach is based on sound research and psychological principles however this is not a theory text since a practical approach is emphasized throughout to help teachers effectively implement a dynamic language arts program      Creating a classroom culture that promotes inquiry-oriented discussions EUNICE ANN. GREER,James O. Armstrong,Jeanette A. Hartman,Shobha Sinha,William E. Nagy,1976      **All Children Read** Charles A. Temple,2008 Written by one of the most dynamic author teams in the field of Reading and Literacy the second edition ofAll Children Readcontinues to offer K 8 teachers the best practices for nurturing emergent literacy teaching early literacy concepts and developing reading and writing inallstudents those of varying reading levels and abilities as well as those who are English language learners The new edition increases its emphasis on the professional aspects of literacy instruction and also includes significant new coverage of fluency and vocabulary differentiated instruction and connections to the SIOP and the all important topics of literacy assessment Central to the text are the six overriding themes the troubled reader family community literacy technology writing and reading connections language diversity and phonics phonetic awareness interwoven throughout making this book the most contemporary and critical learning aid to come out in the field in years      *Reading Comprehension and the Computer* Julie Braun Martin,1984      **Promoting Learning for Culturally and Linguistically Diverse Students** Russell Monroe Gersten,Robert T. Jiménez,1998 In this handbook based upon contemporary research students are shown how to teach children from diverse cultural and linguistic backgrounds The special focus of this book is on Hispanic educational issues

**The Literature Connection** Betty Ansin Smallwood,1991      *Jasper (non ICSE) CB 1* Jyotika Gill, The Jasper series has been especially designed as per the latest guidelines provided in the National Education Policy The books are designed to expose learners to real life situations enabling them to experience and respond to language in different scenarios The series aims at the development of communicative proficiency through a graded syllabus of structural patterns and the rich and varied contexts of English literature      Balanced Reading Strategies and Practices Douglas Ray Reutzel,Robert B. Cooter,1999 It guides teachers through the necessary steps to successfully implement the elements of a Balanced Literacy Program that will assist every child in becoming a life long reader and writer This practical handbook provides finger tip information readily available assessment tools and detailed instructional strategies to meet the needs of every child in the area of reading especially those children with special needs Some of the significant topics covered in the text are portfolio assessment taking running records concepts about print phonemic awareness and phonics comprehending narratives comprehending expository texts vocabulary instruction literature response connecting reading and writing fluency development teaching limited English proficient students study skills and school to career connections Elementary school teacher      **CD-ROM Guide** ,1994

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