

Activity #3: *The Tale of Chipilo*

Reading Comprehension Questions

Below are reading comprehension questions that you could ask when students are reading this book.

Inferences:

- According to the authors' of Chipilo, the Brown-headed Cowbird was not a "bad" bird because...
- How does _____ feel about _____?
- The fact that Quetzali was so upset about the forests disappearing tells you that...
- Chipilo nosedives into the water because...
- Why did...
- What is probably the most difficult part of the story for Chipilo and why?
- What can you infer about...

Drawing Conclusions:

- You can conclude
- What could you conclude about Doña Aurelia?
- What do you think is one of the messages of this book?

Making Predictions:

- What would happen if...
- What do you think will happen next?

Main Idea:

- The story (paragraph, chapter) is mainly about...
- What is one idea presented throughout this book?
- Pretend you have only ten words to tell someone what you read. Look for repetition of ideas.
- One important idea presented throughout this story is...
- Best summary?

Sequential Order:

- Create a progression of Chipilo’s life.

Compare & Contrast:

- How are Chipilo and Mohawk alike? How are they different? What characteristics do they share?
- How are Chipilo and Doña Aurelia alike? How are they different? What characteristics do they share?
- One difference between Chipilo and Mohawk is...
- List some differences between biomes.
- One thing both Tilta & Chipilo have in common is...

Point of View:

- The authors of this book probably wrote it because...

Looking for Explicit Information:

- Which sentence in the story shows that Chipilo is exhausted?
- Which idea from the story tells you...
- What kinds of activities did Chipilo do as a young bird just out of the nest?

Alignment:

Grade 3 (red)

Grade 4 (blue)

Grade 5 (green)

Grade 6 (purple)

English Language Arts & Reading student expectations: 1(A-E), 2(A,B), 3, 4(A,B), 8(A,B), 10, 11); 1, 2(A,B), 6(A-C), 8, 9; 1, 2(A,B), 6(A-C); 1, 2(A,B), 6(A-C), 8

Mathematics student expectations: N/A

Science student expectations: 9(A), 10(A); 9(A); 9(A), 10(A); 12(E)

Social studies student expectations: 17(C), 18(A,C); 21(A, B,D), 22(A-C); 24(A,B,D), 25(A-C); 21(A,B,D,E), 22(A-C)