

Of Mice and Men Chapter-by-Chapter Discussion Questions

Chapter 1

1. What do we learn about George and Lennie's relationship in this chapter?
2. How does Steinbeck use dialogue to show character traits?
3. Why is Lennie fascinated with soft things?
4. What dream do George and Lennie share?
5. How does the setting create a tone for the novel's beginning?

Chapter 2

1. How are the ranch workers introduced, and what do their interactions reveal?
2. What do we learn about Curley's personality?
3. How is power and hierarchy established on the ranch?
4. Why does George warn Lennie about Curley?

Chapter 3

1. What event reveals a softer side to Slim?
2. How does the card game serve as a metaphor in this chapter?
3. What does Carlson's decision to shoot Candy's dog suggest about the values of the ranch?
4. How does the chapter further develop the theme of loneliness?

Chapter 4

1. Why is Crooks isolated from the others, and how does this affect him?

Of Mice And Men Study Guide Questions Chapter 1

**Donna E. Alvermann, Deborah R.
Dillon, David G. O'Brien**



Of Mice And Men Study Guide Questions Chapter 1:

Teachable Moments James V. Colubiale,2023-10-12 While preparing his classroom for his first day as a teacher Jason discovered his deceased predecessor s 180 day digital lesson plan journal on a computer file entitled A Classroom Compendium to Whimsy and Delirium and the 5 Other Dwarfs Out of sheer curiosity he began to read from the log and quickly realized that he was learning more about teaching from this journal than from any college education class he ever took

Of Mice & Men Henry Holt & Company, LLC,1989-01-01 **Your First Year As a High School Teacher** Lynne Marie Rominger,Suzanne Packard Laughrea,Natalie Elkin,2001 Written with a witty flair and containing real life stories and anecdotes this guide is the perfect companion for the high school teacher who wants to succeed in the first year and beyond

Of Mice and Men - Literature Kit Gr. 9-12 Chad Ibbotson,2016-10-20 Learn about life during the Great Depression while learning about friendship survival and prejudice Our versatile resource allows large group interaction or independent work as an assessment Become familiar with tricky words from the novel prior to reading by using them in a sentence We include examples from the text that show characters exploiting the weaknesses of others Draw a picture of George s ideal piece of land as he describes it to Lennie and Candy Imagine the story taking place today and rewrite the beginning to reflect this change List the essential themes of the novel on a bindle organizer Aligned to your State Standards and written to Bloom s Taxonomy additional crossword word search comprehension quiz and answer key are also included About the Novel Of Mice and Men is the controversial novella by John Steinbeck that follows two migrant workers as they look for work during the Great Depression Located in California ranch workers George Milton and Lennie Small move on to look for work George is lean and intelligent while Lennie is large and strong The pair share a dream of one day owning their own land Lennie s part of the dream is to be able to touch soft rabbits as he likes to touch soft things George and Lennie find themselves on a ranch with Candy an old aged ranch hand and Slim Candy offers to give 350 for George and Lennie to buy their land if Candy can live with them Unfortunate events at the ranch make sure that dream never takes place

Using Discussion to Promote Reading Comprehension Donna E. Alvermann,Deborah R. Dillon,David G. O'Brien,1987 Drawing from observations of discussion in 24 different classrooms this book will provide preservice and inservice teachers at the middle and school levels with the motivation and knowledge to use discussion to foster student comprehension of content area text assignments The first chapter examines the distinctions between discussion and recitation and redefines major issues related to content area discussion in light of recent research and school reform reports The second chapter establishes a basis for the premise that discussion is important to the development of reading comprehension illustrating those skills that enrich or refine students understanding of text The third chapter uses portions of transcripts from videotaped content class discussions to illustrate how classroom context influences discussion practices Alternatives to teacher dominated discussions are described and guidelines are provided for establishing the rights and responsibilities of critical readers The fourth chapter demonstrates

how to plan for classroom discussion of assigned material describing five aspects of the planning process The fifth chapter presents discussion strategies that help students master the content examine more than one side of the issue and evaluate alternative solutions to a text based problem while the sixth chapter analyzes one content area teacher s implementation of a preplanned discussion Finally the seventh chapter describes two procedures for informally evaluating classroom discussion used to promote reading comprehension References follow each chapter HTH Teaching English Through ELA, Mathematics, Science, and Social Studies Long Peng,2022-07-21 Accessible and hands on this textbook provides a comprehensive introduction to teaching language through content an approach known as Content Based Language Teaching CBLT A content based language focused approach to teaching in the disciplines is essential to serving the language and disciplinary needs of English learners ELs in the classroom Guided by learning standards and informed by research this book demonstrates how content materials in the English Language Arts ELA Mathematics Science and Social Studies can be harnessed to develop the English language proficiency of ELs as well as advance their disciplinary knowledge and skills Using content materials in ELA Mathematics Science and Social Studies as a starting point this textbook illustrates how to teach English as an additional language effectively by integrating language instruction with disciplinary teaching It showcases numerous learning and instructional activities complete with targeted language exemplified in sentential and discourse contexts direct instruction teacher modeling guided and individual practices and assessments which are further backed up by detailed discussions of their goals rationales and implementation This textbook also features a discussion of differentiation to address the varied needs of students To further assist readers in determining how to incorporate language instruction Peng identifies extensive possibilities for language teaching that are based on the same content materials and beyond those targeted by sample learning activities Each chapter ends with three types of exercises multiple choice questions open ended discussion questions and problems of application to bolster understanding promote reflection and encourage application Complementing the book are additional online resources including ready to use PowerPoints which are available on the book s webpage at Routledge com 9780367521134 Covering key issues such as characteristics of effective language instruction differentiation and the challenges associated with CBLT this is an essential text in TESOL methods and content area language teaching as well as an invaluable resource for pre service and in service ESL EFL teachers and content area teachers who are interested in furthering their students language and literacy development *Resources in Education* ,1991-11 Study Guide Carlson,Mary Carlson,Neil R. Carlson,2003-07 Instructors download this supplement from Supplements Central today *American Book Publishing Record* ,1985 **Catalog of Copyright Entries. Third Series** Library of Congress. Copyright Office,1969 **Resources in Education** ,1995 **American Book Publishing Record Cumulative, 1950-1977** R.R. Bowker Company. Department of Bibliography,1978 *Monthly Catalog of United States Government Publications* ,1969 *Farmers' Guide* ,1897 **American Studies Album** T. Ngoc-Siep Nguyen,1995

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