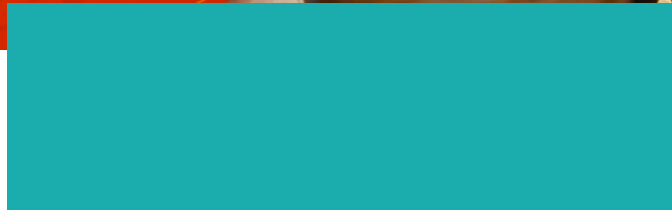




| TEACHERS' GUIDE

The Three Questions

SUGGESTED GRADE LEVEL: 2nd - 4th |

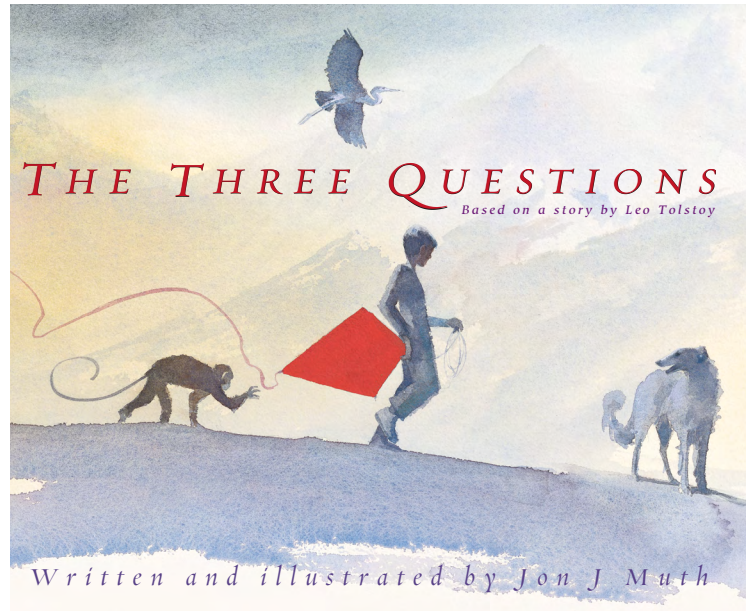


SYNOPSIS

What is the best time to do things? Who is the most important one? What is the right thing to do? Nikolai knows that he wants to be the best person he can be, but often he is unsure if he is doing the right thing. So he goes to ask Leo, the wise turtle. When he arrives, the turtle is struggling to dig in his garden and Nikolai rushes to help him. As he finishes work, a violent storm rolls in. Nikolai runs for Leo's cottage, but on his way, he hears cries for help from an injured panda. Nikolai brings her in from the cold, and then rushes back outside to rescue her baby too.

THEMES IN THE STORY

- Knowledge
- Curiosity
- Kindness
- Friendship



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Illustrated by: Jon J Muth
Published by: Scholastic
Read by: Meryl Streep
Suggested grade level: 2nd - 4th

ELA COMMON CORE STANDARD

Reading Literature: Students read and respond to works of literature with emphasis on comprehension, making connections among ideas and between texts with a focus on textual evidence.

Standards listed below are for 3rd grade, but can be adapted to 2nd or 4th grade standards.

BEFORE VIEWING

Standards: *CCSS.SL.3.1*

Objective: Tap knowledge and build background to prepare for reading the story.

Procedure: Build background by discussing the following points with students:

- How do you know when you are doing the right thing? *Share out loud.*
- Who do you usually turn to for help when you are unsure? *Think to self.*
- What are some important things in life? *Think, pair, and share.*
- What do you think the three questions might be? *Turn and talk to a partner.*
- Do you think they will get answered? *Thumbs up, thumbs down.*

DURING VIEWING

Standards: *CCSS.SL.3.2*

Objective: Watch the story and answer questions.

Procedure: Stop the video at appropriate parts to ask questions or pose prompts from the suggested list below:

- Who is the main character?
- What does Nikolai say he wants to be?
- Why is he uncertain about how to be a good person?
- What does he say would help him know how to be a good person?
- What are his three questions?
- Who are his friends? How do they try to help?
- Who does Nikolai go to for answers after his friends tried to help?
- What does Nikolai do to help Leo?
- What happens when he is heading to Leo's house?
- How does he help the panda?
- Did anyone tell Nikolai to help Leo, the panda, or the baby panda?
- The next morning Nikolai is still feeling disappointed. Why?

DURING VIEWING – CONTINUED

- How does he find the answers to his three questions?
- What does Leo explain to him?
- What can we learn from this story?

AFTER VIEWING

Reading Focus: Key Details/Moral

Standards: *CCSS.RL.3.2*

Objective: Look at the characters' actions to determine the moral/lesson of the story.

Materials:

- Teacher-made Moral/Lesson Anchor Chart
- Moral worksheet (*page 7*)
- Pencils

Procedure:

1. Ask students what *moral* or *lesson* means. Create an Anchor Chart for students to refer to.
2. As a class, discuss Nikolai's words and actions throughout the story (key details).
3. Instruct students to complete their **Moral** worksheets by working independently or in pairs, finding three key details about Nikolai's actions and determining the moral/lesson of the story, based on his actions.
4. Review students' worksheets as a class.

READING RESPONSE

Standards: *CCSS.RL.3.1*

Objective: Answer the reading prompt, using details from the text to support the response.

Reading Prompt: Nikolai found the answers to his three questions through his actions. Use at least two details from the story to support your answer.

WRITING – OPINION

Standards: *CCSS.W.3.1*

Objective: Write an opinion piece about three important questions you would like to have answered using grade-appropriate sentence structure and spelling.

WRITING – CONTINUED

Materials:

- Writing Web worksheet (page 8)
- Writing paper
- Pencils

Procedure:

1. As a class, review the three questions and why they are important to Nikolai.
2. Give an example of a question that you have, and why this question is important to you. Provide a writing example on the board. Example: *Why don't animals talk? I would like to know the answer to this question, because animals are very important to me. I think it would be interesting to know what my dogs are thinking. If I could talk to them, then I could make sure I am taking care of them and giving them everything they need. I also think my dogs would cheer me up and make me laugh if they could talk to me.*
3. Instruct students to only pick questions that they do not know the answers to and that are meaningful and important in their own lives.
4. Give students time to brainstorm ideas and complete their **Writing Web** worksheets.
5. Have students partner up and talk through their ideas to narrow them down to three questions.
6. After students have selected their three questions, instruct them to explain why these questions are important to them.
7. Meet with students, as needed, as they write their first drafts.
8. Throughout the week, students can continue to revise, edit, and complete their final drafts.
9. Have students share their completed opinion pieces with the class. Allow classmates to give “answers” to some of the questions posed.

SOCIAL/EMOTIONAL

Objective: Determine effective ways to help others in need.

Materials:

- Flashcards
- Pencils

Procedure:

1. Explain the importance of helping others like Nikolai did in the story.
2. Give each student a flashcard to write their own scenario in which someone needs help.
3. Once completed, have students switch scenario cards with a classmate and write a response describing how they would help in the given scenario.
4. Allow students to share their responses out loud to the class.

Name: _____

Date: _____

MORAL WORKSHEET

What is the moral of the story?

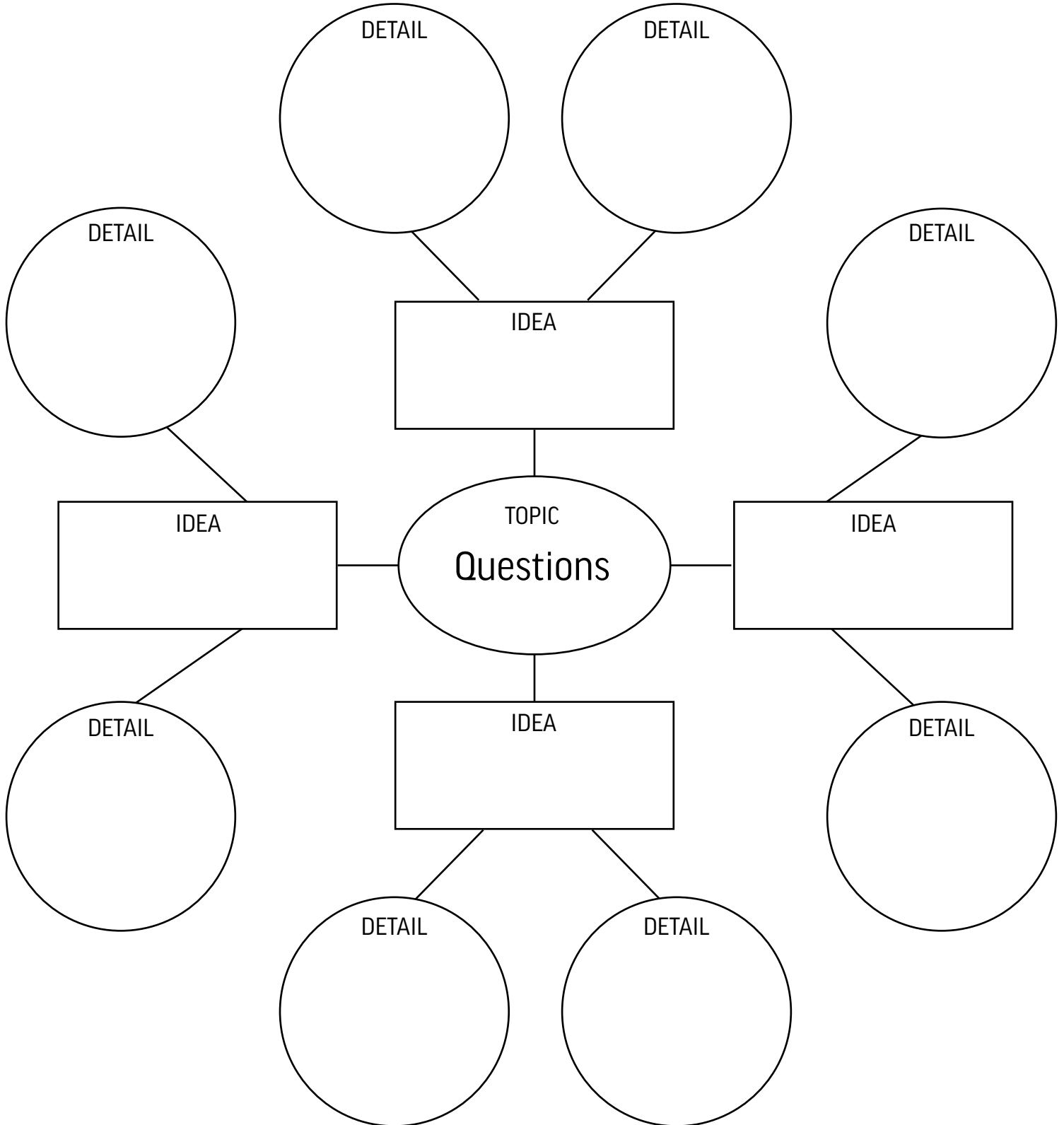
What did the characters say and do that helped teach this moral?

Name: _____

Date: _____

WRITING WEB WORKSHEET

Directions: Write your questions in the idea bubbles and why they are important in their corresponding detail bubbles.



ABOUT THIS GUIDE

This guide enhances the ELA curriculum by providing supplemental learning opportunities alongside quality children’s literature, engaging students as they listen to expressive read alouds.

Suggested story related activities in this guide are aligned with ELA Common Core Standards.