

## Questions for the Rainbow Model

- A-1 a. Does this story have an introduction? If it doesn't, explain. If it does, what is the last sentence in the introduction?
- B-1 a. Who are the characters in the introduction?  
b. What does the author tell about each character?
- C-1 a. Where does this story take place?
- D-1 a. When does this story take place?
- D-2 a. What words are used to describe and indicate the time?
- E-4 a. Where does the plot begin? Name the first sentence.
- F-1 a. What is the plot?  
b. Tell all the things that happened in order. What happened first, second, third, etc.?  
c. In your book, find the part of the story that tells about \_\_\_\_\_.  
d. What does \_\_\_\_\_ mean?
- F-2 a. Make believe you are (main character). Write a letter to a friend. In your letter, tell your friend what happened.  
b. Think of three questions you could ask your friends about the plot.  
c. What is (funny, sad, scary, exciting, etc.) in the plot?  
d. What things in the plot could/could not have really happened?  
e. Is there a problem to solve? What is it?

- f. What caused (an event) to happen?
- F-3
- Suppose you were there when this story was written. What could you do to help?
  - Suppose this story happened in (our town, our school, your home). Could the problem be solved in the same way? Explain.
  - Can you think of a better or different way to solve the problem?
  - Explain how the story would be different if it were winter (opposite season of the year) instead of summer?
  - What problems would there be if the plot took place in the (desert) instead of the (deep woods) ?
- F-4
- What is the (saddest, happiest, scariest, most exciting) part of this story? Name all the other stories you can think of that are just as (sad, happy, scary, most exciting).
  - What parts of the story could have really happened
  - What parts of the story could not have really happened?
  - Does this story teach a lesson? If so, what is it?
  - Is there a climax? If so, what is it? (the most exciting part of the plot)
  - What parts of the story are necessary for the climax to take place?
  - Is there another story that is like this one: If so, name all the ways that they are alike.
  - Why do you think the author wanted to write this story?
- F-5
- Add something more to the story to make it better.
  - Make up a new story with the same things happening and the same characters but instead of it taking place in (\_\_\_\_\_), your story

will take place at (home, school).

- c. What would be another good title for this story?
  - d. What problem is there to solve? How many other ways can you think of to solve the same problem?
  - e. What is the lesson this story teaches? Using your own imagination and in a different way, tell how you would teach this same lesson to a kindergartner.
- F-6
- a. What was your favorite part of the story? Why? Give good reasons.
  - b. Do you think this is a good or bad story? Why?
  - c. Why do you think it would/would not be good if (\_\_\_\_\_) really happened?
  - d. If you were trying to convince your mother to buy/not to buy this book for you, what would you say to convince her. Try this with a partner who makes believe s/he is your mother/father.
- G-4
- a. What is the conclusion? How does the story end?
- G-5
- a. What could be a different conclusion to this story?
- G-6
- a. In the conclusion, the author has stated \_\_\_\_\_. Do you agree with this? Why?
  - b. Do you think this is a good ending? If so, why? If not, why?
  - c. This story has a very (happy, sad, etc.) ending. Should all endings end (happily, sadly, etc.)? Why not?
- H-1
- a. Name all the characters in this story.
  - b. What does the author say about each character?

- H-2
- a. Name the main character/s in the story. Name the minor characters in the story.
  - b. What does \_\_\_\_\_ mean?
  - c. Think of three questions you could ask your friends about the characters.
  - d. What kind of personality does (character/s) have?
  - e. Who was the (bravest, scariest, smartest) character in the story?
  - f. Which characters could/could not be real?
  - g. How did (character) help to solve the problem?
  - h. How did (character) interfere with solving the problem?
  - i. How do you think (character) felt when (event) happened to him/her?
- H-3
- a. If (character) was a member of your family, what would it be like? How would you and your mother, father, brother, or sister feel about (character)?
  - b. If (character) was in this class and did all those things, how would you solve the problem?
  - c. Suppose you had a friend who had this problem and didn't know how to solve it. Using the information you read about in the story, how would you teach your friend?
- H-4
- a. How is (character) like (character)? How are they different?
  - b. What is meant by (“busy as a beaver”, “using his brains”)?
  - c. Describe the personality of (character). What other characters or friends can you think of that are like him/her?

d. Name one thing about (character) that is not real. What other characters are there in stories that are like this?

- H5
- a. How would the story be different if there was (a giant) instead of a (wizard)?
  - b. If (character) did this to you, what would you do?
  - c. Suppose you had magic power and could make (dragons, wizards, fairies, etc.). Do you think we should/should not have them today? Why?
  - d. (character) solved the problem by (\_\_\_\_\_). By (\_\_\_\_\_), can you think of another way that (character) could solve the same problem?
  - e. (character) was not afraid. What would happen if s/he was afraid?
  - f. Would you like to have (character) as a best friend? Why?
  - g. What would it be like if (character) lived next door to you?
  - h. If (character) did this to you, what would you do?
- H-6
- a. Do you think (character) was good or bad? Why?
  - b. Do you think (character) did the right thing? Why?
  - c. Do you think this was a smart or dumb thing to do?
  - d. Who is your favorite character? Why?
  - e. (character) always/didn't always tell the truth. Do you think people should/should not always tell the truth? Why?
  - f. Which is the best character in this story? Why?
  - g. (character) stated that (\_\_\_\_\_). Do you agree or disagree? Why?
- I-4
- a. What is the theme?

- b. What other stories do you know that have this theme?
- I-5 a. Can you make up another story using this theme?
- J-1 a. Name all the facts you can remember about \_\_\_\_\_.
- b. What are the reasons for \_\_\_\_\_?
- c. What happens first, second, third, etc.?
- J-2 a. What does \_\_\_\_\_ mean?
- b. Make up ten questions about the information to ask your friends.  
Make sure you know the answers.
- c. Suppose there were too many (animals) living in an area. Tell what problems there would be and what would probably happen.
- d. Tell how \_\_\_\_\_ is the same as/different than \_\_\_\_\_.
- e. Tell the life cycle of \_\_\_\_\_.
- f. Suppose you had a (wild animal) in captivity. What would you feed him/her?
- J-3 a. Suppose a (woodland animal) found himself in the desert. What problems would he have in surviving?
- b. Suppose a housing development was being built and it was your job to relocate the animals. If you had a lot of money, what kind of a place would you need to look for and what might you need to provide?
- c. Suppose you were in charge of a zoo and (animal) arrived. What would you have to provide in his pen to make sure he would be healthy and happy?
- d. Now that you've finished your plant experiments, tell how you would plan for a garden in your own back yard so the plants would

grow healthy and strong.

- J-4
- a. If there was a long time without any rain, what problems would there be for (animal)?
  - b. Name all the animals that (hunt for food, live, raise their young) like the \_\_\_\_\_.
  - c. What are all the dangers to animals that man has caused?
  - d. After you decide what experiment you are going to do with plants, explain why all conditions but one must be the same.
- J-5
- a. Suppose you have magic power. Create a new (woodland, desert, etc.) animal. What will your animal be like to be the best of it's kind?
  - b. You've just completed your experiments on \_\_\_\_\_ and suppose you knew a famous scientist. What inventions would you like him to create?
  - c. Think of all the good and bad things about (animal). Make up a perfect place for him to live. What kind of plants, weather, and other animals would there be?
- J-6
- a. Do you think that \_\_\_\_\_ is better or worse than \_\_\_\_\_? Explain your reasons.
  - b. Do you think it is a good idea to have \_\_\_\_\_? Why?
  - c. How do you think the author found his/her information?
- K-2
- a. What does \_\_\_\_\_ mean?
- K-4
- a. Why do you think this is a poem?
  - b. What is the theme of this poem?

- K-6 a. Do you think this is a good poem? Think about the colorful words, the rhythm, the feelings you had, and/or if it had a good message.
- b. This poem tells about many \_\_\_\_\_. What is your favorite? Why?
- L-1 a. Find all the colorful words or the words used to “paint a picture” about \_\_\_\_\_.
- b. Name all the nonsense words in this poem.
- L-2 a. Does the poet compare things we know about to other different things? What are they? (simile)
- b. Did the poem “paint a picture” in your mind? Share your ideas with someone else. Is it the same picture?
- L-4 a. The words are very musical. Why does the poet write this way? Why doesn’t the poet write the same thing in a narrative form?
- b. What was the poet imagining?
- L-5 a. Make up as many nonsense words about \_\_\_\_\_ as you can.
- b. Make up some words, sentences, or a poem that would “paint a picture”.
- c. My colorful words for a \_\_\_\_\_ are \_\_\_\_\_.
- M-1 a. What are the repeating words in this poem?
- b. What words rhyme?
- c. Does the poem have words with the same sounds? If so, what are they?
- M-2 a. Some poems have a certain beat which you can hear. What is the beat or rhythm of this poem? Show this by clapping your hands.

- M-5 a. Make up your own nonsense words or words that sound alike (alliteration) and use your words to write one or two sentences or a poem.
- N-2 a. Is this poem happy, sad, funny, or fairylike? Name all the words that make you think so.
- N-3 a. What does the poet mean by \_\_\_\_\_ ? What in your own life does this remind you of?
- b. How did (character) feel? Tell about any times that you felt like that?
- c. (character) felt (angry, sad, hurt). If your best friend felt that way, what would you do to help him/her?
- N-4 a. In writing this poem, how did the poet want you to feel?
- N-5 a. The poem compares a \_\_\_\_\_ to a \_\_\_\_\_. Compare a \_\_\_\_\_ to other things that would give us a new feeling. i.e. A \_\_\_\_\_ is like a \_\_\_\_\_.
- O-3 a. Rewrite this play as a narrative.
- O-4 a. Name all the things you can think of that tells you this is a play and not a narrative, poem, biography, or an informational article.
- O-5 a. Choose two friends and make up a play about \_\_\_\_\_. Be sure to think carefully about the characters and plot.
- O-6 a. Do you think this is a good play or not? Why?
- b. Why do you think the author chose to write this as a play instead of a narrative or a poem?

c. Do you think this would be just as good if it were written as a narrative or a poem? Why?

P-1 a. How many acts are in this play?

P-4 a. Why are there acts I, II, and III? What are acts in a play?

b. What makes each act different than another?

P-6 a. Would it be possible to make this two/three act play into a one act play? Why?

b. Is one act better than the others? Why?

Q-1 a. How many scenes are in each act?

Q-3 a. If you were the stage crew for this play, what would you have to do before each scene?

Q-4 a. Why are there two scenes in each act?

b. What are scenes in a play?

Q-6 a. Would it be possible to make the two scenes into one scene? Why?

R-1 a. How are the directions written?

b. Find all the directions for speech. Find all the directions for movement.

R-2 a. Find three directions for characters. Explain what each is supposed to do.