Question-Answer Relationships

**Figurative Language in Children’s Literature**

Directions: Answer the following questions which may be directly stated in the text, inferred in the text, implied by the author, or based on your own thoughts about the text.

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| Type of question | Question | Answer |
|  | ***Mike Mulligan and his******Steam Shovel*** |  |
| In the text – Right There | What did Mike Mulligan name his steam shovel?  |  |
| In the text – Think & Search | What forms of infrastructure (roads and bridges) did Mike Mulligan and his steam shovel help to create?  |  |
| In your head –Author & You | The boy in the story found a way to “recycle” the steam shovel. What was his plan to make use of the equipment that could not compete with newer technology? |  |
| In your head – On Your Own | How can you compare what happened to Mike Mulligan and his steam shovel with today’s job market? (pg. 14-17) |  |
| What literary device was used in this line? | “Her name was Mary Anne” (Burton, p. 3). |  |
| What literary device was used in this line? | “He always said that she could dig as much in a day as a hundred men could dig in a week…” (p. 3). |  |
| What literary device was used in this line? | “Clang! Clang! Clang!” (Burton, p. 28)“Bing! Bang! Crash! Slam! (Burton, p. 32) |  |
|  | ***Mr. Brown can Moo!******Can You?*** |  |
| In your head –Author & You | What does Mr. Brown do that is considered wonderful? |  |
| What literary device was used in this line? | “Mr. Brown can whisper whisper very soft very high like the soft, soft, whisper of a butterfly” (Dr. Suess, pp. 13-14). |  |
| What literary device was used in this line? | “He can go eek eek like a squeaky shoe” (p. 6). |  |
| What literary device was used in this line? | “He can tick; he can tock” (Burton, p. 32)“He can even sizzle sizzle…” (pp. 18 & 20). |  |
|  | ***Quick as a Cricket*** |  |
| Literary TechniquesIn the text – Right There | Pick a simile in the book that reflects your personality.(Write the simile and the page #) |  |
| Literary TechniquesIn the text – Right There | Pick another simile in the book that reflects your personality.(Write the simile and the page #) |  |
| Literary TechniquesIn the text – Right There | Pick another simile in the book that reflects your personality.(Write the simile and the page #) |  |
| In your head – On Your Own | Write your own simile about you that is not found in the text |  |
|  | ***Owl Moon*** |  |
| In the text – Right There | What were the father and child doing? |  |
| In the text – Think & Search | What response did they get? |  |
| In your head –Author & You | What was the child feeling based on words on page 13?(pg. 13 shows pictures of dark woods and shadows) |  |
| In your head – On Your Own | Why did the child choose not to speak on the walk back home?  |  |
| What literary device was used in this line? | “And when their voices faded away, it was as quiet as a dream” (Schoenherr, p. 3). |  |
| What literary device was used in this line? | “The moon made his face into a silver mask” (p. 11). |  |
| What literary device was used in this line? | “…the snow below it was whiter than the milk in a cereal bowl” (p. 15). |  |
| What literary device was used in this line? | “The owl’s call came closer…” (p. 15). |  |
| What literary device was used in this line? | “I could feel the cold as if someone’s icy hand was palm-down on my back” (Burton, p. 21) |  |
| What literary device was used in this line? | “For one minute, three minutes, maybe even a hundred minutes, we stared at one another…” (p. 26). |  |
| What literary device was used in this line? | “But I was a shadow as we walked home” (Burton, p. 33) |  |
|  | ***The Giving Tree*** |  |
| In the text – Right There | Who loved the little boy? |  |
| In the text – Think & Search | What did the tree offer the boy? |  |
| In your head –Author & You | What did the tree want in return? |  |
| In your head – On Your Own | How can we compare the relationship of the boy and the tree to what happens in real life?  |  |
| What literary device was used in this line? | “There once was a boy and she loved a little boy” (Silverstein, pp. 1-3) |  |
| What literary device was used in this line? | “And so the **b**oy cut off her **b**ranches and carried them away to **b**uild his house” (Silverstein, p. 37) |  |