

# WE DON'T EAT OUR CLASSMATES

by RYAN T. HIGGINS

**COMPREHENSION FOCUS**  
Asking and Answering Questions  
Red Questions (Inferential)

**STANDARD CORRELATION**  
With prompting and support, ask and answer questions about key details in a text.



**SEL CONNECTION**  
Self-Control

**PREPARE**

Starting with the title page as page 1 (which includes the title, author, and publisher), use the provided circle stickers and number each of the book's pages. Place a sticky flag on the following pages: 7, 11, 18, 27, 35, and 40.

Create the anchor chart template as shown; it will be completed during the lesson.

Write the following questions on individual sticky notes: *Why did Penelope's dad pack her 300 sandwiches? Why was Penelope surprised that her classmates were children? Why was everyone making friends except for Penelope? Why did Penelope try to make friends with Walter? How did Penelope make friends?*



**STEP 1** — **EXPLAIN WHAT THE STRATEGY IS AND WHY READERS USE IT**  
*Today we are going take details in the story and turn them into questions. We will begin our questions with the words Why or How. These are called Red Questions. The answers to our questions will not be in the book; we will need to think about clues the author gives us. This helps us think about why things happen.*

**STEP 2** — **INTRODUCE THE NEW BOOK**  
*Penelope Rex is starting school. She has trouble making new friends. Let's read this hilarious story to find out what Penelope Rex learns about making friends.*

**STEP 3** — **READ AND DEMONSTRATE HOW TO USE THE STRATEGY**  
*As I read the story aloud, listen for important or surprising details. We will turn the details into questions. Add the question sticky notes to the chart one at a time at the appropriate point in the lesson. Then record the answers on the chart.*

**Read pages 3-7.** On page 7, discuss how to turn the statement into a question beginning with the word *Why*: *Why did Penelope's dad pack her 300 sandwiches? Let's think of some possible answers to our question. She must be a very hungry dinosaur. Maybe her dad wanted Penelope to share her lunch with her new friends. Let's keep reading.*

**Read pages 8-11.** On pages 10-11, *Penelope found out all of her classmates were children. Let's turn that into a question beginning with the word Why*: *Why was Penelope surprised that her classmates were children? Let's think of some possible answers to our question (because she is a dinosaur and thought her classmates would also be dinosaurs).*

**Read pages 12-18.** Stop and discuss ways to turn the statement on page 18 into a question: *Why was everyone making friends except for Penelope? Remind students that the answer will not be in the book; they need to think about what happened in the story and what they know about making friends. Turn and talk with your partner and answer that question. Listen in and share students' thoughts.*

*Penelope is trying very hard not to eat her classmates. Even though that's how she wants to act, she wants to make friends, so she's trying very hard to control herself.*

**Read pages 19-27.** Stop and discuss how to turn the statement on page 27 into a question: *Why did Penelope try to make friends with Walter? Turn and talk with your partner.*

**Read pages 28-35.** Stop and turn the statement on page 35 into a question beginning with the word *How*: *How did Penelope make friends?*

**Read pages 36-40.** Discuss the lesson Penelope learns in the story.

Question Why? How?	Answer
Why did Penelope's dad pack her 300 sandwiches?	dad didn't want her to be hungry
Why was Penelope surprised that her classmates were children?	thought classmates were dinosaurs
Why was everyone making friends except for Penelope?	kids were afraid
Why did Penelope try to make friends with Walter?	needed a friend
How did Penelope make friends?	nice to kids



**STEP 4** — **INDEPENDENT PRACTICE**  
Download the activity sheet from [pioneervalleybooks.com/st](http://pioneervalleybooks.com/st) and have students draw a picture of the answer to one Red Question. Display the pictures on the wall.

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STEP 1

## REVIEW THE BOOK

Have students take turns asking and answering the questions from the Day 1 anchor chart with a partner.

STEP 2

## DICTATE THE SENTENCE(S)

*How did Penelope make friends? She was nice to the kids.*

STEP 3

## INTERACTIVE WRITING

*Let's write, How did Penelope make friends? She was nice to the kids. Repeat that with me.* As students say the sentences with you, draw a line for each word in the first sentence on a piece of chart paper.

Have students help write the dominant sounds in each word in the first sentence. Use the ABC Wall Poster to create the sound-letter link. Share the marker with students and have them help write any familiar sight words on the chart. Demonstrate proper letter formation on a dry-erase easel. As one student writes a letter on the chart paper, have other students practice letter formation by writing it in the air. Every time you write a new word, have students repeat the sentence; this will help them remember the story.

After you write the first sentence, repeat the procedure with the second sentence, drawing a line for each word on the chart paper.

Reread both sentences. Display the chart paper next to the students' pictures from Day 1.

STEP 4

## EXTEND AND CONNECT THE LEARNING

Repeat this Red Questions interactive read-aloud lesson with other narrative and informational texts. As part of the discussion during a small-group reading lesson, have students practice orally asking and answering Red Questions.

