

“THAT’S NOT FAIR” | READING COMPREHENSION

These are general reading comprehension tools that are adhered to 2nd grade standards to use before, while, and after reading. They are not meant for assessment but rather to gauge understanding during the read aloud and keep students engaged. It is also not necessary to ask all questions.

BEFORE

What do you know about the word “Fair”?

How do you use math in your daily life?

WHILE

Page numbers are in parenthesis which means you would ask the question after reading that page.

What does it mean to revolt? Why is the class revolting? (3)

What are Crystal and Brandon trying to say on this page? What’s not fair? (5)
(Turn and Talk)

Can you think of things that would be fair for Lavender Elementary (6)

What does the class believe about math? (7)

What do you think Miss Luna started? What do you think they are brainstorming or planning? (9)

Why does it matter that Kara and Nora figured out how much longer it takes to go the grocery store than it does to go to the gas station? What are they trying to prove? (10)

Why would it matter where the market should go in a town? (12)

What does the word local mean? How could this be important to getting fresh fruits and veggies to their school? (14)

How many snacks are in the vending machine? (16)

Why might they arrange the fruit and veggies in a rainbow chart? (20)

What were some of the reasons they came up with for why the mayor might have made this decision? (22)

Who called the Mayor? What do you think will happen next? (24)

What is the mayor proud of the second graders for? (26)

What did the second graders discover using math? (29)

AFTER

What happened in this story?
(Turn and Talk)

Do you have a different definition of fair?
(Turn and Talk)

What did the second graders accomplish by using mathematics?

Where did you see mathematics in this book?

See Socratic Discussion Questions for more