

“Two Leaves” from *Bambi, A Life in the Woods*

By Felix Salten

Directions: Read the short story. Answer the questions. Refer to the text to check your answers when appropriate.

The leaves were falling from the big oak tree at the edge of the meadow. They were falling from all the trees. One of the branches of the oak was much higher up than the others and it stretched a long way out over the meadow. At its tip there sat two leaves together.

“Things ain’t like they they used to be,” said one of the leaves.

“They ain’t,” the other answered. “There were so many of us last night who ... we’re just about the only ones left here on this branch.”

“You never know who it’s goin to ‘appen to next,” said the first. “Even when it was nice and warm and the sunshine gave you some heat you get a storm or a cloudburst sometimes, and lots of us got torn off then, even them that were still young. You never know who it’s goin to ‘appen to next.”

“You don’t get much sunshine these days,” the second leaf sighed, “and even when the sun does shine there’s no strength to it. You’ve got to get your strength from somewhere else.”

“Do you think it’s true,” pondered the first, “is it true that other leaves will come along and take our place once we’ve gone, and then another lot, and then another lot ...?”

“Course it’s true,” whispered the second, “only, we can’t work out how ... it’s above what we can understand, that is.”

“It’d make you really sad, and all,” the first added.

They remained silent for a while. Then the first said quietly to himself, “What do you have to go away for, anyway?”

The second asked, “What ‘appens to us after we’ve fallen?”

“We sink down ...”

“And what is it, what’s down there?”

The first answered, “I don’t know. Some say one thing, others say something different ... nobody knows, really.”

The second asked, “D’you think you feel anything, d’you think you know anything about yourself when you’re down there?”

The first answered, “Who can say? None of them who’ve gone down there has ever come back to tell us.”

They were again silent for a while. Then the first leaf said tenderly to the other, “Don’t get yourself all upset about it, here, you’re shivering, look.”

“Oh don’t bother about that,” the second answered, “anything makes me shiver these days. You just don’t feel properly attached to where you are, do you.”

“We’d better stop talking about things like that,” said the first leaf.

“Yeah, we’d better leave it,” the other replied. “Only ... what we going to talk about now then?”

They became silent, but after a short time resumed the subject. “Who d’you think’s going to be the first of us to go down there, then...?”

“It won’t be for a while yet,” the first reassured him. “Let’s just think about how beautiful it used to be, how wonderfully beautiful! When the sun came out and burned us so hot it seemed we’d just swell up with all the good health it gave us. Remember? And then there was the dew, early in the morning ... and the lime trees, wonderful nights ...”

“The nights are horrible now,” whined the second. “They never seem to come to an end.”

“We can’t complain,” said the first leaf gently, “we’ve lived longer than so many others.”

“Have I changed much?” the second leaf asked, shyly but emphatically.

“Not a bit,” the first assured him. “What, ‘cause I’ve gone all yellow and ugly? No, it’s gone a bit different for me ...”

“Oh, give over,” the second contradicted.

“No, honest,” the first repeated emphatically. “It’s true, what I’m telling you. You’re as lovely as you as you were on the very first day. Might be a few yellow stripes here and there, but not so’s you’d notice, but they just make you look all the lovelier. Honest!”

“Oh, stop it now,” said the first, and became silent himself. He could not talk any more because he was upset.

Now they were both silent. The hours passed. A damp wind blew cold and hostile through the tree tops.

“Oh ... now ...” said the second leaf, “... I ...” His voice broke off. He was gently removed from his place and fluttered down to the earth. - Winter had come.

Grade 8 Short Stories Quiz

Nana Abrefah



Grade 8 Short Stories Quiz:

Students Selecting Stories Jay R. Campbell, 1997 *My Amazing Short Stories and Questions* Nana Abrefah, 2008-06

This book is a compilation of hilarious entertaining and educative short stories Some of the amazing stories are how 2 cousins lost their dog on Christmas Eve how the Easter Bunny was helped to deliver his eggs before Easter how 2 friends got lost in the castle of a magic witch on Halloween night how Jay and his dog boss were turned into hawks how 3 friends stood up to bullies at their school and later became good friends and how to share with the less fortunate There are questions on healthy eating the environment countries continents animals and their habitats and many many more **Students**

selecting stories : the effects of choice in reading assessment : results from the NAEP Reader special study of the 1994 National Assessment of Educational Progress , *Reading Stories for Comprehension Success* Katherine L. Hall, 2004-12-27 A flexible high interest program that can be used with all regular and special students grades 10 12 Each volume provides over 45 factual stories with related teaching materials 15 at each level **150 Great Short Stories** Aileen M. Carroll, 1989 Saves time in preparing team activities and assessments Includes story synopsis teaching suggestions quiz and answer key Note The short stories are not included in this publication *Questions and answers for the classroom Gr 7-9* Marieta Nel, 2024-06-01 This book is ideal for teachers and parents Teachers will be able to use the book in the classroom as it contains more than 50 texts in the following categories comprehension tests visual texts listening tests and summaries Parents will also be able to buy the book to use as an additional resource at home or for homeschool use **Beyond the Bubble Test** Linda Darling-Hammond, Frank Adamson, 2014-06-16 Performance assessment is a hot topic in school systems and educators continue to analyze its costs benefits and feasibility as a replacement for high stakes testing Until now researchers and policymakers have had to dig to find out what we know and what we still have to learn about performance assessment Beyond the Bubble Test How Performance Assessments Support 21st Century Learning synthesizes the latest findings in the field and not a moment too soon Statistics indicate that the United States is in danger of falling behind if it fails to adapt to our changing world The memory and recall strategies of traditional testing are no longer adequate to equip our students with the skills they need to excel in the global economy Instead teachers need to engage students in deeper learning assessing their ability to use higher order skills Skills like synthesizing information understanding evidence and critical problem solving are not achieved when we teach to multiple choice exams Examples in Beyond the Bubble Test paint a useful picture of how schools can begin to supplement traditional tests with something that works better This book provides new perspectives on current performance assessment research plus an incisive look at what's possible at the local and state levels Linda Darling Hammond with a team of leading scholars bring together lessons learned new directions and solid recommendations into a single readily accessible compendium Beyond the Bubble Test situates the current debate on performance assessment within the context of testing in the United States This comprehensive resource also looks beyond

our U S borders to Singapore Hong Kong and other places whose reform mindedness can serve as an example to us

Nonfiction Reading Comprehension: Social Studies, Grades 2-3 Ruth Foster,2006-01-26 High interest nonfiction articles help students learn about science and social studies topics while developing skills in reading comprehension Each story is followed by questions that cover main idea details vocabulary and critical reasoning The format is similar to that of standardized tests so as students progress through the book s units they are preparing for success in testing Composing Lives in Transition D. Jean Clandinin,Pam Steeves,Vera Caine,2013-03-28 Composing Lives in Transition A Narrative Inquiry into the Experiences of Early School Leavers is structured around ten narrative accounts each one offering glimpses into the lives of early school leavers from different backgrounds *Supplementary Educational Monographs* ,1922 **Journal of Educational Psychology** ,1929 **The Chicago Schools Journal** ,1923 Resources in Education ,1998 **Research in Education** ,1974 **The Publishers Weekly** ,1926 **A Partial Survey of the Schools of Vermillion County, Indiana** Vermillion County (Ind.). Board of Education,1919 **Illinois Schools Journal** ,1923 *The NAEP Guide* ,1996

NAEP 1992 Reading Report Card for the Nation and the States Ina V. S. Mullis,1993 The National Assessment of Educational Progress NAEP 1992 reading assessment was administered to nationally representative samples of fourth eighth and twelfth grade students attending public and private schools and to state representative public school samples of fourth graders in 43 jurisdictions Nearly 140 000 students were assessed in all Data were summarized on the NAEP reading proficiency scale ranging from 0 to 500 and results were reported according to three achievement levels at each grade basic proficient and advanced Major findings were that 1 59% of the fourth graders 69% of eighth graders and 75% of twelfth graders reached the basic level or beyond 2 25% 28% and 37% of grade 4 8 and 12 students met or exceeded the proficient level respectively 3 from 2% to 4% of students at any of the grade levels achieved the advanced performance level 4 fourth graders within the basic level generally understood simple narratives 5 eighth graders reading within the basic level demonstrated literal understanding of passages 6 twelfth graders within the basic level were able to interpret aspects of the passages they read and make connections between their reading and their own knowledge 7 students attending private schools had higher average reading proficiency than students at public schools 8 considerable variation in performance existed within and across participating states 9 females had higher average reading proficiency than males at all three grade levels and 10 fourth graders appeared to be learning reading through varied instructional approaches Contains 67 tables and 9 figures of data a detailed description of anchoring the achievement levels an overview of procedures state contextual background factors and reading passages are attached RS Nonfiction Reading Comprehension: Social Studies, Grades 1-2 Ruth Foster,2006-01-26 High interest nonfiction articles help students learn about science and social studies topics while developing skills in reading comprehension Each story is followed by questions that cover main idea details vocabulary and critical reasoning The format is similar to that of standardized tests so as students progress through the book s units they are

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