

ENGLISH LANGUAGE ARTS ACTIVITY SHEET
COMPREHENSION

Curriculum topic: Comprehension- Standard Four

Teaching point: Use Reading Comprehension skills- retrieve information that is explicitly stated, make inferences and use context-clues.

Activity: Read the poem and answer the questions which follow.

I wanted bread, so made some dough,

The flour looked like soft, white snow.

I baked the dough to cook it through,

And took it out at half past two.

But the crust was just too tough!

I chewed and chewed the awful stuff.

After a while, I gulped and coughed,

Why wasn't my bread nice and soft?

I thought, was it the farmer's plough,

That ruined all the wheat somehow?

I sighed, walked to the shops, and bought

A loaf of bread - the softest sort.



By Xanthinia D'Arcy Singer (2014)

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Questions

1. Why did the persona make dough?
2. Identify the literary device in the first stanza and quote the line.
3. What does the word crust mean, as used in the poem?
4. 'Why wasn't my bread nice and soft?' What does this line reveal about the character's feelings?
5. Fill in the table below with information from the poem

Type of bread	Description	Support from the poem
Home made		
Shop bought		

6. Do you think the persona should have made another bread? Give a reason for your answer.
7. How would you describe the persona in the poem? Give one reason to support your answer.
8. Would you have blamed the farmer for your bread being hard? Give a reason for your answer.
9. What happens at the end of the poem?
10. Give a suitable title for the poem.

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ANSWER KEY

1. The persona wanted bread.
2. Simile. 'The flour looked like soft, white snow'
3. Crust - outside, top, coating
4. It reveals that he/she felt confused and did not understand why the bread was hard
- 5.

Type of bread	Description	Support from the poem
Home made	tough, hard white	crust was too tough; chewed and chewed; looked like soft, white snow
Shop bought	soft	the softest sort

6. Yes. The persona should not give up or waste money
No. Time was already wasted it is easier to buy a bread
(Any such response is acceptable)
7. Diligent. They tried to make their own bread.
Smart/sensible. Did not waste more time trying to make another bread
Gives up. Did not try to make a better bread. Decided to buy a bread.
8. No. I am the person responsible for baking the bread and making it soft.
Yes. I could have received bad/flawed ingredients which contributed to spoiling the bread.
9. At the end of the poem, the persona could no longer eat his/her bread and decided to buy one.
10. A suitable title- Bread troubles/Trying to bake bread/Bread baking challenge/The Baker
(Any such response is acceptable)