

# INTRODUCTION

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<http://www.readingforcomprehension.com>

## Contents of this package

### Worksheets

1. A blank vocabulary and reading comprehension worksheet where students can provide answers to a selection of questions from the guide.
2. A blank vocabulary worksheet where students can provide definitions to as many as 10 vocabulary words listed in the guide.
3. A blank comprehension worksheet where students can provide answers to several comprehension questions listed in the guide.

### Guides

4. A teacher's guide containing vocabulary and reading comprehension questions with answers and vocabulary grade levels.
5. A student's guide containing vocabulary and reading comprehension questions without answers.

### Workbooks

6. A set of 10 key questions covering the entire book with blank spaces for students to provide answers.
7. *Some packets contain in-depth workbooks with several questions for each chapter or section and blank spaces for students to provide answers. (We plan to add these in-depth workbooks to every packet.)*
8. *Some packets also contain special activities.*

## Notes and suggestions for using the materials

### The Teacher's Guide

The Teacher's Guide contains reading comprehension and vocabulary questions and answers that can be used during oral reading, or as part of a daily reading assignment.

This group of questions can also be used to test the comprehension of the student or students if they are assigned chapters to read silently. The questions can be asked and answered orally, or used in combination with the provided (blank) worksheets.

A Student's Guide has been included. It contains the vocabulary words and comprehension questions, but the answers and grade levels have been removed.

### The Vocabulary Words

We have chosen to include a large number of vocabulary words in order to provide words for as many grade levels as possible.

Research shows that children can, on average, learn ten new words from any new reading assignment and in many cases less than five new words. It is suggested that you discuss the meaning of the vocabulary words in advance of reading so that the children will have some idea as to the meaning of these words as they read. Students should not be expected to retain all of the word meanings once they are finished with the chapter, but by introducing the meanings, we increase the chance that they will recall the meanings when they encounter them in a new context. Over time, repeated interaction will help the students develop mastery over word meanings.

We have elected to grade the vocabulary words according to the *EDL (Core Vocabularies in Reading, Mathematics, Science, and Social Studies)* which was published by Steck-Vaughn Company in 1989.

Grading of the selected words can be helpful. For example if you see that many of the words in the list have a grade of 6<sup>th</sup>, or higher, and your students are reading at a third grade level, you will, of course, need to choose a book that has a vocabulary more suited to your students achievements.

However, if you choose to have the students read this particular book even if vocabulary in the story is much higher than your student's skills, you will know

that much time will be needed to prepare the children to have success in the reading and comprehension of the story.

A blank vocabulary worksheet leaving a place for 10 words is included with the packet. It is only included as a suggestion. You may choose as few as 4 words based on your own criteria. You may use all 10 spaces for 10 *new* words to study. You may wish to pick more words. Or you may elect to choose none.

## **Other options for the use of the vocabulary list**

### **Puzzles**

Select words that would be meaningful to your group or child. Visit the following website: <http://puzzlemaker.school.discovery.com>. This site allows you to make crossword puzzles and/or other puzzles with chosen words. These choices could be made with the criteria of phonics, definitions, or other groupings such as archaic or cultural based words.

To promote retention, it is suggested that students draw a picture portraying the meaning of the word.

### **A Word Game**

Write the words on cards or cut paper. Use at least three words per child in the group. Shuffle the cards. Go around the group asking each child to pronounce a word (You may also require the students to define the word). If the child cannot do so go around the group until the word is correctly pronounced. The child who correctly pronounces a word gets to keep the card. The child is then asked to pronounce a second word. Again they get to keep the card if they answer correctly. If not, then continue around the group until this word is correctly decoded. If no child can decode the word then keep the word after telling the group the pronunciation. Keep going around the group giving each child a turn until the cards run out.

Now have each child chose one or two of their cards with which to quiz another student of their choice. If the chosen child can read the card the asker must give the chosen child the card, and a point. If the child cannot read the card, the asker gains one point.

After each child has had his turn everyone in the group counts the cards he has left plus each point he has earned. The one with the most cards (which are actually counted as one point) and points wins.

## ***Reading for Comprehension Series***

By Lee Ann Berg

# **Samples of Selected Pages**

***A Long Way From Chicago***

by Richard Peck

A Novel in Stories

National Book Award Finalist

Scholastic Publisher

1998

Please note: Vocabulary – The first number in parenthesis indicates the grade at which the student should know the definition of the word while the following number indicates the page on which the word was found in the publisher’s printed book. An underscore indicates that the word could not be found in the EDL Cord Vocabulary booklet. (Word grade placement is per *EDL Core Vocabularies in Reading, Mathematics, Science and Social Studies*. 1989)

## *Reading for Comprehension Series*

By Lee Ann Berg

*A Long Way From Chicago*  
Teacher's Guide

**Samples of Selected Pages**

## Prologue p. 1

**What did Joey think of Grandma while he was growing up?**  
(*she was big, town was small – she was old, rough as an old boot*) Page 1

## Chapter 1 pp. 3-16 1929 Shotgun Cheatham's Last Night Above Ground

What do you think it means when it is someone's last night above ground?

### Vocabulary

**cobhouse** ( , 4)– (context clue) – shed with stuff in it left from Grandpa's time  
**obituary** (10, 5) – a notice of a person's death usually with a short biographical account  
**grapevine** ( , 5) – rumor, an informal means of circulating information or gossip  
**hayseeds** ( , 6) – rural people with no understanding of "class"  
**reprobate** (12, 6) – a thoroughly bad person, a scoundrel  
**inquiries** (8, 8) – requests for information  
**snaggletoothed** ( , 8) – having teeth that are broken, crooked, and uneven.  
**philanthropist** (7, 10) – one who donates time, or money to other  
**pauper's grave** (8, 10) – a grave provided for the poor by another  
**obliged** (5, 11) – forced or compelled  
**gauze** (5, 11) – a thin often transparent fabric used for draperies and surgical dressings  
**forage cap** (11, 12) – context clue says it is some kind of cap worn in the Civil War by soldiers  
**dispersed** (11, 13) – to break up and scatter about, spread  
**twitched** ( , 9) – to move or pull with a sudden motion, jerk, quiver  
**riveted** (7, 14) – to fastened tightly, as with a rivet  
**disfigured** (9, 15) – spoiled the appearance of as if by a scar  
**trudged** (4, 15) – to walk or march steadily and usually laboriously  
**gloat** (7, 16) – to take self-satisfied delight in oneself over another  
**reputation** (5, 16) – overall quality or character as seen or judged by people in general  
**ponder** (6, 16) – to think

### Comprehension Questions

1. **Why didn't Mary Alice like going to Grandma's? Pages 3-4** Outside toilet, a tomcat jumped at you when you went to the outhouse – nothing to do at Grandma's
2. **What did Grandma think about the big city reporter who came to get a story about the deceased, Shotgun? Pages 5-6** The reporter was basically laughing at us hayseeds and no count country people
3. **How did Shotgun get his name according to Grandma? Pages 7-8** When he was 10 years old – had a sty in his eye – went quail hunting with bigger boys – he was a bad shot – killed a cow instead of a quail – boys took his gun

4. **What did Grandma tell the reporter of how Shotgun got his name? Pages 9-10** In Civil War – name was given to him by U. S. Grant – Shotgun shot rebels with his shotgun that he used to hunt quail – he was a crack shot – got lots of medals in war – died penniless – gave away medal money to war widows and orphans.
5. **What was surprising to the two grandkids from Chicago about Grandma? Pages 11-12** She had Shotgun’s coffin with him in it brought to her house for a wake
6. **What happened during the night at the wake? Pages 13-14** The gauze placed over the coffin began to move – everyone was scared – Grandma got her shotgun and shot into the coffin
7. **What made the gauze move? Pages 15-16** Grandma’s cat had been in the open coffin with Shotgun – the event gave The Coffee Pot Café plenty to talk about the rest of the summer

Samples of Selected Pages

## Chapter 2 pp. 17-35

### 1930 The Mouse in the Milk

How does a mouse get into milk?

Did the two grandkids forget to cover the milk or something like that?

What do you think might have happened?

#### Vocabulary

**occupied** (6, 18) – to fill up space or time

**drowsing** ( , 18) - dozing

**sulking** (7, 19) – to be or become moodily silent or irritable

**smithereens** ( , 20) – fragments, bits of pieces

**sparely** ( , 20) – scantily, meagerly, skimpily

**wafted** ( , 20) – to cause to move or go lightly by or as if by the impulse of wind or waves

**tragic** (7, 20) – unfortunate

**wrenched** (6, 21)- pulled up with violent twisting or force

**consolation** (8, 21) – to soothe the grief of, comfort, solace

**galoot** ( , 22) – (context clue) hayseed, rural sort of person

**jaunt** (8, 22) – a short trip usually for pleasure

**spatula** ( , 23) – flexible knife-like implement for scooping, spreading, or mixing soft substances

**coincidence** (8, 24) – occurrences happening together apparently without reason

**woozy** ( , 25) – somewhat dizzy, nauseated, or weakly befuddled

**paralyzed** (7, 26) – unable to move

**fading** (4, 26) – growing dim or faint

**settee** ( , 26) – a bench or sofa with a back and arms

**scuffle** (5, 28) – a way of walking, not picking up one's feet but almost sliding one's feet along

**crinkly** ( , 28) – wrinkly

**singed** (8, 29) – to scorch lightly the outside of

**sidled** ( , 30) – to move sideways or with one side foremost

**squinting** (5, 31) – to look or peer with the eyes partly closed

**pilfering** (9, 31) – to steal in small quantities

**liable** (7, 31) – legally obligated or responsible

**galvanized** (8, 32) – to coat iron or steel with zinc

**sanitary** (7, 33) – free from filth or infective matter

**ransack** (11, 33) – to search thoroughly, to search through for plunder and pillage

**strop** ( , 34) – a strap – one for sharpening a razor

**lamented** (9, 34) – to mourn aloud, wail; to express sorrow or regret for something; bewail

**wavering** (7, 34) – giving an unsteady sound, quavering

#### Comprehension Questions

1. What did Mary Alice and Joey bring with them to Grandma's to keep from being bored?  
Pages 17-18 Mary Alice – a jump rope, Joey – giant jigsaw puzzle
2. What happened that first night of the kids' vacation with Grandma? Pages 19-20  
Someone blow up Grandma's mailbox

3. **Why did Mrs. Wilcox, Grandma's enemy, come to see her? Pages 20-21** She came to tell Grandma that her outhouse was wrenched up and flung all over her yard
4. **What lie did Grandma tell the kid who delivered the milk? Pages 21-22** She and Joey and Mary Alice will be gone to visit her cousin, Leota – will be gone tonight, and all day tomorrow
5. **What lie did Grandma tell Ernie Cowgill, the milk delivery boy, who was 16 years old and still in the fourth grade? Pages 23-24** That Joey (10 years old) was from Chicago and is mean and in a gang so don't mess with him.
6. **Why did Grandma tell Ernie this lie or so she said?** She did it for Joey's protection – it will make the Cowgills boys scared to touch him or give him trouble
7. **What did Grandma do with the mouse she caught in a trap? Pages 25-26** Put it in an empty milk bottle and filled the bottle with milk
8. **What wouldn't Grandma let the two kids do that night? Pages 27-28** Turn on any lights or jump rope – they had to be quiet – front door shut
9. **What made the four Cowgill boys deaf for awhile? Pages 27-28** Grandma exploded a cherry bomb right by them
10. **Where was Joey sent to get the Cowgill parents? Pages 29-30** Holy Roller Church down by the lumberyard
11. **What did Grandma get as compensation from the Cowgills? Pages 31-32** A new screen door, new mailbox (a good galvanized one)
12. **What took the wind out of Mr. Cowgill's sails about the "boys will be boys"? Pages 33-34** Grandma showed him the mouse in the milk bottle
13. **What did Grandma bring to the town she didn't give two hoots about? Page 35** Law and order

*Reading for Comprehension Series*

By Lee Ann Berg

*A Long Way from Chicago*  
*Student's Guide*

**Samples of Selected Pages**

## Prologue p. 1

*What did Joey think of Grandma while he was growing up? Page 1*

## Chapter 1 pp. 3-16 1929 Shotgun Cheatham's Last Night Above Ground

What do you think it means when it is someone's last night above ground?

### Vocabulary

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obituary (5)  
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snaggletoothed (8)  
philanthropist (10)  
pauper's grave (10)  
obliged (11)

gauze (11)  
forage cap (12)  
dispersed (13)  
twitched (14)  
riveted (14)  
disfigured (15)  
trudged (15)  
gloat (16)  
reputation (16)  
ponderous (16)

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What do you think might have happened?

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wrenched (21)  
consolation (21)  
galoot (22)  
jaunt (22)  
spatula (23)  
coincidence (24)  
woozy (25)  
paralyzed (26)

fading (26)  
settee (26)  
scuffle (28)  
crinkly (28)  
singed (29)  
sidled (30)  
squinting (31)  
pilfering (31)  
liable (31)  
galvanized (32)  
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snoop (34)  
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wavering (34)

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*A Long Way from Chicago*  
*Key Questions Worksheet*

Samples of Selected Pages

***A Long Way from Chicago***  
***Key Questions Worksheet***

Name \_\_\_\_\_

Directions: Write the answers in clear, concise sentences.

**Chapter 1 pp. 3-16**  
**1929 Shotgun Cheatham's Last Night Above Ground**

1. Grandma told two different versions of how Shotgun Cheatham got his name. Choose one of the stories and explain how one of the versions happened.

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2. Which of the two versions do you like best, the real story or the embellished one, and why? \_\_\_\_\_

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**Chapter 2 pp. 17-35**  
**1930 The Mouse in the Milk**

1. If someone today held delinquent children at gunpoint until the law or their parents came, what do you think would happen?

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2. Do you think that Grandma did the right thing when she put the dead mouse in the bottle of milk and why or why not?

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**Chapter 3 pp 36-57**  
**1931 A One-Woman Crime Wave**

1. How did the authorities of the town try to keep unwanted drifters from stopping in their town?

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2. How did Grandma prove to you and the town authorities that she had a “heart of gold?”  
(There were two examples in this chapter, but you only have to describe one incident.)

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**Chapter 4 pp. 61-78**  
**1932 The Day of Judgment**

1. How did Grandma practice and practice for her entry in the county fair?

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2. Why did Grandma let Joey have her seat in the airplane?

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**Samples of Selected Pages**

**Chapter 5 pp. 79-99**  
**1938 The Phantom Brakeman**

1. Who came to get Vandalia’s wages, and what was she going to do about Vandalia saying that she needed the 15 cents?

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2. Why did the train stop so that Vandalia and Junior could get on the train?

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# *A Long Way from Chicago*

## *Key Questions Answer Key*

Name \_\_\_\_\_

Directions: Write the answers in clear, concise sentences.

### **Chapter 1 pp. 3-16**

#### **1929 Shotgun Cheatham's Last Night Above Ground**

1. Grandma told two different versions of how Shotgun Cheatham got his name. Choose one of the stories and explain how one of the versions happened.

1. killed a cow with a shotgun

2. given the name by U. S. Grant

2. Which of the two versions do you like best, the real story or the embellished one, and why? \_\_\_\_\_

N/A

### **Chapter 2 pp. 17-35**

#### **1930 The Mouse in the Milk**

1. If someone today held delinquent children at gunpoint until the law or their parents came, what do you think would happen today?

N/A

2. Do you think that Grandma did the right thing when she put the dead mouse in the bottle of milk and why or why not?

N/A

### **Chapter 3 pp 36-57**

#### **1931 A One-Woman Crime Wave**

1. How did the authorities of the town prevent unwanted drifters from stopping in their town?

The sheriff put up a sign to tell drifters to keep moving – also the sheriff and his deputies would show up to remind drifters to keep moving.

2. How did Grandma prove to you and the town authorities that she had a “heart of gold?” (There were two examples in this chapter, but you only have to describe one incident.)

One example was feeding Aunt Puss who was poor. Second example was feeding the drifters who were hungry when they came through town.

**Chapter 4 pp. 61-78**  
**1932 The Day of Judgment**

1. How did Grandma practice and practice for her entry in the county fair?

She baked a gooseberry pie every 4 hours for 3 days until the richness of the pastry and the sweetness of the sugar masked the sourness of the berries to perfection.

2. Why did Grandma let Joey have her seat in the airplane?

The biplane couldn't take off with Grandma's weight which she suspected would happen but she wanted to see what it felt like to be in the “hen roast” (cockpit)

**Chapter 5 pp. 79-99**  
**1938 The Phantom Brakeman**

1. Who came to get Vandalia's wages, and what was she going to do about Vandalia saying that she needed the 15 cents?

Vandalia's mom took the wages, and she said she was going to tan Vandalia's hide for trying to hold back 15 cents for herself.

2. Why did the train stop so that Vandalia and Junior could get on the train?

Joe was dressed as the Phantom Brakeman. It surprised the engineer who stopped the train to see if it was the brakeman. Junior and Vandalia got on the train.

*A Long Way From Chicago*  
*Character Sketch*

# Samples of Selected Pages



# Vocabulary Worksheet

Name \_\_\_\_\_

Use the following blanks to list and define vocabulary words chosen from the included word list.

1. \_\_\_\_\_ Meaning: \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_ Meaning: \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_ Meaning: \_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_ Meaning: \_\_\_\_\_

\_\_\_\_\_

5. \_\_\_\_\_ Meaning: \_\_\_\_\_

\_\_\_\_\_

6. \_\_\_\_\_ Meaning: \_\_\_\_\_

\_\_\_\_\_

7. \_\_\_\_\_ Meaning: \_\_\_\_\_

\_\_\_\_\_

8. \_\_\_\_\_ Meaning: \_\_\_\_\_

\_\_\_\_\_

9. \_\_\_\_\_ Meaning: \_\_\_\_\_

\_\_\_\_\_

10. \_\_\_\_\_ Meaning: \_\_\_\_\_

\_\_\_\_\_

Samples of Selected Pages

# Comprehension Worksheet

Name \_\_\_\_\_

Answer five comprehension questions in complete sentences.

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

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3. \_\_\_\_\_

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\_\_\_\_\_

4. \_\_\_\_\_

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\_\_\_\_\_

5. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Samples of Selected Pages

# Vocabulary and Comprehension Worksheet

Name \_\_\_\_\_

Use the following blanks to list and define vocabulary words chosen from the word list.

1. \_\_\_\_\_ Meaning: \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_ Meaning: \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_ Meaning: \_\_\_\_\_

\_\_\_\_\_

Answer three comprehension questions in complete sentences.

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Samples of Selected Pages