

Reading For Comprehension Series
By Lee Ann Berg

Woods Runner

By Gary Paulsen
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Woods Runner
Reading For Comprehension Series Bundle
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INTRODUCTION

Copyright Notice

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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 on 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 10 new words from a day's 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 those 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 Glencoe/McGraw-Hill Company in 1987.

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 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 the 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's child. Visit the following website: <http://puzzlemake.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 student 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 choose 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.

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Teacher's Guide

Please note: The first number in parenthesis following a vocabulary word indicates the approximate grade level at which the student should know the definition of the word, while the following number indicates the page on which the word was found. (Word grade placement is per *EDL Core Vocabularies in Reading, Mathematics, Science and Social Studies, 1989*.)

The page number of a vocabulary word or the range of page numbers may not correspond to the published text of the book you are using. If that is the case, you will find the vocabulary word and/or the basis for the comprehension questions and answers on pages that are approximately the same as those used in creating this study guide.

And the answers to the comprehension questions are not always written in complete sentences. The answers have sometimes been made in shortened phrases which make the answers easier to find as well as limiting the space needed to give the answers.

Part I Green/The Forest 1776

Chapter 1 Pp. 3-12

Vocabulary List with Definitions (grade appropriate) page where word is found

- .40-caliber** (9, 3) the diameter of the bore of a gun
- buckskin** (, 3) the skin of a buck (deer)
- urine** (, 3) a waste material from the kidneys
- priming** (6, 3) to put in working condition
- parchment** (7, 4) skin of an animal prepared for writing on it (in book) used as a window
- impenetrable** (, 4) incapable of being penetrated or pierced; unable to enter
- canopy of leaves** (6, 4) an overhanging cover or shelter or shade made of leaves
- foliated** (7, 4) a mass of leaves as of a plant or forest
- meandered** (1, 4) a winding path or stream
- shirthead uncle** (, 5) a person who is related to one but not as close as a first cousin
- subdued** (7, 6) to reduce the intensity of; not bright light
- contemplation** (9, 7) to view or consider or think about with continued attention
- chaos** (5, 7) complete disorder
- tallow** (7, 8) hard, white fat rendered usually from cattle or sheep used in candles
- pulverize** (10, 8) to reduce as by crushing into very small particles; demolish
- romp** (, 9) to play actively and noisily or to win a contest easily
- ornate** (9, 9) elaborately decorated
- exclusive** (8, 9) reserved for particular person, sole or undivided use
- profile** (8, 9) the deer was seen in side view
- convulsive** (10, 10) an abnormal involuntary contraction or a violent disturbance
- vicious** (5, 11) wicked or depraved; a savage tendency

Comprehension Questions

1. What was Samuel waiting for in the forest? P. 3 a deer to kill so family could have fresh meat
2. When Samuel first started to go into the forest, how far did he go? P. 4 only a short distance I felt like an alien world.

3. **What did Samuel know about the danger of the forest? P. 5** It could kill by accident, panthers, bear, or Indians. Everything in the forest killed.
4. **What else did the forest have the power to do? P. 6** It could make a man vanish. He could be pulled in and “the wild” wouldn’t let the man go.
5. **When Samuel was asked by his mother to take her into the forest, what happened? P. 7** She had to leave the forest because it felt to her like it was too thick, and too green. It felt like it could eat.
6. **What did Samuel’s parents do during long winter nights? P. 8** They read to him using tallow candles. They read to each other aloud reading from their prized books.
7. **When the deer stepped out in front of Samuel, what did Samuel do? P. 9** He got the rifle ready to fire and waited.
8. **When Samuel let the deer get away, how did he feel? P. 10** He was sadly not disappointed.
9. **What was puzzling to Samuel about the world? P. 11** He was puzzled that the people of the world with their knowledge, wisdom, wealth, and education were caught in the madness of war.
10. **Communication** What kind of page is page #10? P. 11 It is a page added to the text so that the reader would understand the event of communication between people in the year 1776.

Chapter 2 Pp. 13-17

Vocabulary List with Definitions (grade appropriate #, page where word is found)

overwhelmed (9, 15) to overcome completely; overwhelmed

gaggle (, 15) group or a cluster; used mostly with a flock of geese

marauding (11, 16) roaming about and ranging in search of plunder

contemplate (9, 16) to view or consider or think about with continued attention

affirmation (8, 16) confirm; to say so positively; declare; assert

diameter (6, 17) a straight line passing through the center of a circle

Comprehension Questions

1. **When Samuel went back to the cabin (home), who did he find there? P. 13**
Isaac, a bold man of the forest who brought news, was there.
2. **What did Isaac bring to Samuel's father? P. 14** He brought a scrap of paper with writing on it. He wanted to know what the paper said.
3. **Why did two other families come to the cabin? P. 15** They came to find out what the papersaid and to discuss the ramifications of the news of the fight at Lexington and Concord.
4. **What did these frontier people decide to do about this battle? P. 16** They decided to wait and see how the wind blows before making a decision about what to do about the battle.
5. **Frontier Life How long might it take to clear one tree to enlarge a spot for farming? P. 17** It could take a week or two of hard work. A piece of land could have tens of dozens trees on it.

Partial Sample Contains
A Few Sample Pages
From Each Section
Student's Guide

Part I Green/The Forest 1776
Chapter 1 Pp. 3-12

Vocabulary

.40-caliber (3)	foliated (4)	pulverize (8)
buckskin (3)	meandered (4)	romp (9)
urine (3)	shir-tail (4)	ornate (9)
priming (3)	abducted (7)	exclusive (9)
parchment (4)	contemplation (7)	profile (9)
impenetrable (4)	chaos (7)	convulsive (10)
canopy of leaves (4)	tallow (8)	vicious (11)

Comprehension Questions

1. What was Samuel waiting for in the forest? P. 3
2. When Samuel first started to go into the forest, how far did he go? P. 4
3. What did Samuel know about the danger of the forest? P. 5
4. What else did the forest have the power to do? P. 6
5. When Samuel was asked by his mother to take her into the forest, what happened? P. 7
6. What did Samuel's parents do during long winter nights? P. 8
7. When the deer stepped out so Samuel could see him, what did Samuel do? P. 9
8. When Samuel let the deer get away, how did he feel? P. 10
9. What was puzzling to Samuel about the world? P. 11
10. *Communication* What kind of page is page #12? P. 12

Chapter 2 Pp. 13-17**Vocabulary**

overwhelmed (15)

gaggle (15)

marauding (16)

contemplate (16)

affirmation (16)

diameter (17)

Comprehension Questions

1. When Samuel went back to the cabin (home), who did he find there? P. 13
2. What did Isaac bring to Samuel's father? P. 14
3. Why did two other families come to the cabin? P. 16
4. What did these frontier people decide to do about this battle? P. 16
5. *Frontier Life* How long might it take to clear one tree to enlarge a spot for farming? P. 17

Partial Sample
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A Few Sample Pages
From Each Section
Student's Workbook

Part I Green/The Forest 1776
Chapter 1 Pp. 3-12

Vocabulary

- canopy of leaves (4) _____
- foliated (4) _____
- meandered (4) _____
- subdued (7) _____
- ornate (9) _____

Comprehension Questions

1. What was Samuel waiting for in the forest? P. 3 _____

2. What else did the forest have the power to do? P. 6 _____

3. What did Samuel's parents do during long winter nights? P. 8 _____

4. When Samuel let the deer get away, how did he feel? P. 10 _____

5. What was puzzling to Samuel about the world? P. 11 _____

6. *Communication* What kind of page is page 12? P. 12 _____

Chapter 2 Pp. 13-17**Vocabulary**

overwhelmed (15) _____

marauding (16) _____

contemplate (16) _____

affirmation (16) _____

diameter (17) _____

Comprehension Questions

1. When Samuel went back to the cabin (home), who did he find there? P. 13 _____

2. What did Isaac bring to Samuel's father? P. 14 _____

3. Why did two other families come to the cabin? P. 15 _____

4. What did these frontier people decide to do about this battle? P. 16 _____

5. *Frontier Life* How long might it take to clear one tree to enlarge a spot for farming?

P. 17 _____

Teacher's Workbook Key

Please note: The first number in parenthesis following a vocabulary word indicates the approximate grade level at which the student should know the definition of the word while the following number indicates the page on which the word was found. (Word grade placement is per *EDL Core Vocabularies in Reading, Mathematics, Science and Social Studies, 1989*.)

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Part I Green/The Forest 1776

Chapter 1 Pp. 3-12

Vocabulary List with Definitions (grade appropriate) page where word is found

- canopy** of leaves (6, 4) an overhanging cover or shelter or shade made of leaves
- foliated** (7, 4) a mass of leaves as of a plant or forest
- meandered** (11, 4) a winding path or stream
- subdued** (7, 7) to reduce the intensity of; not bright light
- ornate** (9, 9) elaborately decorated

Comprehension Questions

1. What was Samuel waiting for in the forest? P. 3 a deer to kill so family could have fresh meat
2. What else did the forest have the power to do? P. 6 It could make a man vanish. He could be pulled in and "the wild" wouldn't let the man go.
3. What did Samuel's parents do during long winter nights? P. 5 They read to him using tallow candles. They read to each other aloud reading from their prized books.
4. When Samuel let the deer get away, how did he feel? P. 10 not disappointed
5. What was puzzling to Samuel about the world? P. 11 He was puzzled that the people of the world with their knowledge, wisdom, wealth, and education were caught in the madness of war.
6. *Communication* What kind of page is page #12? P. 12 It is a page added to the text so that the reader would understand the extent of communication between people in the year 1776.

Chapter 2 Pp. 13-17

Vocabulary List with Definitions (grade appropriate #, page where word is found)

overwhelmed (9, 15) to overcome completely; overwhelmed

marauding (11, 16) roaming about and raiding in search of plunder

contemplate (9, 16) to view or consider or think about with continued attention

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writing on it. He wanted to know what the paper said.

3. Why did two other families come to the cabin? P. 15 They came to find out what

the paper said and to discuss the ramifications of the news of the fight at Lexington

and Concord.

4. What did these frontier people decide to do about the battle? P. 16 They

decided to wait and see how the wind blew before making a decision about what to

do about the battle.

5. *Frontier life* How long might it take to clear one tree to enlarge a spot for

farming? P. 17 It would take a week or two of hard work. A piece of land could

have tens of dozens trees on it.

Partial Sample
This Sample Contains
A Few Sample Pages
From Each Section

Key Questions

Woods Runner by Gary Paulsen

Name _____

Directions: Answer the following questions in sentences. The numbers in parentheses refer to the chapter or chapters from which the questions came.

1. (1 or 2) What did Samuel's parents do during the long winter nights at the cabin?

2. (3 or 4) What did Samuel find when he reached his home?

3. (5 or 6) What was a mystery to Samuel and yet filled him with joy?

4. (7 or 8) What thought made Samuel decide to join the attack?

5. (9 or 10) How did Samuel keep up with the men being as weak as he was?

6. (11 or 12) Who saw Samuel sneaking up on and around the farm? _____

7. (13 or 14) Why did Abner order Samuel and Annie into the back of his wagon?

8. (15 or 16) What did Abner say to Samuel when Samuel said that Abner and Micah aren't what they used to be?

9. (17 or 18) When they were freeing Samuel's father, what was Samuel's job?

10. (18 or 19) What instructions did Samuel give to Annie and his parents when the four of them started off by themselves?

Partial Sample Contains
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A Few Sample Pages
From Each Section

Key Questions Answers Key

Woods Runner by Gary Paulsen **KEY**

Name _____

Directions: Answer the following questions in sentences. The numbers in parentheses refer to the chapter or chapters from which the questions came.

1. (1 or 2) What did Samuel's parents do during the long winter nights at the cabin?

Read to Samuel and aloud to each other using their prized books.

2. (3 or 4) What did Samuel find when he reached his home?

The cabin had been burned to the ground. There was only ash. There was no trace of his parents.

3. (5 or 6) What was a mystery to Samuel and yet filled him with joy?

He was filled with joy at the thought that his parents had been spared. He just couldn't figure out why.

4. (7 or 8) What thought made Samuel decide to join the attack?

The attackers of the encampment could help in the rescue of his parents.

5. (9 or 10) How did Samuel keep up with the men being as weak as he was?

He let the men help pull him along when he held onto their yoke.

6. (11 or 12) Who saw Samuel sneaking up on and around the farm?

A little girl of 8 or 9 saw Samuel sneaking around the farm. She said he could take a chicken to eat, especially the rooster.

7. (13 or 14) Why did Abner order Samuel and Annie into the back of his wagon?

A troop of British cavalry drew near, came around the bend.

8. (15 or 16) What did Abner say to Samuel when Samuel said that Abner and Micah aren't what they seem to be?

Abner said we are what we seem to be, but a little bit more.

9. (17 or 18) When they were freeing Samuel's father, what was Samuel's job?

He was to hit the guard very hard with a brick to knock him out.

10. (18 or 19) What instructions did Samuel give to Annie and his parents when the four of them started off by themselves?

Do not talk, we can't talk yet.

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: _____

Meaning: _____

7. _____ Meaning: _____

Meaning: _____

9. _____ Meaning: _____

10. _____ Meaning: _____

This Partial Sample Contains A Few Sample Pages From Each Section

Comprehension Worksheet

Name _____

Answer five comprehension questions in complete sentences

1. _____

2. _____

3. _____

4. _____

5. _____

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. _____
