Reading For Comprehension Series
By Lee Ann Berg

Woods Runner
By Gary Paulsen
Publisher: Scholastic
2010

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Woods Runner
Reading For Comprehension Series Bundle
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INTRODUCTION

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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 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 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 6th 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 select 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 student to define the word). If the child cannot do so go around the group and have 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 the 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 their 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.
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.

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 animal prepared for writing on or (in book) used as a window
impenetrable (_, 4) incapable of being penetrated or pierced; unable to enter
canopy of leaves (6) an overhanging cover of shelter or shade made of leaves
foliaged (7, 4) a mass of leaves as of a plant or forest
meandered (9, 4) a winding path or stream
shirttail uncle (_, 5) a person who is related but not as close as a first cousin
subdued (7, 7) 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; 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, 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, it 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 cut.

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 so Samuel could see him, 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 oddly 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 #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, overthrow

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

marauding (11, 16) roaming about and raiding 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, an old man of the forest, 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 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 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 would take a week or two of hard work.  A piece of land could have tens of dozens of trees on it.
Part I  Green/The Forest  1776
Chapter 1  Pp. 3-12

Vocabulary

.40-caliber (3)  foliaged (4)  pulverize (8)
buckskin (3)  meandered (4)  romp (9)
urine (3)  shirttail uncle (5)  orifice (9)
priming (3)  subdued (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

   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

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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. 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
Partial Sample
This Sample Contains A Few Sample Pages From Each Section.
Part I  Green/The Forest  1776
Chapter 1  Pp. 3-12

Vocabulary

canopy of leaves (4) ____________________________
foliaged (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 ______________
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Chapter 1  Pp. 3-12

Vocabulary List with Definitions (grade appropriate  #, page where word is found)
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foliaged (7, 4) a mass of leaves as of a planter 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

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.

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.

8. When Samuel let the deer get away how did he feel? P. 10 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 #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; overthrow
marauding (11, 16) roaming about and raiding in search of plunder
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   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.
This Sample Contains A Few Sample Pages From Each Section
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 seem 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?
**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 ashes. 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 oxen 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 red hen.

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

A troop of British cavalry dragoons 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

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: __________________________
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. __________________________
   __________________________
   __________________________