Reading For Comprehension Series
By Lee Ann Berg

War Horse
By Michael Morpurgo
Scholastic Publisher
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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 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 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 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.
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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 or 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.
Chapter 1   Pp. 1-7

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

stamina (8, 1) staying power; energy; endurance
evident (6, 1) obvious; plain; apparent
haggling (_, 2) bargain; barter; quibble
consolation (8, 3) comfort; solace; relief; support
vicious (5, 4) cruel; inhuman; brutal; violent
conviction (7, 6) confidence; assurance; certainty; belief
intrigued (8, 6) interested; attracted
obstinate (9, 7) stubborn; determined; fixed
instinctive (6+, 7) inherent; innate; natural; inborn

Comprehension Questions

1. How did the colt become separated from his mother? Pp. 1-2 They were both sold in an auction ring to two separate people.

2. Who befriended the colt in his new home? Pp. 3-4 Albert, a young boy, befriended him. He saw the colt as a wonderful and brave horse. Zoey, an old work horse who was at the same farm, also became his friend.

3. Why had Albert’s father bought Joey when what he had gone to the auction for was to buy a calf? Pp. 5-6 Albert’s mother thought he bought the colt because Farmer Easton was bidding on the colt, and Albert’s father was just denying Easton the colt due to a fencing argument the two had had.

4. Why did Albert’s father say horses were obstinate and stupid? P. 7 Albert thought he said this because he didn’t understand horses and was just a little frightened of them.
Chapter 2  Pp. 8-16

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

pretext (12, 9) alleged reason; excuse; ploy; ruse
precaution (9, 9) safety measure; safeguard; provision
prowess (12, 10) ability; skill; competence; expertise
vengeance (8, 11) revenge; retaliation; reprisal
infinite (7, 11) never ending; countless; vast
dismisively (_., 12) frivolously; glibly; superficially
rudiments (12, 14) basics; fundamentals; essentials

Comprehension Questions

1. What did Albert’s father do every Tuesday without fail?  Pp. 8-9  He got drunk. He would change in his drunkenness into a completely different person.

2. What caused Joey to strike Albert’s father with his back hooves?  Pp. 10-11  In his drunken state, the father was preparing to whip Joey into submission to wear a collar so Joey could be turned into farm horse to pull a cart or a plow. The father had bet his old adversary, Easton and some other farmers, that Joey would be pulling a plow by the end of the week.

3. What task did Albert’s father charge Albert with?  Pp. 12-13  Albert was given the task of breaking Joey to pull the plow with Zoey. He had one week to train Joey with the threat of Joey being either sold or shot if he didn’t become a workhorse.

4. What news did Albert tell Joey about after Albert’s father won his bet with Easton?  Pp. 14-15  There may be a war, and Albert wished he were older so he could go to war.

5. Who did Albert’s father say Britain was now at war with?  P. 16  Germany
Student’s Guide
Chapter 1  Pp. 1-7

Vocabulary

stamina (1)
evident (1)
haggling (2)
consolation (3)
vicious (4)
conviction (6)
intrigued (6)
obstinate (7)
instinctive (7)

Comprehension Questions

2. Who befriended the colt in his new home?  Pp. 3-4
3. Why had Albert’s father bought Joey when what he had gone to the auction for was to buy a calf?  Pp. 5-6
4. Why did Albert’s father say horses were obstinate and stupid? P. 7
Chapter 2  Pp. 8-16

Vocabulary

pretext (9)
precaution (9)
prowess (10)
vengeance (11)
infinite (11)
dismissively (12)
rudiments (14)

Comprehension Questions

1. What did Albert’s father do every Tuesday without fail? Pp. 8-9
2. What caused Joey to strike Albert’s father with his back hooves? Pp. 10-11
5. Who did Albert’s father say Britain was now at war with? P. 16
Chapter 1   Pp. 1-7

Vocabulary

stamina (1) ____________________________________________________________
consolation (3) _______________________________________________________
conviction (6) _________________________________________________________
intrigued (6) _________________________________________________________
obstinate (7) _________________________________________________________

Comprehension Questions


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Chapter 2  Pp. 8-16

Vocabulary
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prowess (10) _________________________________________________________
vengeance (11) _______________________________________________________
infinite (11) _________________________________________________________
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the colt due to a fencing argument the two had had.

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thought he said this because he didn’t understand horses and was just a little _____
frightened of them.
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Key Questions
Key Questions

Answer in complete sentences.  Name______________________________

1. Why had Albert’s father bought Joey when what he had gone to the auction for was to buy a calf?  Pp. 5-6

   Albert’s mother thought he bought the colt because Farmer Easton was bidding on the colt, and Albert’s father was just denying Easton the colt due to a fencing argument the two had had.

2. What was the real reason Albert’s father insisted Albert take the saddleback boar back to its owner?  Pp. 21-22

   He was planning to sell Joey, and he didn’t want Albert at the farm to cause any problems with the sale.

3. What disagreement did Captain Nicholls and Captain Stewart have with most of the cavalry members in the mess hall?  Pp. 33-34

   Only Captains Nicholls and Stewart thought the war would be long and brutal, the machine guns and the artillery would make this a new kind of war.

4. What bit of encouragement did Captain Stewart tell Trooper Warren about what would happen to Joey and Topthorn?  P. 62

   He told him not to worry about the two horses. The Germans loved horses as much as the English did. Joey and Topthorn would be well treated.

5. What was Emilie’s complaint to her grandfather about Joey and Topthorn?  Pp. 81-82

   She thought Grandpapa was working them too hard, but he reassured her they loved to work and really needed to work.
Key Questions Answer Key
Key Questions Answer Key

Answer in complete sentences.

1. Why had Albert’s father bought Joey when what he had gone to the auction for was to buy a calf? Pp. 5-6

2. What was the real reason Albert’s father insisted Albert take the saddleback boar back to its owner? Pp. 21-22

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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: __________________________
Comprehension Worksheet

Name __________________________

Answer five comprehension questions in complete sentences:

1. ____________________________________________
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2. ____________________________________________
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3. ____________________________________________
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4. ____________________________________________
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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. _______________________________________________________________________________________