The Magic Finger
By Roald Dahl
Illustrated by Tony Ross
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Reading Level 3.3 Accelerated Reader

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The Magic Finger
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 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.
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.
Prediction: What could you do with a magic finger? What would YOU do with a magic finger?

Vocabulary List with Definitions (grade appropriate #, page where found)
- wondering (2, 23) to feel surprise or amazement; or to feel curiosity or doubt
- enormous (4, 31) very large
- biscuits (6, 39) a small quick bread made from dough that has been rolled and cut
- mince (_, 43) to cut into very small pieces; or to walk in a prim affected manner
- congratulate (5, 54) to express pleasure to on account of success or good fortune
- honor (3, 62) outward respect; to treat with respect

Comprehension Questions
1. Who was the storyteller? P. 7 a girl who was 8 years old
2. Who were Philip and William? P. 7 farm neighbors, boys 8 and 11 years old
3. How do you know this girl can't add? P. 7 8+3 is not 10
4. What did Farmer Gregg and his sons love to do? P. 8 They loved to hunt.
5. What did the storyteller hate? P. 8 She hated hunting animals like the Greggs did.
6. What did the girl do? P. 9 She tried to talk the boys out of hunting.
7. What did the Greggs come home with one Saturday morning? P. 9 a lovely young deer
8. What did the storyteller do? P. 10 She got so mad she put the magic finger on them all even Mrs. Gregg who wasn't even there.
9. Why was this so out of step with what the storyteller wanted? P. 11 She had promised herself not to use her magic finger.
10. Why did the girl get mad at Mrs. Winter, her teacher? P. 11 The teacher had called her stupid for spelling cat as k-a-t.
12. How did Mrs. Winter learn she was different? P.12 She learned she was different when the class screamed with laughter, and she saw her new tail.
Student’s Guide
Vocabulary

wondering (23)
enormous (31)
biscuits (39)
mince (43)
congratulate (54)
honor (62)

Comprehension Questions

1. Who was the storyteller? P. 7
2. Who were Philip and William? P. 7
3. How do you know this girl can't add? P. 7
4. What did Farmer Gregg and his sons love to do? P. 8
5. What did the storyteller hate? P. 8
6. What did the girl do? P. 9
7. What did the Greggs come home with one Saturday morning? P. 9
8. What did the storyteller do? P. 10
9. Why was this so out of step with what the storyteller wanted? P. 11
10. Why did the girl get mad at Mrs. Winter, her teacher? P. 11
11. What happened to Mrs. Winter? P. 12
12. How did Mrs. Winter learn she was different? P. 12
13. Did Mrs. Winter return to her former self? P. 12
14. How long had the storyteller had this gift? P. 12
15. When did she have the power? P. 14
16. What happened when she got mad? P. 14
Student’s Workbook
Vocabulary

wondering (23)  
enormous (31)  
biscuits (39)  
mince (43)  
congratulate (54)  
honor (62)  

Comprehension Questions

1. Who was the storyteller? P. 7
2. Who were Philip and William? P. 7
3. How do you know this girl can't add? P. 7
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Workbook Answer Key

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mince (_, 43)   to cut into very small pieces; or to walk in a prim affected manner

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honor (3, 62)   outward respect; to treat with respect

Comprehension Questions

1. Who was the storyteller?  P. 7   a girl who was 8 years old

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12. How did Mrs. Winter learn she was different?  P. 12   She learned she was different when the class screamed with laughter, and she saw her new tail.
Key Questions
Key Questions
The Magic Finger

Answer in sentences.

Name ________________________

1. Who was the storyteller? Page 7

2. What happened to Mrs. Winter? Page 12

3. What did Mrs. Gregg notice about Mr. Gregg in the morning? Page 23

4. How did the Greggs feel about flying? Page 28

5. What did Philip think was going to happen to them at night? Page 33

6. What did Mrs. Gregg say she felt like doing? Page 37

7. What was Philip especially mad about when observing the ducks through the window? Page 42
Key Questions Answer Key
Key Questions Answer Key

The Magic Finger

An eight year old girl was the storyteller.

The storyteller magic finer turned her into a cat because Mrs. Winter had called the storyteller stupid.

Mrs. Gregg noticed that Mr. Gregg was a tiny little man.

They really seemed to love flying.

They would be eaten by cats and foxes in the night.

Mrs. Gregg said she felt like laying an egg.
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. __________________________________________

2. __________________________________________

3. __________________________________________

4. __________________________________________

5. __________________________________________
Vocabulary and Comprehension Worksheet

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. ________________________________________________________________