

Reading For Comprehension Series
By Lee Ann Berg

The Twits

By Roald Dahl
Illustrated by Quentin Blake
Copyright 1980
Scholastic

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The Twits
Reading For Comprehension Series Bundle
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INTRODUCTION

Copyright Notice

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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 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 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.

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

morsel (8, 7) piece; scrap; crumb

foul (6, 7) unclean; stinking; rank; tainted; soiled; fetid

wombat (, 11) stocky burrowing Australian marsupials that resemble bears

revive (6, 14) renew; perk up; revitalize; breathe life into; refresh; restart

distinctly (6, 16) definitely; clearly; markedly

dreaded (5, 20) feared

solemn (5, 23) somber; grave; serious; glum

absolutely (6, 26) totally; completely; utterly; entirely

extraordinary (8, 28) strange; odd; unusual; unexpected; amazing; astonishing

grunion (, 30) fish which comes inshore to spawn at nearly full moon

ridiculous (5, 51) ludicrous; preposterous; silly; outlandish; bizarre

scampered (4, 53) ran nimbly and playfully

frenzy (8, 55) agitation; emotion; rage; fury; anger

hoisted (6, 60) raised; lifted

dollop (, 62) blob; splotch; spoonful

Comprehension Questions

Hairy Faces P. 3

- 1. What question does the author ask about men with hairy faces? P. 3** How often do hairy ones wash their faces? Do they shampoo it and use hairdryers, hair tonic? What do they do to trim it?

Mr. Twit Pp. 4-5

- 2. How did Mr. Twit think his hairiness made him look? P. 4** He thought he looked terrifically wise and grand.
- 3. How often did Mr. Twit wash his bristly nailbrushy face? P. 5** Never

Dirty Beards Pp. 5-7

- 4. What happened when a hairy man ate? P. 5** It is impossible to get any food in his mouth without getting some of it on his hairs.
- 5. Why was Mr. Twit never really hungry? P. 7** He could use his tongue to find tasty morsels left in his hairy face from a previous meal.

Mrs. Twit Pp. 8-10

- 6. Why was it a pity that Mrs. Twit didn't have a beard? P. 8** The hair on her face would have hidden some of her ugliness.
- 7. What could have made Mrs. Twit look lovely even though she was so ugly? P. 9** If she had had lovely thoughts instead of the ugly thoughts she had she could have been lovely.
- 8. Why did Mrs. Twit carry a walking stick in her right hand? P. 10** She carried it so she could have it handy to hit dogs and cats and small children with it.

The Glass Eye Pp. 10-12

- 9. While Mr. Twit was drinking his beer, what was he plotting? Pp. 10-11**
He was planning a really nasty trick to play on Mrs. Twit.
- 10. What made Mr. Twit jump when he got to the bottom of his glass of beer? P. 12** He found his wife's glass eye which made Mrs. Twit say she had eyes everywhere watching him.

The Frog Pp. 12-15

- 11. How did Mr. Twit try to get even with Mrs. Twit for the glass eye in his beer? Pp. 12-13** He put a frog in her bed.
- 12. Why did the frog lay on Mrs. Twit's face? Pp. 14-15** Mr. Twit poured water on Mrs. Twit's face to revive her when she fainted. Frogs love water.

The Wormy Spaghetti Pp. 15-17

- 13. How did Mrs. Twit get even with Mr. Twit for the frog? Pp. 15-17** She made spaghetti mixing in earthworms with the spaghetti. He ate the worms thinking they were Squiggly Spaghetti.

The Twits Get the Shrinks Pp. 74-76

- 48. What happened to the Twits because they could not get free from the glue?**
Pp. 74-75 They got the dreaded shrinks.
- 49. Why did Fred come to the Twits' house? P. 76** He came to read the gas meter and was elated to find the Twits gone.

Student's Guide

Vocabulary

- morsel (7)
- foul (7)
- wombat (11)
- revive (14)
- distinctly (16)
- dreaded (20)
- solemn (23)
- absolutely (26)
- extraordinary (28)
- grunion (30)
- ridiculous (51)
- scampered (53)
- frenzy (55)
- hoisted (60)
- dollop (62)

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7. What could have made Mrs. Twit look lovely even though she was so ugly? P. 9
8. Why did Mrs. Twit carry a walking stick in her right hand? P. 10

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The Funny Walking Stick Pp. 18-20

14. What did Mr. Twit do to get even with Mrs. Twit for the worms in the spaghetti?
Pp. 18-19
15. What did Mrs. Twit finally realize about the stick? P. 20

Mrs. Twit Has the Shrinks Pp. 21-25

16. How did Mr. Twit really convince Mrs. Twit she had the shrinks? P. 21
17. Why was Mrs. Twit's chair too tall for her? P. 22
18. Why did Mr. Twit tell Mrs. Twit would happen in 10 or 11 days? P. 23
19. What did Mr. Twit say would cure Mrs. Twit? P. 23

Mrs. Twit Gets a Stretching Pp. 24-26

20. How did Mr. Twit plan to "stretch" Mrs. Twit? P. 24
21. What silly thing did Mrs. Twit say that gave Mr. Twit a nasty idea? P. 26

Mrs. Twit Goes Ballooning Pp. 26-27

22. What nasty thing did Mr. Twit do to Mrs. Twit? P. 26

Workbook

Vocabulary

morsel (7) _____

foul (7) _____

revive (14) _____

distinctly (16) _____

dreaded (20) _____

solemn (23) _____

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Teacher's Key to Workbook

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Key Questions

Key Questions

The Twits

Answer in sentences.

Name _____

1. Why was Mr. Twit never hungry? P. 7 _____

2. How did Mrs. Twit get even with Mr. Twit for the frog? Pp. 15-17 _____

3. What silly thing did Mrs. Twit say that gave Mr. Twit a nasty idea? P. 26 _____

4. How did Mr. Twit catch the birds that Mrs. Twit baked in bird pie? Pp. 34-35 _____

5. Why did the Twits have monkeys in their garden? P. 39 _____

6. How did the monkeys get the message to the birds not to land on the Dead Tree branches? P. 43

7. What was Mr. Twit's order to the monkeys while he and Mrs. Twit went to get guns? Pp. 49-50

8. What was the first thing Muggle-Wump told everyone to do? P. 54

9. What did the Ravens drop on the tops of the Twits' heads when they returned? Pp. 66-67

10. What problem did Roly-Poly Bird say he would help Muggle-Wump solve? Pp. 72-73

Teacher's Key to Questions for *The Twits*

Key Questions Answer Key

The Twits

Answer in sentences.

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He could use his tongue to find tasty morsels left in his hairy face from a previous meal.

2. How did Mrs. Twit get even with Mr. Twit for the frog? Pp. 15-17

She made spaghetti mixing in earthworms with the spaghetti. He ate the worms thinking they were Squiggly Spaghetti.

3. What silly thing did Mrs. Twit say that gave Mr. Twit a nasty idea? P. 26

She asked that her feet be tied securely to the iron ring so she didn't float away.

4. How did Mr. Twit catch the birds that Mrs. Twit baked in bird pie? Pp. 34-35

He used Hugtight Glue on the dead tree branches of the Dead Tree. The glue stuck any birds who lit on the branches to be caught for the pie.

5. Why did the Twits have monkeys in their garden? P. 39

They had worked as monkey trainers. When Mr. Twit retired he took the monkeys to train them for an upside-down act.

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

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. _____
