INTRODUCTION

Copyright Notice
Thank you for respecting our copyright.
We greatly appreciate it!
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.
Schooled
By Gordon Korman
Published by Scholastic 2007

Schooled is told in a unique way in that the story is told from different points of view. Each chapter is named for the character who is telling the tale from their own prospective of the events that occurred.

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.
Chapter 1  Capricorn Anderson

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

Foucault pendulum (_, 6) a device with a heavy weight hung by a long wire. It swings in a constant motion that appears to show the Earth’s rotation.

contorted (11, 7) to twist and bend out of its normal shape.

g rave (5, 8) very serious

Comprehension Questions

1. What was Garland Farm?  Pp. 3-4  It was a community that began in the 1960s by hippies.

2. How did Rain get hurt?  P. 4  She fell out of a plum tree.

3. Why didn’t Capricorn Anderson call 9-1-1?  Pp. 4-5  They didn’t have a phone at the commune.

4. What important role did Rain have in Capricorn’s life?  P. 5  Cap was raised by his grandma, Rain, and she was his teacher.

5. How long did the doctor tell Rain she would have to stay in the hospital and “do rehab?”  P. 7  8 weeks

Chapter 2  Mrs. Donnelly

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

tsunami (_, 10) a high sea wave caused by an earthquake.

reluctant (7, 12) unwilling and hesitant.

Comprehension Questions

1. When Mrs. Donnelly saw Capricorn Anderson with all that hair and all those beads, what did she know?  P. 10  He was from Garland Farm.

Chapter 3  Zach Powers

Vocabulary List with Definitions (grade appropriate #, page where word is found)
corn husks(_, 15) the dry outer covering of stocks of corn
orientation (11, 16) a program to introduce newcomers to their new school
bewildered (5, 16) to become confused
conviction (7, 16) a firmly held belief or opinion

Comprehension Questions
1. What did Zach do to make everything perfect? Pp. 13-14  He changed the sign in front of the school to say Welcome to C average Middle School.
2. Who was usually nominated as the eighth grade President? P. 14 Usually the biggest loser in the eighth grade was nominated.
3. Why did the student body pick the biggest loser? P. 14 They wanted to make his or her life miserable.
4. Who was the front runner for the nomination since kindergarten? P. 15 Hugh Winkleman
5. Who did Mr. Kasigi, the assistant principal, introduce to Zack Powers? P. 15 Capricorn Anderson
6. What surprised Cap when he opened his new locker? P. 16 It was empty.
7. Who will probably become the new eighth grade President? P. 17 Capricorn Anderson
Chapter 1  Capricorn Anderson

Vocabulary
- Foucault pendulum
- contorted
- grave

Comprehension Questions
1. What was Garland Farm?  Pp. 3-4
2. How did Rain get hurt?  P. 4
4. What important role did Rain have in Capricorn's life?  P. 5
5. How long did the doctor tell Rain she would have to stay in the hospital and “do rehab?”  P. 7

Chapter 2  Mrs. Donnelly

Vocabulary
- tsunami
- reluctant

Comprehension Questions
1. When Mrs. Donnelly saw Capricorn Anderson with all that hair and all those beads, what did she know?  P. 10
2. Where did Mrs. Donnelly grow up?  Pp. 10-11
Chapter 3  Zach Powers

Vocabulary
corn husks
orientation
bewildered
conviction

Comprehension Questions
1. What did Zach do to make everything perfect? Pp. 13-14
2. Who was usually nominated as the eighth grade President? P. 14
3. Why did the student body pick the biggest loser? P. 14
4. Who was the front runner for the nomination since kindergarten? P. 15
5. Who did Mr. Kasigi, the assistant principal, introduce to Zack Powers? P. 15
6. What surprised Cap when he opened his new locker? P. 16
7. Who will probably become the new eighth grade President? P. 17
Chapter 1 and 2  Capricorn Anderson and Mrs. Donnelly

Vocabulary
contorted
grave
tsunami
reluctant

Comprehension Questions
1. What was Garland Farm? Pp. 3-4

2. How did Rain get hurt? P. 4


4. What important role did Rain have in Capricorn’s life? P. 5

5. How long did the doctor tell Rain she would have to stay in the hospital and “do rehab”? P. 7

6. When Mrs. Donnelly saw Capricorn Anderson with all that hair and all those beads, what did she know? P. 10

Chapter 3  Zach Powers

Vocabulary
orientation
bewildered
conviction

Comprehension Questions
1. What did Zach do to make everything perfect? Pp. 13-14

2. Who was usually nominated as the eighth grade President? P. 14

3. Why did the student body pick the biggest loser? P. 14

4. Who was the front runner for the nomination since kindergarten? P. 15

5. Who did Mr. Kasigi, the assistant principal, introduce to Zack Powers? P. 15

6. What surprised Cap when he opened his new locker? P. 16

7. Who will probably become the new eighth grade President? P. 17
Schooled
By Gordon Korman
Published by Scholastic 2007

Schooled is told in a unique way in that the story is told from different points of view. Each chapter is named for the character who is telling the tale from their own prospective of the events that occurred.

Workbook Answer 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.)

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.
Chapter 1 and 2  Capricorn Anderson and Mrs. Donnelly

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

contorted (11, 7) to twist and bend out of its normal shape
grave (5, 8) very serious
tsunami (4, 10) a high sea wave caused by an earthquake
reluctant (7, 12) unwilling and hesitant

Comprehension Questions
1. What was Garland Farm?  Pp. 3-4  It was a community that began in the 1960s by hippies.

2. How did Rain get hurt?  P. 4  She fell out of a plum tree.

3. Why didn't Capricorn Anderson call 9-1-1?  Pp. 4-5  They didn't have a phone at the commune.

4. What important role did Rain have in Capricorn's life?  P. 5  Cap was raised by his grandma, Rain, and she was his teacher.

5. How long did the doctor tell Rain she would have to stay in the hospital and “do rehab?”  P. 7  8 weeks

6. When Mrs. Donnelly saw Capricorn Anderson with all that hair and all those beads, what did she know?  P. 10  He was from Garland Farm.

Chapter 3  Zach Powers

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

orientation (11, 16) a program to introduce newcomers to their new school
bewildered (5, 16) to become confused
conviction (7, 16) a firmly held belief or opinion

Comprehension Questions

1. What did Zach do to make everything perfect? Pp. 13-14  He changed the sign in front of the school to say Welcome to C average Middle School.

2. Who was usually nominated as the eighth grade President? P. 14  Usually the biggest loser in the eighth grade was nominated.

3. Why did the student body pick the biggest loser? P. 14  They wanted to make his or her life miserable.

4. Who was the front runner for the nomination since kindergarten? P. 15  Hugh Winkleman

5. Who did Mr. Kasigi, the assistant principal, introduce to Zack Powers? P. 15  Capricorn Anderson

6. What surprised Cap when he opened his new locker? P. 16  It was empty.

7. Who will probably become the new eighth grade President? P. 17  Capricorn Anderson
Key Questions
**Schooled**
By Gordon Korman

Answer the questions in complete sentences. Name _______________________

1. Why did Cap agree to live (unwillingly) with Mrs. Donnelly? Pp. 10-12 ____________
   
   __________________________________________________________________________
   
   __________________________________________________________________________
   
   __________________________________________________________________________

2. Why didn’t Hugh warn Cap to get his name taken off the nomination list for 8th grade president? Pp. 27-32 ____________
   
   __________________________________________________________________________
   
   __________________________________________________________________________

3. What plan did Zach initiate once Cap was introduced as class president? Pp. 33-43 ____________
   
   __________________________________________________________________________
   
   __________________________________________________________________________

   
   __________________________________________________________________________
   
   __________________________________________________________________________

5. What emotions did Hugh feel about Cap’s approval by the student body of C Average School? Pp. 114-119 ____________
   
   __________________________________________________________________________
Key Questions Answer Key
Schooled
By Gordon Korman

Answer the questions in complete sentences. Name ____________________________

1. Why did Cap agree to live (unwillingly) with Mrs. Donnelly? Pp. 10-12

   He had no one else to live with while Rain was in the hospital. And Mrs.
   Donnelly had once lived at Garland.

2. Why didn’t Hugh warn Cap to get his name taken off the nomination list for 8th grade
   president? Pp. 27-32

   If he warned Cap to take his name off the nomination list, Hugh’s name would
   be put up for nomination. Then Hugh’s life would be miserable for the whole
   of his eighth grade.

3. What plan did Zach initiate once Cap was introduced as class president? Pp. 33-43

   Zach told Cap that he was expected to learn all the 1100 names of the student
   body.


   He showed his contempt of Cap by making fun of him to Sophie behind Cap’s
   back.

5. What emotions did Hugh feel about Cap’s approval by the student body of C Average School? Pp. 114-119

   Hugh’s emotions ran from envy, to betrayal, and to anger.
## Vocabulary Worksheet

Name: ______________________

Use the following blanks to list and define vocabulary words chosen from the included word list.

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td></td>
</tr>
</tbody>
</table>
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. ________________________ ________________________
   ________________________ ________________________