

Reading For Comprehension Series
By Lee Ann Berg

Totally Disgusting!

By Bill Wallace
Published by Pocket Books
Drawings by Leslie Morrill
Copyright 1991
Reading Level 4.1

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Totally Disgusting
Reading For Comprehension Series Bundle
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INTRODUCTION

Copyright Notice

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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.

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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.

Chapter 1 Pp. 3-11

Prediction: Look at the cover of the book. What will this book be about? What will be “Totally Disgusting!”?

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

vibration (6, 4) a rapid to-and-fro motion that produces sound; a trembling motion

sinister (8, 6) singularly evil; accompanied by or leading to disaster

raspy (, 7) to speak in a grating tone

caress (8, 9) a tender or loving touch

Comprehension Questions

- 1. Read the first page together. How is the story told? P. 3** It is told in first person.
- 2. How do you know? P. 3** The main character refers to “I” all the time.
- 3. What would be a 2nd person story be like? P. 3** The author refers to the main character and other characters as he or she.
- 4. Why were the main character and his brothers crying? Pp. 3-4** The mother cat was gone.
- 5. Where had the mother gone? Pp. 3-4** She was moving the kittens upstairs in Mrs. Herst’s place. Mrs. Herst was old and nearly blind. The mother cat was afraid Mrs. Herst might step on the kittens before they had their eyes open.
- 6. While Mother Cat took another kitten upstairs, what happened to the kitten and the kitten’s sister while they were left alone in the rag box? P. 5-6** Rats attacked the kittens and carried off the sister.
- 7. Who saved the kitten when the rat returned to the rag box? Pp. 7-8** The kitten put up a struggle, and a man came and stomped on the rat.
- 8. How did the kitten know the man wasn’t trying to hurt it? Pp. 9-11** Mom Cat reassured the kitten that the man only wanted to help and wasn’t trying to hurt the kitten.

Chapter 2 Pp. 12-16

Prediction: Where will Mom Cat take the kitten?

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

unique (7, 14) being the only one of its kind; very unusual

ritual (10, 14) a customarily repeated act or series of acts

Comprehension Questions

- 1. What affect did the rat attack have on the kitten? Pp. 12-13** The kitten had bad dreams.
- 2. How was the kitten going to be named according to Mama Cat? Pp. 13-14** A special human person would pick up the kitten with love and a light in his eyes. She said to only respond to this person. This person would give the kitten a name.
- 3. What did the kitten hope for? P. 16** The kitten hoped for a special person who would be nice, feed it, pet it, and give it a brave name.

Student's Guide

Chapter 1 Pp. 3-11

Vocabulary List

vibration (4)

sinister (6)

raspy (7)

caress (9)

Comprehension Questions

1. Why were the main character and his brothers crying? Pp. 3-4
2. Where had the kittens' mother gone? Pp. 3-4
3. While Mother Cat took another kitten upstairs, what happened to the kitten and the kitten's sister while they were left alone in the rag box? P. 5-6
4. Who saved the kitten when the rat returned to the rag box? Pp. 7-8
5. How did the kitten know the man wasn't trying to hurt it? Pp. 9-11

Chapter 2 Pp. 12-16

Vocabulary List

unique (14)

ritual (14)

Comprehension Questions

1. What affect did the rat attack have on the kitten? Pp. 12-13
2. How was the kitten going to be named according to Mama Cat? Pp. 13-14
3. What did the kitten hope for? P. 16

Chapter 3 Pp. 17-23

Vocabulary List

prowl (17)

Comprehension Questions

1. What was the kitten's great fear as people came to get its brothers and sisters?
Pp. 17-18
2. What frightened the kitten about being taken by the young man who did not seem to be its special person? Pp. 19-20
3. Where did the kitten end up once it got to the man's house? Pp. 21-22
4. What happened to the kitten while it was waiting? Pp. 23

Student Workbook

Chapter 1 Pp. 3-11

Vocabulary List

vibration (4) _____

sinister (6) _____

raspy (7) _____

caress (9) _____

Comprehension Questions

1. Why were the main character and his brothers crying? Pp. 3-4 _____

2. Where had the kittens' mother gone? Pp. 3-4 _____

3. While Mother Cat took another kitten upstairs, what happened to the kitten and the kitten's sister while they were left alone in the rag box? P. 5-6 _____

4. Who saved the kitten when the rat returned to the rag box? Pp. 7-8 _____

5. How did the kitten know the man wasn't trying to hurt it? Pp. 9-11 _____

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Vocabulary List

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Comprehension Questions

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Vocabulary List

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Workbook Answer Key

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Comprehension Questions

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Key Questions

Totally Disgusting!

Answer these questions in complete sentences. Name _____

1. How was the Kitten going to be named according to Mama Cat? Pp 13-14 _____

2. How did the kitten end up with the name he was given? P. 28 _____

3. What made Timmy and Jessica laugh? Pp. 40-41 _____

4. Where did Barkus and Mewkiss end up spending the days and nights? Pp. 49-51 _____

5. What was making the gentle caress sound on the roof of Barkus's and Mewkiss's house? Pp. 54-55 _____

Key Questions Answer Key

Totally Disgusting!

Answer these questions in complete sentences. Name _____

1. How was the Kitten going to be named according to Mama Cat? Pp 13-14

A special human person would pick up the kitten with love and a light in his eyes. This person would give the kitten a name.

2. How did the kitten end up with the name he was given? P. 28

When the girl cuddled the kitten, it mewed and then its whiskers crunched against her cheek. The girl thought the kitten was kissing her so she name the cat, Mewkiss.

3. What made Timmy and Jessica laugh? Pp. 40-41

Barkus tried to chase and catch Mewkiss. Mewkiss was able to jump up or sidestep Barkus. Barkus couldn't outfox Mewkiss.

4. Where did Barkus and Mewkiss end up spending the days and nights? Pp. 49-51

Daddy built a fence around the yard and a dog house for the animals to sleep in. That was where they spent their days and nights.

5. What was making the gentle caress sound on the roof of Barkus's and Mewkiss's house? Pp. 54-55

Snow was making the gentle caress sound on the doghouse. Barkus didn't like strange noises.

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. _____
