

***Reading For Comprehension Series***  
***By Lee Ann Berg***

***Maniac Magee***

by Jerry Spinelli  
Newbery Medal  
Published by Scholastic, Inc.  
Copyright 1990  
Reading Level 5.5

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Maniac Magee  
Reading For Comprehension Series Bundle  
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## INTRODUCTION

### Copyright Notice

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*We greatly appreciate it!*

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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 6<sup>th</sup>, 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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Reading Level 5.5

### **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. Sometimes they have been written into shortened phrases. This makes the answers easier to find as well as limiting the space needed to give the answers.

**Preset:** Read the prologue, entitled "Before the Story," pages 1-2, together.

1. **How did the author picture Maniac? P. 1** Maniac could run very fast. He had a pet cockroach. He was probably very poor, but everyone remembered him even long after he was gone.

**PART I**  
**Chapters 1, 2, and 3 Pp. 5-13**

**Vocabulary List with Definitions** (grade appropriate #, page where word is found) None

**Comprehension Questions**

1. **When his parents died, Maniac went to live with his Aunt Dot and Uncle Dan. What was his life like with them? Pp. 5-6** It was very lonely, he must have had no emotional stability since the two of them had no emotional stability and no support for each other. It was a very stressful time for Maniac.
2. **What was the "Lost Year?" Pp. 8-9** The Lost Year was the year Maniac lived between leaving Hollidaysburg and arriving in Two Mills.
3. **Why was Amanda Beale so surprised that Maniac talked to her? Pp. 10-13** She was black, and he was white.
4. **Why was she carrying all of her books in a suitcase? Pp. 10-13** If she left her books at home, her younger brother and sister would probably write in them or her dog might chew on them.
5. **Why did Amanda let Maniac borrow one of her books? Pp. 10-13** He was so unusual, a white boy who didn't seem to notice or care that she was black, and he was white. He was persistent.

## Chapters 4, 5, 6, and 7 Pp. 14-27

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

**commotion** (7, 16) disturbance; uprising; agitation

**suffice** (9, 16) to satisfy a need; be sufficient

**wretch** (7, 16) a miserable unhappy person

**blundering** (5, 16) to move clumsily or unsteadily; to make a stupid or needless mistake

**cardinal rules** (, 17) rules of basic importance; primary rules

**clamoring** (8, 18) noisy shouting

**mirage** (7, 18) an illusion

**hallucination** (11, 18) perception of objects with no reality; delusion; illusion; mirage

**emanations** (, 18) to come out from a source; originate; arise

**Samaritan** (, 19) a person who does good to another with no promise of repayment

**gaping** (5, 24) to open the mouth wide; to stare with the mouth open

**picador** (, 25) person in a bull fight who places poles with points into the bull him

**pandemonium** (12, 25) a wild uproar

**lumbered** (, 26) to move heavily or clumsily

### Comprehension Questions

- 1. What happened at the varsity football practice? Pp. 14-15** Maniac made a one handed catch and kicked a perfect punt.
- 2. How do you know that the young boy was extremely upset to be dumped in the Finsterwalds' backyard? Pp. 16-19** He was shaking so badly that his teeth were chattering.
- 3. Who did Maniac end up eating dinner with? Pp. 20-21** He ate with the Pickwells. There were ten kids in the family. Everyone ate at a ping pong table. They didn't even notice him because they were always inviting someone extra to eat with them.
- 4. How did Maniac hit the world's first frogball for a home run? Pp. 22-27** The pitcher, McNab, struck out numerous players in Little League. Over and over Maniac hit the ball for home runs. McNab was so mad he threw a frog instead of a ball so Maniac bunted it so as not to kill the frog and ran the bases for a home run.

## Chapters 8, 9, 10, and 11 Pp. 28-40

**Vocabulary List with Definitions** (grade appropriate #, page where word is found) None

### Comprehension Questions

1. **How did Jeffery get the name Maniac? Pp. 28-29** Someone had said, “Kid’s gotta be a Maniac,” and it stuck with Jeffery.
2. **Why did the Cobras stop chasing Maniac? Pp. 30-32** He ran into the black section of town. White people *never* did that especially at night.
3. **Why was Mars Bar confused? Pp. 33-37** Maniac didn’t act like other white kids. He wasn’t afraid, and he wasn’t looking for a fight.
4. **How did Amanda “save” Maniac? Pp. 38-40** She yelled at Mars Bar and kicked him because he had torn one of the pages in her book.

## Chapters 12, 13, and 14 Pp. 41-44

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

**idling** (5, 43) to spend time doing nothing

**solitude** (10, 50) being alone

**converged** (9, 51) to approach one common center or single point; come together

### Comprehension Questions

1. **What mistake did Maniac make? Pp. 41-44** He told Mr. Beale that he lived at a house that he couldn’t possibly call home.
2. **How did the Beales find out Maniac was allergic to pizza? Pp. 45-47** He was covered with red blotches after he ate pizza.
3. **When Maniac looked at the people who lived on the East End, what color did he see? Pp. 50-53** He didn’t see color but colors: gingersnap, light fudge, dark fudge, acorn, butter rum, cinnamon and burnt orange, but never really black.



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**Student's Guide**

**Prologue:**

1. How did the author picture Maniac? P. 1

**PART I**

**Chapters 1, 2, and 3 Pp. 5-13**

**Vocabulary** None

**Comprehension Questions**

1. When his parents died, Maniac went to live with his Aunt Dot and Uncle Dan. What was his life like with them? Pp. 5-6
2. What was the "Lost Year?" Pp. 8-9
3. Why was Amanda Beale so surprised that Maniac talked to her? Pp. 10-13
4. Why was she carrying all of her books in a suitcase? Pp. 10-13
5. Why did Amanda let Maniac borrow one of her books? Pp. 10-13

## Chapters 4, 5, 6, and 7 Pp. 14-27

### Vocabulary

commotion (16)

suffice (16)

wretch (16)

blundering (16)

cardinal rules (17)

clamoring (18)

mirage (18)

hallucination (18)

emanations (18)

Samaritan (19)

gaping (24)

picador (25)

pandemonium (25)

lumbered (26)

### Comprehension Questions

1. What happened at the varsity football practice? Pp. 14-15
2. How do you know that the young boy was extremely upset to be dumped in the Finsterwalds' backyard? Pp. 16-19
3. Who did Maniac end up eating dinner with? Pp. 20-21
4. How did Maniac hit the world's first frogball for a home run? Pp. 22-27

## **Chapters 8, 9, 10, and 11 Pp. 28-40**

**Vocabulary** None

### **Comprehension Questions**

1. How did Jeffery get the name Maniac? Pp. 28-29
2. Why did the Cobras stop chasing Maniac? Pp. 30-32
3. Why was Mars Bar confused? Pp. 33-37
4. How did Amanda “save” Maniac? Pp. 38-40

## **Chapters 12, 13, and 14 Pp. 41-44**

**Vocabulary**

- idling (43)
- solitude (50)
- converged (51)

### **Comprehension Questions**

1. What mistake did Maniac make? Pp. 41-44
2. How did the Beales find out Maniac was allergic to pizza? Pp. 45-47
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**Student's Workbook**  
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1. How did the author picture Maniac? P. 1

**PART I**

**Chapters 1, 2, and 3 Pp. 5-13**

**Vocabulary** None

**Comprehension Questions**

1. When his parents died, Maniac went to live with his Aunt Dot and Uncle Dan.

What was his life like with them? Pp. 5-6 \_\_\_\_\_  
\_\_\_\_\_

2. What was the "Lost Year?" Pp. 8-9 \_\_\_\_\_  
\_\_\_\_\_

3. Why was Amanda Beale so surprised that Maniac talked to her? Pp. 10-13 \_\_\_\_\_  
\_\_\_\_\_

4. Why was she carrying all of her books in a suitcase? Pp. 10-13 \_\_\_\_\_  
\_\_\_\_\_

5. Why did Amanda let Maniac borrow one of her books? Pp. 10-13 \_\_\_\_\_  
\_\_\_\_\_

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clamoring (18) \_\_\_\_\_

mirage (18) \_\_\_\_\_

hallucination (18) \_\_\_\_\_

pandemonium (25) \_\_\_\_\_

### Comprehension Questions

1. What happened at the varsity football practice? Pp. 14-15 \_\_\_\_\_

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3. Who did Maniac end up eating dinner with? Pp. 20-21 \_\_\_\_\_

4. How did Maniac hit the world's first frogball for a home run? Pp. 22-27 \_\_\_\_\_

## Teacher's Workbook 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.*)

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### Prologue:

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## PART I

### Chapters 1, 2, and 3 Pp. 5-13

**Vocabulary List with Definitions** (grade appropriate #, page where word is found) None

### Comprehension Questions

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

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2. **How did the Beales find out Maniac was allergic to pizza?** Pp. 45-47 He was covered with red blotches after he ate pizza.
3. **When Maniac looked at the people who lived on the East End, what color did he see?** Pp. 50-53 He didn’t see black but shades of brown.

**Key Questions**

**Key Questions**

Answer these questions in sentences. Name \_\_\_\_\_

1. Why was Amanda Beale so surprised that Maniac talked to her? Pp. 10-13 \_\_\_\_\_

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2. How did Maniac hit the world's first frogball for a home run? Pp. 22-27 \_\_\_\_\_

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3. How did Amanda "save" Maniac? Pp. 38-40 \_\_\_\_\_

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4. Why did Maniac refuse to go to school when Grayson asked him? Pp. 84-86 \_\_\_\_\_

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5. Why did Maniac need black paint? Pp. 106-109 \_\_\_\_\_

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**Ten Questions Answer Key**

*Maniac Magee*

Answer these questions in sentences. Name \_\_\_\_\_

1. Why was Amanda Beale so surprised that Maniac talked to her? Pp. 10-13

**Amanda Beale was black, and Maniac was white.**

2. How did Maniac hit the world's first frogball for a home run? Pp. 22-27

**The pitcher, McNab, could not keep Maniac from hitting a home runs when he was up to bat so McNab threw a frog instead of the ball. Maniac bunted it so as not to kill the frog and ran the bases for a home run.**

3. How did Amanda "save" Maniac? Pp. 38-40

**She yelled at Mars Bar and kicked him because he tore one of the pages in her book.**

4. Why did Maniac refuse to go to school when Grayson asked him? Pp. 84-86

**Maniac wouldn't go to school unless he had a home to go to at the end of the day. He needed an address because all students have to have an address.**

5. Why did Maniac need black paint? Pp. 106-109

**Maniac wanted to give their home an address, Maniac finally felt he had a home with his friend, Grayson.**

## 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. \_\_\_\_\_