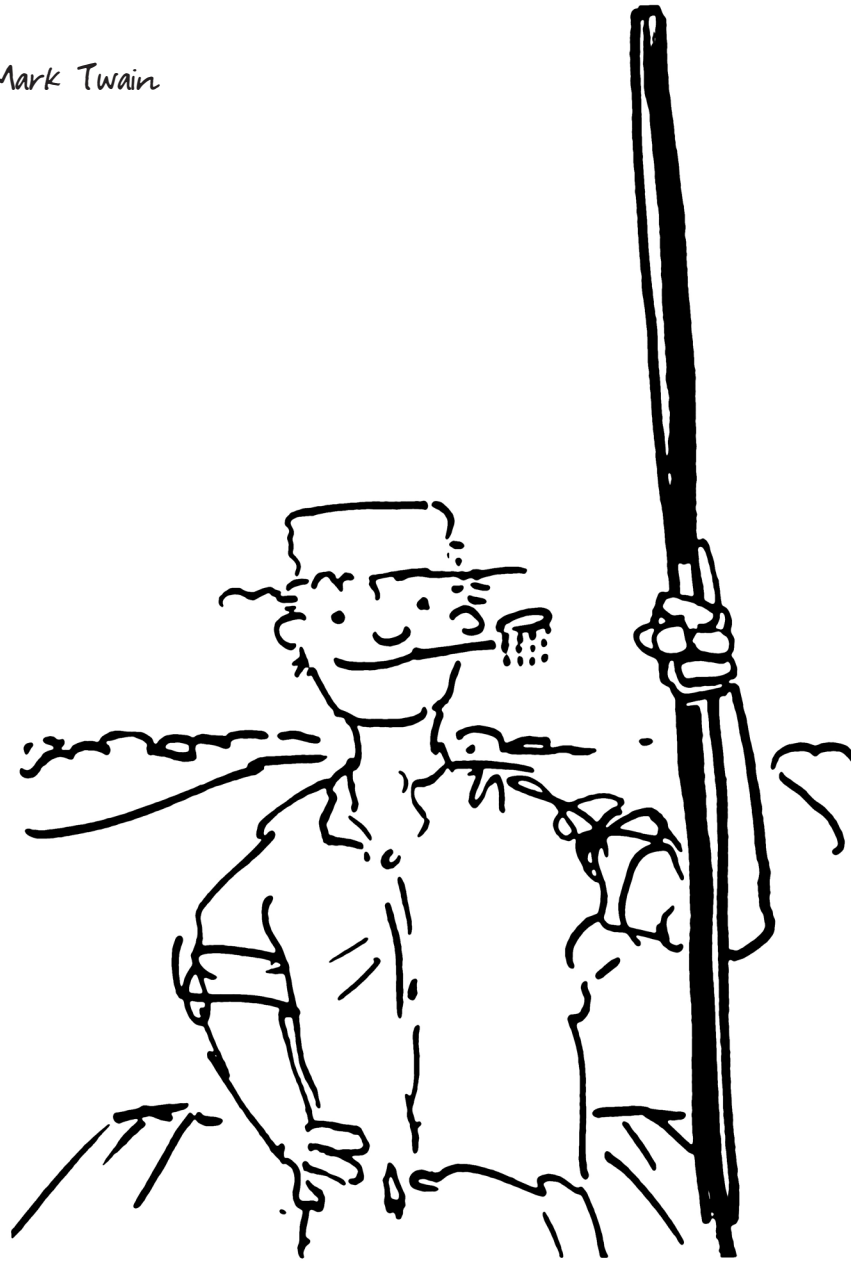


The Adventures of Tom Sawyer

Reading Guide

by David Kohl

For the book by Mark Twain



LOGOS PRESS
Elementary Literature Series

Suggestions For Use

This literature guide is designed to be completed by a fifth grade student over the course of one semester. Students may certainly read more than the five books contained in this guide if they are so inclined. Five required books would be a reasonable goal for a school semester, but a lot depends on how much time - if any - you spend on projects, how much time daily you devote to reading, and what else you do in your reading program. For best results, parents may read and discuss the books and the questions with their students.

Books on the fifth grade literature list vary greatly in degree of difficulty. Your students may find some books harder to grasp than others.

Questions fall into three basic levels: literal, inferential, and evaluative; or, as someone put it, “on the lines”, “between the lines”, and “beyond the lines”. Some literal level questions have one right answer, but most questions have more possibilities.

Our typical reading period is about an hour long. First, someone reads aloud to the class for 15 minutes from a book not on the literature list. It could be related to something we are studying in history, or it could be just for fun. For the remaining 45 minutes students read and answer the comprehension questions for one of the books on our literature list. If they finish early, they read a book of their choice.

Some editions of some books have no chapter numbers, so you may have to number them yourself.

A typical weekly cycle includes four days of new assignments; the fifth day is a catch-up day for students who need the extra time, or a free reading day for those who don't.

I require thorough, accurate answers in complete sentences, and I grade on content - which should include style - and mechanics. The questions should be thought of as more short essay than short answer.

Here are the four vocabulary steps used throughout this guide:

Vocabulary: The Four Steps

- A. Find the vocabulary word; write it in context.
- B. Guess the meaning from context; write it.
- C. Write the dictionary definition next.
- D. Finally, use the word in a sentence of your own.

Enjoy your books!

David Kohl
Moscow, ID
January 2002

The Adventures of Tom Sawyer

by Mark Twain

Name _____

Date _____

Chapters 1 - 2

1. What do we learn about the kind of boy Tom is by the way he treats A) Aunt Polly; B) his half brother Sid; and C) the new boy to the “poor little shabby village of St. Petersburg?”

A. _____

B. _____

C. _____

2. Describe how Tom tricks Ben Rogers into whitewashing for him.

3. Do the four vocabulary steps with **obliged**.

A. _____

B. _____

C. _____

D. _____

Answer Key

The Adventures of Tom Sawyer

Chapters 1 - 2

1. What do we learn about the kind of boy Tom is by the way he treats A) Aunt Polly; B) his half brother Sid; and C) the new boy to the “poor little shabby village of St. Petersburg?” A. *opinion* B. *opinion* C. *opinion*
2. Describe how Tom tricks Ben Rogers into whitewashing for him.

At first Tom pretended not to notice Ben. Then he pretended whitewashing wasn't work and that he really enjoyed doing it, then hinted that the job was too hard for Ben to do right.

3. (Vocabulary)

Chapters 3 - 4

1. Describe what Tom felt and did when he passed Jeff Thatcher's house and saw the girl.

Tom forgot Amy Lawrence completely and fell for the new girl. “He worshipped this new angel with a furtive eye,” showed off and did gymnastics to try to win her admiration.

2. How does Tom react when he's falsely accused by Aunt Polly of breaking the sugar bowl?

Tom sulked and exalted his woes. He pictured himself dying or dead with his aunt grieving and unforgiven.

3. What do you suppose happened after Tom answered “David and Goliath!” to the question about the disciples? *opinion*