

Discussion and Activity Guide
Al Capone Does My Shirts: A Tale from Alcatraz
by Gennifer Choldenko

PUBLISHER'S DESCRIPTION (FROM THE BOOK JACKET)

"These guys are not your average neighbors. But it's 1935, and Moose Flanagan and his family have just moved to Alcatraz, the infamous island that's home to criminals such as notorious escapee Roy Gardner, Machine Gun Kelly, and, of course, Al Capone.

Moose doesn't actually get to meet the cons; but he does meet Piper Williams, the warden's daughter, who comes up with so many schemes that she might as well be a criminal!

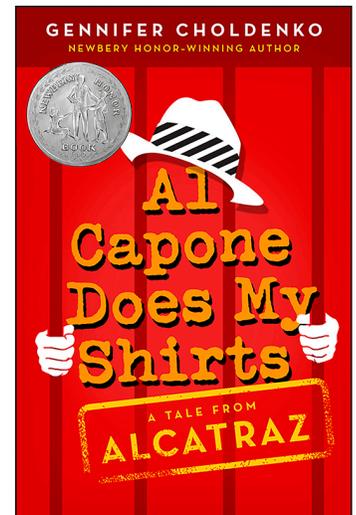
Now Moose has to try to fit in at his new school, avoid getting caught up in Piper's countless plots, and keep an eye on his sister, Natalie, who's not like other kids. All Moose wants to do is stay out of trouble. But on Alcatraz, trouble is never very far away."

ABOUT GENNIFER CHOLDENKO

Gennifer Choldenko has published fifteen books for children that have earned many awards, including the CLA Focal Award for *Chasing Secrets*. She has also received the Newbery Honor, the California Young Readers Medal, and The Garden State and Keystone State Children's Choice Award for the New York Times bestselling *Al Capone Does My Shirts*. Her historical fiction series, *Tales from Alcatraz*, has sold more than 2 million copies. Gennifer's newest novel, *One Third Nerd* (2019), illustrated by Eglantine Ceulemans, is Gennifer's funniest novel yet! Her next historical fiction novel, *Orphan Eleven*, will be out in 2020. Gennifer's books have been translated into thirteen languages. She says that her mentor is her editor, the astute and gracious Wendy Lamb.

Gennifer loves reading as much now as she did when she was a kid. As a child she looked forward to fieldtrips to Pickwick Books in Hollywood (she grew up in Los Angeles and now lives in San Francisco), being read to by her older sister, the day the Scholastic book order came to school, the smell of the pages of new books, and the antique volumes in her father's library.

Some of her favorite books are: *Holes* by Louis Sachar, *Charlotte's Web* by E.B. White, *The Watsons Go to Birmingham* by Christopher Paul Curtis, *One Crazy Summer* by Rita Williams Garcia, *A Monster Calls* by Patrick Ness, *El Deafo* by Cece Bell, and *The Night Diary* by Veera Hiranandani.



ADDITIONAL BOOKS BY GENNIFER CHOLDENKO

Moonstruck: The True Story of How the Cow Jumped over the Moon (1997) – Picture Book

Notes from a Liar and Her Dog (2001) - Novel

How to Make Friends with a Giant (2006) – Picture Book

If a Tree Falls at Lunch Period (2007) - Novel

Louder, Lili (2007) – Picture Book

Al Capone Shines My Shoes: A Tale from Alcatraz (2009) - Novel

A Giant Crush (2011) – Picture Book

Guys Read: The Snake Mafia (2011) – Short Story

No Passengers Beyond This Point (2011) - Novel

Al Capone Does My Homework: A Tale from Alcatraz (2013) - Novel

Chasing Secrets: A Deadly Surprise in a City of Lies (2015) - Novel

Putting the Monkeys to Bed (2015) – Picture Book

Dad and the Dinosaur (2017) – Picture Book

Al Capone Throws Me a Curve: A Tale from Alcatraz (2018) - Novel

One-Third Nerd (2019) – Novel

Orphan Eleven (coming out in 2020) – Novel



For more information, explore [Gennifer Choldenko's website](#).

Follow her on [Facebook](#) and [Twitter](#) (@Choldenko).

A NOTE TO TEACHERS: The following questions and activities support the Common Core Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects.

BEFORE YOU READ (ALL MENTIONS OF PAGE NUMBERS REFER TO THE PAPERBACK BOOK, 2014)

1. Think about the **title** of the book: *Al Capone Does My Shirts: A Tale from Alcatraz*. Do you recognize the name “Al Capone”? Do you know anything about this person? Are you familiar with a place named “Alcatraz”? What do you think “does my shirts” means? Share what you know with your group.
2. Notice the silver medal on the cover of the book. It tells the reader that the novel is a **Newbery Honor Book**. This award, the John Newbery Medal, “...is awarded annually by the Association for Library Service to Children, a division of the **American Library Association**, to the author of the **most distinguished** contribution to American literature for children.” What do you think this means? In your mind, what makes a book worthy of receiving an award? Do you think the idea of what makes a “good” book, might change from reader to reader? Discuss this with your group and come up with a list of what you all can agree is important in making a book a “good” book.
3. Now look at the first several pages of the book, prior to Part I. You will find:
 - a **letter to the reader** from the author
 - quotes** from those who have read the book
 - the **title page**
 - the **dedication page**
 - a **table of contents**
 - a **map** of Alcatraz Island
4. In her “**letter to the reader**” Gennifer Choldenko talks about her sister, Gina, who had an **autism spectrum disorder** and who was the inspiration for the book. Note that she **dedicates** the book, “To my sister, Gina Johnson, and to all of us who loved her – however imperfectly.” Discuss with your group what you know about autism spectrum disorders. Why do you think Gennifer Choldenko dedicated her book to her sister, Gina? If you were to write a book, do you have any ideas to whom you might dedicate it? Explain why you would dedicate your book to this person(s).
5. Based on the **quotes** from previous readers found at the front of the book, what do you anticipate about the book?
6. Look at the back of the **title page**. Below the ISBN number you will find a list of many of the subjects found in *Al Capone Does My Shirts*. This is a way that you can quickly find out what a book is about. What are some of the subjects you will find in this novel?
7. The **setting** of a story includes where and when a story takes place. From your examination of the book so far, you should know that it is set in 1935 on Alcatraz Island near San Francisco, California.
 - What do you know about this time period? Check out this **timeline** for a brief overview of 1935 and the 1930s in general. Because *Al Capone Does My Shirts* is set during this time period, it is considered a work of **historical fiction**. Define the terms “fiction” and “historical fiction.”

- ☐ Locate California and Alcatraz Island (near San Francisco) on the maps below:



(from: www.mapsofworld.com)



(from: www.worldatlas.com)

8. It is important for authors of **historical fiction** to do careful **research** on the time period in which the book is set. Check out Gennifer Choldenko's **Author's Note**, **Interviews**, and **Notes** at the back of the book where she discusses and lists the resources that she used when doing research for this book. Also, check out this [video](#) in which Gennifer Choldenko discusses her research process for the *Tales from Alcatraz* books.

Choldenko used both **primary resources** and **secondary resources** in the writing of this book. Check out this quick [video](#) if you need help defining primary and secondary resources. Identify examples of both primary and secondary resources used by Choldenko.

For at least one of each type of resource, analyze the **quality** and **reliability** of that resource. For instance, for a website, you could consult the "About Us" section to determine who put the website together and any biases they may have. Take a look at this short [article](#) about evaluating a website.

AS YOU READ: THINK, DISCUSS, DO

- As you read, you may come across words that are new to you. (See the **vocabulary** list below.) There are several ways to figure out what a word means:
 - ▶ You can do some **preparation** before you start reading.
 - ▶ You can consider the **context** in which the word is used. Look for clues in the words surrounding the word that you are unfamiliar with that might help you figure out what the word means.
 - ▶ You can divide the word into its **parts**.
 - ▶ You can ask yourself if the word has **more than one meaning**.
 - ▶ You can look for other **clues on the page** that might help you figure out what the word means, such as illustrations and pictures, charts and graphs, and/or the titles of the chapters or sections of the book.
 - ▶ You can look the word up in a **dictionary**.

2. In order to make the setting and time period that the story takes place in seem authentic, author Gennifer Choldenko uses **terms that refer to items used during this time period**. Some examples include:

- phonograph (p. 5)
- icebox (p. 8)
- cod-liver oil (p. 12)
- bootlegging (p. 14)
- inkwell (p. 46)
- brocade (p. 69)
- tooth powder (p. 83)
- pomade (p. 147)

Be sure to look up definitions and images of time-specific words with which you are unfamiliar. Look for more examples as you read.



Royal Crown pomade (photo: Creative Commons) • Portable 78 rpm phonograph (photo: Fredrik Tersmeden, Creative Commons) • Cod Liver Oil (photo: as seen in an eBay listing)

3. Choldenko also uses **terminology related to specific subjects**, such as baseball (“stinger” on p. 32 and “dugout” on p. 49), prison (“bracelets” on p. 32 and “solitary confinement” on p. 77), and nautical (“buoy” on p. 4 and “gangplank” on p. 26) terms.



Gangplank of *The Leviathan* (photo: Harris & Ewing, Library of Congress) • Alcatraz prison “bracelets” (photo: as seen in an eBay listing)

4. **Idioms** are also an important element found in *Al Capone Does My Shirts*. These are defined at **Merriam-Webster's Learner's Dictionary** as: "an expression that cannot be understood from the meanings of its separate words but that has a separate meaning of its own." When Moose's dad tells him on page 126, "Water under the bridge, Moose. Let's move on," he is not really talking about water moving under a bridge. Rather, he is telling Moose that he is forgiven for supposedly being involved in Piper's caper, and that they don't need to discuss it any longer. As you read, look for more examples of idioms to share with the group.
5. The central character, the **protagonist**, of the novel is "Moose" Flannagan. What is his real name? How did he get the nicknames "Moose" and "Alcatraz Island Boy"? Do his nicknames seem to fit him? Why or why not? Share and discuss your birth name and nickname(s) with your group members. Do you know anything about the origin of your own name and nickname(s)?
6. Moose is also the **narrator** of the story, which is told from **first person - major point of view** (a major character tells the story using words like "I," "me," and "my"). As you read, think about how his point of view impacts the story. How would the story have been different had it been told from the point of view of one of Moose's parents, his sister Natalie, one of the other children on the island, the warden, Mrs. Trixle, or 105? Why do you think Gennifer Choldenko chose to have Moose tell us this story? Rewrite a scene from the novel from the point of view of a different character.
7. We learn many things about the character of Moose throughout the story. He is a **round, complex, multi-faceted** character. He tells us, for example, "I don't like getting in trouble. I was born responsible. It's a curse." (p.16) Give examples of Moose's actions that support this statement. In what other ways would you describe Moose's character? What do we learn about him throughout the story? Give examples to support your answers.
8. Describe **Alcatraz Island** in 1935. What types of criminals were imprisoned there? Why? Why do the individuals employed on the island actually live there? What are the "rules" for these families as described by Warden Williams? Describe the lives of these families. You can also find more about the history of Alcatraz Island at the **National Park Service's website**.
9. Author, Gennifer Choldenko, uses strong **imagery** to help the reader see, smell, hear, and feel what life is like on Alcatraz. In your group define the following terms: **alliteration, onomatopoeia, simile, metaphor, personification, and sensory language**. Identify the following examples from the novel as one of these devices and explain how you know this.

_____ "A full moon cuts a white path across the bay while the wind blows, making something creek and a buoy clang in the distance." (p. 4)

_____ "...I watch the boat guy unwind a rope, as thick as my arm, from the cleat." (p. 25)

_____ "Even so, it's strange how one side of the road is so different from the other - high society on the left, grim and grisly on the right." (p. 35)

_____ "'They tried to poison you?' a girl with chipmunk cheeks asks." (p.46)

_____ "Before I even open the door, I know who it is by the whistling, wheezing breathing." (p. 60)

_____ "...Mrs. Caconi hisses between breaths." (p. 60)

_____ "An icy wind blows her hair off her shoulders and bites through my sweater." (p. 73)

_____ “Natalie has stacks of buttons in perfect lines all around it, like little soldiers guarding something precious.” (p. 82)

_____ “She’s a short round ball of a woman with a sturdy build and hair the color of plumbing pipes.” (p. 126)

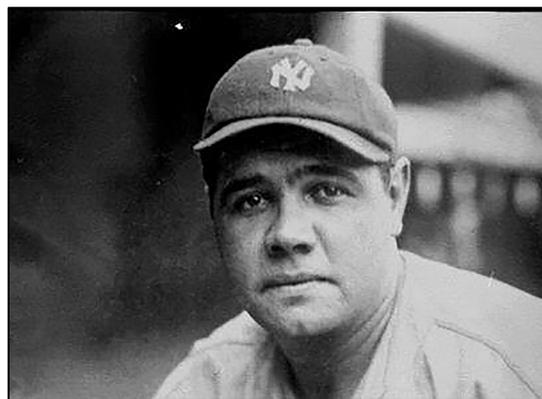
_____ “Her eyes are like teeth tearing into me.” (p.155)

_____ “It’s beautiful out. The blue-black night all around, the black, black water...the lights are dim. I don’t hear anything except from deep inside the sound of one metal cup clanking the length of the bars and one lone voice calling for help.” (p. 190)

_____ “The big steel hinges squeak shrill and sharp as the door opens.” (p. 202)

10. From your discussion of the above question, you should know that a **metaphor** is a comparison between two things that are not generally considered to be alike. It does not use the words “like” or “as.” Instead, a metaphor often uses the words “is” or “are,” to compare two things. Discuss with your group the ways in which the island of Alcatraz and the prison are a metaphor for Moose and his life.
11. Describe Moose’s **first day of school**. What goes well? What doesn’t? Why is it particularly difficult for Moose to be the **new kid**? Have you ever been in a position where you were the “new kid on the block” so to speak (new home, new school, new activity, new team member, etc.)? Describe how that feels. What would be some strategies that you could use to show empathy and support for someone who is the “new kid” in your world?
12. The change that begins a big transition for Moose is when Mr. Flannagan takes a job as an electrician on Alcatraz Island and moves his family there. Why do his parents make this decision? How does Moose feel about the move at first? Discuss his transition and the changes he goes through. By the end of the story, do you think his transition is more or less complete? How have his feelings changed?
 - ▶ As you read, analyze and talk over the pros and cons of the decision to move the Flanagan family to Alcatraz Island. In the end, do you think their decision was a good one?
 - ▶ Talk about Moose’s transition as it relates to his idea of “**home**.”
13. In order to establish time and place, the author mentions several **individuals, places, and events of the time period**. Choose one of the following subjects (or another related subject) to explore, research, and share with the group. Be sure to search for credible resources on the subject, rather than relying on Wikipedia. Check out the “About Us” section of the websites you find for clues as to the website’s reliability or look for websites that end in .org or .gov, etc.

- The Great Depression
- San Francisco, California (in 1935)
- Nob Hill in San Francisco, California (in 1935)
- the Golden Gate Bridge
- San Francisco Chronicle*
- Santa Monica, California (in 1935)
- Rube Goldberg
- San Quentin
- Babe Ruth (photo: public domain)



14. Describe **Moose's father, Cam Flannagan**. What are some words you would use to characterize Moose's relationship with his father, Cam Flannagan? How does the relationship change as the story progresses?
15. Make a list of Moose's sister, **Natalie's**, behaviors, her appearance, her language, etc. For instance, Moose tells us that "...nobody touches Natalie..." (p. 13) How would you characterize Natalie? How would Moose describe her? What would others on the island say about her? In what ways do Natalie's behaviors, appearance, and language make her **vulnerable**? Give examples.

Piper asks Moose, "What's the matter with your sister...She retarded?" (p. 17) Theresa tells the group, "Natalie lives in her own world. That's what Mr. Flanagan said...Sometimes it's a good world and sometimes it's a bad world. And sometimes she can get out and sometimes she can't." (pp. 18-9) Talk about these statements in your group. What do the reactions of others tell you, not only about Natalie, but about the person making these judgments?

The **National Institute of Mental Health** defines **Autism Spectrum Disorders** as, "...a developmental disorder that affects communication and behavior." Take a look at **Gennifer Choldenko's website** where she answers questions about autism spectrum disorders. Do Natalie's behaviors seem to indicate that she had an autism spectrum disorder? Explain.

16. How old is **Natalie**? Her **age** is mentioned several times throughout *Al Capone Does my Shirts*. Moose tells us: "Natalie's age is always ten. Every year my mom has a party for her and she turns ten again. My mom started counting Nat's age this screwy way a long time ago. It was just easier to have her younger than me." (pp. 11-12) Talk about this statement. Why do you think Mrs. Flanagan says that Natalie is ten? How do others respond when they are told that Natalie is ten? How does Natalie's age impact her getting into the Esther P. Marinoff School? In the end, what do we find out about Natalie's age? How is the difference between her stated age and real age resolved?
17. **Moose's relationship with his sister is complicated**. Discuss. On the one hand, he will do anything for her. He defends her (p. 17, 148) worries about her (p.140 and 141,) protects her (p. 93) argues with his parents on her behalf (p. 155, 157, 192 and 193) and goes out on a limb for her (p. 202 and 203, 209 and 210). On the other hand, he says to Natalie: "Do you have any idea what you're doing to us? To Mom and Dad? You're making them old. They worry about you all the time. You don't even try and I hate you for it, Natalie. We try so hard and you don't. I hate you, Natalie! I do!" (P. 168.) Moose is given great responsibility in caring for his sister. Are the expectations that his parents and others put on him in regard to Natalie fair? Why or why not?
18. **Piper** is Warden Williams' daughter. She is also a very complex, interesting character. How would you describe her? For instance, you might say she is "manipulative." You might also note that Piper acts differently in front of different individuals. Trace and discuss Moose's relationship with Piper. Give examples. In the end, who is the REAL Piper? Is she a good person or a bad person, a **protagonist** or an **antagonist**, or a little of both? Defend your answer to the group.
19. A **dilemma** is defined at **Merriam-Webster Learner's Dictionary** as, "a situation in which you have to make a difficult choice." Why is it a dilemma for Moose when Warden Williams asks, "Piper...often needs help carrying her projects and what not to school. We were hoping, as a favor to us, you might be willing to help out..."? (p. 40)
20. Make a list of everything that you learn about **Al Capone** throughout the novel. Then take a look at **Gennifer Choldenko's website** to learn more about Al Capone. Share what you learn with the group. Based on what you learn, what might you predict about him and his role in the story? Does Al Capone turn out to be the man you think he is at the story's end?

21. **Baseball** is significant to this novel. Discuss the role that baseball plays in the story, from the beginning when Moose spots a baseball glove under Scout McIlvey's desk, to Moose repeatedly searching for a baseball that has been hit over the fence by the inmates. Why do you think that the author chose to make baseball such an important element in *Al Capone Does My Shirts*?
22. In Chapter 9 Jimmy Mattaman is working on a marble-shooting machine. At the time, a man named **Rube Goldberg** was very popular for the complex machines that he designed from everyday items to accomplish everyday tasks via a chain reaction. Here is an example of a Rube Goldberg machine designed to get the sand out of your shoe from rubegoldberg.com. Check out this video of a contemporary version of a marble shooting machine, called **The Blue Marble**. With your group members, design a Rube Goldberg style marble machine.
23. **Helen Flanagan** is also a very **complicated** and **round** individual in this story. What are some words that you would use to describe her character? Is she more of a **protagonist** or **antagonist**? What motivates her to do the things that she does? (Reread Chapter 11 where Moose and his mother go to speak with Mr. Purdy, the director of the Esther P. Marinoff School, after he has denied Natalie enrollment in the school.) Describe Mrs. Flanagan's relationships with Moose, Natalie, and Mr. Flanagan. In what ways does she grow and change by the story's end?
24. **Foreshadowing** is when the author gives the reader clues or hints about what may happen later in the story. For instance, on page 79, Moose says, "I have to admit...Piper is pretty smart. But she's going to get in trouble for this, I just know it." What does this statement foreshadow? Look for, and discuss, more examples of foreshadowing found in the novel.
25. A **caper** is defined at merriam-webster.com as, "an illegal or questionable act or escapade." Piper comes up with several capers throughout the story. Describe her laundry caper. How are Piper, Moose, Annie, Jimmy, and Teresa all impacted by this scheme? What are some other capers that Piper comes up with? Are they successful? How are others impacted?
26. What does Natalie mean when she says, "**105**," on page 141 after Moose returns from looking for baseballs? When Moose finds out what she means, how does he respond? Describe 105. In the end, what does Moose learn about Natalie through her interaction with 105?
27. The **climax** of a story is defined at litcharts.com as, "...the story's central turning point – the moment of peak tension or conflict – which all the preceding plot developments have been leading up to. In a traditional 'good vs. evil' story (like many superhero movies) the climax is typically the moment when the hero finally confronts or does battle with the villain." Where does the climax of this novel occur? Defend your answer. How is the conflict that occurs in the climax of this novel resolved?
28. When Natalie is once again denied enrollment in the Esther P. Marinoff School, **Moose decides to take things into his own hands**. He tells us, "Now I understand. When you love someone, you have to try things even if they don't make sense to anyone else." (p. 201) Talk about what this statement means. What things does Moose do to try and resolve the situation? What does this tell us about his character? Is he successful in his attempts to get Natalie enrolled? Explain.
29. What is "**The Mom Rule**" (see page 210)? How does Moose use it? Is it effective? Have you ever used The Mom Rule? Did it work? Explain.
30. Discuss with your group the **last line of the story**, "*Done*, it says." (p. 215) What does it mean? Do you feel this was an effective way to end this story? Why or why not?

AFTER YOU READ

1. Consider the **title** of the novel once again, *Al Capone Does My Shirts: A Tale from Alcatraz*. Why do you think that the author chose this as the title for the book? Can you come up with any alternative titles for the book?
2. If you have not already done so, read the back matter that accompanies this novel (pp. 217-248). Why was high-quality **research** especially important for the writing of this book? Give an example of both a **primary** and **secondary** resource Choldenko used in the writing of the book. What makes Choldenko's research so strong?
3. When a book is published, it is often **reviewed** by professionals in the book world in order to help potential readers decide whether or not this book might be right for them. If a book is particularly good, a reviewer may give it a starred review. Here is an example of a professional starred review of *Al Capone Does My Shirts* from *Kirkus Reviews*.

KIRKUS REVIEWS – STARRED REVIEW

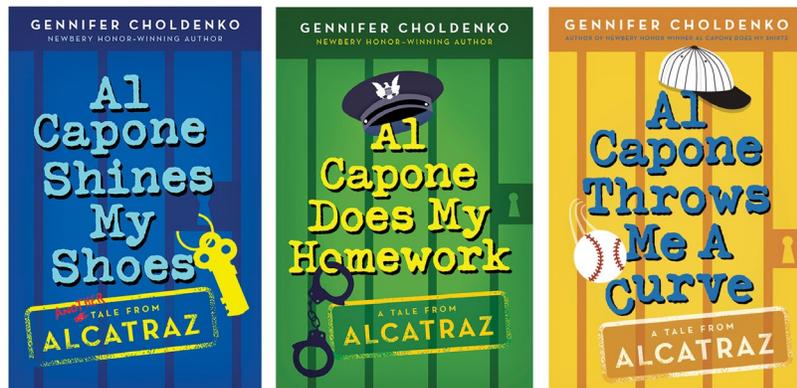
"Moose's world is turned upside down when his family moves to Alcatraz Island where his Dad has taken a job as a prison guard. Super-responsible Moose, big for 12, finds himself caught in the social interactions of this odd cut-off world. He cares for his sister who is older, yet acts much younger due to her autism and he finds his life alternating between frustration and growth. His mother focuses all of her attention on ways to cure the sister; his dad works two jobs and meekly accepts the mother's choices; his fellow island-dwellers are a funny mix of oddball characters and good friends. Basing her story on the actual experience of those who supported the prison in the '30s – when Al Capone was an inmate – Choldenko's pacing is exquisite, balancing the tense family dynamics alongside the often-humorous and riveting school story of peer pressure and friendship. Fascinating setting as a metaphor for Moose's own imprisonment and enabling some hysterically funny scenes, but a great read no matter where it takes place. (lengthy author's note with footnotes to sources) (*Fiction*. 11-14)"

As you can see, the review includes:

- a brief summary of the book
- a discussion of what makes this a strong (or not so strong) book
- comments about special aspects of the book's packaging and organization
- an overall thumbs up (or down)
- a mention of for whom the book might be appropriate

Go back to your discussion of the Newbery Medal and what makes a good book. Now that you have read *Al Capone Does My Shirts*, write your own one paragraph review of the book. Be sure to include the elements above.

4. Check out the other books in the *A Tale from Alcatraz* series:



VOCABULARY for *Al Capone Does My Shirts*

- ▶ Please note that many of these words are used several times throughout the book.
- ▶ Teachers – this is by no means an exhaustive list. There are MANY additional potential vocabulary words found in the pages of *Al Capone Does My Shirts*. The words below were chosen to demonstrate the strategies for figuring out what a word means found in numbers 1, 2, 3, and 4 in the above “As You Read” section.

Chapter 1

1. embezzler (p. 3)
2. connivers (p. 3)
3. smithereens (p. 4)
4. sincere (p. 5)
5. runt (p. 5)

Chapter 2

1. circuits (p. 7)
2. affliction (p. 8)
3. groans (p. 8)
4. bobbing (p.9)
5. tantrums (p. 9)

Chapter 3

1. morgue (p. 13)
2. rattling off (p. 14)
3. amnesia (p. 15)
4. evasion (p. 15)
5. looming (p. 16)

Chapter 4

1. wedged (p. 22)
2. resumes (p. 23)
3. scowl (p. 24)
4. cockamamie (p. 24)
5. index (p. 25)

Chapter 5

1. asylum (p. 29)
2. humane (p. 29)
3. ashen (p. 29)
4. parallel (p. 31)
5. mute (p. 32)

Chapter 6 and 7

1. exception (p. 37)
2. heinous (p. 37)
3. hordes (p. 39)
4. limelight (p. 39)
5. scoffing (p. 46)

Chapter 8

1. stance (p. 49)
2. antsy (p. 50)
3. thunder (p.50)
4. wallops (p. 51)
5. gangsters (p. 52)

Chapter 9

1. earnest (p. 54)
2. elaborate (p. 54)
3. contraption (p. 54)
4. gnome (p. 56)
5. remedial (p. 57)

Chapter 10

1. gloomy (p. 60)
2. trial (p. 61)
3. radiant (p. 62)
4. whiff (p. 62)
5. mutter (p. 62)

Chapter 11

1. hunched (p. 64)
2. replicate (p. 67)
3. cluttered (p. 68)
4. unresponsive (p. 68)
5. skirmish (p. 68)

Chapter 12

1. clatters (p. 72)
2. cultivated (p.78)
3. slumping (p. 78)
4. mercilessly (p. 79)
5. flexibility (p. 79)

Chapter 13

1. commando (p. 80)
2. obsessions (p. 81)
3. natters (p. 81)
4. ratio (p. 83)
5. wheedle (p. 82)

Chapter 14

1. chat (p. 87)
2. blurt (p. 87)
3. ledger (p. 87)
4. look-see (p. 88)
5. scoot (p. 89)

Chapter 15

1. redirecting (p. 91)
2. hatching (p. 94)
3. gravelly (p. 95)
4. whopping (p. 94)
5. revving (p. 97)

Chapters 16, 17, and 18

1. thumping (p. 99)
2. snatches (p. 100)
3. twitching (p. 101)
4. stewing (p. 104)
5. laundering (p. 107)

Chapter 19

1. notorious (p. 112)
2. preposterous (p. 112)
3. indignity (p. 112)
4. culpability (p. 113)
5. moral (p. 115)

Chapter 20

1. flinch (p. 118)
2. spectacle (p. 119)
3. procuring (p. 120)
4. concealing (p. 120)
5. prosecution (p. 120)

Chapter 21

1. whit (p. 126)
2. fiddling (p. 126)
3. sturdy (p. 126)
4. coot (p. 126)
5. flares (p. 129)

Chapter 22

1. prying (p. 132)
2. effective (p. 132)
3. howling (p. 132)
4. hesitates (p. 132)
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