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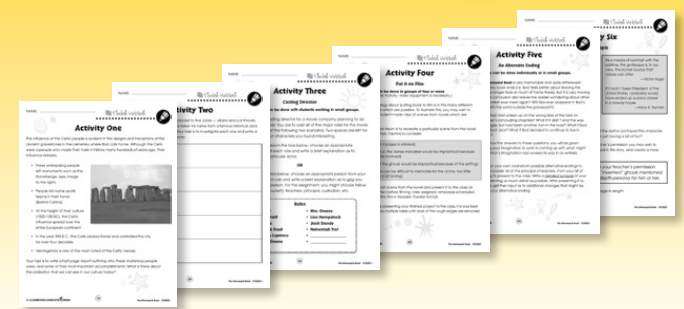
EASY MARKING™ ANSWER KEY

GRAPHIC ORGANIZERS

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Neil Gaiman

1 *lost some time once. It's always in the last place you look for it.*
— Neil Gaiman

Neil Richard Gaiman was born November 10, 1960 in Portsmouth, England. As a child and a teenager, Gaiman was influenced by the writings of C. S. Lewis, J. R. R. Tolkien, and Edgar Allan Poe. In 1984, he wrote his first book, a biography of the band Duran Duran. Gaiman has written numerous comics for several publishers. He is the author of the award-winning *Sandman* comic series, which began in 1989 and ran until 1996.

Neil Gaiman now lives near Minneapolis, Minnesota in an "Addams Family house". He is divorced from Mary McGrath with whom he has three children: Michael, Holly, and Madeleine.



Did You Know?

- His children's novel *Coraline*, published in 2002, was adapted into a feature film, directed by Henry Selick, in 2009.
- Neil wrote the script with Roger Avary for *Beowulf*, released in 2007, starring Anthony Hopkins and Angelina Jolie and directed by Robert Zemeckis.
- In addition to writing children's novels, Neil also writes novels for adults and various comics for varying publishers including DC and Marvel.

Chapter Five

Answer the questions in complete sentences.

1. The title of Chapter Five, "Danse Macabre" is quite interesting. Although the title is a French expression, the word, *macabre*, is the same as our English word, **macabre** (*gruesome*). Using resources in your school library or on the Internet, investigate the meaning of the title.

2. *The Graveyard Book* is certainly quite different than most novels. What are two factors that make you believe that what has happened to Bod could never happen in real life?

Vocabulary

Synonyms are words with similar meanings. Use the context of the sentences below to help you choose the best synonym for the underlined word in each sentence. If you cannot determine the meaning from the context, consult a dictionary.

1. Fortinbras polished the oaken coffin with a **flourish**.
a) embellishment b) cough c) rag d) whimper
2. My **perception** of reality is quite different than his.
a) reporting b) imaginations c) understanding d) love
3. He had forgotten the **prohibitions** on leaving the graveyard.
a) delights b) thoughtfulness c) challenge d) ban
4. I found his younger brother to be much more **imposing** than I expected.
a) comical b) thoughtful c) impressive d) courageous
5. The principal of our school can be very **condescending** at times.
a) grateful b) arrogant c) thoughtful d) satisfied
6. He walked up the hill to the black **obelisk**.
a) monument b) shed c) mausoleum d) chapel



Chapter Five

1. Put a check mark (✓) next to the answer that is most correct.

- a) Fortinbras Bartleby died of *consumption* when he was ten years old. What do doctors typically call this disease today?
 A Tuberculosis
 B Cancer
 C Cystic Fibrosis
 D Pneumonia
- b) What did Bod think *consumption* involved?
 A Being poisoned.
 B Being strangled to death.
 C Being eaten by lions or bears.
 D Drowning.
- c) Who didn't participate in the dance?
 A Mr. Owens
 B Liza Hempstock
 C Bod
 D Silas
- d) Mrs. Caraway and the others had come to the Egyptian Walk to:
 A collect blossoms.
 B tidy up the gravesites.
 C find the Lord Mayor's grave.
 D pay their respects to a pharaoh buried there.
- e) Mrs. Caraway's position was:
 A Princess.
 B Lord Mayoress.
 C wife of the Prime Minister.
 D Lady in Waiting.

Chapter Five

Answer each question with a complete sentence.

1. What were two reasons that Silas gave Bod for wearing the clothing he brought?

2. Why did Bod feel it wrong to hug Silas?

3. Chapter 5 is loaded with unique expressions and colloquialisms. List two that caught your attention.

4. What two clues alerted Bod to the fact that something unusual was in the air — just before the *danse macabre*?

5. What do you think is significant regarding the statements about the young woman: *Bod asked her, but she said nothing, just swayed and smiled. Bod did not think she smiled much normally.*

6. Why did Mrs. Owens and the others from the graveyard deny participating in the *danse macabre*?

Journaling Prompt

Chapter Five describes what may have been the most unusual day in Bod's young life. Interview another student who is also reading this novel and record his or her impressions of Chapter Five.



Chapter 5

A Comic Strip

The author, Neil Gaiman, enjoys using a variety of literary devices in this novel. One such device is **onomatopoeia**. An example is "oomp", in Chapter 5, when Fortinbras is buffing the side of his dusty coffin. Define **onomatopoeia**, and use your imagination to think of one more example of this device. (Bonus if you can find another example from the novel.)



Interlude to Chapter 6

A Comic Strip

This activity is designed especially for students with an artistic flair or who love comic books! Events can include highlights from the first six chapters, or one particular scene in this section. The first step is to decide on the length of your comic strip (6 to 12 frames is suggested); next, consider what events you will include.

A quick sketch of the comic strip can first be accomplished in a **storyboard format** before a final, good copy is attempted. The strip should include a title, dialogue, and color. It should be neat and imaginative.

As a creative twist, you may wish to provide an alternative ending to your creation.



Word Search Puzzle

Find the following words from the story. The words are written horizontally, vertically, diagonally, and some are written backwards.

belfry	flourish	hieroglyphs	morbid	proconsul
carnivorous	gallows	intimidate	obelisk	repulsive
cartilage	gargoyle	mausoleum	pestilent	sensitive

M	Q	W	E	R	T	L	U	S	N	O	C	O	R	P
G	A	R	G	O	Y	L	E	T	Y	U	I	O	P	L
Z	X	U	C	V	B	N	M	L	K	J	F	H	J	K
P	O	I	S	W	O	L	L	A	G	U	L	Y	T	R
S	G	H	J	O	K	L	Z	O	D	X	O	C	V	S
U	I	L	K	J	L	G	B	F	I	D	U	S	P	H
O	N	M	N	B	V	E	C	X	B	S	R	D	E	P
R	T	P	O	I	L	Y	U	K	R	D	I	N	S	Y
O	I	E	F	J	G	H	J	M	O	G	S	H	T	L
V	M	D	S	M	N	B	V	C	M	I	H	J	I	G
I	I	K	M	N	B	V	C	X	T	D	F	G	L	O
N	D	R	E	P	U	L	S	I	V	E	D	F	E	R
R	A	D	F	E	V	I	T	I	S	N	E	S	N	E
A	T	J	H	G	B	E	L	F	R	Y	U	I	T	I
C	E	S	D	F	E	G	A	L	I	T	R	A	C	H

Comprehension Quiz

Answer each question in a complete sentence.

- The novel's antagonist is revealed in the first chapter. Who is he and why do you consider him the antagonist?

- What character first found Bod in the graveyard?

- What was the reason Silas gave Bod for why he wasn't allowed to leave the graveyard?

- How did Scarlett's parents react to her claim that she had met a boy in the graveyard?

- Miss Lupescu proved to be a most valuable person in Bod's life. How did she prove herself to be a valued friend?

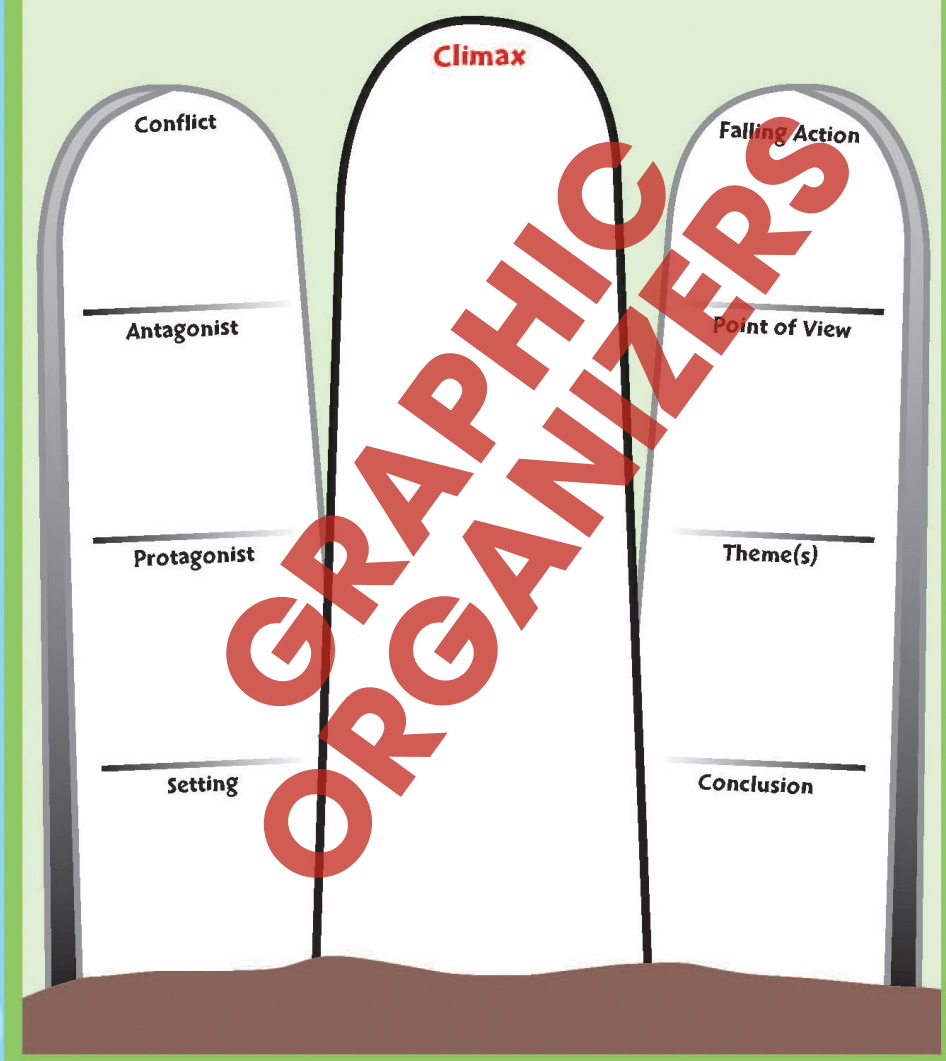
- What had Liza Hempstock's fate been during her life?

- What two distinct groups of people participated in the *danse macabre*?

SUBTOTAL: /12

Literature Analysis

Complete the following chart using details from *The Graveyard Book*.



NAME: _____

After You Read 



Chapter Seven (Part Two)

(From the paragraph that starts with "Late on Sunday afternoon...")

Answer each question with a complete sentence.

1. What advice did Bod ask of the Sleer? What was their response?

2. What reason did Mr. Frost suggest as to why the murder of Bod's family was "swept under the carpet"?

3. Describe how Bod incapacitated Jack Ketch.

4. Describe how Bod was able to get the white-haired man to tell him the reason why his family had been killed.

5. Why had Bod's family been killed?

6. What was the mission of Silas and Miss Lupescu?

EASY MARKING



The events described in Chapter Seven must have been most stressful for everyone involved. Unfortunately for Bod, things do not look all that good for him as this chapter draws to a close. Imagine you are Bod and write your thoughts on the major events of the past few days — be sure to include how these events have made you feel as well.

1.
Whether or not he should leave the graveyard. They said "Then find your name."

2.
People of influence were responsible for hushing it up.

3.
Bod lured him into falling into an old grave where he broke his ankle.

4.
He told the man that he would tell him how he lived in a graveyard for 13 years.

5.
An ancient prophecy predicted that if Bod became an adult, he would destroy their order.

6.
To destroy the Order.

1.
Answers will vary.

2.
Answers will vary.

Vocabulary

1. perplexed
2. impressive
3. immutable
4. wary
5. habitable
6. conspire
7. presentable
8. transpires

1.
a) **F**
b) **T**
c) **T**
d) **F**
e) **T**
f) **T**

2.
a) 4
b) 5
c) 6
d) 1
e) 3
f) 2

1.
The animals no longer seemed to know him. The people didn't appear as often.

2.
He had been all over the world and had many interesting stories to tell Bod.

3.
She kisses him gently goodbye and says that she will always miss him. She loved him.

4.
Answers will vary (i.e. when the final Jack is thwarted in the last chapter).

5.
Answers will vary.

6.
Answers will vary (i.e. he will be looking in on Bod from time to time).

ANSWER KEY



The Graveyard Book

- **RSL.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RSL.5.2** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- **RSL.5.3** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.
- **RSL.5.4** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- **RSL.5.5** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- **RSL.5.6** Describe how a narrator's or speaker's point of view influences how events are described.
- **RSL.5.9** Compare and contrast stories in the same genre on their approaches to similar themes and topics.
- **RSL.5.10** By the end of the year read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
- **RSL.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RSL.6.2** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- **RSL.6.3** Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- **RSL.6.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- **RSL.6.5** Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- **RSL.6.6** Explain how an author develops the point of view of the narrator or speaker in a text.
- **RSL.6.10** By the end of the year read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **RSFS.5.3** Know and apply grade-level phonics and word analysis skills in decoding words. **A)** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.
- **RSFS.5.4** Read with sufficient accuracy and fluency to support comprehension. **A)** Read grade-level text with purpose and understanding. **B)** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **C)** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **WS.5.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. **A)** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. **B)** Provide logically ordered reasons that are supported by facts and details. **C)** Link opinion and reasons using words, phrases, and clauses. **D)** Provide a concluding statement or section related to the opinion presented.
- **WS.5.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **A)** Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension. **B)** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. **C)** Link ideas within and across categories of information using words, phrases, and clauses. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Provide a concluding statement or section related to the information or explanation presented.
- **WS.5.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. **B)** Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. **C)** Use a variety of transitional words, phrases, and clauses to manage the sequence of events. **D)** Use concrete words and phrases and sensory details to convey experiences and events precisely. **E)** Provide a conclusion that follows from the narrated experiences or events.
- **WS.5.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **WS.5.7** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- **WS.5.8** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- **WS.5.9** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- **WS.6.1** Write arguments to support claims with clear reasons and relevant evidence. **A)** Introduce claim(s) and organize the reasons and evidence clearly. **B)** Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. **C)** Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. **D)** Establish and maintain a formal style. **E)** Provide a concluding statement or section that follows from the argument presented.
- **WS.6.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **A)** Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension. **B)** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. **C)** Use appropriate transitions to clarify the relationships among ideas and concepts. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Establish and maintain a formal style. **F)** Provide a concluding statement or section that follows from the information or explanation presented.
- **WS.6.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. **A)** Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. **B)** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. **C)** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. **D)** Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. **E)** Provide a conclusion that follows from the narrated experiences or events.
- **WS.6.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WS.6.7** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- **WS.6.8** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- **WS.6.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **A)** Apply *grade 6 Reading standards* to literature. **B)** Apply *grade 6 Reading standards* to literary nonfiction.