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# Frances Hodgson Burnett

**F**rances Eliza Hodgson (later Burnett) was born in Manchester, England on Nov. 24, 1849. A few years later, her father died. Facing money problems, the family moved to the United States. They settled in Tennessee, but continued to struggle. She turned to writing to help pay the bills. In 1868, Burnett had one of her stories published by *Godey's Lady's Book*. Within a few years, her work was being published by several magazines. Her mother died in 1870. She traveled back to England. After spending a year there, she married Dr. Swan Moses Burnett. They lived in Paris and had two children before moving back to the United States.



*That Lass o' Lowrie's* was Burnett's first novel. It was published in 1877. The book got a good response. She continued to turn out novels over the next four years. These included *Haworth's* in 1879, *Louisiana* in 1880, and *A Fair Barbarian* in 1881. In 1886, one of Burnett's most famous books, *Little Lord Fauntleroy*, was published. The book sold half a million copies. During her most successful years, Burnett lived very well. In 1890, her oldest son—Lionel—died of tuberculosis. She struggled greatly with his death and with her marriage. She divorced Swan Burnett in 1898. Then, married Stephen Townsend—who was 10 years younger—in 1900, whom she divorced just two years later.

In 1905, in 1908, she finished a home on Long Island outside of New York City. She continued to have success writing both for adults and children. In 1911, *The Secret Garden* was published. While *Little Lord Fauntleroy* was Burnett's most successful work at the time, *The Secret Garden* continued to gain popularity. It remains a classic to this day. The last 17 years of Burnett's life were spent at her Long Island home. She died on October 29, 1924.

Burnett became a citizen of the United States in

### Did You Know?

- A sculpture in New York City's Central Park was made in 1936. This was to recognize Burnett's work.
- Burnett's book *Little Lord Fauntleroy* was meant for children. It was popular with adults.
- Burnett helped with stage versions of her books. Like *Little Lord Fauntleroy* and *A Little Princess*.



# Chapters One to Three

Answer the questions in complete sentences.

1. Guess what sort of themes might be found in *The Secret Garden*.  
\_\_\_\_\_  
\_\_\_\_\_
2. Based on the cover, where do you think the story will mostly take place?  
\_\_\_\_\_  
\_\_\_\_\_

### Vocabulary

Choose a word from the list that means the same or nearly the same as the underlined word. Be careful - a couple are a bit tricky!

angry	unpleasant	engrossed	upset
trip	clear	fearful	rarely

1. When Mary Lennox was sent to Misselthwaite Manor to live with her uncle, everybody said she was the most disagreeable-looking child ever seen.
2. One frightfully hot morning, when she was about nine years old, she awakened feeling very cross.
3. Mary made the long voyage to England under the care of an officer's wife.
4. The woman was very much absorbed in her own little boy and girl.
5. Mary didn't like her at all, but she very seldom liked people.
6. It was very evident Mrs Medlock did not think much of Mary.
7. Mary sat in her corner of the railway carriage and looked plain and fretful.
8. Mary was not at all a timid child.



# Chapters Six to Eight

1. Fill in each blank with the correct word(s) from these Chapters.

- a) "The master had better get you a \_\_\_\_\_, same as he said he would!"
- b) She went out of the room and \_\_\_\_\_ the door after her.
- c) The wind itself had \_\_\_\_\_ and a brilliant, deep blue sky arched high over the moorland.
- d) The far-reaching world of the moor itself looked softly blue instead of gloomy purple-black or awful \_\_\_\_\_ grey.
- e) "Could I ever get there?" asked Mary \_\_\_\_\_.

2. Complete each sentence with a word from these Chapters.

- a) "Well," said Martha \_\_\_\_\_.
- b) Martha looked \_\_\_\_\_ again.
- c) Martha grinned a little as if at some \_\_\_\_\_ recollection.
- d) The ivy was the \_\_\_\_\_ thing.
- e) She gazed at it with a \_\_\_\_\_ expression.



# Chapters Fifteen to Seventeen

Answer each question with a complete sentence.

1. What "blessing" came from Mary visiting Colin?  
\_\_\_\_\_
2. Why does Dickon say they should be quiet and still when they see Ben Weatherstaff's robin?  
\_\_\_\_\_
3. What does it say about Mary that she refused to see Colin because she wanted to spend time in the garden? Use examples from the book.  
\_\_\_\_\_  
\_\_\_\_\_
4. What does Mary decide to do in the morning after thinking about Colin? Why?  
\_\_\_\_\_  
\_\_\_\_\_
5. What did Mary think was funny about Colin's tantrum?  
\_\_\_\_\_  
\_\_\_\_\_
6. What is suggested would have been revealed if Colin had someone to talk to? Use examples from the book.  
\_\_\_\_\_  
\_\_\_\_\_

### Journaling Prompt

The nurse says she didn't know Colin thought he had a lump on his spine. What does this say about the relationship between Colin and the nurse? What does it say about the personalities of both Colin and the nurse? Why do you think it took Mary standing up to Colin for him to reveal this fear?



## Chapters 1 to 3

### A Shocking Reaction

When we first meet Mary, she's a spoiled, sickly, and lonely child. In India, she's used to treating her servants very poorly, screaming at them and ordering them around. She's often angry. Her mother and father don't spend much time with her. Mary believes her mother never really wanted a daughter.

When Mary's parents die from cholera, she barely reacts at all. How did Mary's reaction make you feel? Describe your thoughts on Mary's attitude toward her parents' death. Why do you think she reacts the way she does? Why wouldn't she feel bad? Why wouldn't she feel guilty for not feeling bad when they die? Do you think Mary's attitude might have been different had her parents spent time with her?

Answer these questions and explain your reasoning in a few paragraphs. Your finished product should be at least 300 words in length.



## Chapters 4 to 14

### Capturing Feeling

In this writing task, you will be asked to gather up your creativity. Write a poem of your own that captures both the story and feeling of *The Secret Garden*. You can use any kind of poem you like—whether it be a haiku, epic or limerick—just make sure that it sums up the story and gives the reader a sense of the mood of the book.

Mood is the atmosphere of the book or the feeling it gives the reader. Length is not as important as making sure the poem is accurate in both storytelling and mood. When you've finished your poems, gather as a class and share them. Discuss some of the differences and some of the similarities that can be identified in the poems. What trends can you see?



## Word Search Puzzle

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

contrary	hysterics	rage	tantrums
disagreeable	majesty	ravenous	tidy
earnest	mellow	ruddy	twinkling
gloomy	pale	sickly	uncanny
gratitude	perplexed	sly	wonder

d	b	f	c	y	l	k	c	i	s	h	d	m	y	n	w	i
t	i	j	l	s	y	c	i	e	l	a	e	n	o	u	e	m
a	r	s	v	d	a	i	j	t	x	l	n	w	p	b	h	d
n	a	e	a	r	n	e	s	t	a	g	l	o	o	m	y	
t	v	z	q	g	a	m	u	o	c	g	r	z	r	b	p	f
r	e	k	d	m	r	t	w	n	i	m	a	j	e	s	t	y
u	n	f	n	e	o	e	u	y	h	y	t	u	m	e	w	d
m	o	r	e	t	x	g	e	m	h	a	i	x	l	n	i	d
s	u	e	q	a	e	y	a	q	b	t	l	p	l	n	u	
g	s	j	w	e	y	f	l	o	b	v	u	b	w	v	k	r
e	x	o	z	a	s	h	e	p	d	l	d	k	r	x	l	q
l	p	r	i	g	c	k	g	s	r	c	e	g	a	d	i	l
a	r	t	f	j	w	p	a	n	k	e	s	v	k	t	n	t
p	z	w	o	n	d	e	r	u	n	j	p	s	o	v	g	u
h	y	s	t	e	r	i	c	s	y	r	a	r	t	n	o	c



## Comprehension Quiz

Answer each question in a complete sentence.

- List two important themes from *The Secret Garden*. 35
- Why is Mary Lennox sent to live with her uncle? 2
- What is the name of Mary's uncle? What is the name of his home? 1
- Describe Mary's character before going to England. 2
- Why didn't Mary feel sad when she found out her mother died? 4
- What is one of the first signs Mary is beginning to change and is described as the "dawning of a healthy sentiment"? Why? 3
- Why was the garden locked up? 2

SUBTOTAL: /18

## It's Magic

Use this organizer to discuss the elements of the story that is described in the book as having a magical quality about them. Elements include characters, actions, settings, and animals. Also, list what impact this magical quality had on some of the main characters. Why was it important to the overall plot?

Magical Quality	Magical Quality
Magical Quality	Magical Quality

NAME: \_\_\_\_\_

After You Read 



# Chapters Six to Eight

Answer each question with a complete sentence.

1. According to Martha, why does Dickon still go out even when it's raining?

\_\_\_\_\_  
\_\_\_\_\_

2. How do Mary's feelings toward Martha change?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. What made Mary "think several entirely new things"?

\_\_\_\_\_  
\_\_\_\_\_

4. What is the only other living thing Mary finds when she explores the manor?

\_\_\_\_\_  
\_\_\_\_\_

5. What do we discover when Martha asks Mary how she feels about herself?

\_\_\_\_\_  
\_\_\_\_\_

6. What did Mary find almost buried in newly turned soil? What could it mean?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Journaling Prompt

In these Chapters, Mary describes how living at the manor has changed the way she thinks and feels about many things. Describe these changes and the impacts they have on Mary's interactions with others at the manor. How have these things made Mary less "contrary"?

**1.**  
Martha says Dickon "sees things on rainy days as doesn't show when it's fair weather".

**2.**  
Mary found herself "forgetting to resent" Martha's talk. She began to find it interesting and was sorry when Martha stopped sharing stories or went away.

**3.**  
Martha questioned whether Mary was "soft in th' head" when Mary waited for Martha to put on gloves for her.

**4.**  
Mary finds seven mice living in a cushion when she explores the manor.

**5.**  
Mary tells Martha she doesn't like herself at all, though she never thought about it before.

**6.**  
Mary finds an old key that seemed to have been buried for a long time. Answers will vary.

## Vocabulary

### Across

- 3. exultantly
- 4. tendrils
- 6. matted
- 8. shy
- 9. tangle
- 11. stifle
- 12. flutter
- 13. Sprays
- 14. tidy

### Down

- 1. wonder
- 2. alcoves
- 3. evergreen
- 5. loveliest
- 7. flattered
- 8. sheer
- 10. civil

**1.**  
a) sweetest  
b) mysterious

c) matted  
d) India

e) clumps  
f) standard

g) branches

h) garden  
i) strangest  
j) loveliest

k) tendrils

l) lovely  
m) bridges

n) sprays  
o) hazy  
p) mantle

q) mysterious

**1.**  
She says "It was the sweetest, most mysterious-looking place anyone could imagine." The walls were covered with leafless stems of climbing roses so thick they were matted together. The ground was covered with brown grass and clumps of bushes. Trees that had long hanging tendrils of hanging roses were one of the things that made the place look strangest and loveliest.

**2.**  
She felt as if she had found a world all her own.

**3.**  
In one day, Mary found the secret garden. Mary and Martha decided to write a letter asking Dickon to get Mary flower seeds and gardening tools. Martha also revealed that her mother was going to ask Mrs Medlock if Mary could visit their home.

**4.**  
She feels shy.

**5.**  
He tells Mary he will come every day and dig, and pull up weeds to revive the garden rain or shine.

**6.**  
Mary asked Dickon if he liked her.

## The Secret Garden – Gr. 5-6

- **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.

NAME: \_\_\_\_\_



# Chapters One to Three

Answer the questions in complete sentences.

1. Guess what sort of themes might be found in *The Secret Garden*.

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---

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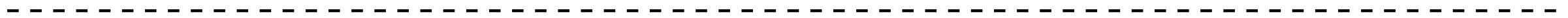
## Chapters 1 to 3

### A Shocking Reaction

When we first meet Mary, she's a spoiled, sickly, and lonely child. In India, she's used to treating her servants very poorly, screaming at them and ordering them around. She's often angry. Her mother and father don't spend much time with her. Mary believes her mother never really wanted a daughter.

When Mary's parents die from cholera, she barely reacts at all. How did Mary's reaction make you feel? Describe your thoughts on Mary's attitude toward her parents' death. Why do you think she reacts the way she does? Why wouldn't she feel bad? Why wouldn't she feel guilty for not feeling bad when they die? Do you think Mary's attitude might have been different had her parents spent time with her?

Answer these questions and explain your reasoning in a few paragraphs. Your finished product should be at least 300 words in length.



## Chapters 4 to 14

### Capturing Feeling

In this writing task, you will be asked to gather up your creativity. Write a poem of your own that captures both the story and feeling of *The Secret Garden*. You can use any kind of poem you like—whether it be a haiku, epic or limerick—just make sure that it sums up the story and gives the reader a sense of the mood of the book.

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# It's Magic



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**Magical Quality**

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