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# Neil Gaiman

**B**orn Neil Richard Gaiman on November 10, 1960 in Hampshire, England. He grew up in Sussex and went to Whitgift School in Croydon. Once graduated, Gaiman worked as a freelance journalist. His first published work was a biography on *Duran Duran* in 1984. He followed this with another biography on Douglas Adams, writer of *The Hitchhiker's Guide to the Galaxy*.



While working as a freelance journalist, Gaiman met his long-time collaborator, Dave McKean. The two published their first of many projects together, a graphic novel named *Violent Cases* in 1987. The pair then submitted material to DC Comics, which led to the miniseries *Black Orchid* in 1988. The success of this graphic novel, along with others like Alan Moore's *Watchmen* and Frank Miller's *The Dark Knight Returns*, the need for more dark and gritty stories was prevalent. This led to their next project, *The Sandman*, which ran from 1989 to 1996.

Gaiman created the comic 1602 for another comic book company giant—Marvel Comics. Out of all of his works, 12 of them have been adapted for TV and film. These include, but are not limited to, *Stardust* (2007), *Coraline* (2009), *American Gods* (2017), and *Good Omens* (2019). Gaiman now lives near Minneapolis in the United States.

### Did You Know?

- *Coraline* was originally thought to be too scary for children.
- *Coraline* has won the British Science Fiction Award, the Hugo, the Nebula, the Bram Stoker, and the American Elizabeth Burr/Worzalla award.
- The film adaptation of *Coraline* was nominated for an Academy Award for Best Animated Film.



# Chapter Four

Answer the questions in complete sentences.

1. In the last Chapter, Coraline asked the rats if they could talk. Do you think she will meet a talking animal? If so, who do you think she'll meet??  
\_\_\_\_\_  
\_\_\_\_\_
2. Coraline will be exploring the grounds on the 'other side' in this Chapter. How do you think it will compare to the real world?  
\_\_\_\_\_  
\_\_\_\_\_

### Vocabulary

Complete each sentence with a word from the list.

astounding intently	triumph addendum	specimens exposition	deferential scuttled
------------------------	---------------------	-------------------------	-------------------------

1. The scientist looked at the \_\_\_\_\_ under a microscope.
2. The victory over the opposing team was a \_\_\_\_\_.
3. She added an \_\_\_\_\_ to the report.
4. Students listened \_\_\_\_\_ to the presentation.
5. The crab \_\_\_\_\_ across the sand.
6. She found the fireworks display \_\_\_\_\_.
7. An \_\_\_\_\_ was put on display in the park.
8. He was \_\_\_\_\_ to the crowd in front of him.



# Chapter Eight

1. Circle **T** if the statement is TRUE or **F** if it is FALSE.

- T F a) If Coraline wins the game, her parents can go free, but she must stay behind.
- T F b) Coraline's breakfast is served with a side of freshly squeezed orange juice and a mug of frothy chocolate milk.
- T F c) Coraline first looked in the garden for her parents and children's souls.
- T F d) The brown stone glowed like an emerald.
- T F e) Coraline found the first soul in a charm on a bracelet.
- T F f) Coraline changes back into her pajamas after finding the soul.

2. Number the events from 1 to 6 in the order they occurred in this Chapter.

- a) The 'other' mother makes Coraline an omelet.
- b) Coraline tells the 'other' mother to "play fair".
- c) The 'other' mother swears on her right hand.
- d) Coraline challenges the 'other' mother to a game.
- e) Coraline followed the stone into her bedroom.
- f) The 'other' mother swears on her mother's grave.



# Chapter Ten

Answer each question with a complete sentence.

1. Compare the smells from the topmost flat in the 'other' world and the real world.  
\_\_\_\_\_  
\_\_\_\_\_
2. What do we learn about Coraline regarding what she hates about the real world?  
\_\_\_\_\_  
\_\_\_\_\_
3. How did the rats try to distract Coraline? Did it work?  
\_\_\_\_\_  
\_\_\_\_\_
4. What is happening to the house? How is it similar to the people inside?  
\_\_\_\_\_  
\_\_\_\_\_
5. Describe the changes that the house goes through in this Chapter.  
\_\_\_\_\_  
\_\_\_\_\_
6. What simile is used to describe the cat's trembling?  
\_\_\_\_\_  
\_\_\_\_\_

### Journaling Prompt

Coraline remembers a time when she fell and hurt herself when learning to ride a bike. She says even though she failed, she had a sense of achievement because she was learning something. Describe a time you failed at something, and what lesson you learned from it.



## Chapter 6

### Crude Drawings

Re-create the 'other' world in its detail, from the house and immediate grounds surrounding it. Then, re-create the crude way the forest appears the further you go away from the house. Use descriptions from the novel to help.



## Chapter 6

### Your Dream Home

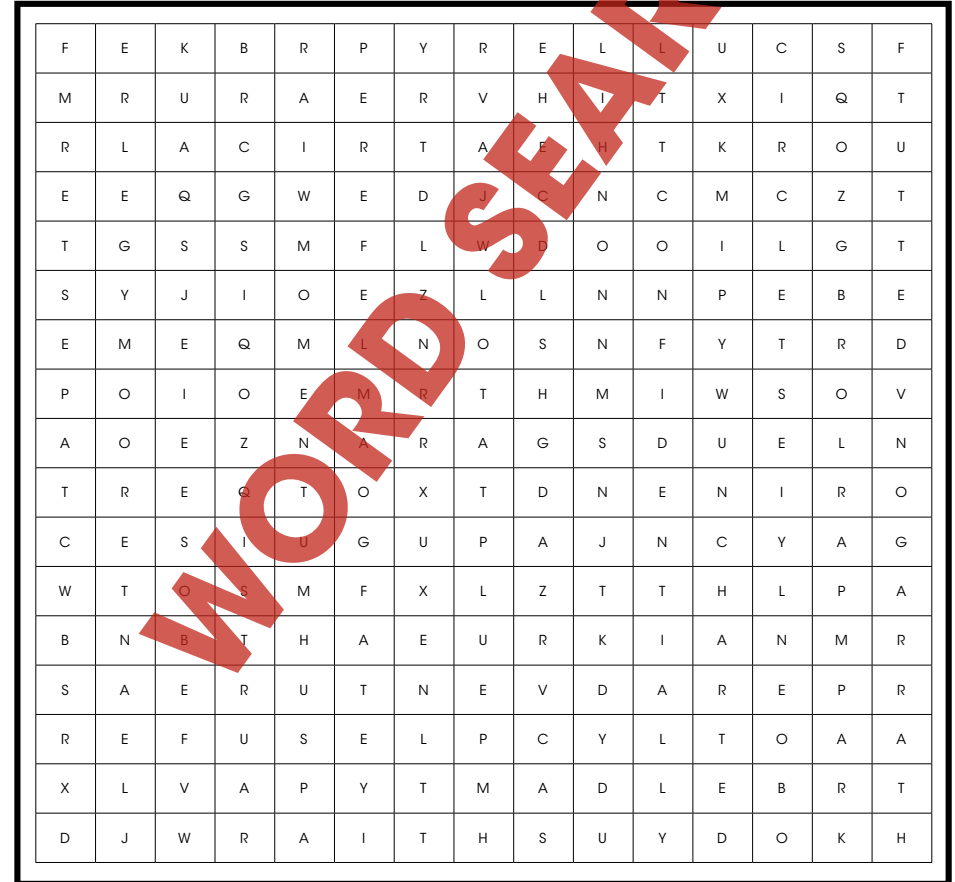
Coraline's other father lets it slip that the other mother made the house, grounds and people living in it. Imagine your own dream home. Design it and describe who would be living inside.



## Word Search Puzzle

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

anteroom	fragment	peradventure	theatrical
beldam	miser	pester	tuffed
circlet	momentum	refuse	uncharted
coloration	monstrous	scullery	wasteland
confidentially	parlor	tarragon	wraiths



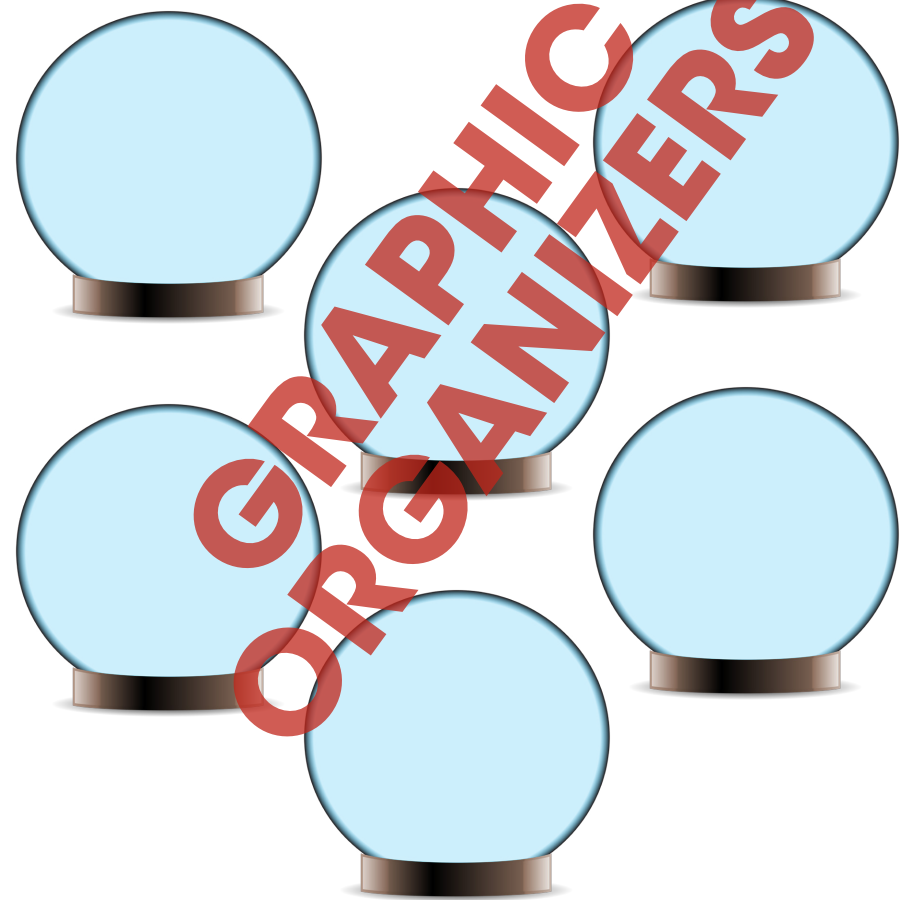
## Comprehension Quiz

- Describe what each of the three soul marbles glowed as. 3
- Where did the 'other' mother keep the key to the empty flat? 1
- Who did Coraline find in the empty flat? 1
- How did Coraline get the last marble? 3
- How does Coraline finally escape the 'other' world? 3
- Summarize the dream Coraline has near the end of the novel. 3
- Describe how Coraline defeats the 'other' mother's right hand. 3

SUBTOTAL: /17

## Foretelling the Future

Foreshadowing is a literary device that is widely used throughout the novel. Several characters make predictions or foretell things that will happen. For instance, Miss Spink reads Coraline's future through tea leaves and warns Coraline that she is in terrible danger. Your job will be to identify times in the novel when foreshadowing is utilized. In each crystal ball below, briefly summarize the foreshadowing and identify the chapter where it takes place.



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

After You Read 



# Chapters One to Two

Answer each question with a complete sentence or short paragraph.

- Describe Coraline's new house.  
\_\_\_\_\_  
\_\_\_\_\_
- Describe who lives in the flat above Coraline, under the roof.  
\_\_\_\_\_  
\_\_\_\_\_
- "Miss Spink and Miss Forcible made a point of telling Coraline how dangerous the well was..." What literary element is this an example of? Explain.  
\_\_\_\_\_  
\_\_\_\_\_
- How can you tell that Coraline is bored?  
\_\_\_\_\_  
\_\_\_\_\_
- Do people listen to Coraline? Explain why or why not.  
\_\_\_\_\_  
\_\_\_\_\_
- How does Coraline's parents treat her? How does this make her feel?  
\_\_\_\_\_  
\_\_\_\_\_

# EASY MARKING



**Journaling Prompt**

**When it rains, Coraline is unable to go outside and explore. She is lost for things to do while stuck inside. What do you do when it's too bad out to go outside? What advice can you give Coraline? Brainstorm some ideas for Coraline to occupy herself.**

**1.**  
It was a very old house, with an attic under the roof, a cellar under the ground, and an overgrown garden with huge old trees in it.

**2.**  
A crazy old man lives in the flat above Coraline. He has a big mustache and trains a mouse circus.

**3.**  
This is an example of foreshadowing. It stands to reason that the well will come into play later in the story, most likely in a dangerous situation.

**4.**  
She spends her time dropping pebbles and acorns through a hole in the top of the well.

**5.**  
No, people don't listen to Coraline. They continue to call her Caroline, even after she corrects them multiple times. It could be because she's a child they don't pay attention to what she says. Or, they are too absorbed with their own lives.

**6.**  
Coraline's parents treat her as a pest. They are too busy working to pay attention to her. Her father tells her to "go away", and her mother suggests things to keep her away. Coraline feels lonely and unimportant.

**1.**  
Answers will vary.

**2.**  
Answers will vary.

### Vocabulary

1. H

2. G

3. C

4. A

5. F

6. D

7. B

8. E

**1.**  
a) **F**  
b) **T**

c) **F**

d) **F**

e) **T**

f) **F**

**2.**  
a) 6

b) 4

c) 2

d) 1

e) 5

f) 3

**1.**  
Coraline is unique and wants to stand out from everyone else.

**2.**  
A book her mother was reading describes native people who would draw on pieces of silk with wax, then dip the silks in dye. They would continue this every day until finally boiling the wax out in hot water and throwing the cloths on a fire and burn them to ashes.

**3.**  
Coraline's family inherited furniture, a wooden coffee table, a side table, a heavy glass ashtray, and an oil painting of a bowl of fruit.

**4.**  
In their own hallway, the picture showed a boy in old-fashioned clothes staring at some bubbles. In the other hallway, the boy's expression was different—he was looking as if he was planning to do something nasty to the bubbles. Something was weird about his eyes.

**5.**  
Answers will vary.

**6.**  
Answers will vary.



## Coraline – 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. **A)** 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: \_\_\_\_\_



# Chapter Four



**Answer the questions in complete sentences.**

1. In the last Chapter, Coraline asked the rats if they could talk. Do you think she will meet a talking animal? If so, who do you think she'll meet??

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2. Coraline will be exploring the grounds on the 'other side' in this Chapter. How do you think it will compare to the real world?

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## Vocabulary

Complete each sentence with a word from the list.

**astounding**  
**intently**

**triumph**  
**addendum**

**specimens**  
**exposition**

**deferential**  
**scuttled**

1. The scientist looked at the \_\_\_\_\_ under a microscope.
2. The victory over the opposing team was a \_\_\_\_\_.
3. She added an \_\_\_\_\_ to the report.
4. Students listened \_\_\_\_\_ to the presentation.
5. The crab \_\_\_\_\_ across the sand.
6. She found the fireworks display \_\_\_\_\_.
7. An \_\_\_\_\_ was put on display in the park.
8. He was \_\_\_\_\_ to the crowd in front of him.





## Chapter 6



### Crude Drawings

Re-create the 'other' world in its detail, from the house and immediate grounds surrounding it. Then, re-create the crude way the forest appears the further you go away from the house. Use descriptions from the novel to help.



## Chapter 6



### Your Dream Home

Coraline's other father lets it slip that the other mother made the house, grounds and people living in it. Imagine your own dream home. Design it and describe who would be living inside.

# Foretelling the Future



Foreshadowing is a literary device that is widely used throughout the novel. Several characters make predictions or foretell things that will happen. For instance, Miss Spink reads Coraline's future through tea leaves and warns Coraline that she is in terrible danger. Your job will be to identify times in the novel when foreshadowing is utilized. In each crystal ball below, briefly summarize the foreshadowing and identify the chapter where it takes place.

