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## EASY MARKING™ ANSWER KEY .....

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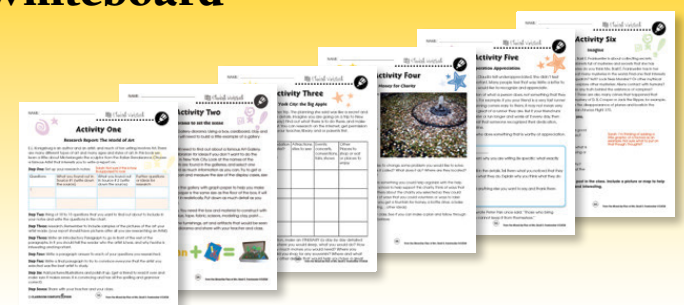
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# E.L. Konigsburg

**E**.L. Konigsburg was born Elaine Lobl on February 10, 1930. She grew up most of her life in small towns in Pennsylvania. She was the first person in her family to attend college, where she studied Chemistry. She became Elaine Lobl Konigsburg when she married her husband David Konigsburg, who she had met while at college. She taught chemistry for a short time at a school in Florida; but when she had children, she stayed home to raise them, and that's when her inner artist began to bloom.

E.L. Konigsburg began to take art lessons when her children were very young. She took these lessons on Saturday mornings, and spent many Saturday afternoons exploring the Metropolitan Museum of Art. This museum would serve as the setting for much of her novel, *From the Mixed-Up Files of Mrs. Basil E. Frankweiler*.

When her children started school, Konigsburg started writing. Her desire to write came from a combination of her life experiences. As a child, she hadn't been able to identify with any of the characters in the books she read. As a parent, she wanted to have characters in books for them to enjoy and with whom they could connect. As a teacher, she had been very interested in what was happening for the students in her classes. She noticed that young people wanted to be both accepted as part of the group, but also to stand out as individuals.



This would serve as a common message in her novel, *From the Mixed-Up Files of Mrs. Basil E. Frankweiler*. She also wanted to create examples of writing that would enrich young people's lives; often through introduction to amazing artists, colorful characters and the spirit of adventure, or to common human virtues, including kindness, curiosity and encouragement.

• In 1968, she won the Newbery Medal for *From the Mixed-Up Files of Mrs. Basil E. Frankweiler* and the Newbery Honor award for *Jennifer, Hecate, Macbeth, William McKinley and Me, Elizabeth*.

• Is the first author to win both the Newbery Medal and Newbery Honor award in the same year.

• Her advice to children is: "Before you can be anything, you have to be yourself. That's the hardest thing to find."

### Did You Know?



# Chapter Six

Answer the questions in complete sentences.

1. What is the relationship between Mrs. Basil E. Frankweiler and the Angel?  
\_\_\_\_\_  
\_\_\_\_\_
2. Now that the children have found a source of money at the museum, how might their behaviors change?  
\_\_\_\_\_  
\_\_\_\_\_

### Vocabulary

Complete each sentence with a word from the list.

<b>furious</b>	<b>telegram</b>	<b>stealthily</b>	<b>stonemason</b>
<b>descending</b>	<b>pinchpenny</b>	<b>quarters</b>	<b>shepherd</b>

1. They tiptoed \_\_\_\_\_ up the stairs after the guard had left.
2. Hiding under the bed was close \_\_\_\_\_, Jamie could hardly move.
3. The \_\_\_\_\_ would carve his mark on the bottom of the marble, to prove it was his.
4. The teacher \_\_\_\_\_ her class through the museum, being sure no one was left behind.
5. In the old days, messages were sent as \_\_\_\_\_, before telephones were popular.
6. Taking two stairs at a time, they were \_\_\_\_\_ down to the basement.
7. She was so \_\_\_\_\_. How dare he make fun of her!
8. What a \_\_\_\_\_! He wouldn't even give her 10 cents for a newspaper.



# Chapter Six

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

- T F a) Claudia insisted that they go to Church on Sunday morning.
- T F b) Claudia was furious with Jamie because he made fun of her.
- T F c) Jamie noticed that the plush from the velvet rings was crushed down.
- T F d) Claudia writes a letter to the head of the museum.
- T F e) Jamie wants to go home.
- T F f) Claudia wants to be different before she goes home.
- T F g) The children type their note at the library.
- T F h) Claudia signed the note: Friends of the Museum.

2. Fill in each blank with the correct word(s) from the Chapter.

- a) The children almost get caught twice: once while looking at the \_\_\_\_\_. Later the guard was delayed outside by the crowds, so they were not caught hiding under the velvet-covered table.
- b) The children notice 3 \_\_\_\_\_ and the letter M imprinted on the velvet table cloth.
- c) They find out that this mark was used by Michelangelo's \_\_\_\_\_.
- d) They decide to write a \_\_\_\_\_ to the museum.



# Chapter Six

Answer each question with a complete sentence.

1. How does Jamie tease his sister? What does this tell you about Jamie's understanding of his sister?  
\_\_\_\_\_  
\_\_\_\_\_
2. Claudia thought that Jamie was logical. Give 2 examples from the story that shows Jamie's logical thinking.  
\_\_\_\_\_  
\_\_\_\_\_
3. "Claudia didn't think about their close calls. They were unimportant; they wouldn't matter in the end, the end having something to do with Michelangelo, Angel, history, and herself." How does this quote relate to the theme of self-actualization (developing your full potential)?  
\_\_\_\_\_  
\_\_\_\_\_
4. For Claudia, the end of the adventure doesn't come with solving the mystery. What does she need to allow her to go home? Find a quote from the story to support your opinion.  
\_\_\_\_\_  
\_\_\_\_\_
5. Claudia and Jamie are developing a closer relationship. At the beginning of the story, they didn't seem to know each other very well. Find two examples from the Chapter that demonstrates the kind of relationship they have now.  
\_\_\_\_\_  
\_\_\_\_\_



### Journaling Prompt

Claudia says she wants to be different before she goes home. Claudia wants to be a hero. She talks about people who win the Congressional Medal of Honor or an Academy Award. What would you like to do with your life to be important? Write a paragraph explaining what you would do if you could.





## Chapter 1

### Write a Letter

In the beginning of the story we meet Mrs. Basil E. Frankweiler, who is writing a letter to her lawyer. She seems annoyed with him. As we read the story, we will see how this letter ties into the plot of the story. E. L. Konigsburg, created a very strong and memorable character and then had her write the letter. Now it's your turn. Imagine you are a different character. Think about whom this new you is. What is your personality, background, interests? Now think of a reason you may have to write a letter to someone else. Give that person a name, a title, a job. Maybe to complain about something, to thank someone, to find out information, to give them an order or some business. Just think of a good reason to write to the person. Now write the letter in 2 to 3 paragraphs as if you were the imaginary character. Use his or her voice; throw in detail about his or her life, likes, values etc. Make up a character's name for you to use in signing the letter.



## Chapter 3

### Newspaper Article

Write the newspaper article for the New York Times newspaper about Claudia and Jamie's disappearance. Newspaper articles should have a headline that grabs people's attention, make yours sensational. The first paragraph should be short sentences and give only the most important information: Who? Did What? When? Where? Why? (if you know) How? (if you know) and for how long? In the second paragraph, include more background information: maybe what they took, a quick quote from parents, teachers, classmates, neighbors, bus driver etc. Include a picture that would go with your article.



## Word Search Puzzle

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

auction	furious	monotony	quarterly	treasurer
automat	genius	mysterious	shepherded	urged
bequeathing	humility	pagan	sissy	veto
caper	jostling	peck	stowaways	vow
fidgeted	mastaba	pinchpenny	tightwad	whiffs

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



## Comprehension Quiz

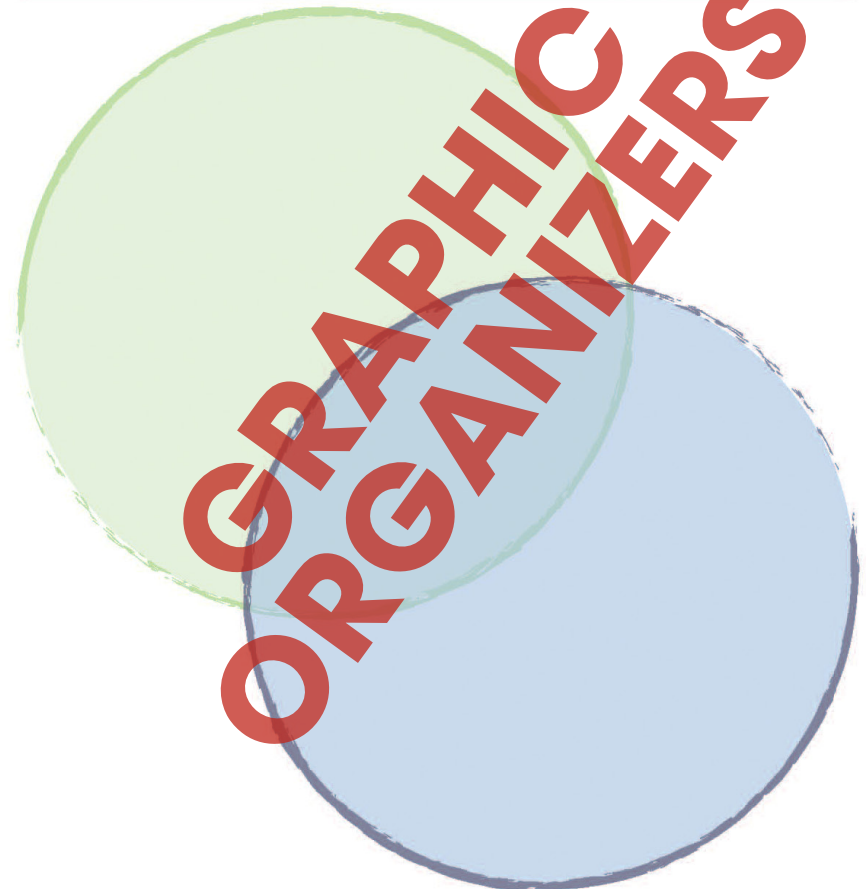
Answer each question in a complete sentence.

- Why did Claudia want to run away?  
\_\_\_\_\_
- Why does she pick her brother Jamie to go with her? Give two reasons.  
\_\_\_\_\_  
\_\_\_\_\_
- Summarize 3 steps Claudia took in planning her escape to the Art Museum in New York City.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- Why was the mystery of the little Angel statue so important to Claudia?  
\_\_\_\_\_  
\_\_\_\_\_
- List 2 ways Claudia and Jamie met their basic needs for Food and Shelter while hiding at the Museum.  
\_\_\_\_\_  
\_\_\_\_\_
- Who is the narrator of the story? Why are they part of the story?  
\_\_\_\_\_  
\_\_\_\_\_
- Contrast Claudia and Jamie's personality. Include at least 3 personality traits to compare.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

SUBTOTAL: /15

## Venn Diagram

Compare two characters from the story. Write the character names in the outside circles. Write down any differences the characters have in the outside circles. Write down any similarities the characters have in the space where the circles overlap. Suggested characters to compare: Claudia, Mrs. Basil E. Frankweiler, Jamie, Saxonberry.



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



# Chapter Nine

Answer each question with a complete sentence.

- Compare Mrs. Frankweiler's house to her office. Use details from the story. Why do you think her office is so different from the rest of her house?  
\_\_\_\_\_
- Why do you think Mrs. Frankweiler made the children wait before she turned around to talk with them?  
\_\_\_\_\_
- Describe Mrs. Frankweiler. What does she look like? What is her personality like? How does she speak to the children? What does she value? What does she like and dislike?  
\_\_\_\_\_
- Why does Mrs. Frankweiler say, "Good for you!" when Claudia refuses to tell her where they have been all week?  
\_\_\_\_\_
- What was the test that Mrs. Frankweiler set up for the children to find the answer to the mystery of the stone angel?  
\_\_\_\_\_
- How would the story change if Mrs. Frankweiler told Claudia right away about the origin of Angel?  
\_\_\_\_\_

### Journaling Prompt

What makes you special or different? Think about your talents, skills, past experiences, beliefs, and personality. How are you different from everyone else?

**1.**  
Her house is cluttered with antiques and valuable art. Her office is like a laboratory: clean, bright, and with 17 filing cabinets lining one wall. Answers will vary.

**2.**  
She was completing some research about the children and she wanted to set the tone of their meeting.

**3.**  
She is old, her nose is longish, her hair is cut by her butler, she is wearing an expensive pearl necklace and lab coat. Her way of speaking is very direct and gruff. She says she doesn't like wasting time.

**4.**  
She likes how Claudia is smart and will hold onto information to exchange for knowledge from Mrs. Frankweiler. She also liked that Claudia was determined.

**5.**  
The children were given 1 hour to find the file with the proof of the Angel. They have to figure out Mrs. Frankweiler's filing system, in order to find the file.

**6.**  
Answers will vary.

**1.**  
Answers will vary.

**2.**  
Answers will vary.

### Vocabulary

1. intercom

2. accurate

3. preoccupied

4. maimed

5. bequeathing

6. matron

7. chariot

8. tight

9. auction

- 1.**  
a) tape recorder  
b) parents  
c) four  
d) chauffeur/driver  
e) angel  
f) excitement, secret, fun

- g) Mrs. Frankweiler  
h) adopt

**2.**

1. Mrs. Frankweiler  
2. Sheldon the Chauffeur  
3. Jamie  
4. Jamie

5. Claudia

6. Claudia

7. Kevin

8. Commissioner of Parks in New York City.

**1.**  
Answers will vary.

**2.**  
Jamie would like the adventure of sneaking away to Mrs. Frankweiler's and Claudia would like to plan the trip and have another secret.

**3.**  
From the first letter, all the way through, Mrs. Frankweiler mentions his concern for his grandchildren. Then he is the one who calls the parents. Mrs. Frankweiler says that they are his grandchildren, and then the chauffeur sees Saxonberg in the children's house.

**4.**  
Answers will vary, but may include: She wants him to enjoy the art museum with her; she wants him to relax; she says that she will be a grandmother, and he's the grandfather, so that is hinting that she likes him.

**5.**  
Mrs. Frankweiler likes to investigate mysteries and to gather experiences. Claudia likes comfort and having knowledge. Jamie likes to have fun, adventure, and "complications". Saxonberg loves his grandchildren and tax law.



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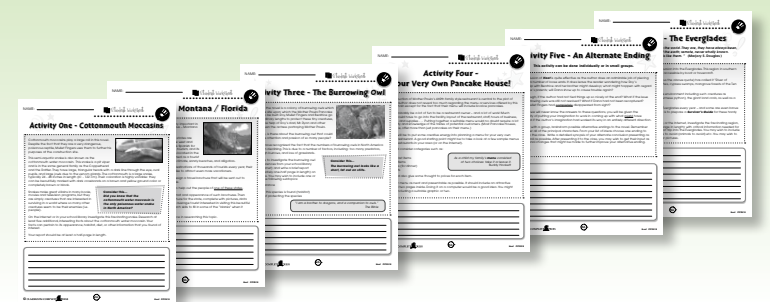
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# Carl Hiaasen

Carl Hiaasen was born and raised in Plantation, Florida in 1953. Carl now lives in Miami, Florida, where he writes a column for the *Miami Herald* newspaper.

**H**e has received a number of state and national honors for his journalism and commentary, which have also appeared in such periodicals as *Sports Illustrated*, *Time* and *Life* magazines.



on their own reporting experiences. Since then Carl has written a number of acclaimed novels for an adult audience. Carl's wry sense of humor marks all of his written work.

In 2002 he made his debut as a novelist for Young Readers with *Hoot*, which was awarded a Newbery Honor and spent more than two years on the

Carl began writing novels (for an adult audience) in the early 1980's with a friend, the late William D. Montalbano. Together they produced three mystery thrillers -- *Powder Burn*, *Trap Line* and *Double Whammy* -- which were partially based

New York Times bestseller lists. In 2005 his second novel for young readers, the bestselling *Flush* was published, and then in 2009, *Scaf*. The film version of *Hoot* was released in 2006, starring Logan Lerman.

### Did You Know?

- Carl wrote *Hoot* so he could give it to his nephew, nieces and stepson to read.
- Carl knew from a young age that he wanted to be a writer. He got a typewriter when he was six, and was hooked.
- Carl is deeply concerned about the human race. He thinks everyone should be able to grow up in a place where one can always see a bald eagle or a manatee or a school of dolphins - or a pair of little burrowing owls, for that matter.



# Chapters Three to Four

Answer the questions in complete sentences.

1. Have you or a friend ever been unfairly punished for something? Describe how this felt.
2. What must it feel like to know that someone doesn't like you, but you don't know why?

### Vocabulary

With a straight line, connect each word on the left with its meaning on the right.

1. portable
2. flabbergasted
3. fretful
4. lenient
5. intently
6. ferocious
7. envision
8. despondent
9. skeptical
10. intrigued
11. surveillance
12. decisive

- |       |              |   |
|-------|--------------|---|
| _____ | forgiving    | A |
| _____ | imagine      | B |
| _____ | sad          | C |
| _____ | observation  | D |
| _____ | firm         | E |
| _____ | bloodthirsty | F |
| _____ | doubtful     | G |
| _____ | fascinated   | H |
| _____ | movable      | I |
| _____ | worried      | J |
| _____ | carefully    | K |
| _____ | astounded    | L |



# Chapters Three to Four

### Part A

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

- T F a) Carly thought the truck tires had been slashed, but all someone did was let the air out.
- T F b) Roy broke one of Dana Matherson's front teeth.
- T F c) Both the paramedics and the school nurse had checked Roy over after being hit with the golf ball.
- T F d) Roy's dad was getting old and forgetful.
- T F e) Roy's parents were concerned when he showed them the marks on his neck.
- T F f) The poster in Roy's bedroom warned about the dangers of approaching a Siberian tiger.

2. Number the events from 1 to 6 in the order they occurred in these chapters.

- \_\_\_\_\_ a) Roy's parents quiz him as to the events of his fight with Dana.
- \_\_\_\_\_ b) Roy discusses his situation with Garrett at school.
- \_\_\_\_\_ c) Officer Delinko investigates Carly's concerns of vandalism at the construction site.
- \_\_\_\_\_ d) Officer Delinko's cruiser is vandalized while he is on surveillance at the construction site.
- \_\_\_\_\_ e) Roy writes Dana a letter of apology.
- \_\_\_\_\_ f) Roy's mother makes him stay home all weekend.



# Chapters Three to Four

### Part B

Answer each question with a complete sentence.

1. Why did Officer Delinko smile at the name painted on the latrines at the construction site?
2. Describe what surprised Officer Delinko when he investigated the latrines.
3. Roy's mother says at one point, "fighting is never the right thing". Do you agree with this statement? Defend your answer.
4. The author seems to enjoy using unique expressions. One expression that occurs in Chapter 4 is, "She's hacked off at me". Rewrite this expression in your own words.
5. Why did Officer Delinko choose to go to the construction site so early in the morning? Describe what resulted from this decision.
6. Describe Beatrice's reaction to Roy confronting her in the cafeteria? Why do you think she responded in this manner?

### Journal Activity

Imagine that you are Dana. You have been home from school now for a few days waiting for the swelling in your eye to go down. Write a journal entry describing your plans for revenge when you return to school.



## Chapters 1 to 4

### Anagrams

An **anagram** is a word that is formed by changing the order of the letters of another word. For example, the letters in the word **FROM** can also form the word **FORM**. Follow these directions to form the anagrams: a) read the clue in the right-hand column. b) Using the word in the left-hand column move the letters around in any order, but you must use all the letters. Each of the words in the left-hand column are found in the first four chapters of *Hoot*.

Word	Anagram	Clue
slow		An important character in this novel
hoses		Something that Mullet Fingers didn't own
brace tie		Another important character in this novel
aged ma		To ruin or harm
skid		Children
grown		Incorrect



## Chapters 5 to 8

**Acrostic Poem:** An Acrostic Poem is one in which certain letters, usually the first in each line form a word or message when read in a sequence. The length of the poem, of course, depends on the number of letters in the topic. Here is a short example.

*Oh so haunting in the night  
When it sings its  
Lonely tune*

For this assignment you have **two** alternatives.

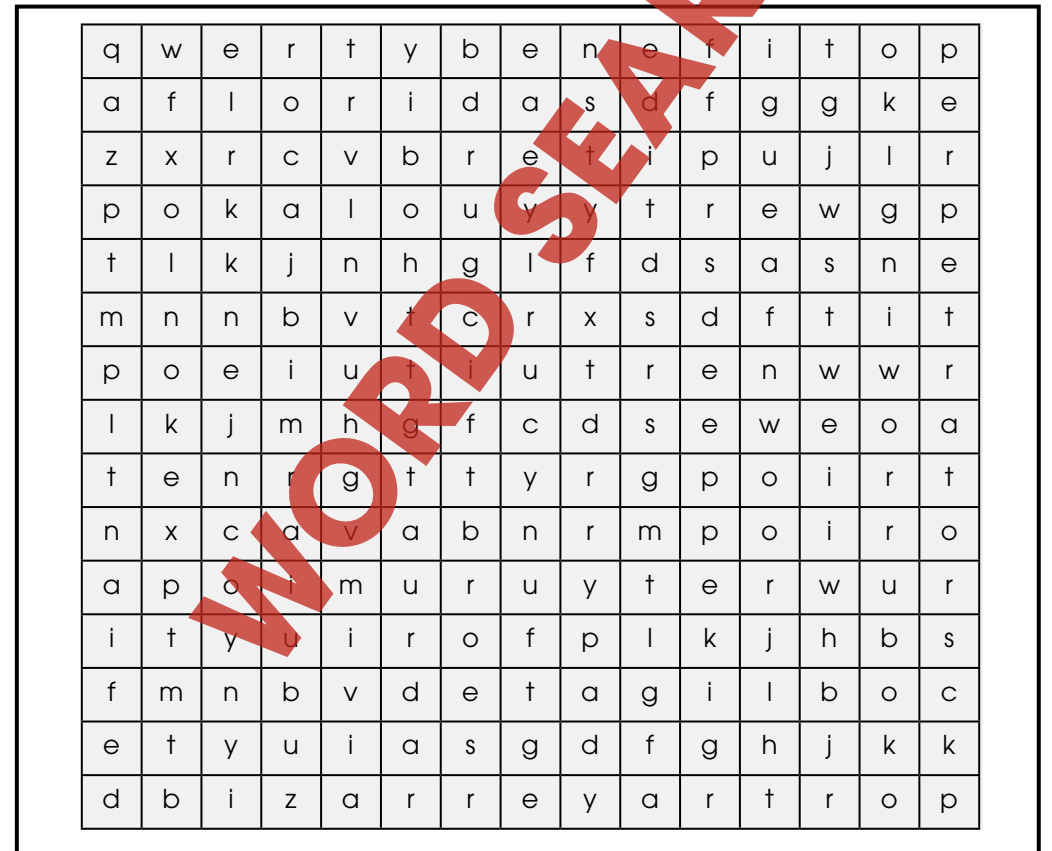
- A. Investigate** in your school library or the Internet and find examples of acrostic poems. Record your favorite on a separate sheet of paper. Be sure to acknowledge the author.
- B. Invent** your own acrostic poem using a theme from the novel, *Hoot*. Remember to follow the guidelines mentioned above.



## Word Search

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

benefit      defiant      German      perpetrators  
bizarre      Florida      Jupiter      portray  
burrowing      fragment      Kalo      urgent  
Curly      frantic      obligated



## Comprehension Quiz

Answer each question in a complete sentence.

- Where did Roy and his family move to Florida from?  
\_\_\_\_\_
- Where did Dana usually bully Roy?  
\_\_\_\_\_
- What was peculiar about how the "running boy" was dressed?  
\_\_\_\_\_
- What did Mullet Fingers plant on the grounds of the construction site? What did he plant in the toilets?  
\_\_\_\_\_
- What prank did Mullet Fingers play on Officer Delinko?  
\_\_\_\_\_
- Describe the kind of home life that Beatrice and Mullet Fingers experienced.  
\_\_\_\_\_
- Describe how Roy set Dana up.  
\_\_\_\_\_

SUBTOTAL: /14

## Describing Wheel

Choose a subject dealt with in *Hoot* (i.e. burrowing owls, cottonmouth moccasins, construction sites, bullies, alligators, Florida). Place the name of the subject in the center of the wheel and add describing words about your topic between the spokes. You may have to do some research on your chosen topic to come up with some good describing words.





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

After You Read 



# Chapters Five to Six

## Part B

Answer the questions in complete sentences.

- Why do you think that Mullet Fingers put sparkles on the snakes' tails?  
\_\_\_\_\_
- Describe what happened when Curly saw Roy at the construction site. What made him act this way?  
\_\_\_\_\_
- Why do you think Mullet Fingers refused to tell Roy his real name?  
\_\_\_\_\_
- The ending of Chapter 5 can be described as a **cliffhanger**. What is meant by this term and why do you think an author might use this device?  
\_\_\_\_\_
- Why did Roy decide not to tell his parents about his adventures with Mullet Fingers?  
\_\_\_\_\_
- What were the kids at school taking bets on?  
\_\_\_\_\_

### Journal Activity

Imagine you are Roy. Write a journal entry describing your adventures in these chapters. Be sure to include your thoughts about how these events made you feel.

1.

Answers will vary. (i.e. to make them more visible).

2.

He was very angry with Roy. The vandalism had made him edgy.

3.

Answers will vary. (i.e. to protect himself from authorities).

4.

\_\_\_\_\_ leaves the \_\_\_\_\_ character in a dangerous situation. Hopefully the reader will continue with the book.

5.

He didn't want to get Mullet Fingers in more trouble.

6.

How many times Dana would beat Roy up.

### Across

- Matherson
- endowed
- incentives
- banter
- destroy
- ma
- nb
- sacks
- sergeant
- hands
- Florida
- Roy
- noise
- mashed
- Eberhardt

### Down

- eye
- Montana
- twenty
- entering
- saved
- nests
- cop
- Delinko
- Trace
- yes
- Mother
- Beatrice
- staff
- sandy
- risen
- wished
- Omaha
- eve

1.

- a) handlebars
- b) junkyard
- c) automobiles
- d) panel
- e) sleeping bag
- f) cookies
- g) shoe box
- h) shoes
- i) boy
- j) watchman
- k) fenders
- l) shoes
- m) alone
- n) Public
- o) homicide
- p) Roy
- q) Beatrice

2.

b)

1.

Roy's mom convinced the vice principal that his suspension wasn't fair.

2.

Driving him to school interfered with her yoga class.

3.

The intruders had caused the construction to be two weeks behind schedule.

4.

Attack dogs

5.

If opreys thrived in both Montana and Florida, so could he.

6.

Beatrice stopped Dana.

19

20

21

22



# EASY MARKING ANSWER KEY



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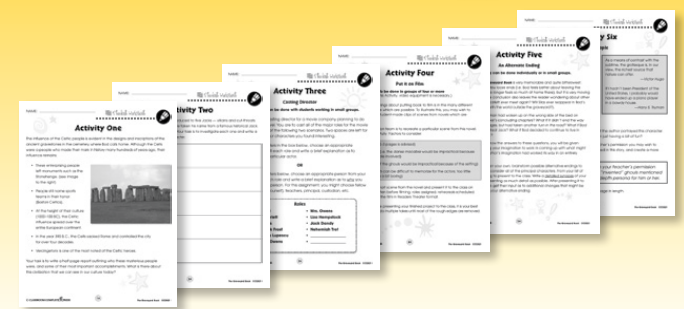
## EASY MARKING™ ANSWER KEY .....

## 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

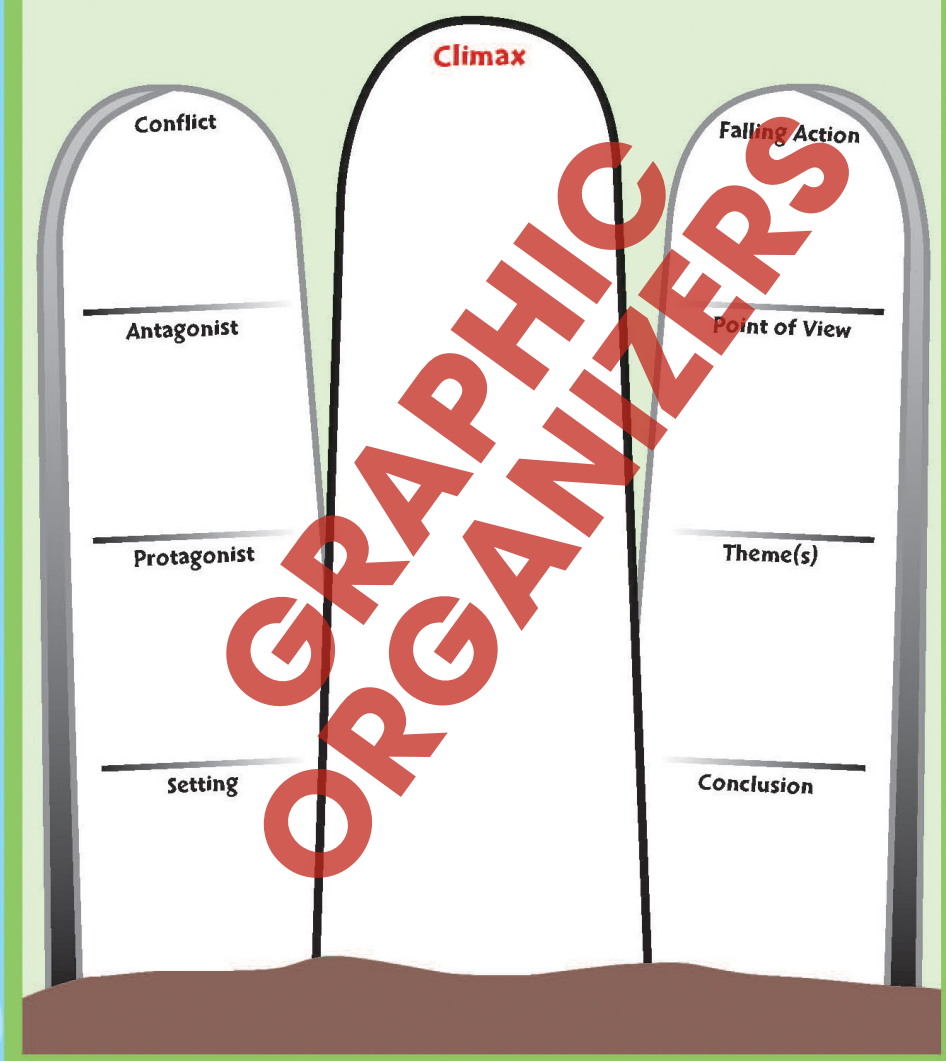
Answer each question in a complete sentence.

- 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

**3.**  
The animals no longer seemed to know him. The people didn't appear as often.

**4.**  
He had been all over the world and had many interesting stories to tell Bod.

**5.**  
She kisses him gently goodbye and says that she will always miss him. She loved him.

**6.**  
Answers will vary (i.e. when the final Jack is thwarted in the last chapter).

**7.**  
Answers will vary (i.e. he will be looking in on Bod from time to time).





## Mystery Stories Lit Kit Set – 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.