INTRODUCTION

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Contents of this package

Worksheets
1. A blank vocabulary and reading comprehension worksheet where students can provide answers to a selection of questions from the guide.
2. A blank vocabulary worksheet where students can provide definitions to as many as 10 vocabulary words listed in the guide.
3. A blank comprehension worksheet where students can provide answers to several comprehension questions listed in the guide.

Guides
4. A teacher’s guide containing vocabulary and reading comprehension questions with answers and vocabulary grade levels.
5. A student’s guide containing vocabulary and reading comprehension questions without answers.

Workbooks
6. A set of 10 key questions covering the entire book with blank spaces for students to provide answers.
7. Some packets contain in-depth workbooks with several questions for each chapter or section and blank spaces for students to provide answers. (We plan to add these in-depth workbooks to every packet.)
8. Some packets also contain special activities.
Notes and suggestions for using the materials

The Teacher’s Guide

The Teacher’s Guide contains reading comprehension and vocabulary questions and answers that can be used during oral reading, or as part of a daily reading assignment.

This group of questions can also be used to test the comprehension of the student or students if they are assigned chapters to read silently. The questions can be asked and answered orally, or used in combination with the provided (blank) worksheets.

A Student’s Guide has been included. It contains the vocabulary words and comprehension questions, but the answers and grade levels have been removed.

The Vocabulary Words

We have chosen to include a large number of vocabulary words in order to provide words for as many grade levels as possible.

Research shows that children can, on average, learn ten new words from any new reading assignment and in many cases less than five new words. It is suggested that you discuss the meaning of the vocabulary words in advance of reading so that the children will have some idea as to the meaning of these words as they read. Students should not be expected to retain all of the word meanings once they are finished with the chapter, but by introducing the meanings, we increase the chance that they will recall the meanings when they encounter them in a new context. Over time, repeated interaction will help the students develop mastery over word meanings.

We have elected to grade the vocabulary words according to the EDL (Core Vocabularies in Reading, Mathematics, Science, and Social Studies) which was published by Steck-Vaughn Company in 1989.

Grading of the selected words can be helpful. For example if you see that many of the words in the list have a grade of 6th, or higher, and your students are reading at a third grade level, you will, of course, need to choose a book that has a vocabulary more suited to your students achievements.

However, if you choose to have the students read this particular book even if vocabulary in the story is much higher than your student’s skills, you will know
that much time will be needed to prepare the children to have success in the reading and comprehension of the story.

A blank vocabulary worksheet leaving a place for 10 words is included with the packet. It is only included as a suggestion. You may choose as few as 4 words based on your own criteria. You may use all 10 spaces for 10 new words to study. You may wish to pick more words. Or you may elect to choose none.

**Other options for the use of the vocabulary list**

**Puzzles**

Select words that would be meaningful to your group or child. Visit the following website: http://puzzlemaker.school.discovery.com. This site allows you to make crossword puzzles and/or other puzzles with chosen words. These choices could be made with the criteria of phonics, definitions, or other groupings such as archaic or cultural based words.

To promote retention, it is suggested that students draw a picture portraying the meaning of the word.

**A Word Game**

Write the words on cards or cut paper. Use at least three words per child in the group. Shuffle the cards. Go around the group asking each child to pronounce a word. (You may also require the students to define the word). If the child cannot do so go around the group until the word is correctly pronounced. The child who correctly pronounces a word gets to keep the card. The child is then asked to pronounce a second word. Again they get to keep the card if they answer correctly. If not, then continue around the group until this word is correctly decoded. If no child can decode the word then keep the word after telling the group the pronunciation. Keep going around the group giving each child a turn until the cards run out.

Now have each child chose one or two of their cards with which to quiz another student of their choice. If the chosen child can read the card the asker must give the chosen child the card, and a point. If the child cannot read the card, the asker gains one point.

After each child has had his turn everyone in the group counts the cards he has left plus each point he has earned. The one with the most cards (which are actually counted as one point) and points wins.
Reading For Comprehension Series
By Lee Ann Berg

The Secret Garden
By Frances Hodgson Burnett

This classic novel was published first in 1911 in its entirety The Secret Garden was first serialized starting in autumn 1910 in The American Magazine, a publication aimed at adults. Published as a classic again in 1987 by Watermill Press

Please note: The first number in parenthesis following a vocabulary word indicates the approximate grade level at which the student should know the definition of the word while the following number indicates the range of pages in which the word was found. (Word grade placement is per EDL Core Vocabularies in Reading, Mathematics, Science and Social Studies, 1989 If the page number does not number the same as the text used, please find the basis for the questions and answers in the chapter.)

The page numbers may not correspond exactly to your copy of the book.
Teacher’s Guide
To what does the title of this chapter refer?

Vocabulary List

**sour** (4, Pages 1-2) - unpleasant or disagreeable  
**expression** (5, Pages 1-2) - facial aspect  
**fretful** (6, Pages 1-2) – an irritated or worried state  
**tyrannical** (6, Pages 1-2) – despotic, a despot is a ruler with absolute power and authority  
**slunk** (₃, Pages 1-2) – to move stealthily or furtively  
**veranda** (8, Pages 3-4) – large roofed porch  
**insult** (6, Pages 3-4) – to treat with insolence or contempt  
**disdaining** (6, Pages 3-4) – scorning, finding contempt  
**imploringly** (8, Pages 3-4) – beseeching, begging  
**wailing** (4, Pages 3-4) – loud crying  
**appalling** (10, Pages 3-4) – to overcome with horror or dismay  
**cholera** (₃, Pages 3-4) – an often fatal epidemic disease  
**bewilderment** (5, Pages 3-4) – a state of confusion  
**alternately** (6, Pages 3-4) – arranged or succeeding by turns, every other  
**intensely** (6, Pages 5-6) – showing strong feeling  
**drowsy** (5, Pages 5-6) – becoming sleepy  
**panic-stricken** (5, Pages 5-6) – to be taken over by a sudden overpowering fright  
**desolation** (7, Pages 5-6) – grief, sadness, ruin  
**disgracefully** (4, Pages 5-6) – shame, dishonor  
**neglected** (5, Pages 5-6) – unattended to especially through carelessness

Comprehension Questions

1. **Why was Mary Lennox’s father in India?**  
   He had a position with the English government – had been stationed in India – very busy man with no time for daughter.

2. **Who took care of Mary?**  
   Her nurse – her Indian Ayah – Mary’s mother was like Mary’s father with no concern for Mary except for the servants to keep Mary out of Mary’s mother sight.

3. **What happened to her mother and father?**  
   Died in a cholera epidemic in India.

4. **Why were Mary and the snake the only living things in the bungalow?**  
   All servants had either died or run off to escape from the fatal disease – cholera.

5. **Why had Mary been forgotten?**
No one really cared for her not even her parents especially her mother – servants just wanted to keep her out of the way so Mary wouldn’t be a bother to her mother – Mary had grown very spoiled so that the servants would have no problem with her – their let her have her way all the time.

6. **During the confusion of the epidemic on the second day, what happened to Mary?**
   She was completely forgotten.

7. **Who found her alone and forgotten?**
   Two English military men who came to check out the house.
Chapter 2  Mistress Mary Quite Contrary  pp. 7-16

Can you recite the nursery rhyme about Mistress Mary who was quite contrary?
Who must one think this title will be about?

Vocabulary List

**self-absorbed** (5, Pages 7-8) – engaged in or attentive to one’s own person
**anxious** (4, Pages 7-8) – worried or eager
**impudent** (9, Pages 7-8) – rude, marked by contemptuous boldness or disregard of others
**rockery** ( _, Pages 7-8) – landscape with rocks as décor
**contrary** (6, Pages 9-10) – opposite in nature – likes to say no instead of yes
**scorn** (5, Pages 9-10) – an emotion involving both anger and disgust, contempt

**mantle** (6, Pages 11-12) – cloak
**fringe** (6, Pages 11-12) – on the edge of
**sallow** ( _, Pages 11-12) – a yellowish sickly color
**alter** (5, Pages 11-12) – change
**disagreeable** (7, Pages 11-12) – ill-tempered, peevish, unpleasant
**brisk** (5, Pages 13-14) – alert, agile, spry, nimble
**unresponsive** (6, Pages 13-14) – unable or unwilling to respond to others
**discomfited** ( _, Pages 13-14) 13 – upset, frustrated
**indifference** (8, Pages 13-14) – not caring one way or the other
**moor** ( _, Pages 13-14) – an expanse of open rolling infertile land
**spite** (5, Pages 13-14) – ill will with a wish to annoy anger or frustrate
**trifle** (5, Pages 15-16) – a little

Comprehension Questions

1. **Why doesn’t Mary miss her parents?**
   They had never cared for her, talked to her, instructed her, etc. – left her to servants – Mary really didn’t know her parents.

2. **What name did the English clergyman’s children give Mary when she stayed with them until the authorities could decide what to do with her?**
   Mistress Mary Quite Contrary.

3. **What didn’t Mary seem to know anything about?**
   Where her home is to be and anything at all about her uncle Mr. Archibald Craven.

4. **What did Mary do when Mrs. Crawford, the clergyman’s wife, tried to kiss her and be kind to her?**
   Held herself stiffly – showed the woman she did not want to be touched.

5. **Who is Mrs. Medlock?**
Mr. Craven’s housekeeper who came to get Mary when her ship landed in London.

6. **What did Mary think of Mrs. Medlock?**
   Disagreeable, common, high colored face with common fine bonnet.

7. **What did Mrs. Medlock think of Mary?**
   Mary was spoiled, plain, fretful, had limp light hair, shallow-yellow colored skin.

8. **When Mrs. Medlock asked Mary if she cared about where she was being taken, what did Mary answer?**
   It doesn’t matter if I care or not.

9. **What had happened to Mr. Craven’s beautiful wife?**
   They were very happily married, but she had died.

10. **What did Mrs. Medlock tell Mary about living at Mr. Craven’s manor?**
    You are to be alone with no one to talk to, need to take care of yourself, there are designated rooms in the manor that you can go into – there are 100 hundred rooms in the mansion – you cannot go into the some rooms.
Student’s Guide
To what does the title of this chapter refer?

**Vocabulary List**

- sour (Pages 1-2)
- expression (Pages 1-2)
- fretful (Pages 1-2)
- tyrannical (Pages 1-2)
- slunk (Pages 1-2)
- veranda (Pages 3-4)
- insult (Pages 3-4)
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- wailing (Pages 3-4)
- appalling (Pages 3-4)
- cholera (Pages 3-4)
- bewilderment (Pages 3-4)
- alternately (Pages 3-4)
- intensely (Pages 5-6)
- drowsy (Pages 5-6)
- panic-stricken (Pages 5-6)
- desolation (Pages 5-6)
- disgracefully (Pages 5-6)
- neglected (Pages 5-6)

**Comprehension Questions**

1. Why was Mary Lennox’s father in India?

2. Who took care of Mary?

3. What happened to her mother and father?

4. Why were Mary and the snake the only living things in the bungalow?

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Can you recite the nursery rhyme about Mistress Mary who was quite contrary?

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**Vocabulary List**

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6. What did Mary think of Mrs. Medlock?

7. What did Mrs. Medlock think of Mary?

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10. What did Mrs. Medlock tell Mary about living at Mr. Craven’s manor?
Key Questions
The Secret Garden
Key Questions

Name ___________________________

Answer the following questions in complete sentences.

Ch. 1. What happened to Mary’s father and mother, and why didn’t Mary seem to care?

Ch. 4. What curious thing does Mary realize and tell Ben Weatherstaff? ______________

Ch. 6 When Mrs. Medlock found Mary wandered around in the house, what does Mrs. Medlock do?

Ch. 8 How did Mary, who had never thanked anyone in her whole life, thank Martha for the jump rope?

Ch. 11 How did Dickon tell Mary that her secret of the garden was safe with him? _______
Ch. 13  Why was Mary sorry she told Colin about the secret garden?  

Ch. 17 and 18  Why did Colin have a tantrum when Mary didn’t come to his room when he thought she should?  

Ch. 21  What did Ben Weatherstaff do when he was confronted by Colin in the secret garden?  

Ch. 23  What was really “half the battle” in getting Colin well?  

Ch. 27  Why did Mr. Craven go back home to Misselthwaite Manor?
Key Questions
Answer Key
The Secret Garden
Key Questions Answer Key

Ch. 1. Her parents died in a cholera epidemic in India. She didn’t seem to care because she hardly knew them.

Ch. 4. She realized that she was lonely, and she had never had any friends.

Ch. 6 She scolded Mary and half pushed her, half pulled her back to Mary’s rooms. She talked about having Mr. Craven get Mary a governess.

Ch. 8 Mary realized the money had come from Martha’s wages so Mary shook Martha’s hand.

Ch. 11 Dickon told Mary he once found a missel thrush’s nest and kept the location of the nest a secret. He told Mary her secret was as safe as the location of the missel thrush’s nest.

Ch. 13 He would tell about it because he was so interested in the garden and that would spoil everything – including Dickon.

Ch. 17-18 There are probably three reasons:
1. She was having fun, and he wasn’t.
2. He was used to having his way about everything; and since he wanted her there with him, she was supposed to be there.
3. He was jealous of the fact that Mary liked Dickon so much.

Ch. 21 Ben rudely asked if Colin was the cripple with a crooked back and crooked legs. Colin was enraged.

Ch. 23 Colin had to believe it himself, and then he could work to make getting strong and healthy happen.

Ch. 27 There were three things that brought Mr. Craven home:
1. He found that he felt released and unbound for the first time in ten years.
2. He dreamed of his wife, and she said she was in the garden.
3. Susan Sowerby wrote to Mr. Craven and said he was needed at home.
Vocabulary Worksheet

Use the following blanks to list and define vocabulary words chosen from the included word list.

1. ________________ Meaning: ______________________________________________________

2. ________________ Meaning: ______________________________________________________

3. ________________ Meaning: ______________________________________________________

4. ________________ Meaning: ______________________________________________________

5. ________________ Meaning: ______________________________________________________

6. ________________ Meaning: ______________________________________________________

7. ________________ Meaning: ______________________________________________________

8. ________________ Meaning: ______________________________________________________

9. ________________ Meaning: ______________________________________________________

10. ____________ Meaning: _________________________________________________________
Comprehension Worksheet

Name____________________________

Answer five comprehension questions in complete sentences.

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Vocabulary and Comprehension Worksheet

Use the following blanks to list and define vocabulary words chosen from the word list.

1. __________________________ Meaning: ________________________________

   ________________________________

2. __________________________ Meaning: ________________________________

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3. __________________________ Meaning: ________________________________

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Answer three comprehension questions in complete sentences.

1. ________________________________________________________________

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2. ________________________________________________________________

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3. ________________________________________________________________

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