Reading For Comprehension Series
By Lee Ann Berg

The Graveyard Book
By Neil Gaimen
Illustrations by Dave McKean
Published by HarperCollins
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The Graveyard Book
Reading For Comprehension Series Bundle
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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.
Teacher’s Guide

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 page on which the word was found. (Word grade placement is per EDL Core Vocabularies in Reading, Mathematics, Science and Social Studies, 1989.)

The page number of a vocabulary word or the range of page numbers may not correspond to the published text of the book you are using. If that is the case, you will find the vocabulary word and/or the basis for the comprehension questions and answers on pages that are approximately the same as those used in creating this study guide.

And the answers to the comprehension questions are not always written in complete sentences. The answers have sometimes been made in shortened phrases which make the answers easier to find as well as limiting the space needed to give the answers.
Chapter One  How Nobody Came to the Graveyard  Pp. 3-33

Prediction: What is a “Nobody?” Can you predict what this chapter may mean?

Vocabulary List with Definitions (grade appropriate #, page where word is found)

slithered (_, 7)  to slip or glide along like a snake
fog wreathed around (s, 12)  fog which took a circular shape
obduracy (13, 21) stubbornly resistant, unyielding, inflexible, rigid, uncompromising
amphitheater (10, 21) an oval or circular structure with tiers of seats
commonality (_, 22) the common people
discarnate spirits (_, 22) spirits that have no flesh
wights (_, 22) human beings – pronounced wit
precisely (8, 22) definite, exact, highly accurate
expostulated (13, 24) to reason earnestly with a person especially in dissuading
vital (7, 24) fundamental, indispensable, full of life and vigor
scandalized (8, 25) disgraced, dishonored
crypt (10, 27) a chamber wholly or partly underground
dubiously (11, 27) uncertainly, questionably, feeling doubt, undecided
convocation (_, 32) a ceremonial assembly
methodical (6+, 32) a procedure or process for achieving an end, a system

Comprehension Questions

1. Describe Jack.  Pp. 3-9
   He had dark hair and eyes and was wearing black leather lambskin gloves. He was a professional with a knife and had killed the mom, dad, and daughter. He still needed to kill the baby boy. He had an excellent sense of smell.

2. Why was the child not in his crib?  Pp. 10-11
   He was awakened by a loud crash. He became bored and climbed out of his crib. He had a pacifier but no diaper.

3. Who were Mr. and Mrs. Owens, and what did they see?  Pp. 12-13
   They were inhabitants of a nearby graveyard. They saw the toddler was alive and not a choice candidate for the graveyard.

4. Who was rattling the gate trying to enter the graveyard?  Pp. 14-15
   The man, Jack, was looking for the babe.

5. Who appeared to the Owenses?  Pp. 15
   Three figures appeared, newly dead. The woman figure pleaded for the Owenses to protect her baby.
6. While the Owenses were conversing with the newly dead mother, what was happening? Pp. 16-17 The killer, Jack, was climbing over the graveyard fence. The mother was begging the Owenses to protect her living child. The Owenses agreed but knew it wouldn’t be easy since they were ghosts.

7. When Jack got in the graveyard, what did he tell the stranger? Pp. 18-19 He was looking for a baby. He had heard a baby crying, and he climbed over the wall to help the baby. The stranger said a graveyard wouldn’t harbor a baby. The man, Jack, must have heard a fox.

8. What did the stranger tell Jack? Pp. 20-21 He didn’t need to remember this conversation.

9. How many souls were sleeping in the graveyard? P. 21 Ten thousand souls resided in the graveyard, but only 300 slept in the amphitheater.

10. What did the inhabitants of the amphitheater area of the graveyard try to talk the Owenses out of? Pp. 22-23 The inhabitants tried to talk them out of keeping the baby. Mrs. Owens said they could give the baby The Freedom of the Graveyard.

11. What did Silas offer to do for the baby? P. 23 He could leave and return to the graveyard with food and all the other things the baby would need. He would become the baby’s guardian.

12. When the need arose to give the baby a name, what did Silas suggest? Pp. 24-25 Since Mrs. Owens didn’t know the baby’s name, the baby should be given the name Nobody Owens after everyone present suggested several names.

13. Where was it decided the child would live? Pp. 25-27 The child would live in the unused funeral chapel in the graveyard. Silas bought food like bananas which Mrs. Owens had never seen before. Silas said the crypt would be good to keep the food since it was cool in there.

14. Why was Silas able to come and go to and from the graveyard? Pp. 28-29 His bones weren’t buried there like the Owenses’ bones were.

15. Who was riding the horse in the graveyard? Pp. 30-31 The Lady in Grey, the one each encounters at the end of one’s days, rode the horse. She ended the debate as to whether Nobody could stay in the graveyard.

16. When Silas went out later, what did he find in the tall house on the side of the hill? Pp. 31-33 He found three bodies.

17. What was Jack thinking? Pp. 32-33 He thought he had lost the child. He had failed, but he hadn’t failed. He had years to finish his job.
Chapter Two
The New Friend
Pp. 35-60

Prediction: What kind of friend will Nobody find?

Vocabulary List with Definitions (grade appropriate #, page where word is found)

vague (5, 37) not clear; indefinite; not distinct; obscure
lucidly (13, 37) easily understood, mentally sound
infinitely older (7, 37) immeasurably older, vastly older
abode (8, 38) home, residence
phenomenon (7, 42) an observable fact or event
withering (5, 45) shriveling
scorn (5, 45) contempt
ululation (_ , 54) howling, wailing
mausoleum (11, 56) a large tomb
occasionally (6, 59) happening now and then, infrequent, rare, sporadic
morbid (10, 59) characterized by gloomy or unwholesome ideas or feelings

Comprehension Questions

1. When Bod (Nobody Owens) began to ask questions of the inhabitants of the graveyard, what did he ask Silas, his guardian? Pp. 35-37 He asked why he couldn’t leave the graveyard. Silas told him he wouldn’t be safe.

2. What was The Freedom of the Graveyard? P. 38 It was the ability to see in the dark and walk where living people should not travel. It also included the ability to walk through locked doors and gates.

3. How did Bod start learning to read? P. 39 Silas brought beginners books for Bod to read. Bod used headstones to trace letters and learn the alphabet.

4. At whom did Bod stick his tongue out? P. 39 He stuck out his tongue at a girl who likewise stuck hers out at Bod.

5. Why was Scarlett Amber Perkins in the graveyard? Pp. 40-41 Her mother came to use the graveyard as a garden, a place for Scarlett to get exercise. Scarlett’s mother also used it as a place where she could read and get fresh air.

6. When Scarlett told her parents about Bod, what did they think? Pp. 42-43 They thought Scarlett had an imaginary friend which they thought was quite natural.
7. Who did Bod say was the oldest person in the graveyard? Pp. 44-45 He said Caius Pomperius, the Roman, was the oldest. When Scarlett asked her parents about Romans, they were surprised she knew that Romans existed.

8. Who did Bod ask about the earliest inhabitant of the graveyard, and what was he told? Pp. 46-47 He asked Silas and finally Caius Pompeius who told him there was some kind of burial place earlier than even the Celts, who were in England when the Romans conquered them.

9. What did Scarlett and Bod decide to do about what they had learned from her parents and Silas and Caius Pompeius? Pp. 48-49 They decided to look at the barrow which was supposed to hold the dead and their treasure.

10. Why was Scarlett at first reluctant to go down into the opening? Pp. 50-51 It was dark, and she couldn’t see anything. Bod went in first, came back and got Scarlett. He led her down a stone staircase.

11. What did Indigo Man look like? Pp. 52-53 He looked well-preserved, but looked like he had been dead for a long time. He was tattooed with purple designs and patterns. He wore a necklace of sharp, long teeth.

12. What did Bod hear inside his head after Scarlett and Bod decided Indigo Man was an ancient “scarecrow”? Pp. 54-55 He heard a voice saying “we are the sleer.” The voice was very old and dry like the scraping of twig against a window. Scarlett only heard a slithery noise.

13. What was happening when Scarlett and Bod reached the surface of the graveyard again? Pp. 56-57 The police were there along with Scarlett’s parents. Her mom was crying. Everybody kept asking Scarlett where she had been.

14. When Bod asked Silas whether he would ever see Scarlett again, what did Silas say? Pp. 58-59 He doubted it, but Scarlett had come to say good-bye. She and her parents were leaving for Scotland. Her father had a job teaching at a university.

15. What did Scarlett say before she ran to her parents? P. 60 She said Bod was the bravest person she knew, and she didn’t care if he was imaginary.
Student’s Guide
Chapter One    How Nobody Came to the Graveyard   Pp. 3-33

Vocabulary
slithered (7)
fog wreathed around (12)
obduracy (21)
amphitheater (21)
commonality (22)
discarnate spirits (22)
wights (22)
precisely (22)
expostulated (24)
vital (24)
scandalized (25)
crypt (27)
dubiously (27)
convocation (32)
methodical (32)

Comprehension Questions
1. Describe Jack.  Pp. 3-9
2. Why was the child not in his crib?  Pp. 10-11
3. Who were Mr. and Mrs. Owens, and what did they see?  Pp. 12-13
4. Who was rattling the gate trying to enter the graveyard?  Pp. 14-15
5. Who appeared to the Owens?  P. 15
6. While the Owenses were conversing with the newly dead mother, what was happening? Pp. 16-17

7. When Jack got to the graveyard, what did he tell the stranger? Pp. 18-19

8. What did the stranger tell Jack? P. 20-21

9. How many souls were sleeping in the graveyard? P. 22

10. What did the inhabitants of the amphitheater area of the graveyard try to talk the Owenses out of? Pp. 22-23

11. What did Silas offer to do for the baby? P. 23

12. When the need arose to give the baby a name, what did Silas suggest? Pp. 24-25

13. Where was it decided the child would live? Pp. 25-26

14. Why was Silas able to come and go to and from the graveyard? Pp. 28-29

15. Who was riding the horse in the graveyard? Pp. 30-31

16. When Silas went out later, what did he find in the tall house on the side of the hill? Pp. 31-33

17. What was Jack thinking? Pp. 32-33
Chapter Two: The New Friend  Pp. 35-60

Vocabulary

vague (37)  
lucidly (37)  
infinitely older (37)  
abode (38)  
phenomenon (42)  
withering (45)  
corn (45)  
ululation (54)  
mausoleum (56)  
occasionally (59)  
morbid (59)

Comprehension Questions

1. When Bod (Nobody Owens) began to ask questions of the inhabitants of the graveyard, what did he ask Silas, his guardian? Pp. 35-37

2. What was The Freedom of the Graveyard?  P. 38

3. How did Bod start learning to read?  P. 39

4. At whom did Bod stick his tongue out?  P. 39

5. Why was Scarlett Amber Perkins in the graveyard?  Pp. 40-41

7. Who did Bod say was the oldest person in the graveyard? Pp. 44-45

8. Who did Bod ask about the earliest inhabitant of the graveyard, and what was he told? Pp. 46-47

9. What did Scarlett and Bod decide to do about what they had learned from her parents and Silas and Caius Pompeius? Pp. 48-49

10. Why was Scarlett at first reluctant to go down into the opening? Pp. 50-51


12. What did Bod hear inside his head after Scarlett and Bod decided Indigo Man was an ancient “scarecrow”? Pp. 54-55

13. What was happening when Scarlett and Bod reached the surface of the graveyard again? Pp. 56-57


15. What did Scarlett say before she ran to her parents? P. 60
Student’s Workbook
Chapter One   How Nobody Came to the Graveyard   Pp. 3-33

Vocabulary
slithered (7)  
wreathed (12)  
obduracy (21)  
ampitheater (21)  
commonality (22)  
carnate spirits (22)  
wights (22)  
precisely (22)  
expostulated (24)  
vital (24)  
scandalized (25)  
crypt (27)  
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convocation (32)  
methodical (32)  

Comprehension Questions
1. Describe Jack. Pp. 3-9
2. Why was the child not in his crib? Pp. 10-11
3. Who were Mr. and Mrs. Owens, and what did they see? Pp. 12-13
4. Who was rattling the gate trying to enter the graveyard? Pp. 14-15
5. Who appeared to the Owens? P. 15
6. While the Owenses were conversing with the newly dead mother, what was happening? Pp. 16-17

7. When Jack got in the graveyard, what did he tell the stranger? Pp. 18-19

8. What did the stranger tell Jack? Pp. 20-21

9. How many souls were sleeping in the graveyard? Pp. 21

10. What did the inhabitants of the amphitheater area of the graveyard try to talk the Owenes out of? Pp. 22-23

11. What did Silas offer to do for the baby? P. 23

12. When the need arose to give the baby a name, what did Silas suggest? Pp. 24-25

13. Where was it decided the child would live? Pp. 25-27

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15. Who was riding the horse in the graveyard? Pp. 31-33

16. When Silas went out later, what did he find in the tall house on the side of the hill? Pp. 31-33

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Chapter Two \ The New Friend \ Pp. 35-60

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4. At whom did Bod stick his tongue out? P. 39

5. Why was Scarlett Amber Perkins in the graveyard? Pp. 40-41

7. Who did Bod say was the oldest person in the graveyard? Pp. 44-45

8. Who did Bod ask about the earliest inhabitant of the graveyard, and what was he told? Pp. 46-47

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10. Why was Scarlett at first reluctant to go down into the opening? Pp. 50-51


12. What did Bod hear inside his head after Scarlett and Bod decided Indigo Man was an ancient “scarecrow?” Pp. 54-55

13. What was happening when Scarlett and Bod reached the surface of the graveyard again? Pp. 56-57


15. What did Scarlett say before she ran to her parents? P. 60
Workbook Answer Key

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3. Who were Mr. and Mrs. Owens, and what did they see?  Pp. 12-13  They were inhabitants of a nearby graveyard.  They saw the toddler who was alive.

4. Who was rattling the gate trying to enter the graveyard?  Pp. 14-15  Jack, the killer

5. Who appeared to the Owenses?  P. 15  Three figures appeared, newly dead.  The woman figure pleaded for the Owenses to protect her baby.
6. While the Owenses were conversing with the newly dead mother, what was happening? Pp. 16-17 The killer, Jack, was climbing over the graveyard fence. The mother was begging the Owenses to protect her living child.

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8. What did the stranger tell Jack? Pp. 21 Don’t remember this conversation.

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Chapter Two     The New Friend     Pp. 35-60

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3. How did Bod start learning to read?  P. 39  Silas brought beginners books for Bod to read. Bod used headstones in the graveyard and tombstones to help him.

4. At whom did Bod stick his tongue out?  P. 39  He stuck out his tongue at a girl who likewise stuck hers out at Bod.

5. Why was Scarlett Amber Perkins in the graveyard?  Pp. 40-41  Her mother came to use the graveyard as a place to read and also a place for Scarlett to exercise.
   They thought Scarlett had an imaginary friend which they thought was quite natural.

7. Who did Bod say was the oldest person in the graveyard? Pp. 44-45
   He said Caius Pomperius, the Roman, was the oldest. When Scarlett asked her parents about Romans, they were surprised she knew that Romans existed.

8. Who did Bod ask about the earliest inhabitant of the graveyard, and what was he told? Pp. 46-47
   He asked Silas and finally Caius Pompeius who told him there was some kind of burial place earlier than even the Celts, who were in England when the Romans conquered them.

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   They decided to look at the barrow which was supposed to hold the dead and their treasure.

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    It was dark, and she couldn’t see anything. Bod went in first, came back and got Scarlett. He led her down a stone staircase.

    He looked well-preserved, but looked like he had been dead for a long time. He was tattooed with purple designs and patterns. He wore a necklace of sharp, long teeth.

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    He heard a voice saying “we are the sleer.” The voice was very old and dry like the scraping of twig against a window. Scarlett only heard a slithery noise.

13. What was happening when Scarlett and Bod reached the surface of the graveyard again? Pp. 56-57
    The police were there along with Scarlett’s parents. Her mom was crying. Everybody kept asking Scarlett where she had been.

    He doubted it, but Scarlett did return to say good-bye. She and her parents were leaving for Scotland. Her father had a job teaching at a university.

15. What did Scarlett say before she ran to her parents? P. 60
    She said Bod was the bravest person she knew, and she didn’t care if he was imaginary.
Key Questions

Name __________________________

Answer the following questions in complete sentences using correct spelling and grammar.

1. Pp. 18-19 When Jack entered the graveyard, what did he tell the stranger? ____________

2. P. 39 How did Bod start learning to read? ____________

3. Pp. 68-71 What two things did Bod dislike most about Miss Lupescu? ____________

4. Pp. 112-113 How did Liza get her revenge? ____________

5. Pp. 158-159 How did the living and the dead intermingle? ____________
Key Questions Answer Key

Name ____________________________

Answer the following questions in complete sentences using correct spelling and grammar.

1. Pp. 18-19 When Jack got in the graveyard, what did he tell the stranger?

   Jack said he was looking for a baby. He had heard a baby crying. The stranger told him it was probably just a fox.

2. P. 39 How did Bod start learning to read?

   Silas brought Bod beginning to read books. Bod learned the alphabet by tracing letter on tombstone.

3. Pp. 68-71 What two things did Bod dislike most about Miss Lupescu?

   Bod especially disliked the food Miss Lupescu brought for him (salads and stew) and the way she made him learn lists as she was teaching him things he needed to know.

4. Pp. 112-113 How did Liza get her revenge?

   She had cursed the people who took part in her drowning. All those people died because of the plague that was brought into the village by an infected carpet.

5. Pp. 158-159 How did the living and the dead intermingle?

   The living and the dead danced together.
Vocabulary Worksheet

Name______________________________

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.

1. ______________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

2. ______________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

3. ______________________________________________________________________
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_____________________________________________________________________
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4. ______________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

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

1. __________________________ Meaning: __________________________________________

2. __________________________ Meaning: __________________________________________

3. __________________________ Meaning: __________________________________________

Answer three comprehension questions in complete sentences.

1. ____________________________________________________________

2. ____________________________________________________________

3. ____________________________________________________________