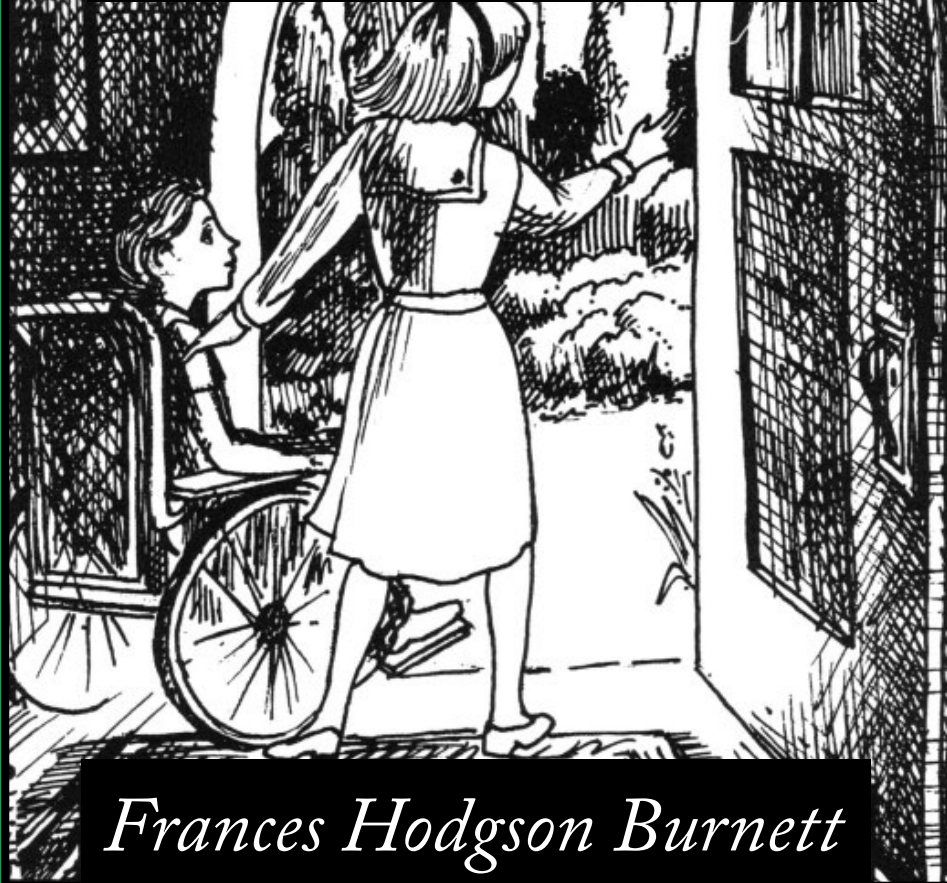


Novel•Ties

The Secret Garden



Frances Hodgson Burnett

A Study Guide

Written By Norma Marsh

Edited by Joyce Friedland and Rikki Kessler

LEARNING LINKS

P.O. Box 326 • Cranbury • New Jersey 08512

TABLE OF CONTENTS

Synopsis	1
Pre-Reading Activities	2
Chapter 1	3 - 4
Chapters 2, 3	5 - 6
Chapters 4, 5	7 - 8
Chapters 6 - 8	9 - 10
Chapters 9, 10	11 - 12
Chapter 11 - 13	13 - 15
Chapters 14, 15	16 - 17
Chapters 16 - 19	18 - 19
Chapters 20 - 23	20 - 21
Chapters 24 - 27	22 - 24
Cloze Activity	25
Post-Reading Activities	26 - 27
Suggestions For Further Reading	28
Answer Key	29 - 31
Notes:	32

Novel-Ties® are printed on recycled paper.

The purchase of this study guide entitles an individual teacher to reproduce pages for use in a classroom. Reproduction for use in an entire school or school system or for commercial use is prohibited. Beyond the classroom use by an individual teacher, reproduction, transmittal or retrieval of this work is prohibited without written permission from the publisher.

For the Teacher

This reproducible study guide consists of lessons to use in conjunction with the novel *The Secret Garden*. Written in chapter-by-chapter format, the guide contains a synopsis, pre-reading activities, vocabulary and comprehension exercises, as well as extension activities to be used as follow-up to the novel.

In a homogeneous classroom, whole class instruction with one title is appropriate. In a heterogeneous classroom, reading groups should be formed: each group works on a different novel at its reading level. Depending upon the length of time devoted to reading in the classroom, each novel, with its guide and accompanying lessons, may be completed in three to six weeks.

Begin using NOVEL-TIES for reading development by distributing the novel and a folder to each child. Distribute duplicated pages of the study guide for students to place in their folders. After examining the cover and glancing through the book, students can participate in several pre-reading activities. Vocabulary questions should be considered prior to reading a chapter; all other work should be done after the chapter has been read. Comprehension questions can be answered orally or in writing. The classroom teacher should determine the amount of work to be assigned, always keeping in mind that readers must be nurtured and that the ultimate goal is encouraging students' love of reading.

The benefits of using NOVEL-TIES are numerous. Students read good literature in the original, rather than in abridged or edited form. The good reading habits, formed by practice in focusing on interpretive comprehension and literary techniques, will be transferred to the books students read independently. Passive readers become active, avid readers.

CHAPTER 1

Vocabulary: Draw a line from each word on the left to its definition on the right. Then use the numbered words to fill in the blanks in the sentences below.

- | | |
|---------------|--|
| 1. cholera | a. one-story house; cottage |
| 2. tyrannical | b. severe, infectious, often fatal disease |
| 3. veranda | c. state of being wretched and lonely |
| 4. bungalow | d. enclosure containing residences and businesses of Europeans in the Orient |
| 5. desolation | e. unjustly cruel or harsh |
| 6. compound | f. open porch, usually roofed and attached to the side of a house |

.....

- The young woman had a terrible feeling of _____ as she stood alone in the empty house where she had once lived.
- The little _____ had a cozy feeling since the bedrooms and the living area were all on the same floor.
- As soon as the patient feels well enough, she may sit outdoors on the _____.
- If a child is always allowed to have his own way, he might develop a _____ disposition.
- With fears of an uprising among the people in the village, those in the _____ asked for tighter security.
- After the _____ outbreak in southern India, all of the hospitals were full to overflowing.

Read to find out how the cholera epidemic affected Mary's life.

Questions:

- In what ways has Mary, a child of wealth, been neglected?
- How did neglect affect Mary's personality?
- What extraordinary events occurred while Mary slept?
- Why were the men surprised to see a child in the house?

CHAPTERS 2, 3

Vocabulary: Synonyms are words with similar meanings. Draw a line from each word in column A to its synonym in column B. Then use the words in column A to fill in the blanks in the sentences below.

<u>A</u>	<u>B</u>
1. impudent	a. carriage
2. stout	b. shy
3. brougham	c. argue
4. timid	d. rude
5. massive	e. bulky
6. quarrel	f. fat

-
- Having received little instruction in good manners, the little girl did not even know she was being _____.
 - Long ago, wealthy travelers went from place to place by horse-driven _____, while poor people traveled by foot.
 - The two brothers decided it was better to live in peace than to _____ all the time.
 - I decided to go on a diet when I became too _____ to fit into my clothes.
 - Watching my sister lecture before a large audience made it hard for me to believe she was once too _____ to speak to strangers.
 - No matter how hard I pushed, I could not open the _____ steel door.

Read to learn about Misselthwaite Manor, Mary's new home.

Questions:

- Why does Mrs. Medlock tell Mary all about Misselthwaite Manor before they arrive?
- How does Mary react to Mrs. Medlock's description of Misselthwaite Manor? Why do you think she reacts that way?
- What makes Misselthwaite Manor seem strange and lonely?
- What kind of welcome does Mary receive at her uncle's home?