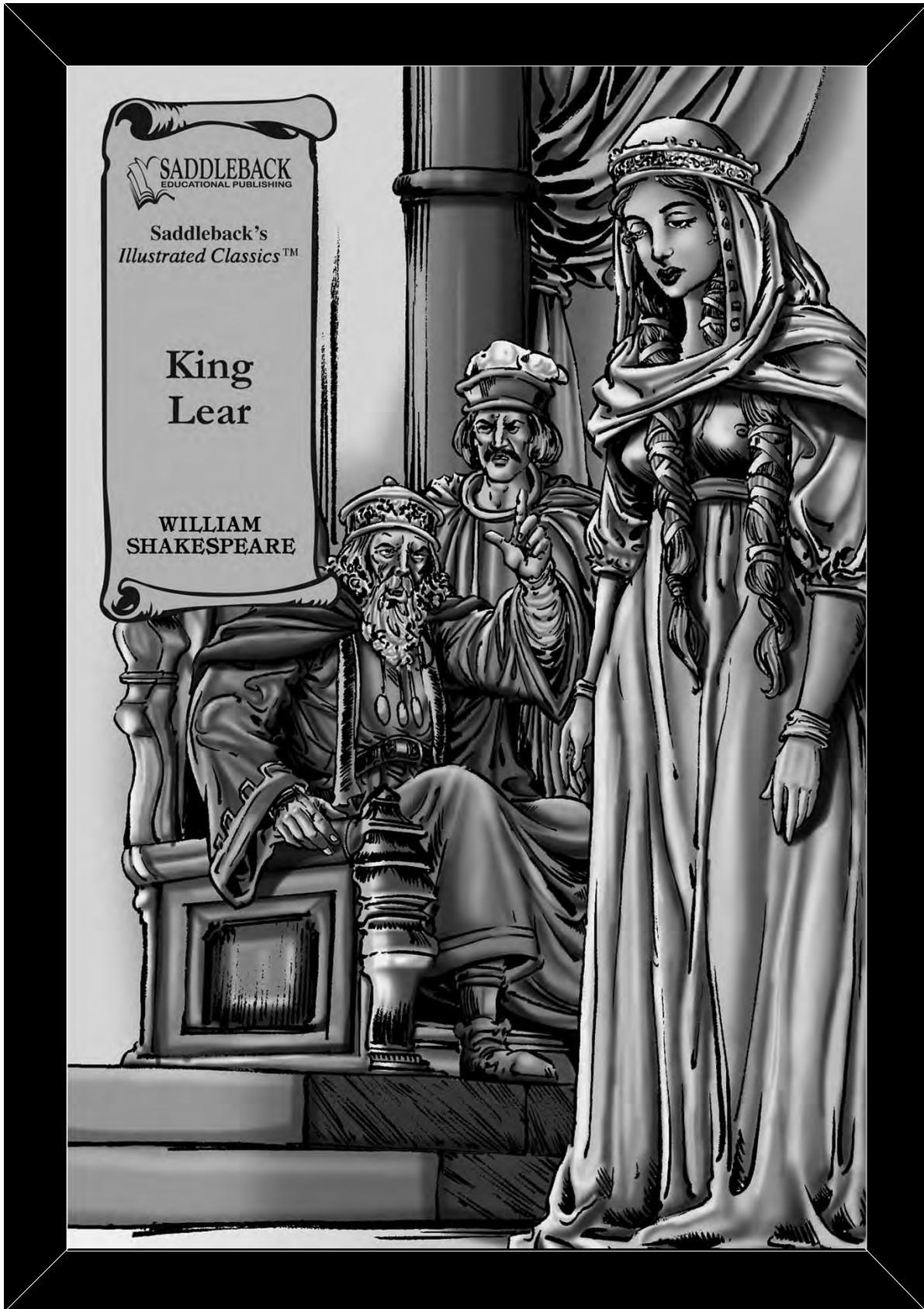


STUDY GUIDE



KING LEAR

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NOTES TO THE TEACHER

SADDLEBACK'S ILLUSTRATED CLASSICS™ SERIES

What better way could there be to motivate struggling readers? Here are 45 of the world's all-time greatest stories—in the form of full-color graphic novels, no less! (Check the copyright page in this guide for a complete list of titles.)

THE REPRODUCIBLE EXERCISES

The eleven reproducible exercises that support each Illustrated Classics title are ideal for use in the academically diverse classroom. All written at a sub-5.0 reading level, they are designed to be “moderately challenging” for all learners—be they on-level recreational readers, older, struggling readers in need of skills reinforcement, or native speakers of other languages who are working to improve their command of language structure.

As a whole, the exercises focus on developing the traditional skillsets that underpin reading competence. The overall goal is to reinforce and extend basic reading comprehension while using the text as a springboard for acquisition of important language arts competencies. Specific skills and concepts targeted in the exercises include: following directions, vocabulary development, recall, cause and effect, recognizing details, generalization, inference, interpreting figurative language, understanding idioms and multiple-meaning words, etc.

All students—regardless of their range of exceptionalities and markedly different experiential backgrounds—can benefit from, and even enjoy, the experience of successfully “showing what they know” via the reproducible exercises.

DIFFERENTIATING INSTRUCTION: OPTIONS AND OPPORTUNITIES

Responsive teachers have always used a variety of methods and strategies to tailor instruction to the needs of specific students. To this end, the reproducible exercises lend themselves to a variety of presentation modes. Following are some suggestions for varying your approach:

- ▶ **Pre-reading:** Before students begin to read the story, hand out copies of the *Previewing the Story* and *About the Author* exercises. You, or student volunteers, might read them aloud before eliciting answers from the class. The *Interpreting Visual Clues* exercise also lends itself to introducing the story through class discussion.
- ▶ **Assign reading buddies or small reading groups.** Students not yet able to work independently can be paired off as reading buddies who consult with and reinforce each other as they answer questions or solve the puzzles. Small groups can also be formed to cooperatively complete the exercises. If appropriate, groups can compete as teams. (“Winners” might finish first or have the most correct answers.)
- ▶ **When possible, give your students a choice of response modes.** As an alternative to working independently, allowing students to respond orally to the exercise questions may give some students a better chance to demonstrate their grasp of the material. Many students can greatly benefit by “listening to how other people think” as they explain their answers. Choice also increases the struggling student’s sense of autonomy and engagement—which in turn enhances his or her sense of competence and self-esteem.
- ▶ **Native speakers of other languages** will especially benefit from the combination of the pictorial representations in the book and the follow-up printed matter in the exercises. While maintaining different performance expectations for students at different levels, use the vocabulary exercises to help these students add to their stock of English words and phrases. Students at the intermediate to advanced levels are ideal candidates for the *Word Study* and *Language Study* exercises that deal with idioms, figures of speech, and multiple-meaning words.
- ▶ **Suggestions for lesson extensions:**
 - Write a paragraph about your favorite character.
 - Do Internet research on the author or the story’s setting.
 - Write a three-paragraph book report.
 - Use the vocabulary words as the basis for a spelling test.
 - Have students rewrite lines of dialogue in their own words.
 - Ask students to write a new title for the book.



KING LEAR
PREVIEWING THE STORY

What's the story about? Read the summary before answering the questions.
 Hint: There are no right or wrong answers. Use your imagination!



What does a tired, old king do when he's had enough? King Lear decides to divide his kingdom among his three daughters and let them rule. Who will get the best and largest share? The one who convinces him that she loves him the most! Two of his daughters flatter him outrageously and swear eternal love. His third and favorite daughter, however, chooses not to play his game. Lear is enraged when she refuses to put her love into words. So he banishes

her and divides the kingdom between her two sisters. Soon jealousy and greed take over as two daughters scheme to control the entire kingdom. Further treachery and betrayal lead to tragedy as the old king realizes that he's made the biggest mistake of his life.

1. Have you ever dreamed of becoming an extremely powerful person? How might that influence your relationships with family members and friends? Do you think people would treat you the same as they did before? List two problems that could go along with great power.

PROBLEM 1: _____

PROBLEM 2: _____

2. Toward the end of the story, King Lear goes mad from grief and disappointment. Of all the members of his court, only two give him any help or comfort. Do you have friends or family members who would stay at your side no matter what happened? Who are they, and why do you trust them so much?

3. Imagine what it would be like to get so old that you must retire from the work you have always done. What new opportunities might your "new life" offer you? What would you miss most about your old life?

NEW: _____

OLD: _____

4. In your opinion, how important are family relationships to a person's happiness? Explain your thinking.



KING LEAR
ABOUT THE AUTHOR

2

A. Read about the author's life on the page before the story starts. After reviewing what you have read, study the statements below. Then write **T** for *true*, **F** for *false*, or **NM** for *not mentioned* next to each statement.

1. ____ Shakespeare studied several languages as a schoolboy.
2. ____ Shakespeare married Anne Hathaway when he was 28 years old.
3. ____ Shakespeare's acting company was called the Stratford Players.
4. ____ Audiences in Shakespeare's time thought he was more gifted as an actor than as a playwright.
5. ____ Shakespeare was born in the 15th century and died in the 16th century.
6. ____ Susanna, Hamnet, and Judith were the grandchildren of Mary Arden and John Shakespeare.
7. ____ Shakespeare is believed to have been 53 years old when he died.
8. ____ Shakespeare's plays were performed at the Globe Theater in London.
9. ____ Shakespeare's comedies are more highly regarded than his tragedies.
10. ____ Shakespeare was born in Stratford-on-Avon, England, on April 26, 1564.

B. Circle a letter to show the meaning of the **boldface** word from the reading.
Hint: Check a dictionary if you need help.

- | | |
|---|--|
| <p>1. Shakespeare's father was a merchant.</p> <p>a. one who buys and sells goods for profit</p> <p>b. soldier hired to fight for a foreign country</p> <p>c. one who lends money for profit</p> | <p>3. Shakespeare wrote a number of sonnets.</p> <p>a. 14-line poems rhymed in a certain pattern</p> <p>b. very short biographies</p> <p>c. plays with many sound effects</p> |
| <p>2. Someone who lives as a country gentleman</p> <p>a. never visits the city.</p> <p>b. raises chickens and pigs.</p> <p>c. has retired from the working world.</p> | <p>4. Today, a grammar school is called</p> <p>a. a junior college.</p> <p>b. a prep school.</p> <p>c. an elementary school.</p> |

**INTERPRETING VISUAL CLUES**

You can learn a lot by studying the drawings in illustrated novels. Details provided by the artist can show you when and where the story takes place as well as how the characters feel about what is happening.

In your book, turn to the referenced page and look closely at the picture. Then circle a letter to answer the question or complete the sentence.

1. **Page 9—full page.** By looking closely at the characters' clothing you can figure out that this story must take place in
 - a. the days of cavemen.
 - b. the 1890s.
 - c. ancient times.
2. **Page 11—bottom of page.** What detail in the drawing suggests that the king is about to enter the room?
 - a. the people waiting for him
 - b. the sounding of trumpets
 - c. the queen's happy face
3. **Page 16—top of page.** Study the drawing. The bubbles leading to Cordelia's words indicate that she is
 - a. not speaking aloud.
 - b. waiting to be noticed.
 - c. whispering very softly.
4. **Page 19—middle of page.** The gestures and body positions of the two men in the picture suggest that one man is angry and the other man is
 - a. about to hit him.
 - b. trying to calm him.
 - c. even angrier.
5. **Page 23—bottom of page.** The facial expressions and postures of the man and the woman indicate that
 - a. he is proposing marriage to her.
 - b. she is sorry for harming him.
 - c. he can't stand the sight of her.
6. **Page 38—middle of page.** By studying the details in the illustration you can tell that the man in blue is
 - a. playing a trick on the king.
 - b. struggling to get free.
 - c. being punished for something.
7. **Page 40—top lefthand side.** The way that the woman's hands are placed on her hips suggests that she is
 - a. begging for help.
 - b. out of patience.
 - c. nervous and unsure of herself.