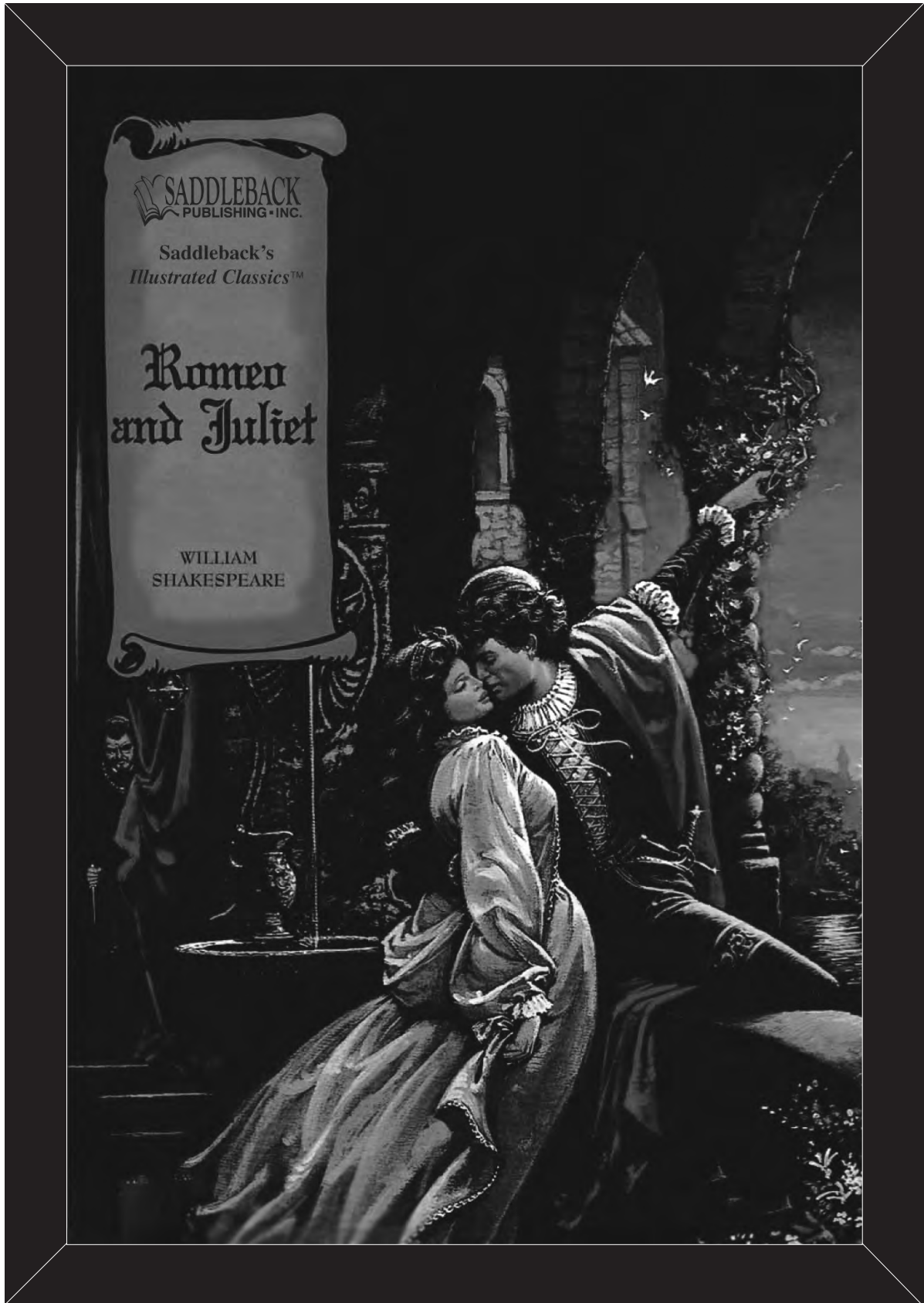


STUDY GUIDE



ROMEO AND JULIET

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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.



ROMEO AND JULIET

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!



The Montagues and the Capulets were two wealthy old families who lived in Verona, Italy, some 400 years ago. For many years, they had been engaged in a public quarrel, or feud. Because of that, several family members on both sides had lost their lives. Then one day Romeo, a Montague, fell in love with Juliet, a Capulet. What happened as a result of this impossible situation? A secret wedding, a street fight, and a powerful sleeping potion change the lives of these warring families forever. Not even the true love shared by Romeo and Juliet could prevent the terrible fate that awaited them.

1. In the story, Romeo and Juliet fall in love the first time they meet. Do you believe that “love at first sight” really happens—or is it just a romantic fantasy? Explain your thinking when you answer the question.

2. Do you know or have you read about people who carry a grudge for a long time? In your opinion, is ongoing hatred ever justified? If so, explain your reasoning. If not, suggest how a long-term feud might be “called off.”

3. Do you think human emotions have changed much over the past 400 years? Explain why or why not and give an example if you can.

4. What qualities attract young people to one another when they fall in love? Are these the same qualities that would be most important in lifelong marriage partners? Explain one or two possible differences.

5. How do the warring men in these two families compare to warring modern gangs? Name one similarity and one difference.

SIMILARITY: _____

DIFFERENCE: _____



ROMEO AND JULIET

ABOUT THE AUTHOR

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's plays were never performed during his lifetime.
2. _____ Shakespeare was born in London and died in Stratford-on-Avon.
3. _____ Shakespeare's sonnets have been translated into many other languages.
4. _____ Young Shakespeare could read Greek and Latin as well as English.
5. _____ Shakespeare is better known for his writing than his acting.
6. _____ Shakespeare's son and daughters performed in all his plays.
7. _____ Shakespeare is believed to have been 53 years old when he died.
8. _____ Shakespeare was born in the 15th century and died in the 16th century.
9. _____ Shakespeare wrote some comedies, but he preferred writing tragedies.
10. _____ Shakespeare staged his plays in the Globe Theater.

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. member of a crew on a cargo ship</p> <p>c. soldier hired to fight for a foreign country</p> | <p>3. Shakespeare's lines and characters are immortal.</p> <p>a. against what is right or moral</p> <p>b. having fame that lasts forever</p> <p>c. supernatural, fantastic</p> |
| <p>2. Shakespeare wrote a number of sonnets.</p> <p>a. poems with many sound effects</p> <p>b. very short biographies</p> <p>c. 14-line poems rhymed in a certain pattern</p> | <p>4. Many of Shakespeare's lines have been echoed through the centuries.</p> <p>a. reverberated</p> <p>b. repeated</p> <p>c. recalled</p> |



ROMEO AND JULIET

INTERPRETING VISUAL CLUES

Stories in illustrated novels are told with pictures as well as with words. Pictures, for example, can show you when and where a story takes place. In fact, they can show what the characters are thinking or feeling much easier than words can.

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

1. **Page 20—top of page.**
By studying the picture of Lord Capulet greeting his guests you can tell that
 - a. he's invited too many people.
 - b. the event is a costume party.
 - c. Montagues have not been invited.
2. **Page 46—bottom lefthand side.**
The expression on Romeo's face and the placement of his hand suggest that
 - a. he has just heard very bad news.
 - b. his headache is going away.
 - c. he is angry at Friar Laurence.
3. **Page 26—bottom of page.**
The use of color in this illustration shows very clearly that
 - a. blue is the artist's favorite color.
 - b. a sad event is taking place.
 - c. the time is late at night.
4. **Page 12—top of page.**
By studying this picture, you can tell that Prince Escalus is a very powerful person because
 - a. the fighting stopped when he arrived.
 - b. his clothing is so elegant.
 - c. he greeted them very warmly.
5. **Page 35—bottom of page.**
Friar Laurence's gesture to Romeo and Juliet indicates that he
 - a. wants them to leave.
 - b. is inviting them to the altar.
 - c. can't decide what to tell them.
6. **Page 48—top righthand side.**
The artist has positioned Romeo and Juliet to show that they are
 - a. telling jokes.
 - b. plotting revenge.
 - c. in love.
7. **Page 55—bottom of page.**
The expressions on the faces of the two friars suggest that
 - a. they are both holy men.
 - b. bad news is being discussed.
 - c. they are tired of the long feud.