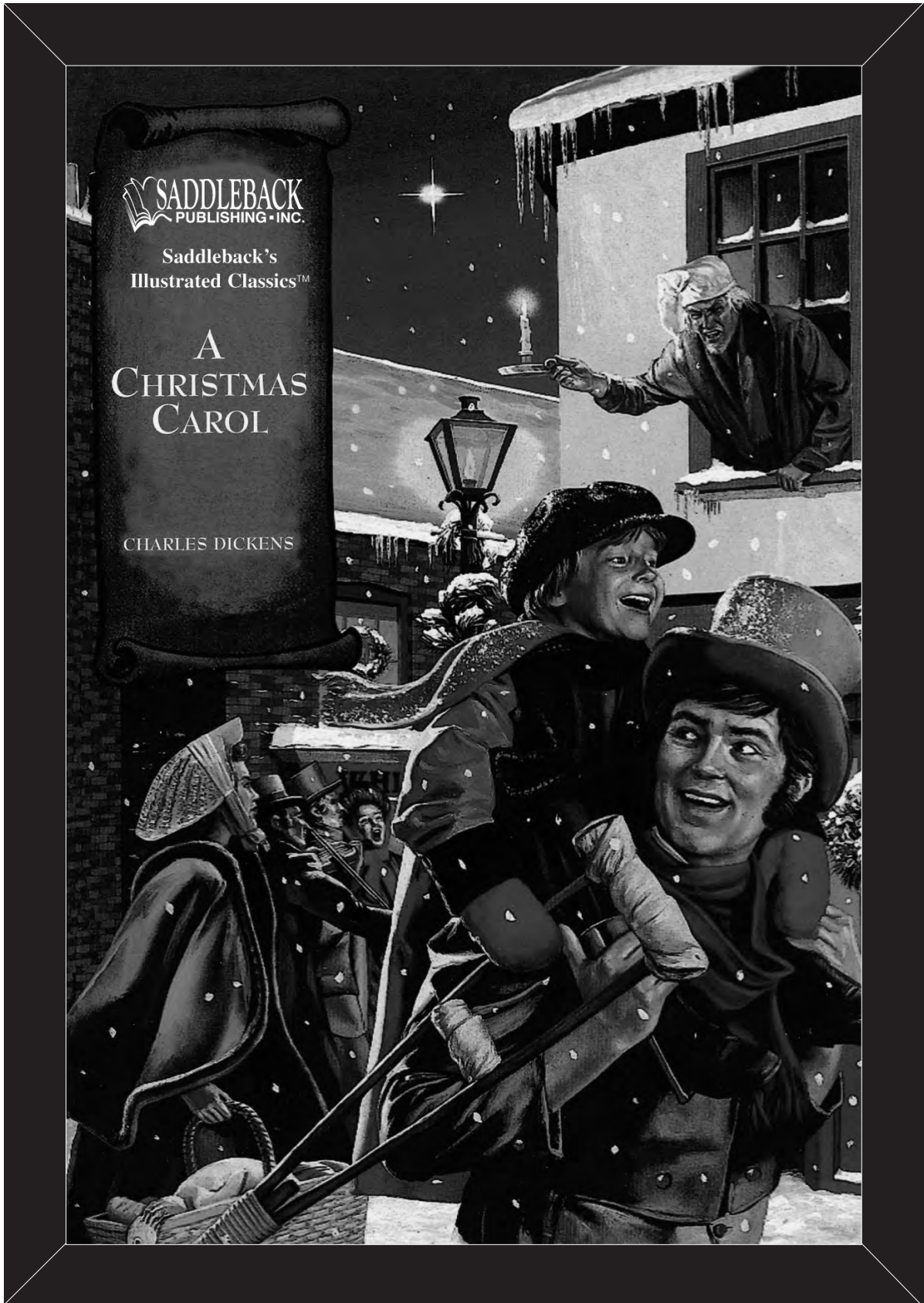


# STUDY GUIDE



Saddleback's *Illustrated Classics*™  
**A CHRISTMAS CAROL**  
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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:

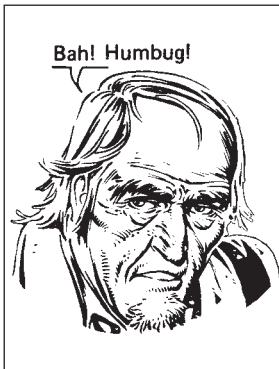
- ▶ **Pre-reading:** Before students begin to read the story, hand out copies of the *Previewing the Story* and *About the Author* exercises. You, or student volunteers, might read them aloud before eliciting answers from the class. The *Interpreting Visual Clues* exercise also lends itself to introducing 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.



## A CHRISTMAS CAROL

**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!



You've probably heard of *Scrooge*. He's the grumpy old man who said, "Bah! Humbug!" to kindness, love, and Christmas. In *A Christmas Carol*, published in 1843, you will meet not only Scrooge but his clerk, Bob Cratchit, and crippled Tiny Tim. As Scrooge is visited by spirits one Christmas Eve, you will travel along with them. You will meet the happy, young Scrooge who knew how to enjoy life. And you will come to know the bitter, old Scrooge who had forgotten how to laugh and love. You will see Scrooge change as a result of his visits with the spirits. How does this happen? The spirits show him what has been, what is now, and what could be—if he doesn't change his ways.

- Do you believe in ghosts? Why or why not? Have you or someone you know ever felt the presence of such a spirit? If so, tell what happened.  
\_\_\_\_\_  
\_\_\_\_\_
- The events in this story took place about 175 years ago. Tell one way you think people have changed since then. Next, tell one way you think people *haven't* changed.  
CHANGED: \_\_\_\_\_  
NOT CHANGED: \_\_\_\_\_
- Would you like a ghostly visitor to tell you what is in store for you in the future? What *good* effect could that have? What *bad* effect?  
GOOD: \_\_\_\_\_  
BAD: \_\_\_\_\_
- Have you or someone you know ever been warned to stop doing something that could hurt you? Who warned you? What were you warned not to do?  
\_\_\_\_\_  
\_\_\_\_\_
- What do you most enjoy about celebrating a holiday such as Christmas? What special foods or activities are part of your family's celebration? Do you sing special holiday songs? Give two examples of a holiday celebration at your house.  
• \_\_\_\_\_  
• \_\_\_\_\_



A CHRISTMAS CAROL  
**ABOUT THE AUTHOR**

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

1. \_\_\_\_ Charles Dickens attended some of the finest schools in England.
2. \_\_\_\_ Dickens became famous for his exciting plots rather than the characters he created.
3. \_\_\_\_ Because he was the father of ten children, Dickens always needed money.
4. \_\_\_\_ *A Christmas Carol* has been a popular classic for more than 100 years.
5. \_\_\_\_ Charles Dickens was 78 years old when he died of pneumonia.
6. \_\_\_\_ Dickens wrote several popular travel guides as well as novels.
7. \_\_\_\_ Dickens was a compassionate man who cared about the suffering of the poor.
8. \_\_\_\_ *A Tale of Two Cities* was written 20 years after *Oliver Twist*.
9. \_\_\_\_ Dickens must have been a sharp observer and had a vivid imagination.
10. \_\_\_\_ Charles Dickens wrote all his books on one of the very first typewriters.

**B.** Circle a letter to answer the question or complete the statement.

1. What two words in the first paragraph mean “eager to achieve success” and “hard working”?
  - a. popular, greatest
  - b. novelist, poor
  - c. ambitious, industrious
2. “Victorian England” must have been the time when
  - a. Queen Victoria ruled England.
  - b. the British were victors in the French war.
  - c. the first gold coins were issued.
3. A story described as “timeless” or “classic” is one that
  - a. is easy to read.
  - b. never grows old.
  - c. few people understand.
4. What two-word phrase in the second paragraph refers to things such as widespread hunger, illness, and poverty?
  - a. indelibly etched
  - b. social conditions
  - c. intriguing mystery





## A CHRISTMAS CAROL

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**INTERPRETING VISUAL CLUES**

The drawings in graphic novels can sometimes “tell the story” even better than the words can. As you read, take time to notice the details in the drawings. They can tell you a lot about the time, the place, and 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 8—top of page.** By studying the characters’ facial expressions, you can tell that
  - a. they are sharing a funny joke.
  - b. they are not happy with each other.
  - c. both of them have been crying.
2. **Page 13—top of page.** After studying the details, decide which three words could be used to describe the scene.
  - a. gloomy, lonely, sad
  - b. bright, fashionable, cheerful
  - c. dirty, poor, crowded
3. **Page 15—top of page.** Study what Scrooge is wearing. Which two items of clothing suggest that 18th century houses—in spite of the fireplaces—must have been cold and drafty in the winter?
  - a. earmuffs, leggings
  - b. wool pajamas, bathrobe
  - c. nightcap on his head, scarf around his neck
4. **Page 21—top of page.** Look closely at the figures surrounding young Scrooge. Notice the costumes they wear. These people must be
  - a. members of the boy’s family.
  - b. characters in books he’d read.
  - c. fellow schoolboys.
5. **Page 23—bottom of page.** What details show you that transportation in this time and place was probably slow and uncomfortable?
  - a. man walking, hitchhiker
  - b. super highway, turn signals
  - c. horse-drawn coach, dirt road
6. **Page 55—top lefthand side.** The expression on Scrooge’s face and the position of his hands show that he
  - a. is asking the spirit to help him.
  - b. is about to strike the spirit.
  - c. wants the spirit to go away.
7. **Page 61—upper righthand side.** The expression on Bob Cratchit’s face suggests that he
  - a. is delighted to have a visitor.
  - b. agrees with his employer.
  - c. can’t believe what he is hearing.