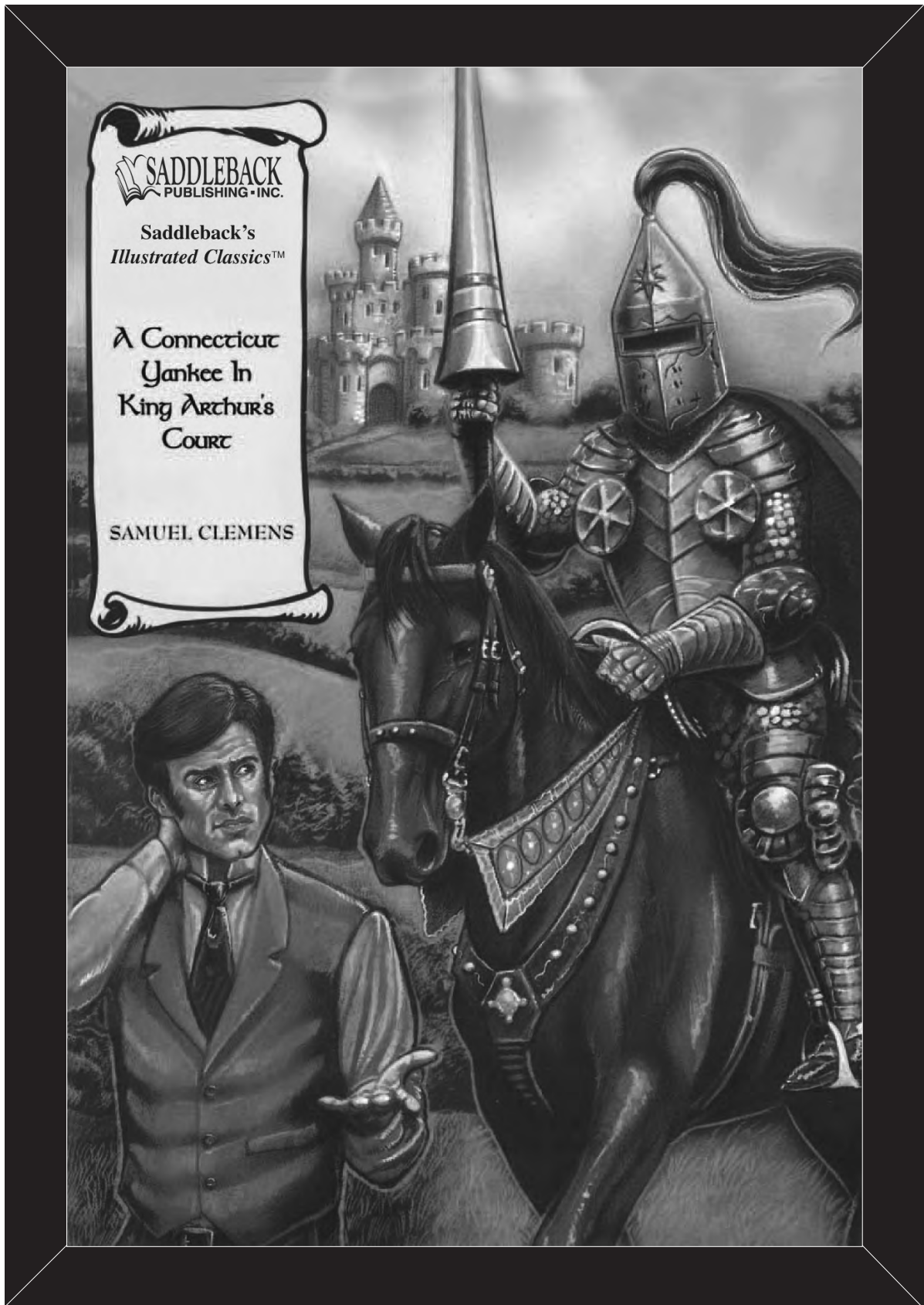


STUDY GUIDE



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 CONNECTICUT YANKEE IN KING ARTHUR'S COURT

PREVIEWING THE STORY

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



You've probably heard the story of King Arthur and his Knights of the Round Table. Supposedly, they lived long ago in a mythical place in England called Camelot. This story is about an American who visited Camelot—by traveling back in time more than 1,500 years! While he was there, Hank Morgan introduced Arthur and his knights to such amazing inventions as the telephone and the daily newspaper. As you read *A Connecticut Yankee in King Arthur's Court*, you may very well laugh out loud at Hank's adventures. And you will realize that the modern conveniences we take for granted were truly magical wonders in King Arthur's time.

1. Some people dream of “time traveling” to witness a historic event. Others just want to satisfy their imaginings. Name two places in the past and in the future where you would most like to “time travel”?

IN THE PAST: _____

IN THE FUTURE: _____

2. Hank Morgan does more than just *see* the world of King Arthur—he actually takes part in its daily life! When you daydream about time travel, are you an active participant in that “other world”—or are you an invisible witness? What might be the advantages of watching silently?

3. Hank Morgan was a man of the 19th century. He visited Camelot in 1879. Suppose he had traveled *forward* in time instead of *backward*. What amazing changes would he have seen if he'd visited us in the 21st century? List at least four inventions that would have seemed “magical” to Hank.

4. In the 19th century, the newspaper was the most important news source. Name two other important sources of news available in the 21st century.

5. What if traveling through time meant that you could never come back to your own time? Would you still be willing to do it? Why or why not?



A CONNECTICUT YANKEE IN KING ARTHUR'S COURT

2**ABOUT THE AUTHOR**

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

1. _____ Samuel Clemens was born in the state of Florida.
2. _____ When he died, Samuel Clemens was seventy-five years old.
3. _____ *The Adventures of Huckleberry Finn* was the first book the author wrote.
4. _____ Clemens was better known by his birth name than by his pen name.
5. _____ A *fathom* is a water depth of about four yards.
6. _____ The village of Hannibal is located on the Missouri River.
7. _____ America's Civil War forced Clemens to leave the printing business.
8. _____ Clemens worked hard to end the practice of slavery in America.
9. _____ Clemens chose to write about the rich and powerful rather than about ordinary people.
10. _____ Audiences loved Clemens's dramatic readings from his books.

B. Circle a letter to correctly complete each sentence.

- | | |
|---|--|
| <p>1. Commercial boat traffic means using a boat</p> <ol style="list-style-type: none">a. to go fishing with your friends.b. as a business to make a profitc. to make a TV commercial. | <p>3. The work of a writer described as a humorist</p> <ol style="list-style-type: none">a. makes people laugh.b. contains many jokes.c. has funny illustrations. |
| <p>2. An author might use a pen name to</p> <ol style="list-style-type: none">a. avoid paying taxes.b. trick a publisher.c. preserve his or her privacy. | <p>4. A sequel is a book or movie that</p> <ol style="list-style-type: none">a. introduces the first chapters of a long story.b. establishes an author's reputation.c. continues a story begun in an earlier book or movie. |

**INTERPRETING VISUAL CLUES**

Stories in graphic novels are told with pictures as well as words. The visual clues in the drawings add important information to help you understand the story.

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

- 1. Page 22—bottom of page.**
What details in the picture show you that Hank can't move around freely in his "iron suit"?
 - a. An assistant has to carry his lance for him.
 - b. He's being hoisted on a rope to mount his horse.
 - c. He can't reach the pipe in his mouth.
- 2. Page 23—top lefthand side.**
What detail in the picture explains why the workers think Hank has turned into a "fire-breathing dragon"?
 - a. pipe smoke coming from his helmet
 - b. He's grown wings and a long tail.
 - c. Sandy appears to be afraid of him.
- 3. Page 29—middle lefthand side.** What details in the picture show where the dungeons in Morgan Le Fay's castle are located?
 - a. They're climbing stairs leading upward.
 - b. There's little light to be seen.
 - c. They're walking downward, heading underground.
- 4. Page 31—bottom lefthand side.** There's something peculiar about some of the guests sitting around the dinner table! Sandy invited the hogs to eat with them because
 - a. the poor farmers couldn't afford to feed them.
 - b. she believes they're really princesses.
 - c. hogs have very fine table manners.
- 5. Page 45—bottom of page.** By studying the expression on King Arthur's face you can tell that he
 - a. would rather not shake Dowley's hand.
 - b. enjoys meeting his loyal subjects.
 - c. didn't feel worthy to shake Dowley's hand.
- 6. Page 59—bottom of page.** Disguised as an old woman, Merlin enters the cave where "The Boss" is recovering from a stab wound. From the position of Merlin's hand you can tell that he is
 - a. reaching out to strangle Hank.
 - b. praying for Hank's recovery.
 - c. putting a spell on Hank.