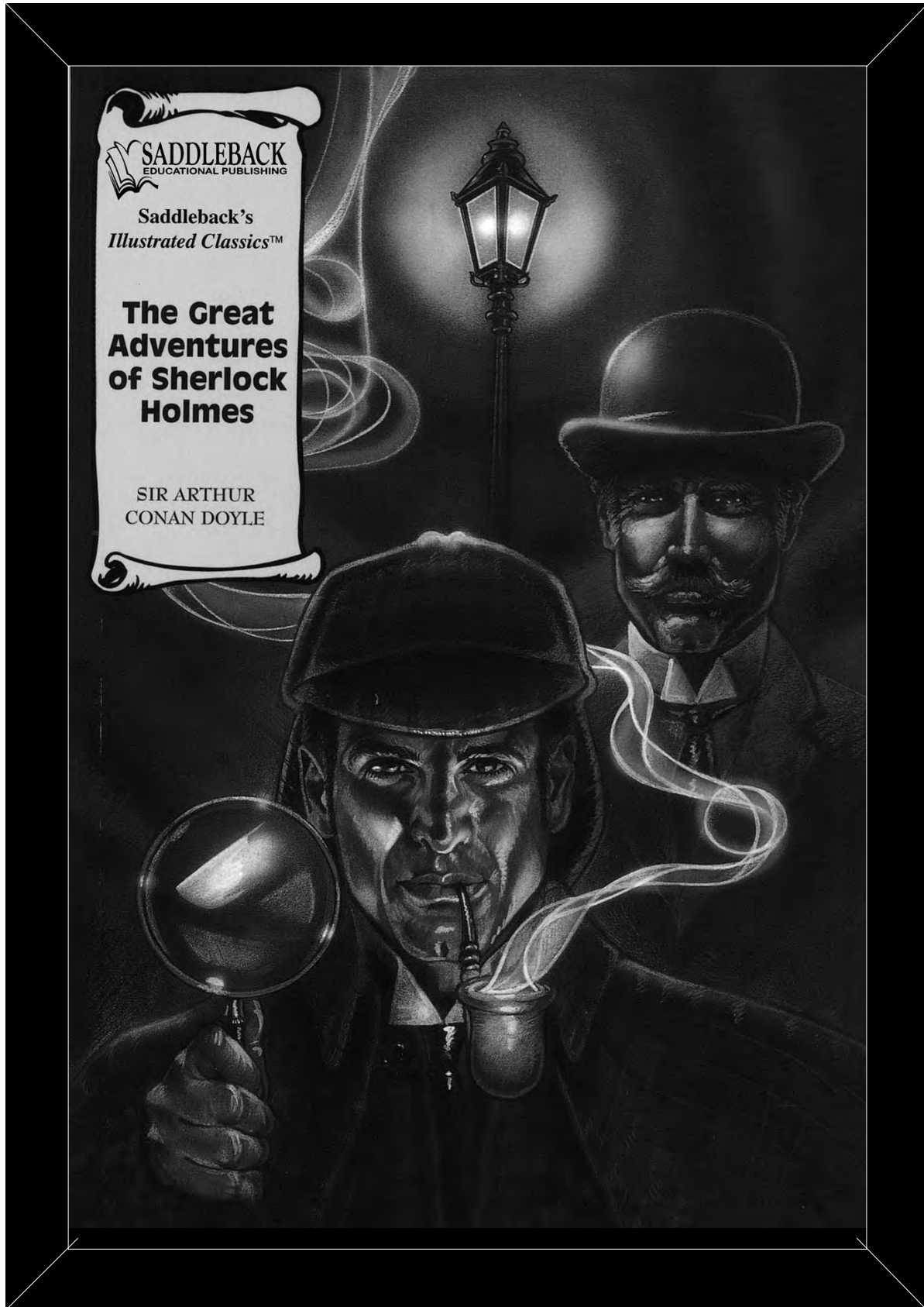


STUDY GUIDE



THE GREAT ADVENTURES OF SHERLOCK HOLMES

CONTENTS

Notes to the Teacher	3	7 Word Study: Synonyms and Antonyms	12
Answer Key	5	8 Skills Focus: Fact or Opinion?	13
Exercises:		9 Sequence of Events	14
1 Previewing the Story	6	10 Language Study: Figurative Expressions	15
2 About the Author	7	11 Improving Your Reading Skills	16
3 Interpreting Visual Clues	8		
4 Vocabulary	9		
5 Character Study	10		
6 Comprehension Check: Noting Details	11		

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.



THE GREAT ADVENTURES OF SHERLOCK HOLMES
PREVIEWING THE STORY

1

What are the stories about? Read the introduction below before answering the questions. Hint: There are no right or wrong answers. Use your imagination!



Sherlock Holmes is one of the oldest—and possibly best known—of all fictional detectives. Stories about him are set in England a little more than 100 years ago. Holmes was a private detective whose clients were people who came to him for help. He was always assisted by his close friend, Dr. Watson—who is the narrator of the two stories you are about to read.

*What made the Sherlock Holmes character so popular? He was one of the first detectives to use the scientific method in solving crimes. He had a great mind and was very observant. No clue escaped him! The clues in *The Adventure of the Speckled Band* include a bed nailed to the floor, a young woman's mysterious death, and a man determined to keep his stepdaughter from marrying. To solve *The Boscombe Valley Mystery*, Holmes interprets the meaning of dusty footprints, a cigar stub, and a map of Australia. As you read you will see for yourself how Holmes earned his reputation for brilliance.*

1. Think about how far science has advanced in the past 100 years. Name two scientific procedures today's detectives use to solve cases that weren't available to Sherlock Holmes.

2. Think of three conclusions you could draw by studying footprints left at a crime scene.

3. Dr. Watson was not a detective himself, but rather a willing friend who did what Holmes asked him to do. How do you think an author could help his readers by creating such a character to follow Holmes around?

4. Why do you think a criminal might nail someone's bed to the floor?

5. What, in your opinion, is the most common motive for murder—revenge or money? Explain your answer.



THE GREAT ADVENTURES OF SHERLOCK HOLMES

2**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. _____ Holmes's friend, Dr. Watson, once taught at Arthur Conan Doyle's medical school.
2. _____ Sherlock Holmes was born and raised in Edinburgh, Scotland.
3. _____ At the beginning of the 20th century, Doyle was about 40 years old.
4. _____ Doyle's Sherlock Holmes character appeared in novels as well as short stories.
5. _____ The medical college that Doyle attended was the finest school in all of Great Britain.
6. _____ Arthur Conan Doyle's parents were both well-known writers in Scotland.
7. _____ Because he finally ran out of ideas, Doyle stopped writing Sherlock Holmes stories.
8. _____ Doyle's plays and romances never became as successful as his popular detective stories.
9. _____ Most of Doyle's life was lived in the 19th century.
10. _____ The Holmes stories became more famous in America than in England.

B. Circle the word or words that correctly complete each sentence.

1. Doyle admired one of his teachers' use of careful (*reservation / observation*).
2. A *public outcry* might also be called (*widespread complaints / uncontrolled weeping*).
3. In gratitude for his support, England's queen declared Arthur Conan Doyle a (*hero / knight*).
4. A person described as *bungling* is (*amiable / careless*).

**INTERPRETING VISUAL CLUES**

Stories in graphic novels are told with pictures as well as with words. Visual details provide important information that can help you understand the story.

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 10—bottom of page.**
By studying the details in the picture of the train, you can tell that the engine
 - a. is running out of gas.
 - b. is tipping over sideways.
 - c. has lost its engineer.
2. **Page 11—top two pictures.**
In both pictures, the behavior of the man in the blue suit indicates that he is
 - a. aggressive and angry.
 - b. agreeable and cooperative.
 - c. very hungry and tired.
3. **Page 12—middle of page.**
The young woman's posture and facial expression suggest that she is
 - a. there against her will.
 - b. trying to stop laughing.
 - c. telling a sad story.
4. **Page 39—middle lefthand side.**
How did the poisonous snake get into the sleeping woman's locked bedroom? The details in the picture show that it
 - a. had been waiting under her covers.
 - b. slithered down the bell rope.
 - c. came in through an open window.
5. **Page 50—bottom lefthand side.**
What detail in the picture of the woman suggests that she has just come in from outdoors?
 - a. the cape around her shoulders
 - b. her wildly windblown hair
 - c. mud on her skirt and shoes
6. **Page 54—bottom of page.**
What details in the scenery indicate that Holmes and Watson are in the country rather than in the city?
 - a. the blue sky and the carriage
 - b. the open space and the pool
 - c. the presence of woodland animals
7. **Page 55—middle and bottom.**
Notice the device Holmes is using to investigate the crime scene. This device can help him to
 - a. type up his notes very neatly.
 - b. see footprints more clearly.
 - c. hear what Watson is saying.