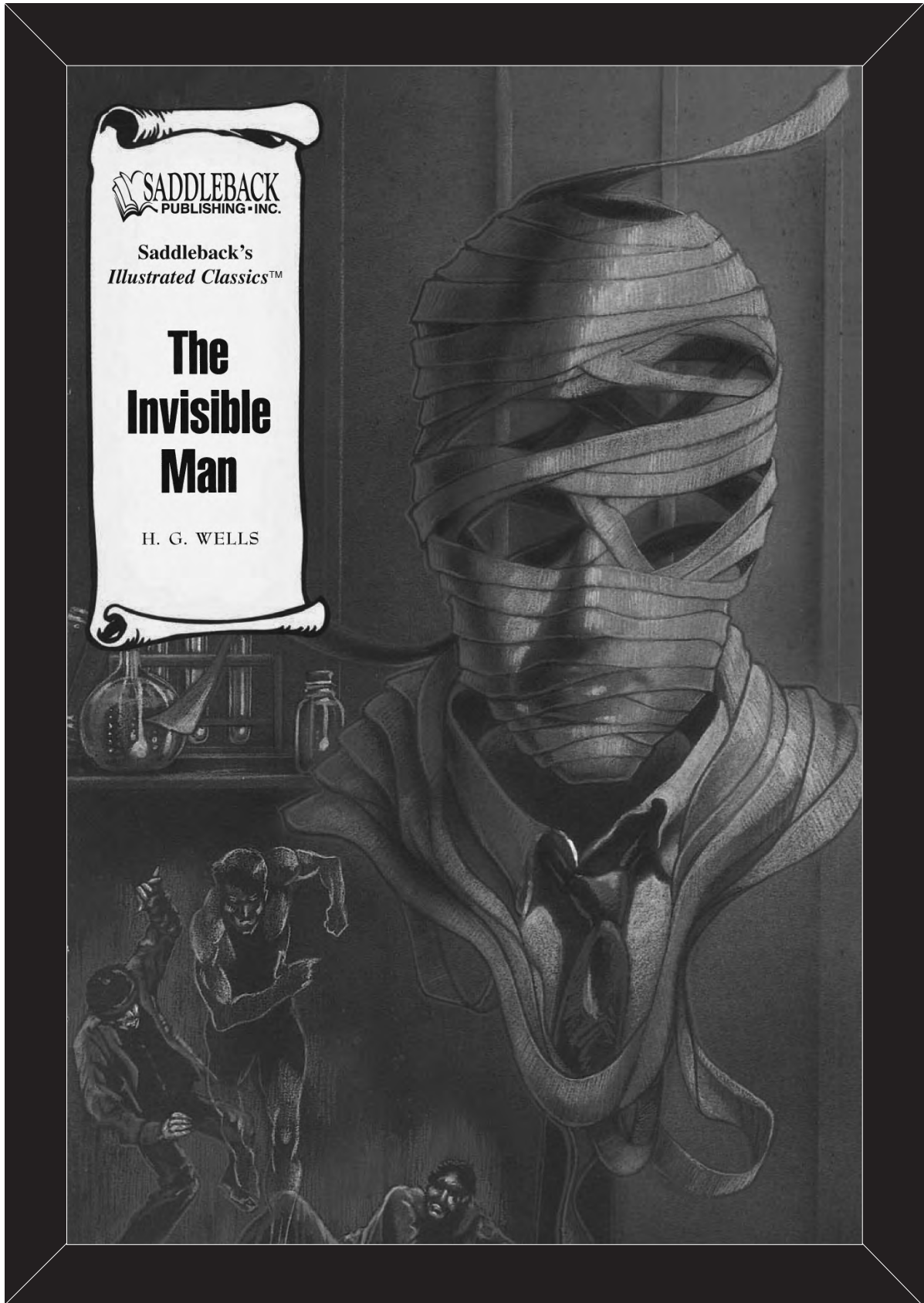


STUDY GUIDE



THE INVISIBLE MAN

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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.



THE INVISIBLE MAN

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!



Have you ever wished you could become invisible? Think of the places you could go if no one could keep you out. Imagine the tricks you could play on people! On the other hand, what problems might go along with invisibility? How could you relate to other people? *The Invisible Man* is the story of an ambitious young scientist who figured out how to become invisible. Did it make him as powerful as he thought it would? Unfortunately, the drug that made his dream come true had some terrible side effects. As you read you will find out whether the Invisible Man was—or was not—able to solve the problems he'd created for himself.

1. Have you ever wanted something very badly, finally gotten it—and then found it didn't make you as happy as you'd thought it would? What was it you wanted that proved to be disappointing? Explain what happened.

2. In your opinion, what would be the *most* fun about being invisible? Where would you go, and what would you do? Use your imagination to describe two adventures.

3. Which do you think would be more fun—the ability to become invisible for a while or the ability to fly? Explain your reasoning.

4. Like the scientist in the story, today's scientists are also working hard to make the impossible possible. Some scientific achievements (such as the atom bomb) are used to cause death and destruction. Others (such as cures for terrible diseases) relieve human suffering. Do you think it's a good idea to put limits on some kinds of scientific experimentation? Explain why you agree or disagree with that idea and give an example.



THE INVISIBLE MAN
ABOUT THE AUTHOR

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

1. _____ Henry Gordon Wells is best known for his science fiction stories.
2. _____ Wells was 80 years old when he died.
3. _____ Although born in England, Wells was educated in the United States.
4. _____ *The Invisible Man* was by far the most popular of Wells's novels.
5. _____ Wells's imaginative stories described spaceships long before they were invented.
6. _____ Wells's parents were wealthy professionals who could afford to send him to the finest schools.
7. _____ First published in 1897, *The Invisible Man* was written long before *The time Machine* or *The War of the Worlds*.
8. _____ A number of movies have been based on Wells's popular science fiction stories.
9. _____ In addition to his novels, Wells wrote essays and articles for newspapers and magazines.
10. _____ Wells based his writing career on his scientific training.

B. Circle a letter to show the meaning of the **boldface** word or words.

- | | |
|---|---|
| <ol style="list-style-type: none">1. Stories, novels, and movies described as science fiction<ol style="list-style-type: none">a. can only be written by real scientists.b. make use of scientific devices that don't yet exist.c. are always intended to frighten people.2. A mode of transportation is a<ol style="list-style-type: none">a. belief.b. reason.c. method. | <ol style="list-style-type: none">3. Someone who "boldly supports social change" believes in<ol style="list-style-type: none">a. survival of the fittest.b. the elimination of all taxation.c. greater opportunities for all human beings.4. The phrase formal schooling refers to<ol style="list-style-type: none">a. time spent in school.b. instruction in manners.c. lessons in how to dress well. |
|---|---|



THE INVISIBLE MAN

INTERPRETING VISUAL CLUES

Illustrated novels allow you to *see* a story as well as to read about it. The artist uses details in the drawings to give you important information.

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 12—bottom of page.** This illustration shows the Invisible Man unpacking his boxes at the inn. By using visual clues, the artist shows you what Mrs. Hall, the landlady, is
 - a. shouting at the Invisible Man.
 - b. whispering to the Invisible Man.
 - c. thinking to herself.
- 2. Page 20—righthand side.** As the Invisible Man removes his bandages, the artist shows you by the onlookers' facial expressions that they are
 - a. curious about his missing head.
 - b. horrified by seeing a headless man.
 - c. wondering if it's some kind of trick.
- 3. Page 24—bottom two pictures.** The artist has drawn unrecognizable bits of something floating in a white blob to represent the appearance of
 - a. undigested food.
 - b. stones being thrown.
 - c. a body disappearing.
- 4. Page 31—top lefthand side.** Although he can't actually see him, Dr. Kemp knows that the Invisible Man is still there because he can see
 - a. his bandages piled on the floor.
 - b. that he had closed the door.
 - c. his impression on the bed covers.
- 5. Page 46—bottom lefthand side.** By drawing three pictures of the Invisible Man the artist is showing you three
 - a. different shapes the Invisible Man can take.
 - b. weather conditions that make him visible.
 - c. ways that the Invisible Man stays hidden.
- 6. Page 57—top righthand side.** Even though you can't see it, how does the artist indicate that the policeman's blow actually hit the Invisible Man's hand?
 - a. the splatter of blood
 - b. His gun falls to the floor.
 - c. The Invisible Man cries out.
- 7. Page 61—top of page.** By drawing four different versions of the Invisible Man, the author shows you how he
 - a. would look as he got older.
 - b. became invisible and escaped punishment.
 - c. gradually changed as he became visible.