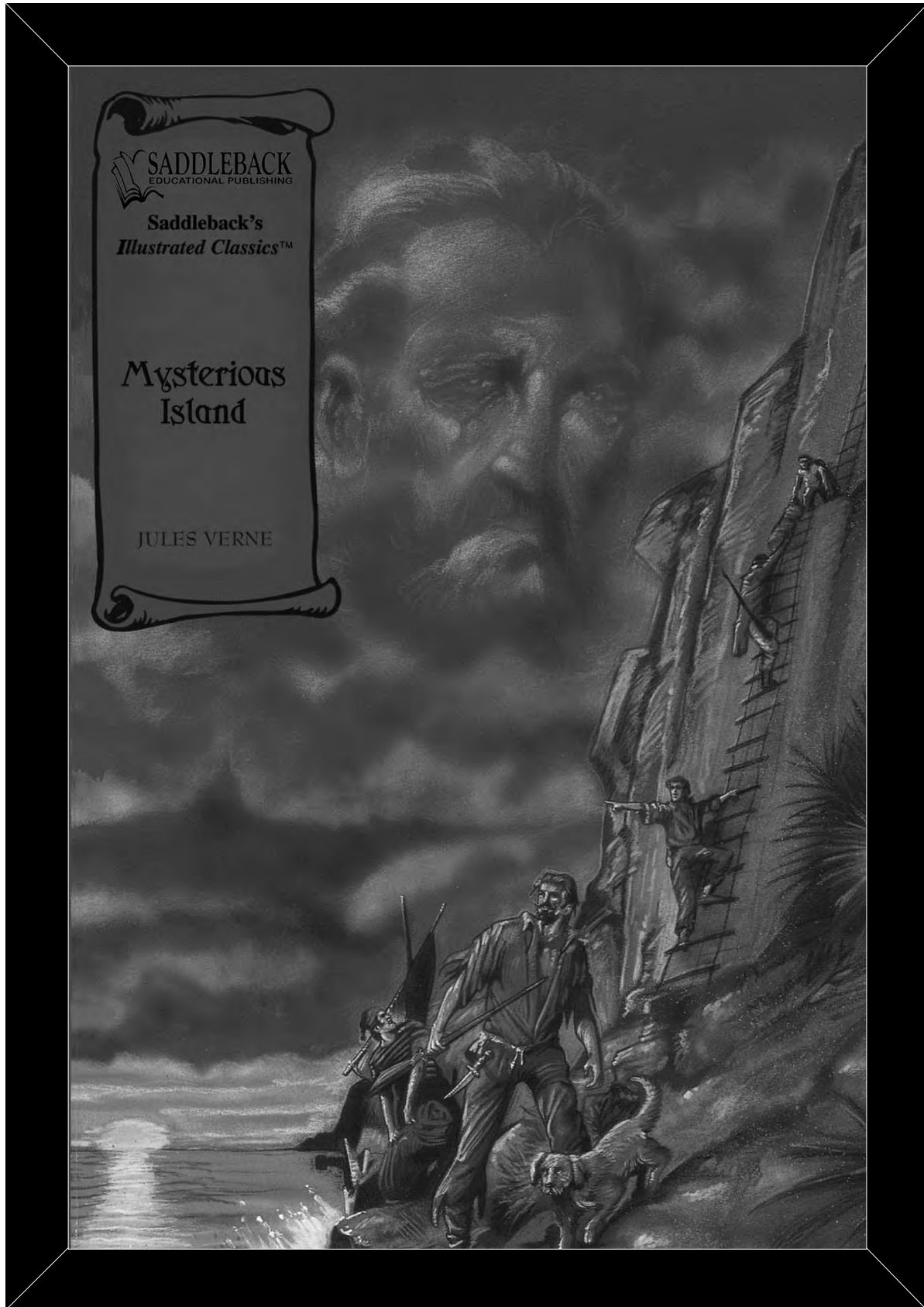


STUDY GUIDE



Saddleback's *Illustrated Classics*[™]
THE MYSTERIOUS ISLAND
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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 MYSTERIOUS ISLAND
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!



Imagine yourself marooned on a deserted island in the middle of the ocean. You're glad to have a few friends with you, but how will you survive? How could you protect yourselves from wild animals or terrible storms? Would you be able to find food? The men stranded on *The Mysterious Island* have to wait nearly four years before they're rescued. In the meantime they face many dangers—but somehow they always manage to take care of themselves. Or could it be that someone else is taking care of them? The castaways soon become

convinced that they are not alone on the island. But who is it, and why is he helping them? The answer will amaze you.

1. Think about the challenge of having to provide *everything* you need in an unfamiliar, primitive place! List two or three skills that would be most important to your survival.

2. Name three or four friends or family members you would choose to be with you on a deserted island. What quality or strength would each person you selected contribute to the survival of the group as a whole?

PERSON: _____ QUALITY: _____

PERSON: _____ QUALITY: _____

PERSON: _____ QUALITY: _____

PERSON: _____ QUALITY: _____

3. Think about the disagreements and quarrels that would surely occur among a few people trapped together for years. Knowing that everyone's survival depends on working together, how could such disputes be settled? Give two ideas.

4. After being rescued from such a long "survival experience," how might you be different than you were before? Name two lessons that your difficult experience may have taught you.

LESSON 1: _____

LESSON 2: _____



THE MYSTERIOUS ISLAND
ABOUT THE AUTHOR

2

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. _____ Jules Verne was probably much more interested in the future than in the past.
2. _____ Jules Verne invented the world's first nuclear submarine.
3. _____ Before becoming a writer, Jules Verne worked as a scientist.
4. _____ Jules Verne was born more than 175 years ago.
5. _____ People in the 19th Century were fascinated with new scientific discoveries.
6. _____ Although born in France, Jules Verne lived in England most of his life.
7. _____ When Jules Verne wrote *20,000 Leagues Under the Sea*, geography had not yet been invented.
8. _____ The events in science fiction stories are imaginary, rather than factual.
9. _____ Over the years, Jules Verne's books have been reprinted many thousands of times.
10. _____ The submarine *Nautilus* also appeared in Jules Verne's book, *Around the World in Eighty Days*.

B. Circle the word or words that correctly complete the sentences.

1. Jules Verne was born in (Nantes / Amiens), France, and died in (Nantes / Amiens), France.
2. When he died, Jules Verne was (eighty-seven / seventy-seven) years old.
3. In the 1800s the idea of circling the globe in eighty days was (amazing / alarming).
4. Jules Verne's ideas about the technology of the future turned out to be (accurate / preposterous).



THE MYSTERIOUS ISLAND
INTERPRETING VISUAL CLUES

3

In illustrated novels, the artist provides important information in his or her drawings. Pictures can show you when and where story events are happening, for example, and what the characters are thinking and feeling.

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.

- Page 7—full page.** Details in the drawing suggest that the characters are in a place that could be described as
 - thick with jungle growth.
 - densely inhabited.
 - far away from civilization.
- Page 19—middle righthand side.** You don't need a written explanation to tell you that the man in the picture is
 - feeling cold without a shirt.
 - young and strong.
 - smarter than the others.
- Page 25—top of page.** By looking closely at the drawing you can see that the men are making a canoe from
 - the car of their balloon.
 - sturdy bushes.
 - a fallen tree.
- Page 26—bottom lefthand side.** Details in the picture make it clear that the jaguar
 - died from a rifleshot.
 - has injured Herbert Brown.
 - was frightened to death.
- Page 30—top righthand side.** What detail in the picture illustrates that Herbert Brown is an effective animal trainer?
 - Onagers are pulling the wagon.
 - The orangutan is serving dinner.
 - The dog is begging for food scraps.
- Page 36—bottom righthand side.** How does the artist show you that the stranger is much different from the other men?
 - He's tied up with ropes.
 - He can't speak English.
 - He looks like a caveman.
- Page 41—middle righthand side.** By splitting the picture, the artist is illustrating
 - the sending and receiving of a telegraph message.
 - an argument between Captain Harding and Ayrton.
 - the trial of a very early computer.