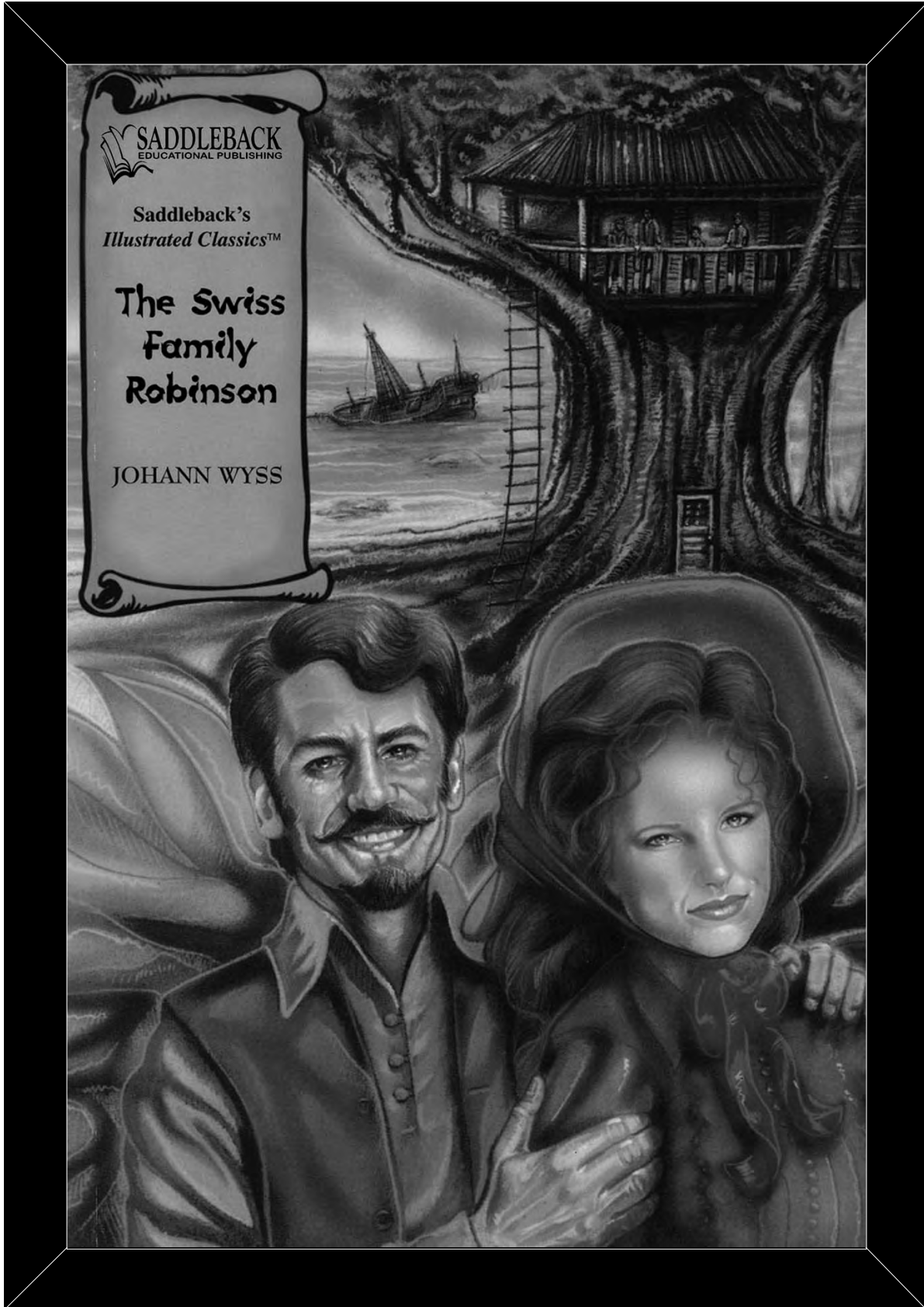


STUDY GUIDE



Saddleback's *Illustrated Classics*[™]
THE SWISS FAMILY ROBINSON
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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 SWISS FAMILY ROBINSON
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!



Many interesting stories have been written about men who find themselves on a desert island after being shipwrecked. *Robinson Crusoe* and *Gulliver's Travels* are just two examples. *The Swiss Family Robinson*, however, is the story of an entire family—mother, father, and four sons. How do they react when they wash ashore on a small island in the South Pacific? As you read you will enjoy their adventures as they struggle to survive. Using their wits and talents, this clever, hardworking family builds homes in a tree trunk and a cave and learns to find and grow plenty of good food. In time, they figure out how to live comfortably and safely without the help of others.

1. Imagine finding yourself on the shore of an island after a shipwreck! As you search among the ruins of the wrecked ship, what *two* items would you be most eager to find? Explain why each item would be important to you.

ITEM #1: _____

ITEM #2: _____

2. Suppose one other passenger on the ship also managed to reach your island. What characteristics and skills would you hope for in that person? Describe your ideal partner in your joint struggle for survival.

3. Your most immediate needs in such a situation would be for food and shelter. Create a mental image of a tropical island. Give two ideas about (1) what you might find there for food, and (2) what you might use for shelter.

FOOD: _____

SHELTER: _____

4. Think about all the people you know well. Who would you choose to share a crisis situation with you? Explain why you would select that person.



THE SWISS FAMILY ROBINSON
ABOUT THE AUTHOR

2

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. _____ The original version of *The Swiss Family Robinson* featured artwork by the author's son.
2. _____ Wyss probably got the idea for his story from the popular novel, *Robinson Crusoe*.
3. _____ Johann Wyss was born in the 17th century and died in the 18th century.
4. _____ *The Swiss Family Robinson* was not published until after the author's death.
5. _____ Although Wyss and his wife were from Germany, their children were born in Switzerland.
6. _____ Publication of *The Swiss Family Robinson* made the Wyss family very wealthy.
7. _____ Wyss's parents were too poor to send their son to college.
8. _____ Johann David Wyss was 75 years old when he died.
9. _____ Johann David Wyss gave his own first name to at least two of his four sons.
10. _____ Wyss was working as a schoolmaster when he wrote *The Swiss Family Robinson*.

B. Circle a letter to show the meaning of the **boldface** word in each sentence.

- | | |
|---|--|
| 1. When you revise something you | 3. Something described as realistic |
| a. inspect and examine it. | a. has to do with real estate. |
| b. change or modify it. | b. is always nonfictional. |
| c. give it a new title. | c. is true to life. |
| 2. One who works as a pastor | 4. Something that is rediscovered |
| a. is in charge of a church. | a. is always very valuable. |
| b. tends a cow pasture. | b. was once quite popular. |
| c. takes no salary. | c. was lost or forgotten for a while. |



THE SWISS FAMILY ROBINSON
INTERPRETING VISUAL CLUES

3

The artwork in illustrated novels gives you many clues about what's happening in the story. For example, the drawings can show you when and where the story takes place as well as how the characters change as time goes by.

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 9—top lefthand side.**
This illustration shows you that at the time the Robinsons arrived on the island they were
 - a. a middle-aged couple with very small children.
 - b. a young couple with two older and two younger children.
 - c. the parents of two boys and two girls.
2. **Page 49—bottom of page.**
This illustration of Father and Mother Robinson makes it clear that
 - a. they are now in ill health.
 - b. many years have gone by.
 - c. their grandparents are visiting.
3. **Page 15—bottom of page.**
Which detail of the father and son's clothing suggests that this story takes place long ago?
 - a. the sun hats
 - b. the vests
 - c. the knee-length pants
4. **Page 11—middle of page.**
By looking closely at the way the Robinsons are standing you can tell that they are
 - a. thanking God for their safe landing.
 - b. watching for a rescue plane.
 - c. angry at the ship's captain.
5. **Page 28—top righthand side.**
By carefully studying the picture you can tell that Father Robinson is making a fire by
 - a. striking a match.
 - b. rubbing stones together.
 - c. crushing the stem of a plant.
6. **Page 36—bottom of page.**
After making candles, what activity were the Robinsons finally able to enjoy?
 - a. smelling the sweet wax
 - b. reading at night
 - c. playing hide and seek
7. **Page 37—bottom righthand side.**
Details in the artist's drawing show you that the boys are
 - a. having a fist fight.
 - b. frightened of snakes.
 - c. being attacked by bees.