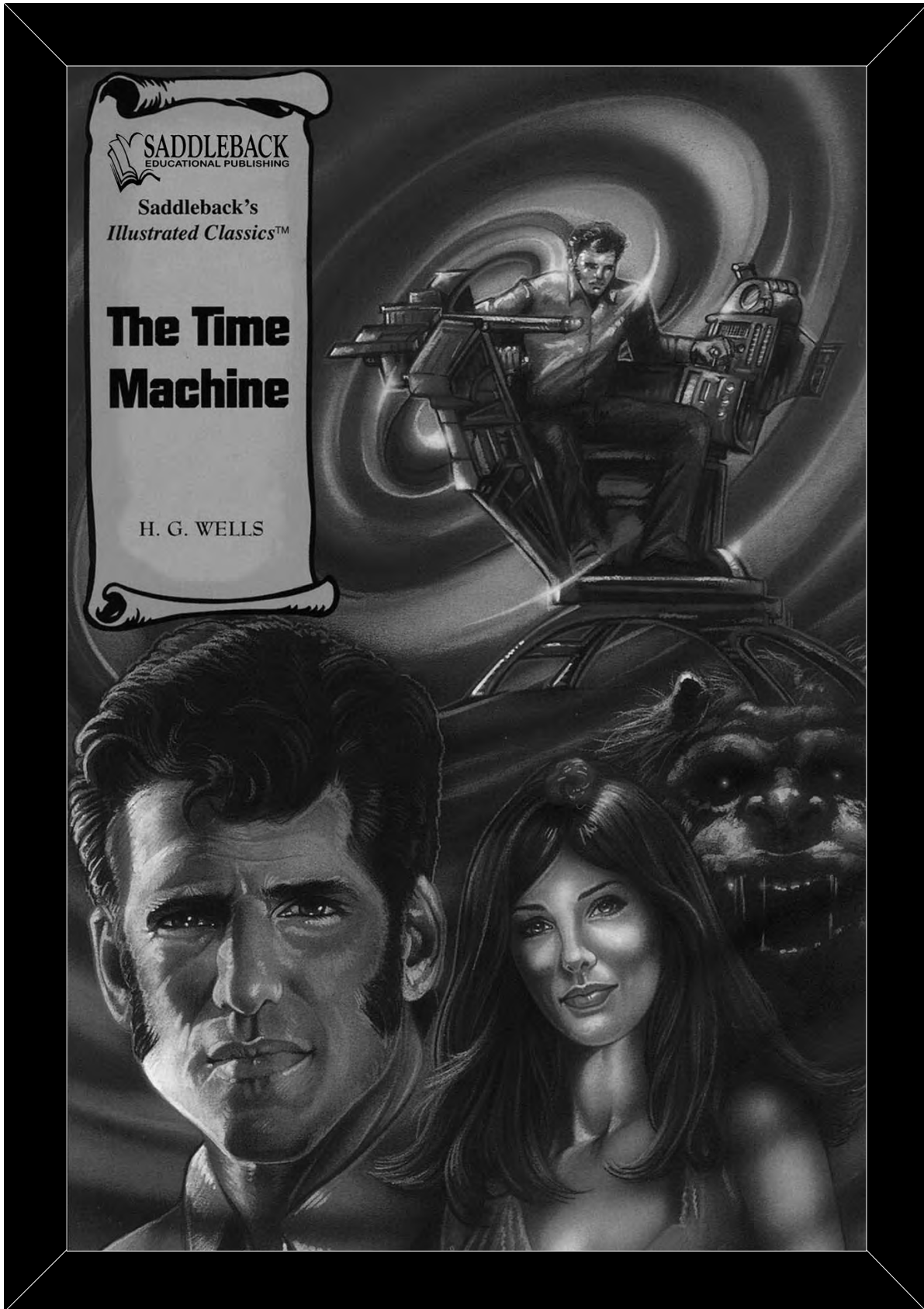


STUDY GUIDE



THE TIME MACHINE

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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:

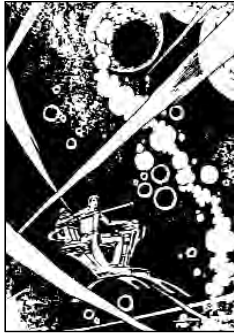
- ▶ **Pre-reading:** Before students begin to read the story, hand out copies of the *Previewing the Story* and *About the Author* exercises. You, or student volunteers, might read them aloud before eliciting answers from the class. The *Interpreting Visual Clues* exercise also lends itself to introducing 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 TIME MACHINE
PREVIEWING THE STORY

1

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 wondered what life will be like thousands of years from now? Do you think human beings of the future will be much different than they are today? The narrator of this story, an inventor called the Time Traveller, was very curious about what the future might hold. To find out, he invented a Time Machine that enabled him to visit the distant future. What do you think had happened to mankind over so many centuries? When he arrived in the future, the Time Traveller was shocked. As you read, see if you are shocked, too!

1. Do you think that a Time Machine might someday be a reality? (Before you answer, remember that inventions such as the automobile and the airplane were once considered ridiculous fantasies!) Give one or more reasons for your opinion.

2. In the midst of his journey, the Time Traveller becomes discouraged about the eventual fate of mankind. He decides, in fact, that people on Earth will one day become extinct. Do you share his view? Explain why or why not.

3. The Time Traveller decided that people had doomed themselves by avoiding problems and allowing their minds to grow weak. Instead of helping each other, they cared only about being comfortable and having a good time. What do *you* think? Are human beings gradually improving or gradually deteriorating? Give reasons for your opinion.

4. Imagine a city of the future—perhaps 500 years from now. Describe the buildings, the people, and any other aspect of daily life that interests you.



THE TIME MACHINE
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. _____ Wells lived in both the 19th and 20th centuries.
2. _____ When he died, H.G. Wells was 90 years old.
3. _____ Wells was known as an accomplished artist as well as an author.
4. _____ The youngest of five children, Wells was his parents' favorite child.
5. _____ Only two of Wells's science fiction stories have been made into movies.
6. _____ As an historian, Wells must have been interested in how past events influenced modern times.
7. _____ Today, H.G. Wells is mainly remembered for his exciting science fiction stories.
8. _____ Wells was barely out of his teens when his first stories were published.
9. _____ Wells's personal space explorations supplied realistic details for his stories.
10. _____ Well's work was based on his scientific knowledge as well as his vivid imagination.

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

- | | |
|---------------------------------------|--|
| 1. A journalist is one who | 3. Those who support social change |
| a. writes a daily journal. | care about |
| b. gathers and reports | a. meeting many people. |
| the news. | b. gaining money and power. |
| c. takes many journeys. | c. improving the public welfare. |
| 2. Modes of transportation are | 4. To receive a scholarship is to get |
| a. ways or methods of | a. better grades than others. |
| b. different routes | b. money for school tuition. |
| c. ideas concerning | c. a handsome certificate. |



In illustrated novels, details in the drawings can show you when and where the story takes place. The pictures can also tell you a lot about the characters and how they feel about what's happening in 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 18—top righthand side.** By looking closely at the drawing, you can conclude that the strange race of people called the Eloi are
 - a. secretive, intelligent, and untrustworthy.
 - b. good-looking, young, and friendly.
 - c. all members of royalty.
- 2. Page 37—bottom righthand side.** Details in the drawing of the two Morlocks suggest that these creatures of the underworld are
 - a. nearly starving to death.
 - b. primitive and dangerous.
 - c. welcoming the Time Traveller.
- 3. Page 8—bottom of page.** The faces the Time Traveller has drawn on the chalkboard are meant to represent
 - a. the effects of time on human a human being.
 - b. his friends, the professors.
 - c. the second and third dimensions.
- 4. Page 34—top righthand side.** By carefully studying the drawing you can tell that the Time Traveller is having his first good look at
 - a. the White Sphinx.
 - b. the Palace of Green Porcelain.
 - c. the entrance to the underworld.
- 5. Page 40—top lefthand side.** By noting details the artist has provided, it is clear that the Morlocks are reaching out for the Time Traveller because
 - a. they are very lonely.
 - b. the flame of his match has gone out.
 - c. they are jealous of the Eloi.
- 6. Pages 46 and 47—full pages.** The details in this illustration make it clear that the Morlocks are
 - a. still chasing the Time Traveller.
 - b. heading toward the upperworld.
 - c. terrified of the forest fire.
- 7. Page 54—bottom righthand side.** By studying the details in the picture, you can see that the strange thing about the crab is that it's
 - a. bigger than the Time Machine.
 - b. an odd pink color.
 - c. nowhere near the water.