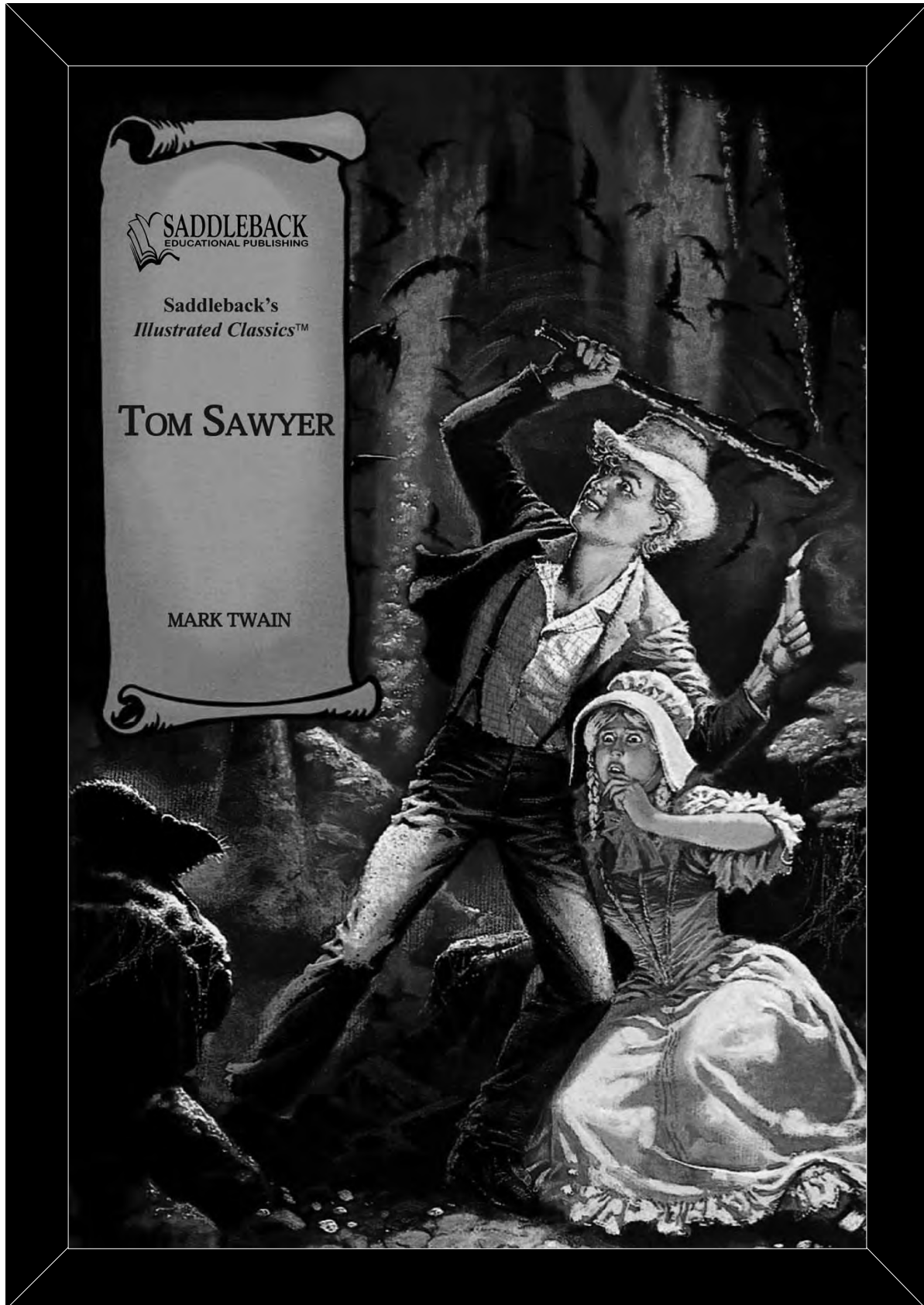


STUDY GUIDE



TOM SAWYER

CONTENTS

Notes to the Teacher	3	7 Word Study: Synonyms and Antonyms	12
Answer Key	5	8 Skills Focus: Compound Words	13
Exercises:		9 Sequence of Events	14
1 Previewing the Story	6	10 Language Study: Figurative Language	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	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.



TOM SAWYER

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!



What do you suppose kids did for fun some 125 years ago? Back then, there were no video games or cell phones; there weren't even TV sets, movie theaters, or radios. You might think that a young girl or boy's life was very boring in those days. But the boy in this story, Tom Sawyer, led a life of fun and excitement. He and his friend Huckleberry Finn had many adventures. There wasn't anything "boring," for example, about witnessing a crime in a graveyard or finding buried treasure!

1. Tom and his friend Huck were country boys who lived in a small town on the Mississippi River. Do you think that, even today, life is a lot different for "country kids" than it is for "city kids"? Explain why or why not.

2. Unlike Tom and Huck, many of today's young people spend their free time playing games on their computers and watching television. Name two or three entertaining activities that *don't* rely on modern inventions of any kind.

3. When he's told to paint a fence, Tom cleverly tricks several friends into doing it for him. Have you ever figured out a clever way to get out of a chore you didn't want to do? Explain what happened.

4. Would you testify in court about a crime you'd witnessed—even if the criminal might come after you for doing it? Explain how you would handle such a situation and why you would do it.

5. To make a pretty girl like him, Tom takes the blame for something she did. Under what circumstances would you take the blame for something you didn't do? Give an example.



TOM SAWYER
ABOUT THE AUTHOR

2

A. Read about the life of the author on the page before the story starts. Think about what you have read as you study the statements below. Then write **T** for *true*, **F** for *false*, or **NM** for *not mentioned* next to each statement.

1. ____ Samuel Clemens was born in the state of Florida.
2. ____ When he died, Samuel Clemens was seventy-five years old.
3. ____ *The Adventures of Huckleberry Finn* was the first book the author wrote.
4. ____ Clemens was better known by his birth name than by his pen name.
5. ____ A *fathom* is a water depth of about four yards.
6. ____ The village of Hannibal is located on the Missouri River.
7. ____ America's Civil War forced Clemens to leave the printing business.
8. ____ Clemens worked hard to end the practice of slavery in America.
9. ____ Clemens chose to write about the rich and powerful rather than about ordinary people.
10. ____ Audiences loved Clemens's dramatic readings from his books.

B. Circle a letter to correctly complete each sentence.

1. **Commercial** boat traffic means boats used
 - a. to go fishing with your friends.
 - b. as a business to make a profit.
 - c. to make a TV commercial.
2. An author might use a **pen name** to
 - a. avoid paying taxes.
 - b. trick a publisher.
 - c. preserve his or her privacy.
3. The work of a writer described as a **humorist**
 - a. makes people laugh.
 - b. contains many jokes.
 - c. has funny illustrations.
4. A **sequel** is a book or movie that
 - a. introduces the first chapters of a long story.
 - b. establishes an author's reputation.
 - c. continues a story begun in an earlier book or movie.



TOM SAWYER

INTERPRETING VISUAL CLUES**3**

Illustrated novels tell a story in pictures as well as in words. Details in the artist's drawings give you important information about when and where the story takes place. Details can also tell you a lot about 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.

- 1. Page 16—bottom righthand side.**
What can you tell about the teacher from the way the artist has drawn him?
 - a. He is happy to see Tom.
 - b. He is a kind, gentle man.
 - c. He is angry that Tom is late.
- 2. Page 13—bottom lefthand side.**
Look closely at the picture of Aunt Polly. How do you think she feels about the job Tom did on the fence?
 - a. disappointed
 - b. proud
 - c. critical
- 3. Page 47—bottom of page.** After telling Welshman Jones about the criminals' evil plan, Huck hears shots and an explosion. How does he feel and what does he do?
 - a. Terrified, he runs away.
 - b. Furious, he hurries to help.
 - c. Curious, he goes to watch.
- 4. Page 36—top righthand side.**
Notice the details the artist uses to show how angry the teacher is. Becky's reaction shows that she is
 - a. talking back to the teacher.
 - b. embarrassed and a bit fearful.
 - c. about to deny that she did it.
- 5. Page 51—bottom lefthand side.** Look closely at the picture. When Tom finds an exit from the cave, how does he plan to find his way back to Becky?
 - a. by following a trail of string
 - b. by drawing a detailed map
 - c. by loudly calling out to her
- 6. Page 39—middle of page.** The details and placement of the characters pictured show that Tom is
 - a. trying to capture Injun Joe.
 - b. friendly with Injun Joe.
 - c. dreaming about Injun Joe.
- 7. Page 27—top lefthand side.** How does the artist show that Tom is heartbroken by Becky's rejection?
 - a. He's running barefooted down the lane.
 - b. His head is hanging down, and his hands are stuffed in his pockets.
 - c. He's talking to the ground.