

URBAN UNDERGROUND

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URBAN
UNDERGROUND

Shadows of
GUILT

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SADDLEBACK

TEACHER'S RESOURCE GUIDE

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To the Educator

Written for young adults, the Urban Underground series confronts issues that are of great importance to teens, such as friendship, loyalty, drugs, gangs, abuse, urban blight, bullies, and self-esteem to name a few. More than entertainment, these books can be a powerful learning and coping tool when a struggling reader connects with credible characters and a compelling storyline. The highly readable style and mature topics will appeal to young adult readers of both sexes and encourage them to finish each novel. Paperback books look and feel like a trade edition and are complete in just under 200 pages.

This teacher's guide provides ideas and reproducible worksheets to support the book and extend students' reading skills. The key at the end of this guide provides answers and example responses.

Different Ways to Present the Book

Students who are more confident may be encouraged to read the book on their own after reading one or two chapters as a class. If your students are familiar with the Urban Underground series, you might begin by having them review what they already know about various characters. The summaries on the back cover are a great starting point.

Although most activities are designed for use after reading the book, some are for pre-reading, and a few activities may be used during the reading. These activities were designed for a variety of teaching styles. You can distribute all of the activities at once or pick-and-choose the skills you want to reinforce.

How to Build Connections

Each book gives more insight into the teen characters. Since some characters appear in subsequent stories, you may wish to create character webs and have students continue to add to them as you read the series together.

The Urban Underground series is set in a fictional city. If your students live in an urban area, you may ask them to note any similarities to their own lives as they read the novels.

Reading Strategies

The activities in this Teacher’s Resource Guide focus on giving struggling readers the tools to construct, extend, and examine the meaning of text. Included are essential elements in reading literacy as identified by the National Assessment of Educational Progress.

Vocabulary

Vocabulary skills include decoding words, using words correctly, understanding meanings, and extending the actual amount of words the students know. Increased competency with vocabulary increases fluency when reading both silently and aloud—as students decode or recognize words more easily, they will be able to determine and extend the meaning of entire passages more easily as well.

Initial Understanding

Initial understanding of text is the initial impression of what was read. Skills include identifying details and facts from text read, and recognizing aspects of literal text, such as sequence of events or main ideas. Without initial understanding, no reader would be able to comprehend the text on a higher level.

Developing Interpretation

Developing interpretation goes beyond the initial impression to develop a more complete understanding of what was read. The reader must distinguish between and compare separate concepts in a text to extend its meaning. Examples of interpreting skills include differentiating facts from opinions, making comparisons, summarizing, and identifying cause-effect relationships.

Personal Reflection and Response

Personal reflection and response requires readers to relate topics to their own experience. As students connect their own experiences with text, information becomes clearer. Having internalized ideas, readers can much more easily express their responses.

Demonstrating a Critical Stance

Demonstrating a critical stance requires readers to detach themselves from the text in order to consider and evaluate it. A critical response may include identifying the intended audience and critiquing the text.

BUILDING BACKGROUND KNOWLEDGE | Drunk Driving Survey

DIRECTIONS: Take the survey. Circle the appropriate answer. Discuss the results as a group.

1. Do you think it should be illegal to drive after drinking alcohol?

Yes / No

2. If someone under 21 gets caught drinking alcohol, even though they were not driving, they get their license suspended for a year.

I agree / I disagree

3. First time DUI offenders usually receive a day in jail and a one-year license suspension.

I think these penalties are:

Too harsh / Just right / Not enough

4. Do you know someone who has been arrested for a DUI?

Yes / No

5. Do you know someone who has been injured or killed by a drunk driver?

Yes / No

6. How many people die from alcohol-related accidents in the United States every year?

17,000 / 10,000 / 5,000

7. Is there ever a time when drinking and driving is OK?

Yes / No

8. In your opinion, what is the worst thing about drunk driving?

Statistics gathered from Mother's Against Drunk Driving

VOCABULARY | Glossary

DIRECTIONS: Below is a list of vocabulary words from *Shadows of Guilt*. For your ease, they are organized in the order they appear in the book. Review the words before, during, and after reading the story. Create your own Urban Underground Dictionary by adding other difficult words from the story to the list below.

snarl (snahr)l)—to speak in a threatening manner

fortify (fawr-tuh-fahy)—to make strong, to protect against attack

culprit (kuhl-prit)—a person guilty of an offense

coot (koot)—a foolish or crotchety person

surreal (suh-ree-uh)—unreal, having a strange quality, like a dream

rabid (rab-id)—furious or raging, mad

hostile (hos-tl)—pertaining to an enemy, not friendly

delusional (dih-loo-zhuhn)—a false belief or opinion

reflexive (ri-flek-siv)—reflex, responsive

dubious (doo-bee-uhs)—doubtful, questionable

miscreant (mis-kree-uhnt)—a vicious or depraved person

relish (rel-ish)—a pleasing or enjoyable quality

enable (en-ey-buhl)—to make possible, to give power

ornery (awr-nuh-ree)—an unpleasant temper, stubborn

stern (sturn)—firm or strict

remorse (ri-mawrs)—deep regret for wrongdoing

avenge (uh-venj)—to take vengeance on behalf of

zeal (zeel)—passion or fervor for a person or cause

lament (luh-ment)—to feel or express sorrow

carping (kahr-ping)—characterized by fussy faultfinding

cluster (kluhs-ter)—a group of things or persons close together

agitated (aj-i-tey-tid)—excited or disturbed

isolated (ahy-suh-ley-tid)—separated from persons or things

trifle (trahy-fuhl)—something of very little value

VOCABULARY | Parts of Speech Search

DIRECTIONS: Sometimes words have more than one meaning. Circle the part of speech that matches the meaning of the italicized vocabulary word in the sentences below.

- “She was an innocent victim,” he *snarled* in a seething voice.
 - verb—to speak in a threatening manner
 - noun—a snarling sound
- He stared at Jaris with an almost *hostile* look.
 - adjective—not friendly or warm
 - noun—in the military, an enemy soldier or plane
- Jaris hated it when his parents argued but right now things were good and Jaris *relished* the feeling.
 - noun—a taste or flavor
 - verb—to take pleasure in
- “These gangbangers have no consciences,” Jaris *lamented*.
 - verb—to feel or express sorrow or regret
 - noun—a formal expression of mourning especially in verse or song
- Sereeta gathered everybody at the table where the gifts were piled, and she opened each one, raving over the smallest *trifle* as if it was the most desired gift she had ever received.
 - noun—an article or thing of little value
 - verb—to act or talk in an idle way to waste time.

Tense Time

DIRECTIONS: Work on perfecting your tenses. Group 1 is in the past tense. Change them to make them present tense. Group 2 is in the present tense. Change them to make them past tense.

Group 1

relished _____
 lamented _____
 agitated _____
 isolated _____
 sympathized _____
 insisted _____

Group 2

recover _____
 confront _____
 regret _____
 target _____
 lie _____
 fortify _____
 avenge _____