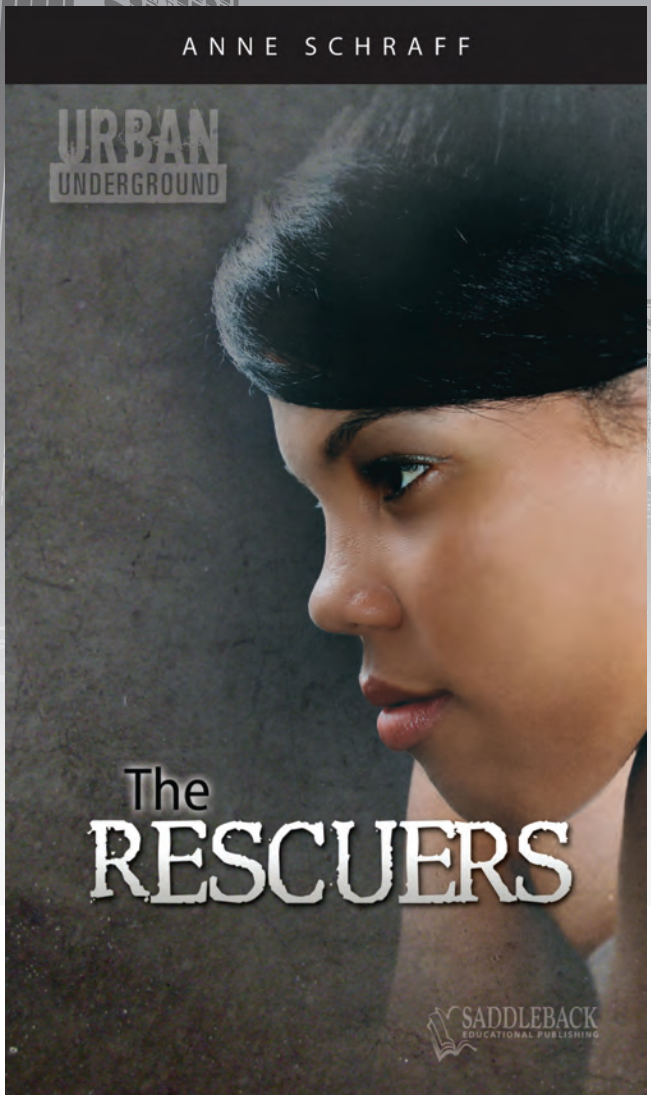


URBAN UNDERGROUND



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 | Opossum Quiz

DIRECTIONS: In the book *The Rescuers*, opossums play a central role in the story. What do you know about opossums? And why might they be important to the story? Answer the following questions before reading the book.

1. What do you know about opossums? Describe how they look and act.

2. How do people generally feel about opossums?

3. Do you think opossums are pests or just part of nature? Explain why.

4. Do you think people should help opossums if they are hurt? Why or why not?

5. Why might opossums be important to the story?

6. Compare people to opossums. What kinds of people in society are like opossums and why?

A Second Look

DIRECTIONS: After reading the book, revisit this page. Do you disagree with any of your answers? If so, explain your new opinion below.

VOCABULARY | Glossary

DIRECTIONS: Below is a list of vocabulary words from *The Rescuers*. 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.

curtailed (ker-**teyld**)—cut short or restricted

insecurities (in-si-**kyoor**-i-teez)—fears or doubts, especially about oneself

kinship (**kin**-ship)—the quality or state of being related; relationship

marsupials (mahr-**soo**-pee-**uhlz**)—types of mammals in which the female carries her young in a pouch on her stomach

parasites (**par**-**uh**-sahytz)—living things which live in or on other living things

hideous (**hid**-ee-uhs)—horrible or repulsive; very ugly

hysteria (hi-**ster**-ee-**uh**)—an uncontrollable outburst of emotion or fear

rational (**rash**-**uh**-nl)—reasonable, sensible, or logical

skeptical (**skep**-ti-**kuhl**)—showing doubt

sympathetic (sim-**pub**-**thet**-ik)—understanding or sharing someone else's feelings

stupor (**stoo**-per)—a state of near-unconsciousness or insensibility

abyss (uh-**bis**)—a deep, immeasurable hole, gulf, or cavity

external (ik-**stur**-nl)—of or pertaining to the outside or outer part

disheveled (dih-**shev**-**uhld**)—messy, disordered, or untidy

underestimate (**uhn**-der-**es**-**tuh**-meyt)—to place too low a value on

mirage (mi-**rahzh**)—something that appears real, but is not

perpetual (per-**pech**-oo-**uhl**)—continuing forever or occurring continually; everlasting; constant

interludes (in-ter-**loodz**)—periods of time that come between events or interrupt something

rapport (ra-**pawr**)—a good relationship or connection

satisfaction (sat-is-**fak**-shuhn)—fulfillment of one's wishes or needs

efficient (ih-**fish**-uhnt)—performing in the best manner with the least waste of time

infuriated (in-**fyoor**-ee-yet-id)—made very angry or enraged

insolent (in-**sub**-luhnt)—boldly rude or disrespectful

abatement (**uh**-**beyt**-muhnt)—the ending, reduction, or lessening of something

loathing (**loh**-thing)—extreme disgust or hatred

VOCABULARY | Scramble Match

DIRECTIONS: In the left column are scrambled vocabulary words from *The Rescuers*. In the right column are definitions for the vocabulary words. First unscramble each word. Then draw a line from each word to its definition.

- | | |
|---------------------|---|
| 1. shertiay _____ | A. reasonable, sensible, or logical |
| 2. sbysa _____ | B. periods of time that come between events or interrupt something |
| 3. alotrian _____ | C. boldly rude or disrespectful |
| 4. trxneale _____ | D. cut short or restricted |
| 5. alereptup _____ | E. the quality or state of being related; relationship |
| 6. craidlute _____ | F. performing in the best manner with the least waste of time |
| 7. tionslen _____ | G. continuing forever or occurring continually; everlasting; constant |
| 8. desterilun _____ | H. an uncontrollable outburst of emotion or fear |
| 9. skhipin _____ | I. of or pertaining to the outside or outer part |
| 10. fintcefie _____ | J. a deep, immeasurable hole, gulf, or cavity |