

# SERIES 1 TEACHER'S RESOURCE GUIDE

**Black Widow Beauty**  
**Danger on Ice**  
**Empty Eyes**  
**The Experiment**  
**The Kula'i Street Knights**  
**The Mystery Quilt**  
**No Way to Run**  
**The Ritual**  
**The 75-Cent Son**  
**The Very Bad Dream**



# QUICKREADS

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## TEACHER'S NOTES

At just 32 pages each, Saddleback's new QUICKREADS have been especially designed for students who don't yet equate "reading" with "enjoyment." The compelling plots and colorful young-adult characters will be highly motivating to all the students in your class. Short sentences and paragraphs, along with extensive use of dialogue, are further enticements to a surprisingly enjoyable reading experience. Before they know it, even your most reluctant readers will be finishing their first QUICKREAD and demanding another.

The handy reproducibles in this guide are the perfect accompaniment to Saddleback's new super-short, super-accessible QUICKREADS. Four activity pages correlate with each QUICKREAD title. The *Pre-Reading Warm-Up* exercise previews challenging vocabulary your students will meet in the story and introduces the book's major themes with intriguing questions to help students relate story situations to their personal lives. The *Who, What, When, Where, Why?* exercise builds a range of comprehension skills—such as character interpretation, sequence of events, cause and effect, and noting details. The *Focus on Words* exercise teaches and tests word analysis skills such as recognizing compound words and figurative language as well as synonyms and antonyms. As its name implies, the *After-Reading Wrap-Up* exercise presents guided questions to help students summarize their own responses to the story they've just read. The generic *Book Report* exercise on the last page can be used with all the QUICKREADS in the series.

## PRE-READING WARM-UP

Are you ready to read a good story? The following questions introduce ideas, themes, and situations you will meet in *Black Widow Beauty*. Draw on your own imagination, experiences, and opinions to write your answers.

### A. THEMES (Write your answers on the back of this sheet.)

1. The story you're about to read is a *mystery*. As in many mysteries, strange things happen. These strange events aren't explained until the end of the story. Think of another mystery you've read or watched. Describe a mysterious event that occurred and how it was later explained.
2. Suppose a friend warned you to stay away from someone you liked but didn't know well. Would you follow your friend's advice? Why or why not?
3. Do you think especially good-looking people have much of an advantage over others? Explain why or why not. Give examples.

### B. VOCABULARY

Use the definitions to help you solve the crossword puzzle. Answers are the words in the box.

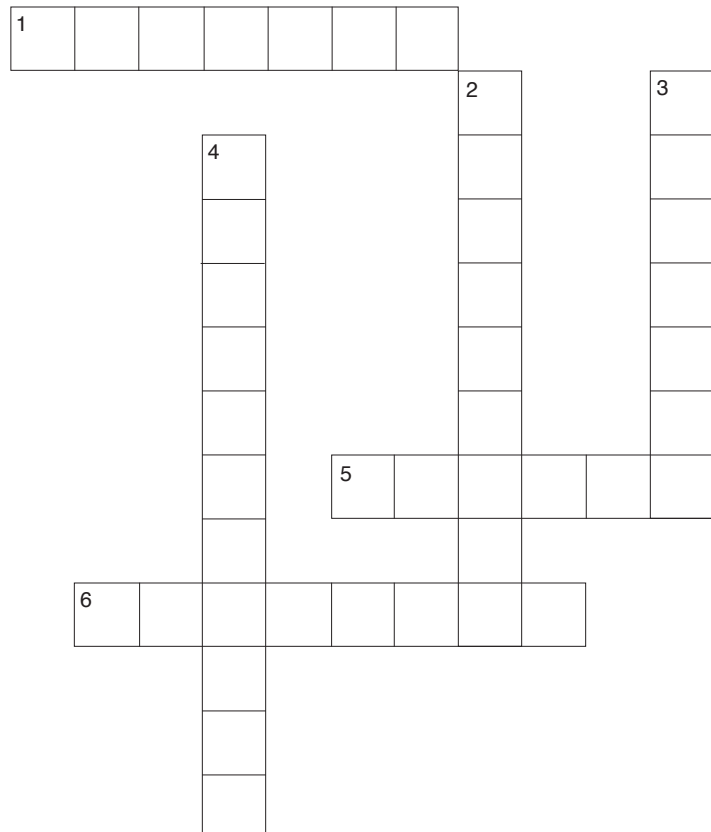
<b>console</b>	<b>voluntarily</b>
<b>careened</b>	<b>glided</b>
<b>skimmed</b>	<b>symbolize</b>

ACROSS

1. to comfort or cheer up
5. moved smoothly
6. lurched or swerved

DOWN

2. to stand for
3. read quickly
4. freely, not forced



## WHO, WHAT, WHEN, WHERE, WHY?

### A. OUT OF CHARACTER

Once we “know” the characters in a story, we expect them to act in certain ways. If they don’t, we say they’re acting *out of character*. Think about the elegant James Bond, for example. If he gobbled a pizza and burped loudly, his behavior would be *out of character*. Decide which behaviors would be *out of character* for Monique. Circle the sentences.

1. Monique has no mirrors in her apartment.
2. Monique can talk people into buying things they can’t afford.
3. Monique loves to get lots of attention and compliments.
4. Monique spends more money on charity than on clothes.
5. Monique tells the truth, even when it makes her look bad.
6. Monique spends her spare time taking care of her crippled aunt.

### B. RECALLING DETAILS

Complete the sentences with words from the story. If you can’t remember, look back through the book.

1. To impress Monique, Greg pretended to be a fan of \_\_\_\_\_  
\_\_\_\_\_.
2. Lew, Ginger, and \_\_\_\_\_ warned Greg to stay away  
from Monique.
3. When Greg and Monique went out, \_\_\_\_\_  
\_\_\_\_\_ spied on them.
4. Monique thought she looked great wearing \_\_\_\_\_.
5. Lew compared \_\_\_\_\_ to a spider.
6. When Lew mentioned the rattler had been in the \_\_\_\_\_,  
Greg knew that Lew had put it there.

## FOCUS ON WORDS

### FIGURATIVE LANGUAGE

Figurative language makes writing more colorful and interesting. Words in a figurative expression aren't meant to be taken literally. For example, a crackpot doesn't mean a "cracked pot," but a crazy person. Read the lines from the story. Then circle a letter to show the best meaning of each italicized figurative expression.

1. "Monique is really *nuts* about country-western music."
  - a. enthusiastic
  - b. hard-nosed
  - c. stubborn
2. Greg *turned to mush*.
  - a. felt sloppy
  - b. felt messy
  - c. felt soft
3. "Am I *king of the mountain* or what?"
  - a. in charge
  - b. a winner
  - c. the tallest
4. Monique *put her in the shade*.
  - a. told her nothing
  - b. was far prettier
  - c. kept her out of the light
5. "It's hard to see the *last chick fly out of the nest*."
  - a. youngest kid leave home
  - b. kids leave home before they're ready
  - c. kids run away from home
6. She *kept a close eye on* Greg.
  - a. was ready to report him
  - b. was prepared to rescue him
  - c. watched him carefully
7. "I *value my neck*."
  - a. I won't let myself get killed.
  - b. I won't let my neck get injured.
  - c. There's a price on my head.
8. A wild thought *crossed his mind*.
  - a. went from one part of his brain to another
  - b. made him confused
  - c. occurred to him