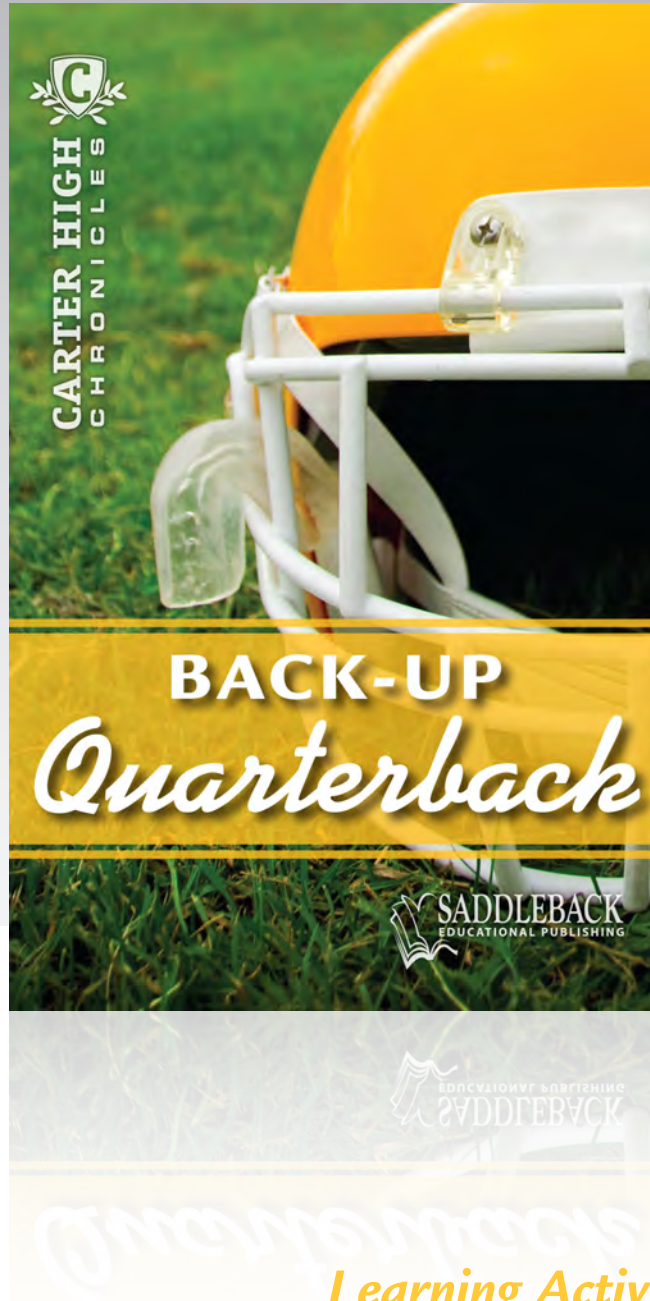




Teacher's Resource Guide

CARTER HIGH CHRONICLES



Learning Activities for
Vocabulary
Initial Understanding
Developing Interpretation
Personal Reflection and Response
Demonstrating a Critical Stance

Table of Contents

To the Teacher	3
Reading Strategies	4

Vocabulary

Compound Words	5
Compound Forms	5
Action Words	6
Follow the Rules	6
Word Sounds	7
What's the Rule?	7
Multiple Meaning Words	8

Initial Understanding

Fact or Opinion?	9
Your Turn	9
Prediction Guide	10

Interpretation

What If	11
Pros and Cons	12
Character Web	12

Reflection

Personal Response	13
-----------------------------	----

Critical Response

Be a Critic	14
-----------------------	----

Answer Key	15
----------------------	----

SADDLEBACK EDUCATIONAL PUBLISHING
www.sdlback.com

Copyright © 2004, 2011 by Saddleback Educational Publishing. All rights reserved. No part of this book may be reproduced in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system, without the written permission of the publisher

Pages labeled © Saddleback Educational Publishing are intended for reproduction. Saddleback Educational Publishing grants to individual purchasers of this book the right to make sufficient copies of reproducible pages for use by all students of a single teacher. This permission is limited to an individual teacher, and does not apply to entire schools or school systems.

ISBN-13: 978-1-61651-313-9
ISBN-10: 1-61651-313-6
eBook: 978-1-60291-961-7

Printed in the United States of America
16 15 14 13 12 11 3 4 5 6 7 8

To the Teacher

The Carter High Chronicles

Organization

The Carter High Chronicles series introduces the students at the fictional Carter High School. Many of the same characters—students, teachers, and coaches—appear in more than one story. As in real life, their stories are intertwined. The books are not sequential and may be presented in any order.

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

Reading the book as an entire class might be helpful for lower-functioning readers. 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 Carter High series, you might begin by having them review what they already know about various characters.

Although most activities are designed for use after reading the book, some are best completed before students read. 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.

Reading Strategies

The activities in this Teacher’s Resource Guide focus on giving lower-level 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 or unreflected understanding 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 more clear. 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.

Vocabulary • Compound Words

What do these words have in common?

nobody

keyboard

notebook

They are compound words. Compound words are formed by two words combined. When used together, they have a different meaning than when they stand alone.

Directions: Form compound words by pairing words from the lists below. Write at least 12 compound words on the lines.

up	back	yard
week	school	end
foot	ball	mixed
quarter	grand	high
mother	down	thing
side	some	any
one	touch	out

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Compound Forms

Not all compound words are alike. Some are formed by putting two words together with no space between them, such as *touchdown*. Others connect the words with a hyphen, such as *back-up*. A few compound words are open, such as *end zone*.

Directions: Use a dictionary to check that you formed each compound word correctly. Rewrite any words that were not written correctly.

Vocabulary • Action Words

Words that show action are called verbs. Action can take place in the past, present, or future. We change verbs to show past action in different ways.

I **pass** the football. I **passed** the football.
 I **tackle** the lineman. I **tackled** the lineman.

Pass and *tackle* are regular verbs. Form the past tense by adding *-ed*. Just add a *-d* if the verb ends in *e*.

I **carry** the football. I **carried** the football
 I **hop** into the end zone. I **hopped** into the end zone.

Carry and *hop* are regular verbs. To form the past, change *y* to *i* before adding *-ed*. If the word ends in a vowel + a consonant, double the consonant before adding *-ed*.

I **run** with the football. I **ran** with the football.

Run is an irregular verb. The past tense is formed in a different way for each irregular verb.

Directions: Sort these words into two groups based on how the past is formed. Write the past tense of each word under the correct heading.

answer	do	hope	lie	say	trot	go
ask	stop	hurry	run	surprise	try	date

Regular Verbs

Irregular Verbs

Follow the Rules

Directions: Look at the list of regular verbs above. If you needed to change the ending before you add *-ed*, circle the verb. Add some verbs from the book to each list.

Vocabulary • Word Sounds

Listen to the *c* sound in these words. Do you notice anything unusual?

chip **cap** **city**

The *c* stands for a different sound in each word.

The letter *c* can stand for several different sounds. The soft *c* in *celery* and *city* sounds like *s*. The hard *c* in *cake* and *cap* sounds like *k*. The letter pair *ck*, as in *dock*, also sounds like *k*. And *ch* and *tch* in *champ* and *catch* make their own sound.

Directions: Read aloud the *c*-words in the word box. Sort the words into groups, then label each group. Words with more than one *c* may be sorted into more than one group. Add more *c*-words to each group.

practice	chapter	pick	nice	matching	face	second
coach	could	office	excited	care	coming	patch
back	each	quickly	exercises	because	welcome	choose

What's the Rule?

Directions: Choose a group that you labeled above. Write a rule to tell how to say the *c* sound in each word.
