



Teacher's Resource Guide

CARTER HIGH CHRONICLES



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

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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 • Word Sounds

What is interesting about these words?

bag **sing** **germ**

The *g* sound is different in each word.

The letter *g* can stand for several different sounds. The *g* in *bag* and *gap* sounds like a hard *g*. The soft *g* in *germ* and *bridge* sounds like *j* and is spelled with *-ge* or *-dge*. The letter pair *-ng* as in *sang* and *bring* makes its own sound.

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

girlfriend	tangle	anything	game	talking	gem	huge
magic	rang	gum	ledge	garage	matching	giant
along	going	again	edge	page	ring	tag

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

What's the Rule?

Look at each group of words above. Notice the sound the *g* in each word makes. Look carefully at the letters around the *g*.

Directions: Choose a group. Write a rule to tell how to say the *g* sound in each word.

Vocabulary • Compound Words

A compound word is formed by two words that, when used together, have a different meaning than when they stand alone.

anybody ice cream one-half
afternoon firefly notebook

Directions: Form compound words by pairing words from the list below.
Write at least 10 on the lines.

to	body	night	no	girl	one	mid
week	home	end	thing	some	friend	any
foot	work	ball	side	any	thing	in

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

Write Sentences

Directions: Write three sentences about the story *The Best Week Ever* using compound words you formed above.

Vocabulary • Synonyms and Antonyms

How are these words related?

good - great good - bad

The first pair of words are **synonyms**, or words that mean the same—or almost the same thing. The second pair are **antonyms**, or opposites.

Directions: For each pair of words, write **A** if the words are antonyms or **S** if the words are synonyms.

- | | |
|----------------------------|----------------------------|
| _____ 1. someone – nobody | _____ 6. interest – bore |
| _____ 2. chef – cook | _____ 7. yard – lawn |
| _____ 3. study – learn | _____ 8. unsure – certain |
| _____ 4. remember – forget | _____ 9. throw – catch |
| _____ 5. stop – rest | _____ 10. hurried – rushed |

Do It Yourself

Directions: For each word, write one synonym and one antonym.

	Synonyms	Antonyms
1. easy	_____	_____
2. win	_____	_____
3. shut	_____	_____
4. friend	_____	_____
5. work	_____	_____
6. rise	_____	_____
7. watch	_____	_____
8. help	_____	_____