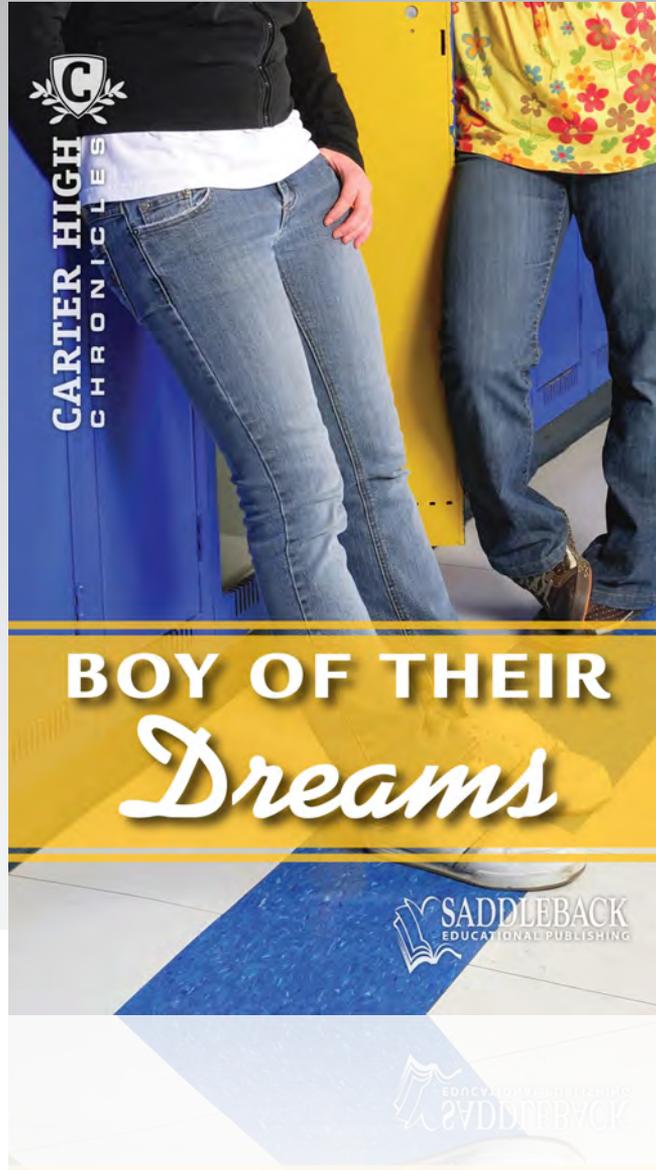




# Teacher's Resource Guide

# CARTER HIGH CHRONICLES



## BOY OF THEIR *Dreams*

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*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 • Grouping

What do these words have in common?

tackle      pass      huddle      block

You can make these words into a group because they all are about football.

**Directions:** Cross out the word that does not belong. Circle the word that tells about the other three. Then add a new word that belongs in the group.

new      Clay      Gail      Griff      lost      \_\_\_\_\_

Tell why you chose the new word and how it fits with the other words in the group.

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## Form Groups

**Directions:** The list below contains words that could be organized into four groups that tell about different parts of the story. Find the three words that belong in each group and write them on the lines.

loyalty  
call  
hall

practice  
game  
friendship

field  
watch  
lunch

together  
volleyball  
practice

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

## Vocabulary • Definitions

You may know what a semester is, but can you explain it in simple terms? Try below!

**Directions:** For each word below, write a definition. Then look the word up in a dictionary and write its definition. How close was yours?

1. volley My definition: \_\_\_\_\_

Dictionary definition: \_\_\_\_\_

2. tackle My definition: \_\_\_\_\_

Dictionary definition: \_\_\_\_\_

3. semester My definition: \_\_\_\_\_

Dictionary definition: \_\_\_\_\_

## Numerical Word Parts

The word part *sem* means six or half. Many words use number word parts. The word may contain all, part, or slightly different letters.

*bi* – two

*tri* – three

*quad* – four

*penta* – five

*hexa* or *sext* – six

*octa* – eight

*deci* – ten

*cent* – one hundred

**Directions:** Underline the numerical word part. Then use what you know about word parts to define the word.

1. semi-circle \_\_\_\_\_

2. octopus \_\_\_\_\_

3. bicentennial \_\_\_\_\_

4. tripod \_\_\_\_\_

5. hexapod \_\_\_\_\_

6. pentagon \_\_\_\_\_

7. quadruplets \_\_\_\_\_

8. dime \_\_\_\_\_

## Vocabulary • Adverbs

*The tall girl ran swiftly around the track.*

How did the girl run? *swiftly*

Adverbs describe verbs. Many adverbs are adjectives with *-ly* added to the end.

bold – boldly      quiet – quietly      nice – nicely      true – truly

Adverbs also add meaning to adjectives and other adverbs.

**very** bold      **so** quiet      **quite** nicely      **not** true

Adverbs answer the questions *how* or *how much*?

**Directions:** Circle the adverb in each sentence. Draw a line from the circle to the word the adverb describes. The first one is done for you.

1. Griff    only    spoke  enough    for    Kim    to    hear.
2. Kim    walked    slowly    into    the    lunchroom.
3. Fran    was    very    excited    about    meeting    the    new    boy.
4. The    girls    ate    quickly.
5. Some    people    thought    Mr.    Wong    was    too    hard.
6. Kim    politely    welcomed    the    new    girl.

### Fill in the Adverb

**Directions:** Complete each sentence with an adverb. You can use your own or an adverb from the activity above.

1. The car rumbled \_\_\_\_\_ down the street.
2. The mother cat carried her kittens \_\_\_\_\_ .
3. The students ate \_\_\_\_\_ .
4. The movie was \_\_\_\_\_ good!
5. The artist painted \_\_\_\_\_ .