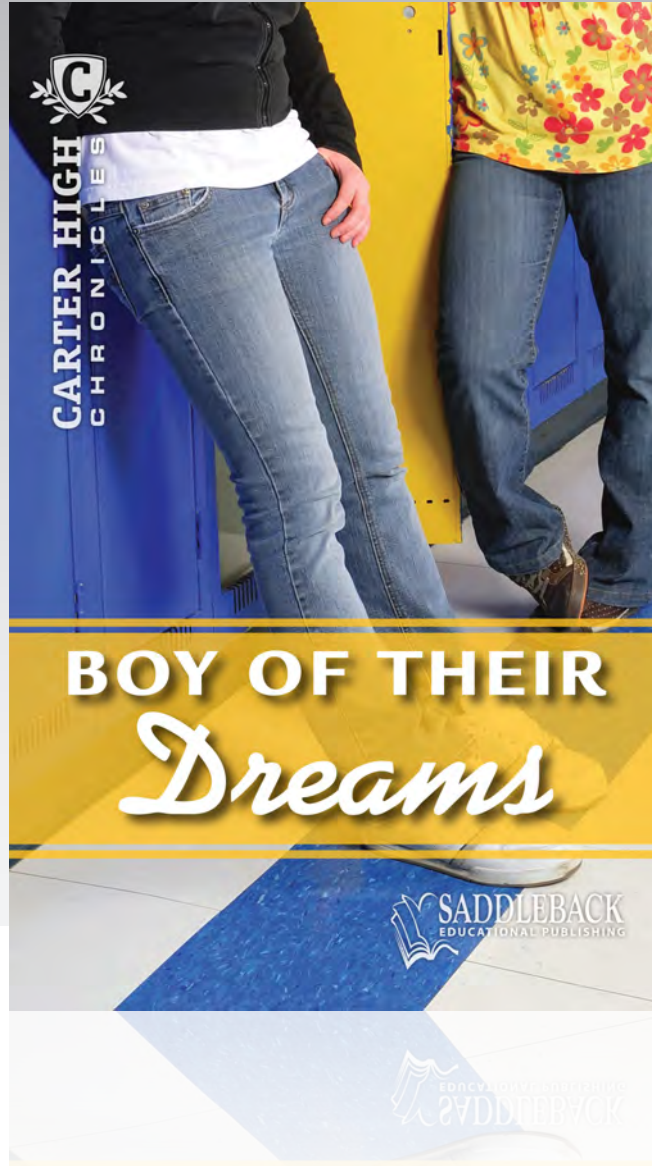




Teacher's Resource Guide

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 • 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.

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 loudly 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 _____ .