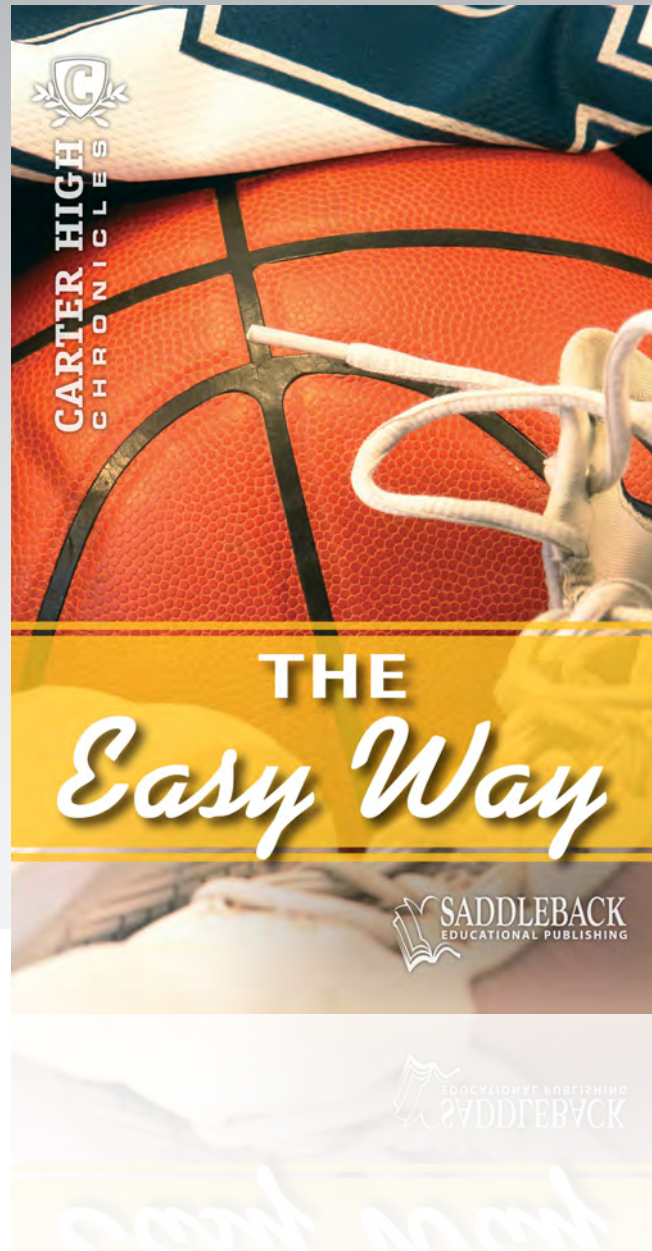




Teacher's Resource Guide

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

Multiple Meaning Words	5
Word Ladders	6
How Does It Relate?	6
Analogies.....	7
Create Your Own Analogies.....	7
Grouping	8
Form Groups	8

Initial Understanding

How Do They Fit?.....	9
Headlines	10

Interpretation

Before, During, After	11
Compare and Contrast.....	11
Theme.....	12
Think About Themes.....	12

Reflection

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

Critical Response

What Do YOU Think?	14
--------------------------	----

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

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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 • Multiple Meaning Words

English words can be confusing! Read this sentence:

I need to get **fit** so I can **fit** into my favorite jeans.

The word *fit* appears twice in the sentence. Each time it means something different. Many words have more than one meaning. A word can be a noun in one sentence and a verb or adjective in another. For example:

Grade is a noun in this sentence:

Miss Brent warned, “Don’t let your **grade** drop.”
herself.

Grade is a verb in this sentence:

Miss Brent would **grade** the tests

Directions: Below each phrase or sentence about the story are two definitions. Circle the letter of the best definition for the word in bold type.

1. *The **Easy** Way*

A. *adjective* – easygoing socially

B. *adjective* – putting forth little effort

2. Laine and Tess were in the same history **class**.

A. *noun* – social rank

B. *noun* – time of being taught

3. Laine wanted to go home to **shoot** some baskets.

A. *verb* – to throw

B. *verb* – to record on film

4. The girls helped each other **study** for the test.

A. *noun* – a room for reading

B. *verb* – to examine and memorize

5. Miss Brent had Griff **pass** back the tests.

A. *verb* – hand over

B. *noun* – a throw to a teammate

6. Laine had mixed up some of the **dates** on her history test.

A. *noun* – named times

B. *verb* – goes out with

7. Laine got tired because she was not in **shape**.

A. *verb* – to form

B. *noun* – good condition

8. The basketball game was a **home** game that day.

A. *noun* – place where one lives

B. *adjective* – of the headquarters

Vocabulary • Word Ladders

Laine went from being a starting player to sitting on the bench. She had to learn to be a team player in order for the team to win.

Directions: Change one letter in each word to create the next word described.

a group working together	team	to make an effort	try
hot drinks	teas	to open with a lever	_____
place value greater than ones	_____	to settle a bill	_____
metal containers, often used for cookies	_____	a wide container for cooking	_____
finishes first in a contest	wins	is able	can
<hr/>		<hr/>	
to move swiftly on foot	run	performs in a sport	plays
playful activity	_____	forms a scheme	plans
an extra limb on some fish	_____	flying vehicle	_____
in shape and healthy	fit	location	_____
		inner contentment	_____
		fuzzy fruit	_____
		sand on a shore	_____

How Does It Relate?

Directions: Choose one set of words above. Tell how the first and last words in the list relate to the story.

Vocabulary • Analogies

Run is to Fit as Study is to Smart.

The sentence above is an **analogy**. Analogies can also be written like this:

Run : Fit :: Study : Smart

Analogies are based on relationships between word meanings, such as:

- antonyms (opposites) – Sit : Stand
- synonyms – Trash : Garbage
- descriptive – Tiny : Ant
- part to whole or whole to part – Gears : Bike
- item to category or category to item – Basketball : Sports

Directions: Decide how the first pair of words relates to each other. Write the type of analogy it is in front of the item number. Then write a word that completes the analogy.

category to item 1. Baseball : Pitch :: Basketball : _____

_____ 2. Tired : Energetic :: Asleep : _____

_____ 3. Lazy : Idle :: Strong : _____

_____ 4. Notes : Class :: Practice : _____

_____ 5. Lose : Win :: Fail : _____

_____ 6. Miss Brent : Concerned :: Laine : _____

Create Your Own Analogies

Directions: Write your own analogies. Make sure both pairs of words relate to each other in the same way.
