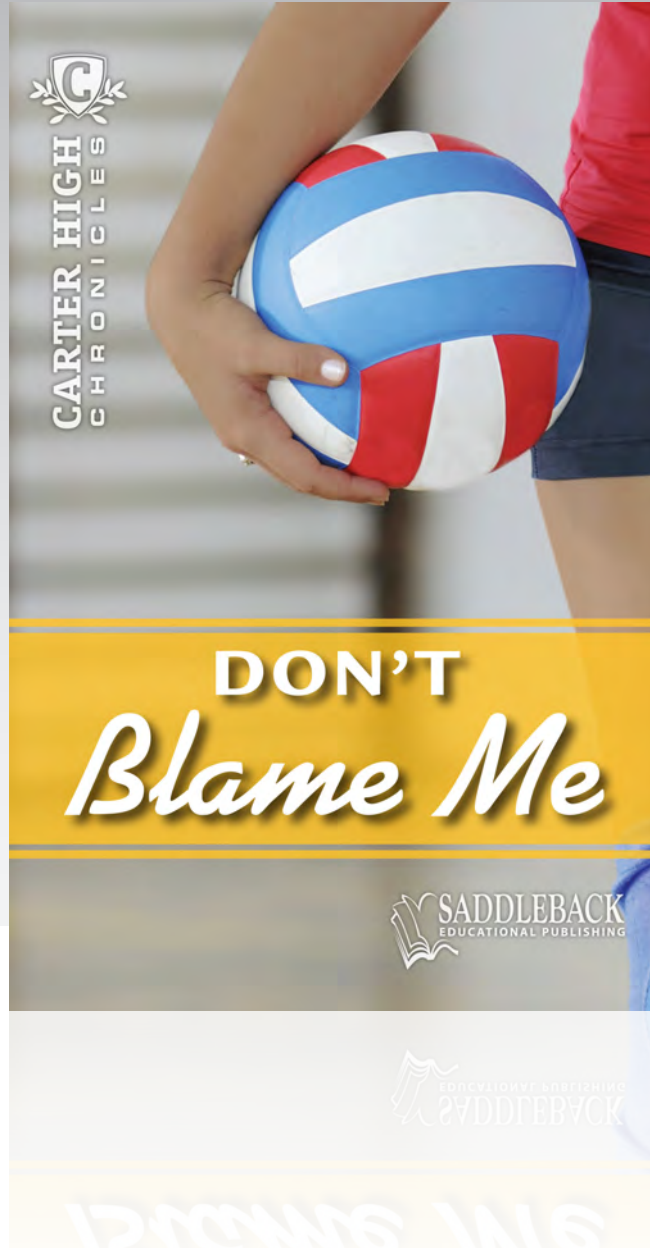




# Teacher's Resource Guide

# 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 • Words Ending With y

What is interesting about this sentence?

*Rey will carry the volleyball carefully.*

Most words in the sentence have a *y*.

Nouns ending in *y*:

- If the word ends with a consonant then *y*, make the word plural by changing the *y* to *i* then add *es*.
- If the word ends with a vowel then *y*, simply add *s*.

Verbs ending in *y*:

- If the word ends with a consonant then *y*, change the *y* to *i* then add *es* or *ed*.
- If the word ends with a vowel then *y*, simply add *s* or *ed*.

**Directions:** Look at the underlined words. Write them in the correct place in the chart. Then complete the chart.

The boys carried their trays to a table.

Try to keep the ball going for a volley.

The bunny will scurry back if we go near.

Mommy cats worry over their new kitties.

Her hobby is that she plays with clay.

The days seem to hurry along.

When he stays here, it is like a ray of sun.

The man said to ready yourself.

NOUNS	
singular	plural
boy	boys
	trays

VERBS		
base word	present tense	past tense
carry	carries	carried

# Vocabulary • Grouping

What do these words have in common?

tag      catch      war      rummy

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

**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.

- |            |           |          |        |            |       |
|------------|-----------|----------|--------|------------|-------|
| 1. serve   | set       | spike    | goal   | volleyball | _____ |
| 2. history | classes   | science  | sports | math       | _____ |
| 3. second  | first     | next     | order  | win        | _____ |
| 4. Rose    | Mrs. Frey | students | Griff  | June       | _____ |

## Form Groups

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

anger	quickly	temper
back-up	fast	replacement
unkind	substitute	hurriedly

_____	_____	_____
_____	_____	_____
_____	_____	_____

## Initial Understanding • Cloze

**Before You Read:** Read the paragraph below about the story. Write words in the blank that make sense in the sentence.

“I asked Kim to 1) \_\_\_\_\_ with me. I needed some  
2) \_\_\_\_\_ with my science homework. And I had to turn it in  
right 3) \_\_\_\_\_ lunch,” Zack said.

June didn’t believe 4) \_\_\_\_\_ .

“Kim isn’t in your science 5) \_\_\_\_\_ ,” June said.

Zack said, “No, she isn’t. But we have the same teacher. And my class does the same  
6) \_\_\_\_\_ her class does.”

June didn’t know what to 7) \_\_\_\_\_ .

**After You Read:** Now write words that make sense in the sentence and in the story. Reread or skim the book, if needed. Then answer the question below.

“I asked Kim to 1) \_\_\_\_\_ with me. I needed some  
2) \_\_\_\_\_ with my science homework. And I had to turn it in  
right 3) \_\_\_\_\_ lunch,” Zack said.

June didn’t believe 4) \_\_\_\_\_ .

“Kim isn’t in your science 5) \_\_\_\_\_ ,” June said.

Zack said, “No, she isn’t. But we have the same teacher. And my class does the same  
6) \_\_\_\_\_ her class does.”

June didn’t know what to 7) \_\_\_\_\_ .