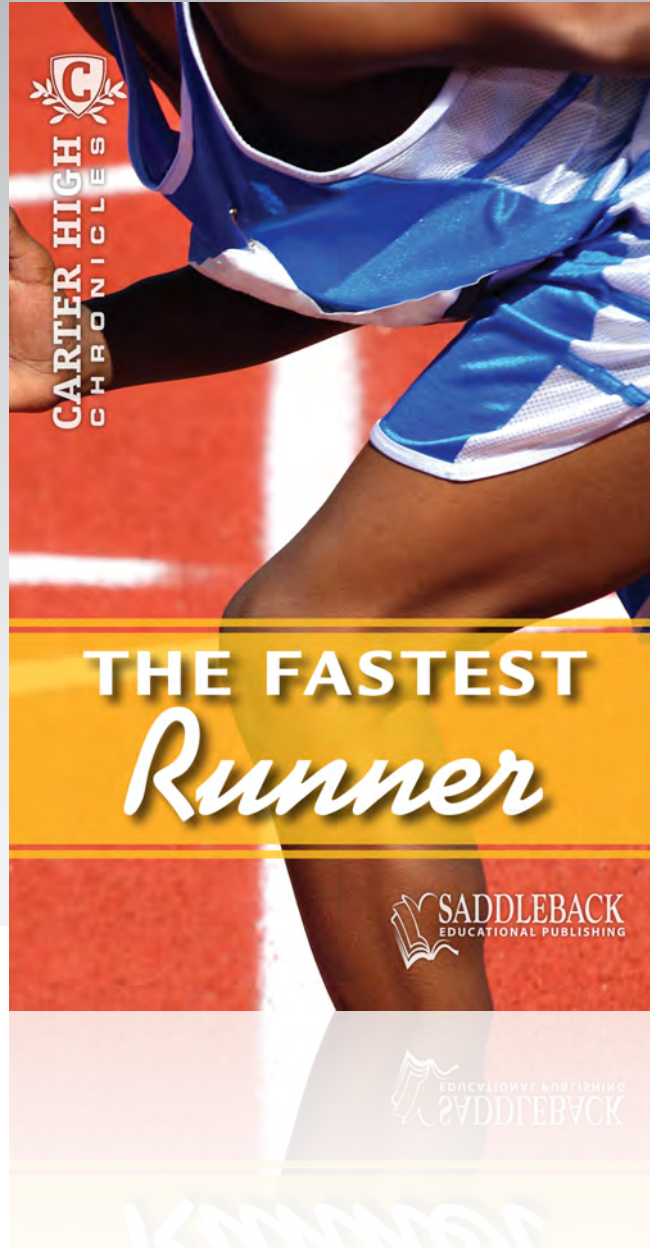




# Teacher's Resource Guide

# 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 • Multiple Meaning Words

What does the word *runner* mean? The word is used in two different ways in this sentence: The *runner* tripped on the *runner* by the door.

Many words in English, such as *runner*, have more than one meaning.

**Directions:** Read each sentence. Choose the best meaning of the italicized word in the sentence.

1. The *runner* on the floor was dirty.  
A. *runner* – a person who runs                      B. *runner* – a narrow carpet
2. Ben wanted to run in the track *meet*.  
A. *meet* – to be introduced                      B. *meet* – a contest or competition
3. The students wanted to know what *class* they had next.  
A. *class* – time for lessons                      B. *class* – a separation by rank or quality
4. Mr. Mann coached the *track* team at Carter High.  
A. *track* – sport usually involving racing                      B. *track* – a mark where something passed by
5. Some students thought the math exam was too *hard*.  
A. *hard* – firm                      B. *hard* – difficult
6. Only students with good *grades* could compete in sports.  
A. *grades* – groups of students at the same level                      B. *grades* – letters showing a student’s level of skill

### More Meanings

**Directions:** Choose two words from above. Write a sentence for each using the other meaning of the word.

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## Vocabulary • Syllabication

Can you say the word *syllabication*? Try breaking it down: syl-la-bi-ca-tion. Breaking a word into syllables can help you read a word.

**Directions:** Use the clues to complete the sentences with words from the box.

|         |         |           |
|---------|---------|-----------|
| forfeit | hurdles | gymnasium |
| failed  | field   | laps      |

1. Juan was good at jumping \_ \_ \_ / \_ \_ \_ \_ .
2. The sport of track is actually “track and \_ \_ \_ \_ .”
3. The word gym is short for “ \_ \_ \_ / \_ \_ / \_ \_ / \_ \_ .”
4. Track practice often begins with running \_ \_ \_ \_ .
5. Ben didn’t pass math, he \_ \_ \_ \_ \_ .
6. The team did not play, but instead they had to \_ \_ \_ / \_ \_ \_ \_ \_  
the game.

## Write Your Own Definitions

**Directions:** Use the clues above and a dictionary to write a definition for each word.

forfeit \_\_\_\_\_

failed \_\_\_\_\_

hurdles \_\_\_\_\_

field \_\_\_\_\_

gymnasium \_\_\_\_\_

laps \_\_\_\_\_

## Vocabulary • Misspelled

What's wrong with the list of words below? Each word is misspelled.

**Directions:** Correctly rewrite each word. Use a dictionary or find the word in the story, if needed.

- |                   |                    |
|-------------------|--------------------|
| 1. suprise _____  | 8. runing _____    |
| 2. practise _____ | 9. passd _____     |
| 3. trak _____     | 10. titel _____    |
| 4. hurdels _____  | 11. cheked _____   |
| 5. hurried _____  | 12. week end _____ |
| 6. wistle _____   | 13. exsited _____  |
| 7. laffed _____   | 14. studyed _____  |

### Carter High Dictionary

How did you do on correcting the misspellings? Add any difficult words to your own Carter High Dictionary.

Set up a "Carter High Dictionary" by stapling together 13 pages. Write a letter or a group of letters on each side. For example, P – Q words would probably fit on one page.

**Directions:** As you read, write any challenging or unfamiliar words and their definitions on the correct page. Add new words as you read each Carter High book.