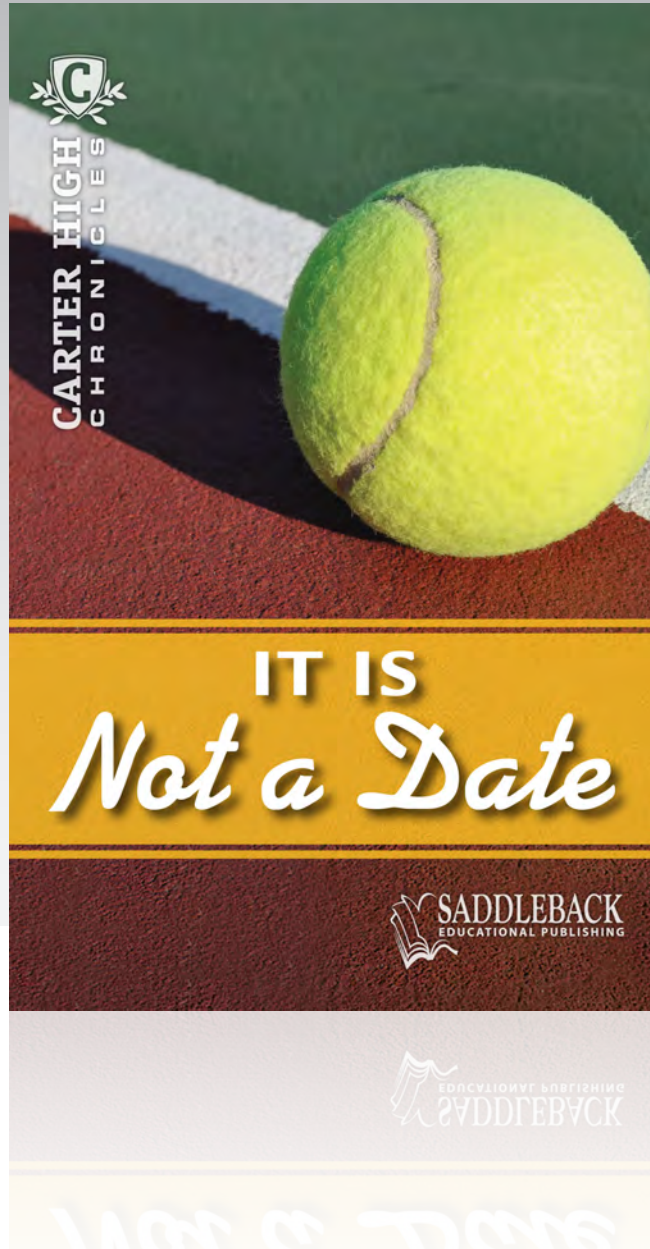




Teacher's Resource Guide

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 • Incorrect Spelling

What word is misspelled in this sentence?

The fourth word in the sentence is misspelled!

Directions: Circle the misspelled word in each sentence. Then correctly rewrite each word. Use a dictionary or find the word in the story, if needed. Be careful – two sentences have no misspellings.

1. Kirk's mom and sister were allready at the table. _____
2. Kirk got his tennis rakett. _____
3. Mr. Hill was the owner of the plant store. _____
4. Gail was Mr. Hill's neice. _____
5. The boys did stretching excersies before they played. _____
6. Mr. Hill said that it was time to cloze the store. _____
7. The store was busie all day long. _____
8. Kirk hoped Marge beleved him. _____
9. Kirk said, "I gess we won't talk again until Monday." _____
10. Kirk's mom knew something was wrong when Kirk was early. _____
11. Claire was too far for Kirk to cach up with her. _____
12. Kirk hurried into the den. _____

Do It Yourself

Directions: Use five of the words above in a paragraph about the story.

Vocabulary • Synonyms and Antonyms

How are these words related?

close - shut close - open

In the first pair, the words are **synonyms**, or words that mean the same, or almost the same, thing.

In the second pair, the words are **antonyms** or opposites.

Directions: For each pair of words, write **A** if the words are antonyms or **S** if the words are synonyms.

_____ 1. sofa - couch

_____ 7. angry - mad

_____ 2. smile - grin

_____ 8. know - aware

_____ 3. smile - frown

_____ 9. better - worse

_____ 4. inside - outside

_____ 10. jump - hop

_____ 5. found - discovered

_____ 11. fun - joyful

_____ 6. quiet - loud

_____ 12. play - work

Do It Yourself

Directions: For each word, write one synonym and one antonym.

1. late _____

2. quick _____

3. chase _____

4. glad _____

5. good _____

6. laugh _____

Vocabulary • Analogies

Happy is to Sad as Morning is to Night.

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

Happy : Sad :: Morning : Night

Analogies are based on relationships between word meanings. The relationships include:

- antonyms (opposites) – Work : Rest
- synonyms – Carry : Lift
- descriptive – Green : Plant
- part to whole or whole to part – Spinner : Game
- item to category or category to item – Oak : Trees

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

- part to whole 1. Den : House :: Sister : _____
_____ 2. Small : Little :: Job : _____
_____ 3. Bring : Take :: Strong : _____
_____ 4. Tennis : Sports :: Apple : _____
_____ 5. Soft : Pillow :: Hard : _____
_____ 6. Serve : Tennis :: Kick : _____
_____ 7. Yellow : Colors :: Ten : _____
_____ 8. Claire : Cute :: Kirk : _____

Create Your Own Analogies

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