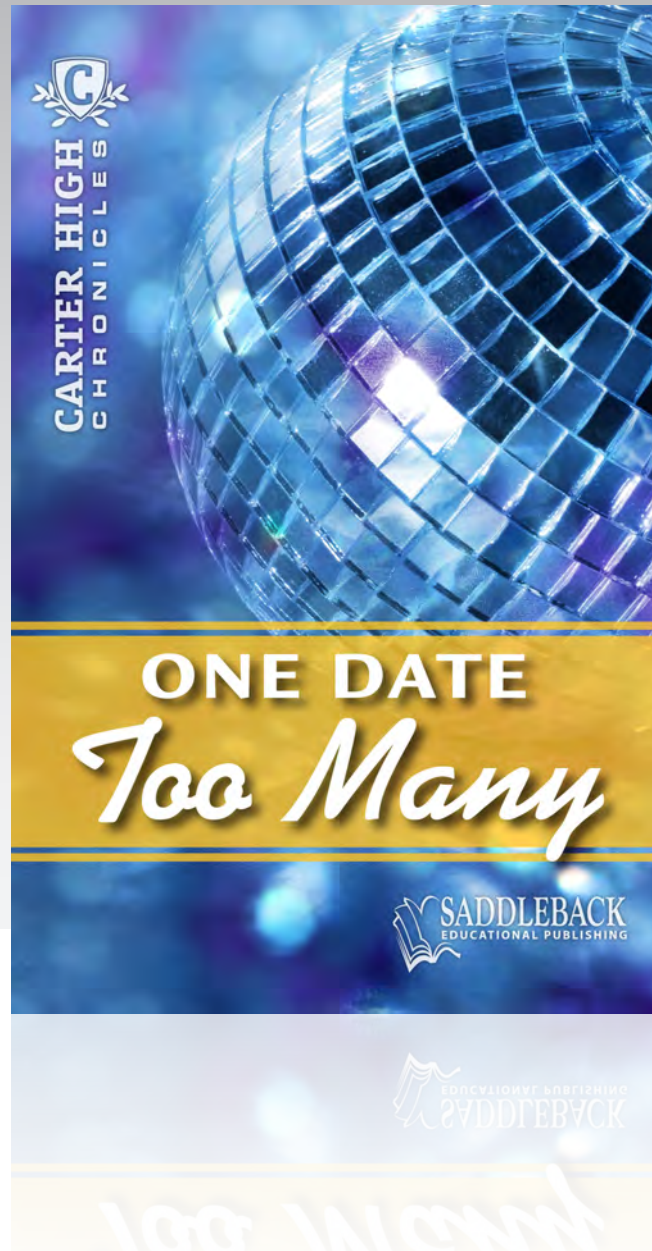




Teacher's Resource Guide

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 • Past Tense

When do most stories take place? In the past.

Verbs change form to tell when something happens. Verb forms that show changes in time are called tenses. Past tense is the verb form that indicates action happened in the past.

For most verbs, form the past tense by adding **-ed**, or **-d** if the verb ends in **e**.

walk - Paz **walked** down the hall. date - Bel **dated** Al.

For verbs ending with a **y**, change **y** to **i** before adding **-ed**.

worry - Paz **worried** that Juan would ask her to the dance before Cruz did.

For verb pattern: consonant-short vowel-consonant, double the final consonant before adding **-ed**.

plan - Cruz **planned** to go to the dance.

Some verbs are irregular. The past tense is formed in a different way for each irregular verb.

say - Marge **said** that Cruz was going to call. run - Juan **ran** on the track team.

Use the rules above to change the verb to its past tense.

- | | |
|----------------|-----------------|
| 1. hope _____ | 10. hear _____ |
| 2. hop _____ | 11. bat _____ |
| 3. talk _____ | 12. hurry _____ |
| 4. carry _____ | 13. wait _____ |
| 5. call _____ | 14. need _____ |
| 6. start _____ | 15. name _____ |
| 7. ask _____ | 16. stop _____ |
| 8. think _____ | 17. get _____ |
| 9. sit _____ | 18. write _____ |

Write in the Past

Directions: Choose at least two words from above. Use them to write about what happened in the book *One Date Too Many*.

Vocabulary • Use It Correctly!

Study the following examples of words that are often misused.

- its/it's – *its* shows ownership; *it's* is the contraction for “it is”
- everyday/every day – *everyday* is an adjective (describes a noun); *every day* is when something happens daily
- would have/would of – people might informally say *would of*, but the correct phrase is always *would have*
- altogether/all together – *altogether* is an adverb meaning “completely”; *all together* means “in a group”
- bring/take – *bring* shows movement **from** a place; *take* shows movement **to** a place
- there/their/they're – *there* indicates a place; *their* shows ownership; *they're* is the contraction for “they are”
- than/then – *than* shows a comparison; *then* indicates time
- lay/lie *lay* something else down; *lie* yourself down

Directions: Use a word or words from above to complete each sentence.

1. Dress up for the dance, don't wear _____ clothes.
2. He _____ helped, if you had asked him.
3. I forgot my book. Could you _____ it to me?
4. First Paz had science class, _____ she had math.
5. The clock says that _____ not time yet.
6. The lunchroom is over _____ .
7. I want to _____ down and go to sleep.
8. The math homework is _____ too easy.

Vocabulary • Phrasal Verbs

Can you catch on to what phrasal verbs are?

Verbs are action words.

talk stop run

Prepositions are words that show a relationship to an object.

over across beside

Phrasal verbs are verbs followed by a preposition, such as *catch on*.

We need to *talk over* the plans.

Directions: Form phrasal verbs by pairing words from the lists below. Write at least 15 on the lines. Add other phrasal verbs you may know.

Verbs

wait	get	turn
take	bring	show
catch	call	write
drop	pass	

Prepositions

up	on	
off	around	back
out	down	by
in	over	
