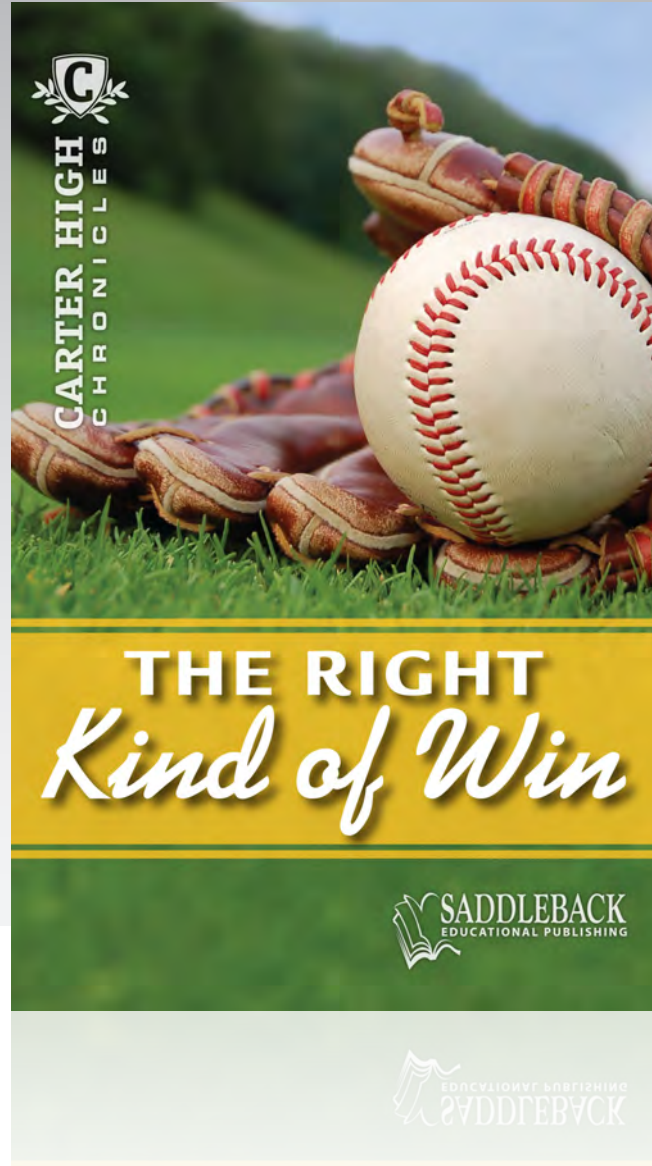




# Teacher's Resource Guide

# CARTER HIGH CHRONICLES



*Kind of Win*

- 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 • Word Ladders

Climb these word ladders to make words related to the story *The Right Kind of Win*.

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

|                         |       |                          |       |
|-------------------------|-------|--------------------------|-------|
| strike                  | hit   | a path                   | road  |
| shack                   | hut   | something that's carried | _____ |
| a sunken track          | _____ | master of a manor        | _____ |
| move quickly on foot    | _____ | something said           | _____ |
|                         |       | labor                    | _____ |
| <hr/>                   |       |                          |       |
| fun competition         | game  | place where one lives    | home  |
| opposite of <i>went</i> | _____ | a city in Italy          | _____ |
| concern                 | _____ | computer CD players      | _____ |
| female horse            | _____ | male sheep               | _____ |
| swamp                   | _____ | scraps of cloth          | _____ |
| swampy                  | _____ | floor coverings          | _____ |
| breezy and open         | _____ | moves quickly on foot    | _____ |
| not straight, wrong     | _____ |                          |       |
| distant                 | away  |                          |       |

### How Does It Relate?

Look at the first and last words in each list above. How do they relate to the story?

**Directions:** Choose one set of words above. Tell how the first and last word in the list relates to the story. Then tell how they relate to each other.

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## Vocabulary • Parts of Speech

Many words in English have different meanings. For example:

The **back-up** player should **back up**.

To help determine the meaning, decide how the word is used. Then choose the part of speech of the word. In the sentence above, *back-up* is an adjective. It describes the player and suggests he is a replacement. *Back up* is a verb, showing an action. It means “to move in reverse.”

**Directions:** Circle the letter that shows how the bold word is used in the sentence.

- If a team cheats, the entire game will be a **forfeit**.  
A. *verb* – to surrender  
B. *noun* – something taken as a penalty
- The coach taught the players how to **field** the ball.  
A. *verb* – to fetch  
B. *noun* – a place where a sport is played
- The fans would cheer and **whistle**.  
A. *verb* – to make a sound blowing  
B. *noun* – a device for making a high  
sound through lips or teeth
- Now is the **right** time to warm up.  
A. *adverb* – directly  
B. *adjective* – proper, best
- We need to **beat** this team to keep our record.  
A. *verb* – to win over someone else  
B. *adjective* – tired out
- The coach used a certain **pitch** when he gave a pep talk.  
A. *verb* – throw a ball with careful aim  
B. *noun* – tone of voice
- I need to practice with the **bat**.  
A. *verb* – to strike  
B. *noun* – a wooden club
- With our record, we should make it into the **final** four.  
A. *adjective* – last remaining  
B. *noun* – end of the year test

## Vocabulary • Phrasal Verbs

**Verbs** are action words.

talk          stop          run

**Prepositions** are words that show a relationship to an object.

over          across          beside

**Phrasal verbs** are followed by a preposition.

*catch on*      We need to *go over* the game plan before the next inning.

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

### Verbs

|        |       |     |
|--------|-------|-----|
| count  | check | let |
| strike | warm  |     |

### Prepositions

|    |      |    |
|----|------|----|
| on | out  | in |
| up | down |    |

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### Jargon

The *batter* hit a *grounder* to *third base*; but he was *thrown out*.

Baseball has its own jargon. Jargon is specialized vocabulary of a certain group.

**Directions:** Look at the featured words from the activities *Phrasal Verbs* and *Parts of Speech*. List below words and phrases that are baseball jargon.

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