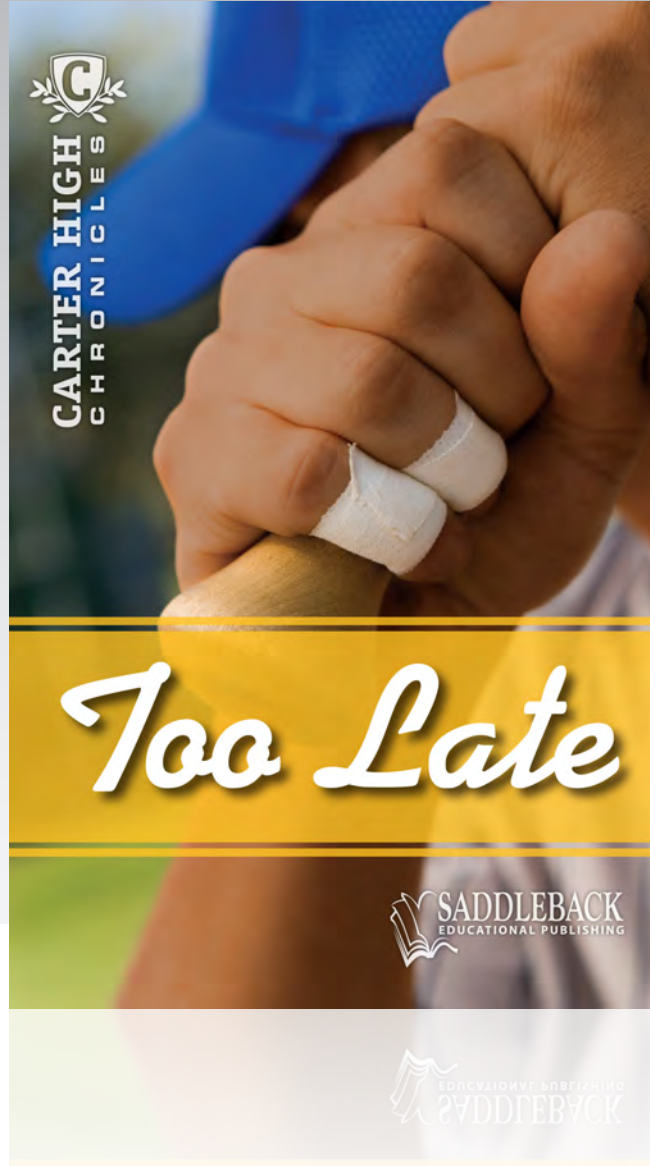




Teacher's Resource Guide

CARTER HIGH CHRONICLES



CARTER HIGH
CHRONICLES

Too Late

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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 • The *-er* Suffix

The ending *-er* has two meanings.

The *-er* can be added to a verb. A verb is a word showing action. When added to a verb it means “someone who...” or “something that...” For example, the *-er* in *CD burner* means “something that records a CD.”

But *-er* can also be added to an adjective. An adjective is a word describing a noun. It is like adding the word *more* to the adjective. For example, *faster* means “more fast.”

Directions: Write a definition for each word below. Hint: Ask yourself if the word part before *-er* is a verb or an adjective.

runner – <u>someone who runs</u>	steeper – <u>more steep</u>
locker – _____	pitcher – _____
teacher – _____	harder – _____
smarter – _____	speaker – _____
madder – _____	later – _____

Group *-er* Words

Directions: Write each of the above words under the correct heading. Then add other *-er* words that you know.

One That Does

runner

More

steeper

Vocabulary • Antonyms

Antonyms are words that are opposites, such as *old* and *young*.

Directions: Write an antonym for each word below.

early – _____ throw – _____

bad – _____ learn – _____

win – _____ unsure – _____

loud – _____ come – _____

Synonyms

Synonyms are words that mean the same thing or almost the same thing, such as *throw* and *pitch*.

Directions: Find the word that is NOT a synonym in each group. Cross it out and add another synonym.

late tardy timely lagging _____

race rush quicken plod _____

finish begin end complete _____

happy pleased lucky joyful _____

say tell declare practice _____

