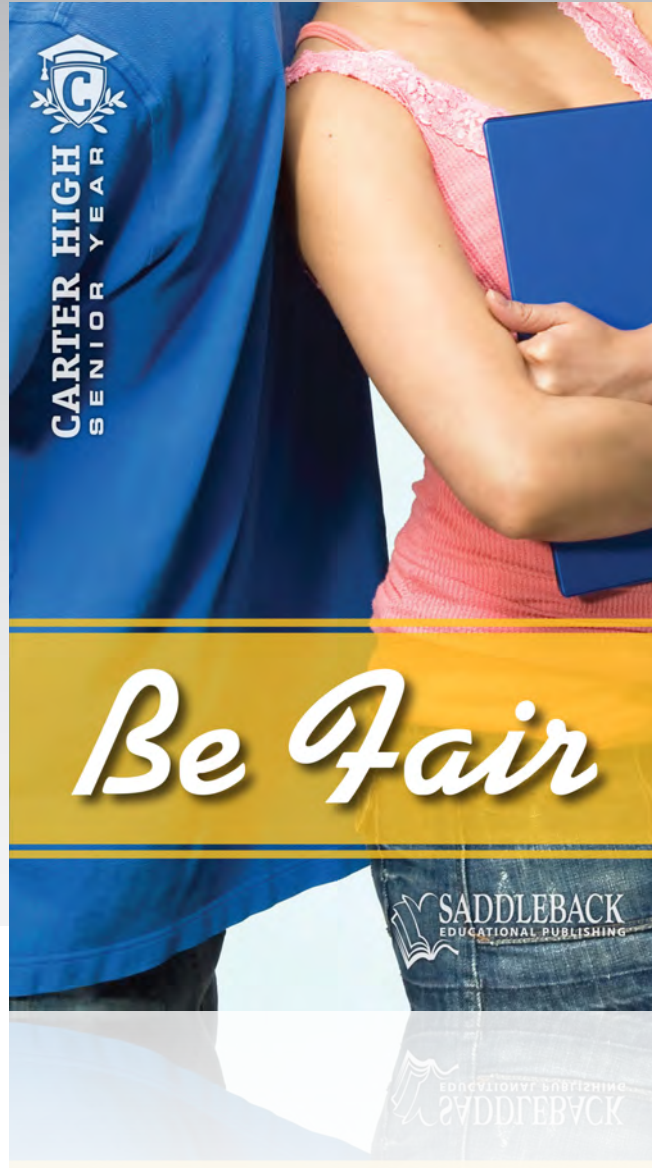




Teacher's Resource Guide

CARTER HIGH SENIOR YEAR



Be Fair

Learning Activities for

Vocabulary

Initial Understanding

Developing Interpretation

Personal Reflection and Response

Demonstrating a Critical Stance

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To the Teacher

Carter High Senior Year

Organization

The Carter High Senior Year series continues the stories of characters introduced in the Carter High Chronicles series—students and teachers at the fictional Carter High School. Many of the same characters 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 Resource 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 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 clearer. 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 *-ly* Suffix

The *-ly* suffix can be added to words to change how you can use them in sentences. When added to a noun, *-ly* means “like in appearance, manner, or nature.” For example, the *-ly* in *fatherly* means “like a father would do.” *Fatherly advice* uses the suffix *-ly*.

When added to an adjective, *-ly* means “in a certain way.” For example, when *-ly* is added to the adjective *slow*, it becomes *slowly*.

Directions: Look up the meanings of these *-ly* words in the dictionary. Then write a sentence for each.

brotherly motherly homely sadly hurriedly

1. _____

2. _____

3. _____

4. _____

5. _____

Vocabulary • Compound Words

Compound words are formed when two separate words are combined to make a new word. For example, *basketball* is a compound word made of two words: *basket* and *ball*.

Directions: Use these words to form eight compound words.

boy	base	friend	girl	room	ball
lunch	home	sheet	work	class	place

_____	_____	_____
_____	_____	_____
_____	_____	_____

Word Ladders

Climb these word ladders to make words related to the story, *Be Fair*.

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

a round object you play with	ball
to speak out loud	_____
a corridor	_____
to bring to a stop	halt
a row of objects	line
very thin; delicate	_____
fish have one or more of these	_____
to succeed	win

Vocabulary • Word Scramble

Directions: Read the definitions. Unscramble the letters to form a word from the book, *Be Fair*. Then write a synonym or a related word for each.

	Unscrambled Word	Synonym or Related Word
1. a person who guides others – hraetec	_____	_____
2. school work done at home – okeomrhw	_____	_____
3. a unit of time – ntemui	_____	_____
4. a special person – enrdfi	_____	_____
5. something that causes wonder because it isn't expected – pessriur	_____	_____
6. unhappy, agitated – tusep	_____	_____
7. not just or equal – fruina	_____	_____
8. a place to get an education – olhcos	_____	_____
9. the early part of the day – gronmin	_____	_____
10. a school subject in which you learn about the past – rtyhsio	_____	_____
11. a person with whom you attend a social event – tdae	_____	_____
12. the older of two – isroen	_____	_____
13. a bag for carrying personal items – ruspe	_____	_____
14. impolite – drue	_____	_____
15. incorrect – ognrw	_____	_____