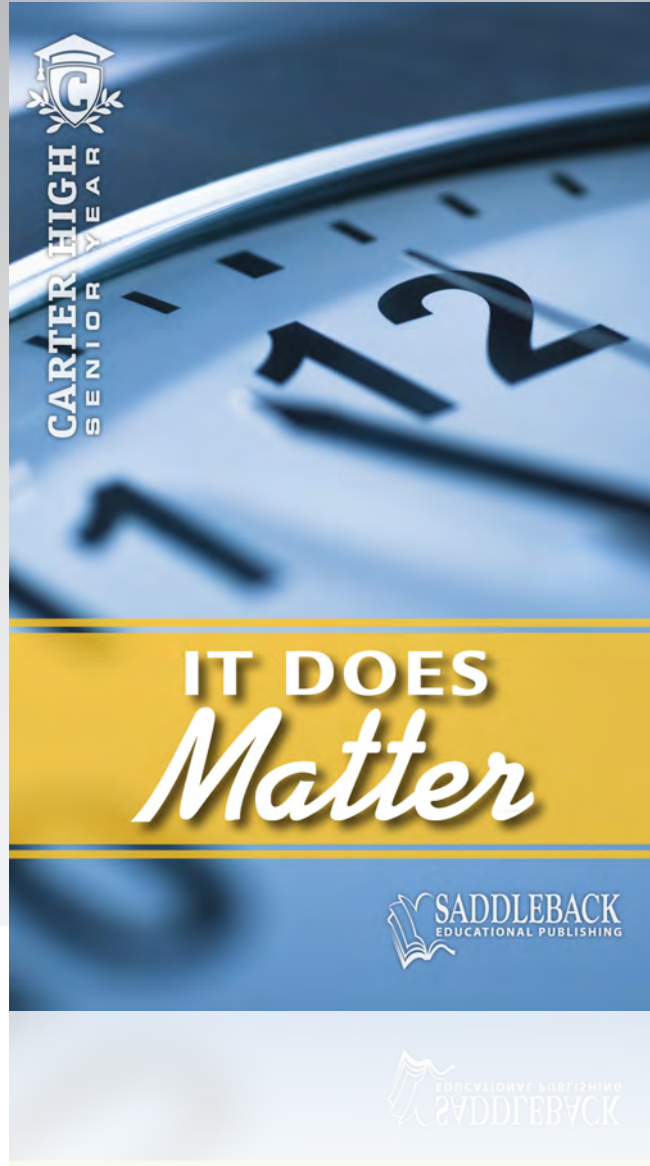




Teacher's Resource Guide

CARTER HIGH SENIOR YEAR



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 Series

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 Throughout the Series

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 • Grouping

What do these words have in common?

dating girlfriend dance boyfriend party

You can **group** these words because they all have something to do with *dating*.

Directions: Circle the word that does not belong. Underline the word that tells about the other three. Then add a new word that belongs in the group.

1. happy angry late feelings sad _____

2. math class desk history science _____

3. Vance Reese Griff teacher Dodd _____

4. test review exam senior assessment _____

Form Groups

Directions: The list below contains words that can be organized into three groups that tell about different parts of the story. Find the four words that belong in each group. List them on the lines.

test
worried
scared
late

rush
disappointed
mark
time

grade
exam
hurry
upset

Vocabulary • Analogies

Lunch is to Meal as Dance is to Entertainment.

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

Lunch : Meal :: Dance : Entertainment

Analogies are based on relationships between word meanings, such as:

- antonyms (opposites) – Pass : Fail
- synonyms (alike) – Unhappy : Sad
- descriptive – Tall : Tree
- part to whole (or whole to part) – Minutes : Time
- item to category (or category to item) – Mother : Woman

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

- _____ descriptive _____ 1. Adult : Teacher :: Teen : _____
- _____ 2. Study : Play :: Walk : _____
- _____ 3. Grade : Test :: Point : _____
- _____ 4. Start : Begin :: End : _____
- _____ 5. Math : Class :: Baseball : _____
- _____ 6. Upset : Tess :: Selfish : _____

Create Your Own Analogies

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

Vocabulary • Misspelled

What is wrong with the list of words below? Each word is **misspelled**.

Directions: Correctly rewrite each word. Use a dictionary or find the word in the story, if needed.

- | | |
|------------------|---------------------|
| 1. studed _____ | 10. migt _____ |
| 2. winer _____ | 11. sience _____ |
| 3. finels _____ | 12. hurried _____ |
| 4. alreedy _____ | 13. upsett _____ |
| 5. teather _____ | 14. queston _____ |
| 6. thouht _____ | 15. falt _____ |
| 7. always _____ | 16. somewhere _____ |
| 8. bedrom _____ | 17. troble _____ |
| 9. kichen _____ | 18. wating _____ |
-
-

Carter High Dictionary

Create your own Carter High Dictionary by adding any other difficult words from the story to the list above.

Set up a Carter High Dictionary by stapling together 13 pages. Write a letter or a group of letters on each side. For example, X–Z words should fit on one page.

Directions: As you read, write any difficult or unfamiliar words and their definitions on the correct page. Add new words as you read each Carter High book.