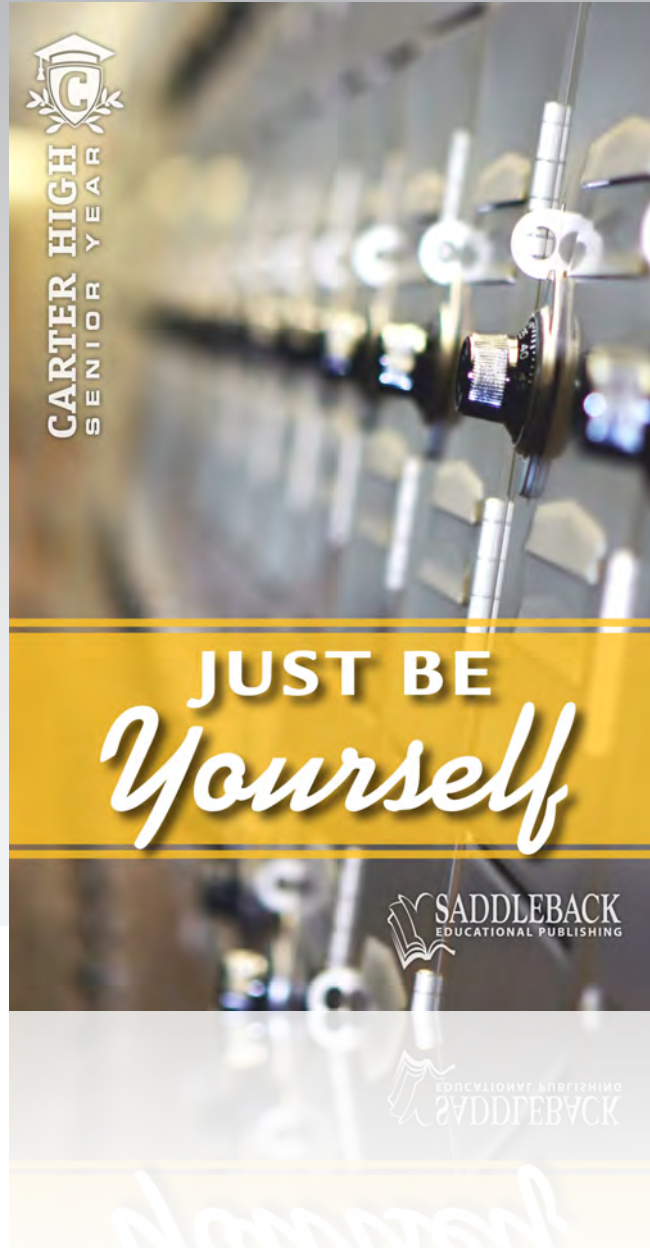




# Teacher's Resource Guide

# 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 • Word Sounds

What is interesting about these words?

yell cherry sky

The letter *y* can stand for different sounds. The *y* in *yell* and *yacht* has a consonant sound. In *cherry* or *puppy*, the *y* has a long *e* sound. But the *y* in *sky* has a long *i* sound.

**Directions:** Read aloud the *y*-words. Sort the words into three groups. Words with more than one *y* may be sorted into more than one group. Add more *y* words to each group.

yarn hurry lying cherry yacht puppy sky merry fly you  
 phony yellow why worry yourself my try yummy buy yard funny

Consonant Sound	Long <i>e</i> Sound	Long <i>i</i> Sound

### What’s the Rule?

Look at each group of words above. Notice the sound the *y* makes in each word. Look carefully at the letters around the *y*.

**Directions:** Choose a word sound group. Write a rule to tell how to say the *y* sound in each word.

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## Vocabulary • Word Scramble

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

	Unscrambled Word	Synonym or Related Word
1. to listen – <b>arhe</b>	_____	_____
2. an unsettled question – <b>bomprel</b>	_____	_____
3. a meal eaten in the middle of the day – <b>clhun</b>	_____	_____
4. to be unhappy – <b>stpue</b>	_____	_____
5. to feel concern – <b>rorwy</b>	_____	_____
6. a period of twelve months – <b>arye</b>	_____	_____
7. a companion – <b>nedfri</b>	_____	_____
8. a sound made with a bell – <b>ngir</b>	_____	_____
9. a lesson on a particular subject – <b>slcas</b>	_____	_____
10. pleasing to another; kind – <b>cnie</b>	_____	_____
11. a motion picture – <b>vmoei</b>	_____	_____
12. to see – <b>oklo</b>	_____	_____
13. a person who is you – <b>sfrlyeou</b>	_____	_____
14. a person who is older or of a higher rank – <b>oirnse</b>	_____	_____
15. something that is tall or out of reach – <b>hhgi</b>	_____	_____

## Vocabulary • Misused Words

The following words are often misused:

- *its* / *it's* – *its* shows ownership; *it's* is the contraction for *it is*
- *anymore* / *any more* – *anymore* is an adverb that means “any longer” or “now”; *any more* is a phrase that means “no more” and is used to talk about quantity
- *would have* / *would of* – speakers use *would of* informally when they mean to say *would have*, but *would have* is the correct term
- *altogether* / *all together* – *altogether* is an adverb that means “completely”; *all together* means “in a group”
- *there* / *their* / *they're* – *there* indicates a place; *their* shows ownership; *they're* is a contraction for *they are*
- *than* / *then* – *than* shows a comparison between two or more things; *then* indicates time
- *lay* / *lie* – *lay* something else down; *lie* yourself down

**Directions:** Use a word or words from the list above to complete the sentences.

1. Rick stood over \_\_\_\_\_, so he didn't hear Ed call out to him.
2. Ed \_\_\_\_\_ thought Rick didn't want to be his friend if Rick hadn't told him he didn't hear well.
3. “\_\_\_\_\_ OK, Gail, I was afraid you wouldn't like me,” said Rick.
4. Rick wasn't afraid \_\_\_\_\_.
5. It was \_\_\_\_\_ senior year, and Rick and Ed couldn't wait for it to begin.
6. Rick was braver \_\_\_\_\_ he had been in the past.
7. The class had gathered \_\_\_\_\_ in the foyer.
8. I don't want \_\_\_\_\_ to eat; I am full.