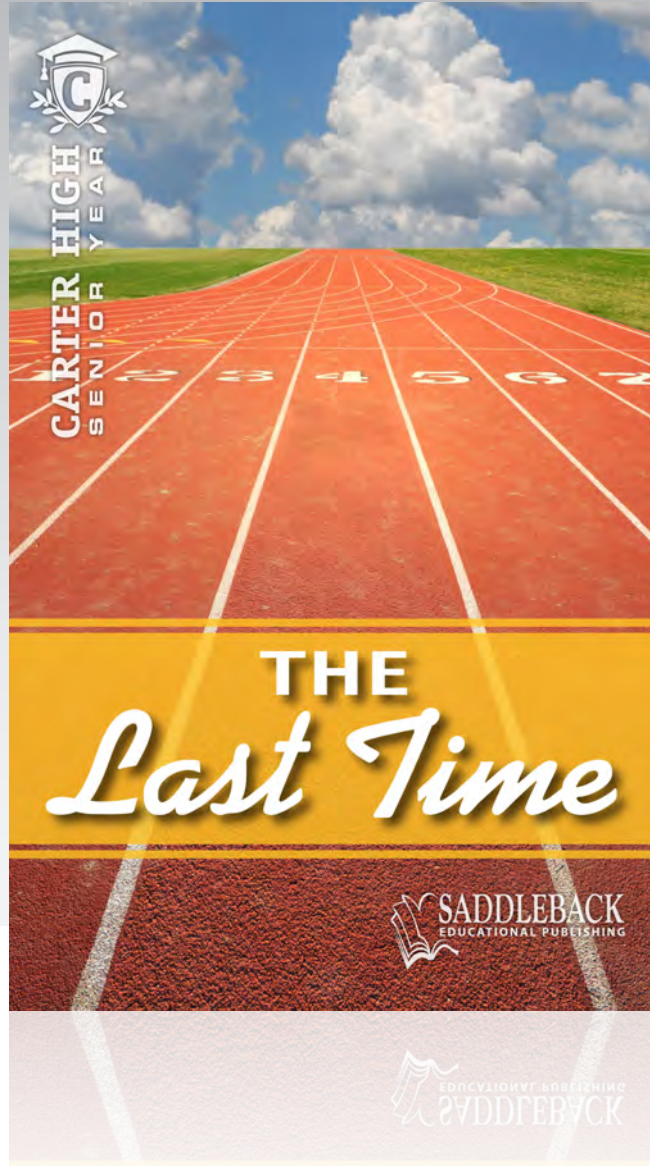




Teacher's Resource Guide

CARTER HIGH SENIOR YEAR



Learning Activities for

Vocabulary

Initial Understanding

Developing Interpretation

Personal Reflection and Response

Demonstrating a Critical Stance

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SADDLEBACK EDUCATIONAL PUBLISHING
www.sdlback.com

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ISBN-13: 978-1-61651-336-8
ISBN-10: 1-61651-336-5
eBook: 978-1-60291-984-6

Printed in the United States of America
16 15 14 13 12 11 3 4 5 6 7 8

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 • Parts of Speech

Sometimes words can have more than one meaning. For example, in this sentence, *back* has two meanings.

I'll be **back** after I get my **back** checked out.

The first time *back* is used, it is an adverb meaning “to a former place.” The second time *back* appears, it is a noun meaning “the rear part of the human body between the neck and the hips.”

Directions: Read each sentence. Circle the best meaning of the bold word in each sentence.

1. It was a **surprise** to see you.
A. *noun* – an event that takes someone unawares B. *verb* – to attack unexpectedly
2. “Why didn’t she wake me before she **left**?”
A. *noun* – on the left side B. *verb* – past tense of leave; departed
3. Please eat breakfast **first**.
A. *adverb* – before all others in time B. *noun* – the winning place in a competition
4. Ben was supposed to be at the **meet** early.
A. *verb* – to catch up with someone B. *noun* – a sporting event or competition
5. Steve sat **next** to Ben on the bus.
A. *adjective* – adjacent to B. *adverb* – nearest in time, order, or place
6. “You can do the **rest** of your work at home.”
A. *verb* – to stop moving or acting B. *noun* – the remainder
7. Mr. Young talked about the senior **trip**.
A. *noun* – the journey B. *verb* – to fall or stumble
8. Ben looked at his **watch**.
A. *noun* – something that tells the time B. *verb* – to look at or study

Vocabulary • Past Tense

When does the action in the story, *The Last Time*, take place: past, present, or future? It takes place in the past. Verb forms indicate the time the action occurs. The verb form that tells that action happened in the past is called **past tense**.

- Most verbs form the past tense by adding *-ed*, or adding *-d* if the verb ends in *e*.
work—Ben *worked* hard to pass math. *date*—Steve *dated* Amy.
- Verbs that end in *y* form the past tense by changing *y* to *i* and adding *-ed*.
hurry—Ben *hurried* to the bus.
- Verbs with a consonant-short vowel-consonant pattern, double the final consonant before adding *-ed*.
plan—Steve *planned* to spend that weekend away from home.
- Irregular verbs form the past tense in their own unique way.
run—Ben *ran* for the Carter High track team.

Directions: Use the rules above to change each verb to its past tense.

- | | | | |
|-----------|-------|-----------|-------|
| 1. stay | _____ | 7. bring | _____ |
| 2. finish | _____ | 8. fail | _____ |
| 3. know | _____ | 9. see | _____ |
| 4. tell | _____ | 10. think | _____ |
| 5. call | _____ | 11. act | _____ |
| 6. forget | _____ | 12. want | _____ |

Write in the Past

Directions: Choose five words from the activity above. Use them to write a few sentences about what happened in the story, *The Last Time*.

Vocabulary • Word Scramble

Directions: Read the definitions. Unscramble the letters to form words from the story, *The Last Time*.

1. the hottest season – **emusmr** _____
2. your own self – **ufyloser** _____
3. any such thing – **ygnnaiht** _____
4. to fail to remember – **gfeotr** _____
5. the first meal of the day – **fbaaesrtk** _____
6. paper that tells a bank to pay a certain amount – **ckceh** _____
7. a room where meals are cooked – **tneihkc** _____
8. to hold an opinion; to trust – **eieevlb** _____

Sentences

Directions: Use each unscrambled word above in a sentence.
