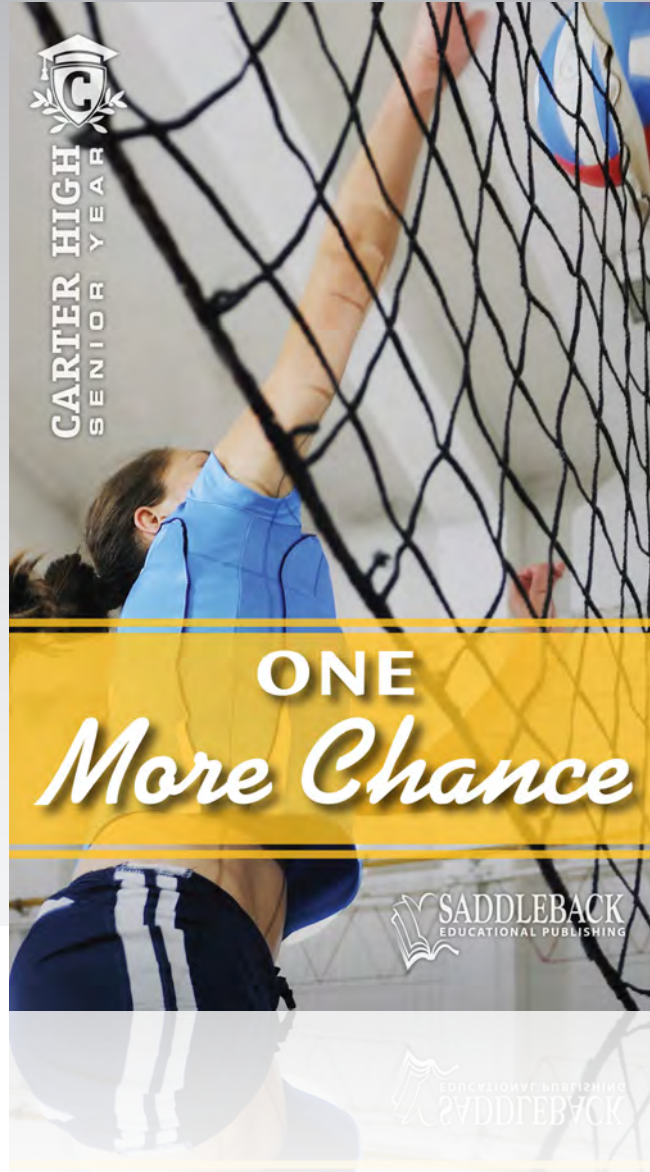




# Teacher's Resource Guide

# CARTER HIGH SENIOR YEAR



CARTER HIGH  
SENIOR YEAR

## ONE *More Chance*

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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 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 Ladders

Climb these word ladders to make words related to the story, *One More Chance*.

**Directions:** Change one or two letters in each word to create the next word described.

a bad temper	mad	a final outcome	fate
not good	_____	to go out with someone	_____
June wanted her ex-boyfriend ba__ _	_____	opposite of “on time”	_____
June’s ex-boyfriend’s name	_____	to strongly dislike	_____
to shout out loud	yell	to throw away	cast
a signal for class to end	_____	a fee or penalty	_____
a round piece of sports equipment	_____	June had lo__ _ Zack	_____
to __all in love	_____	to misplace	_____

### How Does It Relate?

**Directions:** Choose one set of words above. Tell how the first and last words in the list relate to the story.

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## Vocabulary • Capitalization

Titles need to be **capitalized** if they are used as, or are part of, a person's name. Study the rules below:

Capitalize a person's title if it is:

- part of a person's name—*Coach Karr*
- used as the person's name—*Grandma*

Do not capitalize a title if it has:

- an article in front of it—*the coach, a father, that uncle*
- a possessive pronoun or noun in front of it—*Carter's coach, her aunt*

**Directions:** Circle the word that correctly completes each sentence.

1. (kim, Kim) didn't understand why June was still angry at her.
2. June thought (coach, Coach) Dale was too hard on her last year.
3. Rose's friend (eve, Eve) was on the volleyball team too.
4. The Carter High (coach, Coach) wanted to teach June a lesson.
5. The (referee, Referee) threw June out of the game.
6. (hillman, Hillman) served first and made three points.
7. Mrs. (wayne, Wayne) gave them a list of projects to do.
8. June hoped (zack, Zack) would give her one more chance.
9. (june, June) had to learn to control her temper.

### Do It Yourself

**Directions:** Write a sentence about the story using capitalized titles.

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## Vocabulary • Tense: Past and Present

When does the action in the story, *One More Chance*, 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 happens now is called the **present tense**. The verb form that tells that action happened in the past is called **past tense**.

- Most present tense verbs form the past tense by adding *-ed*, or adding *-d* if the verb ends in *e*.  
*work*—June *worked* hard to control her temper.  
*hope*—June *hoped* Zack would give her another chance.
- Present tense verbs that end in *y* form the past tense by changing *y* to *i* and adding *-ed*.  
*hurry*—Rose *hurried* to practice.
- Present tense verbs with a consonant-short vowel-consonant pattern, double the final consonant before adding *-ed*.  
*plan*—Kim *planned* to get June and Zack back together.
- Irregular present tense verbs form the past tense in their own unique way.  
*forgive*—June hoped Zack *forgave* her for her past temper tantrums.

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

- |                |                |
|----------------|----------------|
| 1. talk _____  | 6. smile _____ |
| 2. study _____ | 7. lose _____  |
| 3. look _____  | 8. go _____    |
| 4. sit _____   | 9. give _____  |
| 5. close _____ | 10. show _____ |

**Directions:** Change each past tense verb to its present tense.

- |                   |                   |
|-------------------|-------------------|
| 1. believed _____ | 6. waited _____   |
| 2. rang _____     | 7. hoped _____    |
| 3. hurried _____  | 8. saw _____      |
| 4. thought _____  | 9. helped _____   |
| 5. dated _____    | 10. started _____ |