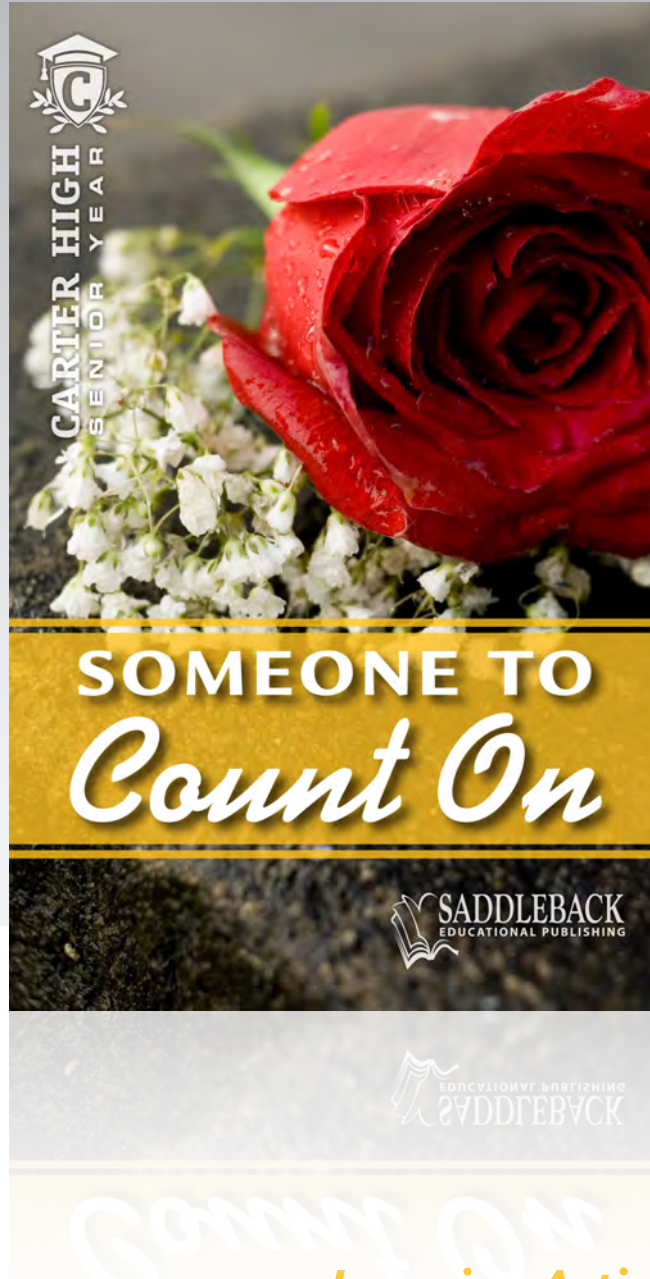




Teacher's Resource Guide

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

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 • Definitions

You may know what *practice* is, but can you define it in simple terms? Try defining the following words from the story, *Someone to Count On*.

Directions: Read each sentence. For each bold word below, write a definition. Then look the word up in a dictionary and write its definition. How close was yours?

1. I promise to **practice** playing my guitar tonight.

My definition: _____

Dictionary definition: _____

2. Tia **broke** up with her boyfriend just before the spring dance.

My definition: _____

Dictionary definition: _____

3. Going to the spring dance without a date was a big **deal** for Cruz.

My definition: _____

Dictionary definition: _____

4. Coach Karr **brought** out the best in his players.

My definition: _____

Dictionary definition: _____

5. Rey was **afraid** he would never get to ask Nina out.

My definition: _____

Dictionary definition: _____

6. Cruz **dated** many girls, and he liked it that way.

My definition: _____

Dictionary definition: _____

7. Paz stood **still** while Cruz tried to charm her.

My definition: _____

Dictionary definition: _____

Vocabulary • Similes

A **simile** is a phrase or sentence that compares two different things using the words *like* or *as*. For example:

Paz felt as light as a feather.

Cruz's smile was like sunshine.

Directions: Complete each simile below using words from the box.

baseball	proud	honey	exciting	thunder	pretty	bricks	quick
----------	-------	-------	----------	---------	--------	--------	-------

1. Cruz was as _____ as a rooster when he asked Paz to the dance
2. Ray thought Nina was as _____ as a picture.
3. Al threw the _____ like a rocket.
4. School is as _____ as a math exam.
5. Ana was as _____ as a whippet when she figured out what Cruz was up to.
6. Paz dumped Cruz like a ton of _____ .
7. Nina was as sweet as _____ .
8. Ana roared like _____ when Cruz didn't call her.

Write Your Own Similes

Directions: Choose two characters from the story and write a simile to describe each of them.

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 teacher*
- a possessive pronoun or noun in front of it—*Carter’s coach, my grandpa*

Directions: Circle the word that correctly completes each sentence.

1. (coach, Coach) Karr did not look pleased to see Cruz show up late to practice.
2. Our (principal, Principal) often went to Carter High’s baseball games.
3. Paz thought her (mom, Mom) worried too much about the boys she dated.
4. Al met (uncle, Uncle) George on his way to baseball practice.
5. “Hey (dad, Dad),” Cruz called, “Come and watch me try out for the team.”
6. Nina liked to talk to her (aunt, Aunt) about what it was like when she was a teenager.

Do It Yourself

Directions: Write two or three sentences about the story using capitalized titles.
