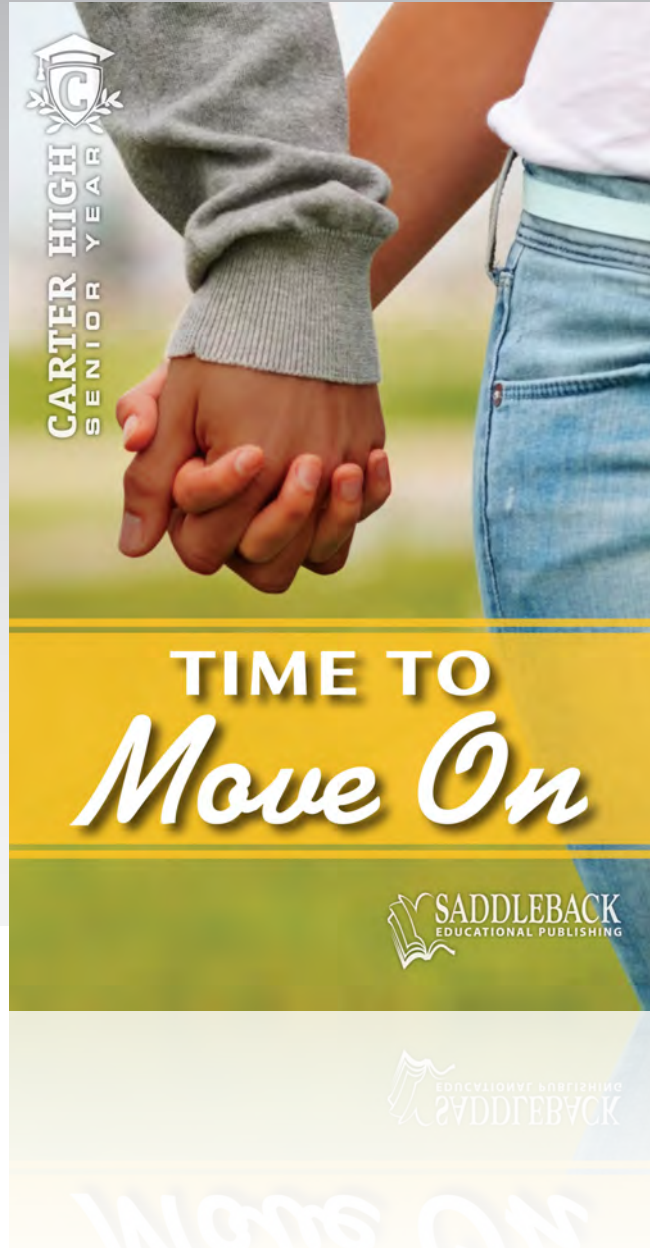




Teacher's Resource Guide

CARTER HIGH SENIOR YEAR



Learning Activities for

Vocabulary

Initial Understanding

Developing Interpretation

Personal Reflection and Response

Demonstrating a Critical Stance

Table of Contents

To the Teacher	3
Reading Strategies	4

Vocabulary

Synonyms and Antonyms	5
Do It Yourself	5
Crossword Puzzle	6
Do It Yourself	6
Adverbs	7
Fill in the Adverb	7

Initial Understanding

Prediction	8
Concept Web	9
Sequence	10

Interpretation

Fact or Opinion?	11
Your Turn	11
Character Web	12
Another Character Web	12

Reflection

Point of View	13
---------------------	----

Critical Response

How Did It End?	14
Write Your Own Ending	14

Answers	15
---------------	----

SADDLEBACK EDUCATIONAL PUBLISHING
www.sdlback.com

Copyright © 2005, 2011 by Saddleback Educational Publishing. All rights reserved. No part of this book may be reproduced in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system, without the written permission of the publisher

Pages labeled © Saddleback Educational Publishing are intended for reproduction. Saddleback Educational Publishing grants to individual purchasers of this book the right to make sufficient copies of reproducible pages for use by all students of a single teacher. This permission is limited to an individual teacher, and does not apply to entire schools or school systems.

ISBN-13: 978-1-61651-339-9
ISBN-10: 1-61651-339-X
eBook: 978-1-60291-987-7

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 • Synonyms and Antonyms

Synonyms are words that mean the same thing, or words that mean almost the same thing. **Antonyms** are words that are opposite in meaning.

Directions: For each pair of words, write **S** if the words are synonyms and **A** if the words are antonyms.

- | | |
|---------------------------|------------------------------|
| _____ 1. smile – frown | _____ 7. bad – good |
| _____ 2. speak – tell | _____ 8. surprised – shocked |
| _____ 3. upset – happy | _____ 9. look – see |
| _____ 4. true – false | _____ 10. after – before |
| _____ 5. school – college | _____ 11. test – exam |
| _____ 6. hurry – rush | _____ 12. friend – enemy |

Do It Yourself

Directions: For each word, write one synonym and one antonym. Then use two words in a sentence about the story, *Time to Move On*.

	Synonym	Antonym
1. early	_____	_____
2. speak	_____	_____
3. understand	_____	_____
4. quick	_____	_____
5. later	_____	_____
6. wrong	_____	_____
7. new	_____	_____
8. tall	_____	_____

Vocabulary • Crossword Puzzle

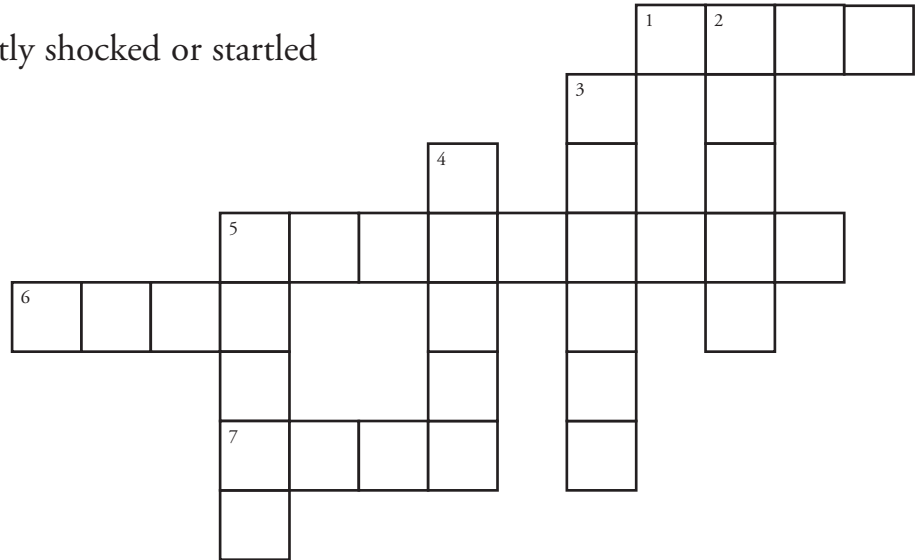
Directions: Use words from the previous activity and the clues below to complete the crossword puzzle.

Across:

- 1. to hurry
- 5. the state of being pleasantly shocked or startled
- 6. a test
- 7. to see

Down:

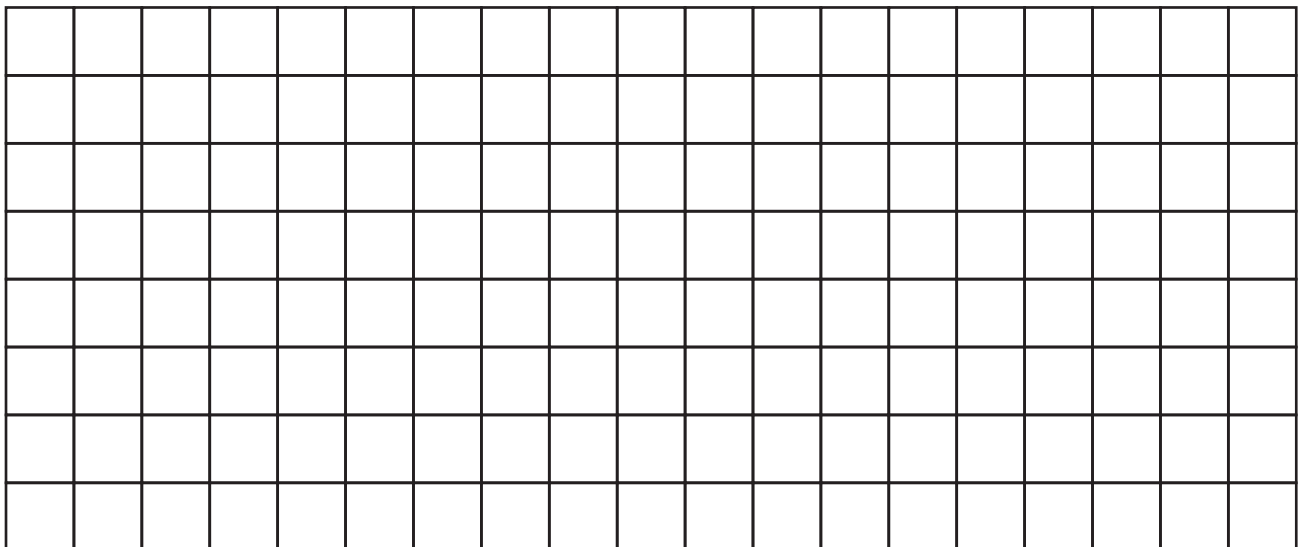
- 2. unhappy
- 3. a companion
- 4. to talk
- 5. to curve the corners of the mouth upward



Do It Yourself

Directions: Create your own crossword puzzle using some of the following words from the story. Copy the grid onto another piece of paper and write clues.

move break wrong down nice tell talk bad late date sit answer



Vocabulary • Adverbs

Adverbs answer the questions *how* or *how much*? Adverbs add meaning to adjectives, verbs, and other adverbs.

very big *quite* new *so* fast

Many adverbs are adjectives with *-ly* added to the end.

nice – nicely quick – quickly certain – certainly

Directions: Circle the adverb in each sentence. Underline the word it describes or adds meaning to. The first one is done for you.

1. Paz looked very surprised.
2. The crowd cheered excitedly as Dan made a touchdown.
3. Paz looked even more surprised.
4. Al unhappily told Bel it was over between them.
5. Bel called out loudly to Paz as she crossed the street.

Fill in the Adverb

Directions: Complete each sentence with an adverb. Use your own adverbs or ones from the activity above.

1. Mr. Reese was _____ a tough marker.
2. I have never seen anyone throw a baseball _____ fast.
3. The concert was _____ loud.
4. The students _____ crept down the hall.
5. Some people thought Al was _____ mean to Bel.