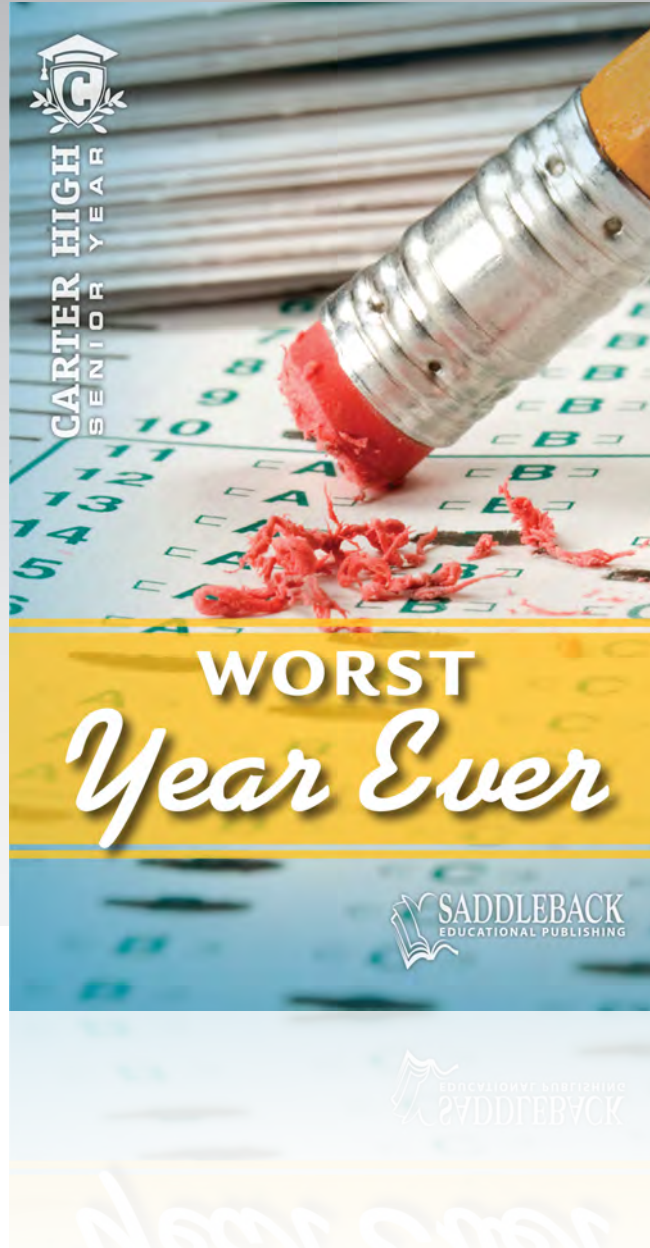




Teacher's Resource Guide

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 • Parts of Speech

Many English words have multiple meanings. For example:

The dogs **run** quickly in their dog **run**.

To help determine the meaning, decide how each bold word is used. This helps you choose which **part of speech** the word is. In the sentence above, the first *run* is a verb. It tells the dog's action. The second *run* is a noun. It means "an enclosure for domestic animals where they may feed or exercise."

Directions: Circle the letter that shows how the bold word is used in each sentence.

1. Griff raced along the **track**.

A. *noun* – a path

B. *verb* – to follow

2. "Hey Ben," Steve said, "Did you see Griff **lap** Joe?"

A. *noun* – a route

B. *verb* – to pass

3. Laine and Griff were in the same science **class**.

A. *noun* – a group

B. *verb* – to arrange in a group; to classify

4. Joe asked Laine if she wanted to **date** him.

A. *noun* – someone you go out with

B. *verb* – to take someone out

5. Griff couldn't wait for his **senior** year to begin.

A. *noun* – a person older than another

B. *adjective* – a higher ranking

6. **Coach** Mann had high hopes for Griff this year.

A. *noun* – a trainer

B. *verb* – to instruct; to train

7. Mr. Reese wanted to **grade** his papers over the weekend.

A. *noun* – a class of things or people

B. *verb* – to assign a mark

Vocabulary • Synonyms and Antonyms

How are these word pairs related?

fair – just angry – happy

The first pair of words are **synonyms**, or words that mean the same or almost the same thing. The second pair are **antonyms**, or opposites.

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

- | | |
|--------------------------|----------------------------|
| _____ 1. ask – request | _____ 6. pass – fail |
| _____ 2. believe – think | _____ 7. question – answer |
| _____ 3. hard – easy | _____ 8. test – inspect |
| _____ 4. frown – smile | _____ 9. center – middle |
| _____ 5. next – first | _____ 10. glad – happy |

Do It Yourself

Directions: For each word, write one synonym and one antonym. Then use two words in a sentence about the story, *Worst Year Ever*.

	Synonym	Antonym
1. help	_____	_____
2. walk	_____	_____
3. like	_____	_____
4. cute	_____	_____
5. true	_____	_____
6. worst	_____	_____

Vocabulary • Crossword Puzzle

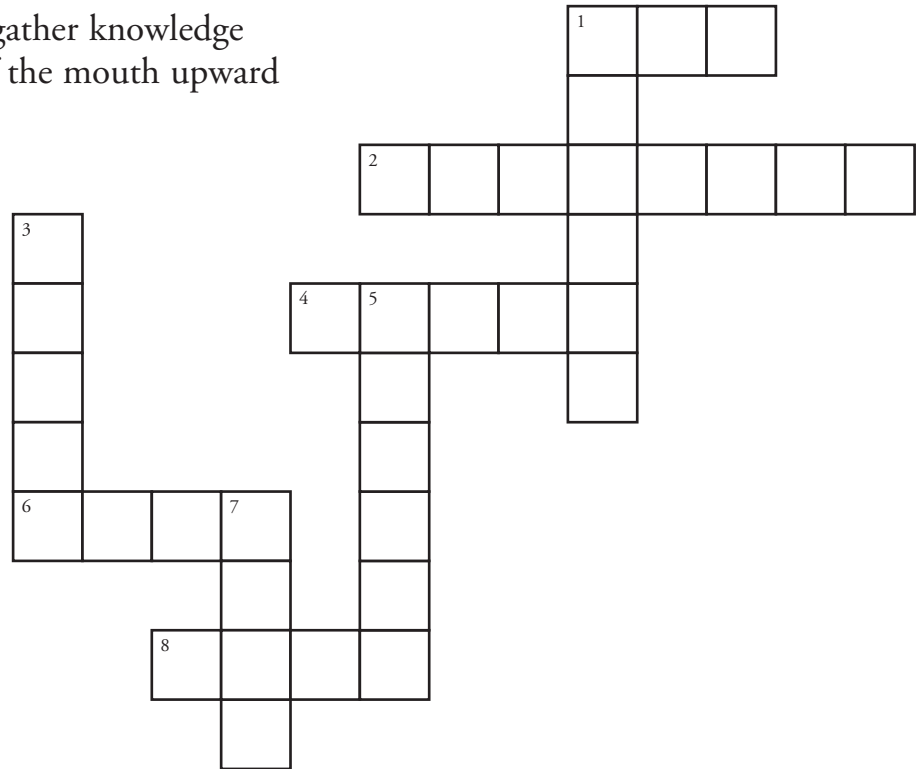
Directions: Use words from the previous activity and the clues below to complete the crossword puzzle.

Across:

1. to call on for an answer
2. an expression used to gather knowledge
4. to curve the corners of the mouth upward
6. an examination
8. attractive or pretty

Down:

1. to reply
3. most awful
5. between two points
7. real; not false



Word Ladder

Climb this word ladder to make words related to the story, *Worst Year Ever*.

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

- to group together class
- to succeed in a test _____
- history _____
- a nuisance person _____
- an examination _____