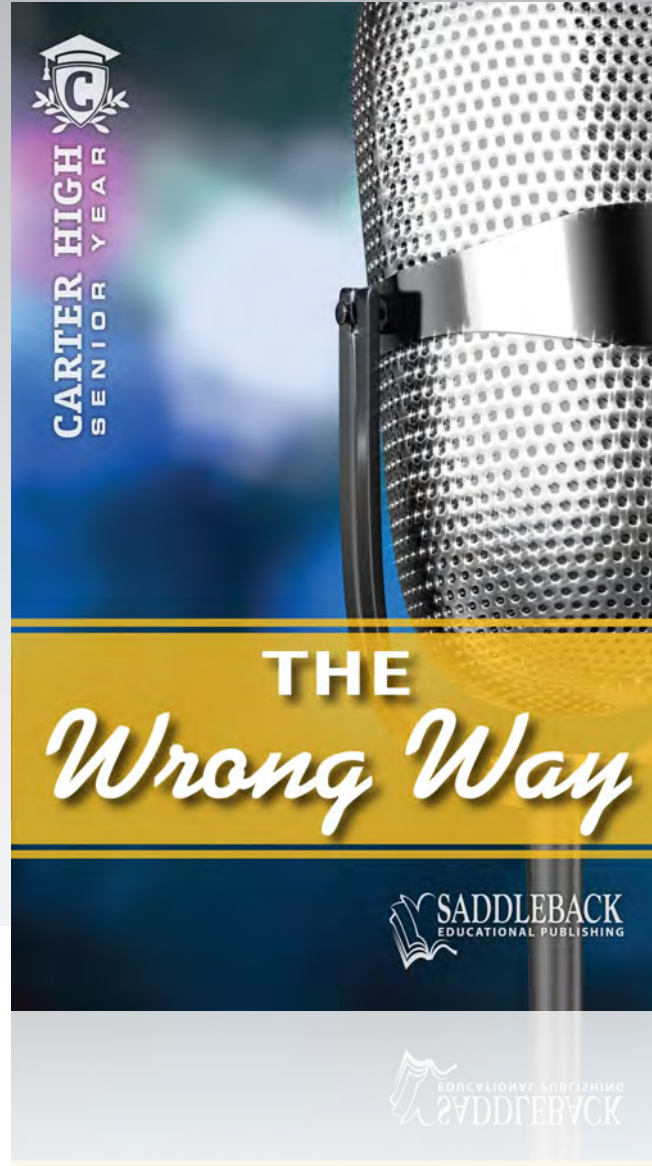




Teacher's Resource Guide

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 • 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 **A** if the words are antonyms, or **S** if the words are synonyms.

- | | |
|--------------------------|-----------------------------|
| _____ 1. false – true | _____ 7. part – whole |
| _____ 2. girl – female | _____ 8. like – dislike |
| _____ 3. excited – glad | _____ 9. small – tiny |
| _____ 4. sad – happy | _____ 10. wrong – incorrect |
| _____ 5. play – theater | _____ 11. work – play |
| _____ 6. senior – junior | _____ 12. understand – know |

Do It Yourself

Directions: For each word, write one synonym and one antonym. Then use two words in a sentence about the story, *The Wrong Way*.

	Synonym	Antonym
1. ask	_____	_____
2. weekend	_____	_____
3. quit	_____	_____
4. hope	_____	_____
5. lie	_____	_____
6. pal	_____	_____

Vocabulary • Crossword Puzzle

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

Across:

1. real or genuine; not false
3. unhappy
7. a place where plays or movies are shown
8. to enjoy or be pleased with
10. the period from Saturday morning until Sunday night
11. to want to believe things will happen
12. a section or piece; not whole
13. something told to another that is not true

Down:

2. to have knowledge of; to know what is meant
3. little in size
4. a performance or drama that is acted out
5. a young female
6. not true
9. a person who is older or is of a higher rank than another
10. not right; incorrect
12. a friend

Vocabulary • Analogies

Study is to Play as Walk is to Run.

The sentence above is an **analogy**. Analogies can also be written like this:

Study : Play :: Walk : Run

Analogies are based on relationships between word meanings, such as:

- antonyms (opposites) – Pass : Fail
- synonyms (alike) – Unhappy : Sad
- descriptive – Tall : Tree
- part to whole (or whole to part) – Minutes : Time
- item to category (or category to item) – Mother : Woman

Directions: Decide how the first pair of words relates to each other. Write the type of analogy it is in front of the item number. Then write a word that completes the analogy.

- _____ antonym 1. Early : Late :: Good : _____
- _____ 2. False : Lie :: Friend : _____
- _____ 3. Act : Play :: Learn : _____
- _____ 4. Old : Grandmother :: Young : _____
- _____ 5. Untrue : Claire :: True : _____
- _____ 6. Family : Uncle :: Staff : _____

Create Your Own Analogies

Directions: Write your own analogies. Make sure both pairs of words relate to each other in the same way.
