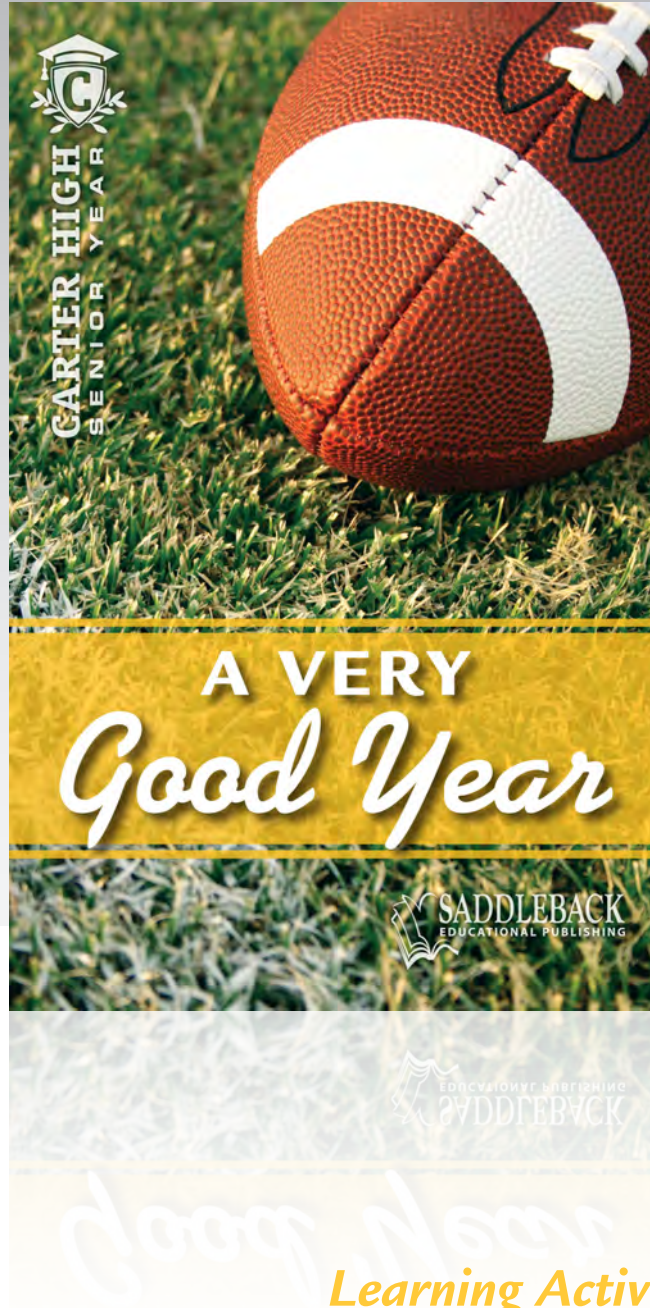




# Teacher's Resource Guide

# 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 • Verbs

**Verbs** are words that show action in the past, present, or future. Some verbs are regular and some are irregular.

**Regular verbs** form the past tense by adding *-ed*, or by adding *-d* if the verb ends in *e*.

I *pass* the football.                      Clay *passed* the football.

**Irregular verbs** form the past tense in different ways.

I *see* Clay in the lunchroom.      I *saw* Clay in the lunchroom.

**Directions:** Sort these words into two groups based on how the past tense is formed. Write the past tense of each word under the correct heading.

kick   pass   say   smile   think   run   work   plan   beat   win   play   cheer   blow   toss

Regular Verbs	Irregular Verbs

### Form Sentences

**Directions:** Choose two verbs from the list above and use each in a sentence about the story, *A Very Good Year*.

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## Vocabulary • Syllabication

**Syllabication** is breaking up a word into beats or sound parts.

**Directions:** Use the clues from the story and words from the box to complete the sentences.

referee exercise player always receive touchdown little library project quarterback

1. The \_\_\_\_ / \_\_\_\_ / \_\_\_\_ blew his whistle.
2. Hank wanted to be the starting \_\_\_\_ / \_\_\_\_ / \_\_\_\_ for the Carter High team next year.
3. Coach Grant asked the team to begin their warm up \_\_\_\_ / \_\_\_\_ / \_\_\_\_ before they played the game.
4. The football \_\_\_\_ / \_\_\_\_ practiced his kicking skills.
5. A \_\_\_\_ / \_\_\_\_ is worth six points.
6. Clay had \_\_\_\_ / \_\_\_\_ liked Kim.
7. Coach Grant liked Carter High to \_\_\_\_ / \_\_\_\_ the ball.
8. Kim and Claire planned to study in the \_\_\_\_ / \_\_\_\_.
9. Claire asked Kim to help her finish her school \_\_\_\_ / \_\_\_\_.
10. Claire was Hank's \_\_\_\_ / \_\_\_\_ sister.

## Vocabulary • Word Scramble

**Directions:** Read the definitions. Unscramble the letters to form a word from the book, *Just Be Yourself*. Then write a synonym or a related word for each.

	Unscrambled Word	Synonym or Related Word
1. to form an opinion with little evidence – <b>suesg</b>	_____	_____
2. a place to learn – <b>olhcos</b>	_____	_____
3. to happily startle someone – <b>pseirrus</b>	_____	_____
4. to do or perform often in order to improve – <b>cecitpar</b>	_____	_____
5. an area of land marked for sports – <b>lidfe</b>	_____	_____
6. to relax or stop activity – <b>trse</b>	_____	_____
7. to cry out in happiness – <b>ehcer</b>	_____	_____
8. to turn the corners of your mouth upward in pleasure – <b>mleis</b>	_____	_____
9. an offensive back in football – <b>bkcauqtaerr</b>	_____	_____
10. to tell an untruth – <b>eli</b>	_____	_____
11. a place where you live – <b>ehmo</b>	_____	_____
12. to hope for – <b>swih</b>	_____	_____
13. a meal eaten in the middle of the day – <b>cnuhl</b>	_____	_____
14. to rush – <b>yrhru</b>	_____	_____
15. a game played with a ball and a net – <b>elolvlalby</b>	_____	_____