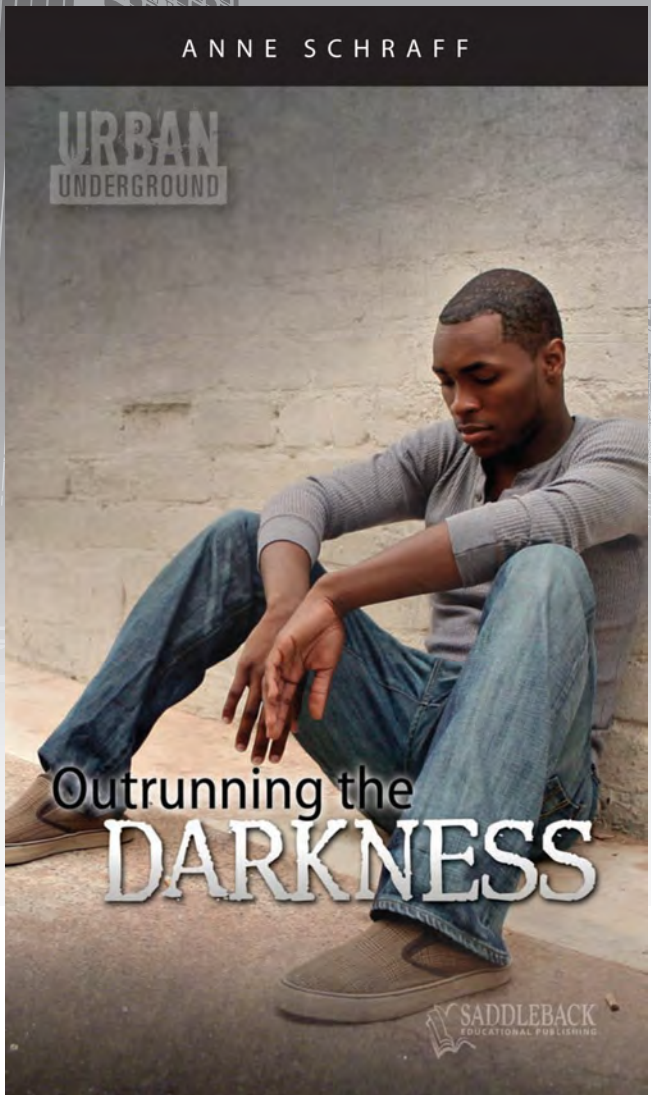


URBAN UNDERGROUND



TEACHER'S RESOURCE GUIDE

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To the Educator

Written for young adults, the Urban Underground series confronts issues that are of great importance to teens, such as friendship, loyalty, drugs, gangs, abuse, urban blight, bullies, and self-esteem to name a few. More than entertainment, these books can be a powerful learning and coping tool when a struggling reader connects with credible characters and a compelling storyline. The highly readable style and mature topics will appeal to young adult readers of both sexes and encourage them to finish each novel. Paperback books look and feel like a trade edition and are complete in just under 200 pages.

This teacher's 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

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 Urban Underground series, you might begin by having them review what they already know about various characters. The summaries on the back cover are a great starting point.

Although most activities are designed for use after reading the book, some are for pre-reading, and 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.

The Urban Underground series is set in a fictional city. If your students live in an urban area, you may ask them to note any similarities to their own lives as they read the novels.

Reading Strategies

The activities in this Teacher’s Resource Guide focus on giving struggling 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 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.

BUILDING BACKGROUND KNOWLEDGE | Anticipation Guide

DIRECTIONS: Read the statements below. Decide if you agree or disagree with each one. Put a check in the column that matches your feelings.

Agree	Disagree	Statement
		Only people who have acting experience should try out for the school play.
		People who didn't go to college aren't as smart as people who went to college.
		Older teachers can't control a rowdy classroom.
		It's okay to lie to your parents about going to a party if you really want to go.
		Sports keep teens out of trouble.
		An expensive boarding school is better than a public school.
		Teenage girls prefer looks to brains.
		Parents and teachers are always right.
		A husband should always be more successful than his wife.
		Only losers are smart.

VOCABULARY | Glossary

DIRECTIONS: Below is a list of vocabulary words from *Outrunning the Darkness*. For your ease, they are organized in the order they appear in the book. Review the words before, during, and after reading the story. Create your own Urban Underground Dictionary by adding other difficult words from the story to the list below.

baritone (bar-i-tohn)—a range of the male singing voice

foreclosure (fawr-kloh-zher)—when ownership of property is taken away

gait (geyt)—a particular way of walking or running

forlorn (fawr-lawrn)—lonely, sad, hopeless

mantra (man-truh)—commonly repeated word or phrase

ominous (om-uh-nuhs)—sensing evil or harm

naïve (nah-eev)—lack of experience

singe (sinj)—to burn slightly

chaos (key-os)—a state of confusion or disorder

brusque (bruhsq)—abrupt in manner

aggrieved (uh-greevd)—offended or injured

pathos (pey-thos)—a quality that brings about a feeling of pity or compassion

quaint (kweynt)—having an old-fashioned charm

glib (glib)—acting phony and thoughtless

reverie (rev-uh-ree)—a daydream

abject (ab-jekt)—hopeless, miserable

avert (uh-vurt)—to turn away from

amiable (ey-mee-uh-buhl)—agreeable

scathing (skey-thing)—a harmful remark

pensive (pen-siv)—lost in thought

bewail (bih-weyl)—express grief or deep sorrow

dissolute (dis-uh-loot)—immoral or indifferent conduct

savor (sey-ver)—to taste, to hold on to a feeling

sinister (sin-uh-ster)—the threat of harm or evil

VOCABULARY | Word Scramble

DIRECTIONS: Read the definitions. Think of what vocabulary word from *Outrunning the Darkness* matches the definition. Unscramble the letters and write the correct vocabulary word in the space provided. Then write a synonym or related word for each.

1. a way of walking or running—**tagi**
2. a repeated word or phrase—**tnaram**
3. lack of experience—**vaien**
4. to burn slightly—**ngsei**
5. a range of the male singing voice—**obaeirtn**
6. lonely, sad, hopeless—**lfroonr**
7. sensing evil or harm—**umoosni**
8. a state of confusion or disorder—**ocsah**
9. agreeable, loveable—**almaeib**
10. to taste, to hold on to a feeling—**vsrao**
11. the threat of harm or evil—**tsireisn**
12. lost in thought—**neesipv**

Unscrambled Word

Synonym or Related Word
