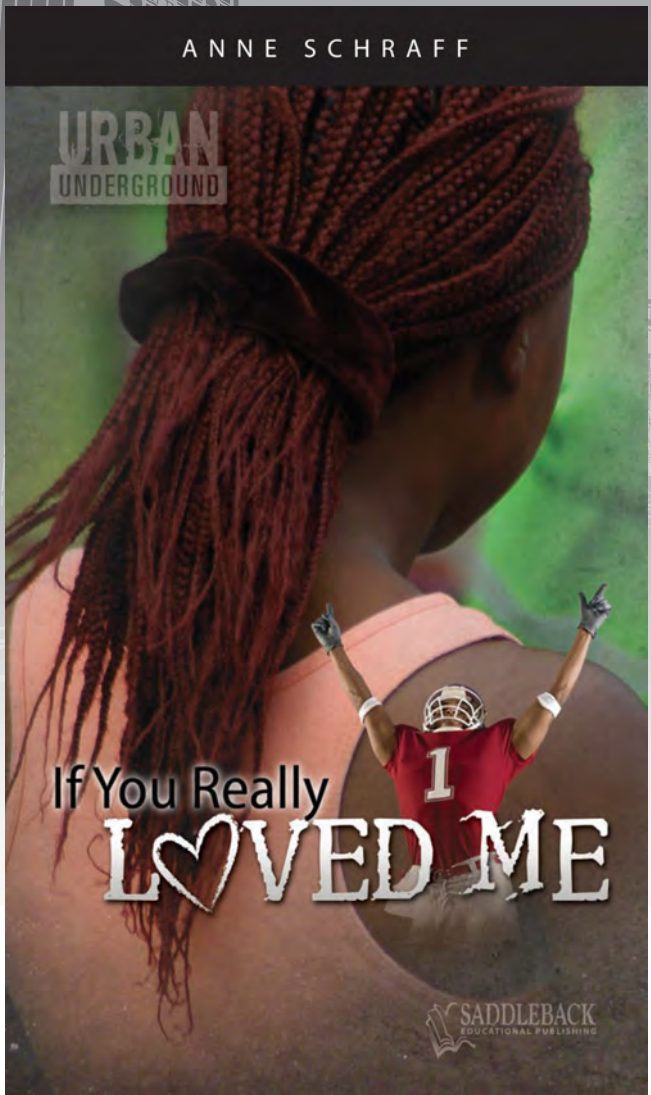


URBAN UNDERGROUND



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 | Dating Abuse Statistics

DIRECTIONS: Read the statistics about dating abuse below. Write a two-sentence reaction to each one.

1. Teens are at a higher risk for abuse from a dating partner than adults.

2. Females from ages 16–24 are the group most vulnerable to abuse from a dating partner.

3. One out of three female teenagers experiences violence in a dating relationship.

4. Forty percent of teenage girls say they know someone their age that has been in an abusive dating relationship.

5. Many teen girls believe abuse from their dating partner is normal or acceptable.

6. Teenagers make better relationship choices when they learn to identify early warning signs of abuse.

Statistics gathered from the National Teen Dating Violence Prevention Initiative

VOCABULARY | Glossary

DIRECTIONS: Below is a list of vocabulary words from *If You Really Loved Me*. 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.

shrill (shril)—high-pitched and piercing in sound quality

ailment (eyl-muhnt)—a physical disorder or illness

leaden (led-en)—dull, spiritless, or gloomy, as in mood or thought

loom (loom)—to come into view as a large image

hoist (hoist)—to raise or lift

agitated (aj-i-tey-tid)—excited, disturbed

flush (fluhsh)—a blush, rosy glow

fantasize (fan-tuh-sahyz)—to conceive fanciful or extravagant notions, ideas

elated (ih-ley-tid)—very happy or proud

leery (leer-ee)—wary, suspicious

assert (uh-surt)—to state with assurance, confidence, or force

fervent (fur-vuhnt)—having or showing great warmth

glum (gluhm)—sullenly or silently gloomy; dejected

lemur (lee-mur)—small, mostly nocturnal primates found only on the African island of Madagascar and some tiny neighboring islands

fiasco (fee-as-koh)—a complete and humiliating failure

senile (see-nahyl)—decline of physical and mental function

retaliate (ri-tal-ee-yet)—to return like for like, especially evil for evil

beleaguer (bih-lee-ger)—to be surrounded with troubles

tenuous (ten-yoo-uhs)—thin or slender in form, as a thread

turmoil (tur-moil)—a state of great confusion

tolerable (tol-er-uh-buhl)—fairly good, not bad

pauper (paw-per)—a very poor person

casket (kas-kit)—a coffin

unconditional (uhn-kuhn-dish-uh-nl)—not limited by conditions or limitations; absolute

crony (kroh-nee)—a close friend or companion

VOCABULARY | Synonym Match

DIRECTIONS: *Synonyms* are two words that have the same or almost the same meaning. Match the vocabulary word in the first column to its synonym in the second column.

- | | |
|--------------------|----------------|
| 1. ailment _____ | A. ecstatic |
| 2. loom _____ | B. okay |
| 3. hoist _____ | C. bungle |
| 4. agitated _____ | D. revenge |
| 5. elated _____ | E. appear |
| 6. fiasco _____ | F. illness |
| 7. tolerable _____ | G. lift |
| 8. retaliate _____ | H. upset |
| 9. leery _____ | I. insist |
| 10. assert _____ | J. distrustful |

Antonym Match

DIRECTIONS: *Antonyms* are two words that have the opposite meaning. Use the word bank to write the antonym for the vocabulary words below.

Word Bank

sad	success	certain	lower	unbearable
relaxed	reject	healthy	disappear	forgive

- | | |
|-------------------|---------------------|
| 1. elated _____ | 6. ailment _____ |
| 2. agitated _____ | 7. loom _____ |
| 3. fiasco _____ | 8. leery _____ |
| 4. hoist _____ | 9. tolerable _____ |
| 5. assert _____ | 10. retaliate _____ |