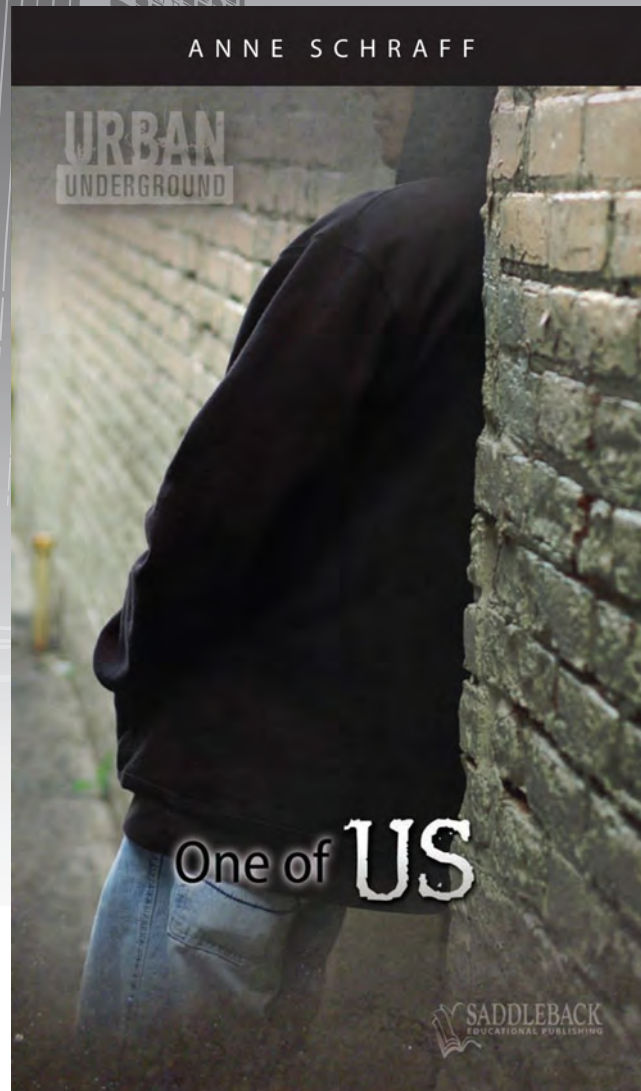


# URBAN UNDERGROUND



# 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 | Bullying Survey

**DIRECTIONS:** Take the bullying survey. Circle the appropriate answer. Discuss the results as a group.

1. Have you ever been bullied?  
Yes / No
2. If you answered yes, how often did someone bully you?  
Sometimes / Often / Daily
3. Where did it happen?  
School / Home / Neighborhood / Other \_\_\_\_\_
4. If it happened at school, where?  
Hallway / Classroom / Cafeteria / Bathroom / Other \_\_\_\_\_
5. Have you seen your classmates being bullied at school?  
Yes / No
6. If you answered yes, how often did it happen?  
Sometimes / Often / Daily
7. Where have you seen your classmates get bullied?  
Hallway / Classroom / Cafeteria / Bathroom / Other \_\_\_\_\_
8. What kinds of things have bullies done to you or to someone you know?  
Called Names / Threatened / Took or Broke Something / Shoved, Kicked, or Hit /  
Other \_\_\_\_\_
9. On a scale of one to five (one being the least), how much of a problem is bullying for you?  
1 / 2 / 3 / 4 / 5
10. List some actions you think teachers, school administrators, parents, and other adults could do to stop bullying.  
  
\_\_\_\_\_  
  
\_\_\_\_\_

## VOCABULARY | Glossary

**DIRECTIONS:** Below is a list of vocabulary words from *One of Us*. 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.

**mock** (mok)—to imitate or make fun of  
**burly** (bur-lee)—very heavy or strong  
**indignant** (in-dig-nuhnt)—in an angry manner  
**saunter** (sawn-ter)—to walk at a slow pace  
**lurk** (lurk)—to sneak around  
**quiver** (kwiv-er)—to shake  
**grotesque** (groh-tesk)—ugly  
**hassle** (has-uhl)—to argue or fight  
**glare** (glair)—to stare at in an angry way  
**anguish** (ang-gwish)—extreme physical or mental pain  
**closure** (kloh-zher)—to bring something to an end  
**slither** (slith-er)—to glide or slide like a snake  
**nudge** (nuhj)—to push against gently  
**sarcastic** (sahr-kas-tik)—remarks expressing bitterness or scorn  
**alleged** (uh-lejd)—claim to be true with no proof  
**fodder** (fod-er)—an easy target  
**cunning** (kuhn-ing)—acting in a deceptive manner  
**haggard** (hag-erd)—appearing worn and exhausted  
**turmoil** (tur-moil)—a state of complete confusion  
**craven** (krey-vuhn)—cowardly, having fear  
**hypocrite** (hip-uh-krit)—dishonest, false  
**flaunt** (flawnt)—to show off  
**fluke** (flook)—a stroke of good luck  
**empathy** (em-puh-thee)—having sympathy for other people  
**somber** (som-ber)—dark, gloomy, melancholy

## VOCABULARY | Word Match

**DIRECTIONS:** Match the word in the second column to the definition in the first column.

- |       |   |              |
|-------|---|--------------|
| _____ | 1. a stroke of good luck                    | A. fluke     |
| _____ | 2. having sympathy for other people         | B. mock      |
| _____ | 3. to argue or fight                        | C. hassle    |
| _____ | 4. appearing worn out or exhausted          | D. grotesque |
| _____ | 5. to stare at in an angry manner           | E. glare     |
| _____ | 6. to imitate or make fun of                | F. nudge     |
| _____ | 7. ugly                                     | G. haggard   |
| _____ | 8. claim to be true                         | H. fodder    |
| _____ | 9. to push against gently                   | I. empathy   |
| _____ | 10. an easy target                          | J. alleged   |
| _____ | 11. the art of acting in a deceptive manner | K. anguish   |
| _____ | 12. extreme physical or mental pain         | L. cunning   |

## What a Character

**DIRECTIONS:** Write a paragraph about your favorite character in *One of Us* using at least three vocabulary words.

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