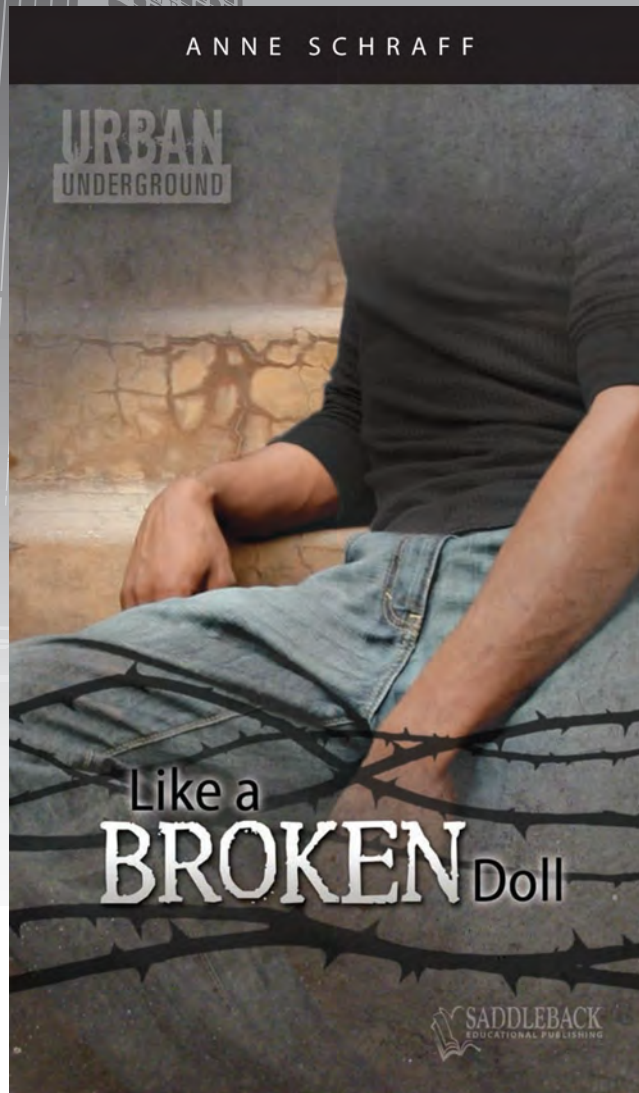


# URBAN UNDERGROUND



# 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 | I Think...**

**DIRECTIONS:** Look at the front cover of *Like a Broken Doll*. Read the description on the back cover. Predict what you think will happen in the story. Write at least five predictions in the first column.

My Predictions	What Really Happened

**DIRECTIONS:** After you finish *Like a Broken Doll*, revisit this chart. See how many of your predictions were correct. Put a star next to the ones that were correct. Write at least five things that did happen in the story in the second column.

## VOCABULARY | Glossary

**DIRECTIONS:** Below is a list of vocabulary words from *Like a Broken Doll*. 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.

- grope** (grohp)—to search blindly or uncertainly
- lavish** (lav-ish)—using or giving in great amounts
- sneer** (sneer)—contort the face in a manner that shows contempt
- nervy** (nur-vee)—having or showing courage
- furrow** (fur-oh)—a crease or groove; a wrinkle in the face
- fervent** (fur-vuhnt)—showing great warmth
- interject** (in-ter-jekt)—to insert between other things
- terse** (turs)—brief or short, to the point
- rein** (reyn)—any means of controlling; a restraint
- lore** (lohr)—a body of knowledge
- feeble** (fee-buhl)—physically weak from age or sickness
- domineer** (dom-uh-neer)—to rule or tower over
- ruse** (rooz)—a trick
- dubious** (doo-bee-uhs)—doubtful
- teeter** (tee-ter)—to move unsteadily
- prudence** (prood-ns)—regard for one's own interests
- nefarious** (ni-fair-ee-uhs)—extremely wicked
- orator** (awr-uh-ter)—a public speaker
- strident** (strahyd-nt)—making or having a harsh sound
- snarl** (snahrl)—to growl in a threatening manner
- lapse** (laps)—an interval or passage of time
- harrowing** (har-oh-ing)—extremely disturbing or distressing

## VOCABULARY | Word Chop

**DIRECTIONS:** The table below contains words that have been chopped in half. Draw a line from the beginning of the word in the first column to its ending in the second column.

fer	ish
lav	dent
inter	vent
stri	ject

fee	neer
du	ble
domi	bious

## Change the Ending

**DIRECTIONS:** Add *-ing* to each vocabulary word below. Then use each *-ing* word in a sentence.

**Example:** *gnaw* becomes *gnawing*

**When I went camping, I woke up to the sound of a beaver gnawing on a piece of wood.**

1. snarl \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. teeter \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. domineer \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. sneer \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_