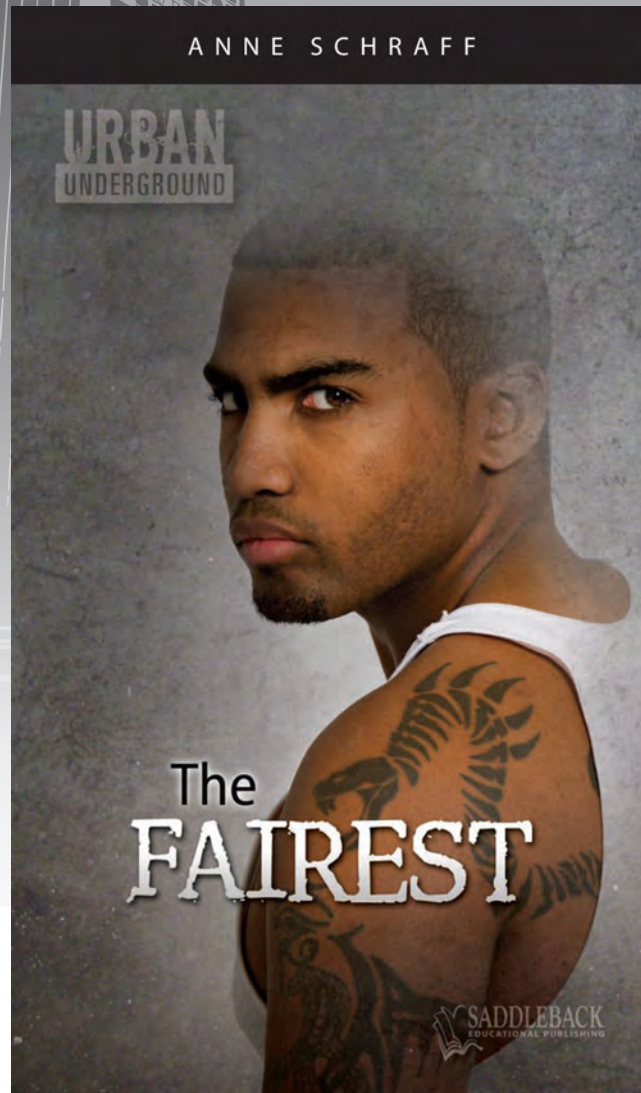


URBAN UNDERGROUND



TEACHER'S RESOURCE GUIDE

Table of Contents

To the Educator	3
Reading Strategies	4
Building Background Knowledge	
Anticipation Guide	5
Vocabulary	
Glossary	6
Fill in the Blank	7
Word Web	7
Synonym Match	8
Antonym Match	8
Initial Understanding	
First and Last	9
Who Said This?	9
My Favorite Book Chart	10
<i>The Fairest</i> Chart	10
Developing Interpretation	
The Winner's Circle	11
The Princess of the Fair	11
My Pros and Cons	12
<i>The Fairest</i> Pros and Cons	12
Personal Reflection	
Point of View	13
Title Thoughts	13
Critical Response	
What Do You Think?	14
There's More to the Story	14
Answer Key	15



Copyright © 2011 by Saddleback Educational Publishing. All rights reserved. No part of this book may be reproduced in any form or by any means, electronic or mechanical, including photocopying, recording, scanning, or by any information storage and retrieval system, without the written permission of the publisher.

The purchase of this guide entitles an individual teacher to reproduce copies of the student pages for use in one classroom exclusively. The reproduction of these materials for an entire school or school system is prohibited.

ISBN-13: 978-1-61651-350-4
ISBN-10: 1-61651-350-0
eBook: 978-1-61247-013-9

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 popular people should be voted homecoming queen.
		High schools should not sponsor contests of any kind.
		Schools should not have kings or queens of proms.
		The faculty, not the students, should choose students to represent the school for all events.
		Beauty pageants are degrading to women.
		You are responsible for your boyfriend's or girlfriend's behavior
		Teenage boys prefer looks to brains.
		Teachers are always right.
		If you are nice to people they will walk all over you.
		Only losers are nice to everyone.

VOCABULARY | Glossary

DIRECTIONS: Below is a list of vocabulary words from *The Fairest*. 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.

preen (preen)—to make one appear striking or stylish

groggy (grog-ee)—dazed or weakened, as from lack of sleep

clutch (kluhch)—to grip or hold tightly or firmly

contort (kuhn-tawrt)—twisted in a violent manner

forlorn (fawr-lawrn)—lonely and sad; forsaken

sarcastic (sahr-kas-tik)—mocking with words

cynical (sin-i-huhl)—non-believing or doubtful

oblige (uh-blahyj)—something that has to be done

decrepit (dih-krep-it)—weakened by old age

taunt (tawnt)—to make fun of or tease someone

wry (rahy)—sarcastic, distorted

contrite (kuhn-trahyt)—filled with a sense of guilt with a desire to be forgiven

abrupt (uh-bruhpt)—sudden or unexpected

barb (bahrb)—an obvious unpleasant remark

cordial (kawr-juh)—sincere or friendly

perplex (per-pleks)—to make complicated or confused

laudable (law-duh-buhl)—deserving praise

stifle (stahy-fuhl)—to suppress or end by force

inopportune (in-op-er-toon)—not a good time, inconvenient

derogatory (dih-rog-uh-tawr-ee)—to lessen the reputation of a person or thing

vulnerable (vuhl-ner-uh-buhl)—capable of being wounded or hurt

malady (mal-uh-dee)—any disorder or disease of the body

VOCABULARY | Fill in the Blank

DIRECTIONS: The following sentences are from *The Fairest*. Use the context clues and word bank to figure out the missing vocabulary word in each sentence.

Word Bank

clutching	derogatory	laudable	perplexed	stifled
decrepit	groggy	malady	preen	taunting

1. Then she hurried from the classroom, _____ her flyers like a frightened child.
2. “We were like _____ Derrick that he’s too dumb to read real books.”
3. “Well,” the vice principal replied, “it is very _____ that you are concerned for the children.”
4. “But my parents are so protective that they _____ me.”
5. “They got her on this new blood pressure medicine and it’s making her _____.”
6. The idea that Jasmine had some mysterious and perhaps serious _____ struck everyone with concern.
7. “We do not use _____ slurs against people, Marko.”
8. Now he came hurrying up, a _____ look on his face.
9. “He’s probably so old and _____ he can hardly stand up!”
10. “Some cute chick gonna be wantin’ to prance and _____ for the cameras.”

Word Web

Directions: Word webs help you learn words that are related to each other. Choose a vocabulary word from *The Fairest*. Write it in the center circle. Then write words or phrases in the smaller circles that make you think of your vocabulary word in the center circle.

