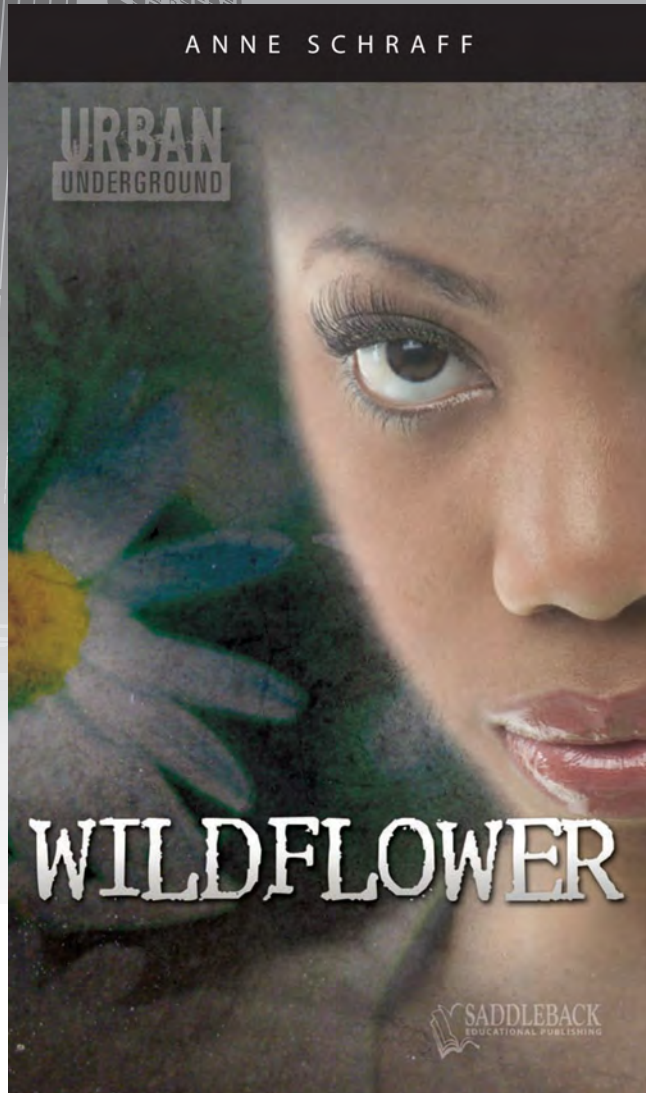


URBAN UNDERGROUND



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.

VOCABULARY | Glossary

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

embitter (em-bit-er)—to make bitter

vindicate (vin-de-keyt)—to clear or justify by argument or evidence

stance (stans)—the position of the body while standing

slur (slur)—a disparaging remark

rapport (ra-pohr)—a good relationship or connection

catastrophe (kub-tas-truh-fee)—a sudden and widespread disaster

controversial (kon-truh-vur-shuhl)—pertaining to something uncertain or questionable

efficient (ih-fish-uh-nt)—performing in the best manner with the least waste of time

commend (kub-mend)—to name with approval or special praise

scant (skant)—having an inadequate or limited supply

salvage (sal-vij)—the act of saving

chide (chahyd)—to express disapproval

callow (kal-oh)—immature or inexperienced

skewer (skyoo-er)—a pin used to fasten an item in place

denizen (den-uh-zuhn)—a person who regularly frequents a place

provocative (pruh-vok-uh-tiv)—to provoke or incite

quaint (kweynt)—having an old-fashioned charm

environs (en-vahy-ruh-nz)—an area of space close by; suburbs

mortify (mawr-tuh-fahy)—to humiliate or shame

compliant (kubm-plahy-uh-nt)—obeying in a submissive way

rebuff (ri-buhf)—a blunt rejection

pulverize (puhl-vuh-rah-yz)—to reduce to dust or powder

altercation (aul-ter-key-shuhn)—an angry or noisy argument

VOCABULARY | Misspelled

DIRECTIONS: Circle the misspelled word in each sentence. Then rewrite the word correctly. Watch out! Two of the sentences don't have any misspelled words.

1. His hands rested on his hips in a hostile stanse.

2. As he got a few yards away, he heard a boyish voice utter a sluur.

3. "And then there's a young woman with such raport with the second-graders."

4. "They can't arrive at a budget until we're on the brink of a catastrophe."

5. "Let's not talk about anything contraversial at dinner."

6. He stared at them and seemed about to make a run for it—out into the rain from the scante shelter of the shed behind the thrift store.

7. Yet he felt a strange sense of peace that he had been able to sallvage one good memory of Harry Jenkins.

8. Mr. Pippin knew that some sort of altarcation had just taken place, but he made no inquiry.

9. "And the dreadful denizens of the streets staggering around looking for money."

10. "Now the crime-ridden environs of Tubman High are about to claim you, child."
