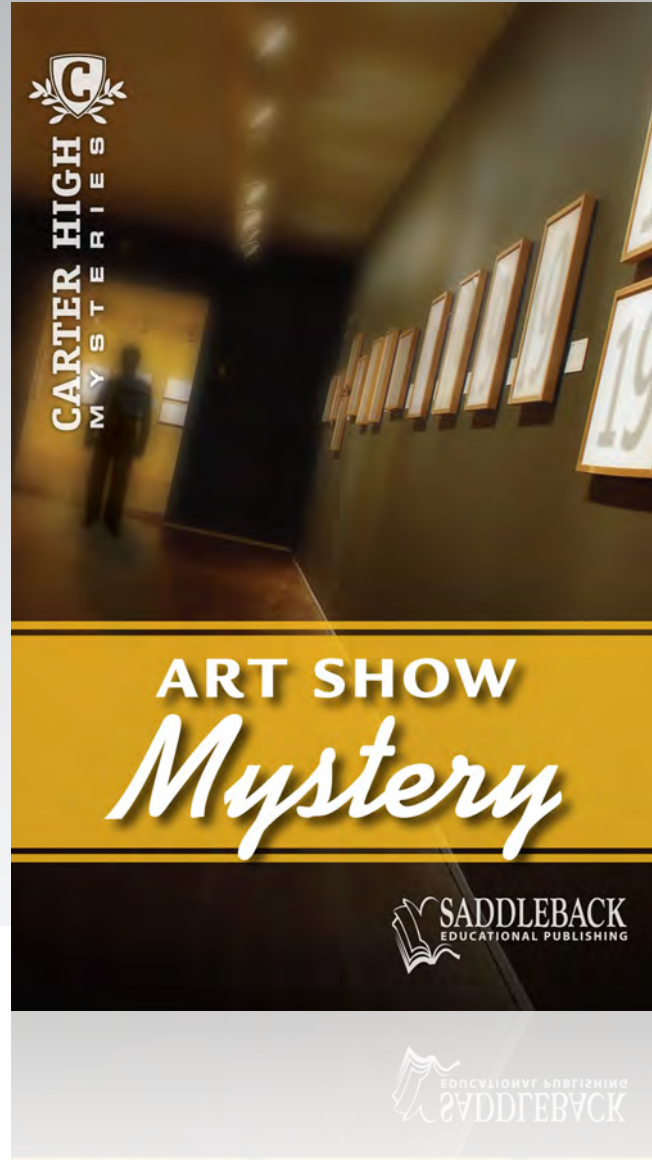




# Teacher's Resource Guide

# CARTER HIGH MYSTERIES



## *Learning Activities for*

Vocabulary

Initial Understanding

Developing Interpretation

Personal Reflection and Response

Demonstrating a Critical Stance

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# To the Teacher

## Carter High Mysteries

### Organization

The Carter High Mysteries series introduces the students at the fictional Carter High School. Many of the same characters—students, teachers, and coaches—appear in more than one story. As in real life, their stories are intertwined. The books are not sequential and may be presented in any order.

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

Reading the book as an entire class might be helpful for struggling readers. 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 Carter High series, you might begin by having them review what they already know about various characters.

Although most activities are designed for use after reading the book, some are best completed before students read. 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.

# 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 or unreflected understanding 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 more clear. 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 • Word Search

**Directions:** Circle these words from the story in the puzzle. Words can be horizontal, vertical, or diagonal.

tomorrow  
 painting  
 change  
 room  
 paintbrush  
 minutes

answer  
 numbers  
 everyone  
 key  
 ready  
 lock

students  
 table  
 prize  
 quickly  
 lunchroom  
 math

A	O	S	L	O	C	K	X	D	H	A	K	M	P	M
K	B	W	U	C	G	E	L	R	T	Z	P	I	E	T
G	F	C	N	I	X	Y	V	A	B	F	S	N	I	C
T	B	N	C	L	P	A	I	N	T	B	R	U	S	H
J	O	U	H	D	O	R	P	S	W	R	H	T	J	A
W	S	M	R	W	E	K	I	W	J	G	M	E	Q	N
P	K	B	O	T	H	F	Q	Z	N	U	W	S	Z	G
A	B	E	O	R	A	N	S	W	E	R	S	T	F	E
I	W	R	M	S	R	B	D	G	M	E	V	B	H	Y
N	Q	S	P	F	O	O	L	K	H	A	S	V	P	C
T	G	E	B	Z	O	C	W	E	O	D	T	T	I	E
I	S	U	I	O	M	T	H	D	C	Y	I	H	K	U
N	S	T	U	D	E	N	T	S	M	A	Z	J	Q	N
G	R	V	N	L	D	U	M	Q	U	I	C	K	L	Y
L	C	P	A	X	G	T	E	V	E	R	Y	O	N	E

## Vocabulary • Nouns and Pronouns

Nouns are words that name a person, place, thing, or idea.

**Paige teacher room door painting prize anger sadness**

Pronouns are short words that replace or refer to nouns. In these sentences, the noun is underlined once. The pronoun that replaces or refers to it is underlined twice.

Paige finished the painting. She was proud of the painting.

Paige looked at the painting. Paige looked at it for a long time.

**Directions:** Read each pair of sentences. Underline the noun or nouns in the first sentence. Then double-underline the pronoun in the second sentence. Draw an arrow from the pronoun to the noun that it refers to or replaces.

1. Paige and Logan were good friends. They lived at Grayson Apartments.
2. The bell rang. It was very loud.
3. Logan didn't want his painting in the show. Paige didn't know why he felt that way.
4. Miss Brock looked at the painting. Then Miss Brock said it was nice.
5. Mr. Nash changed the numbers on the door. He worked fast.
6. The old numbers looked okay. Why did Mr. Nash change them?
7. Mr. Glenn saw the paintings. They were very well done.
8. Paige finished the test. It wasn't too hard.
9. The students finished their paintings. They would enter them in the art show.
10. Paige looked at the numbers on the door. They were one and nine.

## Vocabulary • Misused Words

The following words are often misused:

### **its** and **it's**

**its** shows ownership

**it's** is the contraction for **it is**

The dog wagged **its** tail.

**It's** hard to save money.

### **there**, **their**, and **they're**

**there** indicates a place

**their** indicates ownership

**they're** is the contraction for **they are**

My book is over **there**.

**Their** car is new.

**They're** not coming to the party.

**Directions:** Complete the sentences with the correct word from above.

1. Have you ever been \_\_\_\_\_ before?
2. They lost \_\_\_\_\_ first volleyball game.
3. \_\_\_\_\_ not certain that Drake can play.
4. The flag flapped on \_\_\_\_\_ flagpole.
5. Ask them if \_\_\_\_\_ going to meet us at the mall.
6. \_\_\_\_\_ really hot in here!
7. Put the painting over \_\_\_\_\_.
8. We watched the cat clean \_\_\_\_\_ fur.
9. Lin and Willow said \_\_\_\_\_ studying at the library.
10. Skye and Paige put \_\_\_\_\_ paintings in Room 19.
11. Paige and Logan knew \_\_\_\_\_ bus would arrive soon.
12. \_\_\_\_\_ time for class to start.
13. Miss Brock hoped all of the students would enter \_\_\_\_\_ paintings.
14. \_\_\_\_\_ just in time to enter the show.
15. \_\_\_\_\_ a shame that Logan felt like he didn't want to enter his painting.