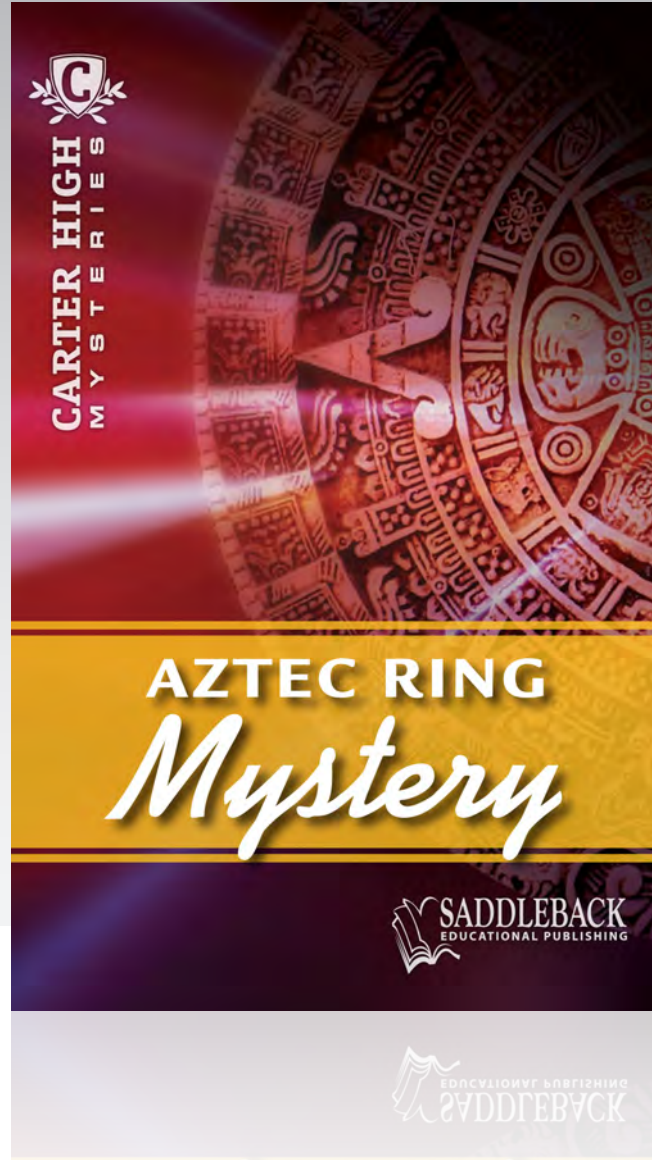




# Teacher's Resource Guide

# 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 • Homophones

Homophones are words that sound the same, but have different spellings and meanings. Homophones are sometimes called homonyms.

The words **two**, **to**, and **too** are homophones. They sound the same, but they have different spellings and meanings.

I'll take **two** tickets, please. Send the letter **to** my sister. Jack likes football, **too**.

**Directions:** Read each sentence. Then circle the correct word from the homophones in parentheses.

1. It will take (some, sum) time to see the exhibit.
2. Let's look at the (hole, whole) thing very carefully.
3. Be careful you don't (brake, break) anything.
4. I (cent, sent) a letter to my cousin about the Aztec ring.
5. It might take an (our, hour) to see everything.
6. How could he think Jack would (steal, steel) the ring?
7. I (red, read) the booklet about the exhibit.
8. Can we (meat, meet) the man who collected all of these things?

## Writing Homophones

**Directions:** Look at the activity you just completed. Use five of the homophones you did not circle in sentences.

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## Vocabulary • Infinitives and Gerunds

An infinitive is the root form of a verb and the word **to**. It can be used just like a noun, to name a thing.

Jack likes **to swim**.

What thing does Jack like to do? To swim

A gerund is another form of a verb that can be used like a noun. A gerund is the **-ing** form of a verb.

Lin likes **swimming**, too.

What thing does Lin like? Swimming

**Directions:** Fill in each blank with an infinitive or gerund that fits the sentence.

1. Infinitive: We have \_\_\_\_\_ in his coat pocket for the ring.
2. Gerund: Do you enjoy \_\_\_\_\_ basketball?
3. Infinitive: We plan \_\_\_\_\_ of an excuse.
4. Gerund: Paige believes that \_\_\_\_\_ lunch is her favorite part of the day.
5. Infinitive: I love \_\_\_\_\_ old movies with my mom.
6. Infinitive: Drake began \_\_\_\_\_ his hot chocolate.
7. Gerund: Jack discovered why \_\_\_\_\_ the ring to school was a bad idea.
8. Gerund: Logan sat at his desk \_\_\_\_\_ for an answer.

## Writing with Infinitives and Gerunds

**Directions:** Write a few sentences about the characters in the *Aztec Ring Mystery*. Use at least one infinitive and one gerund. Underline each infinitive and gerund you use.

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## Vocabulary • Irregular Adjectives

Regular adjectives are adjectives that form their comparative and superlative parts in one of these ways. Comparative forms compare two things. Superlative forms compare more than two things.

<b>fast</b>	<b>faster</b> comparative	<b>fastest</b> superlative
<b>beautiful</b>	<b>more beautiful</b> comparative	<b>most beautiful</b> superlative

A few irregular adjectives form their parts in different ways.

<b>good</b>	<b>better</b> comparative	<b>best</b> superlative
<b>much</b>	<b>more</b> comparative	<b>most</b> superlative

The irregular adjectives are **good, bad, well, little, many, much,** and **far**.

**Directions:** Complete each sentence with the correct comparative or superlative form of the irregular adjective listed. Use a dictionary if needed.

- good** Drake is the \_\_\_\_\_ player on the football team.
- bad** Who got the \_\_\_\_\_ grade on the test, Jack or Willow?
- well** I'm feeling \_\_\_\_\_ now than I was an hour ago.
- many** Drake has \_\_\_\_\_ apps than Jack.
- far** This is the \_\_\_\_\_ I've ever been from home!

### Your Turn

**Directions:** Use the forms of the regular adjectives above to compare the characters in the *Aztec Ring Mystery*.

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