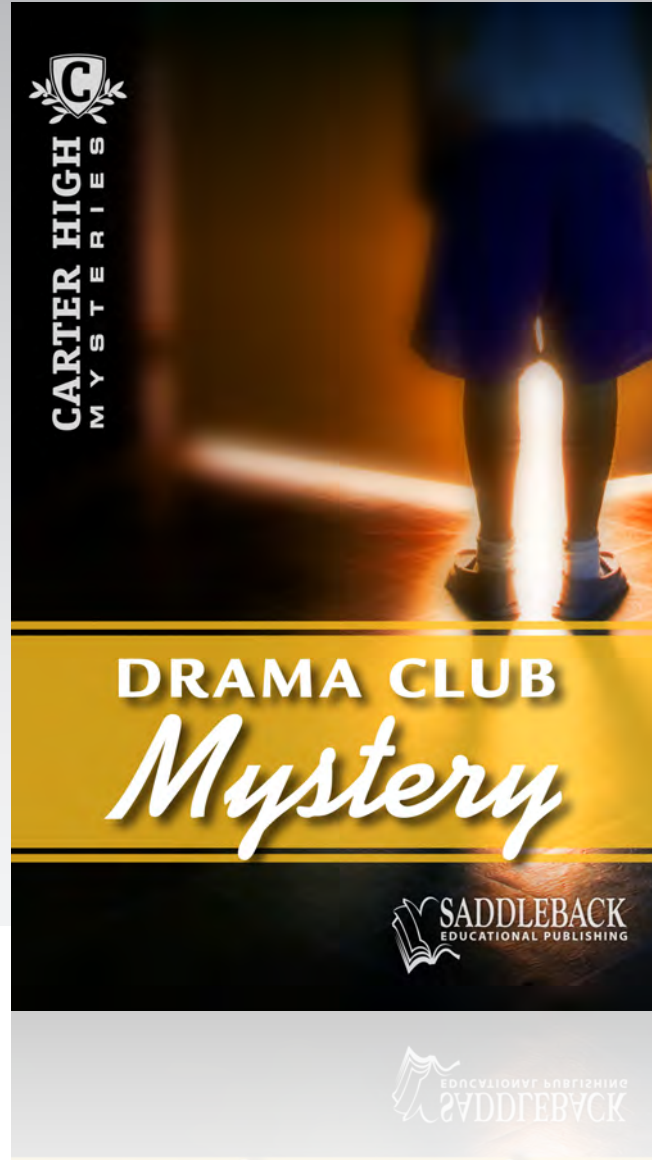




Teacher's Resource Guide

CARTER HIGH MYSTERIES



Learning Activities for

Vocabulary

Initial Understanding

Developing Interpretation

Personal Reflection and Response

Demonstrating a Critical Stance

Table of Contents

To the Teacher	3
Reading Strategies	4

Vocabulary

Word Search	5
Passive Voice	6
Passive to Active	6
Grouping	7
Form Groups	7
Using the <i>-or</i> and <i>-er</i> Suffixes	8
Writing Words with the <i>-or</i> and <i>-er</i> Suffixes	8

Initial Understanding

Summary Chart	9
Writing Headlines	10
Your Turn	10

Interpretation

Character Web	11
Another Character Web	11
Conflict	12
Writing About Conflict	12

Reflection

Can You Relate?	13
---------------------------	----

Critical Response

Be a Critic	14
-----------------------	----

Answer Key	15
----------------------	----

SADDLEBACK EDUCATIONAL PUBLISHING
www.sdlback.com

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ISBN-13: 978-1-61651-572-0
ISBN-10: 1-61651-572-4
eBook: 978-1-61247-140-2

Printed in the United States of America
16 15 14 13 12 11 3 4 5 6 7 8

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.

friends
English
member
apartment
actor
story

special
classroom
weekend
star
surprise
money

tickets
stage
costume
movie
police
trouble

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

Vocabulary • Passive Voice

Look at these two sentences:

Tucker **took** the money. The money **was taken** by Tucker.

In the first sentence, **Tucker** is the subject of the sentence and **took** is the verb or action. This kind of verb is called the active voice because the subject actively performs the action.

In the second sentence, **money** is the subject and **was taken** is the verb or action. Tucker performs the action, but Tucker is not the subject. This kind of verb is called the passive voice because the subject is acted upon. It does not actively perform the action. Passive voice always uses a form of the verb **be**, such as **was**, **is**, **were**, or **will be**, and the word **by**.

Directions: These sentences are in the active voice. Rewrite them so that they are in the passive voice.

1. Mrs. Scott put the money in a box.

2. Logan studied his clown part.

3. Drake bought a ticket.

Passive to Active

Directions: These sentences are in the passive voice. Rewrite them so that they are in the active voice.

1. The clown costume was bought by Tucker.

2. The ticket money was taken by someone.

3. The play was rehearsed by the drama club members.

4. Logan was called by Mrs. Scott.

Vocabulary • Grouping

What do these words have in common?

cake peach carrot cereal

These words form a group because they are all things to eat.

Directions: Cross out the word that does not belong. Circle the word that tells about the other two. Then add a new word that belongs in the group.

- | | | | | |
|----------|----------|--------|----------|-------|
| 1. cold | sadness | fever | sickness | _____ |
| 2. Logan | students | Tucker | play | _____ |
| 3. steal | pilfer | crime | justice | _____ |
| 4. play | date | escort | movie | _____ |

Form Groups

Directions: Organize the words below into four groups that tell about different parts of the story.

bus	buy	tray	find
wait	ride	lunch	table
rehearse	clown	costume	store
open	stop	play	eat

Group 1

Group 2

Group 3

Group 4

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____