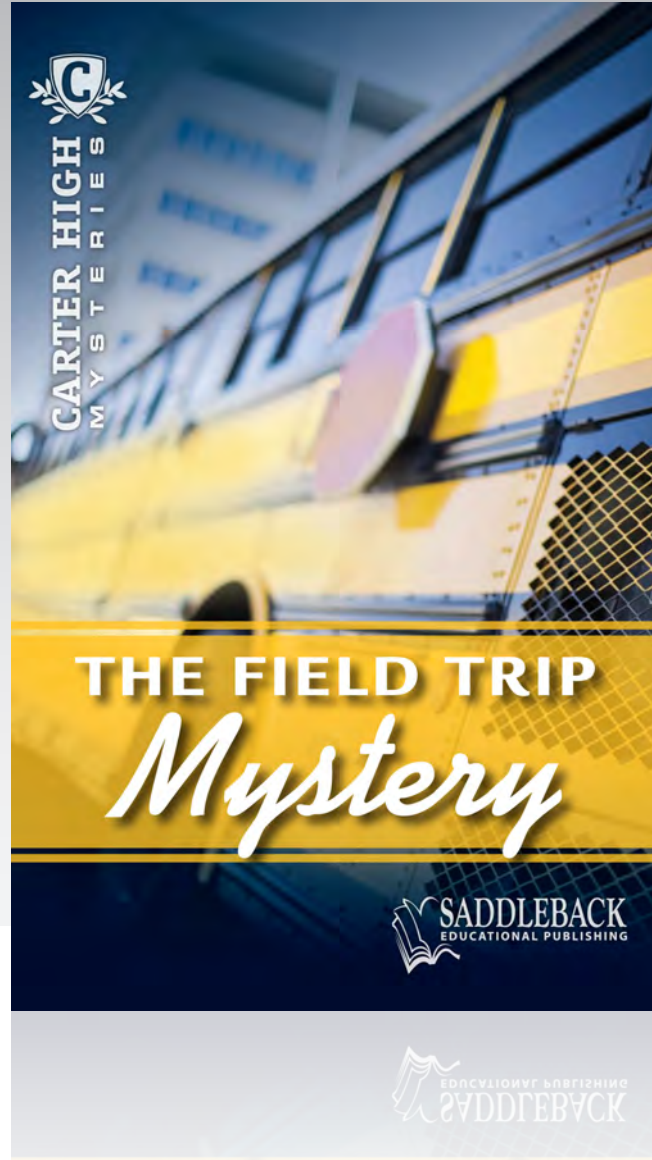




Teacher's Resource Guide

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 Ladders

Directions: Change one or two letters in each word to create the next word described.

what you call someone name

do something brave dare

football, baseball, soccer _____

go out with someone _____

not different _____

not early _____

Take this permission slip
about the field trip
__ _me. _____

A short letter is
a __ _ te. _____

to see something look

not a woman man

something you read _____

“That sounds
like a __ _ _ _ .” _____

Someone __ _ _ _
Mr. Zane’s permission
slips. _____

someone who
follows a team _____

Mr. Glenn wanted to
t_ _ k to the class. _____

They found the missing
permission slips in
the trash __ _ _ . _____

How Does It Relate?

Directions: Choose one set of words above. Tell how the first and last words in the list relate to the story.

Vocabulary • Analogies

Fast is to slow as tall is to short.

The above sentence is an analogy. Analogies can also be written like this:

fast : slow :: tall : short

Analogies are based on relationships between words. In both pairs of an analogy, the words have the same relationship to each other. Analogies can be based on these relationships:

Antonyms - love : hate

Synonyms - aid : help

Descriptive - orange : fire

Part to whole or whole to part - airplane : wings

Item to category or category to item - kittens : pets

Directions: Decide how the first two words relate to each other. Write the type of analogy in front of the number. Then write a word that completes the analogy.

- _____ part to whole _____ 1. brother : family :: roof : _____
- _____ 2. poodle : dog :: maple : _____
- _____ 3. car : automobile :: bike : _____
- _____ 4. fast : slow :: strong : _____
- _____ 5. leg : body :: _____ : wall
- _____ 6. red : apple :: _____ : banana
- _____ 7. push : pull :: _____ : lift
- _____ 8. soccer : sports :: _____ : vegetables

Create Your Own Analogies

Directions: Write two more analogies of your own. Make sure both pairs relate to each other in the same way.

Vocabulary • Words with More than One Meaning

English words can be confusing! Just look at this sentence:

I watched the sweet **roll roll** off the table.

The word **roll** appears twice in the sentence. Each time it means something different. Many words have more than one meaning. A word can be a noun in one sentence and a verb in another. Or, both meanings can appear in one sentence, as in the sentence above. The first **roll** is a noun, something you eat. The second **roll** is a verb, an action that the sweet roll takes.

Directions: Below each phrase or sentence are two definitions. Circle the letter of the definition that best fits the word in bold type.

1. What is the **date** of the field trip?
 A. noun: when you go out with someone B. noun: day and month on a calendar
2. Maybe the **trip** won't be so bad.
 A. noun: a journey B. verb: to stumble over something
3. I **hope** we don't have a test today.
 A. noun: something you wish for B. verb: to want something
4. The school will **pay** for the field trip.
 A. verb: to give someone money B. noun: what you receive for working
5. The trip is to the flower **garden**.
 A. verb: to grow things B. noun: a place with flowers

Using Words with More than One Meaning

Directions: Read the pair of word meanings. Write a sentence using one meaning.

sign—verb: to write your name **sign**—noun: words that provide information
