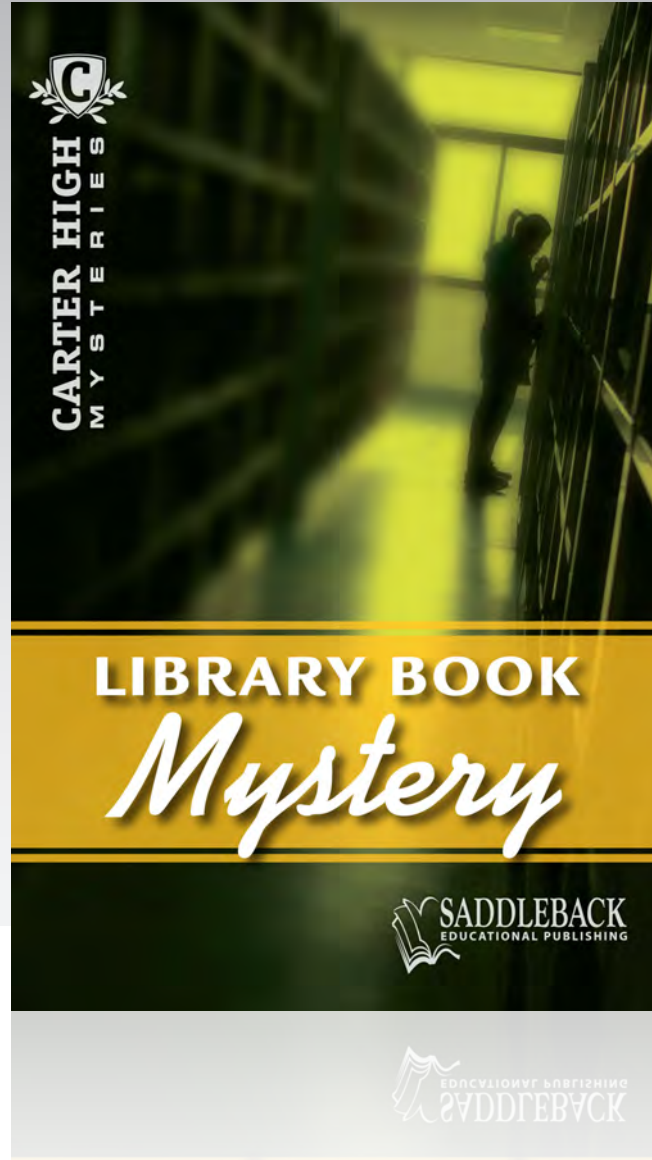




Teacher's Resource Guide

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.

library
mystery
science
paper
grade
desks

apartments
mad
period
first
lunchroom
tray

drive
car
weekends
town
school
tonight

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

Vocabulary • Compound Words

A compound word is a single word that is made up of two or more words joined together. Some are joined by hyphens, while many are not. A dictionary will tell you how to spell any compound word.

That wouldn't be fair to your **classmates**.

The word **classmates** is a compound word. It is made up of the words **class** and **mate**.

She must be his new **girlfriend**.

The word **girlfriend** is a compound word. It is made up of the words **girl** and **friend**.

Directions: Read each sentence. On the line, write any compound word that appears in the sentence. If the sentence does not have a compound word, write an X on the line.

1. Chandra walked down the hallway. _____
2. Look on the shelf in the school library. _____
3. What do you use for a bookmark? _____
4. I found something I can use. _____
5. I think I'll check out this book. _____

Writing Compound Words

Directions: In the space below, write four compound words you know. Use a dictionary, if needed, to find the correct spelling. Then use each word in a sentence.

Vocabulary • Irregular Verbs

Most verbs make their past tense forms by adding **-ed**. These verbs are called regular verbs.

walk-walked play-played watch-watched jump-jumped

Some common verbs make their past tense forms in other ways. These verbs are called irregular verbs.

eat-ate know-knew speak-spoke steal-stole

Directions: Write the past tense form of each irregular verb. Use a dictionary if needed.

take _____

leave _____

make _____

ride _____

write _____

have _____

say _____

go _____

ring _____

find _____

Using Irregular Verbs

Directions: For each irregular verb, write a sentence using the past tense form.

1. do _____

2. be _____

3. tell _____

4. get _____

5. give _____
