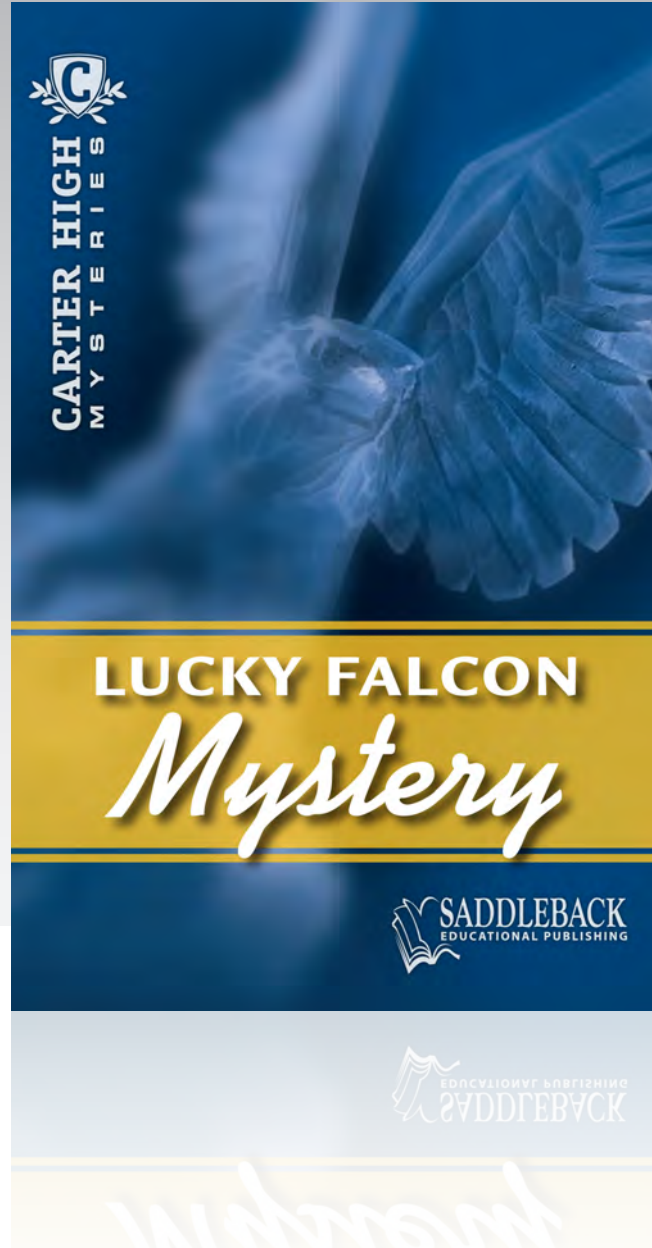




Teacher's Resource Guide

CARTER HIGH MYSTERIES



- Learning Activities for*
- Vocabulary
 - Initial Understanding
 - Developing Interpretation
 - Personal Reflection and Response
 - Demonstrating a Critical Stance

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SADDLEBACK EDUCATIONAL PUBLISHING
www.sdlback.com

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ISBN-13: 978-1-61651-575-1
ISBN-10: 1-61651-575-9
eBook: 978-1-61247-143-3

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 • Incorrect Spelling

Do you know which word in this sentence is misspelled?

The eighth word in the sentence is misspelled!

Directions: Circle the misspelled word in each sentence. Then correctly rewrite each misspelled word. Use a dictionary or find the word in the *Lucky Falcon Mystery*. Three sentences do not have a misspelled word.

1. Willow and Lin didn't have the same sceince teacher. _____
2. He had a newspaperper in one hand. _____
3. You have time to look at it before our meting. _____
4. Nita seemed suprised that Levi had yelled at her. _____
5. Willow heard a voice behind her. _____
6. So he said we wouldn't have to practise. _____
7. He doesn't know it is mising. _____
8. I can't beleve you asked me that. _____
9. Then she helped her mom clean up the kitchen. _____
10. And I allmost bumped into her. _____
11. Your friends can ask her tomorrow. _____
12. Logan was stil talking to the girl. _____

Do It Yourself

Directions: Write a paragraph about the story using five of the words above.

Vocabulary • Past Tense

When do most stories take place? In the past.

Verbs, or action words, change form to tell when something happens. Verb forms that show changes in time are called tenses. Past tense is the verb form that indicates the action happened in the past.

For most verbs, form the past tense by adding **-ed**, or **-d** if the verb ends in **e**.

walk—Paige **walked** to her class. **taste**—Willow **tasted** the pie.

For most verbs ending with a **y**, change **y** to **i** before adding **-ed**.

hurry—Paige **hurried** up to Willow.

For verbs with the pattern consonant-short vowel-consonant, double the final consonant before adding **-ed**.

stop—Emmett **stopped** his car at the red light.

Many common verbs are irregular. The past tense is formed in a different way for each irregular verb.

say—Emmett **said** he would visit. **see**—Miss Ortiz **saw** Emmett.

Directions: Use the rules above to change each verb to its past tense.

- | | |
|-------------------|-----------------|
| 1. surprise _____ | 2. help _____ |
| 3. worry _____ | 4. drop _____ |
| 5. want _____ | 6. name _____ |
| 7. carry _____ | 8. get _____ |
| 9. ask _____ | 10. blame _____ |

Write in the Past Tense

Directions: Choose at least three past tense verbs from the activity above. Then use them to write about something that happened in the book, *Lucky Falcon Mystery*.

Vocabulary • Antonyms

Antonyms are words that have opposite meanings, such as **big** and **little**.

Directions: Write an antonym for each word below.

- | | | | |
|--------------|-------|-----------|-------|
| 1. quick | _____ | 2. start | _____ |
| 3. win | _____ | 4. glad | _____ |
| 5. yell | _____ | 6. forget | _____ |
| 7. real | _____ | 8. smile | _____ |
| 9. sad | _____ | 10. boy | _____ |
| 11. innocent | _____ | 12. clean | _____ |

Synonyms

Synonyms are words that mean the same thing or almost the same thing, such as **quick** and **fast**.

Directions: Find the word that is NOT a synonym in each group. Cross it out and add another synonym.

- | | | | | |
|--------------|----------|----------|-----------|-------|
| 1. mad | fuming | furious | sad | _____ |
| 2. call | yell | screech | sing | _____ |
| 3. aid | want | support | assist | _____ |
| 4. seriously | quickly | speedily | swiftly | _____ |
| 5. tell | describe | inform | confuse | _____ |
| 6. writer | scribe | teacher | author | _____ |
| 7. win | conquer | beat | race | _____ |
| 8. removed | missing | absent | misplaced | _____ |
| 9. student | scholar | child | trainee | _____ |
| 10. rude | expert | crude | rough | _____ |