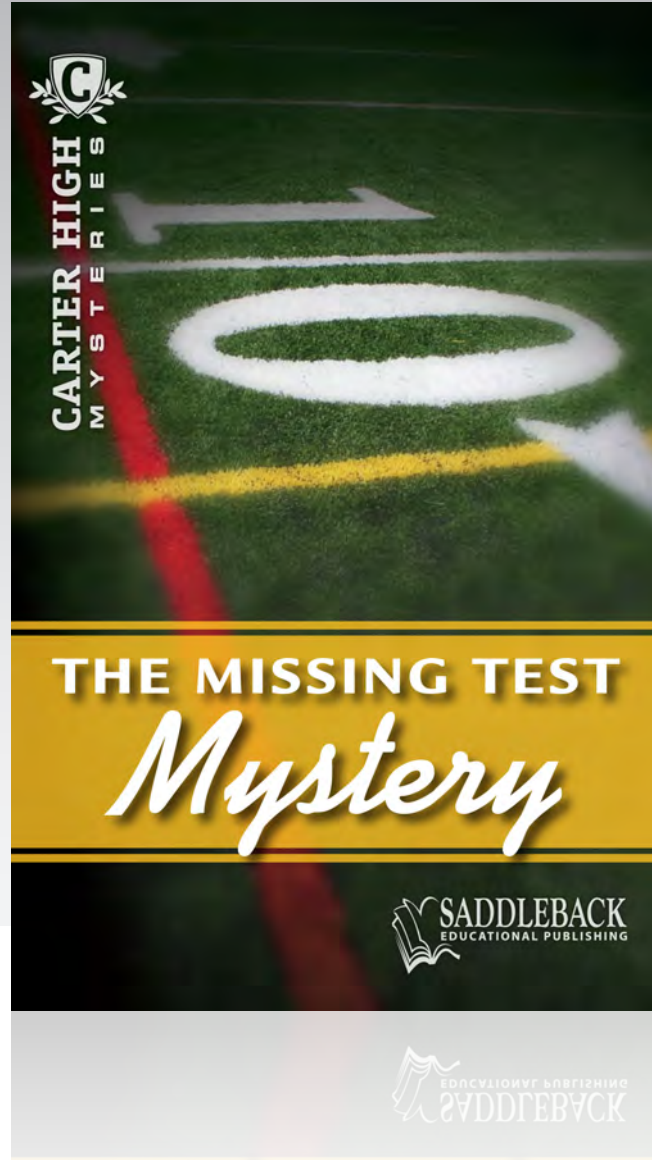




Teacher's Resource Guide

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 • Crossword Puzzle

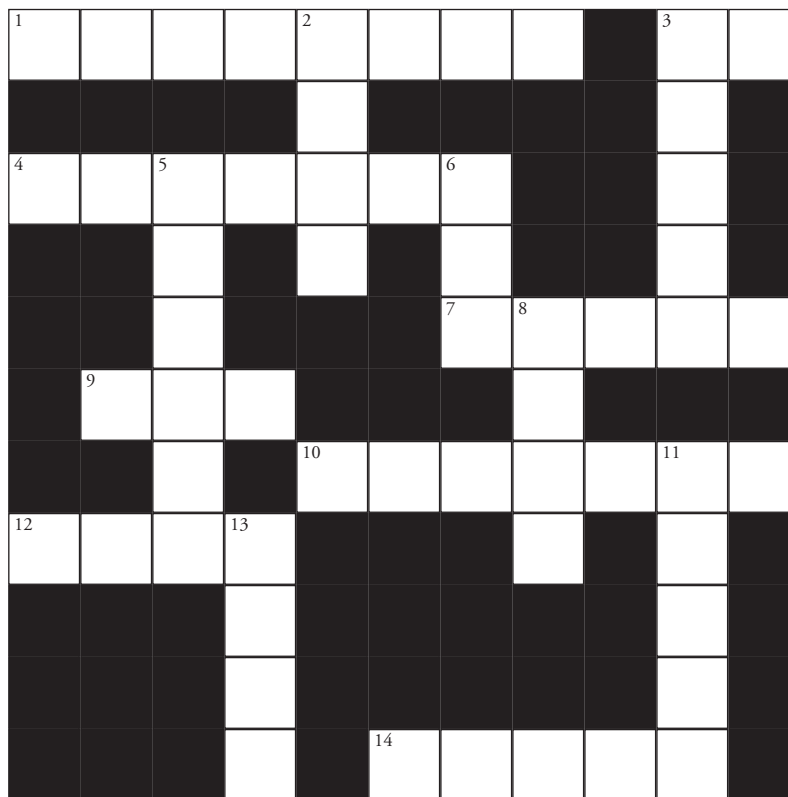
Directions: Use 15 words from the story and the clues below to complete the crossword puzzle.

Across:

1. the game Drake plays
3. opposite of *she*
4. Drake's important test was for _____ class.
7. Drake had to _____ hard for the test.
9. a short word that means *no*
10. A coach blows on this to get the players' attention.
12. how students know a class is over
14. an adult who teaches a sport

Down:

2. Drake got a _____ from Mr. Zane for Miss Ortiz.
3. Drake _____ they wouldn't think he took the test.
5. a building where students learn
6. the opposite of *no*
8. what was found behind the bookcase
11. a meal in the middle of the day
13. the opposite of *early*



Vocabulary • Reflexives

Read this sentence from the story:

I thought you would want to tell them **yourself**.

The word **yourself** is a special kind of pronoun. Pronouns that end with **-self** or **-selves** are called reflexives. They help emphasize a noun or a pronoun. Or they show that the person or thing named in a sentence acts upon itself.

I **myself** am going to answer the question. She treated **herself** to a new skirt.

Directions: Write a word from the list that correctly completes each sentence.

myself yourself himself herself
ourselves itself yourselves themselves

1. You _____ should know the answer to that question, Willow.
2. Let's ask Paige _____ if the story is true.
3. The rocket _____ wouldn't fly.
4. Students, please clean up the art room _____.
5. Drake studied for the test by _____.
6. The CDs will play by _____.
7. We _____ solved the mystery.
8. I _____ will perform the magic tricks at the party.

Using Reflexives

Directions: Write several sentences about yourself and your friends. Use at least two reflexive pronouns.

Vocabulary • Double Negatives

Read this sentence from the story:

No one else was sitting with them.

No one is a phrase that expresses the idea of “no or not.” It is called a negative. Other words and phrases that also express the idea of “no or not” are **no, not, none, nobody, nothing, never, hardly,** and **neither**. Any contraction with **n’t**, which means **not**, such as **shouldn’t, doesn’t, isn’t, won’t, can’t,** or **didn’t**, is also a negative. A sentence can contain only one negative word or phrase.

Wrong: There wasn’t nobody in the room.

Right: There was nobody in the room.

Right: There wasn’t anybody in the room.

Directions: Read each sentence. If it is correct, write OK on the line. If it is incorrect, rewrite it correctly on the line.

1. Willow couldn’t do nothing about the dog.

2. Couldn’t anyone help you?

3. Drake wasn’t never on the soccer team.

4. Jack couldn’t hardly read the sign in the dark room.

5. He didn’t have no lunch.

6. None of the students were late.

7. There wasn’t no one who was interested in the play.

8. Mr. Zane couldn’t see nobody in the room.
