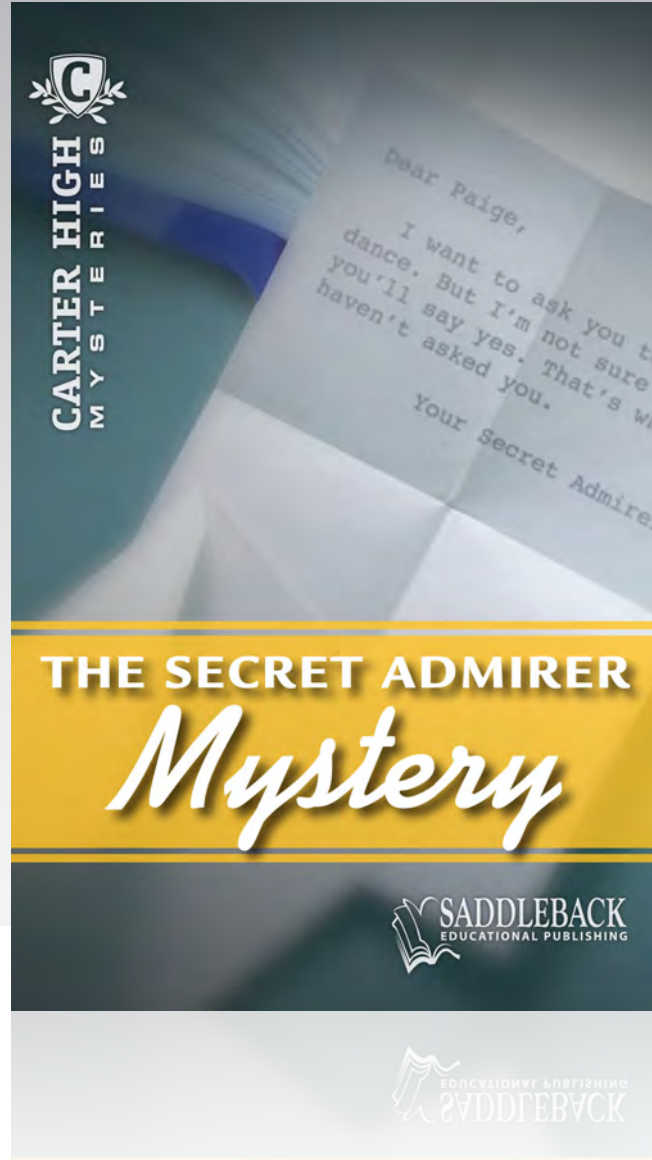




Teacher's Resource Guide

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 • Comparative Adjectives

An adjective is a word that describes a noun. You can add **-er** or **-r** to most short adjectives to make the form that compares two things. It is the same as adding the word **more** in front of a long adjective. Adjectives with an added **-er** or **more** are called comparative.

smart–smarter fast–faster slow–slower tame–tamer
confusing–more confusing secret–more secret worried–more worried

Directions: Write the comparative form for each adjective.

short _____	small _____
surprised _____	wild _____
quick _____	tall _____
great _____	careful _____
long _____	modern _____
serious _____	strong _____

More Adjectives

Be careful when adding **-er** to a word that ends in **y**. You have to change the **y** to **i**.

happy–happier merry–merrier

When a word ends in a short vowel and a consonant, you have to double the consonant.

big–bigger fat–fatter

Directions: Write the comparative form for each adjective.

silly _____	thin _____
mad _____	sturdy _____
funny _____	hot _____
lucky _____	fancy _____

Vocabulary • Crossword Puzzle

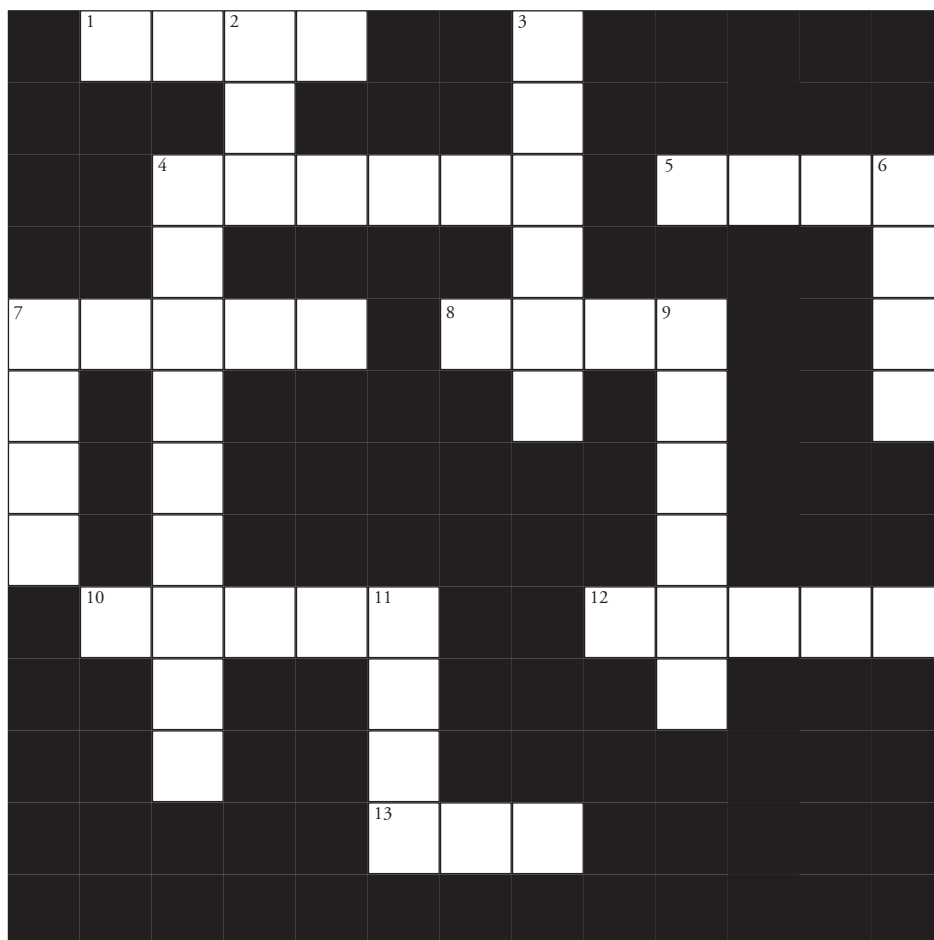
Directions: Use 15 words from the story and the clues below to complete the crossword puzzle.

Across:

1. a short letter
4. where students put their coats and books
5. You carry your books in a back _____.
7. Paige wanted a date for the _____.
8. signal that class is starting
10. students have these for classes
12. math, English, science, for example
13. the opposite of *no*

Down:

2. One plus one equals _____ .
3. not remember
4. the room where students eat
6. thoughtful
7. go out with someone
9. not big
11. to remain



Vocabulary • Future Tense

Verbs telling what is happening now are in the present tense.

Willow **asks** Paige about the dance.

Verbs telling what happened in the past are in the past tense.

Willow **asked** Paige about the dance.

Verbs telling what will happen in the future are in the future tense. Form the future tense of a verb by putting **will** in front of the verb.

Willow **will ask** Paige about the dance.

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

take	_____	do	_____
talk	_____	be	_____
hint	_____	study	_____
wave	_____	have	_____

Writing Sentences with the Future Tense

Directions: Write a sentence about *The Secret Admirer Mystery* using the future tense of each verb.

need _____

hurry _____

put _____

find _____

want _____
