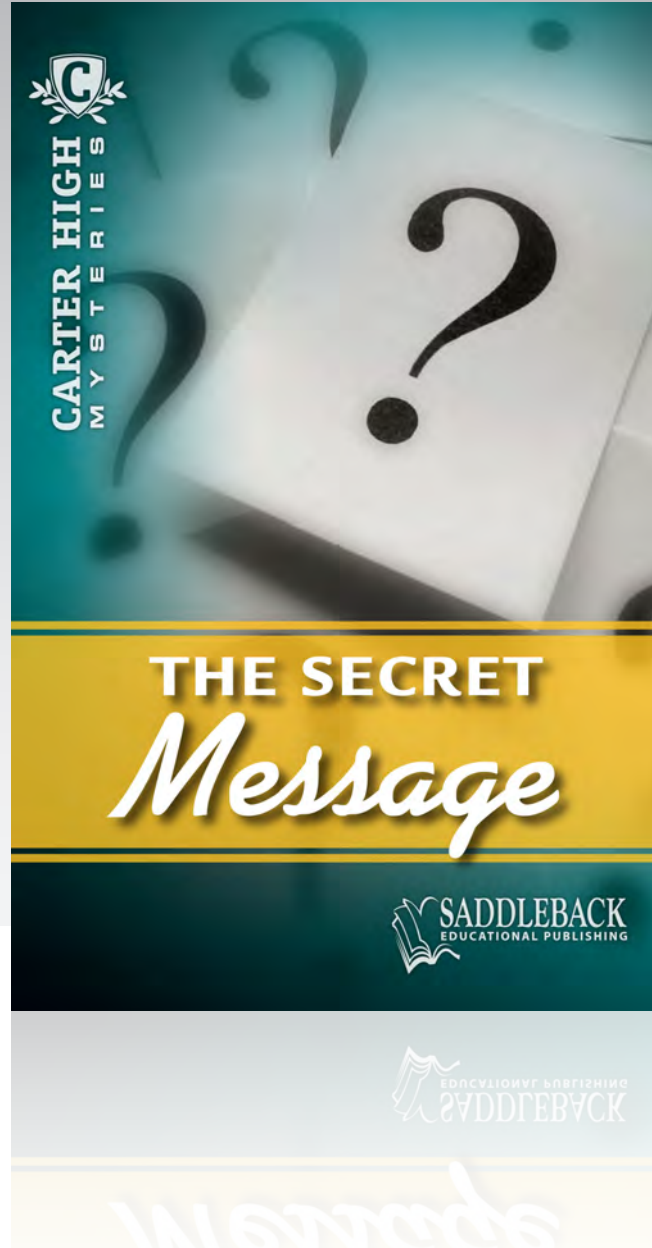




# Teacher's Resource Guide

# 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: 978-1-61651-578-2  
ISBN-10: 1-61651-578-3  
eBook: 978-1-61247-146-4

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 • Grouping

What do these words have in common?

**run    walk    skip    crawl**

These words form a group because they are all ways to move.

**Directions:** Cross out the word that does not belong. Then circle the word that tells about the other three. Add a new word that belongs in the group.

study    eat    puzzle    think    ponder    \_\_\_\_\_

Tell why you chose the new word and how it fits with the other words in the group.

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## Form Groups

**Directions:** Organize the words below into four groups that tell about different parts of the story.

eat	locker	note	table
paper	home	live	classroom
hall	apartment	message	lunch
bell	cafeteria	date	family

**Group 1**

**Group 2**

**Group 3**

**Group 4**

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

## Vocabulary • Misspelled

What is wrong with the list of words below? Each word is misspelled.

**Directions:** Correctly rewrite each word. Use a dictionary or find the word in the story, if needed.

- |              |       |               |       |
|--------------|-------|---------------|-------|
| 1. talkking  | _____ | 11. teling    | _____ |
| 2. hurried   | _____ | 12. does'nt   | _____ |
| 3. suprired  | _____ | 13. messige   | _____ |
| 4. clasroom  | _____ | 14. somone    | _____ |
| 5. techer    | _____ | 15. tommorow  | _____ |
| 6. schol     | _____ | 16. thoght    | _____ |
| 7. braek     | _____ | 17. apartmant | _____ |
| 8. boyfreind | _____ | 18. talkd     | _____ |
| 9. quesstion | _____ | 19. footbal   | _____ |
| 10. somthing | _____ | 20. pensils   | _____ |

### Carter High Dictionary

Create your own Carter High Dictionary by adding any other difficult words from the story to the list above.

Set up a Carter High Dictionary by stapling together 13 sheets of paper. Write a letter of the alphabet on each page. X, Y and Z words should fit on one page.

**Directions:** As you read, write any difficult or unfamiliar words and their definitions on the correct page. Add new words as you read each Carter High book.

## Vocabulary • Word Ladders

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

something you read	book	happy	glad
to see	_____	Logan hoped Quinn	_____
Logan _ook Quinn's	_____	wasn't _ad at him.	_____
note home.	_____	unhappy	_____
to trick someone	_____	to sit yesterday	_____
is to _oo_ him	_____		

to ride yesterday	rode	alike	same
secret writing	_____	a football _ame	_____
They read the message	_____	Logan wanted to _a_e	_____
at Logan's _o_e.	_____	Quinn.	_____
to wish for something	_____	The opposite of female	_____
		is _a_e.	_____

### 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.

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