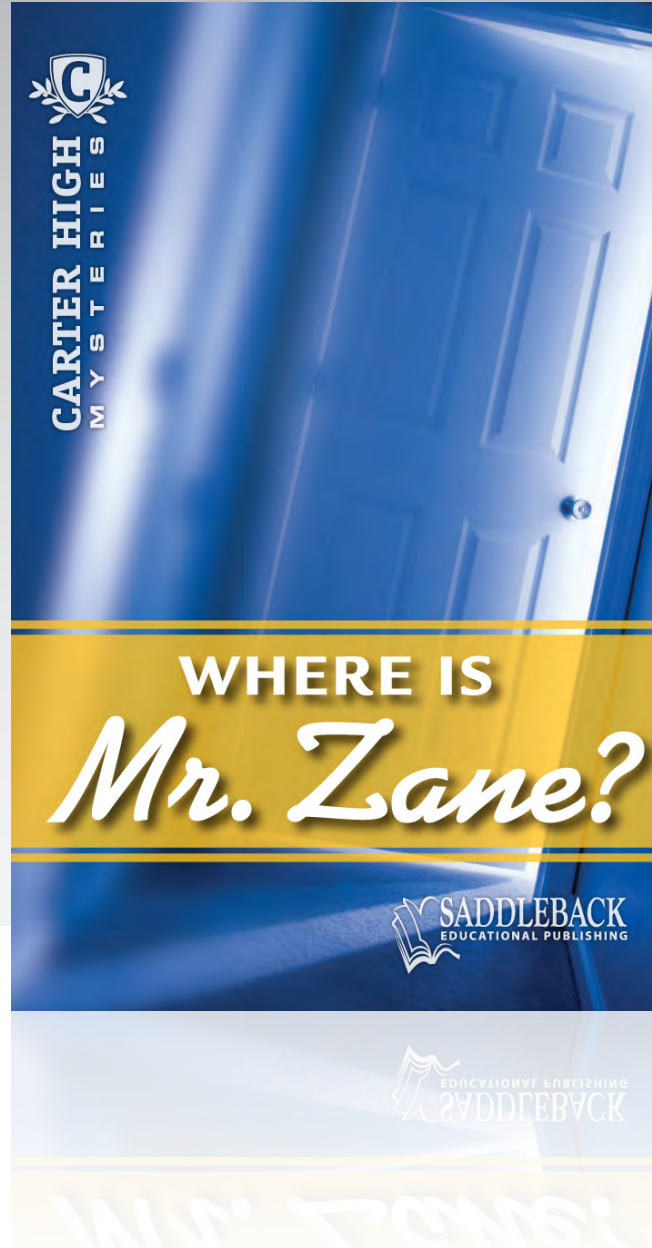




Teacher's Resource Guide

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 • Plurals

Most words form their plurals by adding **-s**.

friends practices tests grades bells teachers

Other words add **-es**.

crash crashes guess guesses

Most words that end in **is**, delete the **is** and add **-es**.

crisis crises

Most words that end in **on** or **um**, delete the **on** or **um** and add **-a**.

phenomenon phenomena

Most words that end in **f** or **fe**, change the **f** to **v** and add **s** or **-es**.

shelf shelves

Words that end in **y** usually change the **y** to **i** and add **-es**.

story stories

Directions: Write the plural of each word from the story on the line.

1. night _____
2. day _____
3. class _____
4. door _____
5. copy _____

Using Plurals

Directions: Write a sentence of your own using the plural of each word below.

leaf _____

cry _____

window _____

Vocabulary • Adjectives and Adverbs

Look at these two sentences:

Jack heard a **loud** noise. The dog barked **loudly**.

In the first sentence, **loud** is an adjective. It describes the noise Jack heard. Adjectives describe nouns and pronouns.

In the second sentence, **loudly** is an adverb. It describes how the dog barked. Adverbs describe verbs. Many adverbs end in **ly**. Some words can be either adjectives or adverbs. To tell which they are, check to see how they are used in the sentence.

Directions: Look at the boldfaced word in each sentence. Write *Adj* on the line if the word is an adjective, or write *Adv* if the word is an adverb.

- ___ 1. Drake **slowly** walked up to his friends.
- ___ 2. Drake is a **good** football player.
- ___ 3. Mr. Zane’s science test was **hard**.
- ___ 4. Lin studied **hard** for the test.
- ___ 5. Jack wasn’t feeling **well**.

Using Adjectives and Adverbs

Directions: Look at the adjectives and adverbs below. Use as many as you can to write three sentences about the characters in the story, *Where Is Mr. Zane?* Underline each adjective or adverb.

late hard quickly well
quiet quietly good heavy

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.

Jack turned into Mr. Zane's **driveway**.

The word **driveway** is a compound word. It is made up of the words **drive** and **way**.

She started to ring Mr. Zane's **doorbell**.

The word **doorbell** is a compound word. It is made up of the words **door** and **bell**.

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. They looked around the outside of the house. _____
2. Paige hurried to the front door. _____
3. Please hand me that screwdriver. _____
4. Have you ever flown on an airplane? _____
5. Look in the classroom for the math 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.
