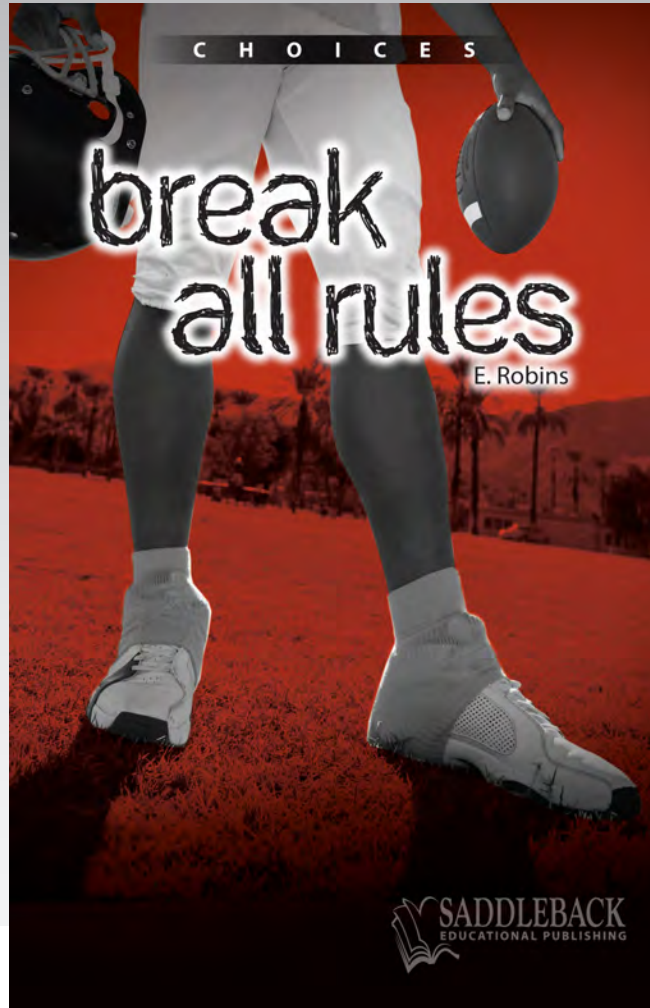




teacher's resource guide

C H O I C E S



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

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ISBN-13: 978-1-61651-600-0
ISBN-10: 1-61651-600-3
eBook: 978-1-61247-613-1

Printed in the United States of America
16 15 14 13 12 11 4 5 6 7 8 9

To the Teacher

Choices

In each book of the Choices series, the main character has to make a choice. Sometimes the character chooses wisely; other times the character makes a poor choice.

Organization

Note that the books are not sequential, and they may be presented in any order. This teacher resource guide provides ideas and reproducible worksheets to support the concepts introduced in the books. It also provides support for students' reading skills. The answer key at the end of this guide provides direct concept instruction ideas for teachers in addition to the answers.

Different Ways to Present the Student Readers

Reading the books together as a whole class might be helpful for lower-functioning students and English language learners. Students who are more able should be encouraged to read the book on their own, after reading one or two chapters as a class. If your students are already familiar with the setting and characters within the Choices series, you might have them use their prior knowledge as a jumping off point to a class discussion.

Although many of the activities are designed for use after reading the student readers, some activities are best completed before students read. A few activities may be used during the reading. All of the activities in the teacher resource guide are designed for a variety of teaching styles and student proficiency levels. You can distribute all of the activities at once, or pick-and-choose the skills you want to reinforce.

How to Build Connections

Each student reader gives students more insight into the choices teens have to make. Since common themes, such as teen pressure, appear across the stories, you may wish to have students create cause and effect charts, concept webs, or Venn diagrams, and have your students add to them as you read the series together.

Reading Strategies

The activities in this teacher resource guide focus on giving lower-level readers the tools to construct, extend, and examine the meaning of the text they read. 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 texts, such as sequence of events or main ideas. Without initial understanding, no reader would be able to comprehend the text on a more complex level.

Interpretation

Interpreting a text 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 and effect relationships.

Reflection

Personal reflection requires students to relate the choices featured in each student reader to their own choices in life. As students connect their own experiences with what they read, the information becomes clearer. Having internalized ideas, students can more easily express their responses.

Critical Response

Critically responding to text 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 author's purpose, and critiquing the text in terms of whether it achieved both of these needs.

Vocabulary • Descriptive Words

Words that tell more about people, things, places, or actions are descriptive words. Two types of descriptive words are *adjectives* and *adverbs*.

Adjectives—Describe a Noun	Adverbs—Describe a Verb
<p>pretty flower loud song scary event hottest team better friend</p>	<p>slowly walk carefully stitch rarely late really hope quickly answer</p>

Many adjectives end in *-y*, *-er*, or *-est*. Many adverbs end in *-ly*. You can also make adverbs by adding *-ly* to adjectives.

Matching

Directions: Draw a line to match each adjective to the noun it describes.

mean hardest dirty bigger

shoes homework motel players

Directions: Draw a line to match each adverb to the verb it describes.

mean hardest dirty bigger

shoes homework motel players

Your Turn

Directions: Use a pair of your matches in a sentence about *Break All Rules*.

Vocabulary • Multiple-Meaning Words

Words can have more than one meaning. Read this sentence from *Break All Rules*:

Anna had gone to see her little sister Sara's play.

Play can be both a noun and a verb. Each word part has its own meaning:

- *noun*: a performance
- *verb*: to take part in, to do something to have fun

Nouns and Verbs

Directions: Read each sentence. Choose the best meaning of the bold word in each sentence.

1. Will Jeff **score** a goal in the final few minutes?
A. *noun*: the number of points B. *verb*: to gain a point in sport
2. We all **practice** our skills.
A. *noun*: a period of time for exercise B. *verb*: to perform in order to improve
3. Coach Brent blew his **whistle**.
A. *noun*: a musical instrument B. *verb*: to make a sound with your mouth
4. We will **beat** them.
A. *noun*: the rhythm in music B. *verb*: to defeat
5. You need to get some **rest**.
A. *noun*: a time to relax B. *verb*: to stop moving or working

Swap the Word Part

Directions: Choose two of the multiple-meaning words. Write two sentences for each, one using the word as a noun and the other using it as a verb.

Initial Understanding • Sequence

The order in which events happen in a story is called the *sequence*. Often authors will use ordinal numbers to tell the reader when the events happened, such as *first, second, third*. Other words also tell when the events happened: *then, now, later, and yesterday*.

Order of Steps

Directions: Read the paragraph from *Break All Rules*. Then complete the chart to show the sequence of the bus driver’s actions. Part of the chart has been completed for you.

The driver pulled onto the exit ramp. He stopped at the top of the exit ramp. He turned right. He drove about a mile. Then he pulled into a parking lot next to a restaurant. And he parked the bus.

First...	Next... stopped at the top of the exit ramp	Then...	After that...	Later...	Finally...
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Timeline

You can use a timeline to show a sequence of events. Generally, the first, or oldest, event is written on the far left, and the last, or newest, event is written on the far right of the timeline.

Directions: Complete the timeline about your life. Write a single event in each of the four boxes.

First...	Next...	Then...	After that...	Later...	Finally...
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