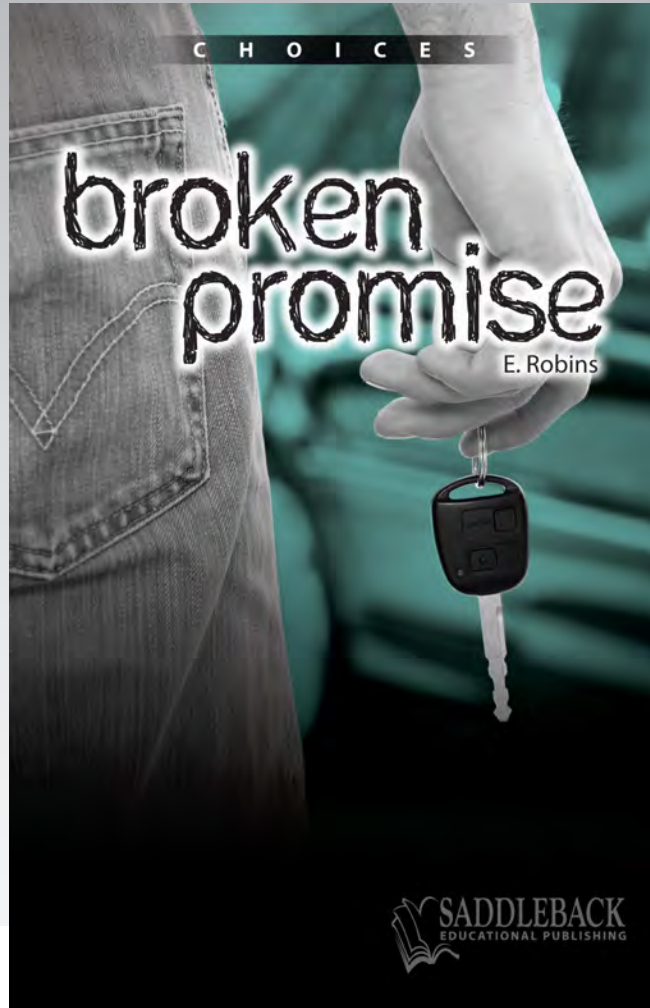




teacher's resource guide

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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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 • Compound Words

Compound words are formed when two words are combined. When used together, compound words have a different meaning than when each word stands alone.

girlfriend take-out someone cell phone

Mix and Match

Directions: Form compound words by pairing words from the lists below. Write at least ten compound words on the lines.

foot	one	out	ball	some	school
girl	next	friend	drive	door	coming
seat	home	some	belt	where	work
any	after	yard	thing	high	thing
cell	limit	thing	boy	speed	stop
sign	way	phone	noon	best	side

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

Not All Alike

Not all compound words are written the same way. Putting two words together without a space forms some compound words. Others use a hyphen or a space between the two words to make a compound word, such as *back-up* or *cell phone*.

Directions: Use a dictionary to check each of your compound words. Rewrite any compound words that were not formed correctly.

Vocabulary • Misused Words

The following words are often misused:

<i>here/hear</i>	<i>here</i> is a place, while <i>hear</i> means able to detect sound
<i>its/it's</i>	<i>its</i> shows ownership, while <i>it's</i> is a contraction of <i>it is</i> or <i>it has</i>
<i>there/their/they're</i>	<i>there</i> is a place, <i>their</i> shows ownership, and <i>they're</i> is a contraction of <i>they are</i> or <i>they were</i>
<i>can/may</i>	<i>can</i> means able to, while <i>may</i> means you have permission
<i>anymore/any more</i>	<i>anymore</i> means any longer or now, while <i>any more</i> means no more and refers to quantity
<i>then/than</i>	<i>then</i> shows time, while <i>than</i> shows a comparison

Used Correctly

Directions: Use a word or words from the list above to complete the sentences.

1. Josh hoped that his dad wouldn't _____ about him driving Cooper and Nikki to the dance.
2. Josh called Cooper to tell him " _____ been six months since I got my license."
3. Kate said, "I will wait for you _____, Josh."
4. Now that his dad had taken away Josh's keys, he wouldn't be driving _____.
5. " _____ important to me that my car is clean for the dance," said Josh.
6. Josh was even more worried _____ before his dad answered the phone.
7. " _____ my friends, Dad. I couldn't break my promise to take them to the dance."

Initial Understanding • Prediction

A *prediction* is a guess about the future based on what you know at the time.

What Will Happen Next?

Directions: Make predictions as you read the story, *Broken Promise*.

Before Reading Look at the cover of the book. Write a sentence or two telling what you think the book will be about.

After Reading Before reading each chapter listed below, write a sentence to predict what might happen. Then after you have read the chapter, go back and write a sentence telling what actually happened.

Chapter 1 What will Josh promise to do?

Before Reading _____

After Reading _____

Chapter 3 Where does Josh take Kate on her first drive?

Before Reading _____

After Reading _____

Chapter 5 What advice does Kate give to Josh?

Before Reading _____

After Reading _____

Chapter 7 What happens the night of the dance?

Before Reading _____

After Reading _____