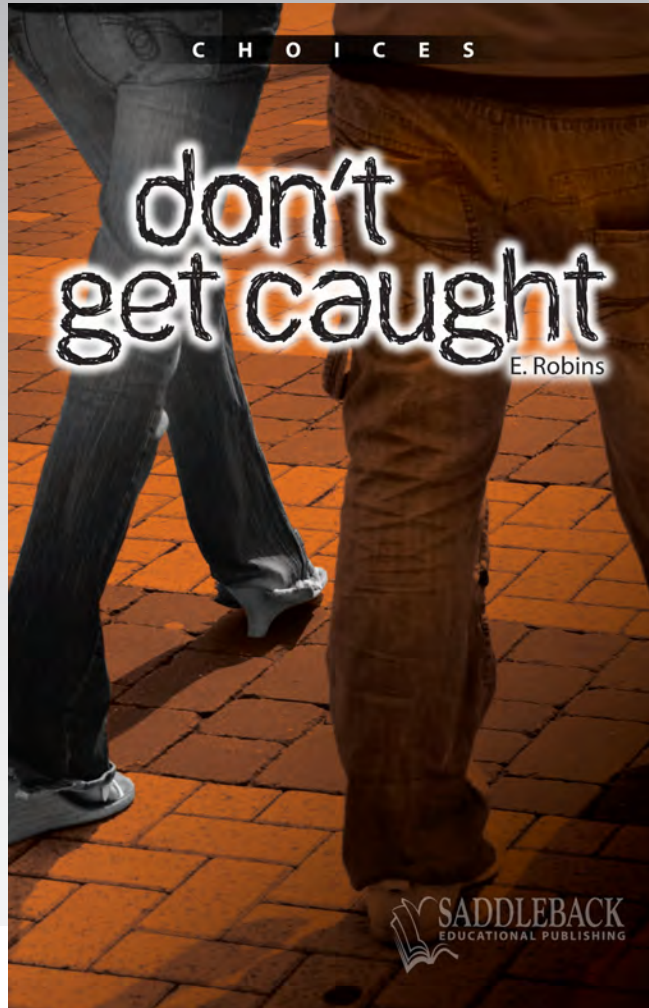




teacher's resource guide

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 • Crossword Puzzle

Catch the Words

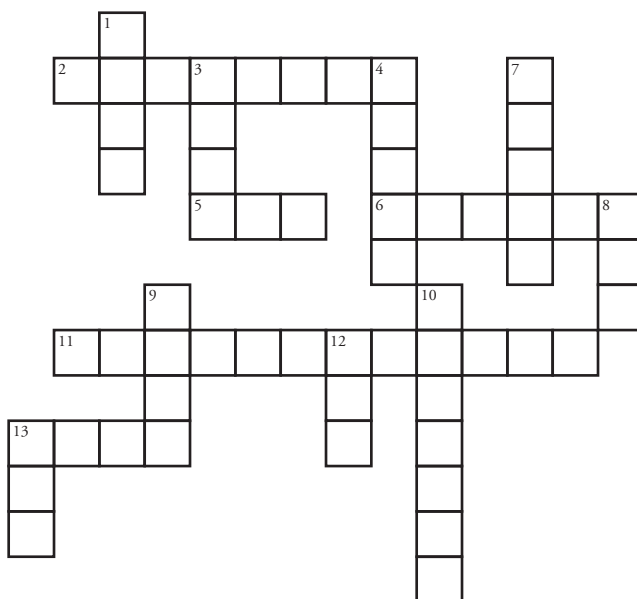
Directions: Use words from the story, *Don't Get Caught*, and the clues below to complete the crossword puzzle.

Across:

2. a game played by two teams with a ball and two goals
5. Paris's boyfriend
6. The kicker did this to earn extra points during the last game.
11. Max went to the homecoming game with them.
13. She asked Paris to make a different choice.

Down:

1. the first word in the story title
3. a group of players who play together
4. Max said that Dawson High was _____ that the other team didn't have a good kicker, too.
7. Trish set Paris up on a date with him.
8. the past tense of *do*
9. another word for *match*; one of many in a football season
10. Trish described Blake this way.
12. Paris should have done this at the beginning.
13. the opposite of *girl*; a young man



Vocabulary • Word Scramble

Unscrambled and Alike

Directions: Read the definitions. Unscramble the letters to form a word or words from the story, *Don't Get Caught*. Then write a synonym or a related word for each.

	Unscrambled Word	Synonym or Related Word
1. a football score worth six points: udcwohont	_____	_____
2. school work you do at home: owemorhk	_____	_____
3. a girl you might date: lireringdf	_____	_____
4. a game that students return to see: momehcinog	_____	_____
5. the day after today: mtrorowo	_____	_____
6. to date one person: tgyoeasd	_____	_____
7. a female relative: icuons	_____	_____
8. to make a selection between two things: cicheo	_____	_____
9. seen doing something wrong: gachut	_____	_____
10. to discover: uftiond	_____	_____

Initial Understanding • Cloze

Fill in the Blanks

Directions: Complete the activities before and after you read the story, *Don't Get Caught*.

Before Reading Read the paragraph below about the story. Write words in the blanks that make sense in the sentences.

Paris worried that 1. _____ had more than one reason to visit his 2. _____ so often: another 3. _____. Instead of asking Max if it were 4. _____, Paris let her fear guide her choices. Paris agreed to let her cousin, Trish, set her up on a 5. _____. Blake might have been the 6. _____ boy for Paris, but Paris didn't have fun. She was too worried about getting 7. _____. When Max saw them at the 8. _____ game, Paris learned the real 9. _____ about his visits.

After Reading Write words that make sense in the sentences and in the story. Reread or skim the book, if needed.

Paris worried that 1. _____ had more than one reason to visit his 2. _____ so often: another 3. _____. Instead of asking Max if it were 4. _____, Paris let her fear guide her choices. Paris agreed to let her cousin, Trish, set her up on a 5. _____. Blake might have been the 6. _____ boy for Paris, but Paris didn't have fun. She was too worried about getting 7. _____. When Max saw them at the 8. _____ game, Paris learned the real 9. _____ about his visits.