



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 • Nouns

Words that name people, places, or things are *nouns*. Nouns can be *common nouns* that name any one of a group of people, places, or things; or *proper nouns* that name particular people, places, or things.

Common Noun	Proper Noun
boy school friend	Jazz Dawson High School Key

Notice that all of the proper nouns begin with capital letters. All of the common nouns begin with lower case letters.

Which Noun?

Directions: Sort these words and phrases into two groups, based on whether they are common or proper nouns.

trace	vote	miss lopez	cory	eli
kids	dru	test	president	mr. lee

Common Noun	Proper Noun

Correction

Directions: Now capitalize the proper nouns from the box above as you write them below.

Vocabulary • Word Ladders

Building Your Vocabulary

Directions: Change, add, or delete one or two letters in each word to create the next word in the ladder.

1. to be a candidate in an election is to _____ run _____
when you enjoy something it is _____
to consider others, to be just is to be _____

2. a group of school students _____ class _____
the opposite of first _____
the opposite of most _____
to exit or vacate _____

3. reported information _____ news _____
the opposite of old _____
the past form of know _____
right this moment _____

4. the ability to have something _____ right _____
a bad scare _____
a dispute _____
the evening _____

Initial Understanding • Main Idea

The *main idea* is the most important idea in a sentence, paragraph, or passage. Often, authors will write the main idea in the first sentence of each paragraph. This main idea sentence is called a *topic sentence*.

Topic Sentence

Directions: Read this paragraph from *Friend or Foe?* Then underline the sentence that tells the main idea.

Jazz got to school early the next morning. He had thought a lot about what Key and Dru had said. And he had made up his mind about running for class president. He could hardly wait to talk to Key and Dru about it.

Idea Web

Readers use idea webs to help them remember what they read. Did you know that you can use an idea web to organize your ideas, too?

Directions: Read this paragraph about Jazz. Write your ideas in the smaller circles on the web. Then use your ideas to write a topic sentence about Jazz.

“No, we aren’t. A friend wouldn’t run against me. Not after he said that he would vote me. I thought you were a good guy, Jazz. And I thought I could trust you. But I guess I was wrong,” Cory said.

