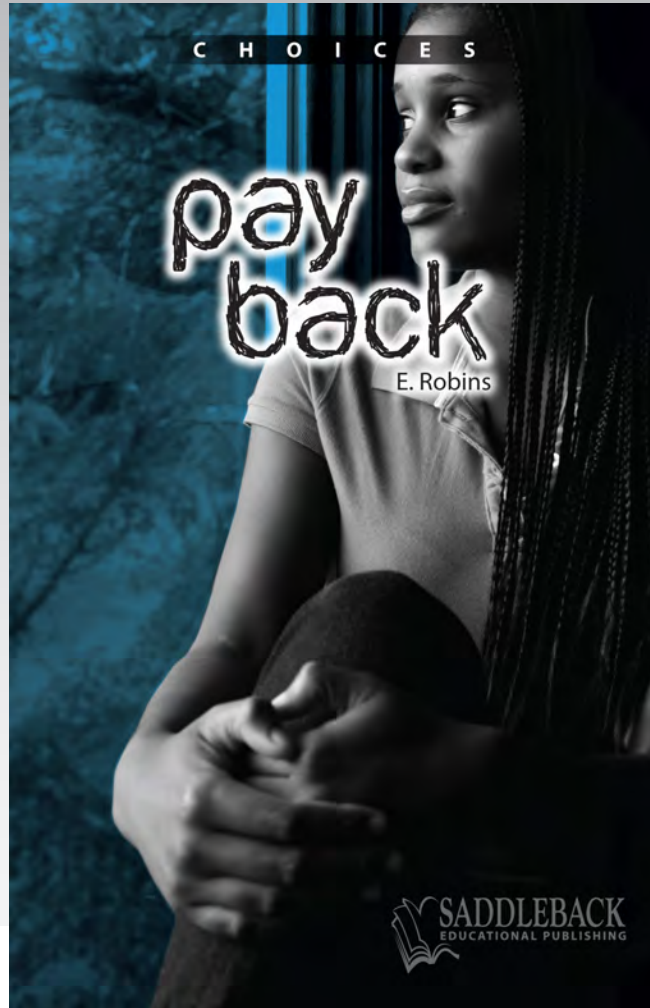




teacher's resource guide

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 • Verbs

Words that show action are *verbs*. Action can take place in the past, present, or future. We can change the form of a verb to show past action in different ways. For many verbs, we add *-ed*, or *-d* if the verb ends in *e*, to form the past tense verb.

| Action That Happens Now | Action That Happens in the Past |
|-------------------------|---------------------------------|
| look hope | looked hoped |

For verbs that end in *y*, we change the *y* to *i* and add *-ed* or *-d*.

| Action That Happens Now | Action That Happens in the Past |
|-------------------------|---------------------------------|
| try say | tried said |

Some verbs do not follow these regular rules. When changing to the past tense, these verbs change their spelling. They are irregular verbs. Each irregular verb has its own rule.

| Action That Happens Now | Action That Happens in the Past |
|-------------------------|---------------------------------|
| run go | ran went |

Regular or Irregular?

Directions: Rewrite each verb in the past tense. Sort the verbs into two groups—regular or irregular.

like worry do cry date ask yell pay choose tell

| Regular | Irregular |
|---------|-----------|
| | |

Vocabulary • Crossword Puzzle

Catch the Words

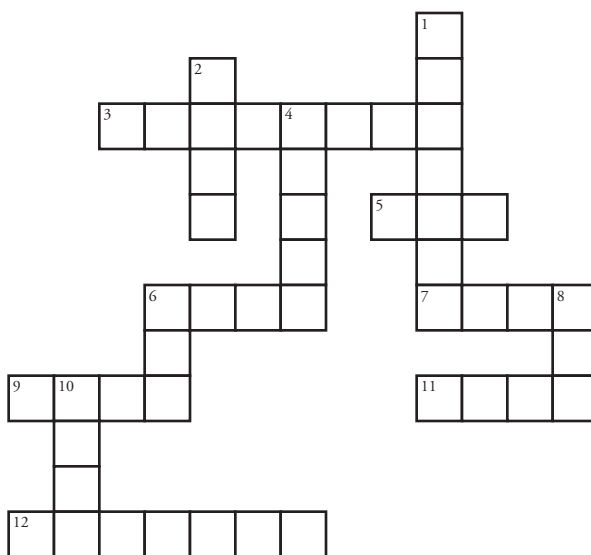
Directions: Use words from the story, *Pay Back*, and the clues below to complete the crossword puzzle.

Across:

- 3. to ask for information
- 5. a young male student
- 6. a romantic event
- 7. to give information
- 9. Rae dates this boy to pay Torie back.
- 11. to care for someone deeply
- 12. feeling envious for what someone else has that you do not

Down:

- 1. to discover the truth
- 2. Rae's best friend
- 4. Rae decides to pay her back for dating Chance.
- 6. another name for *father*
- 8. to tell an untrue statement
- 10. Rae asks Brad for this at the pep rally.



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 *Pay Back*. Then complete the chart to show the sequence of events. Use information from the story and your own opinions. Part of the chart has been completed for you.

“I didn’t like him before I started to date him. But Brad isn’t like the other guys. He’s nice and sweet. I really am in love this time,” Rae said.

| | | |
|-------------|--|---------------|
| First . . . | Next . . . Brad isn’t like other guys Rae has dated. | Finally . . . |
|-------------|--|---------------|

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: Think about a time you spent getting to know someone better. Complete a timeline about this friendship. Write a single event in each of the four boxes.

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|