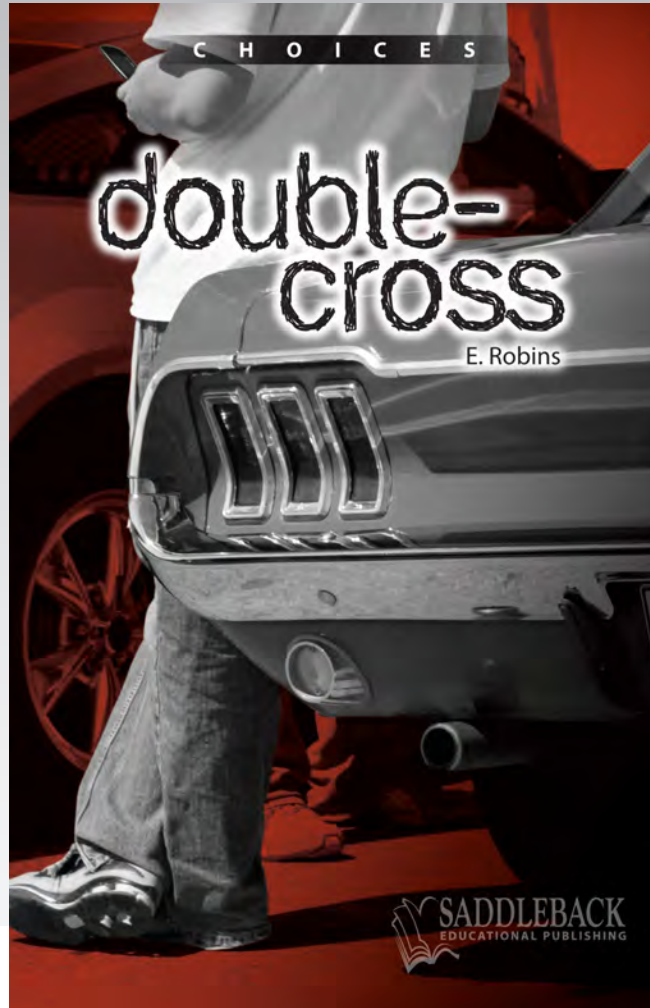




# teacher's resource guide

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

# Table of Contents

To the Teacher .....	3
Reading Strategies .....	4
<b>Vocabulary</b>	
Action Words.....	5
Word Ladders.....	6
<b>Initial Understanding</b>	
Prediction .....	7
Sequence .....	8
<b>Interpretation</b>	
Cause and Effect .....	9
Pros and Cons .....	10
<b>Reflection</b>	
The Tangled Web.....	11
Owning Up.....	12
<b>Critical Response</b>	
Be a Critic.....	13
Answer Key .....	14

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ISBN-13: 978-1-61651-605-5  
ISBN-10: 1-61651-605-4  
eBook: 978-1-61247-598-1

Printed in the United States of America  
17 16 15 14 13 1 2 3 4 5

# 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 • Action Words

Words that show action are called verbs. Action can take place in the past, present, or future. We change verbs to show past action in different ways.

I walk the dog.

I walked the dog.

I stroke the dog.

I stroked the dog.

*Walk* and *stroke* are regular verbs. Form the past tense by adding *-ed*. Just add a *-d* if the verb ends in *e*.

I carry the dog.

I carried the dog.

I pet the dog.

I petted the dog.

*Carry* and *pet* are regular verbs. To form the past, change *y* to *i* before adding *-ed*. If the word ends in a vowel + a consonant, double the consonant before adding *-ed*.

I sit with the dog.

I sat with the dog.

*Sit* is an irregular verb. The past tense is formed in a different way for each irregular verb.

**Directions:** Sort these words into two groups based on how the past is formed. Write the past tense of each word under the correct heading. The first one has been done for you.

abuse	have	run	carry	lay	tickle	weep
blink	play	spot	cover	blow	plow	lie

### Regular Verbs

abuse/abused

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Irregular Verbs

have/had

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Follow the Rules

**Directions:** Look at the list of regular verbs above. If you needed to change the ending before you add *-ed*, circle the verb. Add some verbs from the book to each list.

# 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 tell an untruth is to \_\_\_\_\_ lie \_\_\_\_\_  
to loan someone money is to \_\_\_\_\_  
someone you trust is a \_\_\_\_\_

2. a place of business is a \_\_\_\_\_ store \_\_\_\_\_  
in addition to \_\_\_\_\_  
to be certain \_\_\_\_\_  
possessive case of you \_\_\_\_\_

3. a vehicle to drive is a \_\_\_\_\_ car \_\_\_\_\_  
to be concerned or interested is to \_\_\_\_\_  
not near \_\_\_\_\_  
to confront consequences \_\_\_\_\_

4. perform a job \_\_\_\_\_ work \_\_\_\_\_  
to be anxious is to \_\_\_\_\_  
to feel remorse is to be \_\_\_\_\_  
a synonym for rush \_\_\_\_\_

## 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, *Double-Cross*.

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

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**Directions:** Before reading each chapter, write a phrase or sentence to predict what might happen. Then, after you have read the chapter, go back and write a sentence or phrase telling what actually happened.

Chapter	BEFORE Reading the Chapter	AFTER Reading the Chapter
1		
2		
3		
4		
5		
6		
7		
8		