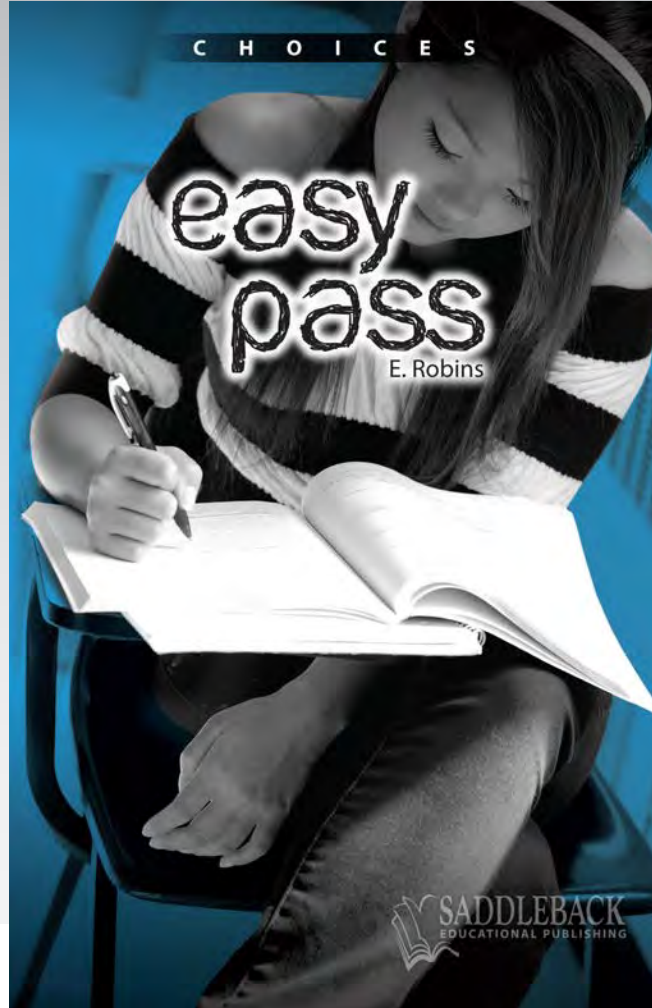




# teacher's resource guide

C H O I C E S



## *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 • Descriptive Words

Words that tell more about people, things, places, or actions are descriptive words. Two types of descriptive words are *adjectives* and *adverbs*.

Adjectives—Describe a Noun	Adverbs—Describe a Verb
<p>meanest dog grayer cloud new movie coldest drink stinky jeans</p>	<p>rarely speaks carefully answer always late really hope never lie</p>

Many adjectives end in *-y*, *-er*, or *-est*. Many adverbs end in *-ly*. You can also make adverbs by adding *-ly* to adjectives.

### Matching

**Directions:** Draw a line to match each adjective to the noun it describes.

math    warning    poor    closest

door    class    bell    grade

**Directions:** Draw a line to match each adverb to the verb it describes.

quickly    loudly    dishonestly    rarely

study    walked    talk    acted

### Your Turn

**Directions:** Use a pair of your matches in a sentence about *Easy Pass*.

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## Vocabulary • Multiple-Meaning Words

Words can have more than one meaning. Read this sentence from *Easy Pass*:

She had a copy of the test.

*Copy* can be both a noun and a verb. Each word part has its own meaning:

- *noun*: a reproduction of the original
- *verb*: to make a copy of

### Nouns and Verbs

**Directions:** Read each sentence. Choose the best meaning of the bold word in each sentence.

1. Kaya went to hear Mrs. Holt's **talk** about the next test.  
A. *noun*: an informal speech                      B. *verb*: to articulate in words
2. I will **work** hard to get a good grade on the next test.  
A. *noun*: physical or mental activity              B. *verb*: to exert effort
3. She wanted to talk to Mrs. Holt before **school** started.  
A. *noun*: an institution for instruction          B. *verb*: to instruct or educate
4. Maybe Dax could **help** Kaya study for the test.  
A. *noun*: a person that helps                      B. *verb*: to give aid to: assist
5. You might **bump** someone by walking too fast.  
A. *noun*: a slight swelling or lump                B. *verb*: to collide with forcefully

### Swap the Word Part

**Directions:** Choose two of the multiple-meaning words. Write two sentences for each, one using the word as a noun and the other using it as a verb.

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## 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*. Sometimes, the reader has to connect the order of events without using signal words provided by the author.

### Order of Steps

**Directions:** Read the sentences from *Easy Pass*. Then complete the chart to show the sequence of Kaya’s actions. Part of the chart has been completed for you.

Kaya got up from her desk. She picked up her backpack. And she hurried to the trash. She got the four balls of paper out of the trash can. And she put them in her backpack. Then Kaya almost ran back to her desk.

First...	Next...	Then...	After that...	Next...	Then...
		she hurried to the trash			

### 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:** Complete the timeline about an ordinary day in school. Write a single event in each of the boxes.

First...	Next...	Then...	After that...	Next...	Then...