



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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www.sdlback.com

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ISBN-13: 978-1-61651-607-9
ISBN-10: 1-61651-607-0
eBook: 978-1-61247-600-1

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 • Crossword Puzzle

Catch the Words

Directions: Use words from the story, *No Exceptions*, and the clues below to complete the crossword puzzle.

Across:

- | | | |
|--------------------------------------|-----------------------------------|------------------------|
| 1. first part of the day | 7. second word in the story title | 13. sixty seconds |
| 5. sat in the desk in front of Malik | 10. conversation | 14. past tense of ride |
| 6. steer a vehicle | 12. beep a horn | |

Down:

- | | | |
|--|---------------------------|----------------------------|
| 1. drives his friend to school | 3. synonym for score | 9. place of learning |
| 2. lacking good manners:
discourteous | 4. grade for a late paper | 10. synonym for instructor |
| | 8. Malik's friend | 11. antonym for start |

Vocabulary • Word Scramble

Unscrambled and Alike

Directions: Read the definitions. Unscramble the letters to form a word or words from the story, *No Exceptions*. Then write a synonym or a related word for each.

	Unscrambled Word	Synonym or Related Word
1. a person whom one knows, likes, and trusts: iednrf	_____	_____
2. a cause or source of distress: bleuotr	_____	_____
3. a lengthy report on a topic: perm rteap	_____	_____
4. the motive for an action, decision, or belief: onsear	_____	_____
5. feeling distress: estpu	_____	_____
6. an interrogative sentence: tiseuqon	_____	_____
7. conversing: inlkatg	_____	_____
8. unfair or unjust: rgown	_____	_____
9. in a state of curiosity or doubt: dnowre	_____	_____
10. not behind: fi ntron	_____	_____

Initial Understanding • Cloze

Fill in the Blanks

Directions: Complete the following activities before and after you read Chapter 6 of the story, *No Exceptions*.

Before Reading Read the passage below from Chapter 6 of the story. Write words in the blanks that make sense in the sentences.

“That was news to me **1.** _____. I hope Mr. Li doesn’t give us work to do this **2.** _____,” Malik said. “I hope not too. We had enough to do for **3.** _____ class last weekend,” Tyler said. “But we didn’t do it. We waited until last **4.** _____ to do it,” Malik said. **5.** _____ Malik stood up. And he **6.** _____ at Darcie. Darcie still looked very **7.** _____. And Malik still felt sorry for her. “Maybe you didn’t bring **8.** _____ paper to school this morning, Darcie,” said Malik. “Are you sure you brought it? Maybe you should **9.** _____ home. And see **10.** _____ you left your paper there.”

After Reading Write words that make sense in the sentences from the passage. Re-read Chapter 6, if needed, and fill in the blanks with the correct words.

“That was news to me **1.** _____. I hope Mr. Li doesn’t give us work to do this **2.** _____,” Malik said. “I hope not too. We had enough to do for **3.** _____ class last weekend,” Tyler said. “But we didn’t do it. We waited until last **4.** _____ to do it,” Malik said. **5.** _____ Malik stood up. And he **6.** _____ at Darcie. Darcie still looked very **7.** _____. And Malik still felt sorry for her. “Maybe you didn’t bring **8.** _____ paper to school this morning, Darcie,” said Malik. “Are you sure you brought it? Maybe you should **9.** _____ home. And see **10.** _____ you left your paper there.”