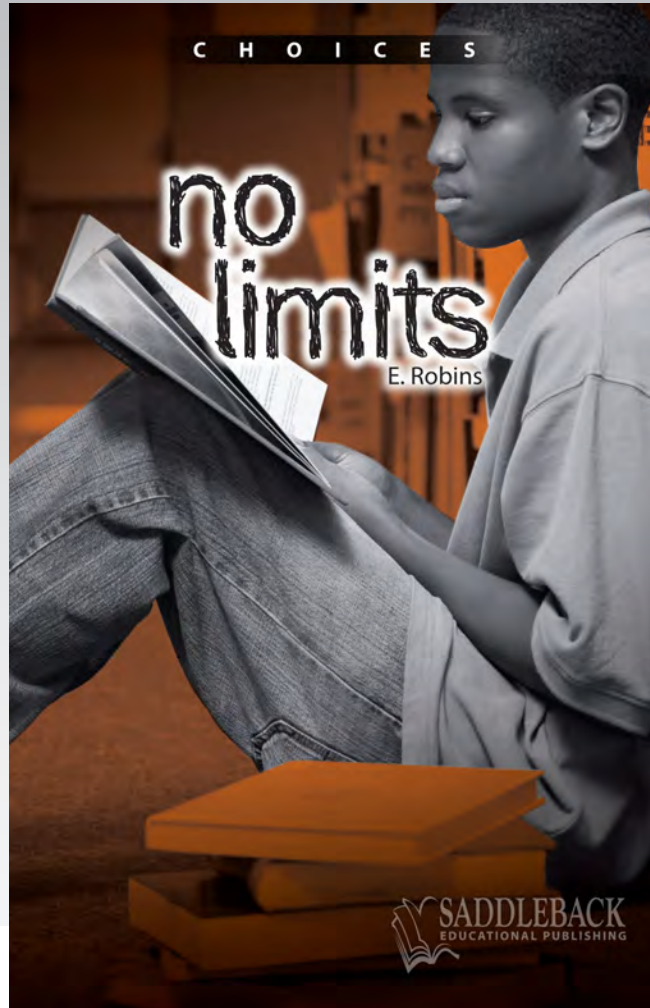




# teacher's resource guide

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 • Analogies

Analogies help form logical relationships, or bridges, between word meanings.

This sentence is an analogy:

*Ambitious is to lazy as insecure is to confident.*

An analogy can also be written like this:

Ambitious : Lazy :: Insecure : Confident

Analogies are based on relationships between word meanings, such as:

- antonyms (opposites) – Right : Wrong
- synonyms – Wrong : Mistaken
- descriptive – Empty : Bowl  
– Huge : Spider
- part to whole or whole to part –  
Chapter : Book
- item to category or category to item –  
Biology: Science

**Directions:** Decide how the first pair of words relates to each other. Write the type of analogy it is in front of the item number. Then write a word that completes the analogy.

- |                         |                      |    |                   |
|-------------------------|----------------------|----|-------------------|
| _____ descriptive _____ | 1. honest : Gray     | :: | deceitful : Jared |
| _____                   | 2. grass : plant     | :: | apple : _____     |
| _____                   | 3. falsehood : lie   | :: | honesty : _____   |
| _____                   | 4. question : answer | :: | knowledge : _____ |
| _____                   | 5. wheel : car       | :: | classroom : _____ |
| _____                   | 6. Jared : carefree  | :: | Gray : _____      |
| _____                   | 7. planet : Mars     | :: | class : _____     |

## Create Your Own Analogies

**Directions:** Write your own analogies (one of each kind—refer to the bullet points above in part 1). Make sure both pairs of words relate to each other in the same way.

1. antonym: \_\_\_\_\_
2. synonym: \_\_\_\_\_
3. descriptive: \_\_\_\_\_
4. part to whole: \_\_\_\_\_
5. item to category: \_\_\_\_\_

# Vocabulary • Word Scramble

## Unscrambled and Alike

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

	Unscrambled Word	Synonym or Related Word
1. to act as if something it true is to: <b>dentrep</b>	_____	_____
2. to take temporary possession of: <b>rrowob</b>	_____	_____
3. place students stay outside normal school hours: <b>iontdenet</b>	_____	_____
4. something with blank lines in it is a: <b>kootbone</b>	_____	_____
5. part of the academic year: <b>termeses</b>	_____	_____
6. source of difficulty: <b>lebourt</b>	_____	_____
7. came to a halt: <b>destppo</b>	_____	_____
8. past tense of go: <b>tnwe</b>	_____	_____
9. assignments for a subject of study: <b>rkclowssa</b>	_____	_____
10. to transform something: <b>egnahc</b>	_____	_____

## Initial Understanding • Summarizing

When you list the main points of a paragraph, passage, chapter, or text in your own words, you are *summarizing*. Summaries are always shorter than the original text.

### Summarize the Main Events

**Directions:** As you finish reading each of the first seven chapters of *No Limits*, take time to summarize what you have read in that chapter. Complete the Chapter 8 closer when you are finished reading the story.

Chapter 1: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Chapter 2: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Chapter 3: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Chapter 4: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Chapter 5: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Chapter 6: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Chapter 7: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Directions:** Complete this closer about Chapter 8 of *No Limits* when you finish reading it.

The main idea was \_\_\_\_\_ .

This is important because \_\_\_\_\_ .

I learned that \_\_\_\_\_ .