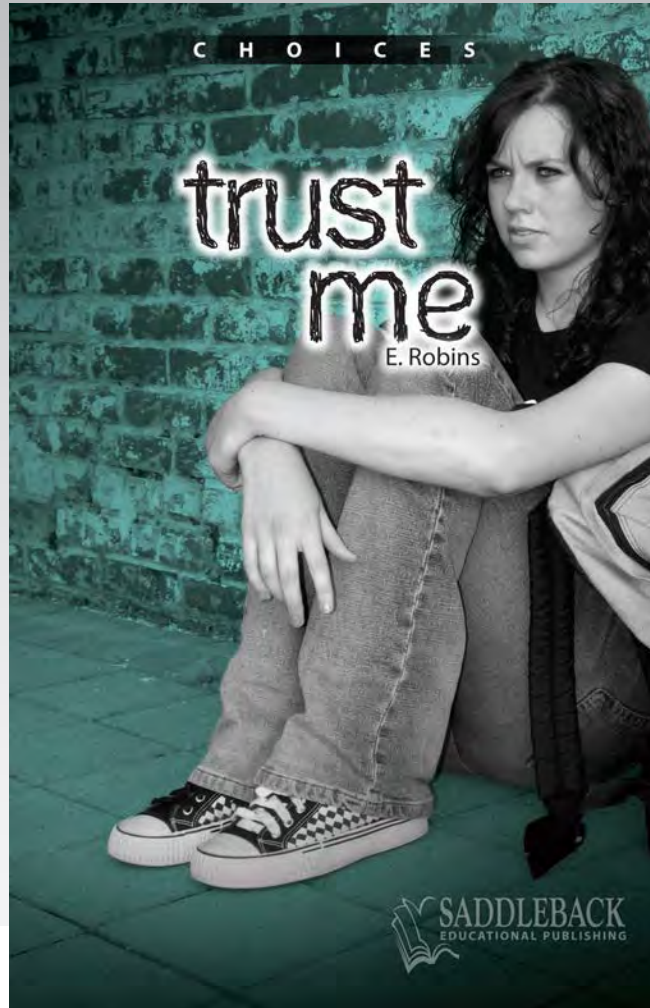




# teacher's resource guide

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 • Compound Words

What do these words have in common?

*weekend*

*boyfriend*

*homework*

They are compound words. Compound words are formed by combining two words. When used together, they have a different meaning than when they stand alone.

### Mix and Match

**Directions:** Form compound words by pairing words from the lists below. Write at least 10 compound words on the lines.

book  
hearted  
school  
friend  
open  
crest

mate  
ship  
minded  
any  
mixed  
team

fallen  
cold  
up  
high  
more  
mark

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

### Not All Alike

Not all compound words are written the same way. Putting two words together without a space forms some compound words, such as *homemade*. Others use a hyphen or a space between the two words to make a compound word, such as *made-up* or *upper hand*.

**Directions:** Use a dictionary to check each of your compound words. Rewrite any compound words that were not formed correctly.

## Vocabulary • Misused Words

The following words are often misused:

<i>accept/except</i>	<i>accept</i> is a verb meaning to receive; <i>except</i> means the exclusion of, or “but”
<i>affect/effect</i>	<i>affect</i> is usually a verb meaning to influence; <i>effect</i> is usually a noun meaning result
<i>your/you're</i>	<i>your</i> is a possessive pronoun; <i>you're</i> is a contraction of you are
<i>beside/besides</i>	<i>beside</i> usually means by; <i>besides</i> usually means other than
<i>principal/principle</i>	<i>principal</i> is a noun meaning the head of a school or an organization, or a sum of money; <i>principle</i> is a noun meaning a basic truth or law
<i>to/tool/two</i>	<i>to</i> is a preposition and usually means “in a direction toward”; <i>too</i> is an adverb meaning “in addition” or “also”; <i>two</i> is a number

### Used Correctly

**Directions:** Use a word or words from the list above to complete the sentences.

- If there were \_\_\_\_\_ many papers in Darius's folder, it would be really hard \_\_\_\_\_ close.
- Emma knew she could keep a secret from anyone \_\_\_\_\_ Jordyn.
- If \_\_\_\_\_ going to feel good about yourself, you have to act based on the \_\_\_\_\_ of honesty.
- Emma wasn't sure how keeping the secret would \_\_\_\_\_ her friendship with Jordyn. She wasn't sure if she could \_\_\_\_\_ the \_\_\_\_\_ of Jordyn finding out.
- Darius and Jordyn were \_\_\_\_\_ of her best friends.
- “According to the \_\_\_\_\_, loyalty is one of \_\_\_\_\_ best traits.”
- The debate folder sat \_\_\_\_\_ him on the front seat of the car.

## 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, *Trust Me*.

**Before Reading** 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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**After Reading** Before reading each chapter listed below, write a sentence to predict what might happen. Then after you have read the chapter, go back and write a sentence telling what actually happened.

**Chapter 4** Who will debate Darius?

**Before Reading** \_\_\_\_\_

**After Reading** \_\_\_\_\_

**Chapter 5** How will Emma help Jordyn in her debate against Darius?

**Before Reading** \_\_\_\_\_

**After Reading** \_\_\_\_\_

**Chapter 6** What will Jordyn find out from Emma to help in her debate against Darius?

**Before Reading** \_\_\_\_\_

**After Reading** \_\_\_\_\_

**Chapter 8** What does Emma finally tell Jordyn she found out?

**Before Reading** \_\_\_\_\_

**After Reading** \_\_\_\_\_