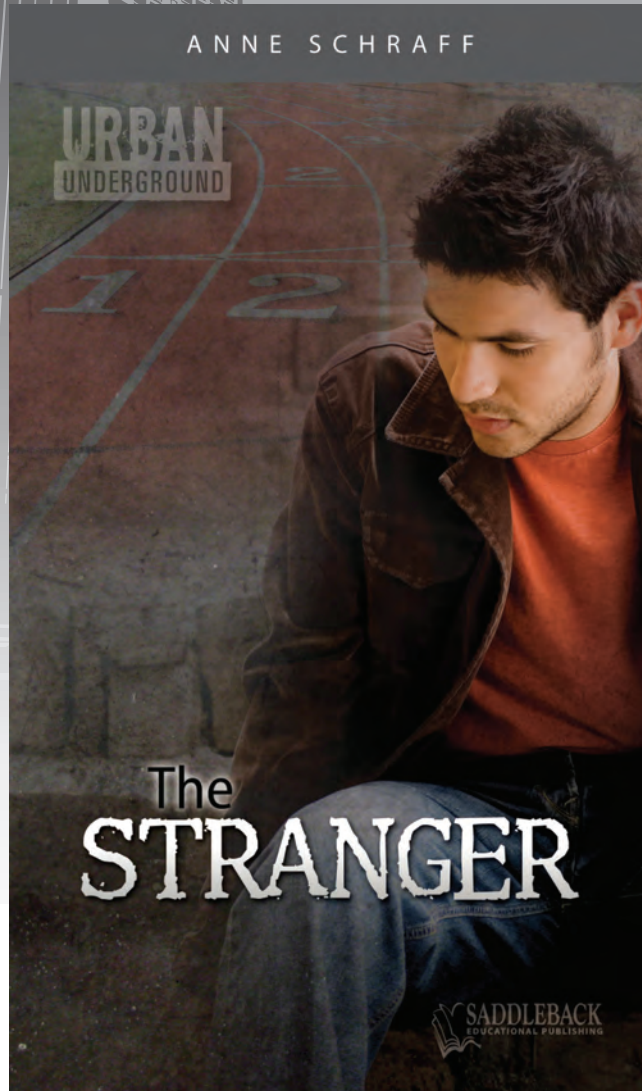


URBAN UNDERGROUND



TEACHER'S RESOURCE GUIDE

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To the Educator

Written for young adults, the Urban Underground series confronts issues that are of great importance to teens, such as friendship, loyalty, drugs, gangs, abuse, urban blight, bullies, and self-esteem to name a few. More than entertainment, these books can be a powerful learning and coping tool when a struggling reader connects with credible characters and a compelling storyline. The highly readable style and mature topics will appeal to young adult readers of both sexes and encourage them to finish each novel. Paperback books look and feel like a trade edition and are complete in just under 200 pages.

This teacher's guide provides ideas and reproducible worksheets to support the book and extend students' reading skills. The key at the end of this guide provides answers and example responses.

Different Ways to Present the Book

Students who are more confident may be encouraged to read the book on their own after reading one or two chapters as a class. If your students are familiar with the Urban Underground series, you might begin by having them review what they already know about various characters. The summaries on the back cover are a great starting point.

Although most activities are designed for use after reading the book, some are for pre-reading, and a few activities may be used during the reading. These activities were designed for a variety of teaching styles. You can distribute all of the activities at once or pick-and-choose the skills you want to reinforce.

How to Build Connections

Each book gives more insight into the teen characters. Since some characters appear in subsequent stories, you may wish to create character webs and have students continue to add to them as you read the series together.

The Urban Underground series is set in a fictional city. If your students live in an urban area, you may ask them to note any similarities to their own lives as they read the novels.

Reading Strategies

The activities in this Teacher’s Resource Guide focus on giving struggling readers the tools to construct, extend, and examine the meaning of text. 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 of what was read. Skills include identifying details and facts from text read, and recognizing aspects of literal text, such as sequence of events or main ideas. Without initial understanding, no reader would be able to comprehend the text on a higher level.

Developing Interpretation

Developing interpretation 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-effect relationships.

Personal Reflection and Response

Personal reflection and response requires readers to relate topics to their own experience. As students connect their own experiences with text, information becomes clearer. Having internalized ideas, readers can much more easily express their responses.

Demonstrating a Critical Stance

Demonstrating a critical stance 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 critiquing the text.

BUILDING BACKGROUND KNOWLEDGE | Top Questions

DIRECTIONS: Look at the cover and title of the book *The Stranger*. Also, read the text on the back cover of the book. Then think of six questions about the book that you would like answered. Write the questions in the chart below. Then try to answer those questions in the middle column. When you are finished reading the book, revisit this chart. Fill in the correct answers to your top questions in the last column.

My Top Questions	Answers Before Reading the Book	Answers After Reading the Book

VOCABULARY | Glossary

DIRECTIONS: Below is a list of vocabulary words from *The Stranger*. For your ease, they are organized in the order they appear in the book. Review the words before, during, and after reading the story. Create your own Urban Underground Dictionary by adding other difficult words from the story to the list below.

cliques (kleeks)—small, exclusive groups of people
impenetrable (im-pen-i-truh-buhl)—not able to enter into or pass through
dignified (dig-nuh-fahyd)—having or showing seriousness and self-control
banter (ban-ter)—an exchange of light, playful, teasing remarks
possessive (puh-zes-iv)—an excessive desire to have control over someone or something
portent (pawr-tent)—a sign or warning of a coming event
shallow (shal-oh)—lacking depth; superficial
gratitude (grat-i-tood)—a feeling of being thankful or grateful
indignantly (in-dig-nuhnt-lee)—in an angry manner
satisfaction (sat-is-fak-shuhn)—fulfillment of one's wishes or needs
somber (som-ber)—dark, gloomy, melancholy
prominent (prom-uh-nuhnt)—leading, important, or well-known
irresistible (ir-i-zis-tuh-buhl)—impossible to fight against or withstand the force of
energized (en-er-jahyzd)—excited, invigorated, or activated
desperate (des-per-it)—having an urgent need, desire, etc.
scornfully (skawrn-fuhl-lee)—in a contemptuous or disdainful manner
confronted (kuhn-fruhnt-id)—faced something with hostility or defiance; opposed
motivated (moh-tuh-veyt-id)—having a reason for doing something
humiliation (hyoo-mil-ee-ey-shuhn)—a sense of shame caused by something that lowers one's pride or self-respect
feeble (fee-buhl)—physically weak from age or sickness
cautious (kaw-shuhs)—alert and careful in dangerous or uncertain situations
reclaiming (ree-kleym-ing)—demanding or affecting the return or restoration of something
illusions (ih-loo-zhuhnzh)—misleading impressions or mistaken ideas
hysterical (hi-ster-i-kuhl)—uncontrollably emotional
remorse (ri-mawrs)—deep regret for doing something wrong
atmosphere (at-muhs-feer)—a mood or feeling created by a place
deferment (dih-fur-muhnt)—the act of putting something off; postponement
compassion (kuhm-pash-uhn)—a feeling of sympathy for others

VOCABULARY | Definition Choice

DIRECTIONS: Below are vocabulary words from *The Stranger*. Under each word are definition choices. Circle the right definition and then write a sentence using the word.

1. Indignantly

- A. a mood or feeling created by a place
- B. a sense of shame caused by something that lowers one's pride or self-respect
- C. in an angry manner
- D. lacking depth; superficial

SENTENCE: _____

2. Motivated

- A. impossible to fight against or withstand the force of
- B. having a reason for doing something
- C. fulfillment of one's wishes or needs
- D. leading, important, or well-known

SENTENCE: _____

3. Illusions

- A. the act of putting something off; postponement
- B. faced something with hostility or defiance; opposed
- C. small, exclusive groups of people
- D. misleading impressions or mistaken ideas

SENTENCE: _____

4. Possessive

- A. an excessive desire to have control over someone or something
- B. physically weak from age or sickness
- C. deep regret for doing something wrong
- D. lacking depth; superficial

SENTENCE: _____

5. Prominent

- A. a sign or warning of a coming event
- B. leading, important, or well-known
- C. not able to enter into or pass through
- D. impossible to fight against or withstand the force of

SENTENCE: _____