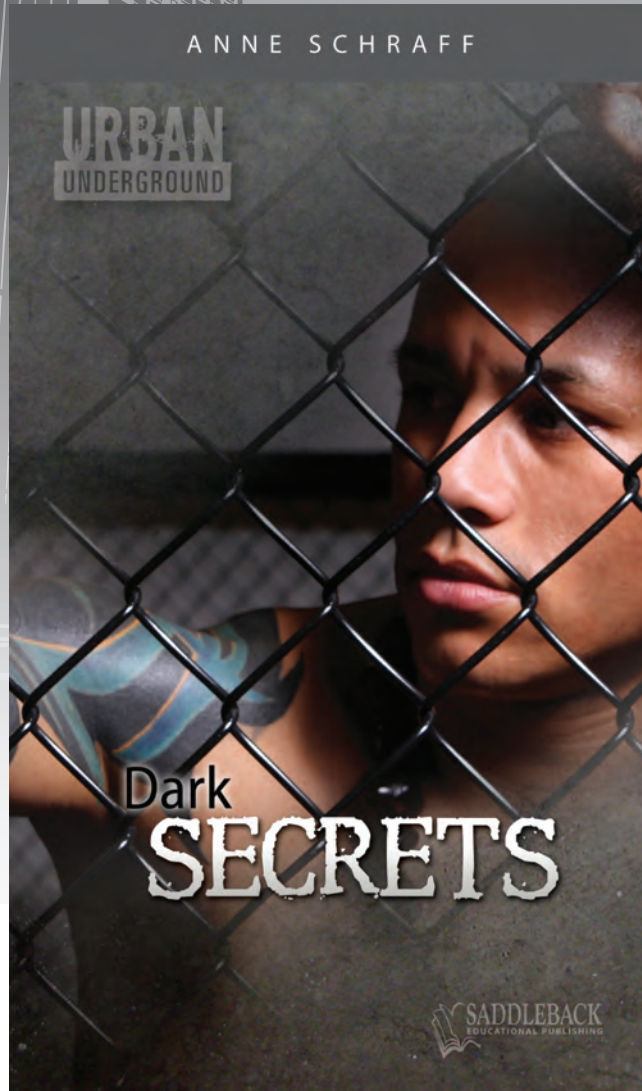


URBAN UNDERGROUND



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 | Book Preview

DIRECTIONS: Read the following excerpts from the book *Dark Secrets*. Write what you think the excerpt is about. Then explain what clues you think it provides about the rest of the book.

Excerpt	What Is This About?	What Clues Does This Provide?
<p>“Pit bulls are really under attack. I read in the newspaper that the military have banned all pit bull-type dogs from all their bases and stuff. There’s one state—Ohio I think—they’ve branded pit bulls vicious, and the owners have to carry big insurance policies. It’s not fair, ’cause not all pit bulls are mean and dangerous.”</p>		
<p>“I got a class with Fernando Sanchez. He’s the biggest cheat I ever saw. He takes reports off the Net and turns them in as his own work. Old Mr. Castillo doesn’t know the difference. If Fernando had Ms. Hunt, he’d get busted in two minutes. But Mr. Castillo’s been teaching since the Civil War, I think, and he doesn’t even know what’s out there on the Net.”</p>		
<p>Naomi resolved never to make such a mistake again. She would never push Clay’s buttons like that again. Naomi felt terrible that Ernesto had seen Clay at his worst. The awful part was that she could have avoided all of it. Naomi knew what to say and what not to say when she was with Clay.</p>		
<p>“Take it easy, Ernie,” Naomi said in a cool, soft voice. “You gonna lie to me, Naomi? You gonna say you ran into a door or something?” Ernesto demanded. “Don’t bother, ’cause I’m not buying that.”</p>		

VOCABULARY | Glossary

DIRECTIONS: Below is a list of vocabulary words from *Dark Secrets*. 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.

sadistic (*suh-dis-tik*)—characterized by taking pleasure in hurting others

improvised (*im-pruh-vahyzd*)—made or said without previous preparation

spectacle (*spek-tuh-kuhl*)—an annoying, unusual, or impressive public display

observation (*ob-zur-vey-shuhn*)—an act or instance of noticing or perceiving

intention (*in-ten-shuhn*)—an act or instance of determining mentally upon some action or result

insecure (*in-si-kyoor*)—subject to fears or doubts; not self-confident or assured

nonperishable (*non-per-i-shuh-buhl*)—not subject to rapid deterioration or decay

dismal (*diz-muhl*)—causing gloom or dreary

clout (*klout*)—strong influence

enthusiasm (*en-thoo-zee-az-uhm*)—lively interest

mockery (*mok-uh-ree*)—ridicule

suspicious (*suh-spish-uhnz*)—feelings of distrust about someone or something

circumstantial (*sur-kuhm-stan-shuhl*)—related to the details of an event

meandering (*mee-an-der-ing*)—proceeding by or taking a winding or indirect course

sympathy (*sim-puh-thee*)—sharing the feelings of another, especially in sorrow or trouble

commotion (*kuh-moh-shuhn*)—noisy excitement or confusion

speculation (*spek-yuh-ley-shuhn*)—thoughts or guesses about something without proof

deductible (*dih-duhk-tuh-buhl*)—the amount someone has to pay for a loss, injury, etc., before an insurance company will make payment

vicious (*vish-uhs*)—deliberately cruel or violent

menace (*men-is*)—something that threatens to cause evil, harm, injury, etc.

vigilante (*vij-uh-lan-tee*)—any person who takes the law into his or her own hands, as by avenging a crime

accusation (*ak-yoo-zey-shuhn*)—a charge of having done something wrong, such as a crime

confrontation (*kon-fruhn-tey-shuhn*)—an open conflict between people of opposing ideas

persuasive (*per-swey-siv*)—good at convincing someone to do something

sensible (*sen-suh-buhl*)—having, using, or showing good sense or sound judgment

torment (*tawr-ment*)—to cause someone terrible pain, suffering, or worry

gratitude (*grat-i-tood*)—a feeling of being thankful or grateful

infuriated (*in-fyoor-ee-yet-id*)—made very angry or enraged

intervene (*in-ter-veen*)—to come between disputing people, groups, etc.

VOCABULARY | Missing Word

DIRECTIONS: Each excerpt from the book *Dark Secrets* is missing a vocabulary word. Look in the word bank for choices. Then write the correct word in the sentence. Watch out! Four words in the word bank will not be used.

intention	confrontation	clout	sensible	menace	sadistic
speculation	mockery	sympathy	spectacle	commotion	circumstantial

1. “Dude, you just figuring it out that justice ain’t the same for a homie from Sparrow Street and a dude with _____?”
2. Ernesto thought that buying the dog had been a mean thing for Felix Martinez to do. The man seemed to have a _____ streak.
3. Ernesto was glad Naomi wasn’t here to see this ugly _____, but then she probably saw enough anyway.
4. But Ernesto had no _____ of turning down a golden opportunity to spend some time with Naomi.
5. He couldn’t make trouble for Naomi’s family on the basis of just _____ evidence.
6. “That’s rough man,” Clay Aguirre offered, showing one of his rare displays of _____.
7. She heard the _____ in the parking lot and came walking up to the group.
8. Most boys and girls your age want a sporty kind of car. But you chose a nice, _____, safe car.”

Sentence Time!

DIRECTIONS: Four words from the word bank were not used in the previous activity. Write sentences using each of the four words. Make sure the sentences show your understanding of the words’ meanings.

1. _____
2. _____
3. _____
4. _____