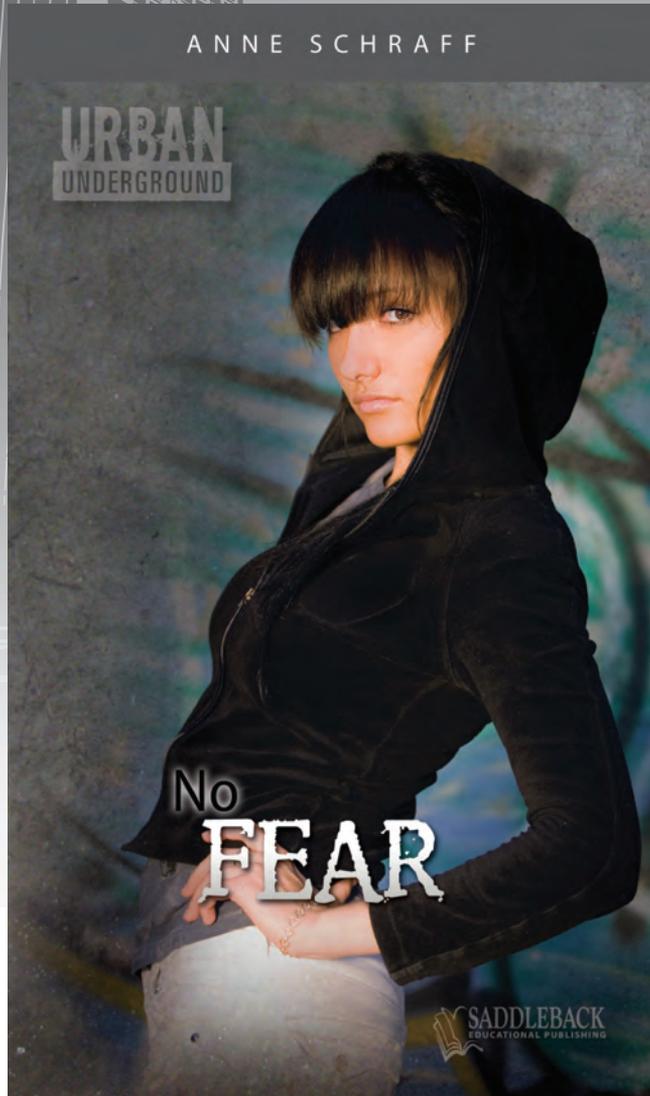


URBAN UNDERGROUND



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 | My Impressions

DIRECTIONS: Read the following words and phrases from the book *No Fear*. They relate to main issues in the story. Use the words and phrases in a paragraph. In your paragraph, write what you think the story may be about. This paragraph is your initial impression of the book.

bravado	dropouts	hopelessness of the streets
gangbangers	ruled by fear	crusade to rescue
education	the right decision	raid on 217 Starling Street
dealing	weapons possession	

A Second Look

DIRECTIONS: After you have finished reading *No Fear*, take a second look at your initial impression. Have your thoughts changed? Revise the paragraph so that it more closely describes what happened in the story.

VOCABULARY | Glossary

DIRECTIONS: Below is a list of vocabulary words from *No Fear*. 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.

- penetrated** (pen-i-treyt-id)—to have pierced or passed into or through
- reasonable** (ree-zuh-nuh-buhl)—logical
- vulnerable** (vuhl-ner-uh-buhl)—capable of being wounded or hurt
- insecure** (in-si-kyoor)—subject to fears or doubts; not self-confident or assured
- sentimental** (sen-tuh-men-tl)—expressive of or appealing to tender emotions and feelings
- ulterior** (uhl-teer-ee-er)—being beyond what is seen; intentionally kept hidden
- estranged** (ih-streynjd)—turned away in feeling or affection
- obligation** (ob-li-gey-shuhn)—something that has to be done
- sympathized** (sim-puh-thahyzd)—understood or shared someone else’s feelings
- crusade** (kroo-seyd)—an aggressive effort to make change or promote an idea
- terse** (turs)—brief or short and to the point
- discipline** (dis-uh-plin)—strict training that develops or improves a skill
- maudlin** (mawd-lin)—tearfully or weakly emotional
- befuddled** (bih-fuhd-ld)—confused or perplexed
- embittered** (em-bit-erd)—made bitter
- rationalize** (rash-uh-nl-ahyz)—to invent explanations that make something seem believable
- optimistic** (op-tuh-mis-tik)—to take a favorable view of events and expect a good outcome
- criticized** (krit-uh-sahyzd)—found fault with; judged unfavorably or harshly
- inspiring** (in-spahyuhr-ing)—having an animating or exalting effect
- gratitude** (grat-i-tood)—a feeling of being thankful or grateful
- pensive** (pen-siv)—lost in thought
- anxiety** (ang-zahy-i-tee)—fear or nervousness about what might happen
- ravenously** (rav-uh-nuhs-lee)—extremely eagerly, greedily, or hungrily
- neutered** (noo-terd)—made sterile by a medical procedure
- persistently** (per-sis-tuhnt-lee)—repeatedly, constantly, or continually
- humiliate** (hyoo-mil-ee-yet)—to cause a painful loss of pride, self-respect, or dignity; mortify
- contingent** (kuhn-tin-juhnt)—depending on something else
- reverberated** (ri-vur-buh-reyt-ed)—continued in, or as if in, a series of echoes
- belligerent** (buh-lij-er-uhnt)—of warlike character; aggressively hostile

VOCABULARY | Word Search

DIRECTIONS: Some of the vocabulary words from *No Fear* are hidden in the letters below. Try to find them all.

B	A	R	V	U	O	S	H	Y	D	R	T	E	T
A	D	I	S	T	C	H	U	W	L	L	U	G	R
P	G	H	O	S	V	E	M	T	H	A	R	R	I
O	T	R	Y	Q	U	E	I	T	U	R	S	O	P
Z	H	I	V	E	N	N	L	N	G	F	I	L	S
C	R	I	B	U	F	X	I	E	S	Y	H	J	U
W	H	I	S	T	L	Z	A	N	C	H	E	A	L
B	I	R	N	C	O	N	T	I	N	G	E	N	T
V	U	L	D	E	R	A	E	B	L	E	R	R	E
M	I	E	S	T	A	C	E	R	M	O	O	N	R
L	O	R	T	I	V	A	M	B	A	G	O	U	I
Q	U	E	P	I	O	N	A	S	U	B	V	K	O
I	N	S	E	C	U	R	E	X	D	R	L	E	R
C	R	U	N	L	Z	H	I	V	L	E	R	E	K
X	R	W	S	T	H	E	S	T	I	B	I	G	A
O	B	L	I	G	A	T	I	O	N	C	R	T	V
T	U	A	V	D	R	S	T	U	M	C	H	I	R
A	R	B	E	N	N	S	T	I	R	J	S	H	E

VULNERABLE

CONTINGENT

MAUDLIN

ULTERIOR

OBLIGATION

HUMILIATE

INSECURE

PENSIVE

Use-A-Word

DIRECTIONS: Pick four words from the ones used in the word search. Then write a sentence using each word.

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