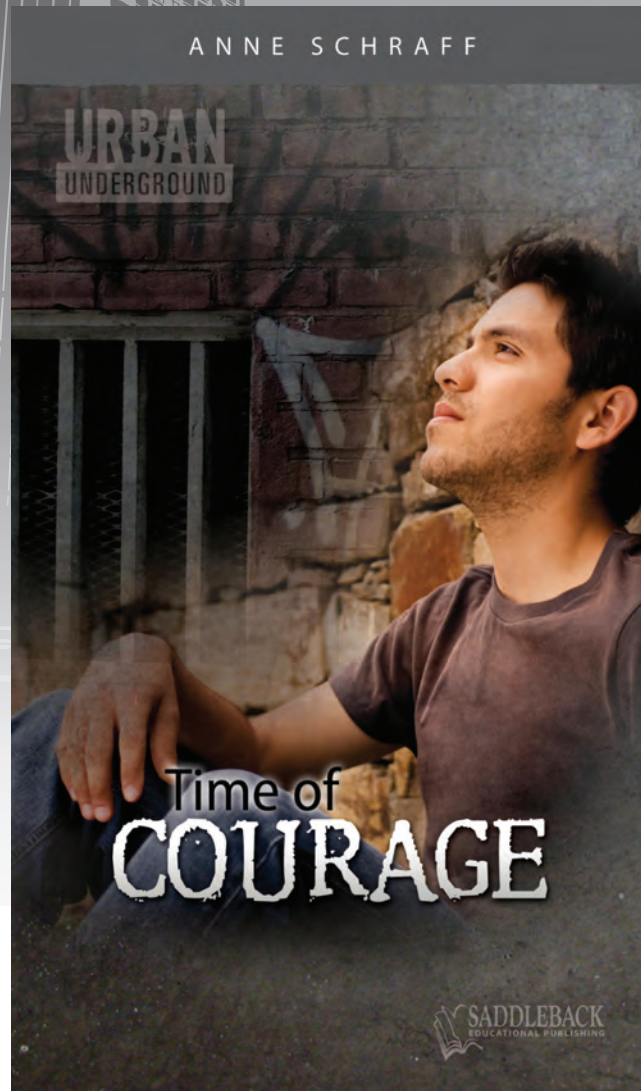


URBAN UNDERGROUND



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 | Knowledge Chart

DIRECTIONS: Look at the title of the book *Time of Courage*. Think about what courage might mean to the characters who are students at Cesar Chavez High School. In the chart below, write your thoughts based on what you know about the characters. Then write questions about things you would like to find out in the book. Leave the last column blank.

What You Know:	What You Want to Know:	What You Learned:

DIRECTIONS: As you read the book, look for the answers to your questions. Mark the pages where you find the answers with a sticky note. When you are finished reading, look back at those pages. Then fill in the last column of this chart.

VOCABULARY | Glossary

DIRECTIONS: Below is a list of vocabulary words from *Time of Courage*. 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.

excitable (ik-sahy-tuh-buhl)—easily excited
condemned (kuhn-demd)—to have been judged to be unfit for use
entrenched (en-trenchd)—in a position of strength
effective (ih-fek-tiv)—working well or getting the job done
cronies (kroh-neeze)—close friends or companions
stonewalled (stohn-wawld)—was uncooperative, obstructive, or evasive
inept (in-ept)—without skill or ability to accomplish a task
intimidating (in-tim-i-deyt-ing)—threatening or causing others to feel fear
dilemma (dih-lem-uh)—a situation that requires a choice between equally undesirable alternatives
sympathized (sim-puh-thahyzd)—understood or shared someone else's feelings
conscience (kon-shuhns)—an inner sense of what is right or wrong
opponent (uh-poh-nuhnt)—a person on the other side of a game or contest; competitor; rival
arrogant (ar-uh-guhnt)—overly proud of oneself or one's own opinions
friction (frik-shuhn)—conflict between people because of differing ideas
compassionate (kuhm-pash-uh-nit)—feeling or showing sympathy for others
ploy (ploi)—a trick to gain an advantage over someone else
logical (loj-i-kuhl)—reasonable, rational, or sensible
insomnia (in-som-nee-uh)—difficulty in falling or staying asleep
implemented (im-pluh-muhnt-ed)—put into effect; carried out
ballistic (buh-lis-tik)—extremely and usually suddenly excited, upset, or angry
domineering (dom-uh-neer-ing)—tending to rule over or control others
futile (fyoot-l)—incapable of producing a result
manipulated (muh-nip-yuh-leyt-ed)—managed or influenced something in an unfair way
unpredictable (uhn-pri-dik-tuh-buhl)—not able to be foreseen or anticipated; surprising
despicable (des-pi-kuh-buhl)—deserving to be greatly disliked
significant (sig-nif-i-kuhnt)—important
languishing (lang-gwi-shing)—becoming weak or unhappy; wasting away
corrupt (kuh-ruhpt)—dishonest or immoral
honorable (on-er-uh-buhl)—deserving respect
scurrilous (skur-uh-luhs)—grossly or obscenely abusive or evil
passionate (pash-uh-nit)—ruled by intense emotion or feeling

VOCABULARY | Word Builders

DIRECTIONS: Each of the following vocabulary words from *Time of Courage* is broken apart. Find a suffix or prefix from the box to add to each word. Write the new word on the line. Watch out! Some words have both a prefix and a suffix, some have more than one suffix, and other words only have one prefix or suffix.

in-	-ed	-al	en-	-ing	com-	-ate	un-	-able
-----	-----	-----	-----	------	------	------	-----	-------

1. condemn _____
2. predict _____
3. implement _____
4. trench _____
5. languish _____
6. passion _____
7. excite _____
8. domineer _____
9. manipulate _____
10. honor _____
11. logic _____
12. timid _____

Change It

DIRECTIONS: Pick four of the vocabulary words used above. Write them in the boxes below. Then change the word to make two new words. Add a different prefix or suffix. Write the new words in the boxes.

Vocabulary Word	New Word	New Word