

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.

Name _____ Date _____

BUILDING BACKGROUND KNOWLEDGE | Book Brainstorm

DIRECTIONS: Take a look at the cover of the book *The Lost*. Look at the image on the front and read the text on the back. Think about the title and its meaning. Then fill out this brainstorm map. In the circle, write what you think the book is about. On the lines surrounding the circle, write topics you think will show up in the story.

The diagram is a brainstorm map. It features a central circle. Eight lines radiate from the circle's edge, each ending in a horizontal line for writing. The lines are arranged in four pairs, with two lines on each side (left and right) of the circle. The lines are intended for students to write topics they think will show up in the story.

VOCABULARY | Glossary

DIRECTIONS: Below is a list of vocabulary words from *The Lost*. 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.

intimidated (in-tim-i-deyt-id)—threatened or filled with fear

accusatory (uh-kyoo-zuh-tawr-ee)—indicating or suggesting that someone has done something wrong

unsavory (uhn-sey-vuh-ree)—unappealing or morally questionable

aggrieved (uh-greevd)—offended or injured

askew (uh-skyoo)—to one side or in a crooked position

inappropriate (in-uh-proh-pree-it)—not proper or suitable

loitering (loi-ter-ing)—lingering aimlessly in or about a place

sarcastic (sahr-kas-tik)—mocking with words

intently (in-tent-lee)—in a concentrated, eager, or attentive way

credentials (kri-den-shuhlz)—testimonials or documents showing that someone is qualified or allowed to do something

admission (ad-mish-uhn)—a statement acknowledging the truth of something

paternal (puh-tur-nl)—fatherly, or related through the father

indignation (in-dig-ney-shuhn)—strong displeasure at something considered unjust

desperation (des-puh-rey-shuhn)—a feeling of despair or hopelessness that can lead to extreme or reckless behavior

momentous (moh-men-tuhs)—of great importance or consequence

ominous (om-uh-nuhs)—sensing evil or harm

poignant (poin-yuhnt)—deeply moving; affecting the emotions

protective (pruh-tek-tiv)—intending or wanting to keep someone or something from harm

emancipated (ih-man-suh-pey-tid)—set free from legal, social, or political restrictions

arrogant (ar-uh-guhnt)—overly proud of oneself or one's own opinions

despicable (des-pi-kuh-buhl)—deserving to be greatly disliked

intimate (in-tuh-mit)—very close, private, or personal

forlorn (fawr-lawrn)—lonely, sad, hopeless

judgmental (juhj-men-tl)—tending to judge others harshly

ecstatic (ek-stat-ik)—feeling or expressing overwhelming happiness

revelation (rev-uh-ley-shuhn)—something new and surprising that is learned or shown

compassionate (kuhm-pash-uh-nit)—feeling or showing sympathy for others

ambitious (am-bish-uhs)—having or showing a strong desire to succeed

vindictive (vin-dik-tiv)—having or showing a strong desire for revenge

innocuous (ih-nok-yoo-uhs)—not harmful or offensive

VOCABULARY | Word Scramble

DIRECTIONS: Each of the following vocabulary words from the book *The Lost* is scrambled. Move the letters around to correctly spell each word. Use the definition clues to help you figure out the right answers.

1. mapnedatcie (set free from legal, social, or political restrictions):

2. sinoucoun (not harmful or offensive):

3. noiusom (sensing evil or harm):

4. cacuorsaty (indicating or suggesting that someone has done something wrong):

5. rarogtan (overly proud of oneself or one's own opinions):

6. steiccat (feeling or expressing overwhelming happiness):

7. sicosonatepam (feeling or showing sympathy for others):

8. gradegive (offended or injured):

9. stariccas (mocking with words):

10. paetalrn (fatherly, or related through the father):

11. tualdmjeng (tending to judge others harshly):

12. atintidimed (threatened or filled with fear):

13. erdeatispon (a feeling of despair or hopelessness that can lead to extreme or reckless behavior):
