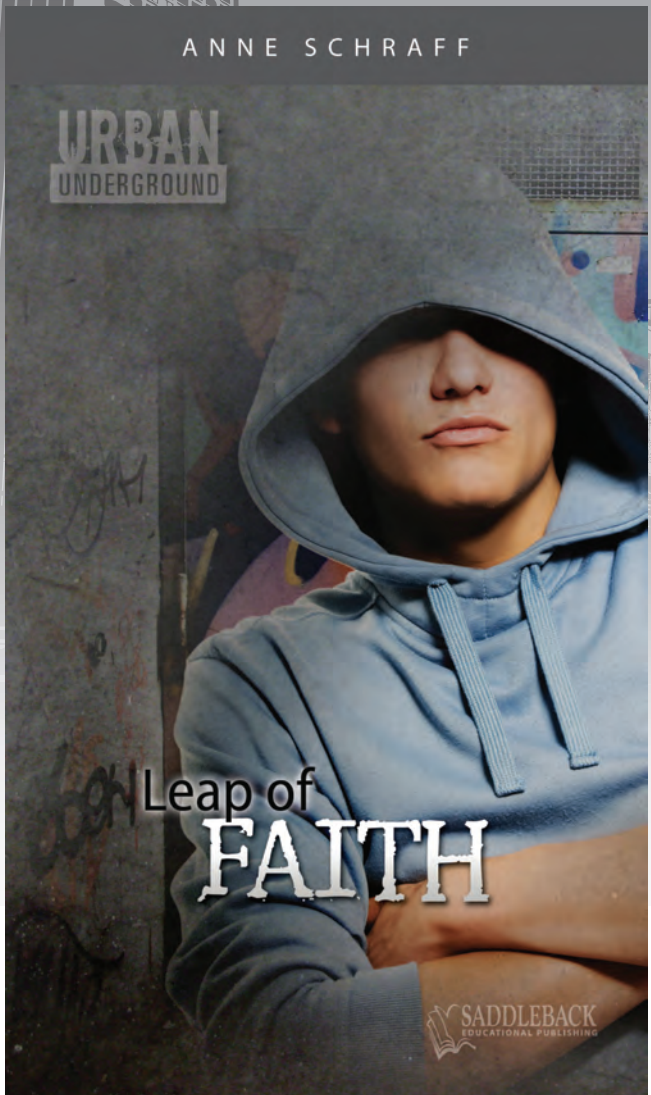


URBAN UNDERGROUND



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 statements from the book *Leap of Faith*. Decide whether you agree or disagree with each statement. Make a check in either the Agree or Disagree box.

Agree	Disagree	Statements
		<p>“Me? Call the cops? No way, José. If I run across a murderer or a rapist—one of those creeps—then, sure, I’d call the cops. But the kid who ripped off the phones is a pathetic loser. He’s just trying to make some dirty money. I took the stuff back, and I kicked his behind outta the store. But that’s as far as this mother’s son goes. I’m not sticking some poor fool with a rap sheet.”</p>
		<p>“Darling,” Grandma lectured, “I know you think you are happy, and that is wonderful. But sometimes we accept less because we have settled for less.”</p>
		<p>The use of a gun changed everything. It turned something bad into something horrible. Guys who pointed a gun at another human being were dangerous. Guys who used guns to stick up places didn’t do it just once.</p>
		<p>“He walks the barrio, trying to get the dropouts back off the street. He risks his own safety trying to talk these kids into saving their own lives. Man, if you haven’t even got a high school diploma, you’re cooked.”</p>
		<p>To himself, Ernesto commented, “Yeah, he calls you ‘stupid’ and ‘dummy’ when he’s in a bad mood. That sure is proof that he cares about you.”</p>
		<p>“I guess people like to tear other people down because then it makes them feel bigger. They think they’re not so bad after all if someone else is doing worse stuff.”</p>

DIRECTIONS: After you finish *Leap of Faith*, revisit this chart. Have your thoughts changed about any of the statements? Put a star next to the ones that have changed. Then explain why below.

VOCABULARY | Glossary

DIRECTIONS: Below is a list of vocabulary words from *Leap of Faith*. 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.

- unbiased** (*uhn-bahy-uhst*)—not favoring one person or point of view over another
- motivation** (*moh-tuh-vey-shuhn*)—a reason or incentive for someone to do something
- confidence** (*kon-fi-duhns*)—a feeling of certainty, trust, or belief
- confrontation** (*kon-fruhn-tey-shuhn*)—an open conflict between people of opposing ideas
- campaign** (*kam-peyn*)—the competition between candidates for a political office
- muralists** (*myoor-uh-lists*)—artists who paint large pictures on walls or ceilings
- performance** (*per-fawr-muhns*)—something accomplished, such as a job or feat
- leadership** (*lee-der-ship*)—the ability to lead others
- influential** (*in-floo-en-shuhl*)—having the power to change something or affect someone
- berating** (*bih-reyt-ing*)—scolding harshly
- disrespectful** (*dis-ri-spekt-fuhl*)—lacking courtesy or showing a lack of respect
- gratitude** (*grat-i-tood*)—a feeling of being thankful or grateful
- accomplish** (*uh-kom-plish*)—to do something successfully
- circumstantial** (*sur-kuhm-stan-shuhl*)—related to the details of an event
- pathetic** (*puh-thet-ik*)—feeble or useless
- overwhelmed** (*oh-ver-hwelmd*)—completely overpowered; crushed
- anguish** (*ang-gwish*)—extreme physical or mental pain
- demeanor** (*dih-mee-ner*)—someone’s conduct or behavior
- disappointment** (*dis-uh-point-muhnt*)—a feeling of being let down because something expected or hoped for didn’t happen
- prestige** (*pre-steezh*)—importance in the eyes of other people
- submissive** (*subb-mis-iv*)—ready to submit or obey
- humbled** (*huhm-buhld*)—had one’s pride, power, or independence destroyed
- dysfunctional** (*dis-fuhngk-shuh-nl*)—performing abnormally or acting outside social norms
- charismatic** (*kar-iz-mat-ik*)—having a charming personality that gives a person influence over others
- vulnerable** (*vuhl-ner-uh-buhl*)—capable of being wounded or hurt
- remorse** (*ri-mawrs*)—deep regret for doing something wrong
- conscience** (*kon-shuhns*)—an inner sense of what is right and wrong
- abetting** (*uh-bet-ing*)—helping someone do something wrong
- slander** (*slan-der*)—a spoken lie about someone that damages his or her reputation
- optimistic** (*op-tuh-mis-tik*)—taking a favorable view of events and expecting a good outcome
- pessimistic** (*pes-uh-mis-tik*)—taking a negative view of events and expecting a bad outcome

VOCABULARY | Sentence Fix

DIRECTIONS: Read the following sentences from *Leap of Faith*. Each includes a vocabulary word that doesn't work well in the sentence. Circle the vocabulary word that doesn't work. Then write the sentence on the line with a vocabulary word that works better in that spot.

1. "You have natural abetting qualities."

2. Sometimes, in major elections, candidates are so desperate to win that they disrespectful their opponents.

3. An argument was turning into an ugly performance between two girls.

4. Felix Martinez had hugged Ernesto in disappointment.

5. His remorse suggested that he generally obeyed his wife.

6. "Of course, that's an gratitude opinion coming from the girl I love," Ernesto replied with a wry grin.

7. Paul came from a severely humbled family.

8. Perhaps she would be a college professor at an Ivy League university or even a CEO of a large and optimistic company.

9. "Thanks for the vote of prestige, Ms. Hunt," Ernesto responded.

10. But no way would Ernesto call the police on such vulnerable evidence.
