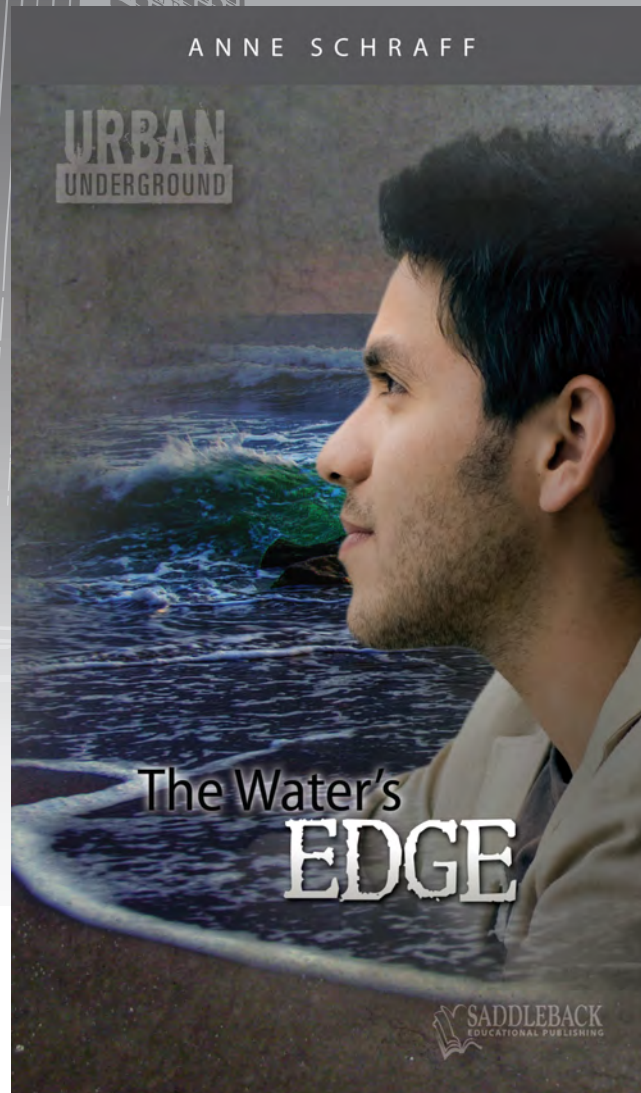


URBAN UNDERGROUND



TEACHER'S RESOURCE GUIDE

Table of Contents

To the Educator	3
Reading Strategies	4
Building Background Knowledge	
It Reminds Me Of	5
Vocabulary	
Glossary	6
Word Check.....	7
Synonym Match.....	7
Complete the Quote	8
Initial Understanding	
Plot Scramble.....	9
Plot Favorite.....	9
Main Idea.....	10
Developing Interpretation	
Pros and Cons.....	11
What Do You Want?	11
Character Motives	12
Personal Reflection	
My Journal.....	13
A Day in the Life	13
Critical Response	
A Different Decision	14
A Book's Ending	14
Answer Key	15



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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 | It Reminds Me Of ...

DIRECTIONS: Read the following excerpts from the book *The Water's Edge*. What does the text remind you of in your own life? Fill in the chart with your answers.

Excerpts	It reminds me of ...
“Mrs. Lopez has been sick a long time. She kept hopin’ she’d get better. She pushed off getting the MRI. Mr. Lopez’s boss always discouraged employees from getting too many medical procedures. He said it was running up his premiums. Now that she had the insurance card, she went in. They did the exams, and the doctor said it’s kinda too late.”	
“Oh Ernie, Dad wants Zack to get a liberal arts education. He wants to see Zack sitting behind a big walnut desk in some ritzy office, wearing a suit and tie. Dad is great at his job. He’s probably the best big crane operator in the city, and he’s well respected. Sometimes they’ll bring young guys around to watch him work. But Dad has no respect for his own work. He’s got this big dream for Zack—for my brother—but it’s a nightmare.”	
“What’s going down around here?” Ernesto asked. He began to see the picture, and it wasn’t good. These two drunken young men were about to hit the road. “Me and Zack are getting outta here, man,” Steve said. “So don’t give us no trouble. Okay?” “You’re both too drunk to drive,” Ernesto told them.	
“I thought your performance was great. In fact, I thought you were so good that I was terrified. I thought you’d want a big career. Maybe you wouldn’t want to hang around with me anymore.” Ernesto fiddled with the keys to the Volvo. “I coulda puked because I was so scared. I looked at that gorgeous girl on the stage. Then I looked around at all those dudes whistling and stamping their feet. I thought, ‘How is dull old Ernie Sandoval gonna compete with that?’”	
Naomi had told Ernesto once how Mira’s father had left Mira and her mother. All of a sudden, he wasn’t happy in the marriage anymore. Both Mira and her mother were devastated. They hadn’t seen the father’s departure coming. Naomi thought that his leaving had shaken Mira’s faith in the whole idea of love and relationships.	
In a few weeks, Ernesto would be seventeen. Ernesto was anxious to be a senior and then to get to college. He wanted to start making things happen in his life and in the world. The adult world beckoned. He felt as though he stood at the water’s edge. A great and inviting sea lay before him.	

VOCABULARY | Glossary

DIRECTIONS: Below is a list of vocabulary words from *The Water's Edge*. 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.

inoperable (in-op-er-uh-buhl)—unable to be treated by a surgical operation
preventative (pri-ven-tuh-tiv)—used to keep something, such as a disease, from occurring
inhuman (in-hyoo-muhn)—lacking sympathy, pity, warmth, compassion, or kindness
console (kuhn-sohl)—to comfort in times of grief, distress, or suffering
eligible (el-i-juh-buhl)—qualified to be chosen or to participate
menial (mee-nee-uhl)—lowly and sometimes degrading
obligation (ob-li-gey-shuhn)—something that has to be done
egotistical (ee-guh-tis-tik-uhl)—given to talking about oneself; vain; boastful; opinionated
subservient (suhb-sur-vee-uhnt)—serving or acting in a subordinate way
companions (kuhm-pan-yuhn)—people who often do things together; friends
affection (uh-fek-shuhn)—fond attachment, devotion, or love
unkempt (uhn-kempt)—uncared-for or neglected; disheveled; messy
hostility (ho-stil-i-tee)—opposition or resistance to an idea, plan, project, etc.
forlornly (fawr-lawrn-lee)—in a lonely, sad, or hopeless manner
indicted (in-dahyt-id)—formally charged with a crime
distraught (dih-strawt)—disturbed with doubt or painful feelings
skeptical (skep-ti-kuhl)—showing doubt
strident (strahyd-nt)—having a shrill, irritating quality or character
sarcastic (sahr-kas-tik)—mocking with words
placate (pley-keyt)—to appease or pacify
contrite (kuhn-traht)—filled with a sense of guilt with a desire to be forgiven
unabated (uhn-uh-bey-tid)—with undiminished force, power, or vigor
bewildered (bih-wil-derd)—completely puzzled or confused
intimidate (in-tim-i-deyt)—to threaten or fill with fear
apprentice (uh-pren-tis)—a person who works for another in order to learn a trade
revelation (rev-uh-ley-shuhn)—something new and surprising that is learned or shown
audible (aw-duh-buhl)—capable of being heard; loud enough to be heard; actually heard
melancholy (mel-uhn-kol-ee)—a sad or gloomy state of mind; depression
complications (kom-pli-key-shuhn)—things that make something more difficult
gratitude (grat-i-tood)—a feeling of being thankful or grateful

VOCABULARY | Word Check

DIRECTIONS: Look at each of the following vocabulary words from *The Water's Edge*. Are they spelled correctly? Decide if the word has an extra letter, is missing a letter, or is spelled the right way. Make a check in the right box. In the last box, use the word in a sentence. Just remember to spell it correctly!

Vocabulary Word	Extra Letter	Missing Letter	Correct	Sentence
egotistcal				
contraite				
melancholly				
consol				
hostility				
playcate				
afection				
obligaton				
preventativ				
bewildeared				

Synonym Match

DIRECTIONS: Below are synonyms for the vocabulary words used above. Write the vocabulary word that matches its synonym on the line.

- reassure: _____
- boastful: _____
- anticipatory: _____
- miserable: _____
- puzzled: _____
- aggression: _____
- apologetic: _____
- soothe: _____
- duty: _____
- warmth: _____