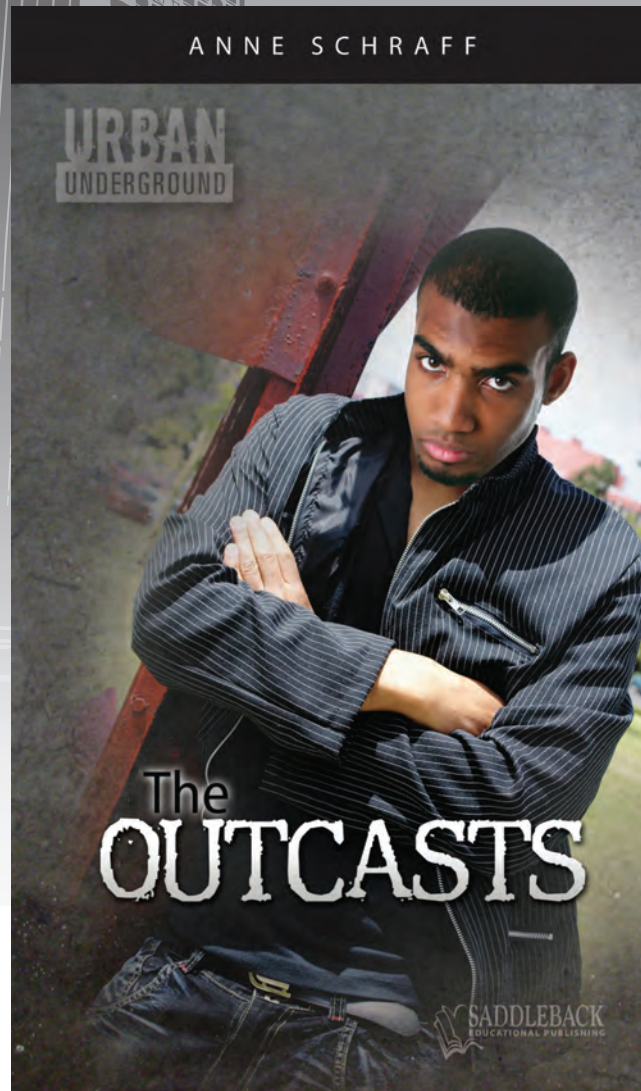


URBAN UNDERGROUND



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 | Homelessness Survey

DIRECTIONS: Homelessness is an issue that is highlighted in the book *The Outcasts*. Take this survey on homelessness in the United States. Check the box the best matches your knowledge of each fact.

I Knew This	I Did Not Know This	Facts:
		Homelessness is defined as a person who “lacks a fixed, regular, and adequate nighttime residence.”
		Single homeless adults are most likely male.
		Poverty and a lack of affordable rental housing are two big contributing factors to homelessness.
		Poverty is largely caused by declining employment opportunities and less available government assistance.
		There are more than 600,000 people experiencing homelessness in the United States on any given night.
		Mental illness can be a cause of homelessness.

Your Questions

DIRECTIONS: Have you thought about homelessness? What would you like to know about homelessness? Write your questions below.

VOCABULARY | Glossary

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

exasperated (ig-zas-puh-reyt-id)—extremely irritated or annoyed

frantically (fran-tik-uhl-lee)—in a desperately wild and excited manner

curtly (kurt-lee)—in a rudely brief or abrupt manner

disabuse (dis-uh-byooz)—to free a person from error or false belief

mediocrity (mee-dee-ok-ri-tee)—the quality or state of being average; neither good nor bad

ridicule (rid-i-kyool)—speech or action intended to cause contemptuous laughter at a person or thing

victimized (vik-tuh-mahyzd)—singled out for cruel and unjust treatment

distinctive (dih-stingk-tiv)—having a special quality, style, or attractiveness

demolish (dih-mol-ish)—to destroy or ruin, especially on purpose

fortunate (fawr-chuh-nit)—receiving something good unexpectedly or without earning it; lucky

overachiever (oh-ver-uh-cheev-uhr)—a person who performs better or achieves more than expected

daunting (dawnt-ing)—seeming to be difficult to deal with or accomplish; overwhelming

lamented (luh-men-tid)—felt or expressed sorrow

vulnerability (vuhl-ner-uh-bil-i-tee)—a way in which someone is capable of being wounded or hurt

petulant (pech-uh-luhnt)—acting rude or ill-tempered, especially over a small annoyance

insinuate (in-sin-yoo-eyt)—to suggest or hint slyly

swindling (swin-dling)—cheating (a person, business, etc.) out of money or other assets

ingratiate (in-grey-shee-eyt)—to get on the good side of someone

sycophancy (sik-uh-fuhn-see)—getting ahead by flattering a teacher, boss, or other authority figure

fawning (fawn-ing)—trying to be liked by flattering others and belittling oneself

ascertain (as-er-teyn)—to find out definitely; learn with certainty or assurance

devastated (dev-uh-steyt-id)—feeling severe shock or grief

laceration (las-uh-rey-shuhn)—a tear or deep cut

VOCABULARY | Word Choice

DIRECTIONS: Read the following definitions of vocabulary words from the book *The Outcasts*. Then choose the vocabulary word that matches each definition.

1. Acting rude or ill-tempered, especially over a small annoyance
 A. demolish C. petulant
 B. ridicule D. devastated
2. The quality or state of being average; neither good nor bad
 A. fortunate C. ascertain
 B. mediocrity D. curtly
3. Having a special quality, style, or attractiveness
 A. distinctive C. laceration
 B. frantically D. fawning
4. A person who performs better or achieves more than expected
 A. ingratiate C. exasperated
 B. overachiever D. daunting
5. To get on the good side of someone
 A. swindling C. vulnerability
 B. sycophancy D. ingratiate
6. Cheating (a person, business, etc.) out of money or other assets
 A. disabuse C. swindling
 B. devastated D. insinuate
7. Feeling severe shock or grief
 A. vulnerability C. mediocrity
 B. lamented D. devastated
8. In a desperately wild and excited manner
 A. frantically C. petulant
 B. curtly D. ingratiate

Use It in a Sentence

DIRECTIONS: Pick four vocabulary words from the activity above. Use them in sentences below. Make sure you show your understanding of each word's meaning in its sentence.

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