

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 excerpts from the book *See No Evil* before reading the book. What do you think each excerpt is about? Write your guesses in the chart. When you are finished reading the book, revisit this chart. Were any of your guesses correct? If not, write what each excerpt was actually about.

Excerpt	What I Think This Is About	What This Is Actually About
<p>She had been telling Chelsea about an old house that was foreclosed on months ago on Navaho Street. Sometimes strange sounds came out of it. It seemed like someone was screaming, and at other times there were shrieks. The bank had put up a sign warning against trespassing.</p>		
<p>Suddenly, out of the darkness, a bright white light appeared in the street directly ahead of Jaris’s car. The light was very far away but coming head-on at them—and fast. The bright white light split into two headlights. A car was coming at them at high speed.</p>		
<p>Shane looked awful. He had been a good-looking kid, but now he looked wasted. If you didn’t know him, you’d think he was over thirty instead of just a teenager. Dark circles hung below his eyes, and he looked gaunt.</p>		
<p>I doubt the police went to the houses of any of my students, Shane. They came here because they were suspicious of what you might be involved in. You’re in with the Nite Ryders. They do drugs. They do violence. Even if you’re not a Nite Ryder, just being with them makes you look bad.”</p>		

VOCABULARY | Glossary

DIRECTIONS: Below is a list of vocabulary words from *See No Evil*. 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.

stifled (*stahy-fuhl*d)—suppressed or ended by force
inseparable (*in-sep-er-uh-buhl*)—incapable of being separated
reputation (*rep-yuh-tey-shuhn*)—the beliefs or opinions generally held about someone
confrontation (*kon-fruhn-tey-shuhn*)—an open conflict between people of opposing ideas
obstacles (*ob-stuh-kuhlz*)—things that get in the way
devastating (*dev-uh-stey-ting*)—highly destructive or damaging
anonymous (*uh-non-uh-muhs*)—not named or identified
defensive (*dih-fen-siv*)—serving or intended to defend or protect against an attack
incident (*in-si-duhnt*)—an individual occurrence or event
rousted (*roust-id*)—driven or prodded roughly
snide (*snahyd*)—derogatory or insulting in a nasty, sly manner
humanitarian (*hyoo-man-i-tair-ee-uhn*)—having concern for or helping to improve the welfare and happiness of other people
progeny (*proj-uh-nee*)—descendants or offspring; children
obnoxious (*uhb-nok-shuhs*)—highly objectionable or offensive
bewildered (*bih-wil-derd*)—completely puzzled or confused
boycotting (*boi-kot-ing*)—refusing to deal with a company, person, or organization
spiteful (*spahyt-fuhl*)—showing or filled with malice
generous (*jen-er-uhs*)—liberal in giving or sharing; unselfish
unpredictable (*uhn-pri-dik-tuh-buhl*)—not able to be foreseen or anticipated; surprising
improvised (*im-pruh-vahyzd*)—made or said without previous preparation
formidable (*fawr-mi-duh-buhl*)—causing fear, apprehension, or dread
fervently (*fur-vuhnt-lee*)—in a strongly warm manner
obtuse (*uhb-toos*)—not quick or alert in perception, feeling, or intellect
effusive (*ih-fyoo-siv*)—expressing or showing strong emotion such as gratitude or approval
obligation (*ob-li-gey-shuhn*)—something that has to be done
sullen (*suhl-uhn*)—gloomily or resentfully silent; not sociable

VOCABULARY | Word Search

DIRECTIONS: There are ten vocabulary words from the book *See No Evil* in this word search. See if you can find them all.

O	B	T	G	H	O	O	S	F	R	I	E	G	C	H	A	Q	U	I	S
D	R	O	R	S	T	I	B	S	G	L	U	B	X	I	A	B	O	S	T
Z	F	U	I	V	O	O	M	T	E	R	I	E	S	T	C	H	R	E	P
W	S	N	I	D	E	E	F	I	U	S	U	L	L	I	N	D	R	U	P
O	B	N	O	C	S	H	U	F	R	S	G	R	E	P	U	E	T	R	A
R	E	P	E	R	C	U	S	L	I	T	E	M	O	S	T	F	E	S	T
V	F	U	I	T	I	O	N	E	R	T	N	O	U	R	D	E	I	E	R
U	F	R	O	N	R	E	R	D	I	Y	E	L	L	E	W	N	E	V	I
S	U	L	L	E	N	C	O	N	T	R	R	O	L	L	I	S	T	R	E
G	S	U	R	T	E	E	N	E	S	T	O	B	N	O	X	I	O	U	S
M	I	H	T	I	E	R	G	H	Y	E	U	S	Y	B	T	V	U	E	W
T	V	E	F	F	I	S	E	E	V	E	S	U	P	S	H	E	M	O	N
X	E	R	T	I	E	R	S	T	M	O	N	R	E	T	H	I	E	R	S
S	N	U	R	E	P	U	T	A	T	I	O	N	I	A	B	R	U	M	I
G	E	N	E	I	R	U	S	S	T	I	F	G	E	C	R	E	I	B	T
D	I	F	F	E	R	E	N	S	I	V	V	F	O	L	J	I	R	T	L
O	B	B	S	T	U	K	L	E	S	T	R	I	J	E	S	T	I	V	L
C	R	I	S	O	V	T	O	O	S	E	G	E	L	S	H	O	S	T	U

OBTUSE

DEFENSIVE

OBNOXIOUS

SNIDE

REPUTATION

GENEROUS

EFFUSIVE

STIFLED

SULLEN

OBSTACLES

Use It in a Sentence

DIRECTIONS: Pick four words from the Word Search. Then write a sentence using each of them. Make sure your sentences show your understanding of the words.

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