

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

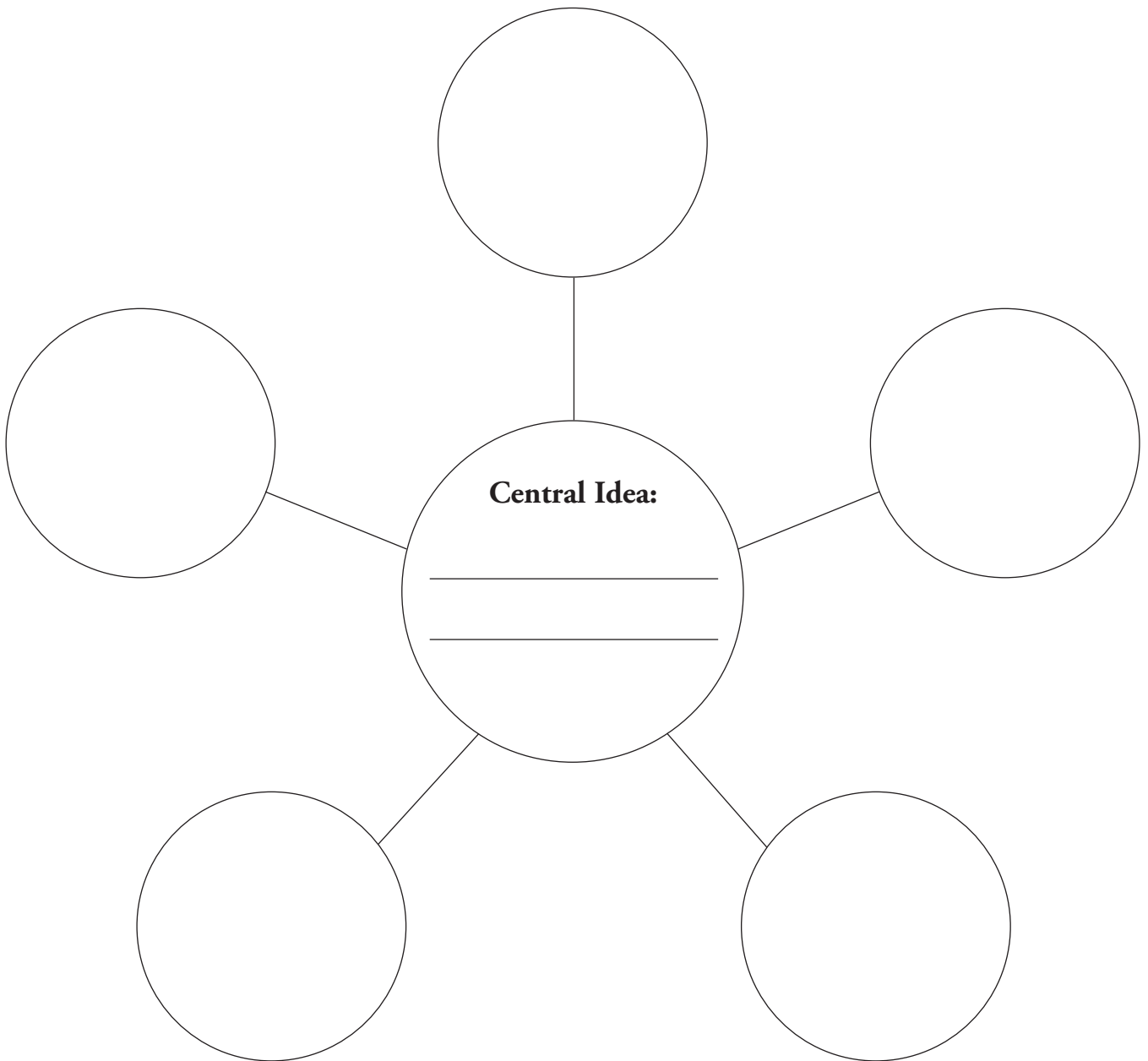
Personal reflection and response requires readers to relate topics to their own experience. As students connect their own experiences with text, information becomes clearer. Having internalized ideas, readers can much more easily express their responses.

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 Brainstorm

DIRECTIONS: Take a look at the title, cover image, and back cover text of the book *Don't Think About Tomorrow*. What do you think the book is about? Put the central idea in the middle circle. In the outer circles, list ways you think the author will present this idea in the text. List different situations or problems you think could arise in the story related to the central idea.



VOCABULARY | Glossary

DIRECTIONS: Below is a list of vocabulary words from *Don't Think About Tomorrow*. 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.

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

liberation (lib-uh-rey-shuhn)—the act of being set free; freedom

abomination (uh-bom-uh-ney-shuhn)—something vile, shameful, or detestable

enthralled (en-thrawld)—captivated or charmed

fatalistic (feyt-l-iz-tik)—believing or accepting that events are decided in advance by powers beyond one's control

oblivious (uh-bliv-ee-uhs)—not being conscious or aware

reliable (ri-lahy-uh-buhl)—able to be trusted; dependable

redemption (ri-demp-shuhn)—the act of saving or being saved from sin, error, or evil

possessive (puh-zes-iv)—the desire for control over someone or something else

brutal (broot-l)—savage; cruel; inhuman

condolences (kuhn-doh-luhns-iz)—expressions of sympathy

cultivate (kuhl-tuh-veyt)—to improve or develop by careful attention, training, or study

devious (dee-vee-uhs)—not straightforward; sneaky; deceptive

valiantly (val-yuhnt-lee)—in a boldly courageous or brave manner

maniacal (muh-nahy-uh-kuhl)—wildly crazy or frenzied

sophisticated (suh-fis-ti-key-tid)—aware of and able to interpret complex issues

inferior (in-feer-ee-er)—less important, valuable, or worthy

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

plausible (plaw-zuh-buhl)—seemingly fair or reasonable; appearing worthy of belief

aggrieved (uh-greevd)—offended or injured

infantile (in-fuhn-tahyl)—of, relating to, or resembling an infant; babyish; childish

tirade (tahy-reyd)—a long, angry speech or outburst

mortification (mawr-tuh-fi-key-shuhn)—a feeling of humiliation or shame

prudent (prood-nt)—clever and careful in action and judgment; discreet

indignity (in-dig-ni-tee)—an act that harms a person's self-respect; humiliating treatment

catharsis (kuh-thahr-sis)—a purging or release of strong emotions

VOCABULARY | What's the Word?

DIRECTIONS: Each of the following sentences from the book *Don't Think About Tomorrow* is missing a vocabulary word. Pick the right word from the choices for each sentence. Then write the word on the line.

1. "It is an _____," Jaris heard Mr. Myers declaring to Mr. Pippin the other day. "You send out a great manuscript, and some book companies don't even have the courtesy to return it."
A. tirade C. devious
B. abomination D. inappropriate
2. Pop cast a _____ grin around the table. He'd be funny if he weren't so scary.
A. maniacal C. prudent
B. reliable D. fatalistic
3. Jaris always thought he wanted to _____ a deeper friendship with her.
A. catharsis C. cultivate
B. possessive D. enthralled
4. "Pop has always kinda felt _____ to Mom. She has a college education, and he doesn't."
A. infantile C. maniacal
B. oblivious D. inferior
5. "It's kind of a _____ attitude," Oliver Randall added. "If people feel that bad, maybe they can do something to change their lives."
A. plausible C. inappropriate
B. fatalistic D. sophisticated

Sentence Use

DIRECTIONS: Use the correct vocabulary word from the five questions above to write your own sentences. Make sure they show your understanding of the meanings.

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