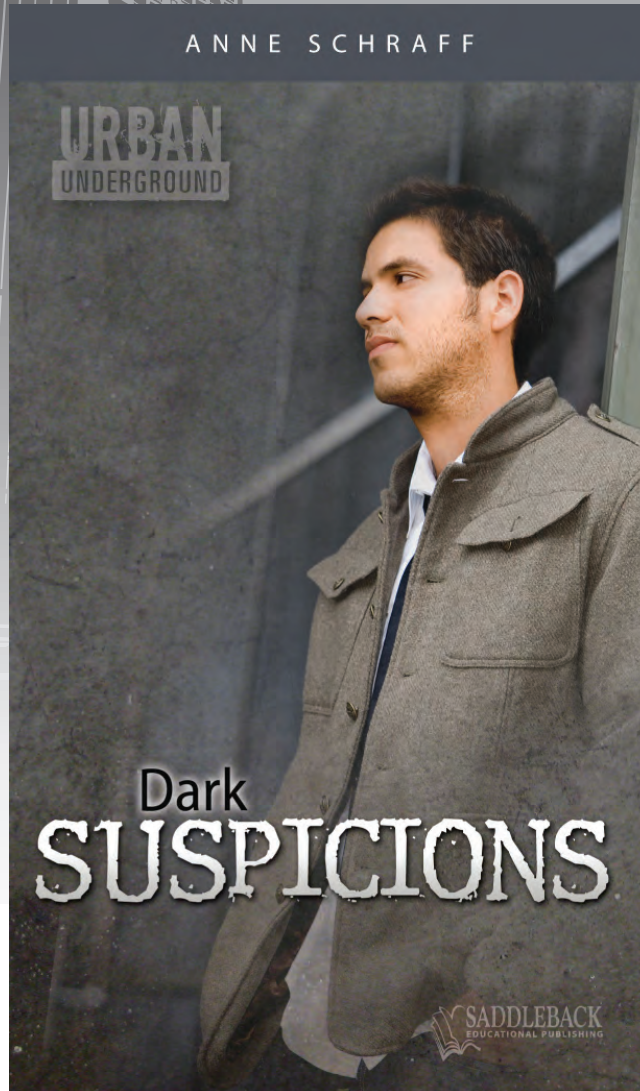


# URBAN UNDERGROUND



# TEACHER'S RESOURCE GUIDE

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ISBN-13: 978-1-61651-968-1  
ISBN-10: 1-61651-968-1  
eBook: 978-1-61247-649-0

# 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 | My Impressions

**DIRECTIONS:** Read the following words and phrases from the book *Dark Suspicions*. They relate to main issues in the story. Use the words and phrases in a paragraph. In your paragraph, write what you think the story may be about. This paragraph is your initial impression of the book.

gangbangers	judgment	guns
real friend	running wild	common sense
violent streak	wake-up call	bad decisions
drugs	keeping secrets	helping the underdog

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### A Second Look

**DIRECTIONS:** After you have finished reading *Dark Suspicions*, take a second look at your initial impression. Have your thoughts changed? Revise the paragraph so that it more closely describes what happened in the story.

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## VOCABULARY | Glossary

**DIRECTIONS:** Below is a list of vocabulary words from *Dark Suspicions*. 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.

- unpredictable** (*uhn-pri-dik-tuh-buhl*)—not able to be foreseen or anticipated; surprising
- confidence** (*kon-fi-duhns*)—a feeling of certainty, trust, or belief
- pulverize** (*puhl-vuh-rahyz*)—to reduce to dust or powder
- gaunt** (*gawnt*)—extremely thin and bony
- chide** (*chahyd*)—to express disapproval
- scornfully** (*skawrn-fuhl-ly*)—in a contemptuous or disdainful manner
- gratitude** (*grat-i-tood*)—a feeling of being thankful or grateful
- confrontation** (*kon-fruhn-tey-shuhn*)—an open conflict between people of opposing ideas
- brutal** (*broot-l*)—savage; cruel; inhuman
- rueful** (*roo-fuhl*)—feeling or showing pity, sympathy, or regret
- harass** (*huh-ras*)—to torment, to abuse
- pathetic** (*puh-thet-ik*)—feeble or useless
- snide** (*snahyd*)—derogatory or insulting in a nasty, sly manner
- loathe** (*lohth*)—to feel extreme disgust for; hate
- suspicious** (*sub-spish-uhnz*)—feelings of distrust about someone or something
- culprit** (*kuhl-prit*)—a person guilty of an offense
- irresistible** (*ir-i-zis-tuh-buhl*)—impossible to fight against or withstand the force of
- complicated** (*kom-pli-key-tid*)—difficult to analyze, understand, or explain
- humiliate** (*hyoo-mil-ee-yet*)—to cause a painful loss of pride, self-respect, or dignity; to mortify
- disappointment** (*dis-uh-point-muhnt*)—a feeling of being let down because something expected or hoped for didn't happen
- efficient** (*ih-fish-uhnt*)—performing or functioning in the best possible manner with the least waste of time and effort
- gullible** (*guh-luh-buhl*)—easily deceived or cheated
- unconditional** (*uhn-kuhn-dish-uh-nl*)—not limited by conditions or limitations; absolute
- manipulate** (*muh-nip-yuh-leyt*)—to manage or influence
- protective** (*pruh-tek-tiv*)—intending or wanting to keep someone or something from harm
- snicker** (*snik-er*)—to laugh in a disrespectful manner
- ulterior** (*uhl-teer-ee-er*)—being beyond what is seen; intentionally kept hidden

## VOCABULARY | Find the Suffix

**DIRECTIONS:** These vocabulary words from *Dark Suspicions* are missing their suffixes. A suffix is the ending of a word. Look in the box for the right suffix for each word. Then write the letters of the suffix in the circles next to the word's beginning. Watch out! Not every suffix in the box will be used.

ed	ive	ity	tion	ment	ly
ize	ent	ful	ism	ible	er

1. complicat ○ ○
2. confronta ○ ○ ○ ○
3. protect ○ ○ ○
4. disappoint ○ ○ ○ ○
5. gull ○ ○ ○ ○
6. pulver ○ ○ ○
7. snick ○ ○
8. effici ○ ○ ○

## Synonym Match

**DIRECTIONS:** Below are synonyms for the vocabulary words used above. Write each vocabulary word on the line next to its synonym.

1. laugh: \_\_\_\_\_
2. convoluted: \_\_\_\_\_
3. guarded: \_\_\_\_\_
4. crush: \_\_\_\_\_
5. productive: \_\_\_\_\_
6. conflict: \_\_\_\_\_
7. discouragement: \_\_\_\_\_
8. exploitable: \_\_\_\_\_