

URBAN UNDERGROUND



TEACHER'S RESOURCE GUIDE

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ISBN-13: 978-1-61651-969-8
ISBN-10: 1-61651-969-X
eBook: 978-1-61247-650-6

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 | Cover Study

DIRECTIONS: Look at the cover of *Hurting Time*. Study the front cover and the description on the back. Write down six impressions in the first column. What questions does the cover raise? Write six questions you have in the second column. Come back and fill out the third column after you've read the book. See if you can answer your initial questions.

| My Impressions | My Questions | What I Learned |
|----------------|--------------|----------------|
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VOCABULARY | Glossary

DIRECTIONS: Below is a list of vocabulary words from *Hurting Time*. 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

obnoxious (uhb-nok-shuhs)—highly objectionable or offensive

suspicious (suh-spish-uhs)—having or showing distrust in someone or something

humiliate (hyoo-mil-ee-yet)—to cause a painful loss of pride, self-respect, or dignity; to mortify

disrespectful (dis-ri-spekt-fuhl)—lacking courtesy or showing a lack of respect

snicker (snik-er)—to laugh in a disrespectful manner

dismissive (dis-mis-iv)—indicating dismissal or rejection

strident (strahyd-nt)—having a shrill, irritating quality or character

dilemma (dih-lem-uh)—a situation that requires a choice between equally undesirable alternatives

suspicion (suh-spish-uhn)—a feeling of distrust about someone or something

culprit (kuhl-prit)—a person guilty of an offense

endeared (in-deerd)—showed qualities and behaviors that tended to make one loved

unsavory (uhn-sey-vuh-ree)—unappealing or morally questionable

manipulate (muh-nip-yuh-leyt)—to manage or influence

vulnerable (vuhl-ner-uh-buhl)—capable of or susceptible to being wounded or hurt

belligerent (buh-lij-er-uhnt)—aggressively hostile

disappointment (dis-uh-point-muhnt)—a feeling of being let down because something expected or hoped for didn't happen

banter (ban-ter)—an exchange of light, playful, teasing remarks

mediocre (mee-dee-oh-ker)—neither good nor bad; average; ordinary

maudlin (mawd-lin)—tearful or weakly emotional

mural (myoor-uhl)—a large picture painted on a wall or ceiling

conspiracy (kuhn-spir-uh-see)—a secret evil or harmful plan made by two or more people

sympathetic (sim-puh-thet-ik)—understanding or sharing someone else's feelings

snide (snahyd)—derogatory or insulting in a nasty, sly manner

apprentice (uh-pren-tis)—a person who works for another in order to learn a trade

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

resentment (ri-zent-muhnt)—a feeling of anger from being wronged or insulted

hassle (has-uhl)—to bother or annoy repeatedly

placated (pley-keyt-id)—appeased or pacified

VOCABULARY | Fill in the Blank

DIRECTIONS: Read the following quotes from the book *Hurting Time*. Each quote is missing a vocabulary word. Use a vocabulary word from the box to complete each quote.

| | | | |
|----------|-------------|---------------|-------------|
| maudlin | sympathetic | disrespectful | obnoxious |
| mediocre | endeared | humiliating | exasperated |

1. “No,” Pedro objected softly. “They added a special touch. Last month, we ran out of tarragon leaves, and the turkey rolls were very _____.”
2. Abel had been doing well so far, largely due to his friends popping in. He was afraid to come face to face with Claudia for some _____ farewell.
3. “You still feel bad about her, huh?” Penelope asked, her usually snide face appearing to be genuinely _____.
4. In Abel’s mind, Penelope was always sort of _____, though he did admire the fact that she occasionally rebelled against Mom.
5. He served the customers with a smile and did all the things that _____ him to the customers. He joked with the little kids, promoting the new apple fritters.
6. “Abel!” Liza Ruiz, Abel’s mother, cried in an _____ voice. “What on earth is wrong with you?”
7. Abel had nothing to be ashamed of in how he treated Claudia. He hadn’t been rude and _____ to her, as Clay had been to Naomi.
8. Abel ducked back outside. He didn’t want his father to know he had heard the whole _____ argument.

Antonym Match

DIRECTIONS: Below are antonyms for the vocabulary words used above. Write each vocabulary word on the line next to its antonym.

- | | |
|---------------------|-----------------------|
| 1. repulsed: _____ | 5. soothing: _____ |
| 2. pleasant: _____ | 6. unemotional: _____ |
| 3. unfeeling: _____ | 7. excellent: _____ |
| 4. dignified: _____ | 8. courteous: _____ |