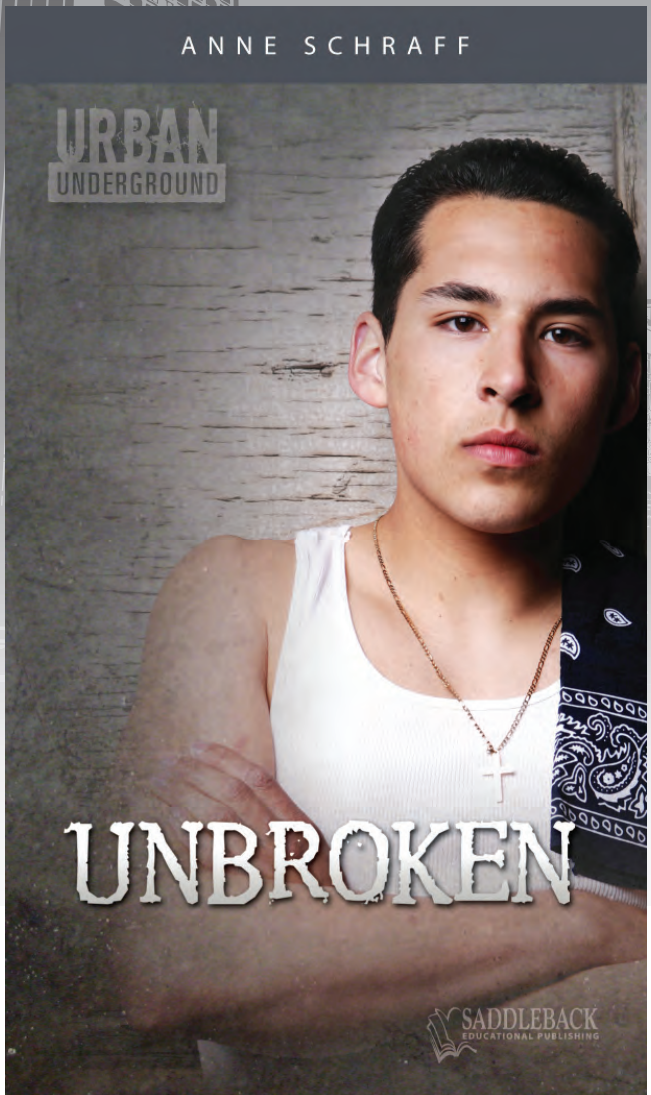


URBAN UNDERGROUND



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

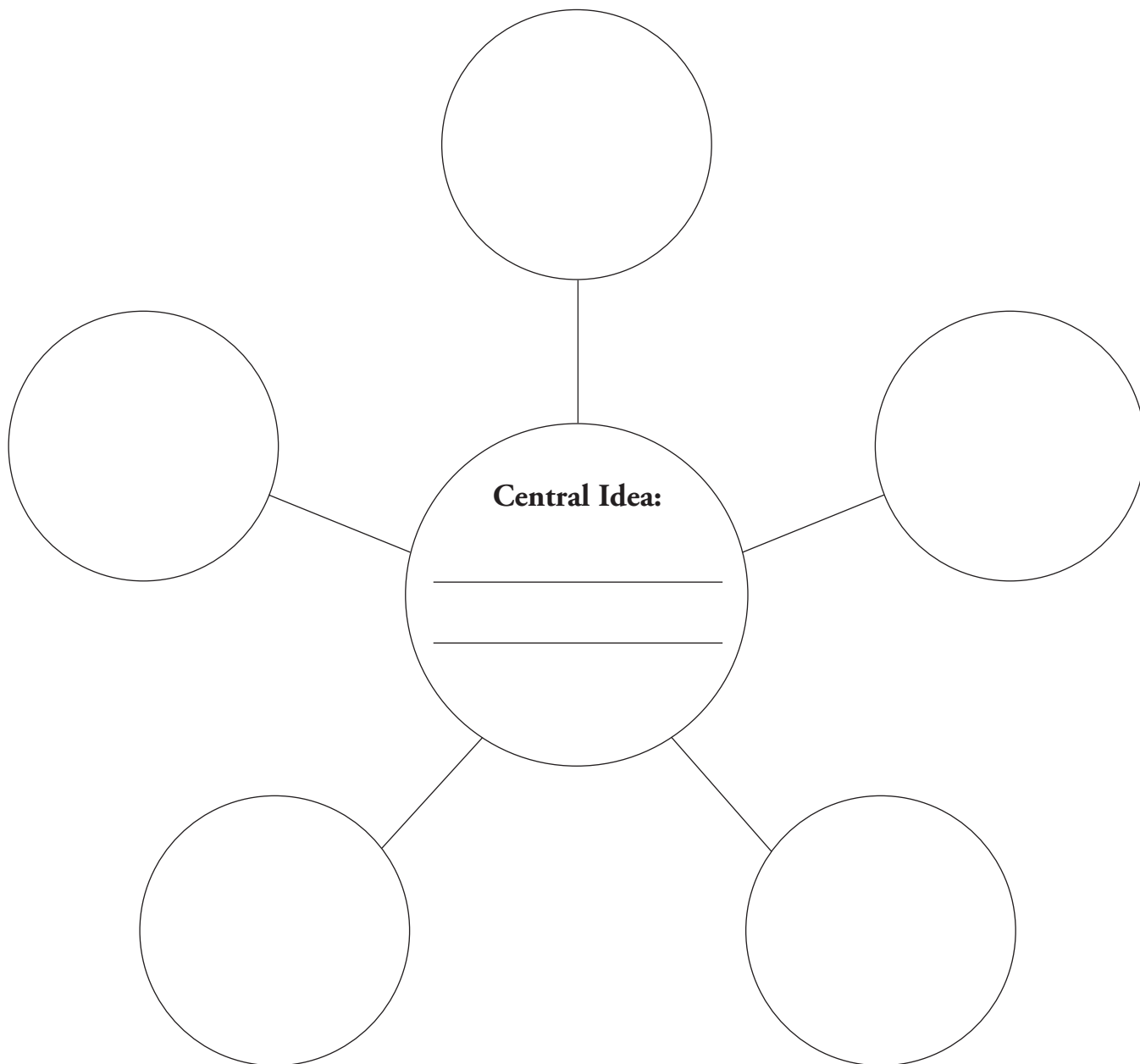
Personal reflection and response requires readers to relate topics to their own experience. As students connect their own experiences with text, information becomes clearer. Having internalized ideas, readers can much more easily express their responses.

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 *Unbroken*. 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 *Unbroken*. 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.

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

audible (aw-duh-buhl)—capable of being heard; loud enough to be heard; actually heard

vindictive (vin-dik-tiv)—having or showing a strong desire for revenge

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

dementia (dih-men-shuh)—loss of intellectual capacity or mental deterioration

wry (rahy)—bitterly or disdainfully ironic or amusing

oblige (uh-blahyj)—to do something as a favor

sarcastic (sahr-kas-tik)—characterized by harsh or bitter mockery or irony

ballistic (buh-lis-tik)—extremely and suddenly excited, upset, or angry

intimidated (in-tim-i-deyt-id)—threatened or filled with fear

establishment (ih-stab-lish-muhnt)—a business organization, public institution, or household

dumbfounded (duhm-foun-did)—speechless with amazement

underhanded (uhn-der-han-did)—deceptive or dishonest

gratitude (grat-i-tood)—a feeling of being thankful or grateful

distraught (dih-strawt)—distracted; deeply agitated

grope (grohp)—to search blindly or uncertainly

dysfunctional (dis-fuhngk-shuh-nl)—performing abnormally or acting outside social norms

efficient (ih-fish-uhnt)—performing or functioning in the best possible manner with the least waste of time and effort

crusade (kroo-seyd)—an aggressive effort to get things changed for the better

forlorn (fawr-lawrn)—lonely, sad, hopeless

motivated (moh-tuh-veyt-id)—provided a reason for doing something

fantasize (fan-tuh-sahyz)—to conceive fanciful or extravagant notions, ideas

defensive (dih-fen-siv)—serving or intended to defend or protect against an attack

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

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

slur (slur)—a disparaging remark

VOCABULARY | Word Choice

DIRECTIONS: Read the following sentences from *Unbroken*. Circle the vocabulary word from the choices that best finishes each sentence. Write the words on the lines in the sentences.

1. “The condition of the Washington Street Park is an _____,” a man yelled.
A. abomination B. grope C. establishment D. crusade
2. During the nights when he lay on his prison cot, he even _____ that Denise might surprise him by showing up at visiting time.
A. motivated B. obliged C. fantasized D. intimidated
3. He felt so _____ by the incident that he resolved not to tell anybody, not even Paul.
A. ballistic B. brutal C. motivated D. humiliated
4. David looked at the man with a fresh surge of _____. “Thanks again, Mr. Ibarra,” he responded, “for giving me this chance.”
A. dementia B. establishment C. gratitude D. abomination
5. David took a small bite and it was delicious. But he was too _____ to appreciate it.
A. audible B. intimidated C. efficient D. vindictive
6. “Are you one of Emilio Ibarra’s henchmen?” he asked in a _____ voice.
A. belligerent B. audible C. grope D. wry
7. “Well,” Jeff announced sarcastically, “here are the angels of mercy returning from their _____.”
A. dementia B. establishment C. slur D. crusade
8. Mr. Hawthorne’s _____ words kept running through his mind.
A. grope B. vindictive C. audible D. obliged