

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 | Anticipation Guide

DIRECTIONS: The quotes from the book *Vengeance* below relate to main issues in the story. Circle whether you agree or disagree with each quote. Then explain why.

<p>“I love my iPhone and Facebook, but all that can be a weapon against somebody you’re out to get. In five seconds, you can ruin a reputation.”</p>	<p>Agree Disagree</p>
<p>“When something is bothering you, it helps to tell somebody else instead of keeping it all bottled up inside.”</p>	<p>Agree Disagree</p>
<p>“Jelly brains like you might put up with bad teachers out of some lamebrained idea of compassion. But you’re screwing the rest of us, dude. Compassion don’t cut it anymore. We gotta go out in the world and be well educated to get a good job.”</p>	<p>Agree Disagree</p>
<p>“When you’re old, nobody wants you. That’s life, I guess. Like poor Mr. Davila. He’s over the hill and the vultures are descending.”</p>	<p>Agree Disagree</p>

A Second Look

DIRECTIONS: After you have finished reading *Vengeance*, take a second look at your initial impressions. Have your thoughts about any of the quotes changed? Write a paragraph explaining why or why not.

VOCABULARY | Glossary

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

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

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

mortified (**mawr**-tuh-fahyd)—humiliated or ashamed

cynical (**sin**-i-kuhl)—expecting the worst to happen and being distrustful of others

slander (**slan**-der)—a spoken lie about someone that damages his or her reputation

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

cronies (**kroh**-neez)—close friends or companions

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

ecstatic (ek-**stat**-ik)—feeling or expressing overwhelming happiness

harass (huh-**ras**)—to torment, to abuse

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

menial (**mee**-nee-uhl)—lowly and sometimes degrading

ogre (**oh**-ger)—a monster in fairy tales

pensive (**pen**-siv)—dreamily or wistfully thoughtful

chide (chahyd)—to express disapproval

appropriately (uh-**proh**-pree-it-lee)—in a suitable or fitting manner

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

sadistic (suh-**dis**-tik)—characterized by taking pleasure in hurting others

suspicious (suh-**spish**-uhnz)—feelings of distrust about someone or something

escalate (**es**-kuh-leyt)—to increase in intensity

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

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

disheveled (dih-**shev**-uhld)—messy, disordered, or untidy

beleaguered (bih-**lee**-gerd)—surrounded with troubles

decrepit (dih-**krep**-it)—weakened by old age

curtly (kurt-lee)—in a rudely brief or abrupt manner

rueful (**roo**-fuhl)—feeling or showing pity, sympathy, or regret

reconciliation (rek-uhn-sil-ee-ey-shuhn)—the act of becoming friends again after a fight

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

VOCABULARY | Scramble Match

DIRECTIONS: In the left column are scrambled vocabulary words from *Vengeance*. In the right column are definitions for the vocabulary words. First unscramble each word. Then draw a line from each word to its definition.

- | | |
|------------------------|---|
| 1. greo _____ | A. having or showing distrust in someone or something |
| 2. gilbertneel _____ | B. messy, disordered, or untidy |
| 3. mathiluie _____ | C. feeling or showing pity, sympathy, or regret |
| 4. veeledisdh _____ | D. a monster in fairy tales |
| 5. picsuousis _____ | E. in a rudely brief or abrupt manner |
| 6. pretalpaorpiy _____ | F. characterized by harsh or bitter mockery or irony |
| 7. fuelru _____ | G. to increase in intensity |
| 8. trucyl _____ | H. to cause a painful loss of pride, self-respect, or dignity; to mortify |
| 9. scarticas _____ | I. in a suitable or fitting manner |
| 10. latecase _____ | J. aggressively hostile |