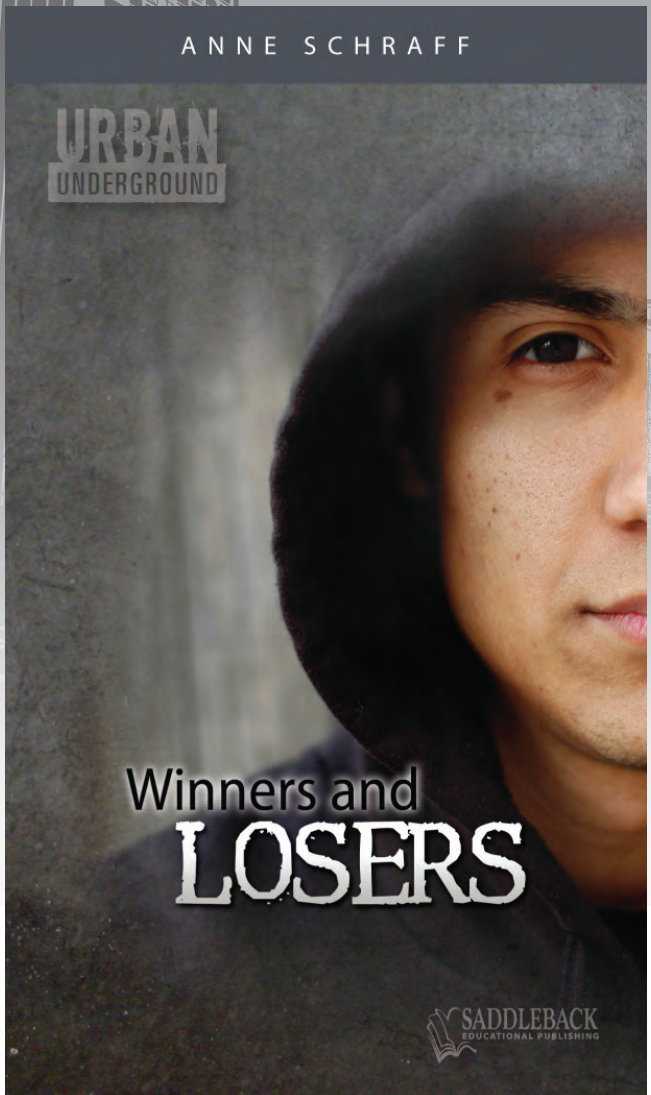


URBAN UNDERGROUND



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 Preview

DIRECTIONS: Read the following statements from the book *Winners and Losers*. Decide whether you agree or disagree with each statement. Make a check in either the Agree or Disagree box.

Agree	Disagree	Statements
		“Older people are much better off with their own kind in a nice facility.”
		“Once a gang chick, always a gang chick.”
		“They stopped me from disciplin’ my own kid. Zack need to be whipped so hard that he can’t sit down for a week. He’s gotta learn more respect. A man has a right to train up his own son so he don’t go rotten.”
		“Don’t do anything that can end up online. Don’t even post things to a friend. That friend might send it somewhere else.”
		“When kids grow up, <i>all</i> parents lose control. It has to be that way.”
		“I told that jerk that a hundred years ago in American cities, people spoke German and Yiddish, Polish, Greek, Italian—you name it. Now some people speak Arabic, Vietnamese, and Spanish. So what? That’s what makes our country so great.”

DIRECTIONS: After you finish *Winners and Losers*, revisit this chart. Have your thoughts changed about any of the statements? Put a star next to the ones that have changed. Then explain why below.

VOCABULARY | Glossary

DIRECTIONS: Below is a list of vocabulary words from *Winners and Losers*. 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.

insecure (in-si-kyoor)—subject to fears or doubts; not self-confident or assured

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

intimidating (in-tim-i-deyt-ing)—threatening or causing others to feel fear

slurs (slurz)—disparaging remarks

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

pensive (pen-siv)—dreamily or wistfully thoughtful

estranged (ih-streynjd)—having developed a separation from or dislike of someone

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

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

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

infuriated (in-fyoor-ee-yet-id)—made very angry or enraged

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

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

ulterior (uhl-teer-ee-er)—being beyond what is seen; intentionally kept hidden

hassling (has-uhl-ing)—to bother or annoy repeatedly

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

drudgery (druhj-uh-ree)—distasteful, hard work

clique (kleek)—a small, exclusive group of people

elated (ih-ley-tid)—very happy or proud

chide (chahyd)—to express disapproval

inseparable (in-sep-er-uh-buhl)—incapable of being separated

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

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

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

VOCABULARY | Pick the Definition

DIRECTIONS: Read each vocabulary word from the book *Winners and Losers* below. Read the definition choices for each word. Then pick the one that best defines the word.

1. Infuriated
 - A. made very angry or enraged
 - B. invincible, unable to be beaten
 - C. overcome by or engulfed in fire
2. Estranged
 - A. having become unrecognizable
 - B. having developed a separation from or dislike of someone
 - C. having gone somewhere unfamiliar
3. Ulterior
 - A. being on the outside of something
 - B. final or last in a progression
 - C. being beyond what is seen; intentionally kept hidden
4. Underhanded
 - A. deceptive or dishonest
 - B. close by or convenient
 - C. not having enough employees

Pick the Ending

DIRECTIONS: Below are sentences from *Winners and Losers* that include a vocabulary word. Each vocabulary word has three options for the word ending. Underline the vocabulary word with the correct ending for the sentence.

1. He felt **vulnerable** / **vulnerably** / **vulnerability** and sick.
2. Ernesto considered bolting out of the room and dropping this course, if he could, in exchange for something less **intimidated** / **intimidating** / **intimidation**.
3. He was still **elate** / **elated** / **elating** over the successful senior class meeting.
4. The girl's face took on a **pensiveness** / **pensively** / **pensive** look.
5. A **rueful** / **ruefully** / **ruefulness** look filled her eyes. "If only Daddy and my brothers were as nice as that pit bull!"
6. When Ernesto opened the meeting, he heard somebody **snickered** / **snickers** / **snicker**, but he ignored it.
7. He'd thought that all that boring **drudging** / **drudge** / **drudgery** should get him something.