

DISTRICT 13



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Learning Activities for
Vocabulary
Initial Understanding
Developing Interpretation
Personal Reflection and Response
Demonstrating a Critical Stance

Table of Contents

To the Teacher	3
Reading Strategies	4
Vocabulary	
The <i>-er</i> Suffix	5
Multiple-Meaning Words	6
Initial Understanding	
Sequence	7
Summarizing.....	8
Interpretation	
Comparison and Contrast.....	9
Fact or Opinion?	10
Reflection	
Facing the Future	11
Shaping the Future.....	12
Critical Response	
Be a Critic.....	13
Answer Key	14

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To the Teacher

District 13

In each book of the District 13 series, the main character has to make a choice. Using sports as a backdrop, the characters confront significant issues, such as, coming of age, dating, fitting in, friendship, drugs, self-esteem, and school.

Organization

Note that the books are not sequential, and they may be presented in any order. This teacher resource guide provides ideas and reproducible worksheets to support the concepts introduced in the books. It also provides support for students' reading skills. The answer key at the end of this guide provides direct concept instruction ideas for teachers in addition to the answers.

Different Ways to Present the Student Readers

Reading the books together as a whole class might be helpful for lower-functioning students and English language learners. Students who are more able should be encouraged to read the book on their own, after reading one or two chapters as a class. If your students are already familiar with the setting and characters within the District 13 series, you might have them use their prior knowledge as a jumping off point to a class discussion.

Although many of the activities are designed for use after reading the student readers, some activities are best completed before students read. A few activities may be used during the reading. All of the activities in the teacher resource guide are designed for a variety of teaching styles and student proficiency levels. You can distribute all of the activities at once, or pick and choose the skills you want to reinforce.

How to Build Connections

Each student reader gives students more insight into the choices teens have to make. Since common themes, such as teen pressure, appear across the stories, you may wish to have students create cause and effect charts, concept webs, or Venn diagrams, and have your students add to them as you read the series together.

Reading Strategies

The activities in this teacher resource guide focus on giving lower-level readers the tools to construct, extend, and examine the meaning of the text they read. 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 or unreflected understanding of what was read. Skills include identifying details and facts from text read, and recognizing aspects of literal texts, such as sequence of events or main ideas. Without initial understanding, no reader would be able to comprehend the text on a more complex level.

Interpretation

Interpreting a text 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 and effect relationships.

Reflection

Personal reflection requires students to relate the choices featured in each student reader to their own choices in life. As students connect their own experiences with what they read, the information becomes clearer. Having internalized ideas, students can more easily express their responses.

Critical Response

Critically responding to text 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 author's purpose, and critiquing the text in terms of whether it achieved both of these needs.

Vocabulary • The *-er* Suffix

The ending *-er* has two meanings.

The *-er* can be added to a verb. A verb is a word showing action. When added to a verb it means “someone who...” or “something that...” For example, the *-er* in *pitcher* means “someone who pitches.”

But *-er* can also be added to an adjective. An adjective is a word describing a noun. It is like adding the word *more* to the adjective. For example, *slower* means “more slow.”

Define *-er* Words

Directions: Write a definition for each word below. Hint: Ask yourself if the word part before *-er* is a verb or an adjective.

player – _____	<i>someone who plays</i>	angrier – _____	<i>more angry</i>
higher – _____		winner – _____	
nicer – _____		louder – _____	
runner – _____		locker – _____	
catcher – _____		later – _____	

Group *-er* Words

Directions: Write each of the above words under the correct heading. Then add other *-er* words that you know.

One Who Does

player _____

More

angrier _____

Vocabulary • Multiple-Meaning Words

Words can have more than one meaning. Read this sentence from *A Second Shot*:

It was Mr. Adams, the basketball coach.

Coach can be both a noun and a verb. Each word part has its own meaning:

- *noun*: a person who trains an athlete or a team
- *verb*: to act as a coach

Nouns and Verbs

Directions: Read each sentence. Choose the best meaning of the bold word in each sentence.

1. He could **walk** by himself.
A. *noun*: an act or instance of going on foot B. *verb*: to travel on foot
2. Wallace's **shot** missed the rim by an inch.
A. *noun*: an attempt to hit a target B. *verb*: to send forth
3. Wallace and Deron **left** the store laughing.
A. *noun*: a turn toward the left B. *verb*: to go out of or away from
4. "How 'bout we **beat** down the competition first?" Wallace said.
A. *noun*: a stroke or blow B. *verb*: to defeat, as in a competition
5. He has a **record** too.
A. *noun*: a documented history B. *verb*: to set down in writing

Swap the Word Part

Directions: Choose two of the multiple-meaning words. Write two sentences for each, one using the word as a noun and the other using it as a verb.

Initial Understanding • Sequence

The order in which events happen in a story is called the *sequence*. Authors often use “state of being” and “action” phrases to describe the sequence of events. Sometimes two events can happen at the same time, or simultaneously.

State of Being and Action Phrases (order of steps)

Directions: Read the paragraph from *A Second Shot*. Then complete the chart to show the sequence of the basketball play between Wallace and Deron. Part of the chart has been completed for you.

It was his ball. Quickly, Wallace dodged around Deron. Then he took the ball to the rim for a layup. Deron missed the block. The ball went in. Wallace dropped his hands to his knees. He was panting. He was also still losing.

First...	Next...	Then...	Finally...
	Wallace took the ball to the rim, and Deron missed the block.		

Timeline

You can use state of being and action phrases to create a timeline showing a sequence of events.

Directions: Complete a timeline about playing a favorite game. Write a sequence of events using the four boxes. Make sure that at least one box contains two events that occurred simultaneously. When you are finished, write out the sequence of events on the lines below using state of being and action phrases in your sentences.

First...	Next...	Then...	Finally...
