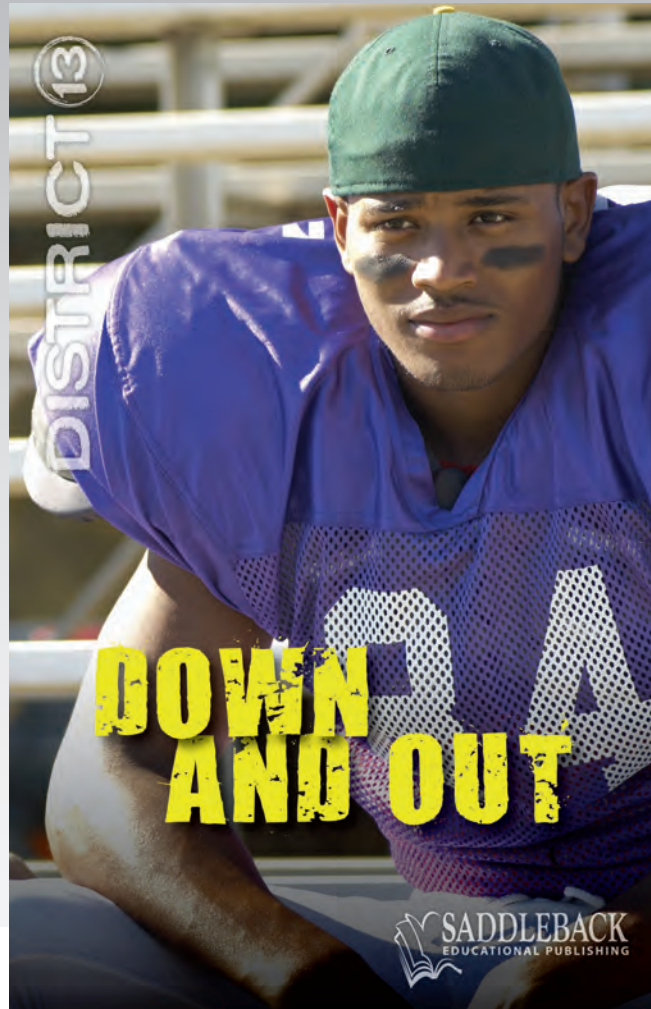


DISTRICT 13



Learning Activities for

- Vocabulary
- Initial Understanding
- Developing Interpretation
- Personal Reflection and Response
- Demonstrating a Critical Stance

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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 • Word Sounds

Listen to the *c* sound in these words. Do you notice anything unusual?

chime

caption

cinch

The *c* stands for a different sound in each word.

The letter *c* can stand for several different sounds. The soft *c* in *cellar* and *cinch* sounds like *s*. The hard *c* in *cake* and *caption* sounds like *k*. The letter pair *ck*, as in *rock*, also sounds like *k*. And *ch* and *tch* in *champ* and *catch* make their own sound. The *ch* in *school* or *scheme* also makes its own word sound, like the letter *k*.

Directions: Read aloud the *c*-words in the word box from the story, *Down and Out*. Sort the words into the correct group below. Words with more than one *c* may be sorted into more than one group.

picked	once	kitchen	concentrate	much	chicks	practice
Terrance	ached	nice	cents	face	knocking	changing
blocked	clenched	stick	dance	combine	crush	quickly
catastrophe	tackle	especially	since	each	Jacinta	music
watched	chips	coach	smack	medicine	catch	police
wincing	muscles	exciting	punch	chase	school	check
soccer	cheeks	cracked	sacked	second	screamed	stretched

soft *c*

hard *c*

ch* and *tch

--	--	--

Vocabulary • Antonyms and Synonyms

Antonyms

Antonyms are words that are opposites, such as *few* and *many*.

Directions: Write an antonym for each word below.

down — _____

problem — _____

close — _____

frown — _____

catch — _____

confused — _____

work — _____

tired — _____

alone — _____

always — _____

Synonyms

Synonyms are words that mean the same thing or almost the same thing, such as *clock* and *watch*.

Directions: Find the word that is NOT a synonym in each group. Cross it out and replace it with another synonym that belongs in the group. The first one has been done for you.

fast swift slow fleet quick

clutch release grab seize _____

hot scorching temperate searing _____

add combine count deduct _____

idle run dash dart _____

hope dream aspire despair _____

Initial Understanding • Figurative Language

Whenever authors describe something by comparing it with something else, they are using figurative language. Figurative language is used for descriptive effect. It is not meant to be taken literally. This sentence uses figurative language:

Terrance thought the test was a walk in the park.

Identify Figurative Language

Directions: Underline the sentences that use figurative language in the passages below from *Down and Out*. Then write one or two sentences explaining what you think the figurative language means.

1. Terrance clenched his fists. He hated being big. He hated Darius. “One more word, Darius, an’ I’m gonna bust your grill,” Terrance thought.

2. Jasmine’s smile was pretty fly. She was one of the hottest chicks in school. On the dance team and smart. Would she ever go for him? Not if he was dumb.

3. “Hey, Terrance!” Miguel threw the ball. The thing was sad. It wobbled in the air. Terrance had no trouble catching it. He threw it back.

4. “Aw, man! You’re in.” Miguel punched his arm. “She told Darius to back up off her yesterday when he asked. He was steamed. You better watch him, bro.”

5. “Seriously,” Miguel said. “You think a Mexican in this ’hood never had haters? Just stand up to him. He’ll back down. Bullies always do. Can’t take their own medicine.”

6. “Terrance got a body like a Coke bottle. Boy can’t walk. Can’t play ball. Can’t barely talk. Can’t add that honey up.”
