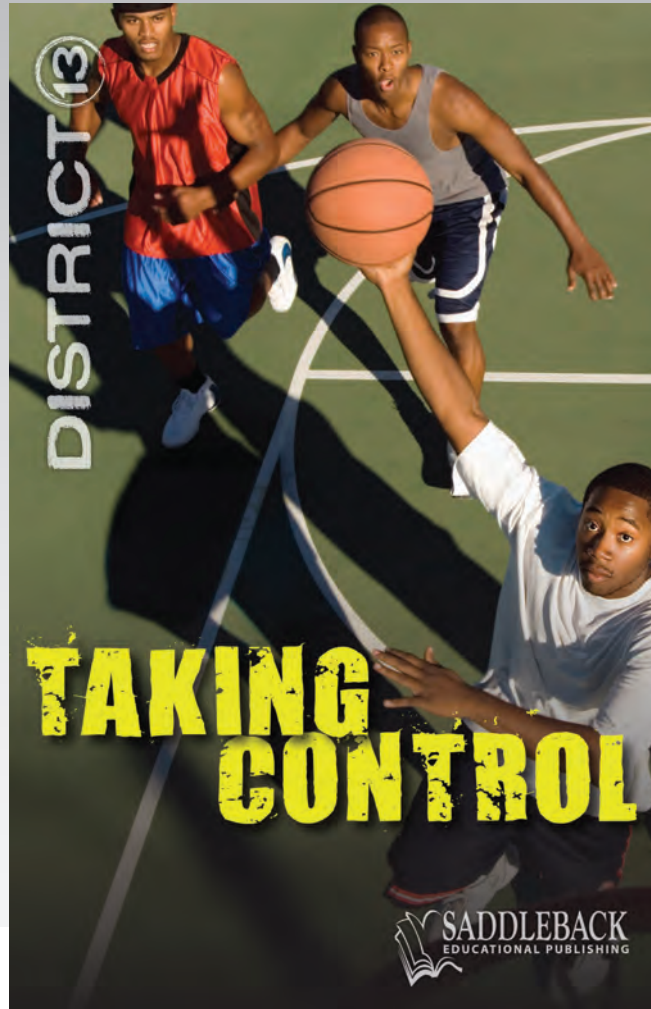


# DISTRICT 13



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*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 • Crossword Puzzle

**Directions:** Use words and related ideas from the story, *Taking Control*, and the clues below to complete the crossword puzzle.

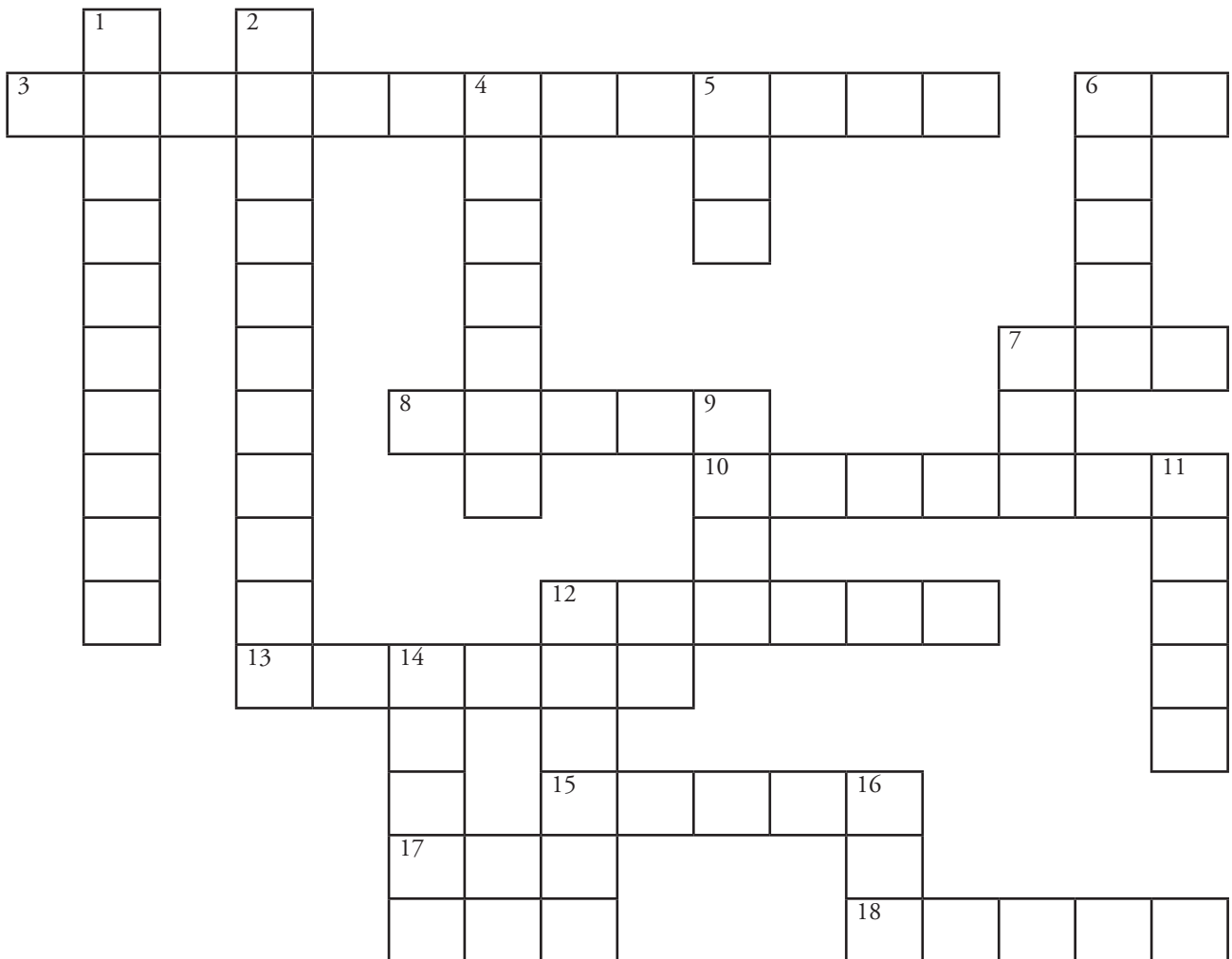
## Catch the Words

### Across:

- |                                 |                          |                               |
|---------------------------------|--------------------------|-------------------------------|
| 3. grabbing the reins (2 words) | 10. opposite of cruelest | 17. prefix meaning <i>not</i> |
| 6. objective case of <i>we</i>  | 12. major crime category | 18. intelligent               |
| 7. number of years in a decade  | 13. Akil’s uncle         |                               |
| 8. girl Akil dislikes           | 15. synonym for foe      |                               |

### Down:

- |                               |  |  |
|-------------------------------|--|--|
| 1. Patrice’s sport            | 6. your mother’s brother                   | 12. antonym for foe                      |
| 2. minor crime category       | 7. Deena’s boyfriend                       | 14. word that means “having a dull edge” |
| 4. Uncle Robert’s car         | 9. main character in <i>Taking Control</i> | 16. opposite of no                       |
| 5. adverb meaning <i>also</i> | 11. to count on someone                    |  |



## Vocabulary • Word Scramble

### Unscrambled and Alike

**Directions:** Read the definition or clue. Unscramble the letters to form a word or words from the story, *Taking Control*. Then write a synonym or a related word for each.

	Unscrambled Word	Synonym or Related Word
1. to exercise influence over: <b>trolnco</b>	_____	_____
2. to quarrel with another: <b>guare</b>	_____	_____
3. in a state of alarm, worry, or terror: <b>kednapci</b>	_____	_____
4. without end: <b>revofre</b>	_____	_____
5. structure: <b>lingduib</b>	_____	_____
6. to stare intensely: <b>rlaeg</b>	_____	_____
7. antonym for solution: <b>melporb</b>	_____	_____
8. when someone feels distress, they feel under: <b>respurse</b>	_____	_____
9. a written record of private thoughts: <b>naljour</b>	_____	_____
10. fearful, nervous, or worried: <b>raceds</b>	_____	_____

## Initial Understanding • Punctuation

Punctuation can help you understand text.

- . Periods tell you where an idea stops.
- , Commas show where to pause. They also replace a period in a quotation.
- ? Question marks indicate a question.
- “ ” Quotation marks show what a person said. Other punctuation goes inside the quotation marks.

### Add Punctuation

**Directions:** Read the paragraphs from the story, *Taking Control*. Add punctuation.

1. Marcel stopped in the street He was the biggest of the three boys He was also the kindest Marcel stopped Akil too Wait now Tre Marcel said Best looking girl In the whole school
2. Nah Akil said He walked to his room He grabbed the notebook under his bed He returned to the living room I ate Did you You want anything
3. He passed the ball to Patrice She didn't shoot She held onto it It's easy out here Uncle Robert There's no pressure Some people crack under pressure  
Patrice passed the ball to Akil She threw it as hard as she could Isn't that right Akil

### Capitalization

**Directions:** Underline letters that should be capitalized. Add other punctuation marks as needed. Be sure to insert apostrophes where they are needed.

but things were not okay akil was in bad shape he tried to write about it but he couldnt he didnt go to school on tuesday or wednesday he didnt even answer the phone it was wednesday night akils mom came in his room you got a call baby its marcel again