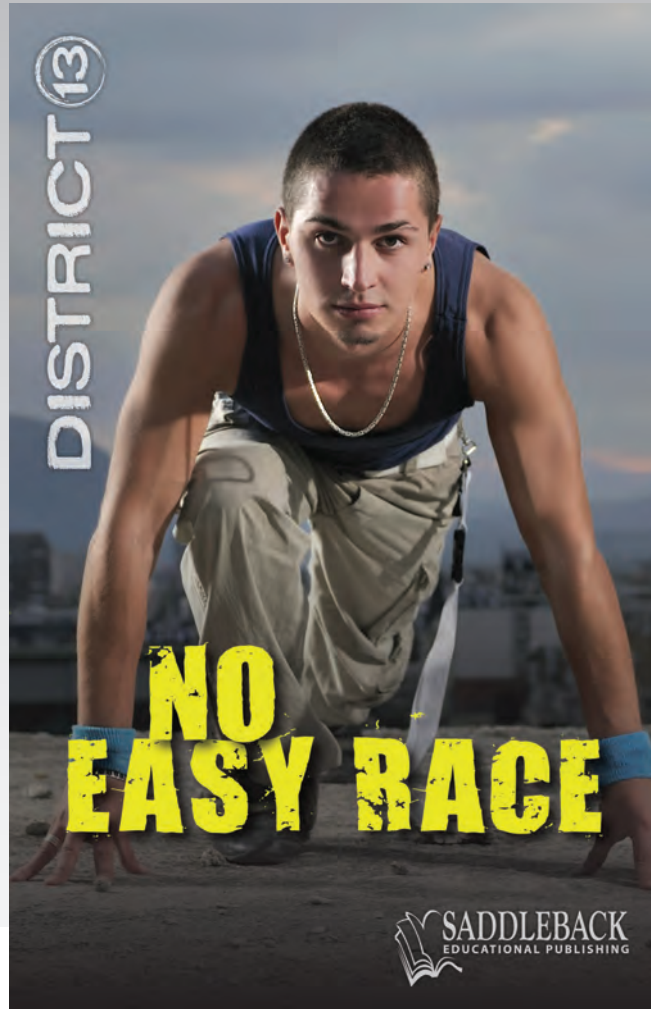


DISTRICT 13



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NO EASY RACE

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	
Incorrect Spelling/Misused Word	5
Context Clues	6
Initial Understanding	
Prediction	7
Character Web	8
Interpretation	
Identifying Themes	9
Internal Conflict	10
Reflection	
Bias	11
Respect	12
Critical Response	
Ambiguity	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 • Incorrect Spelling/Misused Word

What words are misspelled in this sentence?

The second and fourth *words* are *misspelled!*

It's also important to use the right word form when you write! Can you identify which ones are right and wrong in these two sentences? (Underline each misused word.)

Directions: Circle the misspelled/misused word in each sentence. Then correctly rewrite each word. Use a dictionary or find the word in the story, if needed. Be careful—one sentence has no misspelled or misused words.

1. "Ivan, your getting faster!" he joked. _____
2. Victor grabbed the socker ball from Carlos. _____
3. "He's on student counsel!" _____
4. They're dad's fork stopped. _____
5. He didn't want his dad's opinon. _____
6. "That means no fites." _____
7. "Grandma comes tonite!" _____
8. His heart was beeting hard. _____
9. It was a sign of respekt. _____
10. Racist talk wasn't rare at Central. _____
11. "Did you here that?" _____
12. "They didn't want me on the teem." _____

Do It Yourself

Directions: Use five of the words above in a paragraph about the story.

Vocabulary • Context Clues

Using Context

Context is the part of a sentence that surrounds a word or phrase and often specifies its meaning. Careful readers can use context clues to decode the meaning of words that are unfamiliar or that they may not know. Context clues are usually found in the sentence, paragraph, or passage in which the word occurs.

Directions: For each bold word in the passages below, use context to help you write a definition. Then look the word up in a dictionary and write its definition. How close was yours?

1. I wanted to try out for track. I was fast, Grandma. Remember track and field day? I won a lot of **ribbons**.”

My definition: _____

Dictionary: _____

2. Victor smiled. He won the race! He always did. “Ivan, you’re getting faster!” he joked. Ivan tried to catch his breath. His hands were on his knees. “You really think so?” he joked back. “Yes! You were close! Wasn’t he, Carlos?” Carlos shook his head. He bounced a soccer ball on his knee. “Too bad you can’t handle a soccer ball, Victor. Such a waste of speed.” “I use my speed,” Victor said. “When the ladies chase me!” “You got the looks, Victor. I’ll give you that,” Ivan said. He was still **panting**. “But not the brains.”

My definition: _____

Dictionary: _____

3. “Hey, Victor,” Marcos said. “I saw your name on the list. I hope you win. It’s about time. You know, for some **diversity**.” Victor couldn’t believe it. Who was this guy? Bonding over race?

My definition: _____

Dictionary: _____

4. “Your dad has a **gift**, Victor. He loves languages. He decided to do what he loves. Do you think it was easy for him to leave? Victor and I,” She stopped. “Your grandpa and I were glad.”

My definition: _____

Dictionary: _____

Initial Understanding • Prediction

A *prediction* is a guess about the future based on what you know at the time.

What Will Happen Next?

Directions: Make predictions as you read the story, *No Easy Race*.

Look at the cover of the book. Write a sentence or two telling what you think the book will be about.

Directions: Before reading each chapter, write a phrase or sentence to predict what might happen. Then, after you have read the chapter, go back and write a sentence or phrase telling what actually happened.

Chapter	BEFORE Reading the Chapter	AFTER Reading the Chapter
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		