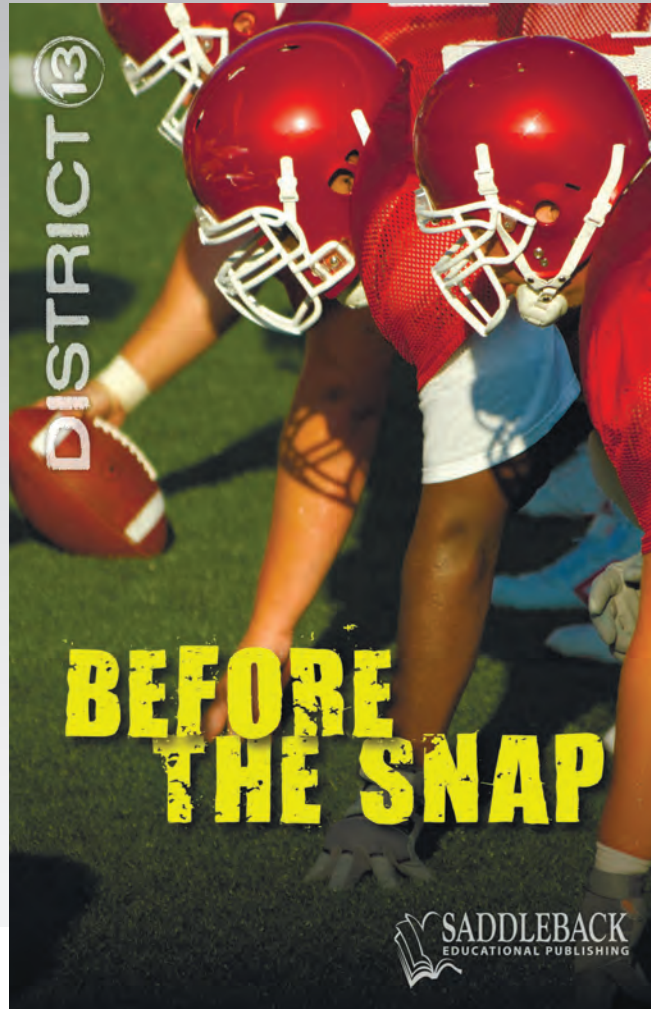


Teacher's Resource Guide

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	
Words Ending with <i>y</i>	5
Grouping	6
Initial Understanding	
Main Idea	7
Identify Structure	8
Interpretation	
Cause and Effect	9
Character Roles	10
Reflection	
Your Word	11
Making Connections.....	12
Critical Response	
Be a Critic.....	13
Answer Key	14

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ISBN-13: 978-1-62250-778-8
ISBN-10: 1-62250-778-9
eBook: 978-1-61247-993-4

Printed in the United States of America
17 16 15 14 13 1 2 3 4 5

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 • Words Ending with *y*

Nouns ending in *y*:

- If the word ends with a consonant plus *y*, make the word plural by changing the *y* to *i*, then add *es*.
- If the word ends with a vowel then *y*, simply add *s*.

Verbs ending in *y*:

- If the word ends with a consonant plus *y*, change the *y* to *i*, then add *es* or *ed*.
- If the word ends with a vowel plus *y*, simply add *s* or *ed*.

Directions: Look at the underlined word in each sentence. Write them in the correct place in the noun or verb chart. Then complete each chart. The first one in each category has been done for you.

- | | |
|--|--|
| 1. He <u>worried</u> he might forget the route. | 9. He ran the <u>play</u> without a mistake. |
| 2. We heard the <u>cry</u> from across the field. | 10. She was talking about a <u>baby</u> . |
| 3. He treated her like a <u>trophy</u> he had won. | 11. He had to <u>study</u> for the test. |
| 4. He stood on the <u>balcony</u> outside. | 12. She might really <u>pay</u> for that mistake. |
| 5. He really <u>enjoyed</u> football. | 13. The <u>boys</u> rode the bus home. |
| 6. There was only one <u>way</u> to explain it. | 14. She would <u>buy</u> some new ones. |
| 7. He would <u>tidy</u> up his room. | 15. She could run away and join a band of <u>gypsies</u> . |
| 8. She ran down the <u>alley</u> . | 16. The girls <u>spied</u> on them. |

NOUNS	
singular	plural
cry	cries

VERBS		
base word	present tense	past tense
worry	worries	worried

Vocabulary • Grouping

What do these words have in common?

route pass catch ball

These words can be formed into a group because they are all part of a play in a football game.

Directions: Cross out the word that does not belong. Circle the word that tells about the other three. Then add a new word that belongs in the group.

- | | | | | | |
|-------------|---------|-------------|---------|--------|-------|
| 1. receiver | center | quarterback | coach | player | _____ |
| 2. school | gym | cafeteria | locker | home | _____ |
| 3. ride | car | bicycle | walk | bus | _____ |
| 4. worry | problem | solution | agonize | fret | _____ |

Form Groups

Directions: The list below contains words and characters from the story, *Before the Snap*, that can be organized into three groups that tell about different parts of the story. Find the three words that belong in each group. List them on the lines.

baby	fight	girls
Derrick	Amber Linn	bus
secret	Colton	pregnant

Group 1

Group 2

Group 3

Initial Understanding • Main Idea

The *main idea* is the most important idea in a sentence, paragraph, or passage. Often authors will write the main idea in the first sentence of each paragraph, but not always. This main idea sentence is called a *topic sentence*.

Topic Sentence

Directions: Read the following passages from *Before the Snap*. Underline the sentence that tells the main idea. Then write a sentence or two summarizing the main idea in your own words.

1. Derrick tried not to smile. But he couldn't help it. He had to! Taras was right. Tasheka was eyeing him. Derrick didn't know why. She was cool and popular. He was always nervous. And he got bad grades. Still, he liked her attention. _____

2. Derrick dropped his backpack on the floor. He walked to his room. He'd met John a couple of times. He wasn't impressed. He was too polished. What did he want from his mom?

3. Derrick was a mess at practice the next day. He forgot his routes. He dropped passes. Amber Linn's news really upset him. _____

4. They stepped out into the rain. Taras slapped Derrick's shoulder. "It's about time! Colton's a punk. You wanna stop at Micky D's? Get a burger?" _____

5. What would Amber Linn do? Would she have the baby? Would she give it away? It wasn't Derrick's problem. But it felt like it was. _____

6. Derrick wanted to tell Coach the truth. But he didn't know how. He was too angry to explain. So he picked up two tires. He stormed off the field. _____
