

DISTRICT 13



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THE LEGEND

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 • Antonyms and Synonyms

Antonyms

Antonyms are words that are opposites, such as *never* and *always*.

Directions: Write an antonym for each word below.

begin – _____	sad – _____
past – _____	throw – _____
sick – _____	together – _____
stood – _____	enemy – _____
fewer – _____	easy – _____

Synonyms

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

Directions: Find the word that is NOT a synonym in each group. Cross it out replace it with a word from the *Antonyms* list above that is a synonym for it. The first one has been done for you.

start	launch	initiate	over	_____ <i>past</i> _____
companion	rival	friend	ally	_____
little	more	extra	many	_____
grab	toss	seize	catch	_____
conclude	commence	end	finish	_____
tough	difficult	hard	simple	_____

Vocabulary • Homophones

Homophones are one of two or more words that have the same sound but differ in spelling, origin, and meaning. Look at the word group below.

cite

site

sight

cite means to quote as an authority or example

site means a location or the setting of an event

sight means the ability to see or the act or fact of seeing

Directions: Write a homophone for each word listed below.

right _____

not _____

way _____

cell _____

new _____

pain _____

hear _____

red _____

straight _____

through _____

Used Correctly

Directions: Choose three pairs of homophones from the list above. Write a sentence using each one correctly.

1. _____ and _____

2. _____ and _____

3. _____ and _____

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, *Fighting the Legend*.

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

After Reading Before reading each chapter listed below, write a sentence to predict what might happen. Then after you have read the chapter, go back and write a sentence telling what actually happened.

Chapter 1 What legend is Ty fighting?

Before Reading _____

After Reading _____

Chapter 4 What will Ty learn about his dad?

Before Reading _____

After Reading _____

Chapter 5 What advice will Marcus give Ty?

Before Reading _____

After Reading _____

Chapter 8 What will happen when Ty goes to the party at Damon's house?

Before Reading _____

After Reading _____