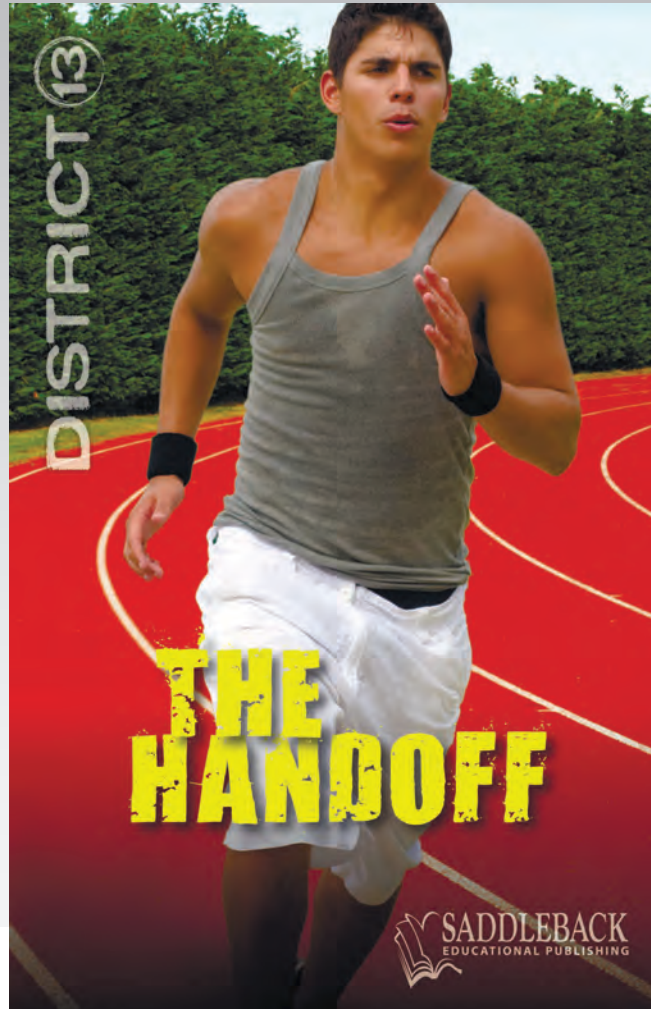


DISTRICT 13



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 • Nouns

Words that name people, places, or things are *nouns*. Nouns can be *common nouns* that name any one of a group of people, places, or things; or *proper nouns* that name particular people, places, or things.

Common Noun	Proper Noun
brother	Xavier
window	Miami
bus	Northeast High School

Notice that all of the proper nouns begin with capital letters. All of the common nouns begin with lowercase letters.

Which Noun?

Directions: Sort these words and phrases into two groups, based on whether they are common or proper nouns. Make sure you capitalize each word you place into the “Proper Noun” column in the table.

hugo	cop	coach perez	track	raul	face
gang	angelo	hospital	freeport	driver	emilio

Common Noun	Proper Noun

Use Common and Proper Nouns Correctly

Directions: Write a sentence or two that uses common and proper nouns from the box above to describe a part of the story.

Vocabulary • Gerunds

A gerund is formed from a verb. A gerund always ends in *-ing* and is always used as a noun. The most common uses for gerunds are as 1) subjects; 2) objects of verbs and prepositions; 3) subject complements.

Verb form: I *walk* every day.

Gerund as subject: *Walking* is something I do every day.

Gerund as object of verb or preposition: I enjoy *walking*. / I am tired of *walking* every day.

Gerund as subject complement: My favorite exercise is *walking* every day.

Gerund Forms

Directions: Underline the gerund in each sentence below. Then identify whether the gerund is being used as a subject, an object of a verb or preposition, or a subject complement. Use *S* for subject; *O* for object of a verb or preposition; and *SC* for subject complement.

- _____ 1. Swimming is excellent exercise.
- _____ 2. His hobby is playing computer games.
- _____ 3. The police arrested him for speeding.
- _____ 4. He dislikes doing homework.
- _____ 5. Eating too quickly gave him an upset stomach.
- _____ 6. My least favorite chore is cleaning the bathroom.

Write Sentences

Directions: Select one of the verbs listed below from the story, *The Handoff*. Then write a sentence using the gerund form of the verb as directed.

drive join think

Gerund as Subject: _____

Gerund as Object: _____

Gerund as Subject Complement: _____

Initial Understanding • Read for Details

Directions: Answer the questions after you have read the story. Write the chapter in which you found the answer in the blank before the question.

_____ 1. Who gets hurt in a car accident and is in a coma?

_____ 2. What does Xavier do to keep his brother from joining a gang?

_____ 3. Who does Xavier call on the phone and what does he say?

_____ 4. How did Clara's face get beat up?

_____ 5. What is the "exchange zone"?

_____ 6. Three characters are standing on a deck. Who are they? What are they doing?

_____ 7. What two characters missed the 23 bus? What did they do? How long did it take them?

_____ 8. Whose cousin is "the supplier"?

_____ 9. Who forgets his hat at the hospital? What is he offered when he goes to pick it up?

_____ 10. Which characters go to visit Angelo? What is one of the characters wearing?
