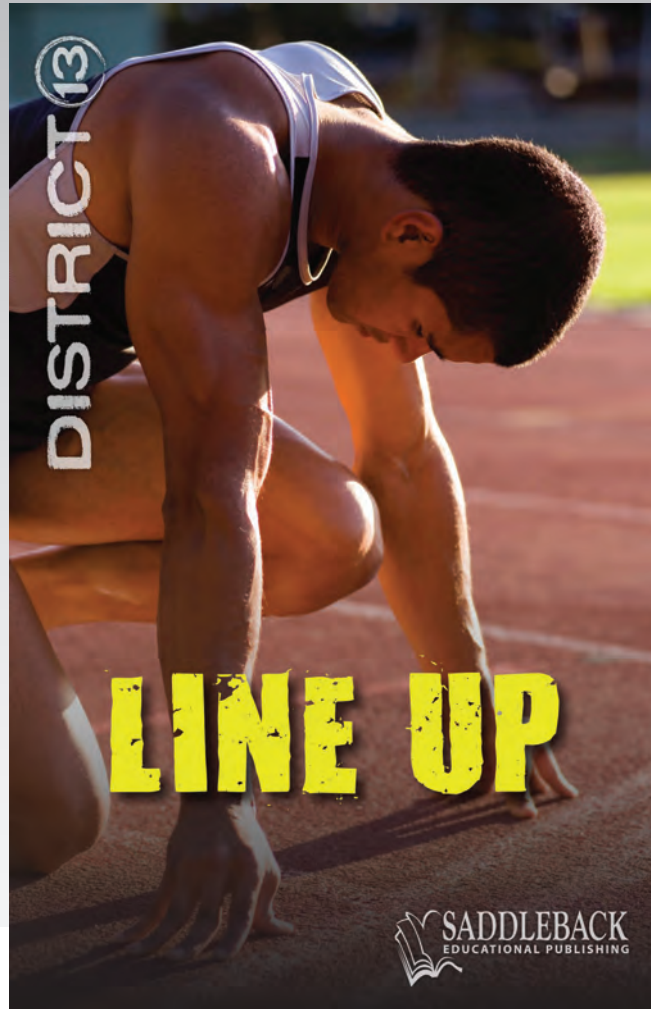


DISTRICT 13



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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 • Syllabication

Breaking a word into syllables can help you read a word and pronounce it correctly. Can you say the words *syllabication* and *pronunciation*? Try breaking each word down:

syllabication = syl-la-bi-ca-tion

pronunciation = pro-nun-ci-a-tion

Directions: Use the clues to complete the sentences with words from the box.

distracted	arrested	favours
Vietnam	embarrassed	humiliated

- Daniel stumbled and fell. He felt ____ / ____ / ____ / ____ / ____ .
- Daniel was upset by what Tyrese asked him to do. It made him very ____ / ____ / ____ .
- His grandpa was injured during the war in ____ / ____ / ____ .
- The police were coming. He was afraid he might be ____ / ____ / ____ .
- He made more mistakes. Like sitting on the starting blocks to rest.
He was ____ / ____ / ____ .
- The friends you can trust don't ask you to do ____ / ____ for them.

Use Context

Directions: Think about the context, or the way each word is used, in the sentences above. Write a short definition for each word using context and your own prior knowledge. Underline the two words that are synonyms. Then look up each word in a dictionary. How close were you?

distracted: _____

Vietnam: _____

arrested: _____

embarrassed: _____

favours: _____

humiliated: _____

Vocabulary • Word Scramble

Unscrambled and Alike

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

	Unscrambled Word	Synonym or Related Word
1. opposite of calm: souvrne	_____	_____
2. feeling extremely annoyed: rangy	_____	_____
3. a short swift run: tripsn	_____	_____
4. obstacle used in a track event: delruh	_____	_____
5. to save from harm: opttrec	_____	_____
6. if you are listening closely, you are paying: tenatnoit	_____	_____
7. an expression used when you meet someone is called a: neetigrg	_____	_____
8. antonym for ignore: donsper	_____	_____
9. the expression of an intention to cause pain or harm is called a: reatth	_____	_____
10. the word that is Daniel's nickname on the track team: zable	_____	_____

Initial Understanding • Summarizing

When you list the main points of a paragraph, passage, chapter, or text in your own words, you are *summarizing*. Summaries are always shorter than the original text.

Summarize the Main Events

Directions: As you finish reading each of the first nine chapters of *Line Up*, take time to summarize what you have read in that chapter. Complete the Chapter 10 closer when you are finished reading the story.

Chapter 1: _____

Chapter 2: _____

Chapter 3: _____

Chapter 4: _____

Chapter 5: _____

Chapter 6: _____

Chapter 7: _____

Chapter 8: _____

Chapter 9: _____

Directions: Complete this closer about Chapter 10 of *Line Up* when you finish reading it.

The main idea was: _____

This is important because: _____

I learned that: _____
