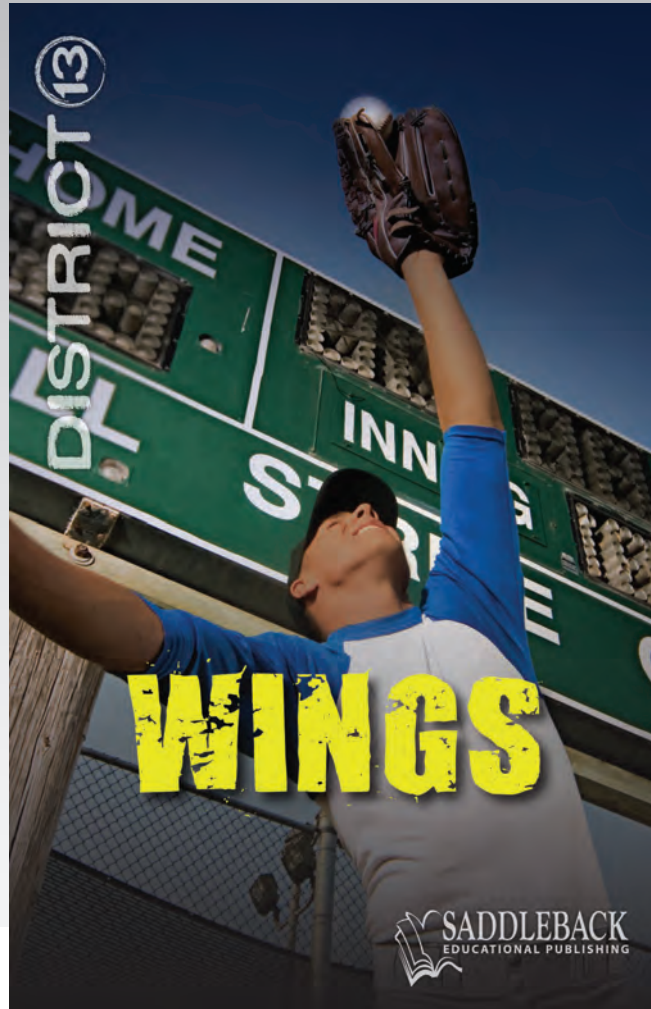


Teacher's Resource Guide

DISTRICT 13



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WINGS

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 • Multiple Meanings

What does the word *watch* mean? The word is used in two different ways in this sentence:

He looked at his watch because he couldn't watch the play.

Many words in English, such as *watch*, have more than one meaning.

Directions: Read each sentence. Choose the best meaning for the bold word in each sentence. Place its letter, A or B, next to the sentence number in the space provided.

- _____ 1. Angel knew the **batter**.
 A. to beat heavily and repeatedly B. a player in baseball
- _____ 2. So it was the best **place** to practice.
 A. an area for a specific purpose B. to set
- _____ 3. After the game, **spirits** were high.
 A. an emotional state B. supernatural beings
- _____ 4. He owned the Warrior's **pitcher** now.
 A. player who throws the ball B. a vessel for liquids
- _____ 5. Enrique pointed to a complete **dump**.
 A. a poorly maintained place B. throw down or release
- _____ 6. The **secret** was to be a loner.
 A. to hide from view B. known only to oneself or to a few
- _____ 7. Then he crushed one out of the **park**.
 A. a place for recreational use B. put or leave for a period of time
- _____ 8. After **practice** Angel went to work.
 A. to perform repeatedly B. specific time for lessons or instruction
- _____ 9. "How was the **diner**?"
 A. one that eats B. a restaurant
- _____ 10. They **spent** hours there as kids.
 A. out of energy or strength B. to use or expend

More Meanings

Directions: Choose two words from above. Write a sentence for each using the other meaning of the word.

1. _____

2. _____

Vocabulary • Spelling Check

What's wrong with the list of words below? Each word is misspelled.

Directions: Correctly rewrite each word. Use a dictionary or find the word in the story, if needed.

lites	_____	brite	_____
ining	_____	centre	_____
remembred	_____	insurence	_____
fense	_____	cauht	_____
thanxs	_____	luckee	_____
carryed	_____	furst	_____
toucht	_____	smyled	_____
fone	_____	ligamint	_____
kist	_____	softlee	_____
forgit	_____	skool	_____
thay	_____	nervos	_____
seeson	_____	spoted	_____
practise	_____	bettur	_____
unaform	_____	reeched	_____
replied	_____	probablee	_____
graphiti	_____	temprature	_____
scoreing	_____	pitchur	_____
positon	_____	unbeleivable	_____
happenning	_____	desided	_____
docktor	_____	cryed	_____

Initial Understanding • Setting

Setting includes things such as time, place, physical details, and circumstances in which a scene or situation in a story occurs. Setting helps the careful reader to better understand the characters and their actions and how the story unfolds.

Parts of the Picture

Directions: Identify at least four different settings found in the story, *Wings*. Write a sentence or two explaining how you think each setting helps you to better understand the main character, Angel.

Setting 1: _____

This helps me better understand Angel because _____

Setting 2: _____

This helps me better understand Angel because _____

Setting 3: _____

This helps me better understand Angel because _____

Setting 4: _____

This helps me better understand Angel because _____