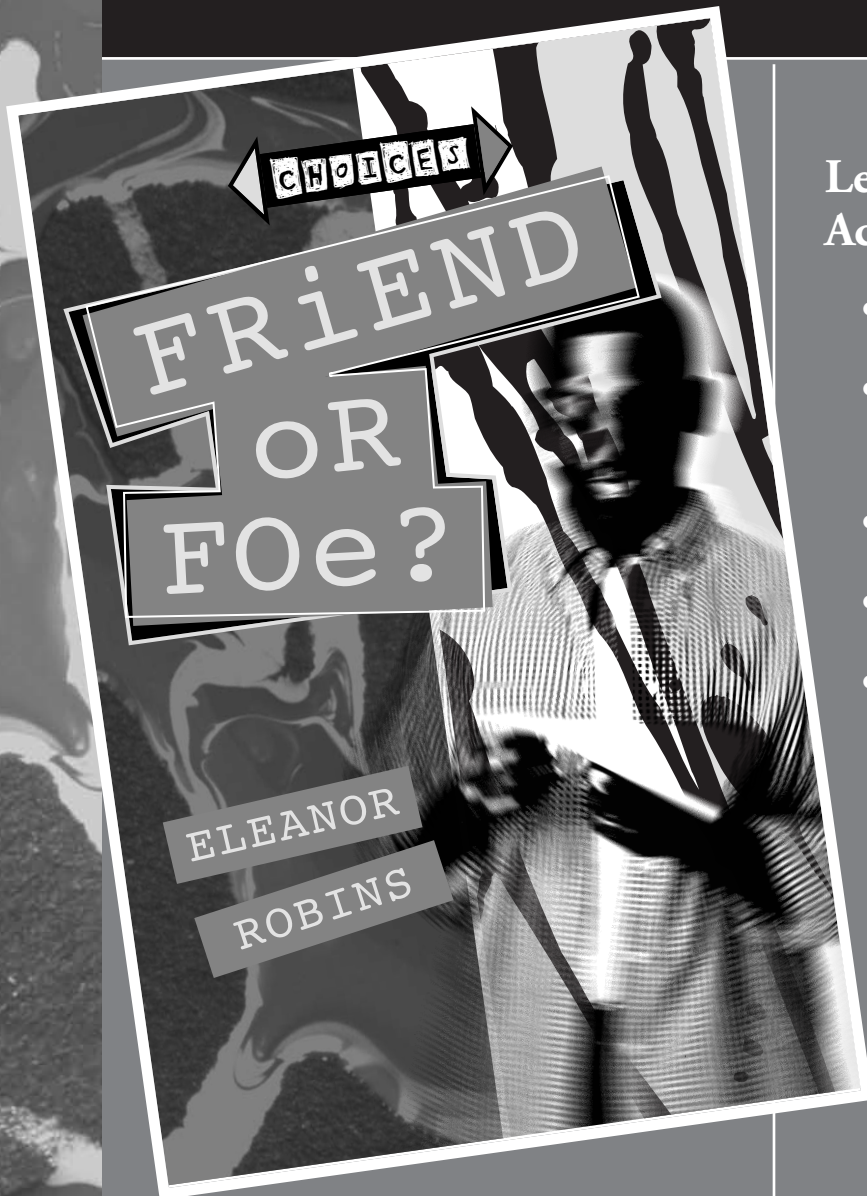


TEACHER RESOURCE GUIDE

CHOICES

Friend or Foe?

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Learning Activities for

- Vocabulary
- Initial Understanding
- Interpretation
- Reflection
- Critical Response

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
boy school friend	Jazz Dawson High School Key

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

Which Noun?

Directions: Sort these words and phrases into two groups, based on whether they are common or proper nouns.

trace vote miss lopez cory brock kids dru test president mr. lee

Common Noun	Proper Noun

Correction

Directions: Now capitalize the proper nouns from the box above as you write them below.

Vocabulary • Word Ladders

Building Your Vocabulary

Directions: Change, add, or delete one or two letters in each word to create the next word in the ladder.

1. to be a candidate in an election is to _____ run _____
when you enjoy something it is _____
to consider others, to be just is to be _____

2. a group of school students _____ class _____
the opposite of first _____
the opposite of most _____
to exit or vacate _____

3. reported information _____ news _____
the opposite of old _____
the past form of know _____
right this moment _____

4. the ability to have something _____ right _____
a bad scare _____
a dispute _____
the evening _____

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. This main idea sentence is called a *topic sentence*.

Topic Sentence

Directions: Read this paragraph from *Friend or Foe?* Then underline the sentence that tells the main idea.

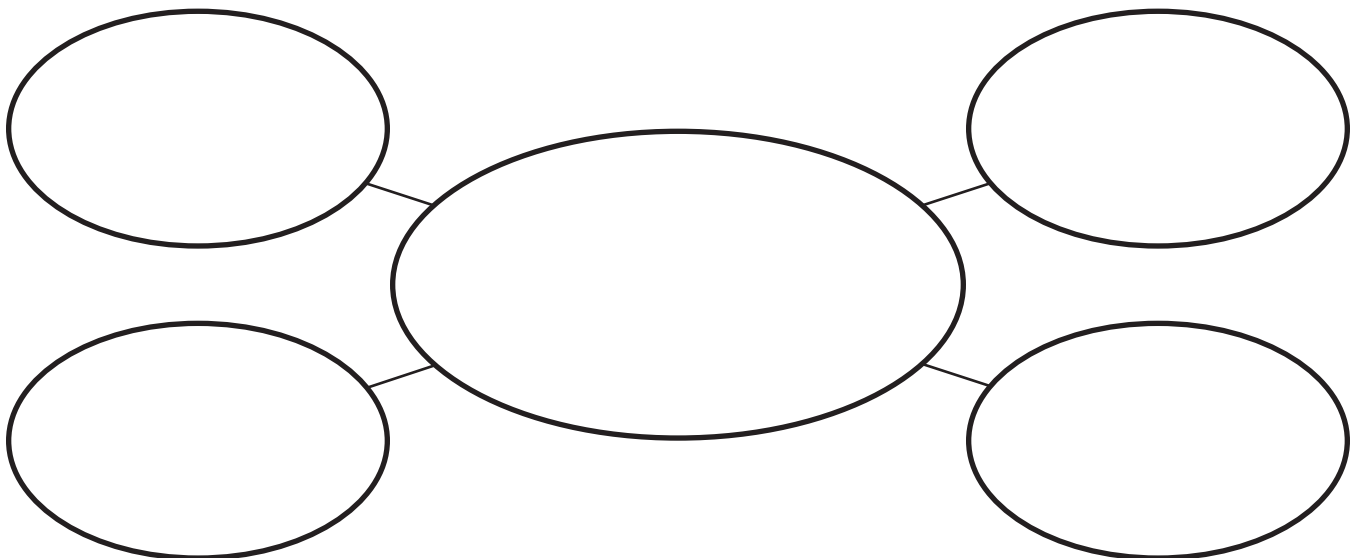
Jazz got to school early the next morning. He had thought a lot about what Key and Dru had said. And he had made up his mind about running for class president. He could hardly wait to talk to Key and Dru about it.

Idea Web

Readers use idea webs to help them remember what they read. Did you know that you can use an idea web to organize your ideas, too?

Directions: Read this paragraph about Jazz. Write your ideas in the smaller circles on the web. Then use your ideas to write a topic sentence about Jazz.

“No, we aren’t. A friend wouldn’t run against me. Not after he said that he would vote me. I thought you were a good guy, Jazz. And I thought I could trust you. But I guess I was wrong,” Cory said.



Initial Understanding • Sequence

The order in which events happen in a story is called the *sequence*. Often authors will use ordinal numbers to tell the reader when the events happened, such as *first, second, third*. Other words also tell when the events happened: *then, now, later, and yesterday*.

Order of Steps

Directions: Read the paragraph from *Friend or Foe?* Then complete the chart to show the sequence of Jazz and Cory’s actions. Part of the chart has been completed for you.

Jazz said, “Cory is angry with me. And I don’t blame him. I told him that I would vote for him. And then he found out that I plan to run against him. I can’t do that to him.”

First . . .	Next . . .	Then . . . Cory gets angry with Jazz.	Finally . . .
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Timeline

Authors use timelines to show the sequence of events. Generally, the first, or oldest, event is written on the far left, and the last, or newest, event is written on the far right of the timeline.

Directions: Complete the timeline about a time you had a disagreement with a friend. Write a single event in each of the four boxes, in the order each happened.

First . . .	Next . . .	Then . . .	Finally . . .
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Interpretation • Cause and Effect

Causes and *effects* go together. A *cause* makes an action happen. An *effect* is the result of the cause or action. For example, read these cause-and-effect statements:

Cause: Cory asked Jazz for his vote.
Effect: Jazz said that he would vote for Cory.

Cory Finds Out

Directions: Read this passage about Jazz and Cory. List two causes and their effects in the chart below. Use your opinions as well as clues from the story.

“Ready to go, Jazz?” Key asked.
 “Yeah. I guess,” Jazz said.
 Key looked at him.
 “What’s wrong, Jazz? You don’t look so good. You don’t sound so good either,” Key said.
 “Someone told Cory that I was going to run for class president,” Jazz said.
 “So? He had to find out some time,” Key said.
 “Yeah. I know. But I should have told him myself. I shouldn’t have let him find out about it from someone else,” Jazz said.
 “Yeah. You should have told him. But now Cory knows. So it doesn’t matter,” Key said.

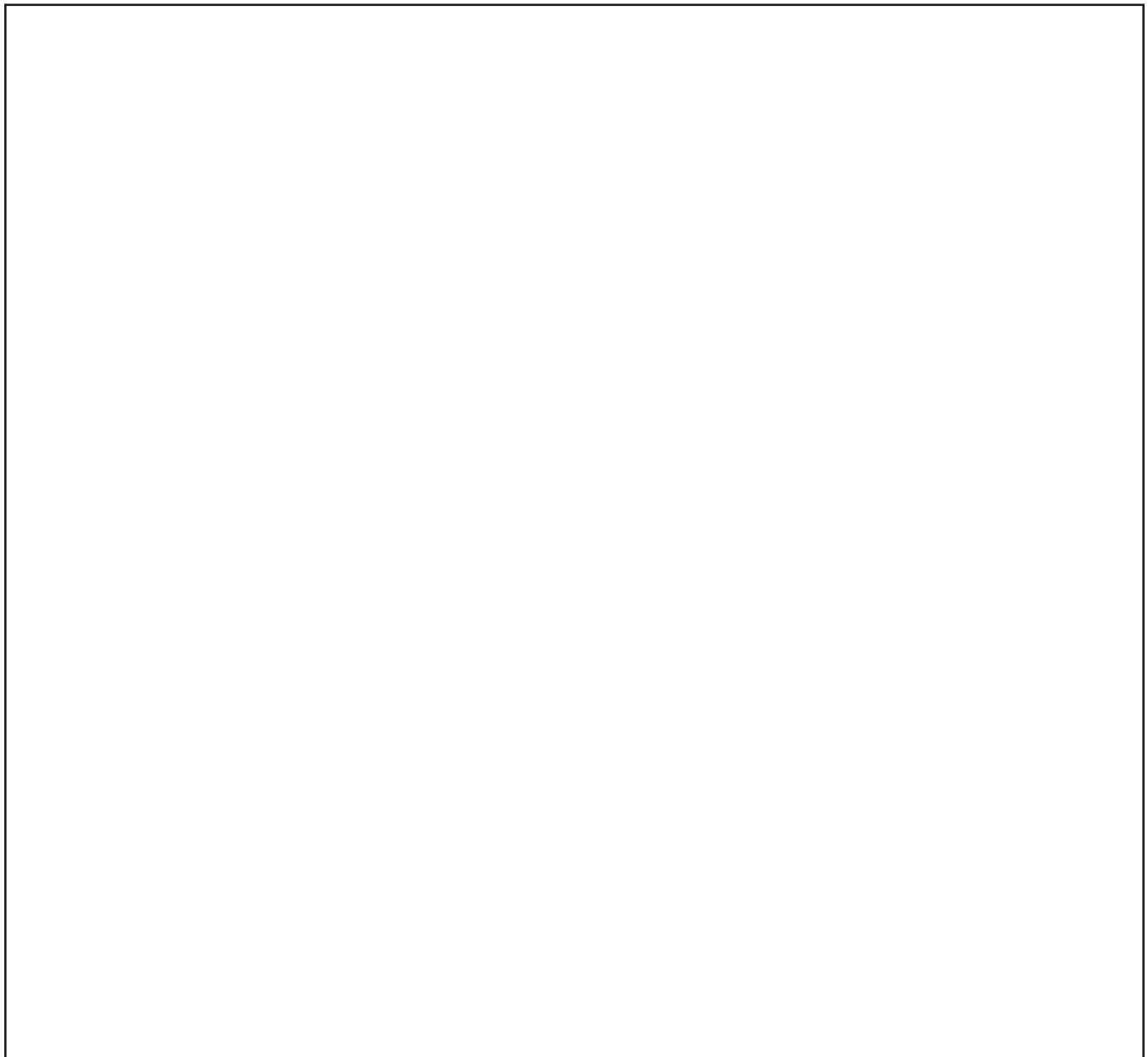
Cause	Effect

Interpretation • Create an Election Poster

In *Friend or Foe?* Dru and Key ask Jazz, “What kind of posters do you want?” In elections, people create posters to let others know who is running for office.

Jazz for President

Directions: Create a poster for Jazz’s class presidential election. Think about the type of person Jazz is, what he likes, etc., and add this information to the poster.



Answer Key

Vocabulary • Nouns

To the Teacher

Remind students that all proper nouns name a specific person, place, and thing. Have students relate this concept to their own names in terms of using a capital letter at the beginning.

Which Noun?:

Common Nouns: vote, kids, test, president.

Proper Nouns: trace, miss lopez, cory, brock, dru, mr. lee.

Correction: Trace, Miss Lopez, Cory, Brock, Dru, Mr. Lee.

Vocabulary • Word Ladders

To the Teacher

The key to solving word ladders is guessing what the word might be using the clue, then testing it by substituting letters until it matches. Have students use a dictionary for extra assistance.

ESL Students: ESL students can have difficulty creating words from clues. Pair these students with a proficient native speaker or complete the activity as a class on the board with you acting as scribe.

Building Your Vocabulary:

1. run, fun, fair
2. class, last, least, leave
3. news, new, knew, now
4. right, fright, fight, night

Initial Understanding • Main Idea

To the Teacher

Help students differentiate the main idea from the detail sentences by asking them to think about how the sentences in the paragraph either add to, or state, the most important idea. The sentences that add to the most important idea are the detail sentences. The most important idea is the main idea.

Topic Sentence:

And he had made up his mind about running for class president.

Idea Web: Students' idea webs will vary, but should include details about Jazz from the paragraph.

Initial Understanding • Sequence

To the Teacher

Remind students that sometimes the order of events in the paragraph isn't actually the order they happened. Point out that students need to look for the cause of Cory's anger at Jazz to complete the first two boxes.

Order of Steps:

First: Jazz tells Cory he will vote for him.

Next: Cory finds out that Jazz plans to run against him. Then: Cory gets angry with Jazz.

Finally: Jazz decides that he can't do that to Cory.

Timeline: Students' timelines will vary, but should describe a time they had a disagreement with a friend.

Interpretation • Cause and Effect

To the Teacher

Sometimes students find it easier to see the results, or effects, in a story. If identifying the effects first helps, encourage students to do that, then work backwards to identify the cause.

Cory Finds Out:

Cause: Jazz feels badly about Cory finding out that he's running for president.

Effect: Jazz doesn't look or sound good.

Cause: Jazz didn't tell Cory about entering the election.

Effect: Cory found out from someone else and got mad.

Interpretation • Create an Election Poster

To the Teacher

Provide students with examples of past election posters to discuss as a group before beginning the exercise. Initiate a discussion of poster elements, such as name, photo, slogan, etc., with the class.

Jazz for President:

Students' posters will vary, but should include a name, a photo, and a slogan.