

TEACHER RESOURCE GUIDE

CHOICES

# Don't Get Caught

Eleanor Robins

CHOICES

DON'T  
GET  
CAUGHT

ELEANOR  
ROBINS

## Learning Activities for

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

# Vocabulary • Crossword Puzzle

## Catch the Words

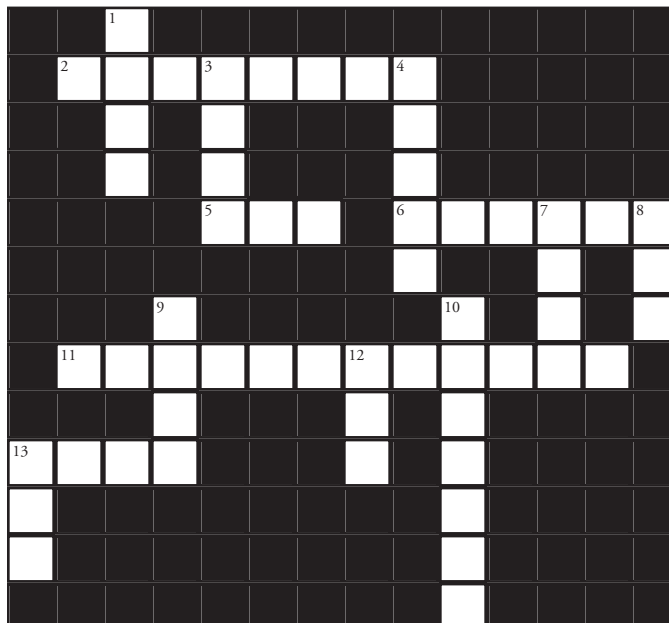
**Directions:** Use words from the story, *Don't Get Caught*, and the clues below to complete the crossword puzzle.

**Across:**

- 2. a game played by two teams with a ball, and two goals
- 5. Dawn's boyfriend
- 6. The kicker did this to earn extra points during the last game.
- 11. Max went to the Homecoming game with them.
- 13. She asked Dawn to make a different choice.

**Down:**

- 1. the first word in the story title
- 3. a group of players who play together
- 4. Max said that Dawson High was \_\_\_\_\_ that the other team didn't have a good kicker, too.
- 7. Trish set Dawn up on a date with him.
- 8. the past tense of *do*
- 9. another word for *match*; one of many in a football season
- 10. Trish described Kent this way.
- 12. Dawn should have done this at the beginning.
- 13. the opposite of *girl*; a young man



# Vocabulary • Word Scramble

## Unscrambled and Alike

**Directions:** Read the definitions. Unscramble the letters to form a word or words from the story, *Don't Get Caught*. Then write a synonym or a related word for each.

	Unscrambled Word	Synonym or Related Word
1. a football score worth six points: <b>udcwohont</b>	_____	_____
2. school work you do at home: <b>owemorhk</b>	_____	_____
3. a girl you might date: <b>lireringdf</b>	_____	_____
4. a game that students return to see: <b>momehcinog</b>	_____	_____
5. the day after today: <b>mtrorowo</b>	_____	_____
6. to date one person: <b>tgycasd</b>	_____	_____
7. a female relative: <b>icuons</b>	_____	_____
8. to make a selection between two things: <b>cicheo</b>	_____	_____
9. seen doing something wrong: <b>gachut</b>	_____	_____
10. to discover: <b>uftiond</b>	_____	_____

# Initial Understanding • Cloze

## Fill in the Blanks

**Directions:** Complete the activities before and after you read the story, *Don't Get Caught*.

**Before Reading** Read the paragraph below about the story. Write words in the blanks that make sense in the sentences.

Dawn worried that 1. \_\_\_\_\_ had more than one reason to visit his 2. \_\_\_\_\_ so often: another 3. \_\_\_\_\_. Instead of asking Max if it were 4. \_\_\_\_\_, Dawn let her fear guide her choices. Dawn agreed to let her cousin, Trish, set her up on a 5. \_\_\_\_\_. Kent might have been the 6. \_\_\_\_\_ boy for Dawn, but Dawn didn't have fun. She was too worried about getting 7. \_\_\_\_\_. When Max saw them at the 8. \_\_\_\_\_ game, Dawn learned the real 9. \_\_\_\_\_ about his visits.

**After Reading** Write words that make sense in the sentences and in the story. Reread or skim the book, if needed.

Dawn worried that 1. \_\_\_\_\_ had more than one reason to visit his 2. \_\_\_\_\_ so often: another 3. \_\_\_\_\_. Instead of asking Max if it were 4. \_\_\_\_\_, Dawn let her fear guide her choices. Dawn agreed to let her cousin, Trish, set her up on a 5. \_\_\_\_\_. Kent might have been the 6. \_\_\_\_\_ boy for Dawn, but Dawn didn't have fun. She was too worried about getting 7. \_\_\_\_\_. When Max saw them at the 8. \_\_\_\_\_ game, Dawn learned the real 9. \_\_\_\_\_ about his visits.

# Initial Understanding • Summarizing

When you list the main ideas of a text in your own words, you are *summarizing*. Summaries are always shorter than the original text.

## Summarize the Main Ideas

**Directions:** Read the paragraph from *Don't Get Caught*. Then list the main ideas.

The game was great. But Dawn wasn't having a great time. She liked Kent.  
He was nice. But she wanted to be with Max, not Kent.

### Main Ideas:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Directions:** Now use the main ideas to write a short summary in one or two sentences.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Chapter Closer

When you finish each chapter, take time to summarize what you have read.

**Directions:** Complete the closer about a chapter you have just read in the story, *Don't Get Caught*.

I have just read chapter \_\_\_\_\_. It is called \_\_\_\_\_.

In chapter \_\_\_\_\_, the main idea was \_\_\_\_\_.

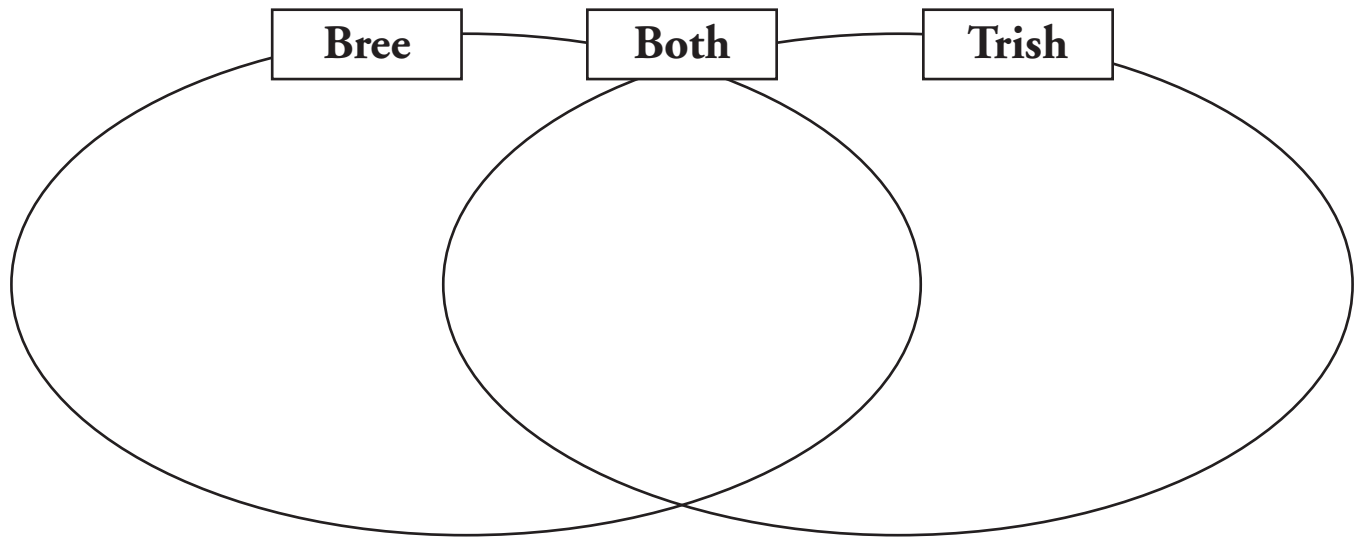
This is important because \_\_\_\_\_. I learned about \_\_\_\_\_.

# Interpretation • Comparison and Contrast

Bree and Trish have different ideas about going steady with a boy.

## Going Steady

**Directions:** Look for examples in the story of what Bree and Trish think about going steady with a boy. Complete the Venn diagram below to compare and contrast the girls' ideas.



## Dawn's Ideas

Throughout the story, Dawn changes her mind about what it means to go steady.

**Directions:** Write three or more sentences telling what Dawn first thinks about going steady with Max, and the choice she makes in the middle of the story about what going steady means.

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## Interpretation • Fact or Opinion?

An *opinion* is a statement of someone's feelings or beliefs about an issue. An opinion is not a fact. Read this sentence from *Don't Get Caught*:

"This has been fun, Dawn."

A *fact* is a statement that can be proven. Read this sentence from *Don't Get Caught*:

Wayfield was about sixty miles from where Dawn lived.

### Telling the Difference

**Directions:** Read these sentences from the story. On the lines, write *F* for fact and *O* for opinion.

- \_\_\_\_\_ 1. I think Max has another girlfriend where his grandparents live.
- \_\_\_\_\_ 2. "You are wrong. I am sure of that."
- \_\_\_\_\_ 3. Trish lived in Wayfield.
- \_\_\_\_\_ 4. "I am still dating him."
- \_\_\_\_\_ 5. "We have a great team."
- \_\_\_\_\_ 6. "I will call you tomorrow night."
- \_\_\_\_\_ 7. Dawn sat in the lunchroom.
- \_\_\_\_\_ 8. "Max is too nice a guy to do that."
- \_\_\_\_\_ 9. "I thought you were too smart for that, Dawn."
- \_\_\_\_\_ 10. Trish laughed again.
- \_\_\_\_\_ 11. Dawn and Kent started to walk to Kent's car.
- \_\_\_\_\_ 12. Bree stood near the front door.





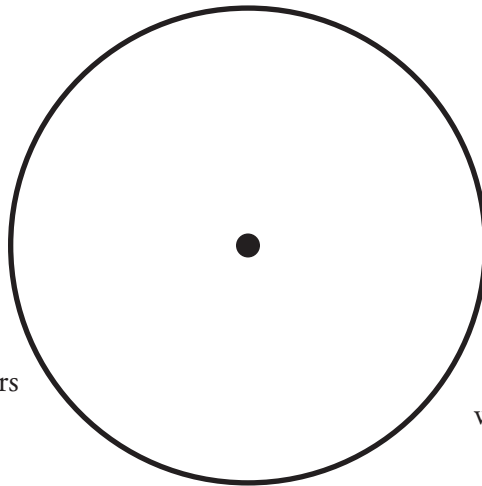
# Reflection • Willpower

Having the courage to conquer peer pressure takes a lot of willpower.

## Power Up

**Directions:** Think about a time you experienced peer pressure to do something or to act like somebody you weren't. Rate your willpower by drawing a needle on the dial where you think your willpower was during this time. Then write a paragraph to describe the event, how you felt, and what you chose to do. Did you power up?

I wasn't sure  
what to do.



I did what others  
told me to do.

I did what I  
wanted to do.

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## Critical Response • Interview an Adult

Although teens seem to deal with peer pressure all the time, they aren't the only ones who experience it. Adults do, too.

### What was it Like for You?

**Directions:** Interview an adult about his or her experience with peer pressure. Use the questions below to start. Then add three more questions of your own.

1. How old were you when you first experienced peer pressure?

\_\_\_\_\_

2. Who pressured you?

\_\_\_\_\_

3. What did you think you needed to do/be/have/act?

\_\_\_\_\_

4. What did you really think about it?

\_\_\_\_\_

\_\_\_\_\_

5. What did you do in the end?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

# Answer Key

## Vocabulary • Crossword Puzzle

### To the Teacher

Not all students will be familiar with the crossword puzzle format. Try completing the first across and down word as a class on the board. Pairing up students might be another useful strategy.

### Catch the Words:

Across: 2. football, 5. Max, 6. kicked,  
11. grandparents, 13. Bree

Down: 1. don't, 3. team, 4. lucky, 7. Kent,  
8. did, 9. game, 10. perfect, 12. ask, 13. boy

## Vocabulary • Word Scramble

### To the Teacher

Have students predict the answer using the clue, then check it against the scrambled words. Checking off each scrambled letter as students build the word helps them avoid using the same letter more than once. Remind students that synonyms are words that mean almost the same as the scrambled word.

**ESL Students:** ESL students can have difficulty deciphering scrambled words or suggesting synonyms. Pair these students with a proficient native speaker or complete the activity as a class on the board with you acting as scribe.

### Unscrambled and Alike:

1. touchdown, score
2. homework, study
3. girlfriend, boyfriend
4. Homecoming, game
5. tomorrow, the next day
6. go steady, date
7. cousin, relative
8. choice, option
9. caught, captured
10. find out, discover

## Initial Understanding • Cloze

### To the Teacher

Cloze activities help students test how well they can predict missing words using context, and also how much they have learned after reading.

### Fill in the Blanks:

Before Reading: Students' answers may vary.

After Reading:

1. Max
2. grandparents
3. girl
4. true
5. date
6. perfect
7. caught
8. Homecoming
9. truth.

## Initial Understanding • Summarizing

### To the Teacher

Explain to students that identifying the main ideas is a key step towards summarizing what they have read.

**ESL Students:** Shelter the instruction by discussing the main ideas with students and listing them on the board. Model rewriting the main ideas in your own words with student participation. Challenge more proficient students to rewrite the main ideas in their own words with the support of sentence starters.

### Summarizing the Main Ideas:

1. The game was great.
2. Dawn wasn't having fun.
3. She wanted to be with Max, not Kent.

Summary: Dawn wasn't having fun, even though the game was great. She wanted to be there with Max, not Kent.

**Chapter Closer:** Students' summaries will vary, and may or may not follow the closer pattern.