

COPPER CANYON TEACHER'S GUIDE

(Reading Level 1)



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HOW TO USE THIS TEACHER’S GUIDE

The Copper Canyon series is designed to give preteen and teenage readers a realistic, higher-interest reading experience. Attractive cover and interior art by Florida painter Bill Farnsworth encourages readers and supports the text, which is precisely leveled and suited for use at either the independent or the instructional level. The books are written at a first-grade readability level. They contain about 75% decodable text and about 20% sight words (Fry’s 200 and Dolch Pre-primer, Primer, First Grade word lists), with no more than 5% challenge words. Figurative language and idioms are minimized. Text is highly cohesive—that is, the text makes connections for the reader—because we know that readers at this level can decode and read for comprehension better when they do not also have to make jumps of reasoning.

For Independent Reading

These books may be used for independent reading if:

- Your student can decode one- and two-syllable phonetically regular words. For more details, see our [Sound Out Skill Levels chart](#) on our website.
- Your student has mastered the Fry’s 200 and Dolch Pre-primer–First Grade sight word lists.

For Group or Whole-Class Reading

These books may also be used for paired or whole-class reading.

A Pre-Reading Suggestion

You may wish to familiarize your students with challenging vocabulary before they read each story. The links to each book take you to a list of *Challenge Words* for that story. Challenge Words include words that are not phonetically decodable at the first-grade reading level or are higher-level sight words.

Some Challenge Words are frequently encountered in written text and are widely applicable to many kinds of reading. Other Challenge Words are story-specific. Many story-specific words are about horses. You can use “A few words about horses” at the beginning of each book to help students preview vocabulary and the world of horses, horseback riding, and life on a ranch.

Instruction and Activities

There are many ways to help students understand text before, during, and after reading. Before reading a book, students should preview it. They should look at the cover art and interior illustrations and read the book title, back cover information, and chapter titles. Based on this preview, students should make predictions about the story characters and events.

You can help students organize their thoughts and understand text by using graphic organizers. For example, creating a story map that shows setting, characters, and events will help students understand story elements. High Noon Books sells *The Teacher’s Big Book of Graphic Organizers*. There are also many downloadable examples of graphic organizers on the Internet.

You can help students build academic skills by using this online teacher’s guide. Links in this guide take you to vocabulary, comprehension, and extension activities for each book. There are exercises to be printed out and completed by students, as well as suggestions for teacher-led discussions and activities. Answer keys are included. All of these can be used for formative assessment. It should be noted that our primary goal in writing this guide is to help students build skills and increase reading comprehension.

The activities in each book’s teacher’s guide have been informed by and correlated to the Common Core State Standards. For more information about these standards and how this book series and teacher’s guide meet them, see [Meeting the Common Core State Standards](#).

MEETING THE COMMON CORE STATE STANDARDS

The Common Core State Standards (CCSS) set requirements for K–12 students in the areas of English Language Arts and Mathematics. They identify the knowledge and skills students need to be ready for college and careers. Although struggling readers may not be able to meet certain grade-level criteria, the common standards emphasize promoting “a culture of high expectations for all students.”

With this in mind, we have included correlations between skill-building exercises and the Common Core State Standards. While the Copper Canyon books are at High Noon Books’ Reading Level 1, their content is aimed at readers age 11 and up. Because of this, we have correlated our skill-building exercises to the English Language Arts Common Core State Standards that we feel are most appropriate for our readers. We focus on the main standards each question or activity meets.

We have included correlations to standards for Reading, Writing, Speaking and Listening, and Language. Many of the Reading Standards are Foundational Skills Standards. We include these because our struggling readers’ cognitive resources are largely occupied by the decoding process at this reading level. Because the Copper Canyon series is written at a first grade readability level, students who read the books meet the following Reading–Literature Standard: **RL1.10** *With prompting and support, read prose and poetry of appropriate complexity for grade 1.*

Of course, you as the teacher are the best judge of your students’ capabilities. If you have students who can meet higher-level standards than those we have listed, we encourage you to compose your own questions to maximize their progress through the standards. The full text of the standards can be found at <http://www.corestandards.org>.

Understanding the CCSS Coding Method Standards are coded as follows in our correlations:

RL = Reading–Literature

RF = Reading–Foundational Skills

W = Writing

SL = Speaking and Listening

L = Language

K/1/2, etc. = grade level

1/2/3, etc. = standard number

Example: RL.4.2 = Reading–Literature, grade 4, standard 2

BOBCAT TRAIL

STORY SUMMARY

Amber Moss and Sara Gomez are best friends. They often ride their horses together at Copper Canyon Ranch. Sara's mom and dad own the ranch, and Sara is giving Amber riding lessons. The two girls take a ride one day and see a dead deer. Sara says that the animal tracks near it are bobcat tracks.

The next week, Sara is riding with her student Ross when the bobcat itself scares Ross's horse. Sara leads Ross and his horse safely back to the ranch, but Ross is terribly upset. Soon the whole town is worried the bobcat will attack them on the trails, and people stop taking riding lessons.

Sara's parents call Fish and Game officers, and the girls help them find the bobcat. The girls are unhappy, though, when the officers shoot the cat with a dart and take it away. Meanwhile, Amber's mom, who works for a group called "Save the Wild," teaches the girls that people and wild animals can coexist. The girls and Mrs. Moss then educate the people in town. At a town meeting, people vote to return the bobcat to its home. The bobcat is taken up the mountain, and the girls teach a new riding class that shows people how to be safe around wild animals.

RESOURCES FOR STUDENTS AND TEACHERS

The links below take you to a list of challenge words, vocabulary and comprehension activities, and suggestions for extending some of the activities. There are worksheets to be printed out and completed by students, as well as suggestions for whole-class discussions. Answer keys, Common Core State Standards correlations, and teaching suggestions are included.

[Challenge Words](#)

[Vocabulary Activities](#)

[Comprehension Activities](#)

CHALLENGE WORDS

canyon

door

friend friends

gallop galloped

hoof hooves

lesson lessons

lived

looked looking looks

mountain

Mr.

Mrs.

office

officer officers

Papa

parents

reins

school

stall stalls

talk talked talking

video

walked walking

wanted

whoa

wild

Teaching Notes for CHALLENGE WORDS

You may wish to introduce the Challenge Words to students before they read the story. The following ideas may help you preteach the words and also build vocabulary. (Common Core State Standards follow each item.)

1. Have students follow along as you read the Challenge Words aloud. As you read each word, have a volunteer tell what it means.
RF.1.2 *Demonstrate understanding of spoken words, syllables, and sounds (phonemes).*
2. Use “A few words about horses” on the first page of *Bobcat Trail* to teach the Challenge Words *gallop, hooves, reins, stall, and whoa*.
3. Have volunteers use each Challenge Word in an oral sentence.
SL.1.6 *Produce complete sentences when appropriate to task and situation.*
4. Randomly name one of the Challenge Words, and have students race to find the word in a chapter of the story or on a given page number (most Challenge Words are used several times). Have the student who finds the word read aloud the sentence it is in.
RF.1.3g *Recognize and read grade-appropriate irregularly spelled words.* **SL.1.6** *Produce complete sentences when appropriate to task and situation.*

Name _____

WILD THINGS

Fill in the blanks below to make sentences. Use the story words in the box.

creek	mountain
wild	canyon
bobcat	animal tracks

1. A _____ is a very big, steep hill.
2. Another kind of land that has steep sides is a _____.
3. Pets are tame, but _____ animals are not.
4. A _____ is a wild animal.
5. Wild animals like to drink from a _____.
6. If the ground is wet, they leave _____.

Name _____

MATCH IT!

Draw lines to connect words that mean the same thing.

Papa

speak

den

film

video

Mom and Dad

parents

animal home

talk

Dad

Teaching Notes for Vocabulary Activities

WILD THINGS

Answer Key

1. mountain
2. canyon
3. wild
4. bobcat
5. creek
6. animal tracks

RF.1.3g *Recognize and read grade-appropriate irregularly spelled words.* **RF.4.c** *Use context to confirm or self-correct word recognition and understanding, rereading as necessary.*

MATCH IT!

Answer Key

Papa: Dad

den: animal home

video: film

parents: Mom and Dad

talk: speak

L.5.5c *Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.*

Name _____

RETELL IT!

Finish each sentence by drawing a circle around the correct word or words.

1. Sara thinks a bobcat killed the

bobcat horse deer

2. Sara and Ross go for a ride and see a wild

bobcat horse deer

3. When people in Copper Canyon first hear about the bobcat, they

go to the ranch call Mrs. Moss stop riding

4. When Fish and Game catch the bobcat they take it to the

lab zoo school

5. Mrs. Moss and the girls teach people how to

feed wild animals live near wild animals take away wild animals

6. In the end, the people vote that the bobcat

must stay in a cage may come back was not wild

Name _____

MATCH IT!

Draw lines to connect the people to how they feel about the bobcat at first.

Mr. Gomez “If the bobcat is not sick, we still need to move it.”

Ross “That bobcat could have killed me!”

Officer Lee “The bobcat must GO so people will come to our ranch!”

WRITE IT!

Pick one of the people from the list above. Write about how his or her feelings changed by the end of the story. Tell why the person’s feelings changed.

Teaching Notes for Comprehension Activities

DISCUSSION QUESTIONS

The *Retell It!* activity (see *Answer Key* below) will help students review story events. You may also use these questions to build students' reading, speaking, and listening skills.

1. **Look at the last paragraph on page 19. What has happened because of the bobcat?** (People have stopped taking riding lessons at Copper Canyon Ranch.)
2. **Look at the second and third paragraphs on page 24. Why do Amber and Sara want to catch the bobcat?** (They want to help Sara's parents; they want people to come back to the ranch.)
3. **How does Mrs. Moss help change everyone's mind about what should happen to the bobcat?** (She teaches the girls and the townspeople how wild animals help people and what people can do to live safely near them.)
4. **What do you think is the *theme*, or main idea, of this story?** (Possible answers: That wild animals and people can safely share the same lands; that people should let animals stay in nature where they belong; that animals have rights, too.)

The questions and answers above meet the **College and Career Readiness Anchor Standard for Speaking and Listening, Comprehension and Collaboration 1: *Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly.***

CCSS met: RL.5.2 *Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.*

Extend the Activity Have students make up a slogan for the "Wild Trails" horseback-riding class.

RETELL IT!

Answer Key

1. deer
2. bobcat
3. stop riding
4. lab
5. live near wild animals
6. may come back

RL.2.7 *Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.*

MATCH IT!

Answer Key

Mr. Gomez: "The bobcat must GO so people will come to our ranch!"

Ross: "That bobcat could have killed me!"

Officer Lee: "If the bobcat is not sick, we still need to move it."

RL.2.7 *Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.*

WRITE IT!

Tell students to use the information in the story to write their responses. If they wish, they can use the "I" form (first-person point of view) as if they were the character. Answers for all three characters should show that they now approve of the bobcat living nearby: Mr. Gomez is teaching kids how to be safe around wild animals (with Amber and Sara's help); Ross is no longer scared; Officer Lee (the Fish and Game officer) has brought the bobcat back to the mountain.

RL.2.3 *Describe how characters in a story respond to major events and challenges.*

DOWN THE STREAM

STORY SUMMARY

The students in Mr. Carver's class form two teams to debate whether the Copper Canyon Mine should reopen or not. Best friends Amber Moss and Sara Gomez are on opposite sides of the debate. Amber thinks the issue is simple—the mine should stay closed because copper mining creates toxic waste that makes people sick. Sara doesn't tell her why she disagrees, but she begins avoiding Amber.

Lissa James, a thin, sickly classmate, explains that the kids in town want the mine reopened because their parents need jobs. Lissa, however, wants the mine to stay closed. This confuses Amber, since she knows Lissa's family is struggling because her father is out of work. Amber and Lissa begin researching the mine together. Meanwhile, Sara refuses to even speak with Amber.

Amber visits Lissa at her home beside Copper Creek, and finds out that Lissa's whole family is chronically ill. Amber suspects they are being poisoned by copper and other toxic mine waste that has entered the creek. Amber leaves a phone message asking Sara to meet her at Lissa's house to help test the creek water. Sara does come. She explains that she wanted the mine opened because her parents had invested in the mine to make money for her college education.

The test results show that the water does contain toxic waste. Amber's mom helps Lissa's family get medical treatment for copper poisoning. The town votes to keep the mine closed and to create new jobs in environmental cleanup.

RESOURCES FOR STUDENTS AND TEACHERS

The links below take you to a list of challenge words, vocabulary and comprehension activities, and suggestions for extending some of the activities. There are worksheets to be printed out and completed by students, as well as suggestions for whole-class discussions. Answer keys, Common Core State Standards correlations, and teaching suggestions are included.

[Challenge Words](#)

[Vocabulary Activities](#)

[Comprehension Activities](#)

CHALLENGE WORDS

always

brother brothers

canyon

college

doctor

family

friend friend's friends

library

looked

lose

money

Mr.

Mrs.

office

reins

school

sorry

talk talked talking

today

told

walked

wanted

worked

Teaching Notes for CHALLENGE WORDS

You may wish to introduce the Challenge Words to students before they read the story. The following ideas may help you preteach the words and also build vocabulary. (Common Core State Standards follow each item.)

1. Have students follow along as you read the Challenge Words aloud. As you read each word, have a volunteer tell what it means.
RF.1.2 *Demonstrate understanding of spoken words, syllables, and sounds (phonemes).*
2. Use “A few words about horses” on the first page of *Down the Stream* to teach the Challenge Word *reins*.
3. Have volunteers use each Challenge Word in an oral sentence.
SL.1.6 *Produce complete sentences when appropriate to task and situation.*
4. Randomly name one of the Challenge Words, and have students race to find the word in the story (most Challenge Words are used several times). Depending on your students’ skill levels, you may need to give them a specific chapter or a small range of pages to scan for the word. Have the student who finds the word read aloud the sentence it is in.
RF.1.3g *Recognize and read grade-appropriate irregularly spelled words.* **SL.1.6** *Produce complete sentences when appropriate to task and situation.*

Name _____

WHICH ONE DOESN'T BELONG?

Circle the word in each line that does not belong.

- | | | | |
|-----------|----------|---------|---------|
| 1. school | sorry | college | library |
| 2. now | today | always | told |
| 3. office | mountain | creek | canyon |
| 4. walked | talked | lose | worked |
| 5. money | brother | friend | doctor |

Name _____

WHICH ONE IS IT?

Read these sentences. They tell *how many*.

I have *one sister*.

Marta has *two sisters*.

Read these sentences. They tell *who has or owns a thing*.

My sister has a car.

It is my *sister's* car.

The *'s* in *sister's* shows that my sister owns the car. It is her car.

Complete each sentence by drawing a circle around the correct choice and writing it on the line.

1. Amber and Lissa are _____.

friend's friends

2. Amber went to her _____ house.

friend's friends

3. Lissa held her _____ hand.

brother's brothers

4. Lissa has two _____.

brother's brothers

Teaching Notes for Vocabulary Activities

WHICH ONE DOESN'T BELONG?

Answer Key

1. sorry
2. told
3. office
4. lose
5. money

RF.1.3g *Recognize and read grade-appropriate irregularly spelled words.* **L.1.5a** *Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.*

Extend the Activity For each numbered item, have students discuss what the category is. Answers will vary; for example, **1.** Could be “places you learn” or “buildings.” Then have students suggest another word that would fit into that category. **L.1.5b** *Define words by category and by one or more key attributes (e.g. a duck is a bird that swims; a tiger is a large cat with stripes).*

WHICH ONE IS IT?

Answer Key

1. friends
2. friend's
3. brother's
4. brothers

L.3.2d *Form and use possessives.*

Extend the Activity Point out the Challenge Word *family*. Write this sentence for students: *My family's last name is* (complete with your name). Ask students to write another sentence that uses the possessive form of *family*. Then write this sentence for students: *There were three families at the party*. Explain that to form the plural of *family* you change the *-y* to *-i* and add *-es*. Ask students to write another sentence that uses the plural form of *family*. **L.3.2d** *Form and use possessives.* **L.3.1b** *Form and use regular and irregular plural nouns.*

Name _____

RETELL IT!

Finish the sentences. Use the words in the box to fill in the blanks.

copper	stay closed	sick	open	money	creek
---------------	--------------------	-------------	-------------	--------------	--------------

1. At first, most of the kids in Amber's class want the mine to _____.
2. Amber and Lissa think the mine is making people _____.
3. Sara hopes the mine will make her parents _____.
4. Mrs. Moss helps the girls test the _____.
5. The test results show there is _____ in the water.
6. In the end, the town votes that the mine will _____.

Name _____

“NO” TEAM OR “YES” TEAM?

The “Yes” team wants the mine to open.

The “No” team wants to keep the mine closed.

Write *YES* beside the things the “Yes” team thinks. (“Yes, open the mine because...”).

Write *NO* beside the things the “No” team thinks. (“No, keep it closed, because...”).

1. _____ The mine is making people sick.
2. _____ People in Copper Canyon need jobs at the mine.
3. _____ If the mine is open people can make money.
4. _____ The toxic stuff in the water hurts animals.

WRITE IT!

Do you think it is good that the mine will stay closed? How will people in Copper Canyon get jobs? Write about it.

Teaching Notes for Comprehension Activities

DISCUSSION QUESTIONS

The *Retell It!* activity (see *Answer Key* below) will help students review story events. You may also use these questions to build students' reading, speaking, and listening skills.

- 1. What does Sara do that shows Amber that Sara is upset with her?** (On the first day she leaves the classroom without waiting for Amber; she doesn't talk to her after that; she even ignores Amber when Amber pursues her on Switchback Trail.)
- 2. Reread page 15. What does Amber see that explains why Sara is upset?** (She sees a banner at Copper Canyon Ranch that says "Copper Canyon Mine—YES!")
- 3. Do you think it was fair of Sara to act as she did to Amber? Why or why not?** (Answers will vary. Some students may think that since money for college was so important, Sara's anger was understandable; students may also feel that because Amber was new to town she should have learned more about people's reasons for wanting the mine before being so outspoken.)
- 4. Reread the last paragraph on page 28 and page 29. Why did Sara change her mind in the end?** (Possible answer: she decided her friends and their health were more important than money.)
- 5. Can you think of a better way that the girls could have solved their problem with each other?** (Answers will vary.)

The questions and answers above meet the **College and Career Readiness Anchor Standard for Speaking and Listening, Comprehension and Collaboration 1: *Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly.***

CCSS met: RL.5.3 *Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).*

Extend the Activity Have students discuss productive ways to solve disagreements with friends in their own lives.

RETELL IT!

Answer Key

1. open
2. sick
3. money
4. creek
5. copper
6. stay closed

RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

“NO” TEAM OR “YES” TEAM?

Answer Key

1. NO
2. YES
3. YES
4. NO

RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

WRITE IT!

Tell students that they are writing an opinion, and that they should give reasons for the opinion. Students should note that the story says people will get jobs cleaning up the toxic waste. Encourage them to include opinions about that in their responses.

W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

GETTING AWAY

STORY SUMMARY

Amber and her mom have only lived in Copper Canyon for a short time. Amber's best friend is Sara, whose family runs a horse ranch. When Amber fails to make the basketball team at her new school, she is angry and hurt. She lashes out at the girls on the team, and even turns her back on Sara.

Amber's mom works long hours in Belmont, a nearby town. One day, wanting to get away from Copper Canyon, Amber goes to Belmont with her mom. As Amber looks at earrings at the Belmont Mall, a high school girl named Terry befriends her. On the way home, Amber is dismayed to discover that Terry has shoplifted the earrings Amber admired and put them into Amber's bag as a "gift."

Soon Amber is meeting Terry at the mall on a regular basis, and keeping the things Terry shoplifts for her. Amber starts to like the thrill of it. But when Terry pressures Amber herself to shoplift, she is miserable. Feeling she has no choice, Amber tries to steal a skirt—and is caught. Terry disappears.

Amber's mom is called; but neither she nor the mall officer can get Amber to name her accomplice. After she is released, Amber tells her mom how unhappy she has been, and accidentally names Terry. Her mom tells the police, who catch Terry shoplifting. Amber takes back the stolen items, writes an apology, and is grounded. The only place she is allowed to go is Copper Canyon Ranch—which is exactly where she wants to be: with her best friend Sara, and the horses they love.

RESOURCES FOR STUDENTS AND TEACHERS

The links below take you to a list of challenge words, vocabulary and comprehension activities, and suggestions for extending some of the activities. There are worksheets to be printed out and completed by students, as well as suggestions for whole-class discussions. Answer keys, Common Core State Standards correlations, and teaching suggestions are included.

[Challenge Words](#)

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[Comprehension Activities](#)

CHALLENGE WORDS

ball

barrel barrels

basketball

canyon

door doors

finding

floor

fold folded

friend friends

gallop

honey

mall

Mrs.

never

office

officer

police

push pushed

reins

school

shoplifter shoplifters shoplifting

sorry

talk talking

tall taller tallest

today

told

took

walked walking

wanted

you're

Teaching Notes for CHALLENGE WORDS

You may wish to introduce the Challenge Words to students before they read the story. The following ideas may help you preteach the words and also build vocabulary. (Common Core State Standards follow each item.)

1. Have students follow along as you read the Challenge Words aloud. As you read each word, have a volunteer tell what it means.
RF.1.2 *Demonstrate understanding of spoken words, syllables, and sounds (phonemes).*
2. Use “A few words about horses” on the first page of *Getting Away* to teach the Challenge Words *gallop* and *reins*.
3. Have volunteers use each Challenge Word in an oral sentence.
SL.1.6 *Produce complete sentences when appropriate to task and situation.*
4. Randomly name one of the Challenge Words, and have students race to find the word in the story (most Challenge Words are used several times). Have the student who finds the word read aloud the sentence it is in.
RF.1.3g *Recognize and read grade-appropriate irregularly spelled words.* **SL.1.6** *Produce complete sentences when appropriate to task and situation.*

Name _____

MATCH IT!

Draw lines to connect the words with the meanings.

mall

a sport played by a team

shoplifters

people who stop crime

basketball

people who steal from shops

police

a place to shop

office

a place to work

Name _____

WORDS THAT COMPARE

Read these sentences. They compare the size of things. They all use a form of *small*.

Jeans are *small*.

A skirt is *smaller* than jeans.

Earrings are the *smallest* of all.

Fill in the blanks to compare things. Use each word in the box in one of the blanks below.

tallest	harder
tall	hardest
taller	hard

1. A lot of girls on the basketball team were _____.
2. Some were _____ than Amber.
3. Who is the _____ of them all?
4. It was _____ for Amber to get used to life in Copper Canyon.
5. It was even _____ when she did not make the basketball team.
6. Getting caught shoplifting was the _____ of all.

Teaching Notes for Vocabulary Activities

MATCH IT!

Answer Key

mall: a place to shop

shoplifters: people who steal from shops

basketball: a sport played by a team

police: people who stop crime

office: a place to work

RF.1.3g *Recognize and read grade-appropriate irregularly spelled words.* **L.5.5c** *Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.*

WORDS THAT COMPARE

Answer Key

1. tall
2. taller
3. tallest
4. hard
5. harder
6. hardest

L.3.1g *Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.*

Extend the Activity Have students use other words in *Getting Away* to make comparisons. Examples include *late* (*later, latest*) and *cute* (*cuter, cutest*).

L.3.1g *Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.*

Name _____

RETELL IT!

Finish the sentences. Use each word in the box in one of the blanks below.

skirt

mall

care

shoplifts

bad

caught

1. When Amber does not make the team, she feels _____.
2. Amber goes to the _____ and meets Terry.
3. Terry _____ some earrings.
4. Terry wants Amber to steal a _____.
5. Amber gets _____.
6. In the end, Amber knows she has people who _____ for her.

Name _____

WHO'S IT ABOUT?

Write **A** beside the things that are about Amber.

Write **T** beside the things that are about Terry.

Write **AT** beside the things that are about Amber AND Terry.

1. _____ likes to shoplift
2. _____ does not want to shoplift
3. _____ wants a friend
4. _____ steals earrings
5. _____ finds out that people care

WRITE IT!

How are Amber and Terry the same? Write about it.

How are Amber and Terry different? Write about it.

Teaching Notes for Comprehension Activities

DISCUSSION QUESTIONS

The *Retell It!* activity (see *Answer Key* below) will help students review story events. You may also use these questions to build students' reading, speaking, and listening skills.

- 1. Look at the first three paragraphs on page 22. What does Amber do when she finds out Terry has shoplifted the earrings for her?** (She says she likes them, though she can't look at Terry.) **Why do you think Amber acts that way?** (She feels uncomfortable; she doesn't know what to do.)
- 2. Now read page 23. How do Amber's feelings about shoplifting start to change?** (She starts to like watching Terry shoplift; she admires how "cool" Terry is.)
- 3. Read the last line of page 23 and page 24. When do Amber's feelings about shoplifting change again?** (Her feelings change when Terry tries to make *her* do it.)
- 4. What do you think Amber's and Terry's *real* reasons for shoplifting were?** (Answers will vary but should reflect understanding that Amber and Terry both felt mad, angry, alone, and "uncared-about.")
- 5. What do you think Amber and Terry learned?** (Sample answers: That even when you mess up, you can fix things; that people *do* care about you, even when you make mistakes.)

The questions and answers above meet the **College and Career Readiness Anchor Standard for Speaking and Listening, Comprehension and Collaboration 1: *Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly.***

CCSS met: RL.4.1 *Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.* **RL.5.2** *Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.*

RETELL IT!

Answer Key

1. bad
2. mall
3. shoplifts
4. skirt
5. caught
6. care

RL.3.1 *Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers.*

WHO'S IT ABOUT?

Answer Key

1. T
2. A
3. AT
4. T
5. AT

RL.5.3 *Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).*

RL.1.3 *Describe characters, settings, and major events in a story, using key details.*

WRITE IT!

Have students use the information in the *Who's It About?* activity and in the story to write a few sentences about how Amber and Terry are alike and different.

RL.5.3 *Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).*

RL.4.3 *Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).*

W.1.1 *Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.*

Extend the Activity Have students work in pairs to role play a conversation Amber and Terry might have the next time they see each other.

RL.5.3 *Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).*

HAY FEVER

STORY SUMMARY

Amber Moss and Sara Gomez are best friends. They often ride horses together at Copper Canyon Ranch, which is owned and run by Sara's mom and dad. Rex is Amber's horse, and Duke is Sara's. One day, Amber goes to the ranch for a ride and finds out that a horse named Lizzie is very ill. Then Lizzie dies, and the family believes she has been poisoned.

More horses at the ranch get sick, and the police are called in. A new ranch hand is suspected, but there is no proof he is involved. Then Amber's horse Rex gets sick, and Amber fears he will die. Amber and her mom take Rex to the animal hospital and wait many hours there. Eventually they find out that the horses became sick from eating poisonous oak leaves which were accidentally mixed into their hay. Rex is treated and survives. Amber decides that she wants to become a vet someday so that she can help sick horses to get better.

RESOURCES FOR STUDENTS AND TEACHERS

The links below take you to a list of challenge words, vocabulary and comprehension activities, and suggestions for extending some of the activities. There are worksheets to be printed out and completed by students, as well as suggestions for whole-class discussions. Answer keys, Common Core State Standards correlations, and teaching suggestions are included.

[Challenge Words](#)

[Vocabulary Activities](#)

[Comprehension Activities](#)

CHALLENGE WORDS

below

blood

canyon

chocolate

corral

doctor doctor's doctors

friend friendly friends

good-bye

hooves

hospital

looked looks

mold

Mr.

Mrs.

nickered

office

officer

own

poison poisoned

police

reins

saddles

stall stalls

station

table

talk talked talking

there's

walked walking

wanted

Teaching Notes for CHALLENGE WORDS

You may wish to introduce the Challenge Words to students before they read the story. The following ideas may help you preteach the words and also build vocabulary. (Common Core State Standards follow each item.)

1. Have students follow along as you read the Challenge Words aloud. As you read each word, have a volunteer tell what it means.
RF.1.2 *Demonstrate understanding of spoken words, syllables, and sounds (phonemes).*
2. Use “A few words about horses” on the first page of *Hay Fever* to teach the Challenge Words *hooves, nickered, reins, saddles, and stall*.
3. Have volunteers use each Challenge Word in an oral sentence.
SL.1.6 *Produce complete sentences when appropriate to task and situation.*
4. Randomly name one of the Challenge Words, and have students race to find the word in the story (most Challenge Words are used several times). Depending on your students’ skill levels, you may need to give them a specific chapter or a small range of pages to scan for the word. Have the student who finds the word read aloud the sentence it is in.
RF.1.3g *Recognize and read grade-appropriate irregularly spelled words.* **SL.1.6** *Produce complete sentences when appropriate to task and situation.*

Name _____

PEOPLE AND WORK

Fill in the blanks below to make sentences. Use the words in the box.

stalls	corral
office	hospital
station	officer

1. An _____ is a place where people work.
2. An animal doctor works in an animal _____.
3. Police work at a police _____.
4. If you are in the police you are an _____.
5. *Outside* a barn a ranch hand works in a _____.
6. *Inside* a barn, a ranch hand cleans _____.

Name _____

MAKE IT SHORT

Mrs. Moss is one of the people in *Hay Fever*. ***Mrs.*** is a short way to write the word, but we say it as ***Missiz***. Here are some other titles people use. Each one starts with a capital letter and ends with a period.

Mr. (Say it as *Mister*): a man

Ms. (Say it as *Miz*): a woman

Dr. (Say it as *Doctor*): a doctor

Draw lines to connect the people with their titles.

Sara's mom

Mr. Gomez

A doctor with the
last name Reed

Ms. Lim

A woman with the
last name Lim

Mrs. Gomez

Sara's dad

Dr. Reed

Use titles to write the names of two people you know.

1. _____

2. _____

Teaching Notes for Vocabulary Activities

PEOPLE AND WORK

Answer Key

1. office
2. hospital
3. station
4. officer
5. corral
6. stalls

RF.1.3g *Recognize and read grade-appropriate irregularly spelled words.* **RF.4.c** *Use context to confirm or self-correct word recognition and understanding, rereading as necessary.*

MAKE IT SHORT

Answer Key

Sara's mom: Mrs. Gomez

A doctor with the last name Reed: Dr. Reed

A woman with the last name Lim: Ms. Lim

Sara's dad: Mr. Gomez

Write names: Answers will vary.

L.5.2 *Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.*

Extend the Activity Work with students to read and write other abbreviations such as road names (*St., Ave., Blvd.*), months, and days of the week.

L.5.2 *Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.*

Name _____

RETELL IT!

Put the story events in the correct order. Number them 1–6.

_____ Rex gets sick and has to go to the hospital.

_____ The doctors give Rex charcoal and oils to treat him.

_____ Lizzie gets sick and dies.

_____ Mr. Gomez tells Mrs. Moss the poison came from oak leaves.

_____ Chaz and Mr. Gomez burn the bad hay.

_____ Mrs. Gomez calls the police.

Name _____

TRUE OR FALSE?

Some of the statements are true. Some are false. Write *T* beside the statements that are true. Write *F* beside the statements that are false. If the statement is false, write *why* it is false on the line beside it.

1. _____ Horses at Copper Canyon were getting sick. _____
2. _____ The vet saved Lizzie. _____
3. _____ Chaz poisoned the horses. _____
4. _____ Rex ate hay with oak leaves in it. _____
5. _____ TV news people came to Copper Canyon Ranch. _____

WRITE IT!

If you were Amber, what would you say on TV about Copper Canyon Ranch? Write it.

Teaching Notes for Comprehension Activities

DISCUSSION QUESTIONS

The *Retell It!* activity (see *Answer Key* below) will help students review story events. You may also use these questions to build students' reading, speaking, and listening skills.

- 1. Reread page 18. How does Amber describe Chaz? (as the man with green hair) Do you think Chaz's hair color makes a difference in how anyone feels about him? Explain.** (Answers will vary. Students may feel that his green hair will make the police distrust him.)
- 2. What happens to Chaz in the story?** (He is suspected of poisoning the horses and is fired; the Gomez family rehires him when they discover what is really poisoning the horses.)
- 3. Reread the first paragraph on page 36. What does Amber realize about Chaz?** (Possible answer: that hair color doesn't have anything to do with whether you're nice or not.)
- 4. Chapter 4 is named *Better Than a Friend*. Who is "better than a friend?" Why do you think the author named the chapter this?** (Students may need to reread page 24 to answer. The title refers to the fact that Amber thinks Rex is better than a friend; the author named it this to show how important Amber's sick horse is to her.)
- 5. Chapter 7 is named *Big News*. Why do you think the author named the chapter this?** (The title refers to the TV news show; the "big news" could be about how horses can get sick and how people can prevent it; or that Copper Canyon Ranch and Amber were on TV; or even that Amber wants to be a vet when she grows up. Discuss how authors often create titles with multiple meanings.)

The questions and answers above meet the **College and Career Readiness Anchor Standard for Speaking and Listening, Comprehension and Collaboration 1: *Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly.***

CCSS met: RL.4.1 *Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.* **RL.3.5** *Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.*

RETELL IT!

Answer Key

Events should be numbered as follows: 3, 5, 1, 4, 6, 2

RL.2.7 *Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.*

TRUE OR FALSE?

Answer Key

1. T
2. F (Lizzie died, but the vet did save Rex.)
3. F (Chaz was initially suspected, but he was innocent; it was oak leaves in the hay that poisoned the horses.)
4. T
5. T

RL.2.7 *Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.*

WRITE IT!

Have students discuss the difference between the type of language that you use in writing (formal) and the type of language that you use when speaking (informal). Then have students use the information in the story to write a few sentences that Amber might say. Remind students to use the “I” form (first-person point of view) of writing.

L.2.3 *Use knowledge of language and its conventions when writing, speaking, reading, or listening.*

L.2.3a *Compare formal and informal uses of English.*

W.5.3 *Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.*

W.5.3a *Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.*

Extend the Activity Have students read their written speeches aloud, as if they are talking to a reporter.

SL.2.4 *Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.*

PARTY GIRL

STORY SUMMARY

Amber is planning to go to a high school party with Steve, and she convinces her friend Sara to go with her. They want to be as “cool” as the older kids. They lie to their parents to get permission to go to the party. Although Amber has fun at first, the party gets too rowdy. She thinks the high-school students act foolish, and Steve drinks and behaves badly. Meanwhile Sara, dressed in cute new clothes, is the center of attention.

When Amber decides to go home, she finds Sara outside with Tim, a high school boy. Amber leaves alone, angry with all of them. On her way home, she thinks about how Sara was acting, and realizes her friend needs help. She remembers that Tim has a girlfriend named Amy, and she calls her. When Amy goes to the party and confronts Tim, Amber goes with her and leaves with Sara. Amber and Sara don’t talk much for a few days, but then realize they would rather have each other as friends than worry about whether others think they are “cool.”

RESOURCES FOR STUDENTS AND TEACHERS

The links below take you to a list of challenge words, vocabulary and comprehension activities, and suggestions for extending some of the activities. There are worksheets to be printed out and completed by students, as well as suggestions for whole-class discussions. Answer keys, Common Core State Standards correlations, and teaching suggestions are included.

[Challenge Words](#)

[Vocabulary Activities](#)

[Comprehension Activities](#)

CHALLENGE WORDS

brother

clothes

couldn't

ever

eyes

friend friend's friends

guess

hoof

looked looking looks

Mrs.

older

reins

rowdy

saddled

school

talk talked talking

tall

walked

wanted

wear

Teaching Notes for CHALLENGE WORDS

You may wish to introduce the Challenge Words to students before they read the story. The following ideas may help you preteach the words and build vocabulary. (Common Core State Standards follow each item.)

1. Have students follow along as you read the Challenge Words aloud. As you read each word, have a volunteer tell what it means.
RF.1.2 *Demonstrate understanding of spoken words, syllables, and sounds (phonemes).*
2. Use “A few words about horses” on the first page of *Party Girl* to teach the Challenge Words *hoof*, *reins*, and *saddled*.
3. Have volunteers use each Challenge Word in an oral sentence.
SL.1.6 *Produce complete sentences when appropriate to task and situation.*
4. Randomly name one of the Challenge Words, and have students race to find the word in the story (most Challenge Words are used several times). Give students two or three page numbers to scan for the word. Have the student who finds the word identify the page number and read aloud the sentence it is in.
RF.1.3g *Recognize and read grade-appropriate irregularly spelled words.* **SL.1.6** *Produce complete sentences when appropriate to task and situation.*

Name _____

WORD FORMS

Read the sentences. Each one uses a form of the word *walk*.

Last week Amber *walked* to the party.

Now Sara *is walking* to class.

Next week the girls *will walk* to school.

Words like *last week*, *now*, and *next week* are clues. They tell you *when* things take place. They help you know what form of the action word to use.

Fill in the blanks. Use each word in the box in one of the blanks below.

talk	looks
talked	looked
talking	looking

1. Last week Amber _____ to Sara on the phone.
2. Now she is _____ to Amy on the phone.
3. Who will she _____ to next?
4. Last week Sara _____ for an outfit with her mom.
5. Now Amber is _____ at Sara's new outfit.
6. Now Sara _____ at Amber's big earrings.

Name _____

PEOPLE, PLACES, AND THINGS

Where does each word from *Party Girl* belong? Write it on the correct line.

school	friends	reins	brother	clothes	ranch
--------	---------	-------	---------	---------	-------

People

Places

Things

Teaching Notes for Vocabulary Activities

WORD FORMS

Answer Key

1. talked
2. talking
3. talk
4. looked
5. looking
6. looks

L.1.1e Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home.) **L.3.1.e** Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. **L.4.1.b** Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. **L.5.1.c** Use verb tense to convey various times, sequences, states, and conditions.

Extend the Activity Have students identify the root words (*walk, talk, look*) and their forms (*walked, walking, talked, talking, looks, looked, looking*).

L.1.4c: Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).

PEOPLE, PLACES, AND THINGS

Answer Key

People: *friends, brother*

Places: *school, ranch*

Things: *clothes, reins*

L.1.5A Sort words into categories (e.g., *colors, clothing*) to gain a sense of the concepts the categories represent.

Extend the Activity Have students find other words in *Party Girl* that fit under each category.

Name _____

RETELL IT!

Finish each sentence by drawing a circle around the correct word or words.

1. Steve wants to take Amber to a
park party ranch
2. Amber and Sara want to be
old fools cool
3. At the party, kids act
rowdy shy nice
4. Tim makes moves on
Amy Sara Amber
5. Amber calls
Amy Sara her dad
6. In the end, the girls are happy they are
friends cool grounded

Name _____

MATCH IT!

Draw lines to connect the people to what they do in the story.

Amber	drinks and acts rude
Sara	fights with Tim
Tim	makes a big mistake at the party
Steve	helps a friend in need
Amy	cheats on his girl friend

WRITE IT!

Pick one of the people from the list above. Do you think he or she would be a good friend? Why or why not?

Teaching Notes for Comprehension Activities

DISCUSSION QUESTIONS

The *Retell It!* activity (see *Answer Key* below) will help students review story events. You may also use these questions to build students' reading, speaking, and listening skills.

- 1. Read paragraphs 2 and 3 on page 22. What is happening in this part of the story?**
(Amber is looking for Sara.)
- 2. Look at the picture on page 23. What does it show?** (Amber on the porch, looking for Sara; the party is going on behind her.)
- 3. Which tells you more about how Amber is feeling—the picture or the text? Explain.**
(Students will probably think the picture does, because Amber looks worried and confused.)
- 4. What does “I’ll Watch Your Back” mean to Amber and Sara?** (Sample answers: to help each other stay safe; to help each other get out of bad situations when they happen)
- 5. What does the saying mean in your own life?** (Answers will vary.)

The questions and answers above meet the **College and Career Readiness Anchor Standard for Speaking and Listening, Comprehension and Collaboration 1: *Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly.***

CCSS met: RL 4.7 *Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text; RL.5.4* *Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.*

RETELL IT!

Answer Key

1. party
2. cool
3. rowdy
4. Sara
5. Amy
6. friends

RL.3.1 *Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers.*

MATCH IT!

Answer Key

Students should connect the following people and actions:

Amber: helps a friend in need

Sara: makes a big mistake at the party

Tim: cheats on his girlfriend

Steve: drinks and acts rude

Amy: fights with Tim

RL.1.3 *Describe characters, settings, and major events in a story, using key details.*

WRITE IT!

Have students choose a story character from the list in “Match It!” Point out that they are giving an *opinion*. Encourage them to support their opinions with information from the story.

RL.4.3 *Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).*

W.1.1 *Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.*

Extend the Activity Have students work in pairs to role-play a conversation between two story characters. They could role-play a story conversation or a “new” conversation between characters, such as:

- Amber and Steve when they see each other for the first time after the party
- Steve and his brother Dave the day after the party
- Sara and Amy when they see each other at Copper Canyon Ranch for the first time after the party
- Sara and Tim when they accidentally meet each other

RL.5.3 *Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).*