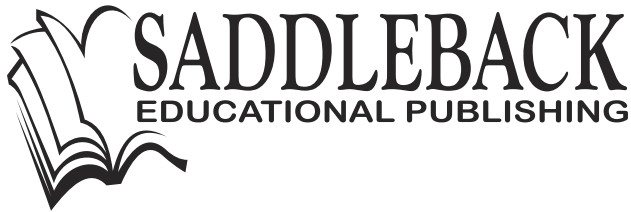


Focus **ON READING**

Tangerine

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This is a sample not intended for classroom use.



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Introduction/Classroom Management

WELCOME TO *FOCUS ON READING*

Focus on Reading literature study guides are designed to help all students comprehend and analyze their reading. Many teachers have grappled with the question of how to make quality literature accessible to all students. Students who are already avid readers of quality literature are motivated to read and are familiar with prereading and reading strategies. However, struggling readers frequently lack basic reading skills and are not equipped with the prior knowledge and reading strategies to thoroughly engage in the classroom literature experience.

Focus on Reading is designed to make teachers' and students' lives easier! How? By providing materials that allow all students to take part in reading quality literature. Each *Focus on Reading* study guide contains activities that focus on vocabulary and comprehension skills that students need to get the most from their reading. In addition, each section within the guide contains before-reading **Focus Your Reading** pages containing tools to ensure success: **Vocabulary Words to Know**, **Things to Know**, and **Questions to Think About**. These study aids will help students who may not have the prior knowledge they need to truly comprehend the reading.

USING *FOCUS ON READING*

Focus on Reading is designed to make it easy for you to meet the individual needs of students who require additional reading skills support. Each *Focus on Reading* study guide contains teacher and student support materials, reproducible student activity sheets, an end-of-book test, and an answer key.

- **Focus on the Book**, a convenient reference section for the teacher, provides a brief overview of the entire book including a synopsis, information about the setting, author data, and historical background.
- **Focus Your Knowledge**, a reference page for students, is a whole-book, prereading activity designed to activate prior knowledge and immerse students in the topic.

The study guide divides the novel into 6 manageable sections to make it easy to plan classroom time. Five activities are devoted to each section of the novel.

Before Reading

- **Focus Your Reading** consists of 3 prereading sections:

Vocabulary Words to Know lists and defines 10 vocabulary words students will encounter in their reading. Students will not have to interrupt their reading to look up, ask for, or spend a lot of time figuring out the meaning of unfamiliar words. These words are later studied in-depth within the lesson.

Things to Know identifies terms or concepts that are integral to the reading but that may not be familiar to today's students. This section is intended to "level the playing field" for those students who may not have much prior knowledge about the time period, culture, or theme of the book. It also gets students involved with the book, increasing interest before they begin reading.

Questions to Think About helps students focus on the main ideas and important details they should be looking for as they read. This activity helps give students a *purpose* for reading. The goal of these guiding questions is to build knowledge, confidence, and comfort with the topics in the reading.

During Reading

- **Build Your Vocabulary** presents the 10 unit focus words in the exact context of the book. Students are then asked to write their own definitions and sentences for the words.
- **Check Your Understanding: Multiple Choice** offers 10 multiple-choice, literal comprehension questions for each section.

Check Your Understanding: Short Answer contains 10 short-answer questions based on the reading.

After Reading

- **Deepen Your Understanding** is a writing activity that extends appreciation and analysis of the book. This activity focuses on critical-thinking skills and literary analysis.
- **End-of-Book Test** contains 20 multiple-choice items covering the book. These items ask questions that require students to synthesize the information in the book and make inferences in their answers.

CLASSROOM MANAGEMENT

Focus on Reading is very flexible. It can be used by the whole class, by small groups, or by individuals. Each study guide divides the novel into 6 manageable units of study.

This literature comprehension program is simple to use. Just photocopy the lessons and distribute them at the appropriate time as students read the novel.

You may want to reproduce and discuss the **Focus Your Knowledge** page before distributing the paperbacks. This page develops and activates prior knowledge to ensure that students have a grounding in the book before beginning reading. After reading this whole-book prereading page, students are ready to dive into the book.

The **Focus Your Reading** prereading activities are the keystone of this program. They prepare students for what they are going to read, providing focus for the complex task of reading. These pages should be distributed before students actually begin reading the corresponding section of the novel. There are no questions to be answered on these pages; these are for reference and support during reading. Students may choose to take notes on these pages as they read. This will also give students a study tool for review before the **End-of-Book Test**.

The **Focus Your Reading** pages also provide an excellent bridge to home. Parents, mentors, tutors, or

other involved adults can review vocabulary words with students, offer their own insights about the historical and cultural background outlined, and become familiar with the ideas students will be reading about. This can help families talk to students in a meaningful way about their reading, and it gives the adults something concrete to ask about to be sure that students are reading and understanding.

The **Build Your Vocabulary** and **Check Your Understanding: Multiple Choice** and **Short Answer** activities should be distributed when students begin reading the corresponding section of the novel. These literature guide pages are intended to help students comprehend and retain what they read; they should be available for students to refer to at any time during the reading.

Deepen Your Understanding is an optional extension activity that goes beyond literal questions about the book, asking students for their own ideas and opinions—and the reasons behind them. These postreading activities generally focus on literary analysis.

As reflected in its title, the **End-of-Book Test** is a postreading comprehension test to be completed after the entire novel has been read.

For your convenience, a clear **Answer Key** simplifies the scoring process.

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Focus on the Book

Synopsis

Paul Fisher moves from Texas to Tangerine County, Florida, with his brother, Erik, and his parents. Paul lives in the shadow of his brother, who is a high school football star. His parents seem to care more about Erik and his football career than they do about Paul. Paul is legally blind, and he cannot remember how he lost his eyesight. Even though his vision is impaired, he is perceptive and sees things that others do not.

Paul starts school at Lake Windsor Downs Middle School. He joins the soccer team, but the coach informs him that he is ineligible to play because he is legally blind. Paul gets a second chance when part of the school falls into a sinkhole, and he is relocated to Tangerine Middle School. There he joins the soccer team; no one knows that he is legally blind. Although he has a hard time fitting in with the other players at first, he is eventually accepted.

Throughout the book Paul struggles to remember what happened to his eyesight. He remembers that Erik had something to do with it. He knows that his brother is evil, and he does not trust Erik or Erik's sidekick, Arthur. Paul faces many of his fears about his brother, and by the end of the book, he is no longer afraid of Erik.

Paul strives to prove that he can see. He wants people to realize that he sees more than they do. He sees the kind of person Erik is. He sees what Erik does to hurt others. By the conclusion of the novel, Paul remembers the horrible way he lost his eyesight, and his parents learn of Erik's faults.

About the Author

Edward Bloor was born on October 12, 1950, in Trenton, New Jersey. He started playing soccer when he was eight years old and continued through college at Fordham University in New York. He graduated with a Bachelor of Arts in 1973. After living in New York, Boston, and London, he moved to Florida and became a middle school language arts teacher. In 1984, he married his wife, Pamela. She was also and currently is a middle school language arts teacher. They have two children, Amanda and Spencer.

As a child, Bloor always enjoyed writing. He was inspired by his seventh grade teacher, who asked him to put on a series of commercials in front of the school.

He also wrote plays and stories to entertain his friends and family. Bloor read a lot during his childhood. His favorite books were about sports.

Bloor is currently an editor of reading and language arts textbooks. Part of his job is to read young adult novels. He also continues to write young adult novels.

Bloor published his first book, *Tangerine*, in 1997. Since then, he has received several awards. He was featured as a *Publishers Weekly* Flying Starts author in 1997. *Tangerine* was a 1997 American Bestseller Pick of the Lists, an ALA Top 10 best book, a *Horn Book* Fanfare Book, a *Publishers Weekly* Best Book of the Year, and an Edgar Award nominee.

Historical Background

Although Tangerine County and Lake Windsor Downs are fictional places in Florida, Edward Bloor writes of common occurrences in northern Florida. Since Bloor has lived in Florida for quite some time, he incorporates what he knows about the state in *Tangerine*. Sinkholes, muck fires, and lightning strikes do, in fact, occur in northern Florida. Bloor's inspiration for the novel was the destruction of the citrus groves all around him. In his part of northern Florida, the area has been in a state of transition between the old citrus economy and the new economy that has taken its place. Bloor writes of this transition. In the book, citrus groves are still a part of the economy. The Cruz family still relies on their citrus groves for income. On the other hand, a large part of Tangerine County has been covered by new developments like the one Paul lives in. The trees have been burned, and new houses have been planted in their place.

People who do not live in this area of Florida may think the book is science fiction. They do not realize that the occurrences in *Tangerine* are reality in northern Florida.

Focus Your Knowledge

Although Tangerine County and Lake Windsor Downs are fictional, we know that they are somewhere in northern Florida where the citrus industry was once important.

- Look at the map below. Where does Paul live before he moves to Tangerine? Label where you think Tangerine County might be located on the map. In what part of Tangerine County is Lake Windsor Downs?
- Football is an important part of life in the South. Many people are football fans. Why do you think this is so?
- People in Tangerine still rely on the citrus industry for their income. What are the pros and cons of relying on farming to provide for the family?



Focus Your Reading

Vocabulary Words to Know

Study the following words and definitions. You will meet these words in your reading. Be sure to jot down in your word journal any other unknown words from the reading.

tomb—a chamber or vault for the dead
receding—growing smaller; decreasing in size

predator—one that preys, destroys, or devours

hurtling—moving rapidly or forcefully

billowing—rising or rolling in waves or surges

retention—the act of keeping in possession or in tact

exploits—notable or heroic acts

calisthenics—systematic bodily exercises performed without using equipment

torque—a turning or twisting force

benefactor—a person who benefits another; one who makes a gift

Things to Know

Here is some background information about this section of the book.

A **median strip** is a paved or planted narrow area of land between lanes on a highway.

A **foyer** is an entrance hallway usually at the front door of a house.

A **great room** is a large room that usually serves several functions, such as a living room and a dining room.

Sod refers to the grass-covered surface of the ground.

An **osprey** is a large fish-eating hawk. It is dark brown in color above and mostly white below.

An **eclipse** is a total or partial shadowing of the sun or the moon. The eclipse in the book is a solar eclipse.

A **lightning rod** is a grounded metallic rod set on top of a building to protect it from lightning. Rather than damage the building, lightning will be attracted to the rod and travel down it to the ground.

Focus Your Reading

Questions to Think About

The following questions will help you understand the meaning of what you read. You do not have to write out the answers to these questions. Instead, look at them before you begin reading, and think about them while you are reading.

1. Why do Paul and his family move?
2. How has Tangerine County changed over the years?
3. How do Paul and his family adjust to living in Lake Windsor Downs?
4. How does Paul feel about being legally blind?

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5. How does Paul feel about his brother, Erik?

Build Your Vocabulary

Read the sentences below. On the line, write your definition of the word in bold type. Then, on another sheet of paper, use that word in a new sentence of your own.

1. “It was completely empty now, and the door was flung wide open, like something wild had just escaped from it. Like it was the empty, two-story **tomb** of some runaway zombie.”
tomb: _____
2. “But I turned back around anyway, and I looked west down our street at the **receding** line of black mailboxes.”
receding: _____
3. “I heard a loud roar like an animal’s, like a **predator** snarling.”
predator: _____
4. “We would have refueled the Volvo while **hurtling** along at seventy-five miles per hour next to a moving convoy-refueling truck.”
hurtling: _____
5. “Sure enough. Same size; same flames licking up the sides; same smoke **billowing** out.”
billowing: _____
6. “Any new development like this has to have a **retention** pond for storm runoff.”
retention: _____
7. “They both asked about his high school **exploits** back in Houston.”
exploits: _____
8. “The players were doing **calisthenics** under a troubled-looking sky.”
calisthenics: _____
9. “My steps slowed down, and I came to a dead stop, frozen there like a windup toy that had run out of **torque**.”
torque: _____
10. “What will Arthur do for Erik, his sponsor, his **benefactor**, his ticket to the big time?”
benefactor: _____

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Check Your Understanding

Multiple Choice

Circle the letter of the best answer to each question.

- Where are Paul and his family moving to at the beginning of the book?
 - Lake Windsor Downs in Tangerine County, Florida
 - Houston, Texas
 - Villas at Versailles in Tallahassee, Florida
- Who is Old Charley Burns?
 - president of the Homeowners' Association
 - Erik's new football coach
 - Mr. Fisher's new boss
- What is the mysterious fire that Paul and his mother discover?
 - a brush fire
 - a muck fire
 - a fire caused by a lightning strike
- What position does Erik play in football?
 - place kicker
 - quarterback
 - running back
- What are three drawbacks that Paul and his mother learn about the middle school?
 - It doesn't have a soccer team, a gym, or a cafeteria.
 - It doesn't have an auditorium, a soccer team, or indoor classrooms for seventh and eighth graders.
 - It doesn't have a gym, an auditorium, or indoor classrooms for seventh and eighth graders.
- What position does Paul play in soccer?
 - fullback
 - goalie
 - center
- How does Paul think he became legally blind?
 - He stared at a solar eclipse for too long.
 - Someone hit him with a metal bat.
 - He played in an abandoned refrigerator.
- What doesn't Erik do that most people his age do?
 - He doesn't look for a college to go to.
 - He doesn't try to get a girlfriend.
 - He doesn't drive.
- Who is the coach of Paul's soccer team?
 - Mr. Walski
 - Coach Warner
 - Mr. Murrow
- What do the kids on the soccer team nickname Paul?
 - Gola Boy
 - Mars
 - Eclipse Boy

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Check Your Understanding

Short Answer

Write a short answer for each question.

1. What sights is Paul surprised to see when he and his mom drive through Florida?
2. What is the explosion Paul hears in the middle of the night?
3. What does Paul dislike about his brother, Erik?
4. What is an IEP, and why does Paul not want to have one?
5. What happens every afternoon in Lake Windsor Downs?
6. Who is Kerri Gardner, and how does Paul meet her?
7. Who is Arthur Bauer, and what is his importance in Erik's life?
8. Why is it important to Paul's mother that they live in a nice house?
9. What is odd about Mr. Donnelly's house?
10. What does it mean for Paul to be "on the bus"?

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Deepen Your Understanding

Paul is the *protagonist*, or the main character, in *Tangerine*. His brother, Erik, is the *antagonist*, or the character who opposes the main character. In many cases, the protagonist is the character the reader is rooting for, and the antagonist is the character the reader is rooting against. Do you think that this is how Edward Bloor wants us to see Paul and Erik? What are some clues in the text that indicate that Bloor wants us to root for Paul? What are some clues that he wants us to root against Erik?

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