

| Component | Class 1 | Class 2 | Class 3 |
|--|--|---|--|
| Vocabulary (30 minutes) | Vocabulary word work -10 Words | Vocabulary Review (same 10 words) -Flash Cards -Quadrant | Vocabulary review (same 10 words) -Sentence practice -Quiz |
| Reading Fluency and Annotation skill building (45 Minutes) | Reading Passage -pre-reading questions -vocab review -popcorn reading | Reading passage -re-reading of passage -annotation by paragraph | Reading passage -outlining and summarizing reading |
| Break (10 minutes) | | | |
| LL Decoding (40 – 60 minutes) | Phonics Lesson 1 | Phonics Lesson 2 | Phonics Lesson 3 |
| UL Comprehension (40 – 60 Minutes) | Scary Medical Stories reading and questions | Scary Medical Stories reading and questions | Scary Medical Stories reading and questions |

TEXT CODING – An Annotation Strategy for Your Students

Why Do It?

Proficient readers often have ways of **marking or coding text** they want to remember. Maybe they use a yellow highlighter, underline or box words, or put marks in the margins to flag questions or exclamations as they read. In school, however, students are often discouraged from making any marks in their books. In fact, the more challenging the material (like science or history textbooks), the less likely that kids will be allowed to use this effective tool for enhancing comprehension. However, **Post-its** may be the solution teachers need for students to annotate their texts.

Whether books or other materials can be marked up or not, it's important for students to have a useful set of response codes. When addressing such **tough text, students need to attack the page, penetrate the surface, and dig out the meaning with very active strategies.**

Teaching the Lesson

1. Hand out a copy of the annotation system and **review all the codes** with students. Invite them to address ones if they have ideas for symbols to represent other kinds of important responses.
2. Next, do a **teacher demonstration**, marking up a short story or article you have put on an overhead transparency. Vocalize your thinking process as you model marking the text.
3. Hand out a different short text and **invite the students to try out** the marking system for themselves.
4. **Observe how students are putting the codes to work and helping if asked for clarifications.** You'll probably notice that some students will place icons very sparingly and others will scatter them every few lines. It's really not a problem.
5. After a few minutes, call time and **have students work in small groups to discuss those parts of the text that they marked.** You want to make sure the response-harvesting tool that you just taught is actually feeding strong, self-sustaining conversations.

Text-Marking Code

- ✓ Confirms what you thought
- X Contradicts what you thought
- ? Raises a question
- ?? Confuses you
- ☆ Seems important

! Is new or interesting



If a word gets repeated, seems important or is unknown – Box it



THE TOWNSEND PRESS

Vocabulary Placement Test

NAME: _____

SECTION: _____ DATE: _____

SCORE: _____

This test contains 100 items. You have 30 minutes to take the test. In the space provided, write the letter of the choice that is closest in meaning to the **boldfaced** word.

Important: Keep in mind that this test is for placement purposes only. **If you do not know a word, leave the space blank rather than guess at it.**

- _____ 1. to **deceive** a) prove b) mislead c) reach d) get back
- _____ 2. **earnest** a) serious and sincere b) illegal c) wealthy d) hidden
- _____ 3. **inferior** a) not proper b) clear c) poor in quality d) inside
- _____ 4. to **comprehend** a) describe b) understand c) make use of d) prepare
- _____ 5. **unanimous** a) alone b) animal-like c) unfriendly d) in full agreement
- _____ 6. the **vicinity** a) area nearby b) city c) enemy d) information
- _____ 7. **current** a) healthy b) modern c) well-known d) necessary
- _____ 8. **internal** a) forever b) inside c) outside d) brief
- _____ 9. **maximum** a) least b) expensive c) cheap d) greatest
- _____ 10. an **objective** a) goal b) puzzle c) cause d) supply
- _____ 11. a **potential** a) favorite b) possibility c) refusal d) desire
- _____ 12. to **detect** a) discover b) make c) follow d) commit a crime
- _____ 13. to **establish** a) receive b) delay c) set up d) attract
- _____ 14. to **pursue** a) follow b) run from c) suggest d) create
- _____ 15. **vague** a) missing b) unclear c) kind d) necessary
- _____ 16. **suitable** a) simple b) needed c) profitable d) proper
- _____ 17. a **category** a) kindness b) horror c) type d) question
- _____ 18. **reluctant** a) unwilling b) lost c) unhappy d) well-known
- _____ 19. to **coincide** a) pay b) decide c) get in the way d) happen together
- _____ 20. to **inhabit** a) enter b) live in c) get used to d) understand
- _____ 21. **apparent** a) together b) obvious c) motherly d) welcome
- _____ 22. **accustomed** a) in the habit b) specially made c) necessary d) extra
- _____ 23. to **revise** a) give advice b) go back c) change d) awaken
- _____ 24. a **contrast** a) purpose b) choice c) agreement d) difference
- _____ 25. **awkward** a) forward b) boring c) clumsy d) clever

(Continues on next page)



CHAPTER

1

Townsend

Phonics

Groundwork

For

Building

Vocabulary

challenge
dependent
fertile
peculiar
preference

principal
solitary
suitable
surplus
transform

Ten Words in Context

In the space provided, write the letter of the meaning closest to that of each **boldfaced** word. Use the context of the sentences to help you figure out each word's meaning.

1 **challenge**

(chāl'inj)

— noun

- Ginny enjoys rock climbing. It's a difficult **challenge**, but she feels very proud after making a climb.
- When the babysitter arrived, he stared at the four active little boys he was expected to watch. "This will be quite a **challenge**," he sighed.

___ Challenge means

- A. reason. B. something boring. C. something requiring effort.

2 **dependent**

(dī-pēn'dənt)

— adjective

- Some animals can take care of themselves as soon as they are born, but human babies are **dependent** upon their parents for years.
- Tyrone's father said to him, "You are still much too **dependent** on me. It's about time you got a job and supported yourself."

___ Dependent means

- A. relying. B. leading. C. puzzling.

3 **fertile**

(fūr'tl)

— adjective

- Because its soil is so **fertile**, Iowa has many farms.
- Our pet hamsters were so **fertile** that we ended up selling many baby hamsters back to the pet store.

___ Fertile means

- A. common. B. large. C. able to produce.

4 **peculiar**

(pī-kyōōl'yər)

— adjective

- Jack didn't know why people were giving him **peculiar** looks until he realized there was a food stain on his shirt.
- My brother thinks my chip-and-dip sandwiches are **peculiar**, but I don't think they're as strange as the peanut-butter-and-tuna sandwiches he eats.

___ Peculiar means

- A. attractive. B. unusual. C. innocent.

5 **preference**

(prēf'ər-əns)

— noun

- There are Chinese, Italian, and Indian restaurants nearby. What's your **preference** for dinner tonight?
- What is your color **preference** for the living room? Do you like cool blues and greens, or warm oranges and yellows?

___ Preference means

- A. choice. B. skill. C. effect.

6 **principal**

(prīn'sə-pəl)

— adjective

- The **principal** cause of most success is hard work, not luck or talent.
- The queen of England has no real power. The **principal** leader of England is the prime minister.

___ Principal means

- A. most recent. B. false. C. chief.

7 solitary
(səl'ī-tēr'ē)
– adjective

___ *Solitary* means

- After taking a **solitary** vacation in a cabin for two weeks, Ned was ready to return to the company of other humans.
 - In the mood to be by herself, Melba looked forward to spending the evening in such **solitary** activities as reading and taking a long bubble bath.
- A. friendly. B. proper. C. done alone.

8 suitable
(sūō'tə-bəl)
– adjective

___ *Suitable* means

- Sharon asked her mother if her blue dress was **suitable** for a funeral, or if she had to wear black.
 - Because the prices and food are so good, the team decided that the Red Lion Inn would be **suitable** for its annual banquet.
- A. right. B. too expensive. C. important.

9 surplus
(sūr'plūs)
– adjective

___ *Surplus* means

- More and more restaurants are donating their **surplus** food to homeless people.
 - The Barkleys had more kitchen supplies than they needed, so they gave their **surplus** pots and pans to their son, who had just gotten his own apartment.
- A. strange. B. extra. C. main.

10 transform
(trāns-fōrm')
– verb

___ *Transform* means

- My sister plans to **transform** this messy attic into an attractive office.
 - The magician seemed to **transform** a chicken's egg into an egg the size of a basketball.
- A. to accept. B. to repeat. C. to change.

Matching Words with Definitions

Following are definitions of the ten words. **Print** each word next to its definition. If you look closely at each word in context, you will be able to figure out its meaning.

1. _____ Producing or able to produce much fruit, large crops, or many children
2. _____ Most important; main; leading
3. _____ Relying on others for aid or support
4. _____ Extra; more than what is used or needed
5. _____ Odd; strange
6. _____ A test of one's abilities; anything that calls for a special effort
7. _____ Happening or done alone
8. _____ To change in form or appearance
9. _____ Right for a certain purpose; proper; fitting
10. _____ A choice; first choice; something preferred

CAUTION: Do not go any further until you are sure the above answers are correct. Then you can use the definitions to help you in the following practices. Your goal is eventually to know the words well enough so that you don't need to check the definitions at all.

5

➤ Check 1

Using the answer line, complete each item below with the correct word from the box.

| | | | | |
|--------------|--------------|-------------|-------------|---------------|
| A. challenge | B. dependent | C. fertile | D. peculiar | E. preference |
| F. principal | G. solitary | H. suitable | I. surplus | J. transform |

- _____ 1. Just one can of spinach ____s Popeye from a weakling into a hero.
- _____ 2. If land is always planted with the same crop, it will become less ____.
Changing crops from one year to the next keeps the soil rich.
- _____ 3. Although Al's ____ is for a daytime job, he will work at night if necessary.
- _____ 4. Max and Helen had more clothes than they needed, so they donated
their ____ clothes to a thrift store.
- _____ 5. I can't imagine what that ____ odor is from. It's like a mixture of
burning tires and freshly cut grass.
- _____ 6. A man lived by himself in a cave most of his life. His was a ____ life.
- _____ 7. I know you have reasons for quitting your job. What's the ____ reason?
- _____ 8. Baby-sitting with a lot of children isn't easy—it's a ____.
- _____ 9. My neighbors are looking for ____ homes for the eight puppies their collie
gave birth to. They want homes where the pups will be well cared for.
- _____ 10. Sometimes Estela felt like giving up, but she knew she couldn't because
she had three young children and an elderly mother who were ____ on her.

NOTE: Now check your answers to these questions by turning to page 239. Going over the answers carefully will help you prepare for the remaining practices, for which answers are not given.

➤ Check 2

Using the answer lines, complete each item below with **two** words from the box.

- _____ 1-2. When I'm not feeling well, my ____ is to have lots of company, but
when my husband is sick, he would rather be ____.
- _____ 3-4. In the last year, our neighbors have ____ed their unattractive yard into
something beautiful. The ____ change they made was to put in some
lovely flowering plants; all of the other changes were small ones.
- _____ 5-6. Ben is happy to live at home, pay no rent, and use his mother's car,
but I don't think it's ____ for a grown man to be so ____ on his parents.
- _____ 7-8. Our tomato plants are almost too _____. It is a ____ to use or give away
all the tomatoes before they spoil.
- _____ 9-10. We had so many tomatoes that we ended up inventing some ____
recipes to use up the ____ fruit; perhaps the strangest was "Peanut
Butter Tomato Pie."

➤ Word Work

A. In the space provided, write the letter of the choice that best completes each item.

- _____ 1. A boy who is too **dependent** on his friends
A. pays little attention to them.
B. is too bossy with them.
C. won't make any decisions without them.
- _____ 2. Someone who enjoys **solitary** work would probably like a job
A. selling a product that he or she believed in.
B. working in a one-person office, rarely seeing other people.
C. meeting people and answering their questions.
- _____ 3. We knew for sure that our dog was **fertile** when she
A. bit the mailman.
B. did very well in training class.
C. had puppies.
- _____ 4. Most people would think it was **peculiar** if a teacher
A. came into class dressed as Bozo the Clown.
B. punished a student for cheating.
C. dropped a piece of chalk on the floor.
- _____ 5. If a friend came to you and sadly said, "My grandfather just died," what would be the most **suitable** response for you to make?
A. "That's awful. I'm really sorry."
B. "That's nothing; wait until you hear about my day."
C. "Can you lend me some money?"

B. In the space provided, write the letter of the word that most closely relates to the situation in each item.

- _____ 6. I like Pepsi more than I like Coca-Cola.
A. preference B. fertile C. transform
- _____ 7. The weightlifter is going to try to beat her own best record.
A. dependent B. challenge C. surplus
- _____ 8. Cream is the main ingredient in butter.
A. challenge B. dependent C. principal
- _____ 9. These pieces of cloth were left over after I made myself a shirt.
A. surplus B. fertile C. preference
- _____ 10. Cinderella's fairy godmother will change her rags into a beautiful gown, a pumpkin into a carriage, and mice into horses.
A. solitary B. principal C. transform

➤ Word Parts

A. The prefix *trans-* can mean “across” or “change to.”

Examples: *transport* — to take from one place across to another

translate — to change from one language to another

On each answer line, write the word from the box that best completes the item.

| | | |
|------------------|-------------------|--------------|
| A. transatlantic | B. transform | C. translate |
| D. transplant | E. transportation | |

- _____ 1. Trina’s job is to ____ business letters from Spanish into English.
- _____ 2. You can ____ a room simply by painting it a different color.
- _____ 3. The doctor ____ed one of Mark’s kidneys into his sister.
- _____ 4. Since my grandmother doesn’t drive and there is no public ____ in her area, she depends on Dad to take her shopping.
- _____ 5. The ship will cross the Atlantic Ocean next week. The ship’s ____ trip begins in New York City and ends in England.

B. The prefix *sur-* means “over,” “upon,” “beyond,” or “additional.”

Examples: *surpass* — to go beyond

surtax — an additional tax

On each answer line, write the word from the box that best completes the item.

| | | |
|--------------|------------|------------|
| F. surcharge | G. surface | H. surpass |
| I. surplus | J. surtax | |

- _____ 6. I like to protect and shine the ____s of my wooden tables with wax.
- _____ 7. Our garden produced so much zucchini that we gave big bagfuls of ____ squash to all our neighbors.
- _____ 8. In addition to the usual taxes, people who earn more than a certain amount will have to pay a ____.
- _____ 9. The drive to raise money for the children’s hospital was so successful that the money raised ____ed the goal that was set.
- _____ 10. Because we brought so much luggage on our trip, we had to pay the airline a ____.

➤ Final Check

Read the passages carefully. Then fill in each blank with the word that best fits the context.

A. Johnny Appleseed

A. fertile B. peculiar C. solitary D. surplus E. transform

John Chapman, who is known to the world as Johnny Appleseed, must have been a strange sight. His (1) _____ clothing included cloth sacks for shirts and a tin pot for a hat.

In western Pennsylvania, where Johnny lived, many people grew apples. But there weren't any apples in the lands further west, which were just then being cleared and settled. So Johnny wandered among his neighbors, asking them for their (2) _____ apple seeds. During his lifetime, Johnny walked thousands of miles, making many long trips from his home to the valleys of Ohio and Indiana. Everywhere he went, he scattered seeds. Many of those seeds fell on (3) _____ ground and grew into strong trees.

Johnny often wandered through areas where Native Americans fought with the white settlers. Since Johnny was a loner, his travels were always (4) _____. He carried no weapon, yet he was never harmed. The Indians believed that the Great Spirit especially loved people like Johnny, who was not like other people. In his own quiet way he (5) _____ed the American wilderness, filling it with thousands of flowering, fruit-filled trees.

B. The Lovable Leech?

F. challenge G. dependent H. preference I. principal J. suitable

As highly developed as we human beings like to think we are, the fact is that we are still (6) _____ upon many lower forms of life. The (7) _____ way that this is true, of course, is that we use meat for food and skins for clothing. But there are other ways, sometimes strange ways, that we rely on other creatures. Take, for example, the leech. It would be a (8) _____ for anyone to really like a leech. It is a disgusting-looking worm that lives in freshwater ponds and streams. As many people have discovered when they've gone swimming, a leech's (9) _____ for dinner is human blood. It loves to attach itself to a swimmer's foot and sink in its teeth—as many as three hundred of them. The bite does not cause any pain. But the leech can suck out eight times its own weight in blood. “How disgusting,” you are probably thinking. But listen to this. In recent years, doctors have found that leeches are the most (10) _____ way to remove extra blood from a person after an injury, especially around the eyes. Yes, leeches are honored guests in many modern hospitals.

| | | | | | | | | |
|--------|---------|---|-----------|---|------------|---|-------------|---|
| Scores | Check 2 | % | Word Work | % | Word Parts | % | Final Check | % |
|--------|---------|---|-----------|---|------------|---|-------------|---|

Enter your scores above and in the vocabulary performance chart on the inside back cover of the book.

9



acknowledge
alternative
anecdote
appropriate
avert

candid
compel
comply
concise
drastic

Ten Words in Context

In the space provided, write the letter of the meaning closest to that of each **boldfaced** word. Use the context of the sentences to help you figure out each word's meaning.

1 **acknowledge**
(ăk-nŏl'ij)
-verb

- Stubborn people often find it difficult to **acknowledge** their errors. They hate to admit they were wrong.
- Even after most of the votes had been counted, Senator Rice refused to **acknowledge** that he had lost.

___ *Acknowledge* means a. to deny. b. to admit. c. to remember.

2 **alternative**
(ôl-tûr'nə-tîv)
-noun

- The teacher stated the **alternatives** to Tim—retake the test or get a D for the course.
- When her dog began to suffer from cancer, Wanda felt she had no **alternative**. He would have to be put to sleep.

___ *Alternative* means a. a choice. b. a command. c. an assignment.

3 **anecdote**
(ăn'îk-dŏt')
-noun

- Dad told the children an **anecdote** about getting his tie caught in a file cabinet at work just as the boss walked in.
- I once heard an **anecdote** about a stagehand's revenge on a bossy actor. The stagehand put wheels on a table used in the play, so when the actor leaped onto the table during the most dramatic scene, he rolled straight off into the wings.

___ *Anecdote* means a. an error. b. a short, interesting story. c. an article.

4 **appropriate**
(ə-prŏ'prē-î)
-adjective

- Chuck has little sense of what is socially **appropriate**. For example, he went to his sister's wedding in running shoes.
- Although it is **appropriate** for a man to take his hat off in church, in a synagogue it is proper for a man to cover his head.

___ *Appropriate* means a. illegal. b. fun. c. proper.

5 **avert**
(ə-vûrt')
-verb

- Renata **averted** an unpleasant meeting with her ex-boyfriend by leaving the store before he saw her.
- To **avert** an accident, Larry turned his car sharply to the right and ran into a stop sign.

___ *Avert* means a. to begin. b. to prevent. c. to report.

6 **candid**
(kăn'dîd)
-adjective

- I'll give you my **candid** opinion, but you may not like what you hear.
- My heart always sinks when Robbie invites me to his house for dinner. He's a wonderful person, but to be **candid**, he's a terrible cook.

___ *Candid* means a. honest. b. friendly. c. careful.

7 **compel**
(kəm-pēl')
-verb

___ *Compel* means

- My history teacher would often **compel** us to do useless work, such as memorizing the date each state entered the union.
 - If the law did not **compel** people to pay taxes, no one would pay them.
- a. to help. b. to forbid. c. to force.

8 **comply**
(kəm-plī')
-verb

___ *Comply* means

- If someone with an iron pipe demands your wallet, it is safer to **comply** than to resist.
 - "My wife is so used to being the boss at work," Martin said, "that she is annoyed when I don't **comply** with her every request at home."
- a. to argue. b. to do as asked. c. to hear.

9 **concise**
(kŏn-sīs')
-adjective

___ *Concise* means

- Because of limited space, most newspaper articles must be **concise**.
 - Unlike many politicians, our mayor is **concise**—his speeches are short but say much.
- a. wordy. b. correct. c. clear and brief.

10 **drastic**
(drās'tik)
-adjective

___ *Drastic* means

- The company's new president took **drastic** steps, closing two factories and laying off three hundred employees.
 - "This time I will let you off with just an hour of staying after school," the principal said. "But if it happens again, the punishment will be more **drastic**."
- a. unimportant. b. extreme. c. easy.

Matching Words with Definitions

Following are definitions of the ten words. Clearly write or print each word next to its definition. The sentences above and on the previous page will help you decide on the meaning of each word.

1. _____ To do as commanded or asked
2. _____ Proper; suitable to the situation
3. _____ A choice
4. _____ Extreme; harsh or intense
5. _____ To admit or confess
6. _____ To force
7. _____ Very honest
8. _____ An entertaining short story about an event
9. _____ Saying much in a few clear words
10. _____ To prevent; to avoid

CAUTION: Do not go any further until you are sure the above answers are correct. Then you can use the definitions to help you in the following practices. Your goal is eventually to know the words well enough so that you don't need to check the definitions at all.

➤ Sentence Check 1

Using the answer line provided, complete each item below with the correct word from the box. Use each word once.

| | | | | |
|----------------|----------------|-------------|----------------|------------|
| a. acknowledge | b. alternative | c. anecdote | d. appropriate | e. avert |
| f. candid | g. compel | h. comply | i. concise | j. drastic |

- _____ 1. Because Frank seems so ____, everyone believes him even when he tells a lie.
- _____ 2. The drummer told interesting ____s about famous rock singers he had played for.
- _____ 3. People often take ____ steps in anger, and they later regret their extreme actions.
- _____ 4. When he saw no way to ____ the plane crash, the pilot parachuted to safety.
- _____ 5. In a traditional wedding, the clergyman or clergywoman is often wordy, while the bride and groom are very ____, saying just "I do."
- _____ 6. Any player who does not ____ with the rules will be dropped from the team.
- _____ 7. A couple of older boys tried to ____ some first-graders to hand over their lunch money.
- _____ 8. To earn money for college, Theo felt he had to either join the army or get a job. He didn't like either ____.
- _____ 9. When the real ax-murderer confessed, the police had to ____ that the wrong man had been jailed.
- _____ 10. In most American schools, it is not ____ for students to call their teachers by their first names.

NOTE: Now check your answers to these questions by turning to page 177. Going over the answers carefully will help you prepare for the next two practices, for which answers are not given.

➤ Sentence Check 2

Using the answer lines provided, complete each item below with **two** words from the box. Use each word once.

- _____ 1-2. "I ____ that you have a perfect right to do whatever you like with your hair," said the teenage girl's mother. "But, to be ____, I don't find green curls attractive."
- _____ 3-4. In colonial America, it was thought ____ for a wife to ____ with all her husband's commands.
- _____ 5-6. "The poor economic situation leaves me no ____," said the company president. "It ____s me to lay off some of our workers."

12

_____ 7-8. Our business instructor told an _____ about a company that _____(e)d
_____ failure by sharing ownership with all its workers.

_____ 9-10. The sale sign was huge but _____. It said only, "_____ price cuts."

➤ Final Check: Taking Exams

Here is a final opportunity for you to strengthen your knowledge of the ten words. First read the following selection carefully. Then fill in each blank with a word from the box at the top of the previous page. (Context clues will help you figure out which word goes in which blank.) Use each word once.

There are four test-taking methods to consider when faced with exams. The first is to impress your teachers with very clever answers. For example, you might respond to any question beginning with the word "Why" with a simple, (1)_____ reply: "Why not?" This is not recommended, however, unless you know that your instructor has a remarkable sense of humor. A second method is to try to reason your way out of taking the exam at all. You might try writing something like, "Should teachers (2)_____ students to take tests? Doesn't this go against our great American tradition of freedom? Besides, anyone who wants answers to these questions can find the information on the Internet." This method should not be used unless you are in (3)_____ need, as it involves a great deal of risk. It is (4)_____ only if you have shown yourself to be very brilliant throughout the course and you are the teacher's pet. Otherwise, you can expect your teacher to fail you. A third way of dealing with a test is to be (5)_____ and admit helplessness. According to one (6)_____, a student openly (7)_____ (e)d ignorance by writing, "Only God knows the answer to this question." Unfortunately, the instructor's response was, "God gets an A. You get an F." The fact is, none of these three methods works very well. If you truly want to (8)_____ failure, you have no (9)_____. You must (10)_____ with school rules. The fourth method is the only sure-fire one for dealing with exams: *study hard and learn the material.*

Scores

Sentence Check 2 _____ %

Final Check _____ %

Enter your scores above and in the vocabulary performance chart on the inside back cover of the book.

13

LESSON 1

Review of Long and Short Vowels

| | | | | |
|---|--|--|--|---|
| ā daze haze hazy mane gape | ē equal equally zebra reorder he'll declare | ī Nile rind lion license arise revive | ō solo hero obey disobey arose stroll | ū ruby Susan humor humorous humid |
| ă taxi ban vast rap gap slap | ě pencil wept vent vet veteran veterinarian | ĩ quiz wick inner jig jiggle within | ö odds bother bonnet cotton contest | ů mutt fuzz cuss custard mustard |

1 Word Meanings. Use the words at the left to fill in the blanks.

ban
declare
gap
gape
hero
jiggle
mane
mutt
Nile
rind
vast
veterinarian

- _____ 1. a person who is respected for being brave
- _____ 2. a dog of mixed breeding
- _____ 3. to state or make known
- _____ 4. a person who is trained and licensed to treat animals
- _____ 5. a tough outer covering, such as the skin of some fruits
- _____ 6. an opening; a break or pass through the mountains
- _____ 7. huge in size, number, degree, etc.
- _____ 8. the long hair along the top and sides of the neck of such mammals as the horse and the male lion
- _____ 9. the longest river in Africa (more than 4,000 miles)
- _____ 10. to forbid something
- _____ 11. to open the mouth wide; to yawn; to stare at
- _____ 12. to shake or move

Words for Study

grandpa
somewhere
earnings

train wreck
stretchers
meantime

castor oil
carefully
insurance

welcome
shrieked
granddaughter

How Grandpa Came into Money

by Else Zentner

He was a sweet man, my grandfather, but when the brains were passed out he must have been somewhere else. I still respect how Grandmother could raise a family on his earnings.

Perhaps you can understand what it meant when, one fine day, Lady Luck smiled on Grandfather. He got himself in a train wreck.

Now, if something like that happened to you (and you lived through it) you had it made. The railroad would pay. So all of the lucky people on the train knew exactly what to do: they began to groan loudly and twist about on the ground while waiting for the doctors and stretchers to come.

All but Grandfather!

Never in his life had he missed a meal and he was not going to start now. No sir! Not for a little train wreck. So he cut himself a walking stick and set out for home—a three-hour walk.

In the meantime, the news of the wreck had already reached our town and the news had reported, "No deaths."

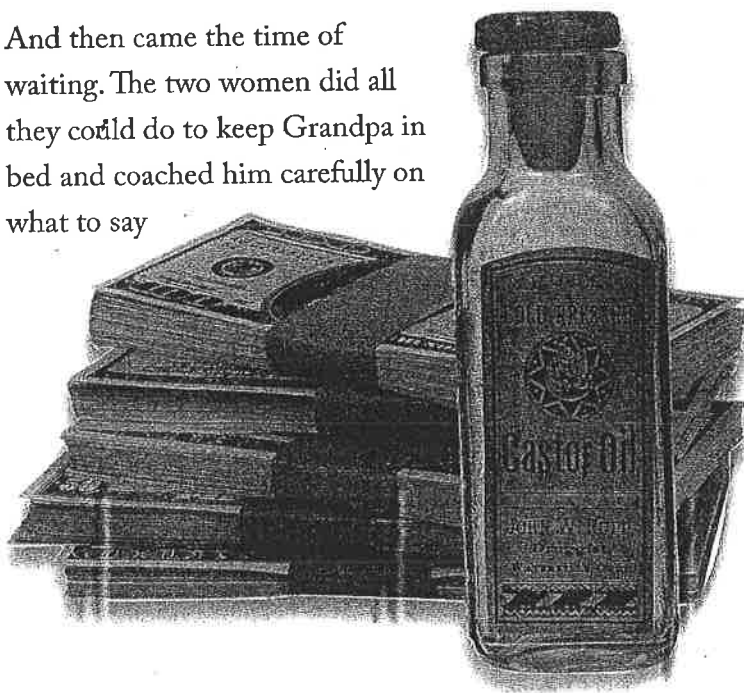
I cannot describe the many looks that passed across my grandmother's face when she saw her husband come strolling in the door, covered with dust, a bit tired from his long walk, but safe and smiling for he was just in time for dinner. First came joy at seeing that her man was not hurt. Then the joy turned into anger.

Grandfather had passed up his one and only golden chance.

So Grandmother turned into a kind of wild storm. Before he knew what was happening, he found himself without his pants and in bed. His complaints did him no good. Grandmother slapped a wet towel on his head while Mother went to search for the only medicine we had in the house—castor oil!

Grandfather cried out in fear and tried to hide under the blanket, but Mother dosed him anyway. Poor man! The only thing he really needed was his dinner. But what could he or anyone else do once his wife and daughter had made up their minds.

And then came the time of waiting. The two women did all they could do to keep Grandpa in bed and coached him carefully on what to say



when the railroad people came. Grandpa nodded and said he would do as he was told. However, he bribed one of us children to find his pants for him and got out of bed anyway.

And out of bed he was when the insurance people from the railroad came to our town. Pants, boots, and all, grandpa was stuffed into bed and the covers were pulled up to his chin. The shades were lowered, the castor oil was placed by his bed, and the insurance people were brought in.

From the first minute it was clear that Grandpa had forgotten all of the careful coaching. He beamed a welcome to the insurance people and told them how well they looked. He then went on to talk about the weather and crops. When the railroad doctor was able to get a word in and asked him

what injuries he had gotten in the train wreck, my grandfather smiled and said, "There's really nothing at all wrong with me that 100,000 dollars couldn't cure."

Mother promptly fainted. Grandmother shrieked and ran out of the room. The insurance men doubled up with laughter.

After they had stopped laughing and revived my poor mother, the insurance men gave Grandpa 5,000 dollars—making him the richest man in our little town.

But to his dying day, Grandpa could never understand why the insurance men had given him the money.

2 About the Story. Choose the best answer from the four choices. Write the letter on the line.

1. Who is telling the story in "How Grandpa Came into Money"? ____
a. Grandpa b. Mother c. the granddaughter d. the grandmother
2. What does Grandpa seem to like best? ____
a. farming b. food c. money d. train rides
3. The other people on the train were _____.
a. badly injured b. faking injuries c. in a state of shock d. killed
4. The grandmother's *first* feeling when she sees Grandpa coming in the door is _____.
a. calm b. happiness c. rage d. sadness
5. Grandpa is given castor oil because _____.
a. Grandmother is angry with him c. he needs a little castor oil now and then
b. he is ill from the train wreck d. there is no other medicine to give him
6. When the insurance men come to the house, _____.
a. Grandpa is being given a dose of castor oil c. Grandpa is nude
b. Grandpa is eating dinner d. Grandpa isn't where he's supposed to be

7. Which of the following is not part of Grandmother's plan to convince the insurance men that Grandpa has been injured in the train wreck? _____
- a. She lowers the shades. c. She puts Grandpa in bed with his clothes on.
b. She pulls up the covers. d. She puts castor oil by his bed.
8. When Grandpa answers the insurance men's questions about his injuries, the men are _____.
a. amused b. angry c. confused d. disgusted
9. Why did the insurance men give Grandpa the money? _____
a. He has such an awful wife. c. He is so humorous.
b. He needs it. d. We don't really know why.
10. The family in this story lives _____.
a. in a city b. in a town c. on a farm d. on an island

3 Which Word Does Not Fit? Choose the word that does not fit with the rest, and write it on the line.

- | | | | | |
|--------------|----------|----------|--------------|-------|
| 1. ketchup | mustard | dressing | picnic | _____ |
| 2. dentist | doctor | veteran | veterinarian | _____ |
| 3. diamond | jewelry | pearl | ruby | _____ |
| 4. damp | drenched | humid | muggy | _____ |
| 5. cried | groaned | sobbed | wept | _____ |
| 6. bicycle | bus | subway | taxi | _____ |
| 7. huge | large | vast | wonderful | _____ |
| 8. earnings | expenses | income | wages | _____ |
| 9. bother | fuss | humor | trouble | _____ |
| 10. amusing | foolish | funny | humorous | _____ |
| 11. expose | protect | reveal | show | _____ |
| 12. edgy | gloomy | nervous | tense | _____ |
| 13. comply | follow | obey | reply | _____ |
| 14. pit | rind | seed | stone | _____ |
| 15. cautious | cloudy | confused | hazy | _____ |

4 Grandpa Celebrates His Good Luck. Form compound words by using a word from **List A**, and adding a word from **List B** to it. Use these compound words to complete the sentences. Study the example before you begin.

List A

bath

blue

butter

coffee

✓light

mad

meal

money

news

pot

List B

bags

berry

✓headed

house

milk

paper

pie

pot

robe

time

1. When Grandpa was given \$5,000 by the insurance men, the family was so excited that they felt lightheaded.
2. All the singing and shouting turned their quiet little home into a _____.
3. The first one to come to his senses was Grandpa himself, for the growling in his stomach told him it was _____.
4. Grandmother cheerfully gave him a piece of _____ pie to snack on so that he wouldn't bother her with complaints while she fixed dinner.
5. "Where is the _____?" asked Grandpa. "You know I always like a big glass of it with my pie."
6. "Listen to Mr. _____!" exclaimed Grandmother. "He's been rich for almost one whole hour, and he's already hard to live with!"
7. "Just pretend he's not here," said Mother as she filled her cup from the pretty yellow _____ I had given her for her birthday.
8. As Grandmother cut up the chicken for the _____ she was going to bake for dinner, Grandpa ate his pie and dreamed about how he would spend the money.
9. "I know what I'll buy!" he declared. "I'm going to buy a new _____."
10. "Then when the _____ reporters want to talk to me after my next train wreck, I'll be all set to have my picture taken," said Grandpa.

18

Name: _____

Date: _____

TABLE OF CONTENTS

| | |
|---|----------|
| Chapter A – Working With Numbers..... | 1 |
| A001 – Adding & Subtracting with Negative Numbers Guide..... | 5 |
| A100 – Adding & Subtracting with Negative Numbers Page 1 | 7 |
| A100 - Adding & Subtracting with Negative Numbers Page 2 | 8 |
| A101 - Adding & Subtracting with Negative Numbers Page 1 | 9 |
| A101 - Adding & Subtracting with Negative Numbers Page 2 | 10 |
| A102 - Adding & Subtracting with Negative Numbers Page 1 | 11 |
| A102 - Adding & Subtracting with Negative Numbers Page 2 | 12 |
| A103 - Adding & Subtracting with Negative Numbers Page 1 | 13 |
| A103 - Adding & Subtracting with Negative Numbers Page 2 | 14 |
| A104 - Adding & Subtracting with Negative Numbers Page 1 | 15 |
| A104 - Adding & Subtracting with Negative Numbers Page 2 | 16 |
| A105 - Adding & Subtracting with Negative Numbers Page 1 | 17 |
| A105 - Adding & Subtracting with Negative Numbers Page 2 | 18 |
| A106 - Adding & Subtracting with Negative Numbers Page 1 | 19 |
| A106 - Adding & Subtracting with Negative Numbers Page 2 | 20 |
| A107 - Adding & Subtracting with Negative Numbers Page 1 | 21 |
| A107 - Adding & Subtracting with Negative Numbers Page 2 | 22 |
| A108 - Adding & Subtracting with Negative Numbers Page 1 | 23 |
| A108 - Adding & Subtracting with Negative Numbers Page 2 | 24 |
| A201 - Multiplying & Dividing with Negative Numbers | 25 |
| A202 - Multiplying & Dividing with Negative Numbers | 27 |
| A203 - Multiplying & Dividing with Negative Numbers | 29 |
| AMCQ1 - Positive and Negative Mid-Chapter Quiz 1 | 31 |
| AMCQ2 - Positive and Negative Mid-Chapter Quiz 2 | 33 |
| A003 – Translating Words into Arithmetic Expressions Guide..... | 35 |
| A300 – Translating Words into Arithmetic Expressions Page 1 | 37 |
| A300 – Translating Words into Arithmetic Expressions Page 2 | 38 |
| A301 – Translating Words into Arithmetic Expressions Page 1 | 39 |
| A301 – Translating Words into Arithmetic Expressions Page 2 | 40 |
| A302 – Translating Words into Arithmetic Expressions Page 1 | 41 |
| A302 – Translating Words into Arithmetic Expressions Page 2 | 42 |

Name: _____

Date: _____

| | |
|---|----|
| A400 – Positive Exponents | 43 |
| A401 – Positive Exponents | 45 |
| A402 – Positive Exponents | 47 |
| A403 – Positive Exponents | 49 |
| A404 – Positive Exponents | 51 |
| A405 – Positive Exponents | 53 |
| A500 – Negative Exponents..... | 55 |
| A501 – Negative Exponents..... | 57 |
| A502 – Negative Exponents..... | 59 |
| A503 – Negative Exponents..... | 61 |
| A504 – Negative Exponents..... | 63 |
| A505 – Negative Exponents..... | 65 |
| A006 – Taking Roots of Real Numbers Guide Page 1 | 67 |
| A006 – Taking Roots of Real Numbers Guide Page 2 | 68 |
| A600 – Taking Roots of Real Numbers..... | 69 |
| A601 – Taking Roots of Real Numbers..... | 71 |
| A602 – Taking Roots of Real Numbers..... | 73 |
| A603 – Taking Roots of Real Numbers..... | 75 |
| A604 – Taking Roots of Real Numbers..... | 77 |
| A007 – Inequality Notation and Practice Guide..... | 79 |
| A700 – Inequality Notation and Practice Page 1 | 81 |
| A700 – Inequality Notation and Practice Page 2 | 82 |
| A701 – Inequality Notation and Practice Page 1 | 83 |
| A701 – Inequality Notation and Practice Page 2 | 84 |
| A702 – Inequality Notation and Practice Page 1 | 85 |
| A702 – Inequality Notation and Practice Page 2 | 86 |
| AQ100 – Working with Numbers Quiz 1 Page 1 | 87 |
| AQ100 – Working with Numbers Quiz 1 Page 2 | 88 |
| AQ101 – Working with Numbers Quiz 2 Page 1 | 89 |
| AQ101 – Working with Numbers Quiz 2 Page 2 | 90 |
| AQ102 – Working with Numbers Quiz 3 Page 1 | 91 |
| AQ102 – Working with Numbers Quiz 3 Page 2 | 92 |

Name: _____

Date: _____

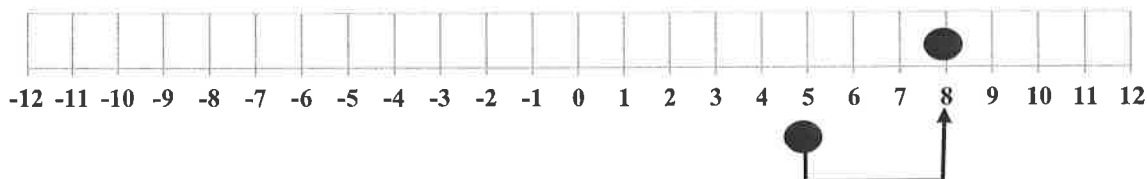
A001 – Adding & Subtracting with Negative Numbers Guide

Adding Positive and Negative Numbers

It is often helpful to visualize adding and subtracting by using number lines.

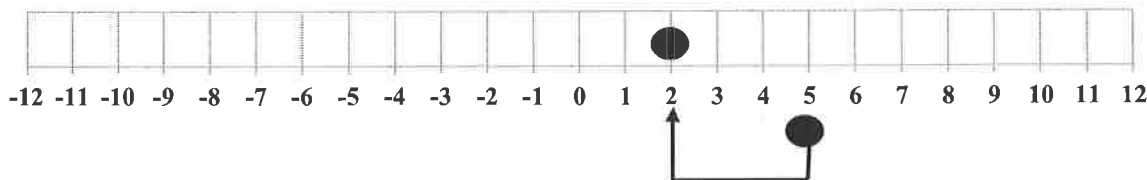
Example: Adding a positive number

Take, for example, the addition problem $5 + 3$. When you add a positive number, you move *to the right* on the number line. This shows that $5 + 3 = 8$



Example: Subtracting a positive number

Let's look at the problem $5 - 3$. When you subtract a positive number, you move *to the left* on the number line. This shows that $5 - 3 = 2$.



Adding and subtracting negative numbers

When we add and subtract negative numbers, we move the *opposite* way on the number line. In other words, when we *add* a negative number, we move *to the left* on the number line, and when we *subtract* a negative number, we move to the right.

Example: Adding a negative number

When you add a negative number, you do the same process as subtracting a positive number. In other words $5 + (-3)$ is the same thing as $5 - 3$. The answer would therefore be 2.

Example: Subtracting a negative number

When you subtract a negative number, you do the same process as adding a positive number. In other words $5 - (-3)$ is the same thing as $5 + 3$. The answer would therefore be 8.

Name: _____

Date: _____

A100 – Adding & Subtracting with Negative Numbers

Page 1

Note to tutors: Please go through this page with students.

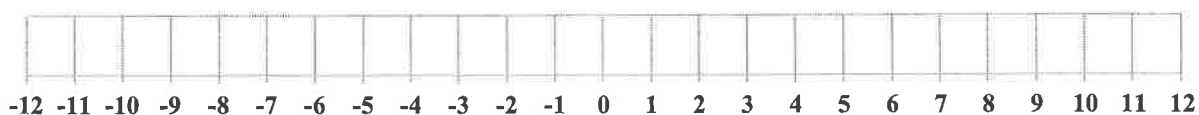
Normally when we think of numbers we think of positive numbers such as 8 or 25. Positive numbers are greater than zero.

But numbers can be negative, or less than zero, such as -3 or -25.

When you are adding or subtracting positive and negative numbers you can think of a number line.

When you have a positive number, or add a positive number, you will count higher on the number line.

When you have a negative number, or subtract a number, you will move lower on the number line.



1. $6 - 8 =$

2. $-7 + 6 =$

3. $-5 + 12 =$

4. $-7 - 4 =$

5. $2 - 8 =$

6. Nandira has \$12 in her bank account. If she writes a check for \$15, what will be her account balance?

7. The temperature at noon is -2. If the temperature drops by 6 degrees, what will the new temperature be?

Name: _____

Date: _____

A100 - Adding & Subtracting with Negative Numbers

Page 2

8. $6 - (-8) =$

9. $-7 + (-6) =$

10. $-5 + (-12) =$

11. $-7 - (-4) + 8 =$

12. $2 - (-8) =$

13. $6 - (-6) =$

14. $-14 - (-7) + 4 =$

15. $0 - (6) =$

16. $4 - 6 =$

17. $-7 + 2 =$

18. $25 - 5 =$

19. $25 - (-5) =$

Name: _____

Date: _____

TABLE OF CONTENTS

| | |
|--|----------|
| Chapter B - Introduction to Algebra | 1 |
| B001 – Introducing Variables Guide..... | 5 |
| B100 – Introducing Variables | 7 |
| B101 – Introducing Variables | 9 |
| B102 – Introducing Variables | 11 |
| B200 – Working with Variables..... | 13 |
| B201 – Working with Variables..... | 15 |
| B202 – Working with Variables..... | 17 |
| B003 - Solving Multi-Step Equations Guide (No Fractions) | 27 |
| B301 – Solving Multi-Step Equations for X (No Fractions)..... | 29 |
| B302 – Solving Multi-Step Equations for X (No Fractions)..... | 31 |
| B303 – Solving Multi-Step Equations for X (No Fractions)..... | 33 |
| B304 – Solving Multi-Step Equations for X (No Fractions)..... | 35 |
| B305 – Solving Multi-Step Equations for X (No Fractions)..... | 37 |
| B003-2 - Solving Multi-Step Equations for X (w/ Fractions) Guide page 1 of 3..... | 39 |
| B003-2 - Solving Multi-Step Equations for X (w/ Fractions) Guide page 2 of 3..... | 40 |
| B003-2 – Solving Multi-Step Equations for X (w/ Fractions) Guide page 3 of 3 | 41 |
| B301-2 – Solving Multi-Step Equations for X (With Fractions) page 1..... | 43 |
| B301-2 – Solving Multi-Step Equations for X (With Fractions) page 2..... | 44 |
| B302-2 – Solving Multi-Step Equations for X (With Fractions) page 1..... | 45 |
| B302-2 – Solving Multi-Step Equations for X (With Fractions) page 2..... | 46 |
| B303-2 – Solving Multi-Step Equations for X (With Fractions) page 1..... | 47 |
| B303-2 – Solving Multi-Step Equations for X (With Fractions) page 2..... | 48 |
| B004 – Order of Operations Guide..... | 57 |
| B400 – Order of Operations..... | 59 |
| B401 – Order of Operations..... | 61 |
| B402 – Order of Operations..... | 63 |
| B403 – Order of Operations..... | 65 |
| B005 – Translating Words into Equations Guide Page 1..... | 67 |
| B005 – Translating Words into Equations Guide Page 2..... | 68 |
| B500 – Translating Words into Equations Page 1 | 69 |
| B500 – Translating Words into Equations Page 2 | 70 |

Name: _____

Date: _____

| | | |
|---|--------------|----|
| B501 – Translating Words into Equations | Page 1 | 71 |
| B501 – Translating Words into Equations | Page 2 | 72 |
| B502 – Translating Words into Equations | Page 1 | 73 |
| B502 – Translating Words into Equations | Page 2 | 74 |
| BQ100 – Introduction to Algebra | Quiz 1 | 75 |
| BQ101 – Introduction to Algebra | Quiz 2 | 77 |
| BQ102 – Introduction to Algebra | Quiz 3 | 79 |

Name: _____

Date: _____

TABLE OF CONTENTS

| | |
|---|----------|
| Chapter C – Decimal Rounding and Word Problems | 1 |
| C001 – Rounding Decimals Guide Page 1 | 5 |
| C001 – Rounding Decimals Guide Page 2 | 6 |
| C100 – Rounding Decimals | 7 |
| C101 – Rounding Decimals | 8 |
| C102 – Rounding Decimals | 9 |
| C103 – Rounding Decimals | 10 |
| C104 – Rounding Decimals | 11 |
| C002 – Rounding and Approximation Word Problems Guide Page 1 | 13 |
| C002 – Rounding and Approximation Word Problems Guide Page 2 | 14 |
| C200 – Rounding and Approximation Word Problems Page 2 | 15 |
| C201 – Rounding and Approximation Word Problems Page 1 | 16 |
| C201 – Rounding and Approximation Word Problems Page 2 | 17 |
| C202 – Rounding and Approximation Word Problems Page 1 | 18 |
| C202 – Rounding and Approximation Word Problems Page 2 | 19 |
| C300 – Decimal Word Problems Page 1 | 21 |
| C300 – Decimal Word Problems Page 2 | 22 |
| C301 – Decimal Word Problems Page 1 | 23 |
| C301 – Decimal Word Problems Page 2 | 24 |
| C302 – Decimal Word Problems Page 1 | 25 |
| C302 – Decimal Word Problems Page 2 | 26 |
| C303 – Decimal Word Problems Page 1 | 27 |
| C303 – Decimal Word Problems Page 2 | 28 |
| C400 – More Fun Decimal Word Problems Page 1 | 29 |
| C400 – More Fun Decimal Word Problems Page 2 | 30 |
| C401 – More Fun Decimal Word Problems Page 1 | 31 |
| C401 – More Fun Decimal Word Problems Page 2 | 32 |
| C402 – More Fun Decimal Word Problems Page 1 | 33 |
| C402 – More Fun Decimal Word Problems Page 2 | 34 |
| C403 – More Fun Decimal Word Problems | 35 |
| C005 – Scientific Notation Guide | 37 |

Name: _____

Date: _____

| | | |
|--|--------|----|
| C501 – Scientific Notation Practice | | 39 |
| C502 – Scientific Notation Practice | | 40 |
| C503 – Scientific Notation Practice | | 41 |
| C504 – Scientific Notation Practice | | 42 |
| C505 – Scientific Notation Practice | | 43 |
| C006 – Arithmetic with Scientific Notation Guide | | 45 |
| C601 – Arithmetic with Scientific Notation | Page 1 | 49 |
| C601 – Arithmetic with Scientific Notation | Page 2 | 50 |
| C602 – Arithmetic with Scientific Notation | Page 1 | 51 |
| C602 – Arithmetic with Scientific Notation | Page 2 | 52 |
| CQ100 – Decimals Quiz 1 | Page 1 | 53 |
| CQ100 – Decimals Quiz 1 | Page 2 | 54 |
| CQ101 – Decimals Quiz 2 | Page 1 | 55 |
| CQ101 – Decimals Quiz 2 | Page 2 | 56 |
| CQ102 – Decimals Quiz 3 | Page 1 | 57 |
| CQ102 – Decimals Quiz 3 | Page 2 | 58 |

Name: _____

Date: _____

TABLE OF CONTENTS

Chapter G – Tables, Graphs, and Data analysis

G001 – Useful Definitions for Interpreting Tables and Graphs

G100 - Tables Page 1

G100 - Tables Page 2

G101 - Tables Page 1 of 3

G101 - Tables Page 2 of 3

G101 - Tables Page 3 of 3

G102 - Tables Page 1

G102 - Tables Page 2

G103 - Tables Page 1

G103 - Tables Page 2

G200 – Bar Graphs Page 1

G200 – Bar Graphs Page 2

G201 – Bar Graphs

G202 – Bar Graphs

G203 – Bar Graphs

G204 – Bar Graphs

G300 - Pie Charts Page 1

G300 - Pie Charts Page 2

G301 - Pie Charts Page 1

G301 - Pie Charts Page 2

G400 – Line Graphs Page 1

G400 – Line Graphs Page 2

G401 – Line Graphs Page 1

G401 – Line Graphs Page 2

G402 – Line Graphs Page 1

G402 – Line Graphs Page 2

G005 – Cartesian Coordinates

G501 – Cartesian Coordinates

G502 – Cartesian Coordinates

G503 – Cartesian Coordinates

Name: _____

Date: _____

G504 – Cartesian Coordinates

G006 – Determining the Slope of a Straight Line Guide Page 1

G006 – Determining the Slope of a Straight Line Guide Page 2

G600 – Determining the Slope of a Straight Line

G601 – Determining the Slope of a Straight Line

G602 – Determining the Slope of a Straight Line

G007 – Y and X Intercepts Guide

G700 – Y and X Intercepts

G701 – Y and X Intercepts

G008 – Determining the Equation of a Straight Line

G800 – Determining the Equation of a Straight Line

G801 – Determining the Equation of a Straight Line

G802 – Determining the Equation of a Straight Line

G009 – Examining Graphs in the Abstract Guide

G900 – Examining Graphs in the Abstract

G901 – Examining Graphs in the Abstract

G902 – Examining Graphs in the Abstract

G903 – Examining Graphical Relationships Page 1

G903 – Examining Graphical Relationships Page 2

G904 – Examining Graphical Relationships Page 1

G904 – Examining Graphical Relationships Page 2

G1000 – Fundamental Principle of Counting Page 1

G1000 – Fundamental Principle of Counting Page 2

G1001 – Fundamental Principle of Counting Page 1

G1001 – Fundamental Principle of Counting Page 2

G1002 – Fundamental Principle of Counting Page 1

G1002 – Fundamental Principle of Counting Page 2

G1100 – Pattern Recognition

G1101 – Pattern Recognition

G1102 – Pattern Recognition

GQ1 – Data, Graphs, and Data Analysis Quiz 1

GQ2 – Data, Graphs, and Data Analysis Quiz 2