

Level 4.0-5.9



- LEVEL:** 4.0 – 5.9
- STANDARD:** 15.0 Demonstrate basic understanding of phonics and structural analysis as tools for reading
- BENCHMARK:** 15.01 Recognize synonyms, antonyms, and homonyms.
- MATERIALS:** 3 sheets of poster board, markers, magazine or drawn pictures.
- PROCEDURES:**
1. Prepare posters as follows:
 - a. two identical pictures of a person (preferable one students know like a rock star)
Heading: Synonyms
 - b. two pictures—one of a tall, slim, well-groomed man, the other of a short, pudgy and sloppy woman
Heading: Antonyms
 - c. picture of three identical birds—three crows or three canaries
Heading: Homonyms
 2. Using the **Synonym** chart, ask the students what they notice about the two pictures. Elicit the word “**same**” and write it on the poster next to synonym.
 3. Ask the students to offer words to describe the person in the picture. List those words on the chart. (Example: tall, handsome, blond)
 4. Group the students in threes and ask them to come up with another word with the same meaning for the descriptive word on the chart. Example: (towering, gorgeous, tow-headed). Provide dictionaries or a thesaurus for optional use. Explain that they are creating synonyms.
 5. Using the **Antonym** poster, repeat Step 2 and elicit the word, “**opposite**” and write it on the poster next to antonym.
 6. Ask the students to offer words describing the person on the left. (Example: tall, handsome, muscular). Enter them on the poster.
 7. In groups, ask students to develop a list of opposites or antonyms describing the person on the right. Enter appropriate answers on the poster.
 8. Finally, display Poster Three, as birds that sound alike, **Homonyms** as words that sound alike. Write “**same sound**” on the poster. Give the students several examples and then ask for their input. Create a list for the poster.
 9. Display posters and refer to them when learning vocabulary.

Student: _____

Date: _____

Teacher: _____

Match each of the words in list A with its synonym in List B:

A	B
_____ 1. entertainment	a. sleepy
_____ 2. large	b. adequate
_____ 3. courageous	c. brave
_____ 4. assist	d. recreation
_____ 5. enough	e. big
_____ 6. drowsy	f. help

Match each of the words in list A with its antonym in list B:

A	B
_____ 7. disability	a. prevent
_____ 8. sensitive	b. mild
_____ 9. conceal	c. horrible
_____ 10. assist	d. unfeeling
_____ 11. wonderful	e. talent
_____ 12. severe	f. show

Circle the correct word in parentheses:

13. The dog smelled the (cent, scent) of the rabbit in the backyard.
14. (They're, There) going to the football game.
15. I want to go (two, too, to).
16. When she was sad, she (would, wood) cry.
17. Mother asked Linda to (grate, great) the cabbage for the coleslaw.
18. Someday, we all hope there will be (peace, piece) in the world.

Homonyms

aisle, isle
 all, awl
 all ready, already
 all together, altogether
 allowed, aloud
 altar, alter
 ate, eight
 attendance, attendants
 bad, bade
 bail, bale
 band, banned
 bare, bear
 baron, barren
 bell, belle
 berry, bury
 better, bettor
 bight, bite, byte
 billed, build
 blew, blue
 board, bored
 boarder, border
 boll, bowl
 born, borne
 borough, burro, burrow
 bough, bow
 bolder, boulder
 boy, buoy
 braid, brayed
 brake, break
 bread, bred
 brewed, brood
 brews, bruise
 bridal, bridle
 bullion, bouillon
 but, butt
 buy, by, bye
 cache, cash
 callous, callus
 cannon, canon
 cant, can't
 canvas, canvass
 capital, capitol
 carol, carrel
 cast, caste
 cede, seed

ceiling, sealing
 cell, sell
 cellar, seller
 censor, sensor
 cent, scent, sent
 cents, scents, sense
 cereal, serial
 cite, sight, site
 coat, cote
 complement, compliment
 complementary, complimentary
 core, corps
 cue, queue
 dear, deer
 dew, do, due
 die, dye
 done, dun
 ducked, duct
 fair, fare
 feat, feet
 fir, fur
 flea, flee
 flew, flu, flue
 flour, flower
 floe, flow
 for, fore, four
 forward, foreword
 gamble, gambol
 guessed, guest
 gorilla, guerilla
 grays, graze
 hair, hare
 hear, here
 hew, hue
 hour, our
 idol, idyll
 intense, intents
 its, it's
 knight, night
 knot, not
 know, no
 lain, lane
 lam, lamb
 levee, levy
 lichen, liken

loan, lone
 loot, lute
 made, maid
 main, mane
 meat, meet
 medal, meddle
 metal, mettle
 missed, mist
 might, mite
 pair, pare, pear
 passed, past
 peace, piece
 peal, peel
 peer, pier
 pistil, pistol
 plane, plain
 plate, plait
 poll, pole
 pray, prey
 praise, prays
 presence, presents
 principal, principle
 rain, reign, rein
 raise, raze
 receipt, reseal
 right, rite, write
 roe, row
 role, roll
 rung, wrung
 sail, sale
 sane, seine
 sea, see
 sew, so
 scull, skull
 sear, seer, sere
 serf, surf
 sink, sync
 soar, sore
 son, sun
 stair, stare
 stake, steak
 steal, steel
 straight, strait
 tacked, tact
 tare, tear

tear, tier
 their, there, they're
 threw, through
 to, too, two
 tool, tulle
 tracked, tract
 vain, vane, vein
 wait, weight
 war, wore
 ware, wear
 way, weigh
 who's, whose
 wood, would
 yoke, yolk
 your, you're

Synonyms and Antonyms

Words

able
 afraid
 alive
 ancient
 angry
 average
 bad
 basic
 beautiful
 big
 bright
 busy
 capital
 careful
 certain
 clean
 clear
 close
 cold
 common
 complete
 cool (1)
 cool (2)
 correct
 current
 dangerous
 dark
 dear
 deep
 different
 distant
 dry
 early
 easy
 empty
 entire
 equal
 even
 famous
 fast
 few
 final
 fine
 fit

Synonyms

qualified, capable, competent
 frightened, scared, fearful, cowardly
 living, existing
 old, aged, antique
 mad, upset, annoyed, furious, displeased
 common, ordinary, regular, usual, normal
 terrible, awful, evil, harmful, rotten
 necessary, essential, vital
 lovely, pretty, handsome, attractive
 huge, large, enormous, gigantic, immense
 shiny, smart, gleaming, glowing, intelligent
 working, lively, active, industrious
 chief, main, major, principal, foremost
 alert, cautious, attentive
 sure, definite, positive, confident
 not dirty, pure, spotless, immaculate
 bright, plain, cloudless, obvious, evident
 near, nearby
 cool, chilly, frosty, frozen, frigid
 plain, ordinary, regular, usual, normal
 finished, full, entire, total
 cold, chilly, frosty, frigid
 distant, unfriendly, indifferent
 right, exact, true, accurate, precise
 new, present, popular, up-to-date
 harmful, risky, unsafe
 shadowy, dim, dusky, gloomy
 costly, precious, expensive, priceless
 bottomless
 unlike, dissimilar
 far, faraway, removed, separated
 barren, arid, waterless
 first, prompt, previous
 simple, painless, effortless
 bare, hallow, vacant
 all, full, whole, total, complete
 same, even, alike, similar, identical
 alike, flat, smooth, equal, level, steady
 noted, popular, well-known
 quick, rapid, swift
 limited, occasional
 end, last, latest
 pleasant, excellent, agreeable, superior
 sound, proper, healthy, suitable

Antonyms

unable
 brave, fearless, courageous
 dead, lifeless
 new, modern, current
 glad, delighted, joyful
 unusual, outstanding, exceptional
 good, fresh, perfect, excellent
 extra, unnecessary
 homely, ugly, unattractive
 little, small, tiny
 dark, dim, dull
 slow, lazy, idle, sluggish
 minor, unimportant
 careless, forgetful
 uncertain, doubtful, unsure
 dirty, messy, filthy, stained
 cloudy, dark, fuzzy, blurred, dim
 far, distant, faraway
 hot, warm, glowing
 rare, unusual, scarce
 unfinished, incomplete
 warm, heated
 friendly, concerned
 wrong, false, incorrect, untrue
 old, antique
 safe, harmless, secure, reliable
 light, bright, colorful, brilliant
 cheap, inexpensive, reasonable
 shallow
 same, alike, similar, identical
 close, near, nearby, neighboring
 wet, damp, moist, humid
 late, delayed, tardy
 hard, difficult, painful, troublesome
 full, complete, abundant
 partial, incomplete
 unlike, uneven, unequal
 rough, irregular, uneven, unequal
 humble, unknown
 slow
 frequent, numerous
 beginning, first, earliest, original
 awful, unpleasant, disagreeable
 unfit

Words

flat	even, level
free	loose, not bound, independent
fresh	new, modern, recent
full	brimming
funny	amusing, humorous, comical, laughable
gentle	kind, tender
glad	happy, pleased, delighted, joyful
gloomy	sad, dark, dim, dreary, depressed
good	proper, useful, suitable, adequate
grand	great, mighty, huge, magnificent, noble
grateful	thankful, appreciative, pleased
great	big, huge, large, remarkable, immense
handy	helpful, useful, skilled
hard (1)	firm, solid
hard (2)	rough, difficult, complicated
heavy	weighty, bulky
high	tall, grand, towering, lofty
hopeful	promising, encouraging, optimistic
imaginary	legendary, unreal
inferior	low-grade, poor, unsatisfactory
intelligent	bright, clever, sharp, smart
just	fair, honest, reasonable, rightful
kind	caring, gentle, generous, considerate
lawful	permitted, legal, legitimate
lax	careless, lenient, negligent
lean	thin, bony, skinning
like	equal, similar, identical
long	drawn-out, extended, lengthy
lost	gone, missing, misplaced
loud	noisy, blaring, deafening
low	short, lesser, limited, modest, slight
lucky	fortunate, successful
marvelous	wonderful, amazing, remarkable
mean	ugly, cruel, wicked
merry	cheery, jolly, joyful, gleeful
messy	sloppy, untidy, disorderly
modern	new, fresh, current, contemporary, recent
narrow	thin, slim, slender
natural	wild, pure, native
new	fresh, modern, current, recent
nice	fine, pleasant, agreeable
odd	strange, peculiar, weird
open	unlocked, ajar, unclosed, unsealed
orderly	neat, organized, tidy
outer	outside, exterior, external
overcast	cloudy, dark, gray, gloomy
painful	aching, sore, distressing, hurtful

Antonyms (continued)

hilly, uneven
bound, chained
stale
empty, vacant
sad, boring, serious, depressing
rough, cruel, harsh, heartless
sad, unhappy, sorrowful, tearful
happy, pleasing, bright, sunny
bad, inadequate, unsatisfactory
common, ordinary, insignificant
thoughtless, ungrateful, thankless
little, small, tiny
useless, clumsy, worthless
soft, limp, flexible
easy, simple
light, weightless
little, low, short
hopeless, pessimistic, unfavorable
real, actual
outstanding, superior, first-rate
dull, dumb, stupid, unintelligent
unfair, dishonest, unjust
cruel, harsh, unkind, inconsiderate
illegal, prohibited, unlawful
strict
fat, portly, plump, husky, chubby
different, opposite, unlike
short, brief, reduced
found, located, regained
quiet, soft, silent
high, lofty, sizable, significant
unfortunate, unlucky, luckless
ordinary, familiar, commonplace
kind, gentle, pleasant
sad, gloomy, glum
clean, orderly, neat, tidy
old, ancient, antique, old-fashioned
fat, wide, thick, broad
artificial, unnatural
old, used, dated, stale, shabby
coarse, unpleasant, disagreeable
everyday, common, ordinary, usual
closed, barred, locked, shut, sealed
messy, scrambled, sloppy
inside, inner, interior, internal
bright, clear, sunny, cloudless
pleasing, agreeable, painless

Words**Synonyms****Antonyms** (continued)

peculiar	strange, curious, odd, weird	ordinary, regular, normal
plain	homely, ugly, unattractive	beautiful, attractive
preceding	earlier, former, previous, prior	next, following, later, subsequent
proper	fitting, suitable, apt, appropriate	improper, inappropriate, unsuitable
quaint	charming, unusual, old-fashioned	common, modern, ordinary, usual
qualified	able, fit, capable, competent	unable, unfit, deficient, incapable
quick	fast, rapid, swift, brisk	slow, poky, gradual, sluggish
rare	scarce, uncommon, infrequent	common, usual, frequent
rigid	hard, firm, stiff, inflexible	loose, soft, limp, flexible
risky	dangerous, unsafe, hazardous	sure, certain, safe, secure
scarce	few, rare, occasional, insufficient	many, common, plentiful, abundant
secure	safe, protected, sheltered, unharmed	hurt, dangerous, harmed, injured
settled	inhabited, lived in, populated	uninhabited, unpopulated
tame	trained, obedient, manageable, gentle	wild, untamed, unmanageable
timid	shy, fearful, bashful	bold, aggressive, outspoken
valuable	costly, dear, treasured, expensive	cheap, worthless, valueless
weak	faint, feeble, fragile, frail	strong, powerful, sturdy
wet	damp, soaked, moist, drenched	dry, parched, waterless
wide	broad, ample, spacious	narrow, restricted
wise	knowing, aware, shrewd	dull, foolish, unaware, unknowing
worthless	useless, inferior, imperfect, valueless	precious, useful, valuable, priceless
youthful	new, young, childlike, immature	old, tired, aging, weary
zealous	eager, enthusiastic	cool, bored, lazy, uninterested

LEVEL: 4.0 – 5.9

STANDARD: 15.0 Demonstrate basic understanding of phonics and structural analysis as tools for reading

BENCHMARK: 15.02 Define Multiple Meaning Words

MATERIALS: Worksheet, filecards, shoebox

- PROCEDURES:**
1. Using the worksheet, introduce the concept that a word may have more than one meaning dependent upon its use in a given sentence.
 2. The students complete the worksheet individually, then as a group compare their answers. Be sure to read all the bonus sentences aloud.
 3. Announce that each day a “double meaning word” will be posted on the board and that each student, as he arrives, is to write a sentence with that word on a file card and place the card in the word bank. (Provide a box labeled “Word Bank”). More multiple meaning words are listed on the subsequent worksheets.
 4. Assist students in looking the word up in the dictionary when necessary.
 5. An hour into the class (before a break is a good time.), read the sentences and note the different meanings. (The teacher should also contribute a sentence.)
 6. Ask students to notice double-meaning words as they read and to provide you with words to post on the board.

Student: _____

Date: _____

Teacher: _____

Words With More Than One Meaning

A word may have more than one meaning. To figure out which meaning is correct, we often have to read the whole sentence. Sometimes even the pronunciation changes with the meaning.

Practice: Fill in the blank with the underlined word. Then read the sentence.

Wind can be moving air, *as in*: I just love to feel the _____ in my hair.

or

Wind can be a twisting motion, *as in*:

You have to _____ through several back streets to find my house.

Directions: Use the words listed to fill in the blanks of the sentences below. The words will be used more than once. It will help to read the whole sentence first.

change close talk wear watch iron

Do not plant trees too _____ to a building.

I forgot to ask what I should _____ to the party tonight.

If you want to know the time, ask a man who has a _____ .

Kathy was asked to give a _____ about her family for her Women's Club meeting.

When business dropped off, the restaurant was forced to _____.

Since we got a new clothes dryer, I find that I no longer have to _____ my shirts.

If you _____ while taking the GED, you will be asked to leave the room.

To succeed, you will have to _____ the way you feel about work.

If you leave a tool made of _____ outside in the rain, it will rust.

My three kids are so active, they just _____ me out.

_____ out! You are going to spill that soup.

Do you have enough _____ for the Coke machine?

Bonus: Think of two meanings for this word: duck

Now write a sentence with the word "duck" for each of those meanings.

Student: _____

Date: _____

Teacher: _____

Heteronyms

A **heteronym** is a word that is **spelled the same** as another but pronounced differently and has a different meaning. **A heteronym is not a homonym.** A **homonym** is a word that **sounds** like another word but is spelled differently (bear, bare). A heteronym belongs in a separate class by itself. Look at these heteronyms.

bass- a type of fish

lead- a metal

row- a line

bass- low or deep in sound

lead- to conduct or

row- an argument

The only connection between heteronyms is that they are *spelled the same*.

Find the meanings for each of the followings sets of heteronyms:

bow

bow

desert

desert

produce

produce

sow

sow

object

object

Heteronyms

Activity: Select the **heteronym** from the list that matches the definition listed.

tear live refuse dove sewer perfect record

1. a bird – _____
2. pipe that carries waste – _____
3. past tense of dive – _____
4. having life – _____
5. a drop from your eye – _____
6. uses a needle and thread – _____
7. to deny – _____
8. existing as a matter of public knowledge – _____
9. pull apart into small pieces – _____
10. to take notes – _____
11. to make correct – _____
12. to reside – _____
13. complete in every detail – _____
14. garbage – _____

(ANSWER KEY)**Heteronyms**

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bass	a type of fish	lead	a metal	row	a line
bass	low or deep in sound	lead	to conduct or	row	an argument

The only connection between heteronyms is that they are *spelled the same*. Find the meanings for each of the following sets of heteronyms:

- | | |
|-----------|--|
| bow – | to bend the knee or body as in submission, salutation, or acknowledgment. |
| bow – | a flexible strip of wood bent by a string stretched between its ends for propelling arrows. |
| desert – | a region so arid that it supports only sparse vegetation or none at all. |
| desert– | to leave a person or place without intending to return, in violation to duty or promise. |
| produce – | agricultural products, fruits and vegetables. |
| produce – | to provide, create, supply. |
| sow – | to scatter seed over land. |
| sow – | an adult female swine. |
| object – | a thing. |
| object – | disagree. |

Activity: Select the **heteronym** from the list that matches the definition listed.
tear live refuse dove sewer perfect record

1. a bird – **dove**
2. pipe that carries waste – **sewer**
3. past tense of dive – **dove**
4. having life – **live**
5. a drop from your eye – **tear**
6. uses a needle and thread – **sewer**
7. to deny – **refuse**
8. existing as a matter of public knowledge – **record**
9. pull apart into small pieces – **tear**
10. to take notes – **record**
11. to make correct – **perfect**
12. to reside – **live**
13. complete in every detail – **perfect**
14. garbage – **refuse**

Student: _____

Date: _____

Teacher: _____

Homographs

A **homograph** is a word that is spelled like another word and is **pronounced the same as another word**. A homograph is not a heteronym, nor a homonym! Here are some homograph examples:

fly (noun) a small insect
fly (verb) move through the air

bark (noun) outside covering of a tree
bark (verb) noise made by a dog

Write a definition for each of these homographs.

bear – _____
bear – _____

log – _____
log – _____

plane – _____
plane – _____

spell – _____
spell – _____

stoop – _____
stoop – _____

well – _____
well – _____

Homographs

Select the homograph from the listed words below that matches the definition. Then write the other definition for the same word under it. One is completed as an example.

pitcher pool hide gum shed duck can box hail date

1. to discard: **shed**
a small building for storage: **shed**
2. outside skin of an animal: _____

3. member of a baseball team _____

4. a fruit from the desert _____

5. part of your mouth _____

6. to fight _____

7. an animal with webbed feet _____

8. a place to swim _____

9. a container for food _____

10. frozen rain _____

(ANSWER KEY)

Homographs

A **homograph** is a word that is spelled like another word and is **pronounced the same as another word**. A homograph is not a heteronym, nor a homonym! Here are some homograph examples:

fly (noun) a small insect	bark (noun) outside covering of a tree
fly (verb) move through the air	bark (verb) noise made by a dog

Write a definition for each of these homographs.

bear – (noun) **a carnivorous mammal with coarse heavy fur**
 bear – (verb) **to give birth to a child; to support a load**

log – (noun) **a large limb of a felled tree.**
 log – (verb) **to record the progress of an activity.**

plane – (noun) **woodworking instrument for smoothing wood.**
 plane – (verb) **to smooth and remove wood with a plane.**

spell – (noun) **a magic word or incantation.**
 spell – (verb) **to name or write the letters of a word.**

stoop – (noun) **a small raised platform approached by steps, sometime having a roof and seats.**
 stoop – (verb) **to bend the head and shoulders forward and downward from an erect position.**

well – (noun) **a hole drilled into the earth to obtain water.**
 well – (verb) **to rise, spring, or gush from the earth or some other source; to send up or forth.**

Select the homograph from the listed words below that matches the definition. Then write the other definition for the same word under it. One is completed as an example.

pitcher pool hide gum shed duck can box hail date

1. to discard: **shed** (verb)
a small building for storage: shed (noun)
2. outside skin of an animal: **hide** (noun)
to conceal from sight: hide (verb)
3. member of a baseball team: **pitcher** (noun)
a container with a handle and a spout and for pouring liquid: pitcher (noun)
4. a fruit from the desert: **date** (noun)
to go out with a person: date (verb)
5. part of your mouth: **gum** (noun)
to become clogged: gum (verb)
6. to fight: **box** (verb)
a container having a lid: box (noun)
7. an animal with webbed feet: **duck** (noun)
to stoop or bend suddenly: duck (verb)
8. a place to swim: **pool** (noun)
to enter into a joint endeavor: pool (verb)
9. a container for food: **can** (noun)
to be able to: can (verb)
10. frozen rain: **hail** (noun)
to salute or greet: hail (verb)

- LEVEL:** 4.0 – 5.9
- STANDARD:** 15.0 Demonstrate basic understanding of phonics and structural analysis as tools for reading
- BENCHMARK:** 15.03 Understand how punctuation affects text.
- MATERIALS:** Several paragraph-long jokes such as those found in Reader’s Digest.
- PROCEDURES:**
1. Prepare large-print copies of a joke that is missing punctuation. (Begin with just omitting sentence-ending punctuation. When this is mastered, eliminate commas, quotation marks, etc.)
 2. If available, prepare an overhead copy for yourself; otherwise write the joke (minus the punctuation) on a newsprint chart.
 3. Ask students, working in pairs, to supply the missing punctuation. As a group, fill in the punctuation on the chart—making note of differences of opinion and how each affects meaning.

Student: _____

Date: _____

Teacher: _____

Directions: Punctuate the following...

That That Is Is That That Is Not Is Not Is Not That It It Is

End Punctuation

There are three kinds of end punctuation:

- Period (.)
- Question mark (?)
- Exclamation point (!)

The **period** is used to make a statement or give a command. Circle the word that indicates if the sentence is a statement or command.

1. (statement, command) It is raining today.
2. (statement, command) Go outside and rake the leaves.

The **question mark** is used at the end of a sentence that requests an answer. Circle the word that indicates if the sentence is a statement or question. Mark the sentence with the correct end punctuation.

1. (statement, question) It is too cold for ice cream today
2. (statement, question) Is it too cold for ice cream today
3. (statement, question) When will the fireworks end
4. (statement, question) The fireworks will end in 20 minutes
5. (statement, question) It's time to go to bed Go brush your teeth
6. (statement, question) It's time to go to bed It seems as if we just started to play

The **exclamation point** is used to show strong emotion or surprise. Mark the correct punctuation in the following sentences.

Joe Come here right now

I've been robbed There he is Catch him I can't believe it

The boy rode his bicycle in the street before looking

There's a truck coming Watch out

The **comma** is used

- to separate items in a series
- to separate two or more adjectives that describe the same thing when the two adjectives could be connected by the word *and*
- to set off words from a direct quotation
- between two parts of a compound sentence that are joined by the word *and, but, or, nor, for, or yet*

Punctuate the following sentences.

1. Fried chicken mashed potatoes gravy green beans corn and blueberry muffins will be served at dinner
2. Did the tired hungry firemen return to the station after putting out the fire
3. She wore a red plaid suit to the holiday party
4. I wonder she said if he will ever ask me to marry him
5. The teachers begin the school year today and the students begin the school year next week

(ANSWER KEY)

That, That Is, Is. That, That Is Not, Is Not. Is Not That It? It Is!

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Joe! Come here right now!

I've been robbed! There he is! Catch him! I can't believe it!

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- to separate items in a series
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1. Fried chicken, mashed potatoes, gravy, green beans, corn, and blueberry muffins will be served at dinner.
2. Did the tired, hungry firemen return to the station after putting out the fire?
3. She wore a red plaid suit to the holiday party.
4. "I wonder," she said, "if he will ever ask me to marry him."
5. The teachers begin the school year today, and the students begin the school year next week.

- LEVEL:** 4.0 – 5.9
- STANDARD:** 16.0 Demonstrate knowledge of basic vocabulary
- BENCHMARK:** 16.01 Use phonics, word structure, and visual cues to identify words and construct meaning.
- MATERIALS:** Photo and cutline from newspaper, board.
- PROCEDURES:**
1. Select from the daily paper, a cutline (text under a photo) which contains challenging vocabulary.
 2. Provide a copy of the text for each student.
 3. Ask the students to silently mouth the text under the picture, circling any word they have trouble pronouncing.
 4. Provide copies of the picture to which the text refers. Ask the students to once again mouth the text. This time they are to write on the paper below the text those words that they still don't know.
 5. Post these “struggle” words on the board.
 6. Taking the words one by one, ask for volunteers who do know a word to explain how they figured it out.
 7. For any word that no one can pronounce or explain, lead the students through phonetic (letter sounds) and structural (meanings of suffixes, prefixes, and similar words) analysis.

Student: _____

Date: _____

Teacher: _____

Directions to Teacher:

Have the student explain the meaning of the following new compound words formed from two smaller words:

A	B	C
1. roommate	room	mate
2. fisherman	fisher	man
3. birthday	birth	day
4. bookstore	book	store
5. mailman	mail	man

Student: _____

Date: _____

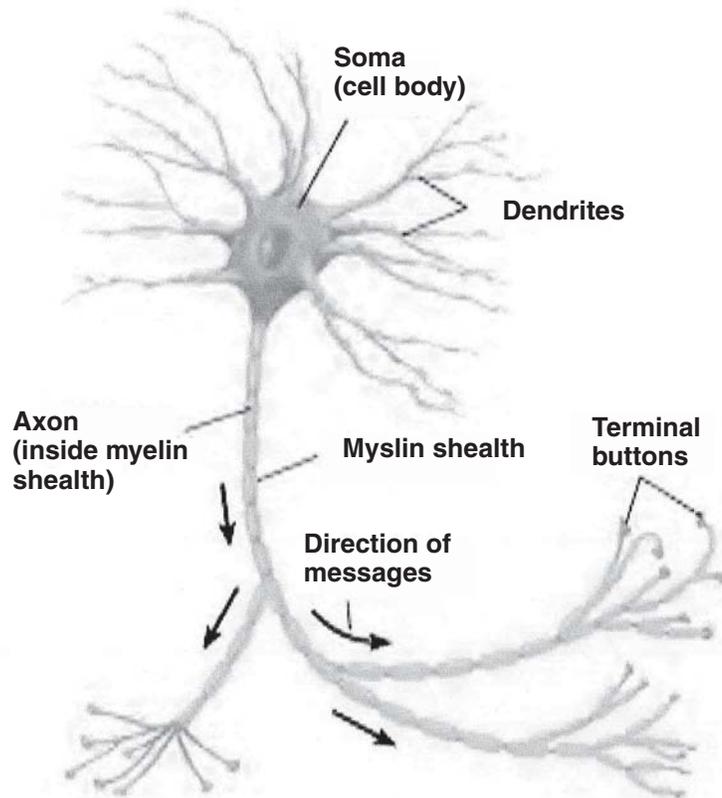
Teacher: _____

1. Cover the picture.
2. Read the following sentence without a picture, circling any word you have trouble pronouncing.

The axon of one neuron carries a message to a dendrite attached to another neuron.

3. Uncover the picture and read the above sentence again, then write down the words you still don't know.

Neuron



4. Finally, read the following paragraph about neurons. What helped you understand the meaning of the words you first circled or wrote down?

Your brain has billions of nerve cells, called **neurons** (NUR ahnz). A neuron has a cell body and threads that branch out from it. One branch, the **axon** (AKS ahn), carries signals away from the cell. Other nerve branches, called **dendrites** (DEN dreyets), carry signals toward the cell.

LEVEL: 4.0 – 5.9

STANDARD: 16.0 Demonstrate knowledge of basic vocabulary

BENCHMARK: 16.02 Use prefixes, suffixes, root words, words with multiple meanings, antonyms, synonyms, and word relationships to determine meaning and increase vocabulary for reading and the workplace.

MATERIALS: 3x5 cards in several colors

- PROCEDURES:**
1. Determine the vocabulary you want to teach.
 2. Prepare two sets of flash cards distinguished by color:

Set I	Set II
Prefixes: Blue	Antonyms: Pink
<i>Ex. pre-, trans-, un-</i>	<i>Ex. hot, heavy, twisted</i>
Suffixes: Yellow	Synonyms: White
<i>Ex. -er, -tion, -ment</i>	<i>Ex. create, find, work</i>
Root Words: Green	
<i>Ex. fix, port, believe</i>	
 3. Divide the students into two (or more) groups of four. (You may need to make duplicate sets of cards for a large class.)
 4. Each group selects a scribe who will write the words the group develops.
 5. The students using Set I are to build words using each of their cards. They may use word parts that appear on other cards or they may use word parts from their own vocabulary.
 6. The students using Set II are to find as many synonyms and antonyms (depending on the card color) for each word as they can, with their scribe keeping a list headed by the word on the card.
 7. Allot a certain time, for example, five minutes.
 8. Have the scribe or a selected reader from the group read the words on the list.
Verify correctness.

9. If new prefixes, suffixes, or root words are on the list, make new cards for them.
10. Make cards for antonyms and synonyms developed.
11. Do the exercise again at another class session selecting words from the larger decks.

Extension Activities:

- Have students tell or write a story using the words they have created and matched.
- Have students draw pictures about their story or act out their story.
- Put their words together to create a poem or rap.
- Have students create a resumé or job interview using the words they have created or matched.

Student: _____

Date: _____

Teacher: _____

Read the following sentences and

- (1) circle the correct form of the word,
- (2) write the root word in the blank, and
- (3) identify the addition to the root word as a prefix or suffix:

1. A person who paints pictures is called an (art, artist). _____ (prefix or suffix)
2. He was (painting, paint) the house. _____ (prefix or suffix)
3. A young man who is responsible may also be called (depends, dependable).
_____ (prefix or suffix)
4. She (walk, walks) to work. _____ (prefix or suffix)
5. Some people are (certain, uncertain) of what to say to strangers. They are not comfortable. _____ (prefix or suffix)
6. Sign language is a (verbal, nonverbal) method of communication. _____ (prefix or suffix)

Student: _____

Date: _____

Teacher: _____

Making Words with the suffix “ER”

Adding “er” to the end of a word changes the meaning to “one who” does something. For instance, a **farmer** is one who grows crops.

Look at these words:

report

teach

pitch

sing

garden

plumb

train

catch

sew

bank

lead

print

newscast

help

employ

Now read the sentences below. Add “er” to the correct word which answers the statement correctly.

1. A person who hires the services of another person is an _____.
2. A person who writes the news is a _____.
3. A person who trains animals is a _____.
4. A person who assists others is a _____.
5. A person who puts clothes together is a _____.
6. A person who makes copies of writing for others to read is a _____.
7. A person who records a music CD is a _____.
8. A man who manages money for others is a _____.
9. A person who raises flowers is a _____.
10. A person who fixes sinks is a _____.
11. A person behind home plate is a _____.
12. He throws the ball back to the _____.
13. The person in charge of a group is a _____.
14. A person who instructs others is a _____.
15. A person who broadcasts the news is a _____.

Flash Cards

Prefix Cards

ab-
ac-
ad-
ante-
anti-
ap-
at-
auto-
be-
bi-
dem-
di-
dis-
dys-
em-
en-
epi-
ex-
for-
fore-
hydro-
hyper-
in-
intro-
inter-
im-
loco-
mis-
non-
ob-
op-
of-
multi-
mono-
per-
pro-
pre-
para-

Root Word Cards

normal
count
here
rior
war
point
tack
mobile
hind
cycle
crat
vest
agree
lexia
ploy
rage
center
cuse
ward
warn
scope
sonic
correct
vert
pret
mature
motion
take
sense
ject
pose
fend
ple
cle
son
found
tend
graph

Word Cards

abnormal
account
adhere
anterior
antiwar
appoint
attack
automobile
behind
bicycle
democrat
divest
disagree
dyslexia
employ
enrage
epicenter
excuse
forward
forewarn
hydroscope
hypersonic
incorrect
introvert
interpret
immature
locomotion
mistake
nonsense
object
oppose
offend
multiple
monocle
person
profound
pretend
paragraph

Prefix Cards

re-
se-
sub-
sup-
super-
sur-
tri-
tele-
trans-
ultra-
un-
uni-

Root Word Cards

make
cret
merge
press
man
prise
cycle
phone
port
sound
clear
form

Word Cards

remake
secret
submerge
suppress
superman
surprise
tricycle
telephone
transport
ultrasound
unclear
uniform

Flash Cards

Root Word

comfort
pass
combust
vacant
beg
starve
inspire
talk
free
wise
tonsil
employ
employ
absent
violent
east
brave
Japan
alphabet
adult
poet
false
grace
patriot
biology
appendic
necessary
civil
joy
nerve
awe
five
twelve
twenty
fifty
back
east
up
side
clock
rain

Suffix Cards

-able
-able
-ible
-ancy
-ar
-ation
-ation
-ative
-dom
-dom
-ectomy
-ee
-er
-ence
-ence
-ern
-ery
-ese
-etic
-hood
-ic
-ify
-ious
-ism
-ist
-itis
-ity
-ization
-ous
-ous
-some
-th
-th
-eth
-eth
-ward
-ward
-ward
-ways
-wise
-y

Word Card

comfortable
passable
combustible
vacancy
beggar
starvation
inspiration
talkative
freedom
wisdom
tonsillectomy
employee
employer
absence
violence
eastern
bravery
Japanese
alphabetic
adulthood
poetic
falsify
gracious
patriotism
biologist
appendicitis
necessity
civilization
joyous
nervous
awesome
fifth
twelfth
twentieth
fiftieth
backward
eastward
upward
sideways
clockwise
rainy

PREFIX CARDS ab-	PREFIX CARDS anti-	PREFIX CARDS be-
PREFIX CARDS ac-	PREFIX CARDS ap-	PREFIX CARDS bi-
PREFIX CARDS ad-	PREFIX CARDS at-	PREFIX CARDS dem-
PREFIX CARDS ante-	PREFIX CARDS auto-	PREFIX CARDS di-

ROOT WORDS -normal	ROOT WORDS -war	ROOT WORDS -hind
ROOT WORDS -count	ROOT WORDS -point	ROOT WORDS -cycle
ROOT WORDS -here	ROOT WORDS -tack	ROOT WORDS -crat
ROOT WORDS -rior	ROOT WORDS -mobile	ROOT WORDS -vest

WORD CARDS ab<u>nor</u>mal	WORD CARDS anti<u>war</u>	WORD CARDS beh<u>ind</u>
WORD CARDS acc<u>ou</u>nt	WORD CARDS app<u>oi</u>nt	WORD CARDS bic<u>yc</u>le
WORD CARDS adh<u>er</u>e	WORD CARDS att<u>ack</u>	WORD CARDS dem<u>oc</u>rat
WORD CARDS an<u>ter</u>ior	WORD CARDS aut<u>om</u>obile	WORD CARDS div<u>e</u>st

PREFIX CARDS dis-	PREFIX CARDS epi-	PREFIX CARDS hydro-
PREFIX CARDS dys-	PREFIX CARDS ex-	PREFIX CARDS hyper-
PREFIX CARDS em-	PREFIX CARDS for-	PREFIX CARDS in-
PREFIX CARDS en-	PREFIX CARDS fore-	PREFIX CARDS intro-

ROOT WORDS -agree	ROOT WORDS -center	ROOT WORDS -scope
ROOT WORDS -lexia	ROOT WORDS -cuse	ROOT WORDS -sonic
ROOT WORDS -ploy	ROOT WORDS -ward	ROOT WORDS -correct
ROOT WORDS -rage	ROOT WORDS -warn	ROOT WORDS -vert

WORD CARDS disagree	WORD CARDS epicenter	WORD CARDS hydroscope
WORD CARDS dyslexia	WORD CARDS excuse	WORD CARDS hypersonic
WORD CARDS employ	WORD CARDS forward	WORD CARDS incorrect
WORD CARDS enrage	WORD CARDS forewarn	WORD CARDS introvert

PREFIX CARDS pre-	PREFIX CARDS sub-	PREFIX CARDS tri-
PREFIX CARDS para-	PREFIX CARDS sup-	PREFIX CARDS tele-
PREFIX CARDS re-	PREFIX CARDS super-	PREFIX CARDS trans-
PREFIX CARDS se-	PREFIX CARDS sur-	PREFIX CARDS ultra-

ROOT WORDS -tend	ROOT WORDS -merge	ROOT WORDS -cycle
ROOT WORDS -graph	ROOT WORDS -press	ROOT WORDS -phone
ROOT WORDS -make	ROOT WORDS -man	ROOT WORDS -port
ROOT WORDS -cret	ROOT WORDS -prise	ROOT WORDS -sound

WORD CARDS pretend	WORD CARDS submerge	WORD CARDS tricycle
WORD CARDS paragraph	WORD CARDS suppress	WORD CARDS telephone
WORD CARDS remake	WORD CARDS superman	WORD CARDS transport
WORD CARDS secret	WORD CARDS surprise	WORD CARDS ultrasound

PREFIX CARDS inter-	PREFIX CARDS non-	PREFIX CARDS multi-
PREFIX CARDS im-	PREFIX CARDS ob-	PREFIX CARDS mono-
PREFIX CARDS loco-	PREFIX CARDS op-	PREFIX CARDS per-
PREFIX CARDS mis-	PREFIX CARDS of-	PREFIX CARDS pro-

ROOT WORDS -pret	ROOT WORDS -sense	ROOT WORDS -ple
ROOT WORDS -mature	ROOT WORDS -ject	ROOT WORDS -cle
ROOT WORDS -motion	ROOT WORDS -pose	ROOT WORDS -son
ROOT WORDS -take	ROOT WORDS -fend	ROOT WORDS -found

WORD CARDS <u>inter</u>pret	WORD CARDS <u>non</u>sense	WORD CARDS <u>multi</u>ple
WORD CARDS <u>imm</u>ature	WORD CARDS <u>obj</u>ect	WORD CARDS <u>mono</u>cle
WORD CARDS <u>loco</u>motion	WORD CARDS <u>opp</u>ose	WORD CARDS <u>per</u>son
WORD CARDS <u>mista</u>ke	WORD CARDS <u>off</u>end	WORD CARDS <u>pro</u>found

<p>PREFIX CARDS</p> <p>un-</p>	<p>PREFIX CARDS</p>	<p>PREFIX CARDS</p>
<p>PREFIX CARDS</p> <p>uni-</p>	<p>PREFIX CARDS</p>	<p>PREFIX CARDS</p>
<p>PREFIX CARDS</p>	<p>PREFIX CARDS</p>	<p>PREFIX CARDS</p>
<p>PREFIX CARDS</p>	<p>PREFIX CARDS</p>	<p>PREFIX CARDS</p>

<p>ROOT WORDS</p> <p>-clear</p>	<p>ROOT WORDS</p>	<p>ROOT WORDS</p>
<p>ROOT WORDS</p> <p>-form</p>	<p>ROOT WORDS</p>	<p>ROOT WORDS</p>
<p>ROOT WORDS</p>	<p>ROOT WORDS</p>	<p>ROOT WORDS</p>
<p>ROOT WORDS</p>	<p>ROOT WORDS</p>	<p>ROOT WORDS</p>

WORD CARDS unclear	WORD CARDS	WORD CARDS
WORD CARDS uniform	WORD CARDS	WORD CARDS
WORD CARDS	WORD CARDS	WORD CARDS
WORD CARDS	WORD CARDS	WORD CARDS

ROOT WORDS comfort-	ROOT WORDS beg-	ROOT WORDS free-
ROOT WORDS pass-	ROOT WORDS starve-	ROOT WORDS wise-
ROOT WORDS combust-	ROOT WORDS inspire-	ROOT WORDS tonsil-
ROOT WORDS vacant-	ROOT WORDS talk-	ROOT WORDS employ-

SUFFIX CARDS -able	SUFFIX CARDS -ar	SUFFIX CARDS -dom
SUFFIX CARDS -able	SUFFIX CARDS -ation	SUFFIX CARDS -dom
SUFFIX CARDS -ible	SUFFIX CARDS -ation	SUFFIX CARDS -ectomy
SUFFIX CARDS -ancy	SUFFIX CARDS -ative	SUFFIX CARDS -ee

WORD CARDS comfortable	WORD CARDS beggar	WORD CARDS freedom
WORD CARDS passable	WORD CARDS starvation	WORD CARDS wisdom
WORD CARDS combustible	WORD CARDS inspiration	WORD CARDS tonsillectomy
WORD CARDS vacancy	WORD CARDS talkative	WORD CARDS employee

ROOT WORDS employ-	ROOT WORDS brave-	ROOT WORDS poet-
ROOT WORDS absent-	ROOT WORDS Japan-	ROOT WORDS false-
ROOT WORDS violent-	ROOT WORDS alphabet	ROOT WORDS grace-
ROOT WORDS east-	ROOT WORDS adult-	ROOT WORDS patriot-

SUFFIX CARDS	-er	SUFFIX CARDS	-ery	SUFFIX CARDS	-ic
SUFFIX CARDS	-ence	SUFFIX CARDS	-ese	SUFFIX CARDS	-ify
SUFFIX CARDS	-ence	SUFFIX CARDS	-etic	SUFFIX CARDS	-ious
SUFFIX CARDS	-ern	SUFFIX CARDS	-hood	SUFFIX CARDS	-ism

WORD CARDS employer	WORD CARDS bravery	WORD CARDS poetic
WORD CARDS absence	WORD CARDS Japanese	WORD CARDS falsify
WORD CARDS violence	WORD CARDS alphabetic	WORD CARDS gracious
WORD CARDS eastern	WORD CARDS adulthood	WORD CARDS patriotism

ROOT WORDS biology-	ROOT WORDS joy	ROOT WORDS twelve-
ROOT WORDS appendic-	ROOT WORDS nerve-	ROOT WORDS twenty-
ROOT WORDS necessary-	ROOT WORDS awe-	ROOT WORDS fifty-
ROOT WORDS civil	ROOT WORDS five-	ROOT WORDS back-

SUFFIX CARDS -ist	SUFFIX CARDS -ous	SUFFIX CARDS -th
SUFFIX CARDS -itis	SUFFIX CARDS -ous	SUFFIX CARDS -eth
SUFFIX CARDS -ity	SUFFIX CARDS -some	SUFFIX CARDS -eth
SUFFIX CARDS -ization	SUFFIX CARDS -th	SUFFIX CARDS ward

WORD CARDS biologist	WORD CARDS joyous	WORD CARDS twelfth
WORD CARDS appendicitis	WORD CARDS nervous	WORD CARDS twentieth
WORD CARDS necessity	WORD CARDS awesome	WORD CARDS fiftieth
WORD CARDS civilization	WORD CARDS fifth	WORD CARDS backward

ROOT WORDS east-	ROOT WORDS rain-	ROOT WORDS
ROOT WORDS up-	ROOT WORDS	ROOT WORDS
ROOT WORDS side-	ROOT WORDS	ROOT WORDS
ROOT WORDS clock-	ROOT WORDS	ROOT WORDS

<p>SUFFIX CARDS</p> <p>-ward</p>	<p>SUFFIX CARDS</p> <p>-y</p>	<p>SUFFIX CARDS</p>
<p>SUFFIX CARDS</p> <p>-ward</p>	<p>SUFFIX CARDS</p>	<p>SUFFIX CARDS</p>
<p>SUFFIX CARDS</p> <p>-ways</p>	<p>SUFFIX CARDS</p>	<p>SUFFIX CARDS</p>
<p>SUFFIX CARDS</p> <p>-wise</p>	<p>SUFFIX CARDS</p>	<p>SUFFIX CARDS</p>

WORD CARDS eastward	WORD CARDS rainy	WORD CARDS
WORD CARDS upward	WORD CARDS	WORD CARDS
WORD CARDS sideways	WORD CARDS	WORD CARDS
WORD CARDS clockwise	WORD CARDS	WORD CARDS

List of Prefixes

Prefix	Meaning (Example)	Prefix	Meaning (Example)
a-, an-	not, without (<i>amoral</i>)	hydro-	water (<i>hydroscope</i>)
ab-	from, away, off (<i>abnormal</i>)	hyper-	over, above, beyond, (<i>hypersonic</i>)
ac-	before (<i>account</i>)	hypo-	below (<i>hypodermic</i>)
ad-	to, toward, for (<i>adhere</i>)	im-	not (<i>immature</i>)
ambi-	around, about (<i>ambidextrous</i>)	in-,ir	against, out, not (<i>incorrect, irrational</i>)
amphi-, amph-	both, of both sides, on both sides, around	(<i>amphibious</i>)	between (<i>intervene</i>)
ana-,an-	up, upward, backward, again, anew, very (<i>anagram, anarchy</i>)	inter-	within (<i>intravenous</i>)
ante-	before	intra-, intro-	isos- equal (<i>isosceles</i>)
anti-,ant-,anth-	opposite, against, rivaling in exchange (<i>antiwar, antidote</i>)	kat-,kata-,kath-	down, away, very, (<i>katabatic</i>)
ap-,aph-,apo-	from, away from, off, quite (<i>aphonia</i>)	loco- (<i>locomotion</i>)	from place to place
arch-	chief, leading (<i>archbishop</i>)	met-,meta-,meth-	change (<i>metabolic</i>)
at-	before	(<i>attack, atempo</i>)	wrong (<i>misplace</i>)
auto-	self (<i>automat, automobile</i>)	mis-	one (<i>monocle</i>)
be-	about (<i>behind, becalm</i>)	mono-	many (<i>multiple</i>)
bene-	well (<i>benefit</i>)	multi-	not (<i>nonsense</i>)
bi-	twice (<i>bicycle, biceps,bifocal</i>)	ne-, non-	to, toward, against, hindering
circum-	around, about (<i>circumflex</i>)	ob-,obs-,oc-,of-,op-	(<i>obtain, oppose,</i>
col-		before (<i>collect, connect</i>)	<i>offend, obstacle</i>)
com-,con-,co-	with, together (<i>complete, connect</i>)		straight (<i>orthopedic</i>)
contra-,counter-	against (<i>contradict, counterclockwise</i>)	ortho-	old (<i>paleology</i>)
de-	down, away, from (<i>defend,descend</i>)	paleo-	contrary to
demo-	people (<i>democracy</i>)	para-,par-	(<i>paradigm, paradox, paragraph</i>)
di-,dy-(Greek)	two, twice (<i>dipolar</i>)		almost (<i>penetrate</i>)
di-,dia-,dis-	apart, not, in different directions, between, across, through (<i>divest,disagee</i>)	pene-	thoroughly, utterly (<i>perilous</i>)
dys-	ill, difficult (<i>dyslexia,dysfunction</i>)	per-	around (<i>perimeter</i>)
e-,ex-	out, from, off, forth, without (<i>emit, exit, extract, external</i>)	peri-	after (<i>posttest</i>)
el-,em-,en-	in, into (<i>elbow, employ, enrage</i>)	post-	before, previous, ahead, in advance, (<i>pretest, pretend</i>)
eph-,epi-	upon, at, for (of time), to (<i>ephedrine, epitome, epicenter</i>)	pre-	before, for
eu-,ev-	good, advantageous (eulogy, evident)	pro-,por-,pur-	(<i>profound, purchase</i>)
extra-	more than usual (<i>extrasensory</i>)		toward (<i>prospect</i>)
for-	away, off, extremely, wrongly (<i>forbid, forbear</i>)	pros-	back to, again
fore-	before, front, superior (<i>forewarn</i>)	re-	(<i>return, redo</i>)
homeo-	similar (<i>homeostatic</i>)	retro-	back, backward, behind
homo-	same (<i>homocentric</i>)		

List of Prefixes (Continued)

Prefix	Meaning (<i>Example</i>)
se-	apart, without, aside (<i>seduce, select</i>)
sub-,suc-,sug-,suf-,sup-,sus-	under, below, from below, lower, in secret, in addition, instead (<i>submit, supplement, suggest, suspend</i>)
super-, sover-, sur-	above, over (<i>supervise, sovereign, surpass</i>)
syn-, sym-, syl-, sys-	with, along with, together, like (<i>synonymous, synchronize, symbol, syllabus, system</i>)
tele-	distant, transmission over a distance, end, complete (<i>telephone, telegram, television, telescope</i>)
trans-, tra-, tres-, tre-	across, over, beyond, through, into a different state or place (<i>transport, transcend, trespass</i>)
tri-	three times (<i>tricycle, trimester, trifocal</i>)
ultra-	beyond (<i>ultraconservative, ultracritical, ultrasonic, ultrared</i>)
un-	not (<i>unable, uncut, unbeatable, unbaked, unaware</i>)
uni-	one (<i>unicorn, uniform, unilateral</i>)

More Prefixes:

Prefix	Meaning	Example
cent-	hundred	<i>century</i>
du-	two	<i>duplex</i>
il-	not	<i>illegal</i>
mid-	in the middle of	<i>midday</i>
mini-	small	<i>miniskirt</i>
neo-	new	<i>neoplasm</i>
oct-	eight	<i>octagon</i>
pent-	five	<i>pentagon</i>
qua-	four	<i>quadrangle</i>
semi-	half	<i>semiformal</i>
socio-	relating to society	<i>socioeconomic</i>
under-	not enough, below	<i>underneath</i>

List of Suffixes

Suffixes	Meaning/Used for	Example
-a	noun ending	<i>coma</i> , <i>drama</i>
-able, -ible	able to be/adjective ending	<i>passable</i> , <i>impossible</i>
-ain	noun ending	<i>mountain</i> , <i>villain</i>
-al	relating to/adjective ending	<i>dual</i> , <i>equal</i>
-al, -el, -le, -ol	noun ending	<i>medal</i> , <i>fuel</i> , <i>article</i> , <i>symbol</i>
-an	noun ending	<i>human</i> , <i>sultan</i>
-ance, -ence	state of/noun ending	<i>maintenance</i> , <i>influence</i>
-ant, -ent	adjective ending	<i>jubilant</i> , <i>dissident</i>
-ar	one who/adjective ending	<i>beggar</i> , <i>liar</i> , <i>similar</i> , <i>circular</i>
-archy	rule by/noun ending	<i>monarchy</i> , <i>anarchy</i>
-ary	adjective ending	<i>primary</i> , <i>culinary</i>
-ate	verb ending with long a sound	<i>educate</i> , <i>confiscate</i>
-ate	adjective ending with short a sound	<i>accurate</i> , <i>private</i>
-cracy	rule by/noun ending	<i>democracy</i>
-ectomy	cutting out of/noun ending	<i>tonsillectomy</i>
-en	to make/verb, adjective, noun ending	<i>fasten</i> , <i>weaken</i> , <i>happen</i> <i>swollen</i> , <i>omen</i>
-er, -or, -ar	someone, something/noun ending	<i>printer</i> , <i>actor</i> , <i>molar</i>
-ern	verb, noun, or adjective ending	<i>govern</i> , <i>lantern</i> , <i>eastern</i>
-ery, -ory	noun ending	<i>nunnery</i> , <i>category</i>
-et	noun ending	<i>garret</i> , <i>facet</i>
-eum, -aeum	place for/noun ending	<i>museum</i>
-gram	thing written or drawn/noun	<i>telegram</i> , <i>diagram</i>
-graph, -graphy	writing/noun	<i>autograph</i> , <i>biography</i>
-ic	noun ending	<i>tonic</i> , <i>clinic</i>
-ice	noun ending	<i>cowardice</i> , <i>malice</i>
-id	adjective ending	<i>valid</i> , <i>horrid</i>
-ify	verb ending	<i>vivify</i> , <i>codify</i>
-il, -ile	noun, adjective ending	<i>peril</i> , <i>facile</i>
-in	noun ending	<i>origin</i> , <i>dolphin</i>
-ine	verb, adjective, or noun ending	<i>imagine</i> , <i>genuine</i> , <i>chlorine</i>
-ior	adjective or noun ending	<i>superior</i> , <i>junior</i>
-ious, -eous	adjective ending	<i>suspicious</i> , <i>extraneous</i>
-ise, -ize	verb ending	<i>advise</i> , <i>recognize</i>
-is	noun ending	<i>prosthesis</i> , <i>thesis</i>
-ish	relating to/verb or adjective ending	<i>nourish</i> , <i>childish</i> , <i>selfish</i>
-ism	state of, attachment to, belief in	<i>idealism</i> , <i>commercialism</i>
-ist	one concerned with, believes in	<i>chemist</i> , <i>dentist</i>
-it, -ite	inhabitant of, or names of chemicals	<i>hermit</i> , <i>pyrite</i>
-ity	quality of, state of	<i>sincerity</i> , <i>clarity</i>
-ium, -ion	thing connected with	<i>medium</i> , <i>union</i>
-ive	tending toward/noun or adjective	<i>laxative</i> , <i>active</i>
-ize	to make into, conform with, subject to	<i>caramelize</i> , <i>crystallize</i>

List of Suffixes (continued)

Suffixes	Meaning/Used for	Example
-logy	collection of, study of, science of	<i>genealogy, biology</i>
-ly	in a certain way	<i>suddenly, creatively</i>
-m, -ma, -me	act of, state of, result of	<i>trim, drama</i>
-ment	act of, result of	<i>fulfillment, shipment</i>
-oid	like, resembling	<i>steroid, rheumatoid</i>
-oma	morbid affection for	<i>carcinoma</i>
-on	noun ending	<i>eon, talon, salon</i>
-or	noun ending	<i>flavor, corridor, odor</i>
-osis	process of, disease connected with	<i>meiosis, mitosis, scoliosis</i>
-ous	adjective ending	<i>furious, jealous</i>
-ot	noun ending	<i>maggot, chariot</i>
-se, -sis, -sy	act of, state of	<i>suspense, thesis, sissy</i>
-ter, -tery, -terion	place for, means for, instrument for	<i>canister, mystery, criterion</i>
-tion, -sion	act of, process of	<i>location, decision</i>
-tomy	cutting, cutting of	<i>tonsillectomy</i>
-ton	thing that is, noun ending	<i>crouton, proton</i>
-tory	noun or adjective ending	<i>factory, territory, satisfactory</i>
-ure	verb or noun ending	<i>insure, treasure</i>
-urgy	art of working	<i>metallurgy</i>
-us	noun ending	<i>omnibus, focus, chorus</i>

Greek and Latin Roots

Root	Meaning	Examples
act (Latin)	do	action, actor, enact, react, transact
aero (Greek)	air	aerial, aerobics, aerosol, aerate, aeronautics
agr (Latin)	field	agriculture, agribusiness, agrarian, agronomy
alter (Latin)	other	alternate, alternative, altercation, alterego
anim (Latin)	life, soul, air	animal, animate, animosity, inanimate
ann, enn (L)	year	annual, anniversary, annuity, biennial, millennium
aqua (L)	water	aquarium, aquatic, aqueous, aquamarine, aquifer
ast (G)	star	astronaut, astronomy, disaster, asterisk, asteroid
aud (L)	hear	auditorium, audience, audiovisual, audible, audition
biblio (G)	book	bibliography, Bible
bio (G)	life	biography, biology, biopsy, biosphere, biochemical, biofeedback
card, cord (L)	heart	cardiac, cardiology, cardiogram, cardiovascular, cordial, discord
chron (G)	time	chronological, chronicle, chronic, synchronize
claim, clam (L)	shout	proclaim, exclaim, acclaim, clamor, exclamation
cogn (L)	know	cognizant, cognition, recognize, incognito
corp (L)	body	corps, corpse, corpus, corpuscle, corporation
cosm (G)	universe	cosmos, microcosm, cosmopolitan, cosmonaut
cred (L)	believe, trust	credit, discredit, incredible, credulous, credential
cycl (G)	circle, ring	bicycle, recycle, cycle, cyclone, encyclopedia, Cyclops
dic (L)	speak	diction, dictate, predict, contradict, verdict
doc (L)	teach	doctor, doctrine, document, docile, indoctrinate
don (L)	give	donate, donation, donor, pardon
duc (L)	lead	duct, induct, educate, conduct, aqueduct
fac, fect, fic (L)	make, do	factory, manufacture, perfect, defect, sufficient, beneficial
flect, flex (L)	bend	reflex, reflection, deflect, inflection, flexible
form (L)	shape	uniform, transform, reform, formal
gen (G)	birth, race	generation, genealogy, genocide, progeny, generate
geo (G)	earth	geology, geography, geometry, geophysics
gram (G)	letter, written	telegram, diagram, grammar, epigram, monogram
graph (G)	write	telegraph, photograph, phonograph, autograph, graphite, biography
homo, hom (L)	man	Homo sapiens, hombre, homicide, homage
junct (L)	join	juncture, conjunction, injunction, adjunct
jud, jur, jus (L)	law	judge, judicial, jury, jurisdiction, justice, justify
lab (L)	work	labor, laboratory, collaborate, elaborate
liber (L)	free	liberty, liberal, liberate
loc (L)	place	location, locate, dislocate, allocate, local
man (L)	hand	manual, manuscript, manipulate, manicure
mar (L)	sea	marine, submarine, mariner, maritime
mater, matr (L)	mother	maternal, maternity, matrimony, matron
meter (G)	measure	thermometer, centimeter, diameter, barometer
migr (L)	change, move	migrate, immigrant, emigrate, migratory

Greek and Latin Roots (continued)

Root	Meaning	Examples
miss, mit (L)	send	missile, dismiss, mission, missionary, remiss
mob, mot,	move	mobile, automobile, mobilize, motion, motor, promote, demote, motile, remove, movement
mov (L)		
morph (G)	shape	metamorphoses, amorphous
mort (L)	death	mortician, mortuary, mortal, immortal, mortify
nat (L)	born	natal, native, nation, nativity, innate
ordin, ord (L)	row, rank	order, ordinary, ordinal, extraordinary, ordinance
ortho (G)	straight, right	orthodontist, orthodox, orthopedist
pater, part (L)	father	paternity, paternal, patriarch
path (G)	disease, feeling	pathology, sympathy, empathy
ped (G)	child	pedagogy, pediatrician
ped (L)	foot	pedal, pedestrian, biped, pedestal
phil (G)	love	philosophy, philanthropist, philharmonic
phon (G)	sound	phonograph, symphony, telephone, microphone, phonics
photo (G)	light	photograph, telephoto, photosynthesis, photogenic
pod (G)	foot	podiatrist, podium, tripod
poli (G)	city	metropolis, cosmopolitan, police, political
pop (L)	people	population, popular, populist, populace, populate
port (L)	carry	portable, transport, import, export, porter
psych (G)	mind, soul	psychology, psyche, psychopath, psychiatrist
ques, quer, quis	ask, seek	question, inquest, request, query, inquisitive
rad (L)	ray, spoke	radius, radio, radiation, radium, radiator, radiology
rect (L)	straight	erect, rectangle, rectify, direction, correct
rupt (L)	break	rupture, erupt, interrupt, abrupt, bankrupt
san (L)	health	sanitary, sanitation, sane, insanity, sanitarium
saur (G)	lizard	dinosaur, brontosaurus, stegosaurus
sci (G)	know	science, conscience, conscious, omniscient
scop (G)	see	microscope, telescope, periscope, stethoscope
scribe, script (L)	write	inscribe, describe, prescribe, script, transcript, scripture
sect (L)	cut	bisect, dissect, section, intersection
sign (L)	mark	signal, signature, significant, insignia
spec (L)	see	inspect, suspect, respect, spectator, spectacle
struct (L)	build	structure, construct, instruct, destruction
tact (L)	touch	tactile, intact, contact, tact
terr (L)	land	territory, terrain, terrestrial, terrace
therm (G)	heat	thermometer, thermal, thermostat, Thermos
tract (L)	pull, drag	tractor, attract, subtract, traction, extract, contract
trib (L)	give	contribute, tribute, tributary, attribute
urb (L)	city	urban, suburb, urbane, suburban
vac (L)	empty	vacant, vacation, vacuum, evacuate, vacate
var (L)	different	vary, invariable, variant, variety, various
vid, vis (L)	see	video, evidence, provide, providence, visible
voc (L)	voice	vocal, advocate, evocation, convocation
void (L)	empty	devoid, avoid, voided, unavoidable
vol (L)	wish, will	volition, volunteer, voluntary, benevolent
volv (L)	turn	revolve, involve, evolve, revolver, revolution

- LEVEL:** 4.0 – 5.9
- STANDARD:** 16.0 Demonstrate knowledge of basic vocabulary
- BENCHMARK:** 16.03 Begin to classify nouns with similar characteristics under appropriate headings (such as rose and daisy as flowers).
- MATERIALS:** Board, timer
- PROCEDURES:**
1. Divide students into two groups.
 2. Ask for a volunteer scribe to write. (Assure that spelling doesn't count.)
 3. Write a classifying noun on the board such as "flowers."
 4. Allow one minute (or other specific time) for group to list items in the classification.
 5. Ask scribe of each group to read off their list, allowing other group to challenge.
 6. Count verified answers and praise winning group.
 7. Repeat with other classifications such as "animals with feathers," "Italian food," etc.
 8. This exercise can be done several days in a row with a token prize at the end of the week for the winning team.
 9. Examples of classifications activities are on the following pages. This is great vocabulary practice using the dictionary, encyclopedia or the Internet.

Variation: Give the students a worksheet with just the titles of classification. The teacher calls out the nouns and students classify the nouns by writing each under the appropriate classification title.

What characteristics make the classified nouns under the same title similar?

Classification

<u>Parts of the Body</u>	<u>Things to Wear</u>	<u>Birds</u>	<u>Mammals</u>	<u>Trees</u>	<u>Occupations</u>
arch	blouse	robin	armadillo	oak	teacher
arm	pants, slacks, trousers	eagle	reindeer	elm	nurse
backbone (spine)	shirt	cardinal	whale	maple	doctor
cuticle	sweater	canary	ermine	dogwood	paramedic
elbow	jacket, coat, shawl, cape	dove	tapir	redwood	surgeon
face	gloves	pigeon	ocelot	tulip	janitor, custodian
foot (feet)	raincoat	quail	marmoset	almond	accountant
hand	shoes, boots, overshoes	owl	capybara	orange	lawyer
heart	apron	magpie	dugong	eucalyptus	aviator
heel	tie	tern	caribou	mahogany	realtor
knee	cap, hat, visor	albatross	bison	pecan	caterer
leg	skirt	seagull	jaguar	pine	operator
lung	dress	sparrow	kangaroo	palm	mortician
mouth	suit	finch	leopard	cypress	minister, preacher
neck	gown	parrot	burro	beech	rabbi, priest
palm	pajamas	pelican	squirrel	birch	chef
rib	slippers	duck	dog	hickory	mechanic
teeth	socks	goose	cat	veterinarian	
tongue	jeans	chickadee	human being	paralegal	

Student: _____

Date: _____

Teacher: _____

Classification

Circle the word that does not belong. In the blank that follows, write a word or phrase that classifies the related words:

Example: rose, daisy, (pine tree), daffodil Flower

1. child, woman, baby, toddler _____
2. run, walk, sprint, jog _____
3. sip, slurp, look, swallow _____
4. happy, sad, joyous, gleeful _____
5. football, soccer, poker, basketball _____

- LEVEL:** 4.0 – 5.9
- STANDARD:** 16.0 Demonstrate knowledge of basic vocabulary
- BENCHMARK:** 16.04 Utilize vocabulary words in the content areas.
- MATERIALS:** Vocabulary list from a text of no more than 200 words; dictionary, worksheet.
- PROCEDURES:**
1. Prepare for lesson by selecting from text approximately 5 words students may struggle with.
 2. Write the vocabulary words on the board and ask students to copy them on a piece of paper.
 3. Ask for definitions based upon prior knowledge.
 4. Practice pronouncing the first word. Discuss words that are related that student may already know.
 5. Utilizing dictionary, index of text, pictures with the text, and prior knowledge, arrive at a brief definition students can write on their paper.
 6. Have students read the text.
 7. Provide worksheet fill-in-the-blank sentences to utilize the words studied.

Extension Activity: Students can use the KWL Chart provided by writing down the vocabulary words, and definitions they know and then write down the vocabulary words they want to know.

After learning what a word means, they can write it in the “What I learned” column.

Benchmark: 16.04

Student: _____ Date: _____

Teacher: _____

Identify in which content area the words below might most likely be found by filling in the blank with the letter that represents the different content areas:

S - Science

M - Math

L - Language and the Arts

SS-Social Studies

Example: Sculptor _____ L _____

1. test tube _____

2. setting _____

3. historic _____

4. rectangle _____

5. ozone _____

KWL CHART

K What I Know	W What I Want to Know	L What I Learned

Math Vocabulary

Common Words

absolute value	convert	exact	like terms
add (+)	coordinates	exponent	line plot
addend	count	exponential notation	linear
addition	counting numbers	expression	linear equation
additive	cross-product	factor	lowest terms
additive inverse	cubed	factorial	mass
alternate	cubic	facts	many
approximately	curve	Fahrenheit	match
array	data	fewer	mathematics
associative property	decade	figure	maximum
alike	decimal	finite	mean
all	decimal point	fixed	median
amount	decrease	flow chart	midpoint
average	degree	formula	minimum
baker's dozen	denominator	fraction	minuend
bar graph	depth	function	minus (-)
base	derive	given	mixed number
between	determine	graduated scale	mode
billion	diagram	graph	multiple
both	difference	greater than (>)	multiplicand
calculate	digit	greatest	multiplication (x)
cardinal number	discount	grid	multiplier
Celsius	distance	group	multiply
center	distributive property	half	negative
change	divide (_)	horizontal	notation
circle graph	dividend	identify	number
column	divisible	identity property	number line
combination	division	improper fraction	numeral
combine	divisor	increase	numerator
common denominator	dot graph	inequality	odd number
common factor	double	infinite	order of operations
common multiple	dozen	input	ordered pair
commutative property	duplicate	inside	ordinal number
compare	element	integers	parentheses ()
comparison	equal	interest rate	parenthesis
compass	equal ratios	interpret	percent (%)
complex	equality	interval	percentage
computation	equation	irrational number	percentiles
connect	equivalent	least	perimeter
consecutive	equivalent ratios	less	pi
constant	evaluate	less than (<)	plot
contain	even number		

plus (+)	unit	seventh	7 th	minute
positive	universal set	eighth	8 th	month
power	unknown	ninth	9 th	morning
probability	value	tenth	10 th	night
problem	variable	twentieth	20 th	noon
product	vertical	thirtieth	30 th	P.M.
proper fraction	weight	fortieth	40 th	(post meridian)
proportion	whole number	fiftieth	50 th	(after noon)
quadrant		hundredth	100 th	Roman numerals
quotient				season
	<u>Cardinal Numbers</u>	<u>Money Words</u>		second
random	one (1)	cent (¢)		spring
range	two (2)	cents		summer
ratio	three (3)	change		sunset
rational number	four (4)	coin		week
reciprocal	five (5)	cost		winter
reduce	six (6)	currency		wristwatch
reflexive property	seven (7)	dime		year
regroup	eight (8)	dollar		
remainder	nine (9)	dollar bill		<u>Measurement</u>
rename	ten (10)	dollar sign (\$)		acre
rounded number	eleven (11)	gross		area
	twelve (12)	half-dollar		centigram
scientific notation	thirteen (13)	mark up		centiliter
set	fourteen (14)	net		centimeter
sign	fifteen (15)	nickel		cubic
signed number	sixteen (16)	penny		cup
simplest form	seventeen (17)	principle		decimeter
simplest terms	eighteen (18)	profit		foot (feet)
simplify	nineteen (19)	quarter		gallon
slope	twenty (20)	silver dollar		gram
solution	twenty-one (21)	unit price		half-gallon
solve	thirty (30)			height
square root ($\sqrt{\quad}$)	forty (40)	<u>Time Words</u>		inch(es)
squared	fifty (50)	A.M.		kilogram
subtrahend	sixty (60)	(ante meridian)		kiloliter
subset	seventy (70)	(before noon)		kilometer
subtract (-)	eighty (80)	afternoon		length
sum (+)	ninety (90)	autumn		liter
symbol	one hundred (100)	calendar		mass
	one thousand (1,000)	century		meter
table	one million 1,000,000	clock		metric system
temperature	billion	day		mile
term		dawn		milligram
thermometer	<u>Ordinal Numbers</u>	decade		milliliter
times (x)	first 1 st	evening		millimeter
total	second 2 nd	fall		ounce
transitive property	third 3 rd	hour		pint
truncate	fourth 4 th	leap year		pound
	fifth 5 th	midnight		quart
unequal (\neq)	sixth 6 th			

ruler
square
ton
volume
weight
width
yard
yardstick

Geometry

acute angle
adjacent
alternate
altitude
angle
arc
area
axis
bisect
center
circle
circumference
complimentary
concentric
construct
cone
congruent
corresponding
cube
cylinder
degree
diagonal
diameter
dimension
endpoint
equiangular triangle
equilateral triangle
exterior
geometric
height
hemisphere
hexagon
hypotenuse
interior
intersect
intersection
isosceles triangle
lateral
length
line

median
obtuse angle
obtuse triangle
octagon
parallel
parallelogram
pentagon
perpendicular
plane
plot
polygon
polyhedron
prism
pyramid
Pythagorean theorem
quadrilateral
radius
ray
rectangle
rectangular
rhombus
rotation (turn)
scalene triangle
sector
segment
semicircle
solid
sphere
square
straight angle
supplementary angles
surface area
symmetric
symmetrical
symmetry
tangent
trapezoid
triangle
vertex
vertical axis
vertices
volume
width
x-axis
x-coordinate
y-axis
y-coordinate

Student: _____ Date: _____

Teacher: _____

Math Words in Context

(+, -, x, ÷, whole numbers, decimals, measurement)

1. At a livestock auction, Burt Sand sold 87 of the 243 cattle which he owned. To find out how many cattle he still has, he needs to _____ 87 from 243.
How many cattle does he still have? _____.
2. A soda costs \$1.39 plus 10 _____ for sales tax for a _____ of \$ 1.49. You pay for it with six _____ and receive one penny in _____.
3. A homeowner's association is asking people to sign a petition to have a traffic signal installed at a busy intersection in their neighborhood. They have obtained six lists of signatures. The lists contain 25, 17, 36, 43, 58, and 61 signatures. If you added the total number of signatures and divided it by six, you would find the _____ number of signatures per petition. What is it? _____
4. A contractor needs to order doors for an apartment complex he is constructing. There are 144 apartments with 3 bedrooms, 2 baths and each requires the same door. To find out how many doors will be needed, he needs to _____ 144 by 5 to get the _____.
5. Workers at the convention center are dividing the floor space in preparation for the Little Miss Beauty Contest. The total floor space of the convention center is 6,000 _____ feet. The contestants, each representing one of the _____ states of the United States, are to have an equal amount of floor space. To find out how much space the workers should allot to each contestant, they need to _____ to find the _____. How much floor space does each contestant have? _____
6. You have decided to make a budget and calculate next month's water bill. City water costs .008 cent per gallon. Checking your water meter, you discover that your family has used 10,420 gallons of water since the last reading of the meter. To find out how much you will owe on next month's water bill, you will need to _____ 10,420 by .008. .008 is a _____. Write out .008 like you would say it.
_____.
7. Find the **unit price** for the following items:
 - e. A **dozen** eggs costing \$1.44. a. _____
 - f. A **50-foot** roll of barbed wire costing \$36.50. b. _____
 - g. A **96-ounce** bottle of bleach costing \$2.88. c. _____
 - h. A **3-pound** bag of onions costing \$1.26. d. _____
8. Sue buys 2.5 yards of string beads. The beads are sold by the inch. How many inches of string beads did she buy? _____

ANSWER KEY**Math Words in Context**

(+, -, x, ÷, whole numbers, decimals, measurement)

1. At a livestock auction, Burt Sand sold 87 of the 243 cattle which he owned. To find out how many cattle he still has, he needs to SUBTRACT 87 from 243.
How many cattle does he still have? 156.
2. A soda costs \$1.39 plus 10 CENTS for sales tax for a SUM OR TOTAL of \$ 1.49.
You pay for it with six QUARTERS and receive one penny in CHANGE.
3. A homeowner's association is asking people to sign a petition to have a traffic signal installed at a busy intersection in their neighborhood. They have obtained six lists of signatures. The lists contain 25, 17, 36, 43, 58, and 61 signatures. If you added the total number of signatures and divided it by six, you would find the AVERAGE number of signatures per petition. What is it? 40
4. A contractor needs to order doors for an apartment complex he is constructing. There are 144 apartments with 3 bedrooms, 2 baths and each requires the same door. To find out how many doors will be needed, he needs to MULTIPLY 144 by 5 to get the PRODUCT.
5. Workers at the convention center are dividing the floor space in preparation for the Little Miss Beauty Contest. The total floor space of the convention center is 6,000 SQUARE feet. The contestants, each representing one of the FIFTY states of the United States, are to have an equal amount of floor space. To find out how much space the workers should allot to each contestant, they need to DIVIDE to find the QUOTIENT. How much floor space does each contestant have? 120 sq. feet
6. You have decided to make a budget and calculate next month's water bill. City water costs .008 cent per gallon. Checking your water meter, you discover that your family has used 10,420 gallons of water since the last reading of the meter. To find out how much you will owe on next month's water bill, you will need to MULTIPLY 10,420 by .008. .008 is a DECIMAL. Write out .008 like you would say it. EIGHT THOUSANDTHS
7. Find the **unit price** for the following items:
 - a. A **dozen** eggs costing \$1.44. a. \$0.12 per egg
 - b. A **50-foot** roll of barbed wire costing \$36.50. b. \$0.73 per foot
 - c. A **96-ounce** bottle of bleach costing \$2.88. c. \$0.03 per ounce
 - d. A **3-pound** bag of onions costing \$1.26. d. \$0.42 per pound
8. Sue buys 2.5 yards of string beads. The beads are sold by the inch. How many inches of string beads did she buy? 90 inches

Science Words

Earth Science

air current	glacier	plate tectonics
air mass	gravity	plateau
air pressure	hail	polar zones
astronaut	heat	poles
astronomer	hemisphere	pollution
astronomy	herds	Precambrian Era
atmosphere	horizon	precipitation
axis	humidity	preserved
barometer	hurricane	rainfall
Cenozoic Era	iceberg	recycled
climate	igneous rocks	sediment
cloud	jet stream	sedimentary rocks
compass rose	latitude	seismic
constellation	lightning	seismograph
continents:	longitude	smog
<i>Africa</i>	magma	solar energy
<i>Asia</i>	mantle	solar system
<i>Australia</i>	Mesozoic Era	stratosphere
<i>Antarctica</i>	metamorphic rocks	temperate zones
<i>North America</i>	mid-ocean ridges	thunder
<i>South America</i>	minerals	thunderhead
<i>Europe</i>	moon	tides
continental shelf	nitrogen	tornado
continental slope	oceans: four main	trench
convection current	<i>Arctic Ocean</i>	tropical rain forest
core	<i>Atlantic Ocean</i>	tropical zone
crust	<i>Pacific Ocean</i>	valley glacier
currents	<i>Indian Ocean</i>	vaporization
desert	ocean basin	volcano
dew	orbit	water cycle
earth	orbital motion	water table
earthquake	ore	weather
eclipse	organic rock	weather front
environment	ozone	weathering
equator	Paleozoic Era	
erosion	permafrost	
evaporate	petroleum	
extinct	planets:	
fog	<i>Mercury</i>	
fossil	<i>Venus</i>	
frost	<i>Earth</i>	
Geiger counter	<i>Mars</i>	
Geologist	<i>Jupiter</i>	
geology	<i>Saturn</i>	
geyser	<i>Uranus</i>	
	<i>Neptune</i>	
	<i>Pluto</i>	

Life Science

abdomen
algae
amoeba
amphibian
anatomy
ancestor
appendages
arteries
arthropods
backbone
bacteria
behavior
biologist
biology
blood vessels
breathe
calcium
calorie
canine
capillary
carbohydrate
carbon dioxide
cartilage
cell
cell membrane
cerebellum
cerebrum
chlorophyll
chloroplasts
chromosome
circulation
circulatory system
classes
classification
classify
cold-blooded
community
consumers
cross-pollination
decay
decompose
dermas
diaphragm
digestion
digestive system
dinosaur
disease
DNA

ecology
ecosystem
egg
embryo
enzyme
epidermis
esophagus
extinct
fern
fertile
fetus
food chain
genes
genetic code
genetics
germination
gills
glucose
grain
habitat
hatch
hemoglobin
heredity
heterogeneous
hibernate
homogeneous
hormone
human
immune
incisor
incubate
infection
inflammation
inhale
insect
invertebrates
joint
kidney
kingdoms
large intestine
larva
leaves
ligament
liver
lungs
lymph gland
malignant
mammals
marrow

medulla
meiosis
metabolism
mitosis
molar
muscles
mutation
nerves
nervous system
niche
nucleus
nutrient
organ
organic
organism
ovary
oxygen
parasite
photosynthesis
pistil
plasma
platelet
pollen
pollination
population
predator
prey
primate
producers
puberty
pulse
pupil
reproduce
reproduction
reproductive system
reptiles
respiratory system
retina
saliva
scales
senses
skeleton
skull
small intestine
species
spinal cord
stamen
stem
taste

temperature
tendon
thermometer
trait
tumor
vaccine
vacuoles
veins
vertebrate
virus
warm-blooded
zoology
zygote

Physical Science

acceleration	gravity	repel
acoustics	heat	resistance force
ampere	hertz	resources
amplify	horsepower	revolve
amplitude	hydroelectric energy	screw
atom	illuminate	semiconductor
attract	image	solar energy
battery	incandescent	solid
boil	incline plane	sonar
Celsius	incubate	sound
chemical energy	inert	spectrum
chemistry	inertia	switch
chlorine	infrared ray	temperature
circuit	insulate	thermostat
circuit breaker	insulator	thrust
combustion	ion	transistor
compass	kinetic energy	translucent
compound	lens	transparent
concave	lever	trough
condenses	lift	valve
conduction	liquid	variable
conductor	load	velocity
convection	machine	vibration
convex	magnet	voltage
corrosion	magnetic field	water vapor
crest	magnetism	watt
current	mass	wavelength
decibels	matter	wheel and axle
degree	melts	wedge
dissolve	mechanical energy	weight
effort force	molecules	work
electrical energy	melting point	
electricity	mercury	
electrons	momentum	
elements	motion	
energy	negative charge	
evaporates	neutral	
Fahrenheit	neutrons	
filament	nuclear fission	
flammable	nuclear fusion	
force	ohm	
fossil fuels	pole	
freezes	positive charge	
frequency	potential energy	
friction	properties	
fuel	protons	
funnel	pulley	
gas	radar	
generator	radiation	
geothermal energy	reflection	
	refraction	

Student: _____ Date: _____

Teacher: _____

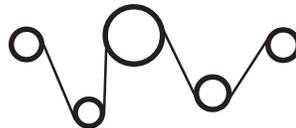
Science Words in Context

Life Science

1. All living things are made of _____.
2. A _____ is all of the bones of an animal put together.
3. Animals with backbones are called _____.
4. Animals without backbones are called _____.
5. All animals must breathe a gas called _____ to stay alive.
6. _____ is the way leaves make food for plants by using sunlight, chlorophyll, water, and carbon dioxide.
7. Flowers help plants reproduce. The **stamen**, **pistil**, **pollen**, **petal**, and **ovary** are special parts of flowers that do the work of _____.
8. _____ is the passing on of **traits** from parents to their young.
9. The five senses: sight, hearing, smell, taste, and touch are all part of the **nervous system**. The _____ is like a big rope of nerve cells that starts at the base of your brain and runs down your backbone.
10. In the **circulatory system**, the _____ are blood vessels that carry blood away from the heart; _____ return blood to the heart.

Physical Science

1. All **matter** is made up of chemical **elements**. Elements are made of tiny structures called _____. The center of an atom is called a _____. Inside the nucleus are tiny parts called _____ with a positive charge and _____ with no charge. An atom's nucleus is surrounded by _____ that have a negative charge.
2. Matter comes in three different states: _____, _____, and _____. Water is a liquid but when heated becomes _____ which is the gas form and becomes _____ in solid form.
3. _____ is any **push or pull** on an object. A very important force on Earth is _____. A force that **slows or stops** things from moving is called _____.
4. When something is moving, it is in _____. It has changed its position or place.
5. This is a picture of a _____. It is a simple machine made of a grooved wheel and rope.



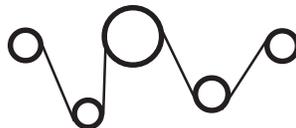
6. Sound is a vibration and is made when matter moves back and forth very quickly. The loudness of a sound is measured in _____.
7. A tool that shows the four directions: north, south, east, west is called a _____.
8. Each end of a magnet is called a _____. There is a _____ pole and a _____ pole in the magnetic field.

ANSWER KEY**Science Words in Context****Life Science**

1. All living things are made of CELLS.
2. A SKELETON is all of the bones of an animal put together.
3. Animals with backbones are called VERTEBRATES.
4. Animals without backbones are called INVERTEBRATES.
5. All animals must breathe a gas called OXYGEN to stay alive.
6. PHOTOSYNTHESIS is the way leaves make food for plants by using sunlight, chlorophyll, water, and carbon dioxide.
7. Flowers help plants reproduce. The **stamen, pistil, pollen, petal**, and **ovary** are special parts of flowers that do the work of REPRODUCTION.
8. HEREDITY is the passing on of **traits** from parents to their young.
9. The five senses: sight, hearing, smell, taste, and touch are all part of the **nervous system**. The SPINAL CORD is like a big rope of nerve cells that starts at the base of your brain and runs down your backbone.
10. In the **circulatory system**, the ARTERIES are blood vessels that carry blood away from the heart; VEINS return blood to the heart.

Physical Science

1. All **matter** is made up of chemical **elements**. Elements are made of tiny structures called ATOMS. The center of an atom is called a NUCLEUS. Inside the nucleus are tiny parts called PROTONS with a positive charge and NEUTRONS with no charge. An atom's nucleus is surrounded by ELECTRONS that have a negative charge.
2. Matter comes in three different states: LIQUID, SOLID, and GAS. Water is a liquid but when heated becomes WATER VAPOR or STEAM which is the gas form and becomes ICE in solid form.
3. FORCE is any **push or pull** on an object. A very important force on Earth is GRAVITY. A force that **slows or stops** things from moving is called FRICTION.
4. When something is moving, it is in MOTION. It has changed its position or place.
5. This is a picture of a PULLEY. It is a simple machine made of a grooved wheel and rope.



6. Sound is a vibration and is made when matter moves back and forth very quickly. The loudness of a sound is measured in DECIBELS.
7. A tool that shows the four directions: north, south, east, west is called a COMPASS.
8. Each end of a magnet is called a POLE. There is a NORTH pole and a SOUTH pole in the magnetic field.

Student: _____ Date: _____

Teacher: _____

Science Words in Context

Earth Science

1. The curved path that a planet travels around the sun is called an _____. It takes the Earth a full year, or _____ days, to orbit the sun.
2. As the Earth orbits, it also spins on its _____ which is an imaginary line that runs through the center of the Earth. The Earth has a North Pole and a South Pole, one at each end of the axis. Every day, or _____ hours, the Earth makes one complete spin on its axis.
3. A globe is a map of the whole _____. Globes have lines running in both directions to make it easier to read. The lines that run north and south are called lines of _____. The lines that run east and west are called lines of _____. The longest line of latitude runs around the middle of the Earth and is called the _____.
4. The four main oceans on Earth are the _____, _____, _____, and _____.
5. There are seven continents on Earth: _____, _____, _____, _____, _____, _____, and _____.
6. Scientists have discovered that the Earth has three layers: the center is the _____, the middle layer is the _____, and the outside layer is the _____.
7. All rocks are made of nonliving substances called minerals. There are three basic kinds of rocks: 1) _____ formed from magma (melted rock);
2) _____ formed when different kinds of rock pieces (sand/clay) mix and harden;
3) _____ are rocks changed by very high heat and being pressed together.
8. The air that surrounds the Earth is called the _____.
The second layer that protects plants and animals from the harmful rays of the sun is called the _____.
9. Seventy percent of the Earth's surface is covered with water. The water on Earth changes form from water in the ocean to water vapor in the air collecting in clouds and falling as rain providing water for plants and animals. The way water changes is called the **water cycle**. Water can take the form of a liquid, a solid, or a gas. Solid water is found in snow, hail, and in _____. Liquid water is found in lakes and oceans. Water as a gas is found in the atmosphere as water vapor called _____. Any form of water that falls to earth is called _____.
10. Weather is what is happening in the atmosphere at a certain time and place. _____ is the average weather a certain place has from year to year. Mountains, oceans, and ocean currents all affect climate. The Earth is divided into three zones:
 - 1) The _____ is centered on the equator and is very warm and wet.
 - 2) The _____ are around the north and south poles, very cold with dry snow.
 - 3) The _____ are between the other two zones with warm summers and cold winters.

ANSWER KEY**Science Words in Context****Earth Science**

1. The curved path that a planet travels around the sun is called an ORBIT. It takes the Earth a full year, or 365 days, to orbit the sun.
2. As the Earth orbits, it also spins on its AXIS which is an imaginary line that runs through the center of the Earth. The Earth has a North Pole and a South Pole, one at each end of the axis. Every day, or TWENTY-FOUR hours, the Earth makes one complete spin on its axis.
3. A globe is a map of the whole EARTH. Globes have lines running in both directions to make it easier to read. The lines that run north and south are called lines of LONGITUDE. The lines that run east and west are called lines of LATITUDE. The longest line of latitude runs around the middle of the Earth and is called the EQUATOR.
4. The four main oceans on Earth are the ARCTIC OCEAN, ATLANTIC OCEAN, PACIFIC OCEAN, and INDIAN OCEAN.
5. There are seven continents on Earth: AFRICA, ASIA, AUSTRALIA, ANTARCTICA, NORTH AMERICA, SOUTH AMERICA, EUROPE.
6. Scientists have discovered that the Earth has three layers: the center is the CORE, the middle layer is the MANTEL, and the outside layer is the CRUST.
7. All rocks are made of nonliving substances called minerals. There are three basic kinds of rocks: 1) IGNEOUS formed from magma (melted rock);
2) SEDIMENTARY formed when different kinds of rock pieces (sand/clay) mix and harden;
3) METAMORPHIC are rocks changed by very high heat and being pressed together.
8. The air that surrounds the Earth is called the ATMOSPHERE. The second layer that protects plants and animals from the harmful rays of the sun is called the OZONE.
9. Seventy percent of the Earth's surface is covered with water. The water on Earth changes form from water in the ocean to water vapor in the air collecting in clouds and falling as rain providing water for plants and animals. The way water changes is called the **water cycle**. Water can take the form of a liquid, a solid, or a gas. Solid water is found in snow, hail, and in GLACIERS. Liquid water is found in lakes and oceans. Water as a gas is found in the atmosphere as water vapor called HUMIDITY. Any form of water that falls to earth is called PRECIPITATION.
10. Weather is what is happening in the atmosphere at a certain time and place. CLIMATE is the average weather a certain place has from year to year. Mountains, oceans, and ocean currents all affect climate. The Earth is divided into three zones:
 - 1) The TROPICAL ZONE is centered on the equator and is very warm and wet.
 - 2) The POLAR ZONES are around the north and south poles, very cold with dry snow.
 - 3) The TEMPERATE ZONES are between the other two zones with warm summers and cold winters.

Social Studies Words

amendment	electoral vote	political party
American Revolution	emancipation	politics
ancestors	employment	population
authority	executive	preamble
Bill of Rights	expedition	president
bureaucracy	explore	prohibition
cabinet	Federalist	propaganda
campaign	foreign	protest
candidate	freedom	Puritans
capital	frontier	Recession
capitalism	goods	Representative
capitol	government	republic
census	governor	republican
century	Great Depression	Revolutionary War
charter	heritage	rural
checks and balances	history	secede
chronological order	illegal	secession
citizen	immigrant	segregation
city	immigration	Senate
civil rights	impeach	senator
civil war	imperialism	slavery
civilization	inaugurate	social security
colony	inflation	socialist
commerce	integration	suburbs
communism	judicial	term
community	justice	territory
compromise	labor	terrorism
Confederacy	legal	timeline
Congress	legislature	totalitarian
conquer	liberal	trade
conservative	majority	traitor
Constitution	mayor	treason
continents	migrate	treaty
country	migration	truce
Declaration of Independence	minority	unconstitutional
delegates	monarchy	United Nations
democracy	Monroe Doctrine	urban
democrat	Native American	veteran
desegregation	NATO	veto
dictator	New Deal	welfare
discover	Oregon Trail	
discrimination	organization	
document	patriot	
economy	patriotism	
election	pilgrim	
	pioneer	

Student: _____

Date: _____

Teacher: _____

Social Studies Words in Context

Immigration/Migration

The history of the world is filled with stories of people migrating. _____ is the movement of people from one place to another as they seek a new home. People who migrate are called _____. Immigrants decide to leave their homes because of “push” and “pull” forces. Famine, overpopulation, few resources, war and religious and political persecution “push” immigrants to new places. Hopes for employment and a better life “pull” immigrants to new places.

Millions of people have _____ to North America since the 1600s. Look at the chart below of the some of our first immigrants. Name some of the first European settlers who established colonies. _____

These Europeans came to North America in search of gold, religious converts, new places to live and practice their beliefs. A large number of Africans were driven from their homes, at this time, to be enslaved to work in _____.

SOME OF OUR FIRST IMMIGRANTS

People from many foreign lands came and settled in this new world. They sought liberty and a better living, and the happiness they hoped these would bring them. Here are some of the early arrivals.

- 1561 The SPANISH settled in St. Augustine, in what is now Florida.
- 1607 The ENGLISH settled in Jamestown, in what is now Virginia.
- 1620 The ENGLISH (Pilgrims) settled in what is now Massachusetts.
- 1623-1625 The DUTCH settled on Manhattan Island, where New York City has been built.
- 1638 The SWEDES settled in what is now the State of Delaware.
- 1681 The ENGLISH (Quakers) settled in what is now Pennsylvania.
- 1683 The GERMANS settled at Germantown and other places in Pennsylvania.
- 1714 The SCOTTISH and IRISH settled in large numbers along the western edge of all the colonies from Pennsylvania to Georgia.
- 1718 The FRENCH settled in New Orleans, at the mouth of the Mississippi River.

Source: U.S. Department of Justice, Immigration and Naturalization Service

Throughout the 19th _____, immigrants looking for employment came to North America from Japan, China, and southeastern Europe. From the 1970s to present, Southeast Asians, Latin Americans, Caribbeans, and immigrants from the Middle East have migrated to North America, many fleeing from war-torn _____, political persecution, and economic difficulties.

ANSWER KEY**Social Studies Words in Context****Immigration/Migration**

The history of the world is filled with stories of people migrating. **MIGRATION** _____ is the movement of people from one place to another as they seek a new home. People who migrate are called **IMMIGRANTS** _____. Immigrants decide to leave their homes because of “push” and “pull” forces. Famine, overpopulation, few resources, war and religious and political persecution “push” immigrants to new places. Hopes for employment and a better life “pull” immigrants to new places.

Millions of people have **MIGRATED** _____ to North America since the 1600s. Look at the chart below of the some of our first immigrants. Name some of the first European settlers who established colonies. **SPANISH, ENGLISH, DUTCH, SWEDES, GERMANS, SCOTTISH, IRISH, and FRENCH.** _____

These Europeans came to North America in search of gold, religious converts, new places to live and practice their beliefs. A large number of Africans were driven from their homes, at this time, to be enslaved to work in **NORTH AMERICAN COLONIES**.

SOME OF OUR FIRST IMMIGRANTS

People from many foreign lands came and settled in this new world. They sought liberty and a better living, and the happiness they hoped these would bring them. Here are some of the early arrivals.

- 1561 The SPANISH settled in St. Augustine, in what is now Florida.
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Source: U.S. Department of Justice, Immigration and Naturalization Service

Throughout the 19th **CENTURY** _____, immigrants looking for employment came to North America from Japan, China, and southeastern Europe. From the 1970s to present, Southeast Asians, Latin Americans, Caribbeans, and immigrants from the Middle East have migrated to North America, many fleeing from war-torn **COUNTRIES** _____, political persecution, and economic difficulties.

LEVEL: 4.0 – 5.9

STANDARD: 17.0 Demonstrate literal comprehension skills

BENCHMARK: 17.01 Determine the main idea or essential message of a text and identify relevant supporting details and facts.

MATERIALS: Newspapers or magazines; worksheet

- PROCEDURES:**
1. Read through the worksheet with the students, answering any questions they have regarding what they are to do.
 2. Allow a reading time of ten to fifteen minutes for students to read any article of their choice.
 3. Allow an additional ten minutes to complete the worksheets.
 4. Call on at least two students to share their results, others as time allows.
 5. Spend one-on-one time with each student going over the words they need help understanding and clarifying the main idea of the article they chose.

Extension: Students can use the provided Reading Log or graphic organizer for finding the main idea and supporting details when reading a text.

Student: _____

Date: _____

Teacher: _____

Newspaper/Magazine Reading Journal

Directions: Regular reading time is the best way to improve your reading skills. Read any article that looks interesting to you. Then fill in the blanks in the following paragraphs.

The most interesting article I read was titled:

It was about

Here's what I think about it.

I didn't quite understand

To understand this article better, I need to know the meaning of these words:

Student: _____

Date: _____

Teacher: _____

Main Idea / Supporting Details and Facts

Directions: Read each paragraph. Then answer the questions.

1. Adam had placed all of his belongings in storage. He dreams of having his own home someday, but for now he roams from neighborhood to neighborhood in the city. He has skills as an auto mechanic, but wants to be his own boss. He works independently just enough to pay for his basic needs. He doesn't like being a nomad in his middle age, but his lifestyle is the consequence of the choices he has made in life.

What is the main idea? _____

What details support the main idea? _____

What does nomad mean? _____

2. Our family practices environmental protection as much as possible. We participate in once-a-week curbside recycling and recycle metal food and beverage cans, glass bottles, corrugated cardboard boxes, newspapers, magazines, and plastic bottles. We minimize the use of household hazardous waste and feed our plants, flowers and shrubs with environmentally safe fertilizer. We are not litter bugs and strive to keep our neighborhood clean.

What is the main idea? _____

What details support the main idea? _____

What does environmental mean? _____

3. Sam is a procrastinator. The attendance sheets were due at the end of the month, but he didn't get his turned in. He didn't get paid this month because he didn't get his time sheet turned in to the bookkeeper on time. He couldn't pay off his credit card bill from charging his business travel expenses because he didn't turn in the paperwork for reimbursement.

What is the main idea? _____

What details support the main idea? _____

What does procrastinator mean? _____

ANSWER KEY**Main Idea / Supporting Details and Facts**

Directions: Read each paragraph. Then answer the questions.

1. Adam had placed all of his belongings in storage. He dreams of having his own home someday, but for now he roams from neighborhood to neighborhood in the city. He has skills as an auto mechanic, but wants to be his own boss. He works independently just enough to pay for his basic needs. He doesn't like being a nomad in his middle age, but his lifestyle is the consequence of the choices he has made in life.

What is the main idea? A middle-aged man does not like moving around.

What details support the main idea? He dreams of having his own home; has his belongings in storage; he roams from neighborhood to neighborhood; works just enough to pay for needs.

What does nomad mean? A person who moves around.

2. Our family practices environmental protection as much as possible. We participate in once-a-week curbside recycling and recycle metal food and beverage cans, glass bottles, corrugated cardboard boxes, newspapers, magazines, and plastic bottles. We minimize the use of household hazardous waste and feed our plants, flowers and shrubs with environmentally safe fertilizer. We are not litter bugs and strive to keep our neighborhood clean.

What is the main idea? Ways family protects the environment.

What details support the main idea? Participates in curbside recycling; minimizes use of hazardous waste; not litter bugs; uses environmentally safe fertilizer on plants; keeps neighborhood clean.

What does environmental mean? Surrounding things, conditions protecting the air, water, animals, plants, and other natural resources from pollution or its effects.

3. Sam is a procrastinator. The attendance sheets were due at the end of the month, but he didn't get his turned in. He didn't get paid this month because he didn't get his time sheet turned in to the bookkeeper on time. He couldn't pay off his credit card bill from charging his business travel expenses because he didn't turn in the paperwork for reimbursement.

What is the main idea? A man puts off doing things/delays.

What details support the main idea? Attendance sheet was late; Didn't get time sheet turned in on time to get paid; didn't get travel expenses turned in for reimbursement so couldn't pay bill.

What does procrastinator mean? A person who delays or puts off doing something.

Student: _____ Date: _____

Teacher: _____

Acknowledged source: "Reading: Taking Adult Education Students to the Next Level- Reading Resource Guide," St. Johns River Community College; Lyndaræ Martin, PhD, Project Coordinator; Susan Pittman, Bonnie Vondracek, Project Research and Development Team

Reading Log

This form can be used with any text to determine the **main idea** and identify relevant supporting **details** and **facts**.

Document Name (newspaper, magazine, brochure, etc.) _____

Title _____

Author (if noted) _____

Main Idea _____

Supporting Details (include only one to three details)

1. _____

2. _____

3. _____

One thing I agreed with in the reading selection.

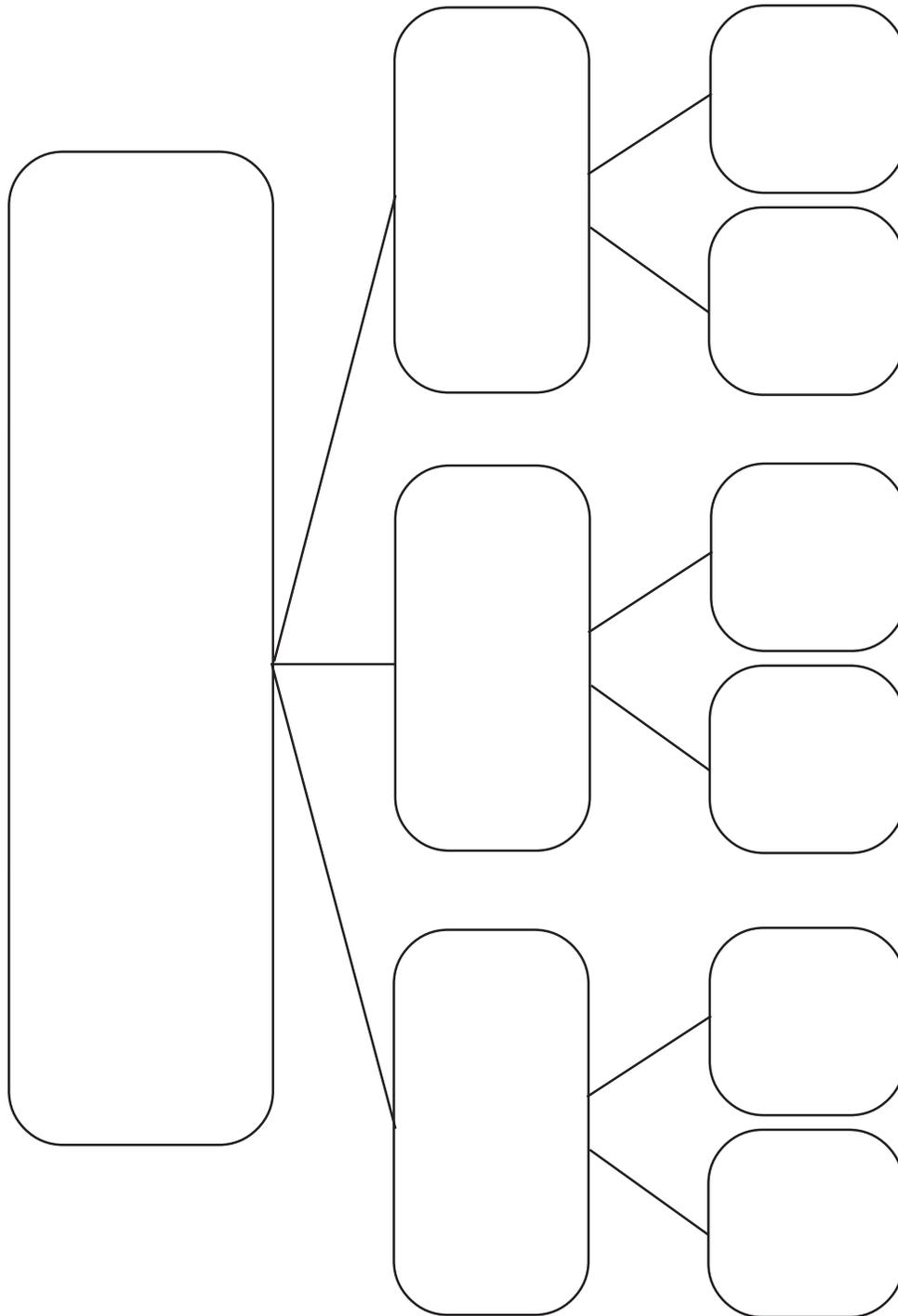
One thing I disagreed with in the reading selection.

Student: _____

Date: _____

Teacher: _____

MAIN IDEA AND SUPPORTING DETAILS MAP



TOPIC:

**Main
Idea**

**Major
Details**

**Minor
Details**

- LEVEL:** 4.0 – 5.9
- STANDARD:** 17.0 Demonstrate literal comprehension skills
- BENCHMARK:** 17.02 Identify the cause and effect expressed in a paragraph.
- MATERIALS:** Multiple copies of short scenarios such as police reports, entertainment events, or sports events.
- PROCEDURES:**
1. Discuss the work of an investigative reporter. Elicit and write on the board the two questions: “What happened?” and “Why did it happen?” Explain the cause-effect relationship and write each word under the appropriate question.
 2. Read several short scenarios from the newspaper.
 3. After each selection, discuss the effect and the cause *in that order*. Point out that it is often easier to find the effect than the cause.
 4. Divide the students into groups of three or four and provide them with three paragraphs which they are to read to each other and answer the questions, “What was the cause?” and “What was the effect?”
 5. Compare results.
- Extension:** Student can use the cause - effect graphic organizers provided to identify cause or effect in a text.

Student: _____

Date: _____

Teacher: _____

CAUSE
What happened?

EFFECT
Why did it happen?

(Hint: Look for the effect first.)

Large crowds gathered today on the steps of the castle as Prince Charming and his new bride, Princess Cindy, waved from the balcony after taking their marriage vows. The wedding took place after four weeks of frantic searching by the Prince’s footmen for the mysterious wearer of a particular glass shoe that was found on the roadway sometime after midnight on the night of the Prince’s annual ball. His Majesty began the search for the foot that would fit the slipper with the hope that he could marry the woman attached to the foot.

Cause _____

Effect _____

Residents of Pigville were stunned today to witness the destruction of a newly built home on Loony Lane. The straw building appeared to have been blown apart, although there was no sign of an explosion. Winds in the neighborhood had been calm all through the day. Witnesses reported no unusual activity except the sighting of a large, wolf-like creature in the area that appeared to be huffing and puffing.

Cause _____

Effect _____

Workers at the Island Plantation called 911 this morning after sighting a suspicious parcel on a bench outside their workplace. The box appeared to contain a George Foreman grill, but concern arose over the clock resting on top of the box. The Bomb Squad arrived and cleared the area before exploding the device—which turned out to be a wall clock and a George Foreman grill. *(This is a true story!)*

Cause _____

Effect _____

Student: _____

Date: _____

Teacher: _____

Cause and Effect

Read the following paragraphs. Then mark the statements that follow as True (T) or False (F):

1. In 1993, a severe hurricane hit the coast of Florida. Right before the storm, people noticed that the air became very still and humid. The sky grew very dark. The weatherman predicted a very dangerous storm. People were warned to evacuate.

_____ People evacuated because the air was still humid.

_____ The sky grew dark because people were leaving.

_____ People left because the weatherman predicted a very serious storm.

2. The red-haired woman acted a little bit crazy. She looked at the children and laughed at them when they passed by her on their way home from school. She talked to herself. She ran after them as they left the playground. The boys and girls were afraid of the old woman.

_____ The children were afraid of the old woman because she was old.

_____ The children were afraid of the woman because she acted crazy and laughed at them.

_____ The children were afraid of the old woman because she had red hair.

Cause and Effect

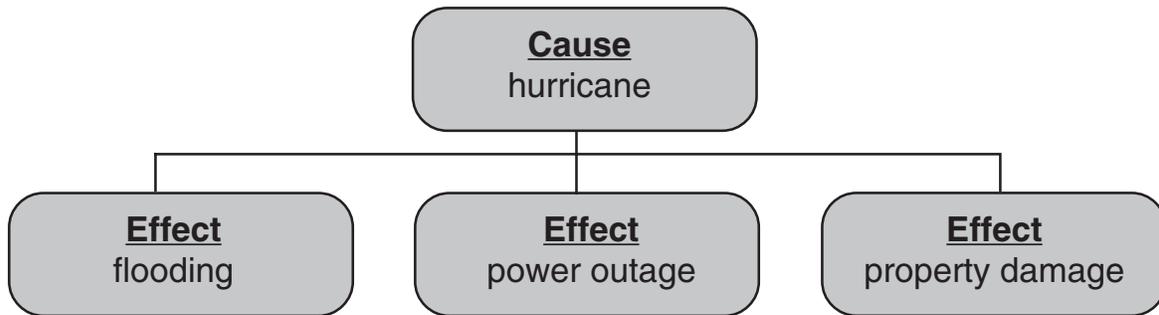
Definitions

When one event makes another event happen, the process is called **cause and effect**.

An **effect** is something that happens, the result of a cause (what happened).

A **cause** is any reason, situation, or condition that makes something happen; the why something happens. One cause can often have many effects. A single effect can also have more than one cause.

Ask students to suppose that a hurricane hit their city. Have them list some possible effects of this cause.



Cause-Effect Relationships

Read each cause in the column on the left. Then draw a line from each cause to its effect in the column on the right.

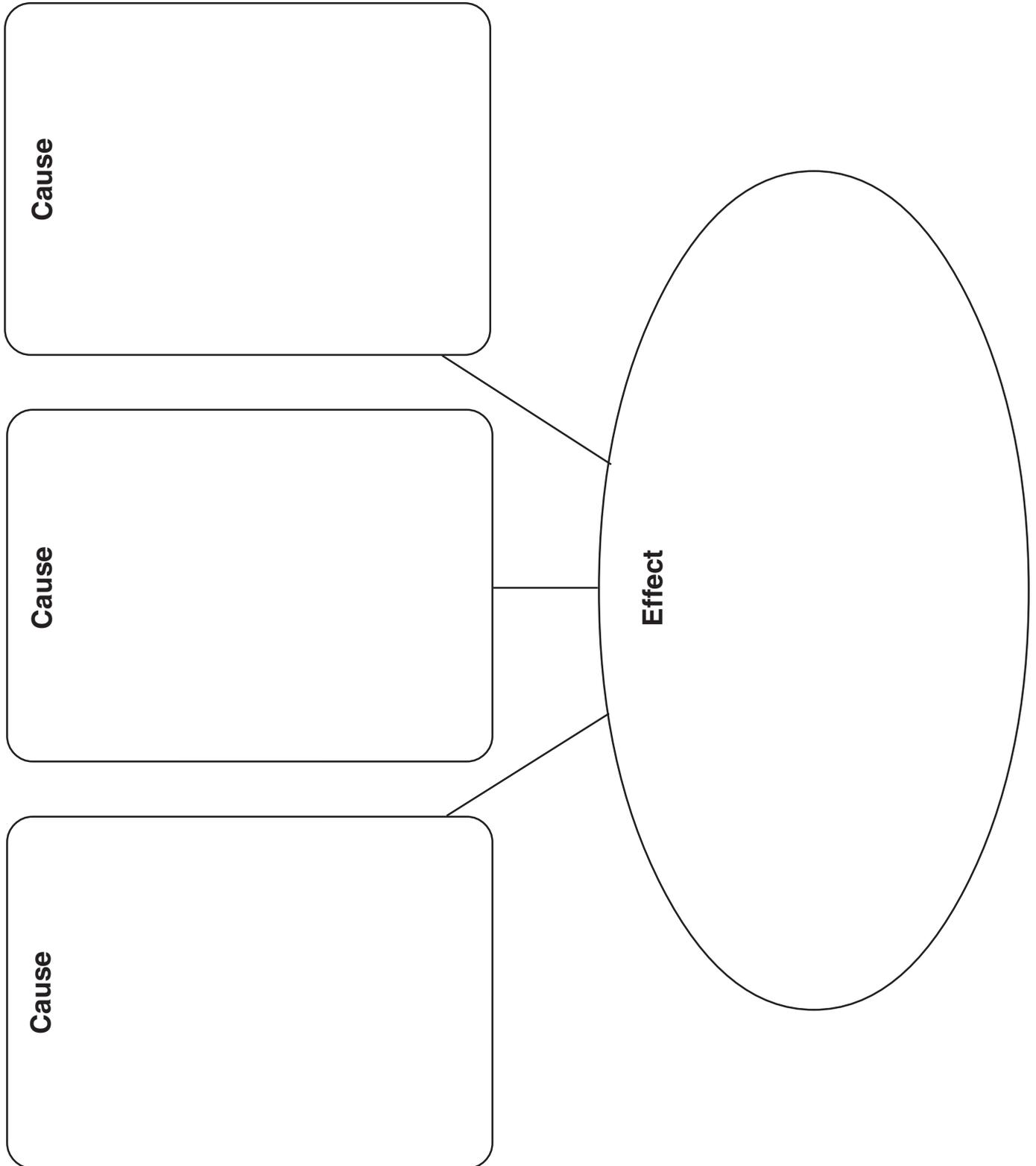
CAUSES	BIRDS	EFFECTS
1. Birds have horny beaks that completely cover their jaws.		a. Birds do not need skin as a body covering.
2. Feathers are an outgrowth from the dermal body covering.		b. Some birds eat large, hard seeds.
3. The jaws and hard beaks of some birds are easily able to crack hard surfaces.		c. A male or female bird gives off heat while sitting on a nest.
4. The gizzard of a bird grinds up already softened food aided by the sand and grit the bird swallows with the food.		d. Birds do not seem to have any need for teeth.
5. Incubation requires keeping the eggs warm in the nest in order to allow the embryo to develop.		e. A bird can eat hard-to-digest food such as large seeds or insects.

Answers: 1d, 2a, 3b, 4e, 5c

Student: _____

Date: _____

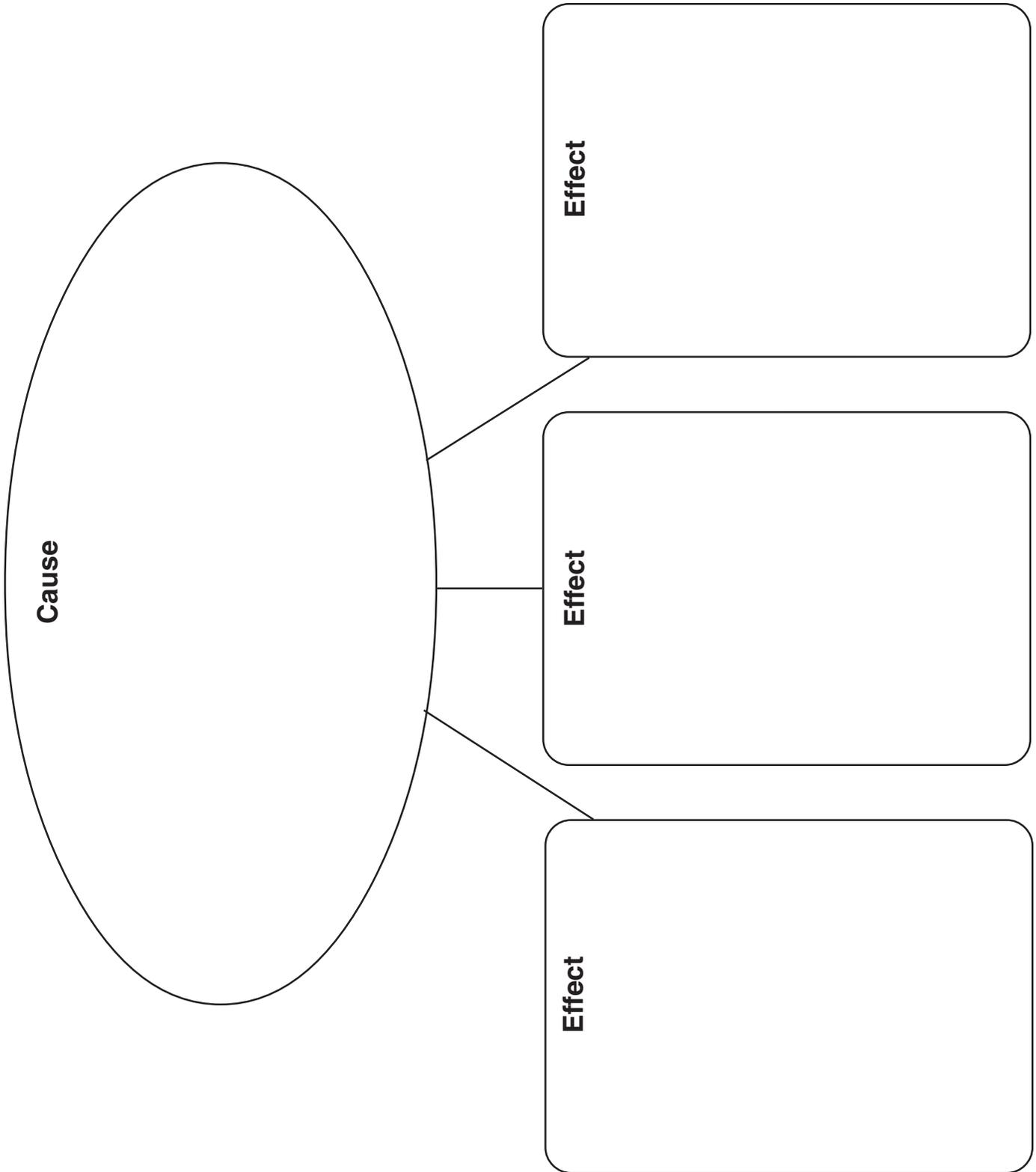
Teacher: _____



Student: _____

Date: _____

Teacher: _____



LEVEL: 4.0 – 5.9

STANDARD: 17.0 Demonstrate literal comprehension skills

BENCHMARK: 17.03 Follow Written Directions.

MATERIALS: Worksheet - “Assessment Test”

- PROCEDURES:**
1. Distribute worksheet. Instruct students that they are to take a timed test. They are to read the directions at the top of the page and to begin when you tell them to begin.
 2. Set a timer and allow 5 minutes to complete the sheet.
 3. Say, “Begin now,” and watch the action.
 4. Lead a discussion of what the students learned from their experience.
 5. Provide copies of the worksheet for the students to take home to use with family and friends.

Extended Activity: A graphic organizer may be used with any activity which requires students to read a selection and follow directions in sequence. (See sample graphic organizer).

Student: _____

Date: _____

Teacher: _____

ASSESSMENT TEST

Directions: Read through the entire test first. Then begin your work. You may use the other side of the paper for scrap paper.

1. Write your name at the top of this page.
2. Draw a line from the top right corner to the lower left corner.
3. Multiply 17×23 and write the answer here: _____
4. Write the color of your eyes here _____
5. Circle your favorite color: blue yellow red purple green
6. Stand up and count how many people you can see in the room.
7. Clap your hands three times.
8. Divide 78 by 2.
9. Arrange these numbers from smallest to biggest:
135 15 27 99 231 1225 9 888 16 27

10. Write your address here. Do not use abbreviations.

11. Call out your name so your teacher can hear it.
12. List three of your favorite foods here: _____
13. Count the number of windows in this room. Write the number here. _____
14. Now count the number of doors in this room. Write the number here. _____
15. Add those two numbers together and write the total here. _____
16. Flap your arms to reduce your stress on this test.
17. Turn this paper over and make a small circle as near to the center of the page as you can.
18. Say out loud the name the state in which you were born.
19. Turn this paper over and draw as large a circle as you can.
20. Finally, only do Question No. 1. Do not do the rest of the questions. Stay very quiet for the rest of the test period.

Student: _____ Date: _____

Teacher: _____

Following Directions in Sequence

1.

2.

3.

4.

5.

6.

- LEVEL:** 4.0 – 5.9
- STANDARD:** 17.0 Demonstrate literal comprehension skills
- BENCHMARK:** 17.04 Re-tell and/or summarize previously read material.
- MATERIALS:** Multiple copies of a short mystery story (This could be anything from a child’s picture book to Edgar Allen Poe or an unsolved crime story covered in the newspaper over several days. Accounts of the Rosewood Massacre found on the Internet, such as sydaby.eget.net/ody/emi/report.htm, have been successfully used. Also, you will need newsprint and markers.
- PROCEDURES:**
1. Cut up the story into sections manageable for reading in one class session, numbering them Part One, Part Two, etc.
 2. Introduce the story with general background and bring attention to three newsprint sheets on the wall headed **CHARACTERS, WHAT HAPPENED, and WHAT WILL HAPPEN NEXT.**
 3. Provide each student with a copy of Part One and allow them time to read the selection **silently.**
 4. Ask them the following questions and fill in the information on the news print.
What characters are in this story? Describe the person briefly. (Example: Ned, father of the Jones family)
What had happened so far?
What do you think will happen next?
 5. Have volunteers read the selection aloud and revise charts as students request.
 6. As of the second day, ask a volunteer to retell the story so far, using the charts as clues.
- Repeat Steps 3 through 5 with each ensuing section through to the solution of the mystery.

Acknowledged source: “*Reading: Taking Adult Education Students to the Next Level-Reading Resource Guide*,” St. Johns River Community College; Lyndarae Martin, PhD, Project Coordinator; Susan Pittman, Bonnie Vondracek, Project Research and Development Team

The GIST Procedure (Generating Interactions between Schemata & Text)

The GIST Procedure is a strategy that can be used to improve students’ abilities to comprehend the *gist* or main ideas of paragraphs by providing a prescription for reading from group sentence-to-sentence production to individual or partner entire paragraph gist production. It incorporates both reading and writing, important for the adult student.

Paragraph Version

Have the students read the first sentence of the paragraph so they can **retell** it in their own words. Begin with teacher modeling by writing the sentence on the board and have students write their summary below it. The students retell in a statement of **15 or fewer words** what they read in the sentence.

Next, the students read the first and second sentences and retell them in the same number of words used for the first sentence alone. The students write a single sentence of 15 words or fewer that summarizes both sentences.

Continue with the procedure for the rest of the paragraph until the students have produced a single statement of 15 words or fewer that summarizes the paragraph.

Gradually fade teacher support as the students internalize the process. Move beyond a sentence-by-sentence approach to a paragraph approach. Students should be encouraged to produce their own gist statements on an individual basis across a variety of different types of paragraphs. Move from paragraphs to short passages. A 20-word rule should be in effect for a full paragraph.

Are you ready to try the GIST Procedure with your students? Give it a try with the worksheet on the following page.

Getting the GIST

Directions: Read the first two sentences of the paragraph and write a summary using no more than 15 words. Then read the third and fourth sentences and write a summary using no more than 15 words. Finally, combine the two summaries to get the GIST of the paragraph.

Proper nutrition is essential for healthy living. The media is filled with information and misinformation about proper nutrition and how to maintain a healthy weight. The U.S. Food Guide Pyramid serves as a guide for what people can eat each day and maintain a healthy lifestyle. The Pyramid includes a variety of foods that enable people to get the nutrients needed to keep their bodies healthy and help them maintain a healthy weight.

1. Summarize first two sentences

2. Summarize third and fourth sentences

What is the GIST of the paragraph? (Combine the two summaries into a sentence of no more than 15 words.) _____

Repeat the above directions for the following paragraph.

The Food Guide Pyramid includes information on the types of foods that people should consume on a daily basis as well as how much of each food type. The Pyramid includes the “servings” that a person should consume of each food type – however, it does not include examples of what a “serving” is. This information is provided separately from the USDA and is important information for students to have when developing healthy eating habits. The Pyramid should be considered only as a guide for identifying the foods people consume. Life experiences, food intolerances, allergies, and even family background and culture impact what people choose to eat. The Pyramid is merely a starting point to determine eating patterns that ensure each person gets the nutrients he/she needs to be healthy.

1. Summarize first two sentences.

2. Summarize third and fourth sentences

What is the GIST of the paragraph? (Combine the two summaries into a sentence of no more than 15 words.) _____

What is the GIST of the entire **passage**? (Combine the summaries from both paragraphs into one sentence of no more than 15-20 words.) _____

LEVEL: 4.0 – 5.9

STANDARD: 17.0 Demonstrate literal comprehension skills

BENCHMARK: 17.05 Describe sequence of events in context.

MATERIALS: Cartoon strips from daily paper.

- PROCEDURES:**
1. Cut each entire strip into its individual panels. Be sure there is at least one strip for each student.
 2. Place the panels of one entire strip in a small envelope.
 3. Distribute the envelopes to the students with instructions that they are to put the strip panels in the order which seems logical to them.
 4. Call on several students to describe the sequence of their cartoon to the class.
 5. Discuss any questions about the logic of the order determined.

Extension: Use the graphic organizer provided with any sequencing activity.

Student: _____

Date: _____

Teacher: _____

Put the following events in order by numbering the sentences 1-6:

- _____ The woman ran to get the fire extinguisher.
- _____ The phone rang, and the woman ran to answer it.
- _____ The woman decided to fry some chicken for dinner.
- _____ She sat down for a nice chat with her friend.
- _____ She smelled smoke, hung up the phone, and saw the flames.
- _____ She heated up the grease in the pan.

Student: _____

Date: _____

Teacher: _____

In the Right Order

A recipe is a set of instructions for making something to eat or drink. The instructions in a recipe can be written in different ways. Some recipes number the steps. Some recipes show the steps in paragraphs. Either way, you must follow the instructions in the order they are written.

Why do you think you should follow instructions **in the order** they are written?

Recipes first list the ingredients. The ingredients tell what is needed for the recipe and how much to use. Then the recipe gives step by step instructions to follow to prepare something to eat or drink.

Read the recipe below. The instructions are not in the correct order. Rewrite the recipe with the instructions in the correct sequence.

Scrambled Eggs (Serves 1 or 2)

Ingredients

3 eggs	1/8 teaspoon salt	
3 tablespoons milk	1/8 teaspoon pepper	1 tablespoon butter

Stir the eggs. Heat the butter in a small frying pan over medium heat. Add the milk, salt, and pepper. Cook until the eggs are solid. In a bowl, beat the eggs. When the butter is hot, add the egg mixture.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

What do you need to do to the eggs before adding the milk, salt, and pepper?

What do you do to the butter before adding the egg mixture?

Extension Activity

Ask each student to write a recipe for a food that he/she likes to cook. Have another student edit the recipe to make sure the instructions are clear and in the right order. Then have the students classify the recipes as main dishes, salads, snacks, drinks, or desserts.

ANSWER KEY**In the Right Order**

A recipe is a set of instructions for making something to eat or drink. The instructions in a recipe can be written in different ways. Some recipes number the steps. Some recipes show the steps in paragraphs. Either way, you must follow the instructions in the order they are written.

Why do you think you should follow instructions **in the order** they are written?

If you do not do so, the recipe will not turn out correctly.

Recipes first list the ingredients. The ingredients tell what is needed for the recipe and how much to use. Then the recipe gives step by step instructions to follow to prepare something to eat or drink.

Read the recipe below. The instructions are not in the correct order. Rewrite the recipe with the instructions in the correct sequence.

Scrambled Eggs (Serves 1 or 2)**Ingredients**

3 eggs	1/8 teaspoon salt	
3 tablespoons milk	1/8 teaspoon pepper	1 tablespoon butter

Stir the eggs. Heat the butter in a small frying pan over medium heat. Add the milk, salt, and pepper. Cook until the eggs are solid. In a bowl, beat the eggs. When the butter is hot, add the egg mixture.

1. In a bowl, beat the eggs.
2. Add the milk, salt, and pepper.
3. Heat the butter in a small frying pan over medium heat.
4. When the butter is hot, add the egg mixture.
5. Stir the eggs.
6. Cook until the eggs are solid.

What do you need to do to the eggs before adding the milk, salt, and pepper?

Beat the eggs.

What do you do to the butter before adding the egg mixture?

Heat the butter in a small frying pan over medium heat.

Extension Activity

Ask each student to write a recipe for a food that he/she likes to cook. Have another student edit the recipe to make sure the instructions are clear and in the right order. Then have the students classify the recipes as main dishes, salads, snacks, drinks, or desserts.

Student: _____

Date: _____

Teacher: _____

Sequence Chart

1.

2.

3.

4.

5.

6.

LEVEL: 4.0 – 5.9

STANDARD: 17.0 Demonstrate literal comprehension skills

BENCHMARK: 17.06 Answer “who,” “what,” “where,” when,” “why,” and “how” questions about sentences or paragraphs.

MATERIALS: Newspapers, worksheet

- PROCEDURES:**
1. Provide your students with current newspapers. All copies need not be identical.
 2. Instruct the students to pick up a newspaper and a worksheet as they enter the room.
 3. The students then select two articles in the newspaper to analyze.
 4. The students complete the worksheets by a given time (i.e., before break). Review the worksheets and select two or three of the more interesting student analyses and ask the student to describe the article to the class and tell them where they can find it.

Additional Activities:

Use graphic organizers to help students organize their search.

- Prediction Chart – What I Predict/What Happens
- KWL Chart - What I **Know**/What I **Want** to Know/What I **Learned**

Student: _____ Date: _____

Teacher: _____

Analyzing A News Story

Directions: Choose two articles that interest you. As you read each, ask yourself:

- WHO is the article about?
- WHERE did the event occur?
- WHEN did the event happen?
- WHAT exactly happened?
- WHY or HOW did the event happen?

Then answer as many questions as you can.

1. Headline (Page ____)

Who? _____

Where? _____

When? _____

What? _____

Why or how? _____

2. Headline (Page ____)

Who? _____

Where? _____

When? _____

What? _____

Why or how? _____

Strategies for Reading in the News

Different types of reading strategies are used when reading various types of materials. The most important thing to know is the **goal** for reading.

Scanning is a reading strategy used when you are looking for specific information. When you scan an article, read over the contents quickly, pick out **boldface** and key words and concepts, and pay attention to the title, side headings, captions under pictures, paragraph headings, graphics, introductions, and summaries.

Predict what you think the article will be about?

Do you have prior knowledge about the subject of the article?

Asking questions will help you concentrate on finding specific information and help you understand and remember more of what you read. Read the following newspaper article and ask yourself: **Who? What? Where? When? and Why?** List words unfamiliar to you as you read.

TALLAHASSEE DEMOCRAT, Monday, December 15, 2003 (excerpt)

CAPTURED

Suddam Hussein could be tried before a war-crimes tribunal; Iraqis celebrate

*Former dictator said to be calm, unrepentant

*Arrest is unlikely to end loyalist insurgency

*President Bush, 'A dark and painful era is over'

Ex-leader 'caught like a rat' in hole

By Mariam Fam and Aleksandar Vasovic, The Associated Press

ADWAR, Iraq –When darkness fell, the Americans moved into position, 600 of them, from infantrymen to elite special forces. Their target: two houses in this rural village of orange, lemon and palm groves. Someone big was inside, they were told. But when they struck, they found nothing.

Then they spotted two men running away from a small walled compound in the trees. Inside, in front of a mud-brick hut, the troops pulled back a carpet on the ground, cleared away the dirt and revealed a Styrofoam panel. Underneath, a hole led to a tiny chamber, just big enough for a single person to squeeze into.

At first they didn't recognize the man hiding inside, with his ratty hair, wild beard and a pistol cradled in his lap. But when they asked who he was, the bewildered-looking man gave a shocking answer. He said he was Saddam Hussein.

"He was just caught like a rat," said Maj. Gen. Raymond Odierno, commander of 4th Infantry Division, which led the hunt in the area for one of the world's most wanted men and conducted the raid that caught him. "When you're in the bottom of a hole, you can't fight back."

Who wrote the article?

Who was in the news?

What happened?

Where did it happen?

Why did it happen?

How did it happen?

When did it happen?

After reading, summarize what you've read and the questions you've answered. Define unfamiliar words. What have you learned?

Predicting Events

What I Predict	What Happens

KWL Chart

K What I Know	W What I Want to Know	L What I Learned

- LEVEL:** 4.0 – 5.9
- STANDARD:** 17.0 Demonstrate literal comprehension skills
- BENCHMARK:** 17.07 Identify specific information found in a text and apply it to answer a question.
- MATERIALS:** Prepared informational reading selection and questions.
- PROCEDURES:**
1. Discuss the purposes of reading, i.e., amusement, information, study, and point out that, in this lesson, students will be reading for information using the same procedures they would use in taking a test.
 2. Read, with the students, the title of the selection. Ask them if there is anything unusual about the selection—such as words in italics or bold print or a schedule, graph or picture. Note that these are things that often come up in test questions.
 3. Read through the stems of the questions with the students. Advise them that this is a good test taking technique that gives them an idea of what to look for as they read.
 4. Direct the students to silently and carefully read the selection twice and then to answer the questions.
 5. Pair the students up to check their work together and discuss discrepancies.
 6. Ask the students to share any test taking techniques they learned in this exercise.

Student: _____

Date: _____

Teacher: _____

The Union Bank

The Union Bank, chartered in 1833, played a major role as a planters' bank in the territorial period of Florida history. At one point the bank was housed in the building known as the Columns which was used both as a residence and a bank. In 1841, the Union Bank of Florida moved into the structure which would later be known as the Old Union Bank Building. The Union Bank was forced to close in 1843 due to over-extension of capital, bad crops, and the Second Seminole War. The building housed the National Freedman's Bank during Reconstruction and later was owned by the First Reformed Episcopal Church. The building was used for a variety of purposes from that time on. A few examples include a city gas and water office, a shoe factory, a beauty shop, a charity store, and a bail-bond office.

You can visit the Old Union Bank Building now as a Florida Historic Site.

219 Apalachee Parkway

Open

Tuesday through Friday 10:00 a.m. to 1:00 p.m.

Saturday, Sunday and Holidays 1:00 p.m. to 4:00 p.m.

Closed Monday

1. The Union Bank was first located in:
 - a. the Columns.
 - b. the Old Union Bank Building.
 - c. a shoe factory.
 - d. a Seminole reservation.

2. You can visit the Union Bank
 - a. only on Sundays.
 - b. in the morning, afternoon, or evening.
 - c. only with special permission.
 - d. all of the above.
 - e. none of the above.

3. The following statements are all true except:
 - a. The Union Bank closed in 1843.
 - b. The Union Bank Building was once a shoe factory.
 - c. The Union Bank Building is also known as the Columns.
 - d. The Union Bank Building is closed on Monday.

Student: _____

Date: _____

Teacher: _____

Directions : Read the following passage and answer orally the questions that follow:

Sailing is a sport that has always been very popular. Besides the traditional method of sailing on a sailboat, many young sailors of today are choosing windsurfing. Windsurfing is a combination of sailing and surfing. A windboard is a surfboard with a sail. The surfer no longer has to wait for the waves; now he must wait for the wind also.

1. What is a windboard?
2. When is a windboard used?
3. How is windsurfing different from surfing?

- LEVEL:** 4.0 – 5.9
- STANDARD:** 18.0 Demonstrate inferential comprehension skills
- BENCHMARK:** 18.01 Predict content and purpose of a reading selection by previewing table of contents, index, headings, captions and illustrations.
- MATERIALS:** Two sets of copies of a how-to article such as from an automobile manual, cookbook, etc., glass ball to simulate a “crystal ball,” board.
- PROCEDURES:**
1. On one set of copies, blank out the text itself. Distribute these copies to the students.
 2. Direct students to study the information they see and predict what will be in the article.
 3. Pass the “crystal ball” from student to student, asking each to tell what he or she expects to find. Write the predictions on the board.
 4. Distribute the second copies, this time with the text included.
 5. Allow the students to read the article silently, asking for help when needed. With a show of hands, decide how many of their predictions were true, asking a volunteer to read that segment of the article which meets the prediction.

Student: _____

Date: _____

Teacher: _____

Table of Contents

A **table of contents** helps you find out what kind of information is in a book and gives you a quick preview of the chapters and topics in the reading selection and on what page to find them. Read the table of contents and answer the questions.

Contents	Page
Chapter 1	
Plant Life	2
Where Plants Grow	4
How Plants Grow	16
Animal Life	22
Birds	23
Mammals	28
Weather	34
Winds and Clouds	35
Thunderstorms	42

List four topics you can learn about in this book.

- 1.
- 2.
- 3.
- 4.

Can you read about woodworking in this book?

Can you read about whales in this book?

Can you read about hurricanes in this book?

Index/Glossary

An **index** is an alphabetical listing of topics and page numbers located in the back of a reading selection. Sometimes an index will include definitions of many of the technical terms and page references in *italics* indicating an illustration of the subject in the book. Look at the example of an index and answer the questions.

Apron: *interior trim below window sill.*

What is the purpose of this book?

Described, 8, 19, 33; replacing, 35-36;

Brickmold: *exterior casing on door or window.*

Described, 8, 19, 33; on prehung window, 76,78

What topics have illustrations?

Headings

A **heading** is a title of a page, chapter, or section of a reading selection. Read the following headings and predict the content of the article, page, chapter or section of the reading selections. Generate discussions in pairs, small groups or entire class.

Headings

Predicted Content

America’s Most Respected Funeral Homes

The Pox on Your House

Domino’s Dots hit the spot, for a limited time

Tech agency may be history

Uprooted Childhoods, Memoirs of Growing Up Global

Illustrations

An **illustration** is a drawing or pictorial representation intended for explanation. Look at the illustrations below and state the purpose for each.

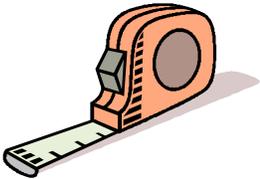
Illustration



Purpose

What is the object and what is its purpose? Who would use it?

Identify the object, its purpose, and list ways it could be used as an auto mechanic, carpenter, homemaker, watch repairman, etc.



What is this? How would it be used by a carpenter, carpet installer, homemaker, landscaper, mover, etc.



What is this? How would it be used by a chef, a chemist or a gardener? Any other uses?



Identify the object and its purpose. Name as many uses for this object as you can. How would the following people use it?
Seamstress, doctor, homemaker, child, interior decorator, florist...

ANSWER KEY**Table of Contents**

Four topics you can learn about in this book.

(Answer will vary.)

1. How Plants Grow
2. Birds
3. Mammals
4. Thunderstorms

Can you read about **woodworking** in this book? **NO**

Can you read about **whales** in this book? **YES** (Whales are mammals.)

Can you read about hurricanes in this book? **YES**

Index/Glossary

What is the purpose of this book? **Windows and Doors Repair**

What topics have illustrations? **(Page references in *italics* indicate an illustration.)**

Apron: interior trim below window sill – Described, p. 8, 33; Replacing, 35-36

Brickmold: exterior casing on door or window – Described, p. 8,33; on prehung window, 76,78

Headings**Predicted Content**

America’s Most Respected Funeral Homes

Funeral Homes with good reputation

The Pox on Your House

Houses can have disease - MOLD

Domino’s Dots hit the spot, for a limited time

Domino’s Pizza is selling bread balls for a short time for a trial to see if it people like it; it is not part of the regular menu. “hit the spot” is an enticement to persuade people
Dots are delicious and will satisfy.

Tech agency may be history

A technology agency may be going out of business.

Uprooted Childhoods, Memoirs of Growing Up Global

A person has written about their memories about what it was like as a child to grow up moving around the world. When a child grows up in one place, “roots” are established.

- LEVEL:** 4.0 – 5.9
- STANDARD:** 18.0 Demonstrate inferential comprehension skills
- BENCHMARK:** 18.02 Make logical predictions using prior knowledge, re-reading, and self-questioning strategies.
- MATERIALS:** Several newspaper articles or commentaries about an upcoming major sports event.
- PROCEDURES:**
1. Invite the students to discuss an upcoming big game, i.e., Florida State vs. University of Florida in football or basketball.
 2. List on the board what students volunteer as to knowledge about the teams— record, reputation, etc.
 3. Divide the students into several groups, giving each a different article about the upcoming contest. Direct them to read the article given their group.
 4. Ask for evidence from the articles as to who will win the game.
 5. Have students sign up under the team they believe will win and post the prediction on the wall.
 6. Provide a token reward for those who picked the winning team (a snack bag of chips, a soda, etc.)

Acknowledged Source: "Reading: Taking Adult Education Students to the Next Level—Reading Resource Guide," Lyndarae Martin, PhD, Project Coordinator; Susan Pittman and Bonnie Vondracek, Project Research and Development Team

Before Reading — Get Input

Before reading about a topic, it helps to access your background knowledge. One way to do that is to **brainstorm** about the topic as a group. Another way is to use the **ABC Brainstorm**. Try to think of a word or phrase associated with the topic and match it to each letter of the alphabet. Examples may be topics such as capitalism, the Revolutionary War, the Constitution, etc. Look at the example below. Do this activity by dividing the class into alphabetic groupings.

ABC Brainstorm

Topic World War II

Allies
Bombers
Concentration Camps
Dachau
Europe
France
Germany
Hitler
Italy
Jews
Kamikaze
London
Mussolini
Nazi Party
Okinawa
Poland
Quagmire
Roosevelt
Stalin
Truman
U-Boats
VE Day, VJ Day
War crimes
Xenophobe
Yugoslavia
Zhukov

Summary Paragraph

When you are finished with the ABC Brainstorm, write a summary paragraph regarding what you know about the topic. Use the information as the basis to connect what you already know about the topic to what you need to learn.

Background Knowledge Workout

Background knowledge is all the memories, knowledge, experience and observations you have collected in your life. When you add background knowledge to reading, you create meaning, enjoyment and better understanding.

Materials: Pen/pencil, paper and a computer with Internet access for **study guide** located at http://users.burgoyne.com/~jtod/background_knowledge_workout.htm. If you don't have access to a computer, everything you need for this activity has been provided for you.

Try reading this poem called, "Three Sisters" and don't click on any of the hyperlinks (underlined text) in the poem.

Three Sisters

With hocked gems financing him,
Our hero bravely defied all laughter
That tried to prevent his scheme.
"Your eyes deceive," he said.
"An egg not a table describes this unexplored planet."
Now three sturdy sisters sought proof,
Forging along
Sometimes through calm vastness,
But more often over turbulent peaks and valleys.
Days became weeks as many doubters spread
Fearful rumors about the edge.
At last, welcome-winged creatures appeared,
Signaling momentous success.

Write down your "**First Impressions.**"

What is this poem about?

When did this event take place?

Who hocked gems financing him?

Why did this event take place?

Who are the three sisters?

Who is "our hero?"

What is the unexplored planet?

Who spread rumors about the edge?

Where is the calm vastness and turbulent peaks and valleys?

What are the welcome-winged creatures?

What is the success?

Read the poem again but this time click on the hyperlinks and explore the sites you visit. (If you don't have a computer, the information is provided for you on the next page.)

Discuss what you read about the poem with a partner.

Look at how you answered the above questions prior to reading more about the underlined hyperlinks (words).

Write a paragraph (5-8 sentences) using specific examples) explaining how background knowledge helped you understand the poem.

Background Knowledge — “Three Sisters”

More Information about the Hyperlinks (underlined words)

“hocked gems financing him”

In 1492, Isabella was convinced by Christopher Columbus to sponsor his voyage of discovery. The lasting effects of this were many: by the traditions of the time, when Columbus discovered lands in the New World, they were given to Castile. Isabella took a special interest in the Native Americans of the new lands; when some were brought back to Spain as slaves she insisted they be returned and freed, and her will expressed her wish that the “Indians” be treated with justice and fairness.

“our hero”

Like all learned men of this time, Columbus knew the world was round. He theorized that since the earth was a sphere, a ship could eventually reach the Far East from the opposite direction. He thought to establish trade routes to Asia in this manner. Mapmakers did not show an accurate picture and no one knew there was a Pacific Ocean. For a decade, Columbus approached the Portuguese king and the Spanish monarchs to obtain a grant to explore possible trade routes to the west. After initially turning him down, King Ferdinand and Queen Isabella reconsidered once the Moors had been successfully expelled from Spain in 1492. Columbus promised to bring back gold, spices, and silks from the Far East, to spread Christianity, and to lead an expedition to China. In return, Columbus asked for and got the hereditary title “admiral of the ocean seas” and became governor of all discovered lands.

“three sturdy sisters”

Columbus departed Palos, Spain, with three ships on August 3, 1492. The *Nina*, a lateen-rigged caravel, was captained by Martin Alonzo Pinzon. The *Pinta*, a square-rigged caravel was captained by Pinzon’s brother, Vicente Yanez. The *Santa Maria*, a nao, was Columbus’ flagship. The nao was large and had a round hull compared to the lightly built caravels with narrow hulls. The *Santa Maria* was slow and unwieldy during the long ocean voyage. She had a huge square sail on her main mast, a smaller one on the foremast, and a lateen-rigged sail on the mizzen mast on the high poop at the stem. The three ships together carried 104 men with equipment for repairing ships, and supplies. The crews loaded fresh water and fruit aboard. On September 6, 1492, the ships got underway, sailing into uncharted seas, out of sight of land.

“calm vastness”

The North Atlantic Ocean has some of the world’s busiest shipping lanes; the northern lanes are patrolled for icebergs. Commerce between the Mediterranean Sea and the NE Atlantic Ocean was initiated by the Carthaginians. From the 7th century AD, Scandinavians navigated the Atlantic; they probably reached North America c. 1000. Trade routes along the coast of Africa were opened by Portugal in the 15th century and to the Western Hemisphere by Spain after the voyages of Columbus. The Grand Banks have traditionally contained some of the world’s best commercial fishing grounds, but by the early 1990s the area had been over fished, and many species were depleted.

Granite School District, Salt Lake City, Utah. Retrieved from the World Wide Web on August 15, 2003 from http://users.burgoyne.com/~jtod/background_knowledge_workout.htm.

Acknowledged Source: "Reading: Taking Adult Education Students to the Next Level—Reading Resource Guide," Lyndarae Martin, PhD, Project Coordinator; Susan Pittman and Bonnie Vondracek, Project Research and Development Team

Learning Log

The Learning Log requires you to **predict** what may occur in a reading selection, an important skill for the GED Test, as well as real life. It also has you identify what you have learned, questions you still have, and your opinion of what you have read.

Before Reading

PREDICTION

What may happen in this reading selection?

- Skim: **TIPP?** (Titles, Introduction, Paragraphs, Pictures, Questions)
 - Read *titles*/subtitles
 - Read *introduction* to get the main idea
 - Read the first line of *paragraphs*/text boxes
 - Look at *pictures*/captions under pictures/illustrations/diagrams/photos, and graphs
 - Can you come up with any questions? What do I want to find out?

- Access background knowledge (What do I know about the topic?)

During Reading

CONCEPTS

What have I learned from this reading selection?

- Ask the five Ws: Who? What? When? Where? Why? and How?
- Are you answering the questions you asked before you read the selection?

After Reading – Review, analyze, and interpret information

QUESTIONS

What don't I understand about this assignment?

- If you did not find an answer to a question, go back and try to find it.
- Summarize main ideas

OPINION – What do I think about this assignment?

- LEVEL:** 4.0 – 5.9
- STANDARD:** 18.0 Demonstrate inferential comprehension skills
- BENCHMARK:** 18.03 Differentiate a question from a statement.
- MATERIALS:** Category cards: movies, music, sports, animals. You will also need a pair of dice.
- PROCEDURES:**
1. Divide students into groups of four.
 2. Give each group a set of category cards.
 3. Lead a short discussion of the technique used on the television show, “Jeopardy” whereby the host makes a statement and the contestant must form a question answered by that statement. (Most students will be very familiar with this.)
 4. Decide who goes first in each group with the roll of a die.
 5. The participant pulls a card, then makes a statement about something in that category. The first person in the group to voice a question which can be answered by the statement gets a point.
 6. Provide a token prize (new pencil) to the high scoring student.
 7. *Advanced method: The students write the statements on the board. The writer gets a point for correct punctuation. The person who forms the question gets one point and an additional point for correct punctuation.*

Jeopardy

Directions: Write questions that are answered by the statements. The questions should begin with “What is...” or “What are...” or “Who is...”

History

1. This is where the Olympic Games started.
2. People needing water to live, rich soils for growing crops, and cheap transportation are why civilizations grew near these.
3. “I was trying to sail to Asia. I didn’t know I’d run into America on my trip. I called the people I met *Indians*.”
4. This ancient civilization lived near the Nile River.
5. This holiday honors people such as Abraham Lincoln, George Bush, and George Washington.
6. Of these European countries, Italy, Spain, France, and England, this one did not have colonies in America.
7. To honor all soldiers who fought in American wars, we celebrate this holiday.
8. This was a war where fighting raged in Europe, Asia, Africa, and in the Pacific islands until 1945.
9. This proclamation of 1863 freed the slaves who lived in rebel territory of the Union.
10. The period of conflict between the superpowers of the United States and the former Soviet Union and their allies after World War II.

Geography

1. This is the capital city of the United States.
2. A traveler to the Arctic region would need this from the following items: a heavy coat, a swimsuit, a raincoat, or a light sweater.
3. A person walking north travels this direction after turning right.
4. Farms are typical in this type of communities.
5. One of two things that determine what types of plants grow in a given area.
6. The number of degrees longitude of Norfolk, VA is closest to 32°, 36°, 76°, or 80°.
7. To travel from Paducah, KY to Norfolk, VA, you must travel in this direction.
8. This is the city you would come closest to by traveling straight north from Wilmington, NC.
9. The line that divides Earth into Northern and Southern Hemispheres at 0° of latitude.
10. The line that divides Earth into Eastern and Western Hemispheres at 0° of longitude.

Jeopardy

Economics

1. Of goods, sectors, taxes, and consumers, lawn mowers would be identified as this.
2. If you buy goods or services, then economically speaking you are this.
3. These are the three types of resources that are used to produce goods and services in our economy.
4. The potatoes that a potato chip factory needs to make the chips is an example of this type of resource.
5. This is the reason that the price tag on the toy says \$4.00, but when you go to pay for it at the counter, it costs \$4.28.
6. One is something you must have in order to live, the other is something you'd like to have.
7. Supply and demand help determine this.
8. Buying goods without paying for them at the time of purchase is done through this.
9. These are the people who make or provide goods and services, and the people who buy them.
10. The machines used to create goods are this type of economic resource.

Government

1. While the president is the top leader in the United States, this person is the top elected leader in the town or city.
2. This is the national bird of the United States.
3. The 435 members of this body help to make laws for the United States.
4. This part of government determines whether or not someone has broken the law.
5. The phrase, "...Indivisible, with liberty and justice for all," comes from this.
6. The person whose birthday we celebrate in January, is associated with helping African Americans get civil rights.
7. This is the highest executive office in the state of Florida.
8. The American flag and the Statue of Liberty are the examples of these.
9. The type of government in which the power to rule comes from the people.
10. The two major parties that have dominated the U. S. political system since the 1860s.

Jeopardy

Directions: Write statements that will answer the questions.

History

1. What is Greece?
2. What are rivers?
3. Who is Christopher Columbus?
4. What is Egyptian?
5. What is Presidents' Day?
6. What is Italy?
7. What is Veterans' Day?
8. What is World War II?
9. What is the Emancipation Proclamation of 1863?
10. What is the Cold War?

Geography

1. What is Washington, D.C?
2. What is a heavy coat?
3. What is east?
4. What are rural communities?
5. What are temperature and precipitation?
6. What is 76° longitude?
7. What is east?
8. What is Richmond, Virginia?
9. What is the equator?
10. What is the prime meridian?

Jeopardy

Economics

1. What are goods?
2. What is a consumer?
3. What are human, capital, and natural resources?
4. What is a natural resource?
5. What is sales tax?
6. What are a need and a want?
7. What is the market price?
8. What is credit?
9. What are producers and consumers?
10. What are capital resources?

Government

1. Who is the major?
2. What is an eagle?
3. What are the House of Representatives?
4. What is the judicial branch?
5. What is the Pledge of Allegiance?
6. Who is Dr. Martin Luther King, Jr.?
7. Who is the governor?
8. What are American symbols?
9. What is a democracy?
10. What are the Republicans and the Democrats?

A Question or A Statement

This lesson can be used to introduce the different types of sentences or to review if this has already been taught in a previous lesson.

The teacher either introduces the four types of sentences or reviews them with the students. The four types of sentences are declarative, interrogative, imperative, and exclamatory. As each sentence type is reviewed or taught, it is important to also review or discuss the correct type of corresponding ending punctuation as well.

After the short lesson or review, the teacher proceeds by making a statement to the first student. The student is instructed to change the statement into a question. This process is repeated with different statements until all the students have responded.

The process is then repeated, but this time the teacher asks a question and the students respond by changing the statement into a question.

Depending on the size of the class, this exercise can be done on the board rather than orally. Using this method, the students also get practice writing and punctuating sentences.

Student: _____

Date: _____

Teacher: _____

A Question or A Statement

Identify the following sentences as questions or statements:

Write S in the blank for statement and Q in the blank for question.

- a. _____ This is a day to be remembered.
- b. _____ Is this your lunch that was left in the classroom?
- c. _____ What happened to your car?
- d. _____ This is a place where I like to go when I want to think.

- LEVEL:** 4.0 – 5.9
- STANDARD:** 18.0 Demonstrate inferential comprehension skills
- BENCHMARK:** 18.04 Identify the meanings of words in context using example clues, direct explanation clues, synonym clues, and/or comparison and contrast clues.
- MATERIALS:** Chart or board to list vocabulary taken from a short reading selection which has a number of unfamiliar words. (A science book is a good source for this type of selection.)
- PROCEDURES:**
1. Introduce the exercise called: “Word Detective.” Explain that often we read passages with unfamiliar words and do not have someone or something at hand to explain those words, so we must try to figure them out using clues in the passage itself.
 2. Ask the students to read the first paragraph silently. If they come to a word they do not know, they are to call out “Stop”, and spell the word for the teacher to write on the chart. Read through one paragraph this way.
 3. At the end of the paragraph, guide the group in looking for clues. Identify whatever words you can this way—writing definitions on the chart.
 4. Explain that, by reading further, we may be able to identify more words.
 5. Repeat the procedure with the ensuing paragraphs until all words are identified.
 6. Repeat the procedure with ensuing paragraphs.
 7. If some words still remain unclear, resort to a dictionary.

Student: _____

Date: _____

Teacher: _____

Words in Context

Read the following sentences and define the underlined words, using context clues to unlock the meanings:

1. Landslides, the falling of rocks and soil from a mountainside, occur sometimes during an earthquake.
2. A lion's paw can knock a man down with a single blow.
3. Most of her clothes were of one color, but the dress she wore today was polychromatic.
4. His ideas were very profound, deep and thoughtful, and he stayed awake at night thinking about his life and what the future held for him.
5. The school year in Creek County was varied. Some towns had year-round school, some had only two months of school, and some had school for nine months.

landslides: _____

blow: _____

polychromatic: _____

profound: _____

varied: _____

Student: _____

Date: _____

Teacher: _____

Using Sentence Context

Directions: Underline the word that answers each question.

1. What comes from a chicken and used to make a wish on?
star leg wishbone
2. What would you use to find the directions for making a pie?
map cookbook dictionary
3. Who can help you fix your car?
electrician cardiologist auto mechanic
4. Which one is not a fruit?
potato cherry tomato
5. What is used for lighting a lamp?
elections electricity lightning

Context Clues Using Riddles

(www.justriddlesandmore.com)

Directions: Answer the riddles.

1. What kind of clothes do lawyers wear?
2. What is in the Army and is corn?
3. What do you call a man when a Marine sits on him?
4. What animal breaks the law?
5. How does an octopus go to war?
6. What do ants use for hula hoops?
7. What word ends in T, contains the letters VEN and starts with IN?
8. If yesterday had been Wednesday's tomorrow and tomorrow is Sunday's yesterday, what day would today be?
9. What is the opposite of the statement, "I am not leaving."?
10. What seven-letter word becomes longer when the third letter is removed?
11. What can you always find in the middle of a taxicab?
12. What sickness can you get from a mattress?

13. What do you get between sunrise and sunset?
14. How can you say rabbit without the letter R?
15. What kind of jokes did Einstein make?
16. What has four eyes but can't see?
17. What kind of clock is crazy?
18. Where did Pilgrims land when they arrived in America?
19. Who succeeded the first President?
20. What makes a man bald-headed?
21. What animal keeps the best time?
22. It is very large. It can be used to make a trip in space. It can take astronauts to the moon.
What is it?
23. It lives in a zoo. It is a large animal with a big mouth. It likes to swim in the water.
What is it?
24. It lives on a farm. It has a red comb on top of its head. It crows early in the morning.
What is it?

ANSWER KEY**Using Sentence Context**

Directions: Underline the word that answers each question.

1. What comes from a chicken and used to make a wish on?
star leg wishbone
2. What would you use to find the directions for making a pie?
map cookbook dictionary
3. Who can help you fix your car?
electrician cardiologist auto mechanic
4. Which one is not a fruit?
potato cherry tomato
5. What is used for lighting a lamp?
elections electricity lightning

Context Clues Using Riddles

(www.justriddlesandmore.com)

Directions: Answer the riddles.

1. What kind of clothes do lawyers wear? (lawsuit)
2. What is in the Army and is *corny*? (a colonel) *kernel*
3. What do you call a man when a Marine sits on him? (a submarine)
4. What animal breaks the law? (cheetah)
5. How does an octopus go to war? (armed)
6. What do ants use for hula hoops? (Cheerios)
7. What word ends in T, contains the letters VEN and starts with IN? (invent)
8. If yesterday had been Wednesday's tomorrow and tomorrow is Sunday's yesterday, what day would today be? (Friday)
9. What is the opposite of the statement, "I am not leaving."? (I am going.)
10. What seven-letter word becomes longer when the third letter is removed? (lounger)
11. What can you always find in the middle of a taxicab? (the letter I)
12. What sickness can you get from a mattress? (spring fever)
13. What do you get between sunrise and sunset? (sunburn)
14. How can you say rabbit without the letter R? (bunny)
15. What kind of jokes did Einstein make? (wisecracks)
16. What has four eyes but can't see? (Mississippi)
17. What kind of clock is crazy? (cuckoo clock)
18. Where did Pilgrims land when they arrived in America? (on their feet) *Plymouth, Mass., 1620*
19. Who succeeded the first President? (the second one) *John Adams*
20. What makes a man bald-headed? (lack of hair)
21. What animal keeps the best time? (a watchdog)
22. It is very large. It can be used to make a trip in space. It can take astronauts to the moon. What is it? (a rocket)
23. It lives in a zoo. It is a large animal with a big mouth. It likes to swim in the water. What is it? (a hippopotamus)
24. It lives on a farm. It has a red comb on top of its head. It crows early in the morning. What is it? (a rooster)

Student: _____

Date: _____

Teacher: _____

Using Context Clues

Directions: Underline the word that answers each question.

- One word used to describe the character of Adolph Hitler.
fanatical fair flimsy
- People immigrated from Ireland to America because they did not have enough food to eat. What word describes the conditions in Ireland?
abundance ample famine
- To show that the railroad had united the eastern and western parts of the United States, a special ceremony was conducted. What was used to symbolize this union in the ceremony?
ties spike spine
- When Thomas Jefferson designed his home at Monticello, he copied the plans of the Italian Andrea Paladio. What was Andrea Paladio's occupation?
architect navigator geologist
- Carl Sandburg, who was one of America's poets, wrote a biographical sketch about his own life? What is such a biographical sketch called?
geography genealogy autobiography

Directions: Put an X in front of all the phrases that answer each question.

- Which phrases would a baseball player use?
 hit a triple
 touchdown
 center fielder
- Which phrases would the president of the United States use?
 orbiting the earth
 executive privilege
 veto power
- Which phrases would a scientist who studied ancient times use?
 trees have become fossilized
 fabulous magician
 preserved dinosaur bones

Directions: Underline the word that makes the best sense in each sentence.

- The injured woman who was using crutches cautiously _____ the stairs.
destiny descended desolation
- Our family loves to go camping so we can swim and flip pancakes on the _____ in the morning.
skillful skillet skeptical
- Shelly was so upset that she _____ her hands until her fingernails hurt her palms.
clenched clamor clod
- Ed stretched out an _____ finger to taste the cookie dough his mother was mixing.
exploration expectation exploratory

ANSWER KEY**Using Context Clues**

Directions: Underline the word that answers each question.

- One word used to describe the character of Adolph Hitler.
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 geography genealogy autobiography

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- Shelly was so upset that she _____ her hands until her fingernails hurt her palms.
clenched clamor clod
- Ed stretched out an _____ finger to taste the cookie dough his mother was mixing.
 exploration expectation exploratory

- LEVEL:** 4.0 – 5.9
- STANDARD:** 18.0 Demonstrate inferential comprehension skills
- BENCHMARK:** 18.05 Identify the pronoun referent in a sentence or paragraph.
- MATERIALS:** Worksheet
- PROCEDURES:**
1. Review the meaning of “pronoun” as a word that stands for a noun.
 2. Demonstrate how meaning can be ambiguous without a clear understanding of the word to which a pronoun refers. Give examples:
Lois told Carol the last piece of pie was hers.
Ralph put down his pen on the desk and kicked it.
 3. Direct the students to note that on the worksheet the pronouns are in bold print and that they are to circle the word to which the pronoun refers.
 4. Assure them that all these pronouns have a clear referent and that there are no tricks sentences.
 5. Allow time to complete the worksheet and verify answers.

Student: _____

Date: _____

Teacher: _____

Pronouns

Directions: The following sentences all contain pronouns. Read each sentence carefully and circle the word to which the pronoun(s) refers. There is only one referent in each sentence.

1. Charlie, look under the socks in the top drawer and **you** will find the key to the medicine cabinet.
2. Carla noticed that the graduating class was all well dressed today because **they** are having pictures taken.
3. There is absolutely no reason for a small child with two parents to eat **his** dinner alone.
4. The football team, helped by an easy schedule, hopes to break **its** own record.
5. When you see Dominic, will you please tell **him** that **he** needs to call **his** office.
6. John was made a partner at Jones & Company where **he** made a fortune.
7. Washington, like Tallahassee, is a wonderful city, but **it** certainly has too much traffic.
8. If the supervisor of the nurses is looking for cooperation, **she** will have to put action behind **her** promises.
9. Although last Saturday was a holiday, Mrs. Smith served **her** guests in the kitchen.
10. If those children can behave like young ladies and gentlemen, **they** may join us at the movies.

Student: _____

Date: _____

Teacher: _____

Pronouns

There is an underlined pronoun in each sentence. Draw a line from the underlined word to the word to which the underlined word is referring.

Example: She is the girl, who I saw at school.

1. The books that Sara likes best are mysteries.
2. Tallahassee, which is the capital of Florida, is in the northern part of the state.
3. In the center of the room was a huge fireplace; it provided the family with warmth.
4. The marriage between Peter and Anne ended when he left to live in another town.
5. When Mom saw his report card, she became very upset.

- LEVEL:** 4.0 – 5.9
- STANDARD:** 18.0 Demonstrate inferential comprehension skills
- BENCHMARK:** 18.06 Identify the cause and effect in a paragraph even if implied.
- MATERIALS:** Selected newspapers and/or magazine stories.
- PROCEDURES:**
1. Review the meaning of effect (what happened?) and cause (why did it happen?)
 2. Discuss common events and their causes:
Effect: You came to class. Cause: You want to learn
Effect: The car wouldn't start Cause: The gas tank was empty
Effect: You are running a fever Cause: You have the flu.
 3. Explain that, in writing, the author often tells us what causes an effect, but sometimes that cause is implied. Discuss the word, "implied".
Effect: The blond gives you a dirty look.
Implied cause: She doesn't like you.
Effect: All the lights in the supermarket are out.
Implied cause: The store is closed.
 4. Read the following paragraph or something similar.
The woman going through security at the airport looked down. Her shoe had fallen off. The broken strap dangled behind her. She limped to the gift shop and explained her predicament to the clerk. I have to catch the plane to Toledo in 15 minutes. Do you have some shoes I can buy? The clerk thought a moment, then removed her own shoes and gave them to the woman.
Effect: shoe fell off
Cause: strap broke
Effect: clerk gave woman her shoes
Cause (implied): the clerk was generous
 5. Read the lead paragraph in a newspaper story (which you have pre-read). List on the board all events (effects) and their causes that occurred in the paragraph and note those that are implied.
 6. Divide students into groups of four. Provide each group with a newspaper story that they are to read and, as a group, determine causes and effects. One group member should read and another should write down the causes

Student: _____

Date: _____

Teacher: _____

Cause and Effect

Read the following paragraphs and answer the questions that follow:

The tears rolled down her face. Sally had no money, no credit cards, no driver's license. The thief who had taken her purse was now running down the street. She wanted to call her mother, her sister or friend, but she didn't even have a quarter for a phone call. As she sat on the street corner, she wondered what she would do.

1. What caused Sally to cry?

2. What was the effect of the robbery?

The field was soggy from the long days of rain and thunderstorms. Joey looked at his ball and bat and sighed. He knew it would be days before the team could play again, even though the sun was out, and his teammates were ready to go. As he walked home, he looked at the sky. It was beginning to look gray and threatening. Joey felt very sad.

3. What caused Joey to be sad?

4. What was the effect of the rain and thunderstorms?

- LEVEL:** 4.0 – 5.9
- STANDARD:** 18.0 Demonstrate inferential comprehension skills
- BENCHMARK:** 18.07 Identify an appropriate conclusion or generalization for a reading selection.
- MATERIALS:** Copies of a truncated short story on a theme and level appropriate to the class population.
- PROCEDURES:**
1. Advise the class that they are writers and that writers create ideas.
 2. Read the story beginning to the students and open discussion of what they believe will happen next.
 3. Divide the class into groups of three, providing each group with a copy of the story as read to them, but with white space on the paper.
 4. Direct each group to come up with an ending they consider appropriate to the story. Assure them there is no correct ending and that many writers have several endings to their stories that they choose from.
 5. Allow twenty minutes for creating and writing, offering assistance with spelling, etc.
 6. Allow a spokesperson from each group to read their created ending.
- Note: An original story beginning is offered here to give the teacher an idea of length and tone that will encourage writing.*

Story 1:

Sandra folded the last piece of laundry and sighed deeply. She had finally finished all her chores for the evening, read her 10-month-old son a story, and placed him in his crib. She at last had a moment to herself. She looked at where life had taken her so far and recognized that she wanted more. She wanted to finish school. She wanted to become a doctor someday.

Marrying young and not finishing school had just been the beginning of trouble for her. The birth of her little boy was a joy, but shortly after, her husband had died in an accident at work. Sandra had to move in with her mother and find a job to help support all of them. They were all getting by, but Sandra just wasn't satisfied. She stretched, yawned, and crawled in her bed, remembering that morning would come very early.

Dawn brought the usual hassle of rising, bathing, changing the baby, grabbing some breakfast and heading out the door. As she walked to the Supercenter where she worked in the office, she crossed a grassy lawn outside the Baptist church. At the corner was a mailbox and when she looked down she saw a leather pouch. Perhaps someone had mailed a letter and had dropped this bag. When she picked it up, she couldn't resist peeking inside. It was stuffed with bills—tens, twenties, a few ones—as if someone were on the way to the bank to make a deposit from a business. It was all cash!

For a brief moment, Sandra closed her eyes and thought...

The material selected for this lesson should be appropriate to the class population.

The teacher reads a beginning of a story (original or from an anthology) aloud to the class. When the teacher stops reading, the class is instructed to write an appropriate conclusion to the story.

When everyone has completed the writing assignment, the students should be invited to read their endings. An alternate approach would be for the teacher to read the endings aloud to the class and have the students guess which of them was the author. The teacher can then read the real ending to the story (if the story came from an anthology). Finally, there can be a class discussion as to which ending was thought to be the best one.

Suggested short stories that might be good for this lesson would be: “The Gift of the Magi,” “The Necklace,” “The Tell-Tell Heart,” or familiar fairy tales.

An example of an original story the teacher might write for this lesson is on the next page.

JUST A START

Story 1:

One afternoon in late August, two boys who were best friends went hiking in the woods. About noon, they had walked far into the middle of the woods when all of a sudden the wind began to blow and the sky became very dark and gloomy. The boys had been reading about haunted woods and magic forces and they joked that maybe these woods were magical! When the rain began to come down, the boys decided they should start for home. However, they did not remember which way they should go to get back. One of the boys reached into his pack for the map, but it fell out and into the middle of a large mud puddle. Not knowing what to do without their map, they just decided to turn around and start back along the path they thought they had taken. They hadn't been walking long when they heard a strange gurgling sound coming from the side of the path. It sounded very strange, indeed! Tree branches had fallen all around them and they thought that some animal must have gotten trapped underneath one of these branches. Slowly they walked towards where the sound was coming from. All of a sudden, the boys stopped and

Story 2:

Margaret folded the last piece of laundry and sighed deeply. She was finally finished with all her chores for the evening, her small son had been read a story and was now sleeping in his crib, and she at last had a moment to herself. She reflected on her life. She knew that she wanted to finish her education and had always dreamed of becoming a doctor some day. However, she had gotten married young and not finished high school. Her husband had died in a tragic accident soon after their son had been born. Margaret had gotten a job to support her son and herself, but she still yearned to finish school one day. She stretched and yawned and decided she had better get some sleep because morning would come early.

The next day when Margaret was walking to pick up her son at day care, she noticed a bag lying on the grass next to the mailbox. It was filled with a lot of money. Apparently, someone had dropped it by accident when mailing a letter. Perhaps someone had intended to make a deposit at the bank across the street. For a brief minute, Margaret closed her eyes and thought....

Student: _____

Date: _____

Teacher: _____

Read the following selection and make an appropriate conclusion based on the facts presented in the selection:

There has been a recent movie that was made about a true story, the sinking of the ship, the *Titanic*. In the early 1900's, the *Titanic* hit an iceberg and sank. Early in the night, the captain of the ship was warned that icebergs were seen in the ocean. But the ship sped on through the dark night. Right before midnight, the ship rammed a giant iceberg, and in less than three hours, it was swallowed by the sea.

True or False

1. _____ Icebergs are always in the ocean.
2. _____ The *Titanic* was a poorly made ship.
3. _____ The captain did not listen to the warning about the iceberg.
4. _____ Many rich people died in the disaster.

- LEVEL:** 4.0 – 5.9
- STANDARD:** 19.0 Demonstrate evaluative comprehension skills
- BENCHMARK:** 19.01 Identify the author’s purpose.
- MATERIALS:** Worksheet, board, variety of books (cookbook, joke book, prayer book, history book, biography, romance novel) plus a printed letter or e-mail.
- PROCEDURES:**
1. On the board, write the word, **Why?**
 2. Ask the students to recall and describe anything at all they had written in the past week and tell why they had written it. (Example: I wrote a phone number down so that I could remember to call my friend.)
 3. Lead the group to the conclusion that all writing, even doodling (to kill time) has a purpose and that, as readers, it is important to understand why an author writes in order to best appreciate his work.
 4. Hold up each of the books you have assembled and have the class discuss the author’s probable purpose.
 5. Provide the worksheet to pairs of students to complete. Assist with spelling.
 6. Discuss answers.

Student: _____

Date: _____

Teacher: _____

Directions: Authors write with a purpose. Below are listed different types of writing. On the line provided, write down what you believe was the author's reason for writing.

1. The Bible

2. A letter from someone to whom you owe money.

3. A travel company's folder about the beauty of the Rocky Mountains.

4. A low-sugar cookbook.

5. A funny story about a dog that eats ice cream.

6. The life story of a woman running for President.

7. An automobile repair manual.

8. The history of your home town.

9. Your sister's diary.

10. A movie review in the newspaper.

Student: _____

Date: _____

Teacher: _____

Read the following passage and answer the question that follows:

1. Jackie Robinson was the first black man to play baseball in the major leagues. He was a great baseball player and a great man. He not only played baseball, he also did many good deeds. He helped to establish a low-income housing project for blacks. He wrote a book. He was a father who spent time with his wife and children.

In the paragraph you just read about Jackie Robinson, circle the number of the phrase that you think best describes the author's purpose in writing the article.

1. To compare black and white baseball players.
 2. To talk about a great black man.
 3. To give a history of blacks in athletics.
2. One of the most widespread diseases in history was the bubonic plague. It affected many people in the country in the 1300's. It was known also as the "black death," because people sick with the plague had black patches on their bodies. This disease started in Asia and spread to Italy and then all over Europe. Entire families died. Doctors who treated patients often caught the disease and died.

In the paragraph you just read about the bubonic plague, circle the number of the phrase that you think best describes the author's purpose in writing the article.

1. To warn the reader of the seriousness of catching this disease.
2. To explain how a disease can spread when untreated.
3. To inform the reader about a serious disease in history.

- LEVEL:** 4.0 – 5.9
- STANDARD:** 19.0 Demonstrate evaluative comprehension skills
- BENCHMARK:** 19.02 Recognize whether a text is primarily intended to persuade, inform, or entertain.
- MATERIALS:** Any Pre-GED Language Arts, Reading book, board
- PROCEDURES:**
1. Ask each student to flip through the textbook and choose one selection he wants to read. Assure all the students they will not have to answer the questions included in the text.
 2. Review the idea of author’s purpose. (See 19.01)
 3. Write these three words on the board: Persuade Inform Entertain
 4. Elicit definitions of the words by discussing TV shows that function in these ways. (Infomercials persuade; newscasts inform; situation comedies entertain.)
 5. Provide quiet time for each student to read his selection silently.
- Call upon students to give the name of their selection and tell which of the three purposes it seems to fit and why.

Student: _____

Date: _____

Teacher: _____

Match list A with the purpose of the writing in list B:

A	B
1. _____ A novel	A. To inform
2. _____ A news article in the newspaper	B. To persuade
3. _____ An editorial in a newspaper	C. To entertain

Student: _____

Date: _____

Teacher: _____

Do I Want to Be Persuaded, Informed, or Entertained?

Most people who live in the United States are bombarded daily from media primarily with the purpose to persuade, inform, or entertain us. The following are examples of three types of text used by the print media.

Directions: Decide which text is meant to persuade, inform or entertain and write your answer in the blank.

1. "Your road to SUCCESS begins with...college. CALL TODAY!"

2. "Any Carpet, Any Floor...NO Interest for 3 YEARS...SAVE 20-70%"

3. (*Two teenagers talking*) Source: FOXTROT/ by Bill Amend

(Boy) "Um, this is a little embarrassing, but... I found this while I was going through my closet. I bought it for Valentine's Day and forgot to give it to you. I'm sure by now the chocolates are no good."

(Girl) "Don't be silly. Valentine's Day was only a week ago. (pause) Why's it say, 'To the mother of my two children'?"

(Boy) "I think I need to clean out my closet more often."

4. What is an **Advanced Directive**? An **advanced directive** simply means a statement, made while you are competent, about the medical treatment you want when you cannot consciously make decisions. _____

5. "New! Strawberries & Crème Treasures...Shortcakes are going to be so jealous."

6. Following a few frantic minutes, air-traffic controllers finally made radio contact with the lost young pilot. "What was your last known position?" they asked. "When I was No.1 for takeoff," came the reply. _____

7. **Insulin resistance** is a condition in which your body does not utilize insulin efficiently. Difficult to measure directly, insulin resistance can occur whether or not the level of glucose in your blood is normal. _____

8. With **angioplasty**, surgeons can open blocked arteries with tiny balloons and keep them open with stents. A **stent** is a metal mesh cylinder that holds a coronary artery open after a blockage has been removed. _____

LEVEL: 4.0 – 5.9

STANDARD: 19.0 Demonstrate evaluative comprehension skills

BENCHMARK: 19.03 Recognize the difference between fact and opinion.

MATERIALS: Chart, 3x5 file cards.

PROCEDURES: 1. Prepare chart as follows:

FACT

is/are
proves
guarantees
shows

OPINION

thinks
feels
might be
looks like

2. Allow class to differentiate between fact and opinion based on their experience.
3. Read several statements from any text. Let students vote by a show of hands as to whether it is fact or opinion.
Ex. My cat's eyes are blue.
I think it's going to rain today.
The Seminoles are the best football team in Florida.
What an awful hairdo!
I lost my billfold on the way home.
4. Distribute file cards, one per student, on which you have written sentences such as above. Direct the students to read their own card silently and then write F for fact or O for opinion on the card.
5. Have each student read her card aloud. Again, by show of hands let the class decide if it is fact or opinion. If the class vote varies from the student's conclusion, talk through the decision.

Student: _____ Date: _____

Teacher: _____

After reading the following passage, label the numbered sentences as F (fact) or O (opinion):

- (1) Jackie Robinson was the first black man to play baseball in the major leagues.
- (2) He was a great baseball player and a great man.
- (3) He not only played baseball, he also did many good deeds.
- (4) He helped to establish a low-income housing project for blacks.
- (5) He wrote a book.
- (6) He was a father who spent time with his wife and children.

1. _____

4. _____

2. _____

5. _____

3. _____

6. _____

Student: _____

Date: _____

Teacher: _____

Fact or Opinion

A **fact** is a statement that can be checked or proven.

An **opinion** is a statement that cannot be checked or proven; a statement of someone's belief, judgment or feelings.

The following words may signal that a statement is an opinion:

good, better, best, worse, worst, terrible, great, should, like, important, believe, etc.

Example: It rained today. (fact)

Rainy weather is the worst kind. (opinion)

Directions: Read the following statements. Decide if each is a fact or an opinion. Write *F* for fact or *O* for opinion on the line next to each statement.

- ____ 1. Jeff purchased a convertible.
- ____ 2. He says his convertible is the best car ever made.
- ____ 3. Going to art museums is a good way to improve our lives.
- ____ 4. Mexico is our neighbor to the south.
- ____ 5. The Incas were the best builders of their time.
- ____ 6. There are more than 5,000 art museums in the United States.
- ____ 7. Mexico has the greatest art treasures in the world.
- ____ 8. The Incas lived in what is now Peru, Bolivia, and Chile in South America.
- ____ 9. Bad credit will make getting credit cards, car loans, or home mortgages difficult.
- ____ 10. After a two-hour plane flight, about 1-5 people catch a cold.
- ____ 11. Among college graduates, 52 percent report owing \$10,000 to \$40,000 in student loans.
- ____ 12. The best way to lose weight is to only eat three times a day.
- ____ 13. I lost my billfold on the way home.
- ____ 14. The FDA is requiring that all food manufacturers list the amount of trans fat on labels by 2006.
- ____ 15. You should drink at least 8 glasses of milk a day.

ANSWER KEY**Fact or Opinion**

A **fact** is a statement that can be checked or proven.

An **opinion** is a statement that cannot be checked or proven; a statement of someone's belief, judgment or feelings.

The following words may signal that a statement is an opinion:

good, better, best, worse, worst, terrible, great, should, like, important, believe, etc.

Example: It rained today. (fact)

Rainy weather is the worst kind. (opinion)

Directions: Read the following statements. Decide if each is a fact or an opinion. Write *F* for fact or *O* for opinion on the line next to each statement.

- F 1. Jeff purchased a convertible.
- O 2. He says his convertible is the best car ever made.
- O 3. Going to art museums is a good way to improve our lives.
- F 4. Mexico is our neighbor to the south.
- O 5. The Incas were the best builders of their time.
- F 6. There are more than 5,000 art museums in the United States.
- O 7. Mexico has the greatest art treasures in the world.
- F 8. The Incas lived in what is now Peru, Bolivia, and Chile in South America.
- F 9. Bad credit will make getting credit cards, car loans, or home mortgages difficult.
- F 10. After a two-hour plane flight, about 1-5 people catch a cold.
- F 11. Among college graduates, 52 percent report they owe \$10,000 to \$40,000 in student loans.
- O 12. The best way to lose weight is to only eat three times a day.
- F 13. I lost my billfold on the way home.
- F 14. The FDA is requiring that all food manufacturers list the amount of trans fat on labels by 2006.
- O 15. You should drink at least 8 glasses of milk a day.

- LEVEL:** 4.0 – 5.9
- STANDARD:** 19.0 Demonstrate evaluative comprehension skills
- BENCHMARK:** 19.04 Recognize the basic characteristics of fables, stories and legends.
- MATERIALS:** Copies of folktales (Uncle Remus), myths (stories of Greek gods), tall tales (Paul Bunyon); newsprint.
- PROCEDURES:**
1. Encourage students to share old family stories such as those told at reunions.
 2. Discuss why these stories are told and the universal questions they answer.
Where do we come from?
What type of people do we admire?
How do we explain mysteries?
 3. Discuss folktales as stories such as those told at the reunions, passed from generation to generation with familiar characters but no known origination. Read from Uncle Remus or a similar work.
 4. Discuss myths as supposedly historical events that explain some mystery of life. Read from Odysseus or something similar.
 5. Discuss tall tales as exaggerations of real or fictional people or events that are told to entertain. Read from Paul Bunyon.
- Create a tall tale by having each student create one sentence of a story, striving to exaggerate as much as possible. (This can be done orally or can be written down on newsprint as it is created.)

Student: _____

Date: _____

Teacher: _____

Answer T (true) or F (false) to the questions following the passages:

Passage A

An Ant went down to the river to get a drink. He accidentally fell into the river and was about to drown when a Robin in the tree plucked off a leaf and let it fall into the river. The Ant climbed onto the leaf and floated safely to shore. A little while later, a birdcatcher came to the banks of the river and saw the Robin in the tree. He was carefully setting his trap when the Ant saw him. The Ant crawled over and stung him. The birdcatcher dropped the trap and ran away in pain. The Robin, hearing the noise, flew away. The moral to this story is: One good turn deserves another.

Passage B

There are movies and books written about the “Stardust Cowboy.” He rides his horse in the wild west, plays the guitar, and sings western songs. Many children watch the movies and hear the stories about him, and they want to be just like the “Stardust Cowboy.” What they may not know is that the stories and the movies are based on a real cowboy from Texas.

Based on the following information, label each statement T or F:

A fable is a story in which animals act like people and there is a lesson or moral to the story.
A story is any passage or oral account of something that has happened.
A legend is a story that is based on truth.

- _____ 1. Passage A is a legend.
- _____ 2. Passage B is a fable.
- _____ 3. Passage B is a story.
- _____ 4. Passage A is a story.
- _____ 5. Passage A is a fable.
- _____ 6. Passage B is a legend.

- LEVEL:** 4.0 – 5.9
- STANDARD:** 19.0 Demonstrate evaluative comprehension skills
- BENCHMARK:** 19.05 Recognize the use of comparison and contrast.
- MATERIALS:** Newsprint, markers, board, worksheet.
- PROCEDURES:** 1. Write these words on the board:

COMPARE

CONTRAST

Note the beginnings: com- meaning “goes with”; con- meaning “goes against.” Under each word write clues:

makes a pair

doesn't match

like

not like

as _____ as

opposite

same as

different from

2. Recruit a class artist. With markers on newsprint, he is to draw a building according to compare and contrast clues given by the class. Call on students to give clues. (Ex. “This building is the same color as the sun” or “This building has more stories than the school.)
3. Repeat Step 2, this time have another artist draw a car according to class comparison and contrast clues.
4. Provide worksheet for individuals to complete.

Tip: Use a graphic organizer: ***Comparison and Contrast Chart***.

Extended Activity:

1. Given \$100, students will select and justify at least one gift for each member of their family selected from a given advertisement or catalogue.
2. Given a list of three similar gifts, students will compare price, quality and other factors to determine the best “value”.

Student: _____

Date: _____

Teacher: _____

Comparison and Contrast Clues

Directions: Read the following paragraphs about trees. In the spaces below each paragraph, copy any comparison or contrast clues you find.

The American holly tree is shrubby like most hollies. Unlike cactus, it likes moist soil. In Florida, you will find more holly trees than fir because unlike fir, holly doesn't like freezing temperatures. Both the male and female holly trees have flowers, but only the female holly has red berries. The holly tree is as green in winter as in summer.

COMPARE

CONTRAST

Palm trees are unlike other trees. They are more like grass. In the tropics, they provide shade just as an elm tree does in the north. Their wood develops differently though and is softer and less dense. Both palm and elm trees can grow up to 50 feet tall.

COMPARE

CONTRAST

Student: _____

Date: _____

Teacher: _____

Compare - Contrast

Read each of the paragraphs and answer the questions that follow:

Many years ago schools were very different from how they are today. A long time ago, children went to a one-room schoolhouse. They had one teacher for all of their subjects. The main topics that they studied were reading, writing, and arithmetic. Today, children go to bigger schools with many teachers. They study subjects such as Social Studies and Science, and they change rooms and teachers for different subjects. No matter what the size of the school or the number of the teachers, parents long ago, just as parents today, wanted their children to have the best education possible.

1. Compare parents of today with those of a long time ago.

2. Are they alike or different?

3. How?

4. Compare schools of today with those of a long time ago.

5. Are they alike or different?

6. How?

Joe and Jack were good friends. They both loved sports, and as schoolboys, they played football and basketball. Joe and Jack studied hard, made good grades, and each received a scholarship to a very good college.

Right before they were to leave for college, Joe was drafted by a professional basketball team. It was a hard decision, but he gave up college and played for the NBA. He played well, and before long was traded to another team for a much higher salary.

Jack went to college and excelled at sports. He decided to major in Journalism, and he ended up as a sportscaster for a major TV network. He was successful both in his field and in his career. He made a decent living to support his wife and family.

7. How were Jack and Joe alike?

8. How were they different?

Student: _____ Date: _____

Teacher: _____

Compare - Contrast

Things Compared	How They Are Alike	How They Are Different

- LEVEL:** 4.0 – 5.9
- STANDARD:** 19.0 Demonstrate evaluative comprehension skills
- BENCHMARK:** 19.06 Obtain and evaluate information from pictures, maps, signs, diagrams, tables, graphs, or schedules.
- MATERIALS:** Copies of the weather page from a major newspaper (USA Today, Tallahassee Democrat, etc.), worksheet.
- PROCEDURES:**
1. Prepare the worksheet with questions that pertain directly to the newspaper page you are using. These are typical questions:
 - a. *What is the expected high temperature here today?*
 - b. *Which city on the Florida map can expect the lowest temperature?*
 - c. *Where is snow expected today?*
 - d. *Does Friday here look like a good day for a picnic?*
 - e. *What is our UV index today?*
 - f. *How much rain have we had so far this month?*
 - g. *How much rain does Tallahassee usually get in a year?*
 - h. *Is it expected to be warmer in Atlanta today than in Miami?*
 - i. *If you fly to London tomorrow, what kind of weather can you expect?*
 - j. *What time will the moon rise tonight?*
 - k. *Should you bring an umbrella to school tomorrow?*
 - l. *What colors on the national map mean that the temperatures will be below zero?*
 - m. *At what time will it be high tide at Shell Point?*
 - n. *In what year did Tallahassee record the highest temperature for this date?*
 - o. *What will the weather be like today in Honolulu, Hawaii?*
 2. Divide class into groups of three. Provide each group with a worksheet and a copy of the weather page.
 3. Acquaint the students with the various segments of the weather page—the color-cued maps, the moon phases, the city temperature listings, etc.
 4. Instruct each group to select a person to read the questions on the worksheet aloud, another to enter the answers. Offer assistance to groups as they work.

Student: _____

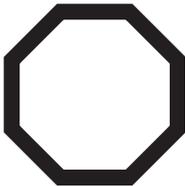
Date: _____

Teacher: _____

Directions to Teacher:

Using a textbook, chosen to correspond to the student's reading level, have the student supply the following information:

- 1. Pictures:** Look at the pictures accompanying the text. Tell what you think the story will be about. (Use the picture as a guide: for example, where do you think the story might take place? what do the objects, people, etc. tell you about the passage you are about to read).
- 2. Maps:** Using a commercially prepared map, the student should be able to locate specific countries, bodies of water, and islands. Using a city map, the student should be able to mark a route from one place to another. The student should be able to draw a map from one place to his/her home (for example, the grocery store to home).
- 3. Signs:** The student should be able to verbally interpret the meaning of the following signs:

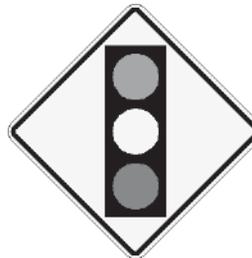


- 4. Tables:** Look at the table below and answer the following questions:

From	Arrival Time	Gate	To	Departure Time	Gate
New York	8:00 a.m.	B	Columbia, SC	8:11 a.m.	A
Lake City	8:45 a.m.	A	Orlando	9:35 a.m.	C
Charlotte	9:00 a.m.	B	Houston	10:30 a.m.	A
Chicago	11:00 a.m.	C	San Francisco	12:26 p.m.	C
New York	2:09 p.m.	B	Albany, NY	2:36 p.m.	C

1. What time does the flight leave to go to Columbia, SC? _____
2. At which gate does the plane depart for Houston? _____
3. What time does the plane arrive from Chicago? _____
4. If you have to pick up your daughter arriving from Charlotte, when do you pick her up and at which gate? _____
5. You were late and missed your 8:00 a.m. flight from New York. What time does the next flight leave? Will you have to change gates? _____

Identifying Traffic Signs



Student: _____

Date: _____

Teacher: _____

The World

Use the **world map** to obtain the following information. The world is made up of **seven** large land masses called **continents**. Write the names of the seven continents.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

There are **four** bodies of water called **oceans**. Write the names of the four oceans.

- 1.
- 2.
- 3.
- 4.

Directions: Underline the word that correctly completes each statement.

1. To travel from North America to Europe, you will cross the...

Pacific Ocean Indian Ocean Atlantic Ocean

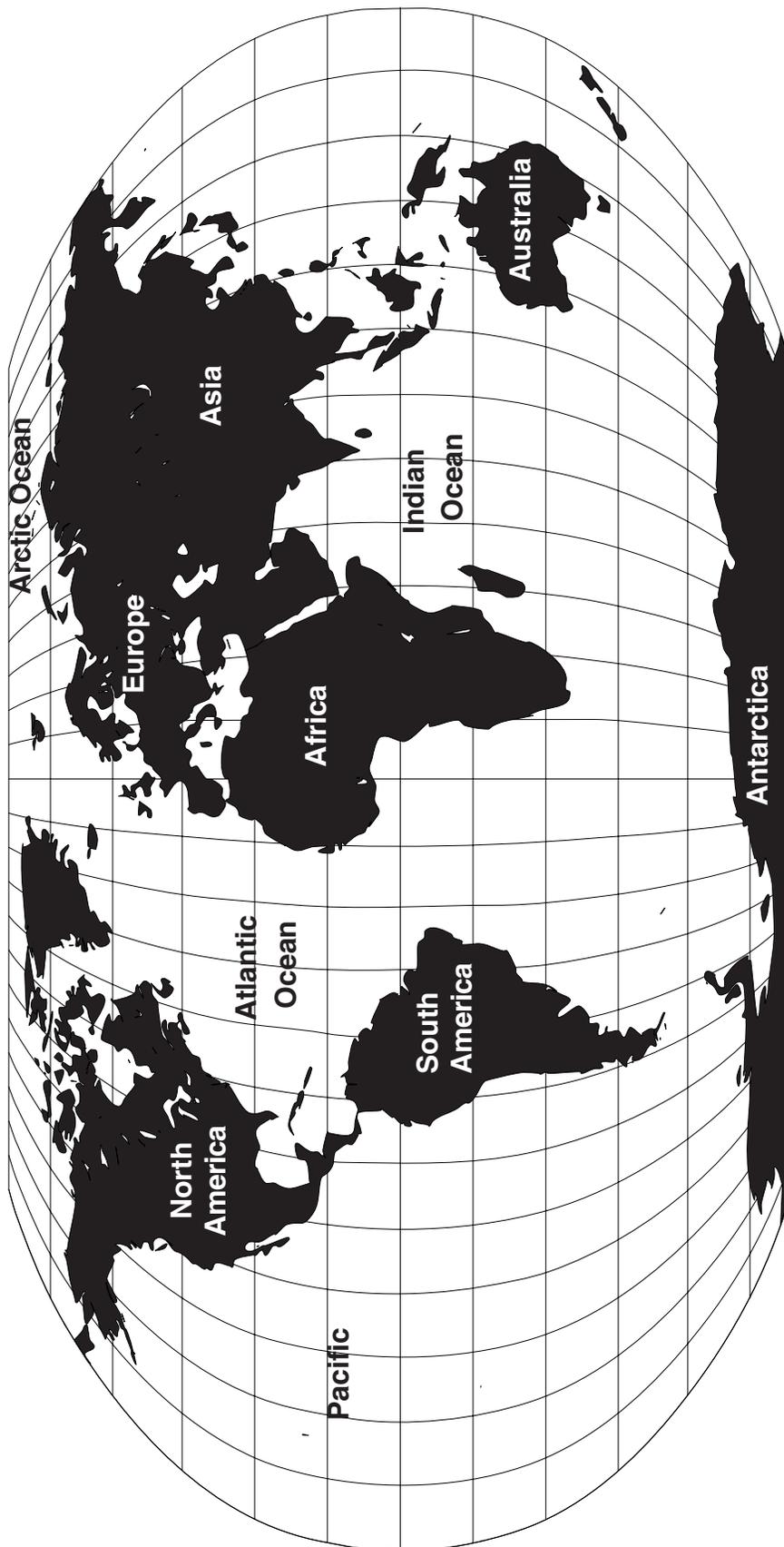
2. To travel from Africa to Australia, you will cross the...

Arctic Ocean Indian Ocean Atlantic Ocean

Directions: Complete the following statements.

1. The continent directly south of Australia is _____.
2. The continent directly south of Europe is _____.
3. The ocean directly north of Asia is _____.
4. The ocean directly south of Asia is _____.





Student: _____

Date: _____

Teacher: _____

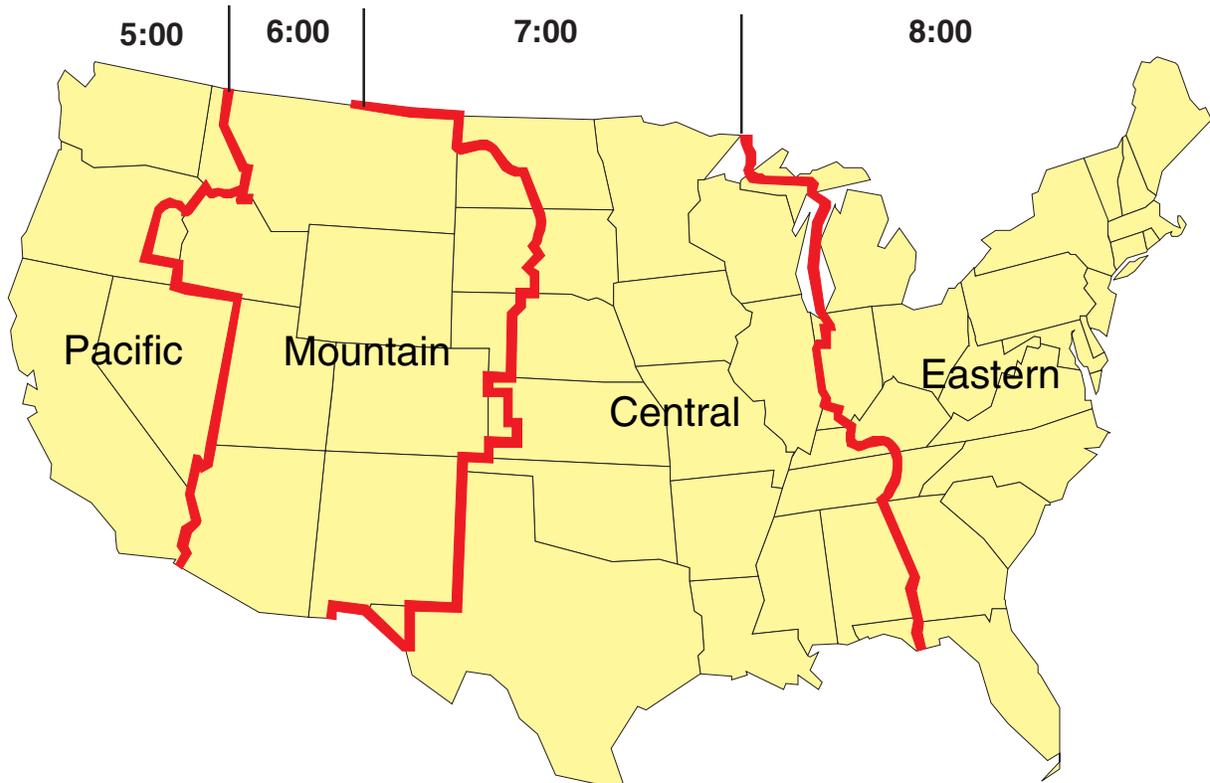
Time Zones in the United States

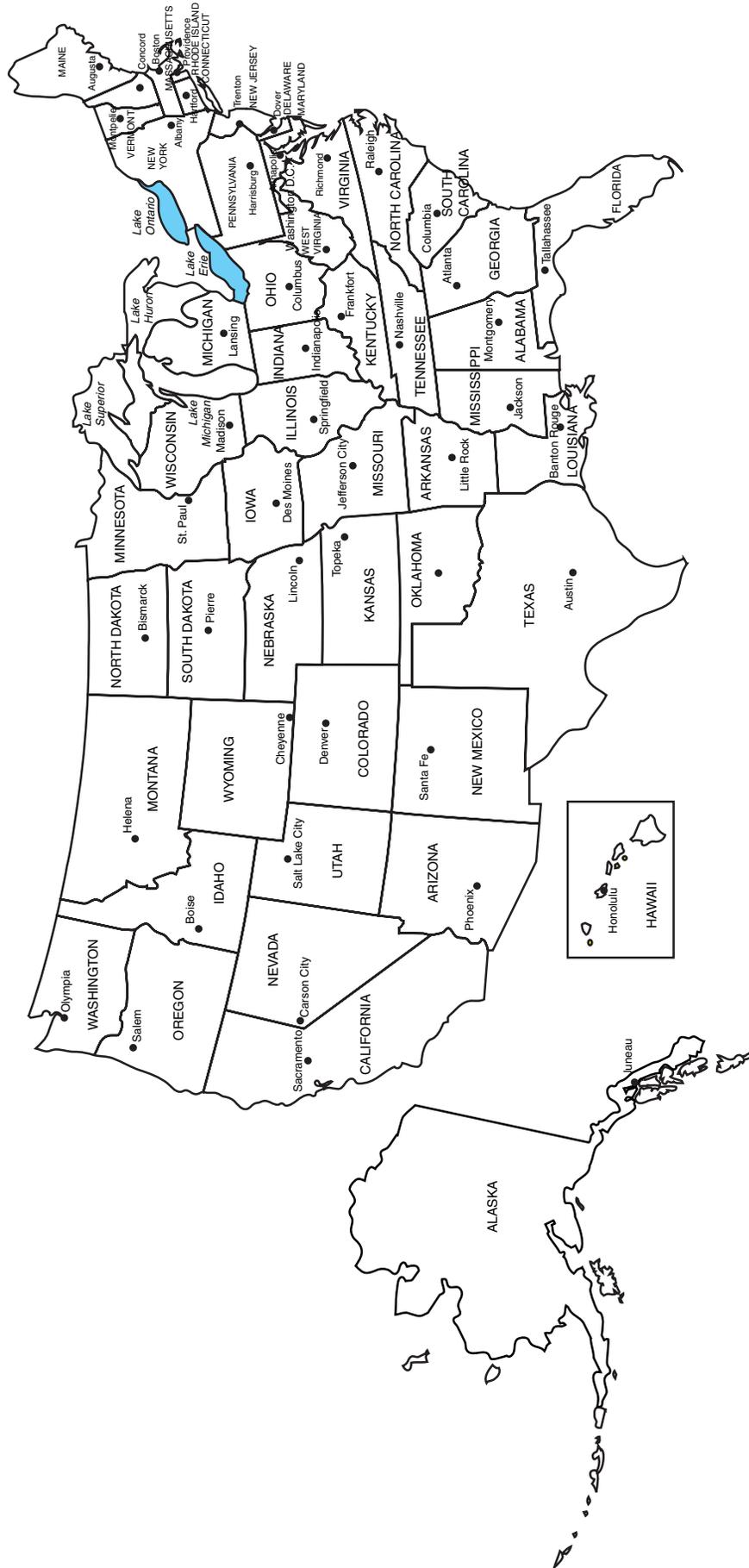
The earth spins on its axis in a west to east direction. That is why the east coast of the United States receives daylight three hours before the west coast. When the sun is rising in Miami, Florida, it is still dark in Los Angeles, California. When the sun sets in Jacksonville, Florida, there are three hours of sunlight remaining before sunset in Seattle, Washington.

A **time zone** is an area in which everyone has the same time. Every zone is one hour different from its neighbor. There are 24 time zones around the world. There are six time zones in the United States including Alaska and Hawaii. However, there are **four** time zones among the *touching* states.

Directions: Obtain information from the United States map below illustrating the four time zones and answer the following questions.

1. What are the names of the four time zones? _____,
_____, _____, _____
2. When it is 8 o'clock in Tallahassee, Florida, what time is it in...
New York, NY? _____ Chicago, IL? _____ Denver, CO? _____ Los Angeles, CA? _____
3. What is the name of the time zone in which you live? _____
4. Name four other states in your time zone. _____,
_____, _____, _____





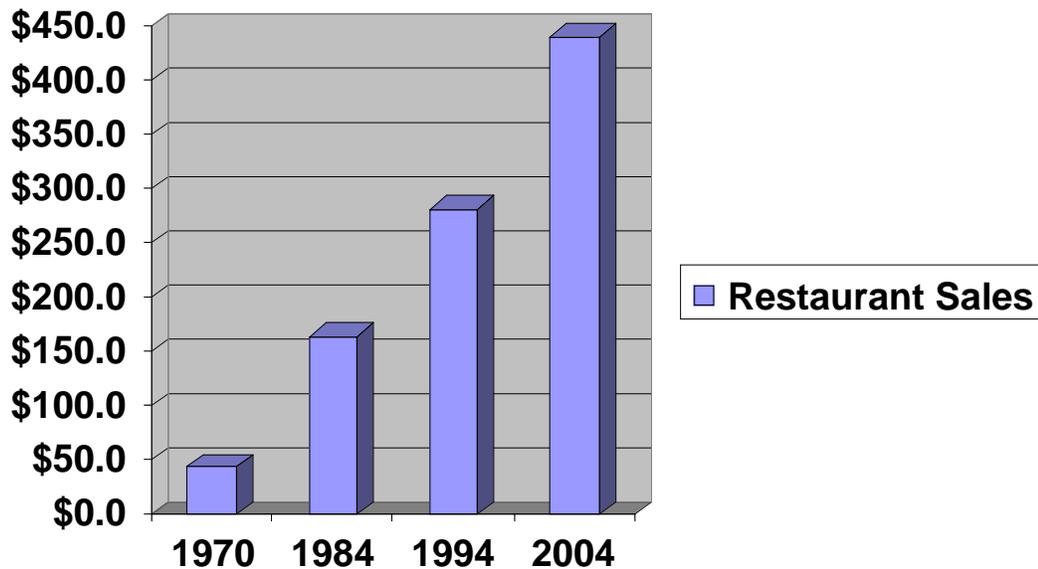
Let Someone Else Do the Cooking

Experts say people in the USA are eating out now more than ever.

Restaurant sales in the billions of dollars:

Note: Amounts adjusted for inflation.

1970 \$ 42.8 billion
1984 \$164.2 billion
1994 \$281.5 billion
2004 \$440.1 billion



1. What years saw the greatest increase in restaurant sales?
 - a. From 1970 to 1984
 - b. From 1984 to 1994
 - c. From 1994 to 2004
2. What years saw the least increase in restaurant sales?
 - a. From 1970 to 1984
 - b. From 1984 to 1994
 - c. From 1994 to 2004
3. Has there been a decrease in restaurant sales since 1970?
4. Why do you think people are eating out more than ever?

Source: USA TODAY Snapshots, Thursday, 2/19/04, Life Section D, p. 1
By Charlotte E. Tucker and Sam Ward
Source: National Restaurant Association

Get a Grip on Food

Picture a Portion

These hand visualizations help you translate recommended portions into servings at meal time. The measurements (ounces, etc.) correspond to the hand of an average-sized adult woman. Portions for a child, very small person or a larger man may weigh less or more, but that person's hand remains a good portion guide.

Directions: Obtain the following information from the illustrations below.

1. How could a snack of one ounce of almonds be visually measured with the portions below?
One ounce of cheese?
2. How could one serving of oatmeal be measured visually? Is one serving = 1 cup?
3. How many ounces should a hamburger patty weigh for one serving?
How could you visually measure it?
4. How can one teaspoon of mayonnaise be visually measured for a tuna salad?

Get a Grip on Food

Losing weight doesn't mean suffering, but it does mean paying attention -- both to what you buy and what you put on your plate. Put this "handy" guide on your refrigerator door. With them, you'll still eat well, but more wisely.

Picture a Portion:

These hand visualizations help you translate recommended portions into servings at meal time. The measurements (ounces, etc.) correspond to the hand of an average-sized adult woman. Portions for a child, very small person, or larger man may weigh less or more, but that person's hand remains a good portion guide.



Thumb = 1 ounce
Ex. ounce of cheese



Palm = 3 ounces
Ex. meat serving, cooked



Fist = 1 cup
Ex. 2 servings, pasta or oatmeal

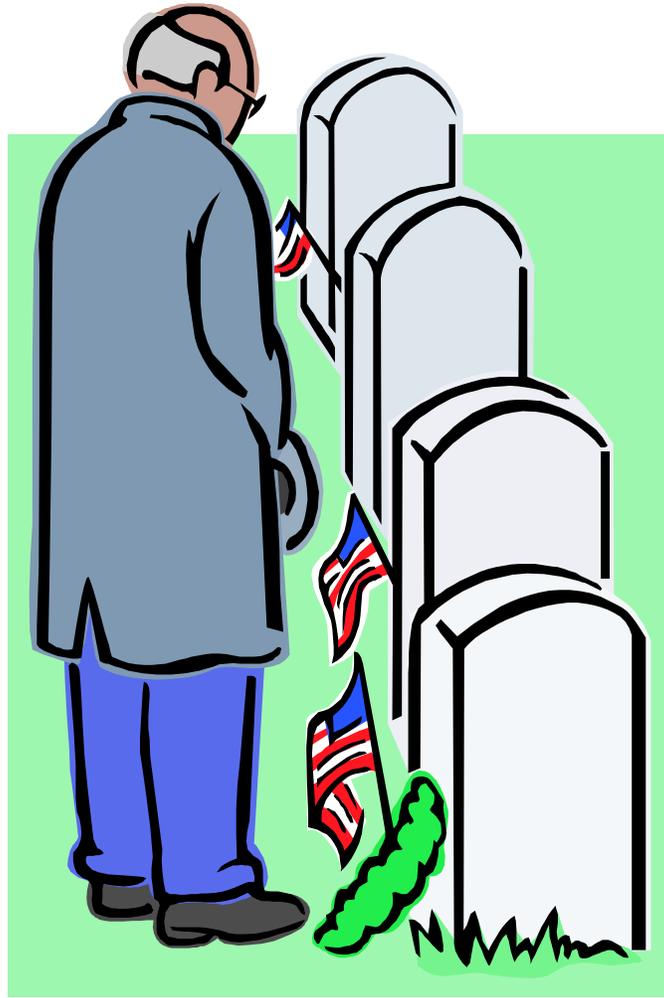


Handful = 1 ounce
Ex. 1 ounce nuts = 1 handful
2 ounces pretzels = 2 handfuls



Thumb Tip = 1 teaspoon
Ex. mayonnaise, margarine

Source: *HealthLINE*, a publication of Capital Health Plan, Vol. 12, No. 1, February 2004
Information courtesy of the Leon County Health Department



Directions: Choose the one best answer to complete each statement about the picture.

1. The man in the picture is at the ...
 - a. garden
 - b. park
 - c. cemetery
 - d. store

2. The American flag by the gravestone may indicate
 - a. the person buried had served in the military
 - b. the man put flags on all the markers
 - c. it is the 4th of July
 - d. the man wanted to show he was born in the United States

3. The weather is...
 - a. hot and humid
 - b. rainy and windy
 - c. cold
 - d. warm and sunny

- LEVEL:** 4.0 – 5.9
- STANDARD:** 19.0 Demonstrate evaluative comprehension skills
- BENCHMARK:** 19.07 Select and explore sources such as a dictionary, encyclopedia, atlas, directory, newspaper, and thesaurus to obtain information for a specific task such as research.
- MATERIALS:** Dictionary, encyclopedia, atlas, phone book, newspaper, and thesaurus; re-search guide.
- PROCEDURES:**
1. Introduce as a week-long class project the study of a country in the news—preferably one with which the students are not too familiar such as Iraq.
 2. Review the type of information found in each of the above resources and make those resources available in one area of the classroom.
 3. Orally, answer these questions?
What resource would you use...
 - to find out what a word means?
 - to locate a city?
 - to find out the population of a country?
 - to find an area code?
 - to learn about current events?
 - to locate a word with a similar meaning?
 4. Provide each student with a research guide to be completed over the week. Explain that the information gathered will be used to write an essay the following week, that they can work with others in completing the research and that, if they get stuck, you will assist.
 5. Upon completion of the research, hold a class discussion about what has been learned about the country and introduce a follow up essay topic such as, *“Would you or would you not want to take a trip to Iraq? Why or why not?”*

Student: _____

Date: _____

Teacher: _____

Research Guide

1. Name of country _____
2. On which continent is country located?
3. What is the area code for this country?
4. Approximately how many people live in this country?
5. How large is this country?
6. What are some of the ways people make their living in this country?
7. What countries border on this country?
8. What is the capital of this country?
9. What kind of government does this country have?
10. What is something that happened recently in this country?
11. Does this country have any problems?
12. What are three words you would use to describe this country?
13. What is the weather like in this country?

Student: _____ Date: _____

Teacher: _____

Use sources such as dictionary, encyclopedia, atlas, directory, newspaper or thesaurus to complete the following:

1. The word, "storage," has several meanings, but in the modern world of computers, it has taken on a new kind of meaning. Explore this new meaning. Tell what the modern meaning of "storage" is as related to computer technology. How do you think it came out of the traditional meaning? _____

2. How many continents do we have in the world? What are their names? What kind of crops, products, or industries do they have? _____

3. What kind of jobs are available today for people in the medical profession? Are there any currently available in your town? What are the requirements for the jobs?

4. How many pizza places are in your town? _____

- LEVEL:** 4.0 – 5.9
- STANDARD:** 19.0 Demonstrate evaluative comprehension skills
- BENCHMARK:** 19.08 Obtain appropriate information from an index and a table of contents.
- MATERIALS:** A matching set of books or pamphlets that include a table of contents and an index (Possible sources: text being used in the class, school warehouse, driver's license manuals, etc.), clue sheet, token prizes.
- PROCEDURES:**
1. Ask the students if they have ever been on a scavenger hunt. Advise them that that is the project for the day and that there will be prizes.
 2. Distribute the books to be used and direct students to locate the Table of Contents. Scan through it, noting that it shows chapter headings and page numbers.
 3. Locate the Index, noting that it has words and phrases listed alphabetically and page numbers.
 4. Distribute the clue sheet which should contain ten to twenty specific questions. No one is to begin until the teacher gives the signal. The students are to bring the completed sheets to the teacher who will check them for accuracy, returning those which contain errors for further work.
 5. Award special prizes to the first three completed, a consolation prize to each perfect paper.

Index and Table of Contents Scavenger Hunt

This lesson will enable students to use specific reference sections of books, as well as develop teamwork skills among themselves.

The teacher develops specific questions prior to the beginning of class. These questions should relate to information that can be found in either the selected book's table of contents or index. The questions should be typed and enough copies made so that each student in the class has his or her own copy.

If using an atlas for the lesson, questions might include the following:

1. What pages are included in Chapter I? (Table of Contents)
2. What is the title of Chapter X? (Table of Contents)
3. In what chapter would a reader find information about mountains in Africa? (Index)
4. On what page would a reader find information about the natural resources of Australia? (Index)

It is suggested that the list include approximately 10 to 20 questions, depending on the number of students in the class and their skill levels relative to reading and using reference materials.

To start the class, the teacher divides the class into pairs and announces the Scavenger Hunt is about to begin. Then, the lists are distributed to each student and students cannot look at them until the teacher says to "Go". All students must begin the hunt at the same time. The first pair to complete the scavenger hunt and prove to the teacher that all information listed was correctly found would be declared the winning team. The other students should be encouraged to continue their search and bring their lists to the teacher for verification. Multiple level prizes can be awarded at the end of the game. (For example: 1st Prize, 2nd Prize, 3rd Prize, etc.).

Table of Contents

A **table of contents** helps you find out what kind of information is in a book and gives you a listing of the chapters and topics and what page to find them.

Directions: Skim the **table of contents** and the **index** and answer the questions on the worksheet.

1. Look at the chapter titles to find out which one has the information you are searching for.
2. Read through the topics under the title to find out on which page that topic begins.

Contents

Chapter 1 Ancient History

The Story of Egypt	1
The Story of Greece	5
Alexander the Great	10
The Story of Rome	15

Chapter 2 Medieval History

The Middle Ages	25
Europe	28
The Feudal System	36
The Crusades	41

Chapter 3 Modern History

The Dawn of Modern History	45
The Discovery of America	46
The Renaissance	49
The Reformation	50
Colonization	57
The French Revolution	58
Napoleon Bonaparte	62
World War I	64
World War II	68
United Nations	73
The Korean War	79

Chapter 4 History of the United States

The Colonial Period	81
The American Revolution	86
The New Nation	90
The War of 1812	95
The Civil War	100
Reconstruction	108
America...A World Power	110
World War I	114
The Great Depression	117
World War II	118
The Cold War and Beyond	125
Vietnam	129

Index

An **index** is an alphabetical listing of topics and page numbers located in the back of a reading selection.

Agriculture,
 Colonial, 84
 Department of, 122
Alexander I, 26
Alexander II, 27
Alexander III, Pope 38
Alexander the Great, 10
America, discovery of, 46
Ancient History, 1-24
Bonaparte, Jerome, 58
Bonaparte, Joseph, 59
Bonaparte, Louis, 60
Bonaparte, Napoleon, 62
Civil War, 100-107
Cold War, 125
Colonial Period, American, 81
Crusades, 41
Depression, 117
Egypt, 1
Europe, 28
 Eastern, 30
 Map of, 29
 Western, 33
Feudal system, 36
Greece, 5
Greek, Architecture, 7
Middle Ages, 25
Reconstruction, 108
Reformation, 50
Renaissance, 49
Revolution
 American, 86
 French, 58
Roman Empire, 17
Rome, 15
 Map of, 16
United Nations, 73
War, Civil, 100-107
War, Cold, 125
War, First World, 64, 114
War, Second World, 68, 118

Student: _____ Date: _____

Teacher: _____

Directions: Skim the **table of contents** and the **index** and answer the questions.

1. How is the index organized?
by chapters alphabetical order numerical order
2. How is this table of contents organized?
by chapters chronological order alphabetically
3. On what page(s) would a reader find information on the Civil War? _____
4. The index lists the Civil War two different ways. Write both ways it is listed.

5. How are World War I and World War II listed in the index? Table of contents?

6. On what page would a reader find information about agriculture during the colonial period?

7. What pages are included in Chapter 3? _____
8. How is The Great Depression listed differently in the index compared to the table of contents?

9. What chapters include World War I and World War II? Why? _____
10. Find information on Napoleon Bonaparte in the index. How was his name listed?

11. To find information about Greek architecture, would you first look in the index or the table of contents? Why? _____
12. On what pages would you find a map of Europe and Rome? _____
13. What chapter would you find information on The Feudal System? _____
14. Was the Korean War fought before or after the War of 1812? _____
15. Did the Crusades happen during the time of ancient history or medieval history?

ANSWER KEY

Directions: Skim the **table of contents** and the **index** and answer the questions.

1. How is the index organized?
by chapters alphabetical order numerical order
2. How is this table of contents organized?
by chapters chronological order alphabetically
3. On what page(s) would a reader find information on the Civil War? Pages 100-107
4. The index lists the Civil War two different ways. Write both ways it is listed.
Civil War War, Civil
5. How are World War I and World War II listed in the index? Table of contents?
War, First World, 64, 114, War, Second World, 68, 118; World War I, II under Chapters 3 & 4
6. On what page would a reader find information about agriculture during the colonial period?
page 84
7. What pages are included in Chapter 3? pages 45-80
8. How is The Great Depression listed differently in the index compared to the table of contents?
In the index, Depression, 117; In the table of contents, The Great Depression...117
9. What chapters include World War I and World War II? Why? Both wars are included in Chapter 3 and Chapter 4 because the wars involved the U.S. and several other countries in the world.
10. Find information on Napoleon Bonaparte in the index. How is his name listed?
Bonaparte, Napoleon, 62 ; his name is listed last name first, alphabetically.
11. To find information about Greek architecture, would you first look in the index or the table of contents? Why? Look in the index first because it is alphabetically and is only inferred in the table of contents.
12. On what pages would you find a map of Europe and Rome? Europe, 29; Rome, 16
13. What chapter would you find information on The Feudal System? Chapter 2
14. Was the Korean War fought before or after the War of 1812? After the War of 1812
15. Did the Crusades happen during the time of ancient history or medieval history?
The Crusades happened during the time of Medieval History.

- LEVEL:** 4.0 – 5.9
- STANDARD:** 19.0 Demonstrate evaluative comprehension skills
- BENCHMARK:** 19.09 Draw conclusions from information in an article of fact or fiction.
- MATERIALS:** Multiple copies of an editorial from the local newspaper on an issue of interest to the students, board.
- PROCEDURES:**
1. Hold a general discussion among the class on the topic addressed by the editorial. You might, for example, say, “I’m interested in what you think about the proposal to have a weeknight curfew for anyone under 16.”
 2. Introduce the editorial, passing out individual copies and allowing time for silent reading.
 3. Ask for volunteers to read the editorial aloud, one student per paragraph. (Offer assistance to keep reading moving smoothly.)
 4. On the board write the word *conclusion*. Ask the students what they think the word means. Elicit *ending, result, opinion*.
 5. Next, preface *conclusion* with *coming to a* and discuss the meaning of the phrase, *coming to a conclusion*. Make the students aware that they will now be coming to conclusions about what has just been read. Advise them that everyone does not necessarily reach the same conclusion.
 6. Divide the class into groups of three. Write three questions about the article on the board and ask the students to come to conclusions on the points raised.
Possible questions:
Why is the curfew being suggested?
Was the writer of this editorial for or against the curfew?
What reasons did he give and were they good enough?
Do you think the curfew is a good idea? Why or why not?
 7. Allow a brief discussion time for the groups to compare their conclusions.

Student: _____

Date: _____

Teacher: _____

Drawing Conclusions

Read the following passage and answer the question that follows:

A letter to the editor:

Dear Editor,

I do not question the wisdom of our commissioners in deciding how to solve the problem of the poor state of our school buses. Our commissioners are all good men and women, but you and I both know that even good men and women make mistakes; they are not perfect. My plan to raise money to buy new buses should be one they should heed. I'm just asking you to think about my plan.

Sincerely,

Mr. J

Circle the correct answer:

You might conclude that:

- a. The writer is not happy with the commissioners.
- b. The writer is not happy with the buses.
- c. The writer wants to elect new commissioners.
- d. Both a & b.

Student: _____

Date: _____

Teacher: _____

True or False

Read the following passages and answer the questions below:

I am so excited to finally receive my guide to birds, animals, trees, wild flowers, insects, weather, nature preserves, and topography for Florida. I have waited for months to get this information. Now I will be able to identify some of the trees and birds I see daily in my woods. I wonder what I will be able to identify today.

TRUE or FALSE

- _____ 1. The writer likes nature.

- _____ 2. The writer is very knowledgeable about Florida wildflowers.

- _____ 3. The writer enjoys the sights and sounds of nature on daily walks on his/her land.

FACT

Directions: Read the abridged version of a news story by CNN San Francisco Reporter, James Hattori, May 2003 and draw conclusions by answering the questions that follow the story.

Learning Resources
Using Dogs to Sniff Out Mold in Homes

“Are you ready to go to work?” a woman asks her dog. Sydney wags her tail. Then she starts sniffing around inside the house. Sydney is hunting for mold. When she sits down, that means she smells mold nearby. Usually mold is found within three or four feet. A boy who lives in this house gets epileptic seizures. It could be from mold. His mother wanted to find the mold. She tried other ways to find it, but they didn’t work. She said she trusted the dog more than the other ways.

Sydney is very special. Only about ten animals in the U.S. can do this. She spent hundreds of hours with a police dog trainer in Florida to learn how.

When workers checked, they found mold near where Sydney sat. Nobody thought to look for mold there before. Now it can be cleaned out and the boy will feel much better. In the U.S., people have used dogs to find drugs and bombs for a long time, but dogs that find mold are something new.

People in Europe have used mold-sniffing dogs for many years. Dogs are cheaper to use and can pin point exactly where the mold is. They can also do it quickly for less than \$500. Other methods can cost thousands of dollars and take many weeks.

People who breathe toxic mold might have trouble sleeping or suffer from asthma, pain, or other problems. Experts still aren’t sure about all the sickness and suffering molds can cause.

But now dogs can help people get well by showing them where mold is growing in their houses so they can get rid of it.

Acknowledged source: <http://literacynet.org/cnnsf/home.html>

Student: _____

Date: _____

Teacher: _____

Learning Resources

Using Dogs to Sniff Out Mold in Homes

Directions: Select the conclusion by putting an X by the answer.

1. When the woman says to her dog, "Let's go to work. You ready?" she means:

- A. She wants the dog to go with her to the place she works.
- B. She is telling the dog to do tricks.
- C. She wants the dog to sniff for mold.
- D. She is asking the dog to do her work for her.

2. Why does Sydney need to be certified to detect mold?

- A. Only dogs trained to detect mold can find it.
- B. Dogs that are certified will not bite strangers.
- C. Dogs that are part Labradors need more training.
- D. So other dogs will not take his job.

3. Why is using a mold sniffing dog cheaper than traditional methods?

- A. Dogs can see the mold quicker.
- B. Mold can only be detected by dogs.
- C. Dogs will work for dog treats.
- D. Traditional methods can drag on for weeks.

4. Toxic mold can cause which of the following illnesses?

- A. Measles
- B. Asthma
- C. Flu
- D. Colds

5. Why are dogs now being used to sniff for mold?

- A. Dogs have long been used in the U.S. to detect drugs and bombs.
- B. They like mold.
- C. Dogs can be trained to detect mold in homes.
- D. They are better than cats at sniffing.

FACT

Directions: Read the abridged version of a news story by CNN San Francisco Reporter, Don Knapp, September 25, 1999. Draw conclusions by answering the questions that follow the story.

Learning Resources **Dreams of New Ways to Fly**

Man has dreamed about flying for a long time. Michael Moshier is a dreamer. He invented the *Solo Trek*.

The *Solo Trek* had a 120 horsepower engine with twin fans. Only one person flies. As you fly above the roofs, you lean a little forward. You can see everything under you. You are flying like Superman.

Michael Moshier looked at the jet belt and the rocket belt that was developed 20, 30 years ago. Nothing ever came from them. People still can't fly.

Inventors have tried to make it easy for people to fly. Paul Moller has been working on his flying car for 30 years. He now says it is ready for tests. It would take off and land vertically, go 600 miles an hour, and deliver 20 miles to the gallon. A computer would do the actual flying. He says it could be sold next year for about a million dollars.

NASA is working with Moshier to help develop his flying machine. The first uses are likely to be military.

It's been 50 years since Robert Fulton invented his airphibian, a flying car. It flew and is now in the Smithsonian Museum.

Getting dreams to fly is never easy.

Acknowledged source: <http://literacynet.org/cnnsf/home.html>

Student: _____

Date: _____

Teacher: _____

Learning Resources
Dreams of New Ways to Fly

Directions: Select the conclusion by putting an X by the answer.

1. In order for a solo flight machine to be useful it must _____.

- A. look like a car
- B. be able to fly high in the sky
- C. be able to lift straight up off the ground
- D. look like a helicopter

2. From reading this story you can conclude that bringing an invention to market

- A. is difficult and takes time
- B. is easily done
- C. happens with almost all inventions
- D. is impossible

3. Inventors have _____.

- A. not really been interested in letting people fly
- B. not had success building solo machines
- C. never thought of the idea of solo flying
- D. made several different tries at making flying machines

4. NASA is interested in working with Michael Moshier because _____.

- A. the Solo Flyer might be useful for the military
- B. the Solo Flyer would be great for commuting
- C. they want the Solo Flyer for the Smithsonian Museum
- D. the Solo Flyer is a fuel saver

5. The idea about solo flights _____.

- A. is new
- B. has a product on the market
- C. has been around for a long time
- D. hasn't been thought of before 20 years ago

Student: _____

Date: _____

Teacher: _____

Fiction

Using Inference

Sometimes someone will try to tell you something without coming right out and saying it. He will **imply** it. When you understand what is implied, you **infer**.

Sometimes you can infer the truth even when the speaker or writer isn't trying to be helpful. That's called "reading between the lines."

Directions: Read the following selections and put an X by the inferred message.

1. Turner almost wished that he hadn't listened to the radio. He went to the closet and grabbed the umbrella. He would feel silly carrying it to the bus stop on such a sunny morning.

Which probably happened?

- A. Turner realized that he had an unnatural fear of falling radio parts.
 B. Turner had promised himself to do something silly that morning.
 C. Turner had heard a weather forecast that predicted rain.
 D. Turner planned to trade his umbrella for a bus ride.

2. "Larry, as your boss, I must say it's been very interesting working with you," Miss Valdez said. "However, it seems that our company's needs and your performance style are not well matched. Therefore, it makes me very sad to have to ask you to resign your position effective today."

What was Miss Valdez telling Larry?

- A. She would feel really bad if he decided to quit.
 B. He was being fired.
 C. He was getting a raise in pay.
 D. She really enjoyed having him in the office.

3. No, Honey, I don't want you to spend a lot of money on my birthday present. Just having you for a husband is the only gift I need. In fact, I'll just drive my old rusty bucket of bolts down to the mall and buy myself a little present. And if the poor old car doesn't break down, I'll be back soon.

What is the message?

- A. I don't want a gift.
 B. Buy me a new car.
 C. The mall is fun.
 D. I'll carry a bucket for you.

Acknowledged Source: <http://www.rhlschool.com>

ANSWER KEY

Drawing Conclusions: A letter to the editor

Correct answer: **d. Both a & b**

TRUE or FALSE

Correct answers: **1. True 2. False 3. True**

Using Dogs to Sniff Out Mold in Homes

Correct answers: **1. C 2. A 3. D 4. B 5. A**

Dreams of New Ways to Fly

Correct answers: **1. C 2. A 3. D 4. A 5. C**

My Conclusion about Joe

Conclusions will vary.

Perhaps Joe's failure with school is because he has a problem with his vision. He needs to get his eyes examined.

Fiction - Using Inference

1. C
2. B
3. B

LEVEL: 4.0 – 5.9

STANDARD: 19.0 Demonstrate evaluative comprehension skills

BENCHMARK: 19.10 Select an appropriate title for an article.

MATERIALS: A worksheet consisting of about 5 short articles such as those found in the police report or social news of your local paper. You can also use excerpts from any pre-GED Social Studies or Science Text.

- PROCEDURES:**
1. Establish the purpose of a title by asking the question, “What does the title of an article tell you? You should be able to list on the board the following concepts:
A title tells you what the article is probably about.
A title gives me an idea of what I will learn.
A title leads me to want to read an article or to skip it.
 2. Using a collection of short stories, read several titles to see how they meet the above concepts. *Example: “The Lottery” is probably about gambling and I might learn how to win the lottery. Since I play the lottery, I’ll probably want to read this. (In this instance, the story will not be exactly what one expects.)*
 3. Distribute the prepared worksheet and work through the first article with the students, accepting their ideas and seeing which of the concepts each choice of title meets.

Student: _____

Date: _____

Teacher: _____

Directions: A good title encourages a reader to read an article. Read each of the articles below. Write a good title for that article on the blank line over the article.

Title: _____

The storm that hit Amelia Island last weekend destroyed the last five sea turtle nests. There were 148 nests this year. That compares with 52 nests last year. The first nest was discovered May 14. There were an estimated 9,721 hatchlings to emerge live from the nests. That compares with 3,364 hatchlings last year. There were 14 nests lost to erosion, including the five washed away last weekend. There were 10 nests lost to birds and one was vandalized.

Title: _____

Jimmy Kelly, a graduate of Yulee High School, is completing his senior year as an outside linebacker at Florida State University. This season Kelly has 42 tackles, five tackles for a loss, one sack, and one blocked kick. He was selected by his teammates as one of this year's captains.

Title: _____

NASCAR driver Kyle Petty will lead 100 other motorcyclists into town on Wednesday for the conclusion of a charity ride that begins Monday at Key West. The riders will arrive in town on Highway 90, turning south on Main Street and ending at Central Park. A ceremony at the finish of the race is scheduled about 4:30 p.m. Wednesday on the stage at the park.

Title: _____

Historic Monticello's 17th annual Holiday Tour of Homes will be held Dec. 12 and 13. Guided tours include beautifully restored homes, decorated for the season, hot spiced cider, home-baked cookies, and carriage rides. Tours start at the City Square. Transportation to the homes is by bus. Buses leave every ten minutes, with the last bus at 9 p.m. Tickets are \$13 in advance or \$15 at the door. For tickets or more information, call (922) 321-9999.

Title: _____

There are many precautions a homeowner can take to avoid being the victim of theft. A thief is looking for an easy entry and an easy get-away, so it is wise to keep your doors closed and locked, even when you are in the house, and to keep your property well lighted. If you are gone at night, leave a light and a radio on so that the house seems occupied. If you are gone overnight, be sure one of your neighbors picks up your newspaper and your mail. One of the best ways to protect yourself from a break-in is to keep a well trained and loud barking dog on your property.

Student: _____

Date: _____

Teacher: _____

Read the following passages and select the appropriate title by circling the correct answer:

Passage A

I need a roommate to share expenses. I have a three bedroom apartment. I am a single mother with one child. My tenant will share the kitchen and bathroom and will have her own bedroom. Call 232-2848 if interested.

The best title for this passage is:

- _____ A. Needed-----Husband
_____ B. Beautiful Apartment for Rent
_____ C. Roommate Wanted

Passage B

Many people these days worry about eating the right foods. Nutritionists, who study food and its effect on health, suggest that we eat from the four basic food groups: meat or protein, fruits and vegetables, starches, and dairy products. We should eat at least two servings of protein, four servings of fruits and vegetables, four servings of starches, and two servings a day of milk. It is important to eat right to maintain good health so we should learn about these food groups.

The best title for this passage is:

- _____ A. Nutritionists
_____ B. Fruits and Vegetables
_____ C. The Four Basic Food Groups

Passage C

Martha was not having a good day. Her alarm did not go off, and she was late getting up. On the way to work, she had a flat tire. When she arrived at work, the power was off, and she couldn't get to her work on the computer. When she got back into her car to go home that night, she couldn't find her car keys. Hopefully, she thought, the next day would be better.

The best title for this passage is:

- _____ A. Martha's Very Bad Day
_____ B. Computer Woes
_____ C. Problems at Work

- LEVEL:** 4.0 – 5.9
- STANDARD:** 20.0 Demonstrate understanding of how word choice affects meaning
- BENCHMARK:** 20.01 Understand that word choice can shape reactions, perceptions, and beliefs.
- MATERIALS:** Two short presentations (prepared by teacher) on the same topic, one pro and one con. (An example is included.)
- PROCEDURES:**
1. Select two competent readers to orally present the prepared texts.
Text I
As I got off the plane at Honolulu International Airport, I was struck by the wonderful smell of flowers in the breeze that blew through my hair. Ukulele music all around made it seem like I had walked into a party. I loaded my luggage into a cab driven by the biggest man I'd ever seen, a Samoan, who told me all about the sights as we drove to my hotel. On one side were mountains shaped like huge green theater curtains. On the other side turquoise waters of the Pacific Ocean lapped the sand in gentle waves.
Text II
The first thing that hit me when I stumbled out of the jetway was the smell—like rotten fruit. Jetlag was bad enough, but then the wind messed up my brand new hairstyle. Honolulu airport was one noisy place made worse by the plinkety-plink of some tinny ukulele. I had to drag my suitcases to a cab driven by a big fat guy who would not shut up all the way to the hotel. Man, the mountains here are huge and spooky—like Dracula's cape. The ocean really looks scary. I'm afraid those waves are a lot stronger than they look.
 2. Divide the class in two sections, one for each reader, and place the groups in such a way that they will not overhear one another.
 3. Direct the readers to read to their groups. Bring the groups together to discuss how they feel about the topic presented, noting the differences in perception of the same facts presented with different words.

Student: _____

Date: _____

Teacher: _____

Directions to Teacher:

Have the student read the following paragraphs and orally answer the questions that follow:

Passage A

A **scorching** August sun **beat** down on the **weary** hikers as they **inched** their way across the desert. They could not remember ever being that hot. They felt as if they were just **barely alive**.

1. How does the choice of words in bold type reflect the reader's perception of how the hikers must have felt?
2. How would the following change in wording affect the tone of the passage?

A **warm** August sun shone down on the **smiling** hikers as they **walked** across the desert.

Passage B

It was a **warm, wet, windless** day. A **soft drizzle** floated down and **dampened** everything it touched. The small animals in the field **walked** over to the trees for shelter.

3. How does the choice of words in bold type reflect the reader's perception of what the day was like?
4. How would the following change in wording affect the tone of the passage?

It was a **hot, wet, windy** day. The rain **poured** down and **drenched** everything it touched. The animals in the field **ran** to the trees to **escape** the **downpour**.

Passage C

Many people say that the **claims** about Christopher Columbus are **exaggerated**. He is given credit for trying to prove the earth was round by sailing westward. They say that many **intelligent** people already knew the earth was round. They also disagree about the claims that Queen Isabella of Spain sold her jewelry to pay for Columbus' adventures. Christopher Columbus did make important contributions to history, but he didn't do a lot of the things people have said that he did.

5. How do the words in bold type reflect the author's beliefs about Christopher Columbus?

- LEVEL:** 4.0 – 5.9
- STANDARD:** 20.0 Demonstrate understanding of how word choice affects meaning
- BENCHMARK:** 20.02 Recognize different techniques used in media messages and the purposes of such techniques.
- MATERIALS:** Variety of magazines (fashion, teen, car, sports, etc.), home video of TV commercial clips, worksheet.
- PROCEDURES:**
1. Each student selects one magazine to review according to worksheet guidelines. Allow 15 minutes to complete the worksheets. (A suggested worksheet is found on the following page.)
 2. Ask several students to share their results.
 3. Draw the conclusion that companies place their ads in magazines that will appeal to their likely customers.
 4. Show the ad video, pausing after each ad to discuss
 - For whom was the ad intended?*
 - What attention getters were used?*
 - Would you buy this product? Why or why not?*

Benchmark: 20.02

Student: _____ Date: _____

Teacher: _____

The magazine I chose to review is _____ .

Would a man, a woman, or either choose to read this magazine? _____

About how old a person would enjoy this magazine? _____

What kinds of things would that person be interested in? _____

Name three things advertised in this magazine.

- 1) _____
- 2) _____
- 3) _____

What kind of person would buy these things? _____

For those of you who do not have access to the Internet, you will be provided information and worksheets to do this activity.

An Internet WebQuest Evaluating Bias in Advertisement

Media literacy is the ability to analyze and evaluate the messages we see in movies, television shows, magazines, newspapers, online, and in other forms of media. One part of media literacy is developing the ability to take a critical look at advertisements, so you can understand how advertisements are constructed as well as how to interpret their messages.

What are some of the strategies used to create advertisements?
How do professionals use these techniques to persuade you?
Is there an element of bias in an advertisement you've recently seen?

WebQuest will help you explore advertising strategies, understand how they are used to get their messages across, and evaluate how bias can play a role in advertising.

Read through the following set of questions before you begin your Internet research. As you explore each site, look for answers to the questions.

Questions about Evaluating Bias in Consumer Product Advertisements

1. What are some strategies that groups use to create "good ads?"
2. What is a strategy that advertisers use to gain your attention?
3. What are the elements of a magazine advertisement? How do they work to persuade the reader?
4. What is stereotyping? Why is stereotyping a problem?
5. What is propaganda? What is the difference between information and propaganda?

Acknowledged Source: Glencoe Science: WebQuest,
<http://www.glencoe.com/sec/science/webquest/content/evalbias.shtml>

Student: _____

Date: _____

Teacher: _____

Print Advertisement Analysis Worksheet

Select a printed advertisement from one of these sources: **newspaper, magazine, newsletter**. Use the worksheet to evaluate the information in the advertisement. Describe the techniques included in the ad and address the biases that are specifically represented.

1. **What** product, service, or point of view is being advertised?
2. **Who** is responsible for creating this advertisement? **Why** are they sending this message?
3. **What** is the purpose of this advertisement? Is it intended to educate, entertain, or inform?
4. **What** advertising techniques are used to attract a viewer's attention and to make the advertisement believable?
5. **Who** is the anticipated audience of the advertisement? **Who** is actually seeing the advertisement?
6. **What** does the advertisement say to the viewer? **What** lifestyles, values, opinions, and points of view are represented?
7. **Who** makes money or benefits from the advertisement?
8. **What** makes the advertisement biased in some manner? How is the bias demonstrated? What has been *included* or *left out* of the advertisement?
9. **Why** would the advertisement's creators or the product makers have the need to be biased in their advertisement?
10. **How** might some people understand this advertisement differently from others? Would all viewers agree on what was being advertised and the purpose of the ad?
11. **Would** someone be likely to believe this advertisement? Why or why not?
12. **Do** you agree with the advertisement? Why or why not?

Questions to Ask of an Advertisement

1. What ATTENTION-GETTING techniques are used? Anything unusual? Unexpected? Noticeable? Interesting? Do the advertisers use techniques related to:
 - Senses: motions, colors, lights, sounds, music, visuals
 - Emotions: any pleasant associations suggested? (i.e. sex, scenery, fun, family, pets, exciting action)
 - Thought: news, lists, displays, claims, advice, questions, stories, demonstrations, contests.

(Popular TV programs and magazines function as attention getters to “deliver” the audience to the advertisers.)

2. What CONFIDENCE-BUILDING techniques are used?
 - Do you recognize, or know the brand name, company, symbol, package?
 - Do you already know, like or trust the presenters, the endorsers, actors, models?
 - Are the presenters **authority figures** (expert, wise, protective, caring)? Or are they *friend* figures (someone you like, or would like to be, or would like on “your side” this includes cute cartoons characters)
 - What **key words** are used? (trust, sincere, honest, etc.) Nonverbals? (smiles, voice tones, sincere looks, expressions)
 - In **mail ads**, are computerized “personal touches” added? (your name, address)
3. What DESIRE-STIMULATING techniques are used?
 - Who is the **Target Audience**? Are you? (If not, as part of the unintended audience, are you uninterested or hostile toward the ad?)
 - What’s the **primary motive** of that audience’s benefit-seeking? (acquisition, prevention, relief, protection)
 - What kinds of **product claims** are emphasized? What are the **key words** or **images**? Any *measurable* claims or are they subjective opinions, generalized praise words?

Look for these twelve general categories or types of words:

- Superiority – “best”
- Scarcity – “rare”
- Simplicity – “easy”
- Quantity – “most”
- Novelty – “new”
- Utility – “practical”
- Efficiency – “really works”
- Stability – “classic”
- Rapidity – “fast”
- Beauty – “lovely”
- Reliability – “solid”
- Safety – “safe”

4. Are there URGENCY-STRESSING techniques used?
 - If yes, words used will be (hurry, rush, deadline, sale, offer expires)
 - If no, this is a “soft sell,” part of a long term repetitive campaign

5. What RESPONSE-SEEKING techniques are used?
 - Are there specific triggering words used (do, buy, get, act, join, smoke, drink, taste)?
 - If not, is it conditioning to make us feel good about the company or product, to get a favorable public opinion on its side?

REMEMBER: Persuaders always seek some kind of a response!

Adapted from The Pitch (1982) by Hugh Rank

- LEVEL:** 4.0 – 5.9
- STANDARD:** 21.0 Demonstrate understanding of a variety of literary forms
- BENCHMARK:** 21.01 Identify features that distinguish fiction, drama, poetry, fables, and legends.
- MATERIALS:** Pre-GED level reading book, poster board, dictionaries
- PROCEDURES:**
1. Ask your students, “What things have you read since you woke up this morning?” Through discussion arrive at the conclusion that there are all kinds of reading materials.
 2. Introduce five posters with these headings:
 - FICTION
 - POETRY
 - FABLE
 - DRAMA
 - LEGEND
 3. Using both student experiences and dictionaries, create definitions for each genre in terms the students understand. Below are possible definitions:
 - Fiction: a made-up story written in paragraphs, written to entertain
 - Poetry: words with a rhythm, written in lines, like a rap or a song, written to create a feeling
 - Fable: a fictional story written to teach a moral lesson
 - Drama: a play written in lines that mimic real life for players to speak and act out
 - Legend: a story which seems like real history but may or may not be true
 4. Direct students to randomly open the pre-GED reading text. As one student calls out a page number, the others scan the selection to determine its genre by referring to the posters.

Source: Microsoft Encarta Encyclopedia 2002

Great Resource: Pre-GED Language Arts, Reading/Steck-Vaughn © 2003

LEGENDS (folklore)

A legend is a narrative regarded as historically factual but sometimes embellished with fiction. The subject of a legend is often a heroic historical person, such as George Washington or Abraham Lincoln. A legend is set in a specific place at a specific time.

Among the most famous legends of all time are the classic epics, such as the *Iliad* and the *Odyssey* of ancient Greece; and the Middle Ages, *Arthur*, king of the Britons.

The Greek Legend of the Trojan Horse

The Greeks had tried to capture the city of Troy for ten years without success.

The Greeks built a Trojan Horse that was huge, hollow and wooden. Inside the horse, armed Greek troops hid, poised for attack. The Greeks delivered the Trojan Horse by ship and left it on the shore and sailed away. Sinon, a Greek spy, persuaded the Trojans to take the horse into the city, convincing them it would make Troy invulnerable to any attacks by the Greeks. During the night, Sinon released the armed Greek troops from the Trojan Horse. The Greek troops subsequently killed the guards, opened the gates to the Greeks and Troy was destroyed.

FABLES

A fable is a fictional story, not founded on fact and written to teach a moral lesson.

Hans Christian Anderson (1805-1875) is known for the tales he wrote which are known as The Harvard Classics, 1909-14. *The Ugly Duckling* is one of the fables he wrote.

The Fable of the Ugly Duckling

It is a tale about a *duckling* that from the beginning as an egg was considered peculiar. The egg was larger and took longer to hatch than the other ducklings. When the duckling hatched, it was larger and uglier than the other ducklings. All the farm creatures including its siblings bit, pushed, and jeered the ugly duckling. Through the seasons the duckling struggled with being outcast, isolated, persecuted and despised. The ugly duckling felt quite melancholy until one day, quite by accident, he saw his reflection and met birds that looked and sounded like him. In fact, he was now the most beautiful of all the birds. He wasn't a duckling at all, but a swan. The fable ends with him saying, "I never dreamed of so much happiness when I was the Ugly Duckling."

FICTION

Fiction is the class of literature comprising works of imaginative narration, made-up stories written to entertain.

- **Mystery**
A novel could be a *mystery* giving the reader clues to put together to solve the mystery.
- **Science**
It could be *science fiction* where the author imagines what life and people are like in another time and place.
- **Thriller**
A *thriller* is scary and makes you experience chills and shivers.
- **Popular**
A *popular* novel deals with every day values and deals with issues important to families.
- **Folk**
A *folk* novel connects our present to our past with folktales that include important ideas that teach about people or cultures.
- **Classic Short Story**
A short story has a full plot but is shorter than a novel. Edgar Allan Poe's (1809-1849) scary short stories are *classics*.
- **Popular Short Story**
Popular short stories usually deal with problems between children and their parents, including cultural problems with immigrant families adjusting to our American culture.
- **Adventure**
An *adventure* story pits man against nature.

DRAMA

A *drama* or play is a composition of dialogue that tells a story that mimics real life and can be read, spoken and acted out. Dramas usually deal with conflict or contrast.

- *Popular* dramas deal with every day issues people can relate to and possible solutions to think about.
- *Social* dramas deal with important social issues, such as discrimination, abortion, gay rights, etc. Conflicts are not always resolved in the play.
- *Comedy* dramas are written to entertain and can be silly and include physical mishaps and have happy endings.

POETRY

Poetry is lofty thought or impassioned feeling expressed in imaginative words. Poetry appeals to our senses using words to create images we can see, feel, hear, and taste. Poetry can express moods, attitudes, feelings and thoughts; tell stories and inspire. Poetry may rhyme or not.

- Popular Poetry has been recently written and depicts every day real life.
- Classic Poetry was written years ago, but appeals to people of all ages and represents common experiences and emotions among people.

Classic Poetry

Sonnet 43

by Elizabeth Barrett Browning

*How do I love thee? Let me count the ways.
I love thee to the depth and breadth and height
My soul can reach, when feeling out of sight
For the ends of Being and ideal Grace.
I love thee to the level of everyday's
Most quiet need, by sun and candle-light.
I love thee freely, as men strive for Right;
I love thee purely, as they turn from Praise.
I love thee with the passion put to use
In my old griefs, and with my childhood's faith.
I love thee with a love I seemed to lose
With my lost saints, —I love thee with the breath,
Smiles, tears, of all my life!—And, if God choose,
I shall but love thee better after death.*

DIRECTIONS: Choose the best answer for each question.

1. Which of the following is a characteristic of *poetry*?
 a. a made-up story written to entertain
 b. a composition of dialogue written to tell a story that can be acted out
 c. a historically factual story often written about a heroic person
 d. imaginative words written with impassioned feelings; sometimes the words rhyme, but not always

2. Which of the following is characteristic of a *fable*?
 a. the subject is often a heroic historical person
 b. an imaginative narrative, made-up stories, written to entertain
 c. a fictional story written to teach a moral lesson
 d. lofty thought or impassioned feeling expressed with imaginative words; appealing to the senses; written in lines; may or may not rhyme

3. *Drama* is
 a. a play comprised of dialogue that can be read, spoken and acted out.
 b. a narrative considered historically factual but may be embellished.
 c. a fictional story written to teach a moral lesson.
 d. written to create a feeling using imaginative words that may or may not rhyme.

4. The class of literature comprising works of imaginative narration, made-up stories to entertain is called
 a. fables.
 b. poetry.
 c. drama.
 d. fiction.

5. A narrative regarded as historically factual, but sometimes embellished and often about a heroic person is called a
 a. poem.
 b. play.
 c. fable.
 d. legend.

ANSWER KEY

DIRECTIONS: Choose the best answer for each question.

1. Which of the following is a characteristic of *poetry*?
 a. a made-up story written to entertain
 b. a composition of dialogue written to tell a story that can be acted out
 c. a historically factual story often written about a heroic person
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 b. play.
 c. fable.
 d. legend.

- LEVEL:** 4.0 – 5.9
- STANDARD:** 21.0 Demonstrate understanding of a variety of literary forms
- BENCHMARK:** 21.02 Identify major characteristics (for example: facts and opinions) of creative non-fiction, such as biography and essay.
- MATERIALS:** Poster board, markers, a short contemporary essay
- PROCEDURES:**
1. Review genre previously discussed in Benchmark 21.01
 2. Introduce two posters headed:
 - BIOGRAPHY
 - ESSAY
 3. Elicit a definition of non-fiction as not fiction, not made up, but about real events and people
 4. Develop a definition of biography after giving the meaning of word parts:
 - *Bio*: meaning life
 - *Graph*: meaning writing
 5. Explain that authors of biography create ways to make the facts of someone’s life interesting to the reader. In doing so, they often embellish or “dress up” the facts according to their own viewpoint and opinion.
 6. Direct the students in a short writing experience to demonstrate how opinion and viewpoint enters into non-fiction writing. For example, the topic might be: *Describe what your teacher is wearing today.*
 7. Let students share their writings while noticing what is fact and what is opinion.
 8. Ask the students to draw on their own experience to define “essay.” Then ask them to define the word using a dictionary. Create a broad definition for the chart that points out that an essay is non-fiction writing that may include a personal viewpoint and opinion with supporting facts and reasons.
 9. Read to the students an essay by a contemporary writer such as Dave Barry.
 10. With the class, examine the essay for the elements that fit the definition created in Step 8.

NON-FICTION

Non-fiction is literature comprising works of prose (spoken or written language without rhyme) **dealing with facts**. Non-fiction is contrasted with *fiction* (imagined, made-up stories) and distinguished from *poetry* and *drama*.

- **BIOGRAPHY** (*bio = life; graph = writing*)

A *biography* is a written account of an individual life. It is a true story about the life of a real person. If you wrote a true story about the life of someone, it would be a biography. You would be called a *biographer*.

A biographer uses a wide range of sources to collect information. The writer may use written records, letters, journals, and interview the person or if deceased, interview people who knew the subject, or read what others have written about the person. The writer often collects intimate details about the subject, such as, birth and death, education, personal relationships (marriage, children), ambition, career, experiences and hardships. A biographer attempts not only to write about the life of a person, but also what it was like to have lived at a certain time, place or stage in the person's life.

- **AUTOBIOGRAPHY**

An *autobiography* is a biography written by the subject. If you wrote a true story about yourself, it would be an autobiography.

- **ESSAY**

An *essay* is a short, non-fiction writing about the writer's **own ideas** on a topic. The writer expresses an opinion or a feeling about a subject. A writer may analyze, speculate, or have an interpretative comment about a topic. The writer tries to appeal to the reader's common sense or emotions in a serious or humorous tone. Essays are often persuasive and may be entertaining.

Note: Non-fiction deals with facts, however an essay gives the writer the freedom to express an opinion about the facts.

Examples of famous essays:

The Drapier's Letters (1724-1725) by Jonathan Swift (commentary on conditions in Ireland)

Maine Woods (1864) by Henry David Thoreau (lyrical)

The Purple Decades (1982) by Tom Wolfe (witty commentaries on contemporary American trends)

Student: _____

Date: _____

Teacher: _____

NON-FICTION

Directions: Choose the best answer or fill in the blank as indicated.

1. If you wanted to read more about a person, you would read
____ a. a biography
____ b. an essay
____ c. a fable
____ d. poetry
2. If you wanted to write a literary composition about yourself, you would write
____ a. an essay
____ b. a biography
____ c. a drama
____ d. an autobiography
3. Andy Rooney is well-known for his commentaries at the end of the TV program, *60 Minutes*. He also writes short, non-fiction about his opinions, feelings and ideas on real-life topics. His writings are
____ a. plays
____ b. fables
____ c. autobiographies
____ d. essays
4. A bold contemporary American writer, Norman Mailer, wrote in _____ form when he wrote reflections on the protests against the Vietnam War (1959-1975).
5. Corinn Codye wrote a story about some of the inventions, theories, and accomplishments of the famous nuclear scientist Luis Alvarez. Her story is
____ a. an essay
____ b. a biography
____ c. an autobiography
____ d. a fable

Persuasive Essay – It’s Your Turn!

Have you ever felt strongly enough about an issue to try to persuade someone to take action? Write or tell about an issue, what action you took or would take and try to persuade someone else. Remember, an essay is your opinion, feelings, or ideas about the **facts**.

ANSWER KEY**NON-FICTION**

Directions: Choose the best answer or fill in the blank as indicated.

1. If you wanted to read more about a person, you would read
 a. a biography
 b. an essay
 c. a fable
 d. poetry
2. If you wanted to write a literary composition about yourself, you would write
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- LEVEL:** 4.0 – 5.9
- STANDARD:** 21.0 Demonstrate understanding of a variety of literary forms
- BENCHMARK:** 21.03 Explain the development of plot and conflict resolution in a story.
- MATERIALS:** Short stories
- PROCEDURES:**
1. Allow students to discuss a half-hour situation comedy show they watch on television. Allow one or two students to describe their favorite episode from start to finish.
 2. Define:
 - Plot: the plan for the story from beginning to end
 - Conflict: a problem to be solved
 - Resolution: how the problem works out
 3. Refer back to the programs described and help students determine the plot, the conflict, and the resolution of each. Often in a television show there are two plots running simultaneously.
 4. Select a short, simple story (*The Grinch Who Stole Christmas*, as an example) and have students ascertain the plot, conflict, and resolution of the story.
 5. Assign a story to be read silently, asking students individually to write down what they consider the plot, conflict, and resolution.
 6. Have students, in pairs, discuss their answers.

Defining Literary Terms

A **plot** is the storyline or what happens in the story. The plot is the group of events that happen in order to solve the problem or conflict in the story.

A **conflict** is the problem the characters face in the plot.

A **resolution** is a solution or explanation of a problem, controversy or conflict in the story.

Plot Patterns

The plots of most stories follow a five-part pattern.

1. Beginning

All stories have a beginning where the initial events introduce the characters and the setting of the story. Most readers like to be “drawn in” quickly, to be intrigued or have their interest engaged from the very beginning of the story.

2. Conflict

As the story proceeds, a conflict develops.

The conflict can be

- a problem between two characters, an inmate and a crooked warden.
- between a character and something in nature or society; a cowboy taming a wild horse.
- something that makes a character choose between two important ideas, inner turmoil, good vs. evil.
- **physical**, such as war.
- **ethical** involving a character having to make decisions that affect other people, such as personal ambition/gain vs. the good of a whole group.
- **emotional**, a family recovering from the death of loved one.

3. Climax

The events of the story gradually build to the climax, the most intense point in the development of the story. This is the turning point in the story where decisions are made for resolution. The reader wants to know what will happen next.

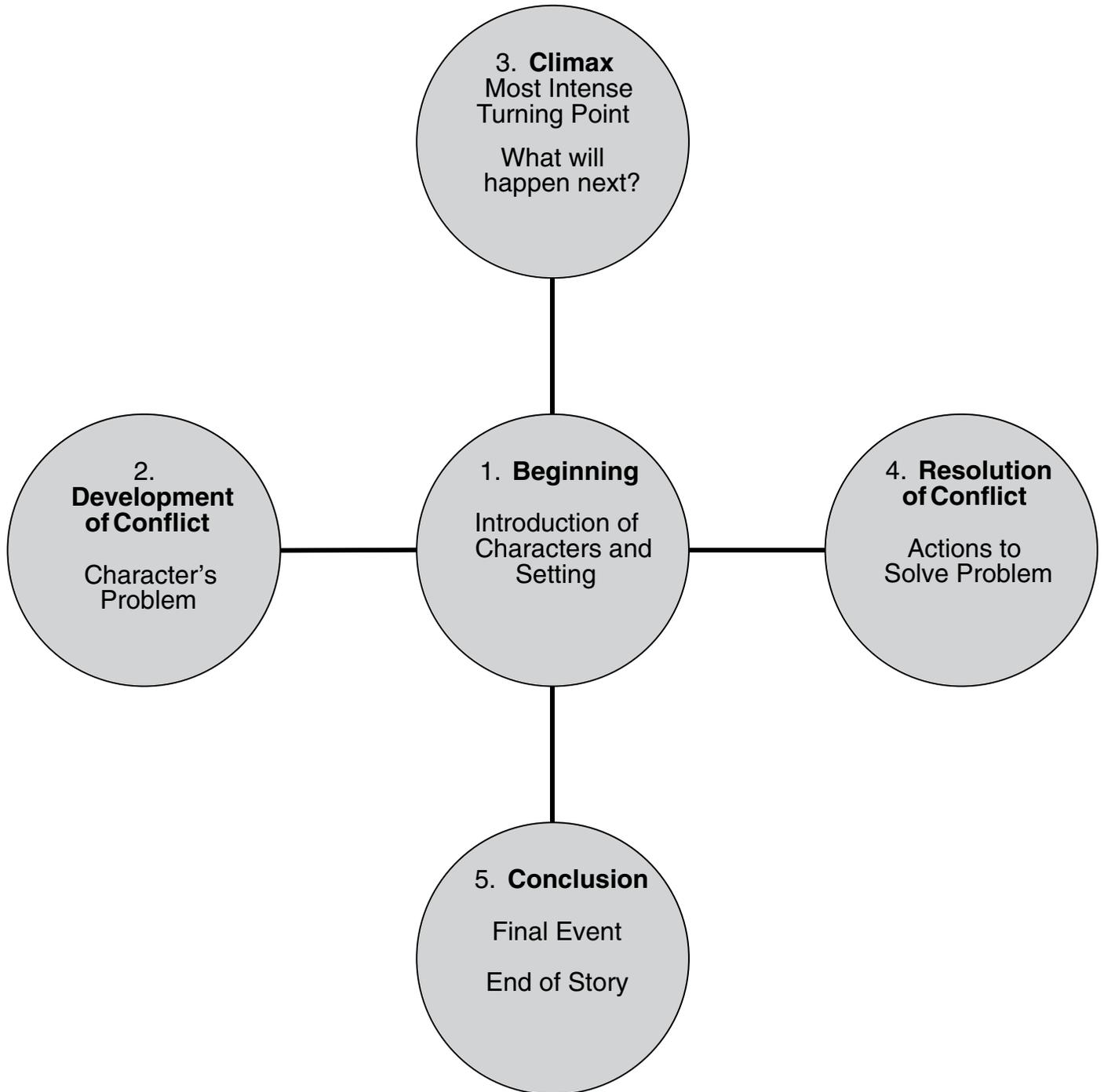
4. Resolution

The events that follow the climax are courses of action that resolve the conflict of the story.

5. Conclusion

After the resolution of the conflict, a story has closure, a final event that ends the story.

When you read your next short story, use the GRAPHIC ORGANIZER on the next page to help you diagram the plot.



- LEVEL:** 4.0 – 5.9
- STANDARD:** 21.0 Demonstrate understanding of a variety of literary forms
- BENCHMARK:** 21.04 Identifying the characters, setting, and events presented in various texts.
- MATERIALS:** Several short anecdotes such as found in “Life in These United States,” from Reader’s Digest, board.
- PROCEDURES:**
1. Define:
 - Character - a person (Note that this could be a personified object such as Pinocchio or animal such as Pooh) in a story
 - Setting - where the story takes place
 - Events - what happens in the story
 2. Read one of the anecdotes to the class. Tell them to interrupt you if they hear information about character, setting, or event. Note these on the board.
 3. Ask a student to read a second anecdote (without interruption).
 4. Again, note characters, setting, and events.
 5. Assign a short selection from an appropriate level anthology or pre-GED Reading text for students to read, and direct them to write and turn in a list of characters, settings, and events.

Source: *Reading: Taking Adult Education Students to the Next Level, Reading Workshop*
Project Coordinator, Lyndarae Martin, PhD; Project Research and Development, Susan K. Pittman and Bonnie Vondracek

Reading Websites

Literature - What Makes a Good Story

This website explains the elements of a short story. Retrieved from the World Wide Web on 1/21/04 at: <http://www.learner.org/exhibits/literature/index.html>

CHARACTERS

Memorable characters come alive for us while we read. They live on the page and in our hearts and minds. Be alert to characters in the same way you are when you meet someone. Observe their actions. Listen closely to what they say and how they say it. Notice how they relate to other characters and how other characters respond to them. Look for clues as to their purpose and significance in the story.

Characters are either major or minor and either unchanging or changing. The character who dominates the story is the major character.

Readers can learn about characters in many ways, including:

- Physical traits
- Dialogue
- Actions
- Attire
- Opinions
- Point of View

It is important that the characters in the story all have the same set of emotions as the reader: happiness, sorrow, disappointment, pain, joy, and love. In emotions lie the motivations of the characters that drive the story.

SETTING

A writer imagines a story to be happening in a place that is rooted in imagination. The place of a story's actions, along with the time in which it occurs, is the setting. The setting can be:

- physical - a desert, outer space, the ocean, city street, forest
- cultural - pagoda, temple, hospital, university, church, synagogue, mosque, boarding house, frame house, farm house, barn, office building, apartment complex

Setting can add an important dimension of meaning, reflecting character and organizing the theme of a story.

Time is the past, the present, and the future. A flashback is when a story is interrupted to describe an event that occurred before the story begins (background information).

EVENTS

Events are the actions of the characters in the story. Events are caused by the emotions of the characters who are motivated into action. Events are the “what happened” in the story. A sequence of events creates a plot for a story.

1. Beginning a story requires information about the characters, the setting, and an introductory event to set up the story.
2. A catalyst event begins the major conflict of the story.
3. The climax is the most intense event causing the turning point of the story occurring when characters try to resolve the conflict.
4. Resolution is the set of events that solves the conflicts and bring the story to a close.
5. The conclusion is the final event that ends the story.

You may go to the following website to practice identifying character, setting, and events in various texts. <http://www.learner.org/exhibits/literature/index.html>

- LEVEL:** 4.0 – 5.9
- STANDARD:** 22.0 Respond critically to fiction, poetry, drama, and essay
- BENCHMARK:** 22.01 Recognize cause-and-effect relationships in literary texts.
- MATERIALS:** Materials: (Source: *Explore Your Newspaper* by Bonnye Wier Cavazos, PCI Educational Publishing, San Antonio, TX. 2001.) Worksheet, multiple copies of a newspaper section of news or sports, Pre-GED Reading text
- PROCEDURES:**
1. Explain that news articles tell us about things that have happened or are going to happen in the future. These events have various causes and effects. Understanding the causes and effects helps the reader understand the events.
 2. Define:
 - Cause: action that leads to a result
 - Effect: result of the cause
 3. Give an example of an auto accident where two cars collide after one runs a red light. The cause is running the light; the effect is the crash.
 4. Distribute newspapers.
 5. Choose one article that will interest your students. Point out that it may have more than one event that qualifies as an effect and that effect may have one of more causes. Read the article to the students and list on the board any cause-effect relationships they discern
 6. Distribute worksheets. Read through the directions with the students and direct them to complete the front side of the sheet with any article they choose.
 7. Ask several students to share their work orally. Summarizing the article and pointing out the cause-and-effect relationships they found.
 8. Select a story from a Pre-GED Reading textbook. Read it with the students.
 9. Direct them to use the back side of their worksheets to list the cause-and-effect relationships they found in the story.

What are cause-and-effect relationships?

Cause - the producer of an effect; actions that lead to a result; the reason, situation, or an event that makes something happen.

Effect - something that is produced by a cause; what happens as a result of the cause; outcome.

A directly stated cause-and-effect relationship can be recognized by **signal words** used as transitional words and phrases or to blend details smoothly.

For Causes

Because, due to, one cause is, another is, since, for, first, second

For Effects

Consequently, as a result, thus, resulted in, one result is, another is, therefore

For example:

- **Since** Mom could see nothing but the cat on the kitchen counter, she knew what had happened to her tuna.
- Choose the sentence that completes the cause-and-effect statement.
There was a second curtain call after the famous tenor left the stage **because**
 - a. the orchestra refused to leave the stage.
 - b. the audience continued the thunderous applause.

To determine **cause**, ask, “Why did this happen?”
A **cause** can have more than one effect.

Cause

1. You are out of gas.

Effect

1. Your car won't start.
2. You are late for work.
3. My employer is irritated.

To identify **effects**, ask, “What happened because of this?”
An **effect** can be the result of more than one cause.

Cause

1. I liked biology in high school.
2. The demand is high for nurses.
Salaries in the field are high.
3. I am good with people.
I am compassionate and caring.
4. I have an aunt who is a nurse.

Effect

I chose to major in nursing in college.

Student: _____

Date: _____

Teacher: _____

Source: <http://www.rhlschool.com>

Reading Comprehension, Vol. 5, No. 29, May 8, 2000

Ask the following questions to help you recognize cause-and-effect relationships in literary texts.

What are the causes?

What are the effects?

Which are emphasized?

Are there single or multiple causes?

Are there single or multiple effects?

Look for signal words.

Use GRAPHIC ORGANIZERS to help you organize your search.

Charity

I can hear them,
And they're no longer there,
Crying for a hand
That I couldn't spare.

I can see them,
Though I will not look,
Reaching for the time
That I never took.

I can feel them
Pulling at my sleeve,
Asking me to stay,
Knowing that I'd leave.

And there's no way
That I could help them all.
But can I even say,
When all is said and done,
That when I had a way
I stopped to help just one?

1. Who or what is the "them" referred to in the poem?
2. What has the narrator done or not done?
3. How does the narrator feel?
4. What is the narrator suggesting about charity?
5. What are the cause-and-effect relationships in this poem?

Student: _____

Date: _____

Teacher: _____

*Source: <http://www.rhlschool.com>**Reading Comprehension, Vol. 5, No. 17, January 24, 2000*

Winter Heat

“Why do we even live in this part of the country?” Mr. Smitty asked. He was standing on the school playground with Mr. El as they watched their students playing in the snow.

“I know what you mean,” Mr. El said. “It’s 48 degrees in January and everyone thinks it’s a heat wave!”

“It’ll probably be 20 below again before you know it!” Mr. Smitty complained.

Suddenly Mr. El noticed movement by the far corner of the building. “Look who’s coming,” he announced loudly.

The two men could see Miss Joan leading a procession of little people marching toward the playground.

“I don’t remember the last time I’ve had a chance to chat with Miss Joan,” Mr. Smitty remarked.

“I don’t remember the last time I’ve had a chance to annoy Miss Joan,” said Mr. El.

Miss Joan was smiling and obviously in a very good mood. “Run and play, children,” she said in her usual quiet and pleasant voice. It was instantly clear that her kindergartners had no trouble hearing the command. “And how are you gentlemen?” she asked.

“Almost warm,” Mr. Smitty replied.

“Yes, thank goodness for global warming,” Mr. El added, suppressing a grin.

“I beg your pardon!” Miss Joan responded, looking not at all pleased.

“Hopefully, today is part of a trend,” Mr. El went on. “If the average temperature of our planet would shoot up, say fifteen or twenty degrees, living around here in the winter would be tolerable.”

“What about the summer?” Miss Joan demanded.

“I like hot weather.”

“Oh, you like hot weather!” Miss Joan shot back sarcastically, doing her best not to shout.

Mr. Smitty decided to join in the fray. “We could buy nice summer homes in northern Canada,” he suggested.

“I know that you know better, Mr. Smitty. Your colleague is another matter!” Miss Joan said in a less than pleasant tone. She turned to Mr. El. “I suppose it’s fine if everyone living near the oceans is washed away by the rising water when the polar icecaps melt, just so that you can be warmer without moving farther south.”

“Don’t be silly,” Mr. El said in as sincere a voice as he could manage. “It won’t be one giant tidal wave. People will have time to gather up their belongings.”

It was quite evident that Miss Joan was no longer in a very good mood. She was no longer in any kind of good mood. “Come children,” she called, “we are going in!”

Miss Joan’s kindergartners were not happy about their surprisingly short recess, but they lined up dutifully and followed their teacher into the building.

“When are you going to tell her that you were kidding?” asked Mr. Smitty.

Mr. El laughed. “I guess I’ll wait till both the weather and Miss Joan cool down.”

1. What is the cause-and-effect relationship in this short story?
2. Why did Miss Joan take her class back into the building after only a very short recess?
3. Was her reaction a cause or effect?

ANSWER KEY

Charity

1. Who or what is the “them” referred to in the poem?
“them” refers to different people throughout his lifetime that asked for his help.
2. What has the narrator done or not done?
The narrator reflects on and questions his lack of charity with different people at various times.
3. How does the narrator feel?
The narrator feels regret, possibly shame.
4. What is the narrator suggesting about charity?
Charity is not about helping everyone, but helping one person at a time.
5. What are the cause-and-effect relationships in this poem?

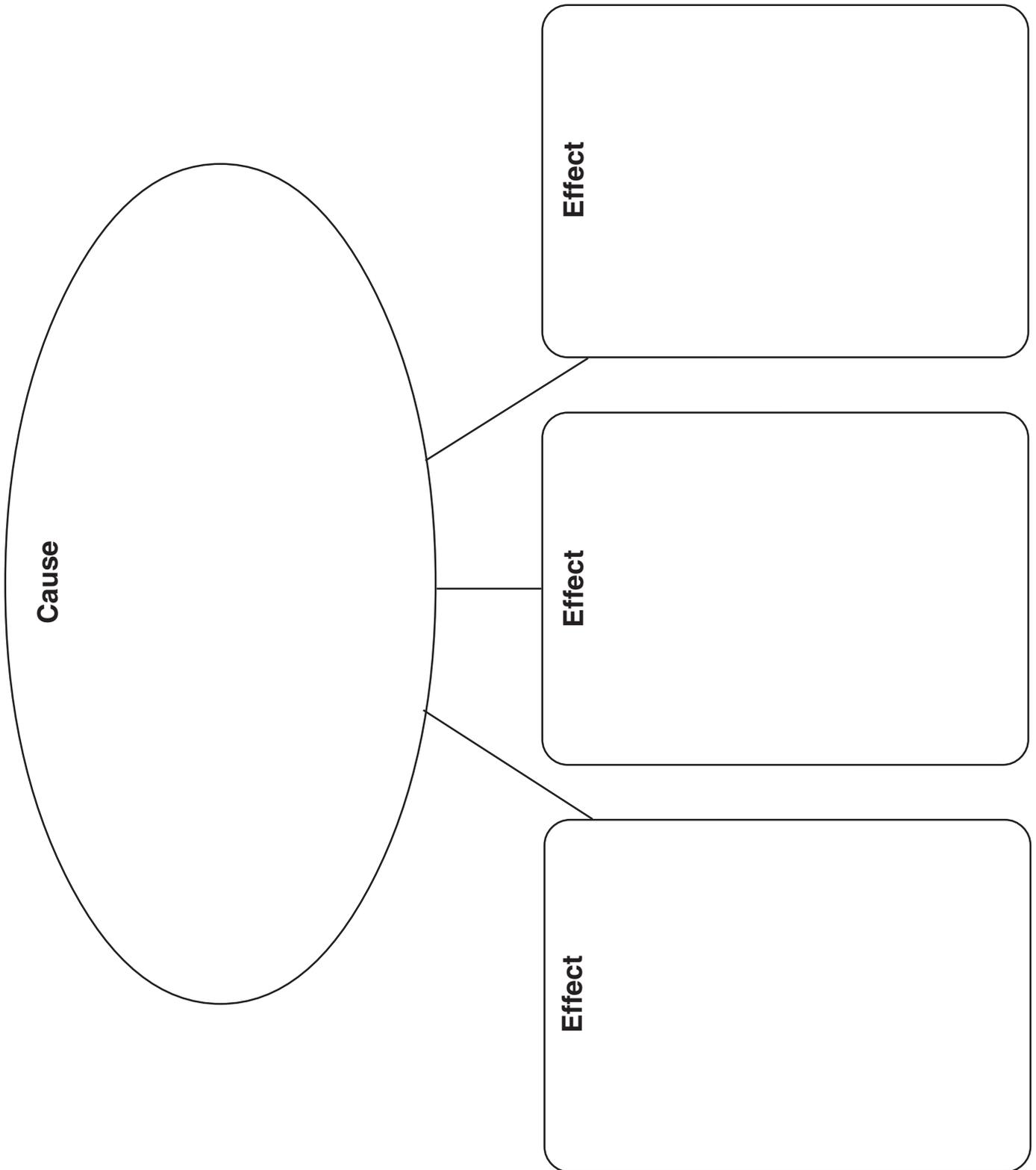
<i>Cause</i>	<i>Effect</i>
<i>He couldn't spare a hand</i>	<i>They are no longer there</i>
<i>He never took time</i>	<i>They no longer reach for his help</i>
<i>He left when asked to stay</i>	<i>They no longer pull at his sleeve to ask him to stay</i>
<i>He couldn't help them all</i>	<i>He helped no one</i>

Winter Heat

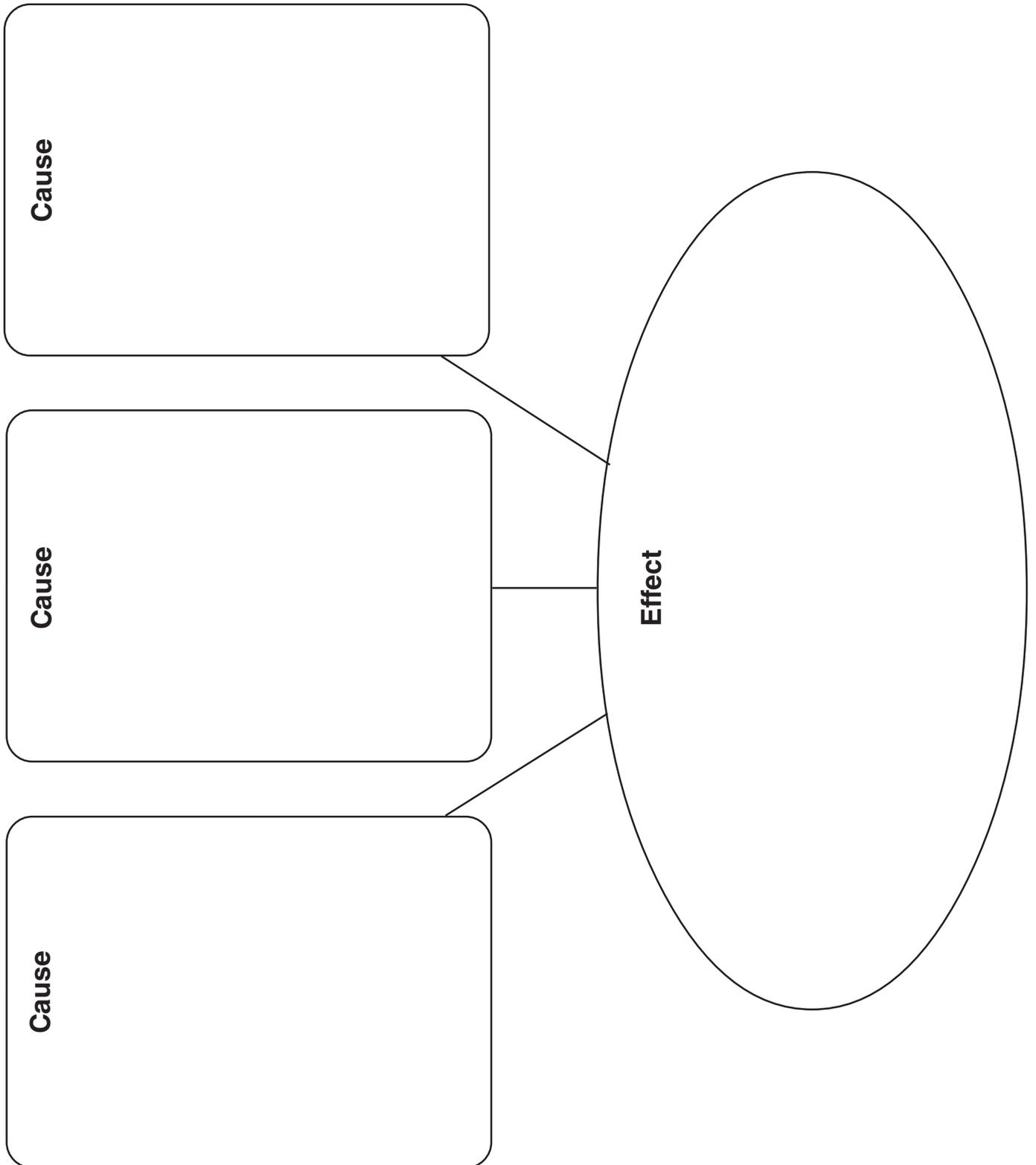
1. What is the cause-and-effect relationship in this short story?

<i>Cause</i>	<i>Effect</i>
<i>Mr. El commented on global warming</i>	<i>Miss Joan became annoyed</i>
<i>Mr. El intentionally teased Miss Joan</i>	<i>Miss Joan cut the recess short</i>
	<i>The children were not happy</i>
	<i>The children returned to class early</i>
2. Why did Miss Joan take her class back into the building after only a very short recess?
Miss Joan was annoyed with Mr. El for his comments on global warming and the adverse effects it would have on the environment, specifically melting the polar icecaps and causing flooding.
3. Was her reaction a cause or effect?
Effect - Miss Joan took the children back to class as a result of Mr. El's comments on global warming.

CAUSE AND EFFECT CHART
(Single Cause and Multiple Effects)



CAUSE AND EFFECT CHART
(Multiple Causes and Single Effect)



- LEVEL:** 4.0 – 5.9
- STANDARD:** 22.0 Respond critically to fiction, poetry, drama, and essay
- BENCHMARK:** 22.02 Recognize the effects of language such as sensory words, rhymes, choice of vocabulary, and story structure (For example, patterns used in children’s texts).
- MATERIALS:** A large collection of children’s books, board.
- PROCEDURES:**
1. Display across a table or desk enough children’s picture story books to give a choice to each person in the class.
 2. On the board write the questions:
What do you think children like about this book?
What did you like about this book?
 3. Allow the students to peruse the choices and direct each student to choose one book that he would like to read to answer the question on the board.
 4. Provide silent reading time.
 5. Ask the students to orally answer the question on the board. List their answers on the board.
 6. Condense similar answers to arrive at a list similar to the following:
Rhyming
Sense words that made you taste and hear and feel
Nonsense words
Bright pictures
Action words
Suspense
 7. Explain that these are tools writers use to attract people of all ages to their work.
 8. Read a short selection from a vibrant author such as Poe or Dickens, noting the sensory, action, and suspense elements and the word choices - particularly for given names (i.e., Tiny Tim).

Student: _____

Date: _____

Teacher: _____

Source: <http://www.rhlschool.com>

Reading Comprehension, Volume 5, Number 13, December 6, 1999

Memories

Memories from childhood stay with us forever,
Taking us where we have been and will go,
Pieces of life that live on and will never
Let us forget we were young long ago.

Sometimes I wander back into those shadows,
Quietly being who I used to be,
Bringing to life all the joys and the sorrows,
Days that can't die while they still live in me.

Holidays linger and happy times glisten;
I can see everyone active and well.
I can still hear them if only I listen,
Feeling each motion and breathing each smell.

Life has such treasures that time's always stealing;
Nothing can ever entirely stay.
While you are young, you can capture each feeling;
Make all the memories you can every day.

Directions: Answer the following questions and directives.

1. List the rhyming words found throughout the poem.
2. Where are the rhyming words located?
3. How is the poem structured?
4. What sensory words are used in the poem?
5. Give examples of how choice of vocabulary influences the tone and message of the poem.

ANSWER KEY**Memories**

Directions: Answer the following questions and directives.

1. List the rhyming words found throughout the poem.

Stanza 1: forever, never
go, ago

Stanza 2: shadows, sorrows
be, me

Stanza 3: glisten, listen
well, smell

Stanza 4: stealing, feeling
stay, day

2. Where are the rhyming words located?

*The rhyming words are located **at the end** of each line of the poem.*

3. How is the poem structured?

The poem has

- four stanzas
- four lines per stanza
- rhyming words are at the end of each line, alternately
- capital letters begin each line

4. What sensory words are used in the poem?

*see, hear, feeling, smell
quietly, listen, glisten*

5. Give examples of how choice of vocabulary influences the tone and message of the poem.

Memories – this word alone brings to each reader their own personal connection to the poem.

Young long ago – doesn't give the exact age of the narrator, but lets the reader know they aren't young.

Wander back – not in a hurry

Shadows – memories are not in the forefront of thought

Joys/sorrows – memories are happy and unhappy

Days that can't die – memories belong only to an individual and live while the person lives

Stanza 3 is filled with sensory words (see, hear, feeling, breathing) emphasizing how powerful memories can be - vivid and timeless.

Stanza 4 – **While you are young**, make memories every day (advisory, cautionary tone)

- LEVEL:** 4.0 – 5.9
- STANDARD:** 22.0 Respond critically to fiction, poetry, drama, and essay
- BENCHMARK:** 22.03 Respond to a work of literature by explaining how the motives of the characters or the causes of events compare with those in his or her life.
- MATERIALS:** A short but complete work of literature from a short story anthology. The Human Comedy by William Saroyan, “Bartleby the Scrivener” by Herman Melville, or an Erma Bombeck or Maya Angelou chapter.
- PROCEDURES:**
1. Allot a series of approximately 5 class sessions for this lesson.
 2. Divide the work you have selected into 5 sections, reading one section each day with the students.
 3. After each reading, divide the students into groups of three to discuss how the day’s reading has similarities in their lives.
 4. Ask a spokesman from each group to summarize the similarities the group discovered.

Source: *Reading: Taking Adult Education Students to the Next Level, Reading Workshop*, Project Coordinator Lyndarae Martin, PhD; Project Research and Development, Susan K. Pittman and Bonnie Vondracek

Literature - What Makes a Good Story

Explains the elements of a short story. Retrieved from the World Wide Web on 1/21/04 at:

<http://www.learner.org/exhibits/literature/index.html>

This website is a valuable resource for adult education teachers and students! It features a classic short story, "**A Jury of Her Peers?**" by Susan Glaspell. It also offers lessons on

- Constructing Plot
- Exploring Point of View
- Creating Character
- Describing Setting
- Analyzing Theme
- Related Resources

This website will assist teachers and students in obtaining the skills in the ABE Curriculum Frameworks, Standards 21 and 22.

Check it out!

- LEVEL:** 4.0 – 5.9
- STANDARD:** 22.0 Respond critically to fiction, poetry, drama, and essay
- BENCHMARK:** 22.04 Identify the major theme in a story.
- MATERIALS:** Dictionary, Poster Board, a collection of short stories
- PROCEDURES:** *Plan at least 5 class sessions to introduce this standard and a number of weekly refreshers.*
1. Using the dictionary and student experience, arrive at a definition of “theme of a story.” Prepare a poster as follows:
theme - in literature, the main idea that underlies the plot and progress of a story.
 2. Using familiar stories such as fairy tales, arrive at a few basic themes and list them on the poster under the heading, Literary Themes.
Literary Themes
Honesty leads to success. (Pinocchio)
Persistence is more important than speed.
(The Tortoise and the Hare)
Good outweighs riches. (Cinderella)
 3. From your assembled short stories (gathered from an anthology, your own library, magazines, etc.) choose one with a strong theme. Read the story to your students in its entirety.
 4. Divide the students into groups of 4 and ask each group to come up with a theme for the story just read. If the theme is different from those listed on the poster, add it to the list.
 5. Repeat steps 3 and 4 in approximately 5 consecutive class sessions.
 6. Periodically, repeat this procedure as a review, displaying the poster to refresh memories. Encourage students to bring in short stories they have read or to summarize movies they have seen, each time leading the class to discover the theme of the work.

THEME

Theme is the message, meaning, general truth about life, people, human nature (how people behave) that runs through a story that the author wants the reader to understand. The writer wants to relate to the reader. Your life experiences may differ from the details of the story, but the theme of the story may make a connection with you.

Sometimes the theme is directly stated. Usually, it is not presented. When the theme is not stated, the reader must figure it out by observing what the characters do and say, what events occur in the story, and the setting of the story.

Ways to Identify the Theme

- Read the title – What does it mean?
- What do the characters learn about life and themselves?
- Be alert to any casual references or incidental mentions made throughout the story.
- Are there repetitious patterns of behavior among the characters?
- Pay attention to the details in the story. Do the details have a greater meaning?
- Look at the characters, events, and setting as a whole, not in parts?
- What message is the author giving to the readers?

Directions: Go to the following website, read the classic short story, “*A Jury of Her Peers*,” and identify the theme.

Source: *Reading: Taking Adult Education Students to the Next Level, Reading Workshop*, Project Coordinator Lyndarae Martin, PhD; Project Research and Development, Susan K. Pittman and Bonnie Vondracek

Literature – What Makes a Good Story

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- Analyzing Theme
- Related Resources

This website will assist teachers and students in obtaining the skills in the ABE Curriculum Frameworks, Standards 21 and 22. Check it out!

LEVEL: 4.0 – 5.9

STANDARD: 22.0 Respond critically to fiction, poetry, drama, and essay

BENCHMARK: 22.05 Form his or her own ideas about what has been read in a literary text and use specific information from the text to support these ideas.

MATERIALS: Story on “Half Truths”

- PROCEDURES:**
1. Read story on “Half Truths”
 2. Have student complete worksheet activity.

Source: **Reading: Taking Adult Education Students to the Next Level, Reading Workshop**, Project Coordinator Lyndarae Martin, PhD; Project Research and Development, Susan K. Pittman and Bonnie Vondracek

<http://www.rhlschool.com>, Reading Comprehension

Half-Truths

Beware of those who use the truth to **deceive**. When someone tells you something that is true, but leaves out important information that should be included, he can create a false impression.

For example, someone might say, “I just won a hundred dollars on the lottery. It was great. I took that dollar ticket back to the store and turned it in for one hundred dollars!”

This guy’s a winner, right? Maybe, maybe not. We then discover that he bought two hundred tickets, and only one was a winner. He’s really a big loser!

He didn’t say anything that was false, but he deliberately **omitted** important information. That’s called a half-truth. Half-truths are not technically lies, but they are just as dishonest.

Untrustworthy candidates in political campaigns often use this tactic. Let’s say that during Governor Smith’s last term, her state lost one million jobs and gained three million jobs. Then she seeks another term. One of her opponents runs an ad saying, “During Governor Smith’s term, the state lost one million jobs!” That’s true. However, an honest statement would have been, “During Governor Smith’s term, the state had a net gain of two million jobs.”

Advertisers will sometimes use half-truths. It’s against the law to make false claims so they try to mislead you with the truth. An ad might boast, “Nine out of ten doctors recommend *Yucky Pills* to cure nose pimples.” It fails to mention that they only asked ten doctors and nine of them work for the Yucky Corporation.

This kind of deception happens too often. It’s a sad fact of life: Lies are lies, and sometimes the truth can lie as well.

Student: _____

Date: _____

Teacher: _____

Half-Truths

1. Which statement is true according to the article?
 - a. Whenever people tell the truth, it is always a half-truth.
 - b. You can always trust what people say.
 - c. All governors run for second terms in their states.
 - d. The truth can be used in dishonest ways.

2. What does “deceive” mean?
 - a. go to the beach
 - b. getting a gift
 - c. fool
 - d. reappear

3. What does “omitted” mean?
 - a. included
 - b. left out
 - c. committed a crime
 - d. exploded

4. The author clearly wants people to _____.
 - a. think carefully about what they read, hear, and say
 - b. to vote for Governor Smith
 - c. never believe what people say
 - d. go buy lottery tickets

5. Another appropriate title for this selection would be:
 - a. Lottery Tickets
 - b. Vote for Governor Smith
 - c. Yucky Pills
 - d. Lying With the Truth

Use specific information from the selection to support your answers/ideas.

6. Was the guy who won the lottery ticket a winner?
7. Did Governor Smith’s opponent make an honest statement about her on the ad?
8. Was the Yucky Corporation honest with the public when it advertised *Yucky Pills*?

- LEVEL:** 4.0 – 5.9
- STANDARD:** 22.0 Respond critically to fiction, poetry, drama, and essay
- BENCHMARK:** 22.06 Distinguish between author’s opinion and objective data in essays.
- MATERIALS:** Enlarged copies of newspaper movie review, board
- PROCEDURES:**
1. Review the difference between facts and opinions. Introduce the term “objective” and link it to *fact*.
 2. Provide each student with a copy of the review of a recent, age-appropriate movie.
 3. Allow time for silent reading of review.
 4. Prepare students for an oral reading of the review during which they are to underline sections that are objective facts.
 5. Read the review aloud at a pace that allows time for students to underline.
 6. On the board, make a list headed, “Objective Data,” linking the word “data” to *facts*. Have students read to you the objective data they have underlined.
 7. Re-read the review, this time asking students to circle segments that they believe to be the writer’s opinion.
 8. On the board, make a list headed, “Opinion.” Have students read to you the opinions they have circled.
 9. Discuss thoroughly any difference in interpretation among class members.
 10. Pose the following questions to the class, arriving at the answers in *italics*:
 - Why did the reviewer include his own opinion?
 - a. *That was his job. He was trying to lead others to feel the same way that he does.*
 - Why did the reviewer include facts?
 - a. *Facts make his opinions stronger.*

ESSAY

An essay is a short, non-fiction writing about the writer's **own ideas** on a topic. The writer expresses an opinion or a feeling about a subject. A writer may analyze, speculate, or have an interpretative comment about a topic. The writer tries to appeal to the reader's common sense or emotions in a serious or humorous tone. Essays are often persuasive and may be entertaining.

Note: Non-fiction deals with facts, however an essay gives the writer the freedom to express an opinion about the facts.

Examples of famous essays:

The Drapier's Letters (1724-1725) by Jonathan Swift (commentary on conditions in Ireland)

Maine Woods (1864) by Henry David Thoreau (lyrical)

The Purple Decades (1982) by Tom Wolfe (witty commentaries on contemporary American trends)

Resource: *Pre-GED Language Arts, Reading*, Steck-Vaugh, Lesson 8, Essay, pp. 58-63
Street Directions by Andy Rooney
Back When a Dollar Was a Dollar by Diane C. Arkins

Go to the Internet – Type in *David Barr*; click **search** or **go**

David Barry writes essays for *The Miami Herald* newspaper. He uses humor to express his annoyances with life. One particular essay you and your students may enjoy is:

ECON 101: Supply, demand, and prayer (posted Sunday, December 15, 2002)