

PHOENIX

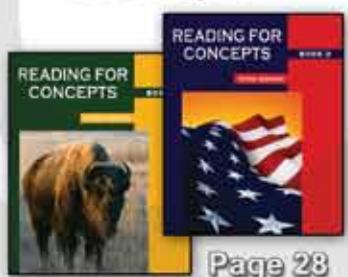
LEARNING RESOURCES

THE SKILLS COMPANY

PROVIDING EXCELLENCE IN EDUCATION

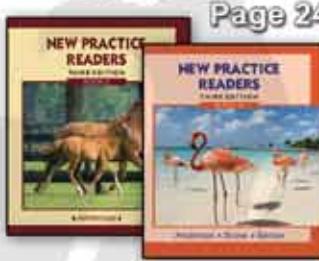
ADULT BASIC EDUCATION

Reading for Concepts



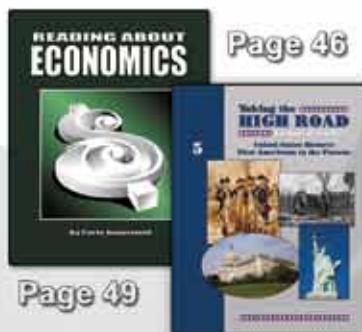
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New Practice Readers



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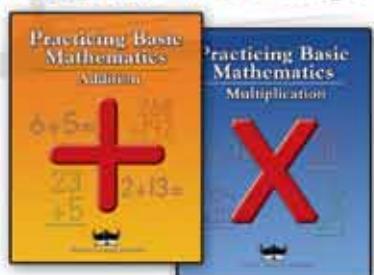
Social Studies



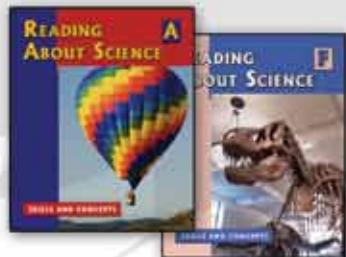
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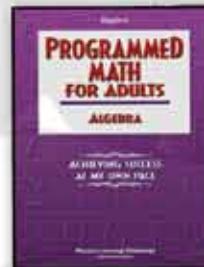
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Reading About Science

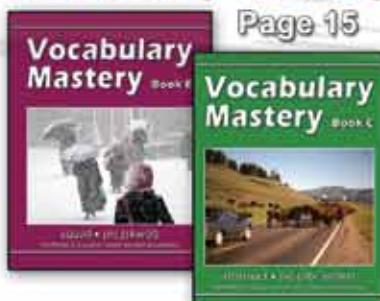


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Special Education ♦ ESL/ELL ♦ Adult Education

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Ordering Information

HOW TO ORDER

Phone: 800-228-9345 x 106 (Monday-Friday, 8 am – 4:30 pm EST) **Fax:** 570-253-3227

Mail: Phoenix Learning Resources, PO Box 510, Honesdale, PA 18431

Online: www.phoenixlr.com

VISA, MasterCard, AMERICAN EXPRESS, and DISCOVER are accepted for your convenience.

Please include the following information:

- Description of product and item number
- Quantity of each item
- Complete billing and shipping addresses
- Purchase order number (if applicable)
- Preferred method of payment
- V code (security code) is required for Credit Card payments

Foreign Orders: All foreign orders must be prepaid.

PRICES: All orders will be filled at prices current on receipt of your order. Prices are F.O.B. shipping point (publisher's warehouse). Additional charges apply for Hawaii, Alaska, and international shipping. Contact Customer Service for a price quote.

RETURNS: Please check your ordered materials carefully before affixing school stamps or labels to the products. STAMPED OR MARKED BOOKS CANNOT BE RETURNED FOR CREDIT. Materials must be unmarked, unstamped, and show no signs of wear. Materials may be returned for exchange or credit only.

1. Returns must be made within 60 days of purchase.
2. Prior authorization must be received from Customer Service, 570-251-6871 x 106. A copy of the original invoice or packing slip must accompany all returns.
3. Returns must be prepaid and shipped by an insured method. Shipping is not refundable.
4. A 10% handling charge will be deducted from your credit.
5. If returning material because of a warehouse error, please contact Customer Service within 10 days of receipt. A UPS call tag will be issued for immediate pick-up. To insure proper credit, include a brief explanation, a copy of the invoice or packing slip, and a list of titles and quantity being returned.
6. All return orders must be shipped to:

Phoenix Learning Resources, Attn: Returns Dept., 216 Willow Avenue, Honesdale, PA 18431

Basic Skills for Adult Learners & Special Needs' Students

Phoenix Learning Resource programs have helped countless adult students become accomplished learners and effective employees. They also have an unmatched history of success in special classes such as LD, in reading clinics, and in countless situations where students need extra help to master basic skills.

	Adult	Special Education
Curriculum Improvement		

Learning & Using Study Skills, page 4-5.....✓

Language Arts

Sentence Mastery, page 6	✓	✓
Keys to Good Language, pages 7-9	✓	✓
Learning Skills Series: English Lang. Arts, pages 10-11	✓	✓
Guidebook to Better English, pages 12-13	✓	
Vocabulary Mastery, pages 15-17	✓	
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Reading

Programmed Reading for Adults, page 14	✓	
Building Reading Skills, pages 20-23.....	✓	✓
New Practice Readers, pages 24-27	✓	✓
Reading for Concepts, pages 28-31	✓	✓
Critical Reading and Thinking Skills, pages 32-33	✓	✓
Phoenix Everyreaders, page 34.....	✓	✓

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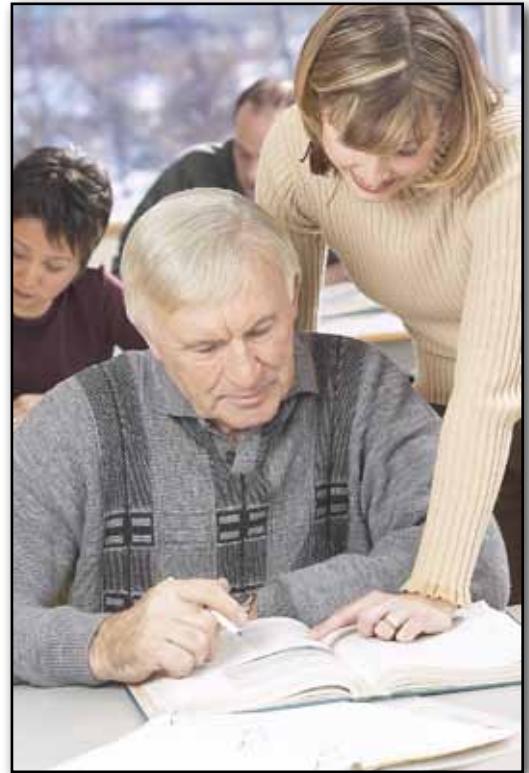
Programmed Math for Adults, page 35	✓	
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Essential Math Skills, pages 38-39	✓	
Practicing Basic Math, page 40-41	✓	✓

Science

Reading About Science, pages 42-45.....	✓	✓
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Taking the High Road to Social Studies, pages 46-48	✓	✓
Reading About Economics, pages 49-50	✓	✓



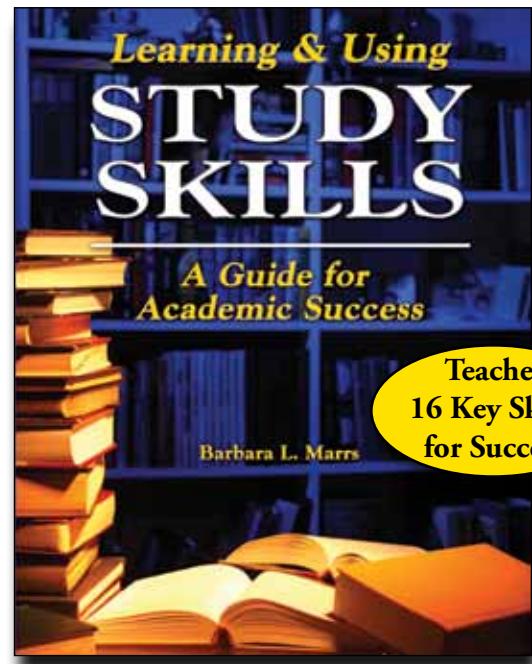
LEARNING & USING STUDY SKILLS

A Guide for Academic Success

Reading Level: 7
Interest Levels: 7-12

This comprehensive program teaches students to improve their study skills and increase their success in school.

- ◆ **Comprehensive**—teaches 16 key study skills and attitudes that educators consider important for success in school.
- ◆ **Practical**—provides realistic activities for applying learned information and for practicing study skills.
- ◆ **Supportive**—students learn more in less time, with greater ease and confidence.
- ◆ **Easy to use**—as a class text or an individual program. Have students begin with Chapter 1, or use those chapters which address the specific needs of your students. Everything you need to teach the course is in the book.
- ◆ **Teacher's Manual**—provides chapter-by-chapter teaching suggestions, reproducible chapter quizzes, answer keys, and reproducible forms for checking student progress.



This book helps students realize that study skills are essential in developing the most important skill of all—learning how to learn. It focuses on the challenges that students typically have with study skills and provides exercises for improving skills in the following 16 areas. Each skill area constitutes a complete chapter.

Time Management
Study Environment
Personal Aspects
Study-Reading
Listening for Note taking
Exam Strategies
Writing Nonfiction Assignments
Library Research

Learning How to Improve Your Math Skills
Memory for Learning
Efficient Reading for Speed and Comprehension
Vocabulary Development
Campus Involvement
Concentration While Listening
Health and Vision
Attitudes

Each chapter has four sections. The first section of each chapter is the *Scenario*, a widely experienced problem or situation. The second section consists of *Stimulus Questions* which get students thinking about the subject matter. The third section, *Learning About*, provides information about the skill: What is the skill? How does one use it or improve it? The fourth section has exercises for practicing and applying the skill.

Description	Item #	Unit Price 1-9	Unit Price 10 or more
Learning & Using Study Skills	2875	\$23.95	\$18.95
Teacher's Edition	2892	\$7.95	\$7.95

Learning & Using Study Skills

LEARNING ABOUT TIME MANAGEMENT

What is Time Management?

Time Management is planning and monitoring the best way to spend your time so that your intended use of time matches your actual use of time. By following a plan for time management, you will be able to organize your tasks so that the most important ones get done on time. Through time management, you will be able to use time to your advantage; that is, you will avoid wasting time which will allow you to complete the things you must do and still have time for the things you want to do.

Why is Time Management Important?

Time Management is important because it helps you to focus on the things that need to be done and to schedule enough time to do them. By managing your time, you can work toward your goals and have time for both work and play. By learning how to manage your time, you can avoid wasting time. You can also reduce stress because you have time to do all of the things you need and want to do. By following a time management plan, you can resist the temptation to put off until later those important things which must be done today.

How to Do Time Management?

The basic rule of time management is to know what you have to do and plan enough time to do it. Before you can begin to manage your time, you need to decide what your priorities are. In other words, what is most important to you in your life at this time? After you identify your priorities, consider what it is that you hope to do in the near future. Is your goal to go to college, or do you plan to go to work after you complete high school? What are your needs? What do you need to do or to have to feel successful? By observing how you actually spend your time on a day-to-day basis, you can discover whether or not you are using your time in a way that will help you to reach your goals and fulfill your needs.

The following exercises are designed to teach you ways to manage yourself and your tasks so that you can use your time wisely. You will learn how to use a daily

Learning & Using Study Skills

EXERCISES

LR-1. Preparing to Do Library Research

You will need to go to the library to complete these activities. Answer all questions completely.

1. Discover which classification system your library uses and identify it here:

Dewey Decimal _____ Library of Congress _____ Other _____

2. Describe what CD-ROM databases are available in your library.

3. Do you have access to the Internet at the library? If not, is the Internet available at your public library or at home?

4. Pick a topic you have been assigned or choose a topic that interests you. Write your topic here:

5. Use six different sources, three from the library and three from the Internet, to search your topic and list them on the following bibliography cards. Be sure to include the call number for each book and the web address for each Internet source.

①	Call No./Web Address _____
	Ref. _____

Study Environment

How Can You Create a Good Study Environment?

To create a good study environment for yourself, look for a place to study that is easy for you to get to, that is quiet, that has good light for reading, that has a table and chair, and that has as few things as possible to distract you from your work. Find out if the school or public library is open during the hours when you need to do your work. Look around to see if there is a quiet corner where you can study. If you prefer to study at home, is there a room away from family noise where you might work; for example, your bedroom, a den, the kitchen, the garage? A card table, a chair, a lamp, and a box of school supplies can turn any corner into a study area.

EXERCISES

SE-1. Evaluate Your Study Environment

List on the lines below the 3 places where you study most often.

1) _____ 2) _____ 3) _____

Read the following 14 statements and circle T or F to show whether each statement is true or false for each of your study places.

STUDY ENVIRONMENT	1	2	3
1. I am often interrupted by other people when I study here.	T F	T F	T F
2. I see many things here which remind me of other things besides studying.	T F	T F	T F
3. Music and sounds from TV often bother me when I study here.	T F	T F	T F
4. The phone often rings when I study here.	T F	T F	T F
5. I hear others "goofing off" when I study here.	T F	T F	T F

Learning & Using Study Skills

STIMULUS QUESTIONS

1. Which student do you most closely identify with in the scenario? _____

Why? _____

2. Think about a personal situation where it would be helpful to take notes. Describe that situation here: _____

3. Do you take notes in all of your classes? _____

4. Are the notes you take helpful? _____

Why or why not? _____

5. Do you think that you are a good listener? _____

6. How long can you remember most of what you hear in class? _____

7. Do you have a system or method for taking notes? _____

8. Does your mind often wander when you are trying to listen in class? _____

Listening and notemaking are skills that can be combined to help you learn and remember what you see and hear in class. Both skills require hard work. They are active processes which require your full attention. While this chapter alone cannot make you an expert listener or notemaker, it can help you build upon the listening and notemaking skills you already have.

SENTENCE MASTERY

Second Edition

A Sentence-Combining Program Integrated with Practice in Basic Grammar, Usage, and Mechanics

Reading Levels: 3-5
Interest Levels: 7-Adult

Effective with
Below Average
Students

No Cursive

UNIT 3 Lesson B

The underlined groups in this lesson begin with the familiar little words you studied earlier: *at, by, for, from, in, on, to,* and *with.* These groups, however, are like the single words in the last lesson. They will tell where, when, how, or how often. Like the single words, they may sometimes be shifted around in a sentence. Notice the following example:

A dog arrived.
He arrived on Wednesday.
He arrived at noon.
He arrived in the town.

On Wednesday at noon a dog arrived in the town.

A dog arrived in the town at noon on Wednesday.

On Wednesday a dog arrived in the town at noon.

Now again, there are many good answers. But not all answers end. Be sure to read your final sentence to see if they sound better. (The word group below is different from all the others you find it.)

They did not want a dog.
They did not want him in their town.
They did not want him at any time.

2. They held a meeting.
They held it on the next day.
They held it in the town hall.

3. They discussed the dog.
They discussed him at the meeting.
They discussed him for hours.

Writing 2

The Saga of the Pony Express

In this lesson and in all the remaining writing lessons, you will write a story. Write these stories on your own paper. One sentence should definitely follow each other, just as if you were writing a letter. Indent your first sentence. Indent at other places when you are told to do so.

1. The saga is a story.
It is the saga of the Pony Express.
The story is exciting.
It is a story of history.
The history is American.
2. The Pony Express lasted months.
The Pony Express was dangerous.
Its horses lost thousands (and)
It excites the imagination. (It)
It excites itself.
It is the imagination of Americans.
3. The Pony Express was an adventure.
The adventure was bold.
The adventure was courageous.
The adventure was brave.
It was an adventure of the spirit.

(Indent here and start a new paragraph.)

4. Its objective was to carry mail.
It carried it from St. Joseph, Missouri.
It carried it to Sacramento, California.
5. The mail was carried.
It was carried in saddlebags.
The saddlebags were on a horse.
6. A rider jumped.
He jumped on a horse.
He rode it. (and)
He rode it to excitement.
7. He threw the mail.
He threw it high.
He threw it to another rider.
The rider laughed. (and)
The rider was excited.

Level A

- ◆ Dramatically improves student's ability to write more mature sentences and paragraphs.
- ◆ A complete, simple, step-by-step sentence-combining program.
- ◆ Especially effective with average and below-average students.
- ◆ Teaches usage and mechanics skills in the context of sentence-combining exercises.
- ◆ Clearly focused lessons with a manageable number of skills.
- ◆ All cursive has been eliminated from the student workbooks.

Student Workbooks – Each of the books has 14 units. After every two units, a Writing Lesson requires students to write brief compositions on specific topics through sentence-combining.

Each unit has four lessons. In lessons A, B, and C, clues are given to tell students how to combine the sentences. In lesson D, there are usually no clues; students decide independently how to combine the sentences. There is one extra practice set of exercises per lesson.

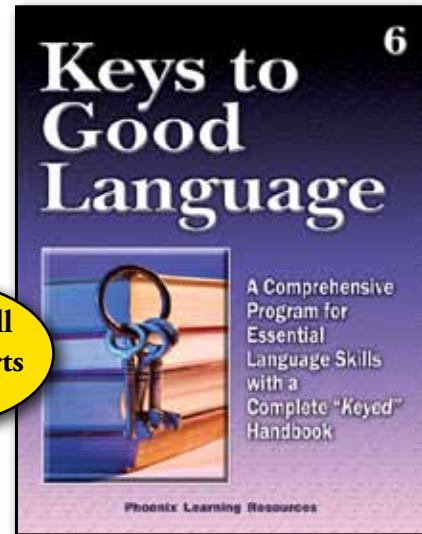
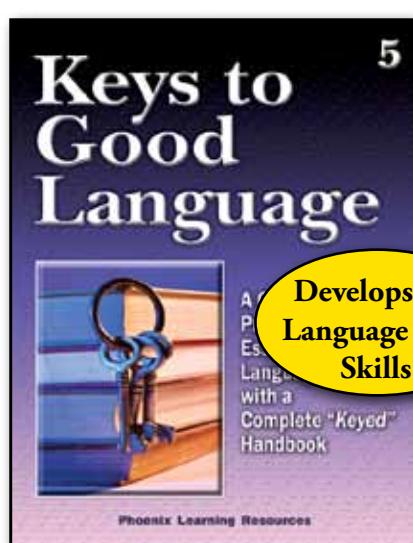
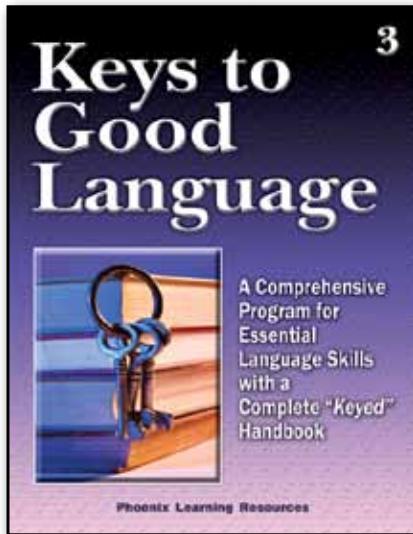
Teacher's Manuals – Each manual provides charts of all the grammar, usage, and mechanics items taught in each book, plus teaching tips and answer keys.

Description	Item #	Unit Price 1-9	Unit Price 10 or more
Book A	4425	\$15.95	\$13.95
Teacher's Manual	4426	\$11.95	\$11.95
Book B	4427	\$15.95	\$13.95
Teacher's Manual	4428	\$11.95	\$11.95
Book C	4429	\$15.95	\$13.95
Teacher's Manual	4430	\$11.95	\$11.95

KEYS TO GOOD LANGUAGE

Reading Levels: 2-6
Interest Levels: 2-Adult

A Text-Workbook Program for Developing Language Arts Skills



- ◆ Develops competency in grammar, usage, mechanics, and composition.
- ◆ Combines handbook and exercise sections for ease of instruction.
- ◆ Exercise content drawn from across the curriculum: reading and literature, science, health and safety, hobbies, and social studies.
- ◆ Provides abundant practice in the text-workbook and the correlated masters.
- ◆ Evaluates skills with a testing program.

Student Text – Exercise Books (Grades 2-6)
combine text and exercises in one convenient binding.
The lessons cover capitalization, punctuation, word usage, parts of speech, and sentence and paragraph development. Review lessons conclude each unit.

Teacher's Editions contain lesson plans with objectives, procedures, and additional activities for each lesson.

Blackline Masters provide further application of the skills covered in the student books.

Description	Item #	Unit Price 1-9	Unit Price 10 or more
Grade 2 Workbook	1163	\$12.95	\$10.95
Teacher's Edition	1164	\$16.95	\$16.95
Blackline Masters	1165	\$14.95	\$14.95
Grade 3 Workbook	1166	\$14.95	\$11.95
Teacher's Edition	1167	\$16.95	\$16.95
Blackline Masters	1168	\$14.95	\$14.95
Test	1507	\$2.95	\$2.95
Grade 4 Workbook	1169	\$14.95	\$11.95
Teacher's Edition	1170	\$16.95	\$16.95
Blackline Masters	1171	\$14.95	\$14.95
Test	1508	\$2.95	\$2.95
Grade 5 Workbook	1172	\$14.95	\$11.95
Teacher's Edition	1173	\$16.95	\$16.95
Blackline Masters	1174	\$14.95	\$14.95
Test	1509	\$2.95	\$2.95
Grade 6 Workbook	1175	\$14.95	\$11.95
Teacher's Edition	1176	\$16.95	\$16.95
Blackline Masters	1177	\$14.95	\$14.95
Test	1510	\$2.95	\$2.95

Keys To Good Language - How it works... for the student

Each student book is a combined text and exercise book in one convenient binding. Each level contains six units, with close to 100 carefully sequenced lessons on word usage, capitalization, punctuation, parts of speech, paragraphs, sentences, and written skills. Review lessons, "Remembering What We Have Learned," conclude each unit. Practical evaluation is provided by unit pretests and post tests.

1 Key symbols on lesson pages guide students from the lesson to the relevant text section in the center of the book. By using the text section, students can work independently.

1 **The Lessons.** Throughout the series, the study of grammar is made easier with the use of familiar and traditional terms applied to modern English.

Each lesson begins with a concise explanation for the student. Depending on the skill being presented, exercises may range from completion to matching to sentence revision to descriptive writing.

The level 4 lesson page shown on the right deals with unnecessary words.

2 **The Keys.** Students can easily find any information they need to complete the activities by referring to the key symbol at the top of each lesson page.

The student is guided to Keys in the text section bound into the center of the book. The Keys are a complete English handbook of rules, concepts, skills, and examples for self-directed student reference. The illustration on the right shows Keys 43, which describes unnecessary words.

3 **Additional Practice.** The Blackline Masters provide further practice and skill reinforcement after the student has completed a lesson.

1 Lesson 64 Perfect Score 25 My Score: 13

Unnecessary Words

In careless speech and writing more words are used than are needed to express an idea. Avoid needless repetition by telling briefly and exactly what you mean.

In the sentences below draw lines through the unnecessary words.

Example: Sam-he got off-of the bicycle.

Classifying Leaves

- One day Helen-she went out to pick some leaves.
- Greg and Alicia-they went with her.
- They-went-and picked some leaves from several.
- They were careful not to break any limbs off-of.
- "Let's take these-here leaves home and paste them."
- The friends-they found that the leaves were all different.
- "This-here leaf has three small leaves growing from it."
- "That-there leaf is from a sycamore tree," said Greg.
- "Where is your book about leaves-at?" asked Alice.
- "I'll-go bring it," answered Greg.
- Helen asked, "Will you-go get the paste, please?"
- "I'll-go bring the paper," she said.
- "We have-get many leaves to paste in our book."
- Greg-went-and got the paste.
- "Where is the paper-at?" asked Greg.
- "I'll-go get it now," answered Helen.
- Alicia cried, "Look at this-here leaf!"
- It has-get edges like a saw's teeth.
- But that-there leaf has smooth edges.
- "I didn't know that some leaves have got jagged edges."
- "These-here leaves have sharp points," said Alice.
- "The leaves-they all have little veins," Helen said.
- "A leaf has-get veins to carry its water and food."
- Alicia said, "We should take things off-of the table."
- The three friends-they began pasting leaves on the wall.

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2 43-47

43 Unnecessary Words

Leave out any word that is not necessary to the meaning of a sentence.

Examples:

Use:	Hector has a new bike.
Instead of:	Hector <u>he</u> has a new bike.
Use:	The girls sang a song.
Instead of:	The <u>girl</u> <u>they</u> sang a song.
Use:	I have got a red book.
Instead of:	I have <u>got</u> a red book.
Use:	He met me.
Instead of:	He <u>went</u> and met me.
Use:	Bring the box here.
Instead of:	Go bring the box here.
Use:	This baseball is mine.
Instead of:	This <u>here</u> baseball is mine.
Use:	He took the dish off the table.
Instead of:	He took the dish off <u>of</u> the table.

44 Using the Dictionary

A dictionary is used to find out how to define words, how to spell words, how to pronounce words, and how to divide words into syllables.

45 Locating Words

a. Words in a dictionary are arranged so that their first letters are in the order of the alphabet: a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z. Words beginning with the same first letter are arranged according to the second and following letters.

Examples:

1. apple	7. hut
2. ask	8. money

46 Dividing Words

a. When it is necessary in writing to divide a word at the end of a line, divide it only at the end of a syllable. Use a dictionary to find where a word is divided into syllables. Never divide a word of one syllable.

b. Place a hyphen (-) at the end of a syllable. Then write the rest of the word on the next line.

Examples:

1. man (one syllable)
2. sis-ter (two syllables)
3. tel-e-phone (three syllables)
4. a-pos-tro-phe (four syllables)

47 Spelling Words

When you are unsure of the spelling of a word, check it in a dictionary.

Below are two groups of spelling words. You should already know how to spell the words in the first group. Test yourself to be sure you can spell each of the words correctly. The words in the second group are some of the words you should learn to spell if you don't already know how. See also Keys 38, 40, and 41.

Group 1	Group 2
1. add	25. Friday
2. ahead	26. garden
3. always	27. grandfather
4. answer	28. grandmother
5. appear	29. grocery
6. April	30. guess
7. August	31. hall
8. because	32. heard
9. birthday	33. holiday
10. brick	34. hope
11. bushy	35. Indian
12. carried	36. invite
13. catches	37. jail
14. chew	38. knife
15. comb	39. knock
daisy	40. leading
daughter	41. lemon
December	42. listen
erase	43. might
evening	44. Monday
excuse	45. mouse
farm	46. nail
February	47. northern
fierce	48. October

8

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Keys to Good Language Level 4, Lesson 64
Recognition and elimination of unnecessary words
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Keys To Good Language - How it works... for the teacher

The teacher's edition contains complete lesson plans, tests, and the entire student book with annotations. The lesson shown below is taken from level 4 and carefully helps students build skills critical to comprehension and reading.

Each lesson has been written to carefully controlled performance objectives, and the corresponding teacher's lesson plan follows a logical sequence.

1 Key Objectives. All objectives are clearly stated in terms of performance.

2 Explaining the Lesson. Complete information for conducting the lesson is provided. Procedures are suggested for reviewing the appropriate keys, preparing the class for new vocabulary and concepts, and presenting the lesson activities. The lessons are presented in a consistently clear manner and include simple instructions for independent work by students.

3 Follow-up. Supplementary Exercises: Suggestions of meaningful situations for creative written work and oral expression provide further reinforcement of skills.

Supplementary Activities: These activities provide for individual differences among students and establish a balanced program of reading, writing, listening, and speaking.

4 Testing. A complete testing program is available to measure students' mastery of concepts and skills in each unit. A pretest can be used to determine preliminary student competency before teaching a unit. A post test can be administered after the unit is completed to determine students' mastery of skills.

1 **Key Objective.** All objectives are clearly stated in terms of performance.

2 **Explaining the Lesson.** Complete information for conducting the lesson is provided. Procedures are suggested for reviewing the appropriate keys, preparing the class for new vocabulary and concepts, and presenting the lesson activities. The lessons are presented in a consistently clear manner and include simple instructions for independent work by students.

3 **Follow-up.** Supplementary Exercises: Suggestions of meaningful situations for creative written work and oral expression provide further reinforcement of skills.

4 **Testing.** A complete testing program is available to measure students' mastery of concepts and skills in each unit. A pretest can be used to determine preliminary student competency before teaching a unit. A post test can be administered after the unit is completed to determine students' mastery of skills.

to write a caption using the words presented in the lesson.

Lesson 64 (page 84)

Unnecessary Words 43

1 Key Objective The student will be able to delete the unnecessary words in given sentences.

Procedures

Broadcasting

Why do leaves change color during autumn? Do all trees lose their foliage during autumn? Has anyone ever collected leaves? What must be done in order to preserve the leaves that have been collected? Can anyone explain the purpose of leaves for the tree?

2 Explaining the Lesson

Write the following sentences on a chalkboard:

- One day Vera she went and took down her picture off of the wall.
- One day Vera took her picture off the wall.

Have the students read the sentences on the chalkboard. Then ask which is the better sentence. Point out that sentence 1 seems wordy because of its unnecessary words and that sentence 2 briefly and clearly tells the same thing. Explain that Key 43 gives examples of expressions that are improper and should not be used.

Read Key 43 with the students and discuss the examples, being careful to point out the unnecessary words in each. Before the students work the exercises on page 84, tell them that some unnecessary expressions are made up of two words.

After answers to the exercises have been checked, have the students correct their mistakes. Then let individuals read the sentences aloud and tell what unnecessary expressions were marked out.

3 Supplementary Exercises

Draw lines through the unnecessary words in the following sentences. (Score: 10)

- Leaves they are important to trees. (they)
- That is where the tree's food is made at. (at)
- This here leaf makes sugar from carbon dioxide and water. (here)
- The tree's roots went and got the water from the ground. (went and)
- The leaf has got many tiny holes on its underside. (got)

4 Examples: Sam ~~the~~ got off ~~of~~ the bicycle.

Classifying Leaves

1. One day Helen ~~she~~ went out to pick some leaves.
2. Greg and Alicia ~~they~~ went with her.
3. They ~~went and~~ picked some leaves from several trees.
4. They were careful not to break any limbs off ~~of~~ the trees.
5. "Let's take these ~~here~~ leaves home and paste them in a book," said Alicia.
6. The friends ~~they~~ found that the leaves were all different.
7. "This ~~here~~ leaf has three small leaves growing from the stem," said Greg.
8. "That ~~there~~ leaf is from a sycamore tree," said Helen.
9. "Where is your ~~book about leaves at?~~" asked Alicia.

43 Unnecessary Words 43

Perfect Score 25 My Score:

Unnecessary Words

In careless speech and writing more words are used than are needed to express an idea. Avoid needless repetition by telling briefly and exactly what you mean.

In the sentences below draw lines through the unnecessary words.

Example: Sam ~~the~~ got off ~~of~~ the bicycle.

44 Using the Dictionary

A dictionary is used to find out how to define words, how to spell words, how to pronounce words, and how to divide words into syllables.

45 Locating Words

a. Words in a dictionary are arranged so that their first letters are in the order of the alphabet: a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z. Words beginning with the same first letter are arranged according to the second and following letters.

b. There are two guide words at the top of each page. They indicate that these two words and all words that can be arranged alphabetically between them appear on that page.

46 Dividing Words

a. When it is necessary in writing to divide word at the end of a line, divide it only at the end of a syllable. Use a dictionary to find where a word is divided into syllables. Never divide a word of one syllable.

b. Place a hyphen (-) at the end of a syllable. Then write the rest of the word on the line.

47 Spelling Words

When you are unsure of the spelling of a word check it in a dictionary. You should already know how to spell the words in the first group. Test yourself to be sure you can spell each of the words correctly. The words in the second group are some of the words you should learn to spell if you don't already know how. See also Keys 38, 39, 40, and 41.

48

How it works... to achieve minimum competencies

The activities in *Keys to Good Language* help students acquire the essential competencies in composition, grammar, usage, and mechanics. The performance objectives which are described for each lesson help teachers identify and maintain a focus on those basic skills which constitute minimum competencies in language and communication. Teachers can help students by assigning lessons which achieve those objectives.

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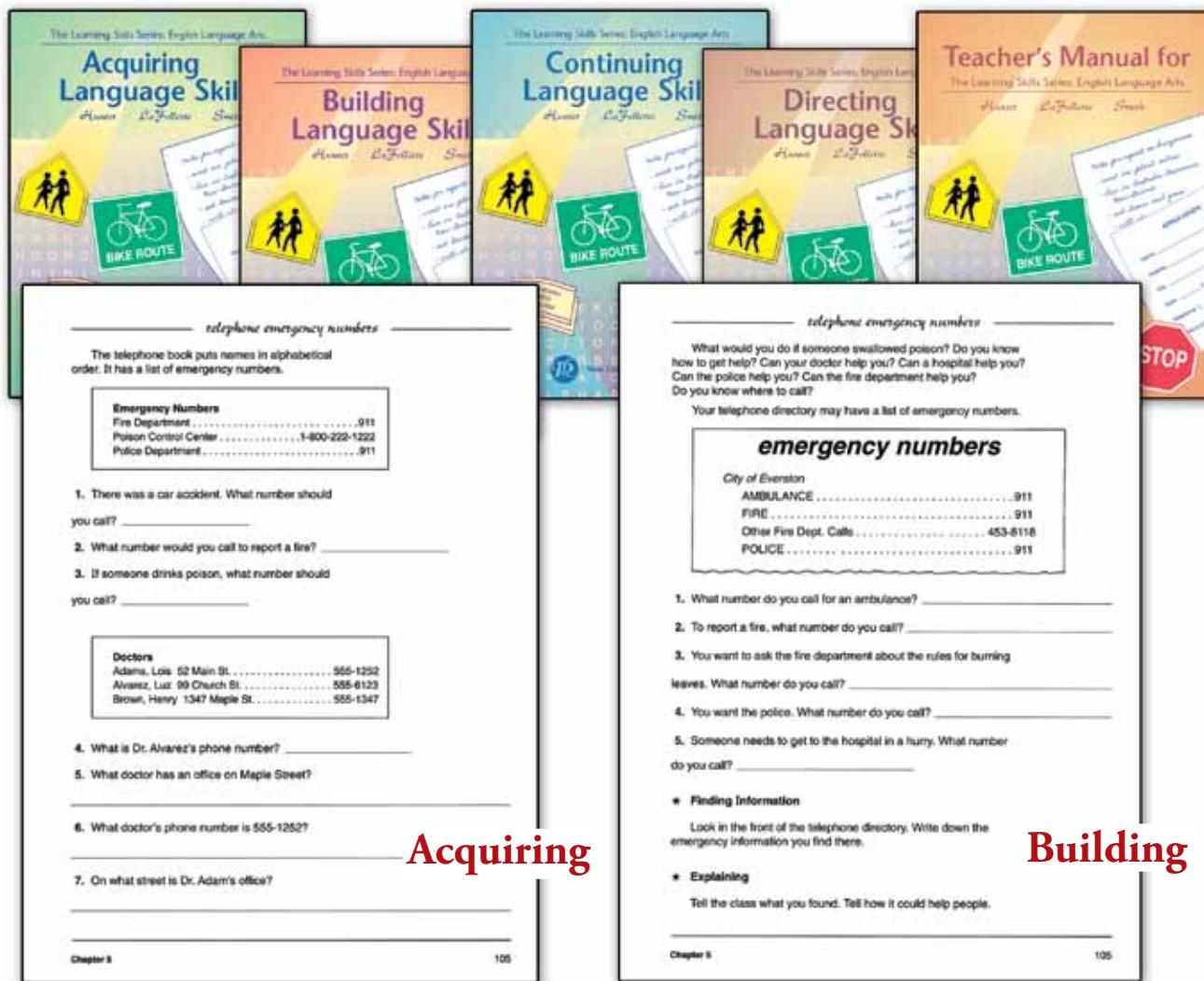
9

LEARNING SKILLS: ENGLISH LANGUAGE ARTS

Reading Level
Interest Levels: 6-Adult

**Reading Levels: 3-6
Interest Levels: 6-Adult/ESL**

A Differentiated Instructional Program That Uses Real-World Problems to Build Skills and Confidence in Remedial and Special Needs' Students



- ◆ Up to four ability levels in the same classroom.
 - ◆ Skills applied to real-life situations.
 - ◆ Self-contained lessons.
 - ◆ Functional, age-free illustrations.
 - ◆ More emphasis on the writing process.

- ◆ Consistent development of skills within each text and from text to text.
 - ◆ Easy-to-follow teaching suggestions.
 - ◆ Teaching strategies and games sections.
 - ◆ Updated/expanded Teacher's Resource Bank.

Student Workbooks cover the same content at four different ability levels so you can teach up to four ability levels in one classroom.

Chapter Topics:

- Chapter 1: Finding Information
- Chapter 2: Following Directions
- Chapter 3: Writing Letters
- Chapter 4: Understanding Signs
- Chapter 5: Reading Labels
- Chapter 6: Filling Out Forms
- Chapter 7: Finding a Job
- Chapter 8: Travel and Recreation

Teacher's Manuals include:

- ✓ General Objectives
- ✓ Content Overview
- ✓ IEP Development
- ✓ The Writing Process
- ✓ Scope and Sequence
- ✓ Chapter Overviews
- ✓ Page-by-page Teaching Notes
- ✓ General Teaching Suggestions

telephone emergency numbers

1. This part of a telephone directory tells you where to find information.

Contents	Pages
Area Codes	4-5
Business Offices	8
EMERGENCY NUMBERS	INSIDE FRONT COVER

Where would you find emergency numbers? _____

2. Someone is hurt. You want help from the fire department.
Which number below would you call? _____

FIRE DEPARTMENT	
Fire	911
Other Fire Dept. Calls	524-3800

3. Someone is hurt. You want help from the police.
Which number below would you call? _____

POLICE DEPARTMENT	
Emergency Numbers	911
General Information	423-6152

4. Could you call a hospital for help? _____

5. Could you call your doctor for help? _____

POISON CONTROL CENTER 1-800-1 **Continuing**

6. Why would someone call this number? _____

Chapter 5 105

Differentiated Instruction

EMERGENCY NUMBERS

HOSPITALS	LAMAR—CITY OF FIRE DEPARTMENT
Binn Hospital 631 Grove ... 346-2913	For Emergency Only Call 911
Cleves Hospital 381 Taylor ... 249-3843	Other Fire Calls 237-8211

PHYSICIANS AND SURGEONS	POISON CONTROL CENTER
Aker Will 911 S. Elm 727-5612 1-800-222-1222
Alex Morris 5508 Elm 533-9834	Emergency Number 911
Almon Mary 613 Oak 831-4293	General Information 269-3489

If someone swallows poison, you must get help fast. You should know the telephone numbers of people who can help you.

1. Write the name and number of a hospital.

2. Find a doctor's name. Write the name and number.

3. Some fire departments can help when someone is hurt. Write the Lamar Fire Department number to call. _____

4. The police can help in an emergency. Write the Lamar Police Department number to call. _____

5. Write a paragraph. Tell at least three ways to get help for someone who swallowed poison.

Chapter 5 105

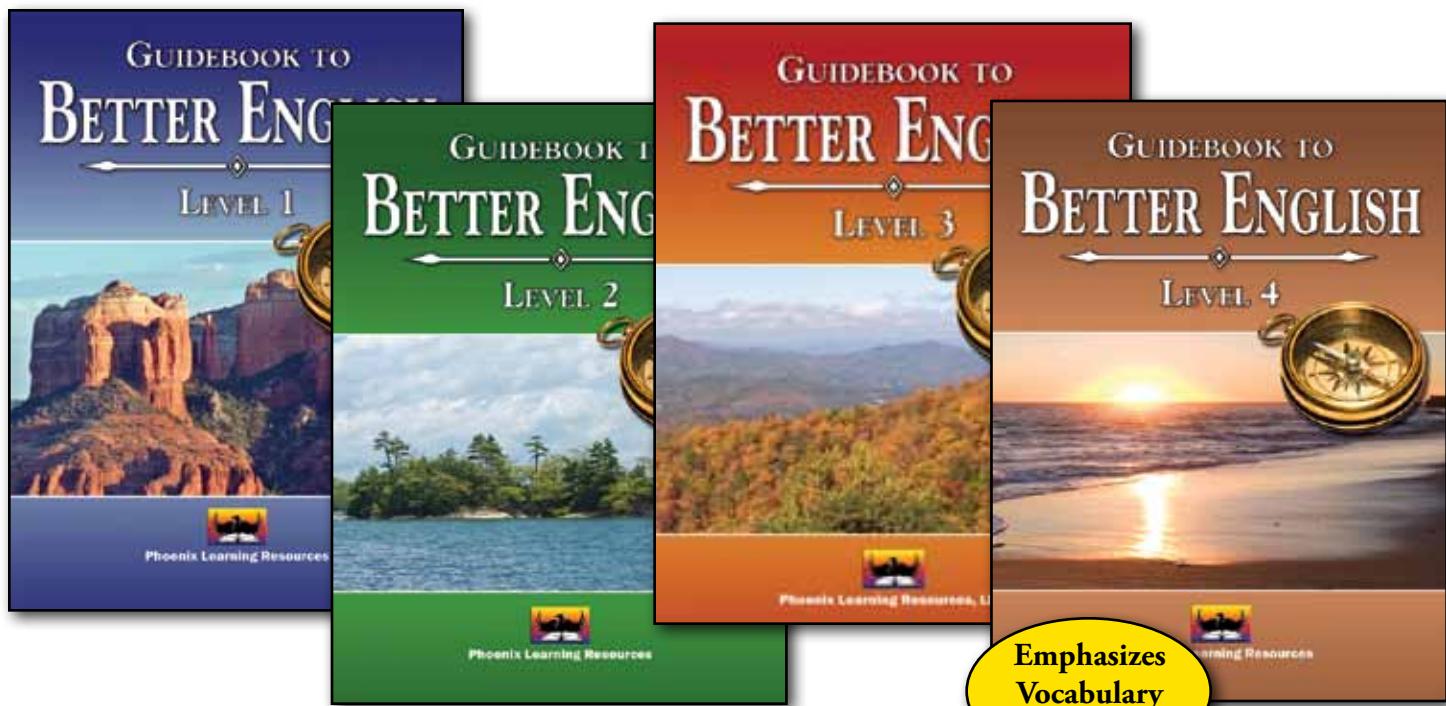
Placement Tests – Simple, diagnostic placement tests allow teachers to assign students the proper level to keep the content challenging yet attainable. While a classroom of students are using four separate texts, the teacher is using one curriculum and addressing each one's unique abilities. **Placement Tests** are available on our website for a FREE download.

Description	Item #	Unit Price 1-9	Unit Price 10 or more
Book A - Acquiring	2157	\$16.95	\$13.95
Book B - Building	2158	\$16.95	\$13.95
Book C - Continuing	2159	\$16.95	\$13.95
Book D - Directing	2160	\$16.95	\$13.95
Teacher's Manual	2161	\$19.95	\$19.95
Placement Tests	2162	\$10.95	\$10.95

GUIDEBOOK TO BETTER ENGLISH

Reading Levels: 4-7
Interest Levels: 7-Adult

An Excellent Presentation of Basic English Skills for Secondary Students and Adults



Emphasizes Vocabulary Building

- ◆ High-interest lessons.
- ◆ A text-workbook program designed for student direction.
- ◆ Emphasizes vocabulary building.
- ◆ Combines guides and exercises in each book.

Guidebooks – Four consumable text-exercise books present a range of skills, from the simplest elements of language to more complex English skills. The Guidebooks give attention to vocabulary, spelling, grammar, usage, composition, and dictionary use. Students develop essential English skills for effective oral and written communication.

Teacher's Handbook – Contains the general plan of the series, evaluation procedures, sample lesson plans, suggested student activities, and supplementary readings.

Description	Item #	Unit Price 1-9	Unit Price 10 or more
Level 1 - Workbook	1253	\$13.95	\$11.95
Test	1255	\$2.95	\$2.95
Test Answer Key	1256	\$2.95	\$2.95
Level 2 - Workbook	1257	\$13.95	\$11.95
Test	1259	\$2.95	\$2.95
Test Answer Key	1260	\$2.95	\$2.95
Level 3 - Workbook	1261	\$13.95	\$11.95
Test	1263	\$2.95	\$2.95
Test Answer Key	1264	\$2.95	\$2.95
Level 4 - Workbook	1265	\$13.95	\$11.95
Test	1267	\$2.95	\$2.95
Test Answer Key	1268	\$2.95	\$2.95
Teacher's Handbook	1269	\$6.95	\$6.95

Name _____

Perfect Score 65 My Score _____

UNIT I/LESSON 9**Recognizing Sentences in a Story**

► GUIDE 1

In each of the following paragraphs there are four sentences. Find each sentence. Put the proper punctuation at the end of each sentence. Draw a line under each word that begins a new sentence and should be capitalized. (Score: 35)



**Detailed artwork
accompanies the
reading section.**

Granville T. Woods was a black American. Items they have helped many Americans. Woods is like Thomas Edison.

Woods was born in 1856 in Columbus. When he was ten years old he then worked at several jobs. He paid close attention to how the factory machines worked.

Woods first became interested in electricity. Electricity was just beginning to be used in homes. In 1881, he opened a factory to make electrical equipment.

Woods made two important things in his factory. The second was a telephone transmitter that transmitted signals over long distances. This was the first transmitter in today's telephones.

In later years Woods invented a way to send messages by wire. He also worked with people in railroad stations. Woods also invented several electric trolley systems. Woods invented a system that the New York City subways still use today.

COMPOSITION: Write eight sentences about your favorite inventor. (Score: 30—35)

Name _____

Perfect Score 54 My Score _____

UNIT I/LESSON 10**Review I**

► GUIDE 1

Part I: Add words to the following word groups to make sentences. (Score: 10—5 for each sentence)

1. (has a ticket to Puerto Rico) _____

2. (to the airport on Saturday) _____

► GUIDES 1b–e, 2b, 7d, 11–13

Part II: Write the sentences below. Use punctuation marks and capital letters. (Score: 26)

3. nikki does juan live in portland maine _____

4. no juliette, he lives near faneuil hall in boston massachusetts _____

5. john adams sam adams and abigail adams were from boston _____

► GUIDES 2b–d, 5, 6, 7c

Part III: In the first column write the name suggested in parentheses. In the second column write the abbreviation of the name from the first column. (Score: 6)

6. (a day of the week) _____

7. (a month) _____

► GUIDES 19, 20

Part IV: Write sentences using the words in parentheses. (Score: 12—3 for each sentence)

8. (is) _____

9. (are) _____

10. (was) _____

11. (were) _____

High-interest selections, with reading levels that range from 4th to 7th grade.

Exercises following the reading selection provide application of comprehension skills.

Name _____

Perfect Score 65 My Score _____

UNIT I/LESSON 9**Recognizing Sentences in a Story**

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Perfect Score 54 My Score _____

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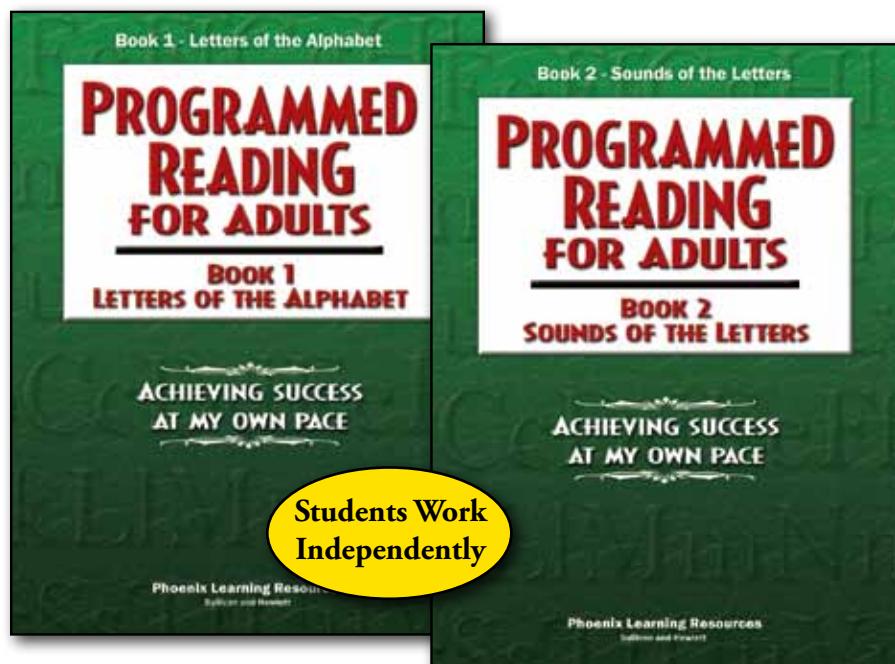
PROGRAMMED READING FOR ADULTS

Reading Levels: PreK-6
Interest Levels: 5-Adult/ESL

A Unique, Individualized Reading Skills Program for Adult Students

- ◆ Presents a systematic, linguistic progression of decoding and word-attack skills.
- ◆ Allows students to learn at their own pace.
- ◆ Fosters learning through constant reinforcement.
- ◆ Testing places students at their appropriate levels of competency and tracks student progress with in-book criterion-referenced tests.

Components – There are eight pupil books. Books 1 and 2 require the Teacher's Edition. Books 3-8 are most effective when used with their corresponding Teacher's Edition. Also available are Word Cards, a Sound-Symbol Book and Placement Tests.



Students proceed at their own pace, working all right-hand pages. Answers are covered in the left column of each page with a slider. Students move the slider to reveal the correct answer for immediate feedback. Frequent repetitions and a linguistic progression of sound-symbols sets a solid foundation for reading success.

Placement Tests – Simple, diagnostic placement tests allow teachers to assign students the proper level to keep the content challenging yet attainable. **Placement Tests** are available on our website for a FREE download.

Description	Item #	Unit Price 1-9	Unit Price 10 or more
Book 1, Letters of the Alphabet	1344	\$17.95	\$14.95
Book 1, Teacher's Edition	1345	\$27.95	\$27.95
Book 2, The Sounds of the Letters	1346	\$16.95	\$13.95
Book 2, Teacher's Edition	1347	\$27.95	\$27.95
Book 3, From Words to Sentences	1348	\$16.95	\$13.95
Book 4, Sentence Reading	1349	\$16.95	\$13.95
Book 5, Paragraph Reading	1350	\$16.95	\$13.95
Book 6, Consecutive Paragraphs	1351	\$16.95	\$13.95
Book 7, Content Analysis	1352	\$16.95	\$13.95
Book 8, Functional Reading	1353	\$16.95	\$13.95
Books 3-8, Teacher's Edition	1354	\$27.95	\$27.95
Word Cards	1355	\$110.00	\$110.00
Sound-Symbol Book	1356	\$13.95	\$13.95
Placement Tests (set of 30)	1357	\$25.95	\$25.95

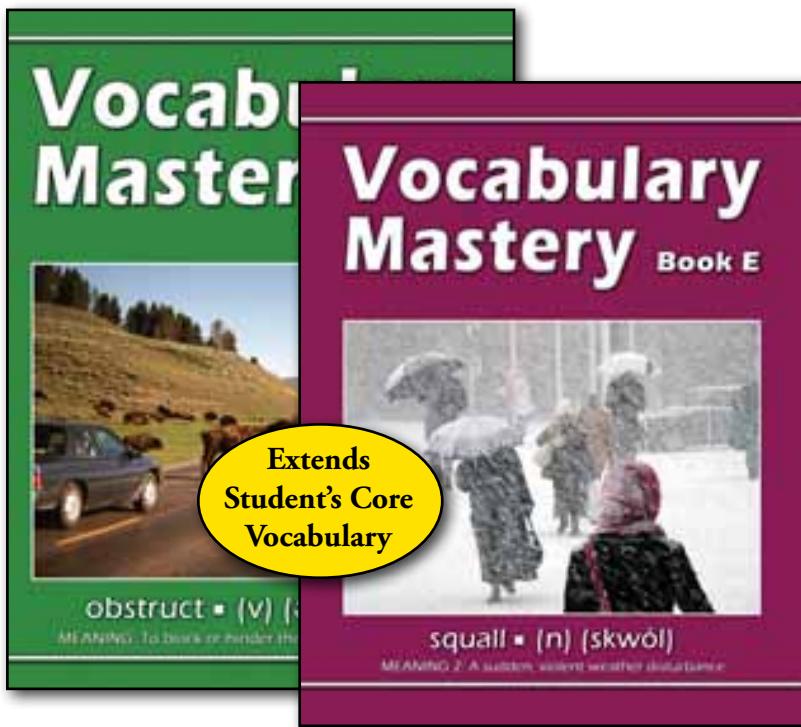
READABILITY SCALE	
Book 1: 0	Book 5: 1.0 – 2.0
Book 2: 0 – .2	Book 6: 2.0 – 3.2
Book 3: 0 – .5	Book 7: 2.8 – 4.5
Book 4: 0 – 1.0	Book 8: 3.0 – 6.5

Description	Item #	Unit Price
Programmed Reading Adult System Student Materials: Books 1-8 3 Teacher Editions: Books 1, 2, 3-8, and Placement Tests	1343	\$195.00

VOCABULARY MASTERY

Reading Levels: 5-10
Interest Levels: 7-Adult/ESL

An Intensive, Self-instructional Program to Help Students Add to their Active Speaking, Reading, and Writing Vocabularies



lesson 6

wrest ▪ dilemma

wrest (v) <i>(rest)</i> ORIGIN: Old English <i>wrestan</i> (to twist) MEANING: To gain with difficulty by, or as if by, force or violence CONTEXT: "They have spent their lives <i>wresting</i> a meager living from that rocky farm." SYNONYMS: wring, wrench, extract, extort OTHER FORM: wrestle (n.)	dilemma (n.) <i>(da-'lem-a)</i> ORIGIN: Late Greek <i>dilemma</i> (involving two assumptions) MEANING: Any perplexing or difficult situation or problem CONTEXT: "Last night I was in a <i>dilemma</i> over whether to stay home and wait for Jane's call or go to the concert and hear Lisa play." SYNONYMS: predicament, question, difficulty ANTONYM: certainty
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

A. Focus on Meaning
Circle the letter of the best meaning for each vocabulary word.

1. foyer: a) intrigue b) foil c) aisle d) anteroom
2. dilemma: a) answer b) predicament c) solution d) ignorance
3. wrest: a) hit b) wring c) push d) recline
4. martial: a) nuptial b) bellicose c) matched d) happy

B. Words in Context
Supply the proper form of the most appropriate vocabulary word.

compatible dilemma foyer wrest

1. Whether to be loyal to one's personal values or to those of society can be a perplexing moral _____.
2. After overcoming the robbery suspect in a dangerous struggle, the police were able to _____ the pistol from him.
3. Because they were basically not _____, the couple quarreled continually.
4. When the demonstrators protesting the MX missile were not admitted to the main offices of the Pentagon, they waited in the _____ until they could voice their complaint.
5. "I could not _____ any meaning from that obscure, poorly written essay," complained the frustrated student.

C. Antonyms
Circle the letter of the word whose meaning is most nearly the opposite of the vocabulary word.

1. cower a) clean b) cringe c) attack d) covet
2. condone a) forgive b) condemn c) presume d) excuse
3. fastidious a) finicky b) rude c) particular d) sloppy
4. martial a) warlike b) peaceful c) nuptial d) imagined
5. bungle a) succeed b) mishandle c) remove d) profit
6. dilemma a) difficulty b) pardon c) certainty d) question

Lesson 6 • WREST/DILEMMA 7

- ◆ Expanded “Words in Context” presents more exercises and a new Word Bank.
- ◆ Review/Self-Assessments after every 20 lessons.
- ◆ More attention to synonyms and antonyms.
- ◆ Test-Taking Tips in Books A-C.
- ◆ More focus on analogies in Books D-F.
- ◆ Presents two words in depth per lesson.
- ◆ One-page lesson with consistent lesson plan.

- ◆ Exercises require students to recognize, recall, and use the newly acquired words.
- ◆ Constantly reviews previously taught words.
- ◆ Answers are provided in the back of each book.
- ◆ Concentrates on 1,440 (240 per book) core words, prefixes, suffixes, and roots.
- ◆ Extends the core vocabulary to include thousands of synonyms, antonyms, and derivations.

Student Texts – The six student texts have 120 lessons plus 6 Assessment/Reviews. Each lesson provides information to help lock in the meaning: word origin, pronunciation, part of speech, definition(s), synonyms, antonyms, and derivations. In this way, the basic 240 vocabulary words in each book unlock the meanings of thousands of related words in meaningful context. Exercises test students’ ability to recognize the meanings of words and their ability to use them in context.

Review and Repetition – The program recycles the basic vocabulary and derivations: in the exercises, in the reviews, after each lesson on word parts, and also in the reviews that follow every 20 lessons.

Description	Item #	Unit Price 1-9	Unit Price 10 or more
Book A (Updated)	2192	\$16.95	\$13.95
Book B (Updated)	2193	\$16.95	\$13.95
Book C (Updated)	2194	\$16.95	\$13.95
Book D (Updated)	2195	\$16.95	\$13.95
Book E (Updated)	2196	\$16.95	\$13.95
Book F (Book 6)	2197	\$16.95	\$13.95

VOCABULARY MASTERY

Presents two words, or word parts, in depth per lesson.

Provides information about each word to help lock in meaning: word origin, pronunciation, part of speech, definition(s), synonyms, antonyms and deviations.

Exercise B,
“Words in Context.” gives students practice in recalling and applying the meanings of the vocabulary words from the lesson and from previous lessons to appropriate contexts.

lesson 6

wrest ▪ dilemma

wrest (v) (rest)

ORIGIN: Old English *wraestan* (to twist)

MEANING: To gain with difficulty by, or as if by, force or violence

CONTEXT: “They have spent their lives *wresting* a meager living from that rocky farm.”

SYNONYMS: wring, wrench, extract, extort

OTHER FORM: wrestle (v.)

dilemma (n) (də-’lem-ə)

ORIGIN: Late Greek *dilemma* (involving two assumptions)

MEANING: Any perplexing or difficult situation or problem

CONTEXT: “Last night I was in a *dilemma* over whether to stay home and wait for Jane’s call or go to the concert and hear Lisa play.”

SYNONYMS: predicament, question, difficulty

ANTONYM: certainty

A. Focus on Meaning

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3. fastidious a) finicky b) rude c) particular d) sloppy
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5. bungle a) succeed b) mishandle c) remove d) profit
6. dilemma a) difficulty b) pardon c) certainty d) question

An Intensive, Self-instructional Program to Help Students Add to their Active Speaking, Reading, and Writing Vocabularies

Planned cyclical review to assure mastery.

review/test *continued*

- | | | | |
|-----------------|------------------------------------|--------------------------------|-----------|
| 13. dilemma | a) difficulty
c) spinster | b) certainty
d) parade | 13. _____ |
| 14. slovenly | a) clean
c) fastidious | b) unkempt
d) ample | 14. _____ |
| 15. rigor | a) flexibility
c) inflexibility | b) compliance
d) militant | 15. _____ |
| 16. equivocal | a) definite
c) finicky | b) equal
d) ambiguous | 16. _____ |
| 17. relinquish | a) keep
c) retain | b) yield
d) recover | 17. _____ |
| 18. vagrant | a) resident
c) tramp | b) old maid
d) visitor | 18. _____ |
| 19. gesticulate | a) articulate
c) chide | b) gesture
d) cower | 19. _____ |
| 20. intimation | a) suggestion
c) secretion | b) announcement
d) recovery | 20. _____ |

TEST TIPS

Some tests—similar to Exercise B in this book—ask you to select the best word or words to complete a sentence. Before answering, read each choice carefully and eliminate the items that are clearly incorrect. Also be sure look for clues to the overall meaning of the sentence. Then try the possible answers in the sentence before choosing the best answer.

Practice: On the line provided write the word that best completes the meaning of the sentence.

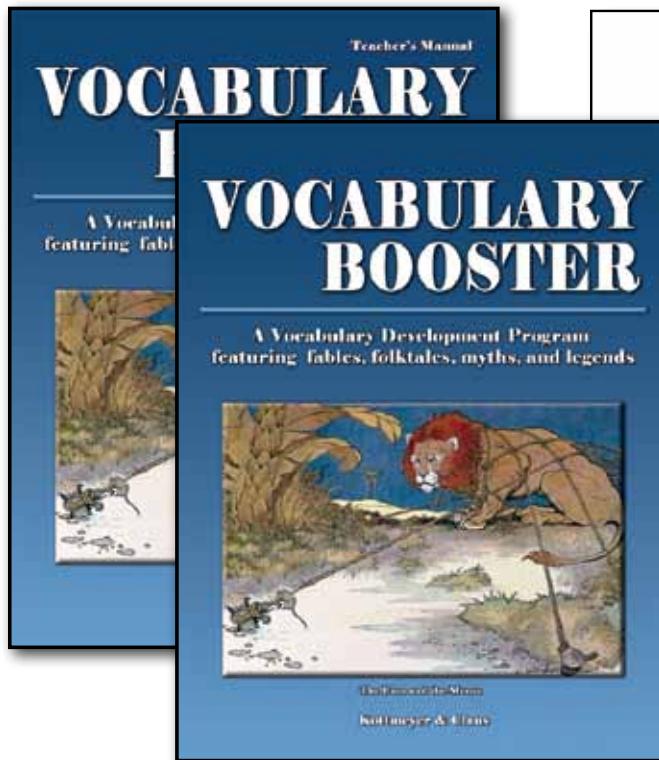
1. Fifi, my dog, _____ in the corner, clearly frightened by the thunder.
(A) plopped (B) cowered (C) barked (D) slept
1. _____
2. To everyone's shock, we lost because Barry _____ handing off the baton in the championship relay race.
(A) bungled (B) completed (C) imagined (D) withdrew
2. _____
3. My aunt Rhonda never married; she remained a _____ all of her life.
(A) teacher (B) vagabond (C) spinster (D) stay-at-home
3. _____

“Test Tips” follow every twenty lessons in all books.

VOCABULARY BOOSTER

Reading Levels: 4-5
Interest Levels: 4-6/ESL

A Unique and Powerful Vocabulary Development Program in Sixty Story-Lessons



- ◆ Teaches vocabulary through literature – retold literary classics.
- ◆ Teaches the meanings (and spellings) of words that appear frequently in student reading material.
- ◆ Dramatically improves reading comprehension, as measured by standardized tests and paper-and-pencil IQ tests.
- ◆ Makes all textbooks more effective learning tool by enlarging student's inventory of word meanings.
- ◆ Sharpens a wide range of language skills – listening, reading, spelling, dictionary, etc.

Student Book – contains 60 vocabulary lessons. Each lesson introduces ten new words. For each new word, the book gives the parts of speech, dictionary pronunciation, synonyms, antonyms, homographs, other derived parts of speech, and illustrative sentences as appropriate. The student book features 60 classic stories – fables, folktales, myths, and legends – that use the new words (underlined in blue) in context. The stories continually review the vocabulary words in context (underlined in black) taught in earlier lessons.

Lesson 2
Vocabulary

1. greed _____ / grēd / noun, verb The miner had greed for gold. adjective: greedy adverb: greedily
2. choice _____ / chōs / noun Mary's choice was a blue silk dress. Choice fruit is on sale at the market.
3. feast _____ / fēst / noun The Pilgrims had a Thanksgiving feast. They feasted on turkey, corn, and a
4. stream _____ / strēm / noun We waded across the stream. (noun) Fans streamed out of the bull park. related words: streamer, streamlike
5. pause _____ / pōz / noun, verb After a short pause, we went on our way. (noun) The pitcher paused before throwing the ball. (verb) homonym: paus The kitten's paws have sharp claws.
6. glance _____ / glāns / noun The pitcher gave the runner a quick glance. (noun) The pitcher glanced at the runner. (verb)
7. reflection _____ / rēflek' shən / noun synonym: image You see your reflection in a mirror. verb: reflect related nouns: reflector
8. glare _____ / glār / noun, verb The glare of the headlights almost blinded the driver. (noun) The batter glared at the umpire. (verb) adjective: glaring
9. mutter _____ / müt'ər / verb synonyms: grumble, complain The driver muttered to himself when his car stalled.

Lesson 2.
The Greedy Dog



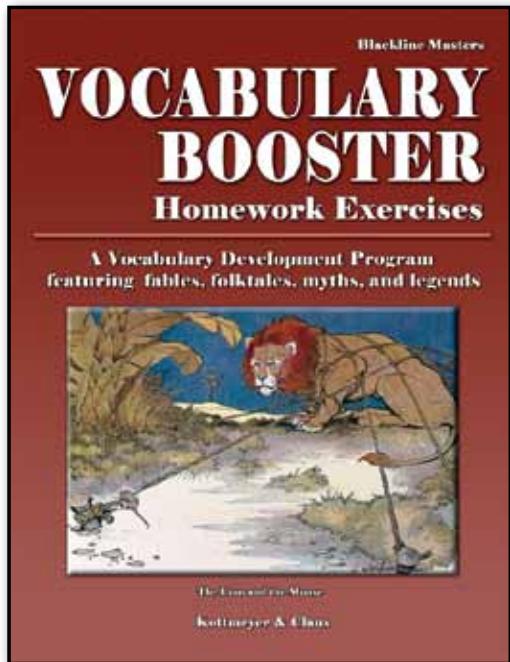
Once upon a time a greedy dog saw a choice piece of meat hanging on a neighbor's porch. His eyes gleamed with greed. "What a splendid feast I could have if I succeeded in stealing that meat. I am famished!" he cried.

The dog leaped high, seized the meat, and trotted off for home. The dog had to cross a bridge over a swift stream of water on his way home. As he was trotting across the bridge, he paused to glance downward. Of course he saw his reflection staring up at him. The dog glared back.

"His piece of meat is as fine as mine," he muttered. "If I could have his, too, I could have a splendid feast!"

Overcome by his greed, the dog glanced over the stream to see the other dog's meal.

Of course, the dog's attempt resulted only in the loss of his own meat. Exhausted and half-drowned, he crawled panting to shore, a sadder and wiser dog.



**Homework Lesson 2.
The Greedy Dog**

Print in the correct word from the following list.

above, fast, glaze, glazed, good, greedy, measured,
planned, passed, reflected, secure

Once upon a time a _____ dog saw a _____ piece of meat hanging on a neighbor's porch. His eyes gleamed with ...

"What a splendid _____ I could have if I succeeded in stealing that meat. I am finished!" he cried.

The dog leaped high, seized the meat, and trotted off for home. The dog had to cross a bridge over a swift _____ of water on his way home. As he was trotting across the bridge, he _____ to _____ downward. Of course he saw his _____ starting up at him. The dog _____ back.

"His piece of meat is as fine as mine," he _____ "I could have his, too. I could have a splendid _____!"

Overcome by his _____, the dog _____ into the _____ to seize the other dog's meat.

Of course, the dog's attempt resulted only in the loss of his own meat. Exhausted and half dressed, he crawled panting to shore, audder and white dog.

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Homework Masters –
Blackline masters of cloze exercises are provided for each of the 60 lessons. Students reread the story and fill in the blanks with the ten lesson words.

Name: _____

Test 1

1. gleam	a) wash	b) brochure	c) solar	d) above
2. splendid	a) broken	b) glorious	c) strong	d) ratios
3. meat	a) sleep	b) look	c) remain	d) above
4. exhaust	a) fire out	b) taste	c) depend on	d) leave
5. leap	a) run	b) skip	c) hop	d) jump
6. attempt	a) try	b) attack	c) fail	d) consist
7. pass	a) breathe slowly	b) hurt	c) breathe fast	d) color
8. seize	a) grab	b) looks	c) perks	d) sit
9. boulder	a) move	b) snare	c) spring	d) try
10. test	a) race	b) leap	c) jog	d) talk

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Name: _____

Test 2

1. measure	a) ground	b) score	c) sensible	d) water
2. reflection	a) stream	b) image	c) normal	d) least
3. glaze	a) snow	b) glaze	c) glass	d) quick look
4. greedy	a) wanting more than your share	b) angry	c) happy	d) hurry
5. pause	a) class	b) sharp stop	c) sleep	d) play
6. elusive	a) name	b) fail	c) last	d) excellent
7. erosion	a) thin	b) flowing water	c) pool	d) sand
8. plunge	a) dive	b) swim	c) made	d) attempt
9. knot	a) rich meal	b) knotted	c) marine	d) knotted
10. glaze	a) pause	b) glaze	c) glaze	d) stare angrily

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Blackline Masters

VOCABULARY BOOSTER

Lesson and Mastery Tests

A Vocabulary Development Program
Featuring fables, folktales, myths, and legends

Illustration by Maria Kostanayev & Chava

Test Masters – for 60 Lesson Tests and the 6 Mastery Tests.

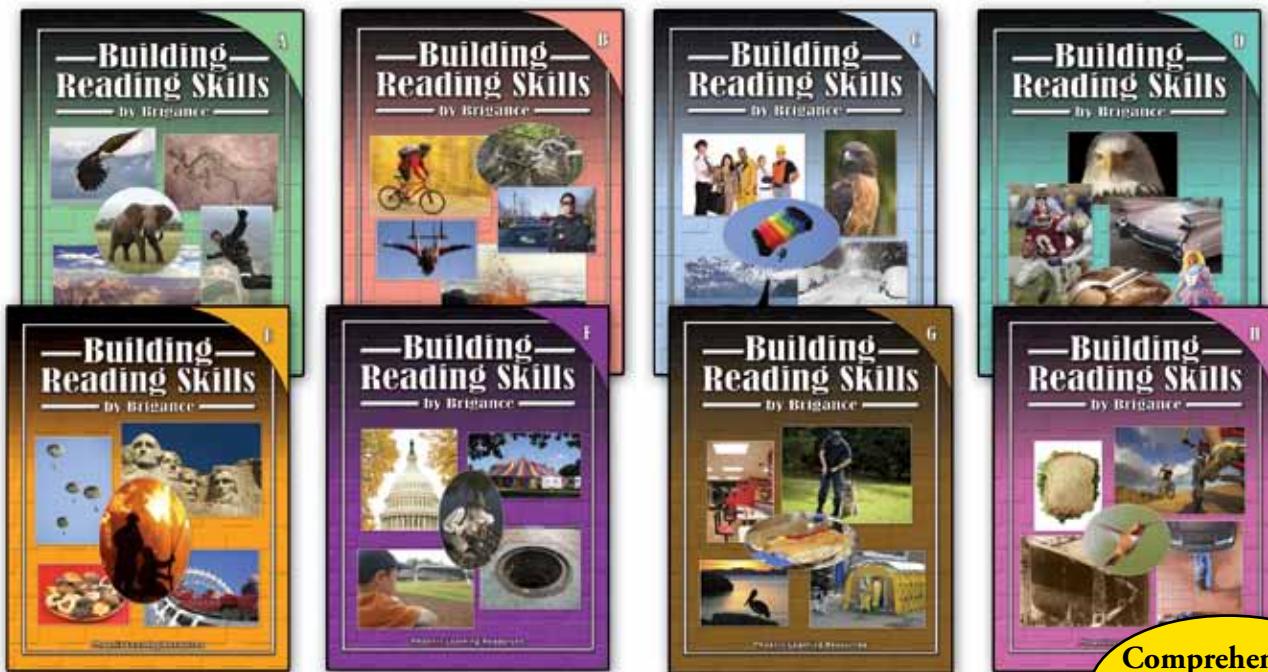
Teacher's Manual – contains the text for introducing and explaining the 10 words in each lesson, the 60 stories in the student book, and answer keys for the Lesson Tests, Mastery Tests, and the Homework Program.

Description	Item #	Unit Price 1-9	Unit Price 10 or more
Student Book	2800	\$15.95	\$13.95
Teacher's Manual	2801	\$15.95	\$15.95
Lesson and Mastery Tests	2802	\$13.95	\$13.95
Homework Masters	2803	\$17.95	\$17.95

BUILDING READING SKILLS

A Comprehensive High Interest, Low Vocabulary Comprehension Program Featuring Real Life Articles and Stories

Reading Levels: 2.5-7.9
Interest Levels: 4-Adult



- ◆ Each two page lesson introduces six new words from the Harris/Jacobson list.
- ◆ Each word is presented several times in different modalities and in different contexts.
- ◆ Most students are able to complete the well sequenced, two-page lesson within the typical class period. Students gain a positive sense of success, progress, and closure.
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- ◆ Verbal expression, word recognition, vocabulary development, study skills, and a range of reading comprehension skills assist students to become well-rounded, proficient readers.
- ◆ Most of the articles and stories come from newspaper and magazine articles. Students readily identify with the content.
- ◆ Eight possible teaching strategies and activities for each lesson gives the teacher choices to accommodate individual or class needs.
- ◆ A quick two minute word-recognition Placement Test provides for easy initial student placement in the program.

Building Reading Skills is uniquely designed to appeal to even the most reluctant readers by connecting real life with reading. Students with limited reading skills will feel more mature and positive as they read and relate to the interesting real-life articles and stories.

Comprehension
Strategies and
Vocabulary

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Special Introductory Offer**

Includes the following:
1 copy of each Student Book, A-H
1 copy of each Teacher's Edition, A-H
1 copy of the Program Guide
8 copies of the Student Response Book

A \$277.75 value for only
\$200.00

Order Item # 4941

12 Human Interest

One Person Can Make a Difference

Who made a difference in the life of the writer? How did she do it?

It happened just after my eleventh birthday. My parents had warned me several times about playing with matches. Despite the warning, I was caught playing with matches a second time and punished. I promised my parents, as well as myself, I would not play with matches again.

I don't understand why I did it again. But, I did. When I did, I accidentally set my clothing on fire. I didn't know I should wrap up in something like a blanket and then roll. In fact, I dashed from the house.

The next thing I can recall is waking up at General Hospital. I was in agony. I asked the nurse what had happened. She informed me I had second- and third-degree burns on my neck, chest, legs, and back. It sounded scary. But, I had no idea what she really meant. For several days I was unsure how severe my burns really were.

The next six months were filled with pain and agony. I'm sure some of it was so terrible I have forced myself to forget it. There was the agony of the painful treatments, including operations. The doctors used skin from different parts of my body to cover the burned areas. I constantly feared what would look like when it was all over.

I was not informed about it until several months later, but my heart actually stopped beating during one operation. I think it may have been that the agony and pain were more than my body could bear.



No. of Words: 581 Reading Time: ___ Min. Score: ___

A. New Words

1. agony
2. doubtful
3. General
4. Hawaii
5. pursue
6. treatment

B. USING THE NEW WORDS.

Write the new word that best completes each sentence.

1. The word that means much the same as "untrue, debatable, uncertain, and questionable" is _____.
2. The writer received medical _____ for severe burns.
3. The only state located by itself in an ocean is _____.
4. Assume is to accept as a fact or truth as _____.
5. The word that goes with pain, ache, injury, bruise, cramp, and sore is _____.
6. What is the main idea of this article?
7. Write the letter of the best answer:
8. Write the letter of the best answer:
9. Write the letter of the best answer:
10. Write the letter of the best answer:

C. THINK ABOUT IT.

Write the letter of the best answer:

6. While recovering from severe burns, the writer received special support and encouragement. It came from
 - a. a special nurse.
 - b. the firefighters.
 - c. the physician.
 - d. nose of the above.
7. Which happened first? The writer
 - a. began a career in nursing at General Hospital.
 - b. made the decision to pursue a career in nursing.
 - c. received second- and third-degree burns.
 - d. learned that Mrs. Pierson would be retiring.
8. The writer was encouraged and decided to pursue a career in nursing. It was because
 - a. lots of money could be made working at General Hospital.
 - b. there is a need for nurses in the beautiful state of Hawaii.
 - c. of what Mrs. Ruth Pierson did.
 - d. there were so many patients in agony with severe burns.
9. In which list do the words not belong together or mean about the same?
 - a. doubtful, uncertain, and untrue
 - b. superior, inferior, and width
 - c. pursue, follow, and search
 - d. agony, ache, and suffering
10. In which list do the words not belong together or mean about the same?
 - a. brand
 - b. strand
 - c. assure
 - d. assume
11. _____
 - a. fee
 - b. fine
 - c. flee
 - d. fine
12. _____
 - a. inferior
 - b. interior
 - c. inferior
 - d. interior
13. _____
 - a. manner
 - b. banner
 - c. contract
 - d. contact
14. _____
 - a. pursue
 - b. pursuit

Date: _____ Number correct: _____

D. WORDS SPELLED ALMOST ALIKE

Read the pairs of words below. As you read each word, think about its meaning. Practice reading the words to yourself.

1. a. mount	2. a. blunder	3. a. brusie
b. moun	b. blunder	b. cruise
4. a. yelp	5. a. desert	6. a. grief
b. kelp	b. dessert	b. grieve
7. a. bridge	8. a. fee	9. a. flee
b. stride	b. fine	b. fine
10. a. brand	11. a. assure	12. a. inferior
b. strand	b. assume	b. interior
13. a. manner	14. a. contract	15. a. pursue
b. banner	b. contact	b. pursuit

Book E**COMPONENTS**

Teacher's Editions – Eight teacher's editions, one for each of the pupil texts, provide eight lightly scripted strategies, activities and answer keys for each lesson.

Program Guide – The 32-page guide gives a comprehensive overview and introduction to the program including sample lessons, teaching tips, student placement on pages 11-12, a description and explanation of the strategies and activities in each lesson, contents by book and by lesson, and much more.

Student Response and Record Book – correlates with all of the student books and serves as the alternate record-keeping and tracking system if the student book is used as nonconsumable.

Student Books – There are eight, 96-page student books. The vocabulary levels and readability ranges are as follows:

Book	Vocabulary	Readability Range
A	3.0-3.9	2.5-4.5
B	3.0-3.9	3.0-4.9
C	4.0-4.9	3.5-5.5
D	4.0-4.9	4.0-5.9
E	5.0-5.0	4.5-6.5
F	5.0-5.0	5.0-6.9
G	6.0-6.9	5.5-7.5
H	6.0-6.9	6.0-7.9

Each student book contains 45 two-page lessons. Students feel comfortable with the consistent, friendly format that clearly lays out the steps in each lesson.

Description	Item #	Unit Price 1-9	Unit Price 10 or more
Book A	4925	\$14.95	\$11.95
Book B	4926	\$14.95	\$11.95
Book C	4927	\$14.95	\$11.95
Book D	4928	\$14.95	\$11.95
Book E	4929	\$14.95	\$11.95
Book F	4930	\$14.95	\$11.95
Book G	4931	\$14.95	\$11.95
Book H	4932	\$14.95	\$11.95
Student Response Book	7817	\$2.95	\$2.95
Book A, Teacher's Edition	4933	\$16.95	\$16.95
Book B, Teacher's Edition	4934	\$16.95	\$16.95
Book C, Teacher's Edition	4935	\$16.95	\$16.95
Book D, Teacher's Edition	4936	\$16.95	\$16.95
Book E, Teacher's Edition	4937	\$16.95	\$16.95
Book F, Teacher's Edition	4938	\$16.95	\$16.95
Book G, Teacher's Edition	4939	\$16.95	\$16.95
Book H, Teacher's Edition	4940	\$16.95	\$16.95
Program Guide	7852	\$5.95	\$5.95

BUILDING READING SKILLS

Building Reading Skills is a real-life, high-interest reading program for older at-risk students. It is uniquely designed to appeal to even the most reluctant readers by connecting real life with reading.

More than 98%
of the lessons
have a more
mature graphic.

All articles start
with a lead
question.

The one-page
articles include
a variety of
high-interest,
real-life topics.

A word count is
provided for every
fourth lesson for
timed reading.

20 **Nature**



This large adult elephant can stretch its trunk to be seven or eight feet long.

The Big One Has a Trunk and Is Intelligent

What are at least five ways the elephant uses its trunk?

There are two things that make the elephant very different from other land animals. That's its size and its trunk.

The elephant is considered to be very intelligent. Some people believe it has a remarkable memory.

It is the only animal that is always packing its trunk. It packs it everywhere it goes.

You might think of the elephant's trunk as its nose. But, it's much more than that. It's remarkable how many tasks this animal can do by using its trunk.

It uses the trunk to bring food and water to its mouth. That's a lot of work. It takes lots and lots of food for an animal of its size.

Being a large animal, the elephant has to have lots of food. An elephant in a zoo or circus needs more than a hundred pounds (48 kilograms) of food each day.

Wild elephants living in herds in the jungle need even more food. Wild elephants living in a jungle may spend up to 20 hours a day hunting for food. They will eat grass or leaves from some trees.

The animal uses its trunk to sniff and smell things. It has a very good sense of smell. Elephants living in the jungle or on the plains sometimes sense danger. An enemy may be about to attack. When this happens, the trunk may be used to warn the rest of the herd. This is done by sending a loud, trumpet-like sound from its trunk. The loud, trumpet-like sound makes the earth shake. This warns the other elephants in the herd of the possible danger. The elephant may give forth the loud, trumpet-like sound when it is angry.

The elephant may also use its trunk to protect itself from an attacking enemy. It swings its trunk to strike the attacking enemy. This hard hit usually knocks the attacking enemy to the ground or sends it running.

When it's bath time, the trunk comes into use again. It is used like a water hose. A large adult elephant can stretch its trunk so it's seven or eight feet (2.2 meters) long.

The female elephant makes use of her trunk in several ways to care for her baby. Sometimes the baby elephant will not do what the mother wants it to do. The mother may become angry and strike the baby with her trunk.

However, most of the time she gently pats the baby with her trunk. This is her way of showing her love to it.

Elephants, like horses, do not like to live alone. They like to live in a herd. An elephant is much happier when it is part of a herd.

The elephant is considered one of the smartest or most intelligent animals. Many remarkable stories have been told about elephants to show how smart they are and what a good memory they have.

You have probably heard the old saying, "An elephant never forgets." This may not be as true as some people think. But, the elephant does have a remarkable memory.

No. of Words: 526 Reading time: ____ Min. ____ Sec. Words per Minute: ____

The reading content, developed from real-life reading materials such as newspaper articles, has an interest range of 4th grade age to adult and includes a wealth of real-world knowledge.

As the student progresses through the short, well-sequenced lessons; all basic reading skills and many functional reading skills are developed.

A. New Words

- 1 **considered**
- 2 **herd**
- 3 **intelligent**
- 4 **jungle**
- 5 **memory**
- 6 **trumpet**

B. USING THE NEW WORDS.

Write the new word that best completes each sentence.

1. The word that means “a place where lots of big trees and plants are growing” is _____.
2. The elephant can use its trunk to make a loud sound like a _____.
3. The elephant is _____ to be very intelligent.
4. **Flock** is to **birds** or **butterflies** as _____ is to **elephants** or **horses**.
5. Some people learn quickly and have a remarkable memory. These people are considered to be very _____.

C. THINK ABOUT IT.

Write the letter of the best answer:

6. Like horses, elephants
 - a. have trunks and remarkable memories.
 - b. live in the jungle and make trumpet-like sounds.
 - c. do not like to live alone, but in herds.
 - d. do none of the above.
 6. __
7. When an elephant senses danger, it may warn the other elephants. It does this by
 - a. striking the attacking enemy with its trunk.
 - b. sending a loud, trumpet-like sound from its trunk that shakes the earth.
 - c. striking them with its trunk that can stretch to be seven or eight feet (2.2 meters) long.
 - d. doing none of the above.
 7. __
8. The elephant must have lots of food because
 - a. it is a very large animal.
 - b. it is considered to be very intelligent and likes to live in a herd.
 - c. it strikes an attacking enemy with its trunk and knocks it to the ground.
 - d. of none of the above.
 8. __
9. Which words best describe an elephant?
 - a. calm, miserable, and hollow
 - b. delicious, dangerous, and weak
 - c. horrible, graceful, and gentle
 - d. huge, smart, and intelligent
 9. __

Six new words in each lesson.

The numbered questions provide the following:

- 1. Definition/ Meaning**
- 2. & 3. Context**
- 4. Analogy**
- 5. Author's Choice/ Mixed**
- 6. Specific Facts or Details**
- 7. Sequence**
- 8. Cause and Effect**
- 9. Vocabulary and Language**
- 10. Main Idea**

Date _____ Number correct _____

D. WORDS WITH SAME ENDING

As you read each word, think about its meaning. Practice reading the words.

- | | | |
|----------------|----------------|----------------|
| 1. -ark | 2. -eed | 3. -eep |
| a. park | a. seed | a. keep |
| b. dark | b. feed | b. deep |
| c. bark | c. deed | c. jeep |
| d. mark | d. weed | d. sleep |
| e. shark | e. speed | e. sleep |
| f. spark | f. greed | f. sheep |
| | | |
| 4. -ick | 5. -ide | 6. -ink |
| a. sick | a. ride | a. sink |
| b. kick | b. side | b. fink |
| c. lick | c. tide | c. link |
| d. pick | d. wide | d. mink |
| e. tick | e. bride | e. pink |
| f. chick | f. pride | f. sink |
| g. stick | g. glide | g. drink |
| h. slick | h. guide | h. blink |

Review and/or Extended Learning.

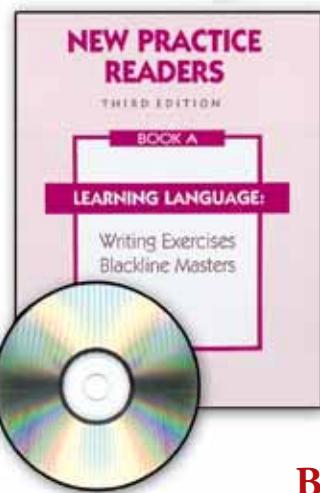
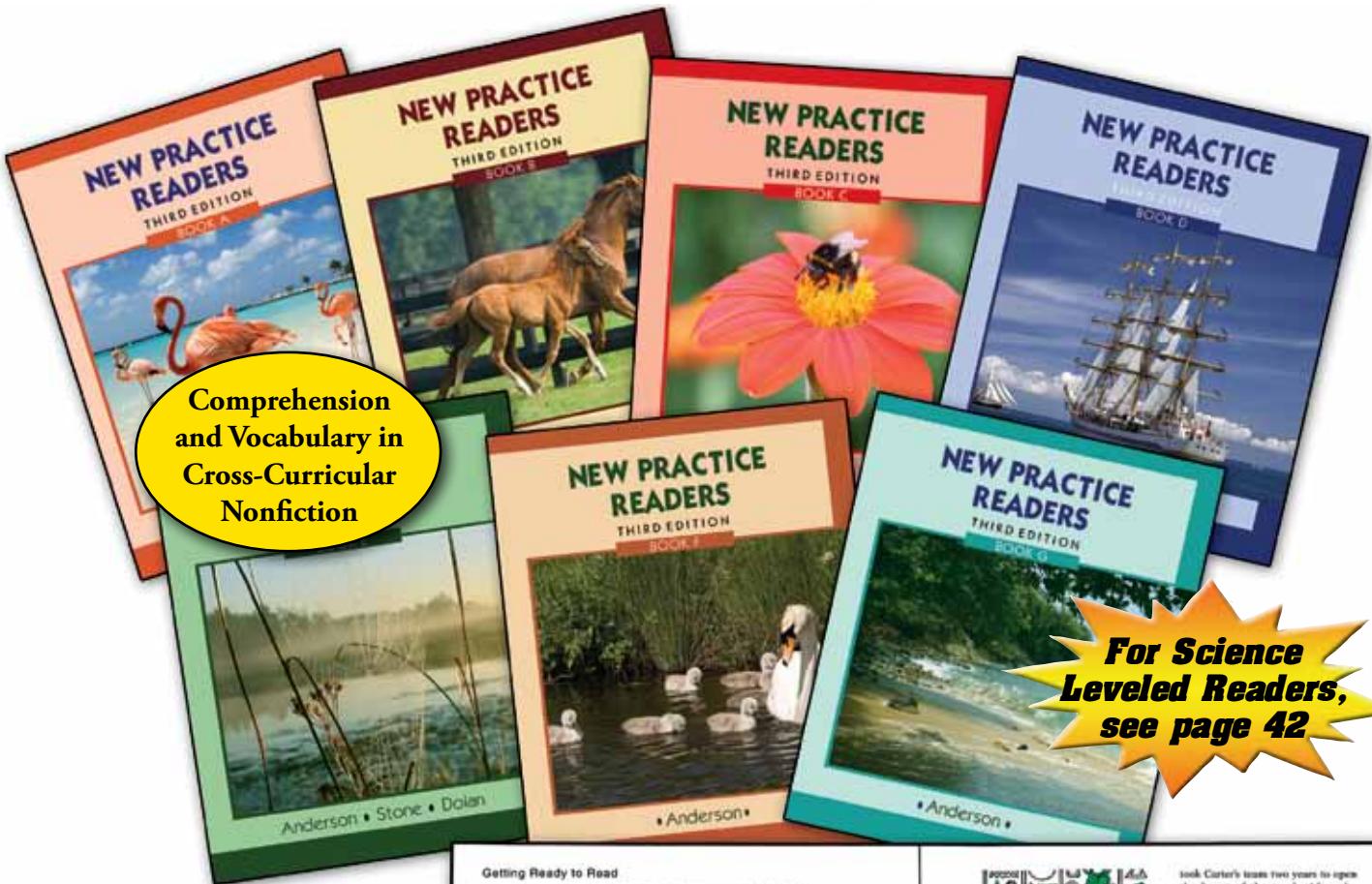
Book A

Reading Level 2.5-4.5
Vocabulary 3.0-3.9

NEW PRACTICE READERS

Reading Levels: 2.0-6.8
Interest Levels: 2-Adult/ESL

America's Favorite Reading Comprehension Program in Two-Page Lesson Formats of Cross-Curricular Nonfiction Articles



Book D

Getting Ready to Read

newsworthy	Draw a line under each right answer or fill in the blank.
pharaoh	1. It means outer room. casket reign antechamber
reign	2. When people are very careful about how they do something, they do it patronizingly elaborately anxiously .
ancient	3. Someone who studies objects people used long ago is a mummy a pharaoh an archaeologist .
antechamber	4. It is the opposite of modern. elaborate ancient bleeding
archeologist	5. Long ago, an Egyptian king was called a mummy pharaoh casket .
mummy	6. It is a kind of picture writing. _____

F-2 The 3,000-Year-Old Boy-King

Tutankhamen became Pharaoh of Egypt when he was only 9 years old. He did not reign long, however. He died when he was 19 or 19. Like all the pharaohs of ancient Egypt, Tutankhamen was buried in an elaborate tomb surrounded by beautiful objects.

The tomb was built under ground with secret passages and fake doorways designed to fool treasure hunters. That is why the tomb remained untouched for over 3,000 years, and Tutankhamen was all but forgotten.

In 1922, an archaeologist named Howard Carter found the

tomb. He had been searching for it for over ten years when one of his workers came upon a stone step under a hat. The step was the first of fifteen that led down to a sealed door. The hieroglyphics on the door told them that Tutankhamen lay within.

Slowly, painstakingly, Carter's team unsealed the door and made their way down a long passage to a second door. It opened onto a glittering world of jewels and gold of amazing beauty. This was only the beginning. The team found that the room was just an antechamber.

Even greater treasures lay in the burial chamber within, but it



took Carter's team two years to open the heart of the tomb. After the antechambers were cleared, they finally entered the burial chamber. Tutankhamen's mummy lay in a gold casket. Over his head was a pure gold mask. Today the face of the mask is familiar to many people. We know him as King Tut, the boy-king.

F-2 Testing Yourself

NUMBER RIGHT

Draw a line under each right answer or fill in each blank.

1. While not directly stated, it can be reasoned from the article that
 - Howard Carter did not expect to find the tomb.
 - It is unusual for archaeologists to find so many valuable objects in one tomb.
 - There are many undiscovered Pharaoh tombs in Egypt.
2. This article as a whole is about
 - Tutankhamen's tomb
 - archeology
 - Howard Carter
3. The word **it** in paragraph four refers to _____.
4. King Tut was married when he was still a child. Yes No Does not say
5. Which two statements are not true?
 - Tutankhamen's mummy was found in a pyramid.
 - It took Howard Carter many years to locate the tomb.
 - The archaeologists cleared the antechambers after they inspected the burial chamber.
 - Tutankhamen reigned for 9 or 10 years.
 - Nobody had been inside the tomb for over 3,000 years.
6. What word in paragraph one means things? _____

- ◆ Carefully graded articles and books challenge students at their own individual reading levels.
- ◆ Each lesson presents and defines new vocabulary in context.
- ◆ Exercises after each article provide systematic growth in thinking/reading skills.
- ◆ Students are tested immediately after reading each article on a range of comprehension skills.
- ◆ Article topics cover social studies, natural science, physical science, mathematics, health, language, careers, and biography.

Read-Along Audio Cassettes and CDs accompany Books A-D, providing a tutorial instruction and auditory reinforcement for remedial students. Each set contains 24 guided readings from its corresponding book.

Learning Language Activities – Blackline masters accompany Books A-D, with one activity sheet for each article. Following a simple method, these activities are designed not only to improve students' reading skills but also to improve writing and language skills. Now you can teach reading, writing, and language skills at the same time and not in isolation.

Placement Tests – Simple, diagnostic placement tests allow teachers to assign students the proper level to keep the content challenging yet attainable. **Placement Tests** are available on our website for a FREE download.

Reading Levels

Book A: 2.0-2.5

Book B: 2.4-3.5

Book C: 3.5-4.8

Book D: 4.4-5.5

Book E: 5.0-5.8

Book F: 5.4-6.5

Book G: 5.6-6.8

Teacher's Manual includes an informal placement inventory to determine reading levels for each student and an answer key.

SAVE OVER 25% on this Special Introductory Offer

Includes the following:

1 copy of each Student Book, A-G
1 Teacher's Manual

A \$135.60 value for only

\$100.70

Order Item # 9708

Description	Item #	Unit Price 1-9	Unit Price 10 or more
Book A	2117	\$17.95	\$14.95
Book B	2118	\$17.95	\$14.95
Book C	2119	\$17.95	\$14.95
Book D	2120	\$17.95	\$14.95
Book E	2121	\$17.95	\$14.95
Book F	2122	\$17.95	\$14.95
Book G	2123	\$17.95	\$14.95
TG & Answer Key	2124	\$9.95	\$9.95
Cassettes			
Book A	2126	\$99.00	\$99.00
Book B	2127	\$99.00	\$99.00
Book C		NO LONGER AVAILABLE	
Book D	2129	\$99.00	\$99.00
CDs			
Book A	2135	\$99.00	\$99.00
Book B	2136	\$99.00	\$99.00
Book C	2137	\$99.00	\$99.00
Book D	2138	\$99.00	\$99.00
Learning Language Activity Blacklines			
Book A	2130	\$17.95	\$13.95
Book B	2131	\$17.95	\$13.95
Book C	2132	\$22.95	\$18.95
Book D	2133	\$22.95	\$18.95
Teacher's Manual	2134	\$4.95	\$4.95

New Practice Readers Article Topics							
	Book A 64 articles 160 pages	Book B 64 articles 160 pages	Book C 81 articles 192 pages	Book D 81 articles 192 pages	Book E 81 articles 192 pages	Book F 81 articles 192 pages	Book G 81 articles 192 pages
Anthropology							
Earth Science							
Ecology							
Exploration							
Geography							
Geology							
Health and Safety							
History							
Inventions/Industry							
Life Sciences							
Mathematics							
Occupations							
Physiology/Psychology							

NEW PRACTICE READERS

An Uncomplicated, Easy-to-Follow Format Makes Study Easy for Students and for the Teacher.

Each of the seven books in this series offers nearly 100 reading selections drawn from history, geography, science, mathematics, health, careers, and technology in an attractive paperback format. Thoroughly tested for student interest, the articles are fun to read and rich in useful information.

Teaches new vocabulary needed to read the article and taps students prior knowledge.

Getting Ready to Read

SAY AND KNOW

glowworm
abdomen
brilliant
handsome
beetle
attracts
delicate
lightning
greenish
chemicals
related

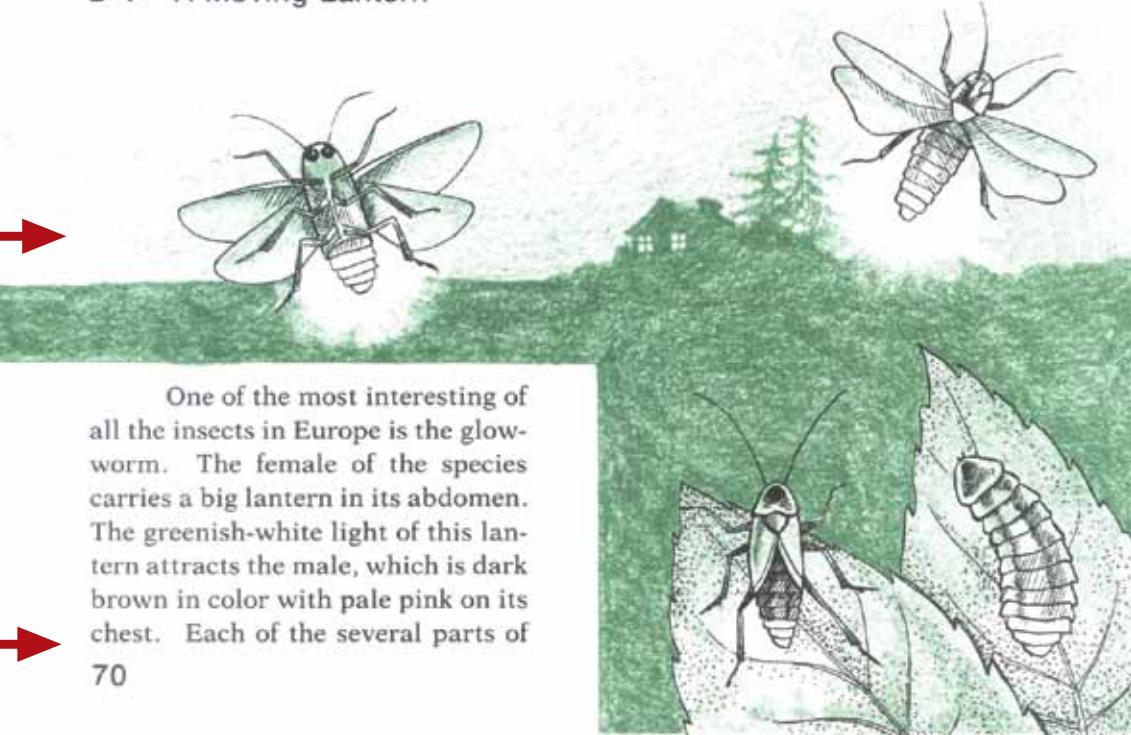
Draw a line under each right answer or fill in the blank.

1. The opposite of dull is delicate lightning brilliant.
2. Any soft color would be brilliant delicate greenish.
3. It is a hard-backed insect with wings.
a worm a beetle an abdomen
4. Two things with some connections are
handsome chemical related.
5. The opposite of pushes away is attracts related brilliant.
6. The stomach is in the _____.

Illustrations are “age free” and provide additional information.

Topics cover the curriculum: science, math, social studies, careers, health; provides valuable, useful facts.

D-4 A Moving Lantern



Vocabulary building, skill development exercises and the opportunity for individualization of content and timing combine to make these books valuable supplements to any basal program.

The tightly controlled reading levels insure that even your weakest readers can master their comprehension skills. As students progress, the materials become gradually and consistently more challenging.

The informal placement inventory in the Teacher's Manual helps you to determine where each student should begin in the series. Appropriate placement means that no student will start at too easy or too difficult a level.

the female's body is marked with two spots of brilliant red. This exciting insect is not truly a worm, but a beetle, and a very handsome one.

A glowworm lives mostly on other insects. However, it seems to prefer a small snail, which it kills and eats. By now you must have guessed that this European lightning bug is related to our American firefly.

The most interesting thing about a glowworm is the fact that it knows how to light itself like a lantern. In the female, the last three parts of the body shine. In the male, it is only the end part that lights up. The female can turn its delicate blue-green light up and down or off and on as it pleases. The light is believed to be produced by chemicals in the insect's body.

D-4 Testing Yourself

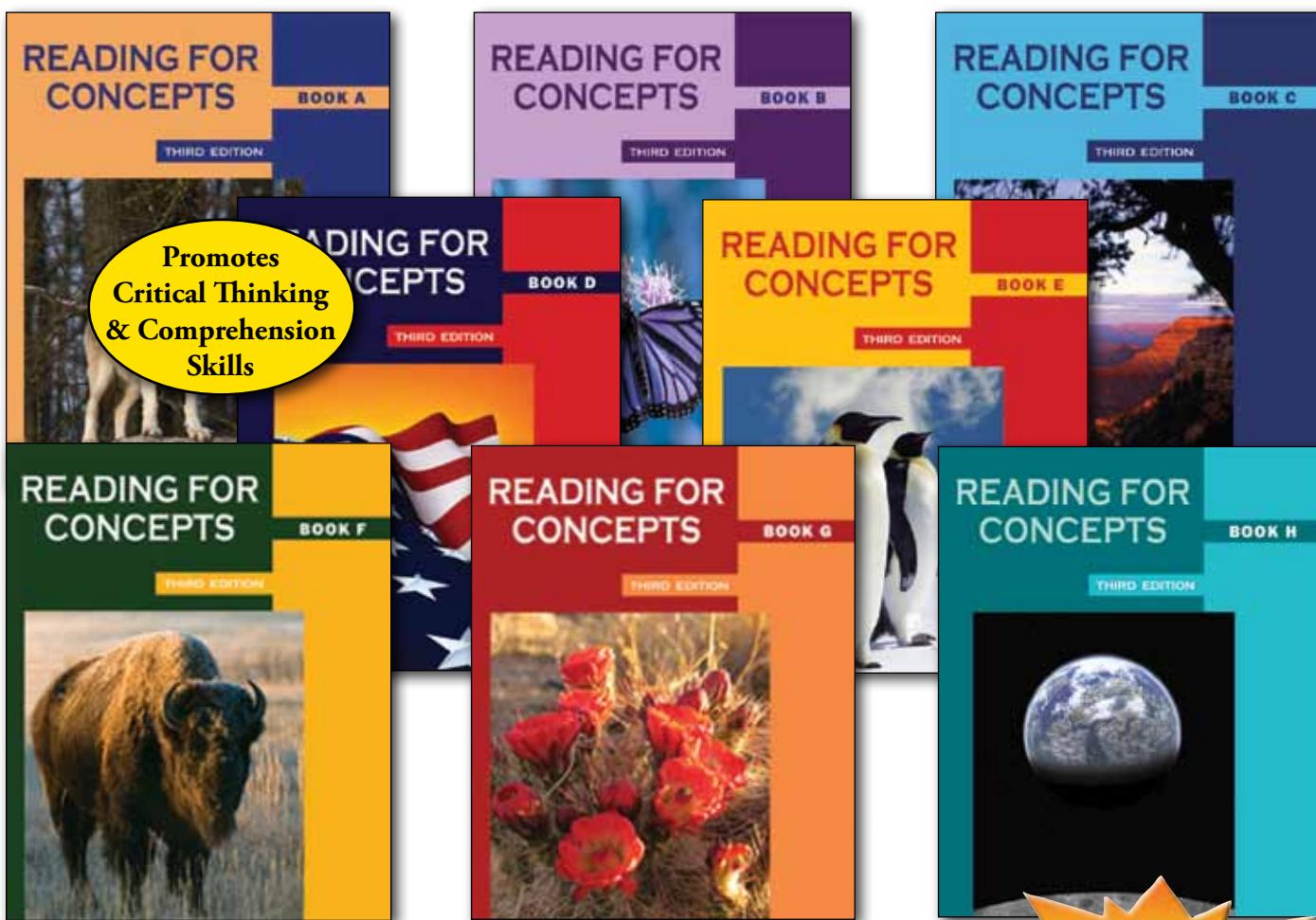
NUMBER RIGHT

- Draw a line under each right answer or fill in each blank.
1. While not directly stated, it can be reasoned from the article that this insect is called a glowworm because
 - a. all bugs are called worms.
 - b. it will burn like a cinder.
 - c. it has a shining light.
 2. This article as a whole is about
 - a. a new kind of light.
 - b. why glowworms like snails.
 - c. a very famous beetle.
 - d. several different insects.
 3. The words **it** and **itself** in paragraph three, sentence one, refer to _____.
 4. The female glowworm gives more light than the male. Yes No Does not say
 5. Which two sentences are not true?
 - a. The light from the glowworm is bright yellow-white.
 - b. The glowworm can cause the light to shine when it wishes.
 - c. The glowworm lives on roots and grasses.
 - d. The glowworm is a very handsome insect.
 - e. The male is dark brown in color.
 6. What word in paragraph two means **like better?** _____

READING FOR CONCEPTS

Reading Levels: 1.6-6.7
Interest Levels: 2-Adult/ESL

A Proven Developmental and Remedial Program with a Rich Selection of Thematic Articles Develops Comprehension Skills and Fosters Critical Thinking



- ◆ Essential new vocabulary for every reading selection is taught to boost student comprehension and to reduce teacher preparation time.
- ◆ Tightly controlled reading levels enable students to work at their own pace.
- ◆ Exercises following each article provide a consistent, unified approach to comprehension skills development.
- ◆ Unit theme-concepts foster critical thinking skills.
- ◆ A variety of contemporary articles spark students' curiosity and motivate them to read more.



A King's Treasure

Long ago, there lived a rich king. He was so rich he could not finish counting his money. His dishes were made of gold. His floor sparkled with diamonds. Yet he was not happy. He wanted to own all the treasures of the world.

One day a wise man came to see the king. "I hear you are looking for treasure," said the wise man. "Go to the desert. There you will find the greatest treasure in the world. Without this treasure, the richest man is poor."

"What is this treasure?" cried the king.

"I cannot tell you," said the wise man. "You must find it for yourself."

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Nest morning, the king took two camels and a servant and started out for the desert.

"Keep your eyes open," the king said. "There is a great treasure here."

"What shall I look for?" the servant asked.

"I do not know," said the king. "Just look."

All day long the king and his servant searched the desert. But all they saw was the hot sun and the dry land. Nest day there was a sandstorm. When the storm was over, the two men were lost. And the camels were gone.

"We are lost. And we have no water. We will die," the servant cried.

"We must walk until we find our way," said the king. For days they walked. At last the servant could not go on.

"Water!" he called. "Give me water or I shall die."

"I would give all my riches for one drink of water."



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Book B**Reading for Concepts Reading Levels**

Book A: 1.6-2.2 **Book D:** 3.6-4.2 **Book G:** 5.5-6.1
Book B: 2.2-2.8 **Book E:** 4.3-4.9 **Book H:** 6.1-6.7
Book C: 2.9-3.8 **Book F:** 4.9-5.5

The thinking/comprehension skills taught are based upon Bloom's Taxonomy.

CD-ROMs provide audio support for Books A through D. Each CD set presents 24 of 72 lessons from its corresponding book to build fluency and encourage independent reading.

The Teacher's Manual includes an informal inventory, suggested teaching methods, descriptions of content and reading levels, and an answer key.

Placement Tests – allow teachers to assign students the proper level to keep the content challenging yet attainable. **Placement Tests** are available on our website for a FREE download.

SAVE OVER 25% on this Special Introductory Offer

Includes the following:
1 copy of each Student Book, A-H
1 Teacher's Manual

A \$153.55 value for only

\$113.40

Order Item # 9712

Description	Item #	Unit Price 1-9	Unit Price 10 or more
Book A	2103	\$17.95	\$14.95
Book B	2104	\$17.95	\$14.95
Book C	2105	\$17.95	\$14.95
Book D	2106	\$17.95	\$14.95
Book E	2107	\$17.95	\$14.95
Book F	2108	\$17.95	\$14.95
Book G	2109	\$17.95	\$14.95
Book H	2110	\$17.95	\$14.95
TG & Answer Key	2111	\$9.95	\$9.95
CDs			
Book A	2139	\$99.00	\$99.00
Book B	2140	\$99.00	\$99.00
Book C	2141	\$99.00	\$99.00
Book D	2142	\$99.00	\$99.00

	Reading for Concepts Article Topics							
	Book A 72 articles 176 pages	Book B 72 articles 176 pages	Book C 72 articles 176 pages	Book D 72 articles 176 pages	Book E 72 articles 176 pages	Book F 80 articles 192 pages	Book G 80 articles 192 pages	Book H 80 articles 192 pages
Anthropology	[Red Box]	[Red Box]	[Red Box]	[Red Box]	[Red Box]	[Red Box]	[Red Box]	[Red Box]
Art		[Red Box]		[Red Box]				
Biology	[Red Box]	[Red Box]	[Red Box]	[Red Box]	[Red Box]	[Red Box]	[Red Box]	[Red Box]
Earth Science			[Red Box]		[Red Box]		[Red Box]	[Red Box]
Ecology			[Red Box]					
Economics	[Red Box]	[Red Box]	[Red Box]	[Red Box]	[Red Box]	[Red Box]	[Red Box]	[Red Box]
Engineering				[Red Box]		[Red Box]	[Red Box]	[Red Box]
Geography	[Red Box]	[Red Box]	[Red Box]	[Red Box]	[Red Box]	[Red Box]	[Red Box]	[Red Box]
History	[Red Box]	[Red Box]	[Red Box]	[Red Box]	[Red Box]	[Red Box]	[Red Box]	[Red Box]
Mathematics	[Red Box]							[Red Box]
Political Science					[Red Box]	[Red Box]	[Red Box]	
Sociology				[Red Box]		[Red Box]		
Space			[Red Box]		[Red Box]		[Red Box]	

READING FOR CONCEPTS

With articles from a variety of disciplines, this program uses themes to develop comprehension skills as well as stimulate critical thinking.

Each lesson is contained on two facing pages with a short reading on one page and test questions on the other.

The Land of Dripping Water

- 1 High overhead, monkeys swing by their tails and parrots call out. Nearer the ground, birds fly through the air. Climbing cats and other animals hunt for food. Snakes slide along the ground. A thousand insects go about their work. Trees seem to reach up to the sky. Their big green leaves are 200 feet above the ground. This is a rain forest.
- 2 The rain forest is hot and wet. About 90 inches of rain fall each year. Even in the "dry season" three or four inches of rain fall each month. The large leaves of the trees catch the rain as it falls. The water drips slowly to the ground. It keeps on dripping long after the rain has stopped. But wind and sun never reach the forest floor.
- 3 The big trees protect the life living under them. Their flowers are food for insects. Birds and small animals stay under the leaves where they are safe from high-flying eagles. The monkeys live on nuts and fruit from the trees.



All the readings contain information-loaded illustrations.

Reading for Concepts develops its content around the overarching theme of change in our world. The series encourages students to understand that information derived from reading can be related to larger concepts. An excellent compliment to *New Practice Readers*, this series emphasizes higher level thinking skills.

The appropriate placement inventory in the Teacher's Guides helps to insure appropriate beginning points for students.

FIND THE ANSWERS

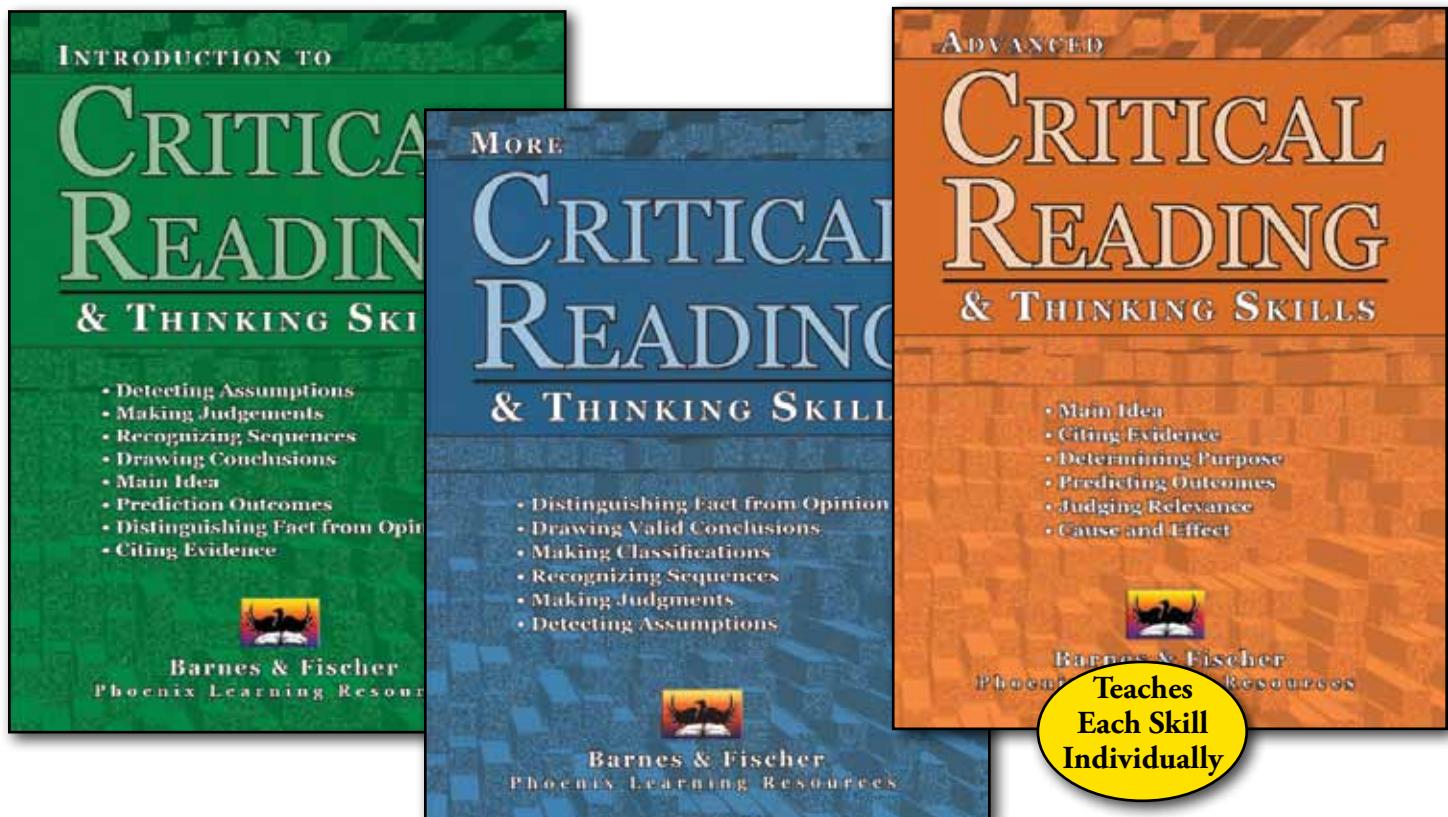
1. In the dry season of a rain forest the monthly rainfall may be
 - a. over 90 inches.
 - b. 200 feet.
 - c. three or four inches.
 - d. less than an inch.
2. The word in the story that means *a special time of the year, like summer or winter*, is _____.
3. The story says: "The water drips slowly to the ground. *It* keeps on dripping." The word *it* means the _____.
4. The story does not say this, but from what we have read, we can tell that
 - a. there are no flowers in a rain forest.
 - b. the rain falls to the ground fast.
 - c. there is little light in a rain forest.
5. What catches the rain as it falls? (Which sentence is exactly like the one in your book?)
 - a. The big trees catch the rain as it falls.
 - b. The large leaves of the trees catch the rain as it falls.
 - c. The water is caught in ponds on the floor of the forest.
6. The main idea of the whole story is that
 - a. many things live and grow in a rain forest.
 - b. too many birds live near the ground.
 - c. there are many insects living in a rain forest.
7. The word in paragraph 1, sentence 1, that is the opposite of *underneath* is _____.
8. Which of the following does this story lead you to believe?
 - a. An eagle can't live near a rain forest.
 - b. A rain forest would be beautiful to see.
 - c. A rain forest would be completely quiet.

Slower readers can achieve success through no-fail reading comprehension exercises. The consistent format of self-testing encourages progressive skill development.



CRITICAL READING AND THINKING SKILLS

Reading Levels: 4-11
Interest Levels: 6-12/Adult



Three high-interest texts teach essential comprehension skills and prepare students for mandated reading requirements

- ◆ *Introduction to Critical Reading and Thinking*
- ◆ *More Critical Reading and Thinking*
- ◆ *Advanced Critical Reading and Thinking*
- ◆ **12 Specific Reading Comprehension Skills**

With older students, it is now or never. Direct instruction is needed to advance critical reading skills efficiently and quickly. The program focuses on one skill at a

time. Students gain confidence by mastering one skill and not multiple tasks. Lessons are presented in high-interest reading selections that appeal to mature students. Selections within each text progress systematically from simple to more challenging levels and exercises.

◆ **Comprehensive Reviews**

More Critical Reading and Thinking Skills and *Advanced Critical Reading and Thinking Skills* culminate with a comprehensive review of the six skills taught in each text. Students will practice putting all skills together as they need to do in their school and recreational reading.

◆ **Vocabulary**

Since reading comprehension correlates directly with the student's lexical knowledge of words, the program teaches vocabulary up front for every reading selection.

COMPONENTS

Critical Reading and Thinking Skills consists of three pupil texts and two teacher's guides.

Introduction to Critical Reading and Thinking

Reading Level Grades 4 to 6

1. Detecting Assumptions
2. Selecting Criteria
3. Recognizing Sequences
4. Drawing Conclusions
5. Identifying the Main Idea
6. Predicting Outcomes
7. Distinguishing between Fact and Opinion
8. Citing Evidence



More Critical Reading and Thinking

Reading Level Grades 6 to 8

1. Distinguishing between Fact and Opinion
2. Drawing Valid Conclusions
3. Classifying Ideas, Objects, People, Things, and Events
4. Identifying Sequences
5. Selecting Criteria
6. Detecting Assumptions
7. Review: Putting It All Together



Advanced Critical Reading and Thinking

Reading Level Grades 8 and above

1. Identifying the Main Idea
2. Citing Evidence
3. Determining the Purpose of Communication
4. Predicting Outcomes
5. Judging the Relevance of Information
6. Cause and Effect Relationships
7. Review: Putting It All Together



Teacher's Guides include an introduction to the program, sample lesson plans, and answer keys.

Description	Item #	Unit Price 1-9	Unit Price 10 or more
Introduction (128 pages)	1603	\$14.95	\$11.95
Introduction TG	1604	\$5.95	\$5.95
More (112 pages, Updated)	1600	\$14.95	\$11.95
Advanced (128 pages)	1601	\$14.95	\$11.95
More & Advanced TG	1602	\$5.95	\$5.95

Drawing Valid CONCLUSIONS

We draw conclusions-judgments or decisions made as a result of careful thought-about many objects, people, and events every day. We decide that we like some things we see and dislike others. Frequently, we jump to conclusions too quickly. Most of us have had to change our ideas about our classmates, our teachers, and even our friends. Our first impressions were often faulty because we had only limited experiences with these new friends. It is wiser to observe people over a period of time in a wide variety of situations before we draw definite conclusions about them.

Accurate conclusions are based on a careful examination of all the facts in a situation as well as thoughtful reasoning. When a young girl saw that a tent was being erected in her village she thought that a circus was coming to town. She didn't know that the tent might be used for a religious meeting, a car show, or a political rally.

When Carol Ramirez visited Puerto Rico during the summer she got sunburned and the hot pavements scorched her feet. She concluded that the only reason people stayed on the island was because they couldn't afford to leave. Carol did not realize that during the fall, winter, and spring seasons Puerto Rico is very pleasant.

When Jimmy Roberts saw that his new neighbors had a huge dog he concluded that they were afraid of robbers. He didn't realize that the dog might be used in dog shows or by members of the family for hunting.

In drawing conclusions we must also be careful about the words we use. Words such as nobody, everyone, always, never, all, no one, and none can make our conclusions incorrect. If you conclude that everyone at school loves sports, you are probably wrong. If you conclude that no one in your class likes math, you are probably right.

The Man With the X-Ray Mind

Words you'll need to know...

skeptical not believed, questioned
Westminster Abbey a church in London, England

Janson." The two men hurried to warn the police and learned the fire had just been reported.

Hurkos told the police he could help them, but they were skeptical. Shutting his eyes, he described what was in the police captain's pockets. After this, the police believed he could help.

First Hurkos went to the fire scene. Digging through the ashes, he came up with a charred screwdriver handle. He felt it and said, "We must look for a boy in his teens." Hurkos was shown the school yearbook pictures of every boy in town. He finally pointed to a photograph. "That one!" he said. "That is the one I want to talk to."

He had named the son of one of the richest people in town. Hurkos said, "You will find a box of matches in one pocket and a bottle of lighter fluid in the other, but the boy doesn't smoke." The boy denied everything. Then Hurkos said, "Pull up your left pant leg and show the police the scratches you got from the barbwire fence as you

Recognizing Sequences

1. Number the events below to indicate the order in which they occurred in the story.
- _____ a. A Scotland Yard officer and Hurkos fly to London.
 - _____ b. Hurkos seeks to find the person setting fires.
 - _____ c. Hurkos traces on a map of London.
 - _____ d. Hurkos goes to the Abbey.
 - _____ e. Scotland Yard is looking for the Stone of Scone.

Identifying Assumptions

2. When Scotland Yard officers called Hurkos to help, what did they probably assume?

Classifying Ideas, Objects, People, and Events

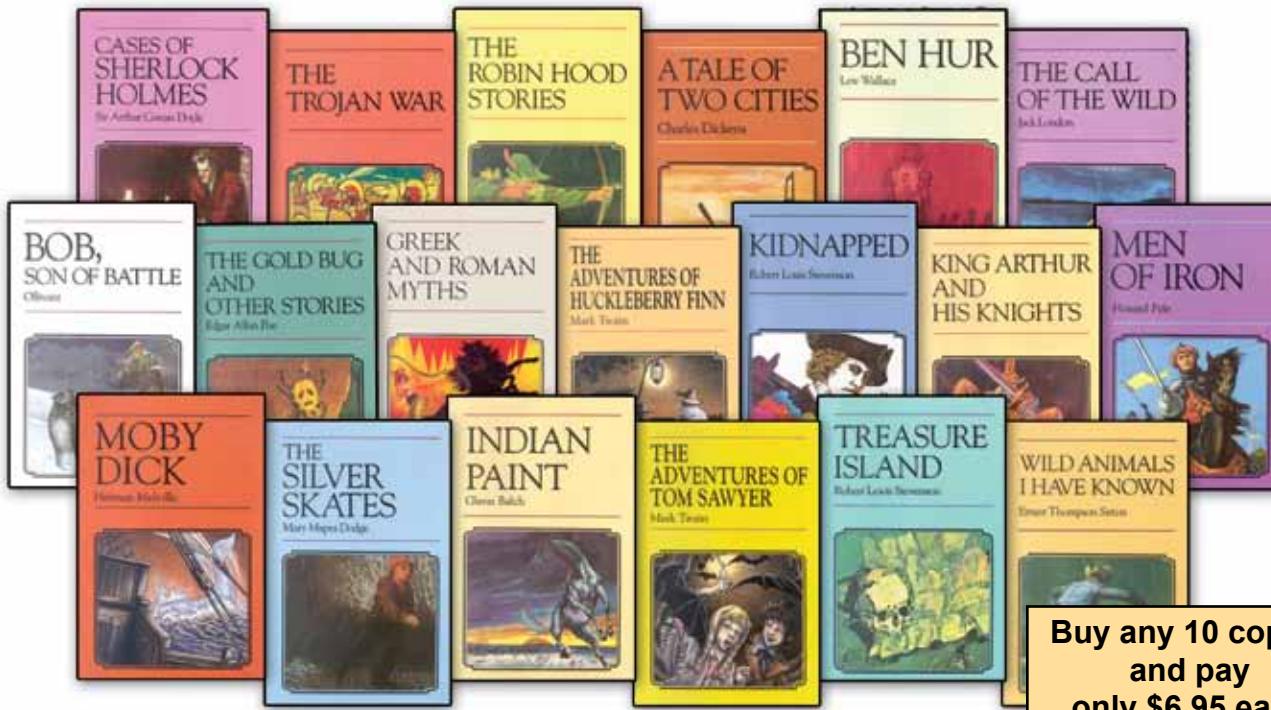
3. In police investigations, people are often classified as innocent, suspects, or guilty. Place the individuals listed below in each category.

bystander, person seen driving the guilty person, person seen carrying out the crime

PHOENIX EVERYREADERS

Reading Level: 4
Interest Levels: 4-Adult/ESL

High-Interest Paperback Adaptations of Classic Literature



Buy any 10 copies
and pay
only \$6.95 each

- ◆ Classic stories from great literature.
- ◆ Ideal for independent reading.
- ◆ Readability controlled to a fourth-grade reading level.
- ◆ Students have success reading real books – a major motivation for reluctant readers.
- ◆ Work with any remedial reading program.
- ◆ A complete set of comprehension questions for the series is available on blackline masters to help teachers evaluate student progress.

Classic Stories – Readers thoroughly enjoy these stories and are motivated to do more reading for fun.

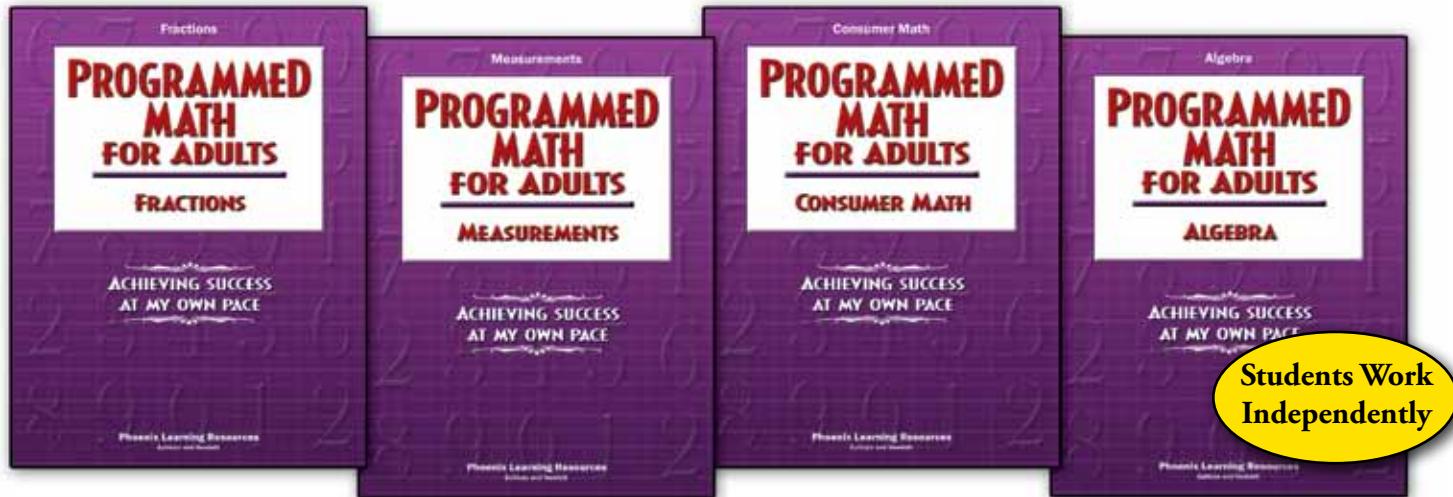
Readability – Students reading near or at a fourth-grade level, can read the Phoenix Everyreaders on their own. Reading classic books is a great motivation for weak readers to continue to work at improving their reading skills.

Comprehension Checks – 10-item, multiple-choice Comprehension Checks on blackline masters for all 19 books.

Description	Item #	Unit Price
Cases of Sherlock Holmes	1358	\$8.95
The Trojan War	1359	\$8.95
The Robin Hood Stories	1360	\$8.95
Men of Iron	1361	\$8.95
Wild Animals I Have Known	1362	\$8.95
The Call of the Wild	1363	\$8.95
Indian Paint	1364	\$8.95
Bob, Son of Battle	1365	\$8.95
The Gold Bug and Other Stories	1366	\$8.95
King Arthur and His Knights	1367	\$8.95
Ben Hur	1368	\$8.95
Greek and Roman Myths	1369	\$8.95
Treasure Island	1370	\$8.95
Kidnapped	1371	\$8.95
The Silver Skates	1372	\$8.95
A Tale of Two Cities	1374	\$8.95
Moby Dick	1375	\$8.95
The Adventures of Tom Sawyer	1376	\$8.95
The Adven. of Huckleberry Finn	1377	\$8.95
Comprehension Checks	1373	\$8.95
Complete Set - Save over 30%	9037	\$130.00

PROGRAMMED MATH FOR ADULTS

A Basal and Remedial Math Program for Mature Students



- ◆ Places individuals at their level of competency.
- ◆ Holds students' interest through problems illustrations, presentations, and appropriate for secondary and adult students.
- ◆ Allows students to progress at their own pace.
- ◆ Builds confidence by teaching computational skills with a minimum reliance on reading.
- ◆ Provides immediate feedback through the programmed format and in-book progress tests.
- ◆ Applies newly learned skills to realistic word problems available in separate books for Basic Addition through Measurements.

Student Editions consist of 15 Skills Books and 8 Word Problem Books. Basic Addition through Multiplication does not use any verbal instruction. Division through Measurements uses a minimum of verbal instruction. Job Corps Books extend work on fractions.

Placement Tests – Simple diagnostic placement tests allow teachers to assign students the proper level to keep the content challenging yet attainable.

Placement Tests are available on our website for a FREE download.

Reading Levels: 2-6 (Word Problem Books)
Interest Levels: 5-Adult

Description	Item #	Unit Price 1-9	Unit Price 10 or more
Basic Addition	1130	\$15.95	\$13.95
Basic Addition Word Problems	1131	\$11.95	\$8.95
Advanced Addition	1132	\$15.95	\$13.95
Advan. Addition Word Problems	1133	\$11.95	\$8.95
Subtraction	1134	\$15.95	\$13.95
Subtraction Word Problems	1135	\$11.95	\$8.95
Multiplication	1136	\$15.95	\$13.95
Multiplication Word Problems	1137	\$11.95	\$8.95
Division	1138	\$15.95	\$13.95
Division Word Problems	1139	\$11.95	\$8.95
Addition & Subtraction of Fractions (Job Corps)	1505	\$15.95	\$13.95
Multiplication & Division of Fractions (Job Corps)	1506	\$15.95	\$13.95
Fractions (Updated)	1140	\$15.95	\$13.95
Fraction Word Problems	1141	\$11.95	\$8.95
Decimals (Updated)	1142	\$15.95	\$13.95
Decimal Word Problems	1143	\$11.95	\$8.95
Measurements (Updated)	1144	\$15.95	\$13.95
Measurement Word Problems	1145	\$11.95	\$8.95
Consumer Math (Updated)	1225A	\$15.95	\$13.95
Algebra (Updated)	1149	\$15.95	\$13.95
Using Algebra	1150	\$15.95	\$13.95
Using Geometry	1151	\$15.95	\$13.95
Using Trigonometry	1152	\$15.95	\$13.95
Teacher's Manual, Add. - Measure.	1153	\$26.95	\$26.95
Teacher's Manual, Consum - Trig.	1154	\$26.95	\$26.95
Progress Tests, Add. - Measure.	0155	\$10.95	\$10.95
Placement Exams (set of 10)	1156	\$13.95	\$13.95

LEARNING SKILLS SERIES: MATHEMATICS

Reading Levels: 3-6
Interest Levels: 6-Adult/ESL

A Differentiated Instructional Program That Uses Real-World Problems to Build Skills and Confidence in Remedial and Special Needs' Students

Acquiring Mathematics Skills
Hunter/Lafollette/Smith

Fill in each thermometer.

Multiply.

1. 5×3	8×2	6×3	4×2	9×2	11×3
2. 7×2	0×3	9×3	4×3	6×2	7×3
3. 1×2	5×2	1×3	3×2	10×3	9×5

Divide.

4. $2 \overline{) 10}$	$2 \overline{) 14}$	$3 \overline{) 12}$	$4 \overline{) 8}$	$2 \overline{) 18}$
5. $2 \overline{) 6}$	$3 \overline{) 18}$	$3 \overline{) 21}$	$3 \overline{) 27}$	$3 \overline{) 45}$

Building Mathematics Skills
Hunter/Lafollette/Smith

Fill in each thermometer.

1. You have \$1.00. You spend \$.42. What is your change? _____

2. You have 88¢. You spend 39¢. What is your change? _____

3. Pears cost 5¢. Peaches cost 6¢. How much would both cost? _____

4. Eggs cost \$1.29. Bacon costs \$3.87. What would both cost? _____

5. 42×6	83×2	48×6	85×25	30×56
6. $5 \overline{) 385}$	$7 \overline{) 315}$	$6 \overline{) 1}$		

Continuing Mathematics Skills
Hunter/Lafollette/Smith

Fill in each thermometer.

1. You have \$1.00. You spend \$.42. What is your change? _____

2. You have 88¢. You spend 39¢. What is your change? _____

3. Pears cost 5¢. Peaches cost 6¢. How much would both cost? _____

4. Eggs cost \$1.29. Bacon costs \$3.87. What would both cost? _____

5. 42×6	83×2	48×6	85×25	30×56
6. $5 \overline{) 385}$	$7 \overline{) 315}$	$6 \overline{) 1}$		

Directing Mathematics Skills
Hunter/Lafollette/Smith

Fill in each thermometer.

1. You have \$1.00. You spend \$.42. What is your change? _____

2. You have 88¢. You spend 39¢. What is your change? _____

3. Pears cost 5¢. Peaches cost 6¢. How much would both cost? _____

4. Eggs cost \$1.29. Bacon costs \$3.87. What would both cost? _____

5. 42×6	83×2	48×6	85×25	30×56
6. $5 \overline{) 385}$	$7 \overline{) 315}$	$6 \overline{) 1}$		

Acquiring
Building

- ◆ Up to four ability levels in the same classroom.
- ◆ Math skills applied to real-life situations.
- ◆ Self-contained lessons.
- ◆ Functional, age-free illustrations.
- ◆ More consistent development of skills within each text and from text to text.

- ◆ Clearly labeled, easy-to-follow teaching suggestions.
- ◆ Integrated curriculum includes content from social studies, science, and language arts.
- ◆ Rich with teaching strategies and games sections.
- ◆ Updated and expanded Teacher's Resource Bank and Evaluation Guidebook.

The Teacher's Manual includes the following:

- ✓ An overview of the program's skills and content.
- ✓ An Examination Guide to the student texts.
- ✓ Chapter overviews and page-by-page teaching notes.
- ✓ Evaluation Guidebook for writing Individual Education Programs.
- ✓ Cross-curricular strategies provided in lesson suggestions reinforce the math content.
- ✓ Lesson suggestions include ways to use technology, such as computers and the Internet.
- ✓ Teacher Resource Bank includes blackline masters for placement tests, reinforcement, enrichment, plus additional teaching strategy suggestions.

Student Workbooks cover the same content at four different ability levels so you can teach different levels in one classroom.

The chapter titles are:

- Chapter 1 – Review of Operations
- Chapter 2 – Practice with Operations
- Chapter 3 – Multiplication and Division
- Chapter 4 – Money
- Chapter 5 – Graphing
- Chapter 6 – Fractions
- Chapter 7 – Fractions and Money
- Chapter 8 – Geometry

Students are motivated by relevant activities while learning and practicing addition, subtraction, multiplication, and division of both whole numbers and fractions.

A activity

Fill in each thermometer.

1. You have \$12.00. You spend \$1.32. What is your change? _____

2. A bag of bagels costs \$2.24. Four people share the cost. How much does each pay? _____

3. A case of water costs \$6.37. Five cases cost _____.

4. \$27.64 was spent at a grocery store and \$13.64 was spent at a video store. How much was spent in all? _____

5. 36.2×1.7 6. $.634 \times .25$ 7. $36.4 \times .23$ 8. 87.1×3.8

9. 6.5×2.425 10. 4×300.8 11. 8×624

Differentiated Instruction

Chapter 4 99

Continuing

B review

Show these temperatures.

1. You have \$20.00. You spend \$17.62. What is your change? _____

2. A bag of bagels costs \$3.85. You and friends buy 2 bags for 5 people. How much would each person pay? _____

3. A case of fruit drinks costs \$8.93. How much would 8 cases cost? _____

4. You spent \$134.23, \$114.52, and \$12.09 for groceries. How much did you spend in all? _____

5. 436.03×1.8 6. 506.3×8.2 7. 16.8×3.9 8. $140.3 \times .82$

9. 8.5×12.48 10. 71×3195 11. 85×12.48

Chapter 4 99

Directing

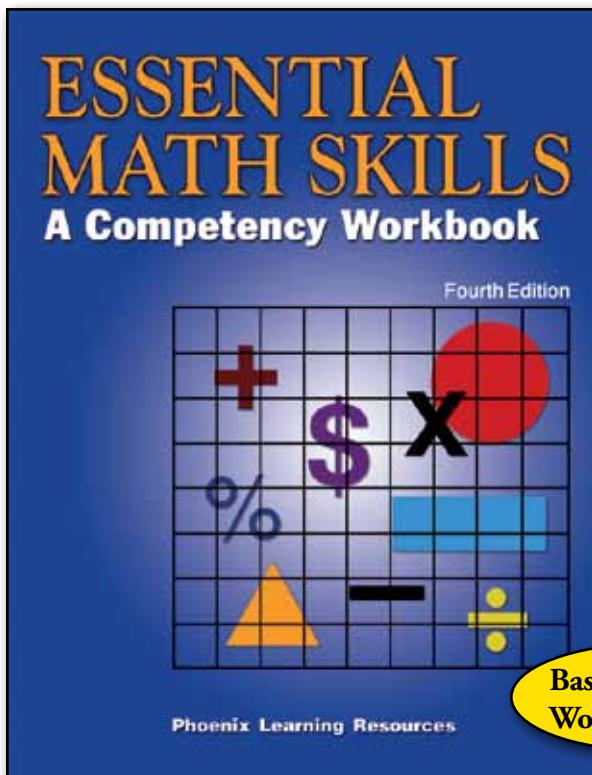
Placement Tests – Simple diagnostic placement tests allow teachers to assign students the proper level to keep the content challenging yet attainable. While a classroom of students are using four separate texts, the teacher is using one curriculum and addressing each one's unique abilities. **Placement Tests** are available on our website for a FREE download.

Description	Item #	Unit Price 1-9	Unit Price 10 or more
Book A - Acquiring	3178	\$16.95	\$13.95
Book B - Building	3179	\$16.95	\$13.95
Book C - Continuing	3180	\$16.95	\$13.95
Book D - Directing	3181	\$16.95	\$13.95
Teacher's Manual	3182	\$19.95	\$19.95
Placement Tests	3183	\$10.95	\$10.95

ESSENTIAL MATH SKILLS

Reading Levels: 5-6
Interest Levels: 6-Adult/ESL

A Comprehensive Mathematics Competency Workbook that Reviews and Practices Skills Students Need to Pass State Competency/Mastery Tests



Basic Skills and Word Problems

MULTIPLYING WHOLE NUMBERS

EXAMPLES $\begin{array}{r} 26 \\ \times 38 \\ \hline 208 \\ 780 \\ \hline 988 \end{array}$ $\begin{array}{r} 8 \times 26 \\ \hline 780 \\ 30 \times 26 \\ \hline 988 \end{array}$ Write 0 in the ones place.

Multiply.

1. 25×90	2. 56×59	3. 48×92	4. 22×22
7. 578×20	8. 436×59	9. 739×64	10. 476×87
11. 324×68	12. 748×95		
13. 8462×53	14. 5648×72	15. 7090×46	16. 8083×93
17. 3654×25	18. 4036×64		
19. $60,008 \times 86$	20. $36,724 \times 57$	21. $23,786 \times 56$	22. $80,591 \times 70$
23. $36,428 \times 93$	24. $29,467 \times 68$		

GREAT WORD PROBLEM PRACTICE!

25. A circus calculates that the average weight of its 7 giraffes is 3,764 lbs. What is the total weight of the 7 giraffes?

26. A particular concrete building block weighs 37 lbs. How much do 2,458 such building blocks weigh?

27. If one seal can dive to a depth of about 900 ft, to what depth can 3 similar seals dive?

28. A particular thoroughbred horse weighs about 500 kg. About how much would 25 similar thoroughbreds weigh?

29. Whitney Johnson was paid \$2,692 per month for three years. What were her total earnings for that time?

30. Fernando Alvarez paid \$4,709 per acre for 36 acres of land. How much did he pay in all?

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11

- ◆ One-page lessons with worked-out examples.
- ◆ Applications throughout the text.
- ◆ End of chapter extended problem solving have students choose strategies.
- ◆ More geometry.
- ◆ An entire chapter on rational numbers, equations, and applications.
- ◆ Reviews all basic concepts and operations.
- ◆ Exercises include realistic applications which students can apply to everyday needs.
- ◆ A Complete Testing Program, pre- and post-tests for each chapter.
- ◆ Cumulative tests for every 4 Units.
- ◆ End-of-book test covering all of the chapters.

The **Student Workbook** has eight chapters:

1. Whole Numbers
2. Decimals
3. Fractions
4. Percent
5. Measurement
6. Graphs and Formulas
7. Geometry
8. Rational Numbers and Equations

Teacher's Edition – states the objectives for each lesson and provides a complete answer key.

Blackline Master Tests – set of 16, comprise 4 additional and alternative cumulative tests. Additional test-taking practice provided.

REDUCING FRACTIONS**REMEMBER:** A fraction is in lowest terms when it cannot be reduced.

EXAMPLES Reduce $\frac{42}{56}$ to lowest terms. $\frac{42}{56} = \frac{42 \div 7}{56 \div 7} = \frac{6}{8}$
 Both 42 and 56 are divisible by 7.
 Both 6 and 8 are divisible by 2. $\frac{6 \div 2}{8 \div 2} = \frac{3}{4}$

Reduce each fraction to lowest terms.

1. $\frac{5}{10} = \underline{\hspace{2cm}}$
2. $\frac{9}{24} = \underline{\hspace{2cm}}$
3. $\frac{35}{50} = \underline{\hspace{2cm}}$
4. $\frac{16}{20} = \underline{\hspace{2cm}}$

5. $\frac{21}{32} = \underline{\hspace{2cm}}$
6. $\frac{6}{8} = \underline{\hspace{2cm}}$
7. $\frac{45}{54} = \underline{\hspace{2cm}}$
8. $\frac{40}{50} = \underline{\hspace{2cm}}$

9. $\frac{4}{8} = \underline{\hspace{2cm}}$
10. $\frac{10}{15} = \underline{\hspace{2cm}}$
11. $\frac{12}{20} = \underline{\hspace{2cm}}$
12. $\frac{40}{50} = \underline{\hspace{2cm}}$

13. $\frac{7}{25} = \underline{\hspace{2cm}}$
14. $\frac{10}{25} = \underline{\hspace{2cm}}$
15. $\frac{20}{40} = \underline{\hspace{2cm}}$
16. $\frac{5}{25} = \underline{\hspace{2cm}}$

17. $\frac{11}{33} = \underline{\hspace{2cm}}$
18. $\frac{27}{36} = \underline{\hspace{2cm}}$
19. $\frac{10}{30} = \underline{\hspace{2cm}}$
20. $\frac{15}{30} = \underline{\hspace{2cm}}$

21. $\frac{36}{60} = \underline{\hspace{2cm}}$
22. $\frac{15}{30} = \underline{\hspace{2cm}}$
23. $\frac{40}{60} = \underline{\hspace{2cm}}$
24. $\frac{12}{16} = \underline{\hspace{2cm}}$

25. Write 15 minutes as a fractional part of an hour and reduce to lowest terms.
_____26. Write 3 hours as a fractional part of a day and reduce to lowest terms.
_____27. Write 2 months as a fractional part of a year and reduce to lowest terms.
_____28. Write 10 years as a fractional part of a century and reduce to lowest terms.

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VOLUME OF A BOX-SHAPED FIGURE**REMEMBER:** Volume means the amount of space inside something; for example, the amount of water that fills something up. To find the volume of a room or box, multiply length times width times height.**EXAMPLE:** Find the volume.

$$\begin{aligned} V &= l \times w \times h \\ &\downarrow \quad \downarrow \quad \downarrow \\ &= 7 \times 5 \times 4 \\ &= 140 \text{ m}^3 \end{aligned} \quad \text{The symbol for cubic meters}$$

Find each volume.

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

Volume = _____ Volume = _____ Volume = _____ Volume = _____

The length, width, and height are given. Find the volume.

5. $l = 5 \text{ cm}$
 $w = 2 \text{ cm}$
 $h = 3 \text{ cm}$
 $V = \underline{\hspace{2cm}}$
6. $l = 10 \text{ m}$
 $w = 8 \text{ m}$
 $h = 7 \text{ m}$
 $V = \underline{\hspace{2cm}}$
7. $l = 20 \text{ in.}$
 $w = 15 \text{ in.}$
 $h = 10 \text{ in.}$
 $V = \underline{\hspace{2cm}}$
8. $l = 17 \text{ ft}$
 $w = 3 \text{ ft}$
 $h = 1 \text{ ft}$
 $V = \underline{\hspace{2cm}}$

9. $l = 50 \text{ m}$
 $w = 1 \text{ m}$
 $h = 9 \text{ m}$
 $V = \underline{\hspace{2cm}}$
10. $l = 1.6 \text{ cm}$
 $w = 3.5 \text{ cm}$
 $h = 2 \text{ cm}$
 $V = \underline{\hspace{2cm}}$
11. $l = 5.2 \text{ m}$
 $w = 3 \text{ m}$
 $h = 4.5 \text{ m}$
 $V = \underline{\hspace{2cm}}$
12. $l = 1 \text{ ft}$
 $w = 1 \text{ ft}$
 $h = \frac{1}{2} \text{ ft}$
 $V = \underline{\hspace{2cm}}$

13. A classroom is 9 meters long and 7 meters wide. The distance from the floor to the ceiling is 3 meters. Draw a figure. Find the volume.

Answer: _____

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Essential Math Skills is the perfect complement to **Using Money and Earning Money**.

One Book for ALL Skills – *Essential Math Skills* covers all basic skills and operations needed for proficiency and competency tests. One book brings students up to grade level in math and prepares them for basic skills examinations.

One Skill Per Lesson – The text's predictable one-lesson-per-page format is easy for students to follow.

Carefully Sequenced Skills – Skills and operations gradually build on one another so students learn them in a context that reinforces learning.

Explanation by Example – Explanation of skills is done entirely through examples, keeping verbal explanations to a maximum of one to two sentences.

Pre-Algebra – A new chapter on integers and rational numbers provides a thorough introduction to the concepts and fundamental operations of pre-algebra. Students learn to manipulate numbers and solve linear equations.

Help with Problem Solving – To aid in problem solving, *Essential Math Skills* contains some mixed review in which students select the operation or method to solve various problems.

Word Problems – Throughout the text, word problems apply math in real-world situations so that students learn how to use the concepts and skills they have mastered.

Test Practice – Pre-tests and post-tests for each chapter, as well as cumulative tests and an end-of-book test are provided in a standard, multiple-choice format. These tests help assess students' needs and progress and also help them practice the test-taking they will encounter on competency and standardized basic skills tests.

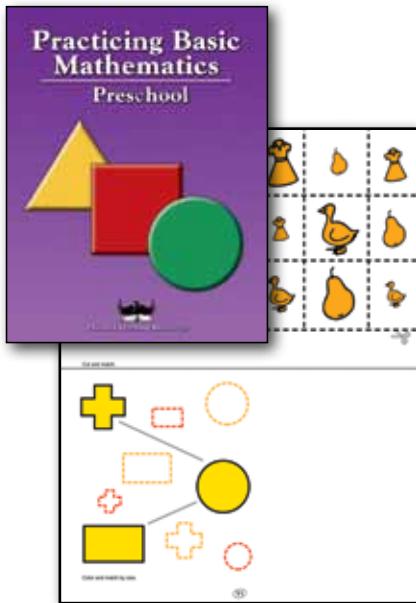
Description	Item #	Unit Price 1-9	Unit Price 10 or more
Text	3198	\$19.95	\$17.95
Teacher's Edition	3199	\$19.95	\$19.95
Tests	3200	\$13.95	\$13.95

PRACTICING BASIC MATH

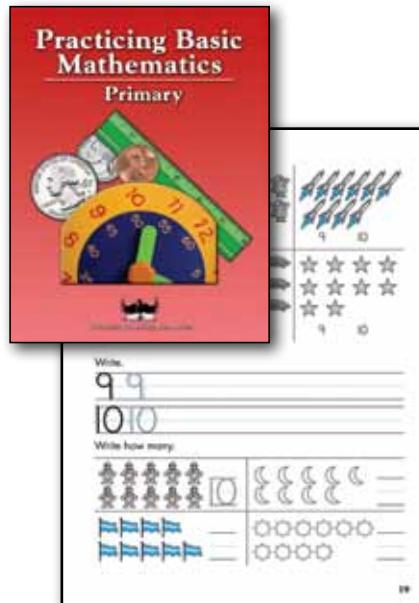
Reading Levels: K-6
Interest Levels: K-Adult/ESL

Comprehensive Program from Preschool
to Pre-algebra

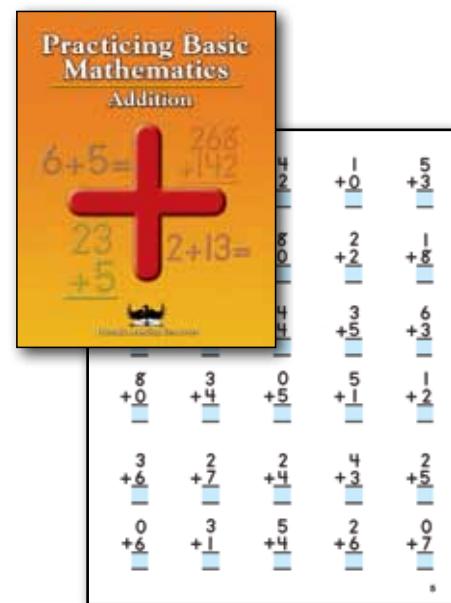
- ◆ Supplements *Learning Basic Math* or other math programs
- ◆ Provides structured pages and predictable expectations
- ◆ Presents a span of age-neutral practice within a single book
- ◆ Students master prerequisite skills for high-level thinking
- ◆ Makes individualized instruction easy
- ◆ Builds automatic recall of basic facts



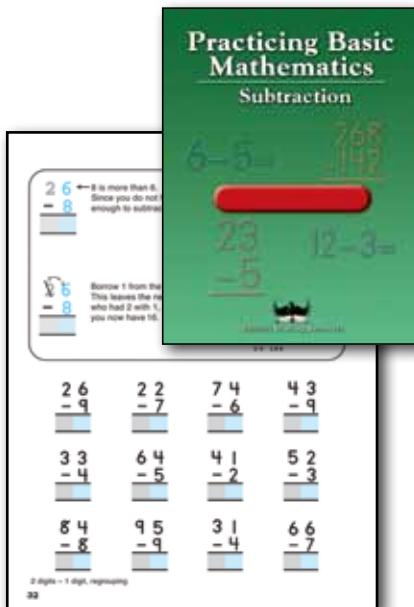
Classify by size and color



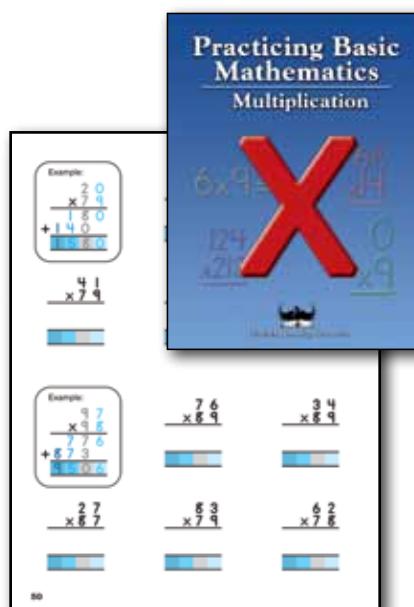
Count and write numerals;
time and money



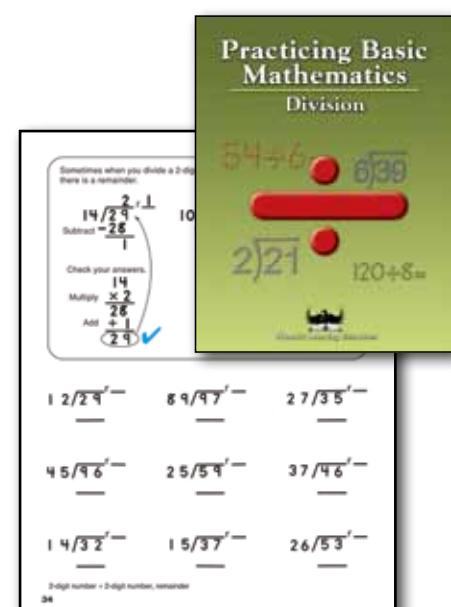
Frequent review of
basic facts and more



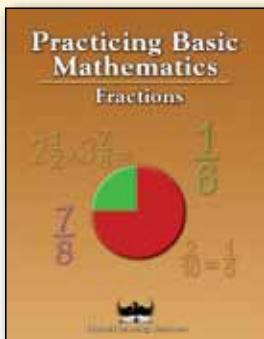
Easy-to-follow layouts



Color helps with place value



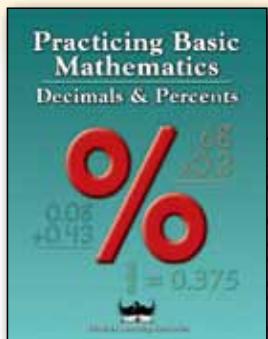
Short explanations and
examples



Express these mixed numbers as improper fractions.

$$\begin{array}{lll} 2\frac{1}{2} = & 3\frac{1}{4} = & 6\frac{1}{4} = \\ 1\frac{1}{2} = & 4\frac{1}{2} = & 3\frac{7}{8} = \\ 3\frac{4}{5} = & 2\frac{5}{6} = & 7\frac{1}{2} = \\ 5\frac{1}{2} = & 3\frac{3}{4} = & 2\frac{3}{4} = \end{array}$$

Builds skills with fractions and mixed numbers, including computation

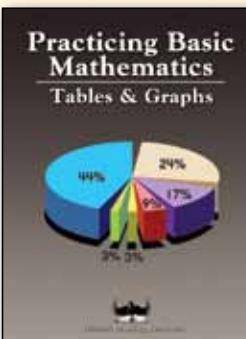


Express each decimal number as a fraction.

$$\begin{array}{ll} 0.63 = & 0.100 = \\ 0.88 = & 0.85 = \\ 0.535 = & 0.8 = \\ 0.3 = & 0.406 = \\ 0.92 = & 0.40 = \\ 0.10 = & 0.33 = \\ 0.99 = & 0.15% = \end{array}$$

(Answers: 63/100, 100/100, 535/1000, 3/10, 92/100, 10/100, 99/100)

Converting decimals and percents; solving problems



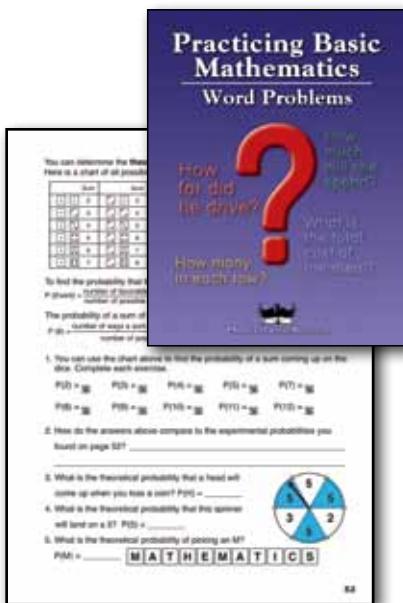
The senior class needed \$1000 for a class trip. There were 40 students in the class. How much should each student have to contribute equally?

Work space

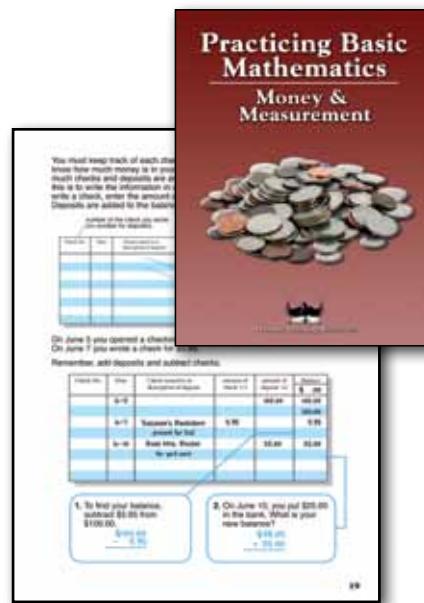
The 70 members of the Chess Club paid a total of \$300 in dues. How much did each member pay?

Work space

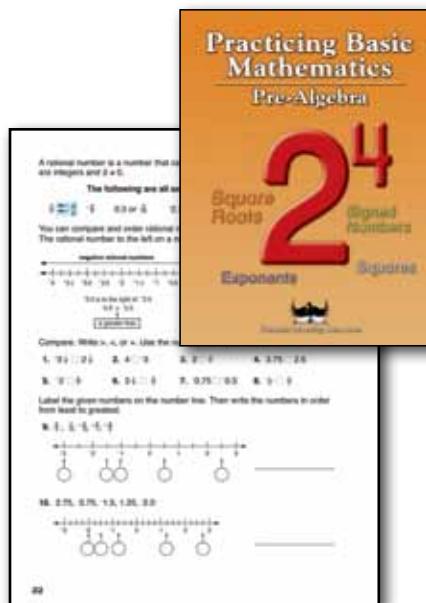
Real-world exercises utilizing various computation skills



Includes whole numbers, fractions, money, and percentages



Everyday knowledge emphasized; English and metric



Numbers kept simple to emphasize concepts

**Simple,
Self-instructed
Lessons**

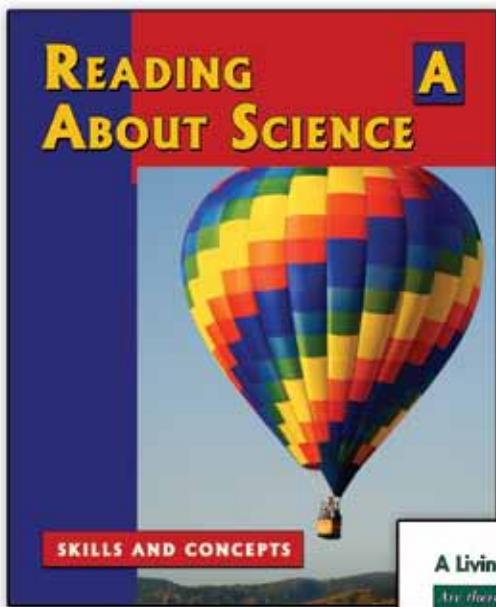
- ★ Pages and pages of practice
- ★ Comprehensive program from preschool to pre-algebra
- ★ Facilitates quick, accurate test responses
- ★ Covers all critical mathematical skills
- ★ Students master prerequisite skills for high-level thinking

Description	Item #	Unit Price 1-9	Unit Price 10 or more
Preschool	4400	\$12.95	\$10.95
Primary	4401	\$12.95	\$10.95
Addition	4402	\$12.95	\$10.95
Subtraction	4403	\$12.95	\$10.95
Multiplication	4404	\$12.95	\$10.95
Division	4405	\$12.95	\$10.95
Fractions	4406	\$12.95	\$10.95
Decimals & Percents	4407	\$12.95	\$10.95
Word Problems	4408	\$12.95	\$10.95
Tables & Graphs	4409	\$12.95	\$10.95
Money & Measurement	4410	\$12.95	\$10.95
Pre-Algebra	4411	\$12.95	\$10.95
Answer Key/TM	4412	\$10.95	\$10.95

READING ABOUT SCIENCE

Reading Levels: 2.5-6.0
Interest Levels: 2-Adult/ESL

A High-Interest Way to Teach Reading Skills and Expose Students to Aspects of the World of Science



Reading About Science benefits all students.

- ◆ A relevant unit of articles on Environmental Science is an important component of each text.
- ◆ The articles reflect the latest scientific information.
- ◆ Science vocabulary is taught for each article.
- ◆ The Teacher's Manual contains an informal inventory for ease of student placement.
- ◆ Comprehension skills are assessed at all levels: Vocabulary Comprehension, Literal Comprehension, Interpretive Comprehension, and Applied Comprehension.

Comprehension and Vocabulary in the Content Area of Science

Book A

A Living Dragon

Are there really living dragons?

It is morning on the island of Komodo (ku mō' dō) in the Indian Ocean. Out of a cave comes a giant animal. It sticks out a long forked tongue. Inside its red mouth are rows of teeth. Is this a dream? No! There is such an animal. It is called the Komodo dragon.

The Komodo dragon is a monitor lizard (mó' tör lăz'ër), the largest of all known lizards. It can grow as long as eleven feet and weigh as much as two people. This giant looks for food by smelling with its tongue. This giant lizard can eat pigs, deer, goats, and monkeys.

For hundreds of years, people have talked about dragons as make-believe. Then, in 1912, people heard about the Komodo dragons. They thought it too was make-believe. But first four Komodo skins and then photographs were brought back from the island. Then people knew that the Komodo dragon was real.

4 H81000

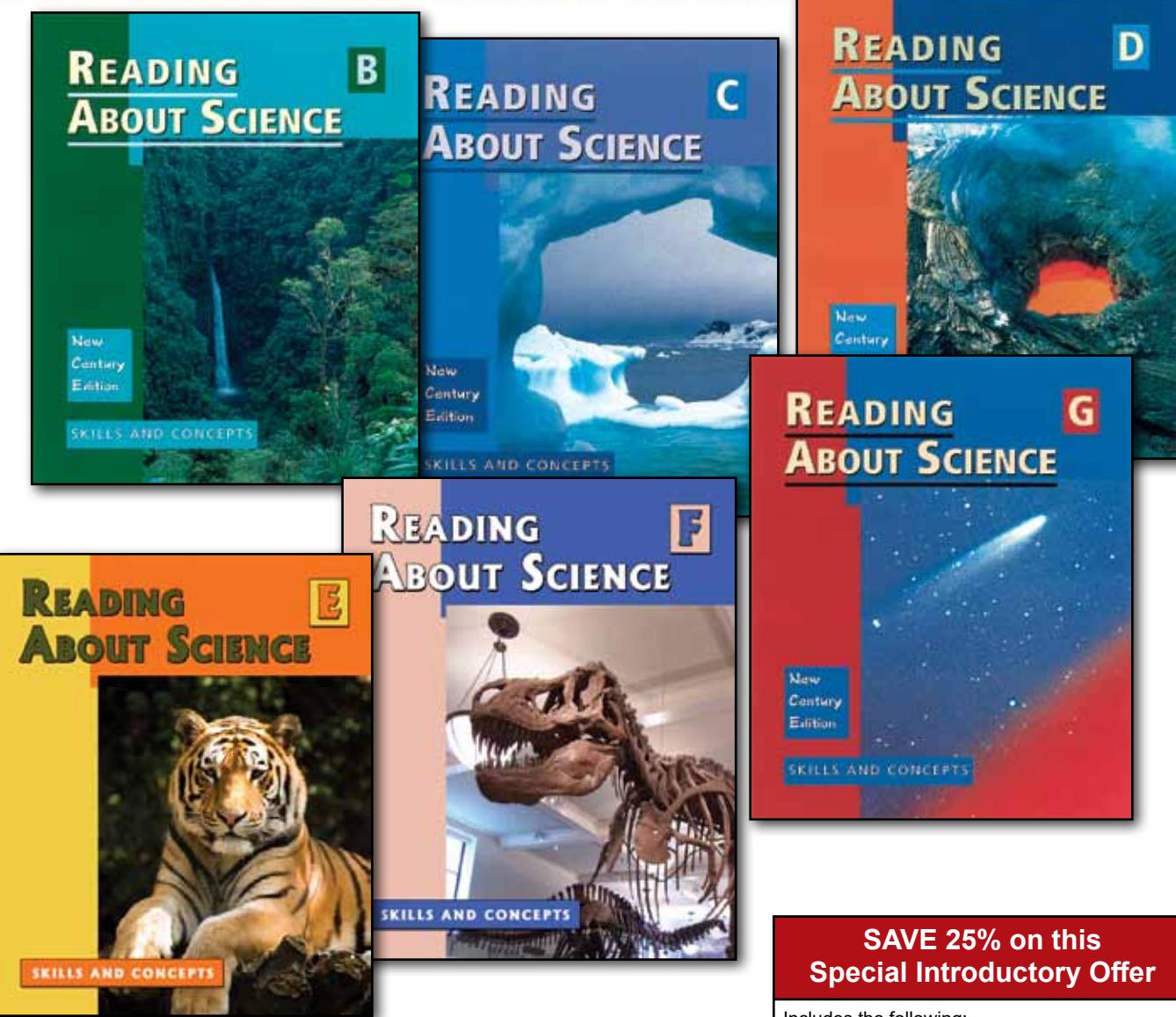
QUESTIONS

1. The monitor lizard is
 - a small lizard with many rows of teeth.
 - a make-believe lizard.
 - the largest known lizard in the world.
2. The Komodo dragon uses its tongue to
 - catch insects.
 - were people.
 - smell food.
3. People may not have believed the Komodo dragon was real because
 - They had never seen one themselves.
 - The dragon was not alive until 1912.
 - The dragon never came out of its cage.
4. Which of the following inspired fear?
 - People saw photographs of the Komodo.
 - Komodo skins were brought back from the island.
 - People knew that the Komodo was real.
5. According to the story, which of the following statements is true?
 - All the stories about the Komodo dragon were make-believe.
 - Sometimes what we think is make-believe turns out to be real.
 - People who saw the Komodo dragon were dreaming.

H81000 5

The student text features:

- ◆ Carefully graded articles allow students to work at their own pace.
- ◆ Exercises following each article provide systematic practice of comprehension skills.
- ◆ Self-contained, two-page lessons promote the learning process.
- ◆ Fascinating articles focus on Life, Earth-Space, Physical, and Environmental Sciences.



Student Texts – Each of the 7 books has 4 units: Life Science, Earth-Space Science, Environmental Science, and Physical Science. Individual reading levels are as listed:

Book A: 2.5-3.0 Book D: 4.0-4.5 Book G: 5.5-6.0

Book B: 3.0-3.5 Book E: 4.5-5.0

Book C: 3.5-4.0 Book F: 5.0-5.5

Teacher's Manual – contains a scope and sequence chart for reading levels and article length, an outline of the structure of the series detailing the range of comprehension skills, an informal inventory, teaching suggestions, and answer keys.

Placement Tests – Simple diagnostic placement tests allow teachers to assign students the proper level to keep the content challenging yet attainable.

Placement Tests are available on our website for a FREE download.

SAVE 25% on this Special Introductory Offer

Includes the following:

1 copy of each Student Book, A-G
1 Teacher's Guide

A \$135.60 value for only
\$101.70

Order Item # 9702

Description	Item #	Unit Price 1-9	Unit Price 10 or more
Book A	2201	\$17.95	\$14.95
Book B	2202	\$17.95	\$14.95
Book C	2203	\$17.95	\$14.95
Book D	2204	\$17.95	\$14.95
Book E	2205	\$17.95	\$14.95
Book F	2206	\$17.95	\$14.95
Book G	2207	\$17.95	\$14.95
TG & Answer Keys	2208	\$9.95	\$9.95

READING ABOUT SCIENCE

Articles drawn from life, earth, and physical science intrigue your student, spark their curiosity and stimulate their desire to read more.

To establish a framework for understanding new concepts, each illustrated article begins with a sentence that arouses interest and provides a purpose for reading.

Quiet Zones and Earthquakes

Scientists are working on an accurate and dependable system for predicting earthquakes.

The Earth's crust is made up of giant odd-shaped slabs of rock called *plates*. These plates carry oceans, islands, and continents.

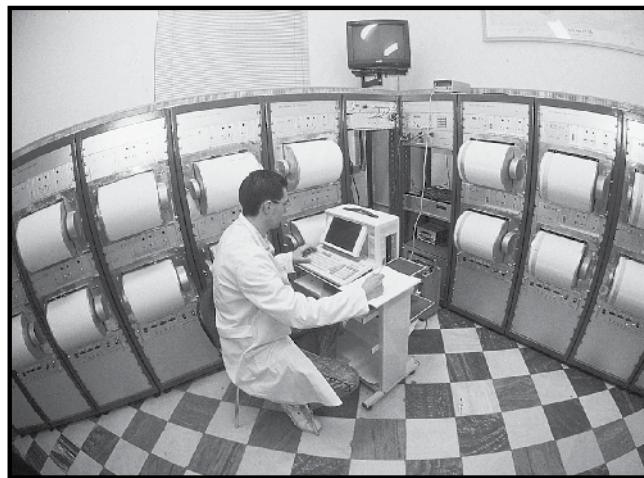
Plates move only a few inches each year, yet great stress builds up as one plate grinds against another. Eventually, the stress becomes so great that the rock splits, causing earthquakes. Most major earthquakes occur where these splits, or *faults*, have developed

within the past 30 to 100 years.

The energy from earthquakes takes the form of *seismic* (sīz'mīk) waves. These waves begin at the quake's center and radiate out in all directions through solid rock. This is similar to the way ripples form in a pool after a rock has been thrown into the water. The instrument used to measure and record seismic waves is a *seismograph* (sīz'mō grāf').

In recent years, geologists have located 25 quiet zones, where the usual pattern of plate movement is not being recorded, or "heard." These quiet zones are called seismic gaps.

Within the *seismic gaps*, stress builds up until it becomes so great that the plates begin to move and an earthquake occurs. After the quake, the usual seismic pattern returns for 30 to 100 years. Then, if another gap occurs, scientists know that an earthquake may be in the making. Several earthquakes have already occurred within the 25 quiet zones.



Illustrations and photos are "age free" and provide additional information.

The science comprehension skills reinforced throughout the series complement the skills needed for reading achievement. Predicting, making inferences, seeing relationships, and drawing conclusions are a few of the many skills common to both reading and science.

The appropriate placement inventory in the Teacher's Guides helps to insure appropriate beginning points for students.

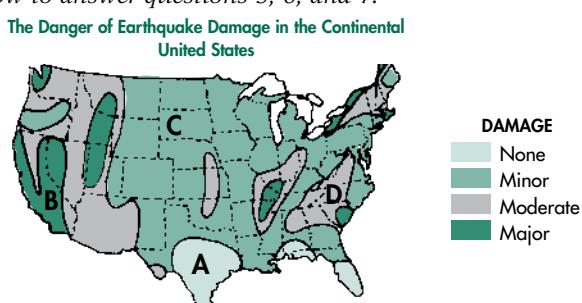
QUESTIONS

Use the following words to complete questions 1 through 3.

plates seismic gaps faults

1. Splits in the Earth's crust are called _____.
2. Quiet zones within earthquake areas where the usual pattern of plate movement is not being recorded are called _____.
3. The Earth's crust is made up of giant odd-shaped slabs of rock called _____.
4. The discovery of seismic gaps is very important because scientists will be better able to predict
 - a. the strength of an earthquake.
 - b. where future earthquakes may occur.
 - c. how long future earthquakes may last.

Use the map below to answer questions 5, 6, and 7.



5. The part of the United States that would suffer the most damage from an earthquake is part
 - a. B.
 - b. C.
 - c. D.
6. Damage from earthquakes in section A on the map would be _____.
7. Earthquake damage to most of the central part of the United States would be
 - a. minor.
 - b. none.
 - c. major.

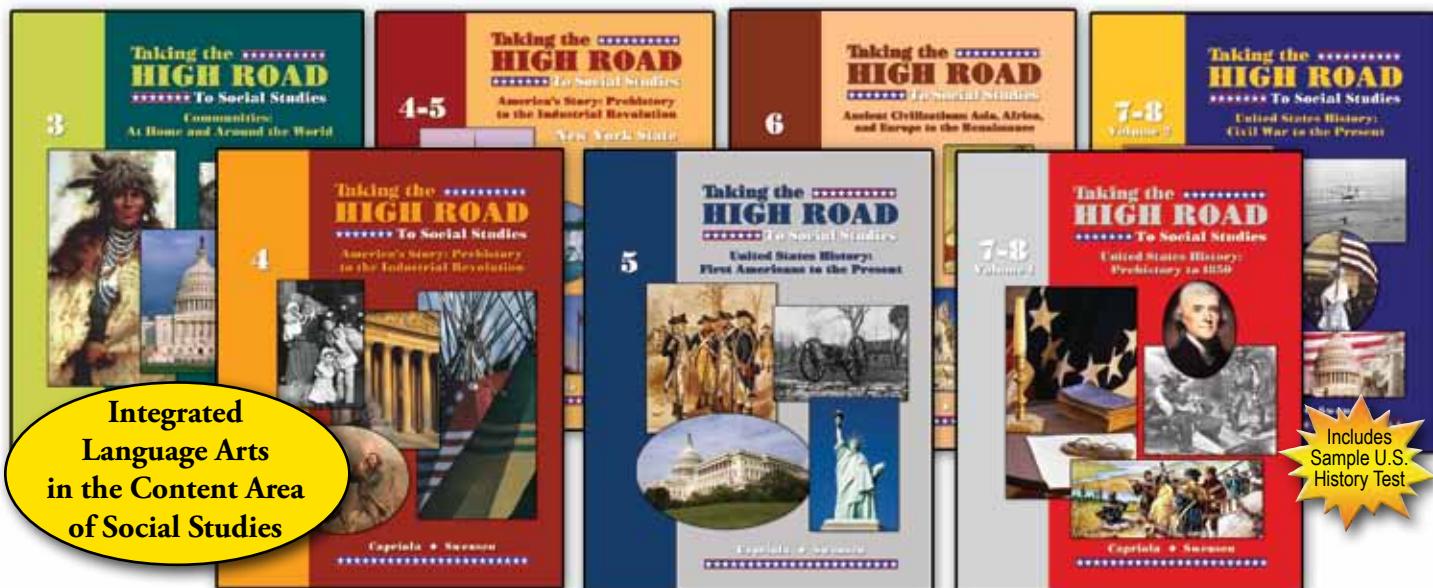
Exercises following each article provide consistent and systematic practice of comprehension skills, including how to interpret charts, graphs and tables.



TAKING THE HIGH ROAD TO SOCIAL STUDIES

Reading Levels: 3-8
Interest Levels: 3-8

A Teacher Created Program That Prepares Students to Excel on All Comprehensive Assessments of Social Studies



- ◆ Taking the High Road to Social Studies integrates the language skills of reading and writing with social studies themes and concepts.

- ◆ This series is based on the premise that reading and learning are interactive processes, which require a number of skills and strategies for the successful acquisition of knowledge.
- ◆ You can expect the same excellent results as achieved with the highly successful series *Taking the High Road to Reading, Writing, and Listening*.
- ◆ Teacher's Manuals are available for each grade level in the series.

UNIT 2: The Story of THE 13 COLONIES

After surveying the story, I can tell that:

- Plymouth, Massachusetts
- James Town, Virginia
- New Amsterdam is now known as _____.
- New Jersey
- New York City
- Rhode Island was created for _____.
- Fur and fishing
- religious freedom

After looking at the objective questions and constructed-response questions, I can tell that:

- All of the 13 original colonies were located along the _____.
- Atlantic coast
- James River
- The phrase "city of the brotherly love" refers to _____.
- Boston
- Philadelphia

Read the following selection carefully. Stop after each section to retell the main idea in your own words.

13

READING

SQ3R: A STUDY SKILL

(Survey, Question, Read, Recite, Review)

- ✓ Sets a purpose for reading.
- ✓ Reinforces motivation by providing answers on the same page.
- ✓ Surveys the text to review prior knowledge.
- ✓ Encourages scanning the questions at the end of the selection.

LESSONS

- ✓ Develop the main historical themes and trends.
- ✓ Gear readability to the instructional level of most students.
- ✓ Appropriate length for in-depth coverage of themes.
- ✓ Ample graphic materials to support comprehension.
- ✓ Employ primary sources for authenticity.

EVALUATION

OBJECTIVE QUESTIONS

- ✓ A series of 15 varied tasks.
- ✓ Presented in a multiple-choice format.
- ✓ Emphasize critical thinking.
- ✓ Provide additional information through primary source documents.
- ✓ Encourage returning to the text to verify answers.
- ✓ Use signature character, XL, to provide skills and strategies throughout the text.

VOCABULARY

TERMS TO REMEMBER

- ✓ Provides quick review of essential vocabulary.
- ✓ Uses terms in context for clarification.
- ✓ Provides strategy for vocabulary study.

CONSTRUCTED-RESPONSE QUESTIONS

- ✓ Provide for evaluation of primary source documents.
- ✓ Include a wide variety of graphic materials for learning.
- ✓ Promote concise, clear writing.
- ✓ Offer both factual and open-ended short answer questions.

The Story of The Thirteen Colonies

In the early 1600s, many people were not satisfied with their lives in Europe. For a number of reasons, they decided to leave their homes. They hoped for opportunities in the New World.

There were big differences among the thirteen colonies. The best way to understand them is to know why the people came, and where they settled. Settlements did not start in one spot and then spread out. One colony began in the warm South. The next colony started in the colder climate of the North. Soon, as more and more people arrived, the spaces between the colonies were filled in, 13 in number. It is probably easiest to look at them in the order of the dates they arrived:

Virginia

In 1607, three ships arrived at the Virginia coast after months at sea. These brave English people sailed up the James River. There they founded the village of Jamestown. The river and the village were named after King James of England. The colonists considered themselves Englishmen. They honored the same laws as they always had.

These colonists arrived with dreams of finding gold and riches in the new land. There were "gentlemen" aboard. They had lived the lives of the very rich. So they knew nothing about real work. The others had skills. But none of them knew how to survive in the new land. Money could not buy them.



needed a second chance. In 1732, prisoners and very poor people got passage to Georgia. There they received a small farm and a chance for a new life. Georgia became the last of the thirteen colonies.

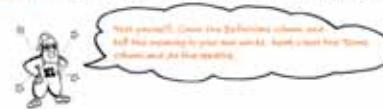
You can guess that Virginia, North Carolina, South Carolina, and Georgia were called the Southern Colonies. Their common interest was farming.

By 1770 more than 2 million people lived in England's 13 North American colonies. By 1776 the drums of freedom were rolling. The thirteen colonies would become the thirteen states of the United States of America.

The 13 Colonies in 1750



TERMS TO REMEMBER The following Names, Dates, Places, and Words about The Thirteen Colonies are important to remember. Study them carefully. The sentences will help you understand their meanings.



TERM	DEFINITION	SENTENCE
1607	The year the English landed in Virginia	Three British ships arrived in Virginia in 1607 , after three months at sea.
1620	The Pilgrims landed in Massachusetts	A storm swept the Pilgrims northward and they landed in Massachusetts in 1620 .
colony	A place that is ruled by another country	The Pilgrims built a colony in a new country, but were still governed by England.
Duke of York	Brother of the King of England	The English changed the name of New Amsterdam in honor of the Duke of York .
Dutch	People from Holland or the Netherlands	The Dutch sailed from Holland to farm along the Hudson River.
England	A country in Europe, also called Great Britain	The Pilgrims, or Puritans, left England to find religious freedom.
Europe	A continent	The first American settlers came from countries in Europe .

DOCUMENT-BASED QUESTIONS (DBQs)

- ✓ Based upon two consecutive stories in the book.
- ✓ Incorporate main ideas and themes from BOTH stories.
- ✓ Use carefully selected original documents to instruct as well as test.
- ✓ Employ scaffolding to build essay data.
- ✓ Expose students to a variety of graphics.
- ✓ Model effective note taking and structure through graphic organizers.
- ✓ Add step-by-step coaching for successful essay construction.
- ✓ Gradually withdraw support as students excel in skills.
- ✓ Employ the 5-step writing process.

CONCISE TEACHER'S MANUALS

- ✓ Answer keys for the objective questions, constructed-response questions, and document based questions.
- ✓ Scoring rubrics for short responses and for essays.
- ✓ Student profiles for the stories and DBQs.
- ✓ Templates from the student edition.

Description	Item #	Unit Price 1-9	Unit Price 10 or more
Book 3 - Communities: At Home and Around the World (176 pages)	1661	\$16.95	\$13.95
Book 3 - Teacher's Manual	1667	\$6.95	\$6.95
Book 4 - America's Story: Prehistory to the Industrial Revolution (144 pages)	1662	\$16.95	\$13.95
Book 4 - Teacher's Manual	1668	\$6.95	\$6.95
Book 4-5 - America's Story: Prehistory to the Industrial Revolution (256 pages)	1673	\$18.95	\$15.95
Book 4-5 - Teacher's Manual	1674	\$6.95	\$6.95
Book 5 - U.S. History: First Americans to the Present (248 pages)	1663	\$17.95	\$14.95
Book 5 - Teacher's Manual	1669	\$6.95	\$6.95
Book 6 - Ancient Civilizations: Asia, Africa, and Europe to the Renaissance (176 pages)	1664	\$17.95	\$14.95
Book 6 - Teacher's Manual	1670	\$6.95	\$6.95
Book 7-8 Vol. 1 - United States History: Prehistory to 1850 (272 pages)	1665	\$20.95	\$16.95
Book 7-8 Vol. 1 - Teacher's Manual	1671	\$6.95	\$6.95
Book 7-8 Vol. 2 - United States History: Civil War to the Present (344 pages)	1666	\$25.95	\$20.95
Book 7-8 Vol. 2 - Teacher's Manual	1672	\$6.95	\$6.95

Graphic Organizers provide structure for the five-step writing process which applies to all essays.

Integrated Language Arts in the Content Area of Social Studies

READING ABOUT ECONOMICS

Reading Levels: 4-6
Interest Levels: 6-Adult

A Teacher Created Workbook Designed to Help Prepare Students for State-Mandated Social Studies Tests

- ◆ According to the National Council of Economic Education, forty-six states now include economics in their standards for elementary schools.
- ◆ *Reading About Economics...*
- ✓ provides an efficient way to teach students the economic material they are required to learn.
- ✓ introduces basic economic concepts and their impact.
- ✓ presents economics using real world examples.
- ✓ promotes success in understanding economics through short targeted chapters.

Basic Needs and Wants

Needs

Food, clothing and shelter are our **basic needs**. No matter where people live or what language they speak, they need food to survive, clothes to wear, and houses to shelter them.

Of course, everyone does not eat the same food, wear the same clothes, or live in the same kind of house. In some places people eat mostly fish. In others, they eat mostly rice or beans. There are people who eat a lot of meat and others who eat none. People eat what everybody else eats.



The Federal Reserve



The **Federal Reserve System**, often called **The Fed**, in 1913. The Fed is America's central bank and helps manage America's money, and therefore the economy. It is a bank for other banks.

The Fed has the ability to adjust interest rates in order to keep the economy working well. If business is slow, the Fed can lower interest rates, making money more available. When people can borrow easily, they spend more. On the other hand, The Fed can raise interest rates to stop **inflation**. Inflation is when prices rise and money buys less and less. If interest rates are high, it costs more to borrow money, and people buy less. When demand goes down, prices come down, too.

Another important job of the Fed is to prevent banking panics. They tell banks how much money they may lend and how much they must keep available for their depositors. Imagine what would happen if a depositor wanted to withdraw money and was told the bank didn't have the money. That depositor would warn friends and neighbors and everyone would try to withdraw money, creating a panic. If a bank does get in trouble, the Fed can lend the bank money. Also,

Investing: Putting Money to Work

People who earn more money than they spend generally invest some of it. **Investing** is a way to put money to work so that it can make more money. Buying **stocks**, or bonds, or real estate are some ways people invest.

Someone who wants to invest in a company, but doesn't want to own and be responsible for the whole company, can invest in the stock market. Investors who buy stock are buying a piece or share of a company. If the company makes money, they get a share of the profits. Over time a company may grow, and a person's investment may increase in value too. That money is called **capital**. If the company is successful. If there are no profits, the stock goes down, investors will lose capital loss. That is the risk.

Bonds are a loan made to a company for a agreed upon time and for a fixed interest rate. Interest is money paid to the bond holder.

Corporate bonds are bonds issued by companies to invest money. Real estate investors buy property and lease it to people who want to invest in real estate.

Resources

A **resource** is anything used to provide people with the goods and services they need or want. There are three kinds of resources. **Natural resources** are things we get from nature. **Human resources** are people who work. **Capital resources** are things like machines or buildings that are used to make more goods or provide services.



Natural Resources

Natural resources are gifts of nature that people use to produce goods or services. Some natural resources are water, soil, trees, and minerals such as coal and iron.

The United States has many natural resources. The soil is fertile and good for growing crops. We also have many mineral resources such as coal, oil, and natural gas.

The Credit Card: Treasure or Trap?

People don't always save up to buy something. Sometimes they use a credit card. If someone really needs something and doesn't have the money to pay for it at the time, a credit card is a way to get an instant loan. For example, suppose your car breaks down and you need to get to work. Even if you don't have enough money in your wallet, you can get the car fixed now by paying with your credit card.

Credit cards are a great convenience. They enable people to travel without having to carry a lot of cash. Almost all stores, restaurants, hotels, and service places accept credit cards. When people travel to other countries, credit cards may be used in many of the stores and hotels.

Using a credit card carefully helps people establish a good **credit history**. This is important if they ever want to borrow money to buy a house or a car. Lenders are more willing to lend money to people who have shown that they can be trusted to pay back what they owe.

The problem with credit cards is that they tempt people to buy things they cannot afford and don't really need. The credit card may feel like free money, but it is not. It is a loan, with interest to pay for borrowing the money. Every month the credit card company sends a bill until the loan is repaid.

For people who can pay the whole bill as soon as they get it, the credit card works well. But sometimes people don't have enough money to pay their bill.

Reading About Economics matches the Financial Literacy Standards Announced for K-12

The *Council on Economic Education* released National Standards for K-12 education.

Developed by economists, education specialists at Federal Reserve banks, and financial education researchers, the benchmarks are intended to provide a framework of essential knowledge that 4th, 8th and 12th graders should master to be savvy consumers.

The standards cover six topics and they are all covered in *Reading About Economics*.

1. Earning and Income
2. Buying Goods and Services
3. Using Credit
4. Saving
5. Financial Investing
6. Protecting and Insuring

Goods, Products, and Services



Goods, also called products, are things that are made or raised by work. They are things you can touch, like a table, a book, a telephone, or a piece of paper. A potato is a product grown by a farmer. A potato chip is a product, too. People and machines in a potato chip factory work to turn potatoes into potato chips.

Some goods, like computers, are put together. Some goods like paint workers.

There are parts of the world who hand. In other places, like the United States, many goods. Because the machines country do not have to work as hard means many of us own many things.

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Sellers and Consumers

The people who work in supermarkets don't produce the food they sell. Department stores don't manufacture clothes or furniture. These retail outlets just collect many different products in one place which makes shopping easier and more convenient for the consumer. People who work in these stores, selling things that are produced somewhere else, are **sellers**. The person who buys and uses a product is called a **consumer**.

Producers make or grow goods for consumers, who will buy and use them.

To get them to the consumer, the producer sells the goods to a distributor. The distributor provides goods to the seller. The seller makes goods available to consumers.



Along this economic chain, people make money. The producer is paid for his product. The distributor is paid for moving it to stores. The sellers are paid to sell it. The one who money pays for it all is the consumer. The price the customer or consumer pays, includes the money paid to the producer, distributor, and seller.

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Supply and Demand

Mrs. Foy likes tomatoes on her salad. So do many of her neighbors. Every Saturday they go to the farmers' market to buy tomatoes. A pound of tomatoes costs \$1.50.

One day a big storm destroyed a lot of the tomato plants on the farms in Mrs. Foy's area. The farmers did not have many tomatoes left to sell. That Saturday when Mrs. Foy went to the market, the farmers were charging \$3.50 for a pound of tomatoes.

Because Mrs. Foy really loves tomatoes, she paid the extra \$2.00. Mr. Peters, her neighbor, did not. "I think I'll just put some peppers in my salad instead," he said.

Mrs. Foy's experience with tomatoes is an example of what economics is about: how much people want something. Price is how much something usually goes up when there is not enough for everyone who wants it. People who really want it or need it will pay the extra money. Others will decide to do without, or will use something else, the way Mr. Peters decided to replace the tomatoes with peppers.

It works the other way too. If the farmers had a large zucchini crop and weren't getting



Division of Labor

Labor is work. A specific example of specialization of labor occurs when the production of something is divided into separate jobs, and each job is done by a different worker. This is called division of labor. An example of division of labor is an automobile factory assembly line.

The modern assembly line was pioneered by Henry Ford, founder of the Ford Motor Company. He divided the job of putting together the Model T Ford automobile into 84 steps. Each worker on the assembly line had to do just one step. The assembly line was a much faster way to make cars. Speeding up production meant Ford had many more cars to sell. He could lower the price and still make a good profit by attracting more customers.

Although the assembly line was a much more efficient way to produce cars, working on the assembly line had drawbacks. Doing the same task over and over again was boring. It did not bring the same pride in craftsmanship that comes with building something by oneself. In addition,



The Role of Money



When we purchase goods, we use money. **Money** is something people agree to accept in exchange for goods and services. Money is also called currency. People didn't always use money. Long ago, they traded things they had for things they wanted. This trading was called **bartering**. Sometimes it was hard to barter. You had to find someone who had what you wanted and then you had to hope

that person wanted to trade with you.

For example, suppose you raised chickens. Every day you had eggs to eat. After a while you got tired of only having eggs and you wanted some fish. You'd have to find a fisherman who wanted your eggs. If you found a fisherman who didn't like eggs, you'd be out of luck -- unless you were willing to barter something else he wanted, like one of your chickens.

Another way to barter was to provide a service for something you wanted. If you wanted that fish, the fisherman might let you do some work for him. He might ask you to scrub down his boat or mend his fishing nets. You'd have to agree to do the amount of work he wanted you to do, and do it when he wanted it done.



Description	Item #	Unit Price 1-9	Unit Price 10 or more
Economics Workbook	2218	\$14.95	\$11.95
Teacher's Edition	2219	\$8.95	\$8.95



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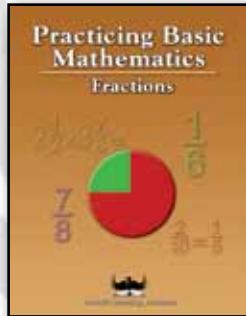
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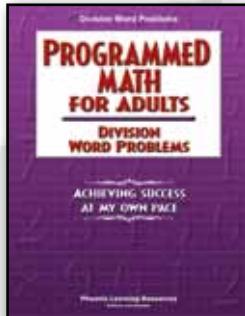


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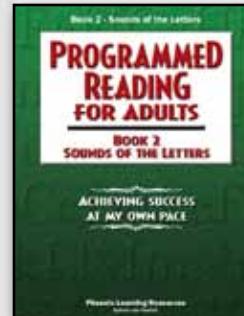
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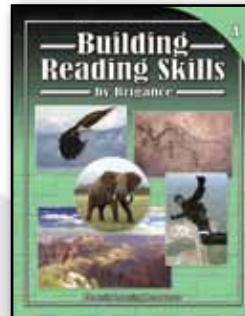
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