

PHOENIX

LEARNING RESOURCES

Elementary ♦ Middle School ♦ High School
Special Education ♦ ESL/ELL ♦ Adult Education

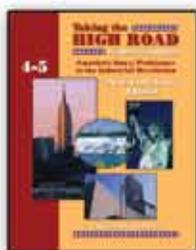
FAMIS E-CATALOG

Vendor Number: PHO-011000

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To Order from Phoenix Learning Resources

- 1) Please refer to our vendor code and contract number on your purchase orders and requisitions.
- 2) Identify our product by title and New York City order code (FAMIS #).
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 - A = APPROVED for FAMIS funding by the Board of Education
 - ♦ = Available with alternate funding
- 4) FREE Teacher's Manual with each classroom set (20 or more of a title) ordered.
- 5) All FAMIS prices include shipping & handling.
- 6) For all other products, use the order form at the back of the catalog.



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New York Edition
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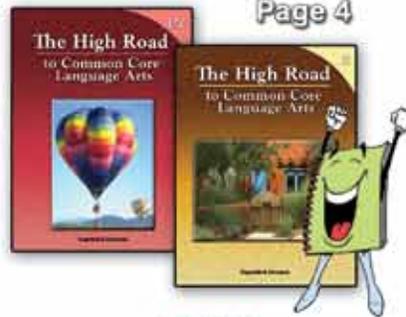
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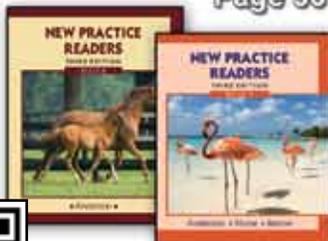
Common Core Language Arts

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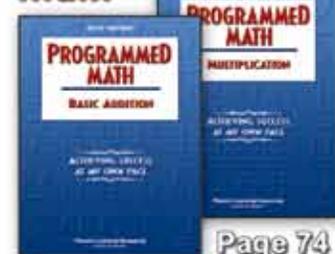


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2022

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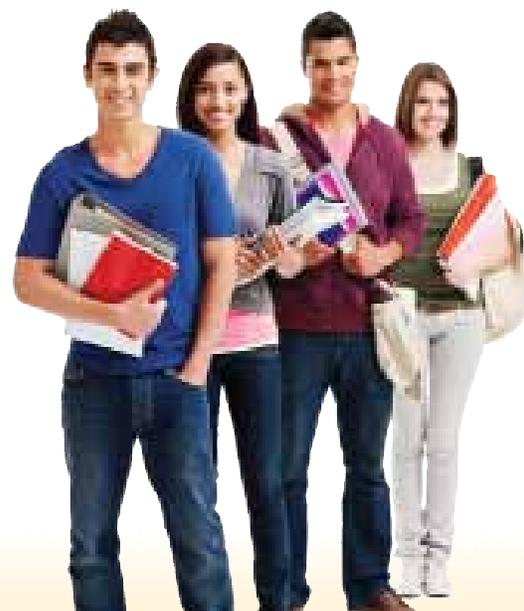
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Basic Skills for Adult Learners & Special Needs' Students

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
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Guidebook to Better English, pages 20-21	✓	
Dr. Spello, page 26.....	✓	✓
Sentence Mastery, page 14	✓	✓
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Emphasis on (series 1), page 49	✓	✓
Critical Reading and Thinking Skills, pages 50-51....	✓	✓
Building Reading Skills, pages 52-55.....	✓	✓
New Practice Readers, pages 56-59	✓	✓
Reading for Concepts, pages 60-63	✓	✓
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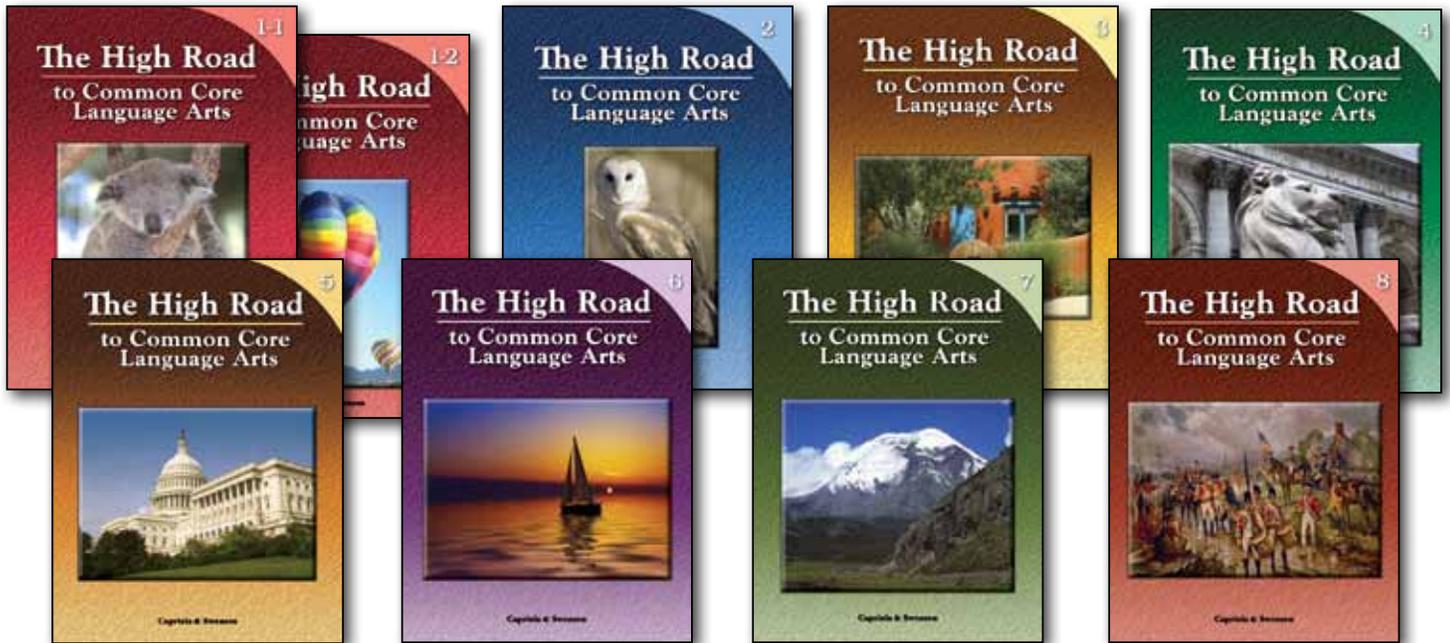


The High Road

to Common Core Language Arts

A Teacher Created Program, matched to Common Core, that Prepares Students to Excel on English Language Arts Comprehensive Assessments

100% Matched to the Common Core State Standards



The High Road to Common Core is...

a research-text-based series that matches the goals and principles of the Common Core State Standards. This new *High Road* series presents an exciting approach to English Language Arts. A variety of leveled reading selections ensure that students are exposed to a wide range of texts and tasks. Increasingly complex, authentic text provides a “staircase” of skills from grades 1 through 8.

This new series brings a clear, comprehensive application of the Common Core Standards to the classroom. Our books have always emphasized higher level thinking skills at all grade levels. Our new, innovative books have been expanded to meet the Common Core State Standards philosophy that content and skills are of equal importance.

Our books are teacher-friendly: skills are taught directly to the students in terms the students will understand. Each question (Objective, Short and Extended Response) matches the applicable Common Core State Standard. Supports are in place, giving teachers the option of using them throughout the book or gradually removing them as students gain proficiency.

We welcome the Common Core State Standards and echo the sentiment that
 “College begins in Kindergarten.”

THE READING SECTION

Reading for Literature (RL) and Reading for Information (RI)

Grade 3 Reading

The Reading Selection

Although practice is provided in all areas of reading, emphasis is on evidential texts to accommodate the greater emphasis on the acquisition of knowledge, the natural curiosity of students, and many students’ relative inexperience in handling this type of text. Selections include:

- **Nonfiction articles** (biography, history, science, technology)
- **Fiction selections** (fable, historical fiction, mythology, poetry)
- **Single stories and Paired stories** (fiction and non-fiction) for comparison/contrast

Support for the Reading Selections: *High Road to Common Core* provides the support students need to successfully read and comprehend the text at hand.

Keys to Comprehension: Preceding each reading selection is a *Keys to Comprehension* page that provides helpful directions to focus students on the text. Teachers may choose to use all or part of the skills on this page to meet the needs of their students.

As You Read: Questions at the bottom of each text page encourage students to self-monitor reading comprehension and vocabulary through a series of questions focused on specific aspects of the text.

Ask Yourself: At the beginning of each selection students are asked questions about the story they are going to read.

Recite: At the conclusion of each selection students are asked to *orally* state either the theme, plot, main idea, or summary of the article.

Tips: Preceding each set of Objective Questions are guides to help students in strategies to successfully answer multiple-choice items.

Check (at the conclusion of each set of Objective Questions): provides a brief means for students to recheck their work for completeness and accuracy.

Ask Yourself:
 Picture: How does the picture help explain the setting?
 Paragraph 1: Who is the narrator of this article?
 Paragraph 3: What image does the first sentence form in your mind?

Snakebite
 by Jennifer Owings Dewey

1 When I was nine years old, I climbed up a cliff in the hills north of our ranch in New Mexico. As I reached over for a grip on a ledge, I felt the strike. There was a sharp pain. Twin fangs cut into the soft, fleshy side of my hand. It felt as if a pair of needles had been driven into my body.

2 I used to ride into the hills all the time, usually alone. I'd



Keys to Comprehension

POINT OF VIEW

Point of View is the way the author lets you “see” and “hear” what is going on in the story. He uses the **narrator** (or speaker) to do this.

In the **first-person point of view** the narrator is telling the story. She is one of the characters in the story.

Read the example below:

I enjoy watching TV with my family. We sit on our couch and eat popcorn.

Which words give you the clue?
 (The clue words *I, my, we,* and *our* tell you that it is written in the **first-person**.)

In the **third-person point of view** the narrator is looking in and telling what the characters are doing.

Read the example below:

Joe likes baseball. His sister says she hates baseball.

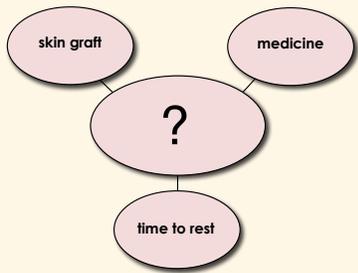
Which words give you the clue?
 (The clue words *he, she,* and *his* tell you that it is written in the **third-person**.)

43

4. What problem did they have at the hospital?
 a. There were no beds.
 b. They were out of the medicine needed.
 c. The doctors were all busy.
 d. There is no treatment for a snakebite.

5. **Part A.** How did the main character feel RIGHT AFTER she left the hospital?
 a. weak
 b. healthy
 c. stronger than ever
 d. upset

8. Study the web below.



Which of these titles would fit BEST in the middle circle?
 a. Healing and Pain
 b. Treatment for a Snake Bite
 c. Getting to Know Snake Bites
 d. First Aid for Beginners

Aligned CCLS: (8) RL.3.2

Check:
 Did you answer ALL questions? (Remember, do not leave a blank!)

48

gives the BEST evidence for your

?

stated in this article?
 ok to strike, it buzzed its rattle."
 out, "A rattlesnake bit me."
 strips, toes, or the skin of my scalp."
 something to be afraid of."

RL.3.1; (7) RL.3.6

47

Extended Constructed-Response Question:

Answering the Extended Constructed-Response Question: guides the structure of the Extended Constructed-Response.

Organize Your Extended Constructed-Response: suggests common mistakes to avoid.

Prewriting Graphic Organizer: assists with note taking.

Perfecting Your Skills: provides *specific skill instruction* and practice for students to upgrade their rough draft.

Revise and Edit: checklist is *specific to each assignment*.

Description	FAMIS or Item #	Unit Price	FAMIS Status
Book 1-1 - 48 pages	902206842	\$9.40	A
Book 1-2 - 48 pages	902206850	\$9.40	A
Book 2 - 128 pages	902206869	\$11.50	A
Book 3 - 144 pages	902206877	\$12.55	A
Book 4 - 160 pages	902206885	\$13.60	A
Book 5 - 160 pages	902206893	\$13.60	A
Book 6 - 160 pages	902206907	\$13.60	A
Book 7 - 160 pages	902206915	\$13.60	A
Book 8 - 160 pages	902206923	\$13.60	A
Book 1 TM free with 20 student books	5509	\$9.95	◆
Book 2 TM free with 20 student books	5510	\$9.95	◆
Book 3 TM free with 20 student books	5511	\$9.95	◆
Book 4 TM free with 20 student books	5512	\$9.95	◆
Book 5 TM free with 20 student books	5513	\$9.95	◆
Book 6 TM free with 20 student books	5514	\$9.95	◆
Book 7 TM free with 20 student books	5515	\$9.95	◆
Book 8 TM free with 20 student books	5516	\$9.95	◆

END OF BOOK TEST

This section of the text may be used to assess acquired skills or as a continued instructional device. It is composed of tasks in the two areas of instruction: Reading and Writing. This section requires independent work; there is no instructional support.

The High Road to Common Core Language Arts is also available in

INTERACTIVE WHITEBOARD WITH STUDENT WORKBOOKS

The Interactive Whiteboard lessons match the Student Workbook, allowing students to follow along, while answering questions, reading stories or writing essays. Workbook lessons can also be used as a homework assignment, that can be reviewed the next day in class using your interactive whiteboard.

FAMIS Status – ◆



Need More Books?
Additional books ordered in conjunction with a set, will receive the 10 or more pricing (see page 8).



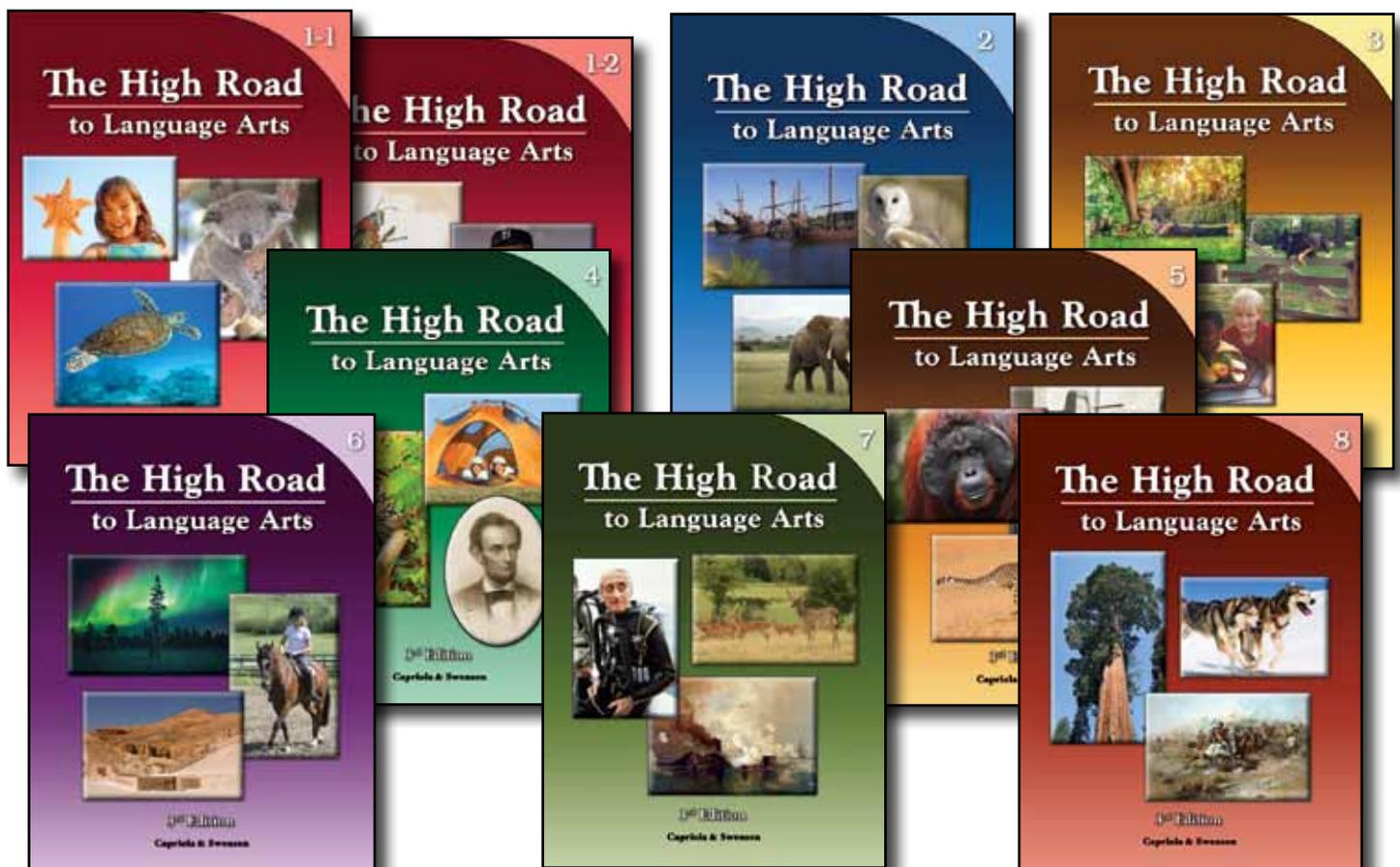
Description	Item #	Contents	Unit Price 1-4	Unit Price 5 or more
Book 1-1 (48 pages)	5518	ActivInspire Lessons on DVD, 20 Student Books and Free Teacher Manual	\$225.00	\$180.00
Book 1-2 (48 pages)	5519	ActivInspire Lessons on DVD, 20 Student Books and Free Teacher Manual	\$225.00	\$180.00
Book 2 (128 pages)	5520	ActivInspire Lessons on DVD, 20 Student Books and Free Teacher Manual	\$375.00	\$300.00
Book 3 (144 pages)	5521	ActivInspire Lessons on DVD, 25 Student Books and Free Teacher Manual	\$475.00	\$380.00
Book 4 (160 pages)	5522	ActivInspire Lessons on DVD, 25 Student Books and Free Teacher Manual	\$525.00	\$420.00
Book 5 (160 pages)	5523	ActivInspire Lessons on DVD, 25 Student Books and Free Teacher Manual	\$525.00	\$420.00
Book 6 (160 pages)	5524	ActivInspire Lessons on DVD, 25 Student Books and Free Teacher Manual	\$525.00	\$420.00
Book 7 (160 pages)	5525	ActivInspire Lessons on DVD, 25 Student Books and Free Teacher Manual	\$525.00	\$420.00
Book 8 (160 pages)	5526	ActivInspire Lessons on DVD, 25 Student Books and Free Teacher Manual	\$525.00	\$420.00

The High Road to Language Arts

3rd Edition

Reading Levels: 1-8
Interest Levels: 1-8

A Teacher Created Program that Prepares Students to Excel on
English Language Arts Comprehensive Assessments



The High Road to Language Arts is...

a research-text-based series that matches the goals and principles of State Standards. This new *High Road* series presents an exciting approach to English Language Arts. A variety of leveled reading selections ensure that students are exposed to a wide range of texts and tasks. Increasingly complex, authentic text provides a “staircase” of skills from grades 1 through 8.

This new series brings a clear, comprehensive application of the State Standards to the classroom. Our books have always emphasized higher level thinking skills at all grade levels. Our new, innovative books have been expanded to meet the State Standards philosophy that content and skills are of equal importance.

Our books are teacher-friendly: skills are taught directly to the students in terms the students will understand. Each question (Objective, Short and Extended Response) matches the applicable State Standard. Supports are in place, giving teachers the option of using them throughout the book or gradually removing them as students gain proficiency.

THE READING SECTION

The Reading Selection

Although practice is provided in all areas of reading, emphasis is on evidential texts to accommodate the greater emphasis on the acquisition of knowledge, the natural curiosity of students, and many students' relative inexperience in handling this type of text. Selections include:

- **Nonfiction articles** (biography, history, science, technology)
- **Fiction selections** (fable, historical fiction, mythology, poetry)
- **Single stories and Paired stories** (fiction and non-fiction) for comparison/contrast/inferential
 - provide practice in evaluation of the text/style
 - explore the vocabulary of the text
 - require students to return to specific paragraphs or sentences in the text
 - require students to cite evidence from the text to support their answers

THE WRITING SECTION

High Road to Language Arts provides instruction and ample practice in both Short Constructed-Response questions and Extended Constructed-Response questions. Each question requires students to demonstrate a clear understanding of the text and to present a response that is narrative, evidential/explanatory, or argument. As with the Objective Questions, the Short Constructed-Response and Extended Constructed-Response questions require students to:

- present well-developed ideas while demonstrating command of standard written English
- read inquisitively and carefully
- return to the text to gain greater insight
- cite evidence from the text to support their answers

END OF BOOK TEST

This section of the text may be used to assess acquired skills or as a continued instructional device. It is composed of tasks in the two areas of instruction: Reading and Writing. This section requires independent work; there is no instructional support.

FAMIS Status – ◆

Ask Yourself:
Map: What does the map help me understand?
Paragraph 8 and Map: How far do they still have to go?
Picture (page 55): When was this coin made? Why?
Paragraph 11: What about this seems so strange to us?

Sacajawea Leads the Way



1 Just at the time Sacajawea, a Shoshone Indian girl, was growing up, Americans were getting curious about America. The states were independent. Now they wanted to know what land lay to the west.

2 In 1803, President Thomas Jefferson asked Meriwether Lewis and William Clark to explore the uncharted land from the Mississippi River to the Pacific Ocean. Their success was mostly due to their brave guide, Sacajawea. Because of many strange events that happened in her life, Sacajawea was the perfect person to lead them through this new territory.

as an interpreter, Sacajawea had a four-month-old baby, Jean-Baptiste. She tied him to her back and the little family joined the group.

6 Sacajawea cooked and washed clothes. She took care of the men when they were sick. She spoke Shoshone, Mandan, French, and English. She could tell Captain Clark about trails and villages she knew about from her childhood. He and Lewis drew many maps of the unknown lands. This helped Americans understand the geography of the Northwest.

7 Many times, Sacajawea showed great courage. In May 1805, they were sailing along the Missouri River. The weather grew windy. Wild waves smashed against the boat. Suddenly the boat started to turn over. The men paddled wildly to get to shore. Sacajawea remained calm in the boat. She reached into the waves to save the most important items. She caught the journals, the instruments, and most of the specimens.

8 That summer, her wildest dreams came true. Sacajawea and the men came to a Shoshone village. Her brother happened to be the chief. Because of her, the Shoshones listened carefully to Lewis and Clark's plan. They gave the explorers horses and extra guides to help them cross the high Rocky Mountains.

9 The expedition started out again in August, 1805. It was not yet fall. However, the Rocky Mountains' freezing snow and biting sleet blocked the trails. The skillful Indian guides found other paths. Safely on the western side of this mountain range, Sacajawea took over again. November came. Lewis and Clark and their team reached the shores of the Pacific Ocean. The American flag was raised to the top of the tallest tree.

10 The Northwest Territory was claimed for the United States. Our country now stretched from the Atlantic Ocean to the Pacific Ocean. Sacajawea had led the first American expedition across the Rocky Mountains to the Pacific Ocean.

11 Upon their return, Lewis and Clark told the President how thankful they were for Sacajawea's work. They said they would never have found their way without her. Clark offered to care for and educate Jean-Baptiste, of whom he had become very fond. Sacajawea accepted, and in 1809 the boy joined the Clark family.

12 Sacajawea is still remembered as an American heroine. In the year 2000, a dollar coin was minted in her honor. The coin shows the image of Sacajawea carrying her baby son.

Recite:
Describe Sacajawea's journey.

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Description	Item #	Unit Price 1-9	Unit Price 10 or more
Book 1-1 - 48 pages	6000	\$10.95	\$8.95
Book 1-2 - 48 pages	6001	\$10.95	\$8.95
Book 2 - 128 pages	6002	\$15.95	\$13.95
Book 3 - 144 pages	6003	\$16.95	\$14.95
Book 4 - 160 pages	6004	\$17.95	\$15.95
Book 5 - 160 pages	6005	\$17.95	\$15.95
Book 6 - 160 pages	6006	\$17.95	\$15.95
Book 7 - 160 pages	6007	\$17.95	\$15.95
Book 8 - 160 pages	6008	\$17.95	\$15.95
Book 1 TM free with 20 student books	6009	\$9.95	\$9.95
Book 2 TM free with 20 student books	6010	\$9.95	\$9.95
Book 3 TM free with 20 student books	6011	\$9.95	\$9.95
Book 4 TM free with 20 student books	6012	\$9.95	\$9.95
Book 5 TM free with 20 student books	6013	\$9.95	\$9.95
Book 6 TM free with 20 student books	6014	\$9.95	\$9.95
Book 7 TM free with 20 student books	6015	\$9.95	\$9.95
Book 8 TM free with 20 student books	6016	\$9.95	\$9.95

Taking the High Road to Reading, Writing, and Listening

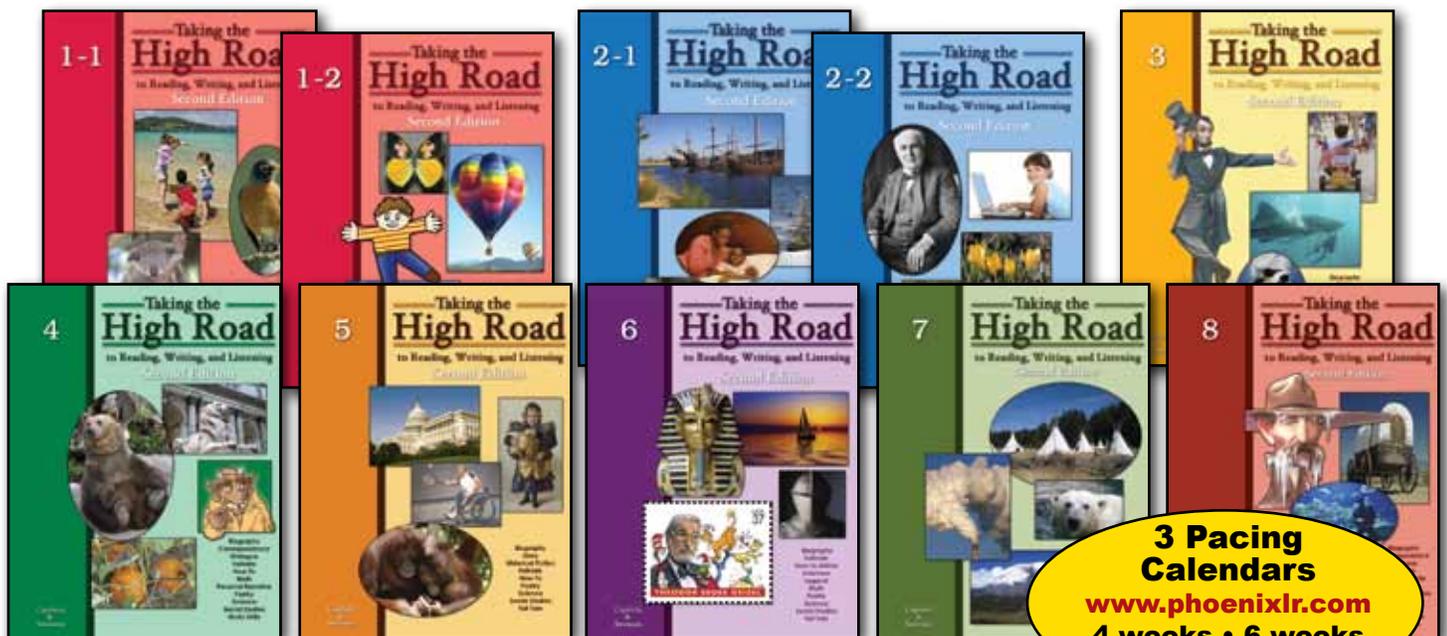
Reading Levels: 1-8

Interest Levels: 1-8

Using the SQ3R Method

(Survey – Question – Read – Recite – Review)

A Teacher Created Program that Prepares Students to Excel on
All English Language Arts (ELA) Comprehensive Assessments



Taking the High Road is...

- ✓ A unique text-workbook program that makes the essential connection between Reading, Listening, Comprehending, and Writing.
- ✓ A tool which explains and models new skills.
- ✓ Open-ended responses, essays, and editing.
- ✓ An end-of-book test with scoring instructions and scoring rubrics.
- ✓ A supplement with curriculum-related selections.
- ✓ A hands-on application of study skills.
- ✓ *Authentic Literature* drawn from the following genres: Biography, Correspondence, Fable, Folktale, How-To, Personal Narrative, Poetry, Science, Social Studies, Study Skills

**ALL Books
are now in
FULL COLOR**

Taking the High Road to Reading, Writing, and Listening Books 1 and 2

All activities within the program are designed to meet the criteria of states' English Language Arts programs.

READING

The student learns KWL (What I **K**now, What I **W**ant to Know) to preview and provide a purpose for reading. They respond to higher level questions (What I **L**earned) that are passage dependent. Questions based on Bloom's Taxonomy emphasize analysis, synthesis, and evaluation.

Prewriting

The sunflower is a very pretty flower. Yet it is different from most other flowers. Fill in the chart to show how.

Most flowers	Sunflower
• are small	•
• we bend down to pick them up	•
•	•
•	•

Tell how big it is.

Tell what its seeds can do.

Flat Stanley

Joseph's first grade class read a book about Flat Stanley. Stanley is a boy who becomes flat. Now he can fit in a mailbox. All the kids in class made a Flat Stanley. Then they each sent him on a trip. Joseph's Flat Stanley went to New York City. Here is a letter Joseph got.

February 19, 2007

Dear Joseph,

Thank you for sending Flat Stanley to New York City. We loved having him. He had a great time, too.

New York City is a big place. Many people live here. The streets are very busy. Boys and girls go to school by bus or subway. The subway train rides under the ground.

Our apartment was fun for Stanley. From the deck, he could see the big skyscrapers. He felt like he was flying!

(go on)

Comprehension, Open-ended Responses, Note Taking, Editing, and Essays

Sample pages from Book 1-2

WRITING

The student learns to:

1. Use P. O. Q. (Part of the Question) — a proven technique for answering short response questions.
2. Use a variety of prewriting graphic organizers.
3. Respond to factual and open-ended questions.

LISTENING

Two listening selections per book offer four auditory lessons per grade level. Students listen for understanding and practice effective listening techniques.

STUDY SKILLS

The student learns essential study skills at each grade level. As skills are taught and practiced, the supports are gradually withdrawn.

Listening C

Listen to this

Later we will ask you some questions about it.

Words you need to know: **flock**, **tasty**

A **flock** of birds is a group of birds.

Something that is **tasty** is yummy.

Are you ready to listen?

(✓ Check to make sure you are ready.)

- Are your feet flat on the floor?
- Are you sitting up tall?
- Are you looking at your teacher?
- Are your hands on your desk?

How to Make a Puzzle

box with a big picture

are from the cereal box.

line down the back.

by lines across the back.

nes.

over and mix up the pieces.

in eight piece puzzle. Time to play!

time, make lines for a puzzle!

Taking the High Road to Reading, Writing, and Listening Books 3 through 8

Each book is divided into 4 Skill Units: Reading, Listening, Writing, and Editing. This allows the teacher to use the book as a comprehensive skill program or to zero in on specific skills. Teachers have the flexibility to move up or down a grade level to meet special needs of ESL, academically challenged, or academically talented students.

UNIT 1 READING

Students use SQ3R for Books 4-8 (Book 3-KWL), as they respond to higher level questions, use test-taking strategies, and graphic organizers.

UNIT 2 LISTENING

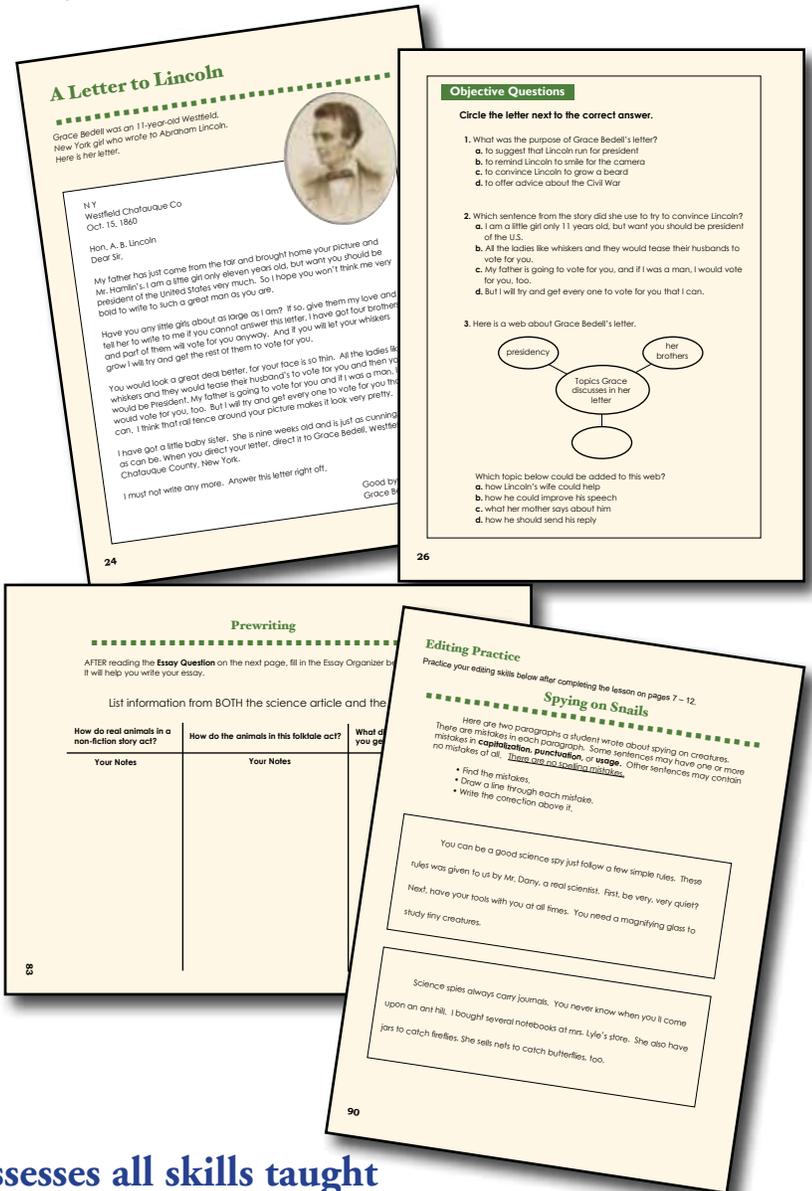
Students listen for understanding, take notes using graphic organizers, and use the P. O. Q. strategy in their written responses.

UNIT 3 WRITING

Students use graphic organizers, writing guides, strategies, and an Editor's Page to write combined essays from various genres.

UNIT 4 EDITING PRACTICE

Students practice capitalization, punctuation, and grammar skills in passages that complement selections.



An End-of-Book Test in Books 3-8 assesses all skills taught within each grade level. See how well your students will perform on state assessments.

- ✓ Reading – passages followed by higher level objective questions
- ✓ Listening – oral passages followed by a series of questions
- ✓ Writing – selections followed by short response and essay questions
- ✓ Editing – paragraphs with grammatical errors for correction

FAMIS Status – ◆

Description	Item #	Unit Price 1-9	Unit Price 10 or more
Book 1-1 (48 pages)	6900	\$10.95	\$8.95
Book 1-2 (56 pages)	6901	\$10.95	\$8.95
Book 2-1 (64 pages)	6902	\$11.95	\$9.95
Book 2-2 (64 pages)	6903	\$11.95	\$9.95
Book 3 (128 pages)	6904	\$15.95	\$13.95
Book 4 (144 pages)	6905	\$16.95	\$14.95
Book 5 (144 pages)	6906	\$16.95	\$14.95
Book 6 (144 pages)	6907	\$16.95	\$14.95
Book 7 (144 pages)	6908	\$16.95	\$14.95
Book 8 (144 pages)	6909	\$16.95	\$14.95
Book 1 Teacher's Manual	6910	\$9.95	\$9.95
Book 2 Teacher's Manual	6911	\$9.95	\$9.95
Book 3 Teacher's Manual	6912	\$9.95	\$9.95
Book 4 Teacher's Manual	6913	\$9.95	\$9.95
Book 5 Teacher's Manual	6914	\$9.95	\$9.95
Book 6 Teacher's Manual	6915	\$9.95	\$9.95
Book 7 Teacher's Manual	6916	\$9.95	\$9.95
Book 8 Teacher's Manual	6917	\$9.95	\$9.95

Test Prep Lessons Included!

- ✓ Test Taking Skills for Multiple Choice

Questions

- ✓ How to Answer Short Response Questions
- ✓ Tips for Answering Essay Questions

Taking the High Road is also available in

INTERACTIVE WHITEBOARD WITH STUDENT WORKBOOKS

The Interactive Whiteboard lessons match the Student Workbook, allowing students to follow along, while answering questions, reading stories or writing essays. Workbook lessons can also be used as a homework assignment, that can be reviewed the next day in class using your interactive whiteboard.

FAMIS Status – ◆

Description	Item #	Contents	Unit Price 1-4	Unit Price 5 or more
Book 1-1 (48 pages)	2053	9 ActivInspire Lessons on DVD, Pacing Calendars 20 Student Books and Free Teacher Manual	\$183.00	\$165.00
Book 1-2 (56 pages)	2054	9 ActivInspire Lessons on DVD, Pacing Calendars 20 Student Books and Free Teacher Manual	\$183.00	\$165.00
Book 2-1 (64 pages)	2055	10 ActivInspire Lessons on DVD, Pacing Calendars 20 Student Books and Free Teacher Manual	\$208.00	\$187.00
Book 2-2 (64 pages)	2056	10 ActivInspire Lessons on DVD, Pacing Calendars 20 Student Books and Free Teacher Manual	\$208.00	\$187.00
Book 3 (128 pages)	2057	21 ActivInspire Lessons on DVD, Pacing Calendars 25 Student Books and Free Teacher Manual	\$377.75	\$340.00
Book 4 (144 pages)	2058	22 ActivInspire Lessons on DVD, Pacing Calendars 25 Student Books and Free Teacher Manual	\$407.75	\$367.00
Book 5 (144 pages)	2059	23 ActivInspire Lessons on CD, Pacing Calendars 25 Student Books and Free Teacher Manual	\$412.75	\$372.00
Book 6 (144 pages)	2060	24 ActivInspire Lessons on CD, Pacing Calendars 25 Student Books and Free Teacher Manual	\$417.75	\$376.00
Book 7 (144 pages)	2061	24 ActivInspire Lessons on CD, Pacing Calendars 25 Student Books and Free Teacher Manual	\$417.75	\$376.00
Book 8 (144 pages)	2062	24 ActivInspire Lessons on CD, Pacing Calendars 25 Student Books and Free Teacher Manual	\$417.75	\$376.00

**Works
with ALL
Interactive
Whiteboards**

Need More Books?

Additional books ordered in conjunction with a set, will receive the 10 or more pricing (see page 8).



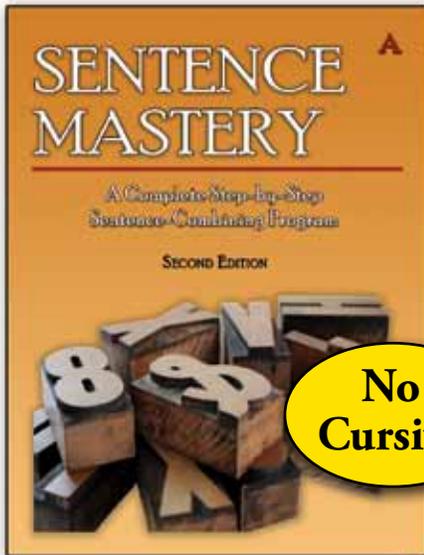
Reading Levels: 3-5
Interest Levels: 7-Adult

SENTENCE MASTERY

Second Edition

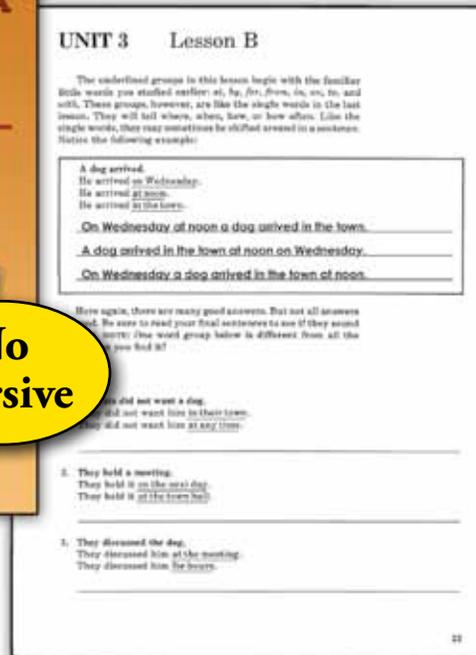
A Sentence-Combining Program Integrated with Practice in Basic Grammar, Usage, and Mechanics

Effective with
Below Average
Students



No
Cursive

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.

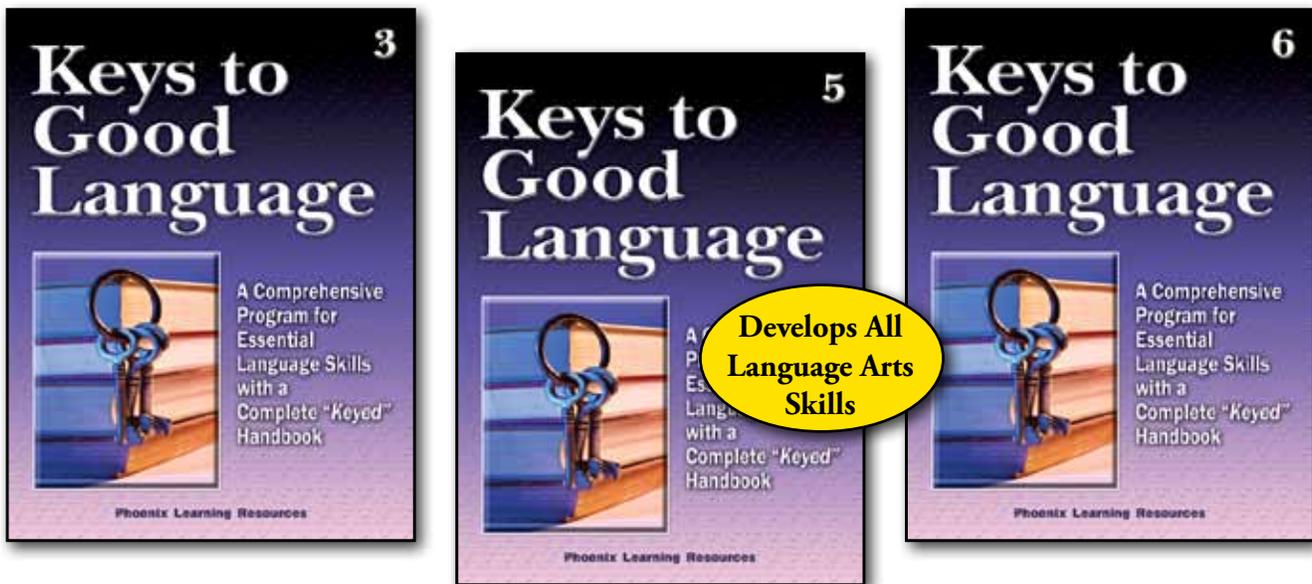
Teacher's Manuals – Each manual provides charts of all the grammar, usage, and mechanics items taught in each book, plus teaching tips and answer keys.

Description	FAMIS or Item #	Unit Price	FAMIS Status
Book A (Updated)	791522474	\$12.05	A
Teacher's Manual	2248	\$10.95	◆
Book B (Updated)	791522490	\$12.05	A
Teacher's Manual	2250	\$10.95	◆
Book C (Updated)	791522512	\$12.05	A
Teacher's Manual	2252	\$10.95	◆

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

KEYS TO GOOD LANGUAGE

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	FAMIS or Item #	Unit Price	FAMIS Status
Grade 2 Workbook	791511634	\$9.85	A
Teacher's Edition	1164	\$12.95	◆
Blackline Masters	1165	\$15.35	◆
Grade 3 Workbook (Updated)	791511669	\$10.95	A
Teacher's Edition	1167	\$12.95	◆
Blackline Masters	1168	\$15.35	◆
Test	1507	\$1.95	◆
Grade 4 Workbook	791511693	\$10.95	A
Teacher's Edition	1170	\$12.95	◆
Blackline Masters	1171	\$13.95	◆
Test	1508	\$1.95	◆
Grade 5 Workbook (Updated)	791511723	\$10.95	A
Teacher's Edition	1173	\$12.95	◆
Blackline Masters	1174	\$15.35	◆
Test	1509	\$1.95	◆
Grade 6 Workbook (Updated)	791511758	\$10.95	A
Teacher's Edition	1176	\$12.95	◆
Blackline Masters	1177	\$15.35	◆
Test	1510	\$1.95	◆

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.

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-~~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 trees.
- They were careful not to break any limbs off-~~of~~ the trees.
- "Let's take these-~~here~~ leaves home and paste them on our paper."
- 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 Helen.
- "Where is your book about leaves-~~it~~?" asked Alicia.
- "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-~~got~~ many leaves to paste in our book."
- Greg-~~went-and~~ got the paste.
- "Where is the paper-~~it~~?" asked Greg.
- "I'll-~~go~~ get it now," answered Helen.
- Alicia cried, "Look at this-~~here~~ leaf!"
- It has-~~got~~ 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 Alicia.
- "The leaves-~~they~~ all have little veins," Helen said.
- "A leaf has-~~got~~ veins to carry its water and food."
- Alicia said, "We should take things off-~~of~~ the tree."
- The three friends-~~they~~ began pasting leaves on their paper.

Perfect Score **25** My Score: _____

Unnecessary Words

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

Examples:

Use: Hector has a new bike.
Instead of: Hector ~~he~~ has a new bike.

Use: The girls sang a song.
Instead of: The girls ~~they~~ sang a song.

Use: I have a red book.
Instead of: I have ~~got~~ a red book.

Use: He met me.
Instead of: He ~~went and~~ met me.

Use: Bring the box here.
Instead of: ~~Go~~ bring the box here.

Use: This baseball is mine.
Instead of: This ~~here~~ baseball is mine.

Use: He took the dish off the table.
Instead of: He took the dish off ~~of~~ 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. ash	8. monkey

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:

- rain (one syllable)
- sis-ter (two syllables)
- tel-e-phon-e (three syllables)
- a-pos-tro-pher (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, 39, 40, and 41.

Group 1

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. half
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
16. daisy	40. leading
17. daughter	41. lemon
18. December	42. listen
19. erase	43. might
20. evening	44. Monday
21. excuse	45. mouse
22. farm	46. nail
23. February	47. northern
24. fence	48. October

Perfect Score **25** My Score: _____

Unnecessary Words

A Draw lines through the unnecessary words in the sentences below.

- Marcus he called up Elaine on the telephone.
- "Is Elaine at home there?" he asked.
- "This here is Elaine speaking," she answered.
- "Elaine, can you come on over?" Marcus said.
- He added, "I thought we could go and make our relief map for school."
- "I have got to go to the store first. Then I'll be right over," said Elaine.
- Elaine gathered up some flour and salt.
- Marcus had got the paint and paintbrushes ready.
- "Are you ready to make this here map of Washington?" Marcus said.
- "First we have to go and mix the dough," said Elaine.
- "Will you go get a mixing bowl?" she asked.
- Marcus said, "I don't know where one is at."
- "Why don't you look in the kitchen there?" said Elaine.
- Marcus went and found a bowl on a shelf in the kitchen.
- "Is this here bowl big enough?" he asked.
- "Yes, bring it on over here," Elaine said.
- She added, "We have got to mix in water, too."
- "After you go and get the dough mixed, we can make the map," Marcus said.
- "We have got to make an outline of Washington on the cardboard," said Elaine.
- Marcus said, "You can trace the outline off of this map."

B Rewrite the following sentences, leaving out the unnecessary words.

- Marcus and Elaine went and finished the relief map.

- They painted the map red, green, and yellow in color.

- Then Marcus and Elaine they took their map to school.

42

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.

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:
1. One day Vera she went and took down her picture off of the wall.
2. One day Vera took her picture of the wall.
Have the students read the sentences on the chalkboard. Then ask which is the better sentence. Point out that sentence 1 seems worse 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 set what unnecessary expressions were marked out.

3 Supplementary Exercises
Draw lines through the unnecessary words in the following sentences. (Score: 10)
1. Leaves they are important to trees. (they)
2. That is where the tree's food is made at. (at)
3. This here leaf makes sugar from carbon dioxide and water. (there)
4. The tree's roots went and got the water from the ground. (went and)
5. The leaf has got many tiny holes on its underside. (got)

5. That is where air comes in at. (at)
7. The leaf it takes carbon dioxide from the air. (it)
8. Then, with the help of sunshine, that there leaf makes sugar. (there)
9. Take a leaf off of a tree. (of)
10. You can see the veins where food and water are carried at. (at)

Supplementary Activities
3
More Practice: Have the students examine a story they have written. Ask them to rewrite their compositions leaving out the unnecessary words.
Instructional Variation: Explain that people often

Lesson 64 Perfect Score 25 My Score: _____

Unnecessary Words 43

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

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-here leaf is from a sycamore tree," said Helen.
9. "Where is your-look-at-leave-?" asked Alicia.
10. "It-go bring it."
11. Helen asked, "It-"
12. "It-go bring the-"
13. "We have-got it."
14. Greg-went-and-

Level 4, Unit IV Perfect Score 37 My Score: _____

Pretest 4

I. The following sentences will make two paragraphs. The first paragraph has five sentences describing a clam. Place a 1 before each of these sentences. The second paragraph has three sentences about where clams live. Place a 2 before these sentences. (Score: 1 for each sentence correctly numbered)

1	1. A clam has no backbone.	2	5. Others live in fresh water.
1	2. It has a shell instead.	1	6. The clam has one big foot.
2	3. Some clams live in the sea.	2	7. They live under the sand.
1	4. The shell is in two parts.	1	8. Its foot is used for digging.

II. Write a synonym for each of the following words. (Score: 4) (Answers will vary.)

9. grateful	hit	11. just	only
10. grateful	thankful	12. leap	jump

III. Write an antonym for each of the following words. (Score: 4) (Answers will vary.)

13. open	close	15. tall	short
14. warm	cool	16. stay	leave

IV. Write the plurals of the following words in alphabetical order: shelf, toy, baby, foot. (Score: 8—2 for each word that is correctly spelled and alphabetized)

17. _____	babies	19. _____	shelves
18. _____	feet	20. _____	toys

V. Rewrite each of the following words and place hyphens between the syllables. (Score: 2)

21. saddle	sad-dle	22. birthday	birth-day
------------	---------	--------------	-----------

VI. In each of the following sentences draw a line under the proper word in parentheses, and draw a line through any unnecessary word. (Score: 11—1 for each word correctly underlined and 1 for each unnecessary expression marked out)

Hector has a new bike. Hector he has a new bike.
The girls sang a song. The girls they sang a song.
I have a red book. I have get a red book.
He met me. He went and met me.
Bring the box here. Go bring the box here.
This baseball is mine. This here baseball is mine.
He took the dish off the table. He took the dish off of the table.

43-47

43 Unnecessary Words
Leave out any word that is not necessary to the meaning of a sentence.
Example:
Use: Hector has a new bike. Hector he has a new bike.
Instead of: The girls sang a song. The girls they sang a song.
Use: I have a red book. I have get a red book.
Instead of: He met me. He went and met me.
Use: Bring the box here. Go bring the box here.
Instead of: Use: This baseball is mine. This here baseball is mine.
Use: He took the dish off the table. He took the dish off of the table.
Instead of:

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.
Example:
1. apple 7. Aut
2. abn 8. attorney
3. Abd 9. babe
4. cab 10. vice
5. comb 11. yam
6. Apr 12. yellow
b. There are two guide words at the top of each dictionary 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 next line.
Example:
1. man (one syllable)
2. sister (two syllables)
3. telephone (three syllables)
4. post-office (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. See also Keys 36, 39, 40, and 41.

1. add	25. Friday
2. ahead	26. garden
3. always	27. grandfather
4. answer	28. grandfather
5. appear	29. grocery
6. April	30. guess
7. August	31. half
8. because	32. heard
9. birthday	33. holiday
10. break	34. hope
11. bushy	35. Indian
12. carried	36. invite
13. catches	37. salt
14. chew	38. knife
15. comb	39. knock
16. date	40. reading
17. daughter	41. lemon
18. December	42. listen
19. write	43. night
20. evening	44. Monday
21. excuse	45. house
22. farm	46. nail
23. February	47. northern
24. fence	48. October

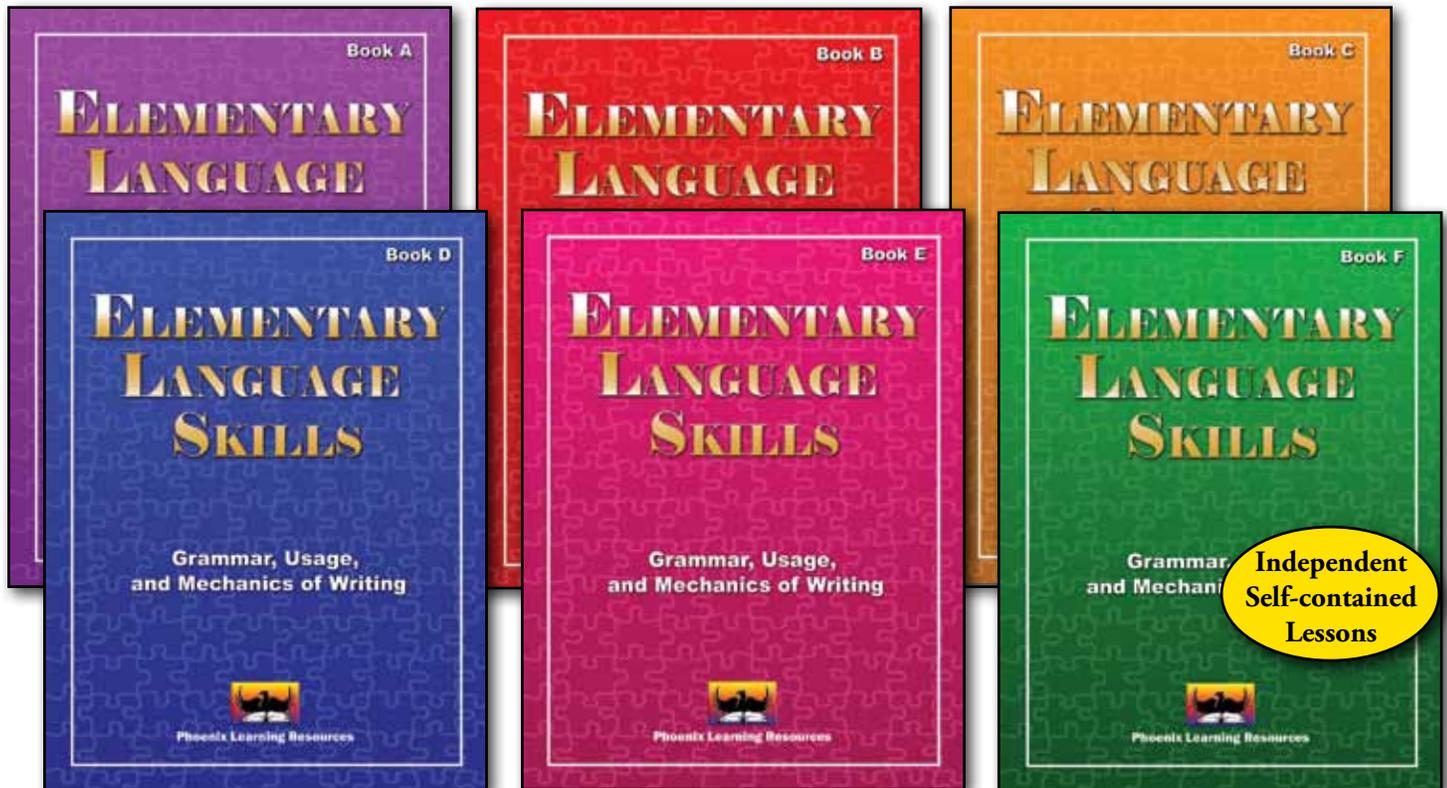
How it works... to achieve minimum competencies

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.

Reading Levels: 1-6
Interest Levels: 1-8/ESL

ELEMENTARY LANGUAGE SKILLS

A Text-Workbook Core Curriculum that Integrates the Language Arts



- ◆ Provides the core curriculum of any elementary language arts program.
- ◆ Applies grammar and usage to the writing process.
- ◆ Unit themes focus on lesson content.
- ◆ Offers independent, self-contained lessons in a consistent, two-page format.

Student Texts – Each unit is organized around a theme which unifies the grammar, usage, mechanics, and writing skills presented. The two-page lesson format contains most, if not all, of the following sections:

- ✓ *Try It* introduces the skill(s).
- ✓ *Fix It* teaches proofreading and revising in relation to a particular skill.
- ✓ *Use It* focuses on common usage problems.
- ✓ *Write It* ends each lesson and fosters incorporating grammar and usage skills into student's writing.
- ✓ *Writing-Pad* lessons at the end of each unit in Books C-F, provide an opportunity for original writing while practicing the unit skills.

Teacher's Guide – Provides teaching suggestions, reinforcement exercises, and answer keys.

19 Adverbs

Grammar

Try It

Circle the *adverb* in this sentence.

The cars and trucks crept slowly down the street.

First Check: Did you circle *slowly*?



RULE: *Adverbs are descriptive words. Adverbs work with verbs by telling how, when, or where an action occurs. Adverbs often end in ly.*

How	When	Where
selfishly	today	downtown
luckily	sometimes	there
surprisingly	early	somewhere

Usage

Mechanics

Circle the *adverb* in each of these sentences.

Dear Maria,

1. New York is alw
2. They all honk lo
3. And that certain
4. I sometimes wis
5. Manhattan, as y
6. Yesterday I lear
7. With any luck, p
8. I really don't car
9. I simply want to
10. That's hard whe
11. I dreamed abou
12. Frightened, I wd

RULE: An *adverb* adjective.

correct corre

The final y of an ad
ly.

lucky luckily

Change the adjective in each sentence to an *adverb*. Write the *adverb* on the line.

Dear Stan,

13. We (sure) don't have noise problems like you.
14. And I can (hard) believe there are so many bridges.
15. Around here we (definite) don't need that many.
16. The two that we do have make people drive (slow).
17. They were both (sturdy) built.
18. But they are covered bridges that have been kept (careful) since the 1800s.

13. _____ 15. _____ 17. _____
14. _____ 16. _____ 18. _____

Circle the *adverb* in each of these sentences. Then write whether it tells *where*, *when*, or *how*.

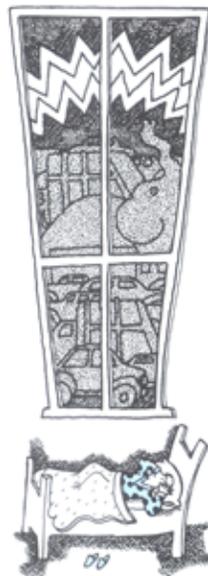
19. Covered bridges were once the most popular bridges.
20. They were built here before cars were invented.
21. Foolishly I thought they were covered because it looks nice.
22. The covers were really built to protect both the bridge and the traveler.
23. They were places to wait quietly during a storm.
24. Sometimes I think covered bridges are like tunnels in the sky.

Your friend,
Maria

19. _____ 21. _____ 23. _____
20. _____ 22. _____ 24. _____

Write It

Write a short paragraph about a bridge you have crossed. Write at least three sentences with adverbs that describe *how*, *when*, or *where*.



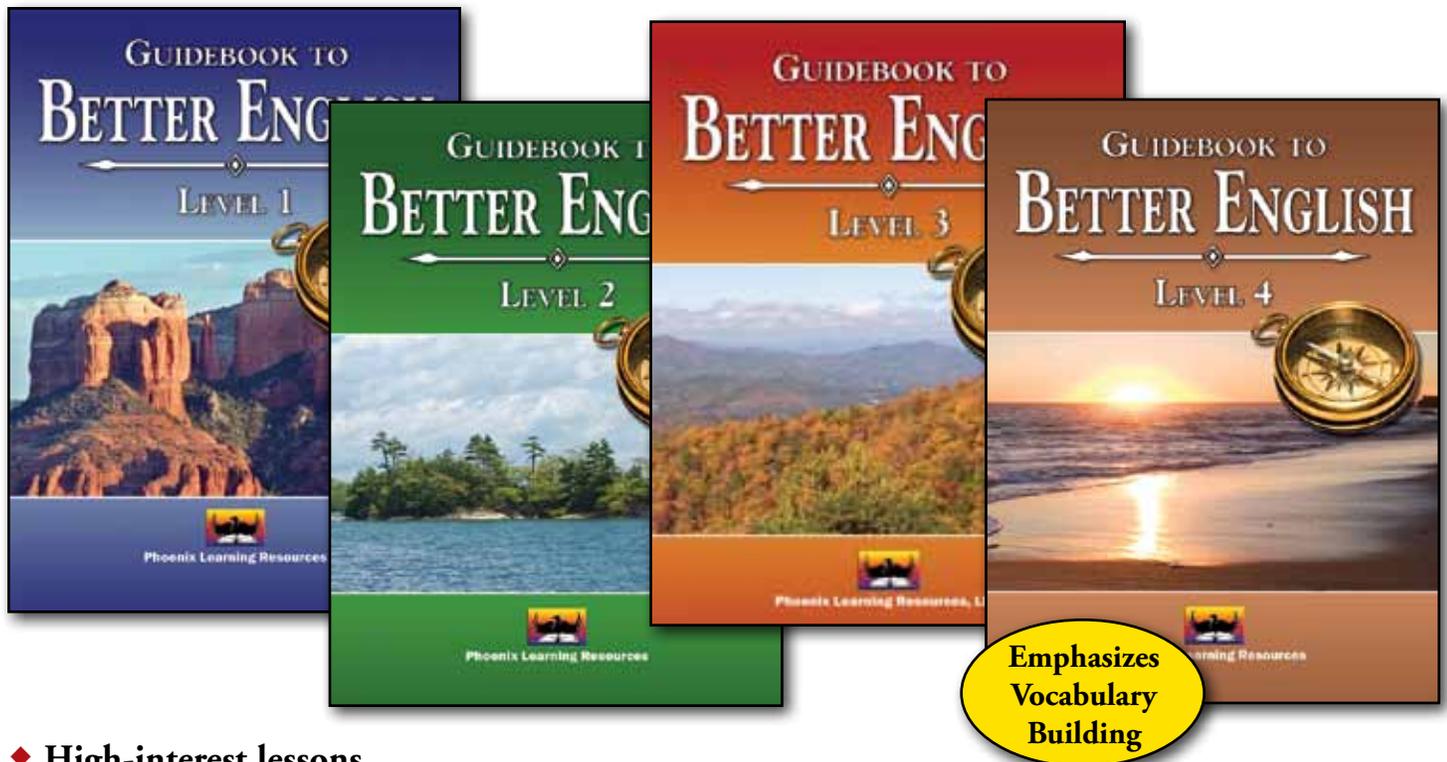
Book D

Description	FAMIS or Item #	Unit Price	FAMIS Status
Book A (96 pages, Updated)	791512797	\$10.95	A
Book A - Teacher Guide	1280	\$5.95	+
Book B (96 pages)	791512819	\$10.95	A
Book B - Teacher Guide	1282	\$5.95	+
Book C (128 pages, Updated)	791512835	\$12.05	A
Book C - Teacher Guide	1284	\$5.95	+
Book D (128 pages, Updated))	791512851	\$12.05	A
Book D - Teacher Guide	1286	\$5.95	+
Book E (128 pages, Updated)	791512878	\$12.05	A
Book E - Teacher Guide	1288	\$5.95	+
Book F (128 pages)	791512894	\$12.05	A
Book F - Teacher Guide	1290	\$5.95	+

GUIDEBOOK TO BETTER ENGLISH

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

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



- ◆ 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.

FAMIS Status – ◆

Description	Item #	Unit Price 1-9	Unit Price 10 or more
Level 1 - Workbook	1253	\$12.95	\$10.95
Test	1255	\$1.95	\$1.95
Test Answer Key	1256	\$1.95	\$1.95
Level 2 - Workbook	1257	\$12.95	\$10.95
Test	1259	\$1.95	\$1.95
Test Answer Key	1260	\$1.95	\$1.95
Level 3 - Workbook	1261	\$12.95	\$10.95
Test	1263	\$1.95	\$1.95
Test Answer Key	1264	\$1.95	\$1.95
Level 4 - Workbook	1265	\$12.95	\$10.95
Test	1267	\$1.95	\$1.95
Test Answer Key	1268	\$1.95	\$1.95
Teacher's Handbook	1269	\$5.95	\$5.95

Name _____ Perfect Score 65 My Score _____

UNIT 1/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 inventor. The items they have helped many Americans with. Woods is like Thomas Edison.

Woods was born in 1856 in Columbus, Ohio. When he was ten years old he then worked at a factory. He paid attention to how the factory machines worked.

Woods first became interested in electricity when it was just beginning to be used. In 1881, he opened a factory to make electric light bulbs.

Woods made two important things in his second was a telephone transmitter the first transmitters in today's telephones.

In later years Woods invented a way to connect people in railroad stations this invention also invented several electric trolley systems. The system that the New York City subways use today.

COMPOSITION: Write eight sentences about Woods that show why it is your favorite. (Score: 30)

Name _____ Perfect Score 54 My Score _____

UNIT 1/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.

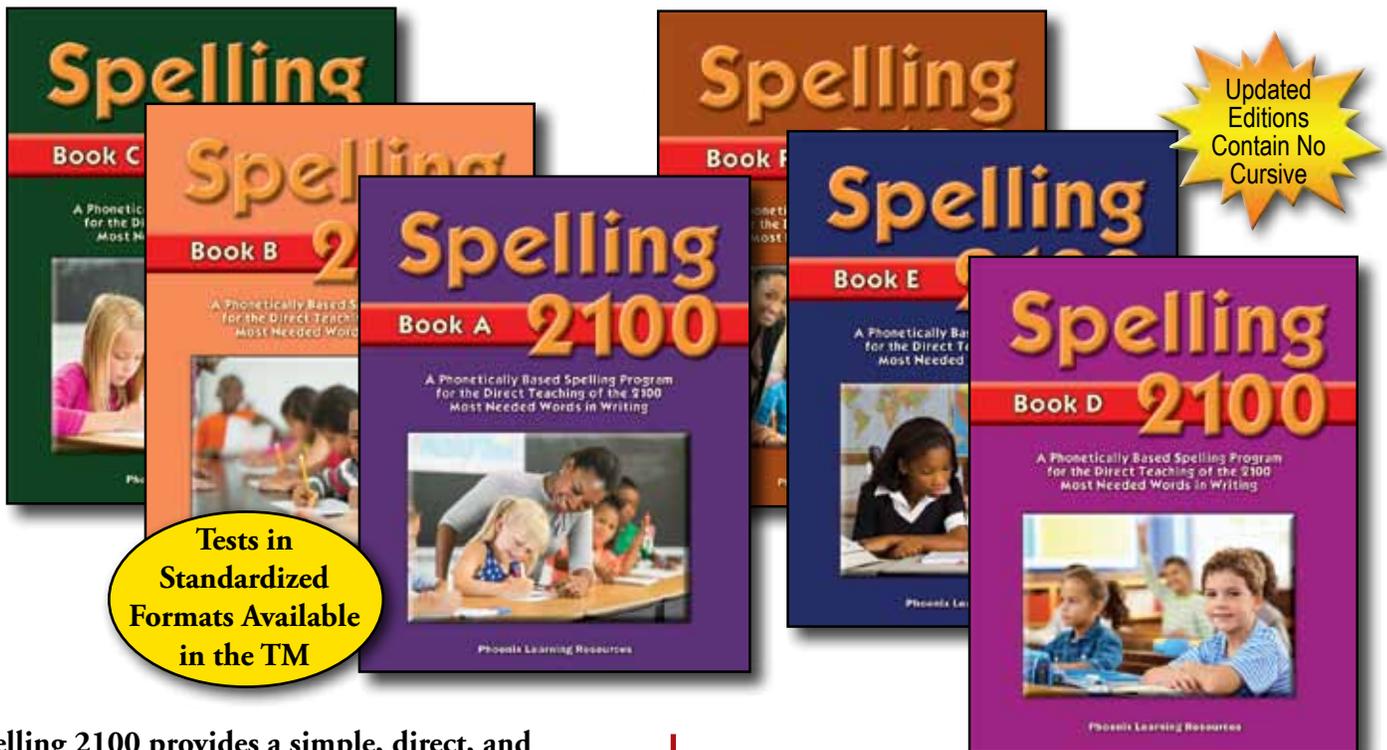
Exercises following the reading selection provide application of comprehension skills.

SPELLING 2100

Reading Levels: 1-6

Interest Levels: 1-8

A Phonetically Based Spelling Program for the Direct Teaching of the 2100 Most Needed Words in Writing



Spelling 2100 provides a simple, direct, and effective means of teaching the spelling of the 2100 words most needed in writing. These words represent approximately 95 percent of all the words students will ever write. Spelling 2100 features:

- ◆ **Phonetic and structural principles form the basis of instruction.**

Students are guided to discover sound-to-letter and structural principles that are common to many English words. This reduces the need for laborious memorization and allows spelling and reading to work together.

- ◆ **Instruction is focused and direct.**

Students are never sidetracked into peripheral areas already taught in other subjects. This strong, methodical attention to spelling and its application to writing pays off in immediate and measurable improvement.

- ◆ **Proven strategies are systematically employed.**

Instead of busy work, students sort words by phonetic characteristics, analyze syllables, write, and proofread content. The result is a motivated, confident student.

- ◆ **Format and directions allow students to work with a high degree of independence.**

Students wishing to work ahead may do so while others work on words requiring extra study.

- ◆ **Troublesome words are recorded and restudied until they are mastered.**

Each lesson ends with a dictation test. Students record misspelled words for additional study using a five-step system. Teachers have the option of retesting students on words or having students work in pairs to test each other.

- ◆ **Optional tests in standardized formats are available in the Teacher's Manuals.**

By familiarizing students with the common testing formats, they become more competent on mandated district or state spelling tests.

- ◆ **The program is cost effective.**

Regardless of tight school budgets, teachers can afford the highest quality instruction in spelling.

Book C

The Word List – Three factors were considered in creating the Spelling 2100 word list:

- ◆ the word's frequency of use in writing.
- ◆ its occurrence in reading material.
- ◆ its spelling difficulty.

Teaching Plan – Spelling 2100 accommodates several teaching plans, depending upon the needs of the student and the teaching environment. Although most teachers will find that spreading a lesson over three sessions works best, lessons may be taught in a single session or several sessions.

Review and Assessment – The review lessons may be covered in a single or several sessions. The words reviewed in these lessons reflect the phonetic or structural patterns taught in the developmental lessons. A special review feature is a Writing Prompt in the Teacher's Manual. This springboard for an optional writing assignment is structured to encourage use of the words in an authentic writing situation.

Proven Learning Strategies – in every lesson.

Read and Think – Students read each word in a context sentence to confirm its meaning.

Study and Sort – Students differentiate the sound-letter correspondence, or structural principles at work in the words.

Remember – A concise statement of the spelling principle brings the analysis to closure.

Use the Clues – Students examine additional phonetic or meaning-related elements as they write the words a second time.

Proofread – A practical proofreading activity concludes the lesson.

9
The Vowel Sound in bird and turn

READ AND THINK Read each sentence. Think about the meaning and spelling of the underlined word.

<u>world</u>	The spaceship will circle the <u>world</u> .	1. _____
<u>birth</u>	How much did you weigh at <u>birth</u> ?	2. _____
<u>first</u>	Today I must <u>first</u> go to the store.	3. _____
<u>turn</u>	It is time to <u>turn</u> the pancakes.	4. _____
<u>bird</u>	We watched the <u>bird</u> fly to the tree.	5. _____
<u>hurt</u>	Try not to get <u>hurt</u> on the playground.	6. _____
<u>herd</u>	A <u>herd</u> of cattle ate grass in the field.	7. _____
<u>work</u>	Many people <u>work</u> in that factory.	8. _____
<u>church</u>	A big <u>church</u> was built on the corner.	9. _____
<u>shirt</u>	I put on a clean <u>shirt</u> for our visit.	10. _____
<u>girl</u>	Did you see the <u>girl</u> with the puppy?	11. _____
<u>serve</u>	What will you <u>serve</u> for lunch today?	12. _____
<u>dirt</u>	On a hot day my dog lies in the <u>dirt</u> .	13. _____
<u>herself</u>	Mom decided to do the job <u>herself</u> .	14. _____
<u>third</u>	I think you are the <u>third</u> person in line.	15. _____

STUDY AND SORT Each word on the list has the same vowel + r sounds. They are the sounds you hear in bird and turn. Note the four ways these sounds are spelled in these words.

1.-7. Write bird. Write the other words with the same vowel + r spelling.

8.-10. Write turn. Write the other words with the same vowel + r spelling.

11.-13. Write herd. Write the other words with the same vowel + r spelling.

14.-15. Write work. Write the other word with the same vowel + r spelling.

REMEMBER: The vowel + r sounds in words like bird and turn may be spelled ir, ur, er, or or.

USE THE CLUES Write the word for each of these clues.

1. It begins and ends with the same two letters. _____
2. Him is to himself as her is to _____. _____
3. It ends with a silent e. _____
4. Flock is to birds as _____ is to cows. _____
5. Change the first letter in bird and drop the last letter. _____
6. It begins with the same letter as harm and has the same meaning. _____
7. Singer is to sing as worker is to _____. _____
8. Cave is to bear as nest is to _____. _____
9. It begins like shoe and rhymes with hurt. _____
10. It begins like goal and rhymes with curl. _____
11. It begins like time and rhymes with burn. _____

12.-15. **PROOFREAD** This newspaper story has some mistakes in spelling. Draw a line through the words that are misspelled. Write the correct spelling.

New Baby at the Zoo

The city zoo reported the burth of a rare baby bird today. It is a furst for our zoo. This is only the third time in the entire world that such a bird has been born in a zoo. Mother and baby are doing well.

12. _____

13. _____

14. _____

15. _____

CHECK THE SPELLING Check the spelling of each word you wrote. Write the correct spelling of any word you spelled wrong on the **Words for Extra Study** list on page 22.

Check the Spelling – Words still being misspelled are trapped for further study.

Components

Student Books – There are six student books.

Book A is a readiness book that focuses on helping beginning learners establish reliable sound-to-letter associations and recognize basic phonetic patterns. **Books B through F** are made up of 30 lessons each. There is a review lesson after every four instructional lessons.

Teacher's Manuals – There are six Teacher's Manuals, one for each of the pupil books. The Manuals contain teaching suggestions, answer keys, dictation sentences, and writing prompts.

FAMIS Status – ◆

Description	Item #	Unit Price 1-9	Unit Price 10 or more
Book A - 80 pgs	2313	\$13.95	\$11.95
Book A - Teacher's Guide	2314	\$10.95	\$10.95
Book B - 80 pgs	2315	\$13.95	\$11.95
Book B - Teacher's Guide	5128	\$10.95	\$10.95
Book C - 96 pgs	2317	\$14.95	\$12.95
Book C - Teacher's Guide	5130	\$10.95	\$10.95
Book D - 96 pgs	2319	\$14.95	\$12.95
Book D - Teacher's Guide	5132	\$10.95	\$10.95
Book E - 96 pgs	2321	\$14.95	\$12.95
Book E - Teacher's Guide	5134	\$10.95	\$10.95
Book F - 104 pgs	2323	\$15.95	\$13.95
Book F - Teacher's Guide	2324	\$10.95	\$10.95

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SPELLING 2100

Book C

9

The Vowel Sound in bird and turn

READ AND THINK Read each sentence. Think about the meaning and spelling of the underlined word.

world
birth
first
turn
bird
hurt
herd
work
church
shirt
girl
serve
dirt
herself
third

The spaceship will circle the world.
How much did you weigh at birth?
Today I must first go to the store.
It is time to turn the pancakes.
We watched the bird fly to the tree.
Try not to get hurt on the playground.
A herd of cattle ate grass in the field.
Many people work in that factory.
A big church was built on the corner.
I put on a clean shirt for our visit.
Did you see the girl with the puppy?
What will you serve for lunch today?
On a hot day my dog lies in the dirt.
Mom decided to do the job herself.
I think you are the third person in line.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

Reading each word in a context sentence confirms its meaning.

Analyzing common phonetic or structural elements that appear in words enables students to learn the spelling principle.

Stating the spelling principle brings the analysis to closure.

STUDY AND SORT Each word on the list has the same vowel + r sounds. They are the sounds you hear in **bird** and **turn**. Note the four ways these sounds are spelled in these words.

- 1.-7. Write **bird**. Write the other words with the same vowel + r spelling.
- 8.-10. Write **turn**. Write the other words with the same vowel + r spelling.
- 11.-13. Write **herd**. Write the other words with the same vowel + r spelling.
- 14.-15. Write **work**. Write the other word with the same vowel + r spelling.

REMEMBER: The vowel + r sounds in words like **bird** and **turn** may be spelled **ir**, **ur**, **er**, or **or**.

A Phonetically Based Spelling Program for the Direct Teaching of the 2100 Most Needed Words in Writing

USE THE CLUES Write the word for each of these clues.

1. It begins and ends with the same two letters.
2. **Him** is to **himself** as **her** is to ____.
3. It ends with a silent e.
4. **Flock** is to **birds** as ____ is to **cows**.
5. Change the first letter in **birth** and drop the last letter.
6. It begins with the same letter as **harm** and has the same meaning.
7. **Singer** is to **sing** as **worker** is to ____.
8. **Cave** is to **bear** as **nest** is to ____.
9. It begins like **shoe** and rhymes with **hurt**.
10. It begins like **goal** and rhymes with **curl**.
11. It begins like **time** and rhymes with **burn**.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

12.-15. PROOFREAD This newspaper story has some mistakes in spelling. Draw a line through the words that are misspelled. Write the correct spelling.

New Baby at the Zoo

The city zoo reported the burth of a rare baby bird today. It is a furst for our zoo. This is only the therd time in the entire wurd that such a bird has been born in a zoo. Mother and baby are doing well.

CHECK THE SPELLING Check the spelling of each word you wrote. Write the correct spelling of any word you spelled wrong on the **Words for Extra Study** list on page 22.



Writing the words a second time enables students to examine additional phonetic or meaning-related elements.

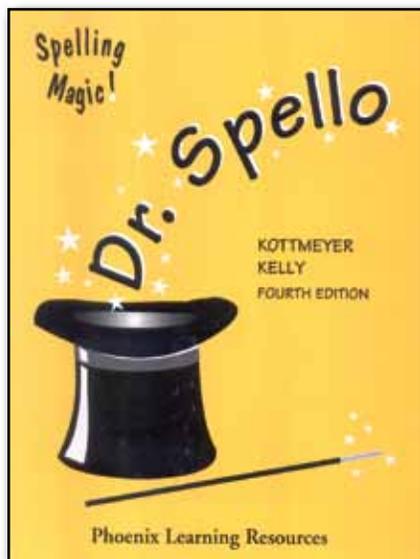
Proofreading activities ensure understanding of spelling principles.

Checking their own spelling errors reinforces spelling skills and traps troublesome words for further study.

DR. SPELLO

Reading Levels: 2-4
Interest Levels: 4-12/ESL

The Classic Remedial Spelling Workbook



- ◆ Condensed comprehensive instruction in all essential spelling skills.
- ◆ Teaches spelling principles, not spelling lists.
- ◆ Widely proven skills sequence.

Student Workbook – Contains ample instruction and drills to help students master key spelling principles and skills. The unit titles indicate the general scope and sequence of the program. They include: Learning to Hear Sounds, Vowel Sounds, Consonant Sounds, Tricky Consonants, Using Sounds to Spell, Long Vowel Sounds, Two-Letter Consonants, Silent Letters, Endings, Compound Words, Prefixes and Suffixes, Accent, Dictionary Spelling, Unexpected Spellings, Homonyms, and Contractions.

Teacher's Edition – Teaching suggestions are included, as well as full-size annotated pupil pages.

Description	FAMIS or Item #	Unit Price	FAMIS Status
Workbook (96 pages)	791533425	\$12.05	A
Teacher's Edition	3343	\$12.95	◆

LANGUAGE ARTS SKILLS: MECHANICS & COMPOSITION

SUBJECT JOURNALS

Interest Levels: K-4
FAMIS Status – ◆



Subject Journals help teachers facilitate discussion on a variety of topics while students create a permanent record of what they've learned.

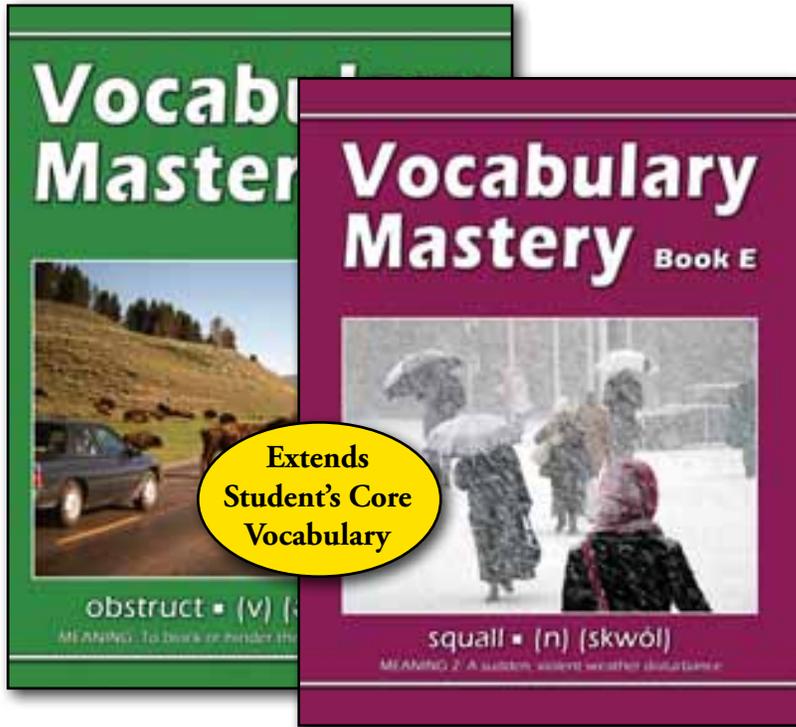
- ✓ Includes sixteen four-page journal entries in each book (64 pages).
- ✓ Provides headings that help students organize their thoughts.
- ✓ Consistent format enforces what is expected of students.
- ✓ Allows teachers to track progress.
- ✓ Accommodates a variety of teaching styles.

Description	Item #	Unit Price 1-9	Unit Price 10 or more
Book Report - Grades 1-3	4650	\$5.95	\$3.95
Book Report - Grades 4 and above	4651	\$5.95	\$3.95
Science - Grades 1-3	4652	\$5.95	\$3.95
Science - Grades 4 and above	4653	\$5.95	\$3.95
Current Events - Grades 1-3	4654	\$5.95	\$3.95
Current Events - Grades 4 and above	4655	\$5.95	\$3.95
Weekly Health - Grades 1-3	4656	\$5.95	\$3.95
Weekly Health - Grades 4 and above	4657	\$5.95	\$3.95

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) (rest)	dilemma (n) (di-'lem-ə)
ORIGIN: Old English <i>westran</i> (to twist)	ORIGIN: Late Greek <i>dilemmā</i> (involving two assumptions)
MEANING: To gain with difficulty by, or as if by, force or violence	MEANING: Any perplexing or difficult situation or problem
CONTEXT: "They have spent their lives <i>wresting</i> a meager living from that rocky farm."	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: writing, wrench, extract, extort	SYNONYMS: predicament, question, difficulty
OTHER FORMS: wrestle (v)	ANTONYMS: certainty

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

- foyer: a) intrigue b) foil c) aisle d) anteroom
- dilemma: a) answer b) predicament c) solution d) ignorance
- wrest: a) hit b) wring c) push d) recline
- marital: 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

- Whether to be loyal to one's personal values or to those of society can be a perplexing moral _____.
- After overcoming the robbery suspect in a dangerous struggle, the police were able to _____ the pistol from him.
- Because they were basically not _____, the couple quarreled continually.
- 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.
- "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.

- cover a) clean b) cringe c) attack d) covet
- condone a) forgive b) condemn c) presume d) excuse
- fastidious a) finicky b) rude c) particular d) sloppy
- marital a) warlike b) peaceful c) nuptial d) imagined
- bungle a) succeed b) mishandle c) remove d) profit
- 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	FAMIS or Item #	Unit Price	FAMIS Status
Book A (Updated)	791521923	\$13.15	A
Book B (Updated)	791521931	\$13.15	A
Book C (Updated)	79152194X	\$13.15	A
Book D (Updated)	791521958	\$14.25	A
Book E (Updated)	791521966	\$13.15	A
Book F (Book 6)	791521974	\$13.15	A

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

<p>wrest (v) (rest)</p> <p>ORIGIN: Old English <i>wraestan</i> (to twist)</p> <p>MEANING: To gain with difficulty by, or as if by, force or violence</p> <p>CONTEXT: "They have spent their lives <i>wresting</i> a meager living from that rocky farm."</p> <p>SYNONYMS: wring, wrench, extract, extort</p> <p>OTHER FORM: wrestle (v.)</p>	<p>dilemma (n) (dĕ-ˈlem-ə)</p> <p>ORIGIN: Late Greek <i>dilemmat</i> (involving two assumptions)</p> <p>MEANING: Any perplexing or difficult situation or problem</p> <p>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."</p> <p>SYNONYMS: predicament, question, difficulty</p> <p>ANTONYM: certainty</p>
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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

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

Planned cyclical review to assure mastery.

Exercise A, “Focus on Meaning,” tests the student’s ability to recognize the meanings of both the present lesson words as well as words taught in previous lessons.

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

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.

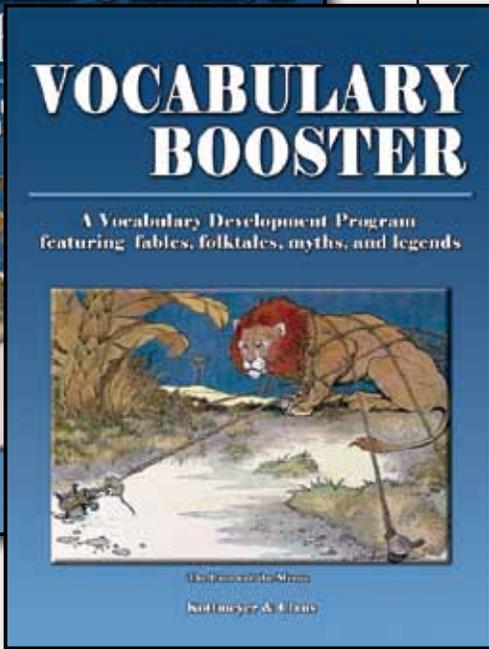
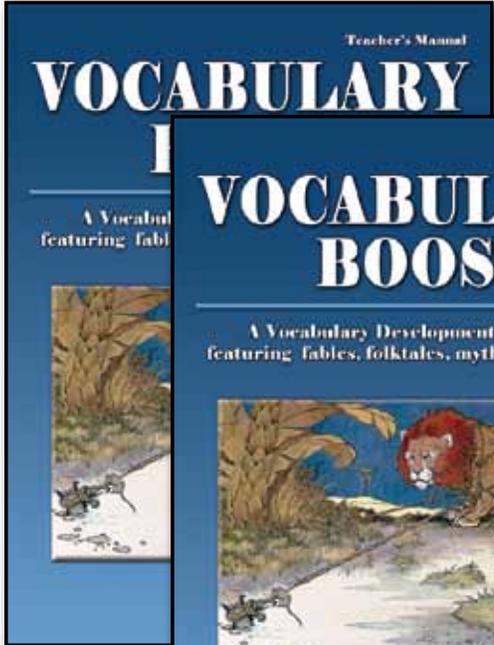
Practice: On the line provided write the word that best completes the meaning of the sentence.

- Fifi, my dog, _____ in the corner, clearly frightened by the thunder.
(A) plopped (B) cowered (C) barked (D) slept
- 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
- My aunt Rhonda never married; she remained a _____ all of her life.
(A) teacher (B) vagabond (C) spinster (D) stay-at-home

VOCABULARY BOOSTER

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

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



1. greed _____ / grēd / noun, verb
The miser had greed for gold.
adjective: greedily
adverb: greedily

2. choke _____ / chōk / noun, verb
Mary's choke was a blue silk dress.
Choke fruit is on sale at the market.

3. feast _____ / fēst / noun, verb
The Pilgrims had a Thanksgiving feast.
They feasted on turkey, corn, and so on.

4. stream _____ / strēm / noun, verb
We waded across the stream.
Fans streamed out of the ball park.
related words: streamer, streamlines

5. pause _____ / pōz / noun, verb
After a short pause, we went on our way. (noun)
The pitcher paused before throwing the ball. (verb)
synonym: pause
The kitten's paws have sharp claws.

6. glance _____ / glāns / noun, verb
The pitcher glanced 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 _____ / mut' ar / verb
synonyms: grumble, complain
The driver muttered to himself when his car stalled.

- ◆ 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.



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

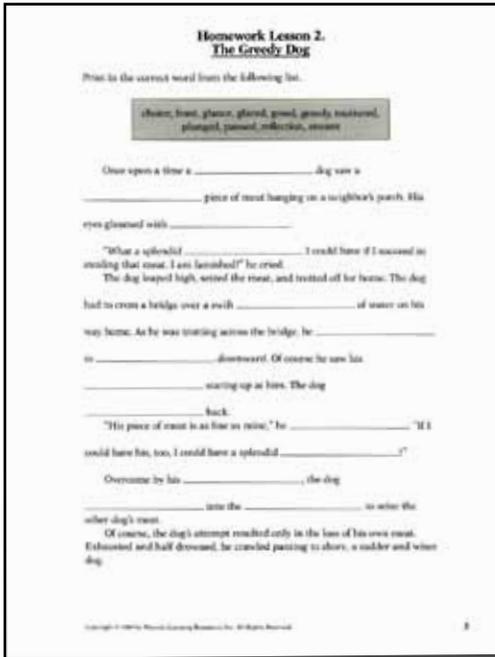
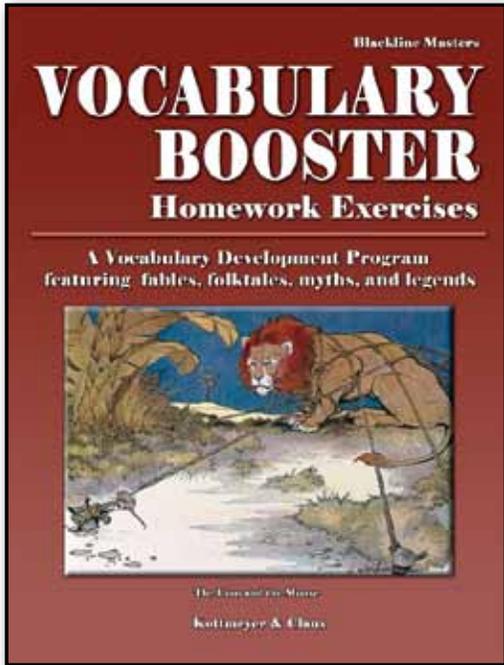
The dog hugged high, strung the meat, and tripped off for home. The dog had to cross a bridge over a swift stream of water on his way home. As he was tramping across the bridge, he paused to glance downward. Of course he saw his reflection staring up at him. The dog glared back.

"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 into the stream to snare the other dog's meat.

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

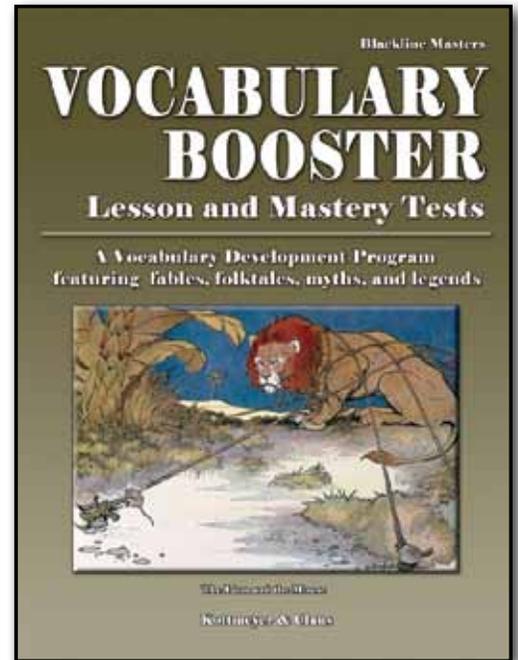
Student Book – contains 60 vocabulary lessons. Each lesson introduces ten new words. For each new word, the book gives the parts of speech, dictionary pronunciation, synonyms, antonyms, homographs, other derived parts of speech, and illustrative sentences as appropriate. The student book features 60 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.



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.



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.

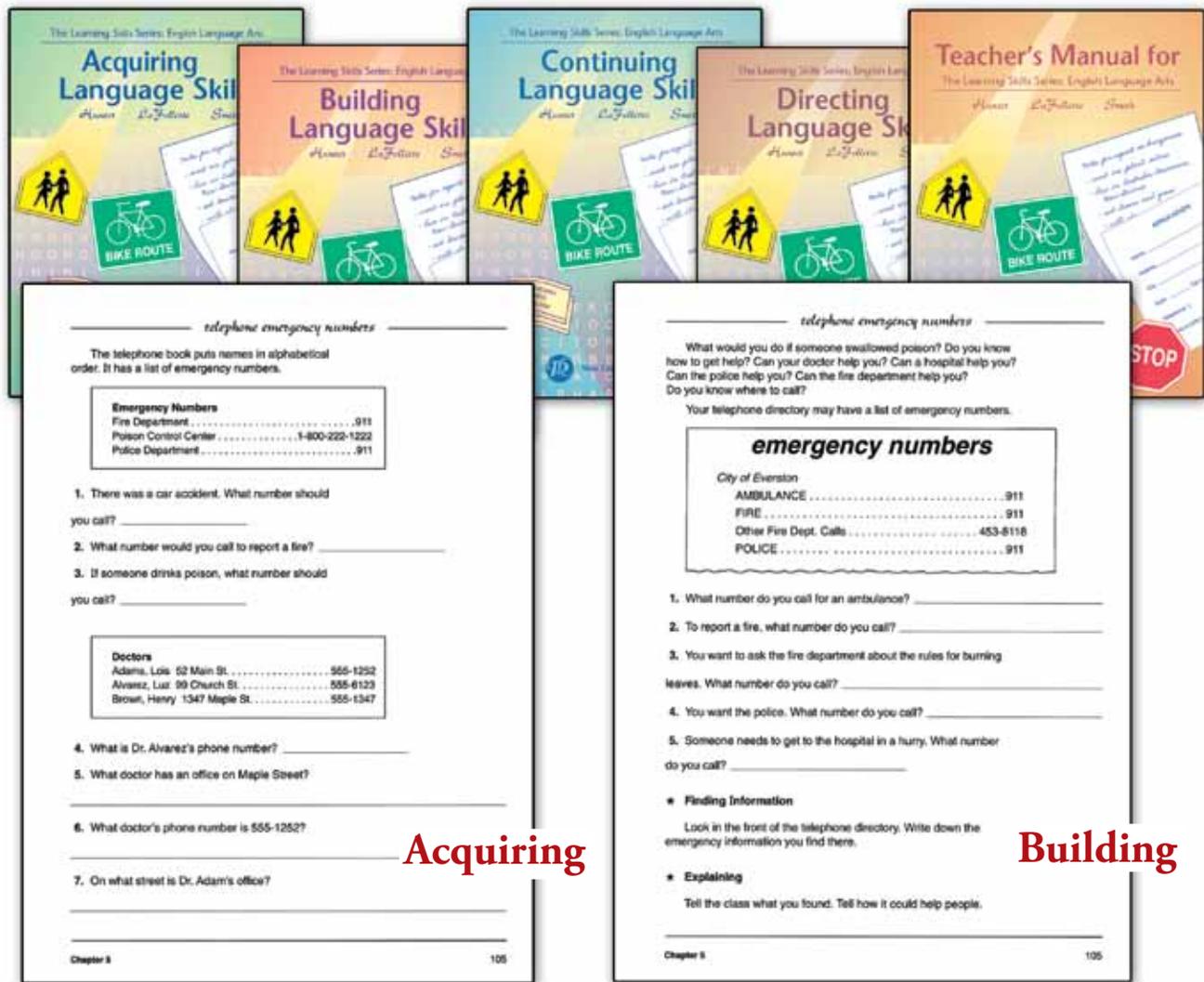
FAMIS Status – ◆

Description	Item #	Unit Price 1-9	Unit Price 10 or more
Student Book	2800	\$14.95	\$12.95
Teacher's Manual	2801	\$14.95	\$14.95
Lesson and Mastery Tests	2802	\$12.95	\$12.95
Homework Masters	2803	\$16.95	\$16.95

LEARNING SKILLS: ENGLISH LANGUAGE ARTS

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

Building

- ◆ 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

Differentiated Instruction

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
Other Fire Dept. Calls

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

POLICE DEPARTMENT
Emergency Numbers
General Information

4. Could you call a hospital for help? _____

5. Could you call your doctor for help? _____

POISON CONTROL CENTER

6. Why would someone call this number? _____

Continuing

Chapter 5 105

emergency numbers

<p>HOSPITALS</p> <p>Bless Hospital 631 Grove ... 346-2913</p> <p>Cleves Hospital 381 Taylor ... 249-3643</p>	<p>LAMAR—CITY OF</p> <p>FIRE DEPARTMENT</p> <p>For Emergency Only Call</p>
---	--

<p>PHYSICIANS AND SURGEONS</p> <p>Alex Will 911 S. Elm</p>
<p>POISON CONTROL CENTER</p> <p>..... 1-800-222-1222</p>

<p>PHYSICIANS AND SURGEONS</p> <p>Alex Morris 5008 Elm</p>
<p>POLICE DEPARTMENT</p> <p>Emergency Number</p>

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

- Write the name and number of a hospital.
- Find a doctor's name. Write the name and number.
- Some fire departments can help when someone is hurt. Write the Lamar Fire Department number to call.
- The police can help in an emergency. Write the Lamar Police Department number to call.
- Write a paragraph. Tell at least three ways to get help for someone who swallowed poison.

Directing

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.

FAMIS Status – ♦

Description	Item #	Unit Price 1-9	Unit Price 10 or more
Book A - Acquiring	2157	\$15.95	\$12.95
Book B - Building	2158	\$15.95	\$12.95
Book C - Continuing	2159	\$15.95	\$12.95
Book D - Directing	2160	\$15.95	\$12.95
Teacher's Manual	2161	\$18.95	\$18.95
Placement Tests	2162	\$9.95	\$9.95

Reading Levels: K-4
Interest Levels: K-Adult

HANDWRITING SKILLS

Based on the Zaner-Bloser Simplified method

- ✓ Simplified letterforms and writing grids.
- ✓ Simplified approach and techniques.
- ✓ Ample review and evaluation.

Manuscript Models

The Manuscript Models section includes three worksheets:

- MANUSCRIPT ALPHABET:** Shows lowercase and uppercase letters and numbers on a four-line grid.
- MANUSCRIPT MAINTENANCE:** A grid for practicing letter forms, with a paragraph example: "In England, reindeer are domestic animals. They pull sleds, and their milk is used for dairy products."
- Loops:** Focuses on the "FORWARD CIRCLE" stroke, showing how to trace and write it, and how it transitions into cursive letters like 'b', 'p', 'm', 'n', 'h', 'r', 'j', and 's'.

All manuscript letters are made from six basic strokes; continuous stroke makes transition to cursive easier. Letters are grouped by common beginning strokes, joinings, loops, etc. Writing reviewed for maintenance in all grades.

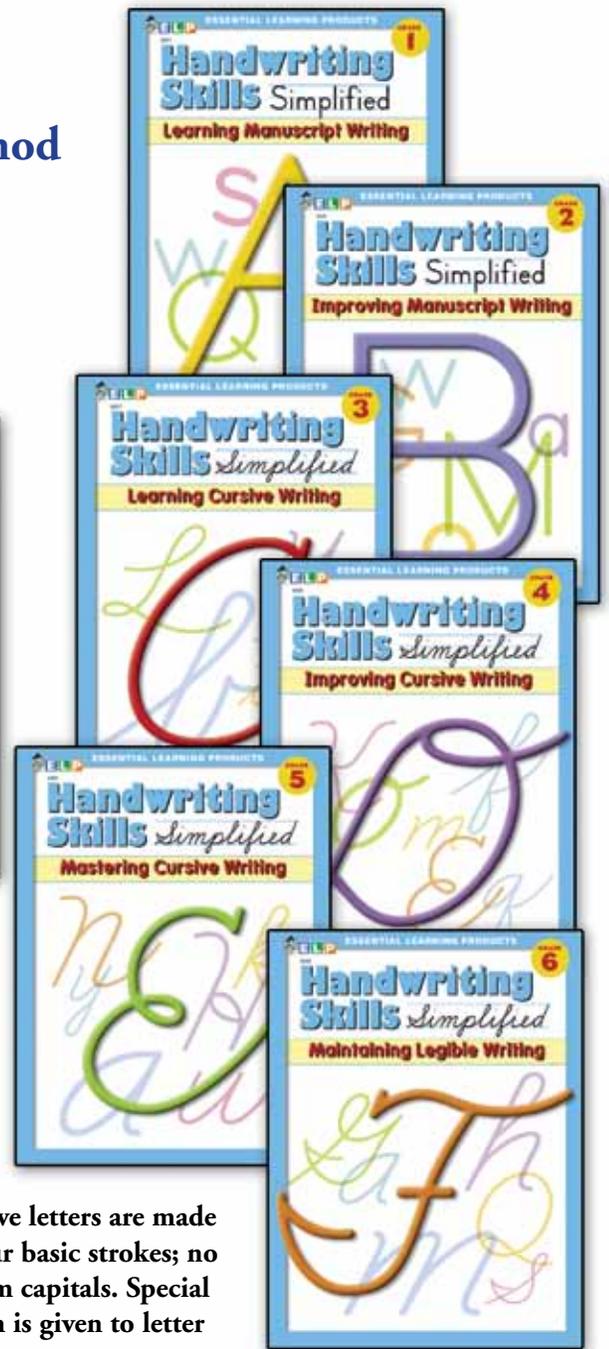
Cursive Strokes & Joinings

The Cursive Strokes & Joinings section includes two worksheets:

- BASIC CURSIVE STROKES:** Shows eight types of cursive strokes: Short Undercurve, Tall Undercurve, Short Downcurve, Tall Downcurve, Short Overcurve, Tall Overcurve, Short Stem, and Tall Stem. Each stroke is illustrated with a diagram and a sample.
- Lowercase Joinings and OVERCURVE JOININGS:** Shows how to join lowercase letters (e.g., g-a, g-e, g-l, g-o) and overcurve letters (e.g., f-a, f-o, f-u, f-v) in cursive.

All cursive letters are made from four basic strokes; no cane stem capitals. Special attention is given to letter joining.

Available on FAMIS from Stourbridge Distributors
Vendor Code: STO722774, Contract Number: 7000802

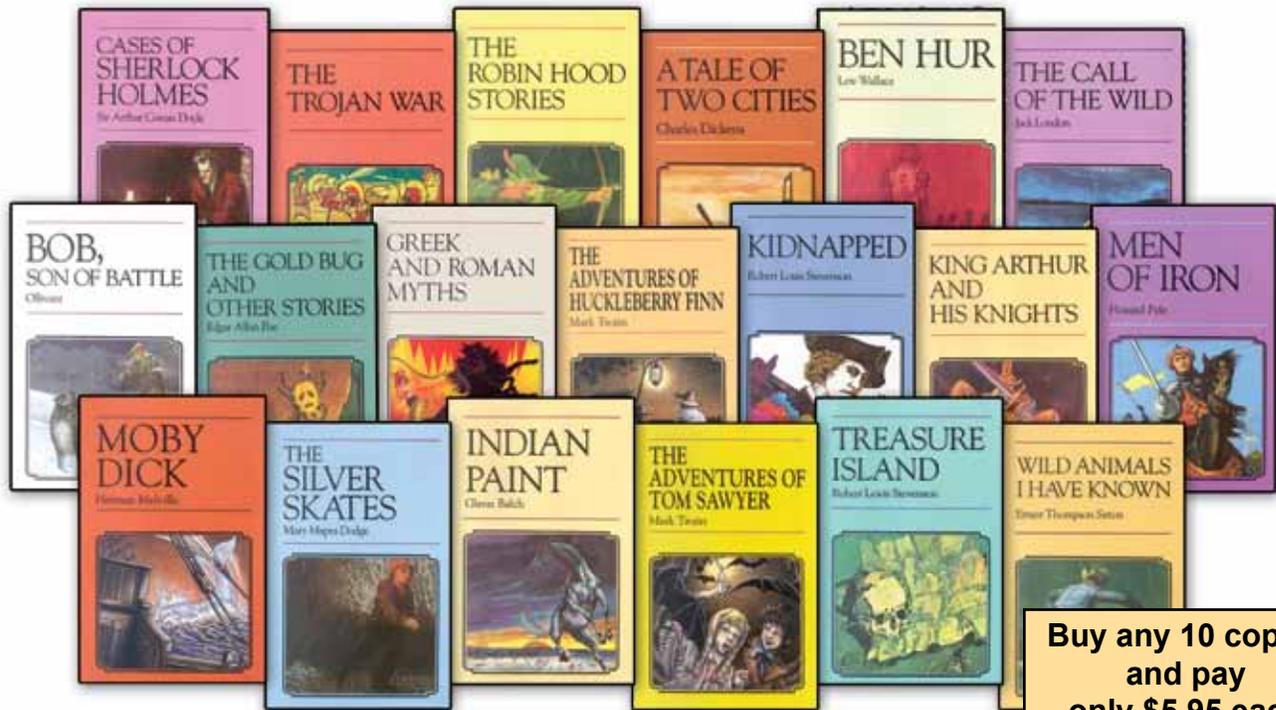


Description	Item #	Unit Price 1-9	Unit Price 10 or more
Grade 1 - Learning Manuscript Writing	E0225	\$10.95	\$8.95
Grade 2 - Improving Manuscript Writing	E0226	\$10.95	\$8.95
Grade 3 - Learning Cursive Writing	E0227	\$10.95	\$8.95
Grade 4 - Improving Cursive Writing	E0228	\$10.95	\$8.95
Grade 5 - Mastering Cursive Writing	E0229	\$10.95	\$8.95
Grade 6 - Maintaining Legible Writing	E0230	\$10.95	\$8.95

PHOENIX EVERYREADERS

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

High-Interest Paperback Adaptations of Classic Literature



Buy any 10 copies
and pay
only \$5.95 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	FAMIS or Item #	Unit Price	FAMIS Status
Cases of Sherlock Holmes	791513580	\$6.55	A
The Trojan War	791513599	\$6.55	A
The Robin Hood Stories	791513602	\$6.55	A
Men of Iron	791513610	\$6.55	A
Wild Animals I Have Known	791513629	\$6.55	A
The Call of the Wild	791513637	\$6.55	A
Indian Paint	791513645	\$6.55	A
Bob, Son of Battle	791513653	\$6.55	A
The Gold Bug and Other Stories	791513661	\$6.55	A
King Arthur and His Knights	79151367X	\$6.55	A
Ben Hur	791513688	\$6.55	A
Greek and Roman Myths	791513696	\$6.55	A
Treasure Island	79151370X	\$6.55	A
Kidnapped	791513718	\$6.55	A
The Silver Skates	791513726	\$6.55	A
A Tale of Two Cities	1374	\$7.95	+
Moby Dick	1375	\$7.95	+
The Adventures of Tom Sawyer	1376	\$7.95	+
The Adven. of Huckleberry Finn	901645966	\$8.75	A
Comprehension Checks	1373	\$7.95	+
Complete Set - Save over 30%	9037	\$109.95	+

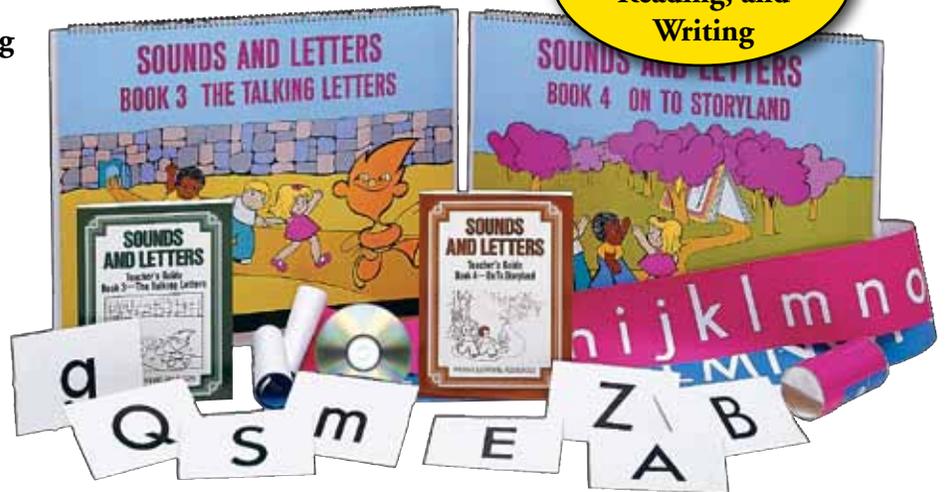
EMERGENT READING

Reading Levels: PreSchool-1
Interest Levels: PreSchool-1/ESL

A Colorful, Captivating, Total Emergent Reading Program

- ◆ 4 full-color, 72-page Big Books (18" x 23") with continuous storylines and 4 hour-long story CD's.
- ◆ Highly involves children with stories as they learn the alphabet and most common letter sounds.
- ◆ Teaches all the concepts and skills children need to learn from beginning reading programs.
- ◆ Integrates listening, speaking, reading, and writing.

Integrates
Listening, Speaking,
Reading, and
Writing



Kit 1 Letters of the Alphabet – Through a group of animal characters, children learn the necessary skills to become successful readers.

Major concepts include:

- Directionality and position
- Color identification
- Name and character recognition
- Pattern and shape
- Upper and lower-case letter recognition
- Letter discrimination
- Alphabetical order
- Function of letter
- Left-to-right eye movement

Kit 2 Sounds and Letters teach the sounds of 12 letters and letter combinations, and how to blend them together to make words.

Major concepts include:

- Letters have sounds
- Written words consist of meaningful arrangements of letters
- Words are read from left to right
- Spaces are left between words
- Some letters have more than one sound
- Names begin with capital letters
- Punctuation

Achievement Test, Sounds and Letters profiles students' skills in identifying letters, spoken context, beginning sounds, sound/letter recognition, word recognition, reading phrases, and rhyming.

FAMIS Status – ◆

Description	Item #	Unit Price
Kit 1 - Letters of the Alphabet		
Complete Kit (includes the following)	9000	\$365.00
Big Book 1, Animal Island	9001	\$79.95
CD Book 1	1463	\$33.95
Teacher's Guide	1432	\$33.95
Big Book 2, Letter Island	9002	\$79.95
CD Book 2	1464	\$33.95
Teacher's Guide	1438	\$33.95
Letters of the Alphabet Strips	1027	\$19.95
*Masters (32 Masters)	1444	\$12.95
Kit 2 - Sounds and Letters		
Complete Kit (includes the following)	9003	\$365.00
Big Book 3, The Talking Letters	9004	\$79.95
CD Book 3	1465	\$33.95
Teacher's Guide	1450	\$33.95
Big Book 4, On to Storyland	9005	\$79.95
CD Book 4	1466	\$33.95
Teacher's Guide	1456	\$33.95
*Masters (64 Masters)	1459	\$16.95
*Sound-Symbol Cards (Set of 29)	1028	\$30.95
Easel (included in each Kit)	9029	\$49.95
*Achievement Test (set of 10, includes TG)	1460	\$7.95
Save 10%: Order Kits 1 and 2	9031	\$657.00

*Not included in the Kit

EMERGENT READING KITS

The colorful, captivating and complete emergent reading program that teaches the skills on which every beginning reading program depends.

Fascinating Storyline Holds Students' Attention

The *Emergent Reading* program consists of two kits. *KIT 1 – The Letters of the Alphabet* teaches the names and shapes of letters, with secondary emphasis on colors, story comprehension, and related reading concepts. *KIT 2 – Sounds and Letters* teaches the sounds of the letters and basic decoding skills, enabling children to read a selected vocabulary of phonetically regular words. Fantasy and fun replace memorization and drill as children become involved in the antics of the Kits' characters.

Kit 1 – Letters of the Alphabet

Animal Island

Milton Monkey, Henry Hippo, Samantha Snake, and Salty Parrot play in the sand on Animal Island, while Lucy Leopard enjoys a nap. A mysterious red object floats in on a wave which Salty Parrot identifies as the letter **A**. he explains that there are 26 letters that make up what we call the alphabet. "A letter is used to write words," he explains.

The animals take the letter apart and put it back together again to explore its shape. Then a giant wave douses Lucy and she does not see that the small letter **a** has been carried in to shore. The animals are perplexed to learn that there is also an **a**. Once again Salty explains that we use small letters most of the time. Only when we write something special, like a person's name do we use a capital letter.

Letters come to wash in and the animals build a raft and set sail to find their source. After an adventurous journey the animals land on Letter Island – a hilly island completely covered by letters. Lucy accidentally pushes the raft out to sea and the animals are stuck on Letter Island!

They romp though **H**'s, **I**'s, **J**'s, **K**'s, and **L**'s until they come to a cave with the letter **M** over it. Henry wonders if "something" lives here. The group concludes that the "something" could be a monster. Lucy suggests they draw all the letters they have discovered and while they are occupied, two bright eyes appear in the mouth of the cave. We see the eyes, but the animals don't until the adventure continues in Book 2.

Letter Island

The animals draw all letters they have met thus far: all the capital and small letters through **M**. They form the word **glad** and at this point the letter monster emerges from his cave. Seeing the word **glad**, he begins to dance. He can read and words have a magical power over him. When the animals form the word **bad**, the monster throws sand and is as bad as he can be!

Milton tries to form the word **glad** again but spells out **mad** and the monster displays fierce anger. A chase begins. With the monster roaring at their heels, the animals dash through the rest of the alphabet, picking up letters as they go. Their one hope is to collect the right letters to spell the word **stop**. At last they succeed and the monster is frozen in mid-air. The animals continue their exploration of Letter Island in peace.

Samantha suggests they write the word **happy** and give it to the monster. The beaming monster now joins the animals for letter games. Soon the animals feel homesick for Animal Island and Milton suggests they build a ship of letters. But, before our friends leave Letter Island, Salty makes a sign to keep the monster happy forever. The animals set sail leaving the letter monster wearing his happy sign and beaming and waving on the beach. When they reach Animal Island, the animals sing an alphabet song in farewell leaving us with memories of their adventures.

Kit 2 – Sounds and Letters

The Talking Letters

Kit 2 introduces new characters, Sam, Ann, and Ted, and a magical playmate, the Know-It-All. This little fellow appears in a puff of smoke to answer Ann's question, "Is reading a word the same as spelling a word?" The Know-It-All answers "No!" and thus begins a magical adventure for our young friends as they follow their new companion down the path through the Forest of Letters, to the Land of Words, and finally, on to Storyland.

The story of "The Talking Letters" is the gradual revealing of the sounds of six letters and the words into which they may be combined. When the letters are touched by the Know-It-All's magic pencil, they tell the children their sounds which they must know before going on to Storyland. The children use their knowledge to read words they encounter along the way.

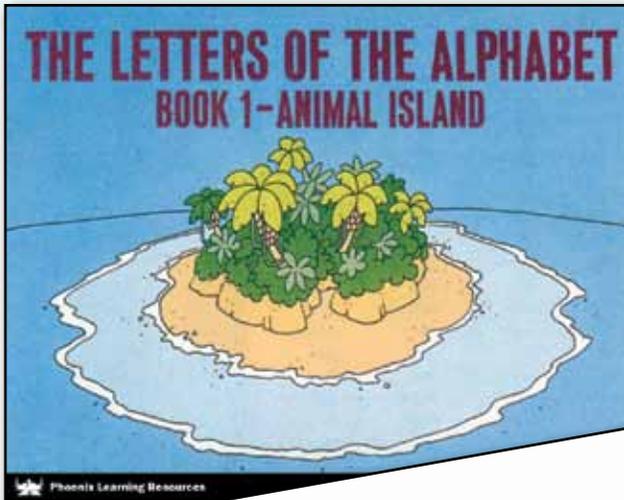
The children and the Know-It-All wander through the Forest of Letters and meet the letters **a**, **i**, **p**, and **n**, and learn their sounds. At the Rushalong River they encounter their first word, **pin**, which they must read before crossing the river. Once the word is read a giant pin magically appears serving as a bridge across the river. To get across Stickymud Swamp the children must read the password, **pan**. Sam reads the word and a giant pan appears which floats them all across the swamp. Many adventures ensue and the book concludes as the children help their new friend, the multi-colored man search for a dragon. As the man describes the dragon, a roar shatters the silence and the children rush for safety.

On to Storyland

As Sam, Ann, Ted, and the Know-It-All flee from the dragon, they see a message in smoke coming from a cave. They read the message, **I am a man**, and everyone is happy to discover a friendly little man instead of a ferocious dragon. Meanwhile, Ann is captured by the bad elves who are responsible for all the misdeeds which occur in the forest. Ann leaves a written clue, **I am in a pit**, which enables her friends to find her. To gain her freedom, Ann must perform three tasks: match word cards to picture cards; guess the identity of the Elf King; and write a sentence telling who she is. The Know-It-All arrives just in time to help Ann and thus she returns to her friends.

The discovery of a question mark and a discussion about questions produces the Yes-No, a two-headed bird who explains that he adores questions which can be answered with the words **yes** or **no**. A parade of yes and no questions begins and leads everyone through the gate to Storyland. Once inside Storyland, the children meet the letters **th**, **f**, **c**, **s**, and **b**. Each new letter is part of a new word, which in turn is part of a story. Thus begins a series of stories within a story in which the children meet Nip, the dog, and Tab, the cat, and learn to read fifteen sentences.

The Know-It-All introduces the children to a book, which the children eagerly read, page after page. Finally, with his mission accomplished, the Know-It-All bids the children farewell and the children wave good-bye.



A Sample Lesson from Kit 1

The Letters of the Alphabet

Easy to Use, Easy to Manage

Everyone, from paraprofessionals to trained teachers, find the **Emergent Reading Kits** easy to use and simple to manage.

The **Teacher's Guides** provide all the information you need to present the program – concise overviews, reduced pupil pages, audio scripts, discussion guides, and activity suggestions.

PAGE 29: SALTY EXPLAINS A GAME

New Concept: alphabetical order

AUDIO

HENRY HIPPO: Now Lucy and I have three capital letters – capital A, capital B, and capital C.

MILTON MONKEY: And Samantha and I have three small letters – small a, small b, and small c.

LUCY LEOPARD: A, B, C – those are the first three letters of the alphabet, right, Salty?

SALTY PARROT: Aye, Lucy, and when we put them in order, A, B, C, we call that “alphabetical order.”

HENRY HIPPO: What a big word, Salty! Would you say that again?

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AUDIO (Cont.)

SALTY PARROT: *Al-pha-bet-i-cal order.*

HENRY HIPPO: *That's what I thought you said, huh, huh.*

SALTY PARROT: *Say, mates! Would you like to play a game with the letters?*

ALL EXCEPT SALTY PARROT: *Sure! Yes!*

SALTY PARROT: *Well, you already have the teams. Lucy and Henry against Milton and Samantha. Now, the game is this. Each team mixes up their letters and puts them in a pile. Then, when I give the signal, both teams try to put their letters back in alphabetical order – A, B, C. The team that does it first is the winner!*

DISCUSSION

Teacher's Key	Student Responses
What's the name of Henry's letter?	capital A
What's the name of Lucy's orange letter?	capital B
What color is capital C?	green
What color is small b?	orange
Who can name all the letters that Lucy and Henry have?	capital A, B, and C
What letters do Milton and Samantha have?	small a, b, and c
Are the letters in alphabetical order, A, B, C?	yes
Are the animals going to play a game?	yes
Who can explain the game the animals are going to play? <i>(Prompt if necessary.)</i>	<i>Student describes the game of "alphabetical order."</i>

62

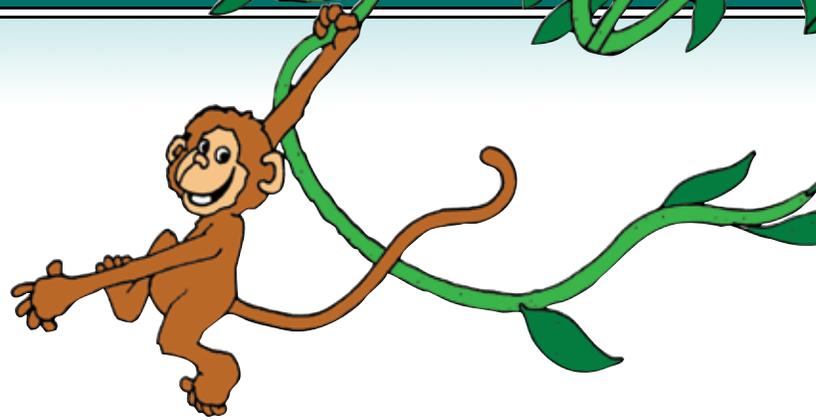
ACTIVITIES

Say the name of each letter on the page and have a student come up and trace it with his finger. Then have the class trace each of the letters in the air.

Transition: Let's turn to the next page and watch the animals get ready to play their game!

Comprehensive and Cost-Effective

The **Emergent Reading Kits** are a total teaching program. Everything you need to prepare your students to read is provided in the kits. There are no consumables and no additional cost is required after the initial investment. And the kits are so durable, they should last ten years or more with ordinary care.



Kit 1- Letters of the Alphabet

Big Book 1, *Animal Island*
 CD, Book 1
 Teacher's Guide to Book 1
 Big Book 2, *Letter Island*
 CD, Book 2
 Teacher's Guide to Book 2
 Letters of the Alphabet Strips
 Metal Easel
Available Separately:
 Masters for Kit 1 (32 Masters)

Kit 2- Sounds and Letters

Big Book 3, *The Talking Letters*
 CD, Book 3
 Teacher's Guide to Book 3
 Big Book 4, *On to Storyland*
 CD, Book 4
 Teacher's Guide to Book 4
 Metal Easel
Available Separately:
 Masters for Kit 2 (64 Masters)
 Sound-Symbol Cards (set of 29)



Big Books – These four-color, 72 page books are more aptly called GIANT BOOKS, since their length and page size is bigger than the typical big books offered today. It's easy to keep the whole class involved and interacting as charming stories, bold colors, and engaging art work captivate children. Perched on metal easels, these books are especially easy to use.

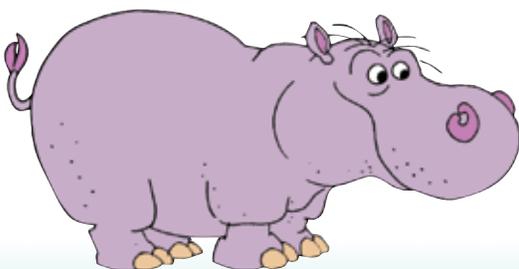
Alphabet Strips – One magenta strip for the capital letters, and one blue strip for the lower-case letters are included with Kit 1.

CD's - Each CD brings the Big Book characters to life. Lively dialogues and spirited music create a fun-filled storybook atmosphere that children never tire of.

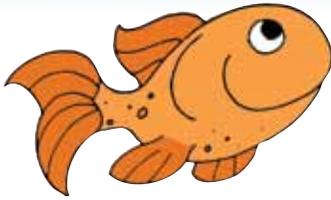
Masters (optional) – Blackline masters provide a variety of activities to develop letter-formation skills. The instructive games and activities include coloring and completing pictures, crossword puzzles, rhyming exercises, and comprehension questions.

Teacher's Guides – The Teacher's Guides are extremely helpful and easy to use. Each Guide includes the course content, a reduced picture of each Big Book page, a complete script of the CD, and suggested discussion questions and supplementary activities.

Sound-Symbol Cards (optional) – Twenty-nine sound-symbol cards present the twenty-six letters of the alphabet, plus the digraphs **th**, **sh**, and **ch**. These cards are perfect for quick reviews of sound-symbol relationships.



Builds the Base for Reading Success



The latest research on beginning reading instruction concludes that there are several identifiable predictors of reading acquisition. These “success factors” are the basis of the **Emergent Reading Kits**.



“Letter recognition skills are strong predictors of reading success.”

In Kit 1, the charming animals of Animal Island teach children:



*Directionality and Position
Color Identification
Name and Character Recognition
Pattern and Shape
Upper and Lower Case Letters
Letter Discrimination
Alphabetical Order
Function of Letters
Left to Right Eye Movement*

Kit 1 teaches more than just the names of the letters – it gives children a complete understanding of letters and their function.

In Kit 2, children learn the major phonemic concepts:

*Letters Have Sounds
Written Words Are the Meaningful Arrangement of Letters
Words Are Read from Left to Right
Some Letters Have More than One Sound
Words Grouped to Mean Something Are Called Sentences*

Kit 2 ensures that children acquire a knowledge of sound-symbol relationships. And, through lots of repetition, these sound-symbol relationships become automatic for children.

“Awareness that spoken language is composed of phonemes is an extremely important predictor of success in learning to read. Activities designed to develop young children’s awareness of words, syllables, and phonemes significantly increases their later success in learning to read and write.”



Here’s what users say:

“...one of the few kits I have found that truly captures the children’s attention and keeps it!”

“...the day wouldn’t be complete without a visit to Letter Island. My kids love these kits!”

“...the lessons are simple, uncluttered, and straightforward. I want you to know how thoroughly delighted I am with the progress my children are showing and more importantly at this stage of their development, the enthusiasm they display for the Big Book.”

“...all of my teachers were very impressed with the program and asked that it be purchased for the Fall. When given a choice between this program and other material, they unanimously chose it.”

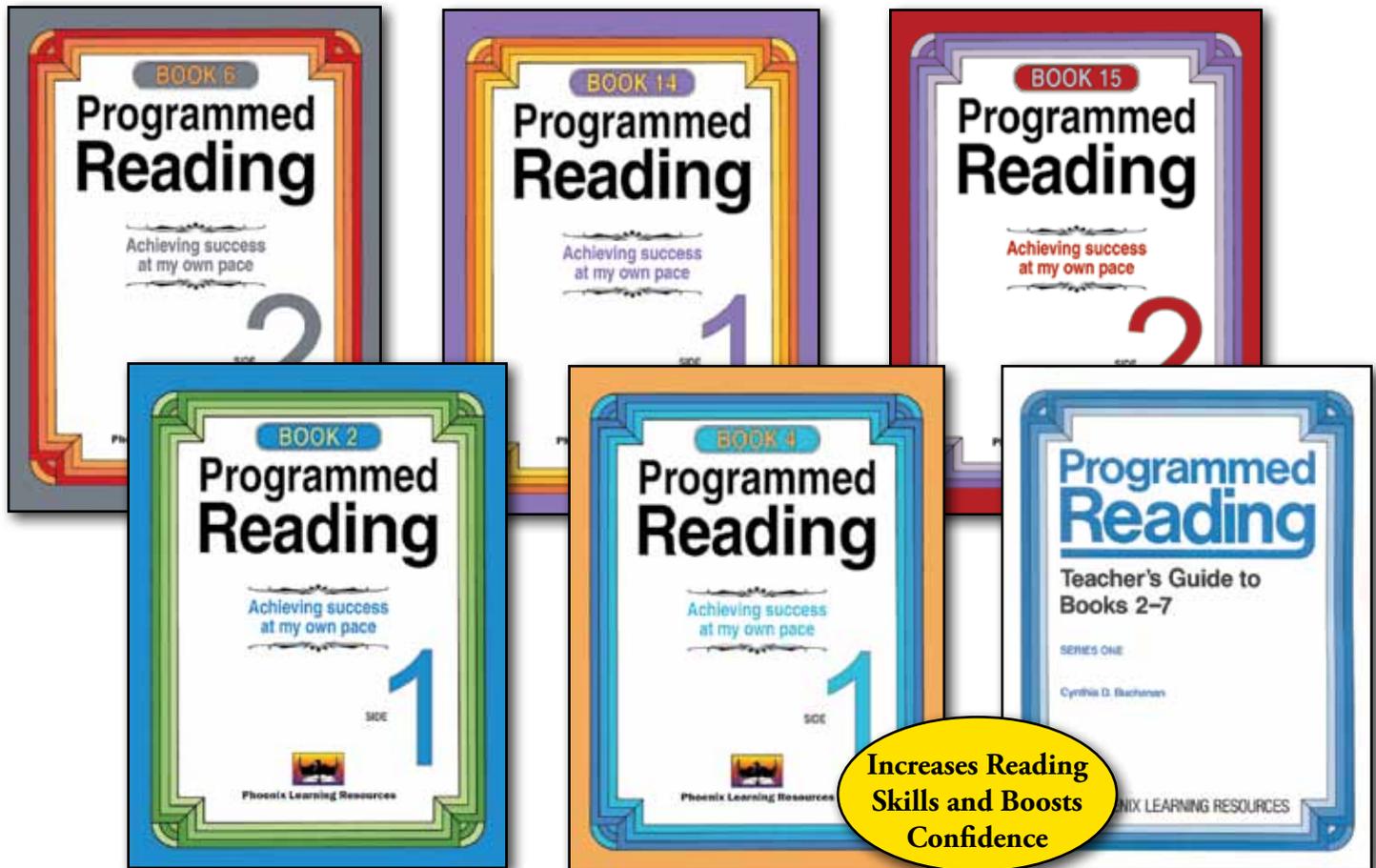


*Ideal for
Flipped Classroom
Instruction*

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

SULLIVAN'S PROGRAMMED READING

A Complete Diagnostic and Prescriptive Program to Optimize Individual Progress in Beginning and Remedial Reading



- ◆ It works! During the past 50 years, millions of students – from young children to adults, from gifted to normal, to special students – have learned to read, using Programmed Reading.
- ◆ Presents a logical, systematic, linguistic progression of decoding and word-attack skills.
- ◆ Programmed format requires numerous active responses from every student, many more than traditional learning-to-read programs.
- ◆ Provides immediate feedback so students only practice correct responses.

- ◆ Places early emphasis on comprehension.
- ◆ Frequent repetition insures that 95% of the students respond correctly 95% of the time.

Experience has shown that the majority of students do not learn to decode the written symbols of English automatically and fluently without some direct teaching. Sullivan's Programmed Reading is the ideal program for teaching the English sound-symbol system to both beginning readers and to remedial readers. Programmed Reading has assured success regardless of entry level and, in most cases, regardless of ability.

DECODING – THE LINGUISTIC WAY

Programmed Reading presents decoding skills in reading context within a linguistic progression of sound-symbol relationships. There are no isolated skills drills as in traditional phonics programs. Rather, each new skill is immediately put to use in reading real content.

Programmed Reading:

- ◆ Teaches the letters symbolizing each sound in a systematic progression from the most frequently used sounds of English to the least.
- ◆ Teaches the letters in a sequence leading to the maximum number of combinations to form words from the very beginning of instruction.
- ◆ Allows each student to practice until responses become quick and easy, that is until each student develops automaticity and fluency in decoding.

“Skillful reading depends uncompromisingly upon thorough familiarity with individual letters, words, and frequent spelling patterns. Only to the extent that we have developed such familiarity can the written word flow effortlessly from print to meaning.” – Beginning to Read: Thinking and Learning about Print, Marilyn Jager Adams

no fixed	<p>This clock has to be fixed. It has a part missing. A clock with a missing part cannot run. This clock has stopped ticking.</p> <p>Is the clock still ticking? <input type="checkbox"/> yes <input type="checkbox"/> no</p> <p>It has to be <u> </u>ixed.</p> 
	<p>Nip is barking at the birds. When the birds fly away, Nip stops <u> </u>arking.</p> 
	<p>This man is telling the cars to stop. start.</p> <p>He is stopp<u> </u> the cars.</p> 
	<p>Aunt ran up the hill.</p> <p>Did she stop at the top? <input type="checkbox"/> yes <input type="checkbox"/> no</p> 

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Fill in the blanks.

sick		This cat is <u> </u> .	<input type="checkbox"/> sink <input type="checkbox"/> sick <input type="checkbox"/> sing
well		This is a <u> </u> .	<input type="checkbox"/> bell <input type="checkbox"/> fell <input type="checkbox"/> well
wig		This is a <u> </u> .	<input type="checkbox"/> wig <input type="checkbox"/> pig <input type="checkbox"/> dig
black		This pig is <u> </u> .	<input type="checkbox"/> black <input type="checkbox"/> bank <input type="checkbox"/> blank
crash		The pan fell with a <u> </u> .	<input type="checkbox"/> crack <input type="checkbox"/> catch <input type="checkbox"/> crash

112

The King's Clock

I have clocks for sale.

This is a sign. It says that 1. all the clocks are sold. 2. there are docks for sale.

2.

docks
 shop
 mops
 clocks
 shop
 dance
 mops

This sign hangs over the door of a clock-maker's shop in Never-Never Kingdom. The name of the clock-maker is Frank. He makes clocks and sells them in his shop.

Frank used to be a mop-maker. He made and sold ops. But Frank doesn't make mops any more. He makes locks.

This is why Frank became a clock-maker. Have you forgotten the story of Nancy and the mop? Nancy had a mop that danced away into the forest. Frank made that mop, and Nancy got it in his shoo.

When Nancy told Frank what had happened to her mop, he had to give her a mop that didn't d nce.



After that, the kite-maker's wife came to Frank's shop to say that her mop had run away. The baker's wife came in angry. Her mop didn't want to mop. Frank had to give them all more m ps.

• • • 16

THE 4 R'S OF PROGRAMMED READING

Response – In this series, the material is divided into clearly defined and carefully organized segments called frames. Each presents the student with a problem to solve. Unlike ordinary texts, every student must actively respond by choosing between words, filling in missing letters, or checking correct statements. In this way, the student's attention is focused on the particular concept being taught. They learn to observe carefully, and through the use of functional pictures, to discriminate precisely.

Reward – Immediately after students make a response, they learn if their answer is correct. Since the program is designed to insure a 95% success rate, students are constantly being rewarded. Every teacher knows the value of a psychological pat on the back to give students both confidence and enthusiasm for reading.

Repetition – Students are given the opportunity to respond numerous times in each lesson. Each concept is repeated several times, in different contexts, to insure mastery and retention.

Rate – Students learn to read at their own pace without the frustration of either constantly waiting for, or holding up, other students in the class. Since a great deal of time is spent working independently, students develop self-reliance and confidence.

Strengths of the Programmed Format – The series is based on the learning principles of Stimulus, Response, Reward, and Repetition. Skills are introduced in small steps (frames). After students respond, they move the slider down the page and check their answers in the column on the left. The students complete all of Side 1 and then turn the book around and complete Side 2. In this way students are not exposed to the answers on the next page.

The advantages of the programmed format:

- ◆ Students are always involved in the learning process.
- ◆ Their decoding/comprehension skills are constantly checked.
- ◆ They can proceed at their own pace.
- ◆ They are assured of success.
- ◆ They only practice correct responses.

COMPONENTS

Programmed Reading, Books 1-23 provide a logical, linguistic progression, constant reinforcement, colorful art, stimulating story content, and individualized pacing.

In Series I, Books 1-7, students master 14 vowel and 24 consonant lessons and learn approximately 450 phonetically regular words, plus 10 sight words.

Series II, Books 8-15, covers 30 more vowel patterns and 10 more consonant patterns, as well as 1,750 regular words and 26 sight words.

In Series III, Books 16-23, students master an additional 28 vowel and 6 consonant lessons, 3,300 words, and 25 sight words.

Teacher's Guides are organized by book, skill, and unit for easy classroom use. They include an overview of decoding and comprehension skills, a listing of sound-symbol and vocabulary progression as well as content summary. Each guide also provides a Reading Aloud, Dictation, Creative Writing, and Test section for each book as well as specific item-by-item instruction for both corrective and remediative recycling options.

Response Booklets – One for each student book allows the programmed reader to be used as a nonconsumable.

Blackline Masters supplement each series, providing games and activities to reinforce and extend the concepts and skills taught in student texts.

Achievement Tests – Criterion-reinforced tests are available for each series, supplementing the in-book achievement tests. They include an item-by-item analysis of the skills tested and specific remediation for each item missed, thus providing a complete and workable diagnostic-prescriptive reading program.

Placement Tests indicate exactly where in the series to start transfer or remedial students. The tests help place students at the ability level where they are most comfortable.

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

Students enjoy working at their own pace, with no hands to raise or embarrassment in front of their peers. They progress quickly so have that next book ready for your students!

Reading Levels

The research conducted with students using Programmed Reading resulted in the following: at the end of Series I (Book 7), the *average* student was reading at a 2.5 grade level; at the end of Series II (Book 15), the *average* student was reading at a 4.3 grade level; at the end of Series III (Book 23), the *average* student was reading at a 6.2 grade level. The reading levels indicated below represent and *approximate* gain in reading level, based on the research results.

SERIES I		SERIES II		SERIES III	
Book	Reading Level	Book	Reading Level	Book	Reading Level
Primer	0	8	2.8	16	4.5
1	.7	9	3.0	17	4.9
1-A	.7	10	3.3	18	5.2
2	1.4	11	3.5	19	5.4
3	1.6	12	3.8	20	5.6
4	1.8	13	4.0	21	5.8
5	2.0	14	4.1	22	6.0
6	2.3	15	4.3	23	6.2
7	2.5				

Here's What They're Saying

“I have been teaching first graders to read for the past fourteen years, but I never had a group before that achieved so much in such a short time as they did with Programmed Reading.”

– C.D., First Grade Teacher

“Fifteen of the seventeen students have improved in all phases of reading and spelling. Their improvement is apparent not only in their Programmed Readers, but in other reading as well.”

– C.G., Remedial Instructor

“The motivation is so great that pupils work in the books freely – while waiting for their bus, before and after class, and after completing their regular assignments.”

– Sister M.K., Teacher

“Errors in responses provide a good analysis of deficient areas. I was able to devote more time to individuals and their problems, while others were busily engaged in reading.”

– R.M., Special Reading Teacher

Description	FAMIS or Item #	Unit Price	FAMIS Status
Prereading			
Primer	791510018	\$13.15	A
Teacher's Guide	1002	\$16.95	◆
Series I - Reading Levels K – 2.0			
Book 1	791510034	\$14.25	A
Student Response Booklet 1	1004	\$5.95	◆
Book 1A	791510050	\$14.25	A
Teacher's Guide, Books 1 & 1A	1006	\$18.95	◆
Book 2	791510077	\$14.25	A
Student Response Booklet 2	1008	\$5.95	◆
Book 3	791510093	\$14.25	A
Student Response Booklet 3	1010	\$5.95	◆
Book 4	791510115	\$14.25	A
Student Response Booklet 4	1012	\$5.95	◆
Book 5	791510131	\$14.25	A
Student Response Booklet 5	1014	\$5.95	◆
Book 6	791510158	\$13.15	A
Student Response Booklet 6	1016	\$5.95	◆
Book 7	791510174	\$14.25	A
Student Response Booklet 7	1018	\$5.95	◆
Teacher's Guide, Books 2-7	1019	\$30.95	◆
Achievement Tests, Series I	1020	\$6.95	◆
Blackline Masters, Series I	1025	\$19.95	◆
Alphabet Strips	1027	\$19.95	◆
Sound-Symbol Cards (Set of 29)	1028	\$30.95	◆
Sound-Symbol Cards for Interactive Whiteboard NEW	8000	\$30.95	◆
Series II - Reading Levels 2.0 – 4.0			
Book 8	1031	\$15.95	◆
Student Response Booklet 8	791510328	\$5.45	A
Book 9	791510336	\$13.15	A
Student Response Booklet 9	791510344	\$5.45	A
Book 10	791510352	\$13.15	A
Student Response Booklet 10	791510360	\$5.45	A
Book 11	791510379	\$13.15	A
Student Response Booklet 11	791510387	\$5.45	A
Book 12	791510395	\$13.15	A
Student Response Booklet 12	1040	\$5.95	◆
Book 13	791510417	\$13.15	A
Student Response Booklet 13	791510425	\$5.45	A
Book 14	791510433	\$13.15	A
Student Response Booklet 14	791510441	\$5.45	A
Book 15	79151045X	\$13.15	A
Student Response Booklet 15	791510468	\$5.45	A
Teacher's Guide, Series II	1047	\$30.95	◆
Achievement Tests, Series II	1048	\$6.95	◆
Blackline Masters, Series II	1052	\$19.95	◆

Description	FAMIS or Item #	Unit Price	FAMIS Status
Series III - Rdg Levels 4.0 – 6.0			
Book 16	791510549	\$13.15	A
Student Response Booklet 16	791510557	\$5.45	A
Book 17	791510565	\$13.15	A
Student Response Booklet 17	791510573	\$5.45	A
Book 18	1058	\$15.95	◆
Student Response Booklet 18	79151059X	\$5.45	A
Book 19	1060	\$15.95	◆
Student Response Booklet 19	1061	\$5.95	◆
Book 20	1062	\$15.95	◆
Student Response Booklet 20	1063	\$5.95	◆
Book 21	1064	\$15.95	◆
Student Response Booklet 21	791510654	\$5.45	A
Book 22	1066	\$15.95	◆
Student Response Booklet 22	791510670	\$5.45	A
Book 23	1068	\$15.95	◆
Student Response Booklet 23	1069	\$5.95	◆
Teacher's Guide, Series III	1070	\$30.95	◆
Achievement Tests, Series III	1071	\$6.95	◆
Student Response Booklets 16-23	1074	\$29.95	◆
For Placement of Corrective or Remedial Pupils			
Placement Exams, Books 1-23 (set of 30) includes Teacher Guide	1075	\$24.95	◆
SPECIAL INTRODUCTORY OFFER SAVE 25% on Purchase of Entire Series			
Programmed Reading Series I, Student Books 1-7 (1 of each)	9709	\$95.70	◆
Programmed Reading Series II, Student Books 8-15 (1 of each)	9710	\$95.70	◆
Programmed Reading Series III, Student Books 16-23 (1 of each)	9711	\$95.70	◆
PROGRAMMED READING BOOSTER			
Programmed Reading Booster	9040	\$418.00	◆

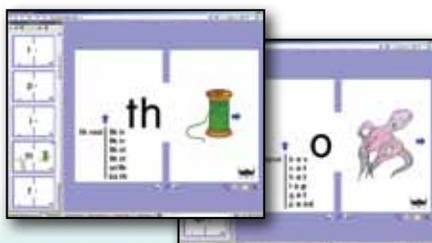


Student Materials

Title	Qty.	Title	Qty.	Title	Qty.
Books 1 & 1A	1	Book 6	5	Book 11	2
Book 2	1	Book 7	4	Book 12	1
Book 3	3	Book 8	3	Book 13	1
Book 4	4	Book 9	3	Book 14	1
Book 5	5	Book 10	2	Book 15	1

The Reading Booster also contains three Teacher Guides, 30 Placement Exams and a Skills Flow Booklet.

Interactive Whiteboard Sound-Symbol Cards



READ AND THINK STORYBOOKS

Reading Levels: Emergent-2.5

Interest Levels: K-3

FAMIS Status – ◆

These Imaginative, Lively Phonics-Readers Reinforce Decoding Skills Learned in the Programmed Reading Series



- ◆ Carefully follow a developmental phonics skills sequence.
- ◆ Vocabulary development consistent with phonics skills presentation.
- ◆ Present a wide variety of themes and subjects that motivate students to read.
- ◆ Correlates to Programmed Reading and compatible with any reading program.
- ◆ Imparts confidence to use words more creatively.
- ◆ Encourages independent reading.
- ◆ Expands student's knowledge of words.

The Read & Think Storybooks are ideal for teaching and reinforcing the emergent reader's phonetic decoding skills. Except for seven sight words scattered across the first seven books, the vocabulary in the stories is completely decodable. The books are perfect for students using Programmed Reading since each book corresponds exactly to the book of the same number and the concepts taught in that series.

Vowel Sounds: Read & Think, Books 1-7							
Vowel Sound	Books						
	1	2	3	4	5	6	7
a as in ant	◆	✓	✓	✓	✓	✓	✓
a as in article a	◆	✓	✓	✓	✓	✓	✓
i as in ink	◆	✓	✓	✓	✓	✓	✓
I as in the word I	◆	✓	✓	✓	✓	✓	✓
e as in red		◆	✓	✓	✓	✓	✓
final silent e		◆	✓	✓	✓	✓	✓
y as in fly						◆	✓
e as in he						◆	✓
ir as in bird						◆	✓
ar as in car						◆	✓
al as in all						◆	✓

◆ = introduced

✓ = maintained



Description	Item #	Unit Price 1-9	Unit Price 10 or more
Book 1 - Hip, Hap, and Fan Fan	4700	\$10.95	\$9.95
Book 1A - Yes, I Can!	4701	\$10.95	\$9.95
Book 2 - Ping and His Pins	4702	\$10.95	\$9.95
Book 2A - Tab and the Sandman	4703	\$10.95	\$9.95
Book 3 - Mat's Bell	4704	\$10.95	\$9.95
Book 3A - Fishing with Mints	4705	\$10.95	\$9.95
Book 4 - Sam's Ship	4706	\$10.95	\$9.95
Book 4A - Ann and the Bat	4707	\$10.95	\$9.95
Book 5 - The King's Red Slippers	4708	\$10.95	\$9.95
Book 5A - Catching a Witch	4709	\$10.95	\$9.95
Book 6 - I Think It Can	4710	\$10.95	\$9.95
Book 6A - A Present for Jim	4711	\$10.95	\$9.95
Book 7 - Pam Gets to Dig	4712	\$10.95	\$9.95
Book 7A - Pitching Hay	4713	\$10.95	\$9.95
Book 8 - The Best Bug	4714	\$10.95	\$9.95
Book 8A - Jack's Hunting Trip	4715	\$10.95	\$9.95
Book 9 - The Snapdragon and the Dragon	4716	\$10.95	\$9.95
Book 9A - Shopping for Presents	4717	\$10.95	\$9.95
Book 10 - Naming the Kitten	4718	\$10.95	\$9.95
Book 10A - The Restless Jack-in-the-Box	4719	\$10.95	\$9.95
Book 11 - Sparkle in the Snow	4720	\$10.95	\$9.95
Book 11A - Saving Up for Winter	4721	\$10.95	\$9.95
Book 12 - What Will You Be? What Will ...	4722	\$10.95	\$9.95
Book 12A - The Big Spender	4723	\$10.95	\$9.95
Book 13 - Please Pass the Salt	4724	\$10.95	\$9.95
Book 13A - Things are Popping!	4725	\$10.95	\$9.95
Book 14 - Telling a Story	4726	\$10.95	\$9.95
Book 14A - Señor Lollipop, ...	4727	\$10.95	\$9.95
Book 15 - Jerry Gets a New Name	4728	\$10.95	\$9.95
Book 15A - Being Mean on Halloween	4729	\$10.95	\$9.95

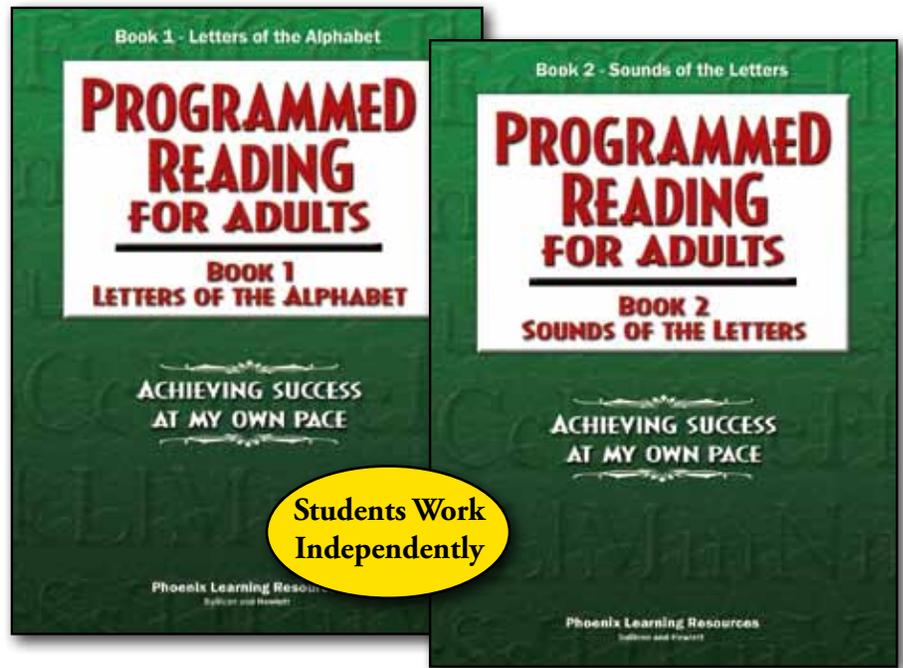
PROGRAMMED READING FOR ADULTS

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	FAMIS or Item #	Unit Price	FAMIS Status
Book 1, Letters of the Alphabet	1344	\$16.95	◆
Book 1, Teacher’s Edition	1345	\$26.95	◆
Book 2, The Sounds of the Letters	791513467	\$13.15	A
Book 2, Teacher’s Edition	1347	\$26.95	◆
Book 3, From Words to Sentences	1348	\$15.95	◆
Book 4, Sentence Reading	791513491	\$13.15	A
Book 5, Paragraph Reading	1350	\$15.95	◆
Book 6, Consecutive Paragraphs	791513513	\$13.15	A
Book 7, Content Analysis	1352	\$15.95	◆
Book 8, Functional Reading	1353	\$15.95	◆
Teacher’s Edition, Books 3-8	1354	\$ 26.95	◆
Word Cards	1355	\$99.00	◆
Sound-Symbol Book	1356	\$12.95	◆
Placement Tests (set of 30)	1357	\$ 24.95	◆

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

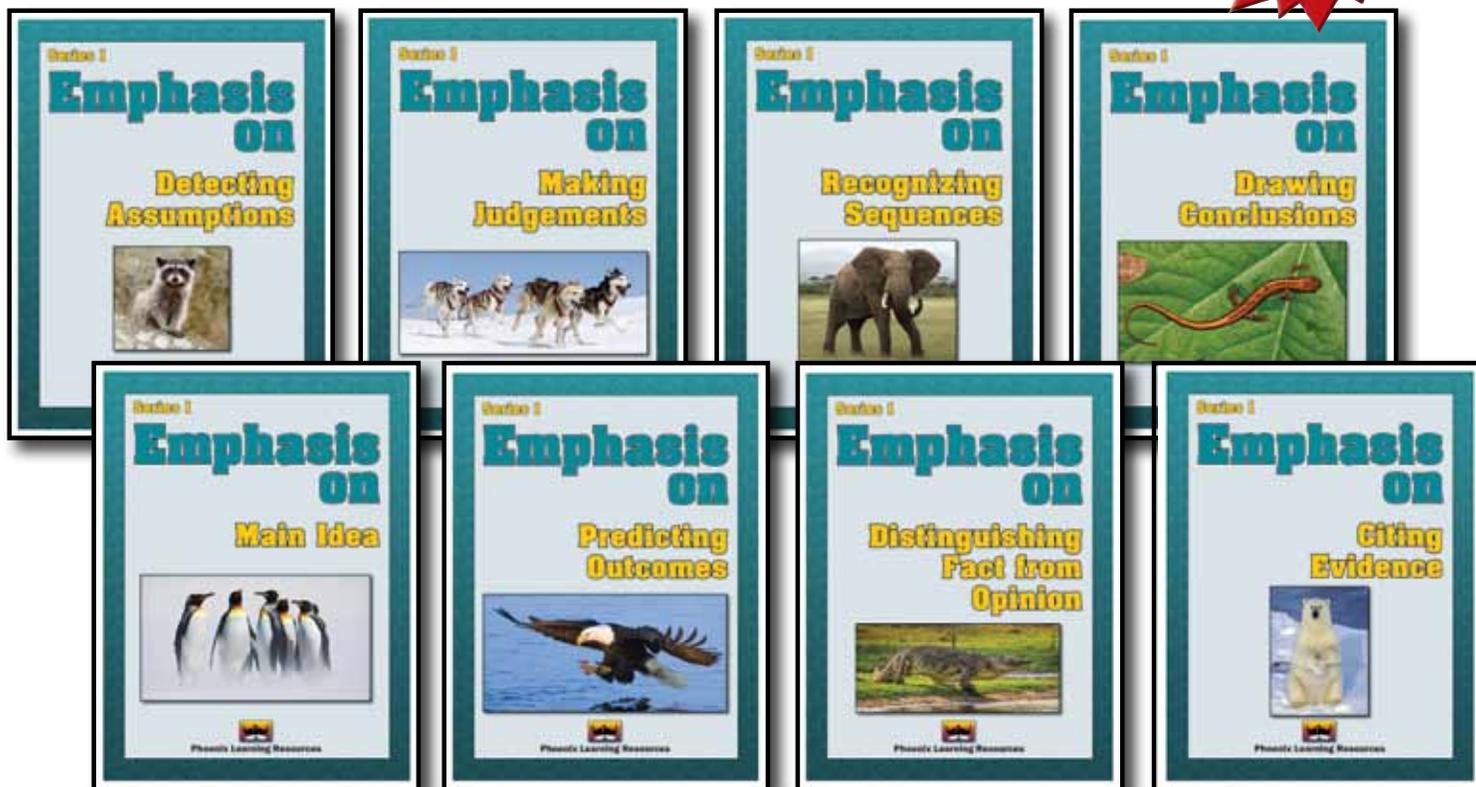
**SAVE OVER
25%**

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	\$176.00

EMPHASIS ON (SERIES 1)

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

- Detecting Assumptions • Making Judgements • Recognizing Sequences
- Drawing Conclusions • Main Idea • Predicting Outcomes
- Distinguishing Fact from Opinion • Citing Evidence



FAMIS Status – ◆

Emphasis on (series 1) provides high-interest texts, that teach essential comprehension skills and prepare students for mandated reading requirements.

Direct instruction is needed to advance critical reading skills efficiently and quickly. *Emphasis on (series 1)* 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.

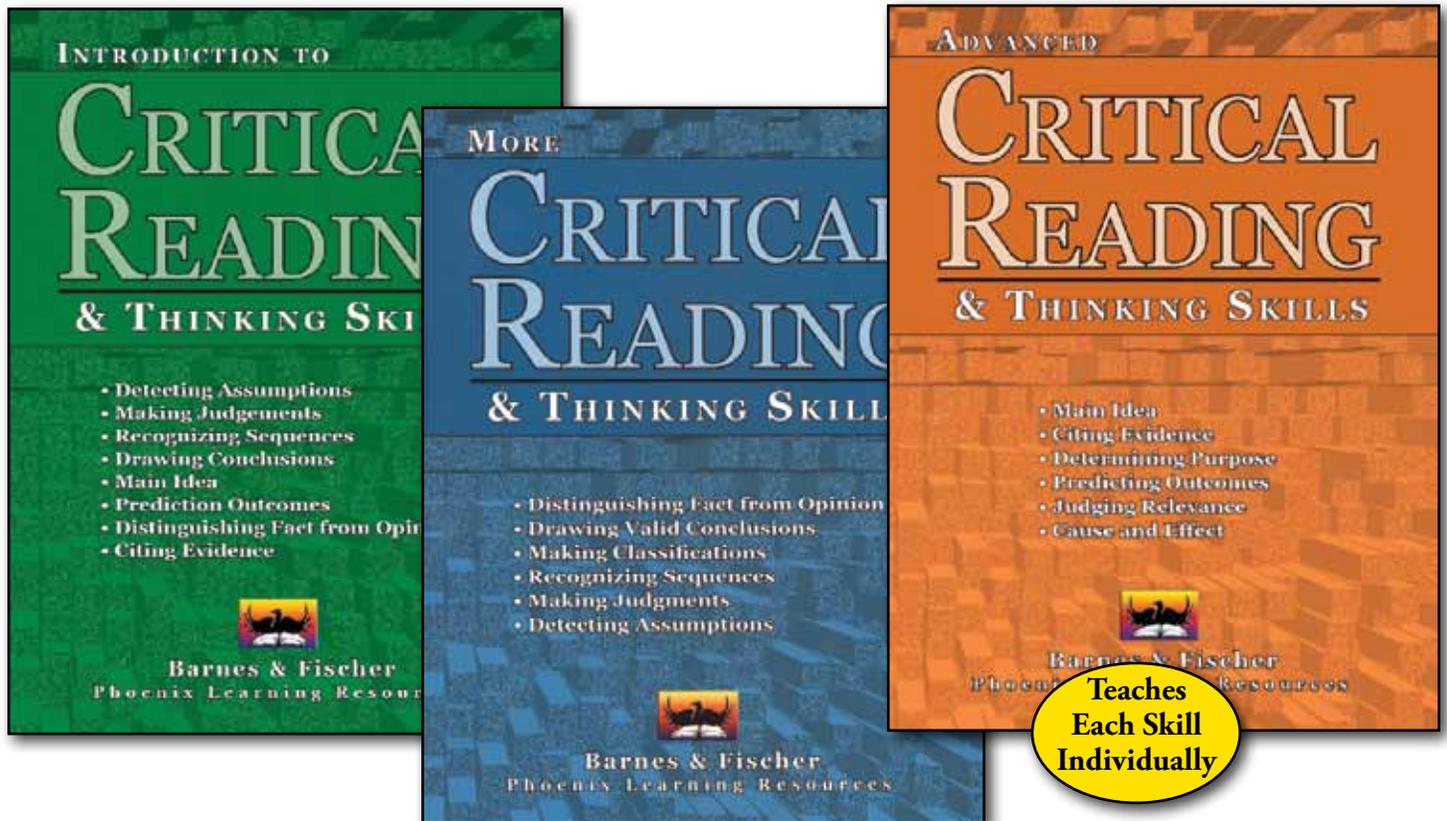
The series covers eight basic comprehension skills including fifty-four narratives with question and discussion exercises. The eight skills are *Detecting Assumptions*, *Making Judgements*, *Recognizing Sequences*, *Drawing Conclusions*, *Main Idea*, *Predicting Outcomes*, *Distinguishing Fact from Opinion*, and *Citing Evidence*.

**A Teacher Guide with Answer Key
is included in every 10 pack.**

Description	Item #	Unit Price
Detecting Assumptions - 10 pack	1605	\$25.00
Making Judgements - 10 pack	1606	\$25.00
Recognizing Sequences - 10 pack	1607	\$25.00
Drawing Conclusions - 10 pack	1608	\$25.00
Main Idea - 10 pack	1609	\$25.00
Predicting Outcomes - 10 pack	1610	\$25.00
Distinguishing Fact from Opinion - 10 pack	1611	\$25.00
Citing Evidence - 10 pack	1612	\$25.00
Teacher Guide and Answer Key	1613	\$4.95

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	FAMIS or Item #	Unit Price	FAMIS Status
Introduction (128 pages)	791516032	\$12.05	A
Introduction Teacher Guide	1604	\$4.95	◆
More (112 pages, Updated)	791516008	\$12.05	A
Advanced (128 pages)	1601	\$13.95	◆
More & Advanced TG	1602	\$4.95	◆

UNIT 2 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 *now* can make our conclusions incorrect. If you conclude that everyone at school loves sports, you are probably wrong. If you state that nobody ever got a good grade from Mrs. Roberts, that conclusion is

The Man With the X-Ray Mind

Words you'll need to know...
skeptical not believed, questioned
 Westminster Abbey a church in London, England

Scotland Yard, the famous police center in England, was having no luck in finding the missing Stone of Scone. The stone had been stolen from Westminster Abbey in December 1950. Finally, they decided to call in Peter Hurkos.

A Scotland Yard officer and Hurkos flew to London. Hurkos went to the Abbey. The police let him examine a tool and a wristwatch left by the thieves. He also studied the food scraps left by the thieves, and Hurkos then slowly traced on a map of London the path taken by the burglars as they hauled the stone away.

He had never been to London before but he described the buildings along the route he had traced on the map. He also described the thieves. He said there were three men and a woman. When they were captured three months later, they fit the descriptions Hurkos had given exactly.

The police in Nijmegen, Holland, also used Hurkos's help. In August 1951 the city and countryside were hit by dozens of fires. More than 200 officers patrolled the area, but fires continued to burn barns, houses, and bridges. One night

Jason." 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 scenes. 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 barbed wire 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

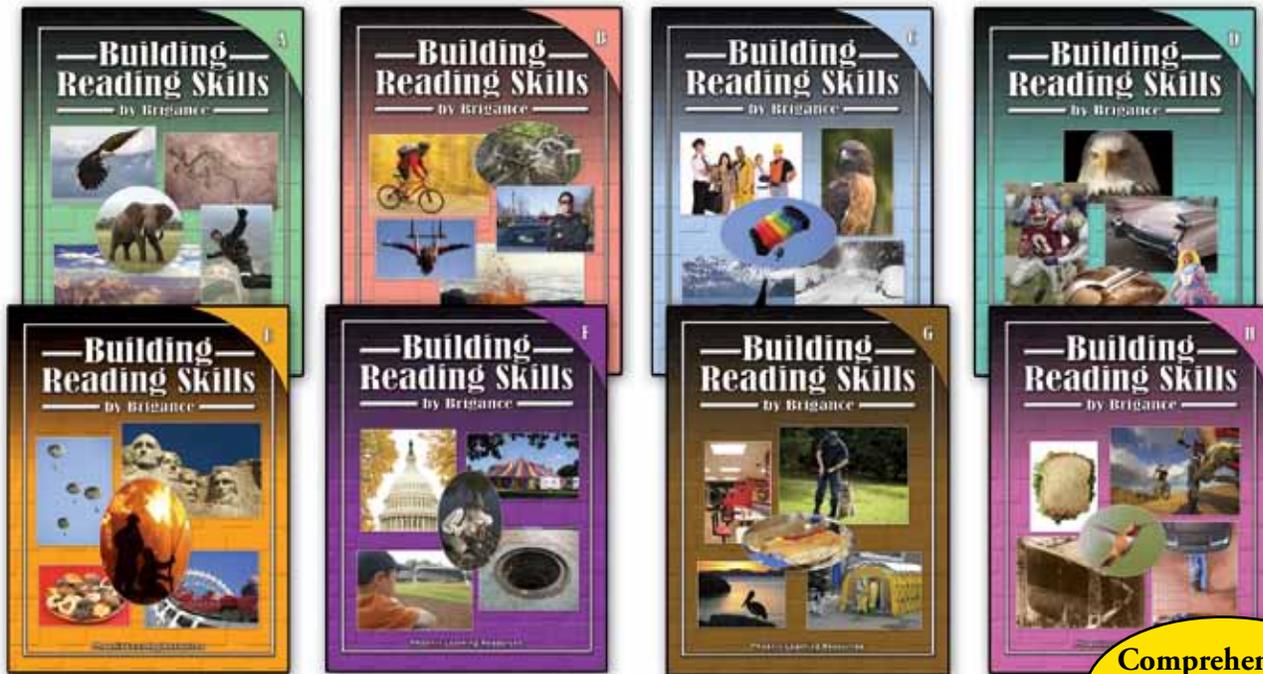
3. In police investigations, people are often classified as innocent, suspects, or guilty. Place the individuals listed below in each category.

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

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

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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 fear, 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 unaware 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 I 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.



My family came for regular visits. They gave much support and encouragement. They did all they could. But, I don't think I would have made it if it had not been for my nurse, Mrs. Ruth Pierson.

I will always be grateful to that dear lady. She always seemed to know what to say to give me the will to live.

When I had finished with my burn treatments and operations, one thing was definite. I knew what career I wanted to pursue. Mrs. Pierson and I had spent many hours talking about the nursing care of patients with severe burns. She made me aware of what training I needed to pursue the next few years.

I'm now beginning my sixth year as a nurse at General Hospital. I enjoy providing nursing care for all the patients. I prefer working with the burn patients.

What about Mrs. Pierson? I'm grateful to have had the opportunity to have worked with her the last five years. She has taught me a lot. She has always been there when I was doubtful of what to do.

She will be retiring next week, and we are going to miss her greatly. We have a party planned for Friday. I know of several gifts she will receive, but the gift we are the most excited about giving her is a two-week trip to Hawaii. We feel that is a small gift compared to what she has given to her patients and staff here at the hospital.

Mrs. Pierson seems to be looking forward to retiring. She's talked of several interests she plans to pursue. I also suspect she will continue to be the type of person who makes a difference in the lives of others. But first, we want her to enjoy the trip to Hawaii. She deserves it.

No. of Reading Words: 581 Date: _____ Write your Name: _____

A. New Words

• agony
• doubtful
• General
• Hawaii
• pursue
• treatment

B. USING THE NEW WORDS.

Write the new word that best completes each sentence.

- The word that means much the same as "uncertain, debatable, uncertain, and questionable" is _____.
- The writer received medical _____ for severe burns.
- The only state located by itself in an ocean is _____.
- Assume is to accept as a fact or truth to _____ is to explore or seek.
- The word that goes with pain, ache, injury, bruise, cramp, and sore is _____.

C. THINK ABOUT IT.

Write the letter of the best answer.

- While recovering from severe burns, the writer received special support and encouragement. It came from
 - a special nurse.
 - the firefighters.
 - the physician.
 - none of the above.
- Which happened *first*? The writer
 - began a career in nursing at General Hospital.
 - made the decision to pursue a career in nursing.
 - received second- and third-degree burns.
 - learned that Mrs. Pierson would be retiring.
- The writer was encouraged and decided to pursue a career in nursing. It was because
 - a lot of money could be made working at General Hospital.
 - there is a need for nurses in the beautiful state of Hawaii.
 - of what Mrs. Ruth Pierson did.
 - there were so many patients in agony with severe burns.
- In which list do the words *not* belong together or mean about the same?
 - doubtful, uncertain, and unsure
 - superior, inferior, and width
 - pursue, follow, and search
 - agony, ache, and suffering
- What is the main idea of this article?
 - Mrs. Ruth Pierson deserves a vacation to the beautiful state of Hawaii.
 - The special care given by the writer helps burn patients recover.
 - If you accidentally catch your clothing on fire, you should "drop and roll" or wrap up in a blanket.
 - The special care given by a nurse caused the writer to want to live and pursue a career in nursing.

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. moure	2. a. blender	3. a. bruse
b. mensel	b. plander	b. eratic
4. a. yelp	5. a. desert	6. a. grief
b. kelp	b. dessert	b. grieve
7. a. bride	8. a. fee	9. a. flee
b. stride	b. flare	b. flin
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	FAMIS or Item #	Unit Price	FAMIS Status
Book A	901286036	\$12.05	A
Book B	901286044	\$12.05	A
Book C	901286052	\$12.05	A
Book D	901286060	\$12.05	A
Book E	901286079	\$12.05	A
Book F	901286087	\$12.05	A
Book G	901286095	\$12.05	A
Book H	901286109	\$12.05	A
Student Response Book	7817	\$1.95	♦
Book A, Teacher Edition	4933	\$15.95	♦
Book B, Teacher Edition	4934	\$15.95	♦
Book C, Teacher Edition	4935	\$15.95	♦
Book D, Teacher Edition	4936	\$15.95	♦
Book E, Teacher Edition	4937	\$15.95	♦
Book F, Teacher Edition	4938	\$15.95	♦
Book G, Teacher Edition	4939	\$15.95	♦
Book H, Teacher Edition	4940	\$15.95	♦
Program Guide	7852	\$4.95	♦

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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 sometime 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.

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.



39

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

10. Which best describes the main idea of this story?
 - a. The elephant is like a horse. It does not like to live alone, but in a herd.
 - b. The elephant lives in the jungle and makes a trumpet-like sound with its trunk.
 - c. The elephant is a huge and intelligent animal that uses its trunk to do many tasks.
 - d. none of the above.
 10. ____

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. seep |
| 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 |

40

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

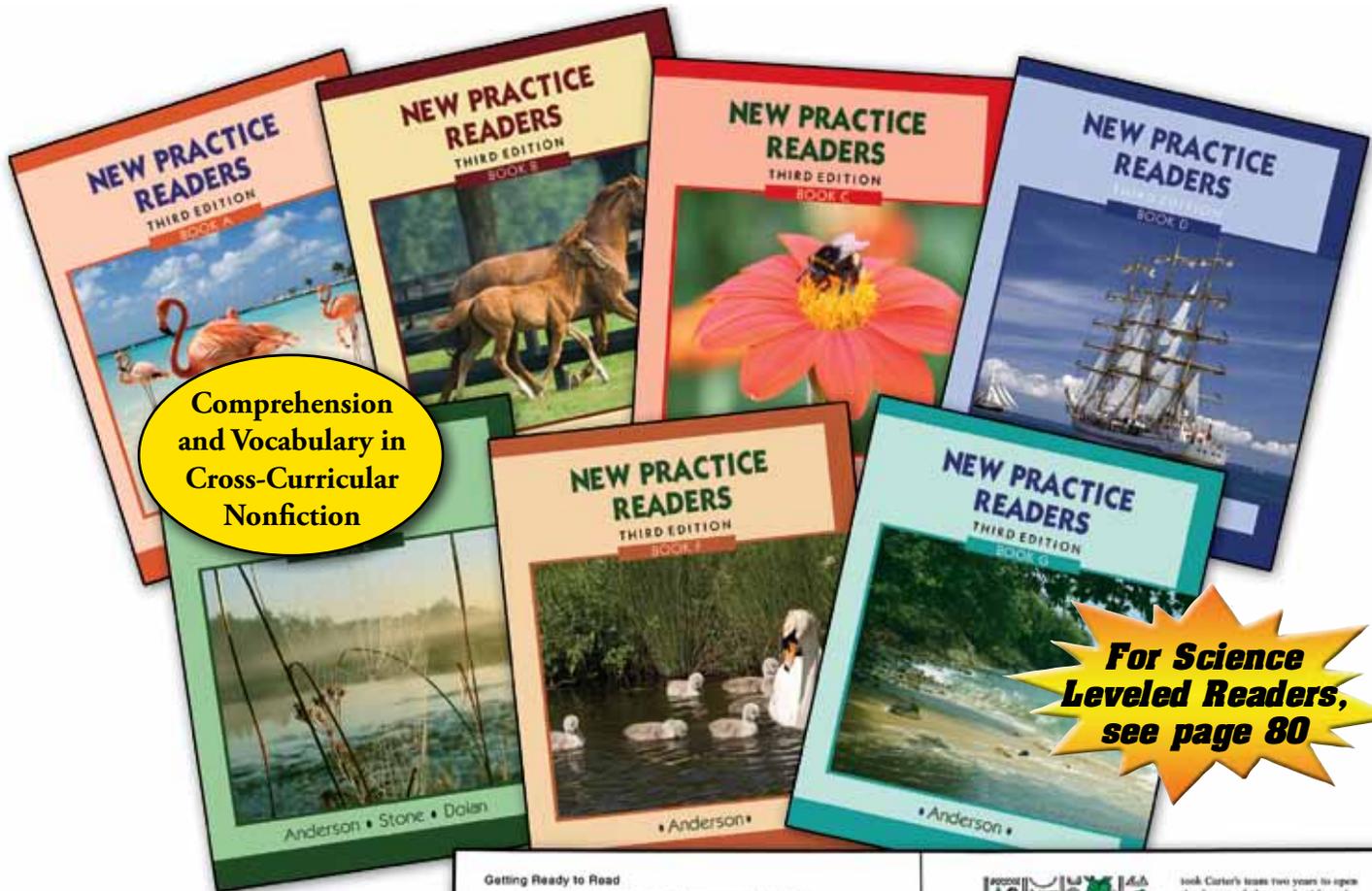
Review and/or Extended Learning.

Book A
 Reading Level 2.5-4.5
 Vocabulary 3.0-3.9

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

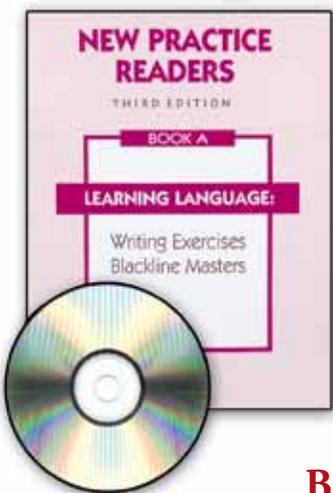
NEW PRACTICE READERS

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



Comprehension and Vocabulary in Cross-Curricular Nonfiction

For Science Leveled Readers, see page 80



Book D

Getting Ready to Read

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

- It is near outer room, carpet edge antechamber.
- When people are very careful about how they do something, they do it carefully patience elaborately reasons.
- Someone who studies objects people used long ago is a scientist pharaoh an archaeologist.
- It is the opposite of modern, elaborate ancient hieroglyphic.
- Long ago, an Egyptian king was called a pharaoh monny pharaoh carpet.
- It is a kind of picture writing, hieroglyphic.

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

Tutankhamon became Pharaoh of Egypt when he was only 9 years old. He did not reign long, however. He died when he was 18 or 19. Like all the pharaohs of ancient Egypt, Tutankhamon 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 Tutankhamon was all but forgotten.

In 1922, an archeologist 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 hut. The step was the first of fifteen that led down to a sealed door. The hieroglyphics on the door told them that Tutankhamon 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 treasure lay in the burial chamber within, but it



took Carter's team two years to open the heart of the tomb. After the antechamber was cleared, they finally entered the burial chamber. Tutankhamon'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.

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

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Book A	2117	\$16.95	◆
Book B	791521184	\$15.35	A
Book C	2119	\$16.95	◆
Book D	791521206	\$15.35	A
Book E	791521214	\$15.35	A
Book F	791521222	\$15.35	A
Book G	2123	\$16.95	◆
TM & Answer Key	2124	\$8.95	◆
Cassettes			
Book A	2126	\$99.00	◆
Book B	2127	\$99.00	◆
Book C	NO LONGER AVAILABLE		
Book D	2129	\$99.00	◆
CDs			
Book A	2135	\$99.00	◆
Book B	2136	\$99.00	◆
Book C	2137	\$99.00	◆
Book D	2138	\$99.00	◆
Learning Language Activity Blacklines			
Book A	2130	\$16.95	◆
Book B	2131	\$16.95	◆
Book C	2132	\$21.95	◆
Book D	2133	\$21.95	◆
Teacher Manual	2134	\$3.95	◆

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

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

Getting Ready to Read

SAY AND KNOW

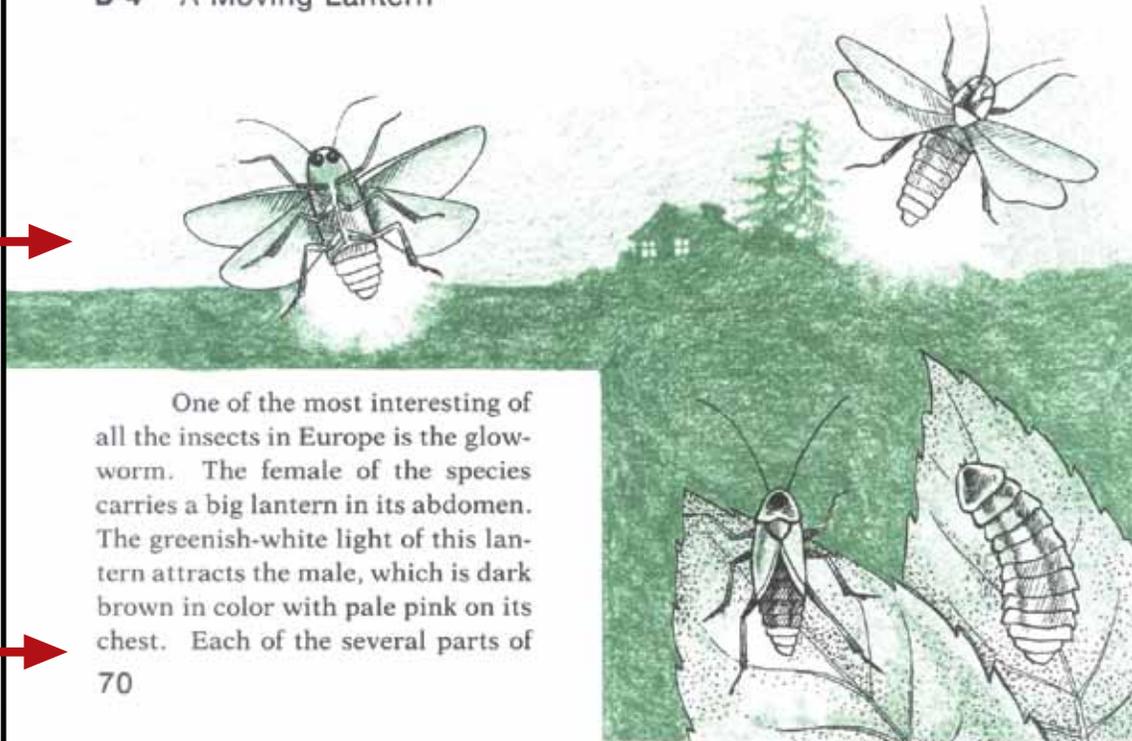
glowworm
abdomen
brilliant
handsome
beetle
attracts
delicate
lightning
greenish
chemicals
related

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.

D-4 A Moving Lantern



One of the most interesting of all the insects in Europe is the glowworm. The female of the species carries a big lantern in its abdomen. The greenish-white light of this lantern attracts the male, which is dark brown in color with pale pink on its chest. Each of the several parts of

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

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**? _____

The self-tests reinforce such vocabulary and comprehension skills as making inferences, identifying the main idea, drawing conclusions, find specific answers, noting details and understanding vocabulary in content.

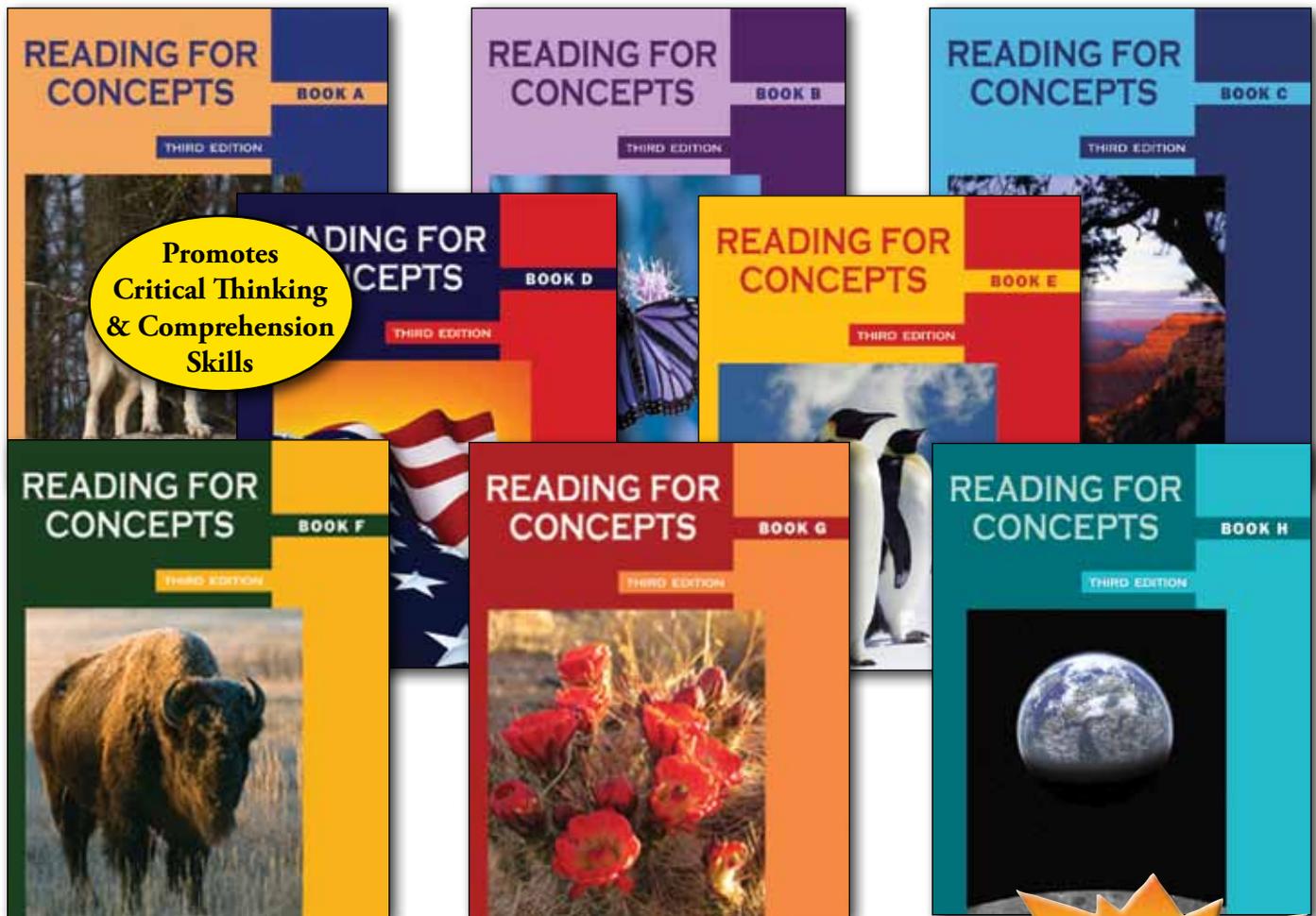
These skills are continually tested and provide continuity and progressive skill reinforcement.

Book E
Reading Level 5.0-5.8

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

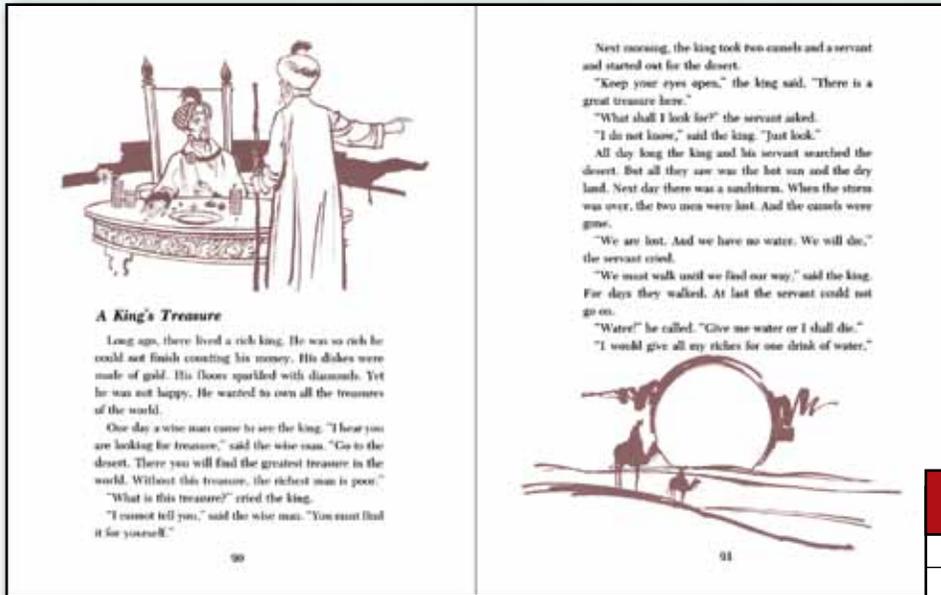
READING FOR CONCEPTS

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.

**For Science
Leveled Readers,
see page 80**



Book B

Description	FAMIS or Item #	Unit Price	FAMIS Status
Book A	791521036	\$15.35	A
Book B	2104	\$16.95	◆
Book C	2105	\$16.95	◆
Book D	2106	\$16.95	◆
Book E	2107	\$16.95	◆
Book F	2108	\$16.95	◆
Book G	2109	\$16.95	◆
Book H	2110	\$16.95	◆
Teacher Guide	2111	\$8.95	◆
CDs			
Book A	2139	\$99.00	◆
Book B	2140	\$99.00	◆
Book C	2141	\$99.00	◆
Book D	2142	\$99.00	◆

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 \$144.55 value for only
\$108.40

Order Item # 9712

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	■	■	■	■	■	■	■	■
Art		■		■	■	■	■	■
Biology	■	■	■	■	■	■	■	■
Earth Science			■		■		■	■
Ecology			■					
Economics	■	■	■	■	■	■	■	■
Engineering				■		■	■	■
Geography	■	■	■	■	■	■	■	■
History	■	■	■	■	■	■	■	■
Mathematics	■							■
Political Science					■	■	■	
Sociology				■		■		
Space			■		■		■	■

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.

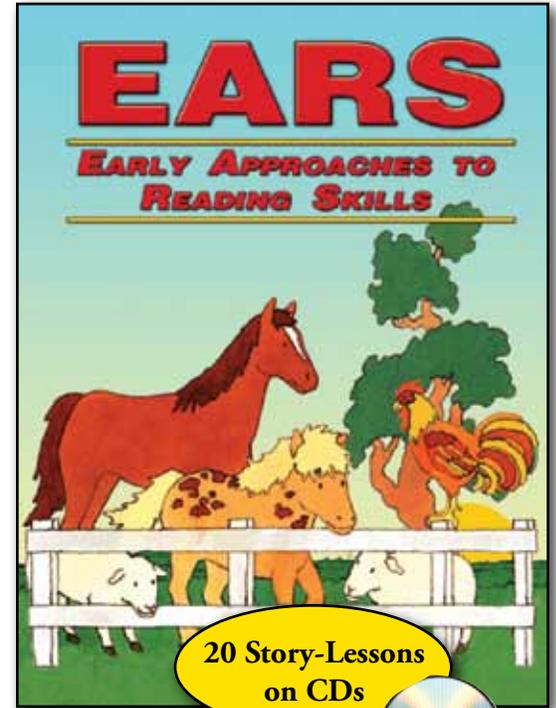
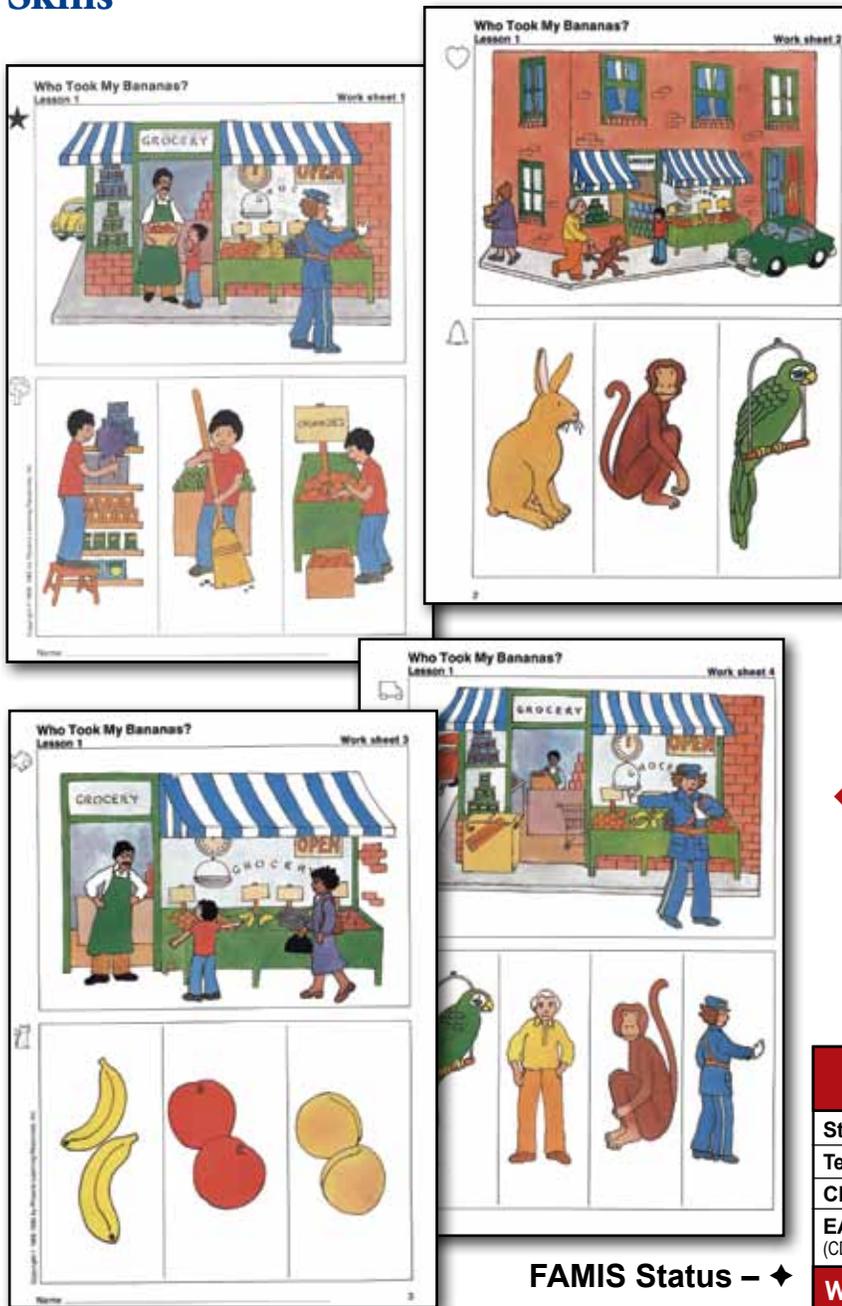


Slower readers can achieve success through no-fail reading comprehension exercises. The consistent format of self-testing encourages progressive skill development.

EARS

EARLY APPROACHES TO READING SKILLS

An Auditory Program to Help Pupils Develop Listening and Thinking Skills



- ◆ Students listen to:
 - follow directions
 - identify characters
 - recall details
 - make inferences
 - draw conclusions
 - identify setting
 - recognize cause-and-effect relationships
 - identify sequence of events

FAMIS Status – ◆

Teacher's Handbook – Reproductions of the student response book, scripted lessons, pupil readiness, and evaluation guidelines.

Description	Item #	Unit Price 1-9	Unit Price 10 or more
Student Response Book	1340	\$13.95	\$10.95
Teacher's Handbook (48 pgs)	1341	\$8.95	\$8.95
CD Set	1458	\$108.00	\$108.00
EARS System (CD Set, 20 Response Books, and TH)	9008	\$336.00	\$336.00
Whiteboard Set & Subscription			
Whiteboard Set (Annual Subscription to 20 ActiInspire Lessons, 20 Response Books, and TH)	1338	\$418.00	\$418.00
Whiteboard Subscription (Annual Subscription to 20 ActiInspire Lessons and Teacher Handbook only) NO Response Books	1339	\$199.00	\$199.00

CONQUESTS IN READING

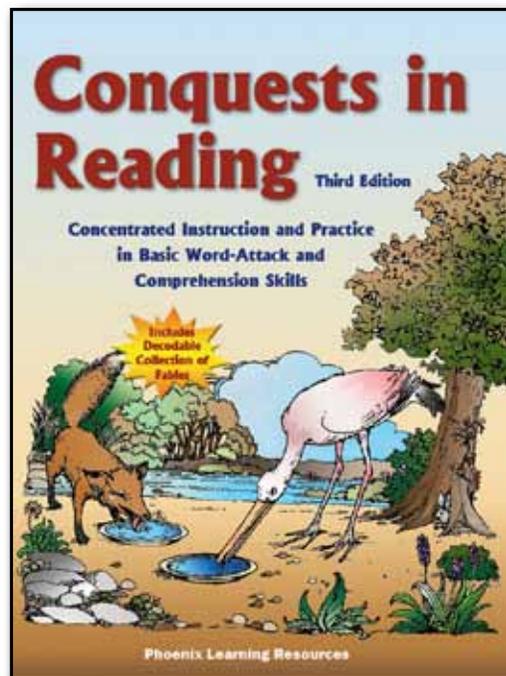
Reading Levels: 1-8
Interest Levels: 4-Adult/ESL

Concentrated Instruction and Practice in Basic Word-Attack and Comprehension Skills for Remedial Students

- ◆ Conquests in Reading has been learner verified by hundreds of thousands of students for more than twenty-five years.
- ◆ Fundamental phonetic and structural word-attack skills needed for success in both reading and spelling are systematically presented.
- ◆ Combining drill and practice, reading skills are applied immediately so students can see how and why previously acquired skills are important.
- ◆ Includes decodable collection of Fables.

Text Workbook – new to the book are two diagnostic oral reading tests and pupil scorecards.

Teacher's Edition – supplies updated page-for-page teaching suggestions, additional exercises, and annotated pupil pages.



UNIT 4

Sounding a, i, and u Words

Say the sounds softly together to say the words.

a is the sound that starts **i** is the sound that starts **u** is the sound that starts

SIGHT WORDS

want	two
buy	only
from	move
some	were
should	they

glad drug stag kick
tilt slacks pick plug
back head
sick want*
blunt sack
pulp stamp
drank some*
drip climb
bluff wind
raft touch
skin

*Sight words

UNIT 14

5. The Lion and the Mouse

hunters would get him and ship him far over the sea to a zoo.

Just as the lion gave up hope, his sharp ears caught the sound of moving leaves. "Who is there?" he cried, peering out in the dark night.

"Do not fear, Sir Lion," said a small squeaky voice. "It is I, your friend, the mouse. I saw you get caught in the snare. Be of good cheer, my friend. I will soon have you free."

The mouse had sharp teeth, and he started to work quickly. Soon he had one of the tough ropes chopped all the way through. A bit later he had three, then five, then eight, then ten ropes down. At last the lion broke loose.

"Thank you, my friend!" cried the lion. "You have taught me not to look down on others who are not so big and strong as I am!"

UNIT 8

Sounding Double Vowel Words

Say the letter sounds softly together to decode the words. Say the sight words.

SIGHT WORDS

kind	brought
sure	child
climb	group
shoe	wind
touch	sign

rain	mail	coal	say	leak	way
bean	hay	team	oak	lay	soak
feet	aim	feed	cue	need	pay
seal	lean	deed	foam	laid	seen
kind*	deal	seed	foam	cut	loap
may	weak	sure*	lead	hair	sail
sea	climb*	main	meat	ray	beat
load	raid	bay	bead	died	shoe*
meat	clay	tail	weed	seat	week
green	trail	dream	toast	tried	feast
clay	free	spray	touch*	steal	speech
pray	waist	cheep	sheep	brought*	stay
paint	fleet	clean	least	plain	grain
child*	faint	brain	steep	braid	steel
gray	steam	group*	wheat	cheek	wind*
treat	stray	bleed	float	sprain	greet
strain	claim	play	cream	east	stream
pleat	sign*	plead	stain	speed	sheet
gleam	loan	green	saint	scream	pain
suit	wait	fruit	dried	drain	fried

*Sight words

Fill in the missing words.

- The sleeping lion did not scare the _____.
- The lion did scare the mouse's _____.
- The lion woke up and _____ on the mouse.
- The lion said he was going to _____ the mouse.
- The mouse said he might _____ the lion some day.
- That made the lion _____.
- The lion did let the mouse _____.
- One night the lion got caught in a _____.
- The lion could not get _____.
- The story teaches us not to _____ at those who are weaker than we are.

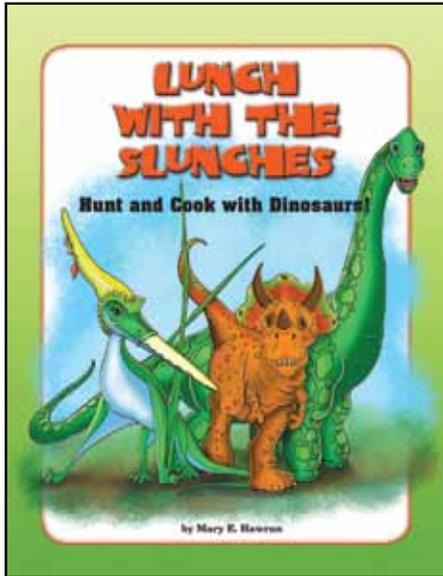
Description	FAMIS #	Unit Price	FAMIS Status
Text-Workbook	2404	\$17.95	◆
Teacher's Edition	2405	\$17.95	◆

LUNCH WITH THE SLUNCHES

Reading Levels: 3
Interest Levels: 2-5

FAMIS Status – ✦

Hunt and Cook with Dinosaurs, in this 254-page full color chapter book.



Hunting for food is a rousing adventure from cover to cover. From simple grazing to flying over the sea for a good catch, ingredients are gotten, prepared and shared by the ever-expanding neighborhood. And each chapter is seasoned with a variety of human experiences. Friendship. Kindness. Pride. Prejudice. Fear. Relief. Love. Hate (but only for those nasty Velociraptors). Laughs and good times.

Each of the twenty-four chapters is followed-up with an original recipe, reflective of that story's meal, but done with today's food. Nothing fancy. Simple. Healthy. Tasty. Kids won't care that they're learning to cook; they'll be having too much fun with these upbeat animals.

Plus, there's a Matter of Fact page featuring an animal from that chapter. All information obtained from several reliable sources. Written in the author's own words, these descriptions are intended to excite the scientist in each of us and bond us to our environment.

Speed along at your own pace, but watch out for roars and riots. This book is a roller-coaster ride, and you're seated next to a T. rex! Buckle up.

Chapter 4
Big Bob gets Scared

Today as we look in on our thundering threesome, their meal is done, Bob and Betty are cleaning up, and Sky-King has finished his chores.

Smiths get the...
RAYONS...
the cave...
sweyed a...
th for m...
ill, not...
earri...
stars. "I...
Betty...
y took...
her a...
at's O.J...
the wa...
hande...
th cray

Bob," says Sky, "I think much of the bad things we hear (the bears are only rumors. Maybe they're big scaries."
re is a nice berry patch," squeals Betty. In a jiff, the trio led her large apron pocket to the brim.
in the Slunches ease down into the valley and arrive at the mouth. Bob's legs become like lead. "Come on," his two es coax him, "don't be afraid. We're with you!"
y glances left, catches a glimpse of dangling blue jewelry, right, and sees nothing at all... until he lowers his sights a e thinks "Oh sure, a big comfort!"
so they enter.

... POP!! Yellow lights blink... horns toot-toot... floor... of the cave rumbles... in response to loud music and... from the depth of the mighty den.
King, Bob and Betty stand still in the dim entryway.
ores out a huge breath... whoosh... and mustering all... rage, yells "HELLO! ANYBODY HOME?"
arty noise stops. Complete silence. Except for the sound... dripping off Bob.
a ROAR...
cavern...
S THERE?!"
our neighbors...
e far hill...
ight berries...
have some...
?" asks Betty.
rips across...
ce, and he is...
arm inside.

MATTER OF FACT

Albertosaurus (al BER tuh SAW us): This dinosaur's name means "reptile from Alberta," for its bones were first discovered in 1914 in that province of Canada.
The Albertosaurus lived during the late Cretaceous Period, about 75 million years ago, some time before his larger relative...Tyrannosaurus rex. He could grow to a length of 30 feet and a weight of 3 tons; this fearsome carnivore (meat-eater) was bigger than a bear!
Albertosaurus were bipedal (having 2 feet), with sturdy legs and a long strong tail for balance. He had arms which appeared to be too small for his massive body, a large head with saw-like teeth for tearing flesh. He probably swallowed food in large chunks, like most of today's reptiles do.
These animals had hollow bones; this feature lessened their load and enabled them to move quickly. It is also thought that Albertosaurus may have lived and hunted in packs, or herds.
Imagine the sight of that rushing at your table. Ants at the picnic won't look so bad now.

"Yum," says Betty, "it does smell good in there." Sky-King, sometimes more fearless than his bigger companions, jumps up and shouts "Hey, you bears, what's cookin'?"
"IT'S OUR SECRET SNACK RECIPE." Recipe... recipe... echoes through the cavern.
"Oh," says Betty sadly.
"THROW MORE BERRIES... MAYBE WE CAN SHARE IT."
Betty tosses her entire apron into the bears' den. While the Slunches wait, they notice something in the soft glow from the party lights. They look up at the cave wall and see drawings, all done in crayons. Very beautiful and in all the colors of the rainbow, of bears dancing!
"Wow! The bears should sign their names to this. Long after they're gone, someone else may get the credit for their work," says Bob.
Suddenly, out flies the apron, empty but pinned with a note, torn and messy. Betty reads the scribble,
Submed cut... her... old... lower... dried berries... subbed... yum!"

CAVE-BEAR CRUNCH
(8 servings)

½ cup creamy-style peanut butter
½ cup honey
1 cup raisin bran cereal
4 apples

In a serving bowl, stir together peanut butter and honey. Then stir in cereal until well blended. Core apples, leaving skins on, and cut into thick wedges.
Place wedges on a plate. Let everyone dip the apples into the mix.
Store any leftovers in the fridge, and put your art work on the fridge door.

FREE Teacher's Handbook is available online at www.phoenixlr.com

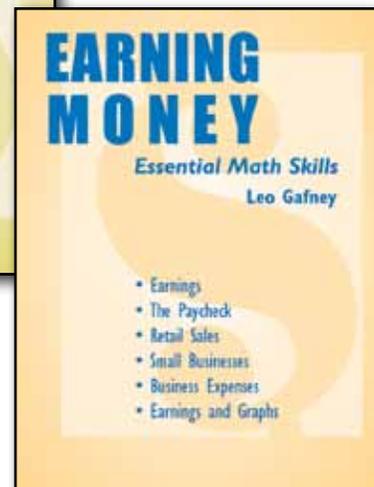
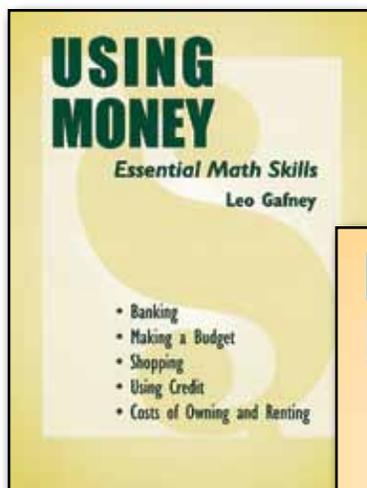
Description	Item #	Unit Price 1-9	Unit Price 10 or more
Lunch with the Slunches	8500	\$19.95	\$16.95

USING MONEY • EARNING MONEY

Reading Levels: 5-6
Interest Levels: 7-Adult/ESL

Worktexts Balance Instruction in Essential Math Skills with Applications to Money-Related Survival Skills

- ◆ Money – the unifying theme – appeals to all students; they see how earning and spending money is directly related to mastering math concepts and operations.
- ◆ Practical – Money applications help students with real money problems and concerns as workers and consumers.
- ◆ Clear, simple instructional format with practical examples.
- ◆ Realistic problem solving with mixed word problems– students learn to read carefully to determine which problems may require more than one operation.
- ◆ Continuous and extensive review – in addition to periodic cumulative reviews – built into the exercise sets of the lessons, insure students use and re-use what they have learned.
- ◆ Built-in chapter pre- and post-tests track student progress.



Student Worktexts – Both books share a balanced emphasis on math skill development and money-related applications. In the context of the practical math applications indicated in the chapter titles, the books give instruction and practice with such concepts and operations as place value, rounding, addition, subtraction, multiplication, division, operations with fractions, decimals, percentages, measurements, mental math, and graphing.

Teacher’s Guides – One for each book, they provide teaching tips, suggestions for cooperative-learning projects, blackline masters for duplicating forms, and a complete answer key.

Using Money is divided into five chapters:

1. Banking 2. Making a Budget 3. Shopping 4. Using Credit 5. Costs of Owning and Renting

Earning Money is divided into six chapters:

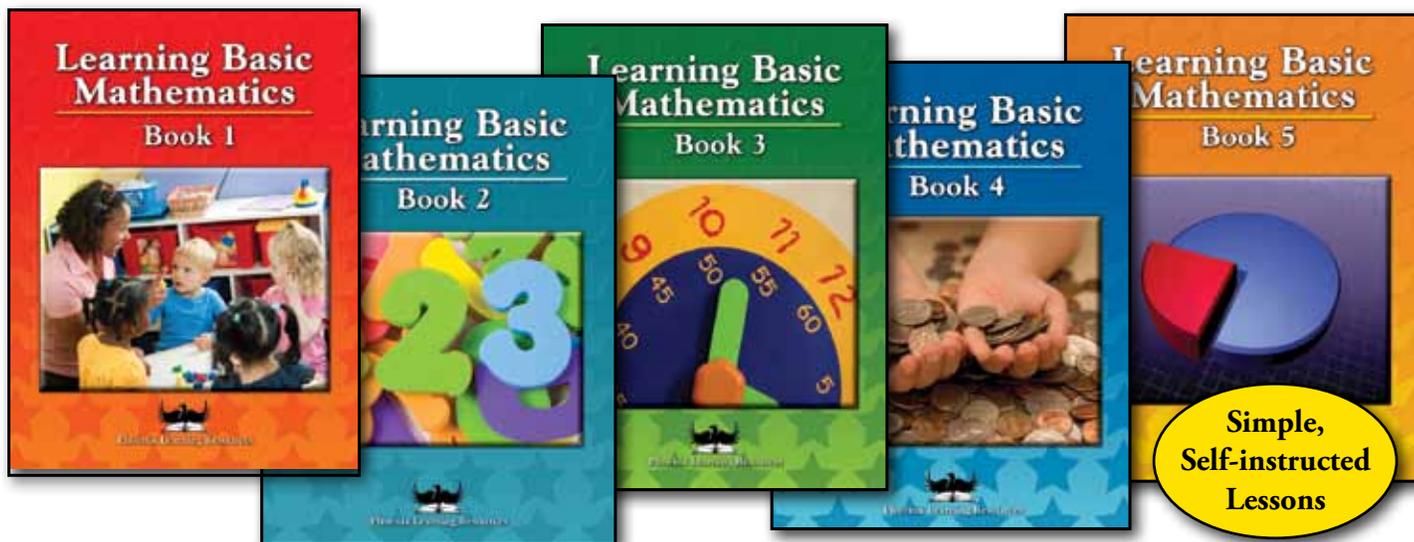
1. Earnings 2. The Paycheck 3. Retail Sales
4. Small Businesses 5. Business Expenses
6. Earnings and Graphs

Description	FAMIS or Item #	Unit Price	FAMIS Status
Using Money	2977	\$10.95	◆
Using Money Teacher Guide	2978	\$4.95	◆
Earning Money	791529754	\$9.85	A
Earning Money Teacher Guide	2976	\$4.95	◆

LEARNING BASIC MATH

Reading Levels: PreK-3
Interest Levels: 1-7/ESL

A Workbook Series for Entry Level and Special Needs Students



Student Books – Each lesson contains ample, varied exercises including warm-up and extension activities. The content covers addition, subtraction, place value, money, time, introduction to fractions, measurement, multiplication, and division.

Teacher's Manual – presents a series overview, a scope and sequence, and detailed teaching notes. These notes include warm-up and extension activities, lesson objectives and instructions encouraging the use of easy-to-make manipulatives, multi-sensory activities, games, and/or questioning tactics that lead to generalizations.

A list of activities, games, and manipulative suggestions are included in each book.

Extensive evaluation guide, how to relate your evaluation to an IEP, blackline masters for classroom records, charts, and placement/evaluation tests are also provided.

- ◆ Focuses on one concept per page.
- ◆ Self-instructed lessons.
- ◆ Verbiage kept to a minimum.
- ◆ Program guide and tests prescribe students' entry levels and short-term objectives.

Description	FAMIS or Item #	Unit Price	FAMIS Status
Book 1 (112 pg) Pre-K	791532364	\$10.95	A
Book 2 (112 pg) K	791532380	\$10.95	A
Book 3 (128 pg) Gr. 1	791532402	\$12.05	A
Book 4 (144 pg) Gr. 2	791532429	\$13.15	A
Book 5 (164 pg) Gr. 3	3244	\$17.95	◆
Teacher's Manual	3245	\$19.95	◆
Placement Tests	3246	\$11.95	◆

INTERACTIVE WHITEBOARD

FAMIS Status – ◆



Whiteboard Sets

Description	Item #	Unit Price
Book 1 Whiteboard Set 16 ActivInspire Lessons, 20 Student Books, and TM	3225	\$279.00
Book 2 Whiteboard Set 10 ActivInspire Lessons, 20 Student Books, and TM	3226	\$279.00
Book 3 Whiteboard Set 13 ActivInspire Lessons, 20 Student Books, and TM	3227	\$324.00
Book 4 Whiteboard Set 16 ActivInspire Lessons, 20 Student Books, and TM	3228	\$369.00
Book 5 Whiteboard Set 20 ActivInspire Lessons, 20 Student Books, and TM	3229	\$482.75

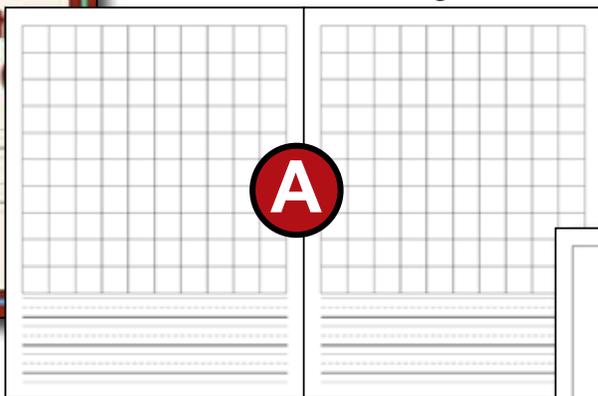
In order to run this program you must have the ActiveInspire software on your computer. You can download it free at Promethean Planet www.prometheanplanet.com/en-us/Support/Support.aspx

Interest Levels: K-5

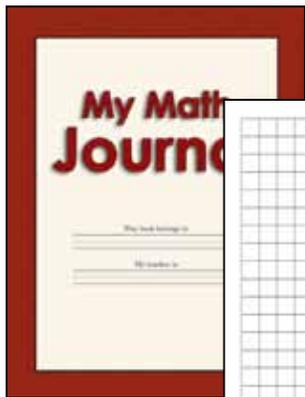
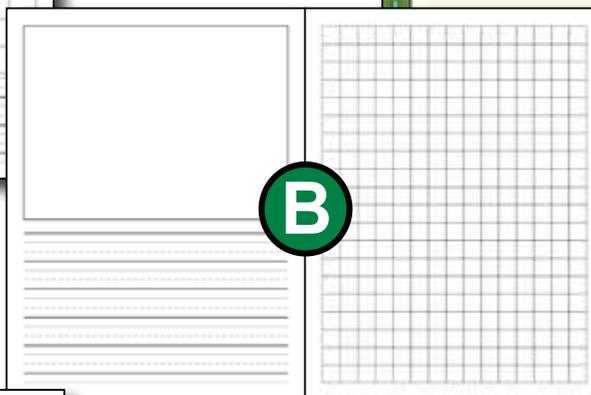
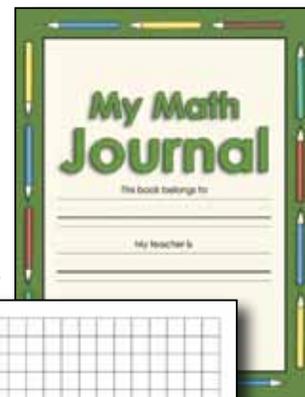
MATH JOURNALS



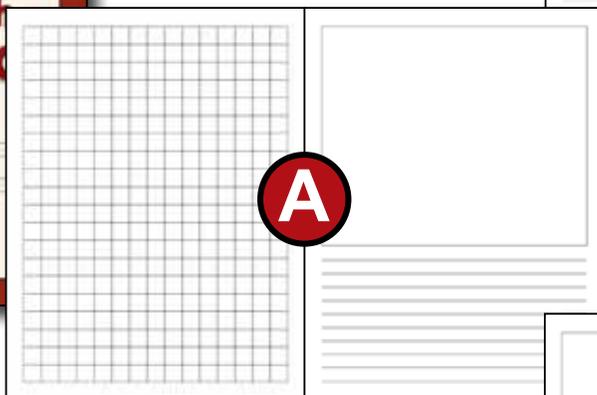
K-2 Version A: 72 pages,
3/4" Grid, 1/2" Writing lines



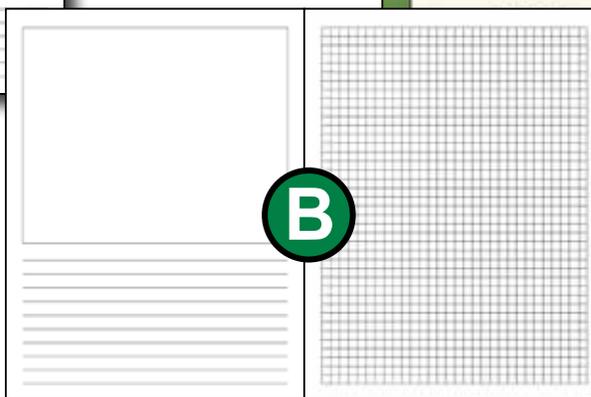
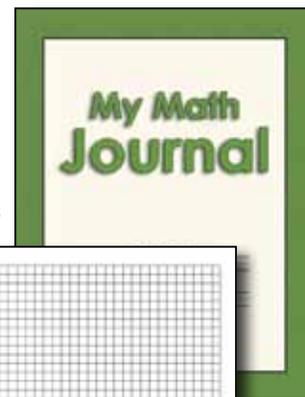
K-2 Version B:
72 pages,
1/2" Grid,
1/2" Writing lines



3-5 Version A: 72 pages,
1/2" Grid, 3/8" Writing lines



3-5 Version B:
72 pages,
1/4" Grid,
3/8" Writing lines



Math Journals are an incredibly versatile tool that can be used by students of different abilities and age levels. They're designed to enhance learning and stimulate your students' critical-thinking skills, while providing a place to explore mathematical ideas and think through math activities.

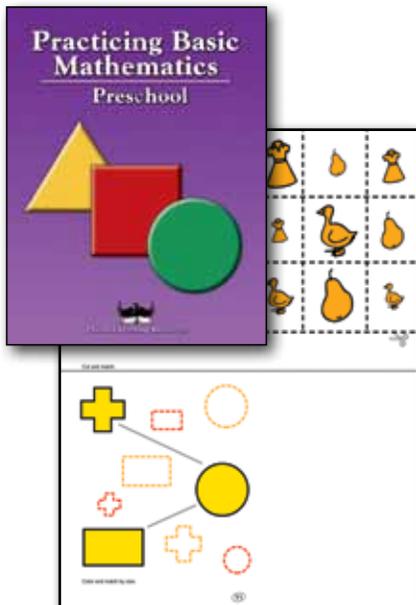
FAMIS Status – ◆

Description	Item #	Unit Price 1-9	Unit Price 10 or more
Math Journal K-2 - Version A	4658	\$5.95	\$3.95
Math Journal 3-5 - Version A	4659	\$5.95	\$3.95
Math Journal K-2 - Version B	4660	\$5.95	\$3.95
Math Journal 3-5 - Version B	4661	\$5.95	\$3.95

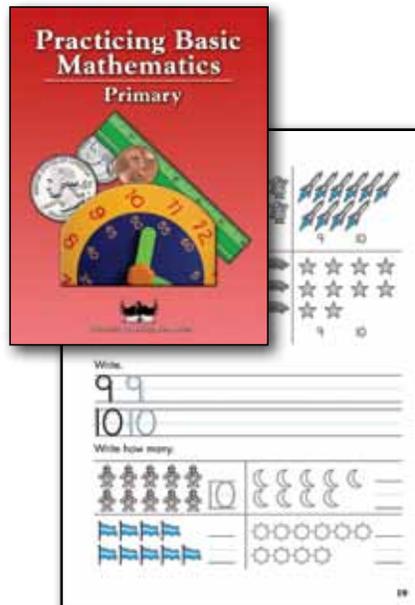
PRACTICING BASIC MATH

Comprehensive Program from Preschool to Pre-Algebra

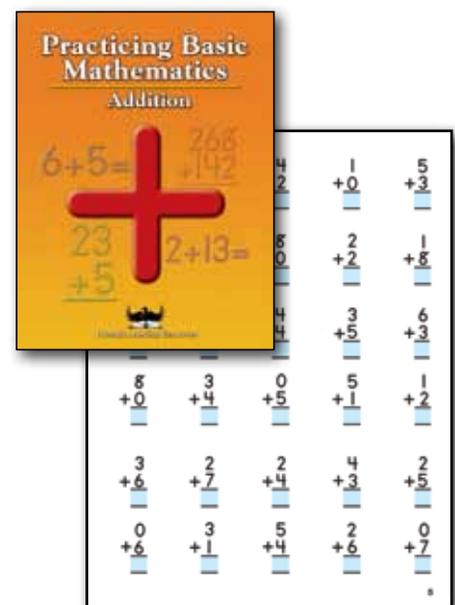
- ◆ Supplements *Learning Basic Math* or other math programs
- ◆ Makes individualized instruction easy
- ◆ Provides structured pages and predictable expectations
- ◆ Builds automatic recall of basic facts
- ◆ Presents a span of age-neutral practice within a single book
- ◆ Students master prerequisite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



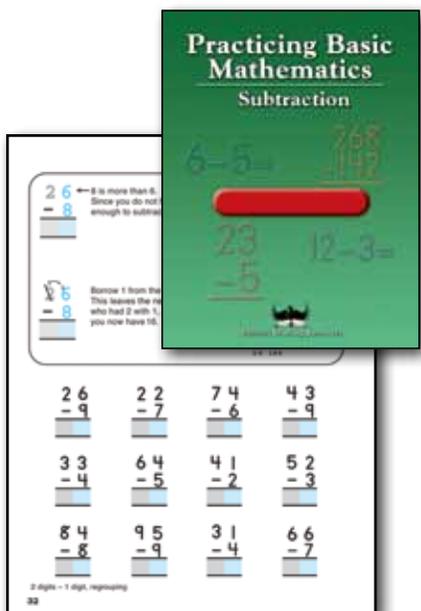
Classify by size and color



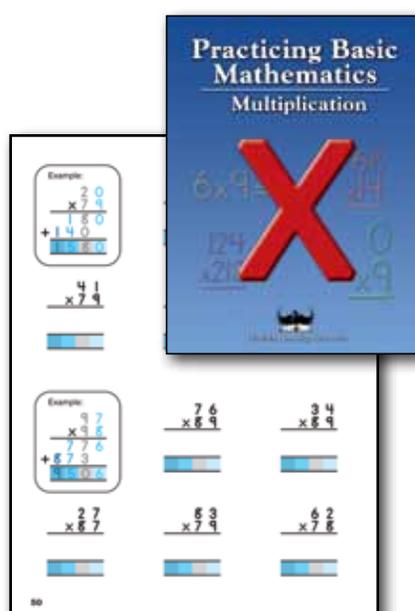
Count and write numerals;
time and money



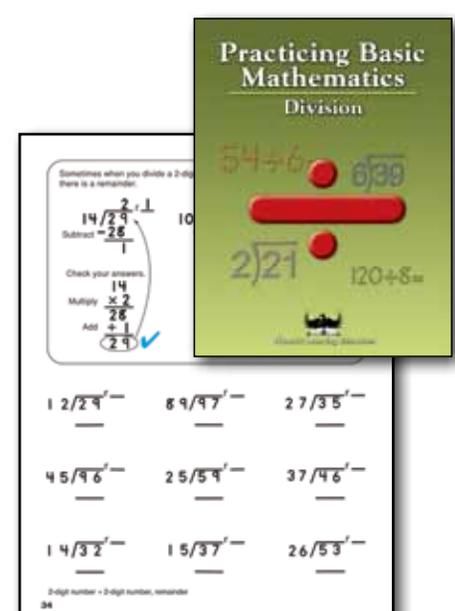
Frequent review of
basic facts and more



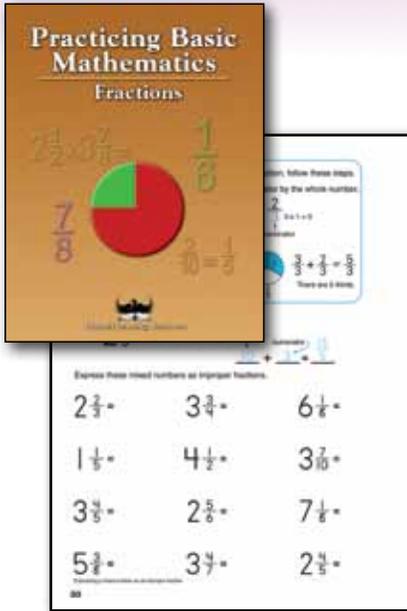
Easy-to-follow layouts



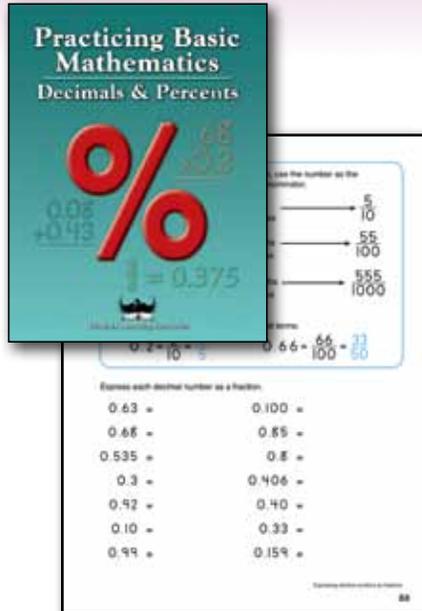
Color helps with place value



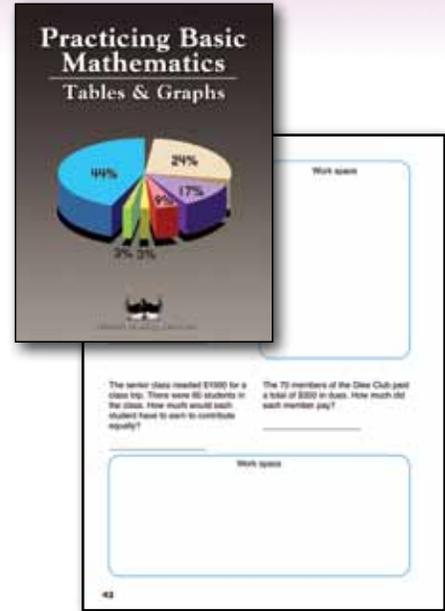
Short explanations and
examples



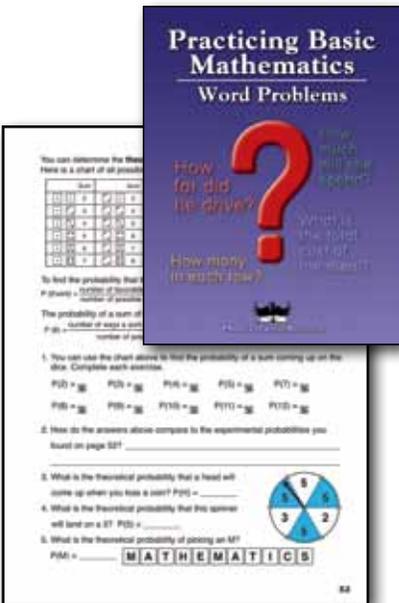
Builds skills with fractions and mixed numbers, including computation



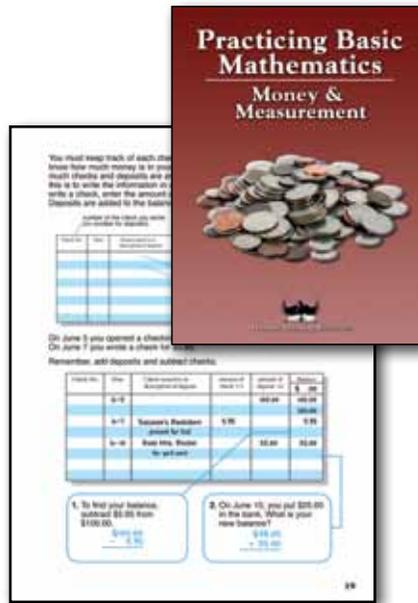
Converting decimals and percents; solving problems



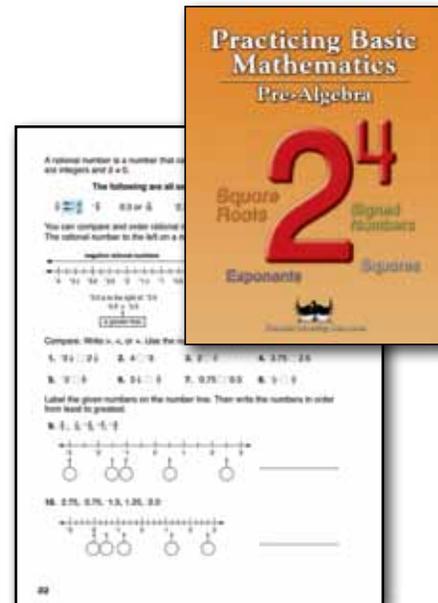
Real-world exercises utilizing various computation skills



Includes whole numbers, fractions, money, and percentages



Everyday knowledge emphasized; English and metric



Numbers kept simple to emphasize concepts

Simple, Self-instructed Lessons

FAMIS Status - ◆

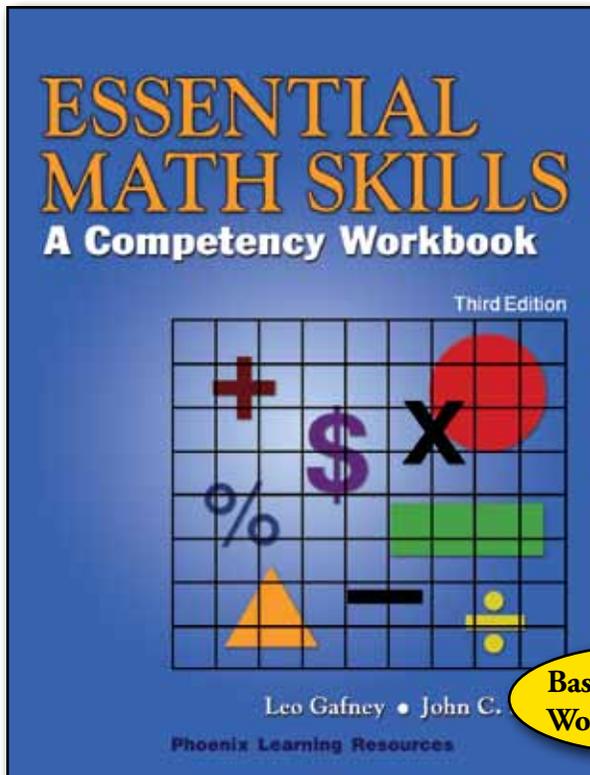
- ★ Pages and pages of practice
- ★ Comprehensive program from preschool to pre-algebra
- ★ Facilitates quick, accurate test responses
- ★ Covers all critical mathematical skills
- ★ Students master prerequisite skills for high-level thinking

Description	Item #	Unit Price 1-9	Unit Price 10 or more
Preschool	4400	\$11.95	\$9.95
Primary	4401	\$11.95	\$9.95
Addition	4402	\$11.95	\$9.95
Subtraction	4403	\$11.95	\$9.95
Multiplication	4404	\$11.95	\$9.95
Division	4405	\$11.95	\$9.95
Fractions	4406	\$11.95	\$9.95
Decimals & Percents	4407	\$11.95	\$9.95
Word Problems	4408	\$11.95	\$9.95
Tables & Graphs	4409	\$11.95	\$9.95
Money & Measurement	4410	\$11.95	\$9.95
Pre-Algebra	4411	\$11.95	\$9.95
Answer Key/TM	4412	\$9.95	\$9.95

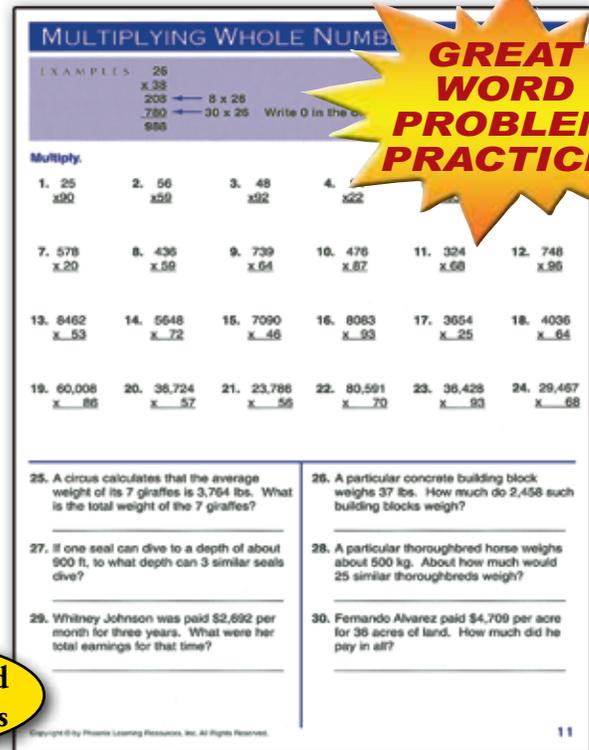
ESSENTIAL MATH SKILLS

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



- ◆ 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. $\frac{42}{56} = \frac{3}{4}$
 Both 42 and 56 are divisible by 7. $\frac{42 \div 7}{56 \div 7} = \frac{6}{8}$
 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. $\frac{28}{35} = \underline{\hspace{2cm}}$
4. $\frac{18}{24} = \underline{\hspace{2cm}}$
5. $\frac{21}{32} = \underline{\hspace{2cm}}$
6. $\frac{8}{24} = \underline{\hspace{2cm}}$
7. $\frac{45}{24} = \underline{\hspace{2cm}}$
8. $\frac{88}{88} = \underline{\hspace{2cm}}$
9. $\frac{4}{8} = \underline{\hspace{2cm}}$
10. $\frac{10}{15} = \underline{\hspace{2cm}}$
11. $\frac{12}{20} = \underline{\hspace{2cm}}$
12. $\frac{40}{60} = \underline{\hspace{2cm}}$
13. $\frac{7}{28} = \underline{\hspace{2cm}}$
14. $\frac{10}{25} = \underline{\hspace{2cm}}$
15. $\frac{36}{40} = \underline{\hspace{2cm}}$
16. $\frac{5}{25} = \underline{\hspace{2cm}}$
17. $\frac{11}{33} = \underline{\hspace{2cm}}$
18. $\frac{27}{36} = \underline{\hspace{2cm}}$
19. $\frac{10}{70} = \underline{\hspace{2cm}}$
20. $\frac{15}{30} = \underline{\hspace{2cm}}$
21. $\frac{30}{30} = \underline{\hspace{2cm}}$
22. $\frac{18}{30} = \underline{\hspace{2cm}}$
23. $\frac{40}{20} = \underline{\hspace{2cm}}$
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.

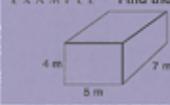
27. Write 2 months as a fractional part of a year and reduce to lowest terms.

28. Write 10 years as a fractional part of a century and reduce to lowest terms.

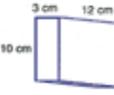
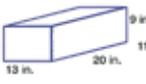
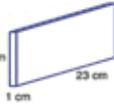
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VOLUME OF A BOX-SHAPED FIGURE

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.

 $V = l \times w \times h$
 $= 7 \times 5 \times 4$
 $= 140 \text{ m}^3$ — The symbol for cubic meters

Find each volume.

1.  Volume = _____
2.  Volume = _____
3.  Volume = _____
4.  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.

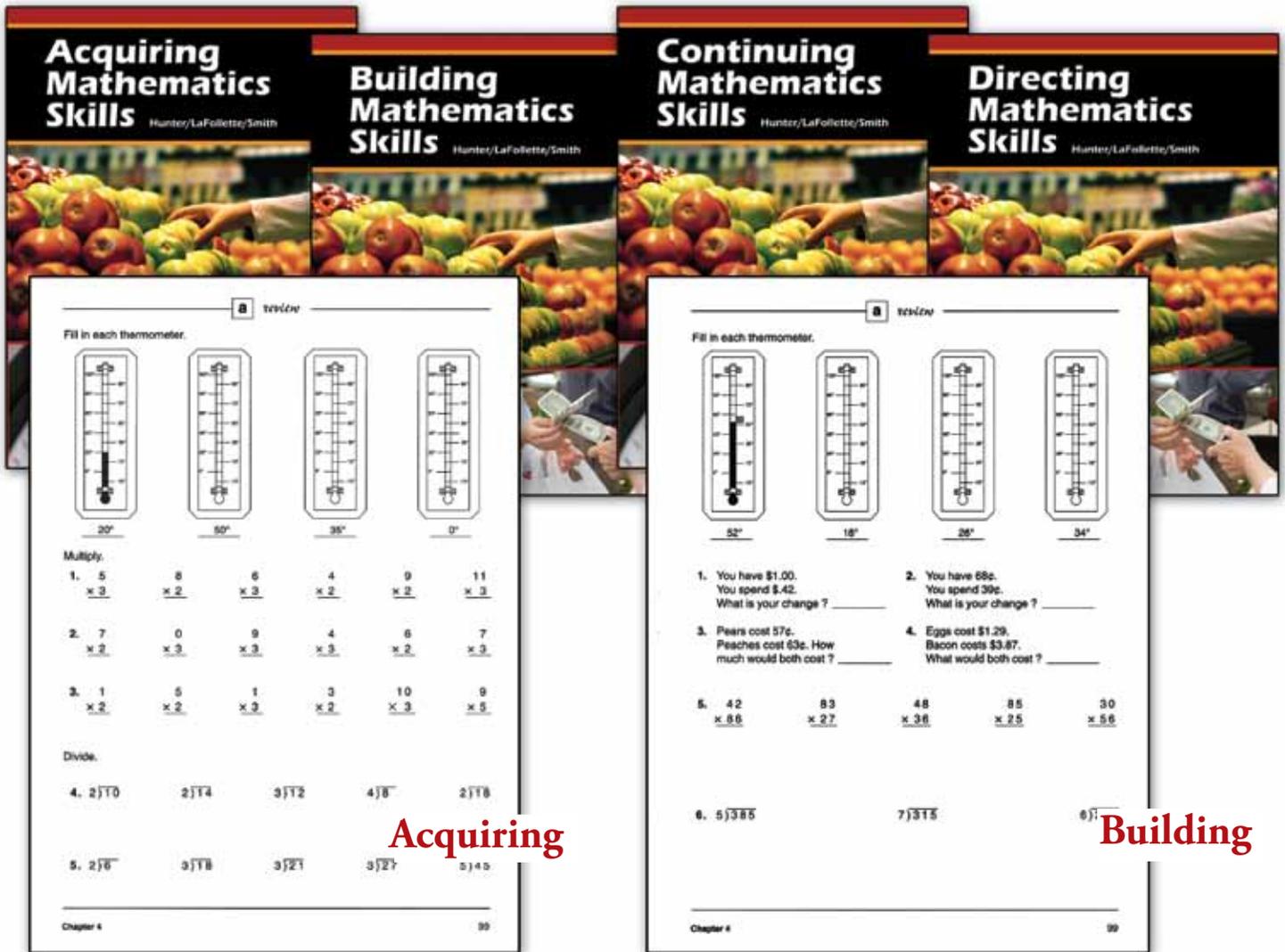
Word Problems – Throughout the text, word problems apply math in real-world situations so that students learn how to use the concepts and skills they have mastered.

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	FAMIS or Item #	Unit Price	FAMIS Status
Text	3198	\$18.95	♦
Teacher’s Edition	3199	\$18.95	♦
Tests	3200	\$12.95	♦

LEARNING SKILLS SERIES: MATHEMATICS

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.
- ◆ 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.

Continuing

Chapter 4 99

Differentiated Instruction

Directing

Chapter 4 99

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.

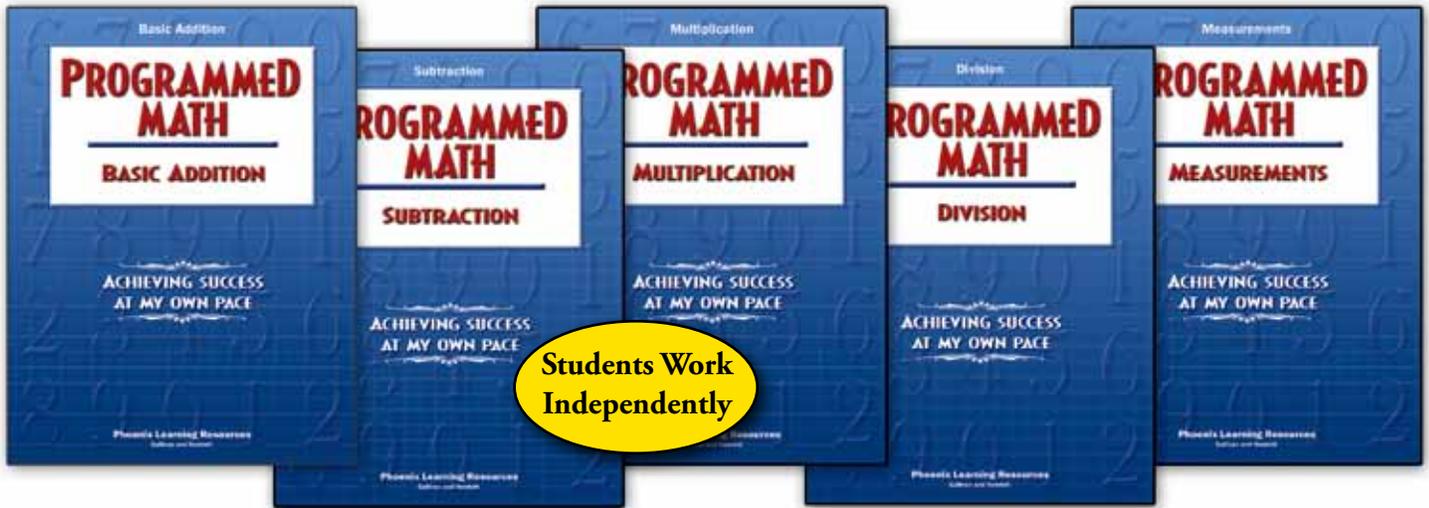
Description	FAMIS or Item #	Unit Price	FAMIS Status
Book A - Acquiring	3178	\$15.95	◆
Book B - Building	3179	\$15.95	◆
Book C - Continuing	3180	\$15.95	◆
Book D - Directing	3181	\$15.95	◆
Teacher's Manual	3182	\$18.95	◆
Placement Tests	3183	\$7.95	◆

PROGRAMMED MATH

Reading Levels: 2-4 (Word Problem Books)

Interest Levels: 1-12

A Basal and Remedial Math Series in a Programmed Format



- ◆ Minimal verbal instruction – students with language and reading deficiencies can still learn math.
- ◆ A different approach for remedial students who have failed with more traditional approaches.
- ◆ Individualized – students can move at their own pace without fear of being left behind.
- ◆ Fosters learning through constant reinforcement.
- ◆ Students make hundreds more responses than they would in a traditional program.
- ◆ Programmed Math provides a complete testing program.
- ◆ A complete testing program – Placement Tests and in-book, separate criterion-referenced tests.

Student Books – There are 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. Word Problem books are available through Measurements.

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.

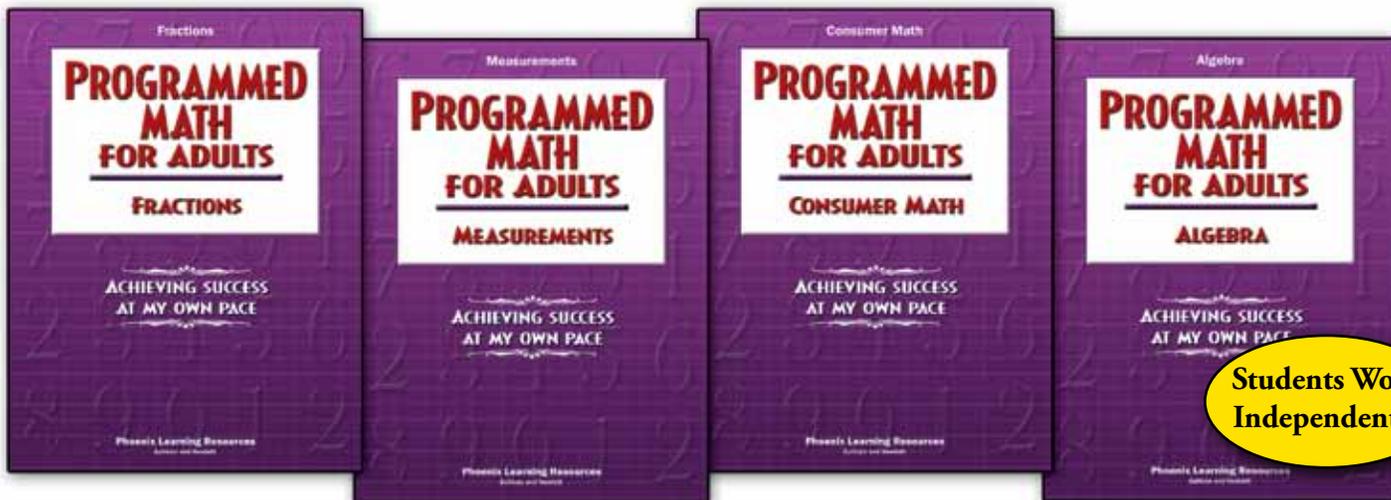
Description	FAMIS or Item #	Unit Price	FAMIS Status
Basic Addition (Updated)	791512096	\$12.05	A
Basic Addition Word Problems	79151210X	\$8.75	A
Advanced Addition (Updated)	1211	\$14.95	◆
Advan. Word Problems (Updated)	791512126	\$8.75	A
Subtraction (Updated)	791512134	\$12.05	A
Subtraction Word Problems	791512142	\$8.75	A
Multiplication (Updated)	791512150	\$12.05	A
Multi. Word Problems (Updated)	791512169	\$8.75	A
Division (Updated)	791512177	\$12.05	A
Division Word Problems	791512185	\$8.75	A
Fractions	791512193	\$12.05	A
Fraction Word Problems	791512207	\$8.75	A
Decimals (Updated)	791512215	\$12.05	A
Decimal Word Problems	791512223	\$8.75	A
Measurements (Updated)	791512231	\$12.05	A
Measurement Word Problems	79151224X	\$8.75	A
TM, Addition - Measurements	1232	\$22.95	◆
TM, Personal - Trigonometry	1233	\$22.95	◆
Placement Exams (set of 10)	1234	\$10.95	◆
Progress Tests	1235	\$8.95	◆

PROGRAMMED MATH FOR ADULTS

Reading Levels: 2-6 (Word Problem Books)

Interest Levels: 5-Adult

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.

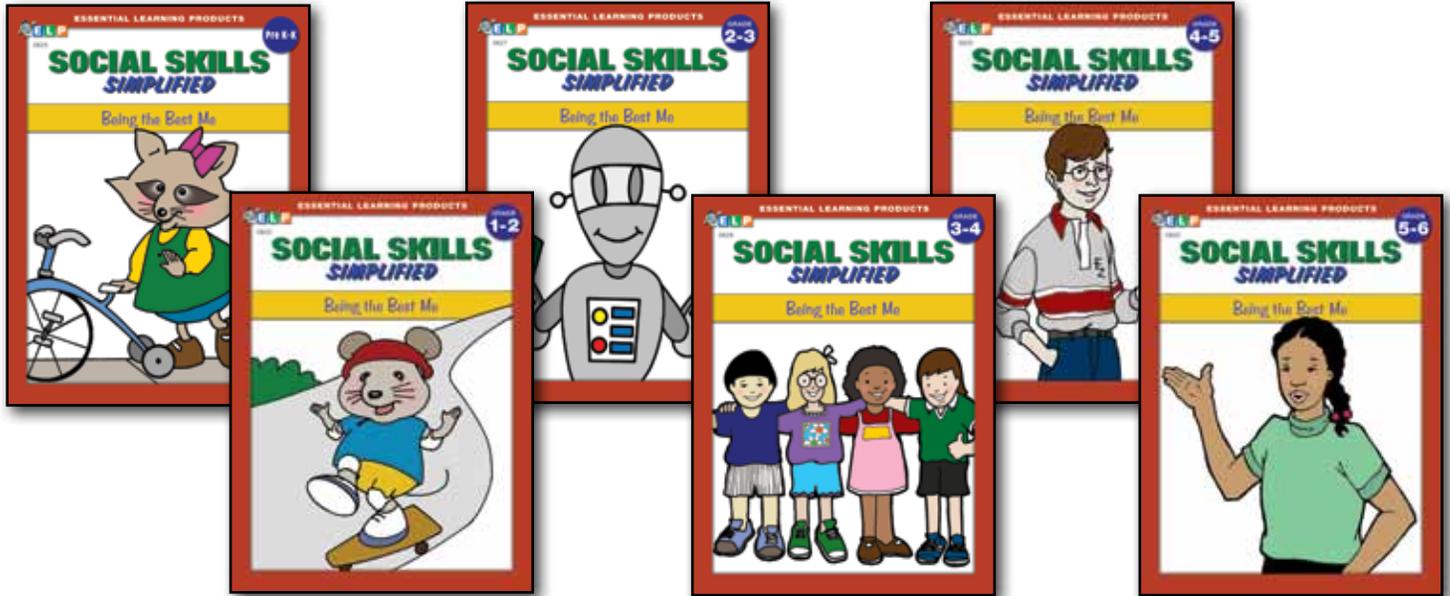
Placement Tests are available on our website for a FREE download.

Description	FAMIS or Item #	Unit Price	FAMIS Status
Basic Addition	791511308	\$13.15	A
Basic Addition Word Problems	1131	\$10.95	◆
Advanced Addition	791511324	\$13.15	A
Advanced Addition Word Problems	791511332	\$8.75	A
Subtraction	1134	\$14.95	◆
Subtraction Word Problems	791511359	\$8.75	A
Multiplication	791511367	\$13.15	A
Multiplication Word Problems	791511375	\$8.75	A
Division	1138	\$14.95	◆
Division Word Problems	791511391	\$8.75	A
Addition & Subtraction of Fractions (Job Corps)	791515052	\$13.15	A
Multiplication & Division of Fractions (Job Corps)	1506	\$14.95	◆
Fractions (Updated)	791511405	\$13.15	A
Fraction Word Problems	791511413	\$8.75	A
Decimals (Updated)	791511421	\$13.15	A
Decimal Word Problems	1143	\$10.95	◆
Measurements (Updated)	791511448	\$13.15	A
Measurement Word Problems	1145	\$10.95	◆
Consumer Math (Updated)	791512258	\$13.15	A
Understanding Algebra	791511499	\$13.15	A
Using Algebra (Updated)	791511502	\$13.15	A
Using Geometry	791511510	\$13.15	A
Using Trigonometry	791511529	\$13.15	A
Teacher's Manual, Add - Measure.	1153	\$25.95	◆
Teacher's Manual, Consum. - Trig.	1154	\$25.95	◆
Progress Tests, Add - Measure.	0155	\$9.95	◆
Placement Exams (set of 10)	1156	\$14.25	◆

SOCIAL SKILLS SIMPLIFIED

Reading Levels: K-5
Interest Levels: K-5

Help your students reach their full potential!



Social Skills Simplified offers students an opportunity to learn and practice some very essential skills of good character. These skills help children develop a sense of respect and responsibility toward others. In the process children build self-esteem and feel confident in social situations. Answer key included.

Some of the topics covered include: Respect ★ Responsibility ★ Manners ★ Citizenship ★ Friendship Disagreements ★ Apologizing ★ Being Honest ★ Saying No ★ Accepting Criticism ★ Asking Favors



Skills are presented in a fun way allowing the student to become personally involved in the activity.



Age-appropriate activities build on each other throughout the series and allow the student to feel confident working alone or in a group.



Lessons are designed to reinforce concepts and remind students that these skills apply no matter where you are.

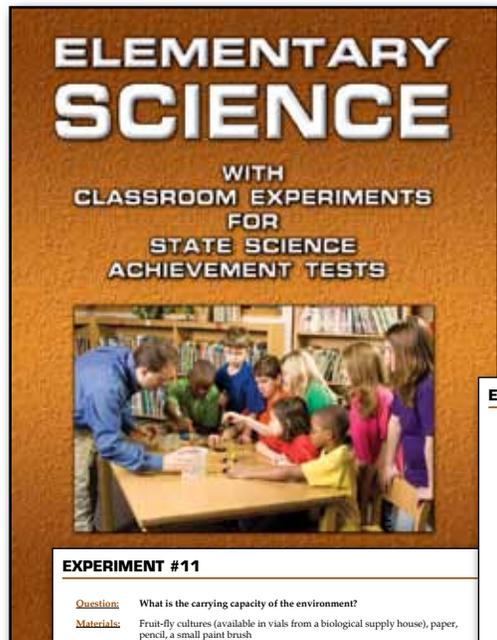
FAMIS Status – ◆

Description	Item #	Unit Price 1-9	Unit Price 10 or more
Grades PreK-K	E0625	\$10.95	\$8.95
Grades 1-2	E0626	\$10.95	\$8.95
Grades 2-3	E0627	\$10.95	\$8.95
Grades 3-4	E0628	\$10.95	\$8.95
Grades 4-5	E0629	\$10.95	\$8.95
Grades 5-6	E0630	\$10.95	\$8.95

ELEMENTARY SCIENCE

Reading Levels: 3-5
Interest Levels: 3-5

Prepares Students to Excel on the State Science Achievement Test



- Easy Hands-on Step-by-Step Experiments Enhance the Learning Experience.
- Includes an Introduction to Scientific Words and Phrases.
- Discussion and Questions follow each Experiment.
- Chapters end with a Lesson Summary.
- Aligns with State Standards.

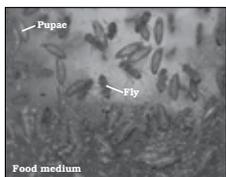
ELEMENTARY SCIENCE

WITH CLASSROOM EXPERIMENTS FOR STATE SCIENCE ACHIEVEMENT TESTS



EXPERIMENT #11

Question: What is the carrying capacity of the environment?
Materials: Fruit-fly cultures (available in vials from a biological supply house), paper, pencil, a small paint brush.



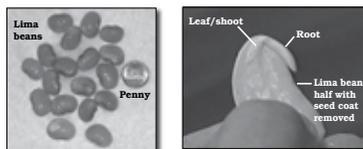
Background: An environment is defined by its basic needs of life - air, food, water, and space. The carrying capacity is the number of organisms (plants or animals) that an environment can support at any one time. This experiment will take 14 days to finish.
Hypothesis: The culture vial can carry x number of flies in y number of days. You need to put your estimated number of x and y in this hypothesis.
Experiment: 1. Examine a fruit-fly culture vial purchased from a biological supply house. 2. Place the culture vial in the freezer for one or two minutes. 3. Remove the vial when the flies are no longer active. 4. Remove the plug of the vial and shake the immobilized flies onto a piece of paper. 5. Count the number of flies. 6. Record the number. 7. Repeat steps 1-4.

Results: Complete the data table in the experiment.

Day	1
# Flies	
Day	8
# Flies	

EXPERIMENT #12

Question: How does a plant respond to the force of gravity?
Materials: Lima beans, paper towel, plastic zip-lock bag, water, permanent black marker (fine tip), stapler, adhesive tape.

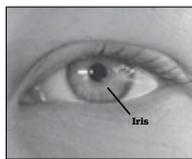


Background: Plants are responsive to stimulus in the environment. Stimuli in the plant environment are water, light, and the force of gravity. Plants may grow toward or away from a stimulus depending on whether it is a leaf or a root.
Hypothesis: The leaf of a growing lima bean will grow toward/away from the force of gravity. The root of a growing lima bean will grow toward/away from the force of gravity. Choose toward or away in the hypothesis.
Experiment: 1. Soak a number of lima beans overnight in water. 2. Select three healthy looking lima beans after the overnight soaking. 3. Label the three beans, A, B, and C with the permanent black marker. 4. Soak a paper towel with water. Make the towel soaking and not dripping wet. 5. Fold the wet paper towel carefully and fit it inside a plastic zip-lock bag. 6. Place the three labeled lima beans in a row on the wet paper towel against the plastic bag. Place A in a side way position. Place B in an upside up position. Place C in an upside down position. The three lima beans are sandwiched between the plastic bag and the wet paper towel. 7. Use the staples to secure the lima beans in place. CAUTION: Do not staple the seed. Two staples close to the seed should secure the position. 8. Put the plastic zip-lock bag set up against the glass of a window. Secure it with an adhesive tape. 9. Observe and record the growth of A, B, and C for ten days.

Results: Complete the data table below. Describe the direction of growth of A, B, and C with reference to the leaf/shoot and the root. You may want to use the arrow symbols such as shoot ↑ root ↓ to mean the shoot and root are both going up.

EXPERIMENT #13

Question: What are the variations in a human trait?
Materials: Mirror, paper and pencil



Background: Some human traits are inheritable (i.e. get from the parents) and some are not (i.e. they are acquired). Eye color (color of the iris) is an inheritable trait that one gets from the parents. Within the eye color trait is a variation of colors that can be expressed. An eye color that is frequently expressed is *dominant*. An eye color that is less frequently expressed is *recessive*.
Hypothesis: The dark eye color is dominant/recessive. The light eye color is dominant/recessive. Choose dominant or recessive in making the hypothesis.
Experiment: 1. Invite a group of people to do this experiment. The number of people affects the result of the experiment. The more people you have the better will be the results. 2. Look into the mirror and identify the color of your eyes. What is the color of the iris? Record the color. 3. Find out the eye color of your parents. What is the eye color of your mother? What is the eye color of your father? Record the color. 4. Find the eye color of your grand parents. What are the eye colors of your grand mothers (mother side and father side)? What are the eye colors of your grand fathers (mother side and father side)? Record the color. 5. Ask a friend to follow steps two through four. It would be nice if you can ask other friends to be a part of the experiment. 6. Compare the eye color information of all the people in this experiment.
Results: Complete the chart below as much as possible. Continue with the experiment even if some of the information is not available. Place the eye color in the blank box.

EXPERIMENT #15

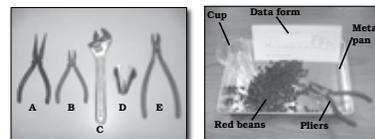
Question: What is your finger print formula?
Materials: Ink pad, balloons, permanent black marker, soap and water
Background: Living organisms have a variety of observable features (i.e. birds have feathers, mammals have hair, and some fish have scales etc.). Based on the observable common features, living organisms are placed into groups. Humans have finger prints as an observable feature. The print is a pattern of ridges in the skin.



Hypothesis: Finger print patterns are unique to the person, or finger print patterns are not unique to the person.
Experiment: 1. Do this experiment with friends. 2. Place your left thumb on an ink pad. 3. Roll the thumb lightly from side to side several times. (Caution: do not move the thumb over the ink pad. This will create an ink smudge). 4. Lift the thumb. Roll the inked thumb on a deflated balloon lay flat on a table. 5. Label the print (i.e. thumb) with the marker. 6. Repeat steps two through five with the other fingers of your left hand. Label each print accordingly. You now should have five balloons each with your finger print on it. 7. Blow up the balloon and tie it. The inflated balloon will make the finger print large and visible to the naked eye. 8. Examine each finger print on the inflated balloon carefully. Describe the pattern using one or two of your own words. For example, a print pattern may be described as a wave, a circle etc. 9. Using all the descriptive words to make a finger print "formula" of your left hand. For example: A-B-C-C-D is a formula where each letter represents a pattern that you described. In the A-B-C-C-D formula C is a repeating pattern. 10. Wash your hand with soap and water after the finger printing. 11. Ask other people (your friends) to do the finger printing and compare the

EXPERIMENT #14

Question: How do beaks help birds to survive?
Materials: Three different pliers, staple remover, wrench, metal pan (any size), red beans (or substitute), a cup, sticky back label, black marker (fine tip), clock/watch



Background: Living organisms (i.e. birds) have a variety of observable features (i.e. feathers, beaks, feet...). Each feature (i.e. structure) has a specific purpose (i.e. function). Bird beaks come in different forms. Some birds are better equipped with beaks to help them to eat, thus helping them to better survive.
Hypothesis: In the experiment, the bird beaks are represented by pliers, wrench, and a staple remover. The birds will be ranked order _____ and _____ for survival. The first one listed in the rank order will be the best survivor.
Experiment: 1. Find five different tools that have an open and close feature. 2. Label the tools A, B, C, D, and E with a sticky back label and a marker. 3. Place a handful of red beans in a metal pan. 4. Place a cup in the metal pan. 5. Use one of the tools to pick up the red bean (one seed at a time) and drop them in the empty cup for one minute. 6. Record the number of seeds picked. Do this three times (three trials) to find the average. 7. Repeat steps five and six with the remaining tools.

Complete the chart below. Put the number of seeds picked in the blank box, and the average number of seeds picked in the last column of the chart.

	Trial 1	Trial 2	Trial 3	Average
Tool A				
Tool B				
Tool C				
Tool D				
Tool E				

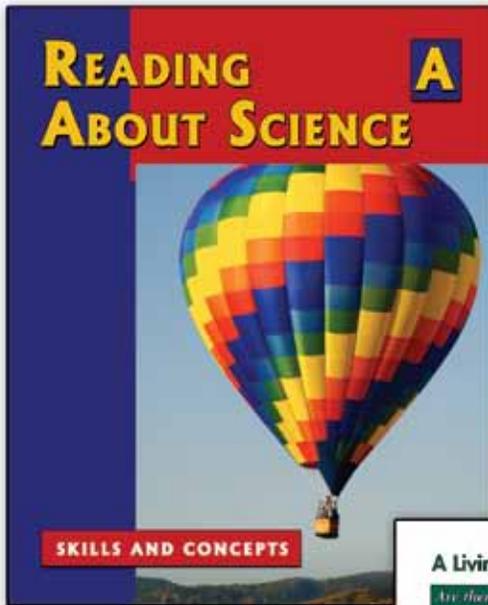
Includes Classroom Experiments

Description	FAMIS #	Unit Price	FAMIS Status
ESPET Workbook	3252	\$17.95	◆
Teacher's Edition	3255	\$6.95	◆

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



Comprehension
and Vocabulary in the
Content Area of
Science

Book A

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.

A Living Dragon

Are there really living dragons?

It is morning on the island of Kowodo (ka no' do) 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 (mōnē' tār lī' ard), the largest of all known lizards. It can grow as long as eleven feet and weigh as much as two people. The Komodo 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 dragon. 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.



QUESTIONS

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

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 \$127.60 value for only
\$95.70

Order Item # 9702

Description	FAMIS or Item #	Unit Price	FAMIS Status
Book A	791522016	\$15.35	A
Book B	791522024	\$15.35	A
Book C	791522032	\$15.35	A
Book D	791522040	\$15.35	A
Book E	791522059	\$15.35	A
Book F	2206	\$16.95	♦
Book G	791522075	\$15.35	A
TG & Answer Key	2208	\$8.95	♦

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'mə 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

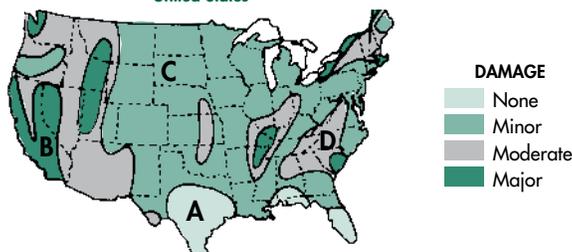
Use the following words to complete questions 1 through 3.

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.

The Danger of Earthquake Damage in the Continental United States

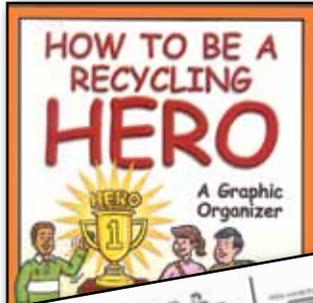


5. The part of the United States that would suffer the most damage from an earthquake is part
 - a. B.
 - b. C.
 - c. D.
6. Damage from earthquakes in section A on the map would be _____.
7. Earthquake damage to most of the central part of the United States would be
 - a. minor.
 - b. none.
 - c. major.

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

Reading Levels: 2-5
Interest Levels: 2-6

HOW TO BE A RECYCLING HERO



Reinforces Social Skills while Expanding Students' Understanding of the World around Them

- ✓ Text comprehension involves predicting outcomes and actions
- ✓ Includes math and comprehension problem solving
- ✓ Shows the relationship between characters, ideas, and events
- ✓ Inference: Reading between the lines

How to Be a Recycling Hero provides a view of a realistic theme that is attractive to children while helping to improve their basic skills.

Follow-up homework and projects can be as limitless as the educator's imagination.



Graphic Organizers Help Interpret Information

FAMIS Status – ◆

Description	Item #	Unit Price	FAMIS Status
How to Be a Recycling Hero	4001	\$7.95	◆

Whiteboard Set & Subscription

Description	Item #	Unit Price
Recycling Hero Whiteboard Set (Annual Subscription to 7 ActivInspire Lessons, and 20 Student Books)	7585	\$209.00
Recycling Hero Subscription (Annual Subscription to 7 ActivInspire Lessons only) NO Student Books	7586	\$90.00

DEW DROP DEWEY

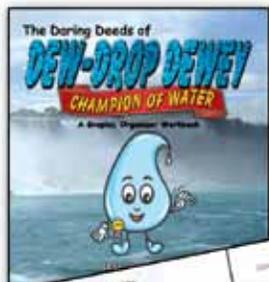
Reading Levels: 2-5
Interest Levels: 2-6

Encourages Students to Appreciate our Most Vital Natural Resource – Water

- ✓ Shows the relationship between characters, ideas, and events.
- ✓ Reinforces inferential thinking and predicting outcomes.
- ✓ Graphic organizers help interpret information.
- ✓ Relates to personal experiences and feelings.

Dew-Drop Dewey, Champion of Water teaches the importance of life skills as they relate to water safety and conservation, all in a format of adventure and fun!

Follow-up homework and projects can be as limitless as the educator's imagination.



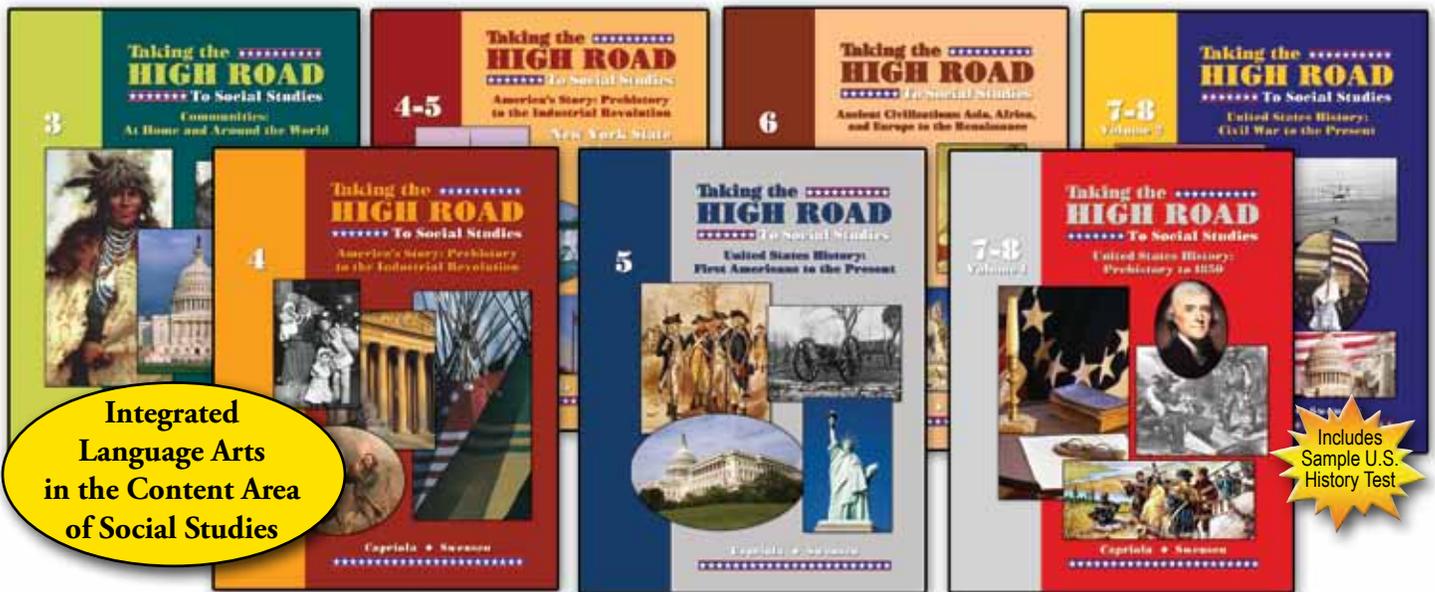
Graphic Organizers Help Interpret Information

Description	Item #	Unit Price	FAMIS Status
Dew-Drop Dewey	901286028	\$6.55	A

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.



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 help 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.



Help yourself. Give the definitions below a try. Tell your partner if you can write. Split a card for teams. Collaborate on the final writing.

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 land 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	FAMIS or Item #	Unit Price	FAMIS Status
Book 3 - Communities: At Home and Around the World (176 pages)	901645974	\$14.25	A
Book 3 - Teacher's Manual	1667	\$5.95	◆
Book 4 - America's Story: Prehistory to the Industrial Revolution (144 pages)	1662	\$15.95	◆
Book 4 - Teacher's Manual	1668	\$5.95	◆
Book 4-5 - America's Story: Prehistory to the Industrial Revolution (256 pages)	1673	\$17.95	◆
Book 4-5 - Teacher's Manual	1674	\$5.95	◆
Book 5 - U.S. History: First Americans to the Present (248 pages)	1663	\$16.95	◆
Book 5 - Teacher's Manual	1669	\$5.95	◆
Book 6 - Ancient Civilizations: Asia, Africa, and Europe to the Renaissance (176 pages)	1664	\$16.95	◆
Book 6 - Teacher's Manual	1670	\$5.95	◆
Book 7-8 Vol. 1 - U.S. History: Prehistory to 1850 (272 pages)	1665	\$19.95	◆
Book 7-8 Vol. 1 - Teacher's Manual	1671	\$5.95	◆
Book 7-8 Vol. 2 - U.S. History: Civil War to the Present (344 pages)	1666	\$24.95	◆
Book 7-8 Vol. 2 - Teacher's Manual	1672	\$5.95	◆

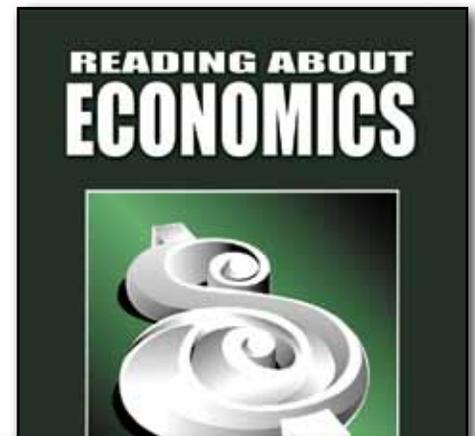
Graphic Organizers provide structure for the five-step writing process which applies to all essays.

Integrated Language Arts in the Content Area of Social Studies

READING ABOUT ECONOMICS

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. Food is important to everybody.

People who need food, clothing, and shelter are called **consumers**.




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 having a **piece**, or share, of a company.

If you invest money, they get a share of the profit. Over time a company may grow, and a share of the profit may go up. When investors sell stock for more than they bought it for, that's a profit. If they sell it for less than they bought it for, that's a loss. That money is called **capital**.

Investing can be successful. If there are no profits, the company may fail. If the stock goes down, investors will lose money. That is the risk.

Real estate is a loan made to a company. The interest is money paid to the lender. **Corporate bonds** are loans made to a company. **Savings and municipal bonds** are loans made to a government. People who want to invest in real estate are called **real estate investors**.



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 the water is clean.



The Federal Reserve

The 2008 bailout of the financial institutions was not the first time the government stepped in to help the economy. In fact, it helps out all the time, although usually the help is much less dramatic.

The United States established **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,



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 people 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

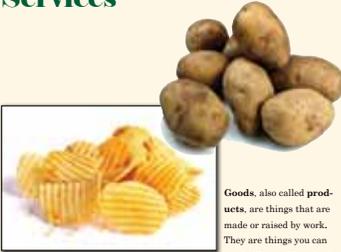
The Council on Economic Education released National Standards for K-12 education.

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 are made by a worker.

There are parts of the world 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 whose 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 economists call **supply and demand**. **Supply** is about how much of something there is about how many people want it. The **price** of 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



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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, division over




more. able earning. at Ford's

42

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.





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Sellers and Consumers



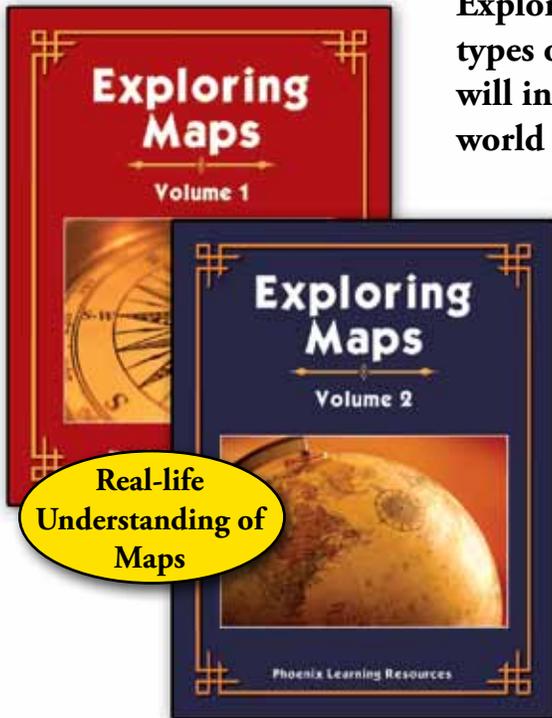
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Description	Item #	Unit Price	FAMIS Status
Economics Workbook	2218	\$13.95	◆
Teacher's Edition	2219	\$7.95	◆

EXPLORING MAPS

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

Workbooks that Develop Map-Reading Skills and Basic Map Concepts



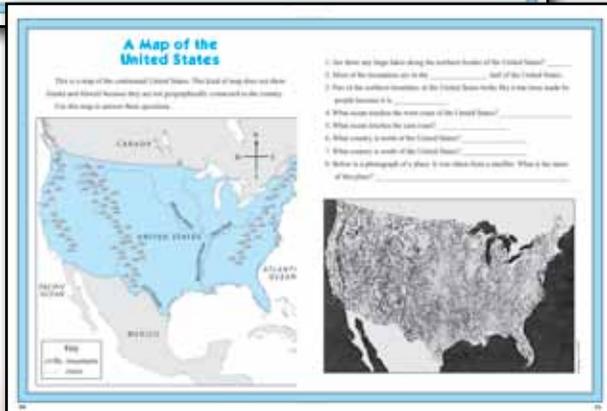
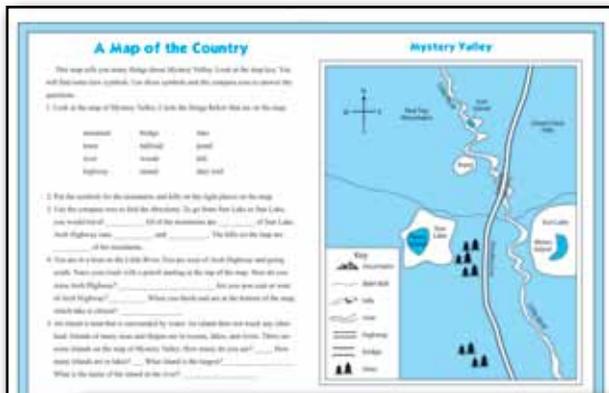
Exploring Maps teaches the real-life understanding of different types of maps, as well as related vocabulary. This detailed book will intrigue students of all ages, preparing them to navigate the world around them.

- ◆ Clearly presents basic concepts such as symbols, distance, direction, boundaries, scale, etc.
- ◆ Various types of maps include political, climate, highway, and product.
- ◆ Built-in reviews aid mastery of geographic concepts.
- ◆ Templates to create community and state maps.
- ◆ Systematically introduces the language of maps and places maps represent.

Exploring Maps introduces basic concepts such as distance, direction, boundaries, scale, latitude and longitude, parallels and meridians. It also teaches the many different kinds of maps that students will need to read throughout their lives (i.e. political, climate, population, road, etc.). A built-in review of material included in each book insures students' mastery of concepts.

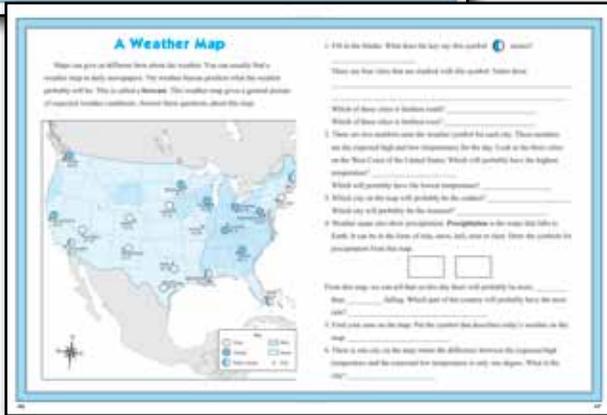
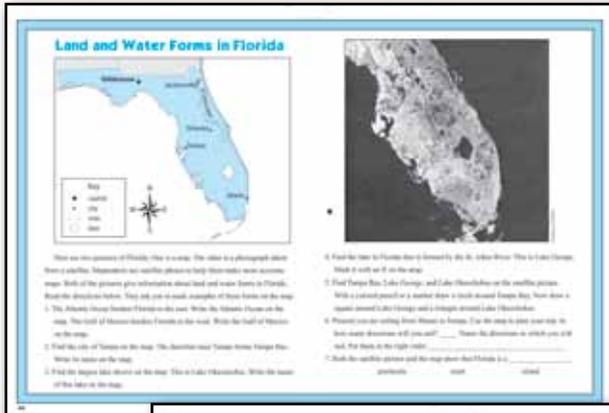
Student Texts are designed for specific grade levels. They can also be used by students in lower grades performing above grade level and by remedial students in upper grades.

Teacher's Editions for each book include reproduced pupil pages, answer keys, teaching notes, and suggestions.



Volume 1

Description	FAMIS #	Unit Price	FAMIS Status
Exploring Maps - Vol. 1	901518522	\$9.95	A
Teacher's Edition Vol.1	1540	\$12.95	◆
Exploring Maps - Vol. 2	1541	\$12.95	◆
Teacher's Edition Vol.2	1542	\$12.95	◆



Volume 1

Volume 1 contains

- What Is a Map?
- Using Map Symbols
- Using a Map Key
- Finding Directions on a Map
- Reading a Map
- A Map of the Country
- Looking at Reston, Virginia
- Using a Map Scale
- Maps Have Boundaries
- Using a Road Map
- A Map of a State
- A Product Map
- Maps Tell About the Weather
- A Map of the United States
- West or west?

Review

- Many Kinds of Maps
- Cardinal and Intermediate Directions
- Land and Water Forms in Alaska
- Land and Water Forms in Florida
- A Land Use Map
- A Political Map
- A Weather Map
- Regional Maps
- An Elevation Map
- A Climate Map
- A Highway Map
- Maps Use Scale
- The Continents
- A Globe

Review

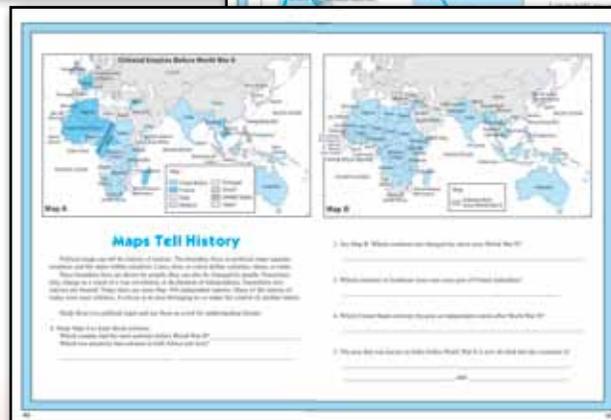
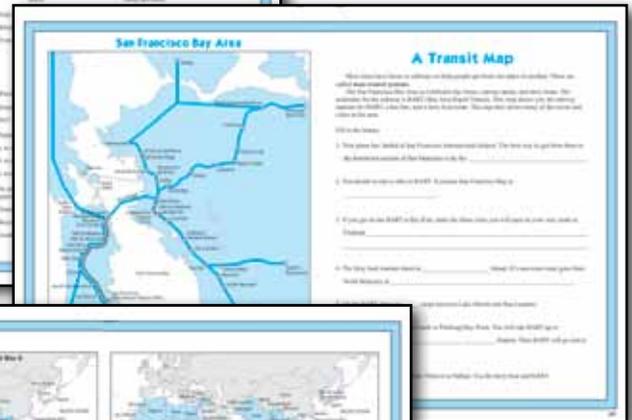
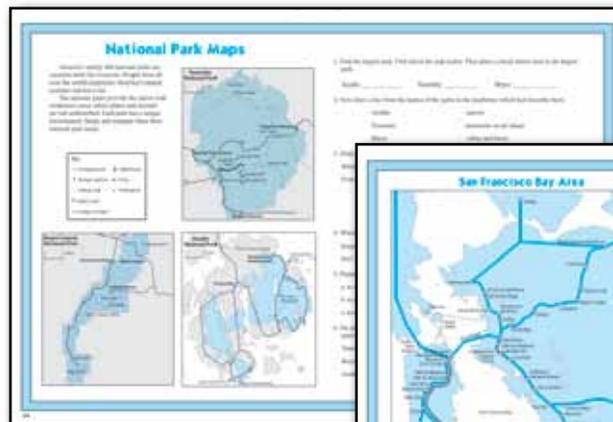
- Your Turn: A Community Map
- Your Turn: A Political State Map

Volume 2 contains

- A Variety of Maps
- Maps Show Landforms
- Maps Can Show Natural Resources
- A Precipitation Map
- Climate Maps
- National Park Maps
- A County Map
- An Elevation Map
- A Population Map
- A Transit Map
- Using a Map Grid
- Map Scale
- Hemispheres and the Equator
- Time Zones
- Your Own Park

Review

- Using New Map Skills
- A Map of Midtown Manhattan
- Photo Maps Show Weather
- A Relief Map of the Pacific Ocean Floor
- Maps Tell History
- A Topographical Map of the Appalachian Trail
- Driving Across the United States
- Latitude and Longitude, Parallels and Meridians
- Using a Map Grid
- Know Your Country
- World Time Zones
- The "Sailor's Map" – Mercator Projection
- Robinson Projection
- A Polar Projection Map
- An Interrupted Projection Map



Volume 2

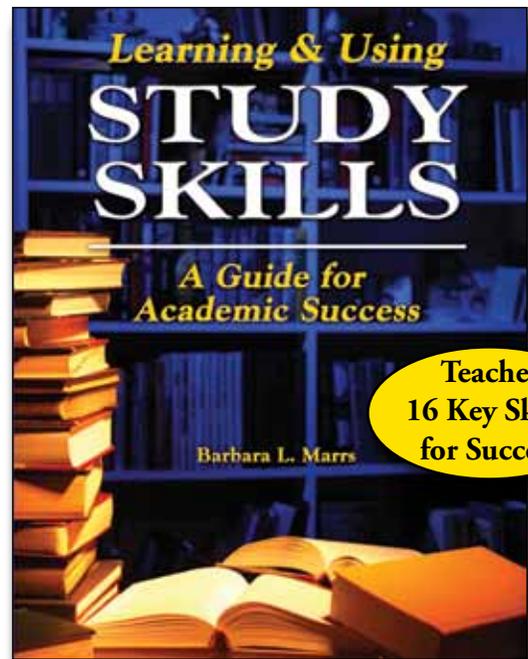
Reading Level: 7
Interest Levels: 7-12

LEARNING & USING STUDY SKILLS

A Guide for Academic Success

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	FAMIS or Item #	Unit Price	FAMIS Status
Learning & Using Study Skills	2875	\$22.95	◆
Teacher's Edition	2892	\$6.95	◆

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 "gossiping" 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.

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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



PHOENIX LEARNING RESOURCES, LLC

PO Box 510, Honesdale PA 18431

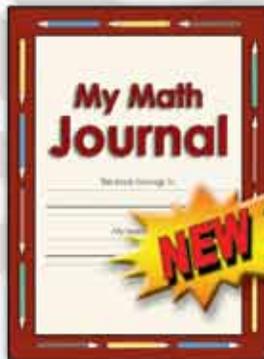
Route to:

- Principal
- Reading Supervisor
- Reading Teacher
- Early Childhood Teacher
- Adult Education Coordinator
- Social Studies Coordinator
- Curriculum Director
- Language Arts Coordinator
- Title 1 Teacher
- Librarian
- Math Supervisor
- ESL Coordinator



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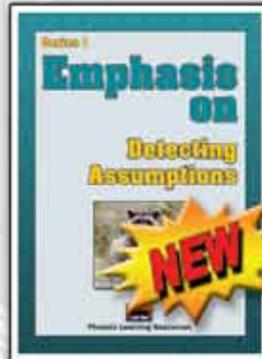
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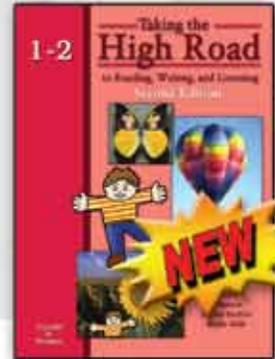
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