

Daily Reading Practice

**Teacher Guide
Student Selections
Answer Keys
Grade Nine**

Dawn Burnette

DGP Publishing, Inc.
Blairsville, Georgia

www.dgppublishing.com

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630 Becky Road, Blairsville, Georgia 30512
www.dgppublishing.com

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Printed in the United States of America

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Special thanks to Judith Holbrook for designing *Daily Reading Practice* and for writing the curriculum for grades 1-8, thanks to the students of Jamie Lovett for "test driving" this book, and thanks (as always) to my family for their infinite patience. Soli Deo Gloria.

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Chapter 1

Introduction

Research has shown us that repeated practice, if done correctly, can lead to success. But in order for repeated practice to be effective, it can't be squeezed into two or three weeks. If it is, students will retain the material for that amount of time and then promptly forget it. In order for students to apply skills that they have learned, they need to know the skills on a subconscious level. To achieve this understanding, students "must engage in practice that gradually becomes *distributed*, as opposed to *massed*" (Marzano, Pickering, & Pollock, 2001).

Students should do quick, short, daily reviews on a regular basis so that any learned skills can be forced into long-term memory to be recalled as needed. This process works for math, spelling, grammar, reading, and other subject areas.

Patterned after *Daily Grammar Practice*, *Daily Reading Practice* provides students with one reading selection per week. Students reread the selection every day, each time focusing on a different set of comprehension skills.

Please note that DRP is not a literature curriculum. It is a supplementary reading comprehension series. Students should hone their comprehension skills through DRP, but they should still read and study full-length works of literature as well. Though some DRP passages are literary in nature, most are nonfiction so students can gain experience and practice with a multitude of genres in all subject areas.

The format of DRP is intentionally simple and consistent. Some teachers would like DRP to look like the SAT, ACT, or their state's reading comprehension test. However, DRP, though certainly helpful in preparing students for standardized tests, is more than a test preparation tool. The goal of DRP is to teach students to analyze and understand written texts so they can become life-long readers and learners. Conveniently, this effective teaching will also prepare students for high-stakes reading comprehension tests in any format.

Each DRP passage at the high school level is around 250 words in length. While some teachers might prefer longer passages (again to prepare students for standardized tests), DRP uses shorter passages for two main reasons. First, less is more. Shorter passages allow students to hone their skills without getting bogged down. Once they have mastered the host of comprehension skills addressed throughout this book, they will be able to tackle longer passages with ease and confidence. Second, DRP is designed to be a quick, daily activity. It shouldn't take more than a few minutes each day; your class time is valuable and too short as it is.

With that said, some of the reading passages lend themselves to further writing, discussion, and research activities. For example, students could form a rebuttal to a persuasive passage or search for additional information about an informative passage or perhaps use a descriptive passage as a model for their own descriptive writing. Including such extension activities is entirely up to you.

The rationale for daily practice

According to research, students who can use self-monitoring techniques when they read have learned a critical component of reading comprehension (Gersten & Baker, 1999). But in order to use these techniques, the students must have them firmly implanted into their long-term memory. These self-monitoring techniques include such activities as rereading parts of the text, figuring out unfamiliar words, summarizing the text in their own words, relating the selection to prior knowledge, visualizing the text, making inferences, and making predictions.

Traditionally, students read a text once and then move on to a new text. However, “repeated readings of a passage make it significantly easier for students to recall its important content” (Gersten & Baker, 1999). Rather than just skimming a passage for answers to a few questions, DRP forces students to slow down and carefully analyze the text. Working with the same text for a few minutes a day is beneficial to students of any ability level and especially so for struggling readers. By Friday, even the struggling readers and English language learners can feel successful with reading and understanding the passage.

How the approach works

Daily Reading Practice is an approach that gives students the daily practice that they need to improve their reading comprehension skills and be able to use these skills forever. It is a simple process that uses repeated practice to force the reading concepts into long-term memory.

The key to *Daily Reading Practice* is that it is daily. You give the students one reading selection each week. Each day of the week, students have different tasks to accomplish with this selection. Your students read the selection each day before starting the activities for the day. Using the Help Pages in Chapter 2, your students work with the whole class, in groups, in pairs, or individually to figure out the answers to the questions. You take a few minutes a day to go over the day’s lesson. You explain any new concepts and answer any questions that they might have about the daily assignment.

Students learn through daily repetition. They carry the skills that they are working with in this program into their other reading assignments. The concepts are revisited on a weekly basis so that they aren’t forgotten.

The concepts build through the week. On Mondays, students work with the subject, the title (simple main idea), the author’s purpose, the genre of the selection, and usually the tone or mood of the selection.

On Tuesdays, students work with the vocabulary in the selection. Synonyms, antonyms, base words, and words in context are a few of the skills practiced on this day. Sometimes they will need to utilize a dictionary in this section.

On Wednesdays, students practice inferences, use prior knowledge, test true/false statements, find problems in the fiction selections, and identify literary and rhetorical techniques.

On Thursdays, students work with information they discussed on the previous days and find evidence and details to support their assumptions. For some selections they build and use graphic organizers to understand the text.

On Fridays, after the students have dug deeply into the selection for four days, they identify key words and use these key words to write a summary of the selection.

The reading selections represent many different topics and genres, and skills are reviewed throughout the year. The selections and skills get harder from grade to grade, and skills are reviewed throughout the levels.

You will see your students' reading comprehension improve as the year goes on. You will see them retrieve the skills and understandings from their long-term memory and build on these skills in their other reading activities.

The more students read, the better readers they become. The better readers they become, the more students read. Reading is **for** life. Reading is **about** life. Reading is life.

How to do DRP daily

You have several options for presenting DRP to your students:

1. **Workbooks:** The workbook approach is the most teacher friendly and student friendly. You have to buy a workbook for each student, but the books are cost-effective and time-saving. Each workbook provides students with an introduction to the approach, a quick reference guide like the one in Chapter 2, and a separate page for each week's lesson. The workbooks are designed to be inserted easily into a three-ring binder. If you choose the workbook approach, read over the introduction with your students. I suggest you and your students work together on the passage and questions for the first week or two. Later, students should follow directions in their workbooks to complete the tasks. You can find more information about the workbooks or order workbooks at www.dgppublishing.com. For your convenience, you can also find an order form in the back of this book.

2. **Reproducible Passages:** Chapter 3 provides reproducible copies of the passages for each week's lessons. They are the same passages that appear in the workbooks. If you use the reproducible passage approach, provide each student with a copy of the passage for the week. They can keep this page in a binder or folder. Also provide them with copies of the Help Pages in Chapter 2 to keep for the year. Have the students refer to these Help Pages on a regular basis. The pages are set up very simply, with only the information that is needed for the particular day of the week. Finally, write the daily questions on the board or overhead, ask them orally, or use the transparencies or CDs that are available from DGP Publishing. Students then use notebook paper to write out the daily assignments.

3. **Interactive Version:** DRP is available for interactive whiteboards (Windows only). The interactive version can be used with or without student workbooks. It has a printable version of the passages for each week so students can interact with the selections at their seats if not using workbooks. It also has a printable version of the student Help Pages.

Regardless of which approach you choose, you need to set aside a time each day to complete *Daily Reading Practice*. You can have students try to work out the day's practice ahead of time, or you can work on it together. It all depends on your group.

Have the students reread the selection each day. Be sure to have them explain their answers and give documentation from the selection. This way you know that they are not just guessing. Also, remind them to use their help pages as needed.

Make sure you use the academic vocabulary during their other reading tasks each day. The more opportunities they have to hear the words, practice the skills, or use the terminology, the easier it will be for the students to remember the concepts and apply them to all of their reading.

The answers to the questions are in Chapter 4 of this teacher's guide. In some cases, answers will vary, so the provided answers are suggestions only. Feel free to add your own questions each day as well or to follow up with some type of extension activity.

Chapter 2

Help Pages

Monday Notes

SUBJECT OF A SELECTION

- Look at the first sentence.
- Look for any repeated words or names.
- Read the selection a second time.

TITLES

- The title should hint at what the selection is about.
- The first word should always begin with a capital letter.
- The last word should always begin with a capital letter.
- All important words should begin with capital letters.
- Articles and prepositions don't need to be capitalized unless they are the first or last word of the title.

AUTHOR'S PURPOSE

- entertain – The author tells a personal or fictional story that is based on real or imaginary events.
- persuade – The author lets the readers know how he/she thinks about the subject or tries to talk the reader into thinking like the author thinks.
- inform – The author gives information about a subject.
- explain – The author helps the readers understand a subject.
- teach – The author gives directions on how to do something.
- describe – The author paints with words a picture of a person, place, event, or item.

GENRE

- Genre is the name used to identify types of literature.
 - ex: *realistic fiction, fantasy, folktale/fairytale, science fiction, poetry, drama, nonfiction, real-world writing, biography, autobiography, letter*

TONE

- Tone is the author's attitude toward his or her subject matter and/or audience.
 - ex: *approval, pride, resentment, amusement*

MOOD

- The mood refers to the prevailing atmosphere or feeling of a selection.
- ex: *sad, happy, fearful, comfortable*

Tuesday Notes

AFFIX

- Either a prefix or suffix added to a base or root word.

ANALOGY

- An analogy shows the relationship between two things.
 - ex: ***inside : outside :: up : down***
 - This is how you read this analogy: **inside is to outside as up is to down.**
 - The single colon stands for *is to*. The double colon stands for *as*.

ANTONYM

- Antonyms are words that are the same part of speech and have opposite or almost opposite meanings.
 - ex: ***hot/cold*** ***inside/outside***

BASE WORD

- A base word is the main part of a word without any prefixes or suffixes.
 - ex: ***unhappy = happy*** ***jumping = jump***

CONNOTATION

- Connotation refers to the beyond-the-surface meaning that a word suggests or implies.
 - ex: Use ***home*** instead of ***house*** for a warmer connotation.

EUPHEMISM

- A euphemism is an agreeable word or phrase used in place of a more harsh or rude one.
 - ex: ***restroom*** instead of ***toilet***

IDIOM

- An idiom is a group of words or a phrase that has a hidden meaning.
- You can't understand the meaning of an idiom by what the words literally say.
 - ex: ***It is raining cats and dogs.***

PREFIX

- A prefix is the letter or group of letters put at the beginning of a base or root word to change the word's meaning.
 - ex: ***un + happy = unhappy*** ***re + new = renew***

ROOT

- A root is the part of the word that carries the most meaning. Many common roots come from Greek and Latin.
 - ex: ***mar = sea*** ***Marine*** life lives in the sea.

SUFFIX

- A suffix is the letter or group of letters put at the end of a word.
 - ex: ***quick + ly = quickly*** ***move + able = moveable***

SYNONYMS

- Synonyms are words that are the same part of speech and have the same or almost the same meaning.
 - ex: ***small, tiny*** ***large, big***

Wednesday Notes

ALLITERATION

- Alliteration is repeating the same consonant sound at the beginning of several words in a sentence.
 - ex: *The dog dove into the water while chasing the flying Erisbee.*

ALLUSION

- An allusion is a reference to something commonly known.
 - ex: *If it continues to rain, we will have to build an ark.*

HYPERBOLE

- A hyperbole is also called an exaggeration. It is the stretching of the truth to show strong feelings or a humorous effect.
 - ex: *I ate so much dessert that I gained a hundred pounds.*

IMAGERY

- Imagery is description that appeals to the senses.
 - ex: *dry leaves crunching underfoot like broken glass*

INFERENCE (THE PASSAGE DOESN'T SAY)

- Sometimes an author doesn't tell the reader everything in a selection.
- The reader needs to put together the words from the selection with what he/she already knows to understand a selection.
- You infer information. Some people call this "reading between the lines."

METAPHOR

- A metaphor is a direct and unusual comparison. It does not use the words *like* or *as*.
 - ex: *The ocean is a shining pane of glass.*

OBJECTIVE OR SUBJECTIVE

- objective: information that is unbiased and based on facts
- subjective: information that reflects the speaker's opinion and can't be proven with concrete facts

OPINION OR FACT

- opinion: An opinion tells the author's thoughts about a subject.
- fact: A fact is a statement that can be proven to be true.

PARAPHRASE

- When you paraphrase a statement, you restate it using your own words and your own sentence structure.

PERSONIFICATION

Personification is giving human characteristics to inanimate objects.

- ex: *The daffodils danced in the breeze.*

POINT OF VIEW

- first-person point of view: The story is told by one of the characters.
- third-person point of view: The story is told by a narrator not in the story. The narrator may know the thoughts and feelings of one or more of the characters.

PROBLEM OF A STORY

- The author presents a problem in the selection.
- This problem must be solved.
- The problem can be identified by carefully reading the selection.

RHETORICAL QUESTION

- A rhetorical question is a question meant to make a point, not to be answered.
 - ex: *What's the point of having the rule if it isn't enforced?*

SETTING

- The setting is where and when the selection takes place.
- The setting can be real or imaginary.

SIMILE

- A simile compares two unlike things usually using the words *as* or *like*.
 - ex: *Tom was as hungry as a bear.*

TRUE OR FALSE

- True – All parts of the statement are real and not made up.
- False – Some or all of the statement is untrue or made up.

TYPE OF WRITING

- descriptive – This type of writing presents a description of a person, place, thing, or idea.
- expository – This type of writing gives information or explains something.
- narrative – This type of writing tells a true or fictional story.
- persuasive – This type of writing expresses an opinion and tries to convince others that this opinion is correct.

Thursday Notes

MAIN IDEA

- The main idea is the subject and the most important thing about the subject.
- Sometimes the author doesn't tell you the main idea. You must figure it out.
- Do these steps to find the main idea.
 - Look at the first sentence of the selection.
 - Look at the last sentence of the selection.
 - Look at all the sentences of the selection.

THESIS

- A thesis is the author's central argument or point.

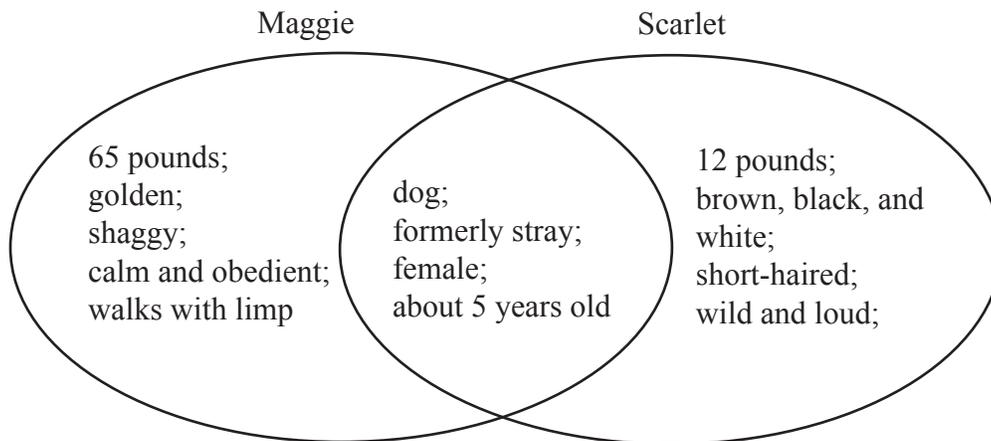
VISUALIZATION

- Visualize means to picture the characters or setting in your mind.
- Sometimes drawing a picture helps you understand a selection.

GRAPHIC ORGANIZERS

- **Venn Diagram**

- Use this graphic to compare two pieces of literature, two characters, or two settings in a selection.
- List ways that the two things are the same and different.



- **Storyboard**

- Use a storyboard to keep track of the order of events in a story.
- A storyboard should show the beginning, middle, and end of the story.
- Write a few words and draw simple pictures on the storyboard.

Beginning	Middle	End
Frisco is rejected by his family and becomes a stray.	Frisco ends up in a rescue shelter and hopes for a forever family.	A family adopts Frisco and another dog, and Frisco is very happy.

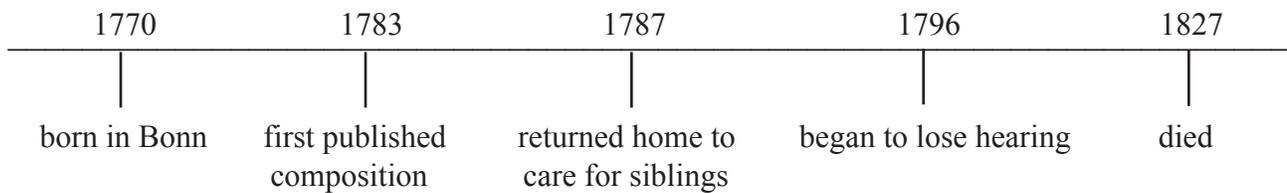
- **Chart**

- Make a chart using columns or rows of boxes.
- List information from the selection on the chart.

Outdoor Sports	Indoor Sports
baseball skiing football golf	racquetball gymnastics basketball table tennis

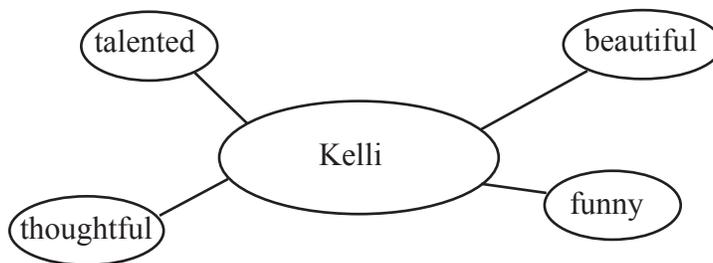
- **Timeline**

- List dates or events in the order in which they happened in a story.



- **Character Web**

- A web can be used for fiction and nonfiction stories.
- Connect the character in the big circle with details in the small circles.



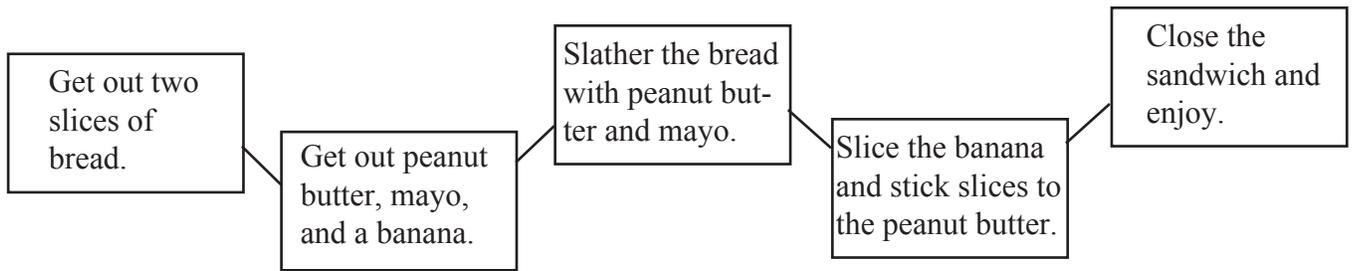
- **Cause-effect**

- This graphic shows the connection between two or more events.
- The first event makes the second one happen.



- **Story String**

- This graphic keeps the happenings of a selection in order.



Friday Notes

KEY WORDS

- Key words are important words in a story or selection.
- Key words help you understand a selection.
- Key words are most often nouns or verbs.
- You should highlight the key words to help you remember where they are in the selection.
- You will use these key words to write your summary.
 - ex: *bat, large ears, sound, echoes, fly safely*

SUMMARY

- A summary is a short retelling of the main ideas or events of a selection.
- A summary must be written in your own words. You should not copy sentences from the selection.
- Write three or four sentences for your summary.
- Use your key words from the selection in your summary.
- When writing about literature, remember to write in present tense.
- Use strong active verbs whenever possible.
- When you read your summary, it should help you remember what the selection is about.
 - ex: *A bat uses its large ears to collect echoes. These echoes help the bat fly safely and not run into objects.*

Chapter 3

Reproducible Student Selections

The following pages provide reproducible copies of the student selections for each week. If not using workbooks, students should have a copy of each week's selection with which to interact on a daily basis.

Week One

Title

Most students will tell you that reading comprehension tests are difficult. Why? Because the lengthy passages require you to stay focused! In order to stay awake and to concentrate, you must remember one important rule: Stay engaged with the text. In other words, interact with the passage in front of you. Here's how:

First, write on the passage. Underline information that you think may be important. Underline transitional or signal words such as *however*, *therefore*, *since*, *nevertheless*, and *above all*. Circle words that are unfamiliar to you. Put stars next to examples the author provides. Make brief notes in the margins about the author's purpose, point, or attitude. Writing on the passage serves three important purposes. It helps you to make more sense of what you're reading; it helps you to remember what you've read; and it helps you to stay tuned in while you're reading!

The second way to stay engaged with the text is to keep a conversation going in your head while you're reading. Go ahead. No one else will know. Talk back to the author of the passage. Ask him or her questions like "What point are you trying to make?" or "Why did you describe the situation that way?" Make accusations like "Wow, you obviously don't like this character very much." or "Well, I can tell you think global warming is nothing but a scam." Get inside the author's head by saying "You're trying to be sarcastic, aren't you?" or "Oh, I see where you're going with this example." These conversations may feel awkward at first, but good readers have them all the time. They help you to think like the author (which means you'll have an easier time answering the questions), and they help you to (once again) stay tuned in to the reading!

Week Two

Title

In the early 19th century, James Braid developed a form of hypnotic induction using eye fatigue to induce a hypnotic trance. In Braid's model, the hypnotist held a shiny object slightly above the subject's eye level while suggesting the subject was "getting very, very sleepy" and that their eyelids were "getting very, very heavy." With a steady gaze on an object above eye level and continuous suggestions (sleep talk), the subject's eyelids did get heavy and the subject did get sleepy.

Using increasingly demanding suggestions, the subject was asked to concentrate on small changes in the body or the environment and told to go to an even deeper and more relaxed sleep. Once in the altered state, the subject acted, perceived, thought, and felt according to the hypnotist's suggestions. The hypnotized person accepted the instructions of a hypnotist much the way a dreaming person accepts strange events in a dream. This allowed the hypnotist to suggest behaviors or perceptions that otherwise would not occur. Classic examples are taking a bite of an onion but interpreting it as an apple, accepting the suggestion that one's arm is paralyzed, or not experiencing severe pain.

While hypnotized, people will respond to suggestions that they see things that are not there and do not see things that are there. Under hypnotic suggestion, people will remember long forgotten events, recall events that did not happen, and forget events that really happened (posthypnotic amnesia). Under deep hypnosis, suggestions can be issued for later execution (posthypnotic suggestion). Under hypnosis, subjects have gone temporarily deaf, undergone surgery without anesthesia, and have been said to "regress" to a younger age.

(by Tim Rice. from *Homeschool Psych*. © 2007. Used by permission. www.homeschoolpsych.com)

Week Three

Title

Dear Reader,

Where do you want to go in life? How do you plan to get there? I learned many vital lessons on my journey across Middle Earth, and they helped me to become a better person. I am sure that this advice will help you as well.

The journey to Mordor taught me many lessons, and the most important one is to resist power. In my case, the Ring was the corrupting influence. The Ring had a power that did not have limits. You probably will not encounter power quite like this, but there will be other temptations. When I possessed the Ring, I did not realize what it did to me. I wanted to be the one who wore it, but it made me evil. The Ring's effects were easy to see--except when I was the one who bore it. For instance, Gollum was once a boy named Sméagol; however, he killed his friend in order to keep the Ring. Now he is a wretched-looking creature who is consumed by the power of the Ring. When I was given the Ring, my only intention was to destroy it. After bearing the Ring for some time, I forgot about destroying it and just wanted to possess it.

Before you gain power, you want to use it for the good of everybody; but when you actually get it, you can easily forget about your original purpose and strive instead to become more powerful. It would be wise just to avoid any source of power that causes corruption.

Sincerely,
Frodo Baggins

Week Four

Title

I remember when I was younger and a month seemed like such a long time. Our first year here has felt like a month, except with seasons. And our mountain town knows just how to put on each one. Winter, though mild, brought some lovely snowy mornings. Spring offered an abundance of new wildlife. Summer was just hot enough for swimming every day. And autumn—many visitors were up here to enjoy the breathtaking colors.

While we may never be considered locals, we're gradually starting to feel like residents rather than visitors. And not just because we've found new doctors and hair stylists--a real leap of faith indeed.

Thousands of people change their addresses every day, but we changed more than that when we moved up here to the mountains. We changed ourselves in many ways. We're physically, mentally, and spiritually healthier; we try to help others rather than compete with them; and we're strengthening our family, which is truly important as the collapse of the family leads to social crises across America.

We believe in small town America. It's friendly, and it just feels good. We know our town won't stay small forever--thanks to people like us--but very few folks here seem to be in a hurry to see growth anywhere but in their vegetable gardens. We like that philosophy.

Even if you don't change your address, you can still change your lifestyle. Spend some time this week thinking about your priorities. If you don't live in a small town, pretend that you do: Slow down. Help a stranger. Spend time with your family. Relax. Smile.

Week Five

Title

Barrel racing is a western-style horse event that takes place in an arena. The barrels are 55-gallon metal or plastic drums. Barrel racing started in Texas in the 1930's so women could have a way to compete in rodeos. Although a few women (like Annie Oakley) did compete in other rodeo events before barrel racing, most were not allowed to.

Both boys and girls compete in youth barrel racing today, but professional barrel racing is for women only. Barrel racing is very popular in the United States, especially in the west, and is one of the fastest growing horse events in the country.

The first type of barrel racing invented was called Texas barrels. In Texas barrels, the horse and rider weave through three barrels set up in a row. Another kind of barrel racing is the arena race, which is sometimes called the plug race. In the arena race, the horse and rider have to run down the arena, race around one barrel, and come back. Arena racing is exciting because it's the fastest type. The cloverleaf race, now the most popular kind of barrel racing, is the most difficult. In this race, the barrels are set up in a triangle formation. The horse and rider ride around each barrel, thereby making a cloverleaf pattern. The goal in all types of barrel racing is to finish the pattern in the least amount of time without knocking over any barrels.

A horse that barrel races must be athletic, intelligent, enthusiastic, and willing to please its rider. A good barrel racing horse can cost around sixty thousand dollars. The Women's Professional Rodeo Association pays over three million dollars a year to riders who win barrel racing events around the country.

Week Six

Title

Chebron made no answer. What Amuba said was doubtless true; but upon the other hand, he had always been taught that the crocodile was sacred, and if so he could not account for the impunity with which these creatures were destroyed in other parts of Egypt. It was another of the puzzles that he so constantly met with. After a long pause he replied:

"It may seem to be as you say; but you see, Amuba, there are some gods specially worshiped in one district, others in another. In the district that a god specially protects he would naturally be indignant were the animals sacred to him to be slain, while he might pay no heed to the doings in those parts in which he is little concerned."

"In that case, Chebron, you can clearly set your mind at rest. Let us allow that it is wrong to kill a crocodile in the district in which he is sacred and where a god is concerned about his welfare, but that no evil consequences can follow the slaying of him in districts in which he is not sacred, and where his god, as you say, feels little interest in him."

"I hope that is so, Amuba; and that as the crocodile is not a sacred animal here no harm may come from my striking one, though I would give much that I had not been obliged to do so. I hope that my father will regard the matter in the same light."

"I have no doubt that he will do so, Chebron, especially as we agreed that you did no real harm to the beast."

Week Seven

Title

Twenty-one-year-old Revolutionary War Patriot Nathan Hale spoke the words, “I only regret that I have but one life to lose for my country!” as he faced his death. The British hanged Hale without trial on September 22, 1776. Hale was a former teacher at Union Schoolhouse in New London, Connecticut. Union Schoolhouse is now called the Nathan Hale Schoolhouse.

Nathan Hale was born in 1755 and actively encouraged education for daughters as well as sons. He graduated from Yale College in 1773, and taught at Union School from 1774 to 1775. He was an enthusiastic teacher and was loved by his students. One of his journal entries reads, “I love my employment; find many friends among strangers; have time for scientific study. My school is by no means difficult to take care of. It consists of about 30 scholars; ten of whom are college Latiners (college bound) and all but one of the rest are writers.” Hale admitted girls to his school, and several attended even though they had to arrive at five in the morning--before the boys came to school!

Nathan Hale was elected First Sergeant of the New London militia. In 1776 he was commissioned a Captain in the Continental Army. During the Battle of Long Island, Hale volunteered to reconnoiter behind enemy lines. There he was captured and condemned. English general William Howe and his company were said to be very impressed with Hale’s behavior as he faced death.

(by Tina Rice. in *The Old Schoolhouse*. Used by permission.)

Week Eight

Title

Every object on Earth is held together by at least one of the four fundamental forces of nature: the strong force, the weak force, the electromagnetic force, and gravitation. These four forces are found within all atoms, and they dictate the interactions between individual particles and the large-scale behavior of all matter throughout the universe. Since the first two forces (strong and weak) require the use of a nuclear power plant, we’ll focus on the other two forces (electromagnetic and gravitation).

Gravitation is the force that is always attractive (never repels or pushes away). This is the force that pulls matter together and keeps your feet stuck to the sidewalk. Gravitation causes comets to be slung through our solar system, binds the moon in its orbit around the Earth, and is the sworn enemy of major league baseball pitchers everywhere.

The reason you get a shock by scuffing along the carpet can be explained in the realm of the electromagnetic force. This force determines how electrically charged particles interact and is either attractive or repulsive. Identical charges repel each other (two positive or two negative charges). Electromagnetic force is the source of power used in blenders, dishwashers, aircraft engines, solar flares, and lasers—and is a culprit in bad hair days worldwide.

(by Aurora Lipper. from “How Things Work: A Sneak Peek at Energy.” © 2008. Used by permission. www.SuperchargedScience.com)

Week Nine

Title

It costs American businesses nearly a billion dollars per year. It causes harmful misunderstandings. It even prevents people from getting jobs. It's an inability to communicate effectively, and it stems from a lack of grammar instruction.

Like it or not, we are judged by how well we communicate with others—in speech and in writing. Some English teachers claim that students don't need to understand grammar—they should write and speak based on “what sounds good.” While that approach may work for writers who are naturally gifted, it doesn't work for most people.

In order to help students communicate more effectively, teachers and students must share a common lingo, and that lingo is grammar. Students who know the lingo understand why we use *who* for subjects and predicate nominatives and *whom* for direct objects, indirect objects, and objects of prepositions. Students who know the lingo understand that we use *lie*, *sit*, and *rise* as intransitive verbs and *lay*, *set*, and *raise* as transitive verbs. How can teachers explain parallel structure to students who don't know grammar and sentence structure? How can they explain the subordination of plot summary in a literary analysis if students don't understand subordinate clauses? How can they have meaningful dialogue with students about their writing and speaking at all?

Grammar can't be ignored. A simple misspelling, grammatical error, or punctuation slip can completely alter the meaning of a sentence. For Americans to communicate more effectively, business leaders, parents, and educators must insist that meaningful grammar instruction return to the classroom.

Week Ten

Title

As the year 2000 approached, many scientists, government officials, and computer experts warned of widespread problems when dates on computers switched to 2000. The Y2K (Year 2000) Bug was believed to pose a problem because some software only recognized the last two digits of years. Experts feared that when computers read “00,” they wouldn't know if it meant 2000, 1900, or no year at all. Since the world is now so dependent on computers, many predictions were made about the possibility of power plant shutdowns, banking system failures, air travel problems, and other calamities. The most dire warnings suggested the possibility of the end of civilization as we know it. Many people stored up food supplies, batteries, and anything else they thought they might need in an emergency.

A special government office was set up to coordinate making changes in computer software used by both the government and business. Software makers offered patches to make existing software Y2K compatible. Computer experts and consultants worked overtime to make sure that business computer systems would not crash on New Year's Day 2000. When the clock ticked down to midnight on December 31, 1999, beginning in Asia, the world watched to see what would happen. What happened was—practically nothing. The change from 1999 to 2000 was almost seamless.

Either government and private computer experts worked wonders, or the problem wasn't as big as people feared—or perhaps both. It wasn't the first time a big scare has needlessly seized the public, and it probably won't be the last.

(by Ray Notgrass. from *Exploring America: History, Literature, and Faith*. © 2009 Notgrass Company. Used by permission. www.notgrass.com)

Week Eleven

	Title
VIOLA. What country, friends, is this?	Mine own escape unfoldeth to my hope,
CAPTAIN. This is Illyria, lady.	Whereto thy speech serves for authority,
VIOLA. And what should I do in Illyria?	The like of him. Know'st thou this country?
My brother he is in Elysium.	CAPTAIN. Ay, madam, well; for I was bred and born
Perchance he is not drown'd--What think you, sailors?	Not three hours' travel from this very place.
CAPTAIN. It is perchance that you yourself were sav'd.	VIOLA. Who governs here?
VIOLA. O my poor brother! and so perchance may he be.	CAPTAIN. A noble duke, in nature
CAPTAIN. True, madam; and, to comfort you with chance,	As in name.
Assure yourself, after our ship did split,	VIOLA. What is his name?
When you, and those poor number sav'd with you,	CAPTAIN. Orsino.
Hung on our driving boat, I saw your brother,	VIOLA. Orsino! I have heard my father name him.
Most provident in peril, bind himself,---	He was a bachelor then.
Courage and hope both teaching him the practice,--	CAPTAIN. And so is now,
To a strong mast that liv'd upon the sea;	Or was so very late; for but a month
Where, like Arion on the dolphin's back,	Ago I went from hence; and then 'twas fresh
I saw him hold acquaintance with the waves	In murmur,--as, you know, what great ones do,
So long as I could see.	The less will prattle of,--that he did seek
VIOLA. For saying so, there's gold!	The love of fair Olivia.

Week Twelve

Title

The vicious animals and fowl of Watson County will face stiffer regulations concerning confinement due to an ordinance approved unanimously by the county board of commissioners Wednesday.

The ordinance, which was recommended by the state, requires that dangerous and potentially dangerous dogs in the county be “properly enclosed.” The ordinance defines “proper enclosure” as “an enclosure for keeping a dangerous or potentially dangerous dog while on the owner’s property securely confined indoors or in a securely enclosed and locked pen, fence, or structure suitable to prevent the entry of young children and designed to prevent the dog from escaping.”

Specific breeds of dogs are not mentioned in the ordinance, but definitions are given for both “dangerous” and “potentially dangerous.”

According to Animal Shelter Director Bob Newsom, a dog does not have to have a history of unprovoked attacking to be vicious. “If you have a dog that you know will bite someone,” he said, “it must be kept within a fence.”

“Small dogs can be just as bad,” according to Newsom. “You bend over to pet them, and they snap you in the face.” Newsom said dachshunds and cocker spaniels are known for such actions.

Although the state act makes no mention of fowl, Newsom considers dangerous fowl to be fighting gamecocks and some geese. “Anything that can be a public nuisance needs to be kept up,” he said. Newsom does not consider white ducks to be dangerous.

Week Thirteen

Title

After seventeen years on Earth, I thought I had seen the worst terrors life had to offer: bee stings, cold oatmeal, international warfare, sunspots, and algebra. But now, as I pause for reflection at the windswept peak of life's most horrible obstacle, I realize I was wrong. Dead wrong.

There's something much worse than bad first dates and F plusses, car crashes and telephone solicitors. It's Monday.

Apparently, the word "Monday" has roots in Spanish. When used in adjective form — *Mondaysicamente* — it means, "one who, on deadline for his newspaper article, will be journalistically thwarted at every turn."

I must have missed the Monday memo telling everyone to kill the first reporter they saw today. I came to school early to tie up a few loose ends on my newest story. First, I needed interviews, so I sped down to the gymnasium to seek out a few coaches.

On a normal day, this wouldn't have been a problem. But this wasn't a normal day. It was Monday. By the time I reached the gym, all the coaches spontaneously disappeared into the facility's labyrinthine locker rooms -- catacombs navigable by nothing less bullheaded and persistent than a Minotaur.

Since I was too angry to be persistent (and not enough of a Minotaur to be bull-*anything*), I decided to retreat and give the school board a call to investigate the construction budget. Not the best of ideas — apparently, it was Red Tape Day at the office and my research was demanding enough to require a fax. After submitting a facsimile of my request in triplicate, my dental records, Social Security number, driver's license information, and several blood samples (with a polite assurance the board would get back to me on the dark side of never), I gave up and headed for the lunch room.

There's something much worse than old cafeteria food and unfaithful friends, dirty dishes and burnt dinners and babies who cry in cinemas. It's Monday.

Sometimes you just have to keep your head down and pray you'll survive.

Week Fourteen

Title

Walking through the double doors,
you instantly feel everyone glance up to see
the offender of the library's silence.
Quickly, you tiptoe to a back aisle.
You are now out of sight; safe from the eyes.
The only offenders of the silence now
are the computer keys clicking,
muffled turning of pages,
and the occasional soft mumble of a librarian.
You turn to the rows of
novels, poetry, stories, biographies, science, and
history.
With this overpowering amount of wealth at your fingertips,
you feel joyously overwhelmed
and forget about the staring eyes.
As you travel up and down the rows

—paths, well worn by those treasure seekers
before you—
your eye is caught by a title.
Eventually, you are no longer aware of the silence
that had seemed so oppressive,
for now it is filled with the flow of imagination.
The bang of artillery and gunfire,
the stinging smell of smoke and gunpowder,
the scenes of a battlefield;
or, the call of an exotic bird,
waves rolling over white sand,
a light breeze rustling the palms
of some island long ago visited by a clipper ship.
Yes, the silence is gone; however,
you are the one who now looks up
to see who has just disturbed it.

(by Atura Lee Grant. from *Claiming Pieces of My Heart*. © 2009. Used by permission.)

Week Fifteen

Title

Preheat your oven to 375 degrees Fahrenheit.

In a small bowl, mix together the following ingredients: 2 ¼ cups of all-purpose flour, 1 teaspoon of baking soda, and 1 teaspoon of salt. In a large mixer bowl, beat together 1 cup of butter (softened but not melted), ¾ cup of sugar, ¾ cup of brown sugar (packed), and 1 teaspoon of vanilla extract. When this mixture is creamy, add two large eggs. Beat well. Gradually add in the flour mixture from the small bowl. When the dough is mixed well, stir in 2 cups of chocolate chips. Add a cup of chopped nuts if you desire.

Take heaping tablespoons of cookie dough and drop them onto an ungreased baking sheet. Bake the cookies for about ten minutes or until golden brown. If you like moist, chewy cookies, be sure you don't bake them too long. Let the cookies cool for a couple of minutes before removing them from the baking sheet. Then use a spatula to move them to a wire cooling rack. This recipe will make about five dozen cookies.

If you live at a high altitude (over 5,200 feet), you'll need to increase the flour to 2 ½ cups and add 2 teaspoons of water to your mixture.

Week Sixteen

Title

People often use the terms England and Britain interchangeably, but this is not accurate. Britain is the island of Great Britain, which is made up of England, Scotland, and Wales. Wales came under English rule in 1284 and was incorporated into England by the Act of Union of 1536. James I governed both England and Scotland, but the two countries were not officially united until the Act of Union in 1707. From that point on it is accurate to call the country Britain or Great Britain.

Since England is the most politically powerful part of Britain, it is usually accurate to refer to the government and society in general as English, but only if you are clearly not talking about Scotland or Wales specifically. You might get by with calling a Scotsman or a Welshman British, but you should never refer to one of them as English. Many Scots and Welsh resent England's rule over them. English is the language of business and everyday life throughout Britain. The Scots and Welsh languages are still alive, although fewer and fewer people speak them.

An Act of Union passed by Parliament in 1801 incorporated Ireland into the United Kingdom. Ireland declared itself a free state in 1921, but the six northern counties of Ireland remained politically aligned with Great Britain and are called Northern Ireland. The most accurate name for the nation today is the United Kingdom of Great Britain and Northern Ireland. London, England, is the capital of the UK. Many in Ireland (which is predominantly Catholic) want Northern Ireland to be part of Ireland. Most people in Northern Ireland (which is predominantly Protestant) want to remain part of the UK. In the late twentieth century the British government gave greater autonomy to Wales, Scotland, and Northern Ireland by allowing provincial assemblies to form and to decide on local matters.

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Week Seventeen

Title

Some writers have so confounded society with government, as to leave little or no distinction between them; whereas they are not only different, but have different origins. Society is produced by our wants, and government by our wickedness; the former promotes our happiness positively by uniting our affections, the latter negatively by restraining our vices. The one encourages unity, the other creates distinctions. The first a patron, the last a punisher.

Society in every state is a blessing, but government even in its best state is but a necessary evil; in its worst state an intolerable one; for when we suffer, or are exposed to the same miseries by a government, which we might expect in a country without government, our calamity is heightened by reflecting that we furnish the means by which we suffer. Government, like dress, is the badge of lost innocence; the palaces of kings are built on the ruins of the bowers of paradise. For were the impulses of conscience clear, uniform, and irresistibly obeyed, man would need no other lawgiver; but that not being the case, he finds it necessary to surrender up a part of his property to furnish means for the protection of the rest; and this he is induced to do by the same prudence which in every other case advises him out of two evils to choose the least. Wherefore, security being the true design and end of government, it unanswerably follows, that whatever form thereof appears most likely to ensure it to us, with the least expense and greatest benefit, is preferable to all others.

Week Eighteen

Title

From the little lean-to kitchen the sound of the sputtering suddenly ceased, and at the door appeared a pair of dark, wistful eyes.

“Daddy!” called the owner of the eyes.

There was no answer.

“Father, are you there?” called the voice, more insistently.

From one of the bunks came a slight stir and a murmured word. At the sound the boy at the door leaped softly into the room and hurried to the bunk in the corner. He was a slender lad with short, crisp curls at his ears, and the red of perfect health in his cheeks. His hands, slim, long, and with tapering fingers like a girl’s, reached forward eagerly.

“Daddy, come! I’ve done the bacon all myself, and the potatoes and the coffee, too. Quick, it’s all getting cold!”

Slowly, with the aid of the boy’s firm hands, the man pulled himself half to a sitting posture. His cheeks, like the boy’s, were red--but not with health. His eyes were a little wild, but his voice was low and very tender, like a caress.

“David--it’s my little son David!”

“Of course it’s David! Who else should it be?” laughed the boy. “Come!” And he tugged at the man’s hands.

The man rose then, unsteadily, and by sheer will forced himself to stand upright. The wild look left his eyes, and the flush his cheeks. His face looked suddenly old and haggard. Yet with fairly sure steps he crossed the room and entered the little kitchen.

Half of the bacon was black; the other half was transparent and like tough jelly. The potatoes were soggy, and had the unmistakable taste that comes from a dish that has boiled dry. The coffee was lukewarm and muddy. Even the milk was sour.

David laughed a little ruefully.

Week Nineteen

Title

I [Booker T. Washington] had no schooling whatever while I was a slave, though I remember on several occasions I went as far as the schoolhouse door with one of my young mistresses to carry her books. The picture of several dozen boys and girls in a schoolroom engaged in study made a deep impression upon me, and I had the feeling that to get into a schoolhouse and study in this way would be about the same as getting into paradise.

So far as I can now recall, the first knowledge that I got of the fact that we were slaves, and that freedom of the slaves was being discussed, was early one morning before day, when I was awakened by my mother kneeling over her children and fervently praying that Lincoln and his armies might be successful, and that one day she and her children might be free. In this connection I have never been able to understand how the slaves throughout the South, completely ignorant as were the masses so far as books or newspapers were concerned, were able to keep themselves so accurately and completely informed about the great National questions that were agitating the country. From the time that Garrison, Lovejoy, and others began to agitate for freedom, the slaves throughout the South kept in close touch with the progress of the movement. Though I was a mere child during the preparation for the Civil War and during the war itself, I now recall the many late-at-night whispered discussions that I heard my mother and the other slaves on the plantation indulge in. These discussions showed that they understood the situation, and that they kept themselves informed of events by what was termed the “grape-vine” telegraph.

Week Twenty

Title

Though encountering peer pressure is virtually inevitable, there are ways of avoiding some situations. Look for warning signs: a party that has no supervision, a group of suspicious kids, and any other red flags such as something that you are uncomfortable just witnessing.

Knowing what to say once you are in a pressured situation is vital to everyday life as a teenager. Sometimes it is best just to tell your friends flat out that you don't want to be a part of something that may be going on. Try to make it come across as friendly and not offensive. Remember that you cannot control others' actions but only your own. However, you can suggest alternate activities in an attempt to steer your friends away from trouble.

Making excuses is probably the second most common way of avoiding pressure. This method is doomed to fail eventually, though, because at some point your friends will see through your lies. Ignoring your friends or peers who might be pressuring you is a method that may cause you to lose your friendships or relationships.

Watching out for potentially dangerous pressuring situations is important. It is probably even more important that you remind yourself not to make someone else the object of your own pressure. Pressuring a friend can be damaging and sometimes fatal to a relationship. True friends are aware of the kinds of situations their friends are getting into. Watch out for them, and if you are truly their friend, you won't watch them drown in something harmful. Use your best judgment, and you will probably avoid any harmful situations.

Week Twenty-one

Title

Dear Taryn,

As I was driving to a friend's house today, I passed the most unsightly menagerie of porcelain I have ever dared to glance upon. Among the untrimmed trees and grass in a nearby front yard are settled two dirty-white toilets and a bright blue bathtub. Plants and weeds grow aimlessly in all three of these eyesores, and red and black spray paint boldly defaces their exteriors. The neglected grass conforms to the base of the porcelain like algae growing on the side of an abandoned fishing boat.

To add to the tacky arrangement, its creators have planted a ceramic deer knee-deep in the undergrowth beside the bathtub. This deer, whose brown color has begun to chip away like old house paint, appears to be eating the greenery and drinking the water of this porcelain oasis. Finally, the creators of this monument have painstakingly situated a statue of a young boy with a fishing pole near one of the johns. Day after day, this boy, clad in red shorts and a yellow hat, sits with his line cast into the commode, catching nothing but flies and small garden snakes.

Overall, the general squalor of this display makes the people who pass by it gawk for just a moment and then look away with a snicker of disbelief. I hope you will never have occasion to drive this same route; but if you do, you'll never forget the scene!

Your friend,
Jake

Week Twenty-two

Title

Murray dreamed a dream.

Both psychology and science grope when they would explain to us the strange adventures of our immaterial selves when wandering in the realm of "Death's twin brother, Sleep." This story will not attempt to be illuminative; it is no more than a record of Murray's dream. One of the most puzzling phases of that strange waking sleep is that dreams which seem to cover months or even years may take place within a few seconds or minutes.

Murray was waiting in his cell in the ward of the condemned. An electric arc light in the ceiling of the corridor shone brightly upon his table. On a sheet of white paper an ant crawled wildly here and there as Murray blocked its way with an envelope. The electrocution was set for eight o'clock in the evening. Murray smiled at the antics of the wisest of insects.

There were seven other condemned men in the chamber. Since he had been there Murray had seen three taken out to their fate; one gone mad and fighting like a wolf caught in a trap; one, no less mad, offering up a sanctimonious lip-service to Heaven; the third, a weakling, collapsed and strapped to a board. He wondered with what credit to himself his own heart, foot, and face would meet his punishment; for this was his evening. He thought it must be nearly eight o'clock.

Week Twenty-three

Title

For common gifts, necessity makes pertinences and beauty every day, and one is glad when an imperative leaves him no option, since if the man at the door have no shoes, you have not to consider whether you could procure him a paint-box. Next to things of necessity, the rule for a gift, which one of my friends prescribed, is, that we might convey to some person that which properly belonged to his character, and was easily associated with him in thought.

But our tokens of compliment and love are for the most part barbarous. Rings and other jewels are not gifts, but apologies for gifts. The only gift is a portion of thyself. Thou must bleed for me. Therefore the poet brings his poem; the shepherd, his lamb; the farmer, corn; the miner, a gem; the sailor, coral and shells; the painter, his picture; the girl, a handkerchief of her own sewing. This is right and pleasing, for it restores society in so far to its primary basis, when a man's biography is conveyed in his gift, and every man's wealth is an index of his merit. But it is a cold, lifeless business when you go to the shops to buy me something, which does not represent your life and talent, but a goldsmith's. This is fit for kings, and rich men who represent kings, and a false state of property, to make presents of gold and silver stuffs, as a kind of symbolical sin-offering, or payment of black-mail.

Week Twenty-four

Title

POMPDEBILE. Where is your mistress?

URSULA. She has gone, Your Majesty.

POMPDEBILE. Gone! Where has she gone?

URSULA. I do not know, Your Majesty. She was with us a while ago, waiting there, as you commanded.

POMPDEBILE. Yes, and then--speak.

URSULA. Then she started out and forbade us to go with her.

POMPDEBILE. The thought of possible divorce from us was more than she could bear. Did she say anything before she left?

URSULA (*trembling*). Yes, Your Majesty.

POMPDEBILE. What was it? She may have gone to self-destruction. What was it?

URSULA. She said--

POMPDEBILE. Speak, woman, speak.

URSULA. She said that Your Majesty--

POMPDEBILE. A farewell message! Go on.

URSULA (*gasping*). That Your Majesty was "pokey" and that she didn't intend to stay there any longer.

POMPDEBILE (*roaring*). *Pokey!!*

URSULA. Yes, Your Majesty, and she bade me call her when you came, but we can't find her, Your Majesty.

(*The PASTRY COOKS whisper. URSULA is in tears.*)

CHANCELLOR. This should not be countenanced, Your Majesty. The word "pokey" cannot be found in the dictionary. It is the most flagrant disrespect to use a word that is not in the dictionary in connection with a king.

POMPDEBILE. We are quite aware of that, Chancellor, and although we may appear calm on the surface, inwardly we are swelling, *swelling*, with rage and indignation.

Week Twenty-five

Title

Schizophrenia, the most common psychotic disorder, describes a chronic, severe, and disabling condition that affects about one percent of the population worldwide and accounts for over fifty percent of the admissions to psychiatric hospitals in the United States. Symptoms and behaviors generally appear in older teenagers and young adults.

The word “schizophrenia” comes from the Greek roots *schizo* (split) and *phrene* (mind) describing the fragmented thinking of people with the condition or their split from reality. Schizophrenia does not mean “split personality.”

Schizophrenia describes the presence of delusions, hallucinations, disorganized speech, grossly disorganized or catatonic behavior, and negative symptoms. The *Diagnostic and Statistical Manual of Mental Disorders, 4th Edition* (DSM-IV) of the American Psychiatric Association describes five subtypes: undifferentiated type, disorganized type, catatonic type, residual type, and paranoid type schizophrenia.

Paranoid type schizophrenia is the most common type of schizophrenia. It is characterized by prominent delusions that usually involve some form of threat or conspiracy.

The disorganized type is characterized by disorganized speech, disorganized behavior, and inappropriate or flat affect.

The catatonic type is characterized by disordered motor activity. Sufferers may be immobile or wildly active with inappropriate or purposeless activity and postures.

The residual type is characterized by the absence of prominent positive symptoms (hallucinations, delusions, and disorganized speech or behavior) but continued negative symptoms.

(by Tim Rice. from *Homeschool Psych*. © 2007. Used by permission. www.homeschoolpsych.com)

Week Twenty-six

Title

Some golfers can hit a golf ball a long way, but the hardest and sometimes the most frustrating part of the game is actually getting the ball into the hole from close distances. The following information will help you lower your score and enjoy the game more.

The pitch shot is a technique used when you don't need to hit the ball very far. Resembling a half swing, the pitch shot calls for a narrower stance than does a full shot. You have to use a lofted club to hit the pitch shot so the ball will fly into the air and land on the green, rolling only a short distance. Loft refers to how angled the club face is. A club with a higher loft has a more angled club face.

The chip shot is used when you are even closer to the green and want the ball to roll farther and not go as high as a pitch shot. For this reason you want to use a club that has less loft such as a 7 iron.

The flop shot is used when you are close to the green and need to hit the ball even higher than a pitch shot. You usually use the flop shot when you want the ball to land on the green and roll very little or when there is an obstacle between you and the green, such as a sand trap.

The last part of the short game is the putt. Using a putter, which has almost no loft, causes the ball to roll rather than go into the air. When you putt, you don't always aim right at the hole. You have to choose a target based on the way the green is sloping. If it slopes left, then you will aim a little to the right, and vice versa.

Week Twenty-seven

Title

The tornado then approached Thomas Bonsall's house with a continuous roaring sound, and he fled within. It passed along the north side of his house, overthrew his orchard, destroyed part of his corn crop, carried an apple tree fifty yards, and cut a track 150 yards wide and proceeded in the direction of Sadsbury Meeting House. The first building struck was a tenement house on the property of Elwood Pownell. It was located on the top of a hill that overlooked the surrounding country; an old man named Robert Johnston occupied it. The building was leveled to the ground. He stated that he was coming up the hill as the cloud approached, and sought safety by leaning against the bank and holding firmly to the fence; he was not injured. He is now living in the *cellar* of the house and crawls out into daylight when it is necessary; no movement is being made towards rebuilding his dwelling. The storm-cloud next passed over Mr. Pownell's property. His wagon shed and carriage house are gone, and a large number of his apple trees were overthrown. His farming utensils were swept away, and the barn itself was moved fourteen inches from its foundation. The fences on the property were more or less demolished, but his whole loss was not very great. He states that his father-in-law was paying him a visit on that afternoon, but was unable to get home in the evening as his carriage was seized by the storm and carried away. Mr. Pownell further states that he saw the wind coming, and with the greatest difficulty reached the house, being unable to find the door-latch after he got there. He also experienced great difficulty in breathing.

Week Twenty-eight

Title

The ancient Greek philosophers combined the older astronomy of Egypt and Babylon into the grand mathematical system of *Classical Astronomy*. They developed geometrical methods to measure and predict the motions of the celestial bodies. In fact, *trigonometry*, the study of triangles, was originally developed for work in astronomy. The Greek philosophers Aristotle and Ptolemy established a "geocentric" astronomical system in which the Earth was understood to be at the center of a rotating cosmos.

The Greeks called the Sun *Helios* and the Moon *Selene*. Eventually, the Greek world was conquered by Rome, and the astronomical legacy passed to the Romans. Though they didn't add to Greek astronomy, Rome's innovations were practical. Roman dictator Julius Caesar adopted the Egyptian solar calendar, instituting the Julian calendar, essentially the same calendar we still use today!

The Romans were avid students of Greek astronomy and popularized it throughout their empire. Many Romans such as Geminus, Manilus, Pliny, and Macrobius wrote works of astronomy which were widely studied in the early centuries A.D. Most learned Romans such as Cicero were well acquainted with the principles of astronomical science. The Romans called the Sun *Sol* and the Moon *Luna*, names which we still recognize today.

The classical astronomy of the ancient Greeks survived for many centuries in Christian Europe, mainly for maintaining the church calendar. In time, this calendrical study resulted in many advances that led to modern science.

(by Jay Ryan. from *Signs & Seasons*. © 2007 Fourth Day Press. Used by permission. www.ClassicalAstronomy.com)

Week Twenty-nine

Title

There are two fundamental motives which inspire human action. The first and most important, to which all else is subordinate, is that of righteousness. There is that in mankind, stronger than all else, which requires them to do right. When that requirement is satisfied, the next motive is that of gain. These are the moral motive and the material motive. While in some particular instance they might seem to be antagonistic, yet always, when broadly considered or applied to society as a whole, they are in harmony. American institutions meet the test of these two standards. They are founded on righteousness, and they are productive of material prosperity. They compel the loyalty and support of the people because such action is right and because it is profitable.

These are the main reasons for the formation of patriotic societies. Desiring to promote the highest welfare of civilization, their chief purpose is to preserve and extend American ideals. No matter what others may do, they are determined to serve themselves and their fellowmen by thinking America, believing America, and living America. That faith they are proud to proclaim to all the world.

It is no wonder that the people are attached to America when we consider what it has done and what it represents. It has been called the last great hope of the world. Its simple story is a romance of surpassing interest. Its accomplishments rise above the realm of fable. To live under the privileges of its citizenship is the highest position of opportunity and achievement ever reached by a people.

Week Thirty

Title

Science! true daughter of Old Time thou art!
Who alterest all things with thy peering eyes.
Why preyest thou thus upon the poet's heart,
Vulture, whose wings are dull realities?
How should he love thee? or how deem thee wise,
Who wouldst not leave him in his wandering
To seek for treasure in the jewelled skies,
Albeit he soared with an undaunted wing?
Hast thou not dragged Diana from her car?
And driven the Hamadryad from the wood
To seek a shelter in some happier star?
Hast thou not torn the Naiad from her flood,
The Elfin from the green grass, and from me
The summer dream beneath the tamarind tree?

Chapter 4

Answer Keys

Some of the answers will vary.
Suggested answers and graphics
are given for each question.

Week One

Reading Comprehension Made Simple

Title

Most students will tell you that reading comprehension tests are difficult. Why? Because the lengthy passages require you to stay focused! In order to stay awake and to concentrate, you must remember one important rule. Stay engaged with the text. In other words, interact with the passage in front of you. Here's how:

First, write on the passage. Underline information that you think may be important. Underline transitional or signal words such as *however, therefore, since, nevertheless, and above all*. Circle words that are unfamiliar to you. Put stars next to examples the author provides. Make brief notes in the margins about the author's purpose, point, or attitude. Writing on the passage serves three important purposes. It helps you to make more sense of what you're reading; it helps you to remember what you've read; and it helps you to stay tuned in while you're reading!

The second way to stay engaged with the text is to keep a conversation going in your head while you're reading. Go ahead. No one else will know. Talk back to the author of the passage. Ask him or her questions like "What point are you trying to make?" or "Why did you describe the situation that way?" Make accusations like "Wow, you obviously don't like this character very much." or "Well, I can tell you think global warming is nothing but a scam." Get inside the author's head by saying "You're trying to be sarcastic, aren't you?" or "Oh, I see where you're going with this example." These conversations may feel awkward at first, but good readers have them all the time. They help you to think like the author (which means you'll have an easier time answering the questions), and they help you to (once again) stay tuned in to the reading!

Monday – Read the selection carefully.

1. The selection is about how to better understand a reading passage.
2. At the top of this page, write an interesting title for this selection.
3. The author's purpose in writing this selection is to teach.
4. The genre of this selection is nonfiction (informational).
5. The tone of the selection can best be described as relaxed, informative.

Tuesday – Read the selection carefully.

6. Find in the selection a synonym for hoax. scam
7. What does the word engaged mean in this selection? involved pledged to be married
8. The base word of accusations is accuse.
9. The idiom get inside the author's head means to know what the author is thinking.

Wednesday – Read the selection carefully.

10. List two ways to stay focused on a reading passage: write on the passage, talk back to the author

11. List three reasons writing on the passage can be helpful: The selection makes more sense, it's easier to remember what you read, and it's easier to stay focused.

Thursday – Read the selection carefully.

12. Circle transitional or signal words that appear throughout the passage.
13. Underline specific examples the author uses in the passage.

Friday – Read the selection carefully.

14. Highlight 5-6 key words in the selection. Write a 3-4 sentence summary of the selection using your key words. It is not necessary to use all of your key words.

Suggested Key Words: reading comprehension, difficult, stay engaged, write on passage, talk to author

Suggested Summary: Reading comprehension tests don't have to be difficult. If you stay engaged with the passages, you will better understand what you read. Writing on the passages and talking back to the authors (in your mind) are two ways to stay focused.

Week Two

You Are Getting Very, Very Sleepy . . .

Title

In the early 19th century, James Braid developed a form of hypnotic induction using eye fatigue to induce a hypnotic trance. In Braid's model, the hypnotist held a shiny object slightly above the subject's eye level while suggesting the subject was "getting very, very sleepy" and that their eyelids were "getting very, very heavy." With a steady gaze on an object above eye level and continuous suggestions (sleep talk), the subject's eyelids did get heavy and the subject did get sleepy.

Using increasingly demanding suggestions, the subject was asked to concentrate on small changes in the body or the environment and told to go to an even deeper and more relaxed sleep. Once in the altered state, the subject acted, perceived, thought, and felt according to the hypnotist's suggestions. The hypnotized person accepted the instructions of a hypnotist much the way a dreaming person accepts strange events in a dream. This allowed the hypnotist to suggest behaviors or perceptions that otherwise would not occur. Classic examples are taking a bite of an onion but interpreting it as an apple, accepting the suggestion that one's arm is paralyzed, or not experiencing severe pain.

While hypnotized, people will respond to suggestions that they see things that are not there and do not see things that are there. Under hypnotic suggestion, people will remember long forgotten events, recall events that did not happen, and forget events that really happened (posthypnotic amnesia). Under deep hypnosis, suggestions can be issued for later execution (posthypnotic suggestion). Under hypnosis, subjects have gone temporarily deaf, undergone surgery without anesthesia, and have been said to "regress" to a younger age.

(by Tim Rice. from *Homeschool Psych*. © 2007. Used by permission. www.homeschoolpsych.com)

Monday – Read the selection carefully.

1. The selection is about hypnosis.
2. At the top of this page, write an interesting title for this selection.
3. The author's purpose in writing this selection is to inform.
4. The genre of this selection is nonfiction (informational).
5. The tone of the selection can best be described as straight-forward.

Tuesday – Read the selection carefully.

6. What does the word fatigue mean in this selection? military clothing exhaustion
7. What does the word subject mean in this selection? topic person undergoing a treatment
8. The prefix of recall and regress is re. It means again.
9. Find in the selection an antonym for prevent. induce

Wednesday – Read the selection carefully.

10. Hypnosis could have both good and bad uses. True False
11. The passage doesn't say, but Braid's method is probably still used today. no longer in use.
12. The passage compares a hypnotized person to someone who is dreaming.
13. This selection is an example of which type of writing? expository

Thursday – Read the selection carefully.

14. Make a cause and effect chart using information from the passage.

steady gaze on object above
eye level and continuous
suggestions



eyelids get heavy;
subject gets sleepy

Friday – Read the selection carefully.

15. Highlight 5-6 key words in the selection. Write a 3-4 sentence summary of the selection using your key words. It is not necessary to use all of your key words.

Suggested Key Words: James Braid, hypnotic trance, altered state, accepted instructions, later execution

Suggested Summary: James Braid developed a way to put subjects in a hypnotic trance. Once subjects enter this altered state, they accept instructions and suggestions from the hypnotist. Sometimes the hypnotist can even make suggestions for the subject to execute after he or she has "woken up."

Week Three

Beware of Power That Corrupts

Title

Dear Reader,

Where do you want to go in life? How do you plan to get there? I learned many vital lessons on my journey across Middle Earth, and they helped me to become a better person. I am sure that this advice will help you as well.

The journey to Mordor taught me many lessons, and the most important one is to resist power. In my case, the Ring was the corrupting influence. The Ring had a power that did not have limits. You probably will not encounter power quite like this, but there will be other temptations. When I possessed the Ring, I did not realize what it did to me. I wanted to be the one who wore it, but it made me evil. The Ring's effects were easy to see--except when I was the one who bore it. For instance, Gollum was once a boy named Sméagol however, he killed his friend in order to keep the Ring. Now he is a wretched-looking creature who is consumed by the power of the Ring. When I was given the Ring, my only intention was to destroy it. After bearing the Ring for some time, I forgot about destroying it and just wanted to possess it.

Before you gain power, you want to use it for the good of everybody; but when you actually get it, you can easily forget about your original purpose and strive instead to become more powerful. It would be wise just to avoid any source of power that causes corruption.

Sincerely,

Frodo Baggins

Monday – Read the selection carefully.

1. The selection is about resisting the desire for power.
2. At the top of this page, write an interesting title for this selection.
3. The author's purpose in writing this selection is to give advice (persuade).
4. The genre of this selection is fictional friendly letter.
5. The author's tone can best be described as humble, sincere.

Tuesday – Read the selection carefully.

6. Find in the selection a synonym for essential. vital
7. What does the word consumed mean in this selection? obsessed eaten
8. Find in the selection an antonym for give in to. resist
9. Complete the analogy with a word from the selection:
wrong : tolerating :: burden : bearing

Wednesday – Read the selection carefully.

10. The point of view of the selection is first person. third person.
11. We can infer from the selection that Frodo ultimately give in to the power of the Ring.
 O did did not
12. Underline clues in the passage that helped you answer question #11.
13. Draw boxes around two examples of rhetorical questions in the selection.

Thursday – Read the selection carefully.

14. What is the thesis of this selection? Resist the desire for corruptive power.
15. The "author" of this passage is a character from a novel. Circle clues in the passage that help you identify the novel.

Friday – Read the selection carefully.

16. Highlight 5-6 key words in the selection. Write a 3-4 sentence summary of the selection using your key words. It is not necessary to use all of your key words.

Suggested Key Words: advice, resist power, the Ring, corruption, Frodo Baggins

Suggested Summary: Frodo Baggins has shared some advice in this letter. From his experiences with the Ring, he learned that power can cause corruption. As a result, he believes it is a good idea to resist power.

Week Four

Loving Life in a Small Town

Title

I remember when I was younger and a month seemed like such a long time. Our first year here has felt like a month, except with seasons. And our mountain town knows just how to put on each one. Winter, though mild, brought some lovely snowy mornings. Spring offered an abundance of new wildlife. Summer was just hot enough for swimming every day. And autumn—many visitors were up here to enjoy the breathtaking colors.

While we may never be considered locals, we're gradually starting to feel like residents rather than visitors. And not just because we've found new doctors and hair stylists—a real leap of faith indeed.

Thousands of people change their addresses every day, but we changed more than that when we moved up here to the mountains. We changed ourselves in many ways. We're physically, mentally, and spiritually healthier; we try to help others rather than compete with them; and we're strengthening our family, which is truly important as the collapse of the family leads to social crises across America.

We believe in small town America. It's friendly, and it just feels good. We know our town won't stay small forever--thanks to people like us--but very few folks here seem to be in a hurry to see growth anywhere but in their vegetable gardens. We like that philosophy.

Even if you don't change your address, you can still change your lifestyle. Spend some time this week thinking about your priorities. If you don't live in a small town, pretend that you do: Slow down. Help a stranger. Spend time with your family. Relax. Smile.

Monday – Read the selection carefully.

1. The selection is about moving to a new town.
2. At the top of this page, write an interesting title for this selection.
3. The author's purpose in writing this selection is to entertain, share an experience.
4. The genre of this selection is nonfiction (personal essay).
5. The mood of this selection is relaxed, content.

Tuesday – Read the selection carefully.

6. Find in the selection a synonym for slowly. gradually
7. What does the word locals mean in this selection? places natives
8. The idiom leap of faith means taking a risk.
9. The word abundance means the opposite of paucity. variety.

Wednesday – Read the selection carefully.

10. Circle clues that indicate that the author has just recently moved.
11. The author is glad he or she has moved. True False
12. The line “our mountain town knows just how to put on each one” provides an example of alliteration. allusion. personification. simile.
13. Underline sentences in the selection in which the author challenges the reader to take action.

Thursday – Read the selection carefully.

14. Make a list showing what the author likes about his or her new community.

different seasons
friendly
laid back
small

Friday – Read the selection carefully.

15. Highlight 5-6 key words in the selection. Write a 3-4 sentence summary of the selection using your key words. It is not necessary to use all of your key words.

Suggested Key Words: moved, small town, family, healthier, lifestyle

Suggested Summary: The author has recently moved to a small town, which has had a positive impact on his or her family. They are all healthier in many ways and enjoy the relaxed lifestyle. The author challenges readers to act more like small town residents.

Week Five

Barrel Racing: Popular and Profitable

Title

Barrel racing is a western-style horse event that takes place in an arena. The barrels are 55-gallon metal or plastic drums. Barrel racing started in Texas in the 1930's so women could have a way to compete in rodeos. Although a few women (like Annie Oakley) did compete in other rodeo events before barrel racing, most were not allowed to.

Both boys and girls compete in youth barrel racing today, but professional barrel racing is for women only. Barrel racing is very popular in the United States, especially in the west, and is one of the fastest growing horse events in the country.

The first type of barrel racing invented was called Texas barrels. In Texas barrels, the horse and rider weave through three barrels set up in a row. Another kind of barrel racing is the arena race, which is sometimes called the plug race. In the arena race, the horse and rider have to run down the arena, race around one barrel, and come back. Arena racing is exciting because it's the fastest type. The cloverleaf race, now the most popular kind of barrel racing, is the most difficult. In this race, the barrels are set up in a triangle formation. The horse and rider ride around each barrel, thereby making a cloverleaf pattern. The goal in all types of barrel racing is to finish the pattern in the least amount of time without knocking over any barrels.

A horse that barrel races must be athletic, intelligent, enthusiastic, and willing to please its rider. A good barrel racing horse can cost around sixty thousand dollars. The Women's Professional Rodeo Association pays over three million dollars a year to riders who win barrel racing events around the country.

Monday – Read the selection carefully.

1. The selection is about barrel racing.
2. At the top of this page, write an interesting title for this selection.
3. The author's purpose in writing this selection is to explain.
4. The genre of this selection is nonfiction (informational).
5. The author's attitude toward the subject is enthusiastic.

Tuesday – Read the selection carefully.

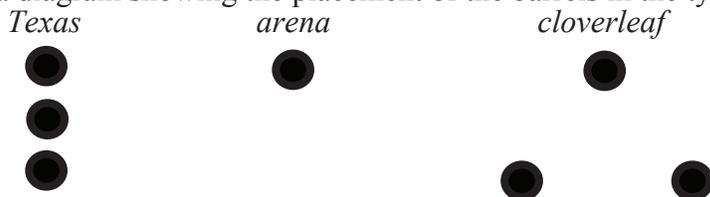
6. In this selection, the word pattern is used to mean both _____ and _____.
 a design a style a path a guide
7. What does the word drums mean in this selection? percussion instruments containers
8. Complete the analogy with a word from the selection:
bob : up and down :: weave : side to side
9. Adding an *-ing* suffix to a verb often changes it to a noun or adjective. Circle examples of such words in the selection.

Wednesday – Read the selection carefully.

10. Any horse can be trained to barrel race. True False
11. From the selection, I can infer that Annie Oakley was a(n) _____ rider.
 exceptional average beginning
12. Texas barrels are so named because they originated in Texas.
13. This selection is an example of which type of writing? expository

Thursday – Read the selection carefully.

14. Draw a diagram showing the placement of the barrels in the types of racing described in the passage.



Friday – Read the selection carefully.

15. Highlight 5-6 key words in the selection. Write a 3-4 sentence summary of the selection using your key words. It is not necessary to use all of your key words.

Suggested Key Words: barrel racing, popular, Texas, arena race, cloverleaf race, three million dollars

Suggested Summary: Barrel racing originated in Texas and is now a popular rodeo event. The three main types of barrel racing are Texas barrels, arena race, and cloverleaf race. Professional barrel racers can earn big cash prizes.

Week Six

The Crocodile Conundrum

Title

Chebron made no answer. What Amuba said was doubtless true; but upon the other hand, he had always been taught that the crocodile was sacred, and if so he could not account for the impunity with which these creatures were destroyed in other parts of Egypt. It was another of the puzzles that he so constantly met with. After a long pause he replied:

“It may seem to be as you say; but you see, Amuba, there are some gods specially worshiped in one district, others in another. In the district that a god specially protects he would naturally be indignant were the animals sacred to him to be slain, while he might pay no heed to the doings in those parts in which he is little concerned.”

“In that case, Chebron, you can clearly set your mind at rest. Let us allow that it is wrong to kill a crocodile in the district in which he is sacred and where a god is concerned about his welfare, but that no evil consequences can follow the slaying of him in districts in which he is not sacred, and where his god, as you say, feels little interest in him.”

“I hope that is so, Amuba; and that as the crocodile is not a sacred animal here no harm may come from my striking one, though I would give much that I had not been obliged to do so. I hope that my father will regard the matter in the same light.”

“I have no doubt that he will do so, Chebron, especially as we agreed that you did no real harm to the beast.”

Monday – Read the selection carefully.

1. The selection is about Chebron and Amuba debating the consequences of harming a crocodile.
2. At the top of this page, write an interesting title for this selection.
3. The author’s purpose in writing this selection is to entertain.
4. The genre of this selection is fiction (prose).

Tuesday – Read the selection carefully.

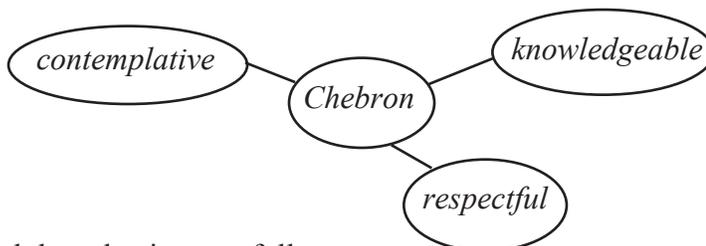
5. Find in the selection a word that means freedom from punishment. impunity
6. What does the word account mean in this selection? give explanation pay
7. Complete the analogy with a word from the selection: reject : accept :: disregard : heed
8. Find in the selection an antonym for the word pleased. indignant

Wednesday – Read the selection carefully.

9. Chebron did not want to harm the crocodile. True False
10. Underline in the selection evidence to support your answer to question #9.
11. From the selection, we can infer that Chebron’s father _____ the gods.
 respects rejects offends appreciates
12. What is the setting of this selection? ancient Egypt
13. The point of view of this selection is first person. third person.

Thursday – Read the selection carefully.

14. Draw a character web for Chebron. Include at least three traits.



Friday – Read the selection carefully.

15. Highlight 5-6 key words in the selection. Write a 3-4 sentence summary of the selection using your key words. It is not necessary to use all of your key words.

Suggested Key Words: Chebron, crocodile, Amuba, sacred, striking

Suggested Summary: Chebron and Amuba wonder if crocodiles are sacred in all parts of Egypt. Chebron has had to strike a crocodile and hopes that no harm will come from his actions.

Week Seven

Nathan Hale: Courageous, Patriotic, and Dedicated

Title

Twenty-one-year-old Revolutionary War Patriot Nathan Hale spoke the words, "I only regret that I have but one life to lose for my country!" as he faced his death. The British hanged Hale without trial on September 22, 1776. Hale was a former teacher at Union Schoolhouse in New London, Connecticut. Union Schoolhouse is now called the Nathan Hale Schoolhouse.

Nathan Hale was born in 1755 and actively encouraged education for daughters as well as sons. He graduated from Yale College in 1773, and taught at Union School from 1774 to 1775. He was an enthusiastic teacher and was loved by his students. One of his journal entries reads, "I love my employment; find many friends among strangers; have time for scientific study. My school is by no means difficult to take care of. It consists of about 30 scholars; ten of whom are college Latiners (college bound) and all but one of the rest are writers." Hale admitted girls to his school, and several attended even though they had to arrive at five in the morning--before the boys came to school!

Nathan Hale was elected First Sergeant of the New London militia. In 1776 he was commissioned a Captain in the Continental Army. During the Battle of Long Island, Hale volunteered to reconnoiter behind enemy lines. There he was captured and condemned. English general William Howe and his company were said to be very impressed with Hale's behavior as he faced death.

(by Tina Rice. in *The Old Schoolhouse*. Used by permission.)

Monday – Read the selection carefully.

1. The selection is about Nathan Hale.
2. At the top of this page, write an interesting title for this selection.
3. The author's purpose in writing this selection is to inform.
4. The genre of this selection is nonfiction (biography).
5. The tone of this selection is admiring.

Tuesday – Read the selection carefully.

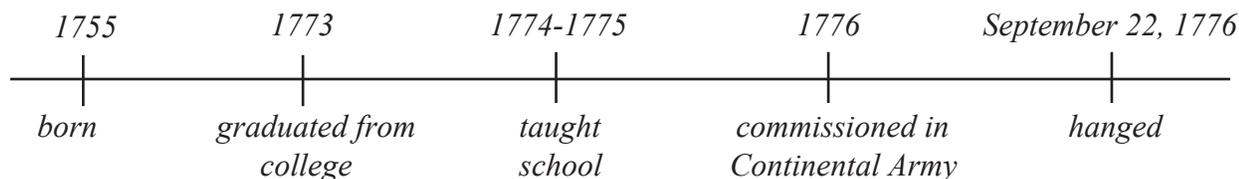
6. An antonym for the word faced is avoided. accepted. changed.
7. What does the word admitted mean in this selection? confessed allowed
8. The base word of scientific is science.
9. The word reconnoiter means inspect, spy.

Wednesday – Read the selection carefully.

10. The information in this selection is primarily objective. subjective.
11. Underline an opinion in the selection.
12. From the selection, I can infer that girls _____ usually attend school. did did not
13. This selection is an example of which type of writing? expository

Thursday – Read the selection carefully.

14. Make a time line of Nathan Hale's life as described in the passage.



Friday – Read the selection carefully.

15. Highlight 5-6 key words in the selection. Write a 3-4 sentence summary of the selection using your key words. It is not necessary to use all of your key words.

Suggested Key Words: Nathan Hale, war patriot, hanged, teacher, Battle of Long Island, captured

Suggested Summary: Nathan Hale was a teacher and war patriot in the 1700s. During the Battle of Long Island, he was captured and hanged. He faced death with courage, saying, "I only regret that I have but one life to lose for my country!"

Week Eight

Held Together by Force

Title

Every object on Earth is held together by at least one of the four fundamental forces of nature: the strong force, the weak force, the electromagnetic force, and gravitation. These four forces are found within all atoms, and they dictate the interactions between individual particles and the large-scale behavior of all matter throughout the universe. Since the first two forces (strong and weak) require the use of a nuclear power plant, we'll focus on the other two forces (electromagnetic and gravitation).

Gravitation is the force that is always attractive (never repels or pushes away). This is the force that pulls matter together and keeps your feet stuck to the sidewalk. Gravitation causes comets to be slung through our solar system, binds the moon in its orbit around the Earth, and is the sworn enemy of major league baseball pitchers everywhere.

The reason you get a shock by scuffing along the carpet can be explained in the realm of the electromagnetic force. This force determines how electrically charged particles interact and is either attractive or repulsive. Identical charges repel each other (two positive or two negative charges). Electromagnetic force is the source of power used in blenders, dishwashers, aircraft engines, solar flares, and lasers—and is a culprit in bad hair days worldwide.

(by Aurora Lipper. from "How Things Work: A Sneak Peek at Energy." © 2008. Used by permission. www.SuperchargedScience.com)

Monday – Read the selection carefully.

1. The selection is about forces of nature.
2. At the top of this page, write an interesting title for this selection.
3. The author's purpose in writing this selection is to explain.
4. The genre of this selection is nonfiction (informational).

Tuesday – Read the selection carefully.

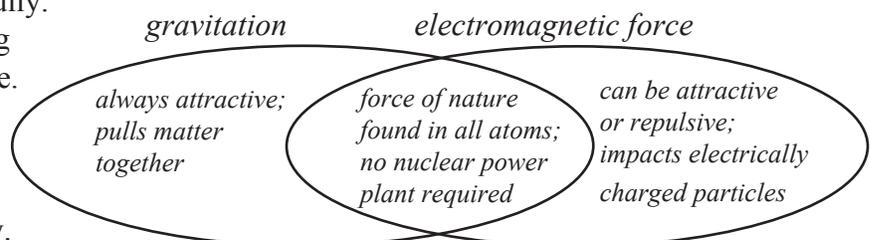
5. The word fundamental in the selection means basic, main.
6. What does the word matter mean in this selection?
O to be of importance ● substance that physical material is made of
7. What is the base word of interact? act
8. What is the suffix of repulsive? ive
9. Complete the analogy with a word from the selection:
victim : innocent :: culprit : guilty

Wednesday – Read the selection carefully.

10. The force that causes babies to fall down when they're learning to walk is
● gravitation. O electromagnetic.
11. From the selection, we can infer that some objects are held together by more than one force.
● True O False
12. The information in this selection is primarily ● objective. O subjective.
13. Underline two phrases in which the author uses humor.

Thursday – Read the selection carefully.

14. Make a Venn diagram comparing gravitation and electromagnetic force.



Friday – Read the selection carefully.

15. Highlight 5-6 key words in the selection. Write a 3-4 sentence summary of the selection using your key words. It is not necessary to use all of your key words.

Suggested Key Words: forces of nature, matter, gravitation, electromagnetic force

Suggested Summary: Four basic forces of nature hold matter together on Earth. The author explains two of these forces. Gravitation pulls matter together, and electromagnetic force impacts electrically charged particles.

Week Nine

Grammar: Not Just for Geeks

Title

It costs American businesses nearly a billion dollars per year. It causes harmful misunderstandings. It even prevents people from getting jobs. It's an inability to communicate effectively, and it stems from a lack of grammar instruction.

Like it or not, we are judged by how well we communicate with others—in speech and in writing. Some English teachers claim that students don't need to understand grammar—they should write and speak based on “what sounds good.” While that approach may work for writers who are naturally gifted, it doesn't work for most people.

In order to help students communicate more effectively, teachers and students must share a common lingo, and that lingo is grammar. Students who know the lingo understand why we use *who* for subjects and predicate nominatives and *whom* for direct objects, indirect objects, and objects of prepositions. Students who know the lingo understand that we use *lie*, *sit*, and *rise* as intransitive verbs and *lay*, *set*, and *raise* as transitive verbs. How can teachers explain parallel structure to students who don't know grammar and sentence structure? How can they explain the subordination of plot summary in a literary analysis if students don't understand subordinate clauses? How can they have meaningful dialogue with students about their writing and speaking at all?

Grammar can't be ignored. A simple misspelling, grammatical error, or punctuation slip can completely alter the meaning of a sentence. For Americans to communicate more effectively, business leaders, parents, and educators must insist that meaningful grammar instruction return to the classroom.

Monday – Read the selection carefully.

1. The selection is about the need for grammar instruction.
2. At the top of this page, write an interesting title for this selection.
3. The author's purpose in writing this selection is to persuade.
4. The genre of this selection is nonfiction (essay).
5. The tone of this selection is insistant.

Tuesday – Read the selection carefully.

6. The word lingo in the selection means language, vocabulary.
7. What does the word stems mean in this selection? stalks of plants originates differs
8. The prefix of misunderstandings is mis. It means wrong, bad.
9. Complete the analogy with a word from the selection: sit : intransitive :: set : transitive
10. The word slip in the last paragraph is a euphemism for error, mistake.

Wednesday – Read the selection carefully.

11. According to the selection, English teachers agree on how best to teach grammar. True False
12. Underline rhetorical questions in the selection.
13. This selection is an example of which type of writing? persuasive

Thursday – Read the selection carefully.

14. What is the thesis of this selection? Students need to learn grammar.
15. List three reasons the author provides in support of his or her thesis:

We're judged by how well we speak and write.

We need a language for talking about writing.

Grammatical errors can impact the meaning of what we write and say.

Friday – Read the selection carefully.

16. Highlight 5-6 key words in the selection. Write a 3-4 sentence summary of the selection using your key words. It is not necessary to use all of your key words.

Suggested Key Words: communicate effectively, lingo, meaning, grammar instruction

Suggested Summary: Effective communication is important in business and in everyday life. Improper use of grammar can change the meaning of a sentence or idea. Students need grammar instruction so they will have a language for talking about proper oral and written communication.

Week Ten

Just Another New Year

Title

As the year 2000 approached, many scientists, government officials, and computer experts warned of widespread problems when dates on computers switched to 2000. The Y2K (Year 2000) Bug was believed to pose a problem because some software only recognized the last two digits of years. Experts feared that when computers read “00,” they wouldn’t know if it meant 2000, 1900, or no year at all. Since the world is now so dependent on computers, many predictions were made about the possibility of power plant shutdowns, banking system failures, air travel problems, and other calamities. The most dire warnings suggested the possibility of the end of civilization as we know it. Many people stored up food supplies, batteries, and anything else they thought they might need in an emergency.

A special government office was set up to coordinate making changes in computer software used by both the government and business. Software makers offered patches to make existing software Y2K compatible. Computer experts and consultants worked overtime to make sure that business computer systems would not crash on New Year’s Day 2000. When the clock ticked down to midnight on December 31, 1999, beginning in Asia, the world watched to see what would happen. What happened was—practically nothing. The change from 1999 to 2000 was almost seamless.

Either government and private computer experts worked wonders, or the problem wasn’t as big as people feared—or perhaps both. It wasn’t the first time a big scare has needlessly seized the public, and it probably won’t be the last.

(by Ray Notgrass. from *Exploring America: History, Literature, and Faith*. © 2009 Notgrass Company. Used by permission. www.notgrass.com)

Monday – Read the selection carefully.

1. The selection is about Y2K.
2. At the top of this page, write an interesting title for this selection.
3. The author’s purpose in writing this selection is to inform.
4. The genre of this selection is nonfiction (informational).

Tuesday – Read the selection carefully.

5. The word calamities in the selection means disasters.
6. What does the word pose mean in this selection? present relieve pretend
7. The base word of needlessly is need.
8. Find in the selection a synonym for the word terrible. dire

Wednesday – Read the selection carefully.

9. The selection doesn’t say, but some people weren’t worried at all about the Y2K Bug. True False
10. The information in this selection is primarily objective. subjective.
11. Circle in the selection an adverb that shows the author’s opinion.
12. What would you put in a Y2K survival kit besides food and batteries? _____

Answers will vary but could include items like medicine, water, and blankets.

13. This selection is an example of which type of writing? expository

Thursday – Read the selection carefully.

14. Make a chart contrasting the fears people had about Y2K and the actual events that happened.

<i>feared</i>	<i>actual</i>
<i>power plants would shut-down; bank systems would fail; air travel would be interrupted; civilization would end</i>	<i>practically nothing</i>

Friday – Read the selection carefully.

15. Highlight 5-6 key words in the selection. Write a 3-4 sentence summary of the selection using your key words. It is not necessary to use all of your key words.

Suggested Key Words: Y2K, computers, warned, calamities, stored, nothing

Suggested Summary: As Y2K approached, many people were afraid that computers would shut down, resulting in world-wide calamities. People were warned to store up food and other essential supplies. When the year 2000 actually arrived, nothing out of the ordinary happened.

Week Eleven

Washed Up on a Distant Shore

Title

VIOLA. What country, friends, is this?

CAPTAIN. This is Illyria, lady.

VIOLA. And what should I do in Illyria?

My brother he is in Elysium.

Perchance he is not drown'd--What think you, sailors?

CAPTAIN. It is perchance that you yourself were sav'd.

VIOLA. O my poor brother! and so perchance may he be.

CAPTAIN. True, madam; and, to comfort you with chance,

Assure yourself, after our ship did split,

When you, and those poor number sav'd with you,

Hung on our driving boat, I saw your brother,

Most provident in peril, bind himself,---

Courage and hope both teaching him the practice,--

To a strong mast that liv'd upon the sea;

Where, like Arion on the dolphin's back,

I saw him hold acquaintance with the waves

So long as I could see.

VIOLA. For saying so, there's gold!

Mine own escape unfoldeth to my hope,

Whereto thy speech serves for authority,

The like of him. Know'st thou this country?

CAPTAIN. Ay, madam, well; for I was bred and born

Not three hours' travel from this very place.

VIOLA. Who governs here?

CAPTAIN. A noble duke, in nature

As in name.

VIOLA. What is his name?

CAPTAIN. Orsino.

VIOLA. Orsino! I have heard my father name him.

He was a bachelor then.

CAPTAIN. And so is now,

Or was so very late; for but a month

Ago I went from hence; and then 'twas fresh

In murmur,--as, you know, what great ones do,

The less will prattle of,--that he did seek

The love of fair Olivia.

Monday – Read the selection carefully.

1. The selection is about people saved from a shipwreck.
2. At the top of this page, write an interesting title for this selection.
3. The author's purpose in writing this selection is to entertain.
4. The genre of this selection is fiction (drama).

Tuesday – Read the selection carefully.

5. To hold acquaintance in this selection means to stay afloat.
6. What does the word less mean in this selection? someone not as important smaller amount
7. Find in the selection a synonym for the word rumor. murmur
8. The connotation of the word prattle suggests a feeling of respect. superiority. compassion.

Wednesday – Read the selection carefully.

9. Viola believes her brother has drowned.
10. “[L]ike Arion on the dolphin's back” provides an example of metaphor and allusion.
 metaphor alliteration simile allusion personification
11. Viola pays the captain for rescuing her brother. True False
12. “Most provident in peril” is an example of simile alliteration allusion
13. Duke Orsino is a(n) bachelor who is in love with Olivia.

Thursday – Read the selection carefully.

14. Make a story board based on the passage.

<i>beginning</i>	<i>middle</i>	<i>end</i>
<i>Viola learns where she is and believes her brother is dead.</i>	<i>The captain says there's a chance her brother survived.</i>	<i>The captain tells Viola that Duke Orsino governs this land.</i>

Friday – Read the selection carefully.

15. Highlight 5-6 key words in the selection. Write a 3-4 sentence summary of the selection using your key words. It is not necessary to use all of your key words.

Suggested Key Words: Illyria, Viola, Captain, brother, sav'd, Orsino

Suggested Summary: Following a shipwreck, Viola finds herself in Illyria with the captain and some others who were saved. She believes her brother has drowned but hopes it's not true. The captain tells her that Duke Orsino rules the country and is in love with a woman named Olivia.

Week Twelve

Dangerous Dogs and Ducks

Title

The vicious animals and fowl of Watson County will face stiffer regulations concerning confinement due to an ordinance approved unanimously by the county board of commissioners Wednesday.

The ordinance, which was recommended by the state, requires that dangerous and potentially dangerous dogs in the county be “properly enclosed.” The ordinance defines “proper enclosure” as “an enclosure for keeping a dangerous or potentially dangerous dog while on the owner’s property securely confined indoors or in a securely enclosed and locked pen, fence, or structure suitable to prevent the entry of young children and designed to prevent the dog from escaping.”

Specific breeds of dogs are not mentioned in the ordinance, but definitions are given for both “dangerous” and “potentially dangerous.”

According to Animal Shelter Director Bob Newsom, a dog does not have to have a history of unprovoked attacking to be vicious. “If you have a dog that you know will bite someone,” he said, “it must be kept within a fence.”

“Small dogs can be just as bad,” according to Newsom. “You bend over to pet them, and they snap you in the face.” Newsom said dachshunds and cocker spaniels are known for such actions.

Although the state act makes no mention of fowl, Newsom considers dangerous fowl to be fighting gamecocks and some geese. “Anything that can be a public nuisance needs to be kept up,” he said. Newsom does not consider white ducks to be dangerous.

Monday – Read the selection carefully.

1. The selection is about an ordinance for confining vicious animals.
2. At the top of this page, write an interesting title for this selection.
3. The author’s purpose in writing this selection is to inform.
4. The genre of this selection is real-world writing (newspaper article).
5. The author’s attitude toward Newsom can best be described as
 sympathizing. mocking. uncaring.

Tuesday – Read the selection carefully.

6. Find in the selection a word that means without motive. unprovoked
7. What does the word history mean in this selection? study of past events past record
8. Circle in the selection four words that have the suffix -ly.
This suffix turns adjectives into adverbs.
9. The word unanimously in the selection means all in agreement. without revealing names.

Wednesday – Read the selection carefully.

10. Most of the information in this selection is subjective. objective.
11. The comments made by Newsom are primarily facts. opinions.
12. From the selection, I can infer that Newsom probably thinks that any dog could be potentially dangerous. True False
13. Paraphrase the definition of the ordinance quoted in the selection. A dangerous dog is properly enclosed when it is locked up in a place from which it can’t escape and into which children can’t enter.

Thursday – Read the selection carefully.

14. Underline anything in the passage that suggests that Newsom has had negative experiences with animals in the past.

Friday – Read the selection carefully.

15. Highlight 5-6 key words in the selection. Write a 3-4 sentence summary of the selection using your key words. It is not necessary to use all of your key words.

Suggested Key Words: vicious, fowl, regulations, confinement, dogs, potentially dangerous

Suggested Summary: New regulations in Watson County require that vicious dogs and fowl be confined.

The animal shelter director suggests that any dog could be potentially dangerous. He also believes gamecocks and geese could be vicious.

Week Thirteen

Mondaysicamente

Title

After seventeen years on Earth, I thought I had seen the worst terrors life had to offer: bee stings, cold oatmeal, international warfare, sunspots, and algebra. But now, as I pause for reflection at the windswept peak of life's most horrible obstacle, I realize I was wrong. Dead wrong.

There's something much worse than bad first dates and F plusses, car crashes and telephone solicitors. It's Monday.

Apparently, the word "Monday" has roots in Spanish. When used in adjective form — *Mondaysicamente* — it means, "one who, on deadline for his newspaper article will be journalistically thwarted at every turn."

I must have missed the Monday memo telling everyone to kill the first reporter they saw today. I came to school early to tie up a few loose ends on my newest story. First, I needed interviews so I sped down to the gymnasium to seek out a few coaches.

On a normal day, this wouldn't have been a problem. But this wasn't a normal day. It was Monday. By the time I reached the gym, all the coaches spontaneously disappeared into the facility's labyrinthine locker rooms -- catacombs navigable by nothing less bullheaded and persistent than a Minotaur.

Since I was too angry to be persistent (and not enough of a Minotaur to be bull-anything), I decided to retreat and give the school board a call to investigate the construction budget. Not the best of ideas — apparently, it was Red Tape Day at the office and my research was demanding enough to require a fax. After submitting a facsimile of my request in triplicate, my dental records, Social Security number, driver's license information, and several blood samples (with a polite assurance the board would get back to me on the dark side of never), I gave up and headed for the lunch room.

There's something much worse than old cafeteria food and unfaithful friends, dirty dishes and burnt dinners and babies who cry in cinemas. It's Monday.

Sometimes you just have to keep your head down and pray you'll survive.

Monday – Read the selection carefully.

1. The selection is about a high school journalist's bad day.
2. At the top of this page, write an interesting title for this selection.
3. The author's purpose in writing this selection is to entertain.
4. The genre of this selection is nonfiction (personal narrative).
5. The author's attitude in this selection can best be described as playful, facetious.

Tuesday – Read the selection carefully.

6. A synonym for hindered in the selection is thwarted.
7. The word labyrinthine in this selection means difficult to navigate. dark and smelly.
8. The idiom red tape in the selection means official procedures that are time-consuming and complex.

Wednesday – Read the selection carefully.

9. The author's reference to the Minotaur is an example of allusion. metaphor. personification. foreshadowing.
10. When the author refers to the locker rooms as catacombs, he is using simile. metaphor. personification. alliteration.
11. Underline three examples of humor in the selection.
12. In the sixth paragraph, the sentence that begins, "After submitting a facsimile of my request in triplicate" provides an example of allusion. hyperbole. personification. simile.
13. This selection is an example of which type of writing? narrative

Thursday – Read the selection carefully.

14. Circle in the passage evidence that shows the author is a 17-year-old high school journalist.

Friday – Read the selection carefully.

15. Highlight 5-6 key words in the selection. Write a 3-4 sentence summary of the selection using your key words. It is not necessary to use all of your key words.

Suggested Key Words: Monday, newspaper article, thwarted, reporter, interviews

Suggested Summary: A high school journalist is having a bad day. It must be Monday. The student needs to interview some people for a newspaper article, but everything is going wrong.

Week Fourteen

Adventure in the Library

Title

Walking through the double doors,
you instantly feel everyone glance up to see
the offender of the library's silence.
Quickly, you tiptoe to a back aisle.
You are now out of sight; safe from the eyes.
The only offenders of the silence now
are the computer keys clicking,
muffled turning of pages,
and the occasional soft mumble of a librarian.
You turn to the rows of
novels, poetry, stories, biographies, science, and
history.
With this overpowering amount of wealth at your fingertips,
you feel joyously overwhelmed
and forget about the staring eyes.
As you travel up and down the rows

—paths, well worn by those treasure seekers
before you—
your eye is caught by a title.
Eventually, you are no longer aware of the silence
that had seemed so oppressive,
for now it is filled with the flow of imagination.
The bang of artillery and gunfire,
the stinging smell of smoke and gunpowder,
the scenes of a battlefield;
or, the call of an exotic bird,
waves rolling over white sand,
a light breeze rustling the palms
of some island long ago visited by a clipper ship.
Yes, the silence is gone; however,
you are the one who now looks up
to see who has just disturbed it.

(by Atura Lee Grant. from *Claiming Pieces of My Heart*. © 2009. Used by permission.)

Monday – Read the selection carefully.

1. The selection is about time spent in a library.
2. At the top of this page, write an interesting title for this selection.
3. The author's purpose in writing this selection is to entertain.
4. The genre of this selection is fiction (poetry).
5. The mood of the selection changes from
 discomfort to delight. hesitation to haughtiness. aggravation to acceptance.

Tuesday – Read the selection carefully.

6. Find in the selection a synonym for dismal. oppressive
7. What does the word flow mean in this selection? an outpouring movement
8. Complete the analogy with a word from the selection: trail : woods :: aisle : store
9. Create an antonym for each of the following words by adding a prefix:
aware unaware safe unsafe disturbed undisturbed

Wednesday – Read the selection carefully.

10. The selection is most likely set in 1776. 1947. 2005.
11. Circle a clue in the selection that helped you answer question #10.
12. The line “paths, well worn by those treasure seekers before you” contains at least one example of
 simile. metaphor. rhyme. personification.
13. Underline an example of imagery in the selection.
14. This selection is an example of which type of writing? descriptive

Thursday – Read the selection carefully.

15. Write another scenario that could be added after the line “of some island long ago visited by a clipper ship.”

Answers will vary, but an example is “or, the stabbing cold of snow, the sharp touch of an arctic breeze on a mountain peak above the clouds.”

Friday – Read the selection carefully.

16. Highlight 5-6 key words in the selection. Write a 3-4 sentence summary of the selection using your key words. It is not necessary to use all of your key words.

Suggested Key Words: library, silence, forget, travel, imagination

Suggested Summary: As you enter the library, you momentarily disturb the silence. Soon, however, you lose yourself in the rows of books. Your imagination gets carried away, and you forget about the silence as you travel to exotic places.

Week Fifteen

Pass the Milk

Title

Preheat your oven to 375 degrees Fahrenheit.

In a small bowl, mix together the following ingredients: 2 ¼ cups of all-purpose flour, 1 teaspoon of baking soda, and 1 teaspoon of salt. In a large mixer bowl, beat together 1 cup of butter (softened but not melted), ¾ cup of sugar, ¾ cup of brown sugar (packed), and 1 teaspoon of vanilla extract. When this mixture is creamy, add two large eggs. Beat well. Gradually add in the flour mixture from the small bowl. When the dough is mixed well, stir in 2 cups of chocolate chips. Add a cup of chopped nuts if you desire.

Take heaping tablespoons of cookie dough and drop them onto an ungreased baking sheet. Bake the cookies for about ten minutes or until golden brown. If you like moist, chewy cookies, be sure you don't bake them too long. Let the cookies cool for a couple of minutes before removing them from the baking sheet. Then use a spatula to move them to a wire cooling rack. This recipe will make about five dozen cookies.

If you live at a high altitude (over 5,200 feet), you'll need to increase the flour to 2 ½ cups and add 2 teaspoons of water to your mixture.

Monday – Read the selection carefully.

1. The selection is about how to make cookies.
2. At the top of this page, write an interesting title for this selection.
3. The author's purpose in writing this selection is to teach.
4. The genre of this selection is real-world writing (recipe).

Tuesday – Read the selection carefully.

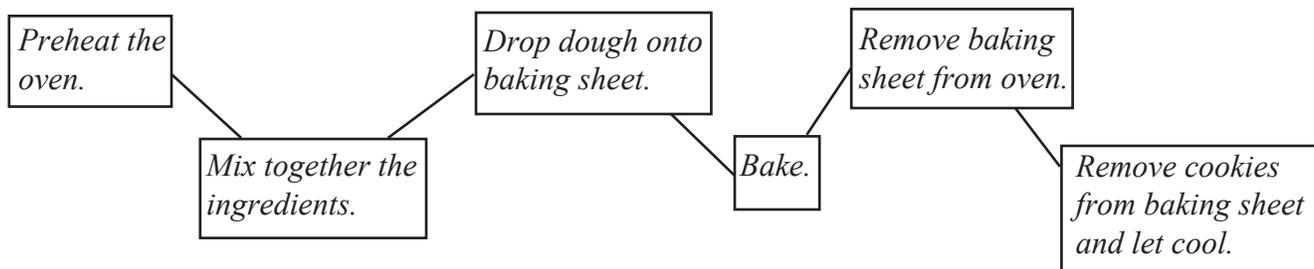
5. Find in the selection a word that means the opposite of dry. moist
6. What does the word beat mean in this selection? to strike to stir to defeat
7. Find in the selection a word that uses the Latin root altus, which means high or deep.
altitude
8. Find in the selection an antonym of suddenly. gradually

Wednesday – Read the selection carefully.

9. Nuts are optional in these cookies. True False
10. This selection tells how to make
 O sugar cookies. chocolate chip cookies. O oatmeal cookies.
11. Where are two places you might find this selection? Answers will vary, but possibilities include in a recipe book and on the back of a package of chocolate chips.
12. This selection is an example of which type of writing? expository

Thursday – Read the selection carefully.

13. Make a story string showing the steps described in the passage.



Friday – Read the selection carefully.

14. Highlight 5-6 key words in the selection. Write a 3-4 sentence summary of the selection using your key words. It is not necessary to use all of your key words.

Suggested Key Words: mix, dough, baking sheet, bake, cooling

Suggested Summary: To make chocolate chip cookies, you must first mix together the ingredients. Then, put the dough onto a baking sheet and bake it at 375 degrees. Finally, remove the cookies and allow them to cool. Slight recipe changes are necessary if you live at a high altitude.

Week Sixteen

England or Great Britain?

Title

People often use the terms England and Britain interchangeably, but this is not accurate. Britain is the island of Great Britain, which is made up of England, Scotland, and Wales. Wales came under English rule in 1284 and was incorporated into England by the Act of Union of 1536. James I governed both England and Scotland, but the two countries were not officially united until the Act of Union in 1707. From that point on it is accurate to call the country Britain or Great Britain.

Since England is the most politically powerful part of Britain, it is usually accurate to refer to the government and society in general as English, but only if you are clearly not talking about Scotland or Wales specifically. You might get by with calling a Scotsman or a Welshman British, but you should never refer to one of them as English. Many Scots and Welsh resent England's rule over them. English is the language of business and everyday life throughout Britain. The Scots and Welsh languages are still alive, although fewer and fewer people speak them.

An Act of Union passed by Parliament in 1801 incorporated Ireland into the United Kingdom. Ireland declared itself a free state in 1921, but the six northern counties of Ireland remained politically aligned with Great Britain and are called Northern Ireland. The most accurate name for the nation today is the United Kingdom of Great Britain and Northern Ireland. London, England, is the capital of the UK. Many in Ireland (which is predominantly Catholic) want Northern Ireland to be part of Ireland. Most people in Northern Ireland (which is predominantly Protestant) want to remain part of the UK. In the late twentieth century the British government gave greater autonomy to Wales, Scotland, and Northern Ireland by allowing provincial assemblies to form and to decide on local matters.

(by Ray Notgrass. from *Exploring America: History, Literature, and Faith*. © 2009 Notgrass Company. Used by permission. www.notgrass.com)

Monday – Read the selection carefully.

1. The selection is about the difference between England and Great Britain.
2. At the top of this page, write an interesting title for this selection.
3. The author's purpose in writing this selection is to explain.
4. The genre of this selection is nonfiction (informational).

Tuesday – Read the selection carefully.

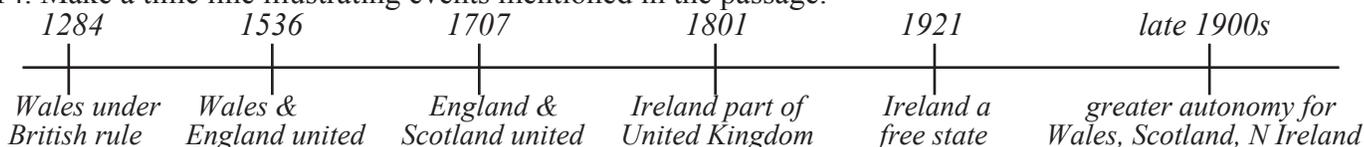
5. Find in the selection a synonym for independence. autonomy
6. What does the word point mean in this selection?
O a sharp end ● a moment in time O a hint or suggestion
7. The base word of provincial is province. It means part of a country.
8. The word aligned in this selection means O opposed to. ● joined with. O distanced from.
9. Which phrase carries a negative connotation? O accurate to refer to ● get by with calling

Wednesday – Read the selection carefully.

10. From the selection, we can infer that Northern Ireland remains part of the UK because of
● religious beliefs. O political beliefs. O tradition.
11. The term "Britain" dates back to O 1536. ● 1707. O 1801.
12. The information in this selection is primarily ● objective. O subjective.
13. Underline a sentence that indicates feelings of the Scots and Welsh.

Thursday – Read the selection carefully.

14. Make a time line illustrating events mentioned in the passage.



Friday – Read the selection carefully.

15. Highlight 5-6 key words in the selection. Write a 3-4 sentence summary of the selection using your key words. It is not necessary to use all of your key words.

Suggested Key Words: England, Britain, Scotland, Wales, free state, Ireland, aligned

Suggested Summary: England and Britain do not mean the same thing. England is part of Britain as are Wales, Scotland, and Northern Ireland. The rest of Ireland is a separate entity.

Week Seventeen

Society and Government: Different in Many Ways

Title

Some writers have so confounded society with government, as to leave little or no distinction between them; whereas they are not only different, but have different origins. Society is produced by our wants, and government by our wickedness; the former promotes our happiness positively by uniting our affections, the latter negatively by restraining our vices. The one encourages unity, the other creates distinctions. The first a patron, the last a punisher.

Society in every state is a blessing, but government even in its best state is but a necessary evil; in its worst state an intolerable one; for when we suffer, or are exposed to the same miseries by a government, which we might expect in a country without government, our calamity is heightened by reflecting that we furnish the means by which we suffer. Government, like dress, is the badge of lost innocence; the palaces of kings are built on the ruins of the bowers of paradise. For were the impulses of conscience clear, uniform, and irresistibly obeyed, man would need no other lawgiver; but that not being the case, he finds it necessary to surrender up a part of his property to furnish means for the protection of the rest; and this he is induced to do by the same prudence which in every other case advises him out of two evils to choose the least. Wherefore, security being the true design and end of government, it unanswerably follows, that whatever form thereof appears most likely to ensure it to us, with the least expense and greatest benefit, is preferable to all others.

Monday – Read the selection carefully.

1. The selection is about the pros and cons of society and government.
2. At the top of this page, write an interesting title for this selection.
3. The author's purpose in writing this selection is to express opinion (persuade).
4. The genre of this selection is nonfiction (essay).
5. The tone of this selection is emphatic, insistent.

Tuesday – Read the selection carefully.

6. The word prudence in the selection most nearly means caution. recklessness. factor.
7. What does the word uniform mean in this selection? an identifying outfit consistent
8. Circle in the selection three different prefixes that mean not.
9. The word calamity in the selection is an antonym of disaster. blessing. situation.

Wednesday – Read the selection carefully.

10. According to the selection, perfect people would need no government at all. True False
11. The author of the selection would be in favor of a government that
 raises taxes. helps the poor. provides security. is led by a king.
12. This selection is an example of which type of writing? persuasive

Thursday – Read the selection carefully.

13. What is the thesis of this selection? Government that does more than provide security is oppressive.
14. Make a chart contrasting society and government.

<i>society</i>	<i>government</i>
<i>produced by wants</i>	<i>produced by wickedness</i>
<i>unites affections</i>	<i>restrains vices</i>
<i>encourages unity</i>	<i>creates distinctions</i>
<i>blessing</i>	<i>necessary evil</i>

Friday – Read the selection carefully.

15. Highlight 5-6 key words in the selection. Write a 3-4 sentence summary of the selection using your key words. It is not necessary to use all of your key words.

Suggested Key Words: society, government, necessary, protection, suffer

Suggested Summary: Society and government are not synonymous. Society provides a way for people to work together in a positive way. Government should be for the protection of society. When government is oppressive, we have only ourselves to blame.

Week Eighteen

A Well-intentioned Breakfast

Title

From the little lean-to kitchen the sound of the sputtering suddenly ceased, and at the door appeared a pair of dark, wistful eyes.

“Daddy!” called the owner of the eyes.

There was no answer.

“Father, are you there?” called the voice, more insistently.

From one of the bunks came a slight stir and a murmured word. At the sound the boy at the door leaped softly into the room and hurried to the bunk in the corner. He was a slender lad with short, crisp curls at his ears, and the red of perfect health in his cheeks. His hands, slim, long, and with tapering fingers (like a girl’s), reached forward eagerly.

“Daddy, come! I’ve done the bacon all myself, and the potatoes and the coffee, too. Quick, it’s all getting cold!”

Slowly, with the aid of the boy’s firm hands, the man pulled himself half to a sitting posture. His cheeks, like the boy’s, were red--but not with health. His eyes were a little wild, but his voice was low and very tender, (like a caress)

“David--it’s my little son David!”

“Of course it’s David! Who else should it be?” laughed the boy. “Come!” And he tugged at the man’s hands.

The man rose then, unsteadily, and by sheer will forced himself to stand upright. The wild look left his eyes, and the flush his cheeks. His face looked suddenly old and haggard. Yet with fairly sure steps he crossed the room and entered the little kitchen.

Half of the bacon was black; the other half was transparent and (like tough jelly) The potatoes were soggy, and had the unmistakable taste that comes from a dish that has boiled dry. The coffee was lukewarm and muddy. Even the milk was sour.

David laughed a little ruefully.

Monday – Read the selection carefully.

1. The selection is about a boy who has made breakfast for his sick father.
2. At the top of this page, write an interesting title for this selection.
3. The author’s purpose in writing this selection is to entertain.
4. The genre of this selection is fiction (prose).
5. The mood of the selection is hesitant but eager. lively and encouraging. somber but tender.

Tuesday – Read the selection carefully.

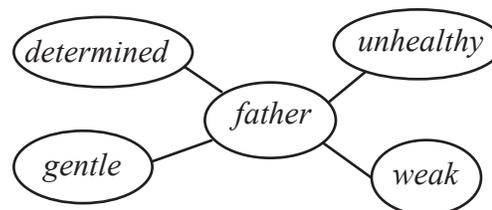
6. The word haggard in the selection most nearly means bright. exhausted. confused.
7. What does the word stir mean in this selection? movement to disturb to mix
8. The connotation of leaped suggests sullenness. hesitancy. hopefulness.
9. Find in the selection two words that mean thin. slender, slim

Wednesday – Read the selection carefully.

10. David’s character can best be described as withdrawn. pushy. eager.
11. This selection is written in the third person point of view. first third
12. Circle three similes in the selection. Draw boxes around three examples of alliteration. Underline an example of imagery.
13. This selection is an example of which type of writing? narrative

Thursday – Read the selection carefully.

14. Make a character web for David’s father.



Friday – Read the selection carefully.

15. Highlight 5-6 key words in the selection. Write a 3-4 sentence summary of the selection using your key words. It is not necessary to use all of your key words.

Suggested Key Words: Father, myself, David, haggard, bacon, coffee

Suggested Summary: David’s father is not well, so David gets up early to cook breakfast by himself. His father wills himself to walk to the kitchen. There he sees David’s good intentions: soggy potatoes, muddy coffee, and bacon that is half burnt and half rubbery.

Week Twenty

Friends Don't Pressure Friends

Title

Though encountering peer pressure is virtually inevitable, there are ways of avoiding some situations. Look for warning signs: a party that has no supervision, a group of suspicious kids, and any other red flags such as something that you are uncomfortable just witnessing.

Knowing what to say once you are in a pressured situation is vital to everyday life as a teenager. Sometimes it is best just to tell your friends flat out that you don't want to be a part of something that may be going on. Try to make it come across as friendly and not offensive. Remember that you cannot control others' actions but only your own. However, you can suggest alternate activities in an attempt to steer your friends away from trouble.

Making excuses is probably the second most common way of avoiding pressure. This method is doomed to fail eventually, though, because at some point your friends will see through your lies. Ignoring your friends or peers who might be pressuring you is a method that may cause you to lose your friendships or relationships.

Watching out for potentially dangerous pressuring situations is important. It is probably even more important that you remind yourself not to make someone else the object of your own pressure. Pressuring a friend can be damaging and sometimes fatal to a relationship. True friends are aware of the kinds of situations their friends are getting into. Watch out for them, and if you are truly their friend, you won't watch them drown in something harmful. Use your best judgment, and you will probably avoid any harmful situations.

Monday – Read the selection carefully.

1. The selection is about avoiding peer pressure.
2. At the top of this page, write an interesting title for this selection.
3. The author's purpose in writing this selection is to give advice (persuade).
4. The genre of this selection is nonfiction (essay).
5. The tone of this selection is straightforward.

Tuesday – Read the selection carefully.

6. The word inevitable means can't be avoided. very common. difficult.
7. The term peer pressure usually carries a _____ connotation. positive negative
8. Complete the analogy with a word from the selection: exhausted : tired :: vital : important
9. The idiom red flag means a warning sign.

Wednesday – Read the selection carefully.

10. According to the selection, pressuring others can be as bad as giving in to pressure yourself.
 True False

11. List three things students your age might be pressured to do. _____
Answers will vary, but some possibilities include cheating, smoking, drinking, and skipping school.

12. This selection is an example of which type of writing? persuasive

Thursday – Read the selection carefully.

13. What is the main idea of this selection? Peer pressure, though inevitable, can be avoided.
14. Make a chart showing two effective ways and two ineffective ways to avoid peer pressure.

<i>effective</i>	<i>ineffective</i>
<i>say you just don't want to</i> <i>suggest alternate activity</i>	<i>make excuses</i> <i>ignore friends</i>

Friday – Read the selection carefully.

15. Highlight 5-6 key words in the selection. Write a 3-4 sentence summary of the selection using your key words. It is not necessary to use all of your key words.

Suggested Key Words: peer pressure, inevitable, avoiding, friends, true

Suggested Summary: Though it is inevitable, peer pressure can be avoided. Being honest with your friends is more effective than lying to them or avoiding them. It's also important that you don't pressure your friends. True friends look out for each other.

Week Twenty-one

Ode to a Porcelain Oasis

Title

Dear Taryn,

As I was driving to a friend's house today, I passed the most unsightly menagerie of porcelain I have ever dared to glance upon. Among the untrimmed trees and grass in a nearby front yard are settled two dirty-white toilets and a bright blue bathtub. Plants and weeds grow aimlessly in all three of these eyesores and red and black spray paint boldly defaces their exteriors. The neglected grass conforms to the base of the porcelain like algae growing on the side of an abandoned fishing boat.

To add to the tacky arrangement, its creators have planted a ceramic deer knee-deep in the undergrowth beside the bathtub. This deer, whose brown color has begun to chip away like old house paint, appears to be eating the greenery and drinking the water of this porcelain oasis. Finally, the creators of this monument have painstakingly situated a statue of a young boy with a fishing pole near one of the toilets. Day after day, this boy, clad in red shorts and a yellow hat, sits with his line cast into the commode, catching nothing but flies and small garden snakes.

Overall, the general squalor of this display makes the people who pass by it gawk for just a moment and then look away with a snicker of disbelief. I hope you will never have occasion to drive this same route; but if you do, you'll never forget the scene!

Your friend,
Jake

Monday – Read the selection carefully.

1. The selection is about a tacky display in a front yard.
2. At the top of this page, write an interesting title for this selection.
3. The author's purpose in writing this selection is to describe.
4. The genre of this selection is nonfiction (friendly letter).
5. The author's attitude toward the subject can best be described as
 appalled but amused. impressed and inspired. dumbfounded and disgusted.

Tuesday – Read the selection carefully.

6. The word menagerie in the selection means collection.
7. What does the word occasion mean in this selection? a special event a cause or reason
8. Circle in the selection two verbs and three nouns with negative connotations.
9. Complete the analogy with a word from the selection: softly : gingerly :: carefully : painstakingly

Wednesday – Read the selection carefully.

10. The phrase "drinking the water of this porcelain oasis" provides an example of
 allusion. metaphor. alliteration. personification.
11. The phrase "with his line cast into the commode, catching nothing but flies and small garden snakes" provides an example of allusion. metaphor. alliteration. hyperbole.
12. Underline two similes in the selection.
13. This selection is an example of which type of writing? descriptive

Thursday – Read the selection carefully.

14. Draw a picture of the scene the author has described.

Artwork will vary but should include two toilets, a bathtub, and a statue of a deer. A statue of a boy should be fishing from a toilet. Students could also include details such as weeds, flies, and chipped paint.

Friday – Read the selection carefully.

15. Highlight 5-6 key words in the selection. Write a 3-4 sentence summary of the selection using your key words. It is not necessary to use all of your key words.

Suggested Key Words: front yard, toilets, bathtub, deer, boy, fishing

Suggested Summary: Jake passed by a house with an unusual display in the front yard. In the overgrown grass were two toilets and a bathtub! A ceramic deer appeared to be grazing in the display, and a statue of a boy was fishing from a toilet.

Week Twenty-two

Death within a Dream

Title

Murray dreamed a dream.

Both psychology and science grope when they would explain to us the strange adventures of our immaterial selves when wandering in the realm of “Death’s twin brother, Sleep.” This story will not attempt to be illuminative; it is no more than a record of Murray’s dream. One of the most puzzling phases of that strange waking sleep is that dreams which seem to cover months or even years may take place within a few seconds or minutes.

Murray was waiting in his cell in the ward of the condemned. An electric arc light in the ceiling of the corridor shone brightly upon his table. On a sheet of white paper an ant crawled wildly here and there as Murray blocked its way with an envelope. The electrocution was set for eight o’clock in the evening. Murray smiled at the antics of the wisest of insects.

There were seven other condemned men in the chamber. Since he had been there Murray had seen three taken out to their fate; one gone mad and fighting like a wolf caught in a trap; one, no less mad, offering up a sanctimonious lip-service to Heaven; the third, a weakling, collapsed and strapped to a board. He wondered with what credit to himself his own heart, foot, and face would meet his punishment; for this was his evening. He thought it must be nearly eight o’clock.

Monday – Read the selection carefully.

1. The selection is about Murray’s dream of preparing for the death penalty.
2. At the top of this page, write an interesting title for this selection.
3. The author’s purpose in writing this selection is to entertain.
4. The genre of this selection is fiction (prose).
5. The mood of this selection is eerie, cold.

Tuesday – Read the selection carefully.

6. The word antics in the selection means funny behavior.
7. What does the word illuminative mean in this selection?
O providing light or decoration ● providing explanation
8. The word sanctimonious is an antonym of
● sincere. O excessive. O false. O loud.
9. The word fate in this selection is used as a euphemism for death.

Wednesday – Read the selection carefully.

10. What is the point of view of this selection?
O first person O second person ● third person
11. The phrase “gone mad and fighting like a wolf caught in a trap” offers an example of
O metaphor. ● simile. O personification. O alliteration.
12. From the selection, I can infer that Murray is supposed to spend his last hours
● writing a letter. O praying. O eating his favorite meal.
13. What is the setting of the selection? death row within a dream
14. Paraphrase the second sentence of the selection. Neither psychology nor science can provide a good explanation of dreams.

Thursday – Read the selection carefully.

15. Underline evidence that Murray (in his dream) is preparing for his own execution.

Friday – Read the selection carefully.

16. Highlight 5-6 key words in the selection. Write a 3-4 sentence summary of the selection using your key words. It is not necessary to use all of your key words.

Suggested Key Words: Murray, dream, waiting, electrocution, wondered

Suggested Summary: Murray is dreaming of his own impending electrocution. As he waits, he wonders how he will act when it’s actually time for his death. He has seen three other men already go to face their fates.

Week Twenty-three

Guide for Gracious Gift Giving

Title

For common gifts, necessity makes pertinences and beauty every day, and one is glad when an imperative leaves him no option, since if the man at the door have no shoes, you have not to consider whether you could procure him a paint-box. Next to things of necessity, the rule for a gift, which one of my friends prescribed, is, that we might convey to some person that which properly belonged to his character, and was easily associated with him in thought.

But our tokens of compliment and love are for the most part barbarous. Rings and other jewels are not gifts, but apologies for gifts. The only gift is a portion of thyself. Thou must bleed for me. Therefore the poet brings his poem; the shepherd, his lamb; the farmer, corn; the miner, a gem; the sailor, coral and shells; the painter, his picture; the girl, a handkerchief of her own sewing. This is right and pleasing, for it restores society in so far to its primary basis, when a man's biography is conveyed in his gift, and every man's wealth is an index of his merit. But it is a cold, lifeless business when you go to the shops to buy me something, which does not represent your life and talent, but a goldsmith's. This is fit for kings, and rich men who represent kings, and a false state of property, to make presents of gold and silver stuffs, as a kind of symbolical sin-offering, or payment of black-mail.

Monday – Read the selection carefully.

1. The selection is about giving appropriate gifts.
2. At the top of this page, write an interesting title for this selection.
3. The author's purpose in writing this selection is to persuade.
4. The genre of this selection is nonfiction (essay).

Tuesday – Read the selection carefully.

5. The word token suggests a connotation of wealth. trustworthiness. insincerity.
6. Find in the selection a synonym for relevancies. pertinences
7. What does the word character mean in this selection?
 a part or role personality a moral quality
8. The word biography comes from bio, which means life, and graph, which means write.
9. The word procure in this selection means obtain or purchase.

Wednesday – Read the selection carefully.

10. The expression “bleed for me” in this selection means to give something from the heart or something that requires a personal sacrifice.
11. According to the selection, a gift should be something the recipient needs and something appropriate for the recipient.
12. Paraphrase the first sentence of the selection. Gift-giving is easy when you know what a person needs; if someone doesn't have shoes, it's obvious that you shouldn't give him a set of paints.
13. This selection is an example of which type of writing? persuasive

Thursday – Read the selection carefully.

14. Underline the sentence in which the author provides specific examples of appropriate gifts.
15. Based on the examples you underlined, name a gift that would be appropriate for you personally to give to someone else. Answers will vary based on the talents of your students.
16. Circle words in the passage that illustrate the author's attitude toward typical gift-giving.

Friday – Read the selection carefully.

17. Highlight 5-6 key words in the selection. Write a 3-4 sentence summary of the selection using your key words. It is not necessary to use all of your key words.

Suggested Key Words: gifts, necessity, thought, portion of thyself, buy

Suggested Summary: When giving someone a gift, you should try to think of something he or she needs and something that is appropriate for him or her. It's also better to give a portion of yourself by choosing a gift you made yourself rather than a store-bought gift.

Week Twenty-four

Pompdebile the Pokey

Title

POMPDEBILE. Where is your mistress?

URSULA. She has gone, Your Majesty.

POMPDEBILE. Gone! Where has she gone?

URSULA. I do not know, Your Majesty. She was with us a while ago, waiting there, as you commanded.

POMPDEBILE. Yes, and then--speak.

URSULA. Then she started out and forbade us to go with her.

POMPDEBILE. The thought of possible divorce from us was more than she could bear. Did she say anything before she left?

URSULA (*trembling*). Yes, Your Majesty.

POMPDEBILE. What was it? She may have gone to self-destruction. What was it?

URSULA. She said--

POMPDEBILE. Speak, woman, speak.

URSULA. She said that Your Majesty--

POMPDEBILE. A farewell message! Go on.

URSULA (*gasping*). That Your Majesty was “pokey” and that she didn’t intend to stay there any longer.

POMPDEBILE (*roaring*). *Pokey!!*

URSULA. Yes, Your Majesty, and she bade me call her when you came, but we can’t find her, Your Majesty.

(*The PASTRY COOKS whisper. URSULA is in tears.*)

CHANCELLOR. This should not be countenanced, Your Majesty. The word “pokey” cannot be found in the dictionary. It is the most flagrant disrespect to use a word that is not in the dictionary in connection with a king.

POMPDEBILE. We are quite aware of that, Chancellor, and although we may appear calm on the surface, inwardly we are swelling, *swelling*, with rage and indignation.

Monday – Read the selection carefully.

1. The selection is about *Pompdebile questioning Ursula about the whereabouts of her mistress*.
2. At the top of this page, write an interesting title for this selection.
3. The author’s purpose in writing this selection is to *entertain*.
4. The genre of this selection is *fiction (drama)*.
5. The mood of this selection is *silly*.

Tuesday – Read the selection carefully.

6. Find in the selection a synonym for accepted. *countenanced*
7. What does the word forbade mean in this selection? didn’t allow commanded
8. The root of indignation is dignus, meaning worthy. List three other words that use the same root.
indignation, dignified, dignitary
9. An antonym of the word flagrant in the selection is blatant. mild. inappropriate.

Wednesday – Read the selection carefully.

10. What is the problem in the selection? *The king can’t find his wife.*
11. This excerpt probably comes from the _____ of the complete work.
 beginning middle end
12. The Chancellor can best be described as a _____ to the king. brownnoser backstabber

Thursday – Read the selection carefully.

13. Ursula’s attitude in this selection can best be described as frightened. bold. indifferent.
14. Underline evidence in the selection to support your answer to #13.

Friday – Read the selection carefully.

15. Highlight 5-6 key words in the selection. Write a 3-4 sentence summary of the selection using your key words. It is not necessary to use all of your key words.

Suggested Key Words: Ursula, Pompdebile, find, rage, “pokey”

Suggested Summary: Pompdebile can’t find his wife and asks Ursula where she is. Ursula is hesitant to answer but finally blurts out that the wife left because Pompdebile is “pokey.” Pompdebile is enraged at this insult.

Week Twenty-five

The Most Common Psychotic Disorder

Title

Schizophrenia, the most common psychotic disorder, describes a chronic, severe, and disabling condition that affects about one percent of the population worldwide and accounts for over fifty percent of the admissions to psychiatric hospitals in the United States. Symptoms and behaviors generally appear in older teenagers and young adults.

The word “schizophrenia” comes from the Greek roots *schizo* (split) and *phrene* (mind) describing the fragmented thinking of people with the condition or their split from reality. Schizophrenia does not mean “split personality.”

Schizophrenia describes the presence of delusions, hallucinations, disorganized speech, grossly disorganized or catatonic behavior, and negative symptoms. The *Diagnostic and Statistical Manual of Mental Disorders, 4th Edition* (DSM-IV) of the American Psychiatric Association describes five subtypes: undifferentiated type, disorganized type, catatonic type, residual type, and paranoid type schizophrenia.

Paranoid type schizophrenia is the most common type of schizophrenia. It is characterized by prominent delusions that usually involve some form of threat or conspiracy.

The disorganized type is characterized by disorganized speech, disorganized behavior, and inappropriate or flat affect.

The catatonic type is characterized by disordered motor activity. Sufferers may be immobile or wildly active with inappropriate or purposeless activity and postures.

The residual type is characterized by the absence of prominent positive symptoms (hallucinations, delusions, and disorganized speech or behavior) but continued negative symptoms.

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Monday – Read the selection carefully.

1. The selection is about schizophrenia.
2. At the top of this page, write an interesting title for this selection.
3. The author’s purpose in writing this selection is to explain.
4. The genre of this selection is nonfiction (informational).

Tuesday – Read the selection carefully.

5. The word fragmented in the selection means disorganized, disconnected.
6. What does the word accounts mean in this selection? amounts of money gives an explanation
7. Write the base word of each: disabling able, disorganized organize, and disordered order.
8. The prefix of each of the words in #7 is dis. It means apart.
9. Complete the analogy with a word from the selection: active : passive :: temporary : chronic

Wednesday – Read the selection carefully.

10. Schizophrenia never appears in young children and older adults. True False
11. From the selection, we can infer that some people think schizophrenia means “split personality.”
 True False
12. Why do you think the author doesn’t describe undifferentiated type schizophrenia? Since it’s undifferentiated, it doesn’t have distinct characteristics.

13. This selection is an example of which type of writing? expository

Thursday – Read the selection carefully.

14. Make a chart outlining the characteristics of the four types of schizophrenia described in the selection.

<i>paranoid type</i>	<i>disorganized type</i>	<i>catatonic type</i>	<i>residual type</i>
<i>most common; delusions involving threat or conspiracy</i>	<i>disorganized speech and behavior; inappropriate affect</i>	<i>disordered motor activity; immobile or wildly active</i>	<i>no positive symptoms; continued negative symptoms</i>

Friday – Read the selection carefully.

15. Highlight 5-6 key words in the selection. Write a 3-4 sentence summary of the selection using your key words. It is not necessary to use all of your key words.

Suggested Key Words: schizophrenia, most common, psychotic disorder, five subtypes, paranoid

Suggested Summary: Schizophrenia is a common psychotic disorder. The American Psychiatric Association has identified five subtypes of schizophrenia, the most common being paranoid type. All types are characterized by disorganized thinking or a disconnection from reality.

Week Twenty-six

How to Lower Your Golf Score

Title

Some golfers can hit a golf ball a long way, but the hardest and sometimes the most frustrating part of the game is actually getting the ball into the hole from close distances. The following information will help you lower your score and enjoy the game more.

The pitch shot is a technique used when you don't need to hit the ball very far. Resembling a half swing, the pitch shot calls for a narrower stance than does a full shot. You have to use a lofted club to hit the pitch shot so the ball will fly into the air and land on the green, rolling only a short distance. Loft refers to how angled the club face is. A club with a higher loft has a more angled club face.

The chip shot is used when you are even closer to the green and want the ball to roll farther and not go as high as a pitch shot. For this reason you want to use a club that has less loft such as a 7 iron.

The flop shot is used when you are close to the green and need to hit the ball even higher than a pitch shot. You usually use the flop shot when you want the ball to land on the green and roll very little or when there is an obstacle between you and the green, such as a sand trap.

The last part of the short game is the putt. Using a putter, which has almost no loft, causes the ball to roll rather than go into the air. When you putt, you don't always aim right at the hole. You have to choose a target based on the way the green is sloping. If it slopes left, then you will aim a little to the right, and vice versa.

Monday – Read the selection carefully.

1. The selection is about close distance golf shots.
2. At the top of this page, write an interesting title for this selection.
3. The author's purpose in writing this selection is to teach.
4. The genre of this selection is nonfiction (informational).

Tuesday – Read the selection carefully.

5. Find in the selection a synonym for impediment. obstacle
6. What does the word face mean in this selection?

to look toward
 outward appearance
 the surface

7. The suffix of higher and narrower is er. It means more.
8. The expression vice-versa means the other way around.

Wednesday – Read the selection carefully.

9. Using a club with a higher loft will cause the ball to fly higher into the air. True False
10. From the selection, we can infer that “the short game” refers to
 - shots near and on the green. a game that lasts under two hours. putting.

11. A putter has a _____ angled face than a 7 iron does. more less
12. This selection is an example of which type of writing? expository

Thursday – Read the selection carefully.

13. Make a chart that describes each type of golf shot explained in the passage.

<i>pitch</i>	<i>chip</i>	<i>flop</i>	<i>putt</i>
<i>half swing; lofted club; short distance</i>	<i>not as high as pitch; less loft; closer to green</i>	<i>higher than pitch; go over obstacle; close to green</i>	<i>roll only; aim according to slope of green</i>

Friday – Read the selection carefully.

14. Highlight 5-6 key words in the selection. Write a 3-4 sentence summary of the selection using your key words. It is not necessary to use all of your key words.

Suggested Key Words: *golfers, shot, loft, green, short game*

Suggested Summary: *When golfing, you use four different shots when you are close to or on the green. You must choose a club based on how high you want the ball to fly. When you are on the green, you should use a putter, which causes the ball to roll toward the hole.*

Week Twenty-seven

Hang on, Toto!

Title

The tornado then approached Thomas Bonsall's house with a continuous roaring sound, and he fled within. It passed along the north side of his house, overthrew his orchard, destroyed part of his corn crop, carried an apple tree fifty yards, and cut a track 150 yards wide and proceeded in the direction of Sadsbury Meeting House. The first building struck was a tenement house on the property of Elwood Pownell. It was located on the top of a hill that overlooked the surrounding country; an old man named Robert Johnston occupied it. The building was leveled to the ground. He stated that he was coming up the hill as the cloud approached, and sought safety by leaning against the bank and holding firmly to the fence; he was not injured. He is now living in the *cellar* of the house and crawls out into daylight when it is necessary; no movement is being made towards rebuilding his dwelling. The storm-cloud next passed over Mr. Pownell's property. His wagon shed and carriage house are gone, and a large number of his apple trees were overthrown. His farming utensils were swept away, and the barn itself was moved fourteen inches from its foundation. The fences on the property were more or less demolished but his whole loss was not very great. He states that his father-in-law was paying him a visit on that afternoon, but was unable to get home in the evening as his carriage was seized by the storm and carried away. Mr. Pownell further states that he saw the wind coming, and with the greatest difficulty reached the house, being unable to find the door-latch after he got there. He also experienced great difficulty in breathing.

Monday – Read the selection carefully.

1. The selection is about a tornado.
2. At the top of this page, write an interesting title for this selection.
3. The author's purpose in writing this selection is to describe.
4. The genre of this selection is nonfiction (informational account).
5. The author's attitude in this selection can best be described as
O sympathetic. matter-of-fact. O impolite.

Tuesday – Read the selection carefully.

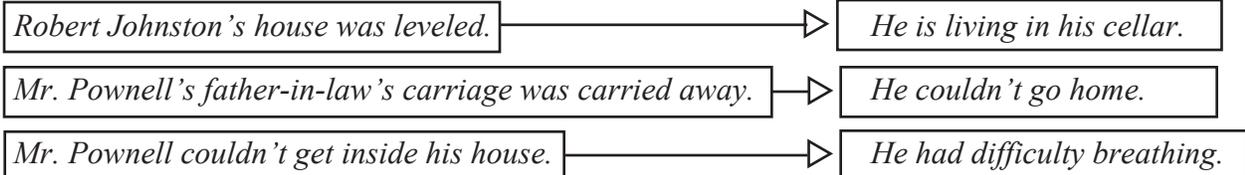
6. The word tenement in the selection means rental. O old. O large.
7. What does the word occupied mean in this selection? O engaged in lived in O worked in
8. Complete the analogy with a word from the selection: hungered : ate :: sought : found
9. Skim through the selection and circle words that suggest damage.

Wednesday – Read the selection carefully.

10. Underline clues that suggest that the events in this selection happened long ago.
11. This selection most likely came from the _____ of a longer work.
O beginning middle O end
12. The information in this selection consists primarily of facts. O opinions.
13. This selection is written in the _____ person point of view. O first third

Thursday – Read the selection carefully.

14. Use at least three events from the selection to make a cause and effect chart.



Friday – Read the selection carefully.

15. Highlight 5-6 key words in the selection. Write a 3-4 sentence summary of the selection using your key words. It is not necessary to use all of your key words.

Suggested Key Words: tornado, destroyed, not injured, cellar, visit

Suggested Summary: A tornado ripped through a rural town, causing much destruction. One man lost his house and is living in his cellar. Another man was visiting his son-in-law and couldn't go home because his carriage was blown away. No one was injured.

Week Twenty-eight

It's in the Stars

Title

The ancient Greek philosophers combined the older astronomy of Egypt and Babylon into the grand mathematical system of *Classical Astronomy*. They developed geometrical methods to measure and predict the motions of the celestial bodies. In fact, *trigonometry*, the study of triangles, was originally developed for work in astronomy. The Greek philosophers Aristotle and Ptolemy established a “geocentric” astronomical system in which the Earth was understood to be at the center of a rotating cosmos.

The Greeks called the Sun *Helios* and the Moon *Selene*. Eventually, the Greek world was conquered by Rome, and the astronomical legacy passed to the Romans. Though they didn't add to Greek astronomy, Rome's innovations were practical. Roman dictator Julius Caesar adopted the Egyptian solar calendar, instituting the Julian calendar, essentially the same calendar we still use today!

The Romans were avid students of Greek astronomy and popularized it throughout their empire. Many Romans such as Geminus, Manilius, Pliny, and Macrobius wrote works of astronomy which were widely studied in the early centuries A.D. Most learned Romans such as Cicero were well acquainted with the principles of astronomical science. The Romans called the Sun *Sol* and the Moon *Luna*, names which we still recognize today.

The classical astronomy of the ancient Greeks survived for many centuries in Christian Europe, mainly for maintaining the church calendar. In time, this calendrical study resulted in many advances that led to modern science.

(by Jay Ryan. from *Signs & Seasons*. © 2007 Fourth Day Press. Used by permission. www.ClassicalAstronomy.com)

Monday – Read the selection carefully.

1. The selection is about astronomy.
2. At the top of this page, write an interesting title for this selection.
3. The author's purpose in writing this selection is to inform.
4. The genre of this selection is nonfiction (informational).
5. The author's attitude toward the subject is inquisitive. disbelieving. intrigued.

Tuesday – Read the selection carefully.

6. The word avid in the selection means enthusiastic. new. informed.
7. What does the word bodies mean in this selection? corpses objects in space
8. Underline in the selection two words that use the root geo. List two other words that use the same root. geography, geologist
9. Find in the selection an antonym of stopping. instituting

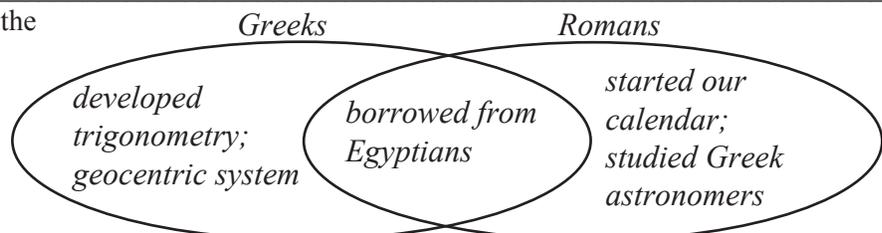
Wednesday – Read the selection carefully.

10. The selection doesn't say, but the Greeks probably still believe in a geocentric astronomical system. True False
11. Skim the selection and circle the names of any people you find.
12. The information in this selection is primarily subjective. objective.

Thursday – Read the selection carefully.

13. What is the main idea of this selection? The ancient Greeks and Romans made many contributions to classical astronomy.

14. Make a Venn diagram comparing the Greek and Roman beliefs about and contributions to astronomy.



Friday – Read the selection carefully.

15. Highlight 5-6 key words in the selection. Write a 3-4 sentence summary of the selection using your key words. It is not necessary to use all of your key words.

Suggested Key Words: ancient Greek, astronomy, calendar, Romans, modern science

Suggested Summary: The ancient Greeks studied the stars and developed classical astronomy. The Romans became interested in astronomy after conquering the Greeks. Julius Caesar developed the calendar we use today. Study of the calendar was responsible for advances that eventually led to modern science.

Week Twenty-nine

Proud to Be an American

Title

There are two fundamental motives which inspire human action. The first and most important, to which all else is subordinate, is that of righteousness. There is that in mankind, stronger than all else, which requires them to do right. When that requirement is satisfied, the next motive is that of gain. These are the moral motive and the material motive. While in some particular instance they might seem to be antagonistic, yet always, when broadly considered or applied to society as a whole, they are in harmony. American institutions meet the test of these two standards. They are founded on righteousness, and they are productive of material prosperity. They compel the loyalty and support of the people because such action is right and because it is profitable.

These are the main reasons for the formation of patriotic societies. Desiring to promote the highest welfare of civilization, their chief purpose is to preserve and extend American ideals. No matter what others may do, they are determined to serve themselves and their fellowmen by thinking America, believing America, and living America. That faith they are proud to proclaim to all the world.

It is no wonder that the people are attached to America when we consider what it has done and what it represents. It has been called the last great hope of the world. Its simple story is a romance of surpassing interest. Its accomplishments rise above the realm of fable. To live under the privileges of its citizenship is the highest position of opportunity and achievement ever reached by a people.

Monday – Read the selection carefully.

1. The selection is about American ideals.
2. At the top of this page, write an interesting title for this selection.
3. The author's purpose in writing this selection is to persuade.
4. The genre of this selection is nonfiction (essay).
5. The author's attitude toward America can best be described as
O frustrated. ● admiring. O judgmental.

Tuesday – Read the selection carefully.

6. The word compel in the selection means O negate. O increase. ● urge.
7. What does the word subordinate mean in this selection? ● inferior O dependent
8. The prefix of immaterial is im. It means not.
9. Circle words in the selection that are connotative of patriotism.
10. Complete the analogy with a word from the selection:
moral : righteousness :: material : gain

Wednesday – Read the selection carefully.

11. According to the selection, people are motivated more by making money than by doing what is right. O True ● False
12. We can infer from the selection that, in order to survive, a business must be righteous and profitable.
13. The sentence "Its simple story is a romance of surpassing interest" provides an example of what two literary devices? O allusion ● metaphor O simile ● alliteration
14. The information in this selection is primarily O objective. ● subjective.

Thursday – Read the selection carefully.

15. Underline in the selection four patriotic statements.

Friday – Read the selection carefully.

16. Highlight 5-6 key words in the selection. Write a 3-4 sentence summary of the selection using your key words. It is not necessary to use all of your key words.

Suggested Key Words: moral, motive, material, patriotic, American ideals

Suggested Summary: American institutions are motivated by a perfect mix of moral values and financial gain. Pride in these ideals results in patriotism. It is only natural for Americans to want to share these ideals with the rest of the world.

Week Thirty

Just Let Me Dream!

Title

Science! true daughter of Old Time thou art!
Who alterest all things with thy peering eyes.
Why preyest thou thus upon the poet's heart,
Vulture, whose wings are dull realities?
How should he love thee? or how deem thee wise,
Who wouldst not leave him in his wandering
To seek for treasure in the jewelled skies,
Albeit he soared with an undaunted wing?
Hast thou not dragged Diana from her car?
And driven the Hamadryad from the wood
To seek a shelter in some happier star?
Hast thou not torn the Naiad from her flood,
The Elfin from the green grass, and from me
The summer dream beneath the tamarind tree?

Monday – Read the selection carefully.

1. The selection is about the conflict between science and imagination.
2. At the top of this page, write an interesting title for this selection.
3. The author's purpose in writing this selection is to describe.
4. The genre of this selection is fiction (poetry).
5. The author's attitude toward the subject can best be described as
 lamenting. respectful. amused.

Tuesday – Read the selection carefully.

6. The word albeit in the selection most nearly means although. while. gracefully.
7. The base word of preyest is prey. It means to have a harmful influence.
8. The word undaunted in the selection means the opposite of
 brave. discouraged. broken.

Wednesday – Read the selection carefully.

9. The line "Hast thou not dragged Diana from her car?" provides an example of
 simile. allusion. metaphor.
10. The author calls science a vulture. True False
11. Underline three examples of alliteration in the selection.
12. The first line of the selection provides an example of simile. alliteration. personification.

Thursday – Read the selection carefully.

13. The main idea of this selection is that science is more useful than poetry.
 science interferes with imagination. science has disproved mythology.
14. Make a list of the characteristics of an English sonnet. (Do some research if necessary.) On your list, circle those characteristics that apply to this selection.

lyric poem 14 lines long ends in couplet abab cdcd efef gg rhyme pattern iambic pentameter

Friday – Read the selection carefully.

15. Highlight 5-6 key words in the selection. Write a 3-4 sentence summary of the selection using your key words. It is not necessary to use all of your key words.

Suggested Key Words: science, alterest, poet's heart, dream

Suggested Summary: Science is changing everything, and the mysteries of life are no longer as mysterious as they once were. Scientific explanations are painful to the poet's heart and take away from the poet's ability to dream and be creative.

Curriculum Objectives Addressed at Each Grade Level

Throughout the course of the year, each student will

	1	2	3	4	5	6	7	8	9
compare and contrast				•	•	•	•	•	•
complete analogies				•	•	•	•	•	•
determine characterization									•
distinguish between true and false statements	•	•	•	•	•	•	•	•	•
draw and use graphic organizers	•	•	•	•	•	•	•	•	•
figure out words in context	•	•	•	•	•	•	•	•	•
form an opinion about a selection		•	•	•	•	•	•	•	•
identify a base word	•	•	•	•	•	•	•	•	•
identify a fiction selection	•	•	•	•	•	•	•	•	•
identify a nonfiction selection	•	•	•	•	•	•	•	•	•
identify a metaphor						•	•	•	•
identify a prefix	•	•	•	•	•	•	•	•	•
identify a realistic selection	•	•	•	•	•	•	•	•	•
identify a root								•	•
identify a simile		•	•	•	•	•	•	•	•
identify a suffix	•	•	•	•	•	•	•	•	•
identify alliteration	•	•	•	•	•	•	•	•	•
identify allusion									•
identify an opinion in a selection		•	•	•	•	•	•	•	•
identify and use chronological order			•	•	•	•	•	•	•
identify antonyms	•	•	•	•	•	•	•	•	•
identify cause-effect		•	•	•	•	•	•	•	•
identify compound words	•	•	•	•	•	•	•	•	
identify contractions	•	•	•	•	•	•	•	•	
identify detail sentences				•	•	•	•	•	•
identify facts in a selection		•	•	•	•	•	•	•	•
identify homophones (homonyms)	•	•	•	•	•	•	•	•	
identify homographs		•	•	•	•	•	•	•	
identify key words in a selection	•	•	•	•	•	•	•	•	•
identify person – 1 st and 3 rd		•	•	•	•	•	•	•	•
identify rhyming words	•	•	•						
identify singular/plural				•	•	•	•	•	
identify synonyms	•	•	•	•	•	•	•	•	•
identify the author’s purpose for writing a selection	•	•	•	•	•	•	•	•	•
identify the difference between fact and opinion		•	•	•	•	•	•	•	•
identify the difference between objective and subjective									•

	1	2	3	4	5	6	7	8	9
identify the genre of a selection	●	●	●	●	●	●	●	●	●
identify the main idea or thesis of a selection		●	●	●	●	●	●	●	●
identify the mood of a selection		●	●	●	●	●	●	●	●
identify personification									●
identify the problem in a selection	●	●	●	●	●	●	●	●	●
identify the reader's purpose for reading selection						●	●	●	
identify the solution in a selection			●	●	●	●	●	●	●
identify the subject of a selection	●	●	●	●	●	●	●	●	●
identify the tone of a selection									●
identify the topic sentence				●	●	●	●	●	
identify the viewpoint from which a text is written				●	●	●	●	●	●
identify multiple layers of a text									●
make inferences about a selection		●	●	●	●	●	●	●	●
make predictions from selection content			●	●	●	●	●	●	●
paraphrase a sentence									●
recognize characters in a selection	●	●	●	●	●	●	●	●	●
recognize hyperboles								●	●
recognize imagery									●
recognize plot in a selection		●	●	●	●	●	●	●	●
recognize rhetorical questions									●
recognize setting in a selection	●	●	●	●	●	●	●	●	●
recognize words with multiple meanings	●	●	●	●	●	●	●	●	●
relate new information to prior knowledge	●	●	●	●	●	●	●	●	●
reread a selection if the meaning is not clear	●	●	●	●	●	●	●	●	●
skim through a selection for information	●	●	●	●	●	●	●	●	●
summarize selection content	●	●	●	●	●	●	●	●	●
understand an idiom		●	●	●	●	●	●	●	●
understand euphemisms									●
understand that reading is a process of seeking meaning	●	●	●	●	●	●	●	●	●
understand the connotations of words									●
understand the effects of literary devices									●
use a dictionary to understand unknown words	●	●	●	●	●	●	●	●	●
use information in text to draw conclusions			●	●	●	●	●	●	●
use self-monitoring and self-correcting strategies	●	●	●	●	●	●	●	●	●
visualize a selection	●	●	●	●	●	●	●	●	●
write a title using correct punctuation and capitalization	●	●	●	●	●	●	●	●	●
write a title using correct spelling		●	●	●	●	●	●	●	●

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