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Integrating the best of The Science of Reading, Balanced Literacy and Whole Language through direct, explicit, sequential, systematic instruction in: Comprehension, Fluency, Phonics, Vocabulary, Guided Reading, Form, Process Writing, Reflection, Predicting and Technology

Reading Test  
A+



Now With THPlink.TV Integration!

Exclusive animated videos on THPlink.TV embellish many literary units, invite students to read along, and enhance comprehension for FREE.





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Introducing THPlink.TV by Tree House Press - a fun, easy, and safe way to integrate technology and media studies into your classroom literacy programs for FREE.

What is THPlink.TV?

THPlink.TV is a safe, multi-media streaming website we've created to enhance the units in our reading and writing student books, including this book! Don't worry, we've kept it simple: it is free and no login information is required. Simply type THPlink.TV into any web browser. Once there, enter the THPlink Number from the student book. That's it -- fast and easy!

For more convenient access, scan the QR code in the student book with any smart phone or tablet to instantly open the correct THPlink number (kids really enjoy getting to use technology this way). Once the students have accessed the correct THPlink, they can follow along at their own pace. They can pause, rewind, and replay as often as they like. They can even connect from home - a great way to get a parent involved!

We realize not every classroom has an Internet connection, that's why we've also included an alternate version of each multi-media presentation that can be downloaded off-site, then brought into a non-connected classroom. We've also added activities to each THPlink to extend the student's online learning.

THPlink.TV enhances the reading and writing units by bringing the selections to life! By injecting additional content that is fun and humorous, the videos deepen understanding and develop more confident, successful students. Possible instructional strategies include:

- Students listen to and view the THPlink independently or on the classroom white board, THEN read the selection in their personal student book.
- Another strategy is to have students listen to the THPlink AND follow along by reading the text in the personal student book.
- And in yet another strategy, once the reading or writing unit is completed, students listen to, and view the THPlink a second time to CHECK or enhance their work.

THPlink.TV is a fun, safe, and easy way to integrate technology and media studies into your literacy program ... for free!



Now With  
THPlink.TV  
Integration!







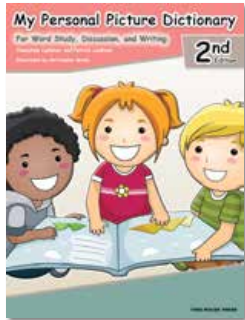


# My Tree House Personal Word Books k-6

David W Booth · Patrick Lashmar

Fluency, Vocabulary, Comprehension and Writing

Grades K-2



ISBN 9781525000072

Grades 3-6



ISBN 9781897529379

\$8.99 each

Grades 1-3



ISBN 9781897529881

Grades 3-6



ISBN 9781897529898

*The English and French picture dictionaries include extensive creative writing. Each book is a student's very own personal, portable "word wall"! 80 pages.*

### Features

- extensive alphabetical word lists included
- students add personal words
- watch student writing come alive as they respond to numerous word banks and writing prompts
- writing themes include: Jungle Animals, Insects, Sea Creatures, Life in a Pond, Pets, My Room, Sports, and At the Beach
- includes vocabulary presented on themed pages: Home and Family, Fish of Canada, Animals of the Forest, Math Words, Classroom Words, Clothing Words, Parts of the Body, Farm Words, and many more

*The word books are dictionaries and personal reference books for student authors. Each book is a student's very own personal, portable "word wall"! 56-64 pages.*

### Features

- students expand new words using engaging word puzzles including: Exploding Words, Super Synonyms, Jammed Up Words, Jumbled Syllables, Build It, Hide and Seek, and more
- inspires writing using word banks and prompts
- extensive alphabetical word lists included
- lists of math words, theme words, and word families
- fully illustrated and in full colour
- ample room for students to add personal words

Reverse Covid Learning Loss. Pick the correct Level

Dd Dd Dd Dd Dd Dd Dd Dd

dentist desk dinosaur  
doll door dragon

**My Word List**

dad	dinner	down
dance	do	download
dark	does	draw
day	doesn't	drink
deep	dollar	drive
did	done	dry
didn't	don't	dynamite

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Classroom Words

door wall map window chairs table teacher piano  
chairs table  
chalkboard  
A B C D E F G  
pencil students books  
floor

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# Mon dictionnaire illustré

Tt Tt Tt Tt Tt Tt Tt Tt

la terre du thé un tigre  
une tortue un train un traîneau

**La classe**

la porte le tableau la carte  
la directrice l'enseignant  
un bureau un élève  
une chaise des livres  
un crayon des crayons de cire une table

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**Banque de mots pour discuter et écrire**

**Une aventure de camping en fin de semaine**

Noms	Verbes	Personnages
la tente	cuir	elle
le poêle	dormir	ils
les hot dogs	jouer	moi
les écureuils	pêcher	les campeurs
l'ours	aller	nous

**Le jeu pour le titre de champion**

Noms	Verbes	Personnages
le bâton	patiner	le gardien
le filet	tirer	l'arbitre
la glace	sauver	les joueurs
la pénalité	marquer	l'entraîneur
la mise en jeu	gagner	l'équipe

**Plaisir à la pêche**

Noms	Verbes	Personnages
la canne	jeter	maman
le crochet	lutter	il
le poisson	attraper	nous
le filet	conduire	lui
le quai	pêcher	je

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# My Personal Wordbook A

Jj Jj Jj Jj Jj Jj Jj Jj Jj Jj Jj Jj

**List Words**

jacket	July
jaguar	jumbo
jail	jump
jam	jungle
jar	jury
job	just
jog	
join	
joke	
joy	
judge	
judo	
juice	

**J** is for jungle, there's a snake in that tree.

**Super Synonyms**

Read the list words. Find list words to complete each list of synonyms.

hop	fair	attach
skip	right	unite
leap	correct	link

**Write It**

Read the jungle words on page 48. Write your own jungle story.

**Practice Your Printing**

My Words

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Jj Jj Jj Jj Jj Jj Jj Jj

du jambon un jaune d'oeuf un jardin  
des jouets un journal du jus

**Une liste de mots utiles**

jalousie	jongler
jamais	jouer
jambe	jour
jaune	judo
jeter	juger
jeu	jumeau
jeu de plateau	jumelle
jeu électronique	jungle
jeu vidéo	jupe
jeune	jurer
Jeux olympiques	jusqu'à
joie	jusque
joli	juste

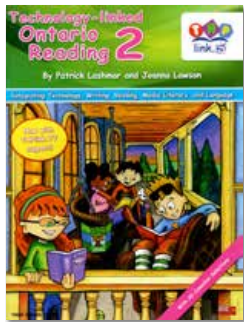
**Ma propre liste de mots**

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# Technology-linked Ontario Reading 2-6

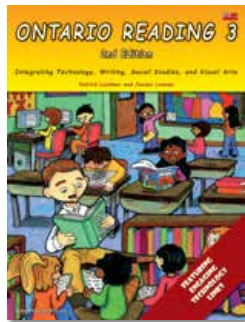
A Science of Reading Program using explicit, systematic, integrated instruction in guided reading, comprehension, fluency, vocabulary, form, reflection and technology.

Grade 2-3



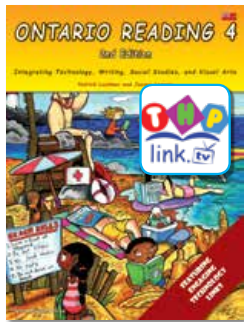
ISBN 9781525000614

Grade 3-4



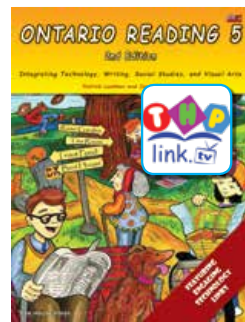
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Grade 4-5



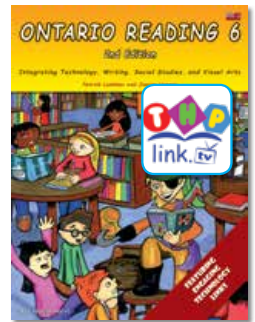
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Grade 5-6



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Grade 6-8



ISBN 9781525000539

**\$12.99 each**

Technology-linked, Ontario curriculum reading units following a sequential instructional plan that integrates social studies, writing, and media literacy. 96 pages

Ensure every Ontario reading expectation is taught by using these integrated reading lessons proven to improve EQAO scores. These lessons save valuable lesson preparation time.

## Features

- ALL-Canadian selections
- presents a balance of graphic, informational, and literary units
- rich, EQAO-like short answer and multiple-choice response activities included
- fully illustrated in full-colour
- THPlink.TV enhances the reading units by bringing the selections to life
- by injecting additional content that is fun and humorous, the videos deepen understanding and develop more confident, successful readers

Reverse Covid Learning Loss. Pick the correct Level



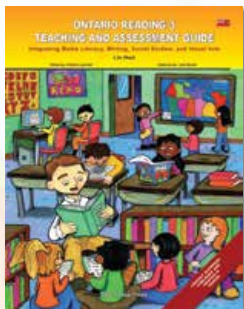
## The New Technology Components

Integrate technology with our Ontario Reading 2-6 student books using our engaging technology link activities. Exclusive animated videos on THPlink.TV embellish many selections, invite students to read along, and enhance comprehension.



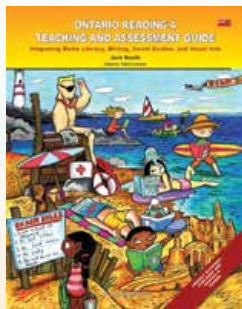
# Teaching and Assessment Guides 3-6

Grade 3



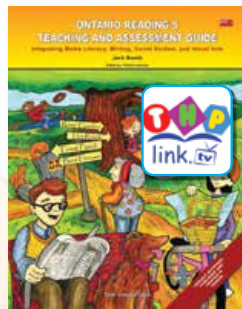
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Grade 4



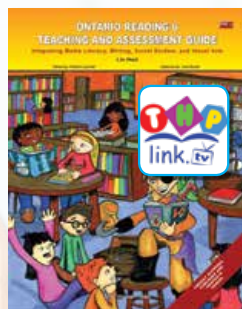
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Grade 5



ISBN 9781525000560

Grade 6



ISBN 9781525000577

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# Ontario Reading 3

3

**JACK AND THE BEANSTALK**  
RETOLD BY JACK BOOTH  
ILLUSTRATED BY CHRIS CIERE

I WILL GET THE BEST PRICE FOR HER.

JACK, MY SON, YOU MUST TAKE THE COW TO MARKET AND SELL HER THERE.

LONG AGO AND FAR AWAY...

OH, BUT THESE ARE MAGIC BEANS. PLANT THEM AND YOU WILL SEE.

I CAN'T SELL THE COW FOR THESE BEANS! WE ARE POOR AND NEED MONEY!!

HAS JACK MADE A BIG MISTAKE?

JACK'S MOTHER THROWS THE BEANS OUT THE WINDOW.

YOU WERE TRICKED, JACK!

NOW WE HAVE NO COW AND NO MONEY!

THAT NIGHT, THE BEANS GREW INTO A GIANT BEANSTALK THAT REACHED THE SKY.

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THPlink Number 100013

Scan the QR Code or go to the website below. Listen to the graphic story and watch the video presentation. With your teacher or a family member, search online for different versions of this fairytale. Notice what is the same and what is different about each version. Which adaptation do you like best? Why?

<http://thplink.tv/100013.html>

**A. Reading for Meaning**

- Why did Jack sell the cow for beans?
  - because they were poor
  - Jack liked to eat beans
  - he was told they were magic beans
  - no one else would buy the cow
- Why did Jack's mother throw the beans out the window?
  - so they would grow
  - she thought they were worthless
  - she didn't eat beans
  - Jack wanted to grow a beanstalk
- Why did Jack return to the giant's castle?
  - Jack wanted more gold
  - the giant invited him to come
  - Jack's mother told him to go
  - he wasn't afraid anymore
- Why did Jack's mother want Jack to cut down the beanstalk?
  - it was too tall and might fall over onto the house
  - so the giant couldn't climb down
  - to burn the stalk and leaves
  - to eat giant beans

5. Think about the illustrations and answer the questions below.

a. From the way the illustrator has drawn the characters, how do you know the giant is something to be very afraid of?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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# Ontario Reading 3

b. Look at the illustrations on page the bottom of page 16. From the way the illustrator has drawn the setting, how do you know Jack and his mother are poor?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. What might have happened if the giant made it all the way down the beanstalk? How might the ending have changed? Illustrate and write a different ending in the frames below.


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4. What do you like about the way the artist illustrated this graphic story? Write three things you like on the lines below.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**C. Reading with Fluency**


- "giant" means:
  - average size
  - tiny
  - a huge creature who eats people
  - fairly big
- The man in the market says to plant the beans. Here, "Plant" means:
  - settle in a place
  - a vegetable or tree
  - a factory
  - to place them in soil
- Jack's mother tells him that he is a "brave lad". This means Jack is a:
  - good boy
  - shy boy
  - hero
  - fearless boy
- Did Jack make a "big mistake"? These words mean a:
  - small error
  - bit of a slip-up
  - major blunder
  - slight error in judgement

5. In groups, select parts and practice reading this story to present a dramatic oral reading to the class. Practice showing expression in your reading by reading louder or softer, with a higher or lower pitch, and at a faster or slower pace. Record your presentation. Listen to the recording to learn how you can improve. When ready, your group will present it to the class.

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# Ontario Reading 2


**5** **Life in a Pond** Report  
**Chapter 4: Muskrats**



Muskrats live near ponds. They have brown fur. They are 50 cm long and they have a 30 cm black tail. Muskrats eat fish, crayfish, and insects. Muskrats eat leaves, pond weeds, and water lilies. Females give birth to 4-8 kits. Females can have babies 2 or 3 times a year. That's a lot of kits! Muskrats are excellent swimmers. They are very fast. They can even swim backward. Muskrats can hold their breath under water for 20 minutes. That's a long time to chase fish and tadpoles.

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**THPlink TV Number 1000xx**  
 Scan the QR Code or go to the website below. Listen to the report and watch the video presentation.  
 Scan the QR Code or visit: [thplink.tv/1000xx.html](http://thplink.tv/1000xx.html)



**A. Reading for Meaning**  
 Circle the correct answer.

1. How long is a muskrat tail:	5 cm	50 cm	20 cm
2. What colour is a muskrat tail:	brown	white	black
3. Muskrats eat:	only fish	plants and fish	only plants
4. Baby muskrats are called:	kits	pups	musklings
5. How many kits can a muskrat have at a time:	4-8	only 1	12-14
6. What kind of swimmers are muskrats:	good	excellent	poor
7. Muskrats can hold their breath for:	20 minutes	60 seconds	2 hours
8. The fur on the muskrat is:	black	brown	grey

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# Ontario Reading 2


**9** **Adventures with My Family** Family Stories  
**Chapter 2: Sleep Over with My Cousins**



My cousin, Jasmine, came to my sleep over. My cousin Tara came to my sleep over. We played board games. We played video games. We danced to our favourite music. Dad brought up some snacks. He brought us potato chips. He brought creamy dip. He brought carrot sticks. Later, he came back up. He brought us hot chocolate. Then it was time to put on our pyjamas. Mom came up to tuck us in. Then it was lights-out. That's when we started the scary movie.

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**THPlink TV Number 1000xx**  
 Scan the QR Code or go to the website below. Listen to the family story and watch the video presentation.  
 Scan the QR Code or visit: [thplink.tv/1000xx.html](http://thplink.tv/1000xx.html)



**A. Reading for Meaning**  
 Circle the correct answer.

1. Who came for the sleep over:	Jasmine and Louise	Tara and Sarah	Jasmine and Tara
2. The cousins:	danced	jumped on the bed	read
3. Dad brought up:	potato chips and dip	pizza	sandwiches
4. Who brought up the hot chocolate:	Mom	Jasmine	Dad
5. The cousins drank:	soda	milk	hot chocolate
6. How many cousins were at the sleep over:	5	3	4
7. The cousins watched the scary movie:	at midnight	after lights out	in the morning

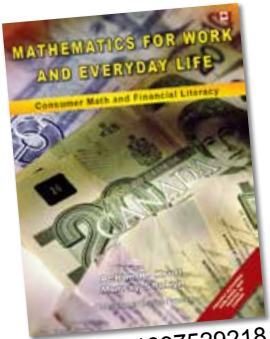
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# Financial Literacy

## Math for Work and Everyday Life

Fundamental consumer math and financial literacy lessons for everyday life.



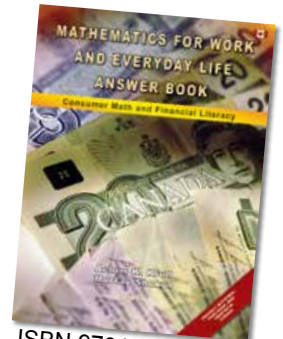
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**\$199 each**

*This practical, reproducible student book will teach students how to manage and take control of their personal finances.*

### Features Students will learn:

- The cost of owning a car
- The cost of buying on credit
  - How to manage debt
- How to be an intelligent shopper
- How to put their money to work
  - Fundamental banking
  - Workplace math
- About payroll deduction and purchasing power
  - 163 pages



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*This practical teacher answer book will help teachers teach students how to manage and take control of their personal finances.*



### 2 USE MATH. BECOME AN INTELLIGENT SHOPPER!

Intelligent shopping begins with the examination of spending and budgeting. You will start by examining spending patterns, and working on your own budget. It continues into incentives to shop, and loyalty programs. These range from points cards to travel points. By giving incentives to shop, businesses encourage spending, regardless of customers' abilities to pay. You will examine how these loyalty plans work, and look into the business case for running such a plan.

The second half of the chapter examines provincial and federal sales taxes, sales tax exemptions, and the effect of taxes on buying. It also examines briefly the uses of tax revenues and the effects of taxation and prices on buying patterns.

#### Specific Topics

- Definitions
- Budgeting and Spending Logs
- "Needs" and "Wants"
- Loyalty Programs
- Develop Your Own Loyalty Plan
- Sales Taxes
- Hidden and "Sin" Taxes
- Word Search

20

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### 3 THE COST OF OWNING A CAR

In this unit, students learn how to obtain a driver's license, and buy a car. The unit compares buying to leasing, and buying new to used. Students will also calculate the ownership costs of a car, from insurance to maintenance and depreciation.

#### Specific Topics

- Definitions
- Obtaining a Driver's License
- Calculate How Much Your License Will Cost
- To Buy or Not To Buy: Needs and Wants
- Maintenance Costs
- Environmental Impact
- Cost of Convenience
- Comparing the Cost of Buying New or Used
- The Math Behind Leasing or Buying
- Insuring Your Car
- Owners Behaving Badly
- Living with a Car
- Word Search

37

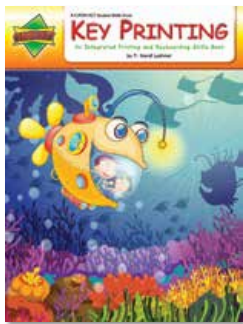
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# Technology-linked Writing K-8

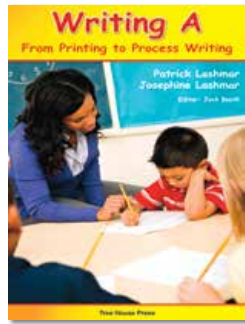
Explicit, systematic, integrated instruction in process writing, language, vocabulary and comprehension

Grade K-1



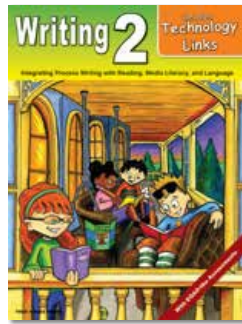
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Grade 1-2



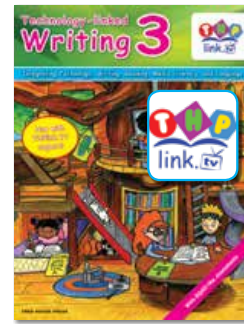
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Grade 2-3



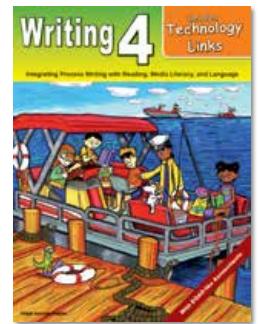
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Grade 3-4



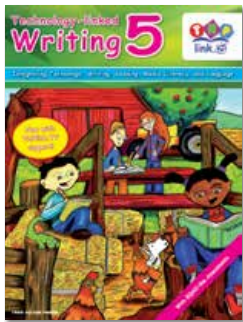
ISBN 9781525000584

Grade 4-5



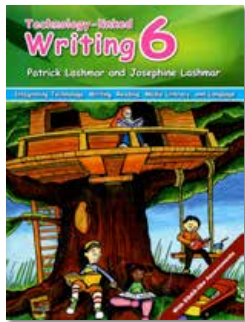
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Grade 5-6



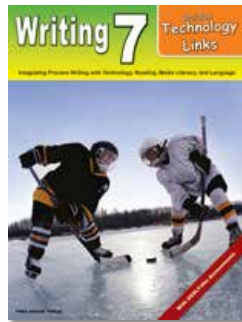
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Grade 6-7



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Grade 7-8



ISBN 9781897529690

Grade 8-10



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Complete with EQAO-like activities and assessments

\$12.99 each

Technology-linked, curriculum-appropriate integrated writing units. 64-96 pages

## Features

- links to THPlink.TV videos that embellish and enhance writing
- each unit follows an organized, sequential, process writing plan
- includes language links that integrate grammar and punctuation expectations
- these lessons save valuable lesson preparation time and keep student writing organized

Reverse Covid Learning Loss. Pick the correct Level

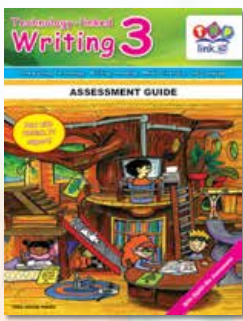
## The New Technology Components



## Teaching and Assessment Guides 3-8

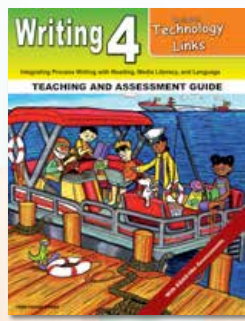
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Grade 3



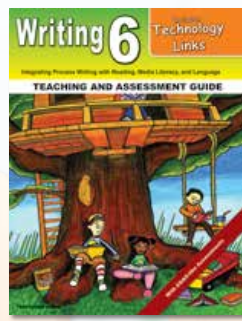
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Grade 4



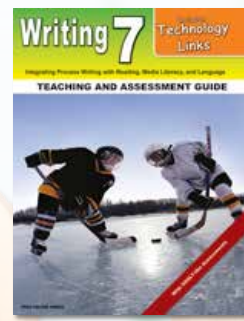
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Grade 6



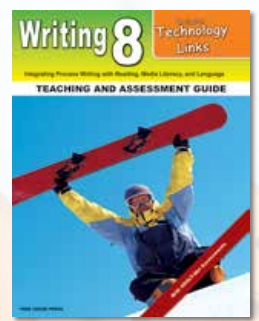
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Grade 7



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Grade 8



ISBN 9781897529737

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Note: Grade 5 guide not currently available



# Technology-linked Writing 3

## Unit 8 - Write an Announcement

An announcement is a public notice. Often it tells about an upcoming event. It can warn about danger such as a tornado. It might give us directions to do something. It should tell all the important information using as few words as possible.

### Volleyball Tryouts

Calling all grade 3-4 girls! Try out for our junior team. You must be able to practise two mornings per week. Meet in the main gym next Wednesday. Be there at 8 a.m. Gym shoes are a must. For more information see Ms Robertson in Room 12.

Now it's your turn to write a school announcement. You want to inform other students. Your announcement will be displayed on a bulletin board or posted on the school web page. What event will your announcement be about?



What two Writing Club members are playing volleyball?  
What day and what time is the meeting?  
Who would you talk to for more information?

THlink TV Number 100048

Scan the QR Code or go to the website below. Listen to the announcement and watch the video presentation. Notice how the actor uses his powerful voice to help us better understand and enjoy the announcement.

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### Generate, Gather, and Organize

Brainstorm four or five topics for your announcement. Is it about lost running shoes? Might it be about a bike you have for sale? In the box below, write down some possible topics for your announcement.

Select one of the topics. Complete the announcement planner below:

#### Announcement Planner

Topic: \_\_\_\_\_

Details: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Time: \_\_\_\_\_

Place: \_\_\_\_\_

Contact Person: \_\_\_\_\_

### Draft and Revise

Use the ideas from your planner. Write your first draft on the lines below.

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#### Language Link

The words in each sentence need to be in an order that makes sense. On page 10 you can find information to help you write sentences that make sense.

With a partner revise your work. Exchange your drafts. Use the questions below to improve each other's work.

- Is all the important information included?
- Is the information clear? Can you understand the information?
- Should some unnecessary ideas be left out?

#### Edit, Proofread, and Publish

Focus on the words you used. A good announcement uses as few words as possible. This way you can save money if you place it in the newspaper. Make sure you have not used unnecessary words. Cross out any of these. Make sure every word is spelled correctly. Have capital letters been used correctly? When you are ready, write your final draft. Post your announcement on the school web site or on a bulletin board for all to read.

#### Reflect

How did the announcement planner help you organize your ideas?

#### Extend

Use the ideas from your announcement to design a poster.

Record the draft of your instructions. Listen to your work. By listening you can often hear that parts of your writing contain errors. Hearing a recording of your work is a great way to edit it. Improve your work.



## Unit 10 - Writing Paragraphs

A paragraph is a group of sentences about one main idea. Paragraphs help us organize our ideas into an order that makes sense. Each paragraph has a topic sentence. It tells what the paragraph is about. All other sentences should tell details about the topic.

### Alligator River

Read each word below.



What is happening?

Characters	Verbs	Nouns	Adjectives
Meg	paddled	alligators	big
Alex	swam	canoe	green
guide	followed	river	scary
we	slithered	snakes	hungry
they	escaped	swamp	slimy

Use the picture and some of the words to write a paragraph.

Topic Sentence \_\_\_\_\_

Detail Sentences \_\_\_\_\_

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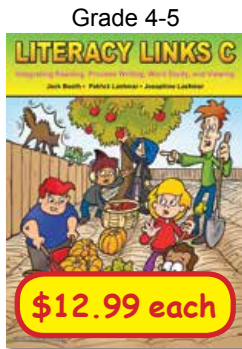
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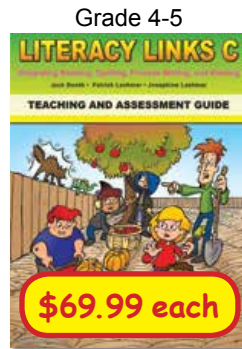
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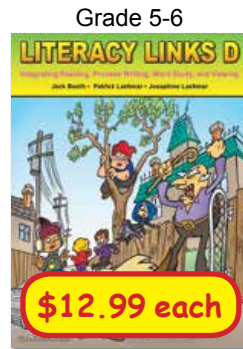
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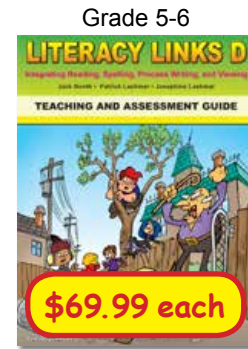
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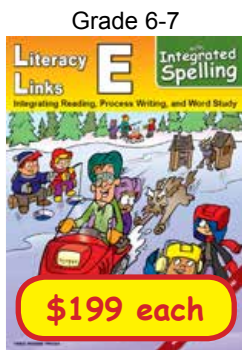


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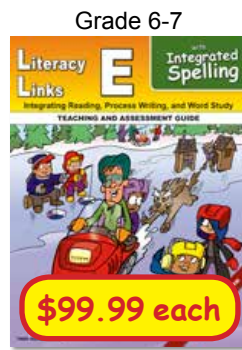


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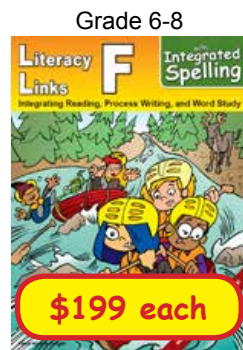
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Reverse Covid Learning Loss. Pick the correct Level

20
Wipeout on the Rail Trail

**Word List**

bike	cent
brakes	certain
seat	cell
chain	cereal
wheels	cowboy
pedals	cartoon
gears	carton
handlebars	

**Study Plan**

After the pretest, work with a partner. Look at the words you misspelled. Study together to learn your problem words. Test each other until you both know all the words.

**Reading Response**

Last Saturday, Come-along and the five crew friends went on a bike trip down the old rail trail. Before they left, they did bike checks to make sure every bike was ready for the trip. Soon after they started, Quincy stopped. Quincy's bike seat was too high. Liam adjusted Quincy's bike seat. He had the tool kit and knew how to use it. They soon came to the longest uphill part of the trip. They all shifted gears for the hard ride to the top. Once there, they stopped for lunch. The view was beautiful, but the steep hill ahead of them looked scary. They all checked their brakes just to be safe. Soon, wheels were gathering speed flying down the hill. Suddenly, the chain came off Antonio's bike. He lost control! Just before the wooden bridge at the bottom of the hill, he hit a rock and went flying over the handlebars! Luckily for Antonio, he landed in a pool of water at the side of the bridge. He stood up soaking wet. He smiled and said, "You want to see my next trick?" Everyone was glad to see he was all right. Liam put Antonio's chain back on and the bike trip continued.

**1. Underline the correct answer.**

a. The tools belong to:  
Quincy Sophia Liam

b. Liam adjusted Quincy's  
pedals bike seat chain

c. Antonio hit a deer tree rock

**2. The friends checked their bikes before the trip. List what they might have been checking on their bikes.**  
**Answers may vary.**  
tires, brakes, chains, seats, handle bars, wheels, gears, pedals

80
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# Literacy Links C

**8** What a Laugh!

**Word List**

laugh	wax
riddle	hex
funny	fix
humour	box
tickle	tux



**Study Plan**

Pronouncing difficult words slowly and clearly can help you write them correctly.

Mr. Burger started it. He said he had a riddle that would tickle our funny bones. He asked, "What do you do with a rubber trumpet? You join an elastic band!" The crew decided to make a book of their favourite jokes and riddles. They liked different kinds of humour. Quincy had a few good knock-knock jokes. Liam added a hinky pinky, "What do you call a rabbit that tells jokes? A funny bunny!" Sophia and Lei jumped in with their favourite jokes too. But it was Antonio that made everyone laugh the hardest. Here's the riddle he had for the book.

QUESTION: What has four wheels and flies? ANSWER: A garbage truck.

**Reading Response**

- Draw a line to match each question with the correct response.
 






What do you call a rabbit that tells jokes?	A garbage truck.
What do you do with a rubber trumpet?	A funny bunny.
What has four wheels and flies?	You join an elastic band.
- You probably know a funny joke or riddle. Write it here.
   
\_\_\_\_\_
   
\_\_\_\_\_
   
\_\_\_\_\_
   
\_\_\_\_\_

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**Understanding Words**

Circle all the list words in the story.

The words cough, tough, and laugh sound like they end in f, but they don't. Check out the last two letters of each word.

- Use the finger spelling alphabet. Write the words that are being spelled below.
   

  
 \_\_\_\_\_
- Look at all the list words carefully. Underline the words you think will be difficult for you to spell. Choose at least three of these difficult words. Make word shapes for them. On the lines, write the list words under each of your word shapes.
   
 a.  \_\_\_\_\_  
 b.  \_\_\_\_\_  
 c.  \_\_\_\_\_
- Write the list words that contain each of the little words below. Circle the little words in each list word you write on the lines.
   
 ax \_\_\_\_\_ rid \_\_\_\_\_ hum \_\_\_\_\_  
 fun \_\_\_\_\_ our \_\_\_\_\_ tick \_\_\_\_\_
- Practice spelling the list words. Write them on the silver space ships below.
   


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**Understanding Word Patterns: ending sound x**

- Read the words below that end with the letter x. Circle the ending letter x in each word.
   
wax      hex      fix      box      tux
   
 Notice that all of the words above that end with the letter x have short vowels. Rewrite the words above on the lines below. Circle the short vowels in each word.
   
 \_\_\_\_\_
- Complete the sentences below by following the directions.
  - Change the w in wax to M. → My cat is named \_\_\_ax.
  - Change the h in hex to R. → Her dog is called \_\_\_ex.
  - Change the f in fix to m. → They used a cake \_\_\_ix.
  - Change the b in box to f. → The red \_\_\_ox ran quickly.
- Read the clues below to find a matching list word. Write the correct list words on the lines.
  - A witch can put one on you. → \_\_\_\_\_
  - It means the same as mend. → \_\_\_\_\_
  - This word is short for tuxedo. → \_\_\_\_\_
  - You can polish the car with it. → \_\_\_\_\_
- Get into groups of two or three people. Take turns finger spelling the list words in this unit that end with the letter x. Time each person to find out who is the fastest finger speller.
- Fill in the blanks to build list words below.
 

a. wa _____	e. fi _____	i. ___ ick _____
b. ___ nn _____	f. ___ dd _____	j. tu _____
c. he _____	g. ___ m _____ r	
d. la _____ h	h. ___ o _____	

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**WRITE JOKES AND RIDDLES** **Process Writing**

The crew had fun in Mr. Burger's class. They were laughing at jokes and riddles they knew. Then they had a great idea: they decided to make a book of jokes and riddles. Now they want your help to write the book.

**Plan**

Think of riddles or jokes you know. In groups of four, take turns telling your jokes or riddles. Ask your family for jokes and riddles they enjoy. Write some of your ideas in point form below.

Favourite Knock-knock Joke

Favourite Riddle

Another Favourite Joke

**Draft**

Decide which joke or riddle you like best. Write it on the lines below. Use complete sentences. Use capital letters to begin each sentence. Use periods and question marks correctly.

\_\_\_\_\_

\_\_\_\_\_

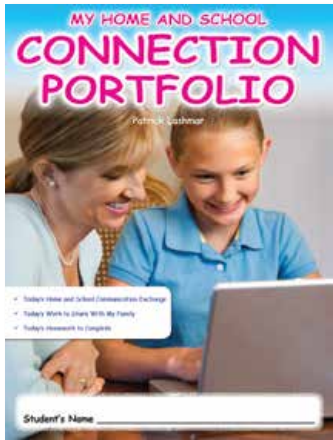
\_\_\_\_\_

\_\_\_\_\_

**Edit and Proofread** with a partner, a small group, or your teacher. **Publish** your final draft.

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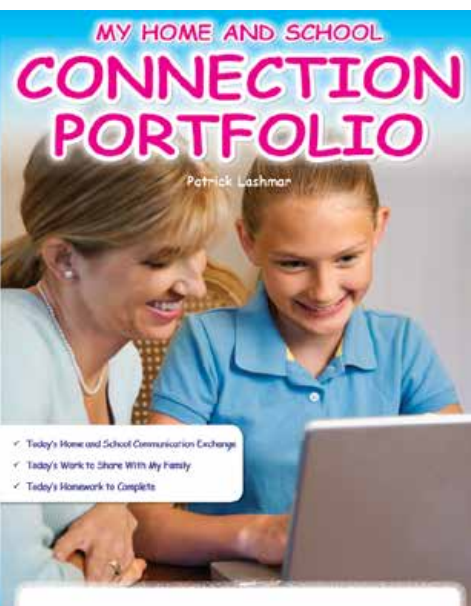
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5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
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8
Frozen Tag

Form: Instructions or "How To"

**Read the instructions below.**

First, get together with four or five friends. Second, find a safe space where you can run freely. Next, the person who is "it" counts to five. That's when this person chases after the others and tries to "tag" them. When "tagged", players must stand like a statue and not move. Finally, the last player to be "tagged" wins and becomes "it" for the next round.

**Generate Ideas and Plan**

Write instructions for playing a favourite game. Whom are you writing this for? Why are you writing it?

What games do you like to play? In a group of four, brainstorm some of your favourite games. Each group member will select a game and explain to the group how it's played. Can your group members understand your instructions? If not, ask for help to make them clear.

**Technology Link**

With a partner, look up instructions for kids games. Read the instructions to play at least three free games. Get a group together and play at least one of them.

Select a game and write your own instructions for playing it. What game will you pick? You could choose one of these.

- Musical Chairs
- I Spy
- Frozen Statues
- Simon Says
- Hide and Go Seek

Write to explain how to play one of these or a different favourite game.

**Writing hints:**

1. Write your instructions in order.
2. Use time words like first, second, third, next, after, then, and finally.
3. Use short sentences.

**Write Your First Draft**

1
A Scary Ride

Form: An Adventure Story

**Read the adventure story below.**

The woman was screaming. Her eyes were closed. Her mouth was wide open. She hung on so tightly. She screamed again. She was scared.

I laughed. It was Saturday and I was helping my dad. He drives a safari truck in Barbados. Barbados is an island in the Caribbean. He takes tourists out in the truck. We travel through parts of Barbados that tourists don't usually see.

On Saturdays, Dad takes me to help him. My name is James. Dad drives on mud tracks and through cane fields. My dad drives fast. He races fastest over the biggest bumps and through the biggest puddles. Most tourists laugh. They hold on tight. But they don't scream.

Early in the morning, we pack the lunches in coolers. We drive around to the resorts to pick up our passengers. I help them into the truck and tell them to fasten their seat belts.

We drive narrow back roads. We take short cuts through fields of sugar cane. The cane is taller than

my dad. It's like being in a cave, a blowing, waving, long, narrow, green cave.

We stop at lookout places that don't have paved roads to them.

At Little Bay, the surf rolls in under solid sheets of rock. The surf explodes into the sky through holes in the rock. If we get too close, the spray from the rocks soaks our clothes. I love the sound of the waves ripping on the beach.

We drive over a mountain into a green valley. Beside a field, we stop to look at a herd of sheep. Many of the sheep are with their lambs. They look normal to us but tourists always say they look like goats. Our sheep don't have heavy wool coats because it's too hot in Barbados.

We drive along the top of a high hill. Here the road becomes narrow and rocky. I warn the tourists the road is rough. They don't know how rough. It is so rough and steep that sometimes you can't see anything ahead. Dad doesn't slow down. Instead, he speeds up! We sail up and over a high point into air. Then we land hard on the other side and keep going.

That's when the lady screamed. The rest of us shouted and laughed. One tourist said it's like the scariest roller coaster he's ever been on.

**Technology Link**

With your teacher or a family member search online to learn about Barbados. Locate it on a map. Learn about the people, the capital city, the weather, favourite foods, and music.

EQAO-like Assessment 1

Reading for Meaning

1. James is in the truck because he:

- a. gets paid
- b. is helping his dad
- c. likes to drive
- d. his baby sister was sick

2. Barbados is:

- a. the capital of the U.S.A.
- b. a large city in Canada
- c. the name of James' dad
- d. an island in the Caribbean

3. James' Dad drove the tourists in his:

- a. bus
- b. motorcycle
- c. Jeep
- d. safari truck

4. Who is telling the story?

- a. James
- b. James' dad
- c. The lady
- d. another tourist

5. The woman screamed because:

- a. she saw a snake
- b. she read a scary story
- c. they were driving fast
- d. she hit her head on the window

6. One tourist said the ride was like:

- a. being on a rocket
- b. being in a race car
- c. riding a race horse
- d. a scary roller coaster

9. If you took people on a tour around your community, list at least six places you would take them.

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Understanding Form and Style

1. All the people in the story are called the:

- a. characters
- b. setting
- c. plot
- d. tourists

2. A story plot has three parts. They are:

- a. words, sentences, paragraphs
- b. beginning, middle, end
- c. characters, setting, plot
- d. title, subtitles, paragraphs

3. Look at the illustrations in this story. Choose one. Tell how it helped you understand this story better.

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Reading with Fluency

1. Which word below rhymes with car?

- a. cat
- b. nap
- c. star
- d. rat

3. Which word means the opposite of lightly?

- a. lightly
- b. stiff
- c. loosely
- d. heavily

5. This is a story. How is it different from a fairy tale?

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2. The roads on the tour are:

- a. smooth and flat
- b. paved
- c. all made of gravel
- d. rough and steep

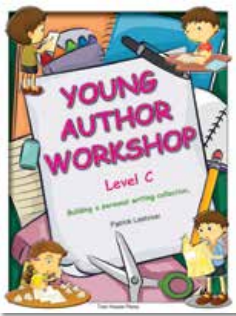
4. The root word for "biggest" is:

- a. bigg
- b. bigger
- c. huge
- d. big

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## Write a List

1

A list is a series of words or items. Have you read the list of rules at the swimming pool? Does your family write shopping lists? Lists can organize your thoughts.

**Read the list below.**

**Dad's Rules for Summer Camp**

- Do not put sneakers into your counselor's bed.
- Do wear your life jacket when you go in the canoe.
- Do make new friends.

- Do listen to your leaders.
- Do your share of the jobs.
- Do have a good time.

This list is written in complete sentences. Each sentence begins with a capital letter. Each of these sentences ends with a period.

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**Generate Ideas and Plan**  
Now it is your turn to write a list. What will your list be about?  
With a partner, think about possible topics for your list. You can use one of the ideas below if you wish.

- Things to take to summer camp
- My dream birthday gift list
- Jobs for me when I clean my room
- Why I love my Dad
- Things to pack for a sleepover
- Things to do with my friends over the Christmas holidays
- Things to do at the beach

**Revise, Edit and Proofread**  
Read your list to a partner. Together, try to improve your lists. Use the questions below to help you.

- Should any items be added to your list?
- Are there items that should not be on the list?
- Did you number each item?
- Are all the words spelled correctly?
- Did you begin and end your sentences correctly?

You can edit your first draft by:

- crossing out words that don't belong and replacing them
- adding ideas and items
- crossing out misspelled words and adding the correct ones

**Publish and Share**  
Now print the final copy of your list with all the improvements you have made with your partner. Use your best printing. Share your list with your partner.

Tell your partner what you like best about his or her list.

## Write Instructions

4

"Ready or not, here I come!" What games do you enjoy playing? We can learn new games by following instructions. Instructions are step-by-step directions on how to do something.

**Read the instructions below to play the game called Frozen Statues.**

**Frozen Statues**

First you need about 5 or 6 friends to play this game. Then, the person who

is "it" counts to 3 and yells "Freeze." All the players immediately freeze like a statue. Next, the person who is "it" chooses the best statue to be the next "it" person. Finally, everyone should have a turn being chosen to be the best statue.

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**Generate Ideas and Plan**  
Write instructions for playing a favourite game. Whom are you writing this for? Why are you writing it?

What games do you like to play? In a group of four, brainstorm some of your favourite games. Each group member will select a game and explain to the group how it's played. Can your group members understand your instructions? If not, ask for help to make them clear. Select a game and write your own instructions for playing it. What game will you pick? You could choose one of these.

- Hide and Seek
- Frozen Tag
- I Spy
- Simon Says

**Revise, Edit and Proofread**  
With a partner, revise your draft. Read your draft out loud. Improve your work by thinking about these questions.

- Will a reader be able to play this game just by reading the instructions?
- How can you make the instructions clearer?
- Were any steps left out? If so, add them.
- Did you put the steps in the right order?
- Do all my sentences make sense?

Focus on your sentence fluency to proofread your work. Good instructions use clear, short sentences. Make sure each sentence is clear. Each must begin with a capital letter. Most will end with a period. Also, be sure to use complete sentences.

**Publish and Share**  
Publish your instructions. In small groups, take turns reading about how to play these games. Play some of them.

**Write Your First Draft**

## Write a Persuasive Letter

10

A persuasive letter tries to convince someone to accept your idea or something you believe in. In a persuasive letter, you list what you believe. You also give reasons for what you believe.

**Read the persuasive letter:**

Dear Mr. Watson,

I am writing to you because I believe our school needs more playground equipment. My mom says there are four hundred and seven kids in our school but there are only four pieces of

playground equipment. Second, I can spend more time in line to get on the equipment than playing on it. Is that a good use of my fifteen minute recess break? If we had more equipment, I could get more exercise. If I get more exercise, I can learn better. If you don't have any money, the P.T.A. could help.

I hope you will think about my ideas.  
Sincerely,  
Alex

---

**Generate Ideas and Plan**

- What is the main idea in Alex's letter?
- Find two details in the letter that Alex uses trying to convince Mr. Watson.
- Which one of Alex's arguments do you think is the strongest? Why?

Write your own persuasive letter. It should state your opinion on an idea important to you. Choose a topic you feel strongly about. Below are some ideas.

- Increase my allowance
- Free captive whales
- Have more school sports
- Let me stay up later

Research your topic and gather evidence to support your point of view. In point form, write your ideas.

**Revise, Edit and Proofread**  
Edit with a partner. Use the questions below.

- Does the opening sentence state your opinion or belief?
- Are at least three reasons given to support your opinion or belief?
- Does the closing sentence tell your opinion again or summarize it?
- Do all the sentences tell about your topic?
- Should any sentences be left out?
- Do all your sentences make sense?
- Are your sentences punctuated correctly?
- Will you use a dictionary to check your spelling?
- What is your strongest argument in support of your topic? Do you have any weaker arguments? If so, replace them with better ones.

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# Grammar Essentials

Jack Booth • Linda Booth

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Do you have older students who should be proficient with grammar but for some reason are not? Sadly, this is a very common problem in today's classrooms. Luckily, there is a fantastic resource that will get your students back on track - and fast!

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essentials. It includes models for expanding and generating language in words, sentences, and paragraphs. These models are presented in a logical format that students can easily follow. The activities in this student book build upon each other and include puzzles, games, and other challenging activities. Grammar Essentials allows for a wide variety of student abilities and is perfect for individuals, partners, or small group work. The layout has been thoughtfully created for easy review and reference. The "Did You Know?" sections and other trivia and tips engage students as they explore and improve their English language usage.

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PARAGRAPHS

### Paragraphs

**What is a Paragraph?**

Paragraphs are a way to organize written language. A paragraph is a group of related sentences. Sentences that deal with the same idea or topic are put into one paragraph. When you want to change topics or ideas, start a new paragraph.

Each paragraph begins on a new line. Paragraphs can be written in:

*indented style*      or      *block form.*

**Note:** When you are writing dialogue, start a new paragraph every time the speaker changes, even if the speaker says only one word. e.g.

*Maurice and Annie had been invited to the celebration. "Are you going to the party?" asked Maurice. "Yes," replied Annie.*

An expository paragraph is often composed of a group of sentences expressing one central idea. A paragraph may be complete in itself and yet also a subdivision or part of something larger, such as an essay or report.

Unless it is at the beginning of a piece of writing, a paragraph can begin with a space called an indentation. A piece of writing composed of several paragraphs will have several indentations — making it easy for the reader to see where each new paragraph begins.

Usually a paragraph is a group of sentences about one event or idea. This event or idea is called the topic. There are several different kinds of paragraphs. Those that usually describe or paint a picture of a particular person, place, thing, or event are known as *descriptive paragraphs*. Paragraphs that mainly tell a story are *narrative paragraphs*. Paragraphs that tell how to do something or that explain something are *expository paragraphs*.

In a block form paragraph, the first line is not indented. Instead, a space is left between paragraphs.

**The Topic Sentence**

A paragraph usually begins with a topic sentence. The topic sentence tells the reader what the rest of the paragraph will be about.

*All cats are meat eaters.*

**The Developing Sentences**


These sentences carry the cargo of the paragraph. They provide the reader with the information needed to understand the topic.

*All are hunters, and most of them hunt at night. They seldom hunt in packs like dogs or wolves. They stalk their prey alone.*

**The Closing Sentence**

A paragraph ends with a closing sentence. This sentence wraps up or sums up what the paragraph has been about.

*If you look at your pet cat closely, you will see how well nature has prepared it to be a hunter.*



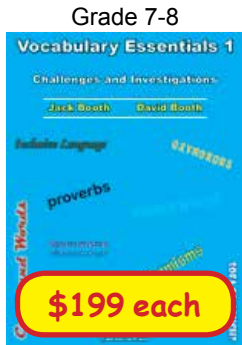
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# Vocabulary Essentials 1 and 2

David W Booth · Jack Booth

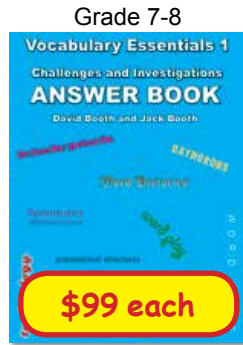
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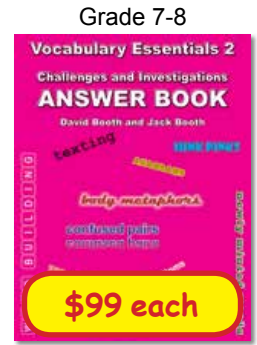
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### Hink Pinks

Hink pinks and their relatives (i.e. hinky pinkies, hinkety pinkies, etc.) are rhyming answers to questions.

What is a modern song about geography?  
A *map rap*.

Hink pinks are two rhyming words with 1 syllable each.

A hinky pinky has two rhyming words with 2 syllables each.

Complete these hink pinks and hinky pinkies.

#### Hink Pinks

What is... an oily young man? A *crude dude*

• an impertinent young man?  
A *rude* \_\_\_\_\_

• the contents of Fort Knox under ice?  
A *cold* \_\_\_\_\_

• a great beach? *grand* \_\_\_\_\_

What do you call...

• a chubby kitty? A *fat* \_\_\_\_\_

• an angry father? A \_\_\_\_\_

• a huge hog? A \_\_\_\_\_

• a crying father? A \_\_\_\_\_

• An ugly shellfish? A *drab* \_\_\_\_\_

• What does a boa constrictor like to drink?  
A \_\_\_\_\_ *shake*

• A large excavation  
A \_\_\_\_\_

• A plate of sushi?  
A \_\_\_\_\_

• \_\_\_\_\_

Make up a hink pink or hinky pinky of your own.

Answer: \_\_\_\_\_

#### Hinky pinkies

What is... a spelunking slogan?  
A *groto motto*

• a cute young cat?  
A \_\_\_\_\_ *kitty*

• a Nordic man on wheels?  
A *biking* \_\_\_\_\_

• A rabbit that tells jokes?  
A \_\_\_\_\_

• A caramel cappuccino?  
A \_\_\_\_\_ *coffee*

• A majestic bird who is a lawyer?  
A *legal* \_\_\_\_\_

• A roly poly stomach?  
A *jelly* \_\_\_\_\_

• A fruit that needs a shave  
\_\_\_\_\_ *berry*

• A person who lives in a basement  
A *cellar* \_\_\_\_\_

• A big fish who works in an operating room? A *sturgeon* \_\_\_\_\_

• \_\_\_\_\_

• \_\_\_\_\_

• \_\_\_\_\_

• \_\_\_\_\_

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• \_\_\_\_\_

### The Sound of -j

Here comes the *ju*ge!

Here comes the *ju*ge!

Here comes the *ju*ge!

You probably know which spelling is correct. But it's not always easy spelling the sound of -j.

Spelled with -j

The letter -j is usually (but not always) used to spell the -j sound if it is followed by -e, -o, and -u.

-j sound before -a

-j sound before -o

-j sound before -u

Japan

jogging

justified

Benjamin

majority

injured

Spelled with -g

The letter -g is usually used to spell the -j sound before -e, -i, or -y.

spelled -g before -e

spelled -g before -i

spelled -g before -y

gentle

aging

gymnasium

Spelled with -dge

The letters -dge are usually used if the -j sound follows a short-vowel sound.

e.g. *ju*dge

*ri*dge

*ba*dge

You be the judge!

Decide which letter or letters should be used to make the missing -j sound in each of the following words.

ad \_\_\_\_\_ cent

\_\_\_\_\_ em

\_\_\_\_\_ ob

\_\_\_\_\_ uvenile

ga \_\_\_\_\_ t

E \_\_\_\_\_ yptolo \_\_\_\_\_ ist

\_\_\_\_\_ inger

al \_\_\_\_\_ ebra

sr \_\_\_\_\_ u

\_\_\_\_\_ aguar

\_\_\_\_\_ ustice

bu \_\_\_\_\_ t

\_\_\_\_\_ uice

in \_\_\_\_\_ ury

strate \_\_\_\_\_ y

FYI

The letters j, v, w, and x are never doubled in spelling any word.



# Word Wise 1

## Choose the blend

Circle the beginning consonant blends you hear in these words. Then add one word beside it with the same beginning blend.

broach _____	great _____
please _____	playwright _____
criticize _____	clarify _____
drudgery _____	fluctuate _____
cleanse _____	stress _____
breath _____	trend _____
drought _____	glossary _____
breakfast _____	claim _____

## Blending in

Only two words in each line begin with a blend. Circle the words and write the blend in the space.

- book      Britain      belly      brother      \_\_\_\_\_
- procession      people      pudding      precede      \_\_\_\_\_
- broccoli      brought      believe      boom      \_\_\_\_\_
- giggle      gruesome      gallon      grease      \_\_\_\_\_
- calf      crave      creep      cellar      \_\_\_\_\_
- cling      cover      common      clothing      \_\_\_\_\_
- fasten      future      fluent      flatten      \_\_\_\_\_
- crash      castle      crumble      copy      \_\_\_\_\_
- drudgery      doesn't      dangerous      droopy      \_\_\_\_\_
- flashing      forward      fluctuate      further      \_\_\_\_\_
- silver      slashing      salmon      silver      \_\_\_\_\_

**FYI**  
The sound *-kw* is always spelled *-qu*, so that blend is easy. e.g. quick, quantify, quack

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## Synonym Search

He feels *elated*.      She feels *joyful*.      They feel *glad*.

Each of the words in *italics* is a *synonym* for *happy*.

So, you can figure out that a synonym is a word having nearly the same meaning as another.

### Finish/Complete

Circle the synonym for the word in bold type in each sentence.

- The price of gasoline **fluctuates** every day.
  - runs faster
  - disappears
  - spins around
  - changes
- When you are learning to ride a bicycle, falling down is **inevitable**.
  - uncertain
  - unequal
  - impossible
  - certain to happen
- A funhouse mirror can really **distort** your image.
  - magnify
  - deform
  - repeat
  - lengthen
- The teacher offered more free activity time as an **incentive** to completing the homework assignment.
  - goal
  - valuable
  - motive for action
  - deterrent
- The MP3 player was an **innovation** in the recording of music.
  - a new development
  - an old formula
  - a difference
  - a repeat

64

## Proverbs

A bird in the hand is worth two in the bush.

A proverb is a short but memorable saying that has a common truth to it.

Match the proverbs with the explanation.

- |  |  |
|--|--|
| • Late is often lucky.                     | • It feels good to get even.                                   |
| • The early bird catches the worm.         | • We forget about certain people when we are away from them.   |
| • Revenge is sweet.                        | • Don't always try to be first.                                |
| • The squeaky wheel gets the grease.       | • First is best.   |
| • Absence makes the heart grow fonder.     | • Getting even won't make us feel better.                      |
| • You're never too old to learn.           | • If you have a problem, tell others.                          |
| • Slow help is no help.                    | • Be quiet and patient and rewards will come.                  |
| • Faults are thick where love is thin.     | • We care about certain people more when we are not with them. |
| • A fault once excused is twice committed. | • If we overlook an unpleasant action, it will be repeated.    |
| • You can't teach an old dog new tricks.   | • Help that is not quick isn't useful.                         |
| • Revenge never repairs an injury.         | • Older people become set in their ways.                       |
| • A day is lost if one has not laughed.    | • People who love each other overlook each other's flaws.      |
| • Silence catches a mouse.                 | • Being able to learn has nothing to do with getting older.    |
| • Out of sight, out of mind.               | • Laughter is important to survival.                           |

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## Inclusive Language

Does "Mankind" include women and children? Maybe we should start saying "Humankind."

Language that does not exclude or offend others, but instead includes them is called *inclusive language*. For example, *people* includes everyone while *men* excludes women and children.

Excuse me, waiter, I think you should call the firefighters. This soup is too hot!

Write these inclusive words beside the words they should replace.

ballet dancers	chair	journalists	flight attendants	waiters/servers
police officers	security guards	courier/messenger	supervisors	cowhands
actors	letter carriers / postal workers	firefighters	cleaners	weather reporters / meteorologists
		sales agents		

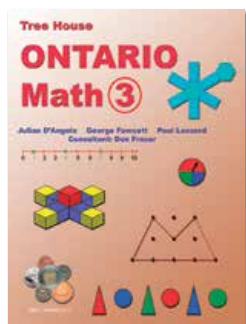
- |                        |                      |
|------------------------|----------------------|
| • chairman _____       | • newsmen _____      |
| • actresses _____      | • salesmen _____     |
| • ballerinas _____     | • stewardesses _____ |
| • cleaning women _____ | • waitresses _____   |
| • cowboys _____        | • policemen _____    |
| • deliverymen _____    | • watchmen _____     |
| • firemen _____        | • weathermen _____   |
| • foremen _____        | • mailmen _____      |

**FYI**  
**Q:** In the Middle Ages, when last names such as Baker and Taylor reflected a person's occupation, what did "Webster" indicate?

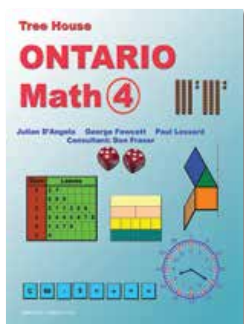
**A:** A female weaver. A male weaver was called Webb.

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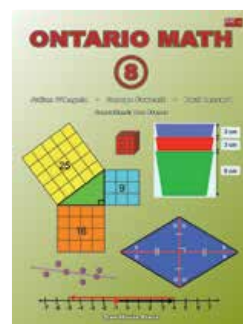
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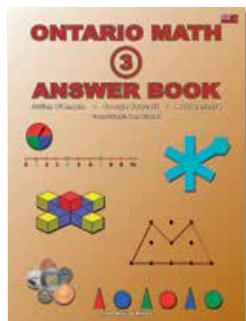


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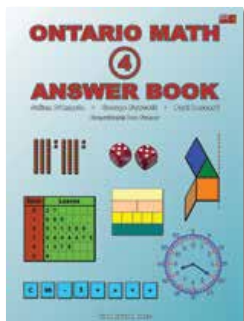


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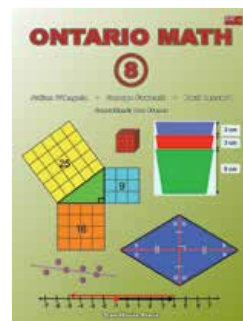
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## NUMBERS IN OUR WORLD

Many sports stars, movie actors, and musicians make very large salaries. One large salary is \$23 856 794. We can show it on the place value chart this way.

Millions			Thousands			Ones		
h			h			h		
u			u			u		
n			n			n		
d			d			d		
r	t	o	r	t	o	r	t	o
e	e	n	e	e	n	e	e	n
d	n	e	d	n	e	d	n	e
s	s	s	s	s	s	s	s	s
	2	3		8	5		6	7
							9	4

The 3 is in the one million place. The 5 is in the ten thousands place. Its value is 3 one millions or 3 000 000. Its value is 5 ten thousands or 50 000.

When written in words, this salary, 23 856 794, is "twenty-three million eight hundred fifty-six thousand four hundred ninety-four".

Work with a partner. What is the value of each of the other numbers on the place value chart?

Number	Value Of The Number
2	20 000 000
8	800 000
6	6 000
7	700
9	90
4	4





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Expressions And Equations .....	183 - 200

## 1 Whole Numbers to 1 000 000

### Getting Started

You will learn to

- Find, represent, compare, and order whole numbers to 1 000 000
- Solve problems involving the multiplication and division of whole numbers
- Read and print in words whole numbers to one hundred thousand
- Identify composite numbers and prime numbers
- Use a variety of mental strategies to solve addition, subtraction and multiplication problems
- Apply commutative and distributive properties
- Use estimation to help judge the reasonableness of an answer
- Apply the standard order of operations and explain what happens when you change the order when performing a series of operations

Work with a partner to complete these problems.  
Plan your solutions. Show your work.

1. Think 1 million.

1 million =  
1 000 000

1 million pennies. How many dollars would you have?



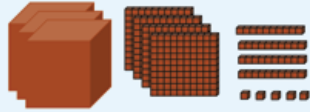
How old were you when you were alive for 1 000 000 min?





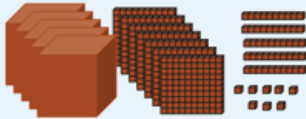
# Canadian Math 4

Use some of these blocks to build 4 different numbers larger than 500.  
Show your numbers below.



Order your numbers from smallest to largest.

Use some of these Base Ten Blocks to build 4 different numbers larger than 1000.



Order them from largest to smallest.

## Place Value

Place value will help you understand the values of digits in a number.  
Place value will help you write numbers in expanded form.

The number 1532 is recorded in the chart.

Thousands	Hundreds	Tens	Ones
1	5	3	2
↓	↓	↓	↓
1 thousand	+ 5 hundreds	+ 3 tens	+ 2 ones
1000	+ 500	+ 30	+ 2

The word name for 2532, in standard form, is one thousand five hundred thirty-two.

Write each number in expanded form.

9543	6004	3102
<p><b>Math Talk</b> Work with a partner. Build a number greater than 1000 with Base Ten Blocks. Ask your partner to say and write the number. Then write it in words. Repeat.</p>		

**Home Connection**  
Work with a family member. Practice saying and writing some word names from 1 to 1000.  
Record 10 word names in your journal.

4. The attendance for the high school basketball game was 869.

Write the word name for this number.

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11. 3-D Geometry	138 - 151
12. Probability	152 - 168

5. Write the word name for the last numbered page in each chapter of this book.

Chapter	Page	Word Name
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		

6. The total number of people at a music concert was 734.

Write the word name for this number.

## Working With Money



Calculate the cost of each of the following amounts.

	Value
2 rolls of pennies	
2 rolls of nickels	
1 roll of quarters	
<b>Total</b>	

	Value
1 roll of loonies	
2 rolls of quarters	
1 roll of dimes	
<b>Total</b>	

	Value
1 roll of dimes	
3 rolls of quarters	
1 roll of toonies	
<b>Total</b>	

**Home Connection**  
Work with a family member.  
How many loonies make \$100?  
How many quarters make \$5?  
How many dimes make \$4?  
How many pennies make \$6?



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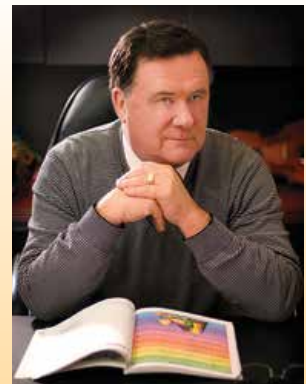
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