

# HELP<sup>®</sup>

for  
*Middle School*

**Andrea M. Lazzari**



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Printed in the U.S.A.  
ISBN 0-7606-0149-6

## About the Author

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Andrea M. Lazzari, Ed. D., has worked as a speech-language pathologist in the public schools, in a community clinic, and in private practice. She has taught preschool students with disabilities and was Supervisor of Early Childhood Special Education Programs for the state of Virginia. She has also served as a teacher trainer at the college and university levels.

*HELP for Middle School* is Andrea's seventeenth publication with LinguiSystems. She is also the author of *Just for Adults*, *HELP for Grammar*, *HELP for Memory*, and the *HELP Elementary Test*. She is the co-author of *125 Ways to Be a Better Test Taker*, *Test Right*, and the remainder of the popular *HELP* series.

January 1997

## Dedication

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To Tamara  
from the luckiest mom in the world!

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# Introduction

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*HELP for Middle School* was written to help speech-language clinicians and teachers meet the unique challenges presented by middle school-aged students with language disorders. While the language skills of these students may be commensurate with those of students in elementary school, many of the elementary-level materials for language development aren't suitable for students in middle school. The skills targeted by elementary level materials may be appropriate, but the look and tone of many of them are obviously geared toward younger students. Therefore, a primary goal in the development of *HELP for Middle School* is to target the skills students with language disorders continue to struggle with in a format that is compatible with the language needs of middle school students yet reflective of their interests and chronological ages.

The four main skill areas represented in this volume — Vocabulary, Grammar, Question Comprehension, and Following Directions — were chosen to provide remediation for the types of skills that are particularly difficult for middle school students with language disabilities in classroom settings. The fifth section, Using Basic Language Skills, provides opportunities to practice a variety of skills in a broader, more curriculum-oriented context.

Here are some particular features of *HELP for Middle School*:

- The vocabulary and difficulty level of this material ranges from grades four through seven.
- Stimulus items are arranged in order from the easiest to the most difficult whenever possible.
- IEP goals are presented at the bottom of each page to further explain the individual tasks as well as to assist in writing goals and objectives.
- Carryover activities are provided (on pages 167-168) to expand and reinforce individual tasks and to help incorporate therapy objectives into group activities.

As with other volumes in the *HELP* series, I have strived to present as many items as possible for each task with minimal explanation. The tasks and items are intended to provide a basis for language remediation that should be expanded and enhanced by you to reflect each student's individual experiences and her own unique needs and interests.

Here are some guidelines to help you more effectively use this book:

1. Your discretion is essential in selecting and modifying tasks to best meet each student's individual needs. Since the ages, skills, and language experiences of each student will vary, use your own judgment in deciding which portions of each task to use with individual students. Use assessment data as a guide for initial selection of tasks and ongoing data collection to identify new areas of need.

## **Introduction**, *continued*

2. Common, correct responses have been provided for most items in the Answer Key (beginning on page 169). There may be other acceptable answers which are not listed. Use your judgment to determine the correctness of any response. Look for opportunities for students to provide alternate, correct responses. When appropriate, discuss why their answer may not or could not be correct.
3. Several repetitions of tasks and items may be necessary before target accuracy levels are reached. Keep track of performance on the specific items you determine to be within your student's ability range. Periodically re-check performance on tasks that have been mastered to ensure long-term maintenance.
4. Strive to achieve carryover of therapy objectives and outcomes to the classroom. Incorporate content area vocabulary and knowledge into therapy sessions whenever possible. Keep classroom teachers apprised of therapy objectives and the student's needs as well as his or her successes.
5. Although many of the tasks in this volume are presented as written worksheets, use your own judgment in deciding to present the lessons orally or as written work. Keep in mind that a student may perform well in one mode but have difficulty in the other.

As I complete this newest addition to the *HELP* series, I would like to thank all of the speech-language pathologists, teachers, and parents who have provided positive feedback, support, and suggestions for improvement and expansion of the *HELP* series over the past 17 years, as well as the LinguiSystems' staff, whose energy and enthusiasm keep me inspired. I hope this volume will enable you to provide the ongoing instruction and support needed by our middle school students as they continue trying to master our complicated and often illogical language system.

Andrea

## Vocabulary

### Task A: Defining and Describing Nouns

Describe each thing listed below. Tell me what it looks like, what it does, what you use it for, what it sounds like, where you find it, etc. Tell me as much as you can about each thing. If you can, give an example. The first one is done for you.

1. beverage *A beverage is a drink such as milk, water, soda, juice, or coffee.*  
\_\_\_\_\_  
\_\_\_\_\_
2. hobby  
\_\_\_\_\_  
\_\_\_\_\_
3. aisle  
\_\_\_\_\_  
\_\_\_\_\_
4. aquarium  
\_\_\_\_\_  
\_\_\_\_\_
5. odor  
\_\_\_\_\_  
\_\_\_\_\_
6. journal  
\_\_\_\_\_  
\_\_\_\_\_
7. vehicle  
\_\_\_\_\_  
\_\_\_\_\_
8. ramp  
\_\_\_\_\_  
\_\_\_\_\_
9. wound  
\_\_\_\_\_  
\_\_\_\_\_
10. illustration  
\_\_\_\_\_  
\_\_\_\_\_
11. rink  
\_\_\_\_\_  
\_\_\_\_\_
12. dew  
\_\_\_\_\_  
\_\_\_\_\_

*I.E.P. Goal: The student will define or describe common nouns with 90% or greater accuracy.*

## Vocabulary

### Task A: Defining and Describing Nouns, *continued*

Describe each thing listed below. Tell me what it looks like, what it does, what you use it for, what it sounds like, where you find it, etc. Tell me as much as you can about each thing. If you can, give an example.

13. allowance

---

---

14. exit

---

---

15. stunt

---

---

16. toll

---

---

17. tribe

---

---

18. oval

---

---

19. voyage

---

---

20. harvest

---

---

21. funnel

---

---

22. judge

---

---

23. scalp

---

---

24. balcony

---

---

*I.E.P. Goal: The student will define or describe common nouns with 90% or greater accuracy.*

## Vocabulary

### Task A: Defining and Describing Nouns, *continued*

Describe each thing listed below. Tell me what it looks like, what it does, what you use it for, what it sounds like, where you find it, etc. Tell me as much as you can about each thing. If you can, give an example.

25. reward

---

---

26. quarrel

---

---

27. harness

---

---

28. margin

---

---

29. fuel

---

---

30. trophy

---

---

31. mystery

---

---

32. celebration

---

---

33. factory

---

---

34. echo

---

---

35. rehearsal

---

---

36. companion

---

---

*I.E.P. Goal: The student will define or describe common nouns with 90% or greater accuracy.*

## Vocabulary

### Task A: Defining and Describing Nouns, *continued*

Describe each thing listed below. Tell me what it looks like, what it does, what you use it for, what it sounds like, where you find it, etc. Tell me as much as you can about each thing. If you can, give an example.

37. horizon

---

---

38. monument

---

---

39. employer

---

---

40. propeller

---

---

41. sample

---

---

42. champion

---

---

43. manager

---

---

44. preview

---

---

45. squad

---

---

46. route

---

---

47. assembly

---

---

48. discovery

---

---

*I.E.P. Goal: The student will define or describe common nouns with 90% or greater accuracy.*

## Vocabulary

### Task A: Defining and Describing Nouns, *continued*

Describe each thing listed below. Tell me what it looks like, what it does, what you use it for, what it sounds like, where you find it, etc. Tell me as much as you can about each thing. If you can, give an example.

49. nuisance

---

---

50. ancestor

---

---

51. capsule

---

---

52. occupation

---

---

53. hazard

---

---

54. fugitive

---

---

55. disaster

---

---

56. century

---

---

57. candidate

---

---

58. catalog

---

---

59. pedestrian

---

---

60. avalanche

---

---

*I.E.P. Goal: The student will define or describe common nouns with 90% or greater accuracy.*

## Vocabulary

### Task B: Identifying Words from Definitions

Listen to each definition. Then, choose the word that it defines and use the word in a sentence. The first one is done for you.

1. to lose color or to become weak

a. fade

b. drag

c. scrub

*Did the new jeans fade in the wash?*

---

2. to hurt or damage someone or something

a. handle

b. correct

c. injure

---

3. very neat and orderly

a. tidy

b. plump

c. fierce

---

4. a job or a chore that a person must do

a. wage

b. task

c. quote

---

5. to save someone from danger

a. trust

b. rescue

c. cancel

---

6. a building or room that is empty

a. puny

b. sturdy

c. vacant

---

7. to brag about your abilities or possessions

a. cheat

b. boast

c. blurt

---

8. something that isn't real; fake

a. fossil

b. counterfeit

c. depot

---

*I.E.P. Goal: The student will identify words when given their definitions with 90% or greater accuracy.*

## Vocabulary

### Task B: Identifying Words from Definitions, *continued*

Listen to each definition. Then, choose the word that it defines and use the word in a sentence.

9. something that is very small or reduced in size

a. miniature

b. artificial

c. shabby

---

10. to leave or desert someone

a. cherish

b. abandon

c. support

---

11. an unexpected happening; when someone gets hurt

a. accident

b. billion

c. duel

---

12. to make someone feel ashamed or self-conscious

a. amuse

b. smother

c. embarrass

---

13. a promise that something will happen

a. guarantee

b. deposit

c. meter

---

14. to sign up for a class or an activity

a. conduct

b. disconnect

c. enroll

---

15. a suggestion of what someone should do; guidance

a. advice

b. floss

c. nature

---

16. someone who watches over and protects another person

a. cello

b. guardian

c. kilt

---

*I.E.P. Goal: The student will identify words when given their definitions with 90% or greater accuracy.*





## Vocabulary

### Task C: Choosing Synonyms

A synonym is a word that means about the same as another word. In each sentence below, choose the synonym for the word in italics. The first one is done for you.

- The children can't swim as far as the *adults*.  
grown-ups                      teenagers                      cousins                      children
- After staying up to watch the end of the late movie, Elaine was *awfully* tired the next day.  
faintly                      suddenly                      brightly                      terribly
- Check your papers for *errors* before turning them in.  
initials                      mistakes                      tears                      adverbs
- My sister and I *argued* over who got to choose the movie.  
decided                      voted                      quarreled                      talked
- Graffiti covered the walls of the *vacant* building.  
empty                      old                      huge                      haunted
- Aaron was too *timid* to ask Sarah to the spring dance.  
shy                      skinny                      miserable                      tired
- Anna tried to *conceal* her sore ankle from the coach during the match.  
steal                      blame                      take                      hide
- The Koehlers *reside* on a large ranch not far outside of town.  
work                      live                      farm                      ride
- The hurricane *demolished* the seawall and several cottages.  
deserted                      irritated                      destroyed                      rescued
- The students *gazed* at the cocoon as the butterfly emerged.  
peeked                      stared                      snipped                      flapped
- Chuck *acquired* enough points to trade them in for a portable CD player.  
wanted                      got                      took                      needed

*I.E.P. Goal: The student will choose synonyms for words in sentences with 90% or greater accuracy.*

## Vocabulary

### Task C: Choosing Synonyms, *continued*

A synonym is a word that means about the same as another word. In each sentence below, choose the synonym for the word in italics.

12. The owl's *screech* echoed through the forest.

beak                                  scream                                  song                                  mate

13. The butterfly *emerged* from its cocoon.

registered                                  exited                                  swooped                                  babbled

14. Sit down or the raft may *capsize*!

crash                                  bend                                  tip                                  float

15. Are you *satisfied* with your grade in science?

disappointed                                  confused                                  finished                                  pleased

16. Robert stopped his bike *abruptly* to avoid hitting the car.

suddenly                                  softly                                  dreadfully                                  fairly

17. Ravi became *irritated* when his sister wouldn't open the door and let him in from the rain.

annoyed                                  horrified                                  suspicious                                  drowsy

18. That rickety tower looks like it will *keel* over any minute.

stand                                  fall                                  change                                  creep

19. The archaeologists uncovered many *utensils* that the native people used hundreds of years ago.

pans                                  bones                                  tools                                  carts

20. Dad yelled up the stairs, "I want that loud music to *cease* right now!"

stop                                  increase                                  fade                                  hear

21. Jane's drawing was *exhibited* at the state-wide middle school art contest.

painted                                  exhausted                                  stolen                                  displayed

*I.E.P. Goal: The student will choose synonyms for words in sentences with 90% or greater accuracy.*

## Vocabulary

### Task C: Choosing Synonyms, *continued*

A synonym is a word that means about the same as another word. In each sentence below, choose the synonym for the word in italics.

22. The student council *proclaimed* that Friday would be Crazy Hat Day.  
requested                      announced                      supposed                      reclaimed
23. When some students became *disorderly* during the assembly, the vice principal gave them detentions.  
disgusted                      nervous                      weary                      rowdy
24. You must *conclude* your report with a quote from a famous person.  
introduce                      end                      continue                      join
25. The leader cautioned the scouts not to *roam* too far from the campsite.  
rove                      exit                      gather                      graze
26. Boys and girls stood in small *clusters* around the edge of the dance floor.  
pits                      circles                      planks                      groups
27. After his rescue, Ted *vowed* never to go in a boat without a life jacket again.  
hoped                      pledged                      confessed                      relied
28. Be sure to *mingle* with the new students so they will feel welcome.  
mix                      move                      debate                      argue
29. Six parents will *accompany* the band to the state competition.  
show                      sponsor                      divide                      escort
30. Mom said, "Clean up your room *pronto* if you want to go to the game."  
immediately                      awfully                      cleverly                      well
31. Ramon is *confident* that he will clear all the hurdles in the race.  
pleased                      unsure                      fearful                      sure
32. Carrie *detests* people who are cruel to their pets.  
encourages                      despises                      admires                      understands

*I.E.P. Goal: The student will choose synonyms for words in sentences with 90% or greater accuracy.*

## Vocabulary

### Task D: Choosing Antonyms

An antonym is a word that means the opposite of another word. In each sentence below, choose the antonym for the word in italics. The first one is done for you.

1. The train *departs* at 4:00 on track two.  
derails                      stops                      arrives                      leaves
2. The boys ran *rapidly* around the track.  
steadily                      swiftly                      slowly                      surely
3. After three days in the woods, our clothes were *grimy*.  
clean                      muddy                      torn                      baggy
4. There was an *uproar* when the championship game went into double overtime.  
silence                      racket                      detour                      umpire
5. Shawna looked *miserable* when she got her score on the geography test.  
surprised                      confused                      delighted                      embarrassed
6. We had to *interrupt* our card game because Grandma called us for dinner.  
continue                      win                      discuss                      deal
7. The ending of the movie is *hilarious*.  
scary                      sad                      puzzling                      funny
8. Beth was *fascinated* by the new mystery book she was reading.  
bored                      surprised                      disappointed                      frightened
9. Today was very *ordinary* because nothing special happened.  
nice                      long                      disappointing                      unusual
10. My *inconsiderate* brother threw his wet towel on my bed while I was sleeping.  
harmful                      thoughtful                      immature                      lazy

*I.E.P. Goal: The student will choose antonyms for words in sentences with 90% or greater accuracy.*

## Vocabulary

### Task D: Choosing Antonyms, *continued*

An antonym is a word that means the opposite of another word. In each sentence below, choose the antonym for the word in italics.

11. A *heroic* fire fighter saved the children from the burning building.  
cowardly                      lively                      strong                      bulky
12. It's very *hazardous* to ride in a car without wearing your seat belt.  
safe                      smart                      selfish                      tricky
13. Our Uncle Sal is *good-natured* and always has a new joke to share with us.  
plump                      greedy                      handsome                      unpleasant
14. The children spent five hours *constructing* a town with their Legos®.  
enjoying                      destroying                      imagining                      burying
15. Be sure to pack this on top of the box because it's very *fragile*.  
sturdy                      expensive                      old                      sticky
16. The crew *demolished* the building in less than two hours.  
built                      considered                      cleaned                      destroyed
17. The path was so *rugged* that we had to climb over huge rocks to follow it.  
long                      crooked                      smooth                      bumpy
18. In *ancient* times, people used the sun to tell time.  
modern                      old                      serious                      other
19. The *mischievous* children threw a water balloon at their baby-sitter.  
naughty                      well-behaved                      curious                      angry
20. I *adore* my new baby sister.  
admire                      detest                      follow                      share

*I.E.P. Goal: The student will choose antonyms for words in sentences with 90% or greater accuracy.*

## Vocabulary

### Task D: Choosing Antonyms, *continued*

An antonym is a word that means the opposite of another word. In each sentence below, choose the antonym for the word in italics.

21. When Sally punched a hole in the pool, the water began to *trickle* out.  
gush                                  float                                  creep                                  jump
22. My grandmother says that I am her greatest *joy*.  
help                                  pride                                  hope                                  sorrow
23. I hope my parents *reward* me for doing my best in school.  
thank                                  punish                                  help                                  notice
24. Did you really think that book was *interesting*?  
difficult                                  long                                  exciting                                  dull
25. The future looks *grim* for students who quit school.  
exciting                                  long                                  rosy                                  tough
26. The creek looked *transparent* after the storm.  
muddy                                  calm                                  cool                                  clear
27. Suddenly, three lanes of traffic *merged* onto one and everyone was confused.  
blended                                  melted                                  eroded                                  separated
28. We'll have to *descend* the north side of the mountain.  
sweep                                  climb                                  locate                                  cross
29. I have a *vague* idea of how the parts of the bicycle fit together.  
new                                  clear                                  clever                                  crazy
30. A judge must be *impartial* and not show favor to one side or the other.  
unfair                                  serious                                  strict                                  fair

*I.E.P. Goal: The student will choose antonyms for words in sentences with 90% or greater accuracy.*

## Vocabulary

### Task E: Word-Finding for Initial Verbs

Fill in each blank with a verb that makes sense in the sentence. The first one is done for you.

1. Turn the knob to the right and the radio will come on.
2. \_\_\_\_\_ the cat's water bowl before we leave.
3. \_\_\_\_\_ the Pause button if you want to stop the movie.
4. \_\_\_\_\_ these books to the library before tomorrow.
5. \_\_\_\_\_ the pizza into four equal parts for us to share.
6. \_\_\_\_\_ this tea and tell me if it's sweet enough.
7. \_\_\_\_\_ the phone if it rings while I'm upstairs.
8. \_\_\_\_\_ your seat belt before the roller coaster starts moving.
9. \_\_\_\_\_ the marker in the book at page 57.
10. \_\_\_\_\_ your work before turning it in.
11. \_\_\_\_\_ which book you'd like to read first.
12. \_\_\_\_\_ the clothing neatly before putting it in your drawer.
13. \_\_\_\_\_ the string securely around the package.
14. \_\_\_\_\_ the cashier for the shoes while I go get the car.
15. \_\_\_\_\_ over the schedule and see if there's a movie you want to see.
16. \_\_\_\_\_ the cards well before you deal them.
17. \_\_\_\_\_ the paint before using it because it seems to have separated.

*I.E.P. Goal: The student will generate initial verbs in sentences with 90% or greater accuracy.*

## Vocabulary

### Task E: Word-Finding for Initial Verbs, *continued*

Fill in each blank with a verb that makes sense in the sentence.

18. \_\_\_\_\_ your story on plain white paper, leaving a one-inch margin.
19. \_\_\_\_\_ the cards into two stacks before we begin the game.
20. \_\_\_\_\_ your arms and see if you can reach the top shelf.
21. \_\_\_\_\_ the basketball down the court before passing it.
22. \_\_\_\_\_ me carry this heavy box, will you?
23. \_\_\_\_\_ into some old clothes so we can start working.
24. \_\_\_\_\_ your muddy shoes before coming inside.
25. \_\_\_\_\_ my directions and you won't get lost.
26. \_\_\_\_\_ open the present and see what's inside!
27. \_\_\_\_\_ me you won't leave before I get home.
28. \_\_\_\_\_ the suitcases to see if they're too heavy.
29. \_\_\_\_\_ for the candidate that you feel will do the best job.
30. \_\_\_\_\_ whomever you wish to the party as long as there are no more than ten guests.
31. \_\_\_\_\_ yourself at least ten minutes to get from the gym to the bus.
32. \_\_\_\_\_ what it would be like if people could not sing.
33. \_\_\_\_\_ for the best and see what happens.

*I.E.P. Goal: The student will generate initial verbs in sentences with 90% or greater accuracy.*



## Vocabulary

### Task F: Choosing Adjectives, *continued*

Choose the adjective that best describes each item.

- |   |             |              |             |
|---|-------------|--------------|-------------|
| 14. an airplane pilot who is ready for take-off                                   | alert       | carefree     | illegal     |
| 15. a child who accidentally drops her ice cream cone in the dirt                 | downhearted | practical    | ragged      |
| 16. a newly-discovered medicine that cures colds                                  | miraculous  | dreary       | hysterical  |
| 17. a student who opens the door for his teacher                                  | bitter      | hasty        | considerate |
| 18. a cow with five legs  | puny        | charming     | unique      |
| 19. a child who doesn't want to leave her mother on the first day of kindergarten | reluctant   | enthusiastic | agreeable   |
| 20. a friend who is sorry your dog ran away                                       | annoying    | sympathetic  | cowardly    |
| 21. a school at midnight when all of the students are gone                        | brief       | jittery      | deserted    |
| 22. a food store that is open 24 hours a day                                      | content     | convenient   | courageous  |
| 23. instructions that give clear-cut steps on how to put together a model plane   | precise     | weak         | modern      |
| 24. a coach who always lets the same players start the game                       | unlucky     | biased       | youthful    |
| 25. a person who has spent the day in the sun without anything to drink           | parched     | clever       | greedy      |
| 26. a new mall with 250 stores in it  | petite      | immense      | inaccurate  |

*I.E.P. Goal: The student will choose adjectives that most appropriately describe people or objects with 90% or greater accuracy.*

## Vocabulary

### Task G: Choosing Adverbs

Choose the adverb that best modifies the verb in each sentence. Then, repeat the sentence, including the adverb. The first one is done for you.

1. Ruth opened the door

greatly

slowly

lately

*Ruth slowly opened the door.*

2. Cleon ran down the field.

quickly

usually

truly

3. I took the glasses from the shelf.

hotly

brightly

carefully

4. Sharon was tired after practice.

awfully

cheaply

shortly

5. Ms. Madden gives homework on the weekend.

madly

rarely

purely

6. The library is closed.

soundly

flatly

temporarily

7. The winner accepted her prize trophy.

crisply

proudly

hungrily

8. The students ran out of the schoolyard.

happily

sweetly

lately

9. Glen clutched his lunch money.

tightly

thickly

oddly

10. Matthew peeked over the edge of the roof.

neatly

lightly

bravely

11. I patted the wet, lost puppy.

softly

harshly

probably

12. Your old boots fit me.

sharply

perfectly

safely

*I.E.P. Goal: The student will choose adverbs that most appropriately modify verbs in sentences with 90% or greater accuracy.*

## Vocabulary

### Task G: Choosing Adverbs

Choose the adverb that best modifies the verb in each sentence. Then, repeat the sentence, including the adverb.

13. I admire the boy who sits next to me.

secretly

promptly

falsely

14. I'll help you work on the float.

evenly

stubbornly

gladly

15. Our school holds a carnival for the neighborhood.

annually

daily

weekly

16. We turned off the TV and went to bed.

calmly

drowsily

shrilly

17. I don't know how it got here.

wholly

lately

honestly

18. We go to visit our grandparents.

often

soon

once

19. Teddy forgot his library book.

later

again

already

20. Earl jumped into the pool.

backward

close

nowhere

21. Anna fell and hurt her ankle.

up

far

down

22. Turn when you see a stop sign.

over

right

above

23. We had to crouch to crawl through the maze.

upward

close

down

24. Mom went to get the lights from the basement.

downstairs

away

outside

25. We had to dive to see the eel.

hard

out

deep

*I.E.P. Goal: The student will choose adverbs that most appropriately modify verbs in sentences with 90% or greater accuracy.*

## Vocabulary

### Task H: Defining Words with Multiple Meanings

For each word below, tell at least two different things that the word means or use the word in sentences two different ways. The first one is done for you.

1. bat      *a furry animal with no wings*  
\_\_\_\_\_ *a wooden club used to hit a baseball* \_\_\_\_\_  
\_\_\_\_\_
2. strike  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. watch  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. bark  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. punch  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
6. roll  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
7. ring  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
8. foot  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*I.E.P. Goal: The student will provide two different meanings for words with multiple meanings, with 90% or greater accuracy.*

**Vocabulary**

**Task H: Defining Words with Multiple Meanings, *continued***

For each word below, tell at least two different things that the word means or use the word in sentences two different ways.

9. blind

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10. gum

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11. light

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12. spring

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13. check

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14. play

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15. scale

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16. tick

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*I.E.P. Goal: The student will provide two different meanings for words with multiple meanings, with 90% or greater accuracy.*

**Vocabulary**

**Task H: Defining Words with Multiple Meanings**, *continued*

For each word below, tell at least two different things that the word means or use the word in sentences two different ways.

17. fair \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

18. beat \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

19. lap \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

20. left \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

21. mouse \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

22. pack \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

23. palm \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

24. pound \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*I.E.P. Goal: The student will provide two different meanings for words with multiple meanings, with 90% or greater accuracy.*

**Vocabulary**

**Task H: Defining Words with Multiple Meanings**, *continued*

For each word below, tell at least two different things that the word means or use the word in sentences two different ways.

25. race \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

26. wave \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

27. turn \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

28. note \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

29. court \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

30. fine \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

31. fly \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

32. bowl \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*I.E.P. Goal: The student will provide two different meanings for words with multiple meanings, with 90% or greater accuracy.*

**Vocabulary**

**Task H: Defining Words with Multiple Meanings**, *continued*

For each word below, tell at least two different things that the word means or use the word in sentences two different ways.

33. set \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

34. fire \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

35. jam \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

36. heart \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

37. shop \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

38. shade \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

39. bank \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

40. date \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*I.E.P. Goal: The student will provide two different meanings for words with multiple meanings, with 90% or greater accuracy.*

## Vocabulary

### Task I: Using Context Cues in Word Finding

For each sentence below, choose the word in parentheses that makes the most sense. The first one is done for you.

1. The windshield is covered with water droplets. (dirt / water)
2. The tall trees swayed in the \_\_\_\_\_ . (wind / snow)
3. I wish Cara would stop \_\_\_\_\_ so loudly. (yawning / yelling)
4. You probably need to rewind the \_\_\_\_\_ . (CD / tape)
5. Are these \_\_\_\_\_ seedless? (potatoes / grapes)
6. I think I caught my \_\_\_\_\_ in my zipper. (shirt / socks)
7. When Catherine was playing her \_\_\_\_\_, one of the strings broke.  
(violin / cards)
8. I think my \_\_\_\_\_ needs a new battery. (watch / necklace)
9. Make sure the blindfold covers her \_\_\_\_\_. (ears / eyes)
10. The brim of my \_\_\_\_\_ is bent out of shape. (jacket / cap)
11. People get \_\_\_\_\_ more than any other illness. (bored / colds)
12. Will you please stop slurping your \_\_\_\_\_ ? (bread / soup)
13. I'm so stiff I can't bend my \_\_\_\_\_. (knees / shoulders)
14. Will he \_\_\_\_\_ the ball over the goalpost? (bat / kick)
15. Do you want your groceries in plastic or paper \_\_\_\_\_ ? (bags / carts)
16. The bird's \_\_\_\_\_ broke when it flew into the window. (wing / perch)

*I.E.P. Goal: The student will use context cues to select missing words in sentences with 90% or greater accuracy.*

## Vocabulary

### Task I: Using Context Cues in Word Finding, *continued*

For each sentence below, choose the word in parentheses that makes the most sense.

17. Has the \_\_\_\_\_ collected the dues yet? (secretary / treasurer)
18. African elephants fan their big \_\_\_\_\_ to cool themselves. (feathers / ears)
19. A picket \_\_\_\_\_ surrounds the yard. (rope / fence)
20. Daryl's short haircut looks like \_\_\_\_\_ fuzz. (pear / peach)
21. The \_\_\_\_\_ of my shoe is sticky from stepping in gum. (tongue / sole)
22. Loud car stereos contribute to \_\_\_\_\_ pollution. (water / noise)
23. The \_\_\_\_\_ stopped ringing when I lifted the receiver.  
(alarm clock / telephone)
24. At the party, we threw \_\_\_\_\_ and streamers. (confetti / passes)
25. Has the \_\_\_\_\_ in the container leaked? (solid / liquid)
26. We heard the thunder five seconds after we saw the \_\_\_\_\_. (lightning / sun)
27. After the heavy rainfall, the \_\_\_\_\_ was saturated with water. (cloud / ground)
28. You blink your \_\_\_\_\_ about 20,000 times a day. (ears / eyes)
29. The tire that is \_\_\_\_\_ must have been punctured. (inflated / flat)
30. Did you know the \_\_\_\_\_ Saturn has seven icy rings? (planet / continent)
31. The Nineteenth Amendment to the U.S. \_\_\_\_\_ gives women the right to vote.  
(Constitution / flag)
32. The \_\_\_\_\_ bear was camouflaged in the white snow. (grizzly / polar)
33. Put the last names in \_\_\_\_\_ order. (numerical / alphabetical)

*I.E.P. Goal: The student will use context cues to select missing words in sentences with 90% or greater accuracy.*

## Vocabulary

### Task J: Content Area Vocabulary

Match each word with its definition. Then, use the words to fill in the blanks in the sentences. One item from the first group is done for you.

#### Content Area: Social Studies

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- a. ambassador                      b. candidate                      c. citizen                      d. immigrants

- b**   a person running for office  
       people who move to a new country  
       a person who is a member of a city, state, or country  
       a person who is appointed to represent his country in a foreign country

1. Which   **candidate**   are you voting for in the election?
2. Who is the United States' \_\_\_\_\_ to Mexico?
3. A good \_\_\_\_\_ obeys her country's laws.
4. The United States has welcomed many \_\_\_\_\_ from other nations.

- a. colony                      b. treaty                      c. democracy                      d. capital

- the city in which the laws of a state or country are made  
       an agreement between nations about peace, trade, etc.  
       a settlement in a new land  
       a way of government in which each citizen is given certain rights that can't be taken away.

1. I am glad that our country is a \_\_\_\_\_ .
2. Is St. Paul the \_\_\_\_\_ of Minnesota?
3. Before it was a state, New York was a British \_\_\_\_\_ .
4. The \_\_\_\_\_ that ended World War I was signed in France.

*I.E.P. Goal: The student will match content area vocabulary words with their definitions and use them in sentences with 90% or greater accuracy.*

## Vocabulary

### Task J: Content Area Vocabulary, *continued*

Match each word with its definition. Then, use the words to fill in the blanks in the sentences.

#### Content Area: Geography

---

- a. desert                      b. swamp                      c. glacier                      d. canyon

- \_\_\_\_\_ a dry, treeless, sandy region  
\_\_\_\_\_ a long, narrow valley between high cliffs  
\_\_\_\_\_ a piece of wet, spongy land  
\_\_\_\_\_ a large mass of snow and ice

1. We rode our donkeys down into the \_\_\_\_\_ .
2. We saw 17 alligators in the \_\_\_\_\_ .
3. Large pieces of the \_\_\_\_\_ broke off into the sea.
4. Sand storms are common in the \_\_\_\_\_ .

- a. prairie                      b. reef                      c. coast                      d. peninsula

- \_\_\_\_\_ land surrounded almost entirely by water but connected to the mainland  
\_\_\_\_\_ land that runs alongside a shore  
\_\_\_\_\_ a large area of rolling grassland  
\_\_\_\_\_ a ridge of rock or sand near the surface of the water..

1. Did pirates really bury treasure along the North Carolina \_\_\_\_\_ ?
2. It took the pioneers many days to cross the \_\_\_\_\_ .
3. Don't disturb the coral that grows on the \_\_\_\_\_ .
4. Besides Alaska, Florida is the only state in the U.S. that is a \_\_\_\_\_ .

*I.E.P. Goal: The student will match content area vocabulary words with their definitions and use them in sentences with 90% or greater accuracy.*

## Vocabulary

### Task J: Content Area Vocabulary, *continued*

Match each word with its definition. Then, use the words to fill in the blanks in the sentences.

#### Content Area: Science

---

- a. mammals                      b. amphibian                      c. fossil                      d. reptiles

- \_\_\_\_\_ animals whose females produce milk to feed their young  
\_\_\_\_\_ the hardened remains of a plant or animal preserved in rock  
\_\_\_\_\_ cold-blooded vertebrates that crawl on their bellies or creep on short legs  
\_\_\_\_\_ any animal that lives both on land and in the water

1. Chimpanzees and gorillas belong to the group of \_\_\_\_\_ .
2. The skin of \_\_\_\_\_ is dry, not slimy.
3. A starfish is not an \_\_\_\_\_ because it dies if taken from the sea.
4. We saw the \_\_\_\_\_ of a dinosaur at the museum.

- a. pollution                      b. evaporate                      c. altitude                      d. gravity

- \_\_\_\_\_ the force that pulls objects toward the center of the earth  
\_\_\_\_\_ the height of something above the earth's surface  
\_\_\_\_\_ to make the air, land, or water dirty and impure  
\_\_\_\_\_ to change from a liquid into a vapor

1. If you don't put a lid on the bottle, the water will \_\_\_\_\_ .
2. At a high \_\_\_\_\_ the air is very thin.
3. It's hard to overcome the force of \_\_\_\_\_ .
4. People can reduce \_\_\_\_\_ by walking instead of driving.

*I.E.P. Goal: The student will match content area vocabulary words with their definitions and use them in sentences with 90% or greater accuracy.*

## Vocabulary

### Task J: Content Area Vocabulary, *continued*

Match each word with its definition. Then, use the words to fill in the blanks in the sentences.

#### Content Area: Science

---

- a. algae                              b. ore                              c. lava                              d. tide

\_\_\_\_\_ plants that contain chlorophyll but have no roots

\_\_\_\_\_ the alternate rise and fall of the ocean's surface

\_\_\_\_\_ melted rock that spits forth from a volcano

\_\_\_\_\_ minerals from which metals can be extracted

1. The \_\_\_\_\_ needs to be cleaned off the sides of the fish tank.
2. When they dug into the earth, they found it was rich with iron \_\_\_\_\_.
3. \_\_\_\_\_ ran down the mountain side and covered the village.
4. We'll have to wait until high \_\_\_\_\_ to move the boat off the sand bar.

#### Content Area: English

---

- a. biography                              b. fiction                              c. nonfiction                              d. autobiography

\_\_\_\_\_ an account written of another person's life

\_\_\_\_\_ an account written of your own life

\_\_\_\_\_ a literary work with imaginary characters and events

\_\_\_\_\_ a literary work based on true characters and events

1. Many authors have written a \_\_\_\_\_ of Abraham Lincoln.
2. Anyone who has read *Jumanji* will know that it is \_\_\_\_\_.
3. Many famous people will try to write their \_\_\_\_\_.
4. Writers of \_\_\_\_\_ must check their facts carefully.

*I.E.P. Goal: The student will match content area vocabulary words with their definitions and use them in sentences with 90% or greater accuracy.*

## Vocabulary

### Task J: Content Area Vocabulary, *continued*

Match each word with its definition. Then, use the words to fill in the blanks in the sentences.

#### Content Area: English

---

- a. prefix                      b. pronoun                      c. adverb                      d. plural

- \_\_\_\_\_ referring to more than one item or person  
\_\_\_\_\_ a word used in place of a noun  
\_\_\_\_\_ a word part added to the beginning of a word  
\_\_\_\_\_ a word that tells how, when, and where something happened

1. The \_\_\_\_\_ *un-* means *not*.
2. What \_\_\_\_\_ goes with the verb *explode*?
3. *Geese* is the \_\_\_\_\_ form of *goose*.
4. *Him* can't be used as a \_\_\_\_\_ for *Susan*.

#### Content Area: Math

---

- a. fraction                      b. negative                      c. parallel                      d. equal

- \_\_\_\_\_ a quantity less than a whole number  
\_\_\_\_\_ the same quantity, size, or number  
\_\_\_\_\_ a quantity less than zero  
\_\_\_\_\_ extending in the same direction and at the same distance apart at every point.

1. Can \_\_\_\_\_ lines ever cross each other?
2. If you subtract 8 from 5, you will get a \_\_\_\_\_ number.
3. Is .25 \_\_\_\_\_ to  $\frac{1}{4}$ ?
4. Can a whole number be expressed as a \_\_\_\_\_ ?

*I.E.P. Goal: The student will match content area vocabulary words with their definitions and use them in sentences with 90% or greater accuracy.*

## Vocabulary

### Task J: Content Area Vocabulary, *continued*

Match each word with its definition. Then, use the words to fill in the blanks in the sentences.

#### Content Area: Computers

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- a. byte                      b. download                      c. data                      d. graphic

- \_\_\_\_\_ to copy and save a file to a computer  
\_\_\_\_\_ the amount of space it takes to store one character of information.  
\_\_\_\_\_ electronic art  
\_\_\_\_\_ information that is entered into a computer

1. Did you illustrate your report with a \_\_\_\_\_ ?
2. Please enter this list of \_\_\_\_\_ into your file.
3. Did you \_\_\_\_\_ that file from the Internet?
4. Is there more than one \_\_\_\_\_ in a megabyte?

#### Content Area: Health

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- a. veins                      b. nutrient                      c. tendons                      d. plasma

- \_\_\_\_\_ something that helps the body grow and heal itself  
\_\_\_\_\_ blood vessels that carry blood back to the heart  
\_\_\_\_\_ the fluid part of the blood  
\_\_\_\_\_ elastic tissue that connects muscles to bones

1. Is sugar or protein a better \_\_\_\_\_ for our bodies?
2. The blood bank needs donations of \_\_\_\_\_ .
3. I hurt the muscles and \_\_\_\_\_ in my foot.
4. You can see your \_\_\_\_\_ through the skin of your wrist.

*I.E.P. Goal: The student will match content area vocabulary words with their definitions and use them in sentences with 90% or greater accuracy.*

## Grammar

### Task A: Discriminating Between Common and Proper Nouns

A common noun refers to people, places, or things in a general class or group. A proper noun begins with a capital letter and names specific people, places, or things. Choose whether each noun below is a common noun or a proper noun. The first two are done for you.

1. Atlanta	common	<u>proper</u>
2. city	<u>common</u>	proper
3. Colorado River	common	proper
4. pencil sharpener	common	proper
5. basketball coach	common	proper
6. Mr. Thomas	common	proper
7. <i>Toy Story</i>	common	proper
8. principal	common	proper
9. Nickelodeon	common	proper
10. Girl Scouts of America	common	proper
11. curve rider	common	proper
12. U.S. Olympic Team	common	proper
13. Uncle Albert	common	proper
14. autumn	common	proper
15. Shaquille O'Neal	common	proper
16. molecule	common	proper
17. salamander	common	proper
18. The White House	common	proper
19. referee	common	proper
20. Nike	common	proper
21. Lake Erie	common	proper
22. Ontario	common	proper
23. treble clef	common	proper
24. <i>James and the Giant Peach</i>	common	proper
25. class president	common	proper

*I.E.P. Goal: The student will discriminate between common and proper nouns with 90% or greater accuracy.*

## Grammar

### Task A: Discriminating Between Common and Proper Nouns, *continued*

A common noun refers to people, places, or things in a general class or group. A proper noun begins with a capital letter and names specific people, places, or things. Choose whether each noun below is a common noun or a proper noun.

26. Big Dipper	common	proper
27. Gulf of Mexico	common	proper
28. bass guitar	common	proper
29. <i>Space Jam</i>	common	proper
30. MTV	common	proper
31. pepperoni	common	proper
32. Bill Clinton	common	proper
33. compact disc	common	proper
34. remote control	common	proper
35. Jefferson Middle School	common	proper
36. physical education teacher	common	proper
37. great grandmother	common	proper
38. April	common	proper
39. <i>Bridge to Terabithia</i>	common	proper
40. shortstop	common	proper
41. history	common	proper
42. hard drive	common	proper
43. Ford Mustang GT	common	proper
44. Judy Blume	common	proper
45. goalie	common	proper
46. <i>Free Willy</i>	common	proper
47. psychology	common	proper
48. the governor	common	proper
49. state championships	common	proper
50. Charlotte Hornets	common	proper

*I.E.P. Goal: The student will discriminate between common and proper nouns with 90% or greater accuracy.*



## Grammar

### Task B: Forming Regular Plural Nouns, *continued*

A plural noun names more than one person, place, thing, or idea. Add an *-s* or *-es* to each noun below to make it plural.

26. flashlight \_\_\_\_\_
27. shoelace \_\_\_\_\_
28. boss \_\_\_\_\_
29. gerbil \_\_\_\_\_
30. contest \_\_\_\_\_
31. space \_\_\_\_\_
32. canoe \_\_\_\_\_
33. seat belt \_\_\_\_\_
34. kiss \_\_\_\_\_
35. fence \_\_\_\_\_
36. helmet \_\_\_\_\_
37. surfboard \_\_\_\_\_
38. truckload \_\_\_\_\_
39. babysitter \_\_\_\_\_
40. place-kicker \_\_\_\_\_
41. Saturday \_\_\_\_\_
42. school year \_\_\_\_\_
43. science project \_\_\_\_\_
44. history book \_\_\_\_\_
45. mail carrier \_\_\_\_\_
46. fire fighter \_\_\_\_\_
47. vice president \_\_\_\_\_
48. cassette player \_\_\_\_\_
49. student council \_\_\_\_\_
50. unit test \_\_\_\_\_

*I.E.P. Goal: The student will form regular plural nouns with 90% or greater accuracy.*

## Grammar

### Task C: Forming Irregular Plural Nouns

Write the plural form of the word on the right in each blank. The first one is done for you.

1. I found 50 pennies in a jar in my closet. penny
2. The \_\_\_\_\_ cheered when the car crossed the finish line. man
3. Do we need \_\_\_\_\_ on the table if we're having soup? knife
4. It is easy to see that our teacher loves \_\_\_\_\_. child
5. There are no more \_\_\_\_\_ on the trees. leaf
6. Do all the \_\_\_\_\_ fly south for the winter? goose
7. My \_\_\_\_\_ were sore after wearing my shoes all day. foot
8. The \_\_\_\_\_ stopped at the pond to drink some water. deer
9. I was so hungry I ate both \_\_\_\_\_ of the grapefruit. half
10. How many \_\_\_\_\_ signed up for the marathon? woman
11. Our science class has two pet \_\_\_\_\_. mouse
12. Did you see many \_\_\_\_\_ when visiting Australia? sheep
13. I found out how sharp my dog's \_\_\_\_\_ are! tooth
14. All of the \_\_\_\_\_ started crying at once! baby
15. Nothing ruins a picnic like a lot of \_\_\_\_\_. fly
16. Our family uses six \_\_\_\_\_ of bread each week. loaf
17. During the holidays, there are many \_\_\_\_\_ in our neighborhood. party

*I.E.P. Goal: The student will change irregular singular nouns into plural nouns in sentences with 90% or greater accuracy.*

## Grammar

### Task C: Forming Irregular Plural Nouns, *continued*

Write the plural form of the word on the right in each blank.

18. The \_\_\_\_\_ of U.S. Presidents are called First Ladies. wife
19. My dad brought me a T-shirt with two \_\_\_\_\_ on the front. moose
20. My aunt must have a million \_\_\_\_\_ . scarf
21. Stan and Dion are two of my best \_\_\_\_\_ . buddy
22. Do farmers still use \_\_\_\_\_ on their farms? ox
23. It's your turn to roll the \_\_\_\_\_ . die
24. The library has four different \_\_\_\_\_ . dictionary
25. Batman ignored the Penguin's \_\_\_\_\_ for help. cry
26. The sheriff caught the \_\_\_\_\_ at the end of the movie. thief
27. We pretended we were \_\_\_\_\_ and my little brother was someone we were watching. spy
28. Don't forget to put the books back on the proper \_\_\_\_\_ . shelf
29. Find the six largest \_\_\_\_\_ in our state and mark them on your map. city
30. Last spring, my uncle had 50 new \_\_\_\_\_ at his ranch. calf
31. Our town has two large \_\_\_\_\_ . factory
32. Police officers save \_\_\_\_\_ every day. life
33. Is this milk shake made with fresh \_\_\_\_\_ ? strawberry

*I.E.P. Goal: The student will change irregular singular nouns into plural nouns in sentences with 90% or greater accuracy.*

## Grammar

### Task C: Forming Irregular Plural Nouns, *continued*

Write the plural form of the word on the right in each blank.

34. The \_\_\_\_\_ in the *Beauty and the Beast* movie scared my little sister. wolf
35. How many \_\_\_\_\_ live in your apartment building? family
36. Are two \_\_\_\_\_ more than 500 years? century
37. When you finish stuffing the scarecrows' \_\_\_\_\_, we'll add the heads. body
38. We could hear the horses' \_\_\_\_\_ before we could see the horses. hoof
39. Watching a movie might help you forget your \_\_\_\_\_. worry
40. I love pie with lots of \_\_\_\_\_. blueberry
41. How many \_\_\_\_\_ are in North America? country
42. Have you read any good \_\_\_\_\_ lately? mystery
43. The class president has many \_\_\_\_\_. duty
44. Our school is three \_\_\_\_\_ high. story
45. There are wild \_\_\_\_\_ on Chincoteague Island. pony
46. Emptying the trash is one of my \_\_\_\_\_ at home. responsibility
47. We told our troop leader we wouldn't wear the new hats because they made us look like \_\_\_\_\_. elf

*I.E.P. Goal: The student will change irregular singular nouns into plural nouns in sentences with 90% or greater accuracy.*

## Grammar

### Task D: Choosing Possessive or Plural Nouns in Sentences

Read each sentence below. Decide whether the possessive or plural form of the noun is needed in the sentence. Circle the correct word. The first one is done for you.

1. Has the (President's / Presidents) plane landed?
2. Which is the (girls' / girls) locker room?
3. The (girl's / girls) left their gym clothing in the locker room.
4. The (baby's / babies) all wanted the same toy.
5. The (baby's / babies) hair is curly.
6. I like the (band's / bands) new uniforms.
7. Did all of the (band's / bands) play at the competition?
8. Where did the (boy's / boys) leave their bikes?
9. You'll find the (boys' / boys) bikes on the next aisle.
10. The (students' / students) desks are messy.
11. Ask the (student's / students) to clean off their desks.
12. The (scouts' / scouts) badges are colorful.
13. Have the (scout's / scouts) earned many badges?
14. How many TV (stations' / stations) do you get?
15. The TV (station's / stations) broadcast tower was struck by lightning.
16. Did all of the (runners' / runners) cross the finish line?
17. Look, here's one of the (runner's / runners) shoes.

*I.E.P. Goal: The student will choose the possessive or plural form of nouns in sentences with 90% or greater accuracy.*

## Grammar

### Task D: Choosing Possessive or Plural Nouns in Sentences, *continued*

Read each sentence below. Decide whether the possessive or plural form of the noun is needed in the sentence. Circle the correct word.

18. We could hear the (train's / trains) whistle in the distance.
19. The (trains' / trains) blew their whistles as they passed by.
20. What do (teachers' / teachers) keep in their files?
21. Mr. Fox has to stay after school for a (teachers' / teachers) meeting.
22. Don't forget to put clean water in the (bird's / birds) cage.
23. The (birds' / birds) were taking turns sitting on their nest.
24. There are small bugs all over the (plant's / plants) leaves.
25. How many (plant's / plants) should we put by the walkway?
26. One time I saw five (movie's / movies) in one week.
27. I was shocked by the (movie's / movies) ending.
28. Please try to fix my (skateboard's / skateboards) wheels.
29. You may leave your (skateboard's / skateboards) on the porch.
30. The (car's / cars) lights shone directly into our eyes.
31. There are (car's / cars) backed up for two miles on the highway.
32. The (dog's / dogs) barking grew louder and louder.
33. I couldn't sleep because of the barking (dog's / dogs).

*I.E.P. Goal: The student will choose the possessive or plural form of nouns in sentences with 90% or greater accuracy.*

## Grammar

### Task D: Choosing Possessive or Plural Nouns in Sentences, *continued*

Read each sentence below. Decide whether the possessive or plural form of the noun is needed in the sentence. Circle the correct word.

34. The (dress's / dresses) are clean but wrinkled.
35. The (dress's / dresses) sleeves are too short.
  
36. I bought two (dollars' / dollars) worth of jawbreakers.
37. Do you think this is worth ten (dollar's / dollars)?
  
38. Are all of the (buses' / buses) seats filled?
39. We'll need three (buses' / buses) for our field trip.
  
40. The (United States' / United States) is not a very old nation.
41. The (United States' / United States) Constitution is over 200 years old.
  
42. Canada is made up of 12 (province's / provinces) and territories.
43. Each (province's / provinces) capital city is shown with a star on the map.
  
44. The (microphone's / microphones) squeaked during the concert.
45. Don't step on the (microphone's / microphones) cord.
  
46. The (bees' / bees) hive was hit by lightning.
47. The (bees' / bees) swarmed around their hive.
  
48. Would you like to see our (family's / families) photo album?
49. Many (family's / families) helped build the new playground.

*I.E.P. Goal: The student will choose the possessive or plural form of nouns in sentences with 90% or greater accuracy.*

## Grammar

### Task E: Matching Nouns with Pronouns

Circle a pronoun to use in place of each noun below. The first one is done for you.

- |   |      |      |           |
|---|------|------|-----------|
| 1. notebook   | he   | they | <u>it</u> |
| 2. teachers   | they | she  | I         |
| 3. Alice Adams  | we   | he   | she       |
| 4. caterpillar  | we   | they | it        |
| 5. Mr. Siegel   | he   | she  | they      |
| 6. elbow  | he   | it   | we        |
| 7. aunt   | he   | she  | it        |
| 8. guards   | it   | he   | they      |
| 9. applesauce   | they | it   | we        |
| 10. <i>student's name</i> *                                 | I    | we   | it        |
| 11. baby boy  | he   | we   | they      |
| 12. boys and girls  | him  | them | her       |
| 13. <i>student's name</i> and someone else*                 | he   | they | we        |
| 14. clouds  | they | we   | it        |
| 15. stray cat   | it   | they | I         |
| 16. <i>student's name</i> *                                 | them | me   | you       |
| 17. king  | him  | her  | them      |
| 18. <i>student's name</i> and<br><i>instructor's name</i> * | you  | them | we        |
| 19. characters  | we   | they | she       |
| 20. Dr. Livingston  | I    | they | he        |

\*say student's name or instructor's name

*I.E.P. Goal:* The student will choose pronouns to use in place of nouns with 90% or greater accuracy.

## Grammar

### Task E: Matching Nouns with Pronouns, *continued*

Circle a pronoun to use in place of each noun below.

- |   |            |            |            |
|---|------------|------------|------------|
| 21. niece                               | her        | him        | them       |
| 22. <i>student's name</i> and a friend* | them       | me         | us         |
| 23. rock and roll                       | they       | it         | we         |
| 24. cadets                              | we         | she        | they       |
| 25. Grandma Barnes's                    | hers       | his        | mine       |
| 26. Mr. Moody's                         | theirs     | ours       | his        |
| 27. the team's                          | hers       | mine       | ours       |
| 28. the bird's                          | theirs     | its        | mine       |
| 29. <i>student's name</i> and mine*     | his        | our        | their      |
| 30. <i>student's name</i> *             | myself     | ourself    | himself    |
| 31. the workmen's                       | our        | mine       | theirs     |
| 32. Aunt Ellen                          | herself    | themselves | yourself   |
| 33. <i>student's name</i> and me*       | herself    | themselves | ourselves  |
| 34. the umpire                          | itself     | himself    | myself     |
| 35. <i>student's name</i> *             | mine       | yours      | theirs     |
| 36. <i>student's name</i> and cousin*   | himself    | herself    | ourselves  |
| 37. basketball players                  | themselves | herself    | himself    |
| 38. the spider                          | myself     | itself     | themselves |
| 39. <i>instructor's name</i> *          | yourself   | itself     | themselves |
| 40. history                             | themselves | ourselves  | itself     |

\*say student's name or instructor's name

*I.E.P. Goal:* The student will choose pronouns to use in place of nouns with 90% or greater accuracy.

## Grammar

### Task F: Using Pronouns in Sentences

Choose the correct pronoun from the right to fill in the blank. The first one is done for you.

1. Gina lost her her library book. her, she
2. Did Albert find \_\_\_\_\_ wallet? he, his
3. I can't go until I finish \_\_\_\_\_ homework. my, mine
4. Grandpa keeps a flashlight in \_\_\_\_\_ car. his, him
5. Did the team get \_\_\_\_\_ new helmets? they, their
6. Susan and \_\_\_\_\_ are sharing our lunches. me, I
7. Aunt Sharon wants \_\_\_\_\_ jacket back. her, hers
8. My brother and I helped wash \_\_\_\_\_ car. ours, our
9. Do you want to walk to school with \_\_\_\_\_ ? I, me
10. \_\_\_\_\_ live across the street from us. They, Them
11. Tyrone wants to trade in \_\_\_\_\_ cards. her, his
12. Help \_\_\_\_\_ pick up this heavy box. me, you
13. \_\_\_\_\_ house is next to our grandparents' house. Our, Ours
14. Terry and \_\_\_\_\_ are exactly the same age. her, she
15. Chip asked if he could borrow \_\_\_\_\_ soccer ball. their, theirs
16. Maria never wants to cut \_\_\_\_\_ hair. his, her
17. I always close \_\_\_\_\_ eyes on the roller coaster. our, my
18. The baby kicks \_\_\_\_\_ feet when she's excited. her, their

*I.E.P. Goal: The student will choose the correct pronouns to use in sentences with 90% or greater accuracy.*

## Grammar

### Task F: Using Pronouns in Sentences, *continued*

Choose the correct pronoun from the right to fill in the blank.

19. Do you want to go with \_\_\_\_\_ to the dance? I, me
20. Let \_\_\_\_\_ have a taste. us, we
21. The students keep \_\_\_\_\_ books in their lockers. their, theirs
22. Did you see \_\_\_\_\_ after school today? he, him
23. Ask \_\_\_\_\_ if they can be here by 2:00. them, him
24. Laura said the green one is \_\_\_\_\_ . her, hers
25. \_\_\_\_\_ is trying to beat his own best time. He, I
26. \_\_\_\_\_ and I are the team captains. You, Me
27. \_\_\_\_\_ always see that dog when we get off the bus. We, She
28. What did \_\_\_\_\_ say on the back of the page? it, her
29. Did the bird injure \_\_\_\_\_ wing when it fell? its, their
30. Please move over and make room for Donna and \_\_\_\_\_ . I, me
31. Doug and \_\_\_\_\_ have been best friends since first grade. I, me
32. \_\_\_\_\_ and \_\_\_\_\_ are brother and sister. He, Him She, Her
33. The teacher wants to talk to \_\_\_\_\_ and \_\_\_\_\_ . she, her I, me
34. Are you going with \_\_\_\_\_ or \_\_\_\_\_ ? he, him they, them
35. If \_\_\_\_\_ are done with the paint, pass it to \_\_\_\_\_ . you, she we, us
36. \_\_\_\_\_ hurt \_\_\_\_\_ hand while I was working. I, we my, our

*I.E.P. Goal: The student will choose the correct pronouns to use in sentences with 90% or greater accuracy.*

## Grammar

### Task G: Making Nouns and Verbs Agree

Circle the correct verb to match the noun in each sentence below. The first one is done for you.

1. Ice (melt / melts) in the sun.
2. A ball (roll / rolls) down a hill.
3. Pencils (break / breaks) rather easily.
4. Music (play / plays) when you push this button.
5. This ring (hurt / hurts) my finger.
6. This milk (taste / tastes) sour.
7. The football team (wear / wears) silver and blue uniforms.
8. I (help / helps) the teacher on Wednesdays.
9. Stephanie (love / loves) to play chess with her dad.
10. Evan's motorcycle (make / makes) a lot of noise.
11. The Carters (live / lives) on the fourth floor.
12. Bees (fly / flies) around the garbage cans.
13. The bell (ring / rings) when study hall is over.
14. The medicine (taste / tastes) like old socks.
15. The athletes (train / trains) all summer for the meet.
16. My dad (joke / jokes) with all his customers.
17. The band (play / plays) music from the 1960s.
18. Ten children (fit / fits) inside the fort.
19. Good parents (care / cares) about their children.
20. The teacher never (check / checks) our papers.

*I.E.P. Goal: The student will match singular and plural nouns and verbs in sentences with 90% or greater accuracy.*

## Grammar

### Task G: Making Nouns and Verbs Agree, *continued*

Circle the correct verb to match the noun in each sentence below.

21. My brother always (wash / washes) his car.
22. Try to find a glass that (look / looks) clean.
23. Can we (wear / wears) our skates in the house?
24. Mr. Benson (read / reads) the announcements each morning.
25. Don't sit in a chair that (feel / feels) wet.
26. The blue bike (belong / belongs) to me.
27. Grandma (enjoy / enjoys) baking treats for us.
28. Were you awake in time to see the sun (rise / rises)?
29. Tara's teeth (whistle / whistles) when she laughs.
30. You (look / looks) confused about the assignment.
31. Healthy food (nourish / nourishes) our bodies.
32. Mom (encourage / encourages) us to study hard.
33. This homework is so hard it (hurt / hurts) my brain.
34. It's nice to have a teacher who (like / likes) us.
35. Be careful because that book may (fall / falls).
36. The pitcher (throw / throws) and the catcher (wait / waits).
37. The VCR (work / works) but the play button (stick / sticks).
38. Did Alan (stay / stays) when he saw the crowd (leave / leaves)?
39. The teachers (work / works) until the school (close / closes).
40. A.J. (guard / guards) and Robert (pass / passes) but Stan always (score / scores).

*I.E.P. Goal: The student will match singular and plural nouns and verbs in sentences with 90% or greater accuracy.*

## Grammar

### Task H: Using Regular Past Tense Verbs

Rewrite each sentence below in the past tense by adding *-ed* to each verb. You may need to omit the final *-s* on some singular verbs. The first one is done for you.

1. The kangaroo hops very far.

*The kangaroo hopped very far.*

---

2. Joe paints his car.
- 

3. Walter adds the column of numbers.
- 

4. I chase the cows from the field.
- 

5. The students work hard all day.
- 

6. Some boys climb over the fence.
- 

7. Beth dribbles the ball down the court.
- 

8. Rosie calls me every day after school.
- 

9. Ken walks to school every day.
- 

10. Dana shares her lunch with her friend.
- 

*I.E.P. Goal: The student will change verbs in sentences to regular past tense forms with 90% or greater accuracy.*

**Grammar**

**Task H: Using Regular Past Tense Verbs**, *continued*

Rewrite each sentence below in the past tense by adding *-ed* to each verb. You may need to omit the final *-s* on some singular verbs.

11. We help the new students find their classes.

---

12. The people look at the new store.

---

13. The line starts by the door.

---

14. Alex calls his dog Dino.

---

15. My mother shops at Wilson's.

---

16. Aunt Carla watches us after school.

---

17. Shawna and Albert need help with their project.

---

18. My story fills up three pages.

---

19. A bridge joins two pieces of land.

---

20. The windshield wipers clean dirty windows.

---

*I.E.P. Goal: The student will change verbs in sentences to regular past tense forms with 90% or greater accuracy.*

**Grammar**

**Task H: Using Regular Past Tense Verbs**, *continued*

Rewrite each sentence below in the past tense by adding *-ed* to each verb. You may need to omit the final *-s* on some singular verbs.

21. The wheel turns on its axis.

---

22. The bulldozers scoop the dirt from the pit.

---

23. My sister dresses her cat in doll clothes.

---

24. The teachers want us to line up here.

---

25. None of my socks matches.

---

26. Some of the new glasses leak.

---

27. That sounds like a great idea!

---

28. My friend celebrates her dog's birthday.

---

29. The divers test their equipment before each dive.

---

30. I collect napkins from different restaurants.

---

*I.E.P. Goal: The student will change verbs in sentences to regular past tense forms with 90% or greater accuracy.*

**Grammar**

**Task H: Using Regular Past Tense Verbs**, *continued*

Rewrite each sentence below in the past tense by adding *-ed* to each verb. You may need to omit the final *-s* on some singular verbs.

31. The space creatures breathe through their fingers.

---

---

32. Jasmine always finishes first in this race.

---

33. A check mark indicates that you passed.

---

34. John responds to every question.

---

35. Mr. Rodriguez illustrates children's books.

---

36. The cheerleaders jump if the team scores.

---

37. The riders scream when the roller coaster drops.

---

---

38. When Ben juggles four rings at once, the crowd cheers.

---

---

*I.E.P. Goal: The student will change verbs in sentences to regular past tense forms with 90% or greater accuracy.*

## Grammar

### Task I: Using Irregular Past Tense Verbs

Change each sentence from the present to the past tense by changing the verb. The first one is done for you.

1. The movie begins at 8:00.

*The movie began at 8:00.*

---

2. Kerry knows my new telephone number.
- 

3. He writes his name with green ink.
- 

4. The wind blows through the broken window.
- 

5. The players make a lot of noise.
- 

6. Which name comes after yours?
- 

7. Stella reads the newspaper every day.
- 

8. The chain keeps falling off my bike.
- 

9. Sara breaks three eggs.
- 

10. Frankie throws the ball into the end zone.
- 

*I.E.P. Goal: The student will change verbs in sentences to irregular past tense forms with 90% or greater accuracy.*

## Grammar

### Task I: Using Irregular Past Tense Verbs, *continued*

Change each sentence from the present to the past tense by changing the verb.

11. Mike gets a letter from Jan every week.

---

12. The squirrel flies from tree to tree.

---

13. I choose to ride with Evan.

---

14. Dad drinks strong coffee for breakfast.

---

15. This door shuts automatically.

---

16. A yellow light means slow down.

---

17. The blue sticker goes on the red square.

---

18. Three students sit on the last row.

---

19. The show takes about 30 minutes.

---

20. Charles brings his lunch to school.

---

*I.E.P. Goal: The student will change verbs in sentences to irregular past tense forms with 90% or greater accuracy.*

**Grammar**

**Task I: Using Irregular Past Tense Verbs**, *continued*

Change each sentence from the present to the past tense by changing the verb.

21. Heather speaks in a soft voice.

---

22. I wear boots whenever it snows.

---

23. My cat catches moths with her paws.

---

24. I run to catch the bus almost every morning.

---

25. My brother meets my bus in the afternoons.

---

26. The train shakes when going over the bridge.

---

27. I hide my chewing gum from my little brother.

---

28. We take the bus to the games on Fridays.

---

29. Caitlyn forgets where she put the invitation.

---

30. Theo draws pictures of his friends.

---

*I.E.P. Goal: The student will change verbs in sentences to irregular past tense forms with 90% or greater accuracy.*

**Grammar**

**Task I: Using Irregular Past Tense Verbs**, *continued*

Change each sentence from the present to the past tense by changing the verb.

31. The top spins for five minutes before stopping.

---

32. Mr. Robinson teaches fifth period math.

---

33. Water freezes in the gutter overnight.

---

34. Trina thinks carefully before writing her answers.

---

35. Mia steals third base on almost every play.

---

36. Mrs. Gilbert tears paper into strips.

---

37. The children always fight over silly things.

---

38. The raccoons leave garbage scraps in our campsite.

---

39. The track team wears blue shorts and red tops.

---

40. Arnold swims for the Waves swimming team.

---

*I.E.P. Goal: The student will change verbs in sentences to irregular past tense forms with 90% or greater accuracy.*

## Grammar

### Task J: Using Future Tense Verbs

Change each sentence below to future tense by adding the word *will* before the boldfaced verb. Drop the final -s if you need to. The first one is done for you.

1. I **call** my friends after dinner.

*I will call my friends after dinner.*

---

2. Susan **helps** the younger children.
- 

3. The theater **shows** old movies on Fridays.
- 

4. The passengers **ride** the early train.
- 

5. Mr. Aikens **paints** pictures of farm animals.
- 

6. The announcer **tells** us which show is next.
- 

7. The search plane **finds** missing hikers.
- 

8. The students **carry** their lunches in paper bags.
- 

9. Dexter **hides** the bones in the alley.
- 

10. Ms. Conley **drives** an old blue van.
- 

*I.E.P. Goal: The student will change present tense verbs in sentences to future tense verbs with 90% or greater accuracy.*

## Grammar

### Task J: Using Future Tense Verbs, *continued*

Change each sentence below to future tense by adding the word *will* before the boldfaced verb. Drop the final -s if you need to. The first one is done for you.

11. The children **skate** on the blacktop each afternoon.

---

12. The player **kicks** the ball toward the goal.

---

13. My grandpa **teaches** us interesting games.

---

14. The tissue paper **tears** easily.

---

15. The acrobat **hangs** by his feet from the trapeze.

---

16. I never **forget** how your face looked!

---

17. Wade **keeps** his money under his bed.

---

18. The story **begins** with the first day of school.

---

19. I **write** to my grandmother on her birthday.

---

20. Erin's mother **allows** her to stay up really late.

---

*I.E.P. Goal: The student will change present tense verbs in sentences to future tense verbs with 90% or greater accuracy.*

**Grammar**

**Task J: Using Future Tense Verbs**, *continued*

Change each sentence below to future tense by adding the word *will* before the boldfaced verb. Drop the final -s if you need to. The first one is done for you.

21. The directions **explain** how to put the game together.

---

22. Steve **regrets** that he didn't study harder in school.

---

23. My father **forbids** me to see R-rated movies.

---

24. Ken **brings** us vegetables from his family's garden.

---

25. The water **boils** more quickly if you cover the pot.

---

26. Kareem **stores** his books in his locker.

---

27. Drivers that follow too close **cause** accidents.

---

28. If you cover the cut with a bandage, it **heals** faster.

---

29. Every actor in the play **wants** to have the lead role.

---

30. I always **remember** my tenth birthday.

---

*I.E.P. Goal: The student will change present tense verbs in sentences to future tense verbs with 90% or greater accuracy.*

**Grammar**

**Task J: Using Future Tense Verbs**, *continued*

Change each sentence below to future tense by adding the word *will* before the boldfaced verb. Drop the final -s if you need to. The first one is done for you.

31. The teacher **underlines** the important points on the board.

---

32. This one **controls** both the VCR and the TV.

---

33. Willie and Jake **compete** against each other in track.

---

34. The truck driver **clears** ice from his windshield.

---

35. Mrs. Owens **hopes** for the best.

---

36. My dog **comes** whenever I call him.

---

37. Dad **changes** the TV channel often.

---

38. Our floor **shakes** when a train goes by.

---

39. The worker **inspects** each car's bumpers.

---

40. The newscaster **announces** the names of the winners.

---

*I.E.P. Goal: The student will change present tense verbs in sentences to future tense verbs with 90% or greater accuracy.*

## Grammar

### Task K: Using Adjectives in Sentences

Choose the best adjective from the right for each sentence. The first one is done for you.

1. Who wants a red apple? red, blue
2. The \_\_\_\_\_ student put his head on his desk to rest. sleepy, angry
3. Look at that \_\_\_\_\_ butterfly. colorful, slimy
4. Put the scissors in the \_\_\_\_\_ box. crusty, cardboard
5. The \_\_\_\_\_ dog growled at the children. ferocious, gentle
6. Is the \_\_\_\_\_ backpack yours? torn, jolly
7. Who rides the \_\_\_\_\_ bus? next, rich
8. Liam is the \_\_\_\_\_ player on the team. best, least
9. I can't see anything through these \_\_\_\_\_ goggles. hilly, foggy
10. My fingers stuck to the \_\_\_\_\_ railing. loud, icy
11. The \_\_\_\_\_ cowboy rode the meanest bull. grumpy, fearless
12. Suddenly a \_\_\_\_\_ creature appeared on the screen. thankful, gigantic
13. A \_\_\_\_\_ smell came from the swamp. disgusting, splendid
14. Katherine is a \_\_\_\_\_ scientist who develops new medicines. graceful, brilliant
15. My \_\_\_\_\_ guinea pig always makes noise in his cage. annoying, silent

*I.E.P. Goal: The student will choose adjectives to describe nouns in sentences with 90% or greater accuracy.*

## Grammar

### Task K: Using Adjectives in Sentences, *continued*

Choose the best adjective from the right for each sentence.

16. Even though she lives in Maine, Mary has a \_\_\_\_\_ accent. southern, harmful
17. Do you want \_\_\_\_\_ cheese on your sandwich? Swiss, spoiled
18. \_\_\_\_\_ drivers cause many accidents. Alert, Drowsy
19. My little sister has an \_\_\_\_\_ friend. invisible, early
20. Our science experiment turned into a \_\_\_\_\_ blob. gross, sunny
21. The \_\_\_\_\_ medicine was hard to swallow. dusty, bitter
22. The \_\_\_\_\_ knife wouldn't cut through the cardboard. dull, sour
23. The duckling raised its \_\_\_\_\_ head from the nest. downy, drafty
24. Gary can't walk on his \_\_\_\_\_ ankle. hectic, fractured
25. I heard an \_\_\_\_\_ noise outside my window. easy, eerie
26. Our \_\_\_\_\_ teacher showed us how to average numbers. English, math
27. The athlete achieved her \_\_\_\_\_ performance at the Olympics. peak, tame
28. Only a \_\_\_\_\_ group could have finished this fast! faulty, cooperative
29. The \_\_\_\_\_ computer fits in a briefcase. portable, annual
30. Don't write any more checks on that \_\_\_\_\_ account. overdrawn, interlocking

*I.E.P. Goal: The student will choose adjectives to describe nouns in sentences with 90% or greater accuracy.*

**Grammar**

**Task L: Identifying and Using Adverbs in Sentences**

Circle the adverb or adverbs in each sentence. Then, use the word or words you circled in a new sentence. The first one is done for you.

1. The children played (happily).

*The students got on the bus happily.*

---

2. Marty ran quickly down the steps.
- 

3. We can easily be there by 3:00.
- 

4. The referee angrily blew his whistle.
- 

5. Grandma hums softly as she rocks the baby.
- 

6. Sherry is clearly confused by this assignment.
- 

7. Reba placed the bag on the table gently.
- 

8. You guessed right the first time!
- 

9. The band played loudly all night long.
- 

10. I finished the story and sadly closed the book.
- 

*I.E.P. Goal: The student will identify adverbs in sentences and use them in a new sentence with 90% or greater accuracy.*

## Grammar

### Task L: Identifying and Using Adverbs in Sentences, *continued*

Circle the adverb or adverbs in each sentence. Then, use the word or words you circled in a new sentence.

11. Josh is lucky that he paints well.

---

12. B.J. proudly accepted the award.

---

13. I simply can't understand this problem!

---

14. I had hardly gotten to sleep when the alarm rang.

---

15. The club meets temporarily in Room 7.

---

16. Dante held tightly to the rope as he scaled the cliff.

---

17. The lights in our classroom buzz constantly.

---

18. The electrician skillfully installed the wiring.

---

19. I blinked suddenly when the camera flashed.

---

20. The rain fell steadily during our field day.

---

*I.E.P. Goal: The student will identify adverbs in sentences and use them in a new sentence with 90% or greater accuracy.*

## Grammar

### Task L: Identifying and Using Adverbs in Sentences, *continued*

Circle the adverb or adverbs in each sentence. Then, use the word or words you circled in a new sentence.

21. Leon forgot his homework again.

---

22. I'll see you later at the dance.

---

23. Let's practice the song once before the show.

---

24. We add entries to our journals daily.

---

25. If you hear the alarm, immediately go outside.

---

26. Please get up and open the window.

---

27. If you come here, I'll help you fix it.

---

28. Wait there until the bell rings.

---

29. The car rolled backward into the creek.

---

30. Let's go outside and wait for Molly.

---

*I.E.P. Goal: The student will identify adverbs in sentences and use them in a new sentence with 90% or greater accuracy.*

**Grammar**

**Task L: Identifying and Using Adverbs in Sentences**, *continued*

Circle the adverb or adverbs in each sentence. Then, use the word or words you circled in a sentence.

31. Mr. Lincoln never assigns homework on Monday.

---

32. I always eat breakfast before I go to school.

---

33. Amy was absent from school yesterday.

---

34. I hope the new movie is released soon.

---

35. If you move over, we can all fit on this bench.

---

36. The hikers tiredly prepared their campsite.

---

37. I hastily hid Mom's gift when she opened the door.

---

38. We seldom hear from our new neighbors.

---

39. Please sit down before class begins.

---

40. The band should face left when the song is over.

---

*I.E.P. Goal: The student will identify adverbs in sentences and use them in a new sentence with 90% or greater accuracy.*

## Grammar

### Task M: Identifying Prepositions

Circle the preposition in each sentence. Remember, a preposition can be more than one word. The first one is done for you.

1. Put your papers (in) your notebooks.
2. The science books are on the top shelf.
3. Charles is the president of the club.
4. The ball landed behind the fence.
5. My homework flew out the car window.
6. May I stand underneath your umbrella?
7. We all went down the water slide.
8. I hope my grade is not below average.
9. Put a marker between the pages.
10. In the fall, we like playing outdoors.
11. I have more fun with my friends.
12. At the dance, the boys stayed together.
13. Joanne sat beside Chris.
14. Can your dog really jump through that hoop?
15. Besides Zach, no one remembered the assignment.
16. The students walked quietly into the auditorium
17. Saul's grandfather is from Chicago.
18. Do you want cheese and mustard on your sandwich?
19. The lockers need to be near the gym.
20. Did Marco really go off the high dive?
21. I thought about the movie all day long.
22. I almost fell asleep during social studies class.
23. The runner leaped over the fallen log.
24. Our whole neighborhood is going to the picnic.

*I.E.P. Goal: The student will identify prepositions in sentences with 90% or greater accuracy.*

## Grammar

### Task M: Identifying Prepositions, *continued*

Circle the preposition in each sentence. Remember, a preposition can be more than one word.

25. The movie isn't over until 9:00.
26. The band marched along the 50 yard line.
27. Kenya has been absent since last Thursday.
28. The small present is for Michael.
29. I can reach the ball with the rake.
30. We could see an eagle soaring above our heads.
31. Before the test, I studied very hard.
32. I am lost without my glasses.
33. The bike riders had trouble going up the hill.
34. I found my wallet inside my coat pocket.
35. The bus went by us and didn't stop.
36. The gymnast received a deduction when she stepped outside the line.
37. If my grandma spills salt, she throws some over her shoulder.
38. Throughout the day, the students worked hard.
39. The ground was muddy beneath our feet.
40. Would everyone please move toward the stage?
41. The runners just made it across the finish line when the storm began.
42. The movie was about life in the future.
43. My homework should be finished within a half hour.
44. During the winter, we let our dog sleep indoors.
45. I'll be waiting for you inside the front door.
46. The microscopes are kept in back of the class.
47. Don't open your gift until after you've read the card.
48. The man sitting in front of me is very tall.

*I.E.P. Goal: The student will identify prepositions in sentences with 90% or greater accuracy.*

## Grammar

### Task N: Identifying Conjunctions

Circle the conjunction in each sentence. Remember, a conjunction can be more than one word. The first one is done for you.

1. I went to practice and came home.
2. I'd like to go with you but I'm busy.
3. Jeremy can't help us because he has to go home.
4. I lost my ticket; however, I still got to go.
5. You'd better finish your project if you want to pass.
6. Lynn walked with me so I wouldn't be alone.
7. I'll get in line unless you want to be first.
8. Steve walked quickly until he was out of sight.
9. I'm so tired, yet it's time to get up.
10. I don't like football, nor do I like rugby.
11. Do you want to eat now or wait until later?
12. Our teacher did three problems on the board and we did the rest.
13. While Eric is very smart, he is not a good reader.
14. Raise your hand when you have finished all the problems.
15. I need to borrow a jacket as I have lost mine.
16. My dog barks whenever he sees a squirrel.
17. Terry has been unhappy since she started her new school.
18. Mr. Klein teaches math; also, he coaches the track team.
19. My new shoes leave black marks on the floor wherever I go.
20. You need to save your files often; otherwise, you could lose them.

*I.E.P. Goal: The student will identify conjunctions in sentences with 90% or greater accuracy.*

## Grammar

### Task N: Identifying Conjunctions, *continued*

Circle the conjunction in each sentence. Remember, a conjunction can be more than one word.

21. Larry must have stopped by, although I didn't see him.
22. Jack Sprat is very thin, whereas his wife is plump.
23. I'd like a ride home as long as it's not out of your way.
24. I'm not sure whether we'll go to the party.
25. You need to tape the hole in your book bag so that your pens don't fall out.
26. Don't forget to drop by before you go.
27. Sylvia swam the fastest lap; therefore, she got an award.
28. Tell me what you've decided, as if I didn't already know.
29. The concert tickets are too expensive; besides, we're going out of town that weekend.
30. The reason for her absence was that she had the flu.
31. The new roller coaster ride gave me both pleasure and terror.
32. I'll take whatever is ready, rather than waiting for you to cook something else.
33. Though our team was second out of 10 teams, we still were disappointed.
34. You may borrow my bike, provided you are back by 6:00.
35. I think I know where the key to the trunk is.
36. Rosa is rather short; nevertheless she is a good basketball player.
37. I left my history book in my locker; otherwise my backpack wouldn't have closed.
38. As we have to wait a while, let's practice our lines for the play.
39. I'll keep dialing until George picks up the telephone.
40. Since I made you late, I'll pay for your ticket.

*I.E.P. Goal: The student will identify conjunctions in sentences with 90% or greater accuracy.*

## Question Comprehension

### Task A: Answering *Wh-* and *How* Questions

Answer each question. The first one is done for you.

1. Who makes children laugh at a circus? clown
2. Who cares for children when their parents are away? \_\_\_\_\_
3. Who takes care of sick children? \_\_\_\_\_
4. Who lives next door to you? \_\_\_\_\_
5. Who is in charge of a school? \_\_\_\_\_
6. Who writes books and poems? \_\_\_\_\_
7. Who performs in plays and movies? \_\_\_\_\_
8. Who looks deep in the ocean for buried treasure? \_\_\_\_\_
9. Who puts braces on people's teeth? \_\_\_\_\_
10. Who leads an orchestra? \_\_\_\_\_
11. Who writes articles for a newspaper? \_\_\_\_\_
12. Who works underground digging coal or diamonds? \_\_\_\_\_
13. Who is your aunt's son? \_\_\_\_\_
14. Who tells the judge if a person is innocent or guilty? \_\_\_\_\_
15. What do you use to measure inches? \_\_\_\_\_
16. What do you use to push leaves into a pile? \_\_\_\_\_
17. What do you find in the middle of an apple? \_\_\_\_\_
18. What do you find in the middle of an egg? \_\_\_\_\_
19. What do you get if you mix red and blue? \_\_\_\_\_
20. What do you get if you churn cream? \_\_\_\_\_
21. What should you do if you see a Yield sign? \_\_\_\_\_
22. What should you do if you burn your finger? \_\_\_\_\_

*I.E.P. Goal: The student will answer wh- and how questions with 90% or greater accuracy.*

## Question Comprehension

### Task A: Answering *Wh-* and *How* Questions, *continued*

Answer each question.

23. What should you say if you bump into someone? \_\_\_\_\_
24. What should you say when someone says “thank you?” \_\_\_\_\_
25. What do you put on your dog’s neck to walk him? \_\_\_\_\_
26. What do you put into your computer to store information? \_\_\_\_\_
27. What do you do if you see a fire? \_\_\_\_\_
28. What do you need if you are famished? \_\_\_\_\_
29. What do you need if you are sweltering? \_\_\_\_\_
30. When should you set your alarm clock? \_\_\_\_\_
31. When do you use the flash on a camera? \_\_\_\_\_
32. When is the best time to plant seeds? \_\_\_\_\_
33. When is the best time to see the Big Dipper? \_\_\_\_\_
34. When do you need a dictionary? \_\_\_\_\_
35. When do you need an ice pack? \_\_\_\_\_
36. When do you need a chaperone? \_\_\_\_\_
37. When are the days the shortest? \_\_\_\_\_
38. When is the sun the highest in the sky? \_\_\_\_\_
39. When is New Year’s Eve? \_\_\_\_\_
40. When do you capitalize a word? \_\_\_\_\_
41. When do you use an adjective? \_\_\_\_\_
42. When does an airplane pull up its landing gear? \_\_\_\_\_
43. Where do you go to see a play? \_\_\_\_\_
44. Where do you go to adopt a stray animal? \_\_\_\_\_

*I.E.P. Goal: The student will answer wh- and how questions with 90% or greater accuracy.*

## Question Comprehension

### Task A: Answering *Wh-* and *How* Questions, *continued*

Answer each question.

45. Where do you go to see alligators? \_\_\_\_\_
46. Where would you go to see the Liberty Bell? \_\_\_\_\_
47. Where would you go to see the Nile River? \_\_\_\_\_
48. Where would you go to buy a tree to plant? \_\_\_\_\_
49. Where do you find bark? \_\_\_\_\_
50. Where would you find a cockpit? \_\_\_\_\_
51. Where do you find chlorine? \_\_\_\_\_
52. Where do you find vertebrae? \_\_\_\_\_
53. Where would you work if you were a pharmacist? \_\_\_\_\_
54. Where would you work if you were a surveyor? \_\_\_\_\_
55. Where would you put a sombrero? \_\_\_\_\_
56. Where would you put a sari? \_\_\_\_\_
57. Why are leopards spotted? \_\_\_\_\_
58. Why do movie theaters have lights on the floor? \_\_\_\_\_
59. Why do we put horseshoes on horses? \_\_\_\_\_
60. Why do cats lick their fur? \_\_\_\_\_
61. Why do people have eyelashes? \_\_\_\_\_
62. Why do lifeguards sit on very tall seats? \_\_\_\_\_
63. Why do dogs have long, thin tongues? \_\_\_\_\_
64. Why are coins different sizes? \_\_\_\_\_
65. Why is the word *ambulance* written backwards on the front of ambulances? \_\_\_\_\_  
\_\_\_\_\_
66. Why don't school desks have cushions? \_\_\_\_\_

*I.E.P. Goal: The student will answer wh- and how questions with 90% or greater accuracy.*

## Question Comprehension

### Task A: Answering *Wh-* and *How* Questions, *continued*

Answer each question.

67. Why don't turtles have gills? \_\_\_\_\_
68. Why are there more *S* pages than *Z* pages in the phone book? \_\_\_\_\_  
\_\_\_\_\_
69. Which animal is faster, a cheetah or a tiger? \_\_\_\_\_
70. Which instrument is louder, a trumpet or a flute? \_\_\_\_\_
71. Which country is older, England or the United States? \_\_\_\_\_
72. Which container holds more, a quart or a gallon? \_\_\_\_\_
73. Which members of the bird kingdom are more colorful, males or females? \_\_\_\_\_
74. Which breed of dog is white with black spots? \_\_\_\_\_
75. Which tools are used by carpenters? \_\_\_\_\_
76. Which colors are associated with babies? \_\_\_\_\_
77. Which one of Snow White's dwarves didn't talk? \_\_\_\_\_
78. Which side of the road do people drive on in England? \_\_\_\_\_
79. Which of the Earth's continents is the coldest? \_\_\_\_\_
80. How often does a chicken hatch? \_\_\_\_\_
81. How often should you walk your dog? \_\_\_\_\_
82. How often should you visit the dentist? \_\_\_\_\_
83. How often does the sun set in the east? \_\_\_\_\_
84. How often do you see a full moon? \_\_\_\_\_
85. How often does something happen if it occurs annually? \_\_\_\_\_
86. How often does a clock strike 12 in a 24-hour period? \_\_\_\_\_
87. How often does a person graduate from high school? \_\_\_\_\_
88. How often are elections held for U.S. President? \_\_\_\_\_

*I.E.P. Goal: The student will answer wh- and how questions with 90% or greater accuracy.*

## Question Comprehension

### Task B: Answering *Is/Are* Questions

Answer *yes* or *no* to each question. The first one is done for you.

1. Is stale cereal crispy? no
2. Is school a good place to rest? \_\_\_\_\_
3. Are all cartoons educational? \_\_\_\_\_
4. Are there four people in a quartet? \_\_\_\_\_
5. Is cake a good source of vitamins? \_\_\_\_\_
6. Are you related to your cousin? \_\_\_\_\_
7. Is 51 an even number? \_\_\_\_\_
8. Is a ledge a tool? \_\_\_\_\_
9. Are all the sides of a rectangle the same length? \_\_\_\_\_
10. Are staples kept in an album? \_\_\_\_\_
11. Is a unicycle a two-wheeled vehicle? \_\_\_\_\_
12. Is gauze a good covering for a wound? \_\_\_\_\_
13. Is a safe a good place to keep plants? \_\_\_\_\_
14. Are goggles good for keeping water out of your ears when swimming? \_\_\_\_\_
15. Are pastel colors light? \_\_\_\_\_
16. Is a cantaloupe a vegetable? \_\_\_\_\_
17. Is a Frisbee® a disk? \_\_\_\_\_
18. Is a file used to cut cloth? \_\_\_\_\_
19. Are coconuts a tropical fruit? \_\_\_\_\_
20. Is the sun a source of energy? \_\_\_\_\_

*I.E.P. Goal: The student will answer is and are questions with 90% or greater accuracy.*

## Question Comprehension

### Task B: Answering *Is/Are* Questions, *continued*

Answer *yes* or *no* to each question.

21. Is the attic a good place to keep the lawn mower? \_\_\_\_\_
22. Are commercials informative? \_\_\_\_\_
23. Are there at least 75 years in a century? \_\_\_\_\_
24. Are there more than 10 years in a decade? \_\_\_\_\_
25. Is the pantry a good place to store perishable items? \_\_\_\_\_
26. Is a crop harvested before it's planted? \_\_\_\_\_
27. Are gophers found on the prairie? \_\_\_\_\_
28. Is a headache contagious? \_\_\_\_\_
29. Is a reflector shiny? \_\_\_\_\_
30. Is radar used to locate storms? \_\_\_\_\_
31. Is it still dark at sunrise? \_\_\_\_\_
32. Is plastic mined from underground? \_\_\_\_\_
33. Is an oboe a musical instrument? \_\_\_\_\_
34. Is swimming an aerobic sport? \_\_\_\_\_
35. Is cotton cloth woven from silk thread? \_\_\_\_\_
36. Are proteins part of a healthy diet? \_\_\_\_\_
37. Are bats found only in caves? \_\_\_\_\_
38. Is a headline found in a dictionary? \_\_\_\_\_
39. Is algae found in aquariums? \_\_\_\_\_
40. Are baby owls called owlets? \_\_\_\_\_

*I.E.P. Goal: The student will answer is and are questions with 90% or greater accuracy.*

## Question Comprehension

### Task B: Answering *Is/Are* Questions, *continued*

Answer *yes* or *no* to each question.

41. Are gladioli found in zoos? \_\_\_\_\_
42. Is pottery made on a wheel? \_\_\_\_\_
43. Are coins made from quartz? \_\_\_\_\_
44. Is a hamper used to repair a car? \_\_\_\_\_
45. Is a 20% off sale a better deal than a 10% off sale? \_\_\_\_\_
46. Is the peak of a mountain near the bottom? \_\_\_\_\_
47. Are guard rails found on highways? \_\_\_\_\_
48. Are antennae found on walkie-talkies? \_\_\_\_\_
49. Are engraved initials easy to remove? \_\_\_\_\_
50. Is a telescope used to look at cells? \_\_\_\_\_
51. Are ramps sloped? \_\_\_\_\_
52. Are gears found in machinery? \_\_\_\_\_
53. Is a lizard a small mammal? \_\_\_\_\_
54. Is it darker at 9 PM than it is at 9 AM? \_\_\_\_\_
55. Is an intermission at the end of a play? \_\_\_\_\_
56. Is a new moon the shape of a ball? \_\_\_\_\_
57. Is your jaw part of your skull? \_\_\_\_\_
58. Is a bonus desirable? \_\_\_\_\_
59. Is a heaping teaspoon full? \_\_\_\_\_
60. Is a word longer than its abbreviation? \_\_\_\_\_

*I.E.P. Goal: The student will answer is and are questions with 90% or greater accuracy.*



**Question Comprehension**

**Task C: Answering *Can/Could* Questions, *continued***

Answer *yes* or *no* to each question.

- 21. Can you make change for a dollar if you have no quarters? \_\_\_\_\_
- 22. Can a class be dismissed? \_\_\_\_\_
- 23. Can you peel an olive? \_\_\_\_\_
- 24. Could you sharpen a pencil with a knife? \_\_\_\_\_
- 25. Can vegetables be steamed? \_\_\_\_\_
- 26. Can a building be demolished? \_\_\_\_\_
- 27. Can you clap your hands without moving them? \_\_\_\_\_
- 28. Can you use an inner tube to slide down a snowy hill? \_\_\_\_\_
- 29. Can you touch your nose with your elbow? \_\_\_\_\_
- 30. Can three people play a game of checkers together? \_\_\_\_\_
- 31. Could a prescription be filled? \_\_\_\_\_
- 32. Can a triangle have a curved side? \_\_\_\_\_
- 33. Could twins be identical? \_\_\_\_\_
- 34. Could bread be ripe? \_\_\_\_\_
- 35. Can a person be a father and a son? \_\_\_\_\_
- 36. Can a permanent tooth grow back if it's lost? \_\_\_\_\_
- 37. Can 26 be divided evenly by 2? \_\_\_\_\_
- 38. Can there be more than 31 days in a month? \_\_\_\_\_
- 39. Can you vote for a candidate? \_\_\_\_\_
- 40. Can water burn? \_\_\_\_\_

*I.E.P. Goal: The student will answer can and could questions with 90% or greater accuracy.*

## Question Comprehension

### Task C: Answering *Can/Could* Questions, *continued*

Answer *yes* or *no* to each question.

41. Can birds migrate? \_\_\_\_\_
42. Could you answer a question without speaking? \_\_\_\_\_
43. Could you ride around the block without turning the handlebars of your bike? \_\_\_\_\_
44. Can you roll a seven using a single die? \_\_\_\_\_
45. Could you travel from Maine to Georgia without going south? \_\_\_\_\_
46. Could you travel from Virginia to California without crossing a river? \_\_\_\_\_
47. Can you obey a fossil? \_\_\_\_\_
48. Can an antique car be driven? \_\_\_\_\_
49. Can you devour a pizza? \_\_\_\_\_
50. Can a car accelerate from 60 to 40 miles per hour? \_\_\_\_\_
51. Can a moonbeam melt something? \_\_\_\_\_
52. Can you reside in an apartment? \_\_\_\_\_
53. Could the moon and the sun appear in the sky at the same time? \_\_\_\_\_
54. Can you dial a long distance phone call without dialing an area code? \_\_\_\_\_
55. Can a tent be pitched? \_\_\_\_\_
56. Could you find the average of three different numbers without adding? \_\_\_\_\_
57. Can you ascend a lake? \_\_\_\_\_
58. Can a funnel be used to measure liquids? \_\_\_\_\_
59. Could you see an eclipse during the day? \_\_\_\_\_
60. Can an elephant sprint? \_\_\_\_\_

*I.E.P. Goal: The student will answer can and could questions with 90% or greater accuracy.*

**Question Comprehension**  
**Task D: Answering *Do/Does* Questions**

Answer *yes* or *no* to each question. The first one is done for you.

1. Does the sun shine at midnight? no
2. Do seals have flippers? \_\_\_\_\_
3. Does a damp towel feel dry? \_\_\_\_\_
4. Does a rhinoceros have antlers? \_\_\_\_\_
5. Do horses sleep standing up? \_\_\_\_\_
6. Do rabbits have fingerprints? \_\_\_\_\_
7. Does sour milk smell pleasant? \_\_\_\_\_
8. Do bicycles have spokes? \_\_\_\_\_
9. Does a mechanic repair engines? \_\_\_\_\_
10. Do fir trees lose their leaves in the fall? \_\_\_\_\_
11. Do peas grow on a cob? \_\_\_\_\_
12. Do computers have switches? \_\_\_\_\_
13. Does a needle have an eye? \_\_\_\_\_
14. Does a target have a bull's-eye? \_\_\_\_\_
15. Do cats worry? \_\_\_\_\_
16. Do shoes have tongues? \_\_\_\_\_
17. Do cars make pollution worse? \_\_\_\_\_
18. Do commercials try to sell you products? \_\_\_\_\_
19. Do you need fewer than 20 apples to make a dozen? \_\_\_\_\_
20. Do you use a microscope to make your voice louder? \_\_\_\_\_

*I.E.P. Goal: The student will answer do and does questions with 90% or greater accuracy.*

## Question Comprehension

### Task D: Answering *Do/Does* Questions, *continued*

Answer *yes* or *no* to each question.

21. Do moles burrow? \_\_\_\_\_
22. Do cherries have pits? \_\_\_\_\_
23. Do two halves make a quarter? \_\_\_\_\_
24. Do scales measure ounces? \_\_\_\_\_
25. Does a life jacket prevent you from floating? \_\_\_\_\_
26. Do canals contain water? \_\_\_\_\_
27. Do paramedics save lives? \_\_\_\_\_
28. Do people perspire when they are cold? \_\_\_\_\_
29. Do oak trees grow from acorns? \_\_\_\_\_
30. Does Canada border on England? \_\_\_\_\_
31. Does moss grow on the sunny side of trees? \_\_\_\_\_
32. Does a camera have a lens? \_\_\_\_\_
33. Do bananas grow on vines? \_\_\_\_\_
34. Do binoculars help you see things at a distance? \_\_\_\_\_
35. Do chopsticks come in pairs? \_\_\_\_\_
36. Does a dog ride on a dog sled? \_\_\_\_\_
37. Do carrots grow in bunches? \_\_\_\_\_
38. Does a bank have a vault? \_\_\_\_\_
39. Do cows have colts? \_\_\_\_\_
40. Do yellow and green make blue? \_\_\_\_\_

*I.E.P. Goal: The student will answer do and does questions with 90% or greater accuracy.*

**Question Comprehension**

**Task D: Answering *Do/Does* Questions, *continued***

Answer *yes* or *no* to each question.

- 41. Does asphalt get hot in the summer? \_\_\_\_\_
- 42. Does a chicken bleat? \_\_\_\_\_
- 43. Does hail fall from helicopters? \_\_\_\_\_
- 44. Do recipes include temperatures? \_\_\_\_\_
- 45. Does a ballet dancer do periwinkles? \_\_\_\_\_
- 46. Does an archer use a bow and arrow? \_\_\_\_\_
- 47. Does a carpenter use a stethoscope? \_\_\_\_\_
- 48. Does a mirror reflect light? \_\_\_\_\_
- 49. Does water in a creek trickle? \_\_\_\_\_
- 50. Do the singers in a chorus harmonize? \_\_\_\_\_
- 51. Does a pyramid have a roof? \_\_\_\_\_
- 52. Does a sculptor create statues? \_\_\_\_\_
- 53. Does a macaw have feathers? \_\_\_\_\_
- 54. Does a surgeon operate on a patient's pamphlet? \_\_\_\_\_
- 55. Does the equator cross the North Pole? \_\_\_\_\_
- 56. Does a cactus grow flowers? \_\_\_\_\_
- 57. Does a zoologist study animals? \_\_\_\_\_
- 58. Does a signature appear on a check? \_\_\_\_\_
- 59. Does the sun rise at the same time each day? \_\_\_\_\_
- 60. Does the needle on a compass ever point to the west? \_\_\_\_\_

*I.E.P. Goal: The student will answer do and does questions with 90% or greater accuracy.*

## Question Comprehension

### Task E: Answering *If* Questions

Answer *yes* or *no* to each question. The first one is done for you.

1. If you belong to a club, are you a member of it? yes
2. If the small hand of the clock is on 11, is it midnight? \_\_\_\_\_
3. If a flower has bloomed, is it open? \_\_\_\_\_
4. If your dog had puppies, is it a female? \_\_\_\_\_
5. If you are nearsighted, do you need glasses? \_\_\_\_\_
6. If you lose your change in a drink machine, are you grateful? \_\_\_\_\_
7. If you have a lot of energy, are you exhausted? \_\_\_\_\_
8. If you hear thunder, should you get out of the swimming pool? \_\_\_\_\_
9. If your last name begins with *W*, are you near the end of the class roll? \_\_\_\_\_
10. If your birthday is in October, is it near the beginning of the year? \_\_\_\_\_
11. If your tooth aches, should you see an optometrist? \_\_\_\_\_
12. If you leave the freezer door open, will the food defrost? \_\_\_\_\_
13. If your bike tire is flat, should you deflate it? \_\_\_\_\_
14. If it is 10:15, is it half past the hour? \_\_\_\_\_
15. If your dog is obedient, does he come when you call? \_\_\_\_\_
16. If you cut a deck of cards, do you use a knife? \_\_\_\_\_
17. If a test is timed, can you take as long as you want to finish it? \_\_\_\_\_
18. If you run a lap, will you come back to the starting point? \_\_\_\_\_
19. If you have been alive for more than a decade, are you nine years old? \_\_\_\_\_
20. If you exercise, do you burn calories? \_\_\_\_\_

*I.E.P. Goal: The student will answer if questions with 90% or greater accuracy.*

## Question Comprehension

### Task E: Answering *If* Questions, *continued*

Answer *yes* or *no* to each question.

21. If the conductor asks for your ticket, are you on an airplane? \_\_\_\_\_
22. If you copy someone's answers, are you showing honesty? \_\_\_\_\_
23. If a picture has faded, has it gotten lighter? \_\_\_\_\_
24. If you were a photographer, would you work in a dark room? \_\_\_\_\_
25. If you were an astronomer, would you work underground? \_\_\_\_\_
26. If water is lukewarm, is it at the boiling point? \_\_\_\_\_
27. If your team is the underdog, are they favored to win? \_\_\_\_\_
28. If you just missed the spare, are you playing basketball? \_\_\_\_\_
29. If you live in a hutch, are you a rabbit? \_\_\_\_\_
30. If your baby is a fawn, are you a swan? \_\_\_\_\_
31. If your bus stop is the first one, is the bus full when it arrives to pick you up in the morning? \_\_\_\_\_
32. If you need to quench your thirst, do you want something to drink? \_\_\_\_\_
33. If you're riding a 10-speed bike, does it have hand brakes? \_\_\_\_\_
34. If a store owner found a counterfeit bill in his cash register, would he be pleased? \_\_\_\_\_
35. If you're watching an animated movie, are the characters played by actors? \_\_\_\_\_
36. If you need to tighten a bolt, should you use a wrench? \_\_\_\_\_
37. If you are using a palette, are you at band practice? \_\_\_\_\_
38. If you want to see a caribou, should you visit the ocean? \_\_\_\_\_
39. If you want to visit a bayou, should you travel by boat? \_\_\_\_\_
40. If you want to find a sand dollar, should you visit the desert? \_\_\_\_\_

*I.E.P. Goal: The student will answer if questions with 90% or greater accuracy.*

## Question Comprehension

### Task E: Answering *If* Questions, *continued*

Answer *yes* or *no* to each question.

41. If your body temperature is 104 degrees, are you very sick? \_\_\_\_\_
42. If you're feeling blue, are you in a good mood? \_\_\_\_\_
43. If you win a gold medal, are you in second place? \_\_\_\_\_
44. If you are riding in a kayak, are you likely to get wet? \_\_\_\_\_
45. If water freezes, is the temperature above 32 degrees? \_\_\_\_\_
46. If you are watching the sunset, are you facing west? \_\_\_\_\_
47. If you got 80% of the questions on your test correct, did you miss most of them? \_\_\_\_\_
48. If you live in New Mexico, do you live in the United States? \_\_\_\_\_
49. If you live in Italy, do you live in Africa? \_\_\_\_\_
50. If it's dusk, is the sun beginning to set? \_\_\_\_\_
51. If a species is endangered, does it need to be protected? \_\_\_\_\_
52. If Betsy Ross were your sister, are you alive today? \_\_\_\_\_
53. If you've just seen an avalanche, are you standing in a rain forest? \_\_\_\_\_
54. If you've gotten the maximum score on a video game, can someone else beat you? \_\_\_\_\_
55. If you draw a horizontal line on your paper, does it go from the top to the bottom? \_\_\_\_\_
56. If you win the scrimmage game, does it mean your team is the state champion? \_\_\_\_\_
57. If someone wants to read your autobiography, will she find it in the library? \_\_\_\_\_
58. If your school has an excess of desks, does it have enough? \_\_\_\_\_
59. If you have strong molars, does it mean you can lift heavy weights? \_\_\_\_\_
60. If you travel from Colorado to New York do you go east? \_\_\_\_\_

*I.E.P. Goal: The student will answer if questions with 90% or greater accuracy*

## Question Comprehension

### Task F: Responding to *Some/All* Statements

Circle *Some* or *All* to make each statement correct. The first one is done for you.

1. (Some) / All) ducks have webbed feet.
2. (Some / All) parrots have beaks.
3. (Some / All) people can whistle.
4. (Some / All) flowers have seeds.
5. (Some / All) shirts have collars.
6. (Some / All) windows have screens.
7. (Some / All) jackets have pockets.
8. (Some / All) dill pickles are sour.
9. (Some / All) books have chapters.
10. (Some / All) pumpkins have seeds.
11. (Some / All) pianos have keys.
12. (Some / All) trains have cars.
13. (Some / All) soup has noodles.
14. (Some / All) restaurants have cooks.
15. (Some / All) baskets have handles.
16. (Some / All) gloves have places for fingers.
17. (Some / All) pencils have erasers.
18. (Some / All) pajamas have long sleeves.
19. (Some / All) balloons contain air.
20. (Some / All) paper can tear.
21. (Some / All) backpacks have zippers.
22. (Some / All) airplanes have wheels.
23. (Some / All) oceans have shores.
24. (Some / All) teeth have fillings.
25. (Some / All) socks have heels.

*I.E.P. Goal: The student will complete some/all statements with 90% or greater accuracy.*

## Question Comprehension

### Task F: Responding to *Some/All* Statements, *continued*

Circle *Some* or *All* to make each statement correct.

26. (Some / All) notebook paper has holes on the sides.
27. (Some / All) belts have buckles.
28. (Some / All) trees have fruit.
29. (Some / All) nuts have shells.
30. (Some / All) rooms have doorways.
31. (Some / All) bicycles have lights.
32. (Some / All) doors have knobs.
33. (Some / All) kites have tails.
34. (Some / All) birds can fly.
35. (Some / All) jeans are blue.
36. (Some / All) fish have gills.
37. (Some / All) grapes are green.
38. (Some / All) shoes have laces.
39. (Some / All) babies have hair.
40. (Some / All) cities have subways.
41. (Some / All) skyscrapers have elevators.
42. (Some / All) rectangles have straight sides.
43. (Some / All) cheese is yellow.
44. (Some / All) chairs have backs.
45. (Some / All) socks have heels.
46. (Some / All) bagels have holes in the center.
47. (Some / All) locks have combinations.
48. (Some / All) guitars are electric.
49. (Some / All) lions have manes.
50. (Some / All) pillows contain feathers.

*I.E.P. Goal: The student will complete some/all statements with 90% or greater accuracy.*

## Question Comprehension

### Task F: Responding to *Some/All* Statements, *continued*

Circle *Some* or *All* to make each statement correct.

51. (Some / All) teenagers have driver's licenses.
52. (Some / All) classrooms have windows.
53. (Some / All) magazines have advertisements.
54. (Some / All) ice cream cones have points at the end.
55. (Some / All) customers have money.
56. (Some / All) countries have capitals.
57. (Some / All) books have tables of contents.
58. (Some / All) fingers have joints.
59. (Some / All) globes have continents on them.
60. (Some / All) people have middle names.
61. (Some / All) thermometers have numerals on them.
62. (Some / All) fire hydrants are red.
63. (Some / All) telephone numbers have seven digits.
64. (Some / All) words contain consonants.
65. (Some / All) police officers wear uniforms.
66. (Some / All) TVs have cable.
67. (Some / All) postage stamps have pictures of famous people on them.
68. (Some / All) one dollar bills have George Washington's picture on them.
69. (Some / All) oranges contain Vitamin C.
70. (Some / All) galaxies have stars in them.
71. (Some / All) computers have a mouse.
72. (Some / All) stop signs have eight sides.
73. (Some / All) intersections have traffic lights.
74. (Some / All) fractions have numerators.
75. (Some / All) letter i's have dots on them.

*I.E.P. Goal: The student will complete some/all statements with 90% or greater accuracy.*

## Question Comprehension

### Task G: Responding to *Always/Sometimes/Never* Statements

Read the statements below and decide how often each one is true. Then, circle *always*, *sometimes*, or *never* for your answer. The first one is done for you.

1. A pencil has a point.	always	sometimes	never
2. Donkeys have fins.	always	sometimes	never
3. Pizza has pepperoni on it.	always	sometimes	never
4. Sneakers have laces in them.	always	sometimes	never
5. Pennies are copper-colored.	always	sometimes	never
6. <i>Soup</i> rhymes with <i>soap</i> .	always	sometimes	never
7. Carpenters are men.	always	sometimes	never
8. Spring comes before summer.	always	sometimes	never
9. Apples are sour.	always	sometimes	never
10. Turtles have shells.	always	sometimes	never
11. Twenty is an even number.	always	sometimes	never
12. The Earth is flat.	always	sometimes	never
13. Eyeglasses have wire rims.	always	sometimes	never
14. Plums come from pears.	always	sometimes	never
15. Skates have four wheels on them.	always	sometimes	never
16. Ketchup is made from tomatoes.	always	sometimes	never
17. Jellyfish have bones.	always	sometimes	never
18. Corn grows on a vine.	always	sometimes	never
19. People have green eyes.	always	sometimes	never
20. Omelettes are made with eggs.	always	sometimes	never
21. Erasers remove ink.	always	sometimes	never
22. Students enjoy homework.	always	sometimes	never
23. Scissors are made of metal.	always	sometimes	never
24. An anchor is heavy.	always	sometimes	never
25. Kangaroos are hatched from eggs.	always	sometimes	never

*I.E.P. Goal: The student will respond to always, sometimes, or never statements with 90% or greater accuracy.*

## Question Comprehension

### Task G: Responding to *Always/Sometimes/Never* Statements, *continued*

Read the statements below and decide how often each one is true. Then, circle *always*, *sometimes*, or *never* for your answer.

- |   |        |           |       |
|---|--------|-----------|-------|
| 26. A drum is played with sticks.                   | always | sometimes | never |
| 27. Helicopters have two wings.                     | always | sometimes | never |
| 28. Dragons were alive.                             | always | sometimes | never |
| 29. The U.S. was ruled by a king or queen.          | always | sometimes | never |
| 30. Roofs come to a point.                          | always | sometimes | never |
| 31. Keyboards are used for playing music.           | always | sometimes | never |
| 32. Gasoline should be stored near a fireplace.     | always | sometimes | never |
| 33. There are three quarters in a football game.    | always | sometimes | never |
| 34. The Statue of Liberty holds a torch.            | always | sometimes | never |
| 35. Hawaii is in the Pacific Ocean.                 | always | sometimes | never |
| 36. School starts in September.                     | always | sometimes | never |
| 37. The capital of the U.S. is New York City.       | always | sometimes | never |
| 38. People dream when they are sleeping.            | always | sometimes | never |
| 39. Sandy is a girl's name.                         | always | sometimes | never |
| 40. Hong Kong is in Europe.                         | always | sometimes | never |
| 41. Florida borders North Carolina.                 | always | sometimes | never |
| 42. Asia is a continent.                            | always | sometimes | never |
| 43. Grasshoppers emerge from cocoons.               | always | sometimes | never |
| 44. Diamonds are made from aluminum.                | always | sometimes | never |
| 45. Koala bears live in trees.                      | always | sometimes | never |
| 46. Days are longer than nights.                    | always | sometimes | never |
| 47. Three precedes four.                            | always | sometimes | never |
| 48. A weather vane measures the amount of rainfall. | always | sometimes | never |
| 49. Innocent people are punished.                   | always | sometimes | never |
| 50. The planets revolve around the sun.             | always | sometimes | never |

*I.E.P. Goal: The student will respond to always, sometimes, or never statements with 90% or greater accuracy.*

## Question Comprehension

### Task H: Judging Accuracy or Appropriateness of Answers

Listen to each question and answer. If you think the answer is a good answer for the question, write *good answer*. If you don't think it's a good answer, write *bad answer* and then write a better answer for the question. The first two are done for you.

1. Q: What time does the movie start?

A: 2:00

*good answer*

---

2. Q: Where is the key to the back door?

A: 7:00

*bad answer; In the top drawer.*

---

3. Q: Did Gina drop off her history book?

A: She's so nice.

---

4. Q: Why did you call me?

A: I wanted to invite you to dinner.

---

5. Q: How much is 75 divided by 3?

A: 75 is divided by 3.

---

6. Q: Did you let the cat out?

A: I walked the dog.

---

7. Q: When did you paint your bike red?

A: last week

---

8. Q: Who is substituting for Mr. Gordon?

A: Ms. Reynolds

---

9. Q: Why is the dog in the garage?

A: You may let him out now.

---

10. Q: May I borrow a sheet of paper?

A: Why do you need it?

---

11. Q: How are you getting your project to school?

A: My mom is bringing it in the car.

---

*I.E.P. Goal: The student will judge the appropriateness of answers to questions with 90% or greater accuracy.*

## Question Comprehension

### Task H: Judging Accuracy or Appropriateness of Answers, *continued*

Listen to each question and answer. If you think the answer is a good answer for the question, write *good answer*. If you don't think it's a good answer, write *bad answer* and then write a better answer for the question.

12. Q: Where should we go after this?

A: Let's go to my apartment.

---

13. Q: What would you like to drink — milk or juice?

A: I'll have hot chocolate.

---

14. Q: Which bus stop is Megan's?

A: I don't know.

---

15. Q: Did you find out who won the game?

A: Yes, I saw the game.

---

16. Q: Did you see which way the ball went?

A: No, I wasn't looking.

---

17. Q: Should I leave now or wait for you?

A: Please wait for me.

---

18. Q: What is the capital of Canada?

A: Nova Scotia

---

19. Q: Whose bike is on the porch?

A: Mine's in the garage.

---

20. Q: Do you have change for a dollar?

A: Let me check.

---

21. Q: Is three a prime number?

A: I'm not sure. Ask Dan.

---

22. Q: If it rains, are you going to the parade?

A: It didn't rain last year.

---

*I.E.P. Goal: The student will judge the appropriateness of answers to questions with 90% or greater accuracy.*

## Question Comprehension

### Task H: Judging Accuracy or Appropriateness of Answers, *continued*

Listen to each question and answer. If you think the answer is a good answer for the question, write *good answer*. If you don't think it's a good answer, write *bad answer* and then write a better answer for the question.

23. Q: What are we having for dinner? A: Same thing we had last night.  
\_\_\_\_\_

24. Q: Why did you put the salt in the refrigerator? A: I got mixed up.  
\_\_\_\_\_

25. Q: Shouldn't you write your name on the front? A: On the front of what?  
\_\_\_\_\_

26. Q: Which glass did you use? A: I'm not thirsty.  
\_\_\_\_\_

27. Q: Is Monday a good day for you? A: Let me think about it.  
\_\_\_\_\_

28. Q: How often do you need to change the batteries? A: Sometimes.  
\_\_\_\_\_

29. Q: What is the longest distance you've jumped? A: Pretty long.  
\_\_\_\_\_

30. Q: Do you know who invented the light bulb? A: Yes — Thomas Edison.  
\_\_\_\_\_

31. Q: Can you name the colors in a rainbow? A: Yes.  
\_\_\_\_\_

32. Q: Do you need some help with that suitcase? A: No thanks. I can manage.  
\_\_\_\_\_

33. Q: Can you fit this book in your backpack? A: Why would I want to do that?  
\_\_\_\_\_

*I.E.P. Goal: The student will judge the appropriateness of answers to questions with 90% or greater accuracy.*

## Question Comprehension

### Task H: Judging Accuracy or Appropriateness of Answers, *continued*

Listen to each question and answer. If you think the answer is a good answer for the question, write *good answer*. If you don't think it's a good answer, write *bad answer* and then write a better answer for the question.

34. Q: What did you think about the movie?

A: I thought about it quite often.

---

35. Q: Which sweater do you think looks best?

A: I like the blue one.

---

36. Q: What is the temperature outside?

A: It's kind of hot.

---

37. Q: How was the game?

A: It got rained out.

---

38. Q: How do you feel about the new schedule?

A: I think it is confusing.

---

39. Q: John, will you hand me my keys?

A: No thank you.

---

40. Q: Where should the seventh graders wait?

A: They should wait until the sixth graders are done.

---

41. Q: How many players are supposed to be on each team?

A: I think their team has more.

---

42. Q: Why is the ladder on the front porch?

A: Because the light needs to be fixed.

---

43. Q: Would you like to share my popcorn?

A: Sure. I'm starving!

---

*I.E.P. Goal: The student will judge the appropriateness of answers to questions with 90% or greater accuracy.*

## Question Comprehension

### Task I: Answering Personal Opinion Questions

Answer each question *yes* or *no* and tell why you chose your answer. There are no right or wrong answers to these questions. Hint: Begin your answer with “Yes, because . . .” or “No, because . . .” The first one is done for you.

1. Should sauerkraut be served in the school cafeteria?

*No, because most students don't like it.*

---

2. Should students be allowed to watch TV on school nights?
- 

3. Should middle schools have separate classes for boys and girls?
- 

4. Should students have to walk to school if they miss the bus?
- 

5. Should educational TV shows be used in school to teach students?
- 

6. Should middle school-aged students be allowed to stay home alone?
- 

7. Should there be seat belts on school buses and should students be required to use them?
- 

8. Should libraries charge children as much for overdue books as they charge adults?
- 

9. Should students who get the best grades get privileges such as extra free time?
- 

10. Should movie theaters be allowed to keep you from bringing your own snacks to movies?
- 

11. Should parents be allowed to open mail delivered to any family member?
- 

*I.E.P. Goal: The student will answer personal opinion questions and justify the response with an acceptable reason as judged by the instructor, with 90% or greater accuracy.*

## Question Comprehension

### Task I: Answering Personal Opinion Questions, *continued*

Answer each question *yes* or *no* and tell why you chose your answer. There are no right or wrong answers to these questions. Hint: Begin your answer with “Yes, because . . .” or “No, because . . .”

12. Should commercials for toys and candy be shown during Saturday morning cartoons?

---

13. Should everyone on a sports team be allowed to play in every game, or should only the best players be used so that the team has the best chance of winning?

---

14. Should cities pass laws to make children wear helmets while riding bikes and skateboards?

---

15. Should students have to buy their own school supplies or should schools provide supplies?

---

16. Should children be given allowances for doing chores at home or is helping out part of their responsibility as family members?

---

17. Should all students be allowed to sing in the school chorus or should only those with the best voices be selected?

---

18. Should the age for getting a driver’s license be raised to 18 in all states?

---

19. Should school be year-round with several short vacations instead of one long summer vacation?

---

20. Should people be fined if they don’t recycle?

---

21. Should you be allowed to have a messy bedroom as long as you keep the door closed?

---

*I.E.P. Goal: The student will answer personal opinion questions and justify the response with an acceptable reason as judged by the instructor, with 90% or greater accuracy.*

## Question Comprehension

### Task I: Answering Personal Opinion Questions, *continued*

Answer each question *yes* or *no* and tell why you chose your answer. There are no right or wrong answers to these questions. Hint: Begin your answer with “Yes, because . . .” or “No, because . . .”

22. Should parents be fined if their child is caught skipping school?

---

23. If you found 20 dollars in the hallway, would you turn it into the school office?

---

24. If a friend asked to copy a book report that you wrote last year, would you let her?

---

25. If all students were required to wear school uniforms, would their behavior be better?

---

26. If a middle school-aged student is in a store at the mall for more than 15 minutes without buying something, should he be made to leave?

---

27. If you accidentally knock something over in a store and it breaks, should you have to pay for it?

---

28. If you were babysitting for a child and he misbehaved, would you tell his parents when they came home?

---

29. If school is closed because of bad weather, should students have to make up the day?

---

30. If you saw a two-year-old child walking down the street alone, would you ignore her?

---

31. If a student is caught littering the school grounds, should she have to clean up the trash after school?

---

*I.E.P. Goal: The student will answer personal opinion questions and justify the response with an acceptable reason as judged by the instructor, with 90% or greater accuracy.*

## Question Comprehension

### Task J: Discriminating Between Literal and Rhetorical Questions

When someone asks a literal question, they expect an answer. When someone asks a rhetorical question they are just “making conversation” and don’t expect an answer. For each question below, decide if it needs an answer. The first two are done for you.

1. What page are we supposed to do for homework?	answer	no answer
2. Can you believe how much homework we have tonight?	answer	no answer
3. May I borrow your red pen?	answer	no answer
4. Now what did I do with my red pen?	answer	no answer
5. Do you think this T-shirt is too small?	answer	no answer
6. Would you like to go to the movies?	answer	no answer
7. Can you imagine how embarrassed I was?	answer	no answer
8. What do you think you’re doing?	answer	no answer
9. When is the concert over?	answer	no answer
10. Why did you put your shoes in your locker?	answer	no answer
11. What in the world was I thinking?	answer	no answer
12. Could you manage to make just a little more noise?	answer	no answer
13. Who did you see at the mall?	answer	no answer
14. Where should we put our books while we wait for the bus?	answer	no answer
15. How do you think that makes me feel?	answer	no answer
16. Did you get the answer to number 32?	answer	no answer
17. Are you nuts?	answer	no answer
18. Did anyone see you drop your books in the puddle?	answer	no answer
19. How do you turn on this tape player?	answer	no answer
20. Are you trying to annoy me?	answer	no answer

*I.E.P. Goal: The student will discriminate between literal and rhetorical questions with 90% or greater accuracy.*

## Question Comprehension

### Task J: Discriminating Between Literal and Rhetorical Questions, *continued*

When someone asks a literal question, they expect an answer. When someone asks a rhetorical question they are just “making conversation” and don’t expect an answer. For each question below, decide if it needs an answer.

- |   |        |           |
|---|--------|-----------|
| 21. What color is your jacket?                      | answer | no answer |
| 22. You wouldn’t be trying to fool me, would you?   | answer | no answer |
| 23. Did you look under the couch for your notebook? | answer | no answer |
| 24. Why don’t you have another piece of pie?        | answer | no answer |
| 25. Whose turn is it to clear the table?            | answer | no answer |
| 26. Should I throw away the old paint?              | answer | no answer |
| 27. Why do you always get your own way?             | answer | no answer |
| 28. If Joan is home, will you call me?              | answer | no answer |
| 29. How many times have I told you not to do that?  | answer | no answer |
| 30. Since when are you the boss?                    | answer | no answer |
| 31. Why doesn’t the TV work?                        | answer | no answer |
| 32. Where was the last place you stopped?           | answer | no answer |
| 33. How did the new bus driver do today?            | answer | no answer |
| 34. Do you think money grows on trees?              | answer | no answer |
| 35. Who won the talent contest?                     | answer | no answer |
| 36. How am I supposed to know what you’re thinking? | answer | no answer |
| 37. How do you put the film in the camera?          | answer | no answer |
| 38. Could you please move over a little bit?        | answer | no answer |
| 39. Is it the button on the right or the left?      | answer | no answer |
| 40. How am I going to manage all this work?         | answer | no answer |

*I.E.P. Goal: The student will discriminate between literal and rhetorical questions with 90% or greater accuracy.*



## Following Directions

### Task A: Responding to True/False Statements, *continued*

Read the Quick Facts. Then read the statements. Write “True” if the statement is true and “False” if the statement is false. You might need to look at the Quick Facts again after you read each statement.

#### Quick Facts: Languages

Number of Languages in the world:	over 2,700
Number of Languages in Africa:	over 1,000
Most difficult language to learn:	Basque
People with no written language:	Berbers of North Africa
Number of speakers of each language:	Mandarin Chinese — 885 million Hindustani — 461 million English — 450 million Spanish — 352 million

- \_\_\_\_\_ 1. Mandarin Chinese is spoken by the largest number of people.
- \_\_\_\_\_ 2. There are about 50 different languages in the world.
- \_\_\_\_\_ 3. All languages are written and spoken.
- \_\_\_\_\_ 4. English is spoken by about half as many people as Mandarin Chinese.
- \_\_\_\_\_ 5. Over 1,000 different languages are spoken throughout Africa.
- \_\_\_\_\_ 6. Spanish is not a language that is widely used.

*I.E.P. Goal: The student will respond to true/false statements based on factual information with 90% or greater accuracy.*

## Following Directions

### Task A: Responding to True/False Statements, *continued*

Read the Quick Facts. Then read the statements. Write “True” if the statement is true and “False” if the statement is false. You might need to look at the Quick Facts again after you read each statement.

#### Quick Facts: Differences Between Baseball and Softball

	Baseball	Softball
type of ball	small, hard ball	larger, soft ball
shape of field	diamond	diamond
length of game	9 innings	9 innings
distance from base to base	90 feet	60 feet
number of players	9	10
type of pitch	overhand	underhand

- \_\_\_\_\_ 1. The same type of pitch is used in baseball and softball.
- \_\_\_\_\_ 2. There are more players on a softball team.
- \_\_\_\_\_ 3. Baseball players must run farther to score a run.
- \_\_\_\_\_ 4. Softball is played on a triangular field.
- \_\_\_\_\_ 5. You may play baseball with a softball.
- \_\_\_\_\_ 6. Baseball and softball have the same number of innings and the same type of pitch.

*I.E.P. Goal: The student will respond to true/false statements based on factual information with 90% or greater accuracy.*

## Following Directions

### Task A: Responding to True/False Statements, *continued*

Read the Quick Facts. Then read the statements. Write “True” if the statement is true and “False” if the statement is false. You might need to look at the Quick Facts again after you read each statement.

#### Quick Facts: Longest Rivers in the World

River	Continent	Length in Miles
Nile	Africa	4,160
Amazon	South America	3,900
Ob-Irtys	Asia	3,460
Yangtze	Asia	3,400
Hwang Ho	Asia	3,000
Congo	Africa	2,918

- \_\_\_\_\_ 1. Three of the world’s longest rivers are in Asia.
- \_\_\_\_\_ 2. The two longest rivers in the world are located in Africa.
- \_\_\_\_\_ 3. None of the six longest rivers in the world is located in the Americas.
- \_\_\_\_\_ 4. The Hwang Ho is the longest river in Asia.
- \_\_\_\_\_ 5. The Amazon is the longest river in North and South America.
- \_\_\_\_\_ 6. The longest river in the world is less than 5,000 feet.

*I.E.P. Goal: The student will respond to true/false statements based on factual information with 90% or greater accuracy.*

## Following Directions

### Task B: Following Multi-Step Directions

Say to the student, "I'm going to read some directions aloud to you. Listen to the directions. When I say 'go,' follow the directions in the order I have given them." (Note: For some students, you may want to initially give the directions one at a time to practice the task. After the task has been completed, ask the student to name all the steps of the task.)

#### 1. **Sorting flower parts**

(materials needed: flowers with petals, leaves, and stems)

Choose a flower.

Pull the leaves and petals off the flower and place them in separate piles.

If you find any seeds, put them in another pile.

Put the stem in a pile by itself.

Tell me the names of each pile.

Go.

#### 2. **Sorting socks**

(materials needed: a pile of matched and mismatched socks)

Line up the socks side-by-side on the table.

Find two socks that match.

Pick up the matching socks and hold two in one hand.

Pick up another pair of matching socks and hold them in your other hand.

Go.

#### 3. **Arranging toothpicks**

(materials needed: a box of toothpicks)

Pick up several toothpicks from the pile.

Without breaking the toothpicks, form your initials.

Make a line above your initials with several more toothpicks.

Count out a group of toothpicks that is the same number as your age.

Go.

*I.E.P. Goal: The student will follow four- to seven-step directions for completing simple activities with 90% or greater accuracy.*

## Following Directions

### Task B: Following Multi-Step Directions, *continued*

Say to the student, "I'm going to read some directions aloud to you. Listen to the directions. When I say 'go,' follow the directions in the order I have given them." (Note: For some students, you may want to initially give the directions one at a time to practice the task. After the task has been completed, ask the student to name all the steps of the task.)

#### 4. **Guessing objects inside clay balls**

(materials needed: a small clay ball with a small object such as a marble, toy car, ring, etc., hidden inside and a toothpick)

Pick up the toothpick and the clay ball.

Stick the toothpick into the clay ball at different spots about fifteen times. (Don't scrape away the clay with the toothpick.)

Figure out the size and shape of the object inside the clay ball.

State two guesses as to what the object inside the clay ball is.

Go.

#### 5. **Making leaf prints**

(materials needed: leaves with large veins, tempera paint, white paper, paint brush, pencil)

Select one leaf from the pile.

Turn it over and coat the back with paint.

Press the back of the leaf onto the white paper.

Wait a few seconds and peel the leaf off the paper.

Write the name of the leaf underneath it.

Go.

#### 6. **Making a snowflake**

(materials needed: white paper, a plate, scissors)

Take one sheet of white paper and trace the outline of the plate on it.

Cut it out.

Fold the circle in half.

Fold the semicircle into thirds to form a pie shape that has six layers.

Cut out small shapes along the edges of the pie shape.

Unfold the paper and count the sides of your snowflake.

Tell me how many sides it has.

Go.

*I.E.P. Goal: The student will follow four- to seven-step directions for completing simple activities with 90% or greater accuracy.*

## Following Directions

### Task B: Following Multi-Step Directions, *continued*

Say to the student, "I'm going to read some directions aloud to you. Listen to the directions. When I say 'go,' follow the directions in the order I have given them." (Note: For some students, you may want to initially give the directions one at a time to practice the task. After the task has been completed, ask the student to name all the steps of the task.)

#### 7. Making a paper cone

(materials needed: compass, white paper, a plate, scissors, glue/tape)

Use the compass to draw a circle on a sheet of white paper.

Use the ruler to draw a pie-shaped piece on the circle that is approximately one-fourth of the circle.

Cut around the outside of the circle.

Cut out the pie-shaped piece from the circle.

Overlap the edges of the remaining part of the circle to form a cone.

Glue or tape the edges together.

Go.

#### 8. Making a Mobius strip

(materials needed: sheets of wrapping paper, scissors, tape, a ruler, a pencil)

Draw several straight lines on the paper the length and width of the ruler.

Cut the paper into strips along the lines you have drawn.

Take one strip and twist it once.

With it still twisted, tape the ends of the strip to make a loop.

Cut the loop in half lengthwise, cutting right over the tape and the twisted part.

Tell me what happened to your loop.

Go.

*I.E.P. Goal: The student will follow four- to seven-step directions for completing simple activities with 90% or greater accuracy.*

## Following Directions

### Task B: Following Multi-Step Directions, *continued*

Say to the student, "I'm going to read some directions aloud to you. Listen to the directions. When I say 'go,' follow the directions in the order I have given them." (Note: For some students, you may want to initially give the directions one at a time to practice the task. After the task has been completed, ask the student to name all the steps of the task.)

#### 9. Making an origami animal

(materials needed: white squares of paper, a black and a red crayon)

Fold the paper in half, corner to corner to form a triangle.

Place the triangle on the table with the long edge at the top and the pointed edge at the bottom.

Fold down about one inch of each of the top corners and color the inside of the folded part red.

Draw a black circle in the center of the triangle about the size of a dime.

Draw two black circles above this circle, equal distance apart.

Draw a straight line under the middle circle, about one inch long.

Tell me what animal you have made. (a dog)

Go.

#### 10. Inflating a balloon with carbon dioxide

(materials needed: 1-liter plastic soda bottle, an 18-inch balloon, 1 teaspoon of baking soda, 3 tablespoons of vinegar, a funnel, tape)

Pour the baking soda into the bottle.

Using the funnel, pour the vinegar into the balloon.

Without letting the vinegar spill out, place the end of the balloon over the top of the bottle.

Secure the balloon to the bottle with tape.

Slowly lift up the balloon to allow the vinegar to pour into the bottle.

Wait a few minutes and then tell me what is happening.

Go.

(Note: As the vinegar mixes with the baking soda, carbon dioxide gas is produced, inflating the balloon.)

*I.E.P. Goal: The student will follow four- to seven-step directions for completing simple activities with 90% or greater accuracy.*

## Following Directions

### Task C: Interpreting Written Directions

Read each set of directions aloud. Then use the information to complete the statements following each set of directions. Try to complete the statements without looking at the directions. If you need to look back, you may.

#### Playing Dominoes

Turn all the domino pieces face down so that the spots do not show. Shuffle the pieces by mixing them up. Each player then draws seven pieces. The rest of the pieces are placed in a “draw” pile called the “boneyard.” The first player places any domino down as the “lead.” As other players take their turns, they may add to either end of the domino by matching the number of spots. For example, if the lead domino showed a six and a four, the next player could match either number. If a player does not have a domino that matches either end of the row, he draws from the boneyard. He keeps drawing from the boneyard until he draws a piece that can be played. When a player puts down his last piece, he says “domino.” All of the other players count and add up the spots on all of the dominoes they have left. The player with the lowest score after all the rounds have been played is the winner.

1. Before beginning to play, the dominoes must be \_\_\_\_\_ .
2. Each player should draw \_\_\_\_\_ pieces to begin the game.
3. The leftover pieces are placed in a pile called the \_\_\_\_\_ .
4. The object of the game is to match the \_\_\_\_\_  
\_\_\_\_\_ .
5. If a player can't match the spots on either of the end pieces, he must \_\_\_\_\_  
\_\_\_\_\_ .
6. The winner of each round is the person who \_\_\_\_\_  
\_\_\_\_\_ .
7. When a player puts down his last piece, he says \_\_\_\_\_ .
8. After all the rounds have been played, the winner is the player with the \_\_\_\_\_  
\_\_\_\_\_ .

**Bonus:** Why do you think the draw pile is called the boneyard?  
\_\_\_\_\_ .

*I.E.P. Goal: The student will read instructions aloud and complete statements about the instructions with 90% or greater accuracy.*

## Following Directions

### Task C: Interpreting Written Directions, *continued*

Read each set of directions aloud. Then use the information to complete the statements following each set of directions. Try to complete the statements without looking at the directions. If you need to look back, you may.

#### Growing Salt Crystals

Pour one-half cup of water into a tall, narrow glass jar. Add three tablespoons of table salt to the water and stir well. Next, cut a one-half inch wide strip of black construction paper that is about half as tall as the jar. Put the paper strip inside the jar so it stands up against the side of the jar. Be sure the bottom of the paper strip is in the water, near the bottom of the jar. Put the jar in a place where it won't be bumped or moved. Watch the paper in the jar for three or four weeks. You may see lacy crystals growing on the paper after a few days. More crystals will grow as the jar sits for more days.

1. Before beginning the experiment, you will need to find a \_\_\_\_\_ .
2. The first thing you do is measure \_\_\_\_\_ of water into the jar.
3. Then add three tablespoons of \_\_\_\_\_ to the water.
4. A strip of \_\_\_\_\_ should be placed inside the jar.
5. The bottom of the paper should be \_\_\_\_\_ .
6. After several \_\_\_\_\_ , crystals may appear on the black paper.
7. You should observe the crystals growing for \_\_\_\_\_ weeks.
8. The crystals will look like \_\_\_\_\_ .

**Bonus:** The jar should be placed in a spot where it won't be bumped or moved because \_\_\_\_\_ .

*I.E.P. Goal: The student will read instructions aloud and complete statements about the instructions with 90% or greater accuracy.*

## Following Directions

### Task C: Interpreting Written Directions, *continued*

Read each set of directions aloud. Then use the information to complete the statements following each set of directions. Try to complete the statements without looking at the directions. If you need to look back, you may.

#### Making a Candy House

Rinse and dry a small milk carton. Then assemble the other supplies you'll need: a small plastic knife, three graham crackers, different types of candy, a paper plate, royal icing (in a squeeze tube). Break the graham crackers in half to form squares. Using the icing as "glue," stick a graham cracker to each of the four sides of the milk carton. Put two crackers on the slanted top of the carton, joining them at the top with icing to form the peak of the roof. Use the candy to make windows, doors, a chimney, and other decorations on the house. Stick the house to the paper plate with icing. Make a path leading up to the house with candy. Let the house dry for several hours.

1. The first thing you do is \_\_\_\_\_ .
2. The number of graham cracker halves you will need for each house is \_\_\_\_\_ .
3. Instead of glue, you will use \_\_\_\_\_ .
4. Doors and windows can be made of \_\_\_\_\_ .
5. The candy house can be attached to a \_\_\_\_\_ .
6. Before attaching the graham crackers, they should be \_\_\_\_\_ .
7. If you ate this house, it would taste \_\_\_\_\_ .
8. The last thing you do is to \_\_\_\_\_ .

**Bonus:** Would you describe this house as edible? Why? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

*I.E.P. Goal: The student will read instructions aloud and complete statements about the instructions with 90% or greater accuracy.*

## Following Directions

### Task C: Interpreting Written Directions, *continued*

Read each set of directions aloud. Then use the information to complete the statements following each set of directions. Try to complete the statements without looking at the directions. If you need to look back, you may.

#### Making Nutty Popcorn

First, pop 10 cups of popcorn and put it in a large bowl. Add 1 cup of peanuts to the popcorn. Measure 1 cup of brown sugar, 1/2 cup of corn syrup, 1 tablespoon of butter, and 1/2 tablespoon of salt into the saucepan. Have an adult turn the stove burner to medium high. Bring all the ingredients to a boil. Stir it for about 3 minutes until the sugar melts. Take the pan off the stove and stir in 1/4 teaspoon of baking soda. Pour the mixture over the nuts and popcorn. Stir it well. Put the popcorn mixture in a large baking pan and bake it in the oven at 350 degrees for 30 minutes. Stir it every 10 minutes. Take it out and let it cool before taking it out of the pan.

1. The main ingredient in this recipe is \_\_\_\_\_ .
2. The recipe calls for equal amounts of \_\_\_\_\_ and \_\_\_\_\_ .
3. While you cook the ingredients on the stove, you should \_\_\_\_\_ it constantly.
4. While the nutty popcorn is baking in the oven you should stir it \_\_\_\_\_  
\_\_\_\_\_ .
5. The baking time for nutty popcorn is \_\_\_\_\_ .
6. The baking soda is added when the pan is \_\_\_\_\_ the stove.
7. The time it takes to make this recipe is about \_\_\_\_\_ .
8. You should let the nutty popcorn cool before taking it out of the pan because \_\_\_\_\_  
\_\_\_\_\_ .

**Bonus:** You will know that the liquid mixture is boiling when \_\_\_\_\_  
\_\_\_\_\_ .

*I.E.P. Goal: The student will read instructions aloud and complete statements about the instructions with 90% or greater accuracy.*

## Following Directions

### Task C: Interpreting Written Directions, *continued*

Read each set of directions aloud. Then use the information to complete the statements following each set of directions. Try to complete the statements without looking at the directions. If you need to look back, you may.

#### Building a Solar Cooker

First, gather the materials you'll need: a single plate of glass, enough corrugated cardboard to make two boxes and a lid, foil, newspaper, glue, a dark metal tray, string, a black cooking pot, and a stick. Second, glue foil to both sides of the cardboard that will form the smaller, inner box and to one side of the piece of cardboard for the lid. Third, fold the cardboard to make an inner box and a larger outer box. Next, fill the bottom of the outer box with crumpled newspaper. Put the inner box inside it. Stuff more paper between the two boxes. Then put the dark tray in the bottom of the inner box. Next, cut a three-sided flap in the lid and glue the glass inside the lid. Fold up the lid flap and use the stick to prop it open. Put a black cooking pot in the box and put the lid on the box. Face the cooker toward the sun so that the light reflects off the glass onto the cooking pot. Wait until the food is ready.

1. To make a solar cooker, you will use \_\_\_\_\_ found around the home.
2. Corrugated cardboard is needed to make \_\_\_\_\_ and a \_\_\_\_\_ .
3. The black tray goes in the \_\_\_\_\_ box.
4. The newspaper goes \_\_\_\_\_ the two boxes.
5. After stuffing paper in between the boxes, you should \_\_\_\_\_  
\_\_\_\_\_
6. Glue is used to \_\_\_\_\_ .
7. The reflector lid should face the \_\_\_\_\_ .
8. The food is cooked by the \_\_\_\_\_ that is reflected from the sunlight onto the black pot.

**Bonus:** Aluminum foil is used because it \_\_\_\_\_ light. A black cooking pot is used because black \_\_\_\_\_ heat.

*I.E.P. Goal: The student will read instructions aloud and complete statements about the instructions with 90% or greater accuracy.*

## Following Directions

### Task D: Following Directions for Matching Items

Read and follow the directions for each of the matching sections below. The directions change from one section to the next so be sure to read the directions carefully for each new section.

1. Write the letter of the sports equipment that is used for each sport in the blank next to the name of the sport.

Sport		Equipment	
hockey	_____	a.	hoop
football	_____	b.	goalpost
basketball	_____	c.	racquet
handball	_____	d.	glove
tennis	_____	e.	bases
		f.	puck

2. Match the number of the item in Column B with its category in Column A.

Column A	Column B
_____ clothing	1. couch
_____ vehicle	2. yo-yo
_____ tool	3. necklace
_____ jewelry	4. fork
_____ furniture	5. button
_____ toy	6. ivy
_____ utensils	7. bus
_____ plant	8. vest
	9. pliers

*I.E.P. Goal: The student will follow varied directions for completing matching items with 90% or greater accuracy.*

## Following Directions

### Task D: Following Directions for Matching Items, *continued*

Read and follow the directions for each of the matching sections below. The directions change from one section to the next so be sure to read the directions carefully for each new section.

3. Write a word from Column B next to the correct part of speech listed in Column A.

Column A	Column B
_____ adjective	over
_____ noun	wow
_____ preposition	sidewalk
_____ verb	tall
_____ adverb	slowly
	sing

4. Write a word from the left-hand column next to its synonym in the right-hand column.

excited	cool	_____
chilly	brag	_____
lean	lift	_____
boast	chirp	_____
raise	thrilled	_____
peep	tilt	_____

5. Draw a line from the food in the first column to its main ingredient listed in the second column.

ketchup	potatoes
butter	wheat flour
salad	meat
bread	eggs
omelette	tomatoes
chili	lettuce
chips	cream

*I.E.P. Goal: The student will follow varied directions for completing matching items with 90% or greater accuracy.*

## Following Directions

### Task E: Judging Accuracy of Following Directions

Read the directions for each section below. Then look at the answer to each item and decide if the directions have been followed correctly. If they have, write *yes* in the blank. If the directions haven't been followed correctly, write *no*. The first one is done for you.

1. Circle the best answer for each item below.

- no a. What does a pedestrian do? drive walk swim
- \_\_\_\_\_ b. Canada is in \_\_\_\_\_. North America Asia Africa
- \_\_\_\_\_ c. Which month precedes March? April June February
- \_\_\_\_\_ d. The opposite of \_\_\_\_\_ is peak. valley field top
- \_\_\_\_\_ e. A synonym for late is \_\_\_\_\_. absent tardy unclear

2. Write the correct answer in each blank

- \_\_\_\_\_ a. An escalator is a moving staircase.  
elevator escalator equator
- \_\_\_\_\_ b. If you put \_\_\_\_\_ in a balloon, it rises.  
helium oxygen nitrogen
- \_\_\_\_\_ c. In England, people drive on the \_\_\_\_\_ side of the road.  
wrong right left
- \_\_\_\_\_ d. A book begins as a manuscript.  
cursive manuscript word
- \_\_\_\_\_ e. A strict teacher has many \_\_\_\_\_.  
rules ~~students~~ ~~assignments~~

3. Write true or false after each statement.

- \_\_\_\_\_ a. A key is a sharp utensil. false
- \_\_\_\_\_ b. All trees lose their leaves in the fall. false
- \_\_\_\_\_ c. Penguins can't fly. T
- \_\_\_\_\_ d. The wind is an energy source. yes
- \_\_\_\_\_ e. Navy blue is a ~~pastel~~ color. dark

*I.E.P. Goal: The student will judge the accuracy of items that have been completed following written directions with 90% or greater accuracy.*

## Following Directions

### Task E: Judging Accuracy of Following Directions, *continued*

Read the directions for each section below. Then look at the answer to each item and decide if the directions have been followed correctly. If they have, write *yes* in the blank. If the directions haven't been followed correctly, write *no*.

4. Cross out the item that doesn't belong in each group.

- |       |                    |           |                     |                 |
|-------|--------------------|-----------|---------------------|-----------------|
| _____ | a. antelope        | bison     | moose               | <u>seal</u>     |
| _____ | b. glue            | tape      | <del>scissors</del> | paste           |
| _____ | <del>c. copy</del> | divide    | multiply            | subtract        |
| _____ | <del>d. corn</del> | bananas   | <del>wheat</del>    | <del>oats</del> |
| _____ | e. secretary       | treasurer | <u>partner</u>      | president       |

5. Circle the two things that go together in each item below.

- |       |                |                   |              |                 |                 |
|-------|----------------|-------------------|--------------|-----------------|-----------------|
| _____ | a. boots       | <del>coffee</del> | saddle       | <del>fork</del> | <del>pump</del> |
| _____ | b. <u>hand</u> | neck              | <u>glove</u> | knee            | sock            |
| _____ | c. horse       | <u>calf</u>       | <u>cow</u>   | lamb            | kid             |
| _____ | d. book        | <u>letter</u>     | nail         | ruler           | <u>envelope</u> |
| _____ | e. bag         | eraser            | brush        | pencil          | coin            |

6. Write the correct word from the word bank next to each definition.

**Word Bank:** gusher                      helium                      blimp                      derrick

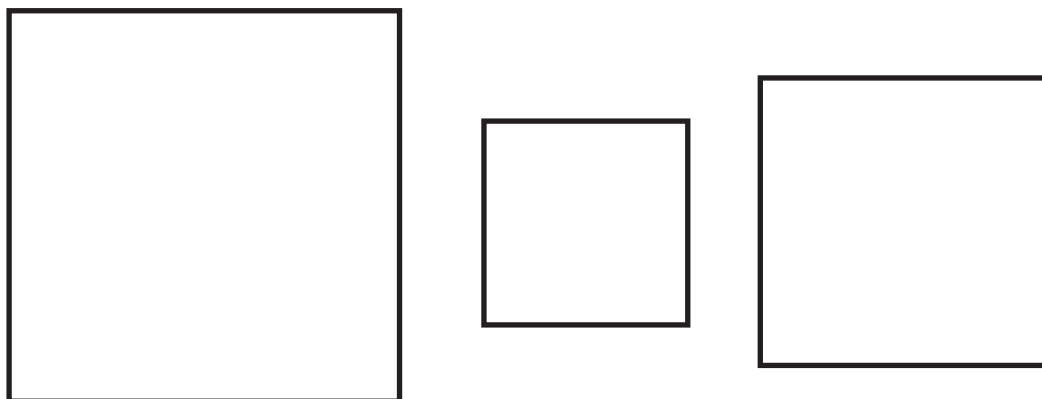
- |       |   |                |
|-------|---|----------------|
| _____ | a. a very light gas that doesn't burn                             | <u>oxygen</u>  |
| _____ | b. a well from which the oil shoots high into the air             | <u>gusher</u>  |
| _____ | c. an airship filled with a light gas                             | _____          |
| _____ | d. a framework that supports machinery used to drill an oil well. | <u>derrick</u> |

*I.E.P. Goal: The student will judge the accuracy of items that have been completed following written directions with 90% or greater accuracy.*

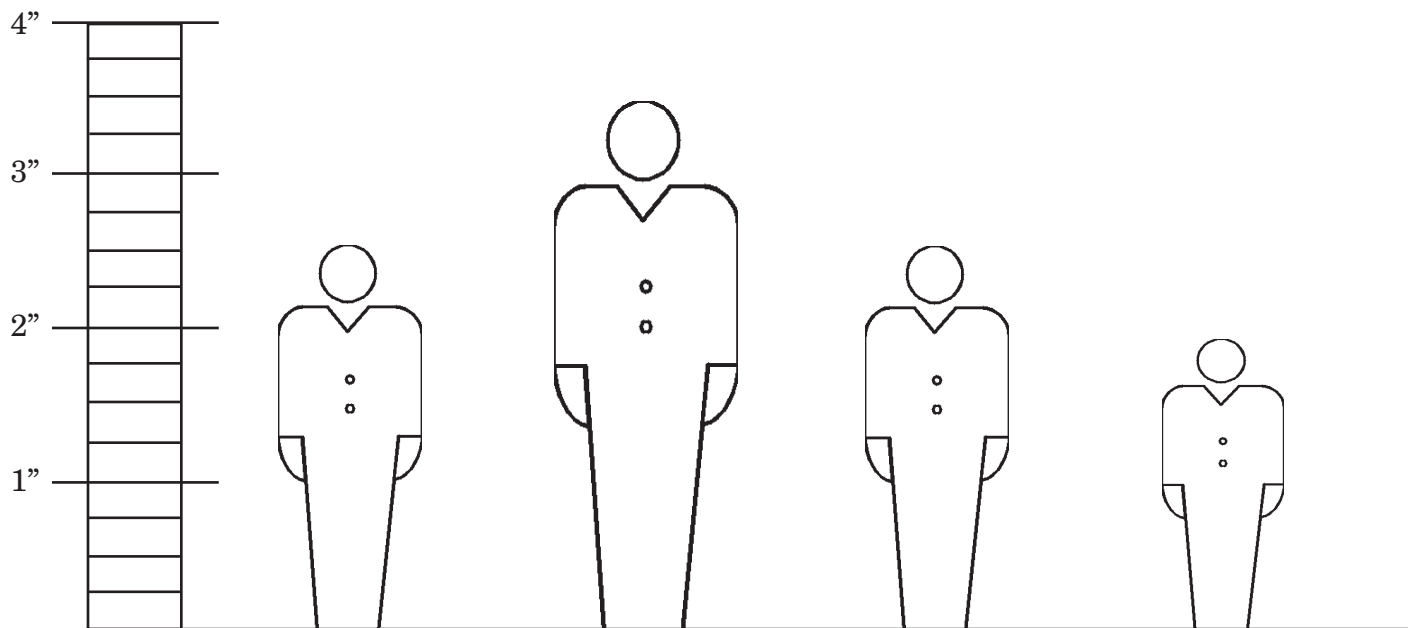
## Following Directions

### Task F: Following Directions with Graphs and Charts

Look at the graph or chart. Then follow the directions.



- Put an X in the largest box.
- Color in the smallest box.
- Draw a circle around the remaining box.
- If one of the boxes is empty, put a check mark in it.
- If none of the boxes is empty now, draw another one.



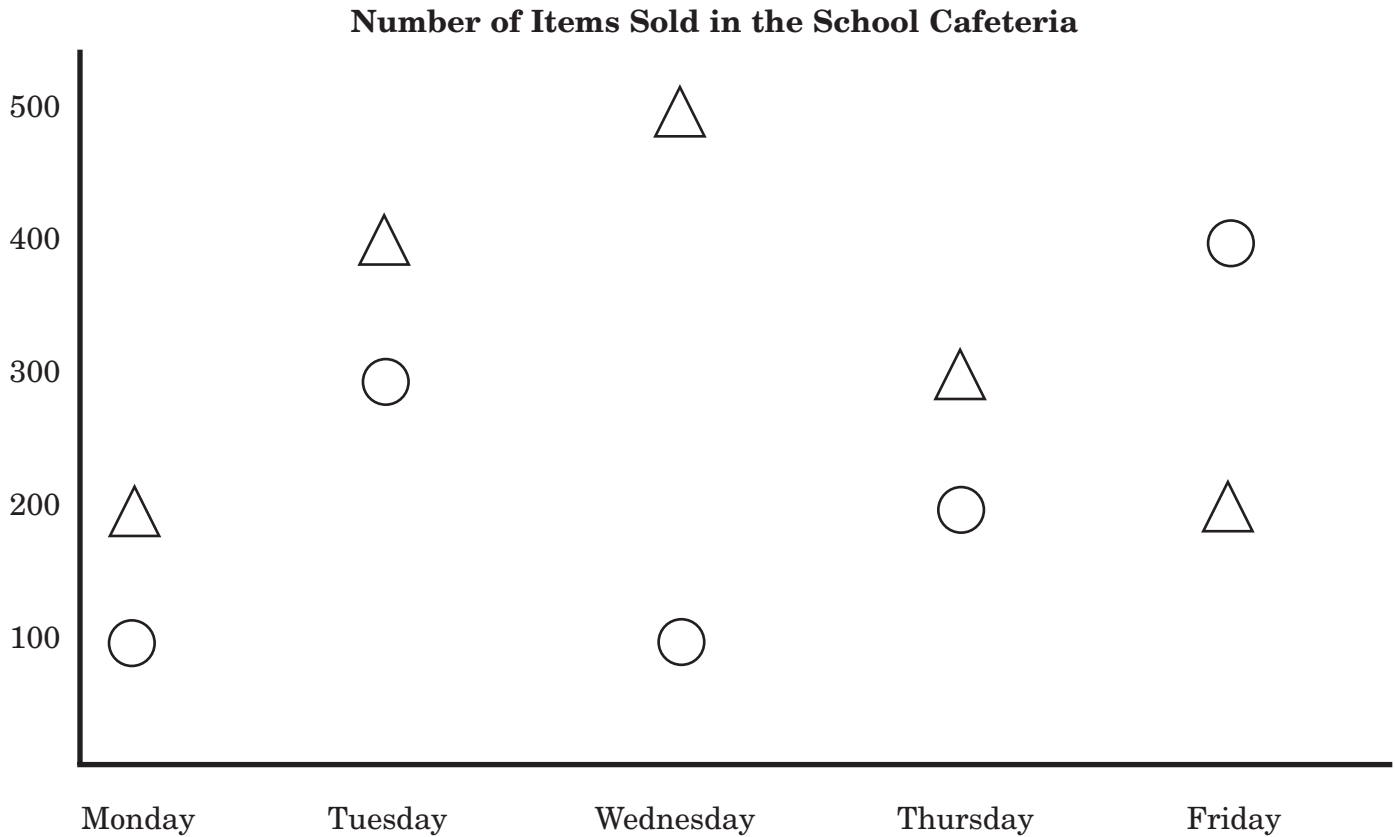
- Color the tallest figure red.
- Color the shortest figure green.
- If two figures are the same size, color them yellow.
- If any figure is taller than 2", draw a hat on it.
- If any figure is shorter than 2", draw an X on it.

*I.E.P. Goal: The student will follow directions using graphs and charts with 90% or greater accuracy.*

**Following Directions**

**Task F: Following Directions with Graphs and Charts**, *continued*

Look at the chart. Then follow the directions.



Key:      ○ = hamburgers                      △ = pizza slices

- a. Connect the symbols for hamburger with a green line.
- b. Connect the symbols for pizza with a red line.
- c. For each day, color the symbol blue for the item that sold the most.
- d. Draw a circle around the day on which the greatest number of total items was sold.
- e. Underline the day on which the least number of total items was sold.

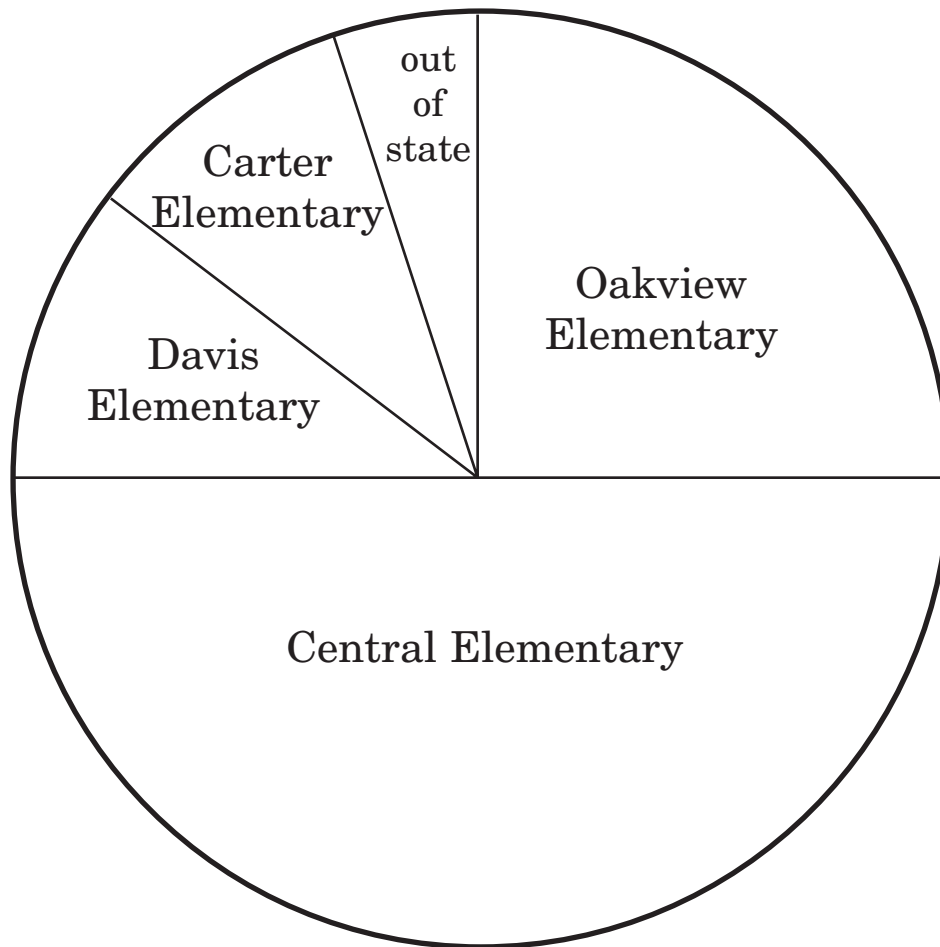
*I.E.P. Goal: The student will follow directions using graphs and charts with 90% or greater accuracy.*

**Following Directions**

**Task F: Following Directions with Graphs and Charts**, *continued*

Look at the graph. Then follow the directions.

**Where Muddy Middle School's Students Come From**



- a. Color the section of the graph blue that represents the largest group of students.
- b. Color the portion of the graph orange that represents students from out of state.
- c. Color the section of the graph green that represents exactly one-fourth of the students.
- d. If any sections of the graph are equal, color them both yellow.
- e. If any section of the graph represents more than 50%, color it red.

*I.E.P. Goal: The student will follow directions using graphs and charts with 90% or greater accuracy.*

## Following Directions

### Task G: Recalling Sequential Directions

Listen to each set of directions below. As you are listening, keep track of how many steps are given. Then repeat the directions aloud to me. You may repeat them in your own words.

1. finding the average of three numbers

Add the three numbers together.

Divide by three.

2. changing a light bulb

Turn off the light.

Take out the old bulb.

Put in the new bulb.

Turn on the switch to see if the light works.

3. setting an alarm clock

Decide what time you need to get up.

Set the alarm to the correct time.

Set whether you want to wake up to the radio or the buzzer.

Turn the alarm button to “on.”

4. buying a drink from a machine

See how much it costs.

Get out the correct change.

Put the change in the slot.

Push the correct button for your selection.

5. taking care of a cut

Apply pressure to the cut to stop the bleeding.

Wash the cut with soap and water.

Apply antibiotic cream to the cut.

Put a Band-Aid<sup>®</sup> over the cut.

*I.E.P. Goal: The student will repeat sequential directions presented aloud with 90% or greater accuracy.*

## Following Directions

### Task G: Recalling Sequential Directions, *continued*

Listen to each set of directions below. As you are listening, keep track of how many steps are given. Then repeat the directions aloud to me. You may repeat them in your own words.

7. Finding a location on a globe when you know its latitude and longitude.

Find the equator.

Move your finger up or down from the equator until you find the correct latitude.

Move your finger around the globe to the right or left until you find the correct longitude.

Look near the spot where the two lines cross for the name of the location.

8. buying a new pair of shoes

Select a pair you like.

Take off your old shoes.

Put on the new shoes.

Walk around in them.

If they fit, buy them.

9. sorting trash for recycling

Get four containers.

Put the newspapers in one container.

Put the glass bottles in the second container.

Put the plastic objects in the third container.

Put the plain paper and cardboard in the fourth container.

10. ordering a pizza to be delivered

Decide what kind of pizza you want.

Call the pizza delivery number.

Tell the person what kind and size of pizza you want.

Tell the person your name and address.

Ask how much it will be and what time it will arrive.

*I.E.P. Goal: The student will repeat sequential directions presented aloud with 90% or greater accuracy.*

## Following Directions

### Task G: Recalling Sequential Directions, *continued*

Listen to each set of directions below. As you are listening, keep track of how many steps are given. Then repeat the directions aloud to me. You may repeat them in your own words.

11. making tacos

- Chop the lettuce and tomatoes.
- Grate the cheese.
- Brown the meat in the skillet.
- Heat the tortillas in the oven.
- Fill the tortillas with meat.
- Top with lettuce, tomatoes, cheese, and salsa.

12. renting a movie from a video store

- Find the movie you want.
- Take it to the counter.
- Show the person behind the counter your identification card.
- Sign the rental form.
- Pay for the movie.
- Take the movie home.

13. making a copy of a page from a book

- Open the book to the page you need to copy.
- Open the cover of the copy machine.
- Lay your book face-down on the glass.
- Close the cover of the copy machine.
- Insert the change in the machine.
- Press the “copy” button.
- Take out your book and the copy.

14. sorting change into dollars

- Put the quarters into stacks of four.
- Put the dimes into stacks of ten.
- Put the nickels into stacks of twenty.
- Put the pennies into stacks of one hundred.
- Put any leftover coins into one stack.
- Count how many stacks you have, excluding the leftover stack.
- Count the change in the leftover stack and add this to the number of stacks you have.

*I.E.P. Goal: The student will repeat sequential directions presented aloud with 90% or greater accuracy.*

## Using Basic Language Skills

### Task A: Using Synonyms in Paragraphs

In each paragraph below, cross out the word in bold and write a synonym above it. Be sure to choose a word that means the same thing as the bold word. The first one is done for you.

*Jolly*

#### 1. ~~Cheerful~~ Chelsea

My sister Chelsea is always **cheerful**. She **giggles** at everything, even if it isn't that **amusing**. She **enjoys** playing jokes on everyone. Sometimes her tricks make me **angry** because they **frighten** me. But Chelsea doesn't mean to **harm** anyone. She wants everyone to have a **great** time.

#### 2. Grandpa's **Great** Job

My grandfather **resides** on a farm. The farm is **huge** and he has **numerous** animals. It is a **difficult** job to care for all the animals, but my grandpa never **quits** working. Even though he works **awfully** hard, my grandpa **enjoys** every minute of it.

#### 3. **Sad** Sam

Sam **completed** his homework and **placed** it on the table. Then his **buddy** Marty **hollered** for Sam to come play. When Sam returned he **spied** his homework. It was covered with milk. The cat must have **bumped** Sam's glass when it **leaped** on the table. Now Sam had to **begin** his homework again!

*I.E.P. Goal: The student will substitute synonyms for words in paragraphs with 90% or greater accuracy.*

## Using Basic Language Skills

### Task A: Using Synonyms in Paragraphs, *continued*

In each paragraph below, cross out the word in bold and write a synonym above it. Be sure to choose a word that means the same thing as the bold word.

#### 4. Greeting **Father**

When Antonio **spied** his dad, he **jumped** over the **bannister** and ran **swiftly** to **greet** him. Antonio's **father** was very glad to see him. He gave Antonio a **huge** hug and **shouted**, "Hey, Tony!" They were both **thrilled** to see one another.

#### 5. Ted's **Wheels**

Ted's **ancient** car looks **dreadful**. The exterior looks **dingy**. The seats are **torn** and the windows are **cracked**. But the engine **operates** smoothly. Ted **intends** to **repair** the car so it **appears** as good as new. In his eyes, it looks **excellent**.

#### 6. A **Rotten** Recipe

Because of an **error** made in the **quantity** of salt given in the instructions, don't **prepare** the bread for **supper**. You'll be **thankful** you **received** this **announcement**.  
Otherwise, you might have a **tremendous** stomachache!

*I.E.P. Goal: The student will substitute synonyms for words in paragraphs with 90% or greater accuracy.*

## Using Basic Language Skills

### Task A: Using Synonyms in Paragraphs, *continued*

In each paragraph below, cross out the word in bold and write a synonym above it. Be sure to choose a word that means the same thing as the bold word.

#### 7. A **Fine** Time of Year

One **chilly** day in October, Tara **strolled** around the lake. She loved **autumn**. The **scarlet** and **golden** leaves **twirled** around her feet. She **spied** a **group** of geese flying overhead. The **odor** of a bonfire filled the air. What a **spectacular** day it was!

#### 8. The **Mystical** Guest

I heard a **tap** on the door. I wasn't expecting a **caller** so I **peered** through the peephole. The porch was **vacant**. I **flipped** on the **exterior** light and the darkness **vanished**, but still I could see no one. I was **starting** to feel **frightened**, but then I **noticed** the door knocker. It had come **undone** and was **hitting** on the door as the wind blew.

#### 9. Our **Wonderful** Summer

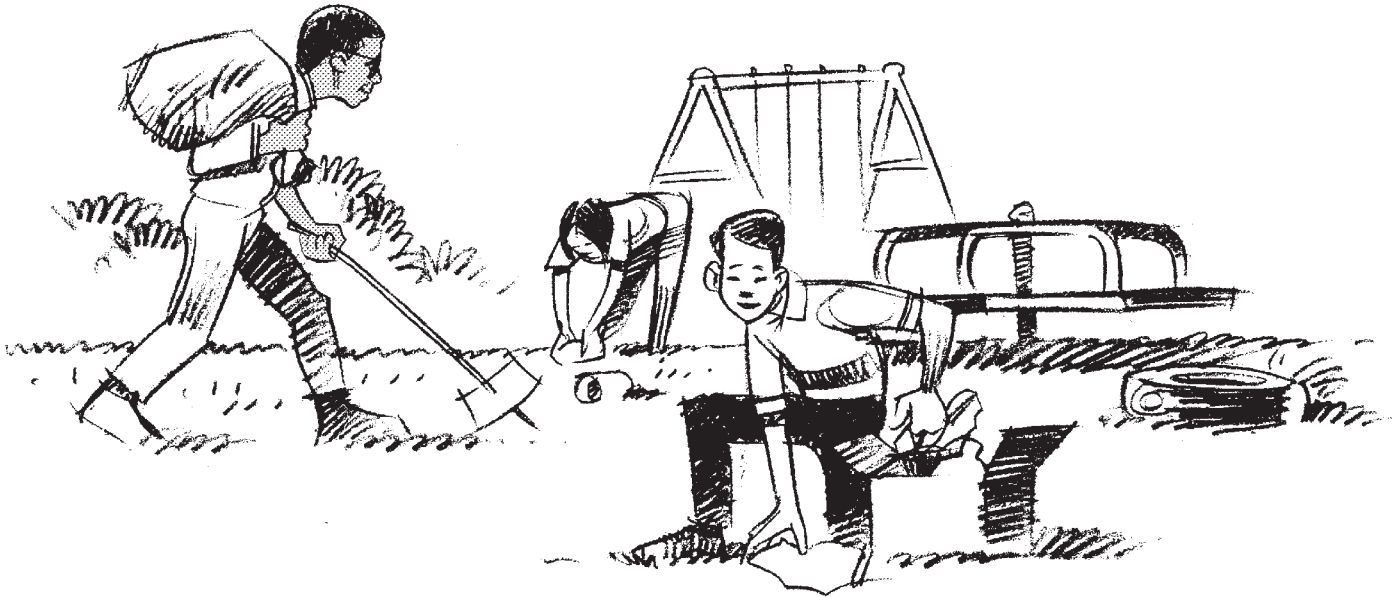
I had a **nice** summer vacation. My family and I went on a **journey** out west. We each **selected** one special thing to do. I wanted to **discover** gold. My sister wanted to **holler** across the Grand Canyon. My mom wanted to **hike** up a mountain. My grandma wanted to **view** all the **gorgeous** colors of a sunset in the desert. But all my dad wanted to do was **cast** a fishing line into a **peaceful** lake.

*I.E.P. Goal: The student will substitute synonyms for words in paragraphs with 90% or greater accuracy.*

## Using Basic Language Skills

### Task B: Describing Scenes

Describe each scene using at least four complete sentences. Tell as many things about the picture as possible. Then, answer the questions under each picture. (Note: Your instructor might require you to provide sentences of a given length, such as 4- or 8-word sentences.)



1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Why are the children cleaning up the playground? \_\_\_\_\_  
\_\_\_\_\_

What do you think will happen next? \_\_\_\_\_  
\_\_\_\_\_

*I.E.P. Goal: The student will use complete sentences to describe picture scenes and answer interpretive questions about the scenes with 90% or greater accuracy.*

**Using Basic Language Skills**

**Task B: Describing Scenes**, *continued*

Describe each scene using at least four complete sentences. Tell as many things about the picture as possible. Then, answer the questions under each picture. (Note: Your instructor might require you to provide sentences of a given length, such as 4- or 8-word sentences.)



2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Who do you think is going to get the Frisbee®? \_\_\_\_\_

Why are they playing over a puddle? \_\_\_\_\_

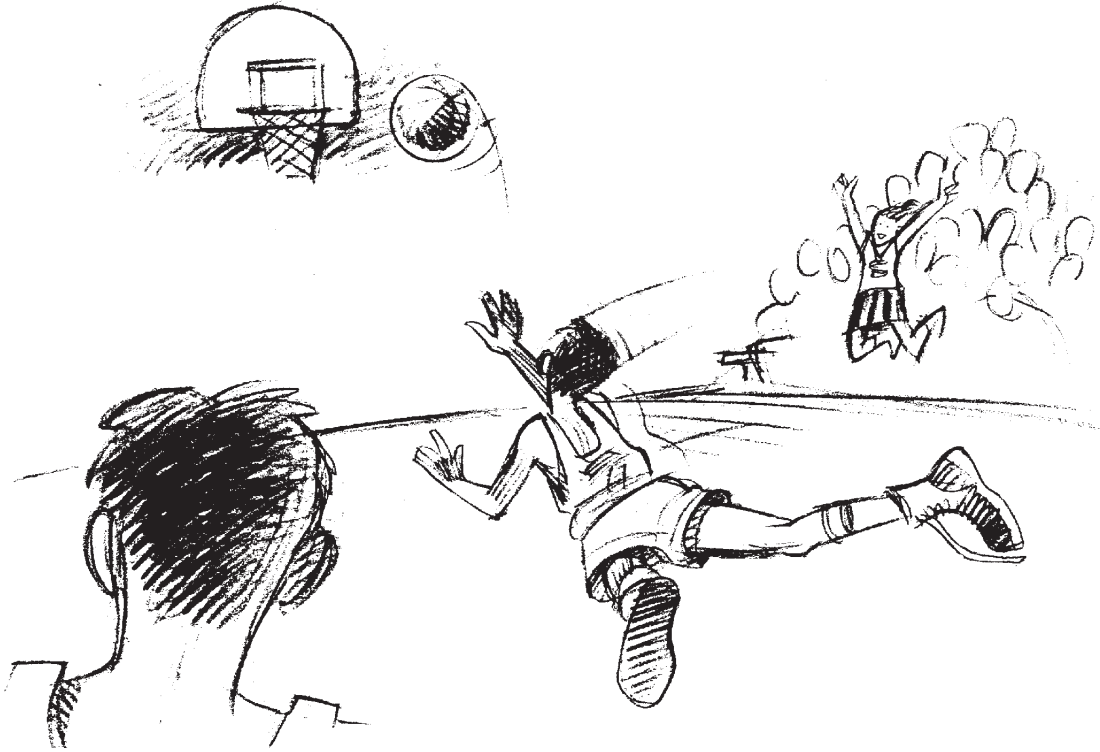
\_\_\_\_\_

*I.E.P. Goal: The student will use complete sentences to describe picture scenes and answer interpretive questions about the scenes with 90% or greater accuracy.*

**Using Basic Language Skills**

**Task B: Describing Scenes**, *continued*

Describe each scene using at least four complete sentences. Tell as many things about the picture as possible. Then, answer the questions under each picture. (Note: Your instructor might require you to provide sentences of a given length, such as 4- or 8-word sentences.)



3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What do you think will happen next? \_\_\_\_\_  
\_\_\_\_\_

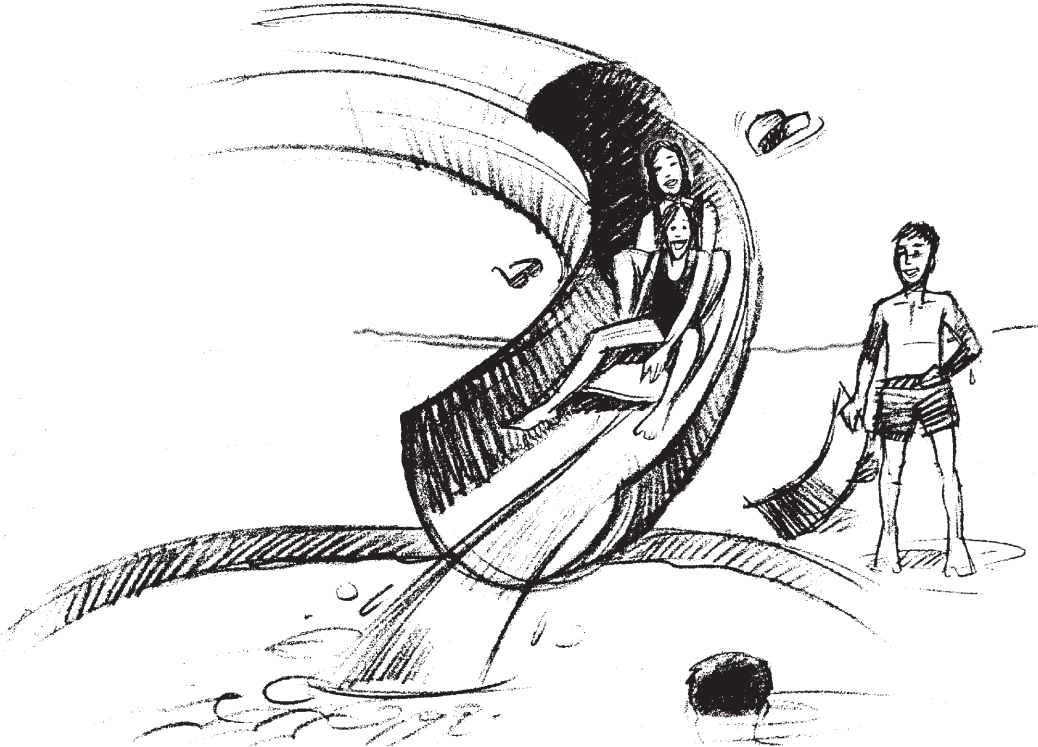
What will the crowd do if he makes the basket? \_\_\_\_\_  
\_\_\_\_\_

*I.E.P. Goal: The student will use complete sentences to describe picture scenes and answer interpretive questions about the scenes with 90% or greater accuracy.*

**Using Basic Language Skills**

**Task B: Describing Scenes**, *continued*

Describe each scene using at least four complete sentences. Tell as many things about the picture as possible. Then, answer the questions under each picture. (Note: Your instructor might require you to provide sentences of a given length, such as 4- or 8-word sentences.)



4. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What do you think the children on the slide are saying? \_\_\_\_\_  
\_\_\_\_\_

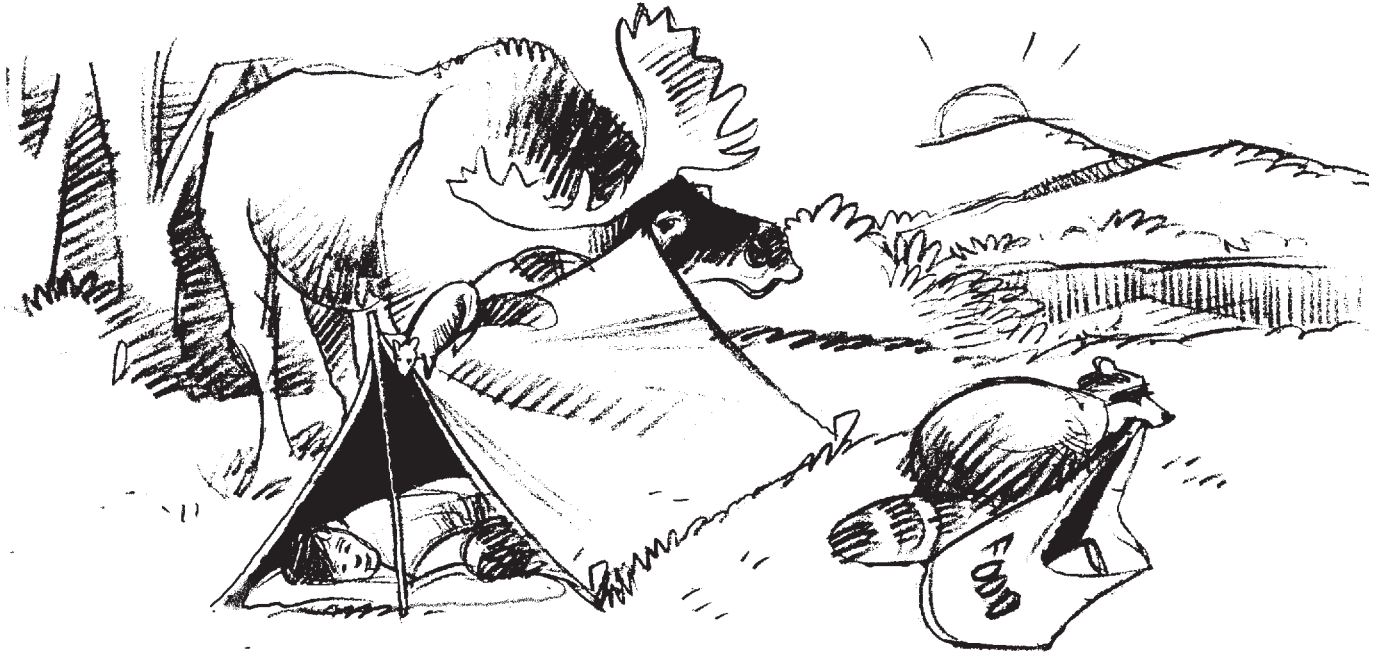
What do you think the child watching is thinking about? \_\_\_\_\_  
\_\_\_\_\_

*I.E.P. Goal: The student will use complete sentences to describe picture scenes and answer interpretive questions about the scenes with 90% or greater accuracy.*

**Using Basic Language Skills**

**Task B: Describing Scenes**, *continued*

Describe each scene using at least four complete sentences. Tell as many things about the picture as possible. Then, answer the questions under each picture. (Note: Your instructor might require you to provide sentences of a given length, such as 4- or 8-word sentences.)



5. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What do you think the children would say and do if they woke up right now? \_\_\_\_\_

\_\_\_\_\_

What could they have done to prevent this situation? \_\_\_\_\_

\_\_\_\_\_

*I.E.P. Goal: The student will use complete sentences to describe picture scenes and answer interpretive questions about the scenes with 90% or greater accuracy.*

**Using Basic Language Skills**

**Task B: Describing Scenes**, *continued*

Describe each scene using at least four complete sentences. Tell as many things about the picture as possible. Then, answer the questions under each picture. (Note: Your instructor might require you to provide sentences of a given length, such as 4- or 8-word sentences.)



6. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Do you think the students are going to school or coming home from school? Why? \_\_\_\_\_

How would you describe the students' behavior? \_\_\_\_\_  
\_\_\_\_\_

*I.E.P. Goal: The student will use complete sentences to describe picture scenes and answer interpretive questions about the scenes with 90% or greater accuracy.*

**Using Basic Language Skills**

**Task B: Describing Scenes**, *continued*

Describe each scene using at least four complete sentences. Tell as many things about the picture as possible. Then, answer the questions under each picture. (Note: Your instructor might require you to provide sentences of a given length, such as 4- or 8-word sentences.)



7. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What three words would you use to describe this situation? \_\_\_\_\_

\_\_\_\_\_

What do you think the girl can do to calm things down? \_\_\_\_\_

\_\_\_\_\_

*I.E.P. Goal: The student will use complete sentences to describe picture scenes and answer interpretive questions about the scenes with 90% or greater accuracy.*

**Using Basic Language Skills**  
**Task B: Describing Scenes**, *continued*

Describe each scene using at least four complete sentences. Tell as many things about the picture as possible. Then, answer the questions under each picture. (Note: Your instructor might require you to provide sentences of a given length, such as 4- or 8-word sentences.)



8. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What do you think will happen next? \_\_\_\_\_  
\_\_\_\_\_

Do you think something like this could really happen in an actual race? Why? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*I.E.P. Goal: The student will use complete sentences to describe picture scenes and answer interpretive questions about the scenes with 90% or greater accuracy.*

**Using Basic Language Skills**  
**Task B: Describing Scenes**, *continued*

Describe each scene using at least four complete sentences. Tell as many things about the picture as possible. Then, answer the questions under each picture. (Note: Your instructor might require you to provide sentences of a given length, such as 4- or 8-word sentences.)



9. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Why aren't all the students dancing? \_\_\_\_\_  
\_\_\_\_\_

Would you say most of the students are having fun? Why? \_\_\_\_\_  
\_\_\_\_\_

*I.E.P. Goal: The student will use complete sentences to describe picture scenes and answer interpretive questions about the scenes with 90% or greater accuracy.*

Using Basic Language Skills

Task C: Formulating Sentences with Picture Cues

Look at each picture. Then, arrange the words into a sentence using the initial word given. You might need to add some words to make a complete sentence.

1.



the pies

red apples

make best

Juicy \_\_\_\_\_

2.



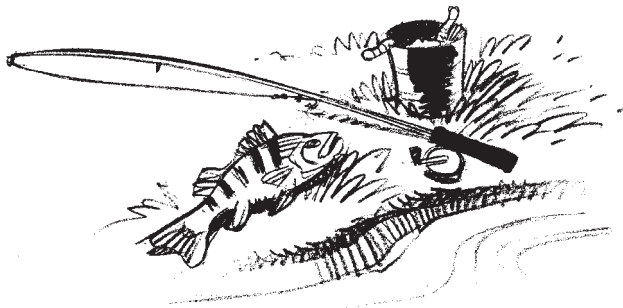
jumped pocket

Calvin's small

gray out

A \_\_\_\_\_

3.



fish catch

hook need

pole bait

To \_\_\_\_\_

*I.E.P. Goal: The student will arrange words to form sentences with picture cues, with 90% or greater accuracy.*

Using Basic Language Skills

Task C: Formulating Sentences with Picture Cues, *continued*

Look at each picture. Then, arrange the words into a sentence using the initial word given. You might need to add some words to make a complete sentence.

4.



tall

boy

dancing

short

girl

enjoys

The \_\_\_\_\_

5.



early

tell

bus

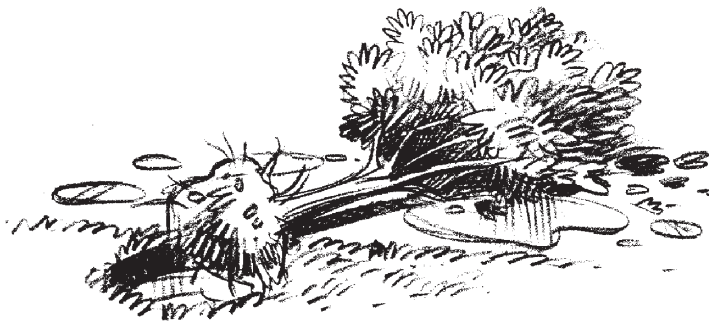
driver

comes

wait

If \_\_\_\_\_

6.



when

tree

rain

stopped

down

fell

When \_\_\_\_\_

*I.E.P. Goal: The student will arrange words to form sentences with picture cues, with 90% or greater accuracy.*

Using Basic Language Skills

Task C: Formulating Sentences with Picture Cues, *continued*

Look at each picture. Then, arrange the words into a sentence using the initial word given. You might need to add some words to make a complete sentence.

7.



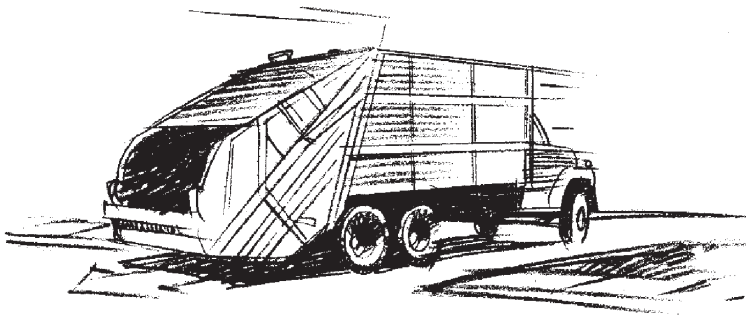
eagle high

sky trees

soared above

The \_\_\_\_\_  
\_\_\_\_\_

8.



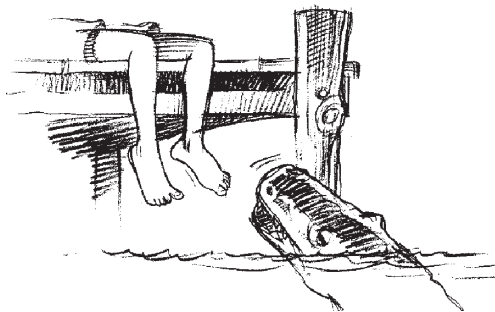
loudly buzzer

before garbage

sounded backed

A \_\_\_\_\_  
\_\_\_\_\_

9.



careful dangling

side over

feet dock

Be \_\_\_\_\_  
\_\_\_\_\_

*I.E.P. Goal: The student will arrange words to form sentences with picture cues, with 90% or greater accuracy.*

Using Basic Language Skills

Task C: Formulating Sentences with Picture Cues, *continued*

Look at each picture. Then, arrange the words into a sentence using the initial word given. You might need to add some words to make a complete sentence.

10.



guitar                      played

string                      chord

broke                      Max

When \_\_\_\_\_

---

11.



outside                      leave

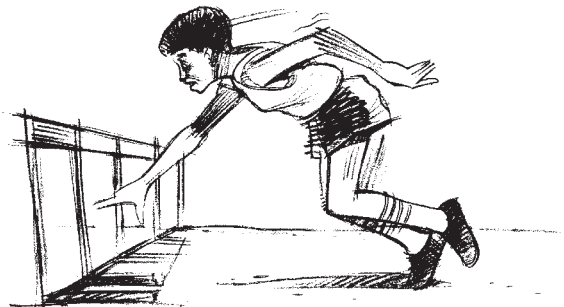
rain                      night

boots                      you

Why \_\_\_\_\_

---

12.



runner                      about

over                      hurdle

jump                      tripped

Just \_\_\_\_\_

---

*I.E.P. Goal: The student will arrange words to form sentences with picture cues, with 90% or greater accuracy.*

## Using Basic Language Skills

### Task D: Formulating Sentences

Look at each group of words below. Then, put the words in the correct order to make a sentence. You may add words but don't leave out any words. Remember, a sentence can be in question form. The first one is done for you.

1. throw                      ball                      the

*Throw the ball.*

---

2. package                      unwrap                      that
- 

3. Arnold                      last                      ate
- 

4. me                      help                      this                      carry
- 

5. found                      his                      Dave                      ticket
- 

6. my                      leg                      bit                      Biscuit
- 

7. strawberry                      tastes                      jam                      best
- 

8. notebook                      whose                      this                      is
- 

9. out                      look                      mosquitoes                      for
- 

10. Kim                      lost                      bracelet                      Gina's
- 

*I.E.P. Goal: The student will place words in the correct order to form complete sentences with 90% or greater accuracy.*

## Using Basic Language Skills

### Task D: Formulating Sentences, *continued*

Look at each group of words below. Then, put the words in the correct order to make a sentence. You may add words but don't leave out any words. Remember, a sentence can be in question form.

11. door                      the                      is                      unlocked

---

12. expensive              large                      are                      cars

---

13. think                      you                      I                      next                      are

---

14. always                      you                      should                      be                      honest

---

15. can't                      why                      you                      come                      over

---

16. in                      dictionary                      look                      up                      it                      the

---

17. push                      button                      green                      the                      now

---

18. students                      seventeen                      passed                      test                      the

---

19. inside                      no                      pets                      allowed                      are

---

20. phone                      give                      please                      me                      your                      number

---

*I.E.P. Goal: The student will place words in the correct order to form complete sentences with 90% or greater accuracy.*

## Using Basic Language Skills

### Task D: Formulating Sentences, *continued*

Look at each group of words below. Then, put the words in the correct order to make a sentence. You may add words but don't leave out any words. Remember, a sentence can be in question form.

21. tomorrow    you                    will                    here                    be

---

22. snack            raisins            healthy            are                    a

---

23. jeans            black            very                    fashionable            are

---

24. movies            me                    sad                    make                    always            cry

---

25. birds            sat                    wire                    on                    some                    the

---

26. wilted            the                    flowers            in                    heat                    the

---

27. said            Mr. Stanley    to                    line                    now                    up

---

28. Kathy            want                    doesn't            change                    schools                    to

---

29. longer            we                    maybe                    waited                    should                    have

---

30. you            rather                    first                    eat                    lunch                    wouldn't

---

*I.E.P. Goal: The student will place words in the correct order to form complete sentences with 90% or greater accuracy.*

## Using Basic Language Skills

### Task D: Formulating Sentences, *continued*

Look at each group of words below. Then, put the words in the correct order to make a sentence. You may add words but don't leave out any words. Remember, a sentence can be in question form.

31. next I'm to going  
visit week Carrie

---

---

32. begins school five minutes  
eight until at

---

---

33. saw yesterday at movies  
the I Matt

---

---

34. are due our history  
projects Monday on

---

---

35. fix do you know  
how VCR to the

---

---

36. found jar it but  
empty was the I

---

---

*I.E.P. Goal: The student will place words in the correct order to form complete sentences with 90% or greater accuracy.*

## Using Basic Language Skills

### Task E: Completing Paragraphs

Read each paragraph. Then fill in each blank with a word that makes sense.

1. Can you eat \_\_\_\_\_ with us? We're having \_\_\_\_\_ and \_\_\_\_\_ . For dessert, my \_\_\_\_\_ is making \_\_\_\_\_ . We'll \_\_\_\_\_ at six \_\_\_\_\_ .  
Don't be \_\_\_\_\_ !

2. When the doorbell \_\_\_\_\_ , I looked out the \_\_\_\_\_ to see if \_\_\_\_\_ was there. Aunt \_\_\_\_\_ was standing on the \_\_\_\_\_ with a big package in her \_\_\_\_\_ . Quickly, I opened the \_\_\_\_\_ and let her in. "Hi," I said. " \_\_\_\_\_'s in the \_\_\_\_\_ ?"

3. Ray dribbled the \_\_\_\_\_ down the \_\_\_\_\_ . Then he \_\_\_\_\_ the ball toward the basket, but it hit the \_\_\_\_\_ and bounced off. A player from the other \_\_\_\_\_ grabbed the ball and \_\_\_\_\_ toward the other \_\_\_\_\_ of the court. He made a basket and scored two \_\_\_\_\_ .

*I.E.P. Goal: The student will supply words to complete sentences in paragraphs with 90% or greater accuracy.*

## Using Basic Language Skills

### Task E: Completing Paragraphs, *continued*

Read each paragraph. Then fill in each blank with a word that makes sense.

4. Barb and Hugh were \_\_\_\_\_ New York City. Barb couldn't believe how \_\_\_\_\_ the buildings were. Hugh liked riding the \_\_\_\_\_ and buying \_\_\_\_\_ from street vendors. They took \_\_\_\_\_ of each place they visited and bought \_\_\_\_\_ to send home to their \_\_\_\_\_. They had a \_\_\_\_\_ time!
5. Our \_\_\_\_\_ game is tomorrow morning. But it's been \_\_\_\_\_ all evening and the \_\_\_\_\_ is very wet. I hope the \_\_\_\_\_ isn't cancelled. Our \_\_\_\_\_ has been practicing all \_\_\_\_\_, and we're ready to \_\_\_\_\_. We're going to \_\_\_\_\_ the Tigers!
6. The science \_\_\_\_\_ will be next week. Each \_\_\_\_\_ in the school is working on a \_\_\_\_\_. They must be turned in by \_\_\_\_\_ and the judging will be on \_\_\_\_\_. The first \_\_\_\_\_ winner gets a \_\_\_\_\_ ribbon and \_\_\_\_\_ dollars.

*I.E.P. Goal: The student will supply words to complete sentences in paragraphs with 90% or greater accuracy.*

## Using Basic Language Skills

### Task E: Completing Paragraphs, *continued*

Read each paragraph. Then fill in each blank with a word that makes sense.

7. Emma likes to \_\_\_\_\_ trees. But last \_\_\_\_\_ she fell from one and \_\_\_\_\_ her arm. Emma's mother took her to the \_\_\_\_\_ . They put a \_\_\_\_\_ on Emma's \_\_\_\_\_ and told her to come back in six \_\_\_\_\_ to have it removed. It didn't stop Emma, though. The next \_\_\_\_\_ she climbed to the \_\_\_\_\_ of the \_\_\_\_\_ tree in her front \_\_\_\_\_ .
8. My \_\_\_\_\_ is taking us to the \_\_\_\_\_ rink today. First we'll pick up my \_\_\_\_\_ , Kim. Then we'll \_\_\_\_\_ to the rink. It \_\_\_\_\_ at \_\_\_\_\_ o'clock. Kim has her own \_\_\_\_\_ but I'll have to rent \_\_\_\_\_ . I know we'll have lots of \_\_\_\_\_ .
9. Our last camping \_\_\_\_\_ was a disaster. After we pitched the \_\_\_\_\_ we looked for \_\_\_\_\_ sticks to \_\_\_\_\_ a fire. Dad went to light the \_\_\_\_\_ but he had forgotten to bring any \_\_\_\_\_ . So we decided to crawl into our sleeping \_\_\_\_\_ and go to \_\_\_\_\_ . Later it started to \_\_\_\_\_ and water dripped through a \_\_\_\_\_ in the tent onto our \_\_\_\_\_ all night long.

*I.E.P. Goal: The student will supply words to complete sentences in paragraphs with 90% or greater accuracy.*

## Using Basic Language Skills

### Task E: Completing Paragraphs, *continued*

Read each paragraph. Then fill in each blank with a word that makes sense.

10. Danny and I were \_\_\_\_\_ our bikes down Main \_\_\_\_\_ .

“Look \_\_\_\_\_ !” yelled Danny. “That \_\_\_\_\_ car is backing \_\_\_\_\_ .”

I stopped pedaling and put on my \_\_\_\_\_ just in \_\_\_\_\_ .

“Thanks for \_\_\_\_\_ me,” I said. “I was \_\_\_\_\_ the other way and didn’t see the \_\_\_\_\_ .”

“You’re \_\_\_\_\_ ,” said Danny. “I’m just glad you weren’t \_\_\_\_\_ .”

11. Dear \_\_\_\_\_ ,

I’m having a wonderful time at \_\_\_\_\_ , except yesterday the \_\_\_\_\_ broke and we were without \_\_\_\_\_ until this morning. Today \_\_\_\_\_ and I are going \_\_\_\_\_ . I can’t wait to see the \_\_\_\_\_ ! We’ll be home on \_\_\_\_\_ . I \_\_\_\_\_ you. I’ll see you \_\_\_\_\_ !

Love,

\_\_\_\_\_

*I.E.P. Goal: The student will supply words to complete sentences in paragraphs with 90% or greater accuracy.*

## Using Basic Language Skills

### Task F: Expanding Paragraphs

Read each paragraph. Then finish the paragraph by adding at least three more sentences. You can add more if you want.

1. Thomas awoke and stretched. Boy, it sure was good to be able to sleep a little later on the weekend. But wait a minute! Today was Friday, not Saturday. Thomas glanced at his alarm and saw that it said 7:45. He was usually at the bus stop by this time. Thomas leaped out of bed and grabbed his jeans from the chair.

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2. Corey went to the dentist on Thursday for his check-up. Corey wasn't afraid to visit the dentist because he took good care of his teeth. Once he got there, however, Corey wasn't so sure. While he was waiting his turn, Corey heard someone hollering loudly from one of the examination rooms. He decided to walk down the hall and peek into the room to see what was going on.

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*I.E.P. Goal: The student will expand short paragraphs by adding three or more appropriate sentences.*

## Using Basic Language Skills

### Task F: Expanding Paragraphs, *continued*

Read each paragraph. Then finish the paragraph by adding at least three more sentences. You can add more if you want.

3. Last summer Andy traveled by himself to visit his aunt and uncle in Idaho. Andy had never been outside his home state of Maine, so he was excited about going somewhere new. Although he had seen pictures of his aunt and uncle's farm and knew a little about that part of the country, he didn't know exactly what to expect. After Andy's aunt and uncle picked him up at the airport, they drove for about 2 hours until they reached their small town. After driving down a long driveway, Andy recognized their white farm house from pictures he'd seen.

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4. My older brother thinks he's cool because he's in a rock band. Every day after school, my brother and his two friends practice in our garage. Even though my dad lets them play for only an hour, it is an hour of pure torture for the rest of the family. My mom stuffs cotton in her ears, my dog hides under my bed, and I usually try to visit a friend several blocks away. My brother and his band think they sound great.

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*I.E.P. Goal: The student will expand short paragraphs by adding three or more appropriate sentences.*

**Using Basic Language Skills**

**Task F: Expanding Paragraphs**, *continued*

Read each paragraph. Then finish the paragraph by adding at least three more sentences. You can add more if you want.

- 5. Jenny loves to buy new clothes but she doesn't always have money for them. Her mom gives her \$25 each month for clothes. If Jenny wants to spend more, she has to earn it. She babysits, does yard work for her neighbors and takes care of pets when their owners are away. The hardest job she ever had was taking care of the Wilson's dog and cat. The first day the Wilsons were gone, both animals got loose when Jenny opened the front door. The cat ran up a tree and the dog ran away.

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- 6. The students were excited. As they entered the auditorium they talked about the program they were going to see. A local theater group was going to put on the play "Snow White and the Seven Dwarfs." Actors were playing some of the parts but the dwarfs were being played by teachers. One student said, "I bet our P.E. teacher will play the part of Grumpy."

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*I.E.P. Goal: The student will expand short paragraphs by adding three or more appropriate sentences.*

## Using Basic Language Skills

### Task G: Answering Questions From Factual Paragraphs

Read each paragraph. Then answer the questions.

1. A *biome* is a large ecosystem with a certain type of climate. There are many biomes on earth. The Arctic is our coldest biome. For almost six months each year, the sun does not rise there and the temperature drops to  $-30^{\circ}\text{F}$  or below. Parts of Alaska and Canada are in the Arctic. Animals that live in this biome include seals, polar bears, and walruses. People also reside in this frosty climate.

What is a biome? \_\_\_\_\_

\_\_\_\_\_

What is the earth's coldest biome? \_\_\_\_\_

Is any part of North America in the Arctic? Which part(s)? \_\_\_\_\_

\_\_\_\_\_

True or false: The Arctic is too cold for people or animals to live there. \_\_\_\_\_

What does the word *reside* mean in the last sentence? \_\_\_\_\_

2. Did you know the man known as the father of the United States, George Washington, had no children? In contrast, William Henry Harrison, the 9th U.S. President set the record with ten offspring. One of his grandsons, Benjamin Harrison, became the 23rd President. Another pair of related Presidents was John Adams and his son John Quincy Adams, who were the 2nd and 6th Presidents. Two other U.S. Presidents who shared the same last name (Roosevelt) were very distant cousins.

How many children did George Washington have? \_\_\_\_\_

Which U.S. President had the most children? \_\_\_\_\_

In the second sentence, what does the word *offspring* mean? \_\_\_\_\_

Have any fathers and sons been Presidents? What were their names? \_\_\_\_\_

\_\_\_\_\_

Were Presidents Theodore Roosevelt and Franklin D. Roosevelt closely related? \_\_\_\_\_

*I.E.P. Goal: The student will answer questions from factual paragraphs with 90% or greater accuracy.*

## Using Basic Language Skills

### Task G: Answering Questions From Factual Paragraphs, *continued*

Read each paragraph. Then answer the questions.

3. Humans aren't the only animals that communicate with one another. Giraffes often show affection toward one another by pressing their necks together. Horses show affection by rubbing noses while elephants twist their trunks together if they like one another. If you see swans with their necks entwined, it could be a sign of affection, or it could be part of a fight. When you see a gorilla stick out its tongue, he's not trying to act funny. This motion means he's angry.

True or false: No animals except humans show affection toward one another. \_\_\_\_\_

True or false: When swans entwine their necks, it always means they are fighting.

\_\_\_\_\_

What does it mean if a gorilla sticks out its tongue? \_\_\_\_\_

True or false: Giraffes show affection by pressing their necks together. \_\_\_\_\_

What are three ways animals show affection? \_\_\_\_\_

\_\_\_\_\_

4. Cattle ranching began in the western part of the United States in the mid 1800s. Along with cattle came the cowboys. Unlike the cowboy heroes in movies, real cowboys worked very hard and put in long days. They spent up to 18 hours a day in the saddle, driving the herds and protecting cattle from wolves, coyotes, and other predators. When the season ended, the cowboys rounded up the cattle and drove them to the nearest railroad. The cowboys' pay was based on how many head of cattle survived the trip. If they were lucky, none of the herd was lost to illness, injury, or theft, and they received a big bonus.

When did cattle ranching begin in the western United States? \_\_\_\_\_

What types of predators were after the cattle? \_\_\_\_\_

Where did the cattle drive end? \_\_\_\_\_

What might have prevented all of the cattle from completing the trip to the railroad?

\_\_\_\_\_

True or false: Cowboys had little reason to make sure all the herd made it through the cattle drive. \_\_\_\_\_

*I.E.P. Goal: The student will answer questions from factual paragraphs with 90% or greater accuracy.*

## Using Basic Language Skills

### Task G: Answering Questions From Factual Paragraphs, *continued*

Read each paragraph. Then answer the questions.

5. Not all types of dinosaurs lived on the earth at the same time. After millions of years, early dinosaurs such as the Brontosaurus and Allosaurus died out. They were replaced by smaller, plant-eating dinosaurs such as Protoceratops and Triceratops. Both of these dinosaurs had to protect themselves against the “king of the tyrants,” the Tyrannosaurus Rex. This dinosaur liked to feast on other dinosaurs, particularly duckbill dinosaurs. The duckbills used their webbed feet to swim far out in the water where the Tyrannosaurus couldn’t reach them. If a duckbill came near the shore, however, the terrible tyrant would jump out of the brush, catch it, and feast on it.

Name two of the early dinosaurs. \_\_\_\_\_

Was Triceratops a meat eater? \_\_\_\_\_

Which dinosaur was the “king of the tyrants”? \_\_\_\_\_

Could Tyrannosaurus Rex swim? \_\_\_\_\_

What does *brush* refer to in the last sentence? \_\_\_\_\_

6. If paper is kept separate from other garbage, it can be recycled. After consumers sort the paper, it’s collected and sent to a paper mill for processing. At the mill, the wastepaper is mixed with water and made into pulp. Then the pulp is cleaned with detergent to remove printer’s ink and whitened with bleach. After it is rinsed, the water is squeezed out of the pulp, and it’s pressed into sheets of paper and dried. About 1 and 1/3 tons of paper waste are required to make 1 ton of recycled paper. Recycled paper is turned into many useful products, including grocery bags, toilet paper and paper towels, writing paper, wrapping paper, and greeting cards.

True or false: Paper mills turn waste paper into pulp. \_\_\_\_\_

Is the amount of recycled paper produced equal to or less than the amount of paper waste used to make it? \_\_\_\_\_

True or false: Consumers play no role in recycling paper. \_\_\_\_\_

Can you make recycled paper without water? \_\_\_\_\_

True or false: We need to find ways to turn recycled paper into useful products.  
\_\_\_\_\_

*I.E.P. Goal: The student will answer questions from factual paragraphs with 90% or greater accuracy.*

## Using Basic Language Skills

### Task H: Formulating Questions From Factual Paragraphs

Read each paragraph. Then make up questions to ask about the paragraph which begin with each of the key words provided. Be sure you can answer the questions you make up. The first example is done for you.

1. You don't turn it on, it has no moving parts, it doesn't need batteries, and it doesn't cost a fortune. It's made of plastic in the shape of a circle. What is this toy that millions of children have enjoyed since it was invented in 1958? Why, it's the Hula Hoop®! Children and adults around the world have had hours of fun spinning the Hula Hoop around their hips, arms, or necks. Even children who can't spin it can have fun jumping through the Hula Hoop or throwing balls through it. Along with the Yo-Yo, Frisbee®, and Slinky®, the Hula Hoop is a classic toy that will be enjoyed by thousands of children in the years to come.

Ask a question about the paragraph that begins with:

What	<i>What are some things you can do with a Hula Hoop?</i>
	_____
	_____
What	_____
	_____
When	_____
	_____
Who	_____
	_____
How	_____
	_____
Which	_____
	_____

*I.E.P. Goal: The student will formulate questions about paragraphs when the initial question word is provided, with 90% or greater accuracy.*

## Using Basic Language Skills

### Task H: Formulating Questions From Factual Paragraphs, *continued*

Read each paragraph. Then make up questions to ask about the paragraph which begin with each of the key words provided. Be sure you can answer the questions you make up.

2. A lot of important events have taken place in the month of April. Leonardo DaVinci, the famous artist and inventor, was born in April, 1452. Two notable wars began in April. In 1775, the American Revolution began in April and in 1861, the American Civil War began. Several milestones on the ground and in the air happened in April, including the first Pony Express ride in 1860, the first person in space in 1961, and the first parachute jump in 1919. Two events that took place in the month of April have helped shape our modern lives. The first movie theater opened in Los Angeles in April of 1902 and the first hamburger sold in the United States appeared at the St. Louis World's Fair two years later in the same month. Anyone for movie and a hamburger?

Ask a question about the paragraph that begins with:

When \_\_\_\_\_  
\_\_\_\_\_

When \_\_\_\_\_  
\_\_\_\_\_

What \_\_\_\_\_  
\_\_\_\_\_

Who \_\_\_\_\_  
\_\_\_\_\_

Which \_\_\_\_\_  
\_\_\_\_\_

Where \_\_\_\_\_  
\_\_\_\_\_

*I.E.P. Goal: The student will formulate questions about paragraphs when the initial question word is provided, with 90% or greater accuracy.*

## Using Basic Language Skills

### Task H: Formulating Questions From Factual Paragraphs, *continued*

Read each paragraph. Then make up questions to ask about the paragraph which begin with each of the key words provided. Be sure you can answer the questions you make up.

3. Some animals can live almost anywhere but others can survive in only certain places on the earth. For example, a Koala bear's main food is the leaves of certain eucalyptus trees. Since these trees grow only in Australia, Koala bears aren't found in the wild in other places. You will find certain types of penguins and seals on Antarctica that couldn't survive in the warmer climates of other continents. Llamas, alpacas, and sloths are found in South America, while alligators, bison, and wild turkeys are found in North America. Giant pandas make us think of China, reindeer make us think of the colder parts of Europe while giraffes, chimpanzees, and hippopotamuses bring to mind the continent of Africa.

Ask a question about the paragraph that begins with:

What \_\_\_\_\_  
\_\_\_\_\_

What \_\_\_\_\_  
\_\_\_\_\_

Where \_\_\_\_\_  
\_\_\_\_\_

Where \_\_\_\_\_  
\_\_\_\_\_

Which \_\_\_\_\_  
\_\_\_\_\_

Why \_\_\_\_\_  
\_\_\_\_\_

*I.E.P. Goal: The student will formulate questions about paragraphs when the initial question word is provided, with 90% or greater accuracy.*

**Using Basic Language Skills**

**Task H: Formulating Questions From Factual Paragraphs**, *continued*

Read each paragraph. Then make up questions to ask about the paragraph which begin with each of the key words provided. Be sure you can answer the questions you make up.

- 4. Sojourner Truth was born a slave in 1797 in New York. Although her real name was Isabella, she was called Belle. When Belle was young, she was sold to several different owners. When a law was passed in New York to free most slaves on July 4, 1827, Belle’s owner wouldn’t grant her freedom. So Belle ran away. She moved to New York City and helped the city’s homeless women. Later, she traveled around the country speaking against slavery and in favor of women’s rights. Belle changed her first name to Sojourner because it means a person who travels from place to place. She chose Truth for her last name because she told the truth wherever she spoke. Sojourner Truth spent many years fighting for the rights of African Americans and women and helped many people along the way.

Ask a question about the paragraph that begins with:

What \_\_\_\_\_

Where \_\_\_\_\_

Who \_\_\_\_\_

When \_\_\_\_\_

Why \_\_\_\_\_

Did \_\_\_\_\_

Do you \_\_\_\_\_

*I.E.P. Goal: The student will formulate questions about paragraphs when the initial question word is provided, with 90% or greater accuracy.*

## Using Basic Language Skills

### Task H: Formulating Questions From Factual Paragraphs, *continued*

Read each paragraph. Then make up questions to ask about the paragraph which begin with each of the key words provided. Be sure you can answer the questions you make up.

5. The Muskogee Native Americans used to live on land that is now part of Alabama and Georgia. When the English settlers came to this country and saw that the Muskogee lived beside creeks and rivers, they began calling them the Creeks. The Creeks were a group of several independent tribes that joined together to form a confederacy. There were more than 50 settlements in the Creek Confederacy, spread over a large area. At one time, the confederacy had 20,000 members. The Creek way of life centered around hunting, fishing, and farming. They also liked to play games. Each village had a playing field in its center. The Creeks lived in the southern U.S. until the 1830s. Then the U.S. government forced them to move to Oklahoma. Today, they try to keep the traditions and customs of their ancestors alive.

Ask a question about the paragraph that begins with:

Who \_\_\_\_\_

\_\_\_\_\_

Where \_\_\_\_\_

\_\_\_\_\_

What \_\_\_\_\_

\_\_\_\_\_

When \_\_\_\_\_

\_\_\_\_\_

Why \_\_\_\_\_

\_\_\_\_\_

Can \_\_\_\_\_

\_\_\_\_\_

Did \_\_\_\_\_

\_\_\_\_\_

*I.E.P. Goal: The student will formulate questions about paragraphs when the initial question word is provided, with 90% or greater accuracy.*

# Carryover Activities

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## Vocabulary

1. Use content area vocabulary to play a variety of games to reinforce acquisition, use, and carryover of vocabulary presented in the classroom.
  - a. Put words and definitions on separate index cards and have students match words and definitions.
  - b. Read definitions aloud and see which student can point to the matching word card first.
  - c. Provide a simple crossword puzzle format with the words filled in and have students generate the “across” and “down” clues.
  - d. Help students keep an ongoing log of their content area vocabulary words sorted by part of speech or organized in dictionary format.
2. Ask students to bring in a new vocabulary word and definition each session. If working in a group, have each student teach his or her word to the other students by providing the definition, examples, and using it in a sentence. Challenge students to bring in a word that you don't know!

## Grammar

1. Using highlighters, have students read from newspapers or magazines looking for and marking certain parts of speech.
2. Write a common noun on the chalkboard or on a large sheet of paper. Have students generate proper nouns that are examples of the common noun. For example, if the word is *cereal*, students might write Cheerios®, Rice Krispies®, or Kix®, and for *candy*, they might write Skittles®, M&Ms®, or Hershey's Kisses®.
3. Have students write (or dictate) a short narrative about what they did over the past 24 hours. Then have them go back and add an adverb to each sentence. Or, have students change their stories from the past tense to the future tense.
4. Present a short story or narrative that doesn't contain any adjectives to your students. Provide them with a word bank of adjectives to add to the story. If necessary, help them highlight all the nouns first so they will know where adjectives can be used. This activity can also be done with adverbs.
5. For homework, ask students to watch a weather report on the news. Have them list parts of speech they hear on a chart you have provided, for example:

nouns	verbs	adjectives	adverbs
chance	raining	cloudy	early
6. Print names of common things on index cards. Have each student draw a card and look at the word without showing the others. The student would then state one word that describes the object on the card and one that does not. The other students then try to guess the object. For example, if the word is *strawberry*, the student might say, “This thing is ripe, but it isn't scary.” If the other students don't guess the object with the first set of clues, have the student state two more words that do and don't describe the object written on his card.

## Carryover Activities, *continued*

### Question Comprehension

1. Have students read a short passage of content area material and generate a certain number of questions from the material. Tell them that they should pretend they are the teacher making up questions for the students. You may specify that a certain type of question be used.
2. Have each student choose a person to interview. Have the student generate interview questions and practice conducting the interview with you or another student playing the role of the person being interviewed. Then have students conduct the interviews and report their findings back to the group. You may want to specify the type of person they can interview, such as a relative, a person they admire, a person over 60, etc.
3. Using the format from the “Guess Who” game, have students make up their own game using teachers, classmates, or historical figures as the persons represented on the game cards. Remind the students that persons chosen should represent more than one category (for example, brown hair *and* glasses). After students have constructed the game, they should try it out to see if it has any flaws. Then they can share it with their classmates.
4. Choose a word or an object and have students think of as many questions as they can that would have the chosen word as the answer. For example, if the word was *doctor*, the students might ask, “Who helps us when we’re sick?”; “Who works in a hospital?”; “What word has two syllables and begins with the letter ‘d’?”; or “What word comes between *dad* and *drum* in the dictionary?”

### Following Directions

1. Provide a game board, game markers, and a die. Have students make up a game to play using the board and have them write their own directions. Then, play the game using their directions. After playing, have them evaluate the game. For example, ask questions like “Was it fun?” “Were the directions clear?” and “Did it take too long?”
2. Provide students with a city map. Give them a starting point and have them trace a route by following your oral directions. For example, tell them to begin at the baseball diamond, travel south down Central Boulevard until they get to Cary Street, etc. It might be helpful to have the students trace the route lightly with a pencil so they can retrace their steps in case a mistake is made.
3. Give students directions aloud for completing a common activity such as those in Task B on pages 113-116. Leave out one step of the directions. Have the students identify the missing step.
4. Ask students to bring samples of tests and written worksheets from each of their classes. Work with each student to determine the type of directions each teacher uses most often and the correct way to respond to them.
5. Have students take turns bringing in games to teach you and the other students. Instruct them to practice teaching the game to someone at home before bringing it in to be sure they know how to play the game.

# Answer Key

Answers will vary on pages not listed.

## Vocabulary

page 12

### Task B: Identifying Words from Definitions

2. c
3. a
4. b
5. b
6. c
7. b
8. b
9. a
10. b
11. a
12. c
13. a
14. c
15. a
16. b
17. c
18. c
19. b
20. a
21. a
22. b
23. a
24. c
25. a
26. c
27. b
28. a
29. b
30. c
31. a
32. b

page 16

### Task C: Choosing Synonyms

2. terribly
3. mistakes
4. quarreled
5. empty
6. shy
7. hide
8. live
9. destroyed
10. stared
11. got
12. scream

13. exited
14. tip
15. pleased
16. suddenly
17. annoyed
18. fall
19. tools
20. stop
21. displayed
22. announced
23. rowdy
24. end
25. rove
26. groups
27. pledged
28. mix
29. escort
30. immediately
31. sure
32. despises

page 19

### Task D: Choosing Antonyms

2. slowly
3. clean
4. silence
5. delighted
6. continue
7. sad
8. bored
9. unusual
10. thoughtful
11. cowardly
12. safe
13. unpleasant
14. destroying
15. sturdy
16. built
17. smooth
18. modern
19. well-behaved
20. detest
21. gush
22. sorrow
23. punish
24. dull
25. rosy
26. muddy
27. separated
28. climb
29. clear
30. unfair

page 22

### Task E: Word-Finding for Initial Verbs

2. fill
3. press, push
4. return, take
5. divide, cut
6. taste, drink
7. answer
8. fasten, buckle
9. put, place
10. check, review
11. choose, take
12. fold, iron
13. tie, put
14. pay
15. look, glance
16. shuffle, mix
17. stir, mix
18. type, write
19. separate, sort, divide
20. stretch, raise, lift
21. dribble, take
22. help
23. change
24. remove
25. follow
26. tear, rip
27. promise, tell
28. weigh, lift
29. vote
30. invite, ask
31. allow, give
32. imagine, think
33. hope, wish

page 24

### Task F: Choosing Adjectives

2. witty
3. ripe
4. loyal
5. heroic
6. tart
7. prompt
8. broad
9. thrifty
10. risky
11. fascinating
12. cautious
13. impatient
14. alert
15. downhearted
16. miraculous

## Answer Key, *continued*

17. considerate
18. unique
19. reluctant
20. sympathetic
21. deserted
22. convenient
23. precise
24. biased
25. parched
26. immense

page 26

### Task G: Choosing Adverbs

2. quickly
3. carefully
4. awfully
5. rarely
6. temporarily
7. proudly
8. happily
9. tightly
10. bravely
11. softly
12. perfectly
13. secretly
14. gladly
15. annually
16. drowsily
17. honestly
18. often
19. again
20. backward
21. down
22. right
23. down
24. downstairs
25. deep

page 28

### Task H: Defining Words with Multiple Meanings

2. to hit; an umpire's call in baseball; workers' protest
3. timepiece; to look at
4. noise a dog makes; tree covering
5. hit with fists; fruity drink
6. small bread/cake; to move around on the ground
7. sound of a bell; jewelry for a finger
8. 12 inches; end part of a leg
9. can't see; window covering
10. chewy treat; tissue holding teeth

11. weighing little; illumination
12. coil of metal; season after winter
13. to supervise; a mark of approval; a piece of paper good for money
14. take part in a game; acting out a story
15. an instrument for weighing; musical notes in order; fish covering
16. noise of a clock; blood-sucking insect
17. honest and equal; festival of games and food
18. to hit repeatedly; unit of musical rhythm
19. when seated, the place from your waist to your knees; a length of a pool or circuit of a track; how a dog drinks water
20. hand opposite right; to have gone out
21. small rodent; tool for moving on a computer screen
22. to put things in a suitcase; a group of wolves
23. inner part of your hand; tropical tree
24. 16 ounces; to strike or hammer; place for stray dogs
25. a competition; ethnic or tribal group
26. a swell of water; to signal with a hand
27. to rotate; to change direction or color; a chance to do something
28. a short message; a tone of a certain pitch; to notice something
29. a level surface for playing sports; a royal palace; a place where trials are held
30. of good quality; money paid for a penalty
31. to move through the air; a small insect
32. a container for food; to knock over pins with a ball
33. a group of objects; to place something
34. burning fuel; to let someone go from a job; to bake in a kiln

35. jelly; a messy situation; to play music with other musicians
36. an organ in your body that pumps blood; the center of a situation; courage
37. a place to buy things; to buy things; a place where mechanical or carpentry work is done
38. place where the sun is blocked; window covering
39. side of a river; place where money is kept
40. a couple going out together; a day of the month; a fruit

page 33

### Task I: Using Context Cues in Word Finding

2. wind
3. yelling
4. tape
5. grapes
6. shirt
7. violin
8. watch
9. eyes
10. cap
11. cold
12. soup
13. knees
14. kick
15. bags
16. wing
17. treasurer
18. ears
19. fence
20. peach
21. sole
22. noise
23. telephone
24. confetti
25. liquid
26. lightning
27. ground
28. eyes
29. flat
30. planet
31. Constitution
32. polar
33. alphabetical

page 35

**Task J: Content Area Vocabulary**

**Social Studies**

- b
- d
- c
- a
- 1.candidate
- 2.ambassador
- 3.citizen
- 4.immigrants

- d
- b
- a
- c
- 1.democracy
- 2.capital
- 3.colony
- 4.treaty

**Geography**

- a
- d
- b
- c
- canyon
- swamp
- glacier
- desert
  
- d
- c
- a
- b
- coast
- prairie
- reef
- peninsula

**Science**

- a
- c
- d
- b
- mammals
- reptiles
- amphibian
- fossil

- d
- c
- a
- b
- evaporate
- altitude
- gravity
- pollution

- a
- d
- c
- b
- algae
- ore
- lava
- tide

**English**

- a
- d
- b
- c
- biography
- fiction
- autobiography
- nonfiction

- d
- b
- a
- c
- prefix
- adverb
- plural
- pronoun

**Math**

- a
- d
- b
- c
- parallel
- negative
- equal
- fraction

**Computers**

- b
- a
- d
- c
- graphic
- data

- download
- byte

**Health**

- b
- a
- d
- c
- nutrient
- plasma
- tendons
- veins

**Grammar**

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**Task A: Discriminating Between Common and Proper Nouns**

- 3. proper
- 4. common
- 5. common
- 6. proper
- 7. proper
- 8. common
- 9. proper
- 10. proper
- 11. common
- 12. proper
- 13. proper
- 14. common
- 15. proper
- 16. common
- 17. common
- 18. proper
- 19. common
- 20. proper
- 21. proper
- 22. proper
- 23. common
- 24. proper
- 25. common
- 26. proper
- 27. proper
- 28. common
- 29. proper
- 30. proper
- 31. common
- 32. proper
- 33. common
- 34. common

## Answer Key, *continued*

35. proper
36. common
37. common
38. proper
39. proper
40. common
41. common
42. common
43. proper
44. proper
45. common
46. proper
47. common
48. common
49. common
50. proper

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### **Task B: Forming Regular Plural Nouns**

2. houses
3. carpenters
4. buses
5. jackets
6. cheerleaders
7. lunches
8. wheels
9. dishes
10. messes
11. races
12. schools
13. buzzes
14. pianos
15. friends
16. radios
17. assignments
18. rays
19. stereos
20. ages
21. watches
22. villages
23. sharks
24. computers
25. assignments
26. flashlights
27. shoelaces
28. bosses
29. gerbils
30. contests
31. spaces
32. canoes
33. seat belts
34. kisses

35. fences
36. helmets
37. surfboards
38. truckloads
39. baby-sitters
40. place-kickers
41. Saturdays
42. school years
43. science projects
44. history books
46. fire fighters
47. vice presidents
48. cassette players
49. student councils
50. unit tests

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### **Task C: Forming Irregular Plural Nouns**

2. men
3. knives
4. children
5. leaves
6. geese
7. feet
8. deer
9. halves
10. women
11. mice
12. sheep
13. teeth
14. babies
15. flies
16. loaves
17. parties
18. wives
19. moose
20. scarves
21. buddies
22. oxen
23. dice
24. dictionaries
25. cries
26. thieves
27. spies
28. shelves
29. cities
30. calves
31. factories
32. lives
33. strawberries
34. wolves
35. families

36. centuries
37. bodies
38. hooves
39. worries
40. blueberries
41. countries
42. mysteries
43. duties
44. stories
45. ponies
46. responsibilities
47. elves

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### **Task D: Choosing Possessive or Plural Nouns in Sentences**

2. girls'
3. girls
4. babies
5. baby's
6. band's
7. bands
8. boys
9. boys'
10. students'
11. students
12. scouts'
13. scouts
14. stations
15. stations'
16. runners
17. runner's
18. train's
19. trains
20. teachers
21. teachers'
22. bird's
23. birds
24. plant's
25. plants
26. movies
27. movie's
28. skateboard's
29. skateboards
30. car's
31. cars
32. dog's
33. dogs
34. dresses
35. dress's
36. dollars'
37. dollars
38. buses'

39. buses
40. United States
41. United States'
42. provinces
43. province's
44. microphones
45. microphone's
46. bees'
47. bees
48. family's
49. families

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**Task E: Matching Nouns with Pronouns**

2. they
3. she
4. it
5. he
6. it
7. she
8. they
9. it
10. I
11. he
12. them
13. we
14. they
15. it
16. me
17. him
18. we
19. they
20. he
21. her
22. us
23. it
24. they
25. hers
26. his
27. ours
28. its
29. our
30. myself
31. theirs
32. herself
33. ourselves
34. himself
35. mine
36. ourselves
37. themselves
38. itself
39. yourself
40. itself

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**Task F: Using Pronouns in Sentences**

2. his
3. my
4. his
5. their
6. I
7. her
8. our
9. me
10. They
11. his
12. me
13. Our
14. her
15. their
16. her
17. my
18. her
19. me
20. us
21. their
22. him
23. him
24. hers
25. He
26. You
27. We
28. it
29. its
30. I
31. I
32. He, She
33. her, me
34. him, them
35. you, us
36. I, my

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**Task G: Making Nouns and Verbs Agree**

2. rolls
3. break
4. plays
5. hurts
6. tastes
7. wears
8. help
9. loves
10. makes
11. live
12. fly
13. rings

14. tastes
15. train
16. jokes
17. plays
18. fit
19. care
20. checks
21. washes
22. looks
23. wear
24. reads
25. feels
26. belongs
27. enjoys
28. rise
29. whistle
30. look
31. nourishes
32. encourages
33. hurts
34. likes
35. fall
36. throws, waits
37. works, sticks
38. stay, leave
39. work, closes
40. guards, passes, scores

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**Task H: Using Regular and Past Tense Verbs**

2. Joe painted his car.
3. Walter added the column of numbers.
4. I chased the cows from the field.
5. The students worked hard all day.
6. Some boys climbed over the fence.
7. Beth dribbled the ball down the court.
8. Rosie called me every day after school.
9. Ken walked to school every day.
10. Dana shared her lunch with her friend.
11. We helped the new students find their classes.
12. The people looked at the new store.
13. The line started by the door.
14. Alex called his dog Dino.

## Answer Key, *continued*

15. My mother shopped at Wilson's.
16. Aunt Carla watched us after school.
17. Shawna and Albert needed help with their project.
18. My story filled up three pages.
19. A bridge joined two pieces of land.
20. The windshield wipers cleaned dirty windows.
21. The wheel turned on its axis.
22. The bulldozers scooped the dirt from the pit.
23. My sister dressed her cat in doll clothes.
24. The teachers wanted us to line up here.
25. None of my socks matched.
26. Some of the new glasses leaked.
27. That sounded like a great idea!
28. My friend celebrated her dog's birthday.
29. The divers tested their equipment before each dive.
30. I collected napkins from different restaurants.
31. The space creatures breathed through their fingers.
32. Jasmine always finished first in this race.
33. A check mark indicated that you passed.
34. John responded to every question.
35. Mr. Rodriguez illustrated children's books.
36. The cheerleaders jumped if the team scored.
37. The riders screamed when the roller coaster dropped.
38. When Ben juggled four rings at once, the crowd cheered.

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### **Task I: Changing Irregular Past Tense Verbs**

2. Kerry knew my new telephone number.

3. He wrote his name with green ink.
4. The wind blew through the broken window.
5. The players made a lot of noise.
6. Which name came after yours?
7. Stella read the newspaper every day.
8. The chain kept falling off my bike.
9. Sara broke three eggs.
10. Frankie threw the ball into the end zone.
11. Mike got a letter from Jan every week.
12. The squirrel flew from tree to tree.
13. I chose to ride with Evan.
14. Dad drank strong coffee for breakfast.
15. This door shut automatically.
16. A yellow light meant slow down.
17. The blue sticker went on the red square.
18. Three students sat on the last row.
19. The show took about 30 minutes.
20. Charles brought his lunch to school.
21. Heather spoke in a soft voice.
22. I wore boots whenever it snowed.
23. My cat caught moths with her paws.
24. I ran to catch the bus almost every morning.
25. My brother met my bus in the afternoons.
26. The train shook when going over the bridge.
27. I hid my chewing gum from my little brother.
28. We took the bus to the games on Fridays.
29. Caitlyn forgot where she put the invitation.
30. Theo drew pictures of his friends.
31. The top spun for five minutes before stopping.

32. Mr. Robinson taught fifth period math.
33. Water froze in the gutter overnight.
34. Trina thought carefully before writing her answers.
35. Mia stole third base on almost every play.
36. Mrs. Gilbert tore paper into strips.
37. The children always fought over silly things.
38. The raccoons left garbage scraps in our campsite.
39. The track team wore blue shorts and red tops.
40. Arnold swam for the Waves swimming team.

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### **Task J: Using Future Tense Verbs**

2. Susan will help the younger children.
3. The theater will show old movies on Fridays.
4. The passengers will ride the early train.
5. Mr. Aikens will paint pictures of farm animals.
6. The announcer will tell us which show is next.
7. The search plane will find missing hikers.
8. The students will carry their lunches in paper bags.
9. Dexter will hide the bones in the alley.
10. Ms. Conley will drive an old blue van.
11. The children will skate on the blacktop each afternoon.
12. The player will kick the ball toward the goal.
13. My grandpa will teach us interesting games.
14. The tissue paper will tear easily.
15. The acrobat will hang by his feet from the trapeze.
16. I never will forget how your face looked.

17. Wade will keep his money under his bed.
18. The story will begin with the first day of school.
19. I will write to my grandmother on her birthday.
20. Erin's mother will allow her to stay up really late.
21. The directions will explain how to put the game together.
22. Steve will regret that he didn't study harder in school.
23. My father will forbid me to see R-rated movies.
24. Ken will bring us vegetables from his family's garden.
25. The water will boil more quickly if you cover the pot.
26. Kareem will store his books in his locker.
27. Drivers that follow too close will cause accidents.
28. If you cover the cut with a bandage, it will heal faster.
29. Every actor in the play will want to have the lead role.
30. I always will remember my tenth birthday.
31. The teacher will underline the important points on the board.
32. This one will control both the VCR and the TV.
33. Willie and Jake will compete against each other in track.
34. The truck driver will clear ice from his windshield.
35. Mrs. Owens will hope for the best.
36. My dog will come whenever I call him.
37. Dad will change the TV channel often.
38. Our floor will shake when a train goes by.
39. The worker will inspect each car's bumpers.
40. The newscaster will announce the names of the winners.

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**Task K: Using Adjectives in Sentences**

2. sleepy
3. colorful
4. cardboard
5. ferocious
6. torn
7. next
8. best
9. foggy
10. icy
11. fearless
12. gigantic
13. disgusting
14. brilliant
15. annoying
16. southern
17. Swiss
18. drowsy
19. invisible
20. gross
21. bitter
22. dull
23. downy
24. fractured
25. eerie
26. math
27. peak
28. cooperative
29. portable
30. overdrawn

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**Task L: Identifying and Using Adverbs in Sentences**

Student-generated sentences will vary.

2. quickly
3. easily
4. angrily
5. softly
6. clearly
7. gently
8. right
9. loudly
10. sadly
11. well
12. proudly
13. simply
14. hardly
15. temporarily
16. tightly

17. constantly
18. skillfully
19. suddenly
20. steadily
21. again
22. later
23. once
24. daily
25. immediately
26. up
27. here
28. there
29. backward
30. outside
31. never
32. always
33. yesterday
34. soon
35. over
36. tiredly
37. hastily
38. seldom
39. down
40. left

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**Task M: Identifying Prepositions**

2. on
3. of
4. behind
5. out
6. underneath
7. down
8. below
9. between
10. in
11. with
12. at
13. beside
14. through
15. besides
16. into
17. from
18. on
19. near
20. off
21. about
22. during
23. over
24. to
25. until
26. along

## Answer Key, *continued*

27. since
28. for
29. with
30. above
31. before
32. without
33. up
34. inside
35. by
36. outside
37. over
38. throughout
39. beneath
40. toward
41. across
42. about
43. within
44. during
45. inside
46. in back of
47. after
48. in front of

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### Task N: Identifying Conjunctions

2. but
3. because
4. however
5. if
6. so
7. unless
8. until
9. yet
10. nor
11. or
12. and
13. While
14. when
15. as
16. whenever
17. since
18. also
19. wherever
20. otherwise
21. although
22. whereas
23. as long as
24. whether
25. so that
26. before
27. therefore
28. as if

29. besides
30. that
31. both
32. rather than
33. though
34. provided
35. where
36. nevertheless
37. otherwise
38. As
39. until
40. Since

## Question Comprehension

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### Task A: Answering *Wh-* and *How* Questions

2. babysitter
3. doctor, nurse
4. neighbor
5. principal
6. author
7. actor, actress
8. diver
9. orthodontist
10. conductor
11. reporter
12. miner
13. cousin
14. jury
15. ruler
16. rake
17. core, seeds
18. yolk
19. purple
20. butter
21. slow down
22. put it in cold water, go see a grown-up
23. excuse me
24. you're welcome
25. collar and leash
26. disk
27. dial 911, get away from it
28. food
29. cool air, fan, ice
30. before you go to bed
31. when it is dark or when you're inside

32. spring
33. on a clear night
34. when you don't know the meaning or spelling of a word
35. when you've injured yourself
36. when going out alone
37. in the winter
38. at noon
39. December 31
40. at the beginning of a sentence, when it is a proper noun
41. when describing a noun
42. after it takes off
43. theater
44. animal shelter
45. swamp, Florida, zoo, etc.
46. Philadelphia
47. Africa, Egypt
48. nursery
49. on trees
50. airplane, helicopter
51. swimming pool
52. spinal column
53. drugstore, pharmacy
54. outside, on pieces of land
55. on your head
56. around your body
57. for camouflage
58. so you can see when you walk in the dark
59. to protect their hooves
60. to keep themselves clean
61. to keep dirt from getting in their eyes
62. to see the entire pool
63. to help them eat and drink
64. so it's easier to tell them apart
65. so drivers can read it in their rear-view mirrors
66. so students won't get too comfortable and sleepy
67. they don't live underwater all the time
68. more last names begin with *S* than *Z*
69. cheetah
70. trumpet
71. England
72. gallon
73. males
74. Dalmatian

- 75. hammers, pliers, tape measures, etc.
- 76. pink and blue
- 77. Dopey
- 78. left
- 79. Antarctica
- 80. once
- 81. daily
- 82. at least twice a year
- 83. never
- 84. once a month
- 85. once a year
- 86. twice
- 87. once
- 88. every four years

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**Task B: Answering *Is/Are* Questions**

- 2. no
- 3. no
- 4. yes
- 5. no
- 6. yes
- 7. no
- 8. no
- 9. no
- 10. no
- 11. no
- 12. yes
- 13. no
- 14. no
- 15. yes
- 16. no
- 17. yes
- 18. no
- 19. yes
- 20. yes
- 21. no
- 22. yes
- 23. yes
- 24. no
- 25. no
- 26. no
- 27. yes
- 28. no
- 29. yes
- 30. yes
- 31. no
- 32. no
- 33. yes
- 34. yes
- 35. no

- 36. yes
- 37. no
- 38. no
- 39. yes
- 40. yes
- 41. no
- 42. yes
- 43. no
- 44. no
- 45. yes
- 46. no
- 47. yes
- 48. yes
- 49. no
- 50. no
- 51. yes
- 52. yes
- 53. no
- 54. yes
- 55. no
- 56. no
- 57. yes
- 58. yes
- 59. yes
- 60. yes

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**Task C: Answering *Can/Could* Questions**

- 2. no
- 3. yes
- 4. no
- 5. no
- 6. yes
- 7. yes
- 8. yes
- 9. no
- 10. yes
- 11. no
- 12. no
- 13. yes
- 14. no
- 15. no
- 16. yes
- 17. no
- 18. yes
- 19. no
- 20. no
- 21. yes
- 22. yes
- 23. no
- 24. yes
- 25. yes

- 26. yes
- 27. no
- 28. yes
- 29. yes
- 30. no
- 31. yes
- 32. no
- 33. yes
- 34. no
- 35. yes
- 36. no
- 37. yes
- 38. no
- 39. yes
- 40. no
- 41. yes
- 42. yes
- 43. no
- 44. no
- 45. no
- 46. no
- 47. no
- 48. yes
- 49. yes
- 50. no
- 51. no
- 52. yes
- 53. yes
- 54. no
- 55. yes
- 56. no
- 57. no
- 58. no
- 59. yes
- 60. no

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**Task D: Answering *Do/Does* Questions**

- 2. yes
- 3. no
- 4. no
- 5. yes
- 6. no
- 7. no
- 8. yes
- 9. yes
- 10. no
- 11. no
- 12. yes
- 13. yes
- 14. yes
- 15. no

**Answer Key**, *continued*

- 16. yes
- 17. yes
- 18. yes
- 19. yes
- 20. no
- 21. yes
- 22. yes
- 23. no
- 24. yes
- 25. no
- 26. yes
- 27. yes
- 28. no
- 29. yes
- 30. no
- 31. no
- 32. yes
- 33. no
- 34. yes
- 35. yes
- 36. no
- 37. no
- 38. yes
- 39. no
- 40. no
- 41. yes
- 42. no
- 43. no
- 44. yes
- 45. no
- 46. yes
- 47. no
- 48. yes
- 49. yes
- 50. yes
- 51. no
- 52. yes
- 53. yes
- 54. no
- 55. no
- 56. yes
- 57. yes
- 58. yes
- 59. no
- 60. no

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**Task E: Answering If Questions**

- 2. no
- 3. yes
- 4. yes
- 5. yes
- 6. no

- 7. no
- 8. yes
- 9. yes
- 10. no
- 11. no
- 12. yes
- 13. no
- 14. no
- 15. yes
- 16. no
- 17. no
- 18. yes
- 19. no
- 20. yes
- 21. no
- 22. no
- 23. yes
- 24. yes
- 25. no
- 26. no
- 27. no
- 28. no
- 29. yes
- 30. no
- 31. no
- 32. yes
- 33. yes
- 34. no
- 35. no
- 36. yes
- 37. no
- 38. no
- 39. yes
- 40. no
- 41. yes
- 42. no
- 43. no
- 44. yes
- 45. no
- 46. yes
- 47. no
- 48. yes
- 49. no
- 50. yes
- 51. yes
- 52. no
- 53. no
- 54. no
- 55. no
- 56. no
- 57. no
- 58. yes
- 59. no
- 60. yes

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**Task F: Responding to Some/All Statements**

- 2. All
- 3. Some
- 4. All
- 5. Some
- 6. Some
- 7. Some
- 8. All
- 9. Some
- 10. All
- 11. All
- 12. All
- 13. Some
- 14. All
- 15. Some
- 16. All
- 17. Some
- 18. Some
- 19. Some
- 20. All
- 21. Some
- 22. Some
- 23. All
- 24. Some
- 25. All
- 26. All
- 27. Some
- 28. Some
- 29. All
- 30. All
- 31. Some
- 32. Some
- 33. Some
- 34. Some
- 35. Some
- 36. All
- 37. Some
- 38. Some
- 39. Some
- 40. Some
- 41. All
- 42. All
- 43. Some
- 44. All
- 45. Some
- 46. All
- 47. Some
- 48. Some
- 49. Some
- 50. Some
- 51. Some
- 52. Some

- 53. All
- 54. Some
- 55. Some
- 56. All
- 57. Some
- 58. All
- 59. All
- 60. Some
- 61. Some
- 62. Some
- 63. All
- 64. Some
- 65. Some
- 66. Some
- 67. Some
- 68. All
- 69. All
- 70. All
- 71. Some
- 72. All
- 73. Some
- 74. All
- 75. Some

- 27. never
- 28. never
- 29. never
- 30. sometimes
- 31. sometimes
- 32. never
- 33. never
- 34. always
- 35. always
- 36. sometimes
- 37. never
- 38. sometimes
- 39. sometimes
- 40. never
- 41. never
- 42. always
- 43. never
- 44. never
- 45. always
- 46. sometimes
- 47. always
- 48. never
- 49. sometimes
- 50. always

- 25. good answer
- 26. bad answer; I can't remember.
- 27. good answer
- 28. bad answer; About once every three weeks.
- 29. bad answer; 18 feet and 1 inch.
- 30. good answer
- 31. bad answer; Yes — red, orange, yellow, green, blue, indigo, violet.
- 32. good answer
- 33. bad answer; I'd rather not carry it.
- 34. bad answer; I thought it was boring.
- 35. good answer
- 36. bad answer; It's 85 degrees.
- 37. good answer
- 38. good answer
- 39. bad answer; Sure.
- 40. bad answer; They may wait on the bleachers.
- 41. bad answer; Eleven
- 42. good answer
- 43. good answer

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**Task G: Responding to Always/Sometimes/Never Statements**

- 2. never
- 3. sometimes
- 4. sometimes
- 5. always
- 6. never
- 7. sometimes
- 8. always
- 9. sometimes
- 10. always
- 11. always
- 12. never
- 13. sometimes
- 14. never
- 15. sometimes
- 16. always
- 17. never
- 18. never
- 19. sometimes
- 20. always
- 21. sometimes
- 22. sometimes
- 23. sometimes
- 24. always
- 25. never
- 26. sometimes

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**Task H: Judging Accuracy or Appropriateness of Answers**

- 3. bad answer; Yes, she did.
- 4. good answer
- 5. bad answer; 25
- 6. bad answer; No, I forgot.
- 7. good answer
- 8. good answer
- 9. bad answer; Because he chased a neighbor.
- 10. bad answer; Sure, help yourself.
- 11. good answer
- 12. good answer
- 13. bad answer; Milk, please.
- 14. good answer
- 15. bad answer; No, I didn't.
- 16. good answer
- 17. good answer
- 18. bad answer; Ottawa
- 19. bad answer; That's Gary's bike.
- 20. good answer
- 21. good answer
- 22. bad answer; No, I won't go.
- 23. good answer
- 24. good answer

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**Task J: Discriminating Between Literal and Rhetorical Questions**

- 3. answer
- 4. no answer
- 5. answer
- 6. answer
- 7. no answer
- 8. no answer
- 9. answer
- 10. answer
- 11. no answer
- 12. no answer
- 13. answer
- 14. answer
- 15. no answer
- 16. answer
- 17. no answer
- 18. answer
- 19. answer
- 20. no answer
- 21. answer
- 22. no answer
- 23. answer

## Answer Key, *continued*

24. no answer
25. answer
26. answer
27. no answer
28. answer
29. no answer
30. no answer
31. answer
32. answer
33. answer
34. no answer
35. answer
36. no answer
37. answer
38. no answer
39. answer
40. no answer

### Following Directions

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#### Task A: Responding to True/False Statements

Measurement

1. True
2. True
3. False
4. True
5. False
6. True

Muscles

1. False
2. True
3. True
4. True
5. False
6. True

Languages

1. True
2. False
3. False
4. True
5. True
6. False

Differences Between . . .

1. False
2. True
3. True

4. False
5. False
6. False

Longest Rivers

1. True
2. False
3. False
4. False
5. True
6. False

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#### Task C: Interpreting Written Directions

Playing Dominoes

1. shuffled
2. seven
3. boneyard
4. number of spots on the dominoes
5. draw from the boneyard
6. gets rid of his dominoes first
7. domino
8. lowest score

**Bonus:** because the white dominoes are the same color as bones

Growing Salt Crystals

1. glass jar
2. one-half cup
3. salt
4. black construction paper
5. in the water, near the bottom of the jar
6. days
7. three or four weeks
8. lace

**Bonus:** The crystals might break if the jar is bumped.

Making a Candy House

1. rinse and dry a milk carton
2. six
3. icing
4. candy
5. paper plate
6. broken in half
7. sweet
8. let it dry for several hours.

**Bonus:** Yes, because “edible” means something that can be

eaten, and everything except the milk carton can be eaten.

Making Nutty Popcorn

1. popcorn
2. peanuts, brown sugar
3. stir
4. every 10 minutes
5. 30 minutes
6. off
7. 1 hour
8. it will be hot and could burn your fingers

**Bonus:** when you see bubbles rise

Building a Solar Cooker

1. materials
2. boxes, lid
3. inner
4. in between
5. put the black tray in the inner box
6. attach the glass to the lid
7. sun
8. heat

**Bonus:** reflects, retains/holds in/absorbs

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#### Task D: Following Directions for Matching Items

1. f  
b  
a  
d  
c
2. 8  
7  
9  
3  
1  
2  
4  
6
3. tall  
sidewalk  
over  
sing  
slowly

4. chilly  
boast  
raise  
peep  
excited  
lean
5. ketchup — tomatoes  
butter — cream  
salad — lettuce  
bread — wheat flour  
omelette — eggs  
chili — meat  
chips — potatoes

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**Task E: Judging Accuracy of Following Directions**

1. no  
yes  
no  
yes  
no
2. yes  
no  
no  
yes  
no
3. yes  
yes  
no  
no  
no
4. no  
yes  
yes  
no  
no
5. no  
yes  
yes  
no  
no
6. no  
yes  
no  
yes

**Using Basic Language Skills**

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**Task A: Using Synonyms in Paragraphs**

These are suggested answers.

1. Jolly  
happy, laughs,  
funny, likes, mad,  
scare, hurt,  
good
2. Wonderful  
lives, enormous, many  
hard, stops  
very, likes
3. Unhappy  
finished, put, friend, yelled  
saw  
hit, jumped  
start
4. Dad  
saw, leaped, railing, quickly  
meet, dad, big  
yelled, happy
5. Car  
old, terrible, dirty, ripped  
broken, runs, plans  
fix, looks, superb
6. Bad  
mistake, amount  
fix, dinner, glad, got, message  
huge
7. Good  
cold, walked, fall  
red, yellow, swirled, saw, flock  
smell, marvelous
8. Mysterious  
knock, visitor, looked  
empty, turned, outside  
disappeared, beginning,  
scared  
saw, loose, banging

9. Terrific  
enjoyable, trip  
chose, find, yell  
climb  
see, beautiful  
throw, calm

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**Task C: Formulating Sentences with Picture Cues**

1. Juicy red apples make the best pies.
2. A small gray mouse jumped out of Calvin's pocket.
3. To catch a fish, you need a pole, a hook, and bait.
4. The tall girl enjoys dancing with the short boy.
5. If the bus comes early, tell the driver to wait.
6. When the rain stopped, the tree fell down.
7. The eagle soared high in the sky above the trees.
8. A buzzer sounded loudly before the garbage truck backed up.
9. Be careful when dangling your feet over the side of the dock.
10. When Max played a chord, his guitar string broke.
11. Why did you leave your boots outside in the rain all night?
12. Just as the runner was about to jump over the hurdle, he tripped.

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**Task D: Formulating Sentences**

2. Unwrap that package.
3. Arnold ate last.
4. Help me carry this.
5. Dave found his ticket.
6. Biscuit bit my leg.
7. Strawberry jam tastes best.
8. Whose notebook is this?
9. Look out for mosquitoes.
10. Kim lost Gina's bracelet.
11. The door is unlocked./Is the door unlocked?

## Answer Key, *continued*

- |   |  |
|---|--|
| 12. Large cars are expensive./Are large cars expensive?     | yes, parts of Canada and Alaska                                  |
| 13. I think you are next.                                   | false  |
| 14. You should always be honest.                            | live   |
| 15. Why can't you come over?                                |  |
| 16. Look it up in the dictionary.                           | 2. none  |
| 17. Push the green button now.                              | William Henry Harrison   |
| 18. Seventeen students passed the test.                     | children   |
| 19. No pets are allowed inside.                             | John Adams and John Quincy Adams                                 |
| 20. Please give me your phone number.                       | no   |
| 21. Will you be here tomorrow?/You will be here tomorrow.   | 3. false   |
| 22. Raisins are a healthy snack.                            | false  |
| 23. Black jeans are very fashionable.                       | He's angry.  |
| 24. Sad movies always make me cry.                          | true   |
| 25. Some birds sat on the wire./The birds sat on some wire. | pressing necks together, rubbing noses, twisting trunks together |
| 26. The flowers wilted in the heat.                         | 4. mid 1800s   |
| 27. Mr. Stanley said to line up now.                        | wolves and coyotes   |
| 28. Kathy doesn't want to change schools.                   | nearest railroad   |
| 29. Maybe we should have waited longer.                     | illness, injury, theft   |
| 30. Wouldn't you rather eat lunch first?                    | false  |
| 31. I'm going to visit Carrie next week.                    | 5. Brontosaurus, Allosaurus                                      |
| 32. School begins at five minutes until eight.              | no   |
| 33. I saw Matt at the movies yesterday.                     | Tyrannosaurus Rex  |
| 34. Our history projects are due on Monday.                 | no   |
| 35. Do you know how to fix the VCR?                         | bushes, shrubs   |
| 36. I found the jar but it was empty.                       | 6. true  |
|   | less than  |
|   | false  |
|   | no   |
|   | false  |

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### Task G: Answering Questions From Factual Paragraphs

1. a large ecosystem with a certain type of climate.  
Arctic

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