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Fractions
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Measurement
Number Theory
Numeration
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Whole Numbers

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Number Sense • Number sense is about numbers in real life.

Circle the group that has more.

Color the pictures.

La geometría • Los cubos, las esferas y los conos no son figuras planas. Son objetos que toman espacio.

Apunta cada objeto con su figura.

El sentido numérico • El sentido numérico trata de números en la vida diaria.

Encierra el grupo de que tiene más.

Colorea los dibujos.
**STRAND: Numeration**

**MEANING OF NUMBERS – THREE**

In this lesson, we will find the meaning of the number three.

**three 3**

Draw three nuts for the squirrel.

---

**STRAND: Data Interpretation**

**PICTOGRAPHS**

A pictograph is a graph that uses pictures or symbols to compare two or more things.

How many balloons does each child have?

<table>
<thead>
<tr>
<th></th>
<th>Bo</th>
<th>Pam</th>
<th>Sam</th>
<th>Mari</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balloons</td>
<td><img src="image1" alt="Bo balloons" /></td>
<td><img src="image2" alt="Pam balloons" /></td>
<td><img src="image3" alt="Sam balloons" /></td>
<td><img src="image4" alt="Mari balloons" /></td>
</tr>
</tbody>
</table>

= 1 balloon

Bo  5
Pam ___
Sam ___
Mari ___

---

**STRAND: Data Interpretation**

**PROBABILITIES**

A probability states how likely it is that an event will happen.

Look in the bucket. Can you take out the following groups of objects? Circle YES or NO.

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<td><img src="image6" alt="Objects 2" /></td>
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<td>2.</td>
<td><img src="image7" alt="Objects 3" /></td>
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<td>3.</td>
<td><img src="image9" alt="Objects 5" /></td>
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<td>4.</td>
<td><img src="image11" alt="Objects 7" /></td>
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<td>5.</td>
<td><img src="image13" alt="Objects 9" /></td>
<td><img src="image14" alt="Objects 10" /></td>
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<td>6.</td>
<td><img src="image15" alt="Objects 11" /></td>
<td><img src="image16" alt="Objects 12" /></td>
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</table>

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**STRAND: Measurement**

**IDENTIFY COINS**

Pennies, nickels, dimes, and quarters are coins.

Circle each nickel. Draw an X on each dime.

---
An addition problem has two or more addends and the sum. In the addition problem $6 + 3 = 9$, the numbers 6 and 3 are the addends. The number 9 is the sum. You can write addition sentences different ways. This is the commutative property. When zero is added to a number, the sum is the number. This is the zero property.

Write the sum for each problem. Draw a line to match each addition problem with a problem from the same fact family.

**STRAND: Whole Numbers**

**Addition Properties**

An addition problem has two or more addends and the sum. In the addition problem $6 + 3 = 9$, the numbers 6 and 3 are the addends. The number 9 is the sum. You can write addition sentences different ways. This is the commutative property. When zero is added to a number, the sum is the number. This is the zero property.

Write the sum for each problem. Draw a line to match each addition problem with a problem from the same fact family.

Example:

$5 + 8 = \underline{13}$

$6 + 2 = \underline{8}$

1. $3 + 4 = \underline{7}$

2. $8 + 0 = \underline{8}$

3. $2 + 6 = \underline{8}$

4. $5 + 1 = \underline{6}$

5. $3 + 5 = \underline{8}$

6. $4 + 2 = \underline{6}$

7. $6 + 1 = \underline{7}$

8. $6 + 3 = \underline{9}$
### LINES – SYMMETRY

A line of symmetry divides a figure into identical parts.

#### Example

1. You have a number. Add 5 to get 13. _________

2. You have a number. Add 6 to get 12. _________

3. You have a number. Add 14 to get 24. _________

4. You have 18. Subtract a number to get 13. _________

5. You have 10. Subtract a number to get 2. _________

6. You have a number. Add 10 to get 20. _________

7. You have 13. Subtract a number to get 4. _________

#### Solve each equation.

8. $5 + n = 12$

9. $14 + n = 18$

10. $2 - n = 0$

11. $n - 2 = 3$

12. $n - 5 = 5$

13. $n - 5 = 10$

14. $n + 10 = 11$

15. $n + 5 = 13$

16. $n + 6 = 15$

#### Missing Numbers and Number Sentences

In this lesson, we will use the number line to solve problems with whole numbers.

#### Use the number line to solve each problem.

Ex: $15 + 4 = \_9\_$. 6. $17 + 2 = \_\

1. $16 + 5 = \_\_\_$

2. $15 + 7 = \_\_\_$

3. $14 + 2 = \_\_\_$

4. $12 + 3 = \_\_\_$

5. $15 + 2 = \_\_\_$

Apply what you know.

12. Nine children boarded the bus at the first stop and eight children at the second stop. How many children boarded the bus at the two stops? _________ + _________ = _________

### WRITING EQUATIONS

In this lesson, we will write and solve equations.

#### Write and solve equations.

Example

You have a number. Add 9 to get 10?

$n + 9 = 10$  $n = \_1\_$

1. You have a number. Add 5 to get 13. _________

2. You have a number. Add 6 to get 12. _________

3. You have a number. Add 14 to get 24. _________

4. You have 18. Subtract a number to get 13. _________

5. You have 10. Subtract a number to get 2. _________

6. You have a number. Add 10 to get 20. _________

7. You have 13. Subtract a number to get 4. _________

#### Solve each equation.

8. $5 + n = 12$

9. $14 + n = 18$

10. $2 - n = 0$

11. $n - 2 = 3$

12. $n - 5 = 5$

13. $n - 5 = 10$

14. $n + 10 = 11$

15. $n + 5 = 13$

16. $n + 6 = 15$
**STRAND: Measurement**

**FAHRENHEIT**

Temperature describes how hot or cold something is. Thermometers measure temperature. Fahrenheit is a measure of temperature using a scale on which water boils at 212 degrees and freezes at 32 degrees.

Shade each thermometer to show the correct degrees Fahrenheit.

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<td>20</td>
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<td>10</td>
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</table>

**Applies what you know.**

When Sarah left her house in the morning, the temperature was 57°F. When she arrived home in the afternoon, the thermometer on her front porch read 74°F.

5. What was the increase in temperature? ________________

6. Do you think Sarah needed to wear a coat in the afternoon? Explain. ____________________________________________

---

**STRAND: Decimals**

**MEANING OF DECIMALS**

A decimal is a number with one or more digits to the right of a decimal point. The decimal point is a dot placed between the ones place and the tenths place.

Draw a line from each decimal to its word name.

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<td>1. 5.6</td>
<td>three and two tenths</td>
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<tr>
<td>2. 12.5</td>
<td>eight and seven tenths</td>
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<tr>
<td>3. 3.2</td>
<td>five and six tenths</td>
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<td>4. 7.4</td>
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<tr>
<td>5. 10.4</td>
<td>seven and four tenths</td>
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<td>6. 18.3</td>
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<td>7. 8.7</td>
<td>ten and four tenths</td>
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<td>8. 0.5</td>
<td>five tenths</td>
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<td>9. 2.5</td>
<td>six and three tenths</td>
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<tr>
<td>10. 11.2</td>
<td>twenty-two and five tenths</td>
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<td>11. 8.9</td>
<td>eight and nine tenths</td>
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<td>12. 6.3</td>
<td>twenty and five tenths</td>
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**STRAND: Algebra**

**WRITING EQUATIONS**

An equation is a number sentence with an equal sign.

Choose the correct equations.

Ex: Jes has eighteen baseball cards. His friend Tom has a number of cards also. He and Tom have a combined total of forty cards. ______

A. 18 + n = 40 B. n × 18 = 40 C. 40 ÷ n = 18

1. Sarah had fifteen pencils. She gave some to her friend. She had seven pencils left. ______

A. 15 – n = 7 B. n – 13 = 5 C. n – 7 = 15

2. Becky subtracted twenty from a number and got twelve as her answer. ______

A. 20 – n = 12 B. n – 20 = 12 C. n + 12 = 20

Write the equations.

4. A number added to ten is twelve. ________________

5. Ten added to a number is fifteen. ________________

6. A number added to six is eleven ________________

7. Fifteen subtracted from a number is ten. ________________

8. A number plus twenty is eighty. ________________

9. The difference between fifteen and a number is eight. ________________

10. Twenty-two added to a number is thirty-six. ________________

---

**STRAND: Functions**

**ORDERED PAIRS**

An ordered pair is two numbers written in order. They show where a point is on a grid, graph, or plane. Use parentheses; for example, (4, 5). The clue to finding a point is to look at the ordered pair. The first number tells where to go on the x axis. The second number tells where to go on the y axis.

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**Draw the shape located at each point.**

Ex: (11, 10)

1. (4, 7) 6. (12, 3)
2. (3, 3) 7. (1, 3)
3. (6, 1) 8. (9, 6)
4. (6, 10) 9. (10, 2)
5. (2, 6) 10. (5, 2)
Thinking skills improve when we compare and contrast to answer problem-solving questions. Use the two menus to answer the questions. Write BAYSIDE BURGERS or BOB'S BURGER BOX.

**STRAND: Mathematical Process Reasoning**

**COMPARE/CONTRAST**

1. Who charges more for cheese on a hamburger? __________________________
2. If you want a salad and a medium drink, where would you go for the better price? __________________________
3. Which Combo #1 meal is the better deal? __________________________
4. You need the following order filled.
   2 Cheeseburgers
   1 Hotdog
   3 Md. Drinks
   3 Lg. Fries
Where would you go to save the most money? __________________________

**BAYSIDE BURGERS**

- Hamburger $1.55
- Cheeseburger $1.75
- Hotdog $1.25
- Salad $1.00
- Fries Lg. $1.25
  Md. $1.00
  Sm. $0.80
- Drinks Lg. $1.05
  Md. $0.95
  Sm. $0.80
- Combo #1 $3.50
  Hamburger
  Lg. Fries
  Lg. Drink

**BOB'S BURGER BOX**

- Hamburger $1.65
- Cheeseburger $1.70
- Hotdog $1.15
- Salad $1.25
- Fries Lg. $1.15
  Md. $1.05
  Sm. $0.90
- Drinks Lg. $1.00
  Md. $0.90
  Sm. $0.75
- Combo #1 $3.60
  Hamburger
  Lg. Fries
  Lg. Drink
- Combo #2 $3.15
  Hotdog
  Lg. Fries
  Lg. Drink

**STRAND: Data Interpretation**

**LINE GRAPHS**

Line graphs show changes over periods of time. Use the graph to answer the questions.

**MATH**

**Funville Amusement Park Monthly Attendance**

- Ex: How many people visited the park in June? __________
  - 70,000
- 1. How many people visited the park in August? __________
- 2. What was the difference in attendance between April and May? __________
- 3. During which month did attendance increase the most? __________
- 4. Did the park attendance rise or fall from May to June? __________
- 5. In which month was attendance the lowest? __________
- 6. Why do you think this month had the lowest attendance? __________________________________________________________________________
  __________________________________________________________________________

**STRAND: Algebra Readiness**

**ORDER OF OPERATIONS**

In this lesson, we will answer equations using the proper order of operations. Follow this order when more than one step is involved in solving an equation.

1. Work parentheses first.
2. Work exponents next.
3. Do all multiplication and division from left to right.
4. Do all addition and subtraction from left to right.

**Examples**

\[
\begin{align*}
25 + (4 - 1) &= 28 \\
6 + (6 \times 3) - 9 &= 20 \\
6 \times 18 + 9 &= 105 \\
6 + 2 &= 8
\end{align*}
\]

1. \(8 \times (4 - 1) = \) _______
2. \(10 \times (8 - 2) = \) _______
3. \((3 \times 2) + 6 = \) _______
4. \((20 + 1) - 1 = \) _______
5. \(20 - (5 \times 2) = \) _______
6. \((2 \times 8) - 10 + 2 = \) _______
7. \(5 + (5 \times 2) - 2 = \) _______
8. \(15 - (8 \times 1) + 6 = \) _______

**Examples**

\[
\begin{align*}
25 + (4 - 1) &= 28 \\
6 + (6 \times 3) - 9 &= 20 \\
6 \times 18 + 9 &= 105 \\
6 + 2 &= 8
\end{align*}
\]

Fractions are numbers that name parts of a whole or parts of a set. Write the fractions for each shaded part and each “not shaded” part.

**STRAND: Fractions Concepts**

**PART OF A WHOLE/PART OF A SET**

Write the fractions for each shaded part and each “not shaded” part.

**Examples**

\[
\frac{1}{4}
\]

1. Shaded: \(\frac{1}{4}\) Not shaded: \(\frac{3}{4}\)
2. Shaded: \(\frac{3}{4}\) Not shaded: \(\frac{1}{4}\)
3. Shaded: \(\frac{1}{4}\) Not shaded: \(\frac{3}{4}\)
4. Shaded: \(\frac{3}{4}\) Not shaded: \(\frac{1}{4}\)
**EDUREALM SAMPLE PAGES**

**MATH**

**Operations**

Additive inverses and zero. Positive integers are to the right of zero. Negative integers are to the left of zero. A negative sign is used to indicate negative integers.

**Integers – Define Set**

Ex: What integer is at point A? 2
1. What integer is found at point C? __________
2. What integer is found at point B? __________
3. Negative integers are to the (left, right) of 0  __________
4. Positive integers are to the (left, right) of 0  __________
5. Which point describes four feet underground? __________
6. Negative integers are (greater than, less than) zero  __________
7. If you start at 0 and move 8 places to the left, you end up at __________
8. If you start at 0 and move 8 places to the left, you end up at __________
9. Find the and label it point E. __________
10. Find 5. What integer is an equal distance from 0 in the opposite direction? __________

Follow the directions.
11. Draw a number line from -10 to 10. Number the points.
12. Label 8 point A.
13. Label 9 point B.
14. Label 2 point C.

**Capacity**

Capacity is the amount that a container can hold. The customary units of liquid capacity are the fluid ounce, cup, pint, quart, and gallon.

**Custotmary Units**

1. How many cups fill a 5-pint container?  __________
2. How many pints fill a gallon container?  __________
3. How many ounces fill a quart container?  __________
4. How many pints fill a 3-quart container?  __________
5. How many cups fill a gallon container?  __________

Complete each statement.
6. 8 c = __________ pt 9. 1 qt = __________ c
7. 4 gal = __________ qt 10. 12 qt = __________ gal
8. 2 qt = __________ pt 11. 8 c = __________ qt

**Technology**

**Whole Number Operations**

A calculator is useful for adding, subtracting, multiplying, and dividing whole numbers.

Use a calculator to solve the problems.

Ex: \( A + B + C = \) 89
1. \( A + C = H + I + N + S + D = M = \) __________
2. \( C + F = O + Q + K = \) __________
3. \( O + T + I + R + G + A = K = N = \) __________
4. \( (D + M) - (L + F) = (P + B) = \) __________
5. \( (N + P) + S + R + (K - E) = \) __________
6. \( A + B + C + D = E + F = \) __________
7. \( T + R + S + Q - K - L = M = \) __________
8. \( R + O + T + R + T - Q = J = \) __________
9. \( B + F + P + O + L - N = \) __________
10. \( Q - K - C - R = S = \) __________
**EDUREALM SAMPLE PAGES**

**STRAND: Algebra**

Exponents are used to multiply a number (base) times itself. The base is the big number. The exponent tells you how many times you multiply. Ex: \(5^2 = 5 \times 5 \times 5 \times 5 \times 5\). How do we read it? It is read five to the fourth power.

**Exponents and Powers Readiness**

Complete the chart.

<table>
<thead>
<tr>
<th>Exponential Form</th>
<th>Factors</th>
<th>Product</th>
</tr>
</thead>
<tbody>
<tr>
<td>(5^1)</td>
<td>5</td>
<td>125</td>
</tr>
<tr>
<td>(9^2)</td>
<td>9 \times 9</td>
<td>81</td>
</tr>
<tr>
<td>(8^3)</td>
<td>8 \times 8 \times 8</td>
<td>512</td>
</tr>
<tr>
<td>(2^4)</td>
<td>2 \times 2 \times 2 \times 2</td>
<td>16</td>
</tr>
<tr>
<td>(6^1)</td>
<td>6</td>
<td>36</td>
</tr>
<tr>
<td>(4^2)</td>
<td>4 \times 4</td>
<td>16</td>
</tr>
</tbody>
</table>

Rewrite using exponents.

7. \(8 \times 8 \times 8 \times 8 = 8^4\)  8. \(6 \times 6 \times 6 = 6^3\)

9. \(9 \times 9 \times 9 \times 9 = 9^4\)  10. \(11 \times 11 \times 11 \times 11 = 11^4\)

11. \(14 \times 14 \times 14 \times 14 \times 14 = 14^5\)  12. \(7 \times 7 \times 7 \times 7 \times 7 = 7^5\)

Write the standard numerals.

13. \(4^3 = 64\)  14. \(7^3 = 343\)  15. \(2^4 = 16\)

16. \(10^2 = 100\)  17. \(5^2 = 25\)  18. \(6^2 = 36\)

19. \(1^4 = 1\)  20. \(4^1 = 4\)  21. \(3^3 = 27\)

22. \(6^1 = 6\)  23. \(5^1 = 5\)  24. \(7^1 = 7\)

**STRAND: Number Theory**

**Percent**

Percent is a ratio whose second term is 100. Percent means “per hundred.” It is written with a percent sign: %.

Percent is a ratio whose second term is 100. Percent means “per hundred.” It is written with a percent sign: %.

**Examples**

<table>
<thead>
<tr>
<th>Ex</th>
<th>Ratio</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>(\frac{1}{100})</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>(\frac{5}{100})</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td>(\frac{20}{100})</td>
<td>20%</td>
<td>20%</td>
</tr>
</tbody>
</table>

1. \(\frac{1}{100}\)  2. \(\frac{5}{100}\)  3. \(\frac{20}{100}\)

4. \(\frac{25}{100}\)  5. \(\frac{25}{100}\)  6. \(\frac{1}{100}\)

Write a ratio, a percent, and a fraction for each symbol in the chart.

**Exponential Form**

<table>
<thead>
<tr>
<th>Exponential Form</th>
<th>Percent</th>
<th>Fraction</th>
</tr>
</thead>
<tbody>
<tr>
<td>(5^1)</td>
<td>5%</td>
<td>(\frac{1}{5})</td>
</tr>
<tr>
<td>(9^2)</td>
<td>9%</td>
<td>(\frac{9}{1})</td>
</tr>
<tr>
<td>(8^3)</td>
<td>8%</td>
<td>(\frac{8}{1})</td>
</tr>
<tr>
<td>(2^4)</td>
<td>4%</td>
<td>(\frac{2}{1})</td>
</tr>
</tbody>
</table>

**STRAND: Data Interpretation**

**Circle Graphs**

Circle graphs are used to compare data.

Use the circle graph to answer the questions.

**CAMP OUT SCHEDULE**

The Adventure Club at Grayson Elementary School planned an overnight camping trip. The circle graph shows the plan for the 24 hour trip.

Ex. How many hours are scheduled for meals? ____________

1. How many hours of the trip are to be spent on hiking, sleeping, and meals combined? ____________

2. How much time is planned for sleeping? ____________

3. What activity was scheduled for ______% of the 24 hours? ____________

4. Which is given more time: meals or set up/clean up? ____________

5. How much time is planned for hiking? ____________

6. How many hours of the trip are to be spent on hiking, sleeping, and meals combined? ____________

**Discount**

A discount is an amount of money subtracted from a regular price.

Calculate the discount and subtract it from the original price to determine the sale price of each item listed in the chart.

**Item**

<table>
<thead>
<tr>
<th>Original Price</th>
<th>Discount</th>
<th>Amount of Discount</th>
<th>Original Price</th>
<th>Sale Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Game</td>
<td>$18.00</td>
<td>20%</td>
<td>$3.60</td>
<td>$14.40</td>
</tr>
<tr>
<td>Sailing Machine</td>
<td>$200</td>
<td>30%</td>
<td>$60</td>
<td>$140</td>
</tr>
<tr>
<td>Camera</td>
<td>$300</td>
<td>25%</td>
<td>$75</td>
<td>$225</td>
</tr>
<tr>
<td>Television</td>
<td>$450</td>
<td>10%</td>
<td>$45</td>
<td>$405</td>
</tr>
<tr>
<td>Computer</td>
<td>$950</td>
<td>15%</td>
<td>$142.50</td>
<td>$797.50</td>
</tr>
<tr>
<td>Art Set</td>
<td>$15</td>
<td>40%</td>
<td>$6</td>
<td>$9</td>
</tr>
<tr>
<td>Shirt</td>
<td>$38</td>
<td>20%</td>
<td>$7.60</td>
<td>$30.40</td>
</tr>
</tbody>
</table>

Shirts that were normally $22.00 were discounted 20%. Calculate the cost to buy several shirts.

**Item**

<table>
<thead>
<tr>
<th>Original Price</th>
<th>Amount of Discount</th>
<th>Original Price</th>
<th>Sale Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$22.00</td>
<td>$4.40</td>
<td>$17.60</td>
</tr>
<tr>
<td>2</td>
<td>$22.00</td>
<td>$4.40</td>
<td>$17.60</td>
</tr>
<tr>
<td>3</td>
<td>$22.00</td>
<td>$4.40</td>
<td>$17.60</td>
</tr>
<tr>
<td>4</td>
<td>$22.00</td>
<td>$4.40</td>
<td>$17.60</td>
</tr>
<tr>
<td>5</td>
<td>$22.00</td>
<td>$4.40</td>
<td>$17.60</td>
</tr>
</tbody>
</table>

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The students in the health class were asked to complete a survey. They were asked if they had eaten hamburgers, pizzas, or tacos during the last week.

8. How many students had eaten hamburgers and tacos during the last week? _____________

7. How many students had eaten all three during the last week? _____________

6. How many students had eaten pizza and tacos during the last week? _____________

5. How many students had eaten pizza and hamburgers during the last week? _____________

4. How many students had eaten tacos during the last week? _____________

3. How many students had eaten hamburgers during the last week? _____________

2. How many students had eaten pizza during the last week? _____________

1. How many students were surveyed? _____________

Complete the charts.

<table>
<thead>
<tr>
<th>x</th>
<th>y</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>8</td>
<td>15</td>
</tr>
<tr>
<td>15</td>
<td>20</td>
</tr>
</tbody>
</table>

Give the coordinates for the following points.

11. point A (____, ____)
12. point B (____, ____)
13. point C (____, ____)
14. point D (____, ____)
15. point E (____, ____)
16. point F (____, ____)
17. point G (____, ____)
18. point H (____, ____)
19. point I (____, ____)
20. point J (____, ____)

Graph the following points.

Ex: (4, -5)
1. point A (4, 4)
2. point B (-1, 3)
3. point C (4, 4)
4. point D (0, 8)
5. point E (8, -1)
6. point F (-10, 0)
7. point G (6, -6)
8. point H (11, 8)
9. point I (-2, 5)
10. point J (0, 0)

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10. point J (0, 0)
STRAND: Algebra

SQUARES, SQUARE ROOTS, CUBES, AND CUBE ROOTS

A square is the product of any number multiplied by itself. Ex: 64 is the square of 8. A square root is a number that when multiplied by itself equals a given number. Ex: the square root of 36 is 6.

\[ \sqrt{36} = 6 \]

Write the standard numerals.
1. \[ 6^2 = \] 2. \[ 8^2 = \] 3. \[ 9^2 = \]
4. \[ 11^2 = \] 5. \[ 5^2 = \] 6. \[ 3^2 = \]

Write the square roots.
7. \[ \sqrt{64} = \] 8. \[ \sqrt{81} = \] 9. \[ \sqrt{16} = \]
10. \[ \sqrt{121} = \] 11. \[ \sqrt{144} = \] 12. \[ \sqrt{25} = \]

Use a calculator to find each of the following square roots. Press the number, and then the \( \sqrt{ } \) sign.
13. \[ \sqrt{108} = \] 14. \[ \sqrt{225} = \] 15. \[ \sqrt{1849} = \]
16. \[ \sqrt{2500} = \] 17. \[ \sqrt{16 \times 100} = \] 18. \[ \sqrt{5000} = \]

The square roots above are "perfect squares" because their answers are whole numbers. Use a calculator to find the square roots of numbers that are not perfect squares. Find the square roots of the numbers. Round to thousandths.
19. \[ \sqrt{129} = \] 20. \[ \sqrt{105} = \] 21. \[ \sqrt{118} = \]
22. \[ \sqrt{205} = \] 23. \[ \sqrt{175} = \] 24. \[ \sqrt{208} = \]

Find the length of each side.
25. A square has an area of 841 cm\(^2\). What is the length of each side?
26. A square has an area of 441 cm\(^2\). What is the length of each side?

A cube root is a number that when multiplied three times equals a given number. \( 3^3 \) is read "the cube root of 27 equals 3."

Write the cubes.
27. \[ 6^3 = \] 28. \[ 4^3 = \] 29. \[ 5^3 = \] 30. \[ 3^3 = \]

Cubes

STRAND: Measurement

VOLUME

Volume is the amount of space inside a space figure. Volume is measured in cubic units.

Use the formula for each space figure to calculate the volume for that figure.

Rectangular Prism: \[ V = l \times w \times h \]

1. \[ 6 \times 2 \times 3 = \]
2. \[ 5 \times 4 \times 6 = \]

Other Prisms: \[ V = b \times h \] (\( b \) is the base area and \( h \) is the height)

3. \[ 8 \times 2 \times 6 = \]
4. \[ 5 \times 4 \times 2 = \]

Cylinders: \[ V = \pi r^2 \times h \]

5. \[ \pi \times 2^2 \times 8 = \]
6. \[ \pi \times 3^2 \times 10 = \]

The volume of a cone is \( \frac{1}{3} \) the volume of a cylinder having the same base area and height.

Apply what you know.
7. An oil barrel is 4 ft tall. The diameter is 32 in. What is the volume in inches?

A cube has this volume: \[ V = s^3 \] (\( s \) is the length of a side)

If the sides are doubled, the new cube will have sides that are 2 times as long. Since the original side lengths were \( s \), the new side lengths will be \( 2s \) as much, which is \( (2s)^3 = 8s^3 \). The volume will be eight times the original volume and simplify.

Use the original volume and simplify.

New volume \[ V_{\text{new}} = 8 \times V_{\text{original}} \] The new volume will be 8 times the old volume.

Look at this cube:

8. If the lengths are doubled, which of the following statements about its volume will be true?
A. The new volume will be one eight of the old volume.
B. The new volume will be two times the old volume.
C. The new volume will be eight times the old volume.

Divide. Simplify your answers.

Example \[ \frac{4}{5} \div \frac{2}{3} = \]

3. \[ \frac{3}{4} \div \frac{2}{3} = \]
4. \[ \frac{4}{5} \div \frac{3}{7} = \]

Apply what you know.
8. Mr. Farrar owns 25 acres of land. He plans to develop a new neighborhood on the land. If each lot is to be \( \frac{5}{6} \) of an acre, how many lots will there be?

9. Hope walked a total of 20 miles. If she walked 2 \( \frac{1}{2} \) miles each day, how many days did it take her to walk the total distance?

10. Leo is preparing hamburgers for his family reunion. If he has 25 lbs of ground meat, how many hamburgers can he prepare if each burger requires \( \frac{1}{2} \) lb of meat?
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- Properties
- Exponents
- Linear Equations

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PRICING

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<table>
<thead>
<tr>
<th>Code*</th>
<th>Price</th>
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<th>Reorder Price</th>
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YOU HAVE THE POWER!

Read this. An exponent is a little number written next to a big number. The exponent tells how many times to multiply the big number by itself. It looks like this: $5^2$. This means $5 \times 5$, which equals 25. The little 2 is the exponent. It DOES NOT mean to multiply the 5 by 2!

HIT IT HARD!

Parentheses → ( )

The parentheses can mean multiplication. They can also be used to group numbers together, like this:

$5(7 + 1) \quad (9 + 3)4 \quad (14 ÷ 2) + 3$

Remember: Please Excuse My Dear Aunt Sally. P means parentheses, so work out the numbers in parentheses first.

Example →

$12 ÷ (2 + 2)$

Work the parentheses. $12 ÷ (4)$

Finish the problem. $12 ÷ 4 = 3$

The Game: Fill in the blanks.

When do you work out the numbers in the parentheses?
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- Coordinate Graphing
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<thead>
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• Grade: High School
• Reading Level: Grades 2 – 4
• Target Populations: Special Ed, Dyslexia, English Language Learners

“I like the way it is broken down to enable one on one instruction for the “at risk” student. This enhances student understanding of the curriculum and they are able to get a better grasp of the curriculum.” Trena E., Arkansas

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COORDINATE PLANE

Stand up. Stretch out your arms. You have made a human coordinate plane!

A coordinate plane is a graph. It has two number lines that cross. The x axis is horizontal like your arms. The y axis is vertical. It goes up and down like your body.

The axes cross at (0, 0), the point of origin. The arrows on the lines mean the lines go on forever.

The Game: Draw a coordinate graph. Include the x axis and the y axis. Include the positive and negative numbers.

The Game: Circle the __________ in each quadratic equation.

y = ax² + bx + c

0 = 2x² + 5x + 3
3x² - 4x + 3 = 0

This is a quadratic equation too:

y = ax² + 2x
0 = 1x² - 2x

What is the formula that we are using for a quadratic equation?

y = ax² + bx + c
0 = 2x² + 5x + 3
3x² - 4x + 3 = 0

TELLING THE FUTURE

Look at trends to predict the future.

Break It Down:
You can predict the future! Not really, but you can have an idea about what might happen.

Example:
It began to rain at noon.
By 1 p.m., it had rained one inch.
By 2 p.m., it had rained two inches.

If it keeps raining at the same rate, how much rainfall will there be by 3 p.m.?

The Game: Plot the rainfall, graph the line, and fill in the blanks.

It began to rain at noon.
By 1 p.m., it had rained one inch.
By 2 p.m., it had rained two inches.
By 4 p.m., it had rained a total of four inches.

Plot the rainfall. Draw a line through the points.

It keeps raining!
What do you think the total rainfall will be at 5 p.m.? ____
What do you think the total rainfall will be at 6 p.m.? ____
Do you predict that there is a chance of a flood? ______

QUADRATIC

Quadratic equations explain about real life, such as the planets’ orbits around the sun.

Break It Down:
A quadratic equation is an equation with one or more variables in it raised to the second power, or squared, and there are no variables in it that have a higher power than that. Look for x² or y² in it!

Attention! This is the formula for a quadratic equation that we are going to use:

y = ax² + bx + c

(a, b, and c can have any value, except that a cannot be 0.)

Examples of quadratic equations:
0 = 2x² + 5x + 3
3x² - 4x + 3 = 0

This is a quadratic equation too:
0 = 1x² - 2x

Don’t be tricked! a = 1, b = -2, and c = 0

The shape of the parabola is important.

Break It Down:
The shape tells about the coefficient.

The coefficient is a number that is multiplied by a letter (variable). Examples:
2 is the coefficient of x²; 2x²
2 is the coefficient of x; 2x

x² or 1x²
This parabola opens upward.
The coefficient is positive.
The coefficient is 1.

Does the U-shaped parabola look like a cup or a cap? ______

The left half of this parabola is the mirror image of the right half. The parabola is vertical, and is symmetrical about the y-axis, so it is an even function.

The Game: Underline the coefficients of x².
Write P for POSITIVE or N for NEGATIVE.

2x²
1x²
5x²
4x²
6x² + 3
ELEMENTS CURRICULUM: FOR HIGH SCHOOL STUDENTS READING AT A GRADE 2–4 LEVEL

GEOMETRY

ELEMENTS OF BASIC GEOMETRY
Guides students’ understanding of basic principles of geometry by identifying, analyzing, constructing, and measuring.

- The Elements of Basic Geometry gives struggling readers the support they need to understand difficult concepts.
- Concise, easy to understand instructions and real-life examples help students understand difficult concepts.
- The content matter is grade level, age-appropriate, and standards aligned.
- This complete program fosters learning and success for students of all ability levels with extensive skills practice, real-life connections, vocabulary games, and projects.

EXAMPLE CONCEPTS:
- Geometric Shapes
- Perimeter, Area, & Volume
- Radii & Diameters
- Logic & Relationships

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Practice Book offers 180+ practice pages to reinforce skills.

Teacher Resource Edition includes reproducible pretests, posttests, and unit tests (standard form and form B for cognitively challenged students), goals and objectives (IEPs), chapter games, activities, and projects, and all answer keys.

“Broken down, easy to use, and provides foundational instruction to build upon in high maths.” Joanne R., Lead Exceptional Ed. Teacher, Georgia

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ELEMENTS OF BASIC GEOMETRY SAMPLE PAGES

ANGLES

Angles are two rays with the same endpoint. The endpoint is called a vertex point. To name an angle, use the symbol ∠. When naming an angle, the middle letter must be the vertex point.

This is ∠TOX. It can be called ∠XOT too. O is the vertex point.

VERTEX POINT

The Game: Write the names of the angles in the blanks.

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The Game: Draw the angles.

CABD  XXXV  MNO  JKL

RADII

A radius is any line segment that has one endpoint at the center of the circle and the other endpoint on the circle. Every radius of the same circle is the same length.

Look at OA. BA is a radius of OA, DA, FA and RA are radii too.

BA = 1"
FA = 1"

Important tip: The measurement of the diameter is the radius times two.

Find the measurement of the diameters of OA.
BC = _____  RT = _____
FG = _____  DE = _____

Important tip: The measurement of the radius is the diameter divided by two.

Find the measurement of the radii of OX.
RX = _____  RX = _____

The Game: Follow the directions.

Draw OX, WX and YZ are diameters of OX.

WX = 6 cm  WX = _____
YZ = _____  YZ = _____

DRAWING A CIRCLE

We use a compass to make an accurate drawing of a circle. There are two movable arms. One arm has a pointed end and the other arm holds a pencil. This is a compass.

How to draw a circle with a compass:
1. Tighten the hinge so that it does not slip.
2. Tighten the holder for the pencil.
3. Line up the pencil lead with the compass needle.
4. Press down on the needle and turn the knob at the top of the compass to draw. Turn the compass 360°.

The Game: Draw the circle.

Make a compass with your hand. Press your thumb down and turn your hand so your little finger draws an imaginary circle.

PRETEST

Look at the picture. Write the answers in the blanks.

1. m∠FAC = _____  6. m∠DBE = _____
2. m∠FAB = _____  7. mAF = _____
3. m∠FDB = _____  8. mBC = _____
4. m∠CAG = _____  9. mBC = _____
5. m∠FAD = _____  10. mDF = _____

Look at the picture. Write T for True or F for False.

1. AB ⊥ DE  _____
2. AB ⊥ DE  _____
3. DA ⊥ FA  _____
4. AB ⊥ DF  _____
5. DA is a chord. _____
6. BC is a diameter. _____
7. ∠DBA is a right angle. _____
8. Point D lies in the interior of ∠A. _____
9. AB, AF, and AC are radii. _____
10. ∠DAF is an acute angle. _____

Look at the picture. Write the answers in the blanks.

What is one diagonal of ∠BDFA? _____
What is the perimeter of ∠BDFA? _____
What is the area of ∠BDFA? _____

Fill in the blanks. V = l w x h

Shala’s gift box is 5” long, 2” high, and 4” wide. She wants a watch. The volume is _____ cubic inches. Do you think a watch could fit in the box? _____

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ELEMENTS OF BASIC BIOLOGY

Guide students to understand the basic principles of biology. Students study a variety of topics that include structures and functions of cells and viruses; growth and development of organisms; cells, tissues, and organs; nucleic acids and genetics; taxonomy; metabolism and energy transfers in living organisms; living systems; homeostasis; and ecosystems and the environment.

- The Elements of Basic Biology gives struggling readers the support they need to understand difficult concepts.
- Concise, easy to understand instructions and real-life examples help students master objectives.
- The content matter is grade level, age-appropriate, and standards aligned.
- This complete program fosters learning and success for students of all ability levels with extensive skills practice, real-life connections, vocabulary games, and projects.

EXAMPLE CONCEPTS:
- Characteristics of Living Organisms
- Scientific Method
- Organic Molecules
- Cell Theory
- Mendelian Genetics

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“Id targets a student population that very often has few materials that are at an appropriate level, but still RESPECTFUL of the students’ age and their self-esteem.”

Ernie M., Director of Educational Programs, Alaska

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YOU ARE A SCIENTIST

Scientists examine living things. When you see that one kind of fish looks different from another, you are observing nature. When you watch the way birds fly, you are studying biology.

What flavor of ice cream do you like best?

You did an investigation when you tasted other flavors. You compared the flavors and learned that you like some flavors better than others. You are a scientist!

The Game: Check (√) the things you have done.

☐ gone to a zoo  ☐ walked on a nature path  ☐ fed a kitten
☐ found a bird nest  ☐ looked at the stars  ☐ planted seeds
☐ swam in a lake or ocean  ☐ watched an animal eat or sleep

LAB SAFETY IS IMPORTANT

• Listen carefully and follow directions.
• Do not goof off, run, push others, or make a mess. No eating or drinking in the lab.
• Stay safe. Wear goggles, gloves, masks, and lab coats. Gloves may cause latex allergies. Keep electrical equipment away from water.
• Wash your hands before and after each experiment.
• Keep your nose out of a test tube or look directly into a test tube. Don’t taste chemicals.
• Know what is poisonous. Know what to do if there is an emergency.
• Throw away all needles, razors, pins, and toothpicks in a safe container.
• Treat animals with safety and respect.

What is a word that means to look at something carefully?

.............................................................

ALLELES

Each gene can be found at a certain place on a particular chromosome. There are two copies of the gene. Where the gene is found is called the locus. Different forms of the same gene are called alleles. If the two alleles are the same, they are called homozygous. If the two alleles are different, they are called heterozygous.

The gene for eye color in people has different alleles. List some different eye colors. ____________________________

The Game: Check (√) the things you have done.

☐ blue eyes  ☐ brown eyes  ☐ hazel eyes

The Game: Answer the questions.

If a person has two alleles for blue eyes, are the alleles homozygous or heterozygous? ____________________________

If a person has one allele for brown eyes and one allele for blue eyes, are the alleles homozygous or heterozygous? ____________________________

The Game: Fill in the Punnett square.

Parent A  TT  This parent pea plant is homozygous tall (all tall genes).
Parent B  tt  This parent pea plant is homozygous short (all short genes).

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This shows four offspring. How many have a gene for tallness? ______

NAME___________________________

GOALS and OBJECTIVES

Duration of services: From __________ to __________

MEASURABLE OBJECTIVES: Mastery Codes: M - Mastered  C - Continued  D - Discontinued

19. Classifying organisms at several taxonomic levels; using taxonomic nomenclature.

20. Identifying and describing characteristics of kingdoms.

21. Understanding spontaneous generation, and observing and explaining the results of natural selection.

22. Understanding ecology and how living things coexist, incl. ecosystems, habitats, succession, and relationships.

23. Understanding natural resources, land and water biomes, and pollution.

24. Explaining the flow of energy through water, carbon, nitrogen, and phosphorous cycles.

25. Explaining the characteristics of plants and describing the process of bryophytes and tracheophytes.

26. Explaining types of plants, including angiosperms and gymnosperms.

27. Identifying the parts of plants and the functions of various parts.


29. Describing plant reproduction, incl. sexual and asexual reproduction, and alteration of generations.

30. Describing plant diversity around the world, incl. biomes and plant survival in extreme conditions.

31. Explaining the characteristics of animals; comparing and contrasting invertebrates and vertebrates.

32. Describing the characteristics of vertebrates: fish, amphibians, reptiles, birds, and mammals.

33. Describing homostasis and the organs and functions of the skeletal, muscular, digestive, and urinary systems.

34. Describing the respiratory, endocrine, and nervous systems; describing the parts of the brain.

35. Describing the circulatory, lymphatic, and reproductive systems; describing human reproduction.

36. Comparing and contrasting bacteria and viruses; understanding about health and disease.
INTEGRATED PHYSICS AND CHEMISTRY

ELEMENTS OF BASIC INTEGRATED PHYSICS AND CHEMISTRY
Combining both physical science and earth science concepts, Elements of Basic Integrated Physics and Chemistry improves students’ ability to understand topics including properties and phases of matter, the scientific method, electromagnetism, and more.

- The Elements of Integrated Physics and Chemistry gives struggling readers the support they need to build a solid science foundation.
- Concise, easy to understand instructions and real-life examples help students understand difficult concepts.
- Each lesson is standards aligned and self-explanatory, so students can progress independently through grade-level material.
- This complete program fosters learning and success for students of all ability levels with extensive skills practice, real-life connections, vocabulary games, and projects.

EXAMPLE CONCEPTS:
- Properties & Phases of Matter
- Scientific Method
- Periodic Table
- Motion, Force, & Energy
- Electromagnetism

Student Book offers 180+ instructional and practice pages with real-life examples to build skills.

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“I use this book with my regular education and Special Ed students. Chemical formulas are especially hard for kids to understand. The way chemical formulas are explained makes it easy for my students to master the concept.” Donald D., Inclusion Science Teacher, Texas
THE SCIENTIFIC METHOD

Science is ever changing and does not explain everything. The scientific method is one way we study our world. When we try to find answers to questions, such as "Will a toy car go farther on a board if it's lightweight or heavy?" we are using the scientific method.

THE SCIENTIFIC METHOD

1. State your problem or question.
2. Look up information about the topic.
3. Write down what you think will happen before you try the experiment. That is your hypothesis.
4. Set up an experiment. Plan how you will test your hypothesis.
5. Perform the experiment. Record what you observe and/or measure (whether it is what you expected or not).
6. State the results of the experiment.
7. Explain what you learned.

Chemical equations describe chemical reactions. Equations are shortcuts! You don't have to write all the words out.

CHEMICAL EQUATIONS

A reactant is a substance that is changed in a chemical reaction. A product is the substance that is formed.

FYI: The big arrow points to the substance that is being formed.

The Game: Fill in the blanks with the words listed below. Look at the arrows. The big arrow points to the two substances that are being formed.

2 H₂O₂ → 2 H₂O + O₂

hydrogen peroxide water oxygen product reactant product

2 Ag + S →Ag₂S

silver sulfur silver sulfide (tarnish)
U.S. HISTORY

ELEMENTS OF BASIC U.S. HISTORY

America’s story comes alive with easy-to-read lessons. United States history is covered from prehistory to the present. Important people, significant events and issues, and their real-life impact are examined.

- The Elements of U.S. History gives struggling readers the support they need to build a solid foundation.
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- Each lesson is self-explanatory, so students can progress independently.
- The content matter is grade level, age-appropriate, and standards-aligned.
- This complete program fosters learning and success for students of all ability levels with extensive skills practice, real-life connections, vocabulary games, and projects.
- Builds vocabulary skills!

EXAMPLE CONCEPTS:

- Settlement
- Isolationism & Expansion
- The Great Depression
- The World Wars
- Civil Rights
- Domestic & Foreign Relationships

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BUILDING VOCABULARY SKILLS!

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"Well written; covers standards at a level the lower readers can understand." Lucinda C., Director of Special Services, Missouri
Look at the picture of Winston Churchill, Franklin Roosevelt, and Joseph Stalin. On February 4, 1945, the Big Three met in Yalta. Yalta is a city in the southern part of the Ukraine. They planned the last stages of the war.

Soon after, on April 12, 1945, President Roosevelt died of a stroke. Harry Truman became President. Roosevelt had been President for more than 12 years. He led the country through some of the hardest times in U.S. history. Less than a month after his death came the day Roosevelt had worked for: the end of the war in Europe.

By the end of April 1945, Germany was destroyed. The Allies had Berlin surrounded. Hitler ordered his men to fight to the death. On April 30, Hitler committed suicide. He bit a capsule of poison while he shot himself. Then, aides burned his body. Colonel General Alfred Jodl of the German High Command signed the terms of an unconditional surrender on May 7, 1945.

After more than five years, the war in Europe was over.

**THE END**

---

**BATTLE OF BRITAIN**

Winston Churchill became the British prime minister. Hitler thought that Britain would give up after France surrendered. Not a chance!

Churchill said that even though all of Europe might fall, "... we shall not flag or fail. We shall go on to the end. . . . we shall fight in the seas and oceans. . . . we shall fight on the beaches..." Hitler planned to attack Britain. The English Channel is the part of the Atlantic Ocean that is between western France and southern England. Hitler did not have a lot of ships to take troops across the English Channel, so he planned an attack by air.

The Battle of Britain began when Germany bombed London. Then, Churchill ordered an air attack on Berlin, the capital city of Germany. This made Hitler mad. He ordered the bombing of British cities. British cities took a beating, but the military bases were okay. Pilots were trained and planes were replaced. Britain was able to keep warplanes in the air. Finally, in May 1941, Germany stopped the air attack. More than 40,000 British civilians had lost their lives.

---

**The Game: What happened on these dates?**

- February 4, 1945
- April 12, 1945
- April 30, 1945
- May 7, 1945

**The Game: Look at the map. Germany bombed London and other British cities. Britain bombed Germany. Draw a line from Germany to London.**

The planes that flew from Germany to London crossed over which body of water?

**ENGLISH CHANNEL**
WORLD HISTORY

ELEMENTS OF BASIC WORLD HISTORY
Engage students in the relevance of world history in their lives. Explore the world’s people, from the earliest times to the present in a dynamic format. Follow the development, causes, and effects of major events in history.

• The Elements of World History gives struggling readers the support they need to build a solid foundation in world history.
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• Each lesson is self-explanatory, so students can progress independently.
• The content matter is grade level, age-appropriate, and standards-aligned.
• This complete program fosters learning and success for students of all ability levels with extensive skills practice, real-life connections, vocabulary games, and projects.

EXAMPLE CONCEPTS:
• River Valley Civilizations
• Rise & Fall of Classical Civilizations
• Impact of the Silk Road
• Development of Slave Trade
• Global Impact of Industrial Revolution
• Causes and Impacts of World Wars

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Egypt was one of the first civilizations. Egypt was great because of the Nile River. The Nile starts at Lake Victoria. It flows north for more than 4,000 miles. Each year the Nile would flood. It left silt, black soil that is good for growing crops. Boats on the Nile carried goods from one place to another.

Egypt's kings were called pharaohs. They were from the same family. That's a dynasty.

Long Ago

Would you like to . . .

live in a cave? _____
hunt for food? _____
live without a TV? _____

World History helps us know more about people and their ways of life.

Scientists tell us that the first humans to walk on two legs were hominids. In 1994, a hominid skeleton was found in Ethiopia. She was named Ardi. She was 4 feet tall and weighed 110 pounds. She lived 4.4 million years ago!

The scientific name for humans is Homo sapiens. Scientists tell us that Homo sapiens lived in Africa about 200,000 years ago. Homo sapiens have big brains. They used their brain power to control fire. They were hunters. They went to other parts of the world to hunt animals.

Paleolithic Age → 2,500,000 BC to 8,000 BC
Humans began making tools from stone. They made spears, axes, and arrows. Campfires kept them warm and also kept wild animals away.

Neolithic Age → 8,000 BC to 3,000 BC
Time passed. People stopped hunting as much. They lived in villages. They grew food and raised animals. Farming villages were the start of civilizations. Language, trade, government, art, music, and learning were part of their way of life.

Archaeologists study skeletons, tools, and things from long ago.
archaeologist → first, from the beginning
archeology → the study of
archeology → the study of ancient humans and how they lived

The Game: Draw lines matching the words with the meanings.
1. archaeologists → the study of
2. archaeo → first
3. ology → first humans to walk on two legs
4. hominids → people who study skeletons and things from long ago

Agriculture is another word for farming. Did people farm during the Paleolithic Age? _____
WORLD GEOGRAPHY

ELEMENTS OF BASIC WORLD GEOGRAPHY

Lessons explore the physical features of the earth, and how that shapes cultural patterns of regions. The influence of geography on events of the past and present is presented in an easy-to-understand format. Students use problem-solving skills to ask and answer geographic questions.

- The Elements of World Geography gives struggling readers the support they need to build a solid foundation.
- Concise, easy to understand instructions and real-life examples help students understand difficult concepts.
- Each lesson is self-explanatory, so students can progress independently.
- The content matter is grade level, age-appropriate, and standards-aligned.
- This complete program fosters learning and success for students of all ability levels with extensive skills practice, real-life connections, vocabulary games, and projects.

EXAMPLE CONCEPTS:
- People, Places, & Environments
- Landform, Climates & Ecosystems
- Growth & Distribution of Population
- Geography Affects Economy
- Spread of Culture
- Interpret Maps

Student Book offers 180+ instructional and practice pages with real-life examples to build skills.

Practice Book offers 180+ practice pages to reinforce skills.

Teacher Resource Edition includes reproducible pretests, posttests, and unit tests (standard form and form B for cognitively challenged students), goals and objectives (IEPs), chapter games, activities, and projects, and all answer keys.

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“The curriculum allows students to gain a deep understanding of the significance of what they are studying. They are able to participate effectively in the classroom environment.” Vivian H, Director of Special Education, Harris County Juvenile Probation Department, TX
What does a cartographer do?

**TOOLS OF GEOGRAPHY**

A geographer is a scientist. Geographers study Earth and how people act with the planet.

Geographers’ tools are more than just equipment! Tools also include the different ways geographers get information.

Geographers’ Tools

1. **field study** – looking at what is around you
2. **mapping** – showing information on maps, globes, and GPS
3. **interviews** – asking people about their environment
4. **analysis** – finding hidden patterns, planning and exploring
5. **scientific tools** – fancy tools that get information or measure distances and shapes that are hard to get to.

Some people think a geographer makes maps. Wrong! A cartographer makes maps.

Cartography means to draw or make maps.

The Game: Write the letters for the geographers’ tool next to the example.

**FS = field study**          **M = mapping**          **I = interviews**

A = analysis               **ST = scientific tools**

1. The pirate drew a map and marked where the treasure was buried. _____
2. Joe saw fewer trees as he climbed higher up the mountain. _____
3. People in a flood area were asked about their homes. _____
4. Planners marked the big trees to save before they build a park. _____
5. Doppler radar and satellites track tornadoes. _____

**ABOUT ANTARCTICA**

Antarctica is a continent of ice. It is the driest and coldest continent in the world. It is about 1.5 times the size of the U.S. However, if all the ice melted, it would only be half its size. Thousands of feet of ice have built up on the land. Because it is so cold year round, the ice doesn’t melt. Temperatures can drop lower than −100°F in the winter. That’s cold!

Long ago, Antarctica was warm. There were volcanoes, lakes, and mountains. Some of these are now frozen or under large ice sheets. Antarctica is divided into two regions by the Transantarctic Mountains.

Antarctica does not belong to any one country. Antarctica has some metal, mineral, and energy resources. However, world countries have agreed not to mine these resources. Antarctica has been declared a continent for peaceful and global scientific research.

The Game: Look at the map comparing the U.S. with Antarctica. Follow the directions.

1. On the U.S., write USA.
2. Trace the map of Antarctica.
3. Which looks bigger?   

What is the driest and coldest continent in the world?
GOVERNMENT

ELEMENTS OF BASIC GOVERNMENT

Students understand different forms of government, how government in the United States operates, and how it affects individual lives.

- The Elements of Government gives struggling readers the support they need to understand difficult concepts.
- Each lesson is self-explanatory, so students can progress independently.
- The content matter is grade level, age-appropriate, and standards-aligned.
- Interesting & informative!

EXAMPLE CONCEPTS:
- Overview of U.S. Government
- Governments & Economies
- Levels of Government
- U.S. Constitution
- Voting Process

Student Book offers 90+ pages with real-life examples to build skills.

Practice Book offers 90+ practice pages to reinforce skills.

Teacher Resource Edition includes reproducible pretests, posttests, and unit tests (standard form and form B for cognitively challenged students), goals and objectives (IEPs), chapter games, activities, and projects, and all answer keys.

“This book presents the elements involved in understanding the complexities of American Government in a step-by-step, concise process that even mentally challenged students are able to grasp.” Laurie M., Special Education Teacher, MO

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**WHAT IS GOVERNMENT?**

Government means lots of things. Here are some important ideas to remember:

- Government controls a country, state, or city.
- Government affects every person in the country.
- Government affects everything we do.
- There are rules called laws.

The government in America is special. It is called a democracy. That means we have the power to choose, or vote. Voting tells our leaders what laws we want. We are citizens.

The government in the U.S. shows that how we think and what we feel are important.

**OUR AMAZING CONSTITUTION**

All American citizens enjoy freedom, protection, and rights.

**Break It Down:** The U.S. Constitution set up a new government that is not like any government in history. The U.S. Constitution is the oldest and shortest national constitution in the world.

Does the Constitution really help us in our "pursuit of happiness?" Are we better people because of it?

Our federal government was well planned. The limited government power and clear rights let every person be part of the governmental process, be safe, and have freedom.

Everyone has the choice to use their freedom correctly. Our Constitution is strong, but it survives because individuals make good choices every day.

**The Game: List five good choices that you have made today.**

1. __________________________________________
2. __________________________________________
3. __________________________________________
4. __________________________________________
5. __________________________________________

**The Game: List four important facts you have learned about your government.**

1. __________________________________________
2. __________________________________________
3. __________________________________________
4. __________________________________________

**How does the Constitution really help you in your daily life?**

_______________________________________________
ELEMENTS CURRICULUM: FOR HIGH SCHOOL STUDENTS READING AT A GRADE 2-4 LEVEL

ECONOMICS

ELEMENTS OF BASIC ECONOMICS
Guides students’ understanding of the system of personal and global economics. Real-life examples and circular flow models demonstrate how systems work.

- The Elements of Economics gives struggling readers the support they need to understand difficult concepts.

EXAMPLE CONCEPTS:
- Structure of the U.S. Economy
- Markets & World Economy
- Supply & Demand
- Free Enterprise
- Debt, Credit, & Loans

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SPEECH COMMUNICATION

ELEMENTS OF BASIC SPEECH COMMUNICATION
Elements of Speech Communication incorporates both academic topics and life skills components. Social skills, personal improvement, and important job skills are addressed in a personal, real-life way.

- The Elements of Speech Communication gives struggling readers the support they need to master objectives.

EXAMPLE CONCEPTS:
- Communication with Others
- Informative & Persuasive Speech
- Public Speaking Incl Stage Fright
- Writing Outlines
- Robert’s Rules of Order

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**WHY IS IT IMPORTANT TO KNOW ECONOMICS?**

Your choices and the choices of each person in the U.S. affect our economy. We work, buy things, vote, and have businesses. The choices we make every day are important.

Do you have a savings account at a bank? Your money can earn interest there. You can have more money!

Do you stay away from money traps? Credit cards, "payday loans," "rent-to-own" furniture and electronics stores, lotteries, high interest rates, and hidden fees take your money... fast!

---

**DO YOU LIKE TO SHOP?**

Most people like to shop!

Do you have this problem? Sometimes when you buy one thing, you don’t have the money to buy other things that you want.

You think about your money and how you make more money to buy things. First, you must buy the things you need. Then you can buy things for fun. This is economics!

Countries do this too. Most countries want better schools, better roads, better health care, and a bigger army. A country must decide the best way to spend its money.

---

**The Game: List five reasons why money traps can be bad.**

1. __________________________________________________________
2. __________________________________________________________
3. __________________________________________________________
4. __________________________________________________________
5. __________________________________________________________

---

**The Game: Put an X next to the two best ways for a FAMILY to spend money.**

- pay the light bill _____
- go to the movies _____
- buy a pizza _____
- buy a bag of cookies _____
- take the sick baby to the doctor _____

---

**The Game: Put an X next to the two best ways for YOU to spend money.**

- buy a new phone _____
- pay your cell phone bill _____
- pay a fine you owe _____
- buy a new CD _____
- buy candy _____
- buy a hamburger _____

---

**WHY IS A SAVINGS ACCOUNT GOOD?**

Why is a savings account good?

---

**DEBATE**

Debating is arguing for or against something. A formal debate is like a sport. There are two sides. Each side takes turns talking about a subject. Each side has a different view. The debate is judged by the audience or a group of judges.

The presidential debates are interesting. Both people who want to be president debate important issues. They explain their ideas about war, education, and the way the government spends our money.

When you and your friend talk about a movie and you have different views, you are debating. A debate is not a fight.

---

**The Game: Circle the examples of a debate.**

1. two people agree about cleaning up trash in the park
2. two students with different ideas talk about the school trip
3. you and your mom talk: you want to go shopping, but your mom does not want you to go
4. a group of students plan a project
5. two people want to be mayor; each person tells how he or she would run the city

---

**Talking on the Phone**

Talking on the phone is a lot of fun! It is easier than going to your friend’s house to talk. Using words like “hello” and “please” show courtesy.

Social Rules for Talking on the Phone

- Call at times when you won’t disturb the family. Don’t call too early or late at night. Don’t call at mealtime.
- Always say who you are. “Hello. This is Joe Castro. May I please speak with Maria?”
- Don’t talk too long. Someone else may need to use the phone.
- Business calls should not be long. Speak clearly and tell the reason for your call.
- Be polite.

---

**The Game: Circle the words in the sentences that show courtesy.**

1. “Hello! This is Mary Smith. May I speak with Anna? Thank you.”
2. “Good morning. My name is Ben Kelly. May I speak with the person in charge of new phone service? Thank you.”
3. “I know it is your dinner time, so I will let you go now. Thank you.”

---

**What did you learn?**
ELEMENTS CURRICULUM: FOR EMERGING READERS READING AT A GRADE 1–3 LEVEL

BASIC ENGLISH

ELEMENTS OF BASIC ENGLISH

Struggling and emerging readers learn the fundamentals of reading and language mechanics. Lessons begin with the basics in word families, syllabication, and sentence structure to build decoding and fluency skills. Self-explanatory lessons strengthen reading, writing, and oral language skills. Engaging activities teach real-life skills such as alphabetizing in the workplace, check and letter writing. Developed for older students who need reinforcement of basic reading skills.

- Each lesson is self-explanatory, so students can progress independently.
- This complete program fosters learning and success for students of all ability levels with extensive skills practice, real-life connections, vocabulary games, and projects.

EXAMPLE CONCEPTS:
- Word Families
- Parts of Speech
- Syllabication
- Sentence Structure
- Alphabetic Order & Abbreviations

Student Book offers 180+ instructional and practice pages with real-life examples to build skills.

Practice Book offers 180+ practice pages to reinforce skills.

Teacher Resource Edition includes reproducible pretests, posttests, and unit tests (standard form and form B for cognitively challenged students), goals and objectives (IEPs), chapter games, activities, and projects, and all answer keys.

“I love that I can use it with my lower functioning ESE students and with my ELL students. There is a feeling of accomplishment for them and the basics are mastered.” Sari H., ESE Teacher, Florida

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ELEMENTS OF BASIC ENGLISH SAMPLE PAGES

WHY IS THIS IMPORTANT TO YOU?

RESPECT!
People respect you when you speak correctly.

COMMUNICATION!
People understand you when you speak correctly. It is easier to get what you need when people understand you.

Writing is important too. People respect you when you write correctly.

How can you become a better speaker and writer? By reading more! This class is set up to help you read, write, and speak better. This will help you get more of what you want in life.

I FAMILIES
The vowel I has word families that are interesting! Say these words:

- __ick kick, lick, pick, quick, sick, brick, chick, click, stick, thick, trick
- __ight knight, light, might, night, right, sight, bright, sight, slight
- __ill fill, hill, pill, will, chill, drill, grill, skill, spill, thrill
- __in bin, fin, pin, win, chin, grin, spin, thin, twin

Pick words from each of the word families. In each box, draw a picture and write the word.
ELEMENTS OF BASIC ENGLISH LANGUAGE ARTS I

Struggling readers strengthen reading, vocabulary, and language skills with age-appropriate passages. Analysis includes higher order thinking skills. Writing includes composition and mechanics.

- Each lesson is self-explanatory, so students can progress independently.
- The content matter is grade level, age-appropriate, and standards aligned.
- This complete program fosters learning and success for students of all ability levels with extensive skills practice, real-life connections, vocabulary games, and projects.

EXAMPLE CONCEPTS:
- Reading: Comprehension (Analysis, Making Inferences, Drawing Conclusions) of Literary Text
- Vocabulary Development and Usage
- Writing and the Writing Process
- Oral and Written Conventions: Grammar and Spelling
- Research: Gathering, Synthesizing, Presenting
- Listening and Speaking

Student Book offers 190+ instructional and practice pages with real-life examples to build skills.

Practice Book offers 190+ practice pages to reinforce skills.

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“Students are taught the same curriculum as their peers, without the frustration of the language constraints from the general text. Rather than confusion, students feel success.”

Margaret L., Special Education Teacher, Anna ISD, Texas
ANALYSIS

If you think you know what a word means, go back and reread the sentence using the definition. Ask: Does it make sense?

Ex:
Para 1 penetrating
The cold was penetrating.

You could say:
The cold was piercing, and it went through his clothing.

Penetrating can mean "piercing; going through one's clothing."
Does the definition make sense? _____

The Game: Draw lines matching the words with the meanings.
1. draining the warmth sudden air current that pulls an object down
2. shouted into the wind permitted to take the plane off the ground
3. downdraft taking away the warmth from his body
4. cleared for takeoff spoke loudly to be heard above the wind
5. magnificent scene muscles were grateful
6. muscles were grateful snow covered their bodies
7. run smack into felt good to stretch
8. icy blanket run directly into

Predict what will happen next in the story.

FICTION

Stories about people and events that are not real are fiction. Scientists have found that reading fiction makes the brain work better.

Story Four is realistic fiction. The story about Henry is made up, but it could be real.

Realistic fiction is not true, but could happen. Some events, people, and places may even be real. Realistic stories are about everyday problems and relationships.

Read the excerpt from To Kill a Mockingbird. Scout, the main character, is talking. Atticus is her father.

Atticus had promised me he would wear me out if he ever heard of me fighting any more; I was far too old and too big for such childish things, and the sooner I learned to hold in, the better off everybody would be.

FYI: An excerpt is a part or passage taken from a book, play, or other text.

The Game: Check the sentences that are realistic fiction.

☐ Our dog brought the newspaper in each morning and put it on the sofa.
☐ With a snap of his fingers, the fire began to burn merrily in the fireplace.
☐ After the campfire had gone out, the campers crawled into their tents.
☐ At the stroke of midnight, all the clocks in the house began to chime.
☐ The girl quietly crept up the stairs to her bedroom.
☐ The frog and toad danced around the toadstool.
☐ The full moon shone brightly in the night sky.

Read the excerpt from To Kill a Mockingbird again. Is it realistic fiction? Why?
ENGLISH LANGUAGE ARTS II

ELEMENTS OF BASIC ENGLISH LANGUAGE ARTS II

Sherlock Holmes! Julius Caesar! Engage at-risk readers to explore literature, increase vocabulary, improve grammar, and write fluently with this painless approach to traditional, classical, and contemporary literature passages.

- Each lesson is self-explanatory, so students can progress independently.
- The content matter is grade level, age-appropriate, and standards aligned.
- This complete program extends language skills and futhers learning and success for students of all ability levels with skills practice, real-life connections, vocabulary games, and projects.

EXAMPLE CONCEPTS:
- Literature Analysis: Comprehension, Making Inferences, Drawing Conclusions, Prediction, Appreciation
- Vocabulary Knowledge and Usage
- Literary Elements and Devices
- Composition and the Writing Process
- Oral and Written Conventions: Grammar, Mechanics, Spelling
- Research: Gathering, Synthesizing, Presenting
- Listening and Speaking

Student Book offers 190+ instructional and practice pages with real-life examples to build skills.

Practice Book offers 190+ practice pages to reinforce skills.

Teacher Resource Edition includes reproducible pretests, posttests, and unit tests (standard form and form B for cognitively challenged students), goals and objectives(IEPs), vocabulary games, chapter activities and projects, and all answer keys.

STANDARDS ALIGNED
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"It is rare to find such well-designed materials for upper level subjects. These materials truly provide access to the general curriculum for special needs students." Linda L., Region 16 ESC, Texas
UNDERSTAND THE STORY

As you read, ask yourself questions and make guesses. The more you get into the story, the more you'll understand.

Questions to ask about each character:
- How is this character important to the story?
- Why did the characters act a certain way?
- What is the character feeling?

Then, make predictions:
- What might happen next?
- How will the character react?
- What will the outcome be?

---

STORY SEVEN

The Tragedy of Julius Caesar by William Shakespeare (excerpts)

Caesar is a great Roman general. He returns to Rome after months of being away fighting. The people love him! Caesar becomes the dictator. Senate leaders think Caesar has too much power. They plot to squelch his power. At a festival, a soothsayer tells Caesar to beware the "ides of March" (March 15). Cassius, a senator, tries to turn Caesar's best friend, Brutus, against Caesar. Caesar has a meeting with the Senate on March 15. That morning, Caesar's wife, Calpurnia, is freaking out. She dreamt that he was murdered, and she begs him to stay home. (#1)

---

The Game: Choose the best answer.
1. Who was Julius Caesar?
   - an important man
   - a salad
   - a Roman leader

2. Who was Calpurnia?
   - Caesar's psychic
   - Caesar's wife
   - a senator

3. Who was Brutus?
   - a villain
   - a senator
   - Caesar's backstabbing friend

4. Who was Antony?
   - a great speaker
   - a senator
   - a hero

5. What did the fortune teller tell Caesar?
   - Beware of March 15.
   - Beware the tides of March.

6. What did Calpurnia dream about Caesar?
   - He would die.
   - He would be king.
   - He would be brave.

7. What weapon did Caesar use?
   - a dagger
   - a fountain pen
   - an Uzi sub-machine gun

8. Why did the senators want Caesar dead?
   - for revenge
   - for money
   - to limit his power

---

The Game: Underline what Calpurnia wants.

---

Act II, Scene II Original             Modern

---

Calpurnia: Alas, my lord, Your wisdom is consumed in confidence. Do not go forth today. Call it my fear That keeps you in the house and not your own. We'll send Mark Antony to the Senate House, And he shall say you are not well today. Let me, upon my knee, prevail in this. (#4)

Caesar: Mark Antony shall say I am not well, And, for thy humor, I will stay at home. (#5)
ELEMENTS CURRICULUM: FOR HIGH SCHOOL STUDENTS READING AT A GRADE 2–4 LEVEL

ENGLISH LANGUAGE ARTS III

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Tom Sawyer, Edgar Allan Poe, and Carl Sandburg come alive! Struggling readers develop and sustain reading, writing, listening, and speaking skills with this teacher-recommended program.

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• This complete program extends language skills and furthers learning and success for students of all ability levels with skills practice, real-life connections, vocabulary games, and projects.

EXAMPLE CONCEPTS:
• Literature: Analysis (Structure and Elements), Comprehension, Making Inferences, Critical Thinking
• Vocabulary And Word Structure Knowledge
• Composition and Writing Conventions
• Listening and Speaking
• Inquiry and Research

Student Book offers 190+ instructional and practice pages with real-life examples to build skills.
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Tamara S, Special Education, Atlanta, GA

“Students read and analyze real literary works! They build vocabulary, use higher order thinking skills, and write compositions using age-appropriate topics. This is a great self-esteem builder!”

Standards Aligned
(incl Common Core)
TEKS Aligned
STORY TWO
The Tell-Tale Heart by Edgar Allan Poe (adapted)

Nervous—very, dreadfully nervous I had been and am. But why will you say that I am mad? The disease had sharpened my senses—not destroyed or dulled them. Above all was the sense of hearing. I heard all things in the heaven and in the earth. I heard many things in hell. How, then, am I mad? Observe how calmly I can tell you the whole story. (#1)

The idea haunted me day and night. There was no reason for it. I loved the old man. He had never wronged me. I had no desire. I think it was his eye! Yes, it was this! He had the eye of a vulture—a pale blue eye, with a film over it. Gradually I made up my mind to take the life of the old man, and thus rid myself of the eye forever. (#2)

You fancy me mad, but madmen know nothing. You should have seen me. I was never kinder to the old man than during the whole week before I killed him. And then, I thrust in my head. I moved it slowly—very, very slowly, so that I might not disturb his sleep. Would a madman have been so wise as this? And then, I undid the lantern cautiously—just so much that a single thin ray fell upon the vulture eye. And this I did for seven long nights. I found the eye always closed. It was impossible to do the work; for it was not the old man who vexed me, but his Evil Eye. (#3)

Every morning, I went boldly into the chamber and spoke to him, inquiring how he passed the night. So you see he would have been a very smart old man, indeed, to suspect my doings. (#4)

Upon the eighth night I was more than usually cautious in opening the door. A watch's minute hand moves more quickly than did mine. Never before that night had I felt the extent of my own powers—of my sagacity. I could scarcely contain my feelings of triumph. To think that there I was, opening the door, little by little, and he not even to dream of my secret deeds or thoughts. I kept pushing it open steadily, steadily. (#5)

I had my head in, and was about to open the lantern, when my thumb slipped upon the tin fastening. The old man sprang up in bed, crying out, "Who's there?" (#6)

I kept quite still and said nothing. For a whole hour I did not move a muscle, and in the meantime I did not hear him lie down. He was still sitting up in the bed listening. (#7)

The Game: Underline the sentence that describes the old man's eye.

UNDERSTAND THE STORY
There are layers of meaning in stories. The first layer is the basic story. In "The Tell-Tale Heart": Man kills old man, hides body, hears heartbeat, confesses to police.

Poe uses symbolism to add layers of meaning. Symbolism is a person, thing, or idea having a meaning other than its basic meaning. The different meaning is usually deeper and more important. The eye and the heart are two main symbols.

The conflict is in the mind of the storyteller, the unnamed narrator. The most important layer of the story is what is going on in the narrator's twisted mind.

The Game: Answer the questions about the story.

1. How does the narrator feel at the beginning of the story?
   - angry
   - nervous
   - hungry

2. What sense is acute in the beginning of the story?
   - smell
   - sight
   - hearing

3. Why did the narrator kill the old man?
   - for his gold
   - for revenge
   - because of the eye

4. The narrator tries to convince himself and the reader that he is NOT what?
   - mad
   - stupid
   - evil

5. How did the narrator kill the old man?
   - smothered with a pillow
   - choked with his hands
   - pulled the bed on him

6. In "The Tell-Tale Heart," the eye is a symbol of the way the narrator sees the world. How do you think the narrator sees the world?

7. A heart is a symbol of emotions. Guilt is a strong emotion in the story. Does the guilt seem to get stronger? _____. How do you know?

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ELEMENTS OF BASIC ENGLISH LANGUAGE ARTS IV

British Literature is a survey that includes epic poetry, plays, legends, novels, and historical speeches. Explore Beowulf, Shakespeare, Dickens, C. S. Lewis, Elizabeth Barrett Browning, and more! At-risk readers strengthen and sustain reading, writing, thinking, listening, and speaking skills with this comprehensive program.

- Each lesson is self-explanatory, so students can progress independently.
- The content matter is grade level, age-appropriate, and standards aligned.
- This complete program expands foundational language skills to promote success through skills application, writing experiences, real-life connections, vocabulary games, activities, and research projects.

EXAMPLE CONCEPTS:
- Literature Analysis: (Structure and Elements), Understanding, Synthesizing, Predicting, and Critiquing
- Vocabulary and Word Structure Knowledge
- Literary Elements and Devices
- Composition and the Writing Conventions
- Listening, Speaking, Discussion, and Thinking
- Inquiry, Research, and Presenting

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“The Firelight books have been a positive addition to our curriculum and a lifesaver for our students who are reading 3 or more grade levels below. The easy to read formats and step by step directions really put the students at ease and motivate them to participate.” Sharron P., SPED Supervisor, Vermillion Parish Public Schools, LA.
DISCUSS THE STORY

The Lion, the Witch and the Wardrobe is loved by people of all ages. Lewis said that a good story is good no matter what the reader's age.

The word "character" has more than one meaning:
1. the person in a work of fiction
2. the characteristics or traits of a person

C.S. Lewis gives us an idea about the characters.

Section 2:
"It's an owl," said Peter.
"Badgers!" said Lucy. "Snakes!" said Edmund. "Foxes!" said Susan.
Each animal is a clue to traits of each character. Beware! Edmund's animal is a symbol of evil.

The Game: Answer the questions

1. Which character is adventurous? ____________________
2. Which character makes fun of Lucy? ____________________
3. Which character is a bit fearful? ____________________

Read the excerpt from Section 3.

"Of course it would be raining!" said Edmund.
"Do stop grumbling, Ed," said Susan. "It'll clear up soon. In the meantime, we're pretty well off. There's a wireless and lots of books."

4. Which character is grumpy? ____________________
5. Which character sees the good in the situation? ____________________

Ex: Section 15
He lived the rest of his life with generosity, good cheer, and compassion to all.

ANALYSIS

Parallelism is repeating the same grammatical structure. Dickens used parallelism in A Christmas Carol.

Parallelism is used to describe Scrooge (Section 1):
No warmth could warm, no cold could chill him.
Nobody ever greeted him in the street. No beggars asked him to bestow a trifle, no children talked to him.

You could say:
Scrooge was not nice, and he did not have friends.

An allegory is a story or picture with a hidden meaning. A Christmas Carol is an allegory about the spirit of Christmas. Scrooge was the opposite of that spirit. He was a good person.

Ex: Section 15
He lived the rest of his life with generosity, good cheer, and compassion to all.

The Game: Match the words with the meanings.

1. _____ bestow a trifle  A. about $100 for 60 hours of work
2. _____ fifteen shillings a week  B. give a little of something
3. _____ festive season  C. light, air, food, clothing, and shelter
4. _____ common comforts  D. closing shop at the end of the day
5. _____ shutting up  E. from late November to early January

1. _____ picking a man's pocket  A. I am pitiful; I am unhappy.
2. _____ twenty-fifth of December  B. stealing
3. _____ Oh, woe is me!  C. 1 o'clock; the clock rings one o'clock
4. _____ tolls One  D. Hello
5. _____ Hallo  E. Christmas Day (a public holiday in many Western countries)

Predict: How do you think life for the poor changed once stories like this became popular? ____________________
ELEMENTS OF BASIC CAREERS I
Career exploration and preparation is the basis for career success. Students learn real-life skills: completing a job application, creating a budget, reading a paycheck stub, and getting along with employers and coworkers.

- Each lesson is self-explanatory, so students can progress independently.
- The content matter is grade level, age-appropriate, and standards aligned.
- This complete program fosters learning for students of all ability levels with skills practice, vocabulary games, and projects.

EXAMPLE CONCEPTS:
- Hard and soft skills, values, workplace knowledge and skills
- Career Exploration: fields, groups, and pathways; labor market
- Job Search Basics: search, interview skills, writing a résumé
- Job Success: keeping a job, productive work habits, workplace business documents, safety practices
- Transition to Postsecondary Education and Career: Individual Graduation Plan, post-secondary education options
- Keys for Personal Success: self-awareness, social awareness, self-control, self-management, and decision-making
- Independent Living: personal finances, housing, managing personal life, citizenship, and social engagement

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“Teachers LOVE IT!!! … They love the layout of the book, they feel everything is at their fingertips. It truly is a great company. They have so much to offer!” Paula H., SPED Instructional Coach, Sioux City, IA

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YOUR LIFE

This book is about you. It’s about your life. You are important. What you decide to do in your life is important too. Think about what you want in life. Do you want to be happy? ______ Do you want to make money? ______ Why? __________________________

You can make money at a job and a career are not the same thing. A job and a career are not the same thing. As kids, some people know what they want to be when they grow up. But you don’t have to decide what you want to do now. As you grow older, you may change your mind about what you want to do. You can always change your mind about what you want to be. You can always change your mind about what you want to be.

The Game: Check the things you need to be happy.

☐ happiness ☐ money
☐ travel ☐ fame
☐ savings ☐ health
☐ loving family ☐ life partner
☐ to take care of others ☐ nice home
☐ nice furniture ☐ to work at something you love
☐ nice car ☐ nice pets
☐ stylish clothes ☐ savings
☐ pool ☐ church family
☐ nice car ☐ to take care of others
☐ nice car ☐ to work at something you love
☐ nice car ☐ nice pets
☐ stylish clothes ☐ church family
☐ pool ☐ nice car

Both a career and a job can be lots of fun. Your life is important too.

PRACTICE ANSWERS

The hardest part of a job interview seems like the easiest. Most employers will say, “Tell me about yourself.” Many people mess up! Wrong answer → Hmm . . . I’m from Louisiana. I like dinosaurs. I have a rash.

Most people get nervous in job interviews. Then, they mess up. The best way to avoid the jitters is to be prepared. Practice your answers to possible questions.

Seasonal Christmas Stand Workers

Do you love the holidays?! Are you friendly, strong, and calm under pressure? We’re looking for seasonal Christmas Tree stand workers to make the holidays fun. Job duties:

• help customers pick out their tree
• help them pay for their tree
• schedule delivery if needed
• keep the stand organized and clean

No experience needed.

We will train you. Customer service experience and feeling at ease using a saw is a plus. A positive, festive attitude is a must.

Start: November 20th

Job Type: Temporary

Salary: Hourly/minimum wage + tips (people love tipping during this season 😊)

Apply now at Festive Trees (corner of 4th St and McCoy)

The Game: Pretend you want the Holiday Stand worker job. Answer the questions.

1. How did you hear about this job?

___________________________________________________________________________

2. What do you like about this job?

___________________________________________________________________________

3. What experience do you have?

___________________________________________________________________________

4. Why do you want this job?

___________________________________________________________________________

5. Can you work 10 a.m. – 6 p.m. on Saturdays and Sundays?

___________________________________________________________________________

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ELEMENTS OF BASIC CAREERS II

Students explore more than 100 career occupations: duties, educational requirements, pay, job opportunities, and job outlooks.

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- The content matter is grade level, age-appropriate, and standards aligned.
- This complete program fosters learning for students of all ability levels with skills practice, vocabulary games, and projects.

EXAMPLE CONCEPTS:
- Knowledge and Skills: employability, career development, communication, information technology, teamwork, legalities, problem solving, safety and health, technical skills
- Career Groups: Agricultural, Communications and Information, Industrial, Manufacturing, and Engineering, Health Sciences, Human Services, Business and Marketing
- Job Search Basics: search, interview, résumé, portfolio
- Job Success: getting along with employers and coworkers, productive work habits, safety practices
- Individual Graduation Plan; Post-secondary Education Options
- Core Values and Personal Success: self-awareness, social awareness, self-control, self-management, and decision-making
- Independent Living: money management, personal life decisions

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**DOG WALKER PROFILE**

You have to make money to live. But doing what you love is important too.

Ali is in school. He needs to make money. He also wants work experience. All loves animals. His dream career is working with animals. Ali thinks being a dog walker is the perfect job. In most places, dog walkers don't need a special license. Ali could set up a dog walking business, but he doesn't want to get a business license. He decided to work with Waggles, a dog-walking company in his town.

**Duties:**
- Exercise clients’ dogs every day
- Properly water the pets when needed
- Use bags to clean up waste
- Manage your schedule and payments
- Collect and record payments
- Obey all city and neighborhood rules

**Education:**
- High school education preferred
- No on-the-job training available
- Knowledge of animal first aid
- High school subjects that help

**Pay:** Average to great

**Job Outlook:** Average

---

**The Game: Answer the questions.**

1. Would you like to be a dog walker? Explain.

2. What are some of the duties of a dog walker? Explain.

3. Do dog walkers need a college education? Explain.

4. Do dog walkers need a license? Explain.


---

**CAREER FIELDS**

People work to earn a living. There are many different kinds of work. Let’s look at six big career fields. They are about everyday life.

1. **Environmental and Agricultural Systems** → plants, animals, and nature
2. **Communications and Information Systems** → arts, movies, and production; computers and software
3. **Industrial, Manufacturing, and Engineering Systems** → building and making things
4. **Health Sciences** → health
5. **Human Services and Resources** → helping people and government
6. **Business, Marketing, and Management** → business, ads, and money

The first field is Environmental and Agricultural Systems. In this field, people work with plants, animals, and the environment. It’s managing natural resources. Natural resources are the things found in nature: land, water, forests, and minerals.

- **Environmental and Agricultural Systems**
  - Do you like to eat? ______
  - Do you like to breathe? ______
  - Do you like to drink clean water? ______
  - Do you like parks? ______
  - Do you like lakes and streams? ______
  - Do you like forests? ______

**The Game: Check the words that have to do with Environmental and Agricultural Systems.**

- land
- water
- games
- forests
- copper and silver
- space ships
- parks and lakes
- farms
- crops and animals
- make-up

---

What is the first big career field?
ELEMENTS CURRICULUM: FOR STUDENTS READING AT A GRADE 2-4 LEVEL

TEXAS HISTORY

ELEMENTS OF BASIC TEXAS HISTORY
Lessons explore the history of Texas from early times to the present. Students learn important facts about Texas geography, natural resources, and history with engaging and easy-to-follow content. Key individuals, events, and issues and their impact are examined.

- The Elements of Texas History gives struggling readers the support they need to master objectives.
- Each lesson is self-explanatory, so students can progress independently.
- The content matter is grade level, age-appropriate, and standards-aligned.

EXAMPLE CONCEPTS:
- Regions of Texas
- Texas Natural Resources
- Revolution and Republic
- Cotton, Cattle, & Railroads
- Texas Government

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“Clear format, easy to use.” Debbie C., Special Education Director, Texas

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SPINDLETOP

Anthony Lucas had an idea of where to drill to find oil. A lot of people did not believe him. Experts had tried to find big oil fields in Texas. They did not have any luck.

Lucas got some land in East Texas near the Gulf of Mexico. The land was on a small hill called Spindletop. Sometimes oil would seep out of the ground. Lucas knew there was a lot more oil underground. Experts had tried to find big oil fields in Texas. They did not have any luck.

Other people had tried to drill for oil in that area. Lucas did it right on January 10, 1901. When he drilled 1,139 feet underground, oil shot into the air! Wells like Spindletop are called gushers. Great pressure pushes the oil and gas high into the air. Millions of gallons of oil went shooting into the air at Spindletop!

New businesses were started right away. These companies began drilling for oil all over Texas. This gave many people jobs and the economy of Texas grew fast! New towns sprang up. Many people got very rich over the next hundred years from the oil in Texas. Cotton was not the most important thing in Texas anymore. The most important thing was oil!

UNIT 5

The Game: List five changes that happened because of Spindletop.

1. ____________________________________________________________
2. ____________________________________________________________
3. ____________________________________________________________
4. ____________________________________________________________
5. ____________________________________________________________

TEXAS RIVERS

There are many major rivers in Texas:
• Canadian
• Prairie Dog Town
• Red
• Sabine
• Neches
• White
• Trinity
• Brazos
• Colorado
• Guadalupe
• San Antonio
• Nueces
• Pecos
• Rio Grande

Most of these rivers flow into the Gulf of Mexico.

The Game: Look at the map. Write T for TRUE or F for FALSE.

1. The Brazos River flows into the Gulf of Mexico. ______
2. The Trinity River flows into the Rio Grande. ______
3. The Pecos River flows into the Rio Grande. ______
4. The Rio Grande divides Texas and Mexico. ______
5. The Sabine River divides Texas and Florida. ______
6. The Red River divides Texas and Oklahoma. ______
7. The San Antonio River flows through the Coastal Plains. ______
8. The Canadian River flows into the Trinity River. ______
9. The Colorado River is longer than the Guadalupe River. ______
10. The Canadian River crosses the Texas Panhandle. ______
Response to Intervention
BIG 3 Wheels

(FRONT)

(BACK)

Intervention Strategies Wheel [INT-WH]
Interventions: behavior, academics, dyslexia, & speech. Prereferral checklist! (Tier II)

Modifications Wheel [MOD-WH]
Behavioral & academic accommodations at your fingertips! (Tier 1)

Learning Styles Wheel [MUL-WH]
Learning Styles: Characteristics & I.E.P. Strategies. (Tier I, II, III)

PRICING

Mix and Match Wheels For Bulk Pricing

<table>
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<td>$7.95 each</td>
<td>50 – 499</td>
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<tr>
<td>20 – 49</td>
<td>$6.95 each</td>
<td>500+</td>
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Teacher Goody Bags

Give your teachers a fun-filled goody bag!

Show your appreciation while
• Helping teachers manage classroom behavior.
• Helping teachers provide academic interventions.
• Using the wheels for behavior and Response to Intervention inservices.

**Pricing**

<table>
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<td>100 – 500</td>
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The Goody Bag includes:
• Big 3 RTI Wheel set (3 wheels)
• 101 Ways to Praise a Child Magnet (Large)
• Click Pen
• Neon Green & White Tote

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Roots and Affixes Wheel

Know the Greek and Latin roots and affixes! The ROOTS AND AFFIXES Wheel has hundreds of roots, prefixes, and suffixes.

“It is rare to find such well-designed materials for upper level subjects. These materials truly provide access to the general curriculum or special needs students.” Linda L., Region 16 ESC, TX

**Pricing**

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The Nichols Behavior Checklist (NBC) Universal Screener

The Nichols Behavior Checklist (NBC) is a universal behavior screening tool that yields an individualized report with recommendations to help you understand the behaviors and emotions of your students. The NBC is Internet based and may be used district wide for data analysis.

Yield

1. Behavioral Screening Report with Recommendations for Each Student
2. Data Summaries at the District, School, or Class Level

- Ages: PK–12
- Interview Time: 10 Minutes
- Administration: Individual
- Who can administer the NBC? Teachers, Principals, Counselors
- NBC is an RTI Tier 1 Tool

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The student participates in extracurricular activities:
- soccer

There are no reports indicating concerns about discipline. When disciplined, Tim responds appropriately.

Tim exhibits minor problems. The student has been observed using profanity. The student does not exhibit behaviors that are associated with drug use.

Tim does not regularly turn in homework. Tim has a positive attitude about school.

Rewards that most students appreciate:
- Giving praise for genuine effort.
- Directly teaching age-appropriate behavior.
- Showing personal interest and in-depth understanding.
- Catching students being good. Making specific, positive comments, such as "I like the way you...".
- Providing a break for students who had attention concerns when giving directions.
- Teaching the student how to identify and highlight clue words.
- Assigning projects instead of tests reduces test anxiety.

One way to prevent acting out and aggressive behaviors is to incorporate large-muscle activities in daily lessons.

Assigning projects instead of tests reduces test anxiety.

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PRICING

The Nichols Behavior Checklist (NBC)

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<td>NBC Site License per Student, per Year, Unlimited Reports</td>
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<td>NBC Site License Initial Set Up</td>
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<tr>
<td>NBC Site License Renewal Set Up</td>
<td>NBC-SL-RO</td>
<td>$250.00</td>
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Call Your Sales Representative for Individualized Quotes

Benefit

• District-Wide Behavior Screening; Reports Address School Functioning, Interpersonal Relationships, Behavior, Emotional Concerns, Social Maladjustment
• Individualized Reports with Recommendations; Parent Involvement
• Immediate Administration Notification of Behaviors Warranting Emergency Intervention
• Year-to-Year Student Tracking
• Behavior Problems Identification (Required by IDEA)
• Data for Individual Education Plans, Functional Behavior Assessments, Behavior Intervention Plans
• Early Intervention & Behavior Support Recommendations
• Internet Based; May Be Used District Wide for Data Analysis

Highlights

• Reports: School Functioning Interpersonal Relationships Behavior Concerns Emotional Concerns Social Maladjustment
• Helps intervention teams identify areas of behavioral concerns.
• Provides clinicians with basic information needed for intervention or additional assessment.

Attention: Special Education Directors!

More Information: www.firelightbooks.com

Buy the NBC

The NBC Includes:

• Unlimited Reports Per Student
• Set Up
• Staff Training

Sample Data Entry Screen
**Response to Intervention: WHAT ABOUT BEHAVIOR? Training Kit**

Each kit includes:
- Response to Intervention: What About Behavior? PowerPoint (on CD)
- Trainer's Resource Manual: Trainer's Script, Training Power Point, Training Forms/Verification Forms/Log
- Serialized Attendee Booklets

**What is Covered?**
- The RTI process as it pertains to behavior in regular education
- The law and educator responsibilities pertaining to RTI
- At-risk behaviors (emotional disturbance vs. social maladjustment)
- Autism spectrum disorders
- Collaboration and matching specific strategies with behavioral concerns

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**Behavior and Academic Accommodations Video Training Kit**

An overview of common behavior and academic difficulties seen in the regular education classroom. Accommodations and strategies are discussed. Each attendee receives a Modification/Accommodations For Success Wheel.

**Behavior and Academic Accommodations Video Training Kit includes:**
- Training Video (30 minutes)
- Accommodations For Success Quick-Reference Wheels (For Each Attendee)
- Overview, Documentation Register
- Professional Development Logs, & Verification Forms

Allow a minimum of 60 minutes for inservice.

**Topics**
- Behavior & Academic Accommodations
- Noncompliance, Aggression, Oppositionality, Poor Attention, Hyperactivity
- Signs of Learning Difficulties
- Autism Spectrum Information

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## Order Form

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Or mail to: Firelight Books LLC, 11650 CR 4215, Tyler, TX 75706  

### Bill To
- **School:**
- **Address:**
- **Name:**
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- **School:**
- **Address:**
- **Name:**
- **Phone:**
- **Email:**

### Payment Information

#### Payment Accepted:
- [ ] P.O.  
- [ ] Visa  
- [ ] MasterCard  
- [ ] Discover

#### Payment Information

- **Name on Card:** ___________________________________________________________________
- **Card Number:** ___________________________________________________________________
- **Purchase Order Number:** __________________________________________________________
- **Exp Date:** _____/______  
- **CVVC Code:** __________________________________________ (Three digit number located on back of card)

### Shipping Information

- [ ] Ground  
- [ ] 3 Day*  
- [ ] 2 Day*
- [ ] Next Day*  
- [ ] Saturday*  

*Normal shipping is 7-14 days  

- **Ground shipping will be used if nothing selected**
- **Extra charges apply for these selections**

### Required by date:

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**Ordered by:** ____________________________________________  
**Authorized by:** _________________________________________

**OFFICE USE ONLY**

- **Subtotal:** $________________________
- **Tax if applicable:** $____________________
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57
FOR HIGH SCHOOL STUDENTS
READING AT A GRADE 2-4 LEVEL

NEW!

See page 46 for more information!

See page 48 for more information!

“We have used the Elements Curriculum textbooks by Firelight Books for many subject areas for a number of years. The textbooks are great resources that align with the curriculum of the regular classroom. The Firelight materials have been a much needed supplement that allows our special needs students better access to the general curriculum. With the use of Firelight products, our Special Education students have been able to demonstrate progress in their coursework for each year of use. We recommend all subject areas of the Firelight Elements Curriculum and textbooks to all Special Education Programs, for use in both resource and inclusion classes.”

Miles ISD Special Education Program

Our Products are Made in the USA