Curriculum and Products for K-12
Special Education • General Education • ELL
Math Mastery Supplemental Series • Professional Development
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Professional Development: Modifications Wheel

Interventions at Your Fingertips!

Includes Autism Spectrum Information
**EduREALM Math Supplemental Workbooks**

Supports Math Mastery for Grades PK–8

**Use the EduREALM Math Supplemental Workbooks in:**
- General Education Skills Reinforcement
- Statewide Testing Prep
- Home Skills Reinforcement
- Response to Intervention
- Special Education
- ELL/ESL
- Summer School
- Intervention

Each level has all 12 strands:
- Algebra
- Data Interpretation
- Decimals
- Fractions
- Functions
- Geometry
- Mathematical Process
- Measurement
- Number Theory
- Numeration
- Technology
- Whole Numbers

Standards Aligned (incl Common Core)
TEKS Aligned

- Grades PK–8
- PK Spanish
- Standards Aligned
- TEKS Aligned
- Comprehensive
- Leveled & Systematic
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# EduREALM Suplemental Series Pricing

**EduREALM Math Mastery Supplemental Series PK-8**

## Pricing (mix and match)

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#### Digital Teacher Edition (Key & Curriculum Matrix)

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<td>ED-MAT-TESL (Specify Grade/Level)</td>
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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 objetos en la vida diaria.

Encierra el grupo de que tiene más.

Colorea los dibujos.
EDUREALM SAMPLE PAGES

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?

Bo Pam Sam Mari

= 1 balloon

Bo  _5_ Pam ___ Sam ___ Mari ___

STRAND: Measurement

IDENTIFY COINS

Pennies, nickels, dimes, and quarters are coins.

Circle each nickel. Draw an X on each dime.

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

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
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</table>
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**

**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.

Ex: 5 + 8 = 13 6 + 2 = ___

1. 3 + 4 = ____ 8 + 5 = 13
2. 8 + 0 = ____ 2 + 4 = ____
3. 2 + 6 = ____ 4 + 3 = ____
4. 5 + 1 = ____ 0 + 8 = ____
5. 3 + 5 = ____ 1 + 6 = ____
6. 4 + 2 = ____ 5 + 3 = ____
7. 6 + 1 = ____ 1 + 5 = ____
8. 6 + 3 = ____ 3 + 6 = ____

**STRAND: Geometry**

**SIDES AND CORNERS**

The line segments that make up a figure are the sides. Corners are where two sides meet. Count the number of sides and corners in each figure. Fill in the blanks.

Ex: ___ sides ___ corners

1. ___ sides ___ corners
2. ___ sides ___ corners
3. ___ sides ___ corners
4. ___ sides ___ corners

**STRAND: Algebra Readiness**

**MISSING NUMBERS AND NUMBER SENTENCES**

The line segments that make up a figure are the sides. Corners are where two sides meet. Count the number of sides and corners in each figure. Fill in the blanks.

Ex: ___ sides ___ corners

1. ___ sides ___ corners
2. ___ sides ___ corners
3. ___ sides ___ corners
4. ___ sides ___ corners

A tally chart is used to record data. Draw a tally mark for each picture.

**STRAND: Data Interpretation**

**TALLY CHARTS**

A tally chart is used to record data. Draw a tally mark for each picture.

1. ___
2. ___
3. ___
4. ___

In this lesson, we will find patterns with objects, symbols, and geometric figures. Find each pattern. Draw the shape that should come next.

**STRAND: Numeration**

**WITH OBJECTS/GEOMETRIC FIGURES**

In this lesson, we will find patterns with objects, symbols, and geometric figures. Find each pattern. Draw the shape that should come next.

Example

1. __________
2. __________
3. __________
4. __________
5. __________
## MATH STRAND: Algebra Readiness

### NUMBER LINE – WHOLE NUMBERS

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

Use the number line to solve each problem.

![Number Line](image)

|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 10| 11| 12| 13| 14| 15| 16| 17| 18| 19| 20| 21| 22| 23| 24|

Ex: 15 + 4 = 19
6. 17 + 2 =

1. 16 + 5 =
7. 19 + 1 =

2. 15 + 7 =
8. 8 + 9 =

3. 14 + 2 =
9. 13 + 3 =

4. 12 + 3 =
10. 15 + 5 =

5. 15 + 2 =
11. 16 + 4 =

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?

### MATH STRAND: Algebra Readiness

### WRITING EQUATIONS

In this lesson, we will 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. $n + 6 = 15$

### MATH STRAND: Geometry

#### LINES – SYMMETRY

A line of symmetry divides a figure into identical parts.

Draw lines of symmetry.

1. ![Line of Symmetry](image)

2. ![Line of Symmetry](image)

3. ![Line of Symmetry](image)

4. ![Line of Symmetry](image)

5. ![Line of Symmetry](image)

6. ![Line of Symmetry](image)

7. ![Line of Symmetry](image)

8. ![Line of Symmetry](image)

9. ![Line of Symmetry](image)

10. ![Line of Symmetry](image)

11. ![Line of Symmetry](image)

12. ![Line of Symmetry](image)
STRAND: Measurement

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.

Example:

1. 110°F
2. 100°F
3. 90°F
4. 80°F

Apply what you know.

1. What was the increase in temperature? __________________________
2. Do you think Sarah needed to wear a coat in the afternoon? Explain. ____________________________________________________________

STRAND: Algebra Operations

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 Relationships

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.

Draw the shape located at each point.

Example: (11, 10)
**STRAND: Algebra**

**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.

**Use the graph to answer the questions.**

**LINE GRAPHS**

Ex: How many people visited the park in June? ______

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? __________________________________________

**ORDER OF OPERATIONS**

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

Solve. Show your work.

**Examples**

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

**STRAND: Fractions**

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

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.

**Examples**

1. Shaded: _______ 2. Shaded: _______
   Not shaded: _______ Not shaded: _______

**STRAND: Mathematical Process**

**Reasoning**

**COMPARE/CONTRAST**

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.

**BAYSIDE BURGERS**

Hamburger $1.55
Cheeseburger $1.75
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
Combo #2 $3.25
Hotdog Md. Drinks

**BOB’S BURGER BOX**

Hamburger $1.65
Cheeseburger $1.70
Hotdog $1.05
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 Md. Drinks

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? __________________________

**EDUREALM SAMPLE PAGES**
A calculator is useful for adding, subtracting, multiplying, and dividing whole numbers. Use a calculator to solve the problems.

1. **A + B + C = __________**
2. **A + C – H + I + N – S + D – M = __________**
3. **C × P + O – Q + K = __________**
4. **How many pounds fill a 3-quart container?**
5. **How many cups fill a gallon container?**

**STRAND: Measurement 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.

**CUSTOMARY 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?  __________

Apply what you know.

1. How many cups of lemonade does the Strawberry Lemonade recipe make? __________
2. How many pints of lemonade does the Strawberry Lemonade recipe make? __________
3. If the recipe were doubled, would there be enough cups for 28 students? __________

Explain. ______________________________________________________________

**Strawberry Lemonade**

1 qt – strawberries
1 pt – lemon juice
1 qt – orange juice

**CUSTOMARY UNITS**

1. Write ounces, pounds, or tons to make each statement true.
   - A sack of potatoes may weigh five ___ pounds___.
   - An elephant may weigh three ___ tons___.
   - An apple may weigh five ___ pounds___.

2. Complete.
   - 4 lb = ___ oz
   - 32 oz = ___ lb
   - 8 T = ___ lb
   - 6,000 lb = ___ T
   - 7 lb 5 oz = ___ oz
   - 10 lb 6 oz = ___ lb

3. Solve. Show your work.
   - A 96 oz box of snack chips has 12 individual bags of chips. How many ounces are in each individual bag of chips?
   - A box weighing 15 lbs contained 20 staplers. How much did each stapler weigh?
Write a ratio, a percent, and a fraction for each symbol in the chart.

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Ratio</th>
<th>Percent</th>
<th>Fraction</th>
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<td>$6.$</td>
<td>$12.$</td>
<td>$18.$</td>
<td></td>
</tr>
<tr>
<td>$5.$</td>
<td>$10.$</td>
<td>$15.$</td>
<td></td>
</tr>
<tr>
<td>$3.$</td>
<td>$6.$</td>
<td>$13.$</td>
<td></td>
</tr>
<tr>
<td>$2.$</td>
<td>$4.$</td>
<td>$12.$</td>
<td></td>
</tr>
<tr>
<td>$1.$</td>
<td>$2.$</td>
<td>$11.$</td>
<td></td>
</tr>
</tbody>
</table>

Write the percent for each ratio. Percent is a ratio whose second term is 100. Percent means “per hundred.” It is written with a percent sign: %. Ex: $50\%$ (50 per hundred)

<table>
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<tr>
<th>Examples</th>
<th>Original</th>
<th>Percent</th>
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<tr>
<td>$\frac{1}{2}$</td>
<td>$75%$</td>
<td></td>
</tr>
<tr>
<td>$\frac{1}{4}$</td>
<td>$25%$</td>
<td></td>
</tr>
<tr>
<td>$\frac{1}{5}$</td>
<td>$20%$</td>
<td></td>
</tr>
<tr>
<td>$\frac{1}{10}$</td>
<td>$10%$</td>
<td></td>
</tr>
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</table>

Rewrite using exponents.

<table>
<thead>
<tr>
<th>Ex: $8 \times 8 \times 8$</th>
<th>$8 \times 8 \times 8$</th>
</tr>
</thead>
<tbody>
<tr>
<td>$9 \times 9$</td>
<td>$10 \times 11 \times 11$</td>
</tr>
<tr>
<td>$14 \times 14 \times 14 \times 14$</td>
<td>$7 \times 7 \times 7 \times 7$</td>
</tr>
</tbody>
</table>

Write the standard numerals.

<table>
<thead>
<tr>
<th>Ex: $4^2$</th>
<th>$2^1$</th>
<th>$3^3$</th>
<th>$9^3$</th>
</tr>
</thead>
<tbody>
<tr>
<td>$16$</td>
<td>$2$</td>
<td>$27$</td>
<td>$729$</td>
</tr>
</tbody>
</table>

Rewrite using exponents.

<table>
<thead>
<tr>
<th>Ex: $6^2$</th>
<th>$5^3$</th>
<th>$7^2$</th>
</tr>
</thead>
<tbody>
<tr>
<td>$36$</td>
<td>$125$</td>
<td>$49$</td>
</tr>
</tbody>
</table>

Complete the chart.

Exponential Form | Factors | Product |
<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>$5^4$</td>
<td>$5 \times 5 \times 5 \times 5$</td>
<td>$625$</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Item</th>
<th>Original Price</th>
<th>Discount</th>
<th>Amount of Discount</th>
<th>Original Price - Discount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Game</td>
<td>$16.00$</td>
<td>$20%$</td>
<td>$3.20$</td>
<td>$12.80$</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Shirts</th>
<th>Original Price</th>
<th>Amount of Discount</th>
<th>Original Price - Discount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$22.00$</td>
<td>$4.40$</td>
<td>$17.60$</td>
</tr>
</tbody>
</table>
The students in health class were asked to complete a survey. They were asked if they had eaten pizza, hamburgers, or tacos during the last week.

1. How many students were surveyed? _____________
2. How many students had eaten pizza during the last week? _____________
3. How many students had eaten hamburgers during the last week? _____________
4. How many students had eaten tacos during the last week? _____________
5. How many students had eaten pizza and hamburgers during the last week? _____________
6. How many students had eaten pizza and tacos during the last week? _____________
7. How many students had eaten hamburgers and tacos during the last week? _____________
8. How many students had eaten all three during the last week? _____________

Use the Venn diagram below to answer the questions.

Use the Venn diagram to solve the equations.

1. $4x - 4 = y$
2. $5x - 10 = y$
3. $x = 10$
4. $x = 20$
5. $x = 40$

Complete the charts.

<table>
<thead>
<tr>
<th>$x$</th>
<th>$y$</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>12</td>
<td>10</td>
</tr>
<tr>
<td>8</td>
<td>66</td>
</tr>
<tr>
<td>40</td>
<td>65</td>
</tr>
</tbody>
</table>
A. Square

A square is the product of any number multiplied by itself. Ex. 4 is the square of 2. A square root is a number that when multiplied by itself equals a given number. Ex. the square root of 36 is 6.

Example

\[ \sqrt{36} = 6 \]

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. \( \sqrt{25} \) = __________  
9. \( \sqrt{121} \) = __________  
10. \( \sqrt{36} \) = __________

Use a calculator to find each of the following square roots. Press the number, and then the \( \sqrt{ \} \) sign.

11. \( \sqrt{16} \) = __________  
12. \( \sqrt{49} \) = __________  
13. \( \sqrt{81} \) = __________  
14. \( \sqrt{121} \) = __________

Find the length of each side.

15. A square has an area of 64 cm\(^2\). What is the length of each side? __________

16. A square has an area of 441 cm\(^2\). What is the length of each side? __________

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. \( \sqrt{64} \) = __________  
20. \( \sqrt{25} \) = __________  
21. \( \sqrt{81} \) = __________  
22. \( \sqrt{121} \) = __________

23. \( \sqrt{16} \) = __________  
24. \( \sqrt{49} \) = __________  
25. \( \sqrt{81} \) = __________  
26. \( \sqrt{121} \) = __________

Write the square roots.

27. \( 6^2 \) = __________  
28. \( 4^2 \) = __________  
29. \( 9^2 \) = __________  
30. \( 3^2 \) = __________

Write the cubes.

<table>
<thead>
<tr>
<th>Perked Cubes</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
</table>

Functions can be represented in different ways. When two variables have a constant ratio, it’s “direct variation.” The formula for direct variation is \( y = kx \). Complete the input-output table and graph the coordinates.

7. \( y = 2x \)

<table>
<thead>
<tr>
<th>( x )</th>
<th>( y )</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>4</td>
<td>8</td>
</tr>
</tbody>
</table>

8. \( y = 3x \)

<table>
<thead>
<tr>
<th>( x )</th>
<th>( y )</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>4</td>
<td>12</td>
</tr>
</tbody>
</table>

9. A linear equation makes a straight line when it is graphed. In a proportional relationship, the line goes through the origin (0,0). Does your graph line show a proportional relationship? __________ Does \( y = 2x \) show direct variation? __________

10. Circle the letter that represents the function that is nonlinear.

A.  

B.  

C.  

D.  

STRAND: Fractions

DIVISION – RECIPROCALS

To divide by a fraction, multiply by its reciprocal. Rename mixed numbers as fractional numbers before dividing.

Divide. Simplify your answers.

Example

\[ \frac{\frac{2}{3}}{\frac{1}{2}} \]

Insert the divisor (reciprocal). Then, multiply the dividend by the reciprocal of the divisor. Simplify as needed.

\[ \frac{2}{3} \div \frac{1}{2} = \frac{2}{3} \times \frac{2}{1} = \frac{4}{3} \]

1. \( \frac{4}{5} \div \frac{2}{3} = \) __________  
2. \( \frac{3}{7} \div \frac{3}{4} = \) __________  
3. \( \frac{4}{5} \div \frac{2}{3} = \) __________

Solve.

7. Hayley is making a flag. She needs strips of fabric \( \frac{3}{4} \) inches wide for the stripes. How many strips can she cut from a piece of fabric 48 inches wide? __________

8. Mr. Farrar owns 25 acres of land. He plans to develop a new neighborhood on the land. If each lot is to be \( \frac{1}{20} \) of an acre, how many lots will there be? __________

9. Hope walked a total of 20 \( \frac{3}{4} \) miles. If she walked \( \frac{2}{3} \) 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 \( \frac{1}{2} \) lbs of ground meat, how many hamburgers can he prepare if each burger requires \( \frac{1}{4} \) lbs of meat? __________
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- Intellectually challenged?
- Homebound?
- In an alternative placement?
- In a correctional setting?

**Does your student have...**
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- A serious emotional problem?
- Dyslexia?
- ADHD?
- Problems learning?
- Remediation needs?

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

ALGEBRA A

ELEMENTS OF BASIC ALGEBRA A

Basic Algebra concepts are explained in a clear, step-by-step format. Algebra is divided into two parts, Algebra A and Algebra B to teach a complete high school algebra course.

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EXAMPLE CONCEPTS:
- Order of Operations
- Variables
- Properties
- Exponents
- Linear Equations

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“I like this curriculum because it targets the students (i.e. dyslexia, ADHD, or cognitive learning disabilities) in our school and it provides real life examples. In addition, it provides step-by-step instructions which are especially important for our special needs students.” Juan A. III, Dean of Students/Head of Special Education, Pennsylvania

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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!

The Game: Find the power in these expressions. Write the answers in the blanks. Show your work!

<table>
<thead>
<tr>
<th>Expression</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>$4^3$</td>
<td>______</td>
</tr>
<tr>
<td>$16^2$</td>
<td>______</td>
</tr>
</tbody>
</table>

HIT IT HARD!

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

- $5(7 + 1)$
- $(9 + 3)^4$
- $(14 ÷ 2) + 3$

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.

<table>
<thead>
<tr>
<th>Expression</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>$7 \times (3 - 1)$</td>
<td>______</td>
</tr>
<tr>
<td>$5 \times (5 - 1)$</td>
<td>______</td>
</tr>
<tr>
<td>$3 \times (3 + 4)$</td>
<td>______</td>
</tr>
</tbody>
</table>

When do you work out the numbers in the parentheses?

———
ALGEBRA B

ELEMENTS OF BASIC ALGEBRA B

Help your student grasp algebraic concepts. Algebra B continues the foundations from Algebra A. Difficult concepts are explained in a step-by-step format.

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EXAMPLE CONCEPTS:
- Coordinate Graphing
- Writing & Graphing Linear Equations
- Slopes
- Inequalities & Systems
- Quadratic Functions & Equations

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ELEMENTS OF BASIC ALGEBRA B SAMPLE PAGES

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.

Lift your arms to shoulder level. Your arms are like which axis?

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 $x^2$ or $y^2$ in it.

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

$$y = ax^2 + bx + c$$

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

Examples of quadratic equations:

- $0 = 2x^2 + 5x + 3$
- $3x^2 - 4x + 3 = 0$
- $5x^2 - 2x + 3 = 7$

This is a quadratic equation too:

$$0 = x^2 - 2x$$

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

The Game: Circle the $x^2$ in each quadratic equation.

$$y = ax^2 + bx + c$$

- $5x^2 - 2x + 3 = 7$
- $0 = 2x^2 + 5x + 3$
- $0 = x^2 - 2x$
- $y = 1x^2 + 3x + 2$
- $3x^2 - 4x + 3 = 0$
- $0 = 1x^2 - 2x$
- $x^2 + 3x + 5 = 0$

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

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? _________

SHAPE

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 $x^2$.
- $2$ is the coefficient of $x$.

$x^2$ or $1x^2$

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 $x^2$. Write P for POSITIVE or N for NEGATIVE.

- $2x^2$
- $1x^2$
- $5x^2$
- $4x^2$
- $6x^2 + 3$
ELEMENTS OF BASIC GEOMETRY
Guides students’ understanding of basic principles of geometry by identifying, analyzing, constructing, and measuring.

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EXAMPLE CONCEPTS:
• Geometric Shapes
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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 \( \angle \). When we name an angle, the middle letter must be the vertex point.

This is \( \angle DOX \). It can be called \( \angle XOT \) too. \( O \) is the vertex point.

**VERTEX POINT**

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

<table>
<thead>
<tr>
<th>B</th>
<th>K</th>
<th>V</th>
<th>R</th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td>D</td>
<td>A</td>
<td>N</td>
</tr>
</tbody>
</table>

The Game: Draw the angles.

\( \angle ABC \), \( \angle XYZ \), \( \angle MNO \), \( \angle JKL \)

### 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.

**Hinge**

**Movable arms**

**Pencil**

**Holder for pencil**

**Needle**

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.

### RADIUS

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 \( \odot A \). \( BA \) is a radius of \( \odot A \). \( DA \), \( FA \) and \( HA \) are radii too.

\( \overline{BA} = 1" \)

\( \overline{FA} = \) __________

\( \overline{HA} = \) __________

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

Find the measurement of the diameters of \( \odot A \).

\( \overline{FG} = \) ________

\( \overline{DE} = \) ________

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

Look at \( \odot X \). \( NO \), \( PQ \), and \( RS \) are diameters of \( \odot X \).

\( \overline{NO} = 4 \text{ cm} \)

Find the measurement of the radii of \( \odot X \).

\( \overline{NX} = \) ________

\( \overline{RX} = \) ________

\( \overline{SX} = \) ________

**The Game: Follow the directions.**

Draw \( \odot O \). \( WX \) and \( YZ \) are diameters of \( \odot O \).

\( \overline{WX} = 6 \text{ cm} \)

\( \overline{YZ} = \) ________

\( \overline{XZ} = \) ________

### ELEMENTS OF BASIC GEOMETRY

**Name ________________**

**PRETEST**

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

1. \( m_{\angle FAC} = \) ________
2. \( m_{\angle FAB} = \) ________
3. \( m_{\angle FDB} = \) ________
4. \( m_{\angle CAG} = \) ________
5. \( m_{\angle FAD} = \) ________
6. \( m_{\angle DBE} = \) ________
7. \( m_{\overline{AB}} = \) ________
8. \( m_{\overline{AF}} = \) ________
9. \( m_{\overline{BC}} = \) ________
10. \( m_{\overline{DF}} = \) ________

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

1. \( \overline{AB} \parallel \overline{FG} \) ________
2. \( \overline{AB} \perp \overline{DE} \) ________
3. \( \angle DBA \) is a right angle. ________
4. \( \overline{DA} \parallel \overline{FA} \) ________
5. \( \angle DAF \) is an acute angle. ________

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

What is one diagonal of \( \square DFAB \)? ________

What is the perimeter of \( \square DFAB \)? ________

What is the area of \( \square DFAB \)? ________

Fill in the blanks. \( V = l \times w \times h \)

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

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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.

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- 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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“IT 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!

LAB SAFETY IS IMPORTANT

- Listen carefully and follow directions.
- Don’t 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.
- Wash your hands before and after each experiment.
- Know what is poisonous. Know what to do if there is an emergency.
- Never stick your nose into or look directly into a test tube. Don’t taste chemicals.
- Use only clean glassware that isn’t broken or chipped.
- Treat animals with safety and respect.
- Keep electrical equipment away from water.
- Don’t point the open end of a test tube toward yourself or anyone.
- Never reach across a flame. Keep flames and flammable solutions far apart.
- Wash your hands before and after each experiment.
- Listen carefully and follow directions.
- Be serious. No goofing off, running, or pushing others.

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

GOALS and OBJECTIVES

NAME_______________________

Duration of services: From ______/_____/_______ to ______/_____/_______

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

The student will demonstrate an understanding of basic principles by

- Identifying and describing characteristics of kingdoms.
- Understanding spontaneous generation, and observing and explaining the results of natural selection.
- Understanding ecology and how living things coexist, including ecosystems, habitats, succession, and relationships.
- Understanding natural resources, land and water biomes, and pollution.
- Explaining the flow of energy through water, carbon, nitrogen, and phosphorous cycles.
- Explaining the characteristics of plants and describing the process of bryophytes and tracheophytes.
- Explaining types of plants, including angiosperms and gymnosperms.
- Identifying the parts of plants and the functions of various parts.
- Describing plant growth and the process of photosynthesis; describing tropism.
- Describing plant reproduction, including sexual and asexual reproduction, and alteration of generations.
- Describing plant diversity around the world, including bimes and plant survival in extreme conditions.
- Explaining the characteristics of animals; comparing and contrasting invertebrates and vertebrates.
- Describing the characteristics of vertebrates: fish, amphibians, reptiles, birds, and mammals.
- Describing homeostasis and the organs and functions of the skeletal, muscular, digestive, and urinary systems.
- Describing the respiratory, endocrine, and nervous systems; describing the parts of the brain.
- Describing the circulatory, lymphatic, and reproductive systems; describing human reproduction.
- 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.

Practice Book offers 180+ practice pages to reinforce 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.

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

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

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 Ag + S → Ag₂S

silver  sulfur  silver sulfide (tarnish)
ELEMENTS CURRICULUM: FOR HIGH SCHOOL STUDENTS READING AT A GRADE 2–4 LEVEL

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.
- 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.
- Builds vocabulary skills!

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

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"Well written; covers standards at a level the lower readers can understand." Lucinda C., Director of Special Services, Missouri

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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.

As they advanced, the Allies found Nazi concentration camps. The starving survivors were rescued. They told the world of the Nazis’ brutal violence. By the end of April 1945, Germany's cities, factories, and railroads were destroyed. The Allies had Berlin surrounded. It was hopeless, but Hitler ordered his men to fight to the death. On April 30, in an underground bunker, 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.

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, we shall fight on the landing-grounds, we shall fight in the fields and in the streets, we shall fight in the hills; we shall never surrender . . . .”

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 _____________________________________________

(BASENERS WILL VARY)

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

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

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.
- 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:

- 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

**STANDARDS ALIGNED (incl Common Core)**

**TEKS ALIGNED**

WORLD HISTORY

- Grade: High School
- Reading Level: Grades 2 – 4
- Target Populations: Special Ed, Dyslexia, English Language Learners

“These books are amazing, they help the kids really understand the material and RETAIN the concepts…the kids really have a good basis to build upon.” Freda H., Special Education, Alternative Education, Texas

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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.

Egyptians worshipped many gods. Osiris, ruler of the world, married his sister. The goddess Nut swallowed the sun every night and gave birth to it every morning.

**Kingdom Ideas and Way of Life**

**Old Kingdom**
(2700 BC – 2200 BC)
Egyptians said pharaohs were half men and half gods. They believed in life after death. They buried pharaohs with food, servants, and treasures. Each pharaoh’s body was dried to keep it from rotting. Then, the mummy was put in a pyramid to keep it safe. The largest pyramid is the Great Pyramid at Giza. It is the size of more than ninety football fields.

**Middle Kingdom**
(2100 BC – 1800 BC)
Pharaohs were wise rulers. Trade was good. Egypt was rich. The army was strong. There was a lot of art. Pharaohs were buried in hidden tombs.

**New Kingdom**
(1500 BC – 1000 BC)
Pharaohs were super powerful. Egypt took over many countries. Then, it began to fall apart and was taken over.

**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.

- archaeology → first, from the beginning
- ology → the study of
- archaeologists study skeletons, tools, and things from long ago

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? _____
ELEMENTS CURRICULUM: FOR HIGH SCHOOL STUDENTS READING AT A GRADE 2–4 LEVEL

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

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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
ELEMENTS OF BASIC WORLD GEOGRAPHY SAMPLE PAGES

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.

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
5. scientific tools – fancy tools that get information or measure distances and shapes that are hard to see

Some people think a geographer makes maps. Wrong! A cartographer makes 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 if their homes washed away. _____
4. Planners mark 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?
ELEMEN TS 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. We are citizens.

How do we tell our leaders what we want?

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**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.

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

---

**The Game: Check (✓) the words that are about government:**

- voting
- player
- laws

---

**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

SPEECH COMMUNICATION

ELEMENTS OF BASIC SPEECH COMMUNICATIONS
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

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.

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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. __________________________________________________________

Why is a savings account good?

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

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

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 _____

What did you learn?

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

Is a debate a mental tug of war?

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?

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**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
- Alphabetical 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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**I Families**

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

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Pick words from each of the word families. In each box, draw a picture and write the word.

---

** 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.

The Game: Put a check (✓) if reading, writing, and speaking correctly help you do these things:

- [ ] get a job
- [ ] make a doctor's appointment
- [ ] write a letter
- [ ] fish
- [ ] ride a bus
- [ ] eat a hamburger
- [ ] read a map
- [ ] write a song
- [ ] cut your toenails
- [ ] dig a hole

---

**Look at the Name**

Break It Down: Look at the first letter of each word or name. If they are the same, look at the second letters. If they are the same, look at the third letters! Then put the words in alphabetical order. Example:

- Thomas D. Smith
- Thomas A. Smith
- Thomas E. Smith

Look at the seventh letter. It's different. Put the names in alphabetical order by using the seventh letter, like this:

- Thomas A. Smith
- Thomas E. Smith
- Thomas D. Smith

Why is this an important job skill?

---

**Chapter 1**

**Activities**

1. With a partner or in a small group, create and play a matching ("Concentration") game using word family words. Choose 10–15 word family words, and write each one on a blank index card. Copy a second set on a different color of index cards.

2. Make a word family spider. Write the letters of the word family in the center circle. Draw lines from the circle for the spider's legs. Write words from the word family on each leg.

3. With a partner and with the help of an adult (to monitor appropriate content), look up tongue twisters on the Internet, and take turns reading them aloud.

4. Choose 10–15 word family words. Write each word, and draw a picture.

5. With a partner or individually, copy 10 words that are written on objects in the room.

---

**Projects**

1. Clip pictures and words from magazines that are of personal interest. Make a collage.

2. Make "A Word a Day" vocabulary calendar. Use real-life words such as "merge," "customs," and "income tax."
ENGLISH LANGUAGE ARTS I

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.

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.

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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
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   felt good to stretch
6. muscles were grateful  snow covered their bodies
7. run smack into   impressive and grand view
8. icy blanket    run directly into

Predict what will happen next in the story.

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.

F Y I: 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?
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.

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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?

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.
   - He would die.
   - 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

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)

Act II, Scene II Original

Caesar:

Cowards die many times before their deaths; 
The valiant never taste of death but once. 
Of all the wonders that I yet have heard, 
It seems to me most strange that men should fear 
Seeing that death, a necessary end, 
Will come when it will come. (#2)

The gods do this in shame of cowardice. 
Caesar should be a beast without a heart 
If he should stay at home today for fear. 
No, Caesar shall not. Danger knows full well 
That Caesar is more dangerous than he. 
We are two lions litter’d in one day, 
And I the elder and more terrible, 
I will go out. (#3)

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)

Caesar:

Cowards die many times before their deaths; 
The brave die only once. 
Of all the strange things I’ve heard, 
It seems to me the most strange that men are afraid, 
Since death, which can’t be avoided, 
Will come whenever it wants. (#2)

The gods do this to test my bravery. 
They will say that I’m an animal without a heart 
If I stayed home today because of fear. 
So, I won’t. Danger knows 
That Caesar is more dangerous than he is. 
We’re two lions born at the same time, 
And I am the oldest and most frightening, 
I will go out. (#3)

Calpurnia:

Alas, my lord! 
You are overconfident and not thinking. 
Don’t go out today. Say that it’s my fear 
That keeps you inside and not your own. 
We’ll send Antony to the Senate House, 
And he’ll say that you’re sick today. 
I am begging on my knees, for you to agree with my plan. (#4)

Caesar:

Okay, Antony will say I am not well, 
And because of your mood and to make you happy, I’ll stay home. (#5)
ELEMENTS CURRICULUM: FOR HIGH SCHOOL STUDENTS READING AT A GRADE 2–4 LEVEL

ENGLISH LANGUAGE ARTS III

ELEMENTS OF BASIC ENGLISH LANGUAGE ARTS III

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.

- 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 (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.

Practice Book offers 190+ practice pages to reinforce skills.

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Standards Aligned (incl Common Core)

TEKS Aligned

• Grade: High School
• Reading Level: Grades 2 – 4
• Target Populations: Special Ed, Dyslexia, English Language Learners

“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!”

Tamara S, Special Education, Atlanta, GA

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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. He had never given me insult. For his gold 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. Whenever it fell upon me, my blood ran cold. (#2)

Gradually I made up my mind to take the life of the old man, and thus rid myself of the eye forever. (#3)

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 every night, about midnight, I turned the latch of his door and opened it—oh so gently! And then, I thrust in my head. I moved it slowly—very, very slowly, so that I might not disturb his sleep. (#4)

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?
ENGLISH LANGUAGE ARTS IV

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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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.

Read the excerpt from Section 2.

"This is going to be perfectly splendid," said Peter. "That old chap will let us do anything. We can have lots of adventures."

"What's that noise?" said Lucy suddenly. Lucy had never been in such a large house with so many passages and rooms. It made her feel a little creepy.

"It's only a bird, silly," said Edmund.

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."

"Not for me," said Peter, "I'm going to explore in the house."

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.

The Game: Match the words with the meanings.

1. _____ bestow a trifle
2. _____ fifteen shillings a week
3. _____ festive season
4. _____ common comforts
5. _____ shutting up

A. about $100 for 60 hours of work
B. give a little of something
C. light, air, food, clothing, and shelter
D. closing shop at the end of the day
E. from late November to early January

1. _____ picking a man's pocket
2. _____ twenty-fifth of December
3. _____ Oh, woe is me!
4. _____ tolls One
5. _____ Hallo

A. I am pitiful; I am unhappy.
B. stealing
C. 1 o'clock; the clock rings one o'clock
D. Hello
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 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

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

Practice Book offers 180+ practice pages to reinforce skills.

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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.

Other people had tried to drill for oil in that area, but Lucas got 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 or 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. 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.

UNIT 1

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. _____
Professional Resources

Response to Intervention
BIG 3 Wheels

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)

Interventions at Your Fingertips!

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Give your teachers a fun-filled goody bag!

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

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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

Roots and Affixes Wheel

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

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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
Behavioral Resources

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Call Your Sales Representative for Individualized Quotes

Benefits

• 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!

Buy the NBC

The NBC Includes:
• Unlimited Reports Per Student
• Set Up
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Train your staff in IDEA, FERPA, and PPRA! All information correlates with federal laws and accepted ethical procedures.

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- Professional Video Presentation (30 Minutes, Attorney Guided)
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- Serialized Attendee Booklets
- Compliance Verification Forms
- Attendee Lecture Guide/Key & Handouts
- Attendee Posttest Form A/Key
- Documentation Register
- Pens

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**Buy the F.A.C.T.S. Reorder Kit (For 50 Participants)**

- Serialized Attendee Booklets & Pens
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- Attendee Lecture Guide/Key & Handouts
- Attendee Posttest Form A/Key

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Each kit includes:
- Response to Intervention: What About Behavior? PowerPoint (on CD)
- Professional Development Logs; Verification Forms
- RTI Big 3 Quick-Reference Wheels (1 Set)
- Attendee Handouts, Lecture Guide/Key
- Attendee Posttest/Key

**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

**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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