This resource book contains innovative group activities, units of instruction, writing packets, and math activities that were developed to serve high-risk adult basic education (ABE) students. Included in the first section are units of study dealing with the following topics: Oregon history, personal health issues, controversial issues in science, exploration of local environments, art, minority cultural awareness, and aging in our society. The next section consists of series of group activities addressing the following areas: values clarification and getting acquainted activities, critical thinking and problem-solving activities, challenges, and quiet reading. A set of math assessment tests, skills checklists, and posttests are provided. Concluding the book are activities and suggested strategies for helping students master the following writing skills: journal writing, grammar, spelling, and creative writing. (MN)
INNOVATIVE MATERIALS
FOR
HIGH RISK ABE STUDENTS

The materials represented in this resource book were compiled by Dian Connett and Rene Rathburn of Clackamas Community College. The work was supported by an Adult Education Special 310 Project Grant, administered by The Oregon Department of Education.

More information is available from:
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Clackamas Community College
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INNOVATIVE MATERIALS FOR HIGH RISK ABE STUDENTS

Clackamas Community College operates Tri-City Alternative Program (TCAP) to serve high risk ABE students, aged 18 years and younger. TCAP has a unique program structure which offers individualized education that is integrated with goal setting, self-concept building, creative expression, problem solving, and community exploration activities.

The activities and strategies described in this resource book represent the group activities, units, writing materials, and math activities that were developed as part of TCAP's program. All were developed "to accommodate various learning styles and academic abilities."

The resource book is not intended as a prescription for duplicating TCAP, but, rather, it contains ideas that can be incorporated into any ABE Program. Instructors are encouraged to experiment with and add to these activities.

We would appreciate receiving new ideas from others.

Dear Coment

Rene Rethurn
UNITS

OVERVIEW

Units have been developed to enrich the individualized basic skill curriculum at TCAP. They are intended to provide opportunities for maximum input to students. Units last between 4 and 6 weeks and are organized so that each activity is discreet. Because new students are entering TCAP each week, the units are not developmental in nature. Rather, the instructors utilize the units as planning tools. They are themes around which field trips, guest speakers, projects, and group activities are organized.

It is important to remember that the activities within each unit continue along with the basic skills, value clarification and challenge projects. A great deal of effort has been made to include in each unit opportunities that enhance whole brain learning, creative expression, and group interaction.

I. Oregon History

II. Personal Health Issues

III. Controversial Issues in Science

IV. Exploring Local Environments

V. Art Is...

VI. Minority Cultural Awareness

VII. Aging in our Society

VIII. Ideas for Future Units
I. Oregon History

The focus of this unit will be on 2 parts of Oregon history: Oregon Indians and Oregon City/Portland settlement.

OBJECTIVES:

- to familiarize students with facts about Oregon Indians and early Portland area settlement
- to explore local historical sites

PROJECTS/ACTIVITIES

1. Introduction Activity
   Ask "What Do You Know About Oregon History?"
   List on blackboard.
   Ask "What Do You Want to Know About Oregon History?"

2. Incorporate short lectures/little known facts about Oregon History into class meeting.

3. Near end of unit, students will work in small groups to create a story board fact sheet about Oregon City. They will photograph 5 sites and record at least 1 fact about each. They will use a recording sheet like this—

<table>
<thead>
<tr>
<th>photograph</th>
<th>fact</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
</tbody>
</table>

4. Distribute Oregon Packet. Do one section at a time during class meetings. At the completion of the packet, ask students to sign up for one group. The groups will have tasks such as:
- Create an Oregon Timeline
- Produce a large Oregon map with important landmarks
- Interview a person familiar with Oregon history

Field Trips:

- Historical Museum
- Fort Vancouver
- McLoughlin House
- Lelooska
- Old Town Walking Tour

Guest Speakers:

- Don Epstein--CCC
- Ben Sudul--trapping fur trade
- Bob Peasley--wood carver/Indian history
- Steven Beckam (L&C) Indian history

Movies:

- "Portland--Stump Town to City" (4300)
- "Portland Bridges the Willamette" (5259)
II. PERSONAL HEALTH ISSUES

The purpose of this unit is to overview health issues important to youth (alcoholism, abuse, pregnancy, rape, drug addition, physical handicaps). Students will explore stereotypes related to these issues as well as be introduced to pertinent facts.

OBJECTIVES:

* to have students recognize difference between stereotypes and facts regarding personal health issues.

* to familiarize students with appropriate treatment/rehabilitation resources.

* to introduce to students the concept of acceptance.

PROJECTS/ ACTIVITIES:

I. Introduction Activity

The first day begin with a brainstorming activity. Have butcher paper divided and labeled:

<table>
<thead>
<tr>
<th>Alcoholism/Drug addition</th>
<th>Pregnancy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abuse/Rape</td>
<td>Physical Handicaps</td>
</tr>
</tbody>
</table>

Ask groups to record all ideas related to the health issues. The recorded items may be facts, opinions, myths, questions.

Share the groups' work.

Consolidate the information into a master list to be displayed during the unit.

2. The second day have students complete the health issues survey. Tabulate results and discuss.

GUEST SPEAKERS:

Ed Biggs, Raleigh Hills Treatment Center
Dr. Loveland, child abuse
Planned Parenthood or Insights Program
Tough Love representative
Young addict
GUEST SPEAKERS (Con't):
Hospice representative
MADD
Cancer Society

FIELD TRIPS:
Meridian Park Hospital
Handicapped Resource Center, CCC
Fairview Hospital
Holiday Park Center, rehabilitation center/workplace

MOVIES:
"To Climb a Mountain"
"A Day in the Life of Bonnie Consolo" (1799)
"America on the Rocks" (5740)
"Barb-Breaking the Cycle of Child Abuse" (6598)
"Cipher in the Snow" (3900)
"Teenage Father" (5774)
"Life of Leo Bowerman"
"John Baker's Last Race"
PERSONAL HEALTH SURVEY

Good emotional and physical health is a goal many of us have for ourselves. However, many people are affected by conditions or limitations that may cause health problems. Below, some of these conditions are listed. Mark the ones that have affected someone in your life.

<table>
<thead>
<tr>
<th></th>
<th>I KNOW SOMEONE AFFECTED BY THIS</th>
<th>I DO NOT KNOW SOMEONE AFFECTED BY THIS</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYSICAL HANDICAP</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ALCOHOLISM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ABUSE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UNPLANNED PREGNANCY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RAPE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DRUG ADDITION</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

I feel the one health problem that causes the most difficulty is:

I think there is a problem that is not listed. It is:
III. CONTROVERSIAL ISSUES IN SCIENCE

This unit will focus on issues in science that are controversial. Main topics will include: Nuclear Power/War; Medicine, the Right to Die, Animal Research; the field of Genetics and Genetic Research.

OBJECTIVES:

* To provide information regarding current scientific issues.
* To expand students' awareness of pros and cons of controversial issues.
* To provide activities for value clarification.

PROJECTS / ACTIVITIES:

1. Introductory activity - Show film "Science - New Frontiers - No Easy Answers."
   Prior to showing film, write out main issues for students to focus on during film. Allow for short discussion/question-answer period. Follow film with brief overview of unit.


3. Value Clarification Activity - "Space Ship Survival". Small groups of 4-6 students choose survivors and explain reasons for choices.

4. Give brief description of three field trip sites and provide sign-up sheet. Students choose one of three choices. (Trojan Nuclear Plant, Primate Research Center, U. O. Genetics Lab).

5. Group presentation on field trip information. Prior to visit, each group determines collection and presentation of information. (Questions asked, reports, photography, pictures, etc.).
6. Challenges:

- Clay boats
- Batteries and Bulbs
- Ice Cube Keepers

FIELD TRIPS:

- Trojan Nuclear Plant
- Oregon Health Sciences Center
- Primate Research Center

GUEST SPEAKERS:

- Hospice Movement
- Educators for Social Responsibility

FILMS / REFERENCES:

- Film: "Science, New Frontiers " No Easy Answers"
- Video : "Armageddon" - Clackamas Community College
- Books: 100th Monkey
  - On Death & Dying - Elizabeth Kubler-Ross
IV. EXPLORING LOCAL ENVIRONMENTS

This unit will focus on increasing awareness and appreciation of the local environment. By exploring the past, present, and future students will be encouraged to look at their environments in new ways.

OBJECTIVES--

- to provide opportunities for students to look at the local environment in new ways
- to expand awareness of the ways emotions are affected by environment

PROJECTS/ACTIVITIES

1. Introduction Activity--Give students large sheets of paper divided into the following sections:

   ![Graph showing four sections: City, Coast, Mountains, Rural]

   Provide magazines with lots of pictures. In each section do a collage of cutouts that depict each heading and words (cutout or printed) that illustrate emotions experienced in that setting. This can be done individually or in small groups. Display and discuss.

2. Alternative Introduction Activity--Discuss with students the largest to the smallest environment, i.e. universe → solar system → earth → USA → Oregon → Portland →... Use chalkboard to record/illustrate this discussion. Discuss "What does environment consist of?"
Collage--Have students work in small groups to create a collage from magazine pictures:

A=Things you like in your environment
B=Things you do not like in your environment
C=Things you wish were in your environment
D=Things you are glad are not in your environment

3. Students sign up for one of five projects:

A. **Photograph Portland Fountains**
   - write up information about each fountain
   - display on story board

B. **Sketching Portland Bridges**
   - Sketch (using chalk or pencils) Portland bridges from Waterfront Park

C. **Oregon City Walking Tour**
   - Sketch
   - Photograph
   - Write about various places of interest
   - Display

D. **Old Town Walking Tour**
   - Take 5 slides/photographs of places on tour
   - Show slides and share information about each photo (What it is, location, brief history, etc.)

E. **Hike**
   - While on hike, take 3 slide/photographs of favorite sights
   - Find a poem (or write your own) that demonstrates the mood or setting of the photo
   - Tape record appropriate background music while reciting poem
   - Create slide/tape show to present
4. **Pocket Museum** (from Annie Painter)
   Used as writing activity. See attached sheet.
   
   Explanation--This activity was used following showing of the film "Future Shock". Students were prepped by discussion of items from the past and present. Students worked individually (15-20 minutes) to collect an item and respond to questions and descriptions. We pretended that it was 100 years in the future and that we were looking back to what is now the present. Not all students caught the "abstraction" of playing in the future. Likely, a more thorough preparation of what museums are and how they work would be helpful to the students and this assignment.

5. **Portland Walking Rally**
   Students divide into 3 groups. They are given directions to a mystery checkpoint. All checkpoints are validated with a photograph and written information. Each group arranges photographs on display boxes resembling tall buildings. They write descriptions and comments.

**FIELD TRIPS**

- Old Town Walking Tour
- Oregon City Walking Tour
- Tour of Portland Building/Justice Center Building
- Pittock Mansion/Forest Park
- Hikes: Ramona Falls
  - Mirror Lake
  - Columbia Gorge trails
- Harbor Tour
- Bonneville Dam
- Waterfront Park

**RESOURCES**

- local library
- newspaper/magazine articles about local environment
- environmental music--record albums
- Oregon City Walking Tour Pamphlets
- local historians/architects
- historical museum
POCKET MUSEUM

ARTIFACT

DATE ARTIFACT WAS IN USE

LOCATION DISCOVERED

DESCRIPTION OF ARTIFACT, ITS USE AND VALUE

Discovered and donated (on loan) by:
V. ART IS...

This unit will focus on art, music and drama. Students will have an opportunity to learn new art techniques as well as explore areas in the community related to art.

OBJECTIVES

- to expand students' ideas of what constitutes art and the role it plays in our lives
- to teach new art techniques individually and as group projects

PROJECTS/ACTIVITIES

1. Introduction Activity

Show film "Why Man Creates." Organize a series of articles and pictures that depict everyday articles, art, drama, music, crafts, etc. Have numbered list of articles and let students make decisions about which ones would be considered art. Compare individual results with total group.

2. Students will be introduced to the following projects at the beginning of the unit. They will be directed to work individually or with one other person, choose one project and complete it by the end of the unit.

- choose a theme like friendship, power, beauty or come up with own. Take at least 5 slides to illustrate this theme. Choose music to accompany your slides. Organize your music and slides to create a slide/tape show.

- Choose one of these poems. Select either pictures or music to illustrate it. The visual illustrations can be either drawn or photographed. The music should be selected to accompany your reading of the poem.

- View the movie "Ink, Paint, Scratch." Create a movie as illustrated in the film.
3. The following activities will be choice (challenge) activities:

- wire sculptures
  use various types of wire to create sculptures showing emotions (joy, confusion, peace, etc.)

- create a mythical creature
  use clay--have fired on campus
  bring in library books showing dragons, mythical creatures for display

- printmaking
  using linoleum blocks/ink/paper/brayer, put out various relief techniques

- sketching emotions
  make available chalk, paints, crayons, pencils

- calligraphy
  view various styles of lettering
  print name with available tools using a different style of lettering

- mask making
  create individual masks from a variety of available materials

- poster replication
  glue large poster to cardboard/poster board
  cut into (approx.) 4" to 5" equal squares
  each student replicates one square using chalk, pencils, crayons
  put together creating new poster

- Animation workshop
  create zoetrope
  contact Sharon Niemechyk--Media Project 223-5335

FIELD TRIPS

Art Museum
Hikes
Drama/mime production
Claymation studio--Will Vinton Productions 225-1130
Portland Cable Access 777-3800
Northwest Film Study Center
GUEST SPEAKERS

Musician--Bob Misely, Jr.  CCC
Loren Wolford  CCC
Artist--Leah Grant
Storyteller--contact PSU--English Dept.
Dancer--
Actor/Actress--
Animator--Portland Media Project

MOVIES

"Exploring Relief Printmaking" (1943)
"Closed Mondays" (6177)
"Claymation" (5816)
"Collage" (1726)
"Mountain Music" (5033)
"Why Man Creates" (2469)
"Ink, Paint, Scratch" (6277)
"Masks" (1944)
"I Am a Mime" (2084)
"Art and Art Careers"

SPECIAL MATERIALS

cameras  wire
film  clay
 cassette recorders  linoleum blocks
slide projector  ink
poems  paper
magazines  roller/tray
drawing materials  materials for masks
16 mm film  books--Written Letters by Jackie Svaren
VI. MINORITY CULTURAL AWARENESS

This unit will focus on minorities in our culture. Students will examine personal, community and national attitudes towards minorities. Existing and past examples of discrimination will be explored through values clarification activities, group projects, films, speakers, and discussion.

OBJECTIVES

- to expand students' cultural awareness
- to explore societal and personal attitudes regarding prejudice

PROJECTS/ACTIVITIES

1. Introduction activity--Give small groups of students stacks of magazines, newspapers. On a large piece of butcher paper, print the following words: minority, prejudice, discrimination, stereotype. Each group uses dictionary to define word and write it on paper. Cut out and paste examples of articles, captions, pictures that demonstrate words. Follow with large group discussion.

2. Give each student an article from the newspaper/magazine regarding stereotypes, women in non-traditional jobs, discrimination, minorities, prejudice. For a writing assignment, have each student write the main idea and his/her response to the article. Share with class. Display if possible.

3. Students interview two community or family members. Ask the following questions:
   - Name
   - Age
   - Have you personally experienced prejudice in your lifetime? Explain.
   - In what ways have you observed prejudice or discrimination during your life?

4. Use as a journal statement: Write about how it feels to be a victim of discrimination or prejudice.
5. Class interview of guest speakers who represent various minority groups (Blacks, Indians, Jews, Mexican Americans, women, S.E. Asian, Japanese, etc.). Plan questions with class prior to interview.

6. Have small groups brainstorm ways to reduce prejudice/discrimination as an individual, a society, a nation.

7. Share stories written by S.E. Asian students who have left their homeland and now attend Beaverton High School.

FIELD TRIPS
- Chemawa Indian School
  Salem 3934511 Ed John--principal
- Historical Museum--Portland
- Clackamas Community College (films)

SPEAKERS
Foreign Exchange students from local high schools
Urban League
American Civil Liberties Union
Don Epstein--CCC -- speaks about Jewish experience
Minority Community Representatives

FILMS
Bill Cosby on Prejudice 4237
Night and Fog
Pride and Principle 2264
Pride and Shame 2070
Grapes of Wrath 4198
Eye of the Storm 5760
Autobiography of Miss Jane Pitman 3992
Diary of Anne Frank 4203
Minorities--What's a Minority? 2828
Becoming American--The Odyssey of a Refugee Family (CCC)
VII. AGING IN OUR SOCIETY

This unit focuses on personal and societal attitudes about aging. Through films, discussion, interviews and activities, students will have opportunities to explore their own ideas about aging, and learn about aging from local senior citizens.

OBJECTIVES

- to explore personal views about aging
- to learn about society's attitudes regarding aging
- to have a personal experience with an older person through interview and photography
- to expand knowledge of facts about the aging process

PROJECTS/ACTIVITIES

1. Introduction Activity - Individually or in groups, brainstorm attitudes about senior citizens. Discuss in groups.

2. Journal Statement - Write about your feelings on aging.

3. Have small groups brainstorm lists on sheets of paper addressing:
   a) The ways that childhood has remained similar through the ages
   b) The ways that childhood before 1930 was different from childhood in the present.

4. Students collect "Major Life Events" information from people of different ages in their family or community.

Include information about the way time was spent, entertainment, transportation, family life, politics, wars, education, environment, etc.

Major events during a person's life--

<table>
<thead>
<tr>
<th>Name</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>AGE</td>
<td>YOUTH</td>
<td>TEENAGE YEARS</td>
<td>YOUNG ADULTHOOD</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5. Share Foxfire books and techniques with students. Have each student interview and photograph a senior citizen. Write an article using photos and information. Compile a school/class publication of all articles.

6. Writing Assignment: Each student receives a sheet of paper on which is written a "myth about aging." Example--All old people become senile; sexuality stops in old age; all elderly citizens should live in rest homes, etc. Each student also receives 3 or 4 short xeroxed articles with information regarding that myth. The assignment is to write in one's own words, 5 or more facts that prove or disprove the myth.

SPEAKERS

Senior Citizens in Community (use friends or relatives of students when possible)
Gray Panther Speaker
Experts on Aging

FILMS

Peege

FIELD TRIPS

Convalescent Homes
Senior Community Centers
OMSI--Aging Exhibit
VIII. COMMUNICATION

This unit will focus on three areas of communication:

personal, interpersonal, and communication through the media.

OBJECTIVES:

*to build awareness of communication processes

*to provide individual and group activities for students to become aware, explore, and expand methods of communication.

PROJECTS/ACTIVITIES

1. Distribute strips of paper to small groups. Brainstorm lists of "ways to communicate". Regroup, share ideas, and give points for items not found in other groups.

2. Make and display a SYMBOL DRAWING or PAINTING. Use no standard symbols to express an emotion or tell a visual story. (challenge)

3. Use Psychology Today game "Body Talk". Students form small groups (2 or 3) and act out emotion on cards.

4. Use activity cards related to the newspaper.

5. Blindfolded individuals use "Touch and Feel" ball, placing objects into ball. Provide stopwatch and have students record time. (challenge)

6. "Trust Walk"--Blindfold students and lead through playground at CCC or a park, share experiences in small group or in journal writing.

7. Write a story using Indian symbols. Provide symbol sheet.


9. Students create a language for goldfish or . . . ?

10. Write a sentence in Braille. Students figure out Braille words while blindfolded. (challenge)

11. Environmental art--Bring objects from home to create "art" (egg cartons, shells, wire, paper, etc.) (challenge)

12. Blind Man's Poem (See Dian)

13. Create Zoetrope (Refer to art unit)
14. Students choose project for 2-3 week activity.

1. **Anthropological Study of TCAP** — Study some aspect of student life using interviews, photography, observations.

2. **Slide/Tape Show** — Choose a theme, (power, friendship, aging), create visual and auditory message using slides and music.

3. **Create a Film** — Use 16 mm. blank film, felt pens (non-smear), and selected music.

4. **Sound Story** — Tape-record a short story using sounds only (no words).

5. **Photojournalist for a Day** — Join Oregonian staff for a story and photography assignment.

Have a large group presentation of all projects for finale.

Field Trips:

- **KQON Radio Station** (20-25 min. presentation)
  15351 S.E. Johnson, Clackamas
  Contact person—Terri Hull (655-9181)

- **KATU TV Station** — (45 min. presentation)
  2153 N.E. Sandy Blvd.
  Contact person — Mrs. Long (possible to also see A.M. Northwest Show).
  (231-4610)

- **Oregonian Tour**

- **Portland Cable Access** 285-5200
  Contact person — Debbie Luppold

- See a play, dress rehearsal (Contact local theater groups)

Guest Speakers:

- **Wendy Westerwell** (actress with Storefront Theater) 2235120

- **David Greenberg** — (local poet) 287-2167
  3947 N.E. 64th, Portland, 97213

- **Fran Jones** — 656-0083 — Contact for Photojournalist at Oregonian

- **Connie Conners** — CCC — Communication

- **Loren Wolford** — CCC — Communication
- John Nance - gives presentation on experiences with Tassaday Indians
- Michael Dexter (mime) - 636-5386
- Pauline Furness - role playing in the classroom
  (Contact through Physicians and Surgeons Hospital)
- Burel Ross (mime) - 636-4463

Films:
- Communications or Confrontations (0286)
- Communication By Voice and Action (6585)
- I Am a Mime (2084)
- Mime of Marcel Marceau (2756)
GROUP ACTIVITIES

OVERVIEW

The Tri-City Alternative Program involves students in group activities on a regular basis. Each school day begins with a class meeting for all students. This is a time for announcements, directions, sharing, problem-solving, brainstorming, creating and other group activities. The purposes of these offerings include:

* Building group cohesiveness & support
* Practicing problem-solving skills
* Valuing alternative learning styles
* Providing opportunities for creative expansion.

TOPICS

I. Values Clarification and Getting Acquainted activities

II. Critical Thinking and Problem-Solving Activities

III. Challenges

IV. Quiet Reading
I. VALUES CLARIFICATION AND GETTING ACQUAINTED ACTIVITIES

Values Clarification and Getting Acquainted Activities are intended to help students to develop a feeling of belonging and understanding of others. Many studies of high school dropouts have reported that students leave high school because of the size and impersonal nature of traditional schools. For this reason, TCAP utilizes the following activities in the morning class meetings.

At least one Getting Acquainted Activity is used at the beginning of each term. Value Clarification Activities are planned every 3 to 4 weeks.
### 1. TREASURE HUNT

**FIND SOMEONE WHO:**  
(Enter name in box below)

<table>
<thead>
<tr>
<th>Condition</th>
<th>Trait</th>
<th>Location</th>
<th>Other Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lives on 2 acres or more</td>
<td>Was born in the Midwest</td>
<td>Has never been to Mt. Hood</td>
<td></td>
</tr>
<tr>
<td>Was born in California</td>
<td></td>
<td>Was born on the Midwest</td>
<td></td>
</tr>
<tr>
<td>Has blue eyes</td>
<td>Has unusual hobby</td>
<td>Has been to a foreign country</td>
<td></td>
</tr>
<tr>
<td>Has green eyes</td>
<td>What is it?</td>
<td>Has brown eyes</td>
<td></td>
</tr>
<tr>
<td>Can touch the floor without bending their knees</td>
<td>Plays 2 musical instruments</td>
<td>Has more than 2 brothers</td>
<td></td>
</tr>
<tr>
<td>Has traveled to 5 other states</td>
<td>Plays 2 musical instruments</td>
<td>Has more than 2 sisters</td>
<td></td>
</tr>
<tr>
<td>Took summer vacation to sunny place</td>
<td>Has summer job working with machines</td>
<td>Can touch their nose with their tongue</td>
<td></td>
</tr>
<tr>
<td>Is oldest child in their family</td>
<td>Wants to be a forest ranger</td>
<td>Has a birthday in the 5th month of the year</td>
<td></td>
</tr>
<tr>
<td>Can rub stomach, pat head same time</td>
<td></td>
<td>Is left handed</td>
<td></td>
</tr>
</tbody>
</table>
2. PERSONAL SYMBOLS

Everyone is given a 5 x 7 card. They are given the following directions (one at a time):

1. Write your name creatively in the center of the card.

2. In the upper left hand corner, draw a symbol of your most prized possession.

3. In the upper right hand corner, draw a symbol of where you'd like to be right now if money were no object.

4. In the lower left hand corner, draw a symbol of the most influential-inspirational person in your life.

5. In the lower right hand corner, draw a symbol of the most inspirational moment of your life.

When the drawings are complete, each person will share the symbols with the group or one other person.
3. "TP" Introductions

Give one student a roll of toilet paper and say, "Take what you need and pass it on." Give no other directions, only repeat the same sentence. After everyone has taken some toilet paper, say, "For every square you have, tell something about yourself."
4. FIRST DAY INTERVIEW

On each student's first day at TCAP they are interviewed by another student. Using the form below, each student asks each other the questions on the sheet. After jotting down the responses, the student turns the sheet over and writes a paragraph about the interviewed student. The paragraph is given to the secretary who types it, takes a picture of the new student and adds the interview paragraph and the picture to a display area.

Inside the main door to the program, there is a wall entitled "Meet Tri-City." Every student has his/her picture and interview paragraph displayed there. This activity is great for making introductions, learning interviewing skills, and practising writing skills.

<table>
<thead>
<tr>
<th>Interview with: _________</th>
<th>Date: _________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interviewer: ___________</td>
<td></td>
</tr>
</tbody>
</table>

1. Where and when were you born?
2. What is your earliest memory?
3. What do you want to gain at Tri-City?
4. Tell one thing about you most people might not know.
5. What is your most cherished possession?
6. How do you feel about friendship?
7. What are your ambitions for the future?
5. LOST ON THE MOON - A DECISION MAKING PROBLEM

A copy of the problem below is passed out to individuals. After the individuals rank the materials, they form small groups of 4 to 5. Each group reaches a consensus on the rankings. The groups then share the consensus rankings with the class.

LOST ON THE MOON - A DECISION MAKING PROBLEM

You are in a space crew originally scheduled to rendezvous with another ship on the lighted surface of the moon. Mechanical difficulties, however, have forced your ship to crash land at a spot some 200 miles from the rendezvous point. The rough landing damaged much of the equipment aboard. Since survival depends on reaching the mother ship, the most critical items available must be chosen for the 200 mile trip. Below are listed the 15 items left intact after landing. Your task is to rank them in terms of their importance to your crew in its attempt to reach the rendezvous point. Put number 1 by the most important, 2 by the next most important, etc.

- a box of matches
- food concentrate
- 50 feet of nylon rope
- parachute silk
- portable heating unit
- two .45 caliber pistols
- one case dehydrated milk
- 529 100 pound tanks of oxygen
- stellar map of moon's constellation
- life raft
- magnetic compass
- 5 gallons of water
- signal flares
- first aid kit containing injection needles
- solar powered FM receiver-transmitter

Remember, rank these items in order from the most important to least important. Give the most important thing to number 1. Do not consult anyone for advice.
One of TCAP's favorite value clarification activities from *Values Clarification* by Simon, Howe and Kirschenbaum is "Alligator River." The teacher reads the following story. The students rank each character from most offensive to least objectionable. Then the students form groups of 4 to 5 and share their individual rankings. The small groups reach consensus on the rankings. Each small group shares the rankings and reasons for the rankings.

**THE ALLIGATOR RIVER STORY**

Once upon a time there was a woman named Abigail who was in love with a man named Gregory. Gregory lived on the shore of a river. Abigail lived on the opposite shore of the river. The river which separated the two lovers was teeming with man-eating alligators. Abigail wanted to cross the river to be with Gregory. Unfortunately, the bridge had been washed out. So she went to ask Sinbad, a river boat captain, to take her across. He said he would be glad to if she would consent to go to bed with him preceding the voyage. She promptly refused and went to a friend named Ivan to explain her plight. Ivan did not want to be involved at all in the situation. Abigail felt her only alternative was to accept Sinbad's terms. Sinbad fulfilled his promise to Abigail and delivered her into the arms of Gregory.

When she told Gregory about her armorous escapade in order to cross the river, Gregory cast her aside with disdain. Heartsick and dejected, Abigail turned to Slug with her tale of woe. Slug, feeling compassion for Abigail, sought out Gregory and beat him brutally. Abigail was overjoyed at the sight of Gregory getting his due. As the sun sets on the horizon, we hear Abigail laughing at Gregory.

### ALLIGATOR RIVER

<table>
<thead>
<tr>
<th>Name</th>
<th>Rank from most offensive to least objectionable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abigail</td>
<td></td>
</tr>
<tr>
<td>Gregory</td>
<td></td>
</tr>
<tr>
<td>Sinbad</td>
<td></td>
</tr>
<tr>
<td>Ivan</td>
<td></td>
</tr>
<tr>
<td>Slug</td>
<td></td>
</tr>
</tbody>
</table>

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33
II. CRITICAL THINKING AND PROBLEM SOLVING ACTIVITIES

The critical Thinking and Problem Solving Activities are designed to be used during the class meetings. These activities enhance the basic skills work being completed individually by students. Problem solving is taught by having students introduced to these activities and talking about possible methods of solution.

Many of the Critical Thinking and Problem Solving Activities are related to and discussed in the Unit Section of this manual. Students work in small groups to brainstorm and discuss problems related to areas of study and to program operation.
1. Riddles

Riddles are used for group or individual work. Following are some examples of riddles used at TCAP:

1) 24 red socks and 24 blue socks are lying in a drawer in a dark room. What is the minimum number of socks I must take out of the drawer to guarantee that I have at least two socks of the same color?

2) If a man looks at a picture and says, "Brothers and sisters I have none, but this man's son is my father's son", whose picture is the man looking at?

3) A train leaves from Boston to New York. An hour later, a train leaves from New York to Boston. The two trains are going at exactly the same speed. Which train will be nearer to Boston when they meet?

4) A certain street contains 100 buildings. A sign-maker is called to number the houses from 1 to 100. He has to order numerals to do the job. Can you figure out in your head how many 9's he will need?

5) A certain snail takes an hour and a half to crawl clockwise around a certain racetrack, yet when he crawls counter-clockwise around that same racetrack it takes him only ninety minutes. Why, this difference?

6) A man has committed a crime punishable by death. He is to make a statement. If the statement is true, he is to be drowned; if the statement is false, he is to be hanged. What statement should he make to save his life?
2. Twenty Questions

An object is placed in a paper bag. The rules are given:

1) You may only ask questions that can be answered with "yes" or "no".

2) The group has 20 questions to ask in order to guess the identity of the object.

3) Guesses are considered questions.

Let the students begin guessing. Before the last 3 questions are asked, stop and say, "I'll give the class 2 minutes to conference together before going on with the last questions." If the object is not guessed, allow the class to have 20 questions the next day and so on until it is guessed.

Objects we have used include:

- artichoke
- Rubic's cube
- paper clip
- pencil sharpener
- tea bag
3. COMPUTER PROGRAMS

There are some excellent Problem Solving Computer programs. We have used the following on our Apple:

* ROCKY'S BOOTS

* GERTRUDE'S PUZZLES

* IN SEARCH OF THE MOST AMAZING THING
4. VISUALIZATION

Visualizations are very effective in teaching memorization to students. Students are instructed to relax, study an object carefully, picture it in their mind, close their eyes and picture it again.

TCAP uses visualization to teach spelling, to memorize math facts such as times tables and to teach map skills such as the following:

On an overhead projector, show an outline map of the United States with Oregon highlighted. Discuss the position and shape of the U.S. and Oregon. Talk about visualizing it in your mind. Have the students practice.

The next day pass out a U.S. outline map and ask the students to draw in Oregon.

The next day ask them to draw the U.S. and then add Oregon's outline.

If needed, go back to the original visualization to reinforce.
5. CLOZE Activities

Cut out a newspaper article. Black out every seventh word. Xerox copies of it and distribute to students. The students are to write down the words they think have been blacked out. The group goes over the article together. The students get 1 point for each word that makes sense in the sentences; they get 2 points if they guessed the correct word.

An example of an article is:

**Trapper, doctor beat plague**

YAKIMA (AP) — A part-time trapper contracted bubonic plague last month, the first confirmed case of the disease in Washington state since 1907, health officials said.

John Northrup, 29, of Toppenish, probably contracted the disease when he cut himself while cleaning a bobcat he found in one of his snares near White Pass over New Year's weekend, said Dr. Robert Atwood, Yakima County health officer.

No one else, including Northrup's wife and 3-month-old baby, was exposed to the disease "in a way that would put them at risk," Atwood said.

Northrup, who also had a truck and service shop and occasionally works as a musician in a band, became ill Jan. 11, visited Dr. Douglas Shearer in Toppenish the next day and was treated for a "cold-like" illness, Atwood said.

"He'll be back to normal within a week," Atwood said in a telephone interview. "The normal incubation period is about six days."

Only Wednesday was the case confirmed by the Centers for Disease Control in Atlanta, said Atwood.

Atwood said it took a long time to get the laboratory confirmation, Atwood said.

Dr. Jeff Harris, an epidemiologist with the state Department of Health and Social Services in Seattle, said "1907 was the last confirmed human case of bubonic plague in Yakima." The most recent case in a Yakima state, Harris said, apparently was in a 22-year-old who died of plague last year in Klamath County, Ore., more than 500 miles south of Yakima.

White Pass, elevation 4,500 feet, is about 50 miles west of Yakima and 100 miles southeast of Seattle.

Shearer said the quick and accurate diagnosis by Shearer was a key factor in the patient's recovery.

"He was very ill... a temperature of 104 degrees," the county health officer said.

"The average physician in the United States has never seen a case of bubonic plague," he added. "I think it's a very different disease that devastated us during the Middle Ages, he explained.

The state has recovered fully, officials said.

"It takes a long time to get the laboratory confirmation," Atwood said.

"It takes a long time to get the laboratory confirmation," Atwood said.
6. EQUATION ANALYSIS TEST

The activity on this was written for TCAP students. A hard version follows on the next page.

INSTRUCTIONS: Each equation below contains the initials of words that will make it correct. Find the missing words. For example, 26=L of the A. would read as: 26 = LETTERS OF THE ALPHABET.

26 = L of the A  
20 = C in a P  
99 = BB on the W  
7 = D in a W  
5 = F on an H  
60 = M in an H  
10 = M in a B  
50 = W to L Y L  
11 = P on an F T  
1 = W on a U  
12 = E in a D  
4 = W on a C  
5 = T on the GED  
3 = B M  
3 = S and Y O  
3 = ' in an F  
10 = D in a D  
12 = I in an F  
100 = S R of 10  
3 = W M  
90 = P W  
7 = N in a T N  
5280 = F in an M
EQUATION ANALYSIS TEST

This test does not measure your intelligence, your fluency with words, and certainly not your mathematical ability. It will, however, give you some gauge of your mental flexibility and creativity. In the 3 years since we developed the test, we've found few people who could solve more than half the 24 questions in the first try. Many, however, reported getting answers long after the test had been set aside -- Particularly at unexpected moments when their minds were relaxed; and some reported solving all the questions over a period of several days. Take this as your personal challenge.

INSTRUCTIONS: Each equation below contains the initials of words that will make it correct. Find the missing words, For example, 26 = L of the A. Would read as:
26 = LETTERS OF THE ALPHABET

<table>
<thead>
<tr>
<th>Equation</th>
<th>Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>26 = L of the A</td>
<td>26 = L of the A</td>
</tr>
<tr>
<td>11 = P on A F T</td>
<td>11 = P on A F T</td>
</tr>
<tr>
<td>7 = W of the W</td>
<td>7 = W of the W</td>
</tr>
<tr>
<td>57 = H V</td>
<td>57 = H V</td>
</tr>
<tr>
<td>1001 = A N</td>
<td>1001 = A N</td>
</tr>
<tr>
<td>5 = D in a Z C</td>
<td>5 = D in a Z C</td>
</tr>
<tr>
<td>12 = S of the Z</td>
<td>12 = S of the Z</td>
</tr>
<tr>
<td>1 = W on a U</td>
<td>1 = W on a U</td>
</tr>
<tr>
<td>54 = C in a D (with J)</td>
<td>54 = C in a D (with J)</td>
</tr>
<tr>
<td>24 = H in a D</td>
<td>24 = H in a D</td>
</tr>
<tr>
<td>9 = P in the S S</td>
<td>9 = P in the S S</td>
</tr>
<tr>
<td>4 = Q in a G</td>
<td>4 = Q in a G</td>
</tr>
<tr>
<td>88 = P K</td>
<td>88 = P K</td>
</tr>
<tr>
<td>3 = B M (S H T R)</td>
<td>3 = B M (S H T R)</td>
</tr>
<tr>
<td>13 = S on the A F</td>
<td>13 = S on the A F</td>
</tr>
<tr>
<td>8 = S on a S S</td>
<td>8 = S on a S S</td>
</tr>
<tr>
<td>32 = D F at which W F</td>
<td>32 = D F at which W F</td>
</tr>
<tr>
<td>700 = D for P G in M</td>
<td>700 = D for P G in M</td>
</tr>
<tr>
<td>18 = H on a G C</td>
<td>18 = H on a G C</td>
</tr>
<tr>
<td>90 = D in a R A</td>
<td>90 = D in a R A</td>
</tr>
<tr>
<td>1000 = W that a P is W</td>
<td>1000 = W that a P is W</td>
</tr>
<tr>
<td>29 = D in F in a L Y</td>
<td>29 = D in F in a L Y</td>
</tr>
<tr>
<td>64 = S on a C</td>
<td>64 = S on a C</td>
</tr>
<tr>
<td>40 = D and N of the G F</td>
<td>40 = D and N of the G F</td>
</tr>
<tr>
<td>76 = T L the B P</td>
<td>76 = T L the B P</td>
</tr>
</tbody>
</table>
7. Word Pictures

Students solve these puzzles and go on to create their own. The following puzzle is courtesy of Carol Evans, Clackamas Community College:

<table>
<thead>
<tr>
<th>1,000,000</th>
<th>LIFE</th>
<th>TROUBL</th>
<th>DOG</th>
<th>THE</th>
</tr>
</thead>
<tbody>
<tr>
<td>THE CHART</td>
<td>EVERY RIGHT THING</td>
<td>FRIEND</td>
<td>STANDING MIS</td>
<td>UTZ EMIT</td>
</tr>
<tr>
<td>I BLOW i</td>
<td>O</td>
<td>WIDE</td>
<td>PAID</td>
<td>HE'S WORKED</td>
</tr>
<tr>
<td>SYMPHON</td>
<td>BLOOD WATER</td>
<td>HISTORY</td>
<td>FAR HOME</td>
<td></td>
</tr>
<tr>
<td>ALL WORLD</td>
<td>MAN BOARD</td>
<td>PANTS PANTS</td>
<td>TIRE</td>
<td></td>
</tr>
<tr>
<td>RANGER</td>
<td>GROSIEI N</td>
<td>ENGAGE MENT</td>
<td>LAWYER</td>
<td></td>
</tr>
<tr>
<td>WORKING TIME</td>
<td>DUMPS</td>
<td>GGEES</td>
<td>READ</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>GGEES SODE</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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III. CHALLENGES

Challenges are creative activities that allow students to explore and to learn using a range of learning styles and modes of expression. Challenges are planned on a weekly basis. On Mondays students are introduced to the new challenge activity. A table is set aside for the challenge materials and workspace.

The following pages give examples of some of our favorite challenges. The directions are written on butcher paper and displayed above the challenge table and materials.

Because challenges are designed to help students express themselves in a variety of ways, it is important to make available a wide range of materials.

Challenges are choice activities for students. They work on the challenges in addition to their regularly assigned goals only if they choose. Challenges are often related to the unit under study (See Unit Section).
CHALLENGE IDEAS

1. Using felt pens, paints, etc., design an album cover for your favorite musical group or song title.

2. Illustrate an emotion such as joy, anger, confusion, anxiety, hope. (Use paint, felt pens, crayons, chalk, etc.)

3. Create a Tri-City Alternative Program logo.

4. Make an invention.

5. Create a—
   - can opener
   - broken triangle
   - new arithmetic for goldfish

6. Rewrite the lyrics to a well-known song to fit what you are studying.

7. Create a game that little kids and adults can play together using a ball. Make sure the rules are such that everybody feels good and plays hard.

8. Design your Dream House on graph paper. What scale will you use?

9. Using clay, create a mythological creature. (Along with the directions and clay, display books that picture and describe mythological creatures.)

10. Create origami decorations. (Display an instruction book and some examples of the Japanese paper folding art.)

11. Create a "Great Potato." Use a potato and decorate it as a character from the past. Use yarn, paint, fabric, buttons, pins, etc.

12. Create a creature and its environment. Using a potato, create a creature that is adapted to life in its environment. Say what adaptation is. (Use paint, fabric, pipe cleaners, pens, yarn, etc.)

13. Create a wire sculpture. Pick a theme such as "Future." Design a sculpture using different types of wire. Mount it and label it.

14. Construct a flashlight that you can turn on and off. (Make available batteries, wire, bulbs, foil, paper clips.)
15. Construct a clay boat that will float. See how much weight it will carry. Record your results. (Make available modeling clay, tub of water, marbles or other objects to be used as weights.)

16. Construct an ice cube keeper. Using available materials, make a container that keeps 1/4 cup of crushed ice from melting as long as possible. Record your results. (Make available plastic cups, cotton, foil, styrofoam, fabric, yarn, paper, wood shavings, boxes, etc.)
VI. QUIET READING TIME

For one half hour every day, all students, staff and faculty at TCAP read independently. It is scheduled for the first half hour after lunch. Upon returning to the classrooms, students find a paperback book, newspaper, magazine, reading assignment or practice test they want to read. Everyone then sits down and reads without talking.

The TCAP Quiet Reading Time is modelled after Robert McCracken's Sustained Silent Reading (as discussed in Reading Is Only the Tiger's Tail). Its purposes include:

1. To demonstrate that reading is enjoyable.
2. To give students a chance to practice reading for a sustained period of time.
3. To acknowledge that everyone is a reader, regardless of grade levels.

In order for Quiet Reading Time to be successful, it is necessary to maintain a varied library of materials. TCAP subscribes to a variety of magazines. In addition, periodically all the students are taken to a nearby used paperback book store. All the students are told to pick out no more than three books they want to read during Quiet Reading Time. The program pays for the books, and the students are excited to have their very own selections.
References and Resources
Group Activities

1. **Awakening Intuition** by Vaughan; Anchor Press; Garden City, 1979.


3. **Gertrude's Puzzles**, The Learning Company (software).
   **Rocky's Boots**, The Learning Company (software).


5. **In Search of the Most Amazing Thing**; Spinnaker (software).

6. **The Metaphoric Mind** by Samples; Addison-Wesley, Menlo Park.

7. **Mind Benders** by Harnadek; Midwest Publications; Pacific Grove, 1978.

8. **Outdoor Biology Instructional Strategies**; National Science Foundation; Lawrence Hall of Science; University of California, 1975.

9. **Problem Solving Improvement** by Samson; McGraw-Hill; San Francisco.

10. **Superlearning** by Ostrander and Schroeder; Dell Publishing, N.Y., 1979.


12. **The Wholemind Works** by Miller; Gresham, Oregon.

13. **The Whole School Book** by Samples; Addison-Wesley, Menlo Park.
MATH SKILLS

OVERVIEW

Math Skills are taught at TCAP through a variety of materials and strategies that accommodate different learning styles. Following an assessment, each student is given a checklist that shows the skills mastered and the skills that need additional work. The students, then, have a choice of books, cassettes, computer programs or tutorials for skill mastery. A post test follows each math concept.

This section will describe each part of the Math Skills process. The work is designed to:

* Enhance different learning styles (auditory, visual, kinesthetic)
* Allow for individual differences in rate of learning
* Facilitate maximum student choice and responsibility for work planning

TOPICS

I. Assessment Test

II. Skills Checklist

III. Post Tests
I. Assessment Test

The following Math Skills Assessment Test was developed by TCAP instructors and is criteria-referenced to math concepts and materials. Students are given the test upon entrance into the program. They are told:

"Do the problems you know how to do. If you don't remember or never learned how to do a problem, leave it blank. This will tell us what you need to work on."

The test is scored. There is no grade level attached. It is a determination of what concepts and skills have been mastered.
II. SKILLS CHECKLIST

The following Math Skills Checklist is stapled inside each student's work folder. After the assessment test is completed, an instructor goes down the list in the left hand column and circles the number of the items completed correctly. If all the items on a line are circled, the instructor moves to the right-hand column and initials that concept. This indicates, it has been mastered.

After all the information from the assessment test has been entered, an instructor explains the checklist to the student. The student sees the skills mastered and the skills yet to be mastered.

The assignment section of the checklist outlines the study options for the students. For each skill, students can choose from any of the following to learn or review that process:

1. pages from the math books (listed for each skill)
2. cassette tapes
3. computer programs
4. small group individual tutoring
5. teacher-made math packets

Students decide which study option they will utilize and when they have mastered that skill. When they feel competent in that area, they initial the column for students and get the numbered post-test from the file cabinet.
<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2 abcde</td>
<td>Add whole number</td>
<td>I. 6-19</td>
<td>3-7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>6-1</td>
</tr>
<tr>
<td>3 abcde</td>
<td>Sub whole nr.</td>
<td>I. 22-42</td>
<td>9-12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>6-2</td>
</tr>
<tr>
<td>4 abcde</td>
<td>Mult. whole nr.</td>
<td>I. 45-67</td>
<td>13-17</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>6-3</td>
</tr>
<tr>
<td>5 abcde</td>
<td>Div. whole nr.</td>
<td>I. 71-101</td>
<td>18-25</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>6-4</td>
</tr>
<tr>
<td>1</td>
<td>Read whole nr.</td>
<td>I. 1-2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>6-5</td>
</tr>
<tr>
<td>6 ab</td>
<td>Reduce Frac.</td>
<td>II. 5-10</td>
<td>26,27,30</td>
<td>Frac. #1</td>
<td></td>
<td></td>
<td></td>
<td>6-8</td>
</tr>
<tr>
<td>7 ab 8</td>
<td>Mix # &amp; Imp. Frac.</td>
<td>II. 11-12</td>
<td></td>
<td>Frac. #2</td>
<td></td>
<td></td>
<td></td>
<td>6-9</td>
</tr>
<tr>
<td>9 ab</td>
<td>Add Frac.</td>
<td>II. 13-20</td>
<td>28-35</td>
<td>Frac. #3</td>
<td></td>
<td></td>
<td></td>
<td>6-11</td>
</tr>
<tr>
<td>9 cd</td>
<td>Sub. Frac.</td>
<td>II. 21-27</td>
<td>36-42</td>
<td>Frac. #4</td>
<td></td>
<td></td>
<td></td>
<td>6-12</td>
</tr>
<tr>
<td>9 efg</td>
<td>Mult. Frac.</td>
<td>II. 28-33</td>
<td>44-48</td>
<td>Frac. #5</td>
<td></td>
<td></td>
<td></td>
<td>6-13</td>
</tr>
<tr>
<td>1 hi</td>
<td>Div. Frac.</td>
<td>II. 34-42</td>
<td>49-52</td>
<td>Frac. #6</td>
<td></td>
<td></td>
<td></td>
<td>6-14</td>
</tr>
<tr>
<td>10,13,14</td>
<td>Read, write Dec.</td>
<td>II. 49-51</td>
<td>57-58</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>6-41</td>
</tr>
<tr>
<td>11,12</td>
<td>Dec. &amp; Com. Frac.</td>
<td>II. 52-53</td>
<td>59-60</td>
<td>Dec. #1</td>
<td></td>
<td></td>
<td></td>
<td>6-10</td>
</tr>
<tr>
<td>15 abcde</td>
<td>Comp. W/Dec.</td>
<td>II. 55-69</td>
<td>58, 62-73</td>
<td>Dec. #2&amp;3</td>
<td></td>
<td></td>
<td></td>
<td>6-6</td>
</tr>
<tr>
<td>22</td>
<td>Comp. Ave.</td>
<td>I. 126-27</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>6-7</td>
</tr>
<tr>
<td>16,17,18,19,20</td>
<td>Chg. Fr./Dec. to %</td>
<td>II. 75-80</td>
<td>80-84</td>
<td>Per. #1</td>
<td></td>
<td></td>
<td></td>
<td>6-15</td>
</tr>
<tr>
<td>------------------------</td>
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<td>-----------</td>
</tr>
<tr>
<td>21 a c</td>
<td>Dec. Per.</td>
<td>II. 81-84</td>
<td>85-86</td>
<td>Per. #2</td>
<td></td>
<td></td>
<td></td>
<td>6-16</td>
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III. POST TESTS

Following is an example of a math post test. After students work from books, computers, cassettes or packets, they complete the designated post test. The post test is given to an instructor to check. It must be completed with 100% accuracy. It is then checked off as complete by an instructor initialing the Math Skills Checklist.
REFERENCES AND RESOURCES

MATH SKILLS

Area, Perimeter, Circumference and Linear Measurement; Lakeshore Lifeskills (software).

Basic Geometry with Fractions; Lakeshore Lifeskills (software).

Decimals; Educational Activities, Inc. (software).

Discover What Graphs Can Tell You; Lakeshore Lifeskills (software).

Fractions; Educational Activities, Inc. (software).

Fractions, Decimals, Percents (cassette tapes); Media Materials, Baltimore.

Long Division Workshop; Lakeshore Lifeskills (software).

Math Blaster; Davidson and Associates (software).


Number Power by Howett; Contemporary Books; Chicago, 1982.

Percentages; Educational Activities, Inc. (software).


Working With Numbers Refresher Book by Shea; Steck-Vaugh; Austin, 1980.

Solving Percentage Problems; Lakeshore Lifeskills (software).
OVERVIEW
At TCAP writing skills are taught using a variety of strategies and materials. Writing exercises have a broad range, which include daily journal writing, individual skill packets for grammar, group and individual spelling activities, and a variety of creative writing experiences. With an advisor, students record the writing activities/assignments on their weekly or daily goal sheet.

TOPICS
I. Journal Writing
II. Grammar
III. Spelling Activities
IV. Creative Writing
I. JOURNAL WRITING

Writing in a journal is a daily requirement at Tri-City Alternative Program. Students begin each day by writing in a spiral notebook designated for journal writing only. Rather than a focus on writing mechanics, journal writing is used:

* to encourage written communication
* to provoke thought on certain issues
* to provide an avenue for personal insight and values clarification
* to foster an "I'm listening" attitude on the part of the advisor

Though we suggest a one-paragraph minimum, no specified length for an entry is required. Two thoughtful sentences for one student can be as meaningful as a half-page by another. Once during the week, students are asked to respond to a "journal statement" posted on the chalkboard. The remaining weekdays, each entry topic is the student's personal choice. On Friday one student's advisor collects journals, reads all entries, and writes a positive, thoughtful comment. Journals are returned on each Monday morning.

The following is a compiled list of journal-writing statements and topics:

If you wanted someone to understand you better, what 3 things would you tell them about yourself?

I seem to be ... but really I am ....

Choose someone in your life for whom you are extremely grateful. What did they help you do, feel, think or become? How can you let this person know your appreciation? (Use around Thanksgiving)

The holiday season can be a time of both joy and stress in many families. What things prove to be stressful in your family? What are some helpful ways to cope with the stress?
Are you more like a placid lake or a bubbling brook?

React to this photograph or picture. What does it make you think about or feel?

Think back to when you were 13 years old. In what ways have your actions, feelings, thoughts changed or stayed the same?

Describe the kind of person you are striving to become.

In what country, other than the U.S., would you like to live and why?

What do you remember as the happiest time in your life? The saddest?

Write your reaction to a recent field trip.

Write about your "most incredible" dream ever.

Don't you just love it when ........?
Don't you just hate it when ........?
(Write 3 for each; post as class poems)

Make unusual comparisons like ...
    Fresh air and potato chips are alike because ...
    The past is like the future in that ...
    Education is like a menu because ...

Read Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judy Viorst. Write 5 or more things that happened to you on your worst day ever.
Play the song "You've Got a Friend" by Carole King.
Write about the qualities you find important when choosing a special friend.

Do not use words for today's journal entry. Cut out and paste magazine, newspaper pictures to express the message of: morning feelings, I could never do without ..., things worth remembering.

Write 6 reasons for:
- Tomatoes
- Falling in love
- Why I don't feel like writing
- Why friends quarrel
- Why war occurs

Write about how it feels to be afraid. Start with: "When You're Afraid..."; write 5 or more occurrences like

"your hands get clammy"
"your breathing changes", etc.

With student's permission, type "When I'm Afraid" poems and display in classroom.

What would you like to do to become famous?

What does America mean to you?

Write about an invention (yours) to make life better.

What kind of thing would you like to win?

Describe a "good sport".
Write something about love.

Write about a funny experience.

Tell what makes a happy family.

What part of a big parade would you most like to be?

What do you think your friends say about you when you're not around?

What kind of people are the luckiest people in the world?

If you became president of the U.S., what 2 things would you do?

What is the favorite room in your house?

If you could have been someone in history, who would you have been?

How would you describe yourself to someone who does not know you?

Describe the "ideal" parents.

What job do you want to have in 10 years?

Finish the sentence "What the world needs now is ________." Tell why.

Write about courage.

When do you feel sad?

What is the best thing parents can do for their children?
Write about a time when you felt very proud of yourself.

What T.V. or movie star would you like to invite to your birthday party? Why?

If you were a doctor, what illness would you like to cure?

If someone could give you anything in the world for your birthday, what would you like it to be?

If you could change your age, what age would you rather be? Why?

What is your favorite song? What makes it your favorite?

If you could take only 3 people with you on a trip around the world, who would you take?

Write about a time when you were very irritated.

Write 3 positive and 3 negative statements about television.

Thinking back, what can you identify as a turning point in your life?

What talent do you wish you had? Why?

Write your feelings about growing old.

What is the best advice you ever received?

Write about the most cherished possession you own.

What bit of advice would you give to a young man/woman about to get married?
What 4 things are most important in your life?

If you could give your best friend anything in the world, what would it be?

Describe the best teacher you ever had.
II. GRAMMAR

Grammar instruction has been developed to address the needs of GED preparation and high school credits for basic English. Individualized packets are organized into separate writing skill units to include: punctuation, capitalization, grammar and usage, diction and style, logic and organization, letter writing, and poetry/drama comprehension. Packet completion is recorded on the student's writing skill checklist. (Writing checklist and sample packet will follow grammar information.)

We have found several advantages to using these individual packets:

1. They permit each skill to be taught as an independent unit.
2. Each contains instruction as well as writing practice utilizing the skill.
3. Packets can be used as reference tools for students' writing assignments.
4. If a student is having difficulty with a particular skill, the instructor can utilize additional resources for added instruction.

Students complete writing skill packets as part of their daily/weekly goals. A completed packet with no errors is returned to the student. The instructor initials and records completion date in the appropriate column on the writing skills checklist. If there are errors, the student will make corrections, be given additional materials/worksheets for that skill, attend small group instruction, or work individually with an instructor.
III. SPELLING ACTIVITIES

The approach used for teaching spelling to Tri-City students focuses on developing visualization and recognition skills to improve spelling.

Research has shown that good spellers often use visual or auditory clues to spell correctly. The following techniques are used:

1. "Demonic Mnemonics" Approach

The book *Demonic Mnemonics* suggests memory tricks for 800 of the most commonly misspelled words. Students are taught to learn correct spelling of these words by visualizing and hearing the mnemonic device, thus imprinting one's memory.

Twelve "demon words" are listed on posters and displayed weekly in the classroom. Following each word is a memory trick sentence. Each sentence has letters written in a different color to designate the trouble spot.

SAMPLE:

*adjust* - When you adjust, you adapt.
*fundamental* - Saying amen is fundamental.
*chief* - Hi, chief!

The underlined words are the letters written in a different color. These highlight the trouble spot and present a memory trick.

The following is our weekly format for classroom use of the spelling posters.

A. Spelling work poster displayed in classroom.

B. Monday morning group discussion of words, definitions, mnemonic memory trick.

C. Mid-week informal spelling test whereby students test each other and write misspelled words.

D. Friday group spelling test given by reciting the word and the mnemonic trick sentence.

E. Students write misspelled words 5 times each.
2. **Whole Brain Spelling Approach**

Apple II Computer software has made available the **Whole Brain Spelling Program**. Whole brain education is an approach to learning that combines "left-brain" and "right-brain" kinds of thinking. Along with left brain abilities to reason, to apply rules and to learn steps for doing tasks - one can also use imagination, right brain abilities to create and remember internal pictures, to trust feelings and intuition.

**Whole Brain Spelling** is specifically aimed at developing internal visual skills to improve spelling. It is intended to teach individuals a method for learning how to spell rather than to provide a comprehensive spelling program. The goals of **Whole Brain Spelling** are:

* to develop visual imaging skills for spelling.
* to offer 200 ten-word lists for spelling practice.
* to diagnose and indicate areas for self-correction.

3. **Geometric Spelling Sheet**

The Geometric Spelling Sheet provides individual reinforcement of student's monthly spelling words. As students complete the week's spelling test, they color in the geometric shape containing the correctly spelled words. These sheets can be displayed in the classroom or remain in the student's folder. The Geometric Spelling Sheet is courtesy of Marie Gass, Owen Sabin Occupational Skill Center.

**EXAMPLES FOLLOW:**
IV. CREATIVE WRITING

The art of writing should be a normal, useful, inescapable part of the student's environment. This is an important aim of the writing opportunities in our program.

Realizing that our students have varying abilities, we attempt to provide assignments that can be accomplished at all levels. Writing experiences may vary in their focus, such as: creativity, writing mechanics, self-expression, usefulness, humor, communication.

Throughout this booklet, various writing opportunities have been included in other categories (journal writing, cloze, interviews, group activities, units, challenges). These will not be duplicated in this section.

The following writing ideas are those which TCAP students have found fun and challenging.

These are in no way intended to be sequential. Due to the open entry / exit nature of our program, students are assigned one or two writing assignments a week. The list of writing ideas are followed by examples (dittos) of additional writing exercises.
WRITING IDEAS

1. CREATE WORD WHEELS - In center of cardboard wheel, write an overused word. Have students generate alternate ways of saying the same word. Place in an area where students write.

2. ALLITERATIVE SENTENCES - Give small groups or individuals long strips of paper with one word written on each strip. Have students create alliterative sentences of 9-12 words using the beginning word. Have dictionaries available.

3. MAKE LISTS OF IDIOMS - Listen to TV, radio, general conversation and create lists of idioms. Examples: "I'm tickled pink," "We had Julie for dinner," "If you break that, I'll crown you!"

4. SENTENCE STRETCHING - Pass a short sentence to six people in a small group. Each person must add or change one word to make sentences more specific and interesting. Example: she ate dinner (becomes) The hungry ballerina gobbled her sloppy green soup.

5. Write about HOW IT FEELS TO BE AFRAID. Start with "When You're Afraid" and list several outcomes. Examples:

   When you're afraid:
   
   Your hands get clammy
   Breathing speeds up
   You forget what you were thinking
   You might want to cry

6. FOUND WRITING - Cut words or letters out of magazines/newspapers to create: poems, questions, sentences, announcements, warnings, secrets, stories.
7. **INVITATION WRITING** - Write an invitation to any sort of an event. Be sure to tell guests the occasion, when it starts, ends, what to expect, what to bring, what to wear, etc.

**IDEAS:**
- Lady bug hunt
- Alligator hunt
- A safari
- W W II
- Cloud walk
- Boomerang contest
- White water raft trip

8. **DRAW A DESIGN** - Write a description of a design. Have another person draw your design by listening to your directions. Compare with the original.

9. **CLOZE** - Example in group activity section.

10. **SEQUENCING** - Tear any 10 pages out of a picture magazine and put them together in a sequence that makes sense.

11. **SEQUENCING** - Cut up newspaper comics and have students put into suitable sequence.

12. **Find the highest number of uses** for a potato that does not include eating it.

Find a dozen new uses for anything.

13. **Read Lost and Found ads.** Ask students to write imaginative ones. Example:

   REWARD: Dragon ride, no charge.

14. **RHEBUS WRITING** - Write sentences or stories using rhcubus writing. Use stamps, drawings or cutouts for pictures. Example:

   (went to the to buy some)

   72
15. **WRITING SIMILIES** (comparisons):
   
   As tired as __________
   
   As green as __________
   
   As huge as __________
   
   The rain was like ________

16. Write and illustrate Haiku.
   
   Rules: about nature
   
   use 17 syllables
   
   3 lines - 5, 7, 5 syllables
   
   Example: The bee is set free
   But flowers, you'll only stay
   Alive for a while.

17. **DIAMANTE** (dee-ah-mahn'-tay)
   
   Line 1 - one word, subject, noun
   
   Line 2 - two adjectives
   
   Line 3 - three -ing words
   
   Line 4 - four nouns related to subject
   
   Line 5 - three -ing words
   
   Line 6 - two adjectives
   
   Line 7 - one noun opposite of subject
   
   **EXAMPLE:**
   
   cat
   
   soft, cuddly
   
   purring, scratching, playing
   
   baby, kitten, change, adult
   
   lurking, leaping, killing
   
   meaner, madder
   
   tiger

18. **CONCRETE POEMS** - Picture poems
   
   made out of letters and words;
   
   they are strongly visual.
   
   **EXAMPLE:**
References and Resources

Writing Skills

1. **All About Commas**: Lakeshore Lifeskills (software).
2. **Capitalization**: Lakeshore Lifeskills (software).
3. **Demonic Mnemonics** by Suid; Pitman Learning, Inc.; Belmont, California, 1981.
4. **Final Assembly Writing**: Lakeshore Lifeskills (software).
5. **Flair--A Handbook of Classroom Ideas to Motivate the Teaching of Elementary Creative Writing** by Spencer; Educational Services Inc.; Stevensville, Michigan.
7. **If You're Trying to Teach Kids How to Write, You've Gotta Have this Book** by Marjorie Howard, Incentive Publications, Nashville, Tennessee, 1979.
9. **Link It All Together**: Lakeshore Lifeskills (software).
10. **Pass the Poetry Please** by Hopkins; Citation Press; N.Y., 1972.
11. **Punctuation 1**: Lakeshore Lifeskills (software).
13. **The Ungame**: The Ungame Co., Anaheim, California
14. **Using Quotation Marks**: Lakeshore Lifeskills (software).
16. **Whole Brain Spelling**: Sublogic Communications Corp. (software).
17. **Write In** By Purcell; Educational Insights; Carson, California, 1977.
This is going to be a breeze...

**The Period (.)** is used to end a statement.

Examples:
- He heard a sudden noise.
- We worked from dawn until dusk.
- I shall ask if he can go.

**The Period (.)** is used to end abbreviations.

Examples:
- Feb. 16 (February)
- Sgt. (Sergeant)
- Mr. (Mister)
- St. (Street)

**The Period (.)** is also used to separate dollars from cents and as a decimal point.

Examples:
- $29.95
- $ .14
- 1.1
- 2.05
THE EXCLAMATION POINT ! IS USED TO INDICATE STRONG EMOTION. IT COULD BE USED AFTER ONE OR TWO WORDS OF STRONG EMOTION, OR AT THE END OF A SENTENCE.

Examples: Oh No! Come at once! "I give up!" she screamed. Stop! I want to finish this conversation.

THE QUESTION MARK ? IS USED TO END A QUESTION. RIGHT?

Examples: Who could it be? Where did you file the letter? Was that sculpture one of his greatest?

Watch Out !!! DO NOT USE A QUESTION MARK AT THE END OF A STATEMENT THAT ONLY STATES THE QUESTION BUT DOES NOT ASK IT.

Examples: I asked if you thought it was a good idea. We were wondering how you felt. We inquired about the motel rates.
PRACTICE 1  FILL IN THE NECESSARY PERIODS, QUESTION MARKS, AND EXCLAMATION MARKS.

1. Michelangelo was the world's greatest sculptor
2. How old was he when he died
3. Whew Was he really ninety years old
4. Construct a statue of your best friend
5. Wow What a sculptor he became
6. Whew He surely did some beautiful creative work in the Sistine Chapel
7. Was the "Madonna and Child" one of his great works
8. Michelangelo's family did not want him to become an artist
9. Gosh Did he do that statue of David
10. Michelangelo was a great artist at eighteen years of age
11. Stop Can't you see that table in your path
12. I hope Mr. Heater lets me off this afternoon
13. Jackie is working in the office during study periods
14. Type that report carefully
15. Take a letter to Mr. M L Wittich
16. Did you complete that letter to Mr Wittich
17. Ouch One of these days I'm going to tear this door right off the hinges
18. Did Mrs Phillips call you about that report
19. Are you leaving Tuesday; Sept 4
20. Andy lives in the house on the corner of Elm St
21. Where did you file that letter from Mr Anderson
22. Help I'm caught in the filing cabinets
23. Capt D G Henson, of the U S Navy, will speak tomorrow
24. Ms Mabrey is the guest speaker at the Concord, N C victory dinner
25. Paper, pencils, typewriter, pens, etc will be furnished
26. Are you honest or not That is the question
27. What is the meaning of this, Sir
28. Help
29. If we cannot ask you, who can we ask
30. What was that
31. Did you hear that? He asked me what it sounded like.
32. Was Tri City Alternative Program open yesterday?
33. The students at Tri City are creative and intelligent.
34. Will you have your G E D complete by winter?
35. Learning is experienced in many ways.
36. Are there fun ways to learn?
37. Education continues during our entire life.
38. Trust yourself. The answer is often inside you.

PRACTICE 2

PUT PERIODS, QUESTION MARKS, AND EXCLAMATION POINTS WHERE THEY BELONG IN THE FOLLOWING PARAGRAPH. BE SURE TO MAKE A CAPITAL LETTER OUT OF THE FIRST WORD OF EACH SENTENCE.

Turtles have been around for 175 million years during that time dinosaurs came and disappeared the life of sea turtles remains a mystery they come to shore to lay their eggs, then they disappear back into the water the female digs a two-foot hole, lays about 110 golf-ball size eggs, and covers them with sand she then crawls back into the sea baby turtles crawl into the water they are not seen again until, as females, they come ashore to lay their eggs.

Now do you understand more about turtles wow you could win a trivia contest with this kind of information.
PRACTICE 3

NOW IS YOUR CHANCE TO SHOW YOU KNOW ABOUT USING END PUNCTUATION. REFER TO THE FIRST TWO PAGES FOR EXAMPLES. DO THE FOLLOWING:

Write 3 wonderful, creative sentences using periods.
1. __________________________________________
2. __________________________________________
3. __________________________________________

Write 3 sentences using abbreviations.
1. __________________________________________
2. __________________________________________
3. __________________________________________

Write 3 sentences using decimal points.
1. __________________________________________
2. __________________________________________
3. __________________________________________

Write 3 sentences using exclamation points.
1. __________________________________________
2. __________________________________________
3. __________________________________________

Write 3 sentences using question marks.
1. __________________________________________
2. __________________________________________
3. __________________________________________
EVERYTHING YOU'VE ALWAYS WANTED TO KNOW ABOUT THE
COMMA

The comma is a pause. It gives your reader a chance to stop for a moment, to think about where your sentence has been and where it is going, and to prepare to read on.

If there is no reason for a comma, LEAVE IT OUT!

PART A

Examples:
Bob, you must leave now.
You must, Bob, leave now.
You must leave now, Bob.

Bob is the person spoken to; he is being addressed directly. His name is set off by commas wherever it appears in the sentence.
EVERYTHING YOU'VE ALWAYS WANTED TO KNOW ABOUT THE COMMA - Page 2 -

PRACTICE I  CIRCLE THE NAME OF THE PERSON OR PERSONS BEING DIRECTLY ADDRESSED AND PUNCTUATE THE SENTENCE CORRECTLY.

1. Larry help me carry these heavy packages.
2. I tell you my friends that I couldn't care less.
3. You know Father it's too cold to play football today.
4. Will you be able to help me with my paper tonight Susan?
5. I think Marsha that you ought to go to the party.
6. Now I have you in my clutches my proud beauty.
7. Get out of my roast you mangy old dog!
8. As I see it Sid you only have one option--go for it!
9. O.K. folks the show's over.
10. My dear child there is no Santa Claus.

* * * * * * * * * * * * * * * * * * * *

PRACTICE II  WRITE 5 SENTENCES USING DIRECT ADDRESS, PUNCTUATE CORRECTLY.

1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________
5. ____________________________
EVERYTHING YOU'VE ALWAYS WANTED TO KNOW ABOUT THE COMMA -Page 3-

PART B

COMMAS FOR PARENTHEtical EXPRESSIONS

Examples: By the way, I think you're beautiful.
I think, by the way, that you're beautiful.
I think you're beautiful, by the way.

BY THE WAY modifies or qualifies the entire sentence or idea. It is called "parenthetical" because it seems to be almost a side remark, something that could be placed in parentheses:
(by the way) I think you're beautiful.

IN A SENTENCE SET OFF A PARENTHEtical EXPRESSION WITH COMMAS.

Here are some more parenthetical expressions:
As a matter of fact    In the first place    By the way
To tell the truth    Last of all    In fact
It seems to me    For example

PRACTICE I

CIRCLE THE PARENTHEtical EXPRESSION AND THEN SET IT OFF WITH COMMAS.

1. To begin with I want to see the manager.
2. He is in fact a slob.
3. The customers it seems never stop complaining.
4. She possesses it would seem psychic powers.
5. Honestly it was an accident.
6. This paper I feel isn't adequate.
7. In truth I didn't like the ballet.
8. This is not a good idea by the way.
9. My dad insists for example that I save $5.00 a week.
10. My latest book I hope will sell a million copies.
EVERYTHING YOU'VE ALWAYS WANTED TO KNOW ABOUT THE COMMA -Page 4-

PRACTICE 2 WRITE 5 SENTENCES USING PARENTHETICAL EXPRESSIONS. PUNCTUATE CORRECTLY.

1. 

2. 

3. 

4. 

5. 

PART C COMMAS FOR ADDRESSES

Example: My teacher moved from 300 Foster Place, San Antonio, Texas, to Raton, New Mexico.

REMEMBER → COMMAS SEPARATE DIFFERENT PARTS OF AN ADDRESS. 
A COMMA FOLLOWS THE LAST ITEM IN AN ADDRESS.

If you are trying to decide where to put commas, look for the different parts—the name, the street, the city, the state, the country. Put a comma between each part and at the end if the sentence continues.

PRACTICE I PUNCTUATE CORRECTLY

1. The class traveled to the Botanical Gardens Park Place Sydney Australia.
2. My buddy from the Philippines is making a special dinner for us at his house at 60 Ventnor Avenue Portland.
3. The doctor has a beautiful office near St. Marks Place.
4. Who lives at 999 Ninth Avenue San Francisco California?
5. I live near Valentine Avenue and close to the park.
6. There is an Amsterdam New York and an Amsterdam Netherlands.
7. We do most of our shopping at Nordstrom 70 West Boulevard Little Rock Arkansas.
8. His father lives in San Juan Puerto Rico, but his sister has never been out of Queens.
EVERYTHING YOU'VE ALWAYS WANTED TO KNOW ABOUT THE COMMA

PRACTICE 2
WRITE 5 SENTENCES USING ADDRESSES. PUNCTUATE CORRECTLY.

1. 
2. 
3. 
4. 
5. 

* * * * * * * * * * * * *

PART D
COMMAS FOR DATES

I arrived on Tuesday, March 18, 1977, and found that I was in the wrong city.

COMMAS SEPARATE THE DIFFERENT PARTS OF THE DATE.
A COMMA Follows THE LAST ITEM IN A DATE.

BUT. . . She saw him on Monday and spoke to him.
(A one-word date preceded by a preposition is not followed by a comma. Only use commas when there is more than one part of the date.)

PRACTICE 1
PUNCTUATE CORRECTLY.
1. I was born on January 10, 1963 in a small town.
2. On Wednesday June 8, 1977 I became a junior lifesaver.
3. Your book is at the Downtown Library, where it has been waiting for you since April 19, 1976.
4. On February 5, 1900 the Athletic Club voted him into membership.
5. Friday June 18 was my lucky day.
EVERYTHING YOU'VE ALWAYS WANTED TO KNOW ABOUT THE COMMA - Page 6 -

PRACTICE 2

WRITE 5 SENTENCES USING DATES,

PUNCTUATE AS NEEDED.

1. 

2. 

3. 

4. 

5. 

* * * * * * * * * * * * * *

PART E

COMMAS AFTER INTRODUCTORY PHRASES

Example: By the end of the season, our team will have won ten games straight.

By the end of the season - introduces the main idea. An introductory phrase is usually followed by a comma.

Example: On Thursday we left for Hawaii.

A very short introductory phrase need not be followed by a comma.

* * * * * * * * * * * * * *

PRACTICE 1

PUNCTUATE CORRECTLY.

1. At the time of his arrival the rain had already stopped.
2. In the middle of the afternoon the four boys left their trailer in search of water.
3. Every Thursday at three he walks into the store to buy a chocolate bar.
4. By noon she had exercised all that she had wanted to.
5. On my tour of the national parks I found these maps very helpful.
6. After such hot weather I always feel ready for a vacation in Alaska.
7. Before the party ends let me tell you how nice it's been.
8. Near the end of the day the player was so tired that she could barely pick up the bat.
EVERYTHING YOU'VE ALWAYS WANTED TO KNOW ABOUT THE COMMA -Page 7-

PRACTICE 2

WRITE 5 SENTENCES USING INTRODUCTORY PHRASES, PUNCTUATE CORRECTLY.

1. 

2. 

3. 

4. 

5. 


A. APOSTROPHE

PART A USING THE APOSTROPHE FOR CONTRACTIONS
PART B DEFINING THE POSSESSIVE
PART C USING THE APOSTROPHE TO SHOW POSSESSION (in words that do not already end in "s")
PART D USING THE APOSTROPHE TO SHOW POSSESSION (in words that already end in "s")

PART A USING THE APOSTROPHE FOR CONTRACTIONS

A contraction is a way of combining two words and making one word out of them.

Example: do not = don't

The apostrophe always points to where a letter is missing.

Example: should + not = shouldn't ("o" is missing)
I + have = I've ("ha" is missing)

PRACTICE WRITE THESE AS CONTRACTIONS

1. I + will =
2. you + are =
3. will + not =
4. who + is =
5. it + has =
6. they + will =
7. he + is =
8. you + have =
9. she + will =
10. they + are =
11. she + has =
12. you + will =
13. would + not =
14. does + not =
15. I + shall =
16. that paper + is =

NOTE: "Won't" is an odd contraction because it cannot be broken into its two words the same way the contractions above can.

will + not = won't
PRACTICE 2  SUPPLY THE MISSING APOSTROPHES:

1. He'll go to school in the fall.
2. It's raining.
3. He's not here now.
4. You're supposed to leave soon.
5. They're at home.
6. Who's at the door?
7. What's that for?
8. It's hard to do homework when the television is on.
9. She'll be in Europe soon.
10. They're going to the theater next week.

PRACTICE 3  WRITE FIVE SENTENCES USING THE APOSTROPHE IN A CONTRACTION

1. _____________________________________________________________
2. _____________________________________________________________
3. _____________________________________________________________
4. _____________________________________________________________
5. _____________________________________________________________
PART B DEFINING THE POSSESSIVE

A POSSESSIVE SHOWS POSSESSION. IT MEANS THAT ONE POSSESSES OR HAS SOMETHING.

PRACTICE IN THESE PHRASES, WHO POSSESSES OR HAS WHAT?

Examples

a) the hat of the man means the man possesses (owns) the hat, and it can be rewritten, "the man's hat"
b) the sense of humor of the girl means the girl has a sense of humor, and it can be rewritten, "girl's sense of humor."

REWRITE THESE PHRASES USING 'S

1. the shoes of Mary = ________________________________
2. the personality of the teacher = ________________________________
3. the office of the secretary = ________________________________
4. the toys of the boy = ________________________________
5. the power of the horse = ________________________________
6. the term of the president = ________________________________
7. the notebooks of the student = ________________________________
8. the husband of the cousin = ________________________________

PART C USING THE APOSTROPHE TO SHOW POSSESSION (in words that do not already end in "s")

1. the book of my father becomes
   my father's book
PRACTICE 1 PLACE AN APOSTROPHE WHERE NEEDED.

1. The divers mask
2. That womans son is my friend.
3. The mans daughter is a doctor.
4. Margos vacation was exciting.
5. The students needs are the same as mine.

PRACTICE 2 WRITE 8 SENTENCES THAT USE AN APOSTROPHE TO SHOW OWNERSHIP.

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 

PART D USING THE APOSTROPE TO SHOW POSSESSION (in words that already end in "s")

Example: the toys of the girls becomes the girls' toys

RULE:* IF THE POSSESSIVE WORD ENDS IN AN "S", AND IS PLURAL, ADD AN APOSTROPHE AFTER THE "S".
PRACTICE 1

CHANGE THESE PHRASES INTO POSSESSIVES WITH AN APOSTROPHE. THESE WORDS ARE PLURAL AND REQUIRE S'.

1. the jackets of the pilots = ____________________________
2. a residence of the interns = ____________________________
3. the car of my cousins = ________________________________
4. the papers of these students = __________________________
5. the present of the aunts = ____________________________

PRACTICE 2

WRITE 6 SENTENCES THAT USE AN APOSTROPHE TO SHOW POSSESSION. USE WORDS THAT END IN "S".

1. ______________________________________________________
2. ______________________________________________________
3. ______________________________________________________
4. ______________________________________________________
5. ______________________________________________________
6. ______________________________________________________

PRACTICE 3

THERE ARE TWO KINDS OF SPECIAL CASES TO THE APOSTROPHE RULES:

1. Words like "men," "women," children", and "people" are plural but do not end in "s". They need an 's to show ownership.

   the manners of the children
   becomes
   the children's manners

2. If the possessive word is a name that ends in " " and an apostrophe and a new "s".

   the friends of Chris
   becomes
   Chris's friends
PRACTICE 4
WRITE EACH OF THE FOLLOWING GROUPS OF SHORT SENTENCES AS ONE SENTENCE BY USING A POSSESSIVE.

EXAMPLE: Joan has a friend. The friend comes from Chile.
    becomes--
        Joan's friend comes from Chile.

1. The people have a committee. The committee is making changes.

2. Linda has a child. The child is sick with the flu.

3. John has a friend. She knows astrology.

4. Mr. Jones owns a cobra. The cobra is very friendly.

5. A woman has a place. The place is not confined to the home anymore.

6. Bobbie has an appointment. Her appointment is at noon.

7. My uncles have a friend. The friend knows many fascinating stories about buried treasure.
BE CAREFUL!!

REMEMBER THAT THE APOSTROPHE IS USED TO SHOW POSSESSION BY NOUNS. NO APOSTROPHE IS USED IN POSSESSIVE PRONOUNS. (underlined below.)

<table>
<thead>
<tr>
<th>SINGULAR</th>
<th>PLURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>my book</td>
<td>our book</td>
</tr>
<tr>
<td>your book</td>
<td>your book</td>
</tr>
<tr>
<td>his book</td>
<td>their book</td>
</tr>
<tr>
<td>her book</td>
<td></td>
</tr>
<tr>
<td>its book</td>
<td></td>
</tr>
</tbody>
</table>

DO NOT CONFUSE ITS (Possessive pronoun) WITH IT'S (contraction for it is or it has) OR YOUR (possessive pronoun) WITH YOU'RE (contraction for you are).
THE APOSTROPHE

PRACTICE 5 WRITE THE LETTER OF THE SENTENCE THAT DOES NOT HAVE AN ERROR IN THE USE OF APOSTROPHEs.

1. a. The childs' operation used up most of his parents' savings.
   b. The child's operation used up most of his parents' savings.
   c. The childs' operation used up most of his parent's savings.

2. a. Several student's ideas of its meaning were different from Tom's.
   b. Several students' ideas of its meaning were different from Tom's.
   c. Several students' ideas of it's meaning were different from Toms.

3. a. Carol's dress is just like hers except that it's darker.
   b. Carol's dress is just like her's except that it's darker.
   c. Carols' dress is just like hers except that its darker.

4. a. The sale includes ladia's dresses and men's suits.
   b. The sale includes ladies' dresses and mens' suits.
   c. The sale includes ladies' dresses and men's suits.

5. a. This newspaper's plan was to print as many voter's opinions as possible before the election.
   b. This newspaper's plan was to print as many voters' opinions as possible before the election.
   c. This newspapers' plan was to print as many voters' opinions as possible before the election.

6. a. The childrens' toys were scattered all over the Bradys' lawn.
   b. The children's toys were scattered all over the Brady's lawn.
   c. The children's toys were scattered all over the Bradys' lawn.

7. a. Why should the boys expect two days' pay for one day's work?
   b. Why should the boys' expect two days' pay for one days' work?
   c. Why should the boys expect two day's pay for one day's work?
8. a. The women's committee studied each candidate's record before making its recommendation.
   b. The women's committee studied each candidates' record before making its recommendation.
   c. The women's committee studied each candidate's record before making its recommendation.

9. a. The teacher couldn't read several pupils' papers.
   b. The teacher couldn't read several pupils' papers.
   c. The teacher couldn't read several pupil's papers.

10. a. Harold's voice could be heard above the other boy's voices.
    b. Harold's voice could be heard above the other boys' voices.
    c. Harold's voice could be heard above the other boys' voices.
WHEN & WHERE TO USE QUOTATION MARKS

DIRECT QUOTATIONS —> Use around a person's exact words.

Rafael whispered, "Yes, I love you."

RULES: NOTE THE PUNCTUATION.

A COMMA is used before the direct quotation.

QUOTATION MARKS are used around the speaker's exact words.

A CAPITAL LETTER is used for the first word of a direct quotation.

A PERIOD is used inside the final quotation marks.

ALL PUNCTUATION (COMMAS, PERIODS, QUESTION MARKS, EXCLAMATION POINTS) ARE PLACED INSIDE THE QUOTATION MARKS.

The direct quotation may also come first in the sentence.

"Yes, I love you," Rafael whispered.
PUT QUOTATION MARKS AROUND THE EXACT WORDS OF A SPEAKER (but not around an indirect quotation)

EXAMPLES

"I want to continue my education," she remarked.
He said, "I will go." (his exact words)
He said that he would go. (not his exact words)

Whenever that precedes the words of a speaker (as in the third example), it indicates that the words are not a direct quotation and should not have quotation marks around them.

EXERCISE 1: Write D.Q. for direct quotation and I.Q. for indirect quotation on the line by the following sentences. Punctuate correctly any sentence that is a direct quotation.

1) Woody Allen says that the toughest writing is going from nothing to the first draft.
2) Simplify, simplify, said Henry David Thoreau.
3) Will it take long to check the reference she asked.
4) She commented that rock concerts were very expensive in this day and age.
5) Did you see the Elton John concert Rosemary asked.
WHEN AND WHERE TO USE QUOTATION MARKS

PUNCTUATING SPLIT QUOTATIONS

***Every quotation begins with a capital letter. But when a quotation is split or broken, the second part does not begin with a capital letter unless it is a new sentence.

EXAMPLES

1. "Because it is late," he said, "you had better go."
2. "It is a long ride to Portland," he said. "I will start early."

EXERCISE 3: REWRITE THESE SPLIT DIRECT QUOTATIONS, PUNCTUATING THEM CORRECTLY. DECIDE IF THESE QUOTATIONS ARE ONE SENTENCE OR TWO.

1. If you are tired she said you might as well leave now.
2. Don't drive so fast he begged I get nervous.
3. Since it is Thursday we replied we leave early today.
4. I want to go to Canby he told me I have relatives there.
5. She likes me her friend answered because she thinks that I am fair.
6. Riding a motorcycle she informed us can be a lot of fun.
7. This catalogue is fantastic the clerk said and you can have it for free.
8. I have to read this novel he moaned but I don't think I'll have time.
PRACTICE 3 WRITE 5 SENTENCES USING SPLIT QUOTATIONS.

1. 

2. 

3. 

4. 

5. 

END PUNCTUATING QUOTATIONS

A sentence may end in any one of three ways:

- With a period (.)
- With a question mark (?)
- With an exclamation point (!)

The period (.) is always placed inside the quotation marks.

He said, "My car gets thirty-seven miles per gallon."

The question mark (?) and the exclamation point (!) may go before or after the quotation marks -- depending on the sense of the sentence.

#1 He asked, "Where are you?"

#2 Did he say, "I am ten years old"?

READ THIS CAREFULLY: The question mark in sentence #1 is placed before the end quotation marks because the words inside the quotation marks ask a question. The question mark in sentence #2 is placed after the end quotation marks because the words inside the quotation marks do not ask a question.
EXERCISE 4  WRITE THESE DIRECT QUOTATIONS, PUNCTUATING THEM CORRECTLY. IF YOU NEED TO GO BACK, READ THE RULES, AND READ THE EXAMPLES.

1. She asked why did you do that

2. He screamed I hate parsley

3. Did you say the frost is on the pumpkin

4. Don't blame me he insisted

5. How are you he asked

6. The crowd roared we want a touchdown

7. My uncle thought how can I leave without being seen

8. This car is dangerous warned the mechanic

9. The fireman yelled jump

10. Won't you try to come home tonight she asked sadly

PRACTICE 4  WRITE THE LETTER OF THE SENTENCE WHICH IS CORRECTLY PUNCTUATED.

1. _____ a. "It was like shooting fish in a barrel," laughed the coach.
   _____ b. "It was like shooting fish in a barrel, laughed the coach."

2. _____ a. The customer complained, "That the steak was tough."
   _____ b. The customer complained that the steak was tough.

3. _____ a. "You can't swim here," said the lifeguard.
   _____ b. "You can't swim here", said the lifeguard.

4. _____ a. "Is your mother at home?," asked the agent.
   _____ b. "Is your mother at home?" asked the agent.

5. _____ a. "Why won't this car start," questioned Pete?
   _____ b. "Why won't this car start?" questioned Pete.
WHEN & WHERE TO USE QUOTATION MARKS - END PUNCTUATION

6. a. Mrs. Dawson replied, "You can't take it with you."
   b. Mrs. Dawson replied "You can't take it with you".
7. a. "What a complete waste of money," exclaimed my sister!
   b. "What a complete waste of money!" exclaimed my sister.
8. a. "I'm getting hungry," said Hal. "Let's stop for lunch."
   b. "I'm getting hungry," said Hal, "let's stop for lunch."
   b. "The best way to stop smoking," said the doctor, "is to stop."

USE QUOTATION MARKS AROUND TITLES OF SHORTER WRITTEN PIECES -- ESSAYS, ARTICLES, CHAPTERS, POEMS, AND SONGS:

Who wrote "Body and Soul"?
William Goldman wrote "Magic."
"Yesterday" was written by the Beatles.

WRITE 4 EXAMPLES OF USING QUOTATION MARKS IN THIS WAY:

1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________
**SEMICOLONS** AND WHEN TO USE THEM

THE SEMICOLON IS A STRONG MARK OF PUNCTUATION. IT SIGNALS THE END OF A THOUGHT. UNLIKE THE PERIOD, IT IS USED IN THE MIDDLE OF A SENTENCE BECAUSE IT CONNECTS TWO COMPLETE THOUGHTS WHICH ARE CLOSELY RELATED.

THIRD IS A SEMICOLON (;)

USE THE SEMICOLON:

1. To combine two closely related complete thoughts that are joined by such words as however, therefore, moreover.

EXAMPLES:

(1) We had hoped to be on time; however, the heavy traffic slowed us up.

**NOTE:** The semicolon goes after the 1st complete thought, and a comma goes after however.

(2) We wanted to finish up our work before 7:00; therefore, we worked through lunch.

WHAT ARE THE TWO COMPLETE THOUGHTS IN EXAMPLE (1)?

__________________________________________________________

WHAT WORD CONNECTS THE TWO COMPLETE THOUGHTS? __________

WHAT ARE THE TWO COMPLETE THOUGHTS IN EXAMPLE (2)?

__________________________________________________________

WHAT WORD CONNECTS THE TWO COMPLETE THOUGHTS? __________
II. USE THE SEMICOLON TO COMBINE TWO CLOSELY RELATED THOUGHTS THAT ARE NOT JOINED TOGETHER BY A CONJUNCTION. (and, or, but)

EXAMPLE: The party was a great success; there were seventy people who showed up.

WHAT ARE THE TWO COMPLETE THOUGHTS?

________________________________________

WHAT PUNCTUATION CONNECTS THE TWO THOUGHTS? _______

EXAMPLE: I never tell a lie; I sometimes tell half truths.

WHAT ARE THE TWO COMPLETE THOUGHTS?

________________________________________

IF YOU DO NOT USE THE SEMICOLON IN THE ABOVE SENTENCE, WHAT IS ANOTHER WAY TO PUNCTUATE THE SENTENCE?

________________________________________

PRACTICE WRITE 5 SENTENCES USING A SEMICOLON BETWEEN TWO COMPLETE THOUGHTS.

1. ____________________________

2. ____________________________

3. ____________________________

4. ____________________________

5. ____________________________
III. USE A SEMICOLON TO SEPARATE ITEMS IN A LIST WHEN COMMAS WOULD BE CONFUSING.

EXAMPLE: Four people were in the meeting: Mary, a doctor; Susan, a factory worker; Leslie, a secretary, and Joan, a writer.

NOTE: A comma goes after the person's name, before the title, but a semicolon separates each person and title.

WRITE THE FOUR ITEMS (PEOPLE) THAT NEED SEPARATING.

EXAMPLE: Three people showed up for the job: A woman from Albany, New York; a man with a 1,000 page resume; and a senior citizen who said he was born in the 1800's.

WHAT THREE THINGS IN THE SERIES NEED TO BE SEPARATED?

WRITE THREE SENTENCES USING SEMICOLONS TO SEPARATE ITEMS IN A LIST WHEN COMMAS WOULD BE CONFUSING.

1. _____________________________________________________________

2. _____________________________________________________________

3. _____________________________________________________________
IF THE SENTENCE IS PUNCTUATED CORRECTLY PUT A C ON THE LINE. IF IT IS INCORRECT, PUT A NC.

1. _____ I am very nervous today; I don't know why.
2. _____ The world acclaimed the Great Houdini's feats of escape; he earned the world's praise.
3. _____ We accepted the invitation; but we cancelled because of illness.
4. _____ Our backs were weak; our spirits were strong.
5. _____ I am working late tonight therefore, don't expect me for dinner.
6. _____ I do not like the contract terms; moreover, do not expect me to sign it.
7. _____ Dr. Toselli was delayed at the hospital; my husband went on home.
8. _____ Cathy, my sister, Charles, my brother, and Carol, my cousin will all be here for Christmas.
9. _____ The Watusi is a gentleman farmer, his specialty is cattle.
10. _____ Our neighbors, the Wilsons, went on their first camping trip, they loved it.

PRACTICE MAKES PERFECT!

EACH INDEPENDENT IDEA BELOW IS THE FIRST HALF OF A SENTENCE.
ADD A SEMICOLON AND A SECOND COMPLETE IDEA. MAKE SURE THAT YOUR SECOND IDEA IS ALSO A COMPLETE THOUGHT AND CAN STAND ALONE.

1. The kids roller skate around the block ____________________________

2. These books are fascinating reading for sailors ___________________

3. In the afternoon the gardener watered the flowers ___________________

4. She travels around the country with a rock band ___________________
5. Some people prefer to live in the country.

6. The red lamp in the corner is an antique.

7. Paul has been on a diet for three months.

8. Dana talks to his house plants.

WRITE 5 CREATIVE, WONDERFUL SENTENCES USING SEMICOLONS.

HURRAH! YOU'RE DONE.
ALTHOUGH THERE ARE SOME CAPITALIZATION RULES THAT YOU MUST REMEMBER, MOST CAPITALIZATION QUESTIONS CAN BE ANSWERED BY REMEMBERING ONE BASIC PRINCIPLE:

*** IF IT IS A GENERAL NAME OR WORD --
DO NOT CAPITALIZE

*** IF IT IS SPECIFIC -- CAPITALIZE

CAPITALIZATION RULES

I. Capitalize the first letter of the first word of a sentence.
   • Always capitalize the word "I."

Examples: You are now doing the capitalization packet.
In case you are late, I will cover for you.

PRACTICE 1: In each group, circle the letter of the sentence that is capitalized correctly.

1) a. how does the skeleton protect the body?
   b. The brain is protected by the hard bones of the skull.
   c. the lungs and heart are shielded by the ribs.

2) a. I decided that i would enter the race.
   b. For months, i practiced every day.
   c. When I won, I was glad I'd worked so hard.

3) a. "How many elephants can you put in an empty cage?" I asked.
   b. My friend said, "i don't know."
   c. "Only one," i said, "because after that, the cage isn't empty."
4) a. In first-aid class, I learned how to help an accident victim.
   b. First, I was told, keep the person still.
   c. then, cover the victim with a blanket to keep him or her warm.

5) a. the white shark is a large, hungry animal.
   b. no matter how much it eats, it is never satisfied.
   c. It spends most of its time searching for food.

PRACTICE 2: Fix the mistakes in these sentences. Cross out the small letters and write capital letters above them.

6) everything in nature is either in motion or at rest.
7) your feet contain one-fourth of the bones in your body.
8) I joined the chorus because I like to sing.
9) if I had three wishes, I'd wish for three more wishes.
10) what is the difference between a microscope and a telescope?

--- Write 2 sentences of your own that demonstrate the rule of capitalization you just learned.

1. _____________________________

2. _____________________________

II. Capitalize names, initials, and titles of people. Begin the names of days, months, and holidays with capital letters.

Examples: In 1868, General Ulysses S. Grant became president.
          In 1896, President William McKinley was elected.
          The first Monday in November is Election Day.

* Do Not ever capitalize a season (fall, winter) unless it begins a sentence.
PRACTICE 3: In each group, circle the letter of the sentence that is capitalized correctly.

1) a. When did general George Washington cross the Delaware?
   b. When did benedict arnold become a traitor?
   c. When did King George III admit defeat?

2) a. Amelia Earhart made a solo flight across the Atlantic in 1932.
   b. In 1937, Ms. earhart attempted a round-the-world flight.
   c. She and fred Noonan, her navigator, disappeared over the Pacific.

3) a. The month of September is named for the Latin word for **seven**.
   b. The month of October is named for the Latin word that means **eight**.
   c. November and December are named for **nine** and **ten**.

4) a. Potato chips were invented by Mr. George Crum.
   b. A process for freezing food was invented by Mr. Clarence Birdseye.
   c. The shopping cart was invented by Mr. Sylvan N. Goldman.

5) a. The fourth Thursday in November is Thanksgiving Day.
   b. The second Monday in October is Columbus Day.
   c. On July 4, Independence Day is celebrated.

PRACTICE 4: Fix the mistakes in these sentences. Cross out the small letters and write capital letters above them.

6) Name the discovery for which Sir Isaac Newton is most famous.

7) One of the first movie stars was W. C. Fields.

8) Federal holidays, such as New Year's, are observed in every state.

9) From 1939 to 1975, Justice William O. Douglas served on the Supreme Court.

10) President Wilson instituted Mother's Day as a national holiday.
PRACTICE 5: On the lines below, write the words and initials that need capital letters. You do not have to write sentences. Be sure to add capital letters where they are needed.

11) The teddy bear was named after president Theodore Roosevelt.

12) England's queen Victoria ruled from 1837 to 1901.

13) The first Arbor Day was celebrated on April 10, 1872.

14) Mother's Day and Memorial Day are both celebrated in May.

15) The leader of the Nez Perce Indians was Chief Joseph.

16) When will fire prevention week be observed this year?

17) President Dwight D. Eisenhower was known by the nickname Ike.

18) Ms. Susan B. Anthony was born on February 15, 1820.

19) Winter begins in December and ends in March.

20) Mr. Thomas A. Edison, inventor of the phonograph, was partially deaf.

Write 2 sentences of your own that demonstrate the rule of capitalization you just learned.

1.

2.
III. Capitalize the names and abbreviations of particular places, such as streets, cities, states, countries, continents, planets, bodies of water, mountains, buildings, and monuments.

Examples: New Orleans Switzerland MacArthur Park South Dakota Saturn Statue of Liberty

Capitalize the names of particular events and eras.

Examples: World War II World Series Iron Age Battle of Bull Run Great Depression Olympic Games

PRACTICE 6: In each group, circle the letter of the sentence that is capitalized correctly.

1) a. In Yosemite national park, there are giant redwood trees.
   b. Yellowstone National Park has geysers and hot springs.
   c. The colorado river flows through Grand canyon national Park.

2) a. The largest cities in Nebraska are omaha and Lincoln.
   b) The largest cities in new hampshire are Manchester and Nashua.
   c. Phoenix and Tucson are the largest cities in Arizona.

3) a. About 6,000 Americans died in battle during the revolutionary war.
   b. More than 50,000 Americans died in World War I.
   c. Nearly 300,000 Americans died in World war II.

4) a. The world series is played every year.
   b. The Kentucky derby is also an annual event.
   c. The Olympic Games are held every four years.

5) a. The capital of Belgium is Brussels.
   b. Copenhagen is the capital of denmark.
   c. The capital of India is new Delhi.
PRACTICE 7: Fix the mistakes in these sentences. Cross out the small letters and write capital letters above them.

6) The pacific ocean is almost twice as large as the atlantic ocean.
7) Both the liberty bell and independence hall are in philadelphia.
8) During the ice age, the world was covered with ice.
9) The allegheny river flows into the ohio river.
10) stockholm, sweden, is nearly 10,000 miles from melbourne, australia.

PRACTICE 8: On the lines, write the words that need capital letters. Be sure to capitalize the names of particular places and events.

11) Bricks were used in egypt 7,000 years ago.
12) The louisiana purchase was made in 1803.
13) The smallest continents are europe and australia.
14) The bronze age followed the stone age.
15) At the smithsonian institution in washington, d.c., you can see the Wright brothers' plane.
16) The united states bought alaska from russia for $7,200,000.
17) The largest lake in connecticut is candlewood lake.
18) The battle of gettysburg lasted three days.
19) How many presidents attended the united states military academy at west point?
20) During the great depression, thousands of people were out of work.
Write 2 sentences of your own that demonstrate the rule of capitalization you just learned.

1. 

2. 

IV. Capitalize the names of nationalities and languages.

Italian    Norse    South American

Capitalize the names of particular groups.

Boy Scouts of America    Texans    Cheyenne Indian tribe

Whigs    Red Sox    Confederate soldiers

League of Nations    Quakers    Bolshoi Ballet

PRACTICE 9: In each group, circle the letter of the sentence that is capitalized correctly.

1) a. The Spanish bayonet is a tree with sword-shaped leaves.
   b. The Chinese evergreen will grow in either water or soil.
   c. The Japanese maple is a beautiful, fragile tree.

2) a. Leo Tolstoy, a Russian author, wrote powerful novels.
   b. Georgia O'Keeffe, an American artist, is known for her paintings of flowers.
   c. Beethoven, a German composer, wrote symphonies.

3) a. Spanish explorers settled in South America.
   b. Therefore, in most Latin American countries, people speak Spanish.
   c. In Brazil, however, the national language is Portuguese.

4) a. President Zachary Taylor was a member of the Whigs.
   b. President Ulysses S. Grant was a republican.
   c. President James Buchanan was a democrat.
5)  a. The word **stadium** comes from the Latin language.
   b. The word **umbrella** comes from the Italian language.
   c. The word **democracy** has its origin in the Greek language.

*****

**PRACTICE 10:** Fix the mistakes in these sentences. Cross out the small letters and write capital letters above them.

6)  In the Civil War, the confederate soldiers wore gray uniforms.

7)  Fireworks are part of the Chinese New Year celebration.

8)  The store sells **Colombian**, **Brazilian**, and **Venezuelan** coffees.

9)  The two major American political parties are the **Democrats** and the **Republicans**.

10) The Montreal Canadiens are a Canadian hockey team.

*****

**PRACTICE 11:** On the lines, write the names of nationalities, languages, and particular groups. Be sure to add capital letters where they are needed.

11) Yogurt was originally a **Turkish** food.

12) The Dodgers play baseball in Los Angeles, **California**.

13) The Taj Mahal was built in memory of an **Indian** princess.

14) Shalom means "hello" and "goodbye" in Hebrew.

15) General Custer was defeated by the **Sioux** Indians at Little Big Horn.

16) During the Revolution, Americans who were loyal to King George III were called **Tories** or **Loyalists**.

17) In the year 1000, Norse explorers crossed the **Atlantic**.

114
18) \(X\) is the roman numeral for the arabic numeral 10.

19) More people speak chinese than any other language.

20) Log cabins were first built in America by swedish immigrants.

Write 2 sentences of your own that demonstrate the rule of capitalization you just learned.

1. __________________________

2. __________________________

* * * * * * * * * * * * * * * * *

V. Capitalize the first, last, and all important words in the titles of books, magazines, newspapers, movies, stories, poems, songs, television programs, reports, and documents.

A Tale of Two Cities
Declaration of Independence

Do not capitalize the word magazine unless it is part of the title.

Newsweek magazine

PRACTICE 12: In each group, circle the letter of the title that is capitalized correctly.

1) a. \(\text{Giants in The Earth}\)
b. \(\text{Giants In The Earth}\)
c. \(\text{Giants in the Earth}\)
2) a. "The Ransom of Red Chief"
b. "The Ransom of Red Chief"
c. "the Ransom of Red Chief"
3) a. Sports Illustrated magazine
b. Sports Illustrated magazine
c. Sports Illustrated magazine
4) a. "The Ten O'Clock News"
b. "The Ten O'clock News"
c. "The ten o'clock news"
5) a. The Miami herald
b. The Miami Herald
c. The Miami Herald

PRACTICE 13: Fix the mistakes in these sentences. Cross out the small letters and write capital letters above them.

6) Did cowboys really sing "home on the range," or is that a modern song?
7) Amy wrote a report entitled "changing liquids to gas."
8) A lion named Elsa is the central character in the movie called Born Free.
9) Isn't "the night the bed fell" an amusing short story?
10) The laziest man in the world is a play about Benjamin Franklin.

PRACTICE 14: On the lines, write the titles correctly. Be sure to begin the first, last, and all important words with capital letters.

12) Star Wars has made more money than any other movie.
In seventeen magazine, you can read about fashions.

My side of the mountain was a wonderful book.


Write 2 sentences of your own that demonstrate the rule of capitalization you just learned.

1. ____________________________________________

2. ____________________________________________

VI. Begin the first word of a direct quotation with a capital letter.

Example: William Shakespeare said, "To thine own self be true."

PRACTICE 15: In each pair, circle the letter of the sentence that is capitalized correctly.

1) a. Langston Hughes wrote, "hold fast to dreams."
   b. He concluded, "If dreams die, life is a broken-winged bird that cannot fly."

2) a. "Did you know that fish cough?" asked Harriet.
   b. Pat replied, "now I do!"

3) a. "Where are the canned beets?" asked the shopper.
   b. The clerk answered, "they're in the next aisle."

4) a. "What kind of animal can jump higher than a house?" asked Nelson.
   b. Meredith answered, "any animal can. Houses can't jump."

5) a. Benjamin Franklin said, "there are no gains without pains."
   b. He also said, "If a man could have half his wishes, he would double his troubles."
PRACTICE 16: Fix the mistakes in these sentences. Cross out the small letters and write capital letters above them.

6) "What number do you want?" asked the telephone operator.

7) Henry David Thoreau said, "If a man does not keep pace with his companion, perhaps it is because he hears a different drummer."

8) Kathleen asked, "Has anyone seen my new notebook?"

9) Franklin D. Roosevelt declared, "The only thing we have to fear is fear itself.

10) Speaking about women's rights, Abigail Adams warned, "We will not hold ourselves bound by any laws in which we have no voice."

Write 2 sentences of your own that demonstrate the rule of capitalization you just learned.

1. ________________________________

2. ________________________________
*Capitalize east, west, north, south only when they are used as sections of the country, not as directions.

Example: Rod Lewis lived in the East for three years, then moved to the Midwest.

Turn east at the next corner.

For each example, write 2 sentences of your own.

1. 
2. 
3. 
4. 

* In a letter, each word of the opening greeting is capitalized except and.

Example: Dear Sir:
Dear Mom and Dad,

Circle the letter that needs a capital.

dear mr. and mrs. jones,
dear ms. swanson,
dear aunt betty and uncle george,
The first word of the closing of a letter is capitalized.

Example: Sincerely yours,
         Love you always,

Circle the letter that needs a capital.
         yours truly,
         best wishes,
         thank you,

General words used in place of specific names are capitalized.

Examples: Yes, Father.
         Please, Mama!
         What is it, Doctor?

Do not capitalize words like father, mother, uncle when they have a possessive word in front of them.

Example: We will go to the beach with Father.
         We will go to the beach with my father.

Circle the letter that should be capitalized.

1. Sure, grandma. We will attend supper on time.
2. When you are gone, father, we take directions from someone else.
3. My mom will accompany us to the concert on Tuesday.
4. Tell your uncle to come, too.
DIRECTIONS: PUT CAPITALS WHERE THEY ARE NECESSARY IN THE FOLLOWING SENTENCES. CHECK THE RULES IF YOU ARE UNSURE!

1. Our history course this semester highlights civilizations of the east.
2. My family plans to move to Cypress Street in Milville, Ohio.
3. "If you plan to see the entire art exhibit, be sure to arrive at noon," Joan said.
4. The Smiths' plans for Labor Day include a visit to the beach.
5. Proceed two blocks north to the traffic light, and turn right onto Rumson Lane.
6. I asked father to lend me the Chevrolet so that we can drive to the Elks Club which is on the east side of town.
7. Speaking to the town's community action council, Dr. J. L. Olsen suggested revamping mental health services.
8. This September, both of my children, Bob and Ron, will be attending Cedar High School.
9. Waiting for the Twenty-second Street bus, we had time to admire the arrow shirts displayed in Stone's haberdashery.
10. "Why don't you read the Winston item," said Mother, "and check for sales on air conditioning?"
11. Uncle John and my father are going to Crystal Lake on Saturday to try out their new fishing gear.
12. I've already crossed the Atlantic Ocean by air, but this summer, in July, I hope to make the crossing on an Italian freighter.
13. More and more elementary schools are teaching in Spanish in order to meet the needs of the community.
14. You recall Reverend Hempstead saying that we will study religious philosophy of the east.
**The movie advertisement below needs capital letters. On the lines, write the advertisement. Be sure to use capital letters where they are needed.**

**A VISIT TO MARS**

**Is there life on Mars? This movie has the answer. Don't miss it. It's playing at the Green Lake Theater from Monday, March 1, through Thursday, April 3.**

**The critics loved it!**

"This is the best movie I have seen in years," said Chris Brady of the Green Lake Gazette.
A. Present Tense Agreement

PART A. A SUBJECT AND A PRESENT TENSE VERB AGREE IF YOU USE THE APPROPRIATE FORM OF THE VERB WITH YOUR SUBJECT.

VERBS IN THE PRESENT TENSE
(example verb: to walk)

<table>
<thead>
<tr>
<th>SINGULAR</th>
<th>PLURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>If the subject is</td>
<td>If the subject is</td>
</tr>
<tr>
<td>1st person</td>
<td>1st person</td>
</tr>
<tr>
<td>2nd person</td>
<td>2nd person</td>
</tr>
<tr>
<td>3rd person</td>
<td>3rd person</td>
</tr>
</tbody>
</table>

The verb in the present tense must take an: S (or -ES)

PRACTICE 1 - FILL IN CORRECT FORM OF VERB IN THE BLANK

1. They seem tired. He ______ tired.
2. We hope it is true. She ______ it is true.
3. They sing. He ______.
4. She decides to go. He ______ to go.
5. You fall. He ______.
6. I laugh often. She ______ often.
7. We fly. It ______.
8. You purchase clothes. He ______ clothes.

THE ONLY TIME YOU CAN ADD AN -s or -es TO A VERB IN THE PRESENT TENSE IS WHEN THE SUBJECT IS A THIRD PERSON SINGULAR (HE, SHE, IT).
PRESENT TENSE AGREEMENT

PRACTICE 2 - WRITE IN THE CORRECT FORM OF THE VERB IN THE SPACE AT THE RIGHT OF THE PRONOUN.

EXAMPLE: to see
I see
they see
she sees

a) to hope
he ____
they ____
it ____
b) to live
I ____
she ____
he ____
c) to go
he ____
you ____
we ____
d) to jump
I ____
they ____
she ____

e) to hold
it ____
we ____
you ____
f) to read
she ____
he ____
I ____
g) to write
we ____
you ____
he ____
h) to do
it ____
i ____

PRACTICE 3 - FIRST LOOK AT THE VERBS IN EACH PARENTHESES IN EACH SENTENCE. Then underline the subject and circle the verb form that agrees with it.

1. They (looks, look) great.
2. In the afternoon he (play, plays) ball in the park.
3. I never (writes, write) letters to the editor.
4. He always (writes, write) letters to the editor.
5. She (plans, plan) to go to medical school.
6. He (gives, give) out all the information he has.
7. I like that book because it (tells, tell) an exciting story.
8. If he (sleeps, sleep) too late, he (misses, miss) the show.
9. Although the soda looks good, it (tastes, taste) terrible.
10. I (thinks, think) I will do well on the test.
11. We love exercise because it (help, helps) us lose weight.
12. She (reads, read) more than most people I (knows, know).
13. If you (want, wants), you can leave now.
14. They (seems, seem) tired.
15. Flowers grow in the spring; they (dies, die) in the winter.
16. Because my guitar is broken, it (sound, sounds) terrible.
PRACTICE 3 (Continued)

17. I (drink, drinks) a quart of milk daily.
18. They (drink, drinks) a quart of milk daily.
19. He (drinks, drink) a quart of milk a day.
20. We (lights, light) candles for dinner on Sunday.
22. She (smokes, smoke) too much, he also (smoke, smokes) too much, but I (hates, hate) smoking.

TO BE:
Irregular Verb in the Present Tense

<table>
<thead>
<tr>
<th>PRONOUN</th>
<th>VERB</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>am</td>
</tr>
<tr>
<td>You, we, they</td>
<td>are</td>
</tr>
<tr>
<td>He, she, It</td>
<td>is</td>
</tr>
</tbody>
</table>

PRACTICE 1 - FILL IN CORRECT FORM OF "TO BE" VERB IN THE SPACE TO THE RIGHT OF THE SUBJECT.
☆ USE THE ABOVE CHART TO HELP YOU DECIDE.

EXAMPLE: he is

1. we ____  9. we _______
2. you ____ 10. you _______
3. I ______ 11. they _______
4. she _____ 12. she _______
5. we ______ 13. it _______
6. it ______ 14. he _______
7. you ______ 15. you _______
8. they ______ 16. we _______
PRACTICE 2 - FILL IN THE CORRECT FORM OF THE VERB "TO BE" THAT AGREES WITH THE SUBJECT. USE THE CHARTS.

1. They ______ ready to leave now if you ______.
2. Because he ______ late, we ______ angry with him.
3. It ______ too cold to go for a walk.
4. We ______ sorry about your accident; you ______ certainly unlucky with cars.
5. Although I ______ sure about changing my career, it ______ still a big step for me to take.
6. She ______ from Puerto Rico; she ______ a truly amazing person.
7. We ______ in the same history class, but he ______ still rather unkind towards me.
8. They ______ good mechanics.
9. She ______ a good scientist.
10. I ______ a good musician.
11. Because you are an excellent goalie, we ______ glad to have you on our team.
12. It ______ unwise to drive on a slippery road.
13. I ______ tired!
14. They ______ not willing to do all that extra work.
15. She ______ brighter than her older brother.

TO HAVE
Irregular Verb in the Present Tense

<table>
<thead>
<tr>
<th>PRONOUN</th>
<th>VERB</th>
</tr>
</thead>
<tbody>
<tr>
<td>I, you, we, they</td>
<td>have</td>
</tr>
<tr>
<td>he, she, it</td>
<td>has</td>
</tr>
</tbody>
</table>
PRACTICE 1 - FILL IN THE CORRECT FORM OF "TO HAVE" IN THE SPACE TO THE RIGHT OF THE SUBJECT.

USE THE CHART TO MAKE SURE THE VERB AGREES WITH THE SUBJECT.

EXAMPLE: he has

1. we ______ 8. we ______ 15. it ______
2. you ______ 9. you ______ 16. we ______
3. I ______ 10. they ______ 17. they ______
4. they ______ 11. we ______ 18. he ______
5. she ______ 12. you ______ 19. she ______
6. it ______ 13. she ______ 20. it ______
7. they ______ 14. it ______

PRACTICE 2 - FILL IN THE CORRECT FORM TO "TO HAVE" THAT AGREES WITH THE SUBJECT. (Hint: Use the Chart)

1. We ______ to leave early today.
2. You ______ three older brothers.
3. It ______ to be the right answer because I ______ no other.
4. They ______ little to do on Saturdays.
5. She ______ a good mind and, in addition, she ______ a strong sense of responsibility.
6. You ______ one, and she ______ the other.
7. It ______ to be painted, and I ______ just the person to do it for you.
8. She ______ offers of two jobs after school.
9. They ______ no doubts, but he ______ some.
10. If I ______ the time, I will do that for you.
11. We ______ tickets to the Rose Bowl.
12. It ______ everything I have ever wanted.
13. You ______ a good thing going for you.
14. He ______ a chance for the title in the next match.
PRESENT TENSE AGREEMENT

TO DO
Irregular Verb in Present Tense

<table>
<thead>
<tr>
<th>SINGULAR</th>
<th>PLURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>If the subject is</strong></td>
<td><strong>The verb is</strong></td>
</tr>
<tr>
<td>I</td>
<td>do</td>
</tr>
<tr>
<td>you</td>
<td>do</td>
</tr>
<tr>
<td>he, she, it</td>
<td>does</td>
</tr>
</tbody>
</table>

PRACTICE 1 - FILL IN THE CORRECT FORM OF "TO DO" IN THE SPACE TO THE RIGHT OF THE SUBJECT.
USE THE CHART TO MAKE SURE THE VERB AGREES WITH THE SUBJECT.

1. he _____ 6. they _____ 11. I _____ 16. we _____
2. We _____ 7. he _____ 12. he _____ 17. they _____
3. she _____ 8. we _____ 13. you _____ 18. it _____
5. you _____ 10. they _____ 15. she _____ 20. he _____

PRACTICE 2 - FILL IN CORRECT WORD (DO OR DOES) IN THE BLANK SPACES

1. He _____ his work on time.
2. If you _____ that, you will be sorry.
3. It _____ seem like a good day for a walk.
4. They _____ everything they can to conserve fuel.
5. I always _____ my best.
6. She _____ wildly colored oil paintings.
7. We most certainly _____ give private lessons.
8. He _____ spend a lot of time with his family.
9. You really _____ irritate me.
10. It _____ not work very well.

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PRESENT TENSE AGREEMENT

TO DO + NOT

\[
\begin{array}{c}
do + not = don't \\
does + not = doesn't \\
\end{array}
\]

PRACTICE 3 - IN THE FIRST COLUMN FILL IN THE CORRECT FORM OF "TO DO" (DO OR DOES) TO AGREE WITH THE PRONOUN. IN THE SECOND COLUMN FILL IN THE CORRECT FORM OF "TO DO" WITH THE NEGATIVE NOT (DON'T OR DOESN'T).

<table>
<thead>
<tr>
<th>PRONOUN</th>
<th>POSITIVE</th>
<th>NEGATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. he</td>
<td>does</td>
<td>doesn't</td>
</tr>
<tr>
<td>2. we</td>
<td>do</td>
<td>don't</td>
</tr>
<tr>
<td>3. I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. they</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. you</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. she</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. they</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. it</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. we</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

PRACTICE 4 - FILL IN THE CORRECT FORM (DOESN'T) OR DON'T). CONSULT CHART IF NECESSARY.

1. It ________ work any longer.
2. If he ________ arrive soon, I'm leaving.
3. They ________ seem to care.
4. She ________ let anyone upset her.
5. I ________ want to leave this great party.
6. We ________ drive much now because of the fuel shortage.
7. Although you ________ like walking two miles to school, it certainly ________ do your health any harm.
8. He ________ usually go out much.
9. Because you ________ complete your homework, you ________ stand a chance of passing.
PRACTICE 4 (Continued)

10. They ______ have time for football.
11. It ______ use high test gasoline.
12. She ______ play golf now that they ______ belong to the country club.
13. When he ______ try, he ______ succeed.
14. Although she ______ work here any more, she always drops in to say hello.
PAST TENSE AGREEMENT

PART A

REGULAR VERBS IN THE PAST TENSE

THIS LESSON WILL DEAL WITH VERBS IN THE PAST TENSE.
VERBS IN THE PAST TENSE EXPRESS AN ACTION WHICH OCCURRED IN THE PAST.

EXAMPLES: Five students passed their GED tests Friday.  
They studied very hard to pass.  
We congratulated them when they returned to school.

* THE CIRCLED WORDS ARE VERBS IN THE PAST TENSE.

What endings did all these verbs take?

In general then, how do you write most verbs in the past tense?

VERBS WHICH ADD "D" OR "ED" TO FROM THE PAST TENSE ARE CALLED REGULAR VERBS.

PRACTICE 1  SOME OF THE VERBS IN THESE SENTENCES ARE IN THE PAST TENSE, OTHERS ARE IN THE PRESENT. CIRCLE THE VERB. WRITE PRESENT IF THE VERB IS IN THE PRESENT TENSE, AND WRITE PAST IF THE VERB IS IN THE PAST TENSE ("D" OR "ED" ENDING).

1. He slammed down the telephone.
2. Terrie never calls before nine o'clock.
3. The steamship docked at 3:00 a.m.
4. I returned to Oregon City, Oregon.
5. Your car needs a tune-up.
6. They sign the attendance book.
7. His chances looked slim.
8. This blouse looks very dressy.
10. The canoe floated gently downstream.
11. The teacher unrolled the map.
12. My aunts and uncles live nearby.

13. The squirrels nested in a tall tree.

14. That engine sputters feebly.

15. The investigators reopened the bribery case.

16. These tulips blossomed in early May.

17. I raked the leaves in the yard.

PRACTICE 2

THESE SENTENCES ALL HAVE VERBS IN THE PRESENT TENSE.
ON THE LINE, FILL IN THE PAST TENSE FORM OF THE VERB.

1. He waits.

2. Joshua lives alone.

3. They believe.

4. He studies hard.

5. Mark mails the letter.

6. I try.

7. We visit our relatives.

8. It looks like snow.

9. I expect to succeed.

10. She rarely smiles.

11. We phone students daily.

12. You type well.

13. My advisor calls a meeting.

14. Her teacher helps her.

15. His job seems rewarding.

16. I trust my friend.

17. He jogs in the afternoon.

18. The campers roast marshmallows.

19. His sister teases her little brother.

20. The college counselor advises me.
PRACTICE 3

A VERB HAS BEEN OMITTED FROM THE FOLLOWING SENTENCES. CHOOSE A VERB FROM THE FOLLOWING LIST. WRITE THE PAST TENSE OF THIS VERB IN THE BLANK SPACE.

sail      arrest      burn
open      invent      work
kiss      thank       show
return    dance       call
attend    congratulate cook

1. When he __________ college, he also __________ in a hamburger joint.
2. The neighbors __________ loudly all evening.
3. They __________ the boat around the harbor, while I __________ dinner.
4. I __________ home to find the basement window open; I __________ the police, who promptly __________ the criminals.
5. Audrey __________ in the Peace Corps for three years.
6. She __________ her birthday present excitedly and then __________ us repeatedly.
7. The teacher __________ the students for their excellent work.
8. After their uncle __________ a new type of automobile engine, he __________ his design to executives at Mighty Motors.

PRACTICE 4

PUT ALL THESE VERBS IN THE PAST TENSE.

1. They __________(parade) in front of the college.
2. I __________(babble) in my sleep.
3. Frank __________(point) to the Spanish moss on the tree.
4. The policewomen __________(pile) into the van.
5. She __________(bake) a banana cake for dessert.
6. When Dennis __________(tickle) the lion, the lion __________(tickle) Dennis, then ate him.
7. The eclipse __________(occur) toward the end of June.
8. Samson __________(refuse) my offer of a free haircut.
9. When I was a younster, I __________(prefer) water skiing to swimming.
10. Debbie __________(carve) her initials in the soap.
READ THESE SENTENCES:

The children grew rapidly.
He threw the ball.
She gave him a dollar.
He rode from his farm to the town.

THE UNDERLINED WORDS ARE ALSO VERBS IN THE PAST TENSE.
DO THESE VERBS FORM THE PAST TENSE BY ADDING "D" OR "ED"?

VERBS THAT DO NOT ADD "D" OR "ED" TO FORM THE PAST TENSE ARE CALLED IRREGULAR VERBS.

THESE ARE EXAMPLES OF IRREGULAR VERBS:

<table>
<thead>
<tr>
<th>Present Tense</th>
<th>Past Tense</th>
<th>Present Tense</th>
<th>Past Tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>be</td>
<td>was, were</td>
<td>forget</td>
<td>forgot</td>
</tr>
<tr>
<td>become</td>
<td>became</td>
<td>freeze</td>
<td>froze</td>
</tr>
<tr>
<td>begin</td>
<td>began</td>
<td>swim</td>
<td>swam</td>
</tr>
<tr>
<td>blow</td>
<td>blew</td>
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<td>break</td>
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</tr>
<tr>
<td>come</td>
<td>came</td>
<td>get</td>
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</tr>
<tr>
<td>draw</td>
<td>drew</td>
<td>sit</td>
<td>sat</td>
</tr>
<tr>
<td>drive</td>
<td>drove</td>
<td>bring</td>
<td>brought</td>
</tr>
<tr>
<td>buy</td>
<td>bought</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

PRACTICE 1  FILL IN THE CORRECT FORM OF THE VERB IN THE PAST TENSE.

1. We ________ our house. (sell)
2. Last night, the northwest wind ________ fiercely. (blow)
3. He ________ the ribbon in half. (cut)
4. I ________ two hundred dollars on stereo equipment. (spend)
5. Bruno ________ us how to rollerskate. (teach)
6. Who ________ the tennis match? (win)
7. The fans ________ the national anthem before the game. (sing)
8. The flood ________ many people homeless. (leave)
9. She ________ new friends when she moved to Portland. (find)
10. Wow! You _______ through the entire film. (sleep)
11. They always _______ their letters on green stationery. (write)
12. When the debate began, Rob _______ his fear. (forget)
13. The 707 _______ over the orchard. (fly)
14. My niece _______ twins last week. (have)
15. That millionaire _______ his fortune last Wednesday. (lose)
16. Last summer, they _______ something which made them very ill. (eat)
17. I _______ his excuse was unconvincing. (think)
18. The U.S. relay team _______ a world record. (break)

REWRITE THE PARAGRAPH BELOW IN THE PAST TENSE BY CHANGING THE VERBS.

My father is a remarkable person. He works as a carpenter and helps design houses. He also reads widely, discusses politics knowledgeably, and participates in numerous organizations. Despite his many interests, he always finds time for his family. We all love and respect him, and we learn from him too.
THIS LAST PAGE LEAVES ROOM FOR YOU TO WRITE YOUR OWN PARAGRAPH. MAKE SURE IT IS 5 OR 6 SENTENCES LONG. EACH SENTENCE SHOULD HAVE A PAST TENSE VERB IN IT. KEEP IN MIND THE CAPITALIZATION AND PUNCTUATION RULES.
A. DEFINING PRONOUNS AND ANTECEDENTS

PRONOUNS have different forms depending on how they function in a sentence.

PERSONAL PRONOUNS take the place of or refer to nouns or other pronouns.

The word that a pronoun refers to is called the antecedent of the pronoun. The antecedent comes before the pronoun in the sentence.

Bob said that he was tired.

is the antecedent of "he" refers to "Bob"

She and I have been good friends ever since our first day of school.

antecedent of "our" refers to "she and I"

Sherri left early, so I did not see her.

antecedent of "her" refers to Sherri

PRACTICE >>>>> IN EACH SENTENCE A PRONOUN HAS BEEN CIRCLED.
WRITE THE PRONOUN AND ITS ANTECEDENT IN THE COLUMNS AT THE RIGHT.

<table>
<thead>
<tr>
<th>Pronoun</th>
<th>Antecedent</th>
<th>Describe</th>
</tr>
</thead>
<tbody>
<tr>
<td>we</td>
<td>Travis, I</td>
<td></td>
</tr>
<tr>
<td>her</td>
<td></td>
<td></td>
</tr>
<tr>
<td>them</td>
<td></td>
<td></td>
</tr>
<tr>
<td>you</td>
<td></td>
<td></td>
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<tr>
<td>you</td>
<td></td>
<td></td>
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<tr>
<td>he</td>
<td></td>
<td></td>
</tr>
<tr>
<td>you</td>
<td></td>
<td></td>
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<tr>
<td>you</td>
<td></td>
<td></td>
</tr>
<tr>
<td>you</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

BEST COPY AVAILABLE
LEARNING ABOUT PRONOUNS

B. PRONOUNS THAT ARE SUBJECTS OF VERBS ARE PERSONAL PRONOUNS

<table>
<thead>
<tr>
<th>1st person</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>you</td>
<td>we</td>
</tr>
<tr>
<td>he, she, it</td>
<td></td>
<td>you</td>
</tr>
</tbody>
</table>

PRACTICE 1-USE EACH PRONOUN AS THE SUBJECT OF A SENTENCE.

WE
HE
IT
YOU
THEY
SHE

PRACTICE 2-CHOOSE THE PRONOUN THAT WOULD MOST LOGICALLY TAKE THE PLACE OF OR REFER TO THE ANTECEDENT AND WRITE IT IN THE SPACE PROVIDED.

1. (Rob) ______ left for the game at 7:00 o'clock.

2. (Brinda and Carmella) ______ make a strong effort to get to school on time.

3. (John) ______ is a caring and thoughtful person.

4. After Kris came home from school, (Kris) ______ went to sleep.

5. (The girls) ______ left Tri-City when their work was done.

6. When a dog is hungry, (a dog) ______ will eat anything.

7. Although the book is long, (the book) ______ reads quickly.

8. I learned to ice skate last year, and (skating) ______ is fun.

9. Jeff bought light green candles. (The candles) ______ look nice in his room.

10. Jessica wants an education because (Jessica) ______ wants to prepare for a career.
C. PRONOUNS AS OBJECTS

* Pronouns can be objects of either verbs or prepositions.
* An object of a verb receives the action of the verb.
* An object of a preposition is a noun or a pronoun that follows a preposition.

PRONOUNS AS OBJECTS OF VERBS

Example: I kissed him.

* The subject does the action — — I
* The verb is the action — — kissed
* The object — — him — — receives the action of the verb.

SHELLEY MET HIM AT THE CORNER OF 6th and MAIN.

What is the subject?

What is the verb?

What is the object?

PRONOUNS AS OBJECTS OF PREPOSITIONS

* Prepositions are words that describe direction or place or time (to, for, near, by, in, at, around, between, upon, through, etc.)

Example: The students played around him.
LEARNING ABOUT PRONOUNS

<table>
<thead>
<tr>
<th>Pronouns as Subjects</th>
<th>Pronouns as Objects</th>
</tr>
</thead>
<tbody>
<tr>
<td>I  it</td>
<td>me  it</td>
</tr>
<tr>
<td>you  we</td>
<td>you  us</td>
</tr>
<tr>
<td>he  they</td>
<td>him  them</td>
</tr>
<tr>
<td>she</td>
<td>her</td>
</tr>
</tbody>
</table>

PRACTICE >>> IN THE PARENTHESES AFTER EACH PRONOUN IN THESE
SENTENCES, WRITE "S" IF THE PRONOUN IS A SUBJECT,
OR "O" IF THE PRONOUN IS THE OBJECT OF EITHER A
VERB OR A PREPOSITION.

Example: I (S) congratulated him (O) on passing
his G.E.D.

1. He ( ) took me ( ) to see the circus. It( ) was fun.
2. Robert gave her ( ) an engagement ring, and she ( ) appeared
   happy to receive it. ( )
3. They ( ) saw us ( ) in the classroom. We ( ) were reading books
   and enjoying them. ( )
4. I ( ) bought them on sale, and they ( ) are the best peaches I ever
tasted. I ( ) love them. ( )
5. He ( ) told me ( ) that he ( ) had forgotten the code and would not
be able to help us. ( )
6. She ( ) gave them ( ) to you ( ) last week.
7. Chris and she ( ) have to meet her ( ) later.
8. We ( ) are going to see a movie today.
9. She ( ) really told him ( ) off after he was two hours late for their
date.
10. You ( ) have the lucky number! They picked you ( ) out of two
    million people.
EVERYTHING YOU'VE EVER WANTED TO KNOW ABOUT—

WRITING LETTERS

Friendly Letters, Social Notes, Business Letters

PART I FRIENDLY LETTERS

When you are writing friendly letters, you write about things that you think are interesting. Also, you write what will interest the person to whom you are writing.

The form of a friendly letter is not difficult to learn. Read the following parts of the friendly letter:

1. **Heading**
   - Tells where and when letter was written
   - Consists of three lines, placed at upper right corner of page
   - First two lines--address of writer
   - Third line--day’s date

2. **Salutation**
   - Tells to whom letter is written
   - Begins at left-hand margin short distance below heading
   - Followed by a comma

3. **Body**
   - This is the message of the letter
   - It begins indented about an inch from the left of the margin
   - The first line of each paragraph that follows must be indented, also

4. **Closing**
   - Polite ending or words of affection at the end of the letter
   - Like *Sincerely yours, Your friend, Lovingly*
   - The second word is never capitalized
5. **Signature**  
   * Can use only your first name  
   * Center it under closing  
   * Always write by hand; even if you've typed the letter

**Exercise 1**  Identify the parts of a friendly letter in the following friendly letter form example.

```
607 Main Street  
Oregon City, Or 97045  
May 20, 1999

Dear Louise,

________________________________________

________________________________________

________________________________________

________________________________________

Sincerely yours,

\[signature\]
```
Exercise 2 Place T for true and F for false next to the following statements.

____ 1. The heading tells to whom the letter is written.
____ 2. You should capitalize each word in the closing of the letter.
____ 3. The salutation is followed by a comma.
____ 4. Your signature should be hand-written and placed directly beneath the heading.
____ 5. If you indent the first word of the body of the letter, you must indent the first word of each paragraph.

Exercise 3 Choose one of the following situations (a, b, or c) and write the friendly letter it suggests in the space provided. Use the correct form for a friendly letter.

a. A friend that used to go to your school has recently moved to another state. Give him/her some recent news of your school and friends. Ask questions about your friend's new life.

b. Last Friday night you attended a rock concert in Portland. Write to a far-away friend or relative describing the concert, telling whether or not you enjoyed it. Be sure to ask some questions about your friend or relative.

c. You are on vacation in Hawaii. Write to someone in your family. Tell them about your trip, the weather, what you've been doing.
PART II   ADDRESSING ENVELOPES

There are 2 styles for addressing envelopes.

1. Block style  
   * A MUST for business letters  
   Can also be used for friendly letters  
   * Line up name and address of sender in upper left-hand corner  
   * Name and address of person written to in lower half of envelope  

2. Indented style  
   * Friendly letters only  
   * Indent name and address of sender and receiver  

**********Note--A comma always separates the city from the state.  
No comma between state and zip code.

Example--BLOCK STYLE

Glenn Harrison  
4982 E. Wid ing Road  
Southgate, California 90815  

Ms. Stephanie Wills  
503 Lincoln Lane  
Boring, Oregon 97204  

Example--INDENTED STYLE

Anthony Wiles  
99 Hillvale Circle  
Lincoln City, OR 90815  

Mr. Charles Flake  
35 Potomac Place  
Niles, MO 50312
Exercise 4 In the two envelopes below, use the following (mixed-up) information to correctly address them.

1. **Block Style**

   **Sender:** Miss Jane Welch, Colorado, Boulder, P.O. Box 350, 97345

   **Receiver:** Mr. Roger Ramjet, France, Paris, 2521 Minnow Lane, 79502

2. **Indented Style**

   **Sender:** Boy George, 1515 S.E. Wild Street, 92555, California, Santa Monica

PART III SOCIAL LETTERS, NOTES

Social notes or letters are written for a specific reason: to offer a thank you, to extend an invitation, or to accept an invitation from someone else. They follow the form of a friendly letter. Often, they are short and can be written on small note cards.

* A Thank You note should include:

1. Your words of appreciation
2. The reason for the Thank You
3. A short comment about something else as well (should be related).

Exercise 5 Choose one of the following situations and write a social note. If any of these situations has just occurred for you, use this for your rough draft, have it checked, write a final copy and send it off!

a. Recently you had an interview for a job. Write a Thank You to the person who interviewed you.

* Important points: Your appreciation, comments about the job, your eagerness to be hired, how person can reach you.

b. Your school just had a guest speaker. Write a Thank You on behalf of your class. Include: appreciation, something you learned, something about your class or school.

c. Invite someone in the community to the Open House at your school. Include: the occasion, time, place, date, what the event will include, why you would like the person to attend.
PART IV. BUSINESS LETTERS

Business Letters are written to a place of business or to a particular person in a firm, company or business. They can be written for several reasons.

For instance: To order merchandise
To request information
To record a complaint
To make a request
To accompany your resume

Pointers to Remember:

* Use 8½x11 inch white paper without lines
* Type if your typing skills are acceptable
* Should be neat and attractive
* Make sure there are no erasures, ink blots, words crossed out
* Notice the correct business letter form

BUSINESS LETTER FORM

1. Heading Block style
   * 1st line--street address of the person writing
   * 2nd line--city, state, zip code
   * 3rd line--date (no abbreviations)

2. Inside Address (not used on friendly letter)
   * gives name and address of the person or firm to whom the letter is written
   * use block style
   * place (using 3 or 4 lines) above salutation

3. Salutation
   * skip space and place underneath inside address
   * followed by a colon(:) not a comma (,) as in a friendly letter
LETTERWRITING

4. **Body**

   Main message of letter

   * Start each paragraph at left margin.
   Do not indent, but--skip a line between paragraphs.

5. **Closing**

   Common forms (always followed by a comma) are

   * Yours truly
   * Sincerely yours

6. **Signature**

   * Placed directly below the closing

   * Use full name

   * If typing, type your name below the written signature

**Exercise 6**

The following paragraph contains all the information one might find in a business letter. Write it in the correct form in the space provided.

* Use capitals where needed.

412 milwaukie road, oregon city, oregon 97045, september 13 1980
motown record company, p.o. box 875, hollywood california 97213
dear sir

kindly send me the free copy of your latest million dollar selling record "keep the fire burning"
I saw the ad in the Rolling Stone magazine and am very interested
thank you very much yours truly sherry fitzwater
Exercise 7
This is the final exercise of this packet.
It has 2 parts.

Part 1 - Rough draft using space provided on
last page of this packet

Part 2 - Final draft (after rough draft has been
corrected) can be done on word processor
(computer), typewriter, or be hand written
in ink.

Choose **one** of the following choices for your business letter:

a. Write a cover letter to accompany your resume to an
   employer/company of your choice.
   Explain to the employer that you are interested in a job
   with them, that you have included your resume, why you
   would like to be considered for a job.

b. Ask your instructor for the xeroxed copy of "101 Free
   Things to Send For".
   Write to the company of your choice requesting information
   or free material.
PART I  Rough Draft of business letter

* Hint--place lined paper beneath this sheet for guide lines.
TURN IN FOR CORRECTION!!!!

PART II  Request from secretary: plain paper, envelope, stamp, word processor, typewriter.

Turn in final copy to instructor before mailing.

Thats All, Kids!