A vocabulary improvement project, comprised of three components, was initiated at Del Mar College (DMC) in Corpus Christi, Texas, in spring 1991. Component 1 consisted of a baseline study of vocabulary knowledge among students in two levels of remedial reading classes. The test instrument measured content-specific vocabulary in English/literature, mathematics, science, and social studies. Component 2 of the project involved a search of print and computer sources for content-based reading assignments and vocabulary practice exercises. In the final component of the project, beginning-level instructors in remedial English, remedial math, Vocational Nursing, and American History were asked to provide lists of 50 or more basic vocabulary words that students would need to begin the first course in their disciplines. These lists will be used in designing learning packets for vocabulary reinforcement and reading. Included in this report on the project are data tables showing results from the vocabulary testing in Component 1 of the study; the completed lists of subject-specific vocabulary terms provided to instructors in Component 3; a list of criteria used for evaluating materials in Component 2; a bibliography of materials examined, including information on costs and ordering procedures; and two sample instructional units emerging from the project, covering math and reading vocabulary. (PAA)
Measuring and Facilitating Vocabulary Acquisition of Basic Skills Reading Students

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Austin, Texas
May 25, 1992

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DEL MAR COLLEGE
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This project (made up of 3 components) was initially supported by a Del Mar College Instructional Improvement Grant. Component 1 was a baseline study of student vocabulary knowledge. The Diagnostic Reading Test, Section I, Form A, for 7th Grade through College Freshman Year, Triggs, Spache, et. al., Committee on Diagnostic Reading Tests, Inc., Mountain Home, N.C., 1978 reprinted edition, was utilized. This assessment has 200 vocabulary items -- 50 each in the areas of English/Literature, mathematics, science, and social studies. Vocabulary knowledge was measured early in the spring 1991 semester for 2 levels of reading classes --- Reading 305 (lowest level remedial class), and Reading 306 (intermediate level remedial class). An analysis of variance (repeated measures design) revealed that the overall mean score of class 2 (306) was significantly higher than the overall mean score of class 1 (305) at the .001 level (F(1,129)=91.23; mean of class 1=88.34; mean of class 2=104.11). The differences within both classes on the four subtests were not significant, nor was the interaction significant.

Once overall and content specific needs were measured, the second component of our project was to search print and computer materials for content based readings and vocabulary practices suitable for our lab. Our criteria for selection of these materials and a bibliography of materials researched is included in this packet.
The third and final part of our study was to elicit 4 content lists from beginning level course instructors in English, math, Vocational Nursing, and History. Teachers were instructed to supply us with 50 or more basic vocabulary words that students would need to begin the first course in their disciplines. However, one can see that several instructors provided more content specific terms from their textbooks rather than the more generalized vocabulary we requested. Nevertheless, these will be useful to us in designing learning packets for vocabulary reinforcement and reading in their specific courses. In our packet, we are sharing two short learning exercises from the content areas of math and history just to illustrate the kinds of material we are in the process of developing. Ideally, we may end up with several one hour mini-courses in vocabulary and reading in specific content areas, available to students through our Reading Center. Using these materials, students could reinforce their class needs in specific content courses in our reading environment.
### Totals

**A B Summary Table**

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## Means

**A B$^1$ Summary Table**

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Means

\[ a_2 = \text{Reading 306 group} \]
\[ a_1 = \text{Reading 305 group} \]

\[ b_1 = \text{(Eng./Lit)} \]
\[ b_2 = \text{(Math)} \]
\[ b_3 = \text{(Science)} \]
\[ b_4 = \text{(Social studies)} \]

a significant
b not significant
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SELECTED VOCABULARY LISTS

Necessary terms for

1st level Vocational Nursing
1st level Remedial English
1st level Remedial Math
American History (1st course)
College Level
NURSING EDUCATION

VOCABULARY

1. Abduction - Movement of a limb away from the body.

2. Afebrile - Without fever.

3. Alignment - Maintaining of body structures in their appropriate anatomical positions.


5. Asepsis - Absence of germs. Surgical asepsis protects against infection before, during or after surgery by use of sterile techniques.


7. Ascultation - Act of listening for sounds within the body to evaluate the condition of various organs.

8. Bradycardia - Heart rate of less than 60 beats per minute.

9. Bronchoscopy - Visual examination of the tracheobronchial tree, using the standard metal bronchoscope or the narrower, flexible fiberoptic bronchoscope.

10. Canthus - Angle at the medial (inner) and lateral (outer) margins of the eyelids.

11. Catabolism - Complex, metabolic process in which energy is liberated for use in work, energy storage, or heat production by the destruction of complex substances to form simple compounds.

12. Crepitus - Crackling sound heard as a result of bone fragments rubbing together or air in the subcutaneous tissue.

13. Cyanois - Blue discoloration of the skin and mucous membrane caused by inadequate oxygen in the blood.

14. Debridement - Removal of dirt, foreign objects, damaged tissue, and cellular debris from a wound or burn to prevent infection and to promote healing.

15. Dehiscence - Separation of a surgical incision or the rupture of a wound closure.

17. **Dyspnea** - Shortness of breath or difficulty breathing.

18. **Edema** - Abnormal accumulation of fluid in the tissue.

19. **Endocrine gland** - Ductless gland that delivers hormones to specific groups in the body.

20. **Erythema** - Redness or inflammation of the skin or mucous membranes.

21. **Flatus** - Air or gas in the intestine that is passed through the rectum.

22. **Fomite** - Nonliving material, such as bed linens, that may convey pathogenic microorganisms.

23. **Glycogen** - Polysaccharide that is the major carbohydrate stored in animal cells.

24. **Hematemesis** - Vomiting of bright red blood.


26. **Hypotension** - Abnormal condition in which the blood pressure is not adequate for tissue perfusion and oxygenation.

27. **Interstitial** - Of or pertaining to the space between the tissues, as interstitial fluid.

28. **Intracellular** - Located within the cell.

29. **Ischemia** - Deficiency of blood supply caused by circulatory obstruction.

30. **Kernicterus** - Abnormal toxic accumulation of bilirubin in central nervous system tissues.

31. **Labile** - Unstable; characterized by a tendency to change or to be altered.

32. **Lochia** - Discharge that flows from the vagina after childbirth.

33. **Miotic** - Causing constriction of the pupil of the eye.

34. **Muscle tone** - Muscle strength; the normal state of balanced tension in muscles.

35. **Nephrotoxin** - Substance destructive to the kidney.

36. **Nosocomial infection** - Infection acquired during hospitalization.
37. Objective data - Data that are both observable and measurable. Vital signs and laboratory reports are examples of objective data.

38. Oliguria - Diminished capacity to form and pass urine, less than 240 ml. in 8 hours.

39. Patent - Condition of being open and unblocked, such as a patent airway.

40. Polyuria - Excretion of abnormally large amounts of urine.

41. Postprandial - After a meal.

42. Ptosis - Drooping of the eyelids.

43. Referred pain - Pain felt at a site other than its origin.

44. Residual urine - Urine left in the bladder after the patient has voided.

45. Sanguineous - Pertaining to blood.

46. Sphygmomanometer - Device for measuring arterial blood pressure.

47. Stasis - Disorder in which the normal flow of a fluid through a vessel of the body is slowed or halted.

48. Syncope - Brief lapse of consciousness; fainting.

49. Tachypnea - Abnormal rate of breathing, greater than 26 breaths per minute.

50. Turgor - Normal resiliency of the skin caused by outward pressure of cells and interstitial fluid. Decreased turgor indicates dehydration; increased turgor indicates edema.

51. Vertigo - Dizziness; a sensation of faintness or an inability to maintain normal balance in a standing or seated position.

52. Vital signs - Measurements of temperature, pulse, respirations, and blood pressure.
November 26, 1991

Nancy,

Here's a list of terms that I use in English 606 classes. I've divided them into categories. Is this the kind of thing that you were looking for? Please let me know how all this comes out.

Jim Pierce

<table>
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<tr>
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<th>Library</th>
<th>Dictionary</th>
<th>Grammar</th>
<th>Composition</th>
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<td>comma splice</td>
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<td>semester hour</td>
<td>entry word</td>
<td>fragment</td>
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<td>Education Plan</td>
<td>abbreviation</td>
<td>agreement</td>
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The following words, terms, and phrases are those which I judge to be the most important to basic mathematics. None of these terms are specific for algebra.

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<th>MATHEMATICAL WORDS, TERMS, AND PHRASES</th>
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<td></td>
<td>The distance from zero to the value on the number line, without regard for direction</td>
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<tr>
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<td>Absolute Value</td>
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<tr>
<td>2</td>
<td>A value that is to be added</td>
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<td>3</td>
<td>If a is any number, then a + 0 = a</td>
</tr>
<tr>
<td>4</td>
<td>If a, b, and c are any numbers, then (a + b) + c = a + (b + c)</td>
</tr>
<tr>
<td>5</td>
<td>Factors can be grouped to change the normal order of operations.</td>
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<tr>
<td>6</td>
<td>The result of dividing the sum of several scores by the number of scores.</td>
</tr>
<tr>
<td>7</td>
<td>A factor of each of the given numbers</td>
</tr>
<tr>
<td>8</td>
<td>A value of which each of the given numbers is a factor.</td>
</tr>
<tr>
<td>9</td>
<td>If a and b are any numbers, then a + b = b + a</td>
</tr>
<tr>
<td>10</td>
<td>If a and b are any numbers, then (a)(b) = (b)(a)</td>
</tr>
<tr>
<td>11</td>
<td>The numbers 1, 2, 3, 4, and so on without end.</td>
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<tr>
<td>12</td>
<td>Values which include a decimal point to indicate that all place values to the right of that decimal point represent quantities less than one in value.</td>
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<td>13</td>
<td>The bottom number in a fraction - the divisor in the division indicated by the fraction.</td>
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<tr>
<td>14</td>
<td>The result of subtraction.</td>
</tr>
<tr>
<td>15</td>
<td>One of ten single symbols - 0, 1, 2, 3, 4, 5, 6, 7, 8, and 9</td>
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<td>16</td>
<td>If a, b, and c are any numbers, then a(b + c) = ab + ac</td>
</tr>
<tr>
<td>17</td>
<td>If a and b are any numbers, and if b does not equal zero, then in the division a + b, a is the dividend.</td>
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Dorothy Smith, Del Mar College, East Campus 11/20/91
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<td><strong>19</strong> Exponent</td>
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<td><strong>20</strong> Expression</td>
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<td><strong>21</strong> Factor</td>
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<td><strong>22</strong> Factorization</td>
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<td><strong>23</strong> Fraction</td>
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<td><strong>24</strong> Greatest Common Factor</td>
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<td><strong>25</strong> Grouping Symbols</td>
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<tr>
<td><strong>26</strong> Improper Fraction</td>
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<tr>
<td><strong>27</strong> Integers</td>
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<tr>
<td><strong>28</strong> Inverse Property of Addition (Sum of Opposites)</td>
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<tr>
<td><strong>29</strong> Inverse Property of Multiplication (Product of Reciprocals)</td>
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<td><strong>30</strong> Mixed Number</td>
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<td><strong>31</strong> Multiple</td>
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<td><strong>32</strong> Multiplication Property of One</td>
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<td><strong>33</strong> Multiplication Property of Zero</td>
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Dorothy Smith, Del Mar College, East Campus 11/20/91
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<th>Number</th>
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<td>Negative Numbers</td>
<td>Those values less than zero.</td>
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<td>35</td>
<td>Numerator</td>
<td>The top number in a fraction. The dividend in the indicated division.</td>
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<td>Opposites</td>
<td>Values equidistant and in the opposite direction from zero on the number line.</td>
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<td>Order of Operations</td>
<td>In an expression, the order in which the various operations are to be performed.</td>
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<tr>
<td>38</td>
<td>Ordering Symbols</td>
<td>&gt; (is greater than), &lt; (is less than), and = (is equal to)</td>
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<td>Place Value</td>
<td>The position of a digit within a number, which indicates the value that it represents.</td>
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<td>Positive Numbers</td>
<td>Those values greater than zero.</td>
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<td>Prime Factorization</td>
<td>The indicated product of prime numbers.</td>
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<td>Prime Number</td>
<td>A whole number which has no factors other than one and itself.</td>
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<td>Product</td>
<td>The result of multiplication.</td>
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<td>Proper Fraction</td>
<td>A fraction whose value is less than one.</td>
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<td>Properties of Zero in Division</td>
<td>Division by zero is not possible.</td>
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<td>Quotient</td>
<td>The result of division.</td>
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<td>Reciprocal</td>
<td>The value which, when multiplied by a given number, produces a product of one.</td>
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<td>Rounding</td>
<td>The process of approximation to a given place value.</td>
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<td>Simplest Form</td>
<td>A form which cannot be written with fewer symbols, or which has no grouping symbols.</td>
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<td>50</td>
<td>Sum</td>
<td>The result of addition</td>
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<td>51</td>
<td>Whole Numbers</td>
<td>The set of numbers beginning with zero, each of which is one more than the preceding one.</td>
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CRITERIA FOR EVALUATING MATERIALS
FOR THE CONTENT VOCABULARY ACQUISITION PROJECT

Materials for the project were evaluated with the following content and form criteria. Materials considered should:

1. Teach vocabulary needed for entry into first-year college courses.
2. Present vocabulary in context.
3. Provide numerous practices.
4. Emphasize essential words.
5. Engage the reader's attention.
6. Follow a clear, regular format.

A BIBLIOGRAPHY OF VOCABULARY MATERIALS
EXAMINED FOR THE CONTENT AREA VOCABULARY ACQUISITION PROJECT

EDL
P.O. BOX 210726
Columbia, South Carolina 29221

EDL Core Vocabularies
Catalog # 346510
Price $5.95

Contain EDL's core vocabularies in reading, math, science and social studies. It contains word lists from readiness through reading level 13.

FOCUS MEDIA, INC.
839 Stewart Avenue
P.O. Box 865
Garden City, New York. 11530

Earth Science Keyword
Catalog # Apple CP2310A
Price $65

Software for using deductive reasoning skills and knowledge of earth science to identify important vocabulary and science concepts. Covers astronomy, rocks and minerals. Grades 8-12.
Vocabulary of Computer Science
Catalog # Apple C4005A-B
Price $45

Students try to identify mystery words related to computer science. Grades 7-1C.

Vocabulary of Social Studies-American History Series
Catalog # Apple SS6831A-B
Price $85

Software helps students learn and remember the meanings of important vocabulary words and concepts from a traditional U.S. history curriculum.

JAMESTOWN PUBLISHERS
Post Office Box 9168
Providence, Rhode Island 02940
(401) 331-7257

Reading The Content Fields-Middle Level (4-8)

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<td>Practical Arts</td>
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Reading The Content Fields-Advanced Level (8-12)

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<tr>
<td>Science</td>
<td>554A</td>
<td>141-6</td>
<td>$5.25</td>
</tr>
</tbody>
</table>
Twenty-five practice exercises which consists of a short reading passage followed by four questions that concentrate on four areas of comprehension: literal, interpretive, applied, vocabulary.

MACMILLAN PUBLISHING COMPANY
College Sales Department
Front and Brown Street
Riverside, New Jersey 08075-1197


ISBN 0-02 390567-0

A text for building college-level vocabulary through context-based language acquisition. Words were selected on the basis of the frequency of use in college texts and major periodicals as well as for their conceptual depth. Builds vocabulary in areas of business, computers, law, economics, philosophy, history, sciences and the arts.

STECK VAUGHN CO.
P.O. Box 26015
Austin, Texas 78755

Vocabulary Connections: A Content Area Approach
Level G (7)
ISBN 62-2209-7
Price $4.92
Level H (8)
ISBN 62-2211-0
Price $4.92

Lessons address specific content areas--social studies, science, literature, math, health and fine arts. Exercises include cloz paragraphs, semantic maps, base words, word puzzles, dictionary skills, composition pages.
A BIBLIOGRAPHY OF OTHER VOCABULARY MATERIALS EXAMINED

The following materials were examined for project but did not meet the criteria established. In most cases the materials did not teach vocabulary from content areas.

EDUCULTURE, INC
689 West Schapville Rd.
Scales Mound, Illinois 61075

Analogies I
Catalog # Apple IS60AP
Price $65.00
Catalog # IBM IS60PC
Price $85.00

Students analyze and solve analogies. Includes tutorial and remediation on all wrong answers.

Analogies II
Catalog # Apple IS61AP
Price $65.00
Catalog # IBM IS61PC
Price $65.00

More practice in solving analogies. Designed to help prepare students for the analogies section of college aptitude tests.

Antonyms
Catalog # Apple IS62AP
Catalog Price $34.95
Catalog # IBM IS62PC
Catalog Price $34.95

Practice exercises identifying antonyms.

Challenging Analogies
Catalog # Apple ML12AP
Price $44.95
Catalog # IBM ML12PC
Price $44.95

Program presents five kinds of analogies with twenty exercises of each. Feedback responses given with each answer choice.

The Con of Rath
Catalog # Apple IS107AP
Price $49.95
Catalog # IBM IS107PC
Price $49.95

An adventure story in which students attempt to expose an
international conspiracy by supplying missing vocabulary words.

**Lucky 7 Vocabulary Games**
- Catalog # Apple IS133AP
- Price 39.95
- Catalog # IBM IS133PC
- Price 39.95

Two person vocabulary games, including hangman, fill in the missing letters, unscramble, synonym match, tic-tac-toe, and word search help students learn new words. Word lists included.

**Marauders of the Lost Ark**
- Catalog # Apple IS134AP
- Price $49.95
- Catalog # IBM IS134 PC
- Price $49.95

An adventure story in which students acquire treasures throughout the ark by supply missing vocabulary words. Wrong answers branch to definitions. Hints are available but they cost points.

**Misadventures of Cooperman**
- Catalog # Apple IS135AP
- Price 49.95
- Catalog # IBM IS135PC
- Price $49.95
- Catalog # IBM 3.5 IS135PC3
- Price $49.95

Software presents a story in which students travel to a foreign city and become involved in a series of misadventures. Students must choose correct vocabulary words to proceed with story.

**Wordwise: Analogies**
- Catalog # Apple PDO4AP
- Price $49.95

Six lessons which gives practice with all types of analogies.
eighth to tenth grade level teachers.

**Analogies College Bound**
Catalog # 14-13 Apple
Price $49.95

Prepares students for analogy questions on college entrance tests. Hints are given to help students understand the relationships.

**INDIANA UNIVERSITY LEARNING SKILLS CENTER**
Bloomington, Indiana

**Textbook Marking Strategies**

**Using Your Biology Textbook Efficiently**

**Using Your Psychology Textbook Effectively**
No Catalog #
Price each $40

Students try strategies for studying texts but not vocabulary instruction is included.

**JAMESTOWN PUBLISHERS**
P.O. Box 9168
Providence, Rhode Island 02940
(401) 331-7257

**Comprehension Skills—Understanding Vocabulary**

**Reading Level 4-8**
Catalog # CB10M
ISBN 241-2
Price $5.25

**Reading Level 8-12**
Catalog # CB10A
ISBN 242-0
Price $5.50

Students read a short selection and then answer questions about several words used in the text. Students choose word meanings and answer questions about word parts.

**Single Skills Series—Vocabulary in Context**

**Reading Levels 3-12** (10 booklets)
Catalog # Varies per book
ISBN Varies per book
Price $3.50

Students read a short selection, complete the last word of the selection, and then choose the meaning of vocabulary word used in the selection.
Each book is divided into ten units. Each unit is then divided into five sections. Sections one and three of each unit are based on reading selections which contain the vocabulary words. The selections represent types of reading material that people encounter on a regular basis: newspapers, magazines, general fiction and nonfiction, textbooks and reference materials. Sections two and four teach Latin and Greek roots in the words being studied. Section five includes five different kinds of exercises which look at multiple meanings, roots review, choosing the right word, recognizing root forms and putting vocabulary to use in a game.

MACMILLAN PUBLISHING COMPANY
College Sales Department
Front and Brown Street
Riverside, New Jersey 08075-1197


A combined text and workbook which presents words in context and emphasizes overlearning with numerous practices. End-of-chapter reviews and tests included.

TOWNSEND PRESS
Pavillons at Greentree #408
Marlton, New Jersey 85053

Building Vocabulary Skills (7-9)
ISBN 0-944210-79-1
Price $7.30

Improving Vocabulary Skills (9-11)
ISBN 0-944210-81-3
Price $7.30

Advancing Vocabulary Skills (11-12)
Price $7.30

Each book teaches 300 words or word parts through words-in-context approach. Comes with computer disks.
This unit teaches the words used in doing division with whole numbers. Read the unit and complete the activities on this sheet. The answers are listed at the end of the unit packet so you can correct your own work. Four definitions provided by the Math Department follow:

DIVISION = is used to separate objects into equal groups

DIVISOR = If a and b are any numbers, and if b does not equal zero (0), then in the division \( a \div b \), b is the divisor (or the number doing the dividing).

DIVIDEND = If a and b are any numbers, and if b does not equal zero (0), then in the division \( a \div b \), a is the dividend (or the number being divided).

QUOTIENT = The answer received from dividing

Following are the three ways a division problem usually appears:

\[
\text{Quotient} \quad \begin{array}{c}
divisor \\
\text{Dividend}
\end{array} \quad \text{Dividend } \div \text{ Divisor } = \text{ Quotient}
\]

\[
\text{Dividend} \\
\text{Divisor} = \text{ Quotient}
\]

SAMPLE PROBLEM: A store manager wants to distribute 25 new objects equally on 5 shelves. The manager's division problem would be written:

\[
\begin{array}{c}
\text{QUOTIENT} \\
5 \quad \text{Number on each shelf}
\end{array} \quad \begin{array}{c}
\text{Number of Shelves} \rightarrow 5 \\
\text{DIVISOR}
\end{array} \quad \begin{array}{c}
25 \quad \text{Total Number of Objects} \\
\text{DIVIDEND}
\end{array}
\]

1. Now you try one: In another part of the store, the manager wants to distribute 20 new objects equally on 4 shelves.
MATH VOCABULARY - DIVISION

2. Your problem should have looked like this:

\[
\begin{align*}
5 & \quad \text{In this problem} \\
4 & \quad \text{The divisor is \underline{_______}} \\
20 & \quad \text{The dividend is \underline{_______}} \\
\end{align*}
\]

REMAINDER = the number left over when it is impossible to separate objects into a whole number of equal groups.

PROBLEM - A warehouse clerk must place 14 objects into 3 boxes.

\[
\begin{align*}
4 & \quad \text{Number in each box} \\
\text{Number of boxes} & \rightarrow 3 \rightarrow 14 \rightarrow \text{Total number of objects} \\
\text{DIVISOR} & \rightarrow 3 \rightarrow 12 \rightarrow \text{DIVIDEND} \\
2 & \quad \text{Number left over} \\
\text{REMAINDER} & \rightarrow 2 \rightarrow \text{REMAINDER} \\
\end{align*}
\]

SOLUTION: The clerk can place 4 objects in each box and have 2 objects left over.

The answer to a division problem with a remainder is frequently written: \[4 r 2\]

3. Now you try one:

\[
\begin{align*}
2 & \quad \text{The divisor is \underline{_______}} \\
4 & \quad \text{The dividend is \underline{_______}} \\
9 & \quad \text{The quotient is \underline{_______}} \\
\end{align*}
\]

SAMPLE PROBLEM: A wheat farmer ships 192,600 bushels of wheat in 9 railroad cars. Find the amount of wheat shipped in each car.

STRATEGY: To find the amount of wheat shipped in each car, divide the number of bushels (192,600) by the number of cars (9).

You try to set up the problem here:
MATH VOCABULARY - DIVISION

4. SOLUTION:

\[ \begin{array}{c}
21405 \div 5 \\
9 \overline{\underline{192650}} \\
-18 \\
-12 \\
-36 \\
-270 \\
-270 \\
-45 \\
-45 \\
5 \\
\end{array} \]

In this problem:

The divisor is \underline{5}.

The dividend is \underline{192650}.

The quotient is \underline{36}.

The remainder is \underline{5}.

*******************************************************************************
*******************************************************************************
Word 1: orthodox

Sentence: People of this time could be jailed for speaking against the orthodox beliefs of the Church.

ORTHODOX = Traditional beliefs and practices — often established religious beliefs and practices

1. ______________

Word Parts:

ortho = straight, or to make straight or standard
dox = opinion or thinking

orthodox = straight or standard opinions or beliefs

Word 2: autocratic

Sentence: The citizens of the region had no choice but to obey the autocratic ruler.

AUTOCRATIC = a system of government in which one person or group has total power

2. ______________

Word Parts:

auto = self or run by one’s self
cratic or cracy = government or type of rule

autocratic = rule by one person or a group of people
Word 3: public domain

Sentence: Revenue was generated by offering blocks of the **public domain** to developers.

**PUBLIC DOMAIN** = land that belongs to the people, to everybody

**PUBLIC DOMAIN** = things that are no longer protected by copyright laws

Word Parts:

DOMAIN = area or region of rule or control

PUBLIC DOMAIN = those areas over which no one person has authority. The authority belongs to the public.

3. 

Word 4: ratify

Sentence: The amendment needed to be **ratified** before it would become part of the Constitution.

To RATIFY = To approve formally

4. 

Word 5: utopian

UTOPIAN = LITERALLY = no place

UTOPIAN = Now used to describe beautiful but impractical visions of a perfect life.

Sentence: The Society's dreams of building a **utopian** colony were destroyed by the realities of the cruel New England winters.

5. 

HISTORY WORDS - VOLUME I SELF-CHECK TEST

Directions: Write the letter of the word that matches each definition on the line in front of the correct definition. Note that some words have more than one definition.

A. autocratic  D. ratified
B. orthodox  E. utopian
C. public domain

1. traditional beliefs and practices - often established religious beliefs and practices
2. things that are no longer protected by copyright laws
3. to approve formally
4. no place
5. a system of government in which one person or one group has total power
6. land that belongs to the people, to everybody
7. beautiful but impractical visions of a peaceful life
In 1830, Joseph Smith founded the Church of the Latter-day Saints, also called Mormons. In addition to Smith's divine revelations, a Council of Church Elders ratified most of the rules Smith decreed for the close-knit community. The Mormon practice of polygamy (being married to more than one person at a time) was not generally accepted by members of more orthodox Christian groups and caused the sect many problems with their neighbors. In 1846, after Smith's murder, Brigham Young led the Saints to the Great Salt Lake area which was then in Mexican Territory to escape the American community and legal pressures which warred on the practice of polygamy. Young established a(n) autocratic community where he controlled all land, economic, and religious policy. The community established small intensely cultivated farms on previously desert land and prospered. In 1848, the United States acquired the great Salt Lake Basin and two years later Congress organized it as Utah Territory with Brigham Young as the territorial governor. As Americans moved west, land that had been in the public domain was bought by individuals and settled. Dozens of Mormon communities were scattered over the region. By the use of irrigation, the early Mormon settlers created their utopian dream out of the dry desert sand.