

**AMI WORK
MONDAY,
APRIL 6TH**

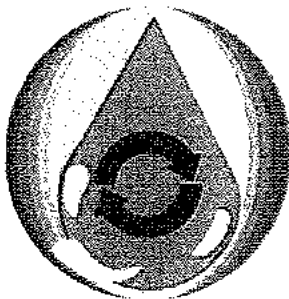
Name _____
Friday, March 20



The Water Cycle

By Kathleen W. Redman

The next time you decide to drink a glass of water, take a good look at it. Does that water look old to you? How old do you think it is? Could it be a week old? Is it possible it could be a year old? Would you believe that water has been around about as long as the Earth has? As hard as it may be to believe, it is true. Wow! That is some old water you are about to drink.



The amount of water on the Earth stays nearly the same. The water cycle is what makes that possible. Water is always moving and changing from liquid to solid to gas and then back to liquid again. Over and over, around and around, the water cycle moves water on, in, and above the earth. It is like a constantly turning wheel.

There are four parts to the water cycle: evaporation, condensation, precipitation, and collection.

1. When the sun heats the water in rivers, lakes, or oceans, the water turns into water vapor. The water vapor goes into the air. You can't see water vapor. This is called evaporation.

2. The water vapor cools down in the air and changes back to a liquid. This is called condensation. When you see steam, fog, or clouds, you are seeing water vapor that has condensed in the air.

3. When there is so much condensation in the air that the air can't hold it anymore, the water falls back to Earth. It may fall as rain, snow, hail, or sleet. This step is called precipitation.

4. Precipitation collects in rivers, lakes, and oceans. It also may collect underground, in glaciers, and even in living beings. It is stored until evaporation starts the cycle all over again. This is the collection, or storage, step.

So, before you drink that next glass of water, think about how long it has been on Earth. After all, you may be drinking water that was once on the table of a king. Maybe, though, it might have helped a woolly mammoth cool down!

The Water Cycle

Questions

- _____ 1. In paragraph 2, the sentence "It is like a constantly-turning wheel." contains a _____.
- A. simile
 - B. hyperbole
 - C. definition
 - D. metaphor
- _____ 2. Which of these sentences states the cause for evaporation?
- A. It might have helped a woolly mammoth cool down.
 - B. Precipitation collects in rivers, lakes, and oceans.
 - C. When the sun heats the water in rivers, lakes, or oceans, the water turns into water vapor.
 - D. The water vapor cools down in the air and changes back to a liquid.

3. What causes water vapor to turn back into a liquid?

4. Name at least four places water collects.

Name _____
Monday, March 23



The Grand Canyon

By Kathleen W. Redman

Rivers are an important part of any area of land. They carry water to lakes, seas, and oceans. Rain, melted snow, and ice collect in rivers and flow down to a large body of water. How does this happen? The answer is simple - gravity!

Rivers flow downhill from where they start. Where a river ends is always lower than where it started. Water in a river flows over soil and rocks as it moves across land. This causes erosion. Erosion is the process of rocks and soil being worn down or broken down into smaller pieces by water, wind, or ice. Water in a river wears down the rocks it flows over.



Over thousands or millions of years, the water in a river can wear rocks down by hundreds and hundreds of feet. A great example of this is the Grand Canyon in Arizona. The Grand Canyon is one of the biggest canyons in the world. It is more than a mile deep. It is two hundred seventy-seven miles long and as wide as eighteen miles in some places.

What created the Grand Canyon? The answer is at the very bottom of the Grand Canyon. It's the Colorado River. The Colorado River has been working hard for a long time to create the Grand Canyon.

It's hard to say when it started, but many believe the Colorado River started eroding the ground six million years ago. As it flowed southward, the Colorado River was cutting down into the ground. After many years, the river has cut the Grand Canyon to what it is today - a massive canyon that is amazing to look at. The layers of rock the Colorado River cut through show the geological history of millions and millions of years of Earth's history.

There are canyons all over the world. Some aren't nearly as deep as the Grand Canyon, of course. Some are still small. Wherever there's a canyon, though, you can bet a running, rushing, rumbling river has

been hard at work for a very long time.

The Grand Canyon

Questions

1. The phrase "a running, rushing, rumbling river" is an example of _____.
A. alliteration
B. simile
C. personification
D. onomatopoeia
2. A canyon is _____ of erosion.
A. a cause
B. an effect
3. Rivers flow _____ from where they start.
A. east to west
B. uphill
C. west to east
D. downhill
4. How long is the Grand Canyon?
A. three hundred miles
B. two hundred seventy-seven feet
C. three hundred seventy-seven feet
D. two hundred seventy-seven miles
5. What was the major factor in the formation of the Grand Canyon?

Name: _____

System Earth, Part 2

In the article *System Earth, Part 1*, you found out that our planet was a system made up of smaller systems that were vital to our planet's survival. Within our four spheres, there are cycles or continuous processes that provide essential resources and nutrients for Earth. Earth is an open system because energy and matter are transferred through all four spheres within these cycles. In this article, we will explore the energy sources for the systems and cycles on our planet and the actual cycles that provide the nutrients that living organisms need to survive on our planet.

Scientists have found that the flow of energy on Earth is not only measurable but also predictable. In fact, there are scientific laws that explain the way energy is exchanged and transferred on our planet. The **first law of thermodynamics** explains that energy is transferred between systems, but it cannot be created or destroyed. As you know, energy is transferred between the four spheres on Earth. Scientists refer to these transfers of energy as an **energy budget**. Just like your parents' household budget where you have subtractions and additions of money, addition of energy within our environment is balanced by subtraction of energy from our environment. A good example would be solar energy. Energy from the sun is absorbed and reflected in equal amounts. However, we cannot create solar energy on Earth.

The **second law of thermodynamics** states that when energy transfer occurs, matter becomes less organized with time. In laymen's terms, the energy in our universe and on our planet is spread out more uniformly over time. Keep in mind that the four spheres on our planet are open systems. These spheres are also reservoirs for energy and matter. Although we cannot see it, matter and energy are constantly exchanged between the spheres through different processes. These processes are in the form of chemical reactions, radioactive decay, the radiation of energy, and the growth and decay of organisms. This is where the cycles in our earth system become extremely important.

The **nitrogen cycle, carbon cycle, phosphorous cycle, and water cycle** are the four important cycles that provide valuable nutrients for living organisms on Earth. The nitrogen cycle moves continuously through all four of Earth's spheres. This cycle provides the nutrients that organisms need to build proteins. Proteins are necessary for the regeneration or building of cells. The Earth's atmosphere contains about 78% of the element nitrogen. However, living organisms cannot use atmospheric nitrogen, so the nitrogen must be altered before it can be used by organisms. Let us step into the cycle! The nitrogen is removed from the air by nitrogen-fixing bacteria that is located in the soil and on certain plant roots. The nitrogen from the air is chemically changed by the bacteria into nitrogen compounds. The plants take in the nitrogen (necessary for their growth), animals eat the plants, and the nitrogen becomes part of the animals' bodies. The nitrogen returns to the soil through the decay of animals (upon death) or excretions from the animals. Once the nitrogen reenters the soil, it is broken down through chemical processes and sent back into the air to start the process again.

The carbon cycle also moves through the Earth's four spheres. During the short-term portion of this cycle,

Name: _____

carbon dioxide from the air is converted by plants into carbohydrates. Animals and other organisms eat the plants and get the carbon from the carbohydrates. The animals and organisms begin to break down the carbohydrates and release some of the carbon back into the atmosphere (respiration or breathing). The remaining carbon is released from the decaying remains of animals and through their organic wastes as carbon dioxide or **methane**. The long-term portion of the carbon cycle involves the movement of carbon through all four spheres over a long time. Carbon can be stored in the Earth's geosphere in animal and plant remains that are buried beneath the surface. It is also found in types of rocks called **carbonate**.

The phosphorous cycle moves through all spheres except the atmosphere because it is usually not in gas form. It enters the soil and water when rocks break down and the phosphorous is dissolved in the water. Phosphorous also comes from animal waste. Plants absorb the phosphorous through their roots; animals eat the plants and absorb the phosphorous; and the phosphorous is returned to the environment after animals die and their remains decay.

Finally, the last cycle, the water cycle, is responsible for our planet's drinking water. This cycle moves through all four spheres. In this cycle, the water changes from a liquid to a gas or water vapor through evaporation and transpiration (release of moisture from plant leaves). The water vapor is sent from the Earth to its atmosphere. Once the water loses energy, it condenses into a liquid and forms clouds. The water eventually falls back to Earth in the form of precipitation like rain, snow, or hail.

All of these cycles are essential for the survival of organisms on Earth. These cycles work together to form the system that is Earth.

System Earth, Part 2

Questions

1. What is an energy budget?

2. The second law of thermodynamics states that _____.

- A. Energy on our planet is spread out more uniformly over time
- B. Energy can be created and transferred
- C. Energy and matter are not transferred through the spheres on Earth
- D. Energy on our planet is subtracted more uniformly over time

Name: _____

edHelper

3. Complete the sentence: The purpose of the four main cycles on the Earth is _____.

4. Explain the first law of thermodynamics.

_____ 5. During the nitrogen, phosphorous, and carbon cycles, animals get these elements by _____.

- A. Eating the plants that have absorbed the element
- B. Touching the soil that contains the elements
- C. Breathing in the elements from the atmosphere
- D. None of the above

_____ 6. During the carbon cycle, carbon is placed back into the atmosphere through _____.

- A. Respiration from animals and other organisms
- B. A and C
- C. Decaying of animal remains and organic wastes from animals
- D. Flowering of plants on the surface

7. Why are the Earth's spheres considered reservoirs for energy and matter?

8. Explain how the meanings of these words differ: *cycle* and *system*.

Name _____



Date _____
(Answer ID # 0745728)

Cause and Effect

Match the cause with its effect.

Cause

Effect

- | | |
|---|---|
| 1. _____ The aircraft taxied to the end of the runway. | a. The people on board screamed. |
| 2. _____ Dad forgot to pay attention to the food cooking on the barbeque. | b. She graduates from high school tomorrow. |
| 3. _____ Shelly received three cards in the mail today. | c. The family's cocker spaniel ran out and got lost. |
| 4. _____ Sidney forgot to tune his violin before he played. | d. The bread inside began to turn moldy. |
| 5. _____ Someone left the gate that led out of the backyard open. | e. The water became chilly. |
| 6. _____ The bag of bread was left on the countertop and forgotten. | f. She won a gold medal at the skating competition. |
| 7. _____ Allyson practices for thirty minutes everyday. | g. The engines roared as the plane took off into the sky. |
| 8. _____ The thermal blanket blew off the swimming pool. | h. It sounded awful. |
| 9. _____ The rollercoaster cars rolled down the steep hill quickly. | i. The mother chose a punishment. |
| 10. _____ The child refused to do any chores. | j. The steaks and hamburgers were burned. |

LESSON
1

Classified "Help Wanted" Ads

One of the best places to look for a job is in the classified pages of the newspaper. Jobs are listed there under "Employment," "Help Wanted," or a similar heading. Look at the ads below. Notice that they're in alphabetical order. Read each one carefully. Do any of the job listings describe a position that interests *you*?

CLASSIFIED ADVERTISEMENTS		
HELP WANTED		
<p>BAKERY Counter Positions. Jessie's is looking for energetic, happy people to sell our good things to eat. No. exp. nec. Apply 120 Basin St. No phone calls.</p>	<p>CUSTOMER SERVICE Leading kennel seeks fun, friendly animal lover for PT work, avail weekends. Fax resume 555-5555 or e-mail judy@kennel.com.</p>	<p>RESTAURANT cooks, exp'd day/night. Great place to work. Must be dependable, have a great attitude, and be a team player. Apply in person at Cathy's Cafe, 606 B Street.</p>
<p>COUNTER HELP For fast-paced dry cleaners. PT, will train. Call 777-7777.</p>	<p>DRIVER/WAREHOUSE WORK Must be able to lift 75 lbs. Bring clean DMV printout to 111 Eli Street.</p>	<p>RETAIL SALES Resp. exp. energetic persons for busy clothing store in Vantorville. PT/flex hrs. Fax resume 888-8888.</p>
<p>CUSTODIAN PT, \$12.17 hr. Apply to TBR Unified School District, 1765 Hwy 2, Greenville.</p>	<p>OFFICE ASST/AUTO SHOP FT Must be good communicator, able to multi-task, self-motivated. Call Jeff at 444-4444.</p>	

Can you interpret the abbreviations often used in job ads? Here are some common ones and their meanings: FT: full-time; PT: part-time; exp: experience; exp'd: experienced; avail: available; nec: necessary; DMV: Department of Motor Vehicles; flex: flexible (work hours that are not the same every day); asst: assistant.

The first ad says, "No phone calls." That means you must go to the business and apply in person. The OFFICE ASST ad asks for a person who can "multi-task." That means someone who is able to handle several different responsibilities at the same time.

What should you do if you don't understand an abbreviation in an ad? For help, you can ask a teacher or call the classified department of the newspaper.

► **Thinking It Over**

1. In what section of the newspaper will you find job listings?
 - a. Home and Garden
 - b. Classifieds
 - c. Local news
2. Most ads for jobs contain
 - a. the wages offered.
 - b. ages of people wanted.
 - c. abbreviated words.
3. Are you looking for a job that would give you a chance to do more than one thing? Answer the ads that require someone to
 - a. multi-task.
 - b. drive.
 - c. work weekends.
4. Jobs ads are listed
 - a. in mixed-up order.
 - b. in alphabetical order.
 - c. according to the salary.

► **Key Vocabulary: Abbreviations**

Draw a line to match each boldface abbreviation with the word it represents.

- | | |
|-----------------|----------------|
| 1. exp'd | a. part-time |
| 2. PT | b. experienced |
| 3. nec | c. full-time |
| 4. ASST | d. necessary |
| 5. FT | e. assistant |
| 6. flex | f. flexible |

► **Recalling Details**

1. When applying for a job, you can call on the phone or contact the employer by regular mail, e-mail, or _____.
2. If the ad tells you *not* to call or write, then you would apply by going _____.
3. Which job listing is for a full-time position?

4. Which job requires someone who could lift 75 lbs.?

5. Which job requires someone to work on weekends?

6. Which ad offers job training?

7. What job requires an applicant to have a clean driving record (printout)?

► **Everyday Math**

Reread the ad for the *custodian*. What would be the weekly wages for a custodian working 5 hours a day, 5 days a week? \$_____

► **On Your Own**

Look at the job ads in a current newspaper. List three jobs you would like to apply for.

Name:

Date:

McCARTHYISM

During the Cold War, Americans became more and more afraid of communism. People were afraid that spies for the Soviet Union were everywhere, even in the U.S. government.

Two things happened to make Americans more afraid. After an investigation, a former State Department official, Alger Hiss, was put on trial. He was accused of being a member of the Communist Party. He was also accused of passing secret State Department papers to the Soviets. In 1950, Hiss was found guilty of lying and was sent to prison. Around the same time, more people were convicted of giving secret information to the Soviets. The information was about how to make atomic bombs.



In this time of suspicion, some people used Americans' fear to their own advantage. One of these people was Republican Senator Joseph McCarthy. McCarthy made news headlines by making shocking charges against people. For example, in 1950, McCarthy said he had a list of 205 communists who worked for the State Department. McCarthy accused General George Marshall, the former Ambassador to China, and other State Department experts of crimes. He said they helped communists take over China's government.

McCarthy was lying about everything, but Americans believed him. Nobody asked him to prove his stories. He never turned over the list of 205 names he claimed to have. However, if he even accused someone of being "soft on communism," then that person's career was ruined. When politicians said McCarthy was lying, people took McCarthy's word over theirs. Accusing people of political disloyalty without having proof became known as McCarthyism.

McCarthy became one of the most powerful men in the United States. His accusations grew crazier and more exaggerated. McCarthy said that even the Army was filled with communists. He started an investigation of the Army.

The Army-McCarthy Hearings were shown on television. Americans watched McCarthy act like a bully during the hearings. He insulted the Army's attorney, Joseph Welch. Finally, Welch had enough of McCarthy's rudeness. He asked McCarthy, "Have you no sense of decency, sir?" and the audience clapped. The country finally saw how mean McCarthy really was.

The Senate spoke against McCarthy's behavior in 1954. McCarthy's influence faded over the next few years.

Name:

Date:

McCARTHYISM

Multiple Choice

Circle the best answer, and write the letter in the box.

1. During the Cold War, Americans were afraid that spies for _____ were everywhere, even in the U.S. government.
- A. the Soviet Union
 - B. Japan
 - C. Germany
 - D. Korea
2. Joseph McCarthy was a _____.
- A. reporter
 - B. governor
 - C. Senator
 - D. Supreme Court justice
3. McCarthy accused State Department experts of helping _____ take over China's government.
- A. Republicans
 - B. communists
 - C. Democrats
 - D. Progressives
4. McCarthy said he had a list of _____ government officials who were communists.
- A. 15
 - B. 25
 - C. 150
 - D. 205
5. The _____ were shown on television.
- A. Army-McCarthy Hearings
 - B. Navy-McCarthy Hearings
 - C. Air Force-McCarthy Hearings
 - D. all of the above

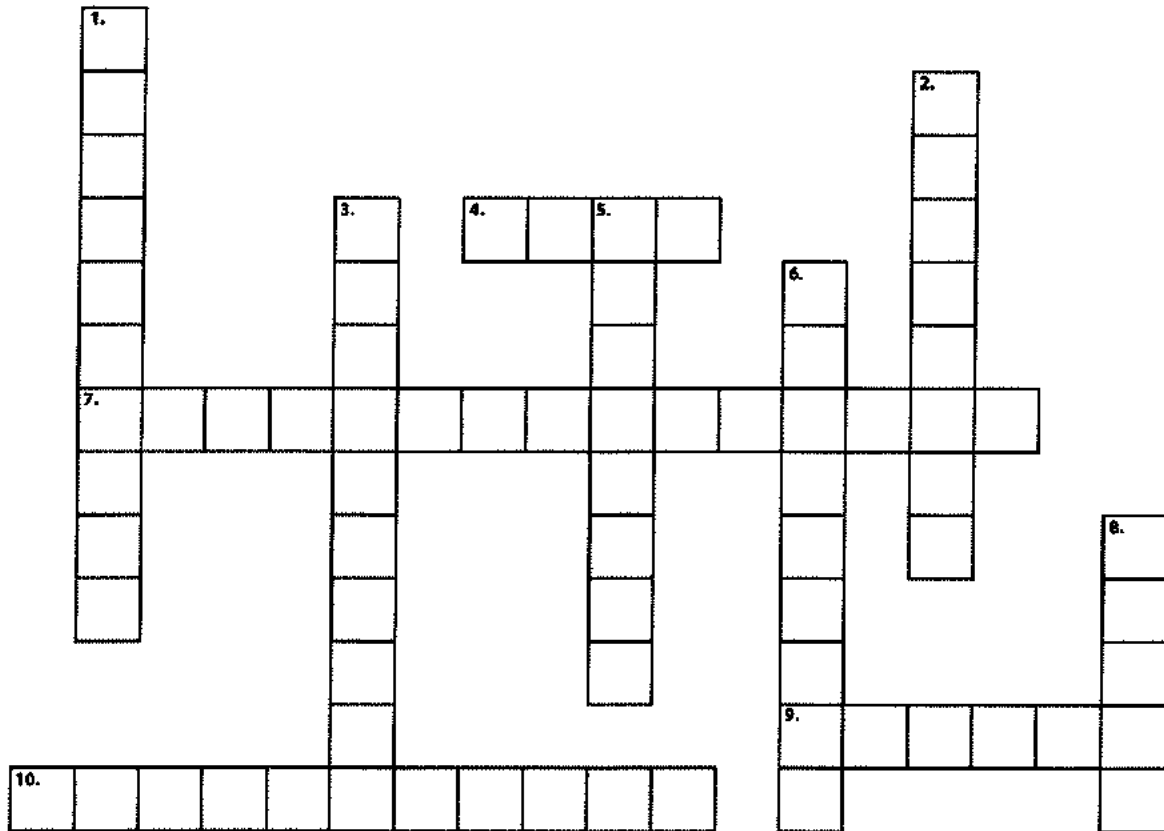
Name:

Date:

McCARTHYISM

Crossword Puzzle

Write the best answer in each blank, and complete the crossword puzzle.



ACROSS

- 4. McCarthy started an investigation of the _____.
- 7. Alger Hiss was accused of passing secret _____ papers to the Soviets.
- 9. The _____ spoke against McCarthy's behavior in 1954.
- 10. Accusing people of political disloyalty without having proof is called _____.

DOWN

- 1. Americans watched on _____ as McCarthy acted like a bully during the Army-McCarthy Hearings.
- 2. During the _____, McCarthy insulted the Army's attorney.
- 3. People were afraid there were spies in the _____.
- 5. _____ used Americans' fear of communism to his own advantage.
- 6. If McCarthy accused someone of being "soft on _____," then that person's career was ruined.
- 8. During the Cold War, Americans were afraid that Soviet _____ were everywhere.

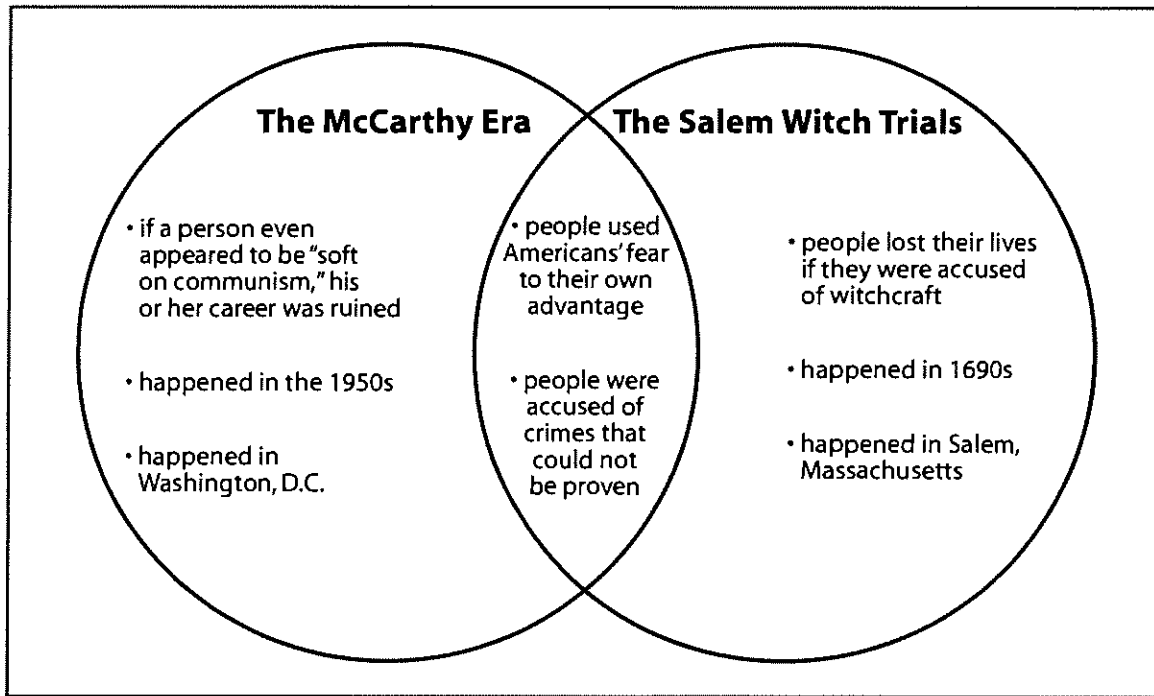
Name:

Date:

McCARTHYISM

Venn Diagram – McCarthyism/The Salem Witch Trials

Actions taken during the era of McCarthyism have been compared to the Salem Witch Trials, which took place in Salem, Massachusetts, in the late 1600s. Use the Venn diagram to answer the following questions. Write the answers in complete sentences.



1. What two things are similar about the McCarthy Era and the Salem Witch Trials?

2. When did the Salem Witch Trials take place?

3. What happened if a person was accused of being "soft on communism"?

Name:

Date:

McCARTHYISM

Extension Activities

Choose one of the following activities to complete. Write the answer in complete sentences.

1. Americans had been afraid of communism for many years. Because of this fear, the U.S. government created a House Committee on Un-American Activities (HUAC). The committee investigated people who might have done "un-American" things. HUAC investigators asked, "Are you now, or have you ever been, a member of the communist party?" Look on the Internet or at the library to find out three facts about HUAC.

2. Look on the Internet or at the library to find out three more facts about Senator Joseph McCarthy.

3. Why do you think people believed the stories Senator McCarthy told? Explain your answer.

Name:

Date:

QUIZ: McCARTHYISM

True/False

Decide if each statement is true or false, and write "true" or "false" in the blank.

- _____ 1. Accusing people of political disloyalty without having proof is called McCarthyism.
- _____ 2. During the Cold War, Americans were afraid that Soviet spies were everywhere.
- _____ 3. Joseph McCarthy was a Soviet spy.
- _____ 4. The Army-McCarthy Hearings were held in private.
- _____ 5. McCarthy said he had a list of 205 government officials who were communists.

Multiple Choice

Circle the best answer, and write the letter in the box.

6. McCarthy started an investigation of the _____.
- A. Army
 - B. Senate
 - C. House of Representatives
 - D. all of the above
7. McCarthy accused members of the _____ of helping communists take over China's government.
- A. Army
 - B. Senate
 - C. State Department
 - D. White House staff

Short Answer

Answer the following question in complete sentences.

8. When did Americans stop believing the lies that McCarthy told?

>

Name _____



Date _____

Solving Equations

Solve each equation.

1. $68 = 30 + t$	2. $112 = z + 57$	3. $97 + w = 112$
4. $f + 98 = 147$	5. $j + 26 = 93$	6. $107 = 25 + s$
7. $103 = b + 87$	8. $58 + m = 143$	9. $x + 8 = 36$
10. $156 = y + 68$	11. $37 + c = 96$	12. $87 = 53 + d$
13. $164 = q + 84$	14. $e + 43 = 134$	15. $138 = 75 + r$
16. $33 + u = 58$	17. $119 = v + 88$	18. $n + 4 = 80$
19. $6 + h = 11$	20. $150 = 67 + k$	21. $p + 15 = 39$
22. $97 = 28 + g$	23. $76 = 22 + a$	24. $z + 31 = 57$
25. $16 + x = 105$	26. $123 = 82 + y$	27. $j + 20 = 40$
28. $93 = p + 21$	29. $69 = 52 + e$	30. $157 = f + 91$
31. $a + 73 = 102$	32. $86 + n = 105$	33. $165 = 94 + b$
34. $68 = 56 + c$	35. $k + 36 = 45$	36. $h + 99 = 169$
37. $105 = 18 + m$	38. $u + 77 = 130$	39. $75 = 38 + d$
40. $w + 29 = 122$	41. $107 = 80 + s$	42. $q + 9 = 60$

AMI WORK
TUESDAY,
APRIL 7TH

Name _____
Thursday, March 26



Sweet Dreams!

By Colleen Messina

What is the perfect way to celebrate surviving the busy holiday season? Some people think that taking a nap is a great way to get back on track in the New Year. A silly, unofficial holiday called the Festival of Sleep on January 3 gives people an excuse to do just that.



We spend a lot of time sleeping during our lifetime. Maybe that is one reason there are so many ways to describe this delightful interlude of doing absolutely nothing. You can take a nap or a snooze or a siesta. You can pass out or doze off.

It seems as though naps can be labeled in unique ways for different kinds of people. Feline fans can take catnaps. Idiom lovers can catch forty winks. No matter what you call it, an interlude of rest can be most helpful.

Most people have strategies for getting better sleep. What helps you sleep well? Do you snuggle up under piles of cozy blankets? Do you have your window open for fresh air? Some people like to drink a cup of chamomile tea before bed. Others take a warm bath or shower. Maybe devoted sleepers can write a manual about how to enjoy this holiday. It could include some very important tips, such as don't go to sleep on your desk so you don't get a stiff neck!

The amount of sleep a person needs to feel great varies. Adults often need between seven and nine hours of sleep a night. Babies usually need twelve to eighteen hours of sleep each day. Some of those hours come from daytime naps. The best way to know how much sleep you need is to pay attention to how you feel. If you sleep eight hours but your face falls into your morning bowl of oatmeal as you nod off, you probably need a little more sleep! Many health professionals believe

that sleep is a powerful tool for achieving good health. Maybe that is why some people call their fantastic frequent forays into Dreamland "power naps."

So, if you are looking for a restful holiday, think about celebrating the Festival of Sleep. The great thing about such a silly holiday is that you can celebrate it any way you want. Sleep lovers could sponsor a Sleeping Beauty pageant, but the contestants wouldn't know who won until the next morning. Sweet dreams!

Sweet Dreams!

Questions

- Which phrase from this reading passage is an idiom?
 - during our lifetime
 - catching forty winks
 - the holiday season
 - take a warm bath or shower
- The phrase "fantastic frequent forays" is an example of a metaphor.
 - true
 - false
- According to the author, what might happen if you try to go to sleep on your desk?
 - You might be smarter when you wake up.
 - You might have a stiff neck.
 - You might have a sore toe.
 - You might be dumber when you wake up.
- What kind of pageant did this reading passage mention that could be sponsored by sleep lovers?

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Biggest and Best?

By Beth Beutler

It was late Friday night. Becky was staying overnight at her friend Meredith's house. She always enjoyed staying there. Meredith was like the sister Becky had never had. They both had older brothers who sometimes were a pain in the neck.



"It's just not fair," Becky whined as she grabbed a handful of popcorn from the bowl she and Meredith had just popped with Meredith's brand new stir popper.

"What's not fair?" Meredith asked.

"My brother always takes the best of everything. He always insists on going first, too."

"You know brothers can be like that. We've talked about this before. Mine always takes the lion's share," Meredith replied.

Becky turned to her friend with a puzzled look. "What do you mean by lion's share?"

"You know...taking the best or the biggest part of anything."

"I've never heard of that," Becky said.

"Really? It's from one of Aesop's fables."

"I must be literarily challenged," Becky said with a laugh. "I don't remember any fables."

"Your mom probably read some to you when you were little," Meredith replied.

"What happened in the story?"

"Four animals, including a lion, go hunting and kill a deer. Depending on how you tell it, they divide the deer among themselves, and the lion takes the most sections."

"Why?"

"It is possibly because the lion is the strongest or scariest of the animals. They don't want to fight him for it."

"So when someone grabs the most or the best, they are taking 'the lion's share' of it?" Becky said.

"Yes."

"So our brothers are doing that. They think they are tough and no one will argue with them over it."

"That's probably right."

"What are we going to do about it?" Becky asked.

"Why do we have to do anything about it?" Meredith asked.

Becky paused. She was surprised by Meredith's question. "Ah, well, wouldn't it be nice if things were fair?"

"Sure, I guess so, but life's not always fair. I don't want to spend the lion's share of my life being unhappy because someone gets more than I get."

Becky looked at her friend in amazement. "That's a very mature attitude!"

"Thanks. Even so, I have a suggestion that will seem unusual but may work to help teach our brothers something valuable," Meredith said.

"What's that?"

"I think we should let them go first. Let them have the most. Even offer it to them."

"Really?"



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"Yes, perhaps if we lead by example, they will be inspired to act differently."

"Interesting. I'll have to think about that," Becky responded.

"Let's try it for the lion's share of the week and see what happens!" Meredith suggested.

Becky laughed. "It's a deal."

Biggest and Best?

Questions

- _____ 1. The concept of "lion's share" can be attributed to an Aesop's fable.
- A. false
 - B. true
- _____ 2. Becky and Meredith both have:
- A. younger brothers
 - B. older sisters
 - C. older brothers
 - D. younger sisters
- _____ 3. Taking the lion's share means _____.
- A. avoiding lying
 - B. taking the biggest or best portion for one's self
 - C. working hard to earn the most
 - D. sharing with other people
- _____ 4. Becky claimed to be _____ challenged.
- A. homemaking
 - B. musically
 - C. language
 - D. literarily

- _____ 5. In the fable, which animal takes the most?

- A. beaver
- B. rabbit
- C. deer
- D. lion

6. Why might this animal have felt it could take the biggest portion?

- _____ 7. According to Meredith, life is not always _____.

- A. fun
- B. easy
- C. fair
- D. difficult

- _____ 8. Meredith suggested that she and Becky relate to their brothers in what way?

- A. ignore them
- B. have a talk with them about their selfishness
- C. allow them to have the first and best things
- D. fight them for the first and best things

- _____ 9. A fable is a story that _____.

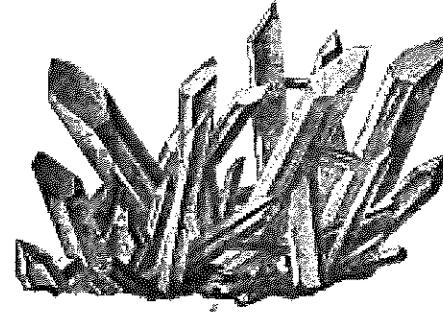
- A. makes you look for clues
- B. reads like a song
- C. teaches a lesson
- D. makes you laugh

Name: _____

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The Geometry of Minerals

Deep inside the Earth's minerals lies a little bit of geometry. Every mineral has a specific crystalline structure. This geometric structure is the result of the careful arrangement of the minerals' atoms, ions, or molecules. It is this specialized geometric structure that helps scientists to categorize the Earth's minerals.



Crystals have an internal structure that contains regular repeating patterns. Although some minerals may have large crystals, many have crystals that can only be seen under a microscope. It is the larger mineral crystals that scientists study to understand the internal geometric structure of crystals. As minerals grow, there may be certain conditions that restrict the growth of large crystals. This is why some minerals form masses of very small crystals. Minerals will form single large crystals when their growth is not affected by outside conditions. These silicate mineral crystals will take on one of six shapes: **isolated tetrahedra**, **ring silicates**, **single-chain silicates**, **double-chain silicates**, **sheet silicates**, and **framework silicates**. Scientists view the crystal shapes of minerals through x-rays. The x-rays pass through the crystal and strike photographic plates. Once this occurs, an image of the crystal structure is produced on the plate. This is how scientists know the geometric patterns of atoms in the crystalline structures.

The crystalline structure of silicate minerals contains four oxygen atoms that are arranged in pyramids with a silicon atom in the center. Scientists call this arrangement a **silicon-oxygen tetrahedra**. For every different type of silicate minerals, there are different combinations of silicon-oxygen tetrahedrons. Each arrangement is different based on the bonds between the oxygen atoms and the other atoms in the tetrahedra. Scientists have noticed that tetrahedra bonds may form between the oxygen and silicon atoms and other neighboring tetrahedra. There may also be bonds between the oxygen atoms and atoms from other elements, which are outside of the tetrahedra. Now let's explore the six types of tetrahedra.

Isolated tetrahedra have no bonds with other silicon or oxygen atoms. Although their name suggests they stand alone, isolated tetrahedra do share bonds. Olivine has an isolated tetrahedra crystalline structure that includes bonds between oxygen atoms and magnesium (Mg) and iron (Fe) atoms. Tetrahedra that form three-, four-, or six-sided rings are called ring silicate tetrahedra. The rings are joined through the sharing of oxygen atoms. These rings are kept together through ionic bonds. Once they are bonded, the rings line up to form channels. These channels have a variety of ions, molecules, and neutral atoms. Beryl and tourmaline minerals have ring silicate crystalline structures.

Single-chain silicate tetrahedra bond with other tetrahedra by sharing oxygen atoms. Double-chain silicate tetrahedra are two single chains that are bonded together. Scientists call single-chain silicate minerals **pyroxenes** and double-chain silicate minerals **amphiboles**.

Name: _____

The last two crystalline structures are sheet silicates and framework silicates. Sheet silicates share their oxygen atoms with other silicate tetrahedra. The sheets are joined together through the bonding of the fourth oxygen atom with aluminum (Al) atom or a magnesium atom. Muscovite and biotite, which are mica minerals, have a sheet silicate structure. The tetrahedra in framework silicates bond with four neighboring tetrahedra. This bonding forms a three-dimensional network. Quartz (SiO₂) is a framework silicate and has only silicon-oxygen tetrahedra. Feldspars are also framework silicates. Their tetrahedra may have aluminum atoms or atoms from other metals. These metals take the place of the silicon atoms.

The crystalline structure of nonsilicate minerals is quite different from silicate minerals. In fact, nonsilicate minerals have a huge variety of crystalline structures. This is due to the diverse chemical compositions that make up these minerals. Their crystalline structures can be in the form of cubes, hexagonal prisms, or irregular shapes. Nonsilicate tetrahedra do not have silicon ions in their center. However, nonsilicate minerals will have similar crystalline structures when they have the same ions in the center of their tetrahedras. Due to this variety, scientists are able to divide nonsilicate minerals into small groups based on their crystalline structures. The crystalline structure of these minerals defines the mineral's characteristics. Simply put, it is the crystal that tells the story of the mineral. If you were to study the crystalline structure of native elements, you would notice that their atoms are very close together. This arrangement is called **closest packing**. For native elements, this means that every metal atom is surrounded by 8 to 12 other metals' atoms. These atoms are positioned extremely close together without disrupting the charges in their atoms' nuclei. Due to this structure, native elements have high densities.

As you can see, the crystalline structure of minerals is very intricate. Their geometric structure is the reason minerals have very specific characteristics.

The Geometry of Minerals

Questions

_____ 1. Scientists use _____ to study the crystalline structure of minerals.

- A. Magnetic resonance imaging (MRI)
- B. X-rays
- C. Microscope
- D. Ultraviolet lights

2. Based on context clues, what does **restrict** mean?

Name: _____

edHelper

3. Isolated tetrahedra do not form bonds with other silicon or oxygen atoms. What can you conclude about the bonds of these tetrahedra?

- _____ 4. _____ tetrahedra have three-, four-, or six-sided structures.

- A. Ring
- B. Framework silicate
- C. Sheet silicate
- D. Isolated

5. Give two examples of minerals that have ring silicate tetrahedra.

6. True/False: Amphiboles are commonly known as single-chain silicates.

- _____ 7. Sheet silicates join together by bonding their _____ atom with aluminum or magnesium atoms.

- A. Fourth oxygen atom
- B. Fourth silicon atom
- C. Third oxygen atom
- D. Third silicon atom

8. Why do minerals rarely form large crystals?

Name _____



Date _____
(Answer ID # 0895525)

Main Idea

Read the paragraph and then select the main idea for the paragraph.

1. Melody and Jessica lay on the cool grass. It was just before Easter. Spring had arrived. Birds were singing. The flowers were blooming around them, and the grass tickled their bare feet. However, they were paying more attention to the sky. They were looking at clouds and pretending they were pictures.

The main idea in this passage is:

- A Melody and Jessica were cold.
- B Melody and Jessica were looking at clouds and pretending they were pictures.
- C Grass tickled their feet.
- D Birds were singing.

2. Grandma Susie has a compost bin. She throws all sorts of scraps in it. I asked Grandma what her compost bin is for. She said a compost bin provides a way to create rich dirt to help her plants and garden. Grandma Susie explained that over time, her leftover vegetables, pieces of plants, grass clippings, and egg shells break down into new dirt. The dirt contains nutrients that help other plants grow.

The main idea in this passage is:

- A A compost bin helps create healthy dirt for gardens.
- B A compost bin is a place for scraps.
- C The dirt contains nutrients that help other plants grow.
- D Grandma Susie has a compost bin.

3. Jon held the ball in his hands. He bounced it slowly on the ground. Once. Twice. He crouched low and then jumped. The ball flew into the air. Up, up, up, it went. Then down, down, down, into the basket. "Yes!" he yelled. "Nothing but net!"

The main idea in this passage is:

- A How to throw a basketball.
- B Jon liked basketball.
- C Jon could jump.
- D Jon makes a basket.

4. The Hawaiian alphabet has only twelve letters. They are A, E, H, I, K, L, M, N, O, P, U, and W. That is all five of our vowels but only seven consonants! The people of Hawaii mainly speak English now, but they still know and use some Hawaiian words.

The main idea in this passage is:

- A Hawaiians need their alphabet to learn Hawaiian words.
- B The people of Hawaii mainly speak English.
- C The Hawaiian alphabet includes five vowels.
- D The Hawaiian alphabet has only twelve letters.

LESSON
4

Short-Term and Long-Term Goals

Some jobs don't really lead anywhere. They pay your bills, but they aren't the first step on a *career path*. Other jobs are much more challenging. They offer lots of opportunity to learn so you can move up in the world.



Sam has a job that he enjoys most of the time. He's a cab driver. He knows his job will never change much—no matter how many years he does it. In ten years, he'll still be driving people home from the bus station and taking tourists to restaurants. He'll still be driving senior citizens to the market. But he doesn't mind. He likes driving and meeting people.

Sam's goal is simply to make a living. He isn't eager to learn new things or develop new skills. He has a salary and tips, but he won't be able to advance. He isn't moving toward a higher paid position that has more interesting responsibilities.



Erin just loves working with young children. She gets a job working as an assistant at a big preschool. For four hours a day, she helps the teacher. In the afternoons, she goes to college. One night a week, she also takes a night class. Her long-term goal is to be a kindergarten teacher. Erin knows that it will take a lot of time and patience to achieve her goal. But she is steadily gaining both

education and experience. For now, she enjoys planning for the future. One day, she may even teach other people how to work with children. So Erin's current job is an important step toward her long-term goal. She looks forward to working her way up in the world.



Even as a child, P.J. was fascinated by the restaurant business. Whenever he got a chance, he liked to taste different dishes and see what was going on in the kitchen.

When he graduated from high school, his short-term goal was to earn enough money to move out on his own. So he got a job as a waiter in a small, medium-priced restaurant. After six months, he became a waiter in a nicer restaurant. He also started to attend cooking school. Now his long-term goal is to become a master chef. (A master chef creates the restaurant's menu and supervises everything that has to do with cooking and presenting the food. He or she has strong skills and can create wonderful dishes of many kinds.) P.J. is enjoying the whole restaurant scene. For now, he watches, listens, and learns while he earns.

► **Thinking It Over**

1. Short-term goals
 - a. can take the place of long-term goals.
 - b. make sense for older people.
 - c. help you gain experience.
2. Setting long-term goals is
 - a. appropriate for everyone.
 - b. for college graduates only.
 - c. usually a waste of time.
3. If you want to prepare yourself for a higher position, you should
 - a. forget about short-term goals.
 - b. set long-term goals.
 - c. move to a big city.

► **Key Vocabulary:** Draw a line to match *synonyms* (words with the same meaning).

- | | |
|---------------------|-------------|
| 1. <i>current</i> | a. taxi |
| 2. <i>cab</i> | b. aide |
| 3. <i>assistant</i> | c. wages |
| 4. <i>salary</i> | d. visitors |
| 5. <i>tourists</i> | e. present |

► **Comparing**

1. Which person was going to school to advance his career—Sam or P.J.?

2. Which person has a vision of a better future—Erin or Sam?

3. Which person has a salary and tips as well as plans for advancement—P.J. or Sam?

► **Everyday Math**

1. On his first job, P.J. made about \$250 in tips each week. On his next job, he made about \$600 in tips in a week. In four weeks, how much more was P.J. making in tips than he made on his first job?
\$ _____
2. Tuition at cooking school cost P.J. \$875 a month. After he paid for school, how much did he have left over from four weeks of tip money?
\$ _____

► **On Your Own**

List three of your short-term goals.

1. _____
2. _____
3. _____

Now list two of your long-term goals and explain your plan for achieving them.

1. _____

2. _____

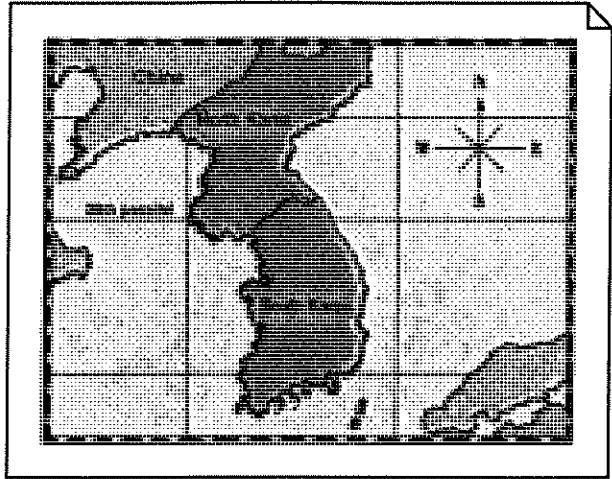
Name:

Date:

THE KOREAN WAR

Japan ruled Korea from 1910 until 1945. After World War II, Korea was freed from Japanese control and divided into two zones. The 38th parallel of north latitude was the border between the two zones. The Soviet Union occupied North Korea, and the United States occupied South Korea. The plan was to have both sides come together again with national elections.

The Cold War changed everything. Because of tension between the United States and the Soviet Union, it became impossible to peacefully reunite Korea. By 1949, Soviet and American troops had left Korea, but the country stayed divided. The two sides threatened to attack each other.



In 1950, the North Korean army invaded South Korea. American leaders quickly decided that the United States needed to step in. North Korea is a communist nation, and American leaders did not want communism to spread. In June 1950, President Harry S. Truman sent troops and weapons to help South Korea. Truman asked the United Nations (UN) to help push the North Korean army out of South Korea. The UN is an organization of countries created to promote world peace and cooperation. The UN army was mostly made up of Americans and South Koreans.

General Douglas MacArthur of the United States led the UN army. It pushed the North Korean army out of South Korea. Instead of stopping there, though, General MacArthur got permission from President Truman to invade North Korea. The UN troops moved north and got too close to the border between North Korea and China. China entered the war.

Americans became unsure of what the goal was in Korea. The UN troops had been sent to stop the spread of communism, so why did the troops keep going after they had pushed the North Korean army out of South Korea? Americans did not want to enter a war with China.

Dwight D. Eisenhower was elected President in 1952. He went to Korea to see what was happening there. During his visit, he saw that there was no way to win the war. There was no point in fighting anymore.

An armistice agreement was signed in July 1953. The agreement said there would be a 2.5-mile-wide buffer zone across Korea. There could be no troops or weapons in this demilitarized zone. The agreement ended the fighting, but North Korea and South Korea never signed a final peace treaty. Today, soldiers still face each other across the demilitarized zone.

Name:

Date:

THE KOREAN WAR

Multiple Choice

Circle the best answer, and write the letter in the box.

1. After World War II, the Soviet Union occupied _____.

- A. North Korea
- B. South Korea
- C. East Korea
- D. West Korea

2. In _____, the North Korean army invaded South Korea.

- A. 1900
- B. 1950
- C. 1975
- D. 2000

3. The UN army was mostly made up of South Koreans and _____.

- A. Chinese
- B. North Koreans
- C. Americans
- D. all of the above

4. President _____ went to Korea to see what was happening and decided to stop the fighting.

- A. Truman
- B. Hoover
- C. Roosevelt
- D. Eisenhower

5. North and South Korea never _____.

- A. stopped fighting
- B. agreed to a 2.5-mile-wide buffer zone across Korea
- C. signed a final peace treaty
- D. none of the above

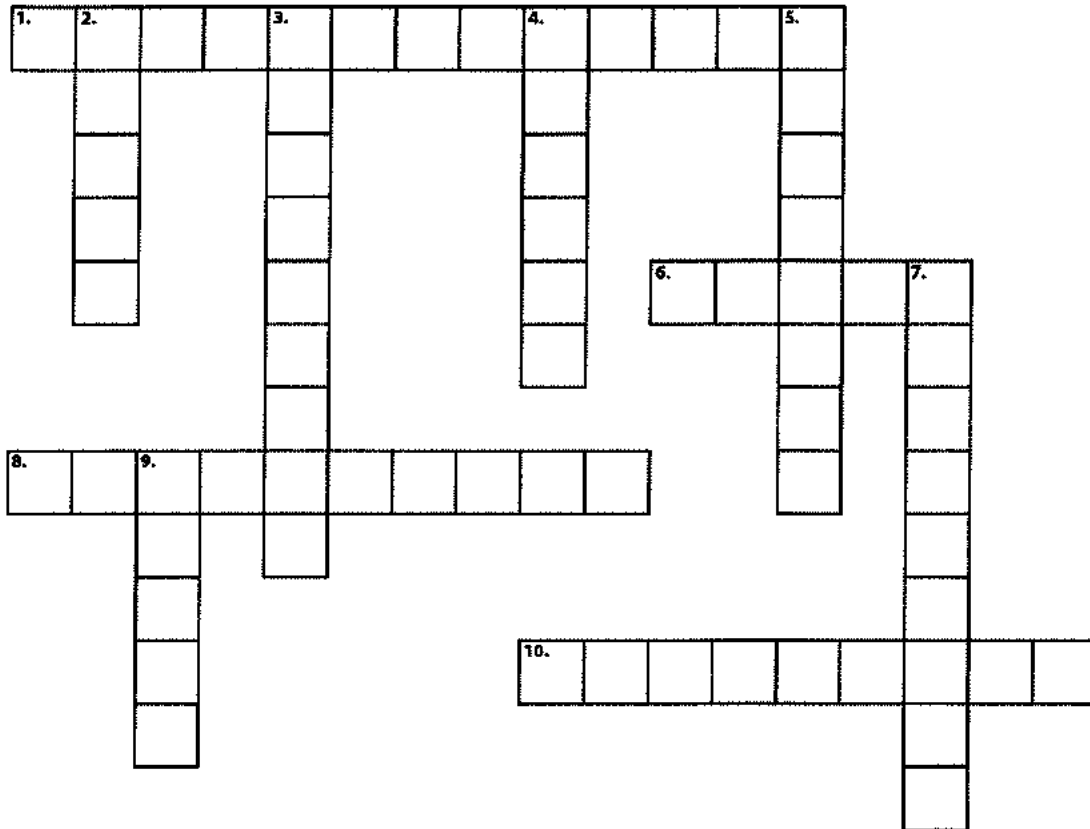
Name:

Date:

THE KOREAN WAR

Crossword Puzzle

Write the best answer in each blank, and complete the crossword puzzle.



ACROSS

- 1. The _____ is an organization of countries created to promote world peace and cooperation.
- 6. The UN troops got too close to the border between North Korea and _____, so China entered the war.
- 8. _____ was elected President in 1952.
- 10. Americans helped South Korea because the United States did not want _____ to spread.

DOWN

- 2. _____ Korea has a communist government.
- 3. The original plan was to have North and South Korea come together again with national _____.
- 4. UN _____ were sent to stop the spread of communism.
- 5. Today, _____ still face each other across the demilitarized zone.
- 7. A/an _____ agreement says there can be no troops or weapons in the demilitarized zone.
- 9. After World War II, the United States occupied _____ Korea.

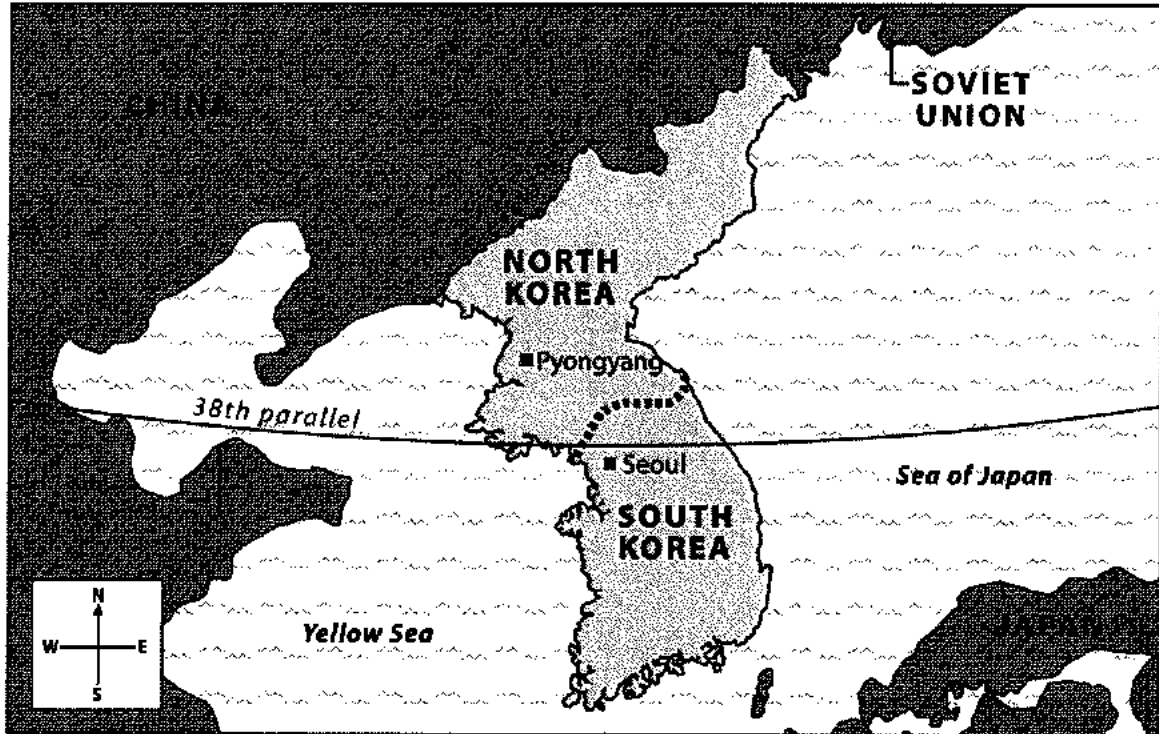
Name:

Date:

THE KOREAN WAR

Map – North and South Korea

Use the map to answer the following questions. Write the answers in complete sentences.



1. How does North Korea's location make it seem more likely than South Korea to be a communist nation?

2. What river separates China from North Korea?

3. What boundary separates North Korea from South Korea?

Name:

Date:

THE KOREAN WAR

Extension Activities

Choose one of the following activities to complete. Write the answer in complete sentences.

1. General Douglas MacArthur was removed from command of the UN army in Korea. Look on the Internet or at the library to find out why he was removed from command.

2. Look on the Internet or at the library to find out three facts about today's North Korea.

3. What do you think would happen if either North Korea or South Korea crossed the demilitarized zone? Explain your answer.

Name:

Date:

QUIZ: THE KOREAN WAR

True/False

Decide if each statement is true or false, and write "true" or "false" in the blank.

- _____ 1. The United Nations is an organization created to promote world peace and cooperation.
- _____ 2. South Korea had a communist government.
- _____ 3. UN troops were sent to help North and South Korea come together again.
- _____ 4. North Korea fought against China in the Korean War.
- _____ 5. North and South Korea never signed a final peace treaty.

Multiple Choice

Circle the best answer, and write the letter in the box.

6. The United States helped _____ in the Korean War.
- A. North Korea
 - B. South Korea
 - C. China
 - D. Vietnam

7. After _____, the Soviet Union occupied North Korea.
- A. the Spanish-American War
 - B. the Great Depression
 - C. World War I
 - D. World War II

Short Answer

Answer the following question in complete sentences.

8. What is located at the 38th parallel of north latitude?

>

Name _____



Date _____

Addition

Complete.

<p>1. Nicholas wanted to play baseball with his friends. Since it was rainy and damp outside, they decided to play a video game instead. Nicholas' final score was three hundred twenty-five points. Aaron's final score was six hundred forty points. Jose was the winner with a final score of one thousand, one hundred twenty-six points. How many points did they make in all?</p>	<p>2. Luis needs to attend a conference in Beijing, China. His flight will leave from New York at 10:27 a.m. on June 10th and will arrive Beijing at 5:35 p.m. on June 11th. Luis' flight will make a stop in Tokyo for 1 hour and 52 minutes. Beijing is in a time zone twelve hours ahead of New York. What is the total flight time, including the connected service in Tokyo?</p>
<p>3. Summer days are long in Australia. If there is three times more daylight than night, how many daylight hours are there?</p>	<p>4. Señor DeLeon spends his days fishing in the Gulf of Mexico, north of the Yucatan Peninsula. He went fishing on Monday and Tuesday. On Tuesday he caught nine more fish than the number of fish he caught on Monday. If he caught a total of thirty-seven fish, how many fish did he catch on Monday?</p>
<p>5. Elizabeth wanted to keep her poinsettia plants and have them bloom again next Christmas. She read the instructions for caring for a poinsettia during the rest of the year and found that she had to plant them outside for part of the time. She made a flowerbed for them. The bed was 3 feet 10 inches wide and 5 feet 2 inches long. What was the perimeter of Elizabeth's flowerbed?</p>	<p>6. During Game and Puzzle Week, the eight students at Gamestown High School participated in a Mancala tournament. Mancala is a game for two players that evolved from an ancient African game. If this is a single elimination tournament (once a player has lost he or she doesn't get to play again), how many games of Mancala will be played before a champion is declared. (Assume that there are no tie games.)</p>

**AMI WORK
WEDNESDAY,
APRIL 8TH**

Name _____
Monday, March 23

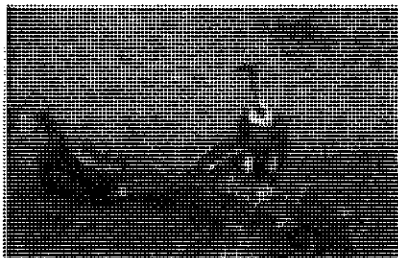


Parts of the Food Chain: Scavengers and Decomposers

By Erin Horner

Scavengers and decomposers are important links in the food chain.

They are like nature's trash trucks; they take care of the waste. No energy is ever wasted. When an animal dies, its body still contains energy. Scavengers and decomposers help to make the most of that leftover energy. Let's look at an example. A turkey vulture is a scavenger. It eats carrion, or dead animals. When searching for food, the vulture uses his strong sense of smell. To this large bird, the smell of a rotting animal is like the ringing of a dinner bell. He swoops in and begins to feast. As he consumes the rotting (and stinky!) meal, he ingests the energy that was stored in the dead animal.



Soon, another link in the food chain will step in as well -- the decomposers. Some insects are decomposers. They continue to break down the dead animal's remains. Flies, for example, lay their eggs in the rotting flesh. When their larvae hatch, the maggots will eat their way through the animal, consuming its energy. Bacteria and fungi are also decomposers. Like the insects, they continue to break down the animal's remains until there is nothing left. They return the nutrients to the soil where they can nourish producers that will be eaten by consumers.

Scavengers and decomposers play vital roles in the food chain. Thankfully, they don't mind stinky, smelly, and rotting food. If they didn't consume the leftovers, just imagine how stinky and smelly our world would be!

Parts of the Food Chain: Scavengers and Decomposers

Questions

1. There are many decomposers in the food chain. Name one.

- _____ 2. The author probably wrote this article to _____.
- A. describe a turkey vulture's sense of smell
 - B. persuade you to not kill flies
 - C. inform you about scavengers' and decomposers' roles in the food chain
 - D. express personal feelings about rotting animals
- _____ 3. Which of the following is an opinion?
- A. Flies and maggots are disgusting.
 - B. Flies lay eggs in rotting animals.
 - C. Rotting animals are food for some animals.
 - D. Turkey vultures are scavengers.
- _____ 4. Which figurative language technique is being used in the following quote from the story? "To this large bird, the smell of a rotting animal is like the ringing of a dinner bell."
- A. simile
 - B. onomatopoeia
 - C. hyperbole
 - D. metaphor

Name _____
Tuesday, March 24



Volcano!

By Kathleen W. Redman

In the state of Washington, there was once a beautiful place called Spirit Lake. Many people came to vacation at this beautiful blue lake. People could go camping and boating at the lake. There were Girl Scout and Boy Scout camps at the lake. Many people had built vacation cabins there. It was a beautiful lake with a big mountain not far away. This mountain is called Mount St. Helens.



Mount St. Helens sits to the south of Spirit Lake. It is a beautiful mountain that people at the lake liked to see from their cabins. It was pretty, but Mount St. Helens was actually hiding a big secret. Just underneath the surface of the mountain was magma (melted rock) and boiling water that were just dying to get out.

The mountain started to erupt steam in early 1980. A series of earthquakes around the mountain led scientists to believe that something bad was about to happen. The magma and boiling water got closer to the surface. All this activity under the mountain weakened its north side. Scientists knew the mountain would likely erupt, but they didn't know precisely when.

The question was answered on May 18, 1980. At 8:32 a.m., an earthquake caused the north side of the mountain to fall away. It was one of the largest landslides in history. The slide traveled up to 155 miles per hour across a part of Spirit Lake. It dumped dirt, rocks, and thousands of trees along a seventeen-mile stretch. All the debris raised the water in Spirit Lake by two hundred feet. It also dumped thousands of trees there that still float around in the lake today.

When the north slope slid off, steam, lava, and ash erupted from the mountain. This initial blast of lava and rocks traveled out of the mountain at up to 670 miles per hour. The heat, gases, and debris from the blast killed 57 people that day. It also caused damage as far as 19 miles away.

The blast was a huge explosion of ash and volcanic rock that rose to 12 miles in the air within ten minutes. This ash was carried by the wind and fell over eleven other states. The eruption was the most deadly and destructive volcanic eruption in the country's history.

The day after the eruption, the water in Spirit Lake was the temperature of a hot bath! Nothing was left alive in the lake. Today, Spirit Lake is log-covered and filled with toxic water and mud. Thanks to Mount St. Helens, it's not the vacation place it used to be. The area is off-limits to tourists. It is being preserved for scientific study. Little by little, though, Spirit Lake is getting better. One day it might welcome thousands of visitors again!

Volcano!

Questions

1. What was the cause of the toxic water and mud in Spirit Lake?
 - A. black snow
 - B. acid rain
 - C. terrorism
 - D. the eruption of Mount St. Helens
2. In paragraph 2, the phrase "lava and boiling water that were just dying to get out" is an example of what kind of figurative language?
 - A. simile
 - B. metaphor
 - C. idiom
 - D. alliteration
3. In what state is Mount St. Helens located?
 - A. Oregon
 - B. Nevada
 - C. California
 - D. Washington

Name _____
Tuesday, March 24



_____ 4. Which of these lakes is near Mount St. Helens?

- A. Lake Superior
- B. Spirit Lake
- C. Loch Ness
- D. Lake Victoria

5. What made scientists think something bad was about to happen at Mount St. Helens?

6. Describe the water temperature in Spirit Lake the day after the volcano erupted.

_____ 7. In what year did Mount St. Helens erupt?

- A. 1980
- B. 2000
- C. 1991
- D. 2010

_____ 8. The ash fell over _____ states, not counting Washington.

- A. ten
- B. eleven
- C. thirteen
- D. fifteen

Name _____



Date _____ (Answer ID # 0252207)

Read the sentence. Pick the choice that uses the underlined word in the same way as in the original sentence.

<p>1. All people should be treated with respect, regardless of their <u>race</u>.</p> <p><input type="radio"/> A The <u>race</u> for governor is getting exciting.</p> <p><input type="radio"/> B She was unsure of which box to check when asked for her <u>race</u>.</p> <p><input type="radio"/> C The presidential <u>race</u> ends with an election.</p>	<p>2. That dog has quite a loud <u>bark</u> for such a tiny creature!</p> <p><input type="radio"/> A My dog's <u>bark</u> is worse than his bite.</p> <p><input type="radio"/> B The <u>bark</u> of the tree appeared to be peeling.</p> <p><input type="radio"/> C When James was nervous, he liked to stand by his favorite tree, touch its <u>bark</u>, and just think.</p>
<p>3. The children eagerly received the <u>mail</u> from the postman, hoping Daddy's letter had arrived.</p> <p><input type="radio"/> A Hundreds of years ago, a soldier would wear a <u>mail</u>, or a flexible body armor made of small rings.</p> <p><input type="radio"/> B The centurion wore his <u>mail</u> over his chest in order to protect himself.</p> <p><input type="radio"/> C Before we could put it out for the <u>mail</u>, we made sure the stamps were on the envelopes.</p>	<p>4. He had an unruly <u>shock</u> of black hair.</p> <p><input type="radio"/> A The students were <u>shocked</u> by the pop quiz.</p> <p><input type="radio"/> B Mary received a <u>shock</u> when we arrived unannounced at her house.</p> <p><input type="radio"/> C A messy <u>shock</u> of hair covered his eyes.</p>
<p>5. The teacher used <u>paste</u> to join the pieces of construction paper.</p> <p><input type="radio"/> A The <u>paste</u> for the artificial gem was a lead-containing glass.</p> <p><input type="radio"/> B Samantha used <u>paste</u> to glue her picture in the scrapbook.</p> <p><input type="radio"/> C The <u>paste</u> used in making the artificial sapphire was quite hard.</p>	<p>6. The <u>stroke</u> left her paralyzed on the right side of her body.</p> <p><input type="radio"/> A The little girl <u>stroked</u> her doll's hair.</p> <p><input type="radio"/> B Matt <u>stroked</u> his dog's back to calm him down.</p> <p><input type="radio"/> C The man had a <u>stroke</u> and was incapable of walking.</p>
<p>7. Mary's <u>scar</u> faded over time.</p> <p><input type="radio"/> A His unusual <u>scar</u> became a topic of discussion.</p> <p><input type="radio"/> B The accident <u>scarred</u> Julie's arm.</p> <p><input type="radio"/> C The strip mall <u>scarred</u> the beautiful landscape.</p>	<p>8. The <u>rook</u> sat in the tree.</p> <p><input type="radio"/> A A flock of <u>rooks</u> flew past and blocked out the sun.</p> <p><input type="radio"/> B Brian taught Kim how to effectively use her <u>rooks</u> to win the match.</p> <p><input type="radio"/> C Bob moved his <u>rook</u> to put Joy's king in check.</p>

Name: _____

edHelper

Mapping Rocks and Soil

If the Earth's surface changes, you can bet a cartographer will be there to map it. History tells us that maps are used mostly for navigation. However, scientists have found ways to incorporate maps into their studies about the Earth's rock formations and soil composition.

Geologic maps and **soil maps** are two types of maps used by scientists to study our planet's surface. Geologic maps show where different types of rocks or **geologic units** are located. Cartographers first design a **base map** of the area that is being studied. This map includes the topography or land features of the area so that it is easily identified. The base map is usually printed in light colors or gray lines. The actual geologic map is placed on top of the base map. Geologic units are classified according to age and type. Rocks of similar ages are labeled with shades of the same color group. There is also a code that helps scientists to recognize the age and type of geologic unit. The code usually begins with a capital letter with one or more lowercase letters that follow. The capital letter stands for the age of the rock in geologic periods, and the lowercase letters tell what type of rock is in that area.



In addition to rocks, geologic maps also show special land formations and symbols. **Contact lines** are drawn to show where two geologic units meet or **contact**. When scientists classify contacts, they are labeled as either **depositional contacts** or **faults**. Depositional contacts are rock layers that form on top of one another. You always hear about faults when scientists report about earthquakes. Rocks that move past each other are called faults. Geologic maps also include symbols for rock beds which indicate the direction and the angle of the bed. **Strike** symbols represent the direction of the rock bed. **Dip** symbols give the angle of tilt for the rock bed.

Soil maps, which are produced by the **National Resources Conservation Service (NRCS)**, help scientists catalogue the composition of soil in different areas. More specifically, these maps are used to classify, describe, and map soils around the planet. The NRCS is managed by the **United States Department of Agriculture (USDA)**. Scientists collect their information about soil composition from soil surveys. In a soil survey, the geologist will write **text** about the area's topography, geology, and climate. The scientists will also design tables to present information about the types and volumes of soil in that area. Once the information is collected, scientists will produce two types of soil maps. One map is a very general version that shows only the approximate location of the soil types in the area. The other map includes more specific and detailed information about the soil composition in that area.

Once these maps are produced, farmers and others in the agricultural industry use them to study the properties of the soil in their area. Soil maps are usually produced for counties within states. These maps have helped the agricultural and land management industries in their quest to conserve soil, and to responsibly design future projects that help to continue their conservation efforts.

Name: _____

edHelper

Mapping Rocks and Soil

Questions

1. What is the main idea of this article?

2. Compare geologic maps and soil maps.

3. What is the purpose of the text portion of a soil map?

4. You are the owner of a large construction company. You are interested in building a new housing community in the area of Centerville, Anytown. Explain why you should review a soil map of the area before you begin construction.

5. Government agencies also use soil maps. Why would a government agency be interested in using soil maps produced by the NRCS?

_____ 6. Depositional contacts are rocks that _____.

- A. Form in layers on top of each other
- B. Move past each other
- C. Form under the mid-ocean ridges
- D. Move towards each other

_____ 7. Geologic maps are placed on top of _____.

- A. Map projections
- B. Side maps
- C. Base maps
- D. Topographic maps

Name: _____

edHelper

- _____ 8. Dip symbols on geologic maps show the direction rock beds run in an area.
- A. True
 - B. False

LESSON
2

Agencies: Private and State

Mario couldn't find a good job in the classified ads, so he looked up "Employment Agencies" in the yellow pages. He was surprised at how many there were! Several agencies specialized in listing full-time professional, financial, or administrative jobs. Another agency focused on construction and manual labor. But a few agencies featured temporary jobs, which is what Mario wanted. Some of these temporary assignments even provided benefits such as health plans and vacations.

So, Mario went job hunting at a temporary agency. He thought he might have to pay a fee to use their services. But it turned out that employers of various companies paid the agency to find dependable workers for them.

First, Mario was thoroughly evaluated. His interview with the agency staff worker included an aptitude test and a personal history check. After discussing the results, Mario and the staff worker agreed that he would be best at office tasks. One of the forms he filled out became his résumé. (A *résumé* is a brief, written account of personal, educational, and professional information.) The next day, Mario was hired after his first job interview! Now he would be working in the mailroom of a nearby high-tech firm.

Mario's neighbor, Susan, got job help from the state Department of Employment Development. The EDD, as it was called, offered a huge

<p>JOB FINDERS</p> <p>Never a fee to our applicants! PLACEMENTS AVAILABLE IN THE FOLLOWING FIELDS:</p> <ul style="list-style-type: none"> •Accounting •Assembly •Clerical •Construction •Data Entry •Industrial •Medical •Office Work •and many more! <p>1111 8th St. 555-0303 420 Carson Dr. 555-0202 340 Walker. 555-0101</p> <p>Serving our Clients since 1972</p> <p>www.jobfinders.com</p> <p>Johnson's Employment Services 1700 Old County Road 555-3222 Landmark Personnel 321 Airport Blvd. 555-2333 Larson Accountemps 18 Numbers Road 555-1234</p>	<p>The Office Professionals 16 Harker Lane 555-4321 Particular Personnel 654 Orderly Way 555-9876 Placements 'R' Us 35 Success Ave 555-8243 Rapid Workforce 82 Speedy Way 555-9456 SOS Staffing Services 911 Helper Ave. 555-9111</p>
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list of jobs and job descriptions on the Internet. Free to the public, the job search program was available at career centers all around the state. At these centers, users could search for local, state, or national jobs. The program also offered easy-to-use electronic résumé forms. Making a résumé was as simple as answering the questions the computer asked.

Susan was able to make an instant document about her work experience and interests. Then, if she found a good listing, the computer could instantly e-mail her new résumé to that employer.

Job-seekers who lived miles from an EDD career center were helped to find jobs, too. They could use their own computers—or the ones at their local library—to connect with the job listings.

► **Thinking It Over:** Write T for *true* or F for *false*.

1. ____ Employment agencies are listed in the yellow pages of the phone book.
2. ____ The last place to look for a job is the classified ads.
3. ____ Employment agencies have listings for part-time jobs.
4. ____ State-supported employment offices help people find work.
5. ____ Computers in public libraries can be used to do job searches.
6. ____ State employment departments charge job-seekers high fees.

► **Key Vocabulary**

1. To *evaluate* someone for a job is to
 - a. judge whether the person is able and willing to do the job.
 - b. recommend the person to an employer.
 - c. elevate the person to a higher position.
2. A *résumé* is a
 - a. type of receptionist.
 - b. written account of personal, educational, and professional information.
 - c. complete account of your family history.
3. Typical *job benefits* are
 - a. health plans and vacations.
 - b. tests and interviews.
 - c. free lunches.

► **Recalling Details**

1. Some employment agencies focus on jobs
 - a. that are done only at night.
 - b. involving construction and manual labor.
 - c. that offer work experience but no salary.
2. An interview at an employment agency will
 - a. take a week or even longer.
 - b. help the staff worker find out what type of work a person is suited for.
 - c. be a lot like a history test.
3. Your personal history includes information about your
 - a. height and weight.
 - b. education and work experience.
 - c. brothers and sisters.

► **Everyday Math**

Jonah was certified as a lifeguard. There were two lifeguard jobs available at the city swimming pool. A lifeguard was needed from 1 to 6 P.M., five days a week. A swimming teacher was also needed to teach from 9 to 11 A.M. three days a week and 2 to 4 P.M. two afternoons a week. Which position offers the most hours—teacher or lifeguard?

How many more? _____ hours

► **On Your Own**

What's the most important thing you'd want an employment agency to know about you?

Name:

Date:

THE CUBAN MISSILE CRISIS

On October 16, 1962, President John F. Kennedy learned that Soviet missiles were being set up in Cuba. Cuba is an island 90 miles from Florida. The missiles would be close enough to carry nuclear weapons to U.S. cities. Also, Cuba, which was under communist leader Fidel Castro, was not friendly with the United States. Kennedy felt the United States must take action.

For six days, Kennedy and a group of advisors talked about what to do. An attack on the Soviet bases in Cuba might start a nuclear war. If the United States did nothing, a war might start anyway. Kennedy came up with a plan to blockade Cuba. U.S. Navy ships would stop all ships coming to Cuba and search them for weapons. The Navy would not let any weapons enter Cuba.

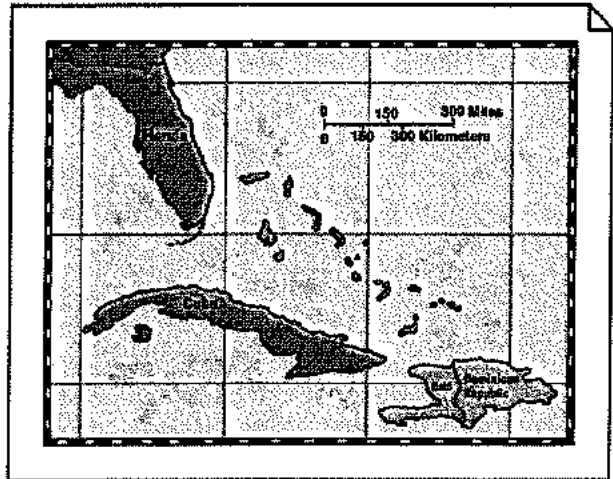
Kennedy went on television to tell Americans about the missiles. He said that the United States would blockade Cuba. Kennedy said the Soviets had to take away the missiles that were already there. If they did not, then the United States would take more action. The U.S. military got ready to invade Cuba.

The world waited to see what would happen. Would Soviet ships respect the blockade, or would there be a fight at sea? Several days passed, and then some Soviet ships approached the blockade. The two sides did not fight.

The leader of the Soviet Union, Nikita Khrushchev, sent a letter offering a deal. He said if the United States promised not to invade Cuba, then the missiles would be taken away. Then, he sent a second letter. Khrushchev wanted the United States to take away nuclear missiles that it had in Turkey.

Kennedy did not want Americans to think he was being pushed around by the Soviets. His brother, Robert Kennedy, was the Attorney General and the President's most trusted advisor. Robert Kennedy suggested that the President tell Americans the Soviets were removing the missiles from Cuba. Robert Kennedy also suggested, though, that the President tell only Khrushchev that the United States would take the nuclear weapons out of Turkey. Then, the President would not look like he was backing down.

Kennedy gave his public message. He promised not to invade Cuba as long as the missiles were removed. The Soviets accepted his offer, and the crisis was over. The Cuban missile crisis was the peak of the Cold War. Both the United States and the Soviet Union realized how close to war they had come. No matter what their differences, neither side seemed willing to let a nuclear war break out.



Name:

Date:

THE CUBAN MISSILE CRISIS

Multiple Choice

Circle the best answer, and write the letter in the box.

1. Cuba is an island _____ miles away from Florida.

- A. 50
- B. 90
- C. 200
- D. 2,000

2. President Kennedy learned that _____ missiles were being set up in Cuba.

- A. Soviet
- B. German
- C. Chinese
- D. North Korean

3. The United States decided to _____ Cuba.

- A. bomb
- B. invade
- C. blockade
- D. all of the above

4. _____ was President Kennedy's most trusted advisor.

- A. Fidel Castro
- B. Nikita Khrushchev
- C. Dwight Eisenhower
- D. Robert Kennedy

5. The Cuban missile crisis was the peak of _____.

- A. the Cold War
- B. the Korean War
- C. the Vietnam War
- D. World War II

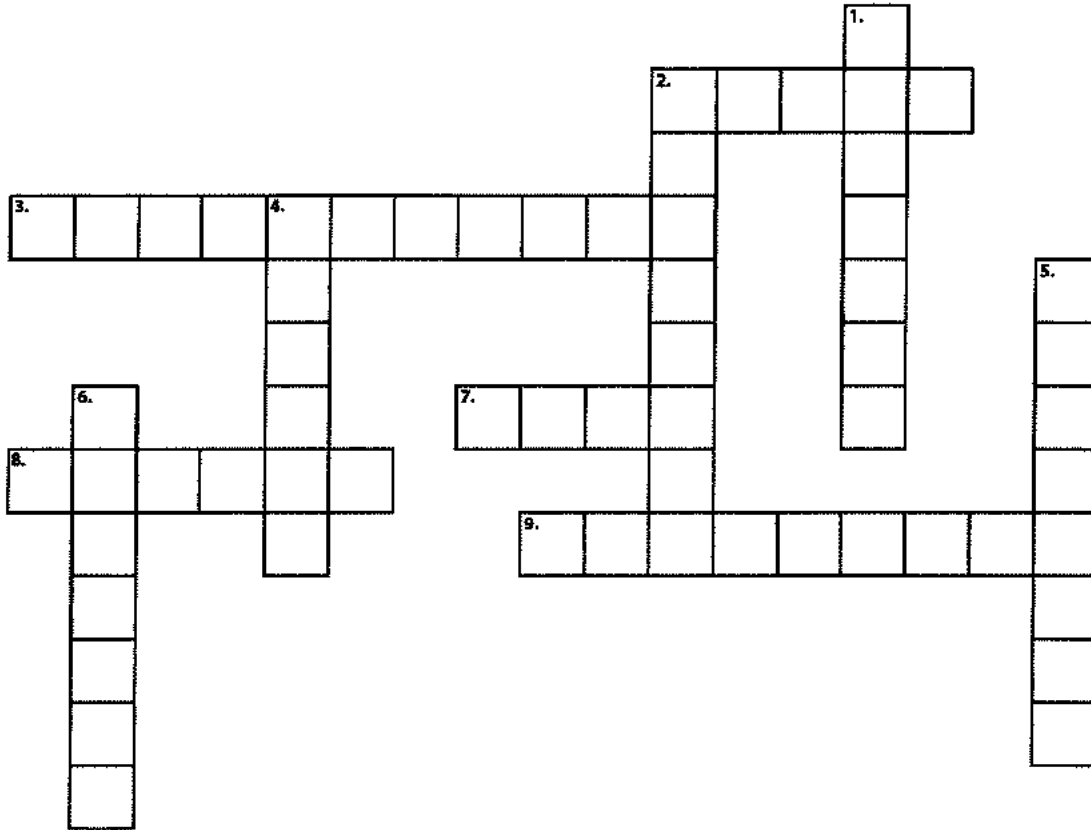
Name:

Date:

THE CUBAN MISSILE CRISIS

Crossword Puzzle

Write the best answer in each blank, and complete the crossword puzzle.



ACROSS

- 2. If the United States attacked the Soviet _____ in Cuba, a nuclear war might start.
- 3. Under communist leader _____, Cuba was not friendly with the United States.
- 7. President Kennedy publicly promised not to invade _____ if the missiles were removed.
- 8. The United States had nuclear missiles in _____.
- 9. Robert Kennedy suggested that the _____ secretly agree to take the weapons out of Turkey.

DOWN

- 1. During the blockade, Navy ships would stop all ships coming to Cuba and search them for _____.
- 2. When Soviet ships approached the _____, the two sides did not fight.
- 4. Khrushchev sent a _____ that offered a deal to the United States.
- 5. During the crisis, the U.S. _____ got ready to invade Cuba.
- 6. The Soviet missiles were close enough to carry _____ weapons to U.S. cities.

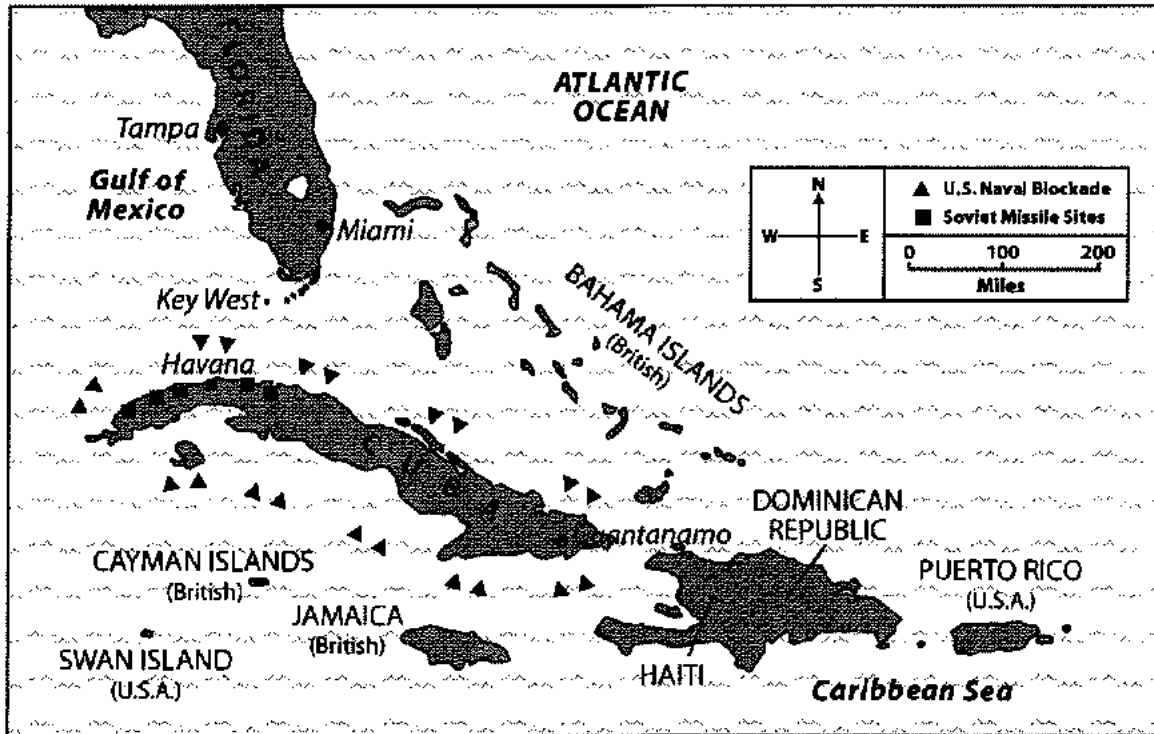
Name:

Date:

THE CUBAN MISSILE CRISIS

Map – The Cuban Missile Crisis

Use the map to answer the following questions. Write the answers in complete sentences.



1. Around what major Cuban city were the Soviet missile sites located?

2. About how far from Key West, Florida, were the Soviet missile sites?

3. About how close to Cuba was the U.S. naval blockade?

Name:

Date:

THE CUBAN MISSILE CRISIS

Extension Activities

Choose one of the following activities to complete. Write the answer in complete sentences.

1. The Bay of Pigs invasion took place before the Cuban missile crisis. Why did the United States invade the Bay of Pigs in Cuba? Look on the Internet or at the library to find out.

2. Who is the current leader of Cuba? Does Cuba still have a communist government? Look on the Internet or at the library to find out.

3. Pretend that you are a teenager living in a large U.S. city in 1962. Write a journal entry describing how you feel about the discovery of nuclear weapons in Cuba.

Name:

Date:

QUIZ: THE CUBAN MISSILE CRISIS

True/False

Decide if each statement is true or false, and write "true" or "false" in the blank.

- _____ 1. Nikita Khrushchev was the leader of Cuba during the Cuban missile crisis.
- _____ 2. Fidel Castro was President Kennedy's most trusted advisor.
- _____ 3. The United States had nuclear weapons in Cuba.
- _____ 4. The Cuban missile crisis was the peak of the Spanish-American War.
- _____ 5. Soviet missiles were close enough to carry nuclear weapons to U.S. cities.

Multiple Choice

Circle the best answer, and write the letter in the box.

6. _____ publicly promised not to invade Cuba if the missiles were removed.
- A. John F. Kennedy
 - B. Nikita Khrushchev
 - C. Fidel Castro
 - D. Robert Kennedy
7. Cuba is an island 90 miles away from _____.
- A. Texas
 - B. California
 - C. Florida
 - D. Puerto Rico

Short Answer

Answer the following question in complete sentences.

8. What did the U.S. Navy do during the blockade of Cuba?

>

Name _____



Date _____

Solving Equations

Solve each equation.

1. $46 = 80 - a$	2. $c - 88 = 11$	3. $93 - g = 6$
4. $85 = z - 4$	5. $s - 45 = 39$	6. $63 = 80 - j$
7. $35 = 95 - p$	8. $u - 58 = 28$	9. $63 - q = 10$
10. $2 = t - 27$	11. $49 = 81 - n$	12. $w - 8 = 45$
13. $10 = b - 16$	14. $79 - k = 77$	15. $11 = 50 - x$
16. $h - 5 = 86$	17. $3 = y - 74$	18. $76 = 84 - v$
19. $54 - r = 24$	20. $d - 15 = 75$	21. $8 = 63 - m$
22. $f - 37 = 5$	23. $19 = 59 - e$	24. $w - 62 = 24$
25. $35 = 66 - e$	26. $h - 45 = 36$	27. $c - 52 = 18$
28. $33 = 57 - y$	29. $73 - f = 22$	30. $44 = j - 38$
31. $z - 33 = 5$	32. $30 = 67 - p$	33. $3 = 15 - r$
34. $31 = 89 - s$	35. $g - 36 = 36$	36. $q - 78 = 12$
37. $d - 76 = 0$	38. $51 = w - 11$	39. $82 - n = 69$
40. $49 = 97 - a$	41. $b - 6 = 8$	42. $17 = 71 - t$

**AMI WORK
THURSDAY,
APRIL 9TH**

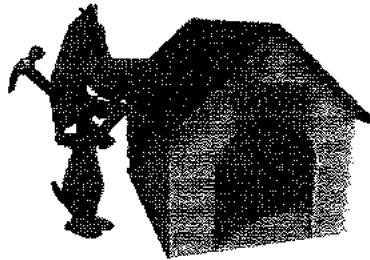
Name _____
Friday, March 27



Naming Your Pet

By Brenda B. Covert

Welcoming a new pet into your family is an exciting event. Getting to choose a name for that pet is icing on the cake! There are so many choices. You don't want to make a mistake. You might name a white kitten Lily only to find out later that it's a Leo. It's helpful to know your pet's gender before you pick a name. Besides gender, there are other things to consider when choosing a name for your pet.



What does your pet look like? Some owners name their pets after the color of their fur, feathers, scales, or skin. Midnight, Smoky, Snowflake, Ginger, and Goldie are a few color choices. A pet with white paws or hooves might be named Boots, Socks, or Mittens. Tiger may be the name you choose for a striped pet. A turtle could be called Shelly. Tiny and Fluffy are other names based on a pet's looks.

How does your pet behave? A pet with a sweet nature might be given a name like Gumdrops, Peaches, or Cookie. Names like Dash, Rascal, Scrappy, and Mr. Wiggles might be a good fit for a busy pet.

Some people like to name their pets after favorites. You might name your pet after a favorite uncle! You might want to name your pet after a favorite actor or singer. You might choose a name from a favorite book, movie, or TV show. Some owners even name their pets after a favorite food! Would you enjoy calling a pet Pickles, Fishsticks, or Cheesy Mac?

The name you choose should be a name you love. You may be using it for years to come! Your pet won't care what you call it as long as you call it with love and caring.

Naming Your Pet

Questions

1. What does the idiom "icing on the cake" mean?
 - A. a bonus that makes getting a pet extra sweet
 - B. you should always name your pet after cake, your favorite food
 - C. you should put icing on your pet
 - D. you should only choose sweet names for a pet
2. Which of these is a fact?
 - A. The best part of getting a new pet is giving it a name.
 - B. Mr. Wiggles is a good name for a busy pet.
 - C. A striped pet should be named Tiger.
 - D. Some owners name their pets after a favorite food.
3. It's helpful to know your pet's _____ before picking a name.
 - A. wishes
 - B. family
 - C. gender
 - D. flavor
4. What was the craziest name mentioned in this article?

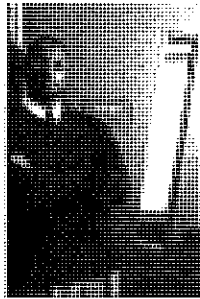


Name _____
Wednesday, March 18

A Very Busy Man

By Kathleen W. Redman

Mr. Mason gets up early every morning. He gets up before everyone else in his family. He gets up before most of his neighbors. His day starts very early since he has so much to do during the day. Mr. Mason stays very busy. That's because Mr. Mason is an elementary school principal.



Mr. Mason starts working just as soon as he gets to school. His first job today is to meet with all the kindergarten, first, and second grade teachers. There are new programs he has to discuss with all the teachers. It's a lot to explain, and the teachers have many questions.

Next, Mr. Mason has to make announcements. He tells all the elementary school students about Pajama Day this Friday. All the students may wear pajamas instead of regular clothes. He also tells everyone that there will be a special assembly tomorrow about a new reading program.

After the announcements, Mr. Mason meets with two parents. They are the parents of a boy in fourth grade. The boy hasn't been doing well in math. Mr. Mason tells them that a teacher could give their son extra help with math. He said the teacher could also meet with them to show them how to help their son with his homework.

After Mr. Mason helps watch over the cafeteria during lunch, he has to see a little girl about her bad behavior. She's in first grade. She got angry with a classmate and bit her on the head. Mr. Mason explained to the little girl that being angry is okay, but biting someone on the head isn't. He also called the girl's parents to tell them what happened. Mr. Mason spends a lot of time talking to parents.

After all the students go home, Mr. Mason is still as busy as a bee. First, he meets with the after-school teacher and the janitors. He asks the janitors to do an extra good job cleaning the gym for tomorrow's

assembly. Then he finishes all the paperwork on his desk. Finally, an hour and a half after all the students have gone home, Mr. Mason gets to go home.

Just like all the teachers, aides, cafeteria workers, and janitors, Mr. Mason does a lot of work every day for his school. He loves his job - even getting up early and talking with first-graders who bite classmates on the head!

A Very Busy Man

Questions

- _____ 1. "After all the students go home, Mr. Mason is still as busy as a bee." The underlined phrase is a _____.
- A. cliché
 - B. metaphor
 - C. simile
 - D. hyperbole
- _____ 2. According to the article, what was the first thing Mr. Mason did after he got to school?
- A. met with some of the teachers
 - B. talked to some parents
 - C. made announcements
 - D. made a couple of telephone calls
3. What did Mr. Mason do during lunchtime?

Name _____



Date _____
(Answer ID # 0733744)

Idioms

Read the paragraph to help you complete the question.

1. **Keep an Eye On**

Tory was having a garage sale. It was very busy. She had to run into the house to get some change. She asked her husband to **keep an eye on** the merchandise.

Keep an eye on means _____.

- A check something regularly
- B place a sticker on something
- C walk away and forget about something

2. **By a Mile**

Josh and Jen were twins. Both of their rooms were messy. Their mom told them, "Clean up." They each raced to finish first. Josh beat Jen **by a mile**.

By a mile means _____.

- A by a great distance
- B nearby
- C to litter

3. **Straighten Up and Fly Right**

"This is an important year in school if you want to get into a good college," Mom said.
"I know," Jesse said.
"Then show it," Mom said. "Stop fooling around. **Straighten up and fly right.**"

Straighten up and fly right means _____.

- A stop fooling around and act serious
- B stand straight
- C make a right turn at the next corner

LESSON
2

Occupational Training

Jay is a skillful guitar player. His rock band is hired to play at local events every once in a while. He loves performing and looks forward to earning more money as a musician. Jay's dad is very proud of his son's accomplishments. But he warns Jay that he needs a reliable source of income.

"You need a vocation," he tells his son. "Find a career you can depend on for a steady paycheck."

Jay doesn't know how to find a vocation. He mentions his problem to his uncle, Cody. Cody is an EMT (emergency medical technician). He had learned his job in vocational courses at the local community college. He tells Jay about the interesting training he'd received. He was thrilled to actually be able to save people's lives!

Cody's best friend, Eduardo, took auto shop in high school. Then he went on to learn engine rebuilding at a state vocational education program. Eduardo is now a well-paid mechanic at Al's Auto Clinic. Eduardo's girlfriend, Angie, is a hairstylist. She learned her vocation at a private academy she found advertised in the paper and on TV.

Jay was beginning to get the picture. He realized that even Jamal—who used to be his band's back-up drummer—had a vocation. Jamal had always liked the idea of driving big rigs. When he looked in the yellow pages, he found the name and phone number of a private

Colleges, Trade and Vocational Schools, Careers, Scholarships and Financial Aid Database

OVERVIEW

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CAREER OFFERINGS AT COLLEGES, UNIVERSITIES, AND VOCATIONAL SCHOOLS

A searchable database of 900+ career fields, 6000+ vocational schools, colleges, and universities with their addresses and phone numbers, links to scholarships, sources of loans, financial aid, and advice.

Your first step is to choose a *General Career Field* from the scrolling list below. You can be more specific later in your search.

AGRICULTURE
ARCHITECTURE & PLANNING
BUSINESS ADMIN. & MGMT.
COMMUNICATIONS
COMPUTER & INFO. SCIENCES
CONSERVATION/NAT. RESOURCES
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EDUCATION
ENGINEERING
ENGLISH LANGUAGE/LITERATURE
FOREIGN LANGUAGES
HEALTH PROFESSIONS
HOME ECONOMICS

LAW & LEGAL STUDIES
LIBERAL ARTS & SCIENCES
LIBRARY SCIENCE
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MATHEMATICS
MECHANICS & REPAIRERS
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TRANSPORTATION & OPERATORS
VISUAL & PERFORMING ARTS
MISCELLANEOUS PROFESSIONS

<http://www1.com/colleges/>

Select your General Career Field

training school for truck drivers. He used his savings to learn how to drive 18-wheelers. Now he's a well-paid, long-haul driver, moving freight between Kansas City and Chicago.

Since most vocations require a high school diploma, graduation will be Jay's first step. At school, he talks to a guidance counselor about vocational opportunities. He finds out that the county school system works closely with local businesses. Together, they offer many vocational classes for jobs such as veterinary assistant, office management, computer repair, Web design, graphics technology, retail merchandising (selling), video production—even medical jobs.

Jay will consider all of his choices and target the career that suits him best. Now his goal is to be good at *two* things—being a top guitarist *and* learning how to do an interesting job that provides a steady paycheck.

► **Thinking It Over**

1. To find out about various vocations,
 - a. talk to a guidance counselor.
 - b. look at vacation guides.
 - c. play the guitar.
2. The yellow pages may list
 - a. your friends' addresses.
 - b. the names and numbers of vocational schools.
 - c. the amounts of paychecks.
3. Private vocational schools
 - a. cost very little money.
 - b. advertise in the paper.
 - c. don't allow girls.
4. Vocational courses are taught in places such as
 - a. community colleges and trade schools.
 - b. stores and malls.
 - c. churches and elementary schools.

► **Key Vocabulary**

1. A *vocation* is a
 - a. career.
 - b. vacation.
 - c. community.
2. To *work for a living* is to
 - a. rest.
 - b. earn.
 - c. ask.

3. *Reliable* income is pay that you
 - a. can depend on.
 - b. get once in a while.
 - c. don't really need.
4. An *academy* is the same thing as
 - a. an advertisement.
 - b. a school.
 - c. a counselor.

► **Noting Details:** Draw a line to match each person with his or her vocation.

- | | |
|------------|-----------------|
| 1. Eduardo | a. truck driver |
| 2. Angie | b. EMT |
| 3. Cody | c. mechanic |
| 4. Jamal | d. hairstylist |

► **Everyday Math**

Cody makes \$15 an hour as an EMT. Jay plays his guitar for tips at a local restaurant. In the first hour, he gets five one-dollar bills in his tip jar. About how long will it take Jay to earn as much as Cody _____ hours

► **On Your Own**

A *rewarding* job gives you both satisfaction and income. Name a vocation that would be interesting and rewarding for *you*. Then tell what kind of training you would need to pursue that vocation.

>

Name _____



Date _____

Whole Numbers

Add or subtract.

1. $4,488 - 4,473$	2. $592,250 - 421,312$
3. $67,440 + 7,924,315$	4. $213 + 204$
5. $7,889 + 85,939 + 6,326$	6. $48,573 + 48,637$
7. $728,940 - 640$	8. $1,832 + 4,111,710$
9. $55,146 - 5,387$	10. $869,334 - 203,296$
11. $149 + 917$	12. $2,791 + 2,796$
13. $706 - 652$	14. $1,459 + 55,852 + 1,872$
15. $3,951,542 + 3,257,026$	16. $33,872 - 20,803$
17. $672 + 9,726 + 521$	18. $591,083 + 8,571$
19. $6,323,625 - 23,284$	20. $191,081 - 191,075$
21. $42,755 + 42,802$	22. $3,930,812 + 2,825$
23. $779 - 108$	24. $5,213 + 8,099 + 7,474$
25. $156,049 - 87,400$	26. $9,543 + 9,549$
27. $7,817,876 - 4,729,683$	28. $8,172 + 8,243$
29. $770 - 562$	30. $7,265,301 + 96,199$
31. $3,237 + 27,232 + 1,869$	32. $33,232 - 33,230$
33. $9,664 + 1,993$	34. $7,864,661 - 280$
35. $565,259 - 565,196$	36. $27,143 + 27,197$
37. $9,584 + 8,685$	38. $700,752 - 700,701$
39. $4,308,086 - 333$	40. $20,917 + 48,595$

Name: _____

Date: _____

The Cold War

After World War II, Germany was defeated and France and Great Britain were tired. Two other nations were on their way to becoming superpowers. Both the United States and the Soviet Union had the money and military strength to control the world. The two became rivals in a new war called the Cold War.

Each country had very different ideas about how to run a nation. Joseph Stalin, the Soviet dictator, wanted to spread communism in Eastern Europe.

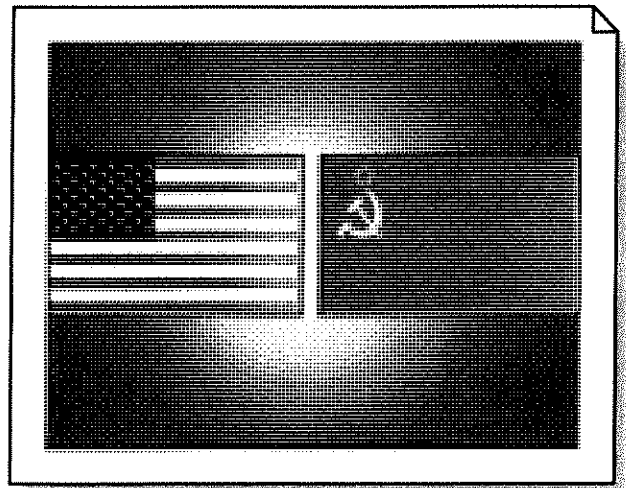
In a communist government, the government controls the economy and is run by a single political party. U.S. President Harry S Truman and British Prime Minister Winston Churchill did not like this idea. As democratic, capitalist leaders, they did not want communism to spread. In democratic, capitalist nations, the people have control over both the government and the economy.

Soon, Eastern European countries like Poland and East Germany had communist governments. Churchill described Soviet control of Eastern Europe as an “iron curtain” that divided the continent. The iron curtain became a symbol of the Cold War to Westerners. It illustrated how the world was divided between East and West. On one side were the Soviet-dominated, communist countries of Eastern Europe. The Western democracies, led by the United States, were on the other side.

President Truman came up with a new policy about communism called containment. He said communism could exist in places that were already under Soviet control. However, it could not be allowed to spread. The United States said it would use military force to contain communism.

As tensions grew, alliances formed. In 1949, the United States, Great Britain, France, and other countries formed the North Atlantic Treaty Organization (NATO). They agreed to defend each other in case of attack. In 1955, the Soviet Union responded by starting the Warsaw Pact. This military alliance included the Soviet Union and its allies, such as Poland and East Germany.

Each alliance in the Cold War armed itself in case there was an attack from the other side. In 1949, the Soviets developed an atomic bomb. Now, both sides had nuclear weapons. Each superpower raced to build bigger, better weapons than its rival. The Cold War lasted until the 1980s. Although an actual war never broke out and the weapons were never used, the world was in crisis for almost 40 years.





The Cold War

Multiple Choice

Circle the best answer, and write the letter in the box.

1. _____ was the dictator of the Soviet Union.

- A. Winston Churchill
- B. Harry S Truman
- C. Joseph Stalin
- D. Mao Zedong

2. The United States and its allies did not want _____ to spread.

- A. communism
- B. capitalism
- C. economics
- D. containment

3. The "iron curtain" was a symbol of _____.

- A. the atomic bomb
- B. World War II
- C. the Cold War
- D. NATO

4. President Truman said the United States would use _____ to contain communism.

- A. a wall
- B. diplomacy
- C. the courts
- D. military force

5. The Cold War lasted until the _____.

- A. 1970s
- B. 1980s
- C. 1990s
- D. 2000s

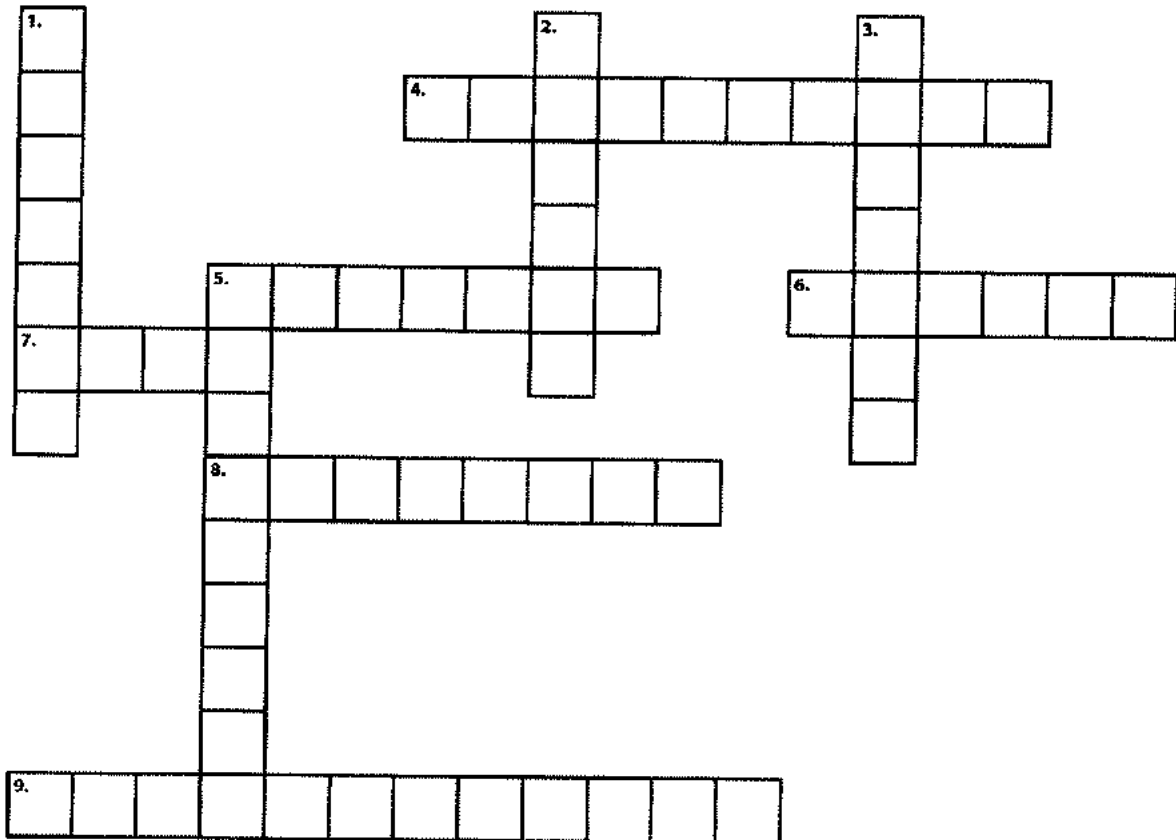
Name: _____

Date: _____

The Cold War

Crossword Puzzle

Write the best answer in each blank, and complete the crossword puzzle.



ACROSS

4. The _____ was formed by the Soviet Union and its allies.
5. In the _____, the United States and the Soviet Union competed for power.
6. In democratic, capitalist nations, the _____ have control over both the government and the economy.
7. _____ was the alliance formed by the United States, France, and other countries.
8. The United States would use _____ force to contain communism.
9. The _____ and Great Britain are democratic, capitalist countries.

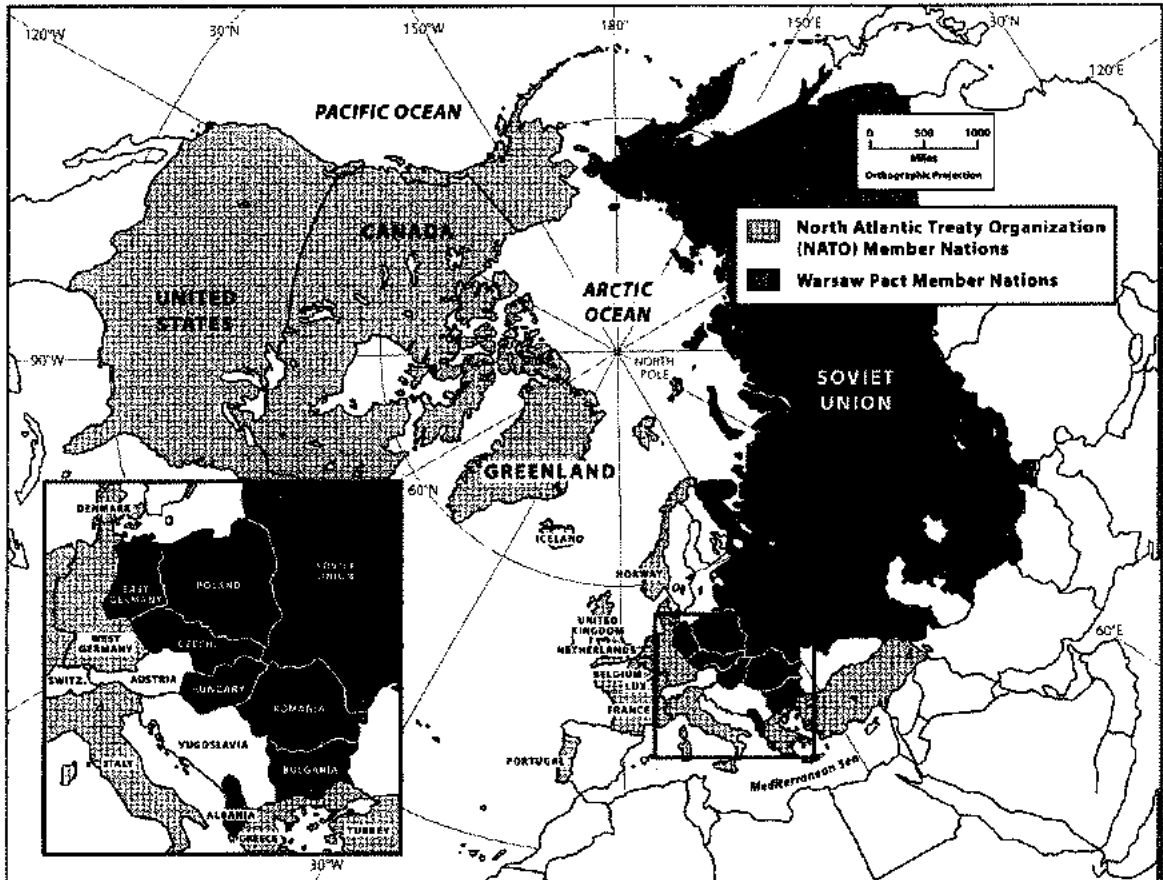
DOWN

1. The two sides raced to build bigger, better _____.
2. _____ said that communism could not be allowed to spread.
3. _____ European countries like Poland and East Germany had communist governments.
5. In a/an _____ government, the government controls the economy and is run by a single political party.

The Cold War

Map – Alliances During the Cold War, 1955

Use the map to answer the following questions. Write the answers in complete sentences.



1. Name two countries that were members of NATO.

2. Name two countries that were members of the Warsaw Pact.

3. Name two countries that were not part of either alliance.

Name: _____ Date: _____

Quiz: The Cold War

True/False

Decide if each statement is true or false, and write "true" or "false" in the blank.

- _____ 1. The "frozen curtain" was a symbol of the Cold War.
- _____ 2. Joseph Stalin was the leader of the Soviet Union.
- _____ 3. The Cold War lasted until the 1980s.
- _____ 4. The Soviet Union was a capitalist country.
- _____ 5. Eastern European countries like Poland and East Germany had communist governments.

Multiple Choice

Circle the best answer, and write the letter in the box.

6. In democratic, capitalist nations, the government and economy are run by the _____.
- A. government
 - B. people
 - C. children
 - D. military
7. In the Cold War, the United States and _____ competed for power.
- A. East Germany
 - B. Great Britain
 - C. the Soviet Union
 - D. NATO

Short Answer

Answer the following question in complete sentences.

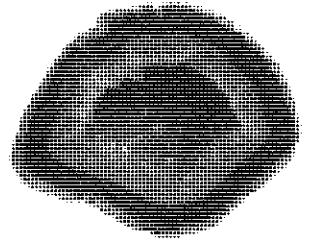
8. What was Truman's containment policy?

Not Your Average Rock

By Trista L. Pollard



¹ Imagine it is a beautiful summer day. You have been lying around observing the clouds as they sail effortlessly float along. You decide to get up and explore your backyard for hidden treasure. As you are wandering through the freshly cut lawn, you notice a beautiful rock. While examining your rock, you vaguely remember a conversation your science teacher had about rocks and **minerals**. Could this be a mineral? Have you found the precious gem that will finance your college years and beyond? Well, before you get too excited, let's explore the characteristics of minerals.



² Minerals are substances found in nature. They are classified as **inorganic** solids. Minerals have a specific chemical composition, an orderly internal structure, and a characteristic set of physical properties. There are four basic questions that scientists ask to determine if substances are minerals. The first question focuses on the mineral as an inorganic substance. Humans, plants, animals, and other single-celled organisms are classified as organic. Organic materials are living or were once living. Minerals are only made of non-living substances. The second question is whether minerals occur naturally. To be a true mineral, it must be made in nature. Man-made substances cannot be minerals. The third question focuses on the structure of the mineral. Minerals are **crystalline** solids. They have a specific internal crystal structure. Non-minerals do not have this structure. The last question scientists ask is if the substance has a consistent chemical composition. Minerals are usually made up of one to two substances. Rocks are usually made from a variety of substances melted together. If your rock meets all of these conditions, then it is definitely a mineral.

³ There are different types of minerals that exist on our planet. In fact, scientists have found over 3,000 minerals. There are only twenty of these minerals that are common. Common minerals are called **rock-forming minerals**. Rock-forming minerals are part of the rocks that make up our planet's crust. Ten out of the twenty common minerals on our planet make up 90% of the mass of the Earth's crust. So what are these ten important minerals? They are **calcite, biotite, dolomite, halite, gypsum, orthoclase, quartz, ferromagnesian minerals, plagioclase, and muscovite**.

⁴ Scientists group minerals into two categories called **silicate minerals** and **nonsilicate minerals**. Silicate minerals contain a combination of silicon (Si) and oxygen (O). Some of the minerals only have one silicon atom and one oxygen atom. Quartz has this combination. There are other silicate minerals that contain one or more additional elements. **Feldspar** minerals, which combine with metals, are the most common of the silicate minerals. It's the metal that helps to determine which feldspar will be formed when it combines with silicon and oxygen. When feldspar combines with potassium (K), it forms orthoclase. Feldspar that combines with sodium (Na), calcium (Ca), or both, forms plagioclase. Another silicate mineral is the ferromagnesian mineral. Ferromagnesian minerals contain both iron (Fe) and magnesium (Mg). **Olivines, pyroxenes, amphiboles, and biotites** are all ferromagnesian minerals. Ninety-six percent of the Earth's crust contains silicate minerals. Out of the 96%, feldspar and quartz account for about 50% of our planet's crust.

⁵ Nonsilicate minerals do not have silicon or oxygen compounds. As you may have guessed, scientists have organized these minerals into six major groups. These groups are **carbonates, halides, native elements, oxides, sulfates, and sulfides**. Carbonates have compounds that contain carbon and oxygen (CO₃). For example, the formula for dolomite is CaMg (CO₃)₂ and calcite is CaCO₃. Halides have chlorine and fluorine compounds that combine with sodium, potassium, and calcium. Native elements do not combine with other elements. Silver (Ag) and copper (Cu) are in this group. Oxides have compounds that are formed with oxygen and elements other than silicon. Sulfates have a sulfate group SO₄, and sulfides have one or more elements that combine with sulfur. These different combinations of minerals from the silicate and nonsilicate groups help to form the basis of our

Earth's mineral system. As you can see, minerals are more complex than just your average rock.

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Name _____



Date _____

Not Your Average Rock

<p>1. Minerals are different from rocks because _____.</p> <p><input type="radio"/> A They are made from many substances</p> <p><input type="radio"/> B They are made from one or two substances</p> <p><input type="radio"/> C They have a specific internal crystal structure</p> <p><input type="radio"/> D Both B and C</p>	<p>2. Compare silicate minerals with nonsilicate minerals.</p> <p>_____</p> <p>_____</p>
<p>3. Explain the relationship between feldspars and metals.</p> <p>_____</p> <p>_____</p>	<p>4. About 50% of our planet's crust is made up of _____.</p> <p><input type="radio"/> A Quartz and sulfates</p> <p><input type="radio"/> B Halides and carbonates</p> <p><input type="radio"/> C Feldspar and quartz</p> <p><input type="radio"/> D Feldspar and carbonates</p>
<p>5. What are the four major characteristics of minerals?</p> <p>_____</p> <p>_____</p>	<p>6. Explain why substances made in laboratories cannot be classified as minerals.</p> <p>_____</p> <p>_____</p>
<p>7. Amphiboles, pyroxenes, and olivines are part of the _____ group.</p> <p><input type="radio"/> A Ferromagnesian minerals</p> <p><input type="radio"/> B Feldspar minerals</p> <p><input type="radio"/> C Native elements</p> <p><input type="radio"/> D Nonsilicate minerals</p>	<p>8. Suppose one of the silicate minerals was missing from our Earth's crust. How would that affect our planet's geosphere?</p> <p>_____</p> <p>_____</p>

**AMI WORK
FRIDAY,
APRIL 10TH**

Name _____
Friday, March 27



Job Lost and Found

By Jody Williams

Kelly and Ben are best friends. Not only are they best friends, but they are sister and brother. Not only are they sister and brother, but they are twins. They are fraternal twins. That means that they do not look identical. Kelly was born first, and two minutes later Ben was born. They are both in the fourth grade at Smith Valley Elementary School.

One day, the fourth grade teachers made an announcement to their classes. They said that the fourth graders would be going on an overnight trip. This is a trip that fourth graders go on every year. They travel to an outdoor education camp. Parents would be needed to go along. Everyone would stay in cabins, go on hikes, canoe, swim, play games, and do craft projects. A campfire and a hike in the woods at night were also planned. The teachers explained that there would be leaders at the camp to run the activities.

As the teachers were sharing the news about the trip, the faces of every fourth grader grew a little brighter with excitement. Each teacher handed out a packet of information to be taken home to parents. A meeting was planned for parents to learn more about the trip, and the cost of the trip would be discussed.

The bell rang, and it was time for the school day to end. As fourth graders made their way to the buses, all they could talk about was the trip. Kelly and Ben got on the bus and sat together as they always did. They talked the whole way home about how they couldn't wait to tell their parents all about the trip. They knew that at least one of their parents, if not both, would go along.

The bus stopped in front of their house. Kelly and Ben leaped off the bus and ran up the driveway. They burst into the house ready to shout their news at the top of their lungs. Then they noticed that something was different. Dad was home. Usually, Dad was at work when they got home from school. He looked different, too. He looked sad, like

his best friend in the whole world moved thousands of miles away. They looked at their mom for an answer to the question that was on both of their faces: "What's wrong?"

Mom pulled the twins into the living room and explained that Dad had lost his job. She explained that the company that Dad worked for had to let go some workers because the company couldn't afford to pay them. Dad was one of them. Kelly and Ben immediately asked what they could do to help. Mom tried to assure them that Dad would find another job soon, but somehow she wasn't very convincing. She also explained that the family would have to "tighten their belts." That meant that money could only be spent on the things they needed, like food and house bills.

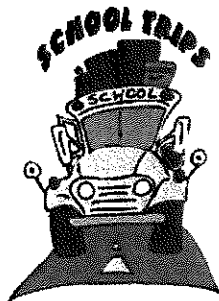
Mom asked Kelly and Ben to go up to their rooms and start their homework. As they walked up the stairs, they looked at each other. They knew exactly what the other was thinking. They both went in Kelly's room and sat on the floor. Kelly said, "What about our trip?" They both agreed that they couldn't tell their parents about it. It cost money to go on the trip, and Mom said they had to "tighten their belts."

After finishing their homework, Kelly and Ben came downstairs to find Mom and Dad fixing dinner. It was Thursday and usually they went out every Thursday for a family dinner at their favorite restaurant. This was only the first of many changes for the family.

Dinner was pretty quiet that night. As the twins were getting ready for bed, their parents came into their rooms as they always did to say goodnight. This time Dad reassured them that everything would be fine. He shared his plans to start tomorrow on the job hunt.

The next morning as they came downstairs for breakfast, Dad was sitting at the table looking at the newspaper. He had circled job advertisements. He was excited about calling the companies to find out more about the positions. Kelly and Ben ate their breakfast, brushed their teeth, grabbed what they needed for school, and ran out the door because the school bus was waiting. All of a sudden, they stopped in their tracks and turned around. They ran back to their house and stuck their heads inside. At the same time they said, "Good luck today, Dad. We know you will do great." Then back to the waiting school bus they ran.

All day at school, the fourth graders were talking about the camping trip. Lunch was the hardest time. Their friends were talking about who would sleep on the top bunk in the cabins, who would probably tip the



Name _____
Friday, March 27



canoe over, and what kind of food they would eat. Everyone was excited. The teachers even pulled the classes together to answer any questions that the kids had. Kelly and Ben sat and just listened. They knew that they would not be going on the trip.

Days passed and then weeks and then months. Shopping trips for toys had stopped. The family had not gone out to a restaurant in a long time. There were no plans being made for their summer vacation. Dad had still not found a job. Mom was trying to stay positive, always saying, "Today's the day. I know it." Dad was starting to look sad again. The twins still had not shared anything about the class trip.

Finally, one day when the twins got off the bus, Mom met them with some news. She said that Dad found a new job. All of them were thrilled. The twins asked if they could have a party to celebrate. They found leftover balloons and streamers from their birthday party. They made a sign that said "We are proud of you, Dad!" Mom made Dad's favorite dinner, and they waited for him to arrive. When he walked through the door, they jumped out and yelled, "Surprise!" The look on Dad's face said it all. It said, "I love all of you."

That night as they ate dinner, Dad shared all the details of his new job. Just as the twins started clearing dishes from the table, Mom asked them to sit back down. She handed each one of them an envelope. Kelly and Ben looked puzzled. They opened the envelopes to find signed permission slips for their school trip. There was also money to pay for the trip. They looked at each other and then at their parents.

Mom answered the question that was on both of their minds. She said that their teachers had called. They called to remind Mom and Dad that the trip money and permission slips were due at the end of the week. Of course, Mom had no idea what trip they were talking about. Mom learned of the trip details and assured the teachers that Kelly and Ben would each have what they needed turned in the next day. She even told them that she would go along.

Kelly and Ben were so excited. They told their parents that they didn't say anything because they knew that the family had to "tighten their belts." They knew that the school trip was something that they didn't need to go on. Their parents said they were proud of them for

thinking about the family. Now that Dad had a new job, there was no reason why they could not go.

Kelly and Ben looked at each other and ran upstairs. "Where are you going?" said their parents. "Upstairs to plan," they said. They had a lot of catching up to do.

Job Lost and Found

Questions

1. Describe Kelly and Ben's relationship.

2. What was the big announcement that the fourth grade teachers made to their classes?

- A. They would be staying in for recess for the rest of the week.
- B. They would be taking a test tomorrow.
- C. They would be having a pizza party for being such a good class.
- D. They would be going on an overnight trip.

3. How does the author let you know that the students were excited?

Name _____
Friday, March 27



- _____ 4. In what ways were parents supposed to find out information about the trip?
- A. Children would share the news.
 - B. Packets of information were sent home.
 - C. An information meeting was planned for parents.
 - D. all of the above
- _____ 5. Why was Kelly and Ben's dad at home when they got home from school the day they learned about the fourth grade trip?
- A. He wanted to surprise them.
 - B. He was taking the day off.
 - C. He was not feeling well.
 - D. He lost his job.

6. What does the phrase "tighten your belt" mean?

7. Why did Kelly and Ben decide to not tell their parents about the trip?

8. What was the first sign that things were changing for the family after Dad lost his job?

9. How do you think Kelly and Ben felt at school as all of their friends and teachers were talking about the trip?

_____ 10. How did Kelly and Ben show their dad that they were proud of him for finding a new job?

- A. They high-fived him.
- B. They bought him a present.
- C. They gave him a surprise party.
- D. none of the above

11. What was inside the envelopes that Mom gave to the twins?

Name _____



Date _____
(Answer ID # 0375958)

Main Idea

Read the paragraph and then write the main idea of the paragraph.

1. Bright plastic Hula Hoops were first made in 1958. They were made by the Wham-O company. First they were sold on the West Coast. Soon, people in every state bought Hula Hoops. They bought millions of the big plastic rings in the first year. By the 1960's, Hula Hoops were no longer a fad.

The main idea in this passage is:

2. "What difference does it make!" I yelled with fervor. Yet again, my sister corrected my pronunciation of a word. I screamed, "It doesn't matter how you pronounce it!" Boy, she frustrates me. My sister is a little smart alek sometimes. Ever since she won the third grade spelling bee, you'd think she's become the spelling and pronunciation police! She corrects everything I say.

The main idea in this passage is:

3. Miss Maddox addressed the class. She said, "The reason it is good to sit up straight is that it helps to keep you from distractions. Slouching is not good for your back, but it also sends your mind a message. It makes the mind feel as if it is time to rest and let our mind wander. Instead, we want to make it ready to learn."

The main idea in this passage is:

4. John Smith is famous. You can read about him in your history book. He sailed here from England. He was sent by King James I. John Smith was a leader at Jamestown. In fact, he helped to found the colony there. However, he is most famous for one event that may not even be true. The legend says that John Smith's life was saved by Pocahontas.

The main idea in this passage is:

LESSON 1

Basic Skills in Business

Before building a house, a contractor puts down a foundation. Before you go to work in the business world, *you* need a foundation, too. *This foundation is made up of the ability to read, to do math, and to speak well.*

There will be many things you'll need to read and understand when you're on the job. You might need to read memos. These are notes employees write to one another, or that supervisors or bosses write to their employees. Memos may give instructions or they may tell about a meeting that's coming up. They may explain something about equipment that can or cannot be used. Perhaps you will read letters from customers or suppliers. If you don't understand the memo or letter, you won't be able to do what needs to be done.

Most jobs have forms you must read and fill out. You may even need to read and understand a contract or a legal agreement about your work. Invoices and purchase orders are common in the business world. These forms document the cost of certain kinds of equipment and services.

Suppose you don't work with many other people. Why is speaking well important? *All* jobs require that you communicate. You might need to describe products and services or to make appointments for people. And you must be able to speak confidently at workplace meetings.



Do you think a calculator can do all your business math for you? It's true that a calculator is a great help—but you also need the ability to “think math.” Do you understand how to compare prices or how to figure out measurements such as distance or weight?

On the job, you may need to understand percentages, such as commissions. (A commission is the amount a salesperson gets paid, which is a percentage of the total amount of sales.)

Suppose you are a motorcycle salesperson who made lots of sales in January. Your commission would be a portion (or percentage) of all your sales that month. To make sure you were paid the right amount, you'd need to figure out what your commission was supposed to be.

Having strong skills in speaking, reading, and basic math is a necessity in almost any line of work.

► **Thinking It Over**

1. A strong foundation of reading, math, and speaking skills enables you to
 - a. do many job tasks.
 - b. build your house.
 - c. get a vacation.
2. At work, you may need to read
 - a. your grocery list.
 - b. an e-mail from a friend.
 - c. forms and purchase orders.
3. Some jobs require you to figure out measurements such as
 - a. your waist size.
 - b. distance and weight.
 - c. smooth and rough.

► **Key Vocabulary:** Use first letters as clues.

1. A *memo* may be a note from your co-worker or your h_____.
2. The solid base you build something on is called a f_____.
3. A *legal agreement* about your work is called a c_____.
4. A *commission* is usually a p_____ of a total amount.
5. An i_____ is a bill that lists goods and prices.

► **Everyday Math**

Raylene works at American Equipment and Appliance Wholesale. She is responsible for keeping track of payments for purchase orders.

In December, she gets a purchase order from Gordon's Restaurant Supply for \$1,468.73. In January, she gets another purchase order from Gordon's for \$199.22. In February, Gordon's orders one more item for \$68.12. The bills for all three months were unpaid.

Altogether, how much did Gordon's Restaurant Supply owe to American Equipment and Appliance Wholesale? \$ _____

► **On Your Own**

1. Your boss's memo tells you to "expedite the shipment." You don't know the meaning of the word *expedite*. Write the dictionary definition on the lines.

2. What would you be paid if you sold a used car for \$12,050 and your commission was 10 percent?
\$ _____

>

Name _____



Date _____

Addition

Complete.

<p>1. Emma works at the hospital. When she comes to work each day, she has to fill out a report. The report tells how many people are in the hospital. Yesterday there were four hundred ninety-eight people in the hospital. Today, one hundred eight checked out and one hundred seventy new patients were admitted. How many patients are in the hospital now?</p>	<p>2. If the Santa Maria had forty-one men aboard, the Pinta carried twenty-six men, and the Nina twenty men. How many crew members went on the famous voyage?</p>
<p>3. Summer days are long in Australia. If there is three times more daylight than night, how many daylight hours are there?</p>	<p>4. Polaris will not be the North Star forever. In 2234 B.C. the North Star was in the constellation Draco. Polaris is in the constellation Ursa Minor. By 12153 A.D. the star Vega in the constellation Lyra will be the pole star. How many years will have passed from 2234 B.C. when the pole star was in Draco until Vega becomes the pole star?</p>
<p>5. Megan had been very attentive in her math class, but she still wasn't certain if she understood the concepts of negative numbers. She knew that all negative numbers are less than zero and that all positive numbers are greater than zero. She was having trouble with adding positive and negative numbers together, though. Do you know how to add positive and negative numbers? What is the sum of negative eleven and nineteen?</p>	<p>6. Mom gave us hugs at the gate before we boarded the airplane. When the airplane took off, it climbed to fifteen thousand, four hundred eighty-three feet. We hit an air pocket and dropped seven hundred seventy-nine feet. Then the airplane climbed another two thousand, four hundred eighty-eight feet. How high is the airplane flying now?</p>

Name: _____

edHelper

Causes of World War I

Many people didn't want a war to begin. Mothers and fathers all over Europe hoped for good lives for their sons who were just becoming adults. Young men hoped to begin their adult lives by going to work, getting married, and raising families. Instead, in 1914, many of them went to war.

Some of the leaders in Europe didn't want the war to begin either. They tried to convince others not to go to war. Instead, one country after another declared war.

How did it happen? What caused World War I?

There were several causes of World War I. The most immediate cause was the assassination of Archduke Francis Ferdinand of Austria-Hungary.

Austria-Hungary decided that Serbia was to blame for the assassination and declared war on Serbia.

Before the assassination, there were other things going on in Europe that led up to the war. One thing was an increase in the feeling of nationalism in many European countries. Nationalism is something like patriotism, so you may be surprised to hear that it was one cause of the war, but nationalism doesn't just mean supporting your own country. Nationalism means putting the interests of your own country above everything else and ignoring the rights of people in other countries.

Another cause of the war was military alliances. When two or more countries make an alliance, they agree to support each other if a war begins. Germany formed an alliance with Austria-Hungary, and Great Britain formed alliances with France and Russia.

Alliances made countries on both sides feel powerful. With their allies, they felt safe from attack. The alliances were a cause of the war because, once countries felt safe from attack, they also felt free to take actions that might anger other countries. Tensions built up among the countries of Europe.

As tensions built up, countries in Europe began to make more and more weapons. Each side wanted to be in a position of power, just in case.

With all of this going on, can you see why parts of Europe were referred to as a "powder keg"? The situation in Europe had made it a place that could explode at any moment, just like a barrel full of gunpowder.

The assassination of the archduke was the spark that set off the powder keg. Feelings of nationalism made countries decide to fight. Alliances brought in more countries. With stockpiles of weapons, a war could begin right away. World War I was the largest and most horrible war that had ever happened up to that time.



Name: _____

edHelper

Did it all have to happen? Suppose the archduke had never been shot. Do you think the countries of Europe might have found other ways to solve their problems? Do you think they might have made some different choices before it was too late?

Causes of World War I

Questions

- _____ 1. World War I began in _____ in _____.
 - A. Europe, 1814
 - B. Europe, 1914
 - C. France, 1914
 - D. the United States, 1914

- _____ 2. There were _____ causes of World War I.
 - A. five
 - B. two
 - C. no known
 - D. several

- _____ 3. World War I was fought _____.
 - A. as the result of several problems in Europe
 - B. to end slavery
 - C. for freedom
 - D. to save Austria-Hungary from a Serbian attack

- _____ 4. The first country to declare war was _____.
 - A. Austria-Hungary
 - B. Germany
 - C. Serbia
 - D. Great Britain

- _____ 5. The word that means an agreement among countries to support each other in time of war is _____.
 - A. arms race
 - B. nationalism
 - C. tension
 - D. alliance

- _____ 6. One definition of this word could be "too much patriotism."
 - A. arms race
 - B. nationalism
 - C. alliance
 - D. tension

- _____ 7. In the early 1900s, countries in Europe were producing more and more weapons in order to be more powerful than their neighboring countries. This could be called _____.
 - A. an arms race
 - B. nationalism
 - C. tension
 - D. an alliance

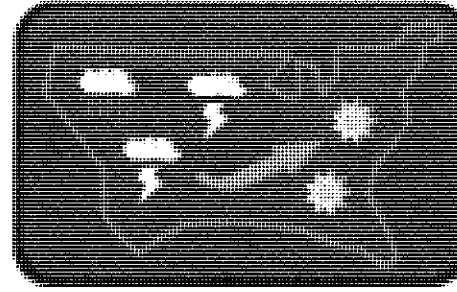
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Other Types of Maps

A map a day keeps confusion away!

If you look around, you can find a map for any topic. Every mall has a map kiosk that let's you see how far you are from Old Navy. There are maps of city bus routes and subway lines. There are even maps in candy boxes so that you can avoid the piece of candy you hate. Without maps, our world would be lost.



Earth scientists around the world will tell you that maps are extremely important. **Hydrologists** use maps to show water locations and flow patterns. Scientists need to monitor the flow of water on the Earth's surface and underground. Mapping the location and flow of water helps scientists to predict water shortages. It also helps scientists to find suitable areas to build power plants and new communities. Earth scientists use maps to show the flow of air across the planet's surface. To produce these maps, scientists collect and plot their data to form isograms. These lines of identical information help scientists to study the different systems on our planet.

Meteorologists use maps to record weather patterns and to predict future weather events. They may plot precipitation totals for specific areas. Scientists may also use maps to show areas of high and low pressure and weather fronts. Since the information collected by meteorologists is always changing, weather maps need to be updated constantly. These maps provide valuable weather information to the public, including information about emergency weather situations. In fact, meteorologists use maps of previous weather activity, like hurricanes and tornados, to study and predict future occurrences in those areas.

In addition to locating valuable resources and presenting weather data, scientists use maps to study how our planet changes over time. Earth scientists will compare maps of resources to determine the availability of those resources over time. They also use maps to study how our climate has changed over the years and the factors that have influenced our climate.

As you can see, maps have evolved over the years. They not only show us how to find our way, but they help scientists monitor the different changes and patterns that occur in our Earth system.

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Other Types of Maps

Questions

_____ 1. Ecologists use maps to show the _____ of water.

- A. Location and flow patterns
- B. Chemical makeup
- C. Tide levels
- D. Oxygen level

2. How would scientists use maps to compare the changes of our coastlines over a period of years?

3. Meteorologists rely on maps to present information about our weather. Describe some of the maps used by meteorologists.

4. You own the Apex Water Treatment plant in River, Ohio. You want to build another plant in Ocean Bottom, Ohio, which is five hundred miles south of the other plant. What important information would you need to see on a map of the area?

5. Explain why meteorologists use isograms to show weather information on maps.

6. Satellites and remote imaging are extremely valuable to earth scientists. They are used by scientists to record changes to the Earth's surface and other activities that affect our planet. Besides changes to our planet's surface, what other information can satellites acquire about our planet that can be transferred onto maps?

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- _____ 7. Weather maps need to be updated _____.
- A. Every few years
 - B. Every decade
 - C. Infrequently
 - D. Constantly
- _____ 8. Maps can be used to record weather information with the exception of tornados that occur in different areas
- A. False
 - B. True