

Identifying Flag Words

At times when you are reading a text or listening to a teacher give a lecture, you will see or hear **flag words**. Flag words let you know that the information you are hearing or are about to hear is especially important. When you see and hear flag words, pay close attention and take note of that information because it is likely to be on a test.

Here are some common flag words:

main	critical	valuable
foremost	chief	vital
major	priority	noteworthy
needed	essential	landmark
important	urgent	necessary
milestone	significant	cardinal
primary	crucial	fundamental
prime		

Identifying Flag Words



Each of the following sentences contains a flag word. Listen as your teacher reads each sentence and write the flag word you hear.

1. Our state has several valuable natural resources.
2. The chief danger that faced pioneers on the Oregon trail was sickness.
3. A prime example of a crustacean is a lobster.
4. Native American cultures have influenced the arts in important ways.
5. It is necessary to have a conductor for electricity to flow .
6. The invention of the cotton gin was a major factor in the growth of the economy in the South.
7. A milestone in history happened in July of 1969 when Neil Armstrong walked on the moon.
8. Sunlight is vital to plant growth.
9. The cardinal purpose of the legislative branch of government is to make laws.
10. The climate of a region has a significant effect on the population density.

Identifying Flag Words



Read each sentence. Underline the the flag wor d in each sentence.

1. President Lincoln's priority was to preserve the union of the United States.
2. A critical difference between plant and animal cells is the pr esence of chlorophyll.
3. The Nineteenth Amendment is noteworthy for giving women the right to vote.
4. A fundamental difference between water in an ocean and water in a river is the amount of salt in each.
5. A business letter has six essential parts.
6. President Monroe made a landmark statement on for eign policy called the Monroe Doctrine.
7. Two things are needed for sound to be produced: a vibrating material and a medium such as air or water for the sound waves to travel thr ough.
8. It is crucial to practice an oral presentation before actually presenting it.
9. Protection of workers from poor working conditions was a primary r eason that labor unions were formed.
10. Development of the assembly line by Henry For d was a foremost factor in reducing the cost of automobiles so that many people could af ford one.
11. Dorothea Dix delivered urgent messages to state legislatures regarding bad conditions in mental hospitals, prisons, and poorhouses.
12. One of the main early leaders in education for African-Americans was Charlotte Forten.

Identifying Sequence Words

There are words that give you information about the sequence, or order, in which items or events are placed. You are probably very familiar with some of these words, such as *first*, *next*, and *last*. Here are some other common sequence words that are helpful to know:

after	previous	simultaneously
before	soon	final
during	precede	consecutively
following	subsequent	advance
initial	post	succeed
while	remote	recent
prior to	presently	concurrent

You may see some of these words in another form, such as *subsequently*, *initially*, *succeeding*, and *previously*.

Identifying Sequence Words



Underline the sequence word in each sentence.

1. Dinosaurs lived in the remote past.
2. He just finished reading the final chapter in his library book.
3. The teacher let us listen to the radio during study hall.
4. Marla turned in her report on Wednesday; Kelli had turned hers in the previous day.
5. George W. Bush succeeded Bill Clinton as President of the United States.
6. They will be back from lunch presently.
7. The next thing Manuel did was clean the kitchen.
8. In social studies, we sometimes discuss recent news events.
9. After March, the company had to do a special report each subsequent month that year.
10. The initial step in applying for a job is filling out an application form.
11. She is concurrently teaching and doing research at the medical school.

Identifying Sequence Words



Underline the sequence word in each sentence.

1. Before you leave, check the oil in the car .
2. The invention of the light bulb preceded the invention of the TV.
3. Serena did not have as much pain post operation as she had expected to have.
4. We made the salad and spaghetti while the bread was baking.
5. Prior to 1920, women were not allowed to vote in national elections in the United States.
6. It will soon be time to go to the assembly .
7. Mrs. Morris called the dentist's office Thursday and was told to come in and see the dentist the following day.
8. I have a friend who can play three instruments simultaneously!
9. The convict was sentenced to two five-year terms in prison, running consecutively.
10. After much thought, he decided not to buy the house.
11. My uncle let his employer know in advance that he would need some time off work.

Understanding Sequence Words



Each sequence word below has a general meaning of *before*, *during*, or *after*. Write each word from the box under the correct heading word to match its general meaning.

while	prior	previously	post
simultaneous	subsequently	following	preceding
	advance	succeeding	

Before

_____	_____
_____	_____

During

After

_____	_____
_____	_____

Understanding Sequence Words



Explain the difference between the following pairs of items.

- 1. an initial meeting
a final meeting

- 2. reading a book prior to seeing a movie made from it
reading a book subsequent to seeing a movie made from it

- 3. an event happening in the remote past
an event happening in the recent past

- 4. doing two tasks consecutively
doing two tasks concurrently

- 5. succeeding your friend as president of a club
preceding your friend as president of a club

Following Directions



Each student will need these materials: a pen, colored pencils, and a copy of the map of the United States on page 48.

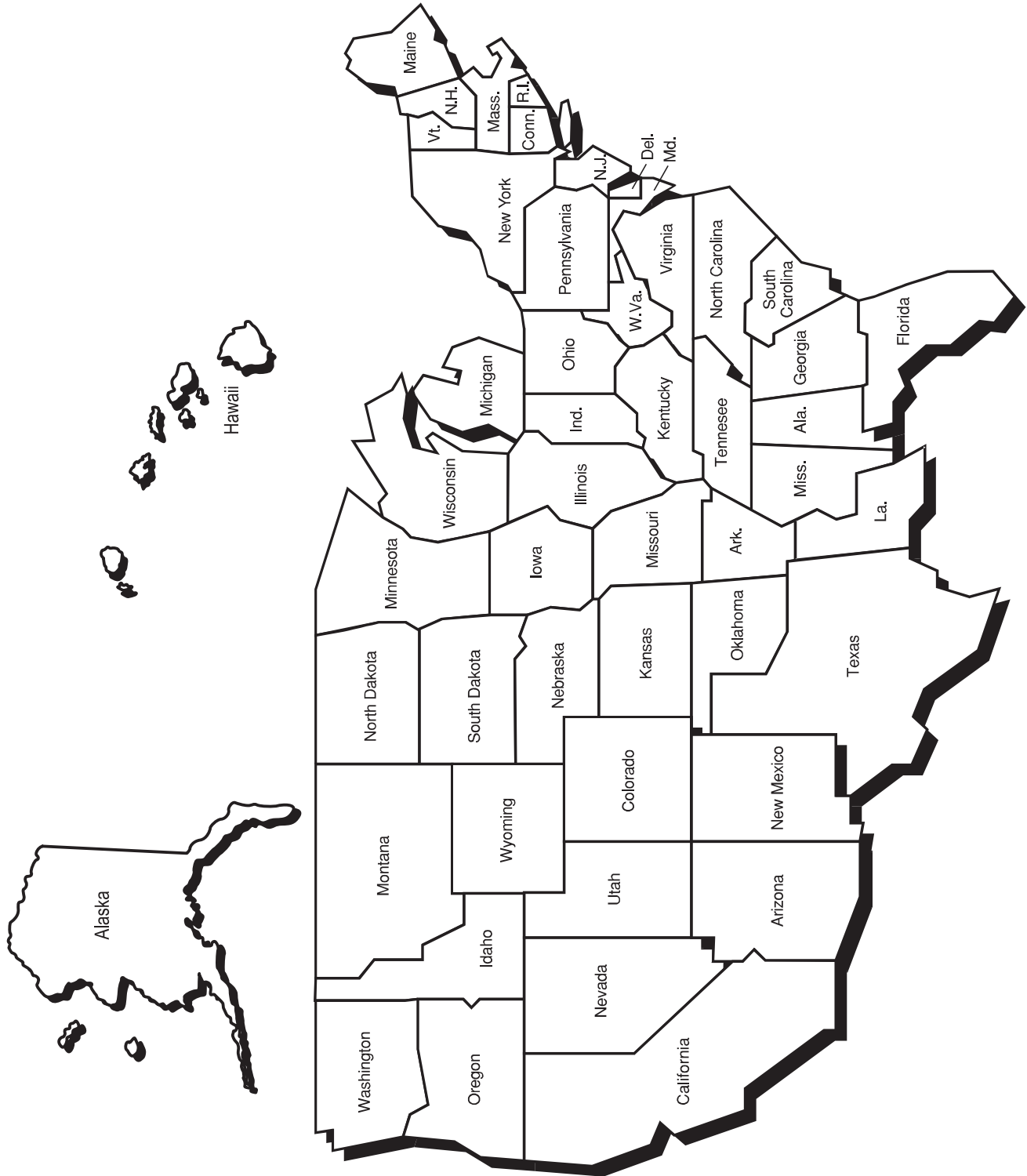
You may read the following directions to students and have them listen and follow the directions or students can also work in pairs, taking turns asking and following directions.

1. After you color the state we live in yellow, put a dot with your pen in the part of the state where we live.
2. Color either a state to the north of us or one to the south of us red.
3. Before you color a state bordering Canada green, make a check mark on it with your pen.
4. Draw a vertical line on all the states whose names begin with W.
5. Instead of a state on the west coast, color a state on the east coast blue.
6. Draw two horizontal lines on both a state beginning with O and one beginning with A.
7. Find a state with two words in its name and color it any color except red.
8. When you've finished drawing a diagonal line on a west coast state, color that state orange.
9. Instead of a straight line, draw a crooked line connecting the east and west coasts.
10. If you have visited Kentucky, write your name in that state. If not, write your age in it.

Following Directions



Give each student a copy of this page to complete the activity on page 47.



Following Directions



Each student will need these materials: a textbook, four bookmarks, pen or pencil, paper .

You may choose to read the following directions to students and have them listen and follow the directions or students can work in pairs, taking turns asking and following directions.

1. Write the names of both the first and last chapters.
2. Before you write the name of the book, write the number of pages it contains.
3. Put a bookmark either in page 87 or 98.
4. Write the name of either the second or fourth chapter .
5. Put a bookmark in between two pages that do not contain pictures.
6. After you have written the authors' names, underline them.
7. Instead of page 235, turn to page 135 and write the first word that appears on that page.
8. Before you put it in page 101, write your name on a bookmark.
9. If your textbook has a glossary, write any word from the glossary except one starting with **b**.
10. Write today's date on a bookmark and put it in your book at page 52.

Identifying Passive Voice Sentences



Sentences may be written in *active* voice or *passive* voice.

- In *active* voice, the **subject** is the doer of the action.
Example: **James** hit the ball
- In *passive* voice, the **subject** is being acted upon in some way by someone or something.
Example: The ball was hit by **James**.

Notice that the two sentences have similar meanings.

Passive voice sentences contain verbs that are made by using a past participle with a form of "be." Also, they contain the phrase "by (someone or something)."

Here are some more examples of active and passive voice:

- | | |
|-----------------------|---|
| Active voice: | Sara bought three notebooks. |
| Passive voice: | Three notebooks were bought by Sara. |
| Active voice: | Devon is using the computer now. |
| Passive voice: | The computer is being used by Devon now. |
| Active voice: | The gorillas were eating the bananas. |
| Passive voice: | The bananas were being eaten by the gorillas. |

Identifying Passive Voice Sentences

Some of these sentences are written in active voice and some in passive voice. Write an **A** in front of the active voice sentences and a **P** in front of the passive voice sentences.

- _____ 1. Kris and Tasha picked the green beans.
- _____ 2. Jody found two great movies!
- _____ 3. The flat tire was fixed by my cousin.
- _____ 4. We each ate three burritos.
- _____ 5. The garage was built by Gina's dad and brother.
- _____ 6. The flowers were knocked over by the huge dog.
- _____ 7. Did your friends drink all the lemonade?
- _____ 8. The paper was thrown onto the porch by Gabe.
- _____ 9. Were the nuts all taken by the squirrels?
- _____ 10. The clouds covered the moon.
- _____ 11. Six heavy boxes were picked up by the fork lift.
- _____ 12. The letters have been mailed by Rashelle and Levi.

Understanding Passive Voice Sentences



Each sentence below is written in passive voice. Read each sentence and circle the correct answer for the question that follows. (Instructor note: These items may also be read to the students for listening comprehension.)

1. Eric was beaten by Andy in the race. Who lost the race?

Eric

Andy

2. The motorcycle was passed on the road by the truck. Which vehicle was ahead then?

the motorcycle

the truck

3. The dog was bitten by the turtle. Which animal had a sore?

the dog

the turtle

4. Aunt Sue was picked up at the grocery store by Grandma. Who was driving?

Aunt Sue

Grandma

5. The mechanic was called by the doctor. Who made the phone call?

the mechanic

the doctor

6. Matt was written to by Will. Who received the letter?

Matt

Will

7. Staci was voted for by Kaitlin. Who was running for an office?

Staci

Kaitlin

8. Rita was sung to by Carlos. Who was singing?

Rita

Carlos

Understanding Passive Voice Sentences



Circle the correct answer for each question following these passive voice sentences. (Teacher note: These items may also be read to the students for listening comprehension.)

1. Sam was found by Kurt. Who was looking for someone?

Sam

Kurt

2. Mack was laughed at by Bobbi. Who was trying to be funny?

Mack

Bobbi

3. Ty was asked to go to the party by Terri. Who invited someone to the party?

Ty

Terri

4. Brad was pulled on the sled by Dee. Who was riding?

Brad

Dee

5. Gail was cheered up by Linda. Who had been feeling sad?

Gail

Linda

6. The snake was eaten by the turtle. Which animal was left?

the snake

the turtle

7. Ms Lopez was handed the folder by Mr. Thomas. Who had the folder then?

Ms Lopez

Mr. Thomas

8. At the basketball game last night, the Tigers were defeated by the Eagles. Which team won?

The Tigers

The Eagles

Understanding Passive Voice Sentences



Read each pair of sentences. Write **Yes** in the blank if they mean the same thing. Write **No** if the sentences do not mean the same thing.

- _____ 1. The car hit the tree.
The car was hit by the tree.

- _____ 2. Today Kim called Leah.
Leah was called by Kim today.

- _____ 3. The cat was chased by the bird.
The bird chased the cat.

- _____ 4. Ted was chosen by Suzanne.
Suzanne was chosen by Ted.

- _____ 5. Jenny was watched by Sheri.
Sheri watched Jenny.

- _____ 6. Rosa ignored the coach.
The coach was ignored by Rosa.

- _____ 7. The bear was bitten by the fish.
The bear bit the fish.

- _____ 8. Miranda was smiled at by Shelly.
Shelly was smiled at by Miranda.

- _____ 9. Kerry was told a secret by Laura.
Kerry told Laura a secret.

- _____ 10. Barb was congratulated by Ben.
Ben congratulated Barb.

Understanding Passive Voice Sentences



Rewrite the following passive voice sentences in active voice. Make sure the meaning of each sentence stays the same.

1. The shark was chased by the octopus.

2. LeeAnn's song was recorded by Janet.

3. Vince was surprised by Ryan.

4. Kyle was liked by Ronda.

5. The carpenter was contacted by the plumber.

6. Jayme was greeted by Jada.

7. The fish was seen by the bug.

8. Heather was let in by Shasta.

9. The raccoon was scratched by the skunk.

Paragraph Comprehension: Content Areas



Instructor's Note: The paragraphs and questions on this and the following pages may be read to students for practice in listening comprehension. You may also have students read the paragraphs on their own and answer the questions orally or in writing.

When you look for word meanings, your purpose will guide you in using the best resource. If you simply need a definition, you can find that in a dictionary. If you need to know another word that means the same as your word, you could look in a thesaurus. For example, if you wanted to know another word for *break*, a thesaurus could tell you *crack*, *fracture*, or *shatter*.

1. What are two resources for finding word meanings? _____

2. For what purpose would you use each resource? _____

The respiratory system's job is to do the work of breathing for the body. Breathing involves inhaling, which causes oxygen to enter the lungs. Inside the lungs, the oxygen moves into very tiny air sacs called **alveoli**. In the alveoli, the oxygen enters the bloodstream and carbon dioxide is removed from the blood in a process called **exchange of gases**. The last step of breathing is exhaling, which pushes the air in the lungs containing carbon dioxide back outside the body.

1. What system of the body is involved with breathing? _____

2. What does inhaling cause to happen? _____

3. What are alveoli? _____

4. What happens during exchange of gases? _____

5. Exhaling causes what to happen? _____

Paragraph Comprehension: Content Areas



A natural resource is a supply of something useful to humans which is not man-made. Some examples of natural resources are clean and plentiful water, forests for timber, rich soil for growing crops, and fuels such as natural gas. Minerals such as iron, copper, lead, gold and diamonds are also natural resources. Some natural resources are renewable, which means that new supplies can be grown and “put back” as they are used. Forests are one example of a renewable resource. But many natural resources, such as oil and gas are non-renewable. When they are used up, there is no way to get more. People depend upon natural resources for many basic needs, and so it is important that these resources be managed and used carefully. Reducing pollution and wasteful use will help to protect the future of the earth’s natural resources.

1. What is a natural resource? _____

2. Name three examples of natural resources. _____

3. What is the difference between renewable and non-renewable resources? _____

4. What are some ways we can protect natural resources? _____

5. How have you used natural resources three different ways so far today? _____

Paragraph Comprehension: Content Areas



Knowing about forces and how they work can help you understand how and why many things in the environment behave as they do. The basic meaning of force is a pull or a push on one object from another object. There are two kinds of forces: **contact** and **noncontact**. Contact forces are those in which the objects involved touch, or come into contact, with each other. Examples of contact forces are buoyant force, which causes objects to float, and frictional force, which causes resistance to the movement of objects in contact. Noncontact forces are those in which the objects involved do not need to touch each other. Examples of noncontact forces are magnetic force, which causes objects to be attracted to or repelled from each other, and gravitational force, which causes objects to fall when dropped.

1. What does **force** mean? _____

2. What is the difference between a contact and a noncontact force? _____

3. Give an example of a contact force. _____

4. Give an example of a noncontact force. _____

5. Two other forces not mentioned in the paragraph are elastic and electrical. One is a contact force and one is a noncontact force. Which do you think is which, and why? _____

Paragraph Comprehension: Content Areas



The Constitution of the United States of America states qualifications that must be met by a person in order to be eligible for election to federal offices. To be a qualified candidate for President, a person must be at least 35 years of age, must have been born a citizen of the United States, and must have lived in the United States for at least 14 years. To qualify for election as a United States Senator, a person must be at least 30 years of age, must have been a citizen of the United States for at least 9 years, and must live in the state from which he or she will be elected. A member of the House of Representatives must be at least 25 years of age, must have been a citizen of the United States for at least 7 years, and must be a resident of the state from which he or she will be elected.

1. How old must a person be before he or she can run for United States President?

2. If a citizen of another country immigrates to the United States and becomes a U.S. citizen, can that person then run for President of the United States? Explain.

3. What are the age qualifications for Senator and for a member of the House of Representatives? _____

4. Can someone who was not born a United States citizen be elected to the U.S. Senate or House of Representatives? Explain. _____

5. Mr. Cheng's home is in California. Can he run for the Senate in Colorado? Explain. _____

Paragraph Comprehension: Content Areas



Persuasive writing is used when you want to convince others to do something or to agree with your ideas on a subject. The first step in persuasive writing is to state your idea or plan very clearly so that your reader will understand. After you have stated your idea or plan, you will need to provide information to support it. This information might be facts you have found in books or on the Internet, quotations from authorities, or examples from your own experience or from others' experiences. If you have information that shows why your plan or idea is better than other possible ones, you should include that too in your persuasive writing piece. The final step is to summarize the information, relating it to your idea or plan, and then to ask the readers to do what you have suggested or to adopt your idea.

1. Why do you use persuasive writing? _____

2. What is the first step in persuasive writing? _____

3. What do you need to provide to support your idea or plan? Give some examples that might be used. _____

4. Should you mention ideas or plans other than your own? _____

5. What is the final step in persuasive writing? _____

6. Think of a topic that you might like to use for a persuasive writing piece. What is your topic? Why did you choose it? _____

A solution is one type of a mixture, which is a combination of two or more substances. A solution looks like just one single substance, but it can be separated into its different parts by means such as boiling or evaporation. A solution is made up of two parts: a **solvent** and a **solute**. In forming a solution, particles of the solute are dissolved evenly into the solvent. Usually there is more of a solvent than of a solute in a solution. If you were to mix sugar into a cup of coffee, you would be making a solution, with the liquid coffee as the solvent and the sugar as the solute. Solutions can be made up of many different combinations of liquids, solids and gases. Some common examples are ocean water, which is a solution of solid and liquid, and the air we breathe, which is a solution of gases.

1. What is a solution? _____

2. Can you see the separate parts in a solution? _____
3. Name the two parts of a solution. _____

4. How is a solution formed? _____

5. Is there usually more of a solute or a solvent in a solution? _____
6. Can a solution contain gases? _____
7. What was one common example of a solution mentioned in the paragraph?

8. Name the solute and the solvent in ocean water. _____

9. What is another example of a solution that is not mentioned in the paragraph?

Paragraph Comprehension: Content Areas



Stars are masses of hydrogen gas and helium gas. You may have noticed that stars vary in their color and brightness. The color a star's light appears to be depends upon the temperature of its surface. Surface temperatures of stars range from about 3000 degrees Centigrade to above 30,000 degrees Centigrade. The coolest stars appear red in color and the hottest stars appear blue. At temperatures in between the two extremes, stars may appear orange, yellow or white. The brightness of a star's light is also related to its surface temperature. The brighter the star, the hotter it usually is. In addition to color, brightness, and surface temperature, stars vary in size. The smallest stars are called dwarfs and the largest ones are called giants.

1. What two gases make up stars? _____

2. What are some ways in which stars differ from each other? _____

3. Can a star have a temperature of 20,000 degrees Centigrade? _____
4. Is it true that the hottest stars are red? _____
5. What color might you expect a medium-hot star to be? _____
6. Surface temperature affects the color and the _____
of a star.
7. What is a dwarf star? _____

8. What is the name for the largest stars? _____
9. Do you think that the color or brightness of a star can change over time? Why?

