

3. You're going to tell me which is readier to use, a ready-made skirt or material and a pattern. (Pause.) *Get ready.* (Signal.) *A ready-made skirt.*
  - **Why?** (Call on a student. Idea: *A ready-made skirt is ready to wear, but material and a pattern aren't.*)
  - You're going to tell me which is readier to use, a model you have to put together or a model that is already put together. (Pause.) *Get ready.* (Signal.) *A model that is already put together.*
  - **Why?** (Call on a student. Idea: *A model that is already put together is ready to play with, but the model you have to put together isn't.*)
  - You're going to tell me which is readier to use, frozen chicken or cooked chicken. (Pause.) *Get ready.* (Signal.) *Cooked chicken.*
  - **Why?** (Call on a student. Idea: *Cooked chicken is ready to eat; frozen chicken isn't.*)
  - (Repeat step 3 until firm.)
4. Open your Workbook to Lesson 52 and find part A. ✓
  - Get ready to answer the questions in part A.
5. What's the rule about products that are readier to use? (Signal.) *Products that are readier to use cost more.* (Repeat until firm.)
6. Which is readier to use, a ready-made skirt or material and a pattern? (Signal.) *A ready-made skirt.*
  - So what else do you know about a ready-made skirt? (Signal.) *It costs more.*
  - How do you know? (Signal.) *Because it's readier to use.*
  - (Repeat step 6 until firm.)
7. Which costs more, a model that you have to put together or a model that is already put together? (Signal.) *A model that is already put together.*
  - How do you know? (Signal.) *Because it's readier to use.*
  - (Repeat step 7 until firm.)

8. Ms. Anderson obtains five pounds of frozen chicken. Ms. Miller obtains five pounds of cooked chicken. Whose chicken cost more? (Signal.) *Ms. Miller's.*
  - How do you know? (Signal.) *Because it's readier to use.*
  - (Repeat step 8 until firm.)
9. You'll write the items later.

### EXERCISE 3

#### SENTENCE COMBINATIONS

1. Find part B. ✓
  - (Call on a student to read the instructions.) *Combine the sentences with however.*
2. (Call on a student to read item 1.) *The man modified his car. His car still did not run.*
  - Everybody, say the combined sentence with **however**. (Pause.) *Get ready.* (Signal.) *The man modified his car; however, it still did not run.* (Repeat until firm.)
3. Let's go over the rules.
  - What must every written sentence **begin with**? (Signal.) *A capital letter.*
  - What must every written sentence **have**? (Signal.) *An end mark.*
  - What mark do you put before **however**? (Signal.) *A semicolon.*
  - What mark do you put after **however**? (Signal.) *A comma.*
  - Name **four** words that you put commas **before**. (Call on a student.) *Who, which, but, particularly.*
  - (Repeat step 3 until firm.)
4. You'll do the items later.

### EXERCISE 4

#### NEW EDITING

1. Find part C. ✓
  - I'll read the instructions. **Underline the redundant sentences. Circle and correct the punctuation errors.**
  - A punctuation error occurs when a period, comma, or semicolon is missing or is used incorrectly.

2. I'll read the passage. Say **Stop** as soon as I read a sentence that is redundant or that has a punctuation error.
  - **A bell rang. Sam put on his firefighter's hat and his firefighter's coat Stop.**
  - What's wrong with that sentence? (Call on a student. Idea: *It doesn't have a period.*)
  - Everybody, make a circle at the end of the sentence and put a period inside the circle. ✓
3. I'll read more. **He jumped on the fire truck as it roared out of the station. Sam was a firefighter. Stop.**
  - What's wrong with that sentence? (Call on a student. Idea: *It's redundant because we already know Sam is a firefighter.*)
  - Everybody, underline that sentence. ✓
4. I'll read more. **The truck sped down Oak Street and screeched around, the corner of Oak and First. Stop.**
  - What's wrong with that sentence? (Call on a student. Idea: *You don't need a comma between around and the.*)
  - Everybody, circle the comma and then cross the comma out. ✓
5. You'll finish the passage later.

## EXERCISE 5

### WORKBOOK AND WORKCHECK

1. (Award points for Group Work.)
2. **Do the rest of the Workbook lesson now.** (Observe students and give feedback.)
3. **Get ready to check your answers. ✓**
  - Put an X next to any item you missed.
  - (Call on individual students to read each item and its answer.)
4. (After all the answers have been read, have students record their Workbook points.)
5. (Award bonus points.)
6. (Have students total their points and enter the total on the Point Summary Chart.)

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DRS G W B T

### Lesson **52**

#### A ECONOMICS RULES

Answer the questions.

1. What's the rule about products that are readier to use?  
Products that are readier to use cost more.
2. Which is readier to use, a ready-made skirt or material and a pattern?  
a ready-made skirt
3. So what else do you know about a ready-made skirt?  
It costs more.
4. How do you know?  
Idea: because it is readier to use
5. Which costs more, a model that you have to put together or a model that is already put together?  
a model that is already put together
6. How do you know?  
Idea: because it is readier to use

Ms. Anderson obtains five pounds of frozen chicken.  
Ms. Miller obtains five pounds of cooked chicken.

7. Whose chicken cost more?

Ms. Miller's

8. How do you know?

Idea: because it is readier to use

#### B SENTENCE COMBINATIONS

Combine the sentences with **however**.

1. The man modified his car.  
His car still did not run.  
The man modified his car; however, it still did not run.
2. Vern hurt his quadriceps.  
Vern won the race.  
Vern hurt his quadriceps; however, he won the race.
3. They had a big supply of tennis shoes.  
They ran out.  
They had a big supply of tennis shoes; however, they ran out.
4. She concluded her speech.  
She kept on talking.  
She concluded her speech; however, she kept on talking.

### Lesson **52**

#### C EDITING

Underline the redundant sentences. Circle and correct the punctuation errors.

A bell rang. Sam put on his firefighter's hat and his firefighter's coat. He jumped on the fire truck as it roared out of the station. Sam was a firefighter. The truck sped down Oak Street and screeched around the corner of Oak and First. The truck was going sixty miles an hour. however, it could have gone a lot faster. The truck was speeding along. The truck screamed to a stop at First and Elm. Sam jumped off to look for a fire hydrant. The fire was at First and Elm. which wasn't easy.

#### D PARTS OF SPEECH

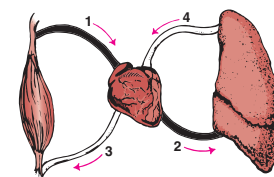
Underline the nouns. Draw **one** line over the adjectives. Draw **two** lines over the articles. Circle the verbs

1. Wind and water were eroding the mountain.
2. That stream has eroded its banks.
3. A large black goat was under a tree.
4. Erosion changes everything on the planet.

### Workbook page 256

#### E BODY RULES

Draw in the arrows. Write **vein** or **artery** in each blank. Also write **oxygen** or **carbon dioxide** in each blank.



1. vein, carbon dioxide
2. artery, carbon dioxide
3. artery, oxygen
4. vein, oxygen

#### F DEFINITIONS

Write a word that comes from **obtain** or **respire** in each blank. Then write **verb**, **noun**, or **adjective** after each item.

1. She is trying to obtain new tires. verb
2. After you run, your respiration is much faster. noun
3. Your bronchial tubes are in your respiratory system. adjective

## Workbook page 257

Lesson 52

4. That country is obtaining new jets. verb
5. You should respire slowly if you feel dizzy. verb

### G INFERENCE

Read the passage and answer the questions.

- Circle the **W** if the question is answered by words in the passage. Then underline those words.
- Circle the **D** if the question is answered by a deduction.

You know that: **When the demand is less than the supply, prices go down.**

Ms. Thomas runs the only dairy farm near Newton. In July, her cows produce just as much milk as Newton needs, which is 1,000 gallons a month. In August, a big group of people moves out of Newton, and Newton's demand for milk drops to 600 gallons a month. But Ms. Thomas's cows are still producing 1,000 gallons a month.

Ms. Thomas sells 600 gallons at the old price, and then she is stuck with 400 gallons that will soon go bad. She thinks she can get people to buy the 400 gallons if she lowers the price. Her idea works, and she sells all 400 gallons at the lower price.

- What rule about demand and supply is this passage about?  
When the demand is less than the supply, prices go down.
- What would have happened to the price of milk if a big group of people had moved into Newton in July?  
Idea: It would have gone up. W **D**
- Was the demand smaller than the supply in August because the demand went down or because the supply went up?  
because the demand went down
- What did Ms. Thomas do to get people to buy the 400 gallons she had left over?  
Idea: lowered the price W **D**
- What will Ms. Thomas have to do to the demand for milk to sell 1,000 gallons at the old price in September?  
Idea: Make it greater. W **D**
- Name one way she could do that.  
Idea: Tell people they need more milk.
- Did Ms. Thomas lose money in August?  
Yes W **D**

## Workbook page 259

Lesson 52

### J SIMILES

Complete the items about the words in the boxes.

voice gravel

- Tell how the objects could be the same.  
Idea: They could be rough.

- Write a simile about the objects.  
Idea: The dog's voice was like gravel.

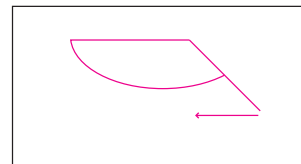
lips cherries

- Tell how the objects could be the same.  
Idea: They could be red.

- Write a simile about the objects.  
Idea: Her lips were like cherries.

### K FOLLOWING DIRECTIONS

Follow the directions.



- Draw a horizontal line in the box.
- Draw a line that slants down to the right from the right end of the horizontal line.
- At the bottom of the slanted line, draw an arrow that points to the left.
- Draw the muscle that will move the slanted line in the direction of the arrow.

Lesson 52

### H SENTENCE ANALYSIS

Rewrite the passage in six sentences.

Many great players played for the Los Angeles Dodgers, particularly in the 1960s. One very famous player was Sandy Koufax, who was an amazing pitcher. His style and speed are copied by many pitchers today.

Idea: Many great players played for the Los Angeles Dodgers. The greatest players played in the 1960s. One very famous player was Sandy Koufax. Sandy Koufax was an amazing pitcher. His style is copied by many pitchers today. His speed is copied by many pitchers today.

## Workbook page 258

### I REWRITING PARAGRAPHS

Rewrite the paragraph in four sentences. If one of the sentences tells **why**, combine the sentences with **because**. If two sentences seem contradictory, combine them with **although**.

The slaves sang many kinds of songs. The slaves sang mostly work songs and hymns. Most of their music was sung. Some of their music was played on instruments. The music started changing after 1865. 1865 was when the slaves were freed. Sometimes, former slaves played music at dances. Dances were held everywhere.

Idea: The slaves sang many kinds of songs, particularly work songs and hymns. Although most of their music was sung, some was played on instruments. The music started changing after 1865, which was when the slaves were freed. Sometimes, former slaves played music at dances, which were held everywhere.

## EXERCISE 6

### REVISING STORIES

- (Have students work in teams to revise their stories from the previous lesson. The teams should give suggestions for improving the stories and should agree on changes.)
- (After students receive feedback from their team, have them rewrite their stories on a fresh sheet of paper.)
- (Have 2–3 students read their stories aloud to the class.)
- (Collect the students' stories. Later, check their work and mark any mistakes. Write comments for parts that are good and for parts with errors.)

### END OF LESSON 52