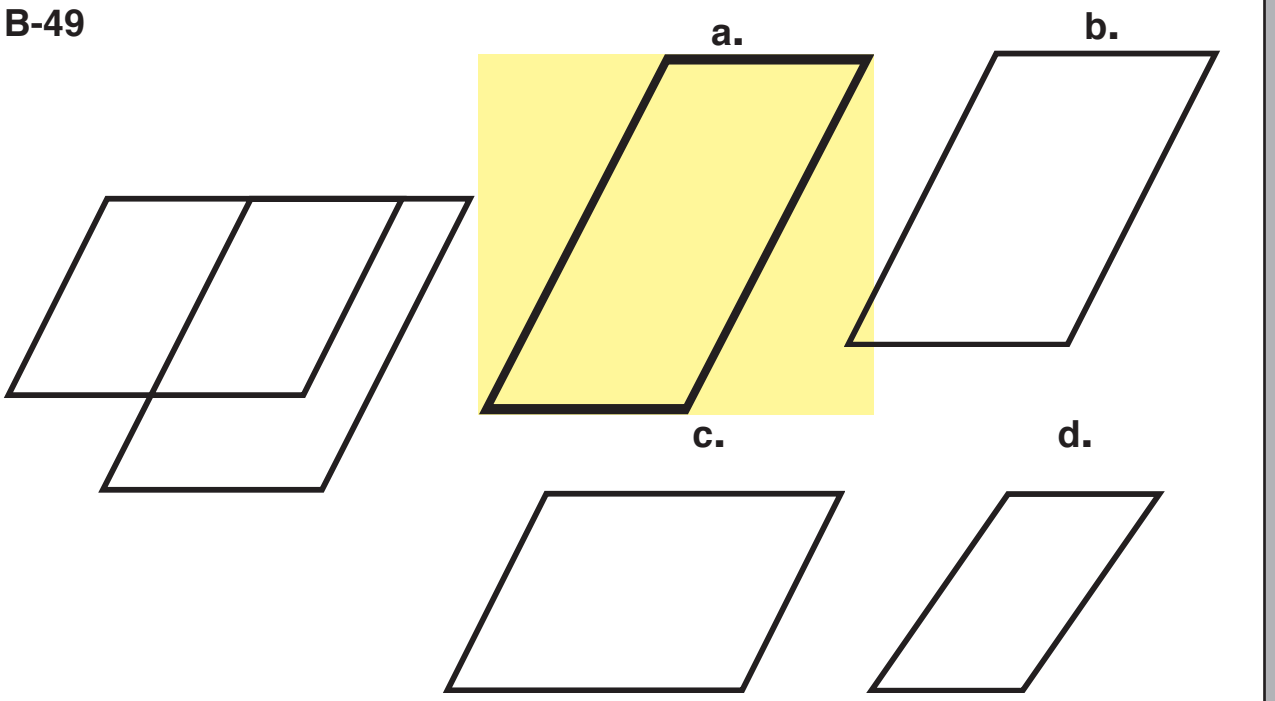
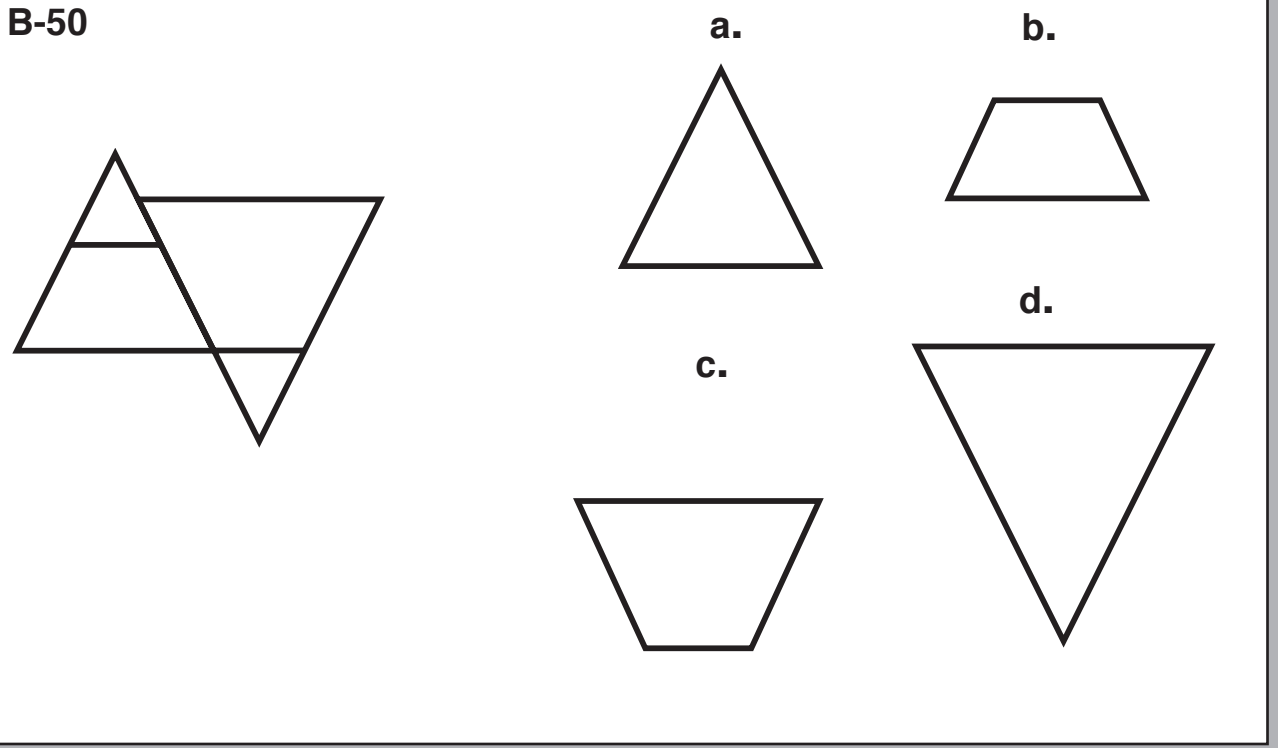
FINDING SHAPES

DIRECTIONS: Circle any shape that exactly matches one of the overlapping shapes in the figure on the left.

B-49



B-50



COMMON SEQUENCES

DIRECTIONS: Many things you do must be done in order. List the phrases in the order they should occur.

H-131 Steps in Planning a Candy Sale

Buy the materials to make candy
Cook the candy
Decide on the type of candy you will make
Find a recipe for the candy
Package the candy
Sell the candy

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

H-132 Steps in Adopting a Dog

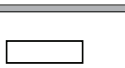
Ask your parents if you can have a dog
Go to the animal shelter with your family
Pay for the license and adoption fee
Pick out the dog
Take the dog home
Talk with your family about the kind of dog that is best for the family

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

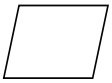
DESCRIBING SHAPES—SELECT

DIRECTIONS: Look at each shape. Read the words in the choice box. Complete each sentence with the correct words from the choice box.

CHOICE BOX: narrow, short, tall, wide

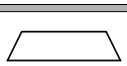


EXAMPLE: This shape is *short* and *wide*.

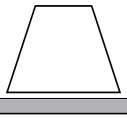


A-1 This parallelogram is *tall* and *wide*.

A-2 This parallelogram is *tall* and *narrow*.



A-3 This trapezoid is *short* and *wide*.



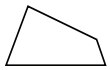
A-4 This trapezoid is *tall* and *wide*.

DESCRIBING SHAPES—SELECT

DIRECTIONS: Look at each shape. Read the words in the choice box. Complete each sentence with the correct words from the choice box.

CHOICE BOX: no, one, two, three, four, five, six

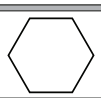
EXAMPLE This parallelogram has *four* sides and *four* angles.



A-5 This quadrilateral has *four* sides and *four* angles.

A-6 This triangle has *three* sides and *three* angles.

A-7 This pentagon has *five* sides and *five* angles.

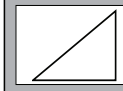


A-8 This hexagon has *six* sides and *six* angles.

DESCRIBING SHAPES—SELECT

DIRECTIONS: Look at each shape. Read the words in the choice box. Complete each sentence with the correct words from the choice box.

CHOICE BOX: all, none, one, two, three, four, five, six



EXAMPLE: This triangle has *three* sides and *three* angles. *One* of the angles is square.

A-9 This rectangle has *four* sides and *four* angles. *All OR Four* of the angles are square.

A-10 This square has *four* sides and *four* angles. *All OR Four* of the angles are square.

A-11 This irregular pentagon has *five* sides and *five* angles. *Two* of the angles are square.

A-12 This hexagon has *six* sides and *six* angles. *None* of the angles are square.

DESCRIBING SHAPES—SELECT

DIRECTIONS: Look at each shape. Read the words in the choice box. Complete each sentence with the correct words from the choice box.

CHOICE BOX: all, none, one, two, three, four, five, six, hexagon, pentagon, rectangle, square, trapezoid, triangle

A-13 This *triangle* (shape name) has *three* sides and *all OR three* are the same length.

A-14 This *square* (shape name) has *four* sides and *all OR four* are the same length.

A-15 This *triangle* (shape name) has *three* sides and *two* are the same length.

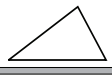
A-16 This *trapezoid* (shape name) has *four* sides and *two* are the same length.

A-17 This *rectangle* (shape name) has *four* sides and *two OR two pair* are the same length

DESCRIBING SHAPES—SELECT

DIRECTIONS: Look at each shape. Read the words in the choice box. Complete each sentence with the correct words from the choice box. Use the most specific name for each shape.

CHOICE BOX: all, none, two, three, four, five, six, hexagon, parallelogram, pentagon, quadrilateral, rectangle, square, triangle



A-18 This *triangle* (shape name) has *three* sides and *none* are the same length.

A-19 This *pentagon* (shape name) has *five* sides and *two pairs* are the same length.

A-20 This *quadrilateral* (shape name) has *four* sides and *none* are the same length.

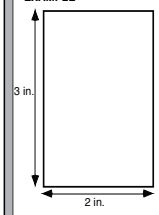
A-21 This *parallelogram* (shape name) has *four* sides and *two pairs* are the same length.

A-22 This *hexagon* (shape name) has *six* sides and *all OR six* are the same length.

DESCRIBING SHAPES—EXPLAIN

DIRECTIONS: In each description box, describe the shape in the picture at the left. Use complete sentences in your descriptions.

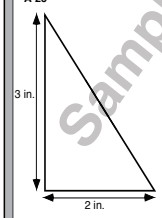
EXAMPLE



DESCRIPTION

This rectangle has four square corners. The rectangle is three inches high and two inches wide. Two sides are three inches long and the other two sides (top and bottom) are two inches long.

A-23



DESCRIPTION

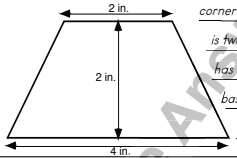
This triangle has three sides and three angles. It has one square corner. The triangle is 3 inches tall (high) and 2 inches wide (across).

DESCRIBING SHAPES—EXPLAIN

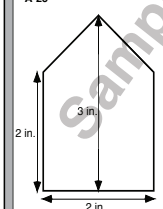
DIRECTIONS: In each description box, describe the shape in the picture at the left. Use complete sentences in your descriptions.

A-24 DESCRIPTION

This trapezoid has four sides and four angles. Two of its sides are equal. It has no square corners. The trapezoid is two inches tall (high), has a four-inch lower base and a two-inch upper base.



A-25



DESCRIPTION

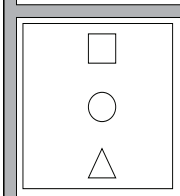
This pentagon has five sides and five angles. It has two square corners and two pairs of equal sides. The pentagon is three inches tall (high) and two inches wide (across). Three of its sides are two inches long.

DESCRIBING POSITION—SELECT

DIRECTIONS: Write the words from the choice box that correctly complete the sentences. Draw a figure as directed.

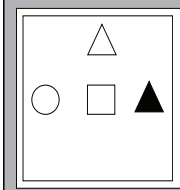
CHOICE BOX

above, below, center, circle, left, right, square, triangle



A-26 The square is *above* the circle. The circle is *below* the square.

Draw a triangle below the circle.



A-27 The triangle is *above* the square. The circle is on the *left* side of the square.

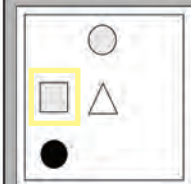
Draw a black triangle to the right of the square.

DESCRIBING POSITION—SELECT

DIRECTIONS: Write the words from the choice box that correctly complete the sentences. Draw a figure as directed.

CHOICE BOX

above, below, center, circle, left, right, square, triangle



A-28 The triangle is *below* the circle and to the *right* of the square.

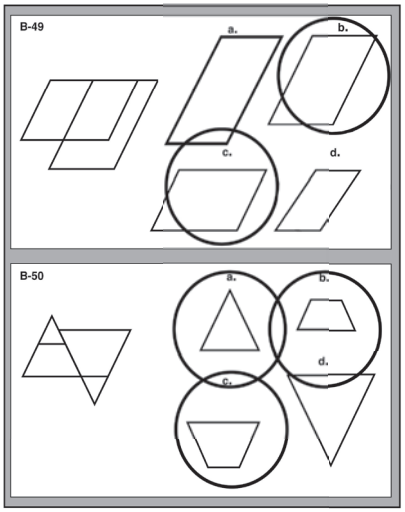
Draw a black circle near the lower left corner. The black circle will be *below* the square.

A-29 The triangle is near the upper *left* corner. The circle is in the *center*.

Draw a black square directly below the circle. The black square will be to the *left* of the gray square.

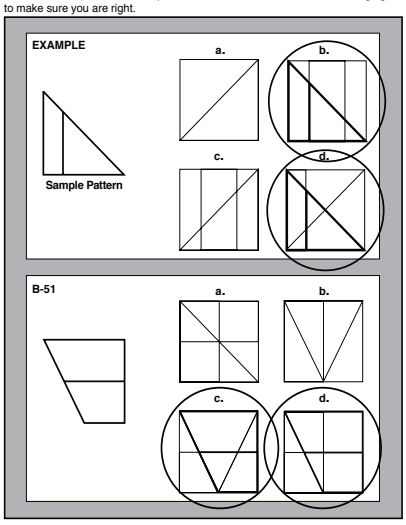
FINDING SHAPES

DIRECTIONS: Circle any shape that exactly matches one of the overlapping shapes in the figure on the left.



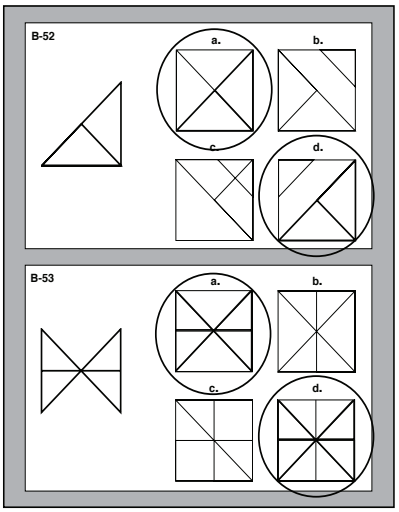
FINDING AND TRACING PATTERNS

DIRECTIONS: Circle any figure that contains the figure on the left. The figure must be in the same position but may have extra lines. Trace over the matching figure to make sure you are right.



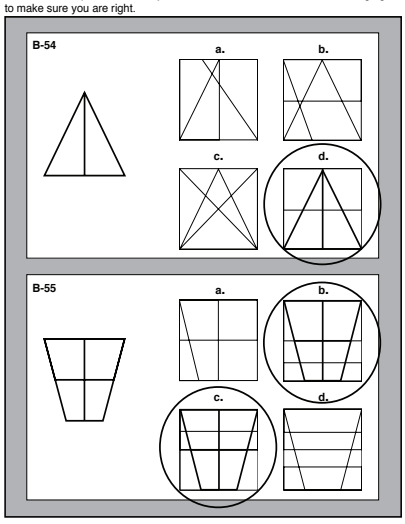
FINDING AND TRACING PATTERNS

DIRECTIONS: Circle any figure that contains the shape on the left. The shape must be in the same position but may have extra lines. Trace over the matching figure to make sure you are right.



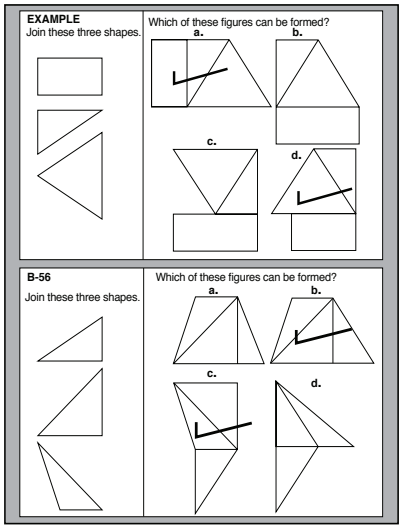
FINDING AND TRACING PATTERNS

DIRECTIONS: Circle any figure that contains the figure on the left. The figure must be in the same position but may have extra lines. Trace over the matching figure to make sure you are right.



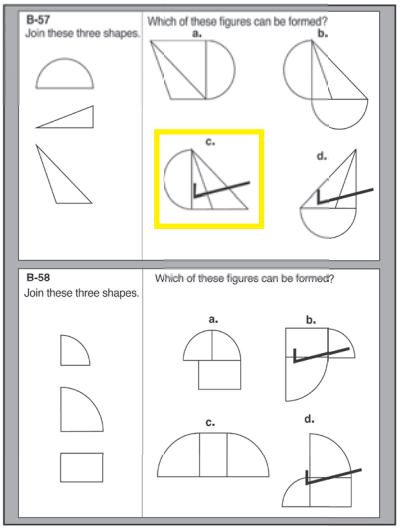
COMBINING SHAPES

DIRECTIONS: Check the figures that can be formed by joining the three shapes in the box. Shapes may be turned or flipped.



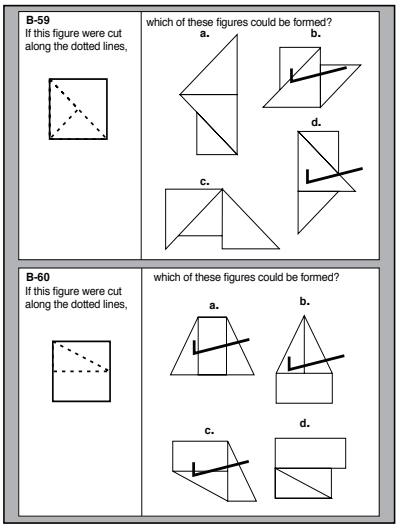
COMBINING SHAPES

DIRECTIONS: Check the figures that can be formed by joining the three shapes in the box. Shapes may be turned or flipped.



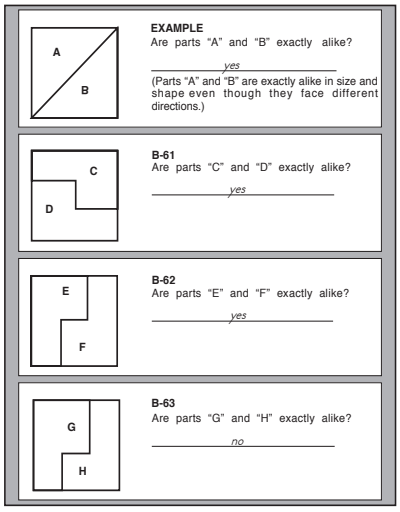
COMBINING SHAPES

DIRECTIONS: If each square was cut into three parts, check the figures that could be formed by joining those parts.



DIVIDING SHAPES INTO EQUAL PARTS—A

DIRECTIONS: Look at the two parts of the square. Answer the question, **"Are the** parts exactly alike?**" Write** *yes* or *no* in the blank below each question.



EXAMPLE
Are parts "A" and "B" exactly alike?
yes
(Parts "A" and "B" are exactly alike in size and shape even though they face different directions.)

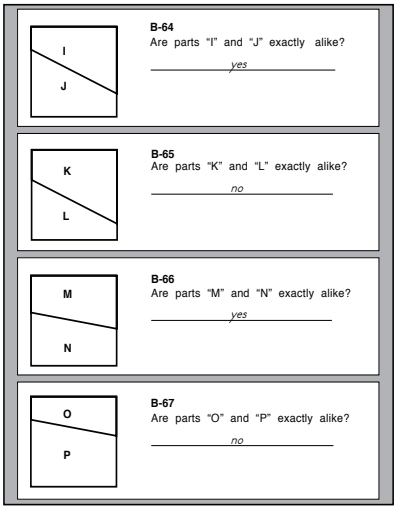
B-61
Are parts "C" and "D" exactly alike?
yes

B-62
Are parts "E" and "F" exactly alike?
yes

B-63
Are parts "G" and "H" exactly alike?
no

DIVIDING SHAPES INTO EQUAL PARTS—A

DIRECTIONS: Look at the two parts of the square. Answer the question, "Are the parts exactly alike?" Write *yes* or *no* in the blank below each question.



B-64
Are parts "I" and "J" exactly alike?
yes

B-65
Are parts "K" and "L" exactly alike?
no

B-66
Are parts "M" and "N" exactly alike?
yes

B-67
Are parts "O" and "P" exactly alike?
no

ENLARGING FIGURES

DIRECTIONS: Use the dot grid to draw a figure with sides twice as long as the figure on the left.

B-149

B-150

B-151

ENLARGING FIGURES

DIRECTIONS: Use the dot grid to draw a figure with sides twice as long as the figure on the left.

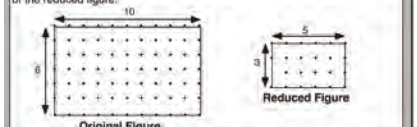
B-152

B-153

B-154

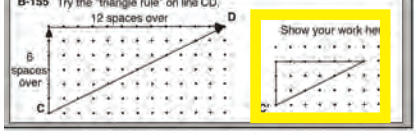
REDUCING FIGURES

DIRECTIONS: To reduce a figure so that each side is half as long, count the number of spaces between the dots on each side of the figure and divide by two. Count the spaces, not the dots. Use the dot grid to mark off the length of each side of the reduced figure.



If the pattern is not a rectangle, then the "triangle rule" may be used to reduce the size of a line drawn at an angle. Here is an example of the "triangle rule". Start at point A and go upward until your pencil is in line with point B. Then go over until your pencil is on point B. Next, count the spaces between the dots and divide by two. Finally, draw a reduced figure as shown.

B-155 Try the "triangle rule" on line CD.



REDUCING FIGURES

DIRECTIONS: Use the dot grid to draw a figure with sides half as long as the figure on the left.

B-157

B-158

B-159

REDUCING FIGURES

DIRECTIONS: Use the dot grid to draw a figure with sides half as long as the figure on the left.

B-160

B-161

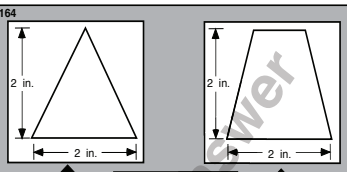
B-162

B-163

COMPARING SHAPES—EXPLAIN

DIRECTIONS: Use this diagram to organize your thinking about how a triangle and a trapezoid are alike and how they are different.

B-164



HOW ALIKE?

Both are closed, white figures; both are made with straight lines; both have a base length of two inches and are two inches high.

HOW DIFFERENT?

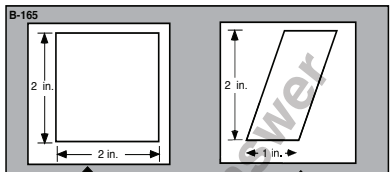
WITH REGARD TO

TRIANGLE		TRAPEZOID
three	NUMBER OF SIDES	*four*
three	NUMBER OF ANGLES	*four*
none	NUMBER OF PARALLEL SIDES	*two*

COMPARING SHAPES—EXPLAIN

DIRECTIONS: Use this diagram to organize your thinking about how a square and a parallelogram are alike and how they are different.

B-165



HOW ALIKE?

Both are white; both have four sides; both are two inches high; both have two pairs of parallel sides.

HOW DIFFERENT?

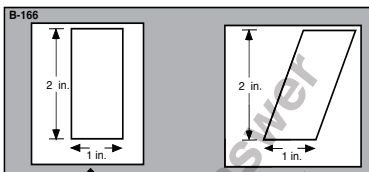
WITH REGARD TO

SQUARE		PARALLELOGRAM
four equal angles	NUMBER OF EQUAL ANGLES	*two sets of equal angles*
all sides are equal	LOCATION OF EQUAL SIDES	*opposite sides are equal*
two inches	SIZE OF BASE	*one inch*

COMPARING SHAPES—EXPLAIN

DIRECTIONS: Use this diagram to organize your thinking about how a rectangle and a parallelogram are alike and how they are different.

B-166



HOW ALIKE?

Both are white; both are four-sided shapes; both have a one-inch base and are two inches high; both have opposite sides parallel.

HOW DIFFERENT?

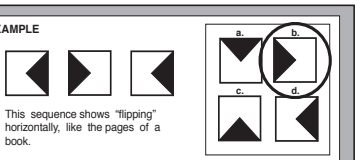
WITH REGARD TO

RECTANGLE		PARALLELOGRAM
four	NUMBER OF EQUAL ANGLES	*two pairs of equal angles*
all angles are equal	LOCATION OF EQUAL ANGLES	*opposite angles are equal*
90 degrees (square)	SIZE OF ANGLES	*2 are smaller than a right angle and 2 are larger than a right angle*

SEQUENCE OF FIGURES—SELECT

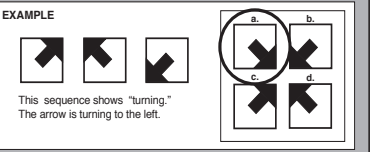
DIRECTIONS: Here are examples of three sequences. The correct figure that completes each sequence is circled and a description of the kind of sequence is given.

EXAMPLE



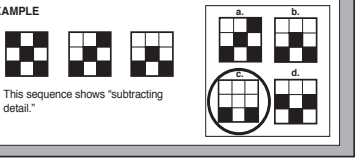
This sequence shows "flipping" horizontally, like the pages of a book.

EXAMPLE



This sequence shows "turning." The arrow is turning to the left.

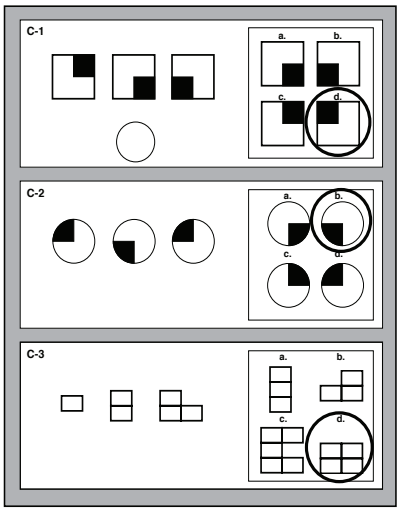
EXAMPLE



This sequence shows "subtracting detail."

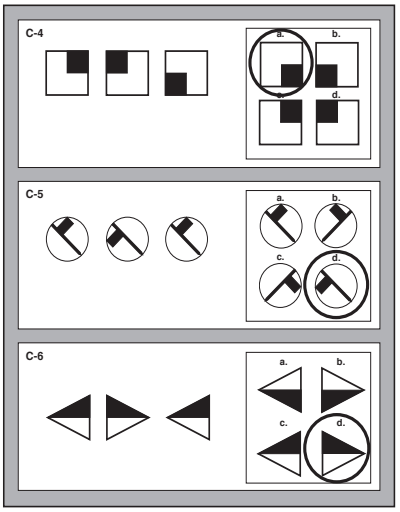
SEQUENCE OF FIGURES—SELECT

DIRECTIONS: Circle the figure that best continues the sequence.



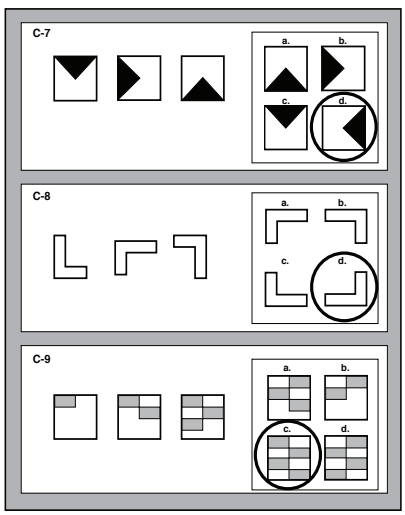
SEQUENCE OF FIGURES—SELECT

DIRECTIONS: Circle the figure that best continues the sequence.



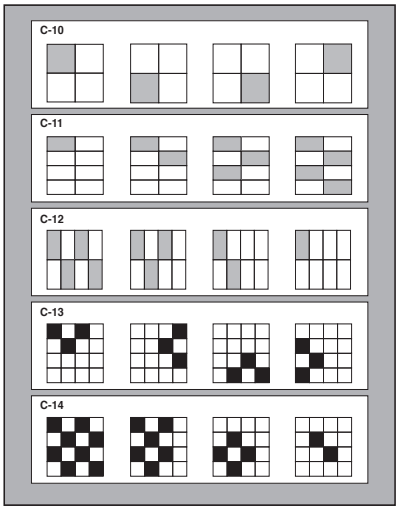
SEQUENCE OF FIGURES—SELECT

DIRECTIONS: Circle the figure that best continues the sequence.



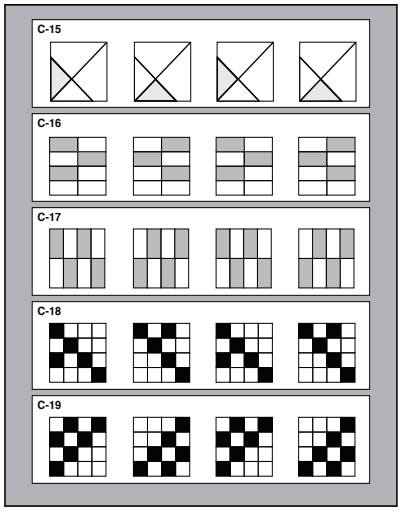
SEQUENCE OF FIGURES—SUPPLY

DIRECTIONS: Shade in the fourth shape in each row to continue each sequence.



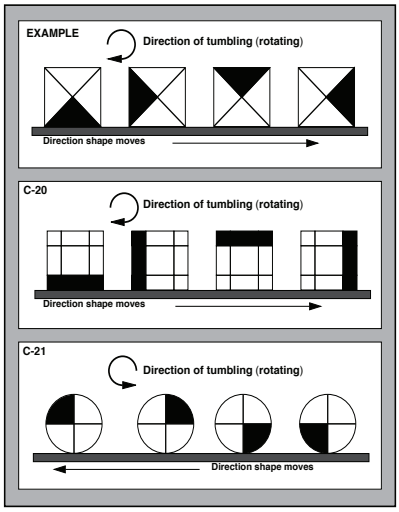
SEQUENCE OF FIGURES—SUPPLY

DIRECTIONS: Shade in the fourth shape in each row to continue each sequence.



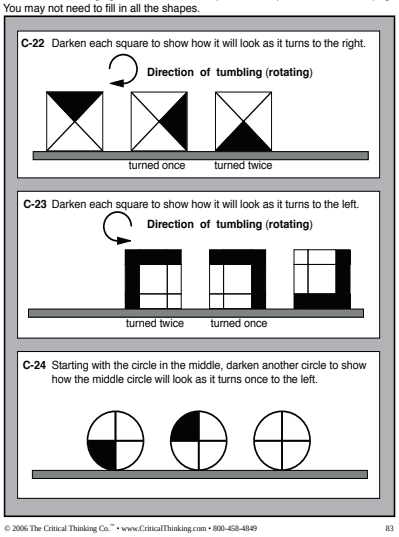
TUMBLING—SHADING

DIRECTIONS: As a shape tumbles along, the side that is on the ground changes. Darken the following figures to show how they look as they tumble across the page.



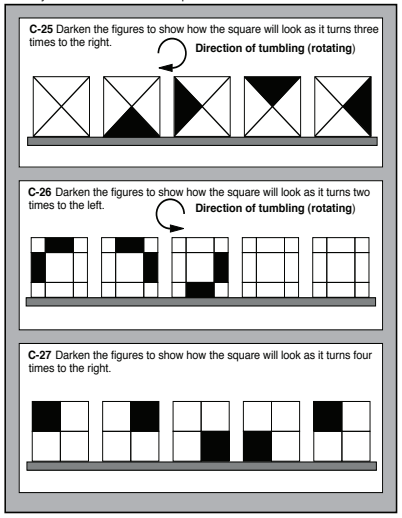
TUMBLING—SHADING

DIRECTIONS: As a shape tumbles along, the side that is on the ground changes. Darken the following figures to show how they look as they tumble across the page. You may not need to fill in all the shapes.



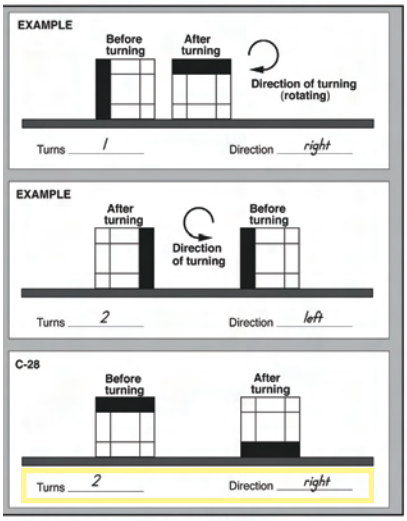
TUMBLING—SHADING

DIRECTIONS: As a shape tumbles along, the side that is on the ground changes. Darken the following figures to show how they look as they tumble across the page. You may not need to fill in all the shapes.



TURNING (ROTATING) FIGURES

IRECTIONS: Explain how the first figure has been turned to produce the second r filling in the number of position changes and the direction of change.



TURNING (ROTATING) FIGURES

IRECTIONS: Explain how the first figure has been turned to produce the second filling in the number of position changes and the direction of change.

C-29 Before turning / After turning
Turns 1 Direction right

C-30 After turning / Before turning
Turns 2 Direction left

C-31 Before turning / After turning
Turns 3 Direction right

PATTERN FOLDING—SELECT

DIRECTIONS: The pattern on the left is a wrapper for one of the solids on the right. Draw a circle around the correct solid.

EXAMPLE a. b. c. d.

C-32 a. b. c. d.

C-33 a. b. c. d.

PATTERN FOLDING—SUPPLY

DIRECTIONS: The patterns at the bottom of the page, when folded, produce the cube at the top of the page. Fill in the blanks on the pattern with the correct position number for that face of the cube.

4 on the back; 6 on the side; 5 on the bottom

EXAMPLE: 3 | 1 2 4 6 | 5

C-34: 3 | 6 1 2 | 5 | 4

C-35: 4 | 3 2 5 6 | 1

C-36: 3 | 4 6 1 2 | 5

PATTERN FOLDING—SUPPLY

DIRECTIONS: The patterns at the bottom of the page, when folded, produce the cube at the top of the page. Fill in the blanks on the pattern with the correct position number for that face of the cube.

3 on the back; 4 on the side; 6 on the bottom

C-37: 5 | 1 2 3 4 | 6

C-38: 3 | 5 | 1 2 | 4 6

C-39: 5 | 4 1 2 3 | 6

C-40: 3 | 5 2 6 4 | 1

PATTERN FOLDING—SUPPLY

DIRECTIONS: The patterns at the bottom of the page, when folded, produce the cube at the top of the page. Fill in the blanks on the pattern with the correct position number for that face of the cube.

3 on the back; 2 on the side; 6 on the bottom

C-41: 5 | 1 | 2 6 4 | 3

C-42: 1 4 | 6 | 2 | 5 3

C-43: 3 | 5 4 6 2 | 1

C-44: 5 | 1 4 3 2 | 6

STACKING SHAPES—SELECT

DIRECTIONS: Look at the four shapes in the top box. At the bottom of the page are six combinations formed by placing one shape on another. Select the stack that fits each description.

EXAMPLE: The hexagon is on the square. Answer: C

C-45 The circle is on the triangle. Answer: d

C-46 The triangle is on the square. Answer: e

C-47 The square is on the hexagon. Answer: f

a. b. c. d. e. f.

STACKING SHAPES—SELECT

DIRECTIONS: Look at the four shapes in the top box. At the bottom of the page are eight combinations formed by placing one shape on another. Select the stack that fits each description.

C-48 The circle is on the square. Answer: c

C-49 The triangle is on the rectangle. Answer: f

C-50 The rectangle is on the square. Answer: h

C-51 The square is on the circle. Answer: g

C-52 The circle is on the rectangle. Answer: a

a. b. c. d. e. f. g. h.

STACKING SHAPES—SUPPLY

DIRECTIONS: Shade in the shapes to show how each pair of shapes will look after they are stacked according to the directions.

EXAMPLE: Put the circle on the rectangle.

C-53: Put the rectangle on the triangle.

C-54: Put the triangle on the rectangle.

C-55: Put the rectangle on the circle.

STACKING SHAPES—SUPPLY

DIRECTIONS: Shade in the shapes to show how each pair of shapes will look after they are stacked according to the directions.

C-56 Put the square on the triangle.

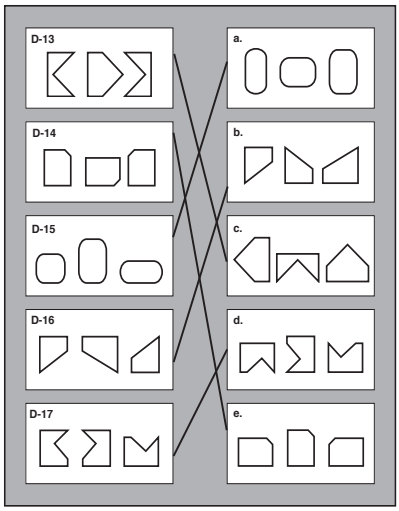
C-57 Put the rectangle on the triangle.

C-58 Put the rectangle on the square.

C-59 Put the triangle on the rectangle.

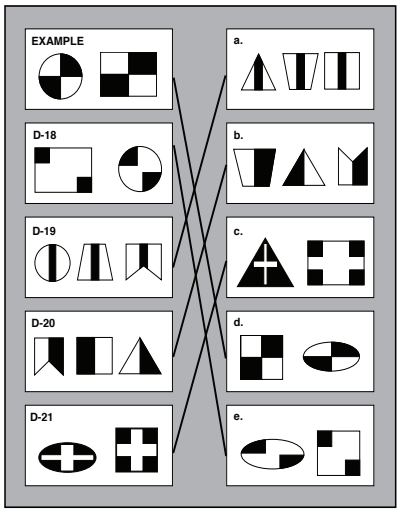
MATCHING CLASSES BY SHAPE

DIRECTIONS: Draw a line from each group on the left to a group on the right that belongs to the same class.



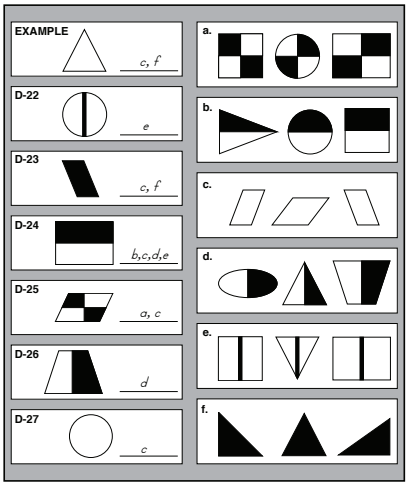
MATCHING CLASSES BY SHAPE

DIRECTIONS: Draw a line from each group on the left to a group on the right that belongs to the same class.



CLASSIFYING MORE THAN ONE WAY—MATCHING

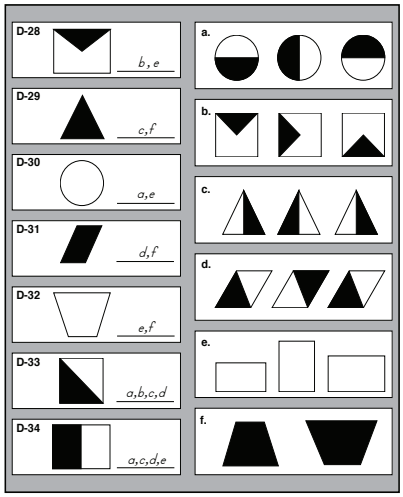
DIRECTIONS: Match the figure in each box on the left to all the classes on the right to which it can belong. Write the letters of the correct classes on the line next to the figure. For example, the triangle in the example belongs to both class *c* (the white class) and class *f* (the triangle class). *



* The most common answers are given. Additional matches may be justified if students state legitimate classifying criteria.

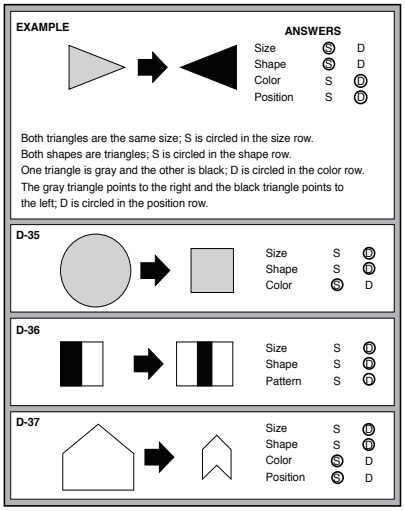
CLASSIFYING MORE THAN ONE WAY—MATCHING

DIRECTIONS: Match the figure in each box to all the classes on the right to which it can belong. You can match the figure by one or more characteristics. Write the letters of all the classes to which it can belong.



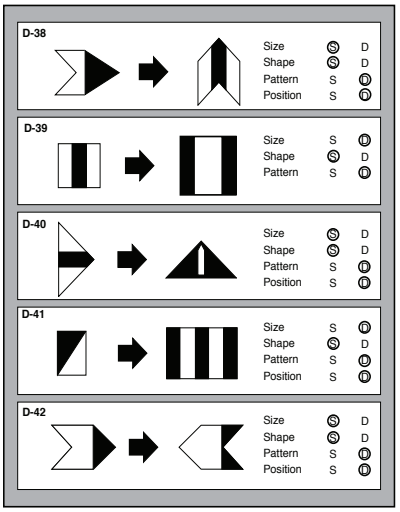
CHANGING CHARACTERISTICS—SELECT

DIRECTIONS: Look at each pair of figures below. In the answer column, circle "S" if the characteristic is the same for both figures. Circle "D" if the characteristic is different.



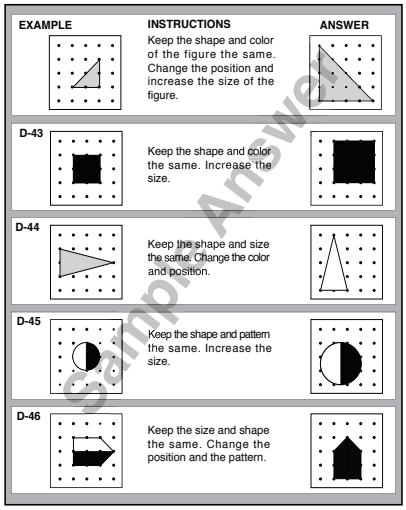
CHANGING CHARACTERISTICS—SELECT

DIRECTIONS: Look at each pair of figures below. In the answer column, circle "S" if the characteristic is the same for both figures. Circle "D" if the characteristic is different.



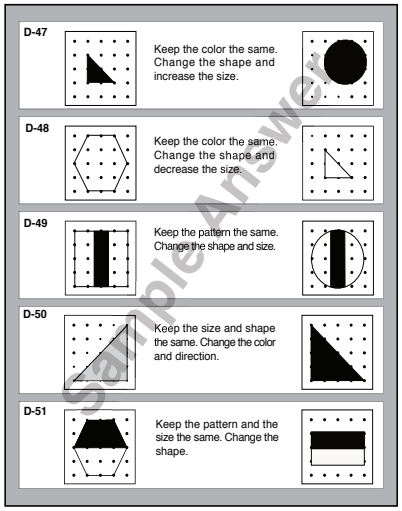
CHANGING CHARACTERISTICS—SUPPLY

DIRECTIONS: Look at the figure on the left. Read the directions and then draw another figure with the characteristics described in the instructions.



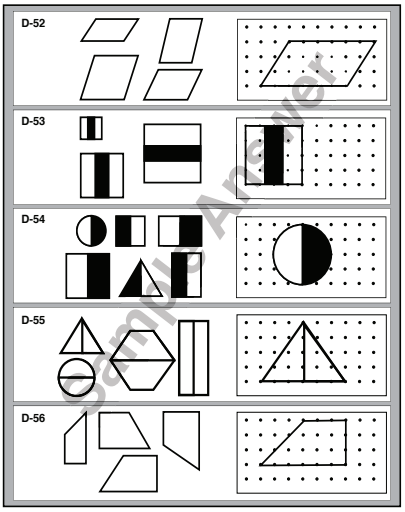
CHANGING CHARACTERISTICS—SUPPLY

DIRECTIONS: Look at the figure on the left. Read the directions and then draw another figure with the characteristics described in the instructions.



DRAW ANOTHER

DIRECTIONS: In the box on the right, draw another figure that belongs to the group on the left.



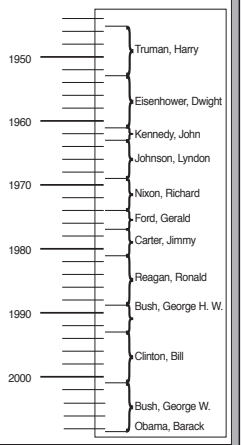
GRAPHIC ORGANIZER—TIME LINE

DIRECTIONS: Using the list on the left, mark each president's term of office in its correct chronological order on the time line at the right. Remember to count the spaces.

H-185 **A PRESIDENTIAL TIME LINE**

Enter these presidents on the time line at the right.

Bush, George H. W. —1989-93
Carter, Jimmy —1977-81
Clinton, Bill —1993-2001
Eisenhower, Dwight —1953-61
Ford, Gerald —1974-77
Obama, Barack —2009-
Johnson, Lyndon —1963-69
Kennedy, John —1961-63
Nixon, Richard —1969-74
Reagan, Ronald —1981-89
Bush, George W.—2001-2008
Truman, Harry —1945-53



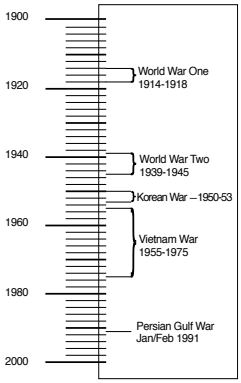
GRAPHIC ORGANIZER—TIME LINE

DIRECTIONS: Using the list on the left, mark each war in its correct chronological order on the time line at the right. Remember to count the spaces.

H-186 **A TIME LINE OF TWENTIETH CENTURY WARS**

Enter these wars on the time line at the right.

Korean War — 1950-53
Persian Gulf War — Jan./Feb. 1991
Vietnam War — 1955-75
World War One — 1914-18
World War Two — 1939-45



PARTS OF A WHOLE—SELECT

DIRECTIONS: On each line are four words from language arts lessons. Read the words and decide which word represents a whole thing and which words are parts of the whole thing. On the lines below each group, write the word that represents the whole thing, then list the words that are its parts.

EXAMPLE: closing, greeting, letter, signature

The words represent parts of a letter that you might write to a friend. The WHOLE is the letter and the PARTS are the greeting, the closing, and the signature.

WHOLE *letter* PARTS *greeting*, *closing*, *signature*

I-1 book, chapter, index, table of contents
WHOLE *book* PARTS *chapter*, *index*, *table of contents*

I-2 comics, editorial, newspaper, sports
WHOLE *newspaper* PARTS *comics*, *editorial*, *sports*

I-3 books, card file, library, shelves
WHOLE *library* PARTS *books*, *card file*, *shelves*

I-4 argument, debate, rebuttal, statement of proposition
WHOLE *debate* PARTS *argument*, *rebuttal*, *statement of proposition*

I-5 advertisements, articles, magazine, photographs
WHOLE *magazine* PARTS *advertisements*, *articles*, *photographs*

PARTS OF A WHOLE—SELECT

DIRECTIONS: On each line are four words from social studies lessons. Read the words and decide which word represents a whole thing and which words are parts of the whole thing. On the lines below each group, write the word that represents the whole thing, then list the words that are its parts.

I-6 alleys, block, buildings, streets
WHOLE *block* PARTS *alleys*, *buildings*, *streets*

I-7 churches, homes, neighborhood, schools
WHOLE *neighborhood* PARTS *churches*, *homes*, *schools*

I-8 city, downtown, neighborhood, suburb
WHOLE *city* PARTS *downtown*, *neighborhood*, *suburb*

I-9 cities, county, rural areas, towns
WHOLE *county* PARTS *cities*, *rural areas*, *towns*

I-10 cities, counties, state, townships
WHOLE *state* PARTS *cities*, *counties*, *townships*

I-11 forests, mountains, nation, rivers
WHOLE *nation* PARTS *forests*, *mountains*, *rivers*

I-12 continents, atmosphere, Earth, oceans
WHOLE *Earth* PARTS *continents*, *atmosphere*, *oceans*

PARTS OF A WHOLE—SELECT

DIRECTIONS: On each line are four words from science lessons. Read the words and decide which word represents a whole thing and which words are parts of the whole thing. On the lines below each group first write the word that represents the whole thing, then list the words that are parts of the whole thing.

I-13 leaves, plant, root, stem
WHOLE *plant* PARTS *leaves*, *root*, *stem*

I-14 backbone, brain, heart, mammal
WHOLE *mammal* PARTS *backbone*, *brain*, *heart*

I-15 blossom, bulb, stem, tulip
WHOLE *tulip* PARTS *bulb*, *stem*, *blossom*

I-16 fruit, pulp, seeds, skin
WHOLE *fruit* PARTS *pulp*, *seeds*, *skin*

I-17 antennae, insect, jointed legs, segmented abdomen
WHOLE *insect* PARTS *antennae*, *jointed legs*, *segmented abdomen*

I-18 backbone, fish, gills, scales
WHOLE *fish* PARTS *backbone*, *gills*, *scales*

I-19 beak, bird, feathers, wings
WHOLE *bird* PARTS *beak*, *feathers*, *wings*

CLASS AND MEMBERS—SELECT

DIRECTIONS: On each line are four words from language arts lessons. Read the words and decide which word represents the class to which the other words belong. On the lines below each group, write the word that represents the class, then list the words that are members of that class.

I-20 drama, fiction, novel, short story
CLASS *fiction* MEMBERS *drama*, *novel*, *short story*

I-21 autobiographies, diaries, journals, personal histories
CLASS *personal histories* MEMBERS *diaries*, *journals*, *autobiographies*

I-22 a, an, articles, the
CLASS *articles* MEMBERS *a*, *an*, *the*

I-23 exclamations, questions, sentences, statements
CLASS *sentences* MEMBERS *exclamations*, *questions*, *statements*

I-24 figures of speech, metaphors, personification, similes
CLASS *figures of speech* MEMBERS *metaphors*, *personification*, *similes*

I-25 adjectives, adverbs, nouns, parts of speech
CLASS *parts of speech* MEMBERS *adjectives*, *adverbs*, *nouns*

I-26 almanac, atlas, dictionary, reference book
CLASS *reference book* MEMBERS *almanac*, *atlas*, *dictionary*

CLASS AND MEMBERS—SELECT

DIRECTIONS: On each line are four words from social studies lessons. Read the words and decide which word represents the class to which the other words belong. On the lines below each group, write the word that represents the class, then list the words that are members of that class.

I-27 appliances, clothing, food, goods
CLASS *goods* MEMBERS *appliances*, *clothing*, *food*

I-28 kings, leaders, presidents, prime ministers
CLASS *leaders* MEMBERS *kings*, *presidents*, *prime ministers*

I-29 city, federal, government, state
CLASS *government* MEMBERS *city*, *federal*, *state*

I-30 economics, geography, history, social sciences
CLASS *social sciences* MEMBERS *economics*, *geography*, *history*

I-31 elementary, high, middle, school
CLASS *school* MEMBERS *elementary*, *middle*, *high*

I-32 cleaning, repairing, protecting, service
CLASS *service* MEMBERS *cleaning*, *repairing*, *protecting*

I-33 democracy, government, monarchy, republic
CLASS *government* MEMBERS *democracy*, *monarchy*, *republic*

CLASS AND MEMBERS—SELECT

DIRECTIONS: On each line are four words from science lessons. Read the words and decide which word represents the class to which the other words belong. On the lines below each group, write the word that represents the class, then list the words that are members of that class.

I-34 corn, grain, oats, wheat
CLASS *grain* MEMBERS *corn*, *oats*, *wheat*

I-35 ape, mammal, man, whale
CLASS *mammal* MEMBERS *ape*, *man*, *whale*

I-36 daisy, flower, rose, tulip
CLASS *flower* MEMBERS *daisy*, *rose*, *tulip*

I-37 apple, banana, fruit, pear
CLASS *fruit* MEMBERS *apple*, *banana*, *pear*

I-38 beetle, fly, grasshopper, insect
CLASS *insect* MEMBERS *fly*, *grasshopper*, *beetle*

I-39 fish, guppy, perch, trout
CLASS *fish* MEMBERS *guppy*, *perch*, *trout*

I-40 bird, heron, penguin, sandpiper
CLASS *bird* MEMBERS *heron*, *penguin*, *sandpiper*

SENTENCES CONTAINING CLASSES AND SUBCLASSES

DIRECTIONS: In each sentence there are three words that name members of a class. Underline these words. Inside each box, write the words in order from most general class to the most specific class. The general class (1) will contain the less general class (2) and the most specific class (3). Write the most general class on line (1), the less general class on line (2), and the most specific class on line (3).

EXAMPLE The orange is a popular citrus fruit. "Fruit" is the most general class and belongs on line 1. "Citrus" is a kind of fruit and belongs on line 2. "Orange" is a kind of citrus fruit and belongs on line 3.

1 *fruit* MOST GENERAL CLASS
2 *citrus* LESS GENERAL CLASS
3 *orange* MOST SPECIFIC CLASS

I-41 When asked to select a vegetable, Jan selected lima beans.

1 *vegetable* MOST GENERAL CLASS
2 *bean* LESS GENERAL CLASS
3 *lima* MOST SPECIFIC CLASS

I-42 Yolanda went to the pastry shop to buy a cherry pie.

1 *pastry* MOST GENERAL CLASS
2 *pie* LESS GENERAL CLASS
3 *cherry pie* MOST SPECIFIC CLASS

