

**My Father Meets a Lion**

"Who are you?" the lion yelled at my father.

"My name is Elmer Elevator."

"Where do you think you are going?"

"I'm going home," said my father.

"That's what you think!" said the lion. "Ordinarily I'd save you for afternoon tea, but I happen to be upset enough and hungry enough to eat you right now." And he picked up my father in his front paws to feel how fat he was.

My father said, "Oh, please, Lion, before you eat me, tell me why you are so particularly upset today."

"It's my mane," said the lion, as he was figuring how many bites a little boy would make. "You see what a dreadful mess it is, and I don't seem to be able to do anything about it. My mother is coming over on the dragon this afternoon, and if she sees me this way I'm afraid she'll stop my allowance. She can't stand messy manes! But I'm going to eat you now, so it won't make any difference to you."

"Oh, wait a minute," said my father, "and I'll give you just the things you need to make your mane all tidy and beautiful. I have them here in my pack."

"You do?" said the lion. "Well, give them to me, and perhaps I'll save you for afternoon tea after all," and he put my father down on the ground.

My father opened the pack and took out the comb and the brush and the seven hair ribbons of different colors. "Look," he said, "I'll show you what to do on your forelock, where you can watch me. First you brush a while, and then you comb, and then you brush again until all the twigs and snarls are gone. Then you divide it up in three and braid it like this and tie a ribbon around the end."

As my father was doing this, the lion watched very carefully and began to look much happier. When my father tied on the ribbon he was all smiles. "Oh, that's wonderful, really wonderful!" said the lion. "Let me have the comb and brush and see if I can do it." So my father gave him the comb and brush and the lion began busily grooming his mane. As a matter of fact, he was so busy that he didn't even know when my father left.

. Read the story, “My Father Meets a Lion”

* Choose a partner – Reread story
* What character traits does Elmer Elevator have?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* Locate text evidence to support your answer
* Be prepared to share with group
* What question can you write or ask using this information?

What evidence do you have to support your decision?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**An excerpt from “The Necklace”**

"What's the matter with you? You've been very odd for the last three days."

 "I'm utterly miserable at not having any jewels, not a single stone, to wear," she replied. "I shall look absolutely no one. I would almost rather not go to the party."

 "Wear flowers," he said. "They're very smart at this time of the year. For ten francs you could get two or three gorgeous roses."

 She was not convinced.

 "No . . . there's nothing so humiliating as looking poor in the middle of a lot of rich women."

 "How stupid you are!" exclaimed her husband. "Go and see Madame Forestier and ask her to lend you some jewels. You know her quite well enough for that."

 She uttered a cry of delight.

 "That's true. I never thought of it."

 Next day she went to see her friend and told her her trouble.

 Madame Forestier went to her dressing-table, took up a large box, brought it to Madame Loisel, opened it, and said:

 "Choose, my dear."

 First she saw some bracelets, then a pearl necklace, then a Venetian cross in gold and gems, of exquisite workmanship. She tried the effect of the jewels before the mirror, hesitating, unable to make up her mind to leave them, to give them up. She kept on asking:

 "Haven't you anything else?"

 "Yes. Look for yourself. I don't know what you would like best."

 Suddenly she discovered, in a black satin case, a superb diamond necklace; her heart began to beat covetously. Her hands trembled as she lifted it. She fastened it round her neck, upon her high dress, and remained in ecstasy at sight of herself.

 Then, with hesitation, she asked in anguish:

 "Could you lend me this, just this alone?"

 "Yes, of course."

 She flung herself on her friend's breast, embraced her frenziedly, and went away with her treasure.

Short Answer Prompt:

Do you think Mme Loisel in “The Necklace” has a misguided sense of self value? Support your answer with evidence from the selection.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Short Answers**

**ABQT**

**Answer the question ( Assertion ) (yellow)**

**Background information for the quote (blue)**

**Quote (pink)**

**Theme – connect the theme of the story to the characters or questions (green)**

**Answer the Question (Assertion)**

Explain your position and always include **BECAUSE** to defend your reason.

1. What are three possible answers? Pick the best one or combine them to make the best answer.
2. Restate the question (use the same words from question to start off your sentence)

**Background Information**

After you find the quote that **EXACTLY MATCHES** your answer, provide background information for what’s going on in the quote. You sill end this information with a **COMMA.**

1. Think 5 W’s (who, what, where, when, why)

 \*\*\*\*AT LEAST have **the who, what and why\*\*\*\***

**QUOTE**

Use evidence from the story that supports your answer. Your quote is a sentence from the story. It must be in quotation marks.

**THEME**

Finally, you need to **connect** the **theme** to the **characters/question. EXPLAIN** why your quote proves your answer. What did your character **learn or realize?** What abstract idea does the quote show? All of these questions are part of your last sentences in the short answer. (Two sentences).

The following questions are here to help you :

-How did the character change? - What did the character learn about him/her or others?

-How did the event shape the character?

-How did the character’s actions change the other characters?

1. Pay attention to what the question is asking. **A**nswer by restating the prompt of the question…

2. Then give the reason for your answer using **B**ecause.

3. Give **B**ackground information as you decide what quote that will be used.

4. **Q**uote must be a sentence from the story that truly supports reason for answer.

5. **T**heme is the connection writer makes to the story and/or an abstract idea.

|  |  |  |  |
| --- | --- | --- | --- |
| **SCORE 3** | **SCORE 2** | **SCORE 1** | **SCORE 0** |
| **Answer:*** You have a detailed and complex answer with a “because”

**Background:*** Describes what is going on in the quote and connects with the answer.

**Quote:*** It matches the answer.
* It is properly introduced
* Specifically tied with the answer

**Tie it Up:*** S1: Has a FANBOY
* S1 : Detailed explanation of the quote and is written in your own words
* S2: the realization relates the answer and connects it to the character(s)
* S3: the theme has the main idea of your answer and connects back to it
 | **Answer:*** You have a detailed and complex answer with a “because”

**Background:*** Describes what is going on in the quote and connects with the answer.

**Quote:*** It matches the answer.
* It is properly introduced

**Tie it Up:*** S1: Has a FANBOY
* S1: Basic explanation of the quote and is in your own words.
* S2: the realization shows that you understood the character(s) personality and motive
* S3: the theme has the main idea of your answer.
 | **Answer:*** You have a general answer with a “because”
* Your answer needs more detail

**Background:*** Does not describes what is going on in the quote
* It looks almost the same as the answer

**Quote:*** You misunderstood the quote/story so your answer does not make sense
* Quote is too general and could have been more specific.

**Tie it Up:*** S1: No FANBOY
* S1: Too repetitive
* S1: Answer was not explained with enough detail or isn’t in your own words
* S2: the realization was literal and not in your own words
* S2: the realization does not match with what happened in the story
* S3: the theme does not connect to your answer
 | **Answer:*** The answer does not match your quote
* The answer does not match the rest of your short answer.
* The answer does not fully answer the question.

**Background:*** **NONE**

**Quote:*** No quote
* The quote does not match your answer

**Tie it Up:*** S1: No explanation of your answer and quote
* S3: You did not include a thematic statement.

FinalScore: \_\_\_\_\_\_Grade: \_\_\_\_\_\_ |

**FANBOYS = FOR, AND, NOR, BUT, OR, YET, SO**

State of Texas Assessments of Academic Readiness (STAAR®)Dictionary Policy

Dictionaries must be available to all students taking

  STAAR and STAAR Modified reading assessments at grades 6–8

  STAAR and STAAR Modified writing assessments, including revising and editing, at grade 7

  STAAR and STAAR Modified English I and II assessments

 The following types of dictionaries are allowable:

  Standard dictionaries in English

  Dictionary/thesaurus combinations

  Bilingual dictionaries\*

  ESL dictionaries\*

  Sign language dictionaries

Both paper and electronic dictionaries are permitted. However, electronic dictionaries that provide access to the Internet or have photographic capabilities are NOT allowed. For electronic dictionaries that are hand-held devices, test administrators must ensure that any features that allow note taking or uploading of files have been cleared of their contents both before and after the test administration.

While students are working through the assessments in the grades/courses listed above, they must have access to a dictionary. The school may provide dictionaries, or students may bring them from home. The minimum schools need is one dictionary for every five students testing, but the state’s recommendation is one for every three students or, optimally, one for each student.

Although thesauruses are not required, they are allowable on all the assessments listed above, either in combination with a dictionary or as a separate resource. If districts make thesauruses available to students during testing, it is recommended that there be one thesaurus for every five students.

Information regarding dictionaries as an accommodation for students with disabilities and English language learners (ELLs) can be found on the Accommodation Resources webpage.

 **\*Bilingual and ESL** dictionaries should be provided in accordance with individual student needs based on how much students use them in instruction and classroom testing. While there is no requirement regarding a minimum number of bilingual or ESL dictionaries schools must provide, for ELLs who depend heavily on a dictionary in language arts instruction, it is recommended that there be one dictionary for each student. An ELL or other student may, as needed, use more than one of the above dictionaries. Dictionary Skills? At this Age…..?

Yes!!!!!!

1. Students are NOT using dictionaries as they should on the exam. They pick up the thesaurus much more often, but do not really use it for the right reasons. They should know how to use a dictionary…..but they DO NOT!
2. Steps on what we will be doing are listed below.
3. Divide classroom into four parts beginning with Station 2. (A place for each “Center” to occur), and have dictionaries available to all students. NO CELL PHONES MAY BE USED FOR THIS ASSIGNMENT!!!!!!

**STATION 1 begins where they sit. Give Handout 1 – They should take notes for 3 minutes.**

1. Label second station – DICTIONARY MATCH 6 minutes
2. Label third station – DICTIONARY GUIDE WORDS 6 minutes
3. Label fourth station – DICTIONARY SCAVENGER HUNT 8 minutes
4. Label fifth station - DICTIONARY SKILLS 10 minutes
5. Divide students into 4 groups. I know some of you have large class population, but a class of 28 is 4 groups of 7 people (This is your choice though. If you want to divide differently, that is up to you).
6. Group A will go to Station 2; Group B to Station 3; Group 3 to Station 4; Group 4 to Station 5.
7. The group who finishes all stations first, and has everything correct, must turn the handouts in and will be the WINNERS! Decide on your own what the prize could be.
8. DICTIONARY SKILLS USING **STAAR VERBS**
9. Once everyone is settled back down, put list of STAAR VERBS on board, screen, etc. (Whatever you use to display information)
10. Divide words among students on the team (If you have seven group members each student gets 3 words.) On index cards, they should write the word on the front of the card, and then on the back place DEFINITION, PAGE NUMBER FROM DICTIONARY, GUIDE WORDS ON THE PAGE, and a SENTENCE USING THAT VERB.
11. Students should have a nice copy of all of the words after this activity. I have provided a handout you can make copies of for each individual student if you wish.
12. WORD WALL – This part of the activity is up to you. Students should develop a poster of some sort (by group) to display these words and definitions.

(STAAR VERBS can be found on Lead4Ward web page.)

DICTIONARY SCAVENGER HUNT

**This was used at station 1.**

1. What is the first word in the **r** section of the dictionary?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. What is the last word in the **u** section of the dictionary?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. How many pages of words starting with **q** are in the dictionary?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. Look up the word **azure.** It is a shade of

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. Look up the word **larynx**. Where is the larynx located?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6. Find the first adjective in your dictionary starting with **m**.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7. Look up the word **pocket**. In addition to being a noun it is also an

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and a\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

8. Look up the word **burro**. It is a small

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

9. Look up the word **calico**. How many syllables does it have?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

10. Find the first verb in your dictionary starting with s that has three

syllables. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



Dictionary Match

**dic•tion•ar•y** /dikshəneree/ *n. (pl.•****ies****)* **1** publication that lists (usu. alphabetically) and explains the words of a language or gives equivalents in another language. **2** reference publication on any subject arranged alphabetically *(dictionary of architecture).*

A. Use the letters to label each part of the dictionary entry.

**A**. definition

**B**. part of speech

**C**. other forms of the word

**D**. main entry

**E**. example

**F**. pronunciation

B. Match each dictionary term with its definition.

1. \_\_\_\_\_ main entry **A**. how to say the word
2. \_\_\_\_\_ definition **B**. words at the top of each page
3. \_\_\_\_\_ other word forms **C**. the meaning of the word
4. \_\_\_\_\_ pronunciation **D**. word that has a similar meaning
5. \_\_\_\_\_ part of speech **E**. the word that is being defined
6. \_\_\_\_\_ abbreviation **F**. part of a word
7. \_\_\_\_\_ synonym **G**. other words derived from the main word
8. \_\_\_\_\_ alphabetically **H**. the way a dictionary is organized
9. \_\_\_\_\_ guide words **I**. way to shorten a word
10. \_\_\_\_\_ syllable **J**. function of the word in speech

Dictionary Guide Words II

****

Read each pair of dictionary guide words. Write "B" if the word would be on the page before the page with the guide words. Write "O" if the word would be on the page, and write "A" if it would be on the page after the guide words.

**base ~ batch**

\_\_\_\_\_ baste

\_\_\_\_\_ basalt

\_\_\_\_\_ bath

**fleet ~ flood**

\_\_\_\_\_ floor

\_\_\_\_\_ fleece

\_\_\_\_\_ flip

**green ~ grinder**

\_\_\_\_\_ grip

\_\_\_\_\_ grin

\_\_\_\_\_ greedy

 **record ~ redeem**

\_\_\_\_\_ recreation

\_\_\_\_\_ redevelop

\_\_\_\_\_ reconstruct

 **suffocate ~ sum**

\_\_\_\_\_ summarize

\_\_\_\_\_ sulky

\_\_\_\_\_ sufficient

 **unearthly ~ union**

\_\_\_\_\_ uneasy

\_\_\_\_\_ undying

\_\_\_\_\_ unique

**mass ~ match**

\_\_\_\_\_ masonry

\_\_\_\_\_ master

\_\_\_\_\_ material

**news ~ night**

\_\_\_\_\_ next

\_\_\_\_\_ never

\_\_\_\_\_ nimble

 **pitchfork ~ plain**

\_\_\_\_\_ plain

\_\_\_\_\_ plaid

\_\_\_\_\_ pinball

Dictionary Page Grab Bag

Open your dictionary to any random page from the middle.

Use that page to answer the questions.

1. What is the page number of the page that you chose? \_\_\_\_\_\_\_
2. What are the guide words on that page? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ & \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. How many main entry words are on the page? \_\_\_\_\_\_\_\_\_\_\_\_
4. What is a word on this page that you know? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. What is a word on this page that you do not know? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. Write the pronunciation of the seventh word on this page \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. Write the fourth word divided into syllables \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
8. What part of speech is the tenth word on this page? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
9. How many words have just one syllable? \_\_\_\_\_\_\_\_\_\_\_\_\_
10. How many words on this page have more than one definition? \_\_\_\_\_\_\_\_\_\_\_\_\_
11. Fill in the chart with at least ten words from this page.

|  |  |  |  |
| --- | --- | --- | --- |
| Noun | Verb | Adjective | Adverb |
|  |  |  |  |

1. Write a sentence using as many entry words from this page as you can.

 Underline the words that you use.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Dictionary Match**

Answer Keys

**C**

**F**

**B**

**dic•tion•ar•y** /dikshəneree/ *n. (pl.•****ies****)* **1** publication that lists (usu. alphabetically) and explains the words of a language or gives equivalents in another language. **2** reference publication on any subject arranged alphabetically *(dictionary of architecture).*

**D**

**A,**

**A**

**E**

**B.**

1. E
2. C
3. G
4. A
5. J
6. I
7. D
8. H
9. B
10. F

**Dictionary Guide Words II**

1. o, b, a
2. a, b, o
3. a, o, b
4. b, o, a
5. o, b, a
6. a, o, b
7. o, a, b
8. a, o, b
9. o, b, a

Dictionary Match – **Station 2 Answers**

1. Base-batch - \_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_
2. Fleet-flood - \_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_
3. Green-grinder -\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_
4. Mass-match \_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_
5. News-night \_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_
6. Pitchfork-plain \_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_
7. Record–redeem \_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_ \_\_\_\_\_\_
8. Suffocate-sum \_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_
9. Unearthly-union\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_ \_\_\_\_\_\_
10. Use letters to label each part of the

dictionary entry

1. \_\_\_\_\_\_
2. \_\_\_\_\_\_
3. \_\_\_\_\_\_
4. \_\_\_\_\_\_
5. \_\_\_\_\_\_
6. \_\_\_\_\_\_
7. Match each dictionary term with its

definition.

1. \_\_\_\_\_\_\_ 6.\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_ 7.\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_ 8.\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_ 9.\_\_\_\_\_\_\_
5. \_\_\_\_\_\_\_ 10.\_\_\_\_\_\_\_
6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
8. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
9. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
10. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
11. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
12. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
13. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
14. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
15. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Use back of paper for these last two.

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Dictionary Scavenger Hunt

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
8. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
9. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
10. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Station 4 Answers**

**Station 5 Answers**

**Station 3 Answers**

Editing vs Revising

What do I need to KNOW and DO?

What does a good test taker need to know to approach the EOC….

***Doing better on this part of the exam will improve over all score!***

|  |  |  |
| --- | --- | --- |
|  | Editing | Revising |
| Definition | To look for grammar, mechanics, spelling, capitalization, and punctuation ERRORS. | To look at the written piece and IMPROVE the draft/written paper. |
| How to do so… | **Edit** word choice, homophones (wrong word/phrase), add/fix punctuation (apostrophes, commas, quotation marks), change tense, (past-present), capitalization changes, and misspelled words. | **Revise** a sentence and/or paragraph by adding details/evidence, restructuring (improving, moving, or deleting) sentences (incomplete, independent/dependent clauses). |
| **So how do I approach the Revising and Editing Section?** |
| * **Highlight the sentences(s) that you are asked to edit and revise. ONLY the sentences in the questions. There is NO time to COLOR your test.**
* **Look for KEY WORDS in the question that will guide you to either edit or revise.**
* **Mentally prepare yourself to TAKE YOUR TIME and READ ALL answer choices.**
* **DO NOT rush through this part of the exam.**
* **DOUBLE check your answers.**
* **BUBBLE in on the scantron AS YOU GO!!!!!!!**
 |