

1 | 2
MAKING
---+---
CONNECTIONS | 3

*Reading / Math
Strategies*

Produced by
Cypress Hills Regional College
Swift Current, SK
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Learning Styles

WE LEARN BY SEEING, HEARING AND DOING

>> One of these ways may work better for you than the others.

>> Some things are easier for you to learn.

>> Some things are easier for you to do.

When you need to remember information it is helpful to know how you learn best. This is your learning style.

Answer the following questions to determine your learning style and then look at the strategies that help you use that style.

WHAT IS YOUR STYLE

Read each of the situations and choose one response for each. The responses are marked a), b), and c) but are not necessarily in that order. Please circle the letter of your response.

1. A friend from out of town wants to go to the library downtown. You want to give her directions. Would you:

- a) draw her a map on paper
- b) tell her the directions
- c) walk with her to the library, pointing out directions

2. You have just received a letter from your lawyer. The letter says you have inherited a large sum of money. You want to tell your best friend. Would you:

- a) tell her in person
- b) call her on the phone and tell her about it
- c) fax her a copy of the letter

3. You are going to cook dessert for your family. Would you:

- a) thumb through a cookbook that has pictures and pick out something that looks good
 - b) ask someone for a good recipe
 - c) cook something you already know how to cook
-

4. You are about to buy a new car. Besides the price, what would most help you to decide?

- b) what the salesperson says
- a) how the car looks
- c) how the car test drives

5. Someone at work asks you about your ski trip. Would you:

- b) tell them about it
- c) offer to take them skiing next weekend
- a) show them the pictures you took

6. You have bought a crib for your new baby. It needs to be put together. What would make it easier?

- a) diagrams showing you how the pieces fit together
- b) a friend who has done this before telling you how
- c) just figuring it out as you go

7. Which of these games would you like to play?

- a) Pictionary
- c) Name That Tune
- b) Charades

8. You are having trouble with a computer program. Would you:

- b) phone the computer line for help
 - a) read the manual
 - c) ask a friend to show you
-

9. If you are not sure that a word is spelled right. Would you:

- a) see the word in your mind or look it up
- b) sound it out or spell it out loud
- c) write it down in different ways

10. When you are taking classes do you like your instructor to:

- c) have hands-on lessons or field trips
- a) use the chalkboard a lot
- b) have guest speakers visit the classroom

11. When you want to know the local news do you:

- b) listen to the radio
- c) drive downtown to see what is going on
- a) watch TV

12. When you buy a shirt do you pick:

- a) something in style
- b) anything at all (clothes aren't that important)
- c) something that is comfortable

13. When you watch a movie do you like:

- c) a lot of action
 - a) a lot of scenery
 - b) a lot of talking
-

14. When you are angry with someone do you:

- b) tell the other person off
- a) give the other person the "silent" treatment
- c) clench your fists and stomp off

15. If you have some free time would you like to:

- c) do some sport you like
- b) listen to music
- a) watch TV or read

16. When you want to have an important talk with someone would you:

- a) tarts to them face to face
- b) call them on the phone
- c) discuss it while you are walking or eating a meal

17. If you are at a meeting do you like to:

- a) get a handout to look at
- c) doodle while the meeting is going on
- b) listen to the issues and discuss them

18. When you are praised by someone you know well would you like:

- c) a pat or a hug
 - b) a note telling you that you did well
 - a) a spoken word of praise
-

19. If you need to discipline a child would you:

- b) talk to the child
- a) send the child to his room
- c) swat the child lightly)

20. If you were sitting in a mall on a bench waiting for someone would you:

- c) fidget and change positions many times
- a) watch the people going by
- b) talk to the person sitting next to you

21. You remember phone numbers (you can't write them down) by:

- a) "seeing" the numbers in your mind
- b) repeating the numbers out loud
- c) "writing" the numbers with your finger on your hand

22. If you were to learn a foreign language, would you find it easiest if you:

- b) listen to tapes
- a) attend a class
- c) use workbooks at home

23. You usually remember people you have met by their:

- a) faces (you forget names)
 - b) names (you forget faces)
 - c) by their mannerisms and motions
-

24. You are easily distracted from what you are doing by:

- c) environment (temperature, comfort of furniture)
- b) noises
- a) people

25. While you are reading a textbook do you:

- a) read silently
- b) whisper as you read
- c) follow the words with your finger

Count the number of responses for a, b, and c. Please remember that they are not always in the same order.

- (a) _____ /25 × 4= _____ %
- (b) _____ /25 × 4= _____ %
- (c) _____ /25 × 4= _____ %

Whichever letter has the highest percentage, is the type of strategy that you should try to follow first.

- A) VISUAL - seeing**
 - B) AUDITORY - hearing**
 - C) KINESTHETIC - doing**
-

Strategies

Strategies are "tricks" to help you learn. Any learning strategy that works for you is the right one. Strategies need to be tried, practised, modified, and reinforced. Try it more than once, change it to suit your needs and when it is right use it often.

Once we learn our *style* we can use *strategies* to work with that style.

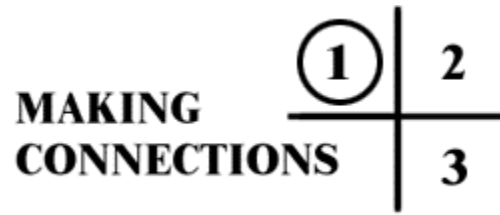
*The
Language
Of
Computers*

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READING FOR INFORMATION

1. Preread
 2. Read
 3. Review
-

Preread



1. Turn to page 17 and read the title of the article.
2. Jot down any words about the topic you know and understand. Look at the example below. You can use the outline on page 15 to do it yourself.
3. Jot down words about the topic that you have seen or heard, but do not understand. Example:

Example:

KNOW	DON'T KNOW
<ul style="list-style-type: none">- Apple- mouse- monitor- printer	<ul style="list-style-type: none">- PC- Internet- byte

4. Jot down any questions you might have about the topic.

Example: *Question: What is the best computer for me to buy?*

5. Skim through the story, noticing things that "jump out" at you. These are things like pictures, tables, large or bold headings, charts, and diagrams.
-

In this story you see: -

- picture of a computer at the beginning
- words like hardware, monitor, CPU, etc.
- the diagram at the end



MONITOR

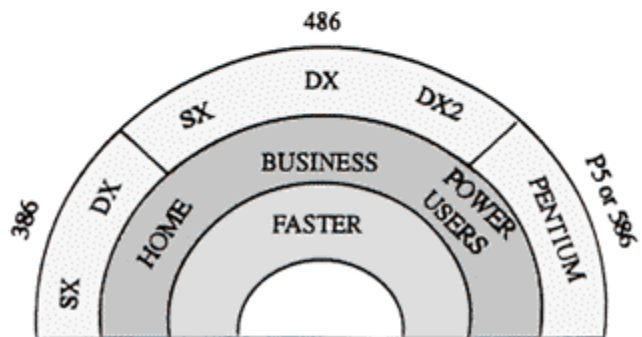
RAM

CACHE

MEGAHERTZ

BYTE

CPU



6. Look through the article again.

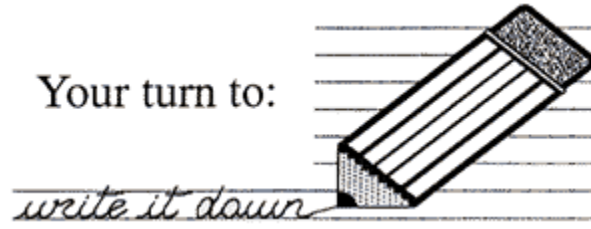
a) See any other familiar words? Add them to the "know" list.

b) Find any other words you don't understand? Add them to your "don't know" list.

Example:

KNOW	DON'T KNOW
<ul style="list-style-type: none">- Apple- mouse- monitor- printer - CD ROM- hardware- 386, 486	<ul style="list-style-type: none">- PC- Internet- byte - CPU- RAM- megahertz- cache- generations- SX,DX,DX2

Your turn to:



KNOW	DON'T KNOW

Questions I have:

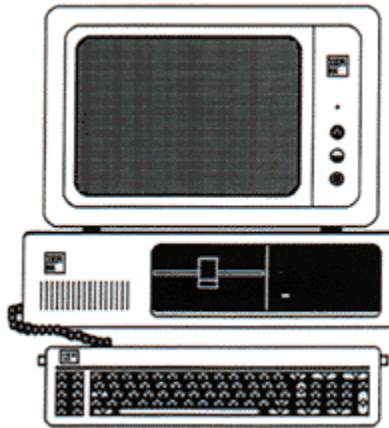
Read

	1	②
MAKING		
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1. Read the article slowly and thoroughly.
2. As you read, notice your "know" words and ideas. They will help you understand the ones you don't know.
3. When you see your "don't know" words, think about what they mean. Write their meaning down in the don't know list. You will notice that not everything you wanted to know is in the article.

e.g.: " I can't find anything about the Internet."

The Language of Computers



Everyone has heard of Mickey Mouse, but did you know that a mickey is also used to tell how far the mouse moves on a computer? For many of us computer language looks and sounds very strange. Some of the words like mickey and mouse sound like ones we use everyday, but in computer language they mean something else. Some words like megahertz sound strange. Some words like RAM are short forms or "acronyms" which are made by using the first letter of a series of words. We will find out about some basic words that will be helpful when you use or talk about computers.

Hardware

Hardware might mean the things you can buy at Canadian Tire. In computer language it is all the parts you can see or touch like the monitor, keyboard, disk drive, printer, and mouse.

Monitor

The part of the computer that looks like a television screen is the monitor. A video adapter takes information from the computer and puts it to the screen. A monitor can have low resolution, VGA (Video Graphics Array) which makes the picture unclear or fuzzy, or high resolution - SVGA (Super Video Graphics Array) which makes a sharper clearer picture.

CPU - Central Processing Unit

The Central Processing Unit is the brains behind the computer. Desk-top CPU's have been around for a long time. Older ones used floppy disks that you put in every time you used the computer. Newer ones have hard drives where programs are stored permanently.

Mouse

The mouse moves the little pointer on the screen to help you choose commands and options that make the program work. You can drag and drop the mouse which means you hold the mouse button down while moving it. Then you let the button go when you are at the place you want to be.

CD ROMS - Compact Disk Read Only Memory

The very newest computers use CD ROMS. It is used to store large amounts of information that does not need to be changed. An encyclopedia on CD ROM may include a voice talking, animation, computer graphics, and music. Most computers can not record information on a CD.

Byte -"bite"

A byte is one character of information like the letter A, or the dollar sign (\$). A kilobyte - K is one thousand bytes. A megabyte - MB is a million bytes and a Gigabyte - GB is one billion bytes.

A 200 MB hard drive can hold 200,000 pages of information.

RAM - Random Access Memory

This is how much memory a computer has to hold information while it is being used.

Megahertz - MHz

A megahertz measures how fast the computer works. A 12 MHz 286 computer works twice as fast as a 6 MHz 286.

Cache- "cash"

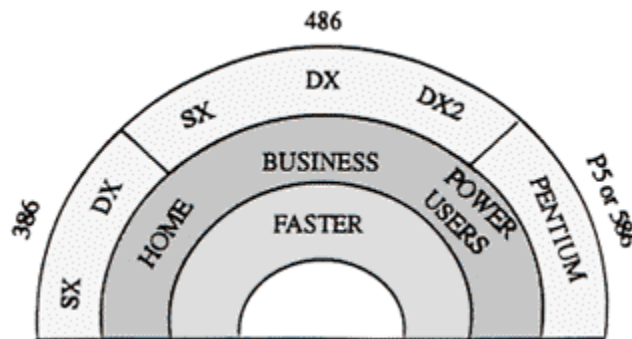
If you look in the dictionary a cache is a hiding place usually used to hide food. In computer language it is a small amount of extra memory that can be built in the computer or added to it. It can increase the speed of a computer up to 15%.

Generations

A generation for computers refers to a major release of computers. Each major generation of a CPU runs faster and offers new and better features than the last one. Each generation has a number of versions.

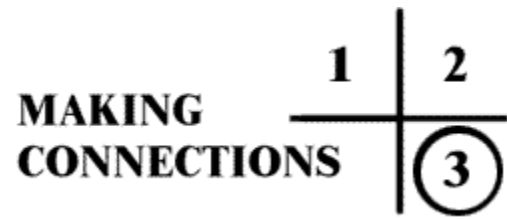
The numbers 286, 386, 486 refer to the generation of the computer. Most computers today are 386 or 486. The newest generation has been named Pentium. The letters SX, DX, DX2 and SL refer to where and how the computer will be used.

<u>Type</u>	<u>Use</u>
SX	Home
DX	Business
DX2	Fast & Powerful
SL	Portable



As you move from left to right across the chart, the CPU performance and cost increase.

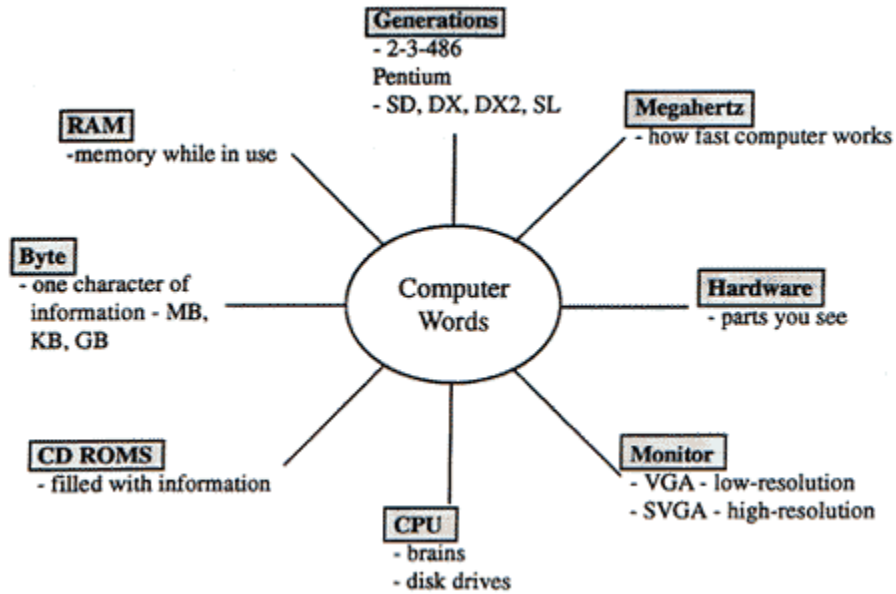
Review



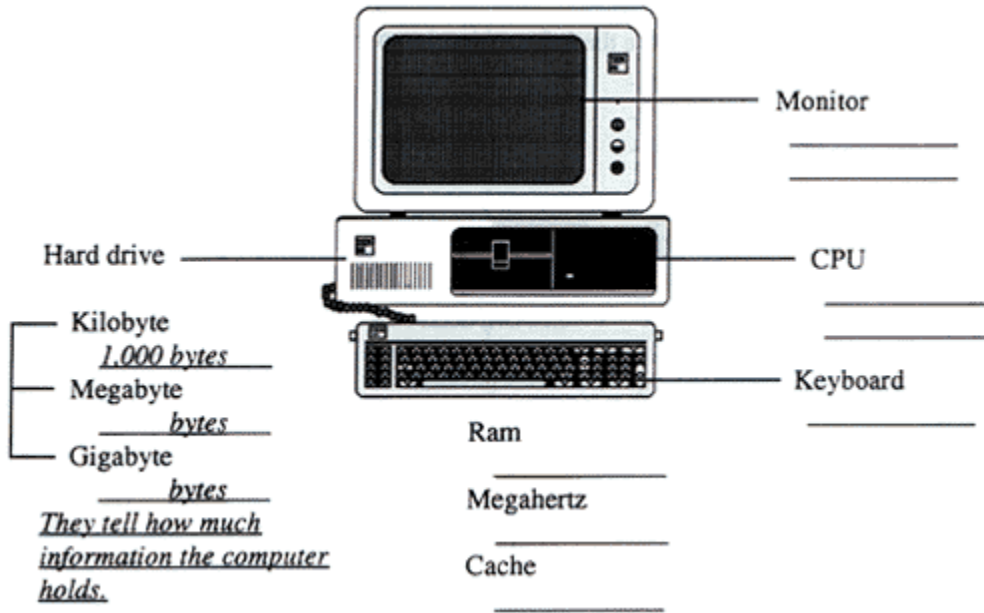
- 1. Look again at your "know" list. Make sure that your meaning is correct.**
 - 2. Look again at your "don't know" list. Explain to yourself the meanings you know now, because you read the article. Your chart may look like the one on page 14.**
 - 3. Return to the article if you need to find information you may have forgotten. You may want to read the article again, this time with better understanding.**
-

KNOW	DON'T KNOW
<ul style="list-style-type: none">- Apple- Mouse- Monitor (VGA, SVGA)- Printer - CD ROM (used to store lots of information)- hardware- 386, 486 (generations)	<ul style="list-style-type: none">- PC- Internet- byte (one character of information) - CPU (brain of computer)- RAM (memory)- megahertz (speed)- cache (extra memory)- generations (386, Pentium)- SX (home)- DX (business)- DX2 (power)

1. Put the information on a concept map, like the one below. You can highlight the main words in one color and the additional information cues in another color. Use the colors to help you picture the information in your mind.



2. Fill in information you have learned on the lines under the words on the computer picture.



1. Record questions into a tape recorder. Ask yourself questions that do more than just answer "What does byte mean?"

Examples:

- Why do you need another disk drive when you have a CD ROM?
- Why is SVGA better than a VGA?
- How is the meaning of cache in computers similar to the usual meaning of cache?

2. Wait 15 - 20 seconds after each question.

3. Give the answer to the question.

4. Play the tape.

5. Record your answer to the question.

6. Listen for the correct answer.

Do It**Strategies: For The Kinesthetic Learner**

- 1. Go to a computer and find all the hardware parts discussed in the article.**
 - 2. Turn the computer on and as it gets ready to work, see if you can recognize some of the words discussed in the article.**
 - 3. Write out a concept map. (See visual learner.)**
-

TRY THIS

Example answers follow each question.

1. A computer sales ad might look like the example below. Can you tell what you might buy from what you have read so far?

- a. 486 DX2
8 MB RAM
850 MB hard drive
CD ROM drive
14" SVGA Color Monitor
- b. 100 MHz Pentium Processor
16 MB High Speed RAM
256 KB High Speed L2 Cache
Enhanced CD ROM Drive
Desktop or Mini Tower CPU

Answers:

- 1. a. **486 DX2** - 486 refers to one of the newer generations
 - DX2 means that it is fast and powerful
 8 MB RAM - 8 million bytes of Random Access Memory
 - 8 million characters of information while computer is being used
 850 MB hard drive - 850 million bytes of room available on the hard
 drive
 CD ROM - Compact Disc - Read Only Memory
 14" SVGA Color Monitor - a 14" Super video Graphics Array color
 monitor
 - a sharp clear picture

 - b. **100 MHz Pentium Processor** - is a very fast computer of the newest
 generation
 16 MB High Speed RAM - 16 million bytes of information available
 while computer is being used
 - very fast
 256 KB High Speed L2 Cache - 256 thousand extra memory - very fast
 Enhanced CD ROM Drive - can use compact discs
 Desktop or Mini Tower CPU - can get the Central Processing Unit that
 looks like the usual case for a computer or it can be in a tall thin case
-

2. We usually think of generations like this: Mothers and fathers are one generation, children are a younger generation, Grandparents are an older generation.

Why do you think they chose the word generation to describe a major release of computers?

2. It is like the family - the older group, the 286's, were quite good in their time, the 486 will still work for some time and the newest pentium will be around for awhile.

3. What kind of computer would be good for you to buy?

3. An example:

- If you want a computer for use in your home, to play games and keep home accounts, you don't need the most expensive one.

- If you want one that would give you lots of options you might want to check out:

SX 486 or Pentium

SVGA Color Monitor

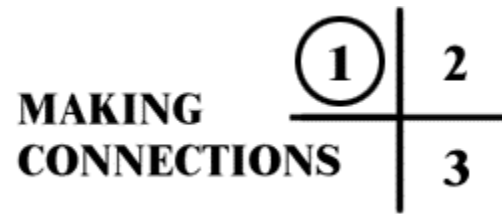
8 MB RAM

850 MB Hard Drive

CD ROM

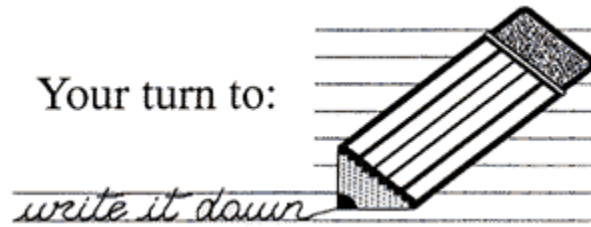
*Surfing
On The
Net*

Preread



1. Turn to page 32 and read the title of the article. Use a chart like the one on page 15.
 2. Jot down any words about the topic you know and understand.
 3. Jot down any words that you have seen or heard but do not understand. (Use the know and don't know chart.)
 4. Jot down any questions you may have about the topic.
 5. Skim through the story. Notice the things that "jump out" at you like bold headings and pictures. Add the ones you know to your "know" list. Add the ones you don't know to your "don't know" list. Your list may look like the one on page 30.
 6. Jot down any questions you might have.
-

Your turn to:

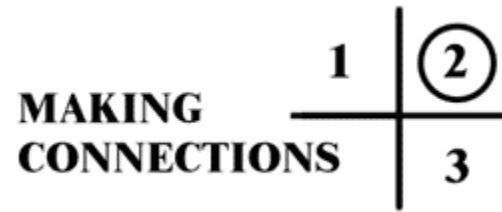


KNOW	DON'T KNOW
<ul style="list-style-type: none">- Internet- surfing- e mail	<ul style="list-style-type: none">- www- http- newsgroups- chat- downloading- Cost of Internet- On-line- Hypertext

Questions :

- 1. What do they do on the Internet?**
 - 2. How do you get on the Internet?**
 - 3. Is it difficult to learn?**
-

Read



1. Read the article carefully.
 2. As you read notice your "know" words and ideas.
 3. When you see your "don't know" words think about what they mean.
 4. If you read some information that seems to be important add it to your "know" list.
 5. Try to find the answer to your questions. Keep them in mind as you read.
 6. As you read you can stop at the end of a portion to jot down short answers to your list of words or the questions.
-

Surfing On The Net

The Internet or net as it is sometimes called was started in the 1960's to allow scientists in research to communicate with the Department of Defence in the United States. It's goal was to find a means of communication that would still work even if part of the system was destroyed. Since then the internet has taken on a life of its own. It has grown to 40 thousand networks and 20 - 30 million users around the world.

There does not seem to be a limit as to the ways the internet can be used. An internet user can go "on line" to exchange advice with people who have similar health problems or they can get ideas about the perfect gift for a friend. A student can get information about an essay topic or get a map for a school project.

Another amazing thing is that the Internet is not a system controlled by one group or country. It is a collection of independent networks that share common rules for access. Some people have described it as the world's biggest cooperative project.

However, some people take advantage of the fact that no one controls the internet and use it for Nazi propaganda, or pornography.

How does it work?

To get on the Internet you need four things:

1. a computer
 2. a modem to use with an outside phone line
 3. an Internet Service Provider
 4. software that lets you "browse", "cruise", or "surf the net"
-

Services on the Internet

1. E-mail (electronic mail)

E-mail is a service that allows users to send and get messages.

2. Newsgroups

A service where people can share information on topics of almost any interest like making wine, raising pigs, or sewing quilts.

3. Chat Rooms

This is the electronic way of talking face to face. Each person can see the words appear on the screen as the other person types.

4. Downloading This allows the user to transfer information from one computer to another.

5. World Wide Web (www) The part of the Internet that consists of linked "pages" of text and pictures. Information can be given in the form of print graphics, sound, and video. Almost every advertisement in the paper or program on T.V. lists on a Web Site.

Internet Addresses

1. Just like an address in a city, the internet uses addresses that let you find people and places (resources) on the Internet. It takes the following form:

johndoe@sasknet.sk.ca

johndoe - user's name

sasinet - Internet Service provider (SaskTel)

sk - Saskatchewan (province)

ca - Canada

2. A web site address may look like this:

<http://www.sasked.gov.sk.ca>

*http - stands for Hypertext Transport Protocol
- Hypertext is a method of linking information and allows the user to search for more information about a word or a topic.*

*http - Hypertext Transport Protocol
www- World Wide Web
Sasked - Saskatchewan Education
gov - a government agency
sk - Saskatchewan
ca - Canada*

3. An email address:

Email: infor@touris.gov.nf.ca

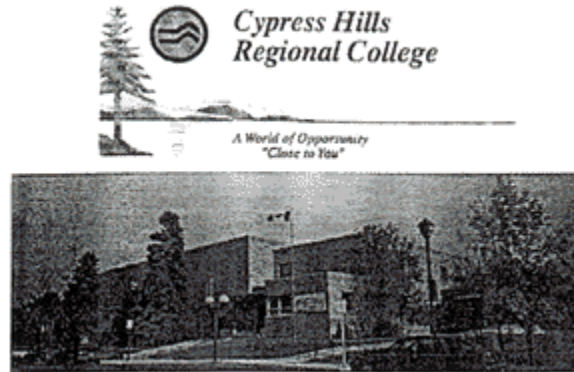
- will give information about tourism for the Government of Newfoundland.

Cost:

Even though the Internet is not controlled it does cost money. In Saskatchewan there is a hook-up and monthly charge through SaskTel.

Home Page:

This is what you will see when you access CHRC on the Internet.



E-mail : cyhrc@sasknet.sk.ca

129 2nd Avenue NE

Swift Current

Alberta, SK, S9H 2C6 CANADA

306-773-1531

"The mission of Cypress Hills Regional College is to advocate lifelong learning; to be responsive to needs of individuals and communities in southwestern Saskatchewan and to provide equal access to educational opportunities."

Click on a link to go to the corresponding pages:

Principals Message

Introduction to Cypress Hills Regional College

Universities

Scholarships and Bursaries

Technical Programs

SCN Sites

Community and Personal Training

Student Services

Computer Training

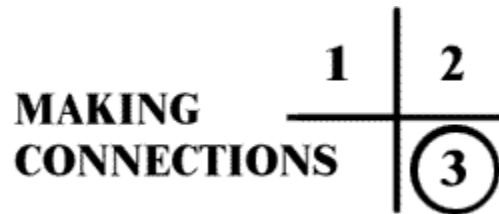
Career Services

Future Skills/Job Start

Admissions

Adult Basic Education/Adult 12 Program

Review



1. Look at your "know" list. Make sure your meaning is correct.
2. Look at your "don't know" list. Can you explain the meanings to yourself or someone else.
3. Read the article or parts of the article again to get a better understanding or to help you remember the information. Your chart might look like this when you are finished reading.

KNOW	DON'T KNOW
<ul style="list-style-type: none">- Internet- surfing (<i>browse, cruise</i>)- e mail (<i>electronic mail - send and get messages</i>)- chatroom (<i>words on screen (not a real room)</i>)	<ul style="list-style-type: none">- www (<i>world wide web information</i>)- http (<i>Hypertext Transport Protocol - linking information</i>)- newsgroups (<i>share information</i>)- chat (<i>talking</i>)- downloading (<i>transfer files</i>)- cost (<i>SaskTel charge</i>)- on-line (<i>on the internet</i>)- Hypertext (<i>way of linking information</i>)

Questions:

1. What do they do on the internet?

- *The internet is used to get and give information. Not all of it is good.*

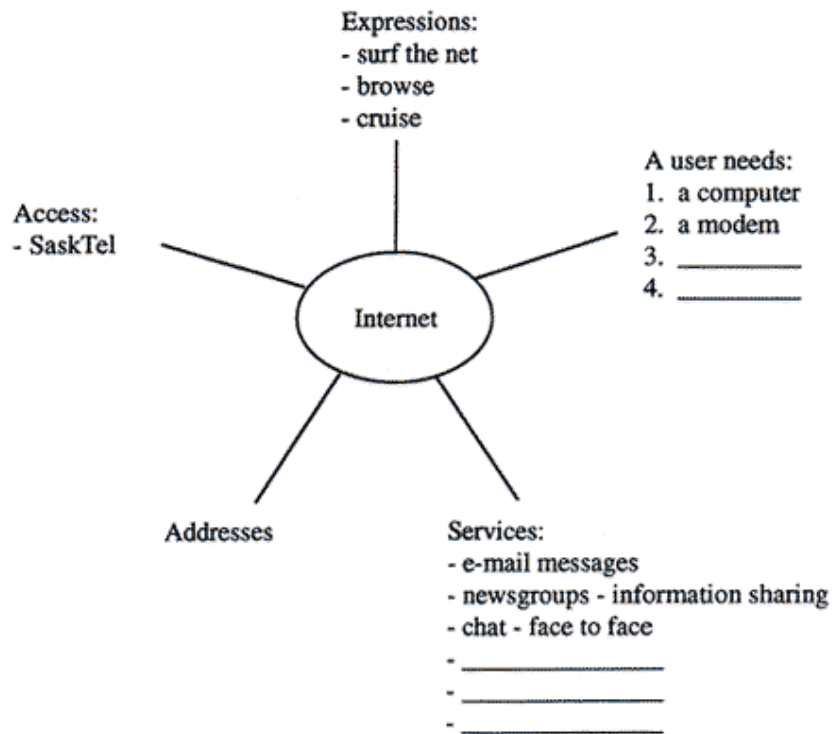
2. How do you get on to the Internet?

- *You get on to the Internet by connecting with a modem, SaskTel and software on your computer.*

3. Is it difficult to learn?

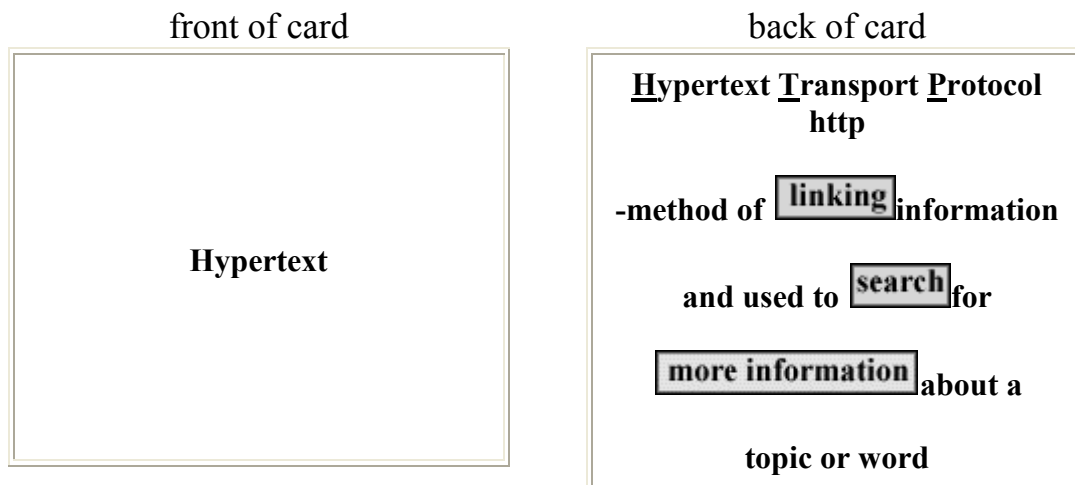
- *The article doesn't say, but it looks quite difficult to me.*

1.



2. Prepare cards with a term on the front and definition on the back. You could use a highlighter to highlight key words.

3. Arrange the cards on a table. (Your mind will associate the position of the card with the information on it)



1. Read the types of services available again.
2. Close your eyes or turn the information over.
3. Tell yourself or a friend what each of the items mean. It's all right to look back and check.
4. To help remember the addresses read them out loud.

eg.: <http://www.sasked.gov.sk.ca>

Would be read:

h-t-t-p colon slash w-w-w dot sask ed dot gov dot Sask dot ca

5. Go to an Internet demonstration and try to "surf the net".
-

1. Go to an internet demonstration and "surf the net".

2. Write out the vocabulary words

e mail - send messages

chat - talk - like face to face

newsgroups - information sharing

3. Use a visual web or cards as shown on pages 39 and 40.

TRY THIS

1. Some computer words were not explained, but can you figure out what they mean by the words around them.

Explain:

- (a) On-line
- (b) Modem
- (c) Web Site

(a) On-line - *access the Internet programs*

(b) Modem - *something to help you use the telephone to get information*

(c) Web Site - *a place on the internet where you can find addresses*

Can you figure out these addresses:

- (a) <http://www.webcrawler.com/>
- (b) email: reservations@holidayinn.com:

(a) http - *hypertext transport protocol*

www - *world wide web*

webcrawler - *name of a computer program*

com - *commercial*

(b) - *reservations at the Holiday Inn - a commercial site*

3. Here are some more:

- (a) www.ibm.com/solutions
- (b) <http://www.mrshowhiz.com/>
- (c) email Living@concordpacific.com
- (d) <http://www.explore.gov.ns.ca>

Make up your own internet or e mail address. The writer of this article thought hers might be: <http://www.adly.org.sk.ca>

Road Kill

Reading A Short Story And Reasoning

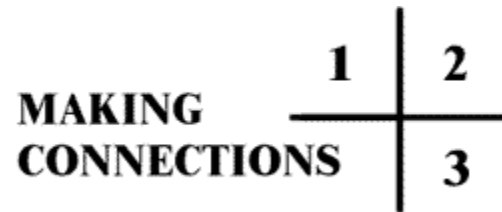
Sometimes, when we read a story, we need to do two Things:

- a) read actual words to get meaning
- b) read "between the lines" to get more meaning

>> >> "*reading between the lines*" << <<

means that we are looking for information that is not given to us directly. The information is given to us in clues and hints. We are looking for information that is reasoned.

Strategy



1. PREVIEW

2. READ

3. SUPPORT

Preview

MAKING CONNECTIONS

1	2
	3

Sam is very nervous.

DIRECT INFORMATION (Told)	FACTS (Actual words & details)
<i>Sam is nervous</i>	<i>We know he is nervous as the sentence is very clear.</i>

◇ The information in the sentence is **direct** (we are told what the writer wants us to know).

Sam is biting his nails.

INDIRECT INFORMATION "Reading between the lines"	HINTS / CLUES (Actual words & details)
<i>Sam is biting his nails may mean Sam is nervous or upset.</i>	<i>People may bite their nails when they are nervous or upset.</i>

◇ We have to "read between the lines" or look for indirect information (we are not told exactly what the writer wants us to know). In this sentence we figure out on our own that Sam is nervous because people often bite their nails when they are nervous.

Read

**MAKING
CONNECTIONS**

1	②
	3

◇ Read the story "Road Kill". As you read, keep reminding yourself to look for both direct and indirect information. Your mind will be looking for the information you want to find.

Road Kill

by Donna Costley

I heard something funny a while ago on T.V. A reporter said that people are beginning feel like "road kill" on the information highway.

I like to watch the news in the morning. After the kids are out the door and off to school I pour myself a cup of coffee, kick back in the recliner and turn on "Canada AM". I learn a lot from that show. Lately they have had quite a bit on about the "information highway". Of course, they are talking about all the things that bring us information these days, like phones and faxes, but what they are mostly talking about is computers and this new program called "Windows 95".

Last month I was at a parents' meeting at my children's school. There was quite a talk about upgrading the computers in the classrooms. The teachers wanted to put Windows on the computers. A woman beside me asked me what I thought of Windows. I told her that the only thing I know about windows was that I had to wash them. She laughed and said that I was really funny. But I didn't have a clue what Windows is all about. I thought about the reporter who had talked about road kill, and suddenly I saw myself on the grey pavement, squished, flattened on the yellow dotted line. Smart people who know all about computers were whizzing past me in little blue and red and green cars. Some were going so fast they didn't even see me lying there. They just hit the bump and kept on going.

But I never feel sorry for myself for long. I decided to take a chance. I raised my hand and told the teacher who was running the meeting that I didn't understand much about Windows. I asked her to explain it a bit.

She said she would be glad to, and asked if other parents were feeling confused. I looked around and was amazed at the number of hands slowly going up. I wasn't the only one! I had a picture in my head of a highway with just about as many squashed bumps as speeding cars.

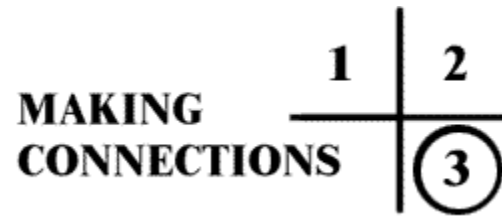
To make a long story short, the teacher, Mrs. Lynn, explained as well as she could, but said that she realized that you couldn't really understand Windows until you have worked with the program.

So, guess what? She is offering parent classes on Windows. She says the more we parents know, the more we can help our kids. Even if we don't have computers at home, at least we will understand what our children are doing at school.

Now, twice a week I go to school. And yesterday when Katy, my youngest, came home and told me that she had lost an icon, I didn't tell her to go back out on the playground and look harder for it. I told her that it happened to me in class last week too. And then we had milk and cookies, and a long conversation about how to get an icon back.

I may not be speeding down the information highway yet, but I'm up off the pavement, and it feels very, very good.

Support



- ◇ Go back and reread one or two paragraphs then stop
- ◇ Using a blank model of the window from page 51, write down in the top left pane what you have learned in the story from actual words.
- ◇ In the top right pane write down the words or facts that told you this.
- ◇ In the bottom left pane write down what you have learned from clues and hints.
- ◇ In the bottom right pane write down the clues or hints that helped you figure this out.

Refer to the example on page 50 if you need help or ideas.

<p style="text-align: center;">DIRECT INFORMATION (Told)</p> <ul style="list-style-type: none">- <i>information highway is what brings us information in our modern world</i>- <i>woman has a family to care for</i>- <i>Windows '95 is a very recently developed computer program</i>	<p style="text-align: center;">FACTS (Actual Words and Details)</p> <ul style="list-style-type: none">- <i>phones, faxes, computers and "Windows '95"</i>- <i>gets the kids out the door and off to school</i>- <i>says a "new program"</i>
<p style="text-align: center;">INDIRECT INFORMATION "Reading between the lines"</p> <ul style="list-style-type: none">- <i>woman likes to keep up with what is happening in the world</i>- <i>woman doesn't work out of the home early in the day</i>	<p style="text-align: center;">HINTS/CLUES</p> <ul style="list-style-type: none">- <i>mentions listening to a T.V. reporter</i>- <i>says she learns a lot from "Canada AM"</i>- <i>after she gets her kids to school she sits down with a cup of coffee to watch the news on TV</i>

DIRECT INFORMATION (Told)	FACTS (Actual Words and Details)
INDIRECT INFORMATION "Reading between the lines"	HINTS/CLUES

Quilting

	1	2
MAKING		
CONNECTIONS		3

READING FOR INFORMATION

1. Preread

2. Read

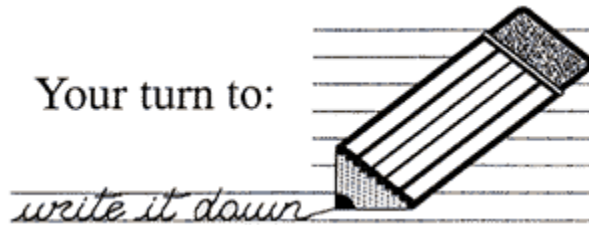
3. Review

Preread

MAKING CONNECTIONS

1	2
	3

1. Turn to page 57 and read the title of the article.
2. Jot down any words about the topic that you know and understand.
3. Jot down words about the topic that you have seen or heard, but do not understand. Example:

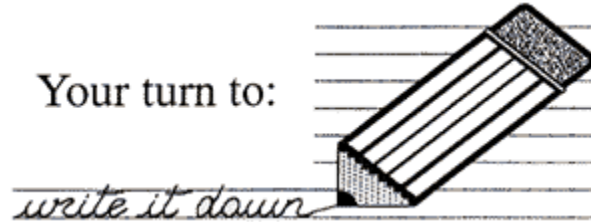


KNOW	DON'T KNOW

Questions:

4. Skim through the story, noticing things that "jump out at you". These are things like pictures, tables, large or bold headings, charts and diagrams.

List or sketch these.

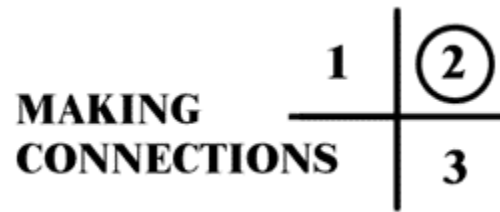


5. Look through the article again.

a) See any other familiar words? Add them to the "know" list.

b) Find any other words you don't understand? Add them to your "don't know" list.

Read



- ◇ Read the article slowly and carefully.
 - ◇ As you read notice your "know" words and ideas. They will help you to understand what you are reading.
 - ◇ When you see your "don't know" words try to remember what they mean. You can write their meaning down in the "don't know" column when you come to them.
 - ◇ If you read some information that seems to be important add it to your list.
 - ◇ Try to find the answer to your questions and jot them down as you discover the answer.
 - ◇ Think about what you thought you might learn about the topic. You will notice that everything you wanted to know about the topic is in this article.
-

So, You Want To Make A Quilt

Quilting, a popular and practical craft, is not difficult if you understand the basics. As is true of many crafts, quilting has its own special terms. Understanding these terms will help you follow instructions in a quilt-making book, and will help you make your own quilt step by step.

Template

Is a pattern made of hard material such as plastic or cardboard used to mark the material before cutting.

Grain

This is the direction the fabric is woven (see diagram on page 61).

Bias

This is a diagonal line across the grain of a fabric (see diagram on page 61).

Block

Is a piece of the quilt that shows the complete pattern (see diagram on page 61).

Placement Chart

This chart shows how the blocks are put together (see diagram on page 61).

Lining

This refers to the material used for the back of the quilt.

Interlining

The layer placed between the top of the quilt and the lining. It is usually a soft, puffy, fibre called batting.

Border

The border is the edge of the quilt. It is either made by wrapping the lining over the top edge of the quilt, or by providing a separate binding (strip binding) to the edge of the quilt and stitching all the layers together.

Sashing

Each block may be set in a "frame" created by placing strips of material called "sashing" between the blocks.

Running Stitch

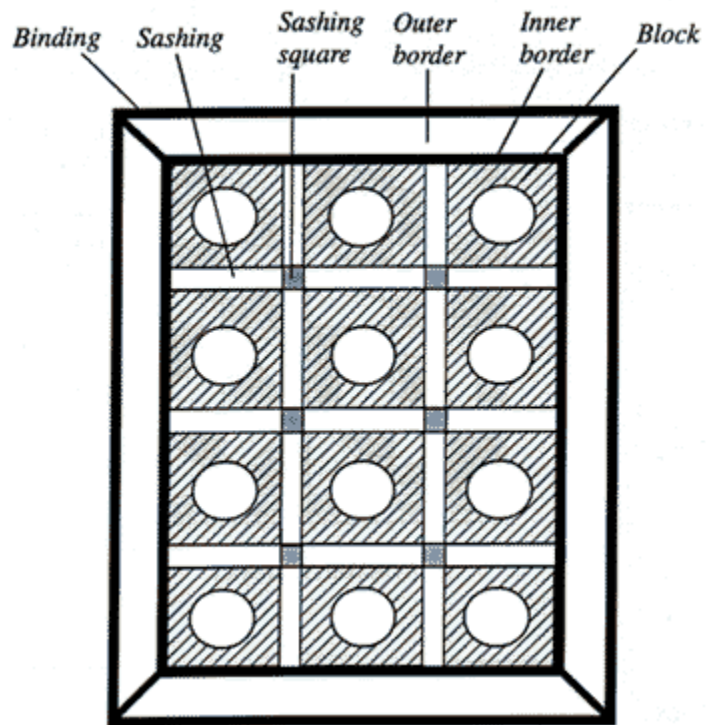
These are small evenly spaced stitches that follow a straight line in one direction.

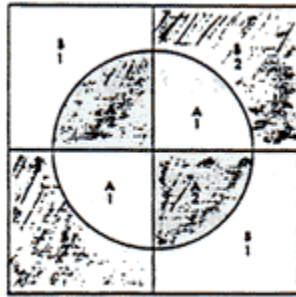
Applique

This is the process of attaching one piece of material to another for decoration.

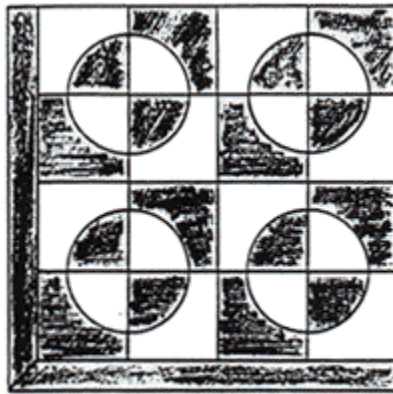
Anatomy of a Quilt

The following diagram of a quilt top identifies the different parts of a quilt.



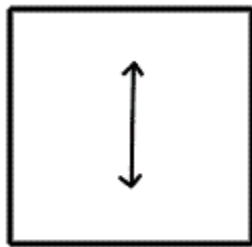


WHOLE BLOCK

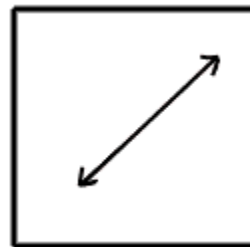


PLACEMENT CHART

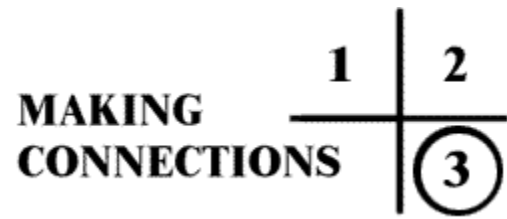
GRAIN



BIAS

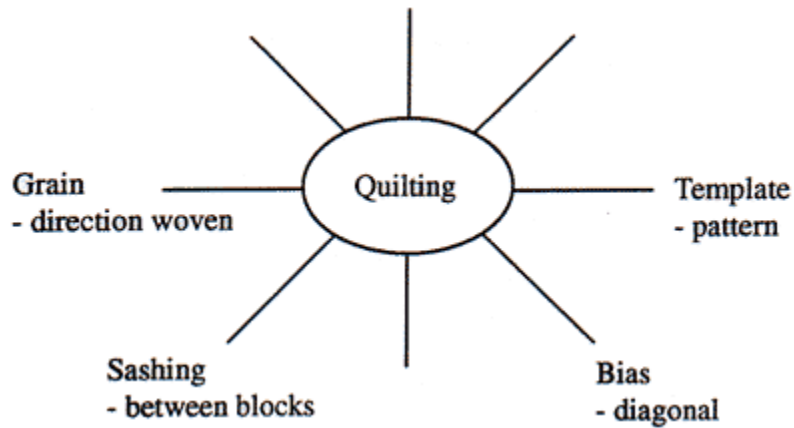


Review



- 1. Look again at your " know" list. Make sure that your meaning is correct.**
 - 2. Look again at your "don't know" list. Explain to yourself the meanings you know now, because you read the article.**
 - 3. Return to the article if you need to find information you may have forgotten. You may want to read the article again, this time with a better understanding.**
-

1.



2. Use Study Cards

- Prepare cards with a term on the front and definition on the back. You could use a highlighter to highlight key words.
 - Color-code cards if you have several categories. For example:
 - blue (terms and definitions)
 - yellow (names of patterns and pictures of each)
 - Arrange the cards on a flat surface (your mind will associate the position of the card with the information on it).
-

Say It

Strategies: For The Auditory Learner

TELL SOMEONE ELSE WHAT YOU LEARNED

◇ If there is no one around to tell, then tell a chair, or a wall, or whomever isn't there.

Do It

Strategies: For The Kinesthetic Learner

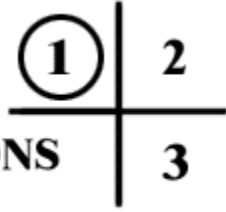
Write down what you know:

- ◇ On paper
 - ◇ On any surface with your finger
-

*Making
A
Victorian
Quilt*

Preread

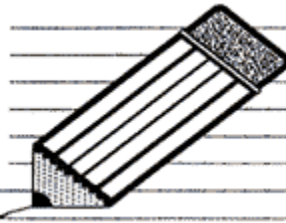
MAKING CONNECTIONS



1. Turn to page 67 and read the title of the article.
2. Jot down any words about the topic that you already know and understand.
3. Are there any words you may have seen or heard, but do not understand?
4. What things "jump out" at you?

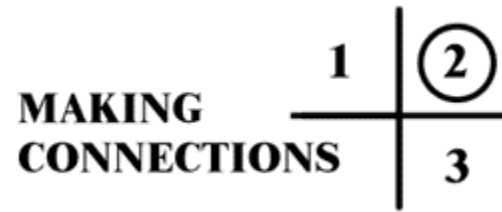
Your turn to:

write it down



KNOW	DON'T KNOW

Read



1. Read the article.
 2. Remember to notice your "know" words and ideas.
 3. Write down the meaning of words in your "don't Know" column.
-

Making a Victorian Quilt

Not long ago, Victorian quilts were hidden away because they were not "plain" enough. Now, the romance of silks, laces and velvets is once again popular. Quilters are rediscovering the joy of sewing scraps of elegant fabrics into beautiful covers, then making the covers even more beautiful by adding fancy stitching and trims.

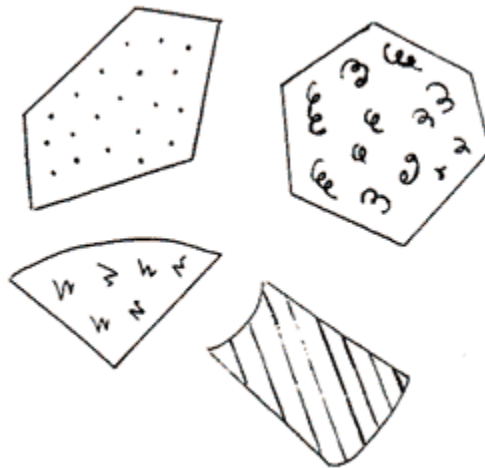
Making a complete Victorian crazy quilt is not difficult, especially if you make small blocks and piece them together later.

Start by collecting scraps of luxurious fabrics like silks, velvets, satins, and brocades. Also look for fancy trims and beautiful buttons to be applied to the finished product.

Then follow these steps:

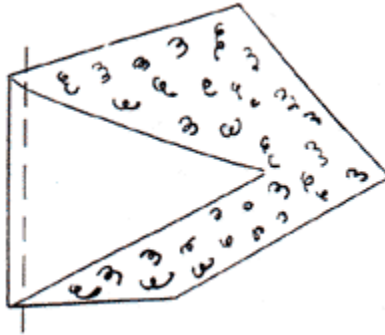
Cutting

Use sharp scissors that will make an even edge on the fabric pieces. Cut the cloth into various shapes and sizes.



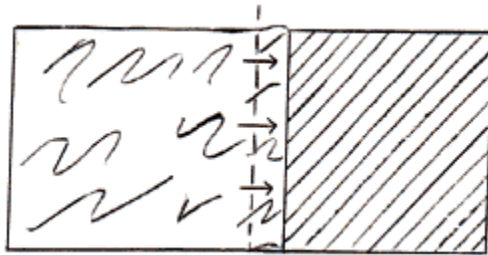
Sewing

Place the right sides of two scraps together and stitch with a $\frac{1}{4}$ inch seam allowance along one edge.



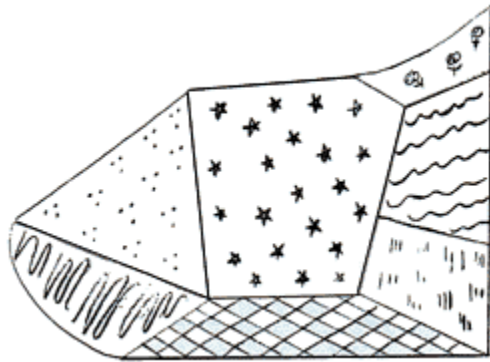
Ironing

Press the seam to one side. Press toward the dark fabric so that "shadows" do not appear on the right side of the quilt. To avoid ripples, rest the iron on the fabric rather than sliding it, and press using a cloth.



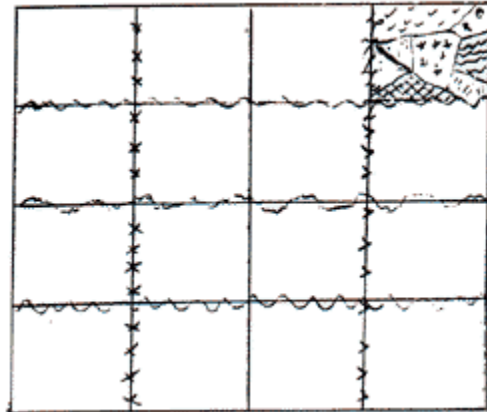
Adding

Continue adding shapes until you reach the size you want. The pieces will likely be very odd-shaped, but you can trim them to a square. (12 inch to 16 inch squares are easy to work with).

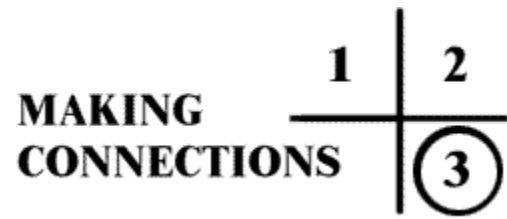


Final Touches

Sew your large squares together. You may make your quilt even more attractive with embroidery stitches, fancy trims and lovely buttons.



Review



1. Make sure you understand the words in both your "know" list and your "don't know" list.
 2. Have you ever seen a quilt similar to a Victorian quilt? Did you think about how it was made? Was your idea about how it was made similar to these instructions?
-

See It

Strategies: For The Visual Learner

1. Use sketches to show someone or to describe to yourself how to make a Victorian quilt.
2. Get out pieces of material, cut them into shapes and put a block together.

Say It

Strategies: For The Auditory Learner

1. Discuss this method of making a quilt with someone.
2. Explain to a friend or member of the family what you know about quilting.

Do It

Strategies: For The Kinesthetic Learner

1. Get out pieces of material, cut them into shapes and put a block together.
 2. Have you seen a quilt similiar to a Victorian quilt? Did you like it? What do you remember about it? Do you think it was made like the one described here? How was it different? How was it similiar?.
-

Quilts
by
Gerry Oliver

Reading A Short Story And Reasoning

Sometimes, when we read a story, we need to do two Things:

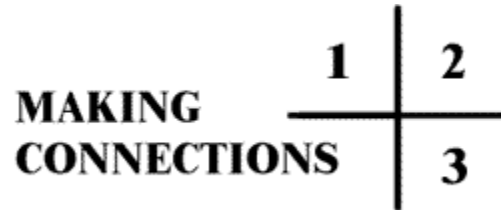
- a) read actual words to get meaning
- b) read "between the lines" to get more meaning

"reading between the lines"

means that we are looking for information that is not given to us directly. The information is given to us in clues and hints. We are looking for information that is reasoned.

- c) Look back to pages 44 and 45 if you need more help.

Strategy



1. PREVIEW

2. READ

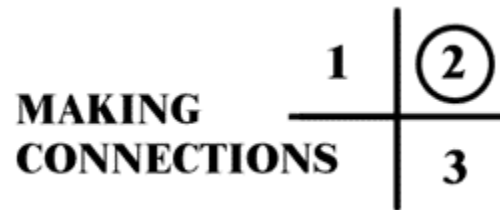
3. SUPPORT

Preview



DIRECT INFORMATION (Told)	FACTS (Actual Words and Details)
INDIRECT INFORMATION "Reading between the lines"	HINTS/CLUES

Read



◇ Read the story "Quilts". As you read, keep reminding yourself to look for both direct and indirect information. Your mind will be looking for the information you want to find.

Quilts

by Gerry Oliver

People have been making quilts for a very long time. It was one way of using bits and pieces of cloth, or the good parts of worn out garments, to make something new and useful out of things that might otherwise have gone to waste. Early quilts were made by sewing odd shaped pieces of cloth together. Later on, cloth pieces would be cut into shapes to make patterns and colours of material were mixed more carefully.

Once again many people are enjoying making quilts. Modern fabrics are easy to work with and give the sewer many choices. There are hundreds of different patterns to choose from and endless colours to mix together in these patterns.

I remember as a little girl snuggling under my mother's quilts and looking at all the different colours of the pieces. It was like being under a warm, cosy rainbow. Some of those quilts are with me today. They bring back memories of my family and of days gone by. That green flowered piece was my mother's dress and this one my grandmother's apron. Here is a piece of my brother's shirt and there my sister's dress that she wore to Grandfather's birthday party. I remember the dress I had made of this cloth. It had blue It had buttons on it that were shaped like little ribbon bows. That piece with apples on it was my blouse that matched my first pair of red sandals. Such happy thoughts come to me as I look at each of these quilts. Each piece has its own story. It is a family history.

I too, have made many quilts in many different colours and many different patterns. But the old quilts my mother made are still my favourite. They not only warm the body, they also warm the heart.

Support

MAKING CONNECTIONS

1	2
	3

DIRECT INFORMATION
(Told)

1. Quilting is an old practice.
2. _____
3. _____

FACTS
(Actual words and details)

People have been making quilts for a long time.

INDIRECT INFORMATION
"Reading between the lines"

1. The writer had good memories from her childhood.
2. _____
3. _____

HINTS/CLUES

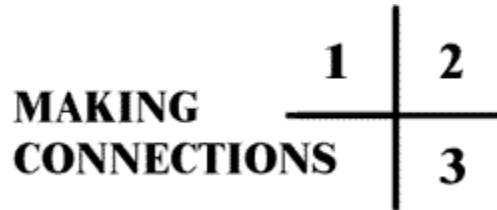
Happy thoughts come to her as she looks at the quilt..

On Your Own

1. Hazardous Materials - WHMIS
 2. Put The Pedal To The Metal
 3. 911 - EMT - First Responders
 4. Jobs Of Importance
 5. Too Many Cats
-

Getting the job you want can be very exciting. You should be prepared to read the manuals that explain safety procedures or machine operation. The following pages are examples of the kind of information you will get in those manuals.

◇ Use the strategy to help you read and remember the material.



1. Preview
2. Read
3. Review

◇ Use the chart.

KNOW	DON'T KNOW

◇ Write out questions.

◇ Jot down answers as you come to them.

Hazardous Materials

WHMIS

WHMIS is an acronym for Workplace Hazardous Materials Information System. It is a system used across Canada that gives information about the hazards of materials that may be bought, sold, used or made at a workplace.

A hazard symbol is a picture inside a circle that warns the user that a hazard or danger exists in using or handling the product. The employer must instruct workers on the significance of hazard symbols. Workers must be able to interpret them properly.

HAZARD SYMBOLS



Compressed gas



Dangerously reactive material



Materials causing other toxic effects



Flammable and combustible material



Biohazardous infectious material



Oxidizing material



Materials causing immediate and serious toxic effect



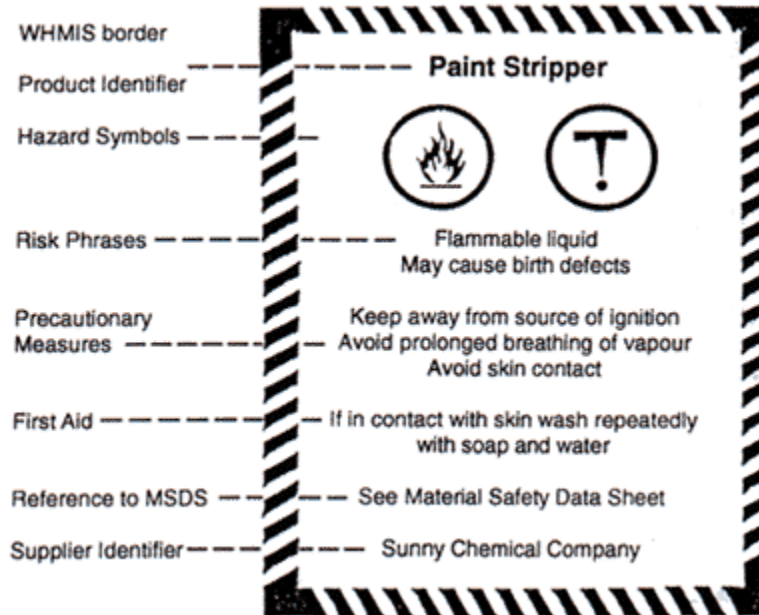
Corrosive material



WHMIS Labels

A label gives information about a product. It alerts the worker to the hazard of the product and gives the precautions to take. The label also refers to a Material Safety Data Sheet (MSDS) for more information.

The label may be a mark, sign, stamp, sticker, seal, tag, or wrapper. Below is an example of a WHMIS label.



Material Safety Data Sheet (MSDS)

The Material Safety Data Sheet is a form that gives information about hazardous products in the workplace. It should be placed in work areas where the hazardous product.

The MSDS sheet has nine headings:

1. Product Information
2. Hazardous Ingredients
3. Physical Data
4. Fire and Explosion Data
5. Reactivity Data
6. Toxicological Properties
7. Preventive Measures
8. First Aid Measures
9. Preparation Information
Employee Training

[\(*See a full MSDS form on page 82 and 83\)](#)

Employee Training

Employers must give workers an education program if they work with or near a hazardous product. The training gives information and teaches the worker about handling and use of all hazardous substances in the workplace. Employers must make sure that all employees understand and are able to apply the information they receive for their own safety and health. The employer must also be informed of all hazards related to the workplace and provide all hazard information of which he/she is aware.

Sample Material Safety Data Sheet (MSDS) Format

Section 1 - Product Identification and Use				
Product Identifier ➡			Product Identification Number (PIN) ➡	
Product Use ➡				
Manufacturer's Name			Supplier's Name	
Street Address			Street Address	
City	Province		City	Province
Postal Code	Emergency Tel. #		Postal Code	Emergency Tel. #
Section 2 - Hazard Ingredients				
Hazardous Ingredients	%	CAS Number	LD ₅₀ of Ingredients <i>(specify species & route)</i>	LC ₅₀ of Ingredients <i>(specify species)</i>
Section 3 - Physical Data				
Physical State		Odour and Appearance		Odour Threshold <i>(ppm)</i>
Vapour Pressure <i>(mmHg)</i>	Vapour Density <i>(Air=1)</i>	Evaporation Rate	Boiling Point <i>(°C)</i>	Freezing Point <i>(°C)</i>
pH	Specific Gravity	Coeff. Water/Oil Dist <i>(water - octanol part. coeff.)</i>		
Section 4 - Fire and Explosion Data				
Flammability Yes <input type="checkbox"/> No <input type="checkbox"/>		If Yes, Under Which Conditions? ➡		
Means of Extinction				
Flashpoint (°C) and Method		Upper Flammable Limit (% by Volume)	Lower Flammable Limit (% by Volume)	
Autoignition Temperature (°C)		Hazardous Combustion Products		
Explosion Data ➡ Sensitivity to Impact			Sensitivity to Static Discharge	

Section 5 - Reactivity Data

Chemical Stability

Yes No

If No, Under

Which Conditions? ➡

Incompatibility with
Other Substances

Yes No

If So,

Which Ones? ➡

Reactivity Under What Conditions

Hazardous Decomposition Products

Product Identifier ➡

**Sample Material Safety Data Sheet (MSDS) Format
(continued)**

Section 6 - Toxicological Products

Route of Entry Skin Contact Skin Absorption Eye Contact Inhalation Ingestion

Effects of Acute Exposure to Product

Effects of Chronic Exposure to Product

Exposure Limits	Irritancy of Product	Sensitization to Product	Carcinogenicity
Teratogenicity	Reproductive Toxicity	Mutagenicity	Synergistic Products

Section 7 - Preventative Measures

Personal Protective Equipment

Gloves (specify)	Respirator (specify)	Eye (specify)
Footwear (specify)	Clothing (specify)	Other (specify)

Leak and Spill Procedure

Waste Disposal

Handling Procedure and Equipment

Storage Requirements

Special Shipping Information

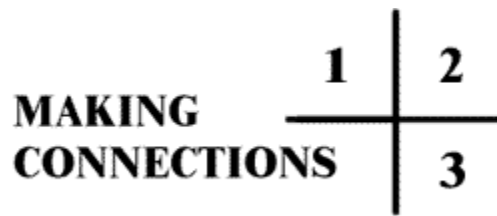
Section 8 - First Aid Measures

Specific Measures

Section 9 - Preparation Date of MSDS

Prepared by (group, department, etc.)	Phone Number ()	Date
--	---------------------	------

◇ Use the strategy to help you read and remember the material.



1. Preview
2. Read
3. Review

◇ Use the chart.

KNOW	DON'T KNOW

◇ What words jump out at you?

◇ Write out questions.

◇ Jot down answers as you come to them.

Put The Pedal To The Metal

Smokey the Bear, Breaker, eighteen wheeler, four wheeler, lay an eye on, are all colorful expressions used by truckers to talk to each other on their CBs. This helps to pass the time for the drivers who spend long hours by themselves, behind the wheel. Long hauls, irregular hours, and overtime are the normal working situations for truckers. They must be well trained, healthy, and have safe driving records.

A good driver is also very careful with his truck as it is his livelihood. An inspection around the truck and in the truck is a must every time they start-up.

Walk around checklist:

1. Check water and oil.
2. Check headlights, step lights, signal lights, and clearance lights.
3. Mirrors and windshields must be clean.
4. Check tires for correct air pressure and condition.
5. Check hook-up, fifth wheel safety pin and vacuum hoses.
6. Doors should close securely.

Behind the wheel checklist:

1. Check all instruments.
2. Check air brake guage. It should have 100 lbs. PSI
3. Check windshield wipers and steering wheel.
4. Check clutch movement 1 to 1 1/2" without any effort on the front pedal
5. Check brakes.

Liquid Tanker Trucks

Liquids that are hauled in tanker trucks require special handling skills. The load's weight is high off the ground causing a **high centre of gravity**. This makes the truck top heavy and easy to roll. The liquid inside tankers **surges** from front to back when the truck stops or starts. This **surge** is very strong and can cause a roll over if the driver is not careful. This **surge** can actually push the truck forward on ice.

A way to stop some of this surge is the use of **bulkheads**. A **bulkhead** separates one section of the tank from the other parts. Each section has to have the same amount of weight. The load has to be balanced.

Sometimes tankers will have **baffles**. A **baffle** lets the liquid flow through and helps control some of the frontward and backward movement. However, side to side surge is still a problem.

Health rules do not allow the use of baffles to haul milk because it is difficult to keep clean. Milk trucks are **smooth bores** - no bulkheads or baffles.

As liquids expand when they warm up, room has to be left inside the tanker for **outages**. An **outage** is the space left for liquids to expand. The amount of liquid to load into a tanker depends upon how much it expands and how much it weighs. A trucker has to be careful about these two things in order to watch legal weight limits.

TRY THESE

- 1. Why must special care be taken for hauling liquids?**
 - 2. How will a tanker with baffles handle differently from a smooth bore tanker?**
 - 3. What should the trucker know about a liquid before putting it in the tanker?**
 - 4. Why is an inspection routine important for a trucker?**
 - 5. What do you think these expressions mean?**
 - (a) Got your ears on?**
 - (b) Bears in the air**
 - (c) Flip flop**
 - (d) Bucket mouth**
-

911 - EMT - First Responders

Emergency medical care is very important. In the province of Saskatchewan residents often have to travel many miles to get to a hospital. It is very important to have people in all communities who have training in CPR (Cardiovascular Pulmonary Resuscitation) and St. John's Ambulance First Aid. Some communities have trained First Responders. These are people who have taken special training to be giving emergency medical care in case of an emergency or accident. They will help to stabilize the victim until an ambulance comes.

EMT's (Emergency Medical Technicians) are trained people who work for police and fire departments. Their ambulance has all the medical equipment to help in emergency cases. EMT's must complete a course that teaches skills for many emergencies like heart attacks, bleeding and shock, fractures, injuries to body parts, breathing obstructions, etc.

Shock

Our brains and kidneys require blood to flow all the time. If an injury or illness causes bleeding internally or externally and stops the flow of blood the body may go into shock.

Signs of shock:

- 1.** pale, cold, clammy, with profuse sweating
 - 2.** faint, giddy, blurred vision
 - 3.** thirst, nausea, vomiting
 - 4.** change in level of consciousness
 - 5.** increase in pulse rate - becomes weak
 - 6.** shallow rapid breathing
-

Shock progresses with time and signs should not be taken lightly. Shock may be the cause of death even though the injury itself is not fatal.

Treatment of shock:

The person in shock should be taken to a hospital as soon as possible. Treatment on the spot should be:

1. clear the airway and give artificial respiration
2. control bleeding
3. lower the head to one side and raise the lower legs if not seriously injured.
4. loosen clothing; put a blanket over and under the person in shock.
5. do not give the person anything to drink; moisten lips with water.

Stroke

A stroke is the bursting of a blood vessel in the brain or the clogging of an artery in the brain. Part of the brain stops working because of a lack of blood. This may cause death or a loss of certain functions. The functions are sometimes recovered totally or at least partially.

Causes of strokes:

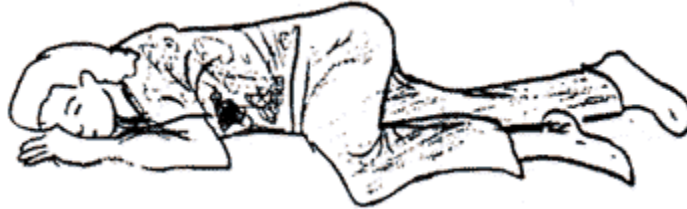
1. bleeding from a broken blood vessel into the brain
2. clotting of blood in a blood vessel to the brain
3. a blood clot formed elsewhere and carried by the blood stream to the brain
4. high blood pressure

Signs of a stroke:

1. a sudden collapse
 2. paralysis of face, tongue, and throat muscles
 3. numbness or paralysis of fingers and toes
 4. confusion
 5. convulsion
 6. loss of bladder and bowel control
 7. level of consciousness decreases
-

Treatment of strokes:

1. arrange for immediate transportation to a hospital
2. put person in a semi-reclining position
3. loosen clothing
4. give nothing by mouth
5. maintain a clear airway
6. place in recovery position (see picture below)

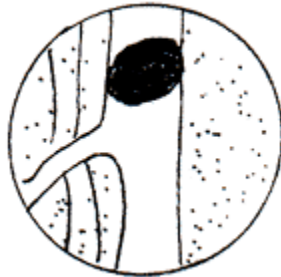


Heart Attack

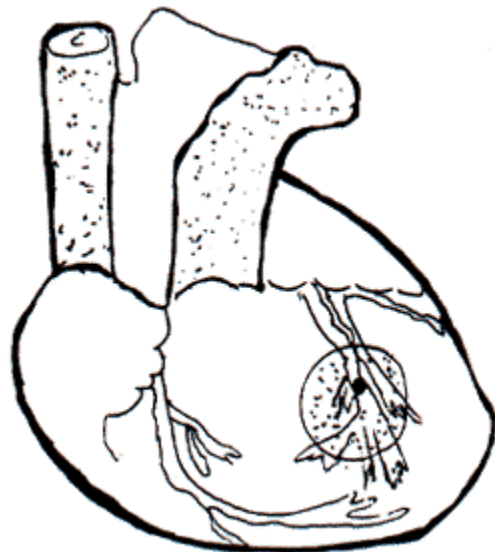
A heart attack is the popular term for what doctors call a coronary thrombosis. The arteries of the heart have become narrow and slow down the flow of blood. The rough surface allows clots to form on the walls of the arteries. A large clot will cut off the blood to the heart and a heart attack occurs. (See diagrams below.) If the large artery is closed, the heart attack may be fatal. In other cases the blood takes a detour and flows through other blood vessels.



clots begin to form



a clot cuts off the
blood



artery blocked

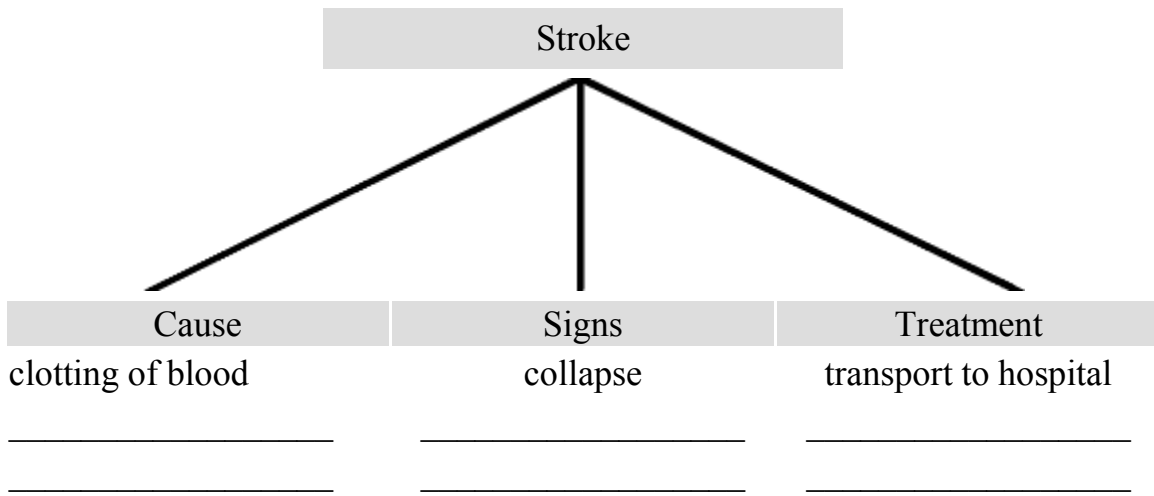
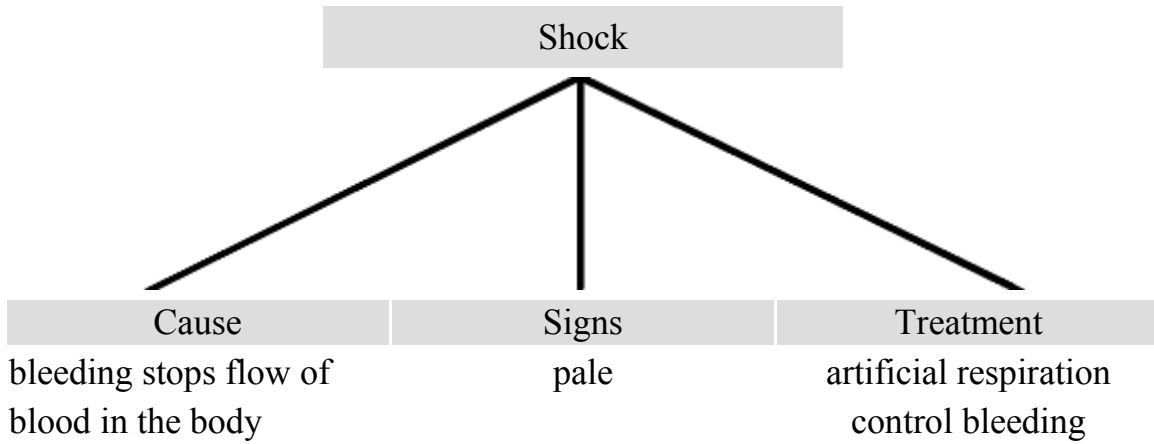
Signs of Heart Attack:

1. a severe pain behind the breastbone that spreads to the upper arms, throat, and jaw. Sometimes a very mild heart attack can be mistaken for indigestion.
2. pain which forces the person to sit down
3. giddiness
4. profuse sweating
5. shortness of breath
6. weak' rapid or irregular pulse
7. unconscious

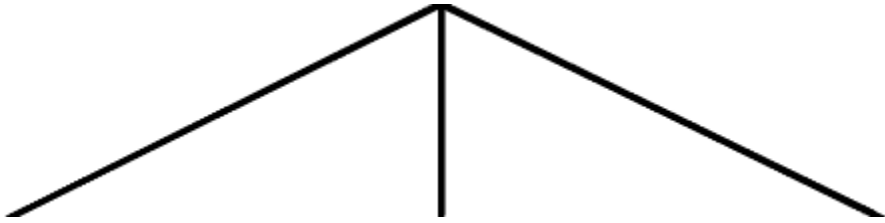
Treatment:

1. the person should get to a hospital as soon as possible
 2. do not move the person but raise the head and shoulders with a couple of pillows, or support the person in a sitting position.
 3. loosen the clothing
 4. if breathing fails begin artificial respiration
 5. assist the person in taking any medication prescribed by their doctor
-

Organize what you have learned in this story.



Heart Attack



Cause

Signs

Treatment



Jobs of Importance

by Gerry Oliver

Brian was looking at the want ads in the newspaper. He had been looking at the want ads every day that week as soon as the paper arrived. It didn't take very long as there was never very many ads in the "Help Wanted" column. Mostly there was nothing there for him. He was not a plumber or a hairdresser, or a car salesperson. Today someone was looking for a secretary. There was also an ad asking for a cook's helper. A cook's helper didn't sound very important, but perhaps it was something he could do. Someday he might find a job that was exciting; something that was really important.

Suddenly Brian remembered something that had happened one winter many years ago when he was a young boy. Dad had asked him to shovel the driveway. It was not his favourite job. He dreamed of being a fireman or a rancher or a sailor. He never dreamed of shovelling piles of snow out of a driveway. However, he got the shovel and began digging away the drifts of snow. It took most of the morning but he cleaned the whole, long driveway from the garage door out to the street. Later that same day his mother fell down the basement stairs and broke both an arm and an ankle. When the ambulance came it backed up the driveway right to the garage door. Brian remembered the ambulance driver had told his dad how important it was that driveways were kept shovelled so they could more easily carry an injured person to the ambulance. As he had thrown shovelful after shovelful of snow out of the driveway it hadn't seemed like anything but a tiresome chore. Now someone was saying it was important work.

Brian picked up the newspaper and read the ad again. "Wanted, a cook's helper". "If a cook is asking for a helper it must be necessary to have one. I could learn to help and maybe someday..." Brian let his thoughts trail away. He cut out the ad from the paper, put it in his pocket and headed for the door.

TRY THESE

Detail :

- 1. What kind of help wanted ads were in the paper today?**
- 2. What happened to his mother on the day he shovelled the walk?**
- 3. Why was shovelling the walk important?**

Inference :

- 1. Do you think Brian liked shovelling the walk?**
 - 2. Where do you think Brian is going as he heads out the door?**
 - 3. Why is a job like a cook's helper important?**
-

Too Many Cats

by Gerry Oliver

It was a warm, sunny day on the farm. Joe was changing the muffler on his truck. He tossed a couple of wrenches under the old half-ton and slid down beside them. Before he could get moved into the right position to see what he was doing the cats came. The orange one crawled onto his chest, blocking his view. He pushed it away. He felt along his side for a wrench but the orange cat had moved over and was sitting on it. He pushed it away again.

There were hard lumps of mud caked on the end of the muffler. He would need to find something in the garage to chip it off. He rolled to the side and nearly squashed a grey cat. He dragged it out from under his arm and pushed it to the side.

On the way to the garage he had to step over the old tabby and on the way back out the door he tripped on a white cat. Joe was getting annoyed. There were just too many cats around this place! Beside the truck, just where he was going to step, was a black and white cat. He lifted his foot to push it away. But wait! He did not have any black and white cats. This was a skunk! Joe's foot was already on the way to push it aside. He couldn't stop his foot but maybe he could keep it from hitting the skunk. He heaved his body up and forward and followed his foot over and beyond the skunk in a strange, flying leap. He didn't stop to look back until he was a dozen leaps beyond the truck. He turned then and saw the skunk running off across the yard. Joe took off his cap and wiped his hand across his forehead. There were already too many cats around here. He definitely didn't need any visitors !

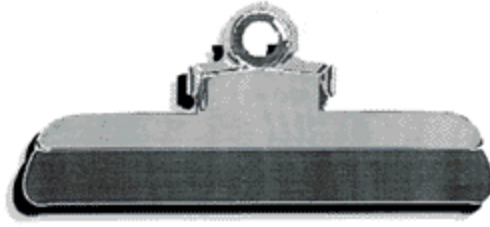
TRY THESE

Detail :

- 1. Why did Joe have to go to the garage?**
- 2. What made Joe realize that the black and white cat was not really a cat?**
- 3. How did he get away from the skunk?**

Inference :

- 1. Why was Joe annoyed with the cats?**
 - 2. Why did Joe not need any visitors?**
 - 3. Why is a job like a cook's helper important?**
-



Math Memo

- ✓ Read
 - ✓ Reflect
 - ✓ Respond
 - ✓ Record
 - ✓ Re-evaluate
-

Math

Every time that you need to solve a word problem there are some key steps that you need to use. These steps are:

READ

- Read the problem to yourself or read it out loud as many times as necessary.

REFLECT

- Put yourself in the situation. Have you ever had to figure this out before? What did you do?
- What are the key words used in this problem?
- What information are you given?
- What do you need to find out?

RESPOND

- How will you go about solving the problem?
- Is there a formula needed to solve the problem?
- It might be helpful to draw a diagram to show what you already know.
- What estimate might you make?
- Can you guess at what the answer might be?

RECORD

- Write down what you know.
- Write down what you need to find out.
- If need be, use a formula.
- Use the necessary operation(s) to solve the problem.

RE-EVALUATE

- Does the answer make sense? Is it reasonable?
- Check the answer.

Math Memo



Ken and Flora live in southwestern Saskatchewan. Ken is a retired employee of the local bank. His wife, Flora, works for the town's florist.

Flora has a monthly income of \$800. Her husband, Ken, receives a monthly pension cheque of \$1200.

What is the couple's TOTAL monthly income?

1. READ

- Read the problem to yourself or read it out loud as many times as necessary.

2. REFLECT

- What are the key words used in the problem?
(*monthly income, pension cheque - total*)
- What information are you given? (*Flora \$800, Ken \$1200*)
- What do you need to find out? (*total income*)

3. RESPOND

- How will you go about solving the problem? (*add the two incomes*)
- It might be helpful to draw a diagram of what you already know.
- What estimate might you make? ($8 + 12 = 20$)

$$\begin{array}{r} \text{Ken} \\ \$800 \end{array} + \begin{array}{r} \text{Flora} \\ \$1200 \end{array}$$

4. RECORD

- Write down what you know.
(*Flora's income is \$800*
Ken's income is \$1200)
- Write down what you need to find out.
(*I need to find the total monthly income for the couple.*
Flora's income + Ken's income = Total Income
 $\$800 + \$1200 = \$2000$)

The couple's total income is \$2000

5. RE-EVALUATE

- Does the answer make sense? Yes.
- Is it reasonable? Yes.
- Check:

$$\begin{array}{r} 2000 \\ -800 \\ \hline 1200 \end{array}$$

Math Memo



Ken and Flora like to socialize with their friends on Sunday at the local restaurant. The smorgasborg supper is \$5.00 per plate.

This couple went out for supper for four consecutive Sundays.

What was the cost of their suppers for the month?

1. READ

- Read the problem to yourself or read it out loud.

2. REFLECT

- What information are you given?

(Supper is \$5.00 a plate)

(two people went out 4 times)

- What do you need to find out? *(the cost of 4 suppers for 2 people)*

3. RESPOND

- $\$5 + \$5 =$ for one Sunday

- $\$10 + 4 =$ for four Sundays

4. RECORD

	Ken's supper	+	Flora's supper	=	Total Cost
<u>One week</u>	\$5.00	+	\$5.00	=	\$10.00

<u>Four weeks</u>	\$10.00
	<u>× 4</u>
	\$40.00

The cost of the Sands' suppers for the month was \$40.00
--

5. RE-EVALUATE

Check

\$5.00	\$10.00
<u>× 2</u>	<u>× 4</u>
\$10.00	\$40.00

Math Memo



Ken and Flora also liked to go to the local theatre each week. Admission for the show was \$6.50 per person.

1. How much did it cost for the couple to attend the show?

READ - Read the problem to yourself or read it out loud.

REFLECT - What information are you given? (*Admission is \$6.50*) (*two people went*)

RESPOND - Do I need to draw a diagram? Is there a formula?

RECORD -

$$\begin{array}{r} \$ 6.50 \\ \times \quad 2 \\ \hline \$13.00 \end{array} \quad \text{or} \quad \begin{array}{r} \$ 6.50 \\ + \$6.50 \\ \hline \$13.00 \end{array}$$

It cost the couple \$13.00 to attend the show.

2. **READ** The Problem

Once inside the door, Ken and Flora chose snacks from the following menu.

Popcorn			Drinks	
Size	Plain	Butter	Size	Price
Small	\$1.00	\$1.25	Small	\$1.00
Medium	\$1.50	\$1.75	Medium	\$1.50
Large	\$2.00	\$2.25	Large	\$2.00

Ken had a large buttered popcorn and a medium drink

Flora has a medium plain popcorn and a small drink

How much did the couple spend on snacks?

REFLECT

- What information are you given? (*What they bought*)
- What do you need to find out? (*How much did their snacks cost?*)

RESPOND

Draw circles around the cost of the snacks they bought. (*Circle the choices*)

Popcorn			Drinks	
Size	Plain	Buttered	Size	Price
Small	\$1.00	\$1.25	Small	\$1.00
Medium	\$1.50	\$1.75	Medium	\$1.50
Large	\$2.00	\$2.25	Large	\$2.00

RECORD

Ken	Flora	Total
\$2.25	\$1.50	\$3.75
<u>+\$1.50</u>	<u>+\$1.00</u>	<u>+\$2.50</u>
\$3.75	\$2.50	\$6.25

3. READ The Problem

- How much did the couple spend on an evening at the local theatre?

REFLECT

- What did Flora and Ken spend money on? (*snacks and admission*)

RESPOND

- Look for the numbers from questions 1 and 2.

RECORD

$$\begin{array}{rcl}
 \text{Admission} & + & \text{Snacks} & = & \text{Total Cost} \\
 \$13.00 & + & \$6.25 & = & \$19.25
 \end{array}$$

The couple spent \$19.25 at the theatre.

4. READ The Problem

- If Ken and Flora go to four consecutive shows at the same admission price and buy the same snacks, how much money would they spend?

REFLECT

- Consecutive - four times in a row
- Same admission , same snacks

RESPOND

- From question 3 we know one evening costs \$19.25 - almost \$20.00

RECORD

1 evening costs	\$19.25
4 evenings cost	$4 \times \$19.25$
	$\frac{\quad}{\times 4}$
	\$ 77.00

Four consecutive shows at the theatre would cost \$77.00

5. READ the Problem

- What percentage of their monthly income would be spent at the theatre?

REFLECT

- Remember that their monthly income was calculated in the first part of the problem.
(*\$2,000.00 is their monthly income*)

RESPOND

- Is there a formula? (*\$77.00 is ? % of \$2,000.00*)

a) $\frac{77}{2000} = \frac{x}{100}$

b) $\frac{77}{2000} = \frac{x}{100}$

c) $\frac{7700}{2000} = x$

d)

2000	3.85
7000.00	
<u>6000</u>	
17000	
<u>16000</u>	
10000	
<u>10000</u>	
0	

$x = 3.85\%$
\$77.00 is 3.85% of \$2000

The Sands spent 3.85% of their monthly income.

Math Memo



Complete the following problems.
Remember to use the steps:

- Read
- Reflect
- Respond
- Record
- Re-evaluate

Problem 1

Because Ken is a retired banker, the local high school asked him to help with their fundraiser. The students sold pails of cookie dough for \$8.00 a pail.

The table below shows the results of the cookie dough sale.

	Chocolate Chip	Double Fudge	Shortbread	Sugar	Total No. of Pails	Total Amt. of Money
Dwayne	18	7	10	12		
Jason	15	5	7	19		
Chris	14	6	12	10		
Peter	13	8	6			
Total Pails of Each Kind						

Read The Problems

1. Find the total number of pails sold by each student.

Reflect - How many pails did each student sell?

Respond - Need to add

Record - Dwayne $18 + 7 + 10 + 12 = \underline{\quad}$

Re-evaluate - Does the answer make sense - Repeat addition for each student.

2. Find the total number of pails of each kind of cookie dough that was sold.

Reflect - How many pails were sold in all?

Respond - Need to add the four boys total number of pails

Record

Re-evaluate - Check addition

3. Find the total number of pails sold in all.

Reflect

Respond

Record

Re-evaluate

4. Find the total amount of money raised by the students.

Reflect

Respond

Record

Re-evaluate

Problem 1 - Answers

1. *Dwayne sold 47 pails.*

Jason sold 36 pails.

Chris sold 42 pails.

Peter sold 35 pails.

2. *Total number of pails of each kind of cookie dough sold:*

Chocolate Chip - 60 pails

Double Fudge - 26 pails

Shortbread - 35 pails

Sugar - 39 pails

3. *There were 160 pails of cookie dough sold.*

4. *The total amount of money raised by the students was:*

Dwayne \$376.00

Jason \$288.00

Chris \$336.00

Peter \$280.00

\$1280.00

The total amount of money raised by the students was \$1280.00.

Math Memo



Problem 2

As an incentive, prizes were awarded to the top three salespeople. The person who sold the most cookie dough received 20% of his sales. The person who sold the second highest number of pails of dough received 15% of his sales. The person who sold the third highest number of pails received 10% of his sales.

Read The Problems

1. Who were the top three salespeople?

Reflect and Respond - Go back to the last question to see who sold the most.

2. What were their prizes?

Reflect - How much money did each of the top three salespeople make?
Respond - Take each person's total sales and multiply by the percentage.
20% for the highest sales
15% for the second highest sales
10% for the third highest sales

Record

Re-evaluate - Does the answer seem reasonable?

Problem 2 - Answers

1. *The top three salespeople were:*

- 1) *Dwayne*
- 2) *Chris*
- 3) *Jason*

2. *Their prizes were:*

- 1) *Dwayne: \$75.20*
- 2) *Chris: \$50.40*
- 3) *Jason: \$28.80*

Dwayne - 20% of \$376.00

$$\begin{aligned} \frac{20}{100} \times 376 &= \frac{7520}{100} \\ &= \$75.20 \end{aligned}$$

Chris - 15% of \$336.00

$$\begin{aligned} \frac{15}{100} \times 336 &= \frac{5040}{100} \\ &= \$50.40 \end{aligned}$$

Jason - 10% of \$280.00

$$\begin{aligned} \frac{10}{100} \times 280 &= \frac{2800}{100} \\ &= \$28.80 \end{aligned}$$

Math Memo



Problem 3

John and Martha Brown bought a new home in Swift Current. They decided to replace the living room carpet. The size of the living room is 7 metres \times 6.5 metres.

Remember to Use:

- Read
- Reflect
- Respond
- Record
- Re-evaluate

1. How much carpet would the couple need to buy?

2. The carpet the Browns chose cost \$32.00 per square metre. What will the cost of the carpet be?

3. The Browns have 12 rooms

in their new home. They decided to carpet half of their rooms this year. How many rooms will they carpet?

Problem 3 Answers

1. - READ

- REFLECT - (*room is 7m by 6.5 m*) (*to carpet you need to find the area or square metres*)

- RESPOND - (*formula $A=l \times w$*) (*$l=length$ $w=width$*)

- RECORD - $A=7 \times 6.5$

=45.5 square metres would have to be bought for the living room.

- RE-EVALUATE - Does the answer make sense?

Problem 3 - Answers

1. - READ

- REFLECT - (room is 7m by 6.5 m) (to carpet you need to find the area or square metres)

- RESPOND -(formula $A=l \times w$) (l =length w =width)

- RECORD - $A=7 \times 6.5$

=45.5 square metres would have to be bought for the living room.

- RE-EVALUATE - Does the answer make sense?

2. - READ

- REFLECT - (room is 4.5 square metres, cost is \$32 per sq. metre)

- RESPOND - (have to multiply cost by sq. metres)

- RECORD -

$$\begin{array}{r} 32.00 \\ \times 45.5 \\ \hline 16000 \\ 160000 \\ \hline 1280000 \\ 1456.000 \end{array}$$

$\$32.00 \times 45.5$ square metres of carpet= $\$1\,456.00$

RE-EVALUATE - (this answer makes sense)

The cost of the carpet is \$1,456.00

2. - READ

- REFLECT - (they have 12 rooms, want to carpet $\frac{1}{2}$)

- RESPOND - (have to find $\frac{1}{2}$ of 12)

- RECORD -

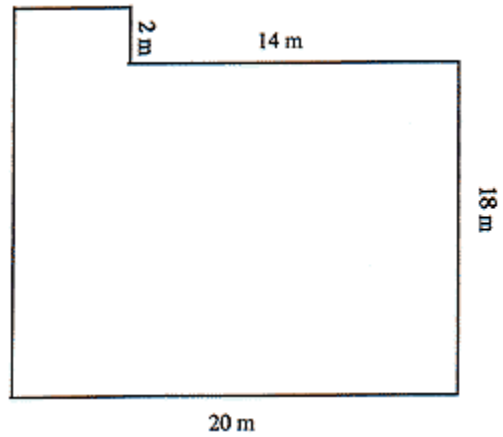
$$\frac{1}{2} \text{ of } 12 = \frac{12}{2} = 6$$

RE-EVALUATE - (this answer makes sense)

They will carpet 6 rooms this year.

Problem 4

The diagram below shows the shape of the Brown's master bedroom. The couple would like to carpet this room. How much carpet would the couple need to buy?



Formulas :

Area=length x width

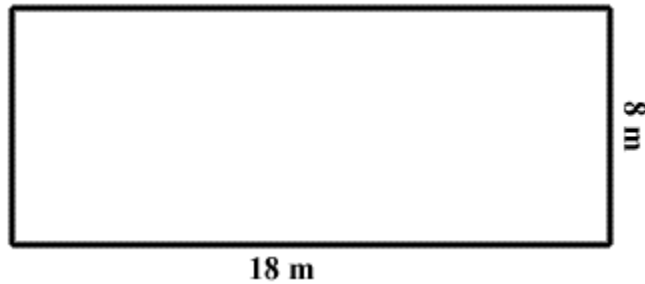
Volume=length x width x height

Math Memo



Problem 5

The Browns would like to have a swimming pool in their back yard. The diagram below shows the size and shape of their pool. Their pool will be 12 metres deep. How many cubic metres of dirt must the Browns remove to make their pool?



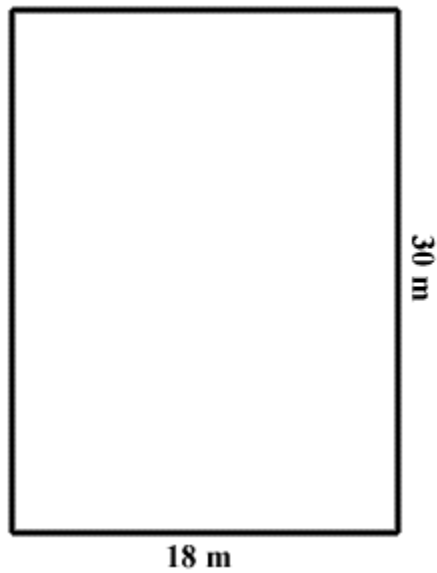
Math Memo



Problem 6

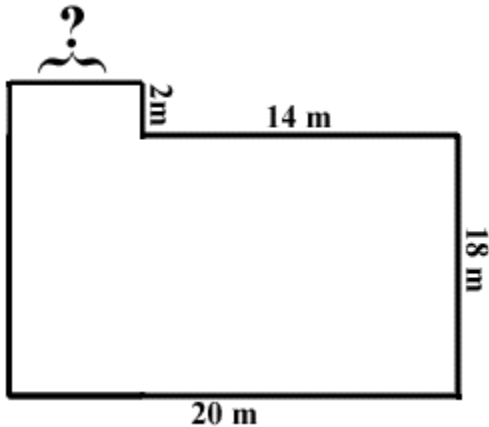
The Browns want to paint their driveway. The driveway is 30 metres long x 18 metres wide.

The paint can label indicates that it will cover 108 square metres. Each can costs \$12.54. How much will it cost to paint the driveway?



Problem 4, 5, & 6 Answers

Problem 4 answer:



**Hint: You are given the measurements of the large rectangle (20 x 18), but you must calculate the length of the small rectangle (2 x ?) . Since 20 - 14=6, the little rectangle is 2m x 6m.*

Area=length x width

$$A=l \times w$$

$$A=20 \times 18$$

$$A=360 \text{ sq. metres}$$

$$A=l \times w$$

$$A=2 \times 6$$

$$A=12 \text{ sq.metres}$$

360

+ 12

372 square metres

The couple needs to purchase 372 metres of carpet.

Problem 5 Answer:

Volume=length x width x height

$$V=l \times w \times h$$

$$V=18 \times 8 \times 12$$

$$V=1728 \text{ cubic metres}$$

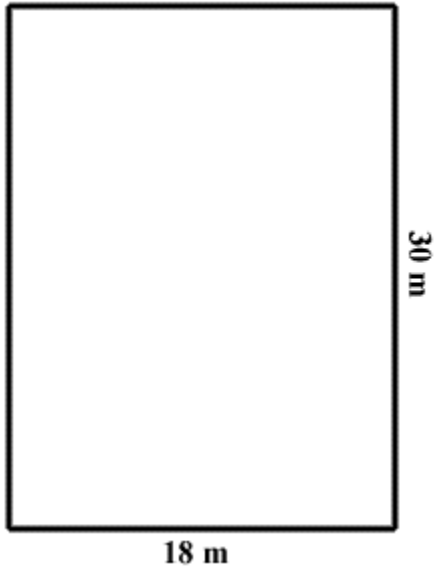
The Browns must remove 1728 cubic metres of dirt to make their pool.

Problem 6 answer:

Area=length x width

$$A=30 \times 18$$

$$A=540 \text{ square metres}$$



Each can covers 108 square metres

$$540 \div 108 = 5 \text{ cans of paint}$$

$$\begin{array}{r} 5 \\ 108 \overline{) 540} \\ \underline{540} \\ 0 \end{array}$$

Each can costs \$12.54

$$\$12.54 \times 5 = \$62.70$$

$$\begin{array}{r} \$12.54 \\ \times 5 \\ \hline \$62.70 \end{array}$$

It will cost the Browns \$62.70 to paint the driveway.
