**Note:** The circled letters indicate when you ask a question or when you direct the group to respond.

# EXERCISE 1 •

# **SENTENCE COMBINATIONS**

- 1. (Direct the students to find Lesson 45, part A, in the **Student Book**.)
- 2. (Call on individual students to read part A.)
  - What word? Which.
  - What word? Which.
  - What word? Which.
  - What word? Who.
  - (9 What word? Which.
  - What word? Which.

#### EXERCISE 2 =

### ANALYZING ARGUMENTS

- 1. (Direct the students to find part B.)
- 2. (Call on individual students to read part B.)
  - (Call on a student. Idea: That if Joe taps home plate, he'll hit a home run.)
  - (Call on a student. Idea: Because the last two times that Joe tapped home plate, he hit a home run.)
  - Say it. Just because two things happen around the same time doesn't mean that one thing causes the other thing.

# **Student Book page 75**

Lesson 45

Some items in the list below are human. The word who is used to refer to A

Other items in the list are not human. The word which is used to refer to those items

Tell whether you would use the word who or which for each item in the list

- 1. Matches 0
- 2. Paint <sup>®</sup>
- 3. A cow **0**4. A cowboy **0**
- 5. A bird's nest (9)
- 6. A bird 6

В

Here's an argument:

The last two times Joe tapped home plate, he hit a home run. He should always remember to tap home plate when he goes up to bat.

What does the writer want us to conclude? 6

Why does the writer think that tapping home plate will cause Joe to hit a home run? (1)

Say the rule the argument breaks. 0

Here's how you could prove that tapping home plate doesn't cause Joe to hit a home run. Make Joe tap home plate every time he goes up to bat. If he doesn't hit a home run every time he taps home plate, then tapping home plate doesn't cause him to hit a home run.

When we draw a conclusion from a rule, we start with the rule. Then we add some other evidence. Here's a rule:

The more you exercise, the healthier you are.

Here's some additional evidence:

Sharon exercises more now than she did a year ago.

What's the conclusion? 0

### EXERCISE 3 •

#### **DEDUCTIONS**

- 1. (Direct the students to find part C.)
- 2. (Call on individual students to read part C.)
  - Say it. Sharon is healthier now.
  - What's the answer? Irrelevant.
  - Say it. There is none.
  - What's the answer? Relevant.
  - Say it. Carla pollutes the air more.
  - What's the answer? Irrelevant.
  - P Say it. There is none.
  - What's the answer? Irrelevant.
  - Say it. There is none.
  - **8** What's the answer? Relevant.
  - Say it. Frieda doesn't pollute the air as
  - What's the answer? Irrelevant.
  - Say it. There is none.

#### EXERCISE 4 —

#### INDEPENDENT WORK

- 1. [Optional] (Direct the students to read the instructions for part D to themselves. Then give them exactly two minutes to copy the paragraph. Count as errors any miscopied words and punctuation. Deduct these errors from the number of copied words, and mark the total on the Writing Rate Graph.)
- 2. Finish the Student Book and do the Workbook for Lesson 45. ✓

# **Student Book page 75**

Lesson

A

В

Some items in the list below are human. The word who is used to refer to

Other items in the list are not human. The word which is used to refer to

Tell whether you would use the word who or which for each item in the list

- 1. Matches 0
- 2. Paint <sup>3</sup>
- A cow •
  A cowboy •
- A bird's nest (9
- 6. A bird 0

Here's an argument:

The last two times Joe tapped home plate, he hit a home run. He should always remember to tap home plate when he goes up to bat.

What does the writer want us to conclude? 6

Why does the writer think that tapping home plate will cause Joe to hit a home run? (1)

Say the rule the argument breaks. 0

Here's how you could prove that tapping home plate doesn't cause Joe to hit a home run. Make Joe tap home plate every time he goes up to bat. If he doesn't hit a home run **every time** he taps home plate, then tapping home plate doesn't cause him to hit a home run.

When we draw a conclusion from a rule, we start with the rule. Then we add some other evidence. Here's a rule:

The more you exercise, the healthier you are.

Here's some additional evidence:

Sharon exercises more now than she did a year ago.

What's the conclusion?

# 45

# Student Book page 76

Sometimes, we can't draw a conclusion from a rule. This happens when the additional evidence is irrelevant. Here's a rule:

The more you exercise, the healthier you are

Here's the additional evidence

#### Olivia takes a lot of vitamins

What's the conclusion? There is none. We can't draw a conclusion because the additional evidence is irrelevant to the rule.

Here's another rule:

The more you drive, the more you pollute the air.

Tell if each piece of evidence below is **relevant** to the rule or **irrelevant** to the rule. Remember, if it is irrelevant, you can't draw a conclusion. Here are the pieces of evidence:

- 1. This year's cars are more expensive than last year's. Is this evidence relevant or irrelevant? © So what's the conclusion? ©
- Carla uses the family car twice as much as Amanda does Is this evidence relevant or irrelevant? © So what's the conclusion? ©
- 3. Frank is bald.
  - Is this evidence relevant or irrelevant? 0
- So what's the conclusion? @
- Henry Ford built cars on an assembly line. Is this evidence relevant or irrelevant? 0 So what's the conclusion? @
- Now that Frieda has a bike, she doesn't drive as much as she used to. Is this evidence relevant or irrelevant? So what's the conclusion? **6.** Many English words have roots that are thousands of years old.
- Is this evidence relevant or irrelevant? 0 So what's the conclusion? 0



Write Part D in the left margin of your paper. You have two minutes to copy

Here are the rules for using "who" and "which." If the thing you're referring to is human, use the word "who." If the thing you're referring to is not human, use the word "which."



#### Workcheck

- 1. Get ready to check your answers starting with Student Book part E. Use a pen to make an X next to any item you miss.
- 2. (Call on individual students to read each item and its answer. Repeat for Workbook items.)
- 3. (Direct the students to count the number of errors and write the number in the error box at the top of the Workbook page.)
- 4. (Award points and direct students to record their points in Box W.)

0 errors	15 points
1–2 errors	12 points
3–5 errors	8 points
6–9 errors	5 points

- 5. (Award any bonus points. Direct the students to total their points and enter the total on the Point Summary Chart.)
- 6. Show me your work when you've finished correcting it. (When the students show you their corrected work, record their points on your Record Summary Chart.)

**Note:** Before presenting Lesson 46, present Fact Game 3. You will need a pair of dice for every four or five students. Each student needs a pencil and Workbook.

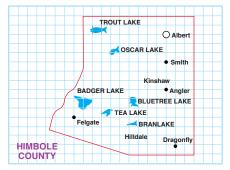
# **Student Book page 77**



Write Part E in the left margin of your paper. Then number it from 1 to 4. Each square on the map below is five miles long and five miles wide. Assume that the map is accurate.

Examine the map carefully, and then read the statements below it. Some of the statements contradict what the map shows

- Write contradictory or not contradictory for each statement.
- If a statement contradicts the map, write what the map shows.



The symbol • means that the city has between 500 and 1,000 people The symbol  $\odot$  means that the city has between 1,000 and 2,000 people. The symbol  $\odot$  means that the city has between 2,000 and 5,000 people.

- Two cities in Himbole County have between 1,000 and 2,000 people.
- Tea Lake is the biggest lake in Himbole County. It is farther from Albert to Angler than it is from Smith to Kinshaw.
- 4. Four cities in Himbole County have more than 1,000 people
- 1. not contradictory
- 2. Contradictory; Badger Lake is the biggest lake. 3. not contradictory
- 4. Contradictory; three cities have more than 1,000 people.

45

# **Student Book page 78**



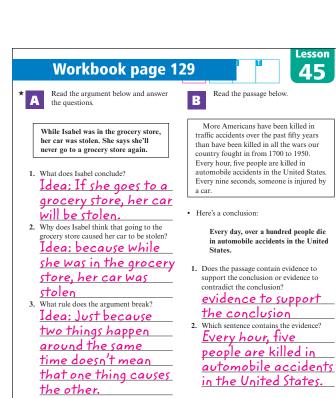
Write Part F in the left margin of your paper. Then number it from 1 to 5. Read the story and answer the questions.

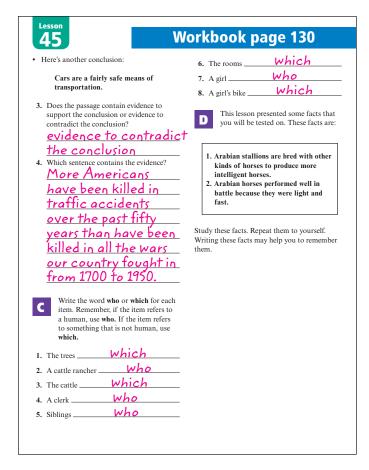
The Arabian horse is considered by many horse experts to be the most intelligent and sensitive of all horses. It is a white horse with just a few spots on its belly. When Arabians are young, they are not white, but spotted, and as they grow older most of the spots disappear.

The Arabian horse was bred by the Arabs. The Arabs didn't wear armor in battle, so they didn't need big, heavy animals. The speed and lightness of the Arabian horse meant that it could perform well in battle. These horses became so important that many Arabs considered them to be members of the family and would sometimes let their horses sleep in their tents. At times, the horse stayed outside the tent and served as a watchdog, warning its master if an unwanted visitor came near the camp at night.

Today, horse breeders frequently breed Arabian stallions with other kinds of horses. This breeding increases the intelligence of the line.

- 1. How does an Arabian horse's appearance change as it grows older?
- Why didn't the Arabian people need big, heavy horses?
- Why could Arabian horses perform well in battle?
- 4. Why do today's horse breeders breed Arabian stallions with other kinds
- 5. Where did Arabs sometimes permit their horses to sleep?
- 1. Its spots disappear.
- 2. because they didn't wear armor in battle
- 3. because they were fast and light
- 4. to produce more intelligent horses
- 5. in their tents





# **END OF LESSON 45**