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Lesson 1

HOW Should Your Work Look? Introduction to Standards

- A. The appearance of your school work is important for several reasons. Firstly, a neat, well-organised, legible piece of work will be easier to read and understand. Secondly, the reader will know that you care about your work and that you worked hard to complete the work. Finally, the appearance of your work can improve your results.
- B. Joshua's work

	<i>Joshua Savine 15 October, 1998 Maths/Period 2</i>
●	p. 390
	1. $\frac{3}{4}$ 2. $\frac{7}{10}$ 3. $\frac{2}{6}$ 4. $\frac{4}{10}$
	5. $\frac{1}{2} = \frac{2}{10}$ 6. $\frac{2}{3} = \frac{4}{6}$ 7. $\frac{7}{10} = \frac{14}{20}$ 8. $\frac{4}{5} = \frac{12}{15}$
	9. 10 (1, 2, 5, 10) 10. 4 (1, 2, 4)
	12 (1, 2, 3, 4, 6, 12) 20 (1, 2, 4, 5, 10, 20)
	11. 18 (1, 2, 3, 6, 9, 18) 12. $\frac{10}{15} = \frac{2}{3}$
	30 (1, 2, 3, 5, 6, 10, 15, 30)
●	3. $\frac{16}{20} = \frac{4}{5}$ 14. $\frac{5}{50} = \frac{1}{10}$ 15. $\frac{6}{24} = \frac{1}{4}$
	16. $\frac{2}{10} = 0.2$ 17. $\frac{60}{100} = 0.60$
	18. $0.5 = \frac{5}{10} = \frac{1}{2}$ 19. $0.15 = \frac{15}{100} = \frac{3}{20}$
	20. $0.08 = \frac{8}{100} = \frac{2}{25}$ 21. $0.75 = \frac{75}{100} = \frac{3}{20}$
	22. $\frac{1}{5} = 0.2$ 23. $\frac{11}{50} = 0.22$
	24. $\frac{3}{4} = 0.75$ 25. $\frac{4}{8} = 0.50$
	26. $3\frac{2}{5}$ 27. $2\frac{5}{6}$
●	28. $\frac{1}{2} < \frac{2}{3}$ 29. $\frac{3}{5} < \frac{3}{4}$
	30. $\frac{7}{8} > \frac{5}{6}$ 31. $\frac{9}{10} > \frac{4}{5}$

H = Heading

1. First and last name
2. Today's date
3. Subject/Period
4. Page number if necessary

O = Organised

1. On the front side of the page
2. Left margin
3. Line at the top of the page
4. Line at the bottom of the page
5. Uniform spacing

W = Written neatly

1. Words and numbers on the lines
2. Words and numbers written neatly
3. Neat erasing or crossing out

Lesson 5 Completing Work

A. Strategy for completing work

Step 1

Plan it.

- Read the directions carefully.
- Underline or put a dot below the words that tell you what to do.
- Get out the materials you need.
- Tell yourself what to do.

Step 2

Complete it.

- Do all the items.
- If you can't do an item, ask for help or go ahead to the next item.
- Use **HOW**.

Step 3

Check it.

- Did you do everything?
- Did you get the correct answers?
- Did you proofread?

Step 4

Hand it in.

B. Complete this work with your teacher.

Complete the following sentences by filling in the necessary words. Write the words on your page.

1. Before you begin any work, you should read the _____.
2. After reading the directions, you should _____ or put a _____ below the words that tell you what to do.
3. Next, you should get out all the _____ you need.
4. As the last step for **Plan it**, you should tell _____ what to do.
5. After you plan your work, you should _____ it.
6. As you complete your work, use the _____ strategy to make your work neat and legible.
7. Next, you should check your work to be sure you did _____ and that you have the _____ answers.
8. Finally, you should _____ it in.

Lesson 10

Proofreading Detecting and Correcting Sense Errors

A. Check to be sure each sentence makes **SENSE**.

B. Examples of proofreading for sentence sense

1. What is the only visible form of radiant energy?

*The only visible form of radiant
energy ^{is} ~~are~~ light.*

2. What type of matter transmits light?

The type of matter that transmits ^{light} ~~is~~ translucent.

3. How can white light be separated into the colours of the spectrum?

*White light ~~would~~ can be separated into the
colours of the spectrum by using a prism.*

C. Science questions

1. What makes up the atmosphere?

2. Why does the lowest layer of the atmosphere often look hazy?

3. Name the five layers of the atmosphere from the lowest to the highest.

4. Does sunlight travel a longer distance through the troposphere in the morning or at noon?

5. How does the stratosphere differ from the troposphere?

6. Why is the ozone layer important?

7. What happens to most meteors when they enter the mesosphere?

Lesson 15

Read, Cover, Recite, Check Introduction

A. RCRC

When you need to memorise something or study something carefully, use **RCRC**.

R = Read	Read a little bit of material. Read it more than once.
C = Cover	Cover the material with your hand.
R = Recite	Tell yourself what you read.
C = Check	Lift your hand and check.

If you forget something important, begin again.

B. Geography words and definitions

bay, part of an ocean or lake extending into land

canal, a waterway dug across land for ships to pass through

cape, a point of land extending into a body of water

cliff, a very steep slope of rock or soil

desert, a dry, barren region that is usually sandy and without trees

gulf, part of an ocean extending into the land; usually larger than a bay

harbour, a sheltered area of water where ships can anchor

hills, raised parts of the earth's surface, with sloping sides; smaller than mountains

island, an area of land completely surrounded by water

lake, a large body of water surrounded by land

mountain, a landform with high elevation and a pointed or rounded top; higher than a hill

mountain range, a row of connected mountains

oasis, a fertile place in the desert that has water and vegetation

ocean, the great body of salt water that covers almost three quarters of the earth's surface; the sea

peninsula, land surrounded by water on all sides but one

plain, a broad and flat or gently rolling area, usually low in elevation

plateau, a broad and flat or gently rolling area high above sea level

river, a large stream of water that flows into a lake, ocean, or other body of water

sound, a body of water separating a large island

from the mainland; an inlet of the ocean

swamp, low, wet land that supports grass and trees

valley, low land between hills or mountains

volcano, an opening in the earth's crust through which steam, ashes, and lava are forced out