

Lesson 1

1A Finding Meanings p. 3

- | | | |
|--------|--------|---------|
| 1. a—d | 5. b—a | 8. c—a |
| 2. c—b | 6. c—b | 9. a—d |
| 3. c—d | 7. d—b | 10. b—c |
| 4. c—b | | |

1B Just the Right Word p. 5

- | | |
|-----------------|-----------------|
| 1. excruciating | 6. rebuffed |
| 2. brusqueness | 7. avid |
| 3. turbulent | 8. resilient |
| 4. demean | 9. inauguration |
| 5. proprietor | 10. concise |

1C Applying Meanings p. 6

- | | | |
|------------|------------|------------|
| 1. a | 4. b, c, d | 7. b, c, d |
| 2. a, c | 5. a, b | 8. a, b, c |
| 3. a, b, c | 6. b, c | |

1D Word Study p. 7

- | | |
|------------|----------------|
| 1. brusque | 9. imitate |
| 2. — | 10. demeaning |
| 3. abrupt | 11. — |
| 4. — | 12. despicable |
| 5. rebuff | 13. turbulent |
| 6. reject | 14. — |
| 7. emulate | 15. stormy |
| 8. — | |

1E Passage p. 8

(Possible answers; students' sentences may vary.)

- Momma is not a pen name.
- The title of the book contains many words.
- President Clinton invited her to compose a poem for his inauguration.
- She was the proprietor of a store.
- Angelou was suffering from an excruciating toothache.
- He used demeaning language to show that she wasn't welcome.
- Abusing and threatening Angelou, a child of eight, were criminal actions, which are not what one wants to imitate.
- The dentist's actions deserve scorn because he used horrible language and refused to treat someone who needed his services.
- Evoke means "to bring to mind by suggestion."
- Although Angelou suffered abuse and prejudice, she was not defeated by these experiences and was able to use them in her creative work.
- Angelou was moved from place to place after her parents' divorce.
- The passage says Angelou remembered Bertha Flowers as someone who helped and encouraged her. This does not suggest someone who is abrupt in manner or gruff.
- During the 1930s, racial bigotry toward African Americans pervaded the country.
- Angelou wrote and presented the requested poem.
- Avid means "eager; enthusiastic."

Lesson 2

2A Finding Meanings p. 14

- | | | |
|--------|--------|---------|
| 1. a—d | 5. b—a | 8. c—b |
| 2. d—a | 6. b—c | 9. b—d |
| 3. b—c | 7. b—a | 10. d—c |
| 4. d—a | | |

2B Just the Right Word p. 16

- | | |
|-----------------|--------------|
| 1. corroborated | 6. inventory |
| 2. gruesome | 7. grimaced |
| 3. succumbed | 8. derive |
| 4. endeavor | 9. cursory |
| 5. abrasions | 10. gingerly |

2C Applying Meanings p. 17

- | | |
|---------------|------------|
| 1. a, b, c, d | 5. a, d |
| 2. a, b, c, d | 6. a, b, c |
| 3. a, d | 7. a, b, c |
| 4. a, b, d | 8. a, b |

2D Word Study p. 18

- copy—emulate
- stormy—turbulent
- succumb—die
- reject—rebuff
- attempt—endeavor
- brusque—gentle
- praise—demean
- admirable—despicable
- rebuff—welcome
- calm—turbulent

2E Passage p. 19

(Possible answers; students' sentences may vary.)

- He was clad in deerskin garments, with a grass cape to keep out the cold.
- Succumb means "to die."
- They guessed that they had found the remains of an unfortunate hiker.
- They looked at the wear on his teeth.
- Answers will vary.
- It was necessary to do the work very carefully so that the body could be removed intact.
- By creating conditions similar to those on the mountain, the scientists could prevent the body from decaying.
- One can conclude that the Iceman was probably a hunter and accustomed to outdoor life.
- They could not quickly determine his age, what the meaning of the tattoo marks were, or how he died.
- Several independent tests corroborated the results.
- The weight of the snow and ice on the Iceman's face probably pressed his features into an expression that looked like a grimace.
- The dry, icy winds dehydrated the body.
- The first step after the body was discovered was an endeavor to remove it from the mountain.
- The scientists concluded that he was between thirty and forty years old at the time of death.
- It would be inaccurate because scientists were electrified by the discovery.

Lesson 3 Definitions Answers

**Timothy Rasinski, Nancy Padak, Rick
M. Newton, and Evangeline Newton**

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Padak,2012-04-01 Written by Timothy Rasinski Nancy Padak Rick M Newton and Evangeline Newton this resource presents the most frequently encountered Latin prefixes in English as well as introductory Greek prefixes Each lesson provides content explanations instructional guidelines and student activities A Teacher Resource CD and suggestions for extension activities and assessment are also included **Building Vocabulary: Level 10 Kit** ,2010-01-29 Building Vocabulary from Word Roots provides a systematic approach to teaching vocabulary using Greek and Latin prefixes bases and suffixes Over 90% of English words of two or more syllables are of Greek or Latin origin Instead of learning words and definitions in isolation students learn key roots and strategies for deciphering words and their meanings across all content areas Building Vocabulary from Word Roots Level 10 kit includes Teacher s Guide Student Guided Practice Book Each kit includes a single copy additional copies may be ordered in quantities of 10 or more Assessments to support data driven instruction and Digital resources including modeled lessons 50 bonus activities and more *Building Vocabulary: Level 11 Kit* Timothy Rasinski, Nancy Padak, Rick M. Newton, and Evangeline Newton,2010-06-09 Building Vocabulary from Word Roots provides a systematic approach to teaching vocabulary using Greek and Latin prefixes bases and suffixes Over 90% of English words of two or more syllables are of Greek or Latin origin Instead of learning words and definitions in isolation students learn key roots and strategies for deciphering words and their meanings across all content areas Building Vocabulary from Word Roots Level 11 kit includes Teacher s Guide Student Guided Practice Book Each kit includes a single copy additional copies may be ordered in quantities of 10 or more Assessments to support data driven instruction and Digital resources including modeled lessons 50 bonus activities and more **Getting to the Roots of Content-Area Vocabulary Level 5** Timothy Rasinski,Nancy Padak,2014-01-01 Expand your students content area vocabulary and improve their understanding with this roots based approach This standards based resource geared towards fifth grade helps students comprehend informational text on grade level topics in science social studies and mathematics using the most common Greek and Latin roots Each lesson provides tips on how to introduce the selected roots and offers guided instruction to help easily implement the activities Students will be able to apply their knowledge of roots associated with specific subject areas into their everyday vocabulary *Building Vocabulary: Grade 8: Kit eBook* Timothy Rasinski, Nancy Padak, Rick M. Newton, and Evangeline Newton,2013-03-22 Building Vocabulary from Word Roots provides a systematic approach to teaching vocabulary using Greek and Latin prefixes bases and suffixes Over 90% of English words of two or more syllables are of Greek or Latin origin Instead of learning words and definitions in isolation students learn key roots and strategies for deciphering words and their meanings across all content areas Building Vocabulary from Word Roots Level 8 kit includes Teacher s Guide Student Guided Practice Book Each kit includes a single copy additional copies may be ordered in quantities of 10 or more Assessments to support data driven instruction and Digital resources including modeled lessons 50 bonus activities and more **The Juvenile companion, and Sunday-school hive [afterw.] The Sunday school hive, and juvenile companion. Vol.4**

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web coordinates of v the standard coordinates are v_3 are the $b_1 b_2$ are assumed if no other basis is specified this means $v = v_1 e_1 + v_2 e_2 + v_3 e_3$ if $b_1 b_2 b_3$ is a basis of \mathbb{R}^3 then the matrix S which contains the vectors b_k as column vectors is called the coordinate change matrix

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web the vector b is parallel to a and points in the same direction if $\alpha > 0$ for $\alpha < 0$ the vector b is parallel to but points in the

opposite direction antiparallel if we multiply an arbitrary vector \mathbf{a} by the inverse of its magnitude $\frac{1}{|\mathbf{a}|}$ we obtain a

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web and now that we know what D is we can now solve for A we can now solve for the transformation matrix with respect to the standard basis so to do that we have to figure out C and C^{-1} so C remember C is just the change of basis matrix and all that is is the basis vectors it's just a matrix with the basis vectors in the column

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web a translation by a nonzero vector is not a linear map because linear maps must send the zero vector to the zero vector however translations are very useful in performing coordinate transformations i'll introduce the following terminology for the composite of a linear transformation and a translation definition let A be a real matrix

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web any vector \mathbf{v} represented in B can be transformed to a representation in C as follows under the transformation of basis notice that the superscript on the transformation matrix M and the subscript on the coordinate vector \mathbf{v} are the same and seemingly cancel leaving the remaining subscript

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web nasal passages passages that are lined with mucous membranes and tiny hairs cilia that help to filter the air sinuses four pairs of air filled cavities also lined with mucous membranes what are sinuses the sinuses are cavities or air filled pockets in the skull and face that drain out through the nasal passages

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organ of smell and functions as part of the upper respiratory system the nose may be best known for inhaling oxygen and exhaling carbon dioxide but it also contributes to other important functions such as tasting

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