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# Life Skills Academics LITERACY

Reading skills  
in everyday life

Ellen McPeck Glisan

SIDEWALK  
CLOSED  
USE OTHER SIDE

HELP  
WANTED

RESOURCES

HIGH VOLTAGE  
INSIDE  
KEEP OUT

NO  
LOITER

**Life Skills Academics: Literacy**

by Ellen McPeck Glisan

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# Program Overview

## Teacher's Guide

Book	Unit	Life Skills	Academic Skills
<b>Math</b>	Add/Subtract	Figuring basketball statistics, using tallies, reading charts and transferring numbers between charts, using a calculator, using newspaper sports statistics	Adding Subtracting Using logic
	Multiply/Divide	Sizing recipes, Determining how to use spaces	Multiplying Dividing Using logic
	Measurement	Arranging furniture, Using a rule, Using a measuring cup, Sizing a recipe, Representing a room and furniture on a grid	Converting measurement units Drawing to scale Calculating volume Using linear measurements
	Decimals	Using a calculator, Making budget and shopping choices Staying within a budget	Adding and subtracting decimals Finding averages (dividing decimals) Identifying greater than/less than Rounding decimals
	Percents	Understanding weather reports Making weather-related decisions Figuring sales prices, Figuring test grades	Figuring percentages within a group of people Figuring percentages using given numbers
<b>Health</b>	Risky Behaviors	Making personal choices Making graphs Understanding consequences	Differentiating between good and bad choices Using logic
	Personal Hygiene	Making plans to improve your personal hygiene Recognizing how personal hygiene relates to other aspects of your world	Identifying hygiene categories Identifying unclean traits Solving hygiene problems
	Mental Health	Making good choices Dealing with problems Learning from mistakes	Setting realistic goals Understanding positive self-talk Identifying ways to keep busy Learning to talk about problems
	First Aid	Knowing how to keep kids safe Making wise health decisions Knowing if a band-aid is enough	Using a first aid kit Kid-proofing a house Dealing with emergencies
	Illness	Making good choices about when to stay home sick Knowing how to give yourself the best chance to get over or avoid an illness	Identifying signs of illness Knowing when you might make others ill Making health choices
<b>Literacy</b>	Oral Communication	Understanding that slang is not understood by all Knowing when to use and not use slang Being able to talk without using slang	Interpreting slang Identifying acceptable uses of slang
	Comprehension	Understanding signs Getting useful information from signs Creating a sign to meet a need	Reading, comprehending Writing definitions Identifying specific sign locations Wording Signs
	Grammar and Punctuation	Understanding and giving movie, TV, and activity summaries Using summaries to communicate with and help others	Identifying, writing, and judging summaries Writing specific-size summaries Locating real-world summaries
	Summarizing	Keeping private information out of e-mails Writing meaningful e-mail subject lines Writing well-written e-mails	Identifying meaningful e-mail subject lines Editing e-mails Differentiating: private/not private
	Writing Sentences and Paragraphs	Writing and editing your own writings Editing others' writings	Using end-punctuation properly Capitalizing correctly Placing commas properly Choosing words correctly

# Teacher's Guide

# How To Use This Book

Use each unit in this book to generate 8 lessons as described below. For clarification, refer to the following sample pages.

**Unit 1: Oral Communication** Teacher's Guide

**Life Skill Objectives**

- Understanding that things are not understood by all
- Knowing when to use and not use slang
- Being able to talk without using slang

**Academic Objectives**

- Interpreting slang
- Identifying appropriate uses of slang

**Introductory Lesson**

On the board, copy the slang words from the list below. Ask students to give the meanings and decide during which word was most popularly used.

Slang Word	Meaning	First Used
short eye	sleep	1600s
nerdy	stupid	1900s
nerdy	stupid	1900s
nerdy	stupid	1900s
nerdy	stupid	1900s
nerdy	stupid	1900s
nerdy	stupid	1900s
nerdy	stupid	1900s
nerdy	stupid	1900s
nerdy	stupid	1900s

**Teaching Suggestions**

- Page 21—Have students share the meanings they write.
- Page 22—Have students share the meanings they write.
- Page 23—Have students share the meanings they write.
- Page 24—Have students share the meanings they write.

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**LESSON 1:** Present the *Introductory Lesson* from the teacher's guide.

**Unit 1: Oral Communication** Looking at Life

- List three situations where you often hear slang used.
- List three situations where you rarely hear slang used.

**Unit 1: Oral Communication** Skill Review

Underline the slang words or phrases used in these sentences. Then rewrite the sentences without using any slang.

- Let's grab some lunch and duck into the art room.
- Melvin blew his top when he saw the price was highway robbery.

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**LESSON 2:** Have students complete *Looking at Life and Skill Review* from the first student worksheet. As a group, check the answers.

**LESSON 3:** As a group, read and discuss the story.

**Shooting the Breeze** Unit 1 Oral Communication

Danielle ran into study hall just as the bell rang and plopped down.

**LESSONS 4 TO 6:** Have students complete *Thinking It Out* exercises #1 to #4 from the student worksheets. As a group, check the answers.

**Thinking It Out**

- RES ID R
- FRC
- VE MA
- LO D
- CLE
- KEE C

**One Way**

**Compact Cars ONLY**

**SPEED LIMIT 55**

**FOR SALE**

A. on a road  
B. in a museum  
C. in a grocery store  
D. near the door  
E. on a bank

**LESSON 7:** Have students complete *Using the Skills in Your World* from the student worksheets. As a group, check the answers.

**Using the Skills in Your World** Unit 3 Summaries

DIRECTIONS: Fill in examples of each of the following types of summaries. In the right column, write where you found the summary.

1. Summary of the items included in a meal	
2. Summary of a movie	
3. Summary of a book	
4. Summary of a speech	
5. Summary of a TV show	
6. Summary of an e-mail	
7. Summary of a radio talk show	
8. Summary of a ball game	
9. Summary of a job	
10. Summary of content of a CD	

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**LESSON 8:** Review and complete, as desired, *Other Examples of This Academic Skill in Daily Life and Follow-up Activities* on the teacher's guide pages.

**Teacher's Guide** Unit 4: Story/Discussion

**Story Synopsis**

Maria and Marty were when Marty travels from California to Illinois to visit her aunt who is recently widowed. When Marty gets back home, she realizes she has friends in town who are helping her through a rough time.

**Discussion Questions**

- Why do you think Maria and Marty are so close?
- Since there is a conflict between Maria and Marty, should the girls in the story take the time to talk to each other? Why or why not?
- Maria and Marty have to see each other in order to see each other. What is the conflict in the story? How do you think the girls will resolve it?

**Follow-up Activities**

- Have students write a daily journal. Have them use pencils so they can erase their work and make corrections.
- Create an activity that uses skills of observation and listening. Have students identify the beginning and end of each sentence.
- Have students write short stories and post-its each other's work.

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# Looking at Life

1. List three situations where you often hear slang used.

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2. List three situations where you rarely hear slang used.

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---

# Skill Review

*Underline the slang words or phrases used in these sentences. Then rewrite the sentences without using any slang.*

1. Let's grab some lunch and duck into the art room.

---

---

2. Melvin blew his top when he saw the price was highway robbery.

---

---

# Shooting the Breeze

## Unit 1 Oral Communication

Danielle ran into study hall just as the bell rang and plopped down next to Carmen. “Phew!” Danielle said, “That was close! Talk about cutting corners!”

“Yeah, well, Old Man Krueger would’ve clipped your wings if you had been late. I saw him watching you with those dagger eyes,” Carmen said. Then she continued, “Hey, Danielle, this is Irmgard. She’s our new exchange student from Germany.”

“Hi, Irmgard,” Danielle said with a smile.

Irmgard said, “Hi, Danielle.” Then she asked, “Is our teacher so old?”

“What do you mean is he so old?” Danielle said.

“You called him Old Man Krueger. I thought you meant he is old,” Irmgard answered.

“No,” Danielle explained, “It isn’t so much that he’s old. It is just kind of a way of saying that a teacher isn’t always very friendly to us.”

“Oh,” Irmgard said, “It is slang, no?”

“Yeah,” Danielle said, “It’s slang.”

“Oh look, Danielle,” Carmen interrupted, “The wicked princess is looking at us.”

Irmgard looked interested as she asked, “Which one is the wicked princess? Is her father a king?”

“No, you fruit cake,” Carmen laughed, “She’s just a snot, that’s all.”

At that point, Mr. Krueger demanded that the remainder of study be non-talking, so the girls put their noses to the grindstone. When the bell rang, Irmgard asked Danielle for directions to Room 145. After agreeing



to meet after school, they all went their separate ways.

When Irmgard got to Room 145 and took a seat, she was surprised to see that she recognized the girls sitting next to her. She said, “Hi, I’m Irmgard from Germany. I know you are the wicked princess who has a bad cold.”

Ashley Connor looked at Irmgard and said, “You got a wiring problem at home base?”

“I think the electricity is working fine, thank you,” Irmgard answered,

Ashley continued, “I saw you sitting with Carmen and Danielle. Now I see why. You have a pea-brain just like the two of them.”

Irmgard looked confused, “A pea-brain. What is this thing?”

Ashley rolled her eyes and moved to the other side of the room.

After school, Irmgard met up with Carmen and Danielle. “The wicked princess was in my class,” she explained. “She was kind enough to inquire about the electricity at my home. She says I have pea-brain just like the two of you. Are you two vegetarians?”

Carmen and Danielle both laughed. Then Carmen explained, “A pea-brain means that we have little brains, that we aren’t very smart.”

“Are you not friends with the wicked princess?” Irmgard asked.

“No,” Danielle answered. “We aren’t very good friends right now.”





“Well, she might not be a friend, but the wicked princess is quite pretty in the face,” Irmgard said.

“Yeah, well, she knows it, believe you me. Her nose is stuck to the ceiling.” Danielle said in a disgusted voice.

Irmgard looked confused as they sat down. Carmen giggled when she saw Irmgard’s face and then explained, “I mean that Ashley thinks she’s hot stuff—she’s conceited. Do you know conceited?”



“Oh, yes, I know conceited,” Irmgard answered. “You sure talk with a lot of your American slang.”

“Yeah, I guess it is the American way,” Danielle agreed.

“Well,” Irmgard asked, “Do you know how to talk real English?”

“What do you mean? We talk real English,” Danielle said looking puzzled.

“I mean, can you talk without using words from the American slang,” Irmgard explained.

“Of course we can,” Danielle said. “Let’s go get something to eat and we will show you that we can talk without slang.”

“That will be nice,” Irmgard said, “To understand you will be easier.”

“I’m really hungry,” Carmen said. “Did you guys see that garbage they were serving for lunch today?”

Irmgard was confused again. “Garbage for lunch? I thought American schools would provide excellent lunches.”



Carmen realized she had already broken the no-slang promise. “Sorry Irmgard. That was slang. The cafeteria doesn’t really serve garbage. The two main dishes are fish and beef noodles. I don’t like either one of them.”

As they reached the front door of the school, the principal saw Irmgard and stopped her to see how her day had gone. “I met the wicked princess who has her runny nose on the ceiling and I ate some American garbage for lunch in the school cafeteria. It was a good day,” Irmgard replied.

The principal was speechless and looked worried as the girls headed out the door.



# Where? Take a Look-see!

**DIRECTIONS:** Slang is acceptable in some settings and not in others.  
Sort the situations below as Acceptable or Unacceptable by writing  
the numbers in the chart at the bottom of the page.



1. Newspaper article
2. High school term paper
3. Friendly e-mail
4. Talk with exchange student
5. Textbook
6. Personal letter
7. Joke
8. Business e-mail
9. Job application letter
10. Conversation with your date
11. Conversation with your high school principal
12. Conversation with your boss
13. Conversation with best friend
14. Conversation with parents
15. Speech to classmates
16. Speech to faculty members
17. Television commercial
18. Computer manual
19. T-shirt wording
20. Written travel directions

ACCEPTABLE	UNACCEPTABLE



# Doing Double Duty

Unit 1  
Oral  
Communication

*DIRECTIONS: Use the slang terms in the box to fill in the blanks in the sentences below. Find the matching slang meanings in the second box and write them inside the parentheses.*

## Slang Terms (Open blanks)

hard-headed	wheels
threads	whacked
hanky panky	dough
my hair stand on end	make the grade
squat	crib

## Slang Meanings (Parentheses)

car	stubborn
unusual	money
succeed	clothes
dishonesty	scared
living quarters	low wages

- Let's jump in my \_\_\_\_\_ ( \_\_\_\_\_ ) and go!
- That couch would look great in my \_\_\_\_\_ ( \_\_\_\_\_ ) .
- I'm going to wear my new \_\_\_\_\_ ( \_\_\_\_\_ ) to the party tonight.
- Do you have enough \_\_\_\_\_ ( \_\_\_\_\_ ) to buy the tickets?
- I can't afford it because I get paid \_\_\_\_\_ ( \_\_\_\_\_ ) .
- Mark is so \_\_\_\_\_ ( \_\_\_\_\_ ) , he will never see things our way.
- The very idea is enough to make \_\_\_\_\_ ( \_\_\_\_\_ ) .
- Angie is full of \_\_\_\_\_ ( \_\_\_\_\_ ) ideas.
- Do you think Ashton will be able to \_\_\_\_\_ ( \_\_\_\_\_ ) or do you think he will quit?
- I think there is some \_\_\_\_\_ ( \_\_\_\_\_ ) going on here.

# Using the Real McCoy

*DIRECTIONS: Rewrite the sentences below.  
Keep the meanings the same, but don't use any slang.*



1. I ordered the super-duper size.

---

---

2. That is a whacked idea.

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3. Do you know that dude's name?

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4. We have taken a lot of grief for our decision.

---

---

5. I want to talk to the man.

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6. Joe thinks he is the king of the world.

---

---

7. I don't want any monkey business around here.

---

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# Using the Skills in Your World

## Unit 1 Oral Communication

*DIRECTIONS: Write five sentences using slang that is common to you and your friends. Underline the slang terms. Share your sentences with your classmates.*

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# Looking at Life

List ten places where signs are used to give directions.

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

# Skill Review

Name one place where each of these signs might be found.

**1**

**Kitchen  
Staff  
Only**

Where?

**2**

**No  
Admittance**

Where?

**3**

**Express  
Check Out**

Where?

**4**

**Line  
Forms  
Here**

Where?