

# Take Aim! at Vocabulary — Group Format

## Indigo Level Sample

Thank you for taking the time to learn about Take Aim! at Vocabulary. This sample includes an overview of the teaching methods, learning strategies, a unit steps list, and materials needed to walk through one lesson.

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# Take Aim Group Format Indigo Level Sample

The lesson included in this sample is "The Pirates of *Treasure Island*," from the Pirates! Unit in the Indigo level. Each Take Aim level teaches 288 carefully chosen target words. A Take Aim level includes 12 units, and each unit has four lessons. The Indigo level is designed for students who read at a fifth grade level or higher. For more information about Take Aim, visit the Read Naturally website at [www.readnaturally.com](http://www.readnaturally.com).

## Teaching Methods

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Take Aim promotes vocabulary development through activities that are grounded in research-based principles. Students gain familiarity and confidence with the target words through a combination of the following teaching methods:

**Explicit instruction of target words.** Take Aim explicitly teaches each target word in a variety of formats, including a definition embedded in text, a definition that includes the word's part of speech and a clarifying sentence, and questions and activities that deepen understanding.

**Instruction of the target words in context.** In Take Aim, students read high-interest, nonfiction stories multiple times along with a narrator, with you, or with another student to learn the story and unfamiliar words. As students read, they encounter their definitions in the context of the story.

**Student-friendly definitions.** All target words in Take Aim include definitions and sample sentences written in clear, simple language that is easy for students to understand.

**Multiple exposures to target words.** In Take Aim, students encounter each target word several times. They encounter the words when they read the story, the definitions, and the clarifying sentences. They answer questions that use the target words and complete activities related to the words. Also, at least half of the target words are reused in two or more stories in each unit.

**Multiple contexts for target words.** Through the stories and activities in Take Aim, students see instances of each target word in multiple contexts. These multiple contexts support the rich instruction that builds familiarity and confidence and benefits comprehension.

**Semantic mapping.** Each unit in Take Aim includes word mapping activities that require students to connect the target words to other words, parts of speech, synonyms, antonyms, or personal experience.

## Learning Strategies

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To help students develop skills in independently determining word meanings, Take Aim also incorporates these three research-based learning strategies:

**Using context clues.** The teacher or the audio-supported mini-lessons teach students how to use context clues to figure out the meaning of a word.

**Analyzing word parts.** The teacher or the audio-supported lessons and activities guide students through using word parts to infer the meanings of new words.

**Using a dictionary or glossary.** An illustrated, audio-supported glossary written in student-friendly language includes the target words plus additional challenging words that appear in the unit's stories. Students learn to reference this glossary each time they encounter an unknown word.

## Unit Steps List

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Students follow the steps listed below to work through each Take Aim unit. Use the step descriptions below to walk through the lesson, "The Pirates of *Treasure Island*," or simply review the curriculum materials.

### Step 1. Complete Lessons 1–4

- A. Read the target words.** Students are introduced to the six target words in the lesson. Students complete sections A–F, H, and J with teacher direction or with audio support; audio is not included in this sample.
- B. Read the story.** Students read along with the teacher, with the audio, or with another student to learn the story and unfamiliar words.
- C. Read to understand target words.** During the second read-along, three of the lesson's six target words are defined immediately after they appear in the story.
- D. Use context clues.** This mini-lesson points out the context clues around a target word and helps students use these clues to infer the word's meaning.
- E. Read to understand more target words.** The remaining target words are defined in context.
- F. Read to master.** Students practice without audio support until they can read the story well.
- G. Answer the comprehension questions.** Students write answers for sections G–K on their student mini-packets; see a completed version of the page in the Additional Materials section.
- H. Sketch target words.** Students sketch a picture that shows what each word means to them.
- I. Clarify target words.** Students answer vocabulary questions about the words.
- J. Study word parts/review the target words.** In the first lesson, students are taught a word part (prefix, suffix, or root) and answer questions. In lessons 2, 3, and 4, students apply their understanding of the target words by answering questions.
- K. Check the Hink Pink.** Students write their answers from the multiple-choice questions in the appropriate spaces to reveal a rhyming word puzzle on the Student Activities Page.

**Complete enrichment: apply the target words.** Students use their knowledge of some of the target words to describe examples or events from their own experiences by responding to four open-ended questions.

### Step 2. Study the Target Words

Students study the target words by doing some or all of the following optional activities: use the flashcards, work on the crossword puzzles, study their sketches, and/or use the glossary. Students complete additional activities at the end of each unit.

### Step 3. Complete the End-of-Unit Test

After completing all four lessons, the students take the end-of-unit test and record their scores.

# The Pirates of *Treasure Island*

## A. Read the Target Words <sup>1</sup>

**captivating**

**classic**

**depict**

**internalized**

**perceptions**

**ruthless**

## B. Read the Story <sup>2</sup>

### The Pirates of *Treasure Island*

Many people associate <sup>54</sup> pirates <sup>82</sup> with buried treasure <sup>94</sup> and maps marked with Xs. Yet it's not likely that most pirates hid large amounts of gold. Real pirates didn't **depict** <sup>9</sup> hiding places with Xs on maps either. How did these ideas become part of our folklore <sup>23</sup>? The answer is Robert Louis Stevenson's **captivating** <sup>7</sup> novel <sup>78</sup> *Treasure Island*.

Appropriately <sup>52</sup>, *Treasure Island* began with a map of an island <sup>73</sup>. Stevenson painted the map with his stepson. They made an X to show where to find buried treasure. Soon, a **tale** <sup>92</sup> of treasure and **ruthless** <sup>12</sup> pirates formed in Stevenson's mind. The map was an integral <sup>49</sup> part of the story.

Stevenson began writing his book. He used some facts about pirates. Other ideas came from his imagination <sup>71</sup>, books he read, and people he knew. One of the novel's characters <sup>58</sup> is a one-legged pirate, the notorious <sup>24</sup> Long John Silver. Stevenson based this character partly on a one-legged friend. To make Long John more interesting, Stevenson put a pet parrot <sup>80</sup> on his shoulder.

*Treasure Island* became a **classic** <sup>8</sup>. Generations <sup>34</sup> of readers **internalized** <sup>10</sup> Stevenson's image <sup>70</sup> of pirates. This image made its way into other works <sup>97</sup> too. Some people think it shaped <sup>88</sup> **perceptions** <sup>11</sup> of pirates more than pirate history did.

(201 words)



### C. Read to Understand Target Words<sup>3</sup>

#### **The Pirates of *Treasure Island***

Many people associate pirates with buried treasure and maps marked with Xs. Yet it's not likely that most pirates hid large amounts of gold. Real pirates didn't **depict** hiding places with Xs on maps either.

**Depict** means to show something using pictures, words, or symbols.

How did these ideas become part of our folklore? The answer is Robert Louis Stevenson's captivating novel *Treasure Island*.

Appropriately, *Treasure Island* began with a map of an island. Stevenson painted the map with his stepson. They made an X to show where to find buried treasure. Soon, a tale of treasure and **ruthless** pirates formed in Stevenson's mind.

**Ruthless** means cruel, mean, or showing no kindness.

The map was an integral part of the story.

Stevenson began writing his book. He used some facts about pirates. Other ideas came from his imagination, books he read, and people he knew. One of the novel's characters is a one-legged pirate, the notorious Long John Silver. Stevenson based this character partly on a one-legged friend. To make Long John more interesting, Stevenson put a pet parrot on his shoulder.

*Treasure Island* became a classic. Generations of readers **internalized** Stevenson's image of pirates.

**Internalized** means accepted ideas or made them part of your understanding or set of beliefs.

This image made its way into other works too. Some people think it shaped perceptions of pirates more than pirate history did.

### D. Use Context Clues<sup>4</sup>

*Treasure Island* became a **classic**. Generations of readers internalized Stevenson's image of pirates.

## E. Read to Understand More Target Words<sup>5</sup>

### The Pirates of *Treasure Island*

Many people associate pirates with buried treasure and maps marked with Xs. Yet it's not likely that most pirates hid large amounts of gold. Real pirates didn't depict hiding places with Xs on maps either. How did these ideas become part of our folklore? The answer is Robert Louis Stevenson's **captivating** novel *Treasure Island*.

**Captivating** means very interesting or able to hold someone's attention.

Appropriately, *Treasure Island* began with a map of an island. Stevenson painted the map with his stepson. They made an X to show where to find buried treasure. Soon, a tale of treasure and ruthless pirates formed in Stevenson's mind. The map was an integral part of the story.

Stevenson began writing his book. He used some facts about pirates. Other ideas came

from his imagination, books he read, and people he knew. One of the novel's characters is a one-legged pirate, the notorious Long John Silver. Stevenson based this character partly on a one-legged friend. To make Long John more interesting, Stevenson put a pet parrot on his shoulder.

*Treasure Island* became a **classic**.

A **classic** is a book, work of art, or other creation that people enjoy or see as valuable for a very long time.

Generations of readers internalized Stevenson's image of pirates. This image made its way into other works too. Some people think it shaped **perceptions** of pirates more than pirate history did.

**Perceptions** are the ideas, attitudes, or understandings people have.

## F. Read to Master<sup>6</sup>

Turn to Section B.



## G. Answer the Comprehension Questions

1. What is the main idea of this story?
  - a. A treasure map was an integral part of Stevenson's novel *Treasure Island*.
  - b. One of the novel's characters is a one-legged pirate named Long John Silver.
  - c. Stevenson used facts and imagination when he wrote *Treasure Island*.
2. On which person did Stevenson base the character Long John Silver?
  - d. his stepson
  - e. his friend
  - f. himself
3. What does **tale** mean in this story?
  - k. part of an animal
  - l. to follow someone
  - m. a story or narrative
4. When did Robert Louis Stevenson get the idea for a book about ruthless pirates and buried treasure?
  - n. when he met his one-legged friend
  - o. when he painted a map with his stepson
  - p. when he put a parrot on his shoulder

## H. Sketch Target Words<sup>7-12</sup>

5. **captivating**<sup>7</sup> (adjective)  
Captivating means very interesting or able to hold someone's attention. *The man's story was so captivating that I kept listening even though I knew I would miss the bus.*
6. **classic**<sup>8</sup> (noun)  
A classic is a book, work of art, or other creation that people enjoy or see as valuable for a very long time. *The Wizard of Oz is a classic movie; people of all ages have enjoyed watching it for many years.*
7. **depict**<sup>9</sup> (verb)  
Depict means to show something using pictures, words, or symbols. *The artist's paintings depict life in a big city.*
8. **internalize**<sup>10</sup> (verb)  
Internalize means to accept ideas or make them part of your understanding or set of beliefs. *Children often internalize their parents' values; they care about the same things their parents care about.*
9. **perception**<sup>11</sup> (noun)  
A perception is an idea, attitude, or understanding a person has. *I used to think deserts are always hot, but my perception changed when I learned that some deserts get very cold.*
10. **ruthless**<sup>12</sup> (adjective)  
Ruthless means cruel, mean, or showing no kindness. *The ruthless criminals broke into the store and smashed the things they did not steal.*



## I. Clarify Target Words

11. The movie was **captivating**, so I \_\_\_\_\_ .
- q. went to bed before it was over
  - r. stayed up late to see the whole thing
  - s. decided to watch something else
12. The **ruthless** man \_\_\_\_\_ on the crowded bus.
- t. felt lucky to find an empty seat
  - u. pushed an old lady out of her seat
  - v. let me take his seat
13. In which situation did I **depict** a brave hero?
- a. when I described a brave hero
  - b. when I did a brave, heroic thing
  - c. when I met a brave hero
14. I **internalized** Dad's beliefs about politics, so I \_\_\_\_\_ .
- k. stopped agreeing with Dad's beliefs
  - l. have the same beliefs as Dad
  - m. asked Dad to stop talking about politics
15. The teacher's **perception** of the student is \_\_\_\_\_ .
- s. what the teacher thinks about the student's abilities
  - t. all the things that are true about the student
  - u. the things the teacher tells the student to do
16. The song was a **classic**, so \_\_\_\_\_ .
- l. no one had heard it
  - m. it was based on facts
  - n. many people knew and liked it





## J. Study Word Parts <sup>13</sup>

A suffix is a letter or group of letters that is added to the end of a word. A suffix sometimes adds meaning and may change the part of speech.

Suffix	Meaning of Suffix	Word + Suffix	New Word	Meaning of New Word
-ize	to make something a certain way	internal + ize	internalize	to make internal
		criminal + ize	criminalize	to make criminal
		vocal + ize	vocalize	to make vocal
		legal + ize	legalize	to make legal

17. The city wants to **criminalize** smoking in public so that \_\_\_\_\_ .
- r. smoking will not be a crime anymore
  - s. criminals will start smoking in public
  - t. smoking in public will be a crime
18. To **vocalize** his belief, Jake \_\_\_\_\_ .
- h. said his belief out loud
  - i. didn't say what his belief was
  - j. wrote his belief down
19. If people **humanize** their enemies, the enemies seem \_\_\_\_\_ .
- d. more human
  - e. less human
  - f. not human
20. To **personalize** my letter, I \_\_\_\_\_ .
- c. kept all personal information out
  - d. wrote about another person
  - e. wrote about personal things

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### Enrichment: Apply the Target Words

- a. Name a story that you think is **captivating**. Explain your answer.
- b. How would you **depict** your neighborhood?
- c. What are your classmates' **perceptions** of you?
- d. When could it be good to **internalize** someone else's beliefs? When could it be bad?

# Pirates!

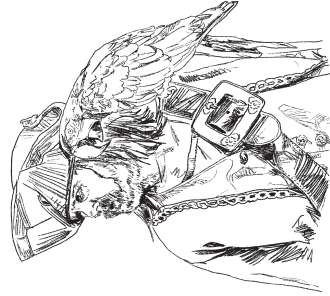
Name \_\_\_\_\_

Date \_\_\_\_\_

## Lesson 1: The Pirates of Treasure Island

Make a check mark when you complete each section.

- \_\_\_\_\_ A. Read the Target Words (p. 3)
- \_\_\_\_\_ B. Read the Story (p. 3)
- \_\_\_\_\_ C. Read to Understand the Target Words (p. 4)
- \_\_\_\_\_ D. Use Context Clues (p. 4)
- \_\_\_\_\_ E. Read to Understand More Target Words (p. 5)
- \_\_\_\_\_ F. Read to Master (p. 3)
- \_\_\_\_\_ G. Answer the Comprehension Questions (p. 6)



- 1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_
- \_\_\_\_\_ H. Sketch the Target Words (p. 6, numbers 5-10)
- \_\_\_\_\_ I. Clarify the Target Words (p. 7)
- 11. \_\_\_\_\_ 12. \_\_\_\_\_ 13. \_\_\_\_\_ 14. \_\_\_\_\_ 15. \_\_\_\_\_ 16. \_\_\_\_\_
- \_\_\_\_\_ J. Study Word Parts (p. 8)
- 17. \_\_\_\_\_ 18. \_\_\_\_\_ 19. \_\_\_\_\_ 20. \_\_\_\_\_
- \_\_\_\_\_ K. Check the Hink Pink

### Hink Pink

A    11    12    17    18    14    2    15    15

13    19    4    14    2    15    1    2    16    17

is a

3    2    13    16

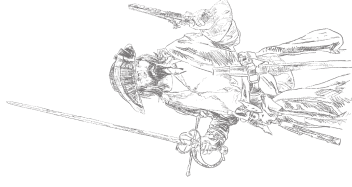
17    2    20    16

\_\_\_\_\_ Enrichment (p. 8)

## Lesson 2: Who Was Captain Blackbeard?

Make a check mark when you complete each section.

- \_\_\_\_\_ A. Read the Target Words (p. 9)
- \_\_\_\_\_ B. Read the Story (p. 9)
- \_\_\_\_\_ C. Read to Understand the Target Words (p. 10)
- \_\_\_\_\_ D. Use Context Clues (p. 10)
- \_\_\_\_\_ E. Read to Understand More Target Words (p. 11)
- \_\_\_\_\_ F. Read to Master (p. 9)
- \_\_\_\_\_ G. Answer the Comprehension Questions (p. 12)



- 21. \_\_\_\_\_ 22. \_\_\_\_\_ 23. \_\_\_\_\_ 24. \_\_\_\_\_
- \_\_\_\_\_ H. Sketch the Target Words (p. 12, numbers 25-30)
- \_\_\_\_\_ I. Clarify the Target Words (p. 13)
- 31. \_\_\_\_\_ 32. \_\_\_\_\_ 33. \_\_\_\_\_ 34. \_\_\_\_\_ 35. \_\_\_\_\_ 36. \_\_\_\_\_
- \_\_\_\_\_ J. Review the Target Words (p. 14)
- 37. \_\_\_\_\_ 38. \_\_\_\_\_ 39. \_\_\_\_\_ 40. \_\_\_\_\_
- \_\_\_\_\_ K. Check the Hink Pink

### Hink Pink

A    33    22    23    40    32    21

23    31    36    23    24    38    39    35

is a

33    37    21

34    35    21

\_\_\_\_\_ Enrichment (p. 14)

# Analyze Target Words

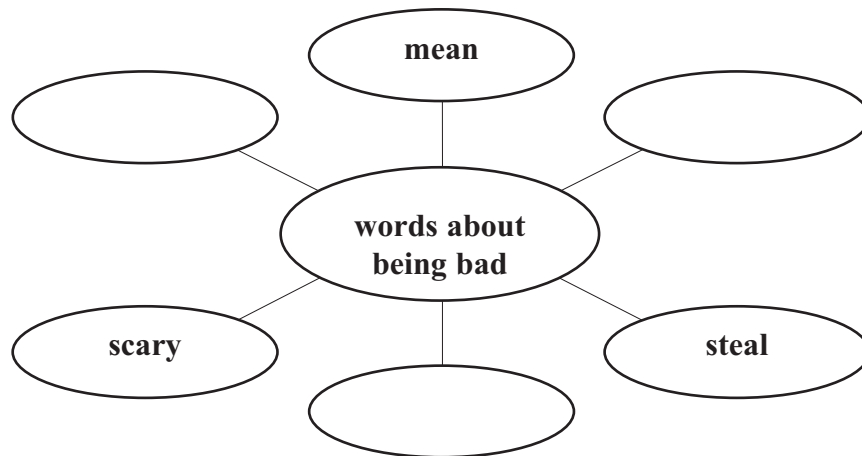
Completed #1: \_\_\_\_\_

Completed #2: \_\_\_\_\_



1. Read the words in the center of the diagram. Next, read the words in the ovals around the center. Then, read the list of target words above the diagram. Select the words that belong in the diagram, and write them in the empty ovals.

captivating      notorious      meticulous      plunder      integral      ruthless



2. Nouns are words that name people, places, or things. Verbs are action words that show what a person or thing is doing. Read the words below. Write the nouns in the Nouns box and the verbs in the Verbs box.

artifact      assert      campaign      defy  
endeavor      internalize      perception      scrutiny

Nouns
_____
_____
_____
_____

Verbs
_____
_____
_____
_____



# Pirates!

## End-of-Unit Test

### Exercise A

1. A period of about 20 or 30 years is a(n) \_\_\_\_ .
  2. The stories, beliefs, and traditions of a group of people is their \_\_\_\_ .
  3. When you have the skill or ability to do a certain task, you are \_\_\_\_ .
  4. A person who is cruel, mean, or shows no kindness is \_\_\_\_ .
  5. If you try hard to do something, you \_\_\_\_ to do that thing.
  6. A ship or large boat is a(n) \_\_\_\_ .
  7. If you disagree with or argue against something, you \_\_\_\_ that thing.
  8. If you show something with pictures, words, or symbols, you \_\_\_\_ that thing.
- a. endeavor
  - b. competent
  - c. vessel
  - d. depict
  - e. folklore
  - f. ruthless
  - g. generation
  - h. dispute

### Exercise B

9. A set of actions done over time to meet a goal is a(n) \_\_\_\_ .
  10. An accepted practice or custom is a(n) \_\_\_\_ .
  11. When you choose not to follow a rule, you \_\_\_\_ that rule.
  12. If something is very careful and detailed, it is \_\_\_\_ .
  13. When you are well-known for something bad, you are \_\_\_\_ .
  14. A tool or other object that people made long ago is a(n) \_\_\_\_ .
  15. If you use force to steal something, you \_\_\_\_ that thing.
  16. If you accept an idea or make it part of your understanding or set of beliefs, you \_\_\_\_ that idea.
- i. internalize
  - j. plunder
  - k. artifact
  - l. convention
  - m. meticulous
  - n. notorious
  - o. defy
  - p. campaign

### Exercise C

17. If two things match or agree with one another, they are \_\_\_\_ .
  18. A person or animal's \_\_\_\_ is whether it is male or female.
  19. Things that are interesting or able to hold your attention are \_\_\_\_ .
  20. An idea, attitude, or understanding that a person has is a(n) \_\_\_\_ .
  21. If you state something with force and confidence, you \_\_\_\_ that thing.
  22. A close and careful look at something is \_\_\_\_ .
  23. Something important and necessary to another thing is \_\_\_\_ to that thing.
  24. A book, work of art, or other creation that people enjoy or value for a long time is a(n) \_\_\_\_ .
- q. gender
  - r. perception
  - s. scrutiny
  - t. classic
  - u. captivating
  - v. consistent
  - w. assert
  - x. integral

Number correct: \_\_\_\_\_

## Additional Materials

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To gain a better understanding of how students use Take Aim's glossary and complete the Student Activities Page, review the following materials.

**Glossary Page.** Included is a sample page from Take Aim's glossary. Notice that each term includes a student-friendly definition, and most glossary terms also include a clarifying sentence. Illustrations are also provided for many of the words. The glossary has audio support, which helps students build confidence with pronunciation and proper use of the words.

**Completed Student Activities Page.** When a student completes the Student Activities Page, the result will look similar to this page. Notice that all of the answers and sketches are completed. Also, the Hink Pink reveals a rhyming word puzzle, which students use to confirm that they have correctly answered the multiple-choice questions.

# Glossary Page

**account**<sup>50</sup> (noun)

An account is a story about a certain event or situation. *I wanted to know if Wendy had fun at the zoo, so I listened to her account of the trip.*

**allow**<sup>51</sup> (verb)

Allow means to let something happen. *Mom will allow me to have two cookies after dinner.*

**appropriately**<sup>52</sup> (adverb)

Appropriately means in a way that is just right for what is happening. *It has been snowing all day; appropriately, the kids are wearing warm coats, hats, and boots.*

**armed**<sup>53</sup> (adjective)

Armed means having a weapon or weapons. *The armed guard carried a gun.*

**artifact**<sup>32</sup> (noun)

An artifact is a tool or other object that people made long ago. *The arrowhead is an artifact from an ancient tribe that used to live in this area.*

**assert**<sup>20</sup> (verb)

Assert means to state with confidence and force. *Tim and Matt assert that their brother is a fast runner; they say he can outrun anyone in the school.*

**associate**<sup>54</sup> (verb)

Associate means to connect one thing with another. *Many students associate the summer with vacation from school.*

**blockade**<sup>55</sup> (verb)

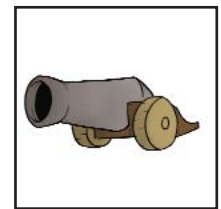
Blockade means to use force to block off a place from traffic and trade. *If our enemies blockade the port, we will not be able to get the goods we need.*

**campaign**<sup>44</sup> (noun)

A campaign is a set of actions over a period of time, done to achieve a specific goal. *Our class started a campaign to raise money for new books; over several weeks, students will bring in change, sell candy bars, and wash cars to raise money.*

**cannon**<sup>56</sup> (noun)

A cannon is a large gun that is usually on wheels. *During the war, soldiers used a cannon to knock down a building.*



**captivating**<sup>7</sup> (adjective)

Captivating means very interesting or able to hold someone's attention. *The man's story was so captivating that I kept listening even though I knew I would miss the bus.*

**capture**<sup>57</sup> (verb)

Capture means to take or get control of something. *To win a chess game, you must capture the other player's king.*

**character**<sup>58</sup> (noun)

A character is a person or animal in a story. *Charlotte the spider is my favorite character in the book Charlotte's Web.*



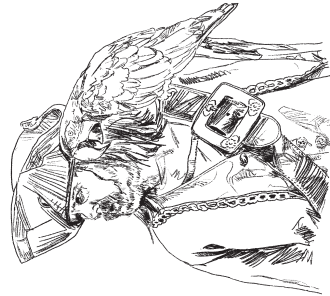
# Pirates!

Name \_\_\_\_\_

Date \_\_\_\_\_

## Lesson 1: The Pirates of Treasure Island

Make a check mark when you complete each section.



- A. Read the Target Words (p. 3)
- B. Read the Story (p. 3)
- C. Read to Understand the Target Words (p. 4)
- D. Use Context Clues (p. 4)
- E. Read to Understand More Target Words (p. 5)
- F. Read to Master (p. 3)
- G. Answer the Comprehension Questions (p. 6)

1. C 2. e 3. l11 4. O

- H. Sketch the Target Words (p. 6, numbers 5-10)

- I. Clarify the Target Words (p. 7)

11. l' 12. U 13. a 14. l 15. S 16. l1

- J. Study Word Parts (p. 8)

17. t 18. h 19. d 20. e

- K. Check the Hink Pink

### Hink Pink

A  $\frac{r}{11} \frac{u}{12} \frac{t}{17} \frac{h}{18} \frac{l}{14} \frac{e}{2} \frac{s}{15} \frac{s}{15}$   
 $\frac{a}{13} \frac{d}{19} \frac{o}{4} \frac{l}{14} \frac{e}{2} \frac{s}{15} \frac{c}{1} \frac{e}{2} \frac{n}{16} \frac{t}{17}$

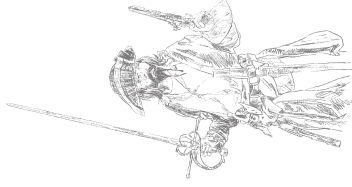
is a

$\frac{l11}{3} \frac{e}{2} \frac{a}{13} \frac{l1}{16}$   
 $\frac{t}{17} \frac{e}{2} \frac{e}{20} \frac{n}{16}$

- Enrichment (p. 8)

## Lesson 2: Who Was Captain Blackbeard?

Make a check mark when you complete each section.



- A. Read the Target Words (p. 9)
- B. Read the Story (p. 9)
- C. Read to Understand the Target Words (p. 10)
- D. Use Context Clues (p. 10)
- E. Read to Understand More Target Words (p. 11)
- F. Read to Master (p. 9)
- G. Answer the Comprehension Questions (p. 12)

21. \_\_\_\_\_ 22. \_\_\_\_\_ 23. \_\_\_\_\_ 24. \_\_\_\_\_

- H. Sketch the Target Words (p. 12, numbers 25-30)

- I. Clarify the Target Words (p. 13)

31. \_\_\_\_\_ 32. \_\_\_\_\_ 33. \_\_\_\_\_ 34. \_\_\_\_\_ 35. \_\_\_\_\_ 36. \_\_\_\_\_

- J. Review the Target Words (p. 14)

37. \_\_\_\_\_ 38. \_\_\_\_\_ 39. \_\_\_\_\_ 40. \_\_\_\_\_

- K. Check the Hink Pink

### Hink Pink

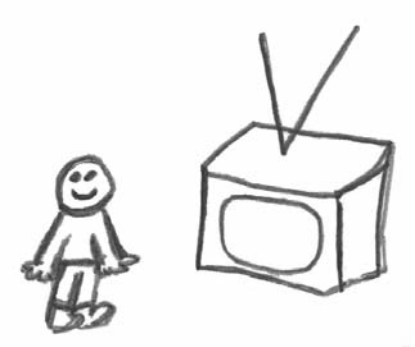
A  $\frac{33}{23} \frac{22}{31} \frac{23}{36} \frac{40}{24} \frac{32}{38} \frac{21}{39} \frac{35}{35}$

is a

$\frac{33}{34} \frac{37}{35} \frac{21}{21}$

- Enrichment (p. 14)

5. captivating



6. classic



7. depict



8. internalize



9. perception



10. ruthless

