Standards Focus

Objectives

Students will

- understand and analyze conflict
- summarize a story's plot

Motivate

What Do You Think?/QuickWrite

Ask students whether things of value are always things that can be touched or held or bought in a store. Then, ask whether these things are always of value to someone else.

Academic Vocabulary

Look for opportunities to use the Academic Vocabulary words in this collection.

- **effective, *adj.:*** successful
- **outcome, *n.:*** result; ending
- **reveal, *v.:*** make known
- **structure, *n.:*** arrangement of parts

Analyzing Visuals

Use the online textbook to project this image for viewing.

Activity Ask students what each figure in the image might value in his life. ***Possible response:*** *The older man might value memories or family pictures, while the boy might value a special toy or present he was given.*

SHORT STORY

Preparing to Read

THE TREASURE OF LEMON BROWN

by **Walter Dean Myers**



Music Lesson #2 (2000) by Colin Bootman. Oil on board.

What Do You Think? What things in life are really important?

QuickWrite

Think about something important you would like to teach or tell someone younger than you. What would it be? How would you do it?

SKILLS FOCUS pp. 14–29

Literary Skills
- Understand conflict.
- Analyze conflict.
- Analyze resolution.

Reading Skills
- Summarize a text.

Writing Skills
- Write to describe.
- Incorporate conflict.
- Describe an object.

Vocabulary Skills
- Know the basics of the history of the English language.

Grammar Skills
- Identify and use nouns.
- Identify and use pronouns.

Listening and Speaking Skills
- Deliver informative presentations.

Selection Readability	
Easily Accessible **Accessible** Challenging	familiar characters and situations, background information, complex syntax
Lexile	**830**

Selection Summary

Greg is failing math, so his father makes him give up basketball. Upset with his father's decision, Greg escapes to an abandoned building where he meets a homeless man named Lemon Brown. Brown helps Greg recognize how important his father is to him.

Reader/Writer Notebook

Use your **RWN** to complete the activities for this selection.

Literary Focus

Conflict The plot of a story almost always involves **conflict**. Usually a conflict arises when a character wants something very badly but is prevented from getting it. A story can have **external conflicts**—struggles with outside forces, such as a blizzard—or **internal conflicts**—struggles within a character's heart or mind, such as fighting shyness. In "The Treasure of Lemon Brown," the main character has many conflicts, both external and internal.

TechFocus As you read the story, pay attention to how one character describes music called the "blues." Make a list of details to research for a short presentation.

Reading Focus

Summarizing A **summary** is a brief restatement of important plot events. Unlike a retelling, which is a paraphrase of an entire story, a summary touches on only the key plot events.

Into Action Use a Somebody Wanted But So chart to record the major conflicts in the story. Once you have filled in the chart, review the conflicts you've listed to help you summarize the story.

Somebody (character)	Wanted (goal or desire)	But (conflict)	So (resolution)
Greg	wants to play basketball	but his dad wants him to study	

Writing Focus

Think as a Reader/Writer

Find It in Your Reading Walter Dean Myers uses precise details to portray New York City's Harlem. As you read, jot down in your *Reader/Writer Notebook* some of the details that help you imagine this urban neighborhood.

Vocabulary

impromptu (ihm PRAHMP too) *adj.:* unplanned. *Greg's friends had an impromptu checkers tournament.*

tentatively (TEHN tuh tihv lee) *adv.:* in an uncertain or hesitant way. *Greg pushed tentatively on the apartment door.*

intently (ihn TEHNT lee) *adv.:* with close attention. *Greg listened intently to the sounds in the room.*

probing (PROHB ihng) *v.* used as *adj.:* searching or investigating. *Greg, probing his leg, did not find any injuries.*

ominous (AHM uh nuhs) *adj.:* threatening. *After the crash, Greg heard only an ominous silence.*

Language Coach

Related Words An *omen* is an event that hints at a future event. Although an omen could indicate a happy event to come, omens are usually associated with upcoming danger. Which of the words on the list above is formed from the word *omen*?

Learn It Online

Listen to a professional actor read this story at:

go.hrw.com L8-15 Go

Selection Resources

Collection 1 Resources, on-level practice and assessment, p. 7

PowerNotes, interactive lesson presentations with activities

Teacher One Stop™, on-level lesson plans and all print resources

Holt Audio Library

Holt Audio Library: Selections and Summaries in Spanish

The Holt Reader, p. 2

The Holt Reader, Adapted Version, p. 2

Holt Audio Tutor

Holt English Language Development, systematic instruction and scaffolded content

Supporting Instruction in Six Languages, selection summary

Holt English Language Development

Resources for Teaching Advanced Students, lesson plans

Analyzing Visuals Transparencies, p. 1

Preteach

Introducing Vocabulary

Read aloud the Vocabulary words and sample sentences. Then, have students supply a Vocabulary word that is a synonym for each underlined word.

1. At work today, I had to give an unplanned speech. [*impromptu*]
2. Those black clouds look threatening [*ominous*] in the distance.
3. She studied the final figures very carefully. [*intently*]
4. The employee shyly asked his employer for a raise. [*tentatively*]
5. The detective will be searching for clues. [*probing*]

Language Coach

Use **Language Coach** to help English-language learners acquire word knowledge.

Answer: *ominous*

Literary Focus

As you read and discuss the selection with students, have them note examples of conflict between characters and within characters.

Reading Focus

Give students a copy of the Reading Focus graphic organizer before they read. (See **Collection 1 Resources**.) Tell them to use their responses to answer the questions on the Applying Your Skills page.

Writing Focus

Have students record descriptive details in their **Reader/Writer Notebooks** for use in completing the Writing Focus activity.

Learn It Online

The online version of this selection includes audio support to engage all students and to help readers gaining proficiency with reading comprehension and vocabulary. Preview at **go.hrw.com**.

go.hrw.com L8-15 Go

Selection Introduction

More About the Writer

One of the highlights of **Walter Dean Myers's** writing career was winning a book contest with his book, *Where Does a Day Go?* An African American raised in Harlem, Myers writes mostly for children and young adults. He explains, "The young adult and middle grade periods of my life were so vivid and … so influential in how I would live the rest of my life, that I am drawn to [them] over and over again."

Think About the Writer

Have students reread what Myers relates about his foster parents and then explain the role Myers's foster mother played in his decision to become a writer.

For Independent Reading

- If students want to read other short stories about teens facing the complexities of life, they might enjoy *Help Wanted: Stories* by Gary Soto, a collection of stories about working-class Latino teenagers in need of help.
- If students would like to read about another father-son relationship, they might enjoy *Peak* by Roland Smith, a novel about a boy's goal of climbing Mt. Everest and the pressure his father places on him.

MEET THE WRITER

Walter Dean Myers

(1937–)

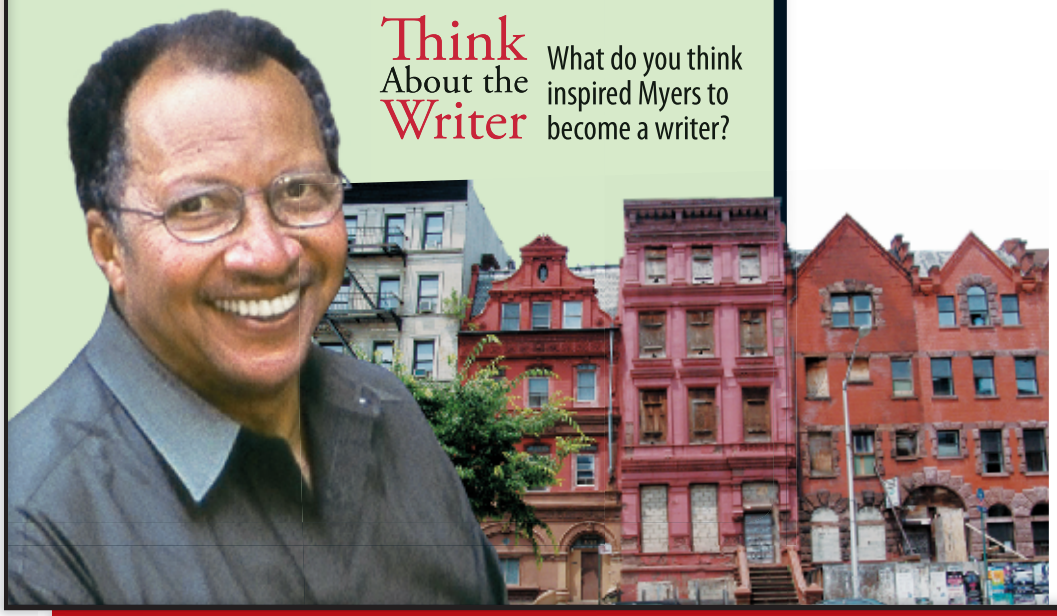
Michael L. Printz AWARD

Fostering a Talent

Walter Dean Myers was born in Martinsburg, West Virginia; he was one of eight children. Myers's mother died when he was two, and when he was three, his father sent him and two of his sisters to New York City to be raised by foster parents. The Deans guided him through the rough times of his youth and taught him to appreciate both storytelling and education. When he became a published writer, Myers added their name to his to show how important they were to him.

> "My foster father was a wonderful man. He gave me the most precious gift any father could give to a son: He loved me. . . . My foster mother understood the value of education. . . . She also understood the value of a story, how it could serve as a refuge for people like us."

Think About the Writer What do you think inspired Myers to become a writer?



Build Background

This story is set in Harlem, a neighborhood in New York City. After World War I, Harlem was the center of an African American literary explosion called the Harlem Renaissance. Important writers, such as Langston Hughes and Zora Neale Hurston, lived in Harlem during this time. Though Harlem has always been a vibrant place, full of life, many of the buildings were not maintained for many years and were abandoned. Recently, however, Harlem has enjoyed a new wave of development and restoration.

Preview the Selection

In this story, you'll meet a boy named **Greg,** who learns some life lessons from an unlikely person he meets in an unlikely place.

Differentiating Instruction

English-Language Learners

Point out the expression in paragraph 2 "If I'd had half the chances that you have, I'd . . . ." Explain that in this context, "chances" mean "opportunities."

- Explain that most parents want their children to have opportunities they may have lacked. When children don't take advantage of those opportunities, parents may become upset and scold or lecture their children.
- Have students identify what opportunities Greg's father thinks Greg is missing. ***Possible responses:*** *to learn to study, pass his tests, and get a good education*
- Make sure students understand that a conflict does not have to be open, such as a disagreement; it can be an underlying struggle.

See **Differentiating Instruction** for lesson plans and strategies for teaching English-language learners.

Readers Gaining Proficiency

To help students read "The Treasure of Lemon Brown," model the reading skill of summarizing. For example, you might say, "To summarize 'The Three Little Pigs,' I need to retell the most important events in the story.

Read with a Purpose Read this story to find out what Lemon Brown treasures most of all.

THE TREASURE OF LEMON BROWN

by **Walter Dean Myers**

The dark sky, filled with angry, swirling clouds, reflected Greg Ridley's mood as he sat on the stoop of his building. His father's voice came to him again, first reading the letter the principal had sent to the house, then lecturing endlessly about his poor efforts in math.

"I had to leave school when I was thirteen," his father had said; "that's a year younger than you are now. If I'd had half the chances that you have, I'd . . ."

Greg had sat in the small, pale-green kitchen listening, knowing the lecture would end with his father saying he couldn't play ball with the Scorpions. He had asked his father the week before, and his father had said it depended on his next report card. It wasn't often the Scorpions took on new players, especially fourteen-year-olds, and this was a chance of a lifetime for Greg. He hadn't been allowed to play high school ball, which he had really wanted to do, but playing for the Community Center team was the next best thing. Report cards were due in a week, and Greg had been hoping for the best. But the principal had ended the suspense early when she sent that letter saying Greg would probably fail math if he didn't spend more time studying.

"And you want to play *basketball*?" His father's brows knitted over deep-brown eyes. "That must be some kind of a joke. Now you just get into your room and hit those books." A

That had been two nights before. His father's words, like the distant thunder that now echoed through the streets of Harlem, still rumbled softly in his ears.

A **Reading Focus** **Summarizing** What does Greg want? What keeps him from getting it?

My summary would go like this: Three pigs build houses —one out of straw, one out of sticks, one out of bricks. The Big Bad Wolf comes after them, blowing down the houses made of straw and sticks. The first two pigs escape the wolf and go to the third pig's house, which the wolf cannot enter because he cannot blow the house down."

As they read, have students ask themselves what the most important events of the story are.

Have students draw a storyboard to prioritize the most important story events visually.

Advanced Learners

Acceleration Have students act out the dialogue on this page between Greg and his father. Tell students to elaborate the scene with additional dialogue, actions, and gestures that further describe the conflict. After students perform, ask the class to identify the conflict as internal or external.

See **Resources for Teaching Advanced Students** for lesson plans and strategies for teaching advanced learners.

Direct Teach

Think About/Talk About

Read with a Purpose Have students read the Read with a Purpose statement. Point out that "treasure" can refer to either something that is worth a lot of money or something that is cherished greatly. Ask students to predict which meaning is used in the story.

Comprehension

A Reading Focus

Possible response: *Greg wants his father to let him play on the community basketball team. Greg can't play because of his father's requirement that he spend the time studying math.*

? Extend the Discussion

Analyzing Character What does Greg's father want? Why? ***Possible response:*** *Greg's father wants him to excel in school. He probably wants this for Greg because he himself never had the chance to finish school.*

Guided Practice

Model and Apply

- Provide students with copies of the Reading Focus graphic organizer for "The Treasure of Lemon Brown" (See **Collection 1 Resources**) or ask them to use a piece of their own paper.
- Model for students how to use the graphic organizer to **summarize** story events and think through story conflicts. Tell students that you are going to use the Somebody Wanted But So strategy using Greg. Explain that Greg wants to play basketball, but his dad wants him to study, so Greg takes a walk to escape studying. Tell students that this process helps them break down story events into parts that are more easily understood. After combining these parts, students can gain a more thorough understanding of events and conflict in the story.
- **Think-Pair-Share** Pair students and have each pair choose a character and use the Somebody Wanted But So strategy.

Somebody (character)	Wanted (goal or desire)
Greg	wants to play basketball
Greg's dad	wants Greg to study

But (conflict)	So (resolution)
but his dad wants him to study	so Greg takes a walk to escape studying
but Greg would rather play basketball	so Greg's dad tells his son to raise his grades

Think as a Reader/Writer

Find It in Your Reading Point out the vivid description of the building in paragraph 3 on this page.

Use It in Your Writing Tell students to write a sentence describing the classroom in vivid detail.

It was beginning to cool. Gusts of wind made bits of paper dance between the parked cars. There was a flash of nearby lightning, and soon large drops of rain splashed onto his jeans. He stood to go upstairs, thought of the lecture that probably awaited him if he did anything except shut himself in his room with his math book, and started walking down the street instead. Down the block there was an old tenement that had been abandoned for some months. Some of the guys had held an impromptu checkers tournament there the week before, and Greg had noticed that the door, once boarded over, had been slightly ajar. B

Pulling his collar up as high as he could, he checked for traffic and made a dash across the street. He reached the house just as another flash of lightning changed the night to day for an instant, then returned the graffiti-scarred building to the grim shadows. He vaulted over the outer stairs and pushed tentatively on the door. It was open, and he let himself in. C

The inside of the building was dark except for the dim light that filtered through the dirty windows from the street lamps. There was a room a few feet from the door, and from where he stood at the entrance, Greg could see a squarish patch of light on the floor. He entered the room, frowning at the musty smell. It was a large room that might have been someone's parlor at one time. Squinting, Greg could see an old table on its side against one wall, what looked like a pile of rags or a torn mattress in the corner, and a couch, with one side broken, in front of the window.

He went to the couch. The side that wasn't broken was comfortable enough, though a little creaky. From this spot he could see the blinking neon sign over the bodega[1] on the corner. He sat awhile, watching the sign blink first green, then red, allowing his mind to drift to the Scorpions, then to his father. His father had been a postal worker for all Greg's life and was proud of it, often telling Greg how hard he had worked to pass the test. Greg had heard the story too many times to be interested now.

For a moment Greg thought he heard something that sounded like a scraping against the wall. He listened carefully, but it was gone.

Outside, the wind had picked up, sending the rain against the window with a force that shook the glass in its frame. A car passed, its tires hissing over the wet street and its red taillights glowing in the darkness.

Greg thought he heard the noise again. His stomach tightened as he held himself still and listened intently. There weren't any more scraping noises, but he was sure

1. **bodega** (boh DAY guh): small grocery store.

B **Literary Focus** **Conflict** What internal conflict does Greg have when it starts to rain?

C **Read and Discuss** What is Greg doing?

Vocabulary **impromptu** (ihm PRAHMP too) *adj.:* unplanned.
tentatively (TEHN tuh tihv lee) *adv.:* in an uncertain or hesitant way.
intently (ihn TEHNT lee) *adv.:* with close attention.

Cross-Curricular Connection

SOCIAL STUDIES: Gentrification

Gentrification occurs when middle- or upper-class people invest money into restoring declining urban areas.

- Some benefits of gentrification include the opening of upscale businesses and the presence of fewer empty buildings.
- A negative consequence of gentrification is that as rents rise, some long-time residents are forced to leave.
- Many people, therefore, consider gentrification a "mixed blessing." At the very least, the neighborhood loses its former unique character.
- In the mid-1990s, Harlem and other areas of New York City began to experience surges in gentrification that continue to threaten low-income residents today.



Analyzing Visuals **Viewing and Interpreting** Does the boy in this portrait remind you of Greg? Why or why not?

Jim (1930) by William H. Johnson. Oil on canvas, (21 5/8" x 21 1/4").

Think About/Talk About

Comprehension

C Read and Discuss

Possible response: *Greg is entering the abandoned building.*

Analysis

B Literary Focus

Possible response: *Greg's internal conflict is whether to go home and study or enter the abandoned building.*

Extend the Discussion

Making Connections How is Greg's escape to the abandoned building in paragraph 2 related to his failing math grade? ***Possible response:*** *Greg does not want to be alone in his own room studying math, so he goes out. When it starts to rain, he takes refuge in an abandoned building.*

Analyzing Visuals

Viewing and Interpreting: *The boy seems to fit the description of Greg. The expression on his face may also match Greg's when he first enters the building.*

Differentiating Instruction

English-Language Learners

Remind students that a compound adjective is two or more words that together make a single description of the noun that follows. Compound adjectives are hyphenated. Point out the words "graffiti-scarred buildings" in paragraph 2. Have students place the hyphens correctly in the following sentences.

1. The bill passed with a two thirds majority. [*two-thirds*]
2. Walter Dean Myers is a well respected author. [*well-respected*]
3. The "Star Spangled Banner" is a well known anthem. [*well-known*]
4. That store offers a money back guarantee. [*money-back*]
5. Be sure it is an up to date report. [*up-to-date*]

Guided Practice

Model and Apply

- Review the concepts of external and internal **conflicts** with students. Tell students that characters' expectations affect whether or not they experience both external and internal conflicts.
- Have students read the first column on this page. Then tell them that Lemon Brown expects an external conflict when he first sees Greg in the paragraph that begins: "Don't try nothin'...." This is reflected in the text because Brown prepares to defend himself from attack.
- **Turn-and-Talk** Have students continue to read the story with a partner. Ask them to think about what sort of expectation Greg has when he enters the abandoned building. Does this expectation create conflict for him? If so, what kind? How does Greg's initial reaction change as he and Lemon Brown talk?
  Possible responses: *Greg is not expecting to meet anyone. At first, he seems afraid. This fear creates internal conflict in Greg. As he talks with Lemon Brown, however, his initial fear turns to ease as he realizes that the man seems harmless.*

he had heard something in the darkness—something breathing!

He tried to figure out just where the breathing was coming from; he knew it was in the room with him. Slowly he stood, tensing. As he turned, a flash of lightning lit up the room, frightening him with its sudden brilliance. He saw nothing, just the overturned table, the pile of rags, and an old newspaper on the floor. Could he have been imagining the sounds? He continued listening, but heard nothing and thought that it might have just been rats. Still, he thought, as soon as the rain let up he would leave. He went to the window and was about to look out when he heard a voice behind him.

"Don't try nothin', 'cause I got a razor here sharp enough to cut a week into nine days!"

Greg, except for an involuntary tremor in his knees, stood stock-still. The voice was high and brittle, like dry twigs being broken, surely not one he had ever heard before. There was a shuffling sound as the person who had been speaking moved a step closer. Greg turned, holding his breath, his eyes straining to see in the dark room. D

The upper part of the figure before him was still in darkness. The lower half was in the dim rectangle of light that fell unevenly from the window. There were two feet, in cracked, dirty shoes from which rose legs that were wrapped in rags.

"Who are you?" Greg hardly recognized his own voice.

"I'm Lemon Brown," came the answer. "Who're you?"

"Greg Ridley."

"What you doing here?" The figure shuffled forward again, and Greg took a small step backward.

"It's raining," Greg said.

"I can see that," the figure said.

The person who called himself Lemon Brown peered forward, and Greg could see him clearly. He was an old man. His black, heavily wrinkled face was surrounded by a halo of crinkly white hair and whiskers that seemed to separate his head from the layers of dirty coats piled on his smallish frame. His pants were bagged to the knee, where they were met with rags that went down to the old shoes. The rags were held on with strings, and there was a rope around his middle. Greg relaxed. He had seen the man before, picking through the trash on the corner and pulling clothes out of a Salvation Army box. There was no sign of the razor that could "cut a week into nine days." E

"What are you doing here?" Greg asked.

"This is where I'm staying," Lemon Brown said. "What you here for?"

"Told you it was raining out," Greg said, leaning against the back of the couch until he felt it give slightly.

"Ain't you got no home?"

"I got a home," Greg answered.

"You ain't one of them bad boys looking for my treasure, is you?" Lemon Brown cocked his head to one side and squinted one eye. "Because I told you I got me a razor."

"I'm not looking for your treasure," Greg answered, smiling. "*If* you have one."

"What you mean, *if* I have one," Lemon Brown said. "Every man got a treasure. You

D **Literary Focus** **Conflict** What new conflict is Greg facing?

E **Read and Discuss** What does this information suggest about Lemon Brown?

Differentiating Instruction

English-Language Learners

Explain the following information to students:

- While both Lemon Brown and Greg speak English, Lemon Brown speaks a non-standard dialect. Point out examples of this use of dialect, such as "Ain't you got no home?" in the second column on this page.
- Lemon Brown uses an exaggeration to describe his razor in paragraph 2. Ask students why. Make sure that students understand that he wants to sound threatening but does not literally mean what he says.

Readers Gaining Proficiency

To help students summarize the plot, tell them they need to look for story details. Have them look at the story through p. 21 and list the causes and effects of the events. Ask students to share these as you write them on the board.

Have students draw comic book-like bubbles that contain various plot details. ***Possible response:*** *Greg doesn't want to go home to be lectured by his father about his math grade, so he goes into an abandoned*

don't know that, you must be a fool!"

"Sure," Greg said as he sat on the sofa and put one leg over the back. "What do you have, gold coins?"

"Don't worry none about what I got," Lemon Brown said. "You know who I am?"

"You told me your name was orange or lemon or something like that."

"Lemon Brown," the old man said, pulling back his shoulders as he did so, "they used to call me Sweet Lemon Brown."

"Sweet Lemon?" Greg asked.

"Yessir. Sweet Lemon Brown. They used to say I sung the blues so sweet that if I sang at a funeral, the dead would commence to rocking with the beat. Used to travel all over Mississippi and as far as Monroe, Louisiana, and east on over to Macon, Georgia. You mean you ain't never heard of Sweet Lemon Brown?"

"Afraid not," Greg said. "What . . . what happened to you?"

"Hard times, boy. Hard times always after a poor man. One day I got tired, sat down to rest a spell and felt a tap on my shoulder. Hard times caught up with me." F

"Sorry about that."

"What you doing here? How come you didn't go on home when the rain come? Rain don't bother you young folks none."

"Just didn't." Greg looked away.

"I used to have a knotty-headed boy just like you." Lemon Brown had half walked, half shuffled back to the corner and sat down against the wall. "Had them big eyes like you got. I used to call them moon eyes. Look into them moon eyes and see anything you want."

> GREG TURNED, HOLDING HIS BREATH, HIS EYES STRAINING TO SEE IN THE DARK ROOM.

"How come you gave up singing the blues?" Greg asked.

"Didn't give it up," Lemon Brown said. "You don't give up the blues; they give you up. After a while you do good for yourself, and it ain't nothing but foolishness singing about how hard you got it. Ain't that right?"

"I guess so." G

"What's that noise?" Lemon Brown asked, suddenly sitting upright.

Greg listened, and he heard a noise outside. He looked at Lemon Brown and saw the old man was pointing toward the window.

Greg went to the window and saw three men, neighborhood thugs, on the stoop. One was carrying a length of pipe. Greg looked back toward Lemon Brown, who moved quietly across the room to the window. The old man looked out, then beckoned frantically for Greg to follow

F **Literary Focus** **Conflict** What do you think Lemon Brown means by "hard times"? What kinds of conflict might he have faced? Explain your answer.

G **Reading Focus** **Summarizing** What kept Lemon Brown from continuing his career as a blues singer?

Think About/Talk About

Comprehension

E Read and Discuss

Possible response: *Lemon Brown is a harmless homeless man whom Greg has seen before.*

G Reading Focus

Possible response: *Lemon Brown seems to have changed his mind about how hard his life was so he decided to stop singing about it.*

Analysis

D Literary Focus

Possible response: *Greg has to decide whether to stay put or run away.*

F Literary Focus

Possible response: *The "hard times" Lemon Brown faced may have included poor health, relationship difficulties, and financial troubles, which may have resulted in both internal and external conflicts.*

? Extend the Discussion

Making Inferences What can you infer about Lemon Brown after finding out that, "there was no sign of the razor that could 'cut a week into nine days'"? ***Possible response:*** *Brown takes a lot of abuse and has learned to threaten offenders in a tough, menacing way in order to protect himself.*

building. There he meets Sweet Lemon Brown, a homeless man who used to be a blues singer. Lemon Brown says he has a treasure.

Advanced Learners

Acceleration Have students work in small groups to write a TV script for this story. Remind students that scripts include action, but they also rely heavily on dialogue between characters.

Learners with Diverse Needs

Have students use the Say Something strategy. Students should work with a partner and stop to say something every three to four paragraphs. They should decide who will say something first and when it is their turn, do one of the following: make a prediction, ask a question, make a comment, or make a connection. If they cannot do one of these, they need to reread.

For more information about the Say Something strategy, see this page in your ***Interactive Teacher's Edition****.*

Guided Practice

Model and Apply

- Have students identify the type of **conflict** that appears at the end of p. 23. Is this external or internal conflict? ***Possible response:*** *An external conflict occurs when the thugs threaten Lemon Brown.*
- Read aloud the sentence that begins "They's bad men...." Tell students that the conflict develops as Lemon Brown and Greg hide from the thugs. Then, explain to students that even though this conflict is external, the characters can also experience internal conflict. Read aloud the paragraph that begins "There was a foot step . . . " Tell students the last sentence indicates an internal conflict within Greg.
- **Read-Talk-Write** Tell students to reread the page. Then, have student pairs write thoughts for another character to indicate internal conflict.



Analyzing Visuals **Viewing and Interpreting** How is the view of Harlem seen in this photograph similar to Walter Dean Myers's description? How is it different?

Reaching Reluctant Readers

Visual Response to Literature

Have students make personal connections to the text by using visual images. Have them picture themselves in one of three situations in the story: Greg's father lecturing Greg and not letting him play basketball, Greg hearing noises in the abandoned building and realizing he is not alone, and Greg hearing the thugs threaten Lemon Brown. Ask: Have you ever been upset with an adult who tried to help you? Have you ever been alone in a dark building? When was it? Where was it? How did you feel? Have students close their eyes and picture themselves back in that situation or imagine themselves in that situation.

Have students open their eyes and use any medium to draw a representation of the situation or use color to show their feelings at the time.

him. For a moment Greg couldn't move. Then he found himself following Lemon Brown into the hallway and up darkened stairs. Greg followed as closely as he could. They reached the top of the stairs, and Greg felt Lemon Brown's hand first lying on his shoulder, then probing down his arm until he finally took Greg's hand into his own as they crouched in the darkness.

"They's bad men," Lemon Brown whispered. His breath was warm against Greg's skin.

"Hey! Ragman!" a voice called. "We know you in here. What you got up under them rags? You got any money?"

Silence.

"We don't want to have to come in and hurt you, old man, but we don't mind if we have to."

Lemon Brown squeezed Greg's hand in his own hard, gnarled fist.

There was a banging downstairs and a light as the men entered. They banged around noisily, calling for the ragman.

"We heard you talking about your treasure." The voice was slurred. "We just want to see it, that's all."

"You sure he's here?" One voice seemed to come from the room with the sofa.

"Yeah, he stays here every night."

"There's another room over there; I'm going to take a look. You got that flashlight?"

"Yeah, here, take the pipe too."

Greg opened his mouth to quiet the sound of his breath as he sucked it in uneasily. A beam of light hit the wall a few feet opposite him, then went out.

"Ain't nobody in that room," a voice said. "You think he gone or something?"

"I don't know," came the answer. "All I know is that I heard him talking about some kind of treasure. You know they found that shopping-bag lady with that money in her bags."

"Yeah. You think he's upstairs?"

"HEY, OLD MAN, ARE YOU UP THERE?"

Silence.

"Watch my back, I'm going up." (H)

There was a footstep on the stairs, and the beam from the flashlight danced crazily along the peeling wallpaper. Greg held his breath. There was another step and a loud crashing noise as the man banged the pipe against the wooden banister. Greg could feel his temples throb as the man slowly neared them. Greg thought about the pipe, wondering what he would do when the man reached them—what he *could* do.

Then Lemon Brown released his hand and moved toward the top of the stairs. Greg looked around and saw stairs going up to the next floor. He tried waving to Lemon Brown, hoping the old man would see him in the dim light and follow him to the next floor. Maybe, Greg thought, the man wouldn't follow them up there. Suddenly, though, Lemon Brown stood at the top of the stairs, both arms raised high above his head.

"There he is!" a voice cried from below.

"Throw down your money, old man, so I won't have to bash your head in!"

Vocabulary **probing** (PROHB ihng) *v.* used as *adj.*: searching or investigating.

(H) **Reading Focus** **Summarizing** What has happened to put Greg and Lemon Brown in danger?

Think About/Talk About

Comprehension

(H) Reading Focus

Possible response: *Three men, one with a length of pipe, have entered the building to take Lemon Brown's treasure.*

? Extend the Discussion

Analyzing Details The thugs have seen Lemon Brown before. What details indicate that they would prefer not to hurt him? ***Possible response:*** *The thugs could easily overpower Brown, but they give ample warning that they are coming in. They then bang the lead pipe against the banister to scare Brown and even call for him to throw his treasure to them.*

Analyzing Visuals

Viewing and Interpreting: *The view of Harlem in this photograph is similar to Myers's description in that it includes a congested urban area with tall buildings; it is different in that the buildings pictured here do not appear to be abandoned.*

Differentiating Instruction

Visual/Spatial Learners

Have students read the text on this page. Then, tell them to work together in small groups to draw a floorplan of the scene to visualize the actions taking place more clearly. First, students should make note of phrases that identify where the characters are physically located, such as in this sentence: "Then he found himself following Lemon Brown into the hallway and up darkened stairs." Tell students to use these clues to create their floorplans.

Auditory Learners

In order to clarify the action on this page for auditory learners, organize students into groups of five. Assign each student a different role to play (Greg, Lemon Brown, or one of the three thugs). Decide which dialogue applies to which character (the dialogue of the three thugs can be divided as students think appropriate). Then, have students act out their dialogue in front of the class. Tell them to use body language appropriate to their character as well.

Guided Practice

Model and Apply

- Tell students that part of a writer's job is to communicate descriptive **details** through the use of words and phrases that evoke the five senses: sight, taste, touch, hearing, and smell.
- Read paragraph 1 aloud. Tell students that the phrase "the steps came closer" appeals to the sense of hearing. Tell students that the reader can imagine Greg listening intently and feeling more afraid as the steps come closer.
- Have students read this page. Tell them to pay attention to words or phrases that evoke the sense of hearing. Tell students to notice how many words and phrases to do with sound they can identify. In addition to identifying these words or phrases, have students think about how the phrases communicate **mood** to the reader. For instance, the first sounds on the page appear in the dialogue. The exclamation points and word choices like "bash your head in" communicate a threatening mood. The sounds of steps coming closer and Greg's howling are both eerie. The crashing noise, footsteps, and "ominous silence" tell students that the thugs are fleeing in fear.
- **Turn-and-Talk** Have students pair up and identify the words or phrases that evoke the sense of sight on this page and the following page. Also, tell them to identify the mood the author conveys with the sights. ***Possible responses:*** *Greg's smile communicates relief. The flashlight tells readers that it is dark. Lemon Brown's "yellowed newspaper clippings" and "battered harmonica" tell readers that Lemon's things are old and well-used.*

Lemon Brown didn't move. Greg felt himself near panic. The steps came closer, and still Lemon Brown didn't move. He was an eerie sight, a bundle of rags standing at the top of the stairs, his shadow on the wall looming over him. Maybe, the thought came to Greg, the scene could be even eerier.

Greg wet his lips, put his hands to his mouth, and tried to make a sound. Nothing came out. He swallowed hard, wet his lips once more, and howled as evenly as he could.

"What's that?"

As Greg howled, the light moved away from Lemon Brown, but not before Greg saw him hurl his body down the stairs at the men who had come to take his treasure. There was a crashing noise, and then footsteps. A rush of warm air came in as the downstairs door opened; then there was only an ominous silence.

Greg stood on the landing. He listened, and after a while there was another sound on the staircase.

"Mr. Brown?" he called.

"Yeah, it's me," came the answer. "I got their flashlight."

Greg exhaled in relief as Lemon Brown made his way slowly back up the stairs.

"You OK?"

"Few bumps and bruises," Lemon Brown said.

"I think I'd better be going," Greg said, his breath returning to normal. "You'd better leave, too, before they come back."

"They may hang around outside for a while," Lemon Brown said, "but they ain't getting their nerve up to come in here again. Not with crazy old ragmen and howling spooks. Best you stay awhile till the coast is clear. I'm heading out west tomorrow, out to East St. Louis."

"They were talking about treasures," Greg said. "You *really* have a treasure?"

"What I tell you? Didn't I tell you every man got a treasure?" Lemon Brown said. "You want to see mine?"

"If you want to show it to me," Greg shrugged.

"Let's look out the window first, see what them scoundrels be doing," Lemon Brown said.

They followed the oval beam of the flashlight into one of the rooms and looked out the window. They saw the men who had tried to take the treasure sitting on the curb near the corner. One of them had his pants leg up, looking at his knee.

"You sure you're not hurt?" Greg asked Lemon Brown.

"Nothing that ain't been hurt before," Lemon Brown said. "When you get as old as me, all you say when something hurts is, 'Howdy, Mr. Pain, sees you back again.' Then when Mr. Pain see he can't worry you none, he go on mess with somebody else."

Greg smiled.

"Here, you hold this." Lemon Brown gave Greg the flashlight.

He sat on the floor near Greg and carefully untied the strings that held the rags on his right leg. When he took the rags away, Greg saw a piece of plastic. The old man

Vocabulary **ominous** (AHM uh nuhs) *adj.*: threatening.

Reading Focus **Summarizing** How do Lemon Brown and Greg scare off the thugs?

Collaborative Learning

Well-Known Neighborhoods

1. Have students work in small groups to research the histories of famous neighborhoods in major cities, such as Greenwich Village and Harlem in New York City, and Chinatown in San Francisco.
2. Have students present a travel show about the neighborhood they researched. Students should assign roles so that each group member contributes to the project.
3. Have students present oral reports to the class. Tell them to use visuals to enhance their reports.

carefully took off the plastic and unfolded it. He revealed some yellowed newspaper clippings and a battered harmonica.

"There it be," he said, nodding his head. "There it be."

Greg looked at the old man, saw the distant look in his eye, then turned to the clippings. They told of Sweet Lemon Brown, a blues singer and harmonica player who was appearing at different theaters in the South. One of the clippings said he had been the hit of the show, although not the headliner. All of the clippings were reviews of shows Lemon Brown had been in more than fifty years ago. Greg looked at the harmonica. It was dented badly on one side, with the reed holes on one end nearly closed.

"I used to travel around and make money for to feed my wife and Jesse—that's my boy's name. Used to feed them good, too. Then his mama died, and he stayed with his mama's sister. He growed up to be a man, and when the war come, he saw fit to go off and fight in it. I didn't have nothing to give him except these things that told him who I was, and what he come from. If you know your pappy did something, you know you can do something too.

"Anyway, he went off to war, and I went off still playing and singing. 'Course by then I wasn't as much as I used to be, not without somebody to make it worth the while. You know what I mean?"

"Yeah," Greg nodded, not quite really knowing.

"I traveled around, and one time I come home, and there was this letter saying Jesse got killed in the war. Broke my heart, it truly did. J

"They sent back what he had with him over there, and what it was is this old mouth fiddle and these clippings. Him carrying it around with him like that told me it meant something to him. That was my treasure, and when I give it to him, he treated it just like that, a treasure. Ain't that something?" K

"Yeah, I guess so," Greg said.

"You *guess* so?" Lemon Brown's voice rose an octave[2] as he started to put his treasure back into the plastic. "Well, you got to guess, 'cause you sure don't know nothing. Don't know enough to get home when it's raining."

"I guess . . . I mean, you're right."

"You OK for a youngster," the old man said as he tied the strings around his leg, "better than those scalawags what come here looking for my treasure. That's for sure."

"You really think that treasure of yours was worth fighting for?" Greg asked.

"WHAT I TELL YOU? DIDN'T I TELL YOU EVERY MAN GOT A TREASURE?" LEMON BROWN SAID.

2. **octave** (AHK tihv): musical term for the span of eight whole notes.

J **Literary Focus** **Conflict** What type of conflict does Lemon Brown face?

K **Read and Discuss** What do we learn about Lemon Brown's treasure?

Developing Oral Fluency

Have students read the dialogue that occurs between Greg and Lemon Brown on this page. Tell students to think about what the characters' voices would sound like aloud. You may wish to play the **Holt Audio Library** recording of "The Treasure of Lemon Brown."

Paired activity Have students work in mixed-ability pairs to practice reading the dialogue. Remind them to use different "voices" and tones for different characters. Then, have volunteers read the dialogue to the class.

Think About/Talk About

Comprehension

I Reading Focus

Possible response: *Greg howls, and Lemon Brown throws himself down the stairs toward the men.*

K Read and Discuss

Possible response: *The treasure consists of an old mouth fiddle (or harmonica) and news clippings about Lemon Brown's performances. They are a treasure to Lemon Brown because they were important to his son.*

Analysis

J Literary Focus

Possible response: *Lemon Brown faces the internal conflicts of loss of purpose in his work and grief over his son's death.*

? Extend the Discussion

Character Lemon Brown asks Greg if he wants to see his treasure. What might Greg be thinking as he shrugs and responds, "If you want to show it to me"? ***Possible response:*** *Greg probably thinks it cannot be much of a treasure, or Lemon Brown would not be homeless and in rags.*

Think About/Talk About

Comprehension

L Read and Discuss

Possible response: *The boy and the old man have shared a frightening experience that brought them close together.*

Analysis

M Literary Focus

Possible response: *Yes; Greg has gotten insight into his father's reasons for harping on Greg's grades. Greg now places a greater value on what his father can pass on to him.*

Check for Understanding

Monitor Students' Progress

Guide the class in answering these comprehension questions.

1. How does Greg feel about Lemon Brown by the end of the story? [*He cares about him and is concerned about his safety.*]
2. Why does Lemon Brown let Greg see his treasure? [*Lemon Brown trusts Greg because of the experience the two of them shared.*]
3. What does Greg learn about his own father from Lemon Brown? [*He learns what it means to a father to pass something on to his son.*]



Harmonica.

"Against a pipe?"

"What else a man got 'cepting what he can pass on to his son, or his daughter, if she be his oldest?" Lemon Brown said. "For a big-headed boy, you sure do ask the foolishest questions."

Lemon Brown got up after patting his rags in place and looked out the window again.

"Looks like they're gone. You get on out of here and get yourself home. I'll be watching from the window, so you'll be all right."

Lemon Brown went down the stairs behind Greg. When they reached the front door, the old man looked out first, saw the street was clear, and told Greg to scoot on home.

"You sure you'll be OK?" Greg asked.

"Now, didn't I tell you I was going to East St. Louis in the morning?" Lemon Brown asked. "Don't that sound OK to you?"

"Sure it does," Greg said. "Sure it does. And you take care of that treasure of yours."

"That I'll do," Lemon said, the wrinkles about his eyes suggesting a smile. "That I'll do." L

The night had warmed and the rain had stopped, leaving puddles at the curbs. Greg didn't even want to think how late it was. He thought ahead of what his father would say and wondered if he should tell him about Lemon Brown. He thought about it until he reached his stoop, and decided against it. Lemon Brown would be OK, Greg thought, with his memories and his treasure.

Greg pushed the button over the bell marked "Ridley," thought of the lecture he knew his father would give him, and smiled. M

L **Read and Discuss** What has happened between the boy and the old man?

M **Literary Focus** **Conflict** Is Greg's conflict with his father over playing basketball resolved? Explain.

SKILLS FOCUS pp. 27-29

Literary Skills
- Analyze conflict.
- Analyze resolution.

Reading Skills
- Summarize a text.

Writing Skills
- Write to describe.
- Incorporate conflict.
- Describe an object.

Grammar Skills
- Identify and use nouns.
- Identify and use pronouns.

Vocabulary Skills
- Know the basics of the history of the English language.

Listening and Speaking Skills
- Deliver informative presentations.

Applying Your Skills

The Treasure of Lemon Brown

Respond and Think Critically

Reading Focus

Quick Check

1. Why does Greg go to the abandoned building?
2. What does Lemon Brown reveal to Greg about his past?

Read with a Purpose

3. What is Lemon Brown's treasure? Why does it mean so much to him?

Reading Skills: Summarizing

4. Review the chart that you made as you read the story. Then, add a row to your chart and write a brief summary of the story.

Somebody	Wanted	But	So
Greg	wants to play basketball	but his dad wants him to study	Greg avoids going home.

My summary:

Literary Focus

Literary Analysis

5. **Interpret** What does Lemon Brown mean when he says that everyone's got a treasure?
6. **Infer** What does Greg's encounter with Lemon Brown reveal to him about his own treasures?
7. **Infer** Why do you think Greg decides not to tell his father about Lemon Brown?
8. **Evaluate** Myers has said that in his writing he has to "counter" values conveyed by TV. Is that a worthwhile goal? If Myers asked you whether his story is effective at challenging the values on TV, what would you say?

Literary Skills: Conflict

9. **Analyze** Think about the various conflicts that Greg faces during the story. How does his handling of them change during the course of the story? Use story details to support your ideas.
10. **Interpret** What internal conflict has Greg resolved at the end of the story?

Literary Skills Review: Resolution

11. **Analyze** In the **resolution** of a story, conflicts are resolved. Identify three important external conflicts in the story. How is each one resolved?

Writing Focus

Think as a Reader/Writer

Use It in Your Writing Myers based his description of Harlem on his memories of growing up there. Look back at the details of the setting you jotted down in your *Reader/Writer Notebook*. Then, write a description of your own neighborhood. Like Myers, use precise details to make your description true to life.

What Do You Think Now? What does Greg learn is important in life? Is what he learns also important to you? Why or why not?

Writing Focus

Alternative Prompt for Writers Gaining Proficiency Some students may find it challenging to add vivid details to their writing. Tell them to come up with ideas by focusing on the five senses: taste, touch, smell, hearing, and sight. Then, have them include details for each of the five senses in a brief descriptive passage of their own creation.

What Do You Think Now?

Ask students to remember how the events in the story played out and to think of which particular event influenced Greg's change of heart about his father's study requirement. Tell students to name other stories with the same message.

Review

Independent Practice

Reading Focus

Answers:

1. *He wants to avoid studying math for a while and needs time alone.*
2. *Lemon Brown was a blues musician. His wife died, and his son was killed in the war.*
3. *His treasure is an old harmonica and news clippings. It represents his son's love for him.*
4. ***Possible response:*** *Greg's father will not let him play basketball because of his poor grades. Instead of studying, he meets Lemon Brown, a homeless man who claims to have a treasure. Thugs try to take Lemon's treasure, but he and Greg scare them away. Lemon reveals his treasure: a harmonica and news clippings that his son had before his death. Greg leaves with a new appreciation of his father.*

Literary Focus

Possible Responses:

5. *Everyone has valuable personal experiences that they can pass on to others.*
6. *His encounter reveals that having a safe home and a caring father are treasures.*
7. *He doesn't want to alarm his father about the thugs.*
8. *It is a worthwhile goal. This story challenges values on TV such as instant gratification.*
9. *Instead of avoiding problems, he now faces them, as he faced the thugs.*
10. *Greg is no longer angry with his father.*
11. *External conflicts include father vs. son (Greg learns from Lemon Brown to value his father); Greg vs. Lemon Brown (Greg learns that Lemon Brown is not dangerous); Lemon Brown and Greg vs. the thieves (Greg howls like a ghost while Brown runs the thieves out of the house).*

Independent Practice

Vocabulary Development

Your Turn

1. *probing*
2. *tentatively*
3. *ominous*
4. *impromptu*
5. *intently*

Language Coach

Have students use dictionaries to list related words.

tentatively: tentative, tentativeness; intently: intent, intentional; probing: probe, probed; ominous: ominously, ominousness

Academic Vocabulary

Possible response: *One effective way to gain trust is to act friendly and non-threatening. One outcome of the frightening experience Greg and Lemon Brown have is that they come to trust one another when they have a frightening experience with thugs. They are effective in working together to scare the thugs away. This experience reveals new insight to Greg.*

WordSharp: An Interactive Vocabulary Tutor

Applying Your Skills

The Treasure of Lemon Brown

Vocabulary Development

History of the English Language

Now you know what Lemon Brown's treasure is. But where does the word *treasure* come from? About 60 percent of English words, including *treasure,* come from the Latin language.

Latin was spoken by the Romans. The Roman Empire reached its height in the A.D. 100s and 200s. At that time, the Roman army conquered much of the Western world, including most of Europe and the Middle East as well as northern Africa. The Roman soldiers spoke Latin and spread their language around the world. In fact, Latin is the basis for all the Romance languages (French, Portuguese, Spanish, Italian, and Romanian).

Eventually, in A.D. 1066, William the Conqueror, a Norman (from Normandy, in France) invaded England and became king. He spoke French—a Latin-based language—which influenced the English language. When the English pilgrims came to America in 1620, they brought the English language with them.

Your Turn

Study the following Latin words and meanings. Then, write each matching Vocabulary word in the third column.

impromptu
tentatively
intently
probing
ominous

Latin Word	Meaning	Vocabulary Word
probare	test or examine	
tentare	feel; try	
ominosous	full of foreboding	
promere	bring out	
intendere	strain	

Language Coach

Related Words Related words share the same base word but have different beginnings or endings. Challenge yourself to list two related words for each of the following words: *tentatively, intently, probing,* and *ominous.*

Academic Vocabulary

Talk About . . .

What are some effective ways to gain trust? In a group, discuss the reasons that Greg and Lemon Brown come to trust one another. What does this trust reveal about them? How does this new friendship affect the story's outcome? Try to use some examples from the text as well as the underlined Academic Vocabulary words in your discussion.

Differentiating Instruction: Grammar Link

English-Language Learners

Tell students that pronouns are words used in place of nouns in order to avoid repetition. To give students additional practice with pronouns, write the following sentences (without italics) on the board. Have students rewrite each sentence, replacing one of the repeated nouns with a pronoun. (Possible responses are given.)

1. *Our local newspaper is a daily, but my family only takes the newspaper on the weekends.* [*it*]
2. *Mrs. Garcia was ill today, so Mr. Greer substituted for Mrs. Garcia.* [*her*]
3. *George went for a walk in the woods, and George got lost.* [*he*]

Learn It Online

WordSharp: An Interactive Vocabulary Tutor provides additional support for vocabulary development. Multimedia tutorials show students how to apply vocabulary skills to unfamiliar words—and how to make those words their own. Preview at **go.hrw.com**.

go.hrw.com L8-28 Go

Grammar Link

Nouns and Pronouns

Nouns are one of the basic buildings blocks of the English language. A noun is a word that is used to name a person, a place, a thing, or an idea.

Persons	Greg, Lemon Brown, street thugs
Places	Greg's front stoop, abandoned building
Things	couch, pipe, harmonica, flashlight
Ideas	fear, danger, love, sadness

Sometimes you can use a short word—a **pronoun**—in place of one or more nouns to avoid repetition.

Here is a sentence without pronouns:

When Lemon Brown crashed into the thugs, Lemon Brown scared the thugs away.

Here is the same sentence with pronouns:

When Lemon Brown crashed into the thugs, **he** scared **them** away.

The word that a pronoun stands for is called its antecedent. In the above sentences, *Lemon Brown* and *thugs* are the antecedents for the pronouns.

Your Turn

Rewrite the following sentences by replacing the repeated nouns with pronouns.

1. Greg wanted to play basketball because basketball was Greg's favorite sport.
2. Because Greg's father valued education, Greg's father wanted Greg to study harder.
3. The thugs attacked Lemon Brown to get Lemon Brown's treasure.

CHOICES

As you respond to the Choices, use these **Academic Vocabulary** words as appropriate: effective, outcome, reveal, structure.

REVIEW

Write a Scene

With a classmate, write a scene with dialogue between Greg and his father that reveals their main conflict. Consider the following:

- What does Greg's father say in his lecture?
- How does Greg respond?
- Is there an effective outcome to the disagreement that will satisfy them both?

Perform the dialogue for your class.

CONNECT

Research the Blues

TechFocus In the course of the story, we learn that Lemon Brown was a blues musician. Learn more about blues music by using the Internet to perform research. You might, for example, find out about the life of a musician such as B. B. King or trace the evolution of the guitar in blues music. Use presentation software to share your findings with the class.

EXTEND

Describe a Keepsake

Timed Writing Lemon Brown's treasure is a keepsake, an object that has value as a remembrance. Write an essay describing a keepsake of your own. Imagine what it would reveal to someone who found it. Structure your essay with a short introduction, body, and conclusion. Use precise details to help readers visualize the object.

Grammar Link Mini-Lesson

- Reread the information about pronouns on this page. Write the word *antecedent* on the board. Tell students they will use this selection to practice finding the antecedent.
- Have students read the last paragraph of this selection. Ask volunteers to identify the pronouns. [*he*, *his*, *him*] Ask students if *Greg* or *father* is the antecedent. [*Greg*]

Your Turn

1. *Greg wanted to play basketball because it was his favorite sport.*
2. *Because Greg's father valued education, he wanted Greg to study harder.*
3. *Lemon Brown was attacked because the thugs thought his treasure was money.*

GrammarNotes, Lesson 5

Independent Practice

Choices

Review: Homework
Write a Scene

- The scene should follow the instructions.
- The dialogue should clearly reveal the conflict between Greg and his father.

Connect: Homework
Research the Blues

- Research should focus on one aspect of blues music.
- The presentation should have an introduction, a body, and a conclusion.
- The presentation should be interesting and engage listeners.

Extend: Timed Writing
40–50 minutes

- The description should use vivid details.
- The description should explain why the treasure is important.
- The description should contain correct spelling, grammar, and usage.

Assess

Collection 1 Resources, Selection Test, p. 10

ThinkCentral Online Assessment, Selection Test

Teacher One Stop™, editable Selection Test

Reteach

ThinkCentral Online Remediation