

Making Math a Breeze

by Liana Mahoney

Blake hated math. He hated to add. He hated to subtract. He hated to multiply and divide.

Mr. Clemmons, his math teacher, had given the class three pages of homework this weekend. Blake sat at the kitchen table as he stared at the papers. He tried to

concentrate, but it was no use. He thought of going outside skateboarding.

"What's wrong?" Aunt Angie asked. "I came home from work and you're sitting at the table like this."

"It takes too long," he said. "Aunt Angie thought he was being lazy."

She borrowed a pencil and drew a second circle around the numbers.

Blake watched her work. "Come sit by me," she said.

She drew shapes on the paper. "Listen to me," she said. "I've got a trick you can use."

Blake listened eagerly as Aunt Angie explained the other. Blake was able to add and subtract with ease. Multiplication and division were a breeze.

"Thanks for helping me," Blake said. He gave Aunt Angie a big hug.

"No problem," she replied. "Do you need anything else while we're at it?" Blake grinned, thinking of the rest of his homework. "Are you any good at English?"



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... on him until Dad she asked. ... il. ... he said. ... ece of paper. Then she ... came curious. ... trick you can use." ... the other. Blake ... d of learning math.

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- 1) Which structure does the text use?
 - a) compare-contrast
 - b) cause-effect
 - c) problem-solution
 - d) sequential

- 2) Why do you think Blake sat staring at his homework, unable to concentrate?

- 3) How did Aunt A

- 4) Read the text be
Blake grinned, t

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- is English homework?
any good at English?"

- 5) Write the meanings of these phrases and use them in sentences of your own.

a) to keep an eye on: _____

b) to be a breeze: _____
