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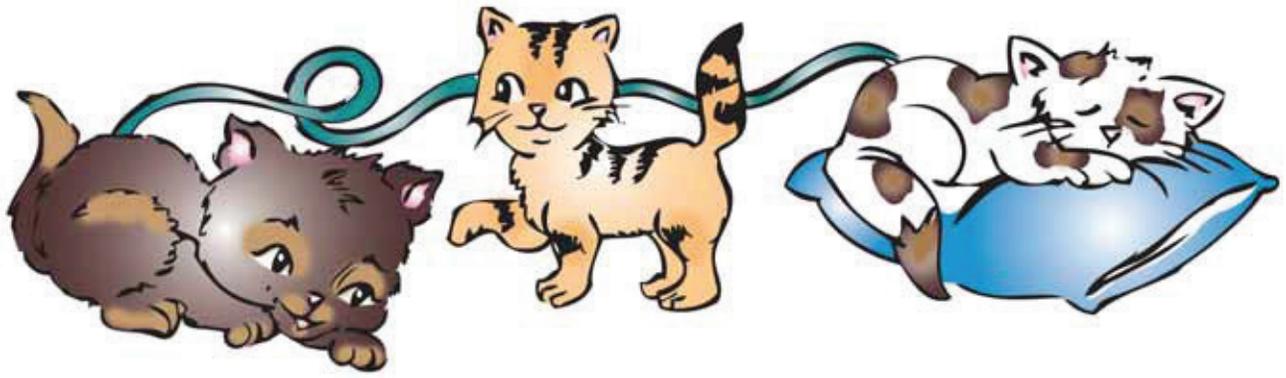
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My Cat

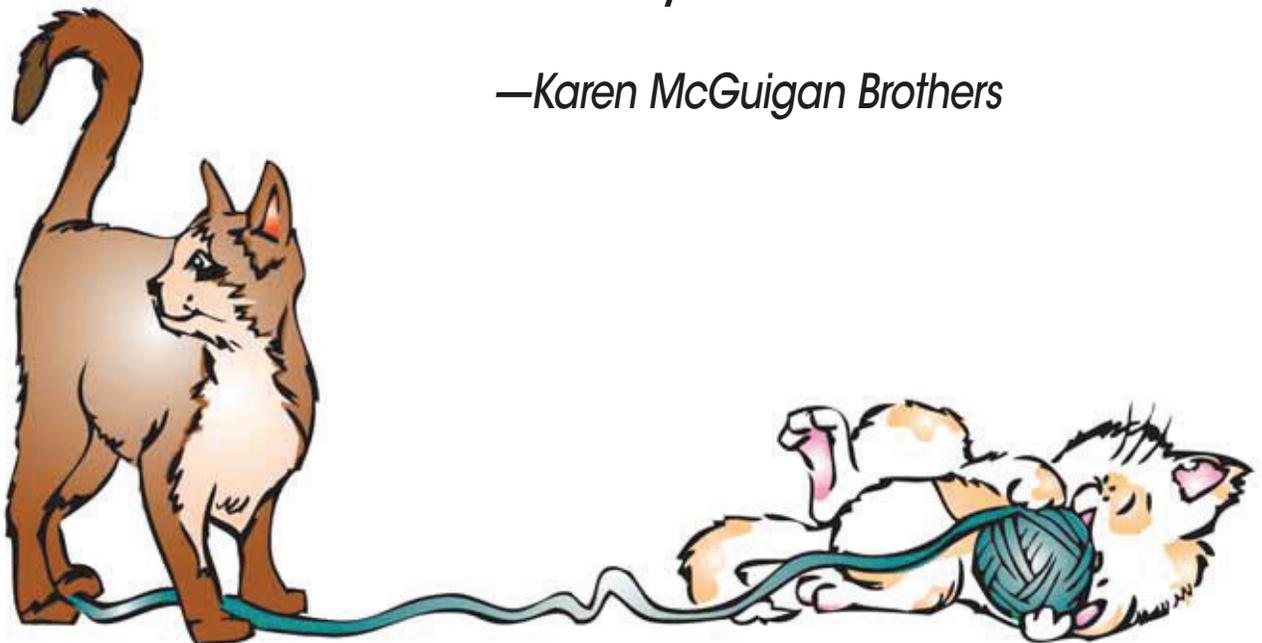
This cat, that cat,

Thin cat, fat cat,

Low cat, high cat,

Your cat, my cat!

—Karen McGuigan Brothers



Dogs Help Us



herding dog



search dog

Dogs and people often work **together**. Some dogs **herd** cattle. Others help find **missing** people. Guide dogs help **blind** people get around.



guide dog

The Fox and the Crow



A fox once saw a crow fly up to a tree branch. It had a big piece of cheese in its beak. The fox wanted the cheese for himself. So he talked to the crow. "Good day, Miss Crow. You look well today. Your feathers are glossy. Your eyes are so bright. Your voice must be wonderful, too. I would love to hear a song from you." The crow lifted up her head and began to caw. The moment she opened her mouth, the cheese fell to the ground. The fox grabbed it and said, "That will do. I just wanted the cheese. In exchange I have a piece of advice for you...."

Pumpkin Pickers

Bring on the pumpkin pickers! U.S. farms produce 1.5 *billion* pounds of pumpkins each year. Here are the states that had the biggest pumpkin crops in 2004.

The Top 5 Pumpkin States



Each pumpkin equals 25 million pounds.

A Day in Rio

Arthur Barbosa de Asuncao (ah-soon-sow) is 8 years old and lives with his parents in Rio de Janeiro. Rio is a city in Brazil, the biggest country in South America. How does his day compare to yours?

which means “juices.” His favorite comes from acerola (ah-she-roh-la), a tropical fruit from the Amazon. The Amazon is the world’s second longest river. Almost all of it is in Brazil.

6:45 a.m. Arthur’s mom usually wakes him up and makes him breakfast. He has milk, bread and butter or biscuits and jam, juice, and coffee.

2:00 p.m. to 6:00 p.m.

Arthur hangs out with his friends or his dad. He likes to swim at the beach. He also likes to go for bike rides with his father.

7:15 a.m. School begins. Arthur studies Portuguese, which is what people speak in Brazil. He also studies math, science, and social studies. On Fridays, he has gym. He especially likes to play soccer.

8:00 p.m. Homework time. His mom and dad help him, especially with math.

Noon School is over for the day! After school, Arthur usually goes to the beach to play soccer with his friends. He lives just a couple of blocks from one of Rio’s beautiful beaches.

9:00 p.m. The family eats dinner. Brazilians eat late! Sometimes they have rice and beans and couve (koh-veh), which are chopped greens. Arthur’s favorite dessert is passion fruit pudding.

1:00 p.m. Arthur eats lunch when he gets home from the beach. Sometimes he eats at school because his mom works in the cafeteria. He loves sucos (soo-koosh),

10:00 p.m. Bedtime. Before bed, Arthur watches TV—soccer if it’s on, or cartoons.



JOHN MAIER, JR.

Far left: Arthur feeds his dog.

Near left: Then he heads to the beach to join his friends in a soccer match.

JOHN MAIER, JR.



Crazy for Kilometers

Dear Mei,

Today my dad was driving 88 on the highway. But he didn't get a ticket, because the speed **limit** is 90. Does it sound like they drive really fast up here in Canada? That's because you're thinking in miles. But in Canada, we think in **kilometers**!

Today we are in Montreal. Tomorrow we are going to Quebec City. All the speed limits are in kilometers. Dad was driving 88 kilometers an hour. That's only about 51 miles an hour. The speed limit is 90 kilometers an hour. That is about 54 miles an hour.

Everything in Canada is in the **metric system**. I knew that before we came, but it's really strange seeing it in person. You cannot buy a quart of milk—you buy a liter. Luckily, a liter is almost the same as a quart. And of course, you cannot ask for it in English since they speak French here in Quebec.

Food is sold by the gram or kilogram. A gram is really small. There are about 35 grams in one ounce. A kilogram is a thousand grams. That comes out to be a little more than 2 pounds.

Kids in Canada have it easy. They don't have to remember that there are 12 inches in a foot or 3 feet to a yard. Everything metric is by tens. One hundred centimeters make a meter.

The rest of the world uses the metric system. Only the United States and a couple of other countries don't. Still, most U.S. food packages have metric on them. Take a look at a milk carton and you'll see. I never noticed before, but the **speedometer** in our car shows miles and kilometers. Check your car, I bet it's the same.

Your friend,
(1,287 kilometers away)
Karen



SARAH HADLEY/ALAMY

SPEED
LIMIT
25

SPEED
LIMIT
40
km/h

SPENCER GRANT/PHOTO EDIT

Chapter 5: An Eccentric Artist

Diego Rivera



Diego Rivera

LIBRARY OF CONGRESS



One of Diego Rivera's colorful wall murals

Someone tells you to paint a picture. “All right,” you think. “No problem. I can fill the canvas pretty easily.” But what if the picture you are asked to paint is three stories high, two city blocks long, and one block wide? In other words, a total of 17,000 square feet (1,579 sq. m)!

Diego Rivera was one of modern Mexico's most famous painters. When he was asked to paint this huge picture, he did not waver for a minute. In total, Rivera painted 124 frescos, which showed Mexican life, history, and social problems.

A fresco is a painting on wet plaster. Special watercolors are used. Rivera had to plan ahead and sketch what he was going to paint. He used a special plaster. It had to have a certain amount of lime.

Rivera's aides would apply all but the final layer of plaster. Then they used sharp tools to dig

the outlines of Rivera's sketches into the plaster. Next, they made a mixture of lime and marble dust. This would be spread over the outline in a thin layer. As soon as this layer was firm—but not dry—Rivera would start to paint.

Every morning, his paints had to be freshly mixed. The pigments had to be ground by hand and mixed on a slab of marble. Rivera would not start working until the paints were perfect. Rivera would paint as long as there was daylight. He could not paint under artificial light. It would change how the colors looked.

Some days, he would say that what he had painted that day was not good enough. Then he would insist that all the plaster be scraped off so he could start again! It took Rivera years to finish, but this mural is thought to be one of the greatest in the world today.

BASKETBALL GREATS

Brian and Tabitha usually agreed on everything. They liked the same favorite food (pizza), the same favorite color (yellow), and the same favorite video game (*Zambu, Warrior Queen*). This made it all the more upsetting for Tabitha to realize how much of a dunderhead Brian could be!

“Michael Jordan? Are you kidding me? Everyone knows that Kobe Bryant is the best basketball player who has ever lived!” she exclaimed.

“No way!” countered Brian. “Michael Jordan has six championship rings. And he won Finals MVP every one of those years. No other basketball player can even come close to being that amazing!”

“Michael Jordan was a ball hog,” insisted Tabitha. “He was lucky to have a team that helped him get all the way to the finals that many times! Kobe is a team player. He just didn’t have the team he needed to get as many rings as MJ!” She was really starting to fume now.

Just then, Tabitha’s mother came in from the other room. “You know,” she said, “you both have some really good points. But, I wonder if the two of you know about the other great basketball players.”

“Who do you mean, Mom?” asked Tabitha.

“Well, did you know that Kareem Abdul-Jabbar scored over 38,000 points in his career? And Wilt Chamberlain once scored 100 points in a single game?” asked Tabitha’s mom.

“100 points! Are you serious? I wish I had seen that!” Brian said.

“Yes, it’s true. He even averaged over 50 points a game during the 1961–1962 season.”

“Wow! I didn’t know that,” said Tabitha thoughtfully. “Hey, Brian, I have an idea.”

“I bet it is the same one I have!” Brian replied, smiling.

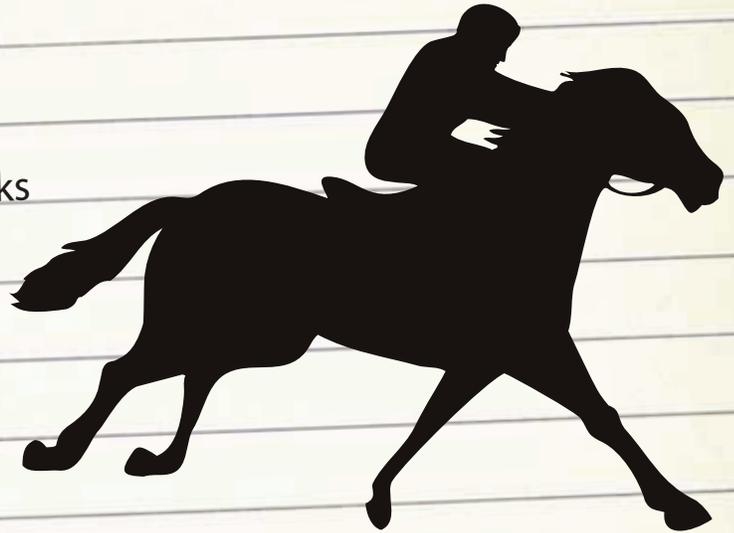
“Let’s do some research!” they said together and laughed.



Truth Sleuth

When you look for truth in history
the search is hard and long,
'cause lots of things in history books
are absolutely wrong.

And even in a history poem,
this may seem impolite,
but that Longfellow poem about Paul Revere's Ride?
It's not exactly right.



History, Poetic License, and The Midnight Ride of Dr. Samuel Prescott

by Timothy Hickman

Listen my children and you shall hear
the truth about ol' Paul Revere,
'cause it's sad to say, but the poet lied
when he wrote about Paul's midnight ride.

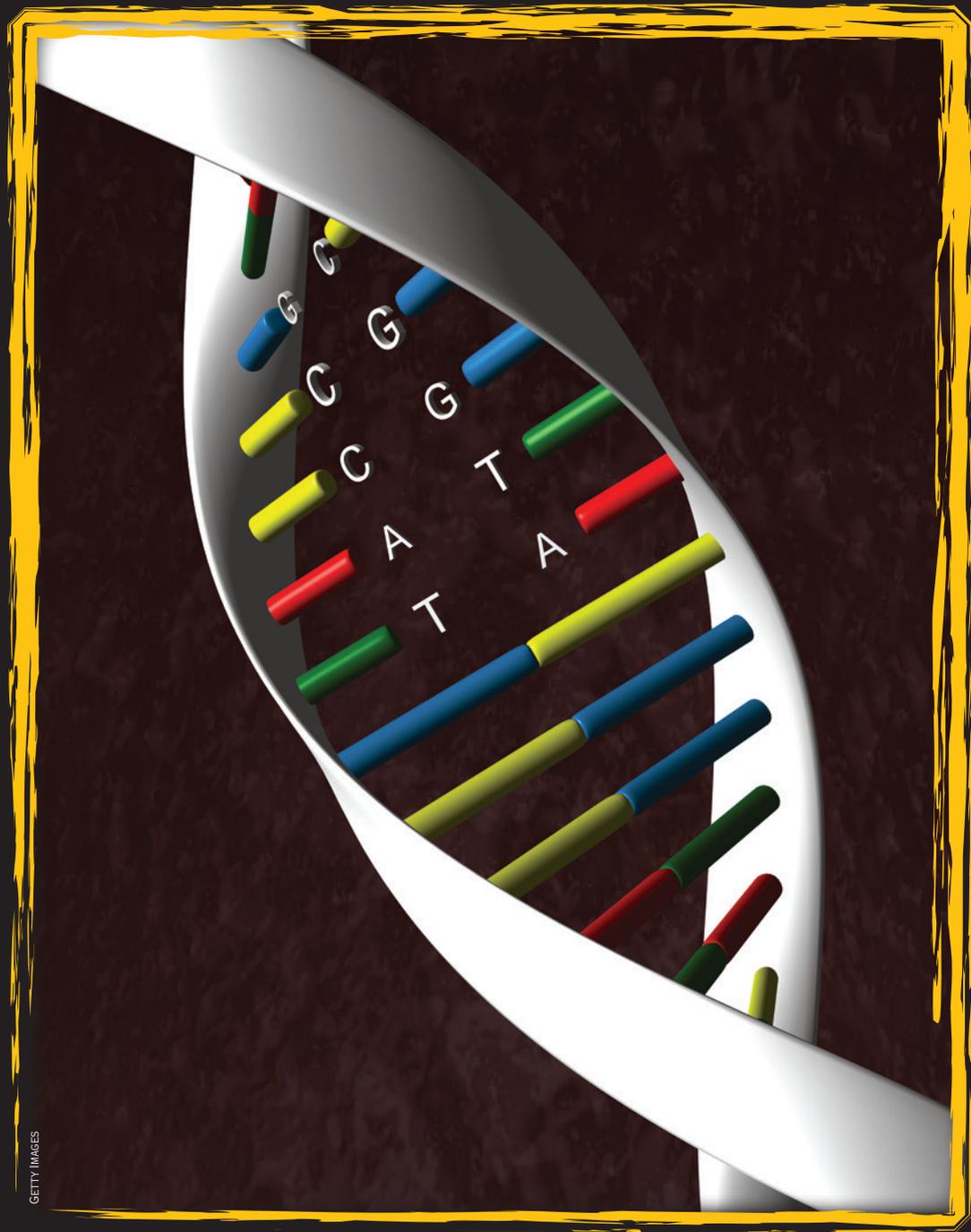
There were no hooves of steel
striking sparks along the way,
for the British captured Paul
and they took his horse away.

And the guy who did the ride
was a doctor name of "Sam,"
so why would a poet want
to perpetrate a scam?

Well poets aren't bad,
and poets aren't lazy,
but writing rhymes with English words
can drive a poet crazy.

And "Prescott" doesn't rhyme with "hear,"
that's why the poet used "Revere."
So, is it such an awful crime
to bend the truth to make a rhyme?

DNA: The Code



GETTY IMAGES

DNA, or deoxyribonucleic (say: DEE-oxee-rye-boh-nu-klay-ick) acid, is the chemical code that holds the **blueprint** for all living **organisms**. It is a **complex** molecule with billions of bits of information; yet, the code it contains is created with just four proteins. They are thymine, adenine, guanine, and cytosine. The four proteins **bond** with each other in pairs, forming a ladderlike structure. Thymine always bonds with adenine. Guanine always bonds with cytosine. The order of the four proteins, in ladders of billions of “rungs,” makes up the genetic code of life.



Comprehension Skill: Generate Questions (*Grades K–2*)

Objectives

- Learn to generate questions before, during, and after reading text to support comprehension.
- Use the text and text features to clarify meaning and ask questions.

Introduce the Comprehension Skill

Use the following details to introduce and describe the comprehension skill.

- Readers generate questions to make sense of texts.
- Ask questions to engage. Be curious about the topic.
- Ask questions to clarify. Make the text more clear. Get help with confusing words.
- Ask questions to challenge. Ask for more information about details that are hard to believe.
- Encourage students to ask questions before, during, and after reading.

Model the Comprehension Skill

- Do a picture walk with a reading selection.
- Ask students what they see.
- Think aloud to model asking questions before reading.
- Use one of the language frames below to model asking questions.

Practice the Comprehension Skill

- Read the selection aloud, modeling fluent reading.
- Have students think of questions during and after reading.
- Have students write or draw these questions.
- Encourage students to use the language frames below.
- Discuss the questions they had in pairs and whether they were answered.

Reflect

Come together as a group. Discuss how their questions helped them to better understand the text.

Suggested Passages for Instruction

- *Advertisement*
- *Brave Man in Space*
- *Kids Have Too Many Toys*
- *The Happy Bottle*

Language Frames for Generating Questions

I wonder (if, why, when, how) _____ . (Engage)

What happened when _____ ? (Clarify)

How can it be true that _____ ? (Challenge)



Comprehension Skill: Generate Questions (*Grades 3–5*)

Objectives

- Learn to generate questions before, during, and after reading text to support comprehension.
- Use text and text features to clarify meaning and ask questions.

Suggested Passages for Instruction

- *A New Game*
- *Alexander the Great*
- *Sally Ride*
- *Multiplying Two- and Three-Digit Numbers*

Introduce the Comprehension Skill

Use the following details to introduce and describe the comprehension skill.

- Readers generate questions to make sense of texts. Questions help readers focus, find deeper meaning, and clarify information.
- Ask questions to engage. Be curious about the topic. Guess what will happen.
- Ask questions to clarify. Ask about unfamiliar words. Ask about confusing details.
- Ask questions to challenge. Question details that are hard to believe.
- Encourage students to ask questions before, during, and after reading.

Model the Comprehension Skill

- Choose a passage.
- Read the first half of the passage aloud, modeling fluent reading.
- Think aloud before, during, and after asking questions that make you engage, clarify, or challenge.
- Use the language frames below to help generate questions and discussion.
- Finish reading passage.

Practice the Comprehension Skill

- Choose a second passage.
- Have students read the passage.
- Have students record questions they have before, during, and after reading.
- Encourage students to use the language frames below.
- Discuss in small groups which questions were asked and answered or remained unanswered.

Reflect

Come together as a group. Have students discuss when this skill is used and why readers need to ask questions throughout reading.

Language Frames for Generating Questions

I wonder (if, when, how, why) _____ . (Engage)

What does the author mean by _____ ? (Clarify)

How can it be true that _____ ? (Challenge)



Comprehension Skill: Generate Questions (Grades 6–8)

Objectives

- Learn to generate questions before, during, and after reading text to support comprehension.
- Use text and text features to clarify meaning and ask questions.

Suggested Passages for Instruction

- *Don't Go in the House*
- *The World News: Math, Metal, and Bubbles*
- *They Were Here First*
- *Thailand Sightseeing Guide*

Introduce the Comprehension Skill

Use the following details to introduce and describe the comprehension skill.

- Readers generate questions to make sense of texts. Questions help readers focus, find deeper meaning, and clarify information.
- Ask questions to engage. Be curious about the topic. Guess what will happen.
- Ask questions to clarify. Ask about unfamiliar words. Ask about confusing details.
- Ask questions to challenge. Question details that are hard to believe.
- Encourage students to ask questions before, during, and after reading.

Model the Comprehension Skill

- Choose a passage.
- Read the first half of the passage aloud, modeling fluent reading.
- Think aloud before, during, and after asking questions that make you engage, clarify, or challenge.
- Use the language frames below to help generate questions and discussion.

Practice the Comprehension Skill

- Choose a second passage.
- Have students read the passage.
- Have students record questions they have before, during, and after reading.
- Encourage students to use the language frames below.
- Discuss in small groups which questions were asked and answered or remained unanswered.

Reflect

Come together as a group. Have students discuss when this skill is used and why readers need to ask questions throughout reading.

Language Frames for Establishing Purpose for Reading

I wonder (if, when, how, why) _____ . (Engage)

What does the author mean by _____ ? (Clarify)

How can it be true that _____ ? (Challenge)



Comprehension Skill: Generate Questions (Grades K–2)

Objectives

- Learn to generate questions before, during, and after reading text to support comprehension.
- Use text and text features to clarify meaning and ask questions.

Suggested Passages for Instruction

- *Model* _____
- *Practice* _____

Introduce the Comprehension Skill

Use the following details to introduce and describe the comprehension skill.

- Readers generate questions to make sense of texts.
- Ask questions to engage. Be curious about the topic.
- Ask questions to clarify. Get help with confusing words.
- Ask questions to challenge. Ask for more information about details that are hard to believe.
- Encourage students to ask questions before, during, and after reading.

Model the Comprehension Skill

- Do a picture walk with reading selection. _____
- Ask students what they see.
- Think aloud to model asking questions before reading. _____
- Use one of the language frames below to model asking questions.

Practice the Comprehension Skill

- Read the selection aloud, modeling fluent reading.
- Have students think of questions during and after reading.
- Have students write or draw these questions.
- Encourage students to use the language frames below.
- Discuss the questions they had in pairs and if they were answered.

Reflect

Come together as a group. Discuss how their questions helped them to better understand the text.

Language Frames for Generating Questions

I wonder (if, why, when, how) _____ . (Engage)

What happened when _____ ? (Clarify)

How can it be true that _____ ? (Challenge)



Comprehension Skill: Generate Questions (*Grades 3–5*)

Objectives

- Learn to generate questions before, during, and after reading text to support comprehension.
- Use text and text features to clarify meaning and ask questions.

Suggested Passages for Instruction

- Model _____
- Practice _____

Introduce the Comprehension Skill

Use the following details to introduce and describe the comprehension skill.

- Readers generate questions to make sense of texts. Questions help readers focus, find deeper meaning, and clarify information.
- Ask questions to engage. Be curious about the topic. Guess what will happen.
- Ask questions to clarify. Ask about unfamiliar words. Ask about confusing details.
- Ask questions to challenge. Question details that are hard to believe.
- Encourage students to ask questions before, during, and after reading.

Model the Comprehension Skill

- Read the first half of the passage aloud, modeling fluent reading.
 - Think aloud before, during, and after asking questions that make you engage, clarify, or challenge.
-
- Use the language frames below to help generate questions and discussion.
-

Practice the Comprehension Skill

- Have students read the passage.
 - Have students record questions they have before, during, and after reading.
 - Encourage students to use the language frames below.
 - Discuss in small groups which questions were asked and answered or remained unanswered.
-

Reflect

Come together as a group. Have students discuss when this skill is used and why readers need to ask questions throughout reading.

Language Frames for Generating Questions

I wonder (if, when, how, why) _____ . (Engage)

What does the author mean by _____ ? (Clarify)

How can it be true that _____ ? (Challenge)



Comprehension Skill: Generate Questions (Grades 6–8)

Objectives

- Learn to generate questions before, during, and after reading text.
- Use text and text features to clarify meaning and ask questions.

Suggested Passages for Instruction

- Model _____
- Practice _____

Introduce the Comprehension Skill

Use the following details to introduce and describe the comprehension skill.

- Readers generate questions to make sense of texts. Questions help readers focus, find deeper meaning, and clarify information.
- Ask questions to engage. Be curious about the topic. Guess what will happen.
- Ask questions to clarify. Ask about unfamiliar words. Ask about confusing details.
- Ask questions to challenge. Question details that are hard to believe.
- Encourage students to ask questions before, during, and after reading.

Model the Comprehension Skill

- Read the first half of the passage aloud, modeling fluent reading.
- Think aloud before, during, and after asking questions that make you engage, clarify, or challenge.

-
- Use the language frames below to help generate questions and discussion.
-

Practice the Comprehension Skill

- Have students read the passage.
- Have students record questions they have before, during, and after reading.
- Encourage students to use the language frames below. _____
- Discuss in small groups which questions were asked and answered or remained unanswered.

Reflect

Come together as a group. Have students discuss when this skill is used and why readers need to ask questions throughout reading.

Language Frames for Establishing Purpose for Reading

I wonder (if, when, how, why) _____ . (Engage)

What does the author mean by _____ ? (Clarify)

How can it be true that _____ ? (Challenge)



Name: _____

Date: _____

A Frog's Life

Directions: Read or listen to *A Frog's Life*. Then, choose the best answer for each question. You can use the text to help you.

1. What does a tadpole look like?
 - A a frog
 - B a fish
 - C an egg

2. Which of these is a good main idea sentence?
 - A The life cycle of a frog has four steps.
 - B Mother frogs lay many tiny eggs.
 - C Tadpoles' legs form as they grow up.

3. How do the arrows show what a **cycle** is?
 - A The eggs are shown first.
 - B The arrows show a circle.
 - C The arrows point to frogs.



Name: _____

Date: _____

A Frog's Life (cont.)

4. Write or draw: What happens after a frog becomes an adult?



A Frog's Life

A mother frog lives in a pond. She is ready to lay eggs. She lays eggs in the water. Each egg can become a frog. When the eggs hatch, tadpoles come out. A tadpole looks like a little fish. The tadpole grows. It looks like a fish with two legs! Then it grows two more legs. Now it has four legs. It looks more like a frog. Each young frog becomes an adult frog. Then the cycle starts again.



Name: _____

Date: _____

Earthquakes

Directions: Read *Earthquakes*. Then, choose the best answer for each question. You may reread the text as needed.

1. The author's purpose for writing this passage is _____ .
 - A to persuade readers to be prepared for the big earthquake
 - B to inform readers on what to do when the big earthquake strikes
 - C to educate readers about the mechanics of earthquakes

.....
2. Which of the following is not mentioned as a cause of earthquakes?
 - A huge waves crashing against land
 - B humans setting off explosives
 - C an active volcano

.....
3. Which of the following sentences contains a simile?
 - A "Earthquakes that cause the most damage result from the crust sliding."
 - B "Sometimes people can hear these waves because they make the whole planet ring like a bell."
 - C "When the pushing becomes too intense, the crust snaps and shifts."

.....
4. What sentence best summarizes the passage?
 - A Earthquakes happen at Earth's surface and can cause a lot of damage.
 - B Living near earthquake faults is dangerous.
 - C There are many different types of earthquakes we need to be prepared for.



Name: _____

Date: _____

Earthquakes (cont.)

5. What is known about earthquakes that occur under the ocean floor?
- A Underwater earthquakes do less damage since there are no buildings and people nearby.
 - B Underwater earthquakes can create huge, deadly waves.
 - C Underwater earthquakes are much worse than earthquakes that take place on Earth's surface.

6. Which is one of the most important details in this article?
- A "Wherever there are faults in the crust, it is weaker."
 - B "The waves travel out from the center of the earthquake."
 - C "Earthquakes that cause the most damage result from the crust sliding."

7. Which of the following definitions for **awesome** is similar to how it is used in the passage?

"It is both **awesome** and frightening to hear this sound!"

- A causing fear and wonder
- B terrific; extremely good
- C troubled

8. Compare and contrast earthquakes that occur at the surface with underwater earthquakes. Use at least two details from the text.

Earthquakes

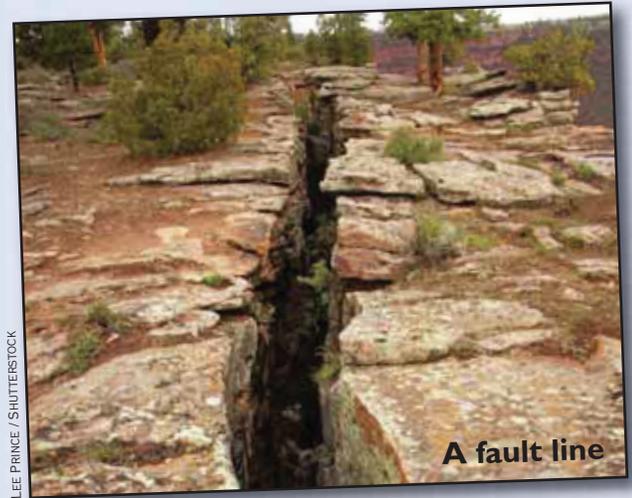
LESSON 11

When Earth's crust moves and the ground shakes, it is called an earthquake. It can be caused in many ways: Earth's crust may slide, a volcano may become active, or humans may set off an explosion. Earthquakes that cause the most damage result from the crust sliding.

At first, the crust may bend because of pushing forces. When the pushing becomes too intense, the crust snaps and shifts. Shifting creates waves of energy that extend in all directions. These are like the ripples you see when a stone is dropped in water. These are called *seismic waves*. The waves travel out from the center of the earthquake. Sometimes people can hear these waves because they make the whole planet ring like a bell. It is both awesome and frightening to hear this sound!

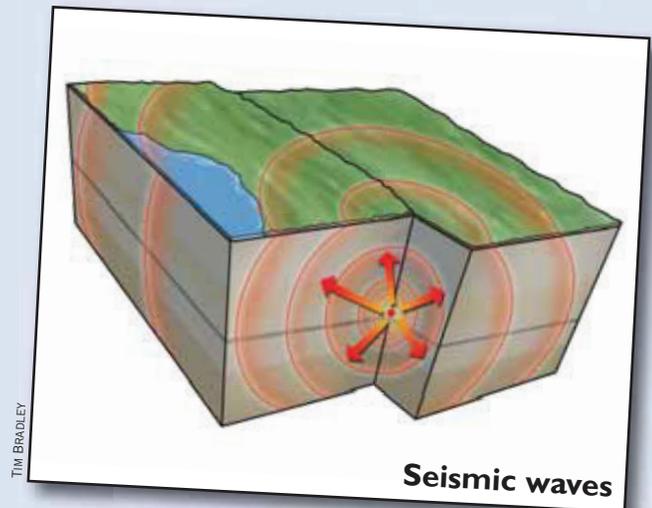
The crust movement can leave a crack, or fault, in the land. Geologists—scientists who study Earth's surface—say that earthquakes often happen where there are old faults. Wherever there are faults in the crust, it is weaker. This means that earthquakes may happen again and again in that area.

When earthquakes happen under the ocean floor, they sometimes cause huge sea waves. There was an earthquake near Alaska in 1964. Its giant waves caused more damage to some towns than the earthquake did. Some of the waves raced across the ocean in the other direction to the coasts of Japan.



LEE PRINCE / SHUTTERSTOCK

A fault line



TIM BRADLEY

Seismic waves



USGS



Name: _____ Date: _____

What's in the Trash?

Directions: Read *What's in the Trash?* Then, choose the best answer for each question. You may reread the text as needed.

1. Which of the following conclusions from the chart presents information not found in the passage?

- A European countries make almost as much trash as the United States.
 - B There is more plastic in the trash than glass.
 - C There are many kinds of materials that end up in the trash.
 - D The United States makes 40 percent of the world's trash.
-

2. From the photo, what can be determined about the problem with trash?

- A There is a lot of it.
 - B Most trash is recycled.
 - C There aren't enough workers to deal with trash.
 - D The United States needs to recycle more trash.
-

3. Which of these statements provides the strongest evidence that Americans make more trash than others?

- A The average American makes 1,460 pounds of trash per year.
 - B Paper and cardboard make up 36 percent of trash in landfills.
 - C No one knows why Americans make so much trash.
 - D The United States makes up 5 percent of the world's population, but makes 40 percent of the trash.
-

4. Which of these is the main idea?

- A Americans make more trash than people from any other country.
- B Americans don't know what to do with all their trash.
- C Other people care more about Earth than Americans do.
- D Plastics cause the most trash problems.



Name: _____ Date: _____

What's in the Trash? (cont.)

5. What can the reader infer about the author's opinion?
- A Trash is a problem around the world, not just in the United States.
 - B Something needs to be done about the amount of trash generated by Americans.
 - C Trash leads to health problems that cause illness and death.
 - D Trash causes the world to be ugly and smell bad.
-

6. After reading the passage, the reader can infer that _____.
- A people in other countries are better at recycling than people in the United States
 - B glass waste will reduce as technology use increases
 - C yard waste isn't considered waste because it's part of nature
 - D the smallest category of trash is paper because people print too much
-

7. What does the author think is amazing?
- A There are fewer Americans yet they make less trash.
 - B There are fewer Americans yet they make more trash.
 - C The world has a terrible trash problem.
 - D Americans don't seem to care about the amount of trash they make.
-

8. Which word could replace **average** in the following sentence?
- “The **average** American creates four pounds of solid trash per day.”
- A unlikely
 - B unusual
 - C leading
 - D typical



Name: _____ Date: _____

What's in the Trash? (cont.)

9. What is an antonym for **solid**?

- A firm
 - B hard
 - C fluid
 - D plastic
-

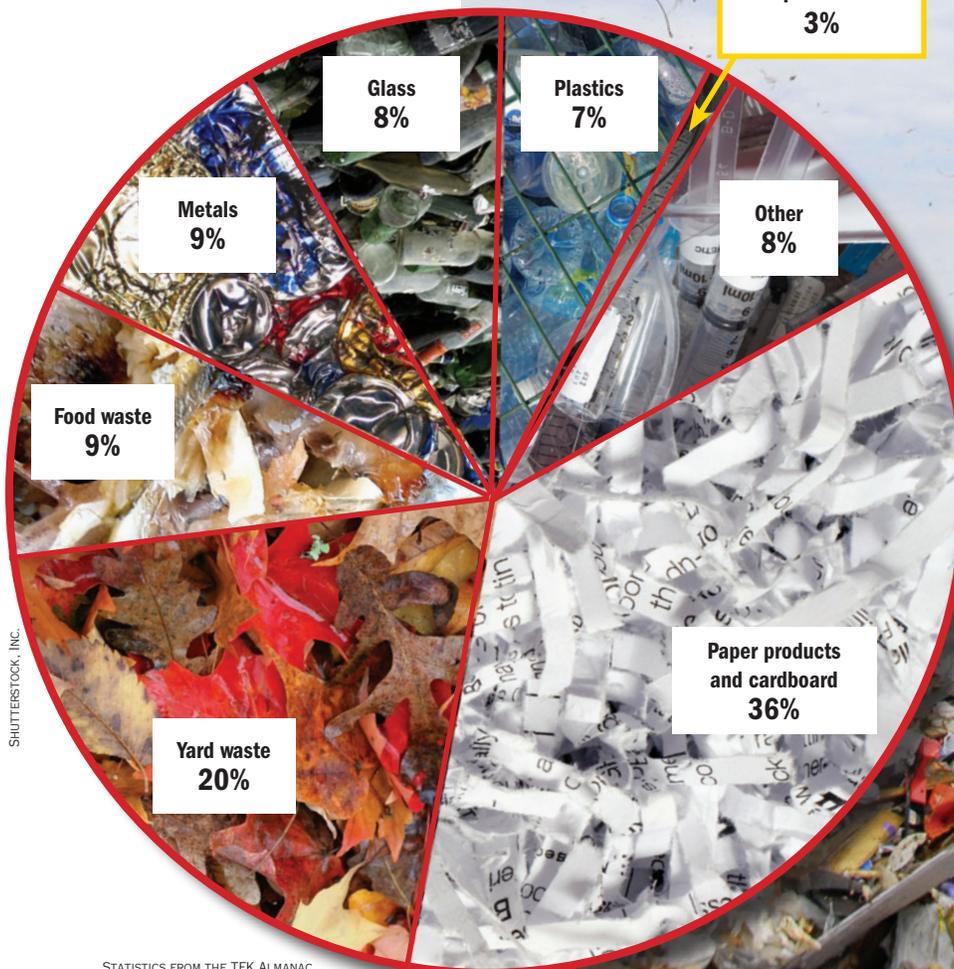
10. Based on the evidence, what would the author like to see happen with the issue of trash? Use details from the text to support your answer.

WHAT'S IN THE TRASH?

The **average** American creates four pounds of **solid** trash per day, which adds up to 1,460 pounds (662.3 kg) per year, per person!

The United States leads the way in the amount of garbage thrown out, creating **40 percent** of the world's trash. This is amazing because the United States has only about five percent of the world's population.

What is in all those tons of trash? The graph below shows the main **categories** of garbage in the United States every year.



SHUTTERSTOCK, INC.

STATISTICS FROM THE TFK ALMANAC

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