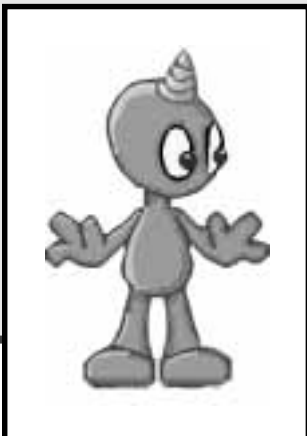


Reading Blaster™ Vocabulary



Teacher's Guide



0426810



Author

Deborah Hayes

Design and Layout

Laurie Galvan

Editors

Pamela Blanford

Brian Ulinger

Deborah Cherlin, Ed.M.



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INTRODUCTION to *Reading Blaster™ Vocabulary*

Welcome to Bizarroville! The city's most prominent citizens are suspects in a series of strange events. Students will join Rave, junior detective for the B.I.A. (Bizarroville Intelligence Agency), and use their investigative skills to find out who is responsible for the bizarre goings-on.

Reading Blaster™ Vocabulary is an entertaining, content-rich CD-ROM program that encourages students to use a range of language arts skills to boost their vocabulary. *Reading Blaster Vocabulary* contains over 2,000 age-appropriate words. As students explore room after room of Bizarroville's weirdest house, they will play six vocabulary-building games. Each game has three levels of difficulty, so students will be challenged according to their actual vocabulary and game-play skill levels.

This teacher materials binder will provide you with vocabulary exercises that can be used either as introductions to the computer game or as follow-up lessons. Each of the six units in the binder corresponds with a game in the program. A number of the activities offer both beginning/intermediate lessons and intermediate/advanced lessons.

You and your class will enjoy the whole-class "game show" activities, which encourage teams of students to work cooperatively to build vocabulary awareness. The individual lessons will provide an enjoyable supplement to your language arts curriculum.

Reading Blaster™ Vocabulary



Special Features

- Three levels of content difficulty
- Three levels of game play difficulty
- Over 2,000 vocabulary words
- Sticker Maker
- Two Modes: Mystery and Explore
- Talking Word List
- Original music
- Entertaining, intriguing characters

Curriculum Skills

- Prefixes, Suffixes, Root Words
- Parts of Speech
- Spelling
- Reading Comprehension
- Categorizing
- Critical Thinking
- Creative Writing
- Understanding Word Puzzles
- Anagrams and Definitions
- Context Clues

Activity Components

What's My Meaning?

Try to outsmart four party guests and learn the correct definitions of words.

Crossword Window

Demonstrate understanding of vocabulary words through crossword puzzles.

Mouse Party

Join a festive Southwestern mouse party and use vocabulary words correctly in sentences.

Piano Lesson

Follow the scrolling player piano roll and choose vocabulary words that fit into target categories.

Anagram Challenge

Test your letter location know-how and see how many new words you can create from two vocabulary words.

Horsing Around With Words

Try your luck at the races by creating the longest word possible.



Reading Blaster™ Vocabulary

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Vocabulary and Word Puzzle Books for Students

7 Word Puzzle Fun Books: Little Book of Crossword Puzzles, Nature Crossword Puzzles, Easy Crossword Puzzles, My First Crossword Puzzle Book, Rebus Words, Dover Publications, 1977, ISBN: 0486297497.

Alphabet Avenue: Word Play From the Wild, Cheryl Leonhardt, Dover Publishing, 1977, ISBN: 1572431970.

Brain Teasers and Mind Benders, Ben Hamilton, Prentice Hall, 1981, ISBN: 0130809454.

Blue, Yellow, Red: Color Anagrams, Hans Knuchel and Jurg Nanni, Art Publishers, 1992, ISBN: 3906700410.

Can You Find It? Bernard Most, Harcourt Brace Children's Books, 1993, ISBN: 0152928723.

Children's Word Games and Crossword Puzzles for Ages 9 and Above, Eugene Maleska, Dover Publishing, 1986, ISBN: 0812923086.

Eye Spy: A Book of Alphabet Puzzles, Linda Bourke, Chronicle Books, 1995, ISBN: 0811810763.

Fun With Word Puzzles, Victoria Frement, Dover Publishing, 1997, ISBN: 0486294269.

More Literature Puzzles for Elementary and Middle Schools, Carol Veitch, Libraries Unlimited, 1986, ISBN: 0872875180.

Palindromes and Anagrams, Howard W. Bergerson, Dover Publishing, 1973, ISBN: 486206645.

The Oxford A-Z of Word Games, Tony Augarde, Oxford University Press, 1995, ISBN: 0198661789.

Riddle Roundup: A Wild Bunch to Beef Up Your Word Power, Giulio Maestoro, Clarion Books, 1989, ISBN: 0899195377.

Sports Jumble: Word Power Workouts, Henri Arnold, Bob Lee, Mike Argirion, Cheryl Leonhardt, Triumph Books, 1998, ISBN: 157243113X.

Summer Fun Jumble: Lazy Day Word Play, Henri Arnold, Bob Lee, Mike Argirion, Cheryl Leonhardt, Triumph Books, 1996, ISBN: 1572431148.

Uncommon Word Puzzles for the Creative Thinkers, Rita Norr and Audrey Tumbarello, Sterling Publishing, 1997, ISBN: 0806981180.

Word Teasers; Mind Benders, Dympna Hayes and Melanit Lehmann, Durkin Hayes Audio, 1988, ISBN: 0886251486.

Spanish Culture Puzzles: Cultural Word Games for Intermediate Students, Padilla, National Textbook Company, 1991, ISBN: 0844271977.

The Vocabulary Builder, Judi Kesselman-Turkel, Contemporary Publishing, 1982, ISBN: 0809256509.

Vocabulary Reference Books for Teachers

Beginning Reading Practices: Building Reading and Vocabulary Strategies, Keith S. Folse, University of Michigan Press, 1996, ISBN: 0472083945.

High Interest Vocabulary: Activities for Enrichment and Extension, Gunter Schymkiw, World Teacher Press, 1998, ISBN: 1-885111-81-9.

Intermediate Teacher's Book of Instant Word Games: Over 200 Ready-to-Use Games and Activities for Any Basal or Whole Language Program, Judie L. H. Strouf, Center for Applied Research, 1996, ISBN: 0876284586.

Primary Teacher's Book of Instant Word Games: Over 190 Ready-to-Use Games and Activities for Any Basal or Whole Language Program, Judie L. H. Strouf, Center for Applied Research, 1996, ISBN: 087628635X.

Vocabulary-Building Blackline Master Sampler, National Textbook Company, 1988, ISBN: 084429017X.

Vocabulary Enrichment: Basic Skill Series, Sally Fisk, Instructional Fair, Inc., 1993, ISBN: 1-56822-039-1.

Word for Word: Creative Thinking Projects for Building Vocabulary Grades 5–8, Domin Clements, Zephyr Press, 1987, ISBN: 0913705330.



What's My Meaning?

The activities in Unit 1 focus on developing vocabulary through understanding words in context. Usually there are two student worksheet pages for each activity; one for beginning and intermediate words and the other for intermediate and advanced words. The lessons in this unit can be used as an introduction to the CD-ROM or as follow-up activities.

Vocabulary Skills

- Word definitions
- Reading for context clues
- Reading comprehension
- Spelling
- Making inferences and deductions from text
- Parts of speech
- Working cooperatively in groups

Activities

1. Are You Game? Read an essay that uses vocabulary words.
2. Are You Game? Part 2 Use vocabulary words from the essay in sentences.
3. My Favorite Game Use vocabulary words to write about your favorite game.
4. What Do You Mean? Choose the correct meaning for words.
5. Reading for Clues Read sentences, then deduce word meanings.
6. Part-of-Speech Charades Play an interactive whole-group game of word meanings.



Teacher Instructions

Activity 1 Are You Game?

Summary

Students will read a brief essay about the origin of games, featuring vocabulary words from the program. Encourage students to read sentences for context clues when they are unsure of the meaning of a word.

Tips

- Host a “Game Day” and have students bring their favorite board game to class. Set the games up in centers around the room, then divide students into teams of four. Allot ten minutes per game station, and have teams rotate around the room trying new games.
- Set aside one hour per week for the whole class or smaller groups to play one game together.

Activity 2 Are You Game? Part 2

Summary

After reading the essay “Are You Game?” students respond by answering questions about the vocabulary words used.

Tips

- Encourage students to use a dictionary and a thesaurus for this activity.

Answer Key

Accept reasonable answers.

- | | |
|--------------------------|---|
| 1. modern (current) | 5. having a special quality (special) |
| 2. later (following) | 6. to show the differences (comparison) |
| 3. enhance (make fuller) | 7. involved (complex) |
| 4. legal (authentic) | 8. follow (obey) |

Activity 3 My Favorite Game

Summary

Students write a paragraph about their favorite game using fifteen vocabulary words. Prior to writing the paragraph, students should become familiar with the meanings of all the words.

Tips

- When the paragraphs are complete, ask students to read their paragraphs to the whole group or small groups.



Teacher Instructions

Answer Key (Activity 3 continued)

Accept reasonable use of the words in context. Here are some suggestions:

- | | |
|----------------------------|-------------------------------|
| 1. busy (active) | 9. worthwhile (important) |
| 2. difficult (challenging) | 10. solution (answer) |
| 3. fair (just) | 11. fascinating (interesting) |
| 4. valuable (meaningful) | 12. commence (begin) |
| 5. ability (skill) | 13. deduce (resolve) |
| 6. clue (hint) | 14. progress (advance) |
| 7. reward (prize) | 15. alternate (substitute) |
| 8. extensive (elaborate) | |

Activity 4 What Do You Mean?

Summary

Students choose the correct meaning for a vocabulary word from four choices.

Tips

- Allow students to use a dictionary if necessary.
- Encourage students to try unknown words in their own sentences and listen to decide if the words “sound” right.

Answer Key

What Do You Mean? (beginning and intermediate words)

- | | |
|---|-------------------------------------|
| 1. a. clumsy | 6. d. a heading or title |
| 2. d. a machine that weaves cloth into yarn | 7. a. someone who sells things |
| 3. b. to pull by a rope | 8. c. to get rid of |
| 4. c. absolutely necessary | 9. d. to handle skillfully |
| 5. d. puzzled | 10. d. a small spout at end of hose |

What Else Do You Mean? (intermediate and advanced words)

- | | |
|-----------------------------|-----------------------------|
| 1. d. very strange, odd | 6. a. to draw back in pain |
| 2. a. not likely | 7. d. hidden |
| 3. c. a tiny spot | 8. c. ordinary |
| 4. b. someone who pays rent | 9. a. a male duck |
| 5. d. to make smaller | 10. c. to search thoroughly |



Teacher Instructions

Activity 5 Reading for Clues

Summary

Students read a variety of sentences and look for context clues that will help them understand the meaning of the vocabulary words. Reading for Clues #1 consists of beginning and intermediate words. Reading for Clues #2 consists of intermediate and advanced words.

Tips

- As an extension activity, have students choose 10 words from the page and write a paragraph that shows their understanding of those words.

Answer Key

Reading for Clues #1–Beginning/Intermediate Words. Accept reasonable answers.

- | | |
|---|--|
| 1. antique—very old | 11. hilarious—very funny |
| 2. jagged—uneven | 12. memorable—worth remembering |
| 3. permanent—lasting for a long time | 13. soothing—comforting |
| 4. wealthy—rich | 14. venomous—poisonous, mean |
| 5. factory—a building where things are made | 15. balcony—platform projecting from a building, usually high up |
| 6. scent—a smell | 16. canvas—heavy fabric used for oil painting |
| 7. volume—a quantity or amount | 17. comedy—funny performance |
| 8. excuse—to forgive | 18. embark—to begin a journey |
| 9. pledge—to promise | 19. persuade—to win over |
| 10. ferocious—fierce | 20. vacate—to leave empty |

Reading for Clues #2–Intermediate/Advanced Words. Accept reasonable answers.

- | | |
|-------------------------------------|--|
| 1. astonished—greatly surprised | 11. ambidextrous—skillful with either hand |
| 2. drastic—harsh or extreme | 12. chic—stylish |
| 3. industrious—hard-working | 13. exquisite—very lovely |
| 4. persistent—continuing, enduring | 14. famished—very hungry |
| 5. cauldron—large kettle pot | 15. robust—strong and healthy |
| 6. companion—someone who goes along | 16. acrophobia—fear of heights |
| 7. fracture—break or crack | 17. meditation—quiet thinking |
| 8. exceed—to be greater than | 18. annihilate—to destroy completely, wipe out |
| 9. postpone—to put off until later | 19. emancipate—to free |
| 10. redeem—to buy back | 20. procrastinate—to put off, to delay |



Teacher Instructions

Activity 6 Part-of-Speech Charades

Summary

Students follow the rules for good old-fashioned charades in this activity which focuses on parts of speech. Teams can be as small as two students or as large as half the class. Each member of the team picks a card and then takes a turn at acting out a word while the rest of the team tries to guess the word. Players may not make a sound when acting out the word. If a team cannot guess the word in a given amount of time, the opposing team has the opportunity to guess the word and earn the point.

Tips

- Reproduce blackline pages 22–24 on cardstock for better durability.
- It will be important for students to become familiar with the words, especially the more difficult ones, prior to playing the game. Divide students into groups and have them work collaboratively on finding word definitions in the dictionary.
- A challenging extension for this game is to combine two cards for acting out—such as an adjective with a noun—or mix difficulty levels.

Answer Key

Charades will vary with each game.



Are You Game?

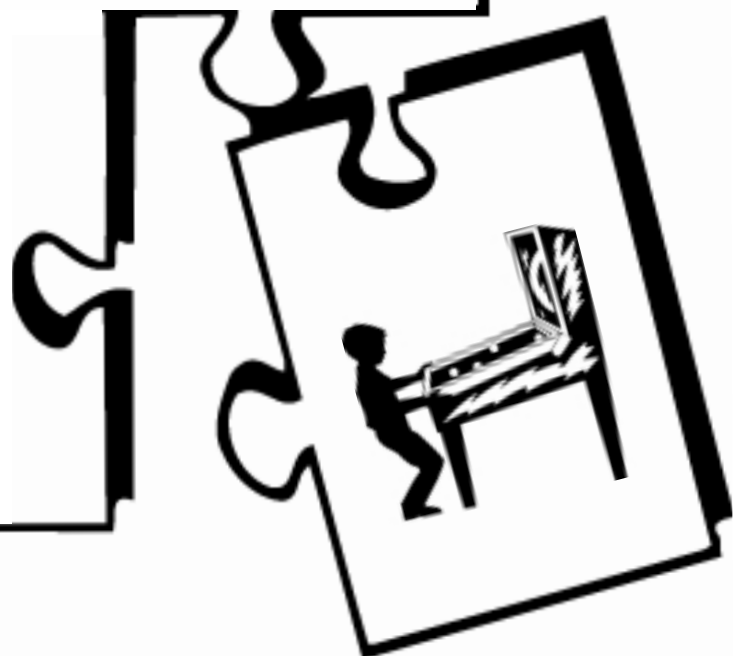
Go fish! B-I-N-G-O! Twister! Do Not Pass Go! Do any of these phrases sound familiar? They probably do because they are all associated with popular games. Games of all kinds, from the simplest requiring nothing more than a keen mind to the most elaborate played with cards and game pieces, have been around for hundreds and even thousands of years.

There are three basic types of games: games of physical skill, of chance, and of strategy. Games challenge the mind and body and provide hours of wholesome entertainment.

In games of physical skill, the athletic abilities of the players determine the outcome. The physical games of ancient peoples enhanced such survival and combat skills as running, throwing spears, and shooting arrows. Most contemporary games, however, require both physical skill and strategy. American football, for example, is known for its complex plays and for expert coaching from the sidelines.

Games of chance are often decided by a throw of the dice or the turn of a card. The ancient board games of parcheesi, backgammon and dominoes depend on a throw of the dice. Modern games of chance, like the legitimate state-sponsored lottery system and the games played at casinos, usually involve gambling.

By contrast, reason and rational decision making decide the outcome of games of strategy. Creative games of strategy seem to have emerged when increasingly complex societies perceived a need for diplomacy and for strategic warfare with rivals. The ancient Egyptian game of mancala, or *wari*, is a game of strategy; the Asian game of *weichi*, or "Go," is related to war; and the historic Indo-European game of chess is an absorbing battle between different social orders.



Monopoly, one of America's best-loved and most distinctive board games, involves both chance and strategy. Charles Darrow invented the game in 1933, during the Great Depression, to entertain his family. Using pieces of wood and cardboard, he designed a game in which the players buy and sell properties and try to bankrupt one another. Today the game of Monopoly is published in more than a dozen languages.

Another favorite is the word game. The original word game was undoubtedly the riddle. In this activity, players must untangle a play on words in order to find the solution. In early civilizations the riddle was sometimes used to determine the guilt or innocence of people brought to judgment. If a player gave the incorrect answer, he could pay with his life. With the arrival of the printing press in the 15th century and the subsequent spread of literacy, word games became enormously popular activities.

Some games need several players, while others can be played alone. Video games on computers, television sets, and handheld devices that have a monitor are played by single players. These fast-paced high-tech games involve physical skill, chance and strategy.

Games appeal to both children and adults because they are fun, safe and challenging. They teach the importance of personal achievement, good-natured competition, and cooperation. So whether you choose a game of physical skill or an intense mental challenge, remember to adhere to the rules and be a good sport. Games enrich the lives of all of us!



Are You Game? Part 2

Answer these vocabulary questions about the essay "Are You Game?"
Refer to the essay if you need help in finding answers.



1. Most contemporary games, however, require both physical skill and strategy.
In this sentence, contemporary means _____
Another word for contemporary could be _____
2. With the arrival of the printing press in the 15th century and the subsequent spread of literacy, word games became enormously popular.
In this sentence, subsequent means _____
Another word for subsequent could be _____
3. Games enrich the lives of all of us!
In this sentence, enrich means _____
Another word for enrich could be _____
4. Modern games of chance, like the legitimate state-sponsored lottery system and the games played at casinos, usually involve gambling.
In this sentence, legitimate means _____
Another word for legitimate could be _____
5. Monopoly, one of America's best-loved and most distinctive board games, involves both chance and strategy.
In this sentence, distinctive means _____
Another word for distinctive could be _____
6. By contrast, reason and rational decision making decide the outcome of games of strategy.
In this sentence, contrast means _____
Another word for contrast could be _____
7. Games of all kinds, from the simplest requiring nothing more than a keen mind to the most elaborate, played with cards and game pieces, have been around for hundreds and even thousands of years.
In this sentence, elaborate means _____
Another word for elaborate could be _____
8. ...remember to adhere to the rules and be a good sport.
In this sentence, adhere means _____
Another word for adhere could be _____



What Do You Mean?

Read the vocabulary word, then circle the letter for the meaning of the word.

1. awkward
 - a. clumsy
 - b. careful
 - c. permissible
 - d. shy
2. loom
 - a. a device used to smooth wrinkles in cloth
 - b. ground
 - c. a piece of clothing
 - d. a machine that weaves cloth into yarn
3. tow
 - a. to slide out of control
 - b. to pull by a rope
 - c. to look for
 - d. to pull with some force
4. essential
 - a. polite
 - b. causing death
 - c. absolutely necessary
 - d. without courage
5. perplexed
 - a. timid, quiet
 - b. unreasonable
 - c. odd or strange
 - d. puzzled
6. caption
 - a. a large kettle
 - b. an invention
 - c. a pleasant smell
 - d. a heading or title
7. merchant
 - a. someone who sells things
 - b. a court case
 - c. a brief report
 - d. a marine
8. discard
 - a. to copy
 - b. to appear
 - c. to get rid of
 - d. to have no trust in
9. maneuver
 - a. to do work
 - b. to ask
 - c. to separate
 - d. to handle skillfully
10. nozzle
 - a. the underground part of a plant
 - b. a freshwater fish
 - c. a tool used for turning soil
 - d. a small spout at the end of a hose



What Else Do You Mean?

Read the vocabulary word, then circle the letter for the meaning of the word.

1. bizarre
a. cruel b. sick c. clever d. very strange, odd
2. improbable
a. not likely b. unfriendly c. not caring d. not qualified
3. fleck
a. a trip b. a grain c. a tiny spot d. a member of a jury
4. tenant
a. a location b. someone who pays rent
c. someone who refuses to obey orders d. a pole used to support something
5. diminish
a. to act out b. to fear greatly c. to lengthen d. to make smaller
6. wince
a. to draw back in pain b. to tear up by the roots
c. to scare greatly d. to try to deal with
7. cryptic
a. brave b. delayed c. genuine d. hidden
8. mediocre
a. drunk b. alone c. ordinary d. greatly overweight
9. drake
a. a male duck b. a half sphere c. a comical play d. a period of time
10. ransack
a. to recall b. to argue pointlessly c. to search thoroughly
d. to nominate



Reading for Clues #1

Sometimes seeing how a word is used in a sentence gives you a clue to its meaning. Read these sentences, then provide the meaning for each underlined word.



1. The antique sofa would be a nice addition to her collection.
Antique means _____
2. The hem of that dress is jagged.
Jagged means _____
3. The Crawford family hoped to make this their permanent home.
Permanent means _____
4. Helen's family was wealthy and took expensive vacations.
Wealthy means _____
5. There was a huge fire at the tire factory.
Factory means _____
6. After the garden was trimmed, the air was full of the scent of flowers.
Scent means _____
7. Sometimes purchasing products in large volume gives you a discount.
Volume means _____
8. "Please excuse me," Mom said when she left the table.
Excuse means _____
9. We pledge to do our best job.
Pledge means _____
10. When a tiger is hungry, he can be ferocious.
Ferocious means _____
11. Bob laughed for a long time at the hilarious joke.
Hilarious means _____
12. The party at Sammy's house will be memorable.
Memorable means _____
13. The aloe lotion is soothing to my sunburn.
Soothing means _____
14. Rattlesnakes are venomous and should be avoided.
Venomous means _____
15. The prince stood on the balcony looking for the dragon's return.
Balcony means _____
16. "Ah, a bright, new, inviting canvas," exclaimed the painter, ready to get to work.
Canvas means _____
17. "That was a good movie," Rose said laughing. "I always enjoy a comedy."
Comedy means _____
18. Today we embark on an exciting adventure!
Embark means _____
19. Do you think you can persuade her to come with us?
Persuade means _____
20. "OK, everyone," the police officer shouted, "time to vacate the building."
Vacate means _____

Reading for Clues #2

Sometimes seeing how a word is used in a sentence gives you a clue to its meaning. Read these sentences, then provide the meaning for each underlined word.



1. The child was astonished to see Santa climbing down the chimney.
Astonished means _____
2. "We must take drastic measures to catch the thief," said the policeman.
Drastic means _____
3. The busy bee is a very industrious creature.
Industrious means _____
4. That salesperson sure is persistent about selling us his product.
Persistent means _____
5. The witch slowly stirred her big black cauldron.
Cauldron means _____
6. A good-tempered dog can make a great companion for life.
Companion means _____
7. "It's just a hairline fracture," the doctor said looking at the x-ray.
Fracture means _____
8. The well-written essay certainly did exceed our expectations.
Exceed means _____
9. The teacher said she would postpone the test until next week.
Postpone means _____
10. You can save some money by redeeming these coupons.
Redeeming means _____
11. She was ambidextrous when it came to some tasks, but mostly used her right hand.
Ambidextrous means _____
12. The fashion model wore a very chic outfit.
Chic means _____
13. The jeweler examined the rare and exquisite ring.
Exquisite means _____
14. "I'm famished! When is lunch?" Emilio asked.
Famished means _____
15. "This is a robust, happy baby!" announced the doctor gladly.
Robust means _____
16. It would not be good if airline pilots suffered from acrophobia.
Acrophobia means _____
17. The monk sat on the hillside in quiet meditation.
Meditation means _____
18. One nuclear bomb would annihilate an entire country.
Annihilate means _____
19. "One day soon, I will emancipate the slaves," the president said.
Emancipate means _____
20. The teachers asked us not to procrastinate on our term papers.
Procrastinate means _____

Part-of-Speech Charades

Beginning Words

Adjectives

ancient	carefree	anxious	confident
gigantic	fearful	healthy	handsome
lonely	quiet	speedy	warm
wealthy	busy	cruel	shy
drowsy	magical	young	weird

Nouns

airport	armor	bacon	bagpipe
key	bouquet	coffee	dolphin
wife	garbage	infant	basketball
pilot	pitcher	wife	telephone
thread	umpire	volcano	flashlight

Verbs

argue	teach	bloom	celebrate
zip	destroy	doze	escape
gather	juggle	knit	listen
punch	repair	shiver	calculate
tiptoe	whistle	yell	decorate

Part-of-Speech Charades

Intermediate Words

Adjectives

blissful	conceited	courteous	dreary
ferocious	hilarious	humble	intense
merciful	obnoxious	passive	peculiar
slender	royal	stern	timid
victorious	weary	astonished	bizarre

Nouns

architect	antenna	backache	brochure
centipede	diskette	helium	journalist
kennel	moccasins	parade	podium
serpent	attorney	blueprint	cauldron
dynamite	omelet	utensil	canvas

Verbs

awaken	chuckle	demolish	drill
embrace	fan	hurdle	ignite
massage	recycle	shovel	slumber
wince	browse	clutch	combat
glare	inhale	recline	transplant

Part-of-Speech Charades

Advanced Words

Adjectives

aghast	bilingual	chic	claustrophobic
feeble	gallant	irate	minuscule
queasy	quivering	serene	ambidextrous
zany	eccentric	ecstatic	famished
illiterate	malicious	prudent	scorching

Nouns

banner	cello	chauffeur	quicksand
geyser	kayak	choir	principal
thermos	tripod	yarn	optometrist
hearth	cleaver	courier	vaccination
dinghy	lock	spigot	seismograph

Verbs

chide	hoist	irrigate	confiscate
forage	evade	dwindle	apprehend
fret	flail	exhale	excavate
implore	squash	quiver	plummet
yield	hew	eliminate	extinguish



Crossword Window

The activities in Unit 2 focus on developing vocabulary through understanding words within word puzzles. For most activities there are two student worksheet pages: one for beginning and intermediate words and the other for intermediate and advanced words. The lessons in this unit can be used as an introduction to the CD-ROM or as follow-up activities.

Vocabulary Skills

- Word definitions
- Reading for context clues
- Reading comprehension
- Spelling
- Making inferences and deductions from text
- Understanding verbs
- Understanding how letters and words can work together in puzzles

Activities

- | | |
|-----------------------|---|
| 1. Word Games | Read an essay that uses vocabulary words. |
| 2. Word Games, Part 2 | Use vocabulary words from the essay in a crossword puzzle. |
| 3. Crossword Creation | Use vocabulary words and their definitions to create crossword puzzles. |
| 4. Mystery Message | Find a hidden message by deducing meaning from context. |
| 5. Rebus Writing | Create rebus picture messages with vocabulary words. |
| 6. Verb Word Search | Use content clues to find verbs in a word search puzzle. |



Teacher Instructions

Activity 1 Word Games

Summary

Students will read a brief essay about crossword puzzles and word games featuring vocabulary words from the program. Encourage students to read sentences for context clues when they are unsure of the meaning of a word.

Tips

- Play a round of 20 Questions or I Spy with students after reading the essay.

Answer Key

Accept reasonable answers.

Activity 2 Word Games, Part 2

Summary

After reading the essay “Word Games,” students respond by completing the crossword puzzle made up of vocabulary words from the essay.

Tips

- Ask students if they can add more of the vocabulary words from the essay to the crossword puzzle. Challenge students to create a crossword puzzle that uses all of the vocabulary words.

Answer Key

Accept reasonable answers.

Activity 3 Crossword Creation

Summary

Students will create their own crossword puzzles using selected vocabulary words. In Crossword Creation #1 (beginning/intermediate) words and their meanings are provided. In Crossword Creation #2 (intermediate/advanced) the meanings for vocabulary words are not provided.

Instructions

Explain the premise of crossword puzzles to your students before starting the activity. Be sure they number the clue sentences to match the numbers in the puzzle boxes. Students will write brief definitions for each word then determine if the word will be presented horizontally or vertically. When planning crossword placement, students should allow for sharing of letters within the puzzle.



Teacher Instructions

Answer Key (Activity 3 continued)

Collect all the complete crossword puzzles, then pass them out so each student can complete a crossword puzzle written by a classmate.

- Give students two copies of the activity. One copy is to be used as a planning worksheet and later as an answer key. The other copy will be the final draft.
- Bring in samples of crossword puzzles from newspapers, magazines and children's publications.
- Use the top half of the student activity sheet (the grid) for other cross-curricular areas and spelling word puzzles. Students can also use this grid to create their own puzzles.

Answer Key

Accept reasonable puzzles.

Activity 4 Mystery Message

Summary

Students complete sentences with vocabulary words. They read the clues and deduce the meaning. To help students choose the correct word for each sentence clue, Mystery Message #1 (beginning/intermediate words) includes a word bank. Mystery Message #2 (intermediate/advanced words) does not provide a word bank.

Tip

- As an extension activity, challenge students to create their own mystery messages using their weekly spelling words. Distribute the messages to other students for them to complete.

Answer Key

Mystery Message #1

Message: Word Puzzles

1. worthwhile
2. donate
3. historic
4. reduce
5. perplexed
6. nutritious
7. zone
8. hazy
9. crucial
10. memorable
11. purchase

Mystery Message #2

Message: Outstanding

1. obedient
2. humble
3. astonished
4. unscathed
5. alternate
6. melancholy
7. vandal
8. hurdle
9. audition
10. dormant
11. forge



Teacher Instructions

Activity 5 Rebus Writing

Summary

Students create rebus illustrations for vocabulary words then write messages using their rebus pictures. When they are finished, share students' rebus pictures with the class for a reading activity.

Tips

- Use rebus writing for other areas of the curriculum.
- Investigate hieroglyphics from ancient Egypt and other rebus type writings from early civilizations.

Answer Key

Accept reasonable rebus writing.

Activity 6 Verb Word Search

Summary

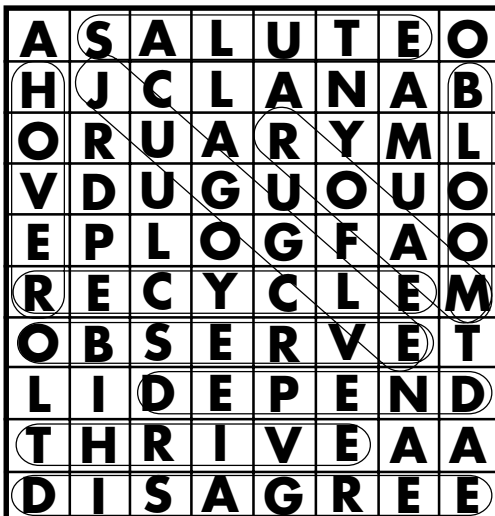
Remind students that verbs are action words that describe the action that is taking place or tell what the subject is doing. Students complete the word search by locating hidden words in the puzzle. For "Verb Word Search #1," a word bank is provided. A word bank is not provided for "Verb Word Search #2."

Tips

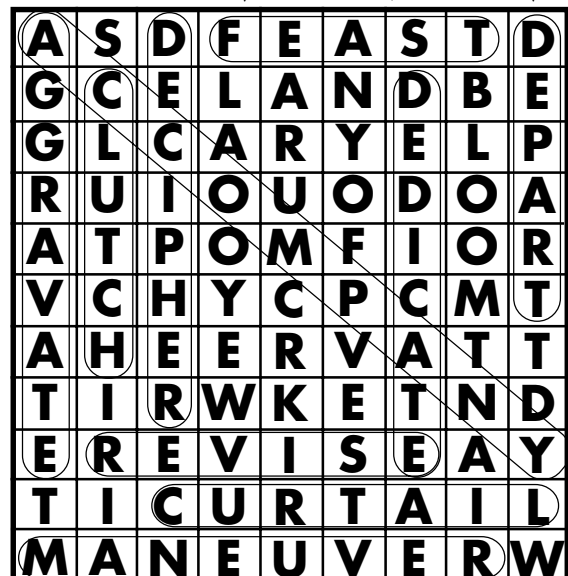
- As an extension activity, have students write brief essays using the vocabulary words they found.
- Using graph paper, students can create their own word searches from spelling words or vocabulary words from other curricular areas.

Answer Key

Verb Word Search #1 (beginning/intermediate)



Verb Word Search #2 (intermediate/advanced)



Word Games

Word games are an excellent way to challenge the mind and have a lot of fun. There are many types of word games. Some involve the use of pencil and paper; others require players to keep words in memory. There are word games simple enough for preschool-age children, as well as games that are very elaborate. For educators and psychologists, word games are a valuable means of testing intellect and temperament.

An extremely popular word game is the crossword puzzle. The first crossword puzzle was created in December 1913 by Arthur Wynne, an editor of the *New York World*. When Wynne needed something amusing, unusual and worthwhile for the Sunday edition of the newspaper, he invented the crossword puzzle. To his surprise and delight, it was a gigantic success. However it was more than ten years before other papers started to carry this popular feature.

In the United States the golden era of the crossword puzzle was the 1920s. In the days before television, one of America's favorite indoor activities was deciphering crosswords. Margaret Petherbridge, a secretary hired to edit these puzzles, helped make them popular. She was so thorough and so good at her job that she went on to author the first of numerous books of crossword puzzles. Later Petherbridge became the first crossword puzzle editor of the *New York Times*, where she remained until 1969.

Another type of word game, the guessing game, includes such traditional favorites as 20 Questions and I Spy. Equally popular are games like Buzz and Ghosts that ask players to rearrange and substitute letters in words. In addition, there are many types of word puzzles that amuse players. One word puzzle arranges words in such a way as to give a clue to their meaning; thus the word *tune* written four times becomes *fortune*.

Children love rebus puzzles, in which picture symbols are used as a substitute for words. There is abundant evidence that rebus puzzles were used in primitive societies to communicate difficult words and phrases. Rebuses have been used in almost all cultures at one time or another.

Word games come in many styles and require different degrees of ability. They are fun, challenging and educational. They stimulate the imagination and expand the player's vocabulary and knowledge of language.

Word Games, Part 2: Word Puzzle

Use the word bank and the clues to work the puzzle with vocabulary words from the essay "Word Games."

G	M	B	E	R	A	R	O	V	I	C
I	L	C	L	A	N	A	S	Z	N	V
G	R	E	A	S	Y	M	J	E	R	A
A	D	U	B	U	N	U	S	U	A	L
N	P	L	O	P	F	S	Q	Y	D	U
T	E	K	R	L	O	E	G	K	V	A
I	N	W	A	U	Q	I	T	U	A	B
C	I	S	T	W	V	E	F	N	S	L
N	U	M	E	R	O	U	S	A	A	E

Down

- huge
- complicated; very detailed
- to entertain; to make smile
- worth a lot of money

Across

- a period in history
- out of the ordinary
- several

Word Bank

amuse, unusual, numerous, valuable, gigantic, era, elaborate

Crossword Creation #1

Word Clues

Down

Across

Word Bank		
tardy (late)	asleep (sleeping)	nibble (eat small bites)
busy (active)	hostile (unfriendly)	dim (dark, shadowy)
false (not true)	boulder (large rock)	hungry (needing food)
infant (baby)	cupcake (small cake)	blizzard (powerful storm)
thaw (to melt)	echo (repeat a sound)	spear (long, sharp weapon)

Crossword Creation #2

Word Clues

Down

Across

Word Bank				
bachelor	revise	dinghy	install	banish
cargo	trespass	hearth	molten	translucent
dungeon	famished	plume	eternity	interrogate

Mystery Message #1

Fill in the blanks with words that match the clues. (Choose from words listed at the bottom of the page.)
 When you are done, write the hidden message here: _____

1.	_____	_____	_____	_____	_____	_____	_____	_____	_____
2.									
3.	_____	_____	_____	_____	_____	_____	_____	_____	_____
4.									
5.									
6.									
7.									
8.									
9.	_____	_____	_____	_____	_____	_____	_____	_____	_____
10.									
11.	_____	_____	_____	_____	_____	_____	_____	_____	_____

Clues

- Our field trip to the library was a _____ experience.
- We plan to _____ all of our old clothes to the homeless shelter.
- When astronauts first walked on the moon, it was a _____ moment.
- If we don't _____ the amount of trash we product, the landfills will become too large.
- That crossword puzzle has us all _____.
- What a delicious and _____ meal he has prepared!
- The end _____ is where the touchdown is scored.
- The sky was very foggy, misty, and _____.
- Studying for the history test is _____ to getting a good grade.
- The part where the character threw the pie in his face was a _____ moment.
- The brand-new car was a very expensive _____.

Choose from these words:

hazy, crucial , memorable, historic, perplexed, zone, purchase, donate, reduce, nutritious, worthwhile

Mystery Message #2

Fill in the blanks with words that match the clues. (This puzzle is harder! No word list is given.)

When you are done, write the hidden message here: _____

1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										
11.										

Clues

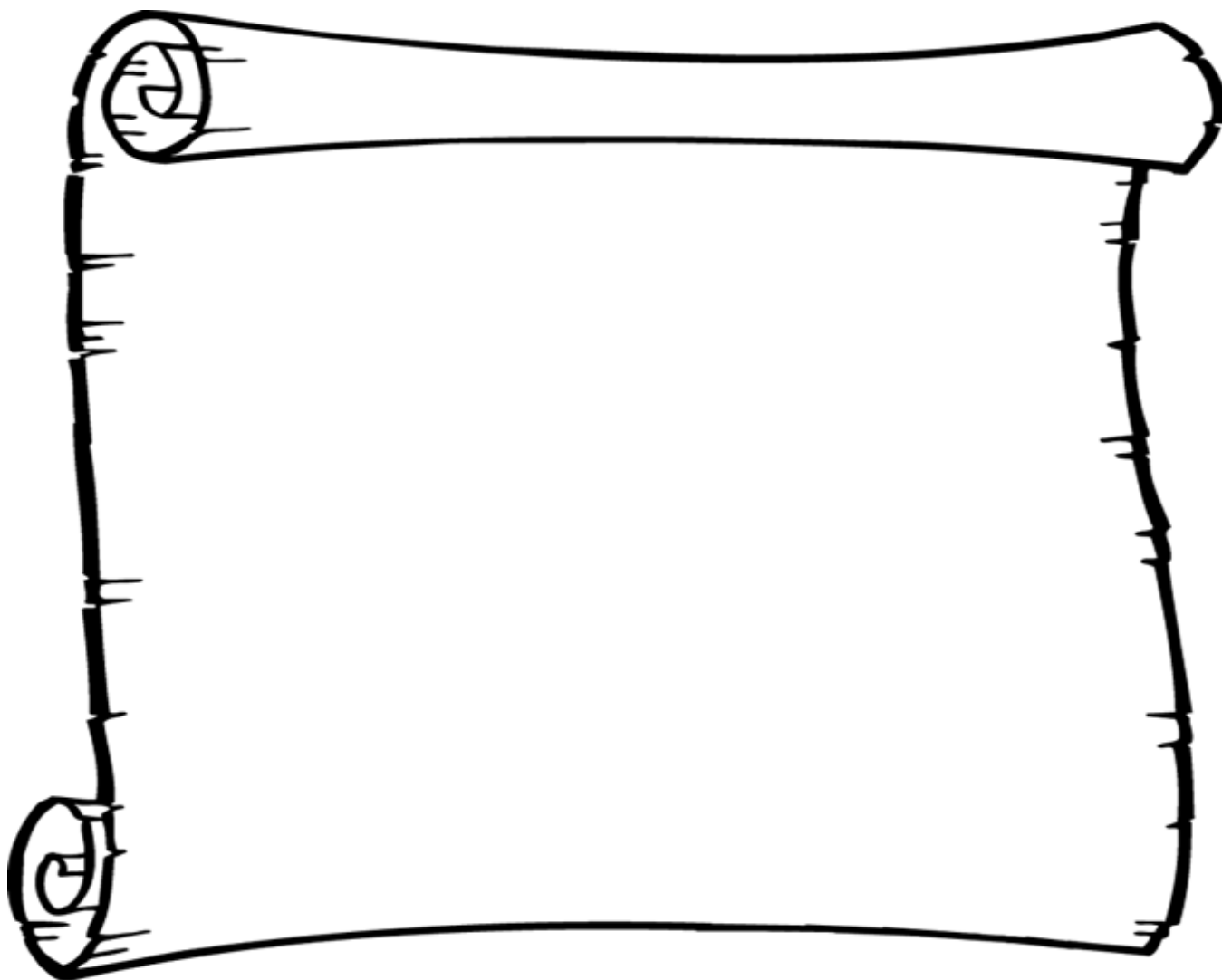
1. Josh’s dog was very _____ after attending a special school for dog behavior.
2. Although Steve got straight A’s on his report card, he was _____ about his accomplishment.
3. Marty was _____ to see so many people at her surprise party.
4. Remarkably, the driver survived the car accident and was _____.
5. In the game of tennis, each player will _____ turns serving.
6. The music played during the sad movie was very _____.
7. The police officers caught the _____ so he won’t be destroying property anymore.
8. The horse jumped high and cleared the _____ on the track.
9. Rebecca decided to _____ for the school play even though she was nervous.
10. Fortunately for the natives, the volcano was _____.
11. It is illegal to _____ another person’s name.



Rebus Writing

Rebus puzzles use a mixture of words and pictures to communicate meaning. Read the rebus sentence above. What does it say? _____

Create your own rebus sentences or story by using pictures to represent the vocabulary words in the box at the bottom of the page. You may use more than one word at a time. Don't forget to make an answer key!



Rebus Words

alien, apron, bacon, eye, saw, two, bulb, ewe, key, money, ship, tooth, shine, sow, zip, antenna, dynamite, fan, pickle, shovel, cello, lock

Verb Word Search #1

Find the verbs in the word search puzzle. Words appear horizontally, vertically and diagonally. Complete the sentences below by filling in the correct verb.

A	S	A	L	U	T	E	O
H	J	C	L	A	N	A	B
O	R	U	A	R	Y	M	L
V	D	U	G	U	O	U	O
E	P	L	O	G	F	A	O
R	E	C	Y	C	L	E	M
O	B	S	E	R	V	E	T
L	I	D	E	P	E	N	D
T	H	R	I	V	E	A	A
D	I	S	A	G	R	E	E

1. People in the military must _____ their superiors.
2. The helicopter seems to _____ in that one spot over the trees.
3. The political candidates began to _____ during the debate.
4. "Watch that clown _____ all those pins!" the girl said.
5. Astronomers must _____ the night sky for many hours.
6. Without a map, we will just _____ aimlessly all day.
7. Every spring the rosebushes _____.
8. The campers _____ on their leader to get them to safety.
9. The school plans to _____ all the trash from the cafeteria.
10. Some types of plants _____ without much water.

Word Bank: depend, thrive, salute, bloom, disagree, observe, roam, recycle, hover, juggle

Verb Word Search #2

Find the verbs in the word search puzzle. Words appear horizontally, vertically and diagonally. Complete the sentences below by filling in the correct verb. (Hint: Complete the sentences first so you will know what words to look for.)

A	S	D	F	E	A	S	T	D
G	C	E	L	A	N	D	B	E
G	L	C	A	R	Y	E	L	P
R	U	I	O	U	O	D	O	A
A	T	P	O	M	F	I	O	R
V	C	H	Y	C	P	C	M	T
A	H	E	E	R	V	A	T	T
T	I	R	W	K	E	T	N	D
E	R	E	V	I	S	E	A	Y
T	I	C	U	R	T	A	I	L
M	A	N	E	U	V	E	R	W

1. May I _____ you and your friend to the carnival?
2. As she walked down the dark street, the woman did _____ her purse tightly.
3. The cruise ship will _____ at precisely 4:00 PM.
4. A race car driver must be able to _____ the car at very high speeds.
5. "Please _____ your first draft," the teacher said to the student.
6. Sometimes his little brother can really _____ him.
7. The detective worked hard to _____ the code.
8. We _____ this park in honor of the townspeople who built it.
9. Tonight we will _____ on a meal of fine foods from all over the world.
10. Mother told us to _____ our shopping so we would have money left over.



Mouse Party

The activities in Unit 3 focus on developing vocabulary through understanding words in context and understanding parts of speech. For most activities there are two student worksheet pages; one for beginning and intermediate words and the other for intermediate and advanced words. The lessons in this unit can be used as an introduction to the CD-ROM or as follow-up activities.

Vocabulary Skills

- Word definitions
- Reading for context clues
- Reading comprehension
- Spelling
- Making inferences and deductions from text
- Parts of speech
- Creative writing

Activities

- | | |
|-----------------------|--|
| 1. Party Time! | Read an essay that uses vocabulary words. |
| 2. Party Time! Part 2 | Use vocabulary words from the essay in sentences. |
| 3. Chili Pepper Nouns | Read for context clues, then choose the noun that best completes the sentence. |
| 4. Ample Adjectives | Choose the adjective that best completes the sentence. |
| 5. Scrambled Verbs | Unscramble letters to spell out verbs. |
| 6. Party Invitation | Use vocabulary words to create a party invitation. |



Teacher Instructions

Activity 1 Party Time!

Summary

Students will read a brief essay about different kinds of parties, featuring vocabulary words from the program. Encourage students to read sentences for context clues when they are unsure of the meaning of a word.

Tips

- Ask students to share stories about their favorite parties. Invite them to bring in pictures of themselves when they were younger and celebrating at a party.

Activity 2 Party Time! Part 2

Summary

After reading the essay “Party Time,” students will use the vocabulary words from the essay to write sentences. Each sentence needs to contain a noun, a verb, and an adjective from the word lists.

Tips

- Have students illustrate their sentences.

Answer Key

Answers will vary. Accept reasonable answers.

Activity 3 Chili Pepper Nouns

Summary

Students read the sentences for context clues and determine which vocabulary word best completes the sentence. Two worksheets are provided focusing on different ability levels. The first worksheet is for beginning/intermediate words and the second worksheet is for intermediate/advanced words.

Tips

- As an extension activity, have students create sentences using the words they did not use in their sentences.

Answer Key

Chili Pepper Nouns #1 (Beginning/Intermediate words)

- | | |
|-------------|----------------|
| 1. a–autumn | 6. a–captivity |
| 2. b–cereal | 7. b–contract |
| 3. c–helmet | 8. c–interior |
| 4. c–niece | 9. b–pantry |
| 5. c–voyage | 10. a–turnpike |



Teacher Instructions

Answer Key (Activity 3, continued)

Chili Pepper Nouns #2 (Intermediate/Advanced words)

- | | |
|----------------|----------------|
| 1. a–aroma | 6. a–anecdote |
| 2. b–database | 7. b–awning |
| 3. c–foresight | 8. c–courier |
| 4. a–landscape | 9. c–integers |
| 5. c–podium | 10. b–petition |

Activity 4 Ample Adjectives

Summary

Students will choose the adjectives that best complete the sentences. Remind students that adjectives are words that describe nouns. This activity requires students to read sentences for contextual clues. “Ample Adjectives #1” uses beginning and intermediate words and “Ample Adjectives #2” focuses on intermediate and advanced words.

Tips

- After students complete the activity, reproduce the blank worksheet again and have them write in their own adjectives to complete the sentences.

Answer Key

Ample Adjectives #1 (Beginning/Intermediate Words)

- | | | |
|---------------|----------------|----------------|
| 1. accidental | 6. shallow | 11. improbable |
| 2. drowsy | 7. uninhabited | 12. motionless |
| 3. inedible | 8. ajar | 13. premature |
| 4. narrow | 9. conceited | 14. weary |
| 5. repulsive | 10. excessive | 15. toxic |

Ample Adjectives #2 (Intermediate/Advanced Words)

- | | | |
|--------------|--------------|---------------|
| 1. incognito | 6. fragile | 11. grueling |
| 2. fluent | 7. anonymous | 12. bulky |
| 3. eerie | 8. cryptic | 13. molten |
| 4. defiant | 9. destitute | 14. sedentary |
| 5. frantic | 10. garbled | 15. witty |



Teacher Instructions

Activity 5 Scrambled Verbs

Summary

Students unscramble the letters in parentheses to spell the verb that makes sense in each sentence. Then they will write the verb in the blank. Remind students that verbs are action words.

Tips

- To make the activity more challenging, reproduce the worksheet but do not include the word bank along the bottom of the page.

Answer Key

- | | |
|--------------|----------------|
| 1. ignite | 6. assemble |
| 2. calculate | 7. gnaw |
| 3. echo | 8. neglect |
| 4. gather | 9. Cease |
| 5. embrace | 10. exaggerate |

Activity 6 Party Invitation

Summary

Using a selection of vocabulary words, students will create a party invitation for the residents of Bizarroville. Talk about what kind of information to include on a party invitation. "Party Invitation #1" focuses on beginning and intermediate words. "Party Invitation #2" focuses on intermediate and advanced words. You may want to use the worksheet page as a rough draft and have students use white construction paper to create final drafts of invitations.

Tips

- It may be helpful to predetermine how many words students need to use from the Word Bank for their invitations.
- Add spelling words to the Word Bank.
- Bring in samples of different types of party invitations.

Answer Key

Student invitations will, of course, vary, but they should include the pertinent information.



Party Time!

Everyone loves a party! Parties are festive occasions when people gather to celebrate a special event such as a birthday, an anniversary, or a holiday. They can be held to honor an individual or to celebrate a community event. A successful party usually includes fancy foods, colorful decorations, jolly music, and creative games.

In Mexico and the American Southwest a party is called a fiesta. At fiestas, a favorite activity is the striking of the piñata. A piñata is a papier mâché object in the shape of an animal that is stuffed with candy and prizes. Blindfolded players take turns striking the brittle piñata with a stick to see who can break it open. Mariachi music is another popular feature of a fiesta. This unusual type of music is made by a blend of stringed and brass instruments, such as guitars and trumpets. Mariachi musicians wearing charming costumes stroll around playing lively tunes.

Mardi Gras is a popular celebration in New Orleans and in the Catholic countries of the Caribbean. It falls on the last day of a period known as carnival. In North America a carnival is a traveling show that features rides, games and sideshows. However, throughout history carnivals have been celebrations of praise combining parades, pageantry, folk drama, and feasting. Mardi Gras is the last day to feast and be merry before the beginning of Lent, a time of fasting for Catholics. Merrymakers dress in ornate, brightly colored costumes and wear masks and colorful jewelry. The celebration goes on past curfew and on into the next day.

Costume parties and masquerade balls are a splendid form of entertainment. During pre-Christian and medieval times, festivals sometimes lasted for days. They offered people a release from hard work and a chance to rebel against the social and religious rules of the day. At one such celebration in ancient Rome slaves were for a brief time the equals of their masters. Today children and adults dress in their favorite costumes and attend masquerade parties to celebrate Halloween. The guests wear masks, which they remove at the stroke of midnight to reveal their true identity.

No matter what the occasion, a party is a carefree and entertaining way to enjoy the company of family and friends. A successful party requires a lot of planning, but the guests always have an enjoyable time. So when friends assemble for the next party you attend, just relax and enjoy yourself!



Party Time! Part 2



The following vocabulary words are found in the essay "Party Time!" They are grouped by part of speech—noun, verb, and adjective. Write five sentences using these words. Each sentence should include at least one noun, one verb, and one adjective. Be sure to underline the vocabulary words.

NOUN

- history
- activity
- animal
- curfew
- parades
- guests
- praise



VERB

- rebel
- assemble
- feast
- enjoy
- celebrate



ADJECTIVE

- charming
- popular
- jolly
- creative
- fancy
- brittle
- carefree
- enjoyable
- festive
- splendid
- ornate
- unusual

1. _____

2. _____

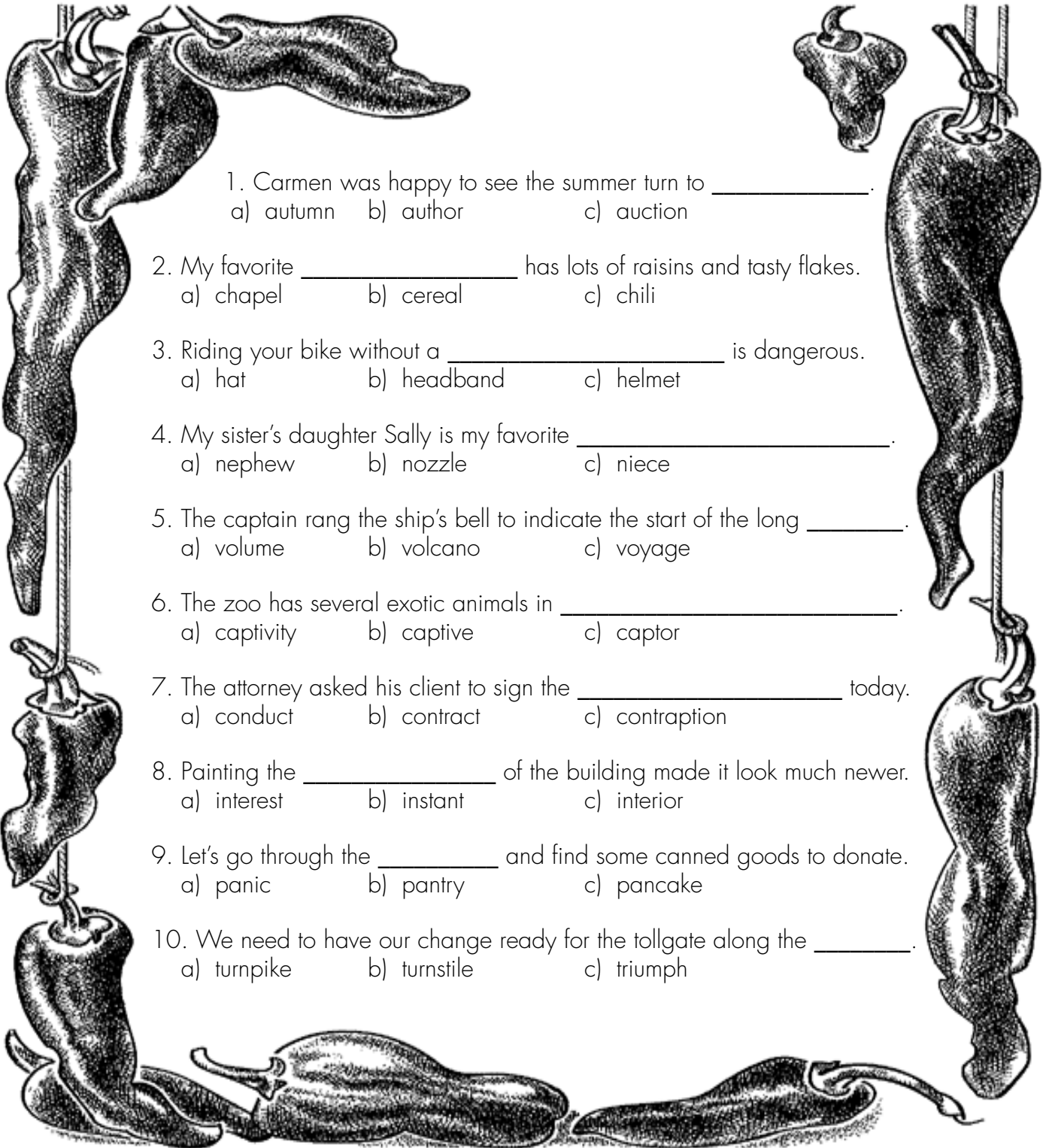
3. _____

4. _____

5. _____

Chili Pepper Nouns #1

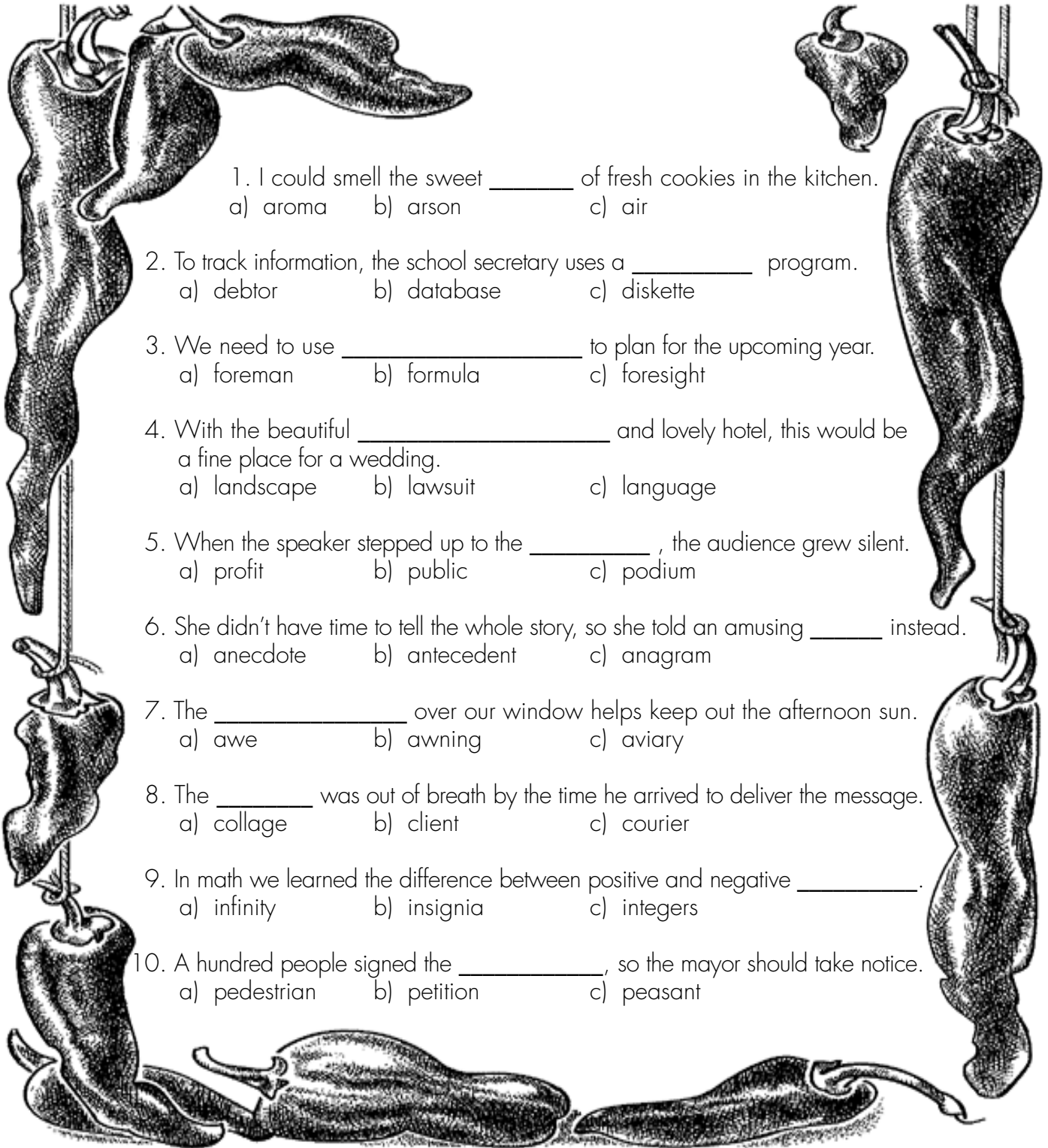
Show how hot you are by selecting the best noun to complete each of the sentences below.



1. Carmen was happy to see the summer turn to _____.
a) autumn b) author c) auction
2. My favorite _____ has lots of raisins and tasty flakes.
a) chapel b) cereal c) chili
3. Riding your bike without a _____ is dangerous.
a) hat b) headband c) helmet
4. My sister's daughter Sally is my favorite _____.
a) nephew b) nozzle c) niece
5. The captain rang the ship's bell to indicate the start of the long _____.
a) volume b) volcano c) voyage
6. The zoo has several exotic animals in _____.
a) captivity b) captive c) captor
7. The attorney asked his client to sign the _____ today.
a) conduct b) contract c) contraption
8. Painting the _____ of the building made it look much newer.
a) interest b) instant c) interior
9. Let's go through the _____ and find some canned goods to donate.
a) panic b) pantry c) pancake
10. We need to have our change ready for the tollgate along the _____.
a) turnpike b) turnstile c) triumph

Chili Pepper Nouns #2

Show how hot you are by selecting the best noun to complete each of the sentences below.



1. I could smell the sweet _____ of fresh cookies in the kitchen.
a) aroma b) arson c) air
2. To track information, the school secretary uses a _____ program.
a) debtor b) database c) diskette
3. We need to use _____ to plan for the upcoming year.
a) foreman b) formula c) foresight
4. With the beautiful _____ and lovely hotel, this would be a fine place for a wedding.
a) landscape b) lawsuit c) language
5. When the speaker stepped up to the _____, the audience grew silent.
a) profit b) public c) podium
6. She didn't have time to tell the whole story, so she told an amusing _____ instead.
a) anecdote b) antecedent c) anagram
7. The _____ over our window helps keep out the afternoon sun.
a) awe b) awning c) aviary
8. The _____ was out of breath by the time he arrived to deliver the message.
a) collage b) client c) courier
9. In math we learned the difference between positive and negative _____.
a) infinity b) insignia c) integers
10. A hundred people signed the _____, so the mayor should take notice.
a) pedestrian b) petition c) peasant

Ample Adjectives #1



Choose the adjective that best completes each sentence.

1. My parents met each other for the first time at an airport. It was an _____ meeting.
2. The truck driver decided to pull over to sleep because he was feeling very _____.
3. Even though the plants on the nature trail looked safe to eat, they really were _____.
4. The path between the alley and the back window is too _____ for me to climb through.
5. After the baby squished all her food with her hands, it was such a _____ sight that I lost my appetite.
6. Never dive into a river or lake because the water might be _____.
7. After searching for several days and not finding any natives, the explorer decided the island was _____.
8. I thought I closed the door, but I accidentally left it slightly _____.
9. The star quarterback of the football team is a great player, but he needs to be more humble as he is becoming far too _____.
10. I love eating Thanksgiving dinner, but every year I overdo it and eat an _____ amount.
11. We can try to persuade Dad to give us the car keys, but it is _____ he will do as we ask.
12. The little spider lay _____ on the carpet in hopes no one would notice it.
13. It's a bit _____ to tell who will win the World Series at the beginning of the season.
14. After hiking and camping in the mountains for over a week, I am growing _____ of all this outdoor activity.
15. The fish in the river were dying because of the _____ waste dumped into the water by the factory.

Word Bank: uninhabited, premature, excessive, improbable, ajar, toxic, conceited, motionless, accidental, drowsy, narrow, repulsive, shallow, weary, inedible



Ample Adjectives #2

Choose the adjective that best completes each sentence.

1. Natasha Cassidy, femme fatale and rising star, was so popular she had to appear in public _____.
2. David is _____ in three foreign languages.
3. The spooky sounds coming from the attic gave me an _____ feeling.
4. The thief was stubborn and _____ when the officer arrested him.
5. The animals at the zoo were very _____ in their cages during the fire.
6. Mom's crystal vase is quite _____ and could easily break if it's not handled carefully.
7. I wish I knew the name of the author who wrote that _____ poem.
8. Searching through the ancient ruins, the archeologist came across a _____ message.
9. The homeless people of our city are _____ and need the help of the community.
10. The telephone connection was very poor and the message came across _____.
11. Coach put us through a _____ workout today in this tremendous heat.
12. I can't get any more boxes in the storage unit as it is too full of _____ items.
13. _____ rock is the primary substance of volcano lava.
14. My pet dog is getting too fat with his _____ lifestyle and lack of exercise.
15. Barbara always manages to come up with funny and _____ comments.

Word Bank: grueling, cryptic, fragile, garbled, bulky, incognito, eerie, frantic, destitute, molten, sedentary, witty, defiant, anonymous, fluent

Scrambled Verbs

Unscramble the letters in parentheses to spell the verb that makes sense in each sentence. Write the verb in the blank. Remember: Verbs are action words!



1. After lighting several matches, he was finally able to _____
the campfire.
(i i e t g n)
2. You will need to _____ several numbers to solve that math problem.
(t c c a a l l e u)
3. When he shouted across the ravine in the mountains, he heard his voice _____.
(c h e o)
4. I love to watch the squirrels _____ nuts for winter.
(r a g h e t)
5. My grandma loves to _____ us with a big hug when we visit.
(b e e c r m a)
6. At the automobile factory, workers _____ different car parts.
(e s a s m l b e)
7. Termites _____ on wood, leaving a trail of destruction in their path.
(w n a g)
8. If you _____ to mow the lawn, it will grow too high for the mower to do the job well.
(e n e l t c g)
9. " _____ fire!" yelled the army captain to his troops in the field.
(s C e e a)
10. Molly tends to _____ her stories and sometimes doesn't tell the whole truth.
(g g e e r a x t a)

Word Bank: cease, embrace, assemble, exaggerate, gnaw, echo, ignite, calculate, neglect, gather

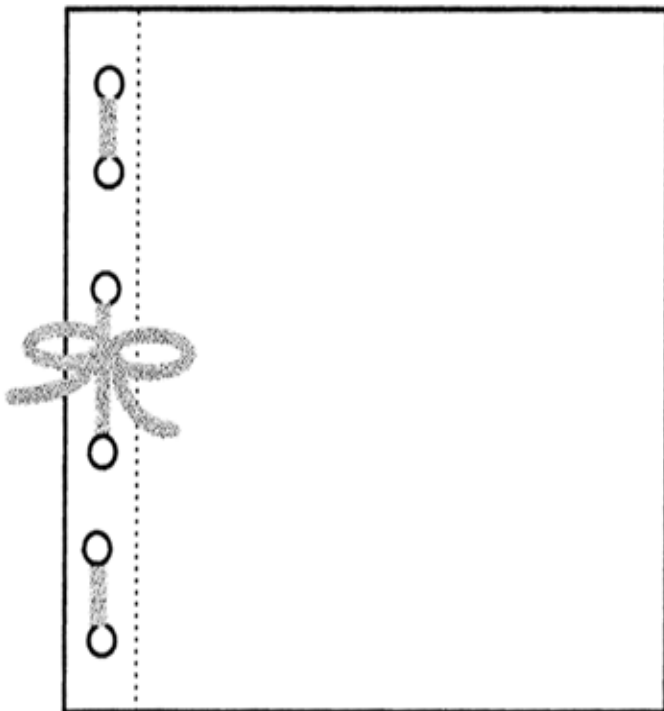
Party Invitation #1

The most prominent citizens of Bizarroville are attending a party at the mansion on the hill. What do you think the theme of the party is? What kind of food will be served? What sort of party games will be played? Pretend you are hosting this unique Bizarroville party. Using some of the vocabulary words in the word bank below, create the party invitation that was sent to the guests. Decorate the invitation according to the theme you chose.

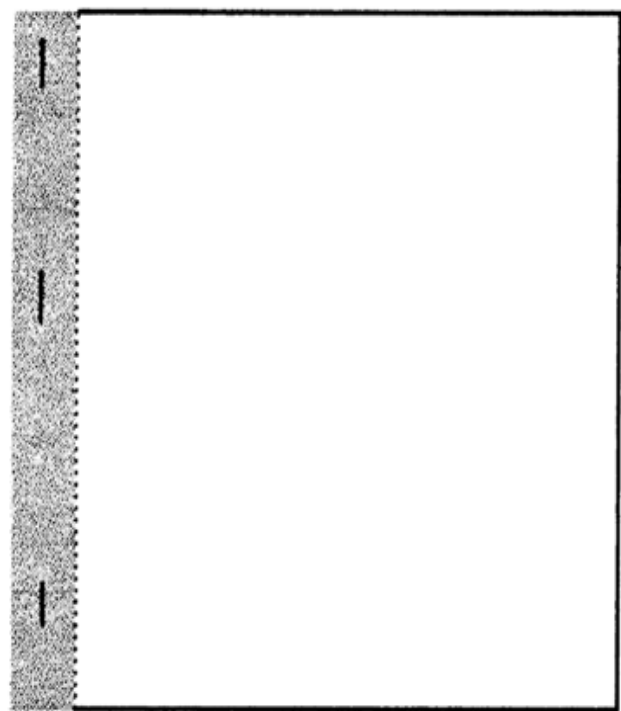
Be sure to include the following information on your invitation:

- Date and time
- Party theme
- Place
- Party games to be played
- Purpose of party
- Favors to be handed out

COVER



INSIDE



Word Bank: creative, request, abnormal, welcome, alien, ancient, gloom, gloomy, athletic, breezy, compete, enchanting, cupcake, spicy, enjoyable, fancy, gigantic, huge, incredible, frightful, infamous, magical, miserable, numerous, punctual, shy, cancel, unexpected, weird, camera, campground, coffee, favor, evening, carefree, flavor, fright, galaxy, kettle, ledge, bashful, midnight, secret, assemble, behave, delay, disappear, forbid, prepare, recognize, startle, tidy, travel, basement, yell, visit, terrible

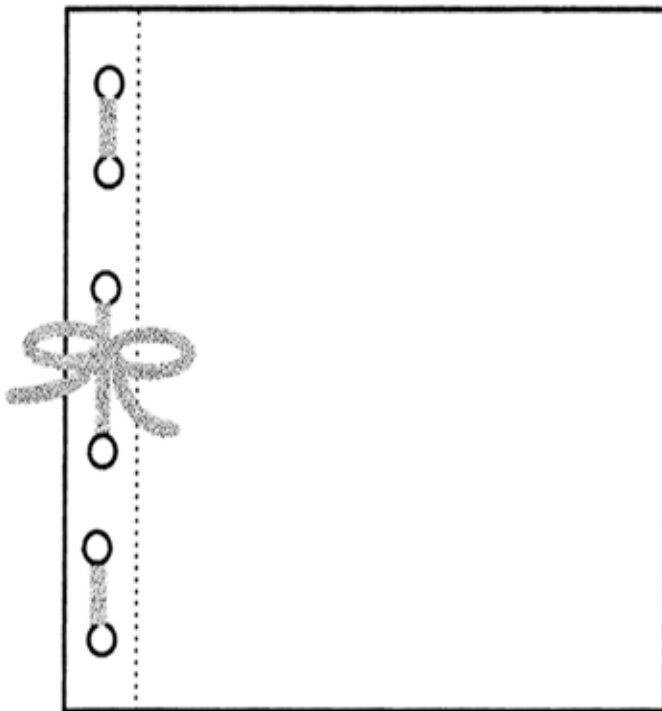
Party Invitation #2

The most prominent citizens of Bizarroville are attending a party at the mansion on the hill. What do you think the theme of the party is? What kind of food will be served? What sort of party games will be played? Pretend you are hosting this unique Bizarroville party. Using some of the vocabulary words in the word bank below, create the party invitation that was sent to the guests. Decorate the invitation according to the theme you chose.

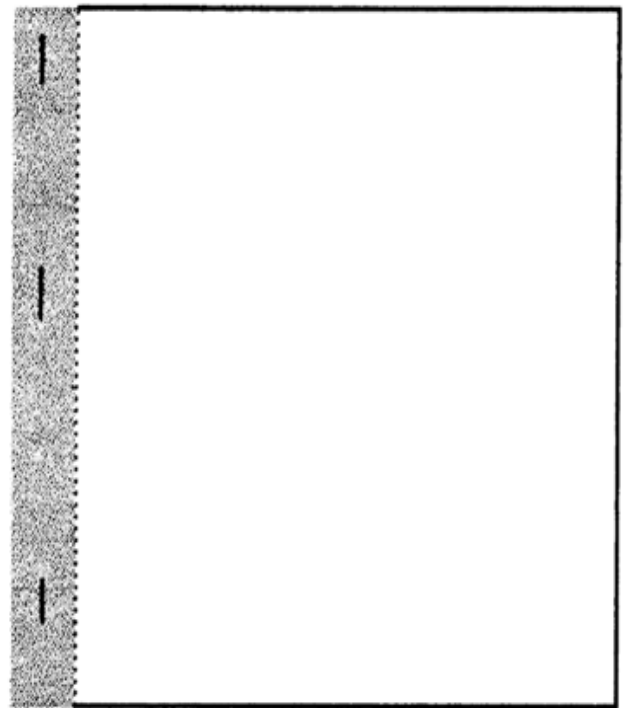
Be sure to include the following information on your invitation:

- Date and time
- Party theme
- Place
- Party games to be played
- Purpose of party
- Favors to be handed out

COVER



INSIDE



Word Bank: elaborate, thrifty, advisable, mimic, bizarre, customary, portable, daring, drab, dynamic, foolhardy, gory, hilarious, landscape, immense, lasting, memorable, obnoxious, partial, peculiar, parade, antiseptic, splendid, vast, balcony, dismal, brochure, ample, ceremony, eclipse, journey, opponent, secrecy, attain, chuckle, demonstrate, hail, hurry, slumber, vacate, affable, authentic, luxurious, magnificent, regal, bedlam, gusto, marathon, casual, orator, embarrass, commence, excavate



The Piano Game

The activities in Unit 4 focus on developing vocabulary through grouping words by their meanings. The vocabulary words for these lessons are used in the Piano Game feature of the program. There are two student worksheet pages for each activity: one for beginning and intermediate words and the other for intermediate and advanced words. The lessons in this unit can be used as an introduction to the CD-ROM or as a follow-up activity.

Vocabulary Skills

- Grouping, sorting, and categorizing words
- Word definitions
- Reading for context clues
- Making inferences and deductions from text
- Parts of speech
- Working cooperatively in groups

Activities

- | | |
|----------------------------|--|
| 1. Play That Piano! | Read an essay using vocabulary words. |
| 2. Play That Piano, Part 2 | Group vocabulary words from the essay by part of speech. |
| 3. Cross-Overs | Use Venn diagrams to sort words. |
| 4. Lounging at the Library | Categorize book titles. |
| 5. Misfits | Find the word that doesn't fit the category. |
| 6. Groupies Galore! | Play an interactive whole-group game of word sorting. |



Teacher Instructions

Activity 1 Play That Piano!

Summary

Students will read a brief essay about traditional and player pianos, featuring vocabulary words from the program. Encourage students to read sentences for context clues when they are unsure of the meaning of a word.

Tips

- Ask students who play the piano to share their knowledge of the instrument. If possible, encourage piano-playing students to perform a piece.

Activity 2 Play That Piano! Part 2

Summary

This activity is a follow-up exercise for the essay “Play That Piano.” Have students group each of the vocabulary words in the essay according to part of speech. They can refer to the essay and read for contextual clues.

Tips

- Review with students different parts of speech—adverb, noun, adjective and verb. Tell them they can often determine a word’s part of speech by the way it is used in a sentence.
- Play some player piano music for your students. Samples can be found on instructional music videotapes and cassettes, in multimedia encyclopedias, or in a sound sample from the Internet or a multimedia program.

Answer Key

Adverb

really

Noun

pianists
piano
lyrics
history
machine
volume
choir
choice

Verb

congregated
altered
enjoy
combined
inserted

Adjective

genuine
endless
substantial
preferable
distinctive
legendary
fancy
traditional



Teacher Instructions

Activity 3 Cross-Overs

Summary

Use Venn diagrams to group words according to categories. Students review two word lists and decide if a given word fits in one category, or in more than one category. Review Venn diagrams with students.

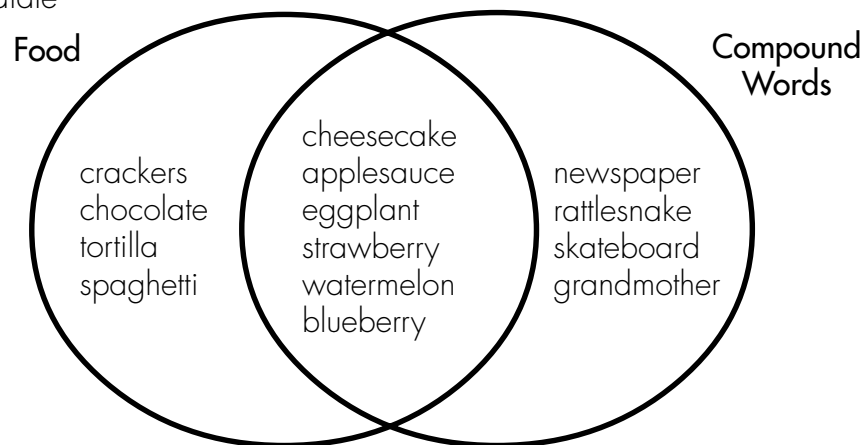
Tips

- An interesting way to introduce/review Venn diagrams is by using hula hoops and small objects that fit inside the hula hoop. Place two hoops on the floor, overlapping them. Gather several pens, pencils and markers for demonstration objects.

Answer Key

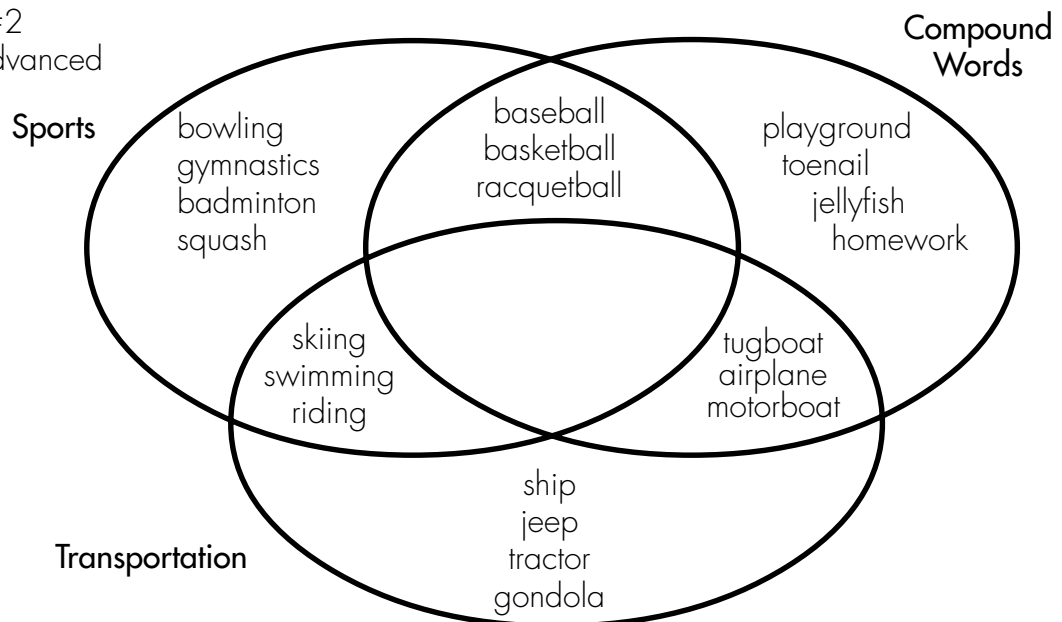
Venn Diagram #1

Beginning/Intermediate



Venn Diagram #2

Intermediate/Advanced





Teacher Instructions

Activity 4 Lounging at the Library

Summary

In this activity students will group made-up book titles into subject categories. After reading the title containing one or more vocabulary words, students will determine in which of the twelve categories the book fits.

Tips

- Visit your school (or community) library. Show students the different ways books are categorized (Dewey Decimal System, Library of Congress system) and point out the author and subject listings.
- Create a scavenger-hunt activity where students search the library for real titles using the subject category listing.

Answer Key

Note: Some of the book titles can be grouped in two categories.

- | | |
|-------------------------------------|----------------------------------|
| a) 2–animals | j) 7–compound word (or 2–animal) |
| b) 6–transportation | k) 9–professions |
| c) 3–anatomy | l) 6–transportation |
| d) 11–fabric (or 7–compound word) | m) 8–computers |
| e) 10–musical instruments | n) 10–musical instruments |
| f) 5–vegetables (or 1–food) | o) 4–sports |
| g) 2–animals (not a compound word!) | p) 12–flowers |
| h) 1–food | q) 4–sports |
| i) 7–compound word (or 2–animal) | r) 12–flowers |

Activity 5 Misfits

Summary

Students will read lists of words grouped by category then pick out the one word that does not belong.

Tips

- As an extension activity, students can create their own Misfit Lists using vocabulary words from across the curriculum.
- The board/box game *Scattergories™* is a fun and relevant game for students to play when learning about categories of words.



Teacher Instructions

Answer Key (Activity 5, continued)

List #1—Beginning and Intermediate Words

Anatomy earache	Buildings garden	Birds tuna	Food beacon	Professions lawsuit
Transportation maroon	Computer kilogram	Fish spike	Musical Instruments lathe	Tools pitch
Plants croquet	Sports gravel	Vegetables millipede	Clothing shelter	Colors read

List #2—Intermediate and Advanced Words

Adjectives belay	Anatomy chronicle	Animals harpoon	Birds persimmon	Buildings forage
Furniture chauffeur	Math carcinogen	Nat. Phenomena parka	Verb observable	Professions incarcerate
Transportation blintz	Fruits lichen	Fabrics jaguar	Flowers hiatus	Clothing ulna

Activity 6 Groupies Galore!

Summary

Students will have a great time mingling as they try to find kids who hold vocabulary cards in the same category. Reproduce the Activity 6 pages and choose a list for a Groupies Game. Cut out the words and drop them into a small container. Have each player pick a card and keep it secret until the game begins. Say “Groupies, Go!” and turn the kids loose to find the four other kids holding vocabulary words in their category. You may not wish to let kids know the categories ahead of time, as it poses an even greater challenge to try to find group members and determine a group theme! When a group has all five members, they sit down and shout out their category. The rest of the class continues to mingle until all groups are formed. Play again by collecting all the cards or using words from a different set.

Tips

- Reproduce the word pages on cardstock for better durability.
- Be sure to keep a copy of the word lists before cutting so you will have an answer key for reference.
- Keep students in their groups for a quick cooperative writing activity that uses all five of their words in a short paragraph.
- Make your own cross-curricular words with index cards.

Answer Key

Answers will vary.

Play That Piano!

The traditional piano, one of the world's most popular musical instruments, has had a long history. There are two basic types of piano: the wing-shaped grand piano and the smaller upright piano, which is preferable for home use. The 88 black and white keys on the modern piano keyboard produce tones that vary in pitch and volume.



The first piano, dating from the early 1700s, is credited to the Italian Bartolommeo Cristoforo. His piano was actually a fancy harpsichord that had been altered by the addition of foot pedals. By using the pedals, players could make sounds that were loud or really soft. Later in the century English and German piano makers combined their efforts to make a genuine improvement in the quality of the sound. By the early 1800s, an American piano builder, Alpheus Babcock, had made the first piano with a cast-iron frame. Pianos with a much-improved sound were soon being built and sold in substantial numbers.

The player piano, a unique and distinctive type of piano, was invented in the early 1900s. When cylinder rolls were inserted, this new music-making machine could play itself. People could enjoy endless hours of the music of their choice simply by changing the rolls. So popular was the invention that America produced more player pianos than babies in the year 1923.



By the 1930s, however, Thomas Edison and his legendary invention the phonograph had changed the way the world viewed musical entertainment. This clever new contraption allowed people to enjoy all kinds of music by playing records. Families that once had gathered around the player piano now congregated around the phonograph to listen to music and sing along with the lyrics of popular songs.



Although the player piano quickly fell out of favor, the piano itself has remained as popular as ever. Where would piano teachers, choir directors, jazz pianists, concert performers, and rock-and-roll keyboardists be without it?



Play That Piano, Part 2

You read the following words in the essay about the piano. Now group these words by part of speech. If you are not sure of a word's part of speech, try the word in this sentence:

The (descriptive word ending in -ly) (descriptive word) (naming word) tried to (action word).
 (adverb) (adjective) (noun) (verb)

Adverb

Noun

Verb

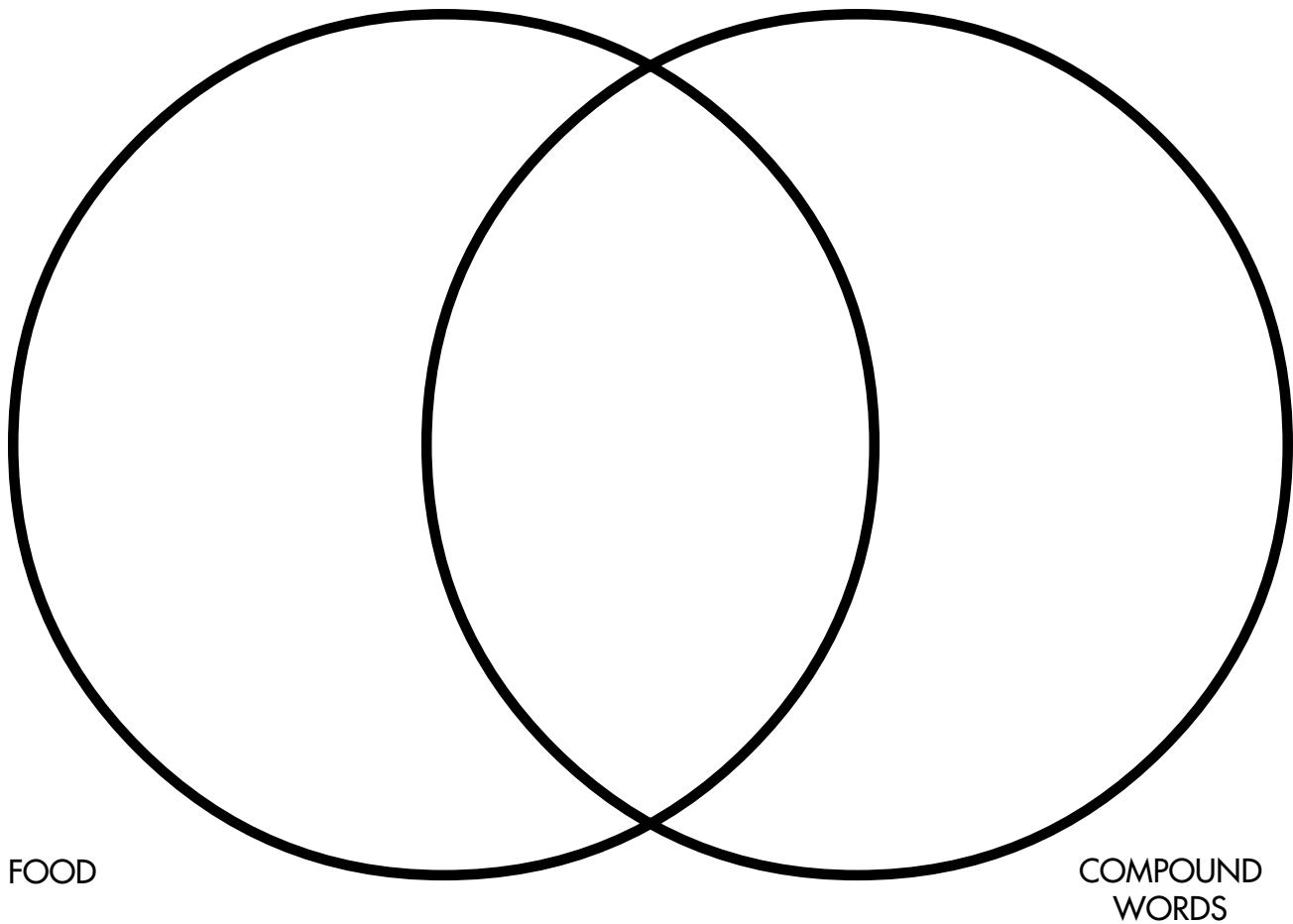
Adjective



Word Bank		
substantial	legendary	inserted
genuine	enjoy	fancy
combined	machine	choice
really	traditional	history
congregated	preferable	piano
lyrics	volume	pianists
altered	distinctive	
endless	choir	

Cross-Overs

Use the Venn diagram to group these words. Some of the words will fit in just one category. The area where the two circles overlap is for words that fit in both categories.



Choose from these words:

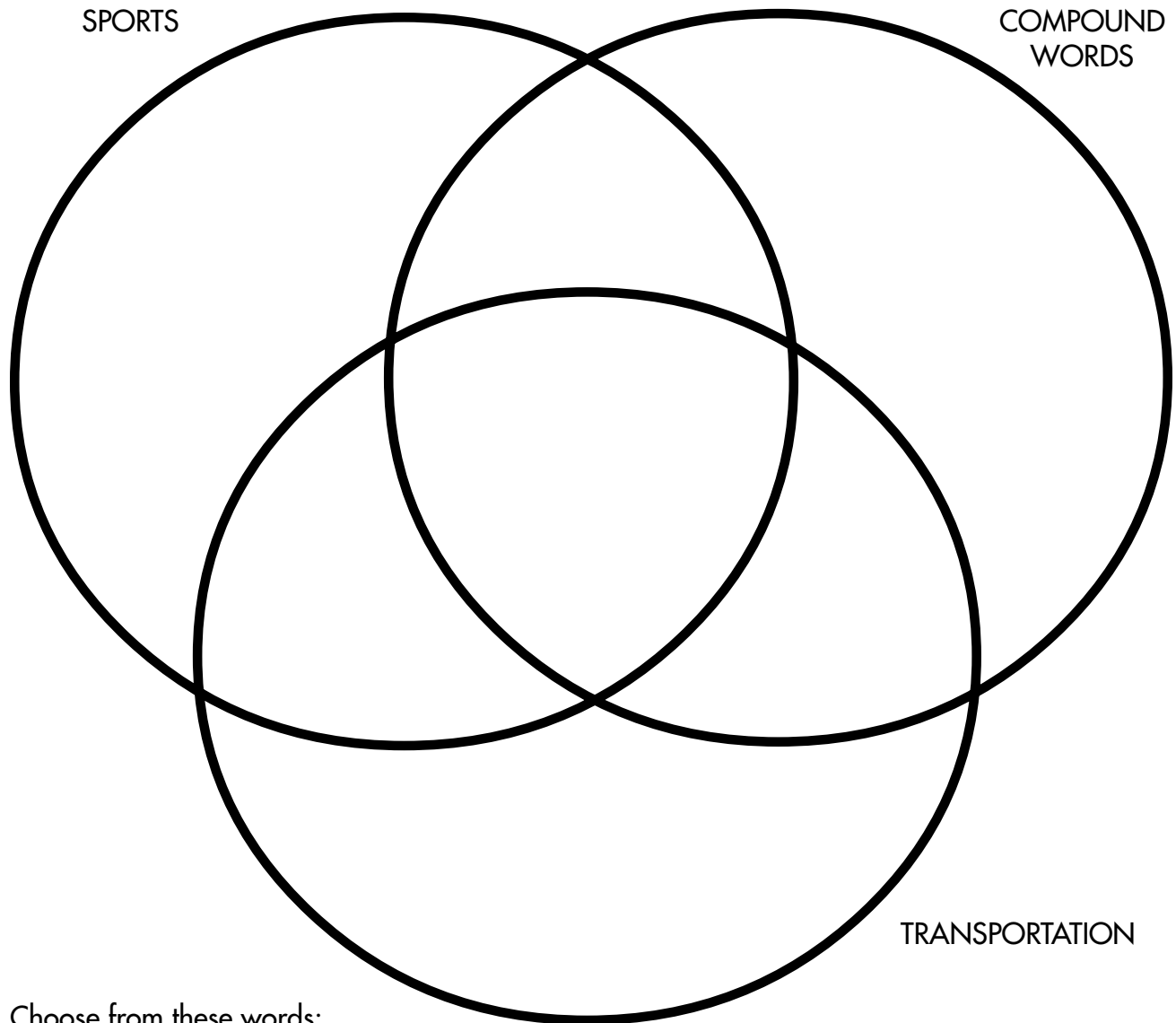
skateboard
rattlesnake
cheesecake
eggplant
chocolate

strawberry
watermelon
tortilla
spaghetti
newspaper

grandmother
crackers
applesauce
blueberry

Cross-Overs Part #2

Use the Venn diagram to group these words. Some of the words will fit in only one category; others will fit into two. The area where the three circles overlap is for words that fit into all three categories.



Choose from these words:

- | | | | |
|------------|------------|-------------|----------|
| gymnastics | baseball | homework | skiing |
| squash | motorboat | airplane | swimming |
| badminton | tractor | gondola | riding |
| tugboat | playground | ship | |
| jeep | toenail | racquetball | |
| basketball | jellyfish | bowling | |

Lounging at the Library

Read the titles of these books found at the Bizarroville library. In the lettered spaces below, write the number of the category in which each book belongs.



This book belongs in category number:

- | | | | | | |
|----------|----------|----------|----------|----------|----------|
| a) _____ | d) _____ | g) _____ | j) _____ | m) _____ | p) _____ |
| b) _____ | e) _____ | h) _____ | k) _____ | n) _____ | q) _____ |
| c) _____ | f) _____ | i) _____ | l) _____ | o) _____ | r) _____ |

Categories:			
1. Food	4. Sports	7. Compound Words	10. Musical Instruments
2. Animals	5. Vegetables	8. Computers	11. Fabric
3. Anatomy	6. Transportation	9. Professions	12. Flowers

Misfits #1



Read the words in each category. Circle the word that does not fit.

<p>Anatomy blood liver shoulder earache teeth kidneys</p>	<p>Transportation automobile buggy helicopter maroon ship tractor</p>	<p>Plants spruce clove croquet beech holly thistle</p>
<p>Buildings farmhouse school theater library castle garden</p>	<p>Computer file font keyboard kilogram mouse network</p>	<p>Sports lacrosse bowling baseball weightlifting wrestling gravel</p>
<p>Birds canary ostrich penguin tuna seagull hawk</p>	<p>Fish spike carp guppy haddock sardine sole</p>	<p>Vegetables cucumber eggplant millipede radish yam carrot</p>
<p>Food beacon cheesecake doughnut muffin nachos popcorn</p>	<p>Musical Instruments cymbals oboe tuba ukulele piccolo lathe</p>	<p>Clothing bathrobe blouse dress jacket shelter sweater</p>
<p>Professions cook dentist janitor pilot scientist lawsuit</p>	<p>Tools machete pitch vise yardstick chisel compass</p>	<p>Colors purple read gold cream copper tan</p>

Misfits #2



Read the words in each category. Circle the word that does not fit.

<p>Adjectives authentic belated belay nutritious passive unruly</p>	<p>Furniture armoire cabinet cradle chauffeur dresser rocker</p>	<p>Transportation dinghy blintz catamaran ferry hovercraft limousine</p>
<p>Anatomy uvula pancreas cartilage chronicle thyroid vertebra</p>	<p>Math carcinogen circumference diameter factor median radius</p>	<p>Fruits honeydew lichen cantaloupe apricot tangerine papaya</p>
<p>Animals armadillo harpoon hippopotamus hyena mongoose porcupine</p>	<p>Natural Phenomena hurricane mudslide parka thunder drought earthquake</p>	<p>Fabrics burlap corduroy fleece jaguar muslin silk</p>
<p>Birds flamingo owl parakeet persimmon pheasant raven</p>	<p>Verb ignite embark observable violate vacate recycle</p>	<p>Flowers crocus geranium hiatus poppy rose tulip</p>
<p>Buildings greenhouse kennel manor pavilion dormitory forage</p>	<p>Professions arbitrator cardiologist manicurist ophthalmologist pediatrician incarcerate</p>	<p>Clothing cardigan culottes galoshes jersey sombrero ulna</p>

Groupies Galore!

Word Set #1–Beginning/Intermediate

Animals	weasel	gorilla	otter	koala	goat
Clothing	necktie	pajamas	swimsuit	raincoat	apron
Buildings	museum	hotel	castle	apartment	restaurant
Plurals	knives	teeth	trophies	women	children
Sports	baseball	soccer	track	skiing	gymnastics
Fruits	tangerine	mango	coconut	apricot	pineapple
Colors	lavender	purple	silver	copper	blue

Word Set #2–Beginning/Intermediate

Animals	raccoon	camel	zebra	hedgehog	antelope
Computer	modem	monitor	scanner	database	keyboard
Musical Instruments	tuba	guitar	piano	piccolo	harmonica
Vegetables	radish	turnip	spinach	broccoli	zucchini
Anatomy	hipbone	brain	lungs	tongue	muscles
Adjectives	clever	bashful	lonely	serious	grouchy
Tools	compass	crowbar	pliers	tweezers	jackknife

Groupies Galore!

Word Set #3–Intermediate/Advanced

Furniture	cabinet	bureau	vanity	recliner	credenza
Natural Phenomena	cyclone	blizzard	drought	monsoon	mudslide
Professions	chauffeur	arbitrator	carpenter	beautician	cardiologist
Animals	porpoise	tortoise	ferret	orangutan	porcupine
Flowers	jasmine	violet	lilac	daffodil	carnation
Transportation	trolley	kayak	barge	submarine	motorboat
Sports	volleyball	archery	lacrosse	basketball	racquetball

Word Set #4–Intermediate/Advanced

Professions	attorney	gardener	writer	podiatrist	teacher
Adverbs	greatly	clearly	really	finally	probably
Clothing	galoshes	bonnet	kilt	moccasins	windbreaker
Math	factor	radius	sum	integer	variable
Fabrics	tweed	silk	denim	flannel	corduroy
Fish	salmon	trout	carp	flounder	haddock
Musical Instruments	cymbals	cello	oboe	piccolo	xylophone



Anagram Challenge

The activities in Unit 5 focus on developing vocabulary through understanding how letters and words work together to create new words. For most activities there are two student worksheet pages: one for beginning and intermediate words and the other for intermediate and advanced words. The lessons in this unit can be used as an introduction to the CD-ROM or as follow-up activities.

Vocabulary Skills

- Word definitions
- Reading for context clues
- Reading comprehension
- Spelling
- Prefixes
- Working cooperatively

Activities

1. Amazing Anagrams Read an essay that uses vocabulary words.
2. Anagrams, Part 2 Unscramble essay vocabulary words.
3. Attack of the Anagrams Create anagram poetry from the vocabulary words.
4. Make-a-Word Create new words from two vocabulary words.
5. Come on "In" Match prefix *in-* words to meanings.
6. Tag Team Word Builders Relay teams will create new words.



Teacher Instructions

Activity 1 Amazing Anagrams

Summary

Students will read a brief essay about anagrams featuring vocabulary words from the program. Encourage students to read sentences for context clues when they are unsure of the meaning of a word.

Tips

- Give students several examples of anagrams.

Activity 2 Amazing Anagrams, Part 2

Summary

This activity is a follow-up exercise for the essay “Amazing Anagrams.” Students are to read each of the sentences and unscramble the missing words. The sentences and words are from the essay, so encourage students to refer back to the essay for assistance.

Tips

- Remind students to read for context clues.

Answer Key: Part #1 (Answers will vary)

- | | |
|-----------------------|---------------|
| 1. infants, magical | 5. similar |
| 2. author | 6. ancient |
| 3. recognize | 7. subjects |
| 4. constant, language | 8. irrational |

Activity 3 Attack of the Anagrams

Summary

Students will create anagram poetry from selected vocabulary words. Once they have written four poems, they will illustrate or decorate them.

Tips

- Create a bulletin board display to showcase student anagram poetry.
- Launch a unit on poetry. Introduce students to various types of poetry: diamante, limerick, couplet, haiku, quatrain, etc.

Answer Key

Answers will vary.



Teacher Instructions

Activity 4 Make-a-Word

Summary

Students will see how many words they can make out of two vocabulary words by anagramming the letters from those two words. Students will also write brief definitions for both of the words. There are two levels of difficulty in this activity: beginning/intermediate words in "Make-a-Word #1" and intermediate/beginning words in "Make-a-Word #2."

Tips

- For a similar game that can be played on the Internet, go to www.funster.com.
- Challenge students to make up as many words as possible. Hold a contest to determine which student can make the most words for the page.

Answer Key

Note: New word possibilities will vary.

Make-a-Word #1

(Beginning/Intermediate Words)

- | | |
|-------------|--|
| A. guilty: | having done something wrong |
| incredible: | hard to believe |
| B. hectic: | very busy and confused |
| local: | nearby, close |
| C. solid: | keeping its shape; hard and firm |
| speedy: | quick |
| D. antlers: | bony, branched horns |
| coffee: | drink made from roasted beans |
| E. island: | land surface completely surrounded by water |
| scent: | a smell |
| F. orchard: | planted area of fruit or nut trees |
| season: | one of the four divisions of the year |
| G. dodge: | to get out of the way |
| hatch: | to produce young birds from eggs |
| H. protect: | to keep safe |
| separate: | to take something apart that was previously together |



Teacher Instructions

Activity 4, continued

<u>Make-a-Word #2</u>	<u>(Intermediate/Advanced Words)</u>
A. fragrant:	having a sweet or pleasant smell
industrious:	hard-working
B. partial:	not complete; not total
responsible:	accountable for
C. urgent:	demanding immediate attention
trivial:	not important
D. contraption:	a gadget
kennel:	a shelter for one or more dogs
E. scheme:	a plan of action
tenant:	a person who pays rent for the use of land
F. penalize:	to punish
recline:	to lie back
G. cordial:	friendly, gracious
herbivorous:	plant-eating
H. hemisphere:	half of a sphere or globe
regatta:	a boat race

Activity 5 Come on “In”

Summary

Explain the prefix *in-* to students and how it changes the base word’s meaning. Students will match the correct meanings to the *in-* words, then write a few sentences using some *in-* words.

Tips

- Brainstorm a list of other prefixes with your students: *re-*, *un-*, *im-*, *pro-*.

Answer Key

Part #1

- | | | |
|------|-------|-------|
| 1. M | 6. C | 11. D |
| 2. K | 7. N | 12. L |
| 3. G | 8. B | 13. H |
| 4. A | 9. F | 14. O |
| 5. I | 10. E | 15. J |

Answer Key

Part #1

Answers will vary.



Teacher Instructions

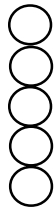
Activity 6 Tag Team Word Builders

Summary

This activity is to be done in a whole-group game format. The object of the game is to make the most words from two target words. Divide the class into groups of 4 to 6 students each. Determine which list of words best suits the needs of your class (Set #1 with beginning/intermediate words or Set #2 with intermediate/advanced words).

If you have five teams, line them up perpendicular to the front board. Divide the board into five columns with the headings as shown:

Team #1	Team #2	Team #3	Team #4	Team #5



Student Team #1 lined up facing front board

Place chalk or white board markers at the base of the board for each team. Reproduce five copies of the word list page. Then cut each list into strips so each strip contains two words, side by side. Place all the strips for one worksheet into one envelope. Set the envelope by the chalk or board marker. Do this for each team.

When you say "Go!" the first person in each line rushes to the board, takes out a word strip, and writes both words at the top of his team's work space. Then that player rushes back to the end of the line. The next person in line approaches the board and creates one word from these two words, writes that word in the work space, then returns to the end of the line. This process continues until every group member has had at least one turn. Determine ahead of time how long you will allot each team for word creation. A suggested time is three minutes.

At the end of each round, count the number of correctly spelled words for each team. The team with the most words gets a point. The game continues in this manner until your predetermined ending point or until all the word strips have been used.

Amazing Anagrams

There are many ways to have fun with words. Word games have been a constant source of entertainment and a means of human communication since the beginning of language. A unique type of word game, which is also a form of poetry, is the anagram.

An anagram is a word or phrase formed by rearranging the letters of another word or phrase. To play anagrams, one player makes a list of words belonging to a selected category then scrambles the letters. For example, if the category is flowers, the player might write *allics* (lilacs) and *pulits* (tulips). The object of the game is for opponents to guess the original word. The first player to do so is the winner. The potential for endless play is huge.

The Jumble® game, which is similar to anagrams, is syndicated in newspapers around the country. Jumble is somewhat more difficult than anagrams because players must not only unscramble words but must also decipher cryptic clues.

The anagram dates back to ancient times. In fact, early tribal peoples used anagrams to name infants. They believed that names like these offered a magical clue to the child's character or fate. With so many books of baby names on the market today, it's safe to say that people in the modern world still take an interest in the meaning of names.

Over the years famous authors have used anagrams in their writings. Michel Nostradamus, a French physician and astrologer who lived in the 1500s, wrote a book of over 900 predictions about the fate of the world. His prophecies are written in four-line rhymes and often contain anagrams. Some people find his prophecies irrational, while others find them convincing. In the late 1800s, noted author Samuel Butler titled his latest novel *Erewhon*, an anagram for *nowhere*, the theme of his book.

An acrostic, a composition in verse, is a variation of the anagram. In an acrostic, the topic word is written vertically and each letter of the word is used to begin a related word written horizontally. Another amusing type of anagram is the palindrome. This is a word or phrase like *Madam, I'm Adam* that reads the same backwards and forwards. Palindromes require a careful eye to recognize the patterns.

Anagrams come in all shapes, sizes and subjects. They are limited only by the writer's imagination and creativity!

Amazing Anagrams, Part 2



Anagrams are letters that can be unscrambled to make a word. Read these sentences from the essay "Amazing Anagrams" and unscramble the letters to complete the sentences correctly.



1. Early tribal peoples used anagrams to name (s n i n f t a). They believed that names like these offered a (c g a m a l i) clue to the child's character or fate.
2. In the late 1800s, noted (r u h a t o) Samuel Butler titled his latest novel *Erewhon*, an anagram for *nowhere*, the theme of his work.
3. Palindromes require a careful eye to (i g n e c z e r o) the patterns.
4. Word games have been a (s t t n n o a c) source of entertainment and a means of human communication since the beginning of (a g l e u g n a).
5. The Jumble® game, which is (r a l s i i m) to anagrams, is syndicated in newspapers around the country.
6. The anagram dates back to (n n c i e t a) times.
7. Anagrams come in all shapes, sizes, and (e s j u t s b c).
8. Some people find his prophecies (r a r i a i n o l t), while others find them convincing.

Choose four of the words you have unscrambled, write them below, and give a brief definition.

1. _____: _____
2. _____: _____
3. _____: _____
4. _____: _____

Attack of the Anagrams!

An anagram is a word puzzle made up of rearranged letters. Anagrams can also be a form of poetry. By rearranging letters within a word or phrase, an anagram poem cleverly communicates an idea.

Here are two examples of an acrostic, a form of anagram poem:

#1: This is an acrostic for the adjective *bashful*.

A quiet little **B**oy
 w**A**s about to
 S**T**art talking
 w**H**en he couldn't
 F**I**nd the
 U**M**ph to speak
 L**O**udly.



#2: This is an acrostic for the noun *parade*.

Party
Acrobats
Rowdy
Absorbing
Dancing
Entertaining

Choose four words from the list below, then write an acrostic with the words. You can use either style of acrostic illustrated in the examples.

NOUNS
 baggage
 bouquet
 galaxy
 pasture
 blizzard
 emblem
 hurricane
 orchestra
 integers
 birthday

VERBS
 decorate
 imagine
 observe
 embarrass
 rummage
 terrify
 babble
 transport
 collect
 invent

ADJECTIVES
 generous
 hungry
 lonely
 bizarre
 nutritious
 supreme
 heroic
 luxurious
 radiant
 spontaneous

Attack of the Anagrams!

Write your anagram poems in the boxes below.



Make-a-Word #1



Provide brief definitions for each pair of words below. Then make at least three new words using letters from each pair of words. Use each letter in the two words only once. Cross out the letters you use as you create new words.



For example:

- 1. accidental: happening by chance
- 2. wonderful: marvelous; excellent

Cross Out Letters

~~accidental~~
~~wonderful~~

New Words

car, den, ton,
wed, full

Word Pair + Definitions

Cross Out Letters

New Words

Word Pair + Definitions	Cross Out Letters	New Words
A. guilty: incredible:		
B. hectic: local:		
C. solid: speedy:		
D. antlers: coffee:		
E. island: scent:		
F. orchard: season:		
G. dodge: hatch:		
H. protect: separate:		

Make-a-Word #2



Provide brief definitions for each pair of words below. Then make at least three new words using letters from each pair of words. Use each letter in the two words only once. Cross out the letters you use as you create new words.



For example:

Cross Out Letters

New Words

- 1. elegant: showing good taste, refined
- 2. negligent: careless, showing neglect

~~elegant~~
~~negligent~~

egg, lie, tent,
angle

Word Pair + Definitions	Cross Out Letters	New Words
A. fragrant: industrious:		
B. partial: responsible:		
C. urgent: trivial:		
D. contraption: kennel:		
E. scheme: tenant:		
F. penalize: recline:		
G. cordial: herbivorous:		
H. hemisphere: regatta:		

Come on “In”

The Latin prefix **in-** means “in, within, into, toward, on.” Sometimes the prefix **in-** is used to indicate a meaning opposite that of the base word. Match each word with its meaning by writing the correct letter in the blank.



<u>Word</u>	<u>Correct Letter</u>	<u>Meaning</u>
1. incredible	___	A. unintentional
2. inedible	___	B. likely to spread
3. infamous	___	C. not productive
4. inadvertent	___	D. incapable of being heard
5. industrious	___	E. very strong
6. ineffective	___	F. unable to part
7. ineligible	___	G. famous for wrongdoing
8. infectious	___	H. awkward, clumsy
9. inseparable	___	I. hard-working
10. intense	___	J. stopping and beginning again
11. inaudible	___	K. unfit to eat
12. incognito	___	L. disguised
13. inept	___	M. hard to believe
14. insignificant	___	N. not qualified
15. intermittent	___	O. unimportant

Write a sentence using each of the words below.

- 1. inseparable: _____
- 2. incredible: _____
- 3. infectious: _____
- 4. infamous: _____
- 5. inept: _____

Tag Team Word Builders

Set #1—Beginning/Intermediate Words

artificial	immediate
blank	popular
busy	polite
season	unfamiliar
nervous	modest
alien	extinct
husky	ideal
marvelous	brief
choice	howl
legal	camera
compact	vital
advice	rational
soothing	limber
outspoken	generic
dreary	eclipse
settler	symbol
tantrum	burst
combat	hurdle
ignite	establish
nick	overwhelm

Tag Team Word Builders

Set #2–Intermediate/Advanced Words

converse	dread
scramble	radiant
urban	crevice
drake	insignia
hypochondriac	heir
numerator	spigot
amputate	deem
propose	civil
dominant	smug
venomous	account
balcony	fugitive
radar	solution
awaken	wisdom
discourage	rigorous
atmosphere	bog
commotion	annihilate
velocity	tyrant
contrast	culprit
judgment	profit
decline	petrified

Horsing Around With Words

The activities in Unit 6 focus mainly on taking words apart and putting them back together again. For most activities there are two student worksheet pages: one for beginning and intermediate words and the other for intermediate and advanced words. The lessons in this unit can be used as an introduction to the program or as follow-up activities.

Vocabulary Skills

- Alphabetical order
- Reading for context clues
- Reading comprehension
- Spelling
- Decoding
- Making inferences and deductions from text
- Parts of speech
- Working cooperatively in groups

Activities

- | | |
|-------------------------|---|
| 1. See You at the Races | Read an essay that uses vocabulary words. |
| 2. At the Races, Part 2 | Write using adjectives from the essay. |
| 3. Alpha Blast | Put words in alphabetical order and name parts of speech. |
| 4. Words by the Number | Use the alphabet and a number code to find words. |
| 5. Make-a-Word | Add a letter to the beginning and end of words. |
| 6. Word Builders | Play a board game for partners and teams. |



Teacher Instructions

Activity 1 See You at the Races!

Summary

Students will read a brief essay about horse racing featuring vocabulary words from the program. Encourage students to read sentences for context clues when they are unsure of the meaning of a word.

Tips

- Show students video footage of horse racing, or a movie showing chariot or harness racing.

Activity 2 At the Races, Part 2

Summary

After reading the essay “See You at the Races,” students will use the adjectives from the essay to write their own paragraph. Their brief story will describe what it’s like to win the Kentucky Derby.

Tips

- If possible, show video footage of winners of the Kentucky Derby and the victory ceremonies.

Activity 3 Alpha Blast

Summary

Students will put each group of these words in alphabetical order. The words for each list consist of one word from each of the three levels of difficulty in the program. Next, students will determine what part of speech each group of words belongs to.

Tips

- Remind students how to alphabetize by the second or third letter of a word.

Answer Key

H

hectic
herbivorous
honorable
adjective

L

lava
levy
livestock
noun

B

begin
bicker
broach
verb

M

marvelous
meticulous
motionless
adjective

F

foolhardy
frail
furtive
adjective

S

sigh
singe
smear
verb

A

abrasive
amorphous
ashamed
adjective

J

journalist
journey
jungle
noun

W

weekend
whim
wisdom
noun



Teacher Instructions

Activity 4 Words by the Number

Summary

Students will crack the code by matching numbers with letters to form words. Once a word has been uncovered, students have to identify its part of speech.

Tips

- Use the alphabet number code for spelling words and vocabulary across the curriculum.

Answer Key: Beginning and Intermediate Words

- | | | |
|-------------------|--------------------|----------------------|
| 1. harvest-verb | 6. lullaby-noun | 11. chord-noun |
| 2. brilliant-adj. | 7. polish-verb | 12. inseparable-adj. |
| 3. nervous-adj. | 8. review-verb | 13. emblem-noun |
| 4. wardrobe-noun | 9. contagious-adj. | 14. lodge-noun |
| 5. grouchy-adj. | 10. trophy-noun | 15. hurry-verb |

Intermediate and Advanced Words

- | | | |
|------------------|-------------------|---------------------|
| 1. dynamic-adj. | 6. committee-noun | 11. authentic-adj. |
| 2. finance-verb | 7. tantrum-noun | 12. complexion-noun |
| 3. incision-noun | 8. buoyant-adj. | 13. excel-verb |
| 4. babble-verb | 9. shatter-verb | 14. centipede-noun |
| 5. toxic-adj. | 10. vow-verb | 15. merciful-adj. |

Activity 5 Make-a-Word

Summary

Much like the Horsing Around With Words game in the program, the Make-a-Word activity asks students to add letters to partial words in order to create new whole words. In this activity, students will add one letter to both the beginning and end of the partial words. The words are divided by category to help with context clues. The Living Things list is made up of beginning/intermediate words, and the Science and Technology list is made up of more challenging words.

Tips

- Try this activity with students working in pairs.
- Create your own Make-a-Word list with your spelling words.

Answer Key

Living Things

Birds

1. swan
2. goose
3. duck
4. buzzard
5. sparrow

Fish

1. shark
2. trout
3. tuna
4. carp
5. stingray

Insects

1. moth
2. beetle
3. flea
4. mosquito
5. locust

Flowers

1. daisy
2. poppy
3. tulip
4. sunflower
5. lavender



Teacher Instructions

Answer Key (Activity 5 continued)
 Science and Technology Words

Space	Elements	Weather	Earth's Surface
1. galaxy	1. oxygen	1. temperature	1. tundra
2. satellite	2. carbon	2. lightning	2. glacier
3. asteroid	3. chlorine	3. cyclone	3. continent
4. meteorite	4. plutonium	4. atmosphere	4. volcano
5. constellation	5. sodium	5. frost	5. iceberg

Activity 6 Word Builders

Summary

Word Builders is a game for two players. However, for an even more exciting twist, the game can be played by three or four people. Just as in Horsing Around With Words in the program, this activity asks players to build words from scratch. The object of the game is to add letters that will make a real word one at a time in front of or behind other letters. The aim is not to be the person who completes the word.

The game gcards on pages 92–98 are for a game with letters only. The game cards on pages 99–104 will add prefixes, suffixes, and other beginnings and endings to the mix.

- 1) Copy and cut out all the cards. Mix them in a pile and place it between players.
- 2) Player one draws the first card and sets it faceup on the game space.
- 3) Player two draws a card and determines if that letter can be added to the first letter to make a word. If it can, player two must play the card.
- 4) If the letter cannot be played, player two keeps the letter card facedown for the next turn.
- 5) Player one draws a card and play continues in a similar fashion.

There are several game action cards as well. The FREEBIE card can be any letter the player wishes. A GO AGAIN card gives a player an extra turn, and a LOSE TURN card means the player loses his turn.

When students are adding cards, they must be thinking of an actual word. There are several ways to monitor this. One method is for students to announce the word they are thinking of as they lay down the card. Another is for students to write the word on a slip of paper and keep it facedown until it's time to show the word. Or, bring a third person into the game as the dictionary checker. This person monitors the game by keeping a dictionary handy and keeping track of the words players make.

Tips

- Reproduce blackline master pages on cardstock for better durability for game play.
- Set this activity up as a learning center.

Answer Key

Answers will vary for each game.

See You at the Races!



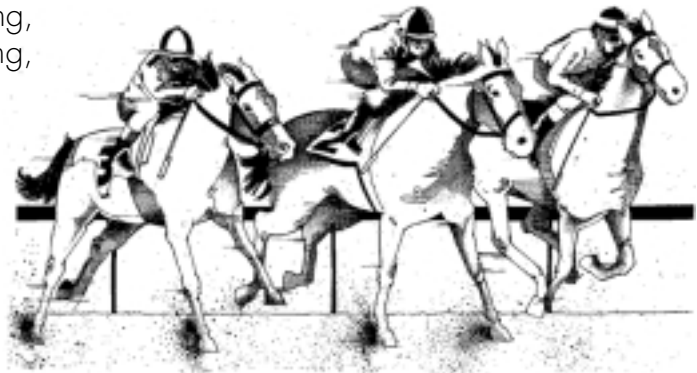
Competitive horse racing is one of humankind's most ancient sports and one of the most popular. Its origins date back to 4500 B.C., when nomads from Central Asia first tamed the wild horse. Today horse racing enjoys exceptional popularity around the globe. And in the United States it is the most widely attended spectator sport after baseball.

By the year 638 B.C. the exciting sport of horse racing was an event at the Olympic games in ancient Greece. During Roman times, large crowds attended horse and chariot races. However, it wasn't until 1702, during the reign of England's Queen Anne, that horse racing found favor as a professional sport. For the first time large sums of money could be obtained by the owner of the winning horse. The monetary reward for the winner is known as the "purse."

The primary reason for this enjoyable sport's popularity in the United States is the size of the purses offered to winners of major races and the opportunity for spectators to bet on their favorite horses. Gambling is legal at racetracks throughout the U.S. In America, the sport dates back over 300 years to the establishment of the first track at Long Island, New York. After the Civil War horse racing became increasingly popular, and a whole new industry was born—horse breeding.

The majority of horse-breeding farms are in the state of Kentucky, the home of the Kentucky Derby. The Derby, a festive occasion also known as the "run for the roses," is held every spring at the racetrack at Churchill Downs. This supreme racing event attracts more than 150,000 people as well as a huge television-viewing audience. Some of the most famous horses in racing history have won the Derby, including the speedy and nimble Citation, Seattle Slew, and Secretariat.

There are other types of horse racing, including harness racing, steeplechasing, and quarter-horse racing. However, none of these is nearly as popular as thoroughbred racing, where horses gallop over a flat track up to two miles in length. From the beginning of civilization up until our own time, horse racing has been a favorite sport.



At the Races, Part 2

Pretend you are the owner or jockey (rider) of the fastest racehorse in the world. You and your horse have just won the Kentucky Derby. Your prizes include a beautiful trophy, a wreath of roses for your horse, and the Derby purse in the amount of \$500,000. Use all of the adjectives below to write about your horse and the experience of winning the Derby.

festive	popular	supreme	exceptional	
nimble	speedy	enjoyable	exciting	legal



Alpha Blast

Number the words in each group in alphabetical order on the lines provided. Then identify the part of speech of the words in each group: verbs, adjectives, or nouns.

**H**

hectic _____

honorable _____

herbivorous _____

Part of Speech: _____

M

marvelous _____

motionless _____

meticulous _____

Part of Speech: _____

A

ashamed _____

abrasive _____

amorphous _____

Part of Speech: _____

L

lava _____

livestock _____

levy _____

Part of Speech: _____

F

frail _____

foolhardy _____

furtive _____

Part of Speech: _____

J

jungle _____

journey _____

journalist _____

Part of Speech: _____

B

begin _____

bicker _____

broach _____

Part of Speech: _____

S

sigh _____

smear _____

singe _____

Part of Speech: _____

W

weekend _____

wisdom _____

whim _____

Part of Speech: _____

Words by the Number

Create words by filling in the letter-number connections. Then indicate the part of speech: circle N if the word is a noun, A if it is an adjective, or V if it is a verb.

a	b	c	d	e	f	g	h	i	j	k	l	m
1	2	3	4	5	6	7	8	9	10	11	12	13
n	o	p	q	r	s	t	u	v	w	x	y	z
14	15	16	17	18	19	20	21	22	23	24	25	26

- Come October, the farmer will 8 1 18 22 5 19 20 the last of his crops. N A V
- The inventor designed yet another 2 18 9 12 12 9 1 14 20 machine. N A V
- Sam was feeling very 14 5 18 22 15 21 19 about competing in the spelling bee. N A V
- My mother has many types of clothes to choose from her 23 1 18 4 18 15 2 5. N A V
- Max is very 7 18 15 21 3 8 25 if he doesn't get enough sleep. N A V
- Grandma sang a sweet 12 21 12 12 1 2 25 to soothe the crying baby. N A V
- The housekeepers worked hard to 16 15 12 9 19 8 the silver for the party. N A V
- You need to 18 5 22 9 5 23 the spelling words in order to pass the test. N A V
- Chicken pox is a highly 3 15 14 20 1 7 9 15 21 19 disease. N A V
- Anne's soccer team took home the first place 20 18 15 16 8 25. N A V
- The musician played a melodious 3 8 15 18 4 on her guitar. N A V
- Lifelong best friends Molly and Emily are 9 14 19 5 16 1 18 1 2 12 5. N A V
- Our school has a unique 5 13 2 12 5 13 which we all wear on our sweaters. N A V
- After a long day of hiking in the woods, it will be nice to relax at the 12 15 4 7 5. N A V
- " 8 21 18 18 25 up!" Dad yelled, "or we will be late for the game." N A V

Words by the Number, Part 2

Create words by filling in the letter-number connections. Then indicate the part of speech: circle *N* if the word is a noun, *A* if it is an adjective, or *V* if it is a verb.

a	b	c	d	e	f	g	h	i	j	k	l	m
1	2	3	4	5	6	7	8	9	10	11	12	13
n	o	p	q	r	s	t	u	v	w	x	y	z
14	15	16	17	18	19	20	21	22	23	24	25	26

- That speech was so $\frac{4}{25} \frac{14}{1} \frac{13}{9} \frac{3}{3}$ and exciting. I am inspired! N A V
- Dad decided to $\frac{6}{9} \frac{14}{1} \frac{14}{3} \frac{5}{5}$ the car instead of paying for it in full. N A V
- The surgeon cut a precise $\frac{9}{14} \frac{3}{9} \frac{19}{9} \frac{15}{14}$ for the operation. N A V
- Maria's baby sister likes to $\frac{2}{1} \frac{2}{2} \frac{12}{5}$ on and on for hours. N A V
- The chemical wastes from that factory are $\frac{20}{15} \frac{24}{9} \frac{3}{3}$. N A V
- The student $\frac{3}{15} \frac{13}{13} \frac{9}{20} \frac{20}{5} \frac{5}{5}$ made plans for a school assembly. N A V
- Sometimes very young children will throw a $\frac{20}{1} \frac{14}{20} \frac{18}{21} \frac{13}{13}$ when angry. N A V
- Will's bath toys are $\frac{2}{21} \frac{15}{25} \frac{1}{14} \frac{20}{20}$. N A V
- The ball crashed into the window and made it $\frac{19}{8} \frac{1}{20} \frac{20}{5} \frac{18}{18}$. N A V
- I $\frac{22}{15} \frac{23}{23}$ to learn all of the multiplication tables. N A V
- The archeologist found an $\frac{1}{21} \frac{20}{8} \frac{5}{14} \frac{20}{9} \frac{3}{3}$ relic at the dig site. N A V
- She kept her $\frac{3}{15} \frac{13}{16} \frac{12}{5} \frac{24}{9} \frac{15}{14}$ clean with soap and water. N A V
- Coach thinks I will $\frac{5}{24} \frac{3}{5} \frac{12}{12}$ at basketball this season. N A V
- A $\frac{3}{5} \frac{14}{20} \frac{9}{16} \frac{5}{4} \frac{5}{5}$ would need several pairs of shoes! N A V
- The guard was $\frac{13}{5} \frac{18}{3} \frac{9}{6} \frac{21}{12}$ and gave the prisoner some water. N A V

Make-a-Word: Living Things

Add one letter to the beginning and end of these words to create a new word in each category.
 For example: ___ o s ___ Add the letter *r* at the beginning and the letter *e* at the end to create the word *rose*.

Birds

1. ___ w a ___
2. ___ o o s ___
3. ___ u c ___
4. ___ u z z a r ___
5. ___ p a r r o ___



Fish

1. ___ h a r ___
2. ___ r o u ___
3. ___ u n ___
4. ___ a r ___
5. ___ t i n g r a ___

Insects

1. ___ o t ___
2. ___ e e t l ___
3. ___ l e ___
4. ___ o s q u i t ___
5. ___ o c u s ___

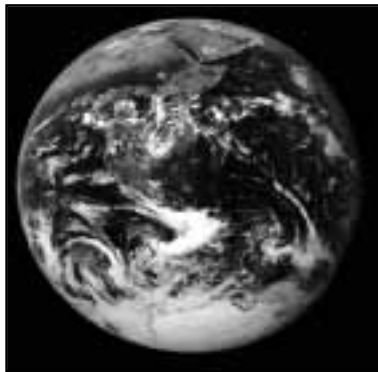


Flowers

1. ___ a i s ___
2. ___ o p p ___
3. ___ u l i ___
4. ___ u n f l o w e ___
5. ___ a v e n d e ___

Make-a-Word: Science and Technology

Add one letter to the beginning and end of these words to create a new word in each category.
 For example: l u t Add the letter *P* at the beginning and the letter *o* at the end to create the word *Pluto*.

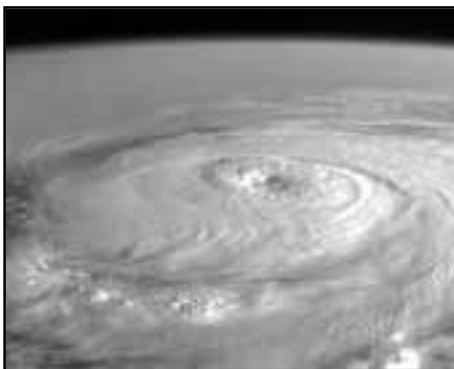
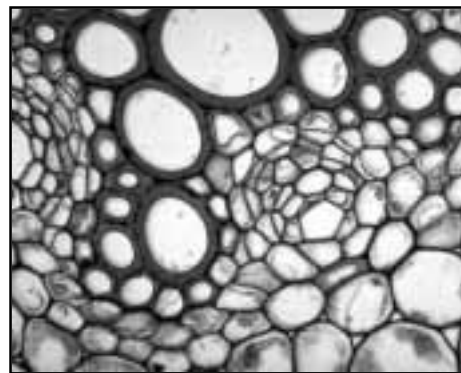


Space

1. a l a x
2. a t e l l i t
3. s t e r o i
4. e t e o r i t
5. o n s t e l l a t i o

Elements

1. x y g e
2. a r b o
3. h l o r i n
4. l u t o n i u
5. o d i u



Weather

1. e m p e r a t u r
2. i g h t n i n
3. y c l o n
4. a t m o s p h e r
5. r o s

Earth's Surface

1. u n d r
2. l a c i e
3. o n t i n e n
4. o l c a n
5. c e b e r



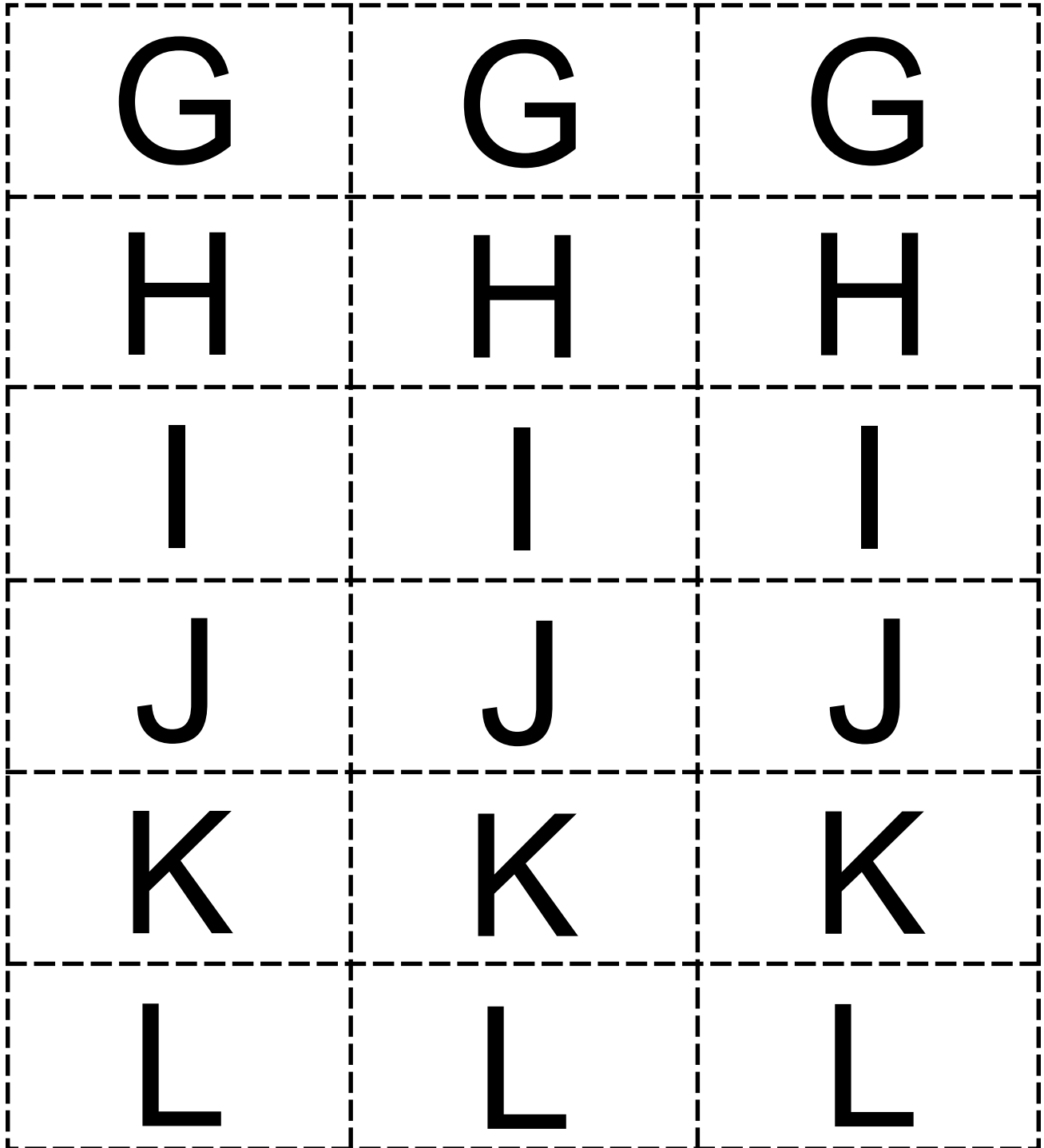
Word Builders

Word Builder game cards are on page 84. Copy this page onto heavy-duty cardstock.

A	A	A
B	B	B
C	C	C
D	D	D
E	E	E
F	F	F

Word Builders

Word Builder game instructions are on page 84. Copy this page onto heavy-duty cardstock.



Word Builders

Word Builder game instructions are on page 84. Copy this page onto heavy-duty cardstock.

<u>M</u>	<u>M</u>	<u>M</u>
N	N	N
O	O	O
P	P	P
Q	Q	Q
R	R	R

Word Builders

Word Builder game instructions are on page 84. Copy this page onto heavy-duty cardstock.

S	S	S
T	T	T
U	U	U
V	V	V
<u>W</u>	<u>W</u>	<u>W</u>
X	Y	Z

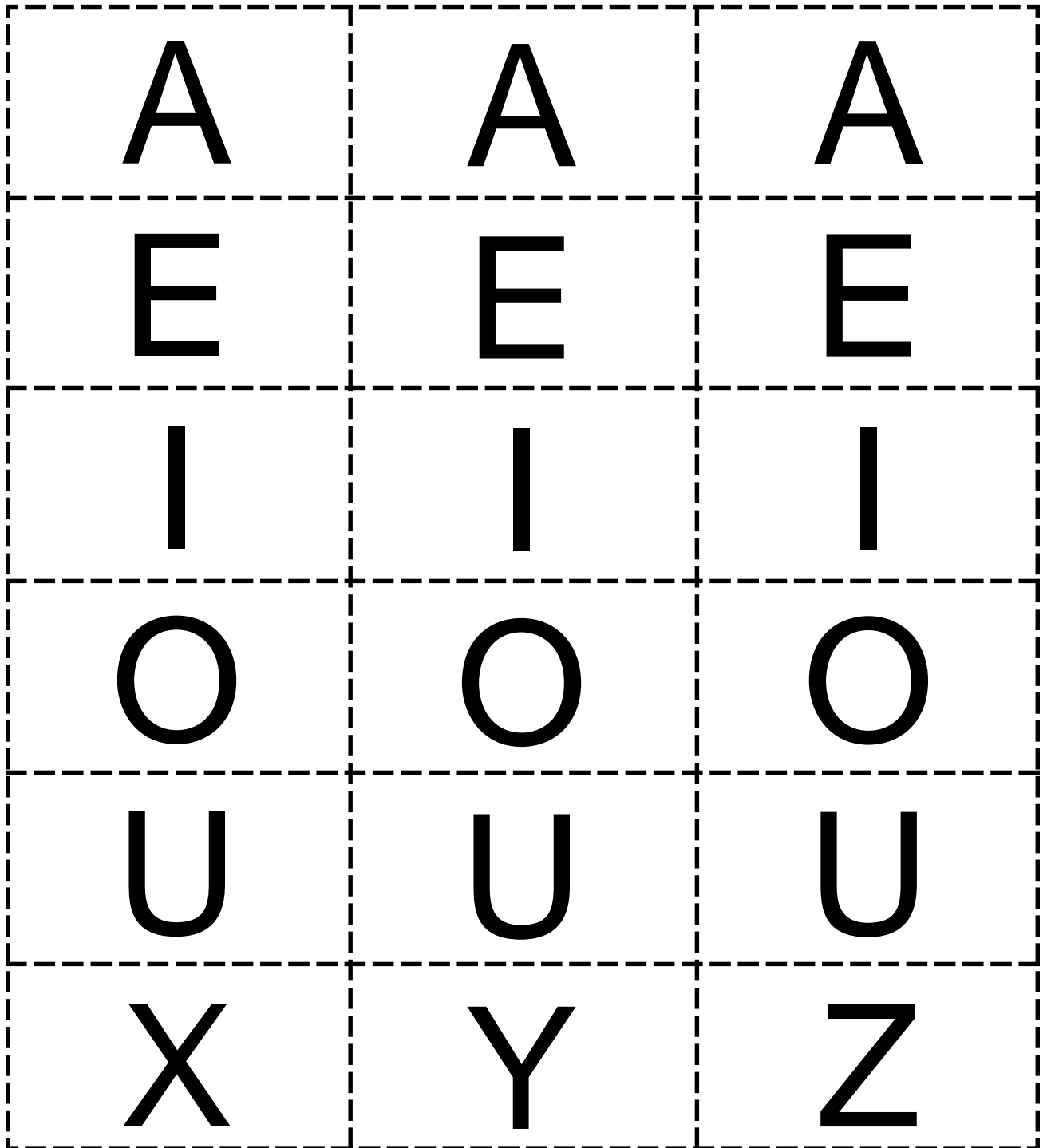
Word Builders

Word Builder game instructions are on page 84. Copy this page onto heavy-duty cardstock.

FREEBIE	FREEBIE	FREEBIE
FREEBIE	FREEBIE	FREEBIE
GO AGAIN	GO AGAIN	GO AGAIN
GO AGAIN	GO AGAIN	GO AGAIN
LOSE TURN	LOSE TURN	LOSE TURN
LOSE TURN	LOSE TURN	LOSE TURN

Word Builders

Word Builders: useful extra letters!



Word Builders

Word Builders: useful extra letters!

R	R	R
T	T	T
N	N	N
M	M	M
S	S	S
H	H	H

Word Builders

Prefixes, suffixes, and other word beginnings and endings

Word Builder game instructions are on page 84. Copy this page onto heavy-duty cardstock.

anti-	anti-	anti-
com-	com-	com-
con-	con-	con-
de-	de-	de-
dis-	dis-	dis-
ex-	ex-	ex-

Word Builders

Prefixes, suffixes, and other word beginnings and endings

Word Builder game instructions are on page 84. Copy this page onto heavy-duty cardstock.

il-	il-	il-
im-	im-	im-
in-	in-	in-
ir-	ir-	ir-
mis-	mis-	mis-
over-	over-	over-

Word Builders***Prefixes, suffixes, and other word beginnings and endings***

Word Builder game instructions are on page 84. Copy this page onto heavy-duty cardstock.

pre-	pre-	pre-
pro-	pro-	pro-
re-	re-	re-
sub-	sub-	sub-
un-	un-	un-
under-	under-	under-

Word Builders

Prefixes, suffixes, and other word beginnings and endings

Word Builder game instructions are on page 84. Copy this page onto heavy-duty cardstock.

-able	-able	-able
-ed	-ed	-ed
-er	-er	-er
-es	-es	-es
-est	-est	-est
-ible	-ible	-ible

Word Builders

Prefixes, suffixes, and other word beginnings and endings

Word Builder game instructions are on page 84. Copy this page onto heavy-duty cardstock.

-ic	-ic	-ic
-ing	-ing	-ing
-ion	-ion	-ion
-ish	-ish	-ish
-less	-less	-less
-ly	-ly	-ly

Word Builders

Prefixes, suffixes, and other word beginnings and endings

Word Builder game instructions are on page 84. Blank cards are for new prefixes or suffixes.

-ment	-ment	-ment
-ness	-ness	-ness
-tion	-tion	-tion
-ed	-ed	-ed
-	-	-
-	-	-