

KIT  
**I**

# **WORD SKILLS**

**Judith Schifferle**

*Ready-to-Use*  
**WRITING WORKSHOP ACTIVITIES KITS**

**A practical and systematic way  
to build basic writing skills  
and teach the entire writing  
process in grades 4 through 8**

**The Center for Applied Research in Education, Inc.**

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## About the *Ready-to-Use Writing Workshop Activities Kits*

The *Ready-to-Use Writing Workshop Activities Kits* offer a proven and effective method for teaching the process of writing. Each of the six workshop kits contains 25 or more ready-to-use activities for improving basic writing skills in grades 4-8:

- KIT I: *Word Skills* features activities with word banks and vocabulary lists that encourage students to actively use words from their listening vocabulary in writing. Parts of speech and their usage are also included, along with a clip-and-use sensory vocabulary game and a graded spelling/learning station.
- KIT II: *Sentence Skills* offers exercises in using simple, compound, and complex sentences—including how to identify and generate them—as well as using figures of speech, such as similes, metaphors, and hyperbole.
- KIT III: *Paragraph Writing Skills* involves the students with lessons in descriptive, persuasive, narrative, and expository writing.
- KIT IV: *Editorial Skills* reinforces the students' editorial strengths. Each lesson features a specific writing improvement skill, including agreement, tenses, fragments, and run-ons.
- KIT V: *Letter and Report Writing Skills* gives the students practical experience in writing both business and personal letters, preparing "workable" lists, and using some fresh approaches to report writing.
- KIT VI: *Notetaking and Outlining Skills* helps students to prepare for longer writing assignments with exercises in summarizing, notetaking, and outlining.

You'll find that the *Ready-to-Use Writing Workshop Activities Kits* provide a practical four-step system for teaching that will:

- Give students frequent and varied opportunities to write
- Help students to write for a specific purpose
- Cause students to experience many styles and forms of writing, including sentences, paragraphs, lists, and summaries
- Involve students purposefully in their peers' writing
- Provide the student writer with immediate feedback from a specific audience (namely, two peers and the teacher)



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Each activity is divided into two parts: "Warming Up," an introductory exercise and/or statement, and "Writing Activities," the beginning of the workshop process.

Here's how the four-step system works:

- Step 1: Student prepares a rough draft using the "Writing Activities" section of an activity. Any piece of writing, at least a paragraph in length, would be suitable.
- Step 2: Two peer editors are chosen by the student to read and discuss the rough draft.
- Step 3: Teacher and student meet for a brief conference to assess how the writing has progressed.
- Step 4: Student recopies his or her work, has the final copy checked by the teacher, and displays the completed lesson in the classroom.

You can easily and productively turn your classroom into an efficient writing workshop by reproducing several activities at one time, thereby offering your students a variety of assignments from which to choose. You may also prepare five or six activities and divide your class into groups based on need or interest. Finally, you may reproduce each activity as a single lesson for the whole class. It's a proven system that students and teachers can readily adapt according to their own needs and interests.

The *Ready-to-Use Writing Workshop Activities Kits* will challenge and delight your students. You'll find the workshop atmosphere and ready-to-use activities time-saving and conducive to learning. Your students will discover that writing *can* be a stimulating, effective, and pleasurable means of communicating!

*Judith Schifferle*

## How to Turn Your Classroom into a Writing Workshop

Your first goal is to involve students in the four steps of the Writing Workshop System. Reproduce these pages for your students:

1. Writing Workshop Student Directions, page 6. (You may also want to make a large classroom poster of the steps for handy reference.)
2. Writing Workshop Editor's Key, page 7.
3. Editing practice activity. (A sample page and answer key can be found on pages 8 and 9. Kit IV is devoted entirely to editing. You may also reproduce your students' writing samples to provide *several* practice sessions.)

Plan large group lessons using these materials. Have the students keep the materials in individual writing folders.

You can use the *precomposing activities* from Kits I and II prior to or along with the *writing activities* from Kits III-VI. Kit I features vocabulary, parts of speech and usage, and a bonus spelling learning station. In Kit II, the skills include sentence writing and manipulation and using figures of speech.

### Step 1: Rough Draft

Give your students a choice of several kinds of writing activities. If you can devote large blocks of time solely to writing, then reproduce about fifteen activities from Kits III-VI. Each activity features easy-to-follow "Warming Up" directions to help the students begin.

Once students begin producing rough drafts, they will move through the remaining three steps at their own pace. They may become involved in one or more steps during a class period. The length of a rough draft depends on the type of writing activity chosen, the grade level, and your students' abilities.

### Step 2: Peer Editing

How far editors should go in making suggestions and editing is an important and sensitive issue. An editor should always point out at least one positive aspect of the writing. Develop constructive ways of criticizing and questioning. A good question from an editor will help the writer to clarify and/or expand the writing. Encourage editors to make specific comments. Decide who has the final say about suggested changes in case of disagreement.

To train editors, distribute copies of several writing samples from your class. Use the Editor's Key as the basis for class discussions on the proofreading process,



or use the specially tailored exercises in Kit IV, *Editorial Skills*. Schedule weekly large group practice lessons that highlight a specific skill or reproduce lessons according to students' needs.

Have both editors sign their names to the rough draft. This will help you identify who the most effective editors are. See the practice activity on page 9 for the recommended heading.

*Note:* Requiring *two* editors is practical and workable because it gives the writer different responses and feedback in a minimum amount of time. Also, students are less self-conscious about working with one or two students at a time than if they were to read their writings in front of the entire class.

Students with weak reading and language skills may begin by dictating their writing to another student or onto a tape, which can be transcribed later. All writers should read their stories *aloud* to at least one of their editors and accept written and verbal comments and questions.

Be aware of your students' attitudes toward reading and editing another student's work. Use the reproducible survey on page 10 to help keep the lines of communication open. Plan a group discussion to discuss the results of the survey once the Writing Workshop System has been in use for a few weeks.

### **Step 3: Student/Teacher Conferences**

Meet individually for three to five minutes with your students after they have completed Steps 1 and 2. Just as the two student editors have done, focus on at least one specific positive feature of the student's writing, such as an effective opening. Then pick one aspect that could be strengthened. Kits III and V contain reproducible checklists that will help you keep track of these strong and weak areas. (Students should keep these checklists in their folders for ready reference.) Proofread for anything the editors may have missed.

If students *are* ready for a conference, and if class time has run out, designate a place where writing is to be left, such as a writing box or folder.

You may decide to include an extra step in the system here—revision. This would be done only if major changes or additions were necessary in the rough draft.

### **Step 4: The Final Copy**

Now the student makes a final copy, incorporating any suggestions made by the two peers and you. After you check and initial the final copy, it may be displayed in the class as a writing model for other students.

Encourage the workshop atmosphere! Use every available space for the materials and for displaying the writing activities. Spread them around the room so traffic flows rather than bunches in one area. If display space is limited, collect the writing in looseleaf binders and list all the titles of the writings on separate Contents pages.

To help keep track of the activities students have worked on, reproduce the Progress Sheet on page 12. As you return each final copy, you or the student can write the title on the tracking sheet. Students can keep these running inventories in their folders until the end of the term.

As students progress, they may want to try creating their *own* activities. Reproduce the form on page 12 and let your workshop thrive!

Remember, clear and effective writing begins with frequent practice. The *Ready-to-Use Writing Workshop Activities Kits* will turn your classroom into a productive workshop of aspiring readers, editors, advisors, decision makers—and writers!

## WRITING WORKSHOP SYSTEM: STUDENT DIRECTIONS

Step 1: Do your *rough draft*.

Step 2: Get *two editors*.

Step 3: Ask for a *teacher conference* or leave your writing in the *writing box*.

Step 4: *Recopy* your writing, have it *checked*, and *display* it.



## WRITING WORKSHOP EDITOR'S KEY

Here is a list of some common editing symbols. Use this proofreader's key whenever you are asked to be an editor. It will help you edit the writing sample.

SOME MARKINGS	HOW INDICATED IN COPY	THEIR MEANINGS
≡	come here. ≡	Capitalize this letter.
/	Come <del>Here</del> .	Use a small letter instead of a capital.
^	<sup>a</sup> Is brekfast ready? ^	This is a caret. Use it when you want to add a letter, word, or punctuation.
⊙	This is the end ⊙	Add a period.
^,	After they left, we slept. ^,	Add a comma.
^;	Don't go there; it's late. ^;	Add a semicolon.
^:	such as peas, carrots, and corn. ^:	Add a colon.
/	If the wrong punctuation is there, <del>cross it out</del> and write the correct one.	Change to the correct punctuation.
¶	<sup>¶</sup> end. Start a new line. ^	Make a new paragraph.
“ ”	“Walk with me,” he said.	You need quotation marks.
⌒	basket ball	Join these two words or letters together.
/	Harry had two <del>big</del> huge sundaes.	Eliminate this word or letter.
—	John and Jane <sup>were</sup> <del>was</del> happy.	Eliminate this word or letter and use the one written above it.
~	switch <del>teh</del> around words	Switch (transpose) the words or letters to the correct place.
	I like ice cream <del>alot</del> .	Separate these words.

## PRACTICE ACTIVITY FOR WRITING WORKSHOP

**DIRECTIONS:** This is a writing sample that will help you practice being an editor, the second step of the Writing Workshop. Write down one specific thing you like about this piece of writing. Ask one question that will help the writer clarify or expand something in the paragraph. Use your copy of the Writer's Workshop Editor's Key to help you proofread this writing. Then sign your name in the spot for "Editor 1" or "Editor 2."

(Writer's name) \_\_\_\_\_

Writing Workshop  
Rough Draft

(Editor #1)

I like \_\_\_\_\_

Question: \_\_\_\_\_

(Editor #2)

I like \_\_\_\_\_

Question: \_\_\_\_\_

Meet sally Brown

There is a girl named Sally Brown she move here with her parents. Some of the kids at school tease her because of the way she looks and her accent. When Sally told her parent's about her problem at school they said Oh, Sally, that happens to every new kid. Think about it. If you changed Sally's name to the name of some new kid in this school than you might stop and think before you tease him or her.

## PRACTICE ACTIVITY FOR WRITING WORKSHOP—ANSWER KEY

**DIRECTIONS:** This is a writing sample that will help you practice being an editor, the second step of the Writing Workshop. Write down one specific thing you like about this piece of writing. Ask one question that will help the writer clarify or expand something in the paragraph. Use your copy of the Writer's Workshop Editor's Key to help you proofread this writing. Then sign your name in the spot for "Editor #1" or "Editor #2."

Dana Peters Writing Workshop  
(Writer's name) Jane Ortiz Rough Draft

(Editor #1)  
I like the way you organized your sentences.

Question: How did Sally Brown look?

Tommy Jones

(Editor #2)  
I like how you stayed on the topic.

Question: What kind of accent did Sally have?

S  
Meet Sally Brown

→ There is a girl named Sally Brown. <sup>S</sup>she moved <sup>d</sup>here <sup>(When? From where?)</sup> with her parents. Some of the kids at school <sup>(What kind?)</sup> tease her because of the way she looks <sup>(Her clothes? Her hair?)</sup> and her <sup>(What kind?)</sup> accent. When Sally told her parent's about her problem at school they said, "Oh, Sally, that happens to every new kid." Think about it. If you changed Sally's name to the name of some new kid in this school, <sup>e</sup>then you might stop and think before you tease him or her.



## WRITING WORKSHOP SURVEY

**TO THE STUDENT:** How do you feel about reading and editing another person's writing? It's important to remember the writer's feelings. Always look for at least one *good* point and write it down on the paper. Be specific with your comments. Was the writer clear? Were the adjectives descriptive? Will your comments help improve the writing piece?

This survey is meant to help you think about choosing and being an editor. Do not sign your name. A class discussion will be held at a later time to discuss results of the survey.

1. I try to pick editors who \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. Whenever I am asked to be an editor, I feel \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. I would like to be an editor if \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. I might not want to be an editor if \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. When reading someone else's writing, I try to look for \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
6. I think good writing is \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

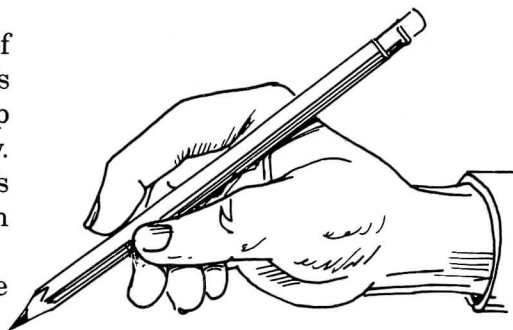
Name \_\_\_\_\_

Date \_\_\_\_\_

## WRITE YOUR OWN ACTIVITY

**TO THE STUDENT:** Did you know that *you* are one of the best sources for ideas for writing? It's true! Here's your chance to create an original Writing Workshop Activity. All you have to do is fill in the section below. Then get your idea approved by the teacher. Once it's approved, you can start writing your own classroom activity!

**HINT:** Need some ideas? Try looking through some old magazines, used workbooks, or textbooks.



I would like to design and make a writing activity. It would be about:

---

---

---

---

My title would be \_\_\_\_\_

My WARMING UP section (directions) would say \_\_\_\_\_

---

---

Some of my WRITING ACTIVITIES would be \_\_\_\_\_

---

---

I will need \_\_\_\_\_

---

Approved by:

\_\_\_\_\_  
(Teacher's Name)

\_\_\_\_\_  
(Date)

Name \_\_\_\_\_

Term 1                      2                      3                      4

## WRITING WORKSHOP PROGRESS SHEET

**DIRECTIONS:** This Progress Sheet will help student and teacher keep track of the activities the student has completed. The teacher should write the title of each activity on the tracking sheet below after the final copy has been returned to the student. The student can keep this sheet in his or her folder until the end of the term.

- |           |           |
|-----------|-----------|
| 1. _____  | 16. _____ |
| 2. _____  | 17. _____ |
| 3. _____  | 18. _____ |
| 4. _____  | 19. _____ |
| 5. _____  | 20. _____ |
| 6. _____  | 21. _____ |
| 7. _____  | 22. _____ |
| 8. _____  | 23. _____ |
| 9. _____  | 24. _____ |
| 10. _____ | 25. _____ |
| 11. _____ | 26. _____ |
| 12. _____ | 27. _____ |
| 13. _____ | 28. _____ |
| 14. _____ | 29. _____ |
| 15. _____ | 30. _____ |



## About Kit I

Effective writing begins with effective word usage. The 30 lessons in the *Word Skills Kit* will help your students improve their use of vocabulary, different parts of speech, and spelling.

The Writing Workshop Student Directions (page 6), the Editor's Key (page 7), and the sample editing practice activity (pages 8 and 9) are all reproducible forms that will help your students become familiar with the four steps of the Writing Workshop System.

Lessons 1 through 13 emphasize vocabulary with the help of various word banks and vocabulary lists. Students are encouraged and challenged to use more descriptive words in their writing.

Lesson 14 is a specially designed *Sensory Solitaire* word game that will strengthen your students' sensory vocabulary. Two different word lists are provided: Level A (grades 4-6), and Level B (grades 7-8). A ready-to-use board game and Listing Sheet are available for classroom reproduction, along with directions, a list of materials, and follow-up suggestions. Students may play the game alone or as part of a group; either way, it's sure to keep their interest!

Lessons 15 through 29 deal with parts of speech and fundamental word usage, with emphasis on defining and using adjectives, adverbs, nouns, verbs, and more.

Lesson 30, *Phrase Spelling*, is a complete spelling learning station conveniently divided into two grade levels: Level A (grades 4-6), and Level B (grades 7-8). The words are arranged into 120 phrases, rather than a list of individual words, to give students practice in writing words in context. There are reproducible pages for Student Directions, Test Sheets and Study Sheets, and a special Teacher Conference Form to help keep track of students' progress.

A complete Answer Key with guidelines for acceptable student responses is also included, along with a Skills Index for ready teacher reference.

The skills offered in this *Kit* will help your students with the most fundamental part of *any* writing workshop—using and improving their word skills!

## Kit I

### Word Skills (Vocabulary, Parts of Speech, and Spelling)

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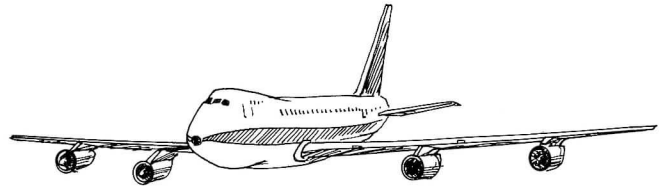
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**SPECIFICALLY SPEAKING**  
(recognizing general and specific words)

**WARMING UP:** The words you choose to name persons, places, and things can help your readers know exactly what you are talking about.

The airplane taxied onto the runway.  
The jet taxied onto the runway.  
The 747 taxied onto the runway.



An airplane can be more specifically named as a jet, as opposed to a propeller-driven craft, and even more specifically as a 747, instead of a large passenger plane.

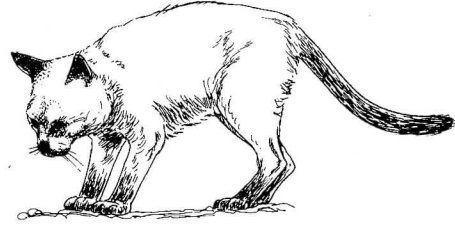
**WRITING ACTIVITIES:** Group the following words from general to specific. The first one is done for you.

painting	mammal	picture	mother/father	tropical fish
pill	parent	medicine	animal	ocean
Pacific	water	book	fish	coat
jacket	parka	mystery	whale	<i>The Lost Pin</i>
angelfish	pet	dog	aspirin	watercolor
poodle	rose	adult	plant	flower

<u>building</u>	<u>school</u>	<u>junior high</u>
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____
6. _____	_____	_____
7. _____	_____	_____
8. _____	_____	_____
9. _____	_____	_____
10. _____	_____	_____

**BE SPECIFIC****(recognizing general and specific words)**

**WARMING UP:** Choosing more specific words to name persons, places, or things can help your readers know exactly what you are talking about. General words give an overall view; specific words pinpoint your meaning.

**WRITING ACTIVITIES:**

Fill in the missing words. The first one is done for you.

General	Better	Specific
animal _____	cat _____	Siamese _____
1. reptile _____	snake _____	_____
2. food _____	_____	cake _____
3. vegetable _____	_____	lettuce _____
4. relative _____	aunt _____	_____
5. road _____	_____	New York State Thruway _____

(B) Read the general words below. Write down one specific word next to each.

- |                  |                    |
|------------------|--------------------|
| 1. bicycle _____ | 10. liquid _____   |
| 2. hat _____     | 11. chair _____    |
| 3. adult _____   | 12. trousers _____ |
| 4. toy _____     | 13. soap _____     |
| 5. room _____    | 14. spice _____    |
| 6. shoe _____    | 15. storm _____    |
| 7. city _____    | 16. dress _____    |
| 8. house _____   | 17. candy _____    |
| 9. fuel _____    | 18. bird _____     |

(C) Choose five words you have written in Exercise B and write a sentence using each one.

**WORD WHEELIE****(using specific words in place of general ones)**

**WARMING UP:** Words that have nearly the same meaning are called synonyms. But there are very few words that mean exactly the same thing. For example, think of all the words available to name a house.

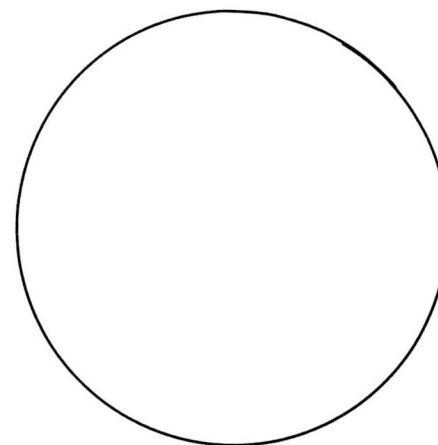
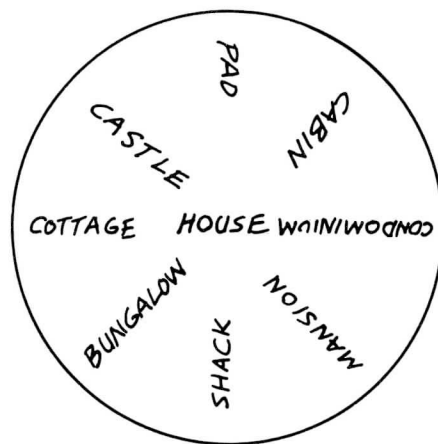
**WRITING ACTIVITIES:**

(A) Use the sample word wheel to trace your own wheels on another piece of paper. Place each boldface word in the center of its own word wheel. Then draw as many spokes as the number next to it indicates. Find all the words from the Synonym Word List that belong to the word wheel and place them on the spokes.

<b>car</b> (10 spokes)	<b>field</b> (4 spokes)
<b>dog</b> (9 spokes)	<b>laugh</b> (5 spokes)
<b>bike</b> (7 spokes)	<b>picture</b> (7 spokes)

Synonym Word List (place on spokes)

hot rod	poodle	collie	pooch
photo	German shepherd	grassland	giggle
tricycle	snort	unicycle	puppy
tandem	pup	snicker	guffaw
ten-speed	station wagon	two-wheeler	jalopy
squad car	snapshot	three-speed	
sketch	limousine	pencil drawing	
sedan	hatchback	pastel	
study	funny car	jeep	
mongrel	purebred	coupe	
meadow	savanna	watercolor	
chuckle	range	mutt	



**sample word wheel**

(B) Circle three words you have written on each word wheel. Use them in sentences of your own. Write your sentences on the back of this page.

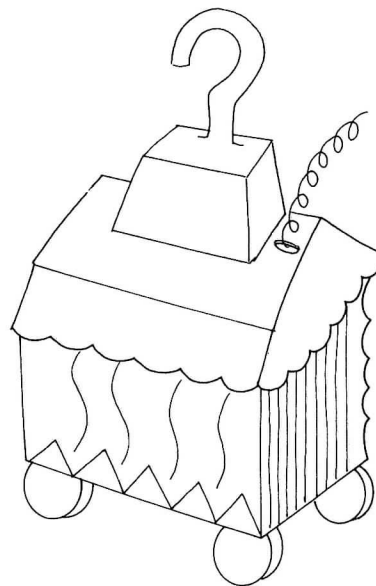
**THE THING****(using specific words to describe an object)**

**WARMING UP:** What is it? It's The Thing! The object shown here has been created for one reason: so you can describe it. First you need to help finish The Thing by labeling each part with the name of the material from which it was made. Use the Material List to give you some ideas.

Material List

sandpaper	leather	cardboard
velvet	iron or steel	waxed paper
rubber	glass	plastic
gold	painted wood	wool
gauze	tree bark	suede
paper	coins	unpainted wood

\_\_\_\_\_  
(your choice)

Descriptive List

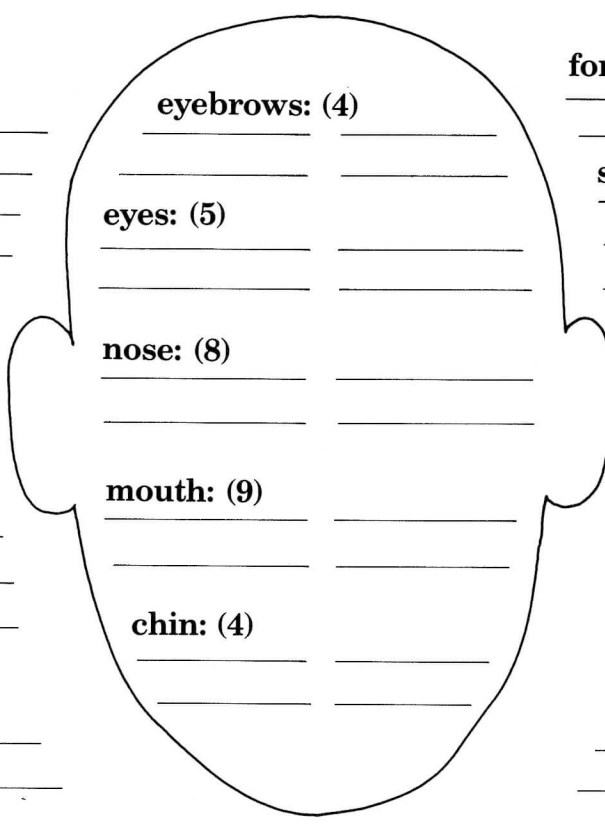
bowed	scraggy	coiled	protruding	gouged	square
rounded	even	wrinkled	humped	creased	rectangular
globular	balanced	scalloped	clumped	serrated	triangular
circular	warped	indented	bunched up	corrugated	bumpy
raveled	twisted	kinky	jut out	grooved	sharp
hooped	knotted	bent	smooth	shriveled	soft
elliptical	crooked	hooked	sticky	scratched	all color words
egg-shaped	gnarled	curved	flush	ribbed	studded
wavy	straight	arched	level	padded	dull
twirled	notched	looped	dip	flimsy	greasy
undulating	zigzag	blemished	hollow	solid	jagged
rough	spiral				

# **PICTURE MY WORDS** (using adjectives to describe people)

**WARMING UP:** The words or adjectives you choose to describe how a person looks can help your reader draw a mental picture of your character.

**WRITING ACTIVITY:** Use the words in the list below to label each part of the blank face. Some words can be used to describe more than one part of the face. Try to find as many adjectives as the number next to each face part indicates. For example, there are nine adjectives listed below that can describe "hair." Use the back of this paper if you need more space than is given.

curly	twinkling	turned up	glowing	freckled	bumpy
sparkling	squinting	jutting	glowering	bushy	grinning
wrinkled	rosy	crooked	sharp	sagging	stained
angry	pointed	shiny	smirking	thin	frizzy
frowning	prominent	straight	mysterious	smiling	flabby
rough	protruding	staring	pale	dull	

<b>hair: (9)</b> _____ _____ _____ _____ _____ _____ _____ _____		<b>forehead: (6)</b> _____ _____ _____ _____ _____ <b>skin: (6)</b> _____ _____ _____ _____ _____ <b>ears: (4)</b> _____ _____ _____ _____ <b>teeth: (5)</b> _____ _____ _____ _____ _____
<b>eyelids: (3)</b> _____ _____ _____ <b>cheeks: (4)</b> _____ _____ _____ _____ <b>jaw: (5)</b> _____ _____ _____ _____ _____	<b>eyebrows: (4)</b> _____ _____ _____ _____ <b>eyes: (5)</b> _____ _____ _____ _____ _____ <b>nose: (8)</b> _____ _____ _____ _____ _____ _____ <b>mouth: (9)</b> _____ _____ _____ _____ _____ _____ <b>chin: (4)</b> _____ _____ _____ _____	

**INSTEAD OF...****(using specific words for commonly used words)****WARMING UP:** Some words are used in our language over and over. Here are ten examples:

big walk good ugly look  
 little sit bad pretty jump

Here is a list of synonyms for these common words. The synonyms are words that mean almost the same thing as the common words, but allow you to use more descriptive terms for your readers.

spring	stumble	stare	select	fortunate
fine	glimpse	unsightly	lovely	elfin
massive	bulky	step	imperfect	favorable
corrupt	bound	superior	march	exquisite
gaze	slump	vicious	evil	view
elegant	leap	saunter	squat	miniature
disfigured	hideous	huge	monstrous	settle
vault	pace	desirable	perch	undersized
repulsive	wicked	glance	petite	large
immense	romp	gorgeous	recline	puny

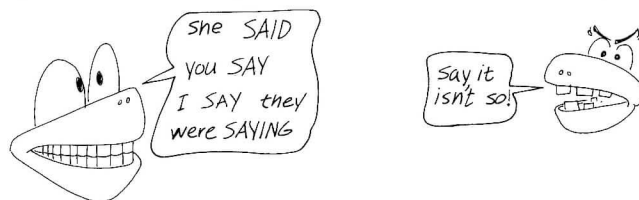
**WRITING ACTIVITIES:**

(A) Choose a synonym for each of the words underlined below and write it down. Mark each word in the list with an X as you use it.

- |                                       |                                   |
|---------------------------------------|-----------------------------------|
| 1. <u>big</u> paw _____               | 11. <u>bad</u> copy _____         |
| 2. <u>jumped</u> over the fence _____ | 12. <u>sit</u> in a seat _____    |
| 3. <u>walk</u> to the store _____     | 13. <u>ugly</u> mess _____        |
| 4. <u>good</u> decision _____         | 14. <u>sit</u> on a curb _____    |
| 5. <u>sit</u> in a chair _____        | 15. <u>pretty</u> blouse _____    |
| 6. <u>bad</u> leader _____            | 16. <u>look</u> at a poster _____ |
| 7. <u>walked</u> in the parade _____  | 17. <u>ugly</u> monster _____     |
| 8. <u>sit</u> near the fire _____     | 18. <u>good</u> portrait _____    |
| 9. <u>pretty</u> set of dishes _____  | 19. <u>bad</u> witch _____        |
| 10. <u>ugly</u> pile of trash _____   | 20. <u>pretty</u> bouquet _____   |

(B) Choose any five words from the word list that you did not use in Exercise (A). Write a sentence of your own using each word.



**SYNONYMS FOR SAYING****(substituting more descriptive verbs for the infinitive "to say")**

**WARMING UP:** The dialogue in your stories will be more interesting and informative to read if you sometimes substitute more descriptive verbs for said or saying.

Synonyms for Saying Bank				
murmur	sob	moan	stammer	answer
yell	snap	screech	laugh	state
call	grumble	sing	snarl	boast
scream	cry out	shout	exclaim	intone
plead	whisper	crack	reply	_____
				your choice

**WRITING ACTIVITIES:**

(A) Read the following sentences, then fill in a word from the Synonyms for Saying Bank that best describes how the person might answer. The first one is done for you.

1. John said, "I don't know where I am."

(a) If John were half asleep, he might murmur

(b) If John had been kidnapped, he might \_\_\_\_\_

(c) If John took a wrong turn while walking, he might \_\_\_\_\_

2. Sue said, "It was there a minute ago."

(a) If Sue were repeating what someone else said, she might \_\_\_\_\_

(b) If Sue were talking to someone upstairs, she might \_\_\_\_\_

(c) If Sue were teasing, she might \_\_\_\_\_

(B) On separate paper, rewrite the sentences in Exercise (A) using the synonyms you wrote down. Example: John murmured, "I don't know where I am."

(C) On separate paper, write two sentences of your own using dialogue with the verb **said**, as in Exercise (A). Choose three words from the Synonyms for Saying Bank not already used that can be substituted for **said**. Rewrite the sentences using the new words.

**HOW WAS IT SAID?****(using descriptive adverbs)**

**WARMING UP:** How you say something is often just as important as what you say. Using descriptive adverbs in dialogue will let your readers know how your characters "said" something. Use the descriptive adverbs listed below to complete the Writing Activities.

Descriptive Adverbs Bank			
hoarsely	angrily	innocently	slowly
sweetly	joyfully	confidently	groggily
reassuringly	nervously	sneakily	carefully
calmly	impatiently	sulkily	steadily
softly	hesitantly	politely	sassily
hotly	forcefully	loudly	

**WRITING ACTIVITIES:**

(A) Read the following sentences, then choose an adverb from the list above that best describes how the person might have "said" the dialogue. The first one is done for you.

1. Anita said, "I didn't hear you come in."

- (a) If Anita were sleeping, she might have said it groggily.
- (b) If Anita were pleased, she might have said it \_\_\_\_\_.
- (c) If Anita were confused, she might have said it \_\_\_\_\_.

2. Tim said, "Pass it to me."

- (a) If Tim were playing football, he might have said it \_\_\_\_\_.
- (b) If Tim were playing a trick, he might have said it \_\_\_\_\_.
- (c) If Tim were teaching someone, he might have said it \_\_\_\_\_.

(B) On separate paper, rewrite the sentences in Exercise (A) using the descriptive adverbs you wrote down. Example: Anita said groggily, "I didn't hear you come in."

(C) On separate paper, write two sentences of your own using dialogue and the verb said, as in Exercise (A). Choose three descriptive adverbs not used above that tell how the person said it. Rewrite the sentences using the adverbs.

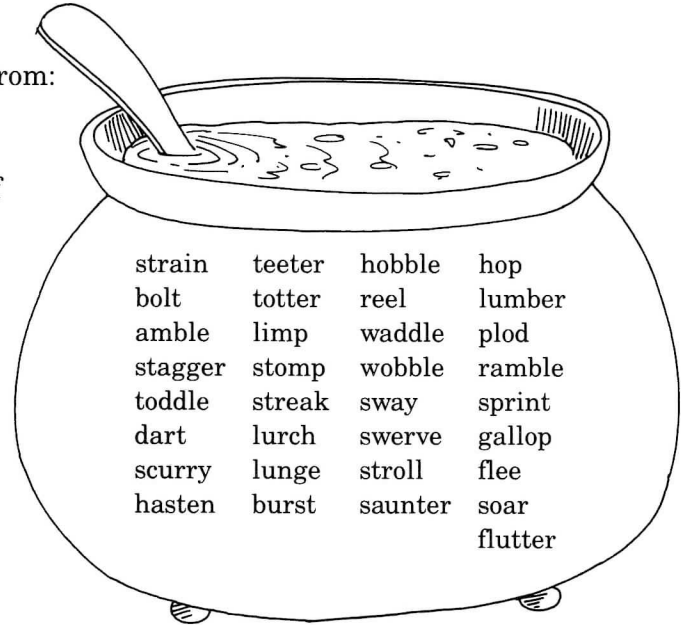
**MOTION POTION****(substitutions for common verbs showing movement)**

**WARMING UP:** Using the Motion Potion Cauldron can help improve this sentence from:

The angry gorilla **walked** from one side of the cage to the other.

to:

The angry gorilla **stomped** from one side of the cage to the other.

**WRITING ACTIVITIES:**

(A) Read the following sentences, then choose a verb from the Motion Potion Cauldron that best describes the action. The first one is done for you.

1. The truck went up the hill.

(a) If the truck carried a heavy load, it might strain.

(b) If the truck were empty, it might \_\_\_\_\_.

2. The deer moved across the field.

(a) If the deer were trying to escape from a predator, it might \_\_\_\_\_.

(b) If the deer were injured, it might \_\_\_\_\_.

3. The athlete ran across the finish line.

(a) If the athlete were exhausted, he might \_\_\_\_\_.

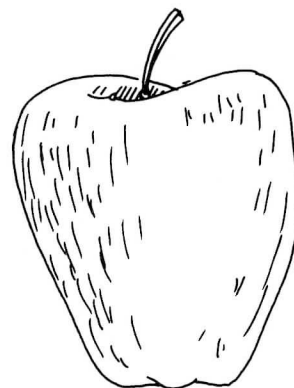
(b) If the athlete were full of energy, he might \_\_\_\_\_.

(B) On separate paper, rewrite the sentences in Exercise (A) using the improved verbs you have chosen. Example: The truck strained up the hill, carrying a heavy load.

(C) Choose five words from the Motion Potion Cauldron that you did not use in Exercise (A) and write a sentence for each word. Use separate paper.

**ADDING SENSE****(using sensory adjectives to describe nouns)**

**WARMING UP:** In the sentence **I opened the bag and saw an apple**, your reader would know more about the apple if sensory adjectives were added. The apple could be red, yellow, green, ripe, sour, sweet, cold, soft, crunchy, or wormy. Using at least two of these sensory adjectives to describe the apple will create an instant picture in the mind of your reader.

**WRITING ACTIVITIES:**

(A) Write at least two sensory adjectives to describe each object in the list below. Place them in their appropriate categories. The first one is done for you.

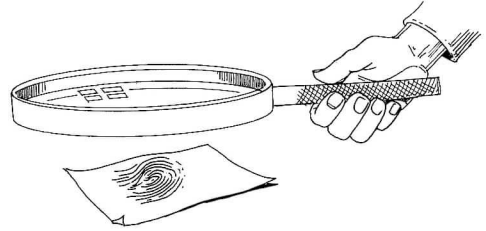
	SIGHT	TOUCH	SMELL	TASTE	SOUND
apple	<u>red</u>	<u>bumpy</u>	<u>sweet</u>	<u>sour</u>	<u>crunchy</u>
	<u>round</u>	<u>smooth</u>	<u>fragrant</u>	<u>juicy</u>	<u>quiet</u>
new baseball	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____
used softball	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____
dinner plate	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____
chocolate cookie	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____
bubble gum	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____
bedspread	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____

(B) Write a descriptive phrase about each object in Exercise (A) using your sensory adjectives. Put your phrases on the back of this paper. Example: a juicy, red apple.

## NAME CALLING

(using descriptive nouns)

**WARMING UP:** What would you call someone who catches criminals? Your answer might be a police officer, a daring crime fighter, or a super detective. This exercise will give you practice in using specific words to identify some things about people: what they do, how they look, how they behave. Use a dictionary or a thesaurus to help you do your best.



### WRITING ACTIVITIES:

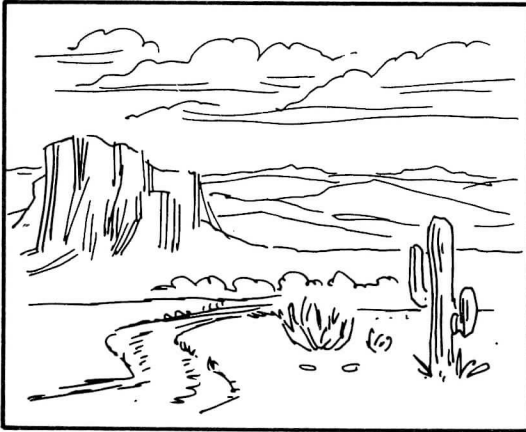
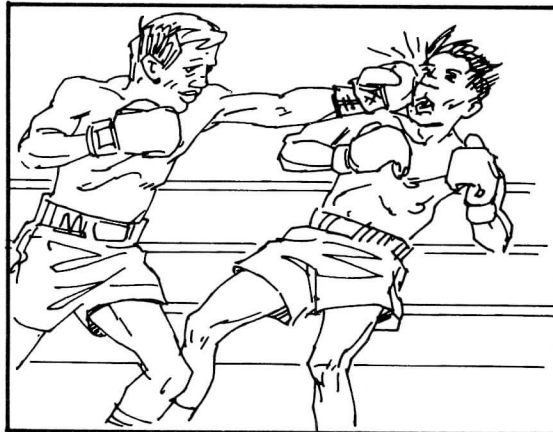
(A) What would you call someone who:

- |                                    |   |
|------------------------------------|---|
| 1. plays in a band? _____          | 13. runs this classroom? _____          |
| 2. unloads ships? _____            | 14. loves rock and roll? _____          |
| 3. copies from other people? _____ | 15. fixes broken appliances? _____      |
| 4. tells a good joke? _____        | 16. fools around in class? _____        |
| 5. plays sports well? _____        | 17. always complains? _____             |
| 6. always does homework? _____     | 18. eats a lot? _____                   |
| 7. dresses neatly? _____           | 19. collects trash? _____               |
| 8. collects stamps? _____          | 20. creates a new machine? _____        |
| 9. helps heal people? _____        | 21. wastes money? _____                 |
| 10. helps heal animals? _____      | 22. won't spend a dime? _____           |
| 11. trips over things a lot? _____ | 23. gives up easily? _____              |
| 12. keeps the school clean? _____  | 24. wants the best of everything? _____ |

(B) Pick any ten of your answers and write a sentence for each one. Use the back of this paper.

**PICTURE THIS!**

(using the dictionary and thesaurus)

**Picture 1****Picture 2****Warming Up:** Write down three adjectives that describe pictures 1 and 2.

picture 1: \_\_\_\_\_

picture 2: \_\_\_\_\_

 \_\_\_\_\_  
 \_\_\_\_\_

 \_\_\_\_\_  
 \_\_\_\_\_

**WRITING ACTIVITIES:** Fill in each of your word choices in the appropriate word column of the Word Research Chart. Use your dictionary and thesaurus to help you complete the following information about each word. A sample word for picture 1, **peaceful**, is shown with its correct responses on the Chart.

**ORIGIN:** Enter the original language from which the word comes and its original spelling.

**PART OF SPEECH:** Choose the part of speech as you intend to use it in a sentence of your own.

**SYNONYMS/DEFINITION:** Use the thesaurus to enter several synonyms; use the dictionary to enter the definition according to the part of speech you have chosen.

**ANTONYMS:** Enter any words found in the dictionary and thesaurus that are opposite in meaning.

**RELATED WORDS:** Enter any words related in form, using prefixes and suffixes.

**USAGE:** Write a sentence of your own using your original word.

## WORD RESEARCH CHART

WORD	ORIGIN	PART OF SPEECH	SYNONYMS/ DEFINITION	ANTONYMS	RELATED WORDS	USAGE
1. peaceful	Middle English <u>pes</u> , <u>pais</u> , from old French, from Latin <u>pax</u>	adj.	Quiet, tranquil, restful, placid, harmonious, concordant, amicable, calm	Contentious, warlike, discordant, harsh, jarring, hostile, unpacific	Peace peacefulness peaceable peacemaker peacefully	The <u>peaceful</u> setting helped the grieving man recover.
2.						
3.						
4.						
5.						
6.						



## HOW GENTLE IS SHE (OR HE)?

(describing character traits with specific information  
to support general statements)

**WARMING UP:** It is easy to say that someone is smart, courageous, sneaky, or stubborn, but it is what that character *does* that makes it real to your readers.

*He is a gentle person.*

becomes *He is so gentle that even nervous animals allow him to pet them.*



**WRITING ACTIVITIES:** The thirty words below can be used when describing characters. Choose *fifteen* of these words and use each one in a sentence that tells *what* the character *does* to make you describe him or her in this way. Use the dictionary to check words about which you are unsure. Use separate paper.

pious	handsome	careful
elegant	beautiful	tactful
furious	graceful	weak
discouraged	confused	pushy
loyal	sly	indifferent
sloppy	wealthy	confident
fresh	deceitful	daring
jovial	attractive	nervous
nasty	offensive	secretive
immature	persuasive	depressed

## SENSORY SOLITAIRE

(developing a sensory vocabulary)

### To the Student

This board game will help you develop your sensory vocabulary. It's designed to be played by one player, but can easily be adapted for group use. If you're playing alone, you may choose list A (grades 4-6) or B (grades 7-8). Simply combine the two lists for the entire class to play.

You'll need the following materials:

cardboard or heavy construction paper	felt-tip markers
scissors	clear Con-Tact® paper
6-by-9-inch Manila envelope	dictionary (optional)

- Write the words from the list or lists on the paper and cut it into separate playing cards (one word per card).
- Color the game board using felt-tip markers, then laminate or cover the board and the cards with the clear Con-Tact® paper to prolong their life.
- Store the game pieces in a Manila envelope when not in use.
- Before you get started, make sure you have the game board, the card deck, the listing sheet, the rules, and a dictionary (optional).

### Rules

1. Shuffle the cards, then place them face down on the game board.
2. Pick the top card and read it. Then place the card in the game board area that *best* describes it. Do this with all the cards. Notice that some words can be used to describe more than one sense; for example, *sour* can describe a taste or a smell.
3. After you have placed the entire deck, write all the words in the correct boxes in the listing sheet.
4. You are ready for scoring.
5. Choose one of the follow-up activities below to further strengthen your sensory vocabulary.

### Follow-Up

- Pick two words from each sense to use in a story of your own. Your story could take place in one of these settings—a department store, a busy highway, your kitchen, a gymnasium, or a park.

- Think of a place. Now write a description of the place using only one sense. Do not name the place in your description, but do write it on the back of your paper. Can your two editors or listener guess where you are?
- Write a sensory poem. This is a poem with six lines. Each one begins with: I can see..., I can hear..., I can smell..., I can taste..., I can feel..., I am...(where?)

## SENSORY SOLITAIRE WORDS


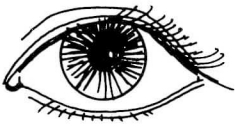



### List A

tapping	hot	buzz	growl
wet	tingle	hard	delicious
sting	clean	damp	strong
shrill	cold	round	loud
fresh	spicy	spotted	bang
dazzling	smoky	croak	handsome
sweet	sour	roar	lovely
dark	rattle	sharp	gloomy
ugly	bitter	soft	stinky
bright	tickle	smooth	sparkling
colorful	rotten	hollow	lumpy
dirty	stale	hiccup	clank
lovely	warm	rough	rustle

### List B

radiance	blast	vibrate	gamy
frigid	stench	ache	din
pale	twang	twinge	sheen
pungent	fragrant	peal	swelter
dingy	savory	clamorous	tactile
harsh	fever	azure	fetid
flavorless	pang	aromatic	acrid
cloying	numb	musty	balmy
shimmering	itch	palatable	reek
prickly	racket	odoriferous	vapid
warmth	tang	graze	fume
irritate	tart	deafening	foul
sting	murky	putrid	blush

## SENSORY SOLITAIRE GAME BOARD

 <p><b>SMELL</b></p>	 <p><b>SIGHT</b></p>	 <p><b>SOUND</b></p>
<p><b>PLACE CARD DECK HERE FACE DOWN</b></p>	 <p><b>TASTE</b></p>	 <p><b>TOUCH</b></p>

# SENSORY SOLITAIRE LISTING SHEET

<p><i>SMELL:</i></p>	<p><i>SIGHT:</i></p>	<p><i>SOUND:</i></p>
<p><i>NAME</i> _____</p> <p><i>SCORE</i> _____</p>	<p><i>TASTE:</i></p>	<p><i>TOUCH:</i></p>

**THE GRAMMAR BANK (I)**  
**(recognizing and using parts of speech)**

**WARMING UP:** Make sure you have a copy of the Grammar Bank ready for easy reference. It will help you identify and use the following parts of speech: noun, adjective, pronoun, preposition, interjection, verb, adverb, and conjunction.

**WRITING ACTIVITIES:** Finish each sentence with a word from the Grammar Bank.

1. Peter put the dime \_\_\_\_\_ the machine and heard it start.  
prep.
2. "Put that boulder \_\_\_\_\_!" screamed Mrs. Bunyan.  
adv.
3. The principal spoke \_\_\_\_\_ at the sports assembly.  
adv.
4. Bill earns \_\_\_\_\_ by delivering papers every day.  
noun
5. Anne went to the wedding \_\_\_\_\_ her cousin.  
prep.
6. Arabella painted the walls, while Harvey \_\_\_\_\_ the floors.  
verb
7. That basketball player is so tall, he could easily \_\_\_\_\_ the rim.  
verb
8. \_\_\_\_\_ went to the game in a bus.  
pronoun
9. My cousin has recently joined the \_\_\_\_\_.  
noun (p)
10. Until that announcement, everyone \_\_\_\_\_ cheerful.  
verb
11. When making bread, you \_\_\_\_\_ the dough.  
verb
12. Does Dracula walk \_\_\_\_\_ the living?  
prep.
13. \_\_\_\_\_ need a vacation soon before we drop from exhaustion.  
pronoun
14. Everyone knows \_\_\_\_\_ who play sports well.  
noun
15. The sunlight \_\_\_\_\_ off their helmets.  
verb

**THE GRAMMAR BANK (II)****(recognizing and using parts of speech)**

**WARMING UP:** Make sure you have a copy of the Grammar Bank ready for easy reference. Identify and use the following parts of speech: noun, adjective, pronoun, preposition, interjection, verb, adverb, and conjunction.

**WRITING ACTIVITIES:** Finish each sentence with words from the Grammar Bank.

1. Put the rubbish \_\_\_\_\_ the garage, but not \_\_\_\_\_ the wall.  
prep. prep.
2. Joe heard, "Make your bed \_\_\_\_\_ before \_\_\_\_\_ go to school."  
adv. pronoun
3. Mr. Jones likes \_\_\_\_\_, but not \_\_\_\_\_.  
noun noun
4. Because the parade moved \_\_\_\_\_, it ended \_\_\_\_\_.  
adv. adv.
5. The diver \_\_\_\_\_ a triple somersault, but \_\_\_\_\_.  
verb verb
6. "\_\_\_\_\_, we wanted to see that \_\_\_\_\_, but we can't,"  
interjection noun  
moaned Eddie and Charlie.
7. The crowd heard a \_\_\_\_\_ cracking sound, and saw a \_\_\_\_\_  
adj. adj.  
flash of light.
8. "\_\_\_\_\_ moldy sneaker is this?" asked Ms. Swift.  
pronoun
9. "\_\_\_\_\_, there's a \_\_\_\_\_ on your jacket," teased Ellen.  
interjection noun
10. After walking on the \_\_\_\_\_ pebbles, it felt good to walk on the \_\_\_\_\_ sand.  
adj. adj.
11. "I didn't know about this \_\_\_\_\_ passage," \_\_\_\_\_ Leslie.  
adj. verb
12. Greg stated, "I'll eat peas \_\_\_\_\_ carrots \_\_\_\_\_ they're  
conj. conj.  
good for me, not because I like them."



## THE GRAMMAR BANK

**TO THE STUDENT:** Here's a bank that won't make you rich, but it will enrich your word usage! Use this Grammar Bank to help you identify and use the following parts of speech: noun, adjective, pronoun, preposition, interjection, verb, adverb, and conjunction.

<b>NOUNS:</b> common (c) or proper (p); name persons, places, or things. <b>Examples:</b> spider (c) money (c) Great Danes (p) people (c) movie (c) Air Force (p) dogs (c) monsters (c) bicycles (c) balloon (c)	<b>ADJECTIVES:</b> describe a noun or pronoun. <b>Examples:</b> old horrified powdery smooth loud brilliant secret sharp rough purple	<b>PRONOUNS:</b> take the place of nouns. <b>Examples:</b> whose whoever her they you yours them us we it its	<b>PREPOSITIONS:</b> show relation between its object and some other word in the sentence. <b>Examples:</b> with without near behind about against among in on
_____	_____	_____	_____
(your choice)	(your choice)	(your choice)	(your choice)
_____	_____	_____	_____
(your choice)	(your choice)	(your choice)	(your choice)

<b>INTERJECTIONS:</b> show surprise or emotion. <b>Examples:</b> gosh hey gee hmmm boy ugh yuk wow	<b>VERBS:</b> show action or state of being. <b>Examples:</b> whispered touch was melted screeched knead sanded bounced failed popped attempted hummed	<b>ADVERBS:</b> describe verbs by telling how, when, where, or to what extent. <b>Examples:</b> frantically sloppily now briefly crisply cautiously late slowly down	<b>CONJUNCTIONS:</b> connect words or groups of words. <b>Examples:</b> because although consequently and but so then
_____	_____	_____	_____
(your choice)	(your choice)	(your choice)	(your choice)
_____	_____	_____	_____
(your choice)	(your choice)	(your choice)	(your choice)

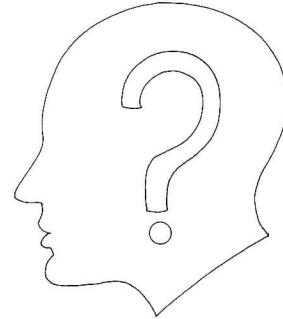
**ALL ABOUT ME****(using specific parts of speech to identify things about yourself)****WARMING UP:** Study the following definitions:

Noun—a word that names a person, place, or thing

Adjective—a word used to describe a noun or pronoun

Verb—a word that names an action or state of being

Adverb—a word that describes a verb

**WRITING ACTIVITIES:** Use the part of speech mentioned in each sentence to describe yourself.

1. Write three nouns that name things you would like to own.

\_\_\_\_\_

2. Write three adjectives describing what kind of person you want to be.

\_\_\_\_\_

3. Write three verbs that name activities you like to do.

\_\_\_\_\_

4. Write three adverbs that describe how you work.

\_\_\_\_\_

5. Write three nouns that name things found in your closet.

\_\_\_\_\_

6. Write three verbs that identify activities you dislike doing.

\_\_\_\_\_

7. Write three adverbs that describe how you sing.

\_\_\_\_\_

8. Write three adjectives that describe you.

\_\_\_\_\_

**WORKABLE WORDS****(using homographs)**

**WARMING UP:** Some words work in sentences as more than one part of speech. These are called homographs. A homograph is a word with the same spelling as another but with a different meaning.

**WRITING ACTIVITIES:** Write a sentence for each homograph using it as the part of speech shown on the line. The first one is done for you.

1. block (noun) I live on the block between Pearl Street and James Road.  
(verb) One player will block the other to keep him from scoring.  
(adjective) We want to go to the block party tonight.
2. bank (noun) \_\_\_\_\_  
(verb) \_\_\_\_\_  
(adjective) \_\_\_\_\_
3. punch (noun) \_\_\_\_\_  
(verb) \_\_\_\_\_  
(adjective) \_\_\_\_\_
4. coat (noun) \_\_\_\_\_  
(verb) \_\_\_\_\_  
(adjective) \_\_\_\_\_
5. fan (noun) \_\_\_\_\_  
(verb) \_\_\_\_\_  
(adjective) \_\_\_\_\_
6. stop (noun) \_\_\_\_\_  
(verb) \_\_\_\_\_  
(adjective) \_\_\_\_\_
7. fly (noun) \_\_\_\_\_  
(verb) \_\_\_\_\_  
(adjective) \_\_\_\_\_

**EASY WORD SHUFFLE****(using homographs)**

**WARMING UP:** A word with the same spelling as another but with a different meaning is a homograph. Here is a list of easy words with many different meanings.

cast  
block  
down  
fire  
bag

**WRITING ACTIVITIES:**

(A) Write the correct word from the easy word list on the line next to its meaning. (You may use words more than once).

1. Which word means "a piece upon which a person's head is chopped off"? \_\_\_\_\_
2. Which word means "a base" in baseball? \_\_\_\_\_
3. Which word means "the fine soft feathers of a young bird and the underlying feathers in an adult bird"? \_\_\_\_\_
4. Which word means "to throw dice"? \_\_\_\_\_
5. Which word means "a solid piece of wood or other hard substance having one or more hard sides"? \_\_\_\_\_
6. Which word means to be "sick, low in spirits, depressed"? \_\_\_\_\_
7. Which word means "a woman's purse"? \_\_\_\_\_
8. Which word means "to dismiss from a job"? \_\_\_\_\_
9. Which word means "the actors in a play, movie, or the like"? \_\_\_\_\_
10. Which word means to be "exposed or subjected to enemy attack"? \_\_\_\_\_

(B) Here is a list of some other easy words. Think of at least two definitions for each word (you may use a dictionary). Then write a sentence for each definition. Use separate paper.

back  
jump  
run  
face  
bat

**A SLITHERING, SLIMY SOMETHING****(using two adjectives to describe a noun)**

**WARMING UP:** Two carefully chosen adjectives will help describe a noun specifically. Use the words from the Adjective Bank to help you do the Writing Activities below.

Adjective Bank					
round	strong	knotted	truthful	nasty	patient
squirmy	skillful	kind	salty	freaky	torn
dirty	watchful	scheming	raging	eagle-eyed	protective
frightened	confusing	balanced	cheap	generous	free
accidental	circular	solemn	flashing	burning	difficult
tinted	fluffy	boring	modern	light	slippery
gentle	snug	excitable	masked	tender	shiny
twisted	lengthy	cranky	seasoned	pitted	horrid

**WRITING ACTIVITIES:**

(A) Write a noun for each pair of adjectives given.

1. a warm, cheerful \_\_\_\_\_

2. a raging, brutal \_\_\_\_\_

3. cheap, salty \_\_\_\_\_

4. a solemn, watchful \_\_\_\_\_

5. a balanced, round \_\_\_\_\_

(B) Write one adjective and a noun to complete each phrase.

1. a nasty, \_\_\_\_\_

2. a fluffy, \_\_\_\_\_

3. a careful, \_\_\_\_\_

4. a twisted, \_\_\_\_\_

5. a boring, \_\_\_\_\_

(C) Write two adjectives and a noun to complete each phrase.

1. \_\_\_\_\_, \_\_\_\_\_

2. \_\_\_\_\_, \_\_\_\_\_

3. \_\_\_\_\_, \_\_\_\_\_

4. \_\_\_\_\_, \_\_\_\_\_

5. \_\_\_\_\_, \_\_\_\_\_

**PLACE INVADERS****(using adjectives with nouns to describe a place)**

**WARMING UP:** Picture yourself at a baseball game on a warm summer day. Your senses are being invaded—you are surrounded by different sights, smells, sounds, tastes, and objects you can touch!

**WRITING ACTIVITIES:**

Using one adjective and one noun, list five things that each of your senses is telling you. The first one is done for you.

**Sight**

1. green field
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**Smell**

1. steaming hot dog
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**Sound**

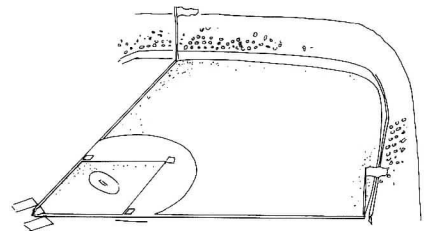
1. screaming fans
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**Touch**

1. hard seats
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**Taste**

1. sweet soda
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_



(B) Read the list of places below. Pick any three and use an adjective with a noun to describe what each of your senses tells you.

a factory

a pizza parlor

a museum

a church

a skating rink

a laundromat

a locker room

a department store

a barnyard

a fancy restaurant

a closet

\_\_\_\_\_  
(your choice)

## ACTIVATING ADVERBS

(recognizing and using adverbs)

**WARMING UP:** Adverbs can be single words that describe verbs more fully. They work in a sentence by telling how, when, where, or to what extent or how much an action is done.



The chorus sang beautifully.  
(verb) (adverb, tells how)

Yes, they sang here.  
(verb) (adverb, tells where)



Did they sing earlier?  
(verb) (adverb, tells when)

They will sing often.  
(verb) (adverb, tells how much)



### WRITING ACTIVITIES:

(A) Underline the adverb in the following sentences:

1. The monster bellowed loudly. (What word tells how he bellowed?)
2. Put the box of candy there. (What word tells where to put the box?)
3. I'll do my homework next. (What word tells when you'll do it?)
4. They almost cried. (What word tells to what extent they cried?)

(B) Match the adverbs with the best verbs:

#### Adverbs

well  
foolishly  
early  
hard  
thoroughly  
faster  
wildly  
energetically  
completely

#### Verbs

arrive _____	slugged _____
finished _____	talked _____
acted _____	work _____
mixed _____	performing _____
sprinted _____	

(C) Complete each sentence with an adverb that answers each question in parentheses:

1. John read magazines \_\_\_\_\_. (How much?)
2. Ms. Carson's play began \_\_\_\_\_. (When?)
3. Linda ate breakfast \_\_\_\_\_. (How often?)
4. Joey put the book \_\_\_\_\_. (Where?)

(D) Use each of the adverbs listed below in a sentence of your own. Write the sentences on the back of this paper.

yesterday	everywhere	daily	soon	radiantly
skillfully	poorly	below	never	there



**DESCRIBE IT TO ME**  
**(using adverbs and adjectives)**

**WARMING UP:** Adverbs describe a verb or another adverb by telling how, when, where, or to what extent or degree an action is done.

An adjective describes a noun or a pronoun by telling what kind, which one, or how many.

**WRITING ACTIVITIES:** Finish each sentence with an adverb or adjective that begins with the letter given. Use the dictionary or thesaurus to help you.

**Adverbs**

- |                                |          |
|--------------------------------|----------|
| 1. The dancer moved            | g _____. |
|                                | h _____. |
|                                | d _____. |
| 2. The screen door closed      | l _____. |
|                                | s _____. |
|                                | p _____. |
| 3. The expert swimmer<br>dived | c _____. |
|                                | b _____. |
|                                | a _____. |
| 4. The serious pupil studied   | f _____. |
|                                | h _____. |
|                                | o _____. |

**Adjectives**

- |                               |          |
|-------------------------------|----------|
| 1. The spot on the jacket was | t _____. |
|                               | n _____. |
|                               | b _____. |
| 2. The fudge was              | d _____. |
|                               | c _____. |
|                               | h _____. |
| 3. As an athlete, she is      | t _____. |
|                               | e _____. |
|                               | o _____. |
| 4. The bicycle's wheels are   | r _____. |
|                               | c _____. |
|                               | s _____. |

**TELL ME MORE****(identifying and using adverbs)****WARMING UP:** Adverbs can be placed into four categories:

1. adverbs that tell HOW

The soldier carefully arranged the items in his locker.

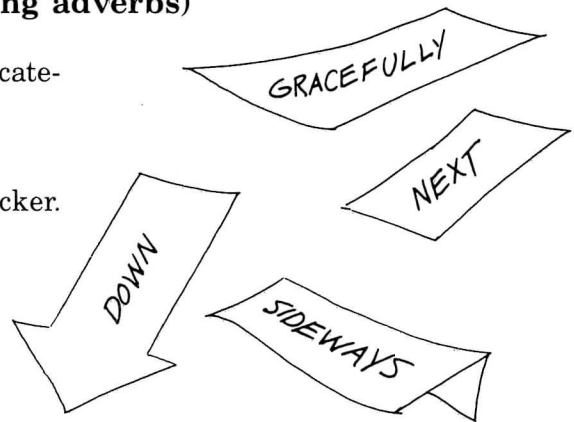
2. adverbs that tell WHEN

I will come later.

3. adverbs that tell WHERE

The balloon floated upward.

4. adverbs that tell TO WHAT DEGREE OR EXTENT

They will definitely be tired when they arrive.**WRITING ACTIVITIES:**

(A) Place each adverb in the correct category.

carelessly	sloppily	gracefully	here
afterward	almost	well	contentedly
entirely	now	next	backward
forward	completely	less	sideways
last	more	down	first

**HOW**

- 1.
- 2.
- 3.
- 4.
- 5.

**WHEN**

- 1.
- 2.
- 3.
- 4.
- 5.

**WHERE**

- 1.
- 2.
- 3.
- 4.
- 5.

**TO WHAT DEGREE OR EXTENT**

- 1.
- 2.
- 3.
- 4.
- 5.

(B) Choose three adverbs from each category. Write a sentence for each one on the back of this paper. Underline the adverb in each sentence you write.

**EXTENDING THE ADVERB (I)****(using adverbial phrases)**

**WARMING UP:** Adverbs can be single words that tell how, when, where, or to what degree or extent an action happens. A phrase is a group of words that does not have a subject or verb. Phrases that do the same work in a sentence as a single word adverb are called adverbial phrases. Adverbial phrases can also tell why an action happens.

1. He began his routine with a leap. (tells how)
2. The assembly begins after lunch. (tells when)
3. The band played in the auditorium. (tells where)
4. I studied as hard as usual for the test. (tells to what extent)
5. We left late to avoid rush hour traffic. (tells why)

**WRITING ACTIVITIES:** Finish each sentence with an adverbial phrase that answers each question.

1. The injured player walked off the field \_\_\_\_\_.  
how?
2. Aunt Clara said, "Make your bed \_\_\_\_\_.  
when?"
3. "I'll meet you \_\_\_\_\_," Joey said.  
where?
4. We practiced the play \_\_\_\_\_.  
to what extent or degree?
5. We left early \_\_\_\_\_.  
why?

**EXTENDING THE ADVERB (II)****(using adverbial clauses)**

**WARMING UP:** Adverbs can be single words that tell how, when, where, or to what degree or extent. A clause is a group of words that has a subject and a verb. Clauses that do the same work as an adverb in a sentence are called adverbial phrases.

1. The players ran onto the field as if they knew that they were going to win. (tells how)
2. The judges began to mark the gymnasts as soon as they began their programs. (tells when)
3. When he stood in front of the line, he could see the other performances. (tells where)
4. If she exercises too much, she will reinjure that muscle. (tells to what degree)
5. The team packed their clothes the night before so they could get an early start. (tells why)

**WRITING ACTIVITIES:** Finish each sentence with an adverbial clause that answers each question.

1. Each horse leaped over the barrier \_\_\_\_\_.  
how?
2. The coach replaced the player \_\_\_\_\_.  
when?
3. \_\_\_\_\_, she could see the game more clearly.  
where?
4. \_\_\_\_\_, they will win the championship.  
to what degree or extent?
5. The players cheered the coach \_\_\_\_\_.  
why?

**WITCH WON DEW EYE EWES?**

(usage of frequently confused homonyms)

**WARMING UP:** Homonyms are words with the same pronunciation but different meanings and usually different spellings. Here are some examples:

its	— shows possession	there	— means a place
it's	— contraction for it is	they're	— contraction for they are
your	— shows ownership	their	— shows possession
you're	— contraction for you are	hear	— to receive information by the ear
two	— the number "2"	here	— means at this place
too	— means also or very		
to	— preposition used to introduce phrases		

**WRITING ACTIVITIES:**

(A) Decide which homonym should be used in each of the following sentences and write it on the line.

- Everyone tried to identify \_\_\_\_\_ jacket it was.  
who's whose
- It was \_\_\_\_\_ cold to go on the picnic.  
to two too
- Please put the chair \_\_\_\_\_ and the desk \_\_\_\_\_.  
here hear their they're there
- I think \_\_\_\_\_ the best price you will find.  
its it's
- Besides eating four hamburgers, he had \_\_\_\_\_ pieces of cake, \_\_\_\_\_.  
to two too to two too
- Haven't you gone \_\_\_\_\_ the game yet?  
to two too
- Did you take \_\_\_\_\_ turn when you were supposed to?  
your you're
- \_\_\_\_\_ are plenty of books on space exploration.  
Their They're There
- The students waited anxiously for \_\_\_\_\_ grade results.  
their they're there
- Did you \_\_\_\_\_ that last song?  
here hear

(B) Use each homonym from the Warming Up section in sentences of your own and write them on the back of this paper.

**BE AGREEABLE (I)**  
**(subject and verb agreement)**

**WARMING UP:** Singular subjects take singular verbs. Example: Jake enjoys cookies. Plural subjects take plural verbs. Example: Jake and Joann enjoy cookies.

**WRITING ACTIVITIES:**

(A) When using **either/or** or **neither/nor**, the verb agrees with the nearer subject. Examples:

Neither Jill nor her friends are going.

Either Bill or his cousin is supposed to call.

Circle the correct verb in each sentence.

1. Neither Ann nor Sandy want/wants broccoli with her dinner.
2. Either Mr. Cantor or his assistants is/are responsible for closing the shop.
3. Neither a jacker nor tie is/are necessary at the dinner.
4. Either the cats or the dog has/have fleas.

(B) When here and there are used as sentence beginnings, the verb agrees with the subject that follows it. Examples:

Here comes my friend.

Here come my friends.

Circle the correct verb in each sentence.

1. Here is/are the answers to the questions.
2. Here is/are my test.
3. There was/were too many things to do yesterday.
4. There is/are a box of chocolates.

(C) Collective nouns are words that name a group or class of persons or things. Many collective nouns take singular verbs. Choose five of the collective nouns listed below. Write a sentence for each word you choose using it as the subject. Use separate paper.

army  
club

faculty  
group

crowd  
family

school  
flock

team  
audience

**BE AGREEABLE (II)**  
**(subject and verb agreement)**

**WARMING UP:** A singular subject takes a singular verb. A plural subject takes a plural verb.

**WRITING ACTIVITIES:**

(A) Phrases placed between the subject and the verb do not change the agreement.  
 Example:

All students, including the class president, report to the gym.

Any guide, as well as tourists, enjoys the sights.

Circle the correct verb in each sentence.

1. Some contestants, along with a judge, want/wants to see the raffle results.
2. That box of chocolates smell/smells very tempting!
3. The team members, accompanied by the coach, is/are meeting later.
4. The collection of butterflies was/were very beautiful to see.
5. The children, along with their aunt, is/are boarding the plane.

(B) The following subject words are singular and take singular verbs:

anybody	anyone	each	either	neither	everybody
everyone	nobody	one	somebody	someone	

Read the following sentences and circle the correct verb.

1. Anyone is/are welcome to come with us.
2. Somebody like/likes ice cream.
3. Car and auto mean the same thing; either is/are correct.
4. Everyone in the group was/were talking so loudly!
5. One of them was/were in the room.

(C) Choose five subject words from Activity (B). Write a sentence for each word you selected using the words as the singular subject in the sentence with a singular verb.

**I-30 Spelling and Usage****PHRASE SPELLING**

(learning to spell words arranged in phrases)

**To the Teacher**

You can use Phrase Spelling as a learning station (see Instructions for Individual Use) or as a standard spelling program (see Whole Group Instruction). The 120 phrase lists are divided into two levels: Level A, *Grades 4-5*; and Level B, *Grades 6-8*. The 60 Level A lists contain five phrases each and the 60 Level B lists contain ten phrases each.

The words are arranged and pretested in phrases rather than in isolation to give students practice in writing words in context. This helps students reinforce the correct spelling of homonyms, encourages standard or correct word usage, and offers practice in basic capitalization and punctuation.

**Instructions for Individual Use**

To set up Phrase Spelling as a learning station:

1. Reproduce, clip, and mount each phrase list on heavy 6-by-9 inch oaktag or construction paper, one list per card. Cover each with clear Con-Tact® paper or laminate to increase classroom life.
2. Reproduce Phrase Spelling Student Directions, one copy per student.
3. Reproduce a supply of pretest/posttest sheets and study sheets for the class.
4. Make all materials readily available to students by placing them in a central location such as a table or a bookshelf. The cards will fit into a shoebox.

Students may choose or be assigned one card per week, but since learning stations are self-pacing, more may be done for credit. Realistically, however, the number should be limited to no more than three because individual weekly testing takes time. Encourage quality rather than quantity.

Stress that students be careful when self-correcting (Step 2). If care is used, a student will find his or her own errors. The same care is needed as the student enters words correctly on his or her study sheet.

Encourage accurate reading of card numbers on testing and study sheets so that students can keep track of which cards have been completed for credit.



**Whole Group Instruction**

1. Hand out pretest/posttest sheets to students, instructing them to write the phrases they hear on the top half of the sheet.
2. Dictate the list or lists of phrases you have chosen for that week.
3. Have the students self-correct the pretests, using the study sheet to record any misspelled words. The list(s) may be copied onto the chalkboard or a transparency. You may also reproduce each page of phrase lists from this book and assemble a complete spelling booklet for the students to use for reference.
4. Collect the testing sheets and assign the words on the study sheets; decide on a time for the posttest.
5. Have students fold back the top halves of their testing sheets; dictate the same phrase list/s to students who then write the phrases on the lower halves of the testing sheets.
6. Collect and correct tests. Term tests may be administered by dictating one phrase (your choice) from each list given during that term.

# PHRASE SPELLING LEARNING STATION

## STUDENT DIRECTIONS

### 1. PRETEST

Pick a card, but do not study the phrases. Give the card to a partner. Using the *pretest* half of the *testing sheet*, have your partner test you on all of the phrases.

CARD# 56

PRE-TEST

taking there mony

jump over the moon

if your hungry

hopping to like

POST-TEST

### 2. RECORD AND STUDY

Take the card back from your partner. Use it to correct your own pretest. Record any misspelled words on your *study sheet*.

Study the words from your study sheet. Use the suggestions at the top of your study sheet. Study them in class or for homework.

WRITE ONLY THE WORDS YOU MISSPELL ON YOUR PRE-TEST

<u>their</u>	
<u>you're</u>	
<u>money</u>	
<u>hoping</u>	

### 3. POSTTEST

Give your partner your study sheet. Using the *posttest* half of your *testing sheet*, have your partner test you on all of your words. Correct your own posttest, using your study sheet. If you misspell any words on your posttest, then you know that you will need to take more time to study.

hopping to like

POST-TEST

their

money

you're

hoping

### 4. TEACHER CONFERENCE

Bring your *testing sheet* and *study sheet* to a weekly teacher conference. During this time, you will be tested on some sample phrases from the card you have chosen. You will be writing your test on the teacher conference form.

CARD# 56

taking their

money

if you're

hungry

Card # \_\_\_\_\_

[illegible]

Name \_\_\_\_\_

Date \_\_\_\_\_

Card # \_\_\_\_\_

## PHRASE SPELLING STUDY SHEET

### SOME WAYS TO STUDY SPELLING:

- (A) 1. Look at the word.  
2. Say the word.  
3. See if there are any double letters, prefixes, or suffixes.  
4. Close your eyes to get a picture in your mind of the word.  
5. Say the word carefully in syllables.  
6. Write the word.  
7. Check it to see that it is spelled correctly.  
8. Write the word again. Check it.
- (B) Put your words on flashcards. Find a partner and agree upon a certain number of seconds he or she will hold up each card. As soon as the time is up for each word, say it, spell it aloud, and write it down.
- (C) Tape record your own voice saying and spelling your words. Play the tape and write your words as you hear yourself say and spell them.

\_\_\_\_\_

Write only the words you misspell on your pretest. Use the space below.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

# TEACHER CONFERENCE FORM

[illegible]

## PHRASE SPELLING

### Level A

1	2	3
forty brave people a bitter cherry one frozen bush they aren't big an airplane flies high	dogs growl a skinny queen pitcher threw wildly trip to the north nearer to him	every baby cries the fourth grade a guilty face crack the frozen fudge died in February (Feb.)
4	5	6
gets the dirt out nine years old no matter what or when a nest on the lawn five loose knots	quiet Saturday (Sat.) night an oil lamp a nurse and a lawyer dew on the grass frighten his dog	missing our sleep hold the dead leaf found forty-three hats fell off the ledge never lie
7	8	9
cut two ladies' hair children and Christmas up until then unhook the tool swim sixteen miles	patch the roof said sixty-eight words shouldn't throw rocks which one is it traded twenty-one games	hang up your clothing darken the hall the greatest grandmother closed the hatch goes south for Easter
10	11	12
glove for the catcher cows give milk feel soft fur not their fault who went there	call the bank becoming cloudy swing the bat check your copy beside the brook	has cream in it cried good-by ate dinner downtown bright and cheeful broil this meat
13	14	15
paint in the dish slide down the hill bath for the bird birthday in August (Aug.) butter your corn	the same badge after an April (Apr.) rain cut down the hedge rainbow in the morning couldn't be dishonest	built the birdhouse came along with us lives around the block an angry cat dropped while flying
16	17	18
seen her lately sand in the car fall flowers pay a quarter saw two races	dry dishes quietly only once more knock men down digs four holes kept many mice	maybe join the club two delightful deer hasn't been here dig hard for gold three gray dresses

19

a low-growing mushroom  
used too much paste  
wasn't sweeping there  
told to unpack  
don't waste the soup

22

a red mixing jar  
roasted chicken for us  
they seem safer  
tries harder  
fix with a hammer

25

flooded pond  
frosty cold drink  
hay for the horse  
healthful meals  
fourteen gifts for them

28

they're stuck in the mud  
invite father or grandfather  
fat or butter needed  
kneel to help  
hop over the house

31

an egg with bread  
chose the brown card  
ask the builder  
another fireman  
hurt his knee

34

a July picnic  
chicken on Sunday (Sun.)  
when you're sleepy  
it's not too late  
know too much

20

lying on the beach  
nineteen shirts to iron  
wrote its name  
paid for the pumpkin  
runner stopped and rested

23

my happiest friend  
frogs under the tree  
tried the trick  
were there swimming  
vote in the school

26

study with the teacher  
clean classroom  
chilly on Wednesday (Wed.)  
before it began  
all of the bills paid

29

bring to a boil  
the cleanest cities  
because they cannot  
noise isn't nice  
bedroom at home

32

not ours but yours  
sheep in the yard  
tasted none  
lip and ear  
brush the cloth

35

a sunny September (Sept.)  
day  
assembly on Monday (Mon.)  
an apple for your health  
climb the pine tree  
Ms. Washington arrived

21

happier than that  
very warmest weather  
wash sticky dishes  
don't drink and drive  
fed at mealtime

24

while you wait  
we're stronger now  
see that sailboat  
quart of peaches  
shatter the glass

27

babies are cute  
batting well  
bark at anyone  
chilly March (Mar.) night  
pitch pennies for fun

30

clock near the bed  
snake will coil  
choose between two  
chain above the bridge  
brothers watch cartoons

33

flutter its wings  
that icy January (Jan.)  
clothe the doll  
wide woolen cloth  
the month of May

36

holiday in October (Oct.)  
lessons on Thursday (Thurs.)  
your own bicycle  
who's there  
whose striped jacket

37

moved in November (Nov.)  
party on Tuesday (Tues.)  
famous Dr. Smith  
accept the money  
all went, except for him

40

above and below  
isn't born yet  
where's the book  
they're the best  
wasn't big

43

won't harden  
hasn't had time  
one girl's coat  
two girls' coats  
born in February (Feb.)

46

hardest to find  
dropping the feather  
north and east  
they aren't there  
their feet were cold

49

brought me some  
bring her some  
I bought many  
joy to hear  
here they are

52

no, I haven't  
ninety years old  
what fine manners  
when they march  
cold in March (Mar.)

38

given to my cousin and me  
my friend and I went  
during which December  
(Dec.)  
you're doing well  
bought new clothes

41

city or state  
went to cities  
but they don't  
clown fell down  
why isn't it

44

fifty-two feet  
what fun  
wear a smile  
don't know where  
treat him well

47

bigger than I  
the fairest way  
boxes haven't come  
other than that  
a mean witch

50

not ours to give  
Mr. Smith went  
might not see  
invite their cousins  
makes life easy

53

gave Mrs. Jones  
knee wasn't hurt  
wag its tail  
it's too strong  
what's that sound

39

two boys are  
four branches  
ball isn't there  
when friends come  
coming over later

42

chair made there  
calling their friends  
from the front  
weren't flying  
which one is it

45

up until dawn  
funny fur rabbit  
coming and going  
saw John on Friday (Fri.)  
first grade teacher

48

must wear that  
red mixing bowl  
the month of June  
open its mouth  
nicer than that

51

then we knew  
went to Boston  
why haven't they  
mail the letter  
let's see Mary

54

somebody was there  
threw the ring  
went through the door  
throws hard  
where were they



55

once, then twice  
gave them theirs  
who knows why  
someone saw something  
tries to watch

58

crawled over the pile of  
leaves  
an average day  
eighteen quarts of peaches  
I'd left that  
tomatoes and peppers in the  
oven

56

taking their money  
jump over the moon  
if you're hungry  
hoping to like  
hopping over hills

59

a straight stalk  
remember to multiply  
skim through the paper  
song of liberty  
high gasoline prices

57

a brightly colored apron  
not a serious mistake  
probably remember  
a friendly audience  
the ninth person

60

worked for a merchant  
remarked to Ms. Smith  
cocoa for breakfast  
wasn't a sentence  
owe monthly debts

## Level B

1

their college education  
arrived there yesterday  
they're unusually nasty  
wrote to me, too  
receive an award  
writing a speech  
a written research report  
write with a pencil  
coming over tomorrow  
believe your friend

2

wait until later  
a separate bowl  
saw me separately  
the usual meal  
an unusual program  
a real character  
finally went home  
doesn't remember  
does guard the entrance  
made an unwise decision

3

minds his own business  
decided against it  
an interesting mystery  
secretary walked through the  
door  
whether or not he should go  
in stormy weather  
tried studying  
which way  
was all right  
a democratic government

4

governor of the state  
studied his words  
always rode his bicycle  
disappoint the crowd  
ambition to become president  
a sincere smile  
a humorous description  
captain of the soldiers  
a fierce animal  
an occurrence she won't  
forget

5

what occurred there  
suppose he doesn't  
supposed to come later  
across the beautiful water  
you're different from her  
chose his weapon  
your sentence  
the beginning of time  
answered immediately  
Saturday football game

6

the ninth grade  
isn't necessary  
ninety years old  
nineteen sixties  
physical condition  
a Christmas scene  
stopped quickly  
cousin of mine  
give the doctor a dollar  
the exception to the rule

7

literature and grammar  
an exciting mystery  
favorite flavor  
talked occasionally  
a surprise a minute  
were already there  
dreary February (Feb.)  
a similar article  
a geographic boundary  
wagged its tail  
a mischievous kitten

8

truly disappointing  
determine the answer  
among the greatest  
a mischievous kitten  
really exhausted  
meant to go  
forty pounds of hay  
a quiet hospital  
it's too late  
recommend the movie

9

much excitement  
a rewarding experience  
an exciting hobby  
two different families  
an old democrat  
swimming is safe  
threw the ball  
piece of cake  
an Indian custom  
it's all right with me

10

might have been there  
was different from that  
larger than that  
kind of jealous  
sort of pleasant  
anywhere you go  
ought not to go  
did it anyway  
should have seen  
brought me some

11

was scarcely completed  
better than that  
he feels bad  
seldom seen here  
an hour long  
thrown out of the game  
prohibit from going  
can hardly wait  
not nearly enough  
ought to have gone away

12

try to continue  
the bubble burst  
drowned in the lake  
the minimum length  
an agreeable experience  
analyze the story  
candidate for governor  
a guilty conscience  
a circular corridor  
the elementary library

13

a dripping faucet  
was frequently misspelled  
an exercise for muscles  
generally known  
some foreign language  
a descriptive paragraph  
neither specimen was  
acceptable  
an accurate calendar  
school personnel  
the height of the season

14

test your knowledge  
frequently divided  
very convenient  
a partial solution  
will occur at dawn  
an abundant crop  
your annual trip  
the obedient applause  
the engineer in the  
laboratory  
launch the missile

15

the physician wore  
a thousand answers  
interfere with my progress  
a privilege to serve  
the committee met there  
quite a responsible position  
an argument between the  
candidates  
a fabulous diamond  
studied it carefully  
possess intelligence

16

a brilliant advertisement  
a small allowance  
two silly rhymes  
raisins in my cereal  
trouble with my typewriter  
the whole piece of pie  
live in this vicinity  
know who's there  
write a skillful report  
a shining champion

17

stretch this collar  
a dense forest  
through the window  
whose shirt in the drawer  
chose the material  
whether or not he'll go  
there's a total blackout  
turn down the volume  
a quick decision  
a strict principal

18

an expensive sandwich  
the proud president  
look forward to  
hidden in the cellar  
popular champion  
an insurance company  
already here  
a patient rescue team  
enough of this  
a questionable absence

19

across the lonely mountain  
surely only a nickel  
bandage around the stitch  
whose error or fault  
not advisable  
advise your client  
give good advice  
gave the journal  
to the lawyer  
sent the enemy a parcel

22

their excellent taste  
several smooth stones  
comb his hair  
lessen the tension  
all ready to leave  
address of their friends  
absence was noticed  
rather a difficult question  
rode through the desert  
it's his question

25

her height has increased  
establish a government  
a friendly argument  
deserve to be a citizen  
exercise their right  
mailed the envelope  
exhaust the champion  
read the caution sign  
solid defense  
an equal part

28

a splendid chance  
in spite of it all  
spare a dime  
sole of my slippers  
a frightening skeleton  
permanent permission  
received radiation  
suffer suddenly  
organize the country  
a single purpose

20

no rhyme or reason  
a tough problem  
pledge of support  
lose the magazine  
sturdy and tough  
an original piece of art  
two loose threads  
sincerely yours  
very truly yours  
equip the gymnasium

23

whose career  
buried in the cemetery  
damage too easily  
a familiar sight  
cancel the visit  
the ability to develop  
meant well enough  
a lovable person  
an honor to receive

26

a coarse blanket  
the astonished athlete  
advanced typing  
enforce the law  
glance at the column  
which foreign language  
the grateful audience  
commerce means trade  
bought the groceries  
issue an invitation

29

release the prisoner  
tickled the baby  
reverse the pattern  
represent the public  
a runaway carriage  
special privilege  
usually on time  
their favorite vegetable  
a separate speech  
scratch the furniture

21

forty years ago  
a business contractor  
crowd around the creature  
several breaks in the ankle  
your favorite dessert  
a negative factor  
identify the actress  
who's a genius  
beginning and past  
question of health

24

took the field  
outlaws and heroes  
two zeros multiplied  
had three chimneys  
attorneys are needed  
old fashioned porches  
recognize the accent  
made an agreement  
sewed the handkerchief

27

the source of happiness  
the expensive jewels  
frighten the athlete  
gave much grief  
depth of the ocean  
the liquid hydrogen  
what's his business  
cruel to them  
conversation on the telephone  
which scissors were used

30

a valuable lesson  
such a pleasure  
poultry or meat  
proceed with caution  
a stomach operation  
caught the thief  
a terrible threat  
an uneasy conversation  
stretch your imagination  
phoned two taxis

31

a believable story  
a loud announcement  
apparently a beginner  
available too long  
a chained bracelet  
drink hot cocoa  
an ancient civilization  
chrome wheels  
combined celebration  
his bruised knee

34

mended the fence  
excellent evidence  
beautiful embroidery  
entrance exams  
echoes in the cave  
mosquitoes in the swamp  
leisure activity  
any manufactured product  
married a missionary  
let's leave together

37

the mechanic's wrench  
you've seen these  
wrestle the monster  
a delicate wrist  
what'll happen next  
their wretched lives  
yield the territory  
write to whom  
wearier than before  
weird series of events

40

their unanimous choice  
understand thoroughly  
put through the test  
her sore throat  
dreaded typhoid fever  
transferring funds  
usually specialize  
pale blue stationery  
struggled constantly  
any shoulder muscle

32

the February vacation  
the exhaust fumes  
eighteen fierce fighters  
employment opportunities  
a certain elegance  
the fourth assignment  
kind of mischief  
her driver's license  
a lonesome job  
movable arms

35

close the refrigerator  
a reference chart  
eight quiet days  
what population explosion  
this precious stone  
potatoes and cheese  
a math requirement  
your regular class  
a reckless driver  
under pressure

38

whose wife arrived  
a Christmas wreath  
whisper the answer  
wrinkle in the cotton  
they weren't there  
a dramatic verse  
golden wheat  
an atomic vessel  
an inactive volcano  
a violet cover

41

an unusual scheme  
seizing the vessel  
a sticky substance  
restrain the sergeant  
a separate room  
straight highway  
a spoiled youngster  
shallow water  
meet the royalty  
the lonesome shepherd

33

makes it manageable  
mathematical genius  
lowered the ceiling  
stitched her clothes  
compose a melody  
parachute to safety  
caught by surprise  
forcible entry  
the fifth grade  
finally stopped

36

undoubtedly truthful  
usually urgent  
fresh tomatoes tomorrow  
a steep hill  
a loud shriek  
a wealthy sheik  
straight spaghetti  
a trustworthy secretary  
what ridiculous events  
subscription to a magazine

39

woven tightly  
truly an honest man  
they've suspected  
which transmission  
such baggy trousers  
every Tuesday night  
unable to view  
thoroughly soaked  
a valuable piece  
trust no one

42

slaughter the herd  
she'll speak now  
the sheriff's badge  
slower rhythm  
talk to themselves  
strange sensation  
metal shield  
sailed the schooner  
three oak shelves  
stole the base

43

whose spaghetti plate  
remarkable sincerity  
horse and sleigh  
eight bright scarves  
a similar signature  
threatening skies  
sought the suspect  
sopranos sing solos  
replaced two roofs  
a responsible person

46

ninth inning  
normal oxygen  
informative pamphlet  
fresh pajamas  
nothing noticeable  
museum entrance  
permitting too much  
neutral party  
piano recital  
talented musician

49

enclosed payment  
with discriminating taste  
an intellectual book  
all pupils' instruction  
absolutely no risk  
critic's choice  
an artist's conception  
awarded monthly  
postponed indefinitely  
fought for independence

52

split into halves  
inquire or ask  
geography classes  
funniest joke  
generally known  
frozen wasteland  
furnish their apartment  
a furious argument  
chart or graph  
hardship case

44

succeed at nothing  
ridiculous schedule  
reversible jacket  
razor commercial  
finally brought relief  
who's there  
publish his memoirs  
a regular feast  
successful rebellion  
proper receipt

47

pause occasionally  
peek into the closet  
movable furniture  
lieutenant arrived  
two inch margin  
likable student  
manufacture nickel  
get into mischief  
mottoes are sayings  
his magical tale

50

groaned loudly  
inevitable conclusion  
initial contact  
close inspection  
dangerous hole  
complete innocence  
oddly shaped icicle  
removes grease stains  
a fatal injury  
intense heat

53

an impatient driver  
imaginative illustration  
increase awareness  
valuable friendship  
heir to the throne  
rocket fuel  
attended the funeral  
future tense  
haunted dwelling  
grammar lessons

45

referring to me  
rescue the prisoner  
enjoy this orchestra  
picnicking permitted  
naughty child  
nickel newspaper  
parallel bars  
occasionally cried  
omitted nothing  
mutual respect

48

monkeys for pets  
liquor on the shelves  
library was closed  
bruised knuckle  
a student's attitude  
superior intelligence  
four kids' bikes  
grinned happily  
a haunting melody  
graduation next year

51

inferior quality  
severe headache  
ninety inches  
gauze bandage  
laughed heartily  
average height  
unlimited guarantee  
I'm independent  
she's frightened  
guiding light

54

gracious hospitality  
tried fried clams  
collected his gear  
necessary invention  
climbed the fence  
five fierce fighters  
without exception  
health and exercise  
flannel shirt  
fortune cookie

55

freight train  
without forgetting  
foreign products  
flour and yeast  
fifth column  
many known faults  
extension cord  
musical chord  
excursion into space  
previous existence

58

extra burden  
soaring eagle  
dyeing the fabric  
dying of starvation  
doughnut recipe  
female dominance  
double standard  
district court  
doubtless testimony  
was gravely disappointed

56

failure to express  
exquisite design  
spare no expense  
uncontrolled excitement  
exceeding their limits  
erase the tape  
equivalent amount  
equipping the van  
provided encouragement  
eighty-eight dollars

59

displayed emotion  
an electric drill  
aid to digestion  
special dessert  
weren't too sure  
hate and despise  
the craziest game  
our country's constitution  
expensive cosmetics  
dreadful cough  
served with distinction

57

echoes through time  
former employer  
either decision  
gigantic elephant  
space shuttle  
yearly election  
their engagement  
well equipped  
total immersion  
cause and effect

60

sent congratulations  
truth or consequence  
unable to conceive  
cultivation of land  
old-fashioned creamery  
desirable location  
courteous gentleman  
compose yourself  
school committee  
crystal chandelier  
chemical additive

**Kit I ANSWER KEY****Vocabulary Section (Lessons 1-14)****Lesson 1: Specifically Speaking**

fish, tropical fish, angelfish  
 animal, mammal, whale  
 adult, parent, mother/father  
 water, ocean, Pacific  
 coat, jacket, parka  
 pet, dog, poodle  
 medicine, pill, aspirin  
 picture, painting, watercolor  
 book, mystery, *The Lost Pin*  
 plant, flower, rose

**Lesson 2: Be Specific**

(A): 1. cobra\*, 2. dessert, 3. greens,  
 4. Aunt Tilly\*, 5. highway  
 (B) Answers will vary.

**Lesson 3: Word Wheelie**

(A)	
<u>car</u>	<u>laugh</u>
hot rod	chuckle
squad car	snort
sedan	snicker
station wagon	giggle
coupe	guffaw
hatchback	<u>bike</u>
funny car	
jeep	tricycle
jalopy	tandem
limousine	ten-speed
<u>field</u>	racer
meadow	two-wheeler
savanna	three-speed
range	unicycle
grassland	<u>dog</u>
<u>picture</u>	mongrel
photo	pup
sketch	poodle
study	puppy
snapshot	German shepherd
pencil drawing	purebred
pastel	collie
watercolor	mutt
	pooch

(B) Answers will vary.

\*Accept any reasonable answer.

Lessons 4, 6, 7, 8, 9, 10, 12, 13 :

Answers will vary.

**Lesson 5: Picture My Words**

Note: Answers may vary—allow for individual interpretations.

<u>hair</u>	<u>forehead</u>	<u>mouth</u>
curly	bumpy	rosy
shiny	frowning	grinning
straight	prominent	smirking
glowing	wrinkled	crooked
bushy	shiny	angry
thin	freckled	sagging
dull		thin
frizzy	<u>ears</u>	smiling
sparkling	protruding	frowning
<u>cheeks</u>	prominent	<u>teeth</u>
	flabby	
rosy	bumpy	stained
rough		sparkling
wrinkled	<u>eyebrows</u>	pointed
freckled	bushy	protruding
	thin	sharp
<u>skin</u>	crooked	<u>eyes</u>
flabby	straight	staring
dull		glowering
rosy	<u>eyelids</u>	prominent
freckled	wrinkled	mysterious
glowing	rough	squinting
pale	bumpy	
<u>chin</u>	<u>nose</u>	<u>jaw</u>
pointed	pointed	protruding
jutting	straight	flabby
prominent	crooked	bumpy
protruding	sharp	wrinkled
	freckled	sharp
	bumpy	
	turned up	
	protruding	

**Lesson 11: Name Calling**

Note: Nouns or adjectives may be given as answers. Accept any reasonable responses. These are sample answers.

- |              |                |
|--------------|----------------|
| 1. musician  | 5. athlete     |
| 2. stevedore | 6. studious    |
| 3. cheater   | 7. fastidious  |
| 4. humorist  | 8. philatelist |



Lesson 11: Name Calling (*cont'd.*)

9. physician	18. glutton
10. veterinarian	19. sanitation
11. clumsy	engineer
12. custodian	20. inventor
13. teacher	21. squanderer
14. rock and roller	22. miser
15. repairperson	23. indifferent
16. joker	24. optimist
17. griper	

## Lesson 14: Sensory Solitude

## LEVEL A ANSWER KEY

<u>SMELL</u>	croak
sweet	roar
fresh	sharp
spicy	soft
smoky	hollow
sour	hiccup
bitter	growl
rotten	loud
stale	bank
delicious	clank
strong	rustle
stinky	tapping
<u>SIGHT</u>	shrill
dark	rattle
wet	<u>TASTE</u>
fresh	wet
dazzling	fresh
ugly	sweet
bright	tingle
colorful	hot
dirty	cold
hot	spicy
cold	smoky
smoky	sour
rotten	bitter
warm	rotten
hard	stale
damp	warm
round	damp
spotted	sharp
smooth	delicious
sharp	sparkling
rough	<u>TOUCH</u>
sparkling	hard
gloomy	damp
lovely	round
handsome	sharp
delicious	soft
<u>SOUND</u>	smooth
buzz	hollow

TOUCH (*cont'd.*)

hiccup	hot
rough	tingle
lumpy	cold
wet	tickle
sting	warm

## LEVEL B ANSWER KEY

<u>SMELL</u>	<u>TASTE</u>
balmy	harsh
fetid	cloying
acid	vapid
fragrant	savory
rancid	palatable
reek	gamy
aromatic	acid
stench	rancid
putrid	pungent
odoriferous	putrid
foul	tart
musty	tang
fume	flavorless
pungent	foul
cloying	<u>TOUCH</u>
<u>SIGHT</u>	fever
dingy	itch
shimmering	ache
radiance	prickly
azure	pang
blush	irritate
pale	frigid
sheen	tactile
murky	twinge
<u>SOUND</u>	swelter
racket	sting
blast	graze
din	blush
clamorous	balmy
twang	vibrate
peal	blast
deafening	numb

## Parts of Speech and Usage (lessons 15-29)

Lessons 15, 16, 17, 18, 20, 21, 25 26;  
Answers will vary.

## Lesson 19: Easy Word Shuffle

- (A) 1. block, 2. bag, 3. down, 4. cast, 5. bleak,  
6. down, 7. bag, 8. fire, 9. cast, 10. fire

(B) Answers will vary

## Lesson 22: Activating Adverbs

- (A) 1. loudly, 2. there, 3. next, 4. almost

(B) arrive early  
finished completely  
acted foolishly  
mixed thoroughly  
sprinted energetically  
slugged wildly  
talked faster  
work hard  
performing well

(C) (D) Answers will vary.

## Lesson 23: Describe It to Me

Note: These are sample answers only.  
Student responses will vary.

## ADVERBS

- |               |               |
|---------------|---------------|
| 1. gracefully | 2. loudly     |
| haughtily     | silently      |
| deliberately  | partially     |
| 3. cautiously | 4. frequently |
| beautifully   | hard          |
| accurately    | often         |

## ADJECTIVES

- |             |              |
|-------------|--------------|
| 1. tiny     | 2. delicious |
| noticeable  | chewy        |
| blotchy     | heavenly     |
| 3. talented | 4. round     |
| excellent   | corroded     |
| outstanding | smooth       |

## Lesson 24: Tell Me More

(A)

## HOW

1. carelessly
2. sloppily
3. gracefully
4. contentedly
5. well

## WHEN

1. now
2. afterward
3. first
4. next
5. last

## WHERE

1. forward
2. here
3. down
4. backward
5. sideways

## DEGREE/EXTENT

1. completely
2. entirely
3. less
4. more
5. almost

(B) Answers will vary.

## Lesson 27: Witch Won Dew Eye Ewes?

- |                |          |
|----------------|----------|
| (A) 1. whose   | 6. to    |
| 2. too         | 7. your  |
| 3. here, there | 8. There |
| 4. it's        | 9. their |
| 5. two, too    | 10. hear |

(B) Answers will vary.

## Lesson 28: Be Agreeable (I)

- |              |            |
|--------------|------------|
| (A) 1. wants | (B) 1. are |
| 2. are       | 2. is      |
| 3. is        | 3. were    |
| 4. has       | 4. is      |

(C) Answers will vary.

## Lesson 29: Be Agreeable (II)

- |             |           |
|-------------|-----------|
| (A) 1. want | (B) 1. is |
| 2. smells   | 2. likes  |
| 3. are      | 3. is     |
| 4. was      | 4. was    |
| 5. are      | 5. was    |

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## **About the Author**

Judith Schifferle has been an elementary and secondary English teacher for 19 years and has presented more than 30 workshops and demonstrations of her original methods for teaching the language arts. Her report, "A Writing Workshop Approach That Really Works," appears in *Ideas for Teaching English*, a handbook published by the National Council of Teachers of English, Urbana, IL (Spring '81). Ms Schifferle is presently an associate professor at the McKay Campus School of Fitchburg State College in Massachusetts, where she teaches at the elementary level and also supervises student teachers. She holds a C.A.G.S. in Reading and Language from Boston University, a master's degree in secondary English from Fitchburg, and a B.S. from the State University College at Buffalo.

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