

Weekday Workouts™

for Vocabulary



Sampler
Grades 1 - 6

Weekday Workouts™ for Vocabulary

What is *Weekday Workouts™ for Vocabulary*?

Weekday Workouts™ for Vocabulary encourages students to exercise and expand their vocabularies every day. It is a series of daily activities that build students' receptive and expressive vocabularies while offering practice in science, social studies, math, grammar, and, in the early grades, the recognition of Instant Words. This **Teacher's Guide** contains 180 daily vocabulary activities—one for each day of the school year. It also contains 36 Weekly Challenges—one for each week of the school year.

What kinds of activities are included?

The activities are fun, challenging, and thought provoking. The wide variety of interesting activities includes

- puzzles and games
- stories and sentences to proofread and revise
- opportunities for students to sharpen their reading, writing, and spelling skills
- open-ended activities requiring creative responses.

Students spend about 5–10 minutes on each daily activity (pages 1–71). Many of the activities are rich enough to generate lively classroom discussion, extending the time spent on the activity. Tips accompanying most activities provide additional information, suggest ways to reach all learners, and offer ideas for extensions of the activity that will further challenge your students.

The Weekly Challenges (pages 72–107) are optional enrichment activities that build on one or more of the daily activities introduced during the week. They can be used following the corresponding daily activity, as a culminating activity to the week, or at another preferred time.

Which words are included?

A list of the words addressed in these activities begins on page 108. Numbers following the words indicate the weeks in which the words are used.

When do you use this book?

Use *Weekday Workouts™* at a variety of times throughout the day

- to get students on task before a language arts lesson.
- to start the school day.
- as a transition to other subject areas.
- when you have a few extra minutes to spare.

How do you use this book?

Use the **Teacher's Guide** in a variety of ways.

- Copy the activity onto the board.
- Photocopy the activity and hand it out to students.
- Read the activity aloud while putting necessary words and figures on the board.
- Make overhead transparencies of these pages.

Why incorporate this program into your classroom?

Weekday Workouts™ for Vocabulary is an easy-to-use addition to any language arts curriculum. According to the National Reading Panel, vocabulary instruction and reading comprehension are highly correlated. Working through these thought-provoking activities enriches students' vocabularies, develops thinking skills, promotes retention of key concepts, stimulates discussion, and enhances learning while reinforcing basic language skills.

WEEKDAY WORKOUTS

126 DAY ONE

Read each weather word. Draw a picture of each word.

storm

snow

wind

--	--	--

127 DAY TWO

Put these words in ABC order.

sun

cloud

sand

rain

snow

Make a picture with four of those things.

Which word does not belong with the others?

128 DAY THREE

Use the words in the box to finish the sentences.

water melt ice

Water turns to _____ when the weather is very cold.

Ice will _____ when the weather is warm.

Rain comes from clouds. Clouds are made of _____.

WEEK 26

DAY ONE ANSWERS

Accept drawings that accurately represent each weather word.



Encourage children to show details of a landscape in each picture. Wind can be represented by objects blowing across the scene.

DAY TWO ANSWERS

cloud, rain, sand, snow, sun

Accept pictures that depict four of the words.

Answers may vary. Sand may not belong because the other words relate to weather and the sky. Snow may not belong because it is the only thing that wouldn't appear simultaneously with the others. The sun may not belong because it is the only thing that couldn't be wet.

DAY THREE ANSWERS

ice, melt, water



Review the water cycle and the importance of reducing water usage to help keep the water supply clean.

WEEK 26

DAY FOUR ANSWERS

winter, fall, summer, spring

TIP Talk about other events and activities that can occur in each season. Animals may hibernate or migrate in the winter, for example.

DAY FIVE ANSWERS

river, desert, forest

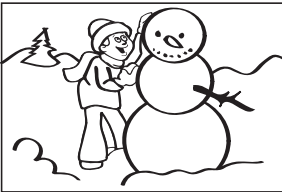
TIP Tell children who choose *stream* rather than *river* that a stream is smaller than a river and may not be wide enough to permit sailing.

Challenge WEEKLY Weekly Challenge 26, page 97, offers an extension of this week's activities.

WEEKDAY WORKOUTS

129 DAY FOUR

Look at each picture. What season is it? Write **summer**, **fall**, **winter**, or **spring** below each picture.



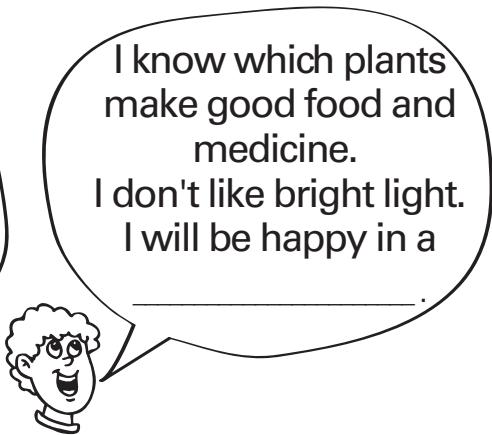
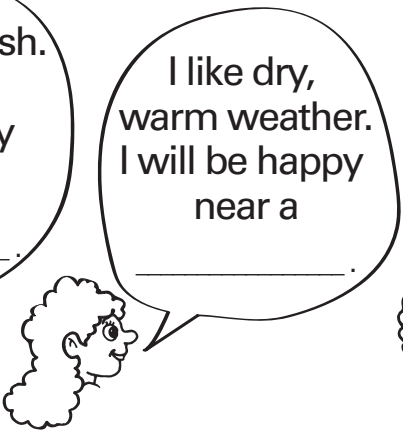
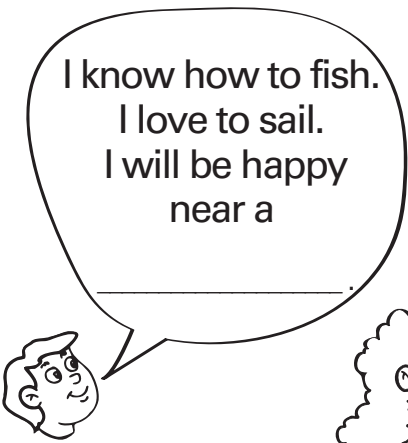






130 DAY FIVE

Fill in the blanks. Use three of these words: **river**, **stream**, **forest**, **desert**.



ANSWERS

1. desert 2. penguin 3. water 4. summer 5. winter 6. season 7. lake



Read the Word Bank with children before they complete the activity. You may want to ask them to observe the day’s weather and draw or describe it. You may want to ask them to draw or describe the seasons in their region.

WEEKLY
Challenge

Name _____ Date _____



WEEK TWENTY-SIX

Can you solve these weather puzzles? Use the Word Bank.

Word Bank

summer	desert	penguin	water
season	lake	spring	winter

- 1. I am full of sand. I get plenty of sunlight. I don’t get much rain. _____
- 2. I live where there is snow, ice, and wind. I would become too hot in a sunny place.

- 3. I am in snow, rain, ice, and clouds. _____
- 4. I have the most daylight. I am the time of year with the warmest air. _____
- 5. I have the least daylight. I am the time of year when the air is coldest. _____
- 6. I am a time of year that has my own kind of weather.

- 7. I am full of water. I am larger than a pond but smaller than an ocean. You can come to me to cool off in the summer. _____

WEEKDAY WORKOUTS

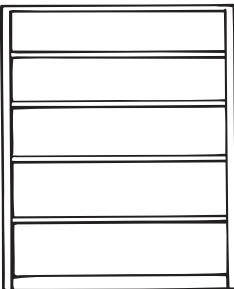
111 DAY ONE

Good readers learn these words.

Put real words on the shelves. Cross out made-up words.



stait state
almost allmost
agen agan again
sometims sometimes somtimes



112 DAY TWO

Good readers learn these words.

Write the missing words. Use **his**, **its**, **their**, and **your**.

- 1. Juan has a dog. He likes _____ dog.
- 2. You wear a new hat. It is _____ hat.
- 3. They make up a new game. They play _____ game.
- 4. The book has a cover. _____ cover is yellow.

113 DAY THREE

Good readers learn these words.

Unscramble the underlined words to answer the riddle.

Why did the computer squeak?

ceaBsue someone stepped no sit soume!

WEEK 23

DAY ONE ANSWERS

State, almost, again, and sometimes should be written on the shelves. Other words should be crossed out.



Point out that *sometimes* is a compound word. Pronouncing *again* to rhyme with *a train* can help children remember its spelling.

DAY TWO ANSWERS

- 1. his 2. your 3. their 4. Its



For further practice, have children work together to write more sentences with *your*, *their*, and *its*. Make sure they don't use these words to mean *you're*, *they're*, and *it's*.

DAY THREE ANSWERS

Because, on, its, mouse



Make sure children see that *no* and *sit* must be unscrambled. Point out that *its* does not have an apostrophe because it doesn't mean "it is."

WEEK 23

DAY FOUR ANSWERS

down: 1. said 3. yours
across: 2. always 4. are



High-frequency words are often spelled in irregular ways. For further practice, have children write each word and then trace over the letters with markers in two or three different colors.

DAY FIVE ANSWERS

Once, there, because, river, didn't, head, Don't, Please



Remind children to capitalize a sentence's first word. Have children finish the story. Ask what children can do when they find themselves working or playing with a less knowledgeable person.



Weekly Challenge 23, page 94, offers an extension of this week's activities.

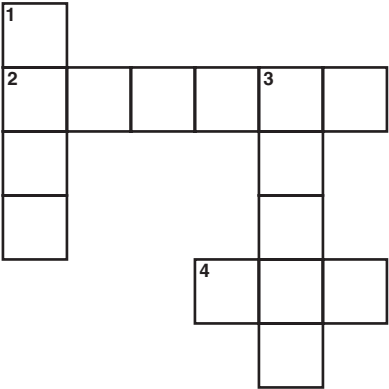
WEEKDAY WORKOUTS



DAY FOUR

Good readers learn these words.

Read the clues. Do the crossword puzzle.



Down

- 1. Today I **say** it. Yesterday I _____ it.
- 3. It belongs to **you**; it's _____.

Across

- 2. _____ means **all the time**.
- 4. **Aren't** means _____ **not**.



DAY FIVE

Good readers learn these words.

Fill in each blank with a word from the box.

because don't once head river didn't please there

_____ upon a time, _____ was a sad princess. She was sad _____ she couldn't swim. She went to the _____ to practice. She _____ do very well. An angry fish raised its _____ above the water. " _____ do this! You're kicking up mud, making the water dirty!" " _____ don't be angry," the princess said. "I'm trying to learn to swim."

brown: began, eyes, example, those, don't, enough, might, own

black: really, being, grow

TIP Make sure children note the place at which the coloring directions change. After children have finished coloring, urge them to use their imaginations to interpret the design in as many ways as possible. It can be a dog's face, a flat-roofed house, a table, etc.

WEEKLY

Challenge

Name _____ Date _____



WEEK TWENTY-THREE

Good readers learn these words.

began	eyes	example	those	don't
didn't	really	enough	being	state
every	might		own	above
		grow		

Find these missing words in the box and color them brown.

I have one mouth and two _____ on my face.

I'm not done yet! I just _____ this a minute ago!

Kite rhymes with _____.

_____ means you don't need more. It rhymes with *puff*.

If it belongs to you, you _____ it.

Do is the opposite of _____.

These pens are close to me. _____ pens are far from me.

Look at the _____ to see how to do the problems.

Find these missing words in the box and color them black.

_____ means *truly*. It can rhyme with *silly*.

Mom said, "Be good." So I am _____ good.

_____ means *to get bigger*. It rhymes with *though*.

WEEKDAY WORKOUTS

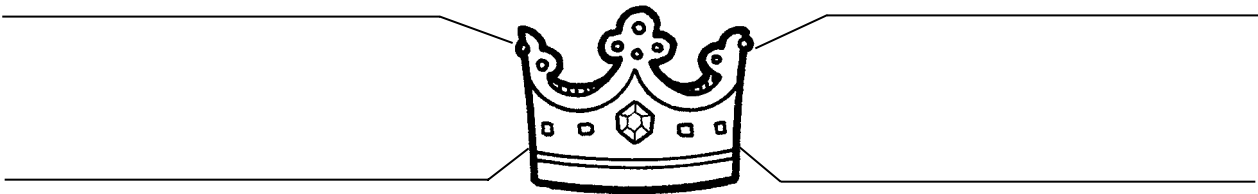
71 DAY ONE An adjective describes a noun.

Circle the adjectives. Then follow the directions to draw five pictures.

- 1. Draw a straight line.
- 2. Draw a curved line.
- 3. Draw a zigzag line.
- 4. Draw a creature that’s scaly.
- 5. Draw a heroic housekeeper.

72 DAY TWO An adjective describes a noun.

Choose adjectives that describe a king or queen and add them to the web: **noble, royal, homelike, mighty, wealthy, common.**



73 DAY THREE An adjective describes a noun.

In each sentence, cross out the adjective that doesn’t belong. Write each adjective beside the sentence in which it belongs.

That rattlesnake robot really scared me! It’s so comfortable.

I don’t want to embarrass you by asking affordable questions.

This car has a sturdy frame and a very personal price.

Come sit on this velvet couch. It’s really lifelike.

WEEK 15

DAY ONE ANSWERS

Students should circle *straight*, *curved*, *zigzag*, *scaly*, and *heroic*. Each student should make five drawings by following the directions in order.

TIP If students want to incorporate their five drawings into one larger picture, have them number each line they draw to show that they understand *straight*, *curved*, and *zigzag*. If students struggle, help them list scaly creatures (for example, snakes, lizards, and dragons) and think of situations that might call upon a housekeeper to behave heroically—perhaps a scary, scaly creature has invaded her home.

DAY TWO ANSWERS

noble, royal, mighty, wealthy

TIP Discuss the adjectives’ meanings. Point out that *noble* can mean “upper-class” or “possessing excellent qualities” and that nobility in the second sense can be achieved through one’s conduct. You may want to have students add to their word webs and use them to write a story about a king and/or a queen.

DAY THREE ANSWERS

comfortable → lifelike, affordable → personal, personal → affordable, lifelike → comfortable

TIP Discuss the adjectives’ meanings. Ask students to think of an antonym or a synonym for each adjective.

WEEK 15

DAY FOUR ANSWERS

negative: boastful, self-important, untruthful

positive: gentle, honest, neighborly, original, observant, dependable, trustworthy



Discuss the words’ meanings. Point out that self-importance is the negative aspect of pride. You may want to tell students that positive qualities are often called virtues. Help students turn each positive adjective into a noun that names a virtue: *gentleness, honesty, neighborliness, originality, awareness, dependability, and trustworthiness*. Have students add positive adjectives to their lists, describing themselves, or have students choose virtues toward which they will work. Describe situations in which it may be difficult for students to practice their positive qualities (a close friend shares a dangerous secret or tells the teacher a lie, for example) and ask students to tell what they could do in each situation.

DAY FIVE ANSWERS

adjectives: active, solid, sturdy, popular, sensible, healthy, protective

The left-hand tree has more adjectives.



Discuss *protect* and *protective*, *height* and *high*. Ask why *lose* and *sweat* might be tricky: they look like the adjectives *loose* and *sweet*. Have students use the words in sentences or in a story about playing outdoors.

Challenge WEEKLY Weekly Challenge 15, page 86, offers an extension of this week’s activities.

WEEKDAY WORKOUTS

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DAY FOUR

An adjective describes a noun.

Positive can mean **helpful**. **Negative** can mean **harmful**.

Decide whether each adjective in the box describes a negative or a positive quality. Write each adjective in the right list.

gentle	boastful	original	observant	untruthful
honest	neighborly	self-important	dependable	trustworthy

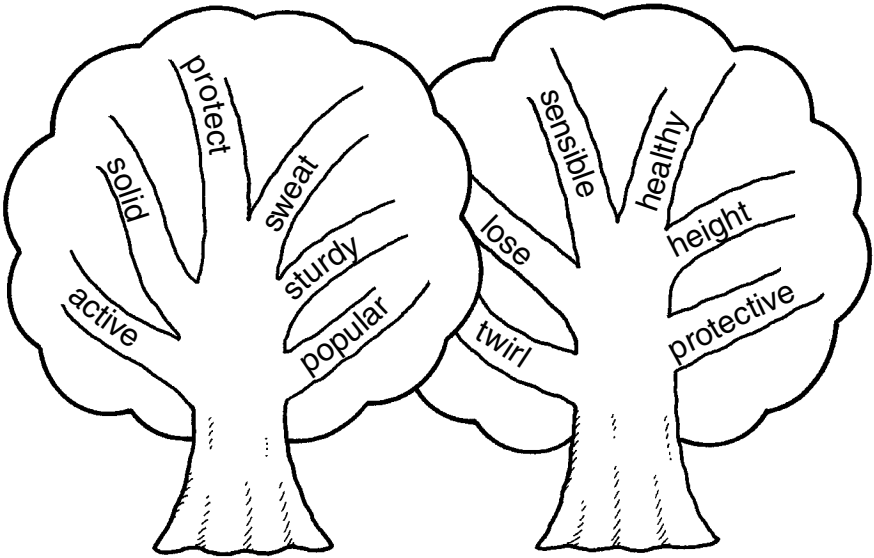
Negative

Positive

75

DAY FIVE

An adjective describes a noun.



Which tree is better to climb? Circle the adjectives. Then mark the tree that has more adjectives.

ANSWERS

Students' lists of adjectives will vary.



You may want to have students complete this activity with a partner; each student can check that his or her partner's words are adjectives. As students read their stories with their adjectives inserted, check that the words listed are indeed adjectives. Have students find a passage in a book and create a similar activity.

WEEKLY
Challenge

Name _____ Date _____



WEEK FIFTEEN An adjective describes a noun.

Fold the paper on the dotted line to hide the story. List ten adjectives. Then unfold the page and fill in the blanks in order with the words you listed.

1. _____

2. _____

3. _____

4. _____

5. _____
6. _____

7. _____

8. _____

9. _____

10. _____

Once upon a(n) _____ time, there was a(n)
_____ creature who lived in the _____
mountains. On the first day of autumn, he awoke to watch
the _____ farmers as they harvested their
_____ crops. After sleeping all summer in his
_____ den, he was hungry. The local merchants
liked this _____ creature and invited him for a
feast. And so a tradition was born! The village called it
the _____ Festival of Feasting. Parents and
teenagers alike had a(n) _____ time with the
creature from the _____ mountains!

WEEKDAY WORKOUTS

146 DAY ONE Roots are bases upon which words can be built.

The root word **dict** means **speak**. Match each word on the left to a related word on the right. Then use each pair of words in a sentence. Your sentences should show the meanings of the words.

- predict

ruler
- dictionary

future
- dictator

book

147 DAY TWO Roots are bases upon which words can be built.

The root **tain** means **hold**. Match each word to its definition.

- to hold the audience’s attention

retain
- to get something by following a plan

contain
- to hold in

entertain
- to keep or hold back

obtain

148 DAY THREE Roots are bases upon which words can be built.

1.

The prefix **contra-** means **against**. The root **dict** means **speak**. Someone who (agrees disagrees) with me might contradict me.
2.

The prefix **re-** can mean **back**, and the root **vers** means **turn**. Use those meanings to explain the meaning of **reverse**.
3.

Think of the meanings of **contra-** and **vers**. A controversy is a(n) (meeting argument). Just as you did for **reverse**, explain how the parts of the word **controversy** give the word its meaning.

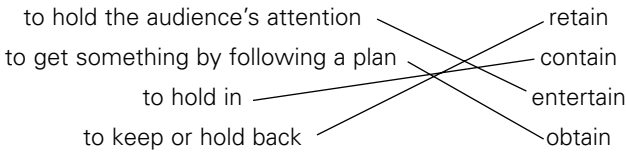
WEEK 30

DAY ONE ANSWERS

predict—future, dictionary—book, dictator—ruler
possible sentences: A fortune-teller predicts the future. A dictionary is a book of words. A dictator is a harsh ruler.

TIP Allow students to use a dictionary. Share other words with the root *dict*: *diction*, *dictate*, etc.

DAY TWO ANSWERS



TIP You may want to discuss the meanings of *re-*, *con-*, *enter-*, and *ob-*. Ask students to explain the way in which *obtain* means “hold”; students may suggest that it means “to take hold of.”

DAY THREE ANSWERS

Students should use the underlined words in their answers.
1. disagrees 2. *Reverse* means to turn back. 3. argument; In a controversy, people’s ideas are turned against each other or people turn against each other.

Introduce the phrase *opposing viewpoints* to help students understand the meaning of *controversy*. Help students distinguish between a controversy—which may be an ongoing discussion about opposing ideas rather than a single instance of conflict—and arguments, debates, quarrels, etc. Help students think of other words in which *contra-*, *dict*, *re-*, and *vers* carry their meanings. Challenge students to find ten words with those parts that they can define fairly accurately according to the meanings of the parts.

WEEK 30

DAY FOUR ANSWERS

- 1. pants
- 2. It hangs on the chain or cord.
- 3. adding
- 4. the weeping willow
- 5. Students should indicate the pendulum hanging in the cabinet.

TIP This activity challenges students to use word parts' meanings to understand unfamiliar words. Help students think of other words with the root *pend* or *pens*: *pending*, *depend*, *suspend*, *impending*, *pensive*, etc.

DAY FIVE ANSWERS

1. head 2. hold 3. head 4. head 5. hold 6. hold

TIP Have students define the words or use them in sentences.

Challenge WEEKLY Weekly Challenge 30, page 101, offers an extension of this week's activities.

WEEKDAY WORKOUTS

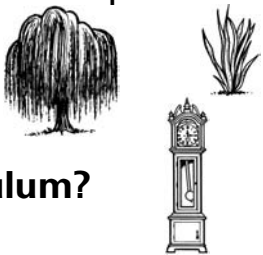
149

DAY FOUR

Roots are bases upon which words can be built.

The roots **pend** and **pens** mean **hang**. A person in **suspense**, for example, might say that she has been "left hanging."

- 1. What hangs from a pair of **suspenders**?
- 2. Why is a charm on a necklace called a **pendant**?
- 3. The prefix **ap-** means **to** or **toward**. Would you **append** something by adding it to your report or by removing it from your report?
- 4. Which plant would you describe as **pendulous**?



- 5. Which part of this grandfather clock is the **pendulum**?

150

DAY FIVE

Roots are bases upon which words can be built.

The roots **capt** and **capit** mean **head**. **Capt** can also mean **hold**. Write **head** or **hold** to tell the meaning of each dark word's root.

- 1. A **capstone** is a stone placed on top of a wall. It can also mean a crowning achievement. _____
- 2. The kidnapped man asked his **captor** to release him. _____
- 3. The **captain** will lead us. _____
- 4. London is the **capital** of England. _____
- 5. The amazing performance **captivated** the audience. _____
- 6. He listens to old songs to **recapture** the feelings of his youth. _____

ANSWERS

1. terrarium 2. chlorophyll 3. microbiology 4. transfer 5. distract 6. monologue 7. retract(s)



Ask students to think of more words that include at least one root, prefix, or suffix from the table. Point out the beauty of the words when their meanings are stated according to the meanings of their parts.

WEEKLY
Challenge

Name _____ Date _____



WEEK THIRTY

Roots are bases upon which words can be built.

The chart shows prefixes, suffixes, roots, and their meanings. By combining two or more of these word parts, you can create words. Use the information in the chart to create the words that complete the sentences and definitions below. You'll use one part twice, and two parts won't be used.

arium	place of
bio	life
chloro	green
dis	away
fer	carry
geo	earth
logue	speech
logy	study of
micro	small
mono	one
phyll	leaf
re	back
scope	examine, look at
terr	land, earth
tract	pull
trans	across

1. A pet lizard might live in a tank of soil, greenery, and rocks called a _____.
2. This is a chemical that gives grass and flowers' stems their color: _____.
3. The study of tiny living things such as bacteria is _____.
(Tip: Use three word parts.)
4. To move something from one place to another is to _____ it.
5. To drag someone's attention away from one thing to something totally different is to _____ that person.
6. When one person speaks for a long time, his or her words are called a _____.
7. After a cat uses his claws, he draws them back into his paws, or _____s them.

WEEKDAY WORKOUTS

61 DAY ONE Antonyms are opposites.

Match the fragments in which the underlined words are antonyms.

1. the distinct flavor of pepper

2. to cherish a beloved possession

3. the jagged edge of a saw

4. hold a permanent job

5. to creep around unnoticed
- A. to neglect your responsibilities

B. to strut with head held high

C. vague outlines seen through fog

D. fabric that's smooth as silk

E. only a temporary setback

62 DAY TWO Antonyms are opposites.

The words in parentheses are antonyms. Choose the antonym that makes sense in each blank. Use the other words in your own sentences.

- The movie was a _____. I laughed until I cried. (tragedy comedy)
- A magnet will _____ a piece of iron. (repel attract)
- Adding a room will _____ the size of our home. (reduce expand)
- The old tree trunk was _____ and rough. (gnarled sleek)

63 DAY THREE Antonyms are opposites.

In each sentence, cross out the word that doesn't belong. Replace the word with an antonym from the box.

altered temporary swift enclosed ascend

- Shevon will descend the stairs from the ground level to the fifth floor.
- The jacket will fit after it has been unchanged.
- Cattle can't escape from a pasture that's completely open.
- The slow fox won the race with the dog.

WEEK 13

DAY ONE ANSWERS

1. C
2. A
3. D
4. E
5. B



Tell students that although the fragments aren't antonymous, the pairs of underlined words are. Point out that the fragments contain clues to the underlined words' meanings. If necessary, review the meanings of the underlined words, allow students to use a dictionary, or provide further examples of each word's use.

DAY TWO ANSWERS

comedy, attract, expand, gnarled
Students should correctly use *tragedy*, *repel*, *reduce*, and *sleek* in original sentences.



Allow students to use a dictionary.

DAY THREE ANSWERS

~~descend~~ ascend
~~unchanged~~ altered
~~open~~ enclosed
~~slow~~ swift



Help struggling students find the words that should be changed. Have students illustrate the sentences.

WEEK 13

DAY FOUR ANSWERS

diverse, conscious, content, detest
Students should correctly use those four words in sentences.



Allow students to consult a dictionary before they write their sentences. Discuss the difference between *different* and *diverse*. *Diverse* can describe the varied composition of a group. *Different* implies a comparison between individuals or groups. Things that are different can be merely separate, but things that are diverse are distinct and contrasting.

DAY FIVE ANSWERS

~~repaired~~ broken
~~Vice~~ Virtue
~~inferior to~~ better than



Discuss the meanings of *virtue*, *vice*, and *inferior* and the proverbs’ meanings. Challenge students to write stories or fables in which one of the proverbs in the activity is appropriately quoted by a character or is set at the end of the story as a moral.

Challenge WEEKLY Weekly Challenge 13, page 84, offers an extension of this week’s activities.

WEEKDAY WORKOUTS

64

DAY FOUR

Antonyms are opposites.

Solve each puzzle to make the antonym of the word at the end of the line. Use the words you write in sentences.

- di + (group of words in a song or poem) = antonym of similar
- (to deceive or cheat) + scio + (you and me) = antonym of unaware
- con + (temporary fabric-and-poles shelter) = antonym of dissatisfied
- de + (exam) = antonym of adore

65

DAY FIVE

Antonyms are opposites.

The proverbs will make sense after you replace some words with their antonyms. Find a word in each proverb that must be replaced by its antonym. Cross out the word and write the antonym on the blanks at the end of the sentence. You’ll replace a two-word phrase in the last proverb.

- The Japanese proverb “A single arrow is easily repaired, but not ten in a bundle” tells us of the value of friendship and unity. _ _ _ _ e _
- Would you rather be wealthy and wicked or poor and honorable? Some Ashanti people say, “Vice is better than gold.” _ i _ _ u _
- In difficult times, people of Senegal might remind those who complain, “Walking is inferior to cursing the road.” _ _ _ _ e _ _ _ a _

ANSWERS

defeat, Ask, Ask, wisdom, ignorant, toil, freedom, master, truth, weakened, poor
Each student should explain one quotation’s meaning.

TIP Provide struggling students with a scrambled list of the answers. Allow students to use a dictionary. You may want to find a segment of a famous speech by a president for each student to analyze, memorize, and deliver. Alternatively, assign each student a presidential quotation to analyze, memorize, and present to the class.

WEEKLY
Challenge

Name _____ Date _____



WEEK THIRTEEN **Antonyms are opposites.**

Famous words of some U.S. presidents are quoted below. In each quotation, you must replace the word in parentheses with its antonym.

Millard Fillmore said, “An honorable (victory) _ _ _ e _ _ _ is better than a dishonorable victory.”

John F. Kennedy said, “(Respond) _ _ _ not what your country can do for you. (Respond) _ _ _ what you can do for your country.”

“Honesty is the first chapter in the book of (foolishness) _ i _ _ _,” said Thomas Jefferson.

Jefferson also said, “If a nation expects to be (educated) _ g _ _ _ a _ _ _ and free ... it expects what never was and never will be.”

Grover Cleveland said, “Honor lies in honest (leisure) _ o i _ _.”

Dwight D. Eisenhower said, “We seek peace, knowing that peace is the climate of (slavery) _ _ _ e _ _ _.”

“As I would not be a slave, so I would not be a (slave) _ _ _ t _ _ _ . This expresses my idea of democracy,” said Abraham Lincoln.

Lincoln also said, “Let the people know the (falsehood) _ _ _ t _ _ , and the country is safe.”

“Human kindness has never (reinforced) w _ _ _ _ _ e _ _ the stamina or softened the fiber of a free people. A nation does not have to be cruel in order to be tough,” said Franklin D. Roosevelt.

Woodrow Wilson said, “I would rather belong to a (prosperous) _ _ o _ _ nation that was free than to a rich nation that had ceased to be in love with liberty.”

Now choose one quotation. Write a few sentences to explain its meaning.

WEEKDAY WORKOUTS

96 DAY ONE

Verbs are doing words or being words.

Combine the syllables in the box to form the verbs that are missing from the sentences. Each answer has two syllables.

ply	in	com	form	own
late	de	dis	scribe	re

Mr. Harrison will _____ with any customer’s reasonable request.
The king said he would _____ his daughter if she married a commoner.
Those ideas seem very different to me. Can you explain how they _____ to each other?
Let’s _____ the date in Roman numerals on the cornerstone of the new building.

97 DAY TWO

Verbs are doing words or being words.

Word Bank

savored dreaded scoured upholstered synchronized

As you reach upward, your left arm shouldn’t lag behind your right. The movements in this dance must be _____.
Ms. Davenport _____ the sofa with a dark blue velvet fabric.
Briana ate her dessert slowly and _____ the delicious taste.
Aidenn _____ the sink with cleanser to remove all of the stains.
Althea _____ going to school when she hadn’t completed her homework.

98 DAY THREE

Verbs are doing words or being words.

Use each clue to write a verb. Choose letters from this list when extra letters are called for: **a, c, e, l, l, o, r**.
The word means to chop into tiny pieces. It can be made from the letters in **mine** plus one letter.
The word means to cause something to move forward. It can be made from the letters in **prop** plus two letters.
The word means to slump. It can be made from the letters in **such** plus two letters.
The word means to decorate or beautify. It can be made from the letters in **don** plus two letters.

WEEK 20

DAY ONE ANSWERS

comply, disown, relate, inscribe



Ask struggling students to use the fragments in the box to make two words that start with *de-*, two words that start with *re-*, etc., to help them see how the words can be combined.

DAY TWO ANSWERS

synchronized, upholstered, savored, scoured, dreaded



Tell students that *syn-* means “along with” or “alike” and that *chron* means “time.” Ask volunteers to demonstrate synchronized actions.

DAY THREE ANSWERS

mince, propel, slouch, adorn



Tell students that *mince* can also mean “to walk with prim, short steps” or “to restrain or moderate (words) for the sake of politeness.” Have students demonstrate mincing, propelling another student, and slouching.

WEEK 20

DAY FOUR ANSWERS

circled: mar

underlined: distinguish

boxed: babble

crossed out: ramble

scribbled over: prod

marked by a cloud: ridicule

starred: meditate

The remaining words read: Scintillate, coruscate, diminutive celestial entity.



Discuss why people might refer to a “babbling brook” or why an accomplished person might be referred to as distinguished. Discuss ridicule and the importance of treating everyone with respect. You may want to have students use a dictionary to determine the meaning of each word in the saying. Students can use a thesaurus to translate other common sayings into complicated forms.

DAY FIVE ANSWERS

mimic, mourned, lunged, cope

Students should correctly use each of those words in an original sentence.

WEEKDAY WORKOUTS

99

DAY FOUR

Verbs are doing words or being words.

Use the clues in the lower chart to mark verbs in the upper chart. Read the unmarked words in order, row by row, to find out how an extremely educated person might say “Twinkle, twinkle, little star.”

ridicule	babble	scintillate	distinguish
prod	coruscate	diminutive	mar
celestial	ramble	meditate	entity
circle: to ruin, spoil, or stain		underline: to notice differences	
draw a box around: to utter meaningless sounds		cross out: to move aimlessly; to speak at length in a wandering fashion	
scribble over: to nudge or poke		draw a cloud around: to mock or taunt	
draw a star over: to concentrate while relaxed; to reflect deeply			

100

DAY FIVE

Verbs are doing words or being words.

Unscramble the verbs in parentheses. The first letter of each verb is in the correct place. Use those four verbs in original sentences.

A mockingbird can (mcimi) the song of almost any other bird.

The Danish people (mrnoude) the death of King Christian X in 1947.

Angie (ldunge) to catch the vase before it tipped over.

Tyler, who is from Alaska, finds it difficult to (cepo) with the heat in Florida.

ANSWERS

amplify, weld, compensate, frolic, intrude, jostle, reconcile, poach, navigate, diverge, clank
answer to the riddle: spoiled milk

WEEKLY
Challenge

Name _____ Date _____



WEEK TWENTY Verbs are doing words or being words.

Fill in each blank with the correct verb from the Word Bank. Then unscramble the indicated letters to solve the riddle below.

Word Bank

reconcile	amplify	compensate	diverge
navigate	retract	weld	poach
frolic	clank	intrude	jostle

- to make louder, stronger, or bigger; to expand (2nd letter) _____
- to use heat to join metal parts (3rd letter) _____
- to pay; to offset an error; to make up for (4th letter) _____
- to play and run around happily (4th letter) _____
- to enter without permission or invitation (1st letter) _____
- to make one’s way by pushing and shoving (3rd letter) _____
- to restore to friendship or harmony (2nd letter) _____
- to illegally kill or capture animals; to cook in simmering liquid (2nd letter) _____
- to plan and control the course of a ship or an aircraft (4th letter) _____
- to draw apart, branch out, or turn aside from a path (1st letter) _____
- to make a short, sharp metallic sound (5th letter) _____

Riddle: What do you get from a pampered cow?

— — — — — — — — — —