



MP3434

Grades 3-4

# WORD POWER

## VOCABULARY ENRICHMENT ACTIVITIES



*Word Power*  
*Reproducible Workbook*  
*plus Teacher's Guide*  
*Grades 3–4*  
by  
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Each book in the Word Power series provides 22 activities which introduce more than 60 challenging new words chosen from popular literature at the designated level. This mode of selection expands the conventional basal vocabularies and ensures the usefulness of words learned. Three, two-page reviews reinforce learning.

Activity pages introduce new words in context. Reinforcement is provided in student activities matching words with their meanings, alphabetizing words, matching words with their antonyms, and completing puzzles.

All lessons are teacher-created. The teaching guide includes a list of source books for each level.

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## Teaching Guide

This book is designed to increase students' reading and writing vocabulary. It can be used effectively with second, third, or fourth grade students. Teacher/parent direction is important. Have students read the context paragraphs aloud, especially for the first few pages. Work through the activities with students, expanding on recognition of words that are alike and different.

The key words were selected from popular children's literature (see the Book List). Words were chosen that would be useful for understanding books widely read in the early grades. The words were also evaluated for high utility in typical speaking, reading, and writing vocabularies.

The chosen words were then divided into activities in which the key word was grouped with other words with common or related meaning. Often the set will be two synonyms and an antonym. Vocabulary activities include finding synonyms, antonyms, related words, rhyming, alphabetizing, and categorizing.

Each activity provides for reading the new words in context and then using the words in several ways. Most important is the writing of the words in sentence stories. The authors suggest that the pages be used in the order presented. Once words have been introduced they are used in later pages to reinforce meaning and comprehension. This provides continued practice and will be helpful in adding these words to students' everyday vocabulary.

Teachers and parents are encouraged to make the books on the list available for recreational reading. The following suggestions will extend activities.

**Page 1** For Part D, a discussion about the base word *audio* will be useful.

**Page 2** Discuss the pronunciation of *bow* (rhymes with *how*) as used in this context. The alternative meanings use the long o sound. Part C presents the homographs.

**Page 4** Give assistance as students begin the unscrambling and decoding activity. Similar activities are used again in later activities.

**Page 5** For Part D newspapers or news telecasts are required. Help students learn to skim headlines. Even given the same calamity, student answers will vary. Use the activity to point out that everyone does not see things the same way.

**Page 6** Brainstorm with the class about skills learned in school before they begin the writing assignment for Part D. Encourage them to list skills they would like to achieve this year.

**Page 7** Encourage students to use imagination to create fictitious animals. The Sendak book, *Where the Wild Things Are*, could help to stimulate their thinking.

**Pages 8–9** These review pages may be expanded as desired. Students should be able to do the work independently. Allow them to refer to their earlier activities if needed. Provide assistance to begin the crossword puzzle.

**Page 10** Discuss the difference in meaning between *sustain* and *maintain*.

**Page 12** English has many similar words for small rocks. The text builds in some guidance, but the teacher should be aware that there are regional differences. Discuss as needed.

**Page 13** Note that for this page, *scent* is used in a negative sense as opposed to *aroma*. For Page 27, where it appears with its homophones, the meaning used is simply *odor*.

**Page 14** Part D requires an encyclopedia or science books for reference use.

**Page 17–18** Review activities can serve as test pages.

**Page 19** *Gazed* and *complain* were given in *Word Power* for grades 2-3. Provide an opportunity for students to share and discuss their gloomy pictures.

**Page 22** Let students discuss other ways in which Sam might have interpreted the message. At the heart of the lesson are the science concepts of states of matter. Expand on the science information as needed.

**Page 23** Part D can be a good extension activity for a health lesson on basic food groups.

**Page 24** Share and discuss the responses to Part D.

**Page 27** You may prefer to use the blanket term homonym. With more mature students, discuss the stems, phone (sound), nym (name), graph (writing-spelling). The lesson could initiate a class list of homophones.

**Page 28** Expand on figures of speech. Have students watch for these colorful phrases in their reading and record them on a bulletin board list.

## Book List

1. *Freckle Juice*, Judy Blume
2. *The One in the Middle Is a Green Kangaroo*, Judy Blume
3. *Ramona, the Brave*, Beverly Cleary
4. *Ramona Quimby, Age 8*, Beverly Cleary
5. *The Littles*, John Peterson
6. *The Littles Go Exploring*, John Peterson
7. *The Berenstain Bears Learn about Strangers*, Jan and Stan Berenstain
8. *The Fast Sooner Hound*, Arna Bontemps and Jack Conroy

Page	Key Words	Source	Page	Key Words	Source	Page	Key Words	Source
1	audio auditorium audience	(2)	10	sustain maintain prolong	(4)	19	gloomy cheerful dreary	(4) (4)
2	starboard deck bow	(6) (6)	11	toddlers youth adult	(3)	20	recipe formula prescription	(1)
3	expedition voyage safari	(6)	12	pebbles boulder gravel	(5)	21	accurate exacting error	(4)
4	trench moat furrows	(3)	13	fragrance aroma scent	(3)	22	fluids solid gas	(4)
5	calamity trouble misfortune	(4)	14	lichen moss ferns	(6) (6) (6)	23	nutritious inhale wholesome	(4) (3)
6	realized achieve execute	(3)	15	disclose exposed display	(3)	24	responsible certain negligent	(4)
7	summary digest brief	(4)	16	liberated justice freedom	(3) (4)	25-26	Review Pages	
8-9	Review Pages		17-18	Review Pages		27	Homophones: cent-scent-sent do-dew-due fowl-foul	
						28	Figures of speech	(7)

# Key Words

Name \_\_\_\_\_

**audio**  
**auditorium**  
**audience**

Everyone was excited about the special morning program. A real explorer had come to school. All the students were going to the auditorium to hear the famous Bill Finder.

The explorer greeted the eager audience. "I will share my trip to Hidden Island with you. We will have slides, a film, and a special audio tape. The tape has the recorded sounds of unknown animals. I hope you enjoy the program."

A. Read the story. Then fill in the missing words.

1. The students were going to the \_\_\_\_\_.
2. The explorer would play an \_\_\_\_\_ tape with the sounds of animals.
3. Boys and girls were the eager \_\_\_\_\_.

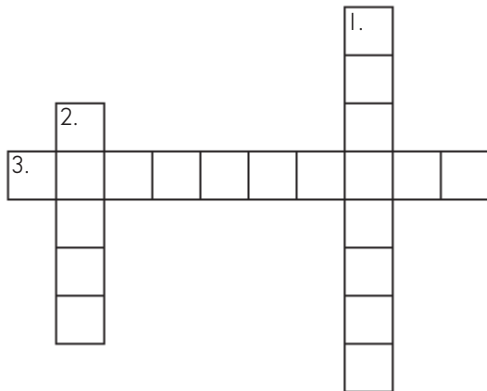
B. Write the correct key word in each blank.

1. People who see and hear a program are the \_\_\_\_\_.
2. A place to see a program is an \_\_\_\_\_.
3. You hear sound in the \_\_\_\_\_ part of a program

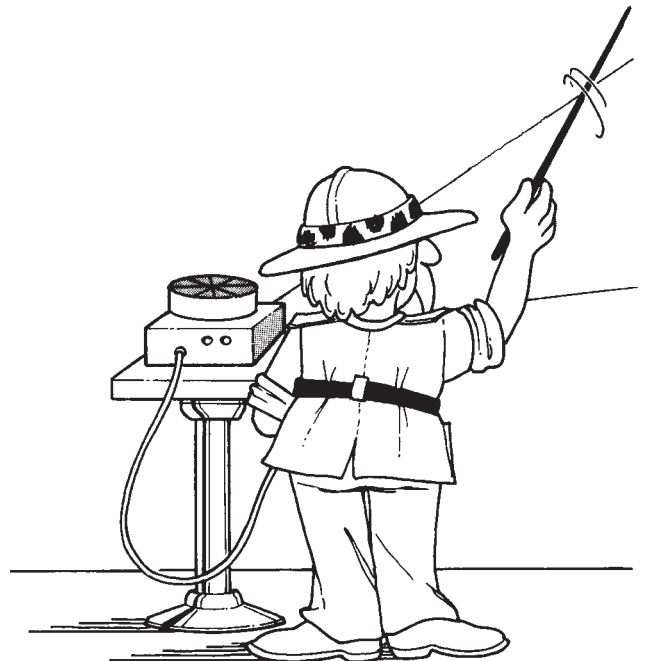


C. Fill in the puzzle using the key words.

1. people
2. sound
3. place



D. Look up **audio** in your dictionary. Find three more words that use **audio**—to make a new word. On another paper, write your new words. Use each one in a sentence.

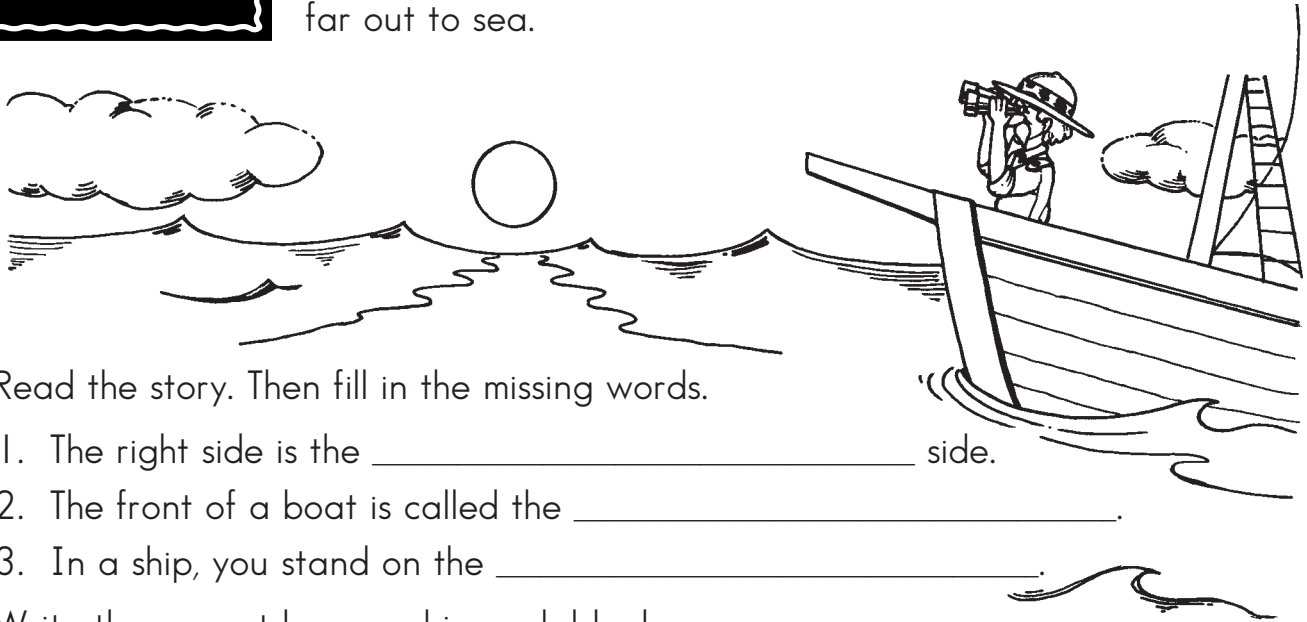


# Key Words

Name \_\_\_\_\_

**starboard**  
**deck**  
**bow**

The explorer's first slide was of a sailboat. Finder explained that the floor of a boat or ship is called a **deck**. The front of a boat is called the **bow**. As you look forward, the right side of a boat is the **starboard** side. One picture showed the boat sailing far out to sea.



A. Read the story. Then fill in the missing words.

1. The right side is the \_\_\_\_\_ side.
2. The front of a boat is called the \_\_\_\_\_.
3. In a ship, you stand on the \_\_\_\_\_.

B. Write the correct key word in each blank.

1. The huge ship had many \_\_\_\_\_ s.
2. The sailor looked over the \_\_\_\_\_ side.
3. They stood looking ahead from the \_\_\_\_\_ of the ship.

C. The words **deck** and **bow** have more than one meaning. Match the right meaning with its sentence.

1. **deck**    a. floor of ship    b. pack of playing cards

Marco played with the deck. \_\_\_\_\_

The explorer paced the deck. \_\_\_\_\_

2. **bow**    a. front of ship    b. to bend at waist

Rachel stood at the bow. \_\_\_\_\_

You will bow to Queen Anne. \_\_\_\_\_



D. On another paper, draw a picture of a ship. Label the **starboard**, **deck**, and **bow**. Then write a sentence using each key word. Use both meanings of **deck** and **bow**.

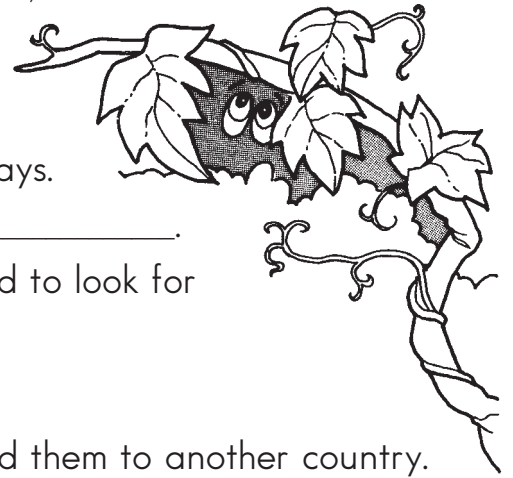
# Key Words

Name \_\_\_\_\_

**expedition**  
**voyage**  
**safari**



Long ago, Bill Finder had heard tales of a strange animal that lived on Hidden Island. A few years ago, he began to plan an **expedition** to find it. When he was ready, his **voyage** to the island took nine days. After he reached the shore, Finder and his helpers organized a **safari**, or hunting party, to find the wild, unknown beast.



A. Read the story. Then fill in the missing words.

1. The \_\_\_\_\_ took nine days.
2. A hunting party is called a \_\_\_\_\_.
3. The \_\_\_\_\_ was planned to look for a strange animal.

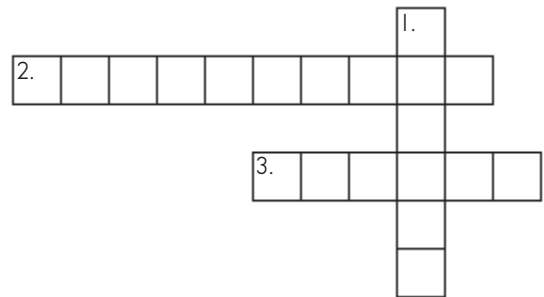
B. Write the correct key word in each blank.

1. The travelers' \_\_\_\_\_ led them to another country.
2. The members of the \_\_\_\_\_ traveled through the jungle looking for animals.
3. Columbus' \_\_\_\_\_ sailed west to find a way to China.

C. Fill in the puzzle using the key words.

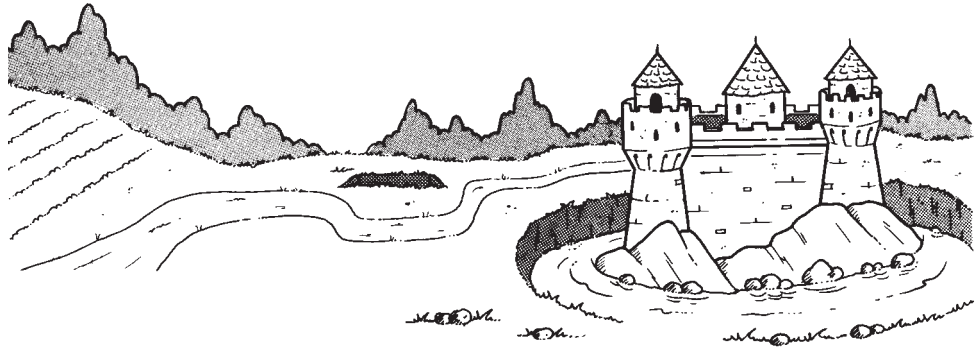
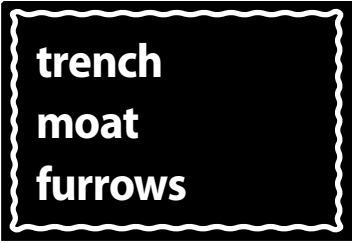
1. trip from place to place
2. trip with a purpose
3. trip to hunt for animals

D. On another paper write a story about an expedition you would like to take to a real or imaginary place.



# Key Words

Name \_\_\_\_\_



The group set off on their safari. Soon one of the hunters saw small ditches in the ground. Finder studied them.

"These are furrows," he said. "They were made by a plow. That means there are people on the island."

The afternoon of the same day, the group came to a wide, deep ditch. Finder explained that it looked like a trench. He guessed that someone might have dug it to hide people during a battle. Further on, the hunters came to a fort with a moat around it. The deep, water-filled canal made it hard to get into the fort unless the bridge was down.

A. Read the story. Then fill in the missing words.

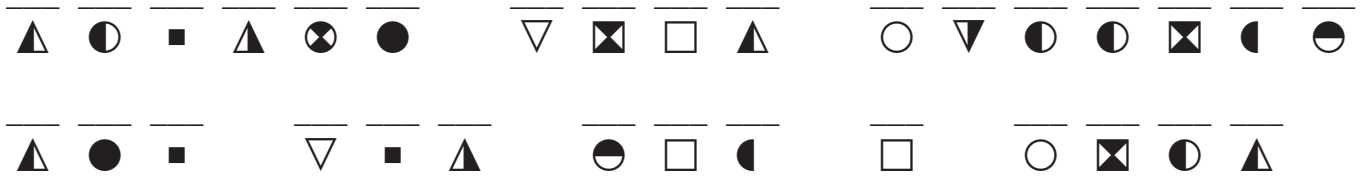
1. The \_\_\_\_\_ was to protect the fort.
2. \_\_\_\_\_ are made by a plow.
3. The \_\_\_\_\_ might have hid people during a battle.

B. Write the correct key word in each blank.

1. A narrow ditch made by a plow is a \_\_\_\_\_.
2. A deep ditch filled with water is a \_\_\_\_\_.
3. A long ditch used in battle is a \_\_\_\_\_.

C. Unscramble the words. Use the symbols to read the hidden message.

n e c r h t      o m t a      s r o w f u r



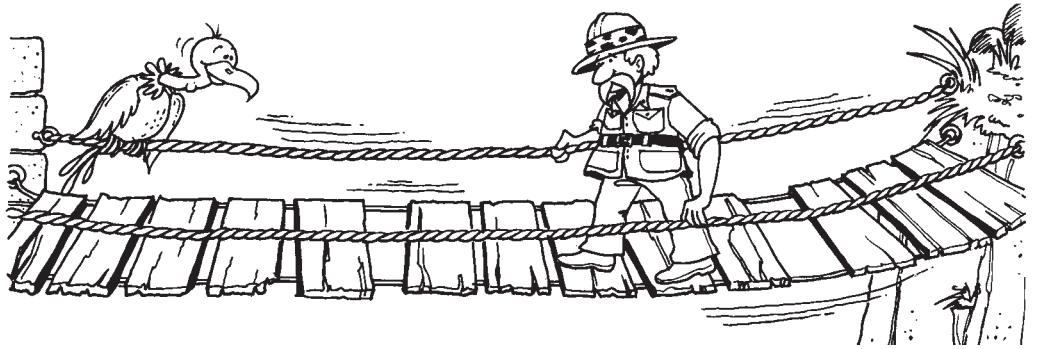
D. On another paper, write a sentence using each key word.



# Key Words

calamity  
trouble  
misfortune

Name \_\_\_\_\_



The explorers walked around the moat. When they reached the back of the fort, they saw an old bridge. Bill Finder hurried ahead to test it.

He called to the others, "Watch your step, there are boards missing. Try to avoid trouble." The rotting bridge squeaked and swayed as the group crossed. One of the sailors tripped, but others caught him before he fell. The sailor took a deep breath.

"Tripping is only a misfortune. Falling into the dark, dirty water of that moat could be a real calamity!"

A. Read the story. Then fill in the missing words.

1. One sailor had the \_\_\_\_\_ to trip.
2. Falling into the moat would be a \_\_\_\_\_.
3. Watch where you are going to avoid \_\_\_\_\_.

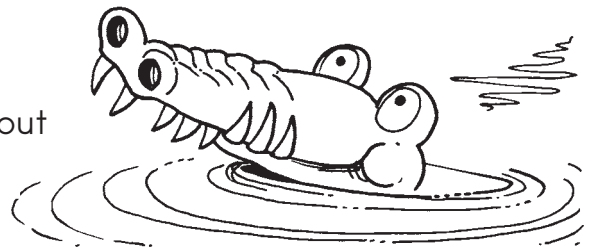
B. Write the correct key word in each blank.

1. He had the \_\_\_\_\_ to fall downstairs.
2. If you talk in school, you may get in \_\_\_\_\_.
3. When the roof fell in, it was a \_\_\_\_\_.

C. What kind of event is each of the following? Circle each calamity. Underline each misfortune. Put an ! after anything that would cause trouble.

- |                      |                    |
|----------------------|--------------------|
| 1. earthquake        | 4. bad snowstorm   |
| 2. hitting someone   | 5. being unlucky   |
| 3. losing your money | 6. playing a prank |

D. Look in a newspaper. Find and read a story about a calamity or a misfortune. On another paper, write what you might do if you were there.



# Key Words

Name \_\_\_\_\_

**realized**  
**achieve**  
**execute**



The group spent a day exploring the empty fort. Some people wanted to stay longer, but all wanted most to **achieve** the goal of the expedition. As leader, Finder broke the group into two parties. Each group had special tasks to **execute**, or carry out.

For three more days, the two parties pushed deeper into the island's woods. At last, they found the strange animal. They had **realized** the purpose of their safari.

A. Read the story. Then fill in the missing words.

1. Each group had special tasks to \_\_\_\_\_.
2. The explorers wanted to \_\_\_\_\_ their goal.
3. Finding the strange animal \_\_\_\_\_ the purpose of the trip.

B. Write the correct key word in each blank.

1. When you finish a task, it is \_\_\_\_\_.
2. If you reach your goal, you \_\_\_\_\_ it.
3. When you carry out orders, you \_\_\_\_\_ them.

C. The word **realized** has more than one meaning. Match the right meaning with its sentence.

a. understood      b. accomplished

1. After much hard work, Tina **realized** her goal to earn \$10. \_\_\_\_\_
2. Spencer **realized** that it takes effort to earn money. \_\_\_\_\_

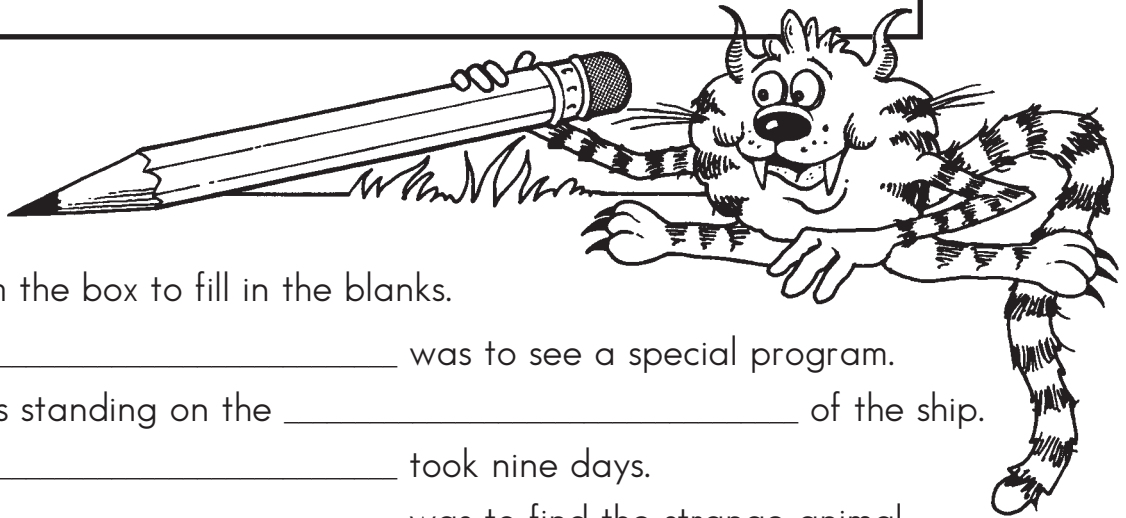
D. On another paper, write about three things you have accomplished this year. Then write about three things you still want to achieve.





# Review

audience	furrows	safari	expedition
calamity	audio	deck	realized
voyage	summary	bow	auditorium
trench	execute	digest	misfortune
trouble	achieve	moat	starboard
brief			



A. Use words from the box to fill in the blanks.

1. The \_\_\_\_\_ was to see a special program.
2. The girl was standing on the \_\_\_\_\_ of the ship.
3. The \_\_\_\_\_ took nine days.
4. The \_\_\_\_\_ was to find the strange animal.
5. One person had the \_\_\_\_\_ to trip.
6. The explorers wanted to \_\_\_\_\_ their goal.
7. A short book is a \_\_\_\_\_.

B. Choose the correct word from the box.

1. The \_\_\_\_\_ part is the sound part.
2. The right side of a ship is called the \_\_\_\_\_ side .
3. A trip for a special purpose is an \_\_\_\_\_.
4. A long ditch used in battle is a \_\_\_\_\_.
5. An event of great loss is a \_\_\_\_\_.
6. When you complete a task, you have \_\_\_\_\_ it.
7. A review of the main ideas is a \_\_\_\_\_.

# Review

C. Use words from the box on page 8.

1. Write the ship words.

\_\_\_\_\_

2. Write the ditch words.

\_\_\_\_\_

3. Write the trip words.

\_\_\_\_\_

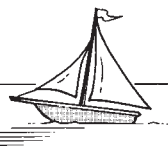
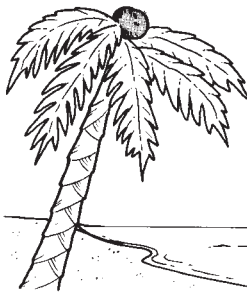
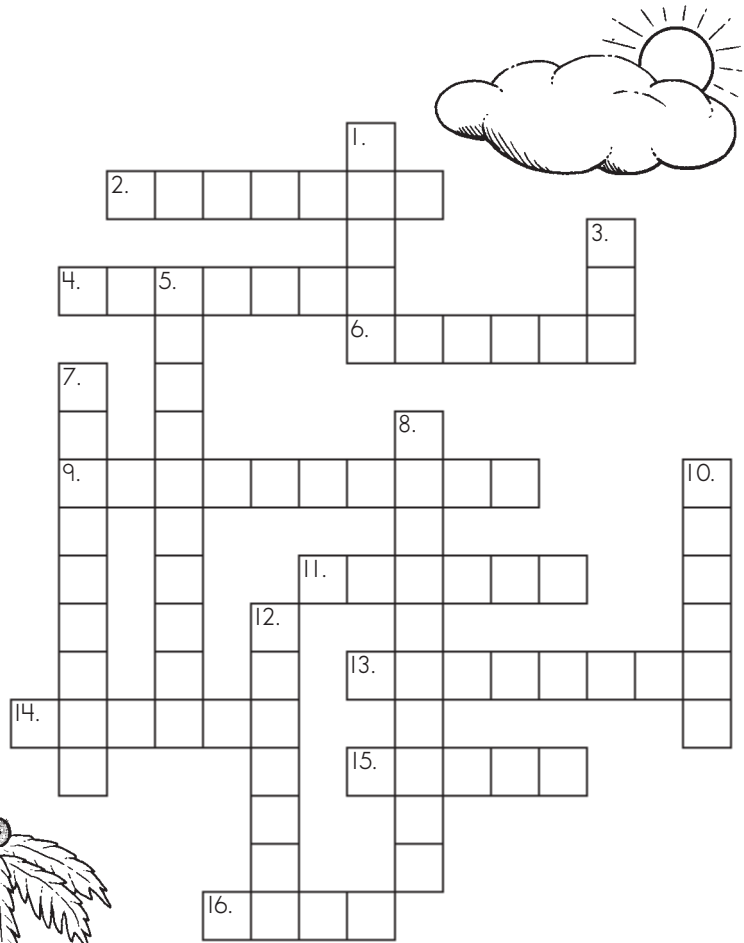
D. Use words from the box on page 8.

**Across**

- 2. a summing up
- 4. carry out a plan
- 6. ditch made by a plow
- 9. place for a program
- 11. trip looking for animals
- 13. rhymes with doubles
- 14. long ditch for hiding
- 15. sound part
- 16. floor of a ship

**Down**

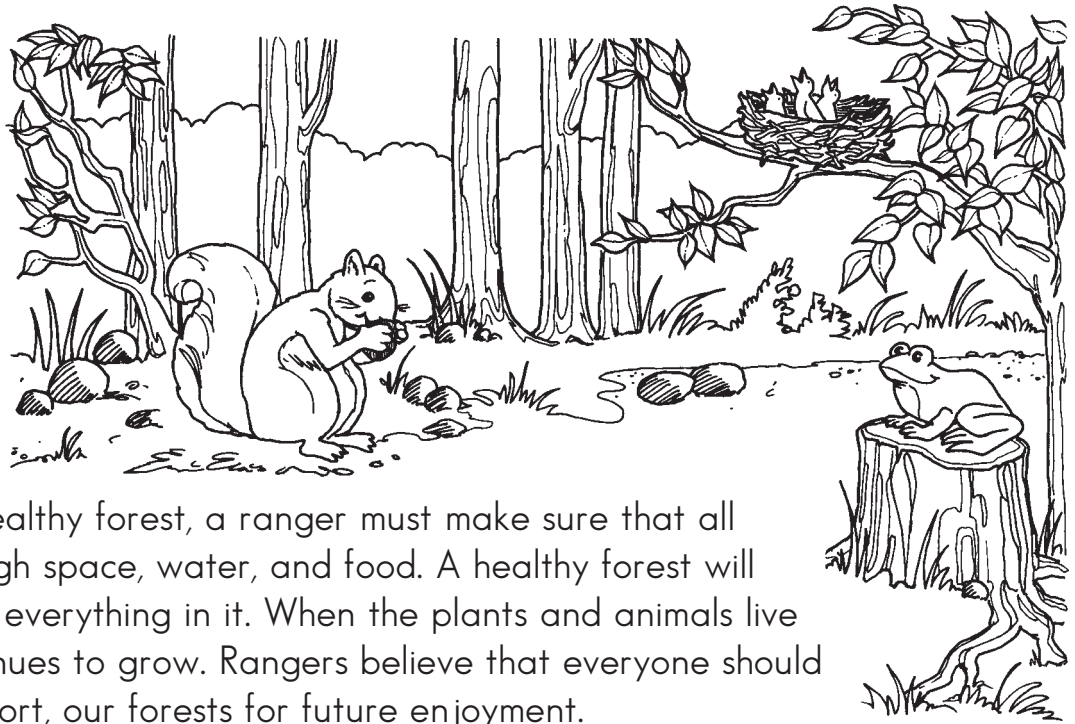
- 1. something short
- 3. front of a ship
- 5. trip for a purpose
- 7. right side of a ship
- 8. unlucky turn of events
- 10. a shortened book  
is a \_\_\_\_\_.
- 12. to gain a goal



# Key Words

Name \_\_\_\_\_

**sustain**  
**maintain**  
**prolong**



Forest rangers watch over the animals and plants of the forest. To maintain a healthy forest, a ranger must make sure that all living things have enough space, water, and food. A healthy forest will help prolong the life of everything in it. When the plants and animals live longer, the forest continues to grow. Rangers believe that everyone should help to sustain, or support, our forests for future enjoyment.

A. Read the story. Then fill in the missing words.

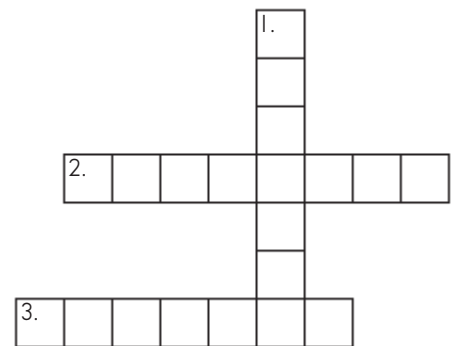
1. Everyone should help \_\_\_\_\_ our forests.
2. A forest ranger's job is to \_\_\_\_\_ a healthy forest.
3. Care will help \_\_\_\_\_ the life of the forest.

B. Write the correct key word in each blank.

1. People want to \_\_\_\_\_ their lives.
2. She wanted to \_\_\_\_\_ good health, so she ate the right foods.
3. A snack will \_\_\_\_\_ us until lunch.

C. Use the key words to fill in the puzzle.

1. to keep growing
2. to take care of
3. to make last longer

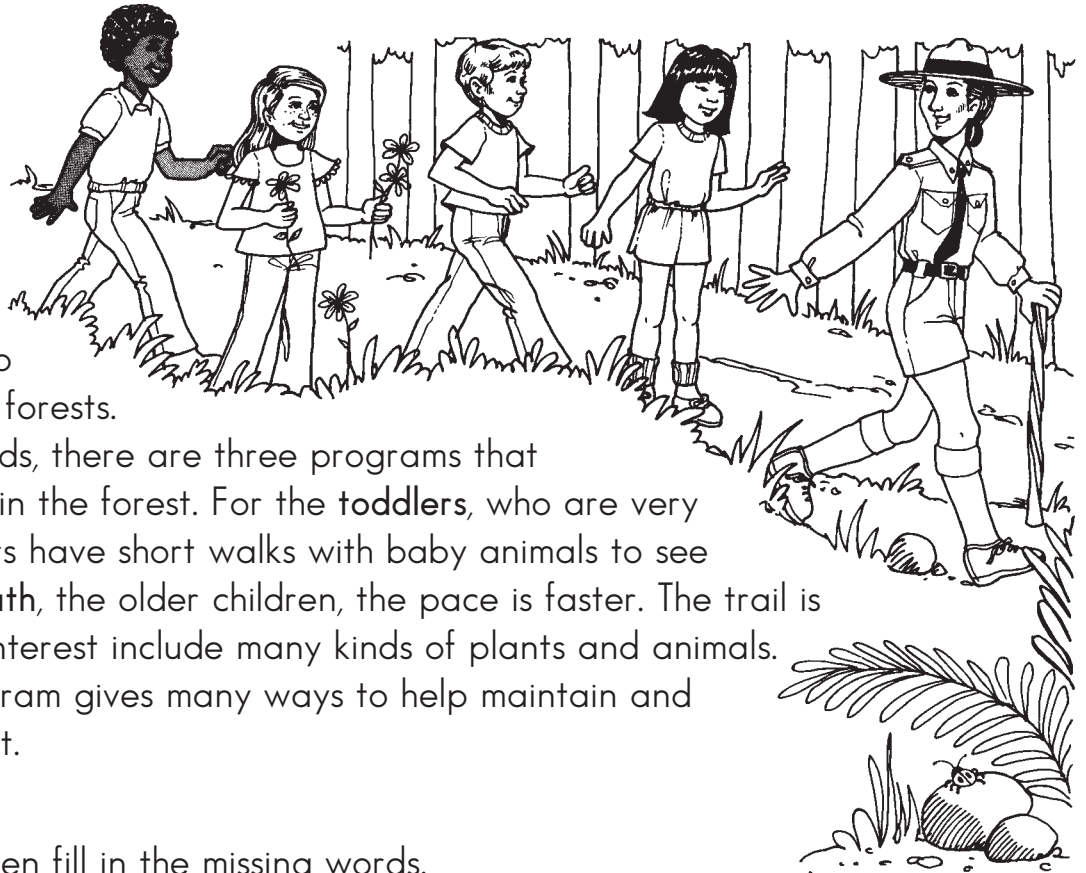


D. On another paper, write five ways you help to maintain your health.

# Key Words

Name \_\_\_\_\_

**toddlers**  
**youth**  
**adult**



Forest rangers also help people enjoy the forests.

For visitors to the woods, there are three programs that explain how to maintain the forest. For the toddlers, who are very young children, rangers have short walks with baby animals to see and touch. For the youth, the older children, the pace is faster. The trail is longer. The points of interest include many kinds of plants and animals. The special adult program gives many ways to help maintain and sustain life in the forest.

A. Read the story. Then fill in the missing words.

1. The \_\_\_\_\_ saw the baby animals.
2. The \_\_\_\_\_ saw many plants and animals.
3. The \_\_\_\_\_ program told how to maintain and sustain the forest.

B. Write the correct key word in each blank.

1. The \_\_\_\_\_ was two years old.
2. You can vote when you become an \_\_\_\_\_.
3. The teenagers belonged to a \_\_\_\_\_ club.

C. Draw lines to match each key word with two things that a person in that stage might do.

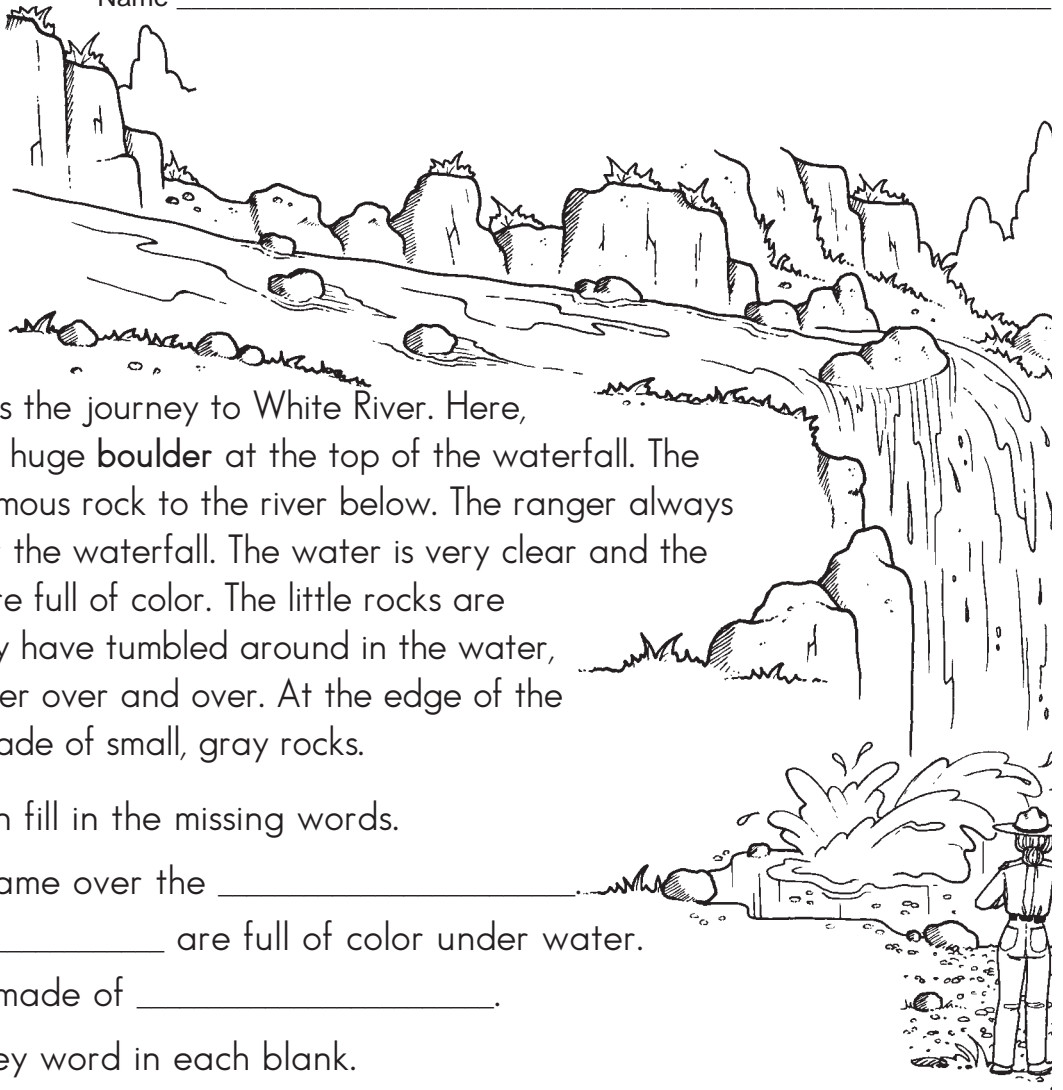
- |                      |         |                        |
|----------------------|---------|------------------------|
| 1. be a teacher      | toddler | 4. go to high school   |
| 2. be a scout member | adult   | 5. sit in a high chair |
| 3. ride a tricycle   | youth   | 6. drive a taxi        |

D. On another paper, write a story about a family using all key words.

# Key Words

pebbles  
boulder  
gravel

Name \_\_\_\_\_



One interesting trip is the journey to White River. Here, the ranger points out the huge boulder at the top of the waterfall. The water falls over this enormous rock to the river below. The ranger always stops at a little pool near the waterfall. The water is very clear and the pebbles on the bottom are full of color. The little rocks are very smooth because they have tumbled around in the water, rubbing against each other over and over. At the edge of the river is a gravel beach made of small, gray rocks.

A. Read the story. Then fill in the missing words.

1. The waterfall came over the \_\_\_\_\_.
2. The \_\_\_\_\_ are full of color under water.
3. The beach was made of \_\_\_\_\_.

B. Write the correct key word in each blank.

1. He skipped \_\_\_\_\_ across the water.
2. They drove up the \_\_\_\_\_ driveway.
3. A huge \_\_\_\_\_ blocked the trail.

C. Unscramble these key words.

1. b e p l e b s      2. o l e b u r d

□ ■ □ □ ▼ ■ □      □ ⊗ ▼ ▼ ■ ■ ●

3. a l g v r e

○ ● □ ▼ ■ ▼

4. Write the hidden message. Use the code from your unscrambled words.

□ ■ ⊗ □ ▼ ■ ▼ □ ▼ ▼ ■ ⊗ ▼ ●      W      ⊗ ● ▼ ■

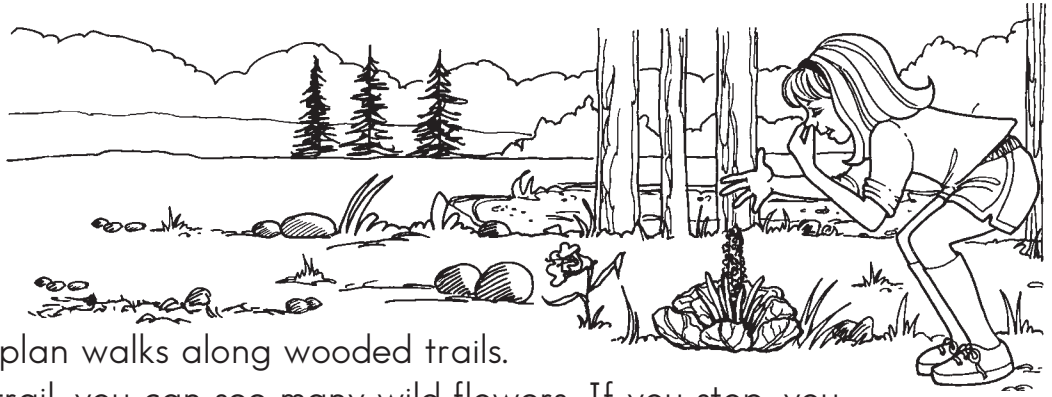
D. On another paper, write a story about a rocky place you know. Use all key words.



# Key Words

Name \_\_\_\_\_

**fragrance**  
**aroma**  
**scent**



Forest rangers also plan walks along wooded trails. Along the edge of one trail, you can see many wild flowers. If you stop, you can smell the sweet **fragrance**. When you walk through the pine trees, you sniff a new **aroma**. The smell reminds one of Christmas and its many spicy odors. At one spot, the ranger points to a leafy plant and asks you to sniff the air. Here, the **scent** is awful! The forest ranger laughs and tells us that this plant is called a skunk cabbage. One sniff and you have to agree. The skunk cabbage has the right name.

A. Read the story. Then fill in the missing words.

1. The wild flowers had a sweet \_\_\_\_\_.
2. The skunk cabbage had an awful \_\_\_\_\_.
3. Pine trees have an \_\_\_\_\_ of their own.



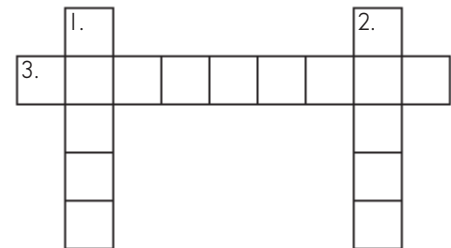
B. Write the correct key word in each blank.

1. The spicy \_\_\_\_\_ of gingerbread filled the air.
2. The perfume has a sweet \_\_\_\_\_.
3. The dog followed the \_\_\_\_\_ of the rabbit tracks.

C. Use the key words to fill in the puzzle.

1. spicy odor
2. stinky smell
3. sweet smell

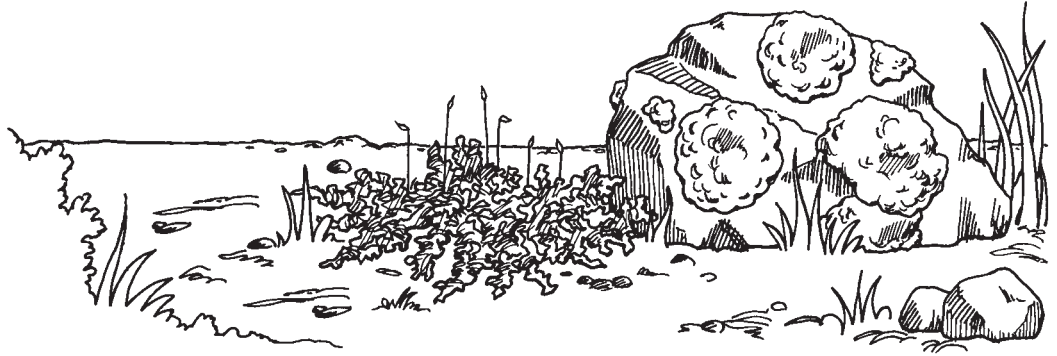
D. On another paper, describe the smells from a kitchen on a baking day or the smells from a flower garden on a summer day.



# Key Words

Name \_\_\_\_\_

**lichen**  
**moss**  
**ferns**



Down another trail, our ranger pointed to a pale, flat plant clinging to a large boulder. She told us that what we saw was really two plants growing together. It is called lichen. The paired plant grows slowly on both rocks and trees. Next, the ranger pointed to a soft, green pad spreading over the ground. She said that this was moss. It is made up of many tiny plants. Among the trees were plants that look like large, green feathers. The ranger called these ferns. We learned that the forest is home to many wonderful plants.

A. Read the story. Then fill in the missing words.

1. Two plants growing together make \_\_\_\_\_.
2. Leafy plants that look like feathers are \_\_\_\_\_.
3. Many small plants growing together like a soft pad are \_\_\_\_\_.

B. Write the correct key word in each blank.

1. Kenny touched the soft pad of \_\_\_\_\_ on the tree.
2. Many people grow \_\_\_\_\_ as houseplants.
3. Rocks in the forest are often covered with \_\_\_\_\_.

C. The forest ranger pointed out three types of plants.

List these in the order she showed them to us.

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D. Use an encyclopedia to read about each key word.

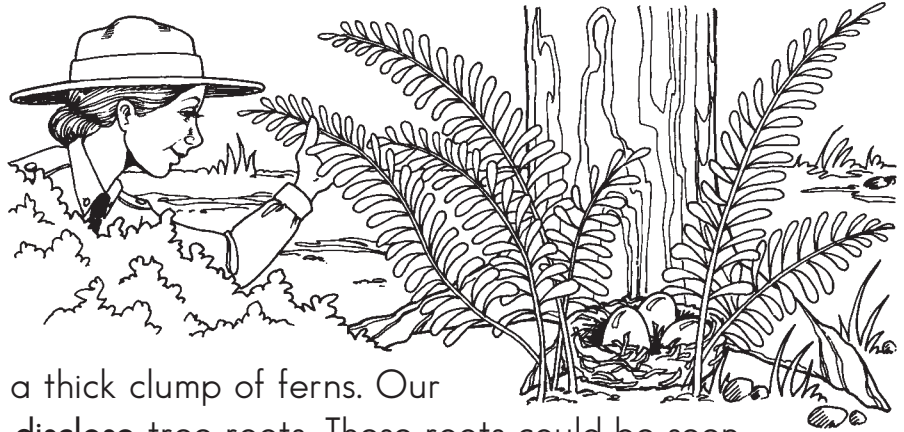
Choose one kind of plant. Write three important facts about it on other paper.



# Key Words

Name \_\_\_\_\_

**disclose**  
**exposed**  
**display**



Below one large tree grew a thick clump of ferns. Our ranger pulled back the ferns to **disclose** tree roots. These roots could be seen easily because they were **exposed** and lying above ground. Water had washed away the soil. Among the roots was a hidden nest. Later, at the museum, we saw a fine **display** and many special exhibits about the animals and plants living in the forest.

A. Read the story. Then fill in the missing words.

1. There was a fine \_\_\_\_\_ at the museum.
2. The roots could be seen because they were \_\_\_\_\_.
3. The ranger pulled back the ferns to \_\_\_\_\_ the roots.

B. Write the correct key word in each blank.

1. I will \_\_\_\_\_ the secret tomorrow.
2. The museum had an interesting rock \_\_\_\_\_.
3. The secret agent \_\_\_\_\_ the spy plot.

C. Put the following words in alphabetical order.

lichen      disclose      aroma      scent  
moss      ferns      display      exposed

\_\_\_\_\_

\_\_\_\_\_

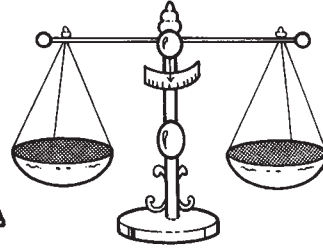
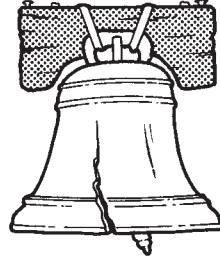
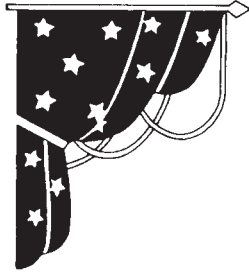
\_\_\_\_\_

\_\_\_\_\_

D. On another paper, write a story about a spy.

# Key Words

Name \_\_\_\_\_



The people of the United States are very proud of their free nation. Americans have many symbols which show this pride in freedom. The Liberty Bell was rung when the country was liberated, or freed, from English rule. The symbol of the Liberty Bell reminds people of this special event. Another symbol that Americans use is a balance scale. Courts of law use this symbol to show that they try to be fair to everyone. They want justice for all people.

A. Read the story. Then fill in the missing words.

1. Courts want \_\_\_\_\_ for all people.
2. The Liberty Bell was rung when America was \_\_\_\_\_.
3. Many symbols show Americans' pride in \_\_\_\_\_.

B. Write the correct key word in each blank.

1. The guilty person was brought to \_\_\_\_\_.
2. The captured people were finally \_\_\_\_\_.
3. You have the \_\_\_\_\_ to choose how you will live.

C. Unscramble the words. Then use the symbols to read the hidden message.

s c u i e j t      b a d i r t e l e      e e m f o r d



D. On another paper, write a story about America. Use all key words.

# Review

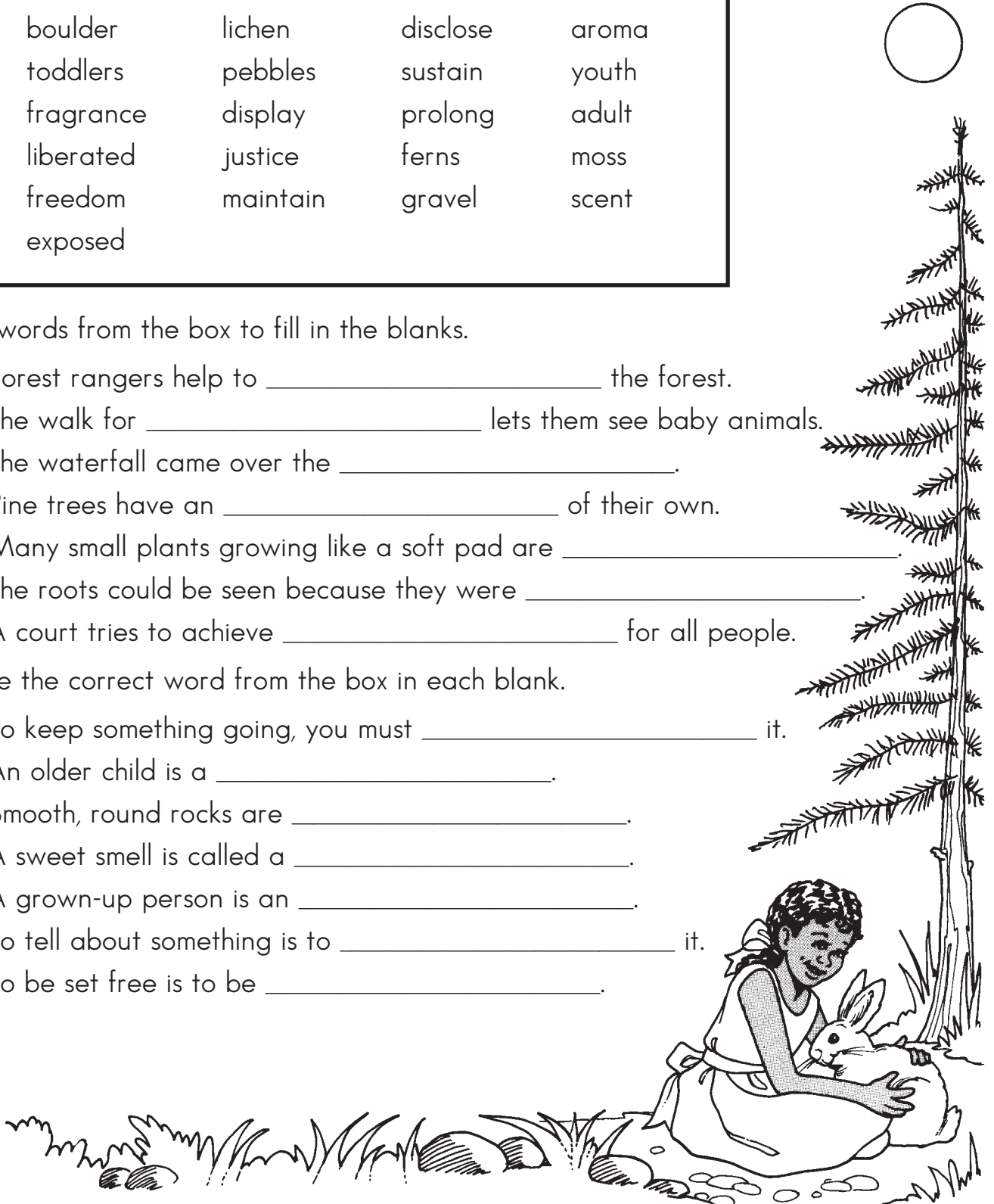
boulder	lichen	disclose	aroma
toddlers	pebbles	sustain	youth
fragrance	display	prolong	adult
liberated	justice	ferns	moss
freedom	maintain	gravel	scent
exposed			

A. Use words from the box to fill in the blanks.

1. Forest rangers help to \_\_\_\_\_ the forest.
2. The walk for \_\_\_\_\_ lets them see baby animals.
3. The waterfall came over the \_\_\_\_\_.
4. Pine trees have an \_\_\_\_\_ of their own.
5. Many small plants growing like a soft pad are \_\_\_\_\_.
6. The roots could be seen because they were \_\_\_\_\_.
7. A court tries to achieve \_\_\_\_\_ for all people.

B. Write the correct word from the box in each blank.

1. To keep something going, you must \_\_\_\_\_ it.
2. An older child is a \_\_\_\_\_.
3. Smooth, round rocks are \_\_\_\_\_.
4. A sweet smell is called a \_\_\_\_\_.
5. A grown-up person is an \_\_\_\_\_.
6. To tell about something is to \_\_\_\_\_ it.
7. To be set free is to be \_\_\_\_\_.



# Review

C. Use words from the box on page 17.

1. The people words:

\_\_\_\_\_

2. The rock words:

\_\_\_\_\_

3. The smell words:

\_\_\_\_\_

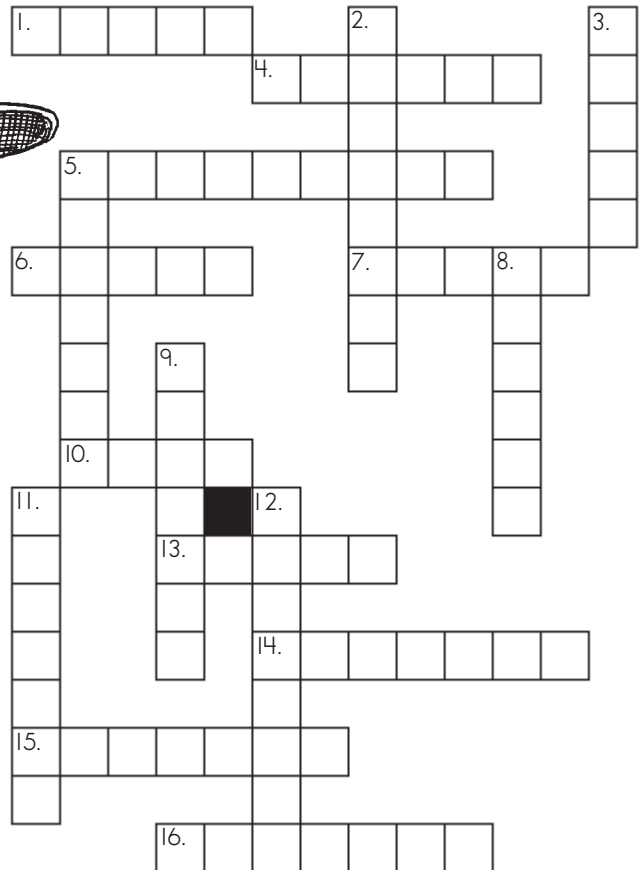
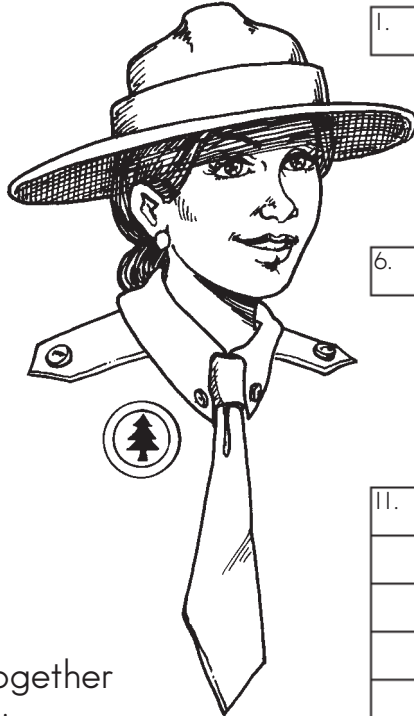
4. The plant words:

\_\_\_\_\_

D. Use words from the box on page 17 to fill in the puzzle.

**Across**

- 1. older children
- 4. small, gray rocks
- 5. sweet smell
- 6. feathery plants
- 7. grown-up
- 10. soft plant pads
- 13. spicy scent of a pine
- 14. to show
- 15. disclosed
- 16. truth and fairness



**Down**

- 2. to take care of
- 3. odor
- 5. state of being free
- 8. two plants growing together
- 9. to keep something going
- 11. smooth rocks
- 12. small children

# Key Words

Name \_\_\_\_\_

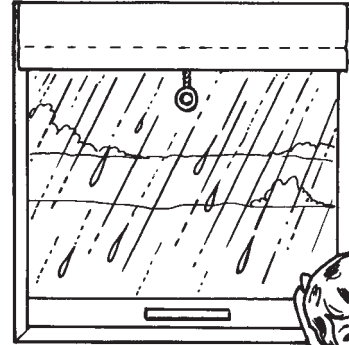
**gloomy**  
**cheerful**  
**dreary**

It was a gloomy day. The sky was overcast. It was cloudy and rainy. Sam gazed out the window and complained, "What a dull, dreary day!" Usually, Sam was a cheerful, happy person.

"The trouble with a rainy day is that there is nothing to do," sighed Sam. Then he had a good thought. "I'll take my new book and read in a cozy corner with a bright light."

A. Read the story. Then fill in the missing words.

1. What a dull, \_\_\_\_\_ day!
2. It was a \_\_\_\_\_ day.
3. Usually, Sam was a \_\_\_\_\_ person.



B. Write the correct key word in each blank.

1. It was a dark and \_\_\_\_\_ time.
2. The weather was \_\_\_\_\_
3. Her smile showed how \_\_\_\_\_ she felt.



C. Put the words under the correct heading.

sad    happy    dismal    merry    frown  
jolly    dreary    smile    grin    pout

1. cheerful

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---

2. gloomy

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---

---

---

---

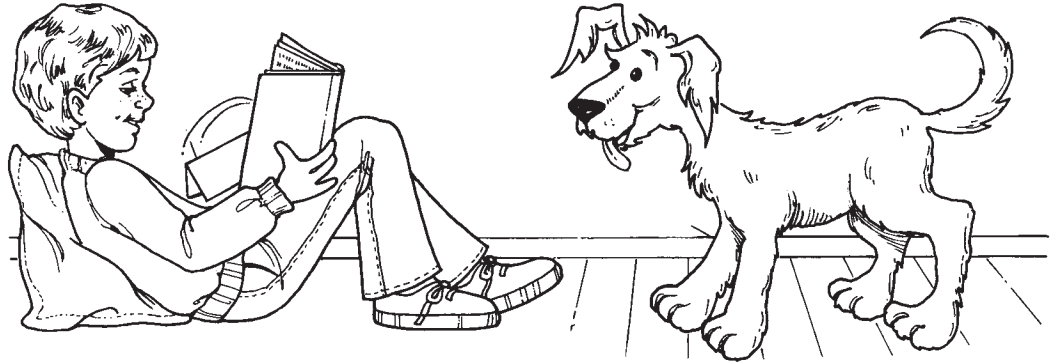
D. On another paper, write a story about a gloomy, dreary place.

Draw a picture of that place.

# Key Words

Name \_\_\_\_\_

**recipe**  
**formula**  
**prescription**



Sam sat down and opened his book. To his surprise, a folded paper fell into his lap. On the paper, strange markings were printed in red ink. Maybe it was something written in a code. At the top, Sam read, "4 U."

Before he started to work on the code, Sam wondered, "Was the note a recipe with a list of food and seasonings to make something to eat? Were the symbols part of a formula telling how to put together something new? Or, was the message like a prescription written by a doctor? Hmm, what could it be?"

A. Read the story. Then fill in the missing words.

1. Was it a \_\_\_\_\_ to put together something new?
2. Was this a \_\_\_\_\_ to make something to eat?
3. Was this a \_\_\_\_\_ from a doctor?

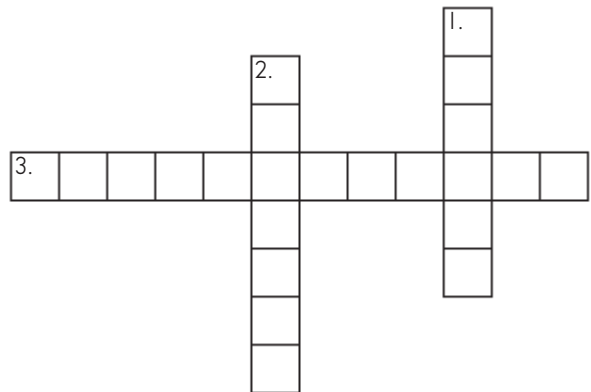
B. Write the correct key word in each blank.

1. The doctor gave me a \_\_\_\_\_ for my cold.
2. The scientists worked out a \_\_\_\_\_ for a special plastic.
3. The cook used a new \_\_\_\_\_.

C. Use the key words to fill in the puzzle.

1. cook's plan
2. secret recipe
3. doctor's order

D. Write a recipe for your favorite dish or a formula to create something new.





# Key Words

Name \_\_\_\_\_

**accurate**  
**exacting**  
**error**

Sam really enjoyed puzzles. Could he read these symbols quickly, or would he make an error? He must make no mistakes. He would need to be very accurate. Sam counted each number and letter. He found that some symbols were used over and over. Sam set to work in an exacting way. In an hour, he had cracked the code!

A. Read the story. Then fill in the missing words.

1. He would need to be very \_\_\_\_\_.
2. Sam set to work in an \_\_\_\_\_ way.
3. He did not want to make an \_\_\_\_\_.

B. Write the correct key word in each blank.

1. I made an \_\_\_\_\_ on my math test.
2. John hung his clothes in the closet in an \_\_\_\_\_ way.
3. You must be \_\_\_\_\_ when you do math.

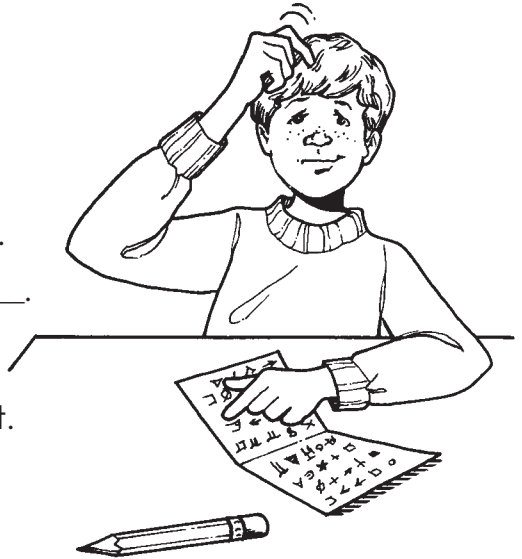
C. Unscramble the words. Then use the symbols under the words to write the hidden message.

c a a u t c r e      o r e r r      e i a c t x n g

□ ⊗ ⊗ ▽ ● □ ▲ ■      ■ ● ● ⊗ ●      ■ ▽ □ ⊗ ▲ ● ▲ ○

⊗ ● □ ⊗      ⊗ ▽ ●      ⊗ ⊗      d      ■

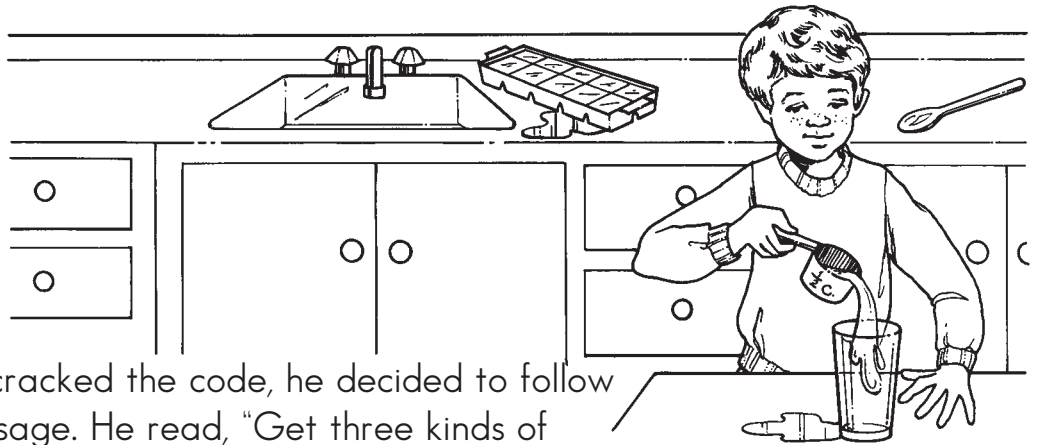
D. On another paper, write a story about carefully solving a problem. Use all key words.



# Key Words

Name \_\_\_\_\_

**fluids**  
**solid**  
**gas**



Now that Sam had cracked the code, he decided to follow the directions in the message. He read, "Get three kinds of things that do not hold their shape." So, Sam got three fluids. He poured a cup of water, a half cup of orange juice, and a half cup of lemon juice into a glass. Next, Sam read, "Get six things that are solid, but will make steam with the others." Sam added six ice cubes. Then, Sam looked at his mixture. The sudden cold made steam rise. "Hmm," said Sam, "this rising mist is a vapor. Like our air, it is a gas."

A. Read the story. Then fill in the missing words.

1. Sam called the vapor a \_\_\_\_\_.
2. Sam got three kinds of \_\_\_\_\_.
3. He got six \_\_\_\_\_ things.

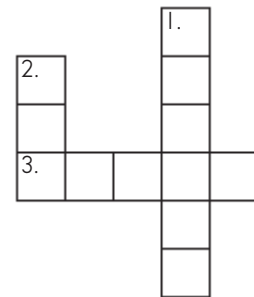
B. Write the correct key word in each blank.

1. Objects such as wood that hold their shape are \_\_\_\_\_.
2. Rising air is a \_\_\_\_\_.
3. Things that flow are \_\_\_\_\_.

C. Use the key words to fill in the puzzle.

1. will flow
2. becomes a vapor
3. holds shape

D. On another paper, list three things that could change from a solid to a fluid, such as a melting ice cube. Then write a story about rain. Use the key words.



# Key Words

Name \_\_\_\_\_

**nutritious**  
**inhale**  
**wholesome**

Sam held the steaming glass and gazed at the light orange fluid. He put the glass to his nose to inhale its smell. It had the fragrance of fresh oranges. Sam thought about the fluid mixture he had made. Fruit juices are nutritious. They help you to grow. This fluid was very wholesome. Drinking it would help to maintain his good health.



A. Read the story. Then fill in the missing words.

1. Fruit juice is \_\_\_\_\_.
2. Sam wanted to \_\_\_\_\_ the fragrance of the oranges.
3. The fluid was very \_\_\_\_\_.

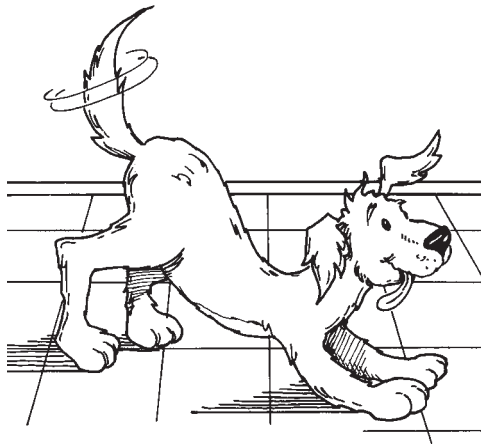
B. Write the correct key word in each blank.

1. They will \_\_\_\_\_ the aroma of the food.
2. She lived in a \_\_\_\_\_ environment.
3. Your diet should be \_\_\_\_\_ if you are to grow.

C. Write the key words in alphabetical order.

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

D. On another paper, plan a nutritious breakfast, lunch, and dinner. Use the key words to describe your meals.



# Key Words

Name \_\_\_\_\_

**responsible**  
**certain**  
**negligent**



At last, Sam returned to the cozy corner and his book. He took a sip of the nutritious fluid. He was certain that it was safe to drink. He knew that he had been very responsible in following the directions. Sam wondered who had put the message into the book. The message could have been carried out in a dangerous way. Was someone negligent or careless to leave such a message for anyone to find?

A. Read the story. Then fill in the missing words.

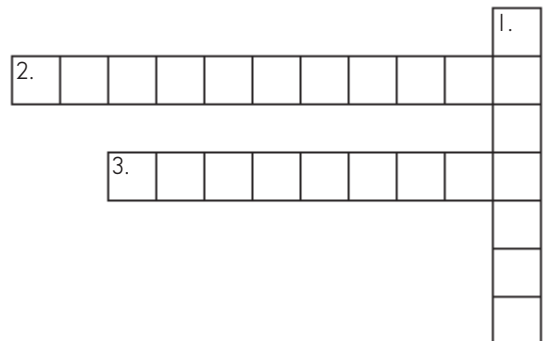
1. Sam had been very \_\_\_\_\_.
2. Was it \_\_\_\_\_ to leave such a message?
3. When Sam drank the fluid, he was \_\_\_\_\_ that it was safe.

B. Write the correct key word in each blank.

1. Parents are \_\_\_\_\_ for their children's actions.
2. If you don't take care of your pet, you are \_\_\_\_\_.
3. Jackie was \_\_\_\_\_ that she could do the problem without making an error.

C. Use the key words to fill in the puzzle.

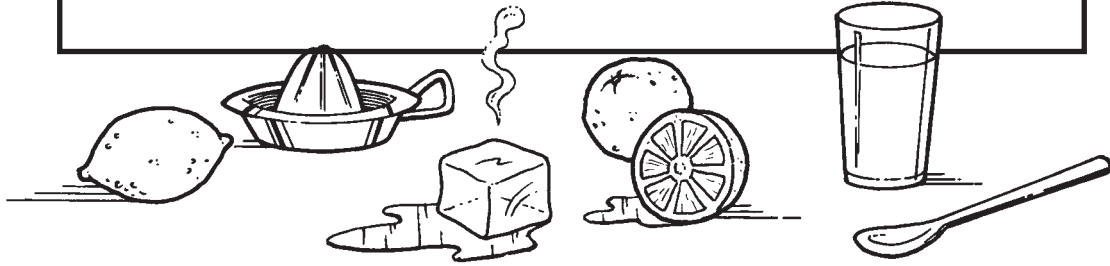
1. being sure
2. to be accountable for your actions
3. to be careless



D. On another paper, list three things you are certain that you can do well. Then, list three things for which you are responsible. Use your key words to tell a story of a time in which you acted in a responsible way.

# Review

prescription	wholesome	error	inhale
responsible	accurate	gloomy	dreary
negligent	cheerful	recipe	gas
exacting	certain	solid	fluids
nutritious	formula		

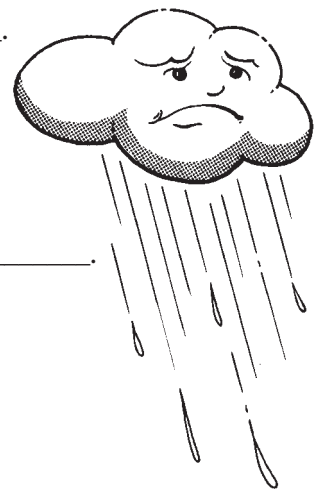


A. Use words from the box to fill in the blanks.

1. Usually Sam was sunny and \_\_\_\_\_.
2. Was the message a \_\_\_\_\_ to create something new?
3. Sam worked on the code in an \_\_\_\_\_ way.
4. Sam needed six things that were \_\_\_\_\_.
5. He held the glass to his nose to \_\_\_\_\_ it.
6. When Sam drank the fluid, he was \_\_\_\_\_ that it was safe.

B. Write the correct words from the box in the blanks.

1. An overcast sky seems \_\_\_\_\_.
2. A list for making something to eat is a \_\_\_\_\_.
3. Not to make a mistake is to be \_\_\_\_\_.
4. Things that flow are \_\_\_\_\_.
5. Food that helps you to grow is \_\_\_\_\_.
6. A person who can account for his actions is \_\_\_\_\_.

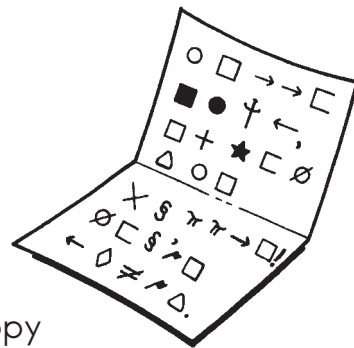


# Review

C. Write a word from the box on page 25 that is the opposite of each word listed.

1. cheerful \_\_\_\_\_
2. error \_\_\_\_\_
3. fluid \_\_\_\_\_
4. responsible \_\_\_\_\_

D. Use the words from the box on page 25 to fill in the puzzle.

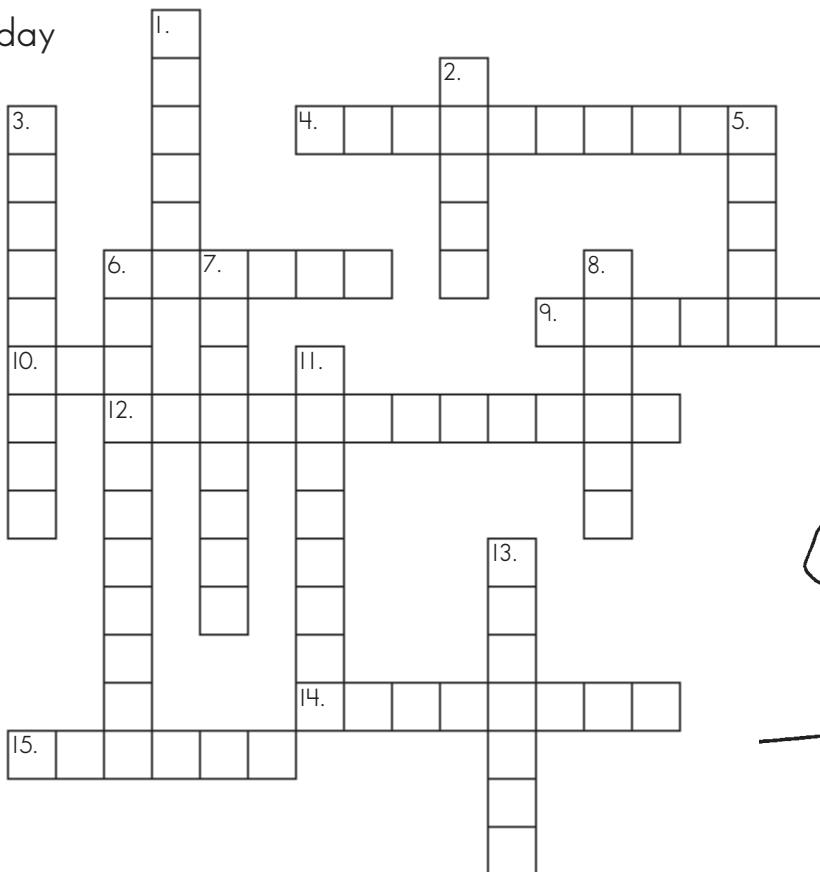


**Across**

4. helps you grow
6. food formula
9. things that flow
10. vapor
12. doctor's formula
14. careful
15. dull day

**Down**

1. breath in
2. mistake
3. careless
5. holds shape
6. accounts for actions
7. happy
8. overcast
11. correct
13. to be sure



# Homophones: Same Sound, Different Words

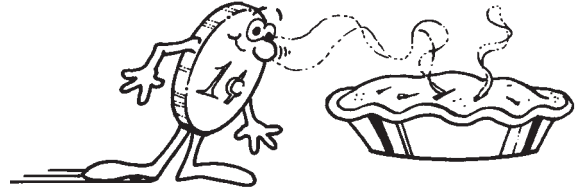
Words that sound alike but are spelled differently and have different meanings are called homophones. These words can make a funny picture in your mind if you use the wrong one.

A. Read the meaning of each word carefully. Write the correct words in the blanks.

cent—a coin, often called a penny

scent—a smell or an odor

sent—to cause to go



- I \_\_\_\_\_ a letter to my friend.
- The candy cost one \_\_\_\_\_.
- The \_\_\_\_\_ of roses filled the air.
- Bob \_\_\_\_\_ many \_\_\_\_\_ for the \_\_\_\_\_ ed flower.

do—to make, perform, or complete

dew—tiny drops of water, moisture

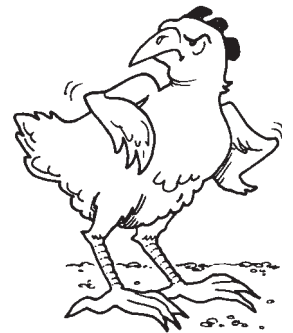
due—something owed, time to bring in, or pay



- My library book was \_\_\_\_\_.
- Can you \_\_\_\_\_ it?
- The \_\_\_\_\_ was on the grass.
- \_\_\_\_\_ you see the \_\_\_\_\_ spots on the book that is \_\_\_\_\_?

foul—something nasty or gone wrong

fowl—a bird of any kind

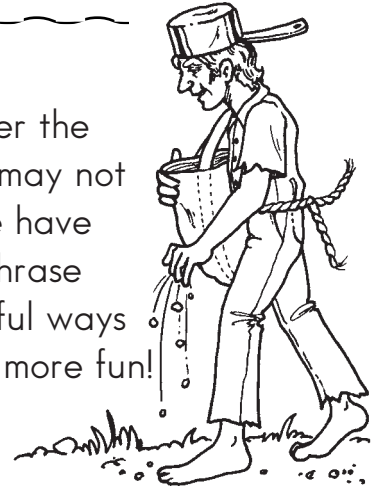


- Many kinds of \_\_\_\_\_ were in the barnyard.
- The \_\_\_\_\_ ball went out of bounds.
- The scent of the dead \_\_\_\_\_ was \_\_\_\_\_.

B. On another paper, write a story using one set of homophones. Draw a picture for your story.

# Figures of Speech

An old story says that long ago Johnny Appleseed went all over the American countryside planting apple trees. Even though the story may not be true, nutritious apples seem to be a very American fruit. People have many sayings using the word **apple** in different ways. A word or phrase used in a special way is called a **figure of speech**. Watch for colorful ways of saying things. Unusual phrases can make reading and speaking more fun!



A. Read these figures of speech. Can you add to the list?

1. You're the **apple of my eye**.—my favorite
2. There's **always a bad apple in every barrel**.—in any group of things, some will be less than good.
3. That's **as American as apple pie**.—anything common and popular in the United States
4. She was an **apple-cheeked** child.—round and rosy cheeks
5. He's an **apple polisher**.—flatterer, one who shines the apple to make it look better than it is
6. **An apple a day keeps the doctor away**.—Regular use of something good makes for health.

B. Write the figure of speech that fits each sentence.

1. She is my best girl.

\_\_\_\_\_

2. Try to keep from becoming sick.

\_\_\_\_\_

3. Everybody uses these sayings.

\_\_\_\_\_

4. In a crowd, some strangers could be bad.

\_\_\_\_\_

C. On another paper, write two figures of speech that use the word **peach**.

D. Think about some special sayings that your family uses. On another paper, write some figures of speech and share them with your group.



# Answer Key

## Page 1

- A. 1. auditorium  
2. audio  
3. audience  
B. 1. audience  
2. auditorium  
3. audio  
C. 1. audience  
2. audio  
3. auditorium  
D. Answers will vary.

## Page 2

- A. 1. starboard  
2. bow  
3. deck  
B. 1. deck  
2. starboard  
3. bow  
C. 1. b, a; 2. a, b  
D. Answers will vary.

## Page 3

- A. 1. voyage  
2. safari  
3. expedition  
B. 1. voyage  
2. safari  
3. expedition  
C. 1. voyage  
2. expedition  
3. safari

## Across

2. expedition  
3. safari

## Down

1. voyage  
D. Answers will vary

## Page 4

- A. 1. moat  
2. Furrows  
3. trench  
B. 1. furrow  
2. moat  
3. trench  
C. trench, moat, furrows  
The men saw a tort.  
D. Answers will vary

## Page 5

- A. 1. misfortune  
2. calamity  
3. trouble  
B. 1. misfortune  
2. trouble  
3. calamity

- C. 1. calamity  
2. trouble  
3. misfortune  
4. calamity  
5. misfortune  
6. trouble  
Note: text supports the choices given, but allow students to defend their answers.  
D. Answers will vary.

## Page 6

- A. 1. execute  
2. achieve  
3. realized  
B. 1. realized  
2. achieve  
3. execute  
C. 1. b  
2. a  
D. Answers will vary.

## Page 7

- A. 1. digest  
2. summary  
3. brief  
Note: lawyers' children may know brief as a noun.  
B. 1. brief  
2. summary  
3. digest  
C. brief: 1. b, 2. a, digest: 3. a, 4. b  
D. Answers will vary.

## Page 8

- A. 1. audience  
2. deck (or bow)  
3. voyage  
4. expedition (or safari)  
5. misfortune  
6. achieve  
7. digest  
B. 1. audio  
2. starboard  
3. expedition-  
4. trench  
5. calamity  
6. realized  
7. summary

## Page 9

- C. 1. starboard, bow, deck  
2. furrows, trench, moat  
3. voyage, safari, expedition  
D. **Across**  
2. summary  
4. execute  
6. furrow  
9. auditorium  
11. safari  
13. troubles  
14. trench  
15. audio  
16. deck

## Down

1. brief  
3. bow  
5. expedition  
7. starboard  
8. misfortune  
10. digest  
12. achieve

## Page 10

- A. 1. sustain  
2. maintain  
3. prolong  
B. 1. prolong  
2. maintain  
3. sustain  
C. 1. sustain  
2. maintain  
3. prolong  
D. Answers will vary.

## Page 11

- A. 1. toddlers  
2. youth  
3. adult  
B. 1. toddler  
2. adult  
3. youth  
C. toddler—ride a tricycle  
sit in high chair  
adult—be teacher  
drive taxi  
youth—go to high school  
be scout member  
D. Answers will vary.

## Page 12

- A. 1. boulder  
2. pebbles  
3. gravel  
B. 1. pebble  
2. gravel  
3. boulder  
C. pebbles, boulder, gravel  
People value our world.  
D. Answers will vary.

## Page 13

- A. 1. fragrance  
2. scent  
3. aroma  
B. 1. aroma  
2. fragrance  
3. scent  
C. 1. aroma  
2. scent  
3. fragrance  
D. Answers will vary.

## Page 14

- A. 1. lichen  
2. ferns  
3. moss  
B. 1. moss  
2. ferns  
3. lichen  
C. 1. lichen  
2. moss  
3. ferns  
D. Answers will vary.

## Page 15

- A. 1. display  
2. exposed  
3. disclose  
B. 1. disclose  
2. display  
3. exposed  
C. aroma, disclose, display, exposed, ferns, lichen, moss, scent  
D. Answers will vary

## Page 16

- A. 1. justice  
2. liberated  
3. freedom  
B. 1. justice  
2. liberated  
3. freedom  
C. justice, liberated, freedom  
liberty for all

**Page 17**

- A. 1. sustain  
2. toddlers  
3. boulder  
4. aroma  
5. moss  
6. exposed  
7. justice
- B. 1. maintain  
2. youth  
3. pebbles  
4. fragrance  
5. adult  
6. disclose  
7. liberated

**Page 18**

- C. 1. toddler, youth, adult  
2. pebbles, gravel, boulder  
3. aroma, fragrance, scent  
4. ferns, lichen, moss
- D. **Across**  
1. youth  
4. gravel  
5. fragrance  
6. ferns  
7. adult  
10. moss  
13. aroma  
14. display  
15. exposed  
16. justice

**Down**

2. maintain  
3. scent  
5. freedom  
8. lichen  
9. sustain  
11. pebbles  
12. toddlers

**Page 19**

- A. 1. dreary  
2. gloomy  
3. cheerful
- B. 1. dreary  
2. gloomy  
3. cheerful
- C. 1. happy, merry, jolly, smile, grin  
2. sad, dismal, frown, dreary, pout
- D. Answers will vary.

**Page 20**

- A. 1. formula  
2. recipe  
3. prescription
- B. 1. prescription  
2. formula  
3. recipe
- C. 1. recipe  
2. formula  
3. prescription
- D. Answers will vary.

**Page 21**

- A. 1. accurate  
2. exacting  
3. error
- B. 1. error  
2. exacting  
3. accurate
- C. accurate, error, exacting  
I can crack our code.
- D. Answers will vary.

**Page 22**

- A. 1. gas  
2. fluids  
3. solid
- B. 1. solid  
2. gas  
3. fluids
- C. 1. fluids  
2. gas  
3. solid
- D. Answers will vary.

**Page 23**

- A. 1. nutritious  
2. inhale  
3. wholesome
- B. 1. inhale  
2. wholesome  
3. nutritious
- C. inhale, nutritious, wholesome
- D. Answers will vary.

**Page 24**

- A. 1. responsible  
2. negligent  
3. certain
- B. 1. responsible  
2. negligent  
3. certain
- C. 1. certain  
2. responsible  
3. negligent
- D. Answers will vary.

**Page 25**

- A. 1. cheerful  
2. formula  
3. exacting  
4. solid  
5. inhale  
6. certain
- B. 1. gloomy  
2. recipe  
3. accurate  
4. fluids  
5. nutritious  
6. responsible

**Page 26**

- C. 1. gloomy  
2. accurate  
3. solid  
4. negligent
- D. **Across**  
4. nutritious  
6. recipe  
9. fluids  
10. gas

12. prescription  
14. exacting  
15. dreary

**Down**

1. inhale  
2. error  
3. negligent  
5. solid  
6. responsible  
7. cheerful  
8. gloomy  
11. accurate  
13. certain

**Page 27**

- A. 1. sent  
2. cent  
3. scent  
4. sent, cent, scent  
5. due  
6. do  
7. dew  
8. do, dew, due  
9. fowl  
10. foul  
11. fowl, foul
- B. Answers will vary.

**Page 28**

- A. Answers will vary.
- B. 1. apple of my eye  
2. an apple a day...  
3. American as apple pie  
4. There's a bad apple in every barrel.
- C. Answers will vary.
- D. Answers will vary.