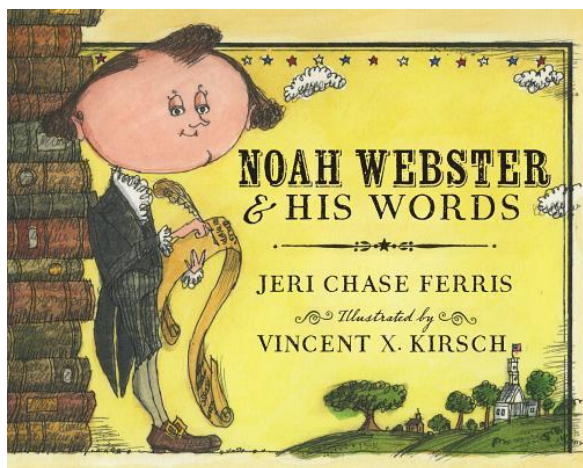


A CCSSI Annotated Discussion and Activity Guide for

# *Noah Webster & His Words*

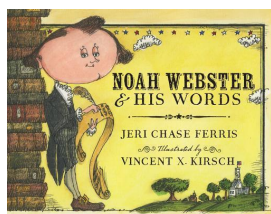
Written by Jeri Chase Ferris

Illustrated by Vincent X. Kirsch



Published by Houghton Mifflin Harcourt

Guide Created by Debbie Gonzales



## A Table of Contents

|  |    |
|--|----|
| Activity Guide Annotations for Common Core State Standards for English Language Arts & Literacy..... | 3  |
| Discussion Questions.....  | 7  |
| Historical Timeline.....   | 8  |
| Games.....   | 11 |
| Word Label Game Cards.....   | 12 |
| Super Syllabification.....   | 15 |
| Dictionary Locator.....  | 17 |
| Audacious Alphabetizing.....   | 21 |
| Crossword Puzzle.....  | 22 |
| Answer Sheets.....   | 24 |
| Answers for Super Syllabification.....   | 25 |
| Answers for the Dictionary Locator.....  | 26 |
| Answers for Audacious Alphabetizing.....   | 28 |
| Answers for the Crossword Puzzle.....  | 29 |
| Acknowledgments.....   | 30 |

## Activity Guide Annotations for Common Core State Standards for English Language Arts &amp; Literacy

|   |   | Discussion Questions | Timeline | Super Syllabification | Dictionary Locator | Alphabetizing | Crossword Puzzle |
|---|---|----------------------|----------|-----------------------|--------------------|---------------|------------------|
| <b>CCSSI Reading Standards for Literature : Key Ideas and Details</b> |   |                      |          |                       |                    |               |                  |
| RL.K.1  | With prompting and support, ask and answer questions about key details in a text.   | ✓                    |          |                       |                    |               |                  |
| RL 1.1  | Ask and answer questions about key details in a text.   | ✓                    |          |                       |                    |               | ✓                |
| RL.1.2  | Retell stories, including key details, and demonstrate understanding of their central message or lesson.  | ✓                    | ✓        |                       |                    |               | ✓                |
| RL.1.3  | Describe characters, settings, and major events in a story, using key details.  | ✓                    | ✓        |                       |                    |               | ✓                |
| RL.2.1  | Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.                                       | ✓                    | ✓        |                       |                    |               | ✓                |
| RL.2.2  | Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.   | ✓                    | ✓        |                       |                    |               |                  |
| RL.2.3  | Describe how characters in a story respond to major events and challenges.  | ✓                    | ✓        |                       |                    |               |                  |
| RL.3.1  | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.   | ✓                    | ✓        |                       |                    |               |                  |
| RL.3.2  | Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.                    | ✓                    | ✓        |                       |                    |               |                  |
| RL.3.3  | Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.   | ✓                    | ✓        |                       |                    |               |                  |
| RL.4.1  | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  | ✓                    | ✓        |                       |                    |               |                  |
| RL.4.2  | Determine a theme of a story, drama, or poem from details in the text; summarize the text.  | ✓                    | ✓        |                       |                    |               |                  |
| RL.4.3  | Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).  | ✓                    | ✓        |                       |                    |               |                  |
| RL.5.1  | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.   |                      | ✓        |                       |                    |               |                  |
| RL.5.2  | Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. | ✓                    | ✓        |                       |                    |               |                  |
| RL.K.2  | With prompting and support, retell familiar stories, including key details.   | ✓                    | ✓        |                       |                    |               |                  |
| RL.K.3  | With prompting and support, identify characters, settings, and major events in a story.   | ✓                    | ✓        |                       |                    |               |                  |

**CCSSI Reading Standards for Literature : Craft and Structure**

|        |   |  |  |   |  |  |   |
|--------|---|--|--|---|--|--|---|
| RL.K.4 | Ask and answer questions about unknown words in a text.   |  |  | ✓ |  |  |   |
| RL.3.4 | Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.             |  |  |   |  |  | ✓ |
| RL.4.4 | Determine the meaning of words and phrases as they are used in a text.  |  |  |   |  |  | ✓ |
| RL.5.4 | Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. |  |  |   |  |  | ✓ |

|  |  | Discussion Questions | Timeline | Super Syllabification | Dictionary Locator | Alphabetizing | Crossword Puzzle |
|--|--|----------------------|----------|-----------------------|--------------------|---------------|------------------|
| <b>CCSSI Reading Standards for Literature : Integration of Knowledge and Ideas</b> |  |                      |          |                       |                    |               |                  |
| <b>RL.K.7</b>  | With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).                         | ✓                    |          |                       |                    |               |                  |
| <b>RL.1.7</b>  | illustrations and details in a story to describe its characters, setting, or events.   | ✓                    |          |                       |                    |               |                  |
| <b>RL.2.7</b>  | Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.   | ✓                    |          |                       |                    |               |                  |
| <b>RL.4.7</b>  | Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. | ✓                    | ✓        |                       |                    |               |                  |

**CCSSI Reading Standards for Literature : Range of Reading and Level of Text Complexity**

|                |   |   |   |  |  |  |  |
|----------------|---|---|---|--|--|--|--|
| <b>RL.K.10</b> | Actively engage in group reading activities with purpose and understanding.   | ✓ |   |  |  |  |  |
| <b>RL.1.10</b> | With prompting and support, read prose and poetry of appropriate complexity for grade 1.  | ✓ |   |  |  |  |  |
| <b>RL.2.10</b> | By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.                     | ✓ | ✓ |  |  |  |  |
| <b>RL.3.10</b> | By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.                                   | ✓ | ✓ |  |  |  |  |
| <b>RL.4.10</b> | By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.            | ✓ | ✓ |  |  |  |  |
| <b>RL.5.10</b> | By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. | ✓ | ✓ |  |  |  |  |

**CCSSI Reading Standards: Foundational Skills (K–5): Print Concepts**

|               |  |  |  |   |  |   |  |
|---------------|--|--|--|---|--|---|--|
| <b>RF.K.1</b> | Demonstrate understanding of the organization and basic features of print. |  |  | ✓ |  |   |  |
| <b>RF.1.1</b> | Demonstrate understanding of the organization and basic features of print. |  |  | ✓ |  | ✓ |  |

**CCSSI Reading Standards: Foundational Skills (K–5): Phonological Awareness**

|               |  |  |  |   |  |   |  |
|---------------|--|--|--|---|--|---|--|
| <b>RF.K.2</b> | Demonstrate understanding of spoken words, syllables, and sounds (phonemes). |  |  | ✓ |  | ✓ |  |
| <b>RF.1.2</b> | Demonstrate understanding of spoken words, syllables, and sounds (phonemes). |  |  | ✓ |  | ✓ |  |

**CCSSI Reading Standards: Foundational Skills (K–5): Phonics and Word Recognition**

|               |  |  |  |   |   |   |   |
|---------------|--|--|--|---|---|---|---|
| <b>RF.K.3</b> | Know and apply grade-level phonics and word analysis skills in decoding words. |  |  | ✓ |   | ✓ |   |
| <b>RF.1.3</b> | Know and apply grade-level phonics and word analysis skills in decoding words. |  |  | ✓ |   | ✓ |   |
| <b>RF.2.3</b> | Know and apply grade-level phonics and word analysis skills in decoding words. |  |  | ✓ | ✓ | ✓ | ✓ |

**CCSSI Reading Standards: Foundational Skills (K–5): Phonics and Word Recognition**

|               |  | Discussion Questions | Timeline | Super Syllabification | Dictionary Locator | Alphabetizing | Crossword Puzzle |
|---------------|--|----------------------|----------|-----------------------|--------------------|---------------|------------------|
| <b>RF.3.3</b> | Know and apply grade-level phonics and word analysis skills in decoding words. |                      |          | ✓                     | ✓                  | ✓             | ✓                |
| <b>RF.4.3</b> | Know and apply grade-level phonics and word analysis skills in decoding words. |                      |          | ✓                     | ✓                  | ✓             | ✓                |
| <b>RF.5.3</b> | Know and apply grade-level phonics and word analysis skills in decoding words. |                      |          | ✓                     | ✓                  | ✓             | ✓                |

**Fluency**

|               |   |   |   |  |  |  |   |
|---------------|---|---|---|--|--|--|---|
| <b>RF.K.4</b> | Read emergent-reader texts with purpose and understanding.          | ✓ |   |  |  |  |   |
| <b>RF.1.4</b> | Read with sufficient accuracy and fluency to support comprehension. | ✓ |   |  |  |  |   |
| <b>RF.2.4</b> | Read with sufficient accuracy and fluency to support comprehension. | ✓ | ✓ |  |  |  | ✓ |
| <b>RF.3.4</b> | Read with sufficient accuracy and fluency to support comprehension. | ✓ | ✓ |  |  |  | ✓ |
| <b>RF.4.4</b> | Read with sufficient accuracy and fluency to support comprehension. | ✓ | ✓ |  |  |  | ✓ |
| <b>RF.5.4</b> | Read with sufficient accuracy and fluency to support comprehension. | ✓ | ✓ |  |  |  | ✓ |

**Speaking and Listening Standards K–5: Comprehension and Collaboration**

|               |  |   |   |   |   |   |  |
|---------------|--|---|---|---|---|---|--|
| <b>SL.K.1</b> | Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.  | ✓ |   |   |   |   |  |
| <b>SL.K.2</b> | Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.         | ✓ | ✓ |   |   |   |  |
| <b>SL.1.1</b> | Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.   | ✓ |   |   |   |   |  |
| <b>SL.1.2</b> | Ask and answer questions about key details in a text read aloud or information presented orally or through other media.  | ✓ |   |   |   |   |  |
| <b>SL.2.1</b> | Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.   | ✓ | ✓ | ✓ |   | ✓ |  |
| <b>SL.2.2</b> | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.  | ✓ | ✓ |   |   |   |  |
| <b>SL.3.1</b> | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly. | ✓ | ✓ | ✓ | ✓ | ✓ |  |
| <b>SL.3.2</b> | Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  | ✓ | ✓ |   |   |   |  |
| <b>SL.4.1</b> | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 4 topics and texts</i> , building on others' ideas and expressing their own clearly. | ✓ | ✓ |   |   |   |  |

|  |  | Discussion Questions | Timeline | Super Syllabification | Dictionary Locator | Alphabetizing | Crossword Puzzle |
|--|--|----------------------|----------|-----------------------|--------------------|---------------|------------------|
| <b>Speaking and Listening Standards K–5: Comprehension and Collaboration</b> |  |                      |          |                       |                    |               |                  |
| <b>SL.4.2</b>  | Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  | ✓                    | ✓        |                       |                    |               |                  |
| <b>SL.4.3</b>  | Identify the reasons and evidence a speaker provides to support particular points.   | ✓                    | ✓        |                       |                    |               |                  |
| <b>SL.5.1</b>  | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly. | ✓                    | ✓        |                       |                    |               |                  |
| <b>SL.5.2</b>  | Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.   | ✓                    | ✓        |                       |                    |               |                  |

*Presentation of Knowledge and Ideas*

|               |  |   |   |  |  |  |  |
|---------------|--|---|---|--|--|--|--|
| <b>SL.K.4</b> | Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. | ✓ |   |  |  |  |  |
| <b>SL.K.6</b> | Speak audibly and express thoughts, feelings, and ideas clearly.   | ✓ |   |  |  |  |  |
| <b>SL.1.4</b> | Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.        | ✓ | ✓ |  |  |  |  |

**Language Standards K–5: Conventions of Standard English**

|               |  |  |  |   |   |   |   |
|---------------|--|--|--|---|---|---|---|
| <b>LS.3.1</b> | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |  |  | ✓ | ✓ | ✓ | ✓ |
| <b>LS.4.1</b> | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |  |  | ✓ | ✓ | ✓ | ✓ |
| <b>LS.5.1</b> | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |  |  | ✓ | ✓ | ✓ | ✓ |

*Vocabulary Acquisition and Use*

|               |   |  |  |   |   |   |   |
|---------------|---|--|--|---|---|---|---|
| <b>LS.K.5</b> | With guidance and support from adults, explore word relationships and nuances in word meanings.                       |  |  | ✓ |   | ✓ |   |
| <b>LS.1.5</b> | With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.  |  |  | ✓ | ✓ | ✓ | ✓ |
| <b>LS.2.5</b> | Demonstrate understanding of word relationships and nuances in word meanings.   |  |  | ✓ | ✓ | ✓ | ✓ |
| <b>LS.3.6</b> | Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases. |  |  | ✓ | ✓ | ✓ | ✓ |
| <b>LS.4.6</b> | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.                  |  |  | ✓ | ✓ | ✓ | ✓ |
| <b>LS.5.6</b> | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.                  |  |  | ✓ | ✓ | ✓ | ✓ |

## Discussion Questions

After reading *Noah Webster & His Words*, consider Webster's dictionary dedication printed below while discussing the following questions.

*To my fellow citizens...  
for their happiness and learning...  
for their moral and religious elevation...  
and for the glory of my country...*

~Noah Webster

1. Noah Webster was an independent thinker, even at an early age. Can you think of some times when Noah thought or did things differently?
  - a. As a child?
  - b. As a student?
  - c. As a teacher?
  - d. As a grown up?
  - e. Do you think thinking independently made Noah happy?
  - f. Do you think thinking independently made Noah smarter?
  - g. Do you think thinking independently gave Noah ideas about writing books, magazines, and newspaper articles?
  - h. Do you think thinking and acting differently gave Noah ideas about uniting the America?
2. Noah Webster cared deeply for his family and his country. Can you think of times that Noah demonstrated his love for others?
  - a. As a child?
  - b. As a student?
  - c. As a teacher?
  - d. As a grown up?
  - e. How do you think his love for others colored his thoughts for the nation?
  - f. How do you think his love for others helped to shape his ideas for his publications?
3. What do you think Noah meant when he wrote, "...and for the glory of my country"?
  - a. In what ways did Noah serve America throughout his lifetime?
    - i. As a child?
    - ii. As a student?
    - iii. As a teacher?
    - iv. As a man?
  - b. How did Noah's life work glorify America?
  - c. Are there ways that your life's work can glorify our nation, too? How so?

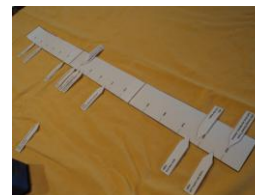
## Historical Timeline

*Noah died in 1843 after a long, busy life. But that was not the end of Noah Webster.  
Noah Webster's words did unite America. He always knew he was right!*

Webster's passion for liberty, freedom, and independence had a tremendous impact on America's history. Follow the directions below to create a timeline depicting Noah's life and work and how he managed to solidify a nation through his love of words.

### Materials needed:

- Scissors
- Tape
- Timeline (page 5)
- Date/Event tabs (page 6)
- The book *Noah Webster & His Words*



The Historical Timeline

### Procedure:

- Read the story and Noah Webster and the New United States of America, found at the end of the book, carefully paying close attention to the dates referenced.
- Print Timeline and Date/Event tabs.



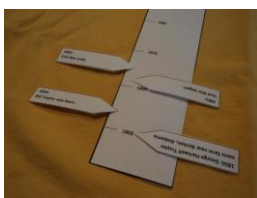
Cut out Timeline strips and Date/Event tabs.



Overlap strips using dotted line as guide and tape together.



Lay out Timeline on a flat surface.



Read tabs. Note the date references on the tab. Place tabs near the appropriate year printed on the Timeline.

Verify your work using the Timeline printed at the end of the book.



|      |      |      |
|------|------|------|
|      |      |      |
|      |      | 1845 |
| 1780 | 1810 | 1840 |
| 1775 | 1805 | 1835 |
| 1770 | 1800 | 1830 |
| 1765 | 1795 | 1825 |
| 1760 | 1790 | 1820 |
| 1755 | 1785 | 1815 |

**1758:** Noah Webster is born in Hartford, Connecticut on Oct. 16.

**1787:** The Constitution, including some of Noah's ideas, is ratified. Noah moves to New York.

**1770:** British soldiers fire on American Colonists – The Boston Massacre.

**1789:** George Washington becomes 1<sup>st</sup> president. Noah marries Rebecca Greenleaf.

**1773:** December 16 marks the date for the Boston Tea Party.

**1793:** Noah begins publishing a newspaper – the *American Minerva*.

**1774:** Noah's father takes out a loan to pay for tuition to Yale.

**1798:** The Webster family moves to New Haven, Connecticut.

**1775:** George Washington rides through New Haven. Noah plays flute in parade.

**1800:** Noah begins work on a smaller dictionary.

**1775:** The American Revolution begins.

**1807:** Noah begins his great American dictionary.

**1776:** The Declaration of Independence is signed.

**1812:** In Massachusetts, Noah serves on the legislature and helps found Amherst College.

**1777:** Noah joins his brothers in father's militia, but doesn't have to fight.

**1822:** The Webster family moves back to New Haven, closer to the Yale libraries where Noah continues to work on his dictionary.

**1778:** Noah graduates from Yale, begins teaching school, and studying law.

**1824:** Noah sails to Europe to use libraries in France and England for his dictionary.

**1781:** The British surrender. The Revolutionary War is over.

**1825:** Noah writes the last word in his dictionary and sails home.

**1783:** Treaty of Paris is signed and Noah's first book, known as the blue-backed speller, is published.

**1828:** The Webster's Dictionary is published after 20 years of work.

**1784:** Noah's second book is published.

**1843:** Noah Webster dies in New Haven and is buried near Yale University.

**1785:** Noah meets with Washington to discuss the need for strong union and his 3<sup>rd</sup> book is published.

## Games

*GAME (noun: amusement, fun, sport)*

The following pages of this guide are comprised of manipulative game cards, labels, and a puzzle made of key words used throughout *Noah Webster & His Words*. These activities can be used independently or as group competitions.

Note that the Word Label Game Cards are incorporated in three of the activities listed. You might consider using a Ziploc bag or a rubber band to help store the cards for later use, because the students will want to play these games over and over again.

The ultimate intention for these activities is to have fun with Noah Webster's words and – maybe – learn a little bit while doing so. Why wait? Let's get started!

Items included:

- Word Label Game cards (pg. 8)
- Super Syllabification (pg. 11)
- Dictionary Locator (pg. 13)
- Audacious Alphabetizing (pg. 17)
- Crossword Puzzle (pg. 18)

## Word Label Game Cards

**Objective:** To make a stack of word labels cards to be used in a variety of manipulative word study games.

**Materials:**

- Word Label Game Cards found on pages 9 and 10
- Card stock
- Scissors
- Computer printer

**Procedure:**

- Print cards found on pages 9 and 10.
- Make a set for each child in the class.
- Use scissors to trim around the edges.
- Use these cards as manipulatives to play:
  - Super Syllabification (pg. 11)
  - Dictionary Locator (pg. 13)
  - Audacious Alphabetizing (pg. 17)
- Get set for some LIN•GUIS•TIC (adj: relating to language) laughter and some LEX•I•CON (noun: a book containing an alphabetical arrangement of words and their definitions) fun!

**Word Label Game Cards**

colonists

ratified

Constitution

American

liberty

freedom

Revolutionary

pronunciation

Washington

scholar

confidence

library

independent

Noah

Webster

unite

publisher

lectures

British

Boston

dictionary

grammar

words

research

## Super Syllabification

**Objective:** To practice the skill of listening to and counting the number of syllables in a select group of words – doing so in a lively, entertaining manner.

### Materials:

- Word Label Game Cards found on pages 9 and 10.
- Super Syllabification Category Labels found on page 12.
- Card stock
- Scissors
- Computer printer
- Answer sheet found on page 21.
- Egg timer (optional)
- Paper and pencil (optional)

### Preparation:

- Make a set of Super Syllabification Category Labels for each child in the class.
- Use scissors to trim around the edges of the cards.
- Gather Word Label Game Cards and Super Syllabification Category Labels to play the following game.

### Procedure:

- Sequentially lay Super Syllabification Category Labels in a horizontal row, allowing for space to lay Word Label card below.
- Choose a Word Label Game Card.
- Count the syllables for the word printed on the card.
- Lay the Word Label Game Card beneath the correct Super Syllabification Category Labels.
- Check work using the answer sheet found page 21.

### Variations:

- Once game is complete and answers verified, students use paper and pencil to copy their word lists.
- Use the egg timer to play the game with 2 or more players.
  - Have the students begin at the same time.
  - The first person to complete the game correctly wins.
  - Any error found disqualifies the player from that round.
  - Shuffle cards and begin again!

**Super Syllabification Category Labels**

1 Syllable

2 Syllables

3 Syllables

4 Syllables

5 Syllables

6 Syllables

7 Syllables

8 Syllables



## Dictionary Locator

**Objective:** To determine where a word is found in the dictionary using the headings printed at the top of a given page.

### Materials:

- Word Label Game Cards found on pages 9 and 10.
- Dictionary Locator Category Labels found on pages 15 and 16.
- A dictionary
- Card stock
- Scissors
- Computer printer
- Answer sheet found on page 22.
- Egg timer (optional)
- Paper and pencil (optional)

### Preparation:

- Make a set of Dictionary Locator Category Labels for each child in the class.
- Use scissors to trim around the edges of the cards.
- Gather Word Label Game Cards, Dictionary Locator Category Labels, and a dictionary.
- Open the dictionary to any given page.
- Point out the bolded words at the top of the page. These words are called **headings**.
- Show that the first word in the heading identifies the first word defined on the page.
- Show that the second word in the heading identifies the last word defined on the page.
- Note that the heading provides a structure with which to locate any given word.
- Identify a word and the page. Note that the alphabetization of that word falls within the words printed as headings at the top of the page.
- Note that the Dictionary Locator Category Labels consist of actual headings found in the dictionary.
  - Show that the first word listed on the card represents the first word defined on an actual page in the dictionary.
  - Show the second word listed represents the last word defined on an actual page in the dictionary.

### Procedure:

- Lay the Dictionary Locator Category Labels in a long vertical row on a tabletop or on the floor.
- Choose a Word Label Game Card and read it, closely considering the first letters of the word.

- Study the Dictionary Locator Category Labels placed in a vertical row to discover where a particular word might fall within a particular page in the dictionary.
- Place the Word Label Game Card to the right of the correct Dictionary Locator Word Label.
- Continue this process with the rest of the Word Labels.
- Check work using the answer sheet found on page 22.

**Variations:**

- Once game is complete and answers verified, students may use paper and pencil to copy their word lists.
- Use the egg timer to play the game with 2 or more players.
  - Have the students begin at the same time.
  - The first person to complete the game correctly wins.
  - Any error found disqualifies the player from that round.
  - Shuffle cards and begin again!

**Dictionary Locator Category Labels**

Between the headings of  
wearing & wee

Between the headings of  
unilaterally & universal

Between the headings of  
collembolan & coloration

Between the headings of  
rarely & ratline

Between the headings of  
constipate & contagion

Between the headings of  
amenorrhea & ammonify

Between the headings of  
lexicographer & licensable

Between the headings of  
free & fremitus

Between the headings of  
revolt & rheumatic fever

Between the headings of  
prolong & proof

Between the headings of  
warranty & waste

Between the headings of  
Scheherazade & school

Between the headings of  
cone & conflation

Between the headings of  
lexicographer & licensable

Between the headings of  
incuse & indetermination

Between the headings of  
nitrogen & noisiness

Between the headings of  
pteryla & puff

Between the headings of  
least & leg

Between the headings of  
Britannic & brominating

Between the headings of  
boric & bottom

Between the headings of  
dichromate & diesinker

Between the headings of  
gramineous & grantable

Between the headings of  
wool sponge &  
work horse

Between the headings of  
reredos & residual power

## Audacious Alphabetizing

**Objective:** To practice the skill of alphabetizing words in a lively, entertaining manner!

**Materials:**

- Word Label cards found on pages 9 and 10.
- Answer sheet found on page 14.
- Egg timer (optional)
- Paper and pencil (optional)

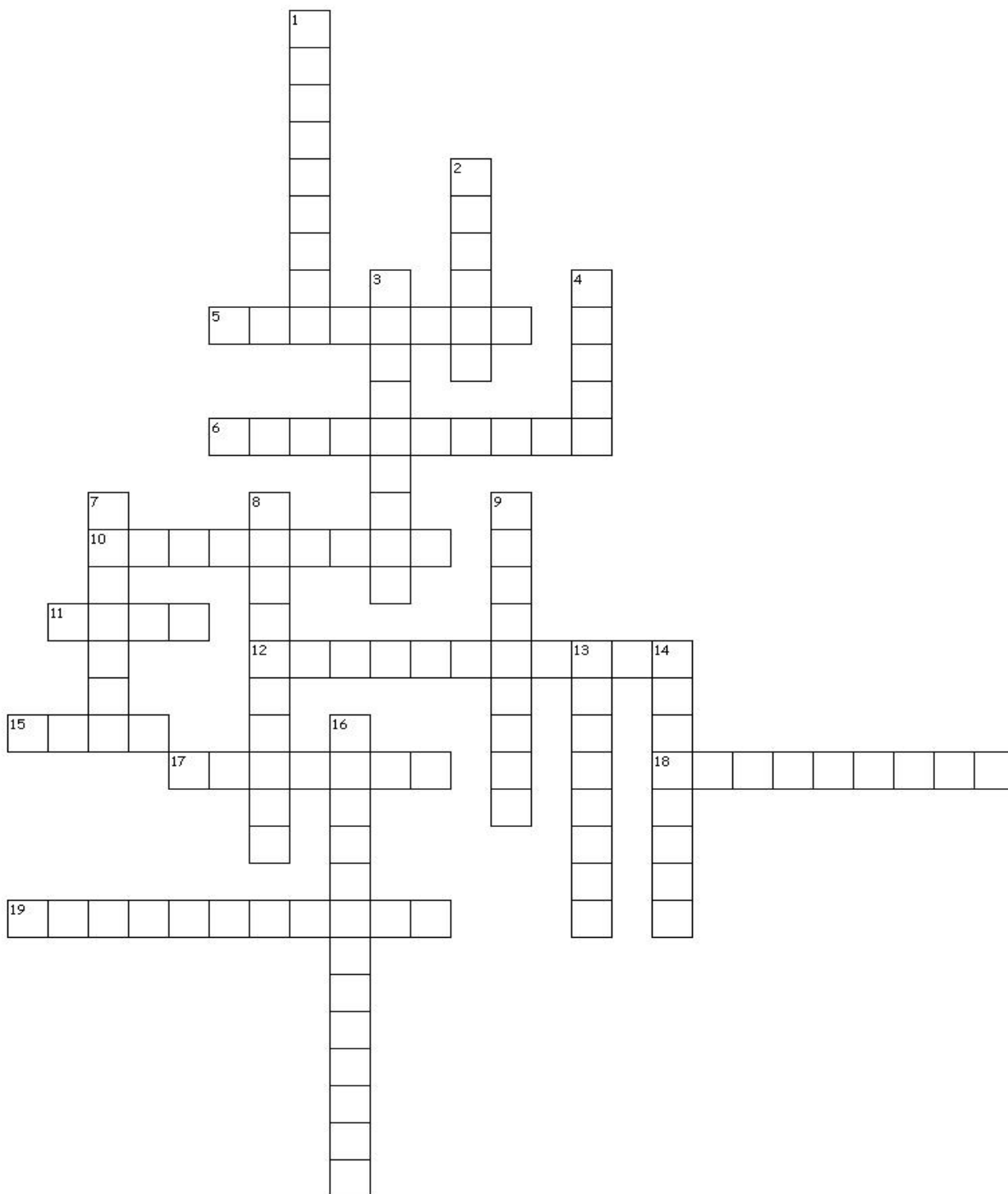
**Procedure:**

- Shuffle stack of Word Label Game Cards.
- Working in a vertical fashion, simply alphabetize the words printed on the cards as quickly as possible.
- Check work using the answer sheet found on page 24.

**Variations:**

- Once game is complete and answers verified, students may use paper and pencil to copy their word lists.
- Use the egg timer to play the game with 2 or more players.
  - Have the students begin at the same time.
  - The first person to complete the game correctly wins.
  - Any error found disqualifies the player from that round.
  - Shuffle cards and begin again!

## Crossword Puzzle



## Crossword Puzzle Questions

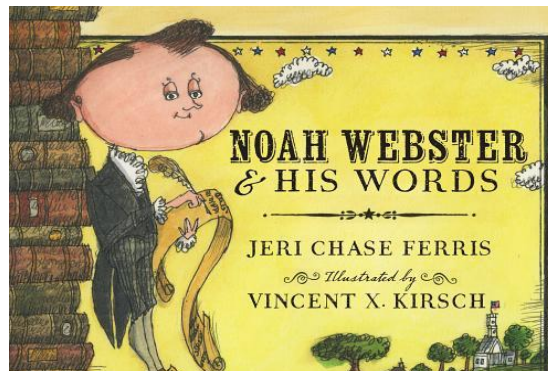
### Across :

- 5. a person talks to an audience
- 6. belief that one is right
- 10. overcame by an argument
- 11. a word that is the name of something
- 12. not controlled by others
- 15. a word that expresses action, occurrence, or a mode of being
- 17. study of words; rules for using words
- 18. a word that modifies a noun; specifies a thing as distinct from something else
- 19. gave up

### Down :

- 1. related to the cheekbone
- 2. flew
- 3. one who prints an author's work
- 4. make one
- 7. one who goes to school; a person who knows a lot
- 8. a book listing words in ABC order, telling what they mean and how to spell them
- 9. having cost a high price; costly
- 13. filled with pleasure; delighted; thrilled
- 14. an Indian hatchet
- 16. shame; confusion

## Answer Sheets



AN•SWER (noun: a correct response, a solution)

SHEETS (noun: a document or publication)



## ***Answers for Super Syllabification***

|                   |
|-------------------|
| <b>1 syllable</b> |
| words             |

|                    |
|--------------------|
| <b>2 syllables</b> |
| Noah               |
| Webster            |
| unite              |
| British            |
| Boston             |
| grammar            |
| research           |
| freedom            |
| scholar            |

|                    |
|--------------------|
| <b>3 syllables</b> |
| publisher          |
| colonists          |
| ratified           |
| liberty            |
| Washington         |
| confidence         |
| library            |

|                    |
|--------------------|
| <b>4 syllables</b> |
| independent        |
| dictionary         |
| Constitution       |
| American           |

|                    |
|--------------------|
| <b>5 syllables</b> |
| pronunciation      |

|                    |
|--------------------|
| <b>6 syllables</b> |
| Revolutionary      |

### ***Answers for Dictionary Locator***

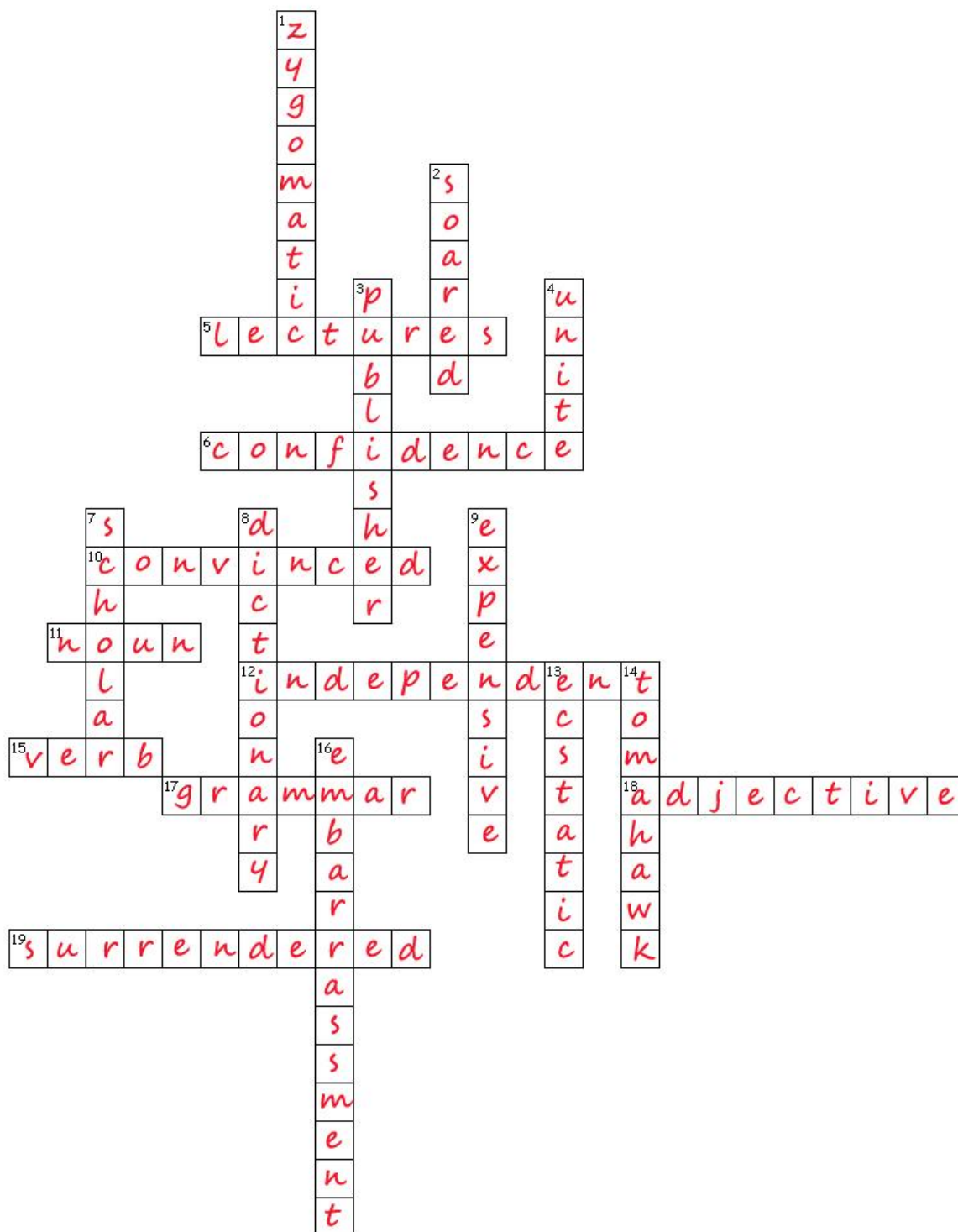
|                            |               |
|----------------------------|---------------|
| wearing & wee              | Webster       |
| unilaterally & universal   | unite         |
| collembolan & coloration   | colonists     |
| rarely & ratline           | ratified      |
| constipate & contagion     | Constitution  |
| amenorrhea & ammonify      | American      |
| lexicographer & licensable | liberty       |
| free & fremitus            | freedom       |
| revolt & rheumatic fever   | Revolutionary |
| prolong & proof            | pronunciation |
| warranty & waste           | Washington    |
| Scheherazade & school      | scholar       |
| cone & conflation          | confidence    |

|                            |             |
|----------------------------|-------------|
| lexicographer & licensable | library     |
| incuse & indetermination   | independent |
| nitrogen & noisiness       | Noah        |
| pteryla & puff             | publisher   |
| least & leg                | lectures    |
| Britannic & brominating    | British     |
| boric & bottom             | Boston      |
| dichromate & diesinker     | dictionary  |
| gramineous & grantable     | grammar     |
| wool sponge & workhorse    | words       |
| reredos & residual power   | research    |

***Answers for Audacious Alphabetization***

American  
Boston  
British  
colonists  
confidence  
Constitution  
dictionary  
freedom  
grammar  
independent  
lectures  
liberty  
library  
Noah  
pronunciation  
publisher  
ratified  
research  
Revolutionary  
scholar  
unite  
Washington  
Webster  
words

## Crossword Puzzle



## Acknowledgements

Author

Jeri Chase Ferris

[www.jerichaseferris.com](http://www.jerichaseferris.com)

Illustrator

Vincent X. Kirsch

<http://vincentxkirsch.blogspot.com/>

Guide Creator

Debbie Gonzales

[www.debbiegonzales.com](http://www.debbiegonzales.com)

[www.readerkidz.com](http://www.readerkidz.com)