

PUZZLEWISE™

School/Home Edition

Supports
NCTE and IRA
standards.

VOCABULARY

Standards Based Vocabulary Development Program

Level 1

The building block to reading, writing, listening, speaking and thinking.



- 36 Weekly Activities
- 9 Monthly Assessments
- Teacher Guide, P. 6-7

PWV-1001

Greatly expands vocabulary and
helps exceed grade level expectations!

Student Name: _____

New Books From PuzzleWise™

Supplemental programs for regular, gifted, remedial, and ELL students
Grades 1 - 12

Testimonial:

"I am convinced these books have a positive impact on their reasoning, problem-solving abilities and knowledge. I know they are helping me prepare my students for their future."

- Jane Robertson, Arizona Teacher of the Year, 2004.

Innovative Ways to Use Our Books:

We have several options to help you incorporate our books into your teaching program, in the best way suited to helping your students. Consider in class, or ... home work, after school programs, substitute teacher plans, summer activity programs, extra credit, bell time, puzzle time, and puzzle clubs.

For any students needing some level of remediation, or advanced students needing support, we provide word lists (answer banks) on our Web site. You can choose when to offer these word lists, depending on the challenges of your students.

You can also use our books to keep skills fresh in a **summer enrichment program**. If you have sufficient puzzles left at year's end, have students complete them during the summer as part of your transition program.



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About the Author



Mary Edgley

Mary received her Ph.D. in Education from the University of Missouri. Upon completion of her graduate program she went to work for the Missouri State Department of Elementary and Secondary Education (DESE). While there, she assisted in the development and administration of the state testing program; provided technical assistance to school districts and state department personnel; developed and conducted workshops and conference presentations; and developed agency publications. Additionally, she served on the Commissioner's Advisory Committee on Assessment and as a Team Leader for School Improvement Reviews. After leaving DESE Mary worked as an independent contractor on a wide range of projects for various educational agencies in Missouri and British Columbia. She also taught masters-level courses for William Woods University. Through the years, she conducted numerous inservices and trainings for teachers, school administrators and state department personnel.

In 2001 Mary decided to return to what she enjoyed most, working with children. She accepted a position as a classroom teacher for the Blaine School District. Since accepting this position, Mary has had extensive experience with Washington's Assessment of Student Learning (WASL) Program. She has served as a member of OSPI's Reading Assessment Leadership Team (RALT) and participated in WASL item writing and range finding. She has also worked as a scoring supervisor for the reading portion of the WASL. Mary has used the PuzzleWise books in her classroom for the past several years.

Keys to Success

Helpful Hints:

- Students must learn how to work the clues before they try to do a puzzle.
- For many clues, more than one answer could be correct. The number of letters in the word and letters from clues already solved will help select the best answer.
- Always do the puzzles in pencil, not pen, so that incorrect answers can easily be changed.

Understanding the Clues:

Synonym Clues:

- Synonyms are words that have the same or nearly the same meaning as another word. Synonyms are found by looking up the word given in the clue in the Dictionary/Thesaurus at the back of the book. Synonyms are listed following the definition of the word. Students choose the synonym that best fits in the puzzle.

Synonym clues look like this:

Synonym for above: under, over, yellow (*Answer: over*)
(Same as)

or later in the book they might look like this:

Synonym for big (*Answer: large*) P. 100.

From the dictionary/thesaurus in the back of the book:

- **above:** *Adverb* Higher than.
(Synonyms: over, overhead, upon; Antonyms: below, beneath, under)

Antonym Clues:

- Antonyms are words that have the opposite or nearly the opposite meaning as another word. Antonyms are found by looking up the word given in the clue in the Dictionary/Thesaurus at the back of the book. Antonyms are listed following the definition of the word. Students choose the antonym that best fits in the puzzle.

Antonym clues look like this:

Antonym for down: under, direction, up (*Answer: up*)
(Opposite)

or later in the book they might look like this:

Antonym for big (*Possible answers: small, little, tiny*) P. 100.

From the dictionary/thesaurus in the back of the book:

- **down:** *Verb* To be finished.
(Synonyms: ended, completed, finished; Antonyms: undone, unfinished)

Definition Clues:

- Definition clues ask students to identify the word that best suits a given definition. Two types of definition clues appear in this book. In the first kind, students are given the definition of a word. They choose the word from a list of three that best matches the definition. They may look up the words in the Dictionary /Thesaurus to help them find the answer.

These clues look like this:

Definition: *Verb* To ruin or force apart. (fix, drop, break) (*Answer: break*)

Other definition clues give the student a definition and a page number. Students look on that page in the Dictionary/Thesaurus to find a word that matches the definition.

These clues look like this:

Definition: *Adjective* Nicer than something else. (P. 48) (*Answer: better*)

From the dictionary/thesaurus in the back of the book:

- **break:** *Verb* To ruin or force apart. (Synonyms: damage, ruin, smash; Antonyms: fix, repair)

Parts of Speech Clues:

- Each word included in the Dictionary/Thesaurus is identified as a noun, verb, adjective, adverb, or preposition. Students might be asked what part of speech a given word is (limited to nouns, verbs and adjectives) or to fill a noun, verb or adjective into the blank in a sentence.

Parts of Speech clues look like this:

What part of speech is big? (Answer: adjective)

or

The (adjective) dog ran after the car. (big, tiny, long)
(Answer: big)

Excerpt from Dictionary/Thesaurus at back of puzzle book:

better: *Adjective* Nicer than something else.
(Synonyms: nicer, preferable; Antonym: worse)

big: *Adjective* Large in size. (Synonyms: large, huge; Antonyms: small, little, tiny)

both: *Adjective* Two together. (Synonyms: pair, couple)

break: *Verb* To ruin or force apart. (Synonyms: damage, ruin, smash; Antonyms: fix, repair)

Rhyming Clues:

- Rhyming clues require students to work with words that have similar sounds. The chart of rhyming families in the back of this book can be used by students to help find the correct answer to the first kind of rhyming clue.

These clues look like this:

Rhymes with sting: ring, bee, steal (Answer: ring)

Other rhyming clues give the student the rhyming family and asks students to use a clue to pick the right member of the family.

These clues look like this:

Rhymes: ing family: king, sting, ring, fling (Don't let a bee do this to you.) (Answer: sting)

Analogy Clues:

- Analogy questions ask students to analyze relationships between words. At least one of the words in the analogy is taken from the Dictionary/Thesaurus at the back of this book.

Analogy clues look like this:

Analogy: Cat is to kitten as dog is to: _____
(lion, puppy, children) (Answer: puppy)

Syllable Clues:

- Syllable questions ask students how many syllables are in a given word.

These clues look like this:

How many syllables in 'better'? (Answer: two)

Prefix and Suffix Clues:

- Prefixes and suffixes are attached to base or root word to change its meaning. Prefixes are attached to the beginning of a word and suffixes are attached to the end. A list of common prefixes and suffixes and their meanings is included in the back of this book to serve as a teacher reference. Prefix and suffix clues ask a student to combine a prefix and/or suffix with a base word to make a new word.

These clues look like this:

dark + ness (Answer: darkness)

un + kind (Answer: unkind)

Contraction Clues:

- Contraction clues ask a student to identify the contraction that can be used to replace given words, or to identify the words that a contraction is made from. Students can use the chart of contractions in the back of their puzzle book to help them find the answers to these clues.

These clues look like this:

Didn't is the contraction for which words? (had not, do not, did not)

Homophone Clues:

- Homophones are words that are said the same way, but are spelled differently and have different meaning. A chart of homophones is included in the back of the Puzzlebook as a teacher reference, and for students to use to find the answers to the second type of homophone clue.

Homophone clues look like this:

Did you (see, sea) the boy? (Answer: see)

Other homophone clues look like this:

Homophone: Sounds like new, but means something different? (*Answer: knew*)

Verb Tense Clues:

- Verb tense clues ask a student to choose the correct form of a verb to fit a sentence. Each puzzle will have two or more clues that use the same base word.

These clues look like this:

Will you (give, gave, given) me an apple?

(*Answer: give*)

Yesterday, I (give, gave, given) you an apple.

(*Answer: gave*)

I have (give, gave, given) you more apples than you have (give, gave, given) me. (*Answer: given*)

Opposite Clues:

- Opposite clues give a word and ask students to identify another word whose meaning is the opposite of the first. A chart of opposites

is provided in the back of the book to help students with these clues.

These clues look like this:

Opposite of more: (bottom, greater, less)
(*Answer: less*)

Some clues might ask the student to supply, rather than choose the word.

Opposite of most: _____

Greek / Latin Word Root Clues:

- Many English words derive from the Greek and Latin languages. Greek / Latin word root clues give the meaning of the root and a definition of the mystery word. Students use the chart provided in the back of the book to help identify the correct word.

These clues look like this:

The **Greek root** “phon” means _____. (sound, land, water) (*Answer: sound*)

Application Pages:

The application pages that follow each crossword puzzle give your students an opportunity to learn and apply advanced vocabulary words we call “Power Words”. Learning and using these Power Words will help your students grow as readers, writers, listeners, speakers, and thinkers. These Power Words will help your students communicate better and make a strong and positive impression, and are words they can use in their everyday life.

Part One asks students to match the Power Word with its synonym from the box of synonyms on the lower part of the page. Students write the matching synonym on the blank lines provided. As you will note, a letter or several letters is given as clues to help students identify the correct synonym.

Students are encouraged to read the Power Words and their phonetic pronunciations aloud to practice the words and become familiar with them.

The chart of Power Words, phonetic pronunciations, and their synonyms is on P. 111. Students can refer to this chart if they wish.

Part Two requires students to fill in the blanks in the sentence with a Power Word and synonym pair from the list in Part One. Both the Power Word and its synonym must fit in the sentence provided. Sometimes more than one pair could work well in the sentence.

- Teachers are provided the opportunity to ask students to write additional sentences using the Power Words and their synonyms. This could be an excellent activity extender, and provides more interaction with the Power Words, leading to more rapid word acquisition.

- Teachers should encourage students to share their sentences with the class. This is another important activity extender.

Note: No answer keys are provided for the Power Words application pages, as the answers are basic and easily determined by the teacher.

REFER BACK TO THIS KEY AT ANY TIME IF YOU NEED ASSISTANCE!

Guide for Teachers and Parents

"Whether you believe you can do a thing or not, you are right."

Henry Ford, Automobile Industry Leader

Our Vision: Every child is a knowledgeable, independent, self-motivated life-long learner.

Step 1 - Pre-Teaching Activities:

- Read this "Guide For Teachers and Parents", and "Keys to Success" on pages 3-5.
- Make a copy of Lesson 1 and do it yourself to get a feel for the activities.
- Review the book in its entirety so you know how it's laid out.
- Consider cutting out the last page in the back so the assessment keys are restricted.
- Remember that word banks are on-line (puzzlewise.com) to help students needing support.
- Watch the Professional Development CD available for this program.

Step 2 - Sessions 1 - 3:

WHOLE CLASS. Hand out books, students write in names, collect all books at the end of class.

GOALS:

1. Students learn research skills.
 2. Students develop critical-thinking skills and problem-solving strategies.
 3. Students are introduced to mature vocabulary words.
- Introduce books so students know how their book is organized.
 - Put Lesson 1's crossword puzzle on an overhead display and discuss how to work a crossword puzzle. Pencils stay down!
 - Show students how to find answers from the resources in the back of the book.
 - Review the activity page and discuss Part One. Show students how to match Power Words with their synonyms, using the chart on P. 111. Then discuss Part Two and your expectations for good writing.

Puzzle-solving strategies for students:

1. Read clues and answer the easiest. (You don't have to solve clues in order!)
2. Cross out clues you've solved to keep track of which are left.
3. Partial words provide hints. (Ex. 6 letter word for "sturdy". "s _ _ o _ _", for 'strong'.)

Step 3 - Sessions 4 - 6:

SMALL GROUPS. Hand out books, collect at end of class.

GOALS:

1. Students effectively communicate their understanding of vocabulary words.
 2. Students share strategies with their peers.
 3. Students work toward independence by reasoning logically and making connections.
- Students work collaboratively in groups of 2 or 3.
 - Students do the Lesson 1 crossword puzzle and activity page in their own book.
 - The teacher monitors group work and assesses the need for more modeling.
 - Students are to “think aloud” and share their strategies and solutions.
 - Encourage academic discourse.

Step 4 - Remainder of the Year:

CLASSWORK. Assign a lesson every two weeks.

GOALS:

1. Students practice and develop their scholastic independence.
 2. Students build their vocabulary base by steadily visiting/revisiting mature words.
 3. Instruction is enhanced through spiraling vocabulary.
 4. Students practice using mature vocabulary and improve their writing skills.
 5. If working at home, students enlist the support of a vocabulary helper (Puzzle Buddy).
- Students now keep their own book.
 - Students work collaboratively in groups of 2 or 3, or individually.
 - The teacher monitors group work and assesses the need for more modeling.
 - Students are to “think aloud” and share their strategies and solutions.
 - Encourage academic discourse!
 - Find “Great Teaching Moments” so the whole class benefits.
 - Students may work with a puzzle buddy at home. (P. 8)
 - Students complete one lesson per week.
 - Students do an assessment lesson every month.

Step 5: Work the Lessons into Your Class Schedule

It is critical to note that this is a supplemental program, and it is intended to accelerate student achievement and build a more mature vocabulary that supports success on the state tests.

- Work the lessons into your daily language arts period.
- Have daily puzzle time, just as many classrooms have daily silent reading time.
- Have students work on their lessons at the beginning of class, as a transition to academics.
- Place students into puzzle teams so they can collaborate and communicate.
- As students complete other work, make puzzles a “choice” activity.
- These puzzles could be great for substitute teacher lesson plans.

PUZZLEWISE™

A simple step-by-step year-round program to augment your current lessons so public, private, and home school students develop into knowledgeable, independent self-motivated life-long learners.

GOALS

- Greatly increase students' state mandated vocabulary test scores
- Increase parental involvement
- Double school-home communication
- Increase enjoyable grade-level vocabulary activities outside of school

PUZZLE BUDDY CONTACT

Please write the name of your Puzzle Buddies and their relationships to you here:

Name: 1. _____ 2. _____
Relationship: 1. _____ 2. _____

PARENT CONTRACT

Dear Parents and Guardians,

This school year we request that you support your child's learning by ensuring your child completes one lesson in this book each week. Every _____ your child should bring his/her puzzle book to school so the teacher can review the completed work and check progress. Please check the statements below that work for your family and sign this contract showing your support for this program.

- ☐ I have read the Helpful Hints for parents on page 9 and will follow those that make sense for our family.
- ☐ I will make sure my child takes his/her puzzle book to school on the scheduled days.
- ☐ I will monitor my child's progress on a regular basis, encouraging him/her to keep up with the weekly schedule.
- ☐ I understand that my child does not have to finish the puzzle homework assignments. It's more important that my child tries hard, because success is often achieved with steady steps over time.
- ☐ I will notify my child's teacher if my child experiences repetitive frustration.
- ☐ I will help my child see that working on these crossword puzzles and lessons is fun and purposeful.
- ☐ I will help my child find a safe place in our home where this book can be kept. I will notify the teacher if my child loses or misplaces the PuzzleWise book.

I agree to the statements I have checked above.

Parent/Guardian

Date

Helpful Hints for Parents and Guardians

Recommendations:

- If you are home schooling or want your child to have additional vocabulary literacy, read the Guide on pages 6 - 7. Follow the guidelines where it makes sense to do so.

1. Communicate with your child about the strategies and problem solving involved in completing the crosswords.
2. Partner with other parents, their children, or a senior who enjoys crosswords so they can work the crosswords together.
3. Carry the puzzle book in the car so it's available during car rides, waiting room visits, and other "I'm bored" times.
4. Alternate completing answers. Your child may answer the "across" clues as you answer the "down" clues. Take turns completing answers.
5. Use the crossword puzzles as a form of assessment to help you plan the vocabulary instruction for the day. For example, if your child struggles with the clue, "Present tense for donated: Volunteers often _____ their time," then focus your daily lesson on that subject and related information.
6. It's very important that you understand your child is being exposed to unfamiliar material, and it's all right if your child doesn't finish all the clues in the puzzle.
7. As long as your child makes a good attempt to finish the assignment every week, that's sufficient. As the year advances, and more skills are learned and matured, more of each puzzle will be completed. It's more important that your child tries hard, because success is achieved with steady steps over time.
8. Remember, if you want your child to embrace learning as a leisure-time activity, you need to model doing crossword puzzles during your "off time", too. When you show yourself as a life-long learner who enjoys puzzles, your child is likely to do the same.
9. Make sure there's laughter in your puzzle time, so crosswords are not "a chore". Do all you can to make the puzzles enjoyable and worthwhile for your child.

PUZZLEWISE™

Level 1

Over 1,700
vocabulary building
exercises!

VOCABULARY

Students build vocabulary skills and receive repetitive practice in 11 language skill areas for academic success and higher scores on the state tests.

Synonyms for the Word "Big":

GIGANTIC

ENORMOUS

VAST

COLOSSAL

HUGE

BIG

"These puzzles
stretch your mind
to new limits."

Larissa V., Student

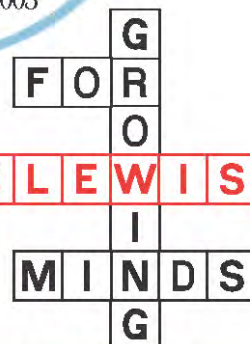
"Truly an exceptional way
to help students learn the
skills necessary for success in
school and become life-long
learners. Fun, purposeful, and
innovative!"

Dr. Betsy Rogers, National
Teacher of the Year, 2003

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