

R-0.1 Recognize Words & Sounds –Teacher Guide

Objective

- Students will be able to recognize and read cite words.
- Students will be able to read and spell basic one syllable words.

Overview

- This module is for students who are functionally illiterate. For that reason, there is no student handout or assignments.
- There is a worksheet template, with a sample, but no formal assignments because of individual skill level and needs.
- Expect to spend a lot of time working on this module to improve students' reading level to next level. Each step will need to be repeated several times in one lesson.
- It is not intended to go from start to finish. Instead try one or more of the approaches. If they do not appear to be helping the student, move on to the other ones.
- Discussing with student whether they've tried one of the approaches and if that was successful or frustrating is recommended.

Materials

- | | |
|---|--|
| • Notebook | • Digital Camera (recommended) |
| • Newspapers, magazines, flyers
to be cut up | • Internet and printer access
(recommended) |
| • Picture Riddle | • Scissors and glue |
| • Words That Start With Handout | |

Warm-up

Procedure (First Lesson of Module)

- Explain to students that the warm-up to this lesson is a picture riddle.
- Hand out symbol riddle sheet, and explain that the pictures on the sheet say a secret message that they must solve.
- Allow students to work on riddle, and give hints and eventually answers if they become frustrated.

(Additional Lessons of Module)

- Work on a word find, or hidden picture puzzle (numerous free samples can be found on the internet).

Lessons

Introduction/Rationale

- Explain to students that, in the warm-up, they found words from symbols.
- Explain that this is what reading is, except the symbols are made from letters, not pictures.
- Explain that in this lesson they will try different ways to learn and remember letters, sounds, and short words.

Sample Cues for Discussion

- Are there words that you recognize or can read? Where do you see them?
- Do remember trying to learn to read? What worked? What didn't?

Procedure

Method 1: Build on what they know.

- Hand out newspapers or flyers to students.
- Direct students to highlight or underline words they know or recognize (check to ensure the word is what they think it is).

- Write one of the words in student's spelling book in same combination of upper/lower case letters as student recognize.
- Underneath, write the word in other common combinations of upper/lower letters.
- For example:
LEGO
Lego
lego
- Underneath that, write out vertically the letters in their word.
- Go through with each student the name of each letter, and the sound it makes in their particular word.
- Help students find other words, either words they recognize, or short 3 or 4 letter words, that has that letter making the same sound.
- Repeat the process for other words the students recognize.
- Review words in their book; going through the letters and sounds.
- Give students the chance to print out the words by copying or following you.
- Gradually go through steps with new words: first with letters they know and then introducing new letters one at a time.

Method 2: Picture/Word Association

- Start by letting students look in magazines or flyers for pictures of objects that they know the word for.
- Have them write the word in their word book, and cut and paste the picture beside it. Some students might also enjoy drawing a picture rather than cutting/pasting.
- Check if a student knows words that they can't find a picture. Using either internet, or digital camera, help student research a picture to put inside their word book.
- The word book acts as a resource book, but also can be flash cards.

- Print out a number of a student's words on pieces of paper. Cover up the words in their book and have students match the words with the paper. Eventually have students write the words for the pictures.
- Gradually help students add words to their book by linking each new word to an activity and a picture.
- For example: have students doing a baking activity. Take pictures of student's mixing. Introduce "Mix" or "Mixing" and have that in their book with the picture from the activity.
- Ensure that verbs, adjectives and other types of words are included along with nouns.
- Once students are comfortable with a group of words, using the pictures, arrange them into simple sentences.

Assignments

Tasks for Practise

- Informally quiz student's retention of letters and ability to recognize words.
- Give students a letter and allow them generate words that contain that letter.
- Say a phoneme sound and allow students to generate words that contain that sound.
- Generate work sheets (see template) to practise the words and letters each student is working on.

Debriefing

- Remind students that letters are just symbols for people to recognize sounds.

Assessment

Monitor student progress during lessons.

- Are students able to recognize individual letters in words they know?
- Are students able to recognize words in different settings?
- Are students able to identify sounds with letters or combination of letters?

Further Learning

- Have word search puzzles to have students interact with letters in a fun way.

R-1.1 Subject and Verb – Teacher Guide

Objective

- Students will be able to identify subject, verb, and object of basic sentences.
- Students will show understanding of subject, verb and object of a sentence by answering simple questions.

Overview

- This module uses verbal, movement, and visual strategies to help students understand the concept of subject, verb, and object.
- This will help them better understand the meaning of what they read.

Materials

- Wipe-board or flipchart
- Overhead projector (optional but recommended)
- Word list cut-outs (prepare before lesson)
- Overheads of "action pictures"
- Flipchart paper
- Markers of different colours
- Handouts
- Magazines that can be cut up
- Glue

Procedure (First Lesson of Module)

- Explain to students (use handout) that the warm-up to this lesson is a sorting exercise.
- Students can work in groups or individually
- Hand out word list cut-outs to students
- Explain to students that they are to look at the cut-outs and sort them into two groups.
- Provide assistance to students for unfamiliar words.
- Discuss with students how they sorted the words.
- Encourage with prompts if they did not notice the cut-outs are either people and objects or actions (nouns or verbs).

(Additional Lessons of Module)

- Explain to students (use handouts) for a warm-up, they are creating a story
- Give students cut-outs and let them sort them into a group of people or objects and actions.
- Using cards from each group, students create sentences to tell a story.
- If with a group, have each student take turns contributing a sentence to the story.
- Explain to students that the story will probably be silly and doesn't have to make sense.
- For fun, either read or have a volunteer read the completed stories out.

Introduction/Rationale

- Explain to students (use handouts), that in the warm-up, they explored the difference between nouns and verbs.
- Discuss that nouns are persons, places, or things and that verbs are actions.
- Explain that in this lesson they will learn tips to find nouns and verbs in sentences, which makes it easier to read.

Sample Cues for Discussion

- Do you remember learning about nouns and verbs?
- What do you remember about them?
- What was confusing about them?
- Can you give examples of nouns?
- Can you give examples of verbs?

Procedure

- Distribute the action pictures to students, and show the first one on the overhead (For example: the welder).
- Ask students to describe the picture in terms of "who doing what?"
- Write their response on wipe board. Make sure the sentence contains an object. (For example: The man welds a pipe).
- Ask students for the "who" in the picture. Underline their response (For example: The man).
- Explain that "The man" is the subject of the sentence; that is "who" does the action. Explain subjects contain at least one noun (a person, place or thing). Exceptions are special cases explained later.
- Ask students to locate the noun in the sentence and circle it (For example: man).

- Asks students what the action is in the picture. (For example: "the man" is doing what?)
- Circle their response in a different colour (For example: welds).
- If students include the object in their response ("welds a pipe"), explain we're only looking for the word that you can act out. (For example: you can come up and act out "weld" you can't come up act out "a pipe").
- Explain that every sentence contains at least one verb, which tells you what the subject does.
- Ask students on what is the action being done in the picture? (For example: "The man welds" what or who?)
- Underline their response in a different colour (For example: a pipe).
- Explain that the object is what or who the action is being done on and always contains a noun. Not all sentences contain objects, but when sentences contain them, it is important to know the difference between the subject and object noun. (For example: "The pipe welds a man" does not make sense).
- A mnemonic to remember the parts of sentence is "So Very Old"- subject, verb, and object.
- Put up another picture and ask students to come up with a sentence that describes it in terms of "who doing what."
- Prompt them to label the "who" and identify the noun.
- Do the same for the verb and object.
- Put up another pictures and work with students to create sentences and identify the parts.
- Write out a basic sentence on the wipe-board (For example: The children play dolls)
- Identify the parts of the sentence verbally with students using "who is doing what."

- Do other examples with students until they are able to correctly identify the parts.

Assignments

Tasks for Practise

- Explain to students (use hand-out) that for the first assignment, they will write their own sentences for pictures, labelling the subject noun, verb, and object noun.
- Explain to students that for the second assignment, they will read sentences and ask themselves "who is doing what" and label the subject noun, verb, and object noun.
- Explain to students that for the third assignment, they will look for pictures in magazines to cut out and glue onto sheet of paper.
- They then will write sentences that tell a story using the pictures
- Do an example with action pictures or previously cut-out pictures
- Provide opportunity for students to share creations

Debriefing

- Review nouns are person, places, or things and that verbs are action
- Discuss with students if asking "who is doing what" made it easier to understand and write sentences.
- Explain that not every noun in a sentence is a subject and object, and they will learn about them next.

Assessment

Monitor student progress during task. Check picture stories and collect handouts to assess learning.

- Are students correctly distinguishing nouns and verbs?
- Are students able to locate the noun in the subject?
- Do students distinguish subject, verb, and object?

Further Learning

- Give sentences to students and have them draw the picture.
- Play a form of pictionary with students and make part of the answer is identifying if the person is drawing a noun or verb.

Answer Key 1

A. Your instructor will show you some action pictures.

- 1) Write a sentence that describes "Who is doing what?" for each.
- 2) Underline the subject of in one colour and the object in another colour.
- 3) Circle the verb.

Answers will vary.

B. For each sentence circle the part that you are asked to:

For example:

Ex. The rookie shot a basket.

Circle the verb.

1) Rick bought a new car.

Circle the subject.

2) That dog bit my sister.

Circle the object.

3) Everyone loves Tim Horton's coffee. **Circle the subject.**

4) He plays video games too much.

Circle the verb.

C. You will be given some magazines and a blank sheet of paper.

- 1) Look through magazines and find 4 pictures you could use to tell a story.
- 2) You will glue the 4 pictures on the paper and write a sentence for each that tells a part of your story.
- 3) Make sure your sentences have a subject, verb, and object.

Answers will vary.

Answer Key 2

A. Your instructor will show you some action pictures.

1. Write a sentence that describes "Who is doing what?" for each.
2. Underline the subject of in one colour and the object in another colour.
3. Circle the verb.

Answers will vary

B. For each sentence circle the part that you are asked to:

For example:

Ex. The rookie shot a basket.

Circle the verb.

1) Frank's car has rust.

Circle the subject.

2) Male deer grow antlers.

Circle the object.

3) You should watch less videos.

Circle the subject.

4) They take their time in restaurants.

Circle the verb.

C. You will be given some magazines and a blank sheet of paper.

- 1) Look through magazines and find 4 pictures you could use to tell a story.
- 2) You will glue the 4 pictures on the paper and write a sentence for each that tells a part of your story.
- 3) Make sure your sentences have a subject, verb, and object.

Answers will vary

Answer Key 3

A. Your instructor will show you some action pictures.

- 1) Write a sentence that describes "Who is doing what?" for each.
- 2) Underline the subject of in one colour and the object in another colour.
- 3) Circle the verb.

Answers will vary

B. For each sentence circle the part that you are asked to:

For example:

Ex. The rookie shot a basket.

Circle the verb.

1) My dog is really lazy.

Circle the subject.

2) He scored three goals.

Circle the object.

3) Frank has a great house.

Circle the subject.

4) We watched actors in a play.

Circle the verb.

C. You will be given some magazines and a blank sheet of paper.

- 1) Look through magazines and find 4 pictures you could use to tell a story.
- 2) You will glue the 4 pictures on the paper and write a sentence for each that tells a part of your story.
- 3) Make sure your sentences have a subject, verb, and object.

Answers will vary.

Overview

- This module uses pictures and speaking to understand the parts of sentences. This makes understanding and writing sentences easier.



Objective

- You will be able to tell the difference between a verb and noun.
- You will be able to find the subject, verb, and object of a sentence.



Warm-up

- You will be sorting cards into two groups
- Read through the cards handed out to you.
- Look for ways cards are the same and different from others.
- Decide on how you will sort them into two groups.
- Be prepared to explain how you sorted the cards.

Bonus:

- Using a card from each group, create sentences that tell a story.
- The story does not need to make sense and can be goofy.



Notes:

- In the warm up, you explored the differences between nouns and verbs.
- **Noun** is the grammar word for persons, places, or things.
- Words like man, Toronto, stereo are nouns.
- Nouns are naming words.
- Tip: noun begins with N like name.
- **Verb** is the grammar word for action.
- You can act them out.
- Words like walking, draw, and watched are verbs.

Handout R-1.1 Subject and Verb

- However, sometimes a word on its own can be either a noun or a verb.
- For example: play.
- A play is a noun when it is what you watch in a theatre.
- Play is a verb when it is what kids do with toys.
- The best way to decide if a word is a verb or noun is by reading a sentence.
- You then ask, "Who is doing what?"
- You will practice this with the help of pictures.

Handout R-1.1 Subject and Verb

- Your instructor will show you pictures.
- Describe the picture by answering “Who is doing what?”
- Your instructor will write down your answer.

Handout R-1.1 Subject and Verb

- Look at the picture.
- Who is the picture of?
- That is, who is doing something?
- Your instructor will underline your answer.
- These words are the **subject** of the sentence.
- One of the words in the subject is a **noun**, a naming word.
- Your instructor will circle the noun in the subject.

Handout R-1.1 Subject and Verb

- Look at the picture again.
- What action is the subject doing?
- Remember **verb** is the action word.
- A word you can act out.
- Your instructor will circle the verb in the example.

Handout R-1.1 Subject and Verb

- Now you have the words for “who is doing what,” but that does not describe the full picture.
- The subject is doing something to what?
- Your instructor will underline your answer.
- This word or words is the **object**.

Handout R-1.1 Subject and Verb

- While there is a noun in both the subject and object, they are different.

- Look at this example:

Barney eats a burger.

- Barney is the subject and a burger is the object.
- Barney and burger are both nouns, but if we switched them we'd get:

A burger eats Barney

- That would not make sense, except in some strange horror movie.

Handout R-1.1 Subject and Verb

- In some sentences, it might not be as obvious which is the subject and object.
- Think "Who is doing what?" to find the subject!
- A word trick to remember **Subject, Verb, and Object** is to think "So **V**ery **O**ld."

Practise 1

A. Your instructor will show you some action pictures.

- 1) Write a sentence that describes "Who is doing what?" for each.
- 2) Underline the subject of in one colour and the object in another colour.
- 3) Circle the verb.

Handout R-1.1 Subject and Verb

B. For each sentence circle the part that you are asked to:

For example:

Ex. The rookie shot a basket.

Circle the verb.

1) Rick bought a new car.

Circle the subject.

2) That dog bit my sister.

Circle the object.

3) Everyone loves Tim Horton's coffee. **Circle the subject.**

4) He plays video games too much.

Circle the verb.

Handout R-1.1 Subject and Verb

C. You will be given some magazines and a blank sheet of paper.

- 1) Look through magazines and find 4 pictures you could use to tell a story.
- 2) You will glue the 4 pictures on the paper and write a sentence for each that tells a part of your story.
- 3) Make sure your sentences have a subject, verb, and object.

Practise 2

A. Your instructor will show you some action pictures.

- 1) Write a sentence that describes "Who is doing what?" for each.
- 2) Underline the subject of in one colour and the object in another colour.
- 3) Circle the verb.

Handout R-1.1 Subject and Verb

B. For each sentence circle the part that you are asked to:

For example:

Ex. The rookie shot a basket.

Circle the verb.

1) Frank's car has rust.

Circle the subject.

2) Male deer grow antlers.

Circle the object.

3) You should watch less videos.

Circle the subject.

4) They take their time in restaurants.

Circle the verb.

Handout R-1.1 Subject and Verb

C. You will be given some magazines and a blank sheet of paper.

- 1) Look through magazines and find 4 pictures you could use to tell a story.
- 2) You will glue the 4 pictures on the paper and write a sentence for each that tells a part of your story.
- 3) Make sure your sentences have a subject, verb, and object.

Practise 3

A. Your instructor will show you some action pictures.

- 1) Write a sentence that describes "Who is doing what?" for each.
- 2) Underline the subject of in one colour and the object in another colour.
- 3) Circle the verb.

Handout R-1.1 Subject and Verb

B. For each sentence circle the part that you are asked to:

For example:

Ex. The rookie shot a basket.

Circle the verb.

1) My dog is really lazy.

Circle the subject.

2) He scored three goals.

Circle the object.

3) Frank has a great house.

Circle the subject.

4) We watched actors in a play.

Circle the verb.

Handout R-1.1 Subject and Verb

C. You will be given some magazines and a blank sheet of paper.

- 1) Look through magazines and find 4 pictures you could use to tell a story.
- 2) You will glue the 4 pictures on the paper and write a sentence for each that tells a part of your story.
- 3) Make sure your sentences have a subject, verb, and object.

Practise 1

A. Your instructor will show you some action pictures.

- 1) Write a sentence that describes "Who is doing what?" for each.
- 2) Underline the subject of in one colour and the object in another colour.
- 3) Circle the verb.

Handout R-1.1 Subject and Verb

B. For each sentence circle the part that you are asked to:

For example:

Ex. The rookie shot a basket.

Circle the verb.

1) Rick bought a new car.

Circle the subject.

2) That dog bit my sister.

Circle the object.

3) Everyone loves Tim Horton's coffee. **Circle the subject.**

4) He plays video games too much.

Circle the verb.

Handout R-1.1 Subject and Verb

C. You will be given some magazines and a blank sheet of paper.

- 1) Look through magazines and find 4 pictures you could use to tell a story.
- 2) You will glue the 4 pictures on the paper and write a sentence for each that tells a part of your story.
- 3) Make sure your sentences have a subject, verb, and object.

Practise 2

A. Your instructor will show you some action pictures.

- 1) Write a sentence that describes "Who is doing what?" for each.
- 2) Underline the subject of in one colour and the object in another colour.
- 3) Circle the verb.

Handout R-1.1 Subject and Verb

B. For each sentence circle the part that you are asked to:

For example:

Ex. The rookie shot a basket.

Circle the verb.

1) Frank's car has rust.

Circle the subject.

2) Male deer grow antlers.

Circle the object.

3) You should watch less videos.

Circle the subject.

4) They take their time in restaurants.

Circle the verb.

Handout R-1.1 Subject and Verb

C. You will be given some magazines and a blank sheet of paper.

- 1) Look through magazines and find 4 pictures you could use to tell a story.
- 2) You will glue the 4 pictures on the paper and write a sentence for each that tells a part of your story.
- 3) Make sure your sentences have a subject, verb, and object.

Practise 3

A. Your instructor will show you some action pictures.

- 1) Write a sentence that describes "Who is doing what?" for each.
- 2) Underline the subject of in one colour and the object in another colour.
- 3) Circle the verb.

Handout R-1.1 Subject and Verb

B. For each sentence circle the part that you are asked to:

For example:

Ex. The rookie shot a basket.

Circle the verb.

1) My dog is really lazy.

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2) He scored three goals.

Circle the object.

3) Frank has a great house.

Circle the subject.

4) We watched actors in a play.

Circle the verb.

Handout R-1.1 Subject and Verb

C. You will be given some magazines and a blank sheet of paper.

- 1) Look through magazines and find 4 pictures you could use to tell a story.
- 2) You will glue the 4 pictures on the paper and write a sentence for each that tells a part of your story.
- 3) Make sure your sentences have a subject, verb, and object.

R-1.2 Description Words – Teacher Guide

Objective

- Students will be able to identify subject, verb, and object in sentences that contain description phrases.
- Students will be able to identify what part of the sentence the description describes.
- Students will show understanding of sentences by answering questions.

Overview

- This module uses verbal and visual strategies to help students understand meaning of sentences that use descriptive words and phrases.
- While the term adverb and adjective will be introduced, this module focuses on recognizing descriptive words rather than naming them.

Materials

- Wipe-board or flipchart
- Stereo to play music
- Cd's or mp3 player with variety of music (soft, heavy, fast, slow, etc.)
- Flipchart paper or art paper
- Markers of different colours
- Handouts
- Magazines that can be cut up
- Glue
- Pencil crayons or crayons

Warm-up

Procedure (First Lesson of Module)

- Explain to students (use handout) that the warm-up is a listening activity.
- Hand out blank paper and pencil crayons or crayons to students
- Explain to students that you will be playing (at least 4) different songs. Using words or drawings, they will describe the music on different sheets of paper.

(Additional Lessons of Module)

- Play Mad-lib games with students. That is the game where you ask for a word (name, verb, description) and then read the silly story at the end. There are thousands of free Mad-lib downloads on the internet.
- Some Mad-lib games ask for adverb or adjectives; you can ask for a word to describe a noun or verb instead.

Lessons

Introduction/Rationale

- Explain to students (use handout) that in the warm-up, they came up with ways to describe music. All examples were music, but descriptions provided more information for people who hadn't heard it.
- Explain that this module teaches descriptive words and phrases, which provide more information than just subject and verb alone.

Sample Cues for Discussion

- Do you remember learning descriptive words in school?
- What are examples that descriptive words make a big difference in a sentences meaning?

Procedure

- Write out the following sentence on the wipe-board:
My fat cat snores loudly
- Discuss with students what the subject is of the sentence (Remind them "Who is doing what"). Underline and label the subject.
- Discuss with students what the noun is in the subject. Circle "cat."
- Explain "my" and "fat" are adjectives that describe the noun.
- Discuss with students what the verb is. Label it.
- Remind students that the object is what the action is being done on. It also has a noun, naming word, in it.
- Discuss with students the word "loudly" in the sentence. Is action being done on it? Does it answer "cat snores what or who?" Can you show someone a loudly?
- Explain the loudly is not the object, but a word to describe how the cat snores. "cat snores how?" "cat snores loudly"
- Explain loudly is an adverb because it describes a verb. Words that end with "ly" are usually adverbs.
- Explain sentences often have descriptive words or groups of words that help describe the verb. They are extra in that they don't answer "Who is doing what?" but give other information such as how, where, why or when.
- Write out the following sentence on the wipe-board:
My fat cat snores loudly in his bed.
- Discuss with students that while "bed" is a noun, it is still not the object because it does not answer "The cat snores what or who?"
- Underline "in his bed" and explain it is a descriptive phrase which describes where the cat snores.

- Explain the best way to find descriptive words or phrases is find the subject, verb, by asking "Who is doing what?" and see if there is an object that the action is being done to.
- Write out the following sentence:
Michael drove his aunt quickly to Calgary.
- Ask students to identify the subject, the "Who".
- Ask students to identify the subject, "Michael does what?"
- Ask students if there is an object, "Michael drove what or who?"
- Discuss how "quickly to Calgary," are the descriptive words. However, the sentence has more information than someone saying "Michael drove his aunt."
- Explain sometimes in complex sentences the descriptive phrases describe the subject and contain a verb.
- Write out the following sentence:
Martha, who lives alone, won the lottery.
- Explain that the tip for seeing the descriptive phrase is the commas (,) separating it from the sentence. If you cover up, "who lives alone" and read the sentence without it, the sentence still makes sense.
- Identify with students the subject, verb, and object of the sentence.
- Write out other examples of sentences with adjective phrases separated by comas, such as: Wilf, my brother, loves his Play Station 3.
- Identify the subject, verb, and object (if there is one) of the sentences.

Assignments

Tasks for Practise

- Explain to students (use handout) that for their first assignment, they will be given sentences with no descriptive words. They will add descriptive words so the sentences give more information.
- Explain to students that for their second assignment, they will be given sentences and will identify the subject noun, verb, and the object.
- Explain to students that for their third assignment, they will read sentences and then answer questions about them.
- Explain to students that for their fourth assignment, they will be making another picture story. This time, they will use descriptive phrases to give more information.

Debriefing

- Review that finding out "Who is doing what?" is the first step to understanding a sentence.
- Descriptive words or phrases provide more information and either describe a noun or tell the how, where, when, or why for the verb.
- Asking, aloud or in your head, questions about the sentence can make the meaning of longer sentences clearer.

Assessment

Monitor student progress during task. Check picture stories and collect handouts to assess learning

- Are students correctly distinguishing descriptive phrases from subject, verb, and objects?
- Are students able to understand meaning of sentences with descriptive phrases?

Further Learning

- Have students create their own Mad-lib games. Using song lyrics or newspaper articles – including career ads – are good places to start.

Answer Key 1

A. The following sentences have a subject, verb, and object but do not have much information.

Rewrite them with descriptive words or phrases in the space below or your notebook.

Answers will Vary.

1) Steve broke the record.

2) Taylor drove us.

3) Your car got dirty.

C. Read the sentence and answer the questions that follow.

Fred, Mark's brother, drove Sarah and me to the hockey game, yesterday.

- 1) Who drove? **Fred**
- 2) Who went to the hockey game? **Sarah and me**
- 3) When was the hockey game? **Yesterday**

D. You will be given some magazines and a blank sheet of paper to make a picture story.

- 1) Look through magazines and find 4 pictures you could use to tell a story.
- 2) You will glue the 4 pictures on the paper and write a sentence for each that tells a part of your story.
- 3) Make sure your sentences have a subject, verb, and object.
- 4) Use descriptive words and phrases to say more with your sentences.

Answers will vary

Answer Key 2

A. The following sentences have a subject, verb, and object but do not have much information.

Rewrite them with descriptive words or phrases in the space below or your notebook.

Answers will Vary.

1) Stacy rented the movie.

2) I ate breakfast.

3) There goes the guy.

C. Read the sentence and answer the questions that follow.

Last night, Hank cooked supper for my brother's girlfriend, Sally, and Trish.

- 1) Who cooked? **Hank**
- 2) Who had supper? **Sally and Trish**
- 3) When was supper? **Last night.**

D. You will be given some magazines and a blank sheet of paper to make a picture story.

Answers will Vary.

- 1) Look through magazines and find 4 pictures you could use to tell a story.
- 2) You will glue the 4 pictures on the paper and write a sentence for each that tells a part of your story.
- 3) Make sure your sentences have a subject, verb, and object.
- 4) Use descriptive words and phrases to say more with your sentences.

Answer Key 3

A. The following sentences have a subject, verb, and object but do not have much information.

Rewrite them with descriptive words or phrases in the space below or your notebook.

Answers will Vary.

1) Trey rode his bike.

2) You are wearing that shirt.

3) My dog barks

B. For the following sentence, underline and label the **subject** noun, **v**erb, and the **o**bject (if there is one). Watch for descriptive phrases.

Example:

We are hiring servers for our downtown location.

Answer:

We are hiring servers for our downtown location.

S **V** **O**

1) Whenever she has time, Judy knits.

S **V**

2) I have three children between the ages of one and five.

S **V** **O**

3) Brad, your little brother, broke my sister's dollhouse.

S **V** **O**

C. Read the sentence and answer the questions that follow:

Because it was really dark when Dave left, Gina turned on all of the lights before Tony returned home.

- 1) Who turned on the lights? **Gina**
- 2) Who all was in the house with the lights on? **Gina**
- 3) Who never left the house? **Gina**

D. You will be given some magazines and a blank sheet of paper to make a picture story.

Answers will Vary.

- 1) Look through magazines and find 4 pictures you could use to tell a story.
- 2) You will glue the 4 pictures on the paper and write a sentence for each that tells a part of your story.
- 3) Make sure your sentences have a subject, verb, and object.
- 4) Use descriptive words and phrases to say more with your sentences.

Handout R-1.2 Description Words

Overview

- This module uses speaking to understand the parts of longer sentences.



Objective

- You will be able to find the subject, verb, and object of sentences with descriptive words.
- You will be able to answer questions about long sentences.



Warm-up

- You will be doing a listening activity.
- Your instructor will play different songs for you.
- Listen to the songs, and use words and drawings to describe them.



Handout R-1.2 Description Words

Notes:

- In the warm-up, you used words and pictures to explain how each song was different.
- This is more information than saying a song.
- In this module, you will recognize the descriptive words that give more information in sentences.

Handout R-1.2 Description Words

- Read the following sentence:

My fat cat snores loudly.

- Ask our question, “Who is doing what?”
- What is the subject of the sentence?
- Only one word in the subject is the noun (person, place or thing), or **subject noun**.
- The other words are helpers which describe the noun.
- Here, fat describes cat.

Handout R-1.2 Description Words

- **Adjective** is the grammar word for words that describe a noun.
- They describe things like size, colour, amount, and ownership.
- For example: fat is an adjective.

Handout R-1.2 Description Words

My fat cat snores loudly.

- To find the verb, ask “cat is doing what?”
- snores is the verb in the sentence.
- Remember the object is what something is done to.
- In this sentence, ask “cat snores what or who?”
- loudly is not a what or who.
- It is not the object.
- loudly is an word that describes the verb, snores.
- It answers “cat snores, how?”

Handout R-1.2 Description Words

- **Adverb** is the grammar word for words that describe a verb.
- They describe where, when, why, and how a verb does an action.
- Words that end with "ly" are usually adverbs such as softly, and badly.
- For example: loudly is an adverb.

Handout R-1.2 Description Words

- Read the following sentence:

My fat cat snores loudly in his bed.

- We've added more words to our sentence, including the noun, bed.
- Is there an object in the sentence now?
- Ask “cat snores what or who?”
- The cat does not snore bed.
- “in his bed” tells where the cat snores, so it is a group of words that describes the verb.
- A group of words doing a job is called a **phrase**, so “in his bed” is a **descriptive phrase**.

Handout R-1.2 Description Words

- Read the following sentence:

Michael drove his aunt quickly to Calgary.

- Ask “Who is doing what” to find the subject and verb of the sentence.
- Does this sentence have an object?
- Ask “Michael drove what or who?”
- Here, “his aunt” answers that question and is the object.

Handout R-1.2 Description Words

- Notice “quickly” describes how Michael drove.
- “to Calgary” describes where Michael drove.
- They are descriptive phrases.
- Without the descriptive phrase, you would not know where Michael went.
- It would make a big difference if he borrowed your car to drive his aunt to the store or to Calgary.

Handout R-1.2 Description Words

- We have seen descriptive phrases that have nouns.
- Some also have verbs, which are not the action of the sentence.
- For example, read the following sentence:
Martha, who lives alone, won the lottery.
- Here, asking “Who is doing what?” can be confusing at first.
- There are two verbs.

Handout R-1.2 Description Words

Martha, who lives alone, won the lottery.

- Notice “who lives alone” is separated from the rest of the sentence by comas (,).
- If we cover up that phrase and read the sentence, we get “Martha won the lottery.”
- That is a sentence we can easily find our subject, verb, and object.
- “who lives alone” is a phrase that describes Martha.

Handout R-1.2 Description Words

- Watch for descriptive words or phrases surrounded by commas.
- If you are unsure, cover up the phrase and see if the sense makes sense without it.
- Notice, if we covered up “won the lottery”, the sentence reads “Martha, who lives alone.”
- It doesn’t make sense.

Handout R-1.2 Description Words

Practise 1

A. The following sentences have a subject, verb, and object but do not have much information.

Rewrite them with descriptive words or phrases in the space below or your notebook.

1) Steve broke the window.

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2) Taylor drove us.

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Handout R-1.2 Description Words

3) Your car got dirty.

Handout R-1.2 Description Words

B. For the following sentence, underline and label the subject noun, **v**erb, and the **o**bject (if there is one). Watch for descriptive phrases.

Example:

We are hiring servers for our downtown location.

Answer:

We are hiring servers for our downtown location.
S **V** **O**

- 1) The bus, that goes downtown, missed my stop.

- 2) I want six chicken tacos for lunch today.

- 3) Beth, the girl dating my cousin, bought a new house.

Handout R-1.2 Description Words

C. Read the sentence and answer the questions that follow.

Fred, Mark's brother, drove Sarah and me to the hockey game, yesterday.

1) Who drove?

2) Who went to the hockey game?

3) When was the hockey game?

Handout R-1.2 Description Words

D. You will be given some magazines and a blank sheet of paper to make a picture story.

- 1) Look through magazines and find 4 pictures you could use to tell a story.
- 2) You will glue the 4 pictures on the paper and write a sentence for each that tells a part of your story.
- 3) Make sure your sentences have a subject, verb, and object.
- 4) Use descriptive words and phrases to say more with your sentences.

Handout R-1.2 Description Words

Practise 2

A. The following sentences have a subject, verb, and object but do not have much information.

Rewrite them with descriptive words or phrases in the space below or your notebook.

1) Stacy rented the movie.

2) I ate breakfast.

Handout R-1.2 Description Words

3) There goes the guy.

Handout R-1.2 Description Words

B. For the following sentence, underline and label the subject noun, **v**erb, and the **o**bject (if there is one). Watch for descriptive phrases.

Example:

We are hiring servers for our downtown location.

Answer:

We are hiring servers for our downtown location.
S **V** **O**

1) Betty, my kid's babysitter, broke her arm.

2) When it's cold, I take the bus.

3) I buy groceries when there's no food here.

Handout R-1.2 Description Words

C. Read the sentence and answer the questions that follow.

Last night, Hank cooked supper for my brother's girlfriend, Sally, and Trish.

1) Who cooked?

2) Who had supper?

3) When was supper?

Handout R-1.2 Description Words

D. You will be given some magazines and a blank sheet of paper to make a picture story.

- 1) Look through magazines and find 4 pictures you could use to tell a story.
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Handout R-1.2 Description Words

Practise 3

A. The following sentences have a subject, verb, and object but do not have much information.

Rewrite them with descriptive words or phrases in the space below or your notebook.

1) Trey rode his bike.

--

--

2) You are wearing that shirt.

--

--

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Handout R-1.2 Description Words

3) My dog barks

Handout R-1.2 Description Words

B. For the following sentence, underline and label the subject noun, **v**erb, and the **o**bject (if there is one). Watch for descriptive phrases.

Example:

We are hiring servers for our downtown location.

Answer:

We are hiring servers for our downtown location.
S **V** **O**

- 1) Whenever she has time, Judy knits.

- 2) I have three children between the ages of one and five.

- 3) Brad, your little brother, broke my sister's dollhouse.

Handout R-1.2 Description Words

C. Read the sentence and answer the questions that follow:

Because it was really dark when Dave left, Gina turned on all of the lights before Tony returned home.

1) Who turned on the lights?

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3) Who never left the house?

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Handout R-1.2 Description Words

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Answer:

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1) Stacy rented the movie.

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Handout R-1.2 Description Words

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Handout R-1.2 Description Words

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Answer:

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3) I buy groceries when there's no food here.

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Handout R-1.2 Description Words

3) My dog barks

Handout R-1.2 Description Words

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Answer:

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- 1) Whenever she has time, Judy knits.

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- 3) Brad, your little brother, broke my sister's dollhouse.

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Because it was really dark when Dave left, Gina turned on all of the lights before Tony returned home.

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- 1) Look through magazines and find 4 pictures you could use to tell a story.
- 2) You will glue the 4 pictures on the paper and write a sentence for each that tells a part of your story.
- 3) Make sure your sentences have a subject, verb, and object.
- 4) Use descriptive words and phrases to say more with your sentences.

R-1.3 Non-action Verbs/Questions - Teacher Guide

Objective

- Students will be able to recognize the passive verb in non-action sentences
- Students will be able to answer questions with non-action verbs.

Overview

- This module uses verbal, movement and visual strategies to help students understand the concept of passive verbs.
- This is to help them understand what they read and write better.
- Rather than using the term "passive," the module uses "non-action," which is simpler and easier to conceptualize for students.

Materials

- Wipe-board or flipchart
- Flipchart paper (or large art paper for collage)
- Markers
- Handouts
- Magazines that can be cut up
- Scissors and glue

Warm-up

Procedure (First Lessons of Module)

- Explain to students the warm-up for the lesson is an "emotion game."
- One person draws to represent an emotion, without drawing a face and the others guess by saying "You are ____". (e.g. You are sad)
- Play a couple rounds as the person drawing, and then give students the opportunity to come up and draw.

(Additional Lessons of Module)

- Play one round of the "emotion game."

Lessons

Introduction/Rationale

- Explain to students (use handout) that during the warm-up they were using a verb which is different than ones from previous modules.
- Write on the wipe-board one of the responses from the warm-up (e.g. You are angry) and ask the student's "who is doing what?"

Sample Cues for Discussion

- Can this sentence answer our question?
- This is a sentence, what would the verb be?
- What is the verb doing?

Procedure

- Explain to students (use hand-outs) the sentences describing emotions use a non-action verb, or passive verb.
- Explain to students many helpers with action verbs are non-action verbs alone. (e.g. You are running home. You are home.)
- Explain because sentences with a non-action verb, not counting descriptive phrases, do not answer “who is doing what?” another way understanding them is necessary.
- Write out the following sentences on the wipe-board:
My uncle is a fireman.
Kittens are cute.
New York is a big city.
Michelle is tired today.
- Discuss with students, if there is no action, what is happening to the subject in each sentence. (If necessary, look at one sentence at a time and help students identify the subject and verb.)
- Explain to students sentences with non-action verbs describe the subject, similar to descriptive phrases.
- Discuss with students ways they can describe themselves using non-action verbs.
- Explain to students, if a sentence makes sense, and doesn’t answer “Who is doing what?” then look for the non-action verb that describes the subject. If there is no action-verb there is no object.
- Explain to students, non-action verbs can also be part of descriptive phrases in sentences with an action verb.
- Write the following sentence on the wipe-board:
John A. MacDonald was the first Prime Minister of Canada.
- With the students, identify the subject and verb of the sentence.

- Do other examples with students until they are able to identify non-active verbs on their own.
- Explain to students non-active verbs are useful in questions.
- Write the following sentence on the wipe-board:
Are you tired?
- Discuss with students the subject and verb of the sentence.
- Explain that adding the words, "Why, When, Where, or How" to the beginning of the sentence change what is being asked, but not what the subject or verb is.
- Have students come up with questions that use non-active verbs.
- Distinguish between active verbs that have a helper (e.g. When are you leaving?)
- Write the following sentence on the wipe-board:
Mary played with a little lamb, whose fleece was white as snow.
- Discuss with students, "Who is doing what?" Mary had a lamb.
- Explain "whose fleece was white as snow" is the descriptive phrase.
Remind students the technique of covering up the part with each verb and saying the sentence aloud to check which makes sense.

Assignments

Tasks for Practise

- Explain to students for the first assignment, they will read sentences and decide if the main verb is active or non-active.
- Explain to students for the second assignment, they will read and answer questions using non-active verbs.
- Explain to students for the third assignment, they will create a collage about them from magazine cut-outs and drawings, using non-action sentences to describe themselves.

Debriefing

- Review that sentences with non-action verbs describe the subject rather than telling what the subject does, so "Who does what?" does not work.
- Review that often questions have non-active verbs, but watch for them being helpers of an action verb.

Assessment

Monitor student progress during task. Check picture stories and collect handouts to assess learning

- Are students able to locate subject and non-active verb in sentences?
- Are students able to answer questions with non-active verbs?

Further Learning

- Play 20 questions. Students ask "Are you..." yes no questions and then guess "You are...."

Answer Key 1

A. Read the following sentences.

Ask yourself "Who is doing what?"

Write in the space A if the main verb is active.

Write in the space N if the main verb is non-active.

- | | |
|--|-------------------------|
| 1) Lance ran fast in the race. | <u> A </u> |
| 2) Boxing is a violent sport. | <u> N </u> |
| 3) I am biking downtown. | <u> A </u> |
| 4) Shelly cries tears when she is sad. | <u> A </u> |
| 5) You are good at checkers. | <u> N </u> |

B. Read the following questions and make-up an answer with a non-active verb.

Example 1:

Is it hot outside?

Answer:

Yes, it is hot outside.

Example 2:

When is she scared?

Answer:

She is scared at night.

Answers will vary

1. Is Mark a hard worker?

2. Where is the Grey Cup this year?

3. Are you excited about the weekend?

C. You will be given some magazines and a blank sheet of paper to make a picture poem (or song) about you (or a family member).

1. Look through magazines and find 4 pictures you could use to describe yourself (or family member).
2. Write poem, or lyrics using non-action words to go with the pictures.

Answers will vary

Answer Key 2

A. Read the following sentences.

Ask yourself "Who is doing what?"

Write in the space A if the main verb is active.

Write in the space N if the main verb is non-active.

- | | |
|-------------------------------|-------------------------|
| 1) Mike is a big man. | <u> N </u> |
| 2) We are looking for people. | <u> A </u> |
| 3) There is a problem. | <u> N </u> |
| 4) He applied for a job. | <u> A </u> |
| 5) The mall opened early. | <u> A </u> |

B. Read the following questions and make-up an answer with a non-active verb.

Example 1:

Is it hot outside?

Answer:

Yes, it is hot outside.

Example 2:

When is she scared?

Answer:

She is scared at night.

Answers will vary

1) Is there time to read a book?

2) Where is the store?

3) Are you scared of spiders?

C. You will be given some magazines and a blank sheet of paper to make a picture poem (or song) about you (or a family member).

1) Look through magazines and find 4 pictures you could use to describe yourself (or family member).

2) Write poem, or lyrics using non-action words to go with the pictures.

Answers will vary

Answer Key 3

A. Read the following sentences.

Ask yourself "Who is doing what?"

Write in the space A if the main verb is active.

Write in the space N if the main verb is non-active.

- | | |
|---------------------------------------|-------------------------|
| 1) There is the hospital. | <u> N </u> |
| 2) I am pleased to meet you. | <u> N </u> |
| 3) You have been watching television. | <u> A </u> |
| 4) Bonnie plays chess often. | <u> A </u> |
| 5) This is the last question. | <u> N </u> |

B. Read the following questions and make-up an answer with a non-active verb.

Example 1:

Is it hot outside?

Answer:

Yes, it is hot outside.

Example 2:

When is she scared?

Answer:

She is scared at night.

Answers will vary

1) Is Nancy at home?

2) Where is some water?

3) Can the radio be any louder?

C. You will be given some magazines and a blank sheet of paper to make a picture poem (or song) about you (or a family member).

1) Look through magazines and find 4 pictures you could use to describe yourself (or family member).

2) Write poem, or lyrics using non-action words to go with the pictures.

Answers will vary

Overview

- This module introduces sentences with a different kind of verb. It uses speaking to understand the differences easier and answer questions.



Objective

- You will be able to find the verb in non-action sentences.
- You will be able to answer questions with non-action verbs.



Warm-up

- You will be placing an emotion game, similar to Pictionary.
- You will try to guess what emotion a person is drawing on the board.
- Guess by saying, “You are _____”.
- For example, “You are happy.”



Notes:

- In the warm-up, you were saying sentences with a different kind of verb.
- Are is a non-action verb.
- A **non-action verb** is a verb that does not do any action.
- Trying to act out are is impossible.

Handout R-1.3 Non-action Verbs & Questions

- Many verb helpers, are non-action verbs when they are alone.

- For example:

You are running home.

- Ask “who is doing what?” You are running.
- “running” is the verb with “are” as a helper.

Handout R-1.3 Non-action Verbs & Questions

Read the following:

You are home.

- Here, we can't answer "who is doing what?"
- "Are" is the non-action verb.
- **Non-action sentences** are sentences with non-action verbs as the main verb.

Handout R-1.3 Non-action Verbs & Questions

- Sentences that describe feelings or emotions are examples of non-action sentences, but there are others.
- Sentences with non-action verbs also can't answer our question, "Who is doing what?"
- So we need another way to understand them.

Handout R-1.3 Non-action Verbs & Questions

- Here are some examples of non-action sentences:

My uncle is a fireman.

Kittens are cute.

New York is a big city.

Michelle is tired today.

Handout R-1.3 Non-action Verbs & Questions

- In each sentence, ask yourself, “Who is the sentence about?”
- That is the subject.
- The verb in the sentence does something to the subject.
- Remember our warm-up that are described feelings.

Handout R-1.3 Non-action Verbs & Questions

- In the examples, *is* and *are* are the non-action verbs.
- They describe the subject in different ways, like a descriptive phrase.
- However, they are a complete non-action sentence.

Handout R-1.3 Non-action Verbs & Questions

- Using the non-active verb, am or am not, you can describe yourself in many ways:
Your age. Your feelings. Your height.
- For example: I am thirty. I am not tired.

Handout R-1.3 Non-action Verbs & Questions

- We still ask “Who is doing what?” when reading sentences.
- If the sentence makes sense, but does not answer “Who is doing what?” then look for a non-action verb that describes the subject.

Handout R-1.3 Non-action Verbs & Questions

- Read this sentence:

John A. MacDonald was the first Prime Minister of Canada.

- First ask, “Who is doing what?”
- The sentence can’t answer because it is a non-action sentence.
- Ask, “Who is being described?” John A. MacDonald.
- That is the subject.
- The word that does the describing is was so that is the non-action verb.
- **Note:** Because there is no action, non-action sentences do not have objects.

Handout R-1.3 Non-action Verbs & Questions

- Non-action verbs are great for asking questions.
- For example:

Are you tired?

- Notice the non-action verb, *Are*.
- *you* is being described, so that is the subject.
- This question asks for a yes or no answer.

Handout R-1.3 Non-action Verbs & Questions

- By adding the words: why, where, how, and when, the question asks for more information:

Why are you tired?

Where are you tired?

How are you tired?

When are you tired?

- The verb is still are and the subject you.

Handout R-1.3 Non-action Verbs & Questions

- Some questions use action verbs and helpers.
- They will be split up, usually around the subject.
- For example:

Where are you going?

- Here, are going is the verb and are on either side of the subject, you.
- Remember, words like where do not change the subject or verb, just what the question is asking.

Handout R-1.3 Non-action Verbs & Questions

- Remember, sometimes descriptive phrases have verbs.
- Non-action verbs work well in descriptive phrases.
- For example:

Mary played with a little lamb, whose fleece was white as snow.

- Notice whose fleece was white as snow is a descriptive phrase.
- was is a non-action verb.
- We know this because Mary played with a little lamb makes sense without it.
- whose fleece was white as snow does not make sense alone.

Practise 1

A. Read the following sentences.

Ask yourself "Who is doing what?"

Write in the space A if the main verb is active.

Write in the space N if the main verb is non-active.

1) Lance ran fast in the race. _____

2) Boxing is a violent sport. _____

3) I am biking downtown. _____

4) Shelly cries tears when she is sad. _____

5) You are good at checkers. _____

Handout R-1.3 Non-action Verbs & Questions

B. Read the following questions and make-up an answer with a non-active verb.

Example 1:

Is it hot outside?

Answer:

Yes, it is hot outside.

Example 2:

When is she scared?

Answer:

She is scared at night.

1) Is Mark a hard worker?

Handout R-1.3 Non-action Verbs & Questions

2) Where is the Grey Cup this year?

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3) Are you excited about the weekend?

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Handout R-1.3 Non-action Verbs & Questions

C. You will be given some magazines and a blank sheet of paper to make a picture poem (or song) about you (or a family member).

- 1) Look through magazines and find 4 pictures you could use to describe yourself (or family member).
- 2) Write poem, or lyrics using non-action words to go with the pictures.

Practise 2

A. Read the following sentences.

Ask yourself "Who is doing what?"

Write in the space A if the main verb is active.

Write in the space N if the main verb is non-active.

1) Mike is a big man. _____

2) We are looking for people. _____

3) There is a problem. _____

4) He applied for a job. _____

5) The mall opened early. _____

Handout R-1.3 Non-action Verbs & Questions

B. Read the following questions and make-up an answer with a non-active verb.

Example 1:

Is it hot outside?

Answer:

Yes, it is hot outside.

Example 2:

When is she scared?

Answer:

She is scared at night.

1) Is there time to read a book?

Handout R-1.3 Non-action Verbs & Questions

2) Where is the store?

3) Are you scared of spiders?

Handout R-1.3 Non-action Verbs & Questions

C. You will be given some magazines and a blank sheet of paper to make a picture poem (or song) about you (or a family member).

- 1) Look through magazines and find 4 pictures you could use to describe yourself (or family member).
- 2) Write poem, or lyrics using non-action words to go with the pictures.

Practise 3

A. Read the following sentences.

Ask yourself "Who is doing what?"

Write in the space A if the main verb is active.

Write in the space N if the main verb is non-active.

1) There is the hospital. _____

2) I am pleased to meet you. _____

3) You have been watching television. _____

4) Bonnie plays chess often. _____

5) This is the last question. _____

Handout R-1.3 Non-action Verbs & Questions

B. Read the following questions and make-up an answer with a non-active verb.

Example 1:

Is it hot outside?

Answer:

Yes, it is hot outside.

Example 2:

When is she scared?

Answer:

She is scared at night.

1) Is Nancy at home?

Handout R-1.3 Non-action Verbs & Questions

2) Where is some water?

3) Can the radio be any louder?

Handout R-1.3 Non-action Verbs & Questions

C. You will be given some magazines and a blank sheet of paper to make a picture poem (or song) about you (or a family member).

- 1) Look through magazines and find 4 pictures you could use to describe yourself (or family member).
- 2) Write poem, or lyrics using non-action words to go with the pictures.

Practise 1

A. Read the following sentences.

Ask yourself "Who is doing what?"

Write in the space A if the main verb is active.

Write in the space N if the main verb is non-active.

1) Lance ran fast in the race. _____

2) Boxing is a violent sport. _____

3) I am biking downtown. _____

4) Shelly cries tears when she is sad. _____

5) You are good at checkers. _____

Handout R-1.3 Non-action Verbs & Questions

B. Read the following questions and make-up an answer with a non-active verb.

Example 1:

Is it hot outside?

Answer:

Yes, it is hot outside.

Example 2:

When is she scared?

Answer:

She is scared at night.

1) Is Mark a hard worker?

Handout R-1.3 Non-action Verbs & Questions

2) Where is the Grey Cup this year?

3) Are you excited about the weekend?

Handout R-1.3 Non-action Verbs & Questions

C. You will be given some magazines and a blank sheet of paper to make a picture poem (or song) about you (or a family member).

- 1) Look through magazines and find 4 pictures you could use to describe yourself (or family member).
- 2) Write poem, or lyrics using non-action words to go with the pictures.

Practise 2

A. Read the following sentences.

Ask yourself "Who is doing what?"

Write in the space A if the main verb is active.

Write in the space N if the main verb is non-active.

1) Mike is a big man. _____

2) We are looking for people. _____

3) There is a problem. _____

4) He applied for a job. _____

5) The mall opened early. _____

Handout R-1.3 Non-action Verbs & Questions

B. Read the following questions and make-up an answer with a non-active verb.

Example 1:

Is it hot outside?

Answer:

Yes, it is hot outside.

Example 2:

When is she scared?

Answer:

She is scared at night.

1) Is there time to read a book?

Handout R-1.3 Non-action Verbs & Questions

2) Where is the store?

3) Are you scared of spiders?

Handout R-1.3 Non-action Verbs & Questions

C. You will be given some magazines and a blank sheet of paper to make a picture poem (or song) about you (or a family member).

- 1) Look through magazines and find 4 pictures you could use to describe yourself (or family member).
- 2) Write poem, or lyrics using non-action words to go with the pictures.

Practise 3

A. Read the following sentences.

Ask yourself "Who is doing what?"

Write in the space A if the main verb is active.

Write in the space N if the main verb is non-active.

1) There is the hospital. _____

2) I am pleased to meet you. _____

3) You have been watching television. _____

4) Bonnie plays chess often. _____

5) This is the last question. _____

Handout R-1.3 Non-action Verbs & Questions

B. Read the following questions and make-up an answer with a non-active verb.

Example 1:

Is it hot outside?

Answer:

Yes, it is hot outside.

Example 2:

When is she scared?

Answer:

She is scared at night.

1) Is Nancy at home?

Handout R-1.3 Non-action Verbs & Questions

2) Where is some water?

3) Can the radio be any louder?

Handout R-1.3 Non-action Verbs & Questions

C. You will be given some magazines and a blank sheet of paper to make a picture poem (or song) about you (or a family member).

- 1) Look through magazines and find 4 pictures you could use to describe yourself (or family member).
- 2) Write poem, or lyrics using non-action words to go with the pictures.

R-1.4 Commands – Teacher Guide

Objective

- Students will be able to recognize the implied subject in commands.
- Students will be able to identify commands and create their own.

Overview

- This module uses verbal, movement, and visual strategies to help students understand the concept of commands. This is to help them better recognize and follow directions.

Materials

- Wipe-board or flipchart
- Blank paper
- Paper with shape design (i.e. circle, square, etc.) prepared before class
- Flipchart paper (or large art paper for drawing)
- Markers

Warm-up

Procedure (First Lesson of Module)

- Explain to students the warm-up for the lesson is a direction exercise.
- Divide students into pairs, or groups of three.
- Have one student in each pair facing backwards so are facing their partner's back and at a desk with a blank sheet of paper.
- Give the partner a sheet of paper with some simple design of basic shapes. (e.g. Circle, square, line.)
- The student with the paper must give their partner directions to draw the pattern.
- After, check to see how close the drawings are and switch roles.

(Additional Lessons of Module)

- Same activity. Give students opportunity to create own shape picture to use.

Lessons

Introduction/Rationale

- Explain to students (use handout) that during the warm-up, they were using a different type sentence. Sentences that don't seem to have a subject.
- Write on the wipe-board a command that would have been said during the warm-up. (e.g. Draw a circle in the middle of the page)

Sample Cues for Discussion

- Can this sentence answer our question "Who is doing what?"
- Is the verb an action? Can you act it out?
- What do you think is the subject, who does the action?

Procedure

- Explain to students (use hand-outs), the sentence is a special kind called a command.
- Discuss with students "who does the action?" Whoever reads or hears the command.
- Explain even though it isn't written or said, the subject is "you."
- Write out the following on the wipe-board:
Wash your hands with warm water.
- Explain, though it doesn't say it, the person giving the command means "You wash your hands with warm water." The "you" is dropped to save time.
- Discuss with students the object of the sentence. Commands often have objects: "You does something to what?"
- Explain to students commands often have action verbs because they tell someone to do something.
- Write out the following on the wipe-board:
Don't be scared.
- Explain to students that this is a command using a non-action verb. It is telling someone how to feel instead of doing an action.
- Discuss with students where they see commands. Looking around the room or building and writing down examples of commands would be a good activity.
- Explain to students that giving directions, as in the warm-up how commands are used the most.
- Explain to students if they read a sentence and ask "who is doing what?" and there is no "who", add you to the front and read the sentence. If it makes sense, then it is a command and the subject is you.
- Write out the following on the wipe-board:
Please use other door.

- Discuss with students the subject, verb, and object of the sentence.
- Explain why "Please" is not the subject.

Assignments

Tasks for Practise

- Explain to students for the first assignment, they will read sentences and underline the subject. If the sentence is a command, they write "you" after it.
- Explain to students for the second assignment, they will read sentences and change them to a command.
- Explain to students for the third assignment, they will write directions, complete with pictures, to do a common activity (e.g. butter toast) pretending they are for an alien who knows nothing.

Debriefing

- Review that commands and non-action sentences are special kinds of sentences, which can still be identified by "Who is doing what?"
- Review that the subject of commands is "you" even though it isn't said or written.

Assessment

Monitor student progress during task. Check direction sheet and collect handouts to assess learning

- Are students able to distinguish commands from other sentences?
- Do students understand the implied "you" subject of commands?

Further Learning

- Write fire safety instructions for building with students.

Answer Key 1

A. Read the following sentences and circle the subject. Ask yourself, "Who is doing what?"

If the sentence is a command, write "You" after it.

Example: Keep off the grass.

Answer: **Keep off the grass.** *You.*

1) Have your health card and ID ready. **You**

2) Denise is feeling tired today.

3) I want you to behave.

4) Friday is my favourite day of the week.

5) Please wait to be seated. **You**

B. Turn each sentence below into a command. Write it in the space or in your notebook.

Example:

I brush my teeth.

Answer:

Brush your teeth.

1) I open the door.

Open the door.

2) You wait for the bus.

Wait for the bus.

3) I wash the fruit in cool water.

Wash the fruit in cool water.

4) You do not talk to strangers.

Do not talk to strangers.

C. You will create directions for an Alien.

- 1) Think of a common day to day activity. Such as, making a peanut butter sandwich, or brushing your teeth.
- 2) On the paper provide, write directions with pictures for that activities. The directions will be commands.
- 3) Pretend the directions are for an Alien, who knows nothing about the activity. The directions will have to be very simple and clear.

Answers will vary

Answer Key 2

A. Read the following sentences and circle the subject. Ask yourself, "Who is doing what?"

If the sentence is a command, write "You" after it.

Example: Keep off the grass.

Answer: **Keep off the grass.** *You.*

1) Listen carefully to Gary. **You**

2) John's dog wakes me up.

3) Smiling is my favourite activity.

4) I have a car for sale.

5) Walk with caution. **You**

B. Turn each sentence below into a command. Write it in the space or in your notebook.

Example: I brush my teeth.

Answer: **Brush your teeth.**

1) I watch what I eat.

Watch what you eat.

2) She rents a new movie for tonight.

Rent a new movie for tonight.

3) I submit my resume.

Submit your resume.

4) You go to bed.

Go to bed.

C. You will create directions for an alien from outer space.

- 1) Think of a common day to day activity. Such as, making a peanut butter sandwich, or brushing your teeth.
- 2) On the paper provide, write directions with pictures for that activities. The directions will be commands.
- 3) Pretend the directions are for an alien, who knows nothing about the activity. The directions will have to be very simple and clear.

Answers will vary.

Answer Key 3

A. Read the following sentences and circle the subject. Ask yourself, "Who is doing what?"

If the sentence is a command, write "You" after it.

Example: Keep off the grass.

Answer: **Keep off the grass.** *You.*

1) Has Mark brushed his teeth?

2) Talk to the boy who is lost. **You**

3) I want you to come home.

4) December first is Judy's birthday.

5) Please refrain from talking. **You**

B. Turn each sentence below into a command. Write it in the space or in your notebook.

Example: I brush my teeth.

Answer: **Brush your teeth.**

1) I tidy my room.

Tidy your room.

2) You look for the phone number.

Look for the phone number.

3) I make sure to floss my teeth.

Make sure to floss your teeth.

4) You do not cross the street when it's busy.

Do not cross the street when it's busy.

C. You will create directions for an alien from outer space.

- 1) Think of a common day to day activity. Such as, making a peanut butter sandwich, or brushing your teeth.
- 2) On the paper provide, write directions with pictures for that activities. The directions will be commands.
- 3) Pretend the directions are for an alien, who knows nothing about the activity. The directions will have to be very simple and clear.

Answers will vary.

Overview

- This module uses movement and speaking to understand a different kind of sentence called commands.



Objective

- You will be able to recognize and write commands.
- You will be able to identify the subject, verb, and object of commands.



Warm-up

- You will be doing a direction exercise with a partner.
- You will sit back to back to your partner.
- One of you will be given a blank sheet of paper.
- The other will be given a sheet of paper with a pattern.
- The one with the pattern sheet of paper will give directions to the other to draw the pattern on the blank paper.
- You can't look at each other or each other's paper.
- After switch roles, with a new pattern.



Notes:

- In the warm-up, you and your partner gave each other directions by saying things like:

Draw a circle in the middle.

- Ask yourself, “Who is doing what?”
- Notice the sentence doesn’t seem to have a Who.
- It does have a doing what?
- Draw is an action you can act out and is the verb.
- If you ask draw what?, the answer is draw a circle.
- a circle is the object.
- This is special kind of sentence called a command.

Handout R-1.4 Commands

- A **command** is a sentence that tells someone to do something.
- When someone gives a command, they expect the person who reads or hears it to do something.
- They mean *you* do something.
- Our example really means:

You draw a circle in the middle.

- Because it's clear who is receiving the command, we drop *you* to make it shorter.

Handout R-1.4 Commands

- Commands often have action verbs to tell you to do an action, but they can also have non-action verbs.
- For example:

Don't be scared.

- This is a command, but has a non-action verb, be.
- Instead of asking you to do something, it tells you to feel an emotion – not scared.
- We find commands all over the place. Many use the word, please, to be more polite.

Handout R-1.4 Commands

- Instructions are the most common use for commands, like in our warm-up.
- The modules have lots of commands in them.
- If you read a sentence and there is no who when you ask, “Who is doing what?”: add you to the being of it and say it as a command.
- You can even point at a pretend person when you say it.

Handout R-1.4 Commands

- Read this sentence:

Please use other door.

- Ask yourself, “Who is doing what?”
- Remember, please is a word added to be more polite.
- It is not a name for a person, or place, or object.
- That means there is no who in the sentence.
- You can read this as, “You, please use other door.”
- You is the subject.

Practise 1

A. Read the following sentences and circle the subject.

Ask yourself, "Who is doing what?"

If the sentence is a command, write "You" after it.

Example: Keep off the grass.

Answer: **Keep off the grass.** *You.*

1) Have your health card and ID ready.

2) Denise is feeling tired today.

3) I want you to behave.

4) Friday is my favourite day of the week.

5) Please wait to be seated.

Handout R-1.4 Commands

B. Turn each sentence below into a command. Write it in the space or in your notebook.

Example: I brush my teeth.

Answer: **Brush your teeth.**

1) I open the door.

2) You wait for the bus.

3) I wash the fruit in cool water.

Handout R-1.4 Commands

4) You do not talk to strangers.

Handout R-1.4 Commands

C. You will create directions for an alien from outer space.

- 1) Think of a common day to day activity. Such as, making a peanut butter sandwich, or brushing your teeth.
- 2) On the paper provide, write directions with pictures for that activities. The directions will be commands.
- 3) Pretend the directions are for an alien, who knows nothing about the activity. The directions will have to be very simple and clear.

Practise 2

A. Read the following sentences and circle the subject.

Ask yourself, "Who is doing what?"

If the sentence is a command, write "You" after it.

Example: Keep off the grass.

Answer: **Keep off the grass.** *You.*

1) Listen carefully to Gary.

2) John's dog wakes me up.

3) Smiling is my favourite activity.

4) I have a car for sale.

5) Walk with caution.

Handout R-1.4 Commands

B. Turn each sentence below into a command. Write it in the space or in your notebook.

Example: I brush my teeth.

Answer: **Brush your teeth.**

1) I watch what I eat.

2) She rents a new movie for tonight.

3) I submit my resume.

Handout R-1.4 Commands

4) You go to bed.

Handout R-1.4 Commands

C. You will create directions for an alien from outer space.

- 1) Think of a common day to day activity. Such as, making a peanut butter sandwich, or brushing your teeth.
- 2) On the paper provide, write directions with pictures for that activities. The directions will be commands.
- 3) Pretend the directions are for an alien, who knows nothing about the activity. The directions will have to be very simple and clear.

Practise 3

A. Read the following sentences and circle the subject.

Ask yourself, "Who is doing what?"

If the sentence is a command, write "You" after it.

Example: Keep off the grass.

Answer: **Keep off the grass.** *You.*

1) Has Mark brushed his teeth?

2) Talk to the boy who is lost.

3) I want you to come home.

4) December first is Judy's birthday.

5) Please refrain from talking.

Handout R-1.4 Commands

B. Turn each sentence below into a command. Write it in the space or in your notebook.

Example: I brush my teeth.

Answer: **Brush your teeth.**

1) I tidy my room.

2) You look for the phone number.

3) I make sure to floss my teeth.

Handout R-1.4 Commands

4) You do not cross the street when it's busy.

Handout R-1.4 Commands

C. You will create directions for an alien from outer space.

- 1) Think of a common day to day activity. Such as, making a peanut butter sandwich, or brushing your teeth.
- 2) On the paper provide, write directions with pictures for that activities. The directions will be commands.
- 3) Pretend the directions are for an alien, who knows nothing about the activity. The directions will have to be very simple and clear.

Practise 1

A. Read the following sentences and circle the subject.

Ask yourself, "Who is doing what?"

If the sentence is a command, write "You" after it.

Example: Keep off the grass.

Answer: **Keep off the grass.** *You.*

1) Have your health card and ID ready.

2) Denise is feeling tired today.

3) I want you to behave.

4) Friday is my favourite day of the week.

5) Please wait to be seated.

Handout R-1.4 Commands

B. Turn each sentence below into a command. Write it in the space or in your notebook.

Example: I brush my teeth.

Answer: **Brush your teeth.**

1) I open the door.

2) You wait for the bus.

3) I wash the fruit in cool water.

Handout R-1.4 Commands

4) You do not talk to strangers.

Handout R-1.4 Commands

C. You will create directions for an alien from outer space.

- 1) Think of a common day to day activity. Such as, making a peanut butter sandwich, or brushing your teeth.
- 2) On the paper provide, write directions with pictures for that activities. The directions will be commands.
- 3) Pretend the directions are for an alien, who knows nothing about the activity. The directions will have to be very simple and clear.

Practise 2

A. Read the following sentences and circle the subject.

Ask yourself, "Who is doing what?"

If the sentence is a command, write "You" after it.

Example: Keep off the grass.

Answer: **Keep off the grass.** *You.*

1) Listen carefully to Gary.

2) John's dog wakes me up.

3) Smiling is my favourite activity.

4) I have a car for sale.

5) Walk with caution.

Handout R-1.4 Commands

B. Turn each sentence below into a command. Write it in the space or in your notebook.

Example: I brush my teeth.

Answer: **Brush your teeth.**

1) I watch what I eat.

2) She rents a new movie for tonight.

3) I submit my resume.

Handout R-1.4 Commands

4) You go to bed.

Handout R-1.4 Commands

C. You will create directions for an alien from outer space.

- 1) Think of a common day to day activity. Such as, making a peanut butter sandwich, or brushing your teeth.
- 2) On the paper provide, write directions with pictures for that activities. The directions will be commands.
- 3) Pretend the directions are for an alien, who knows nothing about the activity. The directions will have to be very simple and clear.

Practise 3

A. Read the following sentences and circle the subject.

Ask yourself, "Who is doing what?"

If the sentence is a command, write "You" after it.

Example: Keep off the grass.

Answer: **Keep off the grass.** *You.*

1) Has Mark brushed his teeth?

2) Talk to the boy who is lost.

3) I want you to come home.

4) December first is Judy's birthday.

5) Please refrain from talking.

Handout R-1.4 Commands

B. Turn each sentence below into a command. Write it in the space or in your notebook.

Example: I brush my teeth.

Answer: **Brush your teeth.**

1) I tidy my room.

2) You look for the phone number.

3) I make sure to floss my teeth.

Handout R-1.4 Commands

4) You do not cross the street when it's busy.

Handout R-1.4 Commands

C. You will create directions for an alien from outer space.

- 1) Think of a common day to day activity. Such as, making a peanut butter sandwich, or brushing your teeth.
- 2) On the paper provide, write directions with pictures for that activities. The directions will be commands.
- 3) Pretend the directions are for an alien, who knows nothing about the activity. The directions will have to be very simple and clear.

R-2.0 Using Dictionary for Word Meanings – Teacher Guide

Objective

- Students will be able to sort words alphabetically
- Students will be able to locate and read definitions of new words in a dictionary

Overview

- This module uses verbal strategy to understand alphabetical order (the alphabet song).
- Students will also be introduced to all the key parts of a dictionary and practise using it.
- Unlike other modules, this one is more lecture-driven than handout-driven. A lot of repetition of verbally practising alphabetic order is required.

Materials

- Enough dictionaries so all students can follow (recommended all the same)
- Handouts
- Overhead or banner of alphabet
- Wipe-board or flipchart

Warm-up

Procedure (First Lesson of Module)

(Note: do not give handouts until end of warm-up)

- Explain to students that the warm-up for the lesson is a riddle they have to solve.
- They are planning a field trip to Mars (or other obvious fictional field trip).
- You will ask students what they are bringing and then you will say what you are bringing.
- Explain that there is a pattern to what you are bringing, that is the riddle they have to solve.
- Having yourself or aide writing down the responses on the wipe-board will make this exercise easier for students unable to visualize spelling.
- Ask students what they are bringing on the trip. Reply with "You are bringing _____, I am bringing _____"
- Whatever the first letter of what the student is bringing, you are bringing something that begins with the next letter in the alphabet.
- For example: "You are bringing a **t**ent, I am bringing an **u**mbrella."
- Making your answer silly makes the students give silly responses and makes the game more fun.
- Explain that when a student thinks they know the pattern, ask them not to say it, but add their response to what you say to continue the pattern.
- As more students figure it out, get them to add their responses and continue until everyone solves it or students remaining are frustrated and give up.
- If no one solves it, and students are starting to get frustrated, add a second response:
- For example: "You are bringing **m**arshmallows, I am bringing **n**ose-trimmers, and he is bringing **o**strich eggs".
- If students are still getting frustrated, explain the pattern to them.

(Additional Lessons of Module)

- Create another pattern riddle for students to solve around another fictitious activity.
- Some examples are starting your response with the last letter of students or the next alphabetically, or going alphabetically in reverse. To be really challenging, use the person's name not their item for your response. Say the person's name to give a hint.
- For example: "John is bringing a water cooler, I am bringing **k**aki-shorts."

Lessons

Introduction/Rationale

- Explain to students (use handouts), that in the warm-up, the class was making alphabetical lists.
- Define alphabetical for students and explain it is a popular method of organizing information as in dictionary.
- Explain that in this lesson, they will learn alphabetical lists to find words in a dictionary and then use the information.

Sample Cues for Discussion

- Do you remember sorting words alphabetically from school?
- Besides dictionaries, where else do you find alphabetical lists?

Procedure

- Display alphabet on either overhead or bulletin board banner.
- Explain to students (use hand out) the first step to using alphabetical lists is knowing the alphabet.
- Explain if the alphabet is not there to see, the easiest way for people to remember the order of letters is the alphabet song. Sing the alphabet with students.
- Demonstrate how singing part of the song can help find the next letter. Explain this doesn't have to be out loud.
- Explain if students aren't comfortable with singing, writing out all or part of the alphabet as a guide works as well. Demonstrate this on the wipe-board.
- Explain that in alphabetical lists, students have to know which letter comes first in the alphabet. The letters won't necessarily be in order.
- Hide the alphabet display.
- Pick two letters and demonstrate how to know which one comes first in the alphabet. Use both alphabet song method and writing out part of alphabet on wipe-board.
- Practise with other examples with students until they understand concept.
- Explain to students in alphabetical lists, they look at the first letter of the word to know which comes first.
- Write out the following words on the wipe-board:
Havoc
Empty
Cause
Kernel
- Discuss with students the first letter of each word, and then sort the list in alphabetical order. (**C**ause, **E**mpy, **H**avoc, **K**ernel)

- Explain to students that if the first letter is the same, they then use the next letter, and so on. If a word has no next letter, it comes before a word that does have one.
- Write out the following words on the wipe-board:
 - Beet
 - Beetle
 - Battle
 - Before
- Discuss with students which letters to look at and sort the list in alphabetical order. (**Battle, Beet, Beetle, Before**)
- Practice with other examples until they understand the concept.
- Distribute dictionaries to students.
- Have students open to same (or similar if different dictionaries are used) page.
- Go over with students the parts of a dictionary: guide words, headwords, pronunciation, definitions, and example (if applicable).
- If dictionary have a user guide, printing it off in bigger type and going through it would be useful.
- Review guide words, explain how they are useful to find words alphabetically.
- Write **percuss** on the wipe-board. Demonstrate how to efficiently locate it in a dictionary using alphabetical lists. First looking at letter tabs (if applicable, then guide words, and then headwords).
- Read definition out and discuss meaning with students. How useful it is to them? If there is a word in the definition they do not understand, demonstrate looking up it's meaning and rewriting the definition.
- Explain to students that, for words with more than one meaning, look for clues to find the one that they are looking for.

- Write the following on the wipe-board:
The bird sat on its perch.
- Locate the definition of perch in a dictionary with students. Discuss the options with students to find the meaning that makes the most sense in the sentence. Have students ask themselves: Does a bird sitting on a fish make sense? In the sentence, is perch an action or object?

Assignments

Tasks for Practise

- Explain to students (use handout) that for the first assignment they will be given a list of words and have to pick which word comes first alphabetically
- Explain to students that for the second assignment they will be given a word and have to pick which pair of words the word is between alphabetically
- Explain to students that for the third assignment, they will be given a sentence with a bold word. They will look up the bold word in a dictionary and write out the best definition for the word in the sentence.

Debriefing

- Review usefulness of alphabetical lists.
- Discuss with students how methods of remembering alphabet worked for them.
- Discuss with students usefulness of dictionary for understanding new words. What definitions were useful? What definitions were confusing?

Assessment

Monitor student progress during lesson. Collect handouts to assess learning.

- Are students able to understand alphabetical order?
- Are students able to locate words in dictionary?
- Are students able to find definitions that are useful and not just using first one that they find?

Further Learning

- Have students do sorting activities with other alphabetical lists, such as phone lists, music or movie displays in stores.

Answer Key 1

A. Read the following groups of words. Choose which comes first in an alphabetical list.

Example:

Ghost

Fear

Saw

Mask

1) Suit

License

Resume

Manager

2) Goal

Motivation

Path

Journey

3) Clear

Challenge

Endure

Limit

4) Doubt

Issue

Downfall

Problem

5) Exert

Balance

Exercise

Fitness

B. For the following, choose which pair of words the word in bold falls between in an alphabetical list.

1) **Primary**

- a) Pretence, Price
- b) Priory, Probability
- c) Priceless, Prime
- d) Prefix, Prepare

2) **Difficult**

- a) Dietician, Dig
- b) Digest, Dim
- c) Dimension, Dip
- d) Devour, Diamond

3) **Lopsided**

- a) Long, Loony
- b) Loop, Loss
- c) Loch, Logistics
- d) Logo, Longitude

4) **Harmful**

- a) Harness, Hat
- b) Hatch, Have
- c) Hammer, Handful
- d) Hard-nosed, Harmony

5) **Sharp**

- a) Shapely, Shave
- b) Sham, Shapeless
- c) Shaven, Sheet
- d) Shaft, Shallow

C.

Read the following sentence. Look up the bold word in a dictionary. Decide which meaning best matches the sentence. Write out the meaning in the space provided, or in your workbook.

After a hard day of work, Frank rode his **moped** home.

A small motorcycle like vehicle (or similar meaning)

Answer Key 2

A. Read the following groups of words. Choose which comes first in an alphabetical list.

Example:

Ghost

Fear

Saw

Mask

1) Pyjamas

Essay

Device

Substantial

2) Curfew

Linen

Random

Bundle

3) Minute

Pylon

Mast

Refuse

4) Furniture

Crop

Crossed

Dunes

5) Intent

Internal

Intention

Involves

B. For the following, choose which pair of words the word in **bold** falls between in an alphabetical list.

1) **Nozzle**

a) Northerner, Notorious

b) Nuzzle, Oblong

c) Nougat, Nudge

d) Nugget, Nutshell

2) **Horticulture**

a) Hoof, Horrid

b) Horrific, Hotel

c) Culture, Current

d) Hothouse, Howl

3) **Regatta**

- a) Reformation, Regiment
- b) Reef, Reform
- c) Region, Reinforcement
- d) Gardener, Gaunt

4) **Audible**

- a) Author, Avert
- b) Attentive, Authentic
- c) Aviary, Azalea
- d) Atheist, Attention

5) **Marvel**

- a) Market, Mascot
- b) Manic, Map
- c) Maple, Mark
- d) Masculine, Match

C. Read the following sentence. Look up the **bold** word in a dictionary.

Decide which meaning best matches the sentence. Write out the meaning in the space provided, or in your workbook.

The sign said, "Please **refrain** from talking during performance."

Keep yourself from doing something (or similar meaning)

Answer Key 3

A. Read the following groups of words. Choose which comes first in an alphabetical list.

Example:

Ghost

Fear

Saw

Mask

1) Chance

Fate

Path

Luck

2) Unsure

Positive

Regret

Negative

3) Burrito

Burger

Pizza

Fries

4) Pro

Occupation

Professional

Profession

5) Inductive

Internet

Internal

Inactive

B. For the following, choose which pair of words the word in **bold** falls between in an alphabetical list.

1) **Inquest**

a) Inherit, Innings

b) Innocence, Inseparable

c) Insert, Instant

d) Instantaneous, Integral

2) **Lavish**

a) Lathe, Lawless

b) Lapwing, Lateral

c) Lawn, Leaflet

d) League, Leaves

3) **Wield**

- a) Wealth, Wedge
- b) Weeds, Well
- c) Whole, Wield
- d) Wife, Wind

4) **Disperse**

- a) Disrespect, Distribute
- b) Disgrace, Dismay
- c) Dismiss, Disregard
- d) Disciple, Disgrace

5) **Eligible**

- a) E.g., Electorate
- b) Elliptical, Emigrant
- c) Emigrate, Emulsion
- d) Electric, Ellipse

C. Read the following sentence. Look up the **bold** word in a dictionary.

Decide which meaning best matches the sentence. Write out the meaning in the space provided, or in your workbook.

To make meat tastier, **season** it with spices.

Put strong flavour items on food. (or similar meaning)

Overview

- This module uses speaking, reading, and writing to learn how to find words in the dictionary. It also shows how to use a dictionary.



Objective

- You will be able to find words in alphabetic lists
- You will be able to use a dictionary to find meanings of words.



Warm-up

- Your instructor will give you a riddle to solve.
- The next page tells the answer, don't look until your instructor tells you to.



Notes:

- In the warm-up, the answer to the riddle is an **alphabetical list**.
- An **alphabetical list** is a group of words arranged in the order of the letters of the alphabet, or alphabetically.

Handout R-2.0 Using Dictionary for Word Meanings

- Using an alphabetical list is how most groups of words or names are organized, like in a phonebook
- A dictionary uses an alphabetical list.
- Practising with an alphabetical list makes using a dictionary easier.

Handout R-2.0 Using Dictionary for Word Meanings

- To use an alphabetical list, you need to know the alphabet.
- Most people use the "Alphabet Song" to remember all or parts of the alphabet.
- If you can, singing it silently in your head, also works.
- Another option is writing down all or part of the alphabet.
- Your instructor will demonstrate all three methods for finding out the next letter in the alphabet.
- You can use your favourite way for the exercises.

Handout R-2.0 Using Dictionary for Word Meanings

- Alphabetical lists are usually sorted by the first letter of the word or groups of words.
- Whichever first letter comes first in the alphabet is the word that comes first in the list.
- The second first letter in the alphabet is the word that comes second in the list. And so on.

Handout R-2.0 Using Dictionary for Word Meanings

- To start, your instructor will practise with you picking the letter that comes first in the alphabet.
- Use your favourite way to remember the alphabet.

Handout R-2.0 Using Dictionary for Word Meanings

Take a look at these words:

Havoc

Empty

Cause

Kernel

- Sort them into an alphabetical list with your instructor.
- Remember: look at the **f**irst letter of the word.
- If words have the same first letter, look at the next letter.
- If that letter is the same, look at the next and so on.

Handout R-2.0 Using Dictionary for Word Meanings

- Take a look at these words:

Beet

Beetle

Battle

Before

- Sort them into an alphabetical list with your instructor.

Handout R-2.0 Using Dictionary for Word Meanings

- Understanding alphabetical lists makes using the dictionary easier.
- All the words are sorted into an alphabetical list, so you can find them fast.
- Your instructor will provide you with a dictionary.

Handout R-2.0 Using Dictionary for Word Meanings

- Looking at a dictionary page, you will notice some things.
- On the top of each page are two words.
- These are call **guide words**.
- It is the first and last word there is a definition for on the page.
- When you are looking for a word, find the guide words that your word is between in an alphabetical list.
- This saves reading every word on a page.

Handout R-2.0 Using Dictionary for Word Meanings

- Every dictionary is a little different.
- Your instructor will go over features of your dictionary.
- Reading the **Introduction** of a new dictionary will explain how to use it.

Handout R-2.0 Using Dictionary for Word Meanings

- Notice that many words have more than one meaning.
- Sometimes the same word can be a noun, action, or describing word.
- Here, you have to read the sentence and look for clues of how the word is being used.
- For example:

The bird sat on its **perch**.

- Find perch in the dictionary and read the meanings.

Handout R-2.0 Using Dictionary for Word Meanings

- There are several meanings for perch, but only one makes sense.
- Notice that perch is not the action of the sentence, so a verb meaning is not right.
- Perch also means a fish.
- Does a bird sitting on a fish make sense?
- Like multiple choice questions, you pick the meaning that makes the most sense.
- That will give you the correct meaning for the sentence.

Practise 1

A. Read the following groups of words. Choose which comes first in an alphabetical list.

Example:

Ghost

Fear

Saw

Mask

1) Suit

License

Resume

Manager

2) Goal

Motivation

Path

Journey

Handout R-2.0 Using Dictionary for Word Meanings

3) Clear

Challenge

Endure

Limit

4) Doubt

Issue

Downfall

Problem

5) Exert

Balance

Exercise

Fitness

B. For the following, choose which pair of words the word in **bold** falls between in an alphabetical list.

1) **Primary**

- a) Pretence, Price
- b) Priory, Probability
- c) Priceless, Prime
- d) Prefix, Prepare

2) **Difficult**

- a) Dietician, Dig
- b) Digest, Dim
- c) Dimension, Dip
- d) Devour, Diamond

3) **Lopsided**

- a) Long, Loony
- b) Loop, Loss
- c) Loch, Logistics
- d) Logo, Longitude

4) **Harmful**

- a) Harness, Hat
- b) Hatch, Have
- c) Hammer, Handful
- d) Hard-nosed, Harmony

5) **Sharp**

- a) Shapely, Shave
- b) Sham, Shapeless
- c) Shaven, Sheet
- d) Shaft, Shallow

Handout R-2.0 Using Dictionary for Word Meanings

C. Read the following sentence. Look up the **bold** word in a dictionary.

Decide which meaning best matches the sentence.

Write out the meaning in the space provided, or in your workbook.

After a hard day of work, Frank rode his **moped** home.

Practise 2

A. Read the following groups of words. Choose which comes first in an alphabetical list.

Example:

Ghost

Fear

Saw

Mask

1) Pyjamas

Essay

Device

Substantial

2) Curfew

Linen

Random

Bundle

Handout R-2.0 Using Dictionary for Word Meanings

3) Minute

Pylon

Mast

Refuse

4) Furniture

Crop

Crossed

Dunes

5) Intent

Internal

Intention

Involves

B. For the following, choose which pair of words the word in **bold** falls between in an alphabetical list.

1) **Nozzle**

- a) Northerner, Notorious
- b) Nuzzle, Oblong
- c) Nougat, Nudge
- d) Nugget, Nutshell

2) **Horticulture**

- a) Hoof, Horrid
- b) Horrific, Hotel
- c) Culture, Current
- d) Hothouse, Howl

3) **Regatta**

- a) Reformation, Regiment
- b) Reef, Reform
- c) Region, Reinforcement
- d) Gardener, Gaunt

4) **Audible**

- a) Author, Avert
- b) Attentive, Authentic
- c) Aviary, Azalea
- d) Atheist, Attention

5) **Marvel**

- a) Market, Mascot
- b) Manic, Map
- c) Maple, Mark
- d) Masculine, Match

Handout R-2.0 Using Dictionary for Word Meanings

C. Read the following sentence. Look up the **bold** word in a dictionary.

Decide which meaning best matches the sentence.

Write out the meaning in the space provided, or in your workbook.

The sign said, "Please **refrain** from talking during performance."

Practise 3

A. Read the following groups of words. Choose which comes first in an alphabetical list.

Example:

Ghost

Fear

Saw

Mask

1) Chance

Fate

Path

Luck

2) Unsure

Positive

Regret

Negative

Handout R-2.0 Using Dictionary for Word Meanings

3) Burrito

Burger

Pizza

Fries

4) Pro

Occupation

Professional

Profession

5) Inductive

Internet

Internal

Inactive

B. For the following, choose which pair of words the word in **bold** falls between in an alphabetical list.

1) **Inquest**

- a) Inherit, Innings
- b) Innocence, Inseparable
- c) Insert, Instant
- d) Instantaneous, Integral

2) **Lavish**

- a) Lathe, Lawless
- b) Lapwing, Lateral
- c) Lawn, Leaflet
- d) League, Leaves

3) **Wield**

- a) Wealth, Wedge
- b) Weeds, Well
- c) Whole, Wield
- d) Wife, Wind

4) **Disperse**

- a) Disrespect, Distribute
- b) Disgrace, Dismay
- c) Dismiss, Disregard
- d) Disciple, Disgrace

5) **Eligible**

- a) E.g., Electorate
- b) Elliptical, Emigrant
- c) Emigrate, Emulsion
- d) Electric, Ellipse

Handout R-2.0 Using Dictionary for Word Meanings

C. Read the following sentence. Look up the **bold** word in a dictionary.

Decide which meaning best matches the sentence.

Write out the meaning in the space provided, or in your workbook.

To make meat tastier, **season** it with spices.

Practise 1

A. Read the following groups of words. Choose which comes first in an alphabetical list.

Example:

Ghost

Fear

Saw

Mask

1) Suit

License

Resume

Manager

2) Goal

Motivation

Path

Journey

Handout R-2.0 Using Dictionary for Word Meanings

3) Clear

Challenge

Endure

Limit

4) Doubt

Issue

Downfall

Problem

5) Exert

Balance

Exercise

Fitness

B. For the following, choose which pair of words the word in **bold** falls between in an alphabetical list.

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- a) Pretence, Price
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- d) Prefix, Prepare

2) **Difficult**

- a) Dietician, Dig
- b) Digest, Dim
- c) Dimension, Dip
- d) Devour, Diamond

3) **Lopsided**

- a) Long, Loony
- b) Loop, Loss
- c) Loch, Logistics
- d) Logo, Longitude

4) **Harmful**

- a) Harness, Hat
- b) Hatch, Have
- c) Hammer, Handful
- d) Hard-nosed, Harmony

5) **Sharp**

- a) Shapely, Shave
- b) Sham, Shapeless
- c) Shaven, Sheet
- d) Shaft, Shallow

Handout R-2.0 Using Dictionary for Word Meanings

C. Read the following sentence. Look up the **bold** word in a dictionary.

Decide which meaning best matches the sentence.

Write out the meaning in the space provided, or in your workbook.

After a hard day of work, Frank rode his **moped** home.

Practise 2

A. Read the following groups of words. Choose which comes first in an alphabetical list.

Example:

Ghost

Fear

Saw

Mask

1) Pyjamas

Essay

Device

Substantial

2) Curfew

Linen

Random

Bundle

Handout R-2.0 Using Dictionary for Word Meanings

3) Minute

Pylon

Mast

Refuse

4) Furniture

Crop

Crossed

Dunes

5) Intent

Internal

Intention

Involves

B. For the following, choose which pair of words the word in **bold** falls between in an alphabetical list.

1) **Nozzle**

- a) Northerner, Notorious
- b) Nuzzle, Oblong
- c) Nougat, Nudge
- d) Nugget, Nutshell

2) **Horticulture**

- a) Hoof, Horrid
- b) Horrific, Hotel
- c) Culture, Current
- d) Hothouse, Howl

3) **Regatta**

- a) Reformation, Regiment
- b) Reef, Reform
- c) Region, Reinforcement
- d) Gardener, Gaunt

4) **Audible**

- a) Author, Avert
- b) Attentive, Authentic
- c) Aviary, Azalea
- d) Atheist, Attention

5) **Marvel**

- a) Market, Mascot
- b) Manic, Map
- c) Maple, Mark
- d) Masculine, Match

Handout R-2.0 Using Dictionary for Word Meanings

C. Read the following sentence. Look up the **bold** word in a dictionary.

Decide which meaning best matches the sentence.

Write out the meaning in the space provided, or in your workbook.

The sign said, "Please **refrain** from talking during performance."

Practise 3

A. Read the following groups of words. Choose which comes first in an alphabetical list.

Example:

Ghost

Fear

Saw

Mask

1) Chance

Fate

Path

Luck

2) Unsure

Positive

Regret

Negative

Handout R-2.0 Using Dictionary for Word Meanings

3) Burrito

Burger

Pizza

Fries

4) Pro

Occupation

Professional

Profession

5) Inductive

Internet

Internal

Inactive

B. For the following, choose which pair of words the word in **bold** falls between in an alphabetical list.

1) **Inquest**

- a) Inherit, Innings
- b) Innocence, Inseparable
- c) Insert, Instant
- d) Instantaneous, Integral

2) **Lavish**

- a) Lathe, Lawless
- b) Lapwing, Lateral
- c) Lawn, Leaflet
- d) League, Leaves

3) **Wield**

- a) Wealth, Wedge
- b) Weeds, Well
- c) Whole, Wield
- d) Wife, Wind

4) **Disperse**

- a) Disrespect, Distribute
- b) Disgrace, Dismay
- c) Dismiss, Disregard
- d) Disciple, Disgrace

5) **Eligible**

- a) E.g., Electorate
- b) Elliptical, Emigrant
- c) Emigrate, Emulsion
- d) Electric, Ellipse

Handout R-2.0 Using Dictionary for Word Meanings

C. Read the following sentence. Look up the **bold** word in a dictionary.

Decide which meaning best matches the sentence.

Write out the meaning in the space provided, or in your workbook.

To make meat tastier, **season** it with spices.

R-2.1 Context Clues – Teacher Guide

Objective

- Students will be able to look for context clues to estimate the meaning of unfamiliar words.

Overview

- This module uses nonsense words to teach context reading as a word game riddle.
- Students can also practice phonetics in pronouncing the nonsense words.
- The “looking for clues” or reading context clues strategy will then be applied on real words that students will probably be unfamiliar with.

Materials

- Wipe-board or flipchart
- “Minute Mysteries” handout
- Magazines (to cut up)
- dictionary
- blank sheet paper
- Handouts
- Overhead (recommended)
- scissors
- glue

Warm-up

Procedure (First Lesson of Module)

- Explain to the students (use handout) that the warm-up to this lesson is a mystery riddle.
- Explain to students you read them a story, and they have to guess what happened. This is done by asking yes or no questions.
- Discuss with students what types of questions are yes/no. Practise by coming up with some examples.
- From the sheet of "Minute Mysteries," read one of the scenarios. It might be helpful to also have a handout or overhead if it is complicated.
- Prompt students to ask yes/no questions to guess the solution. You will also have to read the solution to answer: "yes," "no" or "doesn't matter." Most give lots of opportunity to be creative with your responses, which makes "Minute Mysteries" fun.
- Give hints if students are struggling with the answer. If students guess answer right away, do another example.

(Additional Lessons of Module)

- Do another minute mystery either from the sheet, or look for your own. There are thousands of sites with "Minute Mysteries", which are public domain.

Lessons

Introduction/Rationale

- Explain that to students (use handout) that during the warm-up, they looked for clues to determine what happened in the mystery.
- Explain that they can use the same skill to understand the meaning of new words they encounter.

Sample Cues for Discussion

- How did you think of questions to ask during the mystery riddle?
- How do you think this can help to learn what a word means?

Procedure

- Remind students that they used letter patterns from words they knew to guess how to say new words.
- Explain that guessing the meaning of a new word is very similar. They use the meaning of words they know as clues to the meaning of a new word.
- Explain that students will be practising this skill by solving "Gibberish puzzles."
- Explain that Gibberish is made-up words. They will read sentences with Gibberish words and look for clues to guess the meaning.
- Write the following sentence on the wipe-board:
Jeff cirtillywopped his name on the paper with a pen.
- Sound out "cirtillywopped" with students and read the sentence out loud.
- Cover up "cirtillywopped" and read the sentence as "Jeff 'blank" his name on the paper with a pen.
- Discuss with students what they think the best word to replace "cirtillywopped" in the sentence so it makes sense is? Wrote or signed would be the best answer.
- Explain that they can guess that "cirtillywopped" means "wrote" or "signed."
- Write the following sentences on the board:
I'm really hungry. When I get home, I'm going to heat up some snurffles and cheese.
- Sound out "snurffles" with students and read the sentences out loud.
- Discuss the meaning of snurffles with students.
- Point out that both sentences have clues to the meaning. Often, reading the sentence before or after gives clues to meaning.

- Explain that it is impossible to know exactly what a snurffle is, but it is some type of food that goes with cheese. That is all they need to know to understand the sentence.
- Write the following sentence on the board:
Carry that egg circumspectly or it could break.
- Sound out "circumspectly" with students and read the sentence out loud.
- Discuss the meaning of "circumspectly" with students. Gently or carefully would be the best answer.
- Explain to students, circumspectly is a real word that means carefully. They read and understood a new word with clues.

Assignments

Tasks for Practise

- Explain to students for their first assignment, they will read sentences and choose what is the best meaning for the word in **bold**.
- Inform students some words will be gibberish and some will be real. When the assignment is corrected, they will find out which is which.
- For fun, they can guess if each word is gibberish or real.
- Explain to students for their second assignment, they look for their own new word in magazines and write sentences for the class to guess the meaning.
- They will cut out the sentence and glue it to a piece of paper. Look up the meaning in a dictionary and then write sentences to guess the meaning.
- Explain that some words are too hard to write clues for. They should double check with you or an aide if their word is good for the assignment.

Debriefing

- Review that students looked for clues to find out meanings of words.
- Explain that stopping to look for clues is a good trick whenever they don't understand something.
- Explain, like saying words out loud, it doesn't work all the time, but most of the time.

Assessment

Monitor student progress during task and collect handouts.

- Are students able to recognize context clues for meaning?

Further Learning

- Have students create their own minute mysteries as a creative project.

Answer Key 1

A. Gibberish Word Puzzles

Read the sentences to find clues of what the word in **bold** means.
Circle the letter of the best meaning of the bold word.

Example:

Jen's parents bought a **glurk**. She promised to feed him and take him for walks every day.

- a) bike
- b) brother
- c) pet
- d) shoes

1) For a job interview, you should **vernious** nice clothes.

- a) forget
- b) watch
- c) wear
- d) very

2) That new shaver makes skin really **mellifluous**. It's better than the old one. **(Real)**

- a) itchy
- b) messy
- c) bright
- d) smooth

3) It's really cold outside. You should wear **glisenthrops** on your hands.

- a) gloves
- b) rings
- c) lotion
- d) scarf

4) Matt stole my Xbox game. I am so **irate** at him. **(Real)**

- a) happy
- b) missing
- c) mad
- d) smiling

5) I worked for that **wikication** until I was fired.

- a) company
- b) gun
- c) advertisement
- d) vehicle

6) Parents should teach children not to accept rides from **burlicides**.

- a) buses
- b) clowns
- c) strangers
- d) fairs

7) When you make soup, just add a **smitch** of salt. Too much and the soup will be salty. **(Real)**

- a) block
- b) little bit
- c) whole bag
- d) simmer

8) "Nice shot!" Keith said **sardonically** when Joe missed the hoop. **(Real)**

- a) truthfully
- b) respectfully
- c) joking
- d) meanly

9) That rap star thinks he's so better than everyone. I don't like that he is **pretentious**. **(Real)**

- a) talented
- b) popular with women
- c) trash-talking
- d) scared

10) I love my **Zenum Opus**. I can talk, text message, and listen to music wherever I want. (**Real- name of a product**)

a) shoe

b) TV

c) camera

d) cell phone

B. Create Your Own Puzzle

Go through magazines and find a new word you do not know the meaning of.

Look up the word in the dictionary.

If you do not understand the meaning, ask the instructor or aide for help.

They might suggest you find a new word.

Cut out the sentence and picture (if there is one).

Glue the sentence to the provided paper.

Write other sentences with the word to give clue of what it means.

Write the meaning on the back of the page.

The class will try to guess everyone's word meaning from the clues.

Answers will vary.

Answer Key 2

A. Gibberish Word Puzzles

Read the sentences to find clues of what the word in **bold** means.
Circle the letter of the best meaning of the bold word.

Example:

Jen's parents bought a **glurk**. She promised to feed him and take him for walks every day.

- a) bike
- b) brother
- c) pet
- d) shoes

1) It's pouring outside. You should wear **glectibles** or your feet will get wet.

- a) coat
- b) glasses
- c) rubber boots
- d) sandals

2) Pete wanted to fly his kite, but there's only a **zephyr** blowing outside. **(Real)**

- a) kiss
- b) breeze
- c) rain
- d) television

- 3) Mary was really **chuffed** that Paul finally asked her out on a date. **(Real)**
- a) disappointed
 - b) online
 - c) full
 - d) happy
- 4) Don't forget to give Fido **gringles** and water in his bowls.
- a) dog food
 - b) chips
 - c) fleas
 - d) toys
- 5) Darin didn't like the circus. The **possipaters**, with their make-up and red noses, scared him.
- a) monsters
 - b) ring master
 - c) politicians
 - d) clowns

- 6) Rhonda wanted a SUV, instead her parents bought her an ugly **flivver** covered in rust to drive to work. **(Real)**
- a) roller-skates
 - b) cheap car
 - c) dolphin
 - d) nice sports car
- 7) That guy is so **spaziky**. He can't walk two steps with out falling or knocking something down.
- a) clumsy
 - b) hyper
 - c) coordinated
 - d) simmer
- 8) Never approach a **qwegg** in the wild. It could charge at you.
- a) motorbike
 - b) shrubbery
 - c) a bill collector
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- 9) I think I have some coins in my coat **nithe**.
- a) purse
 - b) sleeve
 - c) pocket
 - d) wallet

10) Marly's mother is **erudite**. She went to university for five years. **(Real)**

- a) educated
- b) lazy
- c) pretty
- d) good at cooking

B. Create Your Own Puzzle

Go through magazines and find a new word you do not know the meaning of.

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They might suggest you find a new word.

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The class will try to guess everyone's word meaning from the clues.

Answers will vary.

Answer Key 3

A. Gibberish Word Puzzles

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Jen's parents bought a **glurk**. She promised to feed him and take him for walks every day.

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1) Shaun's arms were cold, so he put on his **wripple**.

- a) wristband
- b) watch
- c) coat
- d) drink

2) Trevor is such a **jackanapes**. He's always in trouble for playing jokes on everyone. **(Real)**

- a) trickster
- b) pumpkin
- c) rabbit
- d) good boy

- 3) Inside the work area, all employees must wear **tergs** on their head to prevent injury from falling objects.
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- 4) You'll have **wurble** me a message to my new smartphone.
- a) call
 - b) send
 - c) walk
 - d) shout out
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- a) large amount
 - b) high
 - c) woody field
 - d) few
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- a) river
 - b) stone
 - c) container
 - d) creature

7) Deer are very **nebbish**. Any sound can make them run off.

(Real)

- a) quick
- b) tasty
- c) furry
- d) timid

8) Jude is so **irascible**. He starts yelling if anything goes wrong.

(Real)

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- b) hot tempered
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Overview

- This module uses solving word puzzles to guess the meaning of new words.



Objective

- You will be able to look for clues in sentences to understand the meaning of new words.



Warm-up

- You will be solving a mystery riddle.
- Your instructor will give you a mystery story.
- You will guess what happened by asking **yes/no questions.**
- Here are some examples of yes/no questions:

Was it hot out?

Is Shelly a goldfish?
- Listen to the mystery stories and ask yes/no questions to find clues to solve it.
- Your instructor will answer “yes” “no” or “doesn’t matter.”
- “Doesn’t matter” means that the answer to your question doesn’t help solve the mystery.

Handout R-2.1 Context Clues

- Mystery riddles are tricky and have a twist to the answer.
- For example: A man rode out on his horse, Thursday and came home on Monday the same day. How is this possible?
- The answer is the day is Monday. Thursday is the name of his horse.



Notes:

- In the warm-up, you solved the mystery riddle by asking questions and looking for clues.
- You can do the same thing to understand new words you read.
- When you find a new word, you look for patterns to guess how to say it.
- The patterns are from words you know how to say.

Handout R-2.1 Context Clues

- A new word is often in a sentence with words that you understand.
- They give clues to what the new word means.
- This is called finding meaning with **context clues**.

Handout R-2.1 Context Clues

- To practise this, we will be solving **Gibberish word puzzles**.
- **Gibberish word puzzles** are sentences that have a made-up word in place of a real word.
- You have to guess what the real word is.

Handout R-2.1 Context Clues

- Here is a Gibberish word puzzle:

Jeff **cirtillywopped** his name on the paper with
a pen.

- We can sound out cirtillywopped based on words we know.

Handout R-2.1 Context Clues

- In order to solve the puzzle, look at all but the gibberish word.
- Jeff _____ his name on the paper with a pen.
- Reading the sentence without the word gives us the clues for the answer.
- That answer tells us what cirtillywopped probably means.

Handout R-2.1 Context Clues

- Here is another Gibberish word puzzle:

I'm really hungry. When I get home, I'm going to heat up some **snurffles** and cheese.

- We can sound out **snurffles** based on words we know.
- This time, we can read two sentences to find clues for the answer.
- Notice that we might not guess exactly what the gibberish word means, but know enough so the sentence makes sense.

Handout R-2.1 Context Clues

- Here is another word puzzle:

Carry that egg **circumspectly** or it could break.

- We can sound out **circumspectly** based on words we know.
- We then read all but **circumspectly** to find clues for the answer.
- This puzzle was different than the others.
- **Circumspectly** is a real word and you understood it by finding clues.

Practise 1

A. Gibberish Word Puzzles

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Circle the letter of the best meaning of the bold word.

Example:

Jen's parents bought a **glurk**. She promised to feed him and take him for walks every day.

- a) bike
- b) brother
- c) pet
- d) shoes

1) For a job interview, you should **vernious** nice clothes.

- a) forget
- b) watch
- c) wear
- d) very

Handout R-2.1 Context Clues

- 2) That new shaver makes skin really **mellifluous**. It's better than the old one.
- a) itchy
 - b) messy
 - c) bright
 - d) smooth
- 3) It's really cold outside. You should wear **glisenthrops** on your hands.
- a) gloves
 - b) rings
 - c) lotion
 - d) scarf
- 4) Matt stole my Xbox game. I am so **irate** at him.
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- a) company
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- a) block
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Minute Mystery Scenarios

1. In the middle of the ocean is a yacht. Several corpses are floating in the water nearby.
2. Bob and Carol and Ted and Alice all live in the same house. Bob and Carol go out to a movie, and when they return, Alice is lying dead on the floor in a puddle of water and glass. It is obvious that Ted killed her but Ted is not prosecuted or severely punished.
3. A woman comes home with a bag of groceries, gets the mail, and walks into the house. On the way to the kitchen, she goes through the living room and looks at her husband, who had blown his brains out. She then continues to the kitchen, puts away the groceries, and makes dinner.
4. A body is discovered in a park in Chicago in the middle of summer. It has a fractured skull and many other broken bones, but the cause of death was hypothermia.
5. A man lives on the twelfth floor of an apartment building. Every morning he wakes up, gets dressed, eats, goes to the elevator, takes it down to the lobby, and leaves the building for work. In the evening, he goes through the lobby to the elevator, and, if there is someone else in the elevator (or if it was raining that day) he goes back to his floor directly. However, if there is nobody else in the elevator and it hasn't rained, he goes to the 10th floor and walks up two flights of stairs to his room.
6. A woman has incontrovertible proof in court that her husband was murdered by her sister. The judge declares, "This is the strangest case I've ever seen. Though it's a cut-and-dried case, this murderess cannot be punished."
7. A man walks into a bar and asks for a drink. The bartender pulls out a gun and points it at him. The man says, "Thank you," and walks out.
8. A man is returning from Switzerland by train. If he had been in a non-smoking car he would have died.
9. Music stops and a woman dies.
10. A man goes into a restaurant, orders albatross, eats one bite, and kills himself.
11. A man is found hanging in a locked room with no furniture and a puddle of water under his feet.

12. A man is dead in a puddle of blood and water on the floor of a locked room.
13. A man is lying, dead, face down in the desert wearing a backpack.
14. A man is lying face down, dead, in the desert, with a match near his outstretched hand. He is nude.
15. A man is driving his car. He turns on the radio, listens for five minutes, turns around, goes home, and shoots his wife.
16. A man driving his car turns on the radio. He then pulls over to the side of the road and shoots himself.
17. A man is dead in a room with sawdust in one corner.
18. A pile of sawdust, no net, a man dies.
19. A rope breaks. A bell rings. A man dies.
20. A man sitting on a park bench reads a newspaper article headlined "Death at Sea" and says, "A murder has been committed!"
21. A man is riding a subway. He meets a one-armed man, who pulls out a gun and shoots him.
22. Two women are talking. One goes into the bathroom, comes out five minutes later, and kills the other.
23. A man is sitting in bed. He makes a phone call, says nothing, then goes to sleep.
24. A man kills his wife, then goes inside his house and kills himself.
25. Abel walks out of the ocean. Cain asks him who he is, and Abel answers. Cain kills Abel.
26. Two men, one big and burly and the other short and thin, enter a bar. They both order identical drinks. The big one gulps his down and leaves; the other sips his slowly, then dies.
27. Joe leaves his house, wearing a mask and carrying an empty sack. An hour later he returns. The sack is now full. He goes into a room and turns out the lights.
28. A man takes a two week cruise to Mexico from the U.S. Shortly after he gets back, he takes a three day cruise which doesn't stop at any other ports. He stays in his cabin all the time on both cruises. As a result, he makes \$250,000.
29. Hans and Fritz are German spies during World War II. They try to enter America, posing as returning tourists. Hans is immediately arrested.
30. Tim and Greg were talking. Tim said "The terror of flight". Greg said "The gloom of the grave". Greg was arrested.
31. A man is found dead in his parked car. Tire tracks lead up to the car and away.

32. A man dies in his own home.
33. A woman in Paris in 1895 is waiting for her husband to come home. When he arrives, the house has burned to the ground and she's dead.
34. A man gets onto an elevator. When the elevator stops, he knows his wife is dead.
35. A policeman follows a burglar into a bar. When he enters the bar he finds a set of identical twins, dressed the same, with the loot between them. After several minutes he arrests one of the twins.
36. She lost her job when she invited them to dinner.
37. He couldn't find a chair, so he died.
38. A car without a driver moves; a man dies.
39. As I drive to work on my motorcycle, there is one corner which I go around at a certain speed whether it's rainy or sunny. If it's cloudy but not raining, however, I usually go faster.
40. A woman throws something out a window and dies.
41. An avid birdwatcher sees an unexpected bird. Soon he's dead.
42. A man shoots himself, and dies.
43. A man walks into a room, shoots, and kills himself.
44. Adults are holding children, waiting their turn. The children are handed (one at a time, usually) to a man, who holds them while a woman shoots them. If the child is crying, the man tries to stop the crying before the child is shot.
45. A man marries twenty women in his village but isn't charged with polygamy.
46. There are two people dead in a cabin in the woods.
47. A man pushes a car up to a hotel and realizes he's bankrupt.
48. She said "I love you," and died.
49. As a man jumps out of a window, he hears the telephone ring. He tries to stop himself, but can't.
50. A man is found dead on the floor in the living room.
51. A man is sitting in a train compartment. He sees a three-fingered hand through the compartment window, in the hallway of the train. He opens the compartment door and shoots the person with the three-fingered hand, but he goes free.
52. There is a dead man lying in the desert next to a rock.
53. A man is found dead in the arctic with a pack on his back.

54. A man is lying dead in a room. There is a large pile of gold, jewels, and so on on the floor, a chandelier attached to the ceiling, and a large window through which rays are coming.
55. A man goes home, turns out the light, and goes to bed. He wakes up the next morning, reads the newspaper, and kills himself.
56. A raft carrying passengers took a trip down the Amazon. The raft capsized, and no survivors were found.
57. A man is lying dead in a pool of blood and glass.
58. A woman walks up to a door and knocks. Another woman answers the door. The woman outside kills the woman inside.
59. There is blood on the ceiling of my bedroom.
60. A woman goes into a convenience store to buy a can of Coke. She pays for it with a \$20 bill and receives \$20.05 in change. No mistake was made.

Minute Mystery Solutions

1. A bunch of people are on an ocean voyage in a yacht. One afternoon, they all decide to go swimming, so they put on swimsuits and dive off the side into the water. Unfortunately, they forget to set up a ladder on the side of the boat, so there's no way for them to climb back in, and they drown.
2. Alice is a goldfish; Ted is a cat.
3. The husband killed himself a while ago; it's his ashes in an urn on the mantelpiece that the wife looks at.
4. A poor peasant from somewhere in Europe wants desperately to get to the U.S. Not having money for airfare, he stows away in the landing gear compartment of a jet. He dies of hypothermia in mid-flight, and falls out when the landing gear compartment opens as the plane makes its final approach.
5. The man is a little person. He can't reach the upper elevator buttons, but he can ask people to push them for him. He can also push them with his umbrella.
6. The sisters are Siamese twins.
7. The man has hiccups; the bartender scares them away by firing a gun.
8. The man used to be blind; he's now returning from an eye operation which restored his sight. He's spent all his money on the operation, so when the train goes through a tunnel he at first thinks he's gone blind again and almost decides to kill himself. Fortunately, the light of the cigarettes people are smoking convinces him that he can still see.
9. The woman is a tightrope walker in a circus. Her act consists of walking the rope blindfolded, accompanied by music. The pianist is supposed to stop playing when she reaches the end of the rope, telling her that it's safe to step off onto the platform. For unknown reasons he stops the music early, and she steps off the rope to her death.
10. The man was in a ship that was wrecked on a desert island. When there was no food left, another passenger brought what he said was albatross but was really passengers who died in the wreck. The man orders albatross, and realizes that what he ate before was human meat, and kills himself.
11. He stood on a block of ice to hang himself.
12. He stabbed himself with an icicle.

13. He jumped out of an airplane, but his parachute failed to open.
14. He was with several others in a hot air balloon crossing the desert. The balloon was punctured and they began to lose altitude. They tossed all their non-essentials overboard, then their clothing and food, but were still going to crash in the middle of the desert. Finally, they drew matches to see who would jump over the side and save the others; this man lost.
15. The radio program is one of the call-up-somebody-and-ask-them-a-question contest shows; the announcer gives the phone number of the man's bedroom phone, and a male voice answers.
16. He worked as a DJ at a radio station. He decided to kill his wife, and so he put on a long record and quickly drove home and killed her, figuring he had a perfect alibi; he'd been at work. On the way back he turned on his show, only to discover that the record was skipping.
17. The man is a blind midget. For various reasons too complicated to go into, someone else has been sawing small pieces off of his cane every night, so that every day he thinks he's taller. Since his only income is from being a circus midget, he decides to kill himself when he gets too tall.
18. A midget is jealous of the clown who walks on stilts. He saws partway through the stilts; the clown walks along and falls and dies when they break.
19. A blind man enjoyed walking near a cliff, and used the sound of a buoy to gauge his distance from the edge. One day the buoy's anchor rope broke, allowing the buoy to drift away from the shore, and the man walked over the edge of the cliff.
20. The man is a travel agent. He had sold someone two tickets for an ocean voyage, one round-trip and one one-way. The last name of the man who bought the tickets is the same as the last name of the woman who "fell" overboard and drowned on the same voyage, which is the subject of the article he's reading.
21. Several men were shipwrecked together. They agreed to survive by eating each other a piece at a time. Each of them in turn gives up an arm, but before they get to the last one, they're rescued. They all demand that the last man live up to his end of the deal. Instead, he kills a bum and sends the bum's arm to the others in a box to demonstrate that he fulfilled the bargain. Later, one of them sees him on the subway, holding onto the overhead rings with the arm he supposedly cut off, realizes he cheated, and kills him.
22. Both women are white and single. A black male friend of the one who goes into the bathroom was recently killed, reportedly by the KKK. The woman who goes into the bathroom

discovers a bloodstained KKK robe in the other's laundry hamper, picks up a nail file from the medicine cabinet, and goes out and kills the other.

23. He is in a hotel, and is unable to sleep because the man in the adjacent room is snoring. He calls the room next door (from his own number he can easily figure out his neighbor's, and from the room number, the telephone number). The snorer wakes up, answers the phone. The first man hangs up without saying anything and goes to sleep before the snorer gets back to sleep and starts snoring again.

24. It's the man's fiftieth birthday, and in celebration of this he plans to kill his wife, then take the money he's embezzled and move on to a new life in another state. His wife takes him out to dinner; afterward, on their front step, he kills her. He opens the door, dragging her body in with him, and all the lights suddenly turn on and a group of his friends shout "Surprise!" He kills himself. (Note that the whole first part, including the motive, isn't really necessary; it was just part of the original story.)

25. Abel is a prince of the island nation that he landed on. A cruel and warlike prince, he waged many land and naval battles along with his father the king. In one naval encounter, their ship sank, the king died, and the prince swam to a deserted island where he spent several months. In the mean time, a regent was appointed to the island nation, and he brought peace and prosperity. When Prince Abel returned to his kingdom, Cain (a native fisherman) realized that the peace of the land would only be maintained if Abel did not reascend to his throne.

26. The drinks contained poisoned ice cubes; the man who drank slowly gave them time to melt, while the other didn't.

27. Joe is a kid who goes trick-or-treating for Halloween.

28. He's a smuggler. On the first cruise, someone brings the contraband to his cabin, and he hides it in an air conditioning duct. Returning to the U.S., he leaves without the contraband, and so passes through customs with no trouble. On the second trip, he has the same cabin of the same ship. Because it doesn't stop anywhere, he doesn't have to go through customs when he returns, so he gets the contraband off safely.

29. Hans and Fritz do everything right up until they're filling out a personal-information form and have to write down their birthdays. Fritz' birthday is, say, July 7, so he writes down 7/7/15. Hans, however, was born on, say, June 20, so he writes down 20/6/18 instead of what an American would write, 6/20/18.

30. Greg is a German spy. His friend Tim is suspicious, so he plays a word-association game with him. When Tim says "The land of the free", Greg responds with "The home of the brave". Then Tim says "The terror of flight", and Greg says "The gloom of the grave". Any U.S. citizen knows the first verse of the national anthem, but only a spy would have memorized all four verses.
31. The dead man was the driver in a hit-and-run accident which paralyzed its victim. The victim did manage to get the license plate number of the car; now in a wheelchair, he eventually tracked down the driver and killed him.
32. His home is a houseboat and he has run out of water while on an extended cruise.
33. One particularly hot day, the sun shining in through such a window caused a woman's lingerie (which she was wearing at the time, awaiting her husband's return) to catch fire, and eventually the entire house caught and burned.
34. He's leaving a hospital after visiting his wife, who's on heavy life-support. When the power goes out, he knows she can't live without the life-support systems (he assumes that if the emergency backup generator were working, the elevator wouldn't lose power).
35. Both twins were wearing glasses. The burglar, however, was wearing photosensitive sunglasses; the policeman noticed them changing shade and realized the man must have just entered.
36. Let's say "she" is named Suzy, and "they" are named Harry and Jane. Harry is an elderly archaeologist who has found a very old skeleton, which he's dubbed "Jane" (like "Lucy"). Suzy is a buyer for a museum; she's supposed to make some sort of purchase from Harry, so she invites him to have a business dinner with her (at a restaurant). When she calls to invite him, he keeps talking about "Jane," so Suzy assumes that Jane is his wife and says to bring her along. Harry, offended, calls Suzy's boss and complains; since Suzy should've known who Jane was, she gets fired.
37. The man was a lion tamer.
38. The murderer set the car on a slope above the hot dog stand where the victim works. He then wedged an ice block in the car to keep the brake pedal down, and put the car in neutral. The murderer then flew to another city to avoid suspicion. It was a rainy day but warm enough for the ice to melt. When the ice melted, the car rolled down the hill and struck the hot dog man at his roadside stand, killing him.

39. There's a car wash on that corner. On rainy days, the rain reduces traction. On sunny days, water from the car wash has the same effect. If rain is threatening, though, the car wash gets little business and thus doesn't make the road wet, so I can take the corner faster.
40. The object she threw was a boomerang. It flew out, looped around, and came back and hit her in the head, killing her.
41. He saw the bird at 20,000 feet get sucked into an engine.
42. The man is a heroin addict, and has contracted AIDS by using an infected needle. Since he has no hope to live, he shoots himself up with an overdose, and commits suicide.
43. The man walked into a casino, and went to the craps table. He bet all the money he had to his name, and shot craps. Since he was now broke, he became despondent and committed suicide.
44. Kids getting their pictures taken with Santa.
45. He's a priest; he is marrying them to other people, not to himself.
46. It's the cabin of an airplane that's crashed there.
47. It's a game of Monopoly.
48. She was a circus performer who performed rope tricks. During one of them, she hung from the ceiling holding only a rope in her mouth. The other end of the rope was held by her husband.
49. This is a post-holocaust scenario of some kind; for whatever reason, the man believes himself to be the last human on earth. He doesn't want to live by himself, so he jumps, just before someone else calls.
50. The dead man is Santa Claus; he slipped while coming down the chimney and broke his neck.
51. He's with a policeman, who's taking him to jail, and he uses the policeman's gun. He was convicted of his wife's murder; she had framed him for it somehow, involving cutting off two of her own fingers and mailing them to the police. Since he had already been convicted of her murder, he couldn't be tried twice for the same crime, and since he obviously hadn't actually been guilty before, he's set free.
52. The dead man is Superman; the rock is Green Kryptonite. Invent a reasonable scenario from there.
53. It's a wolf pack; they've killed and eaten (most of) the man.
54. The room is the ballroom of an ocean liner which sank some time ago. The rays are manta

rays. The man ran out of air while diving in the wreck.

55. The man works in a lighthouse. By turning out the light he killed a couple hundred people. After reading about that the next morning, he killed himself.

56. A group of people were floating down the Amazon river when they floated under a big tree. A snake was hanging down, so the entire boat ran to one side and capsized; the people were then eaten by piranha.

57. The man caught a large fish and was so excited he went to a phone booth to call his wife. In trying to describe the size of the fish, he said, "It was THIS big!" and stretched his arms wide to indicate its length. His arms went through the sides of the phone booth, his wrists were sliced by broken glass, and he bled to death.

58. The woman outside is a psychotic librarian. The woman inside has an extremely overdue book.

59. A mosquito bit me, and I swatted it when it later landed on my ceiling.

60. It's in Canada; she pays in American money and receives change in Canadian money.

R-3.1 Word Games for Memory – Teacher Guide

Objective

- Students will be able to use word games (mnemonics) to remember information.
- Students will be able to use physical cues or clusters to help remember given information.

Overview

- This module introduces students to various strategies to improve memory. Most are based on departmentalization. That is, tying short-term memory objects to long-term memory for better retrieval.
- This is done by using sound and movement to integrate both sides of the brain.
- The tasks provide opportunity to practise different techniques and come up with their own.

Materials

- Wipe-board or flipchart
- Pictures of single objects to practise memorizing. Can be playing cards, flash cards, or photographs.
- Handouts
- Coloured Markers

Warm-up

Procedure (First Lesson of Module)

- Explain that the warm-up for this lesson is a memory activity.
- Have students form a circle or semi-circle.
- Ask every student to think of a word that describes them and an action to go with it (You do the same). Have them write it down once they think of something. (example Funky Kevin, while doing a little dance)
- Explain that you are going say your description and name with the action, the next person does the same, and then says your description and name with the action. The next person says their description and name with the action, and then the previous person and then yours. And so on.
- If a person struggles remembering, give a hint, such as the action, and then the answer.
- At the end, since you didn't have to remember, same the description and names with action for all the students.

(Additional Lessons of Module)

- A variation of the nickname activity can be used. Superhero power? Favourite movie? A topic that can integrate an action.

Lessons

Introduction/Rationale

- Explain to students (use handout) that the warm-up used memory tricks to help remember.
- Discuss what the tricks were: repetition, watching actions, and doing actions.
- Explain that this lesson will teach more memory tricks for them to try.

Sample Cues for Discussion

- What was hardest to remember? The word or the action?
- What types of things are easiest for you to remember?
- What types of things are hardest for you to remember?

Procedure

- Explain to students (use handout) that the best memory tricks work by using something easy to remember as the hint to remember something harder.
- Explain that is why remembering a word and action is easier than just a word.
- Ask the students for 5 items they buy shopping. Write them on the wipe-board, numbered on to 5.
- Use the following procedure to memorize the items in your head:
 - Picture the number 1 item in a bun, make the motion of closing the bun
 - Picture looking at the number 2 item through binoculars. Make your fingers into binoculars and bring them up to your eyes.
 - Picture the number 3 item growing on a tree. Motion to pick it from the tree.
 - Picture hanging the number 4 item on a door. Motion to hang it up.
 - Picture the number 5 item stuck to your hand. Motion shaking it off.
- Demonstrate to students you've memorized all five items, then demonstrate how you did it. Have students go through the actions with you
- Hide the 5 items, ask students randomly for a numbered item.
- Explain using the action to picture something associated with each number made it easier to remember. However, coming up with their own actions will make it even easier because they can pick something they closely relate to a number.

- Explain another trick for remembering is using a jingle or saying. An example is "I before E, except after C."
- Ask if any students know similar sayings. Discuss any examples they provide.
- Write the numbers "198 519 861 987" on the wipe-board.
- Discuss with students ways to memorize these numbers, and the difficulty to do so. Covering up the numbers to check how well students memorized the numbers.
- Explain to students that you are going to reorganize the numbers and see if that makes it easier.
- Write the numbers "1985 1986 1987" on the wipe-board.
- Discuss with students how this makes it easier to remember the same numbers.
- Explain that reorganizing information so it looks like something familiar, like years, is called clustering and is another memory trick.
- Explain that usually the best memory tricks and sayings are one's they come up with themselves.

Assignments

Tasks for Practise

- Explain to students (use handout) that the first assignment is a memory assignment. Students will look around the room, and then will look down at their paper and write down 10 different objects in the room (not counting people).
- Explain that for the second assignment, you will be showing them different pictures. They have to use a memory trick to remember them in order. Discuss memory tricks they can use.
- Explain that for the third assignment, you will be showing them five words in different colours to memorize using a memory trick. Discuss memory tricks they can use.

Debriefing

- Review that memory tricks use something familiar to remember something not familiar.
- Review that there are lots of popular tricks and rhymes (like I before E), but the ones that work best are the ones a person creates for himself.
- Discuss different uses for memory tricks – different things students have to remember.

Assessment

Monitor student progress during task to assess learning. Evaluate success during memory activities and provide positive feedback and suggestions immediately.

- Are students able to use memory tricks to remember things?
- Are students able to recognize situations where a memory trick will be useful and apply it?

Further Learning

- Matching games with pairs using either playing cards or computer game.

Answer Key

A. You will be practising memory tricks by doing remembering activities.

Your instructor will explain them.

Answers will vary

Overview

- This module will teach you to use speaking, movement, and writing to remember.
- These will be memory tricks you can use anytime.



Objective

- You will be able to use memory tricks to remember better.



Warm-up

- You will be doing a group memory activity
- Listen to your instructor's instructions and use movement and speaking to remember.



Notes:

- In the warm-up, you used memory tricks to make it easier to remember a list.
- The tricks were:
 - Repetition
 - Linking common word to names
 - Watching actions
 - Doing actions

Handout R-3.1 Word Games for Memory

- Your instructor will use memory tricks to remember a list of groceries.
- Notice how the actions and sayings make it easier to remember.

Handout R-3.1 Word Games for Memory

- Making silly sayings or songs to remember rules, or spellings are other memory tricks.
- Some examples are:
 - “I before E except after C” is a rule of spelling.
 - “Roy G. Biv” gives the colours of a rainbow: red orange, yellow, green, blue, indigo, violet

Handout R-3.1 Word Games for Memory

- Sometimes reorganizing a list can also make remembering easier.
- Your instructor will demonstrate this with a list of numbers.

Handout R-3.1 Word Games for Memory

- Memory tricks work because they use something easy to remember.
- Your brain links the easy to remember item with the hard to remember item.
- Because everyone is different, the best memory tricks are ones you create.
- Memory tricks also work better with practise.

Practise

A. You will be practising memory tricks by doing remembering activities.

Your instructor will explain them.

R-4.1 Reading Instructions – Teacher Guide

Objective

- Students will be able to read and follow instructions accurately.

Overview

- This module introduces several strategies to improve students' abilities to read and follow instructions.
- Students have the opportunity to practise using whichever strategy or support works best for them.

Materials

- Wipe-board or flip-chart
- Instruction Activity handouts (and overhead)
- Large art paper
- Magazines to be cut up
- Sequence picture handouts
- Handouts
- Direction Sign handouts
- Markers, glue, and scissors
- Rulers for demonstration and students.
- Following Instructions handouts
- Story handouts

Procedure (First Lesson of Module)

- Explain to students that the warm-up for the module is a following instructions activity.
- Hand-out the Instruction Activity sheet to students face down.
- Explain that, when you give the word, they are to flip over the paper and follow the instructions on the paper. Also read the instructions to students, pausing between each instruction.
- Discuss with students how easy it was to follow the instructions. Explain it was a trick exercise and most people don't succeed.

(Additional Lessons of Module)

- Give one student a piece of paper with a shape pattern on it, or have student design the shape pattern. Have the student face away from the other students and give directions to draw the pattern.

Introduction/Rationale

- Explain to students (use handout), the warm-up was to show that not understanding instructions can lead to more work or problems.
- Explain that people tend to not take time to understand instructions and want to act first.
- Explain this module teaches different ways to improve reading and following instructions. Some may work for some students and others will not.

Sample Cues for Discussion

- When do you have to follow instructions?
- Have you ever had difficulties following instructions?
- Have confusing instructions ever caused problems?

Procedure

- Explain (use handout) that the most common instructions are signs.
- Explain that signs often use both pictures and words to give instructions.
- Most signs just give one instruction, but some have more to follow.
- Explain that real important signs use colour or bold type to make sure people notice and follow instructions.
- Distribute Direction Sign pictures.
- With each picture, discuss with students what the instruction(s) is, does the sign look real important? Why? Where do they think they would find the sign?
- Discuss when they see a sign on a door, they should stop and read to check if there are instructions they need to follow before opening it.
- Discuss if the sign a list of important instructions at a work place, how can they make sure to follow them?

- Suggest, asking employer for a paper copy of the instructions or writing (or asking someone to write) down the instructions on a paper or notebook to carry around. This can be made a check list to check each time the instructions need to be followed.
- Put the instruction activity on the overhead.
- Explain to students the best way to read and follow instructions is to make sure to read everything carefully first before doing.
- Explain there are ways to make this easier when there is a long list.
- Demonstrate using ruler and sheet paper to read one instruction at a time.
- Demonstrate using finger to track words as reading and reading out loud.
- Ask students to try these ways of reading through the instruction activity.
- Discuss which way made reading easier; explain it will be different for every person.
- Explain another way to help follow instructions is to checkmark after a instruction is followed. This is best done in pencil so it can be erased after, especially in a book or government form.

Assignments

Tasks for Practise

- Explain to students that their first assignment is to follow a list of instructions, similar to warm-up activity.
- Hand out Following Instructions handout and read each instruction slowly several times for students. Encourage them use whatever strategy works best for them, and to ask questions if they are unclear of any instruction.
- Explain to students that for their second assignment, they will be given pictures of an activity (Sequence Picture handouts or choose your own). They have to write the instruction to do what the picture is showing.
- Explain to students that for their third assignment, they will be given a story and need to create a sign for it. Give each a story handout, or create other ones. They can use markers and magazine pictures. Ask them to be prepared to share.

Debriefing

- Remind students that it is important to read instructions slowly and carefully
- Discuss ways that make it easier to make sure instructions are followed in order

Assessment

Monitor student progress during task and collect handouts of final task to assess learning.

- Do students know why following instructions is important?
- Are students able to read instructions sequential and ensure they follow them using some strategy?

Further Learning

- Have students provide verbal instructions to some task and mime their directions

Answer Key

A. You will do an instruction activity.

Read the instructions using your favourite way.

Ask questions if you do not understand any instructions.

Check if instructions followed on handout

B. Your instructors will give you pictures.

They will show a person doing the steps of an activity.

Write the instructions to do the step the person is doing in the picture

Answers will vary

C. You will be given a story. On the paper you will create a sign for that story.

For example, if the story is smoking is not allowed in a building, your sign might be

**PLEASE
NO SMOKING**

Answers will vary

Handout R-4.1 Reading Instructions

Overview

- This module teaches ways to read and follow instructions easier.
- You will learn instructions on both lists and signs.



Objective

- You will be able to read and follow instructions.



Warm-up

- You will be doing an instruction activity.
- You will be given a list of instructions to read and do.
- Your instructor will also read them to you.



Handout R-4.1 Reading Instructions

Notes:

- The warm-up was a trick-activity.
- It shows that not following instructions right can make more work.
- Most people want to rush and not read clearly.
- That is why most people don't do the instruction-activity right.

Handout R-4.1 Reading Instructions

- There are different ways to make reading instructions easier for you.
- You can try them all, and choose your favourite.

Handout R-4.1 Reading Instructions

- There are many signs that give directions.
- We see these everyday.
- It can be really important to follow a sign's instruction.
- Some signs tell us information and give instructions.
- Other signs just tell us information.

Handout R-4.1 Reading Instructions

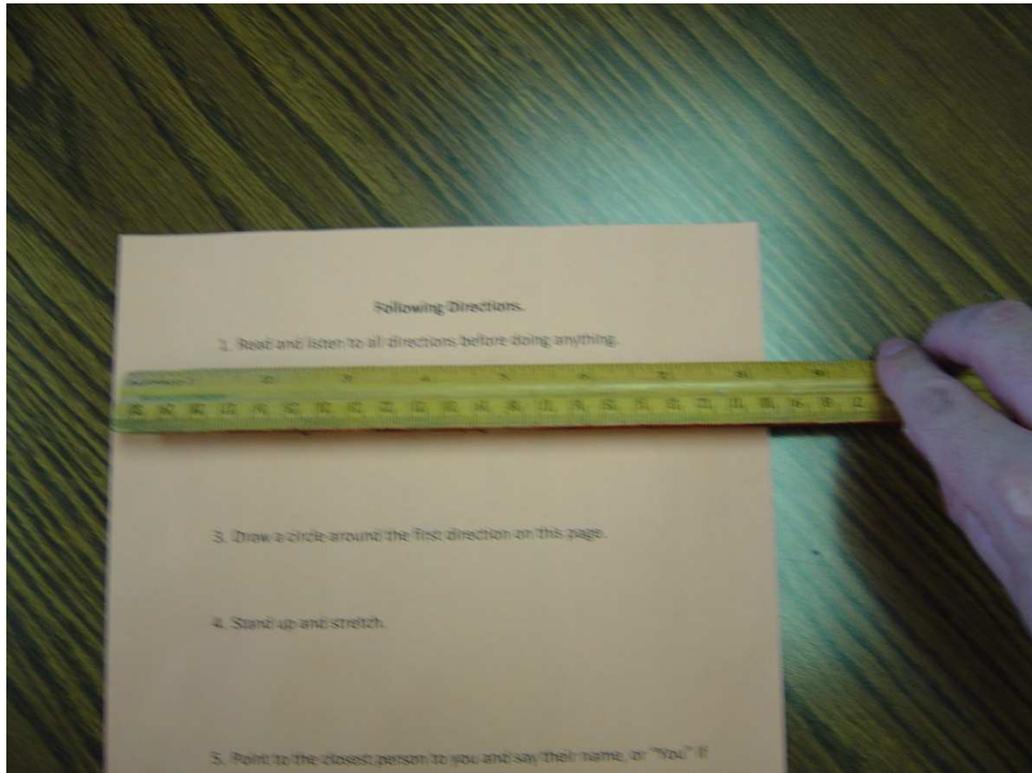
- Your instructor will show you pictures of signs.
- You can practice reading the signs.
- Look for clues that the sign is important.
- Clues are certain shapes and colours.

Handout R-4.1 Reading Instructions

- There are often signs at a work place with important instructions.
- You don't have to try to remember everything on a sign.
- You can instead:
 - Ask your boss for the instructions on a piece of paper.
 - If you have to follow the instructions every day, make a check-list. Or have someone make a check-list for you.
 - Write the instructions in a notebook to carry with you. Or have someone write the instructions for you.

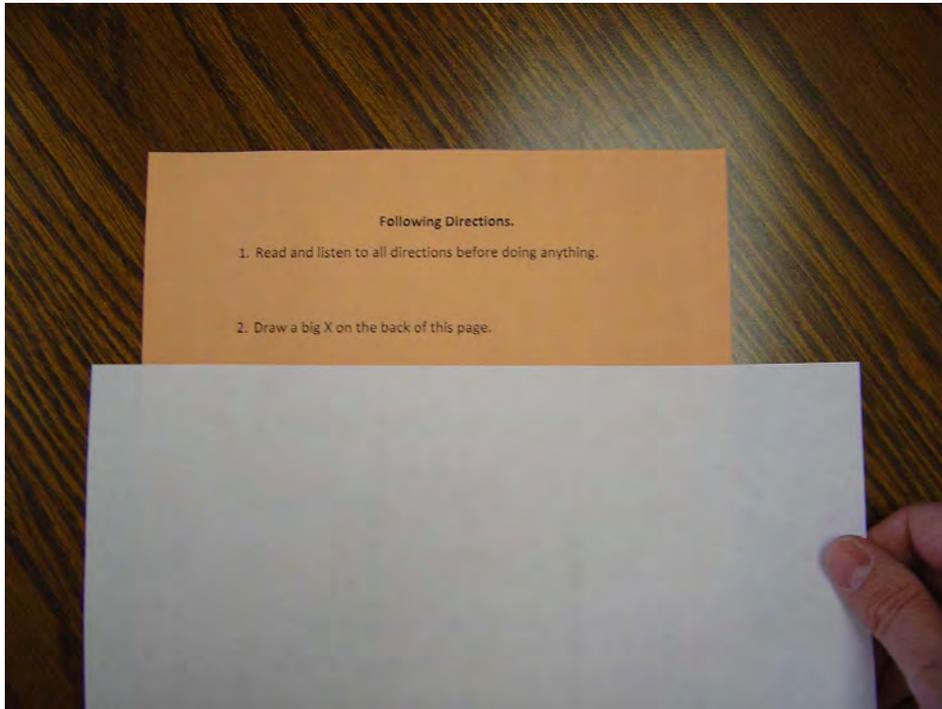
Handout R-4.1 Reading Instructions

- Your instructor will show you ways to help read every instruction carefully.
- You can use a ruler to read one instruction at a time.
- A ruler also helps remembering which instructions you have already read.



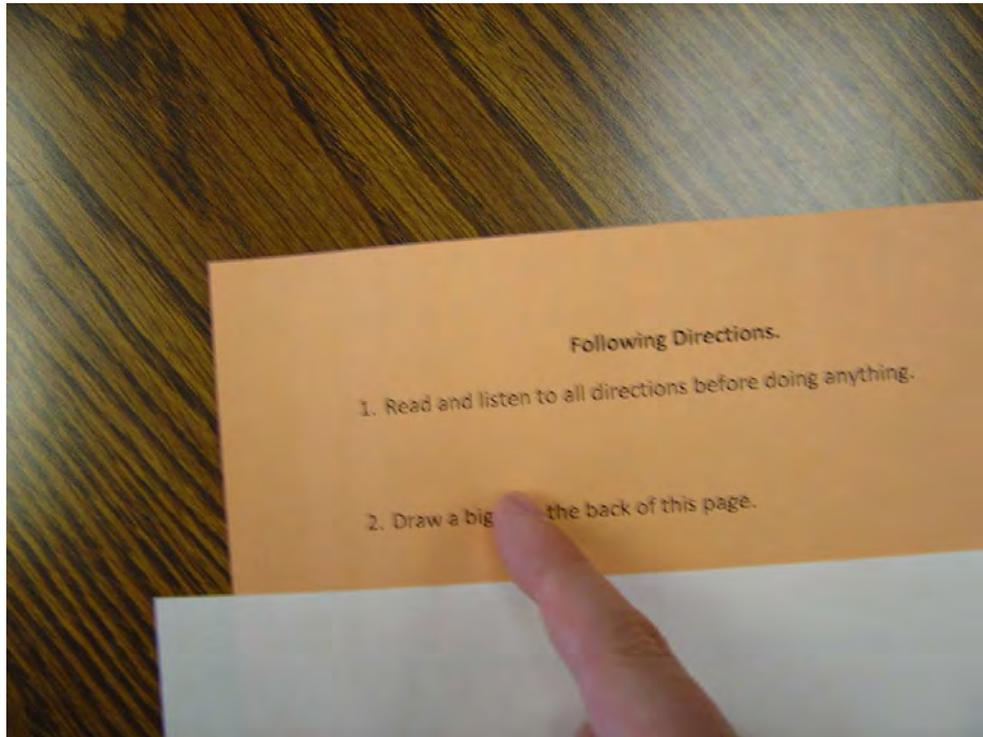
Handout R-4.1 Reading Instructions

- If you do not have a ruler, you can use a piece of paper.
- It will cover the instructions you haven't read yet.
- After you read, uncover the next instruction.



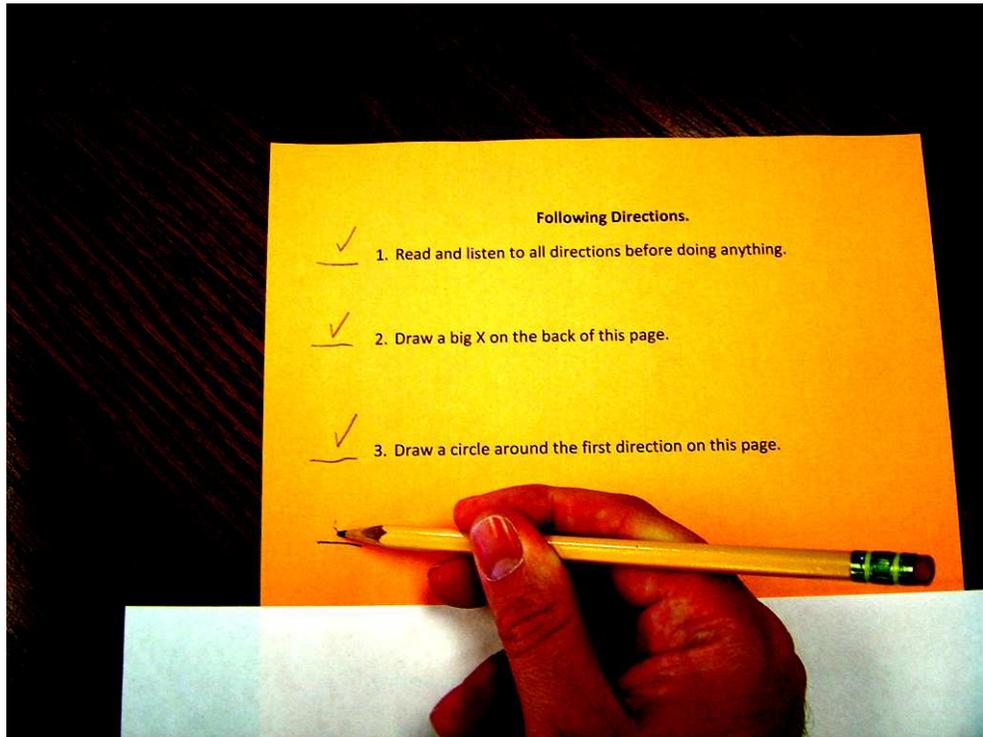
Handout R-4.1 Reading Instructions

- You can also use your finger to follow the words as you read them.



Handout R-4.1 Reading Instructions

- After you've read the instructions, you follow them.
- A check-list is a good way to make sure all instructions are followed in order.
- If you are using a book or a form, you can make checks with a pencil.



- After, erase the marks with an eraser

Practise

A. You will do an instruction activity.

Read the instructions using your favourite way.

Ask questions if you do not understand any instructions.

Handout R-4.1 Reading Instructions

B. Your instructor will give you pictures.

They will show a person doing the steps of an activity.

Write the instructions to do the step the person is doing
in the picture

Handout R-4.1 Reading Instructions

C. You will be given a story.

On the paper you will create a sign for that story.

For example, if the story is smoking is not allowed in a building, your sign might be



Following Directions Task

1. Read and listen to each direction. Follow every direction.
2. Draw a circle around the first word in this sentence.
3. Fold this paper in half to make a line in the middle of it.
4. Unfold the paper.
5. Draw a big X on the back of this paper.
6. Count how many directions are on this page. Write that number here:_____
7. Draw a square around the "X" on the back of this paper.
8. Pat yourself on the back for following all directions

R-4.2 Filling Out Forms – Teacher Guide

Objective

- Students will be able to read forms and understand what information is required.
- Students will be able to accurately fill out forms.

Overview

- This module builds on the strategies from instructions module.
- Actual forms and role-playing will be used to practise the skills.
- The tasks will be filling out forms.
- Collecting local government and job application will make the task more meaningful.

Materials

- Wipe-board or flipchart
- Copies of forms to practise (government, job application, etc)
- Turn blank job application into overhead.
- Handouts
- Mock Forms handout
- Overhead (or computer projector – recommended)

Warm-up

Procedure (First Lesson of Module)

- Explain to students (use handout) that the warm-up for this lesson is a mystery.
- Handout the mock forms to students.
- Explain that they are pretend forms filled out by pretend people.
- Explain they have to read for clues to guess who filled out the forms.
- Go through one as an example.
- Allow students to ask questions and give clues to help them solve all forms
- Discuss with students why *real* people shouldn't fill out the forms like "Homer Simpson" and "Dracula."

(Additional Lessons of Module)

- Go through a form and informally quiz students where they would find the required information.

Lessons

Introduction/Rationale

- Explain to students (use handout) that in the warm-up, they read a form carefully to solve the mystery.
- Explain that in this module, they will be practise reading forms carefully to fill them out.
- Explain they will also learn to decide what information they know, and what information they need to find.

Sample Cues for Discussion

- How often do you fill in forms?
- Do you usually fill them yourself, or does someone help you?
- What problems have you had filling out forms?

Procedure

- Explain to students that the same strategies used to follow instructions will help filling out forms.
- Review the strategies students used for instructions (go back to that module if necessary).
- Handout sample blank employment form and display on overhead.
- Demonstrate strategies of using ruler, paper, and/or finger to read through form carefully
- Discuss any words that might be confusing; such as sex, consent, variable, or financial institutions.
- Go through form again and mark with a check which information you know.
- Explain the unchecked blanks are ones that you need to find.
- Ask students to read through and check blanks that they know the information.
- Go through the unchecked blanks and make a list of required on the wipe board.
- Discuss with students where the missing items can be found, and make a note after each.
- Explain that this is the check-list to finish filling out the form.
- Have students make their own check-list for their forms.
- Discuss what to do if you don't understand what the form wants. Ask someone for help. If it's a Government Form, usually you can call the department for help with the form.
- Have students role-play calling for help for forms. Use yourself, aides, and students who are comfortable, as the helper.

Assignments

Tasks for Practise

- Explain to students that their task for this lesson is to read and fill out forms.
- They will make a check-list for any information they don't know off-hand.
- If students need to ask for help for a form, have them tell you who they'd ask before answering. (Encourage them to role-play)

Debriefing

- Review how filling forms is just like following instructions. They need to be read through carefully before doing anything.
- Review how checking what they know, and making a checklist of what they don't will help ensure the form is filled out completely and accurately.
- Review that, because forms can be so important, it is always a good idea to ask for help if you are unsure
- Discuss other ways to ensure forms are filled correctly: such as doing a rough copy, having someone proofread, asking person needing form "Is this what you need?"

Assessment

Monitor student progress during task, and collect forms with checklists to assess learning.

- Are students reading through forms through and not rushing to fill them?
- Are students correctly identifying the needed information and how to locate it?
- Do students understand how to ask for help for filling forms?

Further Learning

- Make up fictitious jobs and have students create application form. For example: character from TV show they enjoy watching.

Answer Key

A.

- You will fill out different forms for practise.
- Read each form carefully first.
- If you need help reading, pretend to call someone for help.
- Your instructor or someone else will pretend to answer.
- Put a check-mark by information you remember.
- Make a check-list of information you need to find.
- Write in the information that you know.
- Pretend to find information you need to find and write it on the form.

Answers will vary

Handout R-4.2 Filling Out Forms

Overview

- This module teaches ways to fill out forms correctly.
- Reading tricks, checklists, and role-playing will be used.



Objective

- You will be able to read and understand forms.
- You will be able to fill out forms correctly.



Warm-up

- You will be solving mysteries.
- Read the forms your instructor gives you.
- They are pretend forms filled.
- The names are blank.
- Read for clues and guess who filled in the form.
- Discuss with your instructor why real forms should not be filled in like these ones.



Handout R-4.2 Filling Out Forms

Notes:

- In the warm-up, you read forms carefully for clues.
- These clues were information.
- You also read forms carefully when you fill them out.
- Use the same way you read instructions.
- You can use a ruler, piece of paper, or finger to help.
- You will get to practise in this lesson with real forms.

Handout R-4.2 Filling Out Forms

- Your instructor will demonstrate reading forms carefully before writing anything.
- Your instructor will explain any words that are confusing.
- A dictionary can also help with confusing words.

Handout R-4.2 Filling Out Forms

- The second time, your instructor will read the form and put a check beside information that is easy to fill in.
- Do the same with your form.

Handout R-4.2 Filling Out Forms

- Your instructor will make a list of the information that needs to be looked up.
- After each, your instructor will make a note of where to find the information or who to call for it.
- This is a check-list.
- Do the same on a piece of paper for your form.

Handout R-4.2 Filling Out Forms

- Write the information on the form you know.
- Pretend to locate the information you don't know.
- Once you write it on the form, check it off.

Handout R-4.2 Filling Out Forms

- If you are confused what you are supposed to write in a form, ask somebody:
A friend, a worker, or the people the form is going to.
- You will be pretending to call for help filling out forms.

Practise

A.

- You will fill out different forms for practise.
- Read each form carefully first.
- If you need help reading, pretend to call someone for help.
- Your instructor or someone else will pretend to answer.
- Put a check-mark by information you remember.
- Make a check-list of information you need to find.
- Write in the information that you know.
- Pretend to find information you need to find and write it on the form.