What is *Weekday Workouts™* for Vocabulary?

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

What kinds of activities are included?

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

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

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

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

Which words are included?

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

When do you use this book?

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

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

How do you use this book?

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

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

Why incorporate this program into your classroom?

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

126 DAY ONE

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

storm  snow  wind

127 DAY TWO

Put these words in ABC order.

sun  cloud  sand  rain  snow

Make a picture with four of those things.

Which word does not belong with the others?

128 DAY THREE

Use the words in the box to finish the sentences.

water  melt  ice

Water turns to ____________ when the weather is very cold.

Ice will ____________ when the weather is warm.

Rain comes from clouds. Clouds are made of ____________.

WEEK 26

DAY ONE ANSWERS

Accept drawings that accurately represent each weather word.

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

DAY TWO ANSWERS

Accept pictures that depict four of the words.

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

DAY THREE ANSWERS

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

ice, melt, water

GRADE 1
Look at each picture. What season is it? Write **summer, fall, winter, or spring** below each picture.

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

**WEEK 26**

**DAY FOUR ANSWERS**

winter, fall, summer, spring

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

**DAY FIVE ANSWERS**

river, desert, forest

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

**WEEKDAY WORKOUTS**

**DAY FOUR**

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

I know how to fish. I love to sail. I will be happy near a

I like dry, warm weather. I will be happy near a

I know which plants make good food and medicine. I don't like bright light. I will be happy in a
Can you solve these weather puzzles? Use the Word Bank.

**Word Bank**

- summer
- desert
- penguin
- water
- season
- lake
- spring
- winter

1. I am full of sand. I get plenty of sunlight. I don’t get much rain. ______________________

2. I live where there is snow, ice, and wind. I would become too hot in a sunny place. ______________________

3. I am in snow, rain, ice, and clouds. ______________________

4. I have the most daylight. I am the time of year with the warmest air. ______________________

5. I have the least daylight. I am the time of year when the air is coldest. ______________________

6. I am a time of year that has my own kind of weather. ______________________

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

111 DAY ONE

Good readers learn these words.
Put real words on the shelves. Cross out made-up words.

stait state
almost allmost
agen agan again
sometimes somtimes sometimes

WEEK 23

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

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

DAY TWO ANSWERS
1. his 2. your 3. their 4. Its

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

DAY THREE ANSWERS
Because, on, its, mouse

Tip: Make sure children see that no and sit must be unscrambled. Point out that its does not have an apostrophe because it doesn’t mean “it is.”

112 DAY TWO

Good readers learn these words.
Write the missing words. Use his, its, their, and your.
1. Juan has a dog. He likes _______________ dog.
2. You wear a new hat. It is _______________ hat.
3. They make up a new game. They play _______________ game.
4. The book has a cover. _______________ cover is yellow.

113 DAY THREE

Good readers learn these words.
Unscramble the underlined words to answer the riddle.
Why did the computer squeak?

celBsue someone stepped no sit soume!

D a y o n e t e m s

111 DAY ONE

Good readers learn these words.
Put real words on the shelves. Cross out made-up words.

stait state
almost allmost
agen agan again
sometimes somtimes sometimes
Read the clues. Do the crossword puzzle.

Down
1. Today I say it. Yesterday I __________ it.
2. _____________ means all the time.
3. It belongs to you; it’s __________.
4. Aren’t means _____________ not.

Across
1. ____________ means not.

Good readers learn these words.

Fill in each blank with a word from the box.

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

_______ upon a time, _______ was a sad princess. She was sad _______ she couldn’t swim. She went to the ________ to practice. She _________ do very well. An angry fish raised its ________ above the water. “_______ do this! You’re kicking up mud, making the water dirty!” “_______ don’t be angry,” the princess said. “I’m trying to learn to swim.”
**WEEKLY CHALLENGE**

**WEEK TWENTY-THREE**

**GOOD READERS LEARN THESE WORDS.**

<table>
<thead>
<tr>
<th>began</th>
<th>eyes</th>
<th>example</th>
<th>those</th>
<th>don’t</th>
</tr>
</thead>
<tbody>
<tr>
<td>didn’t</td>
<td>really</td>
<td>enough</td>
<td>being</td>
<td>state</td>
</tr>
<tr>
<td>every</td>
<td>might</td>
<td>grow</td>
<td>own</td>
<td>above</td>
</tr>
</tbody>
</table>

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

I have one mouth and two _____ on my face.

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

*Kite* rhymes with _____.

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

If it belongs to you, you _____ it.

*Do* is the opposite of _____.

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

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

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

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

Mom said, “Be good.” So I am _____ good.

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

**DAY ONE**  
**An adjective describes a noun.**

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

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

**DAY TWO**  
**An adjective describes a noun.**

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

**DAY THREE**  
**An adjective describes a noun.**

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

- That rattlesnake robot really scared me! It’s so comfortable.
- I don’t want to embarrass you by asking affordable questions.
- This car has a sturdy frame and a very personal price.
- Come sit on this velvet couch. It’s really lifelike.

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**WEEK 15**

**DAY ONE ANSWERS**

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

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

**DAY TWO ANSWERS**

- noble, royal, mighty, wealthy

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

**DAY THREE ANSWERS**

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

Discuss the adjectives’ meanings. Ask students to think of an antonym or a synonym for each adjective.
WEEK 15

DAY FOUR ANSWERS

negative: boastful, self-important, untruthful
positive: gentle, honest, neighborly, original, observant, dependable, trustworthy

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

DAY FIVE ANSWERS

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

The left-hand tree has more adjectives.

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

WEEKDAY WORKOUTS

An adjective describes a noun.

Positive can mean helpful. Negative can mean harmful.

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

gentle  boastful  original  observant  untruthful

honest  neighborly  self-important  dependable  trustworthy

Negative

Positive

An adjective describes a noun.

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

Weekly Challenge 15, page 86, offers an extension of this week’s activities.
An adjective describes a noun.

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

1. ________________  6. ________________
2. ________________  7. ________________
3. ________________  8. ________________
4. ________________  9. ________________
5. ________________ 10. ________________

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

146 DAY ONE Roots are bases upon which words can be built.
The root word dict means speak. Match each word on the left to a related word on the right. Then use each pair of words in a sentence. Your sentences should show the meanings of the words.

predict ruler

dictionary future

dictator book

147 DAY TWO Roots are bases upon which words can be built.
The root tain means hold. Match each word to its definition.

to hold the audience’s attention retain

to get something by following a plan contain

to hold in entertain

to keep or hold back obtain

148 DAY THREE Roots are bases upon which words can be built.
1. The prefix contra- means against. The root dict means speak. Someone who (agrees disagrees) with me might contradict me.
2. The prefix re- can mean back, and the root vers means turn. Use those meanings to explain the meaning of reverse.
3. Think of the meanings of contra- and vers. A controversy is a(n) (meeting argument). Just as you did for reverse, explain how the parts of the word controversy give the word its meaning.
WEEK 30

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

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

DAY FIVE ANSWERS
1. head
2. hold
3. head
4. head
5. hold
6. hold

Have students define the words or use them in sentences.

WEEKDAY WORKOUTS

Roots are bases upon which words can be built.

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

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

Roots are bases upon which words can be built.

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

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

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

Weekly Challenge 30, page 101, offers an extension of
**Weekly Challenge**

**Name ___________________________**  **Date ____________**

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

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

51 DAY ONE

Match the fragments in which the underlined words are antonyms.

1. the **distinct** flavor of pepper  A. to **neglect** your responsibilities
2. to **cherish** a beloved possession B. to **strut** with head held high
3. the **jagged** edge of a saw C. **vague** outlines seen through fog
4. hold a **permanent** job D. fabric that's **smooth** as silk
5. to **creep** around unnoticed E. only a **temporary** setback

52 DAY TWO

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

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

53 DAY THREE

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

altered temporary swift enclosed ascend

Shevon will descend the stairs from the ground level to the fifth floor.
The jacket will fit after it has been unchanged.
Cattle can’t escape from a pasture that's completely open.
The slow fox won the race with the dog.
**WEEK 13**

**DAY FOUR ANSWERS**

diverse, conscious, content, detest

Students should correctly use these four words in sentences.

**Tip**

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

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**DAY FIVE ANSWERS**

*repaired*, *broken*  
*Vice*, *Virtue*  
*inferior*, *better than*

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

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**WEEKDAY WORKOUTS**

**Antonyms are opposites.**

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

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

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

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**DAY FIVE**

**Antonyms are opposites.**

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

The Japanese proverb “A single arrow is easily repaired, but not ten in a bundle” tells us of the value of friendship and unity. ___ ___ ___ e ___

Would you rather be wealthy and wicked or poor and honorable? Some Ashanti people say, “Vice is better than gold.” ___ i ___ u ___

In difficult times, people of Senegal might remind those who complain, “Walking is inferior to cursing the road.” ___ ___ ___ e ___ ___ a ___
Each student should explain one quotation’s meaning.

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

ANSWERS

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

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

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

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

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

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

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

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

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

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

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

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

**DAY ONE**  
Verbs are doing words or being words.

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

<table>
<thead>
<tr>
<th>ply</th>
<th>in</th>
<th>com</th>
<th>form</th>
<th>own</th>
</tr>
</thead>
<tbody>
<tr>
<td>late</td>
<td>de</td>
<td>dis</td>
<td>scribe</td>
<td>re</td>
</tr>
</tbody>
</table>

Mr. Harrison will ___________ with any customer’s reasonable request.

The king said he would ___________ his daughter if she married a commoner.

Those ideas seem very different to me. Can you explain how they ___________ to each other?

Let’s ___________ the date in Roman numerals on the cornerstone of the new building.

**DAY TWO**  
Verbs are doing words or being words.

**Word Bank**
savored, dreaded, scoured, upholstered, synchronized

As you reach upward, your left arm shouldn’t lag behind your right. The movements in this dance must be ___________.

Ms. Davenport ___________ the sofa with a dark blue velvet fabric.

Briana ate her dessert slowly and ___________ the delicious taste.

Aidenn ___________ the sink with cleanser to remove all of the stains.

Alythea ___________ going to school when she hadn’t completed her homework.

**DAY THREE**  
Verbs are doing words or being words.

Use each clue to write a verb. Choose letters from this list when extra letters are called for: a, c, e, l, o, r.

The word means to chop into tiny pieces. It can be made from the letters in mine plus one letter.

The word means to cause something to move forward. It can be made from the letters in prop plus two letters.

The word means to slump. It can be made from the letters in such plus two letters.

The word means to decorate or beautify. It can be made from the letters in don plus two letters.

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WEEK 20

**DAY ONE ANSWERS**

comply, disown, relate, inscribe

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

**DAY TWO ANSWERS**
synchronized, upholstered, savored, scoured, dreaded

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

**DAY THREE ANSWERS**

mince, propel, slouch, adorn

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

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

| ridi
cule | babb
de | scin
tillate | dis
tinguish |
|-------|------|---------|-----------|
| prod  | coru
cate | diminu
tive | mar |
| cele
tial | rambl e | medit
te | entity |

circle: to ruin, spoil, or stain
underline: to notice differences
draw a box around: to utter meaningless sounds
cross out: to move aimlessly; to speak at length in a wandering fashion
scribble over: to nudge or poke
draw a cloud around: to mock or taunt
draw a star over: to concentrate while relaxed; to reflect deeply

DAY FIVE ANSWERS

Verbs are doing words or being words.

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

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

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

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

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

Tip

Weekly Challenge 20, page 91, offers an extension of this week’s activities.
WEEK TWENTY

Verbs are doing words or being words.

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

**Word Bank**
- reconcile
- amplify
- compensate
- diverge
- navigate
- retract
- weld
- poach
- frolic
- clank

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

**Riddle:** What do you get from a pampered cow?

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answer to the riddle: spoiled milk