



GL3 GRAMMAR AND VOCABULARY TEACHER TEXT

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GL3 Grammar Teacher Text

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Front Cover

Title: The Nicolaus Copernicus Monument in Torun, the home town of astronomer Nicolaus Copernicus (1473-1543)

Location: Torun, Poland

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Introduction

Philosophy and Worldview

This curriculum is designed with a Christian focus. We believe that the purpose of education is to develop an understanding of God and his created truth that leads to changed living and committed action. As such, education helps us to apply our knowledge in ways that are Scripturally-informed. Our goal is not only to graduate knowledgeable adults but to train students to be godly contributors to their nations. This complies with the church's (and every Christian's) Great Commission as stated in Matthew 28:19-20. As such, the most important aspect of our philosophy of grammar is our worldview. A worldview is exactly what it sounds like—how we look at and understand the world. Our worldview focus can be seen in the following areas of student, instruction, and curriculum.

WORLDVIEW OF THE STUDENT

Our worldview of the student shapes our responses to them and their learning. We believe that the students are created in the image of God (Genesis 1:27). However, we also recognize that since creation man has suffered the effects of sin throughout every aspect of his existence (Psalm 14:3 and Romans 3:12). It is to Christ, therefore, that we look to for salvation for ourselves and our students (Ephesians 2:4-5). These truths shape every aspect of our training of the student. Believing that the student possesses much God-given potential and gifts, we also understand that each one has different needs and challenges. We view the student as being an individual but living and serving within the context of community. Engagement and motivation are also critically important in helping the student apply concepts and skills to life.

WORLDVIEW OF INSTRUCTION

This effects our worldview of instruction. As teachers, you have been entrusted in training students in a Scripturally-informed way. True Christian instruction is a modeling activity (Luke 6:40). You are teaching by personal as well as by professional example. In addition, Christian teaching is an intentional, reflective action. It is developed through prayer, discipline, research, and experience. Most importantly, it is increased through love for your God, students, career, and subject matter. Consciously or unconsciously, you are teaching students about who you are and what you think about your God. Seek to teach about God's truth in grammar with every available teachable moment. Show your students how God meant for his truth to be shared through grammar, language, and communication. What an exciting opportunity!

WORLDVIEW OF GRAMMAR CURRICULUM

Finally, our worldview effects the development and implementation of this grammar curriculum. We believe that God, in all of his attributes, has given us the ability to understand and use knowledge. As God is the author of all truth, we desire to honor Him in our development and teaching of lessons to students. We recognize that grammar does not stand by itself as a subject but has connections to every other aspect of learning (mathematics, social studies, etc). Finally, remember that you are not teaching mere grammar facts. You are training students to be thinkers and doers (But be doers of the word, and not hearers only, deceiving yourselves. James 1:22). This curriculum is designed to give students key tools in grammar and writing and encourage life-long learning.

Structure

- The curriculum focuses primarily on reviewing and learning grammar concepts and applying these to spoken and written language. The concepts and skills are sequenced developmentally and incrementally. Thus, you will focus on foundational concepts (parts of speech, sentences, etc.) in the beginning and gradually apply those skills within increasingly sophisticated writing assignments as the year progresses.
- The curriculum is structured by units. Each unit emphasizes a specific concept or skill focus. Each lesson is designed to last approximately 30 minutes long, but this can vary according to need and schedule (see notes under Testing). Resources such as worksheets and other information provide opportunities for practice and application. Learning activities are varied in order to provide opportunities for students to learn in different ways. This enables students with different strengths and gifts to excel. In addition, the memorization and continuous recitation of chants and songs is especially critical. These activities match your students' current developmental stage. Students at this age are particularly eager and able to accumulate lists of facts to be used now and later. They will most likely be some of the more memorable tools that your students will use the rest of their lives.
- It is important here to note the need for flexibility. As with any curriculum or textbook, it is important to make some changes to reflect the reality of your situation. Classes will always differ in academic development or experience. School and class schedules will change from year to year or country to country. Individual students will vary in their abilities and motivation. All of these factors require the teacher to be flexible in implementing the units and lessons. It is crucial to understand that the scope and sequence and individual units' lessons are guidelines and not meant to be too restrictive in nature. There may be times when your class may require additional assignments. You may find better ways to explain and apply the concept and skills to their learning and lives. In such cases, it is wise to consider how the objectives can be met through different ways. It will be very important, however, to have any suggested changes in the scope and sequence, units, or lessons to be approved by your headmaster. He or she will work with you to best implement any changes to the grammar curriculum.

Implementation

This section explains in more detail how each part of the curriculum functions. As needed, refer back to this section as you develop schemes of learning/lesson plans.

SCOPE AND SEQUENCE

(See table of contents.) This provides a visual illustration of how the units are structured and sequenced throughout the year. It also informs you of the suggested testing schedule for the year.

UNITS

Each unit is a self-contained set of lessons that focuses primarily on specific concepts. The units are sequenced so that foundational concepts and skills are repeated in subsequent units.

LESSONS

- Each lesson begins with Student Objectives. This lists in succinct form what your students should understand and apply during the lesson. Materials lists any resources that you will need to prepare or gather for each lesson.
- The actual lesson plan is sequenced into several parts. The Introduction provides opportunities for motivating and stimulating your students' curiosity and engagement through review and other activities. The Methods provides the majority of instructions for the lesson. It is here that the Student Objectives will be fully developed and taught. Finally, the Assessment provides summative exercises that allow the students to reflect and engage one last time with the taught concepts/skills. It also offers a self-assessment opportunity to your students for them (and you) to see what they know and don't know.
- As stated earlier, the lessons are designed to be approximately thirty minutes in length. Some lessons will require less time and some more. The ability level of your class and individual students will also affect how much time the lessons require. Be sure that the students learn about and practice at least the most important aspects of the lesson.

CHANTS

- The chants and songs are introduced incrementally within the sequence of units. They are primarily introduced within the first third of the year and are subsequently reviewed on a weekly/unit basis. Some lessons state which chants/songs to review;

others allow you or your students to select. Each chant/song is structured on the basis of rhyme, rhythm, and facts. They are designed to be easily memorized and retained for long periods of time. They are typically introduced at the beginning of a new concept, and they are repeated each subsequent day of the unit. When you introduce a chant/song, we suggest that you focus on having the students listen carefully to you say a line and then repeat it back to you. Continue through every line and then repeat the piece again. Encourage the students to progressively become faster and more accurate in their pronunciation of words throughout the unit. As students are able to say or sing the words more coherently, you might consider adding hand or body movements to the chants or song. This allows additional aspects of a student's memory to retain information.

- The chants/songs may be reproduced on posters, handouts, or booklets. Or, you may just choose to have teacher's copies and have students memorize them by listening to you. Save any resources for the entire year as you will be repeating the chants/songs many times.

WORKSHEETS

- These provide additional or supplementary practice and application of the focus skills and concepts. These are not tests; therefore, you can choose for them to be completed by individuals, pairs, groups, or the whole class. They are, however, a means of assessing what a student knows and does not know.
- As time will often be limited, you will need to be wise in your worksheet assignments. If you are not careful, your students may only complete all of the first exercise problems but not have time to do any of the other exercises. Therefore, you may need to sometimes select a sampling of problems from each exercise to complete. This will provide your students a more comprehensive opportunity to practice the concepts.
- Flexibility also applies to the worksheets. They were designed to only address a certain amount of information and facts. However, you may emphasize the Student Objectives in slightly different ways. This will change how your students' comprehension will be assessed. In this case, speak with your headmaster about retyping a lesson's worksheet to better fit your students' needs.

VOCABULARY LISTS, PARAGRAPHS, AND GLOSSARY

- See instructions at the front of this section.

RESOURCES

- Resources needed for this class include dictionaries, exercise books, handwriting paper, teacher-generated paper booklets, paper cards and slips, library books or readers, etc. Dictionaries need to be student's editions or at least abridged versions. National or British publishers should also be your first choice. The other materials will need to be purchased and/or made as needed. Enlist the help of the students to make many of the materials needed for grammar class. It helps with the workload and it helps them learn the material.

COPY WORK AND DICTATION

- Students must be trained to write with attention to detail and accuracy. This begins with copy work. Students are given a short passage and are instructed to write it onto paper with no mistakes. Students must copy the passage word for word with accurate spelling, capitalization, and punctuation. This requires the student to look at the given passage, read it, repeat it in his/her mind long enough to transfer it to paper, spell it correctly, and write it correctly. That is a very large task for young children. It is a skill that most adults take for granted. We must teach it to our students slowly and deliberately, allowing plenty of time for the children to complete the assignment without feeling rushed, fatigued, or anxious. Copy work and dictation exercises should never take place in the same lesson as to not fatigue and frustrate the children.
- Unlike copy work where the passage is seen by the students, dictation is given orally. The teacher reads a short sentence to the students. The students repeat the sentence to the teacher. The teacher reads the sentence again and the students repeat it again. This continues until the students can say the sentence easily from memory. Then the students are instructed to write the passage onto paper being attentive to proper capitalization, punctuation, and spelling. Both copy work and dictation are introduced to students in GL1.
- **Homework:**
Homework provides a valuable aspect to your lessons. Its purpose is to give your students additional practice and review of concepts and skills. You should always have a definite intent for its use. It should not be given “just to give them something to do” or to teach something that you failed to adequately cover. By being purposeful in your homework assignments, you will encourage your student to be serious about his or her assignments. Be intentional about motivating them to do their best by offering praise, special notes, etc.
- It will be important for you to adequately explain homework assignments and complete examples if necessary. In addition, you will need to follow through by checking their completed assignments. Depending on the student, an expected average time for completing grammar homework assignments at this level would be ten to twenty minutes (excluding preparation for tests).

ASSESSMENT AND TESTING

- The grammar curriculum provides a continuous and cumulative program of review and assessment. As such, we advise you to record both weekly (unit) grades as well as test grades for multiple units.
- You may take grades for participation in activities, completed worksheets, class work, etc. and use these as weekly (unit) grades. There is no provided scale or rubric for grading these weekly assignments. However, you can devise one based on what your expectations are of your students. For group or class work that is completed and corrected together, you might simply give a participation grade of 100, only subtracting points for misspelled words or other mistakes. We recommend you weight these weekly (unit) assignments together as 25% of the student’s grammar report card grade per term. Speak to your headmaster about unit or homework grades and decide with him or her how you will do this.
- As discussed earlier with the worksheets, flexibility is a must when **implementing**

the testing instrument. The tests are designed to cover and assess specific types and amounts of information. After you have taught the units, you may find that you emphasized certain concepts or skills more so than are reflected on the testing instrument. Or, you may find that your students learned about and applied a certain concept or skill in a different way than is being tested. Speak to your headmaster about making any changes to the testing instrument. Then, retype it to better fit your instructional objectives and your students' needs.

STUDENT EXPECTATIONS

There are grammar-specific expectations that you will need to emphasize and encourage your students to follow in class.

- Handwriting is expected to be neat, legible, and increasingly better. As your students will be practicing their penmanship alongside their grammar skills, it is important to continue reminding them why and how they should be writing.
- Oral presentation of sentences, chants, songs, paragraphs, or other materials should be done with enthusiasm and attention to accuracy. This also applies to how your students answer questions and dialogue with you and each other.
- Each student is expected to demonstrate respect and humility to the teacher and his or her classmates. Raising one's hand to answer a question, standing with good posture when presenting, etc. are opportunities for students to demonstrate this.
- Your students are individuals but they will be living and working in a community. As such, the curriculum provides opportunities for them to work together to learn and practice their skills. Expectations for paired work, group work, or whole class work include showing friendliness, selflessness, humility, courage, and love to each other. As teacher, it is important for you to try to form heterogeneous (different ability) groups. This will better enable students with different strengths and gifts to interact with each other and see how each individual's gifts contribute to the group.
- As some of your students may begin the year with a very limited English vocabulary and literacy, it will be your task to continuously and gradually help them to have confidence and skill in speaking and writing in class. Anticipate assisting these students in understanding directions, completing assignments, and giving additional oversight in taking tests. Encourage other, more-experienced students to take the initiative to humbly help their classmates in knowing what to do.

In the end, you are the curriculum that your students will be learning the most all year. God has chosen you for this position and has uniquely gifted and outfitted you for this task. Pray continually for your students and specifically as you plan and implement your grammar schemes of work/lesson plans. Stay in God's Word. Do not forget that you are also in a teaching community. Your colleagues and headmaster are resources and helps to you. Do not hesitate to ask them questions or to get clarification on any point of this grammar curriculum.

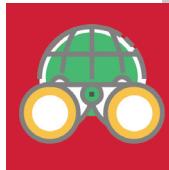
Unit 1 Lesson 1

Nouns Are Naming Words



STUDENT OBJECTIVES

- Define and identify different types of naming words (i.e., nouns).
- Practice thinking of and selecting naming words.
- Understand the difference between common and proper nouns.
- Discuss how to use nouns in sentences.



WORLDVIEW INTEGRATION

Nouns name everything around us. We know the people, places, and things in our immediate surroundings through our five senses. In addition, we love learning new naming words from other places. This curiosity to name things or to know their names is given by God. He was the original name-giver, and he appointed the head of his creation, Adam, to continue this task (Genesis 2:19-20). Our use of naming words should reflect the nature and purpose of the people, places, and things of which God gives us awareness.



MATERIALS

- Grammar exercise books
- Pencils
- Noun chant poster
- Grammar Chants and Songs
- Previously read story
- **U1L1.ws1: Naming Words—Nouns**

INTRODUCTION

As naming words, nouns are an especially important part of the English sentence. It is important that you have a good foundation in this part of speech before moving on to other parts of speech. Do you remember what some other *parts of speech* are? (**Note:** *Verbs, pronouns, prepositions, and adjectives* are some they should know. Explain that *parts of speech* tell us what kind of “character” a word is and, therefore, which roles it can play in English sentences). Some questions you could ask yourself include “What do I need to know about naming words, and why is it important to use naming words correctly?”

We are going to be studying what a naming word is and does, how it relates to other words, and how to use naming words correctly.

METHODS

1. Write the words *People, Places, Things,* and *Ideas* on the board.
2. Ask students what kind of word names those things (naming word, or noun; encourage more use of the word *noun* and less use of *naming word*).
3. Ask students to think of examples of each kind. Write these on the board.

Example	People	Places	Things	Ideas
	Mary	school	desk	love
	teacher	Mzuzu University	book	beauty
	pastor	hospital	lake	faith
	Rev. Brown	Legon Hospital	Lake Victoria	devotion

4. Ask the students whether they know why some of the words are capitalized and some are not. Some are **common**, and some **proper**.
5. Select a student to retell the day’s Bible story or some other known story.
6. Have students raise their hands each time they hear a naming word used. Write these words on the board, and ask whether they are common or proper.
7. Write the words *walked Helen church* to on the board.
8. Ask students to think of how those words can be used to make a proper sentence.
9. Ask the class which words are naming words and why. Discuss how a sentence usually needs a naming word at or near the beginning. This is the subject, *who* or *what the sentence is about*.
10. Introduce students to their first chant, the noun chant. Explain how to stand and present the chant. Then, begin teaching them the words by having them repeat after you. After mastering the words, you might later teach hand–body movements or rhythmic clapping to go with the words.
11. Distribute worksheets. You may want to do it as a class exercise.

ASSESSMENT

Participation and remembering and selecting naming words for activities.

EXTENSIONS

Ask for naming words that are particular to other classes, such as geography, science, or maths.

Modifications *(Helpful, though not strictly required)*

For students having difficulty writing the answers to questions, they may reply orally.

Students who are easily mastering the material may be instructed to find naming words in the sentences in the book they are presently reading in class.

For English language learners who are new to the class or those with developmental challenges we suggest some of the following modifications that may be used throughout the year.

Working with another student who is mastering the material

Having a peer read or help translate the materials to the student

Opportunity to respond orally rather than in writing for some assignments

Simplified homework assignments (fewer questions for example)

Extra time on assignments and more time to write down or repeat instructions

Regular, prompt, frequent feedback from the teacher

Unit 1 Lesson 1.ws1: Naming Words—Nouns

Directions: Write the answers.

1. Nouns are words that name people. Name three people you know.
[Sample answers given.]

Mary

teacher

doctor

2. Nouns are words that name things (objects). Name two objects that are round.

desk

pencil

3. Nouns are words that name places. Name three places you like to go.

Kigali

United Kingdom

Victoria Falls

4. Nouns are words that name ideas, feelings, or qualities such as love. These are often things that you cannot see. Name three things you cannot see but have in your heart.

love

joy

faith

5. Nouns are words that name things that you can see, hear, taste, touch, or smell. Name ten things that you can see, hear, taste, touch, or smell.

Directions: Circle the proper nouns.

Answers are in bold letters.

- | | | | |
|-----------------------|--------------------|-------------------------------|-----------------------|
| 1. friend | James | 6. teacher | Madam Allinder |
| 2. country | Zambia | 7. St. Peters | church |
| 3. Moshe | city | 8. girl | Mary |
| 4. Rev. Chinni | pastor | 9. Mr. Damesi | father |
| 5. school | Rift Valley | 10. Pilgrim's Progress | book |

Unit 1 Lesson 2.ws1: Nouns—Singular and Plural

Singular means one.

Singular

hand

eye

orange

box

hat

ring

Plural means more than one.

Plural

hands

eyes

oranges

boxes

hats

rings

Directions: Write S if the noun is singular (one) and P if the noun is plural (more than one).

1. **(S)** room

2. **(P)** books

3. **(S)** desk

4. **(P)** pencils

5. **(P)** ears

6. **(S)** paper

7. **(S)** comb

8. **(P)** earrings

9. **(S)** shoe

10. **(S)** table

11. **(P)** apples

12. **(P)** letters

13. **(S)** tooth

14. **(P)** jars

15. **(P)** clips

16. **(S)** towel

17. **(P)** phones

18. **(S)** dress

Vocabulary Lists and Exercises

GL3 Language Arts Vocabulary Lists and Exercises

HOW TO USE VOCABULARY LISTS, PARAGRAPHS, AND GLOSSARY

The purpose of the vocabulary lists and paragraphs is to develop copia – an abundance of words and ways to express ideas. That means they are not to be used as busy work, seatwork, or homework. Simply handing the page out to be quietly filled in does not make a teaching/learning experience. UNTIL you and the students have spent time getting to know the words—how each looks (visual), sounds (auditory), and feels (kinesthetic) when one writes it, simply memorizing the words and definitions to fill in the blanks becomes a waste of time. Here are a few ways to prepare students for a purposeful, memorable learning experience before giving them this worksheet.

Write the words on individual index cards that can be handed out to pairs of students. Then play games with the students to help them get to know the words:

Game 1

- The *goal* of this game is that students work as a team to alphabetize the 10 new vocabulary words without talking to each other.
- Without talking, send one person from each pair to the front with your card. These students will then have two (2) minutes to arrange the words alphabetically on a table or on the board **without speaking**—only pointing and shaking heads for Yes or No. Those students sit down; the others come forward and check the list for correct alphabetical order. These students have one (1) minute to make any corrections. Again, they may not speak – only point or shake heads Yes or No. Teacher checks for accuracy. If there are no answers wrong, then play the next game. If there are words out of order, ask the students questions to help them find the errors and change only as they direct.

Game 2

- The *goal* of the game is to match each word to the student who is wearing it and by process of elimination, discover his word pinned to his back.
- To prepare for this game, make 10 separate index cards that can be taped or pinned to the backs of 10 students and 10 student pages with the list of words and a blank beside each word.
- Pin one word on the back of each student, **No peeking!!!** Then give these 10 students a list of the 10 words with a blank beside each word. They must **without talking** walk around the room, reading the words on the other students' backs and writing the name of the student beside the word she is wearing.
- The first student to correctly guess her word wins the game. Be sure that all students finish the game completely, each discovering the word on her back.

Game 3

- The *goal* of this game is to have students analyze the spelling of each word.
- To prepare for this game, mark up your own list of the 10 words by highlighting, underlining, or circling all the vowels. For example, if the word is cylinder, it will look something like this:

c y l i n d e r [y, i, and e are the vowels.]

- Begin the game by describing a word. For example, you might say, "This word has 3 vowels and does not have the letter O." Students then analyze each word to find the one that matches the clues. At the same time they are playing the game, they are also learning analytical skills that will be useful in all learning experiences.
- Students listen to your clues, try to find the word on their lists, and raise hands when they think they have the right answer.
- Repeat this process for all words in the list.

Game 4

- One goal of this game is to begin connecting definitions with the words students are now familiar with. Another goal is to guide students to predict a meaning for each by making connections between the vocabulary word and other subjects. For example, if the word is *cylinder*, students may well connect their thoughts back to math lessons on geometry when you read the definition of cylinder: *a solid object with circular ends*.
- To prepare for this game, write the vocabulary words on the board and have a list of definitions for each word ready for your use only.
- Teacher chooses a definition, reads it aloud twice, and guides students to look through the list for a best guess of which vocabulary word matches that definition.
- If students do not discover the word after about three guesses, give clues.
- After each word is guessed and identified, read the word and have students repeat it. Then read the definition and have students summarize or restate it.

Other Activities

1. Use this activity as a penmanship challenge: Have students write the word and its definition, which they find in the Glossary provided, on a sheet of lined paper. Once finished, let them choose three of their words and definitions written in their best penmanship, put a star beside them, and turn in the paper. The teacher now has a quick way to assess penmanship for the week and the students have used visual and kinesthetic pathways to become more familiar with these words.
2. Once the students have played one of the games above, work through the exercise as a whole group. Have students read the entire paragraph first, to get an idea of what it is about. This helps them begin to use context clues to choose the best word. Then invite individual students to read one sentence and offer his best choice of the vocabulary word. Let the class discuss any other suggestions; if there is no agreement, have one student look up the definition in the glossary to get the correct answer.
3. Once students have become familiar with the spelling of the words and definitions, have them write new sentences of their own imagination, using each word correctly and underlining it in the sentence. For example, once they know the word *cylinder* well, one student might write: The *cylinder* filled with fresh flowers made the room cheerful.
4. Arrange words in the list according to part of speech: noun, verb, adjective, or adverb.

On Teacher Creativity

These are a few examples of games and activities. Use your God-given creativity and imagination to think of new ways to accomplish the same goals.

Note: Located at the end of this document, following the glossary, are three crossword puzzle review exercises: List 3, List 6-7, and List 10. The teacher may use these resources at her discretion once the lists have been introduced.

1- cylinder examine fatal feature grasp jet marine scar tentacle vessel

[**Note:** Be sure to make subjects and verbs agree in number. Change verb tenses if needed.]

Life for fishermen can be difficult. It is not uncommon for deep sea fishermen to stay aboard their _____ for months without reaching land. For someone who has not been out at sea, it may be difficult to _____ the incredible size of it. Oceans can stretch out for thousands of kilometers without end. Many people think such a journey would be boring, but fishermen know better. They are able to witness the amazing parts of _____ life that most people never see.

The ship captain has the responsibility to _____ the maps carefully in order to plot a course through the waters. Most modern ships are driven by _____ that push the boat forward from under the surface of the water. The engines are powered by diesel fuel, which is stored in large _____ inside the body of the ship.

When I was a boy, I spent some time aboard a fishing boat. I remember a time when we pulled up the nets to discover a large octopus inside. The most noticeable _____ of this sea creature was its eight long _____. We were not fishing for octopus, so we just threw it back into the water. Later that day, we pulled up a shark that was about one meter long. I tried to grab onto it, but the captain told me that approaching a wild shark could prove _____. He showed me a deep _____ on his leg from a shark bite he had received as a boy. At that time I realized life for fishermen is not only difficult but also dangerous.

2- attract crew dangle drift event launch opposite reserve signal steer

[**Note:** Be sure to make subjects and verbs agree in number. Change verb tenses if needed.]

For a school field trip, our class traveled to watch the _____ of a shuttle into outer space. We watched the _____ from a stadium where many people had gathered. Some of the viewers were speaking in foreign languages. Our teacher told us that shuttle launches _____ people from all around the world.

The _____ of the space ship boarded first. Their helmets _____ beside the gloves of their orange suits. Then a large fuel truck arrived to fill the main fuel tanks. I asked my teacher what would happen if the ship ran out of fuel, and she told me that there were also _____ tanks that could be used in an emergency.

On the _____ side of where we were sitting was a large tower. When it was finally time for the shuttle to take off, the red _____ on the top of the tower turned green. Suddenly smoke and fire burst out from the ship and it lifted off into the air.

We watched it in pure amazement until it _____ into the clouds. I closed my eyes to imagine what it would be like entering space. I thought about how it would feel to _____ a ship through the darkness of the universe. Since that day, I have wanted to become an astronaut so that, instead of watching the journey from the ground, I could witness it from inside the ship.

**3- ambition auction coast current frail intelligent novel resident starve
volunteer**

[**Note:** Be sure to make subjects and verbs agree in number. Change verb tenses if needed.]

My grandmother loves to attend _____ but not because she wants to buy anything. Usually she works for free as a _____. She is not able to help carry many things because her body is so _____. Instead she greets the guests as they arrive and provides them with nametags. I asked her why she liked it so much, and she told me that she had always had a secret _____ to work as an auctioneer. Auctioneers talk very fast, and she says she is a slow speaker, so her dream never worked out. But she is an extremely _____ woman, so I believed that she could have done the job well.

Last summer we travelled together to an old beach house on the _____ of the country for a charity auction. All of the money made at the sale was given to a food program that helped men and women who were about to _____ to death because of a _____ drought in Southern Africa. The _____ of the house wanted to help so they offered to sell some of their furniture and personal belongings. Some of the items were surprisingly expensive. For example a first edition _____ by an author named Chinua Achebe sold for one million shillings. At first I thought the buyer was crazy, but then I remembered that the money went to a good cause. At the end, I helped my grandmother thank the generous guests as they left.

GL3 Glossary

act /akt/

verb

¹take action; do something

e.g., We must act now if we want to save the city.

²play a fictional role

e.g., Reading plays is interesting, but I would rather act in one.

additional /uh-DISH-un-al/

adjective

extra or added to what is already present or available

e.g. James should buy some additional school supplies, just in case he loses something.

adopt /uh-DOPT/

verb

¹legally take up another's child and bring it up as one's own

e.g., My parents adopted my younger sister Irene when she was four years old.

²take up; start to use

e.g., After Freddie broke his arm, the school adopted a new policy: No walking on the monkey bars.

advice /ad-VICE/

noun

guidance or recommendations

e.g., Whenever I feel confused about anything, I always go to my grandfather for advice.

amaze /uh-MAYZ/

verb

surprise (someone) greatly; to fill with astonishment

e.g., We amazed our mother when she saw that we had prepared dinner on our own.

ambition /am-BISH-un/

noun

a strong desire and determination to do something

e.g., Ruki's ambition to become a doctor was matched by the impressive amount of time she devoted to her studies.

arctic /ARK-tik/

adjective

¹of or relating to the North Pole

e.g., Sailing through the Arctic seas can be nearly impossible because of the dangerous ice.

²very cold

e.g., This morning the arctic conditions kept all the students shivering at their desks.

arouse /uh-ROUZ/

verb

wake (from sleep)

e.g., John aroused his brother in the middle of the night with his loud snoring.

arrange /uh-RAINJ/

verb

¹to put (things) in a neat, attractive, or required order

e.g., The first thing my father does in the morning is to arrange all of the items on his desk.

²organize or make plans for (a future event)

e.g., Nema is arranging a lunch for her class reunion next week.

attitude /AT-ti-Tyood/

noun

a way of thinking or feeling about someone or something

e.g., Because of his bad attitude in Math class, Isaaka has managed to learn nothing.

attract /uh-TRAKT/

verb

cause to be liked or interested in

e.g., Rebekah was attracted to basketball because she was better with her hands than with her feet.

auction /AWK-shun/

noun

a public sale in which goods or property are sold to the highest bidder

e.g., Grandma Martha bought four chairs and a table at an auction.

