

# Teacher's Edition, Book 1

# Words Are Wonderful

## An Interactive Approach to Vocabulary

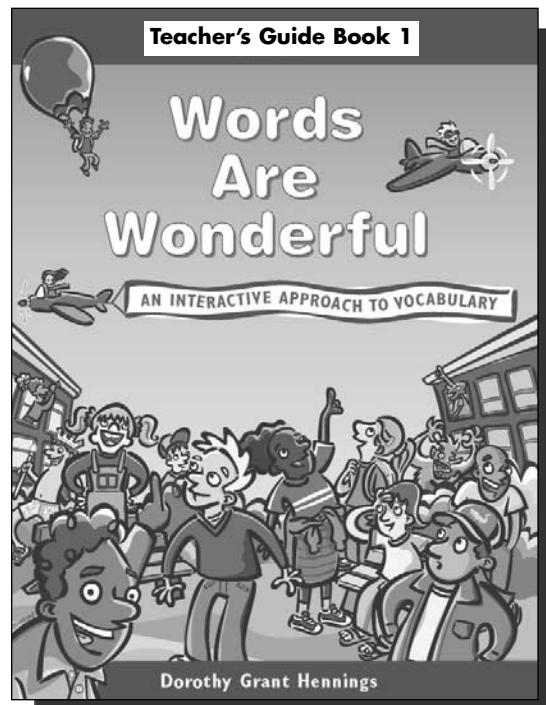
By Dorothy Grant Hennings  
Recommended for grades 3/4 or higher

The wraparound teacher's guide to *Words Are Wonderful, Book 1*, includes the reduced and annotated pages from the student book along with extensive teaching suggestions, comprehensive objectives correlated with state standards, and the word list and word elements presented in the student book. Each lesson also provides enrichment activities, a Book Spot with reading and resource suggestions, and activities for students with varied needs, abilities, and learning styles, including verbally talented learners, visual learners, auditory learners, and ESL students.

The **Teacher's Edition pages for Lesson 22** are provided here for you to use.

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See our *Companion Material* recommendations on page 8 for great materials that complement *Words Are Wonderful*.



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# 22

## The Special Verb Ending *-Ed*

PAGES 134 – 139

### WORD LIST

captured, granted, provided, published, received, recognized, respected, transported; biography, editor, merchant, volume

### SPECIAL VERB ENDING

-ed (to indicate action in the past)

**OBJECTIVES** Students will be able to

- Recognize the letters *-ed* on the ends of verbs and perceive that action is happening in the past.
- Distinguish between verbs that end in *-ed* and nouns they use in writing.
- Explain why Phillis Wheatley was special.
- Use the lesson words in speaking and writing.

### TEACHING PLANS

#### Opening Measures

- ◆ Ask students what they think of when they hear the words *slavery* and *freedom*. Write both words on the board. As students volunteer their thoughts, develop two side-by-side webs on the board. Add a few ideas of your own, and use words such as *captured*, *transported*, and *granted her freedom*. You might remark, “Some slaves were captured. They were taken against their will and by force. They were transported far from their homes.” As you interject your ideas, add *captured* and *transported* to the web. Talk also about the fact that enslaving others is not right and that all people have a right to freedom—a right to be free.
- ◆ Talk about what we mean by *biography*. Tell students that they will read to themselves a biography of a very special person named Phillis Wheatley. Have the students chorus her name and clap the syllables of her first and last names. Suggest that students read the selection, “Phillis Wheatley—From Slave to Poet,” to find out why Phillis Wheatley was so special. Before students begin, encourage them to find West Africa and Boston, Massachusetts, on a globe or wall map.



### The Special Verb Ending *-Ed* Reading a Biography

In this lesson, you will read a **biography**. A biography is a story that tells about somebody's life. It is written about things that happened in the past. That means that the author uses verbs such as **received** and **recognized** to talk about actions that took place in the past.

Past-tense verbs often, but not always, end with *-ed*. We use present-tense verbs such as **receive** and **recognize** to talk about actions that are taking place right now.

Read the selection to find out why Phillis Wheatley was such a special person.

#### Phillis Wheatley—From Slave to Poet

Phillis Wheatley was the first African-American poet to become well known. She was born a free person in 1753 in West Africa. In 1761, she was **captured** by men who wanted to make her a slave. She was taken from her home and **transported** on a slave ship to Boston, Massachusetts. There, the eight-year-old girl was sold to John Wheatley, a Boston merchant. A merchant is person who sells goods—things that people need such as sugar, salt, and cloth.



In those days, slaves were not allowed to learn how to read, but John Wheatley **recognized** that Phillis was very smart. Because he saw that she was so bright, John Wheatley **provided** her with a much better education than most slaves **received** in those days. Phillis learned to read and write. She began to read poetry, and she started to write poems of her own.

Because he **respected** her abilities, John Wheatley **granted** Phillis Wheatley her freedom. As a young woman on her own, Wheatley traveled to London, England. In London, people enjoyed her poetry, and in 1773 she had a volume of her poems **published**. Her book was called *Poems on Various Subjects*.

When Phillis Wheatley returned to Boston, America was fighting the Revolutionary

War. She wrote some poems in which she told how she felt about the war and about General George Washington, who was the leader of the American army.

Phillis Wheatley sent one of her poems to George Washington, who liked it very much. The editor of *Philadelphia Magazine* also saw her poems. He liked them so much that he published them in his magazine. Soon, more people began to read and talk about her poetry. As a result, Phillis Wheatley was called the Poet of the American Revolution.

### A Thinking about Ideas and Relationships

1. In what way was Phillis Wheatley special? She was the first African-American woman poet to become well known.
2. What kinds of things do you think Phillis Wheatley said in her poems about the Revolutionary War? Responses will vary but should include the aspect of freedom.

### B Figuring Out Word Meanings

Match the past-tense verbs in the left column with the words that mean almost the same thing in the right column. Draw a line between them. Review the way the verbs are used in the biography to figure out their meanings. Do the easy ones first.

#### Group One

- |                |                                    |
|----------------|------------------------------------|
| 1. captured    | gave                               |
| 2. transported | moved from one place to another    |
| 3. recognized  | saw or noticed                     |
| 4. provided    | taken by force, against one's will |

#### Group Two

- |              |                         |
|--------------|-------------------------|
| 5. received  | gave as an official act |
| 6. respected | printed as a book       |
| 7. granted   | got                     |
| 8. published | thought highly of       |

## Instructional Measures

■ After students have read the selection, complete the questions in Activity A as a shared-writing activity with the whole class. Ask students to suggest sentences, and have them cooperatively and interactively compose a paragraph; record their sentences on the chalkboard. Then erase the board and let students write their own answers in their books.

■ Assign Activity B for students to complete individually. You may use it to assess students' growing ability to use context clues. Review the answers as a class. Ask students to work in pairs to complete the sentences in Activity C, and invite volunteers to come forward to share their sentences. Suggest that the volunteers read their sentences in random order (saying "blank" in place of the highlighted word so that listeners can guess the correct word).

### Instructional Measures, continued

■ After students have completed Activities B and C, distribute cards printed with the lesson words and have students come forward to display them. Ask students first to chorus the words, emphasizing the syllable units. Ask students holding cards to sort themselves into two groups according to the two special kinds of words they see. (-ed verbs and nouns). As a class, make up sentences with the -ed verbs to show action that happened in the past. Encourage verbally talented students to lead. Use the word sort to segue into Activity D, which reinforces students' ability to recognize that -ed verb endings indicate action in the past.

### C Writing Sentences

Figure out the meanings of these nouns by studying the way they are used in the selection. Write sentences with each noun. Show the meanings of the words by building clues into your sentences.

Answers will vary.

1. a volume \_\_\_\_\_
2. a biography \_\_\_\_\_
3. a merchant \_\_\_\_\_
4. an editor (Hint: Use what you know about the suffix -or to help you figure out the meaning.) \_\_\_\_\_

### D Recognizing Past-Tense Verbs

Study these sentences. Circle the -ed verbs that show action that happened in the past. Watch out! Some sentences have more than one verb. Recognizing the -ed verbs helps you understand when the action took place.

1. Later today I will receive a letter in the mail from my brother. Yesterday I received two letters from him.
2. The merchant granted Phillis Wheatley her freedom.
3. The editor published two books of poetry that she wrote.
4. The zookeepers captured the lion that had escaped.
5. My family provided me with the help that I needed.

#### STRATEGY CENTER

Look for the -ed ending on verbs. This special kind of verb ending tells you that the action happened in the past.



See Byrd Baylor's *Hawk, I'm Your Brother* (New York: Scribner, 1976). This is a good read-aloud story based on the idea that no one has the right to enslave someone else. In this case, the boy frees his hawk so it can soar high over the mountains. You can use the book as part of your introductory measures or to talk about granting freedom, recognizing that other people have the right to freedom, and respecting others. Also note David Adler's *A Picture Book of George Washington Carver* (New York: Holiday House, 1999) for a biography of a man who was once a slave.

#### INDIVIDUAL LEARNING STYLES AND PERSPECTIVES

► For verbally talented learners

- Good readers may want to read a more comprehensive biography of Phillis Wheatley. See Merle Richmond's *Phillis Wheatley* (New York: Chelsea House, 1988). The fifth-grade reading level is appropriate for verbally gifted students. Check a local or regional library for the book.
- Students with a strong interest in words can make a chart of irregular verbs that form the past tense without the -ed ending. Suggest that they use this pattern:

Today I come. Yesterday I came.  
 Today I go. Yesterday I went.  
 Today I see. Yesterday I saw.

Encourage ESL students to participate in this activity;

## E Completing a Crossword Puzzle

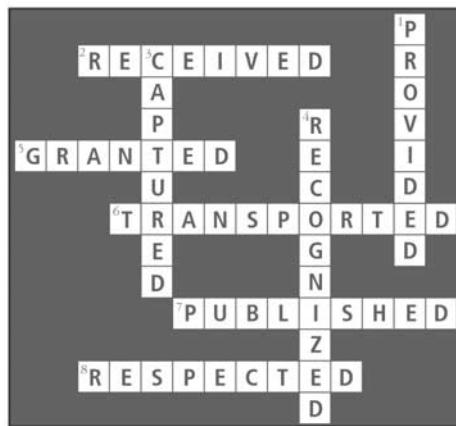
### CLUES

#### Across

2. She \_\_\_\_\_ an award from the governor. (got)
5. The president \_\_\_\_\_ him his freedom. (gave)
6. The merchant \_\_\_\_\_ the goods to Maine. (moved in some way)
7. That biography was \_\_\_\_\_ in 2002. (printed as a book)
8. The editor \_\_\_\_\_ her because she had written an excellent book. (felt highly about)

#### Down

1. Her parents \_\_\_\_\_ her with a wonderful education. (gave, supplied)
3. The police \_\_\_\_\_ the thief. (caught)
4. The governor \_\_\_\_\_ that she had done a good job. (saw clearly)



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■ Provide time for students to try the crossword puzzle in Activity E on their own. Then suggest that they work in pairs to help one another with difficult words and to verify their answers. Make a transparency of the puzzle so that students can add the correct words as the class reviews the answers together.

oral practice with irregular verbs is especially important for them.

- Students may want to check a dictionary to learn the difference between the words *provided* and *granted*.

► **For visual learners** Ask students to highlight with a colored marker the *-ed* endings on the word cards in the Instructional Measures (Activity C). Students can arrange the cards on the Word Wall so that the *-ed* endings are aligned vertically.

► **For critical thinking** Ask students, “Why is it wrong to enslave someone else? Why is it wrong to take away someone’s freedom? Do we have the responsibility to ensure that people all over the world

are free?” Students can provide reasons and develop one-paragraph essays.

► **For auditory and ESL learners** For a quick review activity, suggest that auditory learners lead the class in chorusing the words the visual learners have posted on the Word Wall. Suggest that as students chorus the words, they add the pronoun *I* before each past-tense verb, as in *I granted* and *I captured*. Ask students to volunteer sentence endings, such as *I granted him his freedom* and *I captured an enemy agent*. Stress clear pronunciation so that ESL students have a good model. Also urge ESL learners to join the verbally talented learners to devise irregular verb charts.

### Instructional Measures, continued

- Suggest Activity F as a drama option for students to try in small groups.

### Closing Measures

- ✔ Activity G is useful for review and/or assessment.
  - ✔ You may also want to dictate these sentences as a listening-for-meaning activity and ask each student to record on a piece of paper the word that best fits in each blank. Ask a volunteer to list the new words on the chalkboard for students to choose from:
- captured granted transported provided  
published received recognized respected  
biography editor merchant volume

### F Playing

With a partner, prepare a mini-play about Phillis Wheatley on the day she became a free person. One person can play the part of Phillis Wheatley. The other person can play the part of the merchant.

### G Editing Sentences to Put in Stronger Words

Cross out the italicized words in these sentences. Use a caret (^) to put in these stronger words from the lesson.

#### Group One

captured published a merchant an editor received a biography

1. Mr. Marks is *in the business of buying and selling goods*.
2. Ms. Trubeck is *in the business of making books with the stories writers bring to her*.
3. I wrote *a story* about the life of George Washington, our first president.
4. The editor *made into book form* the poems the poet had written.
5. My friend *got* the award for writing the best story in the class.
6. The spy was *trough* when he did not put out his campfire.

#### Group Two

volume granted transported respected provided me with recognized

7. We *transported* our supplies on our backs.
8. The teacher *was* in his student something that no one else had seen—the ability to write clearly.
9. The President *formally gave* me permission to come to the White House.
10. The teacher *gave me* a ticket to the dance.
11. The company published a *very large book* that I had written.
12. My teacher *thought very highly of* me because I always did my homework.

## E·N·R·I·C·H·M·E·N·T·S

### ★ Poetry Writing

Suggest that students write “Freedom is . . .” poems. Have students compose several lines, each starting with the words “Freedom is . . .” Or they can compose lines that alternate between “Freedom is. . . .” and “Slavery is. . . .”

### ★ Sentence Explanations

Ask students to explain the meaning of each of these sentences:

- In the story the old man **granted** the girl three wishes.
- She **granted** me everything I wanted.
- I said to myself, “**Grant** me the strength to do what is right.”
- The movie **transported** me to the world of make-believe.
- When Tracy’s family moved to another state, all their belongings were packed and **transported** in a big truck.

- The camera **captured** clear pictures of the event.
- The prisoner was **recaptured** after he tried to escape.
- The **editor** worked on a **biography** that an author had written. Later, the volume was **published** by a big company.

### ★ Past-Tense Meanings

Read the following sentences aloud to the students. Ask them to select the correct verb to use in each of these sentences involving time relationships:

- Today I (grant, granted) her wishes.
- Yesterday she (receives, received) the honor she had earned.
- Just yesterday I (recognize, recognized) how important it is to know how to read a map.
- Today I (provide, provided) her with a new box of colored pencils.

## H Writing Workshop

Pretend you are Phillis Wheatley. Make up a story about what happened when you first met John Wheatley. Write what you thought, what you said, and what he said to you. Put quotation marks around the words that you spoke and the words that he spoke. Keep your story in the past tense. Use some *-ed* verbs.

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1. After you have written a story, you might want to work with an \_\_\_\_\_ who will help you make your story better. (*editor*)
2. I \_\_\_\_\_ my friend for trying to do the right thing in a difficult situation. (*respected*)
3. The government agents \_\_\_\_\_ the spy who had given out secret information. (*captured*)
4. My friend had a book of her poems \_\_\_\_\_ by a company in New York. (*published*)
5. The truck \_\_\_\_\_ the boxes of grapefruit from Florida to Massachusetts. (*transported*)
6. The girl \_\_\_\_\_ an award for helping people during a fire. (*received*)
7. Her book was a large \_\_\_\_\_. It took up a lot of space on my bookshelf. (*volume*)
8. The President \_\_\_\_\_ a pardon to the man. That meant he did not have to spend the rest of his life in prison. (*granted*)
9. My mother \_\_\_\_\_ the fact that I wanted to try to do the job by myself. (*recognized*)
10. I read a \_\_\_\_\_ about the life of Indira Gandhi. (*biography*)
11. The \_\_\_\_\_ sold goods to people all over the world. (*merchant*)
12. At our family picnic, Kate \_\_\_\_\_ salad and juice, and Judd cooked all the hot dogs. (*provided*)

▲ Suggest that students write informational paragraphs about personal freedom, respect for others, and independence as alternative options for Writing Workshop in Activity H.

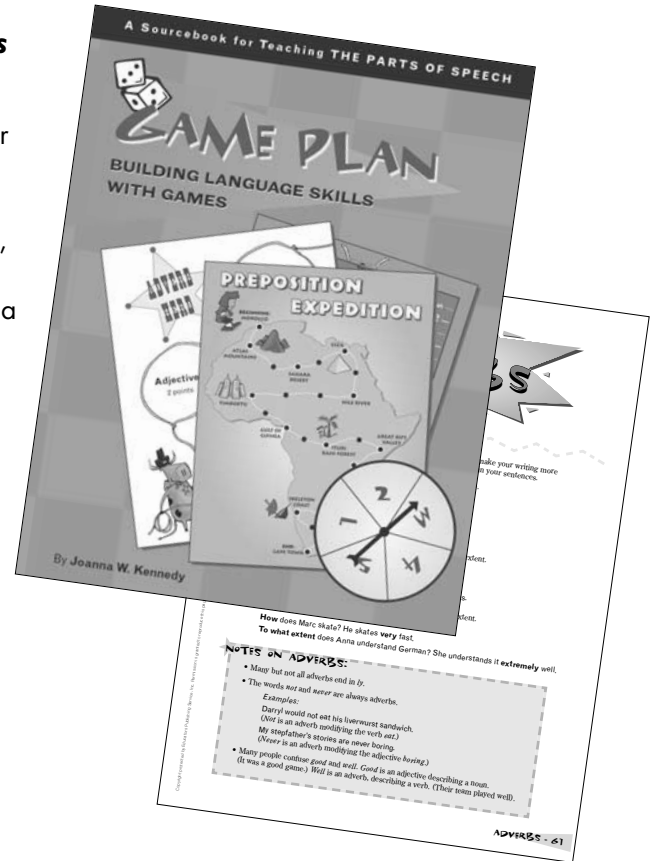
## Recommended Companion Material

EPS offers a wide range of products and programs that complement the vocabulary development activities in *Words Are Wonderful*. We recommend the following series to help young readers gain an understanding of the important elements of the English language.

### **Game Plan: Building Language Skills with Games**

Recommended for grades 4–8

*Game Plan* is a new series of reproducible sourcebooks for teaching important elements of the English language. Designed for middle school LD or reluctant students, the books teach language arts skills in cooperative, interactive, and meaningful ways. Each volume provides mini-lessons, student worksheets, and skills-based games. *Game Plan* is a great supplement to the middle school reading and writing curriculum.



### **Search and Sort: Discovering Patterns in Sounds, Letters, and Words**

Recommended for grades K–4

Word sorting is an excellent way for children to learn the patterns of language. *Search and Sort* contains over 200 pre-designed, reproducible word and picture sorts that can be incorporated into any curriculum. These hands-on activities build students' decoding, spelling, and critical thinking skills while encouraging cooperative and interactive learning.

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