

BOOK 1

Words Are Wonderful

An Interactive Approach to Vocabulary

Dorothy Grant Hennings

Recommended for grades 3/4 or higher

This collaborative, research-based approach to building vocabulary skills emphasizes interactive learning, a strong oral component, and the importance of learning new words in context. As students discover the joy and power of words, they learn that words are not just a string of letters but are made up of meaningful parts—roots, prefixes, and suffixes.

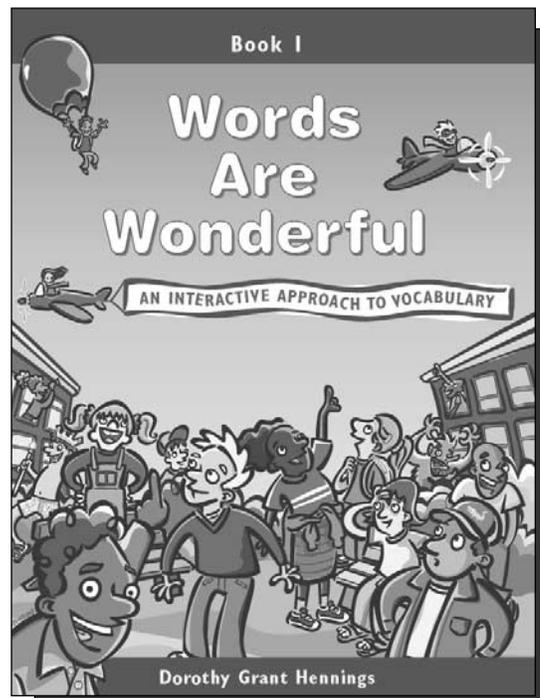
The following **sample of Lesson 22**, *The Special Verb Ending -ed*, introduces students to reading a biography about African-American poet and former-slave Phillis Wheatley. Activities include thinking about ideas and relationships, figuring out the meanings of verbs that end in *-ed*, sentence writing, recognizing past-tense verbs, and completing a crossword puzzle using the lesson words.

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Recommended Companion Material

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



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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 a 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.



Thinking about Ideas and Relationships



1. In what way was Phillis Wheatley special? _____

2. What kinds of things do you think Phillis Wheatley said in her poems about the Revolutionary War? _____



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 |

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.

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.



Completing a Crossword Puzzle

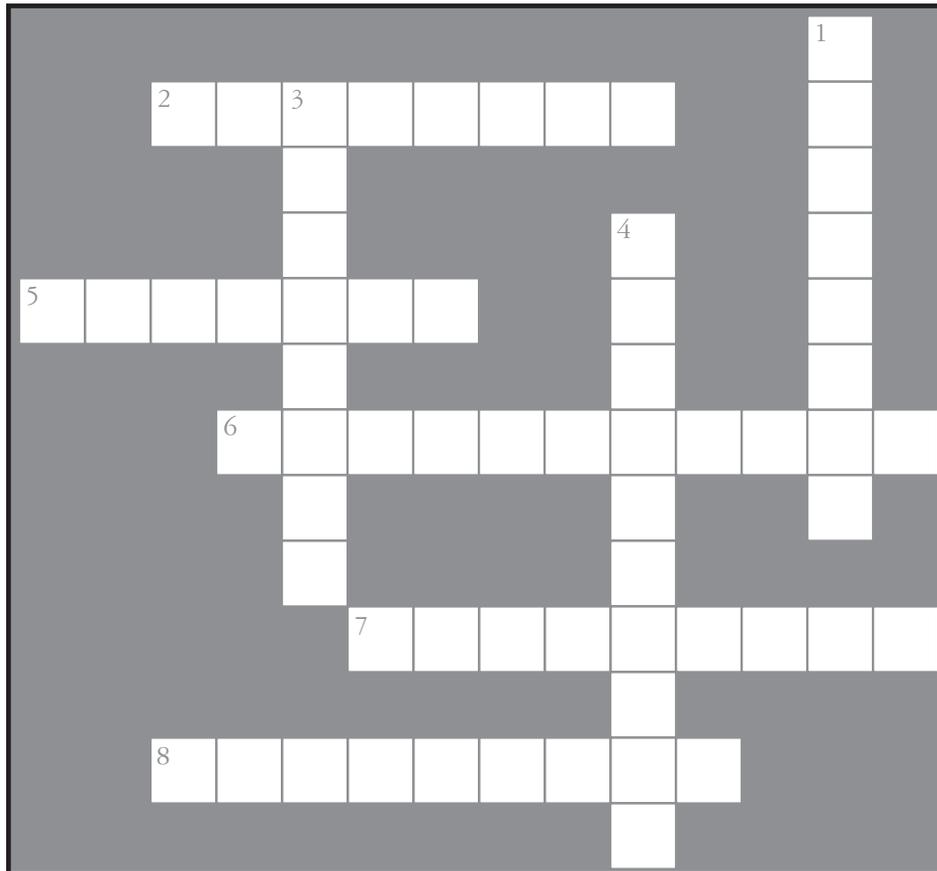
CLUES

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)





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.



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 *caught* when he did not put out his campfire.

Group Two

volume granted transported respected provided me with recognized

7. We *carried* our supplies on our backs.
8. The teacher *saw* 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.



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.

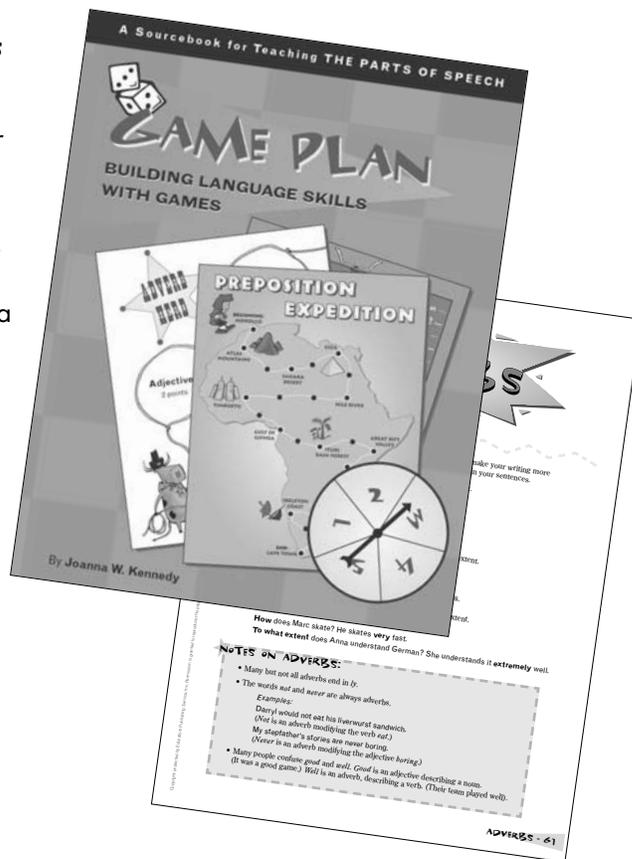
Recommended Companion Material

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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