

Samples for
Wise Guide Enrichment Activity Worksheets
for Wise Lists A-M and N-Z

The enclosed samples include both a Student and Teacher version of each of the following lessons. The pages where you'll find the activity explained in *The Wise Guide* are listed for you.

Worksheets for Wise Lists A-M

- | | |
|----------|--|
| List B | Compound Words, p. 4 |
| List J-3 | Vocabulary Enrichment, p. 43 |
| List K-6 | Plurals, p. 65 |
| List M-3 | Grammar - Subject & Verbs, p. 89 |
| List M-3 | Grammar - Subject & Verbs Sentences, p. 89 |

Worksheets for Wise Lists N-Z

- | | |
|----------|--------------------------------|
| List N-2 | Review A-I Vivid Words, p. 103 |
| List N-8 | Metaphors & Similes, p. 114 |
| List P-1 | Prefixes, p. 133 |
| List Q-6 | Analogies, p. 159 |
| List S-4 | Alphabetize, p. 183 |
| List T-2 | Greek Roots, p. 193 |
| List Z-2 | Synonyms, p. 236 |

How to Use These Worksheets

I. WORKSHEET DESIGN & PURPOSE

1. **Worksheet activities match the instructions found in *The Wise Guide* ©2015.** Previous versions of *The Wise Guide* can easily be used! Just be aware there may be new activities listed in this book or changes in activity examples that aren't in an older book.
2. **If an assignment lends itself to a worksheet, it's included.**
 - a. Worksheets are meant to supplement the activities in *The Wise Guide*, NOT to replace it. You need both!
 - b. Sentence Writing Activities are included only when they are specifically reinforcing a concept just taught or where a new concept is introduced. Most sentence writing assignments can easily take place on regular paper, so a worksheet is unnecessary.

Each worksheet clearly identifies which **Wise List** the activity came from and **the name of the activity** as you'll find it in the *Wise Guide*.

Each worksheet has both a **student version** (on the CD) and a **teacher Answer Key** (in the book).

Instructions for how to complete the page as well as information about the concept being explored is included at the top of each worksheet.

Teacher notes are often included to give more information or to help you tailor the page to the students' needs.

Key concepts are highlighted in **bold**.

Worksheet **page numbers** are identical for both the Answer Key and the student version.

Each worksheet clearly identifies **on which page** in the *Wise Guide* the activity is presented.

Student Version (Top Page):

List H-2 Nouns Name _____

1. A **noun** is a word that describes a person, a place, a thing, or an idea. You know it's a **noun** when you can put **a, an, the,** or a number word in front of it.

a **bug** the **mother** six **cats**

as a **noun**, write it in the "Ideas" section.

ANSWER KEY

1. A **noun** is a word that describes a person, a place, a thing, or an idea. You know it's a **noun** when you can put **a, an, the,** or a number word in front of it.

a **bug** the **mother** six **cats**

2. Listen as your teacher reads words from List H-2. If the word can be used as a **noun**, write it in the appropriate column. If the word is not a **noun**, write it in the "Not Nouns" section.

3. Correct your work.

Nouns			
Persons	Places	Things	Ideas
men	yard	row	call
		salt	bite
		coat	yard
		apple	
		well	

Not Nouns			
belong	bring	get	send
tell	how	low	other
late	that	them	

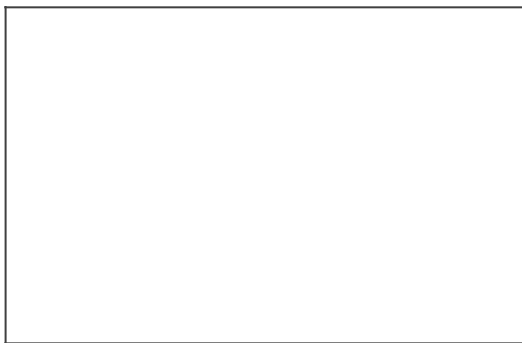
Teacher Note: Read the List H-2 words to your student in the order found in the WG. You purposely want to read them in a scrambled order (not how they're listed on this sheet) so that he has to think about the whether the word can be used as a noun and, if so, how what category of noun it is.

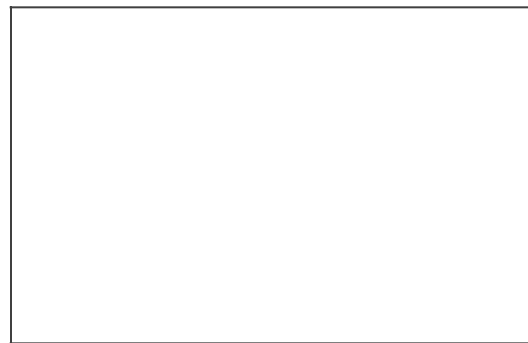
© FitzGerald 2015 43 WG page 23

1. Take a quiz on some of your spelling words. Correct your quiz.
2. A **compound word** is a word that is made of two base words. For example, *bath + tub = bathtub*.
3. Match your words together to create four **compound words**.
4. Draw pictures of two of these new words in the boxes below. Write the word on the line beneath its picture.

Spelling Words

Compound Words





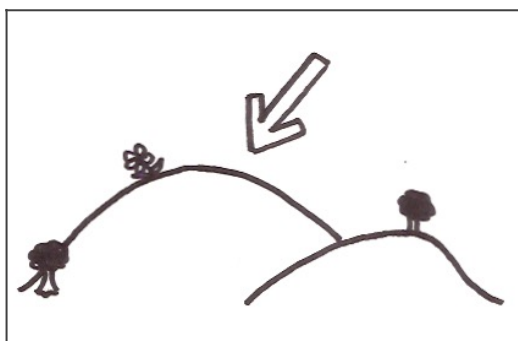
1. Take a quiz on some of your spelling words. Correct your quiz.
2. A **compound word** is a word that is made of two base words. For example, *bath + tub = bathtub*.
3. Match your words together to create four **compound words**.
4. Draw pictures of two of these new words in the boxes below. Write the word on the line beneath its picture.

Spelling Words
bed
can
bug
hill
cat
not
fish
top

Compound Words
bedbug
cannot
hilltop
catfish

Teacher Notes:

1. Quiz the student on the words in the "Spelling Words" list.
2. Use flash cards to show the student how to mix and match the words to create different combinations. Have him write his answers in the "Compound Words" chart.
3. Sample illustrations are shown below. The student may choose different words or to illustrate these words differently.



hilltop



catfish

1. Take a quiz on two review words and on some of your List J-3 spelling words.
2. Correct your quiz so that everything is spelled correctly.
3. Combine your spelling words with the review words and with **suffixes** to create one **compound word** and/or one **derivative** for each spelling word.
4. Write a sentence using one of your **compound words** or **derivatives**.

Review Words

Suffixes	
-less	without
-ful	full of
-ment	act or state of

Spelling Words	Compound Words	Derivatives

1. Take a quiz on two review words and on some of your List J-3 spelling words.
2. Correct your quiz so that everything is spelled correctly.
3. Combine your spelling words with the review words and with **suffixes** to create one **compound word** and/or one **derivative** for each spelling word.
4. Write a sentence using one of your **compound words** or **derivatives**.

Teacher Note:
Dictate the two review words and the words in the "Spelling Words" column.

→

Review Words	
hand	
over	

Suffixes	
-less	without
-ful	full of
-ment	act or state of

Spelling Words	Compound Words	Derivatives
saw	handsaw	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: auto;"> <p>Teacher Note: Be sure to dictate the words in the correct order so that they line up with available spaces on the page.</p> </div>
bill	handbill	
print	handprint	
left	leftover	
fill	overfill	
pay	overpay	payment
force		forceful
hope		hopeless, hopeful
place		placement
shape		shapeless

Answers will vary.

Examples: She will take the handbill from him.

Did she overpay for her dinner?

1. As your teacher dictates your spelling words, write them in their **plural** form in the part of the **Plurals Rule** they are following.
2. Correct your work to be sure everything is spelled correctly.

To make a word plural, just add an -S:	
UNLESS the word ends in <i>ing</i> or <i>niss</i>:	
Changes:	
Ends with O:	
Internal change:	

1. As your teacher dictates your spelling words, write them in their **plural** form in the part of the **Plurals Rule** they are following.
2. Correct your work to be sure everything is spelled correctly.

To make a word plural, just add an -S:	
freedoms	clubs
pounds	ears
sticks	weeks
gifts	titles
afternoons	stamps
horses*	sets
brothers	
UNLESS the word ends in sses:	
classes	glasses
horses*	
Changes:	
wives	knives
loaves	
Ends with O:	
heroes	
Internal change:	
geese	

Teacher Note:
 *See WG p. 65 for an explanation as to why *horses* could be added to either the “Just add -s” OR the “ending hisses” categories. Let your student choose.

- 1. Every sentence must have these two parts.
subject telling what or who the sentence is about
verb telling something about the subject

The little girl ran down the street. Who is the sentence about? girl - **subject**
What about the [**subject**]? ran - **verb**

- 2. Listen as your teacher dictates your new spelling words in **subject-verb** pairs and write the words in the appropriate columns. Watch out for the E's Dropping and 1-1-1 Rules!
- 3. Correct your quiz so that everything is spelled correctly.
- 4. Taking turns with a partner, read your word pairs and tell the other person a sentence for each set of words. Write your sentences on the Grammar - Subject & verbs Sentences Worksheet.

Subjects	Verbs

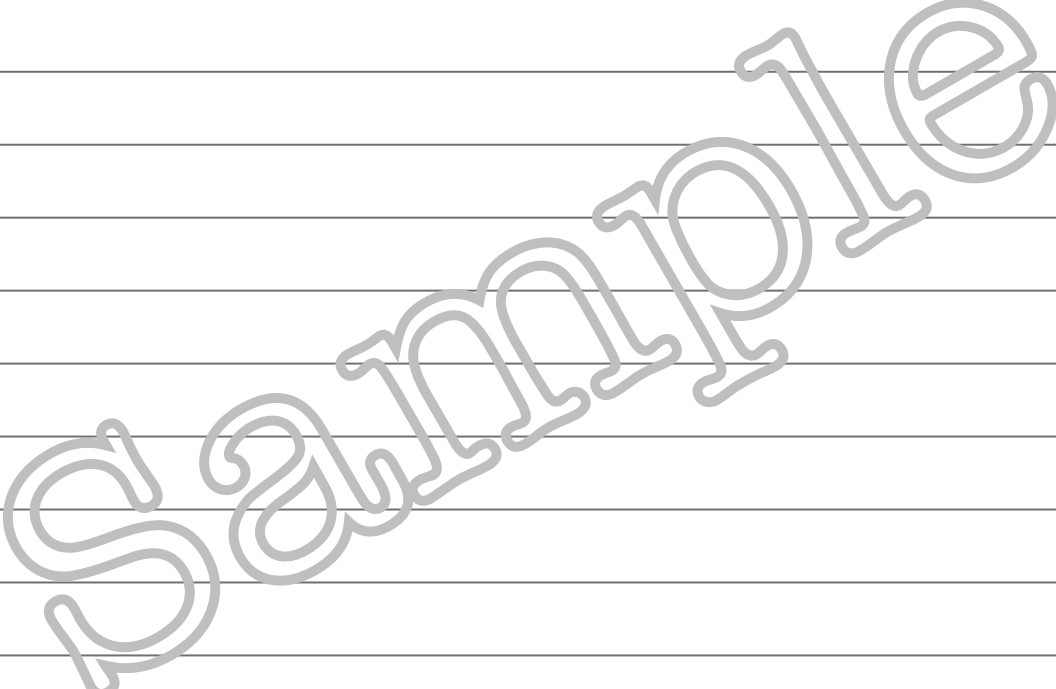
- Every sentence must have these two parts.
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The little girl ran down the street. Who is the sentence about? girl - **subject**
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- Listen as your teacher dictates your new spelling words in **subject-verb** pairs and write the words in the appropriate columns. Watch out for the E's Dropping and 1-1-1 Rules!
- Correct your quiz so that everything is spelled correctly.
- Taking turns with a partner, read your word pairs and tell the other person a sentence for each set of words. Write your sentences on the Grammar - Subject & Verbs Sentences Worksheet.

Subjects	Verbs
shopper	pitched
dress	swirled
follower	solved
attack	swirled
builder	contracted
attack	followed
speaker	filed
provider	recovered
pitch	steams
teacher	praises
swimmer	recovered
teacher	drills
shop	returns
drill	provided
attacker	fixed
shopper	returns

1. Write _____ sentences using your ***subject & verb pairs*** that you wrote on the Subject & Verb Worksheet.
2. Use spelling words from M-3. Underline your spelling words.



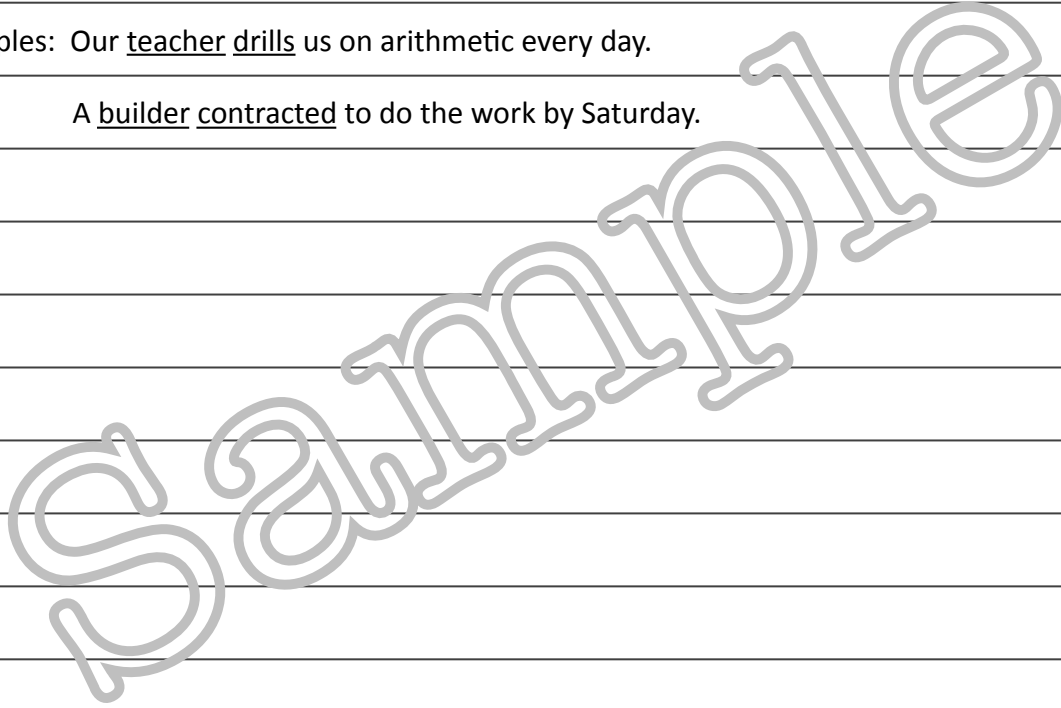
1. Write _____ sentences using your **subject & verb pairs** that you wrote on the Subject & Verb Worksheet.
2. Use spelling words from M-3. Underline your spelling words.

Teacher Note: Select the number of sentences your student is to write and add that to the instructions.

Answers will vary.

Examples: Our teacher drills us on arithmetic every day.

A builder contracted to do the work by Saturday.



1. Take a quiz on your review spelling words below.
2. Correct your words to be sure everything is spelled correctly.
3. These are words that are more expressive or more precise ways of describing a *person* or how someone *says* something. They help the reader understand more clearly what a writer is trying to communicate.
4. Add a check mark in the column to indicate whether it's another word for *a person* or for *to say*.

Spelling Words	Person	Say

5. Write a sentence using one of these more *vivid words* from each column.

1. Take a quiz on your review spelling words below.
2. Correct your words to be sure everything is spelled correctly.
3. These are words that are more expressive or more precise ways of describing a **person** or how someone **says** something. They help the reader understand more clearly what a writer is trying to communicate.
4. Add a check mark in the column to indicate whether it's another word for **a person** or for **to say**.

Spelling Words	Person	Say
ask		✓
beg		✓
boy	✓	
call		✓
child	✓	
love	✓	
word	✓	
mother	✓	
page		✓
read		✓
sang		✓
tell		✓
thank		✓

5. Write a sentence using one of these more **vivid words** from each column.

Answers will vary.

Example: The child begged for a treat.

His mother sang her baby to sleep.

1. Word imagery adds a special dimension to writing. Consider these examples.

The show was as dry as a bone.
Her cheeks were like roses.

You are the salt of the earth.
I am a worm.

- 2. What do these sentences mean? A show cannot really be dry. A lady's cheeks don't really look like flowers. People aren't really salt. A person isn't really a worm.
- 3. These expressions are called **similes** and **metaphors**, and they compare two things that aren't alike.

simile uses *as* or *like*
metaphor says that one thing *is* the other

- 4. Good writers sprinkle these word pictures throughout their writing.
- 5. Write the **similes** and **metaphors** that your teacher dictates to you below.
- 6. Decide if what you wrote is a **simile** or a **metaphor** and circle the correct answer. Finally, underline your new spelling words.

simile

metaphor

simile

metaphor

simile

metaphor

1. Word imagery adds a special dimension to writing. Consider these examples.

*The show was as dry as a bone.
Her cheeks were like roses.*

*You are the salt of the earth.
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simile

A zipper of lightning opened a rain-filled sky.

metaphor

simile

The rowboats bobbed like bottle corks on the lake.

metaphor

simile

Stars seem like lamps set in the spacious Hall of the Creator.

metaphor

Teacher Notes:

1. Teach these new words now, as necessary:

bobbed
(1-1-1 rule)
lamps
Hall
Creator

2. Capitalize “Hall of the Creator” because it is being used as a title.

3. See WG p. 114 for the sources of these quotes.

1. Take a quiz on some of your new spelling words. Correct your work.
2. Add following **prefixes** to your words to create **derivatives**. All but four of the words can have more than one **prefix**.
3. Use your dictionary to make sure you're using the correct **prefix** for that word.

Prefixes	
<i>mid-</i>	middle
<i>pre-</i>	before
<i>re-</i>	again, once more
<i>super-</i>	above, over

Spelling Words	Derivatives	Derivatives

1. Take a quiz on some of your new spelling words. Correct your work.
2. Add following **prefixes** to your words to create **derivatives**. All but four of the words can have more than one **prefix**.
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Prefixes	
<i>mid-</i>	middle
<i>pre-</i>	before
<i>re-</i>	again, once more
<i>super-</i>	above, over

Spelling Words	Derivatives	Derivatives
button	rebutton	prebutton, prebuttoned
human	superhuman	
match	rematch	midmatch
settle	resettle	presettle
value	revalue, supervalue,	prevalue
count	recount	midcount
caught	recaught	
taught	retaught	pretaught
flight	preflight	midflight
trial	pretrial, midtrial,	retrial
scale	rescale	
double	redouble	

Teacher Notes:

1. To use *pre-* with the base word *button*, we might add the suffix *-ed*.
2. If the student is new to this kind of activity, use the *prefix* cards from WG p. 116 with flash cards with the spelling words to demonstrate how to mix and match to form real English *derivatives*.

1. An **analogy** is a comparison between two things.
2. Look at the first pair of words and figure out the relationship between them. Then look at the second set of words which is unfinished. They will share the same relationship as the first two. Can you finish the set?

Red is to strawberry as yellow is to _____.

In this example, the comparison (or the relationship) is fruit color.

3. Below are pairs of words. The first pair relate to one another in some way. Use that same relationship to complete the second pair.
4. Use your spelling words from this week's list to complete each set of **analogies**.

Sun is to sunglasses as rain is to _____.

Regress is to backward as progress is to _____.

Ordinary is to important as okay is to _____.

Anticipate is to shock as expect is to _____.

Ocean is to wet as desert is to _____.

Wet is to washcloth as dry is to _____.

Start is to cause as end is to _____.

Yes is to maybe as surely is to _____.

1. An **analogy** is a comparison between two things.
2. Look at the first pair of words and figure out the relationship between them. Then look at the second set of words which is unfinished. They will share the same relationship as the first two. Can you finish the set?

Red is to strawberry as yellow is to lemon or banana.

In this example, the comparison (or the relationship) is fruit color.

3. Below are pairs of words. The first pair relate to one another in some way. Use that same relationship to complete the second pair.
4. Use your spelling words from this week's list to complete each set of **analogies**.

Sun is to sunglasses as rain is to umbrella.

Regress is to backward as progress is to forward.

Ordinary is to important as okay is to special.

Anticipate is to shock as expect is to surprise.

Ocean is to wet as desert is to dry.

Wet is to washcloth as dry is to towel.

Start is to cause as end is to result.

Yes is to maybe as surely is to perhaps.

1. As your teacher dictates your spelling words, write them next to the letter that starts that word.
2. Some of your spelling words start with the same letter. As you hear them, write these words on the lower part of the page under the appropriate letter. Once you have all of the words that start with that letter, add them to the upper chart in **alphabetical** order.
3. When you're done with your quiz, all your words will now be in **alphabetical** order.
4. Correct any errors.

Letters	Spelling Words	Letters	Spelling Words
a		m	
		n	
c		o	
		p	
d		r	
		s	
g		t	
		v	
i		y	

a

c

d

g

o

p

1. As your teacher dictates your spelling words, write them next to the letter that starts that word.
2. Some of your spelling words start with the same letter. As you hear them, write these words on the lower part of the page under the appropriate letter. Once you have all of the words that start with that letter, add them to the upper chart in **alphabetical** order.
3. When you're done with your quiz, all your words will now be in **alphabetical** order.
4. Correct any errors.

Letters	Spelling Words	Letters	Spelling Words
a	affair	m	mushroom
	ambition	o	onion
c	canvas	o	opinion
	celery	p	paragraph
	community	p	pistol
d	dictionary	r	recess
	difference	s	sleigh
g	gallows	t	temperature
	grocery	v	vanity
i	island	y	yourself

Teacher Notes:

1. Read the List S-4 words **as they are listed in the WG**. Your student needs to select where to write each word and which words need to be written on the lower part of the page first to determine correct *alphabetical* order.
2. The words below are in the order they will be written as you dictate the words. Let him determine that these words should be written here before he adds them to the *alphabetical* chart in the correct order.

a
affair
ambition

c
canvas
community
celery

d
difference
dictionary

g
grocery
gallows

o
opinion
onion

p
paragraph
pistol

1. Some of your spelling words are English **derivatives** formed from the **Greek roots** listed below.
2. Match your spelling words with their **roots** and write them in the last two columns.
3. You will write some words in more than once place.
4. All but three of the **roots** can have two **derivatives**.
5. Can you think of other words that come from these **Greek roots**? Write **four** of them on the lines below.

Greek Roots	Meanings	Derivatives	Derivatives
<i>auto-</i>	self		
<i>di-</i>	two		
<i>phon-</i>	sound		
<i>tele-</i>	far away		
<i>mobile</i>	move		
<i>micro-</i>	small		
<i>graph-</i>	write		
<i>video</i>	see		

Other words from these roots:

1. Some of your spelling words are English **derivatives** formed from the **Greek roots** listed below.
2. Match your spelling words with their **roots** and write them in the last two columns.
3. You will write some words in more than once place.
4. All but three of the **roots** can have two **derivatives**.
5. Can you think of other words that come from these **Greek roots**? Write **four** of them on the lines below.

Greek Roots	Meanings	Derivatives	De i r a t i v e s
<i>auto-</i>	self	autograph	automobile
<i>di-</i>	two	dilemma	division
<i>phon-</i>	sound	telephone	microphone
<i>tele-</i>	far away	television	telephone
<i>mobile</i>	move	automobile	
<i>micro-</i>	small	microphone	
<i>graph-</i>	write	autograph	
<i>video</i>	see	television	division

Other words from these roots:

Possible answers might include...	digraph	microscope	telecast
	dioxide	microscopic	telegraph
	divide	paragraph	telescope
	microgram	phonograph	telemeter
	microcosm	phonogram	telephony

1. A **synonym** is a word that has a **similar meaning** as another word. For example, *humorous & amusing* and *villain & scoundrel* are **synonyms**.
2. Read the words in the first column. Do you know what they mean? Can you match them with your spelling words that are the **synonyms**? Write them in the right column. If you don't know them all, continue to #3.
3. Listen as your teacher reads your spelling words to you slowly. Write the remaining spelling words next to their **synonyms**.

Synonyms	Spelling Words
fish bowl	
orchestra	
kingship	
strife	
writing paper	
praise the Lord	
loyalty	
assistant	
watch	
excellence	
keepsake	
disinfectant	

4. Write a sentence using one of the **synonyms** listed above and then rewrite the sentence using the spelling word that has the **same meaning**. You'll have two sentences with **similar** meanings when you're done. Underline the **synonyms** in each sentence.

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2. Read the words in the first column. Do you know what they mean? Can you match them with your spelling words that are the **synonyms**? Write them in the right column. If you don't know them all, continue to #3.
3. Listen as your teacher reads your spelling words to you slowly. Write the remaining spelling words next to their **synonyms**.

Synonyms	Spelling Words
fish bowl	aquarium
orchestra	symphony
kingship	sovereignty
strife	dissension
writing paper	stationery
praise the Lord	hallelujah
loyalty	allegiance
assistant	lieutenant
watch	surveillance
excellence	proficiency
keepsake	souvenir
disinfectant	antiseptic

4. Write a sentence using one of the **synonyms** listed above and then rewrite the sentence using the spelling word that has the **same meaning**. You'll have two sentences with **similar** meanings when you're done. Underline the **synonyms** in each sentence.

Answers will vary.

Examples: I need to buy some more writing paper so I can write some notes to my family.

I need to buy some more stationery so I can write some notes to my family.
