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# The *Teacher's* *Book* of *Lists*

**Second Edition**

Sheila Madsen  
Bette Gould

Illustrated by Kimble Mead



 GOOD YEAR BOOKS



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# Introduction

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Reassuring things, lists. They affirm that the buzzing, blooming confusion of the universe can be reduced to a tidy vertical column. But wait, there's a better way to do this: Herewith the Top Four Reasons Why People Love Lists:

1. Lists are fun.
2. Lists are quick.
3. Lists help us remember things.
4. Lists give us something to argue about.

Lists have been around forever.

Richard Stengel, "Best of the '90s," *Time*, Dec. 31, 1990, p. 40.

This brief quote neatly sums up our sentiments and echoes the thoughts that originally led us to writing *The Teacher's Book of Lists* ten years ago. The stimulus for writing this book was to revise that book. We realized that many of the lists were now dated and that others were not quite as interesting as they had once seemed. Once we got into the process of revising, we realized that we wanted to do a lot more than just revise a small percentage of the material. Therefore, we undertook a substantially new book, keeping some of the original lists that we felt worked best for teachers and children.

But why lists in the first place? The answer is that we like lists, make lists, and use them as a basic organizational activity. In planning for the classroom, we often started with a list. In encouraging students to get organized or to figure out a way to present some learning or information, we often started them working on a preliminary list. In planning for back-to-school night we jotted down a list of items to talk about, hand-outs to copy, and notes to be written on the board.

We also remembered when we wanted to find a bit of information and ended up plowing through several books or encyclopedias before finding it, or, worse, gave up finding it at all because it was too much trouble. The lists in *The Teacher's Book of Lists* are intended as a reference for you, your students, and parents. Sometimes we wanted to find out more information once we had a few facts on a subject. For example, if we found unicorns and chimeras to be fascinating characters to our class, we would want to know what other such creatures there were. We might use a list such as **Literary Monsters and Creatures**, p. 150, to give us ideas for other characters to learn about. So the lists in this book are also meant to provide a bridge from what has been learned to related topics.

Our belief is that kids are natural learners and that school is a place to find out things, perhaps many things that the teacher may not know. We believe a rich environment, full of all kinds of raw materials, such as a variety of paper, pens, pencils, crayons, chalk, mini-chalkboards, and markers along with enticing and appealing books, videos, filmstrips, charts, booklets, and other information-giving items is one of the keys to a vital and successful classroom. We have found that students who are encouraged to make

decisions about how they spend their time in school, and what they will study, and how they will share learning with others are students who are empowered to express their natural ability to learn. We see the lists and activities in this book as being appealing to the natural curiosity of children and to lend themselves to creative and thought-provoking experiences.

We want to hear from you about your successes or problems using items from this book. And, if you have some great lists of your own, please send them to us to include in the next book.

### **THE TEACHER'S BOOK OF LISTS AND THE VARIOUS METHODS AND STYLES OF TEACHING**

We recognize that teachers employ different methods and styles of teaching. Although there are many additional methods we could have included here, we will briefly mention a few current educational strategies to indicate how the lists and activities in *The Teacher's Book of Lists* fit comfortably into each.

#### **Cooperative learning**

Many activities in this book invite the student to “work with a friend or a group” to research, learn about, or complete a product. We mean by this a group of varied abilities and talents—not the traditional everybody’s-at-the-same-reading-level kind of group—so that students are able to learn from each other and develop some of each other’s skills. Cooperative group projects also develop social skills by providing a need for a leader and several other roles such as motivators, recorders, and workers, and by demanding responsibility of each member. Small groups, perhaps just two to three children of varying talents or skill levels, are able to tackle a problem or project that any one of them would not be able to do in quite the same way alone.

Because many of the book’s activities are open-ended, they can be easily adapted to a cooperative learning situation. We have often enjoyed seeing a whole-class project develop out of something that began with a small group and then caught on with everyone. We can’t think of one of the lists or related activities that couldn’t be pursued cooperatively. (See the following examples.)

#### **Space Talk—Space Terms Used in Air-To-Ground Communication**

This list is ready-made for cooperative learning activities. As they use the vocabulary, some children will want to make such things as instrument panels, or models of the interior of the Space Shuttle. Two or three students might work on each part to be developed, referring to books or literature from NASA for ideas.

#### **U.S. History Events**

Within a unit on Conflict, groups can be organized to study each of the wars in U.S. history. Students either self-select or are assigned to a group. The groups can act out the main events of the war they are studying, chart a timeline of their war, or do any other appropriate sharing project.

#### **Theme-based curriculum**

A theme-based curriculum is one that recognizes that learning is not an accumulation of un-associated facts. Curriculum is developed around what might be called “big ideas” or “overarching concepts” so that students begin to see the interrelatedness of what is learned at school.



The following list of broad-based themes is one donated by Sandra Kaplan, a specialist in gifted and talented education and teacher training. It should be said that there are other lists and other themes, but this gives the gist of what kinds of topics constitute “themes.”

courage	power	order
traditions	rights	communication
patterns	change	truth
systems	forces	origins
symbols	discoveries	justice
conflict	relationships	progress
freedom	adaptation	beginnings
revolution	survival	influences
structure		

The California Science Framework (May 1989 draft edition), while saying that many other themes could be identified, developed the framework based on these themes:

energy	evolution	patterns of change
stability	systems & interaction	scale & structure

The point is that activities organized around a theme cut across specific content matter, and help ensure that learning of isolated facts is not the goal of any discipline.

We have not related any of our lists to specific themes or usual units of study, believing that teachers will easily see connections for themselves. The lists are loosely grouped in the traditional subject areas but many overlap with lists in other parts of the book. Here’s one example of how material from lists and related activities might be integrated into a theme-based unit:

#### THEME—Communication

Related lists: **Abbreviations**—Tell-a-Phone worksheet (How do abbreviated forms aid us in communicating?)

**Short Forms**—Activity #1, Advertising Slogans (How does language change as words and phrases are shortened, or “casualized”?)

**250 Things to Write** (How do the ways we communicate in writing affect ourselves and others?)

**Codes and Ciphers**—Secret Writing—Decode It worksheet (When and why does communication sometimes need to be secret?)

**Communication**—Tools and Methods (What need preceded the development of these items? What might we need in the future?)

**Foreign Words and Foreign Phrases**—(Where do words in our language come from? How can we trace the origins of some of our words? What do the words in our language say about us?)

Additional activities and projects

### Experiential/discovery learning

Seeing and handling real things, participating in real-life activities, and learning functional skills are important parts of any vital classroom. Many of our activities are built upon this knowledge. Children are asked to:

- interview people
- design business cards
- write stories, poetry, and ads
- help edit each other's writing
- read to each other
- play with cans and containers to learn geometry
- learn the hand alphabet
- survey and graph results
- consult the telephone book
- develop a campaign to save an animal
- write letters to their favorite author and sports team

Many lists with no accompanying activities, such as **Inventions and Inventors**, can be adapted to an experiential activity. For example, the class can develop a classroom display by bringing in items from home, such as various types of light bulbs, ballpoint pens, items utilizing Velcro®, and x-rays. An ambitious group may go to garage sales or develop a scavenger hunt to find old cameras, mason jars, phonographs, etc.

### Whole language

We support any whole language approaches and believe that classrooms function best when oral and written language are integrated and the development of skills grows out of the needs felt during the reading and writing process. In the construction of the activities attached to lists in this book, we have taken care to include ones that ask students to do, write, listen, read, and share so that a growth in literacy is a natural outcome. Although there are many additional alternatives, we have often cited children's books for teachers to read aloud or for students to read alone or with each other. We "hear" classrooms as exciting places, with various tasks going on simultaneously, a nearly constant murmur of children's voices discussing with each other or reading with each other. We see all kinds of writing, such as posters, charts, journals, diaries, letters, stories, poems, etc. We have indicated with our activities that whole language practices apply across the curriculum; therefore our social studies and science lists' activities include reading and writing of fiction, creating plays and dialogs and other products, as well as focusing on the usual skills of the subject area.

### The writing process

Although there are many versions of the writing process, there seem to be major strands that are found in most of these. These strands are briefly outlined below. Alongside each step is an example of how one activity in *The Teacher's Book of Lists* provides for teaching or student participation in the area.

**List:** Planet Table, p. 228

**Activity:** #4, Design a travel brochure or poster for one of the planets. Use your imagination. It's okay to be unscientific.

- Prewriting** In a group, read all or parts of the planet table; look at travel brochures or imagine what travel brochures look like. Brainstorm ideas that might be included. Prioritize (number) the brainstormed ideas to focus on the most interesting.
- Draft stage** Write or type and sketch art for a travel brochure, using ideas from the brainstorming session. At some other time, do the same thing again, if desired (not all of a draft must be done at one sitting); select ideas and elements you like best for brochure draft.
- Revision of draft** Working with someone else—another student, a group, or the teacher or other adult—decide if the brochure tells what it needs to say, whether the artwork captures the reader, and whether any other revisions will be made. Dictionaries, a thesaurus, or an astronomy book might be used at this time.
- Editing** Work with an editing partner or read-around group to check for spelling, consistency, verb usage, etc. You may work through some of the revision techniques again. Check planet table for use of facts, if any are used (even though some of the idea is to get imaginative).
- Final work/ sharing/ publishing** A finished copy of the brochure is made. Some method of sharing is necessary. A travel kiosk, cut out of a box, or even a manila folder that has been stapled to form a pocket can become the display place for travel brochures students have made. Or a group of students could get together to hold a “trip day” during which they use their brochures to “sell” potential travelers on going to the planet they wrote about.

The writing process is intended for certain written products—those that have an amount of importance to the writer or that will be presented for others to read, such as stories, essays, news articles, or independent study projects. Many creative, enjoyable, and casual products of student writing may be done just for the pleasure of self-expression and may involve little or no formal preplanning, editing, or sharing.

# How the Book Is Organized

The book is organized into subject area chapters that contain lists with the following components:

- notes
- list entries
- activities
- worksheets or task cards

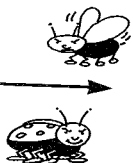
## Notes

Notes provide background information about the list, suggestions for uses, cross references to other lists, and frequently, reference books and literature that relate to the list.

## List entries

The lists cover a wide range of subject matter and skills. There are lists related to basic skills and functional literacy, such as antonyms, measurement abbreviations, similes and metaphors. Other lists—endangered species, author's addresses, and women—are related to themes, units of study, and children's interests. And then there are lists that are seemingly just for fun like flip-flop words and syllabic showoffs, but in fact contain inherent learning value.

Lists are presented in a variety of formats—as pictures, definitions, addresses, tables, diagrams, and annotated. Some are short, some are long, and others, which are mainly for reference, are very long.



### Environmental Recipes

Concern for the environment has led many families back to old-fashioned chemical-free cleaning and pest control methods. Here are just a few that are not only safe, but economical as well. Two references that contain many other "recipes" are: *Heloise, Hints for a Healthy Planet*, Perigee Books, and *Making the Switch: Alternatives to Using Toxic Chemicals in the Home*, send \$6 to Publication Dept., Local Government Commission, 909 12th St., Suite 205, Sacramento, CA 95814.

**BUG OFF**

#### Soap Spray

2 tbsp. liquid soap    1 gal. water  
spray bottle  
Mix liquid soap in water. Pour into sprayer. Mist leaves of plants to kill whiteflies, spider mites, mealybugs, cinch bugs, and aphids. Label properly.

**BUG OFF**

#### Flea Trap

Place a shallow aluminum pan of soapy water on the floor next to a lamp with the bulb one or two feet above the pan. Leave the lamp on overnight with no other lights on in the room. Fleas are attracted to light, and will jump toward the heat, then fall into the pan where the soapy water finishes them off.

**BUG OFF**

#### Vegetable Spray

1 garlic bulb    1 small onion  
1 tbsp. cayenne pepper    1 tbsp. liquid soap  
1 qt. boiling water  
Chop garlic and onion into small pieces. Mix with cayenne pepper and water. Let mixture stand for one hour, then add soap. Effective for one week as an all-purpose insect spray. Label properly.

**BUG OFF**

#### Aphid Trap

Paint a 10" x 10" piece of wood with bright yellow paint. When it is thoroughly dry, coat it with petroleum jelly. Place the wood on a stake next to the infested plants.

Environmental Recipes **255**

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Charles (1821-1912)

Sarah Bernhardt (1844-1923)

Mary McLeod Bethune (1875-1955)

Nellie Bly (Elizabeth Cochrane Seaman) (1867-1922)

Evangeline Booth (1865-1950)

Margaret Bourke-White (1906-1971)

Belle Boyd (1843-1900)

Founded Pan American National Bank of East Los Angeles during Civil War

French author; leading proponent of women in politics and intellectual life

French actress; greatest actress of her day

American educator who worked to improve educational opportunities for blacks

American journalist; famous for her attempt to beat the record of Phineas Fogg (*Around the World in Eighty Days*)

First woman to become international leader and general of the Salvation Army

U.S. photographer and war correspondent; covered World War II and the Korean War for Time-Life

Confederate spy; caught in 1862, she was released for lack of evidence

Women **313**

## Worksheets and task cards

Student worksheets are included for many lists. Many of the worksheets are designed to be used with a copy of the related list. For example, to complete the worksheet, **U.S. Space Missions Debriefing Questions**, p. 240, students must use the **U.S. Space Missions** list, p. 235, to answer the questions. Other worksheets can be used with a copy of the entire list, a portion of the list, or without any list.

## Open-ended and closed worksheets

Some of the worksheets are open-ended and can be used over and over with the same list as the answers can vary. Other open-ended worksheets can be used with many lists. Closed worksheets such as **Tell-A-Phone Answering Service**, p. 6, have definite correct answers.

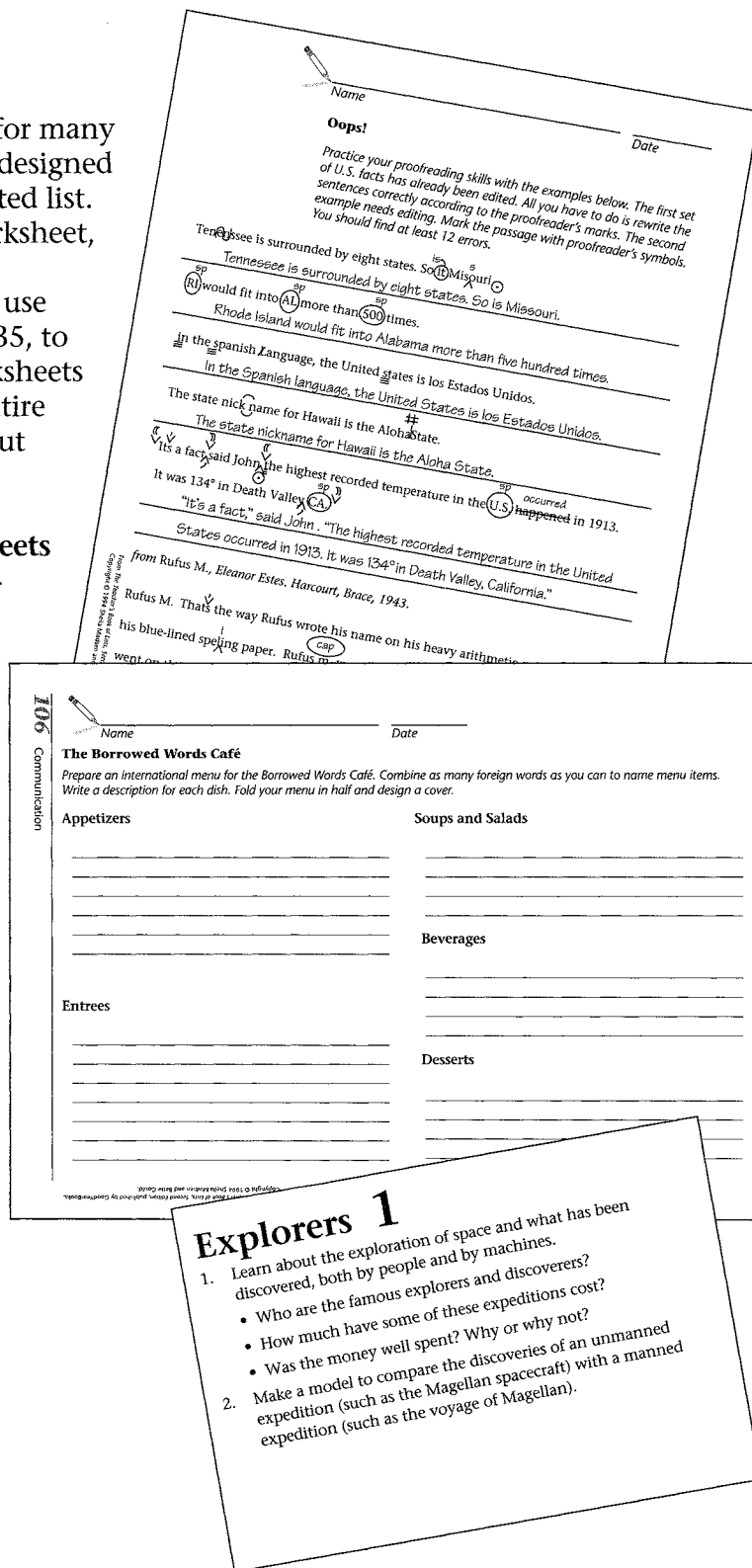
## Types of worksheets

The various format and activities of the worksheets and task cards serve as models for developing your own worksheets and task cards. Some worksheet formats that are included are:

- crossword
- cut and paste
- diagrams
- fill in the blanks
- graphs and grids
- table interpretation
- puzzles
- labeling pictures
- matching
- categorizing and classifying

## Task cards

Task cards provide activities for individual or group independent study as well as a variety of suggestions for unique end products. Duplicate the task cards onto card stock and laminate them. Make them accessible to students by placing them in a box or by displaying them in an area of the room.



## Activities

Activities follow many of the lists. In addition to reinforcing and using basic skills such as following directions, categorizing, and research, the activities also provide for a variety of learning processes and teaching styles. There are activities that encourage creative thinking and cooperative learning, and emphasize creation of unique end products.

## Worksheet and task card reference

Whenever a worksheet or task card is included, its title and page number is referenced. If needed, direction to the teacher regarding the preparation or use of the materials are also included.

## Worksheet answer keys

Answer keys for worksheets requiring definite answers and sample answers for worksheets that may have varied responses are provided at the back of the book.



## Activities: Careers

1. Write verbs to describe what each worker does.
2. Use the workers listed in one category for the characters in a story. Some examples of titles might be: "The Butler Did It," using the workers in the B list, and "The Plumber's Helpers," using the workers in the P list as characters.
3. List the workers within general categories, such as Office, Entertainment, Industry, or Workers Who Come to Your Home.
4. Choose some of the following "planned communities" and list all the workers who might live there: Beauty Burg, Fix-it Ville, Healthy Hamlet, Food Farm, Sports Spa, Number Town.
5. Use the list and another source, such as the newspaper want ads, to find all the different kinds of mechanics, computer workers, engineers, doctors, designers, artists, inspectors, managers, reporters, clerks, supervisors, technicians, writers, and so on.
6. On your own, or with several friends, set up a display titled Tools of the Trade. Display actual tools, or pictures and drawings of tools used in several of the careers from the list.
7. Many surnames (last names) originally came from people's work. For example, the name Smith comes from the work of the blacksmith, or smith. Select several names you believe are last names (carpenter? painter? tailor?) and check a telephone book to see if you are correct. Make a chart of the career names you find in the phone book as people's last names. Do research on your last name to find out what it originally meant or was related to.
8. Create fancy names to make some of the careers sound more exciting or desirable.  
stylist *de bouffant* for hairdresser  
excellence expert for quality control manager

## Worksheet

Business Card Design Service worksheet, p. 267.  
Job Application worksheet, p. 268.

Image: The "Smiley" Face. Illustration: David J. Reardon. All rights reserved. Copyright © 2004 by Linda Ward Beech and Linda Ward Beech.

266 Social Studies

**When Greek Meets Latin**

Choose a Greek and Latin stem. Write each stem on the appropriate column. Create and draw a symbol for each stem on top of each column. Complete the columns. Use several of the words in a story about a Greek god meeting a Latin god.

Date \_\_\_\_\_

**GREEK**

(answers will vary)

**meter**  
(stem)

**measure**  
(meaning of stem)

List words that contain the stem:

speedometer  
odometer  
diameter  
perimeter  
metronome  
metrology  
geometry

**LATIN**

(answers will vary)

**8**  
(symbol)

**octo**  
(stem)

**eight**  
(meaning of stem)

List words that contain the stem:

octopus  
octagon  
October  
octogenarian  
octane  
octarchy  
octosyllabic

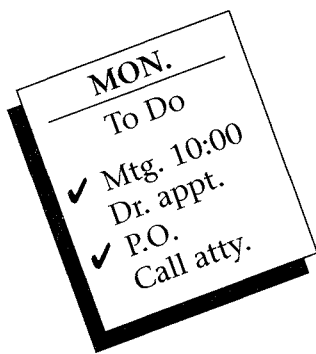
Latin and Greek Stems 21

CHAPTER

**1**

*Words*





# Abbreviations—Abbr.

*These often-used abbreviations are listed with their most common meanings. Many abbreviations have more than one meaning, such as cont. for continued, contents, and continent. In many abbreviations periods are optional.*

acct.	account	E.S.T.	Eastern Standard Time
aka	also known as	etc.	and so forth (et cetera)
A.M.	before noon (ante meridiem)	F	fahrenheit
anon.	anonymous	fig.	figure
approx.	approximate	ft.	foot
appt.	appointment	fwy., frwy.	freeway
apt.	apartment	g, gr	gram
arr.	arrival	gal.	gallon
ASAP	as soon as possible	Gov.	Governor
assn., assoc.	association	govt.	government
asst.	assistant	hosp.	hospital
attn.	attention	hr.	hour
atty.	attorney	hwy.	highway
Ave.	Avenue	ibid.	in the same place (ibidem)
avg.	average	id.	the same (idem)
bet.	between	i.e.	that is, for example (id est)
bldg.	building	illus.	illustration, illustrated
Blvd.	Boulevard	in.	inch
C	centigrade, Celsius	inc.	incorporated
cc	carbon copy	init.	initial
ch., chap.	chapter	intro.	introduction
clsd.	closed	I.O.U.	I owe you
Co.	Company	I.Q.	intelligence quotient
c/o	in care of	Jr.	Junior
C.O.D.	cash on delivery	Kb	kilobyte
cont.	continues, contents, continent	kg	kilogram
Corp.	Corporation	km	kilometer
C.S.T.	Central Standard Time	l	liter
ctr.	center	lat.	latitude
dbl.	double	lb.	pound
dep.	departure	lit.	literature
dept.	department	long.	longitude
doz.	dozen	Ltd.	Limited
Dr.	Doctor	m	meter
D.S.T.	Daylight Saving Time	Mb	megabyte
e., E.	east	mdse.	merchandise
ea.	each	mfg.	manufacturing
ed.	edition, education	mgr.	manager
e.g.	for example (exempli gratis)	mi.	mile
elem.	elementary	min.	minute
encl.	enclosure	misc.	miscellaneous
ency.	encyclopedia	mm	millimeter
env.	envelope	mo.	month
est.	established, estimate	mpg	miles per gallon

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mph	miles per hour	secy.	secretary
Mr.	Mister	sing.	singular
Mrs.	Missus	sp.	spelling
Ms.	form of address suitable for any female	sq.	square
ms, MS	millisecond, manuscript	Sr.	Senior
M.S.T.	Mountain Standard Time	St.	Saint, Street
mt.	mount, mountain	sta.	station
mtg.	meeting	stmt.	statement
n., no., N., No.	north	subj.	subject
natl.	national	tbsp.	tablespoon
no.	number	tel. no.	telephone number
obj.	object, objective	tpk.	turnpike
org.	organization	tsp.	teaspoon
orig.	original	v., vs.	versus
oz.	ounce	vocab.	vocabulary
p., pp.	page, pages	vol.	volume
par.	paragraph	w., W.	west
pd.	paid	wk.	week
pk.	park	w/	with
pkg.	package	w/o	without
pkwy.	parkway	wt.	weight
pl.	plural	yd.	yard
P.M.	after noon (post meridiem)	yr.	year, your
P.O.	Post Office		
pop.	population		
ppd.	prepaid		
pr.	pair		
pred.	predicate		
pres.	president		
P.S.	post script, written after (post scriptum)		
P.S.T.	Pacific Standard Time		
pt.	pint		
qt.	quart		
rd.	road		
recd.	received		
rpm	revolutions per minute		
rpt.	repeat, report		
RR	railroad, rural route		
RSVP	please reply (répondez s'il vous plaît)		
rte.	route		
s., so., S., So.	south		
SASE	self-addressed stamped envelope		
sci.	science		

### Days of the Week

Sun.	Sunday
Mon.	Monday
Tue., Tues.	Tuesday
Wed.	Wednesday
Thu., Thurs.	Thursday
Fri.	Friday
Sat.	Saturday

### Months of the Year

Jan.	January
Feb.	February
Mar.	March
Apr.	April
Jul.	July
Aug.	August
Sept.	September
Oct.	October
Nov.	November
Dec.	December



Name \_\_\_\_\_

Date \_\_\_\_\_

## **Tell-A-Phone Answering Service**

*Rewrite the telephone messages, using complete words in place of each abbreviation.*

### **MESSAGE**



To: Sam

Call your apt. mgr. ASAP  
about the pkg. he recd.

### **MESSAGE**



To: Asst. Coach Brown

The ctr. is ill. His dbl. w/ a  
shooting avg. of 60% will  
replace him for the  
E. vs. S. Game.

### **MESSAGE**



To: Paul

Your ency. will be sent C.O.D.  
in c/o your atty.

### **MESSAGE**



To: Sally

Your assignment is to read  
ch. 5, pp. 114-130, and do  
problem nos. 2-6.

### **MESSAGE**



To: Dr. Jones

Fwy. clsd. Take alternate rte.  
Best bet would be So. Blvd.

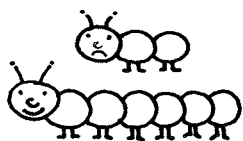
### **MESSAGE**



To: Jane

Your acct. at Smith Corp. was  
pd. on Wed., Feb. 9.

# Antonyms



An excellent companion book to a study of antonyms is *Push Pull, Empty Full: A Book of Opposites*, Tana Hoban, Macmillan, 1972. The small amount of text makes it accessible to primary-age children, while the black and white photographs illustrating fifteen pairs of opposites are appealing to all ages. Older students may even decide to develop a photo album of their own to illustrate other opposites.

abet—hinder  
above—below  
accept—decline  
addition—subtraction  
advance—retreat  
against—for  
agree—refuse  
allow—forbid  
answer—question  
arrive—depart  
artificial—real  
asleep—awake

back—front  
beautiful—ugly  
beginning—end  
big—little  
bold—timid  
boring—interesting  
bottom—top  
boy—girl  
brave—craven  
busy—idle

capture—release  
cheap—expensive  
clean—dirty  
close—distant  
closed—open  
cold—hot  
come—go  
complex—simple  
contract—expand  
cooked—raw  
cool—warm  
crooked—straight

dangerous—safe  
dark—light  
dawdle—hurry

day—night  
death—life  
deposit—withdrawal  
division—multiplication  
down—up  
dry—wet  
dull—shiny

eager—reluctant  
early—late  
east—west  
easy—difficult  
empty—full  
entrance—exit  
evening—morning

failure—success  
false—true  
far—near  
fast—slow  
fat—thin  
female—male  
few—many  
fierce—gentle  
finish—start  
first—last  
flexible—rigid  
follow—lead  
foolish—wise  
forget—remember  
found—lost  
fragile—tough  
freeze—melt  
fresh—stale

guilty—innocent

halt—proceed  
happy—sad  
hard—soft

hate—love  
heavy—light  
high—low  
hit—miss  
horizontal—vertical

in—out

left—right  
less—more  
long—short  
loser—winner  
loss—gain  
loud—soft

most—least

new—old  
no—yes  
noisy—quiet

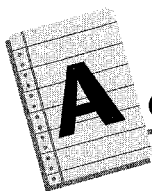
off—on  
ordinary—strange  
over—under

polite—rude  
poor—rich  
pull—push

rough—smooth

short—tall  
shout—whisper  
sick—well  
sit—stand  
start—stop  
strong—weak

tame—wild  
thick—thin



## Activities: Antonyms

1. Select an antonym pair. Create a list of words that could be described by either antonym. Write a haiku or cinquain featuring some words from the list.

wet—dry  
hair  
weather  
sand

Beaches of wet sand.  
Glowing weather brings the sun.  
Now dry sand appears.

2. Select a pair of antonyms. Make a list of synonyms for each word in the pair of antonyms.

BEGINNING—start, origin, preface

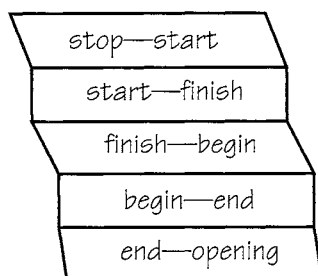
END—finish, terminal, terminate, complete

3. Use a pair of antonyms in the same sentence.

I arrived early at school, but was late coming home.

The crooked path led to a straight road.

4. Make antonym steps by starting a new pair of antonyms with the last word of the preceding pair.



5. Design and put up a bulletin board of magazine pictures or other items that illustrate antonyms. Or, work with a small group to fill an antonym scrapbook with pictures and drawings.

## Worksheet

*Antonym Album worksheet, p. 9*



Name \_\_\_\_\_

Date \_\_\_\_\_

## Antonym Album

Look at the pictures on this album page. Label each picture with a pair of antonyms.

