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J. Weston Walch, Publisher
321 Valley Street • P.O. Box 658
Portland, Maine 04104-0658

1 2 3 4 5 6 7 8 9 10

ISBN 0-8251-4320-9

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J. Weston Walch, Publisher

P.O. Box 658 • Portland, Maine 04104-0658

www.walch.com

Printed in the United States of America



The *Daily Warm-Ups series* is a wonderful way to turn extra classroom minutes into valuable learning time. The 180 quick activities—one for each day of the school year—review, practice, and teach word attack skills. These daily activities may be used at the very beginning of class to get students into learning mode, near the end of class to make good educational use of that transitional time, in the middle of class to shift gears between lessons—or whenever else you have minutes that now go unused. In addition to providing students with structure and focus, they are a natural path to other classroom activities involving vocabulary skills. As students build their vocabularies and become more adept at word analysis, they will be better prepared for standardized tests, such as the PSAT and SAT.

Daily Warm-Ups are easy-to-use reproducibles—simply photocopy the day’s activity and distribute it. Or make a transparency of the activity and project it on the board. You may want to use the activities for extra credit points or as a check on the vocabulary development skills that are built and acquired over time.

However you choose to use them, *Daily Warm-Ups* are a convenient and useful supplement to your regular lesson plans. Make every minute of your class time count!



Mark Twain once said that the difference between the right word and the one that is almost right is like the difference between lightning and a lightning bug.

Think of five other word pairs like the one in the sentence. Write them below.



One way to figure out the meaning of an unknown or unfamiliar word is to look for the **context clues** in a sentence. One type of context clue is called *definition*, or restatement. In this, the writer defines the meaning of the word in the sentence or gives enough explanation for the meaning to be clear.

Example: The committee voted to *augment*, or increase, the training program budget.



Use the context clues to figure out the meaning of the words in bold type. Write your definition of the word. Then underline the context clue.

- (a) It was unacceptable for the moderator to **berate**, or scold, the panel members.
- (b) The **contusion** on the patient's arm was one of several bruises on his body.
- (c) The feeling of **melancholy** was evident by the sad, depressed mood of the crowd.

