



WORDLY WISE 3000® 3rd Edition

PROGRAM OVERVIEW

GRADES K-6



Aligned to the
Common Core
STATE STANDARDS



Direct Academic
Vocabulary
Program



Literacy and Intervention

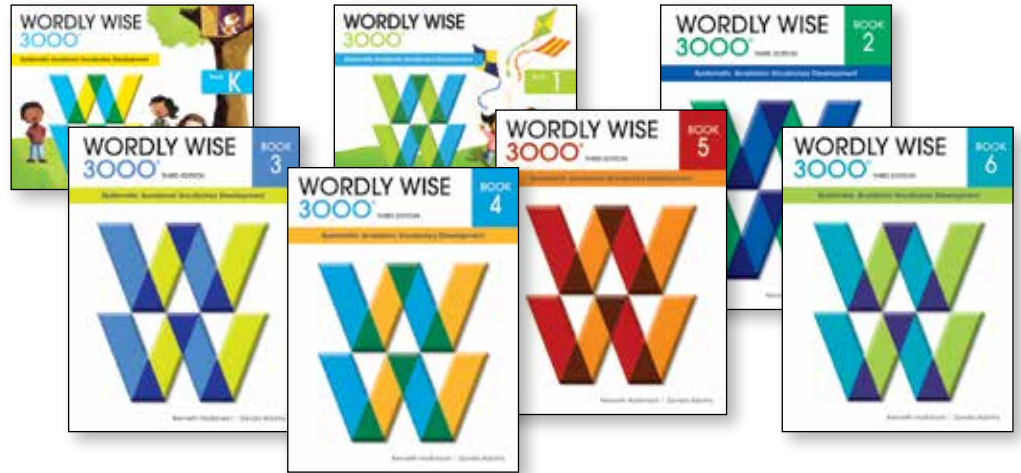
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WORDLY WISE 3000® 3rd Edition

Go to
epsbooks.com/WW3000
to find:

- Common Core State Standards
- Research paper
- Sample lessons
- Word lists
- Pacing Guide



What is WORDLY WISE 3000® 3rd Edition ?

Wordly Wise 3000® provides systematic academic vocabulary instruction—developing the critical link between vocabulary and reading comprehension. Direct instruction of words recognized as important, useful, or difficult for each grade level helps students’ successfully comprehend content area texts and improve test results.

In **Books K–1** students are introduced to vocabulary through a carefully sequenced progression of activities that develop sophisticated oral vocabulary. The words were chosen from *The Living Word Vocabulary*1 and *The Reading Teacher’s Book of Lists*2.

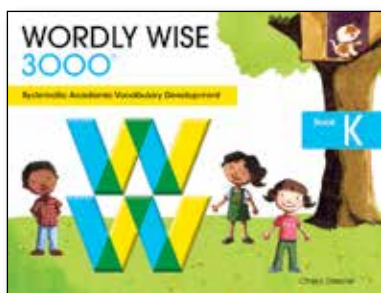
Books 2–6 incorporate the use of context clues, word study, reading comprehension, and writing. The words presented are commonly encountered in grade-level literature, textbooks, and standardized tests.

Students apply their knowledge of new words by reading nonfiction passages that incorporate the lesson words. Accompanying comprehension questions require students to use the new vocabulary in original sentences allowing teachers to assess student understanding.

Additional benefits of Wordly Wise 3000

- Dictionary-style word lists and content-rich sentences help students broaden and deepen their understanding of vocabulary words.
- A variety of challenging and engaging exercises and built-in reviews provide students multiple opportunities to actively engage with new words.
- Word study exercises encourage students to figure out the meanings of words through Greek and Latin roots, prefixes and suffixes, and synonyms and antonyms.
- Reproducible tests help students prepare students for standardized testing.

Grade K–1 Components



Student Books

Vibrant illustrations motivate children and keep them focused while reinforcing key vocabulary words and concepts through a variety of interactive teacher-led activities. (11" x 8¼")

Teacher's Resource Package (Required for implementation)

Teacher's Resource Book

- Read-aloud story and poem for each lesson
- Clearly organized lesson plans
- Extend and Challenge activities
- English Language Learner support
- Formal and informal assessments

Concept Cards

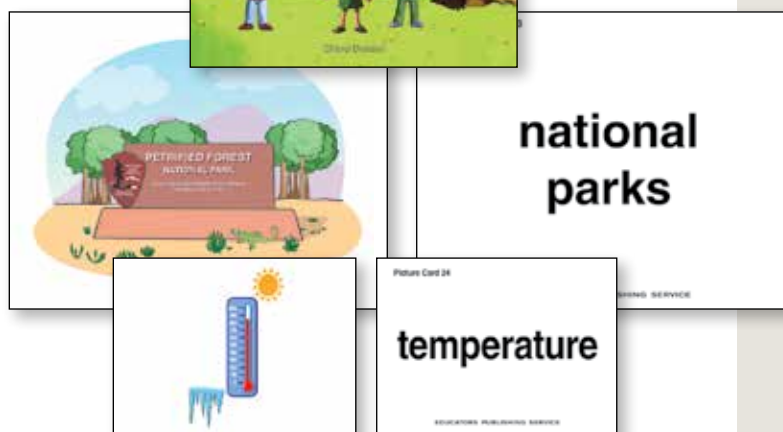
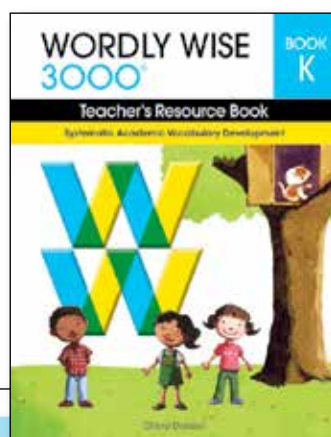
introduce each lesson's theme-related topic and build background knowledge. (14"x12")

Picture Cards

present every vocabulary word with clear, colorful images. (7" x 5")

Assessment

Formal assessments for Books K–1 can be administered in small groups or one-on-one.



Assessment Checklist • Lesson 3

Use these symbols to rate student level of understanding of each word:

- ✓ full understanding
- partial understanding
- no understanding

Word	Understanding
desert	
band	
stamp	
temperature	
disk	
enormous	
decay	
volcano	
skeleton	
prehistoric	

Teacher's Resource Package K
includes Teacher's Resource Book K,
12 Concept Cards, and 120 Picture Cards.

Teacher's Resource Package 1
includes Teacher's Resource Book 1,
15 Concept Cards, and 150 Picture Cards.

Oral vocabulary lessons lay a foundation for reading



Aligned to the
Common Core
STATE STANDARDS

“Acquire
and use accurately
a range of general
academic and
domain-specific
words and phrases
sufficient for
reading, writing,
speaking and
listening at the
career and
college readiness
level...”

—Common Core
State Standards
for English
Language Arts
& Literacy in
History/Social
Studies, Science,
and Technical
Subjects



Indicates a
Common Core
State Standard

Lesson 3 UNIT 1

A Forest in the Desert

WEEK 1

Day 1

Introduce the Story

Display and identify Concept Card 3 (national parks). Remind children that they've already heard about Caroline's vacation to a city, Washington, D.C., and about Jordan's camping vacation. Maggie and her family will be visiting a national park in the desert.

Explain that national parks are areas set aside by the government so everyone can enjoy them. No one is allowed to build houses or shopping malls on the land or disturb the environment. Some national parks are in deserts, some are by the ocean, and some are even in cities. Many of them include wild animals and interesting plants. Ask children if any of them has ever visited a national park.

Say: *This is a story about Maggie and her family's vacation in the desert. There, they see some interesting creatures—and one creature they didn't expect to see. I wonder what it could be?*

Introduce Words

Tell children that before you read the story to them, you're going to talk about some of the words in it and what they mean. For each of the following words, hold up the corresponding Picture Card. When you have finished discussing each one, display it on a ledge or elsewhere for easy reference.

MATERIALS

- Concept Card 3
- Picture Cards 21–30
- Student Book, pp. 16–23
- crayons
- BLM 3, p. 111

STORY WORDS

Week 1

- desert
- bend
- stump
- temperature
- dusk

Week 2

- enormous
- decay
- volcano
- skeleton
- prehistoric

Picture Card 21: **desert**

Say: A desert is an area that is very dry. It doesn't rain very often in the desert, and it is hot during the day. Some deserts are sandy. Deserts have rocks and plants, too. Many kinds of animals live there. (Point out the board on the card.) Let's say desert together.

Picture Card 22: **bend**

Say: Bend means to change something that is straight into a curved or angled shape. (Demonstrate bending a straw or other item.) People can bend, too, like the girl in the picture. Let's say bend together.

Picture Card 23: **stump**

Say: What do you see in this picture? (A tree stump.) A stump is the short part of a tree left in the ground after it is cut down or falls down. Let's say stump together.

Picture Card 24: **temperature**

Say: Can anyone tell me what this picture shows? (A thermometer.) A thermometer tells you the temperature. The temperature is how hot or cold something is. This thermometer tells about the weather. Let's say temperature together.

Picture Card 25: **dusk**

Say: Look at the sky in this picture. You can see that the sun has just gone down. Dusk is the time of day when it's just starting to get dark. Sometimes at dusk there are lots of beautiful colors in the sky. Let's say dusk together.

Read Aloud Help children find pages 16–17 in their books. Invite them to listen and to look at the pictures as you read.

A Forest in the Desert

Say: Put your finger on picture number 1.

Maggie stared out the window of the car at the flat, sandy landscape. Maggie, her three-year-old brother Diego, and their parents were headed to a national park in Arizona for their vacation.

"I can't wait to see some lizards and big turtles!" said Maggie excitedly. "I bet they've got some really cool ones in the desert."

"I have turtles," said a little voice from beside Maggie in the back seat.

"That's right, Diego. Pickles is your pet turtle," said Mama. "David and Caroline from next door will go to our house to feed him while we're gone."

"What's the name of the place we're going, Papa?" asked Maggie.

"It's called Petrified Forest National Park," Papa said. "But it's different from any other forest in the world. It doesn't have trees."

"But don't all forests have trees?" Maggie asked.

"This forest had trees a long, long time ago—really enormous ones. Here's the ranger station," said Papa. "Let's stop and ask one of the rangers to tell us about it."

Papa pulled up to the ranger station and a tall man in a uniform came over to the car.

"Hi, I'm Ranger Pete," he said, bending down and looking into the back seat of the car. "Looks like we have a couple of future Junior Rangers here."

Easy to follow lessons provide ample support to maximize teaching time.

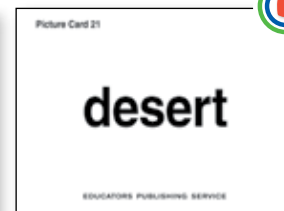
Sample dialogues provide models for presenting words in the best way possible. A complete read-aloud story for every lesson.



“Wordly Wise 3000 Books K and 1 are consistent with the research on effective vocabulary instruction.”

—Diane August, Senior Research Scientist,
Center for Applied Linguistics, Washington, D.C.

Each lesson begins by building background knowledge, utilizing illustrated **Concept Cards**.



Vocabulary words are introduced at the beginning of each lesson with **Picture Cards** that use clear, unambiguous images to illustrate words.

UNIT 1
Lesson 1

A Forest in the Desert

Story Words
desert
bend
stump
temperature
dusk

enormous
decay
volcano
skeleton
prehistoric

16 *Directions: Have children look at the pictures as you read the story aloud. Then have each child draw in the pictures related to desert, bend, stump, temperature, and dusk.*

1

2

3

Teacher-led read-alouds and discussions help students learn new words and concepts and relate them to their prior knowledge and experience.

Activities designed to provide multiple exposures to words include sequencing and story retelling to reinforce meaning and comprehension.

For further reinforcement, students color a picture in response to questions about the vocabulary words and use the words in partner dialogues.

Word meanings are reinforced through teacher-led activities, discussions, and partner dialogues.

1. desert <input type="radio"/>	2. dusk <input type="radio"/>
3. stump <input type="radio"/>	4. skeleton <input type="radio"/>
5. volcano <input type="radio"/>	6. prehistoric <input type="radio"/>


Directions: Have children look at the pictures and draw the pictures that best match the words.


What Do You Know?


1. peak 	2. wild 
3. decay 	4. temperature 
5. volcano 	6. clear 

22 Directions: Have children fill in the bubble space the picture that matches the word you say.

Review and Respond

 Look for this icon throughout each lesson in your Teacher's Resource Book for further review and informal assessment opportunities.

 **What Do You Know?** activities at the end of each lesson provide an opportunity for informal assessment.

 A formal assessment at the end of each lesson can be administered in small groups or one-on-one to assess each student's level of understanding of all words in the lesson.

Assessment Checklist • Lesson 3

Use these symbols to note student level of understanding of each word.

- ✓ full understanding
- partial understanding
- no understanding


Word	Level of Understanding
desert	
bend	
stump	
temperature	
dusk	
enormous	
decay	
volcano	
skeleton	
prehistoric	

BLM 3

Tall Trees in the Forest

Tall trees in the forest,
Swamp grass on the ground.
Tall trees in the forest,
Dinosaurs all around.

Strong trees in the forest
Bending low, bending low.
Strong trees in the forest,
So very long ago.



Dear Family:
Share the poem by reading it aloud. Encourage your child to chime in on the rhyming words. Have your child color the picture.

Your child has learned the first five words in the box and will learn the rest next week. Try to use them as you talk with your child and call attention to them when you hear them.

desert	bend	stump	temperature	dusk
enormous	decay	volcano	skeleton	prehistoric

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Home-School Connection

Reproducible take-home activities for each lesson are a great way to involve family members and extend learning outside the classroom.

English Language Learners

Support is provided throughout Books K and 1.

How do I fit Books K–1 into my curriculum?

GRADES
K–1

Themes

Thematically organized units reflecting grade-level content standards help promote content-area learning.

BOOK K	BOOK 1
Things That Grow	Places
Family	Jobs
The Senses	Special Days
Animals	Transportation
	Art



Concept Card 2 from Book K story
“Ladybugs for the Community Garden”

Lesson Structure

BOOK K	12 lessons	10 words/lesson	120 words*	+ 48 Extend & Challenge words*
BOOK 1	15 lessons	10 words/lesson	150 words*	+ 59 Extend & Challenge words*

*For the list of words in Books K or 1 visit epsbooks.com/WW3000

Pacing

A unique two-week lesson plan reinforces words and concepts to ensure student mastery.

All activities cited below are interactive, designed to give students multiple exposures to new vocabulary and ensure retention. Activities incorporate a variety of strategies and techniques, including collaborative groups, whole class, and partner dialogues.

► **20–25 minutes a day** ► **24 weeks (Book K) or 30 weeks (Book 1)**

WEEK 1			
DAY 1 Introduce story and 5 words Read story aloud Check comprehension	DAY 2 Reread story Student Book Activity	DAY 3 Poem read aloud Home-School Connection Activity	
WEEK 2			
DAY 1 Introduce next 5 words Review and reread story Student Book Activity	DAY 2 Review first 5 words Student Book Activity Extend & Challenge	DAY 3 Review next 5 words Student Book Activities Extend & Challenge	DAY 4 Cumulative Review Journal Drawing & Writing Activity Formal Assessment



Grade 2–6 Components

Student Books

A variety of exercises provide students with multiple exposures to every vocabulary word in an engaging, student friendly format.

Teacher's Resource Books

Teacher's Guide, Answer Key, Reproducible Lesson Reviews, and Blackline Master Tests are all together in one easy-to-use book.

Audio CDs

Support your students with audio recordings of Wordly Wise 3000. Your students will hear:

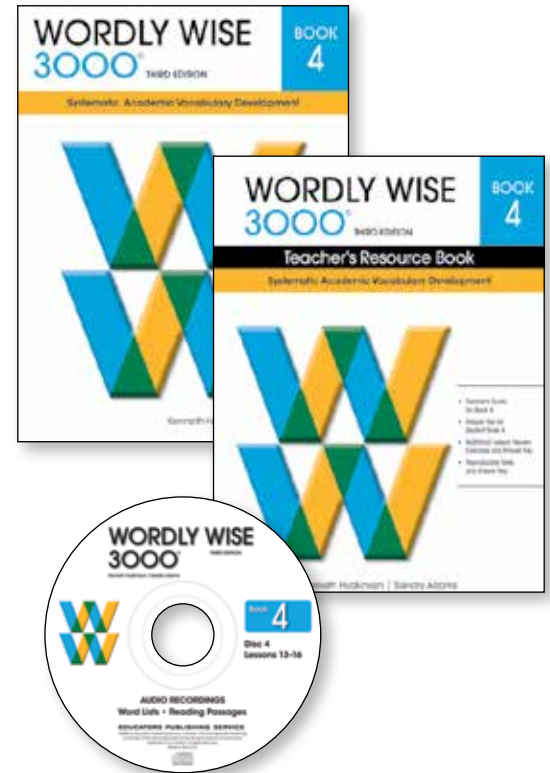
- Each word list, including definitions and a Quick Check comprehension question
- All reading passages read aloud to model fluency
- All vocabulary words used in context
- Modeling of correct pronunciation

Assessment Opportunities

Monitor students' progress every step of the way.

Blackline Master Tests (Teacher's Resource Book)

- Save valuable teacher prep time with ready-made reproducible tests.
- Lesson Tests assess all lesson words, including multiple meanings.



Cumulative, midterm, and final tests are provided in Books 2–6.

Name _____ Date _____

Lesson Test

Choose the best way to complete each sentence or answer each question. Then fill in the circle next to your answer.

1. Hail is Ⓐ light snow. Ⓑ frozen rain. Ⓒ heavy rain. Ⓓ light rain.	5. When you hail someone, you Ⓐ laugh at him or her. Ⓑ vote for him or her. Ⓒ greet him or her. Ⓓ send him or her a package.
2. When you complete a job, you Ⓐ finish it. Ⓑ agree to do it. Ⓒ do it well. Ⓓ fail to do it.	6. A remark is a Ⓐ loud bang. Ⓑ shout. Ⓒ whisper. Ⓓ comment.
3. Which is a sufficient amount of food? Ⓐ too much food Ⓑ almost enough food Ⓒ enough food Ⓓ food that is left over	7. To master an art is to Ⓐ teach others how to do it. Ⓑ become skilled at it. Ⓒ struggle to learn it. Ⓓ admire artists' work.
4. A patriot is someone who Ⓐ lives in a certain country. Ⓑ was born in a certain country. Ⓒ loves his or her country. Ⓓ leaves his or her country.	8. To represent others is to Ⓐ act in their place. Ⓑ fight them. Ⓒ follow them. Ⓓ join with them.

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Standardized test format allows students to practice for high-stakes tests in Books 2–6.

Name _____ Date _____

Final Test 1

Read the passage. Then choose the best answer for each sentence or question about a bold word. Fill in the circle next to your answer.

Dear Neighbor:

As you know, I am an easygoing person. No one could describe me as **finicky**. I am not in the **habit** of complaining to my neighbors whenever I do not like something. If there are problems between my neighbors and me, I **arrange** a meeting to talk things over. At all times, I try to **promote** a friendly neighborhood.

However, last night I had a dreadful **experience** because of your dog Popsie. My work **schedule** makes it necessary for me to wake up at 6 o'clock each morning, so I am usually in bed by 9 o'clock. Around 10 o'clock last night, Popsie's loud barking **aroused** me from a deep sleep. I had just fallen asleep again when I knew that something was terribly wrong. I smelled a really **foul** odor. It was **drifting** into my bedroom window. For a few minutes, the smell **mystified** me. Then I understood. Popsie must have met an unfriendly skunk.

This horrible odor **ruined** all my efforts to get some rest. Due to lack of sleep, I was unable to go to work today. I feel that you and your dog are **responsible**. Please make sure that this does not happen again!

Sincerely,
Ms. Gordenia Grump

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Advancing into reading and writing vocabulary

GRADES
2-3

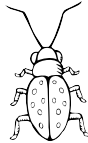
In **Book 2** dictionary style Word Lists familiarize students with the format of reference materials.

Lesson 3


For more practice and games, go to www.WordlyWise3000.com

Word List Study the words. Then do the exercises that follow.

antenna
n. 1. One of the two long, thin feelers on the head of many insects and of some animals such as lobsters.
The beetle moved one **antenna** to the left when Sam touched it.
2. A metal rod or wire used to send and receive radio and television messages.
Let's pull out the **antenna** on the radio to hear the station more clearly.



balance
n. The state of being firm and steady.
Tanya lost her **balance** on the diving board and fell into the pool.
v. 1. To stay in a steady position without falling.
The acrobat **balanced** carefully on her partner's shoulders.
2. To hold something in a steady position without letting it fall.
The seal **balanced** a large ball on its nose.



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Lesson 11


For more practice and games, go to www.WordlyWise3000.com

Word List Study the words. Then do the exercises that follow.

diagram
n. A plan or drawing that shows how something works or how different parts fit together.
Ahmad quickly made a **diagram** of the stockroom showing us where he wanted each box placed.

frustrate
v. To keep from carrying out a plan or reaching a goal.
The foul weather today **frustrated** our plan to visit the zoo.
frustrating *adj.* Causing one to be upset or discouraged.
Seeing his favorite ball on the dresser just out of reach was very **frustrating** to Yves.

graduate
n. A person who has finished a course of study.
The **graduates** proudly walked up on stage to receive their diplomas.
v. To finish a course of study and receive a diploma.
After Sarah **graduated** from high school, she worked for a year to save money for college.



prank
n. A playful trick or joke.
For a **prank**, Melanie put a rubber snake in Mr. Donne's desk drawer.

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Pictures and sentences provide an anchor to help students better understand word meanings.

Students apply vocabulary knowledge to a variety of types of activities to reinforce word meanings.

Students must supply the correct vocabulary word and check to see that the sentence makes sense, using context to understand meaning.



Look at the word next to the number. Then circle the letter of the group of words that has the same meaning.

5 stress	(a) to write out in full (c) to stay away from	(b) to give special attention to (d) to make possible
6 vacant	(a) out of sight (c) of limited use	(b) easily broken (d) empty inside
7 risk	(a) to place a limit on (c) to take a chance	(b) to stay away from (d) to surprise or shock
8 graduate	(a) to take part in (c) to learn by heart	(b) to complete a course of study (d) to change slowly over time

11e Just the Right Word

Improve each of the sentences by crossing out the words in bold and replacing them with a word (or a form of the word) from Word List 11.

- Cecilia enjoys the karate class because it is **very active** exercise.
- When the bridge was designed, the builders did not know it would have so much **strain or pressure put upon it** from big trucks.
- All of the **people who had finished the course of study** gathered for a group photograph.
- Look in the box for the **drawing showing how the different parts fit in place**, which will help us put the bookcase together.

106 Lesson 11

diagram
frustrate
graduate
prank
primary
risk
stress
urge
vacant
vigorous

- Which of the following can be **risky**?
(a) walking near a very busy road (b) calling
(c) memorizing a poem (d) finding a quarter
- How might you **frustrate** a robbery?
(a) write a letter (b) do your homework
(c) call the police (d) go on a vacation

11d Word Study

Fill in the blank spaces with a word chosen from this or an earlier lesson. The number after the space tells in what lesson the word appears. You might want to review the information about roots in Lesson 7, Exercise 7D.

- The Latin *primus* means "first." It forms the root of the word _____ (11), which means "first in importance."
- The Latin *malus* means "bad." It forms the root of the word _____ (9), which means "the wish to hurt others on purpose."
- The Latin *vacere* means "to be empty." It forms the root of the word _____ (11), which means "having nothing or no one in it."
- The Latin *structus* means "built." It forms the root of the word _____ (10), which means "something that is built."
- The Latin *vigere* means "to be lively." It forms the root of the word _____ (11), which means "very active."

diagram
frustrate
graduate
prank
primary
risk
stress
urge
vacant
vigorous

108 Lesson 11

Word Study exercises in **Book 3** include Greek and Latin roots, prefixes, suffixes, synonyms, antonyms, and homophones.



Indicates a
Common Core
State Standard

▶
Reading passages resemble those students read in school texts, reinforcing vocabulary learning while building reading comprehension skills, such as using context.

bowl or large glass jar. Place a few inches of wet moss mixed with sand in the bottom of the bowl. Cover the roots of the plant with it. Keep the temperature around seventy-five degrees during the summer months. In winter, move the plant to a cooler spot, around forty degrees.

Make sure the sand mixture stays moist during the growing season. Water it a little each day instead of letting it get dry and then soaking it. Rainwater is better than water from the tap. To feed the Venus flytrap, drop a couple of live ants or small insects into the **container** from time to time. Keep it covered so that the insects cannot escape. Place it in a spot where it gets plenty of light. Then watch what happens.

Answer each of the following questions in the form of a sentence. If a question does not contain a vocabulary word from the lesson's word list, use one in your answer. Use each word only once.

1 Is the Venus flytrap **finicky** about where it grows in the wild? Explain.

2 Why might the Venus flytrap not **thrive** in a cold, cloudy climate?

3 Why is the Venus flytrap able to live in poor **marshy** soil?

4 Where else besides the Carolinas can you find Venus flytrap plants?

contain
digest
finicky
habit
hinge
marsh
nursery
rely
spine
thrive

80 Lesson 8

8E Passage

Read the passage, then answer the questions that follow it.

Danger: Hungry Plants



Everyone knows that animals eat plants. There is nothing unusual about that. But have you heard about plants that eat animals? Let's discover where some of them live. Let's learn how they get their food.

Growing in the wild only along the coast of North and South Carolina is a plant with unusual eating **habits**. It is called the Venus flytrap. It grows well in the sunny weather that the Carolinas enjoy most of the year. The best places to see it are in **marshy** areas where the soil is poor. Poor soil does not matter to the Venus flytrap. It is different from most plants. The Venus flytrap does not **rely** on its roots to supply the food it needs.

The Venus flytrap grows to a height of about twelve inches and has little white flowers. Each of its leaves has a **hinge** running down the middle with a row of tiny **spines** along each side. When an insect lands on one of them, the leaf snaps shut, trapping the creature inside like a prisoner behind bars.

The center of each leaf is a rich red color. To a fly this looks like raw meat. That is exactly what flies like to feed on. The plant also has a sweet smell. This attracts other insects. The Venus flytrap is not **finicky**. It eats whatever it can catch. That includes different kinds of insects and ants. It even eats small frogs or lizards. Once attracted by the smell, an insect coming closer has no idea of the danger it is in. The insect sees what looks like fresh meat. It lands. Then the leaf closes on the creature. The insect can't break free. The more it struggles, the tighter it is held. The plant then starts to **digest** its meal. It does this in much the same way your stomach breaks down the food you eat. In a week to ten days, the plant has absorbed everything it needs. The leaf then opens and gets rid of what is left.

You do not have to go to North or South Carolina to see these interesting plants. You can grow them yourself at home. A **nursery** will sell you young plants. The Venus flytrap plant will **thrive** in a goldfish

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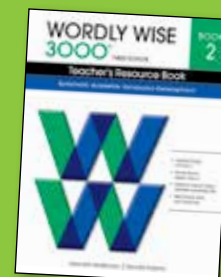
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Ten comprehension questions accompany each reading selection and require students to demonstrate high-level word knowledge by incorporating lesson vocabulary into original sentences.

Teacher's Resource Book Highlights

- General Strategies and Specific Techniques
- Reproducible Review Exercises
- Answer Key
- Blackline Master Tests



How do I fit Books 2–3 into my curriculum?

Themes

Every lesson culminates in a reading passage which thematically unifies the 15 words in the lesson.

BOOK 2 Nonfiction Narrative		BOOK 3 Nonfiction & Mythology	
Biography—Bailey the Cat	Ferris Wheels	Giant Squid	How to Deal with Bullies
Bats	Space	Hot-Air Balloons	History of Skyscrapers
Explorer Robots	Komodo Dragons	Wild Horses of Assateague	Career: Female Firefighter
Life in the Ice Age	Building a Sandcastle	Monarch Butterflies	Louis Braille
Trees	Machu Picchu	History of Basketball	Holidays: Cinco de Mayo
Rocks	African Elephants	Crossing Antarctica	Myth: The Golden Fleece
United States Flag	Steel Drums	How to Perform Magic Tricks	Chess
The Natural World		Venus Flytrap	

Lesson Structure

BOOKS 2–3	15 lessons	10 words per lesson	150 words*
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*For the list of words in Books 2 or 3 visit epsbooks.com/WW3000

Pacing

Maximum flexibility! Several typical plans are listed below. The implementation of these plans—or any plans—should be determined by class need.

- Teachers can use some (or all) of the techniques, activities, and enrichments suggested in the Teacher’s Resource Book
- 20–60 minute lessons (vary with the number and nature of activities and enrichments selected)

1-DAY LESSON PLAN—30 weeks (1 lesson, across 2 weeks)

DAY 1

Introduce words

HOMEWORK

Week 1: Real-world usage activities

Week 2: Student Book Exercises

3-DAY LESSON PLAN—15 weeks (3 days, across 1 week)

DAY 1

Introduce words
2 exercises (small or whole group)
Homework

DAY 2

Review words and homework
Exercise (small or whole group)

DAY 3

Read passage and respond
Review puzzle when appropriate

5-DAY LESSON PLAN—15 weeks (5 days, across 1 week) or 30 weeks (5 days, across 2 weeks)

DAY 1

Introduce words
Exercise (small or whole group)

DAY 2

Review words
Exercises (small or whole group)

DAY 3

Exercise (small or whole group)

DAY 4

Read passage and respond
Homework

DAY 5

Review homework
Review mastery activity

Increasing the Challenge

GRADES
4–6

Lesson 3

For more practice and games, go to www.WordlyWise3000.com.

Word List Study the definitions of the words. Then do the exercises that follow.

approach
v. To go closer to.
The vet **approached** the wounded deer carefully.
n. 1. A coming closer.
My grandparents dread the **approach** of winter.
2. A road or way that leads to a place.
The **approach** to the beach was blocked by a fallen tree.

burrow
v. 1. To dig a hole or tunnel into or under something.
Turtles **burrow** into soft sand to lay their eggs.
2. To dig deeply into; to search.
The clerk **burrowed** through the pile of papers on his desk.
n. A hole or tunnel dug by an animal as a home or for protection.
A mole spends most of its time in its **burrow**.

cease
v. To stop; to come or bring to an end.
After several hours of thunder and lightning, the storm finally **ceased**.

destructive
adj. Causing harm or damage.
Cutworms are very **destructive** garden insects.
destruction n. Harm or damage.
When Hurricane Katrina hit the Louisiana coast, it caused great **destruction**.

drowsy
adj. Tired or sleepy.
Lying in the sun always makes my cat, Inky, **drowsy**.

famished
adj. Very hungry.
Sometimes I work through my lunch hour, so by suppertime I am **famished**.

forecast
v. To figure out and say what will happen before it takes place.
Our fishing guide **forecast** a good catch.
n. A telling of what will happen.
As soon as Carlos gets up, he turns on the weather **forecast**.

hibernate
v. To spend the winter in a resting state.
Groundhogs **hibernate** because they can't find enough food in winter.



Every lesson begins with a dictionary-style word list that provides pronunciation, multiple meanings, and words in a contextual sentence.

transfer
trans' fər
v. To move, carry, send, or change from one person or place to another.
Transfer your notes to a fresh notebook.
n. 1. The act of transferring.
It is easy to **transfer** money from a savings to a checking account.
2. A ticket used for transferring from one bus or train to another.
A **transfer** from the subway allows riders to continue by bus without paying an additional charge.

6A Finding Meanings

Choose two phrases to form a sentence that correctly uses a word from Word List 6. Write each sentence on the line provided.

- (a) It starts to flow. (c) It increases in value.
(b) If something appreciates (d) If something hatches
- (a) It is one that is extremely tiny. (c) A domesticated creature
(b) Is one that eats only meat. (d) A minute creature
- (a) A continuous movement is one that (c) An inhibited movement is one that
(b) goes on without stopping. (d) is carried out quickly.
- (a) come into view. (c) To dissolve is to
(b) change from a liquid to a gas. (d) To emerge is to
- (a) held back by shyness. (c) To be in motion is to be
(b) To be inhibited is to be (d) occupied by living creatures.

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In Books 4–6, students begin with **Finding Meanings**, where they combine two phrases that demonstrate a word's meaning in sentence form.

This exercise is multifaceted, drawing attention to syntactic clues in the context of a sentence and helping to increase reading comprehension.

In **Applying Meaning**, students practice working with formats that mimic those on standardized tests. Multiple possible correct answers invigorate classroom discussion.

4C Applying Meanings

Circle the letter or letters of each correct answer. A question may have more than one correct answer.

- Which of the following can be **inflated**?
(a) balloons (c) tires
(b) lungs (d) kites
- Which of the following might cause **pollution**?
(a) car exhaust (c) oceans
(b) chemicals (d) people
- Which of the following can take you **aloft**?
(a) a plane (c) an elevator
(b) a helicopter (d) a racing car
- Which of the following can **hover**?
(a) a hummingbird (c) a train
(b) a jet airplane (d) a helicopter
- Which of the following are **flammable**?
(a) gasoline (c) straw
(b) wooden crates (d) metal boxes
- Which of the following can be **elusive**?
(a) ideas (c) memories
(b) an escaped prisoner (d) the title of a book
- Which of the following might be on a **mooring**?
(a) a ferry (c) a tree
(b) a house (d) a trip to Europe
- Which of the following can **propel** a boat?
(a) the wind (c) oars
(b) the stars (d) sharp rocks

36 Lesson 4

1B Just the Right Word

Improve each of the following sentences by crossing out the bold phrase and replacing it with a word (or a form of the word) from Word List 1.

- I sensed a **total absence** of enthusiasm when I suggested that we climb Mount Monadnock.
- Martha Graham **brought into being** a new style of dance in America.
- The bookshelf **sticks out** too far into the room and has to be made narrower.
- I took a hot bath to help to **take away the pain** in my aching muscles.
- Olga Ramirez expects her novel to be **at a point where no further work is necessary** by the end of the week.
- My uncle **became very skilled at speaking** French after spending a year in France.
- In English, the letter "c" **stands for** two different sounds.
- Young children **are helped** a great deal from being read to every day.
- The article ended with a reminder that there is more to showing **love of one's country** than flying your country's flag.
- The news that the last train had just left **worried and distressed** us.
- The track coach **gave me the suggestion** that I warm up before starting my run.

Test Prep
built into each
lesson!



Indicates a
Common Core
State Standard

In **Just the Right Word**, students supply the correct vocabulary word or form of the word to replace a definitional phrase.

Word Study

4. Which of the following can be **migrate**?
(a) animals (b) birds (c) plants (d) humans

7. Which of the following could be **observed**?
(a) a law (b) a birthday (c) a rule (d) a full moon

8. Which of the following can be **prepared**?
(a) a lunch for four (b) a book report (c) a garden for planting (d) a full moon

Word Study exercises include work with Greek and Latin roots, prefixes, suffixes, synonyms, antonyms, analogies, and homophones.

3D Word Study

Many of our English words come to us from Latin. We say they have Latin roots. Our word parents, for example, is derived from the Latin word *parens*, meaning "father."

To the right of each vocabulary word, write the Latin word that it comes from, together with its meaning. Choose from the root Latin words listed below.

English Word	Latin Word	Meaning
1. to show over to get cheer	approach	
2. to spend the winter sleeping	hibernate	
3. very brightly shining	brilliant	
4. to bring to an end to finish	complete	
5. to come to an end to stop	cease	
6. to look at closely	observe	
7. across or harsh	severe	
8. to throw into a screen	project	
9. to be careful to not keep	benefit	
10. to figure out using math	calculate	

86 Passage

Read the passage below, then complete the exercises that follow.

The Great Pyramid

Over two thousand years ago, a Greek writer named Antipater wrote a list of what he called the Seven Wonders of the World. The only one of these ancient sights that remains today is the Great Pyramid in Egypt.

The Great Pyramid is located just inside Cairo. It was built by one of the earliest kings of Egypt, who needed it to be a tomb or burial place for himself. Covering an area bigger than any football field and reaching 480 feet high, it is the peak of the more than 100 pyramids in Egypt. It is made of two and a half million blocks of stone, some of which weigh as much as three tons. Its surface was once covered in shining white limestone and was perfectly smooth, but over the centuries most of this has been stripped away and very little of it is left.

It may have taken as long as twenty years to build the Great Pyramid. The stone came from nearby, while the white limestone on the outside came from quarries near the Nile River. The bricks were raised across the Nile and were then dragged up a ramp of earth that was built up in stages as the work progressed. Skilled masons worked all year on the pyramid. Other work was done by farmers, who worked for a portion of each year probably from July to October, when the Nile overflowed its banks and flooded the fields. Workers believed that their king, Cheops, was a god's descendant of the sun god Ra and that he deserved the magnificent tomb.

The interior of the Great Pyramid contains many rooms, connected by passages leading to the outside. King Cheops was laid to rest in one of the most spacious rooms. The Egyptians believed in life after death, and so they left food and drink with the king's body as well as many precious objects he had used in daily life. The Egyptians believed he would need these in the next world.

The entrance to which the dead king lay was covered off with huge granite slabs to keep people from going in. In spite of this, however, intruders have found a way in and stole the gold objects and the jewels that were made. They even stole off with the body! The Great Pyramid failed to keep Cheops's body safe, but it has kept his name alive over 4,500 years after his death.

Answer each of the following questions in the form of a sentence. If a question does not contain a vocabulary word from the passage, use a word from the passage to answer the question. Write the word in the space provided.

- What makes the Great Pyramid stand among the places on Antipater's list?
- How could one go from Egypt to visit within the Great Pyramid?

Reading passages provide words in context and integrate critical vocabulary and comprehension skills.

Comprehension questions require students to demonstrate high-level word knowledge in original complete sentences.

Review for Lessons 5-8

Crossword Puzzle Solve the crossword puzzle by studying the clues and filling in the answer boxes. Clues followed by a number are definitions of words in Lessons 5 through 8. The number gives the word list in which the answer to the clue appears.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
1																								
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Clues Across

1. To move from one place to another (5)
2. One-twelfth of a foot (5)
3. Clothes (5)
4. A small opening with a door or cover (6)
5. A small body of water (5)
6. To bring under human control (6)
7. To write as a permanent record (5)
8. To come out of (6)
9. Of use; helpful (6)
10. A person with much experience (7)
11. To serve a purpose (6)
12. Not present (5)
13. To change gradually over time (5)

Clues Down

1. A playful or funny act (5)
2. To cover or hide from sight (5)
3. To get back; to recover (6)
4. A sudden rush of frightened animals (7)
5. Present from birth (5)
6. A place where one could find sanctuary (7)
7. To cause to flow (6)
8. To be in no hurry to leave (6)
9. To bring or come into being (7)
10. To make a movement of the hand or arm (6)
11. Worn so that one may see better (7)
12. Suitable for everyday use; comfortable (7)
13. To do better than others (7)
14. What we do in elections (7)

Engaging cumulative review puzzles provide repeated exposures over time to strengthen retention.



Audio recordings provide another exposure to vocabulary, aiding word learning.

FUN & FASCINATING FACTS

• **Astound** (Lesson 4) and **astonish** are synonyms. A third synonym, less common, is **thunderstruck**. It expresses even greater surprise. If you are thunderstruck, you feel as if you have been struck by lightning, thunder's frequent companion. *Astound* and *astonish* are formed from the Latin word *tonere*, meaning "to thunder"!

• In Exercise D you learned how suffixes change one part of speech to another; for example, the suffix *-ation* changes the verb *alter* into the noun *alteration*. Another suffix, *-ess*, changes nouns that refer to males into nouns that refer to females. *Lion* becomes *lioness*, *actor* becomes *actress*, and *host* becomes *hostess*.

Increase knowledge of word origins and word families.

How do I fit Books 4–6 into my curriculum?

GRADES
4–6

Themes

Every lesson culminates in a reading passage which thematically unifies the 15 words in the lesson.

BOOK 4		BOOK 5		BOOK 6	
Sequoya & Cherokee Written Language	Maple Sugaring	Seeing Eye Dogs	Flying a Plane	The Statue of Liberty	Elizabeth Blackwell, M.D.
Redwood Trees	American Sign Language and Koko the Gorilla	Cocoa Trees	Frida Kahlo	Rosa Parks and the Civil Rights Movement	Myth: Trojan Horse
Hibernation	Anne Frank	Dinosaurs	Crocodiles	Thailand	Dromedaries (Camels)
Sucheng Chan: Overcoming Polio	Folktale: Wales	Voyage of the Mayflower	Thomas Edison	Blimps	Marco Polo
Hans Christian Andersen	The Bald Eagle	Mount Everest	Earthquakes	Wang Yani (Chinese Artist)	The Sun
Fairy Tale: The Emperor's New Clothes	John Chapman (Johnny Appleseed)	Harriet Beecher Stowe	Liliuokalani (Queen of Hawaii)	Silkworms	The Sinking of the Titanic
Octopus	Folktale: East Africa	Penguins	Sahara Desert	Cowboys	Robert Ballard & the Discovery of the Titanic
The Great Pyramid	Great Wall of China	The First Thanksgiving	Walt Disney & the creation of Mickey Mouse	Sacagawea	Samantha Smith and Journey to the Soviet Union
The Gold Rush of 1849	Martha Graham	Origins of Aviation	Pompeii & Mount Vesuvius	Natural Resource: Water	Castles
Folktale: Japan	William Tell	Harriet Tubman	Fable: A Tale of Two Donkeys	Toy and Game Industry	Poetry: The Pied Piper of Hamelin

Lesson Structure

BOOKS 4–6	20 lessons	15 words per lesson	300 words*
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*For the list of words in Books 4, 5, or 6 visit epsbooks.com/WW3000

Pacing

Maximum flexibility! Several typical plans are listed below. The implementation of these plans—or any plans—should be determined by class need.

- Teachers can use some (or all) of the techniques, activities, and enrichments suggested in the Teacher's Resource Book
- 20–60 minute lessons (vary with the number and nature of activities and enrichments selected)

1-DAY LESSON PLAN—30 weeks (1 lesson, across 1½ weeks)				
DAY 1 Introduce words		HOMEWORK Week 1: Real-world usage activities Week 2: Student Book Exercises		
3-DAY LESSON PLAN—20 weeks (3 days, across 1 week)				
DAY 1 Introduce words Homework		DAY 2 Review homework Exercises (small or whole group) Read passage Homework		DAY 3 Review homework Review puzzle when appropriate
5-DAY LESSON PLAN—15 weeks (5 days, across 1 week) or 30 weeks (5 days, across 2 weeks)				
DAY 1 Introduce words Homework	DAY 2 Review homework Exercises (small or whole group)	DAY 3 Exercises (small or whole group)	DAY 4 Read passage and respond	DAY 5 Review puzzle when appropriate

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LEVELS 2–12



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- Track student progress from pre-test to post-test
- Utilize real-time data to individualize instruction

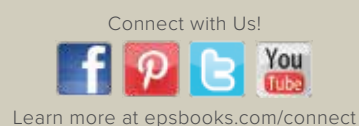
Online Teacher Resources

- Teacher's Guide with instructional strategies
- Information on interpreting reports
- Word List for easy reference
- Graphic Organizers to extend and enhance lessons
- Level Completion Certificate for students

PROGRAM OVERVIEW

- Pre-Test
- Word List
- Exercise Selection
- Passage
- Post-Test
- Assessment Results
- Master Meanings
- Certificate of Completion
- Review
- Test

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