

Name: _____ Date: _____ Number: _____

Lesson 2: Options Directions: Choose Three Activities to Complete

1. _____ Riddle Me This

Riddles-Create a riddle for 5 vocabulary word -

2. _____ Silly Sentences

Write at least 10 sentences, with at least one of this week's spelling words in each sentence.

3. _____ Story Words

Write a good story using at least 10 of your spelling words.

4. _____ Caption Words

Cut out a picture from a newspaper or a magazine and use spelling words to write a story about the picture. (5 words)

5. _____ Design Trading Cards - This can count as 2 activities

Create a set of trading cards for your vocabulary words. Be sure to include a meaningful sentence using each word. (definition, sentence, picture, antonym, and synonym)

6. _____ Create a Crossword Puzzle

Using all of your vocabulary words, create a crossword puzzle. Be creative in the clues that you use. Do not always use the definition for the clue!

7. _____ Cartoon Words

Create a comic strip with illustrations using at least 8 of your spelling words.

8. _____ Illustrate It!

Make a booklet of words and their meaning using your own drawing

9. _____ Packet me!- Counts as two activities-- if it is rushed and done in a day it will not count at all!

10. _____ PowToons- Be sure to include a meaningful sentence using each word. (definition, sentence, picture, antonym, and synonym)

This week I am working on activities:

Grading:

Pick one Option 1 _____/10

Pick one Option 2 _____/10

Pick one Option 3 _____/10

Test

_____/100

Total Points:

_____/130

4= 110- 130

3= 90- 109

2= 50-90

1= 0-49

Comments

adverse	(<i>adj.</i>) unfavorable, negative; working against, hostile
arid	(<i>adj.</i>) extremely dry; uninteresting, dull
assaultant	(<i>n.</i>) a person who attacks violently (with blows or words)
billow	(<i>n.</i>) a large wave; (<i>v.</i>) to rise or swell like a wave
confront	(<i>v.</i>) to meet face-to-face, especially as a challenge; come to grips with
constrain	(<i>v.</i>) to force, compel; to restrain, hold back
contemporary	(<i>adj.</i>) belonging to the same period of time as oneself; (<i>n.</i>) a person of the same time
depict	(<i>v.</i>) to portray; to represent or show in the form of a picture
disinterested	(<i>adj.</i>) fair-minded, free from selfish motives; indifferent
encompass	(<i>v.</i>) to encircle, go or reach around; to enclose; to include with a certain group or class
groundless	(<i>adj.</i>) without any good reason or cause, unjustified
hypocrite	(<i>n.</i>) a person who pretends to be what he or she is not or better than he or she really is; a two-faced person
incomprehensible	(<i>adj.</i>) impossible to understand
manipulate	(<i>v.</i>) to handle or use skillfully; to manage or control for personal gain or advantage
maximum	(<i>n.</i>) the greatest possible amount or degree; (<i>adj.</i>) reaching the greatest possible amount or degree
mimic	(<i>n.</i>) a person who does imitations; (<i>v.</i>) to imitate; to make fun of
ruffle	(<i>v.</i>) to wrinkle, make uneven; to annoy, upset; to flip through; (<i>n.</i>) material used for trimming edges; a ripple; a low drumbeat
serene	(<i>adj.</i>) peaceful, calm; free of emotional upset; clear and free of storm; majestic, grand
sheepish	(<i>adj.</i>) embarrassed; resembling a sheep in meekness, timid
stamina	(<i>n.</i>) the strength needed to keep going or overcome physical or mental strain; staying power

UNIT 2

Read the following passage, taking note of the **boldface** words and their contexts. These words are among those you will be studying in Unit 2. It may help you to complete the exercises in this Unit if you refer to the way the words are used below.

West End School Has Comestible Curriculum

<Interview>

The Scrumptious Schoolyard is a grassroots program that transforms concrete playgrounds into functional farmland. Part of the Scrumptious Schoolyard Project, it is the brainchild of **contemporary** food-education pioneer Clarissa Z. Ochoa. Students explore the connection between what they eat and where it comes from through hands-on organic gardening and cooking classes. The “comestible curriculum” **encompasses** math, science, history, geography, social studies, and more.

Interviewer: Rosa, you're a sixth grade student gardener in the Scrumptious Schoolyard at T.R. Middle School in West End. Have you tried growing anything before?

Rosa: No, this is my first time, and now I have a green thumb. I might become a farmer or a chef, or both!

Interviewer: I heard that the Scrumptious Schoolyard concept was somewhat controversial in the beginning.

Rosa: It **ruffled** a few feathers. Some people were **disinterested**, while others were suspicious, **depicting** it as playing instead of learning. I think their complaints are **groundless**, and they really don't know what they're missing. It's amazing to watch something grow from a tiny seed. It takes a lot

of **stamina** and enthusiasm to keep the gardens growing, but everyone works together.

Interviewer: What are some favorite experiences and things you've learned?

Rosa: I was excited when the blossoms on the squashes and pumpkins appeared. We made pumpkin pancakes and sauteed zucchini blossoms, so I actually cooked and ate a flower! Rule number one for gardeners is smart planning, and we need to get **maximum** use from our plot. Have you heard of companion planting? Plants are like people—some exist together better than others, so we **manipulate** the plants, materials, and space to get the best harvest. We also extend the natural growing seasons by **mimicking** Mother Nature with grow lights and mini-greenhouses.



Rosa de la Vega

Scrumptious Schoolyard student gardeners plant, tend, harvest, cook, and eat what they grow.

Interviewer: Have you encountered any stumbling blocks so far?

Rosa: We develop tools and strategies for overcoming **adverse** conditions. Our climate isn't extremely **arid**, but sometimes it's pretty dry, so we practice water conservation by using rain barrels. Also, the first time we tried to make compost, it was unbelievably smelly. You have to get the ingredients and layers right. The second time, it turned out great. One of our teachers calls compost "black gold."



One of the best parts of the Scrumptious Schoolyard program is eating what you've grown.

Interviewer: Do you have a secret for attracting butterflies and bees to the garden?

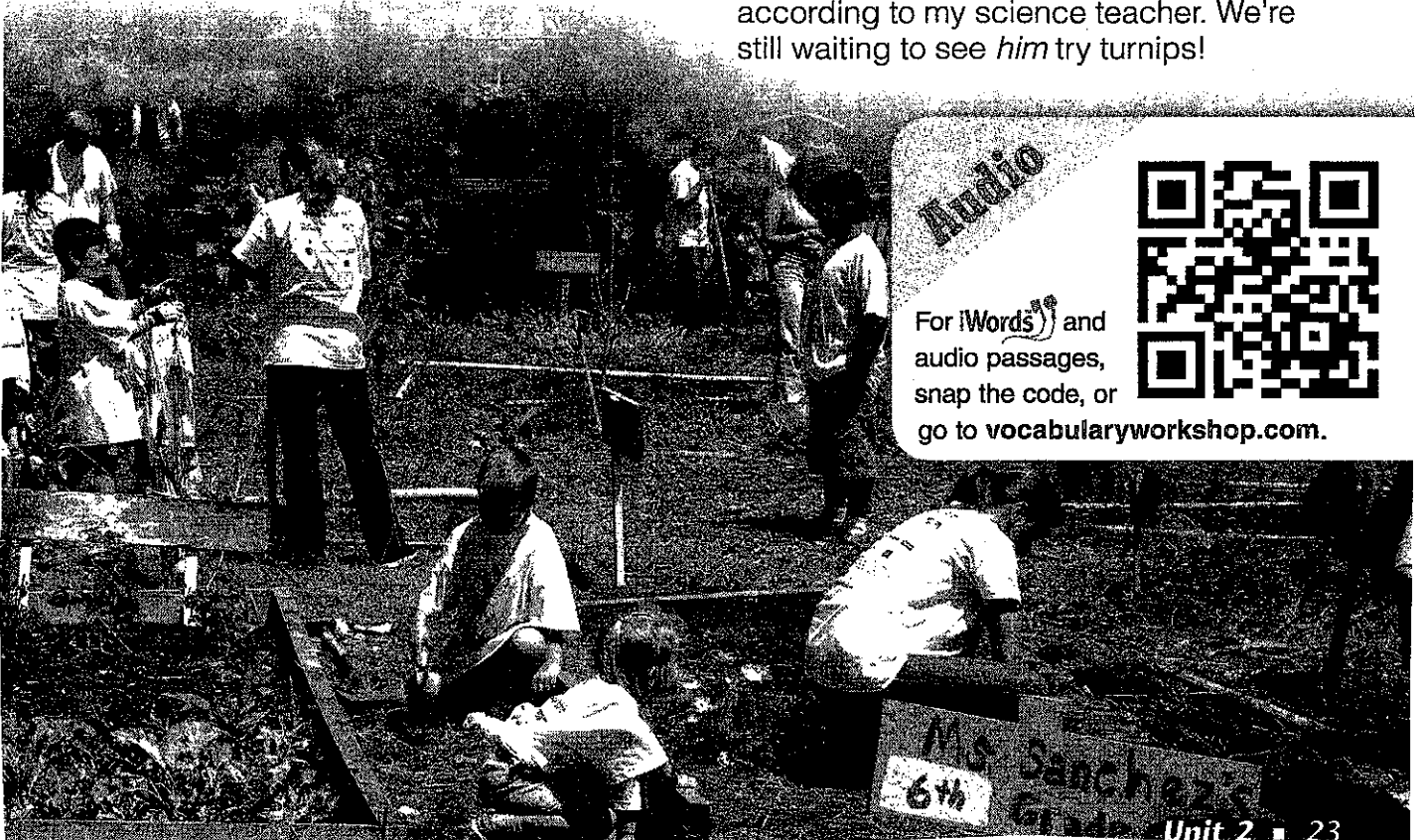
Rosa: We grow flowers that draw beneficial insects. Honeybees pollinate our plants, but the bees are in trouble because of Colony Collapse Disorder, so we try to do our part. Since our gardens are organic, we would be **hypocrites** if we used pesticides, so we're studying all-natural pest control. One raised bed has a *koinobori*, a Japanese fish kite that **billows** in the breeze and scares off scavengers.

Interviewer: What would you say to other schools or kids interested in the program?

Rosa: **Confront** obstacles and go for it! You may think one kid can't do much to help the environment or change how people eat, but working in the Scrumptious Schoolyard has made me believe we *can* make a big difference.

Interviewer: Finally, I have to ask—do you really eat *all* the vegetables you're growing? I thought kids were supposed to hate vegetables.

Rosa: There's no way I'm going to eat turnips. But it's good to try new things, according to my science teacher. We're still waiting to see *him* try turnips!



Audio



For iWords and audio passages, snap the code, or go to vocabularyworkshop.com.



Note the spelling, pronunciation, part(s) of speech, and definition(s) of each of the following words. Then write the appropriate form of the word in the blank spaces in the illustrative sentence(s) following. Finally, study the lists of synonyms and antonyms.

- 1. adverse**
(ad vɜrs')

(*adj.*) unfavorable, negative; working against, hostile

Some people suffer an _____ reaction if they eat peanut butter or anything with peanuts.

SYNONYMS: difficult, trying
ANTONYMS: favorable, positive, helpful, beneficial
- 2. arid**
(ar' id)

(*adj.*) extremely dry; uninteresting, dull

Although California leads the nation in farming, crops won't grow in its most _____ regions.

SYNONYMS: waterless, parched, boring, unimaginative
ANTONYMS: waterlogged, soggy, fertile, lush
- 3. assailant**
(ə sa' lənt')

(*n.*) a person who attacks violently (with blows or words)

The jogger was injured by an unknown _____, who left him immobile at the side of the road.

SYNONYMS: assaulter, mugger
ANTONYMS: victim, prey
- 4. billow**
(bil' o)

(*n.*) a large wave; (*v.*) to rise or swell like a wave

The ocean _____ rose and fell, attracting the most daring surfers.

Fans cheered enthusiastically when they saw their team's flags _____ over the stadium.

SYNONYMS: (*n.*) breaker; (*v.*) surge, bulge, balloon
ANTONYMS: (*n.*) trough; (*v.*) deflate, collapse
- 5. confront**
(kən frənt')

(*v.*) to meet face-to-face, especially as a challenge; come to grips with

In court, defendants can _____ their accusers in a controlled setting.

SYNONYMS: face, encounter
ANTONYMS: avoid, evade, sidestep
- 6. constrain**
(kən strān')

(*v.*) to force, compel; to restrain, hold back

You can't _____ me against my will.

SYNONYMS: pressure, confine, limit
ANTONYMS: loosen, liberate, unfetter, relax

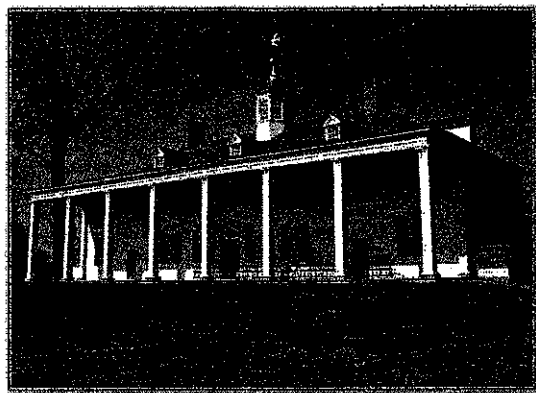
- 7. contemporary** (*adj.*) belonging to the same period of time as oneself; (*n.*) a person of the same time
(kən tem' pə rer ē)
- His novel used a _____ style but had a historical setting.
- Rather than ask parents for help, teens often turn to a _____ for advice.
- SYNONYMS: (*adj.*) present-day, modern, current; (*n.*) peer
ANTONYMS: (*adj.*) ancient, prehistoric, antique, antiquated
- 8. depict** (*v.*) to portray; to represent or show in the form of a picture
(di pikt')
- The painter chose to _____ a plain prairie landscape using bold colors and shadows.
- SYNONYMS: sketch, draw, picture, illustrate
- 9. disinterested** (*adj.*) fair-minded, free from selfish motives; indifferent
(dis in' trəst id)
- A judge must remain _____ in order to render an evenhanded and logical decision.
- SYNONYMS: impartial, unbiased, apathetic
ANTONYMS: partial, biased, prejudiced
- 10. encompass** (*v.*) to encircle, go or reach around; to enclose; to include with a certain group or class
(en kəm' pəs)
- Oceans _____ about three-fourths of the surface of our planet.
- SYNONYMS: surround, envelop, comprise
ANTONYMS: leave out, omit, exclude
- 11. groundless** (*adj.*) without any good reason or cause, unjustified
(graünd' ləs)
- Kate's _____ fear of hurting herself during exercise has left her weak and out of shape.
- SYNONYMS: baseless, unsupported
ANTONYMS: well-founded, reasonable, justified
- 12. hypocrite** (*n.*) a person who pretends to be what he or she is not or better than he or she really is; a two-faced person
(hip' ə krit)
- The speaker who said one thing but did something else entirely was regarded as a _____.
- SYNONYMS: phony, charlatan, fraud
- 13. incomprehensible** (*adj.*) impossible to understand
(in kəm pri hen' sə bəl)
- Our school's intercom system is so old that this morning's announcements were almost _____.
- SYNONYMS: baffling, confusing, bewildering
ANTONYMS: understandable, plain, intelligible

- 14. manipulate**
(mə nip' yə lāt)
(v.) to handle or use skillfully; to manage or control for personal gain or advantage
Scientists should not _____ data.
SYNONYMS: work, maneuver, exploit, influence
- 15. maximum**
(mak' sə məm)
(n.) the greatest possible amount or degree; (adj.) reaching the greatest possible amount or degree
This postage scale can weigh a _____ of only five pounds.
To ease the patient's suffering, the doctor prescribed the _____ dosage of painkillers.
SYNONYMS: highest, utmost
ANTONYMS: least, lowest, minimum, smallest
- 16. mimic**
(mim' ik)
(n.) a person who does imitations; (v.) to imitate; to make fun of
The comedy troupe needs to hire a _____.
Troy can _____ any accent he hears.
SYNONYMS: (n.) copycat, impersonator; (v.) parrot, impersonate
- 17. ruffle**
(rəf' əl)
(v.) to wrinkle, make uneven; to annoy, upset; to flip through;
(n.) material used for trimming edges; a ripple; a low drumbeat
His wisecracks always _____ my feelings.
My favorite pillow has a velvet _____.
SYNONYMS: (v.) disturb; (n.) frill
ANTONYMS: (v.) smooth out, soothe
- 18. serene**
(sə rēn')
(adj.) peaceful, calm; free of emotional upset; clear and free of storm; majestic, grand
She stayed _____ in the face of chaos.
SYNONYMS: composed, fair, august
ANTONYMS: agitated, troubled, inclement
- 19. sheepish**
(shēp' ish)
(adj.) embarrassed; resembling a sheep in meekness, timid
His _____ grin made the crowds cheer all the more for his unlikely victory.
SYNONYMS: shamefaced, meek
ANTONYMS: bold, saucy, brazen
- 20. stamina**
(stam' ə nə)
(n.) the strength needed to keep going or overcome physical or mental strain; staying power
Marathon runners need a great deal of _____ to cover the many miles.
SYNONYM: endurance

Choosing the Right Word

Select the **boldface** word that better completes each sentence. You might refer to the passage on pages 22–23 to see how most of these words are used in context.

1. After many stormy years in the service of his country, George Washington retired to the (**serene, adverse**) life of his beloved Mount Vernon.
2. His decision not to accept our sincere offer of assistance is completely (**disinterested, incomprehensible**) to me.
3. We expected the lecture on the energy crisis to be exciting, but it turned out to be a(n) (**ruffled, arid**) rundown of well-known facts and figures.
4. After giving a few (**sheepish, serene**) excuses, the swimmers packed up and left the private beach.
5. Anyone who has ever sailed a small boat knows how thrilling it is to feel the spray in your face while the sails (**billow, encompass**) overhead.
6. After the storm, residents were (**constrained, depicted**) to stay in their homes, as all roads were impassable.
7. The big-league shortstop (**manipulates, constrains**) his glove like a magician, snaring every ball hit within reach.
8. After living for many years in that roomy old farmhouse, I felt awfully (**arid, constrained**) in that small apartment.
9. While some find her smile comical, I have always found the Mona Lisa's smile to be (**serene, sheepish**) and mysterious.
10. If you (**billow, confront**) your problems honestly and openly, instead of trying to hide them, you will have a better chance of solving them.
11. Do you think it would be a good idea to set a (**maximum, contemporary**) figure for the amount of homework any teacher is allowed to assign?
12. A good scientist must have a keen mind, an unquenchable curiosity, and a (**groundless, disinterested**) desire to discover the truth.
13. She has gained success as a writer who knows how to (**confront, depict**) in a lifelike way the hopes, fears, and problems of young people today.
14. She has many interesting ideas, but she seems to lack the physical and mental (**stamina, assailant**) to make good use of them.
15. The man was trying to (**depict, manipulate**) the young woman as a troublemaker, simply because she had dyed her hair purple and dressed in an unusual manner.



George Washington's home, Mount Vernon

16. My idea of a(n) (**assailant, hypocrite**) is a person who gives advice that he or she is not willing to follow.
17. The (**adverse, sheepish**) publicity that he received during the investigation was probably the cause of his defeat in the next election.
18. Instead of working so hard to (**mimic, ruffle**) popular TV stars, why don't you try to develop an acting style of your own?
19. It was (**groundless, incomprehensible**) to think that our grandparents had to spend sweltering summers without air-conditioning.
20. The science program in our school (**depicts, encompasses**) biology, chemistry, physics, earth science, and other related courses.
21. I didn't want to (**ruffle, manipulate**) the feelings of the hotel manager, but I felt that I had to complain about the miserable service.
22. Despite the fact that she was in shock, the victim gave a clear description of her (**hypocrite, assailant**).
23. Martin Luther King, Jr. and Robert F. Kennedy were (**contemporaries, mimics**), born within a few years of each other.
24. What a relief to learn that my parents had been delayed by a storm, and that all my fears about an accident were (**groundless, maximum**)!
25. Report any (**sheepish, adverse**) side effects to your doctor immediately.



*Choose the word from this Unit that is the same or most nearly the same in meaning as the **boldface** word or expression in the phrase. Write that word on the line. Use a dictionary if necessary.*

1. possesses **determination** for the walkathon
2. the **largest** quantity available
3. always remembered the **attacker's** voice
4. able to **replicate** a bird's call
5. ran away with a **humiliated** look
6. confused by the child's **puzzling** behavior
7. mistrustful of that **impostor**
8. a **tranquil** expanse of clear blue sky
9. tried to **restrict** the patient
10. to serve as a **neutral** witness

Antonyms

Choose the word from this Unit that is most nearly opposite in meaning to the **boldface** word or expression in the phrase. Write that word on the line. Use a dictionary if necessary.

1. exhibits a **confident** attitude _____
2. hopes to **release** the prisoner soon _____
3. trying to control his **stormy** emotions _____
4. protecting the **injured party** _____
5. rules that are quite **clear** _____

Completing the Sentence

From the words in this Unit, choose the one that best completes each of the following sentences. Write the correct word form in the space provided.

1. As you become a more skillful driver, you will be able to _____ all the controls of the car while keeping your eyes on the road.
2. This basic textbook _____ all the information you will have to master for the entrance examination.
3. The jury found the defendant "not guilty" because they were convinced that the charges against her were _____.
4. You and Lucy will never settle your quarrel unless you _____ each other directly and listen to what the other person has to say.
5. The brisk breeze caused the sheets on the line to _____ like the sails on a yacht that is running with the wind.
6. Under the law, the _____ number of people who may ride in this bus is seventy-five.
7. For a long time, I thought that he was a good and sincere person, but I finally saw that he was no more than a(n) _____.
8. I was so embarrassed by my blunder that I could do nothing but grin in a(n) _____ and self-conscious way.
9. The hot, _____ climate of Arizona is favorable for many people suffering from various diseases, such as arthritis.
10. Since Tom is both smart and _____, I think he is just the person to decide which of us is right in this long and bitter quarrel.

11. The skyscraper is one of the best-known and widely admired forms of _____ architecture.
12. A breeze sprang up and began to _____ the smooth and tranquil surface of the water.
13. You talk so fast and in such a low tone of voice that you are going to be completely _____ to most people.
14. Although I may hurt your feelings, my conscience _____ me to tell you exactly what is on my mind.
15. Held back by _____ winds, the plane arrived at the airport two hours late.
16. Fortunately, I was able to fight off my _____, even though his attack took me by complete surprise.
17. Parrots and a few other kinds of birds can _____ sounds, particularly human speech.
18. The _____ expression on her face showed that she was totally undisturbed by the confusion and turmoil around her.
19. Using the entire east wall of the new post office building, the painter tried to _____ the founding of our city.
20. Very few starting pitchers have the _____ to pitch consistently well for nine innings.

Writing: Words in Action

1. Look back at "West End School Has Comestible Curriculum" (pages 22–23). Suppose you have been asked to speak to your classmates about starting a similar program at your school. You have to persuade them that a Scrumptious Schoolyard is a great idea. Write a speech using at least two details from the passage and three Unit words to support your position.
2. There is much discussion these days about eating healthy, organic foods. Some people associate healthy and organic diets with bland-tasting, expensive food and preparation that is too complicated and time-consuming. Can healthy foods be tasty? Do you think a healthy diet requires too much effort? Write a brief essay in which you support your opinion with specific examples, personal experience, and, if relevant, the reading (refer to pages 22–23). Write at least three paragraphs, and use three or more words from this Unit.

**Vocabulary
in Context**
Literary Text

The following excerpts are from *Leaves of Grass*, a collection of poems by Walt Whitman. Some of the words you have studied in this Unit appear in **boldface** type. Complete each statement below the excerpt by circling the letter of the correct answer.

1. Thou ever-darting Globe! through Space and Air!
Thou waters that **encompass** us!
Thou that in all the life and death of us, in action or in sleep!
Thou laws invisible that permeate them and all,
Thou that in all, and over all, and through and under all, incessant!

Waters that **encompass** the Globe

- a. cover it c. widen it
b. expose it d. seep into it
2. Those that look carelessly in the faces of Presidents
and governors, as to say Who are you?
Those of earth-born passion, simple, never
constrain'd, never obedient,
Those of inland America.

Someone who is NOT **constrained** is

- a. controlled c. free
b. restricted d. loyal
3. The mocking-bird, the American **mimic**, singing all
the forenoon,
singing through the moon-lit night. . .

A bird that is a **mimic** is a(n)

- a. originator c. creator
b. traitor d. imitator
4. Far, far at sea,
After the night's fierce drifts have strewn the shore with wrecks,
With re-appearing day as now so happy and **serene**,
The rosy and elastic dawn, the flashing sun....

A **serene** day is one that is

- a. blistering c. humid
b. soothing d. noisy
5.O to be self-balanced for contingencies,
To **confront** night, storms, hunger, ridicule,
accidents, rebuffs, as the trees and animals do.

To **confront** something is to

- a. ignore it c. tackle it
b. alert it d. support it



Whitman, an American poet,
wrote in a free-verse style that
has influenced modern poetry.



Snap the code, or go to
vocabularyworkshop.com