

**Name:**

**Date:**

**Vocabulary Building: Thinking Skills Lesson 1**

**Student Activity**

## **Classification: Helping Jake with Vocabulary**

- STEPS:**
1. Identify the items you want to classify.
  2. Look for common elements, and group items that are alike.
  3. State the rule that determines membership in the group.
  4. Place items in the group. If necessary, repeat steps 2 and 3 to form new groups until all items are classified.

***Here is the problem that appeared in the lesson:***

Your friend Jake likes school, but he has been having trouble understanding big and unusual words. You helped Jake break down these words. Using classification, you grouped words together that had similar parts. This helped Jake figure out the meanings of these unusual words.

***Directions:*** Find words that have Greek elements. Pair words together whose Greek elements are opposite in meaning. Try to come up with as many pairs as you can. Some examples of Greek elements are *hyper*, *hypo*, *micro*, and *tele*.

Here are some words to start your list:

### **Opposites**

microscope -- telescope

microphone -- telephone

hypothermia -- hyperthermia

**Write Idea:** Write a paragraph about appliances or electronics that you have in your home. Try to use at least five Greek or Latin word elements or compound words in the paragraph. Write a definition for each compound word and words containing Greek or Latin elements.

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**Vocabulary Building: Thinking Skills Lesson 2**

**Student Activity**

## **Deduction: Lost in Space**

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- STEPS:**
1. Find the premises and the conclusion of the argument.
  2. Find the key words in each premise.
  3. Determine what is claimed by each premise.
  4. See if the conclusion follows logically from the premises.

***Here is the problem that appeared in the lesson:***

A Boolean spaceship has been found adrift in space. One of the four crew members is the captain. You don't know which one. You use deduction to discover which crew member is the captain.

***Directions:*** Use the same steps you used in the lesson to determine the validity of the three arguments listed below. Review the steps at the top of this page before beginning.

Argument 1: Some food additives should be illegal. Some food additives are dangerous to human health. All substances dangerous to human health should be illegal.

Argument 2: All cheese cakes are high in fat. Some things that are high in fat are sweet. Therefore, all cheese cakes are sweet.

Argument 3: Some insects are bees. Therefore, some insects can sting, since all bees can sting.

**Write Idea:** Select an editorial from your local newspaper. Identify the premises and the conclusions to one or two of the arguments you find. Write a paragraph explaining why you think the argument is valid or invalid.

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**Vocabulary Building: Thinking Skills Lesson 3**

**Student Activity**

## **Abstracting: Teaching a Friend Vocabulary**

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- STEPS:**
1. Identify a situation and see what information is important in the situation.
  2. Write a general statement to describe the basic information.
  3. Apply the general information to a new situation.

***Here is the problem that appeared in the lesson:***

At your job in a pet store you have met a girl named Sung. She and her family have just moved to your town from South Korea. You and Sung practice improving her vocabulary as you work in the store.

**Directions:** You look at the pet product containers to find words with the prefixes and suffixes you have been studying. You find the following phrases and underline the words you will review.

“antidote for poison”

“triple strength”

“downy duckling”

“unscented flea powder”

“new and more flavorful”

1. Identify the prefix or suffix in each underlined word.  
Example: “anti”
2. Write out the meaning for each prefix or suffix.  
Example: “Anti” is a prefix that means against.
3. Give another word that uses the prefix or suffix and suggest its meaning.  
Example: “antifreeze” -- a fluid that prevents (or works against) freezing

**Write Idea:** Clip a picture from a magazine. Using steps 1 and 2 of the abstracting process, write a paragraph describing the picture. Using Step 3, write a second paragraph describing a new situation. Use words with prefixes and suffixes in your paragraphs.

Example: Picture of a child playing in the mud.

First paragraph: This little girl is overloaded with mud. Her situation is really extraordinary. There doesn't seem to be a workable solution to this frightful predicament.

Second paragraph describes a similar situation.

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Word Knowledge: Thinking Skills Lesson 1

Student Activity

## Analogies: Decoding a Message

- STEPS:**
1. Read the analogy out loud using the words “is to” and “just as.”
  2. Determine the relationship in the complete pair of words.
  3. Apply the relationship from the first pair of words to the second pair.
  4. Pick the word that completes the relationship for the second pair.

*Here is Leroy’s message and the analogies that served as clues in the lesson:*

Let’s **meet** tomorrow. Meet me at the **fair**. I will see you at **dawn**. Let’s **watch** my friends get ready for the big contest. They will show off their ability to **skate**. We will be able to see the kids descend a huge **tunnel**. We will not see the contest. We will see them **practice**. I can’t wait to get **there**.

*Analogies:*

race : horse :: **meet** : track star  
 evil : wicked :: just : **fair** small :  
 large :: dusk : **dawn** movie :  
**watch** :: concert : listen track :  
 run :: rink : **skate**  
 river : bridge :: mountain : **tunnel**  
 study : test :: **practice** : game  
 here : near :: **there** : far

**Directions:** You write the following message back to Leroy. You are going to leave out the words in bold type. Write analogies that will provide clues to the words in bold type.

I will take you to the **annual** fair. We will not go as dawn is **breaking**. I will **contact** you about the time. We can take a lunch of sandwiches and **pears**. We will have **fun**.

*Analogies:*

1. once a week : weekly :: once a year : **annual**
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

*Example:* First, think of a word or phrase with a relationship to “annual,” such as its definition “once a year.” Next, think of a word pair with the same relationship. You choose the definition “once a week” and the word “weekly.” These two pairs form your first analogy.

**Write Idea:** Write a secret message to a friend using Leroy’s message as a model. Write at least five sentences with missing words. Use analogies as clues to the missing words. Share your coded message with a classmate.

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Word Knowledge: Thinking Skills Lesson 2

Student Activity

## Classification: Choosing the Right Word

- STEPS:**
1. Identify the items you want to classify.
  2. Look for common elements, and group items that are alike.
  3. State the rule that determines membership in the group.
  4. Place items in the group. If necessary, repeat steps 2 and 3 to form new groups until all items are classified.

### *Here is the problem that appeared in the lesson:*

You and your friend Pat wrote a short story for a contest for writers. You were very pleased with the plot, but you felt something was missing. You realized that some words could be replaced by a better word in order to create the mood you wanted.

You and Pat used classification to create lists of words to replace some of the words in your story. You had to make sure that the words in your lists had the same meaning and were the same part of speech. These are called synonyms. After making your lists, you decided which synonyms you wanted to use.

**Directions:** Another way to classify words is by their opposites. By using opposite word meanings, or antonyms, you will completely change the meaning of your writing. This may or may not change the mood. Rewrite the following paragraph by choosing the antonyms for the words in bold. The new words should be opposite in meaning and create excitement and suspense.

It was a **moonlit** night. The thief **stood in the open** near the **tiny** tree as he began to **study** the house. The windows were **open**. It would be **easy** to enter the house through the windows. The thief had a **delightful** smile on his face as he thought about all the loot. **Slowly** he used a razor blade on one of the windows. Two **small** night lights were turned on and bells began to **chime**. Then two police cars **leisurely** pulled in front of the house. The thief **sat down** and **waited** to be **greeted**.

**Write Idea:** Cut out an article from a newspaper. Identify several synonyms for each of ten words in the article. Choose a specific mood that you want to create. Rewrite the article, using the synonyms that will create the feeling you want. Share the revised article with two classmates and see if they can guess the mood you were trying to create.

Name:

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Word Knowledge: Thinking Skills Lesson 3

Student Activity

## Analogies: Decoding a Note for a Child

- STEPS:**
1. Read the analogy out loud using the words “is to” and “just as.”
  2. Determine the relationship in the complete pair of words.
  3. Apply the relationship from the first pair of words to the second pair.
  4. Pick the word that completes the relationship for the second pair.

*Here is Rita’s message and the analogies that served as clues in the lesson:*

I **noticed** the present your parents bought you. I **love** your new 10-speed bike. It has a **great** finish that makes it **look like a million bucks**. I would **give my right arm** to have one like it. I hope you will **permit** me to ride it when I visit you. It is **impressive**.

destroyed : created :: ignored : **noticed**

fragile : sturdy :: hate : **love**

hair : hare :: grate : **great**

stuck : up a tree :: attractive : **look like a million bucks**

get your goat : upset you :: **give my right arm** : be willing to try anything

trail : follow :: allow : **permit**

incomplete : complete :: unimpressive : **impressive**

**Directions:** The following note is so full of idioms that Rita can’t understand it. Write some analogies that will give clues about the meaning of the idioms in **bold type**.

You really **hit the nail on the head** when you said Pete **stole the show** at the game Saturday. He was on **cloud nine** when he hit that homerun. It really gave his team **the upper hand**. It was **a month of Sundays** before they finally won the game. By the end, we were all **bushed**.

For example:

made a mistake : **hit the nail on the head** :: small : large

**Write Idea:** Choose one of the idioms in the message above and answer the following questions. What does it mean? How do you think it became a common saying? Write a short story about the origin of the idiom.

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Reading Comprehension: Thinking Skills Lesson 1

Student Activity

## Prediction: Predicting a Person's Future

- STEPS:**
1. Identify the facts that you know.
  2. Look for patterns in the information.
  3. Make a general statement that explains the patterns you have observed.
  4. Based on your conclusions, predict what might happen in a new situation.
  5. Make more observations to see if you predicted correctly.

*Here is the reading passage and the prediction chart about Shantel that appeared in the lesson:*

You supervise a part-time employee named Shantel James. She often completes her work early. She has asked if she can help with any additional tasks. Before assigning her new tasks, think about what Shantel might like to do.

Shantel is a nursing student. She likes her job because it allows her to study regularly. It also leaves her time to volunteer at a nearby hospital.

From her job application, you also know that Shantel likes exploring caves, reading mystery novels, and traveling to new places. You also have noticed her reading medical journals during her breaks.

### Predictions About Shantel

- Facts:**
1. She is studying to be a nurse.
  2. She volunteers at a hospital.
  - + 3. She reads medical journals.

**Conclusion:** Shantel is interested in the medical profession.

**Prediction:** Shantel will enjoy tasks that include her interest in the medical profession.

**Directions:** Use this additional information about Shantel to complete another prediction chart. Add up the facts in the prediction chart below. Write a conclusion and prediction about Shantel's eating style.

During the next two weeks, you observe that Shantel brings very interesting lunches to work. Her lunches have unusual combinations of vegetables and fruits. She tells you that she loves to take cooking lessons. Her favorite lessons involve vegetarian meals. Last Thursday, you noticed that Shantel had a vegetarian cookbook.

- Facts:**
- 1.
  - 2.
  - + 3.

**Conclusion:** \_\_\_\_\_

**Prediction:** What would Shantel eat at a restaurant?

**Write Idea:** Choose a favorite character from a story or a famous person from history. Prepare prediction charts to draw three or more conclusions about the person. Based on that information, predict three things the person would do if he or she won \$1,000,000. Explain your predictions.

