


1981

# Systematic Practice in Following Directions

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EDUCATIONAL TECHNOLOGY CENTER  
CENTRAL WASHINGTON UNIVERSITY

SYSTEMATIC PRACTICE IN  
FOLLOWING DIRECTIONS

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A Project Report  
Presented to  
the Graduate Faculty  
Central Washington University

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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Education  
Reading Specialist

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by  
Linda Jensine Falk  
July 23, 1981

SYSTEMATIC PRACTICE IN  
FOLLOWING DIRECTIONS

by

Linda J. Falk

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The purpose of this project was to develop a set of instructional materials that would provide classroom teachers with a motivational method for teaching the skill of following written directions. The set of 180 direction exercises provided practice in applying phonetic elements and structural analysis in the context of a reading activity. Comprehension skills were practiced through the development of key concepts, use of structural words, comparing and contrasting ideas, making appropriate judgments and teaching cognitive strategies. With daily use, the directions provided continuous practice in essential reading skills while eliciting observable consequent behaviors which implied language reception or comprehension.

## ACKNOWLEDGMENT

I wish to express appreciation to Dr. Azella Taylor, Mrs. Doris Jakubek and Dr. Robert Silver for serving as my committee members. Their professional guidance provided encouragement and inspiration in completing my project report. A special word of gratitude is given to Dr. Taylor for her patience and unfailing interest. Through her, I have experienced the joy and exhilaration found in the creative use of one's mind.

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## Chapter 1

### BACKGROUND OF THE STUDY

Research indicates the significance of following written directions as an important reading skill. Kuehne (1977) stated, "Because following directions is an important phase of the 'learning to read' process, spending valuable classroom time to help students better understand directions is important." (p. 107)

The apparent inability of children at all levels to understand and correctly execute written directions is of concern to classroom teachers. As a supervisor of student teachers, Newcastle (1974) reported:

. . . I have often heard student teachers and experienced teachers alike lament and deplore the inability of children of all ages to read and follow written directions. A person listening to a heated discussion of this subject in a teachers' lounge might variously conclude that: 1) it is a genetic defect which afflicts most human beings under seventeen years of age, 2) it is a handicap induced by an overdose of television, 3) it is a cyclical malady that strikes children just before holidays, or 4) it is a pathetic plea for individual attention which no teacher dare ignore lest she forfeit her happy face button and membership in SLID (Society for Lovers of Individual Differences). (p. 292)

Because the ability to follow directions is a survival reading skill which is vital to functioning in society, it is the responsibility of teachers to provide systematic practice in developing this skill. Blair (1978) cited

following directions as an important survival reading skill to be included in functional reading programs.

Hollander (1977) recommended instruction in following directions as being necessary to understanding mathematics reading material. Cassidy (1978) stated that following written directions is a crucial skill in any content area, and added:

However, it is particularly important in science since science texts contain so many directions for completing experiments and investigations. Students must pay careful attention to every step of the directions before completing the investigation. (p. 40)

As a survival skill, learning how to follow directions must be part of every student's educational program. McCullough and Towery (1976) stated, "The responsibility of teachers to design lessons which will help ensure the development of this skill should not be taken lightly." (p. 654) However, there are not enough commercially prepared materials available to provide for daily practice in the skill of following directions. A survey of the literature conducted by Calder and Zalatimo (1970) indicated a scarcity of suitable material for students to use independently for practice in following directions.

#### Purpose of the Study

The purpose of the study was to develop instructional materials that would provide systematic practice in following written directions.

### Focus of the Study

In developing instructional materials that could be incorporated into existing reading programs, daily exercises were designed to include the following objectives:

1. to increase comprehension skills;
2. to provide the student with daily systematic practice in the functional living skill of following directions;
3. to provide the student with motivation for reading by challenging his curiosity;
4. to provide the student with a reading purpose that is relevant to everyday living skills.

In listing the intellectual processes involved in following written directions, Newcastle (1974) stated:

The ability to read and follow written directions independently requires such intellectual processes as decoding, interpretation, analysis, synthesis, evaluation and critical sequential application of what is read. (p. 293)

The components of the individual lessons were selected from the intellectual processes listed by Newcastle.

### Limitations

The set of directions developed for this project was for students whose reading levels range from second grade through eleventh grade. The set provided one lesson a day for an entire school year. The exercises were intended for use on a daily basis.



In Chapter 2, a review of related literature is presented.

In Chapter 3, the procedures followed in the development of the project are covered.

Chapter 4 contains the completed set of directions that were presented on overhead acetates and laminated index cards.

Chapter 5 summarizes the project and includes recommendations.

## Chapter 2

### A REVIEW OF RELATED LITERATURE AS A BASIS FOR PROJECT DEVELOPMENT

The development of the exercises in following directions was based on a review of the literature as listed under the headings of 1) The Skill of Following Directions, 2) Decoding: Phonetic and Structural Analysis Skills, 3) Building Comprehension, and 4) Readability of Directions.

#### The Skill of Following Directions

Reading and following directions are necessary skills to everyday living. McCullough and Towery (1976) stated that in the home cooks must be able to follow a recipe correctly in food preparation. To open and close a container, heat a can of soup, follow a recipe, or operate both simple and sophisticated equipment for food preparation requires an understanding of written instructions. One must follow directions to properly load and operate a washing machine. Hobbies such as sewing, building an airplane model or assembling do-it-yourself kits require the ability to follow carefully sequenced directions that must be properly executed. In the community, one must be able to read and understand directions everywhere. Signs direct us to drive a certain number of miles per hour, to park only in specific places, and also indicate where we are and where we

are going. One cannot operate a fire extinguisher, an emergency exit door, or a pay phone without an understanding of directions. In our increasingly competitive world of work, jobs are dependent upon the ability to follow written and verbal directions from the filling out of a job application form to the execution of a work responsibility. In school, students must first read and follow directions in order to complete their assignments. All varieties of course work in school, ranging from science experiments to becoming familiar with the rules to play games in a physical education class, again demand the skill of following directions. Standardized achievement tests require careful adherence to directions.

As McCullough and Towery (1976) warned:

The penalties for not following directions can be numerous and are often hazardous. We receive parking or speeding tickets for violating the rules. Also, ignoring stop or yield signs can result in permanent physical injury. Sirens wail if the wrong train switch is opened and people become violently ill if medication is not taken as prescribed. (p. 653)

Pyrczak (1977) conducted a study concerning the ability of high school students to comprehend directions on potentially hazardous household products. The scores revealed that there were some students who were far from any reasonable level of mastery of this important type of reading skill. In his discussion, Pyrczak suggested that steps should be taken to improve students' ability to read directions through systematic instruction in this crucial

everyday reading skill.

Griffith (1977) included the ability to follow directions as part of a minimal competency exam program. Included in a CARE (Combining Activities with Real Experiences) kit developed at Eastern Illinois University, Charleston, were packets of materials for job-getting skills that included practice in following directions.

As a technique to build comprehension skills, Broward (1976) included activities in following directions. Wheatley (1976), in developing a guide to help bilingual students learn English reading and writing skills necessary to acquire jobs, included objectives to teach ESL students how to follow directions. Bursuk (1976) stated that success in secondary school depended largely upon students' competency in study skills that included following directions.

In her Success-Oriented Reading Program: A Strategies Approach, Levine (1976) included in techniques for overcoming learning detractors a direction vocabulary for inability to follow directions. A two-volume curriculum guide prepared by the Maryland State Department of Education was designed to meet the functional reading needs of Maryland's public school students in grades one through twelve. Following directions was one of the four major goals of the reading program presented in this curriculum guide.

Newcastle (1974) has concluded,

The inability of many children to follow written directions can often be ascribed to: 1) the inability to read and understand the meaning of words frequently used in written directions, 2) poorly written directions, 3) little systematic instruction in reading and following written directions, 4) conditioned and reinforced habits of inattention by harried well-meaning teachers who can be counted on to patiently repeat directions for children who didn't bother to attend to them the first time, and 5) self-defeating teaching practices that condition children to rely on remembering and following teacher-given oral directions rather than reading and understanding and acting on written directions they have analyzed and solved for themselves. (p. 292)

There are probably many other reasons, but Newcastle singled these out because they are most accessible to improvement or elimination by the classroom teacher.

Systematic instruction in following directions would improve students' ability in this skill area.

Calder and Zalatimo (1970) conducted a study to test the effects of instructional booklets on improving childrens' abilities to follow written and oral instructions. The major hypotheses tested were:

1. Subjects using instructional booklets to supplement their reading program will make greater gains in their abilities to read and follow written directions than subjects using only a basic language arts program.

2. Subjects using instructional booklets to supplement their reading programs will make greater gains in their abilities to listen and follow oral directions than subjects using only a basic language arts program. (p. 227)

While the results showed no difference between groups in their abilities to follow oral directions, they showed significant differences between the control and experimental groups in their abilities to read and follow

directions. Calder and Zalatio stated, "This finding is very important because of the relationship of this skill to success in the world of work." (p. 231) They went on to suggest,

Intrinsically motivating materials should be used to supplement the basic and fundamental or developmental skills program in language arts. This type of program seems to help children overcome some of the frustrations caused by failure in the skill areas. The materials enable the teacher to reinforce skills in a way that allows the learner to perform a variety of activities that meet his immediate desires and needs. (p. 238)

#### Decoding: Phonetic and Structural Analysis Skills

Zintz (1966) defined phonetic analysis as "the application of a knowledge of consonant and vowel sound clues to the pronunciation of a word." (p. 398) Practice in application of phonetic elements and rules was included in the exercises. Structural analysis, as defined by Zintz, is "the means by which the parts of a word which form meanings units or pronunciation units within the word are identified." (p. 400) Syllabication is part of structural analysis and practice was included in some of the exercises.

Students need systematic practice in the application of these decoding skills. Robeck and Wilson (1974) added, "Decoding skills taught in the context of meaningful reading encourage the application of the skills in independent reading situations." (p. 222) The authors also related that the decoding sequence needed to be an integral part of the total

reading program. Students needed daily opportunities to transfer their decoding skills to the reading situation. Not allowing the student ample systematic practice in applying decoding skills in order to master the process established further potential for reading failure. Included in the exercises in following directions were opportunities to apply both phonetic and structural analysis skills.

### Building Comprehension

Of primary concern in the preparation of reading materials was the building of comprehension. Peters (1977) listed reading to follow directions as one of twelve teachable components in the comprehension process. In identifying problems related to comprehension difficulties, Peters included: "1) inadequate knowledge of key concepts, 2) insufficient language skills, 3) inadequate reading-skill competencies, and 4) insufficient cognitive strategies." (p. 245) In developing the exercises in following directions, instructional techniques were incorporated that could be used to eradicate the weaknesses related to each of these areas.

### Development of Key Concepts

To assist the student in developing knowledge of concepts, practice in identifying relationships was recommended. The use of analogies can provide practice in concepts. Nelson (1975) stated:

By strict definition, an analogy is not an identity of one thing with another, but an identity of relations. It is in this sense that the analogy may be adapted for use as a classroom tool.

. . . .

In logic, analogy refers to a form of reasoning in which one concept is inferred to be similar to another in one respect on the basis of a known relationship (similarity) between them in other respects. (p. 84)

For a long time it has been common practice at the college level to use analogies as a means to evolve and measure the comprehension of the constructs and concepts in students. Analogies are a flexible way to aid the student in becoming familiar with word usage. Nelson (1970) pointed out:

As linguistic entities, facts are often sterile when unrelated to other facts. By placing facts in juxtaposition or contraposition by way of analogy one might have some success in opening a channel for communication with students distributed all along the cognitive spectrum. (p. 83)

The inclusion of analogies in the exercises for following directions would give students daily practice in building their knowledge of key concepts.

### Language Skills

In giving strategies for dealing with limited language skills, Peters (1977) suggested the use of key structural words to assist the reader in following transitions from idea to idea. Shepard (1973) has compiled a list of commonly used structural words in the following five categories:



1. Structure words indicating additional ideas
  - a. Words pointing to coordinate ideas, adding to the total thought
  - b. Words pointing to final or concluding ideas
2. Structure words indicating a change in ideas by reversing, qualifying or modifying ideas already presented
3. Structure words indicating concrete application of a thought
4. Structure words pointing to relationships among and between ideas
  - a. Time relationships
  - b. Space relationships
  - c. Related in degree
  - d. Pointing to show emphasis

Shepard's list of words was highly organized and he suggested that the words should never be taught in isolation; rather, they should be incorporated in reading lessons. Including them in the following-directions exercises gave daily practice in language structure.

#### Reading Skill Competencies

Peters (1977) listed two of the reading skills students need to develop as 1) the ability to compare and contrast ideas, and 2) the ability to make appropriate judgments. In order to compare and contrast, a student must be able to identify similarities and differences. To make judgments, he must be able to determine the validity

of the information. Practice in both of these skills was included in the following-directions exercises.

### Cognitive Strategies

According to Peters (1977), an important cognitive strategy that a reader must possess is the ability to perceive organizational structure. Through structure, the reader will be better able to recognize such things as the relationships between ideas or the sequence in which information is presented. In reading and following written directions, the reader is forced to operate in an organized and sequential manner.

### Readability of Directions

In writing the directions in the exercises, special attention was given to language structure. Comprehension is directly affected by language structure. In his study of oral language as it relates to comprehension, Ruddell (1964) concluded that

Reading comprehension is a function of the similarity of patterns of language structure in the reading material to oral patterns of language structure used by children. Reading comprehension scores on materials that utilize high frequency patterns of oral language structure are significantly greater than reading comprehension scores on materials that utilize low frequency patterns of oral language structure. (p. 273)

Ruddell went on to show that there is substantial evidence which suggests that children most easily read materials which contain syntactic structures similar to

those which they use in their own speech. Pikulski and Jones (1977) pointed out:

One of the most common syntactic patterns for children in grades one to six is that of: subject, verb, and direct object or complement. Simple declarative or imperative sentences would, therefore, probably be easiest. Another frequent language pattern consists of two clauses joined by a conjunction. It is also helpful to know that the conjunctions AND, HOW, FOR, and AS have been found to be easiest for children to read and comprehend. (p. 599)

Another aid to comprehension related to the readability of directions is the repeated use of the same language patterns. According to Pikulski and Jones, "the redundancy of language results in the same idea being conveyed in several different forms; this increases the probability of its being understood." (p. 599)

Peters (1977) concurred by stating, "The child must use language that he or she is familiar with and be encouraged to rely on the clues inherent in that language." (p. 240)

Syntactic and semantic elements inherent within language structure make it possible for comprehension to occur.

Another factor that influenced readability of directions is numeration. Pikulski and Jones (1977) recommended:

Especially for sequential steps, directions are much easier to follow if they are listed or numbered. In fact, when the directions are numbered, each direction can be read, the action completed, and the step checked off as the child moves through the activity. (p. 601)

The review of related literature indicated that

reading and following written directions is a survival reading skill that should be included in functional reading programs. Classroom teachers should provide systematic practice in this skill; however, there is a scarcity of instructional materials suited to this purpose.

## Chapter 3

### PROCEDURES OF THE PROJECT

After reviewing the preceding literature, a format was chosen that included the following components:

1. Practice in applying phonetic elements and structural analysis in the context of a reading activity
2. Building comprehension through
  - a. development of key concepts through the use of analogies
  - b. building language skills by daily use of structural words in the context of a reading activity
  - c. building reading skill competencies by comparing and contrasting ideas and making appropriate judgments
  - d. teaching cognitive strategies by forcing the student to operate in an organized and sequential manner

These components were used in varying combinations as the student moved through a sequenced step-by-step procedure of changing one word into a completely different word. From four to eight steps were required to execute the changes.

#### Preparation of the Exercises

The words chosen for the exercises were selected at random from textbooks, vocabulary lists and spelling words

frequently used in reading classes.

As each exercise was developed, an analysis was made of small words that could be removed. This was followed by a process of eliminating, adding, substituting or moving various consonants and vowels from one position to another until a new word was produced.

Example:

1. ANXIOUS      The small word US can be removed to produce
2. ANXIO        The X is replaced by a T to produce
3. ANTIO        The letter P is added to produce
4. PANTIO       The word does not change because the student is required to make a judgment and this time the direction should not be followed
5. PANTIO       The letter N is eliminated to make the word
6. PATIO

The final direction is always, "Use your word in a sentence."

After the word-changing process had produced the set of key answers, various comprehension components were selected to be used in writing the directions.

Sample Exercise Including Components Involved

Direction 1

Print ANXIOUS

Answer 1

(ANXIOUS)

Direction 2

If ROTATE means TURN, remove the two-letter word that is the opposite of THEM.

Answer 2

(ANXIO)

Component involved:

1. Building comprehension by comparing and contrasting ideas

Direction 3

Answer 3

If UNHAPPY is to SAD as HAPPY is to GLAD, change the second consonant to the letter that comes before U in the alphabet.

(ANTIO)

Components involved:

1. Building comprehension through the development of key concepts (analogies)
2. Building language skills by use of structural words in the context of a reading activity

Direction 4

Answer 4

If SEARCH means "to look for," put the letter that comes before Q in the alphabet in front of the first vowel.

(PANTIO)

Components involved:

1. Use of comparing and contrasting skills
2. Use of structural language skills

Direction 5

Answer 5

If MOTHER is to FATHER as SISTER is to BOTHER, put an S at the front of your word.

(PANTIO)

Components involved:

1. Development of key concepts
2. Building language skills by making appropriate judgments

Direction 6

Answer 6

If STARE sounds exactly like STAIR, remove the letter that comes after M in the alphabet.

(PATIO)

Components involved:

1. Practice in applying phonetic elements in the context of a reading activity
2. Use of structural language skills

Directions 1 through 6

Component involved:

1. Teaching cognitive strategies by forcing the student to operate in an organized and sequential manner.

Readability

After completion, each direction was given to four children with second, fourth, fifth, and seventh grade reading abilities to check for readability. If during this trial process any of the children could not readily follow any part of the written directions, that section was reworded for clarification.

Classroom Use

As each exercise was completed, it was printed on a 5x7 index card, which was then laminated. A duplicate was then printed on an 8x10 acetate for use on an overhead projector. The index card was for individual student use; the acetate provided group use in the classroom on a daily basis.



## Chapter 4

### PROJECT

For the purpose of this study, typewritten copies of the following-directions exercises have been included (copyright pending).

No. 1

Answer Key

- |  |           |
|--|-----------|
| 1. Print BRAINS.   | 1. BRAINS |
| 2. If <u>WHEEL</u> is to <u>CAR</u> as <u>LEG</u> is to <u>DOG</u> , remove the first letter.  | 2. RAINS  |
| 3. If <u>ALONE</u> is the opposite of <u>TOGETHER</u> , move the last letter to the front of your word.                                  | 3. SRAIN  |
| 4. Put a letter between the first two consonants that will make a word that tells you what might happen if you fall and hurt your ankle. | 4. SPRAIN |
| 5. Great! Now use your word in a sentence.   |           |

No. 2

Answer Key

- |   |           |
|---|-----------|
| 1. Print SPORTS.  | 1. SPORTS |
| 2. If <u>DISTANT</u> means almost the same as <u>FAR</u> , remove the double consonants.                  | 2. PORT   |
| 3. Move the first letter to the end of your word.   | 3. ORTP   |
| 4. Remove the two-letter word that ends with <u>R</u> and rhymes with <u>MORE</u> .                       | 4. TP     |
| 5. In the middle, put the vowel that says " <u>EYE</u> ."   | 5. TIP    |
| 6. Put the letter that comes before <u>S</u> in the alphabet after the letter that comes after <u>S</u> . | 6. TRIP   |
| 7. Great! Use your word in a sentence.  |           |

No. 3

Answer Key

- |   |            |
|---|------------|
| 1. Print EDUCATE.   | 1. EDUCATE |
| 2. If <u>HERE</u> is the opposite of <u>THERE</u> , remove the vowel you hear in <u>DUEL</u> .                                      | 2. EDCATE  |
| 3. If <u>HUGE</u> is the opposite of <u>TINY</u> , change the third consonant in the alphabet to the eighth letter of the alphabet. | 3. EHCATE  |
| 4. If <u>HIGH</u> is to <u>LOW</u> as <u>TALL</u> is to <u>SHORT</u> , remove the first of the identical vowels.                    | 4. HCATE   |
| 5. Move the first letter to the end of your word.   | 5. CATEH   |
| 6. Place the first consonant in front of the final consonant.   | 6. ATECH   |
| 7. Take out the first vowel and place it in front of the second consonant.  | 7. TEACH   |
| 8. Use your word in a sentence.   |            |

No. 4

Answer Key

- |   |             |
|---|-------------|
| 1. Print GRADUATE.  | 1. GRADUATE |
| 2. If <u>DRIVE</u> is to <u>CAR</u> as <u>FLY</u> is to <u>PLANE</u> , remove the two vowels that are alike.                    | 2. GRDUTE   |
| 3. If <u>PUSH</u> is to <u>PULL</u> as <u>IN</u> is to <u>OUT</u> , remove the last consonant.                                  | 3. GRDUE    |
| 4. If <u>WIND</u> is to <u>BLOW</u> as <u>WATER</u> is to <u>FLOW</u> , remove the letter that comes before <u>V</u> .          | 4. GRDE     |
| 5. If <u>HATE</u> is the opposite of <u>LOVE</u> , put the first letter of the alphabet between the second and third consonant. | 5. GRADE    |
| 6. Use your word in a sentence.   |             |

No. 5

1. Print TEMPERATURE.
2. Remove the three-letter word that rhymes with CAT.
3. Remove all the vowels.
4. If OLD is the opposite of YOUNG, move the first letter from the front of your word to the end of your word.
5. Drop the first consonant.
6. Put the little word that means the opposite of OUT between the second and third letters.
7. Use your word in a sentence.

Answer Key

1. TEMPERATURE
2. TEMPEURE
3. TMPR
4. MPRT
5. PRT
6. PRINT

No. 6

1. Print OVERCAST.
2. If STOVE is to KITCHEN as BED is to BEDROOM, remove the final consonant.
3. Remove the word that means the opposite of UNDER.
4. If CAR is to ROAD as BOAT is to RIVER, put the letter that comes before M in front of the vowel.
5. If FRONT is the opposite of SIDE, put a T at the end of your word.
6. If WORK is the opposite of PLAY, double your final consonant.
7. Use your word in a sentence.

Answer Key

1. OVERCAST
2. OVERCAS
3. CAS
4. CLAS
5. CLAS
6. CLASS

No. 7

Answer Key

- |  |             |
|--|-------------|
| 1. Print KINDNESS.   | 1. KINDNESS |
| 2. If <u>SIDE</u> is the opposite of <u>FRONT</u> , change the vowels to <u>A</u> 's.                | 2. KINDNESS |
| 3. If <u>ABOVE</u> is the opposite of <u>BELOW</u> , change the first vowel to an <u>A</u> .         | 3. KANDNESS |
| 4. Remove the first and last consonants.   | 4. ANDNES   |
| 5. If <u>BLACK</u> is the opposite of <u>WHITE</u> , remove the fourth letter.                       | 5. ANDES    |
| 6. If <u>SICK</u> is the opposite of <u>WELL</u> , remove the fourth letter.                         | 6. ANDS     |
| 7. If <u>WORK</u> is the opposite of <u>PLAY</u> , move the fourth letter to the front of your word. | 7. SAND     |
| 8. Use your word in a sentence.  |             |

No. 8

Answer Key

- |  |           |
|--|-----------|
| 1. Print SLEEPY.   | 1. SLEEPY |
| 2. If <u>HERE</u> is to <u>THERE</u> as <u>UP</u> is to <u>DOWN</u> , put the first consonant at the end of your word. | 2. LEEPYS |
| 3. If <u>HER</u> is the opposite of <u>SHE</u> , remove the vowels.  | 3. LEEPYS |
| 4. If <u>HE</u> is the opposite of <u>SHE</u> , remove the letter that comes before <u>M</u> .                         | 4. EEPYS  |
| 5. Move the vowels to the end of your word.  | 5. PYSEE  |
| 6. If <u>HIM</u> is the opposite of <u>HER</u> , remove the letter that comes before <u>Q</u> .                        | 6. YSEE   |
| 7. Remove one vowel and put the other one between the consonants.  | 7. YES    |
| 8. Use your word in a sentence.  |           |

No. 9

Answer Key

- |  |             |
|--|-------------|
| 1. Print VACATION.   | 1. VACATION |
| 2. Move the first consonant to the end of your word.   | 2. ACATIONV |
| 3. If <u>WE</u> is the opposite of <u>THEY</u> , remove the three-letter word that rhymes with <u>THAT</u> .       | 3. AIONV    |
| 4. Put the third letter of the alphabet between the first two vowels.  | 4. ACIONV   |
| 5. If <u>HE</u> is the opposite of <u>HIM</u> , double the first consonant.  | 5. ACIONV   |
| 6. If <u>HE</u> is the opposite of <u>SHE</u> , remove the final consonant.  | 6. ACION    |
| 7. If <u>WE</u> is the opposite of <u>THEY</u> , put the letter that comes after <u>S</u> before the second vowel. | 7. ACTION   |
| 8. Use your word in a sentence.  |             |

No. 10

Answer Key

- |   |           |
|---|-----------|
| 1. Print SOCCER.  | 1. SOCCER |
| 2. Remove the identical letters.  | 2. SOER   |
| 3. If <u>STRONG</u> is the opposite of <u>WEAK</u> , put the letter that comes before <u>Q</u> after the first consonant. | 3. SPOER  |
| 4. If <u>BIG</u> is the opposite of <u>LARGE</u> , remove the first consonant.  | 4. SPOER  |
| 5. If <u>CURVED</u> is the opposite of <u>STRAIGHT</u> , remove the second vowel.   | 5. SPOR   |
| 6. If <u>OPEN</u> is the opposite of <u>SHUT</u> , put a <u>T</u> after the third consonant.                              | 6. SPORT  |
| 7. Use your word in a sentence.   |           |

No. 11

Answer Key

- |   |             |
|---|-------------|
| 1. Print FOOTBALL.  | 1. FOOTBALL |
| 2. If <u>WE</u> is the opposite of <u>YOUR</u> , remove the first consonant               | 2. FOOTBALL |
| 3. If <u>THEY</u> is the opposite of <u>WE</u> , remove the double consonants.            | 3. FOOTBA   |
| 4. If <u>OVER</u> is the opposite of <u>UNDER</u> , remove the two vowels that are alike. | 4. FTBA     |
| 5. Move the vowel between the first two consonants.                                       | 5. FATB     |
| 6. If <u>LEFT</u> is the opposite of <u>RIGHT</u> , drop the final consonant.             | 6. FAT      |
| 7. Place the letter that comes before <u>T</u> in front of the final consonant.           | 7. FAST     |
| 8. Use your word in a sentence.   |             |

No. 12

Answer Key

- |  |              |
|--|--------------|
| 1. Print SEPTEMBER.  | 1. SEPTEMBER |
| 2. If <u>MAN</u> is the opposite of <u>MALE</u> , remove the first consonant.                        | 2. SEPTEMBER |
| 3. If <u>WOMAN</u> is to <u>FEMALE</u> as <u>MAN</u> is to <u>MALE</u> , remove the first consonant. | 3. EPTEMBER  |
| 4. If <u>HERE</u> is to <u>THERE</u> as <u>IN</u> is to <u>OUT</u> , remove the first two vowels.    | 4. PTMBER    |
| 5. If <u>CAME</u> is the opposite of <u>WENT</u> , drop the letter that comes after <u>O</u> .       | 5. TMBER     |
| 6. Put the silent vowel in the word <u>RAIN</u> between the first two consonants.                    | 6. TIMBER    |
| 7. Use your word in a sentence.  |              |

No. 13

Answer Key

- |   |            |
|---|------------|
| 1. Print ARTIST.  | 1. ARTIST  |
| 2. If <u>HIGH</u> is the opposite of <u>TALL</u> , put a <u>W</u> at the end of your word.                            | 2. ARTIST  |
| 3. If <u>LOSE</u> is the opposite of <u>FIND</u> , put a <u>P</u> at the front of your word.                          | 3. PARTIST |
| 4. Remove the second consonant.   | 4. PATIST  |
| 5. Remove the first of the two consonants that are alike.   | 5. PAIST   |
| 6. Change the letter that comes before <u>T</u> in your word to the letter that comes after <u>M</u> in the alphabet. | 6. PAINT   |
| 7. Use your word in a sentence.   |            |

No. 14

Answer Key

- |  |            |
|--|------------|
| 1. Print SECRET.   | 1. SECRET  |
| 2. If a dog can bark, put a <u>W</u> at the end of your word.  | 2. SECRETW |
| 3. Remove the letter that says " <u>SEE</u> ."   | 3. SERETW  |
| 4. Remove the two letters that come after <u>R</u> in the alphabet.                                  | 4. EREW    |
| 5. If <u>SMALL</u> is the opposite of <u>SHORT</u> , remove both of the vowels.                      | 5. EREW    |
| 6. If <u>LARGE</u> is the opposite of <u>SMALL</u> , move the last letter to the front of your word. | 6. WERE    |
| 7. Use your word in a sentence.  |            |



No. 15

Answer Key

- |  |           |
|--|-----------|
| 1. Print GARDEN.   | 1. GARDEN |
| 2. If <u>SHUT</u> is the opposite of <u>CLOSE</u> , remove the first consonant.                | 2. GARDEN |
| 3. If <u>OVER</u> is the opposite of <u>UNDER</u> , remove the last consonant.                 | 3. GARDE  |
| 4. Remove the silent vowel in the word <u>MAKE</u> .   | 4. GARD   |
| 5. If <u>CLOSE</u> is the opposite of <u>OPEN</u> , remove the seventh letter of the alphabet. | 5. ARD    |
| 6. Put the letter that comes after <u>X</u> at the beginning of your word.                     | 6. YARD   |
| 7. Use your word in a sentence.  |           |

No. 16

Answer Key

- |  |            |
|--|------------|
| 1. Print GOODBYE.  | 1. GOODBYE |
| 2. If <u>RIGHT</u> is the opposite of <u>LEFT</u> , remove the double vowels.                | 2. GDBYE   |
| 3. Remove the seventh letter of the alphabet.  | 3. DBYE    |
| 4. If <u>SHORT</u> is the opposite of <u>SMALL</u> , put a <u>W</u> at the end of your word. | 4. DBYE    |
| 5. Move the first letter to the end of your word.  | 5. BYED    |
| 6. Change the second letter to an <u>I</u> .   | 6. BIED    |
| 7. Replace the second vowel with the letter that comes after <u>Q</u> in the alphabet.       | 7. BIRD    |
| 8. Use your word in a sentence.  |            |

No. 17.

Answer Key

- |   |            |
|---|------------|
| 1. Print STUDENT.   | 1. STUDENT |
| 2. If <u>WHITE</u> is to <u>SNOW</u> as <u>GREEN</u> is to <u>GRASS</u> , remove the two consonants that are alike. | 2. SUDEN   |
| 3. Replace the first vowel with the vowel you hear in <u>WIDE</u> .   | 3. SIDEN   |
| 4. Switch the first and last letters.   | 4. NIDES   |
| 5. Change the middle letter to the third letter of the alphabet.  | 5. NICES   |
| 6. If <u>GO</u> is the opposite of <u>STOP</u> , remove the final consonant.  | 6. NICE    |
| 7. Use your word in a sentence.   |            |

No. 18

Answer Key

- |   |           |
|---|-----------|
| 1. Print WARMER.  | 1. WARMER |
| 2. Remove the first vowel.  | 2. WRMER  |
| 3. If <u>KITTEN</u> is to <u>CAT</u> as <u>PUPPY</u> is to <u>DOG</u> , remove the final consonant.                                 | 3. WRME   |
| 4. If <u>COLD</u> is the opposite of <u>COOL</u> , put a <u>T</u> at the end of your word.  | 4. WRME   |
| 5. If <u>WARM</u> is the opposite of <u>COOL</u> , remove the second consonant.   | 5. WME    |
| 6. If <u>GIRL</u> is the opposite of <u>BOY</u> , put the letter that comes after <u>S</u> in the alphabet at the end of your word. | 6. WMET   |
| 7. Remove the letter that comes before <u>N</u> in the alphabet.  | 7. WET    |
| 8. Use your word in a sentence.   |           |

No. 19

Answer Key

- |  |           |
|--|-----------|
| 1. Print AUTUMN.   | 1. AUTUMN |
| 2. Remove the silent consonant.  | 2. AUTUM  |
| 3. If <u>LIFT</u> is the opposite of <u>LOWER</u> , remove all the vowels.   | 3. TM     |
| 4. If <u>LOVE</u> is the opposite of <u>LIKE</u> , put a <u>W</u> at the end of your word.   | 4. TM     |
| 5. If <u>HATE</u> is the opposite of <u>LOVE</u> , put the letter that says "eye" between the consonants.  | 5. TIM    |
| 6. If <u>OVER</u> is to <u>UNDER</u> as <u>TOP</u> is to <u>BOTTOM</u> , put the silent vowel in the word <u>WADE</u> after the final consonant. | 6. TIME   |
| 7. Use your word in a sentence.  |           |

No. 20

Answer Key

- |  |            |
|--|------------|
| 1. Print SUCCESS.  | 1. SUCCESS |
| 2. If <u>HOT</u> is the opposite of <u>WARM</u> , put the second letter of the alphabet at the end of your word.               | 2. SUCCESS |
| 3. If <u>COLD</u> is the opposite of <u>HOT</u> , take out the first vowel.  | 3. SCESS   |
| 4. Remove the double consonants.   | 4. SESS    |
| 5. Change the first consonant to the letter that comes after <u>Q</u> in the alphabet.   | 5. RESS    |
| 6. If <u>NIGHT</u> is the opposite of <u>DAY</u> , change the fourth letter to the letter that comes after it in the alphabet. | 6. REST    |
| 7. Use your word in a sentence.  |            |

No. 21

1. Print TEENAGER.
2. Drop the letter that says "TEA".
3. If GREEN is to GRASS as SKY is to BLUE, remove the first vowel.
4. Move the first two letters to the end of your word.
5. Remove the first letter of the alphabet.
6. Now unscramble your letters to get a name for a color.
7. Use your word in a sentence.

Answer Key

1. TEENAGER
2. EENAGER
3. ENAGER
4. AGEREN
5. GEREN
6. GREEN

No. 22

1. Print FLOWERS.
2. Replace your first letter with the consonant that comes after O in the alphabet.
3. Switch the L and the R.
4. Take out the middle letter.
5. Replace the fifth letter with double T.
6. Remove the first vowel.
7. Change the last letter to the letter that comes before Z in the alphabet.
8. Use your word in a sentence.

Answer Key

1. FLOWERS
2. PLOWERS
3. PROWELS
4. PROELS
5. PROETTS
6. PRETTS
7. PRETTY

No. 23

Answer Key

- |   |            |
|---|------------|
| 1. Print READING.   | 1. READING |
| 2. Remove the first letter of the alphabet.   | 2. REDING  |
| 3. Move the last letter to the front of your word.  | 3. GREDIN  |
| 4. If <u>OPEN</u> is the opposite of <u>SHUT</u> , remove the first vowel.  | 4. GRDIN   |
| 5. If <u>OVER</u> is the opposite of <u>UNDER</u> , remove the two-letter word that is the opposite of <u>OUT</u> . | 5. GRD     |
| 6. Put the first letter of the alphabet between the second and the third consonant.                                 | 6. GRAD    |
| 7. Put the fifth letter of the alphabet at the end of your word.  | 7. GRADE   |
| 8. Use your word in a sentence.   |            |

No. 24

Answer Key

- |   |          |
|---|----------|
| 1. Print TRACK.   | 1. TRACK |
| 2. Remove the first letter in the alphabet if <u>SMALL</u> is the opposite of <u>LITTLE</u> . | 2. TRACK |
| 3. If <u>BIG</u> means about the same as <u>LARGE</u> , remove the letter that says "SEA".    | 3. TRAK  |
| 4. Remove the letter that comes after <u>S</u> in the alphabet.                               | 4. RAK   |
| 5. Change the second consonant to the letter that comes before <u>O</u> in the alphabet.      | 5. RAN   |
| 6. Use your word in a sentence.   |          |

No. 25

Answer Key

- |   |         |
|---|---------|
| 1. Print MAY.   | 1. MAY  |
| 2. If <u>UP</u> is the opposite of <u>HIGH</u> , put a <u>T</u> at the end of your word.                        | 2. MAY  |
| 3. Move the last letter to the front of your word.  | 3. YMA  |
| 4. If <u>DOWN</u> is the opposite of <u>UP</u> , put the fourth letter of the alphabet at the end of your word. | 4. YMAD |
| 5. Remove the letter that comes after <u>L</u> in the alphabet.   | 5. YAD  |
| 6. Put the letter that says " <u>ARE</u> " after the vowel.   | 6. YARD |
| 7. Use your word in a sentence.   |         |

No. 26

Answer Key

- |   |            |
|---|------------|
| 1. Print SADNESS.   | 1. SADNESS |
| 2. Remove the consonants that are alike.  | 2. ADNE    |
| 3. Move the second letter in front of the first.  | 3. DANE    |
| 4. Put the letter that comes after <u>F</u> in the alphabet between the third and fourth letters. | 4. DANGE   |
| 5. If a rock can talk, put a <u>T</u> at the end of your word.                                    | 5. DANGE   |
| 6. If a balloon can float, put an <u>R</u> at the end of your word.                               | 6. DANGER  |
| 7. Use your word in a sentence.   |            |

No. 27

Answer Key

- |   |           |
|---|-----------|
| 1. Print LEARN.   | 1. LEARN  |
| 2. Move the first letter to the end of your word.   | 2. EARNL  |
| 3. Move the first consonant to the front of your word.  | 3. REANL  |
| 4. If <u>CLEAR</u> is the opposite of <u>CLOUDY</u> , put a <u>T</u> at the front of your word. | 4. TREANL |
| 5. Change the third consonant to the letter that says " <u>EYE</u> ".                           | 5. TREAIL |
| 6. Remove the first vowel.  | 6. TRAIL  |
| 7. Use your word in a sentence.   |           |

No. 28

Answer Key

- |   |          |
|---|----------|
| 1. Print HAPPY.   | 1. HAPPY |
| 2. If <u>LONG</u> is to <u>SHORT</u> as <u>BIG</u> is to <u>SMALL</u> , remove the double consonants. | 2. HAY   |
| 3. If a dog can drive a car, place an <u>X</u> at the end of your word.                               | 3. HAY   |
| 4. Put the letter that comes after <u>O</u> in the alphabet at the front of your word.                | 4. PHAY  |
| 5. Change the second consonant to the letter that comes after <u>K</u> in the alphabet.               | 5. PLAY  |
| 6. Great! Now use your word in a sentence.  |          |

No. 29

Answer Key

- |  |          |
|--|----------|
| 1. Print WINDY.  | 1. WINDY |
| 2. Remove the consonant that says "double you" and in its place put the consonant that says "sea". | 2. CINDY |
| 3. If birds can jump rope, put a <u>P</u> on the end of your word.                                 | 3. CINDY |
| 4. Change the second letter to the vowel you hear in the word <u>LAKE</u> .                        | 4. CANDY |
| 5. Remove the second consonant.  | 5. CADY  |
| 6. Change the third letter of the alphabet to the second letter of the alphabet.                   | 6. BADCY |
| 7. Remove the second consonant.  | 7. BAY   |
| 8. Put the letter that is just like the first letter after the vowel.                              | 8. BABY  |
| 9. Use your word in a sentence.  |          |

NO. 30

Answer Key

- |  |            |
|--|------------|
| 1. Print FRIDAY.   | 1. FRIDAY  |
| 2. Put the vowel you hear in the word <u>BOAT</u> between the first and second consonant.        | 2. FORIDAY |
| 3. Drop the sixth letter of the alphabet.  | 3. ORIDAY  |
| 4. Remove the letter that comes before <u>Z</u> in the alphabet.                                 | 4. ORIDA   |
| 5. Take out the middle vowel if dogs can bark.   | 5. ORDA    |
| 6. If <u>UP</u> is the opposite of <u>DOWN</u> , put the third letter at the front of your word. | 6. DORA    |
| 7. Remove the last vowel.  | 7. DOR     |
| 8. Double the first vowel.   | 8. DOOR    |
| 9. Use your word in a sentence.  |            |



No. 31

Answer Key

- |   |            |
|---|------------|
| 1. Print OCTOBER.   | 1. OCTOBER |
| 2. If <u>SLOW</u> is to <u>WALK</u> as <u>FAST</u> is to <u>RUN</u> , move the last letter to the front of your word. | 2. ROCTOBE |
| 3. If <u>BLOCK</u> is the opposite of <u>WHITE</u> , remove all the vowels.   | 3. ROCTOBE |
| 4. Remove the middle consonant.   | 4. ROCOBE  |
| 5. If <u>RED</u> is to <u>APPLE</u> as <u>YELLOW</u> is to <u>BANANA</u> , remove the third letter of the alphabet.   | 5. ROOBE   |
| 6. Remove the first vowel.  | 6. ROBE    |
| 7. Use your word in a sentence.   |            |

No. 32

Answer Key

- |   |            |
|---|------------|
| 1. Print FREEDOM.   | 1. FREEDOM |
| 2. If <u>WORK</u> is the opposite of <u>PLAY</u> , remove the double vowels.              | 2. FRDOM   |
| 3. If <u>HERE</u> is the opposite of <u>THEIR</u> , remove the vowel.                     | 3. FRDOM   |
| 4. Switch the front and the back consonant.   | 4. MRDOF   |
| 5. Switch the second consonant and the vowel.   | 5. MODRF   |
| 6. Drop the middle letter.  | 6. MORF    |
| 7. Change the consonant that is third to the letter that comes before it in the alphabet. | 7. MORE    |
| 8. Use your word in a sentence.   |            |

No. 33

Answer Key


- |   |           |
|---|-----------|
| 1. Print INJURY.  | 1. INJURY |
| 2. If your word has three syllables, remove the last one.   | 2. INJUR  |
| 3. If <u>SISTER</u> is to <u>BOTHER</u> as <u>GIRL</u> is to <u>BOY</u> , remove the last letter.                               | 3. INJUR  |
| 4. If <u>WINTER</u> is to <u>COLD</u> as <u>SUMMER</u> is to <u>WARM</u> , remove the word that is the opposite of <u>OUT</u> . | 4. JUR    |
| 5. Change the first letter to the seventh letter of the alphabet.   | 5. GUR    |
| 6. Switch the first and last consonants.  | 6. RUG    |
| 7. Use your word in a sentence.   |           |

No. 34







Answer Key

- |  |              |
|--|--------------|
| 1. Print DIFFERENT.  | 1. DIFFERENT |
| 2. If there are two syllables in <u>REMEMBER</u> , remove all the vowels.                          | 2. DIFFERENT |
| 3. If there are four syllables in <u>AMERICA</u> , remove the double consonants.                   | 3. DIERENT   |
| 4. If there is only one syllable in the word <u>TONGUE</u> , remove the two vowels that are alike. | 4. DIRNT     |
| 5. If <u>HAPPY</u> has only one vowel sound, put an <u>O</u> at the end of your word.              | 5. DIRNT     |
| 6. If <u>FUNNY</u> has two vowel sounds, remove the third consonant.                               | 6. DIRT      |
| 7. Use your word in a sentence.  |              |

No. 35

1. Draw 
2. Place a line from the top corner of the figure to the bottom corner.
3. Draw a line from the left corner to the right corner.
4. Place an X in the lower left-hand section.
5. Place a check in the upper right-hand section.
6. Draw a circle around your whole figure.

Answer Key

1. 
2. 
3. 
4. 
5. 
6. 

No. 36

1. Print GREAT.
2. Remove the seventh letter of the alphabet.
3. Move the first vowel to the end of your word.
4. Take out the two-letter word that rhymes with CAT.
5. Put the letter that comes before O in the alphabet at the end of your word.
6. If GOOD is to BAD as HOT is to COLD, place the letter that says "TEA" after the second consonant.
7. Use your word in a sentence.

Answer Key

1. GREAT
2. REAT
3. RATE
4. RE
5. REN
6. RENT

No. 37

Answer Key

- |   |                    |
|---|--------------------|
| 1. Print JACK O' LANTERN.   | 1. JACK O' LANTERN |
| 2. Remove the letter that is shaped like a circle.  | 2. JACK LANTERN    |
| 3. If witches ride brooms, cross out the last three letters.  | 3. JACK LANT       |
| 4. If <u>LEMON</u> is to <u>YELLOW</u> as <u>PUMPKIN</u> is to <u>ORANGE</u> , remove the letter that follows <u>M</u> in the alphabet. | 4. JACK LAT        |
| 5. If a cat meows, change the <u>L</u> in your word to a <u>C</u> .   | 5. JACK CAT        |
| 6. If Halloween comes once a year, change the word that spells a boy's name so that it will spell the color of a Halloween cat.         | 6. BLACK CAT       |
| 7. Use your word in a sentence.   |                    |

No. 38

Answer Key

- |   |            |
|---|------------|
| 1. Print PUMPKIN.   | 1. PUMPKIN |
| 2. If <u>OVER</u> is the opposite of <u>UNDER</u> , change all the vowels to <u>O</u> 's.   | 2. POMPKON |
| 3. If <u>UP</u> is to <u>DOWN</u> as <u>IN</u> is to <u>OUT</u> , remove the final consonant.   | 3. POMPKO  |
| 4. Move the second vowel and put it behind the first consonant.   | 4. POOMPK  |
| 5. If <u>PIE</u> rhymes with <u>SKY</u> , remove the second and third consonants.   | 5. POOK    |
| 6. If <u>OWE</u> rhymes with <u>SO</u> , put the consonant at the front of your word that will spell a word that is another name for a <u>GHOST</u> . | 6. SPOOK   |
| 7. Use your word in a sentence.   |            |

No. 39

Answer Key

- |  |              |
|--|--------------|
| 1. Print HALLOWEEN.  | 1. HALLOWEEN |
| 2. Remove the two-letter word that spells the opposite of <u>THEY</u> .    | 2. HALLOEN   |
| 3. If <u>HIGH</u> is the opposite of <u>LOW</u> , double the second vowel. | 3. HALLOOEN  |
| 4. Remove the double consonants.   | 4. HAOOEN    |
| 5. Remove the vowels that come before and after the double vowels.         | 5. HOON      |
| 6. Change the eighth letter of the alphabet to an <u>S</u> .               | 6. SOON      |
| 7. Use your word in a sentence.  |              |

No. 40

Answer Key

- |  |             |
|--|-------------|
| 1. Print WITCHES.  | 1. WITCHES  |
| 2. If <u>GOOD</u> is to <u>FINE</u> as <u>BAD</u> is to <u>POOR</u> , switch the first and the last letters. | 2. .SITCHEW |
| 3. Remove the word that is the opposit of <u>STAND</u> .   | 3. CHEW     |
| 4. Change the letter that says " <u>SEA</u> " to the letter that says " <u>BEE</u> ".                        | 4. BHEW     |
| 5. If <u>SHUT</u> is the opposite of <u>CLOSE</u> , remove the last letter.                                  | 5. BHEW     |
| 6. Change the eighth letter of the alphabet to the letter that says " <u>ARE</u> ".                          | 6. BREW     |
| 7. Use your word in a sentence.  |             |

No. 41

Answer Key

- |  |              |
|--|--------------|
| 1. Print TELEPHONE.  | 1. TELEPHONE |
| 2. Remove the word that spells a number that is less than 3.                     | 2. TELEPH    |
| 3. If <u>CAME</u> is the opposite of <u>WENT</u> , remove the first vowel.       | 3. TLEPH     |
| 4. If <u>WE</u> is the opposite of <u>HE</u> , remove the vowel.                 | 4. TLEPH     |
| 5. If <u>THEY</u> is the opposite of <u>WE</u> , remove the beginning consonant. | 5. LEPH      |
| 6. Move the last letter to the front of your word.                               | 6. HLEP      |
| 7. Switch the two middle letters.  | 7. HELP      |
| 8. Use your word in a sentence.  |              |

No. 42

Answer Key

- |  |             |
|--|-------------|
| 1. Print REMIND.   | 1. REMIND   |
| 2. If <u>CAR</u> is to <u>DRIVE</u> as <u>PLANE</u> is to <u>FLY</u> , put the sixth letter of the alphabet at the front of your word. | 2. FREMIND  |
| 3. Switch the first and second vowels.   | 3. FRIMEND  |
| 4. If <u>NEVER</u> is the opposite of <u>ALWAYS</u> , put  | 4. FRIMENDS |
| 5. If <u>BELOW</u> is the opposite of <u>UNDER</u> , remove the first vowel.   | 5. FRIMENDS |
| 6. If <u>ABOVE</u> is the opposite of <u>BELOW</u> , remove the fourth letter.   | 6. FRIENDS  |
| 7. Use your word in a sentence.  |             |

No. 43

Answer Key

- |   |           |
|---|-----------|
| 1. Print WINDOW.  | 1. WINDOW |
| 2. If <u>FOOD</u> is to <u>EAT</u> as <u>WATER</u> is to <u>DRINK</u> , remove the two consonants that are alike. | 2. INDO   |
| 3. Move the third letter to the front of your word.   | 3. DINO   |
| 4. Double the letter that comes before <u>O</u> in the alphabet.  | 4. DINNO  |
| 5. Change the last letter to the vowel you hear in the word <u>FEET</u> .   | 5. DINNE  |
| 6. If airplanes can fly, put the letter that comes before <u>S</u> in the alphabet at the end of your word.       | 6. DINNER |
| 7. Use your word in a sentence.   |           |

No. 44

Answer Key

- |   |          |
|---|----------|
| 1. Print PEARL.   | 1. PEARL |
| 2. If <u>LONG</u> is to <u>SHORT</u> as <u>BIG</u> is to <u>SMALL</u> , remove the first vowel.           | 2. PARL  |
| 3. Remove the consonant that says " <u>PEA</u> " and replace it with the letter that says " <u>SEA</u> ". | 3. CARL  |
| 4. Replace the second consonant with the letter that comes after <u>M</u> in the alphabet.                | 4. CANL  |
| 5. Put the letter that comes before <u>Z</u> in the alphabet at the end of your word.                     | 5. CANLY |
| 6. If kittens purr, change the third consonant to the fourth letter of the alphabet.                      | 6. CANDY |
| 7. Use your word in a sentence.   |          |

No. 45

Answer Key

- |  |                |
|--|----------------|
| 1. Print RAINING.  | 1. RAINING     |
| 2. Put the letter that comes before <u>T</u> in the alphabet at the front of your word.            | 2. SRAINING    |
| 3. Put the two-letter word that means the opposite of <u>YES</u> between the first two consonants. | 3. SNORAINING  |
| 4. At the front of your word, put the letter that says "double you."                               | 4. WSNORAINING |
| 5. Take out the four-letter word that means water drops from the sky.                              | 5. WSNOING     |
| 6. Remove the first letter and put it between the two vowels.                                      | 6. SNOWING     |
| 7. Use your word in a sentence.  |                |

No. 46

Answer Key

- |   |            |
|---|------------|
| 1. Print STUDENT.   | 1. STUDENT |
| 2. If <u>TALL</u> is to <u>SHORT</u> as <u>BLACK</u> is to <u>WHITE</u> , remove the two consonants that are alike. | 2. SUDEN   |
| 3. Change the first vowel to the first letter in the alphabet.  | 3. SADEN   |
| 4. Remove the three-letter word that means the opposite of <u>HAPPY</u> .   | 4. EN      |
| 5. Put the letter that comes after <u>V</u> in the alphabet at the front of your word.                              | 5. WEN     |
| 6. At the end of your word put a <u>T</u> .   | 6. WENT    |
| 7. Use your word in a sentence.   |            |



No. 47

Answer Key

- |  |           |
|--|-----------|
| 1. Print MOTHER.   | 1. MOTHER |
| 2. Replace the first consonant with the letter that comes before it in the alphabet.                     | 2. LOTHER |
| 3. Remove the letter that says "ARE".  | 3. LOTHE  |
| 4. If <u>BIRD</u> is to <u>AIR</u> as <u>FISH</u> is to <u>WATER</u> , take out the middle letter.       | 4. LOHE   |
| 5. If cats can drive cars, add an <u>X</u> to your word.   | 5. LOHE   |
| 6. Remove the second consonant.  | 6. LOE    |
| 7. If rabbits can hop, put the letter that comes before <u>W</u> in the alphabet between the two vowels. | 7. LOVE   |
| 8. Use your word in a sentence.  |           |

No. 48

Answer Key

- |  |             |
|--|-------------|
| 1. Print VACATION.   | 1. VACATION |
| 2. Remove the three-letter word that means a grown-up kitten.  | 2. VAION    |
| 3. If <u>BANANA</u> is to <u>YELLOW</u> as <u>APPLE</u> is to <u>RED</u> , remove the first consonant. | 3. AION     |
| 4. If <u>FAR</u> is the opposite of <u>DISTANT</u> , remove the final consonant.                       | 4. AION     |
| 5. Put the sixth letter of the alphabet at the front of your word.                                     | 5. FAION    |
| 6. If <u>HEAVY</u> is the opposite of <u>LIGHT</u> , remove all the vowels.                            | 6. FN       |
| 7. Put the letter that comes before <u>V</u> in the alphabet in the middle of your word.               | 7. FUN      |
| 8. Use your word in a sentence.  |             |

No. 49

Answer Key

- |   |           |
|---|-----------|
| 1. Print GLEN.  | 1. GLEN   |
| 2. Double the second consonant.   | 2. GLLN   |
| 3. If a dinosaur is huge, replace the first letter with the sixth letter of the alphabet.   | 3. FLLEN  |
| 4. If <u>DAY</u> is to <u>LIGHT</u> as <u>NIGHT</u> is to <u>DARK</u> , put the first letter of the alphabet between the first and second consonants. | 4. FALLEN |
| 5. Remove the second vowel.   | 5. FALLN  |
| 6. Drop the letter that comes before <u>O</u> in the alphabet.  | 6. FALL   |
| 7. Use your word in a sentence.   |           |

No. 50

Answer Key

- |   |            |
|---|------------|
| 1. Print NANETTE.   | 1. NANETTE |
| 2. If water is wet, remove the first consonant in your word.  | 2. ANETTE  |
| 3. Remove the first vowel.  | 3. NETTE   |
| 4. Move the first consonant to the end of the word.   | 4. ETTEN   |
| 5. If three and four make seven, put the letter that says " <u>KAY</u> " at the front of your word. | 5. KETTEN  |
| 6. If five and four make eight, add a <u>P</u> .  | 6. KETTEN  |
| 7. Now change the first vowel to the vowel that says " <u>EYE</u> ".                                | 7. KITTEN  |
| 8. Now use your word in a sentence.   |            |

No. 51

Answer Key

- |  |           |
|--|-----------|
| 1. Print TURKEY.   | 1. TURKEY |
| 2. If <u>SUN</u> is to <u>YELLOW</u> as <u>SKY</u> is to <u>BLUE</u> , move the <u>T</u> at the front of your word to the end of your word.                  | 2. URKEYT |
| 3. If <u>BEARS</u> live in the woods, change the first vowel to the vowel you hear in <u>WAIST</u> and place it behind the vowel you hear in <u>TREAT</u> .  | 3. RKEAYT |
| 4. Remove the first two letters from your word and place the fourth consonant in the alphabet at the front of your word.                                     | 4. FEAYT  |
| 5. If <u>THUMB</u> is to <u>WRIST</u> as <u>FOOT</u> is to <u>ANKLE</u> , change the consonant that can also be a vowel to the letter that says <u>SEA</u> . | 5. FEAYT  |
| 6. If <u>ARM</u> is to <u>HAND</u> as <u>LEG</u> is to <u>FOOT</u> , change the letter that sounds like <u>WHY</u> to an <u>S</u> .                          | 6. FEAST  |
| 7. Use your word in a sentence.  |           |

No. 52

Answer Key

- |   |              |
|---|--------------|
| 1. Print MAYFLOWER.   | 1. MAYFLOWER |
| 2. If <u>PUMPKIN</u> is to <u>PIE</u> as <u>CRANBERRY</u> is to <u>JELLY</u> change the first letter in your word to the letter that comes before <u>Q</u> in the alphabet. | 2. PAYFLOWER |
| 3. Remove the first letter of the alphabet from your word and put the letter that is silent in <u>CALM</u> in its place.  | 3. PLYFLOWER |
| 4. If Thanksgiving is a time for "trick or treat", change the first letter to an <u>Q</u> .   | 4. PLYFLOWER |
| 5. Remove the part of your word that rhymes with <u>TOWER</u> .   | 5. PLY       |
| 6. To the end of your word, add the part of our body that we will use to eat Thanksgiving dinner.   | 6. PLYMOUTH  |
| 7. Use your word in a sentence.   |              |

No. 53

Answer Key

- |   |            |
|---|------------|
| 1. Print KENNETH.   | 1. KENNETH |
| 2. Remove the double consonants.  | 2. KEETH   |
| 3. If <u>BIRD</u> is to <u>CAGE</u> as <u>FISH</u> is to <u>BOWL</u> , replace the first consonant with the letter that says "JAY". | 3. JEETH   |
| 4. If <u>SAD</u> is to <u>CRY</u> as <u>HAPPY</u> is to <u>LAUGH</u> , replace the last consonant with the letter that says "PEA".  | 4. JEETP   |
| 5. Take out the second and third letters.   | 5. JTP     |
| 6. Change the middle letter to the letter that comes before <u>N</u> in the alphabet.   | 6. JMP     |
| 7. Put the vowel that says "YOU" between the first and second consonant.  | 7. JUMP    |
| 8. Use your word in a sentence.   |            |

No. 54

Answer Key

- |  |             |
|--|-------------|
| 1. Print PATRICIA.   | 1. PATRICIA |
| 2. Change the first vowel to the letter that comes before <u>S</u> in the alphabet.                | 2. PRTRICIA |
| 3. If <u>SUGAR</u> is to <u>SWEET</u> as <u>LEMON</u> is to <u>SOUR</u> , remove the three vowels. | 3. PRTRC    |
| 4. Change the consonant that says " <u>SEA</u> " to the letter that says " <u>WHY</u> ".           | 4. PRTRY    |
| 5. Put the silent vowel in the word <u>TAKE</u> after the second consonant.                        | 5. PRETRY   |
| 6. Change the fifth letter to the letter that comes after <u>S</u> in the alphabet.                | 6. PRETTY   |
| 7. Use your word in a sentence.  |             |

No. 55.

Answer Key

- |  |          |
|--|----------|
| 1. Print GREG.   | 1. GREG  |
| 2. Drop the first and the last consonant.  | 2. RE    |
| 3. Put the letter that comes before <u>M</u> in the alphabet after the vowel.  | 3. REL   |
| 4. Double the final consonant.   | 4. RELL  |
| 5. If <u>COLD</u> is the opposite of <u>COOL</u> , change the <u>R</u> to a <u>W</u> .   | 5. RELL  |
| 6. If <u>HOT</u> is the opposite of <u>COLD</u> , put the letter that comes before <u>T</u> in the alphabet at the front of your word. | 6. SRELL |
| 7. Change the second consonant to the letter that says "double you."   | 7. SWELL |
| 8. Good! Use your word in a sentence.  |          |

No. 56

Answer Key

- |   |            |
|---|------------|
| 1. Print BOWLING.   | 1. BOWLING |
| 2. Drop the three-letter ending from your word.                             | 2. BOWL    |
| 3. Change the <u>B</u> in your word to the first letter of the alphabet.    | 3. AOWL    |
| 4. Take out the two leeters that are in the middle.                         | 4. AL      |
| 5. Double the consonant.  | 5. ALL     |
| 6. To the end of your word add the first two letters in the word "EYELASH." | 6. ALLEY   |
| 7. Use your word in a sentence.   |            |

No. 57

Answer Key

- |   |          |
|---|----------|
| 1. Print AUTO   | 1. AUTO  |
| 2. If apples are fruit, change the first vowel in your word to the fourth letter of the alphabet. | 2. DUTO  |
| 3. Remove the fourth letter in your word and replace it with the silent letter in <u>ATE</u> .    | 3. DUTE  |
| 4. Change the first vowel to the letter that comes before <u>S</u> in the alphabet.               | 4. DRTE  |
| 5. Place the letter that sounds like "eye" between the second and third consonants in your word.  | 5. DRITE |
| 6. Change the <u>T</u> in your word to the <u>consonant</u> that follows it in the alphabet.      | 6. DRIVE |
| 7. Use your word in a sentence.   |          |

No. 58




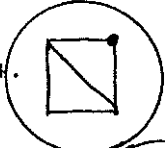
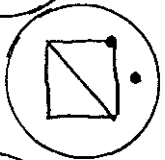
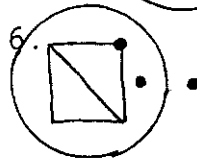
Answer Key

- |  |            |
|--|------------|
| 1. Print HOLIDAY   | 1. HOLIDAY |
| 2. Remove the part of your word that means the opposite of <u>NIGHT</u> .  | 2. HOLI    |
| 3. Change the second vowel in your word to the letter that comes before <u>T</u> in the alphabet.                    | 3. HOLS    |
| 4. To the end of your word add the two-letter word that means the opposite of " <u>OFF</u> ."                        | 4. HOLSON  |
| 5. If fish can write, remove the first letter.   | 5. HOLSON  |
| 6. Change the part of your word that sounds like " <u>HALL</u> " to a three-letter word that means " <u>OCEAN</u> ." | 6. SEASON  |
| 7. Use your word in a sentence.  |            |

No. 59

1. Draw a square.
2. Draw a line from the upper left-hand corner to the lower right-hand corner.
3. Put a black dot in the upper right-hand corner.
4. Draw a ring around the outside of the square.
5. Put a black dot inside the ring but outside of the square.
6. Now place a dot outside the ring on the right side.



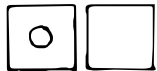
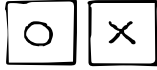
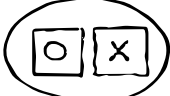
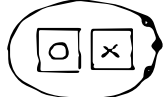
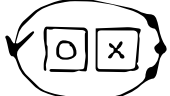
Answer Key

1. 
2. 
3. 
4. 
5. 
6. 

No. 60

1. Draw a square.
2. Draw another one the same size beside it.
3. Draw a circle in the first square.
4. Put an X in the other square.
5. Draw a ring around both squares.
6. Place three dots on the right edge of the ring.
7. Put a check on the left edge of the ring.

Answer Key

1. 
2. 
3. 
4. 
5. 
6. 
7. 

No. 61

1. Print CHRISTMAS.
2. If BELOW is the opposite of ABOVE, remove the two consonants that are alike.
3. If HUGE is to SMALL as BIG is to TINY, remove the letter that says "ARE."
4. Remove the eighth letter in the alphabet.
5. If MOTHER is to FATHER as SISTER is to BOTHER, remove all of the vowels.
6. Change the second vowel to the vowel that you hear in the word REAL.
7. Remove the first letter and move the letter that says "TEA" to the front of your word.
8. Use your word in a sentence.

Answer Key

1. CHRISTMAS
2. CHRITMA
3. CHITMA
4. CITMA
5. CITMA
6. CITME
7. TIME

No. 62

1. Print STOCKING.
2. If COLD is to HOT as UP is to DOWN, remove the word that means "the husband of the queen."
3. If BENEATH is the opposite of UNDER, remove the vowel.
4. Change the third letter of the alphabet to the letter that comes after X in the alphabet.
5. If TELEPHONE has four syllables, remove the first letter.
6. If AUDITORIUM has five syllables, move the first letter to the end of your word.
7. Use your word in a sentence.

Answer Key

1. STOCKING
2. STOC
3. STOC
4. STOY
5. STOY
6. TOYS



No. 63

Answer Key

- |   |          |
|---|----------|
| 1. Print HOLLY.   | 1. HOLLY |
| 2. If <u>HAND</u> is to <u>ARM</u> as <u>FOOT</u> is to <u>LEG</u> , remove the double consonants.  | 2. HOY   |
| 3. If <u>CROW</u> is to <u>FLY</u> as <u>WHALE</u> is to <u>SWIM</u> , put the letter that comes before <u>Q</u> in the alphabet after the vowel. | 3. HOPY  |
| 4. If <u>SNOW</u> is to <u>WHITE</u> as <u>GRASS</u> is to <u>GREEN</u> , change the first vowel to the first letter of the alphabet.             | 4. HAPY  |
| 5. If <u>THEIR</u> is the opposite of <u>HERE</u> , remove the first letter.  | 5. HAPY  |
| 6. If Christmas comes but once a year, double the second consonant.   | 6. HAPPY |
| 7. Use your word in a sentence.   |          |

No. 64

- |   |             |
|---|-------------|
| 1. Print REINDEER.  | 1. REINDEER |
| 2. If <u>PRESENT</u> is "something to give" and also means "to give something," remove the vowels that are alike. | 2. RINDR    |
| 3. If a dog has whiskers, remove the letter that is behind the <u>D</u> .   | 3. RIND     |
| 4. If a chicken is covered with hair, remove the vowel.   | 4. RIND     |
| 5. Put the letter that comes after <u>J</u> in the alphabet at the end of your word.                              | 5. RINDK    |
| 6. Unscramble your word to make a word that tells what eggnog is.   | 7. DRINK    |
| 7. Use your word in a sentence.   |             |

No. 65

1. Print MISTLETOE
2. If BIG is to LARGE as SMALL is to TINY, remove the two vowels that are alike.
3. Remove the vowel you hear in the word GOAL.
4. If ABOVE is to UP as BELOW is to DOWN, remove the consonants that are alike.
5. Change the letter that comes before N in the alphabet to the letter that comes before J.
6. Change the ninth letter of the alphabet to the eleventh letter of the alphabet.
7. Change the final letter to the letter that comes after R in the alphabet.
8. Change one of your letters into a vowel to make a word that tells what you do under mistletoe.
9. Use your word in a sentence.

Answer Key

1. MISTLETOE
2. MISTLTO
3. MISTLT
4. MISL
5. IISL
6. KKSL
7. KKSS
8. KISS

No. 66

1. Print CHAMPION
2. Remove the three-letter word that tells what you get from a pig.
3. Double the third consonant.
4. Put the silent vowel in the word FAKE after the fourth consonant.
5. Remove the two letters that follow N in the alphabet.
6. Change the third letter of the alphabet to the silent letter in WRING.
7. If OVER means about the same as ACROSS, put the letter that comes before S in the alphabet after the second vowel.
8. Use your word in a sentence.

Answer Key

1. CHAMPION
2. CPIO N
3. CPIO NN
4. CPIO NNE
5. CINNE
6. WINNE
7. WINNER

No. 67

Answer Key

- |   |            |
|---|------------|
| 1. Print JANUARY.   | 1. JANUARY |
| 2. If <u>JANUARY</u> has four syllables, drop the last vowel.   | 2. JANUAR  |
| 3. Double the third consonant.  | 3. JANUARR |
| 4. Remove the first vowel.  | 4. JNUARR  |
| 5. Take off the first consonant and the first vowel.  | 5. NARR    |
| 6. If <u>ROTATE</u> is the same as <u>TURN</u> , put the two letters that make the same sound as <u>OU</u> in <u>SHOUT</u> at the end of your word. | 6. NARROW  |
| 7. Use your word in a sentence.   |            |

No. 68

Answer Key

- |  |               |
|--|---------------|
| 1. Print TREMENDOUS.   | 1. TREMENDOUS |
| 2. Remove the four-letter word that means the opposite of <u>BREAK</u> .                                 | 2. TREOUS     |
| 3. Change the letter that comes after <u>S</u> in the alphabet to the letter that comes after <u>F</u> . | 3. GREOUS     |
| 4. Add the three-letter word that means the opposite of <u>SLIM</u> to the end of your word.             | 4. GREOUSFAT  |
| 5. Remove the word that means the opposite of <u>THEM</u> .  | 5. GREOFAT    |
| 6. Remove the two-letter word that rhymes with <u>GLOVE</u> .  | 6. GREAT      |
| 7. Use your word in a sentence.  |               |

No. 69

1. Print ENORMOUS.
2. Remove the word that means the opposite of YES.
3. Remove the word that means about the same as WE.
4. Replace the second vowel with the seventh letter of the alphabet.
5. Move the first letter to the end of your word and in its place put the first letter of the alphabet.
6. Remove the middle letter.
7. Put the twelfth letter of the alphabet in front of the first vowel.
8. Use your word in a sentence.

Answer Key

1. ENORMOUS
2. ERMOUS
3. ERMO
4. ERMG
5. ARMGE
6. ARGE
7. LARGE

No. 70

1. Print GLORIOUS.
2. If GLORIOUS has three syllables, remove the two identical vowels.
3. Remove the first letter you hear in the word WRITE.
4. Put the first letter of the alphabet in front of the first vowel.
5. Replace the second vowel with the fourth letter of the alphabet.
6. Remove the word that means the opposite of THEM.
7. Use your word in a sentence.

Answer Key

1. GLORIOUS
2. GLRIUS
3. GLIUS
4. GLAIUS
5. GLADUS

No. 71

Answer Key

- |  |              |
|--|--------------|
| 1. Print HU DTLOFF.  | 1. HU DTLOFF |
| 2. If rabbits have tails, take out the <u>D</u>  | 2. HUTLOFF   |
| 3. If <u>UP</u> is the opposite of <u>DOWN</u> , put an <u>M</u> between the two identical letters that come after <u>E</u> in the alphabet. | 3. HUTLOFMF  |
| 4. If <u>HOT</u> is to <u>COLD</u> as <u>COME</u> is to <u>GO</u> , put an <u>E</u> after the second <u>F</u> .                              | 4. HUTLOFMFE |
| 5. Take out the second and third letters in the three-letter word that means "a small, roughly built house."                                 | 5. HLOFMFE   |
| 6. If <u>TALL</u> is to <u>SHORT</u> as <u>GOOD</u> is to <u>BAD</u> , take out the first of the two letters that are the same.              | 6. HLOMFE    |
| 7. Take out the letter that is before <u>M</u> in the alphabet.  | 7. HOMFE     |
| 8. Take out the second letter from the end.  | 8. HOME      |
| 9. Use your word in a sentence.  |              |

No. 72

Answer Key

- |  |          |
|--|----------|
| 1. Print LIFE.   | 1. LIFE  |
| 2. If <u>DAY</u> is to <u>SUN</u> as <u>NIGHT</u> is to <u>MOON</u> , put the letter that comes after <u>U</u> in the alphabet at the end of your word.          | 2. LIFEV |
| 3. Take out the letter that says " <u>EYE</u> ."   | 3. LFEV  |
| 4. If <u>SHOE</u> is to <u>FOOT</u> as <u>GLOVE</u> is to <u>HAND</u> , put the one vowel you hear in the word " <u>BOAT</u> " between the first two consonants. | 4. LOFEV |
| 5. Take out the middle consonant.  | 5. LOEV  |
| 6. Put the fourth letter in front of the third letter.   | 6. LOVE  |
| 7. Use your word in a sentence.  |          |

No. 73

1. Print DIRECTIONS.
2. If MAN is to WOMAN as BOY is to GIRL, take out the letter that comes after S in the alphabet.
3. Take out the second letter and the last letter.
4. If birds can drive a car, add a P. If they can't drive a car, put a K on the end of your word.
5. Remove the first vowel.
6. Remove the third consonant.
7. If WIND is to BLOW as FIRE is to BURN, remove the O.
8. If cats can ride bikes, put an R on the end.
9. Use your word in a sentence.






Answer Key

1. DIRECTIONS
2. DIRECTIONS
3. DRECIION
4. DRECIIONK
5. DRCIONK
6. DRIONK
7. DRINK
8. DRINK

No. 74

1. Draw a circle.
2. Draw a square around the outside of your circle.
3. Place a small dot in the lower right corner of the square.
4. Place a check in the upper left corner of the square.
5. Put an X in the center of the circle.

Answer Key

1. 
2. 
3. 
4. 
5. 

No. 75

1. Print HAPPINESS.
2. Put the letter that comes after R in the alphabet at the front of the word.
3. If COW is to CALF as DOG is to PUPPY, replace the first double consonants with one letter R.
4. Put the seventh letter of the alphabet in back of the third vowel.
5. Take out the three consonants that are the same.
6. Remove the silent vowel found in the word LATE.
7. Put the letter that says "sea" at the front of the word.
8. Remove the second consonant.
9. Use your word in a sentence.

Answer Key

1. HAPPINESS
2. SHAPPINESS
3. SHARINESS
4. SHARINEGSS
5. HARINEG
6. HARING
7. CHARING
8. CARING

No. 76

1. Print WASHINGTON.
2. If COLD is to CHILLY as HOT is to WARM, take out the two-letter word at the end.
3. Take out the first vowel.
4. Take out every other letter starting with the S.
5. Put the vowel that sounds like "eye" between the second and third letters.
6. Take out the third consonant.
7. Put the silent vowel in the word LIKE at the end of your word.
8. Use your word in a sentence.

Answer Key

1. WASHINGTON
2. WASHINGT
3. WSHINGT
4. WHNT
5. WHINT
6. WHIT
7. WHITE

No. 77

1. Print ELEPHANT.
2. Remove the two vowels that are alike.
3. Move the second letter in front of the first letter.
4. If NOISY is the opposite of QUIET, put an S at the end of your word.
5. Remove the third consonant.
6. Good! Now use your word in a sentence.

Answer Key

1. ELEPHANT
2. LPHANT
3. PLHANT
4. PLHANTS
5. PLANTS

No. 78

1. Print TUESDAY.
2. Remove the first vowel.
3. Remove the three-letter word that is the opposite of NIGHT.
4. Put the letter that comes after O in the alphabet at the end of your word.
5. Put the letter exactly like the second consonant at the front of your word.
6. Move the third consonant to the end of your word.
7. Use your word in a sentence.

Answer Key




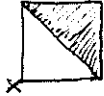
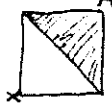

1. TUESDAY
2. TESDAY
3. TES
4. TESP
5. STESP
6. STEPS



No. 79

1. Draw a square.
2. Draw a line from the upper left corner to the lower right corner.
3. Shade or color the top section.
4. On the lower left corner of the square, put an X.
5. On the upper right corner put the letter A.
6. Draw a line between the X and the A.

Answer Key

1. 
2. 
3. 
4. 
5. 
6. 

No. 80

1. Print KEITH.
2. Remove the first vowel.
3. If HOT is to WARM as COLD is to COOL, put the first letter at the end of your word.
4. If an ant is large, put a W on the end of your word.
5. Move the vowel and put it between the last two consonants.
6. Put the letter that comes after M in the alphabet after the vowel.
7. Good! Now use your word in a sentence.

Answer Key

1. KEITH
2. KITH
3. ITHK
4. ITHK
5. THIK
6. THINK

No. 81

1. Print RIDICULOUS.
2. Remove the two-letter word that is the opposite of THEM.
3. If OVER is the opposite of UNDER, remove the vowels that are alike.
4. Drop the letter that says "ARE."
5. If ALONE is the opposite of TOGETHER, move the first letter to the end of your word.
6. If you hear only one vowel in BOAT, switch the two vowels in your word.
7. If you hear three syllables in the word TERRIBLE, reverse the second and third letters.
8. Use your word in a sentence.

Answer Key

1. RIDICULOUS
2. RIDICULO
3. RDCULO
4. DCULO
5. CULOD
6. COLUD
7. CLOUD

No. 82

1. Print WONDERFUL
2. If WONDERFUL has as many syllables as it has vowels, remove the word that is the opposite of LOST.
3. If UP is to DOWN as INSIDE is to OUT, remove the silent vowel in the word RAKE.
4. If ALONE is the opposite of TOGETHER, remove the sixth letter of the alphabet.
5. Move the second consonant and put it behind the third consonant.
6. Change the third consonant to the same letter as the second consonant.
7. Use your word in a sentence.

Answer Key

1. WONDERFUL
2. DERFUL
3. DRFUL
4. DRUL
5. DULR
6. DULL

No. 83

Answer Key

- |  |            |
|--|------------|
| 1. Print VICTORY.  | 1. VICTORY |
| 2. If the <u>Y</u> sound rhymes with <u>ME</u> , remove the two-letter word that means the opposite of <u>FROM</u> .                         | 2. VICRY   |
| 3. If the <u>Y</u> in the word <u>CRY</u> rhymes with <u>LIE</u> , remove the consonant that comes after <u>T</u> in the alphabet.           | 3. ICRY    |
| 4. If the <u>Y</u> in the word <u>TRY</u> makes the same vowel sound as in the word <u>FAIRY</u> , put a <u>T</u> at the front of your word. | 4. ICRY    |
| 5. If <u>FERRY</u> and <u>HAIRY</u> rhyme, remove the second consonant.  | 5. ICY     |
| 6. Change the <u>Y</u> to the vowel that it sounds like in the word <u>ICY</u> .   | 6. ICE     |
| 7. Use your word in a sentence.  |            |

No. 84

Answer Key

- |  |             |
|--|-------------|
| 1. Print MAGICIAN.   | 1. MAGICIAN |
| 2. Remove the three letters that spell the opposite of <u>CAN'T</u> .  | 2. MAGII    |
| 3. If <u>DARK</u> is to <u>LIGHT</u> as <u>DIM</u> is to <u>BRIGHT</u> , move the first consonant to the end of your word. | 3. AGIIM    |
| 4. Change the second vowel to the same letter as the first vowel.  | 4. AGAIM    |
| 5. If <u>MOTHER</u> is to <u>FATHER</u> as <u>SISTER</u> is to <u>BOTHER</u> , put a <u>T</u> at the end of your word.     | 5. AGAIM    |
| 6. Change the second consonant to the letter that comes after it in the alphabet.  | 6. AGAIN    |
| &. Use your word in a sentence.  |             |

No. 85

Answer Key

- |  |              |
|--|--------------|
| 1. Print CELEBRATE.  | 1. CELEBRATE |
| 2. If <u>DARK</u> is to <u>DULL</u> as <u>LIGHT</u> is to <u>BRIGHT</u> , change the third letter of the alphabet to the letter that comes after <u>O</u> in the alphabet. | 2. PELEBRATE |
| 3. If <u>ELEPHANT</u> has three syllables, remove all the vowels that are alike.   | 3. PLBRAT    |
| 4. Remove the twelfth and the second letters of the alphabet.  | 4. PRAT      |
| 5. Add the letter of the alphabet that can be a consonant and sometimes a vowel to the end of your word.   | 5. PRATY     |
| 6. Switch the second consonant with the first vowel.   | 6. PARTY     |
| 7. Use your word in a sentence.  |              |

No. 86

Answer Key

- |  |              |
|--|--------------|
| 1. Print DISCOVERY.  | 1. DISCOVERY |
| 2. Remove the word that is the opposite of <u>UNDER</u> .  | 2. DISCY     |
| 3. If <u>SHORT</u> is to <u>TALL</u> as <u>HOT</u> is to <u>COLD</u> , change the third letter of the alphabet to the letter that comes before <u>O</u> in the alphabet. | 3. DISNY     |
| 4. Change the consonant that sometimes sounds like <u>EYE</u> or <u>E</u> to the sixth letter of the alphabet.   | 4. DISNF     |
| 5. Switch the beginning and the ending consonants.   | 5. FISND     |
| 6. Switch the second and the third consonants.   | 6. FINSD     |
| 7. If <u>ICE</u> is to <u>FREEZE</u> as <u>FIRE</u> is to <u>BURN</u> , move the third consonant behind the fourth consonant.  | 7. FINDS     |
| 8. Use your word in a sentence.  |              |


No. 87

1. Print EXPLAIN.
2. If WE is the opposite of THEY, remove the word that is the opposite of OUT.
3. If DOG is to PUPPY as CAT is to KITTEN, switch the first and last vowels.
4. If DISCOVERY has four syllables, put the letter that comes after R in the alphabet before the first vowel.
5. If OPENING has two syllables, change the first consonant to a W.
6. Change the second consonant to the letter that comes after L in the alphabet.
7. Use your word in a sentence.






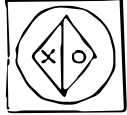
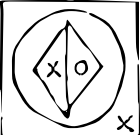
Answer Key

1. EXPLAIN
2. EXPLA
3. AXPLE
4. SAXPLE
5. SAXPLE
6. SAMPLE

No. 88

1. Draw a 
2. Draw a line from the top corner to the bottom corner.
3. Place a small circle in the right half.
4. Place an X in the left half.
5. Draw a ring around the outside of the diamond.
6. Place a box around the figure
7. Put an X in the lower right-hand corner inside the box but outside the circle.

Answer Key

1. 
2. 
3. 
4. 
5. 
6. 
7. 

No. 89

Answer Key

- |  |             |
|--|-------------|
| 1. Print ARGUMENT.   | 1. ARGUMENT |
| 2. Remove the three-letter word that spells something you can chew.  | 2. ARENT    |
| 3. If <u>SOME</u> rhymes with <u>THUMB</u> , switch the first vowel and the third consonant.   | 3. TRENA    |
| 4. Change the first vowel in the alphabet to the third consonant in the alphabet.  | 4. TREND    |
| 5. If <u>GREAT</u> is the opposite of <u>SMALL</u> , put the letter that says " <u>EYE</u> " before the vowel.   | 5. TRIEND   |
| 6. If <u>BIG</u> is to <u>GREAT</u> as <u>SMALL</u> is to <u>TINY</u> , change the first letter to the letter that <u>PH</u> stands for in the word <u>PHONE</u> . | 6. FRIEND   |
| 7. Use your word in a sentence.  |             |

No. 90

Answer Key

- |  |               |
|--|---------------|
| 1. Print EXCITEMENT.   | 1. EXCITEMENT |
| 2. If <u>THOUGH</u> rhymes with <u>SNOW</u> , remove the word that is the opposite of <u>WOMEN</u> .               | 2. EXCITET    |
| 3. Remove the consonant that can sound like an <u>S</u> or a <u>K</u> .  | 3. EXITET     |
| 4. If <u>GREAT</u> sounds exactly like <u>GRATE</u> , remove the letter that comes after <u>W</u> in the alphabet. | 4. EITET      |
| 5. If <u>TRED</u> rhymes with <u>READ</u> , remove the vowels that are alike.                                      | 5. ITT        |
| 6. Change the last of the double consonants to the letter that comes before it in the alphabet.                    | 6. ITS        |
| 7. Move the last letter in front of the vowel.   | 7. SIT        |
| 8. Use your word in a sentence.  |               |

No. 91

Answer Key

- |  |             |
|--|-------------|
| 1. Print POSSIBLE.   | 1. POSSIBLE |
| 2. If <u>WATER</u> is to <u>FLOW</u> as <u>CLOUD</u> is to <u>DRIFT</u> , remove the two consonants that are alike.  | 2. POIBLE   |
| 3. If <u>OVER</u> is to <u>UNDER</u> as <u>UP</u> is to <u>DOWN</u> , remove the two vowels that make the same sound as <u>OY</u> in the word <u>ENJOY</u> . | 3. PBLE     |
| 4. If <u>WE</u> is the opposite of <u>US</u> , put a <u>W</u> in front of the vowel.   | 4. PBLE     |
| 5. If <u>THEM</u> is the opposite of <u>US</u> , put another vowel exactly like the one in your word between the first and second consonants.                | 5. PEBLE    |
| 6. Double the middle letter.   | 6. PEBBLE   |
| 7. Use your word in a sentence.  |             |

No. 92

Answer Key

- |   |            |
|---|------------|
| 1. Print ANXIOUS.   | 1. ANXIOUS |
| 2. If <u>ROTATE</u> means to <u>TURN</u> , remove the two-letter word that is the opposite of <u>THEM</u> .   | 2. ANXIO   |
| 3. If <u>UNHAPPY</u> is to <u>SAD</u> as <u>HAPPY</u> is to <u>GLAD</u> , change the second consonant to the letter that comes before <u>U</u> in the alphabet. | 3. ANTIO   |
| 4. If <u>SEARCH</u> means "to look for," put the letter that comes before <u>Q</u> in front of the first vowel.   | 4. PANTIO  |
| 5. If <u>MOTHER</u> is to <u>FATHER</u> as <u>SISTER</u> is to <u>BOTHER</u> , put an <u>S</u> at the front of your word.                                       | 5. PANTIO  |
| 6. If <u>STARE</u> sounds exactly like <u>STAIR</u> , remove the letter that comes after <u>M</u> in the alphabet.  | 6. PATIO   |
| 7. Use your word in a sentence.   |            |

No. 93

Answer Key

- |  |             |
|--|-------------|
| 1. Print NEIGHBOR.   | 1. NEIGHBOR |
| 2. If <u>UP</u> is to <u>DOWN</u> as <u>NONE</u> is to <u>ALL</u> , remove the two consonants that come after <u>F</u> in the alphabet.                    | 2. NEIBOR   |
| 3. Remove the silent vowel in the word <u>FLAKE</u> .  | 3. NIBOR    |
| 4. If <u>OVER</u> is to <u>UNDER</u> as <u>WARM</u> is to <u>HOT</u> , put an <u>S</u> after the last consonant.   | 4. NIBOR    |
| 5. If a tree has bark, remove the silent vowel in the word STRAIN.   | 5. NBOR     |
| 6. If <u>SHARK</u> , <u>BARK</u> , <u>DARK</u> and <u>STARK</u> are all words that rhyme, move the first consonant and place it behind the last consonant. | 6. BORN     |
| 7. Use your word in a sentence.  |             |

No. 94

Answer Key

- |  |             |
|--|-------------|
| 1. Print PLEASURE.   | 1. PLEASURE |
| 2. If <u>BALL</u> is to <u>ROUND</u> as <u>BOX</u> is to <u>SQUARE</u> , remove the vowels that are alike.                                     | 2. PLASUR   |
| 3. If <u>HAIR</u> , <u>BEAR</u> and <u>STARE</u> are words that rhyme, remove the letters that come before and after <u>Q</u> in the alphabet. | 3. LASU     |
| 4. Before the first consonant, put the letter that <u>PH</u> sounds like in the word <u>PHONE</u> .  | 4. FLASU    |
| 5. Remove the middle letter.   | 5. FLSU     |
| 6. If <u>GLOVE</u> is to <u>HAND</u> as <u>ENVELOPE</u> is to <u>LETTER</u> , remove the two middle consonants.                                | 6. FU       |
| 7. After the vowel, put the letter that comes before <u>Q</u> in the alphabet.   | 7. FUN      |
| 8. Use your word in a sentence.  |             |



No. 95

Answer Key

- |  |            |
|--|------------|
| 1. Print SEVERAL.  | 1. SEVERAL |
| 2. If <u>OPEN</u> is to <u>CLOSE</u> as <u>PUSH</u> is to <u>PULL</u> , remove the first two vowels that are alike.              | 2. SVRAL   |
| 3. Change the letter that comes before <u>M</u> in the alphabet to the letter that comes before <u>N</u> in the alphabet.        | 3. SVRAM   |
| 4. Remove the consonant that <u>C</u> sounds like in <u>CELERY</u> .   | 4. VRAM    |
| 5. Change the first consonant to the consonant that sounds like " <u>EYE</u> " or <u>E</u> when it is the last letter in a word. | 5. YRAM    |
| 6. Change the letter that says " <u>ARE</u> " to the letter that comes before <u>O</u> in the alphabet.                          | 6. YNAM    |
| 7. Reverse your whole word.  | 7. MANY    |
| 8. Use your word in a sentence.  |            |

No. 96

Answer Key

- |   |              |
|---|--------------|
| 1. Print PRESIDENT  | 1. PRESIDENT |
| 2. Remove the three-letter word that names a home for wild animals.                                       | 2. PRESIT    |
| 3. Change the first letter into the consonant that makes the sound of <u>K</u> in the word <u>CANDY</u> . | 3. CRESIT    |
| 4. Double the second consonant.   | 4. CRRESIT   |
| 5. Change the second vowel to the first vowel in the alphabet.  | 5. CRRESAT   |
| 6. Move the last vowel and put it between the <u>C</u> and the double consonants.                         | 6. CARREST   |
| 7. Drop the letter that <u>C</u> sounds like in the word <u>CENTER</u> .                                  | 7. CARRET    |
| 8. Switch the third and fourth consonants.  | 8. CARTER    |

No. 97

Answer Key

- |  |               |
|--|---------------|
| 1. Print UNDERSTAND.   | 1. UNDERSTAND |
| 2. Remove the last five letters and replace them with the three letters that spell an opposite word. | 2. UNDERSIT   |
| 3. Remove the first five letters and replace them with a word that means the opposit.                | 3. OVERSIT    |
| 4. Remove the silent vowel in the word <u>BRAIN</u> .  | 4. OVERST     |
| 5. Move the fourth consonant and place it at the beginning of your word.                             | 5. TOVERS     |
| 6. If <u>BARK</u> can be a <u>NOISE</u> and also a <u>COVERING</u> , remove the third consonant.     | 6. TOVES      |
| 7. Move the final consonant to the start of your word.   | 7. STOVE      |
| 8. Use your word in a sentence.  |               |

No. 98

Answer Key

- |  |               |
|--|---------------|
| 1. Print TELEVISION.   | 1. TELEVISION |
| 2. If <u>HERE</u> is the opposite of <u>THERE</u> , remove the word that is the opposite of <u>OFF</u> .                                 | 2. TELEVISI   |
| 3. Change the letter that comes after <u>S</u> in the alphabet to the letter that comes before <u>N</u> in the alphabet.                 | 3. MELEVISI   |
| 4. Change the first vowel to the vowel you hear in the word <u>TOAD</u> .  | 4. MOLEVISI   |
| 5. If <u>LOAD</u> rhymes with <u>CODE</u> , switch the second and third consonants.  | 5. MOVELISI   |
| 6. Drop the consonant that follows the second vowel.   | 6. MOVEISI    |
| 7. Move one of the two vowels that are alike and put it in front of the second vowel. Then drop the other vowel that is identical to it. | 7. MOVIES     |
| 8. Use your word in a sentence.  |               |

No. 99

Answer Key

- |   |           |
|---|-----------|
| 1. Print MEMORY.  | 1. MEMORY |
| 2. Remove the word that means the opposite of <u>YOU</u> .  | 2. MORY   |
| 3. If <u>CREEP</u> rhymes with <u>LEAP</u> , change the thirteenth letter of the alphabet to the sixth letter of the alphabet.                                      | 3. FORY   |
| 4. Change the consonant that sometimes makes a vowel sound to the vowel that you hear in <u>SEAT</u> .  | 4. FORE   |
| 5. If <u>WE</u> is to <u>THEY</u> as <u>ME</u> is to <u>YOU</u> , place a <u>T</u> after the second vowel.  | 5. FORET  |
| 6. If <u>FOUR</u> , <u>FORE</u> and <u>FOR</u> all sound exactly alike, place the seventh letter of the alphabet between the second consonant and the second vowel. | 6. FORGET |
| 7. Use your word in a sentence.   |           |
| 8. Terrific!  |           |

No. 100

Answer Key

- |   |            |
|---|------------|
| 1. Print WEATHER.   | 1. WEATHER |
| 2. Remove the word that means the opposite of <u>HIM</u> .  | 2. WEAT    |
| 3. If <u>PULL</u> is to <u>PUSH</u> as <u>OVER</u> is to <u>UNDER</u> , change the silent letter in <u>WRING</u> to the letter you hear instead.                    | 3. REAT    |
| 4. If <u>ELEPHANT</u> is to <u>ENORMOUS</u> as <u>ANT</u> is to <u>TINY</u> , put the letter that comes before <u>O</u> in the alphabet after the second consonant. | 4. REATN   |
| 5. Put the second vowel in the alphabet in the garbage, not in your word.   | 5. RATN    |
| 6. Change your second consonant into the third vowel in the alphabet.   | 6. RAIN    |
| 7. Use your word in a sentence.   |            |

No. 101

Answer Key

- |   |           |
|---|-----------|
| 1. Print WINDY.   | 1. WINDY  |
| 2. If <u>MILK</u> is to <u>COW</u> as <u>EGG</u> is to <u>CHICKEN</u> , change the final letter into the vowel that it sounds like in <u>WINDY</u> .  | 2. WINDE  |
| 3. If <u>OLD</u> is to <u>NEW</u> as <u>OVER</u> is to <u>UNDER</u> , change the first consonant to the eleventh letter of the alphabet.  | 3. KINDE  |
| 4. If <u>MONDAY</u> is to <u>TUESDAY</u> as <u>SPRING</u> is to <u>SUMMER</u> , put an <u>S</u> after the second vowel.   | 4. KINDES |
| 5. Remove the word that means the opposite of <u>OUT</u> .  | 5. KDES   |
| 6. If <u>PALE</u> , <u>FAIL</u> , <u>SALE</u> and <u>TRAIL</u> are all words that rhyme, change the fourth letter of the alphabet to the letter that comes before <u>U</u> in the alphabet. | 6. KTES   |
| 7. Between the first two consonants, put the vowel that is silent in the word <u>SAIL</u> .   | 7. KITES  |
| 8. Great! Use your word in a sentence.  |           |

No. 102

Answer Key

- |   |              |
|---|--------------|
| 1. Print MONSTROUS.   | 1. MONSTROUS |
| 2. Remove the word that is the opposite of <u>OFF</u> .   | 2. MSTROUS   |
| 3. If <u>SINK</u> is to <u>KITCHEN</u> as <u>BED</u> is to <u>BEDROOM</u> , remove the first vowel.                           | 3. MSTRUS    |
| 4. If <u>BIG</u> is to <u>TALL</u> as <u>SMALL</u> is to <u>SHORT</u> , remove the word that is the opposite of <u>THEM</u> . | 4. MSTR      |
| 5. Remove the letter that comes ahead of <u>S</u> in the alphabet.  | 5. MST       |
| 6. Place the vowel you hear in the word <u>FLOAT</u> in front of the letter that comes after <u>R</u> in the alphabet.        | 6. MOST      |

No. 103

Answer Key

- |   |                  |
|---|------------------|
| 1. Print CONCENTRATION.   | 1. CONCENTRATION |
| 2. If your word has the same number of syllables as TELEVISION, remove the four-letter word that tells you what a penny is worth. | 2. CONRATION     |
| 3. If <u>SHUN</u> makes the same sound as <u>-TION</u> , remove the word that names what a cat might catch.                       | 3. CONION        |
| 4. Remove the first of the two consonants that are alike.   | 4. COION         |
| 5. If <u>OPEN</u> is to <u>SHUT</u> as <u>HIGH</u> is to <u>UP</u> , remove the first consonant.                                  | 5. COION         |
| 6. If <u>HIGH</u> is to <u>LOW</u> as <u>OVER</u> is to <u>UNDER</u> , remove the last of the two vowels that are alike.          | 6. COIN          |
| 7. Use your word in a sentence.   |                  |

No. 104

Answer Key

- |  |                |
|--|----------------|
| 1. Print INFORMATION.  | 1. INFORMATION |
| 2. Remove the word that is the opposite of <u>AGAINST</u> .                                | 2. INMATION    |
| 3. Remove the word that is the opposite of <u>PA</u> .                                     | 3. INTION      |
| 4. If water can fall, remove the word that is the opposite of <u>OFF</u> .                 | 4. INTI        |
| 5. If rain can freeze, remove the word that is the opposite of <u>OUT</u> .                | 5. TI          |
| 6. If ice can thaw, add two of the twelfth letter of the alphabet to the end of your word. | 6. TILL        |
| 7. Change your vowel to the fifth letter of the alphabet.                                  | 7. TELL        |
| 8. Use your word in a sentence.  |                |

No. 105

Answer Key

- |   |             |
|---|-------------|
| 1. Print LAKEWOOD.  | 1. LAKEWOOD |
| 2. If <u>DAY</u> is to <u>NIGHT</u> as <u>WHITE</u> is to <u>BLACK</u> , remove the word that rhymes with <u>WOULD</u> .        | 2. LAKE     |
| 3. If <u>WOOD</u> rhymes with <u>COULD</u> , put the second consonant in the alphabet at the front of your word.                | 3. CLAKE    |
| 4. If <u>SHOULD</u> rhymes with <u>GOOD</u> , put the letter that comes before <u>S</u> in the alphabet after the second vowel. | 4. CLAKER   |
| 5. If <u>ALL</u> is the opposite of <u>NONE</u> , switch the vowels.  | 5. CLEKAR   |
| 6. If <u>FOOD</u> rhymes with <u>WOULD</u> , place a <u>T</u> at the end of your word.  | 6. CLEKAR   |
| 7. Remove the third consonant.  | 7. CLEAR    |
| 8. Use your word in a sentence.   |             |

No. 106

Answer Key

- |   |              |
|---|--------------|
| 1. Print CHOCOLATE.   | 1. CHOCOLATE |
| 2. If <u>CHOCOLATE</u> has more vowels than syllables, remove the word that is the opposite of <u>EARLY</u> .   | 2. CHOCO     |
| 3. If <u>TOMORROW</u> is the opposite of <u>YESTERDAY</u> , change the second vowel to the letter that comes before it in the alphabet.                               | 3. CHOCN     |
| 4. Change the third consonant to the letter that comes after it in the alphabet.  | 4. CHODN     |
| 5. Drop the second consonant.   | 5. CODN      |
| 6. If <u>WE</u> is the opposite of <u>THEY</u> , place the letter that will say <u>E</u> or <u>EYE</u> when it comes at the end of a word behind the third consonant. | 6. CODNY     |
| 7. Change your vowel to the silent vowel in the word <u>BEAD</u> .  | 7. CADNY     |
| 8. Switch the second and third consonants.  | 8. CANDY     |
| 9. Use your word in a sentence.   |              |

No. 107

Answer Key

- |   |            |
|---|------------|
| 1. Print REVENGE.   | 1. REVENGE |
| 2. If <u>FIND</u> is the opposite of <u>LOSE</u> , remove the middle vowel.   | 2. REVNGE  |
| 3. If <u>BACK</u> is to <u>FRONT</u> as <u>BOTTOM</u> is to <u>TOP</u> , change the first vowel to the silent vowel in <u>TRAIL</u> . | 3. RIVNGE  |
| 4. If <u>NORTHERN</u> is to <u>SOUTHERN</u> as <u>EASTERN</u> is to <u>WESTERN</u> , drop the fourth consonant.                       | 4. RIVNE   |
| 5. Put the same consonant on the end of your word that is at the beginning of your word.  | 5. RIVNER  |
| 6. If <u>GIRL</u> is to <u>BOY</u> as <u>SISTER</u> is to <u>BOTHER</u> , add a <u>T</u> to the end of your word.                     | 6. RIVNER  |
| 7. If <u>NORTH</u> is to <u>UP</u> as <u>SOUTH</u> is to <u>DOWN</u> , remove the consonant that comes before the second vowel.       | 7. RIVER   |
| 8. Use your word in a sentence.   |            |

No. 108

Answer Key

- |   |             |
|---|-------------|
| 1. Print FAILURE.   | 1. FAILURE  |
| 2. If your word has twice as many vowels as it has syllables, remove the middle letter.                               | 2. FAIURE   |
| 3. Change the letter that <u>PH</u> sounds like in <u>PHOTO</u> into the letter that is silent in <u>ISLAND</u> .     | 3. SAIURE   |
| 4. If <u>BOTHER</u> rhymes with <u>FATHER</u> , add two of your first letter to the end of your word.                 | 4. SAIURESS |
| 5. Remove the two vowels that together sound like <u>AY</u> .   | 5. SURESS   |
| 6. If <u>BROTHER</u> rhymes with <u>MOTHER</u> , change the second consonant to the second consonant in the alphabet. | 6. SUCESS   |
| 7. Double the consonant that you just added to your word.   | 7. SUCCESS  |
| 8. Use your word in a sentence.   |             |

No. 109

Answer Key

- |   |               |
|---|---------------|
| 1. Print WASHINGTON.  | 1. WASHINGTON |
| 2. Remove the word that is the opposite of <u>FROM</u> .  | 2. WASHINGN   |
| 3. If <u>OPEN</u> is to <u>SHUT</u> as <u>TOMORROW</u> is to <u>YESTERDAY</u> , remove the word that means the opposite of <u>OUT</u> . | 3. WASHGN     |
| 4. Change the vowel to the vowel you hear in the word <u>THROAT</u> .   | 4. WOSHG      |
| 5. Drop the first and the last consonants.  | 5. OSHG       |
| 6. If <u>HALT</u> is the opposite of <u>GO</u> , move the second consonant and place it ahead of the vowel.                             | 6. HOSG       |
| 7. Change the seventh letter of the alphabet to the silent vowel in the word <u>BRAKE</u> .   | 7. HOSE       |
| 8. Change the letter that sometimes sounds like <u>Z</u> to the letter that comes before <u>N</u> in the alphabet.                      | 8. HOME       |
| 9. Use your word in a sentence.   |               |

No. 110

Answer Key

- |   |              |
|---|--------------|
| 1. Print ORCHESTRA.   | 1. ORCHESTRA |
| 2. Remove the word that is the opposite of <u>SHE</u> .   | 2. ORCSTRA   |
| 3. Change the first vowel in the alphabet to the seventh letter of the alphabet.                              | 3. ORCSTRG   |
| 4. Remove the vowel you hear in the word <u>GLOAT</u> .   | 4. RCSTRG    |
| 5. If <u>ON</u> is to <u>OFF</u> as <u>IN</u> is to <u>OUT</u> , remove the second consonant in the alphabet. | 5. RSTRG     |
| 6. Between the fourth and fifth consonants put the word that is the opposite of <u>OUT</u> .                  | 6. RSTRING   |
| 7. Remove the first consonant you hear in the word <u>WRITE</u> .   | 7. STRING    |
| 8. If <u>WATER</u> can run, drip and flow, put another letter just like the first on the end of your word.    | 8. STRINGS   |
| 9. Use your word in a sentence.   |              |



No. 111

Answer Key

- |  |              |
|--|--------------|
| 1. Print SECRETARY.  | 1. SECRETARY |
| 2. If <u>BIRD</u> is to <u>NEST</u> as <u>COW</u> is to <u>BARN</u> , remove the two vowels that are silent in the word <u>SLEEVE</u> .                    | 2. SCRTARY   |
| 3. If <u>CAR</u> is to <u>ROAD</u> as <u>TRAIN</u> is to <u>TRACK</u> , remove the first consonant you hear in the word <u>WRITE</u> .                     | 3. SCTARY    |
| 4. If <u>RUSH</u> is to <u>FAST</u> as <u>CRAWL</u> is to <u>SLOW</u> , remove the first consonant you hear in <u>WRING</u> .                              | 4. SCTAY     |
| 5. If <u>OVER</u> is to <u>UNDER</u> as <u>UP</u> is to <u>DOWN</u> , place the letter that comes before <u>T</u> in the alphabet at the end of your word. | 5. SCTAYS    |
| 6. Remove the letter that sounds like <u>K</u> in the word <u>CARROT</u> .   | 6. STAYS     |
| 7. Drop the letter that comes between the first consonant and vowel.   | 7. SAYS      |
| 8. Great! Use your word in a sentence.   |              |

No. 112

Answer Key

- |  |            |
|--|------------|
| 1. Print SATISFY.  | 1. SATISFY |
| 2. If your word has three syllables, change the two identical letters to letters that say " <u>PEA</u> ."  | 2. PATIPFY |
| 3. Change the second vowel to the eighth letter of the alphabet.   | 3. PATHPFY |
| 4. If <u>GROW</u> rhymes with <u>SEW</u> , remove the second consonant.  | 4. PAHPFY  |
| 5. If <u>BOY</u> is to <u>HE</u> as <u>BOX</u> is to <u>IT</u> , remove the consonant that sounds like <u>PH</u> in <u>PHONE</u> .               | 5. PAHPY   |
| 6. If <u>HIGH</u> is to <u>LOW</u> as <u>TALL</u> is to <u>SHORT</u> , move the first letter and put it next to the letter that is just like it. | 6. AHPPY   |
| 7. Unscramble your word to make a word that means the opposite of <u>WOEFUL</u> .  | 7. HAPPY   |
| 8. Use your word in a sentence.  |            |

No. 113

Answer Key

- |  |            |
|--|------------|
| 1. Print SPECIAL.  | 1. SPECIAL |
| 2. If <u>WINDOW</u> is to <u>HOUSE</u> as <u>WHEEL</u> is to <u>CAR</u> , remove the silent vowel in the word <u>ROTATE</u> .                          | 2. SPCIAL  |
| 3. If <u>FOOT</u> is to <u>TOE</u> as <u>HAND</u> is to <u>THUMB</u> , change the second vowel to the letter that can be both a vowel and a consonant. | 3. SPCIYL  |
| 4. If <u>ALONE</u> is the opposite of <u>TOGETHER</u> , change the silent vowel in <u>PAIN</u> to the silent vowel in <u>YOU</u> .                     | 4. SPCOYL  |
| 5. Remove the letter that sounds like an <u>S</u> and a <u>K</u> .   | 5. SPOYL   |
| 6. Drop the beginning and the ending consonant.  | 6. POY     |
| 7. Switch the letters on both sides of the vowel.  | 7. YOP     |
| 8. If <u>PRESENT</u> is the opposite of <u>ABSENT</u> , change the second consonant to the letter that is the vowel sound in <u>SUIT</u> .             | 8. YOU     |
| 9. Use your word in a sentence.  |            |

No. 114

Answer Key

- |   |              |
|---|--------------|
| 1. Print EXCELLENT.   | 1. EXCELLENT |
| 2. Remove the four-letter word that means "a small room."   | 2. EXENT     |
| 3. If <u>HOT</u> is to <u>WARM</u> as <u>COLD</u> is to <u>COOL</u> , add the consonant that sounds like <u>J</u> in <u>GINGER</u> to the front of your word. | 3. GEXENT    |
| 4. If <u>EXCELLENT</u> has the same number of vowels as it has syllables, change the first vowel to the consonant you first hear in <u>WRONG</u> .            | 4. GRXENT    |
| 5. If <u>CALM</u> is the opposite of <u>EXCITED</u> , remove the consonant that follows the vowel.  | 5. GRXET     |
| 6. Switch the vowel and the consonant that comes before it.   | 6. GREXT     |
| 7. Change the third consonant to the vowel that you hear in <u>BAIT</u> .   | 7. GREAT     |
| 8. Use your word in a sentence.   |              |

No. 115

1. Print BASKETBALL.
2. If your word has as many syllables as it has vowels, remove the word that is the opposite of TELL.
3. Remove the consonant that is silent in LAMB and also remove the consonant that is silent in CLIMB.
4. If a GNOME is something like an ELF, put the silent consonant in GNOME at the very front of your word.
5. Switch the first and the second vowels in the alphabet.
6. Remove the consonant that is silent in CALM and also the consonant that is silent in PALM.
7. Change your second consonant to the last consonant you hear in the word BOMB.
8. Use your word in a sentence.

Answer Key

1. BASKETBALL
2. BETBALL
3. ETALL
4. GETALL
5. GATELL
6. GATE
7. GAME

No. 116

1. Print ADVERTISEMENT.
2. If BOY is the opposite of GIRL, remove the word that is the opposite of WOMEN.
3. Remove the two-letter word that is the opposite of ISN'T.
4. Remove the letter that makes the middle consonant sound in the word RIVER.
5. Move the fourth consonant to the front of your word.
6. Remove the third vowel.
7. Move the third consonant and put it behind the first consonant.
8. If CHAIR is to SIT as BED is to SLEEP, drop the fourth consonant out of your word.
9. Use your word in a sentence.

Answer Key

1. ADVERTISEMENT
2. ADVERTISSET
3. ADVERTET
4. ADERTET
5. TADERTE
6. TADERT
7. TRADET
8. TRADE

No. 117

Answer Key

- |  |              |
|--|--------------|
| 1. Print AWARENESS.  | 1. AWARENESS |
| 2. If <u>WHALE</u> is to <u>OCEAN</u> as <u>GOLDFISH</u> is to <u>BOWL</u> , remove the word that means the opposite of <u>PEACE</u> . | 2. AENESS    |
| 3. If <u>HOT</u> is to <u>WARM</u> as <u>HUGE</u> is to <u>TINY</u> , change the first letter to an <u>I</u> .                         | 3. AENESS    |
| 4. If the letter <u>K</u> in <u>KNOB</u> is silent, move one of the double consonants to the front of your word.                       | 4. SAENES    |
| 5. Change the first of the two vowels that are alike to the third consonant in the alphabet.   | 5. SADNES    |
| 6. If <u>COLD</u> is to <u>COOL</u> as <u>SHORT</u> is to <u>TALL</u> , place a <u>T</u> at the end of your word.                      | 6. SADNES    |
| 7. If <u>LONG</u> is to <u>SHORT</u> as <u>NEAR</u> is to <u>FAR</u> , double your final consonant.                                    | 7. SADNESS   |
| 8. Use your word in a sentence.  |              |

No. 118

Answer Key

- |  |                  |
|--|------------------|
| 1. Print COMPREHENSION.  | 1. COMPREHENSION |
| 2. Remove the word that is the opposite of <u>ROOSTER</u> .  | 2. COMPRESION    |
| 3. If <u>MALE</u> is to <u>FEMALE</u> as <u>KING</u> is to <u>QUEEN</u> , remove the word that is the opposite of <u>OFF</u> . | 3. COMPRESI      |
| 4. Change the first consonant to the letter that it sounds like in your word.  | 4. KOMPRESI      |
| 5. Change the second consonant to the letter that comes after it in the alphabet.  | 5. KONPRESI      |
| 6. Change the second consonant after the vowel to the consonant that is silent in <u>WRIST</u> .                               | 6. KONWRESI      |
| 7. Drop the fourth and fifth consonants and also the second and third vowels.  | 7. KONW          |
| 8. Switch the first vowel and the second consonant.  | 8. KNOW          |
| 9. Great! Use your word in a sentence.   |                  |

No. 119

Answer Key

- |  |             |
|--|-------------|
| 1. Print EXERCISE.   | 1. EXERCISE |
| 2. If <u>TRUCK</u> is to <u>FREEWAY</u> as <u>PEDESTRIAN</u> is to <u>SIDEWALK</u> , remove all of the vowels that are alike and drop the <u>S</u> . | 2. XRCI     |
| 3. If <u>BLACK</u> is to <u>WHITE</u> as <u>STOP</u> is to <u>START</u> , change the final letter to the letter that is silent in <u>CROW</u> .      | 3. XRCW     |
| 4. Remove the two consonants that come before <u>Y</u> in the alphabet.  | 4. RC       |
| 5. If <u>SPY</u> rhymes with <u>HIGH</u> , change the <u>R</u> to the tenth letter of the alphabet.  | 5. JC       |
| 6. Put the vowel that you hear in the second syllable in the word <u>FELLOWSHIP</u> in the middle of your word.                                      | 6. JOC      |
| 7. Change the second consonant to fifth consonant in the alphabet.   | 7. JOG      |
| 8. Use your word in a sentence.  |             |

No: 120

Answer Key

- |  |               |
|--|---------------|
| 1. Print COMPLETELY.   | 1. COMPLETELY |
| 2. Remove the three-letter word that means "to allow."   | 2. COMPELY    |
| 3. If <u>OPEN</u> is to <u>CLOSE</u> as <u>OVER</u> is to <u>UNDER</u> , remove the letter that comes before <u>N</u> in the alphabet. | 3. COPELY     |
| 4. Change the vowel you hear in <u>GLOAT</u> to the vowel you hear in <u>STRAIN</u> .  | 4. CAPELY     |
| 5. If <u>CIRCLE</u> is to <u>ROUND</u> as <u>BOX</u> is to <u>SQUARE</u> , drop the beginning consonant.                               | 5. APELY      |
| 6. Put the first vowel in the second vowel's place and drop the second vowel from your word.   | 6. PALY       |
| 7. Move the second consonant in front of the vowel.  | 7. PLAY       |
| 8. Use your word in a sentence.  |               |

No. 121

1. Print EXCHANGE.
2. Remove the silent vowel in PRIDE and the silent vowel in SUCCEED.
3. If the S in ISLAND is silent, remove the first consonant.
4. Change the second consonant in the alphabet to the letter that follows it in the alphabet.
5. If HOT is to COLD as CHILLY is to COOL, change the first consonant to a T.
6. If the second consonant in the word DEBT is silent, put the first letter at the end of your word, not at the front.
7. Drop the letter that sometimes sounds like J.

Answer Key

1. EXCHANGE
2. XCHANG
3. CHANG
4. DHANG
5. DHANG
6. HANGD
7. HAND

No. 122

1. Print UNEXPECTED.
2. If the last consonant in the word CLIMB is silent, remove the second consonant in your word.
3. Remove the second and third vowels from your word and replace them with R's.
4. Remove the consonant that is silent in AUTUMN.
5. Drop the letter that sounds like S or K and in its place put the silent vowel in GRAIN.
6. If JOYFUL is the opposite of WOEFUL, remove the letter that is behind the third vowel.
7. Change the letter that comes after S in the alphabet to the letter that comes after R in the alphabet.
8. Put the same letter at the front of your word.
9. Use your word in a sentence.

Answer Key

1. UNEXPECTED
2. UNEPECTED
3. UNRPRCTED
4. URPRCTED
5. URPRITED
6. URPRITE
7. URPRISE
8. SURPRISE

No. 123

Answer Key

- |  |               |
|--|---------------|
| 1. Print EXCLAIMING.   | 1. EXCLAIMING |
| 2. If <u>TWO</u> is to <u>FOUR</u> as <u>FIVE</u> is to <u>TEN</u> , remove the word that means the opposite of <u>OUT</u> .                               | 2. EXCLAIMG   |
| 3. Drop the letter that is in front of the third letter in the alphabet.   | 3. ECLAIMG    |
| 4. Remove the silent vowel in the word in number one.  | 4. ECLAMG     |
| 5. Remove the vowel that is silent in <u>INVADE</u> and also the silent vowel in <u>READ</u> .   | 5. CLMG       |
| 6. Change the letter that is on the end to the letter that can be both a vowel and a consonant.  | 6. CLMY       |
| 7. Remove the two letters that come before <u>N</u> in the alphabet and insert the first consonant you hear in <u>WRITE</u> between the remaining letters. | 7. CRY        |
| 8. Use your word in a sentence.  |               |

No. 124

Answer Key

- |   |              |
|---|--------------|
| 1. Print CONFUSION.   | 1. CONFUSION |
| 2. If <u>BUTTON</u> is to <u>SHIRT</u> as <u>ZIPPER</u> is to <u>SLACKS</u> , remove the letter that <u>PH</u> sounds like in <u>PHONE</u> .                            | 2. CONUSION  |
| 3. Remove the beginning and ending consonants.  | 3. ONUSIO    |
| 4. If <u>COLT</u> is to <u>HORSE</u> as <u>CALF</u> is to <u>COW</u> , turn the letters that tell the opposite of <u>OFF</u> so they spell the opposite of <u>YES</u> . | 4. NOUSIO    |
| 5. If <u>CREEP</u> is to <u>CRAWL</u> as <u>BOUND</u> is to <u>LEAP</u> , switch the two vowels that are between the identical vowels                                   | 5. NOISUO    |
| 6. Change the final vowel to the silent vowel in the word <u>STATEMENT</u> .  | 6. NOISUE    |
| 7. Remove the vowel you hear in <u>SUIT</u> .   | 7. NOISE     |
| 8. Use your word in a sentence.   |              |

No. 125

Answer Key

- |  |             |
|--|-------------|
| 1. Print POSITIVE.   | 1. POSITIVE |
| 2. If <u>NEAR</u> is to <u>FAR</u> as <u>HERE</u> is to <u>THERE</u> , change the consonant that comes after <u>T</u> in the alphabet to the consonant that comes before <u>S</u> in the alphabet. | 2. POSITIRE |
| 3. If <u>WE</u> is to <u>THEY</u> as <u>ME</u> is to <u>YOU</u> , remove the word that is the opposite of <u>STAND</u> .   | 3. POIRE    |
| 4. Change the letter that is before <u>Q</u> in the alphabet to the letter that is silent in <u>ISLAND</u> .   | 4. SOIRE    |
| 5. Change the vowel in front of the consonant to the vowel you hear in <u>FRUIT</u> .  | 5. SOURE    |
| 6. If <u>NEAR</u> is to <u>CLOSE</u> as <u>FAR</u> is to <u>ALWAYS</u> , drop the first consonant.   | 6. SOURE    |
| 7. Remove the vowel you hear in <u>CHOKES</u> .  | 7. SURE     |
| 8. Use your word in a sentence.  |             |

No. 126

Answer Key

- |  |                |
|--|----------------|
| 1. Print OBSERVATION.  | 1. OBSERVATION |
| 2. If <u>SHOVEL</u> is to <u>DIG</u> as <u>HAMMER</u> is to <u>HIT</u> , remove the word that is the opposite of <u>OFF</u> .  | 2. OBSERVATI   |
| 3. If <u>SMILE</u> is to <u>FROWN</u> as <u>HAPPY</u> is to <u>MAD</u> , change the letter that is silent in <u>LAMB</u> to the letter that sounds like S in <u>CITY</u> . | 3. OCSERVATI   |
| 4. Remove the first and second vowels.   | 4. CSRVATI     |
| 5. Change the consonant that is in front of the vowel to the letter that comes after it in the alphabet.   | 5. CSRWATI     |
| 6. Remove the two letters that come after <u>Q</u> in the alphabet.  | 6. CWATI       |
| 7. Move the first consonant and put it in front of the second vowel.   | 7. WATCI       |
| 8. Change the letter that is silent in <u>STRAIN</u> to the eighth letter of the alphabet.   | 8. WATCH       |
| 9. Use your word in a sentence.  |                |



No. 127

Answer Key

- |   |                |
|---|----------------|
| 1. Print IMPROVEMENT.   | 1. IMPROVEMENT |
| 2. If <u>NOISY</u> is to <u>QUIET</u> as <u>LARGE</u> is to <u>SMALL</u> , change the first and fifth consonants to the letter that <u>C</u> sounds like in <u>CENTER</u> . | 2. ISPROVESENT |
| 3. Move the word that is the opposite of <u>ISN'T</u> to the end of your word.  | 3. PROVESENTIS |
| 4. Change the third consonant to the fifth consonant in the alphabet.   | 4. PROGESENTIS |
| 5. If <u>OUTER</u> is the opposite of <u>INNER</u> , remove the third and fourth vowels.  | 5. PROGESNTS   |
| 6. Remove the letter that follows <u>S</u> in the alphabet.   | 6. PROGESNS    |
| 7. Remove the letter that is between the two identical consonants.  | 7. PROGRESS    |
| 8. Add a letter like the second consonant before the second vowel.  | 8. PROGRESS    |
| 9. Use your word in a sentence.   |                |

No. 128

Answer Key

- |  |             |
|--|-------------|
| 1. Print QUESTION.   | 1. QUESTION |
| 2. If <u>NOON</u> is the opposite of <u>MIDNIGHT</u> , change the first consonant to the letter that comes after it in the alphabet. | 2. RUESTION |
| 3. Change the vowel you hear in <u>FUEL</u> to the vowel you hear in <u>STRAIGHT</u> .   | 3. RAESTION |
| 4. Reverse the first consonant and vowel and then the second vowel and consonant.  | 4. ARSETION |
| 5. Switch the first and the last consonants.   | 5. ANSETIOR |
| 6. If <u>EXPOSE</u> is the opposite of <u>COVER</u> , drop the third and fourth vowels.  | 6. ANSETR   |
| 7. If <u>PROTECT</u> means about the same as <u>SHELTER</u> , switch the second vowel and the third consonant.                       | 7. ANSTER   |
| 8. Change the third consonant into the letter that is silent in <u>WRING</u> .   | 8. ANSWER   |
| 9. Use your word in a sentence.  |             |

No. 129

Answer Key

- |   |              |
|---|--------------|
| 1. Print ENCOURAGE.   | 1. ENCOURAGE |
| 2. Remove the word that means the opposite of <u>YOUR</u> .   | 2. ENCAGE    |
| 3. If <u>CRUEL</u> is the opposite of <u>KIND</u> , remove the second consonant.  | 3. ENAGE     |
| 4. Move the letter that makes a <u>J</u> sound to the front of your word.   | 4. GENAE     |
| 5. Change the middle letter to the silent letter in <u>HELLO</u> .  | 5. GELAE     |
| 6. If <u>OPEN</u> is to <u>SHUT</u> as <u>OVER</u> is to <u>UNDER</u> , change the third vowel to the last consonant sound in <u>SLAP</u> . | 6. GELAP     |
| 7. Change the fifth consonant in the alphabet to the eighth letter of the alphabet.   | 7. HELAP     |
| 8. If <u>ADD</u> is to <u>SUBTRACT</u> as <u>BLACK</u> is to <u>WHITE</u> , remove the silent vowel in <u>GLOAT</u> .                       | 8. HELP      |
| 9. Use your word in a sentence.   |              |

No. 130

Answer Key

- |  |             |
|--|-------------|
| 1. Print NATIONAL.   | 1. NATIONAL |
| 2. If the <u>GH</u> in <u>NIGHT</u> is silent, remove the word that means the opposite of <u>OFF</u> .   | 2. NATIAL   |
| 3. If the <u>H</u> is silent in the word <u>GHOST</u> , remove the silent vowel in <u>GRAIN</u> .  | 3. NATAL    |
| 4. Replace the middle consonant with the first consonant you hear in the word <u>WRITING</u> .   | 4. NARAL    |
| 5. If <u>AUNT</u> is to <u>UNCLE</u> as <u>NIECE</u> is to <u>NEPHEW</u> , change the third consonant to the vowel you hear in <u>PREACH</u> . | 5. NARAE    |
| 6. If <u>CHICKEN</u> is to <u>EGG</u> as <u>COW</u> is to <u>MILK</u> , remove the letter that is silent in <u>AUTUMN</u> .                    | 6. ARAE     |
| 7. Switch the second and third vowels.   | 7. AREA     |
| 8. Use your word in a sentence.  |             |

No. 131

Answer Key

- |  |               |
|--|---------------|
| 1. Print SPRINGTIME.   | 1. SPRINGTIME |
| 2. Remove the four-letter word that means "a band or a circle."                                    | 2. SPTIME     |
| 3. Remove the two letters that come after <u>R</u> in the alphabet.                                | 3. PIME       |
| 4. Change the letter in front of the first vowel to the first consonant you hear in <u>WRIST</u> . | 4. RIME       |
| 5. Change the second consonant to the letter that follows it in the alphabet.                      | 5. RINE       |
| 6. Change the first vowel to the vowel you hear in the word <u>LEAF</u> .                          | 6. RENE       |
| 7. Put the seventh letter of the alphabet at the front of your word.                               | 7. GRENE      |
| 8. Switch the third consonant and the second vowel.  | 8. GREEN      |
| 9. Use your word in a sentence.  |               |

No. 132

Answer Key

- |  |             |
|--|-------------|
| 1. Print DAFFODIL.   | 1. DAFFODIL |
| 2. Change the first letter to the first consonant you hear in <u>OPEN</u> .                                      | 2. PAFFODIL |
| 3. Remove the two consonants that are alike and replace them with the consonant you first hear in <u>WRONG</u> . | 3. PARODIL  |
| 4. Change the vowel that is silent in <u>STRAIN</u> to the vowel that is silent in <u>WROTE</u> .                | 5. PARODEL  |
| 5. If you hear the <u>GH</u> in <u>RIGHT</u> , change the first letter to a <u>W</u> .                           | 6. PARODEL  |
| 6. Change the vowel you hear in <u>GOAT</u> to the vowel that is silent.   | 7. PARADEL  |
| 7. Drop the consonant that comes after the vowel that is silent in <u>WAKE</u> .                                 | 8. PARADE   |
| 8. Use your word in a sentence.  |             |

No. 133

Answer Key

- |   |                     |
|---|---------------------|
| 1. Print <u>AMAZEMENT</u> .   | 1. <u>AMAZEMENT</u> |
| 2. Remove the word that is the opposite of <u>PA</u> .  | 2. <u>AZEMENT</u>   |
| 3. Change the letter that comes after <u>Y</u> to the letter that comes before <u>X</u> in the alphabet.  | 3. <u>AWEMENT</u>   |
| 4. Change the vowel that is silent in <u>BLOAT</u> to the vowel that isn't.   | 4. <u>OWEMENT</u>   |
| 5. Change the second vowel to the third consonant in the alphabet.  | 5. <u>OWDMENT</u>   |
| 6. If <u>PEN</u> is to <u>WRITE</u> as <u>BRUSH</u> is to <u>PAINT</u> , switch the second consonant with the fourth one.   | 6. <u>OWNMEDT</u>   |
| 7. Switch the vowel you hear in <u>THOUGH</u> with the letter that follows it in your word.   | 7. <u>WONMEDT</u>   |
| 8. If <u>DISTANT</u> is to <u>FAR</u> as <u>CLOSE</u> is to <u>NEAR</u> , switch the third and fourth consonants.   | 8. <u>WONDEMT</u>   |
| 9. If <u>SWEET</u> is to <u>SOUR</u> as <u>SUGAR</u> is to <u>LEMON</u> , drop the last two consonants and put the first consonant you hear in <u>WRONG</u> in their place. | 9. <u>WONDER</u>    |
| 10. Use your word in a sentence.  |                     |

No. 134

Answer Key

- |  |                       |
|--|-----------------------|
| 1. Print <u>FANTASTICAL</u> .  | 1. <u>FANTASTICAL</u> |
| 2. If <u>BEFORE</u> is to <u>AFTER</u> as <u>FRONT</u> is to <u>BACK</u> , remove the two consonants that are alike.           | 2. <u>FANASICAL</u>   |
| 3. Remove the three-letter word that names "something that blows air."   | 3. <u>ASICAL</u>      |
| 4. Put the third consonant of the alphabet at the front of your word and remove the third vowel.                               | 4. <u>DASICL</u>      |
| 5. If <u>K</u> is the first consonant sound in the word <u>KNAP</u> , change the last letter to a <u>W</u> .                   | 5. <u>DASICL</u>      |
| 6. Change the second vowel to the letter that can be both a vowel and a consonant and remove the third letter of the alphabet. | 6. <u>DASYL</u>       |
| 7. Switch the first and second consonants and also switch the last two letters.  | 7. <u>SADLY</u>       |
| 8. Use your word in a sentence.  |                       |

No. 135

Answer Key

- |  |                    |
|--|--------------------|
| 1. Print CONGRATULATIONS.  | 1. CONGRATULATIONS |
| 2. Remove the word that names what a cat might catch.  | 2. CONGULATIONS    |
| 3. Remove the two-letter word that spells the opposite of "away from."   | 3. CONGULIONS      |
| 4. If <u>YOUNG</u> is to <u>OLD</u> as <u>BOY</u> is to <u>GIRL</u> , remove the vowels that are identical.            | 4. CNGULINS        |
| 5. If <u>HIGH</u> is to <u>LOW</u> as <u>DAY</u> is to <u>NIGHT</u> , remove the second and fourth consonants.         | 5. CGUINS          |
| 6. Remove the consonant that sounds like <u>S</u> in celery.   | 6. GUINS           |
| 7. Drop the vowel you hear in <u>FRUIT</u> .   | 7. GINS            |
| 8. If <u>LIGHT</u> is to <u>LAMP</u> as <u>HEAT</u> is to <u>FURNACE</u> , switch the beginning and ending consonants. | 8. SING            |
| 9. Use your word in a sentence.  |                    |

No. 136

Answer Key

- |   |            |
|---|------------|
| 1. Print FISHING.   | 1. FISHING |
| 2. If <u>CLOSE</u> is the opposite of <u>OPEN</u> , remove the word that is the opposite of <u>WAS</u> .          | 2. FHING   |
| 3. If <u>TWO</u> is to <u>FOUR</u> as <u>TWENTY</u> is to <u>FORTY</u> , remove the middle letter.                | 3. FHNG    |
| 4. Put the vowel that is long in <u>FLUTE</u> in the middle of your word.   | 4. FHUNG   |
| 5. If <u>MOTHER</u> is to <u>FATHER</u> as <u>SISTER</u> is to <u>BOTHER</u> , change your vowel to an <u>O</u> . | 5. FHUNG   |
| 6. If <u>DOWN</u> is to <u>UP</u> as <u>COOL</u> is to <u>COLD</u> , change your first letter to a <u>P</u> .     | 6. FHUNG   |
| 7. Remove the fifth consonant in the alphabet and the letter that follows it in the alphabet.                     | 7. FUN     |
| 8. Use your word in a sentence.   |            |

No. 137

Answer Key

- |   |             |
|---|-------------|
| 1. Print SWIMMING.  | 1. SWIMMING |
| 2. If <u>MIDNIGHT</u> is the opposite of <u>NOON</u> , remove the word that is the opposite of <u>OUT</u> .                   | 2. SWIMMG   |
| 3. If <u>WET</u> is to <u>DRY</u> as <u>COLD</u> is to <u>HOT</u> , change the vowel to the vowel you hear in <u>STRAIN</u> . | 3. SWAMMG   |
| 4. If <u>WALK</u> is to <u>RUN</u> as <u>SLOW</u> is to <u>FAST</u> , drop the letter that is silent in <u>ISLAND</u> .       | 4. WAMMG    |
| 5. If <u>TELEVISION</u> has four syllables, change the final letter to the first consonant you hear in <u>WREATH</u> .        | 5. WAMMR    |
| 6. Change the second of the two consonants that are alike to the vowel you hear in <u>BREATHE</u> .                           | 6. WAMER    |
| 7. Change the middle letter to the letter that comes after <u>S</u> in the alphabet.  | 7. WATER    |
| 8. Use your word in a sentence.   |             |

No. 138

Answer Key

- |  |              |
|--|--------------|
| 1. Print CONDITION.  | 1. CONDITION |
| 2. Change the first vowel to the vowel you hear in <u>BREAK</u> and drop the fourth vowel from your word.  | 2. CANDITIN  |
| 3. Remove the second consonant in the alphabet and the fourth letter of the alphabet.  | 3. ANITIN    |
| 4. If <u>BREAK</u> sounds exactly like <u>BRAKE</u> , put an <u>S</u> at the front of your word.   | 4. SANITIN   |
| 5. Put the sixth consonant in the alphabet before the first vowel and change the consonant that comes after that vowel to the consonant that follows it in the alphabet. | 5. SHAPITIN  |
| 6. Remove the word that is the opposite of <u>OUT</u> .  | 6. SHAPIT    |
| 7. Change the second vowel to the vowel that you hear in <u>TEAM</u> .   | 7. SHAPET    |
| 8. Drop the letter that is behind the second vowel.  | 8. SHAPE     |
| 9. Use your word in a sentence.  |              |

No. 139

Answer Key

- |  |           |
|--|-----------|
| 1. Print TABLE.  | 1. TABLE  |
| 2. In front of the letter that says " <u>TEA</u> " put the letter that says "SEA".                 | 2. CTABLE |
| 3. If <u>N</u> is the first sound in <u>KNIGHT</u> , remove the second consonant.                  | 3. CABLE  |
| 4. At the end of your word put the letter that comes before <u>S</u> in the alphabet.              | 4. CABLER |
| 5. Remove the first consonant in the alphabet.   | 5. CALER  |
| 6. Put the sixth consonant in the alphabet in front of the first vowel.                            | 6. CHALER |
| 7. Replace the third consonant and the second vowel with the vowel that is silent in <u>WAIT</u> . | 7. CHAIR  |
| 8. Use your word in a sentence.  |           |

No. 140

Answer Key

- |   |          |
|---|----------|
| 1. Print MARCH.   | 1. MARCH |
| 2. If <u>LONG</u> is to <u>SHORT</u> as <u>NEAR</u> is to <u>FAR</u> , replace the vowel with the vowel you hear in <u>BOWL</u> . | 2. MORCH |
| 3. If dogs can walk on their hands, put a <u>T</u> at the front of your word.   | 3. MORCH |
| 4. Replace the middle letter with the letter that comes before <u>O</u> in the alphabet.  | 4. MONCH |
| 5. If <u>GIRL</u> is to <u>SISTER</u> as <u>BOY</u> is to <u>BOTHER</u> , put a <u>W</u> at the end of your word.                 | 5. MONCH |
| 6. Remove the letter that says " <u>SEA</u> " and in its place put the letter that says " <u>TEA</u> ".                           | 6. MONTH |
| 7. Use your word in a sentence.   |          |

No. 141

Answer Key

- |  |           |
|--|-----------|
| 1. Print <u>LOVELY</u> .   | 1. LOVELY |
| 2. If <u>ALONE</u> is to <u>TOGETHER</u> as <u>OVER</u> is to <u>UNDER</u> , move the letter that can be a vowel or a consonant to the front of your word. | 2. YLOVEL |
| 3. If <u>LONG</u> is to <u>SHORT</u> as <u>BIG</u> is to <u>SMALL</u> , remove the two consonants that are alike.  | 3. YOVE   |
| 4. After the vowel that comes after <u>M</u> in the alphabet, put the letter that comes after <u>T</u> in the alphabet.                                    | 4. YOUVE  |
| 5. Change the last letter to the fifth consonant in the alphabet.  | 5. YOUVG  |
| 6. Change the second consonant into a letter that will make your word mean the opposite of <u>OLD</u> .  | 6. YOUNG  |
| 7. Use your word in a sentence.  |           |

No. 142

Answer Key





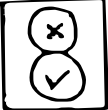
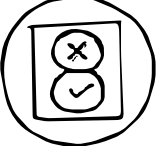
- |  |             |
|--|-------------|
| 1. Print <u>BASEBALL</u> .   | 1. BASEBALL |
| 2. If <u>BASEBALL</u> has two silent letters, remove both of the letters that say " <u>BEE</u> ".  | 2. ASEALL   |
| 3. If <u>NOTHING</u> is to <u>ALL</u> as <u>HIGH</u> is to <u>LOW</u> , put the letter that comes before <u>S</u> in the alphabet at the front of your word. | 3. RASEALL  |
| 4. If <u>BUY</u> is to <u>SELL</u> as <u>IN</u> is to <u>OUT</u> , remove the two identical consonants.  | 4. RASEA    |
| 5. If there are two silent consonants in <u>RIGHT</u> , remove the third vowel.  | 5. RASE     |
| 6. Change the second consonant to the second consonant in the alphabet.  | 6. RACE     |
| 7. Great! Now use your word in a sentence.   |             |



No. 143

1. Draw a circle.
2. Draw another circle the same size above the first circle with the edges touching.
3. Put an X in the upper circle.
4. Put a check in the lower circle.
5. Now draw a box around both of the circles.
6. Put a large ring around the box.

Answer Key

1. 
2. 
3. 
4. 
5. 
6. 

No. 144

1. Print TEACHER.
2. If SOFT is to HARD as LIMP is to STIFF, remove the letters that come before and after S in the alphabet.
3. Remove the two vowels that are alike.
4. If WIND means "to rotate or turn," move the vowel to the end of your word.
5. If CAR is to DRIVE as HAMMER is to HIT, put the vowel you hear in WHITE at the end of your word.
6. Put the letter that says "ARE" at the end of your word.
7. Use your word in a sentence.

Answer Key

1. TEACHER
2. EACHE
3. ACH
4. CHA
5. CHAI
6. CHAIR

No. 145

Answer Key

- |  |             |
|--|-------------|
| 1. Print <u>SUNSHINE</u> .   | 1. SUNSHINE |
| 2. Remove the two letters that are alike and come before <u>T</u> in the alphabet.   | 2. UNHINE   |
| 3. Remove the vowel you hear in <u>FRUIT</u> .   | 3. NHINE    |
| 4. If <u>CHICKEN</u> is to <u>EGG</u> as <u>COW</u> is to <u>MILK</u> , remove the sixth consonant in the alphabet.                          | 4. NINE     |
| 5. Remove the first letter and replace it with the letter that <u>PH</u> sounds like in <u>PHONO-GRAPH</u> .                                 | 5. FINE     |
| 6. Remove the silent vowel.  | 6. FIN      |
| 7. If <u>AIRPLANE</u> is to <u>FLY</u> as <u>RIFLE</u> is to <u>SHOOT</u> , put the third consonant in the alphabet at the end of your word. | 7. FIND     |
| 8. Use your word in a sentence.  |             |

No. 146

Answer Key

- |   |          |
|---|----------|
| 1. Print <u>DAVID</u> .   | 1. DAVID |
| 2. If <u>PEN</u> is to <u>WRITE</u> as <u>BRUSH</u> is to <u>PAINT</u> , remove the first and last consonants.  | 2. AVI   |
| 3. If <u>MOTHER</u> is to <u>FATHER</u> as <u>SISTER</u> is to <u>BOTHER</u> , change the first vowel to an <u>E</u> .                                      | 3. AVI   |
| 4. If <u>RUN</u> is to <u>RAN</u> as <u>BEGIN</u> is to <u>BEGAN</u> , put the letter that comes before <u>Q</u> in the alphabet at the front of your word. | 4. PAVI  |
| 5. If <u>THROUGH</u> sounds exactly like <u>THREW</u> , remove the second consonant.  | 5. PAI   |
| 6. If <u>DOG</u> is to <u>BARK</u> as <u>DUCK</u> is to <u>QUACK</u> , put the third consonant in the alphabet at the end of your word.                     | 6. PAID  |
| 7. Use your word in a sentence.   |          |

No. 147

1. Print BIRD.
2. If KNIFE is to CARVE as SCISSORS are to CUT, remove the second consonant.
3. Change the letter that says "BEE" to the letter that says "SEA".
4. Change the vowel to the silent vowel in the word PREACHER.
5. If SLOW is to FAST as BIG is to LARGE, put an R on the end of your word.
6. If TEETH are to CHEW as EYES are to SEE, remove the last consonant.
7. Put the letter that comes before U in the alphabet at the end of your word.
8. Use your word in a sentence.







Answer Key

1. BIRD
2. BID
3. CID
4. CAD
5. CAD
6. CA
7. CAT

No. 148

1. Draw a triangle.
2. Draw a circle to connect the three points of the triangle.
3. Place a dot at each of the three places where the circle touches the triangle.
4. Draw a square in the center of the triangle.
5. Find three half circles and shade them with your pencil.
6. Now draw an X in the square and you are finished.

Answer Key

1. 
2. 
3. 
4. 
5. 
6. 

No. 149

Answer Key

- |   |          |
|---|----------|
| 1. Print FRANK.   | 1. FRANK |
| 2. If <u>ANTIQUE</u> is to <u>NEW</u> as <u>OLD</u> is to <u>YOUNG</u> , remove the fourth consonant in the alphabet. | 2. RANK  |
| 3. Move the first consonant to the end of your word.  | 3. ANKR  |
| 4. If <u>SNOW</u> is to <u>COLD</u> as <u>SUN</u> is to <u>WARM</u> remove the letter that is silent in <u>KNIT</u> . | 4. ANR   |
| 5. Put the letter that sounds like <u>S</u> or <u>K</u> at the front of your word.                                    | 5. CANR  |
| 6. Remove the second consonant.   | 6. CAR   |
| 7. Put the third consonant in the alphabet behind the second consonant in your word.                                  | 7. CARD  |
| 8. Use your word in a sentence.   |          |

No. 150

Answer Key

- |   |           |
|---|-----------|
| 1. Print LONELY.  | 1. LONELY |
| 2. If <u>TRAIN</u> is to <u>TRACK</u> as <u>TRUCK</u> is to <u>ROAD</u> , remove the two consonants that are alike.   | 2. ONEY   |
| 3. Change the first vowel to the letter that comes before <u>X</u> in the alphabet.   | 3. WNEY   |
| 4. If <u>HOT</u> is to <u>WARM</u> as <u>COLD</u> is to <u>COOL</u> , change the second consonant to the letter that comes before <u>I</u> in the alphabet. | 4. WHEY   |
| 5. If ice will melt in water, remove the last letter.   | 5. WHE    |
| 6. After the vowel, put the consonant that comes before <u>O</u> in the alphabet.   | 6. WHEN   |
| 7. Use your word in a sentence.   |           |

No. 151

Answer Key

- |   |             |
|---|-------------|
| 1. Print <u>SUNBURN</u> .   | 1. SUNBURN  |
| 2. If <u>CAT</u> is to <u>KITTEN</u> as <u>COW</u> is to <u>CALF</u> , put the letter that comes before <u>T</u> at the end of your word. | 2. SUNBURNS |
| 3. If <u>EARLY</u> is the opposite of <u>LATE</u> , remove the first vowel.   | 3. SNBURNS  |
| 4. Change the third consonant to the sixth consonant in the alphabet.   | 4. SNHURNS  |
| 5. If <u>LOST</u> is to <u>FOUND</u> as <u>LOSE</u> is to <u>FIND</u> , remove the second and fifth consonants.                           | 5. SHURS    |
| 6. If <u>FINISH</u> is to <u>START</u> as <u>END</u> is to <u>BEGIN</u> , drop the first of the identical consonants.                     | 6. HURS     |
| 7. If <u>OVER</u> is to <u>UNDER</u> as <u>CLOSE</u> is to <u>SHUT</u> , change the vowel to an <u>A</u> .                                | 7. HURS     |
| 8. Put the last letter you hear in <u>BITE</u> between the second and third consonants.   | 8. HURTS    |
| 9. Use your word in a sentence.   |             |

No. 152

Answer Key

- |   |              |
|---|--------------|
| 1. Print <u>INTERFERE</u> .   | 1. INTERFERE |
| 2. If there are two silent letters in <u>BRIGHTER</u> , remove the word that means the opposite of <u>OUT</u> .                                 | 2. TERFERE   |
| 3. Change all of the vowels to the vowel you hear in <u>CLOTHES</u> .   | 3. TORFORO   |
| 4. If <u>HOT</u> is to <u>COLD</u> as <u>RIGHT</u> is to <u>LEFT</u> , drop the first and third vowels.   | 4. TRFOR     |
| 5. If <u>NOON</u> is the opposite of <u>MIDNIGHT</u> , remove the two consonants that are identical.  | 5. TFO       |
| 6. Move the middle letter to the end of your word.  | 6. TOF       |
| 7. If <u>BOOK</u> is to <u>READ</u> as <u>APPLE</u> is to <u>EAT</u> , change the second consonant to the last letter you hear in <u>CAPE</u> . | 7. TOP       |
| 8. Put the letter that comes before <u>T</u> at the front of your word.   | 8. STOP      |
| 9. Use your word in a sentence.   |              |

No. 153

1. Print INTELLIGENT.
2. Remove the four-letter word that means the opposite of ASK.
3. Change the first of the two identical consonants to the letter that comes before it in the alphabet and drop the other one.
4. If LONG is to SHORT as DEEP is to SHALLOW, remove the vowels that are alike.
5. If there is a silent letter in KNOB, change the vowel to the vowel that is long in STRAIGHT.
6. Put the letter that comes before T in the alphabet in front of the letter that comes after L.
7. Move the vowel and place it between the second and third consonants.
8. Change the next to the last letter to the letter that says "ARE".
9. Use your word in a sentence.





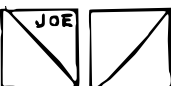

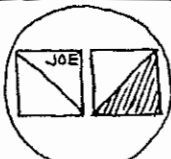
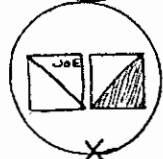
Answer Key

1. INTELLIGENT
2. INIGENT
3. IMIGET
4. MGET
5. MGAT
6. SMGAT
7. SMAGT
8. SMART

No. 154

1. Draw a square.
2. Draw another square beside the first one.
3. In the right-hand square draw a line from the upper right corner down to the lower left corner.
4. In the left-hand square draw a line from the upper left corner down to the lower right corner.
5. In the right upper corner of the left square print your name.
6. Shade in the lower section of the right-hand square.
7. Draw a circle around the outside of the two squares.
8. Place an X on the edge of the circle below the squares.

Answer Key

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 

No. 155

Answer Key

- |   |             |
|---|-------------|
| 1. Print REMEMBER.  | 1. REMEMBER |
| 2. If <u>DAWDLE</u> is the opposite of <u>RUSH</u> , remove the word that is the opposite of <u>YOU</u> .                 | 2. REMBER   |
| 3. Change the letter that is silent in <u>CLIMB</u> to the first letter that is silent in <u>NIGHT</u> .                  | 3. REMGER   |
| 4. Change the first vowel to the vowel you hear in <u>THOUGH</u> .  | 4. ROMGER   |
| 5. If <u>RUN</u> is to <u>WALK</u> as <u>HIGH</u> is to <u>LOW</u> , change the consonants that are alike to <u>T</u> 's. | 5. TOMGET   |
| 6. Change the letter that comes before the third consonant to the first letter you hear in <u>WRINKLE</u> .               | 6. TORGET   |
| 7. If <u>US</u> is to <u>WE</u> as <u>LONG</u> is to <u>SHORT</u> , remove the first vowel.                               | 7. TORGET   |
| 8. Change the first of the identical consonants to the fourth consonant in the alphabet.                                  | 8. FORGET   |
| 9. Use your word in a sentence.   |             |

No. 156

Answer Key

- |  |              |
|--|--------------|
| 1. Print MEMORIAL.   | 1. MEMORIAL. |
| 2. If <u>MEMORIAL</u> has three syllables, remove the last letter.   | 2. MEMORIAL  |
| 3. If <u>TOGETHER</u> is to <u>ALONE</u> as <u>OVER</u> is to <u>UNDER</u> , remove the two-letter word that is in the middle. | 3. MEMIAL    |
| 4. If <u>SORROW</u> is to <u>JOY</u> as <u>SAD</u> is to <u>GLAD</u> , remove the letter that is in front of the second vowel. | 4. MEIAL     |
| 5. If <u>FRIEND</u> is the opposite of <u>ENEMY</u> , remove the vowel that is silent in <u>PAINTER</u> .                      | 5. MEAL      |
| 6. If <u>BOY</u> is to <u>GIRL</u> as <u>BOTHER</u> is to <u>SISTER</u> , remove the second vowel.                             | 6. MEAL      |
| 7. Change the final consonant you hear in <u>LIMB</u> to the first one you hear in <u>WRITTEN</u> .                            | 7. REAL      |
| 8. Use your word in a sentence.  |              |

No. 157

Answer Key

- |   |               |
|---|---------------|
| 1. Print UNSCRAMBLE.  | 1. UNSCRAMBLE |
| 2. If <u>TOY</u> is to <u>PLAY</u> as <u>BOOK</u> is to <u>READ</u> , remove the letter after <u>T</u> in the alphabet. | 2. NSCRAMBLE  |
| 3. Remove the first, third, fifth and seventh consonants.   | 3. SRABE      |
| 4. Drop the first vowel and place the vowel that you hear in <u>FLOAT</u> between the first and second consonants.      | 4. SORBE      |
| 5. Change the silent letter in <u>CLIMB</u> to the letter that follows <u>U</u> in the alphabet.                        | 5. SORVE      |
| 6. If a cat can hang from a tree by its hands, change the vowel to an <u>I</u> .  | 6. SORVE      |
| 7. Change the letter before the third consonant to the letter ahead of <u>M</u> in the alphabet.                        | 7. SOLVE      |
| 8. Use your word in a sentence.   |               |

No. 158

Answer Key

- |   |                |
|---|----------------|
| 1. Print ACHIEVEMENT.   | 1. ACHIEVEMENT |
| 2. If <u>PUSH</u> is to <u>PULL</u> as <u>IN</u> is to <u>OUT</u> , remove the word that is the opposite of <u>WOMEN</u> .  | 2. ACHIEVET    |
| 3. If <u>LIGHT</u> is to <u>DARK</u> as <u>DAWN</u> is to <u>DUSK</u> , change the first vowel to the fifth vowel in the alphabet.                                      | 3. UCHIEVET    |
| 4. Change the eighth letter of the alphabet to the third letter of the alphabet.  | 4. UCCIEVET    |
| 5. Remove the second and the fourth vowel.  | 5. UCCEVT      |
| 6. If <u>BREEZE</u> is to <u>WIND</u> as <u>STREAM</u> is to <u>RIVER</u> , change the last letter you hear in <u>WAVE</u> to the letter you last hear in <u>VASE</u> . | 6. UCCEST      |
| 7. Change the last letter you hear in <u>THOUGHT</u> to the letter that comes before it in the alphabet.  | 7. UCESS       |
| 8. If <u>DRAWER</u> is to <u>SLIDE</u> as <u>WHEEL</u> is to <u>ROLL</u> , place a letter that is the same as the final letter at the front of your word.               | 8. SUCCESS     |
| 9. Use your word in a sentence.   |                |



No. 159

Answer Key

- |  |               |
|--|---------------|
| 1. Print CENTIMETER.   | 1. CENTIMETER |
| 2. Move the first letter to the back of your word.   | 2. ENTIMETERC |
| 3. If <u>RIVER</u> is to <u>BROOK</u> as <u>ROAD</u> is to <u>TRAIL</u> , remove the first and third vowels that are alike.                                  | 3. NTIMETRC   |
| 4. If <u>HORN</u> is to <u>TOOT</u> as <u>GUN</u> is to <u>BANG</u> , remove the first of the identical consonants.  | 4. NIMETRC    |
| 5. Remove the letter that is silent in <u>AUTUMN</u> .   | 5. IMETRC     |
| 6. If <u>SMILE</u> is to <u>LAUGH</u> as <u>FROWN</u> is to <u>CRY</u> , put the letter that <u>C</u> sounds like in <u>CELERY</u> at the back of your word. | 6. IMETRCS    |
| 7. Move the first vowel and put it between the third and fourth consonants.  | 7. METRICS    |
| 8. Use your word in a sentence.  |               |

No. 160

Answer Key

- |   |              |
|---|--------------|
| 1. Print KILOMETER.   | 1. KILOMETER |
| 2. If your word has as many syllables as it has vowels, drop the eighth consonant in the alphabet.                | 2. ILOMETER  |
| 3. If <u>SLOW</u> is to <u>SWIFT</u> as <u>INSIDE</u> is to <u>OUT</u> , drop the fourth consonant.               | 3. ILOMETE   |
| 4. If <u>SUMMER</u> is to <u>WINTER</u> as <u>SPRING</u> is to <u>FALL</u> , remove the second and fourth vowels. | 4. ILMET     |
| 5. Remove the final letter you hear in <u>INFLATE</u> .   | 5. ILME      |
| 6. If <u>GIRL</u> is to <u>BOY</u> as <u>SISTER</u> is to <u>BOTHER</u> , remove the first vowel.                 | 6. ILME      |
| 7. Move the first letter and place it behind the second consonant.  | 7. LMIE      |
| 8. Move the first consonant and place it behind the first vowel.  | 8. MILE      |
| 9. Use your word in a sentence.   |              |

No. 161

Answer Key

- |   |                     |
|---|---------------------|
| 1. Print <u>ADMISSION</u> .   | 1. <u>ADMISSION</u> |
| 2. If <u>BRUSH</u> is to <u>PAINT</u> as <u>PENCIL</u> is to <u>WRITE</u> , remove the word that is the opposite of <u>HIT</u> .                                | 2. <u>ADION</u>     |
| 3. If <u>MORNING</u> is to <u>NIGHT</u> as <u>LIGHT</u> is to <u>DARK</u> , remove the vowel that is in front of the second consonant.                          | 3. <u>ADIN</u>      |
| 4. If <u>OVER</u> is to <u>UNDER</u> as <u>SLOW</u> is to <u>POKEY</u> , remove the second vowel.   | 4. <u>ADIN</u>      |
| 5. Move the letter that is in front of the first consonant and place it behind the second consonant.  | 5. <u>DINA</u>      |
| 6. If <u>TUESDAY</u> is to <u>MONDAY</u> as <u>TWELVE</u> is to <u>ELEVEN</u> , change the second consonant to the letter that comes before it in the alphabet. | 6. <u>DIMA</u>      |
| 7. Change the vowel that is long in <u>INSANE</u> to the vowel that is silent in that word.   | 7. <u>DIME</u>      |
| 8. Use your word in a sentence.   |                     |

No. 162

Answer Key

- |   |                    |
|---|--------------------|
| 1. Print <u>SUPERIOR</u> .  | 1. <u>SUPERIOR</u> |
| 2. If <u>MODERN</u> is to <u>ANTIQU</u> E as <u>YOUNG</u> is to <u>OLD</u> , remove the word that means the opposite of <u>DOWN</u> . | 2. <u>SERIOR</u>   |
| 3. If <u>SUPERIOR</u> has the same number of syllables as it has vowels, remove the two identical consonants.                         | 3. <u>SEIO</u>     |
| 4. If <u>HIGH</u> is to <u>LOW</u> as <u>LEFT</u> is to <u>WRITE</u> , remove the first vowel.  | 4. <u>SEIO</u>     |
| 5. Change the vowel that is long in the word <u>DIET</u> to the first consonant in the alphabet.                                      | 5. <u>SEBO</u>     |
| 6. Change the vowel that is short in the word <u>NEON</u> to the last letter you hear in <u>FLUTE</u> .                               | 6. <u>SEBT</u>     |
| 7. Switch the first and second consonants.  | 7. <u>BEST</u>     |
| 8. Terrific! Now use your word in a sentence.   |                    |

No. 163

Answer Key

- |  |              |
|--|--------------|
| 1. Print DIFFERENT.  | 1. DIFFERENT |
| 2. If <u>IMAGINARY</u> is to <u>REAL</u> as <u>FAKE</u> is to <u>GENUINE</u> , remove the last letter you hear in <u>GRATE</u> . | 2. DIFFEREN  |
| 3. If <u>LOCATE</u> is to <u>FIND</u> as <u>BEGIN</u> is to <u>START</u> , remove the double consonants.                         | 3. DIEREN    |
| 4. If <u>CEMENT</u> is to <u>HARD</u> as <u>PILLOW</u> is to <u>SOFT</u> , remove the word that is the opposite of <u>LIVE</u> . | 4. REN       |
| 5. Change the letter that says " <u>ARE</u> " to the letter that comes after it in the alphabet.                                 | 5. SEN       |
| 6. Switch the final letter and the center letter.  | 6. SNE       |
| 7. Change the center letter to the one that follows <u>L</u> in the alphabet.  | 7. SME       |
| 8. Between the consonants, place the long vowel in <u>TRAIN</u> .  | 8. SAME      |
| 9. Use your word in a sentence.  |              |

No. 164

Answer Key

- |   |            |
|---|------------|
| 1. Print EXCUSED.   | 1. EXCUSED |
| 2. If <u>WRITE</u> , <u>BRIGHT</u> and <u>BITE</u> all rhyme, remove the word that means the opposite of <u>THEM</u> .                | 2. EXCED   |
| 3. If <u>SATURDAY</u> is to <u>SUNDAY</u> as <u>THIRD</u> is to <u>FOURTH</u> , remove the second consonant.                          | 3. EXED    |
| 4. Place the letter that is ahead of <u>O</u> in the alphabet at the front of your word.  | 4. NEXED   |
| 5. If <u>DRAWER</u> is to <u>SLIDE</u> as <u>WHEEL</u> is to <u>ROLL</u> , remove the letter that is in front of the third consonant. | 5. NEXD    |
| 6. If <u>TOP</u> is to <u>BOTTOM</u> as <u>LONG</u> is to <u>SHOUT</u> , put an <u>S</u> on the end of your word.                     | 6. NEXD    |
| 7. Change the letter behind the second consonant to the letter that comes before <u>U</u> in the alphabet.                            | 7. NEXT    |
| 8. Use your word in a sentence.   |            |

No. 165

Answer Key

- |  |              |
|--|--------------|
| 1. Print IDENTICAL.  | 1. IDENTICAL |
| 2. If <u>SHARP</u> is to <u>DULL</u> as <u>WARM</u> is to <u>COOL</u> , remove the third consonant in the alphabet.                                  | 2. IDENTICAL |
| 3. Move the last letter to the front of your word.   | 3. LIENTICA  |
| 4. Move the letter that comes after the fourth consonant to the front of your word.  | 4. ALIENTIC  |
| 5. If a horn is hollow, remove the third consonant.  | 5. ALIENIC   |
| 6. If a rock is solid, drop the second consonant and the fourth vowel.   | 6. ALIEC     |
| 7. Switch the second consonant with the third vowel.   | 7. ALICE     |
| 8. If <u>LOST</u> is to <u>WON</u> as <u>LARGE</u> is to <u>SMALL</u> , change the second consonant to the letter it sounds like in <u>CARTOON</u> . | 8. ALIKE     |
| 9. Use your word in a sentence.  |              |

No. 166

Answer Key

- |   |              |
|---|--------------|
| 1. Print DESPERATE.   | 1. DESPERATE |
| 2. If <u>MAGAZINE</u> is to <u>READ</u> as <u>BANANA</u> is to <u>EAT</u> , remove the three-letter word that names a small animal. | 2. DESPEE    |
| 3. If <u>FOUR</u> rhymes with <u>MORE</u> , change the third consonant in the alphabet to the eighth letter in the alphabet.        | 3. HESPEE    |
| 4. Change the first of the three identical letters to the last letter you hear in <u>GROW</u> .                                     | 4. HOSPEE    |
| 5. Move the second consonant so that it comes after the last vowel.   | 5. HOPEES    |
| 6. If <u>RIGHT</u> is to <u>LEFT</u> as <u>TOP</u> is to <u>BOTTOM</u> , remove one of the double letters.                          | 6. HOPES     |
| 7. Put the letter that is before <u>M</u> in the alphabet after the second vowel and then double the final letter.                  | 7. HOPELSS   |
| 8. Between the third and fourth consonants put the vowel that is silent in <u>WRITE</u> .   | 8. HOPELESS  |
| 9. Use your word in a sentence.   |              |

No. 167

Answer Key

- |   |              |
|---|--------------|
| 1. Print ATTITUDES.   | 1. ATTITUDES |
| 2. If <u>BIRD</u> is to <u>HORSE</u> as <u>FLY</u> is to <u>TROT</u> , remove the triple consonants.  | 2. AIUDES    |
| 3. If <u>CENTER</u> is to <u>MIDDLE</u> as <u>OUTDOORS</u> is to <u>OUTSIDE</u> , put the fourth consonant in the alphabet at the front of your word. | 3. FAIUDES   |
| 4. Remove the first vowel and move the last vowel behind the first consonant.   | 4. FEIUDS    |
| 5. If <u>WATER</u> is to <u>FLOW</u> as <u>FIRE</u> is to <u>BURN</u> , double the first vowel.   | 5. FEEIUDS   |
| 6. Change the fourth vowel to the letter that follows <u>M</u> in the alphabet.   | 6. FEEINDS   |
| 7. Change the second to the last consonant to the seventh letter in the alphabet.   | 7. FEEINGS   |
| 8. After the double letters, put the letter that is silent in <u>CALM</u> .   | *. FEELINGS  |
| 9. Use your word in a sentence.   |              |

No. 168

Answer Key

- |  |              |
|--|--------------|
| 1. Print SQUINTING.  | 1. SQUINTING |
| 2. Remove the word that completes this:<br><u>GLASS</u> is to <u>BOTTLE</u> as <u>?</u> is to <u>CAN</u> .         | 2. SQUING    |
| 3. Change the letter that follows <u>P</u> in the alphabet to the letter that is silent in <u>WRING</u> .          | 3. SWUING    |
| 4. If <u>CAT</u> is to <u>BIRD</u> as <u>MEOW</u> is to <u>CHIRP</u> , remove the beginning consonant.             | 4. WUING     |
| 5. If <u>OPEN</u> is to <u>CLOSE</u> as <u>BACK</u> is to <u>FRONT</u> remove the vowel you hear in <u>SUIT</u> .  | 5. WING      |
| 6. Put the letter that <u>C</u> sounds like in <u>CITY</u> at the end of your word.                                | 6. WINGS     |
| 7. If <u>FIND</u> is to <u>LOOSE</u> as <u>FOUND</u> is to <u>LOST</u> , put a <u>P</u> at the front of your word. | 7. WINGS     |
| 8. Change the seventh letter in the alphabet to the eighth consonant in the alphabet.                              | 8. WINKS     |
| 9. Use your word in a sentence.  |              |

No. 169

Answer Key

- |   |                |
|---|----------------|
| 1. Print IMMEDIATELY.   | 1. IMMEDIATELY |
| 2. Remove the word that is the opposite of <u>YOU</u> .   | 2. IMDIATELY   |
| 3. If <u>SOUR</u> is to <u>PICKLE</u> as <u>SWEET</u> is to <u>SUGAR</u> , remove the consonant that sometimes sounds like <u>E</u> or <u>I</u> . | 3. IMDIATEL    |
| 4. Remove the word that completes this: <u>DRINK</u> is to <u>DRANK</u> as <u>EAT</u> is to <u>   ?</u> .   | 4. IMDIL       |
| 5. Change the first consonant to the letter that comes after it in the alphabet.  | 5. INDIL       |
| 6. If <u>DARK</u> is to <u>NIGHT</u> as <u>LIGHT</u> is to <u>DAY</u> , remove the identical vowels.  | 6. NDL         |
| 7. If <u>KNOB</u> starts with the same sound as <u>NEVER</u> , change the middle letter to the vowel you hear in <u>GLOAT</u> .                   | 7. NOL         |
| 8. If the <u>S</u> is silent in <u>ISLAND</u> , change the last letter to the consonant that you don't hear in <u>WRINGER</u> .                   | 8. NOW         |
| 9. Use your word in a sentence.   |                |

No. 170

Answer Key

- |  |               |
|--|---------------|
| 1. Print CONCLUSION.   | 1. CONCLUSION |
| 2. Remove the two words that are the opposite of <u>OFF</u> .  | 2. CCLUSI     |
| 3. Drop one of the identical consonants and put the other before the last vowel.   | 3. LUSCI      |
| 4. If <u>RUN</u> is to <u>FAST</u> as <u>STROLL</u> is to <u>SLOW</u> , change the vowel you hear in <u>CUTE</u> to the vowel that is silent.    | 4. LESCI      |
| 5. If <u>BIKE</u> is to <u>CHAIR</u> as <u>RIDE</u> is to <u>SIT</u> , change the third consonant to the letter that follows it in the alphabet. | 5. LESDI      |
| 6. If <u>STOVE</u> is to <u>TUB</u> as <u>KITCHEN</u> is to <u>BATHROOM</u> , remove the first consonant.  | 6. ESDI       |
| 7. If <u>BOY</u> is to <u>MAN</u> as <u>GIRL</u> is to <u>WOMAN</u> , drop the final letter.   | 7. ESD        |
| 8. Change the middle letter to the last consonant sound you hear in <u>NINE</u> .  | 8. END        |
| 9. Great! Now use your word in a sentence.   |               |

No. 171

Answer Key

- |   |             |
|---|-------------|
| 1. Print SYMPHONY.  | 1. SYMPHONY |
| 2. If <u>HIGH</u> rhymes with <u>SLY</u> , remove the two letters that sound like <u>F</u> in <u>FIRE</u> .                                   | 2. SYMONY   |
| 3. Remove the two consonants that sometimes sound like <u>E</u> or <u>I</u> .   | 3. SMON     |
| 4. Behind the third consonant, place the vowel you hear in the word <u>FRUIT</u> .  | 4. SMONU    |
| 5. If <u>JOYFUL</u> is to <u>WOEFUL</u> as <u>HAPPY</u> is to <u>SAD</u> , place the third consonant of the alphabet behind the second vowel. | 5. SMONUD   |
| 6. If <u>TREMENDOUS</u> is to <u>LARGE</u> as <u>MAGNIFICENT</u> is to <u>GRAND</u> , remove the consonant that is before the first vowel.    | 6. SONUD    |
| 7. Reverse the second vowel and the second consonant.   | 7. SOUND    |
| 8. Use your word in a sentence.   |             |

No. 172

Answer Key

- |  |            |
|--|------------|
| 1. Print HARMONY.  | 1. HARMONY |
| 2. If <u>EXCITING</u> is the opposite of <u>DULL</u> , remove the letter that comes before <u>S</u> in the alphabet.                                 | 2. HAMONY  |
| 3. Change the sixth consonant in the alphabet to the first consonant in the alphabet.  | 3. BAMONY  |
| 4. Change the vowel you hear in <u>THROAT</u> to the vowel that you hear in <u>CHEAT</u> .   | 4. BAMENY  |
| 5. Remove the letter that can be a consonant and also a vowel in a word.   | 5. BAMEN   |
| 6. If <u>SIMILAR</u> is the opposite of <u>DIFFERENT</u> , change the first letter of the alphabet to the silent consonant in the word <u>HALF</u> . | 6. BLMEN   |
| 7. After the fourth consonant, put the third consonant in the alphabet.  | 7. BLMEND  |
| 8. Remove the last consonant you hear in <u>BLAME</u> .  | 8. BLEND   |
| 9. Use your word in a sentence.  |            |

No. 173

Answer Key

- |   |           |
|---|-----------|
| 1. Print MELODY.  | 1. MELODY |
| 2. If <u>UNCLE</u> is to <u>AUNT</u> as <u>NEPHEW</u> is to <u>NIECE</u> , remove the word that is the opposite of <u>YOU</u> .   | 2. LODY   |
| 3. Change the last letter in your word to the vowel that it sounds like.  | 3. LODE   |
| 4. Change the twelfth letter of the alphabet to the letter that is silent in the word <u>CATCH</u> .  | 4. TODE   |
| 5. If <u>DAWN</u> is to <u>MORNING</u> as <u>DUSK</u> is to <u>NIGHT</u> , change the vowel you hear in the word <u>LOAD</u> to the vowel you hear in the word <u>FRUIT</u> . | 5. TUDE   |
| 6. If <u>SISTER</u> is to <u>BOTHER</u> as <u>GIRL</u> is to <u>BOY</u> , put an <u>S</u> at the front of your word.  | 6. TUDE   |
| 7. Change the second consonant to the letter that comes before <u>O</u> in the alphabet.  | 7. TUNE   |
| 8. Use your word in a sentence.   |           |

No. 174

Answer Key

- |  |              |
|--|--------------|
| 1. Print TERRITORY.  | 1. TERRITORY |
| 2. If <u>UNCLE</u> is to <u>AUNT</u> as <u>NEPHEW</u> is to <u>NIECE</u> , drop the triple consonants.   | 2. TEIToy    |
| 3. If the first consonant is silent in <u>KNOW</u> and <u>KNOB</u> , change the last vowel you hear in <u>VETO</u> to the last vowel that is silent in <u>REAP</u> . | 3. TEITAY    |
| 4. If the <u>GH</u> is silent in <u>NIGHT</u> and <u>THOUGHT</u> , remove the double consonants.   | 4. EIAy      |
| 5. Change the vowel you hear in <u>LEAP</u> to the letter that is silent in <u>PALM</u> .  | 5. LIAy      |
| 6. Remove the vowel that is silent in <u>SPRAIN</u> and put the consonant that is silent in <u>AUTUMN</u> before the last letter in your word.                       | 6. LANY      |
| 7. Change the letter that is sometimes a vowel and sometimes a consonant to the third consonant in the alphabet.   | 7. LAND      |
| 8. Great! Use your word in a sentence.   |              |



No. 175

Answer Key

- |  |                |
|--|----------------|
| 1. Print RESPONSIBLE.  | 1. RESPONSIBLE |
| 2. If <u>CAR</u> is to <u>HIGHWAY</u> as <u>AIRPLANE</u> is to <u>SKY</u> , remove the word that is the opposite of <u>OFF</u> .                                     | 2. RESPISBLE   |
| 3. Switch the second and third vowels.   | 3. RESPSEBLI   |
| 4. Change the fifth consonant to the last letter you hear in <u>DATE</u> .   | 4. RESPSETLI   |
| 5. If <u>WARM</u> is to <u>HOT</u> as <u>COOL</u> is to <u>COLD</u> , remove the second of the double consonants and the first consonant you hear in <u>ISLAND</u> . | 5. RESPETI     |
| 6. Remove the vowel that is silent in <u>REFRAIN</u> .   | 6. RESPET      |
| 7. Put the letter that sounds like <u>K</u> in <u>CALIFORNIA</u> behind the second vowel.  | 7. RESPECT     |
| 8. Terrific! Use your word in a sentence.  |                |

No. 176

Answer Key

- |  |               |
|--|---------------|
| 1. Print SYMBOLIZED.   | 1. SYMBOLIZED |
| 2. If <u>SYMBOL</u> is to <u>SIGN</u> as <u>CRY</u> is to <u>SOUND</u> , remove the second, fourth, fifth and sixth consonants.                  | 2. SMOIED     |
| 3. If <u>TREE</u> is to <u>PLANT</u> as <u>DOG</u> is to <u>ANIMAL</u> , remove the vowel that is long in the word <u>OPENING</u> .              | 3. SMIED      |
| 4. If <u>SATISFACTION</u> has four syllables, switch the second consonant with the first vowel.  | 4. SIMED      |
| 5. Change the middle letter to the letter that follows it in the alphabet.   | 5. SINED      |
| 6. Remove the silent vowel in <u>TWINE</u> .   | 6. SIND       |
| 7. If <u>CAR</u> is to <u>GAS</u> as <u>TELEVISION</u> is to <u>ELECTRICITY</u> , remove the consonant you hear in the middle of <u>LADDER</u> . | 7. SIN        |
| 8. Between the vowel and the last consonant put the middle consonant sound in the word <u>WAGON</u> .  | 8. SIGN       |
| 9. Use your word in a sentence.  |               |

<u>No. 177</u>	<u>Answer Key</u>
1. Print ACCURATE.	1. ACCURATE
2. Move the third consonant to the front of your word.	2. RACCUATE
3. If <u>FRONT</u> is to <u>BACK</u> as <u>TOP</u> is to <u>BOTTOM</u> , change the double consonants to the seventh letter in the alphabet.	3. RAGUATE
4. If <u>DRAWER</u> is to <u>SLIDE</u> as <u>WHEEL</u> is to <u>TURN</u> , remove the identical vowels.	4. RGUTE
5. Switch the first vowel with the second consonant.	5. RUGTE
6. Between the second and third consonants put the sixth consonant in the alphabet.	6. RUGHTE
7. If <u>LONG</u> is to <u>SHORT</u> as <u>HIGH</u> is to <u>LOW</u> , change the vowel you hear in <u>SUIT</u> to the vowel that is silent.	7. RIGHTE
8. Remove one letter so that your word will mean the opposite of <u>WRONG</u> .	8. RIGHT
9. Use your word in a sentence.	

<u>No. 178</u>	<u>Answer Key</u>
1. Print DEPARTMENT.	1. DEPARTMENT
2. Remove the four-letter word that means to <u>SEPARATE</u> .	2. DEMENT
3. If <u>PUSH</u> is to <u>PULL</u> as <u>OPEN</u> is to <u>CLOSE</u> , remove the word that is the opposite of <u>YOU</u> .	3. DENT
4. If <u>SNOW</u> is to <u>ICE</u> as <u>RAIN</u> is to <u>WATER</u> , change the beginning consonant to the letter that <u>C</u> sounds like in <u>CINDER</u> .	4. SENT
5. If <u>INSIDE</u> is to <u>OUTSIDE</u> as <u>BACK</u> is to <u>FRONT</u> , change the silent vowel in <u>SPOKE</u> to the vowel that you hear.	5. SONT
6. Move the last letter and put it in front of the vowel.	6. STON
7. Change the third consonant to the second vowel in the alphabet.	7. STOE
8. Between the vowels place the letter that you first hear in <u>WRITE</u> .	8. STORE
9. Good! Use your word in a sentence.	


No. 179

1. Print USEFULNESS.
2. If ELBOW is to ARM as KNEE is to LEG, remove the third vowel and the second and third consonants.
3. Change the second vowel to the first letter in the alphabet and remove the third vowel from your word.
4. If POTATO has the same number of syllables as PHOTOGRAPH, change the first letter to the sixth consonant in the alphabet.
5. If TOE is to FOOT as FINGER is to HAND, remove the triple consonants.
6. If TREE is to BARK as ANIMAL is to HIDE, put the letter that comes after X in the alphabet behind the second consonant.
7. If LEFT is the opposite of WRITE, put an S at the front of your word.
8. If LEFT is to RIGHT as FRONT is to BACK, put the third consonant in the alphabet between the second and third consonants.
9. Use your word in a sentence.





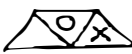


Answer Key

1. USEFULNESS
2. USENESS
3. USANSS
4. HSANSS
5. HAN
6. HANY
7. HANY
8. HANDY

No. 180

1. Draw a triangle like this 
2. Draw another one next to it with the lower corner of each touching.
3. Place an X in the right triangle.
4. Draw a line from the top corner of one triangle to the top corner of the other one so that you have three triangles.
5. Put a circle in the middle triangle.
6. Color the triangle on the left.
7. Place the fourth triangle on top of the middle triangle to form one large triangle that is divided into four sections.

Answer Key

1. 
2. 
3. 
4. 
5. 
6. 
7. 

## Chapter 5

### SUMMARY AND RECOMMENDATIONS

Research indicated the ability to follow directions is not only a survival reading skill but an important phase of the "learning to read" process. It is the responsibility of the classroom teacher to provide systematic practice in this skill as part of every student's educational program.

Research further indicated that the skill of following directions requires decoding, interpretation, analysis, synthesis, evaluation and application of what is read.

The purpose of this study was to develop instructional materials that would provide classroom teachers with a motivational method for teaching the skill of following written directions, with emphasis on the development of decoding and comprehension skills.

The set of 180 directions developed for this project provided practice in applying phonetic elements and structural analysis in the context of a reading activity. Comprehension skills were practiced through the development of key concepts, use of structural words, comparing and contrasting ideas, making appropriate judgments and teaching cognitive strategies.

The set of directions developed provided daily lessons for an entire school year. The directions were

intended for students with second through eleventh grade reading abilities. The daily directions provided continuous practice in essential reading skills while eliciting observable consequent behaviors which implied language reception or comprehension.

This project has been used in a classroom with students whose reading levels were from second to tenth grade. The daily lessons have been a useful and motivating method for giving classroom practice in the skill of following written directions. The lessons were used at the beginning of class as an on-task activity. The introductory method of presentation found to be most effective was:

1. The acetate was placed on the overhead;
2. The directions were read one at a time orally by the teacher as the class followed;
3. Each response was written on the blackboard by the teacher after the students had tried to answer on their own;
4. Each response was discussed with the class to clarify any misconceptions;
5. After this group practice, a second exercise was placed on the overhead;
6. The students completed this exercise without teacher direction as the teacher moved from student to student to give individual assistance where necessary. Those students experiencing difficulty were encouraged to re-read and think about the directions until they were able to understand the direction for themselves.
7. The first student to complete the steps correctly was allowed to check the responses of the other students and also give assistance.

Because of the short amount of class time needed to give this daily practice in direction-following, the number of skills practiced in a purposeful reading activity and the enthusiastic participation of the students in this activity, the further development of additional direction-following lessons was indicated.

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