

Word Puzzlers

short word puzzles that increase vocabulary,
spelling, and listening skills

Carol Hancock and Judith Holbrook



DGP Publishing

Do language arts differently.

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Introduction/Instructions

Welcome to Word Puzzlers. This brief activity combines phonics, spelling, vocabulary, word study, active listening, and critical thinking. It will take ten to fifteen minutes to work through a Word Puzzler. So what do you need to do to get started? Just follow these simple directions.

How do you get ready to use the **Word Puzzlers**?

1. Make a copy of the letters for each student. Use colored paper if you want to make them to look more interesting. Have each student cut out their letters and put them in his/her zippered plastic bag.
2. Make a copy of the Word Puzzler Help Page for each student to keep for the year. Familiarize the students with the terms when introducing Word Puzzlers.
3. Some of the words should be capitalized since they are names. The letters the students are using are all in lower case, so just talk about which ones need to be capitalized as you come to them.
4. The students can use either a word stand or a word mat on which to build their words. For the word stand, use an 8 1/2 x 11 piece of tagboard. Fold the tagboard vertically in half. Then fold each half vertically in half. Set it on a flat surface so the two folds are resting on the table. This gives the students some privacy to work with the letters and build their words.

How do you do a **Word Puzzler**?

1. Have each student get out a word mat or word stand and a bag of letters.
2. Call out or write on the board the letters that the students will need for the Puzzler.
3. Have the students spread out the chosen letters above, below, or beside their word mats or stands.
4. Read the clues to the students and have them make the words by adding, dropping, substituting, or rearranging the letters.
5. For the last word in each Puzzler, the students will use all of their chosen letters.
6. Remind the students to return all of their letters to their bags so they will be ready for the next Word Puzzler. Take up the letter bags and the word stands or mats.

What if your students struggle with **Word Puzzlers**?

1. Some Puzzlers are harder than others, so start with the easier ones first.
2. Students can work in pairs if needed.
3. You can adjust the difficulty of the clues by changing the definitions. For example, instead of “a celestial body” in Puzzler #83, you could say “something you might see in the sky.” Better yet, read the difficult clue first. Then provide an alternate clue if needed so that students are exposed to new vocabulary.
4. Provide other hints as needed, but be sure students have a chance to figure out clues for themselves first.

Curriculum Objectives for Word Puzzlers

The students will:

- use logical thinking.
- use critical thinking.
- increase vocabulary.
- improve spelling.
- follow oral directions.
- add or substitute individual sounds in single or multi-syllable words to construct new words.
- follow words from left to right.
- match print to speech.
- recognize all letters of the alphabet.
- recognize all vowels and consonants.
- recognize and produce antonyms.
- recognize and produce synonyms.
- recognize and produce homophones (homonyms).
- recognize and produce nouns.
- recognize and produce pronouns.
- recognize and produce past, present, and future verbs.
- recognize and produce adjectives.
- recognize and produce interjections.
- recognize and produce suffixes.
- recognize and produce rhyming words.

a	b	c	d	e	f	g	h
i	j	k	l	m	n	o	p
q	r	s	t	u	v	w	x
y	z	a	b	c	d	e	f
g	h	i	j	k	l	m	n
o	p	r	s	t	u	v	w
y	z	a	e	i	s	u	a

Word Puzzlers Help Page

- **adjectives** – These are words that tell Which one? How many? What kind?
 - ex: **green, eight, tall**
- **antonyms** – These are words that have the opposite or almost opposite meaning.
 - ex: **hot/cold inside/outside**
- **consonants** – The letters b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, (sometimes y), z are consonants.
- **interjections** – These are words that show excitement.
 - ex: **Oh! Yea! Ah! Hurrah!**
- **homophones** – (sometimes called homonyms) These are words that sound alike but are spelled differently and have different meanings.
 - ex: **to, too, two weak, week**
- **nouns** – These are words that name a person, place, thing, or idea.
 - ex: **man, Atlanta, book, year**
- **pronouns** – These are words that take the place of a noun.
 - ex: **I, she, you, he, it, we, they, me, him, her, us, them, my, your, his, our**
- **singular/plural** – These are words in which the suffixes are added or removed to show number.
 - ex: **house + s = houses families – ies + y = family**
- **suffix** – A suffix is a letter or group of letters put at the end of a word to change its meaning.
 - ex: **quick + ly = quickly jump + ed = jumped**
- **synonyms** – These are words that have the same or almost the same meaning.
 - ex: **small/tiny large/big**
- **tense** – You can show when something is happening by changing the tense of the verb.
 - ex: **present = run past = ran future = will run**
 - ex: **present = walk past = walked future = will walk**
- **verbs** – These are words that show action or help to make a statement.
 - ex: **wrote, is, are, jump, eating**
- **vowels** – The letters a, e, i, o, u, (sometimes y) are vowels.

Word Puzzlers

Word Puzzler #1

The students should get out these six letters:

The instructor should read aloud the following clues:

1. Make a three-letter word meaning *to allow*.
2. Reverse and add a letter to mean *speak*.
3. Drop the last letter, add a vowel, and rearrange to mean *a floor covering*.
4. Drop a consonant to make a word meaning *to make a knot*.
5. Substitute a consonant to make *the opposite of the truth*.
6. Substitute a letter to mean *put on the light*.
7. Use all the letters to make an antonym for *big*.

t l e t l i

Answers

1. let
2. tell
3. tile
4. tie
5. lie
6. lit
7. little

Word Puzzler #2

The students should get out these six letters:

The instructor should read aloud the following clues:

1. Make a three-letter pronoun that *shows ownership*.
2. Drop a letter to make a word that is *a verb*.
3. Substitute the vowel to make *another two-letter word*.
4. Add a letter to make another *verb*.
5. Add a letter to make a word that means *a skin problem*.
6. Clear all letters.
7. Make a three-word that means *what we breathe*.
8. Add a letter to make a word that names *a body covering*.
9. Drop letters and add a letter to make *a title for a man*.
10. Add letters and rearrange to make *the name of a boy*.
11. Use all the letters to make a word meaning *things to sit on*.

r c a h i s

Answers

1. his
2. is
3. as
4. has
5. rash
6. –
7. air
8. hair
9. sir
10. Chris
11. chairs

Word Puzzler #3

The students should get out these six letters:

The instructor should read aloud the following clues:

1. Make a three-letter word that is an antonym for *old*.
2. Add a letter to name *an animal*.
3. Rearrange the letters to make *a past tense verb*.
4. Substitute a consonant to name *camping equipment*.
5. Drop a letter to make *a number*.
6. Reverse the letters to make *something full of holes*.
7. Substitute a consonant to make an antonym for *dry*.
8. Clear all letters.
9. Make a three-word that names *Japanese money*.
10. Substitute a consonant to name *a tree*.
11. Substitute a consonant to make a word that means *at this time*.
12. Use all the letters to make *a two-digit number*.

t e t y w n

Answers

1. new
2. newt
3. went
4. tent
5. ten
6. net
7. wet
8. –
9. yen
10. yew
11. yet
12. twenty

Word Puzzler #97

The students should get out these nine letters:

The instructor should read aloud the following clues:

1. Make a three-letter word that is *an antonym for high*.
2. Add a consonant to tell *how water moves in a stream*.
3. Substitute a consonant and add another letter to make *an antonym for smile*.
4. Drop two consonants and rearrange to mean *at this moment*.
5. Reverse the letters to make *the opposite for lost a game*.
6. Add three letters to make a word meaning *to be curious about something*.
7. Drop two letters and rearrange to mean *a spoken or written communication*.
8. Add a consonant to make a word meaning *the whole universe*.
9. Clear all letters.
10. Make a word that names *a foam ball that comes in many shapes*.
11. Rearrange the letters to name *a type of plant*.
12. Substitute a vowel and drop a consonant to name *an animal covering*.
13. Substitute a consonant and add a vowel to mean *an unfair play in sports*.
14. Substitute a letter and rearrange to mean *to bend one part over another*.
15. Use all the letters to make *a synonym for fabulous*.

f l r e u w n o d

Answers

1. low
2. flow
3. frown
4. now
5. won
6. wonder
7. word
8. world
9. -
10. Nerf
11. fern
12. fur
13. foul
14. fold
15. wonderful

Word Puzzler #98

The students should get out these nine letters:

The instructor should read aloud the following clues:

1. Make a *four-letter noun naming a kind of rabbit*.
2. Rearrange the letters to make a word meaning *to take in sounds*.
3. Drop a consonant to name *the body part that does work #2*.
4. Add a consonant to name *a measurement of time on a calendar*.
5. Substitute a consonant to name *a wheel with teeth*.
6. Add a consonant and rearrange to name *a small round fruit*.
7. Substitute a letter to make a word meaning *a line or diagram on a chart*.
8. Drop a vowel, add two vowels, rearrange, and make *the name of an animal*.
9. Drop two consonants and rearrange to make *a synonym for wish*.
10. Substitute a consonant and rearrange to name *a brave person*.
11. Clear all letters.
12. Make a *three-letter noun naming a rowboat paddle*.
13. Substitute a letter and rearrange to name *an old cleaning cloth*.
14. Substitute a letter to name *a band of light*.
15. Add a consonant to make *an adjective naming a color word*.
16. Use all the letters to mean *the study of the earth's land areas*.

g g h y r p e o a

Answers

1. hare
2. hear
3. ear
4. year
5. gear
6. grape
7. graph
8. gopher
9. hope
10. hero
11. -
12. oar
13. rag
14. ray
15. gray
16. geography

Word Puzzler #99

The puzzler today is different. Every clue contains a sentence in which a word has been left out. Sometimes students will have to rearrange the letters to make the next word.

The students should get out these eight letters:

The instructor should read aloud the following clues:

1. Make a two-letter verb. *Do you want to ___ with me to the movies?*
2. Add two letters. *Mom ___ to the grocery store every Wednesday.*
3. Substitute a consonant. *The food that was in the cat's bowl is all ___.*
4. Substitute a letter. *I play my favorite ___ over and over.*
5. Drop a consonant. *Dad was so proud of his ___ for winning the race.*

g e e s n o r u

Answers

1. go
2. goes
3. gone
4. song
5. son

- | | |
|--|---------------------|
| 6. Add two letters. <i>I heard Grandpa ___ very loudly last night.</i> | 6. snore |
| 7. Substitute a vowel. The ___ checked the patient's blood pressure. | 7. nurse |
| 8. Substitute a consonant. <i>We had a power ___ that messed up the computer.</i> | 8. surge |
| 9. Drop a consonant. <i>Are you ___ you locked the door when you left the house?</i> | 9. sure |
| 10. Substitute a vowel. <i>Mom, my throat feels ___.</i> | 10. sore |
| 11. Rearrange the letters. <i>I pricked my finger on the stem of the ___.</i> | 11. rose |
| 12. Substitute a vowel. <i>Do you like ___ pickles?</i> | 12. sour |
| 13. Drop a consonant. <i>We found ___ kitten hiding under the sofa.</i> | 13. our |
| 14. Substitute a letter. <i>Please vacuum the dirty ___.</i> | 14. rug |
| 15. Drop a letter. Add three. <i>The grass turned very ___ after all the rain.</i> | 15. green |
| 16. Rearrange the letters. <i>What is your favorite ___ of literature?</i> | 16. genre |
| 17. Use all the letters. <i>They gave a ___ contribution to the charity.</i> | 17. <u>generous</u> |

___ Word Puzzler #100

The students should get out these ten letters:

e e a a i p p r t c

The instructor should read aloud the following clues:

Answers

- | | |
|--|-----------------------|
| 1. Make a four-letter word that is what children sometimes call their grandpa. | 1. papa |
| 2. Drop a vowel and substitute a vowel to make a word meaning energy. | 2. pep |
| 3. Add a consonant and a vowel and rearrange to name what you write on. | 3. paper |
| 4. Substitute a consonant to make a synonym for candle. | 4. taper |
| 5. Add a vowel and rearrange to name a person who attacks and robs ships. | 5. pirate |
| 6. Drop a consonant to make a word meaning very angry. | 6. irate |
| 7. Substitute a vowel and rearrange to name what a princess wears on her head. | 7. tiara |
| 8. Clear all letters. | 8. – |
| 9. Make a four-letter word for a running contest. | 9. race |
| 10. Substitute a vowel to name a white grain important in China, Japan, and India. | 10. rice |
| 11. Add a consonant to make a word meaning the cost to a buyer. | 11. price |
| 12. Add a vowel and rearrange to make a word meaning to make a hole in. | 12. pierce |
| 13. Drop a consonant to make a word meaning one of the parts. | 13. piece |
| 14. Add two consonants and rearrange to mean a written statement for payment. | 14. receipt |
| 15. Drop a consonant and rearrange to mean a set of directions for cooking. | 15. recipe |
| 16. Substitute a consonant to make a word meaning to say over or repeat. | 16. recite |
| 17. Use all the letters to make a word meaning to think highly of someone. | 17. <u>appreciate</u> |

About the Authors

Judith Holbrook is an elementary teacher with thirty years of teaching experience in grades one through five at all ability levels. She has taught in Illinois, California, and Georgia. She has a Bachelor of Science in Education from Eastern Illinois University and a Master of Science in Early Childhood Education from the University of West Georgia. Ms. Holbrook has published the series *You Can Picture It*, which is a creative approach to reading comprehension for grades 1-5. It is available for fiction, nonfiction, and poetry from DGP Publishing, Inc. Ms. Holbrook has also published teaching materials through PRO ED, Inc.; co-published a children's newspaper; published *Reading Plus: Building Stronger Readers*; published *Daily Reading Practice*, a reading comprehension program for students in grades 1-10; published *Focused Writing: An Elementary Writing Process*, a complete writing process for grades K-8; published *Writing Starts: Writing Ideas and Story Starters from A to Z*, and helped to develop the elementary segment of *Daily Grammar Practice*, a grammar program for students in first grade through college, also available from DGP Publishing, Inc.

Ms. Holbrook presents *Daily Grammar Practice*, *Daily Reading Practice*, *Focused Writing*, and *Reading Plus* workshops at professional conferences and at schools around the country. For more information about workshops and/or materials, call 706 747-1005 or email rburnette@dgppublishing.com.

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Other Writing Materials

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WS	Writing Starts: Writing Ideas and Story Starters	\$7.95
CP101	Classroom Publishing 101	\$16.95

Reading Materials

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