

KING LEXICON

**A Simulation Set in the Age of Chivalry that Teaches
Dictionary Skills**

MYRON FLINDT, the author of KING LEXICON, majored in history at California State University, Chico. Currently he teaches elementary school in Paradise, California, where he creates simulations and other methods to make learning exciting for his students. One of Interact's most creative and prolific writers for young children, Myron has also written DINOSAUR, FITNESS, FORUM, GOLD RUSH, PILGRIMS, SCIENCE FAIR, and ZOO. Myron is married, the father of three children, and enjoys jogging, filmmaking, and cycling.

Second Edition
Copyright ©1981, 1998, 2003 Interact
10200 Jefferson Boulevard
P.O. Box 802
Culver City, CA 90232-0802
(800) 359-0961 • www.teachinteract.com
ISBN# 978-1-57336-077-7

Project Editors: Fran Lyons Sammons and Sharon Keenan
Graphics Editor: Steve Roberts
Managing Editor: Stacy Yount

All rights reserved. Only those pages of this simulation intended for student use as handouts may be reproduced by the teacher who has purchased this teaching unit from Interact. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means—electronic, mechanical, photocopying, recording—without prior written permission from the publisher.

The nationwide movement for high standards has not only determined what students should learn, but also has mandated that students demonstrate what they know. KING LEXICON is a standards-based program addressing English Language Arts Standards. The content and discussion skills presented in this unit are the targets of most state frameworks for dictionary work. KING LEXICON activities provide many opportunities for performance assessment. Students are promoted from Page to Squire to Knight as they learn that dictionaries are not only useful for spelling and definitions, but also provide a wealth of information including maps, biographical information, and etymology. Arranged as Castle teams students work together to solve a mystery crossword puzzle. As a culminating activity, students design and publish a Personal Lexicon of their own. Group decision-making and puzzle solving activities address Applied Learning Standards.

NCTE Standards for the English Language Arts

Standard 3: Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features.

Standard 6: Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.

Standard 11: Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

Standard 12: Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

California Applied Learning Standards

Standard 6. Students will understand how to apply communication skills and techniques. Students will demonstrate ability to communicate orally and in writing.

Standard 8. Students will understand the importance of teamwork. Students will work on teams to achieve project objectives.

STANDARDS

TABLE OF CONTENTS

Purpose	1
Overview	2
Setup Directions	3
Unit Elements	10
Assessment	14
Unit Time Chart	16
Daily Directions	
Day 1	17
Day 2	20
Day 3	24
Day 4	29
Day 5	33
Day 6	36
Day 7	38
Day 8	40
Day 9	42
Day 10	44
Day 11	47
Days 12–14	50
Day 15	53
Extensions	55
Jousting Tournament	56
Teacher Resources	
King Lexicon’s Puzzle (Blank)	63
Answer Keys	
King Lexicon’s Puzzle (Complete)	64
Pretest/Posttest	65
Spelling Activity: Week 1	66
Spelling Activity: Week 2	67
Quests (I–X)	68
Extensions	71
Handouts	
• TEAM ROLE CHART	72
• CASTLE SCORE SHEET	73
• PRETEST/POSTTEST	74
• COOPERATIVE GROUP WORK RUBRIC	76
• SHIELD PATTERNS	77
• SPELLING ACTIVITY: Week 1	78
• PROOFREADING PRACTICE	79
• PAGE ENDEAVOR I	80
• QUEST I	81
• CHALLENGE I	82
• PAGE ENDEAVOR II	83
• KING LEXICON’S PUZZLE CLUES	84
• QUEST II	86

S
T
U
D
Y
G
U
I
D
E

TABLE OF CONTENTS

CONTENTS

• CHALLENGE II	87
• PAGE ENDEAVOR III	88
• QUEST III	89
• CHALLENGE III	90
• PAGE ENDEAVOR IV	91
• SPELLING ACTIVITY: Week 2	92
• QUEST IV	93
• ALTERNATE QUEST IV	94
• CHALLENGE IV	95
• SQUIRE ENDEAVOR I	96
• QUEST V	97
• CHALLENGE V	98
• SQUIRE ENDEAVOR II	99
• QUEST VI	100
• CHALLENGE VI	101
• SQUIRE ENDEAVOR III	102
• QUEST VII	103
• ALTERNATE QUEST VII	104
• CHALLENGE VII: Knights to the Rescue	105
• KNIGHT ENDEAVOR I	106
• KNIGHT ENDEAVOR II	107
Additional Quests	
• QUEST VIII	108
• QUEST IX	109
• QUEST X	110
Extensions	
• THE DRAGON'S DILEMMA	111
• DISCOVERING WORD ORIGINS	112
• CASTLE CONUNDRUM	113
Jousting Tournament	
• TRUTH OR TRICK WORDS	114
Awards	
• CERTIFICATE	116

KING LEXICON is a simulation set in the Age of Chivalry to involve students in interesting and challenging dictionary work. Just as knights relied on their weapons for survival and victory, students learn to rely on their dictionaries. Throughout the simulation in the Kingdom of Dictopolis, their dictionaries become their constant companions. Beginning as pages and advancing to knighthood, students study and practice the skills of alphabetizing, pronouncing, determining multiple meanings of a word, recognizing inflected forms of words, and studying word origins. While students seek King Lexicon's secret word and strive to complete his puzzle, they also complete challenges and quests that strengthen their dictionary skills. As a culminating activity, students create their own personal lexicon, a dictionary dedicated to a specific topic or subject.

Specifically your students will experience the following:

Knowledge

- Parts of a dictionary entry
- Other types of information generally found in dictionaries
- *Etymology*, the origin of words
- Brief overview of life in the Age of Chivalry
- How persons progressed from page to squire and to knighthood

Skills

- Alphabetizing
- Using guidewords to quickly find dictionaries entries
- Pronouncing new words
- Determining the correct spelling of a word
- Reading multiple meanings of words and choosing correct definitions for context
- Reading the etymology of words
- Recognizing and writing inflected forms of words
- Proofreading
- Creating a dictionary

Attitudes

- Confidence as their dictionary skills become stronger
- Appreciation of cooperation when trying to meet a team goal
- Realization that dictionaries hold a wealth of information beyond merely spelling
- Satisfaction when successfully applying new skills

ESOPURPOSE

OVERVIEW

OVERVIEW

This simulation begins when students hear that the aging King Lexicon wishes to retire. The King has decided that henceforth a team of Knights shall rule his kingdom. To ensure he chooses the best knights for the position, he has designed a contest. The contest is a crossword puzzle that also forms a map of his kingdom. Those who first successfully complete the King's crossword puzzle and discover his secret word shall become the new ruling Knights of Dictopolis.

Students form teams and select their castles (their starting points on the posted map). Within their teams students individually complete nine Endeavors (PAGE ENDEAVORS I–IV, SQUIRE ENDEAVORS I–III, and KNIGHT ENDEAVORS I–II). Scores on Endeavors are averaged, and earn points that allow teams to move around the posted classroom map of **King Lexicon's Puzzle**. Team members also individually complete seven Challenges. After all team members complete a Challenge, the team receives clues to words on **King Lexicon's Puzzle**. Teams may receive up to four letters to place on the puzzle by winning the daily Quest competition (a team activity). The simulation ends when a team correctly completes **King Lexicon's Puzzle** and identifies the Secret Word.

To demonstrate their newly acquired knowledge of the dictionary students create their own Personal Lexicons. If your schedule allows, students may also complete Extension activities and participate in a jousting tournament.

Differentiated Instruction

Like all Interact units, KING LEXICON provides differentiated instruction through its various learning opportunities. Students learn and experience the knowledge, skills, and attitudes through all domains of language (reading, writing, speaking, and listening). Adjust the level of difficulty as best fits your students. Assist special needs students in selecting activities that utilize their strengths and allow them to succeed. Work together with the Resource Specialist teacher, Gifted and Talented teacher, or other specialist to coordinate instruction.

1. Before you Begin

Read this entire **Teacher Guide** and the **Student Guide**. Decide how you will use KING LEXICON in your classroom.

Throughout the **Teacher Guide**, Interact employs certain editorial conventions to identify materials.

- In preparing materials, *class set* means *one per student*.
- One *Day* on the **Unit Time Chart** is the length of a normal *class period*—45 minutes to one hour.
- All transparency masters and student handouts are listed by name using ALL CAPITAL LETTERS.
- Teacher reference pages are named in **Bold**.
- Student-created materials are named with plain text, beginning with capital letters (e.g., the Personal Lexicon).
- Special events are named using *Italics* (e.g., the *Jousting Tournament*).

2. Timing Options

As written this simulation will last for 15 days.

- Teams follow the same basic schedule every day.
- If your students already possess some knowledge of dictionary use, this time course may be shortened.
- You may have to extend the schedule if students need more time or additional instruction in certain dictionary skills in order to master some Challenges or Quests.
- If time is very limited, omit the Personal Lexicons. This is not recommended because of the depth of learning that students experience.

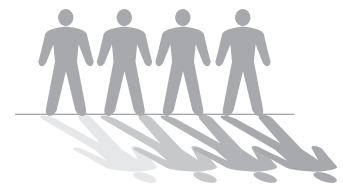


15 days

3. Grouping Students

Group students into heterogeneous teams with a minimum of three members. **King Lexicon's Puzzle** map can accommodate seven teams. Within each team students alternate filling the *roles* of Knight, Squire, and Page, even though all begin with the *rank* of Page.

- Students rotate roles daily.
- A student playing the role of Knight one day cannot be a Knight again until all other team members have the chance to be the Knight for a day.
- If a team has more than three members, students still rotate through the three roles with every team member taking turns.



Cooperative Groups

SETUP DIRECTIONS

4. Roles and Responsibilities

Page

- Responsible for completing the CASTLE SCORE SHEET
 - Records other team members' scores for the **Endeavors** and computes the team average score
 - Records team members' scores for all **Challenges**
 - Receives and keeps track of the clues to **King Lexicon's Puzzle**

Squire

- Moves the team's shield marker on the classroom's large **King Lexicon's Puzzle** map
- Picks up and puts away team folders and dictionaries each day
- Assumes the role responsibility of Team Knight or Team Page if s/he is absent

Knight

- Takes the **Quests** to the teacher to be checked
 - Teacher writes any letters earned on the Team's *Competition Copy* of **King Lexicon's Puzzle** (on page 5)
 - Other team members copy these letters onto their own copies of **King Lexicon's Puzzle**
- Represents the team in any duels
- Assumes the role responsibility of Squire if s/he is absent

5. Resources

Obtain a set of dictionaries, one for each student. Find a good dictionary that contains biographical and geographical entries.

- Most intermediate dictionaries are suitable. Beginning dictionaries are usually too limited in scope and are not recommended for this simulation.
- Collect different kinds of dictionaries to share with your class. These may include foreign language dictionaries, rhyming dictionaries, biographical dictionaries, a thesaurus, etc.

6. Other Materials

- Construction paper — *class set*
- Crayons or marking pens — *class set*
- Dictionaries — *class set*
- Gummed gold stars — *class set*
- Gummed silver stars — *class set*
- Index cards (3" x 5") — *25 per student*
—OR—
Scrap paper — *25 half sheets per student*
- Index cards (5" x 8") — *62*
- Large envelopes (9" x 12") — *class set*
- Letter sized envelopes — *one per team*



As a resource, we used both the Macmillan Dictionary for Students, Simon and Schuster Books for Young Readers ©1984 and Scott, Foresman Intermediate Dictionary, Scott Foresman and Company ©1988. We only used a word in an activity if it appeared in both dictionaries.

SETUP DIRECTIONS

- Lined paper — *several class sets*
- Masking tape — *one roll*
—**OR**—
Reusable craft gum — *one piece per team*
- Oaktag or vellum bristol (8.5" x 11") — *five or more per student*
- Pocket or manila folders — *one per team*
- Ruler or meter stick — *one*
- Scissors — *class set*
- Specialized dictionaries (rhyming, biographical, foreign language, etc.) — *as many as possible*
- Stapler — *at least one*

Extension Materials

- Overhead transparencies — *one per team*
- Overhead water-soluble markers — *one per team*
- Index cards (3" x 5") — *class set + 10 + 15 + 11 (for various activities)*
- Scrap paper — *several class sets*
- Chart paper — *several sheets (optional)*
- Lined paper — *class set*

7. Preparing Materials

• King Lexicon's Puzzle

Before Day 1

- Make an overhead transparency of the blank puzzle (**Teacher Resources**, page 63).
- Use an overhead projector to project this puzzle onto a sheet of butcher paper attached to a bulletin board where it can be traced.
- Make it large enough for everyone in the room to see.
- Laminate the puzzle if possible. Throughout the simulation teams attach, move, and reattach their shield emblems as they move around the map.
- Use masking tape or reusable adhesive craft gum on the underside of the team shield markers to hold the markers to the map.

• Team Folders

Day 1

- Place one TEAM ROLE CHART in the front pocket of each folder (or staple to the inside front of a plain folder).
- Place one CASTLE SCORE SHEET in the back pocket of each folder (or staple to the inside back of a plain folder).



If you cannot laminate the whole puzzle, put a piece of contact paper or clear shipping tape over the home castle spots where you will affix the shields. Do this on the letter squares as the teams move around the puzzle, too. Pushpins or thumbtacks really chew up the map, and eventually destroy the puzzle.

SETUP DIRECTIONS

- **King Lexicon's Puzzle Clues** **Days 4, 5, 7, 8, 9, 10, 11**
 - Copy and cut apart one set of clues for each team.
Place in an envelope and write the names of the teams on the outside.
 - Distribute the appropriate set of clues to the teams after they complete a Challenge.
 - Write the clues on the board the following day.
- **Flash Cards for Scramble** **Day 6**
 - Make two sets of flash cards using the 5" x 8" index cards. Each set includes one letter of the alphabet on each card. Make two cards for each vowel in a set (31 cards per set).

8. Reproducible Masters

Make copies of the following in the quantities given in *Italics*.

- TEAM ROLE CHART — *one per team*
- CASTLE SCORE SHEET — *one per team + overhead transparency*
- PRETEST/POSTTEST — *two class sets*
- COOPERATIVE GROUP WORK RUBRIC — *as needed + one to post*
- SHIELD PATTERNS — *one per team*
- SPELLING ACTIVITY: Week 1 — *class set (optional)*
- PROOFREADING PRACTICE — *class set + transparency (optional)*
- PAGE ENDEAVOR I — *class set*
- QUEST I — *one per team*
- CHALLENGE I — *class set*
- PAGE ENDEAVOR II — *class set*
- KING LEXICON'S PUZZLE CLUES — *one per team (cut apart and distribute as earned)*
- QUEST II — *one per team*
- CHALLENGE II — *one per team*
- PAGE ENDEAVOR III — *class set*
- QUEST III — *one per team or class set*
- CHALLENGE III — *one per team*
- PAGE ENDEAVOR IV — *class set*
- SPELLING ACTIVITY: Week 2 — *class set (optional)*
- QUEST IV — *one per team*
- ALTERNATE QUEST IV — *one per team (optional)*
- CHALLENGE IV — *one per team*
- SQUIRE ENDEAVOR I — *class set*
- QUEST V — *one per team*
- CHALLENGE V — *one per team*
- SQUIRE ENDEAVOR II — *class set*
- QUEST VI — *one per team*



If your dictionaries do not contain biographical or geographical entries, use the alternate versions for and QUEST IV and QUEST VII.

- CHALLENGE VI — *one per team*
- SQUIRE ENDEAVOR III — *class set*
- QUEST VII — *one per team*
- ALTERNATE QUEST VII — *one per team*
- CHALLENGE VII — *one per team*
- KNIGHT ENDEAVOR I — *class set*
- KNIGHT ENDEAVOR II — *class set*

Additional Quests

- QUEST VIII — *class set (optional)*
- QUEST IX — *class set (optional)*
- QUEST X — *class set (optional)*

Extensions

- **Stump the Knights** — *teacher reference*
- THE DRAGON'S DILEMMA — *class set (optional)*
- DISCOVERING WORD ORIGINS — *class set (optional)*
- CASTLE CONUNDRUM — *class set (optional)*

Awards

CERTIFICATE — *as needed (optional)*

9. Teacher Resource Pages

- **King Lexicon's Puzzle** (Blank) — *transparency*

Answer Keys

- **King Lexicon's Puzzle** (Complete)
- **Pretest/Posttest**
- **Spelling Activity: Weeks 1 and 2**
- **Quests (I–X)**
- **Extensions**

10. Classroom Environment

- a. Dedicate at least one wall space to hang the **King Lexicon's Puzzle** map.
- b. Create a space for storing the dictionaries so that the Squires know where to store and retrieve them each day.
- c. Every day students complete both group and individual activities. Decide how you will arrange desks so that teams can work in private and where other teams will not overhear their strategies or puzzle solutions.
- d. When it is time for students to work individually, quickly rearrange the room into rows.



If your class needs more time to solve the puzzle or secret word, run additional QUESTS.

SETUP DIRECTIONS

11. Planning for Culminating Activity

- a. Decide how you want to run your classroom

Jousting Tournament.

Classroom competition

It may consist solely of the contests described following Day 15 (page 56). You might want to include some refreshments to celebrate the end of the unit.

Intra-grade competition

If more than one class at your school completed KING LEXICON, you can plan a larger more elaborate competition between/among the classes.

Medieval carnival-type competition/celebration

If you have the time, you may plan a more elaborate celebration with singing, magic tricks, food, movies, costumes, decorations, banners, streamers, etc.

- b. Although a double class period will probably be sufficient for a classroom competition, you may expand the festivities to take an entire morning or afternoon.

12. Special Arrangements

- a. If you intend to invite other classes, site administrators, or parents to watch the *Jousting Tournament* and/or to look at the Personal Lexicons, send invitations at least one week in advance.
- b. If you intend to have a more elaborate culminating activity that includes food and festivities, dedicate at least two days for planning. Make certain students are aware of their preparation responsibilities (foods, costumes, music, etc.). Ask for parent volunteers to help manage distribution of food. All teams are responsible for classroom cleanup.

13. Debriefing

On Day 15, you will conduct a debriefing discussion. Use this opportunity to informally assess how students' attitudes have changed regarding the dictionary on their desk. Most will have learned that a dictionary is far more than a resource for spelling.

14. Extensions

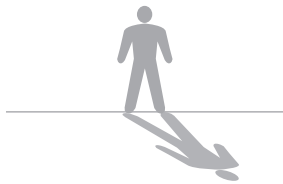
You will find **Extensions** at the end of the **Daily Directions**. Use these extensions during class time for students who have finished their lexicons or have strong dictionary skills. While they are engaged, you may give other students additional instruction or allow them the time they need to finish.

15. Incentives and Awards

Because KING LEXICON is a competitive simulation, students and teams generally do their best to be first. However, there is research that suggests that competition is not necessarily good for all classes. You must decide whether to run the simulation as it is written or to modify it to better fit your students.

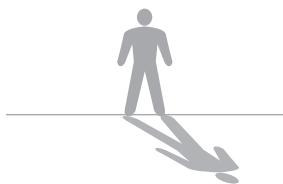
- a. You may choose to set separate standards for “winning” (i.e., all teams that solve at least 30 of the 33 words win). In this way, all teams have the same chance to be recognized.
- b. You may choose to set individual standards rather than team standards (i.e., average all the Endeavors individually and recognize students who have a high average score for finding errors).
- c. You may choose to recognize students who were “most improved” from pretest to posttest.
- d. You may recognize those students who earned *Exemplary* scores on their Personal Lexicons.
- e. You should definitely consider recognizing teams who worked best together and/or showed the best sportsmanship in the competitions.

UNIT ELEMENTS



Individual activity

Study these Endeavors carefully prior to beginning the simulation.



Individual activity

Each team's objectives are to earn moves each day by doing well on **Endeavors**, to obtain new word clues by doing well on the **Challenges**, and to earn missing letters by doing well on **Quests**.

1. Endeavors

9

Each ENDEAVOR has five errors in spelling, punctuation, or capitalization. Students hone their proofreading skills with these exercises.

PAGE ENDEAVORS I–IV

- Background information on the life of a page, castles, life in medieval times

SQUIRE ENDEAVORS I–III

- Background information on the training of a squire; responsibilities of a knight

KNIGHT ENDEAVORS I–II

- Additional information on the responsibilities of a knight; modern knighthood

Scoring Points with Endeavors

Students are to circle, underline, or correct the errors.

- They earn 1 point for every error that they find.
- They lose 1 point for every error that they create!

Individual scores are added together and a team average score computed. Points earned enable teams to move team markers (shields) across, up, or down the **King Lexicon's Puzzle** classroom map.

2. Challenges

7

Each CHALLENGE reinforces dictionary skills. Depending on the grade level, some students may be very familiar with a particular skill. Other grade levels may need more instruction. Most Challenges include one or two practice exercises that teach and/or reinforce the skills. These are followed by a short test that indicates how well a skill has been mastered and earns points for the students' teams.

CHALLENGES I and III offer practice in alphabetizing skills and using guidewords.

CHALLENGE II reinforces using a dictionary to find definitions.

CHALLENGE IV introduces common homonyms.

CHALLENGE V introduces parts of a dictionary.

CHALLENGE VI introduces inflected forms of words.

CHALLENGE VII introduces and reinforces use of the dictionary pronunciation key and table of common spelling.

- a. When all members of a team have completed their CHALLENGES, the team receives clues to **King Lexicon's Puzzle**.
 - Clues are grouped according to each CHALLENGE.
 - Distribute the appropriate clues to teams which satisfactorily complete the CHALLENGES.
- b. **Option:** When a teammate finishes a CHALLENGE, he/she may help other team members.

3. Quests

7

Each QUEST has 15–20 problems that are designed to encourage dictionary use.

- a. Each team receives a QUEST and races against the other teams to be the first to complete it.
- b. QUESTS IV and VII require dictionaries that have geographical and biographical entries. If you are unable to obtain dictionaries that list these words, use ALTERNATE QUEST IV and ALTERNATE QUEST VII.
- c. **Option:** Team members may receive their own QUESTS, work independently, then pool answers on one team sheet. The first team to finish its QUEST correctly is the winner.

Scoring Quests

Upon completion of a QUEST, the student filling the role of Team Knight brings it to you and you immediately correct it.

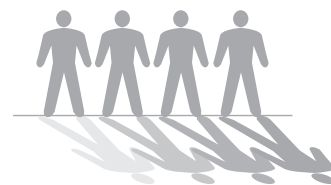
- a. If there are any mistakes, you return the paper without comment and the Knight must return to the team who together find and correct the errors.
- b. You do not specify which problems are wrong because most QUEST problems have only two possible answers.
- c. If the QUEST is completed correctly, you write the order of the team's finish (first, second, third, etc.) on the team's QUEST sheet.
- d. **Option:** Depending on the abilities of your class, you may set a time limit and determine the order of finish by the number of problems answered correctly within the time limit.

Rewards for Quests

- a. The team first finishing its QUEST correctly *receives four letters* (from your **King Lexicon's Puzzle Answer Key**, on page 64): one for the square its shield marker is on and three for any three squares adjacent to the marker square .
- b. The team finishing second *receives three letters*: one for its marker square plus two letters for any two squares adjacent to its marker.



You decide what is satisfactory for your class, depending on class members' level and ability.

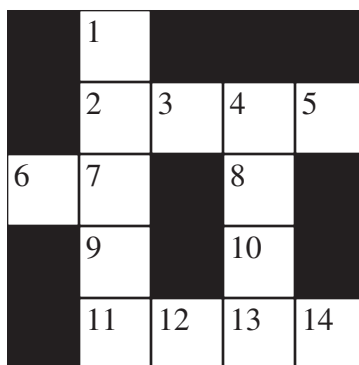


Team Activity

UNIT ELEMENTS

- c. The team finishing third **receives two letters**: one for its marker square plus one letter for any one square adjacent to its marker.
- d. All other teams finishing the QUEST correctly **receive one letter**—for their marker square only.

Look at the diagram below. If a first place team had their shield on box 2, they would get the letter in box 2 and three other letters. They could choose box 2 plus #1, #7 and #9 or #1, #7, and #6. Or they could choose box 2 plus #3, #7, and #9 or #3, #7, and #6. The boxes they choose must be touching. Even if they already had #4 from another Quest, they cannot take box 2 plus #3, #5 and #8. Box 4 would have to be one of the three extras.



Supplemental Quests

Your class may need more time to solve **King Lexicon's Puzzle** or figure out the Secret Word. Offer the opportunity for individuals or teams to complete any or all of QUESTS VIII–X. These quests are also helpful later in the year when you have a substitute teacher, or need a supplementary activity.

4. Team Progress

- a. Each team enters **King Lexicon's Puzzle** at the point where its castle touches a square on the puzzle.
- b. Teams move their shields (markers) along the puzzle one square at a time based on the average number of points earned on the **Endeavors**.
- c. Teams try to get their shields to a position on **King Lexicon's Puzzle** where they are having trouble filling in a letter or a word.

d. To speed up movement around the board, teams may take short cuts.

- Connected to the puzzle are the six sites of King Lexicon's CHALLENGES.
- Teams enter the sites where they join the puzzle (heavy black line) and can move from site to site (e.g., from Damsel's Distress to the Bog) in the same way they move from square to square.

For example, if a team is at square 11 and has six moves, it can enter the Bog (one move), go to Pronunciation Point (another move), go to the Land of Word Origins (still another move—a total of three moves so far) and still have three moves left. In this way teams can quickly move around the puzzle and get their shields to positions that will help them fill in a letter or complete a word when they receive their letter awards for **Quest** completion and obtain word clues from **Challenge** exercises.

KING LEXICON offers many opportunities to assess students' knowledge, language skills, and cooperative group work skills. Administering the PRETEST and then POSTTEST will give you quantitative data about what students have learned in the simulation. Every day you may use the Quests to make informal assessments of student dictionary skills and teamwork. You may use the Challenges for individual assessment of dictionary use. The Endeavors, also an individual activity, allow you to assess students' proofreading skills. Finally, when students create their own Personal Lexicon, you may use the rubric provided to make valid performance assessments.

Rubrics

1. Always share rubrics with your students *before* they begin any work. Go over the rubric orally, and ask if there are any questions. Remind students to refer to the rubrics as they work. Consider posting each rubric in the classroom. When students ask, "Is this good enough?" refer them to the posted rubric.
2. The COOPERATIVE GROUP WORK RUBRIC is presented as four rubrics per page. It must be copied and distributed to the students. Use it to provide teams and individuals with feedback. Frequent evaluations will encourage students to work to *Expected* or *Exemplary* scores.
3. The **Personal Lexicon Rubric** is in the Student Guide.
 - a. Be certain to go over the **Personal Lexicon Checklist** at the top of the page. Impress on students that if they complete all of these items their score will be 3–*Expected*.
 - b. In order to earn a 4–*Exemplary*, they must do significantly more than was asked. The more artistic students might include significantly more or more-detailed drawings. The more language-oriented students might include significantly more sample sentences and a better variety of parts of speech. Students who include significantly more entry words should also be considered for an *Exemplary* score.

Standards-based Learning

1. Standards-based learning requires that students who do not complete work at standard (*Expected* level) redo that work. To meet standard, a student might only need to recopy the work more neatly. On the other hand, it might mean that a student or team needs more instruction and/or must redo an entire task.

2. All team members must complete a CHALLENGE before you give the team the clues to the puzzle. Establish a base score for all challenges. (We suggest 80–85% correct for an *Expected* score.) Team members who do not complete the Challenge at the *Expected* level or higher must redo the work until they do. If you have marked the errors and the student merely needs to change the answers, give the student a new copy of the Challenge to complete. Go over the directions with the student again and make certain that s/he knows what to do. If s/he need more instruction, take the time to re-teach.
3. Although you may want to move on, it is VERY important that you hold the students to standards-based learning in the culminating activity—the Personal Lexicon. Insist that they complete or redo their lexicon if they did not meet the *Expected* standard.
4. Also, if it is apparent on the POSTTEST that a student is still confused about a dictionary skill, take the time to re-teach and allow the student to retake that part of the test. You may do this orally.



UNIT TIME CHART

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
<ul style="list-style-type: none"> • Complete pretest • Form teams, choose team names, and design team shields • Learn the purpose of a coat of arms • TEAM ROLE CHART • PRETEST/POSTTEST • COOPERATIVE GROUP WORK RUBRIC • SHIELD PATTERNS • SPELLING ACTIVITY: Week 1 	<ul style="list-style-type: none"> • Learn to proofread • Learn to use the CASTLE SCORE SHEET • Understand <i>Dropping the Gauntlet</i> and duels • Learn about the life of a Page • PROOFREADING PRACTICE • PAGE ENDEAVOR I • CASTLE SCORE SHEET 	<ul style="list-style-type: none"> • Use dictionary skills to complete a Quest • Alphabetize words • Learn about castles in the Middle Ages • QUEST I • CHALLENGE I • PAGE ENDEAVOR II • KING LEXICON'S PUZZLE CLUES Teacher Reference • Quests Answer Key 	<ul style="list-style-type: none"> • Use dictionary skills to complete a Quest • Use a dictionary to find the meaning of words • Learn about reading and writing in the Middle Ages • QUEST II • CHALLENGE II • PAGE ENDEAVOR III Teacher Reference • Quests Answer Key 	<ul style="list-style-type: none"> • Use dictionary skills to complete a Quest • Learn how to use guidewords • Learn about Squires • QUEST III • CHALLENGE III • PAGE ENDEAVOR IV Teacher Reference • Quests Answer Key
DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
<ul style="list-style-type: none"> • <i>Scramble</i> contest of skills • Students promoted in rank to Squires • SPELLING ACTIVITY: Week 2 	<ul style="list-style-type: none"> • Use dictionary skills to complete a Quest • Learn how to choose the correct homonym • Learn about Squire Training • QUEST IV / ALT. QUEST IV • CHALLENGE IV • SQUIRE ENDEAVOR I Teacher Reference • Quests Answer Key 	<ul style="list-style-type: none"> • Use dictionary skills to complete a Quest • Learn to find inflected forms of words in the dictionary • Learn how Squires prepare for dubbing • QUEST V • CHALLENGE V • SQUIRE ENDEAVOR II Teacher Reference • Quests Answer Key 	<ul style="list-style-type: none"> • Use dictionary skills to complete a Quest • Learn to use a pronunciation key in a dictionary • Learn how a knight is dubbed • QUEST VI • CHALLENGE VI • SQUIRE ENDEAVOR III Teacher Reference • Quests Answer Key 	<ul style="list-style-type: none"> • Use dictionary skills to complete a Quest • Learn about a knight's responsibilities • Learn about knights today • QUEST VII / ALT. QUEST VII • CHALLENGE VII • KNIGHT ENDEAVOR I • KNIGHT ENDEAVOR II Teacher Reference • Quests Answer Key
DAY 11	DAYS 12–14	DAY 15		DAY 15+
<ul style="list-style-type: none"> • Students dubbed Knights • Begin constructing Personal Lexicons 	Day 12–14 <ul style="list-style-type: none"> • Students create Personal Lexicons 	<ul style="list-style-type: none"> • Complete a posttest • Participate in a Debriefing • Participate in extension activity(ies) • PRETEST/POSTTEST 	Extensions <ul style="list-style-type: none"> • Stump The Knights • THE DRAGON'S DILEMMA • DISCOVERING WORD ORIGINS • CASTLE CONUNDRUM 	Day 15+ <ul style="list-style-type: none"> • Jousting Tournament

DAILY DIRECTIONS

DAY 1

Day 1

Objectives

- Complete pretest
- Form teams, choose team names, and design team shields
- Understand the purpose of a coat of arms

Materials

- PRETEST/POSTTEST — *class set*
- Student Guides — *class set*
- Team Folder — *one per team*
 - TEAM ROLE CHART — *one*
 - CASTLE SCORE SHEET — *one*
- COOPERATIVE GROUP WORK RUBRIC — *transparency + one to post*
- SHIELD PATTERNS — *one per team*
- Dictionaries — *class set*
- Construction paper — *class set*
- Crayons or marking pens — *class set*
- Masking tape — *one roll (for securing team markers on classroom map)*
- OR—
- Reusable craft gum — *one piece per team*
- Scissors — *class set*
- SPELLING ACTIVITY: Week 1 — *class set (optional)*

Teacher Reference

- **Pretest/Posttest Answer Key**

Procedure

1. Distribute the PRETEST/POSTTEST. Allow students approximately 10 minutes to complete all but the last part of the test. Distribute dictionaries and announce that students have 90 seconds to look up as many words as they can on the list at the bottom of the page. When they find the word, they must record the dictionary page where it is located. When everyone is ready say,

“Begin.”

After 90 seconds (120 seconds for younger students) say,

“Pencils down.”

2. Collect these tests, correct them later, and file for use during the final assessment period. Answer key for PRETEST/POSTTEST is on page 65.



15 minutes

Hold students to the time limit for both the PRETEST and POSTTEST. With all the practice they get in KING LEXICON, students should see an appreciable improvement in the number of words they can look up in a short period of time.



DAILY DIRECTIONS

DAY 1



For Quests, group activities, and strategy meetings, students work at the two-desk workspace. Some activities require students to work independently. They then must move back to single desks.



Use this opportunity to tell students about primogeniture, the cultural tradition that the oldest son inherited all the land and the title (Earl, Baron, etc.)



You may assign each team a dominant color for its shield: one team, blue; another, green; etc.

If you did not laminate the whole puzzle, put a piece of contact paper or clear shipping tape over the spots where you want to affix the shields. Do this on the letter squares as the teams move around the puzzle, too. Using pins or tacks eventually destroys the puzzle.

3. Announce teams and ask students to create a group workspace. Usually putting two student desks together works well.
4. Distribute the Student Guides and ask student to write their names on the covers. Read page 1 with the students. Discuss the proclamation and the information in **Welcome to Dictopolis!**
5. Turn to page 2 and read about the **Roles and Responsibilities** for both teams and individuals. You will not be able to answer all student questions now. Tell them that their questions will be answered as the simulation progresses.
6. Illuminate the transparency of the COOPERATIVE GROUP WORK RUBRIC and encourage students to live up to these expectations throughout the unit. Post a copy on the board for student reference.
7. Distribute Team Folders. Have students look at the TEAM ROLE CHART. Introduce the chart and how to fill it out. Students will rotate roles each day starting on Day 2. Have teams write the name of the oldest team member as the first Team Knight, the second oldest as the Squire, and the third oldest as the Page.
8. Turn to page 3 and read with the students. Have each team:
 - a. Select a team name. Students should use the dictionary to spell check any words they choose.
 - Students may use the vocabulary of knights such as *The Golden Swords*, *The Loyal Lancers*, *Jaunty Jousters*, etc.
 - They also may use the vocabulary of language such as *The Courageous Consonants*, *The Silver Syllables*, etc.
 - b. Make their team shields.
 - Distribute SHIELD PATTERNS and craft materials to make the three team shields.
 - One small shield identifies the team's castle.
 - The second small shield moves around the posted class **King Lexicon's Puzzle**.
 - The larger shield goes on the Team Folder or teams display as a banner at the team two-desk workspace.
 - c. Claim a castle on the posted **King Lexicon's Puzzle** map.
 - The first team to devise a name and complete their shields gets the first choice of castles.
 - The second team that finishes gets the next choice. This procedure continues until all teams have claimed a castle.
 - Ask tomorrow's Team Squires to tape the two shields on their castle's two towers.

9. Have students look at **King Lexicon's Puzzle** on page 5 of the Student Guide. Read or tell:

"At the end of this simulation, I am going to ask your team to submit only one **King Lexicon's Puzzle** for me to score. Decide now which Student Guide will be the one I score, and neatly write *Competition Copy* at the top of that puzzle on page 5.

Keep the following rules in mind at all times:

- Write on the *Competition Copy* only when you are certain of a letter or a word. You can write your guesses in one of the other Student Guides.
- The Team Knight will bring the *Competition Copy* to me to get the letters your team earns on the Quests.
- Words on the *Competition Copy* must be spelled correctly to be counted as part of your final score.
- Neatness counts! In the case of a tie score, the neater puzzle will win.
- Keep your work secret. Work quietly so other teams do not overhear you. Store all team Student Guides with their **King Lexicon's Puzzles** in your Team Folder.

Speaking of secrecy—do not deliberately attempt to steal words from other teams by looking on their desks or inside their folders.

Knights lived by very strict codes of honor and honesty. We will observe the same codes of honor in our classroom. Your team will lose points or may be disqualified for dishonorable behavior."

10. Collect Team Folders before the end of the hour. Ask tomorrow's Team Squires to return any dictionaries used today.
11. **Optional:** Distribute SPELLING ACTIVITY: Week 1. Assign the spelling one day at a time. Have students write responses on their own paper. Collect at the beginning of each class. Ask students to have their parents give them a pretest for homework at the end of simulation Day 4 (after completing Assignment 3 with the Bonus words). Have parents correct and sign the pretest. Give a final spelling test in class on Day 5 of the simulation.



You might insist that students use all UPPER CASE LETTERS when completing the Competition Copy. It makes the puzzles easier to correct.

*Have students write their responses in columns rather than a series of words across the paper; this is much easier to correct. Consider awarding extra points for Exemplary work. These extra points will enhance team movement around the **King Lexicon's Puzzle** map.*



DAILY DIRECTIONS

DAY 2



Distribute and pick up the Team Folders every day to check student work and team guesses about the secret word.



PROOFREADING PRACTICE

Day 2

Objectives

- Learn to proofread
- Learn to use the CASTLE SCORE SHEET
- Understand *Dropping the Gauntlet* and duels
- Learn about the life of a Page

Materials

- Team Folders — *from previous day*
- PROOFREADING PRACTICE — *class set + transparency (optional)*
- KING LEXICON'S PUZZLE — *transparency*
- PAGE ENDEAVOR I — *class set*
- CASTLE SCORE SHEET — *transparency*
- Dictionaries — *class set*

Procedure

1. Distribute PROOFREADING PRACTICE. Show students how to read the paragraphs backward to discover the errors. When they do, they are to **circle** each spelling error, **underline** each capitalization error, and **insert or remove** punctuation marks where necessary. The corrections are:

Sentence	Error
1	<i>spelling</i> anoying/ annoying <i>capitalization</i> needs capital K on <i>king</i> (<i>King Lexicon's</i>) <i>punctuation</i> needs period (.) after <i>kingdom</i>
2	<i>capitalization</i> needs capital L on <i>luckless's</i> (<i>Lady Luckless's</i>) <i>spelling</i> tryed/ tried <i>punctuation</i> needs comma (,) after <i>spices</i> <i>spelling</i> peices/ pieces
3	<i>spelling</i> homonims/ homonyms <i>spelling</i> too/ to <i>punctuation</i> remove the apostrophe (') in the word <i>pages</i> <i>punctuation</i> needs period (.) after <i>pages</i>
4	no errors
5	<i>punctuation</i> needs apostrophe (') in <i>knights</i> / knight's <i>spelling</i> weapens/ weapons <i>spelling</i> turnaments/ tournaments <i>punctuation</i> needs question mark (?) after <i>tournaments</i>

2. Tell students to be careful not to create new errors. Their score will be determined this way:
 - a. They earn 1 point for every error that they find.
 - b. They lose 1 point for every error that they create!

Therefore, someone finding 4 errors (+4) and identifying something that is correct as an error (–1), earns a score of 3.

3. Separate student desks for privacy and distribute PAGE ENDEAVOR I and one dictionary per student.
 4. Remind students that each Page, Squire, and Knight Endeavor has **five errors** in spelling, capitalization, or punctuation. They may use their dictionaries to check homonyms and spelling. Remind students that the points they earn on their Endeavors determine how many squares on **King Lexicon's Puzzle** they can move their shield. The higher their team's average scores, the more points they have, and the farther they can move their shield around the puzzle.
 5. Give your students 5–8 minutes to proofread PAGE ENDEAVOR I, then collect them. Correct and award points before the next class.
 - a. They earn 1 point for every error that they find.
 - b. They lose 1 point for every error that they create!
- Answers:
- | Sentence | Error |
|----------|---|
| 1 | <i>spelling</i> becomming/ becoming |
| 5 | <i>punctuation</i> missing period (.) after <i>write</i> |
| 6 | <i>spelling</i> eldarly/ elderly |
| 9 | <i>capitalization</i> need capital T for <i>they</i> (<i>They learned</i>) |
| 11 | <i>punctuation</i> needs period (.) after <i>squire</i> |



All Endeavors are individual tasks.



*Pages daily record scores and compute team average scores for Endeavors. Teams keep a running total of their average scores. These are the points that teams use to move around the **King Lexicon's Puzzle** classroom map.*



PAGE ENDEAVOR I

DAILY DIRECTIONS

DAY 2



Show students places where one letter is shared by two words.



Because all team members rotate roles, they all must know how to use the CASTLE SCORE SHEET.

6. Have students turn to page 5 in the Student Guide, **King Lexicon's Puzzle**. Using the transparency of KING LEXICON'S PUZZLE, show your students the short cuts they can take to move quickly around the puzzle. Use this example:
"If a team's home castle is at square 27, it can make three moves and enter *Echo Mountain*, make one more move and reach the *Land of Word Origins*, and in seven more moves can reach square 26. Try to get your shield to a place on the puzzle where you want to learn a letter or a word. Once you reach the spot you will do your best on the upcoming **Quest and Challenge** activities to earn the letter that goes in that square as well as the letters in nearby squares. With the letters plus the clue, you will then be able to discover the entire word.
Remember to place you shield where you can learn the most information. If you put it at the crossroad of two words, that one letter gives two clues."
7. Have students get together as teams at a double desk. Direct students to the CASTLE SCORE SHEET in each Team Folder. Use the overhead projector to project the CASTLE SCORE SHEET transparency so that all class members can see it.
 - a. Tell today's Team Page to write the team name in the pennant on the tower to the left.
 - b. Next, have them write the names of team members in the broken line spaces between the towers at the top.
8. Point out the following features of the CASTLE SCORE SHEET:
 - a. When ENDEAVORS are returned, the Page records each team member's score, adds them together, and figures out the team average. (You may have to compute the average for some students.) The average score yields the number of squares that the team can move around the **King Lexicon's Puzzle** classroom map.
 - b. When the CHALLENGES are corrected, the Page again enters each of his/her team member's scores. No total or average is needed for the CHALLENGES.
 - c. Each day a team is entitled to guess the *Secret Word*. Pages write team guesses in the space provided.
 - d. The team may use some or all of the accumulated points on the CASTLE SCORE SHEET to move their shield around

the puzzle. In the last column, they should record how many points they used and how many points they have remaining.

- e. Team Pages should use the space in the tower on the right to staple or tape the **King Lexicon's Puzzle Clues** that the team earns after all members complete a CHALLENGE.

9. Have your students read **Dropping The Gauntlet (Duels)** on page 4 in the Student Guide. Explain that they should study the **Spell Down and Word Race Word List** whenever they have free time. If there is any remaining time today, students can give each other pretests of the words in the list and begin to study those they do not know.
10. Ask Team Squires to organize the Team Folders and to be certain to put the Student Guides into the folder.
11. Collect the Team Folders from the Squires. Place the corrected ENDEAVORS in the Team Folders before the next class.

DAILY DIRECTIONS

DAY 3

Day 3

Objectives

- Use dictionary skills to complete a Quest
- Alphabetize words
- Learn about castles in the Middle Ages

Materials

- Team Folders — *from previous day*
- QUEST I — *one per team*
- COOPERATIVE GROUP WORK RUBRIC — *as needed*
- CHALLENGE I — *class set*
- PAGE ENDEAVOR II — *class set*
- KING LEXICON'S PUZZLE CLUES — *one per team (cut apart and placed in envelopes)*
- Dictionaries — *class set*
- Stapler — *at least one*

Teacher Reference

- **Quests Answer Key**

Procedure

1. Rotate roles. Return Team Folders and the corrected PAGE ENDEAVOR I. Have the Team Pages enter their team members' scores under their names on the **Page Endeavor I** line on the team's CASTLE SCORE SHEET. Next, the Team Pages compute their team's average score. Allow students to use calculators.
2. Ask teams to discuss where they want to move. Today they can only use the average point total that they earned on PAGE ENDEAVOR I. Ask the Team Squires to move one of their shields from their castle into **King Lexicon's Puzzle**.
 - a. Every day they may move **one square for each point** remaining on their Score Sheet.
 - b. **Note:** Teams do not have to use all their earned points each day. Unused points are maintained on the CASTLE SCORE SHEET and may be combined with other points to be used at a later date.

3. Give each team a copy of QUEST I and read or tell:

“You and your team members will work together in a race to be the first team to complete this Quest correctly.

Before we start, I want you to take a little time to discuss strategies you might use to complete this task quickly and accurately.

If you make an error, I will not tell you which one is wrong, only that there is an error. Think about what you will do if there is an error on your paper.”

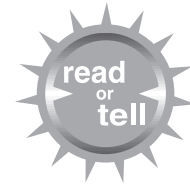
4. When teams have planned their strategies, distribute the dictionaries. Read or tell the following rules. Stress that the procedure will remain the same for every Quest.

- “a. Team Knights, when I tell you to, come up to my desk to get a copy of the Quest. Then go back to your team and start. Be sure to read the directions carefully!
- b. When you think you have finished your Quest, the Team Knight will bring it to me. If there are other Team Knights in front of you, stand behind him/her in silence waiting for your turn.
- c. I will sight-correct your Quest immediately. I will not mark the errors. If it is not completely accurate, I will say, *You have x number of errors*. The Knight will return to the team so you can rework the Quest. When you think you have found your errors, the Team Knight should bring the Quest back again, and I will sight-correct it again. You can come up as many times as necessary.
- d. If your Quest is correct, I will keep it and write 1st, 2nd, 3rd, etc., on your Quest paper, indicating your team’s order of finish.
- e. When your team finishes, stay in your team area and work quietly. You may work on **King Lexicon’s Puzzle**, plan your next move, or study the **Spell Down and Word Race Word List**.”



You may decide to share these strategies or let the students figure them out on their own:

1. *Some students divide the lists and assign one part per person.*
2. *Some remember to write the dictionary page number down so they can go back to check.*
3. *Some realize it’s a good idea to reassign the parts if there is an error so that a new person is looking at the word and definition.*

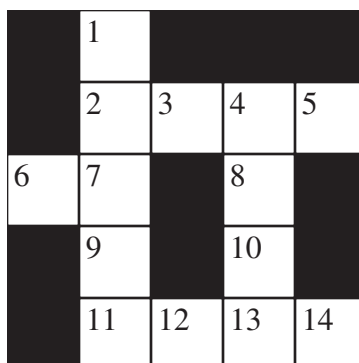


You may choose to say only, “There are still errors.”

DAILY DIRECTIONS

DAY 3

5. When students are ready, invite the Team Knights to come get their QUEST I.
6. While teams are working on the Quest, circulate around the room watching teams work. It is important that all team members use the dictionary and work cooperatively. You may use the COOPERATIVE GROUP WORK RUBRIC as a basis to award additional points or letters.
7. Depending on your students' skills and grade level, a Quest may take from 10 to 20 minutes. If most teams are finished, but one or two teams are struggling, give them a hint such as, "You have an error in the first five words."
8. While you wait for the last teams to finish, invite the other Team Knights (one at a time) to bring their Competition Copy of **King Lexicon's Puzzle** to you. Using your **King Lexicon's Puzzle Key** (page 64), give them the letter under their shield and any extra letters depending on their order of finish.
First place gets a total of 4 letters—one under the shield and 3 others that are next to that box.
Second place gets a total of 3 letters,
Third place gets a total of 2 letters.
 All other finishers get 1 letter.
 Teams that refuse to finish earn no letters. Team Knights share the letters with their team members.
9. **Awarding letters**
 Look at the diagram below. If a first place team had their shield on box 2, they would get the letter in box 2 and three other letters. They could choose box 2 plus #1, #7 and #9 or #1, #7, and #6. Or they could choose box 2 plus #3, #7, and #9 or #3, #7, and #6. The boxes they choose must be touching. Even if they already had #4 from another Quest, they cannot take box 2 plus #3, #5 and #8. Box 4 would have to be one of the three extras.



10. Ask students to separate their desks to work independently. They may keep their dictionaries.
11. Distribute CHALLENGE I: Page's Predicament 1. Challenges teach dictionary skills. Depending on the grade level, some students may be very familiar with a particular skill. Other grade levels may need more instruction. All team members must complete the Challenge in order to earn clues to the puzzle. They should work quickly to complete **Page's Practice I** and **II**, but wait to start the **Page's Test**. Answers are:

CHALLENGE I: Page's Predicament 1

Page's Practice I

baron, courage, falconry, gobble, master, noble, saddle

Page's Practice II

candidate, career, ceremony, chivalry, church, common, compose

Page's Test

banneret, common, competent, estate, helmet, noble, oppress, servant, shield, spurs, tactics, tournament

12. After a few minutes, go over the correct answers to **Page's Practice I** and **II**. If some students are confused, reteach the skill. When you think they are ready, give the signal to begin the **Page's Test**.

"When you finish the **Page's Test**, you may immediately begin on PAGE ENDEAVOR II, which I will distribute as you work. You may now begin the **Page's Test**."

13. As students work on the **Page's Test**, distribute PAGE ENDEAVOR II.

- They earn 1 point for every error that they find.
- They lose 1 point for every error that they create!

Answers are:

Sentence

Error

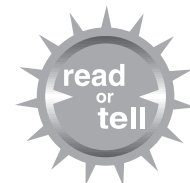
- punctuation* incorrect use of apostrophe it's/its
- punctuation* missing period (.) after *building*
- spelling* fammily/family
- capitalization* need capital **T** for *they* (*They prepared*)
- spelling* safty/safety



If your students have not done alphabetizing before, review the necessary skills with them before they attempt CHALLENGE I.



CHALLENGE I:
Page's Predicament 1



PAGE ENDEAVOR II

DAILY DIRECTIONS

DAY 3



The secret word is **valor**.

1. **Valor** is a theme of many songs.

The explanation of the clue is for your eyes only. Do not read to your students.

If you run this unit every year, it is possible that the secret word may become known by younger siblings. Consider creating a new word, or not including the secret word in the unit.

14. While students are working, post the first clue to the *Secret Word* on the bulletin board or write on the board:
 1. *My deeds are sung in many a song.*
Use this clue to move you along.
15. You may or may not set a time limit, but collect both the CHALLENGE and the ENDEAVOR before the end of the period. Correct and score them before the next class.
16. Read students the *Secret Word* clue, and tell them that they may write a guess once a day before handing in their folders. Tell the Team Pages to write their team's guess of the **Secret Word** on their CASTLE SCORE SHEET. Check these guesses every night to see if any team has guessed the word.
17. If there is time remaining, teams may plan where to move their shield and/or if they will "drop the gauntlet" on another team. Ask the Team Squires to organize the Team Folders and put away the dictionaries.

Day 4

Objectives

- Use dictionary skills to complete a Quest
- Use a dictionary to find the meaning of words
- Learn about reading and writing in the Middle Ages

Materials

- Team Folders — *from previous day*
- QUEST II — *one per team*
- CHALLENGE II — *class set*
- PAGE ENDEAVOR III — *class set*

Teacher Reference

- **Quests Answer Key**

Procedure

1. Each day, teams will rotate roles. They will also move their shields in an announced order. Starting today the teams will move in that order.
 - a. Make a numbered list of all the team names.
 - b. At the end of each day, the first team becomes the last team and the second team becomes the first team to move on the following day.
 - c. Continue this procedure through the days.
 - d. If one team throws down the gauntlet to have a duel with another team, the second team must accept or reject the duel before it moves to a new square.
2. Teams will follow the same basic schedule every day. Some days you may have to modify the schedule or extend it over two days if students need more time or instruction to complete a Quest or Challenge.
 - a. Rotate roles. Return the corrected ENDEAVORS and CHALLENGES. Team Pages record the scores on the CASTLE SCORE SHEETS.
 - b. Give teams the **King Lexicon's Puzzle** clues they earned by successfully completing the CHALLENGE.
 - c. Teams plan where to move their shields. They may use some or all of the available points on their CASTLE SCORE SHEET. In a specific order Teams move their shields.
 - d. Teams may throw down the gauntlet or accept/reject the gauntlet-challenged duel. The Team Knights immediately compete in a *Spell Down* or *Word Race* competition, or return to their castle in disgrace. The winning team of the duel may ask for any word the losing team has discovered.



Distribute and pick up the Team Folders every day to check student work and team guesses about the secret word.



By following a new order each day, the teams have an equal chance to challenge others to a duel or escape a duel.

DAILY DIRECTIONS

DAY 4

- e. Announce the day's Quest. After the Quest, award letters to the Teams on their Competition Copy of **King Lexicon's Puzzle**.
 - f. Distribute the day's CHALLENGE. Students work independently to complete the **Practice** part(s). Go over the answers to be certain students understand the skill.
 - g. While students take the **Test**, distribute the next ENDEAVOR for them to proofread.
 - h. Students work independently to complete the **Test** and ENDEAVOR.
 - i. While they work, post the *Secret Word* clue.
 - j. Collect the ENDEAVOR and CHALLENGE. Correct and score them before the next class.
 - k. In the time remaining, allow teams to write a *Secret Word* guess on their CASTLE SCORE SHEET, to work on **King Lexicon's Puzzle**, to plan strategies, or to study the **Spell Down and Word Race Word List**.
 - l. Collect Team Folders and ask Team Squires to return dictionaries.
3. Distribute the corrected work from Day 3. The Team Pages complete the CASTLE SCORE SHEET for today.
 - a. Record each member's PAGE ENDEAVOR II score.
 - b. Compute the team's average score.
 - c. Record each team member's CHALLENGE I score.
 - d. Determine how many points are available to move the Team shield.
 4. Give each team the **King Lexicon's Puzzle** clues they earned by completing CHALLENGE I. The Team Pages staple or tape the clues to the CASTLE SCORE SHEET.
 5. Announce the order in which the teams will move their shields.
 - a. Allow teams a few minutes to decide where they want to move their shields. They may use some or all of their points to move around the **King Lexicon's Puzzle** map. Each point represents one square. Team Pages must record the points they used after the move, and subtract that amount from the available points.
 - b. Remind teams about the shortcuts they can take. Also remind teams they can throw down the gauntlet to demand a duel with another team. They do this by deliberately placing their shield over another team's shield on the **King Lexicon's Puzzle** map.

- c. If this is done, the challenging team's Knight must then place his/her dictionary over the dictionary of the Knight on the other team. They then fight a "duel" according to the **Dropping the Gauntlet (Duels)** information on page 4 in the Student Guide.
6. Have Team Squires get the dictionaries. Invite the Team Knights to come to you for QUEST II. Have teams read the directions and begin.
- Members of each team work together in a race to be the first team to get all items correct.
 - When they complete QUEST II, the Team Knight brings it to you and you sight-correct it immediately. (Remember not to mark the errors.)
 - If there is an error, return the Quest to the Knight, who takes it back to the team to be reworked. If the paper is correct, write 1st, 2nd, 3rd, etc., on the Quest paper, indicating the team's order of finish.
 - While the Knight is getting the **Quest** corrected, his/her team members should study the **Spell Down and Word Race Word List** on page 4 of the Student Guide.
 - Award letters to teams in accordance with their finish.
First place team gets the letter under their shield plus three more letters. The letters must be next to one another.
Second place gets a total of 3 letters.
Third place gets a total of 2 letters.
All other finishers get the one letter under their shield.
7. Distribute CHALLENGE II: A Damsel's Distress. Students complete Challenges *individually*. Read the directions, answer any questions, and have them begin work. Remind students that you will distribute PAGE ENDEAVOR III while they work, and they should begin proofreading as soon as they finish their CHALLENGE. Answers are:
- | | |
|--------------|-------------|
| 1. H anise | 2. M dram |
| P toadstool | A medulla |
| H tansy | M scruple |
| P belladonna | M peck |
| H wormwood | A offal |
| P jimsonweed | M hogshhead |



Do not award letters while other teams are waiting for you to correct their Quests.



CHALLENGE II:
A Damsel's Distress

DAILY DIRECTIONS

DAY 4



PAGE ENDEAVOR III



The secret word is **valor**.

2. The name is **Val (Valerie)**.
The name is not in
the simulation.

The explanation of the clue is for
your eyes only. Do not read to
your students.

8. As they work, distribute PAGE ENDEAVOR III. Students may use their dictionaries to help them proofread.

Answers are:

Sentence	Error
1	<i>punctuation</i> missing a period (.) after <i>write</i>
2	<i>spelling</i> monastaries/ monasteries
3	<i>spelling</i> nobels/ nobles
4	<i>capitalization</i> incorrect use of capital letter T in <i>There (there were)</i>
6	<i>spelling</i> lerned/ learned

9. While your students work post the second *Secret Word* clue:

2. *Look for me in a person's name,*
But not in Dictopolis. What a shame!

10. Collect and score PAGE ENDEAVOR III and CHALLENGE II.

11. Tell Team Pages to record their team's *Secret Word* guess on the CASTLE SCORE SHEET. Collect and check the CASTLE SCORE SHEET for a correct guess. If a team guesses the *Secret Word*, tell them to keep it a secret from the other teams.

Day 5

Objectives

- Use dictionary skills to complete a Quest
- Learn how to use guidewords
- Learn about Squires

Materials

- QUEST III — *one per team*
- CHALLENGE III — *class set*
- PAGE ENDEAVOR IV— *class set*

Teacher Reference

- **Quests Answer Key**

Procedure

1. Distribute the corrected work from Day 4. The Team Pages complete the CASTLE SCORE SHEET for today.
 - a. Record each member's PAGE ENDEAVOR III score.
 - b. Compute the team's average score.
 - c. Record each team member's CHALLENGE II score.
2. Give each team the **King Lexicon's Puzzle** clues they earned for Challenge II. The Team Pages staple or tape them to the CASTLE SCORE SHEET.
3. Announce the order in which the teams will move their shields.
 - a. Allow teams a few minutes to decide where they want to move their shields. They may use some or all of the points to move around the puzzle. Each point represents one square.
 - b. Remind teams about the shortcuts they can take. Also remind teams they can throw down the gauntlet to another team to have a duel by deliberately placing their shield over another team's shield.
 - c. If this is done, the challenging team's Knight must then place his/her dictionary over the dictionary of the Knight on the other team. They then fight a "duel" according to the **Dropping the Gauntlet (Duels)** information on page 4 in the Student Guide.
4. Have Team Squires get the dictionaries. Invite the Team Knights to come to you for QUEST III. Have teams read the directions and begin. Follow the usual directions.



See *Daily Directions* for Day 4,
#2 on page 29.



See *Daily Directions* for Day 3,
#4 on page 25 for specific rules.

DAILY DIRECTIONS

DAY 5



Do not award letters while other teams are waiting for you to correct their *Quests*.



CHALLENGE III:
Page's Predicament 2



PAGE ENDEAVOR IV



The secret word is **valor**.

3. Knights needed **valor**.

The explanation of the clue is for your eyes only. Do not read to your students.

5. Award letters to teams in accordance with their finish.
First place team gets the letter under their shield plus three more letters. The letters must be next to one another.
Second place gets a total of 3 letters.
Third place gets a total of 2 letters.
 All other finishers get the one letter under their shield.

6. Distribute CHALLENGE III: Page's Predicament 2. Students complete Challenges *individually*. Read the directions, answer any questions, and have them begin work on the **Page's Practice**. After a few minutes or when everyone has finished, go over the answers. Be certain the students understand guidewords before beginning the **Page's Test**. Remind students that you will distribute PAGE ENDEAVOR IV while they work and they should begin proofreading as soon as they finish their CHALLENGE. Answers are:
Page's Practice (Answers may be in any order)
send 462 sentry:
 senile, sense, sentence
serf 463 settle:
 serge, serious, service, set
seven 464 sew:
 seventy, sever, several
Page's Test (Answers may be in any order.)
draw 492 drill:
 drawer, dread, dream, dress, drier

7. As they work, distribute PAGE ENDEAVOR IV. Students may use their dictionaries to help them proofread. Answers are:

Sentence	Error
2	<i>spelling</i> armer/ armor
3	<i>spelling</i> servant/ servant
4	<i>spelling</i> battel/ battle
5	<i>capitalization</i> misuse of capital letter A in <i>A knight's weapons</i>
6	<i>punctuation</i> missing period (.) after <i>weapon</i>

8. While your students work post the third *Secret Word Clue*:
 3. *To be a knight you must have me,
 But then as now I am difficult to see.*

9. Collect and score PAGE ENDEAVOR IV and CHALLENGE III.

DAILY DIRECTIONS

DAY 5

10. Tell Team Pages to record their team's *Secret Word* guess on the CASTLE SCORE SHEET. Collect and check for a correct guess. If a team guesses the *Secret Word*, tell them to keep it a secret from the other teams.
11. **Optional:** Give a spelling test for the words in the SPELLING ACTIVITY: Week 1. Award extra points on the CASTLE SCORE SHEET for teams with perfect or near perfect spelling tests.

DAILY DIRECTIONS

DAY 6



See **Setup Directions #7**
Preparing Materials on page 5 for
Alphabet flash cards directions.



Day 6

Objectives

- *Scramble* contest of skills
- Students promoted in rank to Squires

Materials

- SPELLING ACTIVITY: Week 2 — *class set (optional)*
- Alphabet flash cards — *two sets*
- Gummed silver stars — *class set (optional)*

Procedure

1. Speak to the class words such as the following:

“King Lexicon is satisfied with your progress. He wishes to award you the Silver Star of a Squire.

Whenever a Page becomes a Squire in Dictopolis, a ceremony is held to initiate the new squires. Today, all of you will be initiated.

During medieval times such a ceremony of initiation included contests of skills. Today our contest of skill is called *Scramble*.”

2. Put aside one set of alphabet flash cards. From the other set give each student a card. Call out a word.
 - a. Students who have the letters that make the word move to the front of the room.
 - b. They arrange themselves so the word is spelled correctly.
 - c. Next call “Scramble!”
 - d. Now the same students arrange themselves to place the letters in alphabetical order.
 - e. Do this activity a few times until the class is familiar with its operation.

Note: There will usually be two people with a vowel. One lines up in back of the other. The extra people add to the fun and confusion.

DAILY DIRECTIONS

DAY 6

3. Divide the class into two teams. Each team has a set of 31 cards divided evenly among its members.
 - a. When a word is called, the teams race to be the first to spell the word.
 - b. When “Scramble!” is called, they try to be the first team to alphabetize the letters.
 - c. Score one point for spelling and one for alphabetizing.

Suggested words:

knight	castle	squire	body	page	wax
flame	jade	mount	zebec		

4. **Optional:** After several rounds, have all students line up in vertical rows at attention, and then solemnly award each the *Silver Star of the Squire*.
5. **Optional:** Distribute SPELLING ACTIVITY: Week 2. Assign the spelling one day at a time. Have students write responses on their own paper. Collect at the beginning of each class. Ask students to have their parents give them a pretest for homework at the end of simulation Day 9 (after completing Assignment 3 with the Bonus words). Have parents correct and sign the pretest. Give a final spelling test in class on Day 10 of the simulation.



This optional step keeps motivation high. Use small self-adhesive stars which the students can put on their team shields.

*Suggest that students write their responses in columns rather than a series of words across the paper; this is much easier to correct. Consider awarding extra points for Exemplary work. These extra points will enhance team movement around the **King Lexicon's Puzzle** map.*

DAILY DIRECTIONS

DAY 7



Use *ALTERNATE QUEST IV* if your dictionaries do not contain biographical entries.

Introduce the specialized dictionaries for student reference as they begin more advanced searches in their Challenges and Quests.

Day 7

Objectives

- Use dictionary skills to complete a Quest
- Learn how to choose the correct homonym
- Learn about Squire Training

Materials

- QUEST IV — *one per team*
- OR—
- ALTERNATE QUEST IV — *one per team*
- CHALLENGE IV — *class set*
- SQUIRE ENDEAVOR I — *class set*
- Specialized dictionaries (rhyming, biographical, foreign language, etc.) — *as many as possible*

Teacher Reference

- **Quests Answer Key**

Procedure

1. Distribute the corrected work from Day 5. The Team Pages complete the CASTLE SCORE SHEET for today.
 - a. Record each member's PAGE ENDEAVOR IV score.
 - b. Compute the team's average score.
 - c. Record each team member's CHALLENGE III score.
2. Give each team the **King Lexicon's Puzzle** clues they earned for CHALLENGE III. The Team Pages staple or tape them to the CASTLE SCORE SHEET.
3. Announce the order in which the teams will move their shields. Allow teams a few minutes to decide where they want to move their shields and if they will challenge another team. If a team "drops a gauntlet" conduct a *Word Race* or *Spell Down*.
4. Have Team Squires get the dictionaries. Invite the Team Knights to come to you for QUEST IV. Have teams read the directions and begin. Follow the usual directions.
5. Award letters to teams in accordance with their finish.

6. Distribute CHALLENGE IV: Pitfalls of the Bog. Students complete Challenges *individually*. Read the directions and answer any questions. Answers are:

- | | | |
|---------------|------------|------------|
| 1. principal | 8. current | 15. hoarse |
| 2. compliment | 9. their | 16. loan |
| 3. stationary | 10. meddle | 17. heir |
| 4. vain | 11. chute | 18. bridal |
| 5. write | 12. reign | 19. alter |
| 6. hail | 13. coarse | 20. pane |
| 7. aisle | 14. feat | |

7. As they work, distribute SQUIRE ENDEAVOR I. Students may use their dictionaries to help them proofread. Answers are:

Sentence Error

- | | |
|---|---|
| 1 | <i>punctuation</i> missing an apostrophe (') |
| | squires/ squire's |
| 4 | <i>spelling</i> practise/ practice |
| 6 | <i>punctuation</i> missing period (.) after <i>strong</i> |
| 7 | <i>spelling</i> bruises/ bruises |
| 9 | <i>spelling</i> dyed/ died |

8. While your students work post the fourth *Secret Word* Clue:

4. *Valentine's Day comes once a year.*
Look closely, for part of me is here.

9. Collect and score SQUIRE ENDEAVOR I and CHALLENGE IV.

10. Tell Team Pages to record their team's *Secret Word* guess on the CASTLE SCORE SHEET. Collect and check for a correct guess. If a team guesses the *Secret Word*, tell them to keep it a secret from the other teams.



CHALLENGE IV:
Pitfalls of the Bog



SQUIRE ENDEAVOR I



*The secret word is **valor**.*

4. *Look inside the word*
Valentine and find **val**—.

DAILY DIRECTIONS

DAY 8

Day 8

Objectives

- Use dictionary skills to complete a Quest
- Learn to find inflected forms of words in the dictionary
- Learn how Squires prepare for dubbing

Materials

- QUEST V — *one per team*
- CHALLENGE V — *class set*
- SQUIRE ENDEAVOR II — *class set*

Teacher Reference

- **Quests Answer Key**

Procedure

1. Distribute the corrected work from Day 7. The Team Pages complete the CASTLE SCORE SHEET for today.
 - a. Record each member's SQUIRE ENDEAVOR I score.
 - b. Compute the team's average score.
 - c. Record each team member's CHALLENGE IV score.
2. Give each team the Crossword clues they earned for CHALLENGE IV. The Team Pages staple or tape them to the CASTLE SCORE SHEET.
3. Announce the order in which the teams will move their shields. Allow teams a few minutes to decide where they want to move their shields and if they will challenge another team. If a team "drops a gauntlet" conduct a *Word Race* or *Spell Down*.
4. Have Team Squires get the dictionaries. Invite the Team Knights to come to you for QUEST V. Have teams read the directions and begin. Follow the usual directions.
5. Award letters to teams in accordance with their finish.

6. Distribute CHALLENGE V: A Squire's Duty. Students complete Challenges *individually*. Read the directions, answer any questions, and have them begin work on the **Squire's Practice**. After a few minutes or when everyone has finished, go over the answers. Be certain the students understand inflected forms of words before beginning the **Squire's Test**. Answers are:

Squire's Practice

1. two
2. *v. or verb*
3. *dictating or dictated*
4. two
5. From Latin

Squire's Test

1. 3.
2. *evade, elude, or flee*
3. two
4. three
5. away

7. As they work, distribute SQUIRE ENDEAVOR II. Students may use their dictionaries to help them proofread. Answers are:

Sentence Error

- | | |
|---|--|
| 2 | <i>capitalization</i> he/ He |
| 2 | <i>spelling</i> prey/ pray |
| 4 | <i>spelling</i> cloths/ clothes |
| 5 | <i>spelling</i> maile/ mail |
| 7 | <i>punctuation</i> missing period (.) after <i>armor</i> |

8. While your students work, post the fifth *Secret Word* Clue:

5. *My letters number five not three.*
You will not find -i, -u, or -e.

9. Collect and score SQUIRE ENDEAVOR II and CHALLENGE V.

10. Tell Team Pages to record their team's *Secret Word* guess on the CASTLE SCORE SHEET. Collect and check for a correct guess. If a team guesses the *Secret Word*, tell them to keep it a secret from the other teams.



CHALLENGE V:
A Squire's Duty



SQUIRE ENDEAVOR II



*The secret word is **valor**.*

5. *Five letters in **valor** but no -i, -u, or -e.*

DAILY DIRECTIONS

DAY 9

Day 9

Objectives

- Use dictionary skills to complete a Quest
- Learn to use a pronunciation key in a dictionary
- Learn how a knight is *dubbed*

Materials

- QUEST VI — *one per team*
- CHALLENGE VI — *class set*
- SQUIRE ENDEAVOR III — *class set*

Teacher Reference

- **Quests Answer Key**

Procedure

1. Distribute the corrected work from Day 8. The Team Pages should complete the CASTLE SCORE SHEET for today.
 - a. Record each member's SQUIRE ENDEAVOR II score.
 - b. Compute the team's average score.
 - c. Record each team member's CHALLENGE V score.
2. Give each team the Crossword clues they earned for CHALLENGE V. The Team Pages staple or tape them to the CASTLE SCORE SHEET.
3. Announce the order in which the teams will move their shields. Allow teams a few minutes to decide where they want to move their shields and if they will challenge another team. If a team "drops a gauntlet" conduct a *Word Race* or *Spell Down*.
4. Have Team Squires get the dictionaries. Invite the Team Knights to come to you for QUEST VI. Have teams read the directions and begin. Follow the usual directions.
5. Award letters to teams in accordance with their finish.

6. Distribute CHALLENGE VI: The Squire and the Secret Scroll. Students complete Challenges *individually*. Read the directions, answer any questions, and have them begin work on **Squire's Practice**. After a few minutes or when everyone has finished, go over the answers. Be certain the students understand how to use the pronunciation key before beginning the **Squire's Test**.

Answers are:

Squire's Practice

study hot sad jump berry try juggle

Squire's Test

walk danger angry fall dish fun few

7. As they work, distribute SQUIRE ENDEAVOR III. Students may use their dictionaries to help them proofread. Answers are:

Sentence Error

- | | |
|---|--|
| 3 | <i>spelling</i> kneal/ kneel |
| 4 | <i>spelling</i> frist/ first |
| 4 | <i>punctuation</i> missing period (.) after <i>right</i> |
| 7 | <i>capitalization</i> sir/ Sir Galahad |
| 8 | <i>capitalization</i> king/ King |

8. While your students work post the sixth *Secret Word* Clue

6. *You do not have to travel far*
To know my last letter is an _____.

9. Collect and score SQUIRE ENDEAVOR III and CHALLENGE VI.

10. Tell Team Pages to record their team's *Secret Word* guess on the CASTLE SCORE SHEET. Collect and check for a correct guess. If a team guesses the *Secret Word*, tell them to keep it a secret from the other teams.



*CHALLENGE VI:
The Squire and the Secret Scroll*



SQUIRE ENDEAVOR III



*The secret word is **valor**.*

6. *The last letter is **-r**.*

DAILY DIRECTIONS

DAY 10

Day 10

Objectives

- Use dictionary skills to complete a Quest
- Learn about a knight's responsibilities
- Learn about knights today

Materials

- QUEST VII — *one per team*
—OR—
ALTERNATE QUEST VII — *class set*
- CHALLENGE VII — *class set*
- KNIGHT ENDEAVORS I and II — *class set of each*

Teacher Reference

- **Quests Answer Key**

Procedure

1. Distribute the corrected work from Day 9. The Team Pages should complete the CASTLE SCORE SHEET for today.
 - a. Record each member's SQUIRE ENDEAVOR III score.
 - b. Compute the team's average score.
 - c. Record each team member's CHALLENGE VI score.
2. Remind teams with incomplete puzzles that it is important for them to use their points to get to any particular square that will help them solve the puzzle. They may also want to have duels with other teams in order to "capture" an unknown word or words.
3. Announce the order in which the teams will move their shields. Allow teams a few minutes to decide where they want to move and if they will challenge another team. If a team "drops a gauntlet" conduct a *Word Race* or *Spell Down*.
4. Have Team Squires get the dictionaries. Invite the Team Knights to come to you for their final quest, QUEST VII. Have teams read the directions and begin. Follow the usual directions.
5. Award letters to teams in accordance with their finish.



There are three more Quests available. If students need more letter clues, you can run these Quests on subsequent days.

6. Distribute CHALLENGE VII: Knights to the Rescue. Students complete Challenges *individually*. Read the directions, answer any questions, and have them begin work on **Knight's Practice I** and **Knight's Practice II**. After a few minutes or when everyone has finished, go over the answers. Be certain the students understand how to use the pronunciation key before beginning the **Knight's Test**. Answers are:

Knight's Practice I

1. (tik' it)
2. (tīm)
3. (stər' ē ō)
4. (kom' pləkā tid)
5. (bi lēv')

Knight's Practice II

1. arable — (ar'əbəl)
2. oppress — (ə pres')
3. prowess — (prou' is)
4. sovereign — (sov' rən)
5. omnipotent — (om nip' ə tənt)
6. trousseau — (trü' sō)

Knight's Test

- | | |
|-----------------|---------------|
| 1. (brok' ə lē) | 6. stair able |
| 2. (diz' ē) | 7. a mess |
| 3. (hôn tid) | 8. cow miss |
| 4. (mun' ē) | 9. love run |
| 5. (maj' ik) | 10. blue go |

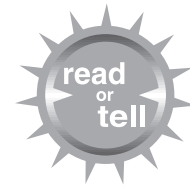
7. After finishing the **Knight's Test**, distribute KNIGHT ENDEAVORS I and II. Read or tell,

“These two ENDEAVORS are the last proofreading activities that you will do. Look carefully for the errors; there are 10 all together. I will award letters according to your team average score.

- If your team average score is between 9.0 and 10, you may ask for *any three* letters on **King Lexicon's Puzzle**.
- If your team average is between 8.0 and 8.9, I will award *any two* letters on **King Lexicon's Puzzle**.
- If your team average is between 7.0 and 7.9, I will award *any one* letter on **King Lexicon's Puzzle**.”



CHALLENGE VII:
Knights to the Rescue I



If your students are far from solving the puzzle, consider awarding one or more letters for Exemplary work on CHALLENGE VII also.

If students need more help, consider assigning any or all of QUESTS VIII–X.

DAILY DIRECTIONS

DAY 10



KNIGHT ENDEAVOR I

KNIGHT ENDEAVOR II



The secret word is **valor**.

7. A synonym for **courage** in a dictionary is **valor**.

8. Students may use their dictionaries to help them proofread. Collect and score the ENDEAVORS before the next class.

Sentence Error

- 2 *punctuation* missing period (.) after *pages*
 4 *spelling* banquettes/**banquets**
 5 *punctuation* missing comma (,) after *tournaments*
 5 *spelling* travelors/**travelers**
 6 *spelling* themselves/**themselves**

Sentence Error

- 2 *spelling* corp/**corps**
 2 *capitalization* europe/**Europe**
 3 *spelling* canons/**cannons**
 5 *punctuation* missing comma (,) between *soldiers* and *honorable*
 5 *spelling* tallented/**talented**

9. While your students work post the final *Secret Word* Clue:

7. A synonym for *courage* is what I be
 So use a dictionary to find me.

10. Allow teams to work on their **King Lexicon's Puzzle**.

11. Tell Team Pages to record their team's final *Secret Word* guess on the CASTLE SCORE SHEET. Collect and check the CASTLE SCORE SHEET for a correct guess.

12. **Optional:** Give a spelling test for the words in the SPELLING ACTIVITY: Week 2. Award extra points or letters for teams with perfect or near perfect spelling tests.

Day 11

Objectives

- Students dubbed knights
- Begin constructing Personal Lexicons

Materials

- Ruler or meter stick — *one*
- Lined paper — *several class sets*
- Gummed gold stars — *class set (optional)*

Procedure

1. Return the corrected CHALLENGE VII and KNIGHT ENDEAVORS. Award the letters they earned based on their team average on the two Endeavors.
 - If team average score is between 9.0 and 10 award **any three** letters on King Lexicon's Puzzle.
 - If team average score is between 8.0 and 8.9 award **any two** letters on King Lexicon's Puzzle.
 - If team average score is between 7.0 and 7.9 award **any one** letter on King Lexicon's Puzzle.
2. Allow teams time to prepare their Competition Copy of **King Lexicon's Puzzle**. They should check the spelling of all words and that all letters are very legible. Their team name should be on the front of the Student Guide.
3. Create a sense of ceremony in your classroom. Call each team forward one-by-one to present their puzzle solution. Tell them that you will correct the puzzles overnight.
 - The team with the most correct answers will be declared the winner.
 - In the case of a tie, the team who also solved the *Secret Word* will be declared the winner.
 - If no team solved the *Secret Word*, then the team with the neatest winning puzzle will win.



*Unlike previous days, today teams are not limited to receiving letters only for squares under or touching their shield marker on the **King Lexicon's Puzzle** map.*



Current research has shown that in some cases competition impedes learning. If you feel that declaring one overall winner is not a good idea for your class, consider setting standards of Exemplary (Gold), Expected (Silver) and Nearly There (Bronze) for the puzzle solution. For example you might declare that teams finding all answers earn a Gold Star. Teams finding all but three answers earn a Silver Star. Other teams earn Bronze Stars.

DAILY DIRECTIONS

DAY 11



Collar and collarbone are two words, their may be other answers.



The Personal Lexicon can be used as an individual performance assessment. However, you may choose to have pairs of students work together to complete the lexicons more quickly.

Students whose Student Guide was the Competition Copy should look on with another team member.

4. Slowly read the following to your students:

“Although King Lexicon does not yet know who will rule his kingdom, he has decided that all of you deserve to become Knights of Dictopolis.

Before conferring knighthood upon you, he would like you to know that long ago, when the first Knights of Dictopolis were dubbed, he would strike the flat part of his sword against the back of the neck and say, ‘I dub thee Knight.’ This ceremony was called *accolade*.

King Lexicon likes to tell future knights that the *col* in *accolade* comes from a French word meaning *neck*.

While you are waiting for me to call your team name, be thinking about other words in our language that may have come from the French word *col*.”

5. Invite each Team to the front, and using a meter stick or ruler dub each student a knight. Give each student a *Gold Star of Knighthood* to place on the Team Shield.
6. When all students have been dubbed knights, read the following:
- “Congratulations to all of you! As knights, I am sure that you will serve Dictopolis well.
- Today I must charge you with your first great responsibility. The people of Dictopolis realize that the world is changing, and they need a great library of books. The first books they need are lexicons.
- Lexicons* are specialized dictionaries that hold special vocabulary about a specific topic. You will choose a topic and, in the next few days, make a lexicon for the Great Library of Dictopolis. Let’s look on page 6 of your Student Guide to find the instructions for a lexicon.”

7. Go over the instructions on page 6. Be certain that students do not choose a topic that would be better served as an encyclopedia rather than a lexicon. For example, if a student chose DOGS, then the whole lexicon might be filled with just the names of dog breeds. The topic can be steered to be more suitable for a lexicon. DOG CARE would work well. Students could include nouns such as *bowl*, *leash*, *invisible fence*, verbs such as *sit*, *heel*, *stay*, and adverbs such as *down*. If students have trouble finding idioms or expressions, allow a little latitude. For example, “*worked like a dog*” would be all right for this lexicon.
8. **Word Processing**
 - a. Decide whether your students will use word processors or will print their lexicons by hand.
 - Some students may decide to use a combination of hand-printing and word-processing.
 - It makes sense to print the words/definitions and glue them on to the lexicon pages.
 - The students should set their margins to make a 4-inch wide by 6-inch tall page. (Margin settings would be 2.5" left and 2.0" right.)
 - b. Advantages to using a word processor include:
 - Legibility and neatness
 - Ability to better lay out pages
 - Ease of correcting errors for both students and teacher
 - c. Disadvantages to using a word processor include:
 - A discrepancy between the need for computer/printer access vs. computer/printer availability
 - Slow or inadequate word processing skills of students
 - Necessity for students to create their own word pronunciation key and add the marks over the vowels, accent marks, and schwa
9. Decide how much time your students will need to create a personal lexicon and set a reasonable schedule for your students. Have them write the due date on page 7 of the Student Guide. Before the end of the day, they should choose a topic and start their list of at least 22 entry words. They can finish the list for homework.
10. Correct the **King Lexicon Puzzles** and determine the winning team or teams. Create any awards or certificates before the next class meeting.

DAILY DIRECTIONS

DAYS 12–14

Days 12–14

Objectives

- Students create Personal Lexicons

Materials

- CERTIFICATE — *as needed (optional)*
- Dictionaries — *class set*
- Index cards — *25 per student*
- OR—
- Scrap paper — *25 half sheets per student (instead of index cards)*
- Large envelopes (9" x 12") — *class set*
- Oaktag or vellum bristol (8.5" x 11") — *five or more per student*

Procedure

1. Create an awards ceremony atmosphere in your classroom. Settle the students and call them to attention. Reread the opening proclamation from King Lexicon on the front of the Student Guide.
 - a. You may simply announce the winning team or you may build suspense by announcing the scores of the teams in ascending order until you announce the new ruling Knights of Dictopolis.
 - b. Distribute certificates or awards (optional)
2. Ask students to take out the lexicon word lists they finished for homework. Distribute one large envelope and a set of 25 index cards (or half sheets of scrap paper) to each student. They should immediately write their names on the envelope. This is where they will store all their work.
3. Ask students to write the part of speech next to each word on their list. They should have at least two different parts of speech represented. If they have only nouns, they must either add more words to their list or substitute words so that their lexicon has more than one part of speech.
4. Call students' attention to page 8 of the Student Guide. Use the board to model how to write an entry word on the index card. Tell students that they will write one entry word in syllables on each index card. They should put a • between each syllable.



Remind students to use their dictionaries to make sure that the pronunciations are written correctly.

5. As the students work, walk around the room to look at their lists. Occasionally someone has chosen too broad a topic and/or one that does not lend itself well to a lexicon. Try to steer them in a better direction.
6. When everyone has written the entry words on the cards in syllables, call attention to the **Personal Lexicon Rubric** on page 7 of the Student Guide. Take a moment to go over the rubric. Explain that if they do everything on this list, that they will earn a 3 — EXPECTED. To earn a 4 — EXEMPLARY they must create a lexicon that shows work significantly beyond what was expected.
7. When you are certain that students understand your expectations for the lexicons, they may proceed. They may either copy a definition from a dictionary or write their own definition for each entry word. Be certain that the definitions apply to the topic. For example, if the topic were baseball, the definition of *steal* would refer to *stealing bases* and not *robbing banks*.
8. As they work, students should check off the items on page 7 of the Student Guide when they are certain they are done.
9. When they have written all the definitions, sample sentences, inflected forms, etc., on the index cards, it's time to see how many pages the lexicon will have.
 - a. If they are going to print by hand, the student should print out one test entry word to see how much room each entry will need.
 - b. If they are using word processors, they should type the entry word and see how much room it takes.
 - c. Using the test entries, students should plan the lexicon using the directions called **Lay Out the Final Draft** on page 6 of the Student Guide.
10. Students should follow the directions called **Complete the Final Draft** on page 7 of the Student Guide. You can bind the lexicon in several different ways.
 - a. Use a saddle stapler or long-throat stapler to staple along the midline of the lexicon.
 - b. Use a spiral binder to bind the pages. In this case, students should cut the pages along the fold in the middle before binding.
 - c. Sew the pages along the midline and laminate the front/back cover. (Ask your librarian to help you.)



A student who had 23 or 24 words in his or her Personal Lexicon does not necessarily earn a score of 4 — Exemplary. By the same standard, a student who has only 22 words, but did an exemplary job with sample sentences and drawings might earn a 4 — Exemplary.



*Students who use a word processor can use a larger font size (14pt) and can use the **Bold** and *Italics* options so that the entries look like the sample on page 8 of the Student Guide. One of the last things they should do is to write the guidewords on the tops of the pages.*

DAILY DIRECTIONS

DAYS 12–14

11. Collect the lexicons and evaluate according to the **Personal Lexicon Rubric** on page 7 of the Student Guide.
 - a. Do **NOT** make marks on original student work or drawings. Use sticky notes or make a chart to note errors or comments.
 - b. If students earn a 2 — NEARLY THERE, allow them to correct their work to earn a 3 — EXPECTED.
 - c. Insist that students earning a 1 — INCOMPLETE redo the assignment.

Day 15

Objectives

- Complete a posttest
- Participate in a Debriefing
- Participate in extension activity(ies)

Materials

- PRETEST/POSTTEST — *class set*
- **Extensions**
 - Stump the Knights — *teacher reference*
 - THE DRAGON'S DILEMMA — *class set (optional)*
 - DISCOVERING WORD ORIGINS — *class set (optional)*
 - CASTLE CONUNDRUM — *class set (optional)*

Procedure

1. Administer the PRETEST/POSTTEST.
2. Debrief with your students the KING LEXICON experience.
Among the topics to cover are:

Pretest/Posttest

- a. How did your final answers compare with your first answers?

Dictionary

- a. What did you learn about the dictionary that you didn't know before?
- b. Are there now times you would use a dictionary when before you would not?
- c. Did this simulation give you considerable practice using the dictionary?
- d. Do you feel more confident in using a dictionary?
- e. Can you find words easier and faster now? Can you find words that end in *-ed*, *-er*, and *-ing*?
- f. Do you feel you are better able to proofread your school papers? To correct spelling errors? To find words you cannot spell?
- g. Will you use your dictionary more now?

DAILY DIRECTIONS

DAY 15

Miscellaneous

- a. Would you like to have been a Page? A Squire? A Knight?
 - b. Which of these did you like the most: **Quests**? **Endeavors**? **Challenges**?
 - c. What part of KING LEXICON did you like the most? What part did you like the least?
 - d. How does this simulation compare with other ways of learning (texts, lectures, films, etc.)?
 - e. What were the strengths of KING LEXICON? What were its weaknesses? What would you do to improve the simulation?
 - f. Should next year's students participate in this simulation? Explain your thinking.
3. If time remains in this class period, consider having students complete at least one **Extension** activity. Choose any or all: Stump the Knights, THE DRAGON'S DILEMMA, DISCOVERING WORD ORIGINS, or CASTLE CONUNDRUM.
 4. If you are going to conduct a *Jousting Tournament*, use this time to plan and create decorations.
 5. Display personal lexicons at the joust or in display cases in the school's hallways. Schedule class time for students to present their lexicons or have an opportunity to just look at each other's lexicons.

STUMP THE KNIGHTS

Materials

- Overhead transparencies —*one per team*
 - Overhead water soluble markers —*one per team*
1. Tell each team to write a three–five sentence paragraph on a transparency. Somewhere in this paragraph there must be five errors in spelling, punctuation, or capitalization. All five errors may be in one sentence, or they may be scattered throughout the paragraph. Each team must be careful not to make any unintentional errors.
 2. Tell students that all other teams will proofread each team's paragraph. Have the Page of each team write its team name on the top of its transparency. Then give each team 10 minutes to write the paragraph with five errors.
 3. Go over how to note errors. They will be following different rules for this proofreading.
 - a. On a separate sheet of paper the proofreading team writes the name of the team whose paragraph it is correcting and the numbers 1 to 5.
 - b. On line 1, team members write the error or errors they found in sentence 1.
For example, if *lonely* is spelled *lonly*, the proofreading team writes “1. *lonly* is misspelled.”
 - c. If there are no errors in the sentence, they write “1. *correct*.”
 - d. After a couple of minutes, the teams exchange papers again.
Proofreading teams continue to exchange papers until the other teams have checked all three sentences from each team.
 4. Have the teams exchange transparencies and proofread them for approximately five minutes.
 5. Collect the overhead transparencies. Illuminate each team's sentences, one at a time, and correct with the class. Read the team name of the paper you are correcting and ask a student from another team to name the error or errors that appeared on this team's sentences. Continue until all the teams have had their sentences corrected.
 6. For each mistake that gets by the whole class, a team earns 10 points. If it gets by half the class, it earns 5 points. **Note:** If a team has five errors and makes an unintentional error or errors, it cannot earn any points.



If transparencies are not available, students may do this activity with paper and pencil.



All teams are proofreading each other's papers at the same time.

JOUSTING TOURNAMENT

TEACHING DIRECTIONS



If you do not have time to conduct a big, organized Jousting Tournament, consider running these activities at other times such as: last period Friday afternoon, an indoor recess, as part of sub plans, etc.



Objectives

- Students will demonstrate their dictionary skills in competitions.

Preparation

1. Decide how many of the competitions you will run.
2. Preview the competition descriptions on the pages that follow. Gather materials and prepare your students.
3. On the day of the *Jousting Tournament*, arrange the room so that there is a competition place and a place for other students to be spectators.

Procedure

1. At the start of the *Jousting Tournament*, read or tell:

“A jousting tournament was an exciting part of a knight’s life. Knights came from as far away as 100 miles to join in the competition. It was a time of festivities and merrymaking and combat.

Planning a tournament and getting ready for it took many weeks. Hundreds of animals were killed so the guests could be fed. Campgrounds were set up for the guests. Bleachers had to be built. *Lists*, two narrow lanes separated by a low fence, were built for the jousts.

On the day of the tournament the knights challenged each other to a joust. They put on their polished armor and mounted their horses. At a given signal the knights, two at a time, lowered their lances and charged ahead at full speed. Each knight tried to knock the other knight off his horse. There was a tremendous impact when the knights met. Either the lances shattered or one man was knocked off his horse. If both knights remained in their saddle, they would charge at each other again. If both knights were still mounted after three times, the joust was called a draw. Otherwise the knight who remained in the saddle was the winner. The losing knight had to give his armor and shield to the winner. He could get them back, but only if he paid a ransom.

JOUSTING TOURNAMENT TEACHING DIRECTIONS

The tournament was a good way of keeping skills sharp, but the jousting was brutal. Many knights died from injuries. Others were so seriously wounded that they could never fight again.

In Dictopolis King Lexicon hosts the kingdom's only jousting tournament. Dictionaries are not allowed except for those provided by the king. So ready yourselves. The tournament is about to begin."



JOUSTING TOURNAMENT

JOUST OF LISTS

Joust of Lists

A contest to quickly and accurately
locate words in the dictionary

Materials

- Dictionary — *one per Knight*
- Index cards (with words) — *10 (five per team)*
- Scrap paper — *one per Knight*

Preparation

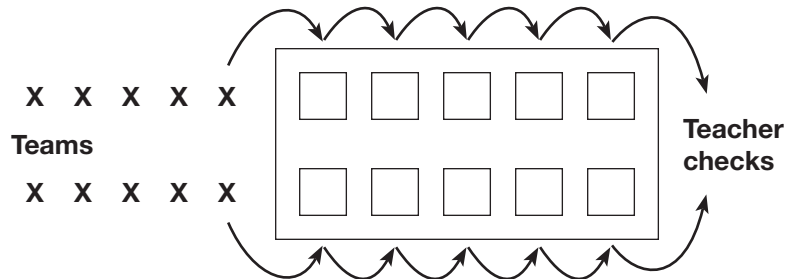
1. Write each of the following words on two separate 3" x 5" cards: **dusty, rote, medicate, vault, bib**. This gives you two sets of five cards with the five different words.
2. Tape one set of five cards, word facing up, evenly spaced along the length of a table.
3. Do the same on the opposite side with the other five cards. Provide a dictionary, paper and pencil for each Knight.



Use the same dictionary that the students will use to look up the five words and write down the page numbers where they are found. Be certain that dictionaries are identical so that the answers will be the same for each knight.

Procedure

1. Call up two teams of five Knights and arrange as illustrated.



2. When the signal is given, the first person in each line looks up the first word in his or her dictionary, writes down the page number where it is found, then goes on to the next word, proceeding through all five words in the same manner.
3. As soon as the first player goes to the second word card the next player may begin. When the first player is looking up the fifth word, it is possible for the fifth person in line to begin looking up the first word.
4. The first team to have each player write the page number of all five words is the winner.
5. If time permits, runoffs may be held.

JOUSTING TOURNAMENT

DUEL OF DEFINITIONS

Duel of Definitions

A combination brainstorming and dictionary contest

Materials

- Chart paper — *several sheets (optional)*
- Dictionary — *class set*
- Lined paper — *class set*

Preparation

1. Arrange room to enable teams to work together with some privacy. Remind students to work quietly so other teams cannot overhear their answers
2. Select five of the following words for this contest. Write them on the board or chart paper, but cover them so you can reveal them at the start of the duel, giving each team an even chance.
press down fair run drive draw
make fall roll mind
3. Place *closed* dictionaries on each desk.

Procedure

1. For part one, each team writes as many definitions for those words as it can. (Usage in a sentence or as part of an idiomatic phrase is acceptable.) Students **cannot** use their dictionaries for this first attempt.
2. After **five minutes**, have students open their dictionaries. Allow teams only **one minute** to find any additional definitions. Call “Time.” Students must then close their dictionaries.
3. Allow students another **five minutes** to update their lists of definitions. The team getting the most definitions is the winner.
4. Use dictionaries to settle disputes, and remind students to follow the rules so their team will not be disqualified.

JOUSTING TOURNAMENT

SPECIAL WORD

Special Word

A creative speaking contest

Materials

- Dictionary — *one per team or one per team member*
- Index cards (with words) — *one per team (different word for each team)*

Setup

1. Prepare index cards with the words on them. Here are some suggested words:

bakery outside emblem book camping music
index card future stew easy stand
movie sailing story

Procedure

1. Give each team one special word (a different word for each team). Allow students time to think how they will include the words two times in a speech.
2. One member of the team will stand before the class and give a one-minute speech. Allow students 5 minutes to think about what they are going to say.
3. The speaker casually inserts the special word ***twice*** in his/her speech in a way that does not draw attention to it.
4. After the speech, the other teams try to guess the word. Limit guesses to one guess per team or one guess per student.
5. Continue until each team has presented one speech.
6. Depending on time, you may have more than one round.
7. Teams that successfully guess the word earn 2 points. The team with the most points wins.

JOUSTING TOURNAMENT

DICTIONARY TRUTH OR TRICK

Dictionary Truth or Trick

A creative activity to determine who is giving the correct meaning of a word and who is bluffing

Materials

- **Truth or Trick Words** — *teacher resource*
- Dictionary — *one per team or one per team member*
- Index cards (with **Truth or Trick Words**) — *one per team (different word for each team)*
- Index cards (blank) — *class set*
- Scrap paper — *one per team per word*

Setup

1. Copy, cut apart, and glue the **Truth or Trick Words** to separate index cards.

Procedure

1. Distribute one word card per team and one blank index card for each team member.
2. One team member should copy the true meaning of this word on his/her card, and the other team members should make up definitions for the word. Students may use dictionaries to help them make up definitions.
3. The goal is to trick the other teams so that they do not guess the correct definition. Creating fictional etymology and fictional sample sentences will help to bluff the other teams. Write the bluffing definitions, etymology, part of speech, and sample sentences on the other index cards.
4. At the start each round, write the unknown word on the board. One by one the team members will give a definition for this unknown word. Only one member will give the true definition.
5. When all the team members have spoken, ask the other teams to quickly decide which team member told the truth. They should write the name of the truthful team member on a piece of paper and hold it up when you say,
 “Who spoke the truth?”
6. Award one point when a team correctly chooses the truthful knight.
7. Repeat for all teams. Team with the highest score, wins.
8. Depending on time, you may have more than one round.



*The **Truth or Trick Words** are from the Macmillan Dictionary for Students. NY: Simon and Schuster. 1981.*



JOUSTING TOURNAMENT

CONTESTS OF STRENGTH

Contests of Strength

A fun activity simulating medieval contests of strength

Materials

- Dictionaries — *class set (must be identical books)*

Preparation

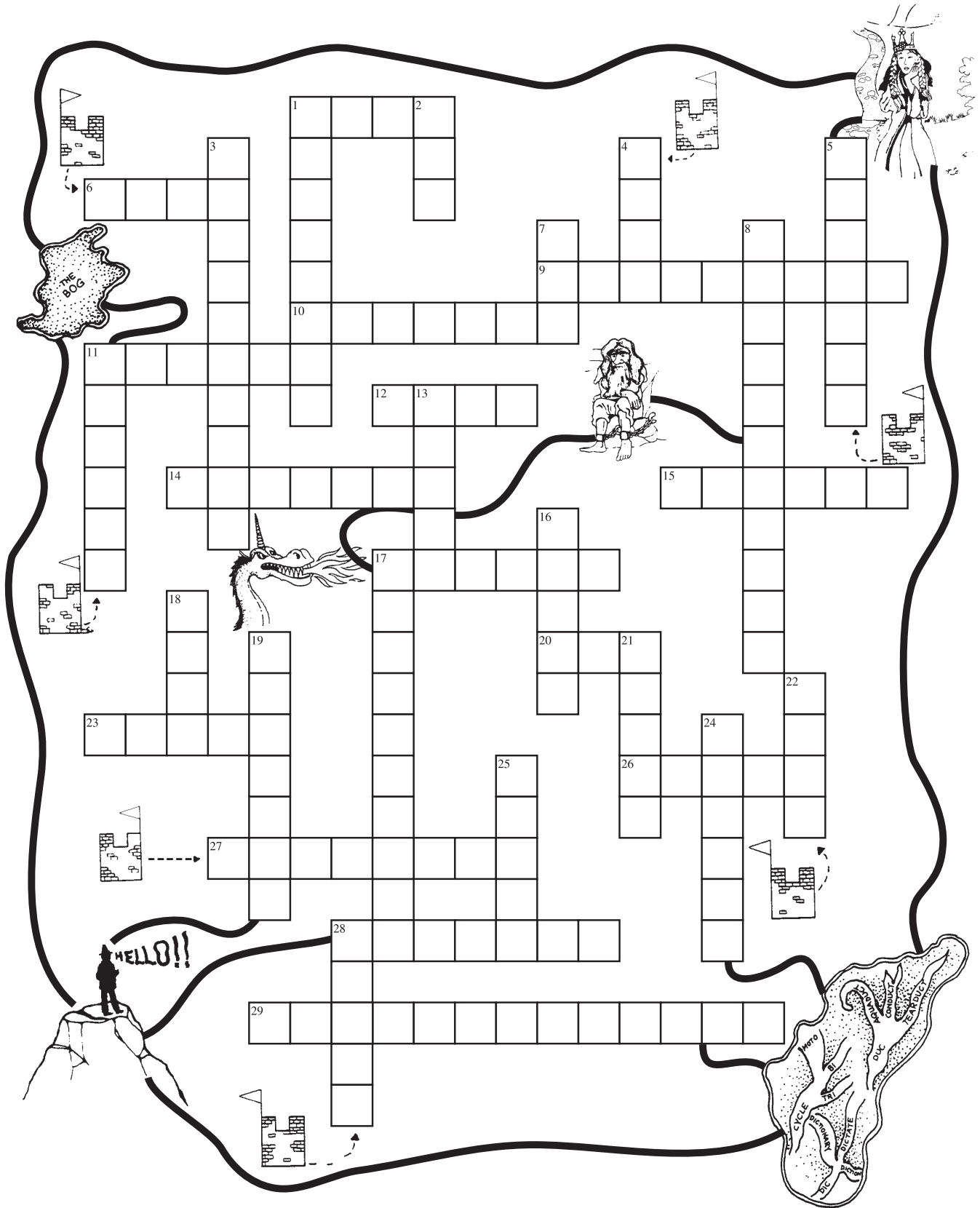
1. Create an elimination chart on the board or chart paper.
2. The number of teams will determine the number of competition rounds.

Procedure

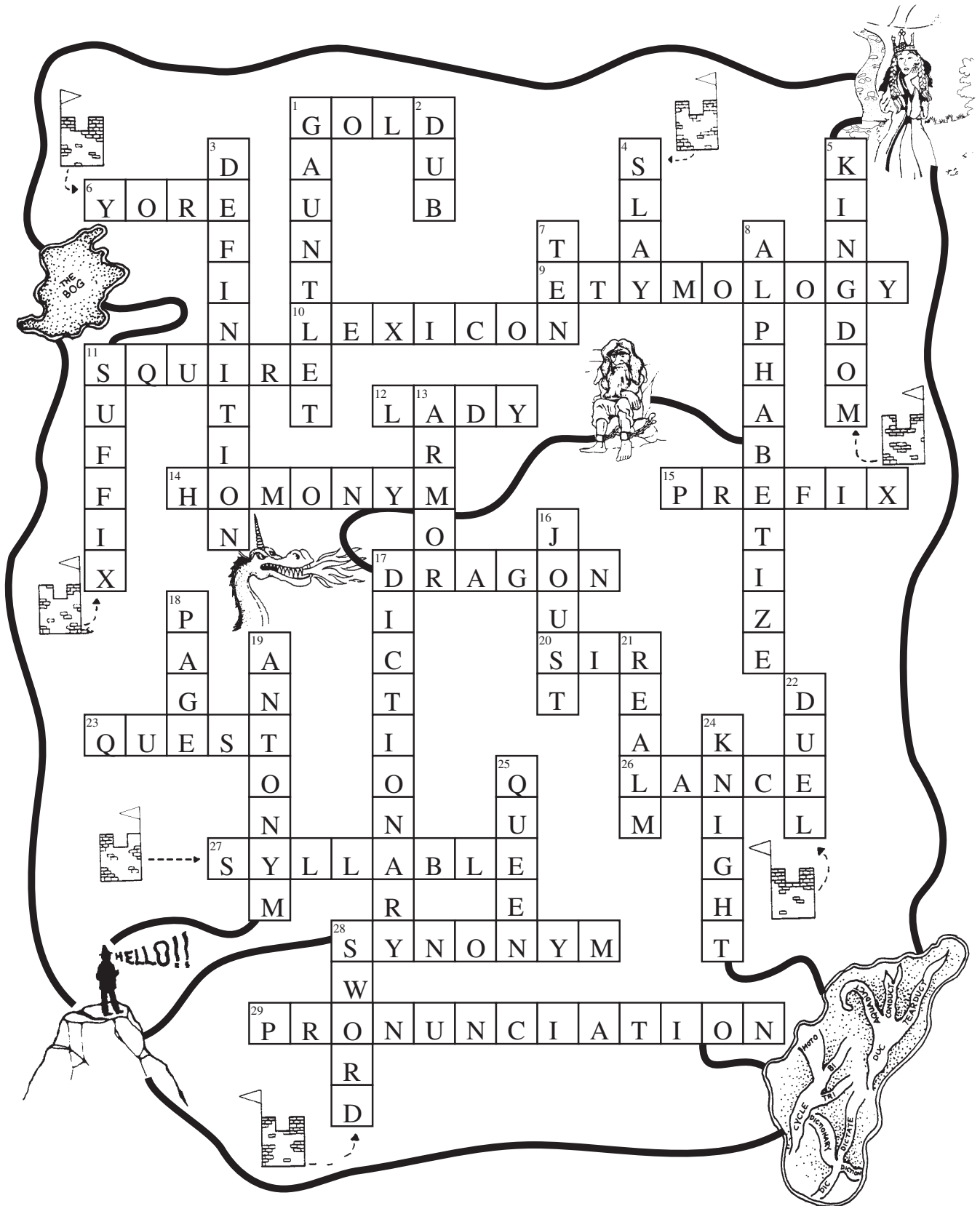
1. How long can a student hold a dictionary in an outstretched hand at shoulder height?
2. Students first compete among their team members to see who is the strongest and will represent the team.
3. When each team has a “knight” to represent their team, then set up an elimination chart.
 - a. Randomly match one team knight to another team knight until each is paired.
 - b. If there is no partner for one team, that team gets a bye.
4. The winners of each pair in Round 1 compete against each other in Round 2. The winners in Round 2 compete in Round 3 until there is an overall winner.
5. **Optional competition:** How long can two students with elbows on a table (as in an arm wrestling position) hold up three dictionaries—either with finger tips or palms? (A third student loads the dictionaries.)
6. The team with longest endurance wins.

KING LEXICON'S PUZZLE (BLANK)

TEACHER RESOURCE



©2003 Interact | www.teachinteract.com | **INTERACT**



PRETEST/POSTTEST ANSWER KEY

1. ask, babble, baboon, chew, chin, ear, happy
2. balm 21, beach 22, bandit 21, beef 23, bee 23, bay 22, believe 23
3. faint, happy, wade, include, hurry, soft
4. Animals: seal, giraffe, mosquito, lion, gorilla, toad
5. All choices should be checked.
6.
 - a. lexicon — a specialized dictionary
 - b. synonyms — words that mean the same or nearly the same
 - c. etymology — study of word origins
 - d. antonyms — words that have an opposite or nearly opposite meaning
 - e. homonyms — words that sound the same but have a different meaning
 - f. dubbing — placing a sword on a squire's shoulders and bestowing the rank of knight
 - g. gauntlet — an armored glove
 - h. guidewords — words on the top of the dictionary page that tell the first and last word on the page (These make it easier to find words in dictionaries.)
7. wits
wittier
8. schwa
9. Locate the words in the dictionary to create your own answer key of page numbers. Allow only 90 seconds. The number of words located should improve on the POSTTEST.

_____ Spear	_____ Middle Ages	_____ alchemy
_____ Honor	_____ feudalism	_____ knight-errant

SPELLING ACTIVITY: WEEK 1

ANSWER KEY

Assignment 1

1. castle dictionary entry lexicon puzzle quest spelling vowel
2. spelling, puzzle
3. entry
4. dictionary, entry, puzzle, castle
5. **-t** is silent
6. quest
7. entry, spelling, puzzle, castle, vowel
8. lexicon
9. dictionary
10. quest, lexicon, puzzle
11. lexicon, entry, spelling, quest (You may accept the word *vowel*, although that is really a *schwa* sound. Your students may not know that yet.)
12. dictionary, entry

Assignment 2

1. challenge chivalry clue consonant crossword knight page squire
2. crossword
3. knight
4. squire, challenge, crossword, clue, chivalry
5. **-k** is silent
6. page, squire, knight, clue
7. challenge, crossword
8. consonant, chivalry
9. challenge, crossword
10. consonant, challenge, crossword, clue, chivalry
11. squire, knight
12. page, squire, challenge, clue, chivalry

Assignment 3

1. activity alphabetize etymology simulation thesaurus
2. activity, alphabetize, etymology
3. etymology, alphabetize, activity
4. thesaurus
5. activity, alphabetize, simulation
6. etymology
7.
 - a. etymology
 - b. alphabetize
 - c. thesaurus
 - d. simulation
 - e. activity

SPELLING ACTIVITY: WEEK 2

ANSWER KEY

Assignment 1

1. armor contest crossbow duel joust misspell secret shield
2. misspell, crossbow
3. armor
4. joust, contest
5. **-i** is silent
6. shield, joust
7. armor, contest, misspell, duel, secret, crossbow
8. shield, crossbow
9. contest, misspell (duel, secret—You may accept *duel* although that is really a *schwa* sound, and *secret* although that is really a short i sound.)
10. shield, secret

Assignment 2

1. accent damsel glove lance mystery schwa syllable tournament
2. syllable, accent
3. lance, glove, syllable
4. glove, schwa
5. **-schw** are the consonant blend
6. lance, glove, schwa
7. damsel, accent
8. mystery, tournament, syllable
9. accent
10. mystery

Assignment 3

1. chivalry falconry gauntlet pronunciation verbiage
2. gauntlet
3. chivalry, falconry, verbiage
4. pronunciation
5.
 - a. verbiage
 - b. pronunciation
 - c. chivalry
 - d. gauntlet
 - e. falconry

QUESTS ANSWER KEY

Quest I

- | | | |
|---------------------------------|-------------|------------------|
| 1. worn | 8. sea | 15. tear it down |
| 2. scarf | 9. sluggish | 16. no |
| 3. happiness | 10. no | 17. stern |
| 4. weapon (sword, musket, etc.) | 11. few | 18. to cut it |
| 5. garden | 12. no | 19. long |
| 6. play | 13. rich | 20. tea |
| 7. village | 14. no | |

Quest II

- | | | | |
|------|-------|-------|-------|
| 1. 0 | 6. + | 11. + | 16. + |
| 2. 0 | 7. + | 12. + | 17. + |
| 3. + | 8. 0 | 13. 0 | 18. 0 |
| 4. 0 | 9. + | 14. 0 | 19. + |
| 5. 0 | 10. + | 15. + | 20. + |

Quest III

- | | | | |
|--------------|---|--------------|---|
| 1. katydid | A | 11. mandrill | A |
| 2. kola | P | 12. umiak | N |
| 3. ermine | A | 13. acacia | P |
| 4. amaryllis | P | 14. aster | P |
| 5. shamrock | P | 15. tabor | N |
| 6. vanilla | P | 16. gibbon | A |
| 7. okra | P | 17. merino | A |
| 8. adder | A | 18. stipple | N |
| 9. conch | A | 19. sturgeon | A |
| 10. kudu | A | 20. endive | P |

Quest IV

- | | | | |
|---------|----------|---------------|-------------------|
| 1. 1769 | 6. 1817 | 11. 1847 | 16. 384 B.C.E. |
| 2. 1867 | 7. 1564 | 12. 1706 | 17. 1835 |
| 3. 1564 | 8. 1758 | 13. 1412 (?) | 18. 1446–1451 (?) |
| 4. 1809 | 9. 1812 | 14. 1819 | 19. 1820 |
| 5. 1758 | 10. 1929 | 15. 69 B.C.E. | 20. 1774 |

Alternate Quest IV (if no bios in dictionaries)

- | | | |
|----------------------|------------------------------------|--------------|
| 1. ice mountain | 8. wise | 15. antelope |
| 2. George Washington | 9. oldest son of a king | 16. clothing |
| 3. both | 10. piano, harpsichord, clavichord | 17. ships |
| 4. doctor | 11. cotton | 18. cow |
| 5. castle | 12. river + horse | 19. birds |
| 6. inn | 13. four | 20. hopeful |
| 7. ship | 14. sailor | |

QUESTS ANSWER KEY

Quest V

- | | | | | |
|-------------|--------------|---------------|--------------|----------------|
| 1. scythe T | 5. rift 0 | 9. thwack 0 | 13. billet 0 | 17. level T |
| 2. scamp 0 | 6. lathe T | 10. harrow T | 14. dredge T | 18. horde 0 |
| 3. adz T | 7. die T | 11. forager 0 | 15. alder 0 | 19. nematode 0 |
| 4. pestle T | 8. caliper T | 12. paragon 0 | 16. hurtle 0 | 20. awl T |

Quest VI

- | | | | |
|---------------|--------------|----------------|-------------------|
| 1. sling W | 6. carbine W | 11. mace W | 16. bazooka W |
| 2. kiln 0 | 7. machete W | 12. yawl 0 | 17. mulet 0 |
| 3. catapult W | 8. hasp 0 | 13. crossbow W | 18. cudgel W |
| 4. trellis 0 | 9. bola W | 14. feldspar 0 | 19. blunderbuss W |
| 5. bower 0 | 10. luge 0 | 15. epee W | 20. pistil 0 |

Quest VII

- | | | | |
|-----------------|-----------------|---------------------|-------------------------|
| 1. Yucatan W | 6. Burma E | 11. New Brunswick W | 16. Shetland Islands E |
| 2. Alexandria E | 7. Madagascar E | 12. Zuider Zee E | 17. Malta E |
| 3. Oman E | 8. Pyrenees E | 13. Dardanelles E | 18. Laos E |
| 4. Armenia E | 9. Lapland E | 14. Patagonia W | 19. Galapagos Islands W |
| 5. Cordoba E | 10. Liberia E | 15. Uruguay W | 20. Sri Lanka E |

Alternate Quest VII

- | | |
|--------------------------------------|---|
| 1. Andes Mountains: South America | 11. Yukon: Canada |
| 2. Yangtze River: China | 12. Danube River: West Germany (Europe) |
| 3. Gobi Desert: Tibet & Nepal (Asia) | 13. Provence: France |
| 4. Copenhagen: Denmark | 14. Amazon River: Brazil (South America) |
| 5. St. Lawrence Seaway: USA & Canada | 15. Yosemite: USA |
| 6. Marathon: Greece | 16. Sahara Desert: Africa |
| 7. Kathmandu: Nepal | 17. Westminster Abbey: (England, Great Britain) |
| 8. Tibet: China | 18. Geneva: Switzerland |
| 9. Rio Grande: USA & Mexico | 19. Kitty Hawk: USA |
| 10. Hudson Bay: Canada | 20. Tasmania: Australia |

Quest VIII

- | | | | | | |
|-----------------|---------|----------------|------------|--------------|------------|
| 1. fourposter | bedroom | 8. wheels | two | 15. Cathode | negatively |
| 2. radiosonde | balloon | 9. fortnight | fourteen | 16. linen | flax |
| 3. swale | valley | 10. sedge | swamp | 17. fob | watch |
| 4. ocean animal | echinus | 11. sun | corona | 18. hornbill | beak |
| 5. vichyssoise | cold | 12. coddle | saucepan | 19. pate | head |
| 6. viand | eat | 13. dentifrice | toothpaste | 20. teal | both |
| 7. bittern | marsh | 14. palisade | fence | | |

QUESTS ANSWER KEY

Quest IX

- | | | | | | |
|----------------|---------|----------------|------------|------------------|------|
| 1. Hippocrates | 460 BCE | 8. Luther | 1483 | 15. Kennedy | 1917 |
| 2. Alcott | 1832 | 9. Barton | 1821 | 16. Fahrenheit | 1686 |
| 3. Bloomer | 1818 | 10. Richard I | 1157 | 17. Mozart | 1756 |
| 4. Custer | 1839 | 11. Pythagorus | 497 B.C.E. | 18. Newton | 1642 |
| 5. Gage | 1721 | 12. Morse | 1791 | 19. Garfield | 1831 |
| 6. Hawthorne | 1804 | 13. Roosevelt | 1858 | 20. Michelangelo | 1475 |
| 7. Gandhi | 1869 | 14. Wright | 1867 | | |

Quest X

- | | | | | | |
|-----------------|-------------------|--------------------|-------------|----------------|------------|
| 1. sonnet | 14 | 8. Ceres | farming | 15. colloquial | playground |
| 2. lion's share | largest piece | 9. Somnambulist | sleepwalker | 16. vamp | shoe |
| 3. furlong | 1/8 mile/220 yds. | 10. Prometheus | fire | 17. arthropod | spider |
| 4. cerulean | blue. | 11. turbot | eat | 18. piazza | no |
| 5. jennet | ride | 12. ruminant | both | 19. sated | full |
| 6. Candlemas | Feb 2 | 13. fool's gold | iron pyrite | 20. capybara | animal |
| 7. porringer | soup | 14. Alpha particle | two | | |

EXTENSIONS ANSWER KEY

The Dragon's Dilemma

Your Majesty, There's been a lot of trouble at the mines lately. A series of rock slides have shaken the mines. The workers are afraid to go back. They are an angry group, always arguing and bickering among themselves. Yesterday I threw out six of the biggest complainers. The others are sadly sitting around the mines as if they have dozens of diseases. I promised them new clothes and extra pay. Can you help me?

Your loyal subject, Dragon

Discovering Word Origins

Student sentences may use these words (some roots may offer other possibilities):

graph (to write)

telegraph, phonograph, geography, photography, biography, graphics, graphite, mimeograph

tele (far or distant)

telegraph, telephone, telegram, telephoto, television, telepathy, telescope

bio (life)

biography, autobiography, biology, bio-terrorism, bionics, bio-ethics, antibiotics, bioengineering

dict (to say)

dictionary, dictation, diction, dictator, dictaphone, contradict

port (to carry)

portable, portage, transport, transportation, port-a-potty, porter

Castle Conundrum

him	hymn
naw	gnaw
heffer	heifer
toocan	toucan
per	purr
consience	conscience
gorjeous	gorgeous
attendance	attendance
stomick	stomach
sikick	psychic

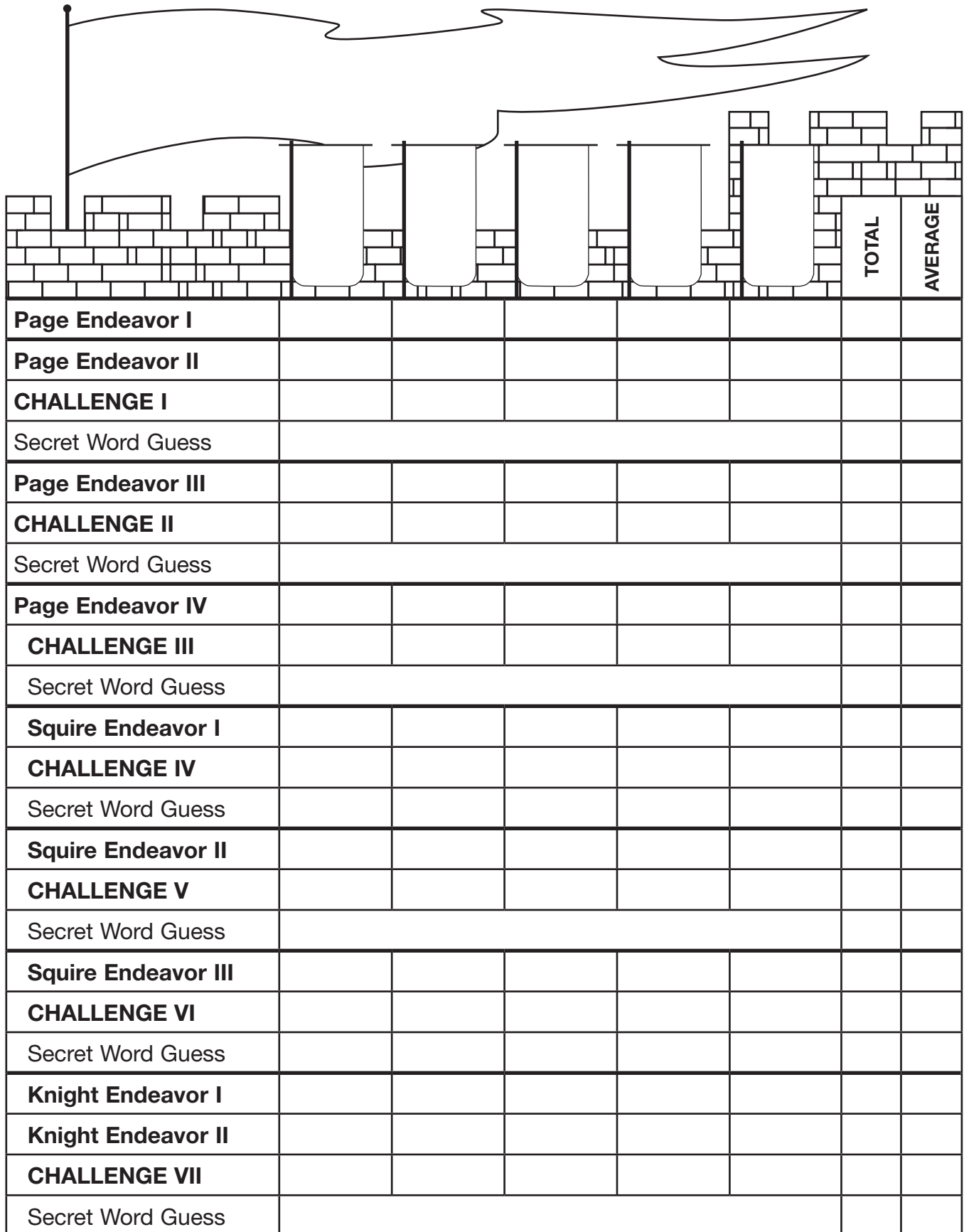
TEAM ROLE CHART

Rotation is Page to Squire, Squire to Knight, and Knight to Page. If there are more members, add them to the rotation.

DATE	PAGE	SQUIRE	KNIGHT	PAGE extra member	PAGE extra member

Note: When the Knight or Page is absent, the Squire also assumes their duties. The knight also assumes the Squire's roles when s/he is absent. In teams with more than 3 members, an extra Page assumes the role of anyone who is absent.

CASTLE SCORE SHEET



The image shows a castle score sheet template. At the top, there is a decorative illustration of a castle wall with a flagpole on the left and a flag flying. The wall has several towers and battlements. Below the illustration is a table with 8 columns and 20 rows. The first two columns are for recording scores for different challenges. The last two columns are labeled 'TOTAL' and 'AVERAGE'. The rows are organized into sections for different levels of the castle: Page Endeavor I, Page Endeavor II, CHALLENGE I, Secret Word Guess, Page Endeavor III, CHALLENGE II, Secret Word Guess, Page Endeavor IV, CHALLENGE III, Secret Word Guess, Squire Endeavor I, CHALLENGE IV, Secret Word Guess, Squire Endeavor II, CHALLENGE V, Secret Word Guess, Squire Endeavor III, CHALLENGE VI, Secret Word Guess, Knight Endeavor I, Knight Endeavor II, CHALLENGE VII, and Secret Word Guess.

								TOTAL	AVERAGE
Page Endeavor I									
Page Endeavor II									
CHALLENGE I									
Secret Word Guess									
Page Endeavor III									
CHALLENGE II									
Secret Word Guess									
Page Endeavor IV									
CHALLENGE III									
Secret Word Guess									
Squire Endeavor I									
CHALLENGE IV									
Secret Word Guess									
Squire Endeavor II									
CHALLENGE V									
Secret Word Guess									
Squire Endeavor III									
CHALLENGE VI									
Secret Word Guess									
Knight Endeavor I									
Knight Endeavor II									
CHALLENGE VII									
Secret Word Guess									

PRETEST/POSTTEST

Name _____ Team Name _____

1. Write these words in alphabetical order: ask, happy, chin, chew, babble, ear, baboon

1 _____ 4 _____

2 _____ 5 _____

3 _____ 6 _____

2. Use the Guide below to write the page (21, 22, or 23) where each word may be found.

			band	<u>21</u>
			balm	_____
			beach	_____
			bandit	_____
			beef	_____
			bee	_____
			bay	_____
			believe	_____
Word at top of page	Guide Page Number	Word at bottom of page		
balloon	21	barn		
base	22	beautiful		
because	23	bend		

3. What word would you look up to find the meaning of these words? (The first two are given.)

running run ugliest ugly

fainted _____ happiest _____ waded _____

included _____ hurrying _____ softly _____

4. Place an X next to the pronunciation that names an animal.

Pronunciation Key

a	ī	i	ō	ē	ə
act	ice	if	rope	me	"a" in ago

Sēl _____ pē an' o _____ jə raf' _____ mak ə rō nē _____ mə skē tō _____

Sēt _____ lī ən _____ gə ril'ə _____ tōd _____ rab' id _____

PRETEST/POSTTEST

5. What information can you find in a dictionary? You may check more than one:

- | | | |
|------------------------------------|-----------------------|----------------------------|
| _____ definitions | _____ spelling | _____ word origins |
| _____ birth dates of famous people | _____ maps | _____ illustrations |
| _____ sample sentences | _____ parts of speech | _____ locations of rivers |
| _____ plural forms of nouns | _____ capital cities | _____ antonyms or synonyms |
| _____ pronunciation of words | _____ idioms | _____ abbreviations |

6. Write a short definition for the each of the following words

1. lexicon _____
2. synonyms _____
3. etymology _____
4. antonyms _____
5. homonyms _____
6. dubbing _____
7. gauntlet _____
8. guideword _____

7. Circle the words(s) below that is/are an inflected form of a word?

witness wit wittier wits witless

8. What do we call this symbol: ə? _____

9. This is a **timed** activity. You have 90 seconds to locate the following words in a dictionary. Write the number of the page where you find each word.

- | | | |
|-------------|-------------------|---------------------|
| _____ spear | _____ Middle Ages | _____ alchemy |
| _____ honor | _____ feudalism | _____ knight-errant |

COOPERATIVE GROUP WORK RUBRIC

Name _____

Team Name _____

4 — *Exemplary*

- You *consistently* and *actively* help your team achieve its goals by communicating well with other team members, by encouraging the team to work together, and by *willingly* accepting and completing the necessary work for your role.

3 — *Expected*

- You *usually* help your team achieve its goals by communicating with other team members, by encouraging your team to work together, and by accepting and completing the necessary work for your role.

If your evaluation is less than *Expected*, try to use your cooperating skills more consistently.

2 — *Nearly There*

- You *make some effort* to help your team achieve its goals.

1 — *Incomplete*

- You *make little or no effort* to help your team achieve its goals.

COOPERATIVE GROUP WORK RUBRIC

Name _____

Team Name _____

4 — *Exemplary*

- You *consistently* and *actively* help your team achieve its goals by communicating well with other team members, by encouraging the team to work together, and by *willingly* accepting and completing the necessary work for your role.

3 — *Expected*

- You *usually* help your team achieve its goals by communicating with other team members, by encouraging your team to work together, and by accepting and completing the necessary work for your role.

If your evaluation is less than *Expected*, try to use your cooperating skills more consistently.

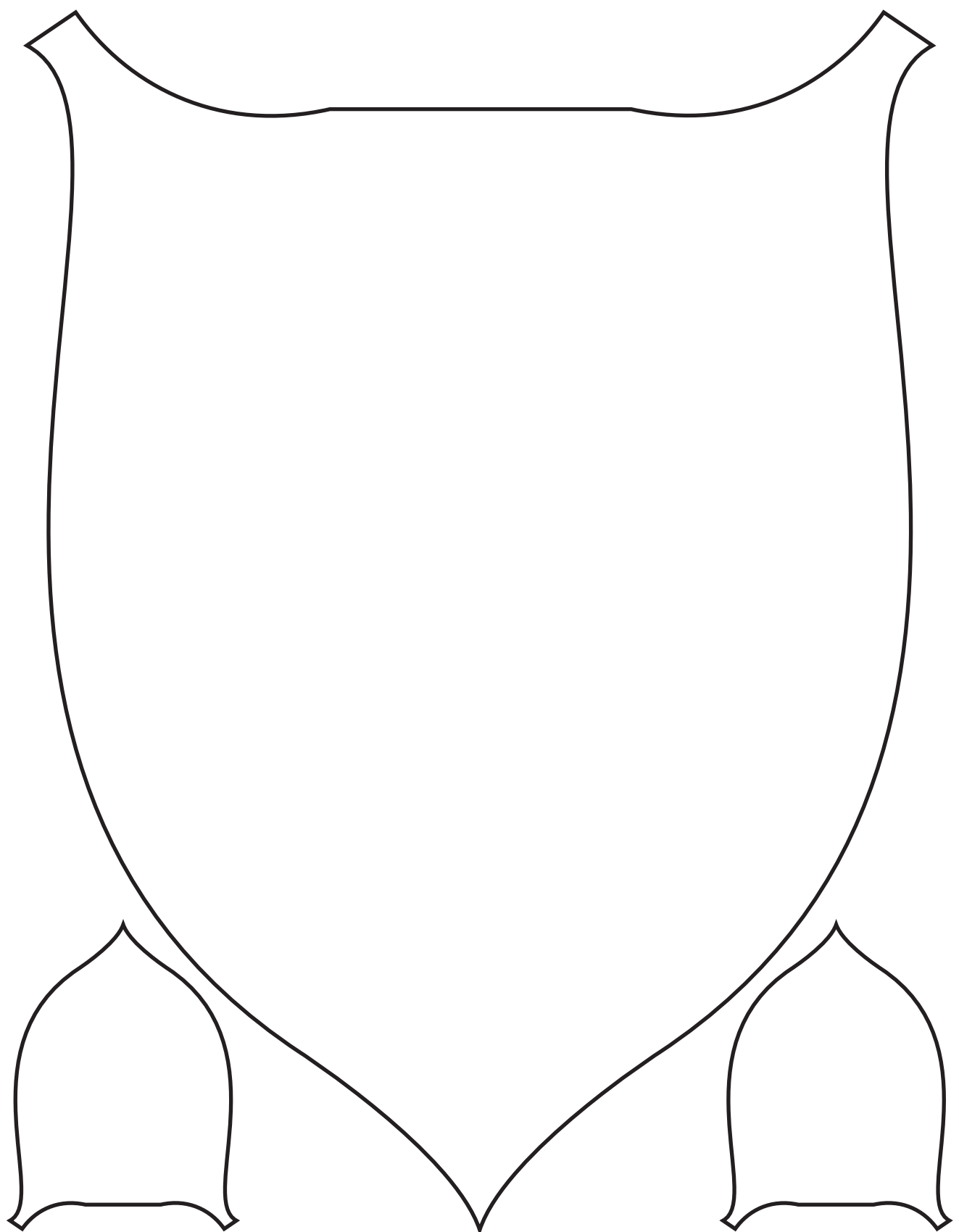
2 — *Nearly There*

- You *make some effort* to help your team achieve its goals.

1 — *Incomplete*

- You *make little or no effort* to help your team achieve its goals.

SHIELD PATTERNS



SPELLING ACTIVITY: WEEK 1

Name _____ Team Name _____

A	B	C	D
lexicon	puzzle	consonant	challenge
dictionary	castle	page	crossword
entry	quest	squire	clue
spelling	vowel	knight	chivalry
Bonus Words: simulation	etymology	alphabetize	activity
			thesaurus

Assignment 1:

Use the words in columns A and B only.

1. Alphabetize the words in columns A and B. (8)
2. Write the words having double letters. (2)
3. Write the word beginning with a vowel (1)
4. Write the words ending in a vowel. (4)
5. Write **castle** and underline its silent letter. (1)
6. Write the word having only one syllable. (1)
7. Write the words having only two syllables. (5)
8. Write the word having only three syllables. (1)
9. Write the word having four syllables. (1)
10. Write the words containing **Q**, **X**, or **Z**. (3)
11. Write the words having a **short e** sound like **wet**. (4)
12. Write the words having a **long E** sound like **be**. (2)

Assignment 2:

Use the words in columns C and D only.

1. Alphabetize the words in columns C and D. (8)
2. Write the compound word. (1)
3. Write word beginning with a silent letter. (1)
4. Write the words beginning with a consonant blend. (5)
5. Write the word **knight** and underline its silent letter (1)
6. Write the words having only one syllable. (4)
7. Write the words having only two syllables. (2)
8. Write the words having only three syllables. (2)
9. Write the words with double letters. (2)
10. Write the words beginning with **C**. (5)
11. Write the words having a **long I** sound like **bike**. (2)
12. Write the words which end with a vowel. (5)

Assignment 3:

Use the bonus words only.

1. Alphabetize the bonus words. (5)
2. Write the bonus words which begins with a vowel (3)
3. Write the words ending in a vowel. (3)
4. Write the bonus word having only three syllables. (1)
5. Write the bonus words having only four syllables. (3)
6. Write the bonus word having five syllables. (1)
7. Write the words to match the definitions below.
 - a. The study of words
 - b. To put in ABC order
 - c. A book of synonyms
 - d. A role-playing activity
 - e. An educational experience to encourage learning

PROOFREADING PRACTICE

Name _____ Team Name _____

1. The bog is the most anoying part of king Lexicon's kingdom
 2. Lady luckless's toothache pain has yet to diminish even though Wordlin tryed to relieve it with a poultice of herbs, spices and peices of animals.
 3. The homonims of rain and reign are still troublesome too many of the page's
 4. Dictopolis is filled with many words relating to the Middle Ages.
 5. Did a squire carry his knights weapens during battles and turnaments
-

PROOFREADING PRACTICE

Name _____ Team Name _____

1. The bog is the most anoying part of king Lexicon's kingdom
2. Lady luckless's toothache pain has yet to diminish even though Wordlin tryed to relieve it with a poultice of herbs, spices and peices of animals.
3. The homonims of rain and reign are still troublesome too many of the page's
4. Dictopolis is filled with many words relating to the Middle Ages.
5. Did a squire carry his knights weapens during battles and turnaments

PAGE ENDEAVOR I

Name _____ Team Name _____

Directions: In Dictopolis while you are a page, you study words and practice alphabetizing them. You also learn to spot errors in spelling, punctuation, and capitalization. In each *Endeavor* there are five errors you must find. You may use your dictionary to help you. Circle each spelling error, underline each capitalization error, and insert or remove punctuation marks where needed. Work quickly. This *Endeavor* is timed!

Page Training

The first step to becoming a knight is to be accepted as a page. Between the ages of seven and nine a page's training began. Women taught the boys manners, courtly conduct, and the refined graces of gentlemen. The boys waited on the ladies of the castle and ran errands. Some pages were even taught to read and write

After a few years of training the page would be assigned to an elderly knight. This assignment began his serious study of combat. All games the pages played helped them become skilled warriors. they learned to ride and how to use a crossbow, sword, and lance. They studied battle tactics and carried their knight's helmet, but they never went into battle. Upon completion of training, a page was given the silver spurs of a squire

Proof reading _____

PAGE ENDEAVOR I

Name _____ Team Name _____

Directions: In Dictopolis while you are a page, you study words and practice alphabetizing them. You also learn to spot errors in spelling, punctuation, and capitalization. In each *Endeavor* there are five errors you must find. You may use your dictionary to help you. Circle each spelling error, underline each capitalization error, and insert or remove punctuation marks where needed. Work quickly. This *Endeavor* is timed!

Page Training

The first step to becoming a knight is to be accepted as a page. Between the ages of seven and nine a page's training began. Women taught the boys manners, courtly conduct, and the refined graces of gentlemen. The boys waited on the ladies of the castle and ran errands. Some pages were even taught to read and write

After a few years of training the page would be assigned to an elderly knight. This assignment began his serious study of combat. All games the pages played helped them become skilled warriors. they learned to ride and how to use a crossbow, sword, and lance. They studied battle tactics and carried their knight's helmet, but they never went into battle. Upon completion of training, a page was given the silver spurs of a squire

Proof reading _____

QUEST I

Name _____ Team Name _____

1. Are **doublets** worn or eaten? _____
2. Would you wear a **jabot** like a glove or a scarf? _____
3. Is **euphoria** a feeling of happiness or sadness? _____
4. Name one thing a **dragoon** would carry? _____
5. Would you find **phlox** in a garden or in a barn? _____
6. Would you eat or play an **ocarina**? _____
7. Is a **hamlet** a food or a village? _____
8. Does a **conch** live in the mountains or the sea? _____
9. Would a **torpid** animal be sluggish or active? _____
10. Are **chiggers** tasty in your salad? _____
11. Does a **laconic** person use many or few words? _____
12. Would an **odious** boss have happy employees? _____
13. Is an **opulent** person rich or poor? _____
14. Are **gnomons** also known as mountain elves? _____
15. Is to **raze** a building to tear it down or build it up? _____
16. Would you expect to find a **glockenspiel** in a marching band? _____
17. Is an **austere** judge stern or kind? _____
18. Is to **sever** a rope to twist it or to cut it? _____
19. Does a **curlew** have a long or short bill? _____
20. What liquid would you likely find in a **samovar**? _____

CHALLENGE I: PAGE'S PREDICAMENT 1

Name _____ Team Name _____

A lowly page in Dictopolis found himself in a predicament. His knight's word lists were a mess! Whenever the knight asked the page to bring him a word, the page could never find it. He realized that he must organize the lists so that he could find each word quickly—in fact, as soon as his knight called for one. The obvious organization plan was to alphabetize.

Directions: Alphabetize the words in **Page's Practice I**. Then alphabetize the words in **Page's Practice II**. When you finish, wait for your teacher to give the signal before you begin to alphabetize the 12 words in the **Page's Test**.

PAGE'S PRACTICE I

falconry master courage baron
saddle gobble noble

PAGE'S PRACTICE II

common church ceremony chivalry
candidate career compose

PAGE'S TEST

tournament oppress common estate
noble spurs servant tactics
helmet shield competent banneret

SCORING

Possible Score

Page's Test 12 _____

PAGE ENDEAVOR II

Name _____ Team Name _____

Directions: Pages were part of a society that lived in a castle. Read about castles in the paragraph below. There are five errors you must find. You may use your dictionary to help you. Circle each spelling error, underline each capitalization error, and insert or remove punctuation marks where needed. Work quickly. This *Endeavor* is timed!

A Castle

A castle was home to many people. Inside it's walls was a large stone building The noble, his fammily, and his knights lived there. The farmers and soldiers who served the noble lived outside the castle in a cluster of small wooden buildings. they prepared food, wove cloth, and created or repaired tools and weapons there. When the castle was attacked, the people outside the castle would run to safty across the drawbridge and inside the castle walls.

Proof reading _____

PAGE ENDEAVOR II

Name _____ Team Name _____

Directions: Pages were part of a society that lived in a castle. Read about castles in the paragraph below. There are five errors you must find. You may use your dictionary to help you. Circle each spelling error, underline each capitalization error, and insert or remove punctuation marks where needed. Work quickly. This *Endeavor* is timed!

A Castle

A castle was home to many people. Inside it's walls was a large stone building The noble, his fammily, and his knights lived there. The farmers and soldiers who served the noble lived outside the castle in a cluster of small wooden buildings. they prepared food, wove cloth, and created or repaired tools and weapons there. When the castle was attacked, the people outside the castle would run to safty across the drawbridge and inside the castle walls.

Proof reading _____

KING LEXICON CLUES

Directions: Cut out the puzzle clues and give one to each team when all members of the team have successfully completed the appropriate Challenge.

CHALLENGE I:

Page's Predicament 1

Across

- 15. syllable(s) at the start of a word
- 20. the title used for a knight
- 29. how to say a word out loud

Down

- 2. to make a person a knight
- 18. a boy in training to be a knight

CHALLENGE III:

Page's Predicament 2

Across

- 11. he carries his knight's shield
- 28. a word that has the same, or nearly same meaning

Down

- 5. the king's land
- 13. a knight's protection
- 24. a man trained to fight to protect his castle and king

CHALLENGE II:

A Damsel's Distress

Across

- 6. a time in the distant past
- 17. a mythical winged reptile
- 27. a part of a word

Down

- 11. a word ending
- 22. what follows a "dropped gauntlet"

CHALLENGE IV:

Pitfalls of the Bog

Across

- 9. the history of a word
- 12. a title for a woman

Down

- 1. an armored glove
- 3. the meaning of a word
- 21. a synonym for "kingdom"

KING LEXICON CLUES

Directions: Cut out the puzzle clues and give one to each team when all members of the team have successfully completed the appropriate Challenge.

CHALLENGE V:

A Squire's Duty

Across

14. a word that sounds like another but has a different meaning
23. a search

Down

7. Roman numeral X
8. to arrange in a special order
19. a word that has the opposite, or nearly opposite meaning

CHALLENGE VI:

The Squire and the Secret Scroll

Across

1. a precious metal
10. a special dictionary

Down

4. "slew" is an inflected form of this word
16. a combat or competition on horseback using lances

CHALLENGE VII:

Knights to the Rescue

Across

26. a weapon used in jousts

Down

17. a place to find information about words
25. the king's wife
28. a knight's weapon

QUEST II

Name _____ Team Name _____

Directions: If a statement is True, write +. If the statement is False, write 0.

- _____ 1. A **zebu** is an African plant.
- _____ 2. A **cacao** is a wild sheep.
- _____ 3. **Temerity** means boldness.
- _____ 4. **Vagrants** wear expensive clothes.
- _____ 5. A **surrey** is a scientific instrument.
- _____ 6. A **bucksaw** is a real saw.
- _____ 7. A **forecastle** is part of a ship.
- _____ 8. A **fugue** is a chemical insect spray.
- _____ 9. The one-humped camel is a **dromedary**.
- _____ 10. A **pack rat** is a real animal.
- _____ 11. A knight might wear a **surcoat**.
- _____ 12. A **coy** maiden is shy.
- _____ 13. A ghost is **tangible**.
- _____ 14. A **frugal** person spends lots of money.
- _____ 15. The **cowl** is worn by monks.
- _____ 16. A **zither** has more than 20 strings.
- _____ 17. A **fez** is a cap.
- _____ 18. A **bursa** is a steel tool.
- _____ 19. **Chicanery** is a synonym for “trickery.”
- _____ 20. A **haddock** is a fish.

CHALLENGE II: A DAMSEL'S DISTRESS

Name _____ Team Name _____

Lady Luckless, King Lexicon's niece, is suffering from a severe toothache. Dictopolis's magician is named Wordlin. He is trying to blend a poultice of herbs, spices, and bits and pieces of animals to relieve Lady Luckless's pain. Wordlin's books are so old and faded that the magician cannot read the recipes. Help Wordlin by answering the following.

1. Which of these are helpful herbs, and which are poisonous. Write **H** next to each helpful herb and **P** next to each poison.

_____ anise

_____ toadstool

_____ tansy

_____ belladonna

_____ wormwood

_____ jimsonweed

2. Which of these is a measurement, and which of these is a part of an animal's body. Put **M** next to a unit of measurement. Put **A** next to animal parts.

_____ dram

_____ medulla

_____ scruple

_____ peck

_____ offal

_____ hogshead

PAGE ENDEAVOR III

Name _____ Team Name _____

Directions: Some pages even learned to read and write. Read about reading and writing in the paragraph below. There are five errors you must find. You may use your dictionary to help you. Circle each spelling error, underline each capitalization error, and insert or remove punctuation marks where needed. Work quickly. This *Endeavor* is timed!

Reading and Writing

During the Age of Chivalry, most people did not know how to read and write. However, one group of people—the monks who lived in monasteries—knew these skills. They worked for the king and other nobels. They copied books because at that time There were no printing presses. They kept brief records of important happenings. They also taught the king’s messengers to read and write. That was important because many kings and queens never lerned these skills.

Proof reading _____

PAGE ENDEAVOR III

Name _____ Team Name _____

Directions: Some pages even learned to read and write. Read about reading and writing in the paragraph below. There are five errors you must find. You may use your dictionary to help you. Circle each spelling error, underline each capitalization error, and insert or remove punctuation marks where needed. Work quickly. This *Endeavor* is timed!

Reading and Writing

During the Age of Chivalry, most people did not know how to read and write. However, one group of people—the monks who lived in monasteries—knew these skills. They worked for the king and other nobels. They copied books because at that time There were no printing presses. They kept brief records of important happenings. They also taught the king’s messengers to read and write. That was important because many kings and queens never lerned these skills.

Proof reading _____

QUEST III

Name _____ Team Name _____

Directions: Write *A* in front of all the animals, *P* in front of all the plants, and *N* if the word describes neither an animal nor plant.

_____ 1. katydid

_____ 2. kola

_____ 3. ermine

_____ 4. amaryllis

_____ 5. shamrock

_____ 6. vanilla

_____ 7. okra

_____ 8. adder

_____ 9. conch

_____ 10. kudu

_____ 11. mandrill

_____ 12. umiak

_____ 13. acacia

_____ 14. aster

_____ 15. tabor

_____ 16. gibbon

_____ 17. merino

_____ 18. stipple

_____ 19. sturgeon

_____ 20. endive

CHALLENGE III: PAGE'S PREDICAMENT 2

Name _____ Team Name _____

The page is still in a predicament in Dictopolis. His knight inherited a slew of words when his two uncles died in a recent battle. Now instead of a long list of words on one page, he has pages and pages of words to organize. He came up with another plan that used alphabetizing. Instead of having to read all the words on every page, he decided to write the first word on the page and the last word on the page at the top where he could read them quickly. He called them *guidewords* because they would guide him on his search.

Directions: Complete **Page's Practice** by putting the listed words on the correct page. When you finish, wait for your teacher to give the signal to start the **Page's Test**.

PAGE'S PRACTICE

set serge sentence seventy sense
sever senile serious service several

send 462 sentry

serf 463 settle

seven 464 sew

PAGE'S TEST

Study the list of words below. Write the words that would appear on dictionary page 182.

drat drawer dream drama
dress drip dread drier

draw 182 drill

SCORING

Possible Score

Page's Test 5 _____

PAGE ENDEAVOR IV

Name _____ Team Name _____

Directions: In Dictopolis, a squire studies history and becomes an expert at finding words in a dictionary. A squire studies various forms a word can take and learns to find words easily. After locating a word, the squire becomes a master at unlocking the pronunciation key. Read about squires in the paragraphs below. There are five errors you must find. You may use your dictionary to help you. Circle each spelling error, underline each capitalization error, and insert or remove punctuation marks where needed. Work quickly. This *Endeavor* is timed!

Squire

The word squire is a shortened form of the word *esquire* from the Old French *escuier* meaning “shield bearer.” A squire carried his knight’s shield and heavy armer. He was more than his knight’s servant. A squire had to go into battel alongside his knight. During the fierce fighting, A knight’s weapons were often damaged or lost. The squire carried extra lances and swords and was right at hand to give the knight a replacement weapon

Proof reading _____

PAGE ENDEAVOR IV

Name _____ Team Name _____

Directions: In Dictopolis, a squire studies history and becomes an expert at finding words in a dictionary. A squire studies various forms a word can take and learns to find words easily. After locating a word, the squire becomes a master at unlocking the pronunciation key. Read about squires in the paragraphs below. There are five errors you must find. You may use your dictionary to help you. Circle each spelling error, underline each capitalization error, and insert or remove punctuation marks where needed. Work quickly. This *Endeavor* is timed!

Squire

The word squire is a shortened form of the word *esquire* from the Old French *escuier* meaning “shield bearer.” A squire carried his knight’s shield and heavy armer. He was more than his knight’s servant. A squire had to go into battel alongside his knight. During the fierce fighting, A knight’s weapons were often damaged or lost. The squire carried extra lances and swords and was right at hand to give the knight a replacement weapon

Proof reading _____

SPELLING ACTIVITY:

WEEK 2

Name _____ Team Name _____

A
shield
armor
contest
misspell

B
duel
secret
joust
crossbow

C
mystery
lance
glove
tournament

D
damsel
syllable
accent
schwa

Bonus Words: gauntlet chivalry falconry verbiage pronunciation

Assignment 1:

Use the words in columns A and B only.

1. Alphabetize the words in columns A and B. (8)
2. Write the words having double letters. (2)
3. Write the word beginning with a vowel. (1)
4. Write the words ending in *-st*. (2)
5. Write the word *shield* and underline its silent letter. (1)
6. Write the words having only one syllable. (2)
7. Write the words having only two syllables. (6)
8. Write the words beginning with a consonant blend. (2)
9. Write the words having a *short e* sound like *set*. (2)
10. Write the words having a *long E* sound like *be*. (2)

Assignment 2:

Use the words in columns C and D only.

1. Alphabetize the words in columns C and D. (8)
2. Write the words with double letters. (2)
3. Write the words ending in a silent letter. (3)
4. Write the words beginning with a consonant blend. (2)
5. Write the word *schwa* and underline its consonant blend. (1)
6. Write the words having only one syllable. (3)
7. Write the words having only two syllables. (2)
8. Write the words having only three syllables. (3)
9. Write the word beginning with a vowel. (1)
10. Write the word having a *long E* sound like *be*. (1)

Assignment 3:

Use the bonus words only.

1. Alphabetize the bonus words. (5)
2. Write the word having only two syllables. (1)
3. Write the words having only three syllables. (3)
4. Write the word having five syllables. (1)
5. Write the words to match the definitions below:
 - a. use of many words, wordiness
 - b. how to say a word
 - c. customs of knighthood
 - d. an armored glove
 - e. hunting with birds

QUEST IV

Name _____ Team Name _____

Directions: Write the year these famous people were born on the line in front of each name. Note, if they were born *Before the Common Era (B.C.E.)*, you must include these initials when you write the year.

- _____ 1. Napoleon I
- _____ 2. Madam Marie Curie
- _____ 3. Galileo Galilei
- _____ 4. Abraham Lincoln
- _____ 5. James Monroe
- _____ 6. Henry David Thoreau
- _____ 7. William Shakespeare
- _____ 8. Noah Webster
- _____ 9. Charles Dickens
- _____ 10. Martin Luther King, Jr.
- _____ 11. Thomas A. Edison
- _____ 12. Benjamin Franklin
- _____ 13. Joan of Arc
- _____ 14. Victoria, Queen of England
- _____ 15. Cleopatra
- _____ 16. Aristotle
- _____ 17. Mark Twain
- _____ 18. Christopher Columbus
- _____ 19. Susan B. Anthony
- _____ 20. Meriwether Lewis

ALTERNATE QUEST IV

Name _____ Team Name _____

Directions: Answer the questions or complete the statement.

1. **Iceberg** comes from a Dutch word meaning _____
2. Who lived at **Mount Vernon**? _____
3. Would you find a **fluke** on an anchor, an arrow, or both? _____
4. Who would wear a **caduceus**—a doctor or a teacher? _____
5. What sort of building has a **portcullis**? _____
6. What is a synonym for **hostelry**? _____
7. Would you find a **davit** on a ship or a farm? _____
8. Is a **sapient** person wise or foolish? _____
9. Who or what is a **prince royal**? _____
10. Name two instruments that are **claviers**. _____
11. What crop does a **boll weevil** eat? _____
12. **Hippopotamus** comes from Greek words meaning _____
13. How many sides are there on an **obelisk**? _____
14. What is a synonym for **jacktar**? _____
15. Does a **pronghorn** resemble a buffalo or antelope? _____
16. Are **mortarboards** used for fuel, construction, or clothing? _____
17. Does a **stevedore** work with trains or ships? _____
18. Is a **bovine** a cow, a pig, or a horse? _____
19. Are **cygnets** birds, ships, or tools? _____
20. Are **sanguine** people hopeful or discouraged? _____

CHALLENGE IV: PITFALLS OF THE BOG

Name _____ Team Name _____

Directions King Lexicon has called the bog the most annoying part of the kingdom. It is filled with homonyms that snag everyone who passes. Just what are homonyms? They are words that sound the same but have different spellings and meanings. In Dictopolis, knights are challenged to clean up the mess at the bog. They do this by posting signs and helping people safely pass. Below are sentences with 20 of the most misused homonyms. Circle the word that belongs in the sentence.

- | | | |
|-------------------------------------|------------|------------|
| 1. The _____ of our school is ill. | principal | principle |
| 2. She liked the _____. | compliment | complement |
| 3. The heavy statue is _____. | stationary | stationery |
| 4. He tried in _____ to win. | vein | vain |
| 5. Did you _____ him a letter? | right | write |
| 6. It started to _____. | hale | hail |
| 7. The bride walked down the _____. | aisle | isle |
| 8. The _____ swept us out to sea. | current | currant |
| 9. Is this _____ house? | their | they're |
| 10. Don't _____ in my business! | medal | meddle |
| 11. The box slid down the _____. | chute | shoot |
| 12. How long did the king _____? | reign | rain |
| 13. The sandpaper was _____. | course | coarse |
| 14. That is a _____ of strength! | feet | feat |
| 15. Her voice was _____. | horse | hoarse |
| 16. Will you _____ me the money? | lone | loan |
| 17. He is _____ to the throne | air | heir |
| 18. She was given a _____ shower. | bridle | bridal |
| 19. The tailor will _____ it. | alter | altar |
| 20. The _____ of glass is broken. | pane | pain |

SQUIRE ENDEAVOR I

Name _____ Team Name _____

Directions: Squires not only went into battle, they began serious training to become a knight. Read about the squire's training in the paragraphs below. There are five errors you must find. You may use your dictionary to help you. Circle each spelling error, underline each capitalization error, and insert or remove punctuation marks where needed. Work quickly. This *Endeavor* is timed!

Squire's Training

A squire's training began when he was about fourteen years old. The knight taught his squire all the skills of combat and all the manners of a gentleman. A squire's training was harsh and rigorous. Hour after hour he spent on the practise field learning to use his sword and lance. For days he went without food, and sometimes he slept outside without blankets in the middle of winter. Everything was designed to make him strong. Cuts and bruises became part of his life. He might go days without removing his armor and spend nights carrying a hundred-pound pack on his back. Many dyed, more quit, but those who survived were dubbed knights.

Proof reading _____

SQUIRE ENDEAVOR I

Name _____ Team Name _____

Directions: Squires not only went into battle, they began serious training to become a knight. Read about the squire's training in the paragraphs below. There are five errors you must find. You may use your dictionary to help you. Circle each spelling error, underline each capitalization error, and insert or remove punctuation marks where needed. Work quickly. This *Endeavor* is timed!

Squire's Training

A squire's training began when he was about fourteen years old. The knight taught his squire all the skills of combat and all the manners of a gentleman. A squire's training was harsh and rigorous. Hour after hour he spent on the practise field learning to use his sword and lance. For days he went without food, and sometimes he slept outside without blankets in the middle of winter. Everything was designed to make him strong. Cuts and bruises became part of his life. He might go days without removing his armor and spend nights carrying a hundred-pound pack on his back. Many dyed, more quit, but those who survived were dubbed knights.

Proof reading _____

QUEST V

Name _____ Team Name _____

Directions: Tools are devices that help people accomplish tasks. Write *T* before each tool and *0* before words that do not name tools. (There are 10 tools,)

_____ 1. scythe

_____ 2. scamp

_____ 3. adz

_____ 4. pestle

_____ 5. rift

_____ 6. lathe

_____ 7. die

_____ 8. caliper

_____ 9. thwack

_____ 10. harrow

_____ 11. forager

_____ 12. paragon

_____ 13. billet

_____ 14. dredge

_____ 15. alder

_____ 16. hurtle

_____ 17. level

_____ 18. horde

_____ 19. nematode

_____ 20. awl

CHALLENGE V: A SQUIRE'S DUTY

Name _____ Team Name _____

Directions: One of King Lexicon's knights-in-training is Squire David. Although he has earned his silver spurs, he still has a lot to learn. Before advancing in rank, he must master the dictionary entry. Help him to complete his practice and test.

SQUIRE'S PRACTICE

dic•tate (dik' tāt) *v.* **–tated, –tating.** 1. to say or read aloud for another to write or record. 2. to give orders. From Latin *dicere* meaning *to say*.

1. How many syllables are in dictate?

2. What part of speech is dictate?

3. Write one of the inflected forms of dictate.

4. How many definitions are given for dictate?

5. From what language is dictate derived from?

SQUIRE'S TEST

es•cape (es•kāp') *v.* **–caped, –caping.** 1. to get away from confinement. 2. to avoid capture. 3. to elude one's memory. **Her name escapes me.** *syn.* evade, elude, flee. From Latin *ex cappa*. *Ex* meaning *away* + *cappa* meaning *cape*. When a Roman soldier tried to capture someone, he would grab the cape (*cappa*). Sometimes the cape was torn off, and the man *ex cappa* or got away from his cape (*ex cappa* or escaped).

1. Which definition gives a sample sentence?

2. Give a synonym for *escape*.

3. How many syllables are in escape?

4. How many definitions are given?

5. What does *–ex* mean?

SCORING

Possible Score

Squire's Test 5 _____

SQUIRE ENDEAVOR II

Name _____ Team Name _____

Directions: After years of training, some squires were deemed worthy of becoming a knight. Read about them in the following paragraph. There are five errors you must find. You may use your dictionary to help you. Circle each spelling error, underline each capitalization error, and insert or remove punctuation marks where needed. Work quickly. This *Endeavor* is timed!

Dressing a New Knight

The night before becoming a knight, the squire would prepare himself. he would bathe and prey. On the morning of the dubbing, a page would help him to dress. First he put on padding over the squire's cloths so that the armor didn't hurt. Then he put on chain maile. This was linked chain that molded to his body. Over that he put the armor Finally, he put on a tunic of cloth that acted like a raincoat so his armor would not rust!

Proof reading _____

SQUIRE ENDEAVOR II

Name _____ Team Name _____

Directions: After years of training, some squires were deemed worthy of becoming a knight. Read about them in the following paragraph. There are five errors you must find. You may use your dictionary to help you. Circle each spelling error, underline each capitalization error, and insert or remove punctuation marks where needed. Work quickly. This *Endeavor* is timed!

Dressing a New Knight

The night before becoming a knight, the squire would prepare himself. he would bathe and prey. On the morning of the dubbing, a page would help him to dress. First he put on padding over the squire's cloths so that the armor didn't hurt. Then he put on chain maile. This was linked chain that molded to his body. Over that he put the armor Finally, he put on a tunic of cloth that acted like a raincoat so his armor would not rust!

Proof reading _____

QUEST VI

Name _____ Team Name _____

Directions: Write *W* before each weapon and *0* before words that do not name weapons.

(There are 11 weapons.)

- _____ 1. sling
- _____ 2. kiln
- _____ 3. catapult
- _____ 4. trellis
- _____ 5. bower
- _____ 6. carbine
- _____ 7. machete
- _____ 8. hasp
- _____ 9. bola
- _____ 10. luge
- _____ 11. mace
- _____ 12. yawl
- _____ 13. crossbow
- _____ 14. feldspar
- _____ 15. epee
- _____ 16. bazooka
- _____ 17. mulct
- _____ 18. cudgel
- _____ 19. blunderbuss
- _____ 20. pistil

CHALLENGE VI: THE SQUIRE AND THE SECRET SCROLL

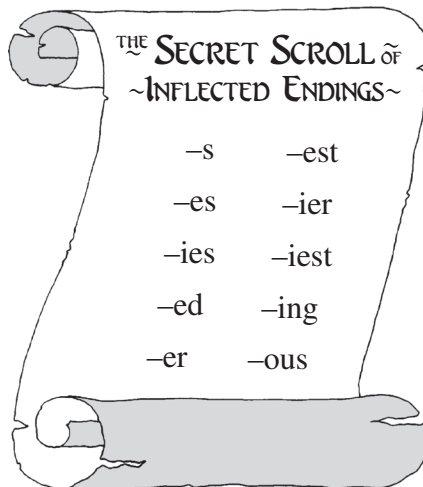
Name _____ Team Name _____

A young squire was angry because he couldn't find *happiest*, *hurrying*, and *churches* in his dictionary. A wise knight happened by, saw the problem, and gave the squire a secret scroll. He said, "Once, like you, I was angry at my dictionary. Some words just seem to be invisible. But someone gave me a secret scroll that helped me to find them all. I have long since memorized this scroll, so I will give it to you."

The knight also told the squire how to use the scroll. "Whenever you have trouble finding a word, look to see if it has one of these **inflected** endings listed on the scroll. If it does, lift it off and look at what's left. Sometimes you will have to add a *-y* and sometimes you will have to drop one of the last consonants, like the second *-d* in *sadder*."

The squire tried this on his own words. First he took the *-iest* off *happiest*, added a *-y* and found *happy*! Next he removed the *-ing* from *hurrying* and found *hurry*. Finally he took the *-es* off *churches* and found *church*.

He thanked the knight, began to memorize the list, and never again had trouble finding words with inflected endings.



Directions: For **Squire's Practice**, write the word that is the base of the words with inflected endings. When you finish, wait for your teacher to give the signal before you go on to the **Squire's Test**.

SQUIRE'S PRACTICE

studying _____

hotter _____

saddest _____

jumped _____

berries _____

tries _____

juggler _____

SQUIRE'S TEST

walked _____

dangerous _____

angriest _____

falling _____

dishes _____

funnier _____

fewer _____

SCORING

Possible Score

Squire's Test 7 _____

SQUIRE ENDEAVOR III

Name _____ Team Name _____

Directions: The final action was *dubbing* the knight. Read the paragraph below. There are five errors you must find. You may use your dictionary to help you. Circle each spelling error, underline each capitalization error, and insert or remove punctuation marks where needed. Work quickly. This *Endeavor* is timed!

Dubbing a New Knight

The fully-armored squire generally would present himself to the knight who trained him. This knight would perform a dubbing ceremony that raised the squire's rank to knighthood. The squire would kneal on one knee before the knight. The knight would place his sword frist on the squire's left shoulder, and then on his right As he did so he would say, "I dub thee Sir _____." Knights were always referred to as *Sir* and then their name. Sir Lancelot, sir Galahad, and Sir Gawain were famous knights in king Arthur's court.

Proof reading _____

SQUIRE ENDEAVOR III

Name _____ Team Name _____

Directions: The final action was *dubbing* the knight. Read the paragraph below. There are five errors you must find. You may use your dictionary to help you. Circle each spelling error, underline each capitalization error, and insert or remove punctuation marks where needed. Work quickly. This *Endeavor* is timed!

Dubbing a New Knight

The fully-armored squire generally would present himself to the knight who trained him. This knight would perform a dubbing ceremony that raised the squire's rank to knighthood. The squire would kneal on one knee before the knight. The knight would place his sword frist on the squire's left shoulder, and then on his right As he did so he would say, "I dub thee Sir _____." Knights were always referred to as *Sir* and then their name. Sir Lancelot, sir Galahad, and Sir Gawain were famous knights in king Arthur's court.

Proof reading _____

QUEST VII

Name _____ Team Name _____

Directions: On the line in front of each location, write *E* for *Eastern Hemisphere* (Europe, Asia, Africa, or Australia) and *W* for *Western Hemisphere* (North or South America).

- _____ 1. Yucatan
- _____ 2. Alexandria
- _____ 3. Oman
- _____ 4. Armenia
- _____ 5. Cordoba
- _____ 6. Burma
- _____ 7. Madagascar
- _____ 8. Pyrenees
- _____ 9. Lapland
- _____ 10. Liberia
- _____ 11. New Brunswick
- _____ 12. Zuider Zee
- _____ 13. Dardanelles
- _____ 14. Patagonia
- _____ 15. Uruguay
- _____ 16. Shetland Islands
- _____ 17. Malta
- _____ 18. Laos
- _____ 19. Galapagos Islands
- _____ 20. Sri Lanka

ALTERNATE QUEST VII

Name _____ Team Name _____

Directions: Write the name of the country or countries for each location. If the location spans more than two countries, write its continent.

1. Andes Mountains _____
2. Yangtze River _____
3. Gobi Desert _____
4. Copenhagen _____
5. St. Lawrence Seaway _____
6. Marathon _____
7. Kathmandu _____
8. Tibet _____
9. Rio Grande _____
10. Hudson Bay _____
11. Yukon _____
12. Danube River _____
13. Provence _____
14. Amazon River _____
15. Yosemite _____
16. Sahara Desert _____
17. Westminster Abbey _____
18. Geneva _____
19. Kitty Hawk _____
20. Tasmania _____

CHALLENGE VII: KNIGHTS TO THE RESCUE

Name _____ Team Name _____

In Dictopolis experienced knights are trained to unlock even the most difficult words. All knights learn that every dictionary has a **pronunciation key**. This may be at the bottom of each page or at the front of the book. This key has about 40 sounds that are always pronounced the same. For example, the letters **n**, **gn**, **kn**, **nn**, and **pn** are all sounded like the **n** in **not**. Therefore, the word **gnome** is pronounced **nōm**; the word **know** is pronounced **nō**. The pronunciation key makes it easy to say unfamiliar words correctly.

The knights also know about the **schwa**. This symbol looks like an upside down “e” (ə). The schwa is used to represent a vowel sound in an unaccented syllable. Generally it sounds like “uh.” It’s the schwa sound that you hear in the first syllable of **about** and in the last syllables of **broken**, **pencil**, **gallon**, and **abacus**.

Use the *Pronunciation Key* in your dictionary to answer each question in **Knight’s Practice I** and **II**.

KNIGHT’S PRACTICE I

Circle the letter combinations that give the pronunciation for the word that will correctly complete each sentence.

1. You will need a (tik’ it) (tik’ ət) for the movie.
2. What (tim) (tīm) is it?
3. The (ster’ ē ō) (stēr ə līz) is broken.
4. This is a very (kom’plə mənt)
(kom plə kā tid) problem.
5. I don’t (bi lēv’) (be liv’) it.

KNIGHT’S PRACTICE II

Find each word in your dictionary. Use the symbols and accents that are in the dictionary to write its pronunciation. Practice pronouncing these words silently.

1. arable _____
2. oppress _____
3. prowess _____
4. sovereign _____
5. omnipotent _____
6. trousseau _____

KNIGHT’S TEST

Underline the combination of letters that form the word to correctly complete each sentence.

1. He boiled (brō kād’) (brok’ ə lē) for dinner
2. The ride made her (diz’ē) (den təl).
3. The castle is (hôn tid) (hārd war).
4. The (mun’ ē) (mung kē) was given to the poor.
5. What a great (mā’ jər) (maj’ ik) trick!

Look at the words in **Knight’s Practice II**.

Underline the correct answer below.

6. Does **arable** sound like:
stair able or a table
7. Does **oppress** sound like:
go west or a mess
8. Does **prowess** sound like:
go bus or cow miss
9. Does **sovereign** sound like:
glove train or love run
10. Does **trousseau** sound like:
cow sue or blue go

SCORING

Possible Score

Knight’s Test 10 _____

KNIGHT ENDEAVOR I

Name _____ Team Name _____

Directions: Not everyone became a knight. Read the paragraph below to see why. There are five errors you must find. You may use your dictionary to help you. Circle each spelling error, underline each capitalization error, and insert or remove punctuation marks where needed. Work quickly. This *Endeavor* is timed!

Why Some Said, “No Thanks.”

After becoming a knight, a young man had many responsibilities. He had to train his own squires and pages. He sometimes owned his own castle. He had to feed the people who worked on his land and give banquettes to visiting nobles and knights. Other duties required him to participate in tournaments, give shelter to passing travelers, and fight in battles. These obligations were so heavy that many squires just refused knighthood or hired themselves out to wealthier knights.

Proof reading _____

KNIGHT ENDEAVOR I

Name _____ Team Name _____

Directions: Not everyone became a knight. Read the paragraph below to see why. There are five errors you must find. You may use your dictionary to help you. Circle each spelling error, underline each capitalization error, and insert or remove punctuation marks where needed. Work quickly. This *Endeavor* is timed!

Why Some Said, “No Thanks.”

After becoming a knight, a young man had many responsibilities. He had to train his own squires and pages. He sometimes owned his own castle. He had to feed the people who worked on his land and give banquettes to visiting nobles and knights. Other duties required him to participate in tournaments, give shelter to passing travelers, and fight in battles. These obligations were so heavy that many squires just refused knighthood or hired themselves out to wealthier knights.

Proof reading _____

KNIGHT ENDEAVOR II

Name _____ Team Name _____

Directions: Knighthood still exists, but not like in medieval times. Read the following paragraphs and find out why. There are five errors you must find. You may use your dictionary to help you. Circle each spelling error, underline each capitalization error, and insert or remove punctuation marks where needed. Work quickly. This *Endeavor* is timed!

What Happened to Knights?

Knights and knighthood lasted about 600 years, from approximately 800 to 1450 C.E. They formed the officer corp for armies throughout europe when men fought with swords and lances. Eventually guns and canons became the weapons of choice, and the knights' weapons were too primitive.

However, knights are still being dubbed today. In the United Kingdom (old England), the Queen has bestowed knighthood on brave soldiers honorable political leaders, and tallented artists who have contributed to the honor of their country.

Proof reading _____

KNIGHT ENDEAVOR II

Name _____ Team Name _____

Directions: Knighthood still exists, but not like in medieval times. Read the following paragraphs and find out why. There are five errors you must find. You may use your dictionary to help you. Circle each spelling error, underline each capitalization error, and insert or remove punctuation marks where needed. Work quickly. This *Endeavor* is timed!

What Happened to Knights?

Knights and knighthood lasted about 600 years, from approximately 800 to 1450 C.E. They formed the officer corp for armies throughout europe when men fought with swords and lances. Eventually guns and canons became the weapons of choice, and the knights' weapons were too primitive.

However, knights are still being dubbed today. In the United Kingdom (old England), the Queen has bestowed knighthood on brave soldiers honorable political leaders, and tallented artists who have contributed to the honor of their country.

Proof reading _____

QUEST VIII

Name _____ Team Name _____

Directions: Answer the questions.

1. Where would you find a **fourposter**? _____
2. How does a **radiosonde** get up in the air? _____
3. Would you find a **swale** in a valley or on a mountain? _____
4. Which is an ocean animal—the **echidna** or **echinus**? _____
5. Is **vichyssoise** served hot or cold? _____
6. Do you eat or wear **viand**? _____
7. Would you find a **bittern** in a desert or a marsh? _____
8. How many wheels on a **tumbrel**? _____
9. How many days in a **fortnight**? _____
10. Is **sedge** found in a swamp or an ocean? _____
11. Is the sun surrounded by a **corona** or **corolla**? _____
12. Would you use a saucepan or oven to **coddle** food? _____
13. What is a synonym for **dentifrice**? _____
14. Is a **palisade** a fence or a roadway? _____
15. Is a **cathode** positively or negatively charged? _____
16. Is **linen** made from wool, flax, or cotton? _____
17. What would you expect to attach to a **fob**? _____
18. Would you recognize a **hornbill** by its beak or its song? _____
19. Is your **pate** part of your head or your foot? _____
20. Can a **teal** swim, fly, or do both? _____

QUEST IX

Name _____ Team Name _____

Directions: Write the year these famous persons were born on the line in front of each name. Note, if they were born *Before the Common Era (B.C.E.)*, you must include these initials when you write the year

- _____ 1. Hippocrates
- _____ 2. Louisa May Alcott
- _____ 3. Amelia J. Bloomer
- _____ 4. George Armstrong Custer
- _____ 5. Thomas Gage
- _____ 6. Nathaniel Hawthorne
- _____ 7. Mohandas K. Gandhi
- _____ 8. Martin Luther
- _____ 9. Clara Barton
- _____ 10. Richard I
- _____ 11. Pythagoras
- _____ 12. Samuel F. B. Morse
- _____ 13. Theodore Roosevelt
- _____ 14. Wilbur Wright
- _____ 15. John F. Kennedy
- _____ 16. Gabriel D. Fahrenheit
- _____ 17. Wolfgang Amadeus Mozart
- _____ 18. Sir Isaac Newton
- _____ 19. James A. Garfield
- _____ 20. Michelangelo

QUEST X

Name _____ Team Name _____

Directions: Answer the questions.

1. How many lines in a **sonnet**? _____
2. What is the **lion's share**? _____
3. How long is a **furlong**? _____
4. Is **cerulean** blue or green? _____
5. Would you wear, ride, or eat a **jennet**? _____
6. What is the date of **Candlemas**? _____
7. What might you serve in a **porringer**? _____
8. Was **Ceres** the Roman goddess of fire or farming? _____
9. What is a synonym for **somnambulist**? _____
10. What did **Prometheus** steal from the gods? _____
11. Would you wear, ride, or eat a **turbot**? _____
12. Is a **ruminant** a camel, cow, or both? _____
13. Is **fool's gold** really sodium chloride or iron pyrite? _____
14. How many protons in an **alpha particle**? _____
15. Do you hear **colloquial** speech in a courtroom or playground? _____
16. Is a **vamp** part of a hat or a shoe? _____
17. Which is an **arthropod**? a spider, a clam, or both ? _____
18. Can you eat a **piazza**? _____
19. Is a **sated** person hungry or full? _____
20. Is a **capybara** a bird or an animal? _____

Dragon's Message

There's been a lot of troubling at the mines lately. As series of rockings sliding have shaken the mines. The workers are afraid to go back. They are an *angry* group, always arguing and *bickering* among themselves. Yesterday I *threw* out six of the *biggest complainers*. The others are *sadly* sitting around the mines as if they have dozens of *diseases*. It promises them new *clothes* and *extra* pay. Can you help me?

Now you are ready to decode the **Dragon's Message**. The first part is already done for you.

There's been a lot of trouble _____

[illegible]

EXTENSIONS

DISCOVERING WORD ORIGINS

Name _____ Team Name _____

Words and parts of words come to Dictopolis from many lands. The meaning of a word often is based on a root word from another, older language. One of King Lexicon's favorite pastimes is trying to guess the meaning of a word based on the origin of its root word.

Directions Use your own paper. Write sentences using words that include the *italicized* word elements in the box below. Check the dictionary to be certain of the word origins. For example, the word *portrait* has nothing to do with the word origin *port* (*to carry*). It comes from the Old French *peindre* that means *to draw*.

Write three sentences per word element to earn a **3 — Expected**.

Write five sentences per word element to earn a **4 — Exemplary**.

<i>graph</i> (to write)	<i>bio</i> (life)	<i>dict</i> (to say)
<i>port</i> (to carry)	<i>tele</i> (far or distant)	

EXTENSIONS

DISCOVERING WORD ORIGINS

Name _____ Team Name _____

Words and parts of words come to Dictopolis from many lands. The meaning of a word often is based on a root word from another, older language. One of King Lexicon's favorite pastimes is trying to guess the meaning of a word based on the origin of its root word.

Directions Use your own paper. Write sentences using words that include the *italicized* word elements in the box below. Check the dictionary to be certain of the word origins. For example, the word *portrait* has nothing to do with the word origin *port* (*to carry*). It comes from the Old French *peindre* that means *to draw*.

Write three sentences per word element to earn a **3 — Expected**.

Write five sentences per word element to earn a **4 — Exemplary**.

<i>graph</i> (to write)	<i>bio</i> (life)	<i>dict</i> (to say)
<i>port</i> (to carry)	<i>tele</i> (far or distant)	

Name _____ Team Name _____

IF I CAN'T SPELL IT, HOW CAN I FIND IT?

There's a little known page in every dictionary. It may have the name of **Table of English Spellings** or **Spellings of English Sounds**. Look in the Table of Contents at the front of your dictionary to find the page in your dictionary

On this page, you will find the different letter combinations that make a particular sound. Look at the sound of g. It can be spelled with a G or GG or GUE or GU or GH. (Think of words goo, egg, league, guest, and ghost.)

When you are stuck, write the word the way it sounds and check this page. If the word sounds like **fez'** **ants**, look for the ways you can write an **F**. One of the ways is with a **PH**. The **short e** sound can also be written as **EA**. Now you have **PHEA**. The **Z** sound can be written as an **S**. That makes **PHEAS—**. You can use these letters to find the word **PHEASANTS**.

Directions: Use the special dictionary page to help you spell the italicized words in the sentences correctly.

1. They sang *hims* at church _____
2. The rat tried to *naw* through the rope _____
3. A *heffer* is a small cow. _____
4. The *toocan* is a colorful bird. _____
5. The cat began to *per* _____
6. His *consience* is bothering him. _____
7. She has *gorjeous* hair. _____
8. They had perfect *attendance* for the year. _____
9. The children had *stomick* aches. _____
10. He went to see a *sikick* to learn his future. _____

TRUTH OR TRICK WORDS

bruit (brōōt) *v.* to spread a rumor of; announce. [Old French *bruit* loud noise, from *bruire* to roar)
Reports of victory were bruited about.

osseous (os' ē əs) *adj.* made of, containing, or resembling bone.
[Latin *os* bone]

sop•o•rif•ic (sop ə rif' ik) *adj.* Causing or tending to cause sleep. [Latin *sopor* deep sleep].

coam•ing (kō ming) *n.* the raised edge, as around a hatch on a ship, used to keep out water.
[Unknown origin]

cas•tel•lat•ed (kas' əl ā tid) *adj.* a building built with turrets and battlements resembling a castle.

broad•side (brōd' sīd) *n.* a large sheet of paper printed on one side only, as with advertisements. (Do not use any definitions that talk about a broadside of a ship.)

TRUTH OR TRICK WORDS

brig•an•dine (brig' ən dēn) *n.* a flexible body armor made of cloth, leather, or canvas with overlapping metal plates. [Old French from *brigand*, foot soldier]

turnstone (turn' stōn) *n.* any of several shorebirds that breed near the North Pole. They are noted for flipping beach pebbles over with their bills when searching for food.

tus•sah (tus' ə) *n.* A coarse brownish or yellowish silk used in making fabric.

im•mis•ci•ble (í mis' ə bəl) *adj.* not capable of being mixed

me•nin•ges (mi nin' jēz) *n.pl.* The three membranes that enclose and protect the brain and spinal cord. (From the Greek *meninx*, membrane)



By Royal Proclamation of
His Majesty

King Lexicon

Has displayed great skill and valor in

His Majesty's Puzzle

And by Royal Decree
Shall henceforth be granted

**Honorary
Knighthood**

In His Majesty's Service at
King Lexicon's Faire

TEACHER FEEDBACK FORM

At Interact, we constantly strive to make our units the best they can be. We always appreciate feedback from you—our customer—to facilitate this process. With your input, we can continue to provide high-quality, interactive, and meaningful instructional materials to enhance your curriculum and engage your students. Please take a few moments to complete this feedback form and drop it in the mail. Address it to:

Interact • Attn: Editorial
10200 Jefferson Blvd. • P.O. Box 802
Culver City, CA 90232-0802

or fax it to us at **(800) 944-5432**

or e-mail it to us at **access@teachinteract.com**

We enjoy receiving photos or videotapes of our units in action!
Please use the release form on the following page.

Your Name: _____

Address: _____

E-mail: _____

Interact Unit: _____

Comments: _____

RELEASE FORM FOR PHOTOGRAPHIC IMAGES

To Teachers:

To help illustrate to others the experiential activities involved and to promote the use of simulations, we like to get photographs and videos of classes participating in the simulation. Please send photos of students actively engaged so we can publish them in our promotional material. Be aware that we can only use images of students for whom a release form has been submitted.

To Parents:

I give permission for photographs or videos of my child to appear in catalogs of educational materials published by Interact.

Name of Student: _____ (print)

Age of Student: _____ (print)

Parent or Guardian: _____ (print)

Signature: _____ Date: _____

Address:

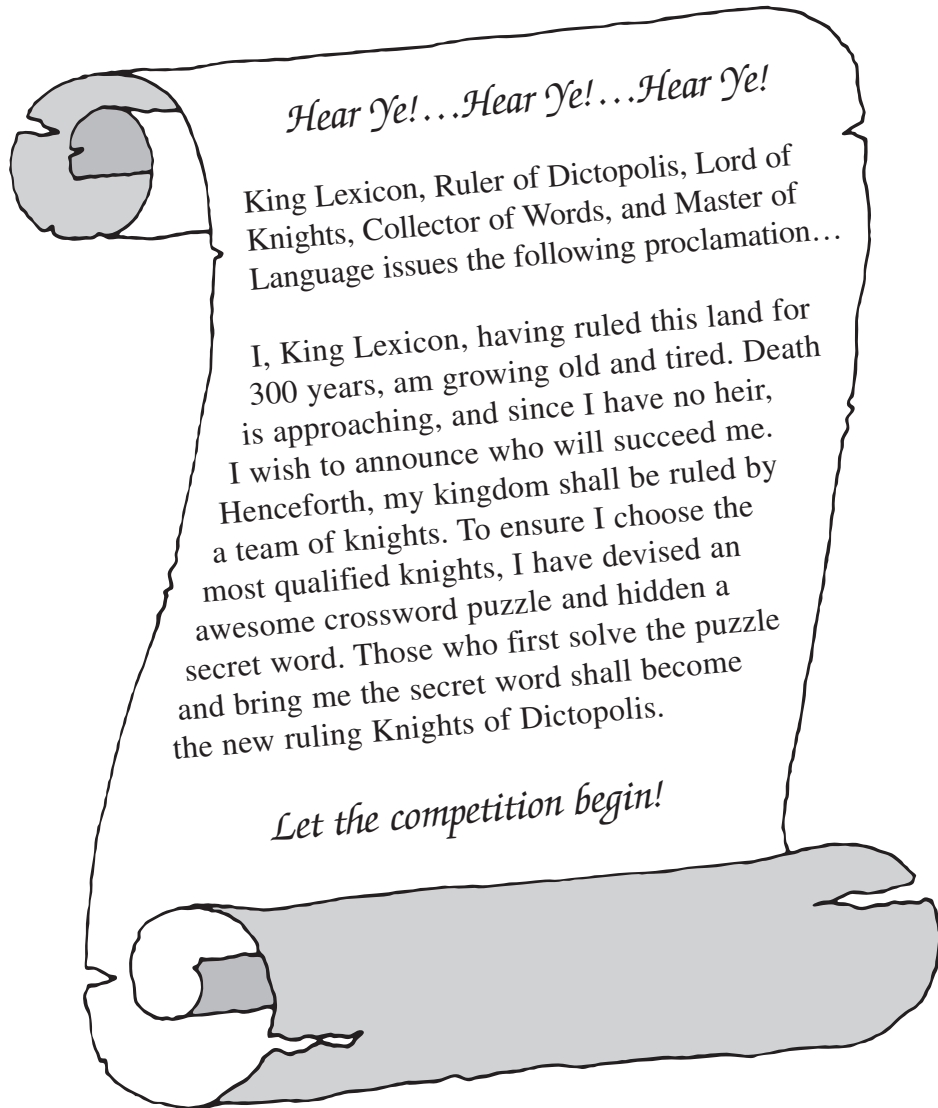
Phone: _____

Interact

10200 Jefferson Blvd.
Culver City, CA 90232-0802
310-839-2436

Student Name: _____

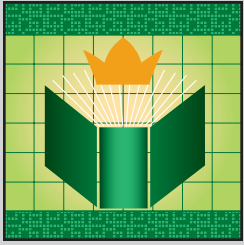
KING LEXICON



Welcome to Dictopolis!

In Dictopolis, the study and listing of words is everyone's business. During this simulation you will work as part of a team to solve **King Lexicon's Puzzle** and discover his **Secret Word**. During your training you will complete **Page, Squire, and Knight Endeavors**, face **Challenges**, and create your own personal lexicon. You will also embark on **Quests**, fight duels, and participate in a *Jousting Tournament*.

The team that first solves the puzzle and discovers the secret word wins the crown of Dictopolis. Instead of a sword, you will use a dictionary to meet all your challenges. Befriend it. Learn to use it wisely, and it will serve you well. King Lexicon will see that you become a properly trained knight who is skilled in all aspects of dictionary use.



STUDENT GUIDE

978-1-56004-435-2



9 781560 044352

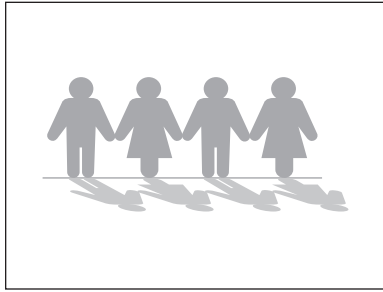
INT911SG
Revised 2005

©2003 Interact | www.teachinteract.com | Order Direct: (800) 359-0961

 **Interact.**
Learn Through Experience

Team Roles and Responsibilities

Team members fill the roles of Page, Squire, or Knight. Roles rotate each day. If your team has more than three members, the extras serve as pages while waiting their turn for one of the roles.



Team Page

- Completes the **Castle Score Sheet**:
 1. Records other team members' scores for the **Endeavors** and finds the team average score
 2. Records team members' scores for all **Challenges**
 3. Receives and keeps track of the clues to **King Lexicon's Puzzle**

Team Squire

- Moves the team's shield marker on the classroom's large **King Lexicon's Puzzle**
- Picks up and puts away team folders and dictionaries each day
- Assumes the role responsibility of Team Knight or Team Page if s/he is absent

Team Knight

- Takes the **Quests** to the teacher to be checked
 1. Teacher writes any letters earned on the Team's *Competition Copy* of **King Lexicon's Puzzle** (on page 5)
 2. Other team members copy these letters onto their own copies of **King Lexicon's Puzzle**
- Represents the team in any duels
- Assumes the role responsibility of Squire if s/he is absent



Quests

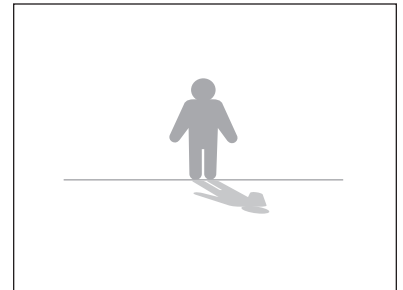
You will compete against other teams to be the first to fulfill each **Quest**. When you finish, your team will receive letters to fill in **King Lexicon's Puzzle**. How quickly and how accurately your team works will determine how many letters you receive for each **Quest**.

King Lexicon's Secret Word

Throughout the simulation you will receive rhyming clues that give hints about the secret word. Copy these down. Brainstorm with your team members and try to be the first team to figure out the secret word. Each day your team can make one guess about the secret word. Your Team Page will write your guess on your **Castle Score Sheet**. Your teacher will tell you whether you succeeded in deciphering the secret word. Good luck!

Individual Roles and Responsibilities

Everyone begins as a *Page*. By working hard you can become a *Squire* and then a *Knight*. You will complete **Endeavors** and **Challenges**, and create your own personal lexicon.



Endeavors and Challenges

These tasks may require that you alphabetize words, use a dictionary to learn about words, or work with inflected forms of words. You earn points by completing **Endeavors**. These points help to move your team around **King Lexicon's Puzzle**. Everyone on your team will also complete **Challenges**. After completing a **Challenge**, your team earns clues to solve **King Lexicon's Puzzle**.

NAME YOUR TEAM

Choose a name for your team. Consider using words that relate to the theme of King Lexicon.

- Use words that refer to the *Age of Chivalry* such as *The Red Knights*, *The Shining Shields*, etc.
- Use the vocabulary of language such as *The Courageous Consonants*, *The Silver Syllables*, etc.

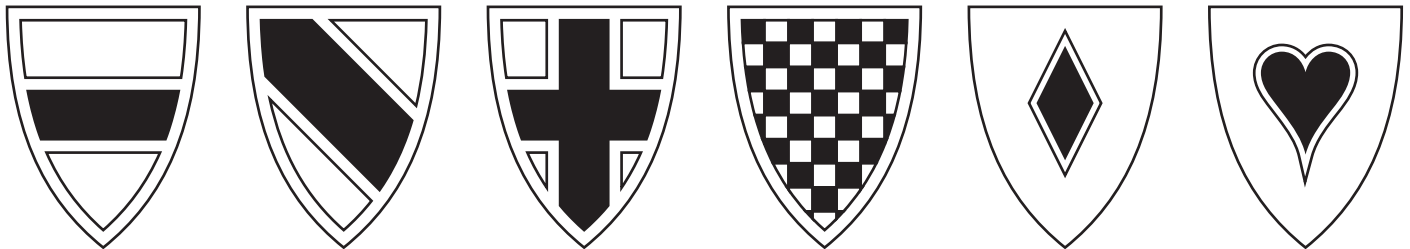
Shields

During the Age of Chivalry, each Knight's family had its own unique coat of arms. During a battle all knights displayed their coat of arms on their shields. In this way, knights could recognize one another even though they were wearing full suits of armor.

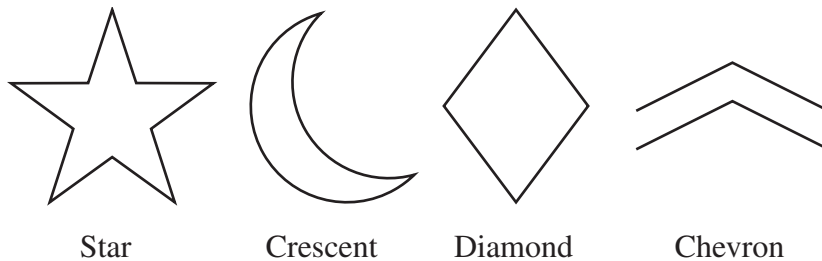
Design Your Team Shield

Your team will cooperatively design a coat of arms for your team shield. Follow the directions to make three shields displaying the same design — one large shield to display at your desk or on your team folder and two tiny shields to use on **King Lexicon's Puzzle**. (One will mark your castle, the other will move around **King Lexicon's Puzzle** throughout the simulation.)

1. Select a bar, cross, star, checker, or diamond pattern for your shield. (Or create your own design.)



2. Add a symbol or picture to make your team's shield special. For example, sketch a real or imaginary animal or bird. You may include initials or numbers. You may add one of these designs:



3. Knights used only seven colors to decorate their battle shields: red, yellow, green, blue, purple, white, and black. Color your shields using one or more of these colors.

Sample shields:



A knight wore armor to protect himself in battle. Every part of his body from head to foot was covered. Even his hands were protected with armor-covered gloves called *gauntlets*. If a knight threw down his gauntlet in front of a person, he was challenging that person to a duel. The challenged person accepted the challenge by picking up the knight's gauntlet.

Duels in Dictopolis

If two teams try to occupy the same square on **King Lexicon's Puzzle**, they must fight a duel. Two teams may end up on the same square by accident or on purpose. A duel involves both risk and possible rewards for each team.

- Your Team Knight challenges another Team Knight to a duel by placing your team shield on a square already occupied by the other team.
 - Your Team Knight goes to the challenged team and places his/her dictionary on top of the other Team Knight's dictionary.
 - The other Team Knight has the right to reject the challenge, but his/her team must return its shield to its castle in disgrace.
- If the Team Knight accepts the challenge, s/he will hand back the dictionary and choose the method of challenge—a *Spell Down* or a *Word Race*.
- If your Team Knight wins the duel, the other team must give (**tell**) your team any word you ask for on **King Lexicon's Puzzle**. If your Team Knight loses, however, the challenged team may take (**learn**) one of your words.

Spell Down

In a *Spell Down* the teacher will announce a difficult spelling word. The Knight challenger will say the first letter. The challenged Knight will give the next letter. The Team Knights alternate, giving the word's next letters until they complete the word or one of them makes a mistake. The first Team Knight to make an error loses. If after three words neither Team Knight has made a mistake, the duel is a draw.

Word Race

In a *Word Race* the teacher announces a word, and the Team Knights race to find it in their dictionaries. The winner is the first Team Knight to find the word, point to it on the dictionary page, and raise his/her hand.

Claiming the Spoils of Victory

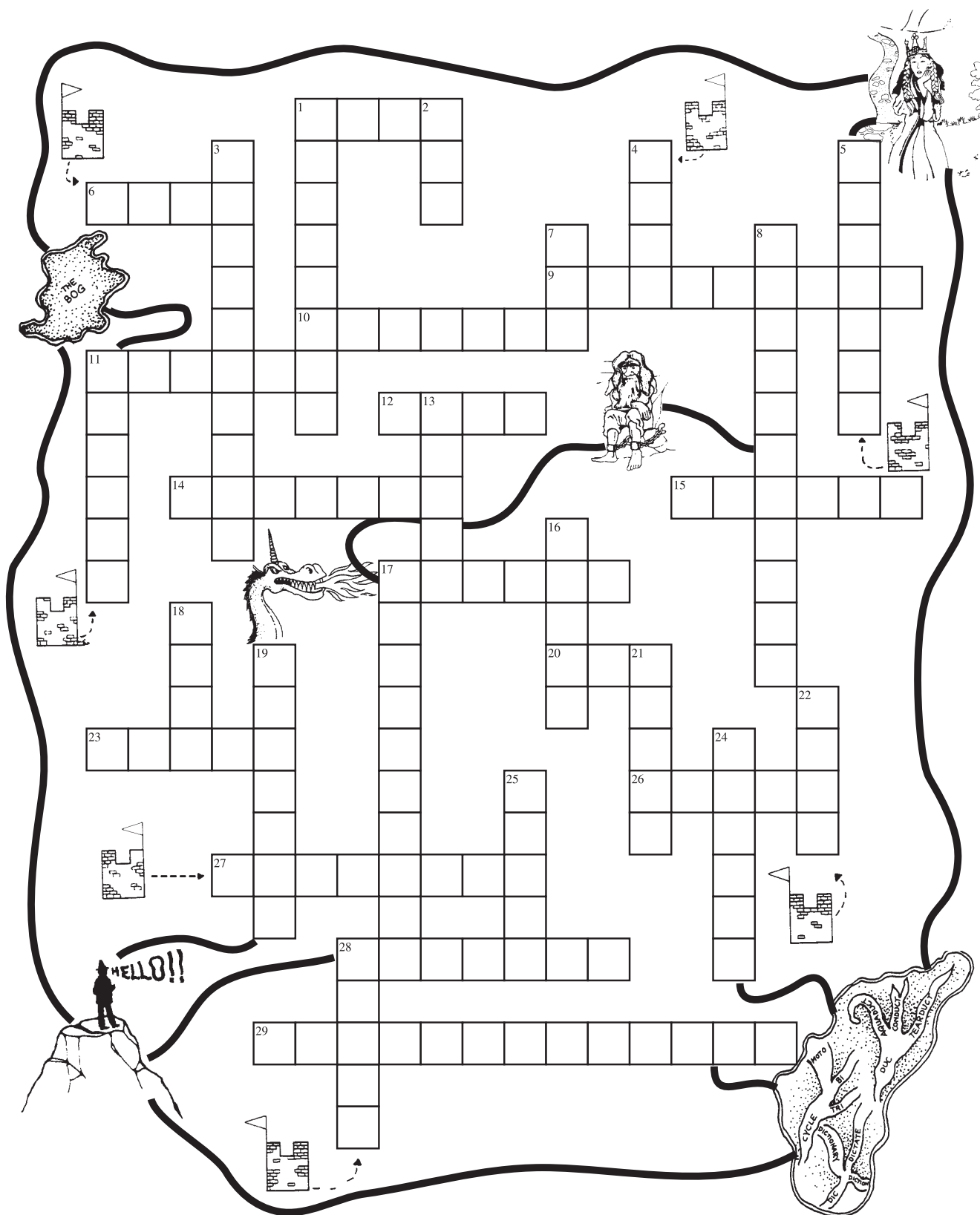
The losing Team Knight must surrender one word from his/her team's puzzle to the winning knight's team. S/he does this by announcing the words his or her team has completed (for example, "2 down, 3 across, 19 down"). The winning team may take any word from their list. If the losing team does not yet have a word, it must surrender to the winning team the first word it receives.

Spell Down and Word Race Word List

The following words will be used for word races and spell downs.

absence	misspell
achievement	neighbor
amateur	neutral
answer	opinion
argument	opponent
athletics	orchestra
breathe	paragraph
celery	parallel
cough	perseverance
courtesy	restaurant
criticize	rhyme
decision	rhythm
dilemma	sincerely
discipline	soldier
enough	souvenir
envelope	stomach
especially	strength
exaggerate	sugar
government	suspicious
guarantee	syllable
illegible	truly
imaginary	twelfth
jealousy	unique
judgment	vengeance
knowledge	visible
lettuce	weird
maneuver	wrist

KING LEXICON'S PUZZLE

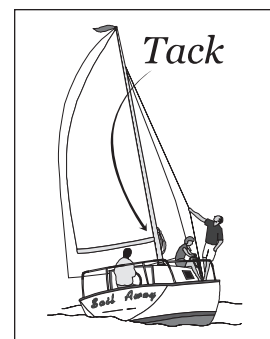


Create a List of at least 22 entry words.

1. Choose a **topic** for your lexicon. (Consider a topic such as *sport*, a *hobby*, or a *career*.)
2. Choose **entry words** relating to your topic. Words should represent **different parts of speech** (nouns, verbs, and possibly adjectives and adverbs.) Include at least one **expression** or **idiom**.)
3. **Alphabetize** your list.
4. Transfer the entry words to index cards — **one entry word** per card.

Complete the First Draft on Index Cards

1. Use the same format described in the **Dictionary Entry** section of page 8.
2. First write the entry word in **syllables**. Put a • (dot) between each syllable.
3. After the entry word, write its **phonetic spelling** in parentheses and add accent marks.
4. Write the **part of speech** (*n.*, *v.*, *adj.*, *adv.*, etc.) before each definition.
5. Write the **definition that relates to your topic**. (You may create your own definition or use a dictionary. Do not include definitions that are unrelated to your topic.)
6. If the word has two or more different definitions relating to your topic, **number the definitions**. If the word can be used as a different part of speech, use a **dash**.
Tack (tak) *v.* to turn the boat through the wind. *He tacked the boat and headed out of the bay.* —*n.* the part of the sail in the corner where the boom meets the mast.
7. Include at least **10 sample sentences** (for 10 different entry words).
8. Sketch at least 6 drawings, diagrams, maps, or pictures to use in the final draft.
9. Include **inflected forms** for irregular verbs and irregular plurals.
10. Include an example(s) of etymology, synonyms, or antonyms if you can (*optional*).



Lay Out the Final Draft

1. To make a 20-page lexicon, fold 5 pieces of (8.5" x 11") paper in half.
2. Using the completed index cards and the information below, estimate how many pages your lexicon will be. If you need more pages, fold another sheet. Each sheet provides 4 more pages.

Page 1 – Cover

Page 2 – Copyright date and dedication

Page 3 – Pronunciation Key

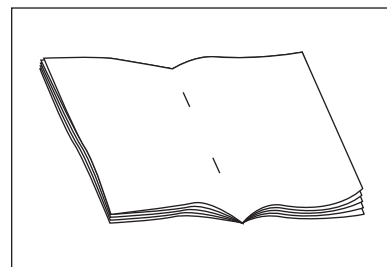
Page 4 – Blank

Page 5 – First page (You do not need guidewords on this page.)

Pages 6–7 – Entry words in alphabetical order (Leave room for guidewords on top left of page 6 and on top right of page 7.)

Remaining pages – Same format as pages 6–7.

Last page or back cover – *About the Author* (biography)



3. Assemble your book before you begin to copy your cards. Number your pages using small numbers on the top or bottom of the page. Use paperclips to keep your index cards and pages in order as you work.
4. Use the **Personal Lexicon Checklist** and **Personal Lexicon Rubric** to ensure that your lexicon is complete and accurate.

PERSONAL LEXICON CHECKLIST AND RUBRIC

Personal Lexicon Checklist

In order to ensure you meet all the requirements, use this checklist to evaluate your lexicon.

Check off (✓ or ✕) each item when you are certain it is done.

- | | |
|--|--|
| <input type="checkbox"/> At least 22 words related to topic | <input type="checkbox"/> At least 10 sample sentences |
| <input type="checkbox"/> Words in alphabetical order | <input type="checkbox"/> Inflected forms if necessary |
| <input type="checkbox"/> Entry words in correct syllables | <input type="checkbox"/> At least 6 drawings, maps, etc. |
| <input type="checkbox"/> Correct phonetic spelling | <input type="checkbox"/> Cover |
| <input type="checkbox"/> 2 or more parts of speech represented | <input type="checkbox"/> Copyright/dedication page |
| <input type="checkbox"/> Parts of speech listed before definitions | <input type="checkbox"/> Pronunciation key |
| <input type="checkbox"/> One complete definition per entry | <input type="checkbox"/> Guidewords on all necessary pages |
| <input type="checkbox"/> Numbered definitions (if more than one) | <input type="checkbox"/> About the Author biography |

Complete the Final Draft

Use standard 8.5" x 11" paper (hand or computer printed) folded in half.

1. ***Neatly*** copy your work from the index cards.
2. Insert the guidewords at the tops of the pages.
3. Complete your cover, copyright, dedication, and author biography. Staple or bind your book.
4. Use the **Personal Lexicon Rubric** to evaluate your lexicon before turning it in.
5. Proofread the entire lexicon for errors. You may ask a team member to proofread your work, too.

This assignment is due on _____.

Contact your teacher if you cannot meet this deadline.

Personal Lexicon Rubric

4 — EXEMPLARY!!! I did a great job!!!

- I have followed directions to make a personal lexicon, but also have gone significantly beyond what was expected or asked.
- I have presented my personal lexicon in an appealing and/or eye-catching way.
- I have very few, if any, spelling errors.

3 — EXPECTED!! I did a good job!!

- I have followed the directions to make a personal lexicon.
- I have presented my lexicon neatly.
- I have few, if any, spelling errors.

2 — NEARLY THERE! Oops, I forgot something!

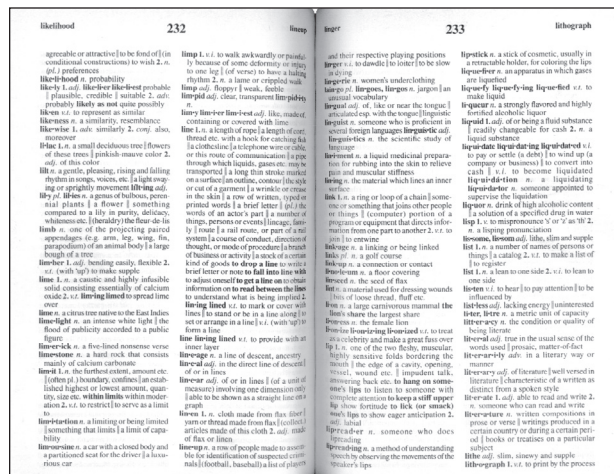
- I have followed all but one of the directions for making a personal lexicon.
- I need to correct my work and resubmit it as soon as possible.

1 — INCOMPLETE. This needs correcting.

- I have not followed the directions to create a personal lexicon.
- I need to see my teacher for a plan of action.

Guidewords are generally shown on the top of dictionary pages. The guideword on the top left of the left-hand page represents the first word on that page, and the guideword on the far right of the right hand page represents the last word on that page. Words that fall alphabetically between those two words will be found on these two pages. (Some dictionaries have a first and last guideword for each page rather than for each two-page spread.)

Pronunciation key locations vary among dictionaries. The key may be shown along the bottom edge of each dictionary page, in a box somewhere on each two-page spread, or on a designated page at the very front of the dictionary.



Dictionary Entry

Each dictionary entry has a similar format.

- The main entry is written in syllables separated by a dot (•).
- Correct pronunciation is written in parentheses after the word.
- The part(s) of speech are identified by the initial letter (*n.*, *v.*) or short abbreviation (*adj.*)
- When there is more than one definition, the definitions are numbered.
- Sample sentences show the word in use.
- The dictionaries may offer information about the origin of the word or give its synonym or antonym.
- Dictionaries include inflected forms (plural, verbs, or verb tenses) when they are irregular and spelled differently.
- Dictionaries may include a phrase with its definition if the word is used as part of an idiom.
- Occasionally, entries include little maps, diagrams, brief biographies, and dates.

divided syllables

pronunciation

main entry ————— **cas•tle** (kas' əl) *n.* **1.** a large fortified building or group of buildings serving as a fort or residence of a noble. *The king's castle was surrounded by a deep moat.* **2.** any large house. **Syn.** palace. [From **Anglo-Norman** *castel*, fortress.]

synonym —————

part of speech ————— **gaunt let** (gônt' lit) *n.* **1.** a heavy glove, usually made of leather covered with armor plate. **2.** a glove having a long, flaring cuff extending above the wrist. **3. to throw down the gauntlet.** to challenge. [Old French, *gantelet*, an armored glove.]

etymology —————

sample use ————— **spur** (spûr) *n.* device attached to the heel of a boot. *The squire wore silver spurs.*
—**v. spurred, spurring.** to goad or urge.

inflected forms —————

from the *MacMillan Dictionary for Students*. Simon and Schuster Books for Young Readers. New York:1984