Build students’ writing, speaking, and test-taking vocabularies week-by-week with this fun vocabulary development program with a twist – appealing, large-format cartoons that students will laugh about and remember!

**Using the Word of the Week Program**

Designate a set time at the beginning of the week for introducing each Word of the Week. Separate the target word, its definition, and the cartoon along the perforated edges. (Note: The words, definitions, and cartoons are all numbered to make keeping them together easy.) Display them in the pockets, leaving room at the bottom for student-written sentences. Discuss each word, including its part of speech, definition, and use in the cartoon. Have each student write a sentence using the target word in class or as a homework assignment. Focus on the word, using some of the tips below, for a week. When you are done, store the materials in the handy storage pocket on the back.

**Tips**

Here are some ways to review the target Word of the Week:

- Post and discuss a new student-written sentence each day.
- Keep a tally on the board each time the word is used appropriately during the school day.
- Have students bring in and share newspaper headlines or sentences they have copied from books or magazines in which the target word is used.
- Add the target word to your weekly spelling test as extra credit.
- Create a word wall by writing each new word on a sentence strip and posting it. This attention-getting visual display will remind students to use their new vocabulary words in their everyday speech and writing. Students can also add synonyms below the words as they think of them during the week.
- Have students copy the word and its definition onto opposite sides of an index card. By the end of the year, students will have a library of vocabulary flash cards.

**Using the Reproducible Pages**

We have included a quiz or activity for each group of ten words. The quizzes can be used for both pre- and post test assessment. In addition, we have included a Make-Your-Own Cartoon page. Having students create their own cartoons for the target words in the program is an excellent way of checking and reinforcing their understanding of word meanings. You may also have students choose words from their reading to illustrate. Display the cartoons or make copies and bind them into a book for your classroom library, or submit them to the school newsletter.

Here are some tips to inspire your budding cartoonists:

- Make it autobiographical.
- Use historical or storybook characters in unexpected situations.
- Give people ridiculous super powers or give animals abilities they wouldn’t normally have.

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**Word List**

The 40 words in the program are introduced in the following order:

- strive
- hurl
- immense
- irate
- abode
- dingy
- ponder
- tranquil
- wallop
- pact
- culprit
- drowsy
- blunder
- flawless
- eerie
- prank
- heed
- throng
- utter
- plead
- attire
- thorough
- superb
- jostle
- sliver
- timid
- baffle
- amble
- taunt
- bedlam
- murmur
- jaunt
- hasty
- scrumptious
- shriek
- flaunt
- jovial
- slumber
- lug
- feign

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**Answer Key**

**Quiz 1**

1. c, 2. c, 3. d, 4. a, 5. b, 6. d, 7. a, 8. d, 9. b, 10. a

**Quiz 2**

1. c, 2. d, 3. f, 4. h, 5. g, 6. e, 7. j, 8. b, 9. a, 10. i

**Quiz 3**

1. throng, 2. hurl, 3. flawless, 4. prank, 5. irate, 6. dingy, 7. tranquil, 8. plead, 9. drowsy, 10. pact

**Quiz 4**

**Across:** 2. slumber, 5. amble, 7. feign, 8. timid, 9. thorough

**Down:** 1. jostle, 2. scrumptious, 3. jaunt, 4. flaunt, 6. bedlam

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### Word of the Week Quiz 1

#### Words 1-10

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
<th>Letter</th>
</tr>
</thead>
<tbody>
<tr>
<td>immense</td>
<td>very large; huge</td>
<td>c.</td>
</tr>
<tr>
<td>culprit</td>
<td>a guilty person</td>
<td>b.</td>
</tr>
<tr>
<td>blunder</td>
<td>a silly mistake</td>
<td>f.</td>
</tr>
<tr>
<td>strive</td>
<td>a. to try very hard</td>
<td>d.</td>
</tr>
<tr>
<td>ponder</td>
<td>c. to think about deeply</td>
<td>b.</td>
</tr>
</tbody>
</table>

### Word of the Week Quiz 2

#### Words 11-20

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
<th>Letter</th>
</tr>
</thead>
<tbody>
<tr>
<td>attire</td>
<td>joyful; cheerful</td>
<td>a.</td>
</tr>
<tr>
<td>superb</td>
<td>to scream or yell</td>
<td>b.</td>
</tr>
<tr>
<td>silver</td>
<td>clothing</td>
<td>c.</td>
</tr>
<tr>
<td>baffle</td>
<td>excellent; very fine</td>
<td>d.</td>
</tr>
<tr>
<td>taunt</td>
<td>to whisper or talk quietly</td>
<td>e.</td>
</tr>
<tr>
<td>murmur</td>
<td>a small, thin piece</td>
<td>f.</td>
</tr>
<tr>
<td>hasty</td>
<td>to make fun of, mock</td>
<td>g.</td>
</tr>
<tr>
<td>shriek</td>
<td>to confuse or puzzle</td>
<td>h.</td>
</tr>
<tr>
<td>jovial</td>
<td>i. to pull or haul</td>
<td>i.</td>
</tr>
</tbody>
</table>

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Use the Word Bank to fill in the blank with the correct word.

**Word Bank**
dingy  drowsy  flawless  hurl  irate  pact  plead  prank  throng  tranquil

1. A noisy __________ gathered outside the theater for the new movie’s grand opening.

2. How fast did the pitcher __________ the ball for strike three?

3. The champion skater gave a __________ performance.


5. “Mom gets __________ when I leave my homework for the last minute,” said Liz.

6. Grandmother’s __________ old attic held many treasures.

7. Cindy’s tree house was a __________ place to relax and read.

8. “You can __________ all you want, but you can’t have cookies for breakfast!” said Mom.

9. The __________ child fell asleep in the back of the car.

10. Jan and Dan made a __________ to write to one another over the summer.