

# WORDS



*prince  
princess  
ma  
was so*

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# WORDS

*In this book, you will:*

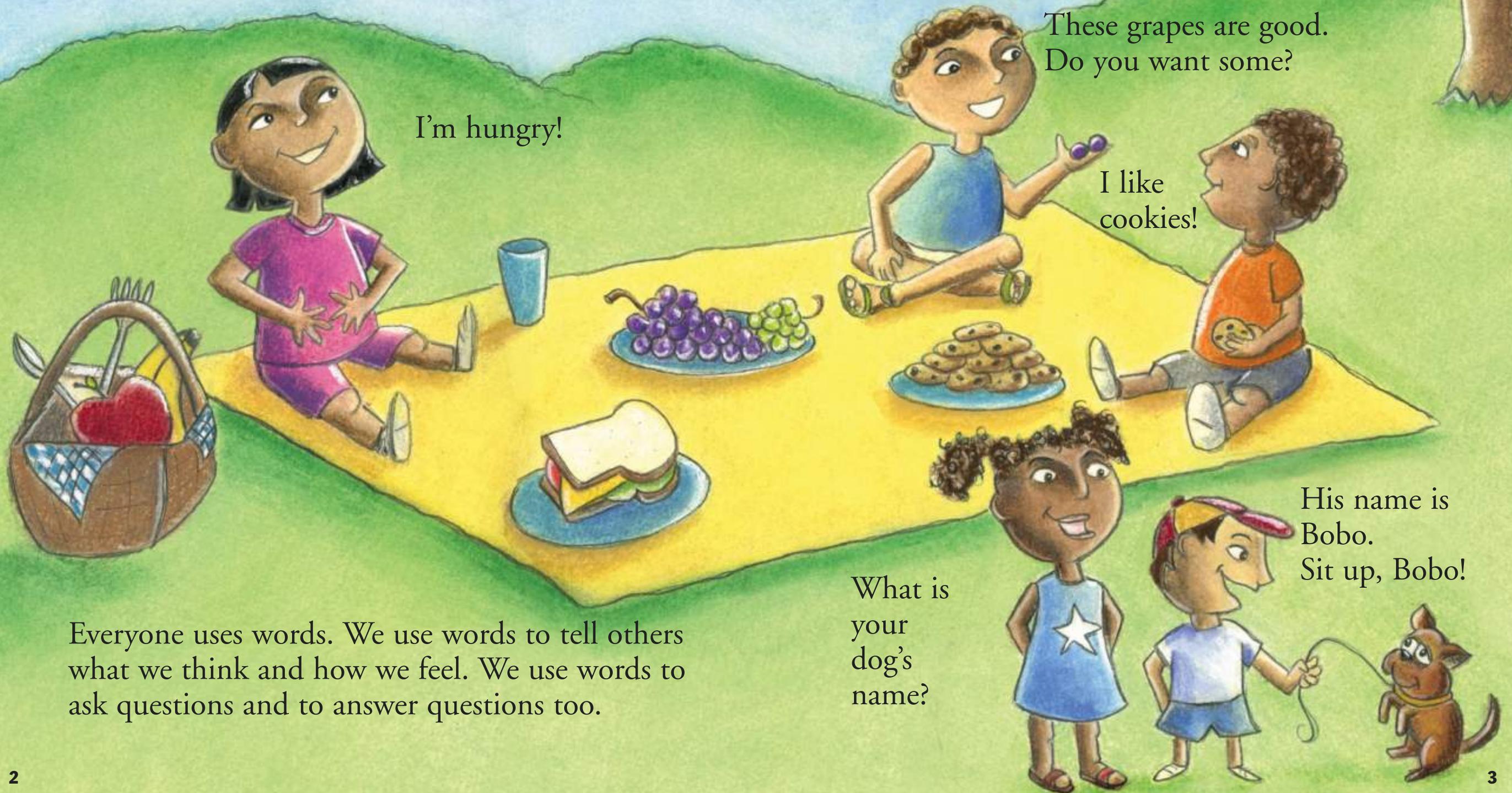
**learn** about different kinds of words.

**discover** how to make letters using your hands.

**answer** fun questions.

**find** lots of word activities at the back of the book.

# How do you talk to a friend? With words!



I'm hungry!

These grapes are good.  
Do you want some?

I like  
cookies!

Everyone uses words. We use words to tell others what we think and how we feel. We use words to ask questions and to answer questions too.

What is  
your  
dog's  
name?

His name is  
Bobo.  
Sit up, Bobo!

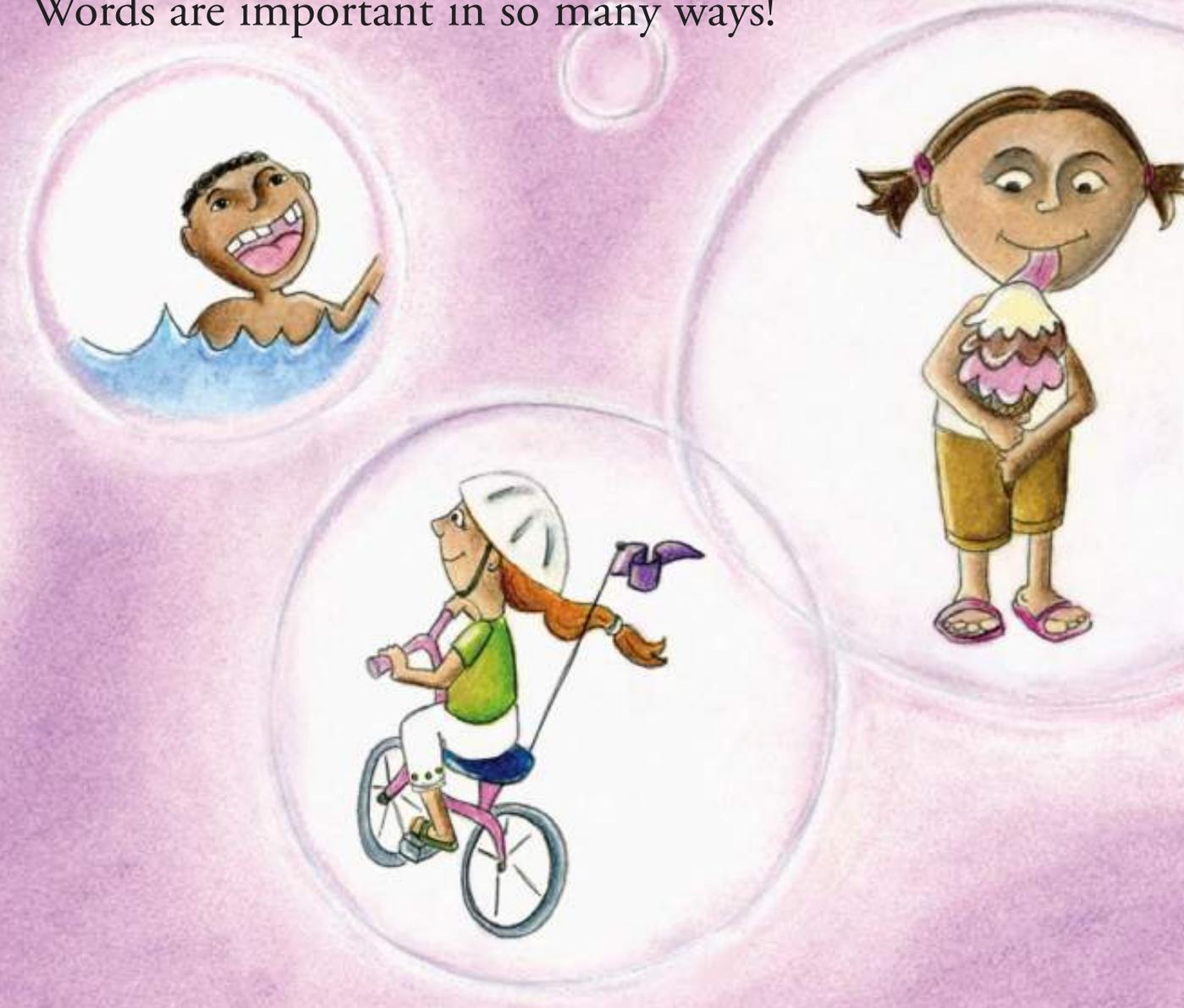
If you didn't have words, how would you ever read a book?  
And how could you talk about a trip you took?

Without words, you couldn't answer a question at school  
or shout to your friend at the swimming pool.

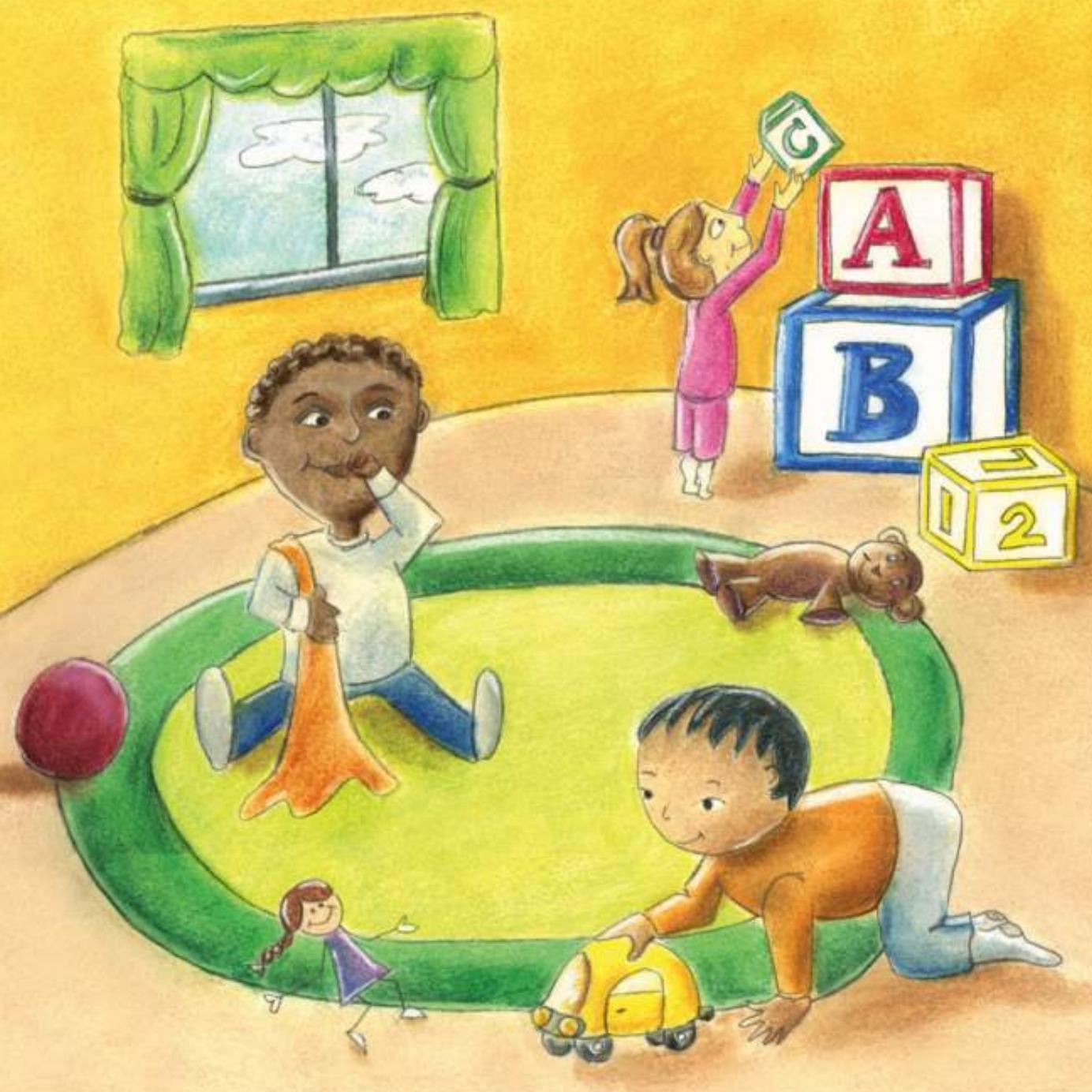
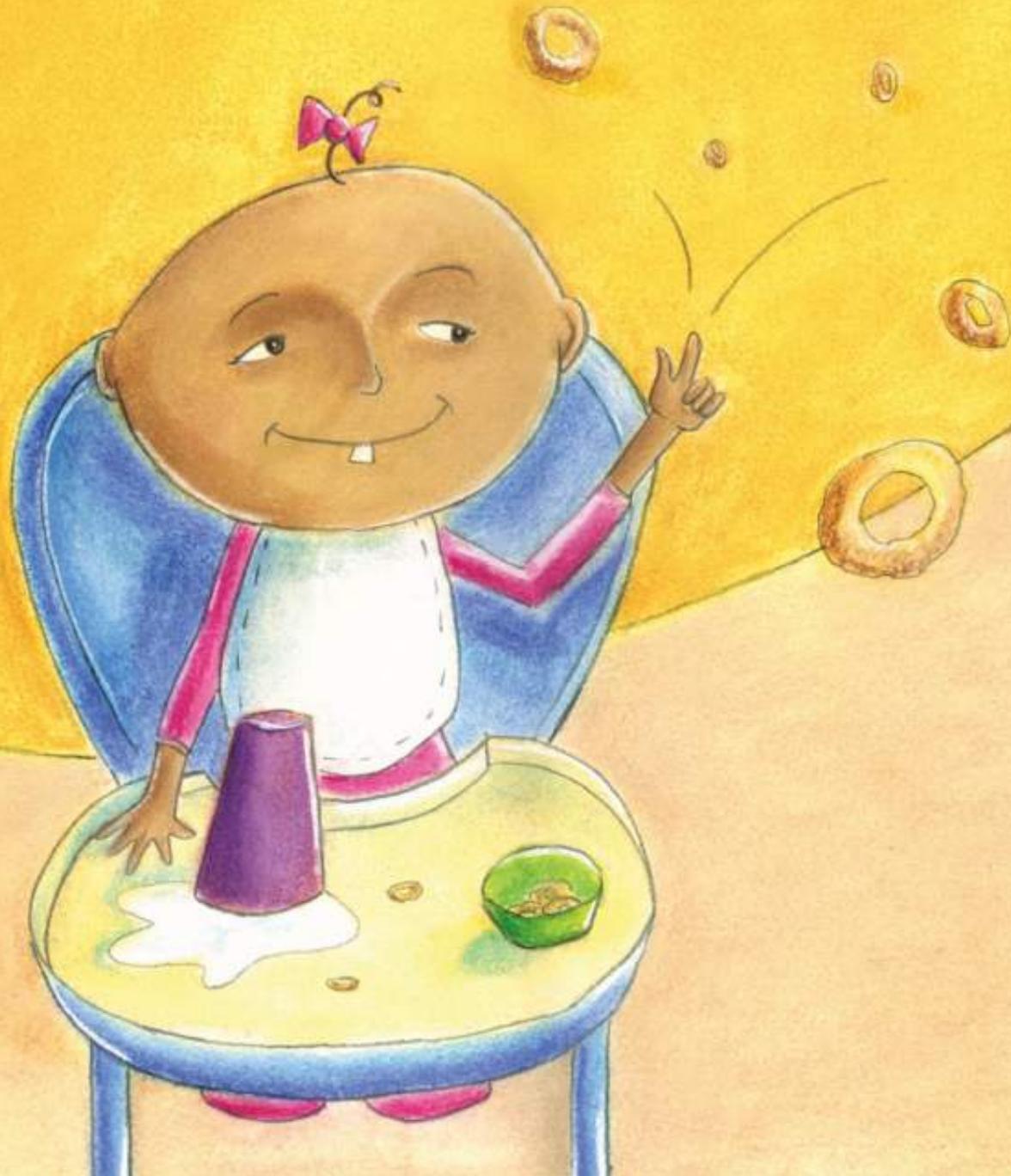


With words you can talk about your brand new bike.  
You can ask for any ice cream flavor you like.

You can tell your friends what you did today.  
Words are important in so many ways!



Think of when you were a very little baby.  
You didn't know any words. You only made sounds.  
You cried when you were hungry or tired. You pointed  
at things you wanted, or you tried to reach for them.

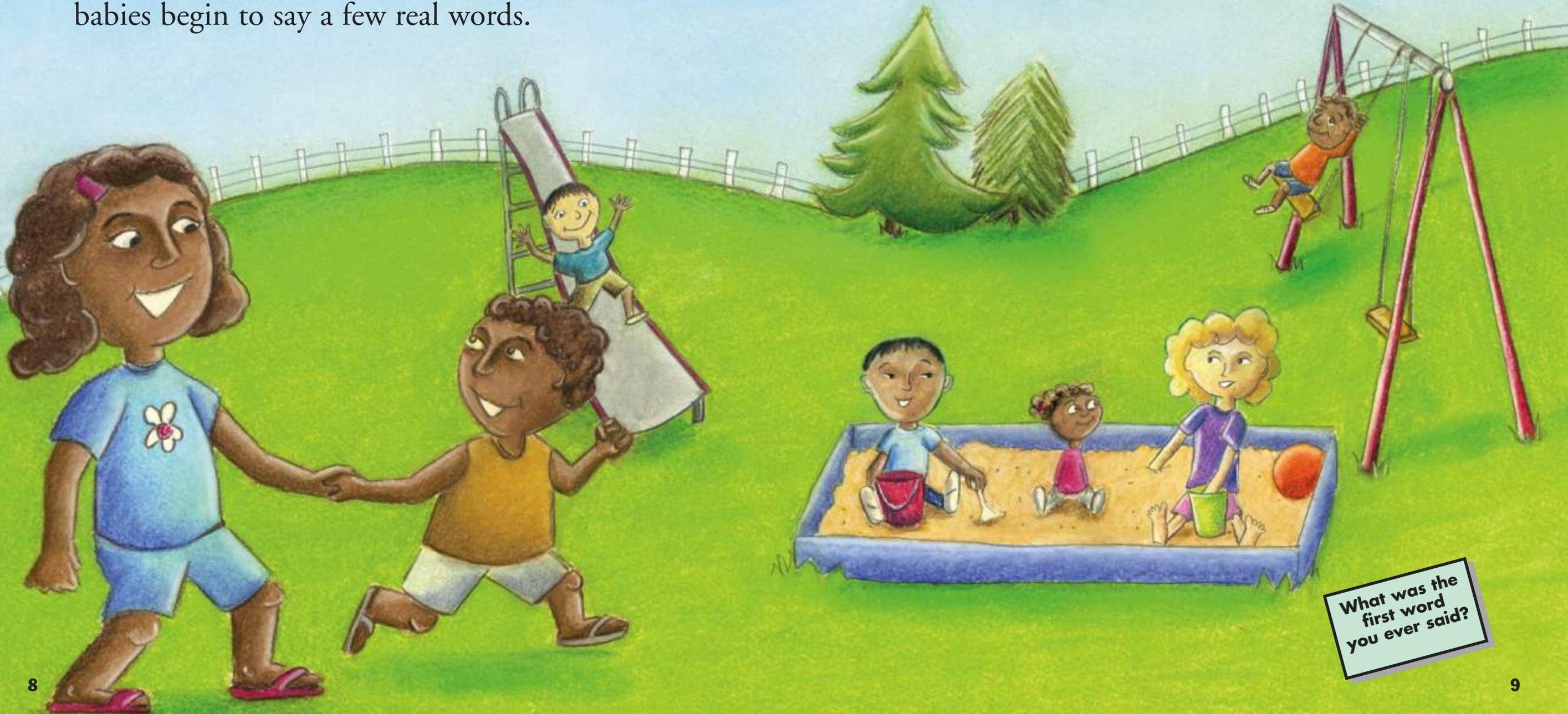


You made all kinds of silly sounds that did not make  
sense. All babies do this before they learn to talk.

# But how did you learn to talk?

Most babies learn to talk by hearing others speaking. First, they start to understand the words they hear. Then they try to make these sounds too. Finally, babies begin to say a few real words.

As babies become **toddlers**, they learn many words very fast. They learn to put words together to ask for what they want. They understand what others are saying to them.



What was the first word you ever said?



Some people are born **deaf**.  
This means they cannot hear or do not hear well.



Babies who are deaf  
cannot learn words  
by listening to people talk.

As they grow up, they learn to make words with their  
hands. This is called **sign language**.

People who are deaf may not speak words.  
But they still talk!

We may speak or sign or write words. But all words are made from the letters of the **alphabet**.

The alphabet begins with the letter A. It ends with the letter Z. Altogether, our alphabet has 26 letters.

# Here are the letters

# of the alphabet.



**A**

alligator



**B**

bear



**C**

cat



**D**

dog



**E**

elephant



**F**

fox



**G**

goat



**H**

hippopotamus



**I**

insect



**J**

jellyfish



**K**

king



**L**

lizard



**M**

monkey



**N**

Nancy



**O**

opossum



**P**

panda



**Q**

queen



**R**

raccoon



**S**

Susan



**T**

turtle



**U**

umbrella



**V**

violets



**W**

wolf



**X**

xylophone



**Y**

yak

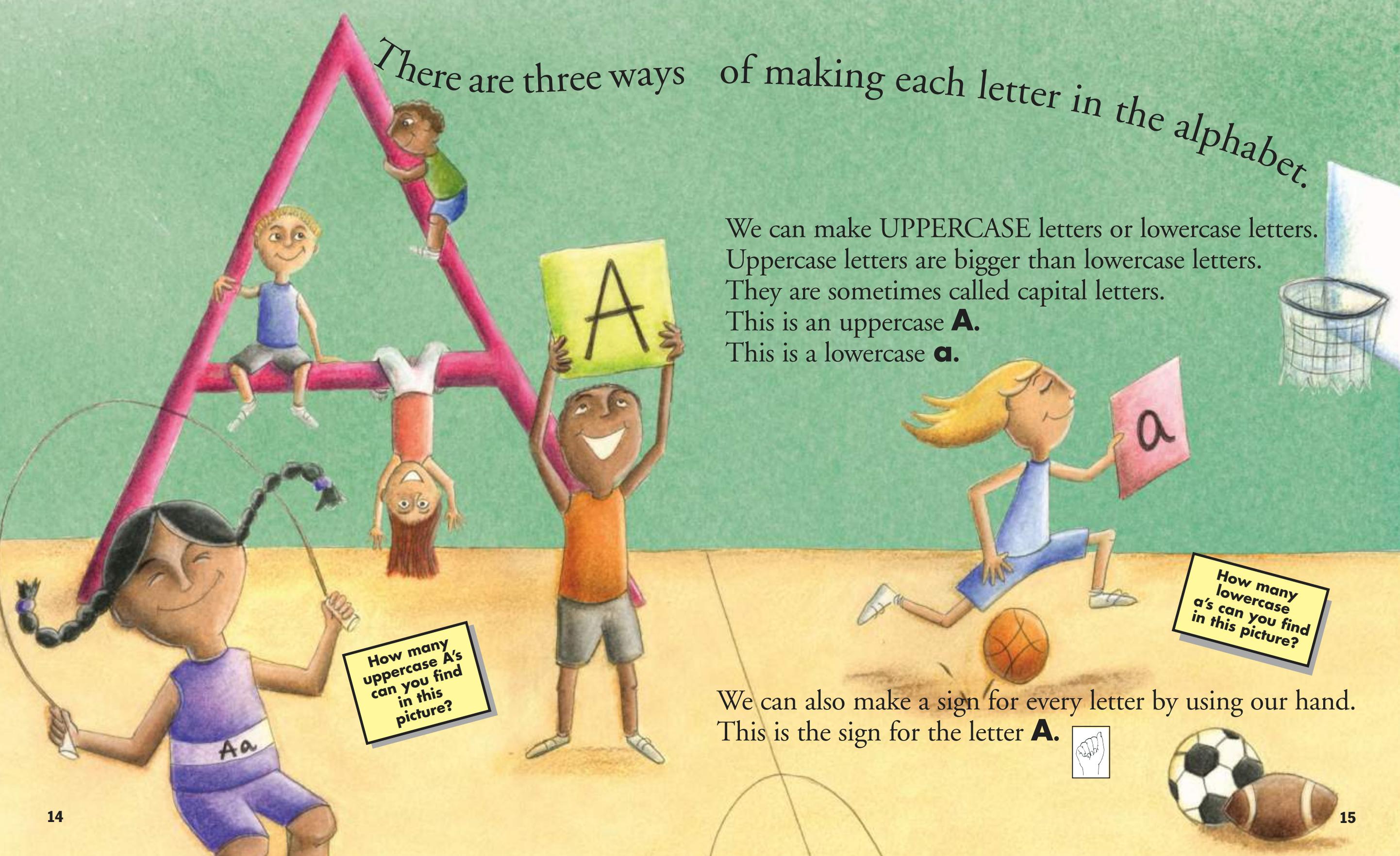


**Z**

zebra

There are three ways of making each letter in the alphabet.

We can make UPPERCASE letters or lowercase letters. Uppercase letters are bigger than lowercase letters. They are sometimes called capital letters. This is an uppercase **A**. This is a lowercase **a**.



How many uppercase A's can you find in this picture?

How many lowercase a's can you find in this picture?

We can also make a sign for every letter by using our hand. This is the sign for the letter **A**.



Let's look for words that begin with each of the letters in the alphabet. Maybe you can find the letters in the middle or at the end of the words too. Look closely and see what you find!

**A a** 

An **a**lligator **a**te an **a**pple in an **a**irplane.



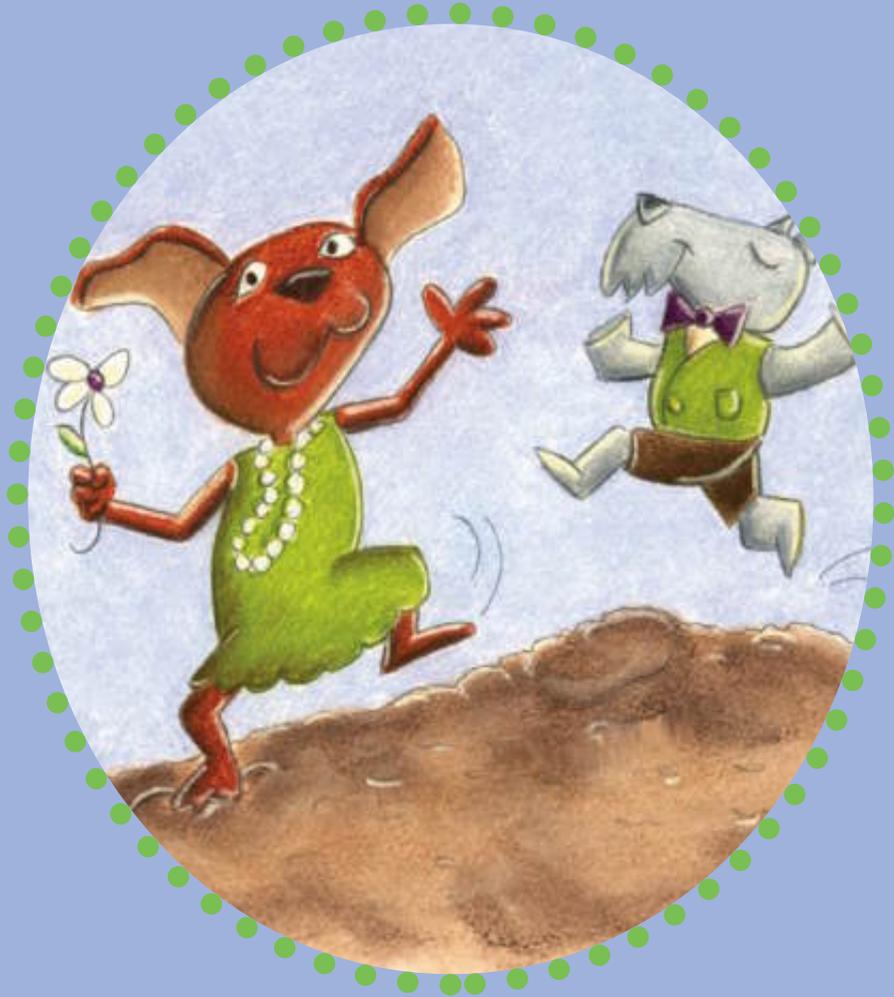
**B b** 

A **b**ig **b**rown **b**ear **b**lows **b**ubbles at the **b**each.



**C c** 

The **c**alico **c**at **c**urls up on the **c**arpet.



**D d** 

**D**andy **d**ogs **d**ance in the **d**irt.

**E e**



An **elf** sells  
**eggs** to an  
**elephant**.



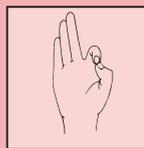
**G g**



The **goats**  
are **going**  
wild in the  
**garden**.



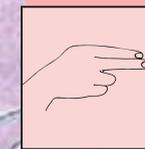
**F f**



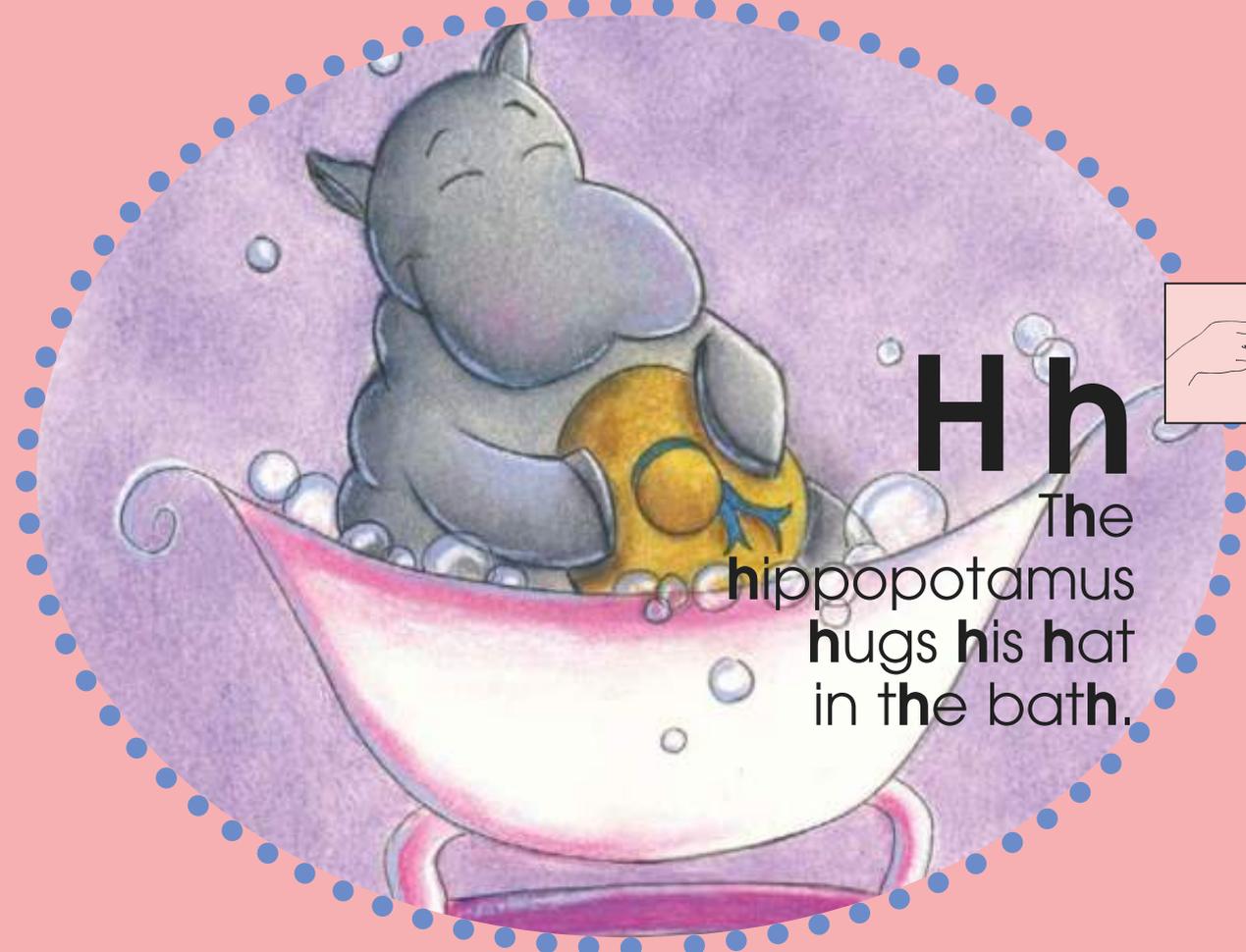
A **fuzzy fox**  
jumps off  
the **fence**.



**H h**



The  
**hippopotamus**  
**hugs his hat**  
in the **bath**.



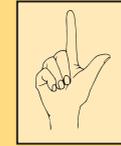
**I i**



An insect ice-skates behind the igloo.



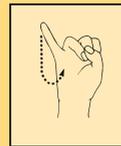
**L l**



A lazy lizard sleeps in the fallen leaves.



**J j**



Jaleel jumps over a big jar of jellyfish.



**K k**



The king licks a fork in the kitchen.



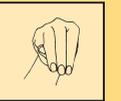
**N n**



Naughty Nancy needs a nap!



**M m**



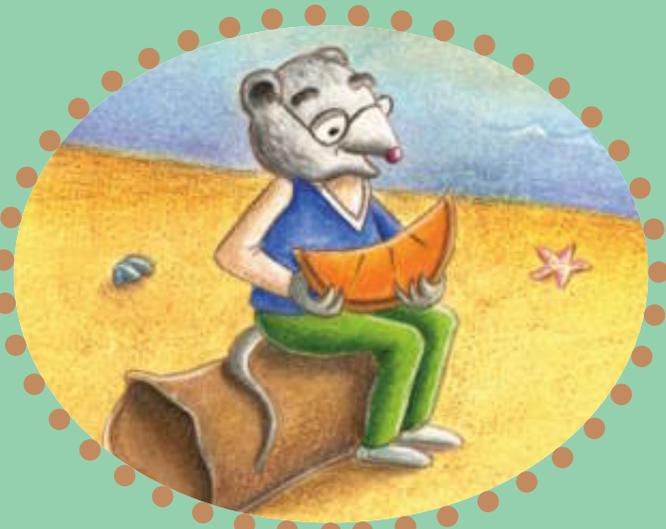
Mad monkeys make music in the moonlight.



O o



An **old**  
**opossum** eats  
an **orange** by  
the **ocean**.



R r



Three  
**raccoons**  
race for  
the **river**.



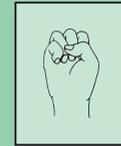
P p



The **panda** **puts** **peaches**  
on a **purple** **plate**.



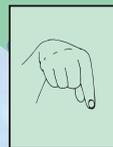
S s



**Susan** drops **sunflower**  
seeds in her **soup**.



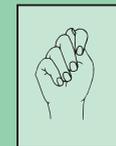
Q q



A **quail** walks  
**quietly** behind  
the **queen**.



T t

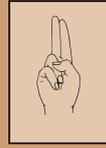


Two **turtles** sit at  
a **table** beneath  
a **coconut** **tree**.





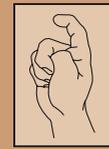
U u



Uncle Paul's ugly umbrella hangs upside down.

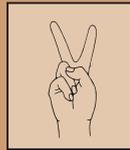


X x



Xander is excited about playing the xylophone.

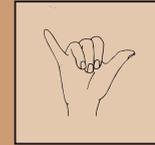
V v



The visitor gave five violets to the village girl.



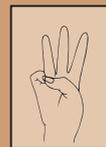
Y y



A sleepy yellow yak yawns in the yard.



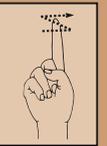
W w



A wild wolf wants to crawl in Woo's window.



Z z



A zebra zips up his coat in the breeze.



With the same 26 letters, we can spell all kinds of different words. Putting letters together to make a word is like figuring out a puzzle. What letters do we need to make a word?

Here are some letters:

T S P



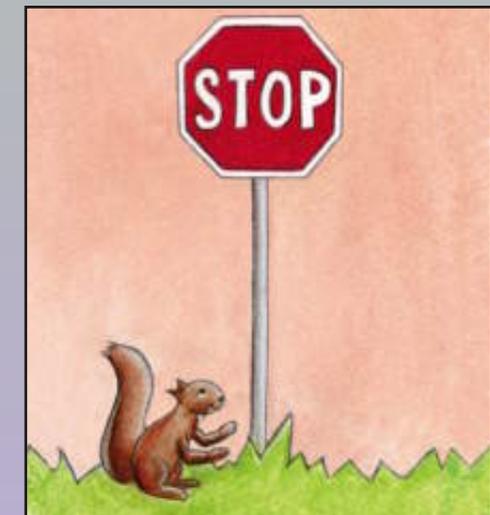
With just these four letters we can spell three different words! Look:

TOPS



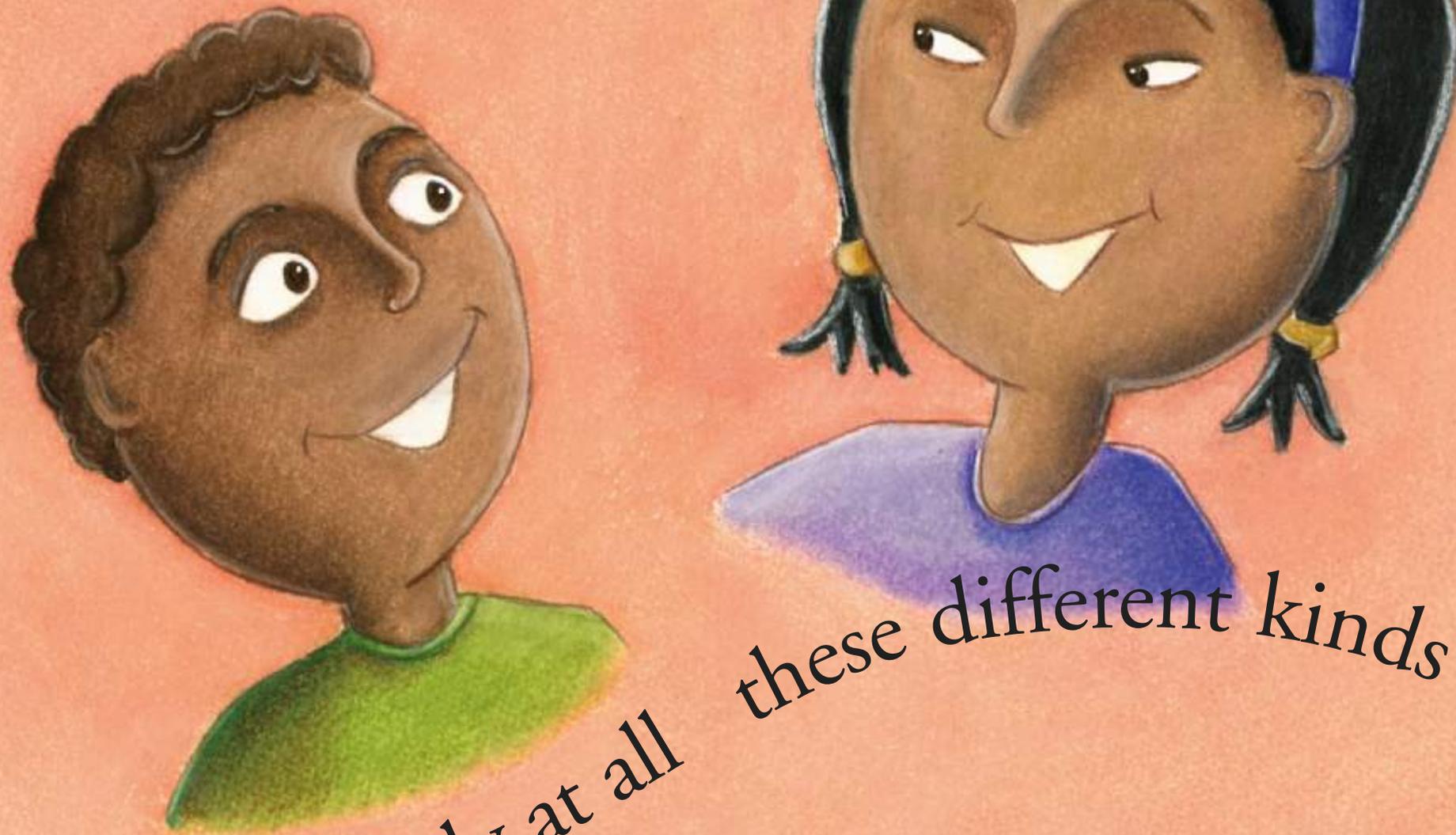
POTS

STOP



We use many different kinds of words to talk to each other.

Names are one kind of word. We also have words to talk about things that happen. And there are words to tell us what things are like or where they are.



Let's look more closely at all these different kinds of words.

We need to know the names  
So NAME words help

of things.  
us tell people and things apart.

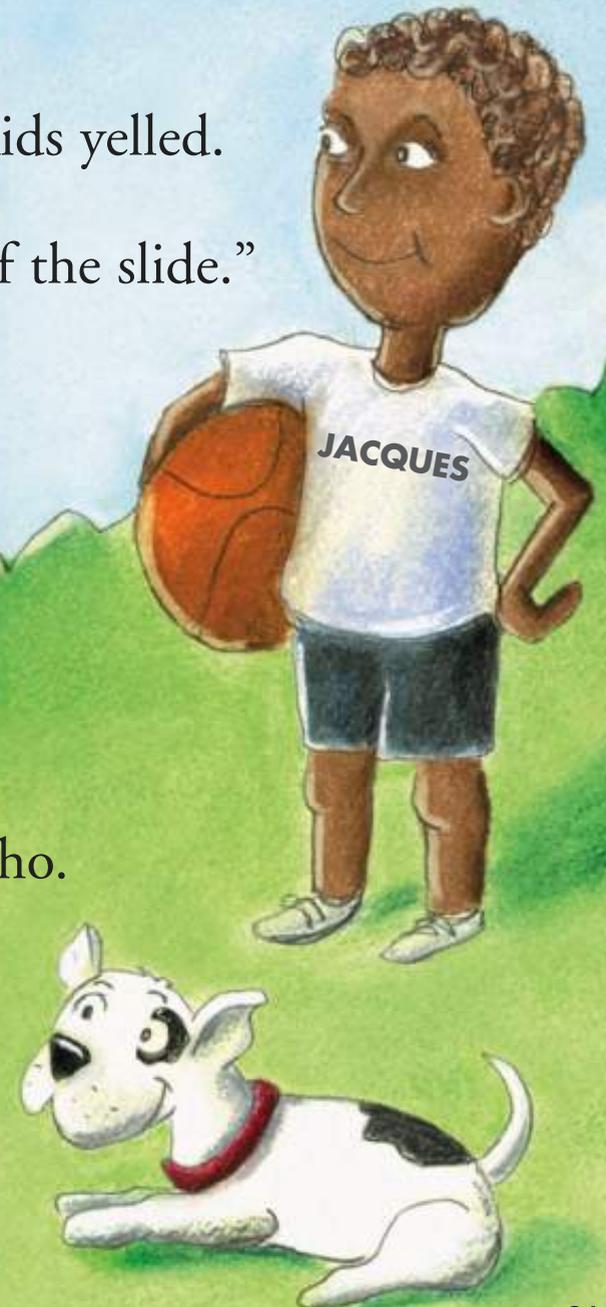
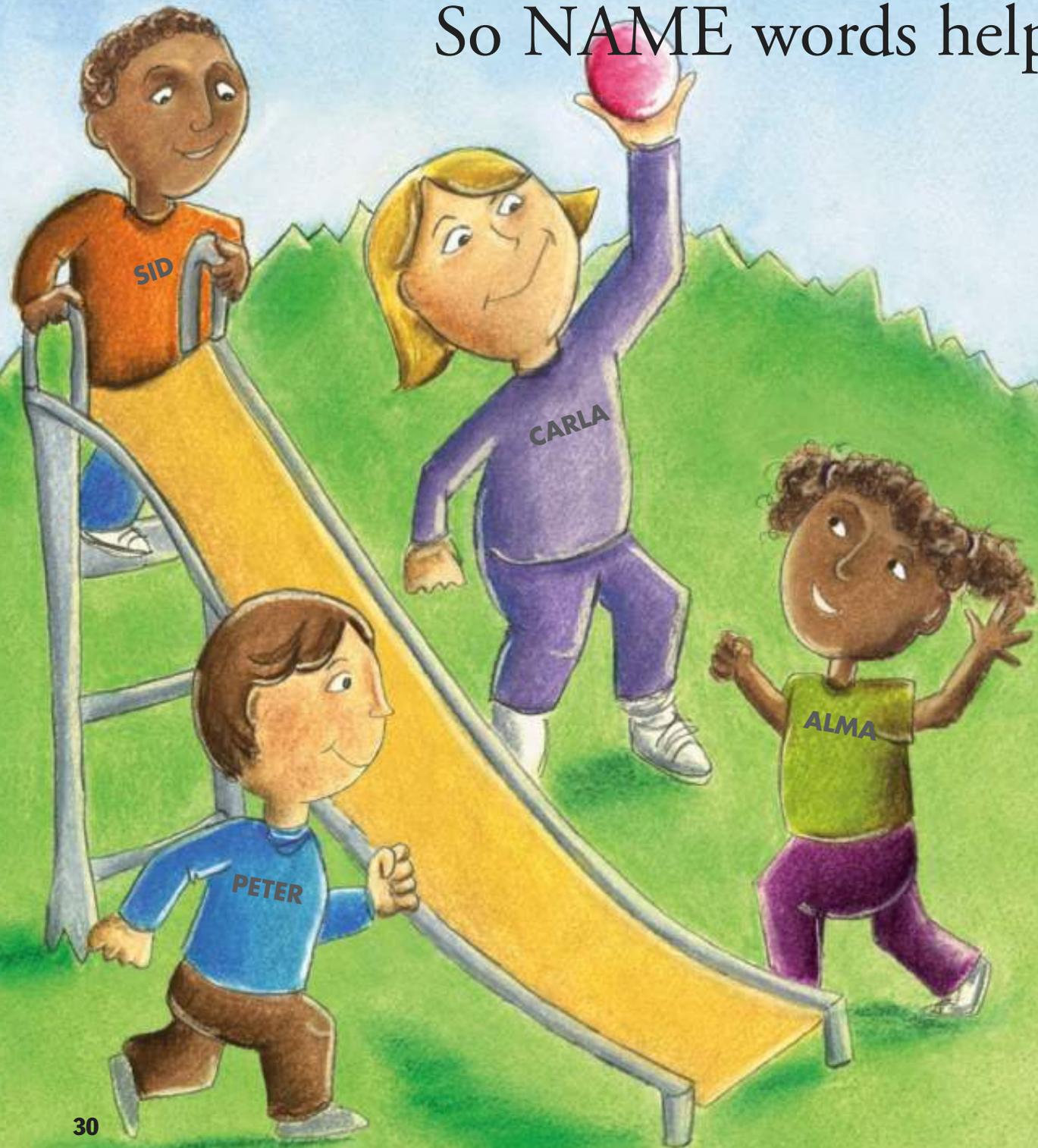
“Hey, you!” said Jacques.

“Who, me?” all four of the kids yelled.

“I mean the boy at the top of the slide.”

“Oh, my name is Sid.”

Names let us know who is who.  
We all have our own names.



Every day you grow and change. But your name stays the same.

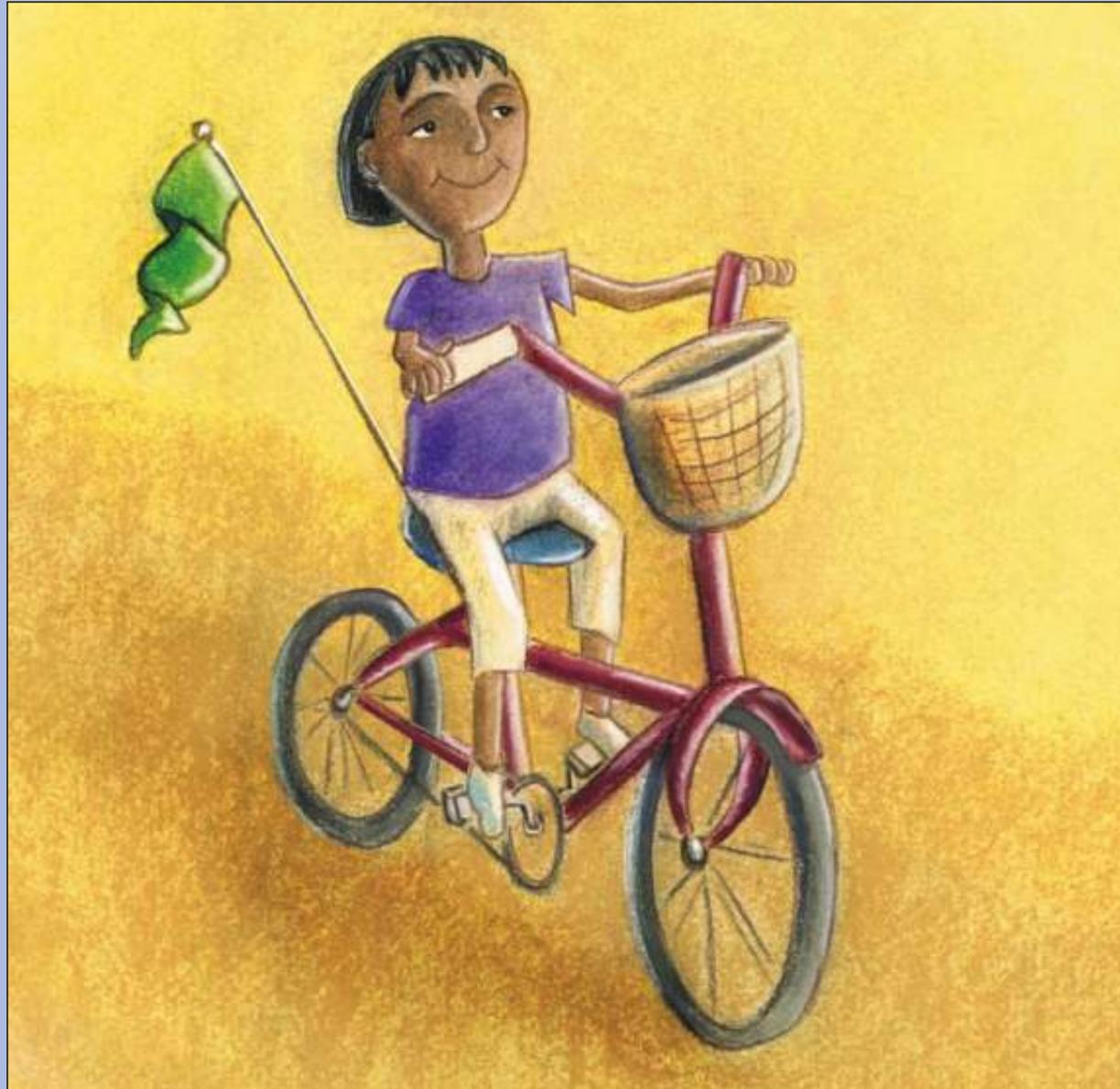
Uncle Hakim could shave his beard.  
But he would still be called Hakim.

Jasmine might cut her long hair very short.  
But we would still know her as Jasmine.



Things have names too. The names of things help us tell them apart just like people's names do.

ACTION words tell us what people and things are doing.

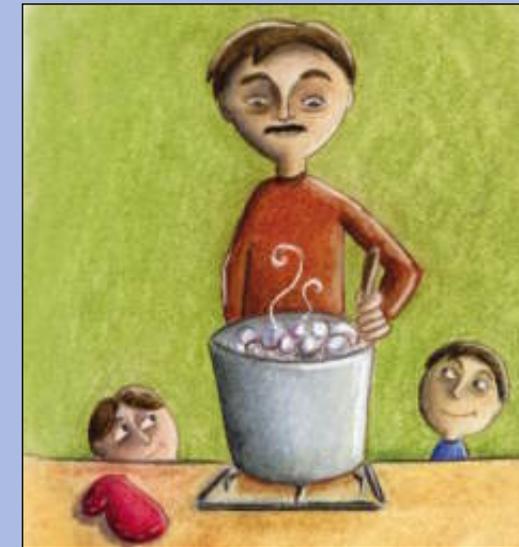


Jen *rides* her bike.  
*Ride* is an action word. It tells what Jen is doing.

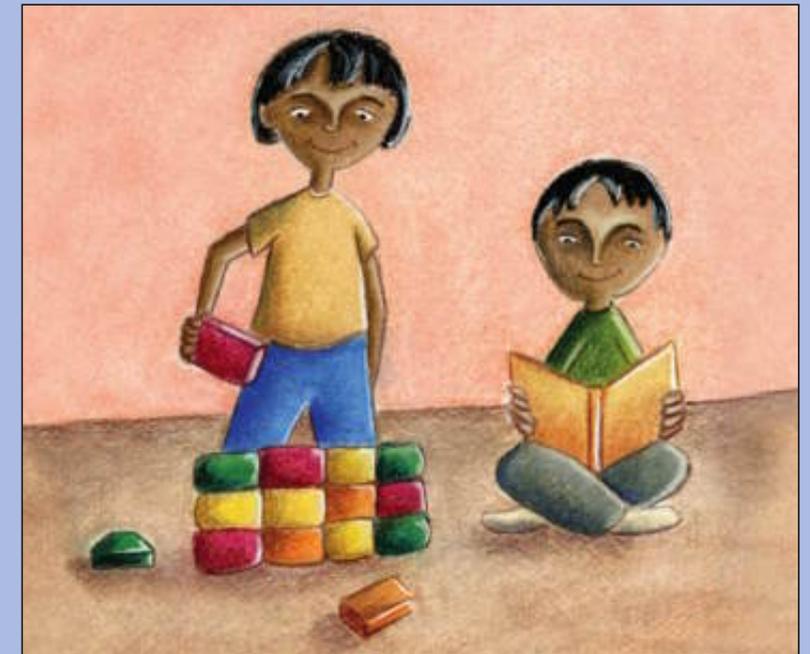


A red bird *sings* in the birdbath.  
The cat *creeps* closer.

Can you find  
all the action  
words here?



Dad *cooks* dinner for us.  
A pot *bubbles* on the stove.

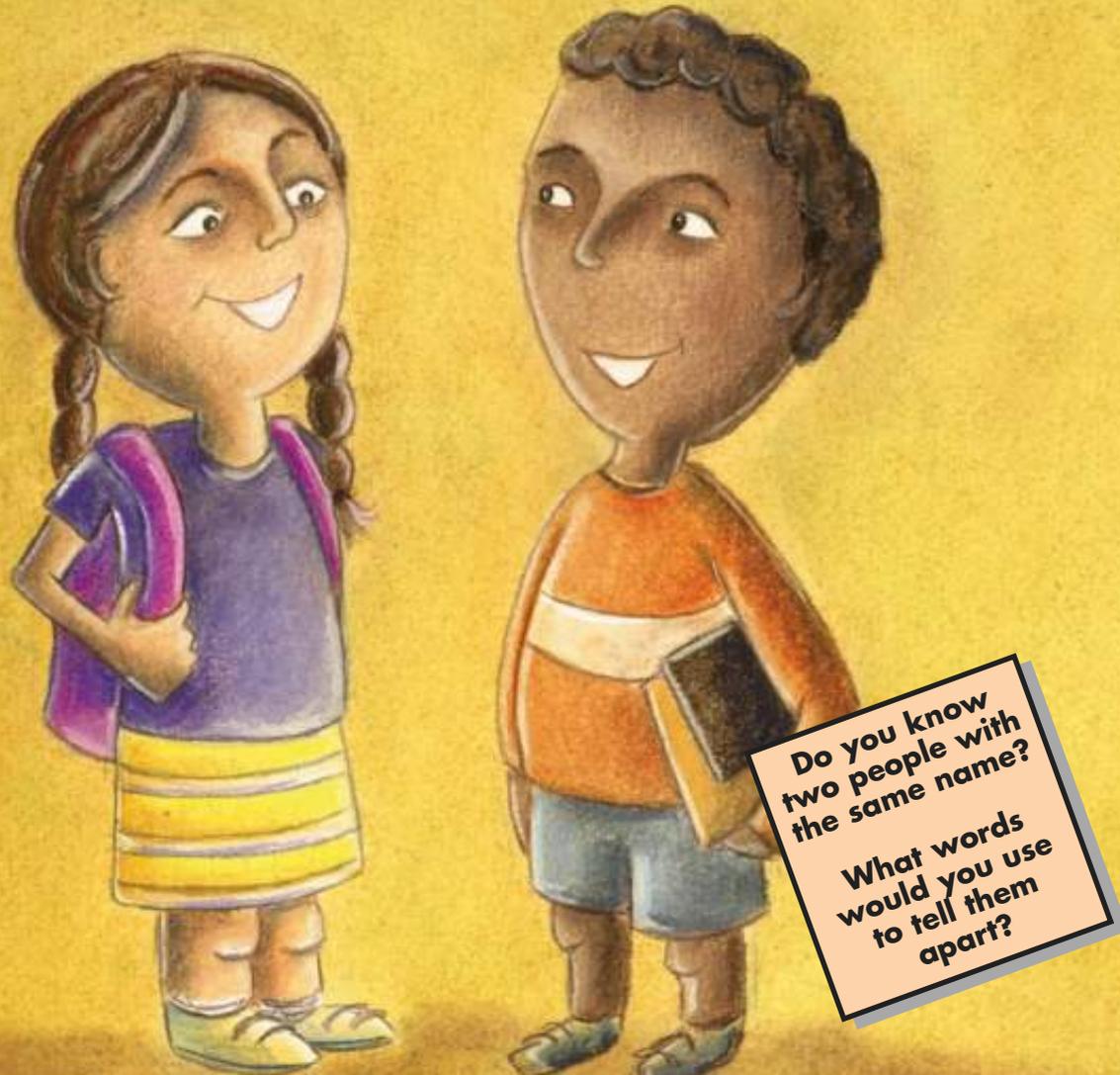


Carmen *builds* a house out of blocks.  
Her brother *reads* a book.

## There are also talking about WHAT

Sometimes, people and things have the same name.  
How do you tell them apart?

“My teacher is named Mrs. Garcia.”  
“So is mine!”



## many words for THINGS ARE LIKE.

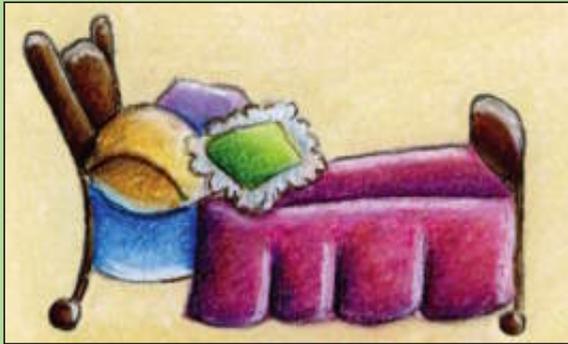
Often, we tell people and things apart  
by talking about the way they look.

We might say:

“My teacher, Mrs. Garcia, has *brown curly* hair.”  
“Oh, I know her. My teacher is named Mrs. Garcia too.  
But she has *short* hair and wears glasses.”



Find the words here that tell what something is like.

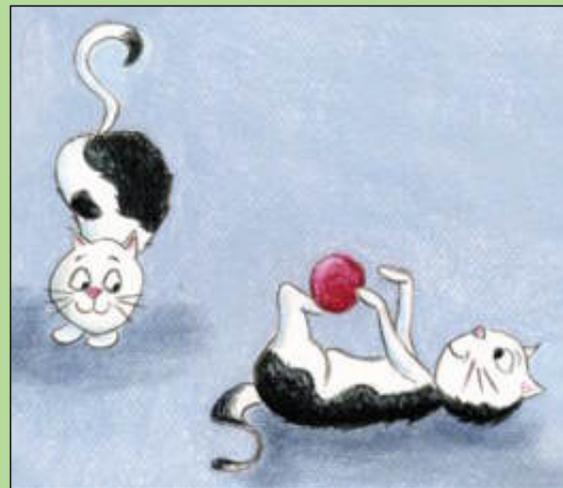


My bed is very *soft*.

The *blue* cup is on the *round* table.

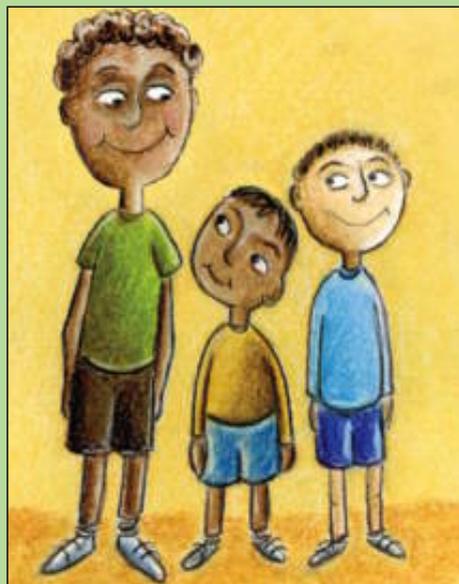


My sister is *happy* today.



The kittens are *black* and *white*. They are so *funny*!

James is the *tallest* in his class.



Here is a girl holding a box.



What words would you use to tell someone about her?

What words would you use to tell what the box is like?

# Other words help us know

*In, out, over, and under* are words we often use when we talk about where something is.

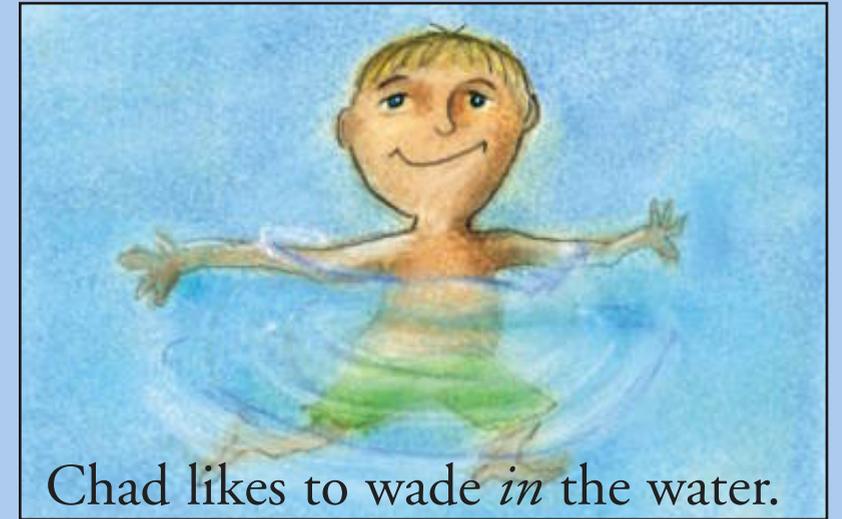


Lila takes her socks *out* of the drawer.

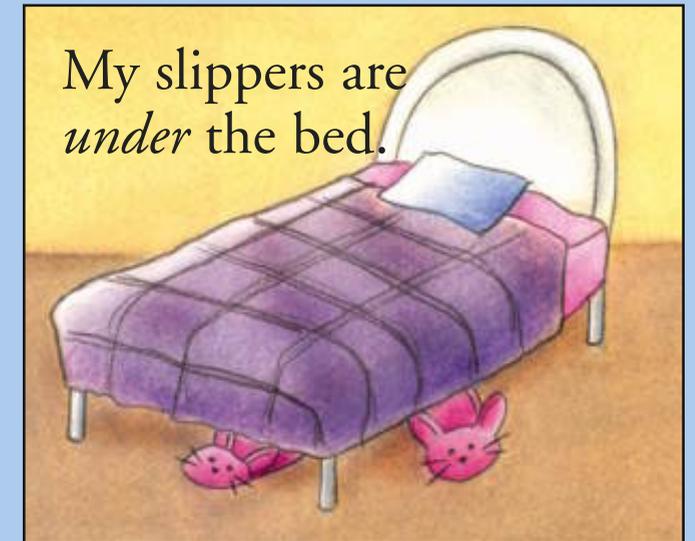
# WHERE THINGS ARE.



The bird flies *over* the trees.



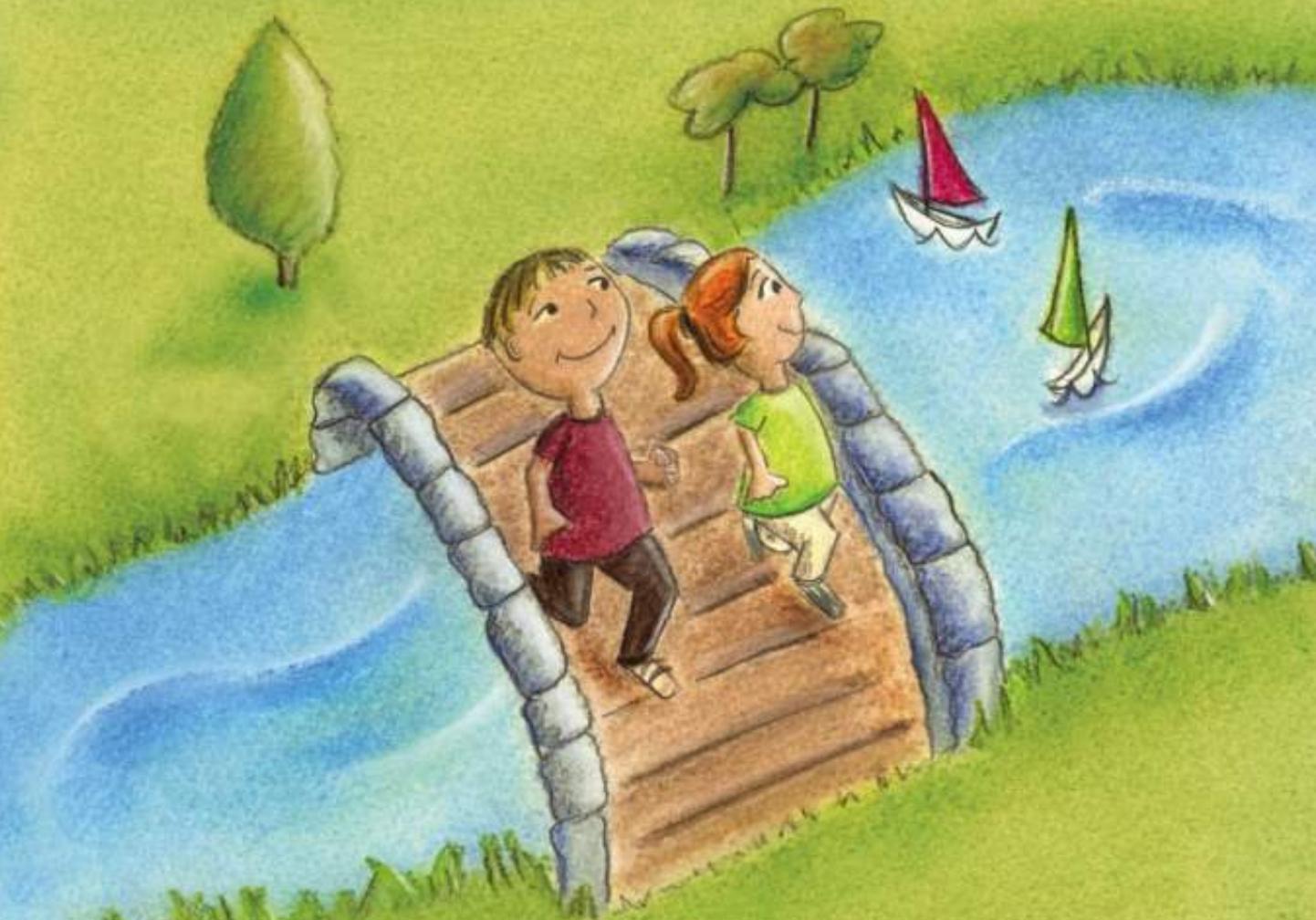
Chad likes to wade *in* the water.



My slippers are *under* the bed.

*Behind, in front, inside, and outside* are also words that tell us where things are.

Can you find the words on these



We walked *over* the bridge  
and saw the boats *in* the river *below*.

pages that tell where something is?



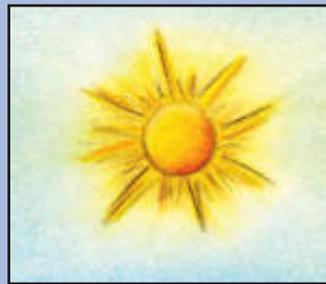
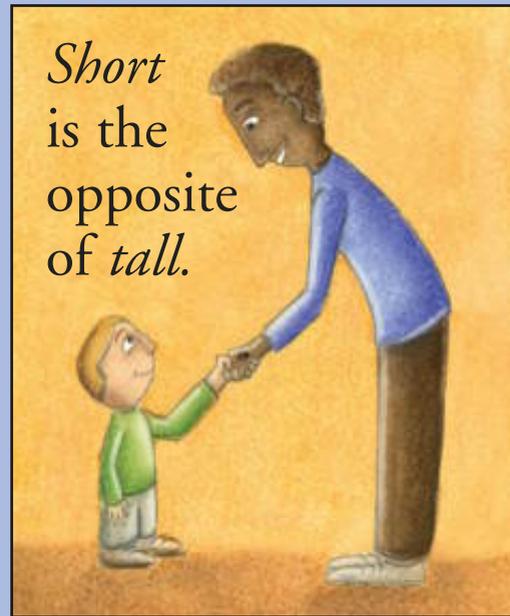
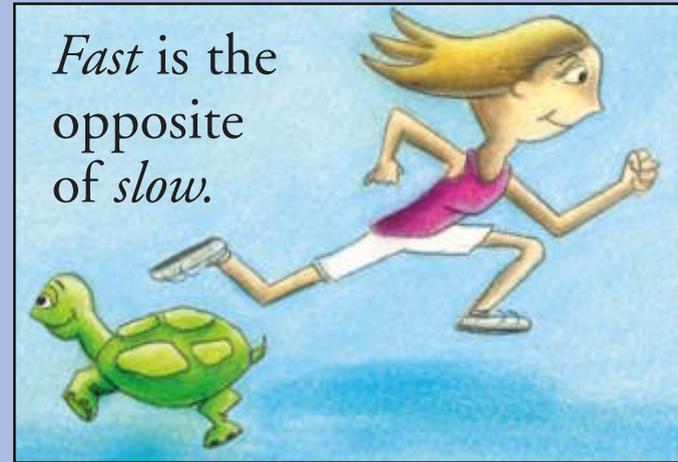
Sam went *out in* the rain.  
He stood *under* an umbrella.  
He waited *on* the street corner.



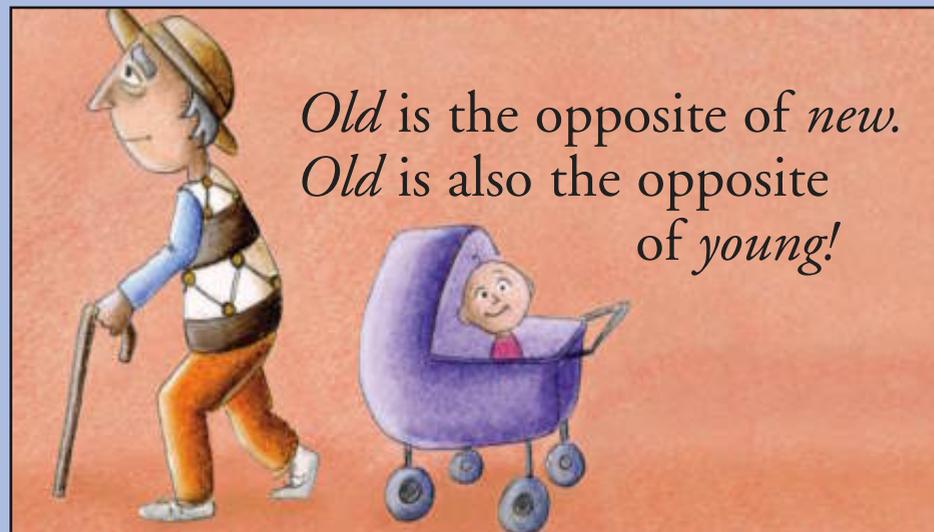
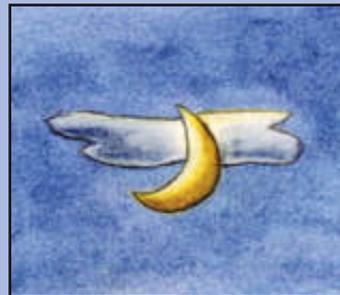
A monkey was  
hiding *behind*  
the door. How  
did he get  
*inside* the  
house?

# There are other kinds of words too, like OPPOSITES.

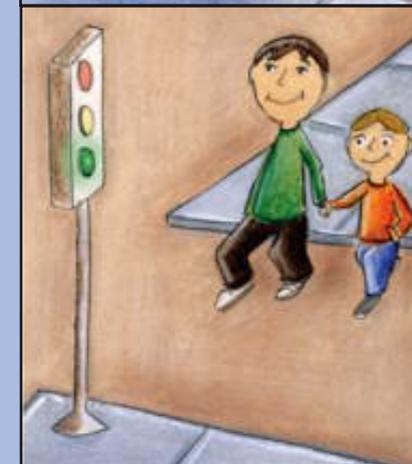
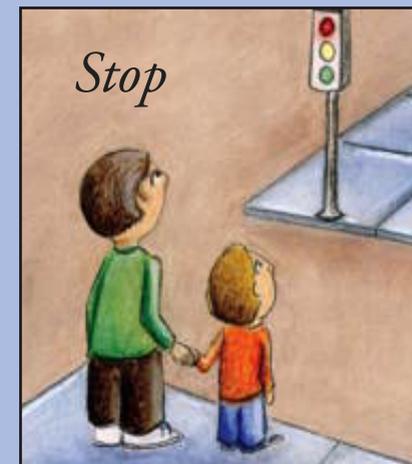
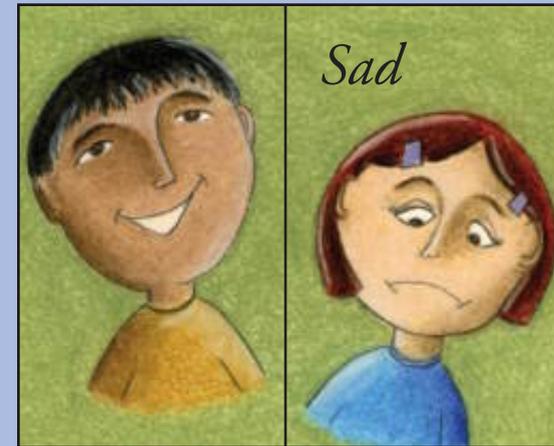
We use opposites to explain differences.



*Light* is the opposite of *dark*.



Can you guess what the opposites of these words are?



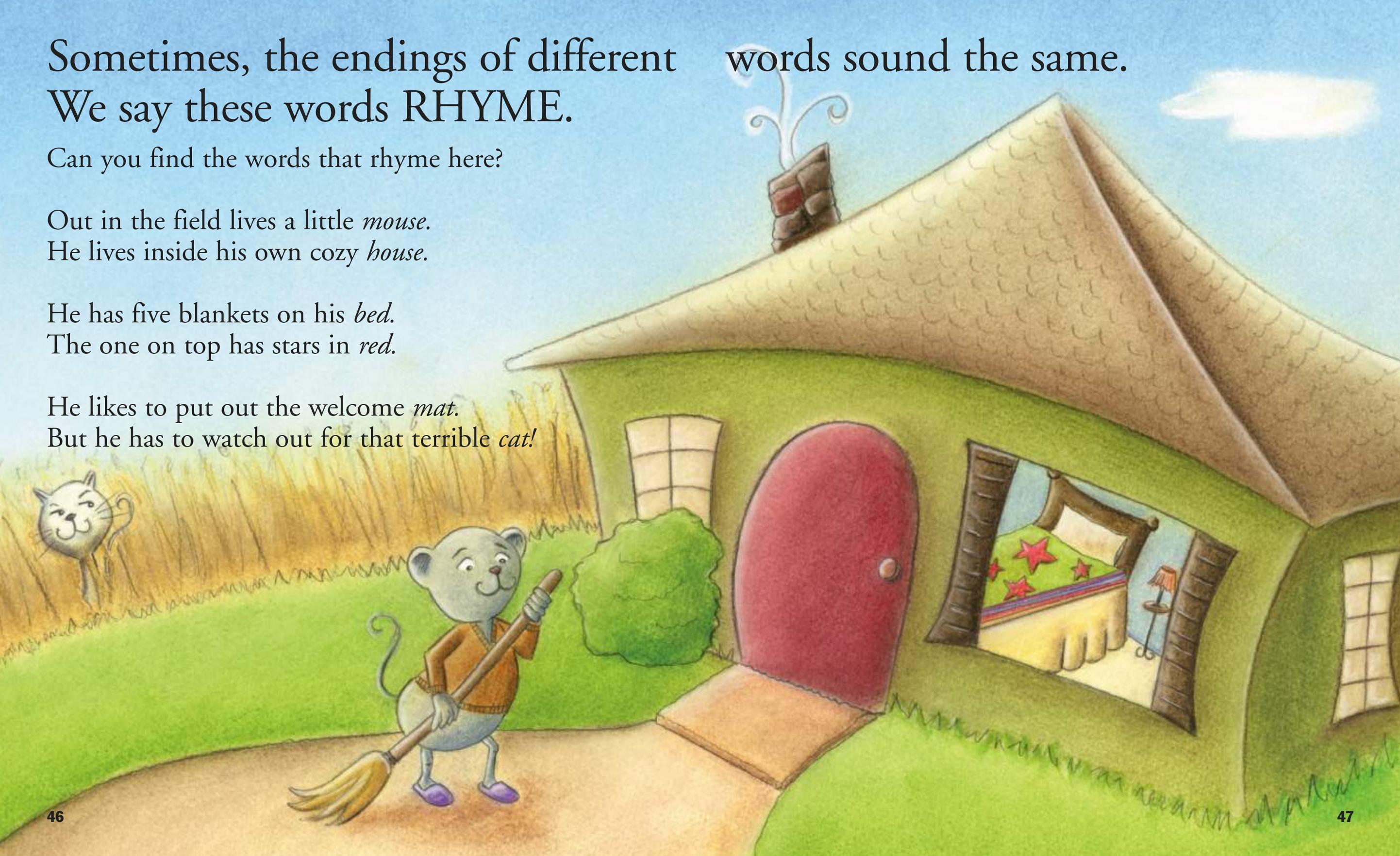
Sometimes, the endings of different words sound the same.  
We say these words RHYME.

Can you find the words that rhyme here?

Out in the field lives a little *mouse*.  
He lives inside his own cozy *house*.

He has five blankets on his *bed*.  
The one on top has stars in *red*.

He likes to put out the welcome *mat*.  
But he has to watch out for that terrible *cat*!



We put letters together to make

F-I-S-H spells fish. B-O-A-T spells boat.

We put groups of words together to mean something too. When we put words together like this, they make what we call a **sentence**.

all these different kinds of words.

Some sentences have a lot of words, like this:

Seju's grandfather caught a big bucket of silver and purple fish.

Other sentences have only two or three words, like this:

Seju helped.

Sometimes we put many sentences together to make a book, just like this one!

Where are the fish in this picture?

Where is the boat?

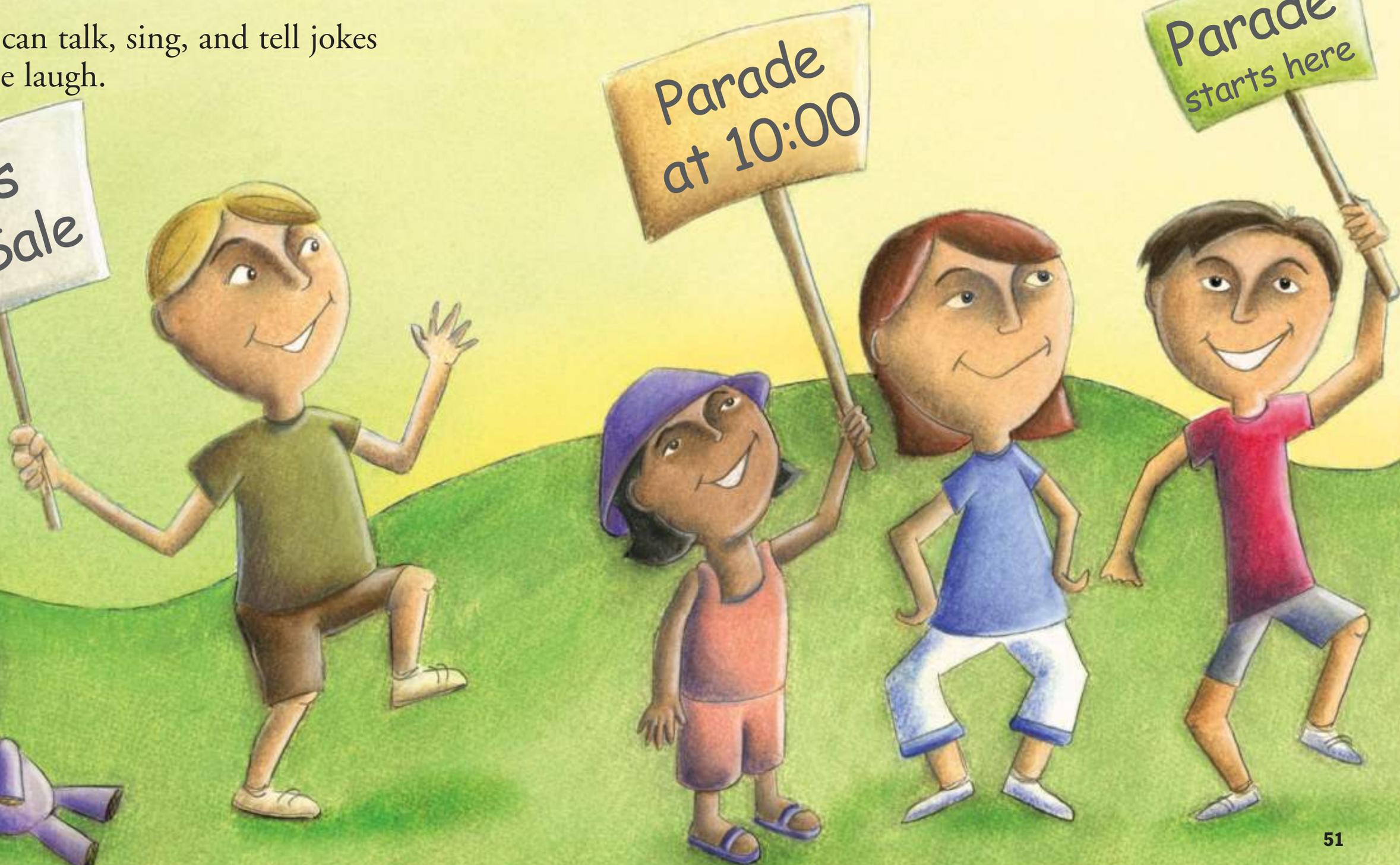
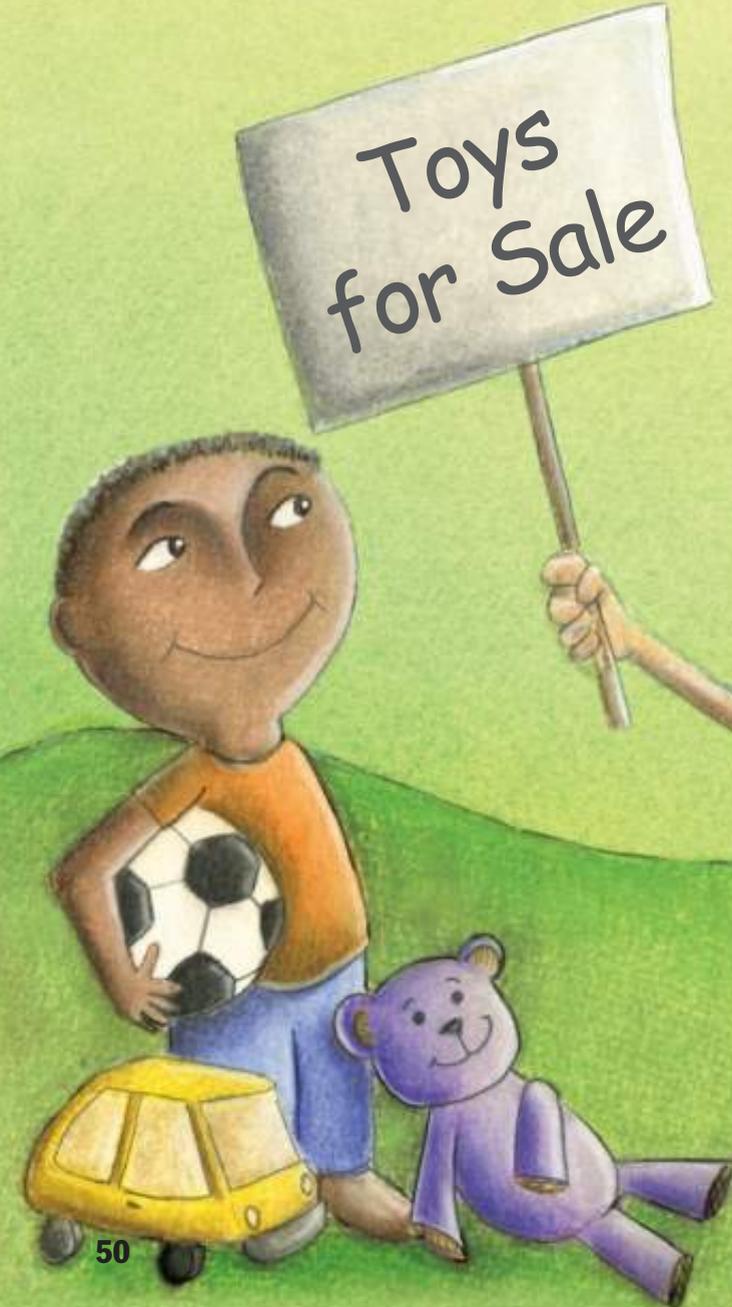
Can you make a story using sentences about Seju and her grandfather?



From letters we make words. From words we make sentences. We could not have sentences if we did not have words!

With words, we can talk, sing, and tell jokes to make someone laugh.

We can make lists and write notes. We can make a sign to tell people something we want them to know.



Best of all, with words,  
We can listen to stories too. We

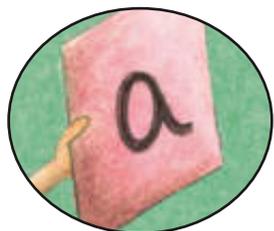
we can tell stories!  
can even write our own stories.

Words take us on all kinds  
of amazing adventures!





# WORDS GLOSSARY



**alphabet** (AL feh bet) a set of letters used in a language to make words

**deaf** (def) unable to hear at all or to hear well

**sentence** (sen tence) a group of words put together in proper order to make a statement or a question

**sign language** (SYNE lang wij) a language that uses hand movements instead of spoken words



**toddlers** (tod luhrs) young children who are just beginning to learn to walk



## Fun Ways to Learn about WORDS

### Alphabet Dictionary

**1** Use old magazines, catalogs, or cereal boxes for this activity. Cut out anything you find that begins with the letter A—for example, pictures of an apple, an ant, and an ape. Glue the pictures on a piece of colored paper. Write a big letter A on the page. You can add the names of the things on the page too, if you have room.

Next, cut out things that begin with the letter B and glue them on a second page. Make a new page for every letter of the alphabet. When you've finished all the pages, staple your Alphabet Dictionary together. You have made your own book!

### Guess My Name

**2** Get a group of friends together and play an alphabet guessing game. The first person thinks of a word. The word should be a *thing*—for instance, a type of fruit, an animal, or something around the house. If you picked the word "rain," for example, you would say, "I'm thinking of a word that starts with R." Most people won't be able to guess what the word is just from knowing the first letter. You might also say how many letters are in the word, if you know. Give other clues too, one by one. Keep giving clues until somebody comes up with the right word. For "rain," you might say, "You will never see this on a sunny day." Then, "It is something found almost everywhere in the

world." The first person to guess the right word thinks up a new word and the game goes on!

### Hidden Words

**3** Write each letter of your whole name (first, middle, last) on separate pieces of paper so you can move them around. Now try rearranging these letters to make other words. How many new words can you find? Write each one on another piece of paper. For example, if your name were Peter Alan Smith, here are some words that can be made from your name:

a	his	pan
am	her	pen
an	test	the
l	smart	there
it	lap	rat
in	pet	peas

What other words can you make from the name Peter Alan Smith? Can you make a sentence with the words you find in this name or in your name?



## Helping Children Get the Most out of THE WORLD AROUND US Volume

“Play is a child’s work.” It is through play that children learn, as they are often much more receptive when the activities are fun, engaging, and things they have chosen to do. Being outside provides them different opportunities to sharpen their senses by seeing, touching, smelling, and hearing, all while moving around freely. Here are some ways to enhance the activities on the previous page.

**Nature’s Paintbrushes.** Small branches and twigs can be dipped in paint to be used almost like pencils. But by flattening the end of the branch, the fibrous insides will be exposed, making a great little paintbrush. If your child has collected long branches, cut them down so that they are very short and easy to use. A bit more messy but a lot of fun for children is to dip other plant parts in paint too. They could paint using the bushy stem of a plant, a small fern, or a palm frond, for instance. Older children might enjoy arranging different shaped leaves on a piece of paper and then painting over them. After your child has painted over the leaves and the paper is dry, carefully remove the leaves. The leaf silhouettes make a great piece of children’s art!

**Sparkly Snowflakes.** Younger children may need a bit of help folding and cutting the snowflake patterns for this activity. If they want to cut their own shapes, however, let them do so, even if the shapes don’t end up perfect. To get the most sparkly effect, make sure the hot water is heavily saturated with salt. Experiment to see how much salt you will need per cup of water. For younger children, either cut some snowflake shapes for them or just let them paint on plain paper and then add a saltwater layer last. Hang the snowflakes with thread or craft wire or just tape them to your windows.

**Adopt a Plant!** This activity is a great way to help children increase their powers of observation and learn about the cycles of plant life at the same time. Take a walk with your child, even if just around the yard, down the street, or to a nearby park, and explain the object of the activity. If possible, guide him or her to plants that might go through more rapid changes so that the changes will be apparent more quickly, but don’t insist. The younger your child is the more you’ll want to pick a plant that will go through changes quickly—or perhaps do this activity during a time of year when there are obvious changes in the foliage around you.

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