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To the Teacher

200 Words You Need to Know is a set of vocabulary activity exercises designed for students with special needs. Two hundred words are divided into ten units of twenty words each, grouped into categories. Each unit contains ten masters with eight different vocabulary exercises to reinforce students' learning. Repetition with variety is the key: Each exercise is different but presents the student with each of the twenty vocabulary words to recognize and/or write. Bonus activities on some sheets encourage students to complete longer exercises.

The words themselves are common ones students need to master as part of everyday life—for their own personal safety or health, and in order to be competent consumers, job seekers, money handlers, car operators. Mastery of these words will boost students' self-image and confidence outside the schoolroom.

Exercise 1, *Word Sense*, introduces the unit's vocabulary words with simple definitions; students rewrite each word in the blanks provided. As a bonus, those students who can rewrite the boxed letters at the bottom of the page will discover a sentence related to the word category.

Exercise 2, *Fun Fill-ins* (two pages), encourages students to write the vocabulary words again in the blanks provided, using context clues and letters provided to choose the correct word for each sentence.

Exercise 3, *Hidden Words*, presents a simple paragraph containing all the vocabulary words for students to locate, and then provides them with practice in writing each word.

Exercise 4, *Lucky Lists*, has students classify the vocabulary words, by subject or by initial letter. You may have students alphabetize the words in each grouping after they have completed the classifying; answers are given in alphabetical order for your convenience should you choose this option. On those sheets classifying by initial letter, you may suggest students

write each letter included in the column at the head of the column—for example, for a column reading "Begins with a letter between *A* and *D*," students could write out the letters *A*, *B*, *C*, and *D* before attempting to classify the vocabulary words in the list.

Exercise 5, *Puzzle Time*, presents a simple puzzle grid. Students use initial letters and word length to fit each word into its appropriate set of puzzle boxes. When words have the same initial letter and length, a second letter is filled in so students can select the correct word for that set of puzzle boxes. The puzzle contains a light-hearted message related to the word category, reading from top to bottom of the puzzle grid. As a bonus, students are asked to find the "secret silly sentence" in the puzzle and rewrite it at the bottom of the page.

Exercise 6, *What's Missing?*, again provides students with the opportunity to choose the correct word from context clues, this time without individual letter blanks or letter clues. The last six sentences are set off as bonus activities to encourage students who may be intimidated by a list of twenty sentences to complete.

Exercise 7, *Daffy Definitions*, reinforces students' knowledge of the meanings of the vocabulary words by asking them to choose the correct definition from three given. The second page is marked **BONUS!** to encourage students.

Exercise 8, *Sentence Sense*, uses context clues to test and reinforce students' knowledge of word meanings by asking students to identify the one correct ending to each sentence from three given. Again, the second page is marked **BONUS!**

You may make as many copies as you want of each master, so students can work on each exercise as often as necessary to master it. You will find that the later units have somewhat more difficult words than the earlier units. Flash cards could help students who are having difficulty with particular words or categories.

To heighten student interest and motivation, an illustrated cover sheet is provided for each unit. To make this set into a series of ten mini-workbooks, reproduce the cover of each unit along with the exercise sheets, then staple cover and work sheets together. Making the work sheets into booklets keeps exercises organized by category and allows students to keep their completed work for review and display. You may wish to encourage your students to color their workbook covers with colored pencils, markers, or crayons. Or have your more creative students design their own workbook covers.

Optional Activities: Below is a series of optional activities designed to appeal to varying types of learning modalities, including visual, bodily/kinesthetic, logical, musical, and interpersonal. Use some or all of these activities to expand the scope of this book's reproducible activity sheets and draw in all types of learners.

- Make flash cards of the words in a unit.
 - Students can use the flash cards independently or with a partner to study all of a unit's words, or words/units particular students may be having difficulty with.
 - Have students (alone or in groups) use the flash cards as manipulatives. Ask students to alphabetize the cards, divide them into categories, or sort them by word length and/or part of speech.
 - Use the flash cards as appropriate in the other optional activities below.
- Ask musically inclined students to use a unit's words in a song. Students should choose a simple, familiar melody. They should use as many unit words as possible, but at least eight to ten. Students could then perform their songs for the class. This could be a group or individual activity.
- Challenge students, alone or in a group, to create a simple crossword puzzle using at least eight to ten words in a unit.
- Have students draw or bring in to class

pictures of a unit's words. Then play a quiz game involving pairs or groups of students, or the whole class. A partner, a group member, or you shows a picture to the other partner, other groups, or the class for oral or verbal identification. You could use flash cards for this, with students drawing or attaching a picture to the back of the word side of the card.

- Set up a group or individual scavenger hunt. Give students lists or flash cards of unit words and have them find actual examples of things representing the words in the school and community. Students list the location and give a description of each item found.
- Have students write their own unit word stories like the ones in the Hidden Words activities.
- Have students, alone or in groups, act out one of the Hidden Words stories, or one of the students' own stories.
- Play a game of charades. Divide the class into groups. Give each group the same number of words from a unit (flash cards would work well for this). Have groups, and individuals within groups, take turns acting out a unit's words for other groups.
- Divide students into pairs. One partner says a unit word aloud. The other partner writes it down. Both partners check to see if the word is written correctly. The partners continue through all or part of a unit's words, alternating between being the speaker and being the writer. Have each student keep a list of missed words and study them. You or partners could repeat this exercise after students have had time to study the missed words, checking for increased accuracy.

I hope both you and your students will enjoy working with *200 Words You Need to Know* and that your students will be encouraged by the successes they experience.

—Kathy Sammis

Unit 4

CLOTHING WORDS



EXERCISE 1

Name _____

CLOTHING WORD SENSE

Date _____

Read each word below and its definition. Rewrite each word in the blanks next to its definition.

- | | | |
|---------------|---|----------------------------|
| 1. skirt | girls' or women's clothing that hangs down from the waist | — k — — — |
| 2. jacket | short coat | — — — — e — |
| 3. zipper | fastener with teeth and a slider | — — — — e — |
| 4. pants | clothing for the lower body that covers each leg separately | p — — — — |
| 5. panty hose | one-piece stockings | — — — — y — — — — |
| 6. iron | device with a flat base you can heat, used to smooth or press clothes; or, to use an iron | — — — o — |
| 7. underwear | clothing you wear under outer clothes | u — — — — — — — — |
| 8. shirt | clothing for the upper body, usually with a collar and sleeves | — — — r — |
| 9. socks | soft covering for the feet | — — c — — |
| 10. blouse | clothing for the upper body, usually for girls and women | — l — — — — |
| 11. boots | covering for the feet and lower legs, usually of rubber or leather | — — o — — |
| 12. button | small round fastener you pass through a hole or a loop | — — t — — — |
| 13. shoes | outer covering for the feet | — h — — — |
| 14. sweater | warm, knitted clothing for the upper body | — — e — — — — |
| 15. rinse | to wash off with clear water | — — — — s — |
| 16. dry clean | to clean clothes without water | — — — — c — — — — |
| 17. bleach | to make whiter or lighter; or, the powder or liquid you use to bleach | — l — — — — |
| 18. dryer | machine used to dry wet clothing | — — — — e — |
| 19. jeans | pants made from a strong cotton cloth | — — — a — — — |
| 20. detergent | powder or liquid used to wash clothes | — — — — — — — — n — |

BONUS! The boxed letters spell out a sentence. What does it say? (Write it out here if you want:)



EXERCISE 2

FUN FILL-INS

Name _____

Date _____

Each sentence below has a word missing. Fill in each blank with a word that makes sense from the list at the top of this page. Check off each word in the list as you use it.

| | | |
|------------|-----------|---------|
| skirt | underwear | button |
| jacket | shirt | shoes |
| panty hose | socks | sweater |
| | pants | |

1. Nate wore a striped h _ _ _ with long sleeves under his sweater.
2. When I got to the beach, I took off my s h _ _ _ and socks and ran around in bare feet.
3. Her k _ _ _ was very full and hung down below her knees.
4. I wear two pairs of wool o k _ _ _ in the winter to keep my feet warm.
5. You can wear a set of long u e r a _ _ _ under all your other clothes to stay warm.
6. It was a cold day, so Megan wore a wool w a t _ _ _ under her jacket.
7. The legs of my brother's n _ _ _ don't fit over his boots.
8. Do you like a u t _ _ _ or a snap to fasten your skirt?
9. p n s _ _ _ make a smooth covering for legs under a skirt.
10. Jamal pulled on his sweater and zipped up his a k _ _ _ before going outside.



EXERCISE 2 *(continued)*

Name _____

FUN FILL-INS

Date _____

(BONUS! Continue to fill in the blanks from the word list at the top of this page.)

| | | |
|--------|-----------|-----------|
| zipper | boots | dry clean |
| iron | jeans | bleach |
| blouse | dryer | rinse |
| | detergent | |

11. My z z broke, so I couldn't close up the front of my coat.
12. The only kinds of pants Diego will wear are n .
13. Ms. Miller, the math teacher, always wears a l u with lace trim.
14. When you go out in rain or snow, keep your feet dry by wearing o .
15. Some clothes can't be washed in water; you must y e a them instead.
16. D t g t for washing clothes comes in bottles or boxes.
17. e a helps to make clothes look whiter and brighter.
18. After washing, you must r s all the soap out of your clothes.
19. Then you can dry the clothes in a r y or hang them on a clothesline to dry.
20. If the clothes are not smooth, you can o them.



EXERCISE 3

Name _____

HIDDEN WORDS

Date _____

Read the following story. Draw a line under the words from the list below when you find them in the story. Check off each word in the list as you find it. The first one is done.

- | | | | |
|------------|----------|---------|-----------|
| skirt | shirt | sweater | rinse |
| jacket | socks | jeans | dry clean |
| pants | ✓ blouse | zipper | bleach |
| panty hose | boots | button | dryer |
| underwear | shoes | iron | detergent |

Shanice bought lots of clothes for school. She got a pretty blouse to wear with her best skirt. She found a shirt and sweater to wear with her pants and her jeans. She bought a ski jacket and wool socks to keep her warm. She needed panty hose and underwear, too. She decided to wear last year's shoes and boots.

Then Shanice washed her dirty clothes. She used bleach and detergent. After the last rinse, Shanice checked each zipper and button to be sure they weren't broken. Then she loaded the dryer. She had to iron a dress. Some clothes she couldn't wash—she had to dry clean them instead.

Now write each word you marked in the story on the lines below.

| | | |
|---------------|-------|-------|
| <u>blouse</u> | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |



EXERCISE 4

LUCKY LISTS

Name _____

Date _____

Each word in the list at the top of this page belongs in one of the categories listed below. Write each word under the category it belongs to. The first one in most categories is done for you. Check off each word in the list as you use it.

- | | | | | |
|--------------|-----------|---------|--------|-----------|
| ✓ skirt | underwear | boots | zipper | dry clean |
| ✓ jacket | shirt | shoes | button | bleach |
| pants | socks | sweater | ✓ iron | dryer |
| ✓ panty hose | blouse | jeans | rinse | detergent |

Clothing worn on the upper part of the body

jacket

Words for fasteners

Words about taking care of clothes

iron

Clothing worn under all outer clothing

panty hose

Clothing worn on the lower part of the body

skirt



BONUS! Draw a line from each clothing word to its place on the body.



EXERCISE 5

PUZZLE TIME

Name _____

Date _____

Fill in the boxes in the puzzle with words that fit from the word list at the top of this page. Check the words off in the list as you use them. The first letter (and sometimes another one) of each word is given. The first one is done for you.

- | | | | | |
|------------|-----------|---------|--------|-----------|
| skirt | underwear | boots | zipper | dry clean |
| jacket | ✓ shirt | shoes | button | bleach |
| pants | socks | sweater | iron | dryer |
| panty hose | blouse | jeans | rinse | detergent |

| | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| | S | H | I | R | T | | | | | | | | | | | | | | | |
| | J | | | | | | | | | | | | | | | | | | | |
| B | | | A | | | | | | | | | | | | | | | | | |
| R | | | | | | | | | | | | | | | | | | | | |
| | U | | | | | | | | | | | | | | | | | | | |
| S | | | | | | | | | | | | | | | | | | | | |
| B | | | | T | | | | | | | | | | | | | | | | |
| | | | B | | | | | | | | | | | | | | | | | |
| B | | O | | | | | | | | | | | | | | | | | | |
| | D | | | | | | | | | | | | | | | | | | | |
| S | | | | | | | | | | | | | | | | | | | | |
| | | S | O | | | | | | | | | | | | | | | | | |
| J | | | | | | | | | | | | | | | | | | | | |
| | | | M | | | | | | | | | | | | | | | | | |
| D | | | | | | | | | | | | | | | | | | | | |
| | | | Z | | | | | | | | | | | | | | | | | |
| S | | | | T | | | | | | | | | | | | | | | | |
| | | | P | | | | | | | | | | | | | | | | | |
| | | | P | | | | | | | | | | | | | | | | | |
| D | | | | | | | | | | | | | | | | | | | | |
| | | | I | | | | | | | | | | | | | | | | | |

BONUS! The puzzle has a secret silly sentence. It reads from the top of the puzzle down. Write the puzzle's secret silly sentence here:



EXERCISE 6

Name _____

WHAT'S MISSING?

Date _____

A word (or two together) is missing from each sentence. Choose a word (or two together) from the list that makes sense and write it in the blank for each sentence. Check off each word in the list as you use it. The first one is done.

- | | |
|--|---|
| 1. Firefighters wear high rubber <u>boots</u> . | skirt |
| 2. First wash your clothes, and then _____ them. | jacket |
| 3. Pull up the _____ on your boot. | pants |
| 4. A long time ago, women never wore _____ . | panty hose |
| 5. Tube _____ go up to your knees. | underwear |
| 6. The cheerleader wore a short _____ with pleats. | shirt |
| 7. _____ are a kind of pants. | socks |
| 8. Leave the clothes in the _____ for thirty minutes. | blouse |
| 9. Ramon sewed the missing _____ onto his shirt. | <input checked="" type="checkbox"/> boots |
| 10. She wore a frilly _____ under her sweater. | shoes |
| 11. Men wear a _____ under a suit jacket. | sweater |
| 12. _____ are a kind of stocking. | jeans |
| 13. Use _____ to make your clothes whiter. | zipper |
| 14. The baby wore a fuzzy _____ instead of a jacket. | button |
| BONUS! If you have filled in all the blanks above, keep going and fill in these blanks, too. | |
| 15. When your clothes are wrinkled, _____ them. | iron |
| 16. A rain _____ keeps your upper body dry. | rinse |
| 17. Don't wash that coat; _____ it instead. | dry clean |
| 18. It's not easy to walk in _____ with high heels. | bleach |
| 19. The rain soaked all his clothes, right through to his _____ . | dryer |
| 20. Dad uses liquid _____ to wash the clothes. | detergent |



EXERCISE 7

DAFFY DEFINITIONS

Name _____

Date _____

Choose the correct definition for each word. Circle the letter in front of the definition you choose.

1. jacket
(a) short coat
(b) loud noise
(c) soft pudding
2. zipper
(a) small, round fastener
(b) fastener with teeth and a slide
(c) fastener with a hook and eye
3. panty hose
(a) rubber watering tube
(b) bathing suit
(c) one-piece stockings
4. iron
(a) to press clothes
(b) to make angry
(c) to clean clothes
5. button
(a) small, round fastener
(b) fastener with teeth and a slide
(c) fastener with a hook and eye
6. rinse
(a) to stretch out
(b) to dry
(c) to wash off with clear water
7. dry clean
(a) to wash with water
(b) to clean without water
(c) to get dirty
8. bleach
(a) to make darker
(b) to make whiter or brighter
(c) to hang out to dry
9. dryer
(a) machine to wash clothes
(b) machine to iron clothes
(c) machine to dry clothes
10. detergent
(a) powder or liquid used to wash clothes
(b) liquid used to color clothes
(c) powder used to get clothes dirty



EXERCISE 7 *(continued)*

Name _____

DAFFY DEFINITIONS

Date _____

(BONUS! Continue to circle the correct definition for each word.)

- 11. skirt
 - (a) short coat
 - (b) garment with no legs that hangs from the waist
 - (c) clothing for the upper body
- 12. pants
 - (a) clothing with two legs
 - (b) garment with no legs that hangs from the waist
 - (c) pieces of something
- 13. underwear
 - (a) clothing you wear on your head
 - (b) warm coat for winter
 - (c) clothing you wear beneath other clothes
- 14. shirt
 - (a) something you wear on your feet
 - (b) clothing for the upper body
 - (c) warm season of the year
- 15. socks
 - (a) things to keep your hands warm
 - (b) things to keep your head warm
 - (c) things to keep your feet warm
- 16. blouse
 - (a) sad story
 - (b) covering for the legs
 - (c) clothing for the upper body
- 17. boots
 - (a) covering for the feet and lower legs
 - (b) vegetable soup
 - (c) something to keep the hands warm
- 18. shoes
 - (a) something you wear on your head
 - (b) something you wear on your feet
 - (c) a furry pet animal
- 19. sweater
 - (a) clothing to help keep you warm
 - (b) clothing to go swimming in
 - (c) clothing to wear on your lower body
- 20. jeans
 - (a) a kind of jacket
 - (b) a kind of shirt
 - (c) a kind of pants



EXERCISE 8

Name _____

SENTENCE SENSE

Date _____

Choose an ending that makes sense for each sentence. Circle the letter in front of the ending you choose. The vocabulary word or words in each sentence are underlined.

1. Vanessa bought a new skirt
 - (a) to wear to bed.
 - (b) at the hardware store.
 - (c) to wear to the dance.
2. My mother always tells me to wear a jacket
 - (a) when it's cool outside.
 - (b) in the shower.
 - (c) under my shoes.
3. The zipper was invented to
 - (a) improve people's diets.
 - (b) take the place of buttons.
 - (c) keep feet warm.
4. When you wear pants,
 - (a) your head is covered.
 - (b) your legs are covered.
 - (c) your arms are covered.
5. Girls wear panty hose
 - (a) under their sweaters.
 - (b) on their hands.
 - (c) on their legs.
6. Use a warm iron
 - (a) to press out the wrinkles.
 - (b) to clean your skirt.
 - (c) to wash the dishes.
7. Underwear goes on
 - (a) under your other clothes.
 - (b) over your jacket.
 - (c) over your boots.
8. Lorenzo's button-down shirt
 - (a) was served for dinner.
 - (b) read a book.
 - (c) went well with his pants.
9. I could see his bright green socks
 - (a) under his shirt.
 - (b) below his pants.
 - (c) around his neck.
10. Rosa's rose-colored blouse
 - (a) played basketball well.
 - (b) was very pretty.
 - (c) fed the dog every afternoon.



EXERCISE 8 *(continued)*

Name _____

SENTENCE SENSE

Date _____

(BONUS! Continue to choose an ending that makes sense for each sentence.)

11. I bought a pair of cowboy boots
 - (a) so I could swim faster.
 - (b) for my pet hamster.
 - (c) to go with my denim jeans.
12. Sew some new buttons
 - (a) onto your old coat.
 - (b) onto your oven.
 - (c) onto your bathtub.
13. Let's take off our shoes so
 - (a) we can hear better.
 - (b) our hands will be bare.
 - (c) our feet will be bare.
14. Do you think this yellow sweater
 - (a) is easy to drive?
 - (b) can be washed in water?
 - (c) can play the piano?
15. Wash, rinse, and spin are
 - (a) three steps in baking a cake.
 - (b) three things a washing machine does.
 - (c) three rules of baseball.
16. Be sure to dry clean
 - (a) your wool coat.
 - (b) the apple tree.
 - (c) the river.
17. Healy poured bleach into
 - (a) the washing machine.
 - (b) the closet.
 - (c) her teacher's desk drawer.
18. My brother uses the dryer
 - (a) to wash his clothes.
 - (b) to iron his clothes.
 - (c) to dry his clothes.
19. Lashonda's jeans are worn-out because
 - (a) they are new.
 - (b) they are old.
 - (c) they are blue.
20. I bought a big box of detergent
 - (a) to cook for supper.
 - (b) to wear to church.
 - (c) for washing my clothes.

