

# WOMBAT STEW

From *Wombat Stew* by Marcia Vaughan and Pamela Lofts  
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A Walking Talking Text  
Column Planner unit of work  
based on the text,  
*Wombat Stew*

Unit written by Joanne Coghlan  
Making MAP Meaningful Project  
2005

Northern Territory  
Department of Education 1995.  
*Walking Talking Texts*,  
Darwin, NT.

This unit of work

- uses the *Walking Talking Texts* Column Planner framework
- provides a framework for the teaching of oral English, and in addition, for the teaching of literacy skills (independent reading and writing) in English through activities and exercises.
- uses the *Do, Talk, Record* planning model
- was written for use with English as a Second Language (ESL) students.

# WOMBAT STEW- COLUMN PLANNER



<p>1. Discover the text, Read Wombat Stew to the students.</p> <p>Daily activity</p>	<p>2. Complete oral cloze exercises.</p> <p>Students say the Wombat Stew, Wombat Stew poem. Note that it is a little different each time.</p>	<p>3. Teacher &amp; students talk about the text.</p> <p>Is it a good story to listen to? Do the illustrations help you understand and enjoy the story? etc</p>	<p>4. Role play the text.</p> <p>This is done daily with all students taking turns in different roles over the duration of the unit.</p>	<p>5. Read the text again and talk about any links b/w the written text and the real-world experiences of the students.</p> <p>Is this story real or fantasy? Was there a message in the story to teach something or was it written just for fun? Teacher to talk to the students about keeping each other safe.</p>	<p>6. Teacher tells the students about the genre of the text.</p> <p>This is a narrative and begins by introducing the characters (orientation), then all the action happens (complication) and then there is a happy ending. (resolution). Have a look at these components directly in relation to this text and perhaps another text you have worked with recently. Eg The Runaway Pizza, The 3 Little Pigs.</p>	<p>7. Assessment choice</p> <p>The students retell the text. The text is to be retold with only access to the illustrations. This is to ensure that students use their new learnt language and some English words they already know. Reading the text is not the task. This is a good opportunity to audio tape the students to get a transcript for assessment.</p>
<p>8. The word list will focus on the verbs – ‘doing words’ in the text – see attached word list.</p>	<p>9. Order into alphabetical order Use the words from 8.</p>	<p>10. Teach sound &amp; letter names where appropriate.</p> <p>For the younger students in the class this could happen whilst the older students are ordering alphabetically. The daily routine at the beginning of the school day also includes phonemic awareness activities.</p>	<p>11. Write a group negotiated, teacher scribed text based on original.</p> <p>Students retell the text and the teacher scribes – talking through specific spelling, full stops, capital letters etc.</p>	<p>12. Create a wall thesaurus/dictionary.</p> <p>Use the list words first and as the unit progresses add any words deemed suitable/necessary.</p>	<p>13. Students capable begin independent writing.</p> <p>This would be a good opportunity to get all students to begin to work toward independent writing</p>	<p>14. Sort scrambled text.</p> <p>This is the reconstruction exercise which can be done daily with illustrations and words photocopied and separated for whole class to rearrange into correct order.</p>

<p>15. Teacher &amp; students produce a story map.</p> <p>Using the scribed text from 11, students illustrate and display in the classroom for the story map. An activity involving the teacher rearranging these each day and students putting them in correct order could be a daily activity or random days chosen for this.</p>	<p>16. Sort scrambled sentences &amp; words.</p> <p>Worksheet</p>	<p>17. Create alternative endings/beginnings for sentences.</p> <p>Worksheet</p>	<p>18. Complete written cloze exercises.</p> <p>Worksheet</p>	<p>19. Assessment Choice</p> <p>Explore the text through poetry and/or music. Eg Kookaburra Sits on the Old Gum Tree</p> <p>Home Among the Gum Trees</p> <p>Kangaroo Rap Tap</p> <p>Koala Bear</p> <p>Ten Baby Kangaroos</p>	<p>20. Teacher has the words up in the room for the songs. If time allows, a group negotiation of another one of the songs could be done also.</p>	<p>21. Assessment Choice</p> <p>Practise listening skills</p> <ol style="list-style-type: none"> <li>1. Play dingo and wombat – students in a circle holding hands. One student chosen to be the dingo and one the wombat. They run around and through the circle with the dingo chasing the wombat. It is up to the students in the circle to try and help the dingo stay free of the dingo.</li> <li>2. Dingo Dingo Wombat – same as Duck Duck Goose.</li> <li>3. Animal Artist – Give student a picture of an Australian animal and they have to describe it to the students as they draw it (teacher model first).</li> <li>4. Thwibbledy – Thwop (see sheet). Teacher to be the speaker and students to guess the missing word replaced by Thwibbety – Thwop. Eg Thwibbety – Thwop can hop. Thwibbety – Thwop has spikes on it's back. etc</li> </ol>
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<p>22. Students begin writing their own text in the form of a poem or a song.</p> <p>This may mean that they change the animal name only in the song or the action they do.</p>	<p>23. Assessment Choice</p> <p>Explore the text through art &amp; craft. Make masks and props for Wombat Stew role play.</p>	<p>24. Teacher &amp; students write jointly constructed texts associated with the art and/or craft work</p> <p>This could be a procedure or a description.</p>	<p>25. Students begin to write a procedural or descriptive text of their own based on art/craft work.</p>	<p>26. Assessment Choice</p> <p>Practise English pronunciation. This is ongoing throughout the daily lessons.</p>	<p>27. SCIENCE Concepts and Contexts Band 1 Life and Living</p> <p>Describe animals in terms of appearance, habitat, reproduction, food sources etc.</p> <p>Write a report using a group constructed retrieval chart.</p>	<p>27. MATHS Assessment Choice Number Sense NS KGP2.1 Numbers and Number Systems</p> <p>Sort/match/count small collections of coins</p> <p><b>NS KGP3.3 Calculating</b> Use coins in play situations to imitate buying goods and are aware of differences in money value of goods eg chips v/s TV set</p> <p><b>NS 1.3 Calculating</b></p> <ul style="list-style-type: none"> <li>Recognise coins and know their value eg make up \$3.20 using various coins, work out the value of a set of coins – up to \$5, compare the value of coins with the price of an item</li> <li>Recognise common notes and know their value eg make up \$25 using various notes</li> </ul> <p><b>NS 2.3 Calculating</b> Estimate when adding and subtracting amounts of money eg mentally calculate eg <math>1.10 + 1.30 =</math> Mentally work out that items costing \$4.25 and \$3.60 together</p>
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						<p>will cost b/w \$7 and \$8. etc</p> <p>Teacher &amp; students write a group negotiated /jointly constructed text that reflects the Maths activities.</p> <p>For cooking students will have to write a shopping list and add up costs</p>
<p>28. HEALTH/PE Assessment Choice Teacher &amp; students write a group negotiated /jointly constructed text that reflects the Health/PE activities – write and follow a recipe.</p> <p><b>Band 1 HP1.2 People and Food</b></p> <ul style="list-style-type: none"> <li>Share in preparing and eating a variety of foods including some that may be new to them</li> </ul> <p><b>Band 2 HP 2.2 People and Food</b> Devise a shopping list for a particular meal and investigate the cost See Maths unit</p>	29. SOCIAL ED N/A	30. Examine the differences between written & spoken language.	31. Decide about and answer true/false statements.  Worksheet	32. Make judgments about multiple choice answers.  Worksheet	33. Recognise and correct substitutions/lies in the text.  Worksheet/or oral activity	34. Write a group negotiated text in the same genre, which differs from the original in language items, setting, plot, topic, purpose.  Changing the animals or what they put in the stew or even what the dingo is going to cook could be fun.

<p>35. Students begin to write a text of their own by improvising on the original text, in one of the following ways: language items, plot, setting, content.</p> <p>A change of what goes into the stew or the animals.</p>	<p>36. Identify and use questions and statements.</p> <p>Worksheet</p>	<p>37. Explore the text through an oral presentation.</p> <p>Performance of Wombat Stew</p>	<p>38. Write a group negotiated text to support the presentation.</p> <p>Make posters or invitations to the performance.</p>	<p>39. Students write a text of their own to support the oral presentation.</p> <p>40. Independent writers could make their own posters or invitations.</p>	<p>41. Assessment Choice</p> <p>Give the oral presentation. This should be videoed.</p>	<p><b>Assessment</b></p> <p>It is recommended that at the beginning of the unit approximately four or five students are chosen as a focus for assessment. Gather these work samples as you go through the unit. NB. Spelling is included in the worksheet part of the daily program as an extra activity.</p> <ul style="list-style-type: none"> <li>• oral transcript</li> <li>• worksheets with anecdotal notes</li> <li>• video of performance</li> <li>• writing sample with anecdotal notes</li> <li>• spelling test</li> </ul> <p>Use the Assessment Record sheet to profile students and attach the above evidence.</p>
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# DAILY PROGRAM



## A. Activities

1. Read the text to the students (1)
2. Oral cloze – Wombat Stew song (2)
3. Reconstruction (14)
4. Role play Wombat Stew (4)
5. Sing one of the songs (19)
6. Put word list into alphabetical order (9)

## B. Next part of the planner

## C. Worksheets

### 1<sup>st</sup> 5 weeks

Monday:	True/False
Tuesday:	Look, say, cover, write, check (list words)
Wednesday:	Questions/statements
Thursday:	Multiple choice
Friday:	Spelling test – 5 words from word list

### 2<sup>nd</sup> 5 weeks

Monday:	Written cloze
Tuesday:	Alternative endings/beginnings
Wednesday:	Scrambled sentences/words
Thursday:	Number in order
Friday:	Spelling test (5 words from list)

For younger students: word finds/sound finds/read, write and draw are also alternative worksheets



# ASSESSMENT RECORD FOR WOMBAT STEW

Student name: \_\_\_\_\_ Date: \_\_\_/\_\_\_/\_\_\_

Learning Area	Outcomes/Indicators	Assessment Task	E	S	C
EsseNTial Learnings	<b>Collaborative 2</b> <b>Uses constructive strategies to resolve conflict.</b> KGP3 negotiate with others in group activities, games and play, eg "You go first and me next." Band 2 identify and explain how a conflict situation has emerged in order to understand a problem	Student is able to take turns and understand why conflicts arise (anecdotal notes).			
Listening	<b>Communication</b> <b>BL2</b> indicate likes, dislikes about oral story – non-verbally <b>L1</b> join in shared group activity/response <b>L2</b> respond appropriately non-verbally to comments, eg indicate non comprehension, smile on greeting <b>L3</b> indicate understanding of sequence in short spoken text eg by ordering illustrations <b>L4</b> follow and respond to teacher questions on a familiar text	Successfully and joyfully participate in reconstruction activity (anecdotal notes) 14.			
Speaking	<b>Language structures and features</b> <b>BL2</b> join in SAE songs, stories and drama, approximating SAE intonation <b>L1</b> imitate intonation patterns of SAE through songs and drama <b>L2</b> imitate correct pronunciation <b>L3</b> pronounce less familiar words so they can be understood and check that the listener can understand <b>L4</b> use comprehensible pronunciation for some words	Sing Wombat Stew song with correct pronunciation and intonation (anecdotal notes or tape and transcribe).			
Reading	<b>Learning how to learn</b> <b>BL2</b> use visual cues for understanding <b>BL3</b> rely on visual and context clues to confirm meaning <b>L1</b> draw on illustrations to confirm meaning <b>L2</b> use text cues, sound/symbol knowledge, and visual cues eg shape of word, length, illustrations, to confirm and predict meaning <b>L3</b> use visual support (eg, illustrations to interpret meaning <b>L4</b> use illustrations to understand ideas	Successfully reconstruct story (14) (anecdotal notes).			
Writing	<b>Language structures and features</b> <b>BL2</b> complete modelled sentences and short cloze activities , with support <b>BL3</b> write simple modelled repetitive sentences <b>L1</b> use sentence patterns and phrases modelled by the teacher in their own writing <b>L2</b> use basic punctuation eg fullstops, capital letters <b>L3</b> use punctuation correctly most of the time eg full stops, capital letters, question marks, commas <b>L4</b> use punctuation correctly most of the time eg full stops, capital letters, question marks, commas and exclamation marks	Do written cloze worksheet (18).  Write a sentence/s with correct punctuation about another version of Wombat Stew (35). Analyse sample.			

HPE	<p><b>Band 1 HP1.2 People and Food</b></p> <ul style="list-style-type: none"> <li>Share in preparing and eating a variety of foods including some that may be new to them</li> </ul> <p><b>Band 2 HP 2.2 People and Food</b></p> <ul style="list-style-type: none"> <li>Devise a shopping list for a particular meal and investigate the cost</li> </ul>	<p>Participate in cooking a stew (anecdotal notes).</p> <p>Join in group construction of shopping list for stew (anecdotal notes)</p>			
Science	<p><b>Concepts and Contexts Band 1 Life and Living</b> Describe animals in terms of appearance, habitat, reproduction, food sources etc</p>	<p>Write a report on an animal using retrieval chart (analyse writing sample)</p>			
Maths	<p><b>Number Sense</b> NS KGP2.1 <b>Numbers and Number Systems</b> Sort/match/count small collections of coins <b>NS KGP3.3 Calculating</b> Use coins in play situations to imitate buying goods and are aware of differences in money value of goods eg chips v/s TV set <b>NS 1.3 Calculating</b></p> <ul style="list-style-type: none"> <li>Recognise coins and know their value eg make up \$3.20 using various coins, work out the value of a set of coins – up to \$5, compare the value of coins with the price of an item</li> <li>Recognise common notes and know their value eg make up \$25 using various notes</li> </ul> <p><b>NS 2.3 Calculating</b> Estimate when adding and subtracting amounts of money eg mentally calculate eg \$1.10 + \$1.30 = Mentally work out that items costing \$4.25 and \$3.60 together will cost b/w \$7 and \$8. etc</p>	<p>Worksheet – matching coins.</p> <p>Worksheet – most expensive, least expensive.</p> <p>Worksheet - Recognise coins and know their value eg make up \$3.20 using various coins, work out the value of a set of coins – up to \$5, compare the value of coins with the price of an item.</p> <p>Worksheet – common notes and their value.</p> <p>Worksheet with addition and subtracting money – estimation. Rounding up and down to nearest dollar.</p>			

# ***Kangaroo Rap Tap***

(Original author unknown)

Put your right toe in front  
Put your right toe out back  
Put your feet back together

Make your hands clap, clap!

Put your left toe in front  
Put your left toe out back  
Put your feet back together

Make your hands clap, clap!

Hop ahead 1,2,3  
To the left 1,2,3  
Hop back 1,2,3  
To the right 1,2,3  
THAT'S A SQUARE – clap, clap!

A square I can jump  
And a circle too  
Just call out a shape  
I can jump it for you!  
\_\_\_\_\_ clap, clap!

<http://www.preschooleducation.com/sk.shtml>





## ***Koala Bear***

(Original author unknown)

Koala bear, koala bear,  
Turn around,  
Koala bear, koala bear,  
Touch the ground.  
Koala Bear, koala bear  
Dance on your toes,  
Koala bear, koala bear,  
Touch your nose.  
Koala bear, koala bear,  
Give a little clap,  
Koala bear, koala bear  
Take a nap.

<http://www.preschooleducation.com/sk.shtml>



## ***Ten Baby Kangaroos***

(Original author unknown)

Ten baby kangaroos standing in a row  
When they see their mama they bow just so  
(bow)  
They kick to the left  
(kick to the left)  
They kick to the right  
(kick to the right)  
Then they close their eyes and sleep all night  
(pretend to sleep)

repeat going down a number each time

<http://www.preschooleducation.com/sk.shtml>

# Word List



## VERBS (DOING WORDS)

caught	boasted	climbed
make	sighed	yawned
ambling	dropped	make
snapping	sliding	think
brewing	hissed	licked
replied	popped	shook
ask	rubbing	cried
laughed	snapped	tasted
scooped	flipped	bent
tipped	bristled	slurp
danced	shaking	
sang	listening	
waltzing	wagged	
arched	dug	
fluttered	singing	

# HPE PROGRAM



## Band 1 HP1.2 People and Food

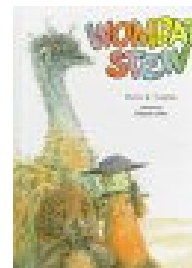
- Share in preparing and eating a variety of foods including some that may be new to them

## Band 2 HP 2.2 People and Food

- Devise a shopping list for a particular meal and investigate the cost

Do	Talk	Record
	<p>1. Teacher talks to the students about the outcomes they are working towards and how they relate to <i>Wombat Stew</i> and their world.</p> <p>Whole group discussion about what the students consider to be a healthy meal.</p>	
		2. List the student responses to what they consider to be healthy food.
3. Using a food analysis chart of teacher's choice eg food pyramid, investigate what does constitute a healthy meal.	4. Whole group discussion about what they would choose for a healthy breakfast, lunch, dinner, snacks.	5. Teacher scribes daily menu based on student responses.
6. Class has an excursion to local shop to look at availability of healthy foods.	7. Whole class discussion about what they will choose to cook for a healthy meal (from 5).	8. Group negotiated, teacher scribed shopping list.
9. Class goes to shop and uses list to buy food, noting prices.	10. Teacher and students discuss differences in prices for similar food items – why, best choice etc.	11. List prices of goods.
12. Collect and pay for goods.	13. Talk about the meal and what the requirements will be to prepare and cook it.	14. Group negotiated, teacher scribed recipe noting what materials are required and how to cook the meal.
15. Meal is cooked and eaten.	16. Whole class discussion about the cooking, cleaning up process etc. Also discuss what the food tasted like and how good food tastes good too!	17. Students to make a good food poster.

# MATHS PROGRAM



Number Sense  
NS KGP2.1

Numbers and Number Systems  
Sort/match/count small collections of coins

## NS KGP3.3 Calculating

Use coins in play situations to imitate buying goods and are aware of differences in money value of goods eg chips v/s TV set

## NS 1.3 Calculating

- Recognise coins and know their value eg make up \$3.20 using various coins, work out the value of a set of coins – up to \$5, compare the value of coins with the price of an item
- Recognise common notes and know their value eg make up \$25 using various notes

## NS 2.3 Calculating

Estimate when adding and subtracting amounts of money eg mentally calculate eg  $\$1.10 + \$1.30 =$   
Mentally work out that items costing \$4.25 and \$3.60 together will cost b/w \$7 and \$8 etc

Set up a shop in the classroom and have time every day where the students 'go shopping.' The teacher will need to be the shop keeper a lot of the time so they can teach about the money and change, while students are having this real-life experience.

Group negotiation of specific worksheets will also occur on a daily basis to reinforce the informal skill development with formal application. All About Money is an excellent resource for this purpose.

The HPE Learning Area program also includes shopping and costing, so will add life experience to this program.

This unit of work would occur over a 10 week period.

# SCIENCE PROGRAM



## Concepts and Contexts Band 1 Life and Living

Describe animals in terms of appearance, habitat, reproduction, food sources etc

Do	Talk	Record
	1. Teacher talks to students about the outcomes they are working towards and how they relate to <i>Wombat Stew</i> and their world. Talk about the animals in <i>Wombat Stew</i> and what the students prior knowledge specifically about these animals/birds is.	
		2. Group negotiated, teacher scribed list of animals/birds from <i>Wombat Stew</i> story. Also a list stating student's prior knowledge.
3. In groups and using books and the internet, students start reading about / investigating these animals.	4. Whole class discussion about what new information they have discovered about the animals/birds.	5. Teacher scribes a group negotiated list of new knowledge.
6. As a class, a close investigation of one animal takes place. Eg kangaroo	7. Teacher explains to students they will write a report about that animal.	8. Using a retrieval chart, teacher scribes words specific to a wombat under each heading. Eg/ name, habitat, food, appearance, breeding, life cycle, etc. Then the teacher models to the students how to access the information from the retrieval chart and construct a report from it.
9. As a class, a close investigation of another one of the animals takes place.	10. Students orally present the information learnt about the other animal – considering the headings on the retrieval chart.	11. Teacher scribes this information onto the retrieval chart. A whole class group negotiation, teacher scribed report is written.
12. In small groups, or as individuals, depending on ability levels, students will research another Australian animal/bird.	13. Students talk to teacher about information and work on a group negotiated retrieval chart. Students who are capable can do this independently.	14. Students produce a report – either group negotiated or independent depending on their ability level.
15. Students present their report to other class members.	16. Whole class talks about the presentations.	17. Teacher video records the presentations.

## RETRIEVAL CHART SAMPLE

NAME	HABITAT	APPEARANCE	FOOD	OTHER	MOVEMENT
Kangaroo Male – buck Female – doe Baby – joey	Bush and plains	Large, fur, brown, reddish, grey, long tails, 2 big legs, 2 small legs	Herbivores, grass, leaves, shoots of small trees	Marsupials Mammals nocturnal	Hop, very fast

### Report on a Kangaroo (sample)

A male kangaroo *is called a buck*. A female kangaroo *is called a doe*. A baby kangaroo *is called a joey*.

Kangaroos *live in the bush or on the plains*.

*They are* large with 2 big back legs and 2 small front legs. *They have* brown, reddish or grey fur and a long tail.

*They are* herbivores and *they eat* grass, leaves and shoots of small trees.

*They are* marsupials, which means they have a pouch.

*They are* mammals, which means they suckle their young with milk.

*They are* nocturnal, which means they feed mostly at night.

Kangaroos hop and *travel* very fast.



*NB: The words in italics are the words required to be taught to construct complete sentences. Teacher would model this language repeatedly. Students would also be required to illustrate the animal and perhaps even label it.*



Name: \_\_\_\_\_

Date: \_\_/\_\_/\_\_

### WRITTEN CLOZE

Using the words from the box, fill in the gaps to make the story make sense.

Wombat      dingo      make      day      stew

One \_\_\_\_\_, on the banks of a billabong, a very clever \_\_\_\_\_ caught a wombat.... And decided to \_\_\_\_\_ ..... Wombat \_\_\_\_\_, Wombat stew, Gooley, brewy, Yummy, chewy, \_\_\_\_\_ stew!

Read, write and draw.

Dingo \_\_\_\_\_



Name: \_\_\_\_\_

Date: \_\_/\_\_/\_\_

### QUESTIONS / STATEMENTS

Write the answer to the question.

1. What is the name of the story?

---

2. Who caught the wombat?

---

3. What was the dingo going to make?

---

4. What came ambling up the bank?

---

Read, write and draw

Platypus \_\_\_\_\_



Name: \_\_\_\_\_

Date: \_\_/\_\_/\_\_

## MULTIPLE CHOICE

Shade the correct bubble to make the sentence make sense.

1. The dingo caught a

cold

wombat

fish

2. The dingo wanted to make

Wombat stew

Vegetable stew

Pasta

3. The platypus snapped his

leg

arm

bill

Read and write

Kookaburra

---



Name: \_\_\_\_\_

Date: \_\_\_/\_\_\_/\_\_\_

## ALTERNATIVE ENDINGS/BEGINNINGS

Start or finish the sentence anyway you like. They must not be the same as the story and can be silly or sensible.

1. A very clever dingo caught a

\_\_\_\_\_.

2. The dingo decided to make

\_\_\_\_\_.

3. \_\_\_\_\_  
came ambling up the bank.

4. 'I'm brewing up a

\_\_\_\_\_  
\_\_\_\_\_.

Read, write and draw

Emu

\_\_\_\_\_



Name: \_\_\_\_\_

Date: \_\_\_/\_\_\_/\_\_\_

## SCRAMBLED SENTENCES & WORDS

Unscramble the sentences and words from the story so they make sense.

dingo	day	wombat	make
-------	-----	--------	------

1. yda \_\_\_\_\_
2. aekm \_\_\_\_\_
3. dgnoi \_\_\_\_\_
4. btwmao \_\_\_\_\_

Good day, Dingo. What is all that water for?
---

1. all is that What for? Water
- 

2. day, Dingo Good
-



Name: \_\_\_\_\_

Date: \_\_\_/\_\_\_/\_\_\_

## NUMBER IN ORDER

Write the numbers 1, 2 & 3 in the box to show the order these things happened in the story.

### 1. The dingo

caught the wombat.

met the platypus.

decided to make the stew.

### 2. The platypus

snapped his bill.

good day to the dingo.

asked what the water was for.

### 3. The emu

fluttered 'Oh ho dingo'.

arched her graceful neck.

waltzed out from the shade of the iron bark.



Name: \_\_\_\_\_

Date: \_\_\_/\_\_\_/\_\_\_

### WORD FIND (VERBS)

C	T	I	P	P	E	D	A	S	K	Z	L
A	X	C	V	B	N	M	M	A	Q	W	A
U	I	L	J	V	X	Z	B	R	F	S	U
G	Z	M	A	K	E	Z	L	C	B	D	G
H	X	Q	W	Q	D	Q	I	H	R	A	H
T	V	Z	X	C	X	Z	N	E	E	N	E
S	N	A	P	P	I	N	G	D	W	C	D
W	A	L	T	Z	I	N	G	Z	I	E	X
F	L	U	T	T	E	R	E	D	N	D	Z
P	O	R	E	P	L	I	E	D	G	S	Q
S	C	O	O	P	E	D	A	S	V	X	Z
Z	X	C	V	B	N	M	S	A	N	G	Q

CAUGHT  
 AMBLING  
 BREWING  
 ASK  
 SCOOPED  
 DANCED  
 WALTZING  
 FLUTTERED

MAKE  
 SNAPPING  
 REPLIED  
 LAUGHED  
 TIPPED  
 SANG  
 ARCHED