

## VOCABULARY ACTIVITIES TO STIMULATE THINKING AND ERADICATE BOREDOM

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**Grade Levels: All**

**Subject Areas: All**

**Common Core State Standard:**

In the Common Core State Standards for English and Language Arts, the Language section includes anchor standards for Vocabulary Acquisition and Use. Anchor standard #6 states:

*Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.*

This standard can be applied to all of the activities.

### **INTRODUCTION:**

Research has shown that students' vocabulary knowledge is directly tied to their success in school (Marzano, 2013). While Gifted and Talented students typically have advanced vocabularies and learn new vocabulary easily, they, too, need to improve their vocabularies.

When learning vocabulary, many students become very proficient at memorizing definitions of words without really understanding what the words mean. In each of the vocabulary activities associated with this link, the emphasis is on **understanding** the meanings of the words, **relating** them to previously formed concepts, and **applying** them to new situations. To maximize the time allowed for the activities, the students should be given a list of the vocabulary words with their definitions. They should then be encouraged to refer to the list during the activities.

In Appendix A of The Common Core State Standards, the authors identify three tiers of vocabulary words.

**Tier 1** words are the most basic, everyday words in our everyday speech. These words typically do not pose problems for native speakers and rarely require direct instruction. Examples of these words are *kitchen*, *dog*, *happy*, and *walk*. Tier 1 words are not tested on common core assessments.

**Tier 2** words are frequently referred to as "general academic vocabulary." These words are commonly used in academic writing and are important in many subject areas at all grade levels. Since they are used infrequently in oral language, they often present challenges for students when they meet them in print. Examples of Tier 2 words are *evident*, *complex*, *experiment*, and *verify*. They often represent subtle or precise words used to express ideas such as *sprint* instead of *run*. These words commonly appear in the vocabulary-focused questions on assessments aligned to the common core state standards.

**Tier 3** words are not typically used in everyday language. Frequently referred to as “domain-specific words” or “academic vocabulary,” they are important in specific content areas and are necessary to building knowledge and conceptual understanding within the various academic domains. Instruction of these terms should be an important focus of instruction within the content areas. Examples of Tier 3 words are *legislature*, *circumference*, *irony*, and *erosion*.

For each of the activities, examples are given using Tier 2 words and Tier 3 words from various academic disciplines. All activities can be applied to **any** content area. The vocabulary words are italicized.

**ADVANCE PREPARATION:** As you begin each unit, write each of the vocabulary words on a small card. The students can then pick from these cards as they do the various activities. Throughout the year, these activities can be applied to both new and previously learned vocabulary words.

Source:

Marzano, Robert J. and Simms, Julia (2013). *Vocabulary for the Common Core*.  
Bloomington, IN: Marzano Research Laboratory.

## CRITICAL THINKING ACTIVITIES

### 1. MAKING CONNECTIONS

A student (or the teacher) picks 2 cards. The students must then find some relationship in the meanings of the two words.

#### Types of Responses:

##### Tier 2:

- \* Commonality: *Compare* and *contrast* are used to find the similarities and differences of two attributes
- \* Difference: *Comparing* two items usually involves finding the similarities, while *contrasting* usually involves finding the differences
- \* Part of a whole: *Comparing* and *contrasting* are both forms of *analysis*.
- \* Sentence: When I *compare* a square and a rectangle, I could say that they are both 4-sided figures with four ninety degree angles; when I *contrast* them, I would note that in a square all 4 sides have the same length, but in a rectangle the length and width have different lengths.

#### Literature:

- \* Commonality: *Parody* and *satire* both involve mocking someone or something
- \* Difference: *Parody* mocks an author, artistic endeavor, or genre, while *satire* mocks human weaknesses or some aspect of society
- \* Part of a whole: Both *parody* and *satire* are types of humor
- \* Sentence: In *The True Story of The Three Pigs*, Jon Scieszka wrote a *Parody* in which he *satirizes* human's tendencies to overlook opposing points of view.

#### Science

- \* Commonality: *Amphibians* and *reptiles* are both cold-blooded.
- \* Difference: *Amphibians* have smooth skin, but the skin of reptiles is rough and scaly
- \* Part of a whole: *Amphibians* are one type of *vertebrate*
- \* Sentence: Katie is afraid of *reptiles* like snakes, but she enjoys watching *amphibians* like frogs and toads hop around.

#### Notes:

- \* To increase the challenge of "Making Connections", you can:
  - a. have the students make connections among three words
  - b. have the students choose two words from different units or even different subject areas
  - c. keep cards in the container throughout the year (This will help students review words that they learned earlier in the year. Color coding of the cards (or using colored stickers) will help in sorting the cards back to the original units in preparation for the following year.)
- \* To make the activity even more interesting, you might want to encourage the students to:
  - a. write humorous sentences (as long as the words are still used appropriately) using the two (or three) words selected
  - b. illustrate the sentences

## 2. CATEGORIZING

List 4 vocabulary words that have something in common on an index card. (The commonality should relate to the meaning of the word --- not what letter it starts with, etc.) The students have to figure out what the words have in common. (The answers can be written on the back of each card or the cards can be numbered and an answer key can be made.)

<b>Tier 2:</b>	<i>assess, check, critique, judge</i> (all refer to the process of evaluation)
<b>Math:</b>	<i>cube, sphere, cone, prism</i> (all are 3-dimensional shapes)
<b>Language Arts:</b>	<i>abstract, concrete, proper, common</i> (all are types of nouns)
<b>Social Studies:</b>	<i>strait, bay, fjord, gulf</i> (all are bodies of water)

Extension: Advanced students should be encouraged to create the groupings. After being checked by the teacher, other students can figure them out.

## 3. ODD ONE OUT

The teacher writes 5 vocabulary words on an index card. Four of the words should have something in common; the fifth word should not fit with the others. Students have to figure out which word doesn't belong and explain why.

<b>Tier 2:</b>	<i>hypothesize, conjecture, predict, verify, estimate</i> <i>verify</i> --- the others all involve a lack of certainty
<b>Math:</b>	<i>product, factor, sum, quotient, difference</i> ( <i>factor</i> --- the others are all the answer to a mathematical operation)
<b>Social Studies:</b>	<i>pursuer, abolitionist, fugitive, suffragette, overseer</i> ( <i>suffragette</i> --- the others all had something to do with slavery)
<b>Science:</b>	<i>oxygen, hydrogen, nitrogen, carbon, chlorine</i> ( <i>carbon</i> --- the rest are gases at room temperature)

Extension: Advanced students should be encouraged to create the groupings. After being checked by the teacher, other students can figure them out.

## 4. ANALOGIES

Analogies are an excellent way to help students think about the relationships among the various vocabulary words. When writing analogies, the word that fits on the blank should be a vocabulary word. To make the analogies more challenging, any or all of the other words can also be vocabulary words.

<b>Tier 2:</b>	<i>paraphrase: own words :: _____: copied words</i> ( <i>plagiarize</i> )
<b>Math:</b>	<i>ten: one hundred :: _____: century</i> ( <i>decade</i> )
<b>Literature:</b>	<i>climax: conclusion :: denouement: _____</i> ( <i>resolution</i> )
<b>Science:</b>	<i>symbol: element :: _____: compound</i> ( <i>formula</i> )
<b>Social Studies:</b>	<i>Senator: legislative branch :: President: _____</i> (Executive branch)

## CREATIVE THINKING ACTIVITIES

### ILLUSTRATED DICTIONARIES

Students select a given number of vocabulary words and alphabetize them. Using the computer, they creatively illustrate one word per page. The student should type a sentence explaining the illustration at the bottom of the page. Encourage the students to make a cover and **BE CREATIVE!**

#### Tier 2 (*modify*)



The designer *modified* his car to look interesting, but it probably isn't very functional!

#### Language Arts

##### SETTING



The *setting* of the story is in Colonial Williamsburg.

#### Science

##### FORMULA



Do you know what common household items these *formulas* represent? (water, salt, and sugar)

## CREATIVE THINKING ACTIVITIES --- POETRY FORMS

For each of these activities, students could type their ideas on the computer and also add illustrations.

### 1. COUPLETS

The couplet consists of two rhyming lines with an equal number of syllables.

#### Tier 2

If, on your report, you *plagiarize*,  
Your teacher will not sympathize.



#### Math

What is the *least common multiple* of 3, 6, and 8?  
If your answer is, "24", then you sure are first rate!

#### Language Arts

When you first learn the history of a word,  
Its *etymology* may seem quite absurd!

### 2. QUATRAINS

Quatrains are four-line poems that use one of the following rhyming patterns:  
AABB, ABAB, ABCB.

#### Tier 2

If a clear image is what you hope to *convey*,  
Use details to clearly explain what you say.  
Adjectives and adverbs will help make it clear,  
Make sure they're specific, then we can all cheer.

#### Language Arts

The man scaled Mt. McKinley quite tirelessly,  
He climbed so high at a pace that was hectic,  
This is an example of *hyperbole*.  
It's not possible to be that athletic.

#### Science

The wind can blow a sailboat at sea,  
It can also roll a ball off course,  
Wind turbines produce electrical power,  
The wind is an important type of *force*.

### 3. CINQUAINS

In its simplest form, a cinquain is a five-line poem with the following pattern:

one word (the subject of the poem)  
two words (related to the subject)  
three words (related to the subject)  
four words (a phrase related to the subject)  
one word (related to the subject)

The students should pick a vocabulary word for the subject of their poem. The remaining lines, then, give information about that vocabulary word.

#### **Tier 2:**

*Classify*

Similar attributes

Color, size, function

Pre-determined or newly created

Grouping

#### **Math:**

*Probability*

Possible outcomes

Likelihood of occurring

One in a million

Chance

#### **Language Arts:**

*Myths*

Oral tradition

Gods and goddesses

Explained things in nature

Ancient

#### **Science:**

*Proton*

Attracts electrons

Repels other protons

Found in the nucleus

Positive

### 4. ACROSTICS

Write the vocabulary word vertically with one letter per line. Then write a phrase beginning with each letter that gives more information about the vocabulary word.

#### **Tier 2:**

**R**ewrite to improve

**E**dit your mistakes

**V**erify accuracy

**I**llogical organization can be corrected

**S**entences made more precise

**E**xcellent paper now!

#### **Math:**

**P**art of a multiplication problem

**R**eally big sometimes

**O**ne factor times another

**D**ividend of turn-around fact

**U**sed for area of rectangles

**C**orrect answer to a multiplication problem

**T**welve for  $6 \times 2$ .

#### **Language Arts:**

**T**he author's message

**H**ow the author perceives life

**E**xtracted from the character's, actions, and setting

**M**oral of a fable

**E**lusive

## 5. LIMERICKS

A limerick is a humorous five-line poem. The 1<sup>st</sup>, 2<sup>nd</sup>, and 5<sup>th</sup> lines each have eight syllables and rhyme with each other. The 3<sup>rd</sup> and 4<sup>th</sup> lines are indented, have five syllables each, and rhyme with each other. In the 1<sup>st</sup>, 2<sup>nd</sup>, and 5<sup>th</sup> lines, the 2<sup>nd</sup>, 5<sup>th</sup>, and 8<sup>th</sup> syllables are accented. In the 3<sup>rd</sup> and 4<sup>th</sup> lines, the 2<sup>nd</sup> and 5<sup>th</sup> syllables are accented.

### Tier 2

A *chart* can be used to compare,  
Ideas from everywhere,  
    It's easy to see,  
    Which models agree,  
It's easy, so don't despair.

### Language Arts

There was a defendant named Lee,  
Who was accused of bribery.  
    He paid off a cop,  
    Who told him to stop  
The *evidence* proved him guilty.

### Social Studies

There was a *consumer* named Joe,  
Who always put on a great show,  
    He bought lots of things,  
    Like gal's diamond rings  
He helped the economy grow.



## CREATIVE THINKING ACTIVITIES --- REPORT FORMATS

### Notes:

1. These two formats come from *The Best of Nancy Polette*, by Nancy Polette, Pieces of Learning, 2003.
2. Tier 2 words are primarily verbs and do not fit well with these formats.

### 1. FORTUNATELY, UNFORTUNATELY

A **Fortunately, Unfortunately** report is a report giving positive and negative information about a topic. The lines alternate, starting with “fortunately” and ending with “fortunately”.

#### Science

**Fortunately**, a *tornado* is predictable using Doppler radar.

**Unfortunately**, it can cause people to lose their lives if it is not predicted early enough.

**Fortunately**, you can make an emergency kit to be prepared.

**Unfortunately**, *tornadoes* are very destructive with winds over 110 mph.

**Fortunately**, you can go into a basement or crawlspace for shelter.

**Unfortunately**, if you are by a glass window it can shatter because of the intense air pressure.

**Fortunately**, you can learn how to spot changes in the sky and learn the different cloud structures to predict tornadoes.

**Unfortunately**, if you do not understand the difference between a tornado watch and a tornado warning, you will not be ready for a possible disaster.

**Fortunately**, meteorologists and trained weather spotters can gather information to warn the public and to use for further research.

#### Social Studies

**Fortunately**, being an *immigrant* means you can escape the things you hate about your country.

**Unfortunately**, if you are an *immigrant* you may have to leave belongings and family behind.

**Fortunately**, you may see them again someday.

**Unfortunately**, you may see them again because you were sent back to your country.

**Fortunately**, most immigrants are able to stay in America.

**Unfortunately**, some family members were sent back home because of contagious diseases

**Fortunately**, most immigrants make it through and proceed to a better life beyond.

## 2. The “IF” Report

The “IF” Report uses the following format:

If I \_\_\_\_\_  
I would \_\_\_\_\_  
And \_\_\_\_\_  
But I wouldn't \_\_\_\_\_  
Because \_\_\_\_\_ does that.

### Math

If I were the *commutative property*,  
I would apply to addition or multiplication,  
And my two addends or two factors could be operated on in either order  
But I wouldn't include three numbers,  
Because the *associative property* does that.

### Science

If I were a *volcano*, I'd have a hot temper.  
I would take a long time to be formed and could live for timeless years.  
I would have huge amounts of ash billow from my crater as well as gas and lava  
I could cover a town with ash in a couple of minutes or days.  
But, I wouldn't make a giant crack in the Earth.  
Because an *earthquake* does that.

### Social Studies

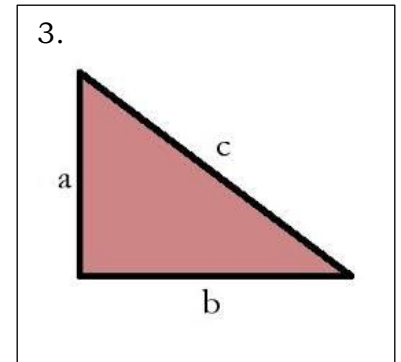
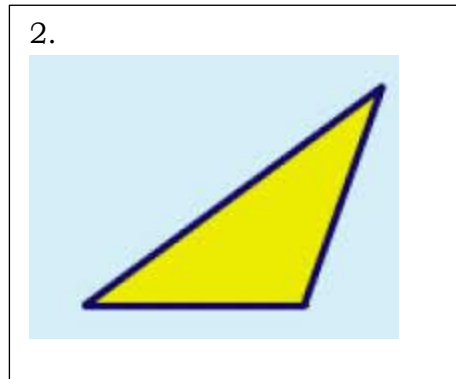
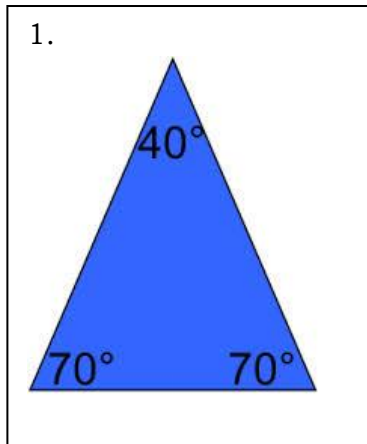
If I were a *democracy*,  
I'd be ruled by the people and governed by a constitution,  
And the people could vote on leaders from different parties,  
But I wouldn't have a King or Queen,  
Because a *monarchy* has that.

## LEARNING CENTER ACTIVITIES

### 1. PICTURE CARDS

The teacher (or the students) will need one 5 x 8 index card for each vocabulary word. For each vocabulary word, put illustrations of the word on an index card. The illustrations can be drawings, cut-outs from worksheets or magazines, or computer graphics. The illustrations can be a visual representation of the word itself, examples of the word, symbols depicting the term, actions related to the word, etc. Number the cards and then laminate them. The students then number their papers with the indicated number of cards. They then look at the pictures on the card and decide which vocabulary word is illustrated. They then write the correct vocabulary word on their papers next to the number that is on that card.

### Math



Answers:

1. Isosceles Triangle
2. Scalene Triangle
3. Right Triangle

### 2. PUNCH CARDS

Students will need one 5 x 8 index card for each vocabulary word. For each word, they write a sentence which clearly shows what the vocabulary word means at the top of the card. They should leave a blank in the sentence where the vocabulary word should be. Near the bottom of the card, students write four vocabulary words. One of these must be the word that fits in the sentence. They then punch a hole next to each of the four choices. When writing the four choices, the student should leave room for the hole near the edge of the card. (A hole punch will not reach to the center of the card.) On the back of the card, they should make an "X" next to the hole by the correct answer. (Older students should be encouraged to use the same part of speech for each of their four choices.) Once the cards have been approved by the teacher, other students may use the cards as a review activity. They read the sentence on the card and then push their pencil point

through the hole next to the word that belongs in the sentence. By turning the card over, they can check to see if they were correct. (There should be an “X” next to the correct answer.)

Note: If you plan to use the cards in future years, laminate them before the students punch the holes by the words.

**Tier 2:**

When you are writing a report, it is important to \_\_\_\_\_ your sources.

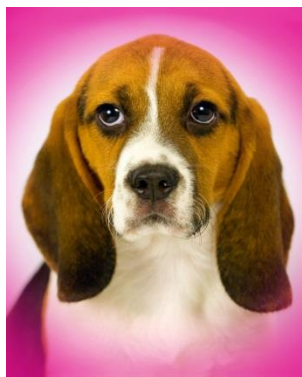
- plagiarize
- critique
- cite
- integrate

**3. BULLETIN BOARD CENTER**

Each student is assigned one vocabulary word and illustrates it. (Computer graphics or drawings are great!) Laminate the illustrations and put them on the bulletin board. Under each picture, put a straight pin. Write each of the vocabulary words on a small card and punch a hole near the top in the center of the card. The students then try to match the card to the correct picture by hanging the card on the appropriate pin.



feline



canine



pachyderm

#### 4. RIDDLE WRITING

- \* For each vocabulary word, the students should write three clues that will help others figure out the word. (See “Guidelines for Writing Riddles” below.)
- \* The students should be encouraged to be creative with the clues as long as the information given is accurate.
- \* To use as a center activity, glue each riddle on a separate 5 x 8 index card.
- \* Write the correct answers on the backs of the cards **or** number the cards and make an answer key.
- \* Laminate the cards.

#### Guidelines for Writing Riddles:

- a. The clues should be clear enough so that only one word can be the right answer, but no **one** clue should give away the answer.
- b. The clues may give examples of the meaning of the word; may tell what the word being described looks like; may tell what the word being described is used for, etc.
- c. The clues should **NOT** just be a definition of the word.
- d. The clues should **NOT** tell about the letters or syllables in the word.

#### Good examples:

##### Tier 2:

Creation of something new  
“The whole is a sum of its parts”  
It’s a piece of cake!  
What am I? (*Synthesis*)

##### Language Arts:

“Off the wall”  
Doesn’t make any sense  
Figurative, not literal  
What am I? (an *idiom*)

##### Science:

OH, OH, OH!  
What a bitter thought!  
I have to clean house again!  
What am I? (a *base*)

#### Poor Examples of Clues:

- \* I am the ability to put parts together to form a new whole (This is a definition.)
- \* I have three syllables. (*See Guideline d.*)
- \* A common word is in the middle of me. (*This doesn’t have anything to do with the meaning of the word.*)

## GAMES

### 1. WHAT AM I?

Write each vocabulary word on a separate card approximately 5" x 8" or 6" x 9". Below each word, write its definition. Pin a card on each child's back. By asking "yes" or "no" questions related to the meaning of the word, the child must figure out which word is on his back. All students will be involved at the same time as they answer questions for others and try to figure out their own words. NOTE: If a player guesses an incorrect word, he/she must wait five seconds before being allowed to ask another question. This discourages them from just randomly guessing words.

The example below has possible questions a student could ask.

#### **Math (square number)**

Am I a type of number?	Yes	
Can I be an odd number?	Yes	(rules out composite numbers)
Can I be a negative number?	No	(rules out integers, rational numbers)
Am I always a whole number?	No	(allows for fractions, decimals)
Do you find me by multiplying?	Yes	(rules out sum, difference, quotient, square root; can't be product because a product can be a negative number)
Am I a square number?	Yes	

### 2. CATCH PHRASE VARIATION

The game is played in two teams. The goal for a clue-giver on each team to get his/her teammates to figure out as many vocabulary words as possible in a given amount of time. Each vocabulary word is written on a small card. The cards are shuffled. The clue giver picks the top card and gives clues to help his/her team figure out the word. The clue-giver can make any physical gesture and give almost any verbal clue, but may not say a word that rhymes with the word, give the first letter of a word, say the number of syllables, or say any part of the word (e.g., "worry" for "worry wart"). When the team guesses correctly, the clue-giver picks the next card. Play continues until the end of the time limit. The other team then repeats the process continuing with the stack of cards. Each team gets one point for each correct word. Play continues for as many rounds as time allows (or until there are no more vocabulary words left in the stack).

If time allows, the game can be replayed, but this time, the clue giver can only use two words to help his teammates figure out each of the vocabulary words. Gestures are still permitted.

## THE ENCHANTED BOX

Mrs. Thinker, a renowned “pedagogist”, loves to make her students think. Listed below are some interesting comments from various “ologists” her students have been learning about. Read the comments and then determine which of the professionals listed would have been the most likely to have made that comment. Write the number of the professional in the appropriate square in the box at the bottom of the page. Total the numbers in each of the rows going across and down. If all of your answers are correct, the total of each row will be the same.

### COMMENTS

### PROFESSIONALS

- |  |  |
|--|--|
| <p>A. “Based on discoveries near the ancient city of Sardis, Turkey, we believe that eggshells were once used as lucky charms.”</p> <p>B. “Elephants can smell water up to 3 miles away.”</p> <p>C. “1 in 5 women and 1 in 20 men admit to sleeping with a cuddly toy on a regular basis.”</p> <p>D. “The heart of an average man beats approximately 70 times a minute, whereas the average woman has a heart rate of 78 beats per minute.”</p> <p>E. “There are more fish species than the combined total of all other vertebrate: mammals, amphibians, reptiles, and birds.”</p> <p>F. “Those who sleep less than six hours a night are more likely to develop colon cancer than those who sleep more.”</p> <p>G. “Fossils up to about 40,000 years old can be dated using carbon-14 if there is enough organic matter present.”</p> <p>H. “The reticulated python is the longest snake in the world.”</p> <p>I. “The largest recorded earthquake in the United States was a magnitude 9.2 that struck Prince William Sound, Alaska on Good Friday, March 28, 1964.”</p> <p>J. “A community begins with relatively few pioneering plants and animals and develops through increasing complexity until it becomes stable or self-perpetuating as a climax community.”</p> <p>K. “Emotional expressions on Greek tombstones from the Hellenistic period help increase our understanding of social communication and cultural values.”</p> <p>L. “The ordinary citizen is a relatively powerless subject of manipulation by military, corporate, and political elements.”</p> <p>M. “There are approximately 10,000 bird species in the world.”</p> <p>N. “Rubies, sapphires, and emeralds are all rarer than diamonds.”</p> <p>O. The first daily weather forecast was printed in <i>The Times</i> from London on August 1, 1861”.</p> <p>P. “Blinking lubricates your eyes. You blink every 2 to 10 seconds, for a total of 30 minutes daily.”</p> | <p>1. anthropologist</p> <p>2. archaeologist</p> <p>3. cardiologist</p> <p>4. ecologist</p> <p>5. geologist</p> <p>6. herpetologist</p> <p>7. ichthyologist</p> <p>8. meteorologist</p> <p>9. oncologist</p> <p>10. ophthalmologist</p> <p>11. ornithologist</p> <p>12. paleontologist</p> <p>13. psychologist</p> <p>14. seismologist</p> <p>15. sociologist</p> <p>16. zoologist</p> |
|--|--|

<b>A.</b>	<b>B.</b>	<b>C.</b>	<b>D.</b>
<b>E.</b>	<b>F.</b>	<b>G.</b>	<b>H.</b>
<b>I.</b>	<b>J.</b>	<b>K.</b>	<b>L.</b>
<b>M.</b>	<b>N.</b>	<b>O.</b>	<b>P.</b>

**TOTAL** \_\_\_\_\_

## SAMPLE MAGIC SQUARES

**Notes:**

1. For all of the Magic Squares, all of the horizontal and vertical rows add up to the Magic Number. However, the diagonal rows only add up to the Magic Number for the following: Row 1 --- 2<sup>nd</sup> and 3<sup>rd</sup> Magic Squares; Row 2 - 1<sup>st</sup> and 3<sup>rd</sup> Magic Squares; Row 3 --- The 2<sup>nd</sup> Magic Square; Row 4 - all
2. Foils refer to extra vocabulary words which do not have a matching clue.

7	3	5
2	4	9
6	8	1

Total = 15

10

8	1	6
3	5	7
4	9	2

9	2	7
4	6	8
5	10	3

Foil = #1

Total = 18

9	7	5
1	8	12
11	6	4

Foils = #2, 3,

Total = 21

16	2	3	13
5	11	10	8
9	7	6	12
4	14	15	1

2	16	13	3
7	9	12	6
14	4	1	15
11	5	8	10

9	6	3	16
4	15	10	5
14	1	8	11
7	12	13	2

3	6	15	10
13	12	1	8
16	9	4	5
2	7	14	11

Total = 34

2	7	18	12
8	5	11	15
13	17	6	3
16	10	4	9

Foils = #1, 14

Total = 39

23	6	19	2	15
4	12	25	8	16
10	18	1	14	22
11	24	7	20	3
17	5	13	21	9

Total = 65

17	24	1	8	15
23	5	7	14	16
4	6	13	20	22
10	12	19	21	3
11	18	25	2	9

19	2	15	23	6
25	8	16	4	12
1	14	22	10	18
7	20	3	11	24
13	21	9	17	5

9	3	22	16	15
2	21	20	14	8
25	19	13	7	1
18	12	6	5	24
11	10	4	23	17

Total = 65