

A Teacher's Guide for Grades 1–6

MAD LIBS®
World's Greatest Word Game

AND

MAD LIBS JUNIOR™
World's Greatest Word Game

I will not play Mad Libs during math.

I will not play Mad Libs during math.

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Using Mad Libs® in the Classroom...
It's not just a game!

INTRODUCTION

This guide provides a collection of activities designed to be used with Mad Libs® books in the elementary classroom as a supplement to reading and language arts study. The engaging, game-like formats present a variety of ways to reinforce skills in grammar, reading comprehension, vocabulary, fluency, and writing skills—all major areas of importance that have been identified in No Child Left Behind and in the National Reading Panel's document, *Put Reading First*.

The instructional games and activities utilize vocabulary in word lists and stories presented in Mad Libs Junior™ and Mad Libs® books and are designed to present motivating practice opportunities for essential language arts, reading, vocabulary, fluency, and writing skills. Additionally, each activity is easy to explain and uses readily-available classroom materials.

Activities are provided for individuals, partners, and small groups and can be easily customized to fit the level of your class. The activities in the first half of the book were written for Mad Libs Junior™ books and those in the second half for Mad Libs® books, but you will find that many activities can easily be adapted from one level to the other.

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USING MAD LIBS JUNIOR™ IN THE CLASSROOM

NOUNS

Review that nouns, or naming words, name people, places, and things. Give examples in each category. Then have children find other examples in the classroom. Record these on a word wall and post it for reference.

Noun Hunt

Have children hunt for nouns in a Mad Libs Junior™ word list and its accompanying story. Challenge them to find at least two examples that name people, places, and things. If the story and word list do not contain words in a category, have them list other examples that might fit the story.

Guess My Noun!

Model how to make up a riddle for a noun in a Mad Libs Junior™ word list. The clues can focus on word meaning, phonetic elements in the word, syllabication, or other skills you wish to emphasize. After children write their own riddle, have them exchange it with a partner.

My noun names a bird.

Sometimes this bird learns to talk.

The bird's name begins with "p" and ends with "t".

Guess my noun!

Compound Word Rebus Puzzles

Many Mad Libs Junior™ noun word lists contain compounds. After reviewing how a compound is formed, show children how to make rebus puzzles to share with a partner.



Noun Magic!

Review rules for forming plurals by adding -s and -es. Then give children a mix of singular and plural nouns from a Mad Libs Junior™ word list or story. Challenge them to transform the nouns that name *one* into nouns that name *more than one*, and vice versa. Children can also do singular/plural word sorts by copying nouns on cards and sorting them into bags labeled *One* and *More Than One*.

VERBS

Review that verbs are words that show action, and give several examples. Have several children demonstrate actions for classmates to identify. List these verbs on a word wall. Then point out the list of verbs in a Mad Libs Junior™ word list and ask volunteers to act out several.

Color Coding Verbs

Have children hunt for verbs in Mad Libs Junior™ stories and use a pencil to circle each action verb they find. Then give children two colors of markers and have them use them to highlight present-tense verbs in one color and past-tense verbs in the other.

Verb Switch

Review rules for adding *-ed* to verbs to tell about the past. Then give each child a two-column chart headed *Now* and *In the Past*. Have children select at least ten present-tense verbs (some of which end in *e*) from a Mad Libs Junior™ word list and story and write them in the *Now* column. Invite partners to exchange lists and write each verb in the past tense.

Irregular Verb Concentration

Remind children that not all verbs add *-ed* to tell about the past. Give examples of irregular verbs, such as *run/ran* or *see/saw*. Have children find six irregular verbs in Mad Libs Junior™ stories and write the present and past tense for each on separate index cards. Partners can combine their cards and use them to play Concentration.



Contraction Climb

Draw a ladder on the chalkboard and model how to “climb” it by writing a contraction and the words that form it on the bottom rung. Have partners draw a similar ladder and work together to find contractions in Mad Libs Junior™ stories. Challenge them to “climb” to the top with a different contraction on each rung.

ADJECTIVES

Review that adjectives are words that describe or tell more about a noun. Give examples by describing people, places, or things in the classroom. Then have children name other examples. Record these adjectives on a word wall.

Adjective Puzzles

Have children find five adjectives in a Mad Libs Junior™ word list or story and use them to create a puzzle. Tell children to write a clue for each adjective and draw a short line for each letter in the word. Then have children exchange puzzles and solve them.

This word describes a new penny. s h i n y

Adjective Sort

Challenge children to look through Mad Libs Junior™ word lists or stories for adjectives that tell *how many*. Have them write each one on a separate index card and then sort the cards into two groups: adjectives that give an exact number and adjectives that do not.

Spin an Adjective

Prepare one or two spinners as shown for each small group. One child in the group spins and challenges the others to find a corresponding adjective in a Mad Libs Junior™ word list or story. Play continues until each child has had an opportunity to spin.



Picture This!

Review rules for adding *-er* and *-est* to show comparisons. Then post a list of comparative adjectives from Mad Libs Junior™ word lists or stories. Have children pick an adjective and use it to write and illustrate sentences that compare.

The red ribbon is long.
The blue ribbon is longer than the red one.
The yellow ribbon is the longest of all.

READING COMPREHENSION

What's the Order?

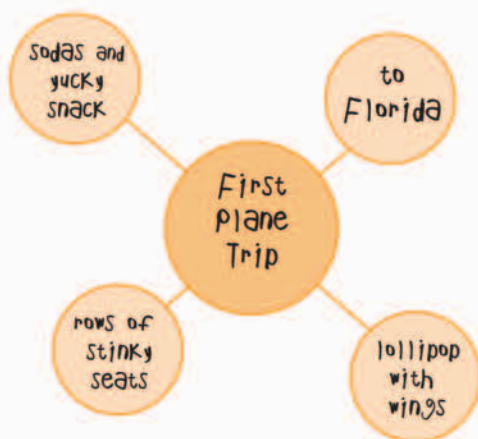
Photocopy Mad Libs Junior™ stories that have a clear beginning, middle, and end. Cut each story into three parts to reflect what happened first, next, and last and put the parts in an envelope. Challenge children to pick an envelope and put the parts in order to tell the story. When children become skilled at this game, mix two stories and challenge them to separate them and then arrange them in order.

Sum It Up!

Remind children that a summary is a quick way of telling important story events in the order they happened. Invite small groups to share a manageable number of Mad Libs Junior™ stories they have completed. Designate one child in the group to be "It." Have this child choose a story and summarize it aloud. The first child to name the story title takes the next turn as "It." Continue until everyone has a chance to lead the game.

Wacky Webs

Provide children with frames for a web or have them draw their own. Have partners exchange Mad Libs Junior™ stories they have completed. Have each child read his or her partner's story and complete a web to show the main idea and details.



Context Concentration

Have partners look through Mad Libs Junior™ stories for words that may be unfamiliar and challenge one another to use context clues to determine the meanings. Then have partners write each word on one index card and its definition on another. After they determine the meaning of at least five words, have children mix the cards and use them to play Concentration.

VOCABULARY

Most of the activities suggested on this page can be adapted to focus on synonyms, antonyms, rhyming words, or vivid language.

Synonym Tic-Tac-Toe

Review that synonyms are words that mean the same or almost the same as other words. Write a word that has a synonym found in a Mad Libs Junior™ word list in each box of a tic-tac-toe grid. Children play like regular tic-tac-toe, but instead of writing, have them place different-color counters in the boxes so the boards can be used again. Before placing a counter, a child must read the word in the box and say a synonym.

Antonym Puzzles

Review that antonyms are words with opposite meanings. Have children find words that have antonyms in a Mad Libs Junior™ word list or story. Have them write two antonyms on a strip of construction paper, then cut the paper so one antonym is on each piece. Each child creates several word strips and places his or her puzzle pieces in an envelope. Partners switch envelopes and put together the puzzle pieces to pair the antonyms.

beautiful

ugly

Vivid Language Race

Provide a list of words from Mad Libs Junior™ word lists or stories. Form two teams. A player from Team 1 names a word and uses it in a sentence. The players on Team 2 list as many ways as they can to replace the word with more vivid language within a set time. Then teams switch roles. Play continues until each player has a chance to name a word.

Rhyming Riddle Books

Have children make up riddles for words in a Mad Libs Junior™ word list. At least one clue for each riddle should focus on a rhyme. Have children write the riddle on the front of a sheet of paper and the answer on the back, with an illustration if they choose. Assemble the pages to make a class rhyming riddle book.

I am a
reptile.

My name
rhymes
with cake.

who am I?

FLUENCY

Pop-Out Punctuation

Read aloud a story and emphasize the way you pause at each period, the way your voice goes up at the end of each sentence with a question mark, and the enthusiastic way you read a sentence that ends with an exclamation point. Then have children read a Mad Libs Junior™ story and highlight the punctuation mark at the end of each sentence so it “pops out.” Have children pay particular attention to punctuation marks as they practice reading aloud their story several times. Then have them tape their story or read it aloud to a partner.



You Don't Say!

Use Mad Libs Junior™ stories with dialogue to practice oral reading. Have partners or groups of three select a story and rehearse a Reader's Theatre. Have each child assume a character's role while one child acts as narrator. Remind children to read with appropriate expression, rate, and volume. After they practice, invite children to perform their Reader's Theatre for a classroom audience.

In a Flash!

Have children identify difficult words from a Mad Libs Junior™ word list or story. To encourage reading with automaticity, have them make flash cards for the words and practice reading them with a partner. Then have children do at least three rehearsed readings of the story before reading it aloud to partners or a small group.

Radio Broadcast

Have children pretend that they are radio announcers. Then have them select a Mad Libs Junior™ story to read aloud to a small group. Provide them with a short cardboard tube with a Ping-Pong ball glued to the top as a toy microphone and have them practice reading their stories as a radio announcer might. Once children are confident in their reading, have them tape record their story and then “broadcast” it for the rest of the class.



WRITE YOUR OWN

Make Your Own Mad Libs®

Invite children to write a story. Have them replace at least five nouns with a blank line and indicate the missing word is a noun. Then have partners exchange and complete each other's stories using words from a Mad Libs Junior™ word list. Encourage partners to read their completed stories to each other. Children can vary the game by replacing verbs or adjectives instead of nouns.

Mail Call

Use a Mad Libs Junior™ story to review parts of a friendly letter: heading, greeting, body, closing, and signature. Then have each child write a letter to a classmate. Children can select a name from a bag to determine whom they will write to. Have children place their letters in a designated box for distribution at "mail call."

Mystery Directions

Have children find and discuss examples of Mad Libs Junior™ stories that tell how to do something. Then challenge them to write their own simple "how to" stories. Encourage them to tell the topic, list materials, and describe the steps, but not to give the story a title. Have children exchange stories with a partner, read the partner's story, and title it.

Can You Picture That?

Invite children to write a short descriptive paragraph. Encourage them to use words from Mad Libs Junior™ word lists to describe how the subject looks, feels, sounds, tastes, or smells. Then pair children and have partners read aloud their paragraphs to each other. Challenge each child to draw a picture of the object based on his or her partner's description.



MAD LIBS JUNIOR™

World's Greatest Word Game

by Roger Price and Leonard Stern

Tailored for younger readers, these books help teach some grammar basics. Each puzzle includes four categories of words to choose from, indicated by a distinct symbol. Each symbol corresponds to a list of suggested appropriate words. In each word puzzle, children are told the category—NOUNS, ADJECTIVES, VERBS, and MISCELLANEOUS—from which to pick a word. Each “game” can be “played” by one, two, ten, or forty children!

For Grades 1-3

Each: 48 pgs; 7 1/2 x 10 3/8 ; \$3.99

Alphabet Mad Libs Junior

Perfect for children just learning their ABCs.

0-8431-0769-3

Around Town Mad Libs Junior

Take a tour and meet the neighbors of Your Town, USA.

0-8431-0854-1 (Avail. May 2004)

Once Upon a Mad Libs Junior

Features some of the most popular fairy tales and nursery rhymes.

0-8431-0768-5

Prehistoric Mad Libs Junior

Features dinosaurs for that universal appeal!

0-8431-0767-7

School Rules! Mad Libs Junior

Covers everything from lunchroom antics to recess riddles.

0-8431-0853-3 (Avail. May 2004)

Sports Star Mad Libs Junior

Covers all the favorites—baseball to football to soccer.

0-8431-0770-7

Summer Fun Mad Libs Junior

Highlights some of America's most popular travel destinations.

0-8431-0759-6

Super Silly Mad Libs Junior

Full of silly stories.

0-8431-0758-8



USING **MAD LIBS®** *World's Greatest Word Game*

IN THE CLASSROOM

NOUNS

Show Me the Noun!

Review rules for forming regular plurals by adding *-s* or *-es* and also irregular plurals such as *goose/geese*, and nouns where the singular and plural forms are the same such as *deer/deer*. Have groups of three review Mad Libs® stories and ask each student to compile a list of five singular or plural nouns. Have one student display a noun and challenge the others to write the singular or plural form. The first to show the correct form can act as challenger in the next round.

Let's Get Particular

Remind students that a common noun names any person, place, or thing, while a proper noun names a particular person, place, or thing. Give examples of related common and proper nouns and use these to reinforce capitalization of proper nouns. Then pair students and have each select at least ten common nouns in a Mad Libs® story. Have them take turns asking each other to "Get Particular" by writing a proper noun for each common noun.

girl—Abigail
city—Houston
game—Mad Libs®

Look Out for Possessives

Mad Libs® often requires students to slot possessive nouns in a story. Review rules for forming singular and plural possessives, including possessives of irregular nouns such as *children's*, *men's*, and *women's*. Challenge students to review a completed Mad Libs® story in which they used possessive nouns and list who owned what.

Call in the Pronoun Sub!

Review that pronouns are used in place of singular and plural nouns. Have partners take turns reading a completed Mad Libs® story aloud. When encountering a noun in the story, have the reader say, "Pronoun sub!" and challenge his or her partner to supply the correct form of the pronoun.

VERBS

Clap, Stamp, and Snap

Review that verbs have different tenses, or times. Present-tense verbs tell about actions happening now, past-tense verbs tell about actions in the past, and future-tense verbs tell about things that will happen. Assign students to small groups. Have them take turns reading a sentence from a Mad Libs® story aloud. Have the listeners clap if the verb is in the present tense, stamp if it is in the past tense, and snap if the action described will take place in the future.

Lend a Hand

Review that some verbs consist of a helping verb and a main verb. Have students look through several Mad Libs® stories and copy helping verbs and main verbs on separate index cards. Have them stack the verb cards in two separate piles. Then have partners take turns selecting a card from each pile. Have them put the two cards together to create a verb phrase and then use these phrases in oral or written sentences.



Lights, Camera, ACTION!

Create game cards by looking through several Mad Libs® stories and writing the present tense of action verbs that have irregular past tenses. Possibilities include words such as *run, swim, come, sit, write, teach, take, ride, fly, and rise*. Assign students to small groups. Have one student select a card and pantomime the verb. Have others in the group identify both the present and past tenses of the verb and use both forms in sentences.

Let's Tighten Things Up

Remind students that a contraction is a shortened form of two words where an apostrophe is used to take the place of one or more letters that are left out. Have students scan Mad Libs® selections looking for pronouns and verbs that can be rewritten as contractions. Have them choose five sentences and rewrite each using at least one contraction.

ADJECTIVES

Color-Coded Adjectives

Review that adjectives are describing words that provide information about nouns by telling which, what kind, or how many. Give each student three colors of highlighters. Have them browse through Mad Libs® stories looking for adjectives. Then have them color code these adjectives to indicate whether they tell which, what kind, or how many.

Let's Compare

Remind students that adjectives can be used to compare words. Then review how comparative and superlative adjectives are formed. Pair students and have them select previously completed Mad Libs® stories. Have partners reread the stories and use comparative and superlative forms of adjectives to compare the stories' contents.

Did
you know that a
Velociraptor was fiercer
than a Stegosaurus?



I can top that!
Did you know that
Tyrannosaurus rex was the
fiercest dinosaur of
them all?

Article, Adjective, Noun

Assign students to groups of three. Have each student pick a Mad Libs® selection and write at least five nouns from the story. Have students take turns sharing these nouns. After each one is read, have the other two students add an adjective and then an article to create a noun phrase. Then have all three students use the phrase in an oral sentence. For example: princess, extraordinary princess, an extraordinary princess.

Adjective or Adverb?

Explain that some words such as *little*, *hard*, *slow*, and *fast* can be used as adjectives or adverbs. Have students look through several Mad Libs® selections to locate other words that belong in this category and write them on cards. Have students take turns displaying a card and saying either *adjective* or *adverb*. Have the others write sentences illustrating this usage. Conclude by having students share their sentences.



ADVERBS

Adverb Spin

Review that adverbs are describing words that provide information about verbs by telling when, where, and how. Have pairs make a spinner like the one below (they can also hold a large paper clip in the center with a pencil tip) and take turns spinning. Based on the result of the spin, have them look through Mad Libs® stories for adverbs that tell when, where, or how.



Presto, Chango

Remind students that many adverbs can be formed by adding *-ly* to an adjective. Have students scan a Mad Libs® story looking for adjectives and list them. Where possible, have them transform the adjectives into adverbs by adding *-ly* and list these words in a second column. Have students use the two words in oral sentences and discuss how the meaning of the word changes when an adjective becomes an adverb.

Using Good and Well

Explain that *good* and *bad* are adjectives and *well* and *badly* are adverbs, except that *well* can also be an adjective when it means “healthy.” Present the chart below to help students with the comparative forms of these modifiers. Have students use the words in oral sentences and encourage them to refer to the chart when slotting these words in Mad Libs® stories.

| Adjective | Adverb | Comparing Two | Comparing More than Two |
|----------------------|--------|---------------|-------------------------|
| good, well (healthy) | well | better | best |
| bad | badly | worse | worst |

Where's the Action?

Remind students that adverbs can modify either verbs or adjectives. Have students scan several completed Mad Libs® selections to locate adverbs and use colored markers to draw a line from each adverb to the word it modifies. Suggest that they use one color for adverbs that modify verbs and another for adverbs that modify adjectives.

READING COMPREHENSION

Use Your Head!

Have students complete a Mad Libs® story in the traditional way. Then have them treat the same Mad Libs® selection as a Cloze exercise. This time, encourage them to think about context clues provided by other words and sentences in the story and do their best to create a story that makes sense. Have partners take turns reading the selection aloud and explaining why they chose each word.

Guess the Story

Remind students that the main idea of a story tells what it is all about. Point out that they can expand on this main idea by adding supporting details. Pair students and have each one select a Mad Libs® story they have both completed. Have them each write the main idea and several supporting details telling about the selection. Then have them read aloud their sentences and challenge their partner to identify the selection.

A Call for Order

Have each student select a Mad Libs® story in which there is a definite sequence of events. Have students summarize these events on index cards. Then have students mix up the cards and give them to a partner to reorder in the correct sequence. Encourage students to check their sequence against the story text.

What's the Reason?

Some Mad Libs® selections lend themselves to an examination of cause and effect. Begin by defining each term. Then have students review Mad Libs® selections looking for cause and effect relationships. Distribute index cards and have students write the causes in one color and the effects in another color. Have students exchange cards and work independently to match each cause with its effect. Then have partners discuss their pairings.



VOCABULARY

Same and Different

Review that synonyms are words that have nearly the same meanings, while antonyms are words that have opposite meanings. Have students look through completed Mad Libs® selections and choose five words that have synonyms or antonyms. Have them check a dictionary and list other word possibilities. Then have partners slot some of these words and discuss how changes in vocabulary affect the story meaning.

Onomatopoetic Words

Remind students that onomatopoetic words are words whose sounds are similar to the nouns they represent. Challenge students to review Mad Libs® selections for examples of these words, such as *pop*, *clang*, *meow*, and *crash*. Have students use colored markers and explore writing the words so that their appearance mimics their sound.



All in the Family

Review with students the traditional way to complete a Mad Libs® story. Point out that another way is to review the story title and then brainstorm word lists associated with the story topic. Explain that words from these lists can then be slotted in the story. Illustrate by sharing these lists that might be brainstormed for a story about Columbus and Queen Isabella.

Nouns

New World
jewels
gold
voyage

Verbs

sail
discover
search
confused

Adjectives

brave
adventurous
dangerous
exotic

Adverbs

carefully
bravely
quickly
easily

Have students use both approaches to complete several Mad Libs® stories. Have them compare the results and discuss which they like best and why.

Pretty Versus Breathtaking

Remind students that words such as *pretty*, *ugly*, *sad*, *big*, *small*, *walk*, and *run* are often overworked. Point out that using more vivid words such as *breathtaking* or *hideous* can add liveliness to a Mad Libs® story. Have students use a dictionary or a thesaurus to create a list of alternatives for commonly overworked words. Then encourage them to refer to these lists when completing a Mad Libs® selection.

FLUENCY/STUDY SKILLS

Marks that Make a Difference

Mention that a fluent reader pays attention to punctuation marks. Then invite volunteers to read sentences from Mad Libs® selections to model how the voice falls at the end of a statement, rises at the end of a question, and expresses surprise or amazement when reading an exclamation. Group students and have each make punctuation cards such as those shown. Then as students take turns reading sentences aloud, have the others in the group hold up a card signaling the punctuation they thought they heard.



Walk in the Character's Shoes

Explain that another important aspect of fluency is reading as the characters might speak. Pair students or have them work in groups. Ask them to choose several completed Mad Libs® selections that are written as dialogue. Have students read through the selections and talk about what each character is like. As part of this characterization, have them practice talking like the character. Then have students read aloud the dialogue as a Reader's Theatre. After rehearsing, invite them to perform it for others.

Let's Look It Up

Discuss what types of information a dictionary can provide. Then have each student browse through a Mad Libs® story and choose at least three challenging words. Have them exchange words with a partner to look up in a dictionary. Have the partner find the meaning(s) of each word, its part(s) of speech, and write sentences to illustrate the meaning(s).

Where in the World Is Timbuktu?

Point out that atlases are good sources for geographical place names to use in Mad Libs®. Encourage students to use an atlas for this purpose when completing a Mad Libs® story. Then have partners exchange completed selections and locate the places mentioned on maps found in an atlas. Point out that students can use the atlas index if they need help.

Where
is Timbuktu,
anyway?



Try checking a
map of Mali!



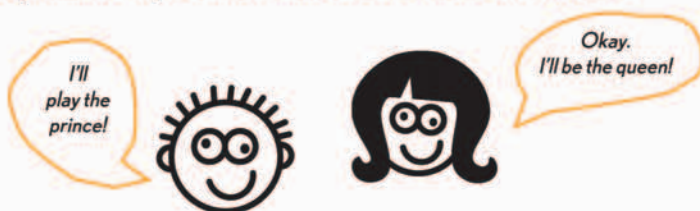
WRITE YOUR OWN

You Can Do It!

Talk with students about how to create their own Mad Libs® selections. Point out that one easy way is to begin by writing a synopsis of a familiar story such as a fairytale or folktale. Then using a highlighter, they can go through the synopsis and delete at least ten important story words. To develop a list of clues, suggest that students use a dictionary to check each highlighted word's part of speech. Explain that if the word is a proper noun that names a specific type of person, place, or thing, they should note this in the clue. Once students have developed their clue lists, have them complete each other's Mad Libs® stories in the traditional way.

Speak on Cue

Explain that Mad Libs® are often written as skits or dialogues. Have partners collaborate to write a dialogue that could be used as a Mad Libs® story. Following the procedures described above, have them delete words and create a clue list. Then have partners exchange clue lists and work together to complete and then to act out each other's Mad Libs®.



To Whom It May Concern

Letters are another great vehicle for creating an original Mad Libs® story. Review the format of a friendly or a business letter. Then have students compose a letter about a topic of their choosing. Suggest that they delete ten words in the body of the letter and then follow the procedures outlined above to develop the clue list. Consider compiling the letters in a class Mad Libs® booklet to put in the classroom library.

How-To...

How-to paragraphs can also make excellent subjects for Mad Libs® stories. As students write examples of procedural text, encourage them to incorporate sequence words to help clue the chronology. Some students may find it interesting to write a selection detailing how people can create their own Mad Libs® game. By this point, they should be experts!

MAD LIBS®

World's Greatest Word Game

by Roger Price and Leonard Stern

For 45 years, Mad Libs has been entertaining and educating children and adults of all ages. The classic word game that helps teach parts of speech!

For Grades 3 up

Each: 48 pages; 5 1/8 x 8 1/4 ; \$3.99

Camp Daze Mad Libs

Kids will have the opportunity to retell those campfire stories in a new way.

0-8431-2239-0

Christmas Carol Mad Libs

Fun takes on favorite holiday songs.

0-8431-0515-1

Christmas Fun Mad Libs

Includes word games with holiday themes.

0-8431-1238-7

Cool Mad Libs

All things "cool," from "How to Date the Coolest Guy/Girl in School" to "E-mail from an Insomniac" and "Snowboarding Instructions."

0-8431-7660-1

Dinosaur Mad Libs

Includes "What is a Dinosaur?," "Dinosaurs from A-Z," and "How to Housebreak a Baby Dinosaur."

0-8431-7900-7

Diva Girl Mad Libs

Features puzzles about everything a girl wants, from sports to friends, with a positive spin on girl power.

0-8431-0837-1

Goofy Mad Libs

For those would-be "comedy writers" in your class.

0-8431-0059-1

Grab Bag! Mad Libs

An assortment of zany word puzzle stories.

0-8431-3894-7

Haunted Mad Libs

Mad Libs® with all the thrills and chills of Halloween.

0-8431-4906-X

Mad Libs: Kid Libs

Featuring make-your-own stories on a variety of subjects children know, from field trips and toys to school and parents.

0-8431-2827-5

Mad Libs 40th Anniversary Edition

Happy _____ to you! Celebrate the 40th anniversary of the world's most popular word game with this deluxe, double-the-fun edition featuring 40 of the most hilarious and ridiculous Mad Libs® ever! This title is 96 pages.

0-8431-7823-X

Mad Libs for President

Mad Libs® has entered the ring with a wacky twist on politics and government. From the Gettysburg Address to the "Checkers" speech—history has never been this entertaining.

0-8431-7623-7

Mad Libs from Outer Space

Filled with wacky outer space experiences, this will make you want to blast off!

0-8431-2443-1

Mad Libs in Love

It's true love with a twist, with stories like "How to Write a Love Letter," "Say it with Flowers," and "A Case of Puppy Love."

0-8431-7628-8

Mad Libs on the Road

Road trips have never been so wacky! Create car songs, spot some historical sights, even stop at a roadside diner.

0-8431-7498-6

Mad Mad Mad Mad Mad Libs

Features an anatomy lesson, a fan letter to a favorite superstar, an Internet chat room, and much, much more!

0-8431-7441-2

Monster Mad Libs

This group of silly and scary (not really) Mad Libs® is sure to thrill your students.

0-8431-0058-3

Night of the Living Mad Libs

Gleefully gruesome stories about everyone's favorite monsters and supernatural experiences.

0-8431-3735-5

Off the Wall Mad Libs

Stories include "Paul Revere" and "Albert Einstein" to "Little Red Riding Hood" and "The Three Little Pigs."

0-8431-0108-3

The Original #1 Mad Libs

The first one that launched this best-selling series.

0-8431-0055-9

Prime Time Mad Libs

Tackles every sort of TV show—from talk shows to soap operas to game shows.

0-8431-4886-1

Slam Dunk Mad Libs

This batch is from the sporting world, where baseball, bowling, and hockey—even surfing and scuba diving—become game.

0-8431-3722-3

Son of Mad Libs

The second in the series that's been keeping readers entertained for 45 years.

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Scooper Dooper Mad Libs

From "Weather Report" to "Items from a Gossip Column," this Mad Libs® is chock-full of different stories and scenes.

0-8431-0057-5

Straight "A" Mad Libs

Mad Libs® is going back to school—with giggles in gym class and laughs in the lunchroom!

0-8431-0446-5

Upside Down Mad Libs

Includes "Video Madness," "Flashes on Faxes," and for computer whiz kids, "Good to the Last Byte."

0-8431-3935-8

Vacation Fun Mad Libs

Includes vacation theme stories, such as "Cave Exploring" and "Driving in the Car," among many others.

0-8431-1921-7

You've Got Mad Libs

Lampooning everything from e-mail to the internet and the information superhighway.

0-8431-0855-X (Avail. July 2004)

Also Available:

Austin Powers™ Mad Libs
0-8431-0262-4

**Cartoon Network™ Cartoon Cartoons™
Mad Libs**
0-8431-0447-3

Looney Tunes™ Mad Libs
0-8431-0596-8

**The Mad Libs Worst-Case Scenario™
Survival Handbook**
0-8431-0298-5

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**The Mad Libs Worst-Case Scenario™
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The Powerpuff Girls™ Mad Libs
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Shrek 2™ Mad Libs
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Prices subject to change without notice.

Guide written by Merrily P. Hansen, a former reading teacher and New York City Curriculum Coordinator, and Arlene Block, a former teacher. Both continue to write, edit, and design educational materials for children.

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A division of Penguin Young Readers Group
345 Hudson Street
New York, NY 10014
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