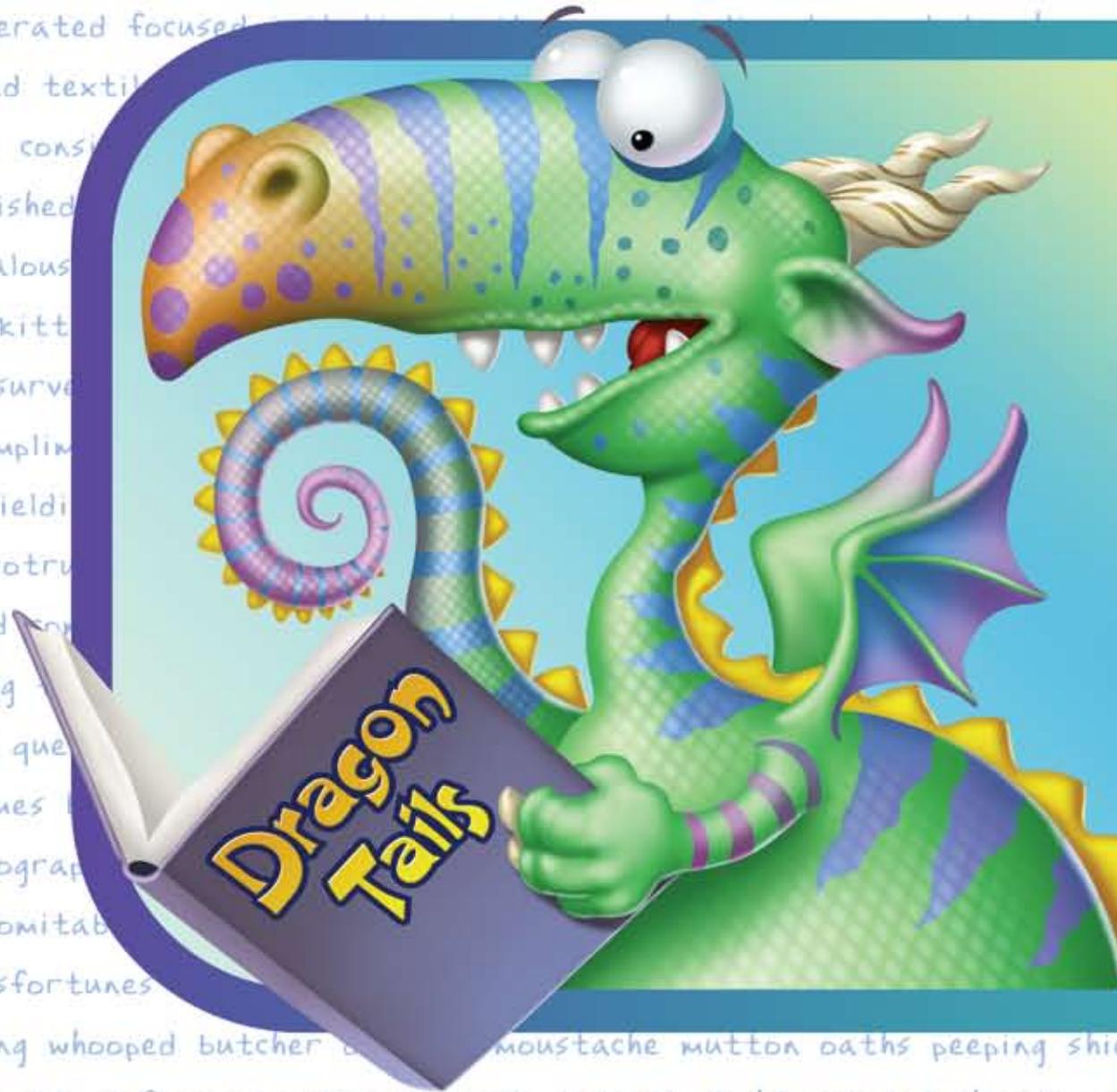


# Vocabu-Lit<sup>®</sup>

Building Vocabulary Through Literature

Book C



Perfection Learning<sup>®</sup>

# Vocabu-Lit<sup>®</sup>

*Building Vocabulary Through Literature*



## Acknowledgments

From *The Blue Darter* by Judith Logan Lehne. Copyright © 1992 by Highlights for Children, Inc., Columbus, Ohio.

From *Captain Grey* by Avi. Copyright © 1977 by Avi. Reprinted with the permission of McIntosh and Otis, Inc.

From *The Cay* by Theodore Taylor, copyright © 1969 by Theodore Taylor. Used by permission of Doubleday, a division of Random House, Inc.

From *The Chocolate Touch* by Patrick Catling. Used by permission of HarperCollins Publishers.

From *The House with a Clock in Its Walls* by John Bellairs, copyright © 1973 by John Bellairs, text. Used by permission of Dial Books for Young Readers, A Division of Penguin Young Readers Group, A Member of Penguin Group (USA) Inc., 345 Hudson Street, New York, NY 10014. All rights reserved.

Excerpt from *The Hundred Dresses* by Eleanor Estes, copyright © 1944 by Harcourt Inc., and renewed 1972 by Eleanor Estes and Louis Slobodkin, reprinted by permission of the publisher.

From *Martin Luther King, Jr.* by Herb Boyd © 1996. Used by permission of Playmore Inc., Publishers and Waldman Publishing Corporation.

From *My Life in Dog Years* by Gary Paulsen, copyright © 1998 by Gary Paulsen. Used by permission of Dell Publishing, a division of Random House, Inc.

From *Ramona Quimby, Age 8* by Beverly Cleary. Text copyright © 1981 by Beverly Cleary. Illustrations by Alan Tiegren. Used by permission of HarperCollins Publishers.

From *Summer of the Monkeys* by Woodrow Wilson Rawls, copyright © 1976 by Woodrow Wilson Rawls. Used by permission of Doubleday, a division of Random House, Inc.

From *The Whipping Boy* by Sid Fleischman. Copyright © 1986 by Sid Fleischman. Used by permission of HarperCollins Publishers.

## Perfection Learning®

Text © 2005 by **Perfection Learning® Corporation.**

All rights reserved. No part of this book may be used or reproduced in any manner whatsoever without written permission from the publisher.

Printed in the United States of America. For information, contact

Perfection Learning® Corporation, 1000 North Second Avenue,

P.O. Box 500, Logan, Iowa 51546-0500.

Tel: 1-800-831-4190 • Fax: 1-800-543-2745

[perfectionlearning.com](http://perfectionlearning.com)

PB ISBN-13: 978-0-7891-6398-1

PB ISBN-10: 0-7891-6398-5

RLB ISBN-13: 978-0-7569-3376-0

RLB ISBN-10: 0-7569-3376-5

## Table of Contents

<b>Lesson 1</b>	from <i>The Chocolate Touch</i> , Patrick Skene Catling . . . . .	2
<b>Lesson 2</b>	from <i>Ramona Quimby, Age 8</i> , Beverly Cleary . . . . .	8
<b>Lesson 3</b>	from <i>The Hundred Dresses</i> , Eleanor Estes . . . . .	14
<b>Lesson 4</b>	from <i>The Islander</i> , Cynthia Rylant . . . . .	20
<b>Lesson 5</b>	Review . . . . .	26
<b>Lesson 6</b>	from <i>Endangered Animals</i> , Lynn M. Stone . . . . .	28
<b>Lesson 7</b>	from <i>The House with a Clock in Its Walls</i> , John Bellairs . . . . .	34
<b>Lesson 8</b>	from <i>The Blue Darter</i> , Judith Logan Lehne . . . . .	40
<b>Lesson 9</b>	from <i>Captain Grey</i> , Avi . . . . .	46
<b>Lesson 10</b>	Review . . . . .	52
<b>Lesson 11</b>	from <i>Traveling on the Freedom Machines</i> , Thomas S. Owens . . . . .	54
<b>Lesson 12</b>	from <i>Summer of the Monkeys</i> , Woodrow Wilson Rawls . . . . .	60
<b>Lesson 13</b>	from <i>Sarah, Plain and Tall</i> , Patricia MacLachlan . . . . .	66
<b>Lesson 14</b>	from <i>Martin Luther King, Jr.</i> , Herb Boyd . . . . .	72
<b>Lesson 15</b>	Review . . . . .	78
<b>Lesson 16</b>	from <i>Seasons and Patterns</i> , John Hopkins . . . . .	80
<b>Lesson 17</b>	from <i>The Cay</i> , Theodore Taylor . . . . .	86
<b>Lesson 18</b>	from <i>My Life in Dog Years</i> , Gary Paulsen . . . . .	92
<b>Lesson 19</b>	from <i>The Whipping Boy</i> , Sid Fleischman . . . . .	98
<b>Lesson 20</b>	Review . . . . .	104
<b>Index/Word Lists</b>	. . . . .	106
<b>Dictionary</b>	. . . . .	110

# Lesson 13

## Exercise 1 Be a Word Master

Look at the ten words along the side of this page. These are the Master Words you will learn in this lesson. Underline the words in the list that you already know. Next, read the selection below. Pay special attention to the Master Words in bold type. Be ready to talk about these words in class.

### Master Words

advertisement  
burst  
eagerly  
feisty  
gently  
handouts  
harshly  
rascal  
shuffling  
snored

from *Sarah, Plain and Tall*  
by Patricia MacLachlan

Caleb came over and threw his arms around Papa's neck and hung down as Papa swung him back and forth, and the dogs sat up.

"Cold in town," said Papa. "And Jack was **feisty**." Jack was Papa's horse that he'd raised from a colt. "**Rascal**," murmured Papa, smiling, because no matter what Jack did Papa loved him.

I spooned up the stew and lighted the oil lamp and we ate with the dogs crowding under the table, hoping for spills or **handouts**.

Papa might not have told us about Sarah that night if Caleb hadn't asked him the question. After the dishes were cleared and washed and Papa was filling the tin pail with ashes, Caleb spoke up. It wasn't a question, really.

"You don't sing anymore," he said. He said it **harshly**. Not because he meant to, but because he had been thinking of it for so long. "Why?" he asked more **gently**.

Slowly Papa straightened up. There was a long silence, and the dogs looked up, wondering at it.

"I've forgotten the old songs," said Papa quietly. He sat down. "But maybe there's a way to remember them." He looked up at us.

"How?" asked Caleb **eagerly**.

Papa leaned back in the chair. "I've placed an **advertisement** in the newspapers. For help."

"You mean a housekeeper?" I asked, surprised.

Caleb and I looked at each other and **burst** out laughing, remembering Hilly, our old housekeeper. She was round and slow and **shuffling**. She **snored** in a high whistle at night, like a teakettle, and let the fire go out.

"No," said Papa slowly. "Not a housekeeper." He paused. "A wife."



## Exercise 2 Write Definitions

Use the dictionary at the back of this book to write a definition for each Master Word below. Remember, only base words are usually listed in the dictionary. You probably won't find words ending in *-ing* or *-ly*. Look for *eagerly* under the entry **eager**.

1. **advertisement** \_\_\_\_\_

\_\_\_\_\_

2. **burst** \_\_\_\_\_

\_\_\_\_\_

3. **eagerly** \_\_\_\_\_

\_\_\_\_\_

4. **feisty** \_\_\_\_\_

\_\_\_\_\_

5. **gently** \_\_\_\_\_

\_\_\_\_\_

6. **handouts** \_\_\_\_\_

\_\_\_\_\_

7. **harshly** \_\_\_\_\_

\_\_\_\_\_

8. **rascal** \_\_\_\_\_

\_\_\_\_\_

9. **shuffling** \_\_\_\_\_

\_\_\_\_\_

10. **snored** \_\_\_\_\_

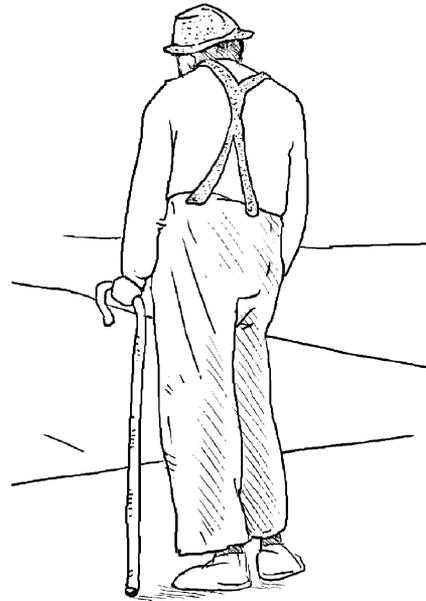
\_\_\_\_\_

### Exercise 3 Use Context Clues

Choose the Master Word from the box that best completes each sentence. Write the word on the line. Then circle the words that gave you clues.

#### Master Words

advertisement	handouts
burst	harshly
eagerly	rascal
feisty	shuffling
gently	snored



1. The little boy suddenly \_\_\_\_\_ into tears when his balloon floated away.
2. The bent old man came \_\_\_\_\_ slowly up the street.
3. Claire felt bad for getting angry and speaking \_\_\_\_\_ to her friend.
4. “Be careful around that horse,” the farmer said. “He can get pretty \_\_\_\_\_ and start kicking!”
5. My dad always \_\_\_\_\_ as he slept, and we kids could hear him way down the hall.
6. “You must work for your meals,” Captain Barlow told the cabin boy. “No one will give you \_\_\_\_\_ around here.”
7. The students lined up \_\_\_\_\_ for lunch. Today they would have their favorite meal—pizza.
8. “That boy is such a \_\_\_\_\_,” Mrs. Jackson said. “He’s eaten all the cookies again!”
9. Jesse handled the butterfly \_\_\_\_\_ so that he wouldn’t harm its wings.
10. I bought the shoes after seeing the \_\_\_\_\_ in the newspaper.

## Exercise 4 Use Synonyms and Antonyms

Synonyms are words with the same or nearly the same meanings. Antonyms are words with opposite or nearly opposite meanings. Tell whether the pairs below are synonyms or antonyms. Write *S* for synonyms and *A* for antonym.

- |                        |                |                  |                 |
|------------------------|----------------|------------------|-----------------|
| _____ 1. advertisement | announcement   | _____ 5. snored  | breathed easily |
| _____ 2. gently        | softly         | _____ 6. harshly | kindly          |
| _____ 3. handouts      | goods for sale | _____ 7. rascal  | troublemaker    |
| _____ 4. eagerly       | unwillingly    | _____ 8. feisty  | well-behaved    |



### Word Attack! Words with More than One Meaning

Many words have more than one meaning. The word *snore*, for example, can mean “to breathe with a harsh sound while sleeping” or “the sound made this way”—a verb or a noun meaning. As you read, always be aware that the meaning you know or expect may not be the meaning on the page.

## Exercise 5 Find the Right Meaning

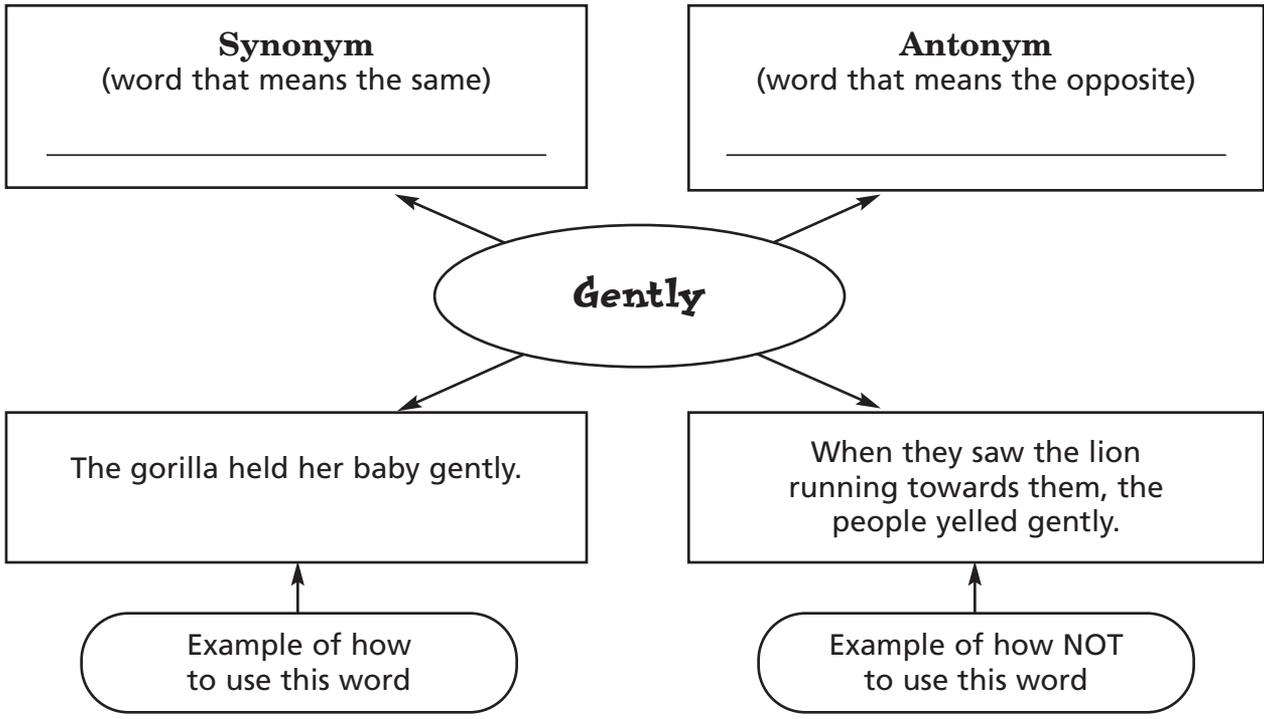
The Master Words in the box each have more than one meaning. Choose the meaning that best fits the words in bold type in each sentence. Write the letter of the meaning on the line.

- \_\_\_\_\_ 1. When we heard the old tune, we all **burst** into song.
- \_\_\_\_\_ 2. Thad’s marshmallow **burst** into flames because he held it too close to the fire.
- \_\_\_\_\_ 3. She won the race with a **burst** of speed.
- \_\_\_\_\_ 4. “Your roof slants **gently**, so it should be easy to replace,” the roofer told Mr. Ramm.
- \_\_\_\_\_ 5. “Don’t cry,” the teacher said **gently**. “We can fix your toy.”
- \_\_\_\_\_ 6. The old fellow was slowly **shuffling** down the lane and whistling.
- \_\_\_\_\_ 7. “Let’s start **shuffling** the cards and get this game going,” Steve said to the group.

<b>burst</b>	<p>a. to explode or break apart suddenly</p> <p>b. to start doing something suddenly</p> <p>c. a sudden release</p>
<b>gently</b>	<p>a. in a kind way</p> <p>b. not extremely: <i>The hills roll gently.</i></p>
<b>shuffling</b>	<p>a. walking slowly, dragging the feet</p> <p>b. mixing playing cards so that they are in a different order</p>

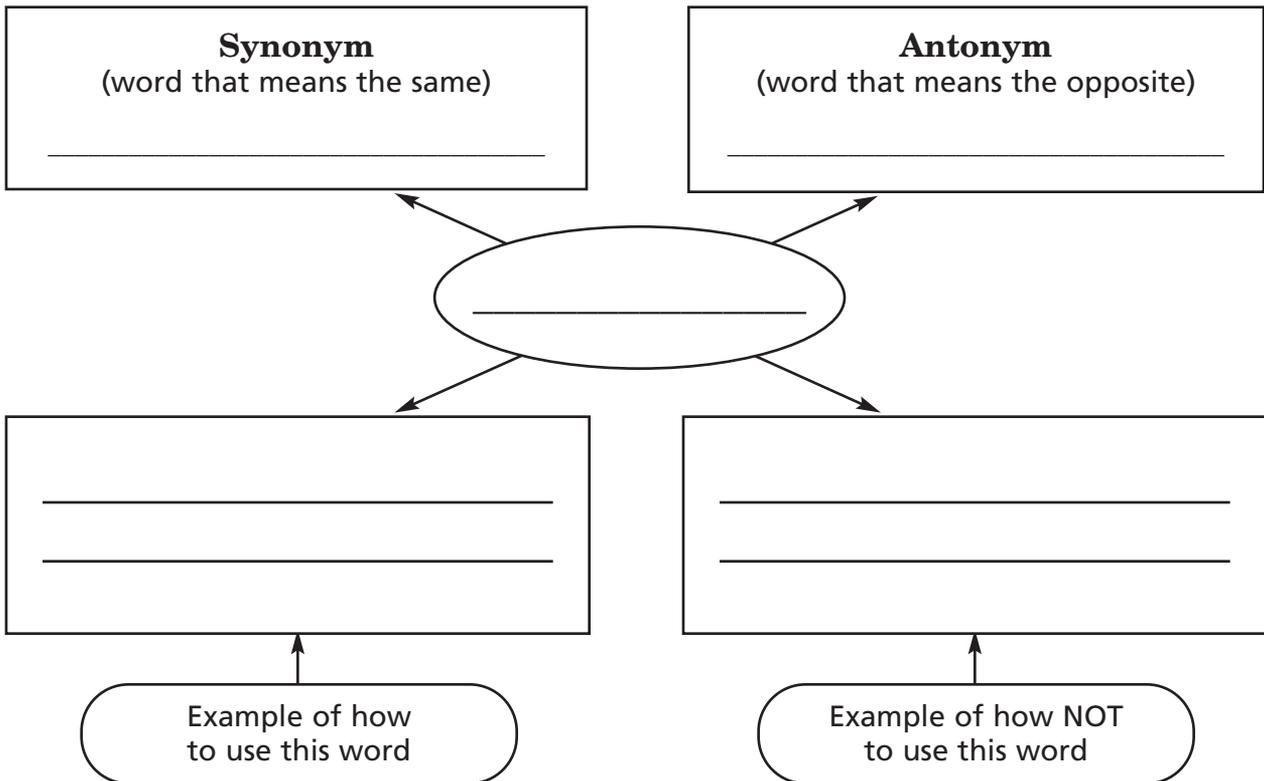
## Exercise 6 Word Graphics: Word Map

A word map can help you understand a word. Complete the word map for *gently* below. Then, create your own word map for one of the Master Words in the lesson.



---

### Your Word Map



## Exercise 7 Word Play: Which Word Fits?

Below are groups of words. Think about what the words in each group have in common. Then choose a Master Word that best fits in each group. Write a sentence of your own using that Master Word.

### Master Words

advertisement	handouts
burst	harshly
eagerly	rascal
feisty	shuffling
gently	snored



1. pop, balloon, explode    Master Word: \_\_\_\_\_

\_\_\_\_\_

2. marching, walking, wandering    Master Word: \_\_\_\_\_

\_\_\_\_\_

3. freebies, gifts, giveaways    Master Word: \_\_\_\_\_

\_\_\_\_\_

4. trouble, naughty, teasing    Master Word: \_\_\_\_\_

\_\_\_\_\_

5. slept, dreamed, sound    Master Word: \_\_\_\_\_

\_\_\_\_\_

6. roughly, cruelly, meanly    Master Word: \_\_\_\_\_

\_\_\_\_\_

# Lesson 14

## Exercise 1 Be a Word Master

Look at the ten words along the side of this page. These are the Master Words you will learn in this lesson. Underline the words in the list that you already know. Next, read the selection below. Pay special attention to the Master Words in bold type. Be ready to talk about these words in class.

### Master Words

fuming  
imposed  
opposition  
politely  
racism  
reserved  
responded  
segregated  
system  
witnessed

from *Martin Luther King, Jr.*  
by Herb Boyd

*Martin Luther King, Jr., was a great American who wanted all people to be treated fairly. As a little boy, Martin often saw his father stand up for the rights of black citizens.*

One of the most unforgettable examples Martin was given as a child was his father's active **opposition** to **racism** and unfair treatment of black people. Martin's father refused to ride the city buses, or obey the laws that **segregated**, or separated, black people from white people. There were many such laws at that time.

Martin often **witnessed** his father's refusal to follow these unfair laws their city **imposed**. One day Martin and his father were shopping in a shoe store when a sales clerk told them he could not wait on them because they were sitting in an area **reserved** for whites only.

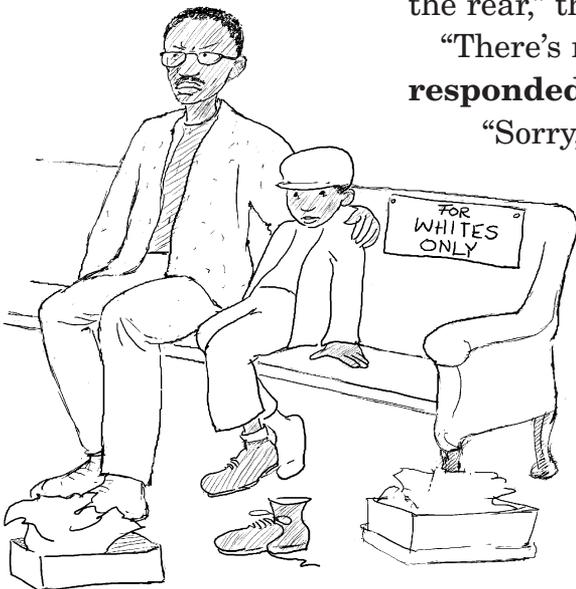
"I'll be happy to wait on you if you'll move to those seats in the rear," the sales clerk said **politely**.

"There's nothing wrong with these seats," Martin's father **responded**. "We're quite comfortable here."

"Sorry," said the clerk, "but you'll have to move."

"We'll either buy shoes sitting here," Martin's father said firmly, "or we won't buy shoes at all." He grabbed Martin's hand and they walked out of the store. Martin, Sr., was **fuming** with anger.

"I don't care how long they have had this **system**. I will never accept it," Martin, Sr., said, squeezing his son's hand as they hurried down the street.



## Exercise 2 Write Definitions

Use the dictionary at the back of this book to write a definition for each Master Word below. Remember, the dictionary usually lists only base words. You will not see words ending in *-ing*, *-ed*, or *-ly* as main entries. Look for *reserved* under **reserve**.

1. **fuming** \_\_\_\_\_

\_\_\_\_\_

2. **imposed** \_\_\_\_\_

\_\_\_\_\_

3. **opposition** \_\_\_\_\_

\_\_\_\_\_

4. **politely** \_\_\_\_\_

\_\_\_\_\_

5. **racism** \_\_\_\_\_

\_\_\_\_\_

6. **reserved** \_\_\_\_\_

\_\_\_\_\_

7. **responded** \_\_\_\_\_

\_\_\_\_\_

8. **segregated** \_\_\_\_\_

\_\_\_\_\_

9. **system** \_\_\_\_\_

\_\_\_\_\_

10. **witnessed** \_\_\_\_\_

\_\_\_\_\_

### Exercise 3 Use Context Clues

Fill in the blanks in the paragraph with the correct Master Words. Use context clues to help you choose the Master Word that fits best in the sentence.

#### Master Words

fuming	reserved
imposed	responded
opposition	segregated
politely	system
racism	witnessed



People who lived in the United States during the 1960s saw great change, and today many tell their grandchildren what they \_\_\_\_\_ . In many places in our country, blacks and whites were \_\_\_\_\_ by law. For example, blacks were often not allowed to attend the same schools or use the same restrooms as whites. This \_\_\_\_\_ of forced separation was seen by many as America's shame. It seemed wrong to have such laws \_\_\_\_\_ on one's countrymen. Many black people in the South showed their \_\_\_\_\_ to these laws by getting together and marching against \_\_\_\_\_. Blacks sat down in restaurants that were \_\_\_\_\_ for whites only. There, they \_\_\_\_\_ asked to be served. At first, many whites did not know what to think or do. Some of them \_\_\_\_\_ by \_\_\_\_\_ with anger and becoming violent. It was a difficult time, but blacks worked long and hard to change the hearts and minds of white America. Things did change, and today the old laws no longer exist.



## Word Attack! Synonyms

Good writers work hard to choose just the right words. For example, for the word *called*, a writer could use *cried*, *shouted*, *screamed*, or *roared*. These words are all *synonyms*—words with the same or similar meanings. Good writers choose the synonyms that create exact pictures. Thinking about synonyms can help you as you read new words and use them in your writing.

### Exercise 4 Use Synonyms

The following groups of words are synonyms. Answer each question by underlining the best word. The answer may or may not be a Master Word.

1. Underline the word that you would use to describe an angry person at a meeting.

**fuming**                  fussing                  upset                  unhappy

2. Underline the word you would use to describe a queen telling her people about a new law.

**responded**                  commanded                  ordered                  told

3. Underline the word you would use to describe putting students into reading groups.

**segregated**                  parted                  divided                  severed

4. Underline the word you would use to describe what a TV viewer did Friday night.

**witnessed**                  watched                  noticed                  looked

### Exercise 5 Find Word Relationships

Look at Pair 1 below. How does the first word in Pair 1 relate to the second word? Think: *Looked* is the same as *searched*. Then look at the second pair. Think: What Master Word means *saved*? The answer is: *reserved*. Complete all the pairs.

1. PAIR 1: looked, searched                  PAIR 2: saved, \_\_\_\_\_ *reserved* \_\_\_\_\_

2. PAIR 1: made, created                  PAIR 2: separated, \_\_\_\_\_

3. PAIR 1: tossed, threw                  PAIR 2: forced, \_\_\_\_\_

4. PAIR 1: noisily, loudly                  PAIR 2: nicely, \_\_\_\_\_

Write your own exercise for the Master Word *witnessed* on the lines below.  
Hint: Complete the second pair of words first. Then write the first pair.

PAIR 1: \_\_\_\_\_, \_\_\_\_\_

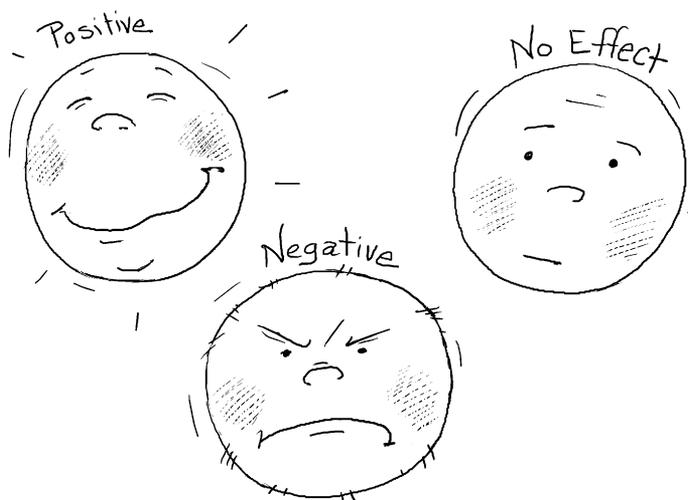
PAIR 2: \_\_\_\_\_, **witnessed**

## Exercise 6 Word Graphics: Positive/Negative Chart

Words stir up feelings. Some words stir up positive (good) feelings. *Kind, sweet,* and *good* are positive words. Other words stir up negative (bad) feelings. *Naughty, nasty,* and *smelly* are negative words. Still other words, such as *paper* and *say,* don't stir up feelings at all. Read over the list of Master Words below. Decide which are positive, which are negative, and which have no effect. List them in the proper columns in the chart below.

### Master Words

fuming  
imposed  
opposition  
politely  
racism  
reserved  
responded  
segregated  
system  
witnessed



Positive	Negative	No Effect

**Write Now!** On a separate sheet of paper, write about a time when you thought that you were treated unfairly. Use one or two Master Words in your writing.

## Exercise 7 Word Play: Silly Syllables

If you took the Master Words *responded* and *politely* and combined them into one long, silly word, this is what it might look like: **repolsponditeedly**. That's just what happened to the words below. See if you can find the two Master Words hidden in each silly word. Hint: The syllables for each word have been left in their original order. Just skip syllables to read each word. The first one has been done for you.

1. ~~sys~~fum~~tem~~ing

Master Word #1: \_\_\_\_\_ *system* \_\_\_\_\_

Master Word #2: \_\_\_\_\_ *fuming* \_\_\_\_\_

2. reracspondismed

Master Word #1: \_\_\_\_\_

Master Word #2: \_\_\_\_\_

3. witimnessedposed

Master Word #1: \_\_\_\_\_

Master Word #2: \_\_\_\_\_

4. segreregatserveded

Master Word #1: \_\_\_\_\_

Master Word #2: \_\_\_\_\_

5. oppoposilitelytion

Master Word #1: \_\_\_\_\_

Master Word #2: \_\_\_\_\_