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## Introducing *Vocabu-Lit*<sup>®</sup>

Although you have probably used vocabulary-building materials before, we think you will agree that this program is different. Using *Vocabu-Lit*<sup>®</sup>, your students will read interesting and exciting writing from some of the best and most famous writers. Students will study words in context, taking advantage of the way we naturally learn our language. Many of the exercises in *Vocabu-Lit*<sup>®</sup> will help your students use context clues from surrounding words and sentences to determine a word's meaning.

Using a variety of exercises as described below, students will learn ten words per lesson. By the end of the lesson, they should have full mastery of all ten words.

### Read the Passage

Each lesson begins with a selection from a book, story, biography, or nonfiction article. Students are encouraged to read straight through the selection, being aware of the ten Master Words in bold type. As they read the passage in Exercise 1, they will become acquainted with the Master Words in context. When they have finished reading the passage, be sure to take time to talk about it with them. Discuss the Master Words they encountered and the meanings of these words in the passage.

### Write Definitions

In Exercise 2, students will write definitions of the ten Master Words. Encourage them to use the dictionary at the back of the book. Sometimes the word will be a plural noun or a past-tense verb. Help students understand that such words will be listed in the dictionary as base words, not necessarily exactly as they appear in the passage. Help them write their own definitions based on how the words are used in the selection.

### Word Attacks!

On the third or fourth page of each lesson,

students are presented with a Word Attack! feature that teaches students strategies for reading and remembering words. Go over a few Word Attacks! with the students and discuss the information given. In the exercise that follows the Word Attack! students will practice the strategy. It would be helpful to go over one or two of these with the students also.

### Use Context Clues

In Exercise 3, students will examine Master Words in context—looking at the surrounding words and sentences for clues to meaning. They will write the word that best fits into the context of each sentence. Again, going over one or two of these exercises with the class as a whole will help them use context clues independently later.

### Use Synonyms or Use Antonyms

Exercise 4 invites students to work on either synonyms or antonyms of the words in the Master Word list for the lesson. Understanding and using synonyms and antonyms helps students enhance their vocabularies while also offering memory aids. Encourage students to use the dictionary to help with these exercises.

### Find Word Relationships

Exercise 5 may vary, but it will usually involve finding relationships between words. Students will use Master Words to complete these exercises. Here too, they may be working with synonyms and antonyms as well as cause-and-effect and other types of word relationships. In questions such as the following, students will encounter the rudiments of word analogies.

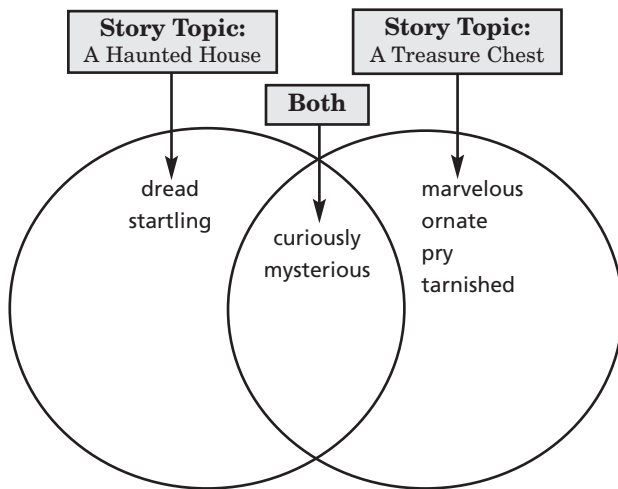
Day is to night as rich is to: penniless

Threw is to ball as launched is to kite.

PAIR 1: noisily, loudly, PAIR 2: nicely, politely

## Word Graphics

Exercise 6 always challenges students to think about the Master Words by using a graphic organizer. The organizers vary from lesson to lesson and are challenging, fun, and helpful in learning the Master Words. Below is an example.



## Write Now!

After every graphic organizer exercise students will encounter a Write Now! feature that asks them to write a few sentences or a paragraph related either to the selection, its theme, or their work on the graphic organizer. Write Now! gives students a chance to express themselves and encourages them to use the Master Words from the lesson. This is a good opportunity for you to assess their writing, their understanding of what they have read, and their understanding of the Master Words.

## Word Play

In Exercise 7, the final exercise, students use the Master Words to solve a variety of puzzles and to play games. Acrostics, crossword puzzles, word spirals, and other activities are offered. There are also more unusual puzzles that challenge students to arrange words by degree, play word associations, and complete word fact tables. Students will also be invited to write stories using some of their newly acquired vocabulary.

## Reviewing the Master Words

There are four review lessons in this book—lessons 5, 10, 15, and 20. These lessons test students' mastery of the vocabulary words from the previous lessons. They are asked to complete three or four different types of tests in each review. These lessons will help you pinpoint any words that your students still need to master.

# 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**.

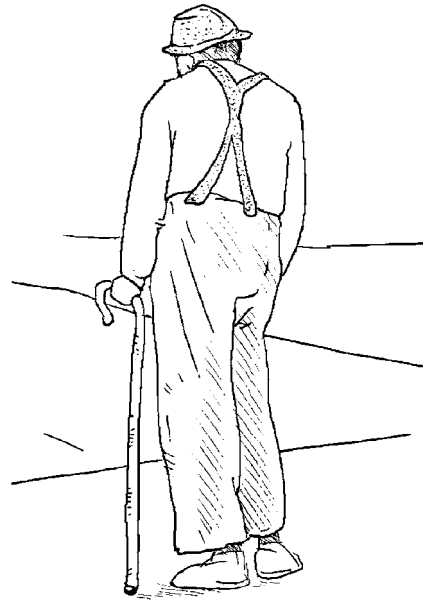
1. **advertisement** a notice that calls attention to a product or an event  
\_\_\_\_\_
2. **burst** to start doing something suddenly  
\_\_\_\_\_
3. **eagerly** in a way that shows interest or excitement  
\_\_\_\_\_
4. **feisty** very lively  
\_\_\_\_\_
5. **gently** softly or calmly  
\_\_\_\_\_
6. **handouts** money, food, or clothing given to someone in need  
\_\_\_\_\_
7. **harshly** cruelly or roughly  
\_\_\_\_\_
8. **rascal** troublemaker  
\_\_\_\_\_
9. **shuffling** dragging or scraping the feet while walking  
\_\_\_\_\_
10. **snored** breathed noisily while asleep  
\_\_\_\_\_

### 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 \_\_\_\_\_ burst \_\_\_\_\_ into tears when his balloon floated away.
2. The bent old man came \_\_\_\_\_ shuffling \_\_\_\_\_ slowly up the street.
3. Claire felt bad for getting angry and speaking \_\_\_\_\_ harshly \_\_\_\_\_ to her friend.
4. "Be careful around that horse," the farmer said. "He can get pretty \_\_\_\_\_ feisty \_\_\_\_\_ and start kicking!"
5. My dad always \_\_\_\_\_ snored \_\_\_\_\_ 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 \_\_\_\_\_ handouts \_\_\_\_\_ around here."
7. The students lined up \_\_\_\_\_ eagerly \_\_\_\_\_ for lunch. Today they would have their favorite meal—pizza.
8. "That boy is such a \_\_\_\_\_ rascal \_\_\_\_\_," Mrs. Jackson said. "He's eaten all the cookies again!"
9. Jesse handled the butterfly \_\_\_\_\_ gently \_\_\_\_\_ so that he wouldn't harm its wings.
10. I bought the shoes after seeing the \_\_\_\_\_ advertisement \_\_\_\_\_ 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.

- |                               |                |                         |                 |
|-------------------------------|----------------|-------------------------|-----------------|
| <u>  S  </u> 1. advertisement | announcement   | <u>  A  </u> 5. snored  | breathed easily |
| <u>  S  </u> 2. gently        | softly         | <u>  A  </u> 6. harshly | kindly          |
| <u>  A  </u> 3. handouts      | goods for sale | <u>  S  </u> 7. rascal  | troublemaker    |
| <u>  A  </u> 4. eagerly       | unwillingly    | <u>  A  </u> 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

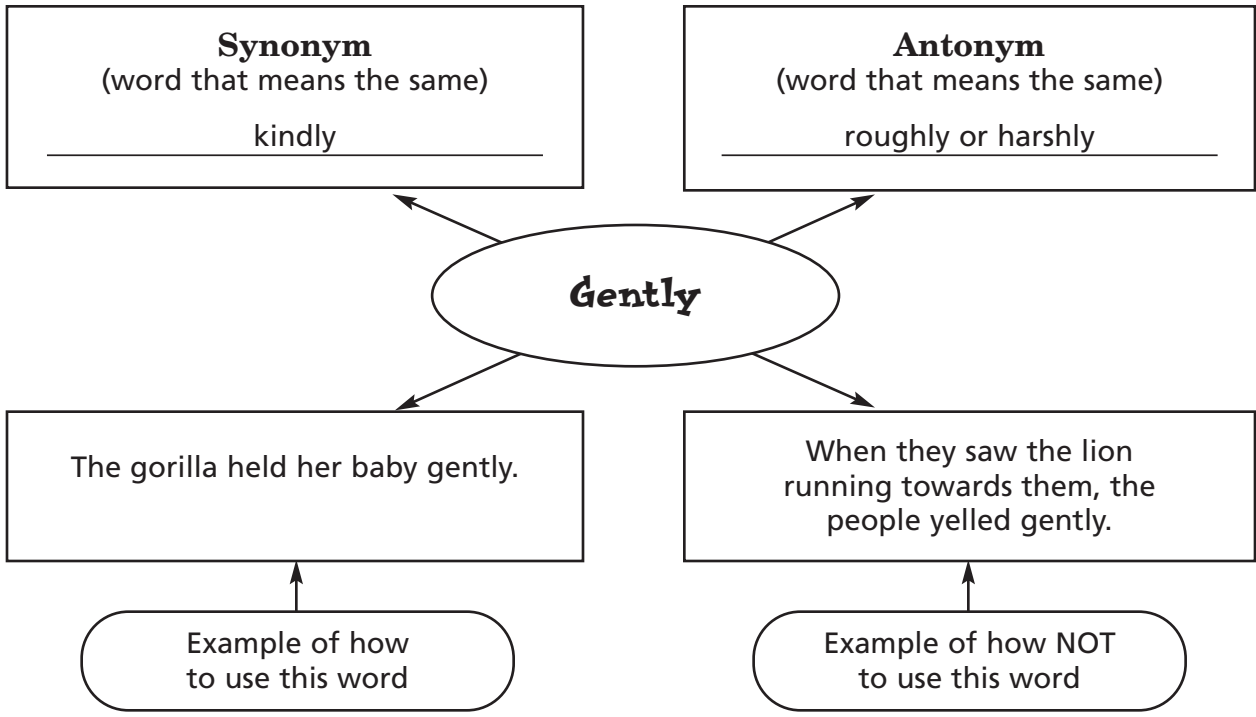
The Master Words in the box each have more than one meaning. Choose the meaning that best fits the words in bold type in each sentence. Write the letter of the meaning on the line.

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

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

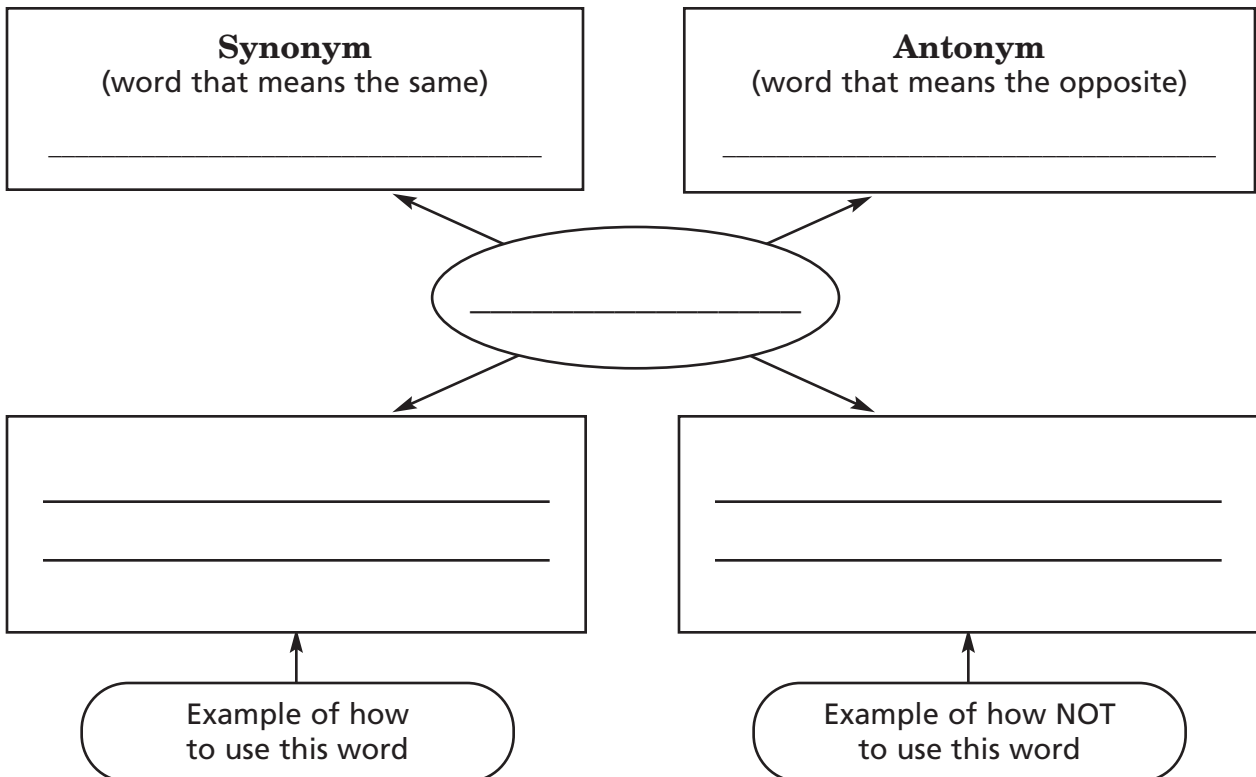
## Exercise 6 Word Graphics: Word Map

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.



Word maps will vary.

### Your Word Map



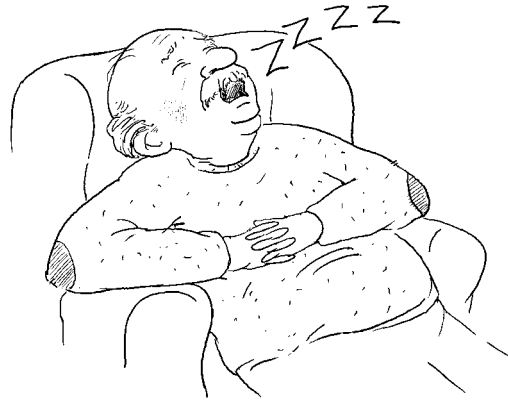


## Exercise 7 Word Play: Which Word Fits?

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



Answers will vary. Following are possibilities.

1. pop, balloon, explode    Master Word: burst

My balloon burst when it hit the lightbulb.

2. marching, walking, wandering    Master Word: shuffling

I was so tired that I was shuffling home.

3. freebies, gifts, giveaways    Master Word: handouts

The store gave out chips and other handouts.

4. trouble, naughty, teasing    Master Word: rascal

My little brother is a rascal who has no manners.

5. slept, dreamed, sound    Master Word: snored

My grandpa snored so loudly, we heard him outside.

6. roughly, cruelly, meanly    Master Word: harshly

I really hate it when people speak harshly to me.

# 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.

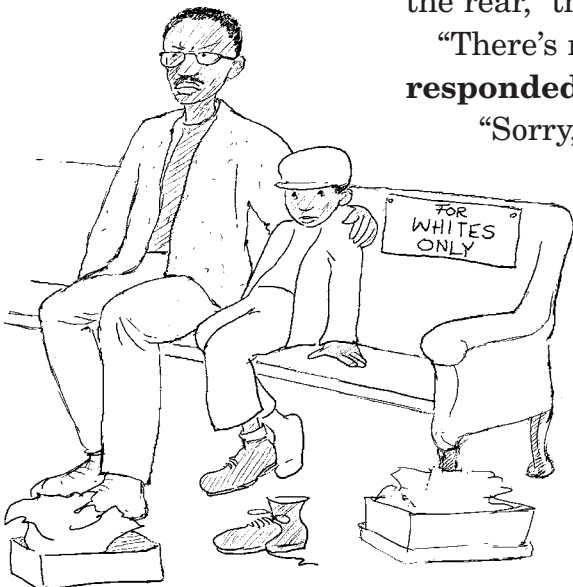
"I'll be happy to wait on you if you'll move to those seats in the rear," the sales clerk said **politely**.

"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** very angry  
\_\_\_\_\_
2. **imposed** forced to accept  
\_\_\_\_\_
3. **opposition** a feeling against someone or something  
\_\_\_\_\_
4. **politely** with good manners  
\_\_\_\_\_
5. **racism** the belief that one race is better than others  
\_\_\_\_\_
6. **reserved** set aside for someone  
\_\_\_\_\_
7. **responded** answered  
\_\_\_\_\_
8. **segregated** keeping people or things apart from the main group  
\_\_\_\_\_
9. **system** a way of getting things done  
\_\_\_\_\_
10. **witnessed** saw something happen  
\_\_\_\_\_

### 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 \_\_\_\_\_ witnessed \_\_\_\_\_. In many places in our country, blacks and whites were \_\_\_\_\_ segregated \_\_\_\_\_ by law. For example, blacks were often not allowed to attend the same schools or use the same restrooms as whites. This \_\_\_\_\_ system \_\_\_\_\_ of forced separation was seen by many as America's shame. It seemed wrong to have such laws \_\_\_\_\_ imposed \_\_\_\_\_ on one's countrymen. Many black people in the South showed their \_\_\_\_\_ opposition \_\_\_\_\_ to these laws by getting together and marching against \_\_\_\_\_ racism \_\_\_\_\_. Blacks sat down in restaurants that were \_\_\_\_\_ reserved \_\_\_\_\_ for whites only. There, they \_\_\_\_\_ politely \_\_\_\_\_ asked to be served. At first, many whites did not know what to think or do. Some of them \_\_\_\_\_ responded \_\_\_\_\_ by \_\_\_\_\_ fuming \_\_\_\_\_ 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.

Some of the answers may vary.

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, \_\_\_\_\_ segregated \_\_\_\_\_
3. PAIR 1: tossed, threw                  PAIR 2: forced, \_\_\_\_\_ imposed \_\_\_\_\_
4. PAIR 1: noisily, loudly                  PAIR 2: nicely, \_\_\_\_\_ politely \_\_\_\_\_

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: \_\_\_\_\_, \_\_\_\_\_

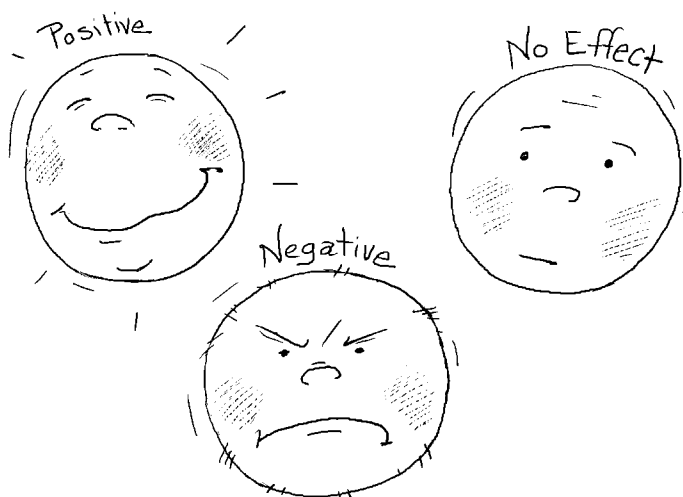
PAIR 2: \_\_\_\_\_, **witnessed**

## 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
politely	fuming	reserved
	imposed	responded
	opposition	system
	racism	witnessed
	segregated	

**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: \_\_\_\_\_ *responded* \_\_\_\_\_

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

3. witimnessedposed

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

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

4. segreregatserveded

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

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

5. oppoposilitelytion

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

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