

Vocabu-Lit[®]

Building Vocabulary Through Literature

Book **D**
Teacher Guide

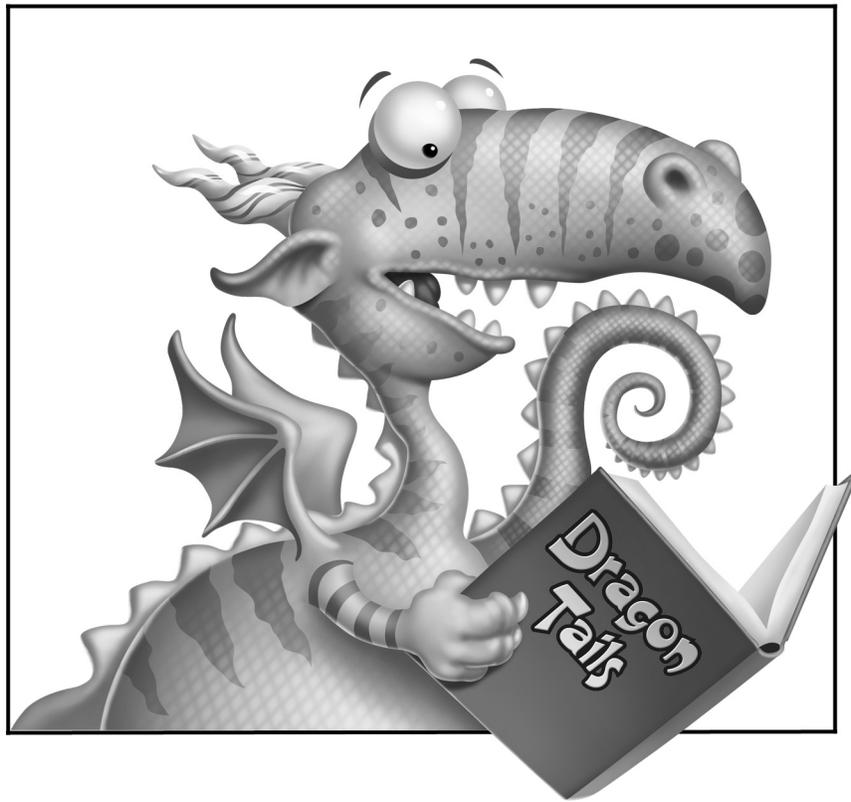
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Teacher Guide

Vocabu-Lit[®]

Building Vocabulary Through Literature



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Introducing *Vocabu-Lit*[®]

Although you have probably used vocabulary-building materials before, we think you will agree that this program is different. Using *Vocabu-Lit*[®], 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*[®] 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, essay, story, poem, or speech. 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 vocabulary as well as offering memory aids. Encourage students to use the dictionary to help with these exercises.

Find Word Relationships

Exercise 5 may vary but 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 what a series of words have in common or finding the word that doesn't belong in a group. In questions such as the following, students will encounter the rudiments of word analogies.

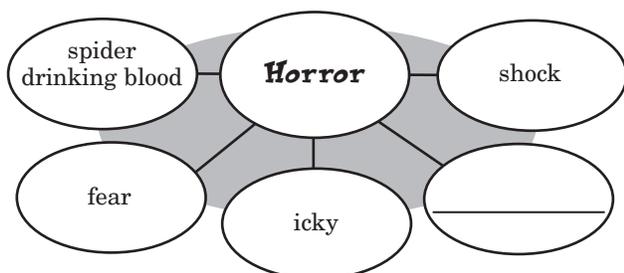
Electricity is to switch as water is to: spigot .

PAIR 1: criticize, encourage

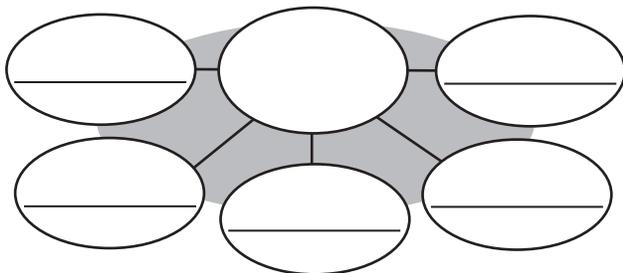
PAIR 2: give up, attempt

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 you might want to discuss with your students.



Your Web



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 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 6, 12, 18, and 24. These lessons test students' mastery of the vocabulary words from the previous lessons. The students are asked to complete four different types of tests in each review. These lessons will help you pinpoint any words that your students still need to master.

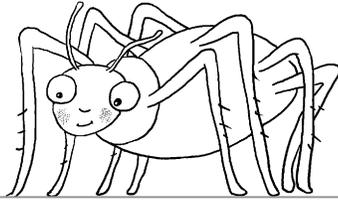
Lesson 1

Exercise 1 Be a Word Master

Look at the ten words in the box. These are the Master Words you will learn in this lesson. Underline the words 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

blundered	horror
careless	inheritance
detested	miserable
furiously	plunged
gloomily	trough



from *Charlotte's Web*

by E. B. White

A fly that had been crawling along Wilbur's **trough** had flown up and **blundered** into the lower part of Charlotte's web and was tangled in the sticky threads. The fly was beating its wings **furiously**, trying to break loose and free itself.

"First," said Charlotte, "I dive at him." She **plunged** headfirst toward the fly. As she dropped, a tiny silken thread unwound from her rear end.

"Next, I wrap him up." She grabbed the fly, threw a few jets of silk around it, and rolled it over and over, wrapping it so that it couldn't move. Wilbur watched in **horror**. He could hardly believe what he was seeing, and although he **detested** flies, he was sorry for this one.

"There!" said Charlotte. "Now I knock him out, so he'll be more comfortable." She bit the fly. "He can't feel a thing now," she remarked. "He'll make a perfect breakfast for me."

"You mean you *eat* flies?" gasped Wilbur.

"Certainly. Flies, bugs, grasshoppers, choice beetles, moths, butterflies, tasty cockroaches, gnats, midges, daddy longlegs, centipedes, mosquitoes, crickets—anything that is **careless** enough to get caught in my web. I have to live, don't I?"

"Why, yes, of course," said Wilbur. "Do they taste good?"

"Delicious. Of course, I don't really eat them. I drink them—drink their blood. I love blood," said Charlotte, and her pleasant, thin voice grew even thinner and more pleasant.

"Don't say that!" groaned Wilbur. "Please don't say things like that!"

"Why not? It's true, and I have to say what is true. I am not entirely happy about my diet of flies and bugs, but it's the way I'm made. A spider has to pick up a living somehow or other, and I happen to be a trapper. I just naturally build a web and trap flies and other insects. My mother was a trapper before me. Her mother was a trapper before her. All our family have been trappers. Way back for thousands and thousands of years we spiders have been laying for flies and bugs."

"It's a **miserable inheritance**," said Wilbur, **gloomily**.

Exercise 2 Write Definitions

Use the dictionary at the back of this book to write a definition for each Master Word below. Remember, you probably won't find words that end in *-ed* or *-ly* as main entries in the dictionary. Look under **blunder** for the word *blundered* and under **furious** for *furiously*.

1. **blundered** accidentally got caught up, stumbled

2. **careless** without thinking

3. **detested** hated

4. **furiously** in a very angry or fierce way

5. **gloomily** sadly, hopelessly, unhappily

6. **horror** shock and fear

7. **inheritance** something handed down from one who has died

8. **miserable** sad or unhappy

9. **plunged** moved suddenly or quickly

10. **trough** long narrow container from which animals eat

Word Attack! Context Clues

When you see a word you don't know, the words around it can help. These words give you clues to the word's meaning. For example, in the passage from *Charlotte's Web*, the words *trying to break loose and free itself* help you understand what *furiously* means. Practice using context clues in the exercise that follows.

Master Words

blundered	horror
careless	inheritance
detested	miserable
furiously	plunged
gloomily	trough

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 give you context clues. The first one has been done for you.

1. There were leftover bits of (hay and oats resting on the edge) of the horse's
_____ *trough* _____.
2. After he _____ blundered _____ into the middle of their argument, he wondered how he could have made such a (foolish mistake).
3. They had never felt so (cold, lonely) or generally _____ miserable _____ in their lives.
4. His (shaking hands and the fear in his eyes) showed the _____ horror _____ he tried to hide.
5. "No" he cried _____ furiously _____. "I am (far too angry) to calm down."
6. My friend's lovely (laugh) and good sense of (humor) are an _____ inheritance _____ (from her mother).
7. However much he had _____ detested _____ the man in the past, he could no longer hate him after all these years.
8. In their usual _____ careless _____ way, they had (failed to think through) the details of the plan.
9. His (mood was sad) as he sat _____ gloomily _____ (waiting for the bad news) to come.
10. She _____ plunged _____ into the crowd, startling everyone with her (sudden) (movements).

Exercise 4 Use Synonyms

Circle the word or phrase below each sentence that means the same as the Master Word in the sentence.

1. Her job was to dump the food scraps into the pigs' **trough**.

shelter feedbox garbage

2. She **plunged** ahead even though she was afraid and wanted to hold back.

rushed swam hesitated

3. Athletic ability was the **inheritance** he received from his grandfather.

good luck something handed down something needed

4. She meant no harm. It was simply a **careless** mistake.

planned cruel thoughtless

5. They **blundered** in and had trouble getting out of the messy situation.

walked quietly accidentally got involved protested with eagerness

Exercise 5 Find Word Relationships

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 the word on the line.

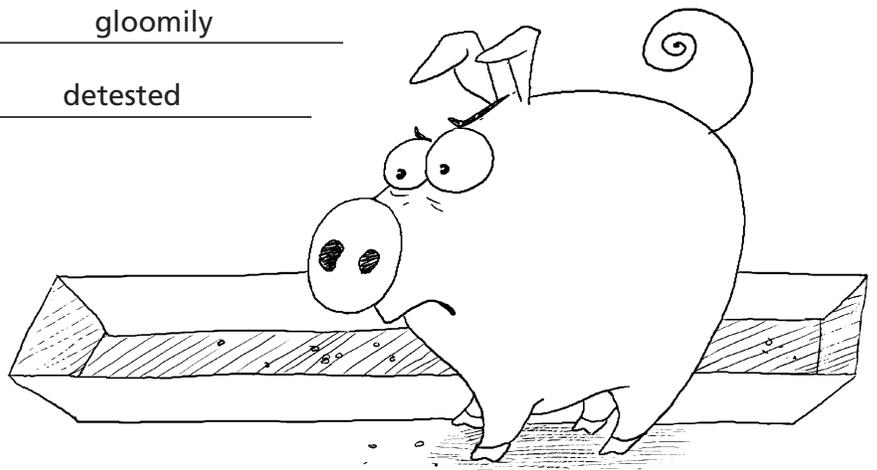
1. sad, unhappy, upset _____ miserable _____

2. angrily, fiercely, violently _____ furiously _____

3. fear, terror, shock _____ horror _____

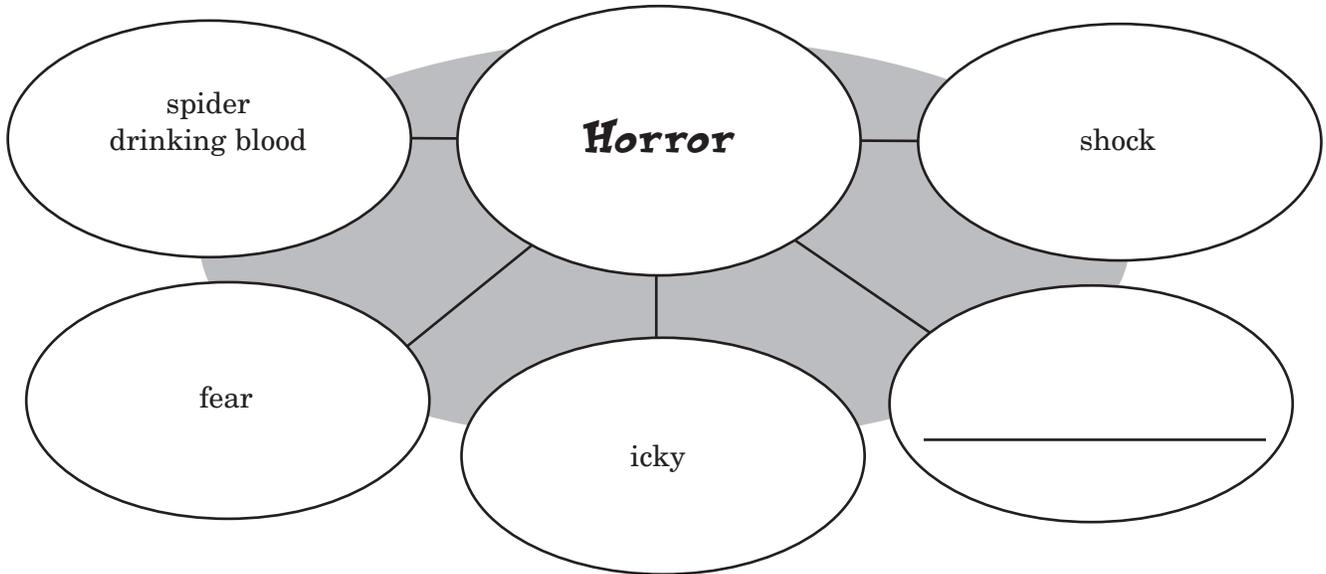
4. sadly, hopelessly, joylessly _____ gloomily _____

5. hated, disliked, scorned _____ detested _____



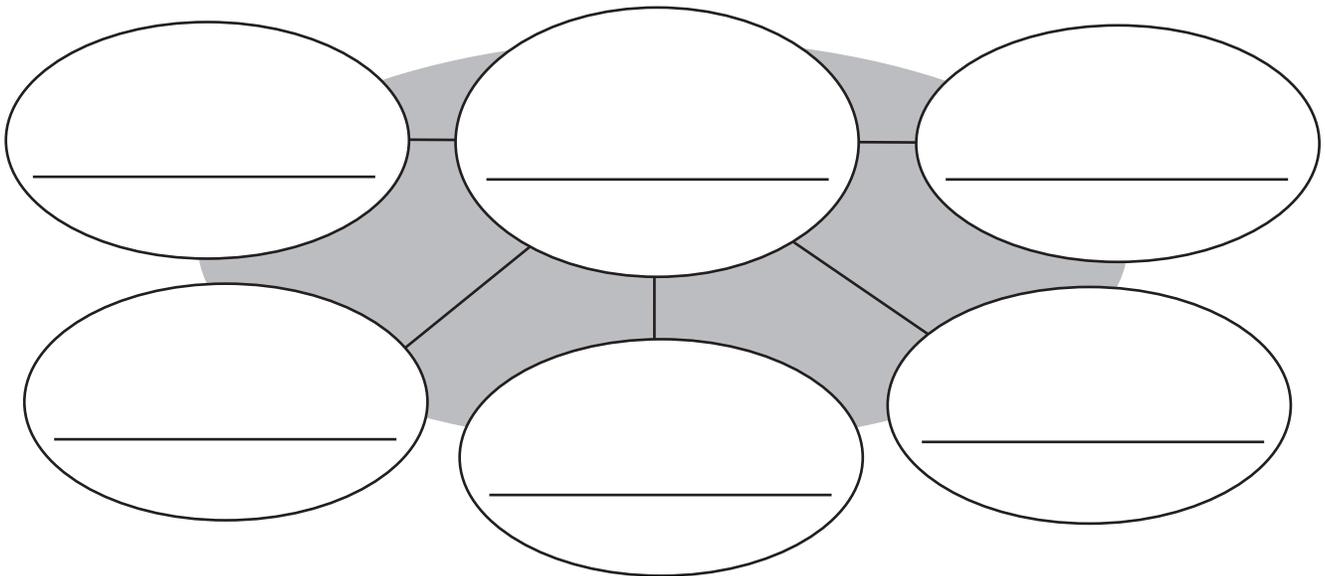
Exercise 6 Word Graphics: Word Web

A word web can help you think about what you've learned. Look at the web below. The Master Word *horror* from this lesson helped you understand Wilbur's feelings about Charlotte's life. Finish the web and then create one of your own using a different Master Word.



Answers will vary.

Your Web



Write Now! Imagine that you've had a nightmare. On a separate piece of paper, use as many Master Words as you can in a description of your dream.

Students' writing should contain a description of a nightmare and use at least two or three Master Words in doing so.

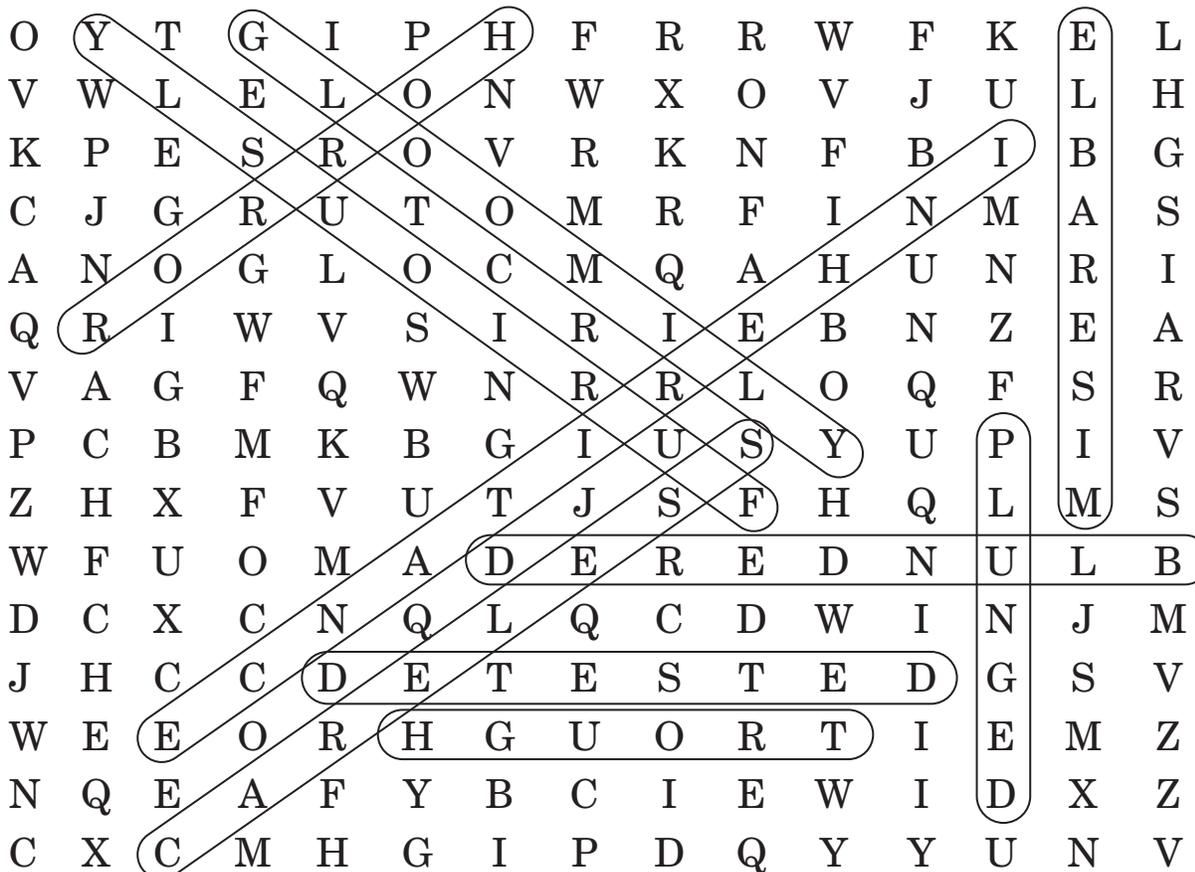
Exercise 7 Word Play: Word Search

Find each of the Master Words in the word search puzzle below. Words may be written across, down, backward, or diagonally.



Master Words

blundered	horror
careless	inheritance
detested	miserable
furiously	plunged
gloomily	trough



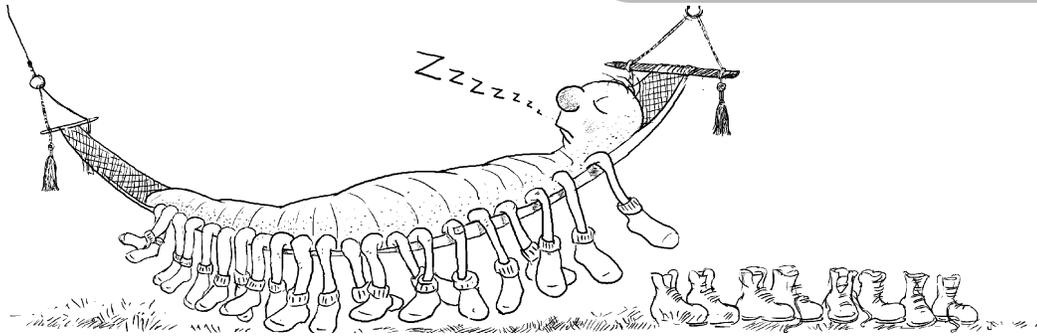
Lesson 16

Exercise 1 Be a Word Master

Look at the ten words in the box. These are the Master Words you will learn in this lesson. Underline the words 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

ambled	frantically
coiled	hammock
complicated	mumbling
crouching	snoring
drowsily	wheezing



from **James and the Giant Peach**

by Roald Dahl

James worked away **frantically** on the Centipede's boots. Each one had laces that had to be untied and loosened before it could be pulled off, and to make matters worse, all the laces were tied up in the most terrible **complicated** knots that had to be unpicked with fingernails. It was just awful. It took about two hours. And by the time James had pulled off the last boot of all and had lined them up in a row on the floor—twenty-one pairs altogether—the Centipede was fast asleep.

"Wake up, Centipede," whispered James, giving him a gentle dig in the stomach. "It's time for bed."

"Thank you, my dear child," the Centipede said, opening his eyes. Then he got down off the sofa and **ambled** across the room and crawled into his **hammock**. James got into his own hammock—and oh, how soft and comfortable it was compared with the hard bare boards that his aunts had always made him sleep upon at home.

"Lights out," said the Centipede **drowsily**.

Nothing happened.

"Turn out the light!" he called, raising his voice.

James glanced round the room, wondering which of the others he might be talking to, but they were all asleep. The Old-Green-Grasshopper was **snoring** loudly through his nose. The Ladybug was making whistling noises as she breathed, and the Earthworm was **coiled** up like a spring at one end of his hammock, **wheezing** and blowing through his open mouth. As for Miss Spider, she had made a lovely web for herself across one corner of the room, and James could see her **crouching** right in the very center of it, **mumbling** softly in her dreams.

Exercise 2 Write Definitions

Use the dictionary at the back of this book to write a definition for each Master Word below. Remember, these words will be listed as base words. You will seldom find words ending in *-ed* or *-ing*. Look under **crouch** to find *crouching*.

1. **ambled** walked slowly and calmly

2. **coiled** rolled into loops

3. **complicated** difficult because of its many parts

4. **crouching** bending low

5. **drowsily** sleepily

6. **frantically** with wild emotion, in a very upset way

7. **hammock** cloth bed hung from supports at each end

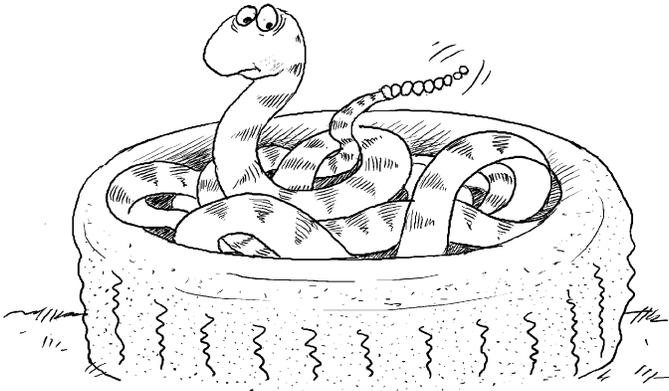
8. **mumbling** speaking softly and unclearly, muttering

9. **snoring** breathing loudly in sleep

10. **wheezing** breathing with a whistling sound

Exercise 3 Use Context Clues

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



Master Words

ambled	frantically
coiled	hammock
complicated	mumbling
crouching	snoring
drowsily	wheezing

1. The snake was _____ **coiled** _____ **(inside the tire)**; its **(loops)** made it hard to guess its length.
2. He **(rocked lazily)** in the _____ **hammock** _____, enjoying the light breeze.
3. They **(got in each other's way searching)** _____ **frantically** _____ for the missing key.
4. It was a beautiful spring day, and **(nothing worried her)** as she _____ **ambled** _____ slowly through the sunlit park.
5. She **(couldn't sleep)** because her friend was _____ **snoring** _____ loudly in the next bed.
6. **(The classroom was warm and the lesson was dull)** She looked _____ **drowsily** _____ out the window instead of paying attention.
7. He was clearly **(not well, coughing)** and _____ **wheezing** _____ as if he **(could not catch his breath)**.
8. The route was full of _____ **complicated** _____ turns, so they **(followed the map closely)**.
9. He **(thought he was hidden)** from view, but they could see him _____ **crouching** _____ **(behind the bush)**.
10. The old man was _____ **mumbling** _____, so we **(couldn't make out what he was saying)**.

Word Attack! Synonyms

Synonyms are words or phrases that have the same or similar meanings. *Shy* and *bashful* are synonyms, as are *pity* and *sympathy*. When you come across new words, a good way to understand and remember them is to think of synonyms for them. You may not know the word *coiled*, but you probably know what *rolled* means. Practice using synonyms in the exercise that follows.

Exercise 4 Use Synonyms

Circle the word or phrase below each sentence that means the same as the Master Word in the sentence.

1. She climbed **drowsily** into bed, forgetting to turn out the light.

(sleepily) frantically gloomily

2. The two friends **ambled** home from school, taking their time and enjoying being together.

raced crept nervously (walked slowly)

3. He threw his clothes on, **frantically** worried that he would be late.

calmly happily (wildly)

4. He didn't know how to explain. The reasons were so **complicated** that he wasn't sure his friends would understand.

clear (difficult) lucky

5. The child was **crouching** down to tie his shoe when the dog ran into him.

(bending) jumping crying

Exercise 5 Find Word Relationships

Draw a line connecting each Master Word on the left to the word group on the right that it fits with best.

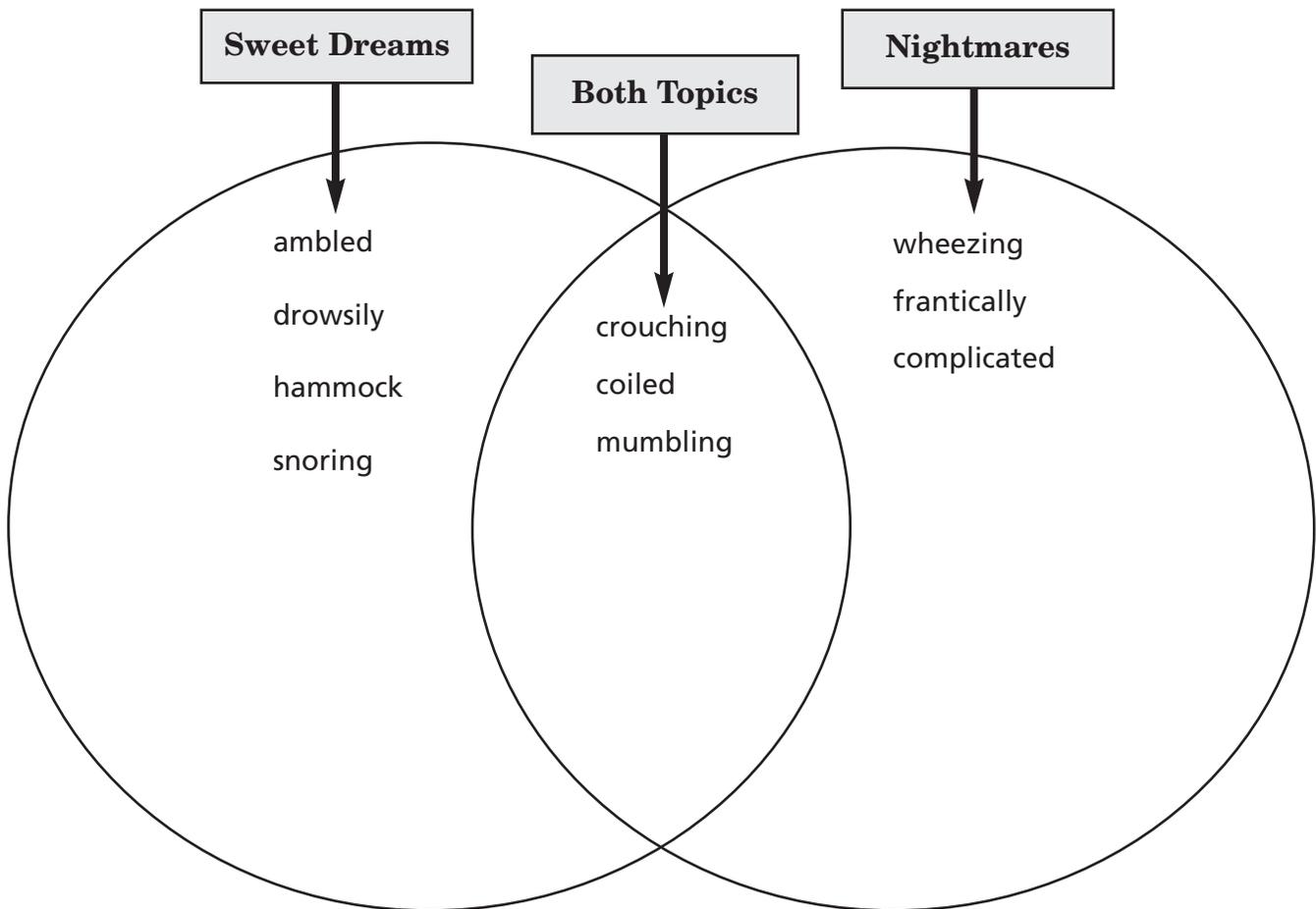
coiled	coughing, sneezing, choking
hammock	snake, rope, hose
mumbling	bed, cot, bunk
wheezing	sleeping, dreaming, napping
snoring	talking, muttering, whispering

Exercise 6 Word Graphics: Topic Circles

Some words fit together to suggest a topic or idea. For example, if you were talking about a picnic, you might use words like *blanket*, *sandwich*, *ants*, and *grill*. The topic circles below are labeled “Sweet Dreams” and “Nightmares.” List the Master Words that you might use in describing each. Then list the Master Words that might relate to both topics.

Master Words

ambled complicated drowsily hammock snoring
coiled crouching frantically mumbling wheezing



Write Now! Help! Your father has too much pressure at work and is very nervous. On another sheet of paper, write your plan to help him have a relaxing Saturday afternoon. Use as many Master Words as you can.

Exercise 7 Word Play: Letter Tiles

Rearrange the letter tiles to form definitions of the Master Words. The number of words in each definition is given in parentheses. The first one is done for you.

Example

complicated (1 word)

if	d	lt	cu	fi
d	if	fi	cu	lt

ambled (2 words)

lk	lo	ed s	wly	wa
wa	lk	ed s	lo	wly

hammock (3 words)

lot	han	ed	ging c	h b
han	ging c	lot	h b	ed

coiled (3 words)

o loo	led i	ps	rol	nt
rol	led i	nt	o loo	ps