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Building Vocabulary Through Literature

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Building Vocabulary Through Literature



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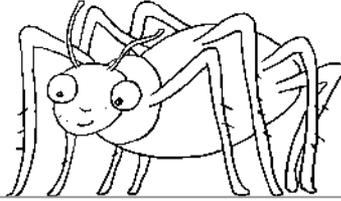
Lesson 1

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** _____

2. **careless** _____

3. **detested** _____

4. **furiously** _____

5. **gloomily** _____

6. **horror** _____

7. **inheritance** _____

8. **miserable** _____

9. **plunged** _____

10. **trough** _____

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 _____ 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 _____ in their lives.
4. His shaking hands and the fear in his eyes showed the _____ he tried to hide.
5. "No!" he cried _____. "I am far too angry to calm down."
6. My friend's lovely laugh and good sense of humor are an _____ from her mother.
7. However much he had _____ the man in the past, he could no longer hate him after all these years.
8. In their usual _____ way, they had failed to think through the details of the plan.
9. His mood was sad as he sat _____ waiting for the bad news to come.
10. She _____ into the crowd, startling everyone with her sudden movements.

Exercise 4 Use Synonyms

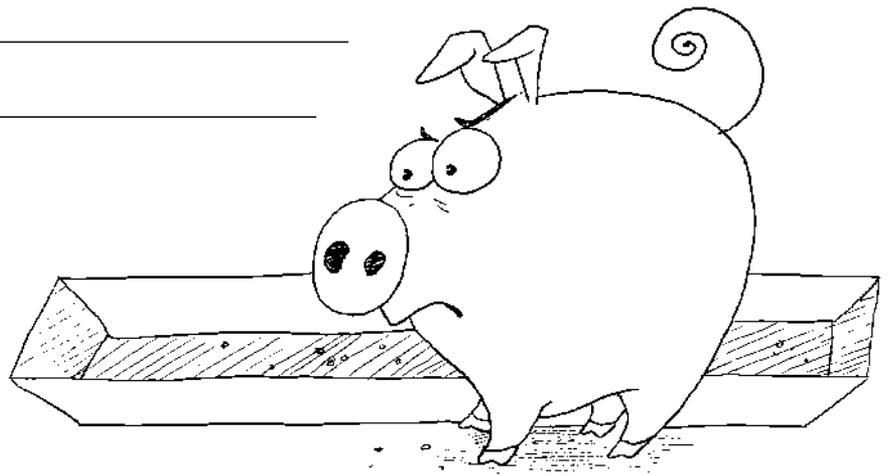
Circle the word or phrase below each sentence that means the same as the Master Word in the sentence.

- Her job was to dump the food scraps into the pigs' **trough**.
shelter feedbox garbage
- She **plunged** ahead even though she was afraid and wanted to hold back.
rushed swam hesitated
- Athletic ability was the **inheritance** he received from his grandfather.
good luck something handed down something needed
- She meant no harm. It was simply a **careless** mistake.
planned cruel thoughtless
- 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

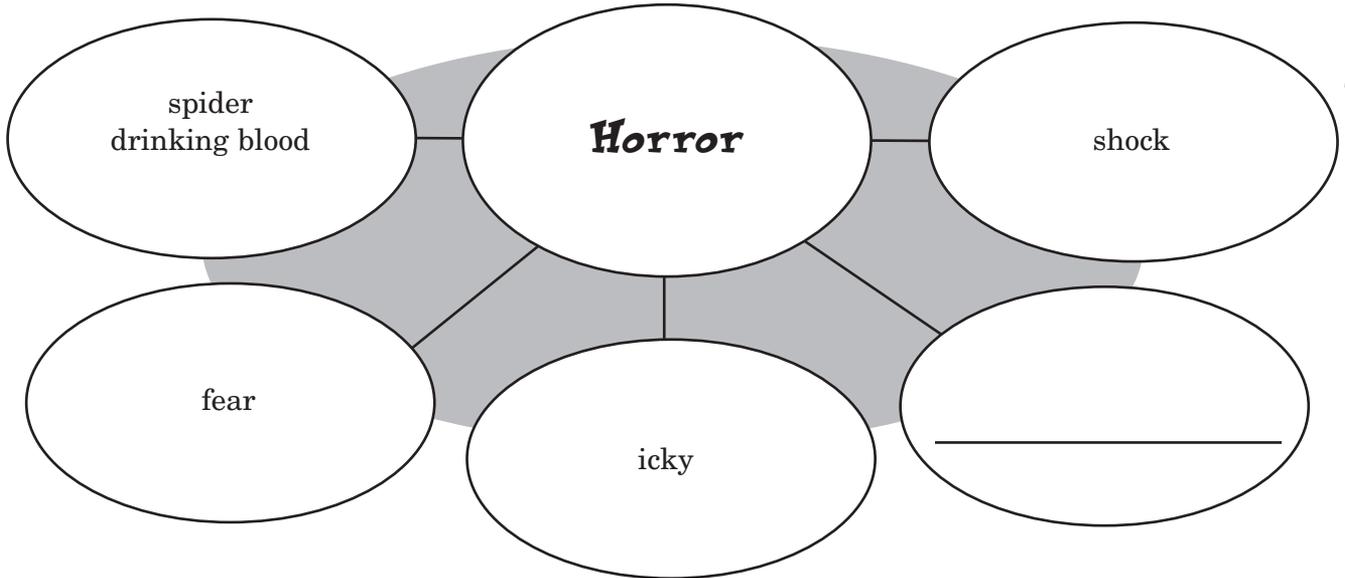
Below are groups of words. Think about what the words in each group have in common. Then choose a Master Word that best fits in each group. Write the word on the line.

- sad, unhappy, upset _____
- angrily, fiercely, violently _____
- fear, terror, shock _____
- sadly, hopelessly, joylessly _____
- hated, disliked, scorned _____

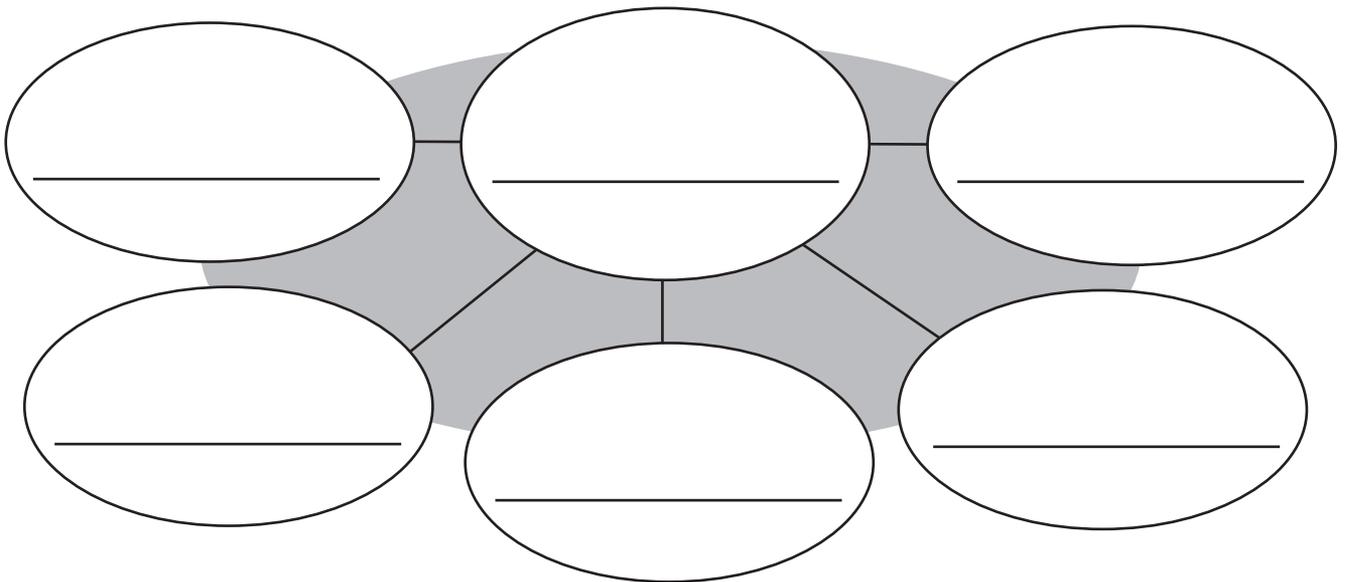


Exercise 6 Word Graphics: Word Web

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.



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.

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

O	Y	T	G	I	P	H	F	R	R	W	F	K	E	L
V	W	L	E	L	O	N	W	X	O	V	J	U	L	H
K	P	E	S	R	O	V	R	K	N	F	B	I	B	G
C	J	G	R	U	T	O	M	R	F	I	N	M	A	S
A	N	O	G	L	O	C	M	Q	A	H	U	N	R	I
Q	R	I	W	V	S	I	R	I	E	B	N	Z	E	A
V	A	G	F	Q	W	N	R	R	L	O	Q	F	S	R
P	C	B	M	K	B	G	I	U	S	Y	U	P	I	V
Z	H	X	F	V	U	T	J	S	F	H	Q	L	M	S
W	F	U	O	M	A	D	E	R	E	D	N	U	L	B
D	C	X	C	N	Q	L	Q	C	D	W	I	N	J	M
J	H	C	C	D	E	T	E	S	T	E	D	G	S	V
W	E	E	O	R	H	G	U	O	R	T	I	E	M	Z
N	Q	E	A	F	Y	B	C	I	E	W	I	D	X	Z
C	X	C	M	H	G	I	P	D	Q	Y	Y	U	N	V

Lesson 2

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

attempt	hoarse
bogged	lure
encouragement	skittered
fresh	tenacity
frustrated	zooming

from *Soccer Scoop*

by Matt Christopher

Mac Williams is the Cougars' goalkeeper in this important soccer game against the Blue Sox. He tries hard to help his team.

Halfway through the second half of the game, the scoreboard still read, Cougars 1, Blue Sox 1. Scoring had **bogged** down, and neither side seemed able to get the ball into the net.

The coach had changed his forward line now. He had taken Dougie from the center and put him into the left wing position. With his usual **tenacity**, Dougie managed to set up one goal **attempt** after another. But save after save followed.

Frustrated by the lack of scoring, Mac started calling out **encouragement**. Only now he had to yell loud to be heard at the opposite end of the field, where so much of the action was taking place.

He was practically **hoarse** when the game turned in his direction. A loose ball **skittered** into the far corner. Billy chased it, got control, and turned to boot it upfield.

To Mac's horror, Billy sent the ball into the middle of the field instead of up the lines. Two Blue Sox midfielders were ready and waiting. They brought the ball right down to the penalty area¹ and lined up a shot.

Mac did his best to read them, but these were two new guys **fresh** off the bench. He faked a little in one direction, hoping to **lure** the ball the other way, but it was no use. From an angle just off center, the ball went **zooming** across him into the far corner of the net for a goal.

Now the scoreboard read, Blue Sox 2, Cougars 1.



¹ The penalty area on a soccer field is 12 yards in front of the goal. When a foul occurs, a free shot on the goal may be awarded to the fouled player from the penalty area.

Exercise 2 Write Definitions

Use the dictionary at the back of this book to write a definition for each Master Word below. Remember, you will probably not find words ending in *-ed* or *-ing* as main entries in the dictionary. Look under **bog** to find *bogged*.

1. **attempt** _____

2. **bogged** _____

3. **encouragement** _____

4. **fresh** _____

5. **frustrated** _____

6. **hoarse** _____

7. **lure** _____

8. **skittered** _____

9. **tenacity** _____

10. **zooming** _____

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.

Master Words

attempt	hoarse
bogged	lure
encouragement	skittered
fresh	tenacity
frustrated	zooming



1. They called for help (so long and so loudly) that their voices grew hoarse.
2. The teacher worried that the students would get _____ down and fail to make progress if they didn't finish the project before the holidays.
3. He was suspended for _____ down the hallway at a fast clip on his scooter.
4. Even without sleep, a bit of food and a shower made him feel _____.
5. They had to admire his _____. He simply refused to give up!
6. She worried that he would _____ her into telling her secret with his crafty ways.
7. He had to at least try to make a/an _____ to climb the mountain.
8. The bag tore open and the candy _____ across the table, making a light tapping sound.
9. After missing the goal, she heard her friends call, "Good try," and she appreciated their _____.
10. She felt so _____. No matter how hard she tried, she simply couldn't get it right.

Word Attack! Synonyms

Synonyms are words or phrases that have the same or similar meanings. When you're learning new words, a good way to understand and remember them is to think of synonyms for them. You may not know the word *tenacity*. But you probably know what *determination* or *persistence* means. So, to remember *tenacity*, think *determination*! 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.

- The rabbit quickly **skittered** out of the cage and around the corner.
disappeared crawled skipped
- Our planning meeting **bogged** down under the weight of disagreement and arguments.
frustrated damaged slowed
- What they lacked in skill, they made up for in **tenacity**.
determination carelessness dishonesty
- Her New Year's resolution was to not let her friends **lure** her into gossip.
discourage lead criticize
- His cold was better, but his voice was still **hoarse**.
rough high clear

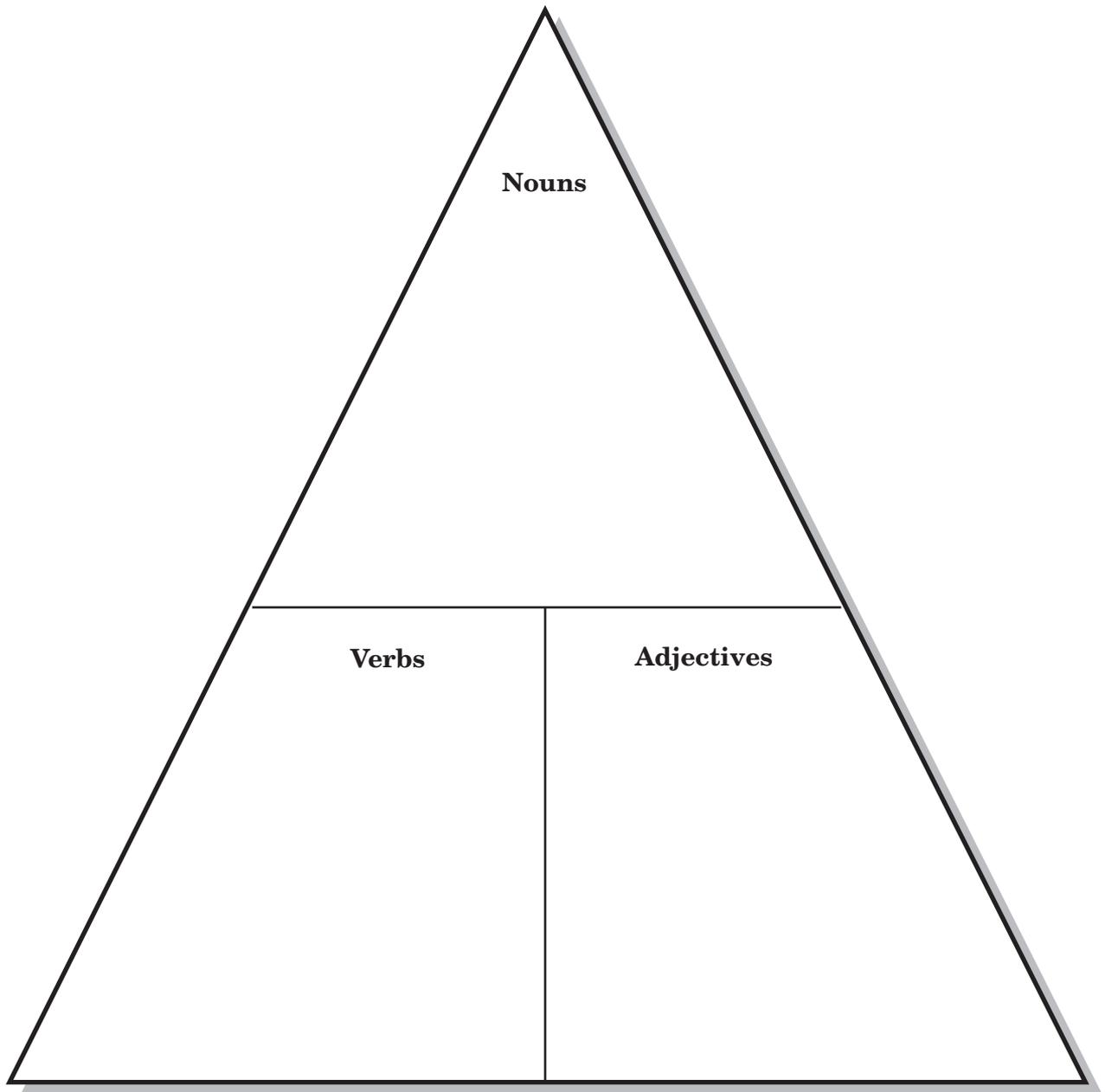
Exercise 5 Find Word Relationships

Look at the first pair of words below—Pair 1. How does the first word in this pair relate to the second? Think: *Criticize* is the opposite of *encourage*. Then look at the second pair. Think: What is the opposite of *give up*? The answer is *attempt*. Write the word on the line. The first one is done for you.

- PAIR 1: criticize, encourage PAIR 2: give up, *attempt*
- PAIR 1: anger, happiness PAIR 2: criticism, _____
- PAIR 1: slow, crawling PAIR 2: fast, _____
- PAIR 1: success, happy PAIR 2: failure, _____
- PAIR 1: gloomy, cheerful PAIR 2: tired, _____

Exercise 6 Word Graphics: Parts of Speech Triangle

Write each Master Word in the correct part of the triangle below, based on the way it is used in this lesson.



Write Now! Pretend that you are the sports reporter for your school newspaper. On a separate sheet of paper, write a brief account of a school sporting event, using at least four of the Master Words from this lesson.

Exercise 7 Word Play: Decoding

Try to decode a message. First, fill in the blank in each sentence with the appropriate Master Word. Then arrange the circled letters to spell out the coded message.

Hint: Think of something Mac might have shouted during the game in *Soccer Scoop*.

Master Words

attempt	encouragement	frustrated	lure	tenacity
bogged	fresh	hoarse	skittered	zooming

1. It's hard to catch a baseball as it goes _____ _____ by.
2. The pitcher hoped to _____ the runner into trying to steal home.
3. If he didn't _____ _____ to make this shot now, time would run out.
4. The crowd shouted _____ _____ in spite of his earlier mistakes.
5. The players were no longer _____, and they had only one substitute.
6. The hockey puck _____ _____ across the ice and into the goal.
7. He was exhausted, but his _____ _____ paid off as he approached the finish line ahead of the competition.
8. It was hard not to cheer, but she had to sing a solo that night and couldn't afford to have a _____ _____ voice.
9. The jockey would have to be clever. This was the part of the track where his horse often got _____ _____ down.
10. If she let herself feel _____ _____, she'd never be able to finish the game.

Arrange the circled letters to complete a three-word cheer.

_____, _____!

Lesson 3

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

abruptly	hesitated
autograph	mattress
bunk	paused
eased	tackled
glancing	withdrew

from *The Pinballs*

by Betsy Byars

Harvey and Thomas J shared the room across the hall. It had bunk beds. Because of his broken legs Harvey got the bottom **bunk**. He **eased** himself down on the **mattress** and looked up at the springs.

Thomas J **paused** beside the bed. Every night at the Bensons' he had said his prayers like the twins did—on his knees beside the bed, arms out straight as boards, fingers pointed up. He felt shy about praying in front of Harvey.

"What are you standing there for?" Harvey asked, **glancing** at him.

"Nothing."

Still Thomas J **hesitated**. The habit to pray was strong. Harvey was still looking at him, waiting. **Abruptly** Thomas J climbed up the ladder to his bed.

"Do you want to know how I broke my legs?" Harvey asked.

Thomas J was on his knees in the upper bunk. "Yes," he answered.

"I was playing football—quarterback—and I got **tackled** too hard." He stared down at his casts, at his pink toes. "Everyone was going to **autograph** my casts—all my friends—but I had to come here before they could."

"That's too bad," Thomas J said. He was still in praying position, but he eased back onto his heels. "You know, bones break very easily. You can break bones just walking down a path."

"Oh, I don't know about that," Harvey said.

"Yes, it really can happen." Thomas J leaned over the edge of the bunk and looked at Harvey. "The Benson twins—that's who I lived with before I came here—both broke their hips just walking down a path to the house. They slipped."

"Oh, well, yeah, sure, if they slipped."

"That's why I had to come here. They're both in the hospital."

"I had to come here because there was no one at home to take care of me."

"How about your mother?"

"My mom doesn't live with us anymore."

"Oh." Thomas J waited, watching Harvey, but Harvey had no more to say. After a moment, Thomas J **withdrew** to his bunk.

Exercise 2 Write Definitions

Use the dictionary at the back of this book to write a definition for each Master Word below. Remember, words ending in *-ly*, *-ed*, or *-ing* will generally not be listed as main entries in the dictionary. Look under **abrupt** for *abruptly*. Look under **withdraw** for *withdrew*.

1. **abruptly** _____

2. **autograph** _____

3. **bunk** _____

4. **eased** _____

5. **glancing** _____

6. **hesitated** _____

7. **mattress** _____

8. **paused** _____

9. **tackled** _____

10. **withdrew** _____

Exercise 3 Use Context Clues

Tell whether each of the Master Words is used correctly in the sentences below. Write *C* for correct or *I* for incorrect. The first one is done for you.

- C 1. She hoped that a new **mattress** would help her sleep better at night.
2. He ran after the quarterback and **tackled** him before he reached the goal line.
3. In his rush to make it to class on time, he **paused** around the corner.
4. We couldn't believe our luck when our favorite singer agreed to **autograph** the program.
5. The team **withdrew** down the field, moving toward the goal with determination.
6. She was afraid of heights. She didn't even like to sleep in the top **bunk**.
7. Pushing her way through the crowd, she **eased** and elbowed to the front.
8. The murmur of the flowing river lulled them **abruptly** to sleep.
9. The two couldn't seem to speak, but kept **glancing** shyly at each other.
10. In his confusion, he **hesitated** a moment too long and missed his opportunity.



Word Attack! Antonyms

Antonyms are words that mean the opposite of one another. Sometimes a good way to understand and remember new words is to think of antonyms for them. It may be easier to remember what a word is *not*, rather than what it *is*. You may not have heard the verb *eased* before, but you might remember it if you picture it as the opposite of *shoved* or *forced*. Practice using antonyms in the following exercise.

Exercise 4 Use Antonyms

Circle the word or phrase that means the opposite of the Master Word in each sentence.

1. She couldn't help **glancing** at him, but she hoped he wouldn't notice.

winking peeking staring

2. The teacher **paused**, not sure what to say next.

continued stopped joked

3. After stating their demands, they turned **abruptly** and marched out of the room.

gradually angrily suddenly

4. The troops **withdrew** to make a new plan of attack.

surrendered advanced consulted

5. He **hesitated** briefly before regaining his courage.

stopped held back rushed ahead

Master Words

abruptly

autograph

bunk

eased

glancing

hesitated

mattress

paused

tackled

withdrew

Exercise 5 Find Word Relationships

Below are groups of words. Think about what the words in each group have in common. Then choose one or more Master Words that fit in each group. Write all the appropriate Master Words on each line.

1. suddenly, strongly, surprised _____

2. smoothly, gently, softly _____

3. cot, bed, crib _____

4. shy, uncertain, fearful _____

5. photograph, game ball, greeting card, cast _____

Exercise 6 Word Graphics: Word Map

A word map can help you think about what you have learned. Complete the map below by responding to the ideas about the Master Word *tackled*.

Is this a good definition for *tackled*?

“Attacked strongly or fiercely”

Yes _____ No _____

Which of the following are things that might be *tackled*? Check those that you choose.

An opposing football player _____

Someone who is sick _____

Someone committing a crime _____

A small child _____

A difficult problem _____

A breakable statue _____

----- **Master Word** _____ tackled -----

Use *tackled* in a sentence.

Draw a picture that shows the meaning of the word *tackled*.

Now choose another Master Word from the list and make a map for it.

What is the definition of the word?

List some things you associate with the word.

----- **Master Word** _____ -----

Use the Master Word in a sentence.

Draw a picture that shows the meaning of the Master Word.

Write Now! Imagine that you have a chance to meet the person who is your greatest hero—someone you never dreamed you would meet. On a separate sheet of paper, write a short account of your meeting, using as many of the Master Words as you can.

Lesson 4

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

classic	flexibility	roles
coachman	involved	survey
convention	myth	
discussion	particularly	

from “Smith College Commencement Speech”
by Robert Fulghum

The first story comes from a friend of mine who is a kindergarten teacher—one of the best. She was asked at a teacher’s **convention** if she would have her class act out some **myth**, fairy tale, or other good story. So being the good teacher that she was, instead of deciding herself, she went to the students, her kindergarten class, and said, “The teachers would like us to act something out. What would you like to do?” And after a lot of **discussion**, not to anybody’s real surprise, they picked something very old. A story that the whole human race knows. They picked that **classic** old chestnut of “Cinderella.”

It is interesting to note in passing that no matter when the **survey** is taken, that remains the most popular fairy tale for all ages. In the United States of America at least.

It was a good choice on the part of the children because there are lots of **roles** in “Cinderella.” And lots of **flexibility**. So there was this sorting out that had to be done: Who wanted to be Cinderella—all the girls wanted to be the princess—and who wanted to be the **coachman**, and on and on. As the children received a role and sorted this out among themselves, they were labeled as useful in what their role was and sent over to the side of the room. Until there was only one child left: a small kid, tubby, not **particularly involved** with the other kids in the class—in fact, sometimes teased—sort of a different kid. The teacher could not say why, but he was not quite like the rest. So she said to him—his name was Norman—“Norman, what are you going to be?” “Well,” said Norman, “I think I will be the pig.” The teacher said, “Norman, there is no pig in the story of ‘Cinderella.’” And Norman said, “Well, there is now.”

So they left it to Norman as to what was the pig’s part. I mean, no one quite knew how to fit a pig into the story of “Cinderella.” It turns out that Norman knew exactly what his part was. It was one of the great walk-on parts¹ of all time.

¹ A walk-on is a small part or a brief appearance in a play or other production.

Exercise 2 Write Definitions

Use the dictionary at the back of this book to write a definition for each Master Word below. Remember, plural words or words ending in *-ed* will generally not be listed as main entries in the dictionary. Look under **involve** to find *involved*. Look under **role** to find *roles*.

1. **classic** _____

2. **coachman** _____

3. **convention** _____

4. **discussion** _____

5. **flexibility** _____

6. **involved** _____

7. **myth** _____

8. **particularly** _____

9. **roles** _____

10. **survey** _____

Exercise 3 Use Context Cues

Draw connecting lines from the Master Words on the left to the sentences where they fit best on the right. Write the Master Word on the line. The first sentence has been done for you.

classic

1. The class decided to take a survey to see how people in the school felt about the new rules.

coachman

2. While they didn't usually see movies, this new movie was _____ interesting because it was about their favorite sport.

convention

3. The article was written to disprove the _____ about a gigantic creature living in the lake.

discussion

4. The participants all dressed like Mr. Spock for the Star Trek _____.

flexibility

5. The parents looked for a school that would offer their child the _____ to use her varied talents.

involved

6. The _____ looked dignified as he showed tourists the sights of the city.

myth

7. There were too many _____ in the play. Where would they find all those actors?

particularly

8. They agreed that the only way to solve their problem was to have a long _____ in which they honestly expressed their thoughts.

roles

9. The new boy sat alone again. How could they get him _____ with the group?

survey

10. He loved his beautiful _____ car, which became more valuable every year.

Exercise 4 Use Synonyms

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

- Students with their own ideas appreciated the teacher's **flexibility**.
strictness ability to change lack of rules good humor
- It was a **particularly** beautiful flower, perfectly formed and colorful.
slightly sadly unusually partly
- The best part of being a **coachman** was seeing different parts of the city.
driver rich man servant trainer
- They were sad to learn that the story was only a **myth** and not real.
lie mistake folktale poem
- Out of the **discussion** came a plan that was better than their separate ideas.
talk silence fighting idea

Master Words

classic
coachman
convention
discussion
flexibility
involved
myth
particularly
roles
survey

Word Attack! Multiple Meanings

Many words in our language can mean more than one thing. The word *flexibility*, for example, can mean "the ability to bend" or "the ability to change." The second meaning is the one you found in the selection in this lesson. Being aware that a single word can have different meanings will help you as you read. If the meaning you know doesn't make sense, try to apply another meaning.

Exercise 5 Find Multiple Meanings

Think about the meanings of the words in bold type below. Decide which word in the pair has the same meaning as your Master Word and which does not. Write **MW** next to the sentence that has the same meaning as the Master Word. Write **MM** next to the word that has a different meaning.

- a. Her favorite actor and actress play the leading **roles** in the movie. _____
b. His uncles' **roles** in the family included being babysitters and housekeepers. _____
- a. The young architect longed to see the **classic** architecture of Rome and Greece. _____
b. This issue of *Wonder Woman* is considered a true **classic** comic book. _____
- a. His favorite class was a general **survey** course of American history. _____
b. They took a **survey** to see which soap the general public preferred. _____
- a. My chores **involved** cooking, making the beds, and cleaning my room. _____
b. He hadn't wanted to be **involved** with this group, but they made him feel welcome. _____
- a. Students loved the annual teachers' **convention** because they got a holiday. _____
b. They followed **convention** in treating prisoners well. _____

Exercise 6 Word Graphics: Syllables/Parts-of-Speech Chart

Complete the following charts by entering each Master Word on the appropriate line of each chart. The first chart shows words by the number of syllables in each; the second by parts of speech. An example is shown in each.

Number of Syllables

1

roles, myth

2

3

5

Parts of Speech

verb

involved

adverb

adjective

noun

Write Now! On a separate sheet of paper, use as many Master Words as you can to write a scene from a play titled *Cinderella's Pig*.

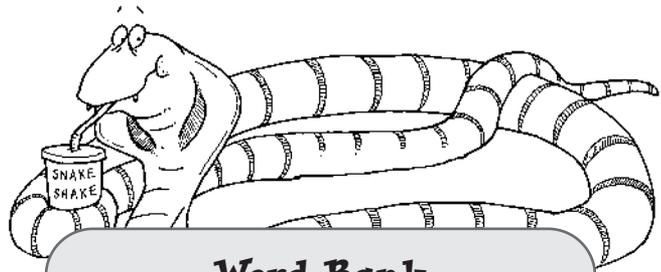
Exercise 7 Word Play: Hink Pinks

A hink pink is a phrase made up of two words that rhyme. For example, “If a cobra likes an ice-cream drink with lunch, you’d call the drink a...”

Answer: snake shake.

Master Words

classic	involved
coachman	myth
convention	particularly
discussion	roles
flexibility	survey



Word Bank

buffet	moles'
detention	nobility
fifth	percussion
Jurassic	

Combine your Master Words with words from the Word Bank to complete the following hink pinks. An example is done for you.

1. If two drummers send messages back and forth with their drums, you might say they are having a percussion discussion.
2. When the whole class has to stay after school for breaking the rules, you might call it a _____.
3. A movie script calls for small mammals that burrow underground to play parts. The director advertises for several open _____.
4. Stegosaurus, one of everyone’s favorite dinosaurs, might be called a _____.
5. If the king is willing up to give up his crown in order to marry the woman he loves, you might say he shows _____.
6. You’ve already read four ancient tales of fantasy. You might say that you are now starting your _____.
7. If your class decides to take a poll of students’ favorite foods, you might title it a _____.

Lesson 5

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

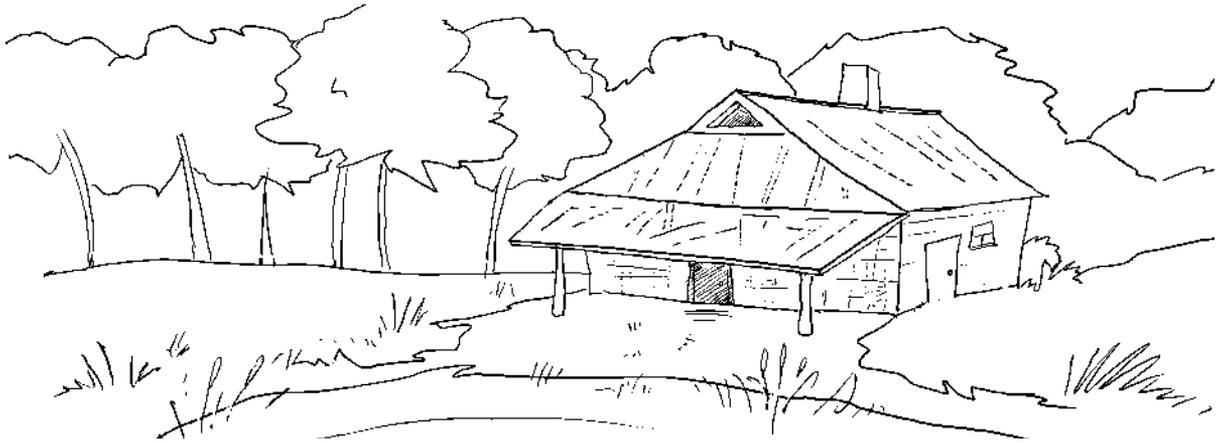
aimlessly	perilous
assaults	pitiless
eddies	scoured
fortress	strewn
indomitable	submission

from *Tuck Everlasting*
by Natalie Babbitt

Winnie had grown up with order. She was used to it. Under the **pitiless** double **assaults** of her mother and grandmother, the cottage where she lived was always squeaking clean, mopped and swept and **scoured** into limp **submission**. There was no room for carelessness, no putting things off until later. The Foster women had made a **fortress** out of duty. Within it, they were **indomitable**. And Winnie was in training.

So she was unprepared for the homely little house beside the pond, unprepared for the gentle **eddies** of dust, the silver cobwebs, the mouse who lived—and welcome to him!—in a table drawer. There were only three rooms. The kitchen came first, with an open cabinet where dishes were stacked in **perilous** towers without the least regard for their varying dimensions. There was an enormous black stove, and a metal sink, and every surface, every wall, was piled and **strewn** and hung with everything imaginable, from onions to lanterns to wooden spoons to washtubs. And in a corner stood Tuck's forgotten shotgun.

The parlor came next, where the furniture, loose and sloping with age, was set about helter-skelter. An ancient green-plush sofa lolled alone in the center, like yet another mossy fallen log, facing a soot-streaked fireplace still deep in last winter's ashes. The table with the drawer that housed the mouse was pushed off, also alone, into a far corner, and three armchairs and an elderly rocker stood about **aimlessly**, like strangers at a party, ignoring each other.



Exercise 2 Write Definitions

Use the dictionary at the back of this book to write a definition for each Master Word below. Remember, you will probably not find plural words or words ending in *-ly* as main entries in the dictionary. Look under **eddy** to find *eddies* and under **aim** to determine the meaning of *aimlessly*.

1. **aimlessly** _____

2. **assaults** _____

3. **eddies** _____

4. **fortress** _____

5. **indomitable** _____

6. **perilous** _____

7. **pitiless** _____

8. **scoured** _____

9. **strewn** _____

10. **submission** _____

Exercise 3 Use Context Cues

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.

Master Words

aimlessly	perilous
assaults	pitiless
eddies	scoured
fortress	strewn
indomitable	submission



1. (No mercy!) Her attitude was as pitiless as if she had never made a mistake herself.
2. Their _____ was complete when they turned over the keys to the castle gate to their captors.
3. The pathway was _____ with flowers, scattered there to welcome the new queen.
4. Little _____ of whirling sand warned of the oncoming storm.
5. It would, he warned, be a _____ journey—full of hardship and danger.
6. He had tried every trick he knew to win her, but she was _____.
7. The bottom of the pan showed fine scratches where it had been _____ over and over.
8. His body had suffered many _____, from illness to injury.
9. Their beliefs gave them a sense of safety as strong as any _____.
10. They wandered _____, with no goal in mind, enjoying the spring weather.

Exercise 4 Use Synonyms

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

- It was sad to watch their hero perform this act of **submission**.
giving up bravery kindness
- The science experiment disappeared down the laboratory drain in swirling **eddies**.
slow drips floods circling currents
- He was a man of action and **indomitable** strength.
evil unbeatable reducing
- The children ran to their father as if he were a **fortress** that would shelter them forever.
magician strong warrior safe place
- The general didn't know how many **assaults** the city could take before it fell.
attacks treasures enemies

Word Attack! Added Endings

When you come upon a new word, look for added endings. Be aware of what the endings do to the base word. For example, the ending *-ly* might tell you that the word is an adverb meaning "in a [certain] way" *Sadly* means "in a *sad* way." The ending *-ous* is added to nouns to create adjectives that mean "full of" or "like." *Joyous* means "full of *joy*" and *thunderous* means "like *thunder*." An *-ed* or *-n* added to the end of a verb often means that the action happened in the past: *Play* becomes *played*, and *sew* becomes *sewn*. Some word endings change the meaning of the word. For example, adding *-less* to the word *mercy* changes the meaning to "without *mercy*."

Exercise 5 Look for Added Endings

Add the proper endings to each base word to create a Master Word. Write the meaning of the Master Word in the last column (use the dictionary in this book for help). The first one is done for you.

Base Word	Part of Speech	Master Word	Part of Speech	Master Word Means
scour	verb	<i>scoured</i>	verb	<i>cleaned</i>
peril	noun		adjective	
strew	verb		verb	
pity	noun		adjective	
aim	noun		adverb	

Exercise 6 Word Graphics: Word Types

Some words, like *mother* and *cottage*, are things. Other words, like *mopped* and *swept*, are action words. Other words tell what kind of things: *little* house and *silver* cobwebs. Finally, some words tell how an action is done: lolled *alone*.

Read the sentences below. Decide what type of word the Master Word in bold type is. List each of the ten Master Words in the correct column in the table.

1. Under the **assaults** of the wreaking crew, the building was knocked down in a day.
2. An old rocking chair stood **aimlessly** in the corner.
3. The greasy oven was **scoured** until it had a bright glow.
4. Years of training resulted in the bear's complete **submission**.
5. The wind picked up, and **eddies** of snow swirled through the street.
6. The **pitiless** villain took the hero's last dollar.
7. No invaders could break through the **indomitable** castle walls.
8. Cups and saucers were arranged in **perilous** stacks.
9. All of the child's clothes and toys were **strewn** about the house.
10. She devoted herself to her poetry, which became her **fortress**.

Words that Are Things	Words that Show Action
1. _____	1. _____
2. _____	2. _____
3. _____	_____
4. _____	_____
Words that Tell What Kind of Things	Words that tell How An Action Is Done
1. _____	1. _____
2. _____	_____
3. _____	_____
_____	_____

Write Now! Choose two of the Master Words above. On a separate sheet of paper, write two sentences. Use one word in the first sentence and the other word in the second sentence.

Exercise 7 Word Play: Imaginary Titles

Below are titles of imaginary books. Circle the Master Word most likely to be included in each book.

1. *The Meanest Fourth Grade Teacher Ever*

strewn pitiless fortress

2. *A Day in the Life of the Cleaning Lady*

scoured submission assaults

3. *Ten of the Bravest People in the World*

strewn eddies indomitable

4. *Tornadoes, Hurricanes, and Other Dizzying Disasters*

eddies aimlessly submission

5. *My Brother, the King of Clutter*

perilous pitiless strewn

6. *How to Win Without Fighting*

fortress submission indomitable

7. *Why Do I Need a Goal?*

strewn assaults aimlessly

Now make up titles of books that might include the three Master Words you did not circle above.

1. _____

2. _____

3. _____

Test-Taking Tip

Skip any questions you are not sure about. Answer the ones you are sure you know. Then go back and try to answer the ones you skipped.

Master Words

aimlessly	horror
blundered	inheritance
classic	roles
convention	trough
eddies	zooming

Part 1 Context Clues Fill in each blank with the Master Word that best completes the sentence.

1. Stop _____ down the sidewalk on your skateboard or you'll knock someone down!
2. Where will we find enough people with talent to fill the _____ for our musical?
3. He had _____ into another dangerous situation, and this time he didn't know how he would get out.
4. As the swirling _____ of rain whirled from the clouds, the friends ran for cover.
5. After hitting his head, he stumbled _____ for a moment, then sat down.
6. He realized that his _____ from his grandfather included his appearance as well as his personality.
7. The pigs grunted noisily as they pushed their way to the _____.
8. The sheer _____ of what she had seen gave her nightmares for years.
9. The fan club had grown so large that they now held an annual _____ in the city.
10. He decided to stick with the _____ look of dress slacks and a sport coat for the job interview.

Part 2 Antonyms Draw a line connecting each Master Word in the left column to its antonym in the right column.

abruptly	advanced
careless	careful
encouragement	cheerfully
fresh	continued
glancing	criticism
gloomily	gradually
miserable	joyful
paused	resistance
submission	staring
withdrew	tired

Part 3 Synonyms and Antonyms Mark each statement *T* if it is true and *F* if it is false.

- | | |
|---|--|
| _____ 1. <i>Determination</i> means the opposite of <i>tenacity</i> . | _____ 6. Someone who is indomitable is weak. |
| _____ 2. To <i>attempt</i> means to “give up.” | _____ 7. <i>Merciless</i> is a synonym for <i>pitiless</i> . |
| _____ 3. Assaults are the same as attacks. | _____ 8. <i>Paused</i> and <i>hesitated</i> are antonyms. |
| _____ 4. To lure someone is to attract or tempt. | _____ 9. <i>Involved</i> is an antonym for “left out.” |
| _____ 5. <i>Adored</i> means the opposite of <i>detested</i> . | _____ 10. <i>Perilous</i> means “dangerous.” |
-

Part 4 Word Relationships Circle the word below that best fits in each group.

- pilot, driver, conductor
survey coachman eddies fortress
 - legend, tall tale, fairy tale
myth survey bunk biography
 - skipped, bounced, trotted
tackled bogged plunged skittered
 - pillow, blanket, headboard
hoarse eased mattress autograph
 - talk, sharing, plans
roles discussion submission eased
-

Lesson 7

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

arroyo	mouth
biome	percent
climates	sources
environments	spring
evaporates	tributaries

from *Rivers*

by Jane Hurwitz

The Birth of a River

Over 70 **percent** of the Earth is covered with water. Oceans, lakes, and rivers surround us. However, only 3 percent of this water is fresh. Most of this freshwater is frozen. It is found as ice and snow on mountaintops or at the North and South Poles.

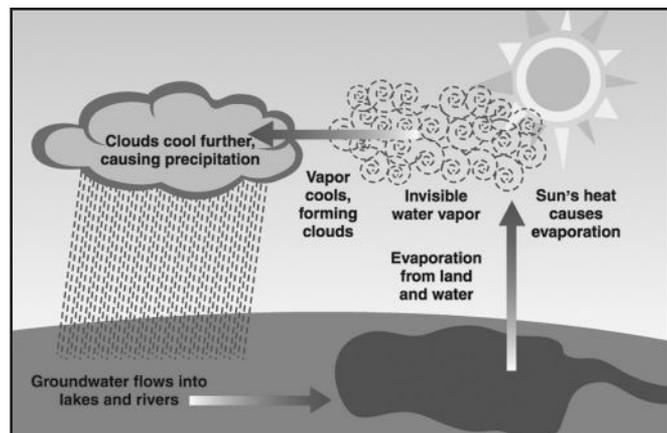
Freshwater is water that doesn't contain salt. When salt water from the oceans **evaporates** into the air, the salt is left behind. When the water falls again as rain or snow, it returns as freshwater.

Freshwater flowing across the earth has many names. *River, stream, creek, brook, runoff,* and **arroyo** are some of them. While each of these **sources** is a part of the freshwater community, or **biome**, there are differences among them. Some are larger than others. Some are found in different **environments** or **climates**. Some move slowly and calmly, while others may roar and rush through an area with great force.

Rivers and streams may also begin from a **spring**. A spring is a source of freshwater flowing out of the ground. Springs form when rainwater or melting snow cannot sink deeply into the earth. This often happens in the mountains where layers of rock prevent water from moving downward into the ground. Instead, the water flows sideways until it springs out of the earth.

Some rivers have a source that is easy to locate. The Ganges River in India starts from the melting water in an ice cave in the mountains of the Himalayas. Other rivers, such as the Amazon in South America, have so many **tributaries** that it is hard to point to a single source.

As a river moves toward its **mouth**, more and more tributaries join with it. Creeks, streams, and smaller rivers flow into the larger river. By the time it empties into a lake or an ocean, a river has come a long way from its small beginnings.



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 plural words listed as main entries. Look for *tributaries* under the word **tributary**.

1. **arroyo** _____

2. **biome** _____

3. **climates** _____

4. **environments** _____

5. **evaporates** _____

6. **mouth** _____

7. **percent** _____

8. **sources** _____

9. **spring** _____

10. **tributaries** _____

Exercise 3 Use Context Cues

Each sentence below contains a Master Word in bold type. Read the sentence, looking for context clues. Circle the letter in front of the word or phrase that has the same meaning as the Master Word.

- In this **biome**, the birds depended on having worms to eat.
 - manmade food chain
 - highly developed zoo
 - climate
 - community of plants and animals
- One summer, we followed the Mississippi River from its source to its **mouth**.
 - ending
 - beginning
 - lips
 - spring
- It was hard to imagine that this small **spring** could become the mighty river that carried ships across the country.
 - metal spiral
 - small pond
 - bubbling ground water
 - sudden jump
- They were disappointed to get only six **percent** of the votes in the election.
 - one-hundredths
 - examples
 - supporters
 - thousands
- Finding the **arroyo** in the desert was a great relief to the thirsty travelers.
 - river
 - biome
 - store
 - climate
- They found that the birds' **environments** affected how many offspring they would have.
 - sources
 - systems of flight
 - special living conditions
 - springs
- He arranged to get college credit for tracing the **sources** of several major rivers during his summer break.
 - beginnings
 - endings
 - currents
 - wildlife
- Water **evaporates** into the air and falls back to the earth as rain.
 - bubbles
 - springs
 - disappears as gas
 - turns to ice
- The hardest thing about their trip was packing clothes for different **climates**.
 - weather patterns
 - biomes
 - seasons
 - cultural variety
- On their canoe trip, they planned to explore several **tributaries** of the Amazon River.
 - native populations
 - food chains
 - special features
 - small feeder rivers

Word Attack! Specialized Vocabulary

Many jobs, hobbies, or subjects of study use special words. It is important to know these special words in order to understand what you are reading. You may know the word *spring* as meaning "hop" or "jump," but to understand the selection *Rivers*, you had to know another meaning: "water that comes up from the ground." As you read, always be aware of how familiar words may be used in special ways.

Exercise 4 Use Specialized Vocabulary

Match each Master Word on the left with its use in relationship to rivers on the right.

mouth	bubbles up from the ground
climates	starting points for rivers
sources	empties into ocean
spring	flows through dry areas
tributaries	changes into a gas
arroyo	weather patterns
evaporates	feed larger rivers
environments	living conditions

Master Words

arroyo
biome
climates
environments
evaporates
mouth
percent
sources
spring
tributaries

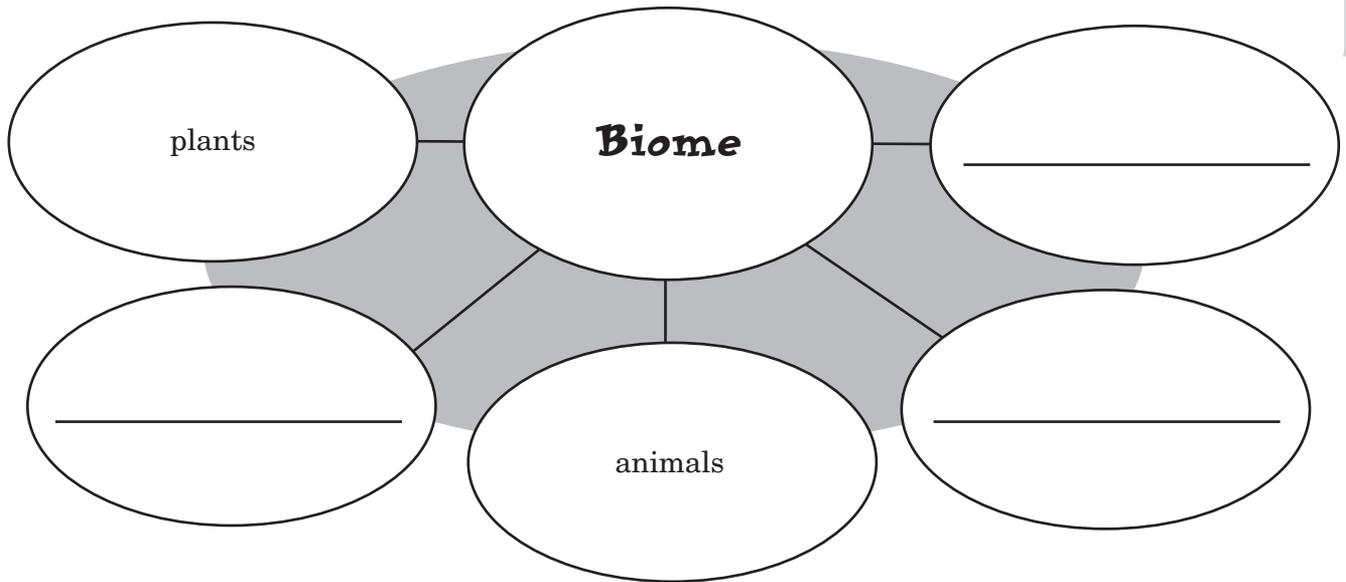
Exercise 5 Find Word Relationships

Below are groups of words. Think about what the words in each group have in common. Then choose a Master Word that best fits with each group. Write the word on the line.

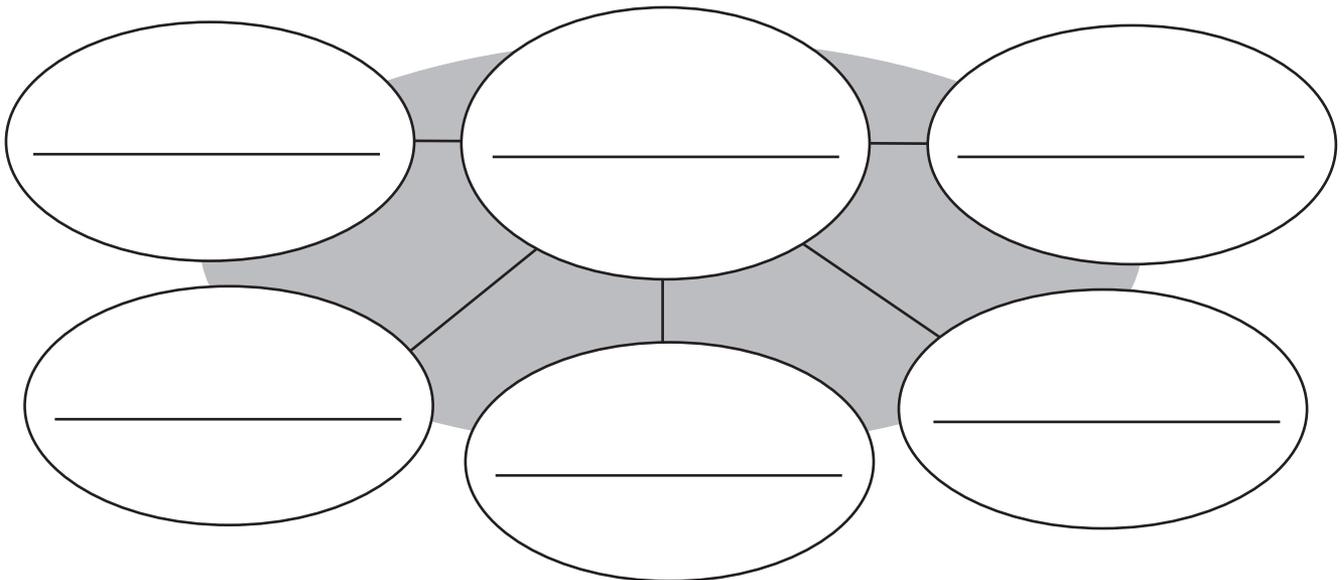
1. cold, hot, rainy _____
2. freezes, melts, liquifies _____
3. fraction, decimal, portion _____
4. grassland, rain forest, desert _____
5. river, stream, brook _____

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 *biome* from this lesson helped you understand how rivers affect systems in nature. Finish the web and then create one of your own using a different Master Word.



Your Web



Write Now! On a separate sheet of paper, write about a project you might enter in a science fair. Use at least two Master Words.

Exercise 7 Word Play: Acrostic

An acrostic puzzle is a word puzzle that can be read down and across. The letters of a word, written down, are used in other words or phrases written left to right to create a meaningful composition. First look at the following example:

B ugs and
b I rds find
h O mes
by the M uddy
riv E r

Now, using the Master Word provided below, write your own acrostic composition.

A

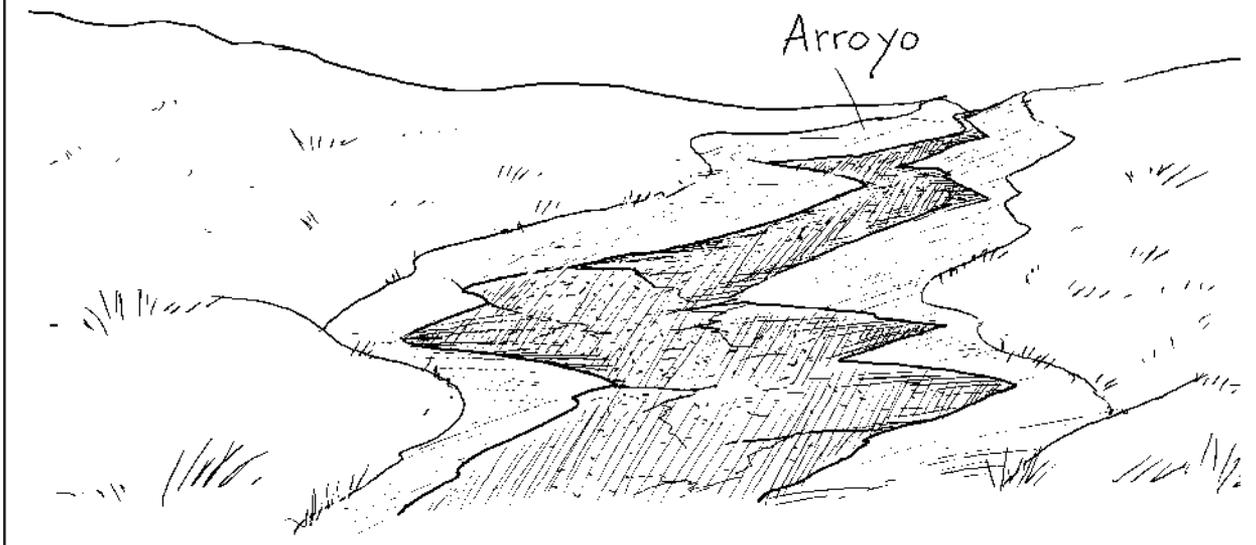
R

R

O

Y

O



Lesson 8

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

collided	insisting
compliments	misfortunes
emperor	regale
fled	spewing
impolite	unappreciative

from *In the Year of the Boar and Jackie Robinson*
by Bette Bao Lord

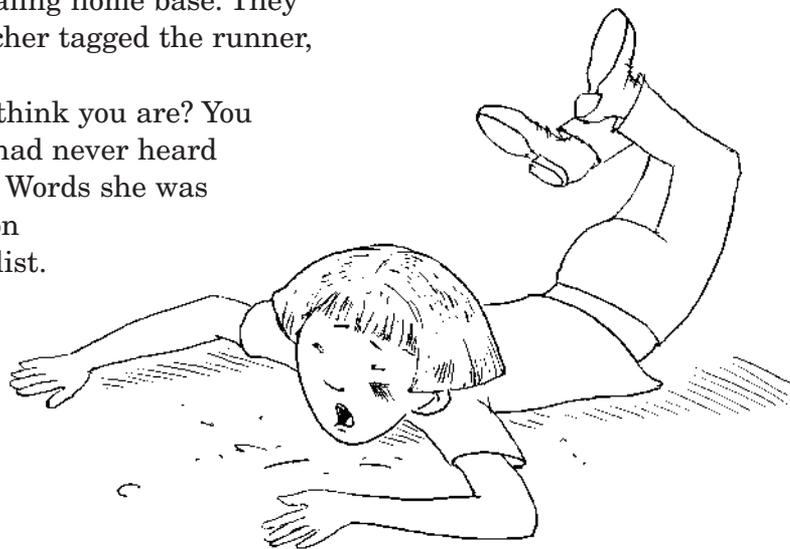
“Shirley?” Mrs. Rappaport called, waving a paper. “Another perfect score. This time not in arithmetic, but in spelling. I am proud of you.”

Shirley blushed. She could not get used to the American custom of receiving **compliments** with a simple thank you. It seemed so . . . **impolite**. But the Chinese way only confused people. Ever since Father had returned the compliment of the widow downstairs by **insisting** his wife was not in the least lovely, and in truth was only an old rag, the widow had stopped greeting him. Now she lay in wait to **regale** Mother with her own **misfortunes** at the hands of **unappreciative** men. Poor Mother! To avoid the woman she had to tiptoe down the hall like a mouse trying to escape the hungriest of cats.

Escape was the only route for Shirley, too. So she quickly put away the erasers and ran for the door.

Outside, she decided to cross the school yard like an **emperor**. It was time the others stepped aside for the Chinese. But then, not looking to the right or left, she did not see the runner stealing home base. They **collided** and fell. The catcher tagged the runner, shouting victory.

“Who the ***** do you think you are? You *****” Words Shirley had never heard before came **spewing** out. Words she was sure would never appear on Mrs. Rappaport’s English list. This was big trouble. By the time Shirley and the angry one had gotten to their feet, all the other players had **fled** the scene.



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 usually appear as base words. You will seldom find words ending in *-ed* or *-ing* listed in the dictionary. Look for *fled* under the main entry **flee**.

1. **collided** _____

2. **compliments** _____

3. **emperor** _____

4. **fled** _____

5. **impolite** _____

6. **insisting** _____

7. **misfortunes** _____

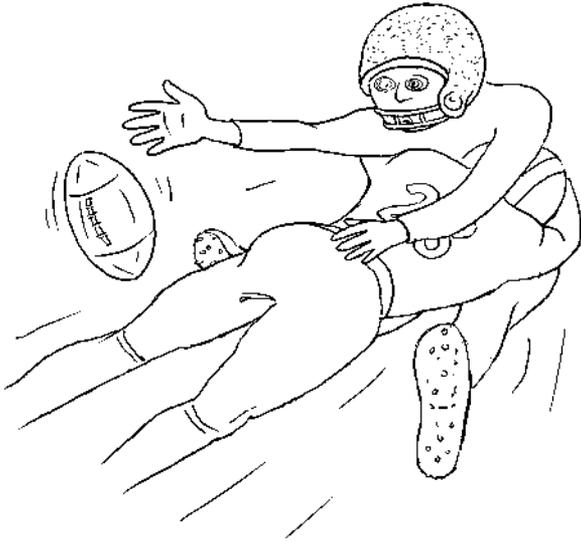
8. **regale** _____

9. **spewing** _____

10. **unappreciative** _____

Exercise 3 Use Context Cues

Tell whether each of the Master Words is used correctly in the sentences below. Write *C* for correct or *I* for incorrect. The first one is done for you.



Master Words

collided	insisting
compliments	misfortunes
emperor	regale
fled	spewing
impolite	unappreciative

- C 1. Afraid of being caught, she **fled** the scene as fast as she could.
2. It was important to make a good impression, so he didn't want to be **impolite**.
3. The water came **spewing** out in a slow trickle.
4. Everything was going perfectly. She said a quick word of thanks for all of her **misfortunes**.
5. The football players **collided** with stunning force.
6. As he shouted **compliments** at her, she couldn't imagine why he was so angry with her.
7. Not wanting to seem **unappreciative**, they went out of their way to thank and compliment their host.
8. The president prepared for an important state dinner with the visiting **emperor**.
9. Until they shouted "Surprise!" she didn't understand why they kept **insisting** that she go into the living room.
10. Our host will **regale** us with boring stories and stupid jokes.

Exercise 4 Use Synonyms

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

- | | |
|--|---|
| <p>1. Two cars collided at the intersection, injuring several people.
crashed blundered spewed</p> <p>2. The job of the court jester was to regale the king and his guests.
protect entertain cook for</p> <p>3. He was afraid of what he had seen and fled for his life.
ran away lied sought protection</p> | <p>4. The people brought their complaint to the emperor.
rich important ruler</p> <p>5. After he made the speech, compliments came pouring in.
threats approval money</p> |
|--|---|

Word Attack! Prefixes

Letters added to the beginning of a word are called *prefixes*. Prefixes often change the meaning of a word to mean its opposite. For example, *non* (meaning "without") added at the beginning of the base word *sense* gives you *nonsense*. Adding the prefixes *-im* or *-un* does the same thing. Practice using prefixes in the exercise below.

Exercise 5 Use Prefixes

Find the base words of the Master Words below. Then use them to help you fill in the blanks. The first one has been started for you.

Master Word: impolite

Base word and its meaning: polite well-behaved

Sentence using base word: She was very polite when meeting her new teacher.

Sentence using Master Word: _____

Master Word: unappreciative

Base word and its meaning: _____

Sentence using base word: _____

Sentence using Master Word: _____

Exercise 6 Word Graphics: Charting Positive and Negative Words

Some words suggest positive feelings, such as *happy*, *giggle*, and *home*. Other words suggest negative feelings, such as *fear*, *sneaky*, and *jail*. Still other words, such as *look* and *rug*, might not suggest feelings at all. Read over the list of Master Words below. Decide which are positive, which are negative, and which are neither. List them in the proper columns.



Master Words

collided	insisting
compliments	misfortunes
emperor	regale
fled	spewing
impolite	unappreciative

Positive	Negative	Neither

Write Now! Everyone enjoys receiving compliments. On a separate sheet of paper, write about a compliment you would like to receive.

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. An example is provided.

Example

insisting (2 words)

fi	as	y	king	rml
as	king	fi	rml	y

fled (2 words)

a	r	wa	y	an

compliments (3 words)

ts	of a	ion	stat	dmir	at	emen

spewing (3 words)

lly	cefu	ring	out	pou	for

Lesson 9

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

ancestors	plead
caretaker	proof
cemetery	rustling
declared	sacred
intruders	trespass

from *We Are the Many*

by Doreen Rappaport

Helena, Ida, and Lyda Conley were Wyandot Indians who lived in Kansas City many years ago. They worked hard in the early 1900s to protect their ancestors' burial grounds. Ida and Lyda died in the late 1940s and Helena died in 1958 at the age of 91. Following is a short account of their activities.

Helena looked up from her book. Her eyes met her sister Ida's. She had heard the noise, too. Was it leaves **rustling** or footsteps? Had someone climbed over the padlocked gates of the **cemetery**? Perhaps they had not believed the sign, **TRESPASS AT YOUR PERIL**. Ida picked up the shotgun. The two sisters left the **caretaker's** shack where they lived and went looking for **intruders** among their **ancestors'** graves.

Lyda continued writing. She was a lawyer. Lyda would soon **plead** her people's case before the U.S. Supreme Court. She would show the judges **proof** that the Wyandots had bought this land sixty-five years ago. She would explain that her family and important chiefs were buried here. No one had the right to remove their bones from this **sacred** land. The Wyandots would never dig up the graves of George Washington or any other Americans.

The Court ruled against the Wyandots. But the sisters kept fighting to save the cemetery in Kansas City, Kansas. For seven years they guarded it by living there. They gave speeches. Congressman Charles Curtis, who was Kaw and Osage, joined their fight. Finally, in 1913, Congress **declared** that the land belonged to the Wyandots. The cemetery is now on the National Registry of Historic Places. The Conley sisters are buried there.



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 not find *-ed*, *-ing*, or plural words listed as main entries. Look for *ancestors* under the word **ancestor**.

1. **ancestors** _____

2. **caretaker** _____

3. **cemetery** _____

4. **declared** _____

5. **intruders** _____

6. **plead** _____

7. **proof** _____

8. **rustling** _____

9. **sacred** _____

10. **trespass** _____

Word Attack! Context Clues

When you see a word you don't know, look at the words around it. They can give you context clues that help you decide what the new word means. For example, in the passage from *We Are the Many*, the word *lawyer* and the phrase *case before the U.S. Supreme Court* help you understand that *plead* probably has something to do with presenting a case in a court of law. Practice using context clues in the exercise below.

Exercise 3 Use Context Clues

Draw connecting lines from the Master Words on the left to the sentences where they fit best on the right. Then circle the words in the sentences that give you context clues. The first one has been done for you.

- ancestors** _____ 1. It was interesting to see how the (lives and personalities) of our _____ affected (the lives of our family members today).
- caretaker** _____ 2. They found the grave of their dead uncle in the local _____.
- cemetery** _____ 3. She knew it was wrong and dangerous to _____ on a military testing base, but it was a shortcut and she was late.
- declared** _____ 4. He had always been a person who liked to look after things, so the award for _____ of the year pleased him very much.
- intruders** _____ 5. Everyone knew that the Lakota Sioux people respected the earth, considering it to be _____.
- plead** _____ 6. She was embarrassed when he _____ his love for her in public.
- proof** _____ 7. A _____ noise in the leaves reminded them that they were not the only living things in the woods.
- rustling** _____ 8. They used to be such good friends! It was sad to know they were now thought of as _____ in their neighbor's yard.
- sacred** _____ 9. She had shown them the things she bought and the sales slips. What more _____ should they need that she had spent the money well?
- trespass** _____ 10. If they had only been willing to listen to each other earlier, they would never have had to _____ their cases in court.

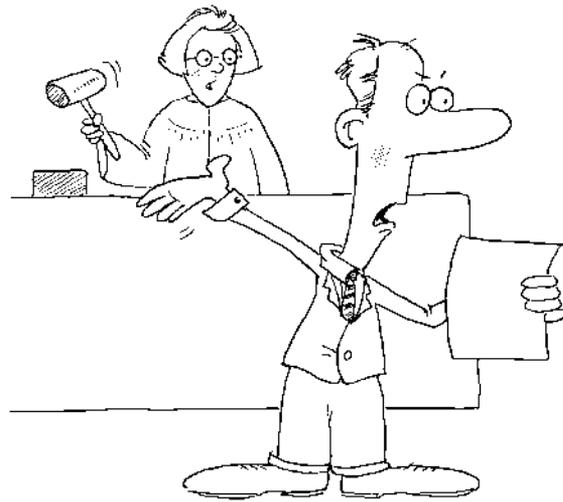
Exercise 4 Use Synonyms

Read the words in the first column. Find and circle two other words that mean the same or almost the same as each of those words.

- | | | | |
|---------------------|-----------|------------|--------------------|
| 1. declared | announced | complained | stated |
| 2. plead | insult | request | argue |
| 3. proof | facts | evidence | hearsay |
| 4. sacred | ordinary | holy | blessed |
| 5. ancestors | relatives | classmates | great-grandparents |

Master Words

ancestors	plead
caretaker	proof
cemetery	rustling
declared	sacred
intruders	trespass



Exercise 5 Find Word Relationships

This lesson's Master Words relate to one another in interesting ways. Each noun can be explained or acted on by another Master Word. Review the list of Master Words that are nouns, given below. For each of the following sentences, choose the noun from that list that best fits in the blank.

Master Words that Are Nouns:

caretaker intruders ancestors proof cemetery

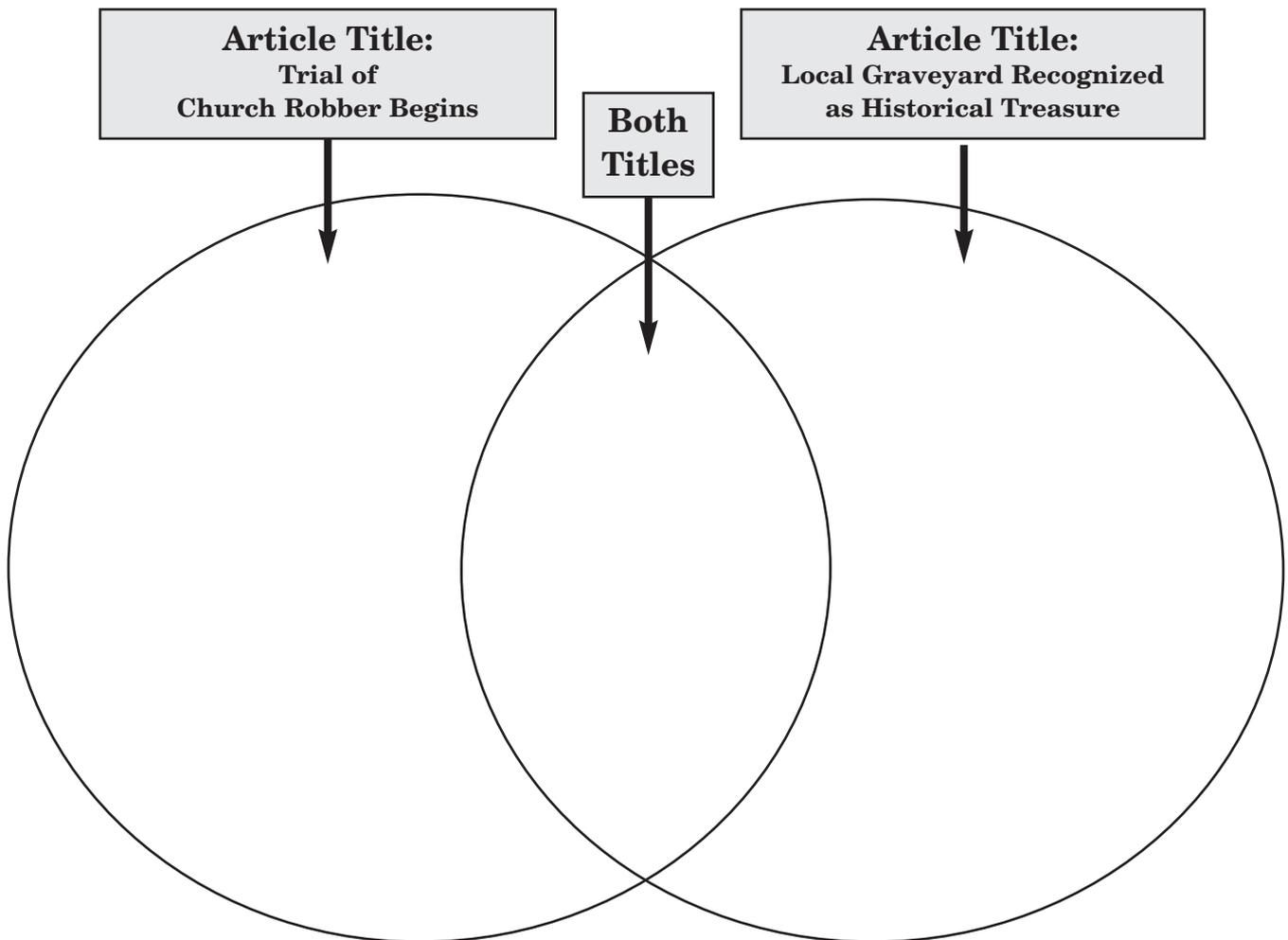
1. A lawyer trying to **plead** a case in court needs _____ to be successful.
2. Owners of a **sacred** place might hire a _____ to look after it.
3. People who willingly **trespass** could be called _____.
4. **Rustling** leaves might add to the peaceful feeling in a _____.
5. A person who visits a **cemetery** might be looking for his or her _____.

Exercise 6 Word Graphics: Topic Circles

Some words fit together to suggest a topic or idea. For example, in *We Are the Many*, you came upon words used in law, such as *plead* and *proof*. In the topic circles below there are made-up titles that suggest topics of newspaper articles. List the Master Words that you might find in each story under one or the other “Article Title.” Then list the Master Words that might be found in both articles under “Both Titles.”

Master Words

ancestors	cemetery	intruders	proof	sacred
caretaker	declared	plead	rustling	trespass



Write Now! On a separate sheet of paper, write a short letter to the editor of the local newspaper. Explain why you think the city should hire security guards to look after your community’s cemetery. Use at least two Master Words.

Lesson 10

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 in the list 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

darted	sparring
gleefully	spasms
inhaled	spigot
shielding	trembling
soaked	whooped

from *The Clark Street 10*

by G. L. Thomas

Jake smiled **gleefully** as he rolled down Clark Street, taking a left into Penny Park and into our lives. It was a hot July morning and a bunch of us were playing a little three-on-three basketball. We watched as he motored up in what appeared to be a wheelchair decorated for the holidays. We later learned this was Jake's "Chariot of Steel," loaded down with all the items he found necessary in life. He looked at us and **inhaled** deeply with a watery, rasping sound. Then he nodded, as if to say, "Continue with your game." I got the pass from Julie and **darted** around Evan, dribbling toward the hoop. I was open, so I shot from about fifteen feet. Two points! Yes! We **whooped** and high-fived, **sparring** with one another. Then we continued playing for another two hours. We were ready to call it a day when Jake made another rasping sound and motioned us over.

"Hi, guys," he said between breaths. "My name is Jake Weiss, and I've been watching you play."

"Yeah, we noticed," said Xavier, a guy who likes his privacy. "What's the deal?"

"The deal is I think I can help your game," Jake said in a voice like sandpaper on wet gravel. "You've got work to do, but I see real talent here. Look. I've worked out some plays for you."

His small **trembling** hands passed out pages ripped from his notebook. As we tried to read the scribbled circles, arrows, and X's, he asked us our names. We turned the pages sideways and upside down, and then Julie said, "Jake is it? Jake, is this the guard coming around here and moving on the center?"

Shielding his eyes from the sun, Jake looked up at Julie with respect. "You got it, Julie, except for one thing. . . ." He continued explaining as we all approached the water fountain. Evan ran ahead and got a drink. Then he put his finger on the **spigot** and sent a spray over all of us. Before we knew it, Jake had pulled out a water pistol that dangled from his chair and was blasting Evan. We all jumped in the game—splashing, shouting, spraying, until we were all **soaked**. "Hey," yelled Laura, "you'd better watch it, Jake, or your wheels will rust."

I'm not sure why, but Laura's line struck us as very funny. We all doubled over in **spasms** of laughter.

Exercise 2 Write Definitions

Use the dictionary at the back of this book to write a definition for each Master Word below. Remember, you will probably not find words ending in *-ed*, *-ing*, or *-ly* as main entries in the dictionary. Look under **gleeful** to find *gleefully*.

1. **darted** _____

2. **gleefully** _____

3. **inhaled** _____

4. **shielding** _____

5. **soaked** _____

6. **sparring** _____

7. **spasms** _____

8. **spigot** _____

9. **trembling** _____

10. **whooped** _____

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.

Master Words

darted	inhaled	soaked	spasms	trembling
gleefully	shielding	sparring	spigot	whooped

1. The snowball fight was fun, but we were all _____ with cold when we came inside.
2. The girl _____ deeply to enjoy the scent of the first spring flowers.
3. The way he _____ in and out of traffic on his motorcycle made me nervous.
4. _____, they played joke after joke on each other without ever getting caught.
5. She _____ a great yell of joy when she found out she had won the contest.
6. The heavy rain _____ the newly planted fields, helping the seeds to grow.
7. The storm was so sudden and strong, it was as if someone had turned on a big _____ in the sky.
8. Janice had the habit of _____ her eyes during violent scenes in movies.
9. The pulsing muscle _____ in my leg cut short my basketball practice.
10. The children pretended to box, jabbing and _____ with one another.

Word Attack! Antonyms

Antonyms are words that mean the opposite of one another. Sometimes a good way to understand and remember new words is to think of antonyms for them. It may be easier to remember what a word is *not*, rather than what it *is*. You may not have heard the adverb *gleefully* before, but you might remember it if you think of it as the opposite of *gloomily*. Practice using antonyms in the following exercise.

Exercise 4 Use Antonyms

Play a game of “tic-tac-toe antonyms.” Read each Master Word. Then draw a line through three words in the tic-tac-toe box that are antonyms for that word. Your line can be vertical, horizontal, or diagonal.

1. gleefully

sadly	cheerfully	gloriously
wetly	gloomily	restlessly
insanely	importantly	woefully

2. darted

sprayed	rushed	wandered
hurried	laughed	stood still
aimed	shouted	crept

3. shielding

protecting	helping	obeying
yelling	breathing	shopping
exposing	uncovering	revealing

4. inhaled

sniffed	breathed out	chuckled
left	exhaled	breathed in
escaped	blew	trembled

Exercise 5 Find Word Relationships

Let's think about how words are alike, or related. For example, *puppy* and *dog* are related in the same way that *kitten* and *cat* are related. A puppy is a young dog. A kitten is a young cat. These word relationships are shown like this: *Puppy is to dog as kitten is to cat*. Complete the following word relationships by writing the Master Word that completes each sentence.

1. Sun is to hot as rain is to _____.
2. Electricity is to switch as water is to _____.
3. Wet is to dripping as cold is to _____.
4. Pain is to groaned as excitement is to _____.
5. Competing is to practicing as boxing is to _____.

Exercise 6 Word Graphics: Vocabulary Chart

Fill in the chart below with the Master Word that fits each set of clues. The part of speech column refers to the word's use in this lesson.



Number of Syllables	Part of Speech	Other Clues	Master Word
1	verb	as wet as you can get	
2	verb	rhymes with <i>assembling</i>	
3	adverb	think of giggles and cheer	
1	verb	sounds like slang for <i>tired</i>	
2	verb	starts like <i>daring</i> and <i>dark</i>	
2	noun	there's one on your sink	
2	verb	fighting for show	
2	verb	rhymes with <i>yielding</i>	
2	verb	came up for air and did this	
2	noun	these can be painful	

Write Now! On a separate sheet of paper, write about something you like to do with your friends. Use two or three Master Words.

Exercise 7 Word Play: It's All About You

How well do you know yourself? Finish the following sentences.

Master Words

darted	inhaled	soaked	spasms	trembling
gleefully	shielding	sparring	spigot	whooped

1. I go into spasms of laughter when _____
_____.
2. I whooped with joy when _____
_____.
3. I'm like a spigot that won't turn off when you get me talking about _____
_____.
4. This experience always makes me start trembling: _____
_____.
5. I have to admit that I respond gleefully when this happens: _____
_____.
6. This is how I feel when I see sparring on the sports channel on TV: _____
_____.
7. This is what I would do if I saw a person soaked to the skin: _____
_____.
8. It has been a long time since I darted through this place: _____
_____.
9. I am thankful to my parents for shielding me from _____
_____.
10. The best smell I ever inhaled was _____
_____.

Lesson 11

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

butcher	peeping
dreaded	shied
moustache	skidded
mutton	specs
oaths	stubborn

from *Fair Weather*

by Richard Peck

The door fanned open, and in came a woman backward, bearing plates of soup—a big, husky woman in a cook’s cap. She looked like she might **butcher** cattle on her day off. Behind her with more plates was the maid who’d let us in. What a lot of people it took to keep Aunt Euterpe going.

When the big cook **skidded** the soup plates under our noses, Granddad stared down through his **specs**. It was a mighty thin soup. You could see the roses on the bottom of the plate. Greasy too, with things floating in it. I was reminded of the Chicago River.

Granddad was not a swearing man, not in front of women and children. But Mama allowed him two **oaths** in the house. One was hecka-tee. The other was helaca-toot.

“Helaca-toot, Terpie!” he cried out. “What kind of excuse for soup is this? It looks like somethin’ drained out of the umbrella stand.”

The little maid **shied**. The big cook glared at Granddad and barged back to the kitchen.

“Oh, Papa,” Aunt Euterpe whispered.

Though he’d only sampled the soup, Granddad wrung out his **moustache** and waited for the next course. We all **dreaded** it, and with good reason. It was boiled **mutton** and two tough cabbage leaves. **Peeping** out from under the cabbage were the many eyes of a gray potato. Aunt Euterpe took up her fork in a hopeful way, but Granddad flung back in his chair.

“I’d sooner eat a pan-fried overshoe!” He folded his arms in that **stubborn** way he had. So did Buster. It was a worry to us how Buster learned his manners from Granddad.



Exercise 2 Write Definitions

Use the dictionary at the back of this book to write a definition for each Master Word below. Remember, words will not be entered in the dictionary in their *-ed* or *-ing* forms. Look for *shied* under the entry **shy**.

1. **butcher** _____

2. **dreaded** _____

3. **moustache** _____

4. **mutton** _____

5. **oaths** _____

6. **peeping** _____

7. **shied** _____

8. **skidded** _____

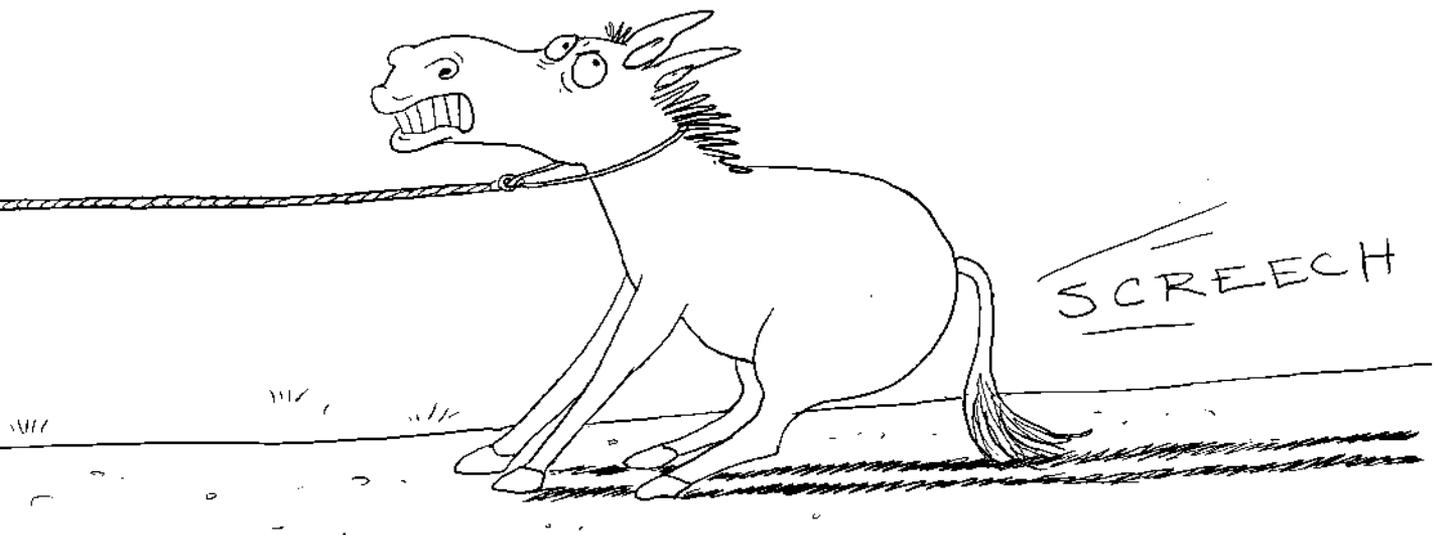
9. **specs** _____

10. **stubborn** _____

Exercise 3 Use Context Clues

Tell whether each of the Master Words is used correctly in the sentences below. Write *C* for correct or *I* for incorrect. Then circle the words that give you the context clues to decide. The first one is done for you.

- I 1. She hated to think about the (chicken killed to feed them), but she did enjoy the tasty **mutton**.
2. His father's **moustache** tickled the boy as he gave him a goodnight kiss.
3. The car hit a pole after it **skidded** out of control on the ice.
4. When the dog raced across the road in front of it, the horse **shied** and nearly threw its rider.
5. Since getting his new **specs**, Joe can now hear much better.
6. They bought all their fresh baked goods from a man who could **butcher**.
7. The frightened child was **peeping** out from under his blanket.
8. The twins **dreaded** their birthday—it was something they looked forward to all year.
9. She was very pleasant to be around because of all the kind **oaths** she spoke.
10. He never gave up! His mother said he was as **stubborn** as a mule.



Exercise 6 Word Graphics: Word Map

A word map can help you think about what you have learned. Complete the map below by responding to the ideas about the Master Word *dreaded*.

Is this a good definition for *dreaded*?

“Looked forward to with pleasure”

Yes _____ No _____

Which of the following are things that might be *dreaded*? Check all those that you choose.

A birthday party _____

A visit to the dentist _____

A sleepover with a friend _____

A big math test _____

An allergy shot _____

----- **Master Word** _____ *dreaded* -----

Use the word *dreaded* in a sentence.

Draw a picture that shows the meaning of the word *dreaded*.

----- **Master Word** _____ -----

Now choose another Master Word from the list and make a map for it.

What is the definition of the word?

List some things the word reminds you of.

----- **Master Word** _____ -----

Use the Master Word in a sentence.

Draw a picture that shows the meaning of the Master Word.

Write Now! On a separate sheet of paper, describe a trip to the grocery store. Use at least three Master Words in your description.

Exercise 7 Word Play: Hink Pinks

A hink pink is a phrase made up of two words that rhyme. For example, "If a farmer turned the soil using a machine that was very noisy, you might say she . . ."

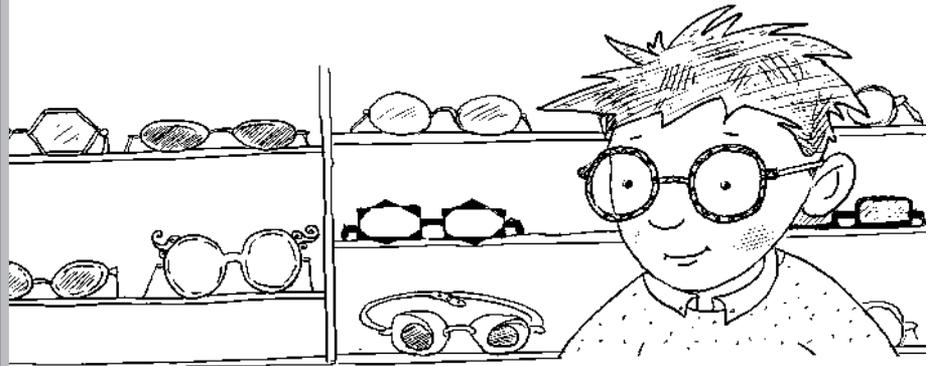
Answer: plowed loud

Master Words

butcher
dreaded
moustache
mutton
oaths
peeping
shied
skidded
specs
stubborn

Word Bank

bride Hec's growths
beheaded glutton kidded



Combine Master Words with words from the Word Bank to complete the following hink pinks.

1. If you were afraid of seeing the ghost of a man whose head had been cut off, you might call him the _____.
2. The man couldn't get enough lamb to eat. They called him a _____.
3. A woman about to be married ran away from her wedding. Guests reported that the _____.
4. Hector designed his own line of eyeglasses. He called them _____.
5. She took to swearing because she was so angry at the bumps that popped up all over her skin. You might say she spoke many _____.
6. He was laughing so hard at his friend's teasing that he slid out of control on his skateboard. You might say he _____.

Test-Taking Tip

Read through each question twice, once before you choose your answer and again afterward, to be sure you've made the right decision.

Part 1 Context Clues Tell whether each of the Master Words is used correctly in the sentences below. Write *C* for correct or *I* for incorrect.

- _____ 1. She was an expert driver. The car **skidded** smoothly and exactly into place.
- _____ 2. They knew they could be caught in an embarrassing mistake if they **declared** a winner in the race too early.
- _____ 3. Water quickly **evaporates** into ice.
- _____ 4. Cold liquid poured over her as though a giant **spigot** had been turned on overhead.
- _____ 5. Eager to greet his admiring fans, he **fled** his way into the crowd.
- _____ 6. A strong current ran through the **arroyo** in the rain forest.
- _____ 7. He didn't know if the child was **trembling** from cold or fear, but either way his heart went out to her.
- _____ 8. Part of him looked forward to the family reunion, but another part **dreaded** seeing the cousin who always teased and bullied him.
- _____ 9. The trains **collided** with a loud, sickening boom.
- _____ 10. They had never thought much about their **ancestors** before, but now they wondered if those who came before them suffered from this illness too.

Part 2 Synonyms Draw a line connecting each Master Word in the left column to its synonym in the right column.

sources	pouring
misfortunes	swear words
sacred	beginnings
spewing	bad luck
oaths	holy

Part 3 Antonyms Fill in the bubble in front of the word or phrase below each sentence that means the opposite of the Master Word in the sentence.

- | | |
|--|--|
| <p>1. He inhaled the sweet smell of fresh cut grass and lilacs.
 Ⓐ breathed in Ⓒ blew out
 Ⓑ enjoyed Ⓓ darted</p> <p>2. Our dinner was so good that we sent our compliments to the chef.
 Ⓐ leftovers Ⓒ money
 Ⓑ insults Ⓓ tributaries</p> <p>3. We called the police to pick up the intruders before they did more harm.
 Ⓐ invited guests Ⓒ robbers
 Ⓑ wild animals Ⓓ specs</p> | <p>4. They knew it was impolite, but they had no time and had to push and shove their way through the crowd.
 Ⓐ courteous Ⓒ rustling
 Ⓑ rude Ⓓ unlucky</p> <p>5. She sang gleefully throughout the whole program.
 Ⓐ cheerfully Ⓒ quietly
 Ⓑ appreciatively Ⓓ gloomily</p> |
|--|--|

Part 4 Word Relationships Below are groups of words. Think about what they have in common, then fill in the blank with the Master Word that fits best with each group.

- ocean, rain forest, desert _____
- creeks, streams, arroyos _____
- king, president, ruler _____
- graves, tombstones, crosses _____
- shouted, yelled, hollered _____
- parents, grandparents, great-grandparents _____
- staring, glancing, peeking _____
- dry, damp, wet, _____
- grocer, butcher, engineer _____
- weather, storms, temperatures _____

Master Words

ancestors
 biome
 caretaker
 cemetery
 climates
 emperor
 peeping
 soaked
 tributaries
 whooped

Lesson 13

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

accent	imitation
aisle	irritate
delay	protruding
exaggerated	torment
focused	trophy

from *The View from Saturday*

by E. L. Konigsburg

Julian Singh quickly took the **trophy** for being the strangest person to ride the bus. It took only two days for the other kids to make his life miserable. They stuck their feet into the **aisle** of the bus to trip him as he made his way toward the back, but even though he seemed to have his eyes **focused** straight ahead, he managed to stop just short of the **protruding** feet and say in his perfect British **accent**, “Beg your pardon. Would you mind?” And he would patiently wait in the aisle until they pulled their legs in. They had to pull their legs in because Mrs. Korshak would not start the bus rolling until everyone was seated. When they tried again, they met with the same result. Again. The same.

No normal person would continue to be cheerful and wear short pants.

I knew what they would do next. And sure as God made green apples, they did.

Their next form of **torment** was to repeat whatever Julian said in an **exaggerated imitation** of his accent. They tossed *I say* and *beg your pahdon* front to back and across the aisle. Julian knew that he was the butt of their jokes, and I could tell that he cared, for I could see his cheeks glow red. But he said nothing, and kept his distance, or whatever distance he could manage on a crowded bus.

I still looked out the window during the ride to and from school and never spoke beyond answering “Hi” to his cheerful “Good morning.” I always managed to **delay** getting off the bus long enough so that I would be last. I stood at the top of the stairs long enough to spot Julian waiting for me but not long enough to **irritate** Mrs. Korshak. It took a full week before Julian took the hint that I did not choose to walk with him from the bus to the building.

About the third day that Julian started off for class without waiting for me, I stood at the top of the stairs of the bus, checking to see if he was gone and spotted Michael Froelich waiting just inside the schoolyard fence by the side of the gate where we entered. As soon as Julian was clear of the other kids, I saw Froelich get into a crouch and I knew what was coming.

Exercise 2 Write Definitions

Use the dictionary at the back of this book to write a definition for each Master Word below. Remember, you will probably not see words ending in *-ing* or *-ed* as main entries in the dictionary. To find *focused*, look under **focus**.

1. **accent** _____

2. **aisle** _____

3. **delay** _____

4. **exaggerated** _____

5. **focused** _____

6. **imitation** _____

7. **irritate** _____

8. **protruding** _____

9. **torment** _____

10. **trophy** _____

Exercise 3 Use Context Clues

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

Master Words

accent	delay	focused	irritate	torment
aisle	exaggerated	imitation	protruding	trophy

1. His _____ details of the story made us think he had practically saved the world from doom.
2. She seemed to be looking past me, her eyes _____ on a point up ahead.
3. You could tell it was an _____. It simply didn't taste as good as the real thing.
4. Even the large _____ didn't seem like enough of a reward for his outstanding performance.
5. I'd like to _____ taking my tests until a later date—maybe never!
6. Their way was blocked by the branches of a _____ tree limb.
7. It was a terrible sickness. Each day it produced a painful new _____.
8. My bothersome little brother can _____ me more than anyone else can.
9. The bride saw rows of smiling faces as she walked down the _____.
10. Every time he spoke, people were drawn to his unusual _____.

Exercise 4 Use Synonyms

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

1. He saw the stuffed fish over the fireplace as the **trophy** of an excellent fisherman.
wish focus prize
2. Even the center **aisle** was filled with people who couldn't find empty seats.
walkway bench balcony
3. He used his misfortune to gain sympathy, groaning with **exaggerated** misery.
reduced irritated built-up
4. The **protruding** rock made it difficult to continue on the path.
disappearing sticking out interesting
5. Her illness meant that they had to **delay** the recital again.
cancel put off move forward

Word Attack! Multiple Meanings

Many words in our language can mean more than one thing. When you don't know a word and can't understand it using context clues, check your dictionary. If you see more than one definition, the best way to decide a word's meaning is to try out the different meanings in the sentence. The one that makes the most sense is probably the right choice.

Exercise 5 Understand Multiple Meanings

Below are words with multiple meanings found in *The View from Saturday*. At the right are two meanings of the word. The first meaning is the one used in the selection. Fill in the blanks below with the word that fits the sentence best. You will use one word twice.

accent 1. way of speaking.
2. greater force given to certain parts of a word.

focused 1. adjusted to make a clear image.
2. concentrated; directed.

imitation 1. fake or phony likeness.
2. copy; repetition.

irritate 1. bother.
2. make painful or sensitive.

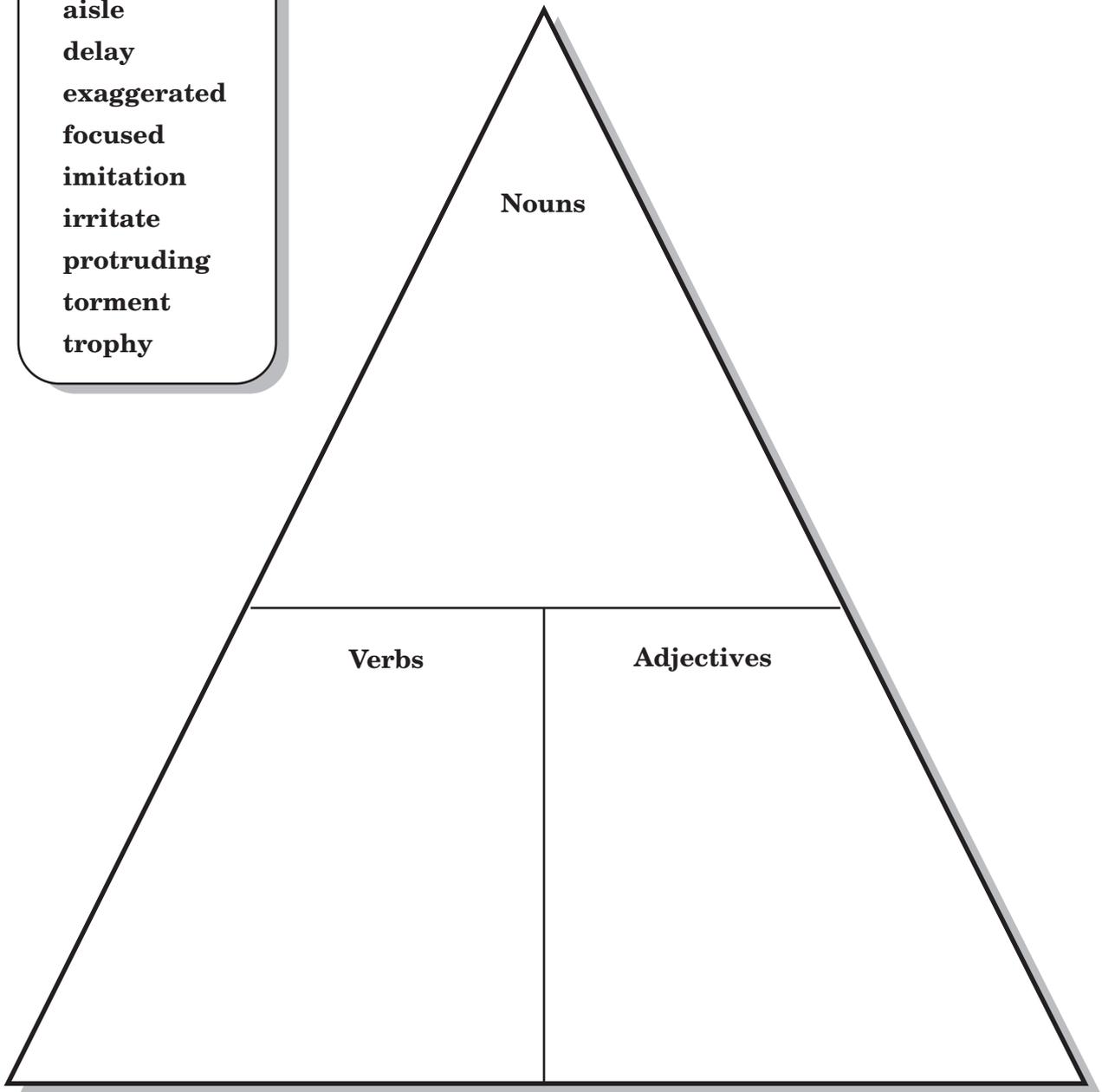
1. The dress was a cheap _____ of the original design.
2. Were they trying to _____ their parents with their rude behaviors?
3. He knew the glue was going to _____ his skin, no matter what he did.
4. The teacher's British _____ both interested his students and made it hard for them to follow his instructions.
5. He had his attention so _____ that he didn't even know they were in the room.

Exercise 6 Word Graphics: Parts of Speech Triangle

Write each Master Word in the correct part of the triangle below, based on the way it is used in this lesson.

Master Words

accent
aisle
delay
exaggerated
focused
imitation
irritate
protruding
torment
trophy



Write Now! Imagine that you have just had a very unpleasant train or airplane trip. On a separate sheet of paper, describe your experience using as many Master Words as possible.

Lesson 14

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

agitated	intently
arouse	light
conceivably	related
deference	shrank
extraordinarily	widow



from *Mrs. Frisby and the Rats of NIMH*

by Robert C. O'Brien

"I don't believe you told me your name."

"Mrs. Frisby." The poor mouse spoke with a sob in her throat, for the owl had said exactly what she feared he would say. And she had no real hope for Timothy. The owl had said, in effect: Either Timothy alone must die, or they must all die together. Even if Moving Day should be **extraordinarily** warm, the nights were sure to be frosty, and that would be the end of him. Still, one must be polite, and she added sadly, "I thank you, sir, for listening to me. . . ."

But at the mention of her name an extraordinary change had come over the owl. He turned back to face her again and stared at her most **intently**. Indeed, he gave an **agitated** flutter of his wings and half flew, half hopped closer to her, bending forward until his great sharp beak was only a few inches from her face. Mrs. Frisby **shrank** back in fear. What had she done wrong?

"Did you say Mrs. Frisby?"

"Yes. You asked my name."

"**Related** to Jonathan Frisby?"

"Yes. He was my husband. He died last summer. He was Timothy's father. But how did you know about him?"

"That is not important," said the owl, drawing back a little and looking at her in a new way—almost as if with **deference**. "I will say this: His name was not unknown in these woods. And if you are his **widow**, that puts matters in a different **light**."

Something in the way he said this caused Mrs. Frisby's hopes to lift a little.

"What do you mean?" she asked.

"I mean, madame, that there *is* a way that your son's life might just possibly be saved. I did not mention it to you because I saw no way you could **conceivably** do it, and I did not want to **arouse** false hope. But if you are Jonathan Frisby's widow—then perhaps it can be done."

"I don't understand at all," said Mrs. Frisby. "What is this thing?"

"It is not a thing that I can do myself. You must go to the rats."

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. To find *shrank*, look under **shrink**.

1. **agitated** _____

2. **arouse** _____

3. **conceivably** _____

4. **deference** _____

5. **extraordinarily** _____

6. **intently** _____

7. **light** _____

8. **related** _____

9. **shrank** _____

10. **widow** _____

Exercise 3 Use Context Clues

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

1. They went to the funeral, to show support for the grieving _____.
agitated light widow related
2. He may not have intended to frighten them, but they _____ back
from his forceful manner.
related shrank aroused widow
3. It was like a convention of redheads! Were they all _____?
agitated light extraordinary related
4. His mother's advice helped him view the problem in a new _____.
widow shrank light deference
5. When she stared at him so _____, it made him nervous.
conceivably agitated arouse intently
6. She had missed him so much. She was _____ glad to see him.
intently conceivably extraordinarily arouse
7. The students treated their famous teacher with polite _____.
deference light agitated intently
8. Being in the dark, airless cave seemed to _____ old fears in him.
relate deference shrank arouse
9. We were in a/an _____ state, waiting to hear how badly the child
had been injured.
agitated related conceivably deference
10. It is unlikely, but there just might _____ be a way to get her here
in time.
intently conceivably related arouse

Word Attack! Base Words

A base word is a word with no endings or beginnings added to it. For example, *slow* is the base word of *slowly*, meaning "in a slow way." *Necessary* is the base word of *unnecessary*. Sometimes a letter is dropped or doubled when an ending is added: *smile* becomes *smiling* and *tap* becomes *tapped*. Added endings or beginnings often change the meaning of a word. Finding the base word can help you understand a new word's meaning.

Exercise 4 Find Base Words

For each Master Word below, identify the base word and write it and its part of speech in the second column. Then fill in the rest of the columns to describe how the added endings and beginnings change the word. The first one is done for you.

Master Word	Base Word and Part of Speech	Added Ending/Beginning	Resulting Part of Speech
<u>conceivably</u>	<u>conceive, verb</u>	<u>drop e, add -ably</u>	<u>adverb</u>
<u>agitated</u>	_____	_____	_____
<u>extraordinarily</u>	_____	_____	_____
<u>intently</u>	_____	_____	_____

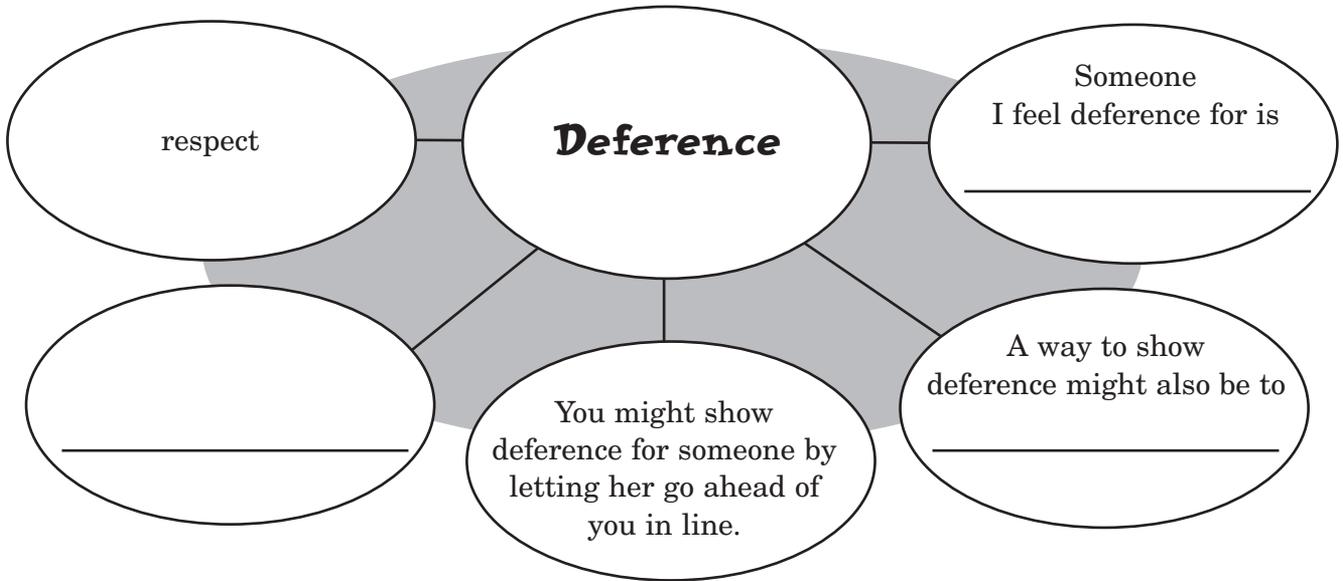
Exercise 5 Find Word Relationships

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.

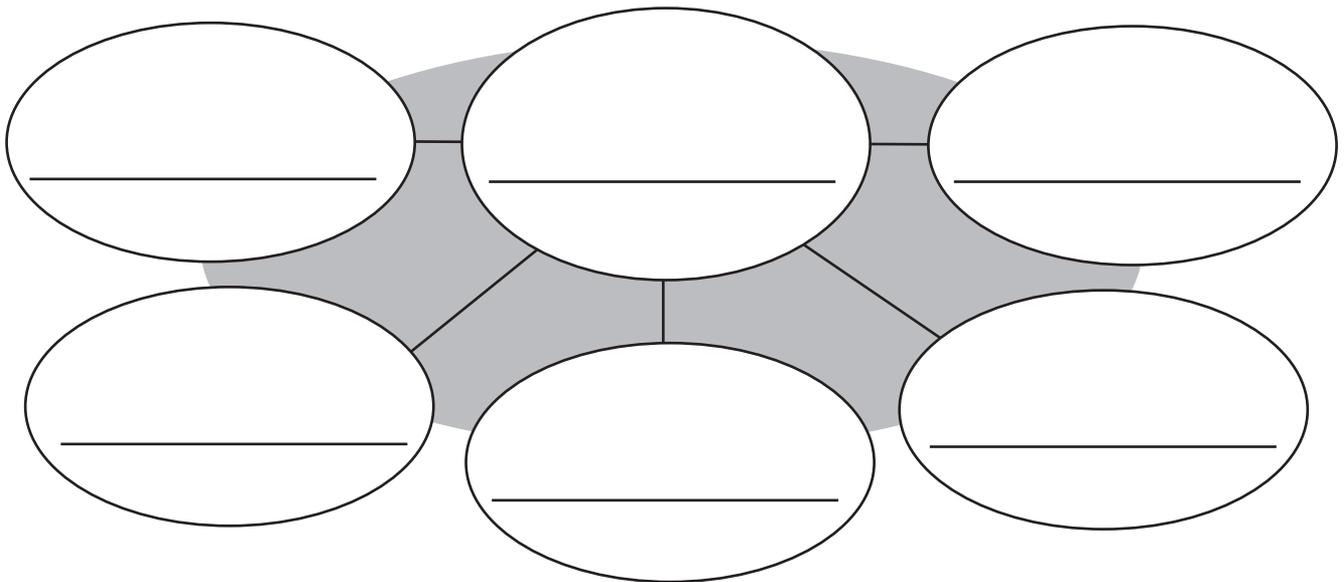
1. wake up, stir up, bring up _____
2. point of view, appearance, way of looking at something _____
3. fear, trembling, shied _____
4. single woman, divorced woman, married woman _____
5. sisters, brothers, parents _____
6. respect, courtesy, kind attention _____

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 *deference* from this lesson helps you begin to understand that there might be a way to solve the problem in the story. Finish the web and then create one of your own using a different Master Word.



Your Web



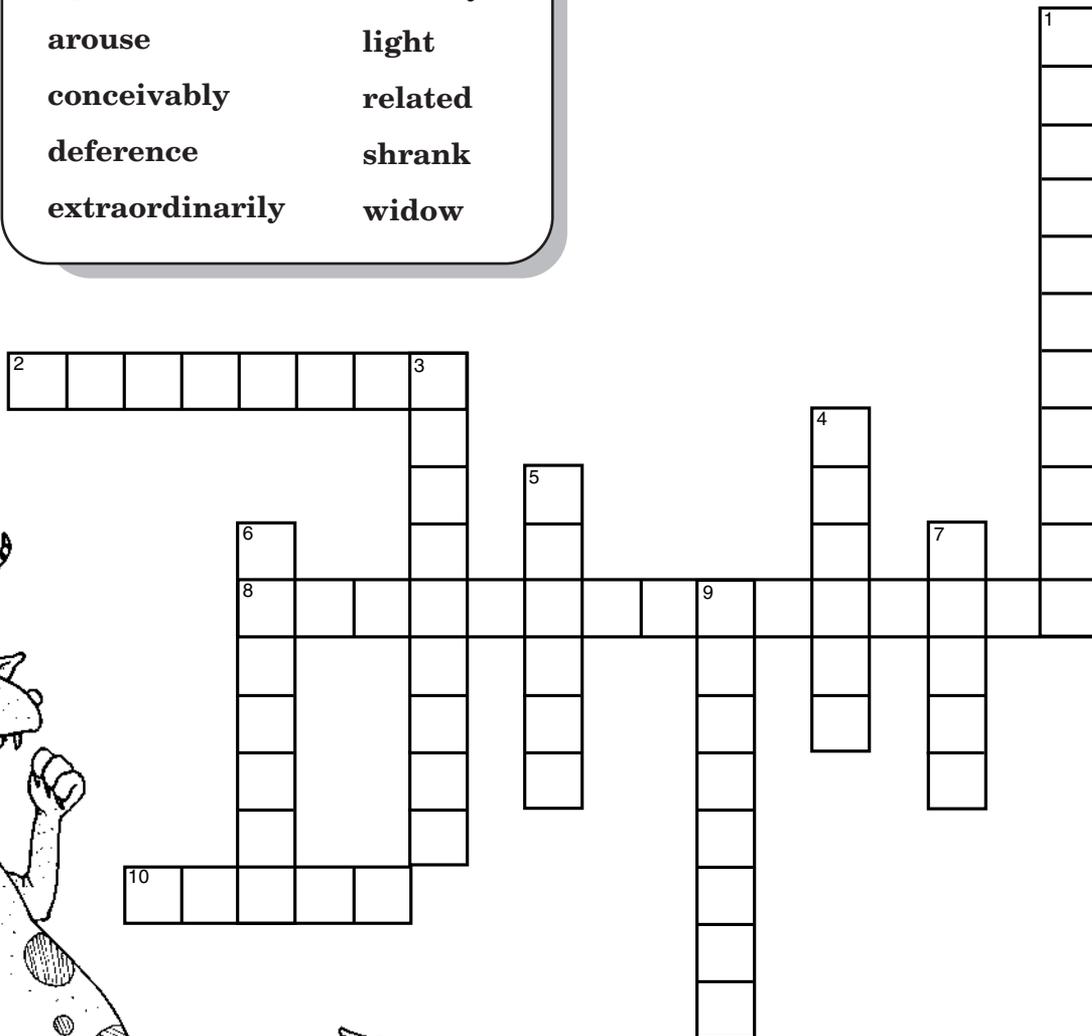
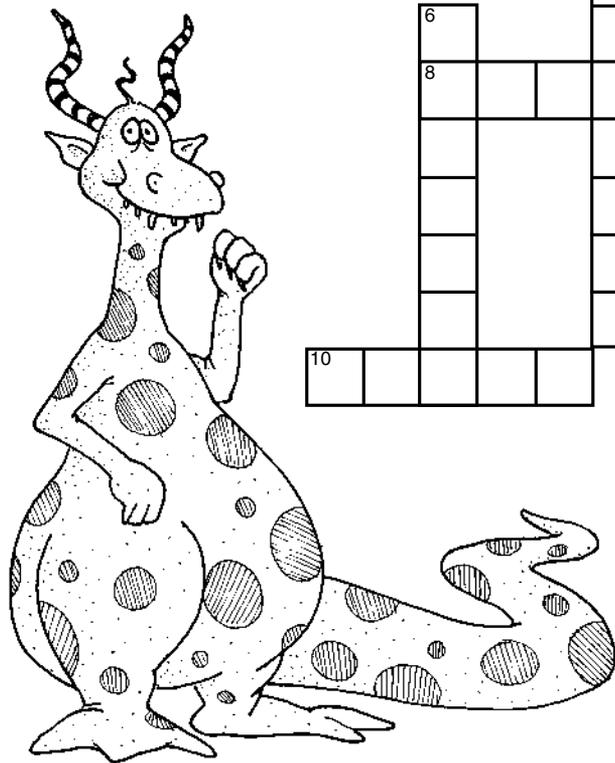
Write Now! Your friend is in terrible trouble. You've gone to your favorite superhero for help. On a separate sheet of paper, write your conversation, using as many Master Words as you can.

Exercise 7 Word Play: Crossword Puzzle

Use the Master Words to solve the clues and complete this crossword puzzle.

Master Words

agitated	intently
arouse	light
conceivably	related
deference	shrank
extraordinarily	widow



Across

2. the opposite of calm
8. unusually, surprisingly
10. female form of widower

Down

1. adverb form of conceivable
3. you feel this for your hero
4. what you did when you saw a monster
5. the smell of cookies might ____ hunger
6. the people at a family reunion are
7. a particular way of looking at things
9. how you might watch a scary movie

Lesson 15

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

bolts	shuttle
layers	stacked
miners	textile
ore	unravel
rivets	waist

from **Textiles: Smooth as Silk, Bumpy as Burlap**
by Beth Dvergsten Stevens

Jeans

Look around. What are people wearing? Chances are, you'll see a lot of blue jeans. Jeans are made of a very strong woven cotton. Back in 1872, a storekeeper named Levi Strauss was selling this fabric when a tailor named Jacob Davis bought it to make work pants for a woodcutter. Cutting wood was hard work. The man's pants had to be very strong. Soon other people saw these "**waist** overalls" and wanted them too.

Davis and Strauss teamed up to make twill pants for woodcutters, **miners**, and cowboys. But sometimes the pockets ripped when miners put **ore** samples in them. Davis fixed that problem. He put copper **rivets** at the pocket corners. The pants were called Levis, or blue jeans.

As years passed, jeans became more and more popular. Just about everyone owns a pair today.

Jeans are made from denim fabric. Denim is woven in a mill from white and blue yarns. The **textile** is wrapped on large **bolts** that weigh about 500 pounds. The denim is sent to blue jeans factories. The bolts are unrolled, and a hundred or more **layers** of cloth are **stacked** up.

Workers follow a pattern to cut the denim into pieces. Electric saws help them cut through a whole stack of fabric at once.

On huge sewing machines, other workers sew the denim pieces together in the right order: A single pair of jeans needs more than 30 sewing steps before it is done. More than 200 yards of thread are used.

Explore Denim

Unravel the cut edges of a denim scrap. Look for the white and blue yarns. The blue yarns run lengthwise. They were the warp yarns on the loom. The white yarns were the weft yarns, woven through the **shuttle**.

Now use a magnifying glass to look at the twill weave pattern. The yarns are woven tightly to make denim strong.

Exercise 2 Write Definitions

Use the dictionary at the back of this book to help you write a definition for each Master Word below. Remember, these words will usually appear as base words. You will seldom find plural words or words ending in *-ed* listed in the dictionary. Look under **stack** to find *stacked*.

1. **bolts** _____

2. **layers** _____

3. **miners** _____

4. **ore** _____

5. **rivets** _____

6. **shuttle** _____

7. **stacked** _____

8. **textile** _____

9. **unravel** _____

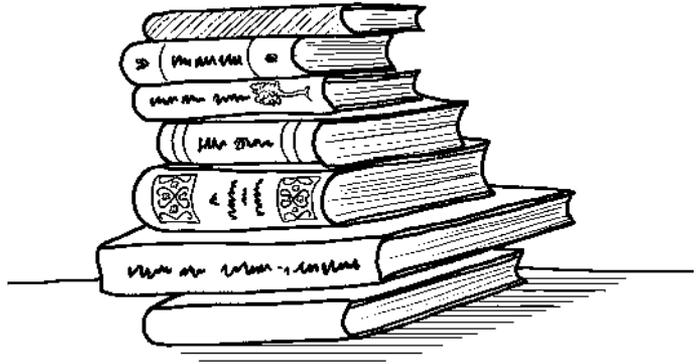
10. **waist** _____

Exercise 3 Use Context Clues

Fill in the blank in each sentence with the Master Word that completes it best. Then circle the words that give you context clues.

Master Words

bolts	shuttle
layers	stacked
miners	textile
ore	unravel
rivets	waist



1. As she threw away one item after another, her bed was buried in _____ of old clothing.
2. They were sure that the _____ contained gold. They were rich!
3. The bird flew back and forth, reminding her of the _____ on her mother's weaving loom.
4. He knew it was some kind of _____ but couldn't decide what raw material it was woven from.
5. The wide belt showed off the woman's slim _____.
6. In the fabric store she found many _____ of lace. How would she choose which to use in her dress?
7. The _____ gathered to decide whether they should go on strike against the mining company.
8. They bought heavy cloth, thread, and small _____ to hold their book bags together.
9. The books were _____ higher and higher on the library table as they looked for the information they needed.
10. He knew the whole placemat would _____ if he kept picking at the threads, but he couldn't stop himself.

Exercise 4 Use Synonyms

Draw a line to connect each Master Word on the left with the word that means the same or nearly the same on the right.

rivets	piled
stacked	cloth
unravel	fasteners
textile	unwind
bolts	rolls

Word Attack! Homonyms

Sometimes new words are confusing because they remind you of other words with completely different meanings. Words that look or sound like other words are called *homonyms*. There are two kinds. Words that are spelled exactly like other words with different meanings are called *homographs*. For example, *lock* (a cutting of hair) and *lock* (to lock a door) are homographs. Words that sound alike but are spelled differently are called *homophones*. An example is *jeans* (the clothing discussed in this selection) and *genes* (the tiny cell parts you get from your parents that determine your physical qualities). If a word you read seems familiar but doesn't make sense in context, it might be a homonym.

Exercise 5 Use Homonyms

Below you'll find several pairs of homonyms. The first word in each pair is a Master Word. The meaning of each word is given. Solve the riddles below by writing one of the Master Words in each blank space.

waist (the middle part of your body)
waste (something you'd throw away)

ore (rock containing metals)
oar (what you use to row a boat)

miners (people who work in mines)
minors (people under the age of 21)

bolts (measured rolls of cloth)
bolts (bars or pins used to fasten something in place)

1. Long ago, young boys went with their fathers to work in the coal mines. You might call those boys lesser _____.
2. If you eat less food, you won't have a thick _____.
3. After rowing for hours, our paddle felt like it was made of _____ instead of wood.
4. I look and sound like something from a hardware store, but look for me where they sell cloth instead. _____

Exercise 6 Word Graphics: Clues Chart

Fill in the chart below with the Master Word that fits each set of clues. Part of speech refers to the word's use in this lesson.

Master Words

bolts miners rivets stacked unravel
 layers ore shuttle textile waist

Number of Syllables	Part of Speech	Other Clues	Master Word
2	noun	rhymes with <i>Forty-Niners</i>	
2	noun	first syllable is a word that means "closed"	
3	verb	come apart	
2	noun	put pasta, sauce, and cheese together in these and you have lasagna	
2	noun	sounds almost like the noise a frog makes	
2	noun	cloth, fabric	
1	noun	rhymes with <i>colts</i>	
1	noun	one letter less than <i>more</i>	
1	verb	not spread out, but piled	
1	noun	what you need to measure to buy a belt	

Write Now! Help! You're trapped after hours in a factory that makes clothes. On a separate sheet of paper, write your plan for escaping. Use at least two Master Words.

Exercise 7 Word Play: Imaginary Books

Below are titles of imaginary books. Circle the Master Word or Words most likely to be included in each book. There may be more than one answer.

1. *A History of Iowa's Coal Mines*

unravel miners bolts

2. *Fascinating Fasteners*

rivets miners ore

3. *How to Make the Perfect Layer Cake*

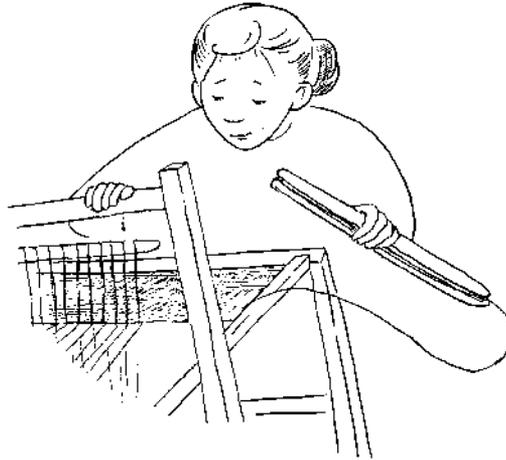
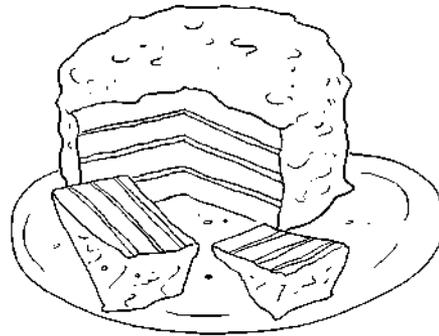
stacked layers unravel

4. *My Life as a Weaver*

unravel ore shuttle

5. *Fashion Design and You!*

ore textile waist



Now make up titles of books that might include two Master Words you did not circle above.

1. _____

2. _____

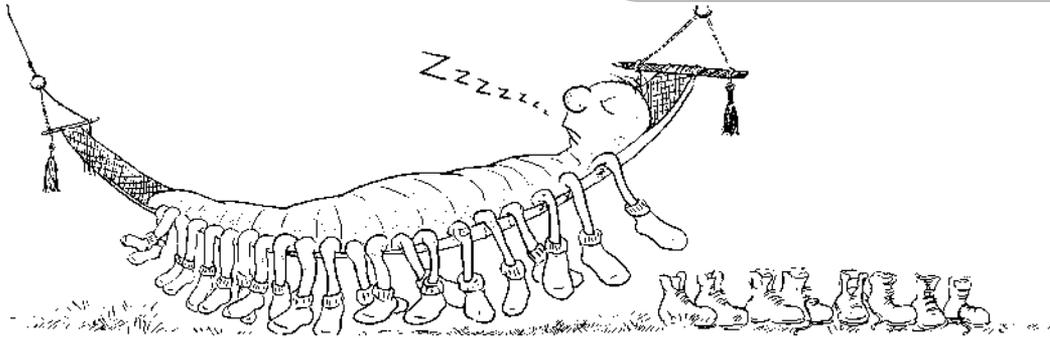
Lesson 16

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** _____

2. **coiled** _____

3. **complicated** _____

4. **crouching** _____

5. **drowsily** _____

6. **frantically** _____

7. **hammock** _____

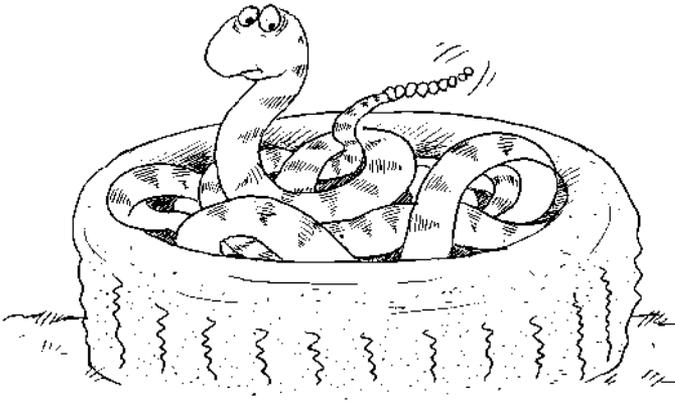
8. **mumbling** _____

9. **snoring** _____

10. **wheezing** _____

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

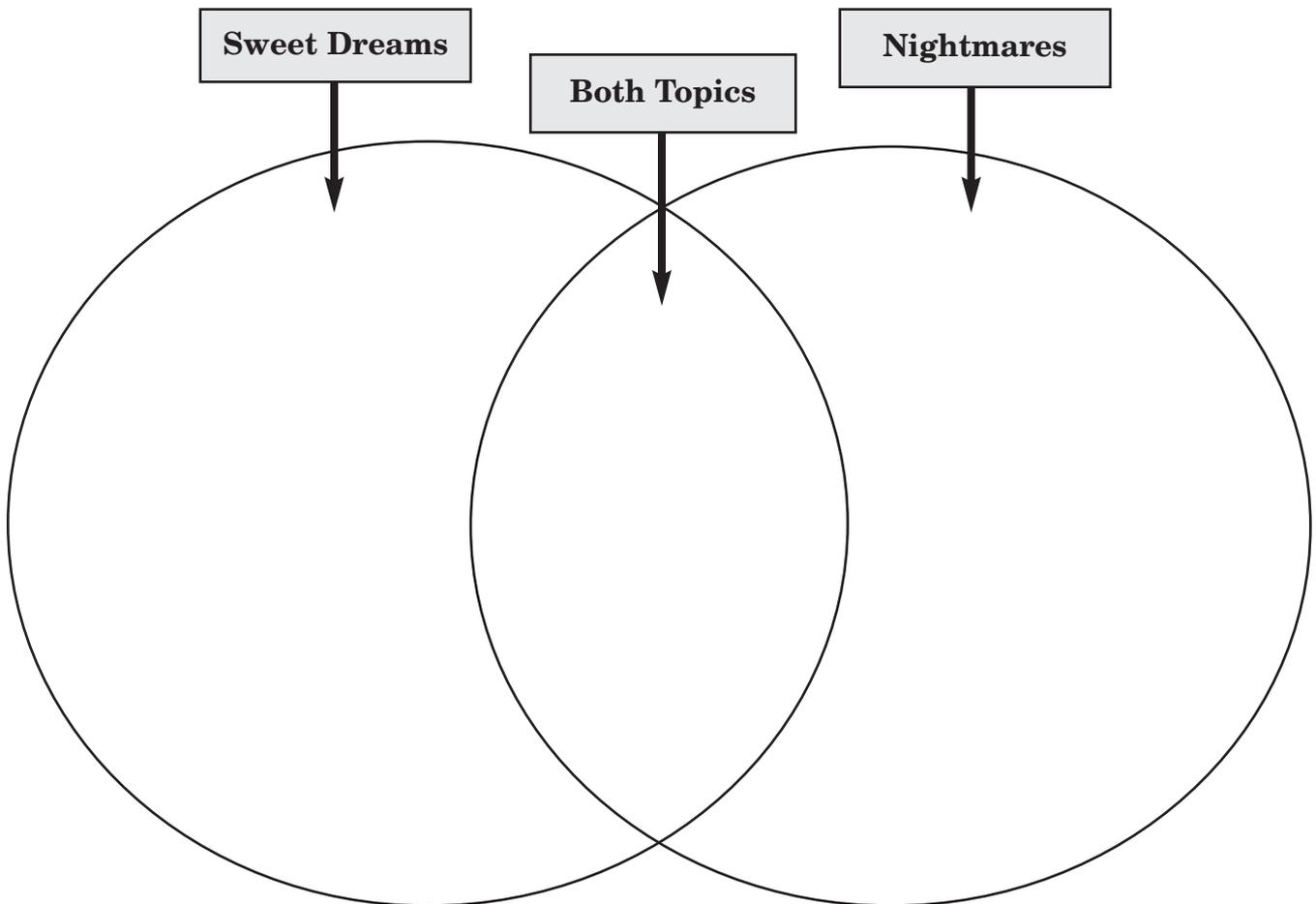
coiled	coughing, sneezing, choking
hammock	snake, rope, hose
mumbling	bed, cot, bunk
wheezing	sleeping, dreaming, napping
snoring	talking, muttering, whispering

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

hammock (3 words)

lot	han	ed	ging c	h b

coiled (3 words)

o loo	led i	ps	rol	nt

Lesson 17

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 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

criminals	forensic
evidence	invisible
fabrics	microscope
fibers	skeleton
filter	swabs

from *Crime Detection*

by Chris Oxlade

Crime Scene Clues

The police know that even the smartest **criminals** leave behind signs that they were at the scene of a crime. These signs are called **evidence**. The police use evidence to try to find criminals. As soon as the police arrive at the scene of a crime, they make sure that nothing is moved. Then the scene is photographed, and the exact position of all the evidence is measured and recorded. Finally, the evidence is collected. Some pieces of evidence are so small that they can be seen only with a **microscope**.

Hidden Prints

Fingerprints are some of the most important clues that **forensic** scientists can find. Fingerprints are normally **invisible**, but they show up when you dust them with fine powder. Then they can be moved to sticky tape and photographed. At the crime scene, all the possible places where the criminal could have left fingerprints are dusted.

Other Evidence

Police wear gloves to collect evidence so that they do not put their own fingerprints on it. Small items of evidence, such as pieces of glass, hairs, **fibers** from **fabrics**, and pieces of soil, are sucked into a vacuum cleaner and trapped in a **filter**. Small samples of blood stains are collected on **swabs**. Every piece of evidence is put into a separate plastic bag and carefully labeled so it does not get mixed up with other items.

A Murder Scene

At the scene of a murder, the position of the dead person's body is photographed, measured, and marked. Then the body is taken away for scientists to try to figure out when and how the person died. Sometimes a body is found years after the person has died, and only the **skeleton** is left. In this case, scientists have to figure out who the person was, as well as the cause of death.



Exercise 2 Write Definitions

Use the dictionary at the back of this book to write a definition for each Master Word below.

1. **criminals** _____

2. **evidence** _____

3. **fabrics** _____

4. **fibers** _____

5. **filter** _____

6. **forensic** _____

7. **invisible** _____

8. **microscope** _____

9. **skeleton** _____

10. **swabs** _____

Exercise 3 Use Context Clues

Tell whether each of the Master Words is used correctly in the sentences below. Write *C* for correct or *I* for incorrect. Then circle the words that give you the context clues to decide.

Master Words

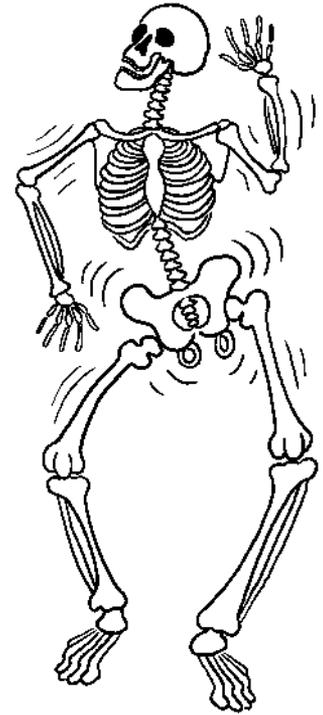
criminals	fabrics	filter	invisible	skeleton
evidence	fibers	forensic	microscope	swabs

- _____ 1. **Fibers** from her sweater were left on the chair where she sat.
- _____ 2. The water picked up mud as it passed through the **filter**.
- _____ 3. They won awards as role models for being such respectable **criminals**.
- _____ 4. The doctor used **swabs** when scraping the patient's throat to check for infection.
- _____ 5. The lab's powerful **microscope** made the huge object appear much smaller.
- _____ 6. He showed her handwritten letter as **evidence** that she meant to get him in trouble.
- _____ 7. There were so many different **fabrics** to choose from that they couldn't decide which one to use for their new sofa.
- _____ 8. They were terrified by the awful sight of the **invisible** monster.
- _____ 9. The **forensic** scientist spent a lot of time testifying in court as an expert witness.
- _____ 10. By the time they discovered the body, only the **skeleton** remained.

Exercise 4 Use Synonyms

Read the Master Word in the first column. Then find and circle two other words or phrases that have the same or similar meaning.

- | | | | |
|---------------------|-----------|---------|--------------|
| 1. criminals | witnesses | outlaws | law breakers |
| 2. fabrics | cloth | thread | materials |
| 3. invisible | unseen | hidden | bright |
| 4. evidence | theory | facts | proof |
| 5. fibers | chunks | threads | strings |
| 6. skeleton | bones | dance | framework |



Word Attack! Specialized Vocabulary

Many jobs, hobbies, or subjects of study use special words. It is important to know these special words in order to understand what you are reading. The selection *Crime Detection* uses words related to investigating crimes, which have specific meanings in this selection. You had to read carefully to understand the way they were used in the passage.

Exercise 5 Use Specialized Vocabulary

Match each Master Word on the left with its use in *Crime Detection* on the right.

- | | |
|-------------------|---|
| microscope | items that can be used to take samples of blood from a crime scene |
| fibers | instrument that makes small things look bigger |
| filter | science that helps catch criminals by providing evidence |
| forensic | bits of cloth that can help identify a victim or criminal |
| swabs | instrument that can be used to separate evidence from dirt or other materials |

Exercise 6 Word Graphics: Word Map

A word map can help you think about what you have learned. Complete the map below by responding to the prompts about the Master Word *skeleton*.

Is this a good definition for *skeleton*?

“The bone framework that gives shape and structure to a body”

Yes _____ No _____

Which of the following people might use *skeletons*? Check those that you choose.

A Halloween party planner _____

A carpenter _____

A flower shop owner _____

A criminal lawyer _____

A medical student _____

Master Word _____ **skeleton** _____

Use the word *skeleton* in a short poem.

Draw a picture that shows something about a *skeleton*.

Now choose another Master Word from the list and make a word map for it.

What is the definition of the word?

List some things you associate with the word.

Master Word _____

Use the Master Word in a sentence.

Draw a picture that shows the meaning of the Master Word.

Write Now! Imagine that you are a famous criminal lawyer. On another sheet of paper, explain how you will prove that your client did NOT rob the bank in question. Use two Master Words.

Exercise 7 Word Play: Coded Message

Fill in each blank with the appropriate Master Word. Then arrange the circled letters to spell out the coded message. Hint: Think of what you might say at the end of a successful criminal investigation.

Master Words

criminals	fabrics	filter	invisible	skeleton
evidence	fibers	forensic	microscope	swabs

1. She used cotton _____ () _____ to clean the baby's ears.
2. They were amazed at how large the tiny insect looked under the _____ () _____.
3. He wanted to go to college and study _____ () _____ science so he could help catch criminals.
4. They matched the _____ () _____ from his coat to those found at the scene of the crime.
5. Because the letter was stolen, it couldn't be used as _____ () _____ in court.
6. The little boy was frightened of the grinning _____ () _____ the neighbors put up each Halloween.
7. As a baby, she thought that when she covered her eyes she was _____ () _____.
8. They used a small strainer as a _____ () _____ to separate the gold from the river mud.
9. She had never before been in a store with clothes of so many colors and _____ () _____ to choose from.
10. They were treated like _____ () _____, even though they had done nothing wrong.

Arrange the circled letters to complete the phrase below:

_____!

Test-Taking Tip

Complete the questions you are sure you know. Then go back and finish the ones you skipped.

Part 1 Context Clues Choose the Master Word that best completes each sentence. Write the word on the line.

Master Words

accent	exaggerated	focused	layers	protruding
delay	filter	intently	light	unravel

1. The storm closed down many roads, so they had to _____ the start of school for two days.
2. They had to remove many _____ branches that were blocking the path.
3. The rocks in the riverbed acted as a _____ to clean the fast-moving water as it passed through them.
4. The boy stared _____ at him, as if he needed to send him an urgent message.
5. The beautiful dessert was made of many _____ of cake, fruit filling, and cream.
6. Her eyes were _____ on his face, as if she were trying to read her future in his expression.
7. He had a beautiful West Indian _____, which made him the most popular announcer on the radio station.
8. The knitter had to _____ the part of the sweater that was missing a stitch.
9. They teased their friend from Mississippi by speaking in _____ Southern accents.
10. Seen in the _____ of this new information, the problem didn't seem nearly so difficult.

Part 2 Synonyms Fill in the bubble in front of the word or phrase below each sentence that means the same or nearly the same as the Master Word in the sentence.

- The jury convicted him on the basis of strong **evidence**.
 Ⓐ forensic Ⓒ light
 Ⓑ proof Ⓓ torment
- The usually excited children stumbled **drowsily** off to bed.
 Ⓐ sleepily Ⓒ frantically
 Ⓑ conceivably Ⓓ noisily
- He **stacked** the books on the table, rather than returning them to the shelves, in his hurry to leave.
 Ⓐ threw Ⓒ focused
 Ⓑ coiled Ⓓ piled

- When the teacher called on her, she **shrank** back in fear.
 Ⓐ withdrew Ⓒ focused
 Ⓑ related Ⓓ skipped
- His defense rested on the fact that he could not **conceivably** be in two places at once.
 Ⓐ easily Ⓒ possibly
 Ⓑ extraordinarily Ⓓ frantically

Part 3 Antonyms Draw a line connecting each Master Word in the left column to its closest antonym in the right column.

invisible	disrespect
imitation	calm
deference	original
agitated	rushed
ambled	visible

Part 4 Word Relationships Read each word group on the left below. Then read the Master Word on the right. Decide whether the Master Word fits into the word group. Then write *Y* for Yes or *N* for No in the blank.

_____ 1. sneezing, coughing, gasping	wheezing
_____ 2. husband, son, uncle	widow
_____ 3. book, magazine, newspaper	textile
_____ 4. prize, award, certificate	trophy
_____ 5. lamp, candle, flashlight	hammock
_____ 6. cloth, material, textiles	fabrics
_____ 7. shouting, laughing, talking	snoring
_____ 8. lumberjacks, firefighters, construction workers	miners
_____ 9. bending, kneeling, bowing	crouching
_____ 10. heroes, champions, stars	criminals

Lesson 19

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 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

considerable	means
conversations	pantry
creaking	simultaneously
frequent	theatrical
hoisted	tuneless

from *Harriet the Spy*

by Louise Fitzhugh

She was particularly excited as she ran along, because today she was adding a new spying place to her route. She had discovered a way into a private house around the corner. Private houses were much more difficult to get into than apartment buildings, and this was the first one Harriet had managed. It belonged to a Mrs. Agatha K. Plumber who was a very strange, rather **theatrical** lady who had once married a man of **considerable means**. She was now divorced, lived alone, and apparently talked on the telephone all day. Harriet had found this much out from first listening to several **conversations** between Mrs. Plumber's maid and an overly friendly garbage man. Harriet had pretended to play ball while the garbage was being picked up.

Just yesterday she had discovered that by timing it exactly she had just enough time to jump in the dumbwaiter¹ and slide the door closed before the maid completed one of her **frequent** trips up and down the stairs. The dumbwaiter was no longer used but fortunately had not been boarded up. Since there was a small crack in the door, Harriet could see and hear perfectly.

She approached the house, looked through the kitchen windows, and saw the maid preparing a tray. She knew then that the next step would be to take the tray to the second floor. Not a moment to lose. The maid went into the **pantry**. Harriet stepped through the kitchen door and in one jump was in the dumbwaiter. She barely got the door slid down again before the maid was back in the room. The maid was humming "Miss Am-er-i-ker, look at her, Miss Am-er-i-ker" in a **tuneless** sort of way.

Then the tray was ready. The maid picked it up and left the room. **Simultaneously** Harriet started pulling on the ropes that **hoisted** the dumbwaiter. Terrified, she heard a lot of **creaking**. This would never do. Maybe she could bring some oil.

¹ A dumbwaiter is a small elevator used to move food or dishes from one floor of a building to another.

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 probably won't find words ending in *-ly* or *-ed*. To find *hoisted*, look under **hoist**.

1. **considerable** _____

2. **conversations** _____

3. **creaking** _____

4. **frequent** _____

5. **hoisted** _____

6. **means** _____

7. **pantry** _____

8. **simultaneously** _____

9. **theatrical** _____

10. **tuneless** _____

Word Attack! Context Clues

When you see a word you don't know, look at the words around it. They can help you decide what the new word means. These words are called *context clues*. For example, in this passage from *Harriet the Spy*, the words *pulling on the ropes* and *terrified* suggest that *creaking* must be a loud or frightening noise that ropes in a pulley might make. Practice using context clues in the exercise that follows.

Exercise 3 Use Context Clues

Read each sentence below. Select the word that best fits in the blank. Circle the letter in front of the word you choose. Then circle the words that give you context clues.

- The cook gathered the food, mixing bowls, and measuring cups from the ____.
a. clothes closet b. pantry c. theatrical d. considerable
- A bright yellow car had been ____ high above their heads and hung from a giant crane.
a. dropped b. hoisted c. creaking d. simultaneously
- He was awakened by the loud ____ of a door opening.
a. conversations b. tuneless c. creaking d. singing
- His uncle had gained ____ weight since he had seen him; he almost didn't recognize him.
a. considerable b. simultaneously c. frequent d. hoisted
- She was a very ____ child, always making a fuss over every little thing.
a. considerable b. interesting c. theatrical d. tuneless
- He was a man of limited ____ and could not loan his friend the money.
a. means b. creaking c. conversations d. pantry
- Because he made ____ visits to the library, he got to know the staff there very well.
a. simultaneous b. theatrical c. hoisted d. frequent
- The two neighbors enjoyed many interesting ____.
a. insults b. conversations c. means d. pantry
- Even the dog ran away when she began her ____ singing.
a. tuneless b. frequent c. creaking d. considerable
- When the thunder and lightning came ____, the girls knew they were in the middle of the storm.
a. creaking b. considerable c. frequent d. simultaneously

Exercise 4 Use Antonyms

Fill in the blanks with Master Words that mean the opposite of the words below.

Master Words

considerable creaking hoisted pantry theatrical
conversations frequent means simultaneously tuneless

1. musical; on key _____
2. not often; seldom _____
3. small; unimportant _____
4. dropped; let down _____
5. calm; unemotional _____
6. silence; not speaking _____
7. one after another; staggered _____

Exercise 5 Create Analogies

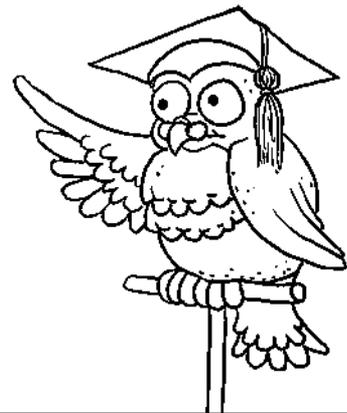
An analogy is a word problem with two pairs of words. The first word pair is complete and the second is incomplete. To complete each analogy below, first think about Pair 1. How does the first word relate to the second? Then choose the Master Word that completes Pair 2 in the same way. For the first question, use these sentences: Socks are kept in a dresser. Dishes are kept in a _____?

1. PAIR 1: socks, dresser PAIR 2: dishes, _____
2. PAIR 1: house, home PAIR 2: wealth, _____
3. PAIR 1: haunt, haunting PAIR 2: creak, _____
4. PAIR 1: smell, odors PAIR 2: talks, _____
5. PAIR 1: hardly ever, seldom PAIR 2: at the same time, _____
6. PAIR 1: never, always PAIR 2: rare, _____

Exercise 7 Word Play: Synonyms Maze

Find a synonym for each Master Word in the maze below and write it on the proper line. Then follow the path through the maze by connecting the synonyms in order.

1. **tuneless** _____
2. **frequent** _____
3. **theatrical** _____
4. **means** _____
5. **creaking** _____
6. **hoisted** _____
7. **conversations** _____
8. **pantry** _____



	song	emotional	quiet	jokes		END
	often	here	rhyme	table	closet	
	musical	wealth	silence	talks	whisper	
	rare	time	poor	heavy	clock	
	off-key	stage	scraping	dropped	lifted	
START	happy	stairway				

Lesson 20

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 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

impatient	ripple
mirrored	spirit
outline	splendid
peered	vanished
protested	wingspan

from *Star Tales*

by Gretchen Will Mayo

*Watchers of the night sky around the world have long pointed out a group of stars that seem to show the **wingspan** of a large bird sailing across the sky.*

The Spirit of the Snow Goose

During its migrations, the beautiful white snow goose flies over Coeur d'Alene Lake in western Idaho. Some say this was the large bird the Coeur d'Alene Salishans told about in their tales long ago.

*For many centuries, people all over the world have seen the **outline** of a wide-winged bird among the stars. It seems to follow the path of the Milky Way. Many people called this constellation *The Swan*.*

In the cool shadows of a forest long forgotten, there was a clear lake whose deep waters **mirrored** the clouds by day and the stars by night. It was the resting spot of many creatures of the air. The loon, the blue-winged teal, and the mallard all found their way here. They would float with the clouds across the dark surface. They found rest in the trees rimming the lake and food in the waters.

One evening, three hunters came along a path which wound its way to the lake. They crept softly over the carpet of pine needles. They made no sound as they climbed over rocks. Finally, as the sun was sinking in the West, the three parted the thick branches of the green firs and **peered** across the waters. There they saw a **splendid** snow goose floating in the last light of day.

One of the hunters reached for his arrow. His friends stilled his hand. "This noble bird should not be robbed of its life," they said. But the hunter **protested**. The snow goose would be a great prize to take back to the village.

As they argued, the snow goose lifted its body. It spread its wings to take flight. The **impatient** hunter, fearing the great white bird would get away, raised his bow and shot the snow goose. Drawing out its wings to their full span, the beautiful bird dropped to the lake. Then, as the last rays of sunset faded into night, it **vanished** in the deep, dark waters.

The three hunters stood as though frozen while a strange sadness filled the silence of the forest. Over the lake every last **ripple** smoothed itself.

Then, as the stars came out and were reflected in the waters, the waiting hunters saw the outline of a great bird take shape. They knew it was the **spirit** of the snow goose rising to the heavens. It still flies across the night sky, spreading its great wings across the waters of peaceful lakes.

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 probably won't find words ending in *-ed*. To find *mirrored*, look under **mirror**.

1. **impatient** _____

2. **mirrored** _____

3. **outline** _____

4. **peered** _____

5. **protested** _____

6. **ripple** _____

7. **spirit** _____

8. **splendid** _____

9. **vanished** _____

10. **wingspan** _____

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.

Master Words

impatient	ripple
mirrored	spirit
outline	splendid
peered	vanished
protested	wingspan



1. A small _____ in the pond showed where the rock had fallen in.
2. When the crowd _____ against the unfair laws, their powerful king punished them.
3. The woman believed that her _____ would live on through her art, even after her death.
4. We became very _____ when we had to wait in line for over an hour.
5. He couldn't find his baseball glove anywhere. It seemed to have _____ completely.
6. The large _____ on his new model airplane made it fly smoothly over long distances.
7. He was surprised to see his angry expression _____ in the store's window.
8. It was a _____ meal; each course was better than the last.
9. She _____ intently over the fence, trying to see what was happening far across the field.
10. On the ground was a chalk _____, showing the form the garden would take.

Exercise 4 Use Synonyms

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

1. The ghost **vanished** as quickly as it had come.
disappeared haunted protested
2. My father was always **impatient** with people who couldn't arrive on time.
relaxed angry annoyed
3. When we **protested** the assignment, the teacher gave us a harder one.
completed objected to enjoyed
4. The artist poured his **spirit** into his final work of art.
soul children memories
5. The house was **splendid**; they knew they'd never find another one like it.
silly unusual beautiful

Word Attack! Compound Words

When you see a word you don't know, look closely to see if it is made up of two or more other words put together. These are called *compound words*. The meaning of the compound word reflects the combined meanings of its two word parts. *Sunrise* is a compound word, naming the time of day when the sun rises into view. *Football* and *eyelid* are also compounds.

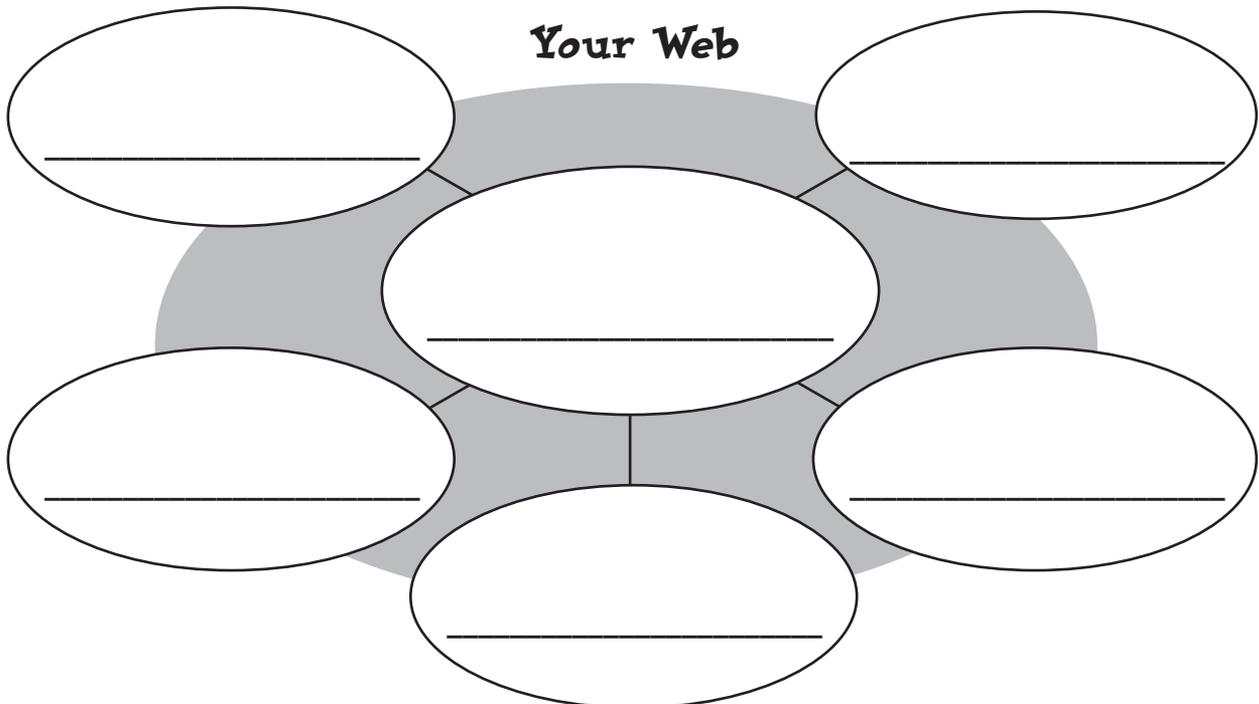
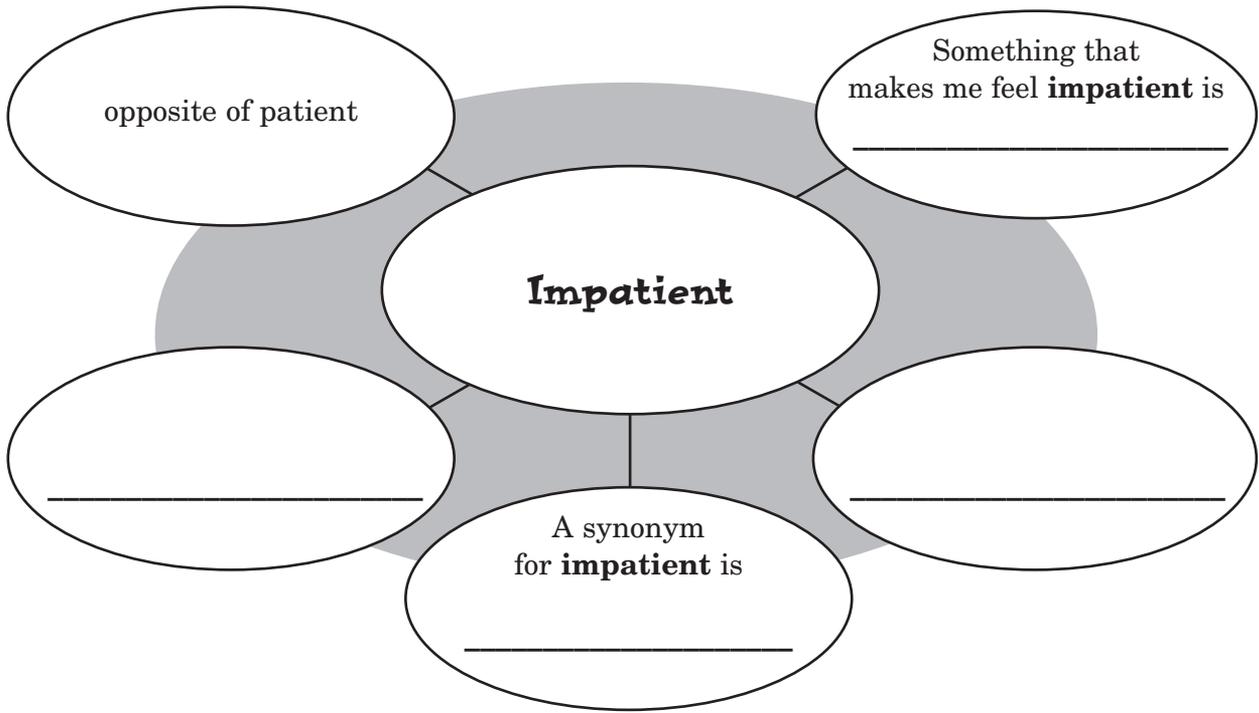
Exercise 5 Find Compound Words

In the sentences below, compound words help you decide which Master Words fit in the blanks. Write the correct Master Word on each line. Then circle all compound words in the sentence. Look closely! Some of the compound words are Master Words.

1. The sportsmen hid behind a tree and _____ into the bear's cave.
2. We knew we were far away from the waterfall, because the stream here showed hardly a _____.
3. The eagle flew from a tall redwood, showing its huge _____ as it sailed off.
4. The colors of the sunset were so bright in our eyes that we could barely make out the _____ of the beautiful old tree in the distance.
5. Gliding along in our rowboat, we watched as the calm water _____ the image of fluffy clouds overhead.

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 *impatient* from this lesson helps you guess what might happen to the snow goose. Finish the web and then create one of your own using a different Master Word.



Write Now! You are camping with your family. You and your mother have gotten up early to paddle your canoe on the lake. On a separate sheet of paper, describe what you see. Try to use one or two Master Words.

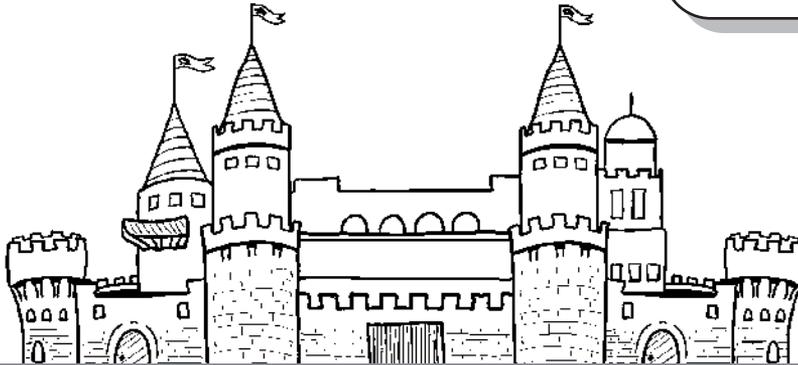
Lesson 21

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

accomplished	quest
flickering	rage
grim	reception
huskily	remote
mount	ruefully



from *The Grey King*
by Susan Cooper

Eyes that See the Wind

They stood silent in the dimlit darkness. Somewhere out beyond the rock, thunder still rumbled and growled. The torches burned, **flickering** and smoky, on the walls.

Bran said **huskily**: "Was he the—the—"

"No," Merriman said. "He is not the Grey King. But he is one very close to him, and back to him he has now gone. And their **rage** will **mount** the higher because it will be sharpened by fear, fear at what the Light may be able to do with this new Thing of Power." He looked at Will, his bony face tight with concern. "The first perilous part of the **quest** is **accomplished**, Old One, but there is worse peril yet to come."

"The Sleepers must be wakened," Will said.

"That is right. And although we do not yet know where they sleep, nor shall till you have found them, it is almost certain that they are terribly, dangerously close to the Grey King. For long we have known there was a reason for his hard cold grip on this part of the land, though we did not understand it. A happy valley, this has always been, and beautiful; yet he chose to make his kingdom here, instead of in some **grim remote** place of the kind chosen by most of his line. Now it is clear there can be only one reason for that: to be close to the place where the Sleepers lie, and to keep their resting-place within his power. Just as this great rock, Craig yr Aderyn, is still within his power. . . ."

Will said, his round face grave, "The spell of protection, by which we came here untouched, has run its course now. And it can be made only once." He looked **ruefully** at Bran. "We may have an interesting **reception** out there, when we leave this place."

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 probably won't find words ending in *-ed*, *-ing*, or *-ly*. To find the word *flickering*, look under **flicker**.

1. **accomplished** _____

2. **flickering** _____

3. **grim** _____

4. **huskily** _____

5. **mount** _____

6. **quest** _____

7. **rage** _____

8. **reception** _____

9. **remote** _____

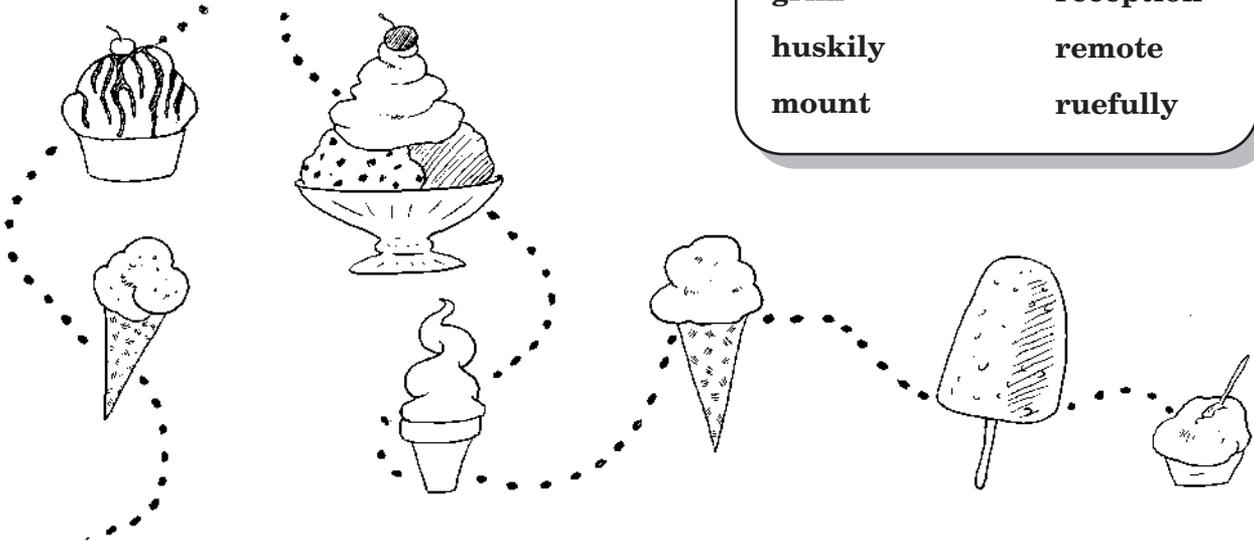
10. **ruefully** _____

Exercise 3 Use Context Clues

Tell whether each of the Master Words in bold type is used correctly in the sentences below. Write *C* for correct or *I* for incorrect. Then circle the words that give you the context clues.

Master Words

accomplished	quest
flickering	rage
grim	reception
huskily	remote
mount	ruefully



- _____ 1. She was just getting over a sore throat, so she spoke **huskily**.
- _____ 2. Because of their injuries, they met with a sympathetic **reception**.
- _____ 3. The **flickering** porch swing made him feel sad and lonely.
- _____ 4. His cheerful words and **grim** smile made her feel very welcome.
- _____ 5. It was a short walk to the **remote** little cabin surrounded by larger houses.
- _____ 6. Their search for the best ice cream became a **quest** that took them all over the state.
- _____ 7. She chuckled **ruefully**, delighted with the wonderful surprise.
- _____ 8. We felt great satisfaction that we had **accomplished** our goal.
- _____ 9. The storm frightened them with its violent, howling **rage**.
- _____ 10. His fear will probably **mount** as soon as the nightmares go away.

Word Attack! Antonyms

Antonyms are words that mean the opposite of one another. It can help in understanding and remembering new words to think of antonyms for them. You may not have heard the adjective *flickering* before, but you might remember it if you picture it as the opposite of *blazing*.

Exercise 4 Use Antonyms

Play a game of “tic-tac-toe antonyms.” Read each Master Word. Then draw a line connecting three antonyms in the box. Your line can be vertical, horizontal, or diagonal.

1. accomplished

achieved	arrived	quit
mounted	gave up	flickered
failed	importantly	succeeded

2. huskily

smoothly	mildly	gently
angrily	painfully	hoarsely
remotely	roughly	silly

3. grim

unpleasant	remote	cheerful
gloomy	fearful	hopeful
dirty	unsteady	carefree

4. mount

grow	flicker	get smaller
rage	decrease	increase
reduce	avoid	accomplish

Exercise 5 Find Word Relationships

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

flickering	violence, anger, fury
ruefully	warm, flattering, greetings
rage	torch, candle, lamp
quest	search, look, seek
reception	sadly, sorrowfully, woefully
remote	alone, hidden, distant

Exercise 6 Word Graphics: Word Chart

Fill in the chart below with the Master Word that fits each set of clues. Part of speech refers to the word's use in this lesson.

Master Words

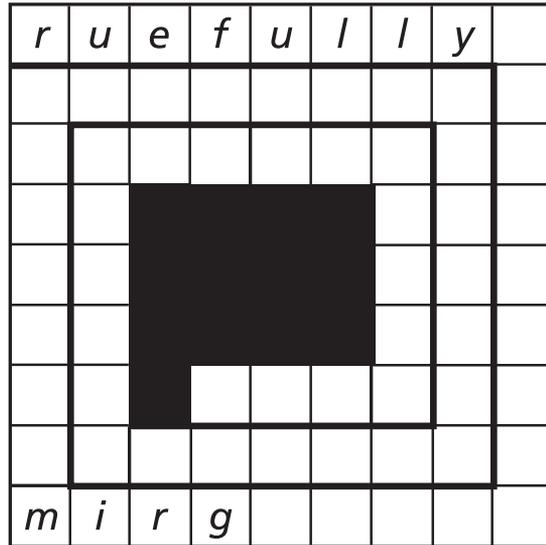
accomplished grim mount rage remote
 flickering huskily quest reception ruefully

Number of Syllables	Part of Speech	Other Clues	Master Word
3	adverb	How you might say you're sorry to someone.	
1	noun	This rhymes with <i>stage</i> .	
3	adverb	How you might talk after cheering loudly at a soccer game.	
3	verb	Most people hope to have ____ many good things during their lives.	
3	noun	Give a new student a friendly ____ to your school.	
1	verb	This word also means "to climb onto something."	
3	verb	Candles can be seen doing this in the wind.	
2	adjective	You probably work your TV with a ____ control.	
1	noun	A knight in medieval times might go on a ____.	
1	adjective	This is the second part of the name of people who celebrated the first Thanksgiving.	

Write Now! Help! Pretend that you've decided to hunt for a rare bird that lives in your state. Write a journal entry describing a day in your search, using as many Master Words as possible.

Exercise 7 Word Play: Word Spiral

To complete the word spiral, choose the Master Word that goes with each sentence that follows. The first answer, *ruefully*, is done for you. Continue to fill in each answer clockwise. The fourth answer, *grim*, is also done for you. Words may overlap by one or more letters.



1. How you might explain that you lost your friend's favorite CD.
2. This is an extreme form of anger.
3. What the last coals of the campfire are doing just before they go out.
4. How your father might look when he learns he has to pay more taxes than he expected this year.
5. Your excitement might do this if the news got even better.
6. You might play a fantasy game with your friends about going on one of these.
7. How you talked when you had a cold and a sore throat.
8. You will give your best friend a warm one of these when he returns from the hospital.
9. As you finish playing your spy adventure game, you might say, "Mission ____."
10. When your family wants to get away from it all, you might go camping in a ____ location.

Lesson 22

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 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

cataclysm	immeasurably
cease	perch
chrysalis	ruins
dangle	shed
empire	survived

from *Joyful Noise*
by Paul Fleischman

Chrysalis Diary

November 13:

Cold told me
to fasten my feet
to this branch,

to **shed** my skin,
and I have obeyed.

December 6:

the color of leaves and life,
has vanished!

lies in **ruins**!
I study the
brown new world around me.

I hear few sounds.

Swinging back and forth
in the wind,
I feel **immeasurably** alone.

to **dangle** upside down
from my **perch**,

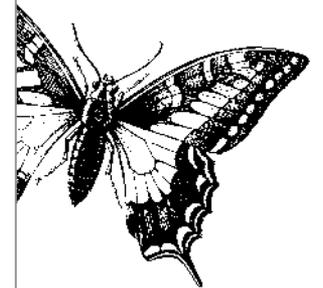
to **cease** being a caterpillar
and I have obeyed.

Green,

has vanished!
The **empire** of leaves
lies in ruins!

I fear the future.

Have any others of my kind
survived this **cataclysm**?



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 probably won't find words ending in *-ed* or *-ly*. To find the word *survived*, look under **survive**.

1. **cataclysm** _____

2. **cease** _____

3. **chrysalis** _____

4. **dangle** _____

5. **empire** _____

6. **immeasurably** _____

7. **perch** _____

8. **ruins** _____

9. **shed** _____

10. **survived** _____

Exercise 3 Use Context Clues

Read each sentence below. Select the word that best replaces the word or phrase in bold type. Put a check mark in front of the word you choose. Then circle the words that give you context clues.

1. A silky **cocoon** hung from the end of a thin branch, promising a butterfly in the spring.
_____ cataclysm _____ shed _____ empire _____ chrysalis
2. He was **extremely** sad when his dog died; he cried for days.
_____ immeasurably _____ slightly _____ hardly _____ cease
3. The canary sang as it sat on the wooden **bar** in his cage.
_____ perch _____ ruins _____ empire _____ shed
4. As the sun rose in the sky the day became warm and he **took off** his heavy coat.
_____ cease _____ shed _____ dangle _____ survived
5. When they looked at the damage to the car, they wondered how they **lived through** the accident.
_____ caused _____ survived _____ avoided _____ shed
6. The explosion and fire left nothing behind. It was a real **disaster**.
_____ ruins _____ chrysalis _____ shed _____ cataclysm
7. She couldn't seem to control her laughter, even though her mother's look told her she must **stop**.
_____ shed _____ cease _____ weep _____ dangle
8. They spent the morning visiting the **broken-down remains** of the ancient castle.
_____ perch _____ cataclysm _____ ruins _____ empire
9. The bracelet is too large for her and will **hang loosely** from her wrist.
_____ perch _____ disappear _____ shed _____ dangle
10. The small dog thought of his house and yard as his own little **kingdom**.
_____ shed _____ empire _____ perch _____ ruins

Word Attack! Similes and Metaphors

Poets pack much meaning into few words and make us think of ordinary things in new ways. They often use common words in unusual ways or compare unlike things. Similes and metaphors are expressions that compare unlike things. In a simile, the words *like* or *as* are used to make the comparison. For example, "Her smile was *like* the sunshine" is a simile that compares a girl's smile to sunshine. A metaphor also compares unlike things, but without using *like* or *as*. In the poem you just read, leaves of summer are compared to an empire, and the changing of a caterpillar into a butterfly is compared to a cataclysm, or disaster. Similes and metaphors show how things that are *different* can also be *alike*.

Master Words

cataclysm

cease

chrysalis

dangle

empire

immeasurably

perch

ruins

shed

survived

Exercise 4 Create Metaphors

Create metaphors by writing the correct Master Word in each blank.

1. The changes going on inside him were making him into a completely new person. He was a _____ just waiting to come forth in a glorious new form.
2. Her emotions, like the phoenix that rises from the ashes of fire, not only _____ the flame of grief, but rose up stronger than ever.
3. In her lively imagination, the crumbled sand castle became the _____ of ancient Greece.
4. The more he studied the colony of bees, the more he saw that it was an _____, ruled by the queen and run by the many workers.
5. This snake that was my cousin _____ friends like he would an old skin.

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. explosion, hurricane, wildfire _____
2. end, stop, finish _____
3. endlessly, extremely, intensely _____
4. loose tooth, large bracelet, fish on a line _____
5. tree branch, power line, birdcage _____

Exercise 6 Word Graphics: Language Chart

Complete the following charts by entering each Master Word on the appropriate line of each chart. The first chart shows words by the number of syllables in each; the second by parts of speech. An example is shown in each.

Number of Syllables

1

cease, shed, perch

2

3

4

5

Parts of Speech

adverb

immeasurably

verbs

nouns

Write Now! You are on a nature hike. On another sheet of paper, write a paragraph describing what you see. Use at least three Master Words.

Exercise 7 Word Play: Acrostic Puzzle

An acrostic is a word puzzle that can be read across and down. The letters of a word are used in other words or phrases written left to right, to create a meaningful composition. Read the example below.

P eaceful on a rock
high abov **E** the valley,
I su **R** vey the land below me
feeling as ri **C** h as if I owned it all
H ome

Now, using the Master Word provided below, write your own acrostic composition.

<p style="text-align: center;">R</p> <p style="text-align: center;">U</p> <p style="text-align: center;">I</p> <p style="text-align: center;">N</p> <p style="text-align: center;">S</p>

Lesson 23

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 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

agape	jealous
attained	midst
ballot	polls
flung	representative
inspectors	volumes

from *You Want Women to Vote, Lizzie Stanton?*

by Jean Fritz

Suffrage, the right to vote in governmental elections, was denied to women in America until 1920. Susan B. Anthony and Elizabeth Cady Stanton were early and powerful leaders in the women's suffrage movement. Elizabeth (Lizzie) was never quite as famous in her time as her friend Susan, but she worked just as hard to gain the vote. Stanton died before the 19th Amendment to the Constitution was passed, finally granting women suffrage.

Sometimes people asked them how they could write a history of woman suffrage before suffrage had even been **attained**. They didn't expect to write it *all*, Elizabeth said, but only as far as they'd gone. Still, she had no doubt that someone else would complete it. Not in her lifetime, perhaps. She had accepted that, but she knew that the time would come. "We are only the stone that started the ripple," she said. But the history of that stone took up three large **volumes**.

One day in the **midst** of their work, the doorbell rang, and there stood a **representative** of the Republican party. It was Election Day, and he wondered if anyone in the house needed a ride to the **polls**. On the spur of the moment, Elizabeth spoke up. Yes, she would like a ride. She was three times the voting age, she said, had lived thirteen years in Tenafly, paid taxes, was a citizen, so of course she planned to vote. She knew, of course, the Supreme Court's decision. She knew of Susan's attempt to vote eight years earlier. Indeed, she may have been a bit **jealous** of Susan, who had done just the kind of thing that Elizabeth would have liked to do. In any case, Elizabeth stepped into the carriage, and Susan went with her.

She did not, however, make as big a splash as Susan had. Two of the **inspectors** pulled their hats down over their eyes when they saw her, and pretended that they weren't there. The third put his arms around the **ballot** box and covered up the slit for the ballot. Only men could vote, he said. Elizabeth **flung** her ballot in his direction and stamped out as if she had really done something. Well, she had shocked the inspectors, and perhaps the people of Tenafly too. At least she thought so. "The whole town is **agape** with my act," she bragged.

Exercise 2 Write Definitions

Use the dictionary at the back of this book to write a definition for each Master Word below. Remember, you will probably not see words ending in *-ed* as main entries in the dictionary. To find *attained*, look under **attain**. To find *flung*, look under **fling**.

1. **agape** _____

2. **attained** _____

3. **ballot** _____

4. **flung** _____

5. **inspectors** _____

6. **jealous** _____

7. **midst** _____

8. **polls** _____

9. **representative** _____

10. **volumes** _____

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.

Master Words

agape	ballot	inspectors	midst	representative
attained	flung	jealous	polls	volumes

1. As the girl compared her friend's beautiful house to her own tiny shack, she couldn't help feeling _____.
2. He loves that author. He has read all ten _____ in her series of books.
3. The couple felt proud as they went to the _____ to cast their first votes as citizens of their new country.
4. The baby _____ her plate from the high chair, scattering bits of food everywhere.
5. As a newly elected _____, she took very seriously her responsibility to speak for the people of her state.
6. Jennifer liked to surprise people by doing the unexpected. But this time she outdid herself—the entire class was _____.
7. In such a close election, every vote mattered. Each _____ was carefully counted.
8. The kitchen staff prepared for the _____ who were coming to check for safety and cleanliness.
9. As the crowd rushed around her, she felt she was in the _____ of a giant beehive.
10. With his education complete and his dreams of travel coming true, he felt all his goals had been _____.

Exercise 4 Use Synonyms

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

1. The boy **flung** the wormy apple into the trash.
placed threw away ran toward
2. The bad news came in the **midst** of the celebration.
excitement confusion middle
3. When his friend got the bike he longed for, Jack was **jealous**.
envious happy for her surprised
4. Finally, their cherished goal was **attained**.
fulfilled within reach understood
5. We were all **agape** when we saw the beautiful painting the girl had created.
furious delighted amazed

Word Attack! Specialized Vocabulary

Many jobs, hobbies, or subjects of study use special words. It is important to identify these special words in order to understand what you are reading. In the passage from *You Want Women to Vote, Lizzie Stanton?* you ran across many words related to elections and voting. Have a dictionary handy when reading selections with a good deal of specialized vocabulary.

Exercise 5 Use Specialized Vocabulary

Choose the Master Word that best completes each election-related sentence below.

1. Along with voting for the president of the United States, your parents might vote for someone to act as their _____ in Congress.
2. To encourage registered voters to use their right to vote, tell them to “Go to the _____.”
3. A voter records his vote and then places it in a _____ box.
4. The subject of voting and elections fills many _____ in a law library.
5. Specially trained _____ visit polling places to make sure they are run fairly.

Exercise 6 Word Graphics: Vocabulary Chart

Fill in the chart below with the Master Word that fits each set of clues. The part of speech column refers to how the word is used in this lesson.

Master Words

agape ballot inspectors midst representative
 attained flung jealous polls volumes

Number of Syllables	Part of Speech	Other Clues	Master Word
5	noun	speaks for others	
2	verb	completed	
2	adjective	green with envy	
1	verb	tossed	
2	noun	encyclopedias have many	
1	noun	in the middle	
3	noun	they look closely	
2	adjective	jaws dropped	
2	noun	cast your vote	
1	noun	sounds like long sticks	

Write Now! Imagine you are running for a school office. On another sheet of paper, write an election speech that makes clear why you should be elected. Try to use two or three Master Words in your speech.

Test-Taking Tip:

Read each sentence twice to be sure you understand it. Then write your answer.

Part 1 Context Clues Tell whether each of the Master Words is used correctly in the sentences below. Write *C* for correct or *I* for incorrect.

- _____ 1. The ladder was arranged to **dangle** firmly between the roof and the ground.
- _____ 2. They were lost and alone in the **midst** of a huge, burning desert.
- _____ 3. He spoke **ruefully** of their brave adventures and gleeful jokes.
- _____ 4. Events began to happen **simultaneously**, one right after another.
- _____ 5. Her **tuneless** humming may not have been musical, but it put the baby to sleep.
- _____ 6. Their fear began to **mount** as the danger faded away.
- _____ 7. As the snake grew larger, it **shed** its skin.
- _____ 8. She **survived** the accident only because of the policeman's quick thinking.
- _____ 9. He felt very **jealous** of all the attention his brother received just for being smart.
- _____ 10. Visits to their cousins were so **frequent** that their cousins didn't recognize them when they arrived.

Part 2 Synonyms Draw a line connecting each Master Word in the left column to its closest synonym in the right column.

immeasurably

extremely

conversations

amazed

quest

restless

agape

talks

impatient

search

Part 3 Antonyms Circle the letter in front of the Master Word that means the opposite of the word or phrase in bold type.

- At the exact moment they began speaking about her, the girl **appeared**.
a. arrived b. vanished c. peered d. shed
- In spite of everything, the team **failed at** their task.
a. survived b. accomplished c. hoisted d. protested
- His **cheery** expression was not what they expected, under the circumstances.
a. grim b. splendid c. flickering d. tuneless
- In spite of their best arguments, the project would **begin**.
a. mount b. shed c. cease d. dangle
- The box was **dropped** with no thought about the safety of the things inside.
a. shed b. mirrored c. attained d. hoisted

Part 4 Word Relationships Below are groups of words. Think about what they have in common, and fill in the blank with the Master Word that best fits in each group.

- caterpillar, butterfly, change _____
- voting, campaign, ballot _____
- splash, wave, current _____
- scratching, squeaking, rubbing _____
- anger, fury, violence _____
- congressman, senator, delegate _____
- earthquake, explosion, flood _____
- glanced, stared, looked _____
- threw, tossed, pitched _____
- cabinets, closet, storage _____

Master Words

cataclysm

chrysalis

creaking

flung

pantry

peered

polls

rage

representative

ripple

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blundered
careless
detested
furiously
gloomily
horror
inheritance
miserable
plunged
trough

Lesson 2

attempt
bogged
encouragement
fresh
frustrated
hoarse
lure
skittered
tenacity
zooming

Lesson 3

abruptly
autograph
bunk
eased
glancing
hesitated
mattress
paused
tackled
withdrew

Lesson 4

classic
coachman
convention
discussion
flexibility
involved
myth
particularly
roles
survey

Lesson 5

aimlessly
assaults
eddies
fortress
indomitable
perilous
pitiless
scoured
strewn
submission

Lessons 7-11

Lesson 7

arroyo
biome
climates
environments
evaporates
mouth
percent
sources
spring
tributaries

Lesson 8

collided
compliments
emperor
fled
impolite
insisting
misfortunes
regale
spewing
unappreciative

Lesson 9

ancestors
caretaker
cemetery
declared
intruders
plead
proof
rustling
sacred
trespass

Lesson 10

darted
gleefully
inhaled
shielding
soaked
sparring
spasms
spigot
trembling
whooped

Lesson 11

butcher
dreaded
moustache
mutton
oaths
peeping
shied
skidded
specs
stubborn

Lessons 13-17

Lesson 13

accent
aisle
delay
exaggerated
focused
imitation
irritate
protruding
torment
trophy

Lesson 14

agitated
arouse
conceivably
deference
extraordinarily
intently
light
related
shrank
widow

Lesson 15

bolts
layers
miners
ore
rivets
shuttle
stacked
textile
unravel
waist

Lesson 16

ambled
coiled
complicated
crouching
drowsily
frantically
hammock
mumbling
snoring
wheezing

Lesson 17

criminals
evidence
fabrics
fibers
filter
forensic
invisible
microscope
skeleton
swabs

Word Lists—Lessons

Lessons 19-23

Lesson 19

considerable
conversations
creaking
frequent
hoisted
means
pantry
simultaneously
theatrical
tuneless

Lesson 20

impatient
mirrored
outline
peered
protested
ripple
spirit
splendid
vanished
wingspan

Lesson 21

accomplished
flickering
grim
huskily
mount
quest
rage
reception
remote
ruefully

Lesson 22

cataclysm
cease
chrysalis
dangle
empire
immeasurably
perch
ruins
shed
survived

Lesson 23

agape
attained
ballot
flung
inspectors
jealous
midst
polls
representative
volumes

Dictionary

A

abrupt (uh*BRUPT), *adjective*. 1. sudden; unexpected. 2. rude, hurried. *adverb*, **abruptly**.

accent (AK*sent), *noun*. 1. particular way of speaking: *She has a British accent*. 2. part of something that is given more attention or emphasis.

accomplish (uh*KOM*plish), *verb*. to successfully complete; to finish: *He accomplished his goal of learning to juggle*.

accomplishes, accomplished, accomplishing.

agape (uh*GAYP), *adjective*. shocked; in open-mouthed amazement: *We were agape at her transformation*.

agitate (ADJ*i*tayt), *verb*. make nervous or uneasy. **agitates, agitated, agitating**, *adjective*, **agitated**: *He gave her an agitated hand signal*.

aim (aym), *verb*. direction toward a goal, target, or purpose. *adjective*, **aimless**. *adverb*, **aimlessly**: *We strolled aimlessly for hours*.

aisle (ile), *noun*. walkway between rows.

amble (AM*buhl), *verb*. walk slowly and calmly: *They ambled through the park*.

ambles, ambled, ambling.

ancestor (AN*sess*tur), *noun*. family member who lived before one's grandparents. *plural*, **ancestors**.

arouse (uh*ROUZ), *verb*. 1. to stir to action; to excite: *The invitation aroused my curiosity*. 2. to awaken: *We aroused the children early in the morning*.

arroyo (uh*ROI*oh), *noun*. small river in a dry area.

assault (uh*SAWLT), *noun*. violent attack: *The yelling and banging was an assault to our ears*. *plural*, **assaults**.

attain (uh*TAYN), *verb*. to accomplish; fulfill. **attains, attained, attained**.

attempt (uh*TEMPT), *noun*. a try or effort: *My first attempt to skateboard was a failure*. *verb*. to try or make an effort: *We attempted to push the stalled truck*.

autograph (AW*tuh*graf), *noun*. something signed by a person's own hand; signature. *verb*. sign; write a message: *The author autographed her new book*. **autographs, autographed, autographing**.

B

ballot (BAL*uht), *noun*. piece of paper used in voting: *I put my ballot in the box*.

biome (BYE*ohm), *noun*. major community of interdependent plants, animals, and land features, as in grassland or tropical rain forest.

blunder (BLUHN*dur), *verb*. to accidentally get caught up; stumble: *I blundered into their argument*. **blunders, blundered, blundering**. *noun*. a stupid mistake: *Luckily, no one noticed my blunder*.

bog (bog), *verb*. slow (often followed by *down*); get stuck; be overwhelmed: *Don't let little details bog you down*. **bogs, bogged, bogging**.

bolt (bohlt), *noun*. 1. bar or pin used to hold something in place. 2. flash of lightning. 3. measured roll of cloth. *plural*, **bolts**.

bunk (buhngk), *noun*. narrow bed stacked over or under another. *verb*. to sleep in such a bed.

butcher (BUCH*ur), *noun*. person who cuts and sells meat. *verb*. to cut large pieces of meat for sale to customers.

Dictionary

C

careless (KAIR*luhss), *adjective*. without thinking; without thoughtful consideration.

caretaker (KAIR*tay*kur), *noun*. one whose job is to take care of something.

cataclysm (KAT*uh*klih*zuhm), *noun*. violent event; disaster.

cease (seess), *verb*. to stop: *This quarreling must cease!*

cemetery (SEM*uh*tair*ee), *noun*. burial ground; graveyard.

chrysalis (KRIH*suh*liss), *noun*. caterpillar changing to a butterfly in a cocoon.

classic (KLASS*ik), *adjective*. 1. the best of its kind; good quality. 2. traditional; enduring. 3. a certain style of ancient Rome and Greece.

climate (KLYE*mit), *noun*. normal weather pattern. *plural*, **climates**.

coachman (KOCH*muhn), *noun*. a driver of a horse-drawn carriage.

coil (koil), *verb*. to roll or wind into loops.

coils, coiled, coiling.

collide (kuh*LIDE), *verb*. crash; come together forcefully: *Two trains running on the same track will collide*. **collides, collided, colliding**.

complicated (KOM*pli*kay*tid), *adjective*. difficult or confusing because of its many parts: *They had to listen carefully because the plan was very complicated*.

compliment (KOM*pli*ment), *noun*. statement of admiration or approval. *plural*, **compliments**.

conceivable (kuhn*SEE*vi*buhl), *adjective*. possible; able to be imagined: *It is conceivable that he might come, even though he is sick*. *adverb*, **conceivably**: *I can't conceivably take a break now*.

considerable (kuhn*SID*er*uh*buhl), *adjective*. large; important: *The professor was known for his considerable knowledge*.

convention (kuhn*VEN*shun), *noun*. 1. a gathering of people with a shared interest. 2. standard way of doing things.

conversation (kon*ver*SAY*shuhn), *noun*. talk; meaningful speech with someone. *plural*, **conversations**.

creaking (kreeking), *noun*. a loud squeaking or scraping noise: *We heard the creaking of the porch swing*.

criminal (KRIM*ih*nuhl), *noun*. one who breaks the law. *plural*, **criminals**.

crouch (krouch), *verb*. to bend low; to lower the body as if to crawl. **crouches, crouched, crouching**.

D

dangle (DANG*guhl), *verb*. to hang or swing loosely: *The spider dangled from its thin thread*.

dart (DART), *noun*. 1. a pointed arrow used in a game. 2. the game, darts, played by throwing pointed arrows at a board. *verb*. to rush; move suddenly and quickly: *The hummingbird darted about*. **darts, darted, darting**.

declare (di*KLAIR), *verb*. to announce publicly: *He declared that this was the happiest day of his life*. **declares, declared, declaring**.

deference (DEF*er*uhnss), *noun*. great respect: *The players showed deference for their coach*.

delay (di*LAY), *verb*. to put off until later: *Please delay your departure for one day*.

delays, delayed, delaying.

Dictionary

detest (di*TEST), *verb.* to dislike or hate: *The professor detested laziness.* **detests, detested, detesting.**

discussion (dis*KUH*shun), *noun.* talk; conversation: *We had a discussion about doing the chores.*

dread (dred), *verb.* fear; be horrified by. **dreads, dreaded, dreading.**

drowsy (DROU*zee), *adjective.* sleepy. *adverb, drowsily.*

E

ease (eez), *verb.* move carefully into place. **eases, eased, easing.**

eddy (ED*ee), *noun.* a circling current. *plural, eddies.*

emperor (EM*pur*ur), *noun.* king; male ruler of an empire.

empire (EM*pire), *noun.* 1. several countries controlled by one ruler. 2. a group of things controlled by the same force or power: *He ruled the fourth grade like an emperor rules his empire.*

encouragement (en*KUR*ij*muhnt), *noun.* praise or support: *My dad's encouragement helped me win the history award.*

environment (en*VYE*ruhn*ment), *noun.* the specific conditions under which animals and plants can live: *Most snakes need a warm, dry environment.* *plural, environments.*

evaporate (ee*VAP*uh*rayt), *verb.* change from liquid to gas. **evaporates, evaporated, evaporating.**

evidence (EV*ih*denss), *noun.* facts or information that prove something: *The evidence proved that he was innocent.*

exaggerated (eg*ZAJ*uh*rate*id), *adjective.* built up; made to seem larger or greater than it is: *an exaggerated story.*

extraordinary (ek*STROR*di*ner*ee), *adjective.* unusual; surprising. *adverb, extraordinarily:* *It was an extraordinarily beautiful day.*

F

fabric (FAB*rik), *noun.* cloth. *plural, fabrics.*

fiber (FYE*bur), *noun.* single thread from cloth. *plural, fibers.*

filter (FIL*tur), *noun.* something that cleans materials passing through by trapping dirt.

flee (flee), *verb.* run away. **flees, fled, fleeing.**

flexibility (flek*suh*BIL*uh*tee), *noun.*
1. the ability to try new things or to change.
2. the ability to bend the body or to be limber.

flicker (FLIH*kur), *verb.* to burn or shine unsteadily. **flickering, adjective.**

fling (fling), *verb.* to throw with force. *I was about to fling the stone.* **flings, flung, flinging.**

focus (FOH*kuhss), *verb.* 1. to aim or direct (one's attention). 2. to concentrate. **focuses, focused, focusing.**

forensic (for*EN*zik), *adjective.* related to making a case in criminal court: *She is interested in forensic science.*

fortress (FORT*riss), *noun.* 1. place built with thick walls and strong defenses. 2. any strong, safe place or feeling: *My family's support is my fortress.* *plural, fortresses.*

frantic (FRAN*tik), *adjective.* wild with emotion; very upset: *They were frantic as they tried to find their missing child.* *adverb, frantically.*

frequent (FREE*kwent), *adjective.* happening often or regularly.

fresh (fresh), *adjective.* 1. just picked; ready to eat. 2. rested; energetic: *I sat on the bench until I felt fresh and ready to play again.* 3. rude.

Dictionary

frustrated (FRUS*tray*tid), *adjective*. discouraged; helpless: *The child became frustrated when he couldn't figure out the puzzle.*

furious (FYU*ree*uhss), *adjective*. very angry; upset; fierce. *adverb*, **furiously**.

G

glance (glanss), *noun*. a quick look. *verb*. to take a quick look. **glances**, **glanced**, **glancing**.

gleeful (GLEE*fuhl), *adjective*. happy; full of fun and joy. *adverb*, **gleefully**.

gloomy (GLOOM*ee), *adjective*. sad; unhappy; hopeless. *adverb*, **gloomily**.

grim (grim), *adjective*. gloomy; unpleasant: *The accident was a grim warning.*

H

hammock (HAM*ik), *noun*. cloth bed hung from supports at each end.

hesitate (HEZ*uh*tayt), *verb*. pause; hold back. **hesitates**, **hesitated**, **hesitating**.

hoarse (hors), *adjective*. rough and sore: *My throat was hoarse from yelling for our team.*

hoist (hoyst), *verb*. to raise or lift something heavy. **hoists**, **hoisted**, **hoisting**.

horror (HOR*ur), *noun*. shock and fear.

husky (HUHS*kee), *adjective*. 1. big and strong. 2. sounding rough or hoarse: *His cold made his voice husky.* *adverb*, **huskily**.

I

imitation (im*i*TAY*shuhn), *noun*. 1. copy; repetition. 2. fake or phony likeness: *This is an imitation of a famous Picasso painting.*

immeasurable (im*MEZH*ur*uh*buhl), *adjective*. too large to measure. *adverb*, **immeasurably**.

impatient (im*PAY*shuhnt), *adjective*. annoyed with delay, pain, or bother; in a hurry.

impolite (im*puh*LITE), *adjective*. rude; disrespectful.

indomitable (in*DOM*it*uh*buhl), *adjective*. strong; unbeatable: *Despite his illness he had an indomitable spirit.*

inhale (in*HAYL), *verb*. to breathe in. **inhales**, **inhaled**, **inhaling**.

inheritance (in*HAIR*uh*tenss), *noun*. something handed down from one who has died.

insist (in*SIST), *verb*. to say firmly; to order: *I insist that you come with me.* **insists**, **insisted**, **insisting**.

inspector (in*SPEK*tur), *noun*. person who checks or examines things. *plural*, **inspectors**.

intent (in*TENT), *adjective*. with great attention and will: *He was intent on finishing the job.* *adverb*, **intently**: *She stared at me intently.*

intruder (in*TROO*dur), *noun*. an uninvited, unwanted visitor. *plural*, **intruders**.

invisible (in*VIZ*ih*buhl), *adjective*. (something) unable to be seen: *Air is invisible.*

involve (in*VOLV), *verb*. 1. to be a part of; be included in: *I was not involved with the group.* 2. to have as a part: *Architecture involves math and design.* **involves**, **involved**, **involving**.

irritate (IHR*i*tayt) *verb*. 1. to bother or annoy: *Her loud voice irritates me.* 2. to make painful or sensitive: *The heavy jacket irritated my sore arm.*

Dictionary

J

jealous (JEL*uhss), *adjective*. wanting what someone else has; envious.

L

layer (LAY*ur), *noun*. thickness or coating of something. *plural*, **layers**.

light (lyte), *noun*. 1. something that allows you to see in the darkness. 2. a particular appearance or point of view: *This information shed new light on the subject.*

lure (lur), *verb*. attract or lead into a trap: *He lured me into taking part in his silly prank.*

lures, lured, luring. *noun*. a wiggly device for catching fish.

M

mattress (MAT*riss), *noun*. a pad for sleeping on.

means (meenz), *noun*. wealth: *Her good business sense made her a woman of means.*

microscope (MYE*kruh*skope), *noun*. an instrument that makes small things look larger.

midst (midst), *noun*. in the middle; surrounded by: *I was in the midst of cleaning my room.*

miner (MYE*nur), *noun*. a person who works in a mine. *plural*, **miners**.

mirror (MIH*rohr), *noun*. a surface that reflects images. *verb*. 1. to reflect an image: *The lake mirrored his angry face.* 2. to reflect as if in a mirror: *Her thoughts mirrored mine exactly.* **mirrors, mirrored, mirroring.**

miserable (MIZ*ur*uh*buhl), *adjective*. sad, unhappy, or dejected.

misfortune (miss*FOR*chuhn), *noun*. bad luck. *plural*, **misfortunes**.

mount (mount), *verb*. 1. to climb onto. 2. to grow or increase: *Tension will mount as they approach the scene of the accident.*

moustache (MUHSS*tash) *noun*. hair growing between the mouth and the nose.

mouth (mouth), *noun*. 1. opening in the face through which we eat and talk. 2. where a river empties into a lake or ocean.

mumble (MUHM*buhl), *verb*. to speak softly and unclearly; mutter. *adjective*, **mumbling.**

mutton (MUHT*uhn), *noun*. meat from a sheep.

myth (mith), *noun*. a story that explains people's beliefs; folktale.

O

oath (ohth), *noun*. 1. serious promise or pledge. 2. swear word. *plural*, **oaths.**

ore (or), *noun*. rock containing metal.

outline (OUT*lyne), *noun*. line that shows the outside shape of something.

P

pantry (PAN*tree), *noun*. a room or closet for storing kitchen supplies.

particularly (pur*TIK*yuh*lur*lee), *adverb*. unusually; especially.

pause (pawz), *noun*. a brief stopping or hesitation. *verb*. to stop briefly. **pauses, paused, pausing.**

peep (peep), *verb*. 1. to peek or glance. 2. to make a cheeping noise. **peeps, peeped, peeping.**

peer (pihr), *verb*. to look closely; study something that is hard to see. **peers, peered, peering.**

Dictionary

percent (pur*SENT), *noun*. one one-hundredth of something: *One half is the same as fifty percent.*

perch (purch), *noun*. a bar or surface on which something can sit or stand.

perilous (PER*uh*liss), *adjective*. dangerous.

pitiless (PIT*ee*liss), *adjective*. stern; showing no sympathy.

plead (pleed), *verb*. 1. to request; to beg: *I pleaded for another chance.* 2. to argue in court: *Her attorney will plead her case.*

plunge (pluhnj), *verb*. to fall upon suddenly; move quickly: *He plunged into the fight.*

plunges, plunged, plunging.

polls (pohlz), *noun*. place where people vote: *Get to the polls early to cast your vote.*

proof (proof), *noun*. facts that support one's point or theory.

protest (proh*TEST), *verb*. to argue against; object: *The arrested man protested his innocence.* **protests, protested, protesting.** *noun*. (PRO*test), a strong argument that objects to something: *They staged a protest against the war.*

protruding (proh*TROOD*ing), *adjective*. sticking out.

Q

quest (kwest), *noun*. a search involving a journey: *The scientists were on a quest to find a rare bird.*

R

rage (rayj), *noun*. violent anger; fury.

reception (ree*SEP*shuhn), *noun*. 1. a formal gathering in someone's honor. 2. the way something or someone is greeted or received: *The hero was met with a flattering reception.*

regale (ree*GAYL), *verb*. to entertain; delight: *She regaled us with stories of her life on the stage.* **regales, regaled, regaling.**

related (ree*LAY*tuhd), *adjective*. connected; part of the same family.

remote (ree*MOHT), *adjective*. far away; distant; all by itself: *We visited a remote island in the ocean.*

representative (rep*ri*ZEN*tuh*tiv), *noun*. someone who speaks or acts for others.

ripple (RIH*puhl), *noun*. 1. a small wave or disturbance in water. 2. anything that seems like a small wave: *We heard a ripple of laughter.* *verb*. to make little waves on something: *A breeze rippled the leaves.*

ripples, rippled, rippling.

rivet (RIV*it), *noun*. metal pin that fastens things together. *plural, rivets.*

role (rohl), *noun*. 1. a part in a play. 2. the way one behaves in life. *plural, roles.*

rueful (ROO*fuhl), *adjective*. unfortunate; causing sympathy or sadness: *They spoke in rueful tones about their injured dog.* *adverb, ruefully.*

ruins (ROO*inz), *noun, plural*. broken remains: *After the tornado, the house was in ruins.*

rustle (RUH*suhl), *verb*. to make a gentle crackling or rubbing sound. **rustles, rustled, rustling.**

S

sacred (SAY*kred), *adjective*. holy; deserving of great respect: *The Koran is considered a sacred text.*

scour (skour), *verb*. rub clean. **scours, scoured, scouring.**

Dictionary

shed (shed), *verb.* to drop or cast off: *The snake shed its skin.*

shield (sheeld), *noun.* something that protects or covers. *verb.* to protect or cover: *The mother bear shielded her cubs.* **shields, shielded, shielding.**

shrink (shringk), *verb.* 1. to get smaller. 2. to draw back in fear. **shrinks, shrank, or shrunk, shrinking.**

shuttle (SHUHT*uhl), *noun.* the moving part of a machine that weaves cloth.

shy (sheye), *adjective.* fearful of strangers. *verb.* jump or back up as if frightened: *The horse shied when it saw the snake.* **shies, shied, shying.**

simultaneously (syeh*muhl*TAY*nee*uhss*lee), *adverb.* at the same time: *We picked up the phone simultaneously.*

skeleton (SKEL*uh*tuhn), *noun.* a body's bone framework.

skid (skid), *verb.* to slide carelessly or out of control. **skids, skidded, skidding.**

skitter (SKIT*ur), *verb.* to move quickly or lightly. **skitters, skittered, skittering.**

snore (snor), *verb.* to breathe loudly in sleep. **snores, snored, snoring.**

soak (sohk), *verb.* to cover with water; drench. **soaks, soaked, soaking.**

source (sohrss), *noun.* 1. place where a river starts. 2. place from which things come. *plural, sources.*

spar (spahr), *verb.* 1. to pretend to hit without actually hitting; drawing out one's opponent. 2. to argue; fight with words. **spars, spared, sparring.**

spasm (SPAZ*uhm), *noun.* jerk; tightening of muscle. *plural, spasms.*

specs (speks), *noun.* eyeglasses, shortened form of **spectacles.**

spew (spyu), *verb.* 1. vomit. 2. pour out forcefully. **spews, spewed, spewing.**

spigot (SPIG*uht), *noun.* faucet; pipe water comes out of; control device.

spirit (SPIH*rit), *noun.* 1. excitement; enthusiasm. 2. the soul; the important, lasting part of something: *Her body was weak but her spirit was strong.*

splendid (SPLEN*did), *adjective.* very beautiful; excellent in quality.

spring (spring), *noun.* 1. water coming from the ground that begins a river. 2. season between winter and summer. *verb.* jump suddenly. **springs, sprang, sprung.**

stack (stak), *verb.* to pile (things on top of one another.) **stacks, stacked, stacking.**

strew (stru), *verb.* to clutter with scattered objects: *Don't strew your trash along the road.* **strews, strewed or strewn, strewing.**

stubborn (STUH*burn), *adjective.* very determined; unwilling to give in or change.

submission (suhb*MISH*uhn), *noun.* the act of giving up or giving in: *The dog sank at my feet in submission when I yelled, "Down!"*

survey (SUR*vay), *noun.* 1. a report about what people think. 2. a general course about a certain subject.

survive (sur*VYVE), *verb.* to live through something dangerous: *We did not think we would survive the car accident.* **survives, survived, surviving.**

swab (swahb), *noun.* a bit of sponge or cloth attached to a stick. *plural, swabs.*

Dictionary

T

tackle (TAK*uhl), *verb.* 1. to knock down; attack (often in a football game): *The player was tackled on the fifty-yard line.* 2. to take on or attempt: *I tackled the math problem to the best of my ability.* **tackles, tackled, tackling.**

tenacity (ten*ASS*uh*tee), *noun.* determination; willingness to stick with something: *The salesman's tenacity wore me down, so I bought two vacuum cleaners.*

textile (TEKS*tyle), *noun.* woven cloth.

theatrical (thee*AT*rik*uhl), *adjective.* 1. having to do with putting on plays. 2. very emotional; dramatic.

torment (TOR*ment), *noun.* 1. pain or suffering. 2. source of pain or suffering: *His teasing was a form of torment.*

tremble (TREM*buhl) *verb.* to shake or quake. **trembles, trembled, trembling.**

trespass (TRESS*pass), *verb.* to enter without permission.

tributary (TRIB*yoo*tehr*ee), *noun.* a small river that enters a larger river. *plural, tributaries.*

trophy (TROH*fee), *noun.* prize or award for a special accomplishment.

trough (trawf), *noun.* a long, narrow container from which animals eat.

tuneless (TOON*less), *adjective.* off-key; not musical.

U

unappreciative (uhn*uh*PRISH*ee*uh*tiv), *adjective.* failing to enjoy or value something: *Don't be unappreciative; thank your uncle for the book.*

unravel (uhn*RAV*uhl), *verb.* to unwind or pull apart. **unravels, unravvelled, unravelling.**

V

vanish (VAN*ish), *verb.* disappear: *The ice cream vanished in one day.* **vanishes, vanished, vanishing.**

volume (VOL*yuhm), *noun.* a book that is part of a set. *plural, volumes.*

W

waist (wayst), *noun.* the narrow part of the body between the chest and hips.

wheeze (wheez), *verb.* to breathe with a whistling sound, as if with difficulty. **wheezes, wheezed, wheezing.**

whoop (whoop), *verb.* to shout with excitement or happiness; cry out. **whoops, whooped, whooping.** *noun.* such a shout: *He let out a whoop of joy.*

widow (WHI*doh), *noun.* a woman whose husband has died.

wingspan (WING*span), *noun.* length of a pair of wings from tip to tip.

withdraw (with*DRAW), *verb.* to move away or pull back; back away. **withdraws, withdrew, withdrawn, withdrawing.**

Z

zoom (ZOOM*ing), *verb.* to move loudly and quickly: *The car zoomed down the street.* **zooms, zoomed, zooming.**

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