

Table of Contents

Lesson 1	from <i>The Golden Egg Book</i> , Margaret Wise Brown	2
Lesson 2	from <i>Frog and Toad Together</i> , Arnold Lobel.	10
Lesson 3	from <i>Just Fishing with Grandma</i> , Gina and Mercer Mayer	18
Lesson 4	from <i>Why the Lion Has a Mane</i> , Gay Russell-Dempsey	26
Lesson 5	Review	34
Lesson 6	from <i>The Gardener</i> , Sarah Stewart	36
Lesson 7	from <i>Manners Can Be Fun</i> , Munro Leaf	44
Lesson 8	from <i>Toy Fads</i> , Beth Dvergsten Stevens	52
Lesson 9	“The Lady with the Alligator Purse,” Author unknown	60
Lesson 10	Review	68
Lesson 11	from <i>What If You’d Been at Jamestown?</i> , Ellen Keller	70
Lesson 12	from <i>Clyde Monster</i> , Robert L. Crowe	78
Lesson 13	from <i>Poppleton Everyday</i> , Cynthia Rylant	86
Lesson 14	from <i>Alexander and the Wind-Up Mouse</i> , Leo Lionni	94
Lesson 15	Review	102
Lesson 16	“I Love the Look of Words,” Maya Angelou	104
Lesson 17	from <i>The True Story of the 3 Little Pigs</i> , Jon Scieszka	112
Lesson 18	from <i>Superfudge</i> , Judy Blume	120
Lesson 19	from <i>How Thor Got His Hammer</i> , Norse myth	128
Lesson 20	Review	136
Index	. . . . .	138
Word Lists	. . . . .	140
Dictionary	. . . . .	142
Test Practice	. . . . .	155
Answer Key	. . . . .	171

Introducing *Vocabu-Lit*[®]

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

Using a variety of exercises as described below, students will start out learning eight words per lesson in Lessons 1 through 10. In Lessons 11 through 20, they will be learning ten words per lesson. By the end of the program, they should have full mastery of 144 words that students of this age should be able to read and use in speech and writing.

Exercise 1: Read

Each lesson begins with a selection from a book, essay, story, or poem for the student to read. Students are encouraged to read straight through the selection, being aware of the Master Words in bold type. As they read the passage in Exercise 1, they will become acquainted with the Master Words in context. They might also be given very basic instruction as to the kind of writing they are reading in this particular passage (nonfiction, poem, myth, etc.). When they have finished reading the passage, be sure to take time to talk to the students about their reading. Discuss the Master Words they encountered and the meanings of these words in the passage as well as their impressions of the story, the characters, and the descriptions.

Exercise 2: Define

In Exercise 2, students will either choose definitions or write definitions of the Master Words in the list. In Lessons 1 through 10, students will encounter the eight Master Words listed in alphabetical order. They will then read two possible definitions and check the box next to the one used in the passage. (Occasionally, there will be only one possible definition, in which case that box will be marked for the student.) In this way, students will experience how many beginning dictionary pages are formatted—with the entry word appearing first, then the pronunciation, followed by the definition, and finally the part of speech. They will learn to understand word meanings in a way that is appropriate for students of this age. Then, in Lessons 11 through 20, they will use the dictionary at the back of this book to write their own simple definitions for the ten Master Words in the list. This is a more challenging task. Sometimes the word will be a plural noun or a past-tense verb. Your students may need help in understanding that such words will be listed in the dictionary as base words, not necessarily exactly as they appear in the passage. Again, this should help students practice their dictionary and word-attack skills.

Exercise 3: Fill in the Blank

In Exercise 3, students will examine Master Words in context—looking at the surrounding words and sentences for clues to meaning. They will write the word that best fits into the context of each sentence. Reading one or two of these exercises with the class as a whole before they begin working independently should give each student a better start.

Exercise 4: Write

Exercise 4 invites students to write on their own using the Master Words encountered in the lesson. This exercise varies with each lesson. Students may be asked to fill in balloons with Master Words that illustrate animals sounds. They may be challenged to write sentences using the Master Words. These are exercises that invite the students to be imaginative and expressive while using their new words in writing.

Exercise 5: Understand

Exercise 5 always invites students to answer questions about what they have read in the passage that begins each lesson. Master Words are often used in the questions presented in this exercise to deepen the students “ownership” of these words. Additionally, the questions help you assess students’ understanding of the content of the material.

Exercise 6: Various Word Practice Activities

Exercise 6 always challenges students to think about the Master Words in new and interesting ways. Sometimes they may be asked to complete analogies (Make Word Relationships). Sometimes they may be asked to match a Master Word to a definition. Sometimes they may be challenged to answer “Yes” or “No” to questions about the Master Words. This is an excellent and varied exercise that demands different ways of looking at and thinking about the Master Words. Again, you may want to discuss with students the focus of this exercise before they begin working independently.

Exercise 7: Word Play

In Exercise 7, the final exercise, students use the Master Words to solve a variety of puzzles and to play games. Acrostics, crossword puzzles, and other activities are offered. There are also more unusual puzzles that challenge students to draw as well as to write and even to decode pig Latin. Students may also be invited to write using some of their newly acquired vocabulary.

The Review Lessons

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



Lesson 17

Exercise 1 Read Below is part of a story you may be familiar with. It is the story of the three little pigs. This time the wolf is telling the story his way. What is different about his story? As you read, think about the Master Words in bold type.

Master Words

diet

everybody

fault

mind

neighbor

probably

secret

sneeze

straw

terrible

from *The True Story of the 3 Little Pigs*
by Jon Scieszka

The Big Bad Wolf thinks something is wrong with the way the three pigs told the story. . . .

Everybody knows the story of the Three Little Pigs. Or at least they think they do. But I'll let you in on a little **secret**. Nobody knows the real story, because nobody has ever heard *my* side of the story.

I'm the wolf. Alexander T. Wolf.

You can call me Al.

I don't know how this whole Big Bad Wolf thing got started, but it's all wrong.

Maybe it's because of our **diet**.

Hey, it's not my **fault** wolves eat cute little animals like bunnies and sheep and pigs. That's just the way we are. If cheeseburgers were cute, folks would **probably** think you were Big and Bad, too.

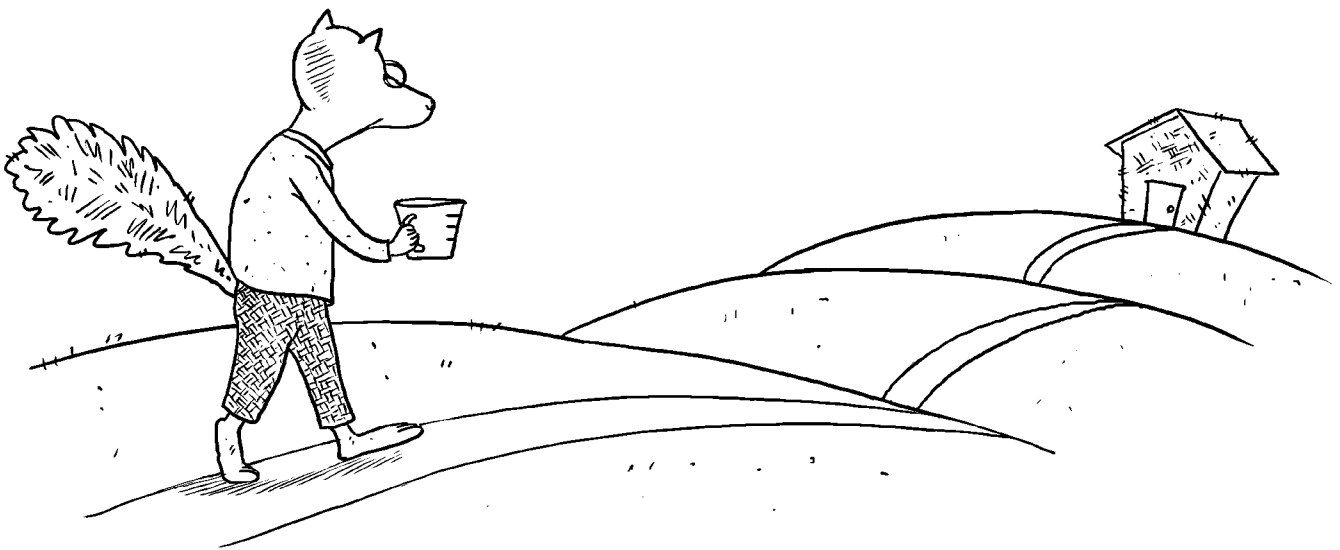
But like I was saying, the whole Big Bad Wolf thing is all wrong. The real story is about a **sneeze** and a cup of sugar.

This is the Real Story

Way back in Once Upon a Time time, I was making a birthday cake for my dear old granny.

I had a **terrible** sneezing cold. I ran out of sugar.

So I walked down the street to ask my **neighbor** for a cup of sugar. Now this neighbor was a pig. And he wasn't too bright, either. He had built his whole house out of **straw**. Can you believe it? I mean who in his right **mind** would build a house of straw?





Exercise 2 Define Use the dictionary at the back of this book to write a definition for each Master Word below.

1. **diet** the foods you eat most of the time

2. **everybody** every person, all people

3. **fault** something you are to be blamed for

4. **mind** the part of you that thinks, feels, and remembers

5. **neighbor** a person who lives in a house near yours

6. **probably** likely

7. **secret** something you tell no one or only a few people

8. **sneeze** a loud, sudden noise made by pushing air out through
your nose

9. **straw** parts of plants dried for use on a farm

10. **terrible** very bad



Exercise 3 Fill in the Blank Read each sentence. Fill in the blank with a Master Word.

Master Words

diet	probably
everybody	secret
fault	sneeze
mind	straw
neighbor	terrible



1. It wasn't Buddy's _____ fault _____ that the string on the kite broke.
2. Every winter, we put _____ straw _____ in our dog's house to keep him warm.
3. Miko made up her _____ mind _____ to buy a game with her birthday money.
4. Mr. Gates looked up at the dark sky and said, "It's _____ probably _____ going to rain."
5. "Please give _____ everybody _____ a napkin," the teacher told Amy.
6. I went to bed because I had a _____ terrible _____ headache.

Exercise 4 Write Write two words you think of when you read the following Master Words.

1. **diet** word #1: _____ Answers will vary.

word #2: _____ Answers will vary.

2. **neighbor** word #1: _____ Answers will vary.

word #2: _____ Answers will vary.

3. **secret** word #1: _____ Answers will vary.

word #2: _____ Answers will vary.

4. **sneeze** word #1: _____ Answers will vary.

word #2: _____ Answers will vary.

Exercise 5 Understand Tell whether these things happened in the story. Circle *Yes* or *No*.

1. A narrator tells the story.

Yes

No

2. It is the wolf's birthday.

Yes

No

3. The wolf has a cold.

Yes

No

4. The wolf is called Al.

Yes

No

5. The wolf sells straw.

Yes

No

6. A wolf's diet includes pigs.

Yes

No



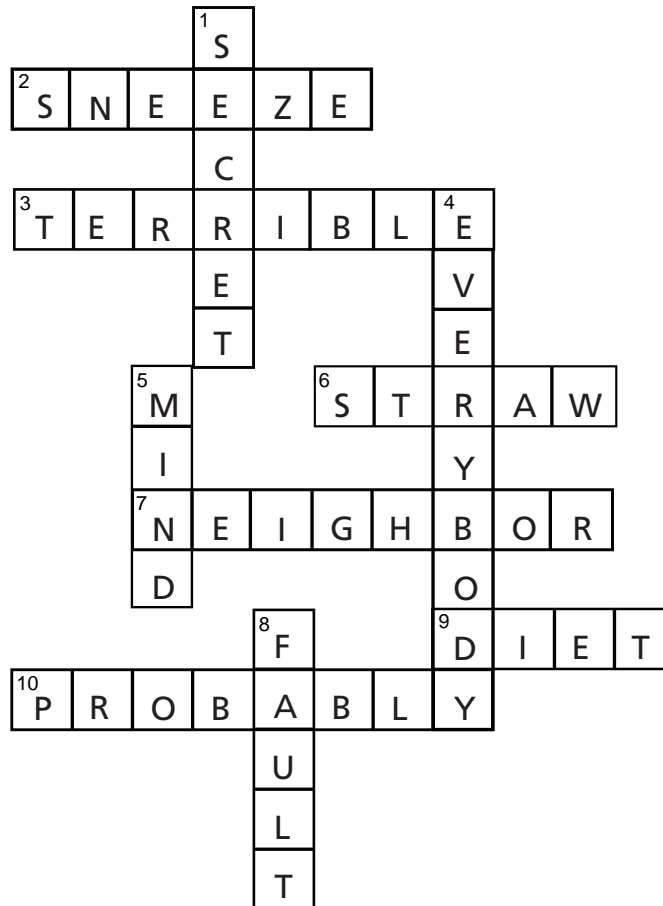
Exercise 6 Choose Your Answer Finish each sentence below. Put an X next to the correct ending.

1. If it's your **fault** that no one gets to go out for recess,
 you may have done something wrong.
 your friends would not blame you.
2. If you have only meat in your **diet**, your friends might tell you to eat more
 hamburgers.
 fruits and vegetables.
3. If your friend tells you a **secret**, you should
 tell all the people you know.
 not tell anyone.
4. If you were at a place that had lots of **straw**, you might be
 at a farm.
 in your bedroom.
5. If your teacher says it's **probably** going to rain tomorrow, you
 might put off your trip to the park.
 would stay home from school.

Exercise 7 Word Play Fill in the crossword puzzle below. Use Master Words. Begin each answer in the square with the same number as the clue.

Master Words

diet
 everybody
 fault
 mind
 neighbor
 probably
 secret
 sneeze
 straw
 terrible



Across

2. Noise from the nose
3. Very bad
6. Parts of dried plants
7. Person living next door
9. Foods one eats
10. Likely

Down

1. Something you tell no one
4. All people
5. The part of you that thinks
8. Something you are to be blamed for

Lesson 18

Exercise 1 Read The story of *Superfudge* is told by Peter, a boy not much older than you. As you read this short passage from the story, think about his feelings about his brother and sister. The words in bold type are the Master Words you will learn in Lesson 18.

Master Words

expected
explained
factory
nickname
problems
tease
tough
warn
wondered
worse

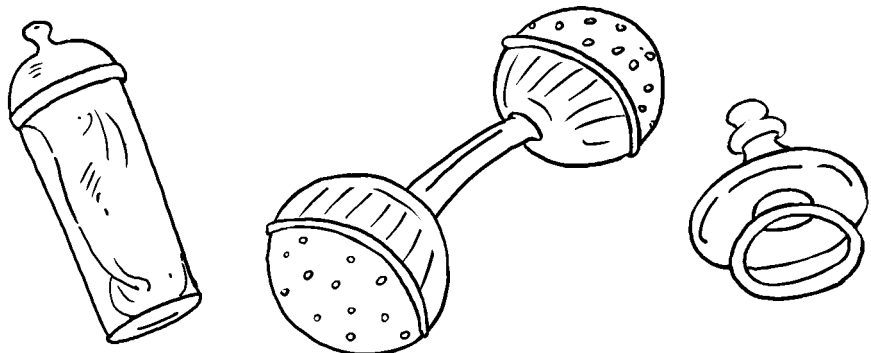
from *Superfudge*

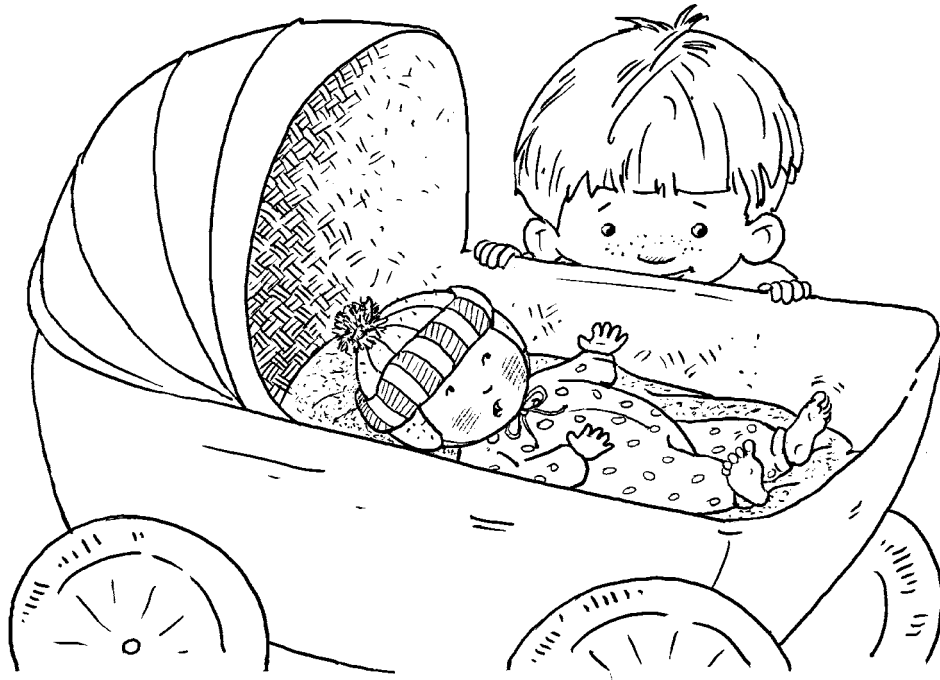
by Judy Blume

*Peter Hatcher and his younger brother Fudge have a new little sister. Peter is not happy about her **nickname**.*

By the time she was one month old, everybody was calling her Tootsie. Right away I could see that there would be **problems**. I tried to **warn** my mother and father. “When she goes to school with a name like that, the kids are going to **tease** her. They’ll call her Tootsie Roll. Or **worse!**”

Mom and Dad just laughed. “Oh Peter, you’re so funny.”






Only I wasn't being funny at all. I knew what I was talking about. But there was nothing I could do about it. I had a brother called Fudge. And now I had a sister called Tootsie. Maybe what my parents really wanted was a candy **factory**. I **wondered** how come I got off so easy.

Tootsie was much smaller than I'd **expected**, but she was **tough**. I found that out when Fudge tried to pull off her toes. "I just wanted to see what would happen," he **explained** when Tootsie screamed.

"You must never do that again!" Mom told him. "How would you like it if Peter tried to pull off your toes?"



Exercise 2 Define Use the dictionary at the back of this book to write a definition for each Master Word below. Plurals and words ending in *-ed* or *-s* will not be listed. To find *expected*, look under **expect**. To find *explained*, look under **explain**. To find *problems*, look under **problem**.

1. **expected** thought would happen

2. **explained** gave a reason for

3. **factory** a place where machines make things

4. **nickname** a name used instead of one's real name

5. **problems** things that need to be figured out

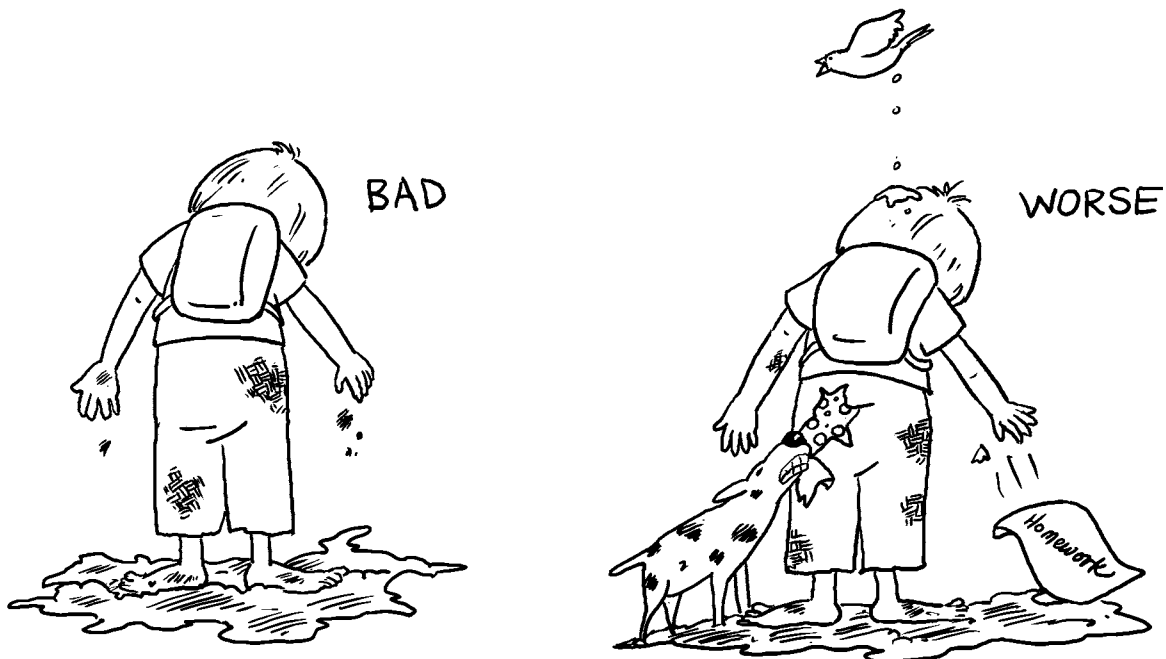
6. **tease** to say unkind things to in a joking way, kid

7. **tough** strong, able to fight back

8. **warn** to tell someone about a bad thing that might happen

9. **wondered** thought about, tried to understand

10. **worse** even more bad



Exercise 3 Fill in the Blank Read each sentence below. Fill in the blank with a Master Word.

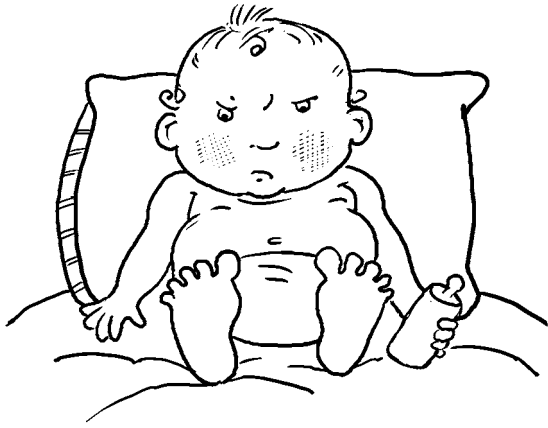


Master Words

expected	tease
explained	tough
factory	warn
nickname	wondered
problems	worse

1. That _____ factory _____ makes baseball bats.
2. My sister tried to _____ warn _____ me not to eat all that candy, but I didn't listen.
3. The first movie was bad, but the second movie was even _____ worse _____.
4. Julie _____ expected _____ a letter from her friend today, but she didn't get one.
5. Don't _____ tease _____ me about my glasses.
6. I helped Joe with his math _____ problems _____.

Exercise 5 Understand Write the Master Word that best finishes each sentence below.



Master Words

expected	tease
explained	tough
factory	warn
nickname	wondered
problems	worse

1. Peter didn't like the _____ nickname _____ his parents gave his little sister.
2. He said kids would _____ tease _____ her about it.
3. He said they might call her _____ worse _____ names than Tootsie Roll.
4. Fudge _____ explained _____ that he pulled Tootsie's toes "to see what would happen."
5. Peter _____ wondered _____ why he didn't have a nickname like Fudge or Tootsie's.
6. Tootsie was small but _____ tough _____.

Exercise 6 Find Similarities How are the words in each group below alike? Write the Master Word that tells the similarity.

Example: being lost sickness no friends
Things that are _____ problems _____

1. Stop! Do Not Enter Stay Left

Words that _____ warn _____

2. automobiles radios candy

Things that are made in a _____ factory _____

3. birthday parties holidays fun trips

Things that are happily _____ expected _____

4. lost lunch money forgotten homework a bad cold

Things that cause _____ problems _____

Exercise 7 Word Play The letters in the Master Word **tease** can be used to make the word *seat*. Make four new words from **tease**.

Accept all words made from *tease*.

tease

1. _____ sea _____

2. _____ eat _____

3. _____ ease _____

4. _____ tea _____