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Exercises for the development of effective word recognition and word meaning in grade five

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Service Paper

EXERCISES FOR THE DEVELOPMENT OF EFFECTIVE
WORD RECOGNITION AND WORD MEANING
IN GRADE FIVE

by

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First Reader:
Dr. Helen Blair Sullivan, Associate Professor of Ed.

Second Reader:
Dr. Donald D. Durrell, Professor of Education
CHAPTER I

Introduction to the Study

It is the purpose of the writer to construct a set of workbook exercises for the development of effective word recognition and word meaning in grade five. It is hoped that the exercises will help strengthen the ability of fifth grade students to recognize words and understand their meanings.

The study of word recognition and word meanings was selected because the ability to recognize words and comprehend their meanings is one of the demands of the total curriculum.

Survey of pupil achievement and research into the problem of intermediate grade reading has shown very definitely that large numbers of pupils in the grades have serious difficulties in reading. One of the outstanding causes for these difficulties can be traced to vocabulary.

Most teachers are well aware of the fact that there is a close relationship between vocabulary and general achievement in school. It is generally understood among teachers that on the whole pupils with the greater knowledge of word meaning do the better school work.

If pupils are to become fluent readers they must be able to recognize words quickly and accurately. Instant recognition of words helps in the understanding of their meanings.
Johnson says, "Recent studies show that pupils in the upper grades and even in high school and college profit by instruction in word recognition skills. No longer are phonics and other word recognition skills relegated to the primary grades. Exercises, that require close attention to the structure of words are profitable."

She further states that if a child is to achieve meaning through reading, great importance must be attached to an adequate reading vocabulary. Opportunities must be provided through which the child builds concepts, understanding, or meanings for the printed symbols. In addition the child must become proficient in using these concepts correctly in oral activities.

No matter what system of reading is being used, there are words which every teacher will wish children to recognize instantly on sight. The method of teaching them is extremely important.

The writer feels that unless children in the intermediate grades are given some systematic training in word recognition and word meaning they will not develop into good readers as rapidly as they will if this training is provided. As in all phases of reading instruction, practice is necessary if children are to recognize words and to understand their meanings.

From her observation of intermediate grade reading classes, the writer feels that many children will not make new words a part of their vocabulary if an enrichment program is not in use.

It is for these reasons that the workbook exercises found in Chapter IV have been constructed.
CHAPTER II
CHAPTER II

Review of Research

The keynote of the teaching of reading at all levels is that it should be meaningful rather than mechanical. "One of the most important phases of the teaching of reading should be the development of a child's ability to make the transition from the recognition of the word symbol to the meaning behind the symbol." This statement made by Edith H. Merrill and found in the Teachers' Service Bulletin in Reading, is generally agreed upon by all reading authorities.

The alert teacher of the middle grades appreciates the fact that through the mastery of words pupils can develop their intellectual powers, and that on the whole pupils with the greater knowledge of word meaning, and word recognition do the better school work.

Numerous surveys seem to indicate that there is a close correlation between vocabulary control and academic success.

Arthur E. Taxler in his study of the relationship between vocabulary and general achievement in the elementary school points out that the word meaning score on the Stanford Achievement Test is a reasonably good predictor of the total score on the test.


It continues to be a fair predictor even when the intelligence quotient is held constant. It is a better predictor of total achievement than is the intelligence quotient as measured by the Kuhlman-Anderson test.

These findings indicate that if one wishes to secure a rapid and fairly accurate prediction of general achievement in the elementary grades, a word meaning test would seem to be more preferable than an intelligence test. The close relationship between word meaning and general achievement of elementary school pupils, would recommend that teachers place more emphasis on the teaching of vocabulary.

In view of the increasing attention paid to vocabulary control in the primary grades today, the problem of articulation between primary grades and middle grade books is important. Gray in his discussion on current practices in teaching reading as they affect the development of desirable types of reading achievement says,

"Many boys and girls are passing through the middle grades today seriously handicapped because they are unable to attack new words intelligently. A second unfortunate element in the situation is that few teachers in those grades are willing to provide the help and guidance which are needed."

This does not mean that he would have teachers of these grades resort to a vigorous emphasis on phonics but rather that

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these teachers recognize the fact that careful guidance is essential in helping many pupils acquire good habits of recognition. In achieving the desired ends, various methods, of which phonics is one, should be used; the amount of help provided should vary with the need of the pupils, and the training given should be an integral part of the actual situation.

Increasingly school people are becoming aware of the great need for providing good instruction and instructional equipment for middle and upper grades.

With reference to the evident need of training in word recognition and word meaning, Leary asserts that anyone who believes that children understand the words they are able to pronounce can soon dispel the illusion by asking them to tell exactly what a paragraph or sentence means.

The importance of word recognition and word meaning is stressed by DePencier who claims that to be able to read, a child must have an adequate and experiential background, and a rich meaningful vocabulary. Experiences real and vicarious give background and to a mark extent solve the vocabulary problem, and the problem forms of expression belonging to the field. Meaning must not be taken for granted, it must be developed.

In discussing the vital importance of teaching word recog-

nition and word meaning Durrell states that the difficulties with individual words constitutes a chief handicap of poor readers. Words outside of the reader's experience, unfamiliar words for which he has no meaning, cause serious difficulty in comprehension and interpretation at any level. In the intermediate grades this difficulty becomes especially acute because many words in required reading, in social studies and natural science are completely unknown to slow or even average learners.

Thorndike upholds this statement in maintaining that the extension and enrichment of meaning vocabulary is one of the most important problems of reading instruction in the middle grades. It includes not only the development of meanings of new words but also the fastening of broader and richer meanings of known words.

Monroe holds that failure to establish accurate word recognition by too great a vocabulary burden (during the early stages of learning to read) may prevent the development of fluent reading. She feels that children need ample repetition

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8 Edward L. Thorndike, "Improving the Ability to Read", *Teachers' College Record*, No. 36, (October, 1934), p. 2.

of each new word in order to fix the word for accurate quick recall.

10/ William Kottmeyer calls attention to the fact that there are certain broad stages of development among reading skills just as there are logical and sequences in mathematics. He further maintains that the ability to recognize words easily and quickly is clearly fundamental among all reading skills. Given this skill one can acquire the other skills. He lists four basic ways in which words are recognized: 1. General configuration, 2. Context clues, 3. Syllabication, 4. Sound blending.

He reasserts that no matter what the learning circumstances or methods of teaching or learning may be, would-be readers must develop independence of word recognition.

As the teacher attempts to systematically build the vocabularies of her pupils, many problems present themselves to her. One is the effect of vocabulary on comprehension. English words frequently have numerous and diverse meanings. It is sometimes difficult for the teacher to understand the difficulties children encounter because of this.

11/ Anderson and Davidson stress the fact that organization of a word around some central theme or project provides for the rational development of words in association as they arise


naturally out of normal activities of children. Words in association are easily learned and retained. When one is in possession of closely related, well-organized knowledge, the ability to remember is correspondingly increased. They emphasize the importance of training pupils in habits of remembering in logical order material designed for other useful purposes.

In view of the fact that comprehension is the chief goal in reading, the importance of acquiring a meaningful vocabulary cannot be over-estimated. Bush, writing from the point of view of what happens to children when they read, takes the position that every single word has a part in the total meaning, and each word must be significant to the reader.

Since the speaking vocabulary of a slow reader is considerably larger than his reading vocabulary it is important that he acquire a reading vocabulary through various exercises. Uhl believes that the problem of vocabulary should still be kept in mind in the middle grades and suitable books for middle grades should be kept simple. General words known to be in the vocabulary of children should be used.

Herrick points out the danger of trying to push the reading skill and vocabulary development beyond the child's

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experience. He goes so far as to state that the techniques used for vocabulary development in reading are dependent on the contribution that the child's total language experience can make to his reading vocabulary. He believes that the development of the reading process is not a simple development of vocabulary of an optimum rate, and of a fixed reading procedure but is rather the development of an interrelated process involving special judgements as to the most efficient relationship between a reading pattern, reading purpose, and reading material.

If practice in any skill is to be functional it must have practical application. The reader may learn the printed words with some degree of success but unless he understands what the words stand for, it is utterly impossible for him to read the words and achieve meaning.

Durrell and Sullivan stress the fact that vocabulary instruction alone will not insure adequate growth in reading ability in the intermediate grades. They hold too that emphasis on vocabulary instruction must always be counterbalanced by assignments which increase the child's ability in comprehension and interpretation of longer passages.

Judd holds that words gain their significance or meaning through "direct associations with bodily reactions"—reactions


or responses called forth by the varied stimuli of the environment of the individual. He believes that word meanings are intimately connected with behavior. In other words, a word is meaningless until it comes to stand for some habitual reaction or response to our environment.

Gans believes that one common omission in the guidance of pupils, which is noted not only in the teaching of reading but also in other fields, is the lack to follow-up work after the initial learning experiences are taught. The lack of frequent summaries, reviews and sensible methods of helping pupils to remember, especially in the beginning reading period has undoubtedly lessened the reading progress of ready learners.

For these reasons especially, many children in the elementary grades fail to receive helpful, sequential, individual guidance and as a result fail to become successful, happy, voluntary readers in and out of school, despite efforts of a remedial teacher to help them.

Gates who has made a number of elaborate investigations of reading ability says, "Progress in word recognition is greatly influenced by clearness, fullness, and vividness of the word meanings which comes to a child's mind. A reading program deficient in the development of word meaning will increase the

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pupils' difficulty in learning merely to recognize words at sight." He further states that a reading program to be effective should concern itself seriously with the problem of appraising the familiarity of the word concepts and of putting into effect a fruitful program of developing clear understanding of all words which, although somewhat familiar are essential to the total context.

In discussing word recognition and word meaning McKee concludes from studies made by Horn and Gray that verbalism, that mere word recognition and word reproduction is prevalent in much of the reading that goes on in school, and that teachers are easily misled into accepting the child's oral or written reproduction of word forms as valid measures of satisfactory understanding of what he has read. Too many children do not know the meanings of words, they do not realize their deficiencies, and they make little if any effort to discover the meanings of unknown words. He emphasizes that the fundamental task in the development of a meaning vocabulary is the building of concepts, understandings, or meanings and the development of the ability to utilize these concepts correctly in oral activities.

19/ Paul McKee, "Vocabulary Development", National Society for the Study of Education 36th Yearbook, (1937), Chapter IX.

prehension in reading. He conducted his experiment at the 6th grade level in thirty-two elementary schools in eight city school systems in Iowa and Illinois. He found (1) that taken in their entirety, there were no statistically significant differences between comprehension of selections read in the original form and those read with reduced vocabularies; (2) that significant and meaningful differences were found on a few test items which indicated wherein a number of vocabulary changes either facilitated or hindered pupil's comprehension of material read; and (3) that is so far as results of a few single test items disclosed, there were more significant differences found in favor of the Ogden simplification than the Thorndike; and (4) that the Ogden vocabulary, with its limited scope and its extreme limitations of verbs, revealed instances wherein substitutions necessitated a divergence from standard English usage, making language cumbersome at times; and (5) that there were instances wherein other elements were made more difficult by necessarily replacing a single word with a phrase or a group of words; and (6) that there were times when the substitution of less difficult words definitely aided pupils in understanding the material read; and (7) that staying within the limits of Thorndike's first 2500 words did not in the main facilitate understanding at sixth grade level; and (8) that pictorial tests and personal interviews revealed numerous vocabulary difficulties and erroneous concepts which were most frequent among pupils in the lower percentiles; and (9) that
pictorial tests and personal interviews disclosed confusion that were caused by certain words and phrases having several possible connotations.

"The results from this investigation indicate that, keeping other elements constant the simplification of vocabulary does not materially facilitate pupils understanding of material read."

It was brought out by Monroe21 in her study on the Causative Factors in Reading Defects, that in many individuals the reading disability was accompanied by poor vocabulary, or by difficulty in combining language/symbols into meaningful relationships. Some children possessed vocabularies so limited that they were unable to grasp the meaning of the text. Others who had adequate vocabularies were unable to follow the organization of relationships of the words, so that the sentences were meaningless. Their own use of language consisted of very simple relationships and thus they became bewildered in reading material which contained complex arrangement of language even though they had some idea of the meanings of separate words. Although difficulties in vocabulary and sentence structure were not measured in the study, the results of the study showed that they were important factors in the reading disabilities of a number of cases.

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McCullough reports two studies on Recognition of Context Clues in Reading. In her first survey she found that by and large, the more intelligent, the better, that the more mature readers tend to use more ways of attacking strange words, and they were more successful in their attacks than the less intelligent, poorer and younger readers.

In the second experiment the problem was identifying the word solely by context. The results of the investigation showed that students guess poorly and vary in ability to use different kinds of clues. Yet the passages contained one or more clues clearly pointing to the characters of the missing words.

These experiments indicate that if word meaning is unknown to children identifying words solely by context is not enough. They must be given intelligent direction in regard to context analysis also.

The fact that reading specialists and teachers agree that vocabulary is one of the most important factors affecting comprehension has led authors of children's books to make a more careful study of the selection of words used in their stories. Advertising material accompanying new reading books usually states that the vocabulary of the book has been carefully checked against a noteworthy reading word list. McKee points


out that the words constituting the vocabulary of a given book which can be found among the most important words of a noteworthy reading word list, does not guarantee that the vocabulary of the book is within the understanding of children for whom the book is intended. Investigation has shown that words of very high frequency rating in reading, word lists, have been a source of difficulty in comprehension in the intermediate and higher grades.

He would advocate that new words representing an unfamiliar concept be surrounded by plenty of familiar detail in order that the reader may have what he needs to build the new meanings as he reads.

Dearborn discovered that the most frequent errors found in reading were due to the absence of experience, lack of word recognition, and confusion of word concepts.

Broom, Duncan, Enug, Stueber found that there is a marked correspondence existing between academic intelligence, i.e., the ability to learn, and reading achievement, i.e., comprehension of the printed material. They hold that consideration therefore must be given to vocabulary burden in relation to children's mental ability in the selection of materials for their learning.

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They recommend that reading matter intended for the use with the retarded reader have relatively larger number of reviewing words for each new word in the selection. Children of superior mental ability would not require so many repetitions of each word as the slower pupils. Children of below average mental ability should be given easy reading materials in which the new words is small in relation to the total number of words in the text, with the new words given repeated usage in the text.

In a study of the comprehension difficulties in a third grade reader, reported by Herbers, the following factors which were causing reading comprehension difficulties were found; (1) various inadequate and incorrect concepts of words, phrases and sentences; and (2) that pupils frequently had hazy or erroneous concepts of the material which they used with apparent facility; and (3) that pupils did not have an adequate understanding of all items to which they responded correctly in the yes-no or multiple choice test; and (4) that pupils were not always consistent in their reactions to the same items in the different types of test.

Such a study gave evidence that there can be no meaning unless the reader has the ability to interpret the symbols of

the printed page; that pupils may use glibly with only a vague	onotion of their meaning; that comprehension implies more than
mere word knowledge; that ability to respond correctly to a
word in one type of situation does not necessarily indicate
that understanding is complete.

Careful studies have been made to find out what skills are
necessary for the recognition of words and understanding of
their meanings.

Gates lists the following methods of studying and recog-
nizing words.

1. Dependence upon striking characters.
   This method of learning depends on perception of cer-
tain features of a word and leads to difficulty as soon
as various words of similar visual families are encoun-
tered.

2. Dependence upon general configuration.
   When relied upon exclusively this method leads to many
errors in reading, especially when the material is dif-
ficult.

3. Use of letters.
   The method is often successfully employed as a means

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27Arthur I. Gates, "The Improvement in Reading", Macmil-
or recognizing words. It is mainly serviceable in the early encounters with certain non-phonetic words. However, it often interferes with the development of the more superficial type of words perception necessary and sufficient for rapid reading.

4. **Phonetic Analysis.**

This method is of service in many instances especially in dealing with highly phonetic words. Phonetic attack is not sufficient.

5. **Syllabication.**

Skill in breaking the word into syllables as a pre-requisite to blending is the most important and difficult phase of this method. This method has many advantages even though it is not applicable to all words.

6. **Visual Analysis of Words.**

This method is likely to be more productive when it follows the types of divisions utilized in phonetic or syllabic analysis since practice in one facilitates to some extent skill in the other.

7. **Dependence on Context.**

This method is a thoroughly wholesome one. It possesses the merit of placing comprehension foremost. When new words are encountered it offers the minimum of distraction. If used exclusively or excessively, however, this method may lead to distortion of the thought and the practicing of errors in word perception.
In summarizing he implies that there is no particular method sufficient. Each method may serve on occasions. This is due to the fact that our English language is so complex.

Pennell and Cusack agree with Gates in that no one method takes care of the problem. They advocate the use of all methods so that results will be secured.

Gray stresses the fact that unless we teach children some workable techniques for attacking new words independently their only alternatives when reading and studying on their own are: to guess at any words that are not yet in their sight vocabulary; to seek out some grownup to help them; or to skip the new words entirely without any attempt to determine what they may be.

He stresses that beginning in the primary grades children should be acquiring skill by the:

- Use of meaning clues
- Use of word form clues
- Use of structural clues
- Use of phonetic analysis

Seashore reminds us that words are the "coin of the realm".

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of knowledge". He asks, "Are we as teachers assisting students to lay an adequate store of this intellectual wealth, or are we actually holding back the progress of our students by employing instructional methods and materials which are based upon a limited vocabulary representing only a fraction of the potential learning abilities of the student?"

The research has shown that ability to recognize words and understand their meanings is unquestionably of primary importance. The leading experts in the field of reading agree, that word recognition is the first step in the interpreting of a printed language - The next step is the identification of its meaning.

It appears that the findings of these authorities indicates the need for training in word recognition and word meaning in grade 5.
CHAPTER III
CHAPTER III

Organization of the Workbook

As stated in Chapter I, the writer has endeavored to construct a set of workbook exercises to strengthen the ability of fifth grade students to recognize words and understand their meanings. The writer has not only recognized the importance of word recognition and word meaning at this grade level but has supplied material for its development.

The workbook has been written on the assumption that children have had adequate training in recognition of consonant sounds and blends, recognition of long and short vowel sounds, recognition of vowel combinations, recognition of words that rhyme, and recognition of frequent phonetic elements.

If children are found lacking in any of the above skills, the writer suggests that drill be provided to help children master these fundamentals which are necessary if success is to be attained in handling the exercises of this workbook.

In constructing the workbook exercises the writer was fortunate in having access to the Durrell-Sullivan Selected Vocabulary List for fourth, fifth and sixth grades. The majority of words used were taken from the fifth grade list. These words were checked against the Gates Primary List. The dictionaries used were Webster's Collegiate Dictionary, Fifth Edition and the Thorndike Century Junior Dictionary, Revised Edition.
In addition to the vocabulary control, care was taken to keep the stories and poems as simple as possible so that the context would help the child to reorganize the words and understand their meanings.

The words to be taught in each lesson, are introduced through a simple story to stimulate the pupils to recognize words and understand their meanings through the contextual use of the word.

The workbook provides for 25 lessons. Growth in learning each word is brought about by experiences which call for practice in any of the following exercises.

1. Association of a definition with the contextual use of the word.

2. Matching words with definitions.

3. Identifying words closely related in meaning.

4. Identifying antonyms.

5. Identifying homonyms.


7. Identifying words with more than one meaning.

8. Inferring meanings.

9. Recognizing alphabetical sequence.

10. Identifying smaller words in larger words.

11. Syllabication.

12. Associating ideas.

13. Identifying rhyming words.

15. Compound words.
16. Sentence meanings.
17. Games and activities.

The stories and poems were constructed by the writer with the exception of the following:

Poem: Autumn Splendor
Today and Yesterday
A Fairy Garden
New Year Wedding

Contributed by Miss Margaret Noyes, teacher at Hancock School.

Story, Autumn Splendor, contributed by Mrs. Roberta Black's fifth grade.

The Chamois was taken from Compton's Encyclopedia. It was revised to fit the vocabulary that the writer was using.

The Sorcerer's Apprentice, based on an old legend, was the writer's version of the story.

In carrying out the reading exercises it must be understood that not all the pupils will show the same amount of interest in every exercise. To stimulate interest some activities are provided.

The stories can be read orally or silently. If read silently, pupils should be encouraged to underline words they do not know.

The teacher should explain the instructional statements at the beginnings of each exercise to make sure pupils under-
stand what they are expected to do.

The first time a new exercise is introduced, the teacher should discuss the method of procedure so that every child will understand what is expected. It is suggested that the first exercise be done orally with the whole class participating.

The time spent on each lesson will depend on the needs and abilities of each group.

The workbook is divided into five sections. Each section contains five lessons. Informal tests are provided at the end of each section to check the retention of the children.

To participate successfully in the program pupils need to master certain abilities or skills. These skills or abilities appear in short statements at the beginning of each exercise. They are classified in the following groups.

1. Association of a definition with the contextual use of the word.

Example: Pupils are instructed to match the definition given to a word in the story.

very small - little

2. Matching words with definitions.

Example: remote - move quickly

hurry - far away

3. Identifying words closely related in meaning.

Words that mean the same or almost the same are called synonyms.
Examples: Write the synonym for slow.

Underline the word in parenthesis that means the same as the word underlined.

Mary is a **cheerful** girl.
(poor; pleasant; polite; pretty)

4. Identifying antonyms.

Words that mean the opposite are called antonyms.

Examples: Write the word that means the opposite of bad

Place the correct word in each blank.

long - short

The rabbit has a _______ tail.
The squirrel has a _______ one.

5. Identifying homonyms.

Homonyms are words that sound alike but are spelled differently and have different meanings.

Example: some    sum
         seem    seam


Words that look alike are often used incorrectly.

Example: house    horse

7. Identifying words with more than one meaning.

Example: match

Use the match to light the fire.

Will you buy me a spool of thread to match my cloth?

Our school is having a football match today.
8. Inferring Meanings.

Example: Draw a line under the best answer within the parenthesis.

An apple is a kind of
(vegetable; pie; fruit; orange)

9. Recognizing alphabetical sequence.

Example: Arrange the following words in alphabetical order.

pasture   farm   cow
barn      milk    butter

10. Identifying smaller words in larger words.

Example: Write the small words that you see in the following words:
measure
fraction

11. Syllabication

Example: Divide the following words into syllables. Place the accent mark after each syllable accented.

banner

12. Associating ideas.

Some words make you think of others.

Example: Write the words that come to your mind when you see these words.
cradle    beach
13. Identifying rhyming words.
   Example: Write the words that rhyme with:
   press

14. Root words
   Underline the root word in the following words:
   comfortable
   delight

15. Compound words.
   A compound word is made up of two words.
   draw bridge

16. Sentence meanings.
   Example: Are all people trustworthy?

17. Games and activities.
   Card drawing for increasing vocabulary
   Have pupils print on cards 3" x 2" the words to be learned for each lesson. Place a stack of them face downward on the table. Each pupil draws a card from the stack in turn. If he can read the word correctly, he puts the card in front of him. If not, he turns it face down at the bottom of the center pack. The child wins who has the greatest number of cards in his pile after the center pile is gone. It is hoped that through constant repetition of such exercises children will master all new words.
CHAPTER IV
The leaves are falling thick and fast,
    Playing with the children as they run past.
Flashes of crimson, flashes of gold,
    Bright colored soldiers brave and bold.
Marching up and down the street,
    These little knights kneel at your feet.

Autumn Splendor

When I awoke I threw back my blanket, jumped out of bed, and raced to the window to watch the birds take their morning dip in the gurgling fountain. Autumn had arrived and, like a master artist had dressed the trees in their brilliant costumes of geranium red, orange, and sunshine yellow. The flower garden, the vineyard, and the orchard alike were touched by the glowing rays of the morning sun. I could hear a soft whirring in the distance which told me that my neighbor must have risen with the sun to cut his grass and rake his leaves. Even with my eyes shut I could feel the warmth of the autumn sun and hear the bees buzzing about, gathering nectar from all the flowers around the linden tree. In autumn's bounty were butternuts galore, blue gentians for a nosegay, and haycocks aplenty in which to jump and bury myself up to my nose. Now the scent of dry leaves burning in my neighbor's yard was wafted to me, and I could see the blue curls of smoke rising from a procession of mounds of leaves. The delicious aroma of sizzling bacon and pancakes was so good that I stopped my dreaming at the window and dashed downstairs for a hearty breakfast.
MATCHING WORDS WITH DEFINITIONS

Directions: Match each word with its meaning.

1. wafted
   - water flowing or rising into the air
2. procession
   - bubbling sound
3. fountain
   - a place where fruit trees grow
4. geranium
   - place planted with grapevines
5. gurgling
   - carried through the air
6. vineyard
   - persons marching
7. orchard
   - a plant

What poem came to your mind when you saw the word haycock?

Perhaps you would enjoy making a picture illustrating the poem.
IDENTIFYING SYNONYMS

Words which mean the same or almost exactly the same are called synonyms.

For example: labor - toil

Directions: Choose the word in the parenthesis having the same meaning as the word underlined and draw a line under it.

1. She gave her mother a pretty nosegay.
   (box; bird; bouquet; bower)

2. It was a delicious dinner.
   (satisfying; showy; simple; social)

3. The propeller of the plane made a whirring sound.
   (whiny; whizzing; whistling; whispering)

4. The dogs followed the scent of the fox.
   (smoke; site; smell; spot)

5. The women of the village wore gay-colored costumes.
   (dainty; dresses; dark; dull)
NOTING DIFFERENCES

Some words look so much alike that they are often used incor-
rectly.

Directions: The following pairs of words are often confused.
Use them in sentences to show their correct meaning.

orchard - orchid

1. ________________________________________________________

2. ________________________________________________________

scent - sent

1. ________________________________________________________

2. ________________________________________________________
INFERRING MEANINGS

Directions: Referring to the story, complete the following sentences.

1. The first meal of the day is called ____________________.
2. Bees visit the flowers to get the______________________.
3. A small pile of hay in a field is called a__________________.
4. A lawn mower makes a____________________________ sound.
5. Grapevines are planted in a__________________________.
6. A plant with blue flowers found growing in a hilly region is a__________________________.

WORD MEANINGS

1. Which word in the story tells what kind of a breakfast the writer had?
   ________________________
2. Which word describes the fountain?
   ________________________
3. Which word tells what kind of a noise the lawn mower made?
   ________________________
4. Which word tells what color red the costumes were?
   ________________________
5. Which word tells the kind of a tree mentioned in the story?
   ________________________
SENTENCE MEANINGS

Directions: If the statement is true, write true on the line, if false, write false.

1. The bees make honey from the nectar of the flowers. ___________

2. A linden tree is a maple tree. ___________

3. A haycock is a place in a barn where hay is stored. ___________

4. The word gentian refers to a flower. ___________

5. Butternuts are gathered in the spring. ___________

WORD MEANINGS

Directions: Explain the following selections.

Oral discussion

1. geranium red

2. smoke rising from a procession of mounds of leaves

3. butternuts galore

4. scent of dry leaves burning in my neighbor's yard was wafted to me.
BUILDING WORDS

A compound word is made up of two words.

Directions: Write the compound words that you see in the story.

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________
TODAY AND YESTERDAY

A bleak, gray sky with scowling face,
Greeted Columbus with cold embrace.
The land as far as he could see
Was one bare waste of tree on tree.
Dark water beat itself to foam,
Against grim shores so far from home.
In this lone place was he to land,
On unknown plains of drifting sand?
Hundreds of years have rolled away
What is the sight that greets us today?
Armies of maples march over the hills
Waving war bonnets of crimson quills.
Fiery torches they hold on high,
Blazing against the sapphire sky.
Like a shining mirror the waters hold,
Friendly pictures in red and gold.
There snow-kissed mountains pierce the sky,
Where fleecy clouds in a circle fly.
Yes, hundred of years have rolled away,
Since Columbus landed that dreary day.
America, now our native land,
Is hailed from forest to desert sand.

Grade Five - Hancock School
Miss Margaret Noyes - Teacher
Careless Warriors

The Indian warriors hauled their canoes from the tranquil waters of the Mississippi River. Placing the canoes on their shoulders, they trudged through the forest a distance of a mile, until they came to a stream where they were joined by another band of braves. Here the chiefs of both companies made a muster of their forces, counting seventy-five in number. After making their plans for attacking their enemy, an neighboring tribe, they all embarked again. With the skill of experts they paddled the canoes downstream.

They passed on both sides of the stream beautiful groves, dense forests, and tangled vines. Occasionally a deer, porcupine, or raccoon peered out at them from behind a thicket.

It was late afternoon when they ran their canoes ashore. After unloading their provisions, some of the band proceeded to build a fire, while others went into the forest to hunt food for the meal. Game was plentiful, and before long the hunters returned with several partridges which were quickly prepared for the evening meal. The meal was a hearty one and the men devoured every morsel of food.

Weary after their long journey, they stretched themselves to their slumbers unaware that their enemies were watching their every move. They slept so heavily that they did not hear the approach of the enemy until a great yell broke the stillness of the night.
Suddenly the small encampment was in utter confusion.
The warriors did not have time to reach for their weapons, so
sudden was the attack. It was not long before every one of the
seventy-five were dead. Their lives had been sacrificed through
their carelessness.
THE WARRIORS

They paddled swiftly down the stream
In small birch bark canoes,
While from the water paddles gleamed
As they swept along in two's.

No bridges barred their progress
As they journeyed on their way,
For all along the water's edge
Vast wilderness held sway.

From behind the tangle bushes
A cunning face would peer,
To watch the warriors move along
Yet fearful to appear.

They did not stop to hunt them
For they were on their way
To seek a band of red-skin braves
Who lived across the bay.

That night while they lay sleeping
Beneath the starlit sky,
They fell defenseless victims
To the red-skin foe so sly.
ASSOCIATING A DEFINITION WITH THE CONTEXTUAL USE OF THE WORD

If you are to become a good reader you must understand what you read.

Directions: Referring to the selection you have just read, write the word that means the same as:

1. to mark steadily
2. to come or go near
3. a small quantity
4. to row easily
5. to assemble
IDENTIFYING SYNONYMS  Part I

Directions: In each sentence one word is underlined. Choose the word in the parenthesis having the same meaning and draw a line under it.

1. The Indians paddled their canoes down the **tranquil** waters of the Mississippi River.
   (rough; swift; calm; noisy)

2. It was a long **journey**.
   (wait; joust; time; trip)

3. The men ate a **hearty** meal.
   (heavy; light; small; healthy)

4. The enemy made a **hasty** retreat.
   (slow; deliberate; busy; quick)

5. The two armies **joined** forces.
   (united; helped; halted; separated)

Part II

The synonym for haul is **draw**.

The synonyms for draw are tug, tow, haul, drag, extract, attract.

Which synonyms refers to a boat? 1. ____ a car? 2. ____ a tooth? 3. ____ a crowd? 4. ____

Part III

Trudged means a way of walking. The synonyms for walk are strode, limped, hobbled, strutted, strolled, sauntered, plodded, tripped.

Which synonym refers to a peacock? 1. ____ a lame person? ____

IDENTIFYING ANTONYMS

Directions: On the blank line in each sentence write a word that means the opposite of the word underlined. You may refer to your dictionary if you need help.

1. During World War II sugar was scarce but now it is ____________________.

2. The boys joined the search to find the child who had become _____________ from her parents.

Directions: Draw a line under the word in each line which has the opposite meaning of the first word.

1. hasty busy quick deliberate lazy
2. tranquil quiet stormy smooth still
3. joined together separated held loose

IDENTIFYING WORDS HAVING MORE THAN ONE MEANING

Directions: Using your dictionary find the exact meaning of the words underlined, and write the meanings on the lines under each sentence.

1. The warriors hauled their canoes from the river.

2. The braves trudged through the forest.
INFERRING MEANINGS
Directions: Draw a line under the word in the parenthesis that completes the sentence.

1. A warrior is a
   (king; pagan; magician; soldier)

2. The warriors found that game was
   (scarce; rare; plentiful; food)

3. A weapon is an
   (animal; warrior; wedge; gun)

4. The warriors were
   (happy; weary; silent; joyous) after their long journey.

IDENTIFYING SMALLER WORDS IN LARGER WORDS
Directions: Write the little word you see in each of the following words.

1. warrior
2. morsel
3. journey
4. hearty
5. hauled
SYLLABICATION

Directions: Divide the following words into syllables.
1. tranquil
2. approach
3. weapon
4. journey

IDENTIFYING RHYMING WORDS

Directions: Write the words that rhyme with each of the following words. The first letter is given for each word.
1. weary
2. hearty
3. paddled
4. muster
Brave Pioneers

America owes much to those early pioneers who left the comforts of the older settlements and ventured out into the vast wilderness. They were energetic men and women, willing to endure the hardships of the New World in their attempt to explore and claim new land, which up to that time was occupied by redskin savages and wild animals.

Taking only their essential belongings, they journeyed westward in large covered wagons. Traveling was very difficult as the forests were thick with undergrowth, and the mountains were steep and rocky. Many were the dangers they encountered as they crossed rivers, mountains, and prairies in search of more fertile soil. Indian attacks were frequent, and it was not uncommon for the wayfarers to see the remains of what had once been a thriving settlement.

When they finally arrived at their destination, the task of clearing the land, building the cabins, and planting the crops was before them. With undaunted courage they set to work, and before long a village grew up.

The picture of people living close to the wilderness while cherishing their ancestral traditions has a certain charm for us today.
MATCHING WORDS WITH DEFINITIONS

Directions: After each word in column I, write the number of the group of words which means the same.

<table>
<thead>
<tr>
<th>Column I</th>
<th>Column II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. uncommon</td>
<td>1. took possession of</td>
</tr>
<tr>
<td>2. comforts</td>
<td>2. undergo</td>
</tr>
<tr>
<td>3. venture</td>
<td>3. unusual</td>
</tr>
<tr>
<td>4. endure</td>
<td>4. a risky undertaking</td>
</tr>
<tr>
<td>5. occupied</td>
<td>5. freedom from hardships</td>
</tr>
</tbody>
</table>

Directions: Find the words in the story that match the following definitions.

1. A large piece of rolling land with grass but no trees

2. A quality or feature in persons which delights or fascinates one

3. A right or title to a thing

4. Inherited from ancestors

IDENTIFYING SYNONYMS

Directions: Write the following synonyms for the words.

1. wayfarers
2. uncommon
3. endure
4. energetic
5. fertile
6. journeyed
Directions: Use the above synonyms in the following sentences.
1. The weary ____ sought lodging in the old inn.
2. If crops are to flourish they must have ____ soil.
3. The first settlers of our country had to ____ many hardships.
4. All Mary's teachers feel that she is a very ____ person.
5. The people ____ for many days through the desert.
6. After a long hard climb he ____ reached the top of the mountain.

IDENTIFYING ANTONYMS

The antonyms for wild are tame, domesticated, cultivated, civilized, cultured, calm, orderly, restrained, sensible, controlled.
1. Which of the antonyms of wild might be used in referring to animals?
2. Which might be used in referring to plants?
3. Which might be used in referring to people?

Directions: Fill in blanks with the words that mean the opposite of the words underlined.
1. Mary ____________ for school just as her cousin ____________.
2. Wild animals are usually feared but ____________ ones are loved.
3. The wandering tribes searched many days for **fertile** soil but they found only _______land.

**IDENTIFYING WORDS THAT HAVE MORE THAN ONE MEANING**

**Directions:** Place a cross (✓) before the words which show its use in the story.

1. The word **comforts** mean:
   - anything that makes trouble easier to bear
   - person or thing that makes life easier

2. The word **endure** means:
   - to last
   - undergo

**INFERRING MEANINGS**

**Directions:** Underline the word or words which best describes the meaning of the word underlined.

1. A **pioneer** is a
   - religious person
   - one who prepares the way for others
   - an inventor

2. A person who is **energetic** is
   - lazy
   - smart
   - eager to work

3. Anything that is **essential** is
   - erect
   - interesting
   - necessary
4. A land that is **fertile** is
   barren
   productive
   hot

5. To **endure** means
   to bear
   to encircle
   to disturb

**Directions:** Now use the words underlined in sentences. Try to make worth-while sentences.

1. ____________________________________________________________

2. ____________________________________________________________

3. ____________________________________________________________

4. ____________________________________________________________

5. ____________________________________________________________
RECOGNIZING ALPHABETICAL SEQUENCES

Directions: List these words in alphabetical order.
1. ventured
2. explore
3. wild
4. arrived
5. charm
6. ancestral
7. journeyed
8. prairies

IDENTIFYING SMALLER WORDS IN LARGER WORDS

Directions: Write the smaller words that you see in these words.
1. claim
2. prairies
3. explore
4. finally

SENTENCE MEANINGS

Directions: Write true after the statement if it is true. Write false if it is false.
1. Fertile soil is barren soil.
2. The pioneers went westward by train.
3. Prairies are deserts.
4. At one time wild animals roamed over North America.
5. Finally means eventually.

6. When one explores he seeks after

7. The pioneers were unwilling to endure hardships.

8. The early pioneers were brave people.

GAME

The word charm ends in arm. Each of the following statements is a clue to a word ending in arm. Place the correct word on the line opposite each.

1. warning sound

2. raise crops or animals

3. suggesting heat

4. great number

5. hurt

6. take weapons away from

You may add to this list:

Read the poem to yourself. From this list fill the blanks with the following words.

occupied shrubs courage gallant deed

precious fertile firmly claim there

firmly all ventured zest toil

you
Early Settlers

In 1620 there came ashore
   A band of Pilgrims to _____1
This land, America by name,
   Where redskin savages held _____2.
They set to work and _____3 tried
   To clear the land then _____4
With mighty oaks and maples tall
   And _____5 that had no name at _____6.
They _____7 far into the west
   With courage strong and eager _____8,
In search of land with _____9 soil
   To raise their food by daily _____10.

On history's page today we read
   Of many a great heroic _____11,
But we will never find despair
   Among these people, written _____12.
Oh _____13 men and women too,
   Our hearts go out in thanks to _____14.
May we forever keep in trust
   This _____15 land you gave to us.
The Village Blacksmith

The village of Lexington had begun to feel the effects of country travel over its two main roads which met at the Common. John Buckman's Tavern was almost the last one on the road to Boston. There had sprung up near it the great necessity of the day - blacksmith shops, where to avoid delay much of the work was done at night. The forge was at the end of the shop. The lower part was shaped like a brick oven. Directly over it hung a hood of metal to catch the sparks and smoke. From the hood a pipe reached to the old brick chimney from which the soot was cleaned frequently to prevent a fire from occurring. The anvil was located nearly in the middle of the shop to give the smith room to swing his hammer.

The fuel used by the blacksmith was coke, charcoal, or soft coal. In order to get a good hot fire he would pump the bellows slowly. When the fire began to burn brightly, he would stop pumping.

In the evening the glare of the fire would be reflected from the anvil in shimmering streaks of light. The heat of the flames in the oven was so great that the blacksmith's face and arms shone with perspiration.

The smith was a man of good education and high standing in the community. His customers liked to discuss the affairs of the day with him.

Henry Longfellow's immortal poem "The Village Blacksmith"
causes some people to yearn for the time when the blacksmith was such an important person in every town.

ASSOCIATING A DEFINITION WITH THE CONTEXTUAL USE OF THE WORD
Directions: After each group of words place the word which means the same. The story will help you.
1. feel a longing
2. gave back an image of
3. living forever
4. block of clay baked by fire
5. man who works with iron

MATCHING WORDS WITH DEFINITIONS
Directions: Match the words in column I with the correct definition. The first one is done for you.
1. fuel used for blowing fire
2. bellows schooling
3. forge long thin lines
4. education sweat
5. streaks anything that can be burned to make a useful fire
6. perspiration a place where metal is heated and hammered into shape

IDENTIFYING SYNONYMS
Directions: Write a synonym for each of the following words.
1. perspiration
2. glare
3. forge
4. yearn

The word "yen" is often used in place of yearn. It is a slang expression. Your dictionary will give you the correct meaning of this word.

IDENTIFYING WORDS THAT HAVE MORE THAN ONE MEANING

Directions: The words forge, reflected, fuel, and glare have several meanings. Underline the sentences which show their use in the story.

1. It is unlawful to forge a check
   The forge of the blacksmith was used for a meeting place.
   The leader commanded his troops to forge ahead.

2. The dog's image was reflected in the pool.
   His bad actions reflected on his parents.

3. Many homes use gas and oil for fuel.
   His unkindness was fuel to her hatred.

4. It is impolite to glare at people.
   The pond was a glare of ice.
   The glare from the automobile lights blinded him.

INFERRING MEANINGS

Directions: Choose the correct word from the list of words in the parenthesis and draw a line under it.

1. Charcoal is a (fiber; fuel; fan; fungi)
2. A blacksmith makes (iron; leather; jewelry; horse-shoes)

3. A brick is usually made of (claw; clay; club; clog)

4. When we burn fuel we have (haze; helium; heat; heath)

SYLLABICATION

Directions: Divide these words into syllables.

1. blacksmith
2. immortal
3. reflected
4. perspiration
5. education
6. fuel
Bold Sea Robbers

Just after the discovery of America, rich treasure galleons used to cross the ocean regularly in order to carry the riches of Peru and Mexico to Spain. It is no wonder then that pirates were always trying to plunder these ships of their wealth.

The pirates used to hide their ships in secret harbors in the isles of the West Indies. In these havens the pirates would wait for the treasure ships with their gold and glittering jewels to pass close by. Darting out of the harbor with their billowing sails glistening like ivory, the fast pirate ships and their cunning crews would investigate any ship which they thought might be carrying a fortune.

Sometimes the crafty Spanish would deceive the pirates by disguising war ships as treasure ships. Then there would be a furious battle which lasted until one side wiped out the other.

The pirates would try to grasp the sides of the other ship with hooks and climb aboard armed with pistols, knives and cutlasses. In such hand-to-hand fighting, the pirates were usually better than their Spanish enemies. If the pirates won, they would plunder the other ship and then blow it up with barrels of gunpowder.

The mystery as to why the pirates never attacked English ships was soon solved by the Spanish. The English were encou-
raging these robbers of the sea to weaken Spain's hold on the riches in America. This was one of the reasons that Spain declared was on England. That was ended with the defeat of the Spanish Armada in 1588.

ASSOCIATING A DEFINITION WITH THE CONTEXTUAL USE OF THE WORD
Directions: Write the word for each meaning.
1. nestled
2. a dishonest person
3. small islands
4. try to take hold of
5. robber on the high seas
6. something that cannot be explained

MATCHING WORDS WITH DEFINITIONS
Directions: Match the meaning with the correct word.
1. instantly
2. cruel
3. necessary
4. vision
5. stubborn
6. conquer
essential
persistent
to win by overcoming obstacles
inhuman
creation of the imagination
without delay

IDENTIFYING SYNONYMS
In the following selection fill the blanks with words to take the place of the words in parenthesis. You will find these words at the end of the selection.
Look at the first word to see how to do the exercise.

After the discovery of America, Europe was (instantly) 1 immediately awakened to the wonderful resources of the vast new (territory) 2 new. (Visions) 3 visions of wealth made men (anxious) 4 anxious to try their luck in the New World. Here was a land of adventure, and (tremendous) 5 tremendous opportunity. To these men, America opened a field for (conquer) 6 conquered unequalled by no other continent. The (weird) 7 weird stories told of this strange (wild) 8 wild land did not (swerve) 9 swerved them from their purpose. With (stubborn) 10 stubborn hearts they set to work to fit out expeditions. It was (necessary) 11 necessary for them to borrow money from their king with the promise that when they reached the New World they would 12 reach the land in his name, and bring back to him rich treasures.

There were others interested in the wealth of this new land. They were not pioneers of explorers, but bands of (rough) 13 rough (rogues) 14 known as pirates, whose chief mode of work was to capture ships.

From their hideouts in channels or inlets, or (snuggled) 15 snuggled beneath spreading boughs, these fortune hunters preyed on ships laden with treasures 16 laden, 17 laden or imprisoning the crews.

The history of American exploration is colored with the stories of these bold sea robbers.
rude essential acquire resolute
richer killing rascals immediately
nestled dreams extraordinary possession
move desolate laird/and eager
uncanny immediately adventure borrow claim

MATCHING SYNONYMS

The word rough has many synonyms. Some of them are:
ahiry, shaggy, uneven, harsh, rude, coarse, rugged, crude,
uncouth.

Use the correct synonym for rough before each of the
following words:
1. _______________________ animal 6. _______________________ oil
2. _______________________ dog 7. _______________________ sound
3. _______________________ mountain 8. _______________________ behavior
4. _______________________ cloth 9. _______________________ waves
5. _______________________ table 10. _______________________ country boy

NOTING DIFFERENCES

The following words are frequently confused. Use each one in a sentence to show its correct meaning.

snuggled - smuggled

__________________________________________

swerve - serve

__________________________________________
INFERRING MEANINGS

Directions: Draw a line under the best answer in the parenthesis.

1. He who is cruel is
   (merciful; gentle; humane; merciless)

2. When something is seen otherwise than by ordinary sight we say it is a
   (saint; vision; valor; angel)

3. That which is astonishingly large is often said to be
   (trivial; slight; unimportant; tremendous)

4. A rogue is another name for a
   (rook; scamp; rumor; ruler)

5. To turn aside means
   (to retreat; sweep; swerve; swell)

IDENTIFYING SMALLER WORDS IN LARGER WORDS

Write the small words that you find in each of these words.

1. pirate
   __________ __________

2. stubborn
   __________ __________

3. imprisoning
   __________ __________

4. tremendous
   __________ __________
Activity

In the space below draw a picture of a pirate or a pirate ship.

SUBSTITUTING A WORD FOR A GROUP OF WORDS

Directions: Rewrite each sentence using a single word to express the idea.

rogue territory anxious instantly borrow

1. An idle, sturdy beggar is unwelcome in any community.

2. You must come without delay.

3. The community was deeply concerned about the missing pilot.
4. The pilot searched the large tract of land for the missing plane and its crew.

5. You may obtain loan money from the bank if your credit is good.

Vocabulary Test

Test I

Based on the first five lessons

Directions: This test is to see how many words you can remember from the lessons taught. As I pronounce each word draw a ring around it. Be sure to read across the sheet.

Note: (Do the first one with the class to make sure everyone understands).

| 1. found | fountain | furnace | foundry |
| 2. orchard | orphan | organ | orchard |
| 3. general | geranium | generous | genius |
| 4. noisy | nostril | nosegay | nose |
| 5. costumes | curtsey | customs | curtain |
| 6. war | wary | warrior | ware |
| 7. plenty | plentiful | please | plead |
| 8. wary | worry | work | weary |
| 9. journey | joust | joy | journal |
10. haste  hasty  hearty  hurry
11. unkind  unusual  uncomfortable  uncommon
12. entail  engage  endure  enrich
13. occupied  occur  occasion  oasis
14. prince  pretty  precise  prairie
15. enforce  energetic  enemy  energy
16. few  four  fuel  furious
17. edge  education  edition  educate
18. billowy  bill  blaze  bellows
19. glare  glass  gloom  glide
20. year  yes  yearn  yule
21. cunning  coming  curb  cultivate
22. grasp  grass  grade  grand
23. iron  ivory  invite  ivy
24. struggled  study  snuggled  snug
25. plant  print  prim  pirate

Test I On Word Meaning

Direction: Draw a line under the correct answer in the parenthesis.

1. A pirate is a
   (policeman; engineer; pilot; robber)
2. A rough person is
   (strong; gentle; coarse; rich)
3. Another word for weird is
   (wise; worry; uncanny; brave)
4. A dishonest person is one who
   (begs; borrows; steals; repents)
5. A large tract of land is called a
   (terminal; territory; trade; terrier)
6. Charcoal is a
   (furnace; stove; gas; fuel)
7. When we yearn for something we
   (long for it; hate it; despise it; deserve it)
8. To make his fire burn brighter the blacksmith used a
   (fan; fuel; bellows; billow)
9. That which will live forever is said to be
   (inert; immortal; inhuman; innocent)
10. A block of clay baked with fire is called a
    (brush; brisket; broach; brick)
11. A man who works with iron is called a
    (tanner; mechanic; blacksmith; pilot)

Directions: Complete the following statements.

12. One may pick grapes in a _________
13. One may pick apples in an _________
14. A geranium is a _________
15. Leaves are usually gathered and burned in the _________
16. Another word for nosegay is _________
17. A small pile of hay in a field is called a _________
18. A warrior is a _________
19. To assemble means to _________
20. The synonym for journey is _________
21. The antonym for tranquil is ________
22. A large piece of rolling land with grass but no trees is called a ________
23. A person who is energetic is ________
24. A land that is fertile is ________
25. A synonym for wayfarer is ________
PART II
New England Inns Long Ago

Travel throughout New England two hundred years ago was very uncomfortable and tiresome. A traveler always looked forward to the fellowship and comfort of the inn at the end of the day. There are several of these inns in Massachusetts where things are kept as they were in those early days.

Stepping into the main room of such an inn, one can picture the travelers, enjoying a tasty supper telling each other stories and sipping hot drinks from pewter mugs. The metal tureens in a cabinet against the wall gleam in the firelight. Steam rises from the copper kettle of hot water hanging in the fireplace. Servants come in from the kitchen, carrying bowls of hot porridge and gruel for a group of travelers who have just arrived. Dippers of hot water are poured into earthenware jars for guests who want to go to their rooms and wash before eating. The innkeeper enters with several bottles of homemade wine brought up from the cellar.

One traveler is showing the others in the room some ivory carvings that he bought while in Africa. Another man has beautiful pieces of Indian pottery which he wants to sell. The latest news from Boston is being loudly discussed in one corner. Sooner or later, though, someone starts a story, and the rest cease their conversation to listen.

Many stories first told in the inns of Massachusetts have been inherited by us today and can be found in books. Henry
Longfellow has put several such stories into poetry in his famous "Tales of a Wayside Inn." This inn can still be found in Sudbury, Massachusetts, looking much the way it was before the Revolution.

MATCHING WORDS WITH DEFINITIONS
Directions: Match these words with their meanings.

1. cease a long handle container
2. inherited dishes made from baked clay
3. uncomfortable talk
4. conversation to come to an end
5. dipper received possessions from ancestors
6. earthenware causing discomfort

INFERRING MEANINGS
Directions: Draw a line under the definition that tells the meaning of each word underlined.

1. A tureen is a tea kettle
   tunnel
   deep dish

2. Porridge is a pudding
   portfolio
   porringer

3. A guest one who guesses
   a guide
   a visitor
4. Pottery is a burying ground dishes made from clay one who is poor

5. Hot drinks were served in glasses pewter mugs containers

6. In the story water was poured into large tubs tureens earthenware jars

7. The servants served ice cream porridge dumplings

8. The carvings shown by the traveler were made from ivory gold silver

SYLLABICATION
Directions: Divide these words into syllables.

1. tureen
2. kettle
3. conversation
4. uncomfortable
5. earthenware
WORD MEANINGS

1. Which words in the story tells what the water was poured into?

2. Which word in the story tells what kind of mugs were used?

3. Which word in the story describes the carvings?

4. Which word in the story tells what kind of a kettle was used for heating the water?

5. Which words in the story tell what the cabinet contained?

ACTIVITIES

Can you write the poem in which the word kettle appears several times?

In what well known children's story are the following words? "Who's been eating my porridge?"

The word dipper means a long handle container. Have you ever heard it used in any other way? If so, describe its meaning.
ACTIVITY

Directions: Draw a picture to illustrate each of the following words:

dipper

earthenware jar

Indian pottery

Check to see if there are any old inns located in your town. If there are, plan to visit one and write a description of it.
A Fairy Garden

A garden of flowers just blossomed last night.
They were fluffy and frosty, those blossoms so white!
The petals were crystals all flakey and fine,
Hung on a chain, like a delicate vine.

So dainty and downy these flowers all grew
They were fashioned by fine fairy fingers, we knew.
When the sun rode up in the sapphire skies,
It colored each petal with many hued dyes.

But the wind blew so boistrous
And the sun shone so bright,
That our frail fairy flowers
Just floated from sight.

Grade Five-Hancock School
Miss Margaret Noyes - Teacher
The Castle

Have you ever seen a castle,
I mean one that was built long ago?
Have you ever walked on its drawbridge
And looked down at the moat below?

Well, once with my mother and auntie
On a trip through lovely Spain,
We came upon one of these landmarks
Where once a lord held claim.

You see it was not like we'd dreamed of.
No, it was dreary, gloomy and cold;
It seemed to us like a prison
Weather-beaten, forbidding and old.

We stood for a while at its entry
Looking up at the turrets so high
As it loomed there in the twilight
A spectre against the sky.

Gone were the courtiers and ladies
The knights who had fenced with a foil,
Gone were the lords who had ruled so strong
And the serfs who had tilled the soil.
Ancient Castles

Practically every American tourist traveling in Europe these days wants to visit a real medieval castle. Although many old castles are still standing, very few are in good condition. The walls and turrets where guards used to watch for the enemy are usually not safe to explore because of loose bricks and stones. Though before the war some of these dangerous places were repaired, there has been little done since because of the need to repair war damages first.

The moat which used to guard entry to the castle is usually dry now and the drawbridge is always down because the castle is no longer used for protection.

One of the most interesting features in the castle is the hall where the lord used to sit surrounded by his knights and courtiers. Sometimes ancient lances, helmets, and other pieces of armor are still hanging on the walls. Also on exhibit, one might find, is the harp or lute that the minstrel used to play while he sang for the lord and his guests.

A trip to one of these castles proves that life there must have been very uncomfortable and at times not nearly as romantic as it seems in storybooks.
ASSOCIATING A DEFINITION WITH THE CONTEXTUAL USE OF THE WORD

Directions: Write the words that mean the same as:

1. court attendant
2. a trench
3. a little tower
4. entrance
5. depressed

MATCHING WORDS WITH MEANINGS

1. entry light, blunt sword
2. dreary between sunset and night
3. twilight entrance
4. drawbridge slaves
5. serfs cheerless
6. foil a bridge made to draw up

IDENTIFYING SYNONYMS

Directions: Under each of the following words list at least three synonyms.

gloomy

______________________________________________________________

______________________________________________________________

______________________________________________________________
Select one synonym from each column and use it in a sentence.

1. 

2. 

3. 

IDENTIFYING ANTONYMS

Directions: Under each of the following words list at least four antonyms.

**dreary**

**gleaming**

Select one antonym from each column and use it in a sentence.

1. 

2. 
Words that sound alike but have different meanings are called **Homonyms**.

The following words are homonyms:

- knight
- night
- moat
- mote

Directions: Use each word in a sentence to show its meaning.

1. ________________________________________
2. ________________________________________
3. ________________________________________
4. ________________________________________

**IDENTIFYING WORDS HAVING MORE THAN ONE MEANING**

Directions: The word **page** has several different meanings. Use your dictionary to find the meanings and then write the meaning on the line below and sentence they belong to.

1. The young page served his king well.
2. You may turn to page ten.
3. If you call the hotel they will page your friend.
RECOGNIZING ALPHABETICAL SEQUENCE

Directions: Arrange these words in alphabetical order.

twilight  gloomy  claim
courtiers  turrets  entry
knights  moat  page
dreary  drawbridge  armor

SYLLABICATION

Directions: Divide these words into syllables. You may use your dictionary.

1. drawbridge
2. minstrel
3. repaired
4. helmet
5. twilight
6. courtiers
7. turret
8. exhibit

ACTIVITY

Directions: Draw a picture of a medieval castle.
Game

The word lance ends in ance. Each of the following statements is a clue to a word ending in ance. Place the correct word on the line opposite each.

1. To move in time with music.
2. Spring about on hind legs.
3. He has an opportunity to raise his marks.
4. A story or a poem telling of heroes.
5. The boy was in a dreamy condition.
6. He stood at the door of the room.
8. Bill's father will provide money for his education.
9. Mary took a quick look behind her.
10. To move forward.
The Dragon

A terrible creature the dragon was,
Who lived long, long ago
His body was covered with scales and claws,
And to all men he brought woe!

'Tis said he roamed through villages,
When good people were asleep,
And from there he took the cottagers,
Way off to the forest deep.

Now, a kindly giant named Boring,
Aware of the people's plight,
Into the forest, strode one morning,
And strangled the dragon on sight!

The Dragon of Midland

A dreadful dragon was terrifying the natives of a small district in Midland emerging from the forest from time to time and killing the inhabitants of the villages. So violent was the creature that no one dare attack it, and no sword or lance could pierce its hide. Seeing the people's plight, the Giant Boring grasped the dragon in his powerful hands and forced it on its back. Then he knelt upon the snorting monster and strangled it with his hands.

So grateful were the people of the villages that they invited Boring to be their ruler.
ASSOCIATING DEFINITIONS WITH THE CONTEXTUAL USE OF THE WORD

Directions: In the story you have just read find words that mean the same as the numbered words. Write the words on the blanks.

1. frightening
2. coming out
3. an animal's skin
4. imaginary animal
5. thankful
6. to take hold of
7. region
8. people who live in one place
9. force the breath violently
10. a long wooden spear with a sharp iron or steel head

IDENTIFYING SYNONYMS

Directions: Add one more word which means the same as:

1. inhabitants
2. skin
3. frightening
4. thankful
5. spear
6. monster
7. region
8. seized
IDENTIFYING WORDS HAVING MORE THAN ONE MEANING

Directions: Underline the sentence below in which the word hide is used in the same way as it is used in the story.

1. Dark clouds hide the sun.
2. Mary and Alice are playing hide and seek.
3. The cow's hide will be used to make leather.

INFERRING MEANINGS

Directions: Draw a line under the best answer in the parenthesis.

1. A dragon is a (dwarf; crafty dragoon; huge serpent).
2. A region is a (renegade; reptile; part of the world; list).
3. Seized means to (run away; hide; refuse; grasp).
4. A spear is a (seed; lance; shark; shotgun).
5. Frighten means (alert; surprised; happy; very cold; sudden fear).

IDENTIFYING SMALLER WORDS IN LARGER WORDS

Directions: Write the small words that you see in the following words:

1. violent
2. monster
3. inhabitant
4. beast
5. grateful
6. dragon
IDENTIFYING RHYMING WORDS

Directions: Write the words that rhyme with the words in the list.
1. beast
2. hide
3. lance
4. grateful
5. snorting
6. dragon

Game

The word spear ends in ear. Each of the following statements is a clue to a word ending in ear. Place the correct word on the line opposite each.
1. help to grow
2. come in sight
3. a large clumsy animal
4. make dim
5. to burn the surface of
6. the sky is free from clouds
7. drops of salty water coming from the eyes
8. feeling which makes one scream
9. Lexington is not far from Boston
10. loved
The Sorcerer's Apprentice

"The Sorcerer's Apprentice", by Dukas, is a musical composition based on an old German folk tale. It is the story of a small boy who worked for a powerful wizard. The sorcerer and his boy lived in a thatch roof cottage at the edge of a dense forest.

One day the wizard went out to gather herbs in a hidden ravine. The boy was left alone to clean up the cottage and bring in water from the brook. It was getting dark as the boy went through the wicket to the stream. A frog was croaking on the bank and the wind was murmuring through the reeds. A raven cawed mournfully nearby. The ripple of the brook and even the twitter of birds had a strange sound for the boy, who felt very nervous.

Suddenly he thought he saw a goblin step out of the thicket yonder across the brook. His heart throbbed with fear, and he dashed madly back to the cottage. He was afraid to go back for water, but he did not dare disobey his master.

Then he saw the sorcerer's wand lying on the table where his master had left it. The boy, who had often wanted to try out the wizard's magic, picked up the wand and waved it at the broom resting against the wall. "Carry water," he ordered the broom. Instantly the broom sprouted arms and legs, picked up two pails, and went down to the brook. It returned with the pails full and filled the kettle over the hearth. Back and
forth it went until all the containers were overflowing.

The boy, who had been delighted to have the broom do his work, now ordered the broom to stop. However, it kept right on and the water spilled out on the floor. The boy became furious, seized an ax, and chopped the broomstick in half. Instantly there were two brooms carrying water. Every time he cut one of the broomsticks in half, there would be two more brooms carrying water. Soon there was so much water in the cottage that the boy was swept outside, clinging to the table to save himself from drowning.

Just then the sorcerer returned to get the wand he had left behind. Seeing the flood rushing towards him, the magician ordered the water to stop and it disappeared as well as the broomsticks that had carried it. The frightened boy begged his master to forgive him. The sorcerer felt sorry for him and did not punish him. Instead, he made him promise that he would never again try to use the magic wand.
ASSOCIATING A DEFINITION WITH CONTEXTUAL USE OF THE WORD

Directions: Write the correct word for each of the following definitions.

1. deep narrow valley
2. a very little wave
3. sound made by birds
4. small trees growing close together
5. beat rapidly or strongly
6. more distant

IDENTIFYING SYNONYMS

Directions: Write the words that mean the same as:

1. sorcerer
2. instantly
3. herbs
4. furious
5. throb
6. wizard
7. yonder
8. mournfully

IDENTIFYING HOMONYMS

Directions: The following words are homonyms. reed-read

Use each one in a sentence to show its meaning.

1. ____________________________________________
2. ____________________________________________
NOTING DIFFERENCES

Directions: These pairs of words are often confused. Use each word in a sentence to show its correct meaning.

wicked - wicket
1. ______________________________________________________
2. ______________________________________________________

titter - twitter
1. ______________________________________________________
2. ______________________________________________________
croak - crook
1. ______________________________________________________
2. ______________________________________________________

INFERRING MEANINGS

Directions: Draw a line under the correct answer in the parenthesis.

1. A wizard is a
   (spirit; successor; subject; sorcerer)
2. A goblin is a
   (sorcerer; sprite; scallop; scholar)
3. A raven is a
   (beak; bird; bluejay; boa)
4. A wicket is a
   (garden; gate; gorge; gnome)
5. The word disappeared means
   (ventured; vanished; vicious; veteran)
IDENTIFYING SMALLER WORDS IN LARGER WORDS

Directions: Underline the small words in these words.

1. ravine  
2. raven  
3. throbbed  
4. thatch  
5. croaking  
6. herbs

WORD MEANINGS

1. Which word in the story describes what kind of a roof the cottage had?

2. Which word in the story tells what the frog was doing?

3. Which word in the story tells where the wizard went to gather herbs?

4. Which word in the story tells how the raven cawed?

5. Which word in the story tells the sound of the wind?
Stage Plays of Long Ago

One of the main forms of entertainment among the common people of Italy two hundred years ago was the visit of strolling companies of actors to the small towns. These groups put on comic plays outdoors either in the town square or in the bazaar, where people had gathered to buy and sell goods.

The stage was just a wooden platform and costumes were not much different from the clothes worn by the audience who stood in front watching the play. Some of the actors, though, wore special waistcoats.

At the beginning of the play an actor in a long flannel tunic would explain what the play was going to be about and where it was supposed to take place. There was hardly any scenery.

One actor always played the simpleton, who was constantly being laughed at by the audience because of the foolish mistakes he made.

Almost all of the actors made up their lines as the play went along and would seldom repeat what they said the last time they acted the part.

The parts of small children were sometimes played by midgets. Boys acted in disguise as women and bustled across the stage in bright bodices, long rustling skirts, and bonnets ornamented with ribbons and feathers.

These early comic plays would seem dull now but to the
people then they were new and marvelous. However, many ideas in modern movies and plays can be traced to these early comedies.

ASSOCIATING A DEFINITION WITH THE CONTEXTUAL USE OF THE WORD

Directions: Write the words that mean the same as:

1. a close-fitting jacket like waist
2. a silly person
3. soft woolen cloth
4. decorated
5. assemblage of shops

MATCHING WORDS WITH DEFINITIONS

Directions: Match the words in column I with their correct definition. See sample.

I

1. repeat a hip-length or longer blouse
2. tunic to change the dress or appearance
3. midget exciting
4. waistcoat to say or utter again
5. marvelous a very small person
6. disguise a man’s vest
IDENTIFYING SYNONYMS

Directions: Write a synonym for each of the following words. Then use each synonym in a sentence.

1. tunic
2. waistcoat
3. costumes
4. simpleton

---

NOTING DIFFERENCES

Directions: The following pairs of words are often confused. Use each word in a sentence to show its correct meaning.

- costumes - customs
- repeat - repent
- tonic - tunic

---
INFERRING MEANINGS

Directions: Draw a line under the best answer within the parenthesis.

1. A simpleton is a
   (serpent; servant; fool; shuttle)

2. A bazaar is a
   (barter; market place; barrack; barrage)

3. A midget is
   (large; immense; big; little)

4. A bodice is a
   (vest; butler; breeches; vestry)

5. A tunic is a
   (fish; garment; melody; turban)

6. The opposite of disguise is
   (pretend; disgust; reveal; disgrace)

RECOGNIZING ALPHABETICAL SEQUENCE

Directions: Arrange these words in alphabetical order.

rustling
flannel
audience
waistcoat
bazaar
IDENTIFYING SMALLER WORDS IN LARGER WORDS

Directions: Write the little words contained in these words.

1. rustling
2. costumes
3. midget
4. simpleton
5. repeat

WORD ASSOCIATION

Many words suggest other words. Place under each word the words you associate it with. See sample.

<table>
<thead>
<tr>
<th>tunic</th>
<th>bazaar</th>
<th>costumes</th>
<th>simpleton</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greeks</td>
<td>fair</td>
<td>play</td>
<td>fun</td>
</tr>
</tbody>
</table>

Test on Word Meaning

Directions: In each row not column, underline the word that means the same or almost the same as the first word. See sample.

1. dipper  box container shelf handle
2. conversation  teach words talk tell
3. uncomfortable  unworthy chilly warm uneasy
4. guest  friend visitor enemy guess
5. porridge  hot cold pudding dish
6. turret  tower high entry castle
7. entry  house entrance yard enter
<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>8. depressed</td>
<td>cheerful</td>
<td>kind</td>
<td>gloomy</td>
<td>hungry</td>
<td></td>
</tr>
<tr>
<td>9. dreary</td>
<td>bright</td>
<td>cheerful</td>
<td>cheerless</td>
<td>bright</td>
<td></td>
</tr>
<tr>
<td>10. slave</td>
<td>servant</td>
<td>serfs</td>
<td>traveler</td>
<td>wayfarer</td>
<td></td>
</tr>
<tr>
<td>11. lance</td>
<td>knife</td>
<td>sharp</td>
<td>keen</td>
<td>spear</td>
<td></td>
</tr>
<tr>
<td>12. thankful</td>
<td>helpful</td>
<td>grateful</td>
<td>helpful</td>
<td>kind</td>
<td></td>
</tr>
<tr>
<td>13. skin(animal's)</td>
<td>rough</td>
<td>thick</td>
<td>hide</td>
<td>leather</td>
<td></td>
</tr>
<tr>
<td>14. dragon</td>
<td>man</td>
<td>giant</td>
<td>dwarf</td>
<td>serpent</td>
<td></td>
</tr>
<tr>
<td>15. beast</td>
<td>animal</td>
<td>beat</td>
<td>cruel</td>
<td>horrible</td>
<td></td>
</tr>
<tr>
<td>16. seize</td>
<td>kill</td>
<td>grasp</td>
<td>seed</td>
<td>size</td>
<td></td>
</tr>
<tr>
<td>17. region</td>
<td>district</td>
<td>reign</td>
<td>renown</td>
<td>fame</td>
<td></td>
</tr>
<tr>
<td>18. fright</td>
<td>free</td>
<td>foolish</td>
<td>fear</td>
<td>quarrel</td>
<td></td>
</tr>
<tr>
<td>19. inhabitants</td>
<td>soldiers</td>
<td>scouts</td>
<td>citizens</td>
<td>men</td>
<td></td>
</tr>
<tr>
<td>20. violent</td>
<td>violet</td>
<td>fierce</td>
<td>volcano</td>
<td>vigor</td>
<td></td>
</tr>
<tr>
<td>21. ripple</td>
<td>rise</td>
<td>noisy</td>
<td>wave</td>
<td>weave</td>
<td></td>
</tr>
<tr>
<td>22. wizard</td>
<td>fierce</td>
<td>sorcerer</td>
<td>wise</td>
<td>wealthy</td>
<td></td>
</tr>
<tr>
<td>23. ravine</td>
<td>deep dish</td>
<td>deep</td>
<td>raven</td>
<td>robber</td>
<td></td>
</tr>
<tr>
<td>24. throb</td>
<td>sound</td>
<td>funny</td>
<td>beat</td>
<td>heart</td>
<td></td>
</tr>
<tr>
<td>25. herbs</td>
<td>spice</td>
<td>plants</td>
<td>flowers</td>
<td>mint</td>
<td></td>
</tr>
<tr>
<td>26. immediately</td>
<td>lately</td>
<td>quickly</td>
<td>instantly</td>
<td>later</td>
<td></td>
</tr>
<tr>
<td>27. mournfully</td>
<td>happily</td>
<td>sorrowfully</td>
<td>crying</td>
<td>grief</td>
<td></td>
</tr>
<tr>
<td>28. simpleton</td>
<td>fool</td>
<td>wise</td>
<td>happy</td>
<td>easy</td>
<td></td>
</tr>
<tr>
<td>29. waistcoat</td>
<td>coat</td>
<td>vest</td>
<td>breeches</td>
<td>stockings</td>
<td></td>
</tr>
<tr>
<td>30. tunic</td>
<td>tonic</td>
<td>hat</td>
<td>garment</td>
<td>tune</td>
<td></td>
</tr>
</tbody>
</table>

Score equals number right
Vocabulary Test

The purpose of the test is to see how many words you can remember from the stories you have read.

Directions: As your teacher reads a word draw a line under the word that you hear. Be sure to read across the sheet.

Sample: story book fairy dwarf

Note: The word read by the teacher was book.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. cease</td>
<td>store</td>
<td>gleam</td>
<td>light</td>
</tr>
<tr>
<td>2. discomfort</td>
<td>comfort</td>
<td>easy</td>
<td>uncomfortable</td>
</tr>
<tr>
<td>3. cattle</td>
<td>kettle</td>
<td>dish</td>
<td>water</td>
</tr>
<tr>
<td>4. conversation</td>
<td>consume</td>
<td>computation</td>
<td>condensation</td>
</tr>
<tr>
<td>5. silver</td>
<td>glass</td>
<td>gold</td>
<td>pewter</td>
</tr>
<tr>
<td>6. casket</td>
<td>castle</td>
<td>cattle</td>
<td>cancel</td>
</tr>
<tr>
<td>7. serf</td>
<td>servant</td>
<td>serve</td>
<td>slave</td>
</tr>
<tr>
<td>8. dear</td>
<td>deaf</td>
<td>dreary</td>
<td>dismal</td>
</tr>
<tr>
<td>9. gate</td>
<td>protect</td>
<td>garage</td>
<td>guard</td>
</tr>
<tr>
<td>10. claim</td>
<td>clam</td>
<td>cliff</td>
<td>cleff</td>
</tr>
<tr>
<td>11. grabbed</td>
<td>grasped</td>
<td>gather</td>
<td>grazed</td>
</tr>
<tr>
<td>12. gratitude</td>
<td>grackle</td>
<td>grateful</td>
<td>grand</td>
</tr>
<tr>
<td>13. terrible</td>
<td>terrifying</td>
<td>turret</td>
<td>trying</td>
</tr>
<tr>
<td>14. dreadful</td>
<td>dread</td>
<td>drear</td>
<td>dragon</td>
</tr>
<tr>
<td>15. weird</td>
<td>wizard</td>
<td>wise</td>
<td>whizzing</td>
</tr>
<tr>
<td>16. raven</td>
<td>rave</td>
<td>ravine</td>
<td>review</td>
</tr>
<tr>
<td>17. herbs</td>
<td>hurt</td>
<td>hurry</td>
<td>her</td>
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<td>---</td>
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<td>---</td>
</tr>
<tr>
<td>18. sorcerer</td>
<td>saucer</td>
<td>sorting</td>
<td>snorting</td>
</tr>
<tr>
<td>19. fury</td>
<td>furious</td>
<td>future</td>
<td>foolish</td>
</tr>
<tr>
<td>20. rise</td>
<td>rave</td>
<td>ripple</td>
<td>ride</td>
</tr>
<tr>
<td>21. gobble</td>
<td>goblin</td>
<td>globe</td>
<td>glutton</td>
</tr>
<tr>
<td>22. flannel</td>
<td>fleece</td>
<td>fled</td>
<td>flame</td>
</tr>
<tr>
<td>23. middle</td>
<td>miser</td>
<td>midget</td>
<td>mitten</td>
</tr>
<tr>
<td>24. bazaar</td>
<td>barter</td>
<td>bar</td>
<td>barrier</td>
</tr>
<tr>
<td>25. retreat</td>
<td>repeat</td>
<td>retard</td>
<td>respect</td>
</tr>
</tbody>
</table>

Score ______ Number right ___
PART III
Christmas in England

Children all over the world look forward with great joy to the twenty-fifth of December. On that day is celebrated the birthday of Christ.

Far across the ocean in the country of England, the people look forward to the day as the most joyous time of year. To celebrate this festival the mothers clean the houses inside and out. They decorate the windows with bayberry candles and fragrant green boughs.

The yulelog has been associated with the Christmas celebration. It has been the custom for many years to burn a yulelog. This is a large green oak root which will burn slowly for a long time.

Just before Christmas the log is hauled from the forest by a group of young people. It is lighted on Christmas Eve from the charred end of the yulelog used the previous year. It is kept burning throughout the festive week.

The yulelog is to England what the Christmas tree is to America.
ASSOCIATING A DEFINITION WITH THE CONTEXTUAL USE OF THE WORD

Directions: Write the words that mean the same as:

1. to pull with force
2. the fruit of the baytree
3. burned partially
4. joyful celebration
5. sweet smelling
6. to beautify
7. tradition
8. large green oak root

IDENTIFYING SYNONYMS

Directions: Write the synonyms for the following words. You may use your dictionary if you need help.

1. festival
2. decorate
3. fragrant
4. custom

ACTIVITY

Directions: Draw a Christmas scene.
IDENTIFYING WORDS WITH MORE THAN ONE MEANING

Directions: Place a cross (✓) before the words which show its use in the story.

1. The word haul means:
   1. to change the course of a ship
   2. a single catch
   3. to pull with force

2. The word festival means:
   1. an entertainment on behalf of some charity
   2. a joyful celebration in honor of some religious event

3. The word custom means:
   1. made or done to order
   2. duties paid on imports
   3. practice

INFERRING MEANINGS

Directions: Underline the word or words which best describes the meaning of the word underlined.

1. A festival is a
   courageous person
   falsehood
   joyful celebration

2. A yulelog is a
   yacht
   large block of wood
   yarn
3. To **decorate** means:
   - to describe
   - to beautify
   - to discharge

4. The word **fragrant** means
   - delicious
   - fragile
   - sweet-smelling

This exercise is to see if you understand what you read.

Directions: From the parenthesis choose the correct word to use in the following sentences.

1. The boys ___________ wood from the forest.
   (howled; hustled; hauled; haven)

2. Each year the little town holds a music ______.
   (festoon; feudal; feud; festival)

3. The bayberry candle has a __________ odor.
   (flat; fortune; fragrant; forlorn)

4. The children will ___________ the birthday cake with candles.
   (divide; destroy; desecrate; decorate)

5. The burning of the yulelog is an old English _________.
   (candle; custom; canopy; caprice)
IDENTIFYING SMALLER WORDS IN LARGER WORDS

Directions: Write the small words that you see in the following words:

1. yulelog
2. decorate
3. fragrant
4. custom
5. Christmas
New Year Wedding

Myriads of invitations have just been sent out,
White-velvet clad messengers are scurring about.
Maids are shaking the pillows and beds,
'Till swarms of feathers fly over their heads.
Each fairy is donning her most dazzling gown,
All lined with satin and eider-down.
The bride, all excited, as she powders her face,
Tips over the powder, Oh, what a disgrace.
Fleets of tiny airships fill the frosty air,
Bringing eager guests from places everywhere.
White-sailed yachts float to the wharves,
Where they are met by hoary-haired dwarfs.
Faint fairy music drifts through the sky,
As long, pale fingers o'er the organ keys fly.
The wedding procession is coming at last,
And lacy confetti twirls down thick and fast.
Bride, bridegroom and pastor all flutter away,
For this is the end of the "White Wedding Day".
There were feathers and powder and laces we know,
But some folks would watch it and say, "See it Snow".

Grade 5 - Hancock School

Miss Margaret Noyes - Teacher
Vacation Land

Midwinter trips to the southern states are becoming more popular. Florida will have thousands of visitors this season. Its delightful climate and beautiful scenery will be a pleasant change for those who dislike the disagreeable and uncomfortable climate of the northern states. Sufferers of rheumatism will welcome the opportunity to enjoy the warm sun, hoping to be cured of their illness in some miraculous way. Reliable hotels will take particular care to assure the comforts and pleasures of their guests in hopes their stay will be prolonged. Those who enjoy nature will find delight in the motor trips over improved roads. Florida has considerable bird life, and one may pause to watch these gay streaks of color as they flit from tree to tree. Lovers of flowers will enjoy their beauty and great variety. Florida thoroughly deserves the great popularity it enjoys.
ASSOCIATING A DEFINITION WITH THE CONTEXTUAL USE OF THE WORD

Directions: After each group of words place the word which means the same. The story will help you.

1. make better
2. like a miracle
3. feeling discomfort
4. trustworthy
5. to be worthy of
6. attentive to details

MATCHING WORDS WITH DEFINITIONS

Directions: Match the words in column I with the correct definitions. The first one is done for you.

<table>
<thead>
<tr>
<th>I</th>
<th></th>
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<tbody>
<tr>
<td>1. moto</td>
<td>disease of the joints</td>
<td></td>
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<tr>
<td>2. disagreeable</td>
<td>things which make life easier</td>
<td></td>
</tr>
<tr>
<td>3. prolonged</td>
<td>general appearance</td>
<td></td>
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<td>4. scenery</td>
<td>chance</td>
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<tr>
<td>5. comforts</td>
<td>engine which makes a thing go</td>
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<tr>
<td>6. rheumatism</td>
<td>unpleasant</td>
<td></td>
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<tr>
<td>7. opportunity</td>
<td>extended</td>
<td></td>
</tr>
</tbody>
</table>

IDENTIFYING ANTONYMS

Directions: Insert the correct words in the following sentences.

comfortable - uncomfortable
1. My father will exchange the old, _________ car for a more _________ one.
   
   damaged - improved

2. The storm _________ the road so badly that it had to be _________ before it could be used again.
   
   agreeable - disagreeable

3. People who are _________ have many friends. _________ people have few.

INFERRING MEANINGS

Directions: Choose the correct word from the list of words in the parenthesis and write it on the line.

1. When we can depend on people we say they are _________.
   (rich; refine; repulsive; reliable)

2. When the temperature soars to 100°F we are usually _______.
   (unwelcome; uncomfortable; ungrateful; unequal)

3. Many people visit Florida to enjoy its _________.
   (space; staff; sentiment; scenery)

4. The hotels of Florida have many _________.
   (colds; customs; columns; comforts)

IDENTIFYING SMALLER WORDS IN LARGER WORDS

Directions: Draw a ring around the little word you see in each of the following words. Then use each little word in a sentence.

1. prolonged
2. reliable

3. opportunity

SYLLABICATION
Directions: Divide these words into syllables. Place an accent mark after the syllable which is accented.
1. deserve
2. reliable
3. miraculous
4. particular
5. rheumatism

SENTENCE MEANINGS
Directions: If the answer is yes, write yes in the blank after each sentence. If the answer is no, write no in the blank.
1. Are reliable people trustworthy?
2. Does an agreeable person usually get along well with people?
3. Does prolong mean to make short?
4. Does the word "streaks" refer to the sky in the story?
5. Is stiffness of the joints and muscles a sign that one has rheumatism?
6. Is the climate of Florida disagreeable?
7. Is the word scenery ever used in connection with the word stage?

8. Does an automobile have a motor?
Sports

As the frontier passed from our life and men obtained more leisure, athletics began to develop. Today there is a tremendous interest in sports and an active participation in them by young and old.

One of the chief benefits from sports is the development of sound bodies which will meet the physical demands of our daily lives. There have been many examples of men who have achieved fame in the sports world, in spite of their delicate health.

At the present time in many cities and towns, the general public feels that athletics should be a part of the education of its youth. Municipal projects for the encouragement of sports are being carried on to make athletics available to rich and poor.

Whether one is playing on the gridiron or sitting in the stadium watching a game, the self-discipline he exerts enables him in the development of the highest ideals of sportsmanship.

Sports in everyday life are serving the interests of democracy much the same as the frontier did before them, by continuing to develop leadership and fair play.
ASSOCIATING A DEFINITION WITH THE CONTEXTUAL USE OF A WORD
Directions: Find the word in the story that means the same as:
1. not private
2. training
3. lofty reputation
4. acquired

IDENTIFYING SYNONYMS
Directions: In each sentence one word is underlined. Choose
the word in parenthesis having the same meaning and draw a
line under it.
1. Helen's mother is a very active person.
   (happy; pleasant; loyal; energetic)
2. John did not have the physical strength to play football.
   (courage; heavy; bodily; fine)
3. The exhibit will be opened to the public.
   (people; army; leader; men)
4. The boys obtained permission to go swimming.
   (let; found; leave; secured)
5. He won fame for his kindness to the poor.
   (worship; friends; renown; happiness)

IDENTIFYING OPPOSITES
Directions: Fill the blank with a word that means the opposite
of the word underlined.
1. Pupils who are **active** accomplish more than those who are ________.

2. John goes to the **public** school and his cousin goes to a ________ school.

3. He who seeks **fame** should never bring ________ to his name.

**IDENTIFYING WORDS OF MORE THAN ONE MEANING**

Directions: The words gridiron and delicate have several different meanings. Underline the meanings which show their use in the story.

The word **gridiron** means:

1. a utensil used for broiling
2. a frame for supporting scenery in a theater
3. a football field

The word **delicate** means:

1. pleasing to taste
2. lightly flavored
3. easily injured

**INFERRING MEANINGS**

Directions: To complete these sentences select the correct word from the list of words in the parenthesis and write it on the line.

1. A person who is often ill is usually considered ________.
   (smart; lazy; delicate; happy)

2. We went to the ________ to see the football game.
   (arena; gymnasium; school; stadium)
3. If Jim had received some _______ he might not have failed in his examinations.
(work; encouragement; wealth; friendship)

4. A football field is often called a _______.
(diamond; rink; track; gridiron)

5. People go to school to receive an _______.
(allowance; education; entertainment; hobby)

IDENTIFYING SMALLER WORDS IN LARGER WORDS
Directions: Write the little word you see in each of the following words.

1. gridiron
2. fame
3. active
4. encouragement

IDENTIFYING RHYMING WORDS
Directions: Write the words that rhyme with:

1. fame
2. obtained
3. stadium
The School Newspaper

Every boy and girl who attends school should realize that the success of the school depends upon the students. Perhaps one of the best ways to develop school spirit is through the publishing of a school newspaper.

At the Hancock School the school newspaper is not considered an extra task to keep students out of mischief. Its purpose is to provide an outlet for student thought. The work of the committee is not limited to the English period but reaches out for material to other subjects and activities of the school.

Every child in the school is permitted to hand news to the reporters. For those students who desire to make a career of writing the newspaper provides an opportunity for them to write interestingly and accurately on topics that will be read with relish by parents and students.

In working together pupils are at liberty to give opinions and offer suggestions. Although they may not always be in accord with one another, they have learned to settle disputes in an intelligent manner.

It has been found that those who previously spent their time complaining about the school have amazingly become its most loyal supporters.
ASSOCIATING A DEFINITION WITH THE CONTEXTUAL USE OF THE WORD

Directions: Write the words that mean the same as:

1. to understand
2. freedom from control
3. to furnish
4. to wish for something
5. to be in harmony

IDENTIFYING SYNONYMS

Directions: Underline the word in parenthesis that means the same as the word underlined in each sentence.

1. The editorial board explained the purpose of the school newspaper to the student body.
   (program; aim; lesson; report)

2. The reporters will welcome suggestions from the student body.
   (ideas; stories; poems; prizes)

3. Some pupils may wish to make newspaper work a career.
   (careen; profession; money; task)

4. Constant complaining on the part of students is bad for the moral of any school.
   (noise; grumbling; chatter; changing)

5. Pupils who desire to contribute articles to the newspaper are encouraged to send them in each week.
   (devote; dislike; wish; describe)
IDENTIFYING ANTONYMS

Directions: Underline the word in parenthesis that means the opposite of the word underlined in each sentence.
1. The American people enjoy liberty.
   (freedom; slavery; parades; luxuries)
2. If we publish a paper it will mean extra work.
   (extend; greater; less; good)

IDENTIFYING WORDS WITH MORE THAN ONE MEANING

Directions: Underline the words which show how each underlined word is used in the story.

The word extra means:
1. an edition of a newspaper other than the regular one
2. beyond or greater than
3. something of an extra quality

The word career means:
1. a short gallop
2. a course, field, as for racing
3. a profession demanding special preparation

The word accord means:
1. to agree
2. to accord due praise to one

The word relish means:
1. appetizing taste
2. keen enjoyment of something
INFERRING MEANINGS

Directions: Draw a line under the word or words which best describes the meaning of the words underlined.

1. The word **dispute** means:
   - to argue irritably
   - to dislike
   - to dislodge

2. The word **extra** means:
   - extend
   - additional
   - energy

3. The word **career** means:
   - caret
   - bureau
   - profession

IDENTIFYING SMALLER WORDS IN LARGER WORDS

Directions: Write on the blanks the little words that you see in each of the following words:

1. committee
   ________

2. accord
   ________

3. complaining
   ________

4. suggestions
   ________

5. realize
   ________
IDENTIFYING RHYMING WORDS

Directions: Write the words that rhyme with

1. realize
2. committee
3. mischief
4. liberty
5. provide
6. dispute
7. relish
Respect for Public Property

Today people are disturbed by the amount of damage being done to public property by boys and girls who are contemptuous of law and order. In some communities it has been necessary to provide extra policemen to patrol areas on which public buildings are located.

Some citizens bemoan the lack of respect youngsters seem to have for law and order. They are impatient with the slowness of the police departments in apprehending these children. They would recommend instant apprehension of the offenders so that others would be impressed by law enforcement.

Perhaps a better way would be to give such boys and girls an opportunity to take a more active part in the community affairs. They would learn through participation how much time and money are spent each year to give them the comforts and conveniences they now enjoy. By learning the true meaning of citizenship they would doubtless become obedient to the laws that are made for the protection of life and property.
ASSOCIATING A DEFINITION WITH THE CONTEXTUAL USE OF THE WORD

Directions: Write the words that mean.

1. to bewail
2. essential
3. scornful
4. willing to obey
5. undoubtedly

SENTENCE MEANINGS

Directions: If the statement is true, write the word true on the blank. If false, write false.

1. When one is disturbed he is upset.
2. People who are impatient are apt to be irritable.
3. If we damage property we improve it.
4. If one is impressed by a person he will forget him quickly.

IDENTIFYING SYNONYMS

Directions: Write the synonym for each word.

1. bemoan
2. impatient
3. necessary
4. obedient

Now use each synonym in a sentence to show that you understand its meaning.
IDENTIFYING ANTONYMS
Directions: Write the antonym for each word in the column.
1. impatient
2. obedient
3. necessary
4. contemptuous

Now use each antonym in a sentence to make its meaning clear.
1. _____________________________
2. _____________________________
3. _____________________________
4. _____________________________

IDENTIFYING SMALLER WORDS IN LARGER WORDS
Directions: Underline the small word in each of these words. Use the small words in sentences.
1. damage
2. affairs
3. obedient
4. doubtless
5. impressed
SYLLABICATION

Directions: Divide these words into syllables.

1. instant
2. damage
3. obedient
4. disturbed
5. bemoan
6. impressed

Arrange them in alphabetical order.

WORD ITEMS

Directions: Underline the root in the following words. Then use each root word in a sentence.

1. doubtless
2. impressed
3. impatient
4. disturbed

1. __________________
2. __________________
3. __________________
4. __________________
ACTIVITY

The synonyms for contemptuous are haughty, insolent, disdainful, scornful.

Let us suppose that a Spartan soldier has been captured by the Athenians.
- Using the synonyms write a description of him as he awaits his fate.
**Test - Word Meaning**

Directions: In each row not column, underline the word that means the same or almost the same as the first word.

Sample: rich  nice  wealthy  good  generous

<p>| 1. decorate  beautiful  beauty  beautify  bayberry |
| 2. fragrant   nice   sour   sweet-smelling |
| 3. custom     handle  habit  hangar  harbor     |
| 4. trustworthy reasonable  right  reverent  reliable |
| 5. opportunity chance  chosen  champion  change  |
| 6. damage     invite  interest  injure  insight |
| 7. prolonged  extended  entered  event  entrance |
| 8. rheumatism disturbing  despair  disease  disgust |
| 9. education  taxation  thrifty  thorough  training |
| 10. acquired  owe  obtained  obscure  official |
| 11. delicate  free  fame  fragile  fortune |
| 12. energetic active  accurate  anxious  accent |
| 13. fame     revive  relate  renown  respect  |
| 14. physical  boisterous  borrow  bright  bodily |
| 15. liberty  frantic  freedom  fright  fearful |
| 16. furnish  equip  equal  enter  entertain |
| 17. desire    devote  wish  wait  wise |
| 18. extra  admire  additional  action  active |
| 19. career  promote  provide  profession  protect |
| 20. purpose  aim  acquire  account  admire |</p>
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<td>acquire</td>
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<td>24. relish</td>
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<td>enter</td>
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<td>undertake</td>
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<td>understand</td>
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<td>26. bemoan</td>
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<td>bewail</td>
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<td>27. essential</td>
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<td>nonsense</td>
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<td>nice</td>
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<td>28. scornful</td>
<td>contemptuous</td>
<td>comforting</td>
<td>content</td>
<td>commercial</td>
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<td>29. impatient</td>
<td>haul</td>
<td>hasty</td>
<td>haggle</td>
<td>hail</td>
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<td>30. impressed</td>
<td>improve</td>
<td>impudent</td>
<td>imprinted</td>
<td>imposing</td>
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</tbody>
</table>

Score - Equals number right__
Test on Opposites

Directions: In each row not column, underline the word that means the opposite of the first word.

Sample: good boisterous bad begin beg

<table>
<thead>
<tr>
<th></th>
<th>trustworthy</th>
<th>daring</th>
<th>dishonest</th>
<th>defeat</th>
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<td>decorate</td>
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<td>injure</td>
<td>invite</td>
<td>intend</td>
<td>improve</td>
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</tbody>
</table>

Score - Equals number right ___
PART IV
The Chamois

The lofty peaks of Switzerland,  
Tower high into the air,  
While just below the timberline  
Are grasses rich and rare.

Now on these gentle slopes each day,  
Small band of chamois roam,  
Well guarded by their leader,  
A female that's full grown.

For she is quick to get the scent,  
Of hunters passing by,  
Before their bullets can be sent,  
She utters a shrill cry.

Then quickly over rock and crag,  
These nimble creatures fly,  
To seek a quiet haven,  
Away from human eye.

The chamois are small goat-like animals which roam on the lofty peaks of the Alps and on the mountains of western Asia. An interesting fact about these animals is their color. Their hair is brown in winter, brown fawn in summer, and grayish in spring. Their heads are pale yellow with a black band from the nose to the ears and surrounding the eyes; their tails are black. They travel in small herds, and while they graze one chamois always stands guard. This guard is a full-grown chamois whose remarkable ears and eyes are keen and alert. Immediately at the approach of an enemy this wary animal utters an uncanny cry. This is a signal to the other animals that there is danger near. Once the location of the enemy is definitely known, the little band prepares for flight. They leap nimbly over deep crevasses, jagged rocks, and up the sheerest cliffs. Before the hunter has discovered their position, they may have all disappeared.
ASSOCIATING A DEFINITION WITH THE CONTEXTUAL USE OF THE WORD

Directions: Referring to the selection you have just read, write the words that mean the same as:

Example: reach the end of a journey arrive

1. weird
2. sharp
3. on one's guard against danger
4. means by which a person or thing may be traced
5. unusual
6. feed on growing grass
7. passed from sight
8. to go about with no special plan
9. with points sticking out
10. very high

IDENTIFYING SYNONYMS

Directions: Write the synonyms for the following words. You will find these synonyms in the story and poem you have just read.

1. defend
2. weird
3. sharp
4. smell
5. clearly
IDENTIFYING ANTONYMS

Directions: Write the antonyms for the following words.

1. keen
2. lofty
3. remarkable
4. disappear
5. nimbly

NOTING DIFFERENCES

Directions: In the following sentences write the correct words.

room - roam

1. If the dog is not tied he will _______ all over the _______

peek - peak

2. If you climb the high _______ you may take a _______ at the large crater.

gaze - graze

3. If you watch cows _______ they will often stop and _______ at you.

scent - sent

4. The bloodhounds were _______ by the hunters to find the _______ of the fox.

WORDS WITH MORE THAN ONE MEANING

The meaning of a word depends upon its use in a sentence. The word *graze* has more than one meaning. Place an X before the sentence in which *graze* is used in the same way as it is used in the story.
1. Did the bullet graze his shoulder?

2. The cattle graze in the meadow during the summer time.
   The word chamois means: a soft pliant leather; a goat-like animal. Underline the words which show its use in the story.
   The word lofty means: sublime, proud, very high; Underline the word or words which show its meaning in the story.

INFERRING MEANINGS
Directions: Draw a line under the best answer within the parenthesis:
1. A chamois is (a cave, a lizard, a small goat-like animal).
2. One who is alert is (lazy, alike, watchful).
3. The chamois who watches for the approach of enemies is called a (recluse, guard, rebel).
4. That which is uncanny is (uncertain, strange, unconscious).
5. One who is not a friend is a (heathen, escort, foe).

RECOGNIZING ALPHABETICAL SEQUENCE
Directions: Arrange the following words in alphabetical order.
cliff
jagged
approach
wary
definitely
immediately
IDENTIFYING SMALLER WORDS IN LARGER WORDS

Directions: Each of the following words contains a small word. Underline the small word. Place the small word in a sentence below.

Example: astonish ton
We bought a ton of coal.

lofty  uncanny  remarkable  roam

1. I ________ going to the station.
2. What ________ we do after school?
3. He went into the barn and hid in the ________.
4. What is my arithmetic_______?
A Real Pal
My dog is not a greyhound
Or a dainty pekingese,
He's not a chow or dachshund
With a famous pedigree.

No, he's just a collie
A lovely brown-eyed pup,
But for all the mastiffs
I'd never give him up.

Sometimes when I'm in trouble
With perhaps my dad or ma,
He's always sure to be around
To pat me with his paw.

He seems to say I'm sorry
For your trouble little man,
But remember that we're comrades
And I'll help you if I can.
One day last summer there was a "tap-tap" at our door. I opened it, and there stood our neighbor with a beautiful collie puppy in his arms. He said, "You may have this puppy if you will take good care of him." Although my mother did not want the dog, I persuaded her to let me keep him, promising that I would take care of him. He was such an intelligent puppy and so affectionate that it was not long before he had won the hearts of all the family. Even my mother liked him.

Every morning after feeding him a delicious breakfast, I would spend about an hour training him to do tricks. He proved a good student, and it was not long before he knew many stunts. He could play dead, shake hands, say his prayers, and sing.

After his lesson he would go with me to the brook where I fished for trout. Jip loved these trips, and to show his pleasure he would keep frisking back and forth across my path as we made our way through the fields to the brook.

When September came, he tried following me to school, but caused so much commotion among the students that the teacher advised me to tie him up before I left for school each morning.

The first time I did this he looked at me so piteously it was all I could do to refrain from untying the leash and taking a chance that the teacher would not approve. I realized, however, that my mother would agree with the teacher and that
I might lose Jip if I couldn't make him stay from the school building. All the way to school that morning I could not forget how his eyes had pleaded with me to let him go.

A week later, on returning home from school one afternoon, I found that Jip was missing. I looked everywhere for him but I could not find him. Evening came, and no Jip. With a heavy heart I made ready for bed. Suddenly I heard a low whine. I stood motionless and listened. It came again. I darted to the door, and when I opened it, there stood Jip.

Every morning he disappeared very soon after I left for school, and did not return until evening. On Saturdays and Sundays he did not go away, so I knew that he left on the other days only because he was lonesome for me.

A few weeks later the farmer who delivered eggs at our house told about a collie dog that had been visiting his farm each day helping him to drive his cows to pasture. While he was speaking, Jip bounded into the room, and on seeing the farmer went over and licked his hand. Jip's disappearance was no longer a mystery.
ASSOCIATING DEFINITIONS WITH THE CONTEXTUAL USE OF THE WORD

Directions: Referring to the story and poem, write the words that mean the same as:

1. hold back
2. ask earnestly
3. fresh water food fish
4. something that has vanished
5. feats
6. move quickly

MATCHING WORDS WITH DEFINITIONS

Directions: Match each word with its meaning.

1. persuade
2. commotion
3. collie
4. comrade
5. breakfast
6. frolic about joyously

frisking
the first meal of the day
companion
tumult
win over
a dog used for tending sheep

IDENTIFYING SYNONYMS

Directions: Write at least three synonyms for each of the following words.

1. affectionate
2. intelligent

__________________________________________________________

__________________________________________________________
3. delicious

4. frisk

Supply the blanks with any of the above words.

Sam was not only an _______ horse but was a very_______ animal. Each morning after his master has fed him a _______ breakfast, he would lead him out to the pasture. Sam would proceed to _______ all over the field as if he was taking his morning exercise. No matter how fast the children ran they could not catch him.

WORDS WITH MORE THAN ONE MEANING
Directions: Underline the words which show how each underlined word is used in the story.

1. Stunt means:
   - to hinder from normal growth
   - a feat of skill

2. Refrain means:
   - a phrase or verse repeated regularly in a song
   - hold back

3. Advise means:
   - give advice to
   - talk over plans

4. Realized means:
   - obtained profit for his work
   - understood
SENTENCE MEANINGS

Directions: Answer yes or no.

1. Are students always studious? ________

2. If one is motionless, is he moving about? ________

3. If a dog whines piteously, does it always mean he is hurt? ________

4. Does the word disappearance mean disappointment? ________

5. Are comrades friends? ________
The Sheepherder

One always thinks of the cowboys out on the range with only their horses and the cattle for company as the loneliest people of the West. However, a sheepherder alone with his dog and the sheep he tends is just as lonely. This man, who usually works for a ranch, spends almost all of his time many miles from other human beings where only animals trespass. Unless there is good irrigation near the ranch, the sheepherder must go further and further to find good pasture land for the sheep. These pastures lie on the side of hills with hardly a clump of trees to keep off the sun.

The shepherd is sometimes young but is usually an elder man who is happier with his dog than with other men. He is a caustic fellow who seldom chuckles. Though he loves his dog, he becomes very angry when the dog chases grackles instead of keeping stray sheep from ranging too far from the flock. The sheepherder walks at a slow gait, though the dog frisks hither and yon like a stray colt.

The shepherd receives his food supplies from a wagon which comes from the ranch. His most important supplies are several vats of butter, large chunks of frozen meat, and a barrel of corn meal for his porridge, which is a central food at every meal.

Once a year the sheep are sheared of their fleece after they have been herded to the ranch. Though the shepherd is
more comfortable at the ranch, he is much happier when he re-
turns to the crude life of the sheep pasture.
ASSOCIATING A DEFINITION WITH THE CONTEXTUAL USE OF THE WORD

Directions: Write the word for each meaning

1. One who is older
2. Young horse or donkey
3. Manner of walking
4. A cluster of trees
5. Sarcastic

MATCHING WORDS WITH DEFINITIONS

Directions: Match words with meaning. The first one is done for you.

1. frisks a raised part of land
2. trespass a kind of black bird
3. central go on somebody's property
4. fleece frolics about joyously
5. hill main
6. grackle wool that covers a sheep

IDENTIFYING SYNONYMS

Directions: Write a synonym for each of the following words.

1. chuckle
2. central
3. gait
4. caustic
5. elder
6. clump
IDENTIFYING HOMONYMS

Homonyms are words that sound alike but have different meanings.

Directions: Write the homonym for the word gait. Use each word in a sentence to show its correct meaning.

\[ \text{gait} \]

1. __________________________
2. __________________________

IDENTIFYING WORDS THAT HAVE MORE THAN ONE MEANING  PART I

Directions: Draw a line under the words which identify the meaning of the words underlined.

1. The word fleece means
   1. strip a person of his money
   2. wool that covers a sheep

2. The word elder refers to
   1. an older person
   2. a shrub

3. The word caustic means
   1. a substance that destroys flesh
   2. sarcastic
IDENTIFYING WORDS THAT HAVE MORE THAN ONE MEANING  PART II

Directions: The words central, clump, trespass and elder have several meanings. Underline the sentences which show their use in the story.

1. I will call central to get the number.
   The high school is located in the central part of the town.
   Rice is the central food of China.

2. The children came to a clump of trees.
   Throw away the clump of mud.
   The children watched the old man clump down the road.

3. I am sorry to trespass on your time.
   It is wrong to trespass on private property.
   If we lie about our neighbor we trespass against him.

4. He is the elder of the two.
   That is a pretty elder bush.

INFERRING MEANINGS

Directions: Draw a line under the word or words which identifies the meaning of the word underlined.

1. A grackle is a  
   gourd
   grouse
   kind of blackbird

2. A colt is a  
   small collie
   young horse
   cockle

3. Fleece is  
   wool
   flax
   flicker
SYLLABICATION

Directions: Divide these words into syllables. Place the accent mark after the part of the word that is accented.

1. ranging
2. irrigation
3. hither
4. grackle
5. trespass

IDENTIFYING RHYMING WORDS

Directions: Write the words that rhyme with:

1. vat
2. grackle
3. fleece
4. gait
Jim's Thrilling Experience

When Jim arrived at his uncle's ranch in Colorado, his eyes were wide with excitement. He had just been told that a cougar, an animal similar to a panther, had been killing cattle and spreading terror in the vicinity. That night a group of men were going to set a trap for the animal, and Jim had been invited to go along. It was quite a thrill for a boy who had just arrived from Lexington.

A chunk of raw beef was placed in a clearing near the cave where the cougar was believed to hide during the day. Armed with rifles, men waited on all sides of the clearing for the animal to approach. For several hours there was no sign of the beast. Suddenly there was a growl from the woods, and the animal emerged very close to where Jim hid breathless with excitement.

Jim was an excellent shot, as he belonged to a rifle club at home. Calmly taking aim, he fired at the animal's forehead. The cougar made a bound towards the boy and Jim fired into the creature's chest as it stood erect ready to pounce upon him. It snarled as it was hit, and with a great shudder fell at Jim's feet.

As the men inspected the animal's carcass, they shuddered at the thought of what would have happened if the boy's gun had jammed. As a reward for the boy's courage and markmanship, Jim's uncle promised him that he could take the animal's skin home to Lexington as a souvenir of his adventure.
MATCHING DEFINITIONS

If you are to become a good reader you must understand what you read.

Directions: Match each word with its meaning. The first one is done for you.

1. terror  upright
2. forehead  cougar
3. approach  to come into view
4. erect  to shake with fear
5. shudder  the part of the face above the eyes
6. panther  to come near
7. emerged  fear

IDENTIFYING SYNONYMS

Directions: Write the words that mean the same as:

1. terror
2. erect
3. beast

Use each synonym in a sentence to show its meaning.

1. __________________________
2. __________________________
3. __________________________
IDENTIFYING WORDS THAT HAVE MORE THAN ONE MEANING

1. Have you ever heard the expression, "That child is a terror"?
   Explain what is meant by this expression.

2. Is the word terror used in the above sentence the same as it is used in the story?

ROOT WORDS

Write the root word in shuddered.

SYLLABICATION

We often mispronounce words because we accent the wrong syllable.

Directions: Divide the following words into syllables. Put an accent mark after the syllable which you think should be accented.

panther  

1. shuddered  
2. erect  
3. forehead  
4. approach
WORD MEANINGS

Directions: Referring to the story you have just read, find the words that answer these questions.

1. Which word in the story tells what kind of an animal had been killing the cattle?

2. Which word in the story describes the feeling of the people living in the vicinity?

3. Which word in the story describes how the animal stood as Jim fired his gun into the creature's chest?

4. Which word in the story describes how the animal came out of the woods?

SUBSTITUTING A WORD FOR A GROUP OF WORDS

Directions: Rewrite each sentence using a single word to express the idea. You will find this word in the story.

1. The men shook all over when they thought of Jim's narrow escape.

2. The men waited for the animal to come near.

3. The people of the village were in great fear.

4. The animal stood straight up.
A Narrow Escape

The crew of the damaged bomber had all they could do to bring their plane down safely on a small island. They were grateful to the pilot and co-pilot who landed the plane without injury to anybody on board.

These two officers using extraordinary skill and judgment, had kept the airplane in the air with part of a wing shot away. Though realizing the gravity of the situation, the officers encouraged their comrades by telling them that they would soon sight a small island where there would be no danger of meeting the enemy.

Fortunately, the officers were right, and the island was spotted just before dusk. There were enough supplies on the plane to last for several days and a delicious supper was prepared with sausages, potatoes, canned vegetables and some fruit they found on the island. The men were weary and as it was getting dark they thought they would spend the night in the plane and explore the island the next day. They hoped that they would not find any of the enemy there.

Suddenly they heard an airplane just above them, but they could not tell whether or not it was friendly. The men were not able to put out their fire before the plane saw it and dropped flares. The marooned flyers waited in terror, expecting a bomb to fall on them. The plane circled around until it spotted the damaged bomber below.
Then a parachute was dropped with food, medicine, fuel and cigarettes. The men on the ground realized, to their relief, that the plane was American and that the ordeal was over. They knew that in the morning a ship or plane would come to rescue them. The aviators gave thanks to God that the fliers who saw their fire were some of their own.
ASSOCIATING A DEFINITION WITH THE CONTEXTUAL USE OF A WORD

Directions: Referring to the story you have just read, write the word that means the same as:

1. severe test
2. seriousness
3. luckily
4. act of judging
5. gave hope

IDENTIFYING WORDS THAT HAVE MORE THAN ONE MEANING

Directions: The words pilot, judgement, gravity have several different meanings. Underline the meanings which show their use in the story.

1. The word **pilot** means:
   1. the cowcatcher of a locomotive
   2. a person who conducts vessels into and out of ports
   3. one who flies an airplane

2. The word **judgement** means:
   1. the passing of a sentence on a person by a judge
   2. good sense
   3. the passing of a sentence by God

3. The word **gravity** means:
   1. seriousness
   2. importance
   3. heaviness
INFERRING MEANINGS

Directions: Draw a line under the word or words which best describes the words underlined.

1. A pilot is one who
   goes on a pilgrimage
   steers an airplane
   mows a lawn.

2. One who is weary is
   friendly
   sad
   tired

3. An aviator is a
   person who conducts radio programs
   person who drives an automobile
   person who flies a plane

4. An officer is a
   person who commands
   person who operates a telephone
   an outcast

SYLLABICATION

Directions: Divide the words below into syllables, putting the accent marks where they belong.

1. ordeal
2. gravity
3. explore
4. aviator
5. terror
IDENTIFYING THE ROOT OF A WORD

Write the root word for:

encouraged

fortunately

IDENTIFYING SENTENCE MEANING

Directions: If the statement is true, write true on the blank. If false, write false.

1. A meal that is delicious is satisfying. _________
2. When one is in terror he is not frightened. _________
3. One who is grateful is thankful. _________
4. One who is weary is energetic. _________
5. One who uses good judgement in a matter usually makes a wise decision. _________
6. Fuel is a substance which will not burn. _________
7. Sausage is a kind of meat. _________

GAME

The word sausage ends in age. Each of the following statements is a clue to a word ending in age. Place the correct word on the line opposite each.

1. body of an airplane _________
2. boy servant _________
3. violent anger _________
4. appearance of scenes _________
5. wise _________
6. prison for animals _________
7. parcel _________
8. give hope _________
9. home of a hermit
10. promise to marry

You may add to this list if you wish.
## Vocabulary Test

### Directions:
As your teacher reads a word draw a line under the word that you hear. Be sure to read across the sheet.

**Sample:** fine future family fate

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<td>25. pant</td>
<td>panther</td>
<td>pantry</td>
<td>poetry</td>
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TEST ON THE MEANING OF SENTENCES

Directions: If the answer to the question is yes, write yes in the blank. If no, write no.

1. Is an alert person lazy?

2. Does the word lofty mean high?

3. Is a chamois a recluse?

4. Is a friend a foe?

5. If one's ears are keen are they sharp?

6. When there is commotion, there is often confusion?

7. Is breakfast always at night?

8. Is trout a fish?

9. Is a collie a colt?

10. Are students always studious?

11. Is a sarcastic person always well-liked?

12. Is a dog a good companion?

13. Do grackles fly?

14. Does the word caustic mean sarcastic?

15. Does the word fleece mean fleet?

16. If one is in terror are they at ease?

17. Do panthers roam in Boston?

18. Does approach mean to come near?

19. Is a friendly person always weary?

20. Would you find a pilot on a plane?

21. Is an accident always serious?

22. Does the word shudder refer to fear?
23. When one stands erect, is his position poor?

24. Is a meal always delicious?

25. Is charcoal a fuel?
PART V
A Timely Rescue

The wharves were thronged with people waiting for the arrival of the boat which had just rescued the passengers and crew of the ship-wrecked airliner. The ship had been searching for the plane but had given it up for lost when a sailor on watch saw a beacon in the sky and reported it to the captain. The ship investigated and found the plane floating in the sea with the passengers and crew clinging to the wings.

The pilot of the plane had tried to cheer the passengers by telling them that help was close at hand. However, there did not seem to be any solution to the problem because the plane was obscured by fog and the people in the water were almost frozen. Suddenly the fog lifted and a ship was seen in the distance. The pilot had a flare gun which had not been harmed by the water, so he shot a flare into the sky. That was the beacon which the people on the ship saw.

Now that those on the plane had been rescued, their friends and relatives, who had been grieving for them, were waiting on the docks. People on a ferry crossing the harbor cheered as the ship came into view. A fishing boat waiting for the wind to fill its slack sails blew its whistle as a salute.

As tugboats pushed and pulled the ship into its berth, there was turmoil on the pier. Those who had waited so long for the ship to come in were at last going to see their friends and loved ones who had been given up as drowned or eaten by sharks.
A sailor astride the ship's railing tossed down a rope, and stevedores fastened it to a post on the pier. More ropes were tossed from the ship, and soon the gangplank was lowered. The first ones off the ship were the survivors of the plane crash. They were soon surrounded by joyous friends and relatives. Then they all started to leave the wharves because it was not necessary to wait for their baggage to be heaved from the ship, since everything they had had with them had been lost with the plane.

As the crowds broke up into small groups, the turmoil decreased. Gradually they left the plane, and the other passengers on the ship began to file down the gangplank and look for their baggage.

Not since troops came back from the war had a ship arriving in that harbor been greeted so joyfully.
ASSOCIATING A DEFINITION WITH THE CONTEXTUAL USE OF A WORD

Directions: Write the words that mean:

1. luggage used when traveling
2. with one leg on each side
3. loose
4. a fish
5. threw down

IDENTIFYING SYNONYMS

Directions: Write a synonym for each of the following words.

1. wharves
2. harbor
3. turmoil
4. baggage
5. obscured
6. slack

IDENTIFYING ANTONYMS

Directions: Write the antonyms for the following words.

1. slack
2. arrival

NOTING DIFFERENCES

Directions: The following pairs of words are often confused. Place the correct word on the blanks.

beacon - bacon

1. Most people like _____ and eggs.
2. The _____ guided the aviator through the fog.
1. The _____ carried the people across the river.
2. A lovely _____ lived in the woods.

slack - sack
1. A_____ is used for holding grain.
2. The rope on the flag pole hung _____.

IDENTIFYING WORDS WITH MORE THAN ONE MEANING
Directions: The words solution, slack and harbor have several meanings. Underline the sentences which show their use in the story.
1. The chemist mixed the solution before he placed it over the flame.
   There did not seem to be any solution to the problem.
2. She is a very slack housekeeper.
   At the present time business is slack.
   The rope hung slack.
3. It is wrong to harbor a criminal.
   The ship sailed out of the harbor at daybreak.

INFERRING MEANINGS
Directions: Draw a line under the correct answer in the parenthesis.
1. That which is obscured is
   (hateful; hidden; hopeless; hurt)
2. One who is grieving is
   (silent; serious; sincere; sorrowful)
3. When there is turmoil there is
   (comedy; commotion; comfort; contentment)

4. That which is slack is
   (light; lopsided; loose; long)

5. He who is grateful is
   (tactful; timid; tiresome; thankful)

6. One who is weary is
   (truthful; thrifty; tired; tender)

7. That which is delicious is
   (detached; different; dingy; delightful)

WORD MEANINGS

1. Which word in the story tells where the throng had gathered to await the arrival of the ship? __________

2. Which word in the story tells what the fog did to the plane? __________

3. What did the sailor see in the sky? __________

4. Which word in the story tells what the rescue ship did when the beacon was seen? __________

5. Which word in the story describes the position of the sailor as he tossed a rope to the stevedores? __________

6. Which word in the story describes the feelings of the relatives of the ill-fated plane when it was reported missing? __________
SENTENCE WORD MEANINGS

Directions: Explain the following:

1. The wharves were thronged with people.

2. There was turmoil on the pier.

3. The baggage was heaved down from the ship.
The Eruption of Mt. Vesuvius

The last eruption of Mt. Vesuvius was seen by the American troops who had just occupied Naples in the fall of 1943.

The volcano spurted forth liquid fire and fragments of rock. A spiral of smoke floated up into the sky. The population of the small towns near the foot of the mountain, while shrinking from the flow of lava, were not as frightened as they had been during the last eruption before the war. By now they were more used to explosions.

The volume of the crater increases with each eruption and the friction of the lava against the mountainside makes the surface of Vesuvius rough and jagged. The top of the mountain is always smoking as its insides are constantly astir.

The people who live near this mountain never seem to worry until a real eruption occurs. Then they flee but return as soon as the danger is over.

Usually they find their homes buried. But once in a while they find that the lava has shifted just before it reached their land and left it untouched.

The Italians always return to their property no matter how many times they must replant the vineyards and orchards and rebuild their homes which the volcano has destroyed.
ASSOCIATING A DEFINITION WITH THE CONTEXTUAL USE OF A WORD

Directions: Find a word in the story which means the same as each group of words below.

1. a piece of ground on which fruit trees are grown
2. in motion
3. quantity
4. a coil
5. flowing freely like water

MATCHING DEFINITIONS

Directions: Match each word with its meaning:

1. shrink  changed position
2. fragment  covered up
3. eruption  number of people
4. population  to become smaller
5. shifted  part broken off
6. buried  bursting forth

IDENTIFYING SYNONYMS

Directions: Write a synonym for each of the following words:

1. spiral
2. liquid
3. population
4. shift
5. bury

Directions: Use each of the above synonyms in a sentence to show that you understand its meaning.
1. liquid

2. buried

3. jagged

4. shrinking

IDENTIFYING ANTONYMS

Directions: Write an antonym for each of the following words.

1. liquid

2. buried

3. jagged

4. shrinking

IDENTIFYING WORDS HAVING MORE THAN ONE MEANING

Directions: The words shifting, volume, friction, have more than one meaning. Underline the sentences which show their use in the story.

1. The wind is shifting its position.
   He is always shifting the blame to someone else.

2. A volume of smoke came from the chimney.
   The volume contains many beautiful stories.

3. There is constant friction between those boys.
   Two pieces of wood rubbed together will cause friction.
WORD MEANINGS

Directions: Answer these questions. Refer to the story if you need help.

1. Which word in the story tells the kind of fire that spurted from the volcano?

2. Which word in the story tells how the smoke floated up to the sky?

3. Which word in the story tells what happens to the homes of the people?

4. Which word in the story means people?

5. Which words in the story describes the surface of Vesuvius?
The Vacant House

A place that has lingered in my memory for many years, is a vacant house located on the highway leading into the small village of Walpole, New Hampshire. Just as one rounds a sharp curve and unoccupied house comes into view. This vacant house, quite unlike any house in the village, stands on a broad terrace overlooking the Connecticut River. The once-yellow paint has faded and the ornate gingerbread trim is no longer white, but a dingy gray. Its roof sags in the middle, and great gaping holes appear in the broad veranda whose railing now serves as a roost for birds and stray cats. A cluster of lilac bushes at one end of the porch reaches almost to the roof. In the light of present day developments the one unusual fact about this house is that very few of its windows are broken. Perhaps there is a reason.

Although I've passed it many times, it never fails to catch my eye and makes me wonder -- who owns it? Who has lived there? Why isn't it occupied?
ASSOCIATING A DEFINITION WITH THE CONTEXTUAL USE OF THE WORD

Directions: Referring to the selection you have just read, write the words that mean the same as:

1. flat raised piece of land
2. not filled
3. a shrub
4. stayed on
5. a place to rest or stay

IDENTIFYING SYNONYMS

Directions: Write two synonyms for the following words. You may refer to your dictionary if you need help.

1. veranda
2. roost
3. unoccupied
4. highway
5. cluster

NOTING DIFFERENCE

Some words look so much alike that they are often used incorrectly.

Directions: In the following sentences sentences write the correct words.

roost - roast

1. Mother took the hen from its ______ to _______ it for dinner.
terrace - terrier

2. The children played on the ____ with the small _____.
   vacant - vagrant

3. The ____ slept in the _____house.

INFERRING MEANINGS
Directions: Underline the word or words which best describes the meaning of the words underlined.

1. A highway is a
   narrow trail
   steep hill
   main road

2. A terrace is a
   long low plain
   flat raised piece of land
   an Indian tent

3. A trim person is a
   neat
   good
   well liked

4. A house which is vacant is
   for sale
   unoccupied
   for rent

IDENTIFYING SMALLER WORDS IN LARGER WORDS
Directions: Write the little words you see in each of the following words:

1. trim
2. cluster
3. terrace
4. veranda
5. unoccupied
SYLLABICATION

Directions: Divide the following words into syllables. Place the accent mark after the syllable that is marked.

1. lingered
2. vacant
3. highway
4. lilac

ASSOCIATING IDEAS

Some words made you think of other words.

Directions: Write the words that come to your mind when you see the following words.

vacant house

ACTIVITY

It is important that you understand the meaning of words.

Once you have acquired a good vocabulary you will find it easier to write stories of your own.

Directions: Write a story using any of the following words:

lingered  terrace  cluster  vacant
trim  lilac  highway  veranda
unoccupied  roast
For Sale

This morning on passing the Brown mansion I noticed a "FOR SALE" sign on the gate. It read:

FOR SALE

THIS EXTRAORDINARY HOME WILL BE OFFERED FOR SALE ON WEDNESDAY, JUNE 29, 1950, AT 1:30 P.M.
ALL PERSONS INTERESTED WILL HAVE AN OPPORTUNITY TO VIEW THIS PROPERTY BEFORE THE SALE TAKES PLACE.

As I gazed at the sign, I realized that this was no ordinary house for sale. For years people of fame, fortune, and royal birth had been the guests of its owners. Radiant ladies, dressed in expensive frocks, had glided over its ballroom floor in the arms of their gay partners. Prim matrons had gathered with its mistress to decide what the social events of the season would be.

Presently I realized that if I did not hurry I would be late for school. As I made my way hastily down the street, I could not help wondering what the future held in store for this fine old place.
ASSOCIATING DEFINITIONS WITH THE CONTEXTUAL USE OF THE WORD

Directions: Referring to the story write the words that mean:

1. precise
2. costly
3. the time not yet come
4. to move with smooth motion
5. important happenings

IDENTIFYING SYNONYMS

Directions: Draw a line under the best answer in the parenthesis.

1. That which is expensive is
   (exceptional; exciting; costly; elegant)
2. One who is prim is
   (poky; primitive; precise; pretty)
3. A frock is a
   (fortune; fringe; frog; gown)
4. A guest is a
   (girl; visitor; goddess; guide)
5. A mansion is a
   (domicile; dungeon; dominion; dome)
6. I will be there shortly.
   (tomorrow; today; presently; later)
7. My aunt lives in an extraordinary old house.
   (unusual; unoccupied; castle; cottage)
8. The young man spoke quickly to his friends.
   (hastily; anxiously; quietly; querulously)
9. Last week John had a good opportunity to win a prize in the spelling contest.
   (time; offer; chance; opening)
10. He realized the importance of the message.
   (unexplained; understood; upheld; unexpected)

SYNONYMS

The words residence, palace, tenement, manse, hut, castle, mansion, novel, villa, cabin are all synonyms of habitation because they mean a dwelling place. Yet each has a meaning of its own.

Try to use each word in a sentence that will make clear its meaning. Refer to your dictionary if you need help.

1. _______________________________________
2. _______________________________________
3. _______________________________________
4. _______________________________________
5. _______________________________________
6. _______________________________________
7. _______________________________________
8. _______________________________________
9. _______________________________________
10. _______________________________________
IDENTIFYING ANTONYMS

Directions: Fill the blanks with the correct words.

**radiant - dull**

1. A ______ light came from the heavens. Inside a cabin a ______ glow came from a flickering candle.

**expensive - cheap**

2. The slave wore a ______, coarse cloth, while his master wore an ______ cape.

**past - future**

3. Our country had great leaders in the ______. If our country is to remain great we will need great men for the_____.

**slowly - hastily**

4. Jim ran ______ into the schoolroom. His companions walked ______ after him.

INFERRING MEANINGS

Directions: Place a cross (✓) before the group of words which show its use in the story.

1. The word *royal* means:
   - the highest sail of a ship
   - one of the shoots of a stag's head
   - pertaining to a king

2. The word *fortune* means:
   - chance
   - wealth
   - lot
3. The word **prim** means:
   - neat
   - tidy
   - stiffly precise

4. The word **gathered** means:
   - assembled
   - harvested
   - pruned

5. The word **radiant** means:
   - radiating rays of light
   - beaming
   - reflecting rays of light

**RHYMING WORDS**

Directions: Under the following words list the words that rhyme with them.

- **prim**
- **royal**
- **fame**

**SUBSTITUTING A WORD FOR A GROUP OF WORDS**

Many times we find it difficult to find a single word to express an idea. This exercise will help you to develop this skill.
Directions: Rewrite each sentence using one word selected from the following list:
events  expensive  gazed  gathered
famous  many

1. Joan's dress cost a lot of money.

2. The children looked up at the sky.

3. A large number of people came to the playground to see the game.

4. There were many things taking place to interest the people.

5. His beautiful painting has won for him a great name.
Jim's Model T

Jim felt as proud of his car as if it was his own invention. From spare parts he had collected, Jim had fixed up the old Model T which his father had given him so that it was all ready to run.

As he replaced the hood, he was sure he would have no trouble starting his car. He had just fitted the right pistons in the engine so that the cylinders were airtight. After checking his gasoline and the oil gauges, he turned on the ignition. The motor started without a gasp, and he knew there was little danger of stalling.

He backed out of the garage and into the street. Shifting gears, he adjusted the levers on his steering wheel and pulled out the throttle. As he felt the power in his engine transform into speed, Jim knew that he had modeled his motor correctly.

He was so proud of what he had accomplished that he did not see a policeman on the corner in time to stop before the bumper of his car grazed the officer. Though the traffic cop was not injured, he was angry and asked to see Jim's license. Instantly Jim remembered he had left it at home and asked the policeman if he could go and get it. At first the officer did not believe the boy, but finally trusted him when he saw how sorry and frightened Jim was.

After the officer had looked at the license, he said he
would not arrest him but told him to take the car home and leave it in the garage until he learned to keep his eyes on the road. Jim thanked the policeman and promised never again to be so careless.
MATCHING WORDS TO DEFINITIONS
Directions: Match each word with its definition.
1. garage a colorless liquid made from petroleum
2. injured so tight that no air can escape
3. accomplished change in appearance
4. gasoline building for housing automobiles
5. invention damaged
6. transform carried out
7. airtight making something new

IDENTIFYING SYNONYMS
Directions: Write the synonyms for the following words:
1. instantly
2. injured
3. finally
4. modeled
5. stalling

INFERRING MEANINGS
Directions: Underline the word or words that explains the meaning of the word underlined.
1. A piston is a pivot
   short cylinder
   port
2. A gauge is an inlet
   an intruder
   an instrument for measuring
3. A bumper is  
   a small kind of bird  
   a thin cloth used for flags  
   a thing that protects the front of a car

4. The ignition in a car is the switch that starts the car  
   the brakes of the car  
   steering wheel of the car

5. The throttle  
   regulates the supply of gas in a car  
   shifts the car  
   is the radiator of the car

ALPHABETICAL SEQUENCE
Directions: Arrange these words in alphabetical order.

transform  invention  injured  
garage  piston  gauge

PHRASE MEANINGS
Directions: Explain the following selections.

1. there was little danger of stalling
2. replaced the hood
3. cylinders were airtight
4. transform into speed
5. grazed the officer
SYLLABICATION

Directions: Divide these words into syllables. Place the accent mark after the syllable accented.

1. gasoline
2. pistons
3. garage
4. officer
5. cylinder
6. ignition
PART V Test Vocabulary

Directions: As your teacher reads a word draw a line under the word that you hear. Be sure to read across the sheet.

Sample: mansion miserable men maiden

<p>| 1. terrace | tree | trailer | trespass |
| 2. curl | coil | clam | close |
| 3. motion | motor | move | might |
| 4. vineyard | vine | vegetables | various |
| 5. like | labor | liquid | lime |
| 6. shut | shale | sheet | shift |
| 7. show | shrub | shame | shake |
| 8. remain | rise | read | reason |
| 9. risen | roost | remain | roast |
| 10. clump | collect | cluster | clear |
| 11. vagrant | vacate | vacation | vacant |
| 12. very | veranda | voice | victim |
| 13. fortunate | fort | fortune | follow |
| 14. radiant | radar | radiator | radius |
| 15. rose | roll | royal | retire |
| 16. gait | gathered | grace | grackle |
| 17. glove | glare | glance | glide |
| 18. lilac | little | linger | locate |
| 19. invention | invite | invent | interest |
| 20. gage | garage | gazed | gamble |
| 21. treat | train | transform | treasure |</p>
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<td>volume</td>
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<td>volt</td>
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Test on Word Meaning

Directions: In each row, not column, underline the word that means the same or almost the same as the first word.

Sample: cease stay start stop sting

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<td>confusion</td>
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<td>5. obscured</td>
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<td>rise</td>
<td>radio</td>
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<td>23. instantly immediately</td>
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<td>24. frock</td>
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<td>dragon</td>
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<td>colorless</td>
<td>class</td>
<td>climate</td>
<td>cheerful</td>
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SUGGESTIONS FOR FURTHER STUDY
Suggestions for Further Study

It is probably true that the use of these exercises would help to improve word recognition and word meaning in grade five. However, the writer offers the workbook in its present form not as conclusive, but just as a suggestive way to help children to improve their ability to recognize words and understand their meanings. The chief value of the workbook can only be determined through its use with a large number of students at fifth grade level. It would seem that such an experiment would be worthwhile.
SUMMARY AND CONCLUSIONS
Summary and Conclusions

In summarizing it may be stated that the study of word recognition and word meaning is a very important one. The opinions of experts showed definite agreement on the following facts:

1. Interpretation of material cannot take place unless the words have a meaning for the child.
2. The best and more natural use of words is in the context.
3. There is little value in the practice of words in isolation.
4. The more experience provided for teaching new words, the better.

These findings show that the types of training outlined in this study are well based.

Although the specific purpose of the study was to construct exercises in word recognition and word meaning, the writer experimented with small groups to test the value of the exercises. In such a limited experiment the writer found the exercises challenged the thinking of the groups and did improve their ability to recognize words and understand their meanings. This may have been partly due to the enthusiasm of the writer who introduced many of the exercises to fifth grade students.

The study revealed these facts; that pupils frequently
had erroneous concepts of the material; that there was a
greater tendency to gain meaning from the context among the
higher levels of intelligence; that pupils with a good reading
background did better than those who had a poor reading back-
ground.

There is no doubt that the exercises held the interest of
the pupils but whether the workbook will be of real value can
only be proved by experimental use of the exercises with large
groups of various levels of intelligence.
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BIBLIOGRAPHY

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Words from the Gates Primary List included in the Durrell-Sullivan Fifth Grade List.

These words were included in the exercises developed.

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<th>Word</th>
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### Selected Vocabulary for Grade V

Exercises Were Built On This Vocabulary.

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Vocabulary used from the Durrell-Sullivan Selected Word List from grades four and six

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Exercise I - Part I

Answers - Autumn Splendor

Matching Words With Definitions
1. carried through the air
2. persons marching
3. water flowing or rising into the air
4. a plant
5. bubbling sound
6. a place planted with grapevines
7. a place where fruit trees grow

Poem - Little Boy Blue

Identifying Synonyms
1. bouquet 2. satisfying 3. whizzing
4. smell 5. dresses

Inferring Meanings
1. breakfast 2. nectar 3. haycock
4. whirring 5. vineyard 6. gentian

Word Meanings
1. hearty 2. gurgling 3. whirring
4. geranium red 5. linden

Sentence Meanings True and False
1. true 3. false 5. false
2. false 4. true
Compound Words
sunshine  haycocks  breakfast
vineyard  myself
butternuts  pancakes
nosegay  downstairs

Exercise II - Part I
Answers - Careless Warriors
Associating A Definition With The Contextual Use Of The Word
1. trudged  2. approach  3. morsel
4. paddled  5. muster

Identifying Synonyms - Part I
1. calm  2. trip  3. heavy
4. quick  5. united

Identifying Synonyms - Part II
1. tug  2. tow  3. extract
4. attract

Identifying Synonyms - Part III
1. strutted  2. limped  3. plodded
4. strolled  5. tripped

Identifying Antonyms - Part I
1. plentiful  2. separated

Identifying Words Having More Than One Meaning
1. pulled or dragged with force
2. walked or marched steadily
Inferring Meanings
1. soldier 2. plentiful 3. gun
4. weary

Syllabication
1. tranquil
2. approach
3. weapon
4. journey

Identifying Rhyming Words
1. dreary 2. party 3. saddled
4. duster

Identifying Smaller Words In Larger Words
1. war, or
2. or
3. urn, our
4. art, hear, ear
5. led

Any one of the above are accepted as correct.
(Discuss which word helps one to sound out the word.)

Exercise III - Part I

Answers - Brave Pioneers

Matching Words With Definitions
3, 5, 4, 2, 1
Word Meanings
1. prairie
2. charm
3. claim
4. traditions

Identifying Words Having More Than One Meaning
1. person or thing that makes life easier
2. undergo

Identifying Synonyms - Part I
1. travelers 2. unusual
3. undergo 4. active
5. productive 6. traveled

Identifying Synonyms - Part II
1. travelers 2. productive
4. active 5. traveled

Identifying Antonyms - Part I
1. domesticated 2. cultivated

Identifying Antonyms - Part II
1. arrived 2. tamed

Inferring Meanings
1. one who prepares the way for others
2. eager to work
3. necessary
4. productive
5. to bear
Alphabetical Sequence
1. ancestral 5. journeyed
2. arrived 6. prairies
3. charm 7. ventured
4. explore 8. wild

Identifying Smaller Words In Larger Words
1. aim 2. air 3. lore 4. all

Sentence Meanings
1. false 5. true
2. false 6. true
3. false 7. false
4. true 8. true

Game
1. alarm 2. farm 3. warm
4. swarm 5. harm 6. unarm

Poem
1. explore 2. claim 3. firmly
4. occupied 5. shrubs 6. all
7. ventured 8. zest 9. fertile
10. toil 11. deed 12. there
13. gallant 14. you 15. precious

Exercise IV - Part I

Answers - The Village Blacksmith

Associating A Definition With The Contextual Use Of The Word
1. yearn 2. reflect 3. immortal
4. brick 5. blacksmith
Matching Words With Definitions
1. anything that can be burned to make a useful fire
2. used for blowing fire
3. a place where metal is heated and hammered into shape
4. schooling
5. long thin lines
6. sweat

Identifying Synonyms
1. sweat 2. glitter
3. smithy 4. crave

Identifying Words That Have More Than One Meaning
1. The forge of the blacksmith was used for a meeting place.
2. The dog's image was reflected in the pool.
3. Many homes use gas and oil for fuel.
4. The glare from the automobile lights blinded him.

Inferring Meanings
1. fuel 2. horseshoes 3. clay
4. heat

Syllabication
1. black smith
2. im mor tal
3. reflect ed
4. per spi ra tion
5. ed u ca tion
5. fuel
Exercise V - Part I

Answers - Bold Sea Robbers

Associating A Definition With The Contextual Use Of The Word

1. snuggled  2. robber  3. isles
4. group      5. pirate    6. mystery

Matching Words With Definitions
1. without delay  2. inhuman      3. essential
4. creation of the imagination  5. persistent
               6. to win by overcoming obstacles

Identifying Synonyms - Part I

1. immediately  2. land       3. dreams
4. eager        5. extraordinary 6. possession
7. uncanny     8. desolate     9. move
10. resolute  11. essential  12. acquire
13. rude      14. rascals    15. nestled
16. riches    17. killing

Matching Synonyms - Part II

1. hairy         6. crude
2. shaggy        7. harsh
3. rugged        8. rude
4. coarse        9. rough
5. uneven       10. uncouth

Inferring Meanings

1. merciless  2. vision      3. tremendous
4. scamp       5. swerve
### Identifying Smaller Words In Larger Words

| 1. rate | 2. barn | 3. son | 4. men |

### Substituting A Word For A Group Of Words

| 1. rogue | 2. instantly | 3. anxious | 4. territory |

### Answers to Vocabulary Test I

| 1. fountain | 2. orchard | 3. geranium |
| 4. nosegay | 5. costumes | 6. warrior |
| 7. plentiful | 8. weary | 9. journey |
| 10. hasty | 11. uncommon | 12. endure |
| 13. occupied | 14. prairie | 15. energetic |
| 16. fuel | 17. education | 18. bellows |
| 19. glare | 20. yearn | 21. cunning |
| 22. grasp | 23. wary | 24. snuggled |
| 25. pirate |

### Test I Word Meaning

| 1. robber | 2. coarse | 3. uncanny |
| 4. steals | 5. territory | 6. fuel |
| 7. long for it | 8. bellows | 9. immortal |
| 10. brick | 11. blacksmith | 12. vineyard |
| 13. orchard | 14. plant | 15. autumn or fall |
| 16. bouquet | 17. haycock | 18. soldier |
| 19. gather | 20. trip | 21. stormy |
| 22. prairie | 23. ambitious or eager to work |
| 24. productive | 25. traveler |
Exercise I - Part II

Answers - New England Inns

Matching Words With Definitions
1. to come to an end
2. received possession from ancestors
3. causing discomfort
4. talk
5. a long handle container
6. dishes made from baked clay

Inferring Meanings
1. deep dish
2. pudding
3. a visitor
4. dishes made from clay
5. pewter mugs
6. earthenware jars
7. porridge
8. ivory

Syllabication
1. tu reen
2. ket tle
3. con ver sa tion
4. un com fort a ble
5. earth en ware
Word Meanings
1. earthenware jars  3. ivory  5. pewter mugs
2. pewter  4. copper

Activities
Poem - Polly Put the Kettle On
Well Known Story - Three Bears
Dipper - Constellation in the sky

Exercise II - Part II
Answers - Ancient Castles

Associating A Definition With The Contextual Use Of The Word
1. courtier  2. moat  3. turret
4. entry  5. gloomy

Matching Words With Meanings
1. entrance  2. cheerless  3. between
4. a bridge made to draw up sunset and night
5. slaves  6. light, blunt sword

Identifying Synonyms
Answers will vary

Identifying Antonyms
Answers will vary

Identifying Words Having More Than One Meaning
Answers will vary
Alphabetical Sequence
1. armor 7. gloomy
2. claim 8. knights
3. courtiers 9. moat
4. drawbridge 10. page
5. dreary 11. turrets
6. entry 12. twilight

Syllabication
1. draw bridge 5. twi light
2. min strel 6. cour ti er
3. re pair ed 7. tur ret
4. hel met 8. ex hib it

Game
1. dance 6. entrance
2. prance 7. appearance
3. chance 8. finance
4. romance 9. glance
5. trance 10. advance

Exercise III - Part II

Answers - The Dragon of Midland

Associating A Definition With The Contextual Use Of The Word
1. terrifying 6. grasp
2. emerging 7. district
3. hide 8. inhabitants
4. dragon 9. snorting
5. grateful 10. lance
Identifying Synonyms
1. citizens 5. lance
2. hide 6. dragon
3. terrifying 7. district
4. grateful 8. grasped

Identifying Words Having More Than One Meaning
The cow's hide will be used to make leather.

Inferring Meanings
1. a huge serpent
2. part of the world
3. grasped
4. lance
5. sudden fear

Identifying Smaller Words In Larger Words
1. lent 4. east
2. on 5. ate
3. bit 6. drag

Identifying Rhyming Words
1. yeast 2. ride
2. ride 4. hateful
3. dance 6. wagon

(These answers may vary)

Game
1. rear 4. blear 7. tear
2. appear 5. sear 8. fear
3. bear 6. clear 9. near 10. dear
Exercise IV - Part II

Answers - The Sorcerer's Apprentice

Associating A Definition With The Contextual Use Of The Word

| 1. ravine       | 4. thicket     |
| 2. ripple       | 5. throb       |
| 3. twitter      | 6. yonder      |

Identifying Synonyms

| 1. magician     | 5. best        |
| 2. immediately  | 6. sorcerer    |
| 3. plants       | 7. distant     |
| 4. angry        | 8. sorrowfully |

Noting Differences

Answers will vary

Inferring Meanings

| 1. sorcerer     | 3. bird        |
| 2. sprite       | 4. gate        |
|                 | 5. vanished    |

Identifying Smaller Words In Larger Words

| 1. vine         | 4. hatch       |
| 2. rave         | 5. oak         |
| 3. rob          | 6. her         |

Word Meanings

| 1. thatch       | 3. ravine      |
| 2. croaking     | 4. mournfully  |
|                 | 5. murmuring   |
Exercise V - Part II

Answers - Stage Plays Long Ago

Associating A Definition With The Contextual Use Of A Word

1. bodice 3. flannel
2. simpleton 4. ornamented 5. bazaar

Matching Words With Definitions

1. to say or utter again
2. a hip-length or longer blouse
3. a very small person
4. a man's vest
5. exciting
6. to change the dress or appearance

Identifying Synonyms

1. garment 3. clothes
2. vest 4. fool

Inferring Meanings

1. fool 4. vest
2. market place 5. garment
3. little 6. reveal

Identifying Smaller Words In Larger Words

1. rust 3. get
2. cost 4. ton 5. plot

Recognizing Alphabetical Sequence

audience, bazaar, flannel, rustling, waistcoat
Answers for Word Meaning Test - Part II

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Answers for Vocabulary Test - Part II

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<tr>
<td>4</td>
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<td>7</td>
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<td>guard</td>
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<td>11</td>
<td>grasped</td>
<td>23.</td>
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<tr>
<td>12</td>
<td>grateful</td>
<td>24.</td>
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<td>25</td>
<td>repeat</td>
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</table>
Exercise I - Part III

Answers - Christmas In England

Associating A Definition With The Contextual Use Of The Word

1. haul 5. fragrant
2. bayberry 6. decorate
3. charred 7. custom
4. festival 8. yulelog

Identifying Synonyms

1. celebration 3. sweet-smelling
2. adorn 4. practice

Identifying Words With One Or More Meaning

1. to pull with force
2. joyful celebration in honor of some religious event
3. practice

Inferring Meanings - Part I

1. joyful celebration
2. large block of wood
3. to beautify
4. sweet-smelling

Inferring Meanings - Part II

1. hauled 3. fragrant
2. festival 4. decorate 5. custom

Identifying Smaller Words in Larger Words

1. (yule 2. (rate 3. (ant - ran
   (log 4. us (or 5. Christ (grant - rag

(Credit given for any of the above answers.)
Exercise II - Part III

Answers - Vacation Land

Associating A Definition With The Contextual Use Of The Word

1. improve
2. miraculous
3. uncomfortable

4. reliable
5. deserve
6. particular

Matching Words With Definitions

1. engine which makes things go
2. unpleasant
3. extended
4. general appearance
5. things which make life easier

Identifying Antonyms

1. 1. uncomfortable 2. comfortable
2. 1. damaged 2. improved
3. 1. agreeable 2. disagreeable

Inferring Meanings

1. reliable 3. scenery
2. uncomfortable 4. comforts

Identifying Smaller Words In Larger Words

1. long
2. able
3. port

(Others can be selected and credit given.)
Syllabication
1. de serve'
2. re li' a ble
3. mi rac' u lous
4. par tic' u lar
5. rheu' ma tism

Sentence Meanings
1. Yes 5. Yes
2. Yes 6. No
3. No 7. Yes
4. No 8. Yes

Exercise III - Part III

Answers - Sports

Associating A Definition With The Contextual Use Of The Word
1. public 3. fame
2. education 4. obtained

Identifying Synonyms
1. energetic 3. people
2. bodily 4. secured 5. renown

Identifying Opposites
1. inactive
2. private
3. dishonor

Identifying Words With More Than One Meaning
1. a football field 2. easily injured
Inferring Meanings
1. delicate 3. encouragement
2. stadium 4. gridiron 5. education

Identifying Smaller Words In Larger Words
1. rid iron on
2. am me
3. act
4. courage age our rage men
(Any of the above answers will be given credit.)

Identifying Rhyming Words
Answers will vary

Exercise IV - Part III

Answers - The School Newspaper

Associating A Definition With The Contextual Use Of The Word
1. realize 3. provide
2. liberty 4. desire 5. accord

Identifying Synonyms
1. aim 3. profession
2. ideas 4. grumbling 5. wish

Identifying Antonyms
1. slavery 2. less

Identifying Words With More Than One Meaning
1. beyond or greater than
2. profession demanding special preparation
3. to agree
4. keen enjoyment of something
Identifying Smaller Words In Larger Words

1. it tee commit  
2. cord or  
3. plain complain in  
4. suggest  
5. real

Identifying Rhyming Words

Answers will vary

Exercise V - Part III

Answers - Respect For Public Property

Associating A Definition With The Contextual Use Of The Word

1. bemoan  
2. necessary  
3. contemptuous  
4. obedient  
5. doubtless

Identifying Synonyms

1. lament  
2. intolerant  
3. essential  
4. submissive

Identifying Antonyms

1. patient  
2. disobedient  
3. unnecessary  
4. insolent

Identifying Smaller Words In Larger Words

1. age  
2. fair  
3. bed  
4. less  
5. press

(Others may be found)

Syllabication

1. inst ant  
2. damage  
3. o be di ent  
4. disturb  
5. be moan  
6. im press ed

Alphabetical Sequence

bemoan damage disturbed impressed instant obedient
Sentence Meanings
1. true
2. true

3. false
4. false

Root Words
doubt
press

patient
disturb

Answers - Test on Opposites - Part III
1. dishonest
2. uncomfortable
3. damage
4. disagreeable
5. shorten
6. public
7. discouragement
8. inactive
9. slavery
10. less

11. unnecessary
12. disobedient
13. patient
14. unnecessary
15. agree
16. discord
17. slavery
18. dishonor
19. sad
20. improve

Answers - Word Meaning Test - Part III
1. beautify
2. sweet-smelling
3. habit
4. reliable
5. chance
6. injure
7. extended
8. disease

9. training
10. obtained
11. fragile
12. active
13. renown
14. bodily
15. freedom
16. equip

17. wish
18. additional
19. profession
20. aim
21. complaining
22. ideas
23. agreement
24. enjoy
25. understand
26. bewail
27. necessary
28. contemptuous
29. hasty
30. imprinted
Exercise I - Part IV

Answers - The Chamois

Associating A Definition With The Contextual Use Of The Word

1. uncanny
2. keen
3. alert
4. scent
5. remarkable
6. graze
7. disappear
8. roam
9. jagged
10. lofty

Identifying Synonyms

1. guard
2. uncanny
3. keen
4. scent
5. clearly

Identifying Antonyms

1. dull
2. low
3. ordinary
4. appear
5. heavily

Noting Differences

1. roam - room
2. peak - peek
3. graze - gaze
4. sent - scent

Identifying Words With More Than One Meaning

1. The cattle graze in the meadow during the summer-time.
2. a goat-like animal
3. very high

Inferring Meanings

1. goat-like animals
2. watchful
3. guard
4. strange
5. foe

Recognizing Alphabetical Sequence

approach cliffs definitely immediately jagged wary
Identifying Smaller Words In Larger Words

Answers will vary

Exercise II - Part IV

Answers - A Faithful Comrade

Associating A Definition With The Contextual Use Of The Word

1. refrain 4. disappeared
2. pleaded 5. tricks
3. trout 6. frisking

Matching Words With Definitions

1. win over 4. companion
2. tumult 5. first meal of the day
3. a dog used for tending sheep 6. frisking

Identifying Synonyms

1. loving fond devoted
2. wise shrewd sagacious
3. delightful pleasing satisfying
4. frolic dance skip

Words For Story

1. intelligent 3. delicious
2. affectionate 4. frisk

Identifying Words With More Than One Meaning

1. a feat of skill
2. hold back
3. give advice to
4. understood
Sentence Meanings
1. No 3. No
2. No 4. No 5. Yes

Exercise III - Part IV

Answers - The Sheepherder

Associating A Definition With The Contextual Use Of The Word
1. elder 3. gait
2. colt 4. clump 5. caustic

Matching Words With Definitions
1. frolics about joyously
2. go on somebody's property
3. main
4. wool that covers a sheep
5. a raised part of land
6. a kind of black-bird

Identifying Synonyms
1. laugh 3. walk 5. older
2. main 4. sarcastic 6. cluster

Identifying Homonyms

gait gate

Identifying Words That Have More Than One Meaning - Part I
1. wool that covers sheep
2. an older person
3. sarcastic
Identifying Words That Have More Than One Meaning - Part II

1. Rice is the central food of China.
2. The children came to a clump of trees.
3. It is wrong to trespass on private property.
4. He is the elder of the two.

Inferring Meanings

1. kind of blackbird 2. young horse 3. wool

Syllabication

1. rang'ing
2. ir ri ga' tion
3. hith' er
4. grack'le
5. tres'pass

Identifying Rhyming Words

1. at 2. rack 3. flee 4. it

Exercise IV - Part IV

Answers - Jim's Thrilling Experience

Matching Definitions

1. fear
2. the part of the face above the eyes
3. to come near
4. upright
5. to shake with fear
6. cougar
7. to come into view
Identifying Synonyms
1. fear 2. upright 3. animal

Identifying Words With More Than One Meaning
1. The child is difficult to manage.

Root Words
1. shudder

Syllabication
1. shud' der ed 3. fore' head
2. e rect' 4. ap proach'

Word Meanings
1. cougar 3. erect
2. terror 4. emerged

Substituting A Word For A Group Of Words
1. shuddered 3. terror
2. approach 4. erect

Answers to Questions - Part IV - Sentence Meaning
1. No 9. No 17. No
2. Yes 10. No 18. Yes
3. No 11. No 19. No
7. No 15. No 23. No
25. Yes
### Answers For Vocabulary Test - Part IV

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<tbody>
<tr>
<td>1. sharp</td>
<td>10. refrain</td>
<td>19. pilot</td>
</tr>
<tr>
<td>2. weird</td>
<td>11. colt</td>
<td>20. weary</td>
</tr>
<tr>
<td>3. lofty</td>
<td>12. cluster</td>
<td>21. explore</td>
</tr>
<tr>
<td>4. chamois</td>
<td>13. chuckle</td>
<td>22. ordeal</td>
</tr>
<tr>
<td>5. alert</td>
<td>14. sarcastic</td>
<td>23. luckily</td>
</tr>
<tr>
<td>6. comrade</td>
<td>15. fleece</td>
<td>24. fear</td>
</tr>
<tr>
<td>7. collie</td>
<td>16. approach</td>
<td>25. panther</td>
</tr>
<tr>
<td>8. stunt</td>
<td>17. erect</td>
<td></td>
</tr>
<tr>
<td>9. advise</td>
<td>18. shudder</td>
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### Exercise V - Part IV

#### Answers - A Narrow Escape

**Associating A Definition With The Contextual Use Of A Word**

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<thead>
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<tbody>
<tr>
<td>1. ordeal</td>
<td>3. fortunately</td>
</tr>
<tr>
<td>2. gravity</td>
<td>4. judgment</td>
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</tbody>
</table>

**Identifying Words That Have More Than One Meaning**

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1. one who flies an airplane</td>
<td></td>
</tr>
<tr>
<td>2. good sense</td>
<td></td>
</tr>
<tr>
<td>3. seriousness</td>
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**Inferring Meanings**

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<thead>
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<tbody>
<tr>
<td>1. steers an airplane</td>
<td>3. person who flies a plane</td>
</tr>
<tr>
<td>2. tired</td>
<td>4. person who commands</td>
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</table>

**Syllabication**

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<tbody>
<tr>
<td>1. or deal'</td>
<td>3. ex plore'</td>
<td></td>
</tr>
<tr>
<td>2. grav' i ty</td>
<td>4. a vi a' tor</td>
<td>5. ter' ror</td>
</tr>
</tbody>
</table>
Sentence Meaning

1. true  
2. false  
3. true  
4. false  
5. true  
6. false  

Root Words

1. fuselage  
2. page  
3. rage  
4. mirage  
5. sage  
6. cage  
7. package  
8. encourage  
9. hermitage  
10. engage  

Exercise I - Part V  

Answers - A Timely Rescue  

Associating A Definition With The Contextual Use Of The Word

1. baggage  
2. astride  
3. slack  
4. shark  
5. heaved  

Identifying Synonyms

1. docks  
2. port  
3. commotion  
4. luggage  
5. hidden  
6. loose  

Identifying Synonyms

1. tight  
2. departure  

Noting Differences

1. bacon - beacon  
2. ferry - fairy  
3. sack - slack
Identifying Words Having More Than One Meaning

1. There did not seem to be any solution to the problem.
2. The rope hung slack.
3. The ship sailed out of the harbor at day break.

Inferring Meanings

1. hidden 2. sorrowful 3. commotion
4. loose 5. thankful 6. tired
7. delightful

Word Meanings - Part I

1. pier 2. obscured 3. beacon
4. investigated 5. astride 6. grieving

Sentence Meanings - Part II

Meanings will differ

Exercise II - Part V

Answers - Eruption of Mt. Vesuvius

Associating A Definition With The Contextual Use Of A Word

1. orchard 2. astir 3. volume
4. spiral 5. liquid

Matching Words With Definitions

1. to become smaller 2. part broken off
3. bursting forth 4. number of people

Identifying Synonyms

1. coil 2. fluid 3. people
4. move 5. conceal
Identifying Antonyms
1. solid
2. uncovered
3. smooth
4. expanding

Identifying Words Having More Than One Meaning
1. The wind is shifting its position.
2. A volume of smoke came from the chimney.
3. Two pieces of wood rubbed together will cause friction.

Word Meanings
1. liquid
2. spiral
3. buried
4. population
5. jagged or rough

Exercise III - Part V

Answers - The Vacant House

Associating A Definition With The Contextual Use Of The Word
1. terrace
2. unoccupied
3. lilac
4. lingered
5. roost

Identifying Synonyms
1. porch
2. perch or pole
3. vacant
4. road
5. bunch

Noting Differences
1. roost - roast
2. terrace - terrier
3. vagrant - vacant

Inferring Meanings
1. main road
2. flat raised piece of land
3. neat
4. unoccupied