

Vocabulary Handbook

The City of Ember
by Jeanne DuPrau

Name: _____

	WORD PART	MEANING	PART OF SPEECH
a-	prefix	from, away, away from	
ab-	prefix	from, away, away from	
-able	suffix	able to, can be done	adjective
-ade	suffix		noun or verb
-age	suffix		noun
-an	suffix	like, resembling, similar to	noun
-ance	suffix		noun
ant-	prefix	before, prior to	
-ant	suffix	person who	noun
ap-	prefix	from, away, away from	
apo	Greek combining form	away from, separate	
archy	Greek combining form	govern, rule	
-ate	suffix		adjective
-ate	suffix	to do, to make	verb
cap	Latin root	to take, to receive	
cata	Greek combining form	down, under	
ceal	Latin root	to hide, hidden	
cess	Latin root	to be in motion, to go away	
cid	Latin root	to fall, to befall	
clypt	Greek combining form	cover, hide, conceal	
co-	prefix	together, with	
com-	prefix	together, with	
con-	prefix	together, with	
cor-	prefix	heart	
cracy	Greek combining form	to govern, to rule	
cur	Latin root	to care for, to give attention to	
de-	prefix	completely	
de-	prefix	down	
de-	prefix	opposite of	
demn	Latin root	to harm, to punish	

demo	Greek combining form	people, population	
dent	Latin root	tooth, teeth	
dict	Latin root	talk, speak, declare	
dign	Latin root	worthy of respect	
-ed	inflectional ending		past tense verb
-ed	suffix		adjective
em	Greek combining form	in, inward	
emp	Latin root	to take, to take up	
-en	suffix		adjective
-ence	suffix		noun
-ent	suffix		adjective
-er	suffix	a person that does something	noun
-ery	suffix	denoting occupation or business	noun
ex-	prefix	out, upward, complete, remove from	
fect	Latin root	to make, to do, to build	
fic	Latin root	to make, to do, to build	
fore-	prefix	before	
fort	Latin root	bravery, power, strength	
front	Latin root	forehead, brow	
fuge	Latin root	drive away, flee, run away	
-ful	suffix	full of	
gen	Latin root	line of descent, origin	
gno	Latin root	know, learn, discern	
grade	Latin root	walk, step, move around	
gress	Latin root	walk, step, move around	
habit	Latin root	dwel, live	
hum	Latin root	human beings, mankind	
-ible	suffix	able to, can be done	adjective
-ic	suffix		adjective
-ice	suffix		noun
im-	prefix	not	
in-	prefix	not	
in-	prefix	in, into, within	

-ish	suffix		verb
-ism	suffix	belief in, practice of	noun
-ist	suffix	one who believes in, one who is engaged in	noun
-ity	suffix		noun
-ive	suffix		adjective or noun
-lative	suffix	bear, carry	
-le	suffix	little, small	noun
liber	Latin root	free	
luxur	Latin root	excess, abundance	
-ly	suffix		
mal	Latin root	bad	
-ment	suffix		noun
merg	Latin root	to dip, immerse, plunge	
mirac	Latin root	to wonder at, wonder, cause to smile	
mit	Latin root	let go, sent	
mon / mono	Greek combining form	one, alone, single	
monu	Latin root	warn, remind, advise	
-mony	suffix		noun
mors	Latin root	bite, biting	
nat	Latin root	born, birth	
-ness	suffix		noun
noc	Latin root	injure, hurt	
oleo	Latin root	to destroy, to die out	
omen	Latin root	to indicate something is going to happen	
optim	Latin root	best, exceptionally good	
-or	suffix	person who	noun
-ous	suffix		adjective
pac	Latin root	peace	
par	Latin root	to get ready, to prepare	
pass	Latin root	suffering, feeling, enduring	
pathy	Greek combining form	feeling, perception	
pend	Latin root	weight, to cause to hang down	

per-	prefix	through, across, over	
persever	Latin root	continue, persist	
pessim	Latin root	bad, worst	
ple	Latin root	fill, full	
plic	Latin root	to fold, bend, curve	
plu	Latin root	more, many	
poss	Latin root	power, strength, ability	
pre-	prefix	before	
preci	Latin root	prize, reward, value	
prehens	Latin root	reach, attain, hold	
priv	Latin root	belonging to an individual, not for the public	
pro-	prefix	before, forward	
prov	Latin root	upright, good, honest	
re-	prefix	back, again	
reg	Latin root	to direct, to rule	
render	Latin root	to give back, restore	
rupt	Latin root	break, tear	
-s	inflectional ending		plural noun
sati	Latin root	enough	
se-	prefix	by itself, aside, apart from	
seri	Latin root	important	
serve	Latin root	to watch, to keep safe	
-sion	suffix		noun
solen	Latin root	be accustomed	
spec / spect	Latin root	to see, look at, behold	
sper / spair	Latin root	hope	
spirat	Latin root	breath of life, mind, soul	
stereo	Greek combining form	solid, firm, hard	
stroph	Greek combining form	turn, twist, bend	
struct	Latin root	to build	
sub-	prefix	under, below, beneath	
sur-	prefix	on top, over, higher	

sym	Greek combining form	with, together	
termin	Latin root	end, last	
testi	Latin root	witness, one who stands by	
-tion	suffix		noun
tonous	Greek combining form	sound	
type	Greek combining form	an impression, a mark	
un-	prefix	not	
-ure	suffix		verb
vid	Latin root	see	
vinc	Latin root	conquer, overcome	
viol	Latin root	force, injure, dishonor	
vive	Latin root	life, alive	
-y	suffix		adjective

Vocabulary: Making Connections

Target Word:

ember

Context:

“...[the flame] burned brightly for a moment, and then sputtered out.”
(ember is inferred, p. 189)

What it is...

What it is not...

I'd probably find this word in these contexts (places, events, people, situations):

Text to World

I'll remember this word by connecting it to:

(word, phrase, sketch)

Vocabulary: Making Connections

Target Word:

apocalypse

Context:

“There may be no one left in the city by then, or no safe place for them to come back to.”
(apocalypse is inferred, p. 2)

What it is...

What it is not...

I'd probably find this word in these contexts (places, events, people, situations):

Text to World

I'll remember this word by connecting it to:

(word, phrase, sketch)

Vocabulary: Contrasts

Context:

“When the city of Ember was built and not yet inhabited, the chief builder and the assistant builder...sat down to speak of the future.” (p. 1)

Target Words:

inhabited vs. uninhabited

What it is...

What it is...

I'll remember this word by:

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I'll remember this word by:

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Vocabulary: Making Connections

Target Word:

threatened

Context:

“The lights go out all the time now! And the shortages, there’s shortages of everything!
If no one does anything about it, something terrible is going to happen!”
(threatened is inferred, p. 13)

What it is...

What it is not...

I’d probably find this word in these contexts (places, events, people, situations):

Text to World

I’ll remember this word by connecting it to:

(word, phrase, sketch)

Vocabulary: Contrasts

Context:

“Lina thought of the rumor she had heard about light bulbs: that some kinds were completely gone. She was used to shortages of things...” (p. 18)

“When Ember was a young city, the storerooms were full. They had everything the citizens could want—so much it seemed the supplies would never run out...their dusty shelves stood mostly empty now.” (surplus vs. shortage is inferred, pp. 100–101)

Target Words:

shortage vs. surplus

What it is...

What it is...

I'll remember this word by:

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I'll remember this word by:

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Vocabulary: Contrasts

Context:

“She looked so free and happy...But how could [Lina] be so lighthearted when everything was falling apart?” (pp. 48–49)

“What was wrong with Doon? Why was he so upset? He was taking things too seriously, as he always did.” (p. 13)

Target Words:

lighthearted vs. serious

What it is...

What it is...

I'll remember this word by:

I'll remember this word by:

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Vocabulary: Making Connections

Target Word:

prosper

Context:

“Ember will prosper if all citizens do their best.” (p. 13)

What it is...

What it is not...

I'd probably find this word in these contexts (places, events, people, situations):

Text to World

I'll remember this word by connecting it to:

(word, phrase, sketch)

Vocabulary: Making Connections

Target Word:

curious

Context:

“‘I was just curious,’ said Lina. ‘I wanted to see the city from the roof.’” (p. 37)

“He wasn’t going to wait for special permission to see the generator. He was pretty sure he could find a way to get in on his own, and he did...What was the power that ran through the wires and into the light bulbs? Where did it come from?” (curious is inferred, pp. 45–47)

What it is...

What it is not...

I’d probably find this word in these contexts (places, events, people, situations):

Text to World

I’ll remember this word by connecting it to:

(word, phrase, sketch)

Vocabulary: Making Connections

Target Word:

foresight

Context:

“The citizens of Ember may not have luxuries, but the foresight of the Builders, who filled the storerooms at the beginning of time, has ensured that they will always have enough, and enough is all that a person of wisdom needs.” (p. 34)

What it is...

What it is not...

I'd probably find this word in these contexts (places, events, people, situations):

Text to World

I'll remember this word by connecting it to:

(word, phrase, sketch)

Vocabulary: Making Connections

Target Word:

ominous

Context:

“Everyone who had tried to penetrate the Unknown Regions had come back within a few hours, their enterprise a failure.” (ominous is inferred, p. 66)

“There is nothing, nothing, nothing, there! Did you think something out there could save us? Ha! No hope for us out there, oh no! No hope, no hope!”
(ominous is inferred, pp. 73–74)

What it is...

What it is not...

I'd probably find this word in these contexts (places, events, people, situations):

Text to World

I'll remember this word by connecting it to:

(word, phrase, sketch)

Vocabulary: Contrasts

Context:

“The citizens of Ember may not have luxuries, but the foresight of the Builders, who filled the storerooms at the beginning of time, has ensured that they will always have enough.” (p. 34)

“Granny’s only coat was full of holes and coming apart at the seams. But Granny rarely went out, Lina told herself. She didn’t really need a new coat, did she?” (p. 72)

Target Words:

luxury vs. need

What it is...

What it is...

I’ll remember this word by:

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I’ll remember this word by:

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Vocabulary: Contrasts

Context:

“In days past, the machines themselves had whirled the clothes around, but not one of them worked anymore.” (progress vs. regress is inferred, p. 73)

Target Words:

progress vs. regress

What it is...

What it is...

I'll remember this word by:

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I'll remember this word by:

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Vocabulary: Making Connections

Target Word:

shame

Context:

“When she held [the colored pencils], she remembered the powerful wanting she had felt in that dusty store, and the feeling of it was mixed with fear and shame and darkness.” (p. 83)

What it is...

What it is not...

I'd probably find this word in these contexts (places, events, people, situations):

Text to World

I'll remember this word by connecting it to:

(word, phrase, sketch)

Vocabulary: Making Connections

Target Word:

incomprehensible

Context:

“The mayor’s voice kept coming in blasts of incomprehensible sound...” (p. 87)

“Lina could only make sense of a few words here and there.” (incomprehensible is inferred, p. 95)

What it is...

What it is not...

I’d probably find this word in these contexts (places, events, people, situations):

Text to World

I’ll remember this word by connecting it to:

(word, phrase, sketch)

Vocabulary: Making Connections

Target Word:

apathetic

Context:

“There is nowhere but here. Never mind...Don’t think about it. Throw it away. Forget about your little puzzle project. Lie down and take a nap.” (apathetic is inferred, pp. 98–100)

“Lizzie never had been much interested in anything written on paper.” (apathetic is inferred, p. 106)

What it is...

What it is not...

I’d probably find this word in these contexts (places, events, people, situations):

Text to World

I’ll remember this word by connecting it to:

(word, phrase, sketch)

Vocabulary: Contrasts

Context:

“She pictured how he used to bend over his work at school. He was curious. He paid attention to things. And he cared about things too.” (wise is inferred, p. 111)

“[Clary] was strong but shy, a person of much knowledge and but few words.”
(wise is inferred, p. 60)

“The mayor is a fool, don’t you think? If he really has a solution, he should have told us. He shouldn’t pretend he has solutions when he doesn’t.” (p. 88)

Target Words:

wise vs. foolish

What it is...

What it is...

I’ll remember this word by:

I’ll remember this word by:

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Vocabulary: Making Connections

Target Word:

naïve

Context:

“In the pictures she’d done with regular pencils, the sky was its true color, black. But this time she made it blue...Wouldn’t it be strange, she thought, to have a blue sky?” (naïve is inferred, p. 136)

What it is...

What it is not...

I’d probably find this word in these contexts (places, events, people, situations):

Text to World

I’ll remember this word by connecting it to:

(word, phrase, sketch)

Vocabulary: Making Connections

Target Word:

pacifism

Context:

“Einstein’s intellect, coupled with his strong passion for social justice and dedication to pacifism, left the world with infinite knowledge and pioneering moral leadership.” (“Einstein: Biography”)

What it is...

What it is not...

I’d probably find this word in these contexts (places, events, people, situations):

Text to World

I’ll remember this word by connecting it to:

(word, phrase, sketch)

Vocabulary: Making Connections

Target Word:

indulge

Context:

“She opened the cans and they had a feast: creamed corn with their stew, and peaches for dessert. It was the best meal Lina had had in a very long time...” (indulge is inferred, p. 148)

What it is...

What it is not...

I'd probably find this word in these contexts (places, events, people, situations):

Text to World

I'll remember this word by connecting it to:

(word, phrase, sketch)

Vocabulary: Making Connections

Target Word:

confront

Context:

“You have to tell me where you got those cans. Tell me the truth.”
(confront is inferred, p. 149)

What it is...

What it is not...

I'd probably find this word in these contexts (places, events, people, situations):

Text to World

I'll remember this word by connecting it to:

(word, phrase, sketch)

Vocabulary: Making Connections

Target Word:

corrupt

Context:

“That’s the solution he keeps telling us about. It’s a solution for him, not the rest of us. He gets everything he needs, and we get the leftovers. He doesn’t care about this city. All he cares about is his fat stomach.” (corrupt is inferred, pp. 158–159)

What it is...

What it is not...

I’d probably find this word in these contexts (places, events, people, situations):

Text to World

I’ll remember this word by connecting it to:

(word, phrase, sketch)

Vocabulary: Making Connections

Target Word:

insatiable

Context:

“Everyone has some darkness inside. It’s like a hungry creature. It wants and wants and wants with a terrible power. And the more you give it, the bigger and hungrier it gets.” (insatiable is inferred, p. 168)

“For a moment, [Lina] felt sorry for the mayor. His hunger had grown so big it could never be satisfied. His huge body couldn’t contain it. It made him forget everything else.” (insatiable is inferred, p. 168)

What it is...

What it is not...

I’d probably find this word in these contexts (places, events, people, situations):

Text to World

I’ll remember this word by connecting it to:

(word, phrase, sketch)

***The City of Ember* Highlighting Directions and Labels for the Instructor's Book**

The following pages consist of directions for preparing the teacher copy of *The City of Ember*. Some teachers may find these highlights and labels helpful when conducting lessons. Begin by putting the labels in the book, then highlight.

To print the labels, use file folder labels such as Avery #8066 or Avery template #5366. Or, use clear, full-sheet labels such as Avery #18665 and cut them to fit. Then, follow the directions on the additional page to insert labels into your book.

When highlighting, I suggest using gel highlighters because they will not bleed to the other side of the page. You will need a pink, a yellow, and an orange highlighter.

THE CITY OF EMBER LABEL INSERT DIRECTIONS FOR THE INSTRUCTOR'S BOOK

ITEM	PAGE #	LOCATION
Color Key	1	Top of page
Day 3	1	Top of page
I—apocalypse	2	Near, “There may be no one left in the city by then or no safe place for them to come back to.”
Day 4	4	Top of page
Day 5	11	Near, “So as Vindie sat down—even before the mayor could say ‘Next’—she stood up and stepped forward.”
I—threatened	13	Near, “If no one does anything about it, something terrible is going to happen.”
Day 6	18	Near, “As she turned onto Budloe Street, she sped up again.”
Day 7	23	Near, “Taking Poppy with her, Lina went out of the shop and climbed the stairs to their apartment.”
Day 8	27	Top of page
Day 9	40	Top of page
I—curious	45	Near, “He wasn’t going to wait for special permission to see the generator.”
Day 10	49	Near, “He headed for home.”
Day 10	51	Near, “ ‘How’s the worm?’ he asked.”
Day 11	54	Top of page
I—wise	60	Near, “She was strong but shy, a person of much knowledge but few words.”
I—ominous	66	Near, “Everyone who had tried to penetrate the Unknown Regions had come back within a few hours, their enterprise a failure.”

Day 12	67	Near, “What do you think is in the Unknown Regions, Clary?”
Day 14	70	Top of page
I—progress vs. regress	73	Near, “In days past, the machines themselves had whirled the clothes around, but not one of them worked anymore.”
I—ominous	73	Near, “The darkness sucks your breath out! No hope for us...”
Day 16	74	Near, “At first it looked closed.”
Day 17	84	Top of page
I—incomprehensible	95	Near, “Lina could make sense of only a few words here and there.”
Day 18	96	Near, “When the lights went on in the morning, she had a few minutes before Poppy wakened to work at the puzzle.”
I—apathetic	98	Near, “ ‘There <i>is</i> nowhere but here,’ she said.”
I—shortage vs. surplus	100	Near, “When Ember was a young city, the storerooms were full.”
I—apathetic	106	Near, “Lizzie never had been much interested in anything that was written on paper.”
Day 19	108	Near, “Several days went by.”
I—wise	111	Near, “She pictured how he used to bend over his work at school, holding his pencil in a hard grip, and how, during free time, he was usually off by himself in a corner studying a moth or a worm or a taken-apart clock.”
Day 20	113	Top of page
Day 21	121	Top of page
Day 22	132	Top of page
I—naïve	136	Near, “Wouldn’t it be strange, she thought, to have a blue sky?”

***THE CITY OF EMBER* LABEL INSERT DIRECTIONS FOR THE INSTRUCTOR'S BOOK (CONT.)**

Day 27	140	Top of page
I—indulge	148	Near, “It was the best meal Lina had had in a very long time—but her enjoyment of it was tainted just a little by the question of where it had come from.”
Day 28	148	Near, “The next morning, Lina headed for Broad Street.”
I—confront	149	Near, “ ‘Tell me the truth.’ She gave a yank on the end of the scarf.”
Day 30	155	Top of page
I—corrupt	158	Near, “He gets everything he needs, and we get the leftovers.”
Day 31	166	Top of page
I—insatiable	168	Near, “And the more you give it, the bigger and hungrier it gets.”
I—insatiable	168	Near, “It made him forget everything else.”
Day 32	178	Top of page
I—ember	189	Near, “It landed on the floor a few feet off, where it burned brightly for a moment and then sputtered out.”
Day 34	193	Top of page
Day 35	213	Top of page
Day 36	226	Top of page
Day 37	250	Top of page

THE CITY OF EMBER HIGHLIGHTING DIRECTIONS FOR THE INSTRUCTOR'S BOOK

Pink = Teacher Modeling Yellow = Guided Practice Orange = Vocabulary

COLOR	PAGE #	WORD OR SENTENCE
Orange	1	inhabited
Pink	1	“It should be. We can’t know for sure.”
Orange	2	Label: I—apocalypse
Yellow	2	“There may be no one left in the city by then or no safe place for them to come back to.”
Yellow	3	“There it sat, unnoticed, year after year, until its time arrived, and the lock quietly clicked open.”
Pink	5	“...that someday the lights of the city might go out and never come back on.”
Pink	5	“They were waiting.”
Yellow	6	“She made this picture as bright and real as she could.”
Yellow	9	“ ‘Next,’ said the mayor.”
Yellow	11	“So as Vindie sat down—even before the mayor could say ‘Next,’—she stood up and stepped forward.”
Orange	13	prosper
Pink	13	“If no one does anything about it, something terrible is going to happen.”
Orange	13	Label: I—threatened
Orange	13	seriously
Yellow	16	“She took the steps three at a time and sped down Broad Street for home.”
Orange	18	shortages
Yellow	18	“She pushed the thought away.”

THE CITY OF EMBER HIGHLIGHTING DIRECTIONS FOR THE INSTRUCTOR'S BOOK (CONT.)

Pink	19	“ ‘I didn’t say I’d climb to the top,’ she explained. ‘I just said I’d climb it.’ ”
Yellow	21	“Lina was friends with Vindie Chance, Orly Gordon, and most of all, red-haired Lizzie Bisco, who could run almost as fast as Lina and could talk three times faster.”
Yellow	22	“Messenger, that’s a grand job! You’ll be good at it.”
Yellow	23	“ ‘You’ll be a famous messenger,’ said Granny. ‘Fast and famous.’ ”
Pink	24	“They made the best possible use with what they had.”
Yellow	26	“Sometimes she longed to go there and take everyone in Ember with her.”
Yellow	26	“ ‘Don’t worry,’ she said. ‘Everything will be all right.’ ”
Pink	30	“Mrs. Polster did not seem to find this amusing.”
Yellow	31	“She wished she could bring all of them the good news they so desperately wanted to hear.”
Orange	34	luxuries
Orange	34	foresight
Underline	35	“As long as the clock’s deep boom rang out every hour, and the lights went on and off more or less regularly, it didn’t seem to matter.”
Underline	35	“His cheeks were long and hollow, his mouth turned down at the corners, and there was a lost look in his eyes.”
Yellow	37	“She waved at the crowd and did a few steps from the Bugfoot Scurry Dance, which she’d learned on Cloving Square Dance Day, and they laughed and shouted some more.”
Orange	37	curious
Orange	37	curiosity
Yellow	39	“Walking fast, he headed for home.”

Pink	45	“He cast a quick glance upward, as if all that weight might collapse onto his head.”
Orange	45	Label: I—curious
Yellow	46	“Before the door could close again, Doon slipped inside.”
Orange	49	lighthearted
Yellow	49	“But how could she be so lighthearted when everything was falling apart?”
Pink	51	“ ‘Why don’t you tell me about it,’ he said.”
Yellow	51	“Then you’ll know what no one else knows, and that’s always useful.”
Underline	52	“If he put them in a box, they scrambled around for a few days and then died.”
Yellow	53	“I have to. I just have to.”
Pink	56	“But for some reason, the story had taken root in Granny’s mind.”
Orange	60	Label: I—wise
Yellow	61	“ ‘I would, too,’ said Clary.”
Yellow	64	“ ‘Never mind,’ said Clary. ‘You’re all right now. Lina, get him some water.’ ”
Orange	66	Label: I—ominous
Pink	67	“Sadge looked limp and small between them.”
Mark	67	Somehow mark that Day 12 begins where it says, “What do you think is out in the Unknown Regions, Clary?”
Pink	67	“They were a deep brown, almost the color of the earth in the garden bed.”
Yellow	68	“She brushed her hands together in a time-to-get-back-to-work way.”
Yellow	69	“Instead, she just said goodbye and raced back toward the city.”
Orange	72	need
Pink	72	“She could probably get a coat for Granny <i>and</i> some pencils.”

THE CITY OF EMBER HIGHLIGHTING DIRECTIONS FOR THE INSTRUCTOR'S BOOK (CONT.)

Orange	73	Label: I—progress vs. regress
Yellow	73	“Moving fast, Lina threaded her way among them.”
Orange	73	Label: I—ominous
Yellow	74	“This must be the one, she thought.”
Pink	77	“But these colors—they were as bright as the leaves and flowers in the greenhouse.”
Yellow	78	“But she thought of Poppy alone in the blackness, and her legs went weak. <i>I must find her.</i> ”
Yellow	80	“Trembling, her mind a wordless whirl of dread, she waited.”
Yellow	81	“I’ve got you, don’t worry.”
Orange	83	shame
Yellow	83	“When she held them, she remembered the powerful wanting she had felt in that dusty store, and the feeling of it was mixed up with fear and shame and darkness.”
Pink	87	“Their cry became a chorus, louder and louder.”
Orange	87	incomprehensible
Orange	88	fool
Yellow	89	“He can’t possibly understand.”
Yellow	91	“There was nothing inside at all.”
Orange	95	Label: I—incomprehensible
Yellow	96	“That would change everything.”
Orange	98	Label: I—apathetic
Pink	100	“She raised a hand good-bye and went down the stairs.”
Orange	100	Label: I—surplus vs. shortage

Yellow	102	“Today’s children, if they were to tour the storerooms, would feel afraid.”
Orange	106	Label: I—apathetic
Yellow	106	“Come and see me again soon, all right? I get so bored in that office.”
Yellow	108	“Then, feeling that she had done her duty, she went off to her station.”
Pink	109	“Maybe he’d gotten it and paid no attention.”
Yellow	111	“Maybe her city was real after all, and these were instructions for finding it!”
Orange	111	Label: I—wise
Yellow	112	“She would find him tomorrow and ask for his help.”
Pink	115	“I didn’t mean to hurt you.”
Yellow	117	“So on his day off one Thursday, he went to the Ember Library to look up fire.”
Yellow	120	“He put the book back on the shelf and was about to leave when the door of the library opened, and Lina Mayfleet came in.”
Pink	125	“Maybe. Or a door that leads to <i>something</i> important, even if it isn’t that.”
Yellow	126	“Okay. Tomorrow.”
Yellow	130	“In a few seconds, he had vanished into the shadows.”
Yellow	131	“Maybe it wasn’t the door out of Ember, but it was a mystery nevertheless—a mystery connected, she was sure, to the bigger mystery they were trying to solve.”
Pink	134	“Though she didn’t want to, she also remembered the evening when her father let out one last short breath and didn’t take another, and the morning a few months later when Dr. Tower emerged from her mother’s bedroom with a crying baby and a face that was heavy with bad news.”
Orange	136	Label: I—naïve
Yellow	136	“It would be beautiful—a blue sky.”

THE CITY OF EMBER HIGHLIGHTING DIRECTIONS FOR THE INSTRUCTOR'S BOOK (CONT.)

Yellow	139	“She found her very pale and very still, all the life gone out of her.”
Pink	141	“The day had a strange but comforting feel to it, like a rest between the end of one time and the beginning of another.”
Yellow	144	“I am not ready yet to be alone in the world, she thought.”
Yellow	148	“It was the best meal Lina had had in a very long time—but her enjoyment of it was tainted just a little by the question of where it had come from.”
Orange	148	Label: I—indulge
Orange	149	Label: I—confront
Pink	151	“He has a whole box of colored pencils.”
Yellow	153	“ ‘I don’t think it’s fair,’ said Lina.”
Yellow	154	“ ‘Thanks anyway,’ said Lina, and she set off across Torrick Square, walking fast at first and then breaking into a run.”
Orange	158	Label: I—corrupt
Pink	159	“I have something to tell you, too.”
Yellow	161	“ ‘But the mayor is the one committing the crime,’ said Doon.”
Yellow	165	“Before the door swung closed, she saw the chief guard striding toward the reception desk, where Barton Snode was standing up, leaning forward, his eyes shining with important news.”
Orange	168	Label: I—insatiable
Orange	168	Label: I—insatiable
Pink	168	“It made him forget everything else.”
Yellow	171	“The title of this document is ‘Instructions for Egress.’ ”
Yellow	175	“ ‘Come again tomorrow,’ said Lina. ‘And while you’re at work, look for the rock marked with E.’ ”

Yellow	177	“His eyes flew open in the dark, his heart began to hammer, and he gave up on sleeping and lay in a state of terrible impatience for the rest of the night.”
Pink	179	“He must be thinking the same way as Looper: everything was hopeless anyhow, so he’d live it up while he could.”
Orange	189	Label: I—ember
Yellow	190	“All Lina’s excitement flooded back. ‘And now, and now—’ she said, ‘we can go back into the room and see what’s there.’ ”
Yellow	192	“To leave Ember, they must go on the river.”
Pink	196	“Racing thoughts kept Doon awake almost until morning.”
Yellow	199	“The power that ran the city of Ember was feeble by comparison—and about to run out.”
Yellow	202	“Through it all, she would hold tight to Poppy so no harm could come to her.”
Yellow	212	“They won’t catch her, he thought. I’m sure they won’t catch her.”
Yellow	219	“The lights went out.”
Yellow	222	“How could she take her on a journey of such danger?”
Yellow	223	“She waited.”
Yellow	225	“As soon as she spotted Mrs. Murdo and Poppy on their way home, she’d put it into action.”

Day 3—Good readers think about what events are important, as they read. They use clues in the text to infer important events.

Day 5—Good readers identify the problem in the story and consider how the main character hopes to solve the problem.

Day 7—Good readers continue to pay attention to the setting of the story and compare the real world to Ember.

Day 9—Good readers focus on the main character when reading science fiction and infer character traits.

Day 10—Good readers focus on the author’s purposeful craft (analogy).

Day 12—Good readers notice when the author or main character asks a question and stop to consider answers to those questions.

Day 16—Good readers don’t just visualize to understand the story; they also take on the feelings of the characters.

Day 18—Good readers use text evidence to support predictions.

Day 20—Good readers continue to focus on the main character when reading science fiction and infer character traits.

Day 22—Good readers continue to feel empathy for the main character.

Day 28—Good readers consider the main character’s beliefs about right and wrong and evaluate those beliefs.

Day 31—Good readers gather evidence from the text that supports a line of thinking.

Day 4—Good readers pay attention to the setting of the story. Today we will be visualizing the setting and comparing the future setting of Ember to the present-day world.

Day 6—Good readers use comprehension strategies to identify important characters and infer character traits.

Day 8—Good readers focus on the main character when reading science fiction and infer character traits.

Day 10—Good readers continue to use comprehension strategies to identify important characters and infer character traits.

Day 11—Good readers identify the problems in the story and consider how the problems might be solved.

Day 14-- Good readers continue to pay attention to the setting of the story and compare the real world to Ember.

Day 17—Good readers make predictions based on what they know about the genre.

Day 19—Good readers continue to use text evidence to support predictions.

Day 21—Good readers continue to use text evidence to support predictions.

Day 27—Good readers recognize the author’s use of foreshadowing and use these big clues to help them make predictions.

Day 30—Good readers continue to consider the main character’s beliefs about right and wrong and evaluate those beliefs.

Day 32—Good readers, as they approach the end of the third quadrant of the book, look for the turning point in the story.

Day 35—Good readers continue to use the turning point to think about how the story will end.

Day 37—Good readers, as they reach the end, evaluate how the author ends the story.

I—threatened

I—surplus vs. shortage

I—ominous

I—progress vs. regress

I—apathetic

I—wise

I—indulge

I—confront

I—insatiable

Day 34—Good readers also use the turning point to think about how the story will end.

Day 36—Good readers, once they reach the turning point, read without interruption to the end, in order to enjoy the satisfying feeling of finishing a book.

I—ember

I—apocalypse

I—curious

I—ominous

I—incomprehensible

I—apathetic

I—wise

I—naïve

I—corrupt

I—insatiable

Color Key:

Pink = Model

Yellow = Guided Practice

Orange = Vocabulary



Literacy Publications & Consulting

Contact Sarah Collinge

Sarah offers workshops, seminars, consulting and coaching to schools throughout the United States.

Visit her Web site at **www.readsidebyside.com** to invite her to your building, district or region.

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Additional Publications

Sarah has also written C. I. A. units for other grade levels.

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