

Vocabulary Handbook

Poppy
by Avi

Name: _____

	WORD PART	MEANING	PART OF SPEECH
-able	suffix	able to, can be done	adjective
ac-	prefix	to, toward	
ad-	prefix	toward	
-age	suffix		noun or verb
agit	root	to shake up, to act, to lead	
-al	suffix		adjective
-ar	suffix		adjective
-ary	suffix		adjective
-ate	suffix		verb
bat	root	attack	
bellis	root	beauty	
ceal	root	hide, hidden, secret	
civ (cit)	root	city; person inhabiting a city	
clud	root	shut out	
com-	prefix	with, together	
commu	root	common, public, people	
con-	prefix	with, together	
contra-	prefix	against, opposed to	
cour	root	heart	
cris	root	to separate, pull apart	
cuse (caus)	root	cause, reason, purpose	
de-	prefix	down; completely; undo	
dict	root	to talk, speak, tell	
dis-	prefix	not; opposite of	
divid	root	separate	
-ed	suffix		past tense verb or adjective
em-	prefix	into	
en-	prefix	to provide with	
-en	suffix		verb
-ence	suffix		noun
equ	root	same, fair	
ex-	prefix	out, out from, away	
extra-	prefix	beyond	
fac	root	to make, do, cause	

famil	root	close relationship	
fend	root	guard, protect	
fi	root	to make, to cause	
fid	root	belief, trust, faith	
flict (flic, flig)	root	to strike, to destroy	
flu	root	flowing, moving smoothly	
fort	root	well-being, safety, strength	
-ful	suffix	full of	adjective
greg	root	come together, gather	
gener	root	kind	
-ic	suffix		adjective
-ice	suffix		noun
-il	suffix		adjective
in-	prefix	not; toward; inside	
-ing	suffix		present tense verb
-is	suffix		noun
-ism	suffix	belief in, practice of	noun
-ity	suffix		noun
ject	root	throw	
jud	root	to judge	
-ly	suffix		adjective or adverb
-ment	suffix		noun
mire (mira, mirac)	root	to wonder at	
noc	root	to harm, to injure	
-or	suffix	someone who	noun
ordin	root	order	
-ory	suffix	a place	noun
-ous	suffix		adjective
pathy	combining form	feeling, perception	
per-	prefix	through, across	
peril	root	danger	
pleas (plac)	root	to please, peacefulness	
pre-	prefix	before	
press	root	to push down	
pro-	prefix	on behalf of, to go before, to go in front of	

re-	prefix	back, again	
render	root	to give up	
-s	suffix	more than one	plural noun present tense verb
sacr	root	sacred, holy, religious	
satis	root	enough	
sci	root	knowledge, to know	
se-	root	apart from, by yourself	
senti	root	feeling	
sequ	root	follow, following	
sist	root	stand firm	
spic (spec)	root	to see, to look at	
spir (spira)	root	breath of life, soul, spirit	
sub-	prefix	under	
sur-	prefix	above	
sus-	prefix	under	
sym	combining form	with, together	
tali	root	punishment, payment in kind	
tect	root	to cover	
terri (terra)	root	land	
test (testi)	root	witness, one who stands by	
-tion	suffix		noun
un-	prefix	not	
-ure	suffix		noun
vant (vance)	root	move forward	
venge	root	to punish, to inflict damage	
vic (vinc, vict)	root	conquer, win	
volu (volv)	root	bend, turn, turn around	
vulner	root	able to get hurt	
-y	suffix		adjective

Vocabulary: Contrasts

Context:

“With his piercing gaze, [Mr. Ocax] surveyed the lands he called his own, watching for the creatures he considered his subjects.” (blurb)

“The territory around Dimwood *belongs* to him. Mr. Ocax is king.”
(A: p. 10; H: p. 10)

Target Words:

subjects vs. king

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:

When reading fantasy stories, readers can expect one character in the story to be a hero, and one character in the story to be a villain.

“The Gray House mice need a hero. To lead her family to a better life, will Poppy battle Mr. Ocax to the end?” (blurb)

Target Words:

hero vs. villain

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:

consequences

Context:

“ ‘It’s not as if I haven’t warned these mice,’ Mr. Ocax murmured to himself. ‘If they will move without my permission, they have only themselves to blame for the consequences.’ ” (A: p. 3; H: p. 3)

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:

satisfaction

Context:

“Of all the creatures the owl hunted, he enjoyed the mice the most...Mr. Ocax found deep satisfaction in having others afraid of him.” (A: p. 2; H: p. 2)

“The mouse disappeared down his throat, earring and all. His hunger momentarily satisfied, Mr. Ocax tilted back his head and let forth a long, low cry of triumph.”
(A: p. 6; H: p. 8)

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:

persistence

Context:

“[Ragweed] was always asking for answers...Poppy admired Ragweed’s persistence.” (A: p. 11; H: p. 11)

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:

protects

Context:

“Mr. Ocax protects us from creatures that eat us...Raccoons, foxes, skunks, weasels, stoats... Most importantly he protects us from porcupines...Porcupines are our particular enemies.”
(A: p. 11; H: p. 11)

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:

territory

Context:

“The territory around Dimwood belongs to him. Mr. Ocax is king.”
(A: p. 10; H: p. 10)

“If there was one thing the owl hated more than a creature who neglected to ask permission to move about the territory, it was a creature who escaped punishment for not asking.”
(A: p. 17; H: p. 17)

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:

avenge

Context:

“How dare this mouse—this Poppy—escape! As Mr. Ocax sailed deep into Dimwood toward his secret lair, he vowed to avenge himself.” (A: p. 22; H: p. 22)

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:

crisis

Context:

“A red flag was her father’s signal that the entire clan needed to gather for an emergency meeting. Something else of grave importance must have occurred.”
(crisis is inferred, A: pp. 23–24; H: p. 24)

“But where’s Ragweed? Wasn’t he with you? Do you think he’ll have the common decency, not to mention the courtesy, to consider joining us at this moment of crisis?” (A: p. 25; H: p. 25)

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:

“Poppy paused to look at her parents. Certain they would not be sympathetic, she decided to skip some parts of her story.” (A: p. 32; H: p. 32)

Target Words:

sympathetic vs. unsympathetic

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:

honor

Context:

“Straight and loyal. I admire that in a young mouse. Therefore, I have selected you, by way of a reward—and it is a grand one...I know it’s an unlooked-for honor.”
(A: p. 31; H: p. 31)

“Above all, remember, it’s an honor that you were selected to go.”
(A: p. 38; H: p. 38)

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:

generosity

Context:

“Mr. Ocax, famous for his kindness, generosity, and compassion...” (A: p. 52; H: p. 52)

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:

guilty conscience

Context:

“She kept asking herself why she had ever gone to the hill with Ragweed without asking permission. She knew better. Look at all the trouble she’d caused. Just then she hated herself for having loved Ragweed.” (guilty conscience is inferred, A: pp. 57–58; H: pp. 57–58)

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:

sacrifice

Context:

“Then, too, there was [Mr. Oca’s] hint that he would change his mind if she sacrificed herself. The mere hint of such a thing gave Poppy the horrors. She drew herself into a tighter ball.” (A: p. 61; H: p. 61)

“...if what she and Ragweed had done was the reason for keeping others from moving and being safe, maybe she should sacrifice herself. A tear trickled down her face, rolled to the end of a whisker, and dropped into her pillow.” (A: p. 61; H: p. 62)

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:

desire

Context:

“The graceful drift of clouds reminded Poppy of her secret desire, something she had never told anyone, not even Ragweed...her greatest desire was to be a ballroom dancer.” (A: pp. 72–73; H: pp. 72–73)

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:

confidence

Context:

“...she gave a leap and landed deftly on the first of the rocks, then the second, and the third.
On she jumped, gaining confidence as she progressed.”
(A: p. 77; H: p. 78)

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 considered going back. She wanted to. But then she thought about what would happen if she did return with nothing to report to Lungwort about Mr. Ocax. Life would be miserable. It was so hard to be courageous. So hard to be a coward. So much easier to do nothing. But if she did nothing, she would surely perish.”
(A: p. 87; H: p. 87)

Target Words:

courageous vs. cowardly

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:

contradict

Context:

“Poppy didn’t like to contradict her father, but she doubted Mr. Oca’s calls were a joke. She rather suspected the owl was trying to scare them.” (A: p. 44; H: p. 44)

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:

admire

Context:

“He was always asking for answers...Poppy admired his persistence.”
(A: p. 11; H: p. 11)

“‘I think Ragweed would have liked you,’ Poppy said with admiration.”
(A: p. 105; H: 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: Making Connections

Target Word:

hopeful

Context:

“The notion that the owl was afraid of anything gave Poppy considerable pleasure. Perhaps he was afraid of other things as well. Feeling more hopeful, Poppy returned to the log’s threshold to wait for Ereth.” (A: p. 109; H: p. 109)

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:

vulnerable

Context:

“Compared with the fallow fields the mice scoured near Gray House, the profusion of food here was a marvel. Was it this rich field that Mr. Ocaz wished to hide? Did he want her family to go hungry? All that searching for food out in the open did make them more vulnerable.” (A: p. 121; H: p. 122)

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 Handbook

The War with Grandpa
by Robert Kimmel Smith

Name: _____

Prefix List

PREFIX	DEFINITION
anti	against
con	with or together
de	opposite of / down
dis	not / opposite of
em	cause to
en	cause to
fore	before
il	not
im	not
in	not
inter	between / among
ir	not
mid	middle
mis	wrongly
non	not
over	in / into
pre	before
re	again
semi	half
sub	under
super	above
trans	across
un	not / opposite of

Roots List

ROOT	DEFINITION	ROOT	DEFINITION
audi	hear	port	bring or carry
auto	self	rupt	break
bio	life	scope	see
chrono	time	sect	cut or divide
cur	to run	senti	to feel
dict	say	struct	build
fer	carry	tele	far off
fix	fasten	tort	twist
flict	strike	tract	pull / drag
form	shape or form		
fus(e)	flow		
gen	give birth		
geo	earth		
graph	write		
ject	to throw		
jur, jus	law		
man	hand		
phon	sound		
photo	light		

Suffix List

SUFFIX	DEFINITION	SUFFIX	DEFINITION
able	can be done	ity	state of
al	having characteristics of	ive	adjective form of a noun
age	act / process	less	without
ation	act / process	ly	characteristic of
ative	adjective form of a noun	ment	action / process
ed	past tense	ness	state of / condition of
en	made of	or	person connected with
ence	noun form	ous	possessing the qualities of
eous	possessing the qualities of	s	plural
er	person connected with	tion	act / process
es	plural	ty	state of
est	comparative	y	characterized by
ful	full of		
ial	having characteristics of		
ible	can be done		
ic	having characteristics of		
ing	verb form / present participle		
ion	act / process		
ious	possessing the qualities of		
ition	act / process		
itive	adjective form of a noun		

Vocabulary: Making Connections

Target Word:

conflict

Context:

“Peter loves his grandpa but wants his room back. He has no choice but to declare war! With the help of his friends, Peter devises outrageous plans to make Grandpa surrender the room.”
(conflict is inferred in the blurb)

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:

true

Context:

“This is the true and real story of what happened when Grandpa came to live with us and took my room and how I went to war with him and him with me and what happened after that.” (p. 1)

“I’m not too proud about how I acted, but I’m going to write it anyway. Because it is true and real.”
(p. 11)

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:

sentimental

Context:

“I know how my room is in the morning, when the sun peeps over the roof of the Murphy house behind ours and comes in the venetian blinds...I know where every single thing is...I love it.”
(sentimental is inferred on pp. 9–10)

“All the good stuff was in [my toy cabinets]. All my board games...All my crayons in a plastic box... Old coloring books I use only when I am home sick...All my baseball cards...”
(sentimental is inferred on p. 22)

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:

“ ‘It’s not fair that Grandma died,’ Dad said. ‘It’s not fair that Grandpa is so sad and lonely. Life isn’t always fair, Pete.’ ” (p. 16)

Target Words:

fair vs. unfair

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:

comfortable

Context:

“ ‘We’ll try to make you as comfortable as possible on the third floor,’ Mom said.
‘Who knows? Maybe you’ll enjoy living up there.’ ” (p. 16)

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:

“That’s one of the big advantages of being a parent. You get to win the arguments.” (p. 17)

“I had that sinking feeling in my stomach the whole time we talked. I knew I was going to lose the argument.” (disadvantage is inferred on p. 18)

Target Words:

advantage vs. disadvantage

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:

unfamiliar

Context:

“Now my room looked weird. It didn’t look like my room anymore.
Laying on my bed, I began to think it wasn’t my room. Like I didn’t belong there.”
(unfamiliar is inferred on p. 23)

“Like I said before, in my old room I knew where everything was and how everything was
and there was nothing scary. But up here it was different.”
(unfamiliar is inferred on p. 27)

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:

depresseded

Context:

“ ‘There’s just no life in him,’ Mom said. ‘No life.’
‘It’s only a few months since she died,’ Dad said. ‘He’s very depressed. Give it time, hon.’ ” (p. 33)

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:

conceal

Context:

“[Zorro] had to conceal his identity, because to fight against the king meant certain death...
He hid his face behind a mask.” (p. 42)

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:

threaten

Context:

“THIS IS A WARNING. YOU HAVE 24 HOURS TO GIVE ME BACK WHAT IS MINE. OR ELSE WAR WILL BEGIN...P.S. THIS WAR IS BETWEEN YOU AND ME. DON'T TELL MY PARENTS OR I'LL NEVER TALK TO YOU AGAIN.” (threaten is inferred on p. 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:

cunning

Context:

“To win, you must launch daring attacks, defend yourself on all fronts,
and sweep across vast continents with boldness and cunning.”
(Risk “Introduction & Strategy Hints”)

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:

surrender

Context:

“With the help of his friends, Peter devises outrageous plans to make Grandpa surrender the room.”
(blurb)

“Surrender my room and the war will be over.” (p. 54)

“A war is a war, I thought, and it doesn’t end until one party surrenders.” (p. 66)

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:

“I think maybe you’re a little spoiled. Maybe because you’ve always had everything you want.”
(p. 62)

“...when I was a boy I had to sleep in the same bed as your uncle Dave. Bad times, Petey, very hard times...You don’t know about really wanting something, and doing without, do you?” (p. 63)

Target Words:

spoiled vs. wanting

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:

disagreementment

Context:

“This isn’t a war, it’s a disagreement. Maybe even a dispute. And what you’re doing is starting a family feud.” (p. 71)

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 only time you have to fight a war is when someone attacks you.
Then, and only then, you have a right to defend yourself.” (p. 72)

“Well, the guys went on and on for a while, saying some more *rorvish* things about Grandpa.
And I defended him.” (p. 85)

“‘Attack, attack, attack,’ Steve said.
‘Yeah,’ Billy said, ‘hit him again.’ ” (p. 85)

Target Words:

attack vs. defend

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:

retaliate

Context:

“I was thinking pretty hard about how I was going to get back at Grandpa.”
(retaliate is inferred on p. 93)

“Did you ever know something terrible was going to happen but you didn’t know when? That’s the way I felt that whole time when Grandpa waited before striking back at me.”
(retaliate is inferred on p. 104)

“You’re going to get your grandpa back for this...I hope. I think this calls for massive retaliation.”
(p. 119)

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:

revenge

Context:

“Now I’d give him back some of his own medicine...I didn’t want it to be a school day when I got my revenge. I wanted to be home so I could see everything that was going to happen.” (p. 121)

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 Handbook

Martin Luther King Jr.

by Rob Lloyd Jones

Name: _____

Prefix List

PREFIX	DEFINITION
anti	against
con	with or together
de	opposite of / down
dis	not / opposite of
em	cause to
en	cause to
fore	before
il	not
im	not
in	not
inter	between / among
ir	not
mid	middle
mis	wrongly
non	not
over	in / into
pre	before
pro	for
re	again
semi	half
sub	under
super	above
trans	across
un	not / opposite of

Roots List

ROOT	DEFINITION	ROOT	DEFINITION
audi	hear	port	bring or carry
auto	self	rupt	break
bio	life	scope	see
chrono	time	sect	cut or divide
cur	to run	senti	to feel
dict	say	struct	build
fer	carry	tele	far off
fix	fasten	tort	twist
flict	strike	tract	pull / drag
form	shape or form		
fus(e)	flow		
gen	give birth		
geo	earth		
graph	write		
ject	to throw		
jur, jus	law		
man	hand		
phon	sound		
photo	light		

Suffix List

SUFFIX	DEFINITION	SUFFIX	DEFINITION
able	can be done	itive	adjective form of a noun
age	act / process	ity	state of
al	having characteristics of	ive	adjective form of a noun
ation	act / process	less	without
ative	adjective form of a noun	ly	characteristic of
ed	past tense	ment	action / process
en	made of	ness	state of / condition of
ence	noun form	or	person connected with
eous	possessing the qualities of	ous	possessing the qualities of
er	person connected with	s	plural
es	plural	tion	act / process
est	comparative	ty	state of
ful	full of	y	characterized by
ial	having characteristics of		
ible	can be done		
ic	having characteristics of		
ing	verb form / present participle		
ion	act / process		
ious	possessing the qualities of		
ism	a practice or belief		
ition	act / process		

Vocabulary: Making Connections

Target Word:

revolution

Context:

“What began as a small protest soon became a revolution...” (blurb)

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:

fairly vs. unfairly

Context:

“All he wanted was for black people in America to be treated fairly.” (blurb)

“The Kings lived under the ugly shadow of segregation—a series of laws that kept black people apart from whites and made them feel like second-class citizens...they were sad that [Martin] had been born into a society that would treat him so unfairly.” (p. 6)

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:

segregation

Context:

“...the Kings lived under the ugly shadow of segregation—a series of laws that kept black people apart from whites and made them feel like second-class citizens.” (p. 6)

“Black people across the South had to drink water from different faucets than whites.”
(segregation is inferred on p. 7)

“A white shopkeeper stands by a sign banning black people from entering his store.”
(segregation is inferred on 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:

loss of innocence

Context:

“In a way, Martin lost his innocence that day. Until then, he’d never noticed the differences between the way black and white people lived...there was a fire inside him now that would never go out.” (p. 12)

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 Kings had tried to fight for their right to be treated as equals.” (p. 6)

The black community protested for “...their right to be treated as equal citizens.” (p. 51)

“In hundreds of towns across the South...black people remained second-class citizens.”
(unequal is inferred on p. 42)

Target Words:

equal vs. unequal

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:

influenced

Context:

“Martin’s mother looked deep into his eyes. ‘No matter what the rest of the world says,’ she told him, ‘you’re as good as anyone else.’ ” (influenced is inferred on p. 12)

“It was church ministers like his father that the black community looked to for guidance and support.” (influenced is inferred on p. 16)

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:

community

Context:

“It was church ministers like his father that the black community looked to for guidance and support.” (p. 16)

“Martin got busy, just like others in the community. Soon they were printing leaflets and making calls, letting thousands of black people who used Montgomery’s buses know about the boycott.” (p. 29)

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:

racism

Context:

“Black people sit on the less comfortable seats at the back of the bus. When those seats were full, they had to stand in the aisle...Martin was furious that black people were treated so badly in America.” (racism is inferred on p. 15)

“Martin began thinking seriously about how he could fight racism in the South.” (p. 21)

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:

civil rights

Context:

“At first, [Martin] thought he might become a lawyer and fight for equality for black people (known as their ‘civil rights’)...” (p. 16)

“Mahatma Gandhi was a famous civil rights leader who had fought for independence in India.” (p. 21)

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:

character

Context:

“You have everything I want in a woman...character, intelligence, and beauty.” (p. 24)

“I have a dream that my four children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.” (p. 55)

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:

boycott

Context:

“Soon they were printing leaflets and making calls, letting thousands of black people who used Montgomery’s buses know about the boycott. ‘Don’t ride the buses on Monday,’ they urged everyone.” (p. 29)

“[Martin] organized groups of cars to drive people to work and each night he gave speeches in his church encouraging everyone to continue the boycott. Montgomery’s buses remained empty for weeks, then months.” (p. 32)

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:

protest

Context:

“He had changed the future of a whole nation—not through war or violence, but through peaceful protest and dogged determination.” (p. 21)

“On October 19, 1960, Martin walked into a department store in the middle of Atlanta and sat with several other protesters at a ‘Whites Only’ lunch counter. TV cameras had broadcast this protest to the whole nation...he was happy to go to jail in the name of freedom.” (p.41)

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:

“‘Love,’ [Martin] shouted, ‘I want you to love our enemies. We can’t let their hate stop us.’ No one could believe it. Martin’s house had just been bombed, his family almost killed, but still he was calling for peace.” (p. 34)

Target Words:

love vs. hate

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:

inspired

Context:

“Martin’s parents were right to be proud. Their son’s courage had inspired black people across America to take action of their own.” (p. 38)

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:

unjust

Context:

“One has the moral responsibility...to disobey unjust laws...” (p. 48)

“Any law that uplifts human personality is just. Any law that degrades human personality is unjust.”
 (“Letter from Birmingham Jail”)

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:

disobey

Context:

“One has the moral responsibility...to disobey unjust laws...” (p. 48)

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:

encouraging

Context:

“...each night [Martin] gave speeches encouraging everyone to continue to boycott.” (p. 32)

“[Martin] told them about the miracle that had happened in Montgomery. He told them about the pride of the marchers in Birmingham. He told them about Atlanta, Selma, and every other town where courage and determination had won black people their freedom.” (encouraging is inferred on p. 60)

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 Handbook

Glory Be

by Augusta Scattergood

Name: _____

Prefix List

PREFIX	DEFINITION
anti	against
con	with / together
de	opposite of / down
dis	not / opposite of
em	cause to
en	cause to
ex	out / away from
fore	before
il	not
im	not
in	not
inter	between / among
ir	not
mid	middle
mis	wrongly
non	not
over	in / into
pre	before
pro	for
re	again
semi	half
sub	under
super	above
trans	across
un	not / opposite of

Roots List

ROOT	DEFINITION	ROOT	DEFINITION
audi	hear	port	bring / carry
auto	self	rupt	break
bio	life	scope	see
chrono	time	sect	cut / divide
cur	to run	senti	to feel
dict	say	struct	build
fer	carry	tele	far off
fix	fasten	tort	twist
flict	strike	tract	pull / drag
form	shape / form		
fus(e)	flow		
gen	give birth		
geo	earth		
graph	write		
ject	to throw		
jur, jus	law		
man	hand		
phon	sound		
photo	light		

Suffix List

SUFFIX	DEFINITION	SUFFIX	DEFINITION
able	can be done	ity	state of
al	having characteristics of	ive	adjective form of a noun
age	act / process	less	without
ation	act / process	ly	characteristic of
ative	adjective form of a noun	ment	action / process
ed	past tense	ness	state of / condition of
en	made of	or	person connected with
ence	noun form	ous	possessing the qualities of
eous	possessing the qualities of	s	plural
er	person connected with	tion	act / process
es	plural	ty	state of
est	comparative	ure	state of
ful	full of	y	characterized by
ial	having characteristics of		
ible	can be done		
ic	having characteristics of		
ing	verb form / present participle		
ion	act / process		
ious	possessing the qualities of		
ition	act / process		
itive	adjective form of a noun		

Vocabulary: Making Connections

Target Word:

debate

Context:

“Or maybe it’s the debate about whether the town should keep the segregated pool open.” (blurb)

“Some people are unhappy that [the pool is] closed. And probably just as many think it ought to stay that way.” (debate is inferred, p. 70)

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:

“Colored people and white people are kept separate at pools, schools, restaurants—even the town library.” (segregate is inferred, p. 92)

“The town pool opens tomorrow to everybody under the sun, no matter what color.” (desegregate is inferred in Freedom Summer, p. 11)

Target Words:

segregate vs. desegregate

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:

rumor

Context:

“I hope the pool’s even open...I heard something...
About cracks needing fixing.” (rumor is inferred, pp. 2–3)

“My mother says we mustn’t read the newspapers here. They’ve been making up
hateful things about her friends causing trouble.” (rumor is inferred, p. 50)

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:

agitator

Context:

“You can blame [the pool closing] on them Freedom Workers. Those people from up North, in town to help the coloreds vote and swim in our pool. We don’t need outside agitators down here making up new rules.” (p. 8)

“Wonder if she’s one of those troublemakers in town from up North...” (agitator is inferred, p. 36)

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:

ignore

Context:

“So far everybody was ignoring my birthday.
Twelve days away and nobody cared a bit.” (p. 12)

“Nobody paid a bit of attention to me.” (ignore is inferred, p. 82)

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:

excluded

Context:

“Up until that time, black people in the South could not drink from the same water fountains as white people, and they had to sit in areas separate from whites in restaurants and on public transportation. Black people even had to attend schools that were for blacks only.”
(excluded is inferred, “Mississippi Summer Project”)

“Another big problem in the South was that most blacks were excluded from voting... In Mississippi in the 1950s, only 5% of blacks of voting age were registered to vote.” (“Mississippi Summer Project”)

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:

hateful

Context:

“My mother says we mustn’t read the newspapers here. They’ve been making up hateful things about her friends causing trouble.” (p. 50)

“When [Frankie] glanced over at Robbie, I saw a look I’d never in my whole entire life seen on Frankie’s face. It was a look of pure hatefulness...all I could think about was how could someone who cares so much about the moon, the stars, and the lightning bugs have a face that mean and hateful.” (p. 119)

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:

displeasure

Context:

“Dear Editor, I am writing to express my displeasure at the way the Hanging Moss Town Council has responded to the recent upheavals in our community.” (p. 72)

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:

suspicious

Context:

“Something’s not right with this so-called shopping trip. That child’s been acting strange lately.”
(suspicious is inferred, pp. 86–87)

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:

gossip

Context:

“They gossiped about her friend Mary Louise’s party and talked about some new boy in town that Jesslyn seemed real interested in.” (p. 7)

“I’m good at secrets...Daddy has taught us not to gossip.” (p. 90)

“You know, Glory, you shouldn’t go sneaking into people’s business. Don’t tell anything about today. Anything you saw. Anything you heard.” (gossip is inferred, p. 103)

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:

welcome

Context:

“POOL OPENING SOON! HANGING MOSS PICNIC HERE
ALL WELCOME” (p. 114)

“We will not be removing library chairs. Anyone who wants to use
the Hanging Moss Library is welcome here.” (p. 67)

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:

convictions

Context:

“I was watching your mother coming through you. She was like that. Opinionated, strong in her convictions...outspoken.” (p. 129)

“I’m right proud of Glory. She’s standing up for what she believes is right.”
(convictions is inferred, p. 145)

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:

accused

Context:

“Frankie says the Freedom Workers broke in and messed up the lockers and stole things.”
(accused is inferred, p. 143)

“I don’t believe Laura did what you are accusing her of. She’s visited our home, and she is a sweet, well-behaved, polite child. She’s a friend of Glory’s. That’s enough for me.” (p. 146)

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:

influenced

Context:

“Between his daddy and his mean big brother, J.T., somebody’s always trying to tell Frankie what to think.” (influenced is inferred, p. 37)

“I heard tell Glory wrote a letter to the editor of the paper about the pool closing. Your daughter was probably unduly influenced by the girl from up North.” (p. 144)

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 Handbook

Maniac Magee
by Jerry Spinelli

Name: _____

Prefix List

PREFIX	DEFINITION	PREFIX	DEFINITION
anti	against	semi	half
con	with / together	sub	under
de	opposite of / down	super	above
dis	not / opposite of	trans	across
em	cause to / into	un	not / opposite of
en	cause to		
ex	out / away from		
extra	beyond		
fore	before		
il	not		
im	not		
in	not		
inter	between / among		
ir	not		
mid	middle		
mis	wrongly		
non	not		
over	in / into		
pre	before		
pro	for		
re	again		

Roots List

ROOT	DEFINITION	ROOT	DEFINITION
audi	hear	photo	light
auto	self	port	bring / carry
bellis / bellus	beauty	rupt	break
bio	life	scope	see
chrono	time	sect	cut / divide
cur	to run	senti	to feel
dict	say	struct	build
fer	carry	tele	far off
fix	fasten	tort	twist
flict	strike	tract	pull / drag
form	shape / form		
fus(e)	flow		
gen	give birth		
geo	earth		
graph	write		
ject	to throw		
judic	to judge		
jur, jus	law		
man	hand		
ordin	in order / in a regular series		
phon	sound		

Suffix List

SUFFIX	DEFINITION	SUFFIX	DEFINITION
able	can be done	ious	possessing the qualities of
age	act / process	ition	act / process
ail	pertaining to	itive	adjective form of a noun
al	having characteristics of	ity	state of
ary	adjective form / noun form	ive	adjective form of a noun
ation	act / process	less	without
ative	adjective form of a noun	ly	characteristic of
ed	makes the word an adjective, past tense	ment	action / process
en	made of	ness	state of / condition of
ence	noun form	or	person connected with
eous	possessing the qualities of	ous	possessing the qualities of
er	person connected with	s	plural
es	plural	tion	act / process
est	comparative	ty	state of
ful	full of	ure	state of
ial	having characteristics of	y	characterized by
ible	can be done		
ic	having characteristics of		
ing	verb form / present participle		
ion	act / process		

Vocabulary: Making Connections

Target Word:

racially divided

Context:

“Back in those days, the town was pretty much divided.
The East End was blacks, the West End was whites.” (p. 12)

“ ‘You got your own kind. It’s how you wanted it. Let’s keep it that way. NOW MOVE ON.
Your kind’s waitin’ ’—he flung his finger westward—‘up there.’ ” (racially divided is inferred, p. 61)

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:

embellished

Context:

“The history of a kid is one part fact, two parts legend, and three parts snowball.”
(embellished is inferred, p. 2)

“If you listen to everybody who claims to have seen Jeffrey-Maniac Magee that first day, there must have been ten thousand people and a parade of fire trucks waiting for him at the town limits. Don’t believe it.” (embellished is inferred, p. 9)

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:

“They say Maniac Magee was born in a dump. They say his stomach was a cereal box... What’s true, what’s myth? It’s hard to know...Cobble’s Corner still stands at the corner of Hector and Birch, and if you ask the man behind the counter, he’ll take the clump of string out of the drawer and let you see it.” (p. 1)

“...be very, very careful not to let the facts get mixed up with the truth.” (p. 2)

“It wasn’t a trick. It was true. The kid was running on the rail.” (p. 31)

Target Words:

truth vs. myth

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:

divided

Context:

“Pretty soon there were two of everything in the house. Two bathrooms. Two TVs. Two refrigerators. Two toasters. If it were possible, they would have had two Jeffreys. As it was, they split him up as best they could.” (divided is inferred, p. 6)

“Mr. Beale divided the little ones’ room into two sections with a panel of plywood, and Amanda moved her stuff to the back part.” (p. 45)

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:

“Maniac Magee was not born in a dump. He was born in a house, a pretty ordinary house, right across the river from here, in Bridgeport. And he had regular parents, a mother and a father.” (p. 5)

“There was one other thing, something that all of them saw but no one believed until they compared notes after school that day: up until the punt, the kid had done everything with one hand. He had to, because in the other hand was a book.” (extraordinary is inferred, p. 15)

Target Words:

ordinary vs. extraordinary

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:

feat

Context:

“Thus began a series of heroic feats by Maniac Magee. At twenty paces, he could hit a telephone pole with a stone sixty-one times in a row...He climbed the American bison pen at the zoo—he had suggested this feat himself, everyone else scoffing—and while the mother looked on, kissed the baby buffalo.” (p. 142)

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:

boundary

Context:

“Mr. Beale divided the little ones’ room into two sections with a panel of plywood, and Amanda moved her stuff to the back part.” (boundary is inferred, p. 45)

“The Cobras were standing at Hector Street. Hector Street was the boundary between the East and West Ends. Or, to put it another way, between the blacks and whites. Not that you never saw a white in the East End or a black in the West End. People did cross the line now and then, especially if they were adults and it was daylight. But nighttime, forget it.” (p. 32)

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:

fit in

Context:

“The way Maniac fit in, you would have thought he was born there. He played with the little ones and read them stories and taught them things. He took Bow Wow out for runs, and did the dishes without anybody asking.” (p. 45)

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:

pity

Context:

“Maniac told him that he didn’t really have a home, unless you counted the deer shed at the zoo. Mr. Beale made a U-turn right there and headed back. Only Mrs. Beale was still downstairs when they walked into the house. She listened to no more than ten seconds’ worth of Mr. Beale’s explanation before saying to Maniac, ‘You’re staying here.’ ” (pity is inferred, pp. 43–44)

“Though it wasn’t cold, it seemed that the kid ought to be covered, so the old man took his winter jacket off the hook and laid that over him.” (pity is inferred, pp. 80–81)

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:

fame

Context:

“And pretty soon everybody was saying it, including Hester and Lester; and, finally, in the kitchen one day, as he licked white icing from her thumb, Mrs. Beale said it: ‘You that Maniac?’ ”
(fame is inferred, p. 53)

“Maniac’s fame spread all over the East End... Little kids, especially preschoolers, came from all over, bringing him their knots. They had heard about him from Hester and Lester. They had heard he could untie a sneaker knot quicker than a kid could spend a quarter.” (p. 54)

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:

dislike

Context:

“Maniac loved almost everything about his new life. But everything didn’t love him back.”
(dislike is inferred, p. 56)

“And some kids don’t like a kid who is different...Or a kid who’s another color...Maniac kept trying, but he still couldn’t see it, this color business...But there it was piling up around him: dislike. Not from everybody. But enough.” (p. 58)

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:

worthy

Context:

“And there stood Maniac, turning the Knot, checking it out...his eyes lit up like flashbulbs, because he knew he was finally facing a knot that would stand up and fight, a worthy opponent.” (p. 71)

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:

favor

Context:

“Can I ask you a favor? Can we go somewhere and get some butterscotch Krimpets?” (p. 82)

“When Maniac finally got out of the shower, he found the old man waiting with clothes, Grayson’s clothes...Maniac couldn’t stop laughing. Neither could Grayson, especially when he got a load of the kid drowning in his clothes. An hour later, after a minor shopping spree, Maniac had clothes of his own.” (favor is inferred, p. 85)

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:

prejudice

Context:

“The kid had done the unthinkable, he had chomped on one of Mars’s own bars. Not only that, but white kids just didn’t put their mouths where black kids had had theirs, be it soda bottles, spoons or candy bars.” (prejudice is inferred, p. 34)

“The voice was behind him, saying the same word over and over...Maniac turned only because he was curious, wondering what everybody was staring at. But when he saw the brown finger pointed at him, and the brown arm that aimed it and the brown face behind it, he knew the name coming out of the can-of-worms mouth was his: ‘Whitey.’ And it surprised him that he knew.” (prejudice is inferred, p. 60)

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:

out of life

Context:

“He was forty, out of baseball, and, for all intents and purposes, out of life. All those years in the game, and all he was fit to do was clean a restroom or sweep a floor or lay a chalk line...” (p. 95)

“Maniac never stirred. Knowing it would not be fast or easy, and wanting, deserving nothing less, grimly, patiently, he waited for death.” (out of life is inferred, p. 123)

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:

amen

Context:

“A-men...I learned it in the church I used to go to. You don't have to wait for a prayer. You say it when somebody says something or does something you really like.’ He hopped off the bag, thrust both hands to the ceiling and shouted: Aaaay-men!” (pp. 103–104)

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:

disgraced

Context:

“...when the Bluefield Bullets took the field that day, they did so without the services of their new pitcher, who was back in the kitchen of the Blue Star restaurant, doing dishes.”
(disgraced is inferred, p. 93)

“Grayson took the mound and proceeded to pitch the flat-out awfulest game of his life... Before the third inning was over, the score was 12-0, and Grayson was in the showers.”
(disgraced 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:

perilous

Context:

“He loved to meet the challenges they cooked up for him. And then one day they gave him the most perilous challenge of all.” (p. 142)

“Maniac! You’re alive! We thought they got ya! We thought they slit yer throat!”
(perilous 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)