

## Acquiring Vocabulary

Vocabulary can be acquired using three basic methods:

1. Use a resource, dictionary, thesaurus, friend, to define the word or find a synonym.
2. Attack the structure of the word and peel off the prefix or suffix, examine the root or base word, then use the meaning of the prefix or suffix.
3. Use the “context” by rereading the sentence before it, the sentence it is in, and the sentence after in the paragraph.

Record which method you would/could use to define these vocabulary words.

R= Resource      WS=Word Structure      CC= Context Clues

- |                         |                         |
|-------------------------|-------------------------|
| ___ considerably p.7    | ___ indoctrination p.45 |
| ___ wrenched p.10       | ___ candy-coat p. 51    |
| ___ deliberately p.11   | ___ gawking p. 65       |
| ___ winced p.11         | ___ partially p. 65     |
| ___ vigorously p. 14    | ___ abomination p. 68   |
| ___ ransacked p. 15     | ___ transcripts p. 78   |
| ___ cordoned off p.16   | ___ bogus p. 78         |
| ___ formally p.26       | ___ dreading p. 82      |
| ___ retained p.27       | ___ clustered p. 85     |
| ___ tailing p. 29       | ___ minions p. 98       |
| ___ fluent p. 30        | ___ similarity p. 99    |
| ___ generally p. 31     | ___ hustler p. 102      |
| ___ privileged p. 31    | ___ smattering p. 112   |
| ___ traumatized p. 32   | ___ banter p. 112       |
| ___ surveillance p. 36  | ___ buffeted p. 121     |
| ___ inconspicuous p. 37 | ___ waning p. 123       |
| ___ precaution p.37     | ___ imposition p. 144   |

## Using Vocabulary

On a separate sheet of paper, using the dictionary:

1. Find the part of speech(s) for each word.
2. Write the base or root word if the word uses an affix.
3. Record all the other forms of the root or base and underline the prefix or suffix.
4. Accurately use the word in a sentence, NOT a different form of the word but the actual word. You must use at least one prepositional phrase in your sentence.
5. Underline the prepositional phrase and the vocabulary word.

Example: considerably (adv.) consider – considered, considering, considers, considerer, considerate, considerateness, considerately, consideration, inconsiderate, considerable.  
After the dance the band asked for considerably more than I agreed to pay.

1. p. 10 wrenched
2. p. 11 winced
3. p. 14 vigorously
4. p. 30 fluent
5. p. 31 generally
6. p. 37 precaution
7. p. 65 gawking
8. p. 65 partially
9. p. 82 dread
10. p. 99 similarity
11. p. 112 banter
12. p. 123 waning
13. p. 137 contented
14. p. 159 lure

## **Memorizing Vocabulary**

Write each word on two different note cards, one of the note cards should be 4x6 with the word written large and in various colors, the other 3x5 card with regular writing.

The large set of the cards should be placed throughout your house, around the TV set, bathroom mirror, light switches, refrigerator, closet door – remember to use tape that will not damage the surfaces. The second set is to carry with you at all times.

p.11 deliberately – purposely

p. 11 winced – startled, trembled

p. 27 retained – kept

p.30 fluent – well-spoken

p. 31 privileged – top-secret, favored

p. 37 inconspicuous – unnoticeable

p. 45 indoctrination – forced instruction

p. 78 transcripts – copy of school or work records

p. 98 minions – followers

p. 112 smattering – a small, scattered amount

p. 112 banter – mocking or joking conversation

p. 123 waning – declining

p.124 initiative – first step

p. 137 contented - satisfied

p. 159 lure - attract

p. 174 stunned – astonished

p.178 bravado – boasting

p. 189 incredulous - disbelieving

p. 189 defect – change sides

p. 201 devised – plan, create

## **Figurative Language**

A simile compares two things using like or as. As you read the novel, record any similes you find along with the page number. Try to find ten or more.

Example:

p. 4 - "...pretend to fly like superheroes"

**Record the similes you find here:**

**Remember to include pg. numbers and quotations. Also, if the simile is not a full sentence you must use ... (ellipsis) in front or behind the simile (to show that there is more information.**

## Journal Prompts

Read the following prompts carefully and record your ideas and feelings in your own journal. You should have about a page per week.

### Week One:

Talk with your family, parents, aunts, grandparents, any adult and collect as many types as you can. Record each type of lie and then explain what you believe it means.

Example:

Omitting the truth: You tell only part of the story, not the whole story, or you don't tell any of the truth hoping no one will know or find out.

Fish tales: The fish I hooked was "this big" but it got away.:/

### Week Two:

For one week write down all the times you were honest and all the times you were dishonest.

Reflect about your honest and dishonest acts using these questions:

- Do you feel you recorded your acts as honestly as possible?
- Did you surprise yourself in anyway?
- Were you more honest because you were keeping track?
- What is your overall impression of the activity?

### Week Three:

Explain who Zach can trust and why?

Who can you trust? Why?

### Week Four:

Describe your life if you had to go into the Witness Protection Program.

If you had to change your life and go into the Witness Projection Program:

- Where would you like to go?
- What would be your new name?
- What changes would you make in yourself if you got a fresh start?
- How do you feel about the overall idea of Witness Protection?

## Identifying Correct and Faulty Inferences – Part One

Using Part One of *Zach's Lie* decide which of these inferences is Correct or Faulty.

Record below:

C= Correct Inference F= Faulty Inference

\_\_\_ Zach and his sister have a strong brother/sister relationship.

\_\_\_ Zach's father is guilty of drug trafficking.

\_\_\_ Zach's mom is a determined and strong woman.

\_\_\_ Alonzo is a serious criminal.

\_\_\_ Zach's mom knew about the drug trafficking.

\_\_\_ Benjamin Bender is a trustworthy attorney.

\_\_\_ Zach's mom is furious with her husband.

\_\_\_ June Saunders is a trustworthy attorney.

\_\_\_ Alonzo knows where Zach's family is hiding.

\_\_\_ Zach's father has evidence against the drug cartel.

\_\_\_ Zach's father loves his family more than himself.

\_\_\_ Agent Pelton and the DEA are keeping the family safe.

\_\_\_ Zach keeps a journal just for fun.

\_\_\_ Zach's sister is adjusting to the changes better than Zach.

\_\_\_ Zach is furious with his father.

\_\_\_ Zach is excited about living in Elko, Nevada.

## Interpreting Inferences - Part Two

On a separate sheet of paper, use the following statements to decide what the author wants you to know about a character, setting, and/or story event. The pages have been given to you; you may need them. You may tell what the author really means in a short paragraph or completely rewrite the statement and share what is truly meant.

1. “Mrs. Pyle handed him a sheet of paper. ‘We have one thousand one hundred and twenty-two students, nearly three hundred more students than we can hold comfortably. The point is, Zach, you are not the only transfer student, and you aren’t the only student with divorced parents. I think if you give us a chance here you’ll discover that you’ve landed in a pretty decent place.’” p. 79.
2. “He wheeled Jack into their daylight basement, which he had converted into a gym while Jack was in the hospital. There were weights, punching bags, jump ropes, and in the center of it all, a small boxing ring... ‘I quit my job Jacko. I’m going to stick around home until you’re back on your feet.’” p. 81
3. “Ms. Miller said she wanted everyone to stand up in turn and introduce themselves. ‘...My name is Ms. Miller. I’ve been a teacher at Elko Middle School for twenty-two years. This will be my last year teaching. Next year at this time, I hope to be sitting on a warm Mexican beach watching whales frolic in the cobalt-blue water. I trust you’ll help me make this last year of teaching my best.’ One by one the students stood and introduced themselves.” p. 82
4. “Sam walked over to the punching bag and slapped it with his hand. ‘Before we talk, I want you to beat up the bag for a few minutes. Gets rid of the tension. Over the years, half the boys in this school and some of the girls too, have been in here to have it out with my bag. Your friend Peter has been in here more than a dozen times.’  
‘He’s not my friend.’  
‘I gather that. Put the gloves on.’” p. 89
5. “Blue lies, Zach thought. He watched her until she turned the corner.” p. 95
6. “She smiled. ‘I want you home by nine at the latest.’ Zach smiled back. It had been along time since he had heard that. Too long.” p. 99
7. “This is turning into a pretty good job, Zach thought.” p. 117
8. “Ander went into the tent and came back out with a plate piled with steaks and a pot of boiled potatoes. it was hard for Zach to believe that anything could taste better than the meal he had eaten at the hotel the night before, but it did. He was beginning to understand why Benat stayed up in the mountains.” p. 125
9. “Ander went into the tent and came back out with an old, battered guitar and a small accordion. He gave the guitar to Benat and they began to play and sing. Zach did not understand the words but it didn’t matter.” p. 126

## **Applying Inferences – Part Three**

Find 9 inferences in Part Three and share what they infer, just like I did in Interpreting Inferences – Part Two.

Use this space to keep track of the page the inference is on and what it infers as we read together and as you independently read.