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## To the Student

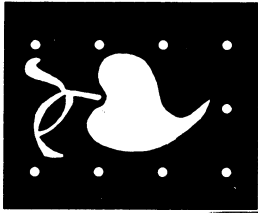
*Silverleaf* is a different kind of reading program. It has six novels that are exciting to read. Each novel has a matching workbook to help you build your vocabulary and improve your reading comprehension.

There are three things that make the *Silverleaf* program special. First, each exercise in the *Silverleaf* workbooks has a purpose. You will always know that purpose before beginning the exercise. For example, in the Inferring Main Ideas exercise, you will know that you are to choose a statement that best sums up the main idea of a passage. Directions for each activity are clearly stated and easy to follow.

Second, each *Silverleaf* workbook teaches vocabulary words taken directly from the matching *Silverleaf* novel. Comprehension activities use passages from the novel. If you have read the novel, the words and passages will be familiar. You will be revisiting “old friends.” With familiar passages, you can focus on the words and activities that will make you a better reader.

Finally, exercises in the *Silverleaf* workbooks are short. You will get a lot of practice, but you won’t get bored. During the practice, you will learn new words and you will improve your comprehension abilities.

# UNIT



## ONE

# Vocabulary

The Witch of Banneker School

Chapters 1-3

### Selection Words: Self-Check

Look at the list of words in the box on the right. The words are from chapters 1-3 of the novel. You'll be working with these words in this unit.

**Directions:** Read through the list. As you read, circle any words that are new to you. Underline any words that you recognize but are not sure how to define.

in unison	scribbled
naive	snickers
odds	stern
peered	sulk
retrieved	trio
rumble	zip

### Defining Words from Context

To define a word from context you need to think about the meaning of the sentences and paragraphs in which the word is found. You can get clues about the meaning of a word by studying the words around it.

**Directions:** Read the following passages from the story. Each passage has a vocabulary word printed in dark type. A page number is given if you want to read what comes before or after the passage provided here.

- On the first set of lines following the
- passage, write what you think the
- vocabulary word means. Use a meaning
- that fits the way the word is used in
- the passage.
- Then use the glossary to check your
- answer. Choose the glossary meaning
- that fits best in the sentence. Write the
- definition on the second set of lines.
- Compare your definition with the
- definition given in the glossary.
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1. **rumble**

The deafening **rumble** of the trains was like music to Marc Moffit and his grandfather. About once a month they came to walk through Union Station. They almost always came on Sunday afternoons. And it was always just the two of them. (page 1)

My definition

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Glossary definition

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2. **snickers**

Ms. Shelton kept to her plan. Right after the bell rang, she clapped her hands for quiet. Then she yelled, “Boys and girls, we have to discuss something. I think some of you might have broken a few rules during the test yesterday. I looked at your records last night. They just don’t match up to how well you did yesterday.”

There were some **snickers** at that. Some of the kids shoved each other. (page 35)

My definition

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Glossary definition

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3. **in unison**

They played for another twenty minutes. Then Marc glanced at the huge clock on the school. “Got to go now, guys,” he said. “See you tomorrow. Meet me at the corner?” “Sure thing,” they answered **in unison**. (pages 7-8)

My definition

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Glossary definition

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