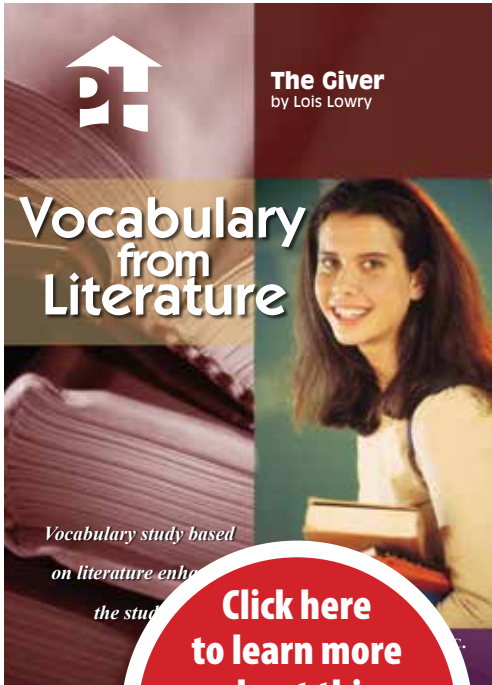




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*Vocabulary From Literature for...*

# *The Giver*

*by Lois Lowry*

written by Chris Curtis

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ISBN 978-1-60843-673-6

Item No. 302734

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## *The Giver*

### Information for Instructors

The activities in this Unit are designed to help students increase their vocabulary by studying the meanings of words selected from Lowry's novel *The Giver*. All definitions provided in these activities are based on the contexts in which the vocabulary words appear, which may not always convey the words' conventional usage.

It is the goal of this Unit to familiarize students with vocabulary words that they will re-encounter in life and in other readings. The words are carefully selected to meet this goal. Many unfamiliar words not covered by the Unit are defined in a Glossary following the Activities section; the Glossary may also contain slang expressions and proper nouns.

Rather than matching *The Giver* chapter-for-chapter, we have divided the book into segments depending on the number of vocabulary words from each chapter. While all of the activities may be completed by students individually, we have had the best results when students worked on them in pairs or small groups. The following activities are provided for each segment.

While the words in this reproducible do represent those necessary for a better understanding of the text, our primary concern is that we select words not only pertinent to the literature, but also useful in other aspects of the students' lives. In addition, activities may vary slightly among the various chapters.

All page references come from the Laurel-Leaf edition of *The Giver*, published 1993.

#### Activity I

Objective: Using a dictionary to find definitions and interpret them

#### Activity II

Objective: Deciphering the meaning of vocabulary words using context clues  
Replacing the vocabulary word with appropriate definition or synonym(s)

#### Activity III

Objective: Writing definitions, synonyms, and/or sentences based on context clues

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*Vocabulary From Literature*

**Activity I**  
**Matching Definitions**  
**Chapters 1-5**

**Directions:** Match each of the following words with its definition based on the context in which the word appears in the book. Use the page numbers in parentheses to locate the word. Then, look up the word in the dictionary, and change any answers that are not correct.

anxiously (1)	appropriate (9)	aptitude (15)	distraught (4)
fret (14)	hoarded (23)	inconveniencing (3)	leisurely (26)
rarity (21)	reluctantly (22)	serene (29)	squinting (1)

1. \_\_\_\_\_ stored up
2. \_\_\_\_\_ calm
3. \_\_\_\_\_ something unique; an infrequent occurrence
4. \_\_\_\_\_ to worry
5. \_\_\_\_\_ at an unhurried pace
6. \_\_\_\_\_ potential
7. \_\_\_\_\_ upset
8. \_\_\_\_\_ unwillingly
9. \_\_\_\_\_ closing eyes partially
10. \_\_\_\_\_ restlessly; tensely
11. \_\_\_\_\_ causing trouble or annoyance
12. \_\_\_\_\_ fitting; suitable

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*Vocabulary From Literature*

**Activity III**  
**Writing Definitions and Sentences**  
**from Context Clues**  
**Chapters 1-5**

**Directions:** For each highlighted word, write a definition that fits the context of the passage. Then, check your answers by looking the words up in the dictionary. Finally, write a sentence using each word.

1. Occasionally, when supplies were delivered by cargo planes to the landing field across the river, the children rode their bicycles to the river bank and watched, **intrigued**, the unloading and then the takeoff directed to the west, always away from the community. (Pg. 1)

Definition for **intrigued**:

---

---

2. Now, thinking about the feeling of fear as he pedaled home along the river path, he remembered that moment of **palpable**, stomach-sinking terror when the aircraft had streaked above. (Pg. 3)

Definition for **palpable**:

---

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3. It was one of the **rituals**, the evening telling of feelings. (Pg. 5)

Definition for **rituals**:

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*The Giver*

Activity IV  
Completing Sentences  
Chapters 1-5

**Directions:** The following sentences each contain a vocabulary word from the text. Complete each sentence with enough information to demonstrate you understand the meaning of the word.

**Example:**

**Sentence Starter Containing the Vocabulary Word**

Rumors, like a serious **contagion**, \_\_\_\_\_

**Completed Sentence**

Rumors, like a serious **contagion**, spread quickly through the office.

1. The **rasping** sound \_\_\_\_\_  
\_\_\_\_\_
2. The boy **obediently** \_\_\_\_\_  
\_\_\_\_\_
3. Chelsea acted **petulantly** when \_\_\_\_\_  
\_\_\_\_\_
4. After the boy opened his gifts, it was **appropriate** to \_\_\_\_\_  
\_\_\_\_\_
5. Maxwell experienced **remorse** after \_\_\_\_\_  
\_\_\_\_\_