# Vocabu-Library

## The Pearl Diver

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The **Vocabu-Library** resource from Vocabulary Ninja is a comprehensive vocabulary resource designed to unpick and explain the vocabulary found within classic and modern children's literature. Each pack carefully analyses the vocabulary used by authors, chapter by chapter, then provides an explanation of these unfamiliar or meaning-rich words in context. By providing a contextual explanation rather than just a standard definition, we can better help children understand the stories we are sharing with them and widen their vocabulary.

The pack even goes a step further by offering a selection of resources and activities at the end of the pack to support teachers in the classroom. These resources will encourage and support pupils to explore unknown vocabulary, classify tiered vocabulary independently, explore the wider application of newly acquired vocabulary and enhance classroom vocabulary display which ultimately leads to improved retention.

**Tiered Vocabulary**

The Vocabu-Library resource also identifies examples of tier 1, tier 2 and tier 3 vocabulary found within each chapter of a book.
For teachers this can be especially important as it offers an opportunity to assess and discuss the understanding of the tier 2 words in particular. These words are crucial in developing cross-curricular understanding and in promoting pupil independence.

**Tier 3** words are subject specific words that will only appear in that context. These would be considered low frequency. For example: *photosynthesis, cardiovascular, isotope, pumice, bubonic etc.*

**Tier 2** words are found in many content area, are high frequency but often require an element of teaching. Cross-curricular and crucial for widening understanding. For example: *hilarious, endure, arrange, exclude, react, concentrate, secure etc.*

**Tier 1** words are everyday words that we use in speech and communication. These words rarely need any teaching and are learned through conversation. For example: *happy, sad, hungry, scared, run, play etc.*

| Chapter 1 | Title: The Pearl Diver | Author: Julia Johnson | Genre: Historical Fiction | Page Count: 7 - 15 |
|---|---|---|---|---|

## Meaning of the word in context.

| | | |
|---|---|---|
| 1 | hastily | quickly; without waiting |
| 2 | deck | the floor of the ship |
| 3 | fathoms | a unit to measure the depth of water |
| 4 | rejoice | feel or show great happiness |
| 5 | profits | money gained after a business transaction |
| 6 | hauler | a person supporting one who dives for fish by pulling them back to the surface |
| 7 | livelihood | a means of earning money to afford to live |
| 8 | perished | died |

| Tier 1 Words | Tier 2 Words | Tier 3 Words | Word of the Chapter |
|---|---|---|---|
| looked | oarsman | pearlers | **dehydrated** – not having enough water |
| arms | harbour | barracudas | |
| sisters | shoreline | | |

| Chapter 2 | Title: The Pearl Diver | Author: Julia Johnson | Genre: Historical Fiction | Page Count: 16 - 25 |
|---|---|---|---|---|

## Meaning of the word in context.

| | | |
|---|---|---|
| 1 | anchor | a heavy object with a metal chain used for holding a boat in place without floating away |
| 2 | drowsily | in a tired way |
| 3 | sheaths | a cover for a knife |
| 4 | sea urchins | a spherical sea creature with spines |
| 5 | haul | pull heavily |
| 6 | descend | to go down |
| 7 | dew | tiny drops of water that form on cool surfaces at night |
| 8 | irritating | causing an annoyance |

| Tier 1 Words | Tier 2 Words | Tier 3 Words | Word of the Chapter |
|---|---|---|---|
| hand | supper | | **pestle and mortar** – simple tools for crushing and grinding spices into a powder |
| shoulder | daydreaming | | |
| eat | anchored | | |

# Chapter 3

| Title: | Author: | Genre: | Page Count: |
|---|---|---|---|
| The Pearl Diver | Julia Johnson | Historical Fiction | 25 - 37 |

## Meaning of the word in context.

| | | |
|---|---|---|
| 1 | ashamed | embarrassed by one's behaviour |
| 2 | cardamom | seeds off a plant used as a spice and in medicines |
| 3 | discarded | thrown away; unwanted |
| 4 | dishonesty | telling lies or untruths |
| 5 | horizon | the point in the distance where the sky meets the land |
| 6 | chanted | shout the same thing repeatedly in a rhythmic tone |
| 7 | henna | a red-brown dye used to colour the hair and the skin |
| 8 | barnacles | sea creatures living in shells that attach themselves to a rock |

| Tier 1 Words | Tier 2 Words | Tier 3 Words | Word of the Chapter |
|---|---|---|---|
| shell | stroked | | **oasis** – a pleasant, peaceful area in the middle of a chaotic or hectic place |
| dropped | spines | | |
| water | rhythm | | |

# Chapter 4

| Title: | Author: | Genre: | Page Count |
|---|---|---|---|
| The Pearl Diver | Julia Johnson | Historical Fiction | 39 - 45 |

## Meaning of the word in context.

| | | |
|---|---|---|
| 1 | violent | using physical force to hurt or damage |
| 2 | announced | made a formal statement |
| 3 | blurred | hazy; unclear |
| 4 | current | a body of water moving in a given direction |
| 5 | descending | going down |
| 6 | pride | a feeling of deep satisfaction in one's achievements |
| 7 | misled | cause someone to have a wrong idea |
| 8 | merchant | a person involved in selling goods |

| Tier 1 Words | Tier 2 Words | Tier 3 Words | Word of the Chapter |
|---|---|---|---|
| men | value | | **bedouin** – a person living in the Arab desert |
| father | bargaining | | |
| friend | discussed | | |

| Chapter 5 | Title: The Pearl Diver | Author: Julia Johnson | Genre: Historical Fiction | Page Count 46 - 56 |
|---|---|---|---|---|

## Meaning of the word in context.

| | | |
|---|---|---|
| 1 | looming | something that is about to happen, seen as ominous |
| 2 | prised | carefully pulled apart |
| 3 | eagerness | enthusiasm for doing something |
| 4 | skimming | moving quickly over water or through the air |
| 5 | peered | looking carefully at |
| 6 | clinging | holding on tightly to |
| 7 | gills | breathing organs of fish |
| 8 | buoying | keeping something afloat |

| Tier 1 Words | Tier 2 Words | Tier 3 Words | Word of the Chapter |
|---|---|---|---|
| stick | crown | | **hoisted** – pulled up with a great force |
| stand | season | | |
| larger | catch | | |

# Teaching Resource Section

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# Vocabulary Display Slips

**Teach, Print, Cut, Display, Refer, Learn, Embed**

**The following words have been chosen from the book to display within the classroom whilst studying this book.**

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hoisting

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buoying

Vocabu-Library

eagerness

Vocabu-Library

fathoms

Vocabu-Library

perished

Vocabu-Library

dehydrated

Vocabu-Library

rejoice

Vocabu-Library

anchor

Vocabu-Library

# haul

Vocabu-Library

# descend

Vocabu-Library

ashamed

Vocabu-Library

oasis

Vocabu-Library

# discarded

Vocabu-Library

# bedouin

Vocabu-Library

misled

Vocabu-Library

merchant

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# VOCABULARY A-Z

**As the book is read, pupils can record key vocabulary in an alphabetical order.**

**Limit the pupils to one word per box or let them accumulate as many words as possible.**

**This can be a fabulous resource to support writing, providing a key reference point for pupils.**

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# Vocabulary A-Z

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| a | b | c | d | e | f |
|---|---|---|---|---|---|
| g | h | i | j | k | l |
| m | n | o | p | q | r |
| s | t | u | v | w | x, y, z |

# Vocabulary A-Z

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| A | B | C | D | E | F |
|---|---|---|---|---|---|
| G | H | I | J | K | L |
| M | N | O | P | Q | R |
| S | T | U | V | W | X, Y, Z |

# Tiered Vocabulary Pyramid

**Use the Tiered Vocabulary Pyramid to classify words from a specific part of a text.**

**Target the book, a chapter, page, paragraph or even a sentence.**

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# Tiered Vocabulary Pyramid

**Targeted Book, Chapter, Page or Paragraph:**

**Task 1**: Scan your chosen piece of text for tier 1, tier 2 and tier 3 vocabulary.

**Task 2**: Write a sentence using a tier 2 piece of vocabulary.

**Tier 3**

**Tier 2**

**Tier 1**

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# Tiered Vocabulary Pyramid

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# Tiered Vocabulary Pyramid

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# Zone of Relevance

**Use the zone of relevance to encourage pupils to prioritise vocabulary.**

**Set a question specific question about a character or an event in the book or a specific chapter.**

**Essential vocabulary to this question or statement should be written in the smallest central circle. Relevant vocabulary in the middle circle . Irrelevant or unimportant vocabulary should be written in the outer circle.**

**Giving your pupils a bank of vocabulary to sort could also prove extremely useful as well as the subsequent discussions that will ensue.**

**Or, use the version with four circles. In this activity, only one word can be placed in the center.**

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