The Book Thief-Vocabulary List Six Pages 305-350

| Word | Definition | Novel Sentence |
| :---: | :---: | :---: |
| Repercussion | A remote or indirect consequence of some action | Much of it would have repercussions for Liesel Meminger. |
| Suffice | Be sufficient; be adequate; either in quality or quantity | I could go on, but l've decided for now that three examples will suffice. |
| Ashen | Made of wood of the ash tree | Three examples, if nothing else, will give you the ashen taste in your mouth that defined my existence during that year. |
| Strew | Spread by scattering | Often, I try to remember the strewn pieces of beauty I saw in that time as well. |
| Regimen | A systemic plan for therapy | His exercise regimen faltered and fell apart, with his cheek against the surly basement floor. |
| Falter | Be unsure or weak | His exercise regimen faltered and fell apart, with his cheek against the surly basement floor. |
| Distorted | Do badly formed or out of shape as to be ugly | He would struggle to wake up next to the fire, sleeping well into the morning instead, his mouth distorted and his cheekbones starting to swell. |
| Philosophical | Of or relating to philosophy or philosophers | Papa was more philosophical. |
| Resurgence | Bringing into activity or prominence | There was no cake. resurgence-an immense struggle against my weight. |
| Customary | Commonly used or practiced; usual | He welcomed her in the customary way as they fought for the ball. |
| Irreparable | Impossible to repair, rectify, or amend | After judging it irreparable, all of the kids walked home in disgust, leaving the ball twitching on the cold, blistered road. |
| Ajar | Slightly open | The door was slightly ajar. |
| Remnant | A small part or portion that remains after the main part no longer exists | * * THE LAST REMNANTS OF *** |
| Incredulous | Not disposed or willing to believe; unbelieving | Hans couldn't resist an incredulous tone. |
| Attain | To gain with effort | They were by the Amper River and Liesel had just told Rudy that she was interested in attaining another book from the mayor's house. |
| Vigilance | The process of paying close and continuous attention | How dare she occupy the kitchen with such vigilance! |
| Antithesis | Exact opposite | (She had learned that expression from <br> The Dream Carrier, which was essentially the complete antithesis of <br> The Whistler- a book about an abandoned child who wanted to be a priest.) |

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| Premonition | An early warning about a future event | Was it a premonition of Max's death? |
| :---: | :---: | :---: |
| Tirade | A speech of violent denunciation | The tirade went on for perhaps <br> another minute, with Liesel making a <br> desperate suggestion or two about the <br> possible location of the said brush. |
| Trepidation | A feeling of alarm or dread | Trepidation found its way onto his <br> face and he made a confession to the <br> girl. |
| Smattering | A slight or superficial understanding of <br> a subject | There was already a smattering of <br> air-raid shelters in Molching, but it was <br> decided soon after the bombing of <br> Cologne that a few more certainly <br> wouldn't hurt. |
| Generate | Bring into existence | Panic generated in that awful way <br> Throat and mouth. |
| Fluent | Expressing yourself readily, clearly, |  |
| effectively | When he returned, he spoke fast <br> and fluent. |  |
| Maniacal | Wildly disordered | "The maniacal soccer player!" |
| Audacity | Idoubt any of them had <br> effrons or unmitigated | the audacity to consider what they'd <br> do if the basement was appointed as a <br> shelter. |
| Ascend | Travel up | The answer ascended the steps, on <br> top of Max Vandenburg. |
| Plummet | Drop sharply | Saved you, l'd think, holding their <br> souls in midair as the rest of their <br> being- their physical shells- <br> plummeted to the earth. |

***Use Sentence Variation Models to teach grammatical structures in tandem with vocabulary.
***Use specific punctuation models from book to teach grammatical structures in tandem with vocabulary.
${ }^{* * *}$ Require the use of the three types of context clues when students compose sentences.

