

INTRODUCTION

Vocabulary development is an integral part of speaking, reading, and writing.

If readers can read, but do not understand the words, they cannot fully comprehend what they are reading. Therefore, it is necessary to provide readers with a solid vocabulary foundation.

Basic Vocabulary, a two-book series, offers a clear way to build students' vocabulary. Promote reading success in your classroom with these age-appropriate, low-readability activities. With over 400 specific words, six vocabulary strategies, and over 100 activities, each book offers extensive vocabulary practice. Activities are presented in a variety of formats to accommodate diverse classrooms.

HOW DOES VOCABULARY AFFECT READING?

Researchers suggest that vocabulary development plays an important role in the reading process. Students use their prior word knowledge to help them comprehend what they read.

Vocabulary is acquired and developed indirectly and directly. Students acquire vocabulary indirectly through conversation, listening to oral reading, and interaction with print. When words and strategies are presented directly to students, their reading comprehension will increase. The chance that students will truly understand the meaning of words and how to use them increases when the words are presented in multiple contexts.

Strategies help students determine the meaning of words they have not previously read. When students are taught vocabulary directly and use vocabulary strategies, their confidence increases and their reading abilities and skills improve.

SIX UNITS

Activities and assessments are presented in six units. The units are:

- Context Clues
- Compound Words
- Synonyms and Antonyms
- Homophones and Homographs
- Multiple Meanings
- Base Words

The six units cover specific concepts and skills through interactive exercises and activity sheets. The units can be covered from beginning to end or simultaneously, depending on the needs and skills of the students.

The Context Clues Unit provides opportunities for students to discover the appropriate usage or meanings of words by using picture clues, completing sentences, and using hints provided in sentence structure. Then, students can use this strategy to understand unfamiliar words they discover in their own reading.

The Compound Words, Synonyms and Antonyms, and Homophones and Homographs Units contain activities that ask students to decipher relationships of words and appropriate words, based on context. The Multiple Meanings Unit focuses on words that are spelled the same way but have different meanings, based on usage and context in sentences. Students are asked to determine the correct meanings of given words in pictures, phrases, and sentences.

In the Base Words, Suffixes, and Prefixes Units, students examine words to identify their base words, create new words by adding suffixes and prefixes, and to study how adding suffixes and prefixes change the words' meanings. Knowledge of word parts enables students to associate unknown words with familiar words.

Although each skill has several levels of difficulty, the skills included in each unit are presented at a higher level than those in the first book of this series. For more basic level vocabulary skills and strategies, refer to book one of the *Basic Vocabulary Series*.

DEFINITIONS

context clues—skill and strategy used to determine the meaning of a word or identify the appropriate word to complete the sentence, using hints and clues stated in the sentence or the semantics of the sentence

compound words—words made by combining more than two unrelated whole words to make new words

synonyms—words that have similar meanings

antonyms—words that have opposite meanings

homophones—words that are pronounced the same way, but have different spellings and different meanings

homographs—words that are spelled the same way, but are not pronounced the same way and have different meanings

multiple meanings—words that are pronounced and spelled the same way, but have more than one meaning, part of speech, or usage

base words—words to which other word parts, like prefixes and suffixes, are added to make new words

suffixes—word parts added to the end of words to change their tenses, parts of speech, or meanings

prefixes—word parts added to the beginning of words to change their meanings

FEATURED COMPONENTS

Research and Standards

Basic Vocabulary has been developed with recent reading research in mind. The units align with state and national standards and represent skills frequently tested on standardized exams. Applicable quotes from the research and a list of standards met by the series have been included (pages IX–X).

Parent/Guardian Letter

The parent/guardian letter should be sent home with each student prior to the start of the series. This letter provides parents and guardians with information about the skills that their children will learn in the series. The letter contains a list of suggested activities that the parents or guardians can use to reinforce vocabulary skills and strategies at home.

Progress Charts

Each unit has a progress chart, listing all of the words used in the unit. The seven progress charts (see pages XII–XXIV) are included in *Basic Vocabulary* so that teachers can track their students' progress in acquiring and correctly using the vocabulary words addressed in the book. The progress chart can be used to note a student's ability to recognize a word; read it; use it correctly in a sentence; or to identify a synonym, an antonym, a homophone, or other meaning for the word. Several columns are provided for teachers to note whether or not students master each skill or strategy. Teachers may set their own standards for mastery on the assessments. A comment section is provided for teachers to make any notes regarding a student's performance on each assessment.

Word List

The word list is a master list of all words addressed in the activities. Page references identify where the words are located throughout the book (see page XXV). Many of the words are used more than once within a unit and occur in several units. The list is a resource tool for locating words with which students need more experience reading and writing.

RESEARCH AND STANDARDS

Teaching vocabulary skills to students with reading difficulties can greatly enhance students' reading abilities, according to recent research. Vocabulary plays an important role in learning to read. Students who have a greater verbal vocabulary usually have better reading comprehension skills because they use the words they have heard to make sense of the words they see in print (Ambruster, Lehr, Osborn, 2001).

Students learn vocabulary two ways: directly and indirectly. Indirect learning happens when students hear and see words used in many different contexts (Ambruster et al., 2001), and students learn vocabulary directly when they are explicitly taught both individual words and word-learning strategies (Ambruster, Lehr, Osborn, 2001). *Basic Vocabulary Series 1* and *2* focus on teaching vocabulary directly by covering a variety of word-learning strategies.

According to research, "specific word instruction, or teaching individual words, can deepen students' knowledge of word meanings. In-depth knowledge of word meanings can help students understand what they are hearing or reading" (Ambruster et al., 2001). *Basic Vocabulary* was created to provide multiple opportunities for students to read, acquire, and apply common and familiar vocabulary words. This supports the research suggesting that the more students "see, hear, and work with specific words, the better they seem to learn them" (Ambruster et al., 2001).

Research suggests that "the primary instructional procedure for facilitating strong vocabulary development is to assure that students develop independent strategies for learning the meaning of words as they occur in context" (Baker, Simmons, Simmons, 1995; Fouries and Pineda 1999, p. 140) suggest that "vocabulary acquisition is fostered not by one approach, but by a combination of approaches." *Basic Vocabulary* addresses a variety of approaches to teaching vocabulary, including context clues to determine word meanings, word relationships with one another, and word parts to understand the words in text.

The student instruction incorporates multiple use of methods to help students learn.

Dear Parents/Guardians,

Your child is developing vocabulary by learning new words and strategies in *Basic Vocabulary Series 2*.

During this ongoing process of vocabulary development, your child will learn new words and review familiar words. This vocabulary series includes practice in using context clues to identify word meanings, complete sentences, and create compound words. The series also includes activities focused on learning about word relationships, including synonyms, antonyms, and homophones. Your child will learn to identify and correctly use base words, word parts, and words with multiple meanings.

You can complete activities with your child to help improve his or her vocabulary. Below is a list of suggested activities:

- Write the names of objects and furniture in the home on index cards. Play a game in which you say the name of an object and ask your child to tape the correct card to each matching object.
- Play a game about going on a trip. Using an empty suitcase, agree with your child on the season and location of the trip. After deciding on what kinds of clothing and toiletries he or she will need, ask your child to name and pack the items, giving you the reason for each selection.
- Have your child cut out words from a familiar newspaper, gluing them on a sheet of paper labeled "Words I Know."
- Play a describing game. Tell your child that you are thinking of an object. Describe it and have your child guess what the object is. Use words that describe how it looks, feels, tastes, smells, and what it does. After your child guesses correctly, have him or her describe another object while you guess what it is.
- Put several objects in a paper bag. Be creative and include a variety of objects. Have your child reach into the bag, pull out an object, name it, and describe it. Then, have your child tell or write a short story about the object.

Compound Words Unit 2

Word	Recognize	Read	Use in sentence	Identify synonym	Identify antonym	Identify homophone	Identify other meaning	Comments
grandpa								grandparent
grandma								grandmother
grandson								grandchild
granddaughter								grandchild
grandfather								grandparent
grandmother								grandparent
grandchild								grandson/daughter
grandniece								grandchild
grandnephew								grandchild
granduncle								grandparent
grandaunt								grandparent
grandbrother								grandchild
grandcousin								grandchild
grandniece								grandchild
grandnephew								grandchild
granduncle								grandparent
grandaunt								grandparent
grandbrother								grandchild
grandcousin								grandchild
grandniece								grandchild
grandnephew								grandchild
granduncle								grandparent
grandaunt								grandparent
grandbrother								grandchild
grandcousin								grandchild
grandniece								grandchild
grandnephew								grandchild
granduncle								grandparent
grandaunt								grandparent
grandbrother								grandchild
grandcousin								grandchild
grandniece								grandchild
grandnephew								grandchild
granduncle								grandparent
grandaunt								grandparent
grandbrother								grandchild
grandcousin								grandchild
grandniece								grandchild
grandnephew								grandchild
granduncle								grandparent
grandaunt								grandparent
grandbrother								grandchild
grandcousin								grandchild
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granduncle								grandparent
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granduncle								grandparent
grandaunt								grandparent
grandbrother								grandchild
grandcousin								grandchild
grandniece								grandchild
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granduncle								grandparent
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grandbrother								grandchild
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grandcousin								grandchild
grandniece								grandchild
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grandbrother								grandchild
grandcousin								grandchild
grandniece								grandchild
grandnephew								grandchild
granduncle								grandparent
grandaunt								grandparent
grandbrother								grandchild
grandcousin				</				

Activity Sheets

Each unit provides activity sheets that employ a variety of learning styles to foster students' mastery of vocabulary skills and strategies. Each activity is designed so that the teacher has the option to assign it as either a group activity or an independent activity. If the work is completed by groups, make sure that each student understands the skill and is able to explain it in his or her own words before moving on to the next skill. After each skill and strategy has been taught, the activity sheets can be sent home with the students for review, reinforcement, or homework.

Assessments

Each unit has an assessment to check for mastery of the skills and strategies, except for unit one. While these assessments are meant to measure students' mastery of vocabulary skills and strategies following the completion of units, they can also be used as pretests to measure prior knowledge.






Answer Key

An answer key for each activity is located at the end of the book (see pages 119-132).

Name: _____ Date: _____

CONTEXT CLUB
CORRECT WORD THROUGH CONTEXT

Directions:
Look at each picture, and read each sentence.
Circle the correct word to complete each sentence.

	1. The baby is so (upset, happy), he giggles.
	2. The boy is completely (soaked, dry) because he forgot his umbrella.
	3. The man is (hungry, full), so he makes himself dinner.
	4. The woman is (early, late), so she misses her bus.
	5. The chocolate cake tastes very (sweet, sour).

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Name: _____ Date: _____





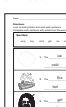
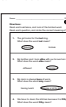


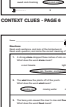
CONTEXT CLUB
ASSESSMENT

Directions:
Read each sentence.
Fill in the circle next to the correct word to complete each sentence.

1. Julie _____ the length of the board before she cuts it.	<input type="radio"/> colors	<input type="radio"/> measures	<input type="radio"/> follows
2. Yancy _____ to his friend even though he knows it is wrong.	<input type="radio"/> shouts	<input type="radio"/> runs	<input type="radio"/> lies
3. Mona _____ the wagon behind her.	<input type="radio"/> pulls	<input type="radio"/> carries	<input type="radio"/> drives
4. Nina forgot her umbrella and got _____ in the rain.	<input type="radio"/> dry	<input type="radio"/> sleepy	<input type="radio"/> soaked
5. Chester is stuck in _____ on the highway, so he will be late to work.	<input type="radio"/> traffic	<input type="radio"/> travel	<input type="radio"/> home

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ANSWER KEY

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 CONTEXT CLUB - PAGE 4	 CONTEXT CLUB - PAGE 5	 CONTEXT CLUB - PAGE 6
 CONTEXT CLUB - PAGE 7	 CONTEXT CLUB - PAGE 8	 CONTEXT CLUB - PAGE 9

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