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, promotes 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 by listening to oral reading and by interacting 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.

SEVEN UNITS

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

Vocabulary Words

Context Clues

Compound Words

Synonyms and Antonyms

Homophones

Multiple Meanings

Base Words

The first unit includes 23 lists of vocabulary words. The remaining 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 Vocabulary Words Unit contains lists composed of five to eight words for each activity, grouped according to useful, real-world topics. Most of the words featured in these lists are repeated in the following units. 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 the 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 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 Unit, students examine vocabulary words to identify their base words. 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 basic level. For higher-level vocabulary skills and strategies, refer to the second book of the *Basic Vocabulary* Series.

DEFINITIONS

vocabulary words-words that students use and understand in oral and written language

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

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

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

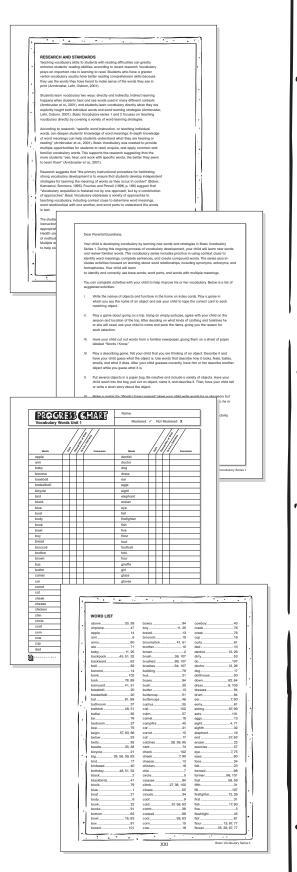
The parent/guardian letter should be sent home with each student prior to the start of the series. This letter provides parents and guardians with information about the skills that their children will learn in the series. The letter contains a list of suggested activities that the parents or guardians 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-XX) 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 XXI). 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.



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 an independent activity or a group 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 108–119).

