

■ **POWER BASICS**[®]

Vocabulary and Reading Comprehension

Robert Taggart

Table of Contents

| | |
|-------------------------------------------------|-----|
| <i>To the Student</i> | v |
| Unit 1: Vocabulary: Word Parts | |
| Lesson 1: Base Words | 3 |
| Lesson 2: Prefixes | 7 |
| Lesson 3: Suffixes | 14 |
| Lesson 4: Roots | 21 |
| Unit 2: Building Vocabulary | |
| Lesson 5: Synonyms and Antonyms | 29 |
| Lesson 6: Context Clues | 34 |
| Unit 3: Dictionary Skills | |
| Lesson 7: Finding Words in a Dictionary | 45 |
| Lesson 8: Understanding Definitions | 49 |
| Unit 4: Understanding What You Read | |
| Lesson 9: Identifying Main Ideas | 55 |
| Lesson 10: Drawing Conclusions | 62 |
| Lesson 11: Recognizing Sequence | 77 |
| Unit 5: Finding Information in a Passage | |
| Lesson 12: Scanning | 91 |
| Unit 6: Analyzing What You Read | |
| Lesson 13: Fact and Opinion | 107 |
| Lesson 14: The Author's Purpose | 111 |
| Unit 7: Remembering What You Read | |
| Lesson 15: Underlining | 123 |
| Lesson 16: Summarizing | 126 |
| <i>Appendixes</i> | |
| A. <i>Prefixes</i> | 134 |
| B. <i>Suffixes</i> | 135 |
| C. <i>Roots</i> | 136 |
| <i>Glossary</i> | 137 |
| <i>Index</i> | 142 |

Table of Contents, *continued*

Unit 6: Analyzing What You Read

| | |
|---------------------------------------|-----|
| Lesson 13: Fact and Opinion | 107 |
| Lesson 14: The Author's Purpose | 111 |
| Unit 6 Review | 119 |
| Unit 6 Application Activity | 120 |

Unit 7: Remembering What You Read

| | |
|-----------------------------------|-----|
| Lesson 15: Underlining | 123 |
| Lesson 16: Summarizing | 126 |
| Unit 7 Review | 131 |
| Unit 7 Application Activity | 133 |

Appendixes

| | |
|--------------------------|-----|
| A. <i>Prefixes</i> | 134 |
| B. <i>Suffixes</i> | 135 |
| C. <i>Roots</i> | 136 |
| <i>Glossary</i> | 137 |
| <i>Index</i> | 142 |

UNIT 1

Vocabulary: Word Parts



LESSON 1: Base Words

GOAL: To learn new vocabulary words by breaking long words into base words

WORDS TO KNOW

base word

compound word

Compound Words

Words are made up of different parts. A **base word** is one kind of word part. Base words are words that form the main part of a longer word.

Some words are made up of two base words put together. These are **compound words**. Look at this compound word:

homework

The word *homework* is a compound word. It is made up of the words *home* and *work*.

Now look at this compound word:

sunlight

Do you see the two base words? They are *sun* and *light*.

PRACTICE 1: Compound Words

Write the two base words you find in each compound word.

1. speechwriter _____
2. aftertaste _____
3. grapevine _____

4. scoreboard _____
5. skyscraper _____
6. spotlight _____
7. peacekeeper _____
8. stopwatch _____
9. timeworn _____
10. windshield _____

Meanings of Compound Words

You know that a compound word is made up of two base words. The meaning of the compound word combines the meanings of the two base words.

Compound words can be long and seem hard. If you can break the compound word into two shorter words, though, you can figure out the meaning of the longer word.

Look at the following example:

beekeeper

The word above is long and looks odd—it has a lot of *e*'s in a row. If you look closely, however, you see two words: *bee* and *keeper*. Those words aren't so hard. A beekeeper is someone who keeps, or raises, bees. (A beekeeper raises bees for their honey.)

■ PRACTICE 2: Meanings of Compound Words

Read the compound words. Based on the meanings of the base words, write the definition of each compound word.

1. speechwriter _____

2. aftertaste _____

3. grapevine _____

4. scoreboard _____

5. skyscraper _____

6. spotlight _____

7. peacekeeper _____

8. stopwatch _____

9. timeworn _____

10. windshield _____

Base Words

Words are made up of different parts. As you have seen, one kind of word part is called a *base word*. Two base words together make a compound word.

Sometimes base words are joined with other word parts. Look at these examples:

powerful

displeased

The base word in each example is underlined. Other word parts have been added to each base word to form a longer word.

TIP



The entire base word is not always spelled out in the longer word. Look at an example: *celebration*. Can you find the base word? It is *celebrate*. Notice that the final *e* in the base word *celebrate* does not appear in *celebration*. But you can easily find the base word in the longer word.

PRACTICE 3: Base Words

Look at the words below. Write the base word of each vocabulary word.

1. purify _____
2. disconnect _____
3. falsely _____
4. employer _____
5. rewrite _____
6. readiness _____
7. misunderstand _____
8. illegal _____
9. imprison _____
10. preheat _____
11. admirable _____
12. exploration _____
13. dangerous _____
14. fearless _____
15. punishment _____



Vocabulary and Reading Comprehension

Teacher's Guide

Table of Contents

To the Teacher vi
Vocabulary and Reading Comprehension viii
Classroom Management ix
Use Chart x

Unit 1: Word Parts

Unit Overview 1
 Suggested Activities 2

Unit 2: Building Vocabulary

Unit Overview 4
 Suggested Activities 5

Unit 3: Dictionary Skills

Unit Overview 7
 Suggested Activities 7

Unit 4: Understanding What You Read

Unit Overview 9
 Suggested Activities 10

Unit 5: Finding Information in a Passage

Unit Overview 12
 Suggested Activities 12

Unit 6: Analyzing What You Read

Unit Overview 14
 Suggested Activities 15

Unit 7: Remembering What You Read

Unit Overview 16
 Suggested Activities 16

Answer Key 18
Graphic Organizers 23
Student Book Appendixes 28
Student Book Glossary 30

Unit 1: Word Parts

Unit 1 presents the concept of words as logical constructions made up of identifiable word parts. Lesson 1 introduces compound words and base words. Recognizing smaller, “easier” words within a longer word is one strategy for discovering word meaning. The second and third lessons introduce specific prefixes and suffixes, respectively, giving students more tools for unlocking the meaning of new words they encounter. The words in this unit have been carefully chosen to have recognizable base words. Lesson 4 introduces Latin and Greek roots that form the base of many English words. Analyzing word structure, then applying what they have learned about the meaning of the word parts, empowers students to figure out unfamiliar words on their own.

Lesson 1—Base Words

Goal: To learn new vocabulary words by breaking long words into base words

WORDS TO KNOW

base word a word that forms the main part of a longer word
compound word a word made up of two base words put together

Lesson 2—Prefixes

Goal: To learn the meanings of prefixes to understand new words

WORD TO KNOW

prefix a word part added to the beginning of a word to make a new word

Lesson 3—Suffixes

Goal: To learn the meanings of suffixes to understand new words

WORD TO KNOW

suffix a word part that is added to the end of a word to make a new word

Lesson 4—Roots

Goal: To learn the meanings of common roots to understand new words

WORD TO KNOW

root a type of word part; a base that is not a stand-alone word itself

Notes on Application Activity in Student Text

| Activity | Skills Applied | Product |
|-----------------|----------------------------------------------------------------------|---------------|
| From Old to New | gathering information, analyzing word parts, synthesizing word parts | list of words |

Additional Activity Suggestions

- Write a base word on the board. Ask students to add prefixes and suffixes to the word to make as many words as they can. You can turn this into a contest by dividing the class into small groups and having each keep a list of words the group thinks of.

You may want to use words of particular interest to students, such as music, sport, video, play, and so on. You may prefer to use school-related or content-area words, such as *write*, *read*, *act*, *add*, *learn*, *calculate*, *history*, and *science*.

- Challenge students to list as many words as they can with a particular prefix or suffix. You may have students work in teams, or record the words on the board as students call them out.
- Ask students to create compound words from a list of base words you write on the board.
- Play a round-robin game with the whole class or small groups in which each student has to make a new compound word based on one of the base words of the compound word of the previous student.
- Write some common roots on the board. Have students list words with those roots. To find more words, students may look in a dictionary. If a root occurs at the beginning of a word, students will easily find related words in the dictionary.
- Ask students to find examples in a newspaper of words with certain prefixes, suffixes, bases, or roots. Have students bring in the articles and discuss how the words are used in sentences.

TEACHING TIP



To help students remember the difference between a prefix and a suffix, remind them of what they have learned: the prefix *pre-* means “before.” A prefix, therefore, is a word part that comes before the base or root. A suffix, then, is a word part that comes after the base or root.

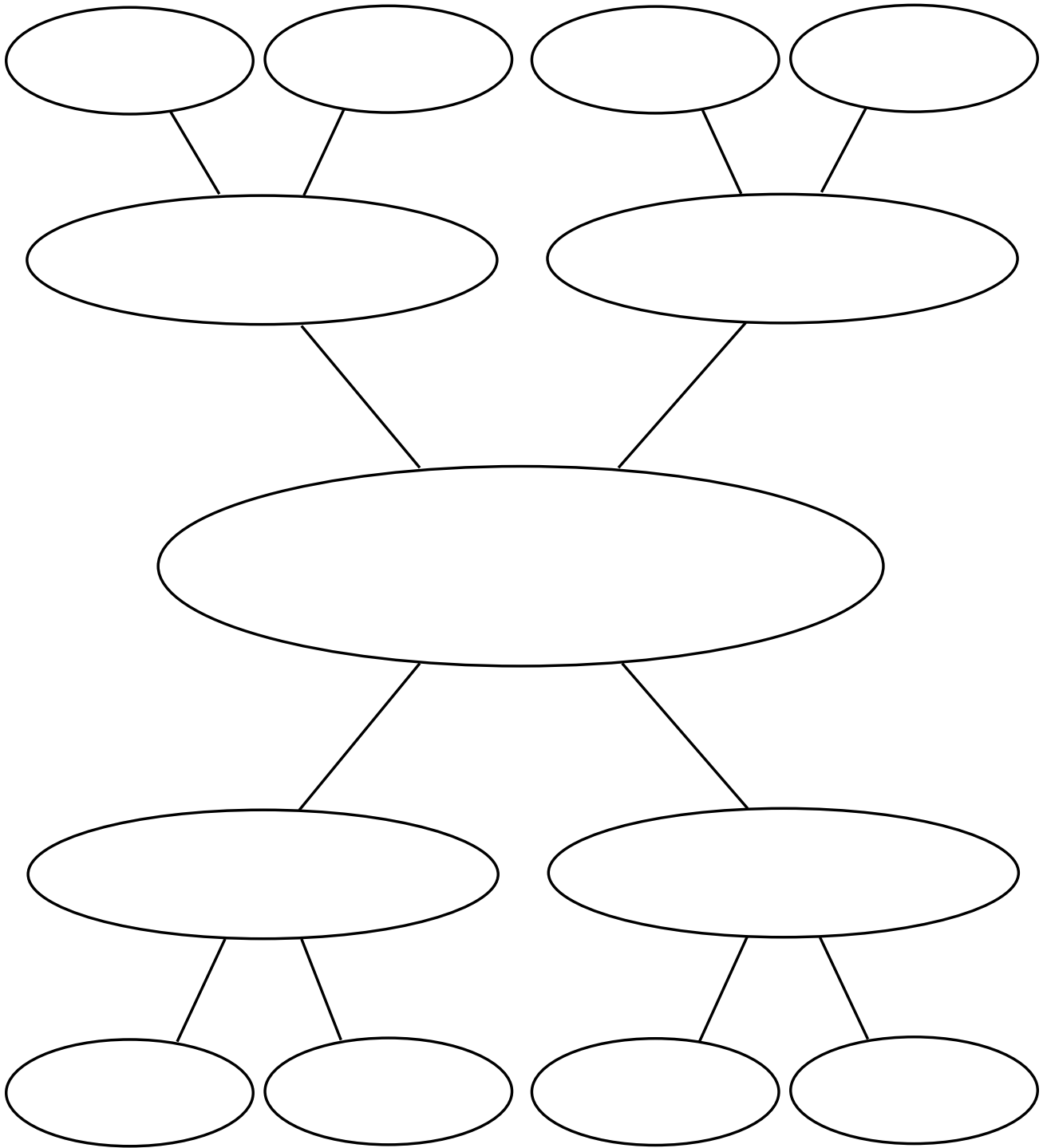


Differentiation

- If students have difficulty coming up with words based on a list of base words, prefixes, suffixes, and roots, start them off with some examples. You may also have students match words you provide with the appropriate word part rather than ask them to generate words.
- Ask English-language learners about word parts in their native language. Ask them to give examples of words made from various word parts.
- To engage visual learners, ask students to create a word web showing how words that share a word part are related.
- To interest mathematical and visual learners, have a student graph on the board the number of words the class can generate from each prefix, suffix, base, or root.
- Play a guessing game that will appeal to kinesthetic and logical learners. Write several prefixes and suffixes from the book on squares of paper, one word part to a square. Attach a square with tape to each student’s back. Have students ask one another to give them a word using their prefix or suffix, without telling the prefix or suffix. Students should be able to figure out their prefix or suffix after gathering several words. After two minutes of questions, have each student write his or her word part.
- Students who easily come up with words for the various word parts may enjoy extending their vocabulary and word knowledge by researching words that share roots and writing about their findings.

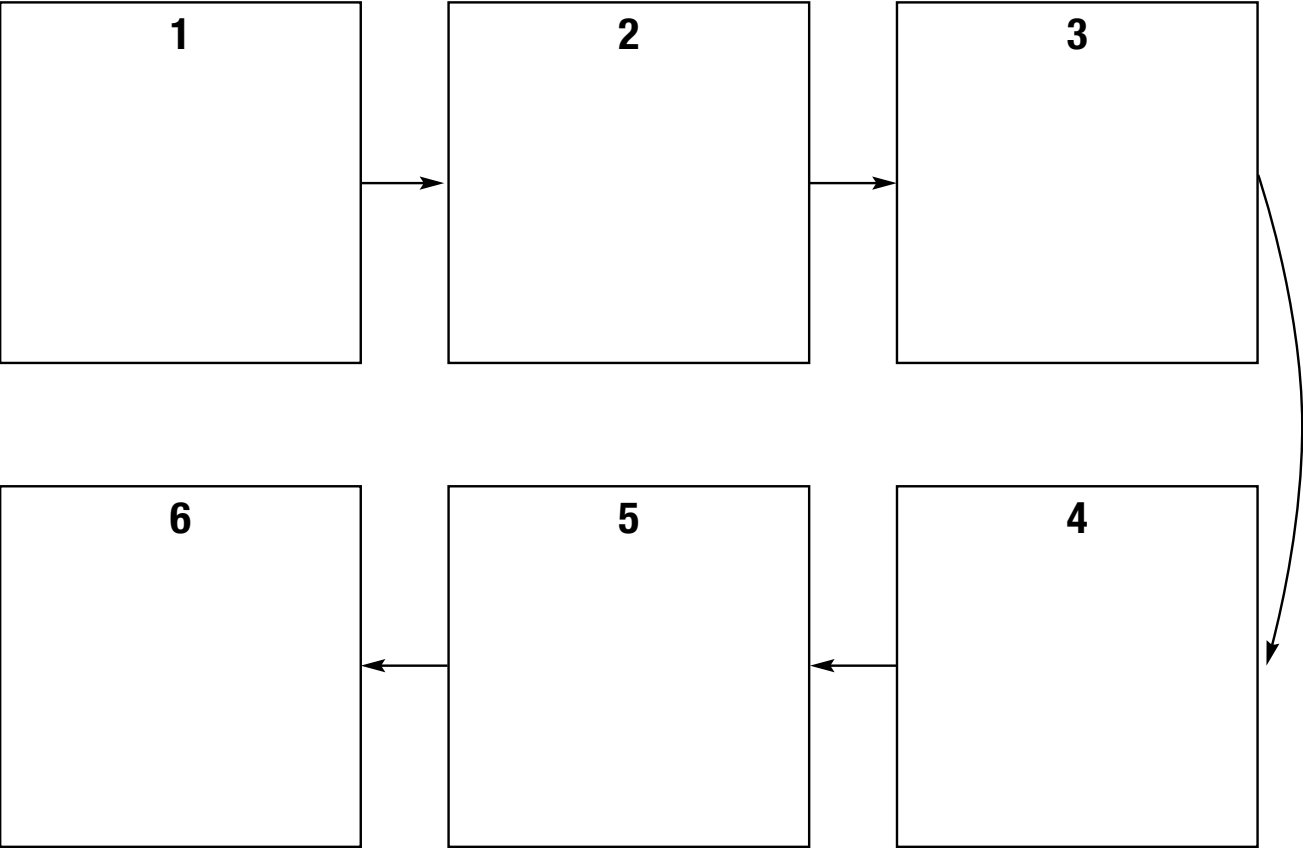
Idea Web

Write your topic in the center circle. Then write details in the smaller circles. Add and delete lines and circles as needed.



Flow Chart

A flow chart visually keeps track of the order in which things happen. Fill in the flow chart with chains of events in the order in which they happen. Add more boxes if needed.





Vocabulary and Reading Comprehension

Table of Contents

| | | | | |
|---------------------------------------|-------------------------------------|------------------------------------|-------------------------------------|----|
| To the Student | <i>vii</i> | Activity 18 | Suffix Completion | 18 |
| Unit 1: Vocabulary: Word Parts | | Activity 19 | Suffix Q & A | 19 |
| Activity 1 | Identifying Compound Words | Activity 20 | Suffix Building | 20 |
| |1 | Activity 21 | Finding the Meaning: Suffixes | 21 |
| Activity 2 | Making Compound Words | Activity 22 | Suffix Game | 22 |
| |2 | Activity 23 | Roots Match-Up | 23 |
| Activity 3 | Compound Word Builder | Activity 24 | Finding the Meaning: Roots | 24 |
| |3 | Activity 25 | Defining Roots I | 25 |
| Activity 4 | Finding Compound Words | Activity 26 | Building on Roots | 26 |
| |4 | Activity 27 | Defining Roots II | 27 |
| Activity 5 | Compound Word Game | Activity 28 | Roots Game | 28 |
| |5 | Unit 2: Building Vocabulary | | |
| Activity 6 | Compound Word Pantomime | Activity 29 | Synonym Puzzle | 29 |
| |6 | Activity 30 | Synonym Match-Up | 30 |
| Activity 7 | Finding the Base | Activity 31 | Defining Synonyms | 31 |
| |7 | Activity 32 | Using Synonyms | 32 |
| Activity 8 | Defining Prefixes | Activity 33 | Antonym Match-Up | 33 |
| |8 | Activity 34 | Antonym Q & A | 34 |
| Activity 9 | Using Prefixes | Activity 35 | Find an Antonym | 35 |
| |9 | | | |
| Activity 10 | Complete the Sentence | | | |
| |10 | | | |
| Activity 11 | Number Prefixes | | | |
| |11 | | | |
| Activity 12 | Finding the Meaning: Prefixes | | | |
| |12 | | | |
| Activity 13 | Prefix Find | | | |
| |13 | | | |
| Activity 14 | Prefix Q & A | | | |
| |14 | | | |
| Activity 15 | Prefix Game | | | |
| |15 | | | |
| Activity 16 | Defining Suffixes | | | |
| |16 | | | |
| Activity 17 | Suffix Match-Up | | | |
| |17 | | | |

Table of Contents, *continued*

| | | | |
|--------------------------------------------|---------------------------------------|--------------------|-----------------------------------------------|
| Activity 36 | Antonym Game36 | Activity 53 | Finding the Topic Sentence53 |
| Activity 37 | Context Clues37 | Activity 54 | Writing Topic Sentences54 |
| Activity 38 | Context Clue Q & A38 | Activity 55 | Supporting Details55 |
| Activity 39 | Context Clue Challenge39 | Activity 56 | Topic Sentence and Supporting Details56 |
| Unit 3: Dictionary Skills | | | |
| Activity 40 | Alphabetical Order40 | Activity 57 | Choosing a Title57 |
| Activity 41 | Finding Words in a Dictionary41 | Activity 58 | Name the Question58 |
| Activity 42 | Parts of Speech42 | Activity 59 | Drawing Conclusions59 |
| Activity 43 | Parts of Speech Q & A43 | Activity 60 | Conclusions Q & A60 |
| Activity 44 | Parts of Speech Fill-In44 | Activity 61 | More Conclusions61 |
| Activity 45 | Finding Definitions45 | Activity 62 | Writing Conclusions62 |
| Activity 46 | Looking Up Words I46 | Activity 63 | Conclusions Chart63 |
| Activity 47 | Dictionary Q & A47 | Activity 64 | Drawing Conclusions—Newspapers64 |
| Activity 48 | Using the Dictionary48 | Activity 65 | Generalizing65 |
| Activity 49 | Understanding Definitions49 | Activity 66 | Comparing and Contrasting66 |
| Activity 50 | Dictionary Game50 | Activity 67 | Comparing and Contrasting in Writing67 |
| Activity 51 | Looking Up Words II51 | Activity 68 | Cause and Effect68 |
| Unit 4: Understanding What You Read | | | |
| Activity 52 | Recognizing a Topic Sentence52 | Activity 69 | Cause-and-Effect Web69 |
| | | Activity 70 | Verb Tenses70 |
| | | Activity 71 | Verb Tenses Q & A71 |

Table of Contents, *continued*

| | | |
|-------------------------------------------------|------------------------------------------|--|
| Activity 72 | Activity 89 | |
| Using Time Clues72 | The Author’s Purpose89 | |
| Activity 73 | Activity 90 | |
| Time Clues I73 | Ask the Author90 | |
| Activity 74 | Activity 91 | |
| Sequence74 | Writing Styles91 | |
| Activity 75 | Activity 92 | |
| Time Clues II75 | The Op-Ed Page92 | |
| Unit 5: Finding Information in a Passage | | |
| Activity 76 | Activity 93 | |
| Scanning76 | Your Own Writing Style93 | |
| Activity 77 | Activity 94 | |
| Scanning for Answers77 | Word Choice94 | |
| Activity 78 | Activity 95 | |
| Key Words78 | Ranking Word Choices95 | |
| Activity 79 | Unit 7: Remembering What You Read | |
| Graphic Aids79 | Activity 96 | |
| Unit 6: Analyzing What You Read | | |
| Activity 80 | Underlining I96 | |
| Fact and Opinion Q & A80 | Activity 97 | |
| Activity 81 | Underlining II97 | |
| Fact and Opinion81 | Activity 98 | |
| Activity 82 | Summarizing: The Outline98 | |
| Fact and Opinion Lookup82 | Activity 99 | |
| Activity 83 | Developing an Outline99 | |
| Fact and Opinion Editorial83 | Activity 100 | |
| Activity 84 | Explaining in an Outline100 | |
| Fact and Opinion on Television84 | | |
| Activity 85 | | |
| Fact and Opinion Game85 | | |
| Activity 86 | | |
| Opinion Piece86 | | |
| Activity 87 | | |
| Purpose of Writing I87 | | |
| Activity 88 | | |
| Purpose of Writing II88 | | |

NAME: _____



UNIT 1 • ACTIVITY 3
Compound Word Builder

A. Write five compound words that contain each base word below.

under

book

home

light

back

water

B. Use five of the compound words you wrote above in sentences of your own.

1. _____.
2. _____.
3. _____.
4. _____.
5. _____.



NAME: _____



UNIT 1 • ACTIVITY 4

Finding Compound Words

Look for compound words in reading material such as books, magazines, and newspapers. List some of the words below in the notebook. Then get together with a small group and use the words in oral sentences.





Vocabulary and Reading Comprehension

Test Pack

Table of Contents

| | |
|------------------------------------------------------------|-----------|
| To the Teacher | v |
| Testing Students Who Do Not Test Well | vi |
| Test-Taking Strategies for <i>Power Basics</i> | vii |
| Pretest | 1 |
| Unit 1 Test: Vocabulary: Word Parts | 12 |
| Unit 2 Test: Building Vocabulary | 15 |
| Unit 3 Test: Dictionary Skills | 19 |
| Unit 4 Test: Understanding What You Read | 23 |
| Unit 5 Test: Finding Information in a Passage | 27 |
| Unit 6 Test: Analyzing What You Read | 29 |
| Unit 7 Test: Remembering What You Read | 30 |
| Posttest | 32 |
| Answer Key | 41 |
| Student Record-Keeping Form | 45 |
| Strategies for Standardized Testing | 46 |



PRETEST

Circle the letter of the correct answer.

1. What is the base word of *mistreat*?

- a. mis
 - b. treat
 - c. mistreat
-

2. What is the base word of *celebration*?

- a. cele
 - b. tion
 - c. celebrate
-

3. What is the prefix in the word *untie*?

- a. un
 - b. tie
 - c. untie
-

4. What is the suffix in the word *homeless*?

- a. home
 - b. less
 - c. homeless
-

5. What does the prefix *re-* mean in the word *rewrite*?

- a. do again
 - b. undo
 - c. not
-

6. What does the prefix *im-* mean in *immature*?

- a. very
- b. not
- c. bad

UNIT 1 TEST: VOCABULARY: WORD PARTS

The words below have word parts underlined. Circle the letter that lists the correct word part.

1. dislike

- a. prefix
 - b. suffix
 - c. base word
-

2. powerfully

- a. prefix
 - b. suffix
 - c. base word
-

3. celebration

- a. prefix
 - b. suffix
 - c. base word
-

4. joyful

- a. prefix
 - b. suffix
 - c. base word
-

5. cohost

- a. prefix
 - b. suffix
 - c. base word
-

6. repaint

- a. prefix
 - b. suffix
 - c. base word
-

Circle the letter of the correct answer.

7. Which word is a compound word?

- a. extremely
- b. sunburn
- c. widower

UNIT 2 TEST: BUILDING VOCABULARY

Circle the letter of the correct answer.

1. Which word is a synonym for *gigantic*?

- a. angry
 - b. huge
 - c. tired
-

2. Which word is a synonym for *essential*?

- a. necessary
 - b. optional
 - c. tedious
-

3. Which word is a synonym for *rival*?

- a. ally
 - b. task
 - c. opponent
-

4. Which word is a synonym for *intelligent*?

- a. humorous
 - b. dull
 - c. smart
-

5. Which word is an antonym for *ally*?

- a. rival
- b. peak
- c. option

POSTTEST

Circle the letter of the correct answer.

1. What is the base word of *readiness*?

- a. read
 - b. ready
 - c. ness
-

2. Which word is a compound word?

- a. scoreboard
 - b. scoring
 - c. scored
-

3. What is the prefix in the word *misfit*?

- a. mis
 - b. fit
 - c. misfit
-

4. What do the prefixes *il-*, *im-*, and *in-* all mean?

- a. with
 - b. not
 - c. again
-

5. What is the suffix in the word *purify*?

- a. pure
 - b. ify
 - c. purify
-

6. What part of speech does the suffix *-ize* make?

- a. noun
- b. adjective
- c. verb