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**What’s in Vocabulary Fundamentals?**

_Vocabulary Fundamentals_ provides leveled practice for essential vocabulary skills, reinforcing your core language arts program. Skills are presented in scaffolded three-page units, enabling you to target the varied learning needs within your classroom.

**SKILL UNITS** The core of _Vocabulary Fundamentals_ is 42 three-page skill units. Each successive page in a unit increases in difficulty.

- Boxes indicate difficulty level of the page:
  - \[\square\] = easiest
  - \[\square\square\] = more difficult
  - \[\square\square\square\] = most difficult

- The skill is defined in student-friendly language.

- Each page includes one or more activities to practice the skill.

- Page three of each unit is either a cloze activity or a multiple-choice, test-type activity.

**How to Use the Skill Units**

- Introduce the skill with the first page of the unit (indicated by \[\square\]), moving on to the remaining two pages over time as students’ skill acquisition dictates.

- Students will derive the most benefit from the lessons if the skill and words are introduced and discussed orally before the activities are assigned.

- Assign the first (\[\square\]) or second (\[\square\square\]) page depending on each student’s instructional level. Use the third page (\[\square\square\square\]) as a whole group review. Use the multiple-choice pages to teach and practice test-taking skills.

- Use one of the three pages with the whole group, and assign one or more of the other pages as homework.
WORD PLAY ACTIVITIES

Following the 42 skill units are 20 pages devoted to activities that build vocabulary in more creative, playful ways. Students will experience the fun of playing with words while expanding their vocabularies. Many of the word challenges presented encourage the use of critical-thinking skills.

How to Use the Word Play Pages

Use the Word Play pages for homework, as free-choice activities, at a language arts center, or as a change-of-pace activity for the whole group.

Integrating Vocabulary Fundamentals into Your Classroom

- Support reading comprehension by improving students’ ability to determine word meaning through the use of context clues, recognition of familiar word parts, and word associations.
- Build students’ writing vocabulary and reinforce skills such as choosing precise words and using descriptive language.
- Improve spelling by practicing strategies for recognizing word parts and phonic elements.
Compound Words

Unit 1

Name: _________________________________

A **compound word** is a word made up of two or more smaller words. You might see the same smaller word in many different compound words.

- background
- backtrack
- uphill
- upstairs

A. Use each word in the box to make a compound word that begins with **back** or **up**.

- backdrop
- uphold

- __________
- __________
- __________
- __________
- __________

B. Write the compound word from Activity A that matches each clue. Use a dictionary if necessary.

1. a negative reaction: ______________________
2. the upper part of a city: ____________________
3. a confused, noisy commotion: ____________
4. to provide the most current information: ____________
5. forested areas far from towns or cities: ____________
6. the painted screen at the rear of a stage: ____________
A **compound word** is a word made up of two or more smaller words. You might see the same smaller word in many different compound words.

Write the compound word that best replaces the underlined words in each sentence.

- **uphold**: upholding
- **upbeat**: upbeat
- **update**: updating
- **uproar**: uproarious
- **backtracked**: backtrack
- **backdrop**: backdrop
- **upstream**: upstream
- **backfired**: backfire

1. The news put our school in a **major state of noisy confusion**.
2. Pablo’s scheme to trick his friend ended up causing the opposite **effect from the one he wanted**. His friend tricked him, instead!
3. The play’s first act took place in front of a forest **scene painted at the back of the stage**.
4. Ana writes **mournful poems**, but mine are more **cheerful and optimistic**.
5. One of the government’s jobs is to **protect and defend people’s civil rights**.
6. Arguing for an unpopular opinion can be like swimming **against the current**.
7. Mom asked for an explanation of the latest **details on my math grade**.
8. When I noticed that I’d lost a mitten, I **retraced my steps until I found it**.