

Home Study Guide

VOCABULARY PRE-TEST 2010

Analogies - A

An analogy is a comparison between objects or concepts to show a similar relationship. Analogies can be written in many different formats. Following are some analogy formats commonly found on tests.

For example: finger is to hand as toe is to foot.

This can also be written as finger:hand::toe:foot.

It may be helpful to discuss the concept of analogies with the student. Help him or her develop unique analogies that relate to a common subject.

big:small
tall:short

Analogies - B

An analogy is a comparison between objects or concepts to show a similar relationship. Analogies can be written in many different formats. Following are some analogy formats commonly found on tests.

For example: finger is to hand as toe is to foot.

This can also be written as finger:hand::toe:foot.

It may be helpful to discuss the concept of analogies with the student. Help him or her develop unique analogies that relate to a common subject.

happy:joyous
sad:depressed

Analogies - C

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finger:hand
branch:tree

Analogies - D

An analogy is a comparison between objects or concepts to show a similar relationship. Analogies can be written in many different formats. Following are some analogy formats commonly found on tests.

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This can also be written as finger:hand::toe:foot.

It may be helpful to discuss the concept of analogies with the student. Help him or her develop unique analogies that relate to a common subject.

big:small

tall:short

Analogies - E

An analogy is an expression of a relationship. It is a statement in which the relationship between two things is compared to the relationship of two others.

An example of an analogy is, "Sock is to foot as glove is to hand."

In this analogy, a sock covers a foot like a glove covers a hand.

This same analogy can also be written as, SOCK:FOOT::glove:hand.

There are several common types of analogies.

Synonyms and antonyms are usually the easiest because there is an obvious similarity or contrast.

For example, HOT:COLD::wet:dry

An object and what it is used for is another common type of analogy.

For example, RAKE:LEAVES::shovel:dirt

In a cause and effect analogy, one thing causes another to happen.

For example, RAIN:FLOOD::snow:avalanche

In a part and whole analogy, one thing is a part of another.

For example, MINUTE:HOURL::inch:foot

Some analogies show relative degrees of the same thing. They tend to be more difficult because they are less obvious than other types, such as antonyms and synonyms.

For example, BRIGHT:LUMINOUS::shine:sparkle

You can find SAT preparation books that contain analogies at any public library or at bookstores if you'd like to buy a copy. School and teacher resource stores also carry books of analogies at various levels from primary to secondary.

If you check a book out of the library, allow the student to complete several exercises from the book on notebook paper. Begin with some of the simpler categories and progress to the more challenging types of analogies. Eventually, the student should be given the opportunity to complete analogies from a mixed group containing several different types.

When you go over the correct answers together, it is important for that the student understand why the correct answer is the best choice.

Analogies - F

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For example, MINUTE:HOOR::inch:foot

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You can find SAT preparation books that contain analogies at any public library or at bookstores if you'd like to buy a copy. School and teacher resource stores also carry books of analogies at various levels from primary to secondary.

Allow the student the opportunity to examine the different types of analogies in the book, and then give him or her a chance to complete a couple of each type of analogy.

Then, make a chart similar to the one below. Ask the student to create five different analogies for each of the six categories below. You can make this into a game by allowing them to leave the last word for each analogy blank so that you can complete it. For example, under the category of synonym, the student might write, "STOP:GO::quiet:_____". You would complete the analogy with a word that means the opposite of "quiet," such as "loud."

Synonym

1. LUDICROUS:SILLY:: jealous:envious

2.

3.

4.

5.

Antonym

1. GOOD:EVIL::heinous:admirable
- 2.
- 3.
- 4.
- 5.

Item and its effect

1. MICROPHONE:AMPLIFY:: muffler:quiet
- 2.
- 3.
- 4.
- 5.

Cause and effect

1. JOKE:LAUGHTER:: ballad:tears
- 2.
- 3.
- 4.
- 5.

Part and whole

1. FINGER:HAND:: toe:foot
- 2.
- 3.
- 4.
- 5.

Relative degrees of the same thing

1. HOT:TORRID:: cold:frigid
- 2.
- 3.
- 4.
- 5.

Analogies - G

An analogy is an expression of a relationship. It is a statement in which the relationship between two things is compared to the relationship of two others.

An example of an analogy is, "Sock is to foot as glove is to hand."

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Some analogies show relative degrees of the same thing. They tend to be more difficult because they are less obvious than other types, such as antonyms and synonyms.

For example, BRIGHT:LUMINOUS::shine:sparkle

You can find numerous SAT preparatory books at both your local library and bookstore. These books contain examples of several different types of analogies at varying levels of difficulty. Another possible resource is the Internet. Go to a search engine and type in the word "analogies" to find websites containing definitions, examples, and practice exercises.

If you are using a library book, allow the student to complete the exercises on notebook paper. If you are using a book that you purchased the student can complete the exercise right in the book. Many of exercises on the web can be completed as viewed on the screen and the results printed out. After the student completes the first exercise, review the answers together. Most books will not only provide the correct answers, but explanations as to why the other choices are incorrect.

Allow the student to complete several of the exercises. The difficulty level will increase, but with practice and an understanding of incorrect answers, the student should quickly understand the relationships of the analogies.

Like anything else, the reinforcement of the skill through practice will increase the student's success.

Analogies - H

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For example, BRIGHT:LUMINOUS::shine:sparkle

You can find numerous SAT preparatory books at both your local library and bookstore. These books contain examples of several different types of analogies at varying levels of difficulty. Another possible resource is the Internet. Go to a search engine and type in the word "analogies" to find websites containing definitions, examples, and practice exercises.

Allow the student the opportunity to examine the different types of analogies in the book or on the web site. After the student has had the opportunity to complete several of the exercises and reviewed the correct answers, have him or her set up a chart similar to the one below.

You can make this into a game by allowing the student to leave the last word for each analogy he or she creates blank so that it must be completed. You and the student can take turns creating analogies for the other to complete.

For example, under the category of synonyms, the student might write BAD:EVIL::good:_____. You would complete the analogy with a word that has a similar meaning to good, such as "angelic."

Synonym

1. FLIPPANT:INSOLENT:: frail:fragile
- 2.
- 3.
- 4.
- 5.

Antonym

1. FRUGAL:EXTRAVAGANT::futile:effective
- 2.
- 3.
- 4.
- 5.

Item and its use

1. VACCINATION:PREVENT::medication:cure
- 2.
- 3.
- 4.
- 5.

Cause and Effect

1. JOKE:LAUGHTER:: ballad:tears
- 2.
- 3.
- 4.
- 5.

Part and Whole

1. STEM:FLOWER:: leg:body
- 2.
- 3.
- 4.
- 5.

Relative degrees of the same thing

1. TEPID:HOT:: cool:frosty
- 2.
- 3.
- 4.
- 5.

Antonyms - A

An antonym of a given word is a word that has an opposite meaning. For example, "small" is an antonym for "large."

It may be helpful to develop a series of flash cards. On the front of the card print a word, such as "tall." On the back print an antonym for the word on the front, such as "short."

Be sure that both words are at the student's appropriate learning level. Vocabulary words can be taken from the student's textbooks or from a teacher's vocabulary list.

Antonyms - B

An antonym of a given word is a word that has an opposite meaning. For example, "small" is an antonym for "large."

It may be helpful to develop a series of flash cards. On the front of the card print a word, such as "tall." On the back print an antonym for the word on the front, such as "short."

Be sure that both words are at the student's appropriate learning level. Vocabulary words can be taken from the student's textbooks or from a teacher's vocabulary list.

Antonyms - C

An antonym of a given word is a word that has an opposite meaning. For example, "small" is an antonym for "large."

It may be helpful to develop a series of flash cards. On the front of the card print a word, such as "tall." On the back print an antonym for the word on the front, such as "short."

Be sure that both words are at the student's appropriate learning level. Vocabulary words can be taken from the student's textbooks or from a teacher's vocabulary list.

Antonyms - D

An antonym of a given word is a word that has an opposite meaning. For example, "small" is an antonym for "large."

It may be helpful to develop a series of flash cards. On the front of the card print a word, such as "tall." On the back print an antonym for the word on the front, such as "short."

Be sure that both words are at the student's appropriate learning level. Vocabulary words can be taken from the student's textbooks or from a teacher's vocabulary list.

Antonyms - E

An antonym of a given word is a word that has an opposite meaning. For example, "small" is an antonym for "large."

It may be helpful to develop a series of flash cards. On the front of the card print a word, such as "conceal." On the back print an antonym for the word on the front, such as "reveal."

Be sure that both words are at the student's appropriate learning level. Vocabulary words can be taken from the student's textbooks or from a teacher's vocabulary list.

Antonyms - F

An antonym of a given word is a word that has an opposite meaning. For example, "small" is an antonym for "large."

It may be helpful to develop a series of flash cards. On the front of the card print a word, such as "adrift." On the back print an antonym for the word on the front, such as "anchored."

Be sure that both words are at the student's appropriate learning level. Vocabulary words can be taken from the student's textbooks or from a teacher's vocabulary list.

Antonyms - G

An antonym of a given word is a word that has an opposite meaning. For example, "small" is an antonym for "large."

It may be helpful to develop a series of flash cards. On the front of the card print a word, such as "ridicule." On the back print an antonym for the word on the front, such as "praise."

Be sure that both words are at the student's appropriate learning level. Vocabulary words can be taken from the student's textbooks or from a teacher's vocabulary list.

Antonyms - H

An antonym is a word that means the opposite of a given word. For instance, an antonym for the word "hot" is "cold."

A synonym is a word that has a similar meaning to a given word. For example, "quiet" is a synonym for the word "silent."

An effective method of learning antonyms is by creating a chart similar to the one below. After students complete the chart, they should study the words, their definitions, and their antonyms.

Spelling word: inanimate

Definition: Something that is not living.

Antonym: alive

At the end of the week you can create a matching quiz. For instance:

Directions: Match the words to their correct antonyms.

- | | |
|--------------|------------|
| 1. buoyant | A. quiet |
| 2. talkative | B. dirty |
| 3. sanitary | C. sinking |

Teachers will usually provide appropriate words if you ask, and spelling resource books found in school supply stores are also beneficial. Most libraries contain spelling reference books as well. Using words that have a common theme can be helpful to the students.

Antonyms - I

An antonym is a word that means the opposite of a given word. For instance, an antonym for the word "under" is "over."

An effective method of learning antonyms is by creating a chart similar to the one below. After students complete the chart, they should study the words, their definitions, their synonyms and antonyms. By having students use the definitions to identify synonyms, it becomes easier for students to recognize antonyms as well.

Spelling word: Inanimate

Definition: Something that is not living.

Synonym: nonliving

Antonym: living

At the end of the week you can create a matching quiz. For instance:Directions: Match the words to their correct antonyms.

- | | |
|---------------|-----------|
| 1. deceptive | A. begin |
| 2. consummate | B. sad |
| 3. jubilant | C. honest |

Teachers will usually provide appropriate words if you ask, and spelling resource books found in school supply stores are also beneficial. Most libraries contain spelling reference books as well. Using words that have a common theme can be helpful to the students.

Base Words - A

A base word, or root word, is a word to which a prefix or suffix is added to make another word. For example, the base word of "unknown" is "know."

It may be helpful to explain the concept of base words to the student. Also, create flash cards containing base words. Help the student add prefixes and suffixes to the base words. Look for vocabulary words in the student's reading material.

Base Words - B

A base word, or root word, is a word to which a prefix or suffix is added to make another word. For example, the base word of "unknown" is "know."

It may be helpful to explain the concept of base words to the student. Also, create flash cards containing base words. Help the student add prefixes and suffixes to the base words. Look for vocabulary words in the student's reading material.

Base Words - C

A base word, or root word, is a word to which a prefix or suffix is added to make another word. For example, the base word of "unknown" is "know."

It may be helpful to explain the concept of base words to the student. Also, create flash cards containing base words. Help the student add prefixes and suffixes to the base words. Look for vocabulary words in the student's reading material.

Compound Words - A

A compound word is made from two or more words that are either hyphenated or written as one word. For example, the word "backyard" is a compound word containing both "back" and "yard."

It may be useful to help the student build compound words. Create a list of compound words. Write each half of the compound word on separate cards. For example, write "back" on one card, and "yard" on another card. Do this for six compound words. Mix these twelve cards around and place them in front of the student. Have the student match up the separate words to create compound words.

Compound Words - B

A compound word is made from two or more words that are either hyphenated or written as one word. For example, the word "backyard" is a compound word containing both "back" and "yard."

It may be useful to help the student build compound words. Create a list of compound words. Write each half of the compound word on separate cards. For example, write "back" on one card, and "yard" on another card.

Do this for six compound words. Mix these twelve cards around and place them in front of the student. Have the student match up the separate words to create compound words.

Context for Word Meaning - A

The student needs to understand how to use the context of a given sentence to determine the meaning of a specified word. In other words, the sentence provides clues to the definition of the word.

It may be useful to develop a series of sentences that contain an unfamiliar word. Help the student determine the meaning of the word by examining the context of the sentence. For example:

Sentence: He beat the other runners in the race by a quarter mile. He is the champion!

Word Meaning: winner

Be sure that the other words used in the sentence are at the appropriate grade level.

Context for Word Meaning - B

The student needs to understand how to use the context of a given sentence to determine the meaning of a specified word. In other words, the sentence provides clues to the definition of the word.

It may be useful to develop a series of sentences that contain an unfamiliar word. Help the student determine the meaning of the word by examining the context of the sentence. For example:

Sentence: He beat the other runners in the race by a quarter mile. He is the champion!

Word Meaning: winner

Be sure that the other words used in the sentence are at the appropriate grade level.

Context for Word Meaning - C

The student needs to understand how to use the context of a given sentence to determine the meaning of a specified word. In other words, the sentence provides clues to the definition of the word.

It may be useful to develop a series of sentences that contain an unfamiliar word. Help the student determine the meaning of the word by examining the context of the sentence. For example:

Sentence: He beat the other runners in the race by a quarter mile. He is the champion!

Word Meaning: winner

Be sure that the other words used in the sentence are at the appropriate grade level.

Context for Word Meaning - D

The student needs to understand how to use the context of a given sentence to determine the meaning of a specified word. In other words, the sentence provides clues to the definition of the word.

It may be useful to develop a series of sentences that contain an unfamiliar word. Help the student determine the meaning of the word by examining the context of the sentence. For example:

Sentence: He beat the other runners in the race by a quarter mile. He is the champion!

Word Meaning: winner

Be sure that the other words used in the sentence are at the appropriate grade level.

Context for Word Meaning - E

The student needs to understand how to use the context of a given sentence to determine the meaning of a specified word. In other words, the sentence provides clues to the definition of the word.

It may be useful to develop a series of sentences that contain an unfamiliar word. Help the student determine the meaning of the word by examining the context of the sentence. For example:

Sentence: He beat the other runners in the race by a quarter mile. He is the champion!

Word Meaning: winner

Be sure that the other words used in the sentence are at the appropriate grade level.

Context for Word Meaning - F

The student needs to understand how to use the context of a given sentence to determine the meaning of a specified word. In other words, the sentence provides clues to the definition of the word.

It may be useful to develop a series of sentences that contain an unfamiliar word. Help the student determine the meaning of the word by examining the context of the sentence. For example:

Sentence: He beat the other runners in the race by a quarter mile. He is the champion!

Word Meaning: winner

Be sure that the other words used in the sentence are at the appropriate grade level.

Context for Word Meaning - G

The student needs to understand how to use the context of a given sentence to determine the meaning of a specified word. In other words, the sentence provides clues to the definition of the word.

Choose a list of words with a common theme. (Words containing the "tion" suffix would be one example.)

Write a sentence for each of the words. Underline the word you are targeting. Ask students to write down a synonym (word with a similar meaning) for the word by using context clues in the sentence.

Here is a list of words that could be used includes words with the suffix "ion" or "ious":

infraction

derivation

repetition

recitation
revolution
civilization
infectious
harmonious
conscientious
tenacious

Teachers will usually provide appropriate words if you ask, and spelling resource books found in school supply stores are also beneficial. Most libraries contain spelling reference books as well.

Context for Word Meaning - H

The student needs to understand how to use the context of a given sentence to determine the meaning of a specified word. In other words, the sentence provides clues to the definition of the word.

Choose a list of words with a common theme. (Words that begin with the prefix "dis" would be one example.)

Write a paragraph containing all of the words listed below. Underline the word you are targeting in each sentence. Ask students to write down a synonym (word with a similar meaning) for the word by using context clues in the sentence.

Here is a list of words that could be used includes words that are related to geography:

dialect
plateau
irrigate
ecological
precipitation
isthmus
foliage
resources
meridian
axis
fertile

Teachers will usually provide appropriate words if you ask, and spelling resource books found in school supply stores are also beneficial. Most libraries contain spelling reference books as well.

Context for Word Meaning - I

The student needs to understand how to use the context of a given sentence to determine the meaning of a specified word. In other words, the sentence provides clues to the word's definition.

Suggest to the student that when he or she comes across an unfamiliar word to skip the word and read to the end of the sentence, looking for clues. Very often, the author supplies the difficult word's meaning within that sentence.

Choose a book, magazine or newspaper article to use as a resource. Make sure that the resource contains words that would be unfamiliar to the student. Ask the student to underline ten unfamiliar words within the passage.

Next, ask the student to go back and reread the sentences, looking for "clue" words that will help to determine the meaning of the underlined word.

For example, if the student underlined the word "insipid" in the following sentence, "The movie was so insipid that I found myself dozing off," ask him or her to identify which words could help to determine the word's meaning. (The student should point out that "dozing off" is a clue that means the movie must have been boring or dull.)

Then ask the student to go back to each sentence in which he or she had underlined an unfamiliar word and circle the clue words that helped to determine the word's meaning.

Once finished, have the student double check his or her definition with the definition in the dictionary.

Context for Word Meaning - J

The student needs to understand how to use the context of a given sentence to determine the meaning of a specified word. In other words, the sentence provides clues to the word's definition.

Suggest to the student that when he or she comes across an unfamiliar word to skip the word and read to the end of the sentence, looking for clues. Very often, the author supplies the difficult word's meaning within that sentence.

Choose a book, magazine or newspaper article to use as a resource. Make sure that the resource contains words that would be unfamiliar to the student. Ask the student to underline ten unfamiliar words within the passage.

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Then ask the student to go back to each sentence in which he or she had underlined an unfamiliar word and circle the clue words that helped to determine the word's meaning.

Once finished, have the student double check his or her definition with the definition in the dictionary.

Homonyms - A

A homonym is a word with the same pronunciation and spelling as another word, but with a different meaning. For example, the word "top" is defined as both "the highest point of a surface" and "a toy that spins."

It may be helpful to make flash cards that use homonyms in various sentences. The following is an example of a homonym flash card:

Front: We waited by the "fork" in the road

Back: Fork - - a point in the road where it splits in two

Front: We ate our dinner with "forks."

Back: Fork - - an eating utensil

Homonym words can be found in the student's textbooks or a teacher's vocabulary list.

Homonyms - B

A homonym is a word that has the same spelling and pronunciation as another word, but a different meaning. For example, the word "top" is defined as both "the highest point of a surface" and "a toy that spins."

It may be helpful to make flash cards that use homonyms in various sentences. The following is an example of a homonym flash card:

Front: We waited by the "fork" in the road

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Back: Fork - - an eating utensil

Homonym words can be found in the student's textbooks or a teacher's vocabulary list.

Homonyms - C

A homonym is a word with the same pronunciation and spelling as another word, but a different meaning. For example, the word "top" is defined as both "the highest point of a surface" and "a toy that spins."

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Homonyms - D

A homonym is a word with the same pronunciation and spelling as another word, but with a different meaning. For example, the word "top" is defined as both "the highest point of a surface" and "a toy that spins."

It may be helpful to make flash cards that use homonyms in various sentences. The following is an example of a homonym flash card:

Front: We waited by the "fork" in the road

Back: Fork - - a point in the road where it splits in two

Front: We ate our dinner with "forks."

Back: Fork - - an eating utensil

Homonym words can be found in the student's textbooks or a teacher's vocabulary list.

Homonyms - E

A homonym is a word with the same pronunciation and spelling as another word, but with a different meaning. The word "favor" is one example of a homonym.

In the sentence, "My parents always favor my little brother," the word "favor" means "to prefer or treat with partiality."

In the sentence, "My brother said that he would do me a favor if I quit picking on him," the word "favor" means "a kind act."

It may be helpful to make flash cards that use homonyms in various sentences. The following is an example of a homonym flash card:

Front: We waited by the "fork" in the road

Back: Fork - - a point in the road where it splits in two

Front: We ate our dinner with "forks."

Back: Fork - - an eating utensil

Homonym words can be found in the student's textbooks or a teacher's vocabulary list.

Homonyms - F

A homonym is a word with the same pronunciation and spelling as another word, but with a different meaning. The word "favor" is one example of a homonym.

In the sentence, "My parents always favor my little brother," the word "favor" means "to prefer or treat with partiality."

In the sentence, "My brother said that he would do me a favor if I quit picking on him," the word "favor" means "a kind act."

It may be helpful to make flash cards that use homonyms in various sentences. The following is an example of a homonym flash card:

Front: We waited by the "fork" in the road

Back: Fork - - a point in the road where it splits in two

Front: We ate our dinner with "forks."

Back: Fork - - an eating utensil

Homonym words can be found in the student's textbooks or a teacher's vocabulary list.

Homonyms - G

A homonym is a word with the same pronunciation and spelling as another word, but with a different meaning. The word "favor" is one example of a homonym.

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In the sentence, "My brother said that he would do me a favor if I quit picking on him," the word "favor" means "a kind act."

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Front: We ate our dinner with "forks."

Back: Fork - - an eating utensil

Homonym words can be found in the student's textbooks or a teacher's vocabulary list.

Homonyms - H

A homonym is a word with the same pronunciation and spelling as another word, but with a different meaning.

The word "succeed" is one example of a homonym.

In the sentence, "My brother will succeed in business because he works hard," the word "succeed" means "to accomplish something."

In the sentence, "The vice president will succeed the president after his second term," the word "succeed" means "to follow."

Stress to students that the meaning of a homonym will be determined by its use, or context, in a sentence.

Provide students with a list of homonyms. Teachers can often suggest such lists from spelling books, or even textbooks. You can also find resource books at teacher supply stores.

Instruct students to look up each word in the dictionary and write down both definitions. If students create a chart similar to the one below, they can fold it horizontally into 3 sections, to quiz themselves on the different meanings.

Homonym: Appreciate

1st definition: to increase in value

2nd definition: to be thankful for; feel grateful

To test their knowledge at the end of the week, read each word aloud and ask them to write a synonym for both definitions. A synonym is a word that has a similar meaning.

For example:

Read the homonym, "appreciate."

Students should then write the synonyms 1. increase 2. grateful

Read the homonym, "tax."

Students should then write the synonyms 1. required payment 2. burden

Homonyms - I

A homonym is a word with the same pronunciation and spelling as another word, but with a different meaning.

The word "favor" is one example of a homonym.

In the sentence, "My parents always favor my little brother," the word "favor" means "to prefer or treat with partiality."

In the sentence, "My brother said that he would do me a favor if I quit picking on him," the word "favor" means "a kind act."

Stress to students that the meaning of a homonym will be determined by its use, or context, in a sentence.

Provide students with a list of homonyms. Teachers can often suggest such lists from spelling books, or even textbooks. You can also find resource books at teacher supply stores.

Instruct students to look up each word in the dictionary and write down both definitions. If students create a chart similar to the one below, they can fold it horizontally into 3 sections, to quiz themselves on the different meanings.

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For example:

Read the homonym, "appreciate."

Students should then write the synonyms 1. increase 2. grateful

Read the homonym, "tax."

Students should then write the synonyms 1. required payment 2. burden

Homophones - A

A homophone is a word with the same pronunciation as another, but with a different meaning and possibly a different spelling. For example, the words "dye" and "die" are homophones.

It may be helpful to develop a tutoring program that will increase the student's spelling and memorization skills. Offer the student some examples of homophones that are used everyday, such as "one" and "won." This may involve flash cards or "spelling bees" that include spelling words common to this grade level. Further, when using homophones in speech, stop to discuss how the word would be spelled in a specific context.

Homophones - B

A homophone is a word with the same pronunciation as another, but with a different meaning and possibly different spelling. For example, the words "dye" and "die" are homophones.

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Homophones - C

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Homophones - D

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Homophones - E

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Homophones - F

A homophone is a word with the same pronunciation as another, but with a different meaning and possibly a different spelling. For example, the words "dye" and "die" are homophones.

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Match Definition to Word

Matching words assesses the student's understanding of vocabulary through the matching of words to definitions.

The student may be having difficulty retaining vocabulary words. To help, select vocabulary words that can be illustrated or found in magazine pictures (e.g., "neighbor" or "suitcase"). Give the student the word definition only. Have him or her find (or draw) a picture that represents the vocabulary word. Create a collage matching vocabulary pictures with definitions.

Be sure that the words used in the definition are at the appropriate level. Vocabulary words can be taken from the student's textbooks or from a teacher's vocabulary list.

Multiple Meaning Words - A

Many words in the English language can be confusing because they have more than one meaning. These words are spelled exactly the same. Sometimes, but not always, their pronunciations will differ depending on which syllable is stressed. Often, they are different parts of speech.

An example of such a word is "conduct." Notice the two different meanings in the sentences that follow.

"The boy's conduct while his parents were in the classroom was shocking."

"My mother reminded me to conduct myself in a responsible manner."

In the first sentence, the word "conduct" is phonetically spelled "KONdukt", with the emphasis on the first syllable. The meaning of the word "conduct" in the first sentence is "behavior." In the first sentence it is used as a noun.

In the second sentence, the word "conduct" is phonetically spelled "kunDUKT", with the emphasis on the second syllable. The meaning of the word "conduct" in the second sentence is "to behave or manage oneself." In the second sentence it is used as a verb.

In order to decide which meaning a word has, you must look at how it is used in the sentence, also called its context in the sentence.

One way to help students recognize the different uses of multiple meaning words is to provide them with a list of words that have multiple meanings. Using a dictionary, have them write a definition for each use of the word on a chart similar to the one below. Using the words in sentences will also help them remember the different meanings.

After giving them the week to learn the different meanings, write a sentence for each spelling word. Ask them to write the correct definition of the word below the sentence, using the context of the sentence to help them decide.

Multiple Meaning Word: Promote

1st Definition: To advance

2nd Definition: To encourage

Teachers will usually provide appropriate words if you ask, and spelling resource books found in school supply stores are also beneficial. Most libraries contain spelling reference books as well.

Multiple Meaning Words - B

Many words in the English language can be confusing because they have more than one meaning. These words are spelled exactly the same. Sometimes, but not always, their pronunciations will differ depending on which syllable is stressed. Often, they are different parts of speech.

An example of such a word is "present." Notice the different meanings in the sentences that follow.

"Jill received a present for her birthday."

"My teacher knew that I was in class when I said I was present."

"The students will present their teacher with a gift at the end of the school year."

In the first sentence, the word "present" is phonetically spelled "PREZent", with the emphasis on the first syllable. The meaning of the word "present" in the first sentence is "gift."

In the second sentence, the word "present" is phonetically spelled "PREZent", with the emphasis on the second syllable. The meaning of the word "present" in the second sentence is "here."

In the third sentence, the word "present" is phonetically spelled "preSENT", with the emphasis on the second syllable. The meaning of the word "present" in the third sentence is "give."

In order to decide which meaning a word has, you must look at how it is used in the sentence, also called its context in the sentence.

One way to help students recognize the different uses of multiple meaning words is to provide them with a list of words that have multiple meanings. Students should write the word and one definition on the front side of an index card, and the second definition on the back of the card. Encourage students to use a dictionary.

After giving them the week to learn the different meanings, write a sentence for each spelling word. Below the sentence, ask them to write the correct definition of the word, using the context of the sentence to help them decide.

Teachers will usually provide appropriate words if you ask, and spelling resource books found in school supply stores are also beneficial. Most libraries contain spelling reference books as well.

Prefixes - A

A prefix is a syllable, or group of syllables, added to the beginning of a word. A prefix changes the meaning of a word and/or forms a new word. For example, the prefix of "unknown" is "un-" (which means the opposite of or lack of) and the root word is "know." The meaning of "unknown" is, therefore, "not known."

Educators agree that one of the keys to a sound vocabulary is a complete understanding of prefixes. It may be useful to create flash cards that include various prefixes for this grade level. The following is an example of a prefix flash card:

Front: anti-

Back: against

Vocabulary words can be found in the student's textbooks and other reading materials.

It may also be beneficial to help the student learn to dissect a word. For example, help the student break apart the word "dislike." Remind him or her that "dis-" means "not." Therefore, the meaning of "dislike" is "not to like."

Prefixes - B

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Vocabulary words can be found in the student's textbooks and other reading materials.

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Prefixes - F

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Prefixes - G

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Educators agree that one of the keys to a sound vocabulary is a complete understanding of prefixes. It may be useful to create flash cards that include various prefixes for this grade level. The following is an example of a prefix flash card:

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Vocabulary words can be found in the student's textbooks and other reading materials.

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Sentence Completion - A

Sentence completion requires the student to select the vocabulary word that best completes the sentence. Students should use the context of the sentence to determine the best selection.

Using sentences from newspapers, books, or the student's reading materials, select and remove certain words. Help the student determine the best vocabulary word for each incomplete sentence. The following is an example.

Sentence: Jane has the _____ to work for the government.
Possible Words: opportunity or chance

Sentence Completion - B

Sentence completion involves two skills: vocabulary and context usage.

The advantage of reading a word in the context of a sentence is that you can use other words in the sentence as clues to an unfamiliar word's meaning.

For example, when reading the sentence, "My brother is quite loquacious, in contrast to my sister who is not very talkative," the clue word "contrast" hints that loquacious means the opposite of "not talkative."

If a student is not sure of a word's meaning, have the student try to eliminate the answer choices that he or she does not recognize. In the above sentence, he or she would know that you could rule out anything that didn't mean "talkative." Sometimes, process of elimination might be the only way to find the correct answer. Students should try each of the four answer choices in the sentence before making a decision. Remind the student to always use the clue words, or context.

You can ask the student's teacher for an appropriate list of vocabulary words, or you can find SAT vocabulary books in your local library or bookstore.

Focus on ten words a week. Try and use a list of words with a common theme. Descriptive words, or adjectives would be one example.

The student should first write down a definition for each word and then use each word in a sentence. Give the student a week to learn the words and their meanings.

Create a paragraph whose sentences have missing words.

Instruct the student to complete the sentences by supplying words from the list. Remind him or her to use the context of the sentences as clues.

It might help the student when studying the words and their meanings to create a chart similar to the one below.

Vocabulary Word: Placid

Definition: Pleasantly calm or peaceful.

Sentence containing the word: My dog is so placid that people often wonder if he is breathing.

Sentence Completion - C

Sentence completion involves two skills: vocabulary and context usage.

The advantage of reading a word in the context of a sentence is that you can use other words in the sentence as clues to an unfamiliar word's meaning.

For example, when reading the sentence, "My brother is quite loquacious, in contrast to my sister who is not very talkative," the clue word "contrast" hints that loquacious means the opposite of "not talkative."

If a student is not sure of a word's meaning, have the student try to eliminate the answer choices that he or she does not recognize. In the above sentence, he or she would know that you could rule out anything that didn't mean "talkative." Sometimes, process of elimination might be the only way to find the correct answer.

Students should try each of the four answer choices in the sentence before making a decision. Remind the student to always use the clue words, or context.

You can ask the student's teacher for an appropriate list of vocabulary words, or you can find SAT vocabulary books in your local library or bookstore.

Focus on ten words a week. Try to use a list of words with a common theme. Verbs, or action words would be one example.

The student should first write down a definition for each word and then identify two synonyms for each word. Give the student a week to learn the words and their meanings.

Create a paragraph in which each sentence has an underlined word. The underlined word should be a synonym for one of the list words.

Instruct the student to substitute list words for the underlined synonyms. Remind him or her to use the context of the sentences as clues.

For example, if one of the list words is "precocious," you could include the sentence, "If a child is reading by age three, we generally say that he is bright. The student would replace "bright" with the synonym, "precocious" from the word list.

It might help the student when studying the words and their meanings to create a chart similar to the one below.

Vocabulary Word: Precocious

Definition: Showing early mental development

Synonyms: advanced, brilliant

Suffixes - A

A suffix is a syllable or group of syllables added to the end of a word. A suffix changes the meaning of a word and/or forms a new word. For example, "-ous" is a suffix that means having something, being full of something, or to be characterized by something. Add "-ous" to the end of the word "danger" and you create the word "dangerous" (meaning full of danger).

Educators agree that one of the keys to a sound vocabulary is a complete understanding of suffixes. It may be useful to create flash cards that include various suffixes. For example:

Front: -ful

Back: joyful - full of joy

Vocabulary words can be taken from the student's textbooks, as well as other reading materials.

It may also be beneficial to help the student learn to dissect a word. For example, help the student break apart the word "kindness." Remind him or her that "-ness" means "state of." Therefore, the meaning of "kindness" is "state of being kind."

Suffixes - B

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Suffixes - C

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Suffixes - D

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Back: joyful - full of joy

Vocabulary words can be taken from the student's textbooks, as well as other reading materials.

It may also be beneficial to help the student learn to dissect a word. For example, help the student break apart the word "kindness." Remind him or her that "-ness" means "state of." Therefore, the meaning of "kindness" is "state of being kind."

Suffixes - E

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Vocabulary words can be taken from the student's textbooks, as well as other reading materials.

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Suffixes - F

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Educators agree that one of the keys to a sound vocabulary is a complete understanding of suffixes. It may be useful to create flash cards that include various suffixes. For example:

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Suffixes - G

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Front: -ful

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Syllabication

Syllabication is the process of breaking a word into syllables, such as "syl-la-ble."

It may be useful to create a list of vocabulary words and help the student break the words into syllables. Many educators suggest "clapping" the word into syllables, where each clap represents a syllable.

Synonyms - A

A synonym is a word that has the same (or very similar) meaning as another word. For example, "large" and "big" are synonyms.

To help the student remember vocabulary words and their synonyms, develop a series of flash cards. Write a word on one side of the flash card and its synonym on the other side. The following is an example of a flash card:

Front: small
Back: tiny

Be sure that both words are at the appropriate level. Vocabulary words can be taken from the student's textbooks or from a teacher's vocabulary list.

Synonyms - B

A synonym is a word that has the same (or very similar) meaning as another word. For example, "large" and "big" are synonyms.

To help the student remember vocabulary words and their synonyms, develop a series of flash cards. Write a word on one side of the flash card and its synonym on the other side. The following is an example of a flash card:

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Back: tiny

Be sure that both words are at the appropriate level. Vocabulary words can be taken from the student's textbooks or from a teacher's vocabulary list.

Synonyms - C

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To help the student remember vocabulary words and their synonyms, develop a series of flash cards. Write a word on one side of the flash card and its synonym on the other side. The following is an example of a flash card:

Front: small
Back: tiny

Be sure that both words are at the appropriate level. Vocabulary words can be taken from the student's textbooks or from a teacher's vocabulary list.

Synonyms - D

A synonym is a word that has the same (or very similar) meaning as another word. For example, "large" and "big" are synonyms.

To help the student remember vocabulary words and their synonyms, develop a series of flash cards. Write a word on one side of the flash card and its synonym on the other side. The following is an example of a flash card:

Front: small

Back: tiny

Be sure that both words are at the appropriate level. Vocabulary words can be taken from the student's textbooks or from a teacher's vocabulary list.

Synonyms - E

A synonym is a word that has the same (or very similar) meaning as another word. For example, "large" and "big" are synonyms.

To help the student remember vocabulary words and their synonyms, develop a series of flash cards. Write a word on one side of the flash card and its synonym on the other side. The following is an example of a flash card:

Front: small

Back: tiny

Be sure that both words are at the appropriate level. Vocabulary words can be taken from the student's textbooks or from a teacher's vocabulary list.

Synonyms - F

A synonym is a word that has the same (or very similar) meaning as another word. For example, "large" and "big" are synonyms.

To help the student remember vocabulary words and their synonyms, develop a series of flash cards. Write a word on one side of the flash card and its synonym on the other side. The following is an example of a flash card:

Front: small

Back: tiny

Be sure that both words are at the appropriate level. Vocabulary words can be taken from the student's textbooks or from a teacher's vocabulary list.

Synonyms - G

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Be sure that both words are at the appropriate level. Vocabulary words can be taken from the student's textbooks or from a teacher's vocabulary list.

Synonyms - H

Synonyms are words that have similar meanings to other words. Examples of synonyms include:

placid - calm

hyperbole - exaggeration

augment - enlarge

concur - agree

Notice that the synonym pairs above all have similar meanings and come from the same part of speech. "Placid and calm" are both adjectives, while "augment and enlarge" are both verbs.

When a student is reading a passage, one way to see if a word is a synonym for another word is to replace the word in the passage with it. For example, in the sentence, "The lake was so placid that it looked like glass," if you replace the word "placid" with the word "calm," you would find that it "fits." Both words are adjectives.

You can ask your child's teacher for an appropriate list of vocabulary words, or you can find SAT vocabulary books in your local library or bookstore that will contain appropriate vocabulary and synonyms.

Focus on ten words per week. Try to use a list of words with a common theme. Verbs, or action words would be one example.

In order to correctly identify a synonym for a word, a student must understand the meaning of the original word. Have your child create a chart similar to the one below.

Encourage him to study the words, definitions, and synonyms throughout the week. At the end of the week, ask the student to write a story or paragraph made up of sentences containing synonyms for the original words on the list. For example, if one of the list words is "juvenile," in the story, the student might substitute the word "immature."

Remind your child that the word and its synonym must be from the same part of speech.

Vocabulary Word: Docile

Definition: readily trained or teachable

Synonyms (at least 2): manageable, obedient

Synonyms - I

Synonyms are words that have similar meanings to other words. Examples of synonyms include:

placid - calm

hyperbole - exaggeration

augment - enlarge

concur - agree

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