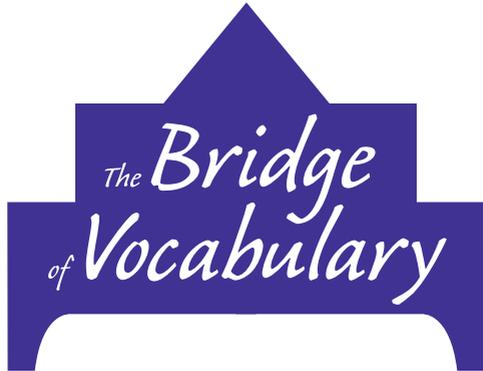


Introducing...

The Bridge of Vocabulary:

Evidence-Based Activities for Academic Success

Judy K. Montgomery, PhD



Addressing your need for evidence-based vocab



The Bridge of Vocabulary introduces a one-of-a-kind tool for vocabulary intervention. Developed with rigorous attention to relevance in every detail, these materials offer a systematic, intensive approach to fostering vocabulary and language growth.

Designed for both general and special education, *The Bridge of Vocabulary* creates valuable connections in the following ways:

- **You can now teach from the same set of materials:** general education professionals can focus on grade-level English Language Arts standards, while special education professionals can find evidence-based practices for Individual Education Program (IEP) goals.
- **You can link instruction to specific curriculum standards** for all 50 states and the District of Columbia.
- **You can tie every activity to an evidence-based teaching strategy.** This sophisticated approach enables you to meet guidelines set by No Child Left Behind (NCLB) and the Individuals with Disabilities Education Act (IDEA) — which require that evidence-based practices be used to ensure high-quality instruction and intervention.
- **You can use *The Bridge of Vocabulary* with a variety of student populations** to help all students succeed as listeners, speakers, readers, and writers — including ELL students, individuals with language and learning disabilities, and typical elementary and secondary students.



Pick the Prefix (Part 1)

Time Required:



Group Size:



Materials Needed:

Word cards @ 46b
Prefix cards @ 46c
Scissors

Related Activities:

IPW @ 46d
CVA @ 46c

Objective: Given a target vocabulary word, the student will form an antonym by choosing the appropriate prefix to add to the target word.

Evidence Base: Knowing common affixes, base words, and root words helps students learn the meaning of many new words (National Reading Panel Report, 2001).

Directions:

- 1) Before the lesson, print out the word cards and prefix cards (*un-*, *dis-*, *in-*, and *im-*) provided on the CD-ROM and cut them out.
- 2) Lay out the cards in front of the student. Explain that one of the prefixes, when added to a target word, will form a word that means the opposite of the target word.
- 3) Read one target word and definition from the list below. Ask the student to find the card for that word, then to form the antonym by selecting the appropriate prefix card.
- 4) Reinforce correct responses. If the student does not know or responds incorrectly, provide the correct response.
- 5) Keep track of the words the student has difficulty with and return to these at the end of the lesson for further practice.

Target Words and Definitions

1. *Proper* means that everything is correct and just the way it should be. What is the opposite of *proper*? [improper]
2. *Stable* means that something is fixed in one position and will not move. What is the opposite of *stable*? [unstable]
3. *Honest* means telling the truth and not hiding anything. What is the opposite of *honest*? [dishonest]
4. *Popular* means that lots of people like and admire something. What is the opposite of *popular*? [unpopular]
5. *Reasonable* means something is fair and sensible because there are good reasons for it. What is the opposite of *reasonable*? [unreasonable]
6. *Equal* means that something is the same in size, number, or amount as another thing. What is the opposite of *equal*? [unequal]
7. *Natural* means that something is found in nature and the physical world around us, not made or caused by people. What is the opposite of *natural*? [unnatural]
8. *Visible* means that something can be seen. What is the opposite of *visible*? [invisible]

Standards Link

Uses simple strategies to determine meaning and increase vocabulary for reading, including the use of prefixes, suffixes, root words, multiple meanings, antonyms, synonyms, and word relationships.
— Florida's Sunshine State Standards

Every book activity contains:

- **Objective statement** that provides the learning goal for the student
- **Evidence Base statement** that specifies how the practice described in the activity links to research
- **At-a-glance icons** that indicate time required, recommended group size, materials needed, and whether related activities are available on the CD-ROM
- **Step-by-step directions** for administering the activity
- **Answers** to the activity questions
- **Standards Link** that shows how the activity ties to a specific state's English Language Arts standard or standards-based curriculum framework

Vocabulary intervention

Creating a Framework for Success

The Bridge of Vocabulary can be used with individuals at five age levels, from preschoolers through adult learners. With this targeted tool, early learners use pictures to help them grasp early vocabulary concepts, elementary students use both oral and written activities, and older learners use reasoning skills to master abstract vocabulary concepts.

The book presents 101 professional-led activities, all of which have been field-tested by classroom teachers and speech-language pathologists.

The user-friendly format of the book allows you to quickly locate age-appropriate activities — and to readily find similar activities by topic at a higher or lower age level to adjust for a student's ability.

Skills and concepts targeted in the activities include:

- Listening, speaking, reading and writing
- Language processing of nouns, verbs, adjectives, and prepositions
- Antonyms and synonyms
- Categorization
- Word parts (prefixes, suffixes, and roots)
- Rhyming
- Compounds
- Onomatopoeia
- Meaning and usage
- Storytelling
- Word play

More Time-Saving Support!

Along with the book, you'll receive a CD-ROM that includes:

- **More convenience** — the CD-ROM makes it easier on those days when you need to travel light!
- **More activities** — an additional 275 guided-practice activities and independent practice worksheets give you an endless supply of content
- **More support materials** — student sheets, picture cards, and words cards eliminate the need to create or find these items on your own



For Tyrell, a fourth-grader and an English learner, the “Compound Words” (p. 164) activity was a little bit of an adventure. Reading the short words printed on the word cards and figuring out ways to combine them to form other familiar words brought a sense of discovery. He would exclaim each idea proudly, enjoying the feeling of satisfaction when he thought of words by himself. Reinforcement from his resource teacher helped make the words stick, and Tyrell soon found himself comfortable using them in his new language.

Each age-level section of *The Bridge of Vocabulary* provides vignettes that illustrate how general and special education professionals can use specific activities in the book.



Haley was a gifted ninth-grade student who could grasp the meaning of new words very quickly. However, she noticed that even if she understood and memorized the definition of a new word, she would very rarely use it in her own writing. She really appreciated the exercise “Another Word For...?” (p. 256) because it taught vocabulary by equating new words with already-familiar words. She found that this approach helped her integrate the new words into her expressive vocabulary. Now when she writes an essay, she has an easier time recalling vivid synonyms that she can choose from, giving her sentences more variety.

Evidence-Based Activities for Academic Success

Judy K. Montgomery, PhD

- *Spanning the needs of general and special educators*
- *Connecting research to practice*
- *Linking intervention to curriculum standards*

The Bridge of Vocabulary

offers the only explicit

vocabulary intervention

program tied to

evidence-based research

and curriculum standards,

and developed for both general

and special educators.



Judy K. Montgomery, PhD, Professor of Special Education and Literacy at Chapman University in Orange, California, has more than two decades of experience as a speech–language pathologist, school principal, and director of special education in California public schools. She has contributed to a variety of committees for the American Speech–Language–Hearing Association (ASHA), in addition to serving as California state representative to the ASHA Legislative Council and vice president of ASHA’s Executive Board. In 1995, Dr. Montgomery served as ASHA’s president, one of only three ASHA presidents to come from the public school setting. In 2004–2005, she served as president of the Division for Communicative Disabilities and Deafness of the Council for Exceptional Children (CEC). She is currently chair of the Scientific and Professional Education Board of ASHA.

Dr. Montgomery’s recent work and publications focus on the practical application of scientifically-based reading and language research for all children. She has written 19 articles and book chapters on effective service delivery for general and special educators, as well as seven books. She is coauthor, with Dr. Maryellen Rooney Moreau, of *East Meets West: Using Children’s Books as Clinical Intervention for Language and Reading Disabilities, Volume I* (2004) and *Volume II* (2006), both available from Pearson Assessments. With Dr. Barbara Moore-Brown, she cowrote *Making a Difference for America’s Children: Speech Language Pathologists in Public Schoools* (2001), *Making a Difference in the Era of Accountability: Update on NCLB and IDEA 2004* (2005), and the *START-IN™* comprehensive Response to Intervention (RtI) program for reading and language development (2006). She is also author of the *Funnel Toward Phonics!™* activity book (2004) and coauthor, with Dr. Nancy Kahn, of *What’s Your Story?: Evidence-Based Narrative Strategies for Adolescents* (2005).

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