

3.11 ANTONYMS

Knowledge of verbal opposites is useful when language is used to describe relationships and to make comparisons in terms of similarities and differences. Opposites relating to actions, locations, state of being, quantity, time sequence, and other variables are included in this list.

above - below

absent - present

accept - reject

add - subtract

after - before

alive - dead

all - none

allow - forbid

alone - together

ancient - modern

argue - agree

arrive - depart

ask - answer

asleep - awake

backward - forward

before - after

begin - end

best - worst

better - worse

birth - death

bitter - sweet

bold - scared

boy - girl

brave - afraid

bright - dull

capture - release

closed - open

cold - warm

come - go

common - rare

cooked - raw

cry - laugh

deep - shallow

defend - attack

destroy - create

difficult - easy

east - west

entrance - exit

evil - good

expensive - cheap

false - true

far - near

fat - thin

father - mother

find - lose

finish - start

3.3 DESCRIPTIVE WORDS

Students with language and learning disabilities often overuse a limited variety of adjectives when describing events or telling stories. The word lists below can be used to develop vocabulary lessons for students who need to expand their use of descriptive words. Tasks can be created in which students define words, compare word meanings, and construct sentences using words from these lists. Students can also be asked to incorporate selected words into original stories. A student, for example, might be presented with three of the listed words (e.g., *glistening*, *crinkled*, and *glamorous*) and asked to create a story in which these words are used.

Appearance

adorable

attractive

beautiful

bright

brilliant

broad

broken

charming

chubby

clean

clear

cloudy

colorful

crinkled

crooked

crowded

curved

cute

damaged

dark

deep

dim

dull

elegant

fancy

filthy

flat

fluffy

fuzzy

glamorous

gleaming

glistening

glowing

gorgeous

graceful

grotesque

grubby

handsome

hazy

high

hollow

homely

light

low

muddy

narrow

rotund

round

pale

pretty

shady

shallow

shiny

skinny

spotless

square

steep

straight

ugly

unusual

wide

Condition

adequate

alive

busy

careful

cautious

clever

competent

concerned

confident

6.3 RHYMING WORDS

The words in each list below begin with a specific consonant sound. Rhyming words are listed to the right of each word. Ask the student to repeat each word and to think of one or more words that rhymes. Space for recording correct and incorrect responses is provided.

Sound: **B**

___ back	lack, pack, sack, tack
___ ball	call, fall, hall, mall
___ beep	deep, keep, leap, sheep
___ bell	sell, shell, tell, well
___ big	dig, pig, rig, wig
___ bite	kite, tight, fight, night
___ bow	doe, no, row, low
___ boat	coat, tote, note, vote

Sound: **CH**

___ chain	cane, main, pain, sane
___ chair	care, fair, pear, tear
___ cheat	beat, feet, sheet, seat
___ cheap	beep, deep, heap, sheep
___ check	deck, heck, neck, wreck
___ cheese	fees, keys, knees, tease
___ choke	folk, poke, soak, yolk
___ choose	dues, whose, lose, shoes

Sound: **D**

___ day	bay, lay, may, pay
___ date	bait, fate, hate, late
___ dead	bed, fed, red, said
___ den	hen, men, pen, ten

___ die	by, lie, pie, tie
___ dig	big, fig, pig, rig
___ doe	bow, go, low, show
___ door	bore, core, four, tore

Sound: **F**

___ face	base, case, lace, vase
___ fan	ban, can, man, van
___ fear	beer, deer, gear, near
___ feet	beet, heat, meet, sheet
___ fin	bin, pin, sin, tin
___ fun	bun, done, none
___ fit	bit, hit, lit, pit
___ four	bore, core, door, chore

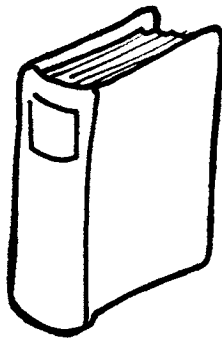
Sound: **G**

___ gang	bang, fang, hang, sang
___ gap	cap, lap, map, tap
___ gas	bass, lass, mass, pass
___ ghost	boast, coast, host, post
___ goat	boat, coat, note, wrote
___ got	cot, dot, hot, pot
___ gum	bum, come, hum, numb
___ gun	bun, done, fun, run

7.5 READING COMPREHENSION SKILLS

The list below includes reading comprehension skills that are often emphasized within the classroom curriculum.

- Recalling details
- Recalling information about characters
- Locating information
- Sequencing information
- Following directions
- Identifying main ideas
- Making comparisons
- Drawing conclusions
- Making generalizations
- Identifying cause-effect relationships
- Making inferences
- Predicting outcomes
- Using cues to facilitate comprehension
- Classifying
- Outlining
- Summarizing
- Synthesizing information
- Distinguishing fantasy from reality
- Distinguishing facts from opinions
- Evaluating the truthfulness of the reading material
- Judging appropriateness
- Judging desirability
- Identifying author's bias
- Identifying feelings of author



7.3 BUILDING LISTENING COMPREHENSION

Comprehension activities within the classroom reading curriculum help children to develop important thinking and problem-solving skills. Children who struggle to learn to read, however, often spend much of their time learning word identification skills. As a result, they may fall behind their peers in the development of comprehension skills that are critical for academic success.

Comprehension skills can be strengthened by reading stories to students and asking them to answer questions about story events, to retell short stories, to make predictions, and to make inferences based on what they hear. These activities strengthen language skills as children practice responding to questions similar to those contained within reading comprehension exercises. Reading activities from the classroom curriculum can be used when presenting the lessons.

Examples of skills that are important to include within a listening skills curriculum are the following:

- Answering questions relating to the story setting, characters, and events
 1. Who is the main character in the story?
 2. What happened first in the story?
 3. Where did the story take place?
 4. When did the story take place?
- Understanding vocabulary contained within the story (If students do not understand key words used in the story, they are likely to have trouble understanding the plot.)
- Inferring main ideas (What is this story about?)
- Listening for specific information
 - Listen to find out how Mr. Smith planned to solve his problem with the neighbors.
 - Listen to find out three things that Tom wanted to do before the guests arrived.
- Placing story events in the correct sequence
 - Describe everything that Mary did when she walked into the classroom.
 - What steps did Andrea take to find her lost cat?
- Summarizing the key information presented in a specific story situation
- Distinguishing relevant from irrelevant details