

# **OAT and OGT Vocabulary Manual**

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## About the Author

Janet Ehlert Cosner is an award-winning teacher, a national speaker, and a highly successful author who earned her B.S. in education from Kent State University. She developed Formula Writing, an innovative K–12 program to help gifted to LD/Special Education students organize their writing for test-taking and for life. Their improvement in writing has been significant in all writing sections of tests, including science, math, history, and reading. Many will use this method when they write in their jobs.

Janet developed this reference list based on the academic content standards used in Ohio. Her belief is that students need to understand the vocabulary in a question before they can answer it using Formula Writing. Building students' vocabulary is an essential step in strengthening students' test-taking skills.

Janet is available for teacher workshops at your school. Listed below is a sample of the workshops available. These topics can be combined and otherwise tailored to create a customized workshop that suits your needs.

### *Workshops for Grades K–12*

- Formula Writing
- The Reader as a Detective
- Writing in All Areas of State Tests
- LD/Special Education Writing and Reading

### *Workshops for Grades 7–12*

- The New High School Graduation Qualifying Exam

Dates are limited! For additional information, call (440) 356-1312 or visit the Formulas for Success Web site at <http://www.formulas4success.com>.

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# Introduction

## *To Superintendents, Principals, and Curriculum Directors*

Your teachers are a string of Christmas lights, and all of them — kindergarten through twelfth grade — need to be lit up. In this case, “lit up” means that all of them need to teach vocabulary words.

How can students answer multiple-choice questions or write short and extended answers if they do not understand the question? Note that the fifth- and eighth-grade OAT tests reach back to the third grade, and the OGT uses vocabulary from eighth grade. Therefore, strengthening students’ vocabularies is a key component of improving their overall test-taking skills.

At the beginning of the school year, share the vocabulary lists in this manual with your teachers. Photocopy relevant sections and distribute them to teachers and parents, or e-mail Adobe PDFs from the CD-ROM. Also, share the Vocabulary Tips and Activities section (pages vii–viii) with teachers.

Explore Ed Helper.com (<http://www.edhelper.com>) and consider purchasing a subscription for your teachers. This easy-to-use Web site can supply definitions, worksheets, flashcards, puzzles, and quizzes for any list of words that teachers create.

Ask teachers to divide the total number of vocabulary words in a subject by the number of weeks until the test to discover the number of words that need to be taught each week. Encourage teachers to fold these words into their weekly lesson plans.

Emphasize the importance of associating the terms with the academic content; teachers should not present the vocabulary words in random order. Since these terms are drawn from the state’s academic content standards, teachers should be able to connect words with the unit being taught. If teachers have difficulty understanding how a word is used in the indicator, refer them to the academic content standards for that subject to find the appropriate context.

If all the teachers in your district are “lit up” and add vocabulary in this manner, test scores will improve.



# Vocabulary Tips and Activities

1. Use the lists in your grade and subject area. Count up the number of words and divide the total number by the weeks left before the test.
2. Use EdHelper.com (<http://www.edhelper.com>) to get definitions, worksheets, puzzles, flashcards, and quizzes.
3. Play games based on vocabulary words.
4. Practice, practice, practice with the flashcards.
5. Make a word wall of vocabulary words.
6. Analyze word parts by teaching prefixes and suffixes. Explain how a word changes meaning when a prefix or suffix is added.

<b>Prefix</b>	<b>Meaning</b>	<b>Example</b>
anti-	against	antislavery
pre-	before	prejudge

<b>Suffix</b>	<b>Meaning</b>	<b>Example</b>
-ous	full of	glorious
-or	one who does something	actor

7. Teach Greek and Latin roots.

<b>Greek Root</b>	<b>Meaning</b>	<b>Latin Root</b>	<b>Meaning</b>
auto	self, alone	cred	believe
bio	life	dic, dict	speak, tell
graph	write	mit, mis	send
logy	study of	spect	look at
		vid, vis	see

8. Pick five to ten vocabulary words and instruct students to write sentences for the words, making sure to include key words and context clues. Pick students to write their sentences on the board and challenge the rest of the class to figure out the meaning of the unfamiliar words.
  - Last winter our family *initiated* a new tradition. (clue — new)
  - Mr. Brown lost his *equanimity*; he became extremely upset and left the room. (clue — extremely upset)
9. Work with synonyms and antonyms, which can be used as context clues, by giving students words and having them come up with words that have similar meanings and words that have the opposite meaning.

<b>Word</b>	<b>Synonym</b>	<b>Antonym</b>
prosper	succeed	fail

10. Decode unfamiliar words. Find a common word to each group and then use the meaning to determine the meaning of the words.

- autobiography, autograph                      *auto* means \_\_\_\_\_

11. Teach signal words. These words function as logical indicators to help the reader know that a change of thought is coming, that there is order to the ideas, or that there is a new condition occurring.

**Order Words**

after	last	then
before	later	until
during	next	while
first, second, third	now	
in the first place	since	

**Change of Direction Words**

but	instead of	rather
despite	on the contrary	yet
however	on the other hand	

**Conclusion Words**

as a result	finally	in summary
consequently	in conclusion	last of all

**Compare Words**

also	like	similar to
as	same	too

**Contrast Words**

better	however	rather
but	opposite	unlike
different from	or	

**Restatement Words**

in other words	this means	which is
that is	or	who is

12. Play charades. Have students act out vocabulary words.

13. Use Venn diagrams to compare two vocabulary words, such as *sun* and *moon*, *monarchy* and *dictatorship*, *addition* and *multiplication*, and *adverb* and *adjective*. How are they similar and different?

14. Tell a story with each vocabulary word.

15. Create an analogy with each vocabulary word.

- An *inch* is to *foot* as *millimeter* is to \_\_\_\_\_.
- *Harry Truman* is to *World War II* as \_\_\_\_\_ is to \_\_\_\_\_.
- *Bone* is to *skeleton* as word is to \_\_\_\_\_.

