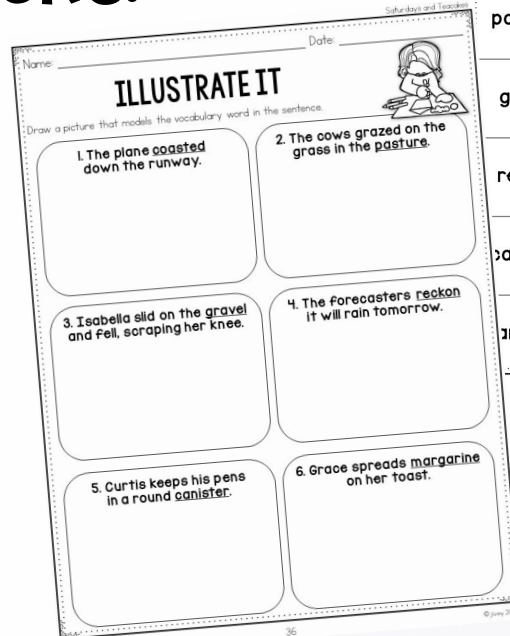
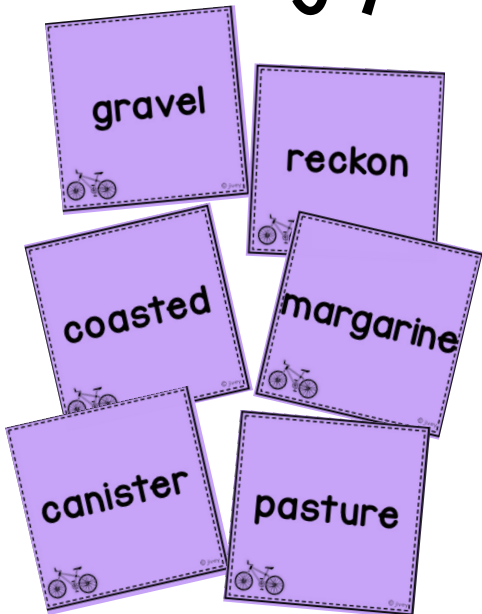
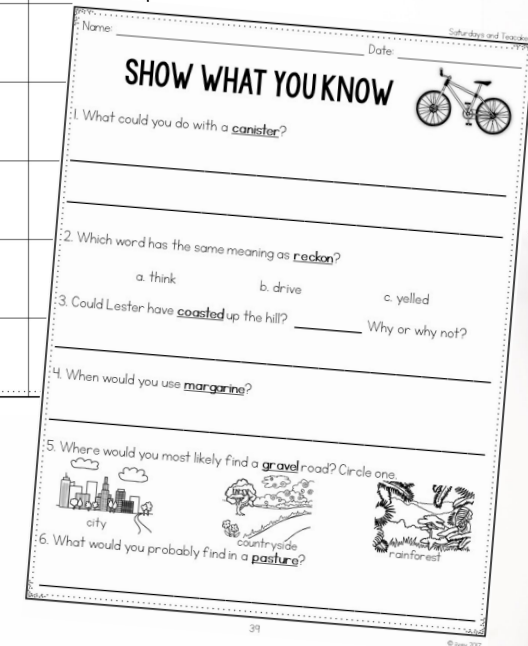


VIVID VOCABULARY

Throw out the word lists and
teach vocabulary in context
using your favorite books!



WORD	PART OF SPEECH	BOOK CLUES	YOUR DEFINITION
coasted			
pasture			
gravel			
reckon			
canister			
margarine			



BEST PRACTICES

This is a great addition to the mentor sentences! The activities are engaging and appropriate. My students look forward to learning the new words each week and finding them in the mentor text.

Carrie M., 3rd Grade Teacher

Vocabulary must be taught **in context** for students to truly understand the words and build relationships with them, and then in turn use them in writing and speaking. Move away from lists of vocabulary words and looking up definitions, and teach students how to comprehend with this best practice resource!

BEST PRACTICES

BEST PRACTICES

Marzano's Six Step Process For Teaching Vocabulary

1. Provide a description, explanation, or example of the new term. (Tell a story that integrates the term or show a picture of the term)
2. Ask students to restate the description, explanation, or example in their own words. (Correct misunderstandings)
3. Ask students to construct a picture, symbol, or graphic representing the word. (Draw your own example, too)
4. Engage students periodically in activities that help them add to their knowledge of the terms. (Identify prefixes, suffixes, synonyms, antonyms, analogies, reminders of confusion)

word:

synonyms:

explain in your own words:

picture or symbol:

ONGOING ACTIVITIES

INTERACTIVE WORD WALL (as mentioned in best practices)

- Sort the
- Mark pre
- Leave ro
- Create n
- vocabular
- Allow stu
- the worc

MARZANO'S

- This sho
- to use it.
- What do you
- Model fo
- by using
- the s
- Model fo
- of speech
- -ing ofte
- adverb...
- word wit

ONGOING ACTIVITIES

DIFFERENTIATE FOR STYLES OF LEARNING

- "Warm up" the students by discussing a topic the words fall under when applicable (for example, if the book is about bats... ask, "What do you know about bats?" Show the vocabulary words and allow them to share what they know about how the words relate to bats.

- Allow students to act out vocabulary words (old and new) by asking them "What does it look like when you?" While the students are acting out the words, they should be around their head, stapled (like a crown) - students should not touch the words on their head. Students should not ask questions about the words. The teacher should guess the word that is on their crown.

CENTERS/WORD WORK STATIONS

- The independent activities could go in a center, or use the multiple intelligences tic-tac-toe board. (Suggestion: give graph paper for the crossword- it comes out cleaner!)
- Create TWO sets of each of the word cards included for each mentor text: one for the wall and one for the centers (some of the activities include using the word cards).

Tic-Tac-Toe

Write a short story using all of the vocabulary words from the week.

Work with a partner to create a Fill in the blank commercial that uses the vocabulary words of the week.

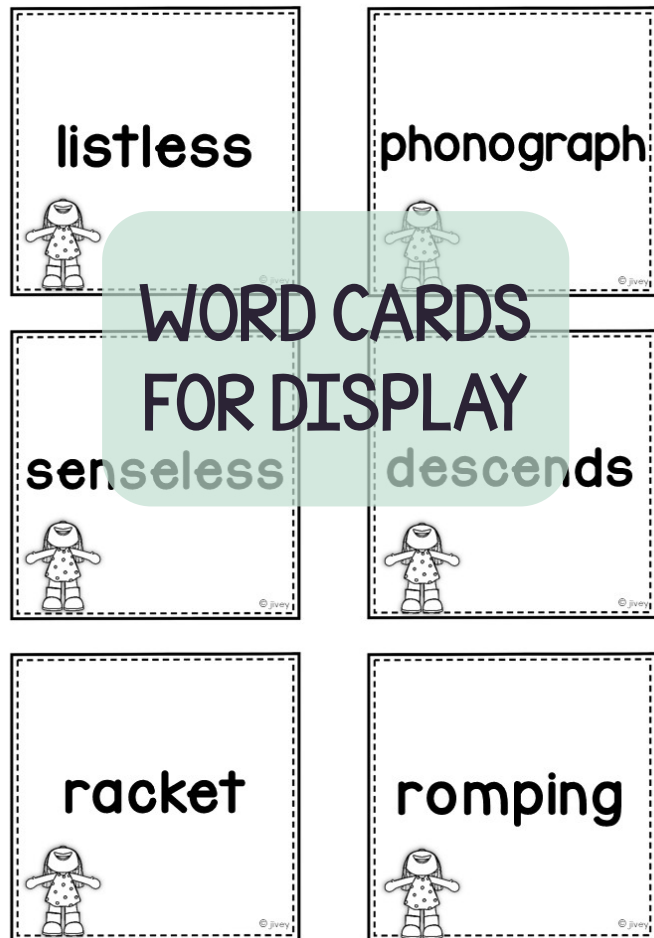
Write a song or poem using at least four of the vocabulary words from the week.

Make Connections



OPEN-ENDED SUGGESTIONS AND ACTIVITIES TO CONTINUE VOCABULARY PRACTICE

EACH SET INCLUDES:



WORD CARDS
FOR DISPLAY

Carrie On, Rani!

Name: **ANSWER KEY** Date: _____

WHAT DO YOU THINK?

Use the text and picture clues to help you infer the meaning of these words.

WORD	PART OF SPEECH	BOOK CLUES	YOUR DEFINITION
listless	adjective	It hasn't rained in a long time and plants are dry.	limp or without life
phonograph	noun	She sees a record player through a window.	record player
senseless	adjective	It is very hot and Mamma is tired.	awareness
descends	verb	Gray clouds are moving in low.	going down
racket	noun	The children were squealing and whooping.	loud noise
romping	verb	They were twirling and swaying.	dancing

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"What Do You Think?"
page for context
application and
"Show What You Know"
page to formatively
assess students

Carrie On, Rani!

Name: **ANSWER KEY** Date: _____

SHOW WHAT YOU KNOW

1. Why would someone use a phonograph?

to play/listen to music

2. Which word is a synonym for romping?

a. singing b. dancing c. laughing

3. Which would be an example of a senseless law?

a. It is illegal to drive in the dark without headlights.
b. It is illegal to deny a woman the right to vote.
c. It is illegal to sit in the front cab of a truck.

4. The callow students were listless as they listened to their professor. How would you describe the students?

a. bored b. interested c. loud

5. Josephine descends the ladder. Did she go ___up or Xdown the ladder?


6. Which of the following makes a racket?

a. sleeping babies b. trees falling c. fish swimming

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EACH SET INCLUDES:

WHAT DID THEY SAY?
Imagine these people are speaking using the vocabulary words. What could they say?



MULTIPLE MEANINGS
Words have different meanings based on how they are used. Write the number of the meaning for each sentence using the word in parentheses.

ANALOGIES
Analogies show relationships between two words. Think of how the words are related on one side to solve the other side of the analogy.
Example: seed : apple :: pit : avocado Seed is found in an apple and a pit is found in an avocado.
thread : spool :: cable : _____

VIVID VERBS
Vivid verbs are more exciting versions of boring verbs. Match the boring verb with the vivid verb.

approved of	presented	continued
get	stands for	continued
stayed	wanted to give	set

1. He dedicated every Saturday to _____.

2. Mr. Peabody offered his apple to _____.

3. Tommy wanted to gain Mr. Peabody's trust.

4. Each feather represents someone.

UNDERSTANDING WORD PARTS
Words can be classified into three parts. There are root words, which is the base of a word, and there are prefixes (added to the beginning of a root word) and suffixes (added to the end of a root word).

root words:	phon : sound	crease : grow
	reck : care	spic : look
	sym : together	

prefix: de- : down
less : without

Use the definitions above to help you determine the meaning of these words:

1. The population of the city decreased during the drought.
decreased most likely means: _____

2. There were over 100 people playing in the symphony.
symphony most likely means: _____

3. It is reckless and irresponsible to speed while driving.
reckless most likely means: _____

4. Bethany's behavior was despicable and she was punished.
despicable most likely means: _____

5. Mamma was tireless in her efforts to pull the weeds.
tireless most likely means: _____

PRINT & DIGITAL ACTIVITIES TO DEMONSTRATE UNDERSTANDING AND APPLY MEANING IN CONTEXT (ACTIVITIES FOR EACH BOOK VARY)






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PICTURE BOOKS AS MENTOR TEXTS IN THE UPPER GRADES

Love this resource. I have been slowly adding picture books to my lessons and this was the perfect resource to compliment the books I already had in my classroom. Thank you!

Michelle S., 4th Grade Teacher

Why use picture books in the upper grades?

-  Interest and Engagement
-  Expose Students To More Vivid Language
-  Teach Multiple Mini-Lessons
-  Integrate Content (Science, Social Studies, & Math)
-  Immerse Students In More Genres

Don't own all the books? Most of the mentor texts used in the lessons are popular books that can be found in your media center, local library, or even a fellow teacher's classroom!

THE SCIENCE OF READING

Multisensory Learning: The illustrations act as visual aids, supplementing the textual information. This helps learners form mental images of new vocabulary, strengthening memory and recall.

Contextual Clues: When we encounter unfamiliar words in real life, we often rely on the surrounding text to infer their meanings. Teaching vocabulary using picture books inherently embeds this strategy, providing authentic examples of how new words are used in sentences and larger narratives.

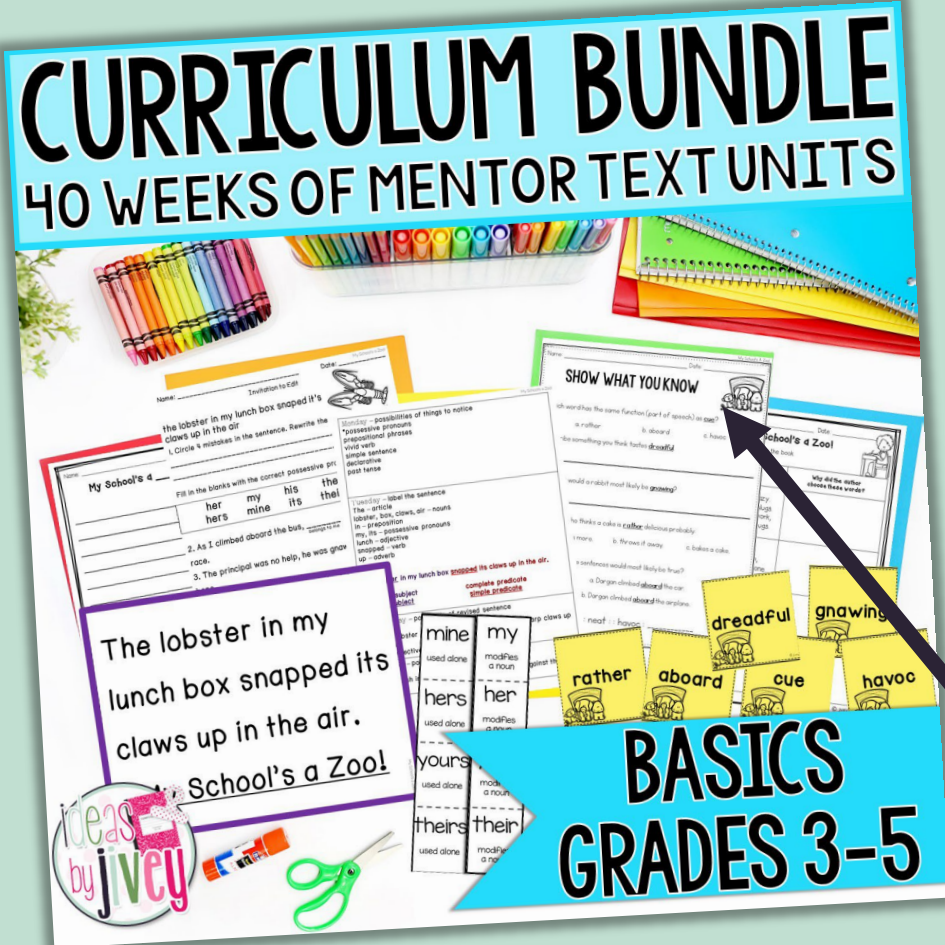
Teaching vocabulary in context from picture books aligns well with the science of reading!

Fluency: Regular exposure to written language and various syntactic structures via picture books can support reading fluency. This, in turn, frees up cognitive resources for comprehension and vocabulary acquisition.

Integrating Knowledge: When children see new vocabulary words in the context of a story, they're not just learning to recognize and pronounce these words. They're also connecting them with other concepts, themes, and ideas in the text. This fosters deeper, more integrated knowledge.

Engagement and Motivation: Picture books often contain engaging narratives and visually appealing art. These elements can motivate students to read, promoting a positive reading attitude. The more students read, the more exposure they have to a rich array of vocabulary, thus improving their overall language skills.

BUY THE BUNDLE & SAVE!



The ENTIRE Just the Basics Curriculum bundle includes

✓ all 40 weeks of contextual vocabulary activities

AND— for every book, you'll also get:

✓ mentor sentence lessons

✓ interactive grammar activities

✓ reading organizers perfect for gradual release lessons

✓ themed writing prompts

check it out!