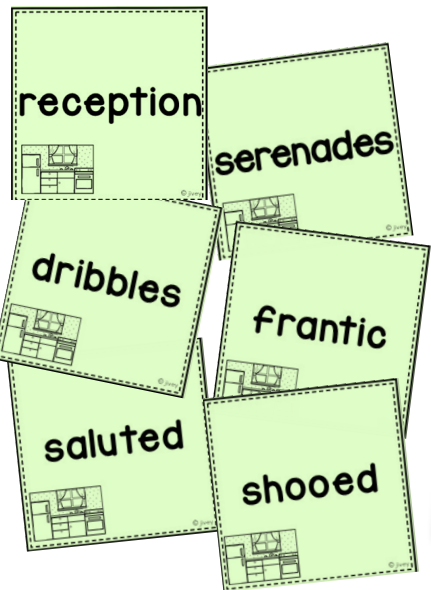


# VIVID VOCABULARY

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



Name: \_\_\_\_\_ Date: \_\_\_\_\_

### WHAT DID THEY SAY?

Imagine these people are speaking using the vocabulary words. What could they say?

 \_\_\_\_\_

 \_\_\_\_\_

 \_\_\_\_\_

 \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### WORD ASSOCIATION

Associate the vocabulary words with the events, and explain your thinking.

saluted	reception	shooed
frantic	dribbles	serenades
The bride and groom cut the cake and shared a piece before sharing with everyone else.		
I thought Fido had run away when I saw the back door was open, so I ran outside screaming for him to come back.		
The crickets seem to sing in a chorus of chirps on warm summer evenings.		
Flies were swarming around us at the picnic, so we waved our hands at them.		
The teething baby always seemed to have a constant stream of drool on his chin.		
All of the police officers raised their hand to their forehead out of respect to the chief.		

Name: \_\_\_\_\_ 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
saluted			
reception			
shooed			
frantic			
dribbles			
serenades			

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### SHOW WHAT YOU KNOW

1. Which word demonstrates something that is messy?  
a. dribbles      b. shooed      c. saluted

2. Which word is a **SYNONYM** for serenades?  
a. dances      b. songs      c. discussions

3. What might cause Elena to become frantic?  
a. Elena has twenty minutes left to eat her snack.  
b. Elena has twenty seconds left to finish her test.  
c. Elena has twenty days left until her birthday.

4. Sienna shooed away the gnats flying around her head at the park.  
How would you describe Sienna?  
a. bored      b. cheerful      c. annoyed

5. Austin saluted the soldiers that marched in the parade.  
Where did Austin put his hand?  
a. his head      b. his stomach      c. his heart

6. Why would someone have a reception?



# 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., 3<sup>rd</sup> 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?" Write a word on a strip of paper, tape it to a student's forehead, stapled (like a crown) - students should not see the word on their head. Students should ask questions about the word. The student guesses 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.

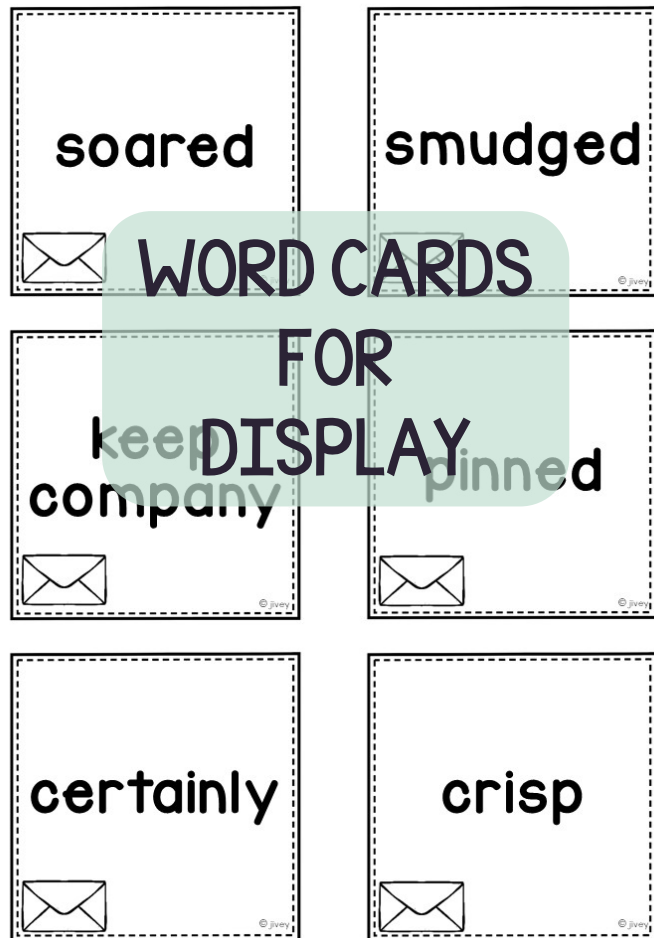
Write a song or poem using at least four of the vocabulary words from the week.

## Make Connections



OPEN-ENDED SUGGESTIONS AND ACTIVITIES TO CONTINUE VOCABULARY PRACTICE

# EACH SET INCLUDES:



Dear Juno

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
soared	verb	lights were like shooting stars in the sky	flew
smudged	verb	The letter traveled a long way - probably got dirty	dirty or smeared
keep company	verb	The cat helps Grandma to not feel lonely	someone to keep you company
pinned	verb	The teacher put the letter on the board	to push something into a surface with a pin
certainly	adverb	Juno's mother agreed it was a real letter	surely or definitely
crisp	adjective	The air feels cool against her cheek	cool

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Dear Juno

Name: **ANSWER KEY** Date: \_\_\_\_\_

## SHOW WHAT YOU KNOW

1. Name at least three things that could soar.  
**accept reasonable answers: birds, planes, bats, bugs, etc.**

2. Write ONE sentence using the word crisp twice in two different ways:  
**accept reasonable answers: example- He ate a crisp cracker while feeling the crisp winter air.**

3. Matt smudged the fresh paint. What is a possible effect of his action?  
**accept reasonable answers: The paint is on his hands.**

4. Who do you like to keep company?  
**accept reasonable answers: Friends, family, etc.**

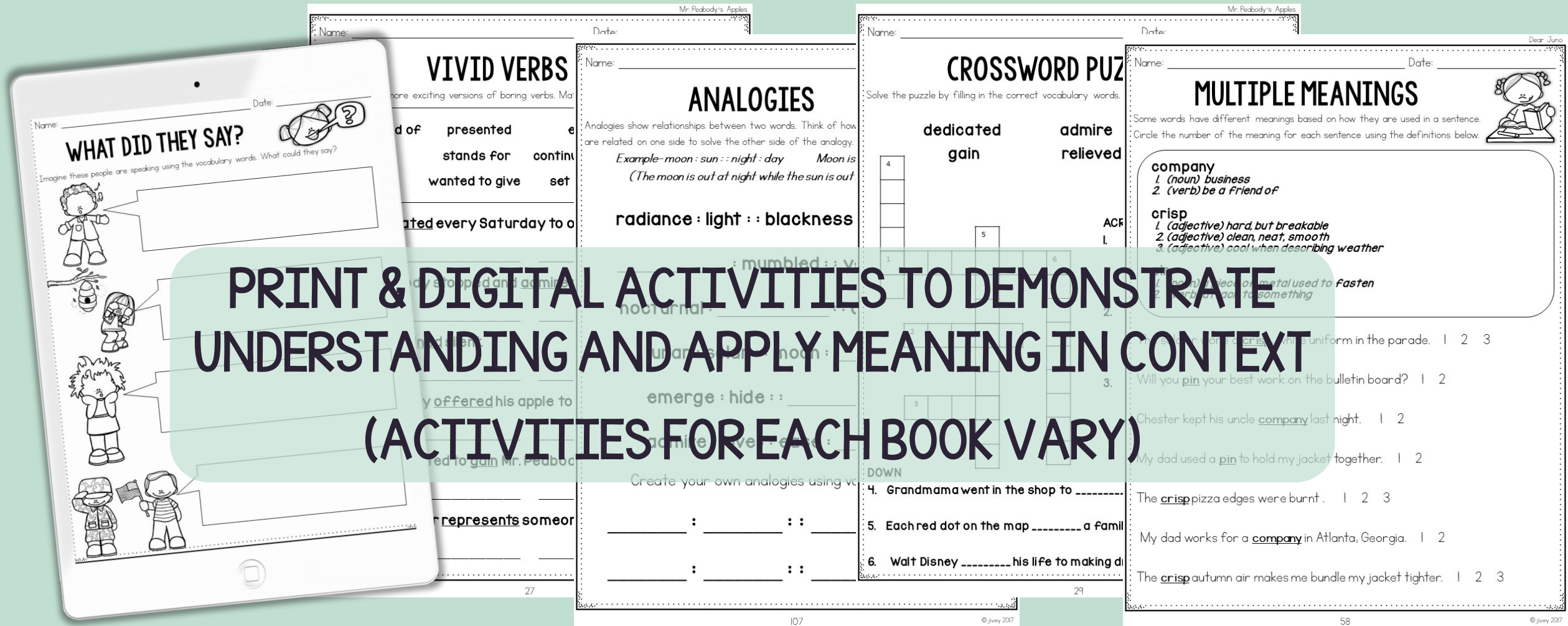
5. Which word is a SYNONYM of pinned?  
a. stuck b. loosen c. unbutton

6. What is the ANTONYM of certainly?  
a. definitely b. doubtfully c. actually

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# EACH SET INCLUDES:








# 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., 4<sup>th</sup> 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.

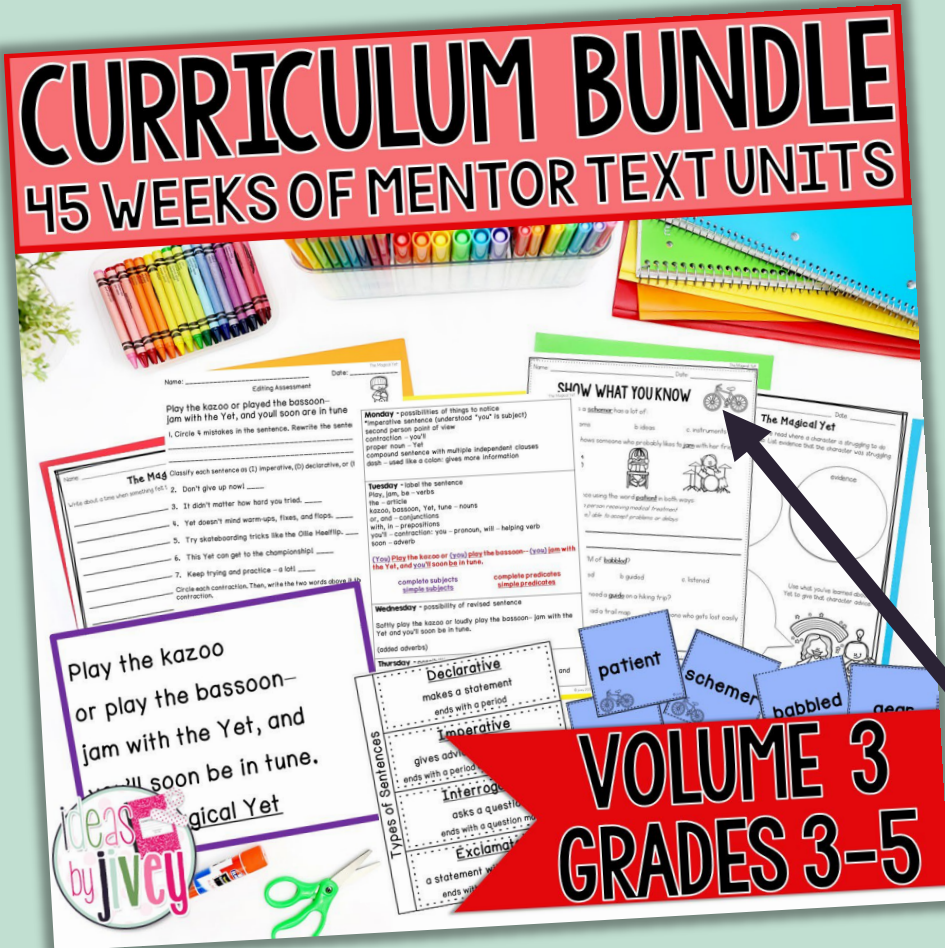
Teaching vocabulary in context from picture books aligns well with the science of reading!

**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 Volume 3 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

PLUS, 5 BONUS WEEKS OF NEW UNITS!

*check it out!*

45  
WEEKS!