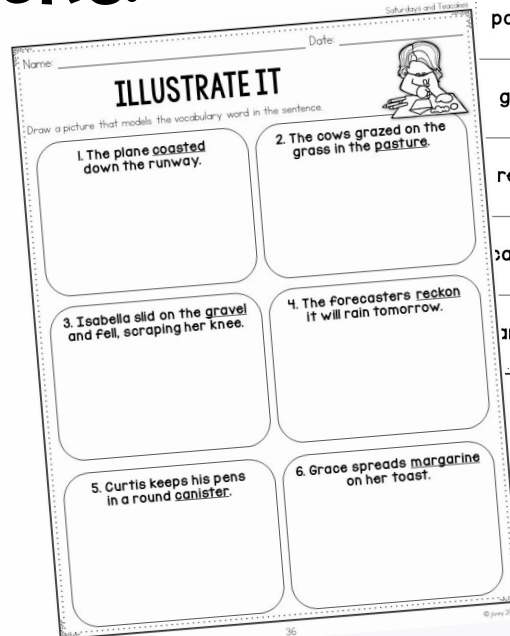
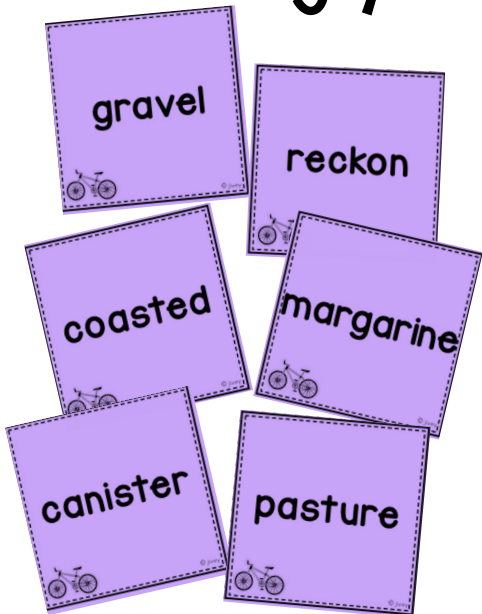


VIVID VOCABULARY

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



Saturdays and Sundays

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

coasted

pasture

gravel

reckon

canister

margarine

Name: _____

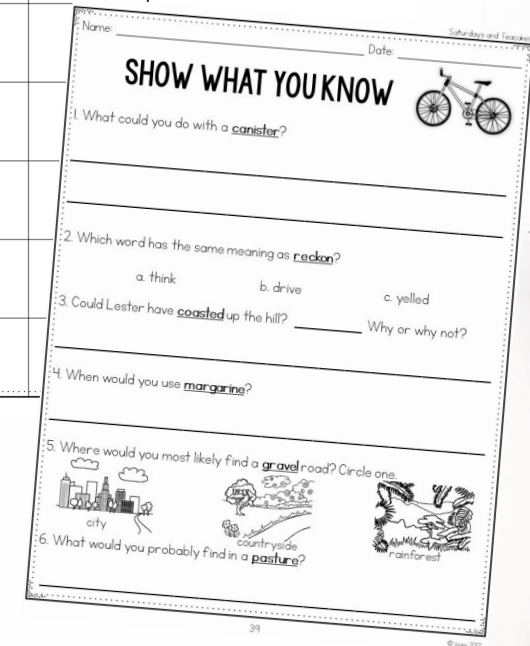
S

1. What could...

2. Which word...

3. Could Lester...

4. When would...



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.
- by asking them "What does it look like when you?"
- Write a sentence on a strip of paper, tape it around their head, stapled (like a crown) - students should
- Model fo
- by using
- the st
- 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 sentence on a strip of paper, tape it around their head, stapled (like a crown) - students should not touch the words on their head! Students should ask questions about the words and 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 commercial that uses nine vocabulary words of the week.

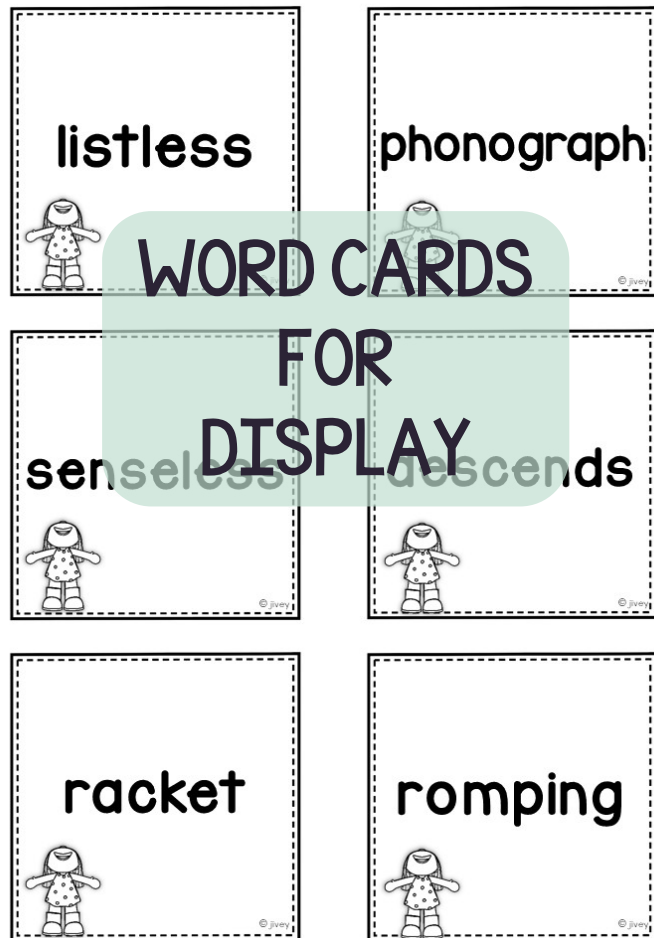
Write a song or poem using at least four of the vocabulary words from the week.

Make Connections



OPEN-ENDED SUGGESTIONS AND ACTIVITIES TO CONTINUE VOCABULARY PRACTICE

EACH SET INCLUDES:



WORD CARDS
FOR
DISPLAY

Corrie 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.	down
racket	noun	The children were squealing and whooping.	loud noise
romping	verb	They were twirling and swaying.	dancing

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

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 they are related on one side to solve the other side of the analogy.
Example: seed : apple :: pit : avocado (A seed is found in an apple and a pit is found in an avocado.)

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

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
reck : care
sym : together

prefix: de- : down
less : without

crease : grow
spic : look

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

45

67

75

PICTURE BOOKS AS MENTOR TEXTS IN THE UPPER GRADES

Just the Basics, Unit 1 Book List

Do Unto Otters by Laurie Keller

Mr. Peabody's Apples by Madonna

The Adventures of Spider: How Spider Got a Thin Waist
by Joyce Cooper Arkhurst

The Keeping Quilt by Patricia Polacco

My Rotten Redheaded Older Brother by Patricia Polacco

Dear Juno by Soyung Pak

Fireboat by Maira Kalman

Saturdays and Teacakes by Lester Laminack

Come On, Rain! by Karen Hesse

When Lightning Comes in a Jar by Patricia Polacco

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!

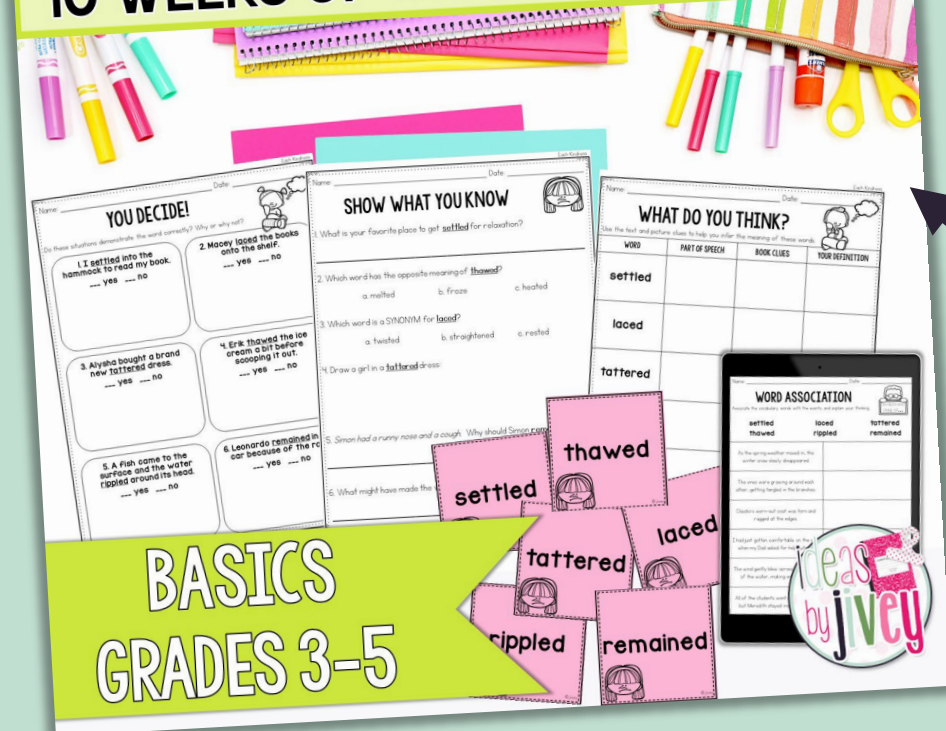
Fluency: Regular exposure to written language and various syntactic structures via picture books can support reading fluency. This, in turn, frees up cognitive resources for comprehension and vocabulary acquisition.

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!

VIVID VOCABULARY 40 WEEKS OF CONTEXTUAL WORK



The bundle includes 40 weeks of contextual vocabulary work -- more than a year at your fingertips!

*check
it out!*

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