

VIVID VOCABULARY

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

Name: _____ Date: _____

MAKE A MATCH

Pair adjectives and adverbs to the verb verbs from Owl Moon into categories.

fade	impatient	through	sigh
thread	pump	darker	powerful
stan	silently	shrug	indifferent

Why did you pair these two words?

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Name: _____ Date: _____

FINISH THE SENTENCE

Fill in the blanks with the correct vocabulary word.

faded **shrugged** **stained**
sighed **threading** **pumped**

Charlotte pulled out her easel and canvas, excited to paint again. She _____ several squirts of paint from the gallon jugs onto her paint board. Some of it splattered onto her apron. She _____ without care. That was exactly why she wore the apron. She knew it would get _____ better than on her clothes! She started off by painting willow trees. She painted each limb carefully, _____ the brush through the wet lines of color. As Charlotte layered more colors onto the canvas, the white background _____ When she had finally completed her work of art, she sat back happily and _____ as she admired it.

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
faded			
ged			
yed			
ed			
ading			
iped			

Name: _____ Date: _____

SHOW WHAT YOU KNOW

1. Write a sentence that describes a situation that would make someone sigh.

2. Which word has the same meaning as faded?

a. brightened b. darkened c. disappeared

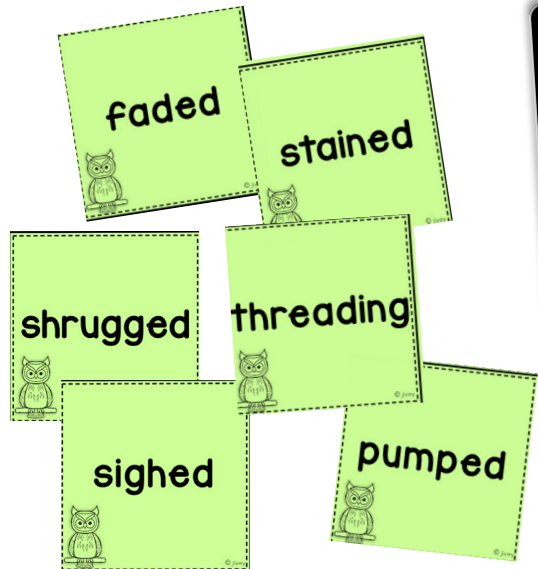
3. Draw a picture of something that has been stained.

4. Christopher's mom asked him to clean his room and he shrugged. What does his gesture most likely mean?

5. What is something you must pump to make work?

6. What is the ANTONYM of threading?

a. weaving b. unwinding c. lacing



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

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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
- Allow stu
- the worc

MARZANO'S

- This sho
- to use it.
- What if you

- 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 a string 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.

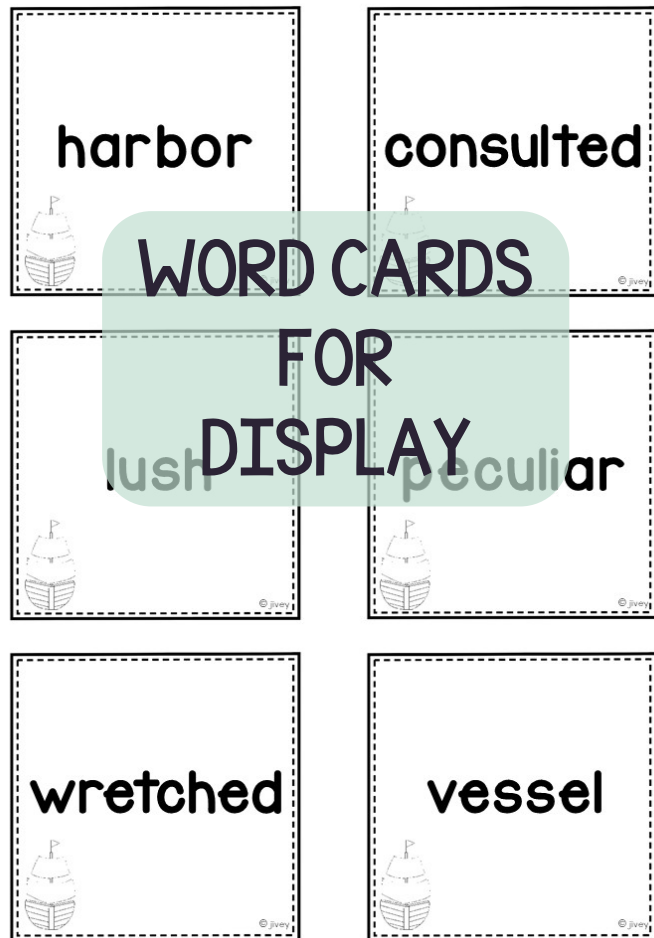
Write a song or poem using at least four of the vocabulary words from the week.

Make Connections



OPEN-ENDED SUGGESTIONS AND ACTIVITIES TO CONTINUE VOCABULARY PRACTICE

EACH SET INCLUDES:



The Wretched Stone

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
harbor	noun	They were bringing supplies aboard.	a place for ships to dock and load
consulted	verb	He doesn't see it recorded on his charts.	looked at or asked for advice
lush	adjective	Vegetation-picture shows it covering the ground.	full growth
peculiar	adjective	He doesn't understand what the light is.	strange or unusual
wretched	adjective	He knows the stone is doing bad things to crew.	terrible or awful
vessel	noun	He says he will set fire to the ship.	boat/ship

The Wretched Stone

Name: **ANSWER KEY** Date: _____

SHOW WHAT YOU KNOW

1. Who or what can be consulted about the weather?
accept reasonable answers, such as newspaper, weatherman, weather app, etc.

2. Draw a picture of the ANTONYM (opposite) of lush.
accept reasonable answers
(might draw bare tree or dead grass...)

3. William thought the pizza tasted wretched. Did he like the taste? **no**

4. Describe something you think looks peculiar.
accept reasonable answers

5. When would you most likely be able to visit a harbor?
a. along the coast b. in the desert c. in the mountains

6. Which word has the same meaning as vessel?
a. sails b. boat c. water

EACH SET INCLUDES:

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

Knots on a Counting Rope
Name: _____ Date: _____

WORD ASSOCIATION

Pair the vocabulary words with the events, and explain.

hogan
foal

frail
reins

mother has to use a walker to
bound after her hip surgery.

MULTIPLE MEANING

Some words have different meanings based on how they are used.
Circle the number of the meaning for each sentence using the

crook

1. (noun) a person who is a criminal or a thief
2. (noun) a bent or curved thing
3. (verb) to bend or curve something

fossil

1. (noun) impression of the remains of a living thing
2. (noun) old-fashioned person or thing

tower

1. (noun) a narrow building
2. (verb) to rise to or reach a great height

Jeremy crooked his finger under the loop and pulled.

The T-Rex towered over the tops of the trees.

Lindsay uncovered a fossil of a shell in the deep bed.

The tallest tower in the United States is One World.

The police finally tracked down the crook who ro

Owl Moon
Name: _____ Date: _____

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_____ When she had finally cor

of art, she sat back happily and _____

admired it.

Trickle With Trills
Name: _____ Date: _____

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: snow : mountain :: sand : beach
(Snow is found on a mountain, and sand is found on a beach.)

_____ : scuffle :: agreement : promise

scuttled : walked :: fast : _____

greedy : selfish :: _____ : frail

small : big :: smart : _____

shrugged : _____ :: boasted : proud

exhaled : sighed :: captured : _____

Create your own analogies using vocabulary words.

_____ : _____ :: _____ : _____

_____ : _____ :: _____ : _____

PICTURE BOOKS AS MENTOR TEXTS IN THE UPPER GRADES

Volume 1, Unit 2 Book List

If You Find a Rock by Peggy Christian

The Wretched Stone by Chris Van Allsburg

Knots on a Counting Rope by John Archambault

How Many Days to America? by Eve Bunting

Grandpa's Teeth by Rod Clement

Owl Moon by Jane Yolen

Polar Express by Chris Van Allsburg

Trouble With Trolls by Jan Brett

The Three Snow Bears by Jan Brett

Cloudy With a Chance of Meatballs by Judi Barrett

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.

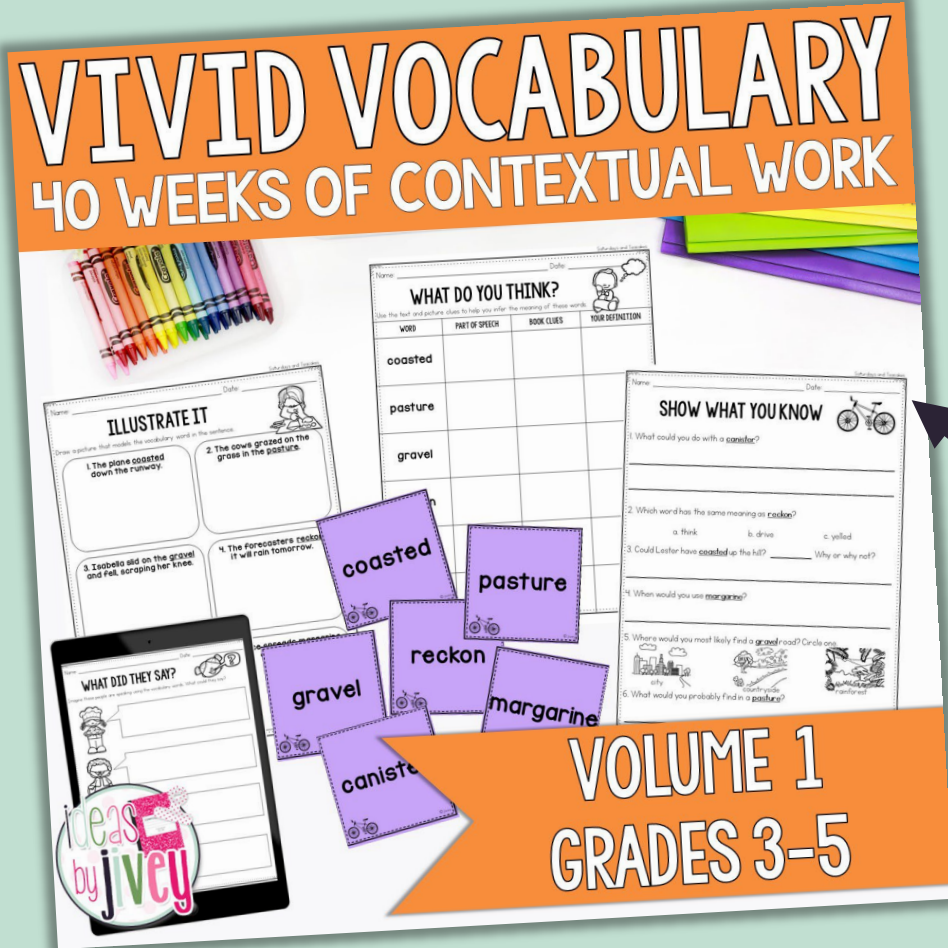
Teaching vocabulary in context
from picture books aligns well
with the science of reading!

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 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