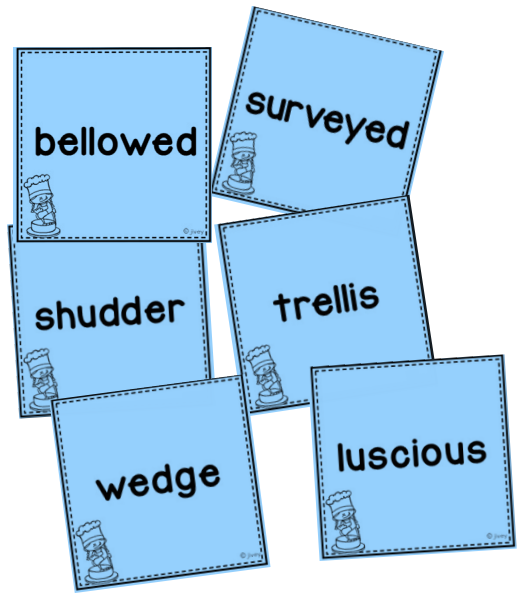
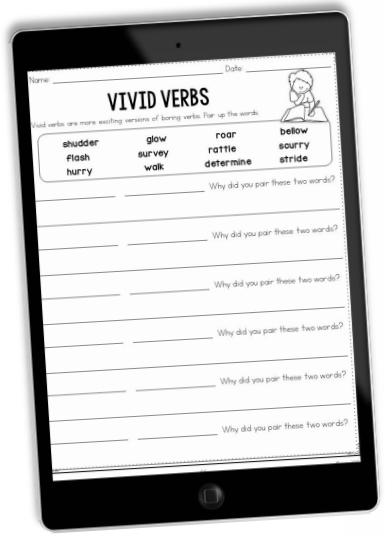
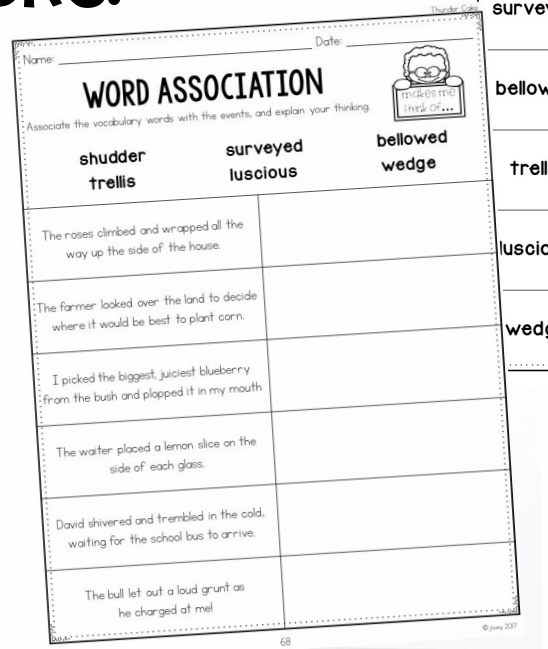
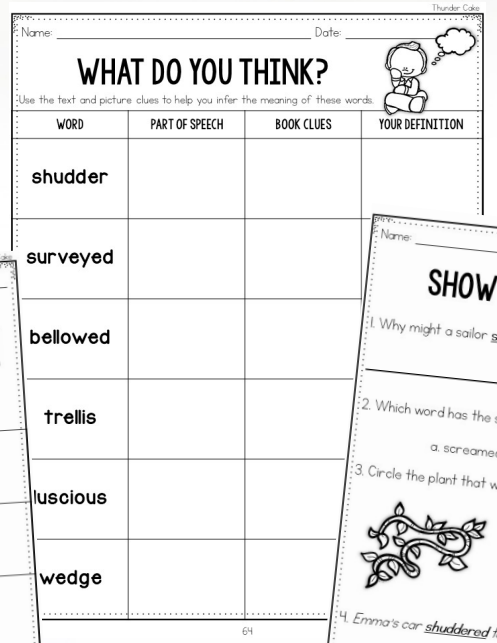
VIVID VOCABULARY

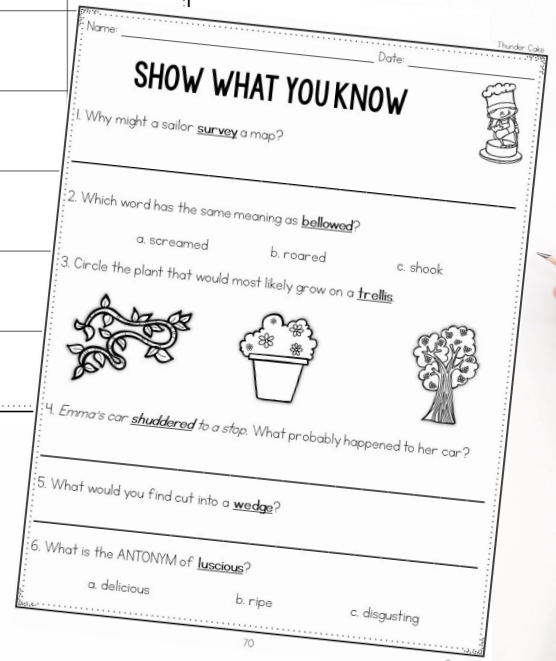
Throw out the word lists and teach vocabulary in context using your favorite books!











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, antonyms, analogies, reminders of confusion)

Use the

word:

picture or symbol:

synonyms:

explain in your own words:

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 shou
- Model fo
- Model fo of speec -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 the vocabulary words on sentence strips and have students wear them around their head, stapled (like a crown) - students should not see the word on their head. Students should ask questions about the word to help them 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).

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

Make Connections

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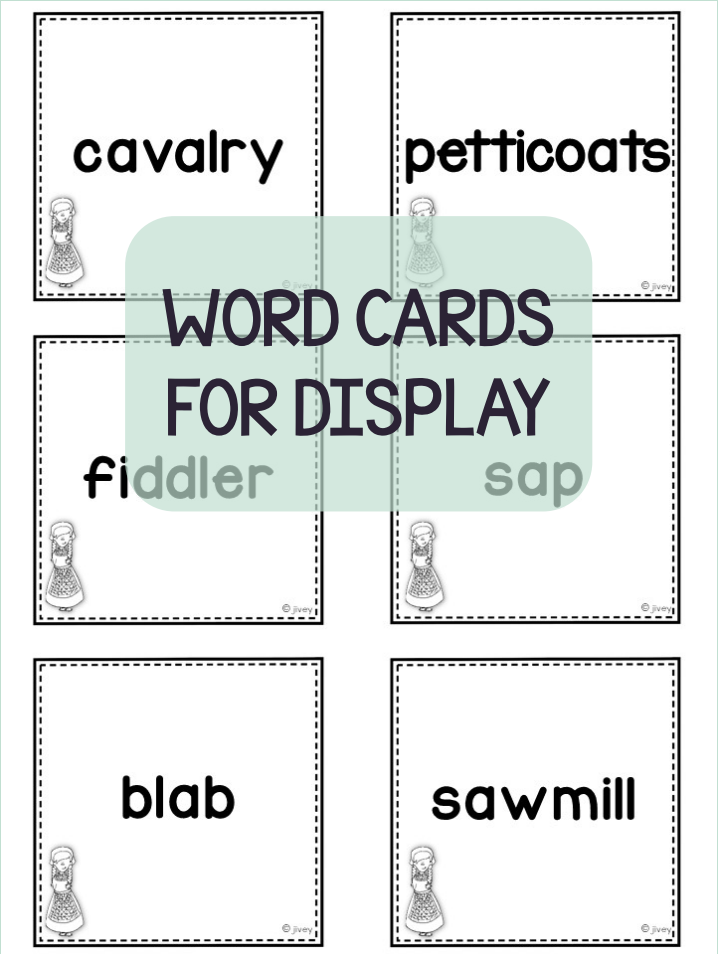
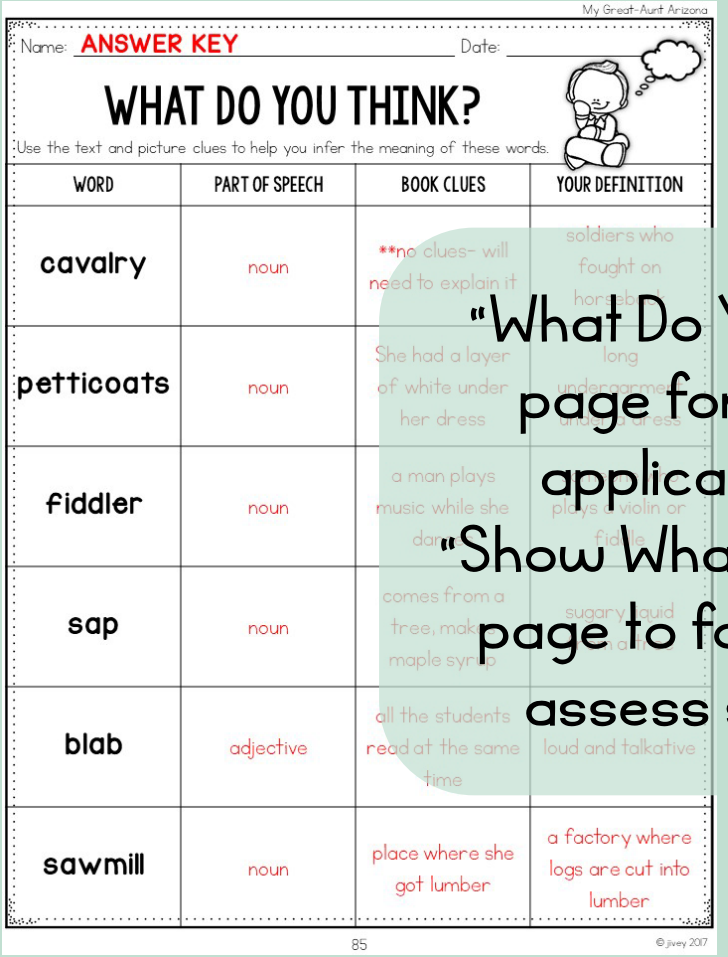
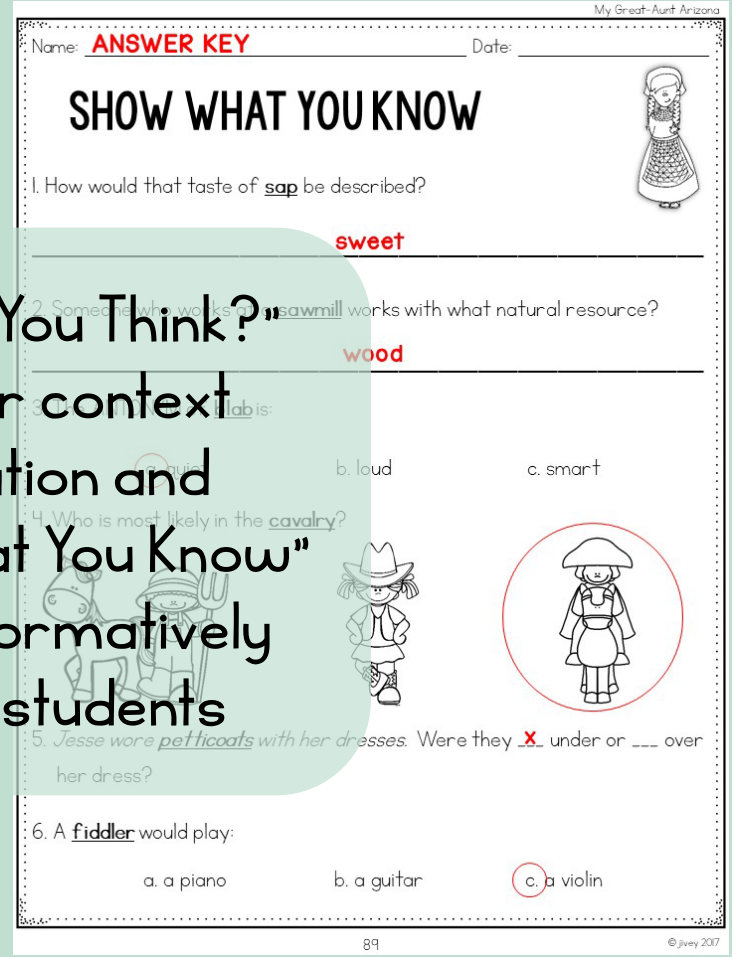
OPEN-ENDED SUGGESTIONS AND ACTIVITIES TO CONTINUE VOCABULARY PRACTICE

EACH SET INCLUDES:







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

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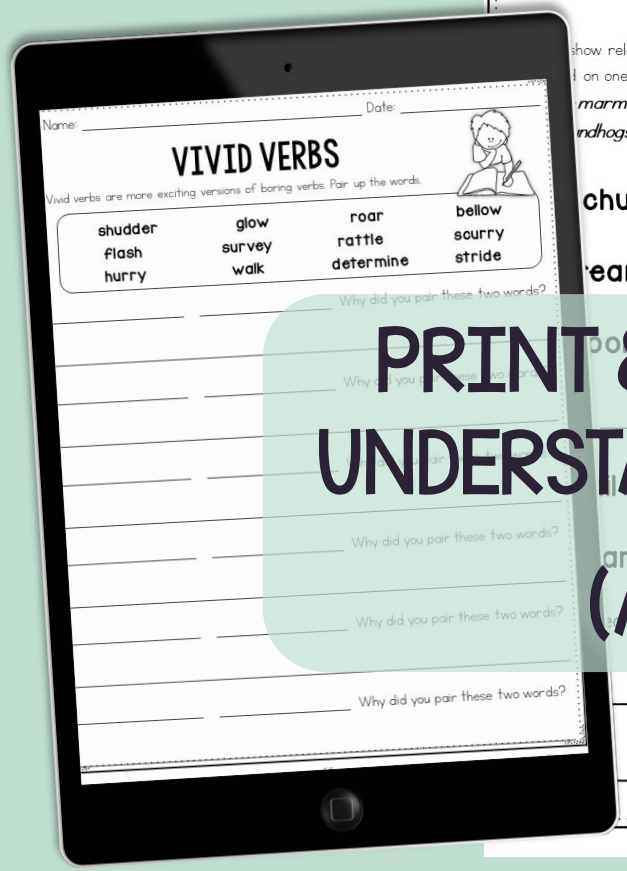
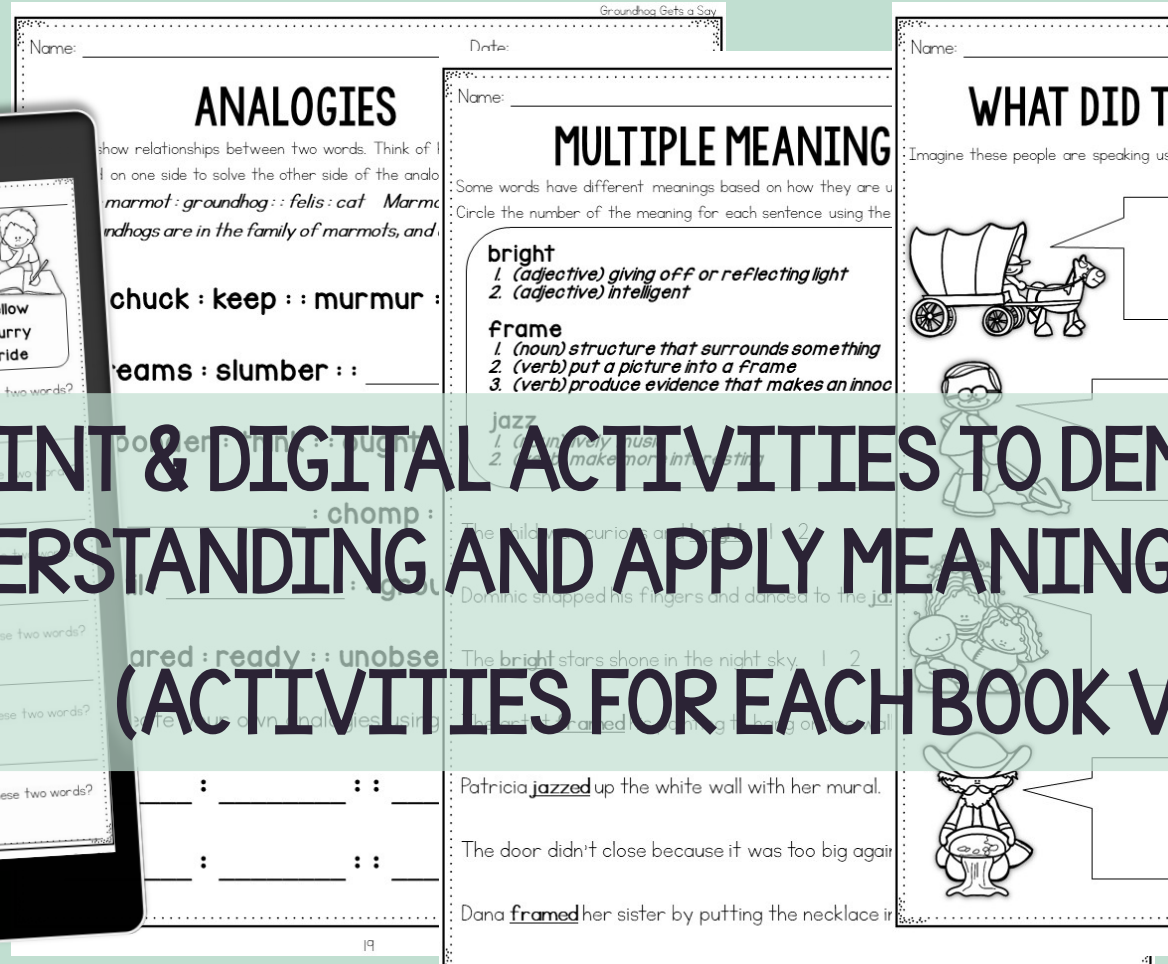
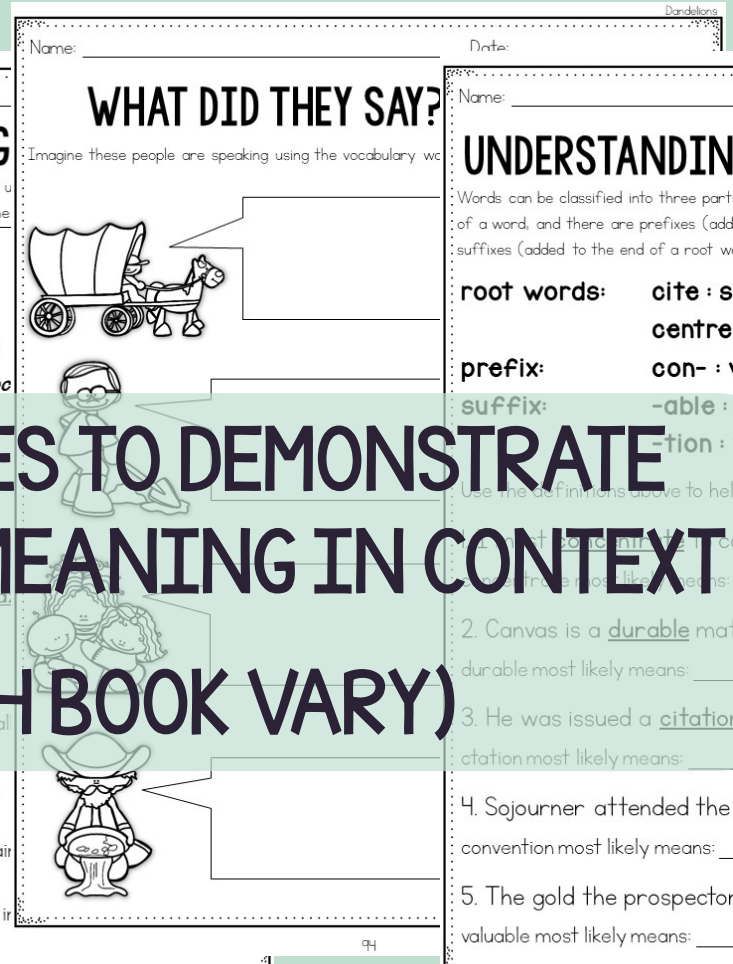
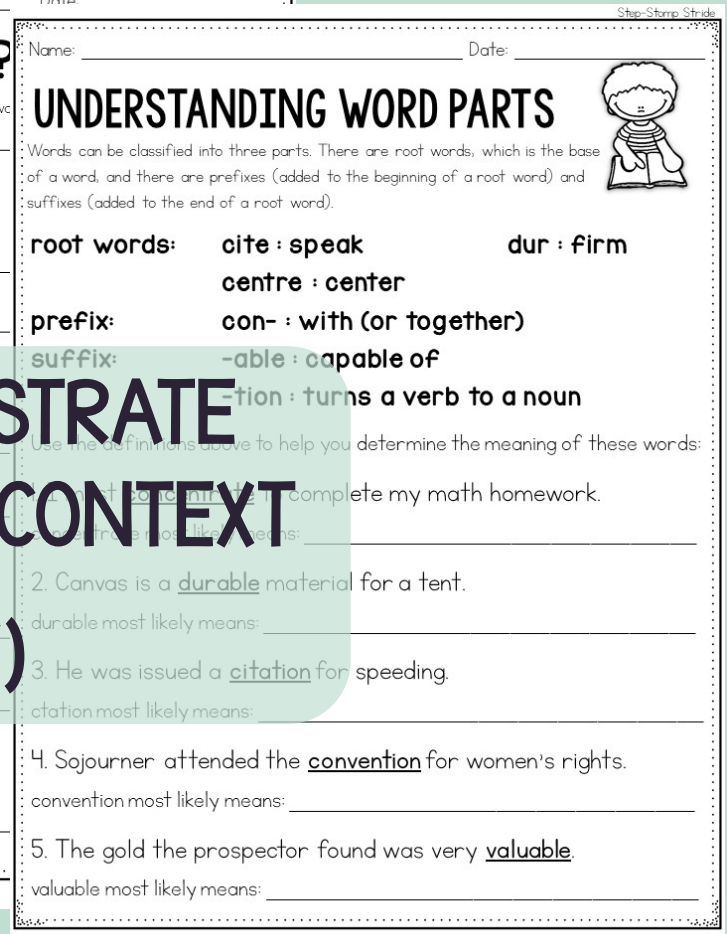








PRINT & DIGITAL ACTIVITIES TO DEMONSTRATE UNDERSTANDING AND APPLY MEANING IN CONTEXT

(ACTIVITIES FOR EACH BOOK VARY)

PICTURE BOOKS AS MENTOR TEXTS IN THE UPPER GRADES

Volume 1, Unit 3 Book List

Groundhog Gets a Say by Pamela Curtis Swallow

Olive My Love by Vivian Walsh

The True Story of The Three Little Pigs by Jon Sciezka

I Wanna Iguana by Karen Kaufman Orloff

I Wanna New Room by Karen Kaufman Orloff

Thunder Cake by Patricia Polacco

Tar Beach by Faith Ringgold

My Great Aunt Arizona by Gloria Houston

Dandelions by Eve Bunting

Sojourner Truth's Step-Stomp Stride
by Andrea Davis Pinkney

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.

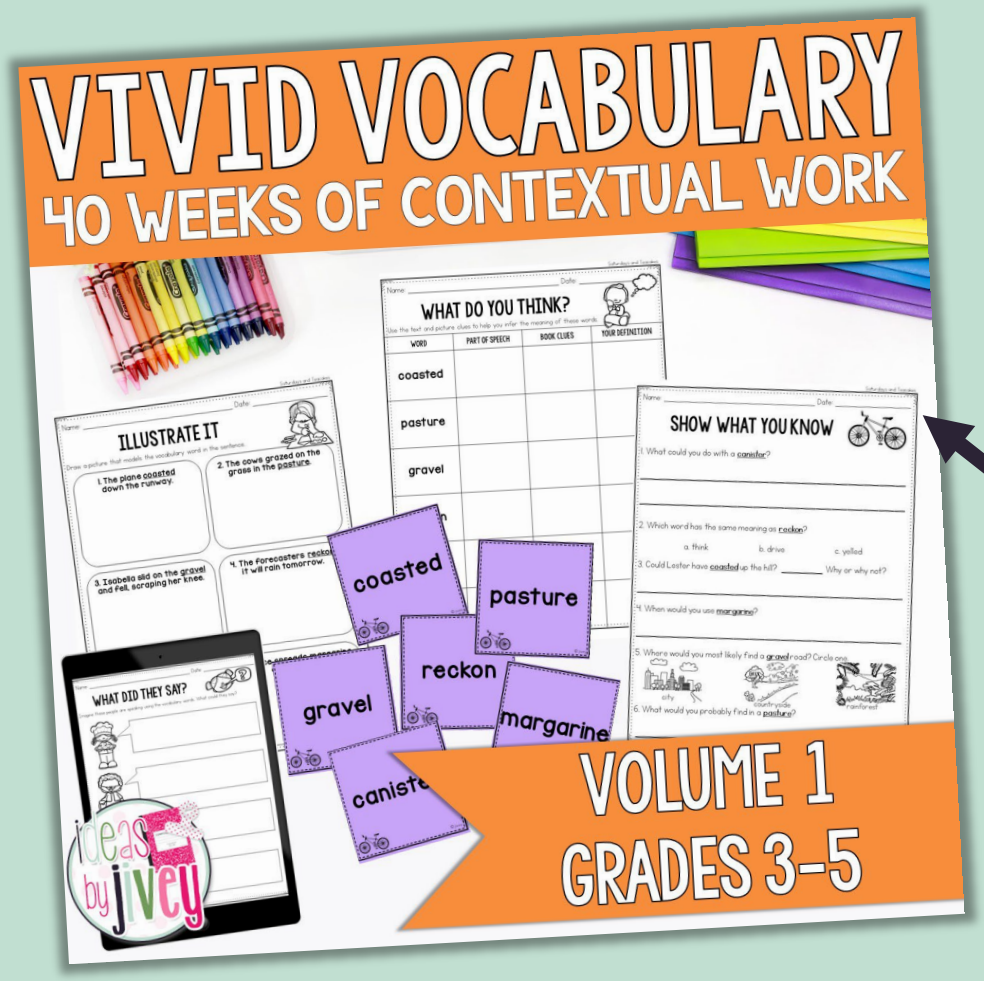
Teaching vocabulary in context from picture books aligns well with the science of reading!

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.

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.

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.

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