

VIVID VOCABULARY

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



Voices In The Park
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
mongrel			
shooed			
frightful			
cheered			
unfortunately			
fed up			

103

Voices In The Park
Name: _____ Date: _____
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: **fortu** : luck
 com : with or together

prefix: **un-** : not

suffix: **-ly** : add to end of adjective to make
 adverb that tells "how"
 -ful & -ous : full of

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

1. Elliott's car wouldn't start, but a fortuitous stranger helped him.
fortuitous most likely means: _____

2. I know my way to school, so I can go unaccompanied.
unaccompanied most likely means: _____

3. I stared at the plate of cookies ravenously.
ravenously most likely means: _____

4. Jeremiah was an adventurous rock-climber.
adventurous most likely means: _____

5. Policemen will give tickets to people who commit unlawful acts.
unlawful most likely means: _____

105 © Jenny 2007

Voices In The Park
Name: _____ Date: _____
SHOW WHAT YOU KNOW

1. If you are fed up, most likely you feel:
a. pleased b. content c. miserable

2. What could you do to cheer up a friend who is feeling sad?

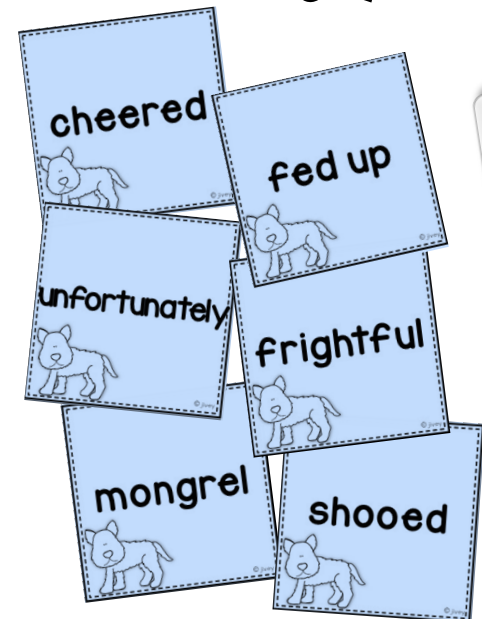
3. What is the **ANTONYM** of frightful?
a. awful b. lovely c. horrible

4. What adjective would best describe a mongrel?
a. neat b. messy c. pedigree

5. If you are having a picnic, what pests might need to be shooed?

6. What verb might you expect to see with the adverb, unfortunately?
a. breaking b. winning c. baking

109 © Jenny 2007



Voices In The Park
Name: _____ Date: _____
YOU DECIDE!
Do these situations demonstrate the word correctly? Why or why not?

1. We adopted a scruffy mongrel from the pound.
--- yes --- no

2. Meina shooed away the sweet kitten.
--- yes --- no

3. Rita had been sick all night and looked quite frightful the next morning.
--- yes --- no

4. Julia drew pictures for his grandparents and cheered them up.
--- yes --- no

5. Unfortunately, my favorite soccer team won.
--- yes --- no

6. Montgomery was fed up with all the nice letters he was receiving from fans.
--- yes --- no

106 © Jenny 2007

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
- 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.

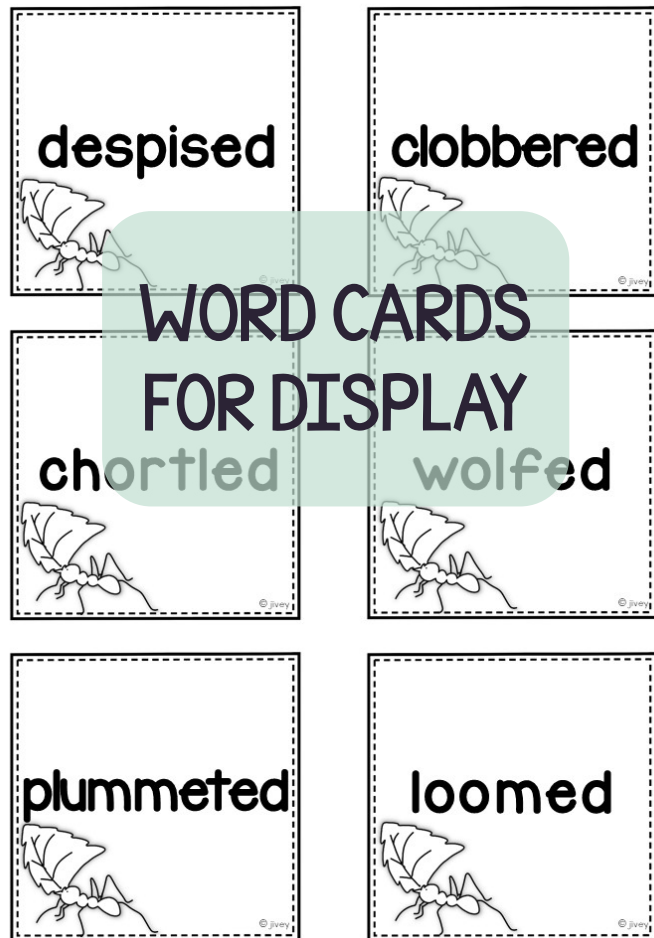
Write a song or poem using at least four of the vocabulary words from the week.

Make Connections



OPEN-ENDED SUGGESTIONS AND ACTIVITIES TO CONTINUE VOCABULARY PRACTICE

EACH SET INCLUDES:



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
despised	verb	He stayed away from the other creatures.	hated
clobbered	verb	There was a POW! and he dove for cover.	hit or struck
chortled	verb	Crickwing was enjoying being _____.	chuckled
wolfed	verb	He ate the flower, not noticing the color.	ate quickly, or devoured
plummeted	verb	He dug a deep hole and the ants fell into the trap.	fell
loomed	verb	The anteater was huge, much taller than the ants.	appeared over in a large form

Name: **ANSWER KEY** Date: _____

SHOW WHAT YOU KNOW

1. Which verb best relates to chortled?

a. giggled b. yelled c. said

2. Which verb is a SYNONYM of clobbered?

a. bashed b. massaged c. stroked

3. Which of these could most likely be said, "it loomed"?

a. skyscraper b. ant c. ant

4. Which of these sentences would most likely be true?

a. Masoud was starving, so he wolfed down his dinner.
b. Masoud was thirsty, so he wolfed down a soda.

5. Which word is an ANTONYM of despised?

a. loved b. laughed c. hated

6. Write a sentence demonstrating how something plummeted.

accept reasonable answers - example:
The baby bird plummeted down to the ground from his nest.

EACH SET INCLUDES:

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

Grace For President
Name: _____ Date: _____

FINISH THE SENTENCE

Choose the correct vocabulary word.

new democracy
constituents podiums

_____, people voted
_____ want to represent them.

It is important

Name: _____

ANALOGIES

Analogies show relationships between two words. Think of how one word is related to the other side to solve the other side of the analogy.

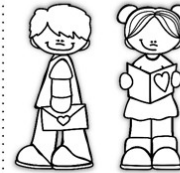
Example- python : scales :: ape : hair Python is like a snake. (Pythons have scales and apes have hair.)

off : aboard :: outside : _____

Name: _____

WHAT DID THEY SAY?

Imagine these people are speaking using the vocabulary words.



Chicken Sunday
Name: _____ Date: _____

MULTIPLE MEANINGS

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

cast

1. (verb) throw in a specific direction
2. (verb) cause light or shadow to appear
3. (noun) the group of actors in a play or movie

dawn

1. (noun) first appearance of light
2. (verb) suddenly remembering or understanding

usher

1. (noun) person who shows people to their seats
2. (verb) the start of something new



17

76

87

66

PICTURE BOOKS AS MENTOR TEXTS IN THE UPPER GRADES

Volume 2, Unit 3 Book List

Grace For President by Kelly DiPucchio

George Washington's Teeth
by Deborah Chandra & Madeleine Comora

Night Rabbits by Lee Posey

Crickwing by Janell Cannon

Pinduli by Janell Cannon

Twilight Comes Twice by Ralph Fletcher

My School's A Zoo! by Stu Smith

Chicken Sunday by Patricia Polacco

Titanicat by Marty Crisp

Voices in the Park by Anthony Browne

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!

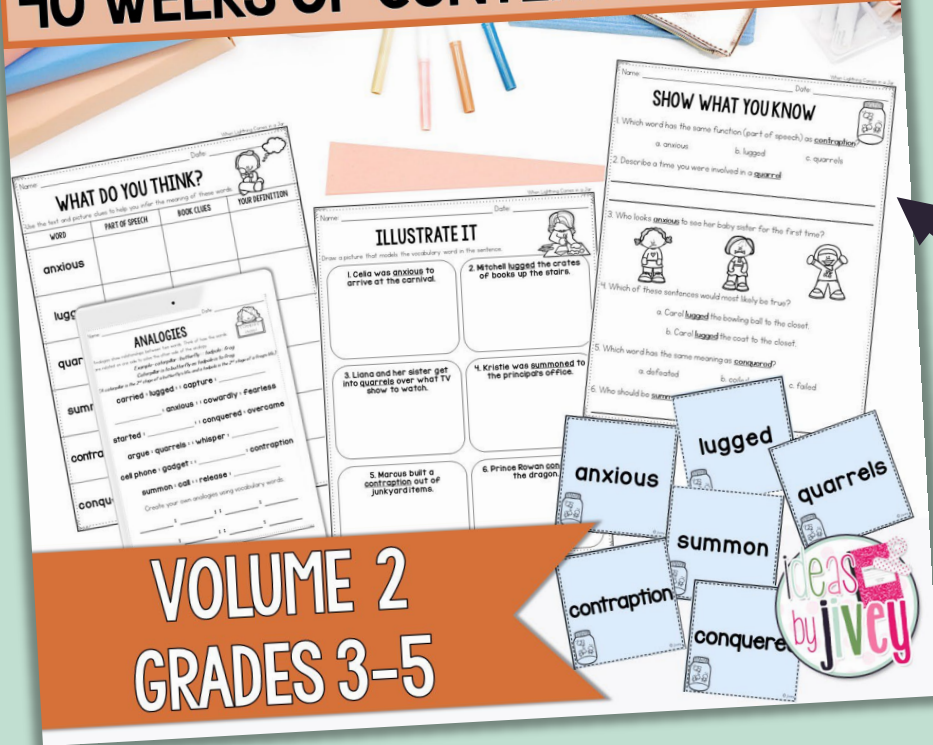
Fluency: Regular exposure to written language and various syntactic structures via picture books can support reading fluency. This, in turn, frees up cognitive resources for comprehension and vocabulary acquisition.

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