

# VOCABULARY READ ALOUD SUGGESTIONS



## ***Pinkalicious* by Victoria and Elizabeth Kann**

1. Follow the suggested vocabulary introductions found in the ***Rhyming and Vocabulary PowerPoint***.
2. Read-aloud can be used as a vehicle for vocabulary instruction.
3. Read the suggested text aloud during the workshop with children gathered on the floor.
4. Pausing during the read-aloud is recommended to emphasize vocabulary discussed prior to reading.

## ***The Important Book* by Margaret Wise Brown**

1. Follow the suggested vocabulary introductions found in the ***Rhyming and Vocabulary PowerPoint***.
2. Read-aloud can be used as a vehicle for vocabulary instruction.
3. Read the suggested text aloud during the workshop with children gathered on the floor.
4. Pausing during the read-aloud is recommended to emphasize adjectives in order to build vocabulary
5. Students can continue to add to the list on the PowerPoint in order to describe specified items within the book.

## ***Fancy Nancy* by Jane O'Connor**

1. Follow the suggested vocabulary introductions found in the ***Rhyming and Vocabulary PowerPoint***.
2. Read-aloud can be used as a vehicle for vocabulary instruction.
3. Read the suggested text aloud during the workshop with children gathered on the floor.
4. Pausing during the read-aloud is recommended to emphasize vocabulary discussed prior to reading.
5. After reading the story, students will use new vocabulary words to create a picture.

### ***Mrs. Brown Went to Town* by Wong Herbert Yee**

1. Follow the suggested vocabulary introductions found in the ***Rhyming and Vocabulary PowerPoint***.
2. Read-aloud can be used as a vehicle for vocabulary instruction.
3. Read the suggested text aloud during the workshop with children gathered on the floor.
4. Pausing during the read-aloud is recommended to emphasize vocabulary discussed prior to reading.
5. Using interactive writing, collaboratively create a sentence that contains two rhyming words found in the book.

## COMMON CORE CONNECTION

- ❖ RF.K.1 Demonstrate understanding of the understanding and the basic features of print.
- ❖ RF.K.1a Follow words left to right, top to bottom, and page by page
- ❖ RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters
- ❖ RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds.
- ❖ RF.K.2a Recognize and produce rhyming words.
- ❖ RF.K.3c Read frequent high frequency words by sight.