



## Vocabulary Parade (Grades K-6)

In this sample lesson, students create and present simple costumes that visually represent vocabulary words appropriate for their grade level. This is a good example of how to promote interaction with new vocabulary words in an engaging and creative way.

**Duration:** 45 minutes (can be extended)

### Learning Goals

- Understand the meaning of a vocabulary word
- Create a costume that visually represents the vocabulary word
- Present the meaning and teach usage of the vocabulary word to others

### Materials Needed

- Vocabulary word list appropriate to grade level of students (See attached lists for high frequency words that students are likely to encounter in their academic learning this year; students K-2 may use the Grade 2 list.)
- Colored paper
- Paper plates
- Yarn or string
- Scissors
- Colored pencils, crayons and/or markers
- Tape
- Dictionaries (print or online)

### Preparation

- Invite family and community members to attend students' vocabulary parade
- Print enough copies of the Tier 2 Vocabulary list that students in small groups (3-4 individuals) can share one list.
- Write each vocabulary word from the word list on slip of paper to allow students to pick one at random for the parade
- Make an example of a vocabulary headpiece and paper plate necklace to show students
- Set up room for small group work
- Collect art materials and distribute so that each student will get a few sheets of colored paper, a paper plate, and enough yarn to hang the plate around their neck. Small groups can share scissors, tape, and colored pencils and or markers.
- Have print dictionaries available or open online dictionary, e.g. [www.merriam-webster.com](http://www.merriam-webster.com), on smart devices for student use

### What to Do

- Engage students by asking them why it is important to learn new vocabulary words. Guide conversation around specific areas of study or careers, e.g. engineers, musicians, scientists, doctors, teachers, lawyers, librarians, accountants, etc., that will require knowledge of domain-





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specific vocabulary, words typically used by people in that field. Ask them for some examples of domain-specific words they have learned recently.

- Explore the vocabulary list for the students' grade level. Ask students what words they know or have heard before and where they might see this word being used, e.g. a basketball coach would use the word "bounce" (from 2<sup>nd</sup> grade list) as s/he teaches the players the game. Show students your vocabulary headpiece and paper plate necklace, sharing your word, its meaning, a sentence to demonstrate its meaning and an example of its usage in real life.
- Explain that students will be creating their own vocabulary word costume and presenting their word in a vocabulary parade. Organize students into small groups and have each student choose one of the prepared slips of paper—this will be their vocabulary word for the parade. Each student will design a headpiece using colored paper featuring his/her word. While some students are working on their headpieces, other students can write the definition of their word on the back of their plates. Help students use the yarn or string to turn their plate into a necklace.
- Encourage students to decorate their headpiece and plate necklace with paper cutouts, pictures and/or symbols that will help them remember what their word means. They may also create wristlets or other costume pieces if they wish.
- As they work on their costumes, have students come up with a sentence that demonstrates the meaning of their vocabulary word and an example of where this word would be used. Have them practice this explanation in their small group and get feedback from their peers on their sentence and example. If they wish, students can write their sentence and example on the back of their plate, along with the definition.
- Present students' costumes in a vocabulary parade! Have students parade around and display their costumes to family and community members. Give each student an opportunity to share their word, its meaning, their sentence and their example. Ask each student to also identify the meaning of one to two other vocabulary words they learned as a result of the parade.
- Extend learning if time allows: Read *Miss Alaineus* by Debra Fraiser. Use ideas and activities from *Host A Vocabulary Parade: A How-To Kit with Classroom Extensions* (<http://www.debrafrasier.com/docs/miss-alaineus/vocab-parade-full.pdf>)

### Evaluate (Outcomes to Look For)

- Students work together to gain a better understanding of new vocabulary words
- Students identify the meanings of two to three new vocabulary words
- Students make connections between new vocabulary words and their usage in real life

(Tier 2 Vocabulary lists for grades 2-6 can be adapted from the Word Up Project's vocabulary lists: <http://flocabulary.s3.amazonaws.com/pdfs/flat/word-up-word-lists.pdf>)

