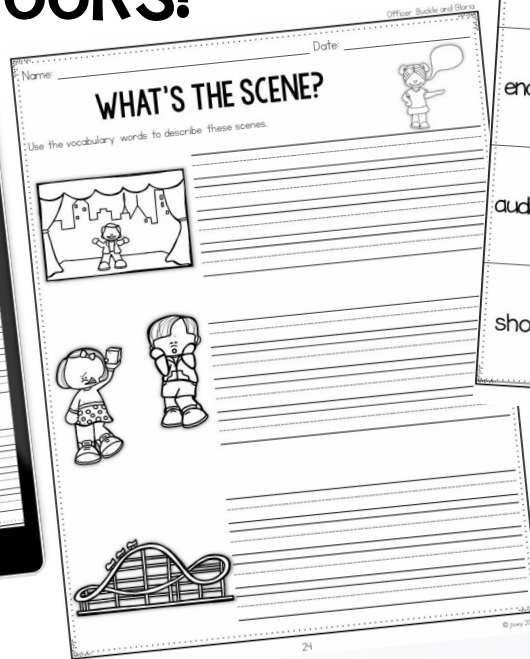
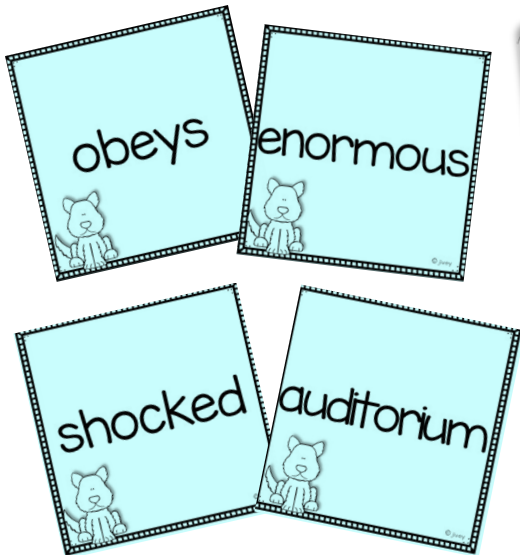


# VIVID VOCABULARY

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



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
obeys			
enormous			
auditorium			
shocked			

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**SHOW WHAT YOU KNOW**

1. What is the opposite of the word **enormous**?  
a. giant      b. little      c. huge

2. What is one thing you do to **obey** your teacher?  
\_\_\_\_\_

3. How else can you describe someone that is **shocked**?  
a. surprised      b. tired      c. calm

4. Why would you go to an **auditorium**?  
\_\_\_\_\_



# BEST PRACTICES

I use mentor sentences by Jivey and I love this add on resource that adds focus to vocabulary. I love that both resources use the same texts.

Michelle C., 2<sup>nd</sup> 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
- vocabular
- Allow stu
- the worc

MARZANO'S

- This sho
- to use it.
- What do you
- Model fo
- by using
- the s
- 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 word on a strip of paper, tape it to a wall, and have students stand around their head, stapled (like a crown) - students should not touch the word on their head. Students should ask questions about the word 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 Flap 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



OPEN-ENDED SUGGESTIONS AND ACTIVITIES TO CONTINUE VOCABULARY PRACTICE

# EACH SET INCLUDES:



## Chrysanthemum

by Kevin Henkes



scarcely



wilted



dreadful



sprouted

**WORD CARDS  
FOR  
DISPLAY**

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
scarcely	adverb	Her name is so long, almost too long for her nametag	barely or hardly
wilted	verb	The students made her feel bad about her name	drooped
dreadful	adjective	The students make her dislike her name	terrible
sprouted	verb	She dreamed that she grew leaves and petals	grew

Name: **ANSWER KEY** Date: \_\_\_\_\_

### SHOW WHAT YOU KNOW

1. Circle the flowers that are wilted.



2. When a plant has sprouted, it has begun to \_\_\_\_\_.

a. grow      b. grow      c. droop

3. A drooping flower is \_\_\_\_\_.

a. lovely      b. long      c. absolutely

Tell about something you think is dreadful.

Answers will vary- students should describe something they don't like.



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

First Day Jitters

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## ILLUSTRATE IT

Picture that models the vocabulary word in the sentence.



A dog tunneled under the fence to escape the yard.

Name: \_\_\_\_\_

## FIND IT

Fill the pumpkins with words that are synonyms for the word.

slice

fearlessly



cottage



startled

# PRINT & DIGITAL ACTIVITIES

# UNDERSTANDING AND APPLYING

# VOCABULARY

# (ACTIVITIES FOR

16

First Day Jitters

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# VIVID VERBS

Vivid verbs are more exciting versions of boring verbs. Cut squares from the bottom of the page to match the synonym.

Connect the vocabulary words with the synonym.

route  
except

I bought everything

stumbled or fell duke bake a cake, but I f e eggs  
Grandma walked the son to school every day  
Lidia wanted to wat movie but she had much homework  
Alec took loads o groceries to his grandmother's ho

## ES TO DEMONSTRATE MEANING IN CONTEXT (H BOOK VARY)

tunneled	chuckled	tur
----------	----------	-----

17

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First Day Jitters

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# WORD ASSOCIATION

Connect the vocabulary words with the events, and explain your thinking.

**route**  
**except**

**instead**  
**delivered**

I bought everything to  
bake a cake, but I forgot  
the eggs.

Grandma walked the same way  
to school every day.

Lidia wanted to watch a  
movie but she had too  
much homework.

Alec took loads of  
groceries to his  
grandmother's house.

© jenny 2013

# THE BOOKS USED ARE GREAT FOR READING & WRITING LESSONS, TOO!

What an amazing resource. Thank you for taking the time to gather all the important pieces of instruction that help make our lessons meaningful.

Chessie L., 2<sup>nd</sup> Grade Teacher

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!

I love everything from Jivey! She has made it easy to do my complicated job of helping students navigate a new language.

Christina C., EL 2<sup>nd</sup>/3<sup>rd</sup> Grade Teacher

# 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.

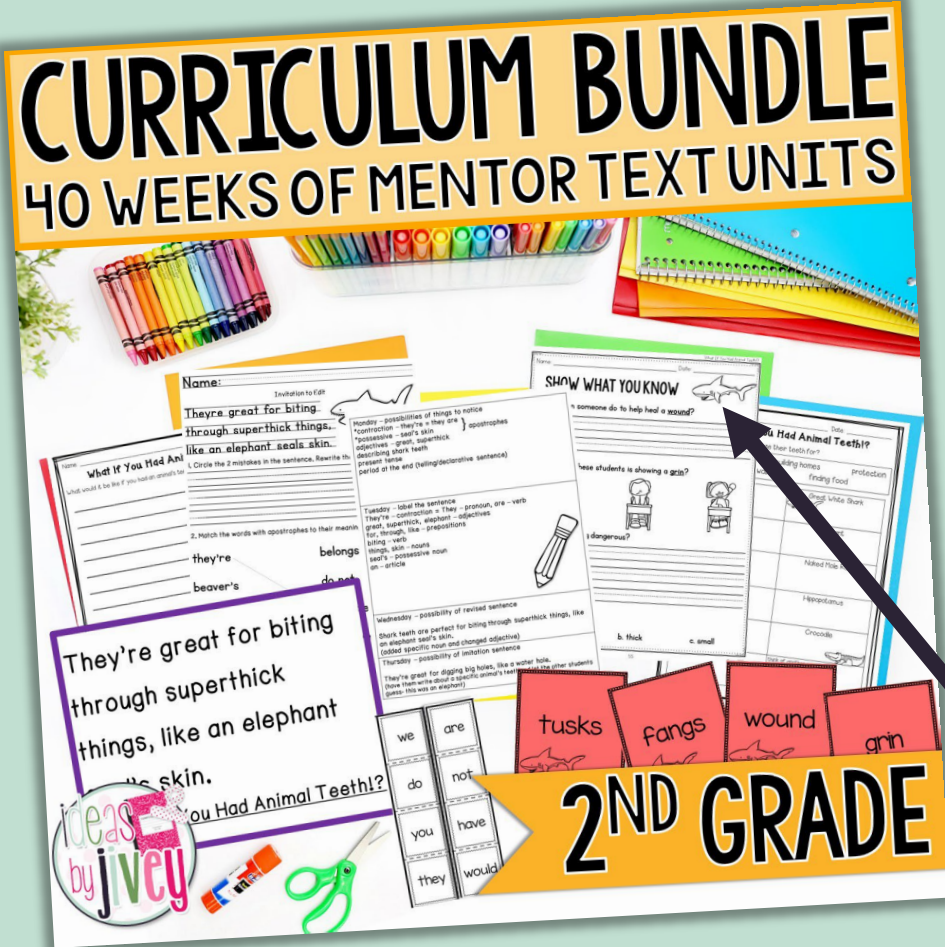
Teaching vocabulary in context from picture books aligns well with the science of reading!

**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 ENTIRE Second Grade Curriculum bundle includes

- ✓ all 40 weeks of contextual vocabulary activities
- AND -- for every book, you'll also get:
  - ✓ mentor sentence lessons
  - ✓ interactive grammar activities
  - ✓ reading organizers perfect for gradual release lessons
  - ✓ themed writing prompts

PLUS, 5 BONUS WEEKS OF NEW UNITS!

*check it out!*

45  
WEEKS!