

# VIVID VOCABULARY

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



When Lightning Comes in a Storm

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

### ANALOGIES

Analogs show relationships between two words. Think of how the words are related on one side to solve the other side of the analogies.  
Example: caterpillar : butterfly :: tadpole : frog  
Caterpillar is to butterfly as tadpole is to frog.  
A caterpillar is the 1st stage of a butterfly life, and a tadpole is the 1st stage of a frog life.

carried : lugged :: capture : \_\_\_\_\_  
\_\_\_\_\_ : anxious :: cowardly : Fearless  
started : \_\_\_\_\_ : conquered : overcame  
argue : quarrels :: whisper : \_\_\_\_\_  
cell phone : gadget :: \_\_\_\_\_ : contraption  
summon : call :: release : \_\_\_\_\_

Create your own analogies using vocabulary words.  
\_\_\_\_\_ : \_\_\_\_\_ :: \_\_\_\_\_ : \_\_\_\_\_  
\_\_\_\_\_ : \_\_\_\_\_ :: \_\_\_\_\_ : \_\_\_\_\_

When Lightning Comes in a Storm

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

### ILLUSTRATE IT

Draw a picture that models the vocabulary word in the sentence.

1. Celia was **anxious** to arrive at the carnival.
2. Mitchell **lugged** the crates of books up the stairs.
3. Liana and her sister get into **quarrels** over what TV show to watch.
4. Kristie was **summoned** to the principal's office.
5. Marcus built a **contraption** out of junkyard items.
6. Prince Rowan **conquered** the dragon.

When Lightning Comes in a Storm

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
anxious			
lugged			
quarrels			
summon			
contraption			
conquered			

When Lightning Comes in a Storm

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

### SHOW WHAT YOU KNOW

1. Which word has the same function (part of speech) as **contraption**?  
a. anxious      b. lugged      c. quarrels
2. Describe a time you were involved in a **quarrel**.  
\_\_\_\_\_
3. Who looks **anxious** to see her baby sister for the first time?  
  
4. Which of these sentences would most likely be true?  
a. Carol **lugged** the bowling ball to the closet.  
b. Carol **lugged** the coat to the closet.
5. Which word has the same meaning as **conquered**?  
a. defeated      b. coiled      c. failed
6. Who should be **summoned** if there is a car accident?



# 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., 3<sup>rd</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
- this 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 the word on a strip of paper and tape it around their head, stapled (like a crown) - students should not see 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 Fill in the blank 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:

chanted



broadly



WORD CARDS  
FOR  
DISPLAY

identity



gleamed



dismissed



souvenir



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
chanted	verb	The kids were saying her name over and over.	said repeatedly
broadly	adverb	She smiled big and tried not to show nervousness.	widely
identity	noun	She wasn't telling her name.	who a person is
gleamed	verb	The red ink stood out on the white paper.	shined
dismissed	verb	Everyone was saying goodbye.	allowed to leave
souvenir	noun	She was going to keep the names to remember.	keepsake

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

### SHOW WHAT YOU KNOW

1. What would you keep as a souvenir from a trip to the beach?  
**accept reasonable answers such as shells, sand dollar, etc**

2. Which word best describes the meaning of broadly?  
a. widely ☒ b. barely c. carefully

3. Which of the following would likely gleam?  
a. name ☒ b. carpet c. jewelry

4. What should be consistent to include on someone's identity card?  
**accept reasonable answers such as name, age, etc**

5. Which word has the same meaning as dismissed?  
a. teased ☒ b. held c. greeted

6. Why might an audience chant at a sports game?  
**accept reasonable answers such as to cheer on the team or to show disapproval, etc**

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# EACH SET INCLUDES:

**ANALOGIES**

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

Illustration: A girl thinking, with a speech bubble saying "compare them!"

Analogies show relationships between two words. Think of how the words are related on one side to solve the other side of the analogy.  
Example: caterpillar : butterfly :: tadpole : frog.  
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(A caterpillar is the 2<sup>nd</sup> stage of a butterfly's life, and a tadpole is the 2<sup>nd</sup> stage of a frog's life.)

carried : lugged :: capture : \_\_\_\_\_  
\_\_\_\_\_ : anxious :: \_\_\_\_\_ : \_\_\_\_\_  
started : \_\_\_\_\_  
argue : quarrel :: \_\_\_\_\_  
cell phone : gadget :: \_\_\_\_\_  
summon : call :: release : \_\_\_\_\_

Create your own analogies using vocabulary words.  
\_\_\_\_\_ : \_\_\_\_\_ :: \_\_\_\_\_ : \_\_\_\_\_  
\_\_\_\_\_ : \_\_\_\_\_ :: \_\_\_\_\_ : \_\_\_\_\_

**VIVID VERBS**

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

are more exciting versions of boring verbs. Match the verb to the sentence.

ring	coated	quivered
knocked	murmured	packed
he	giggled	spilled

\_\_\_\_\_ heared ketchup on her toast.

**MULTIPLE MEANING**

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

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

**hitch**  
1. (noun) a temporary problem  
2. (noun) a device used to attach one thing to another  
3. (verb) move into a new position with a pull

**limp**  
1. (verb) walk with difficulty  
2. (noun) steps slowed down, usually by injury

**shuffle**  
1. (verb) walk with difficulty  
2. (verb) rearrange a deck of cards

Thomas limped with his new cast. | 2  
Mari's snow boots were heavy, so she shuffled through the snow.  
Travis connected the work trailer to the hitch on the truck.

**WHAT DID THEY SAY?**

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

Imagine these people are speaking using the vocabulary words. Write the word in the speech bubble.

Illustration: A girl speaking into a speech bubble.

**CROSSWORD PUZZLE**

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

Solve the puzzle by filling in the correct vocabulary words.

Illustration: A pencil.

**smear**      **glare**      **snicker**  
**tremble**      **hesitate**      **mutter**

**ACROSS**

- The dog sat \_\_\_\_\_ at the cat through the fence.
- Oliver \_\_\_\_\_ an apology under his breath.
- Papa \_\_\_\_\_ peanut butter on a slice of bread.

**DOWN**

- Her hands began to \_\_\_\_\_ from the cold.
- Marni lifted the fork to her mouth and \_\_\_\_\_ at the bad smell.
- Wesley \_\_\_\_\_ at the silly pictures in the book.

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

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# PICTURE BOOKS AS MENTOR TEXTS IN THE UPPER GRADES

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., 4<sup>th</sup> Grade Teacher

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.

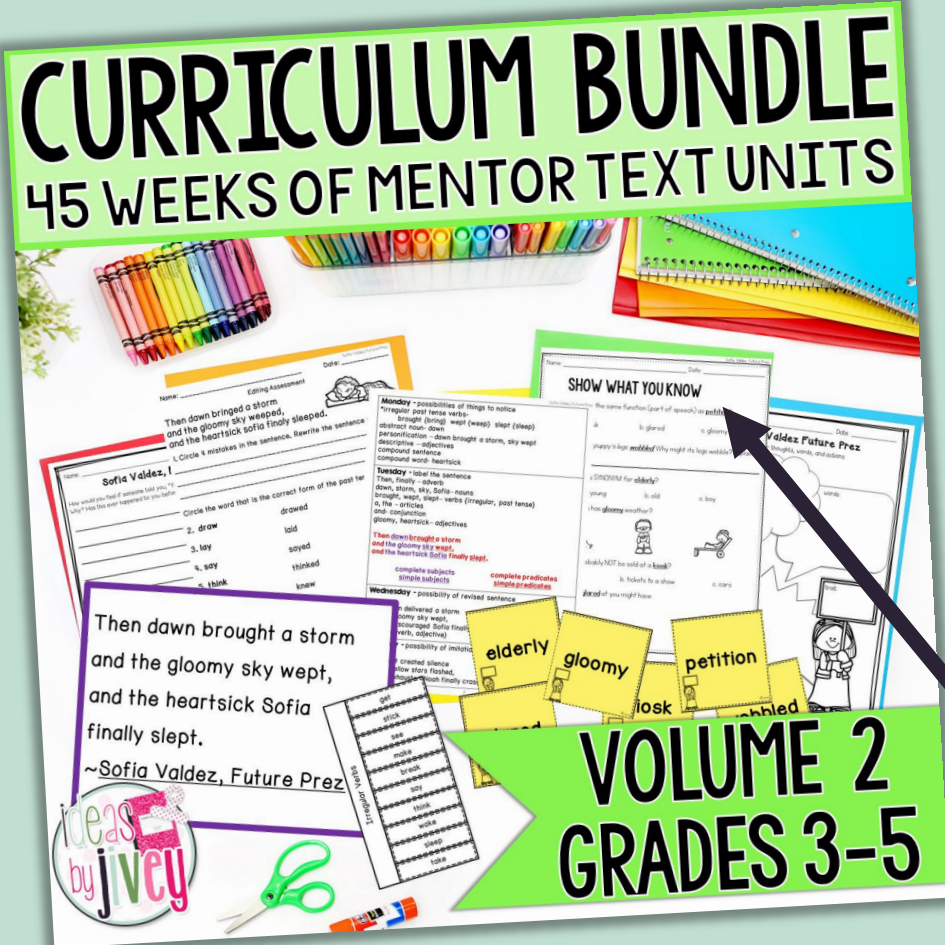
Teaching vocabulary in context from picture books aligns well with the science of reading!

**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!



The ENTIRE Volume 2 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!**