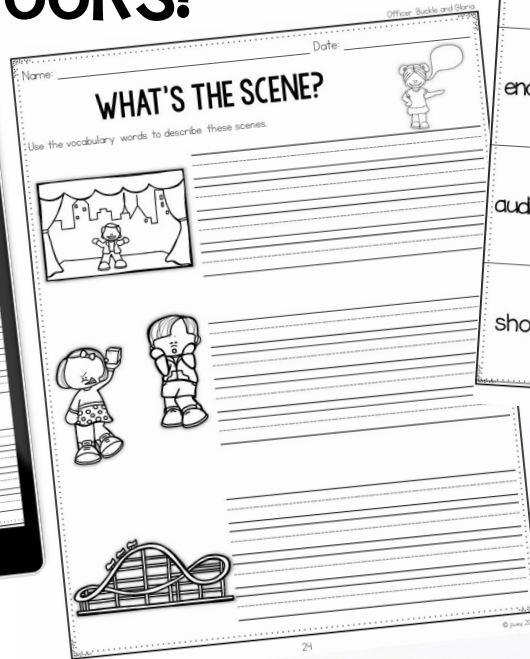
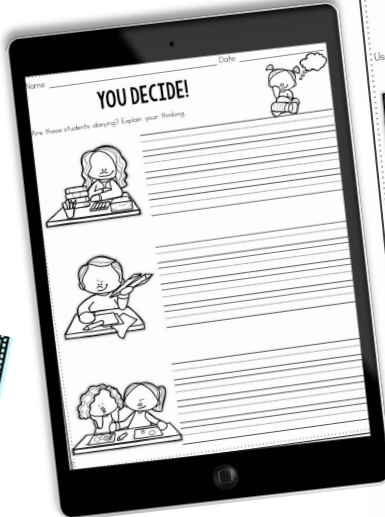
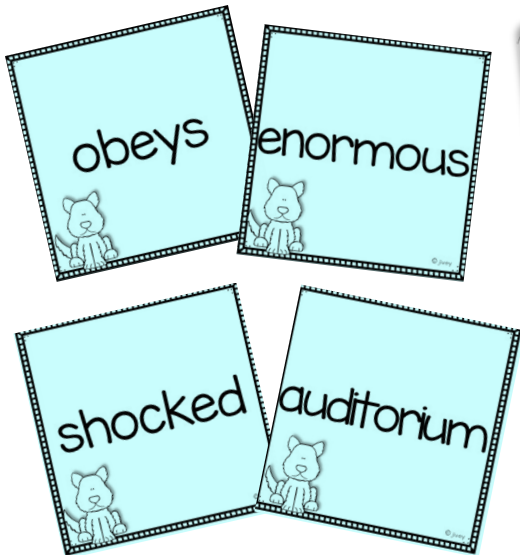


VIVID VOCABULARY

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., 2nd 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?" While the students are on a strip of paper, they should go around their head, stapled (like a crown) - students should not touch the words on their head. Students should not ask questions about the words. They should 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:

 **Chrysanthemum**
by Kevin Henkes

scarcely wilted

**WORD CARDS
FOR DISPLAY**

dreadful sprouted

Chrysanthemum

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	
dreadful	adjective	The students make her dislike her name	terrible
sprouted	verb	She dreamed that she grew leaves and petals	grew

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Chrysanthemum

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 _____.

3. _____ is _____.

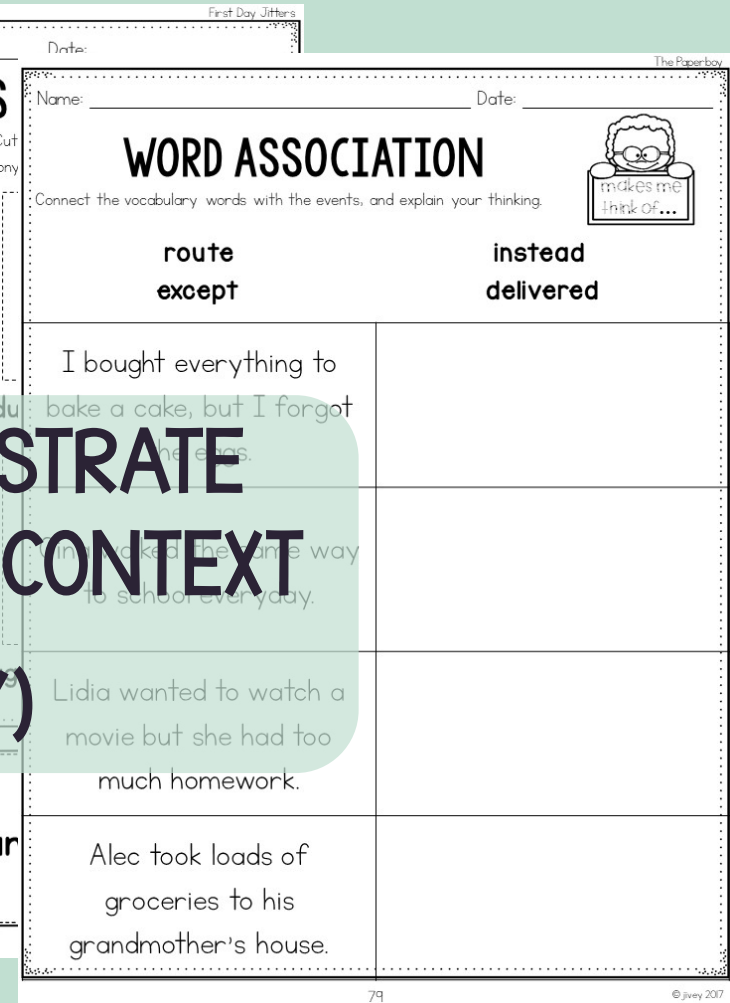
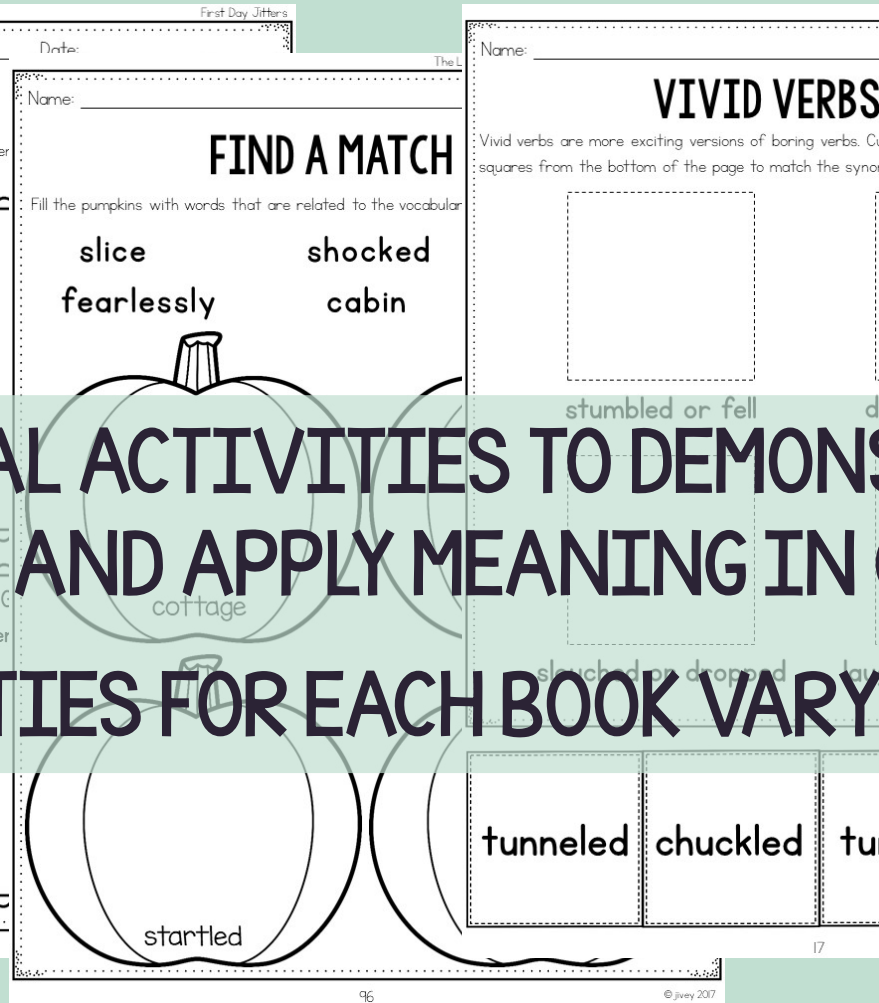
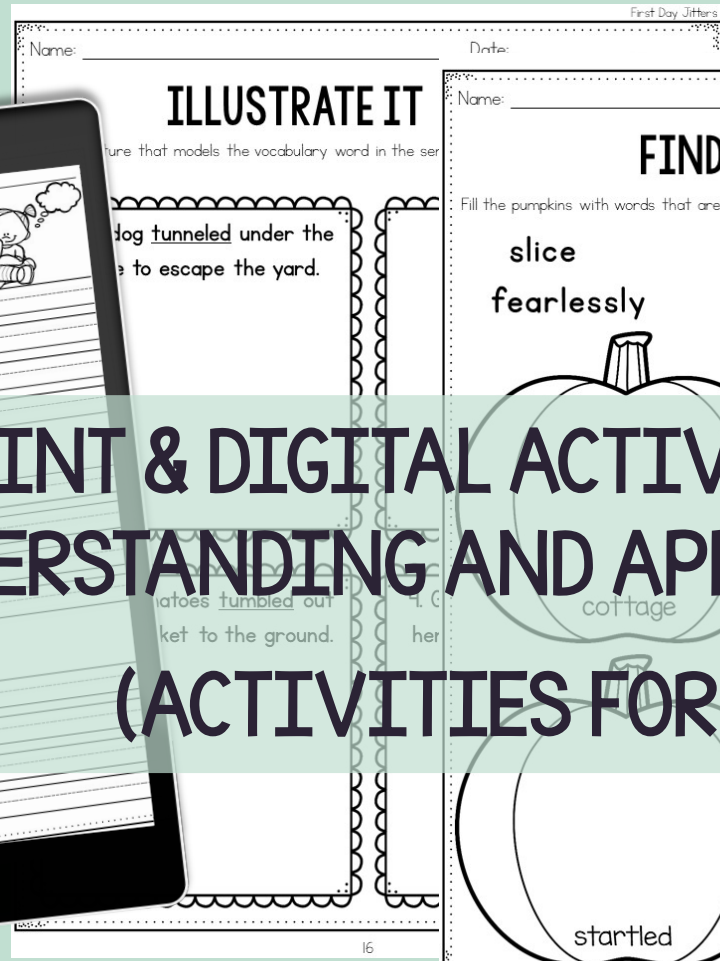
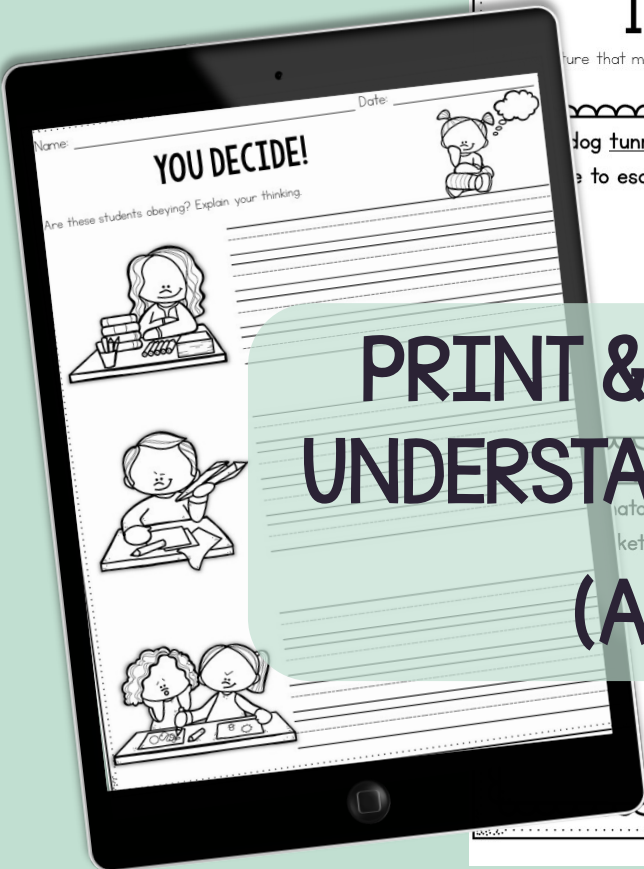
Tell about something you think is dreadful.

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

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EACH SET INCLUDES:

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



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

Second Grade Unit 1 Book List

First Day Jitters by Julie Danneberg

Officer Bucle and Gloria by Peggy Rathmann

Memoirs of a Goldfish by Devin Scillian

Chrysanthemum by Kevin Henkes

Scaredy Squirrel by Melanie Watt

Skippyjon Jones by Judy Schachner

If You Give a Mouse a Cookie by Laura Joffe Numeroff

The Paperboy by Dav Pilkey

Stellaluna by Janell Cannon

The Little Old Lady Who Was Not Afraid of Anything
by Linda Williams

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!

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

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.

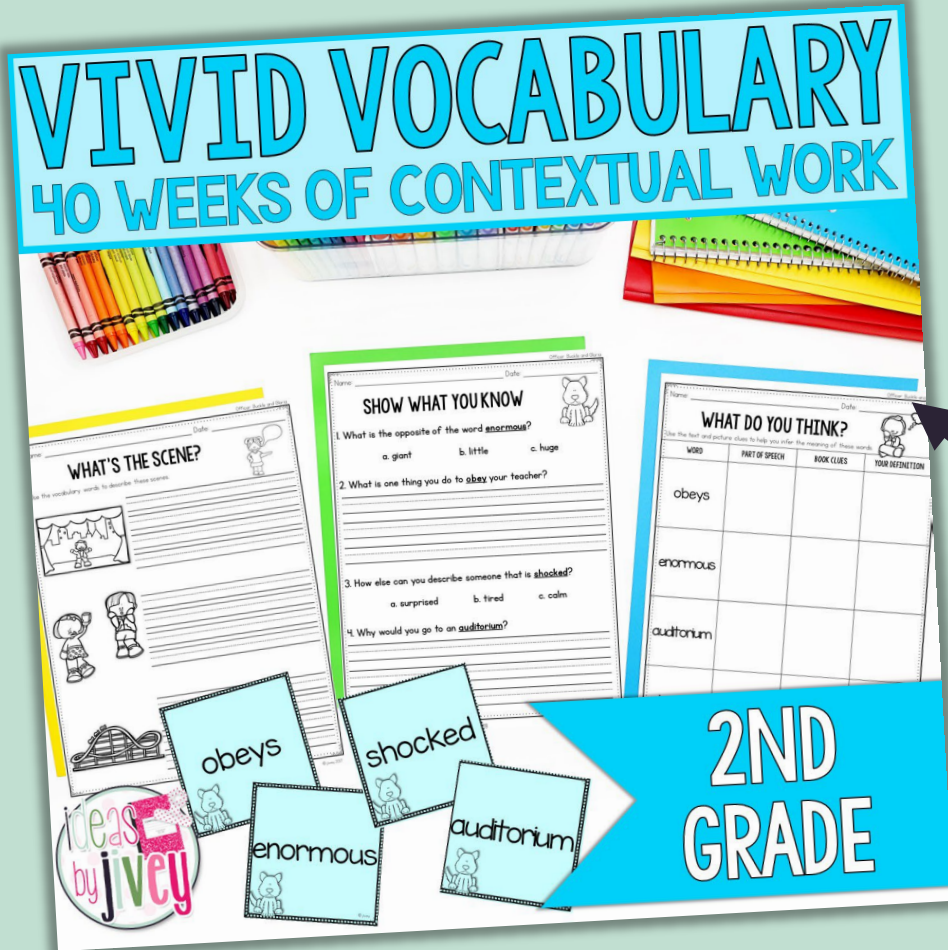
Teaching vocabulary in context from picture books aligns well with the science of reading!

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 bundle includes 40 weeks of contextual vocabulary work -- more than a year at your fingertips!

*check
it out!*

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 2nd/3rd Grade Teacher