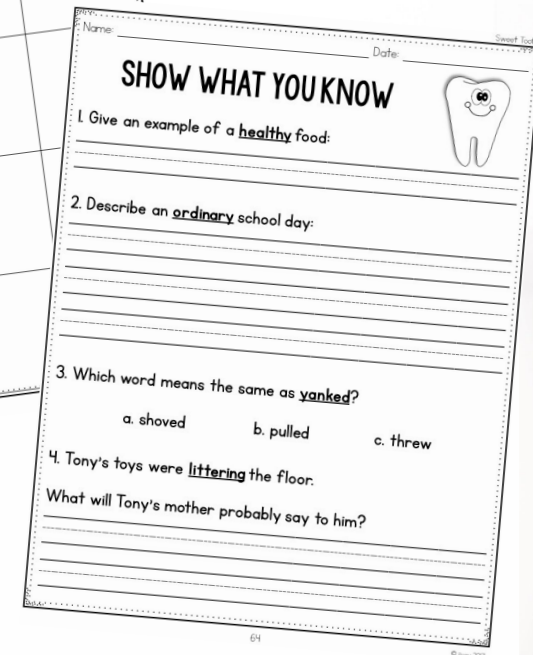
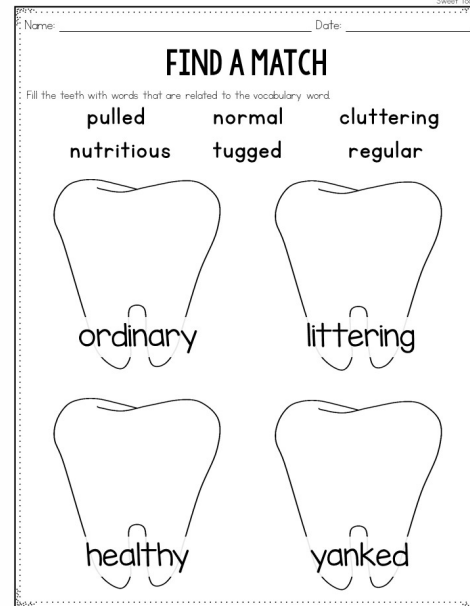


VIVID VOCABULARY

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



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.
- by asking them "What does it look like when you?"
- Write a sentence on a strip of paper, tape it around their head, stapled (like a crown) - students should
- Model fo
- by using
- the st

- 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 sentence on a strip of paper, tape it around their head, stapled (like a crown) - students should not touch the words on their head! Students should ask questions about the words 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 commercial that uses nine vocabulary words of the week.

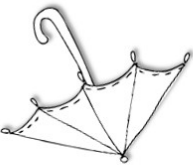
Write a song or poem using at least four of the vocabulary words from the week.

Make Connections




OPEN-ENDED SUGGESTIONS AND ACTIVITIES TO CONTINUE VOCABULARY PRACTICE

EACH SET INCLUDES:




The Umbrella

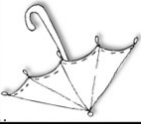
by Jan Brett



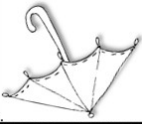
spotting



prowling



blunders



squabbling

**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
spotting	verb	Carlos is hoping to see a jaguar and a monkey	seeing
prowling	verb	Kinkajou was out looking for food all night	searching
blunders	verb	Baby Tapir went thru trips and falls crash into the umbrella	trips and falls
squabbling	verb	All the animals were complaining to each other	arguing

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Name: **ANSWER KEY** Date: _____

SHOW WHAT YOU KNOW

1. Which word is a synonym of **spotting**?

a. drawing **b. seeing** c. falling



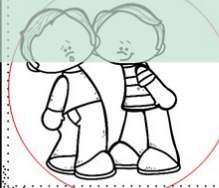
2. Someone who blunders down the stairs is:

a. careful b. calm **c. clumsy**

3. Describe what an animal that is **prowling** must do:

Answers will vary- must be quiet and stalk its prey in order to catch it.

Which of these students are **squabbling**?



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EACH SET INCLUDES:

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

The image displays a collection of educational worksheets designed for vocabulary instruction. A tablet on the left shows a digital version of the 'WHAT DID THEY SAY?' activity, which involves matching vocabulary words to sentences. The background features several printed worksheets:

- YOU DECIDE!** (100th Day Worries): A worksheet where students decide if a sentence demonstrates a word correctly. Example: "Mark's father enjoys the antique cars that are displayed." (yes/no).
- ANTONYMS** (100th Day Worries): A worksheet where students write the opposite meaning of a word. Examples: prediction, abandon, permanent, continue, distant, narration.
- ILLUSTRATE IT** (What If You Had Animal Teeth?): A worksheet where students draw a picture that models a vocabulary word. Example: "An elephant's tusks are on each side of its trunk."
- MULTIPLE MEANINGS** (The Umbrella): A worksheet where students circle the number of the meaning for each sentence using the definitions below. Examples: blunder (1. (noun) a careless mistake, 2. (verb) move clumsily, or stumble), spot (1. (noun) a small round mark, 2. (noun) a specific place to visit, 3. (verb) see something).

Page numbers 16, 52, and 88 are visible at the bottom of the worksheets.

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

Second Grade Unit 3 Book List

100th Day Worries by Margery Cuyler

Substitute Groundhog by Pat Miller

Roses are Pink, Your Feet Really Stink by Diane de Groat

Duck For President by Doreen Cronin

What If You Had Animal Teeth!? by Sandra Markle

Sweet Tooth by Margie Palatini

Moosetache by Margie Palatini

Cloudy With a Chance of Meatballs by Judi Barrett

The Umbrella by Jan Brett

Michael Recycle by Ellie Bethel

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.

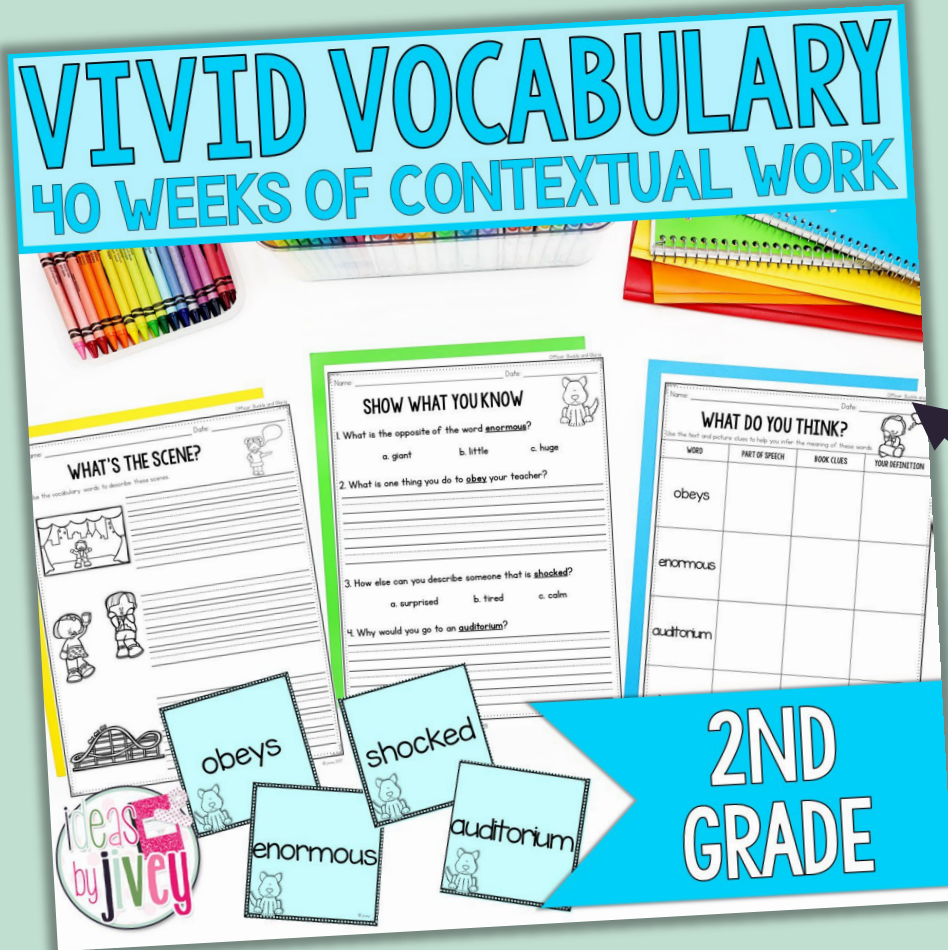
Teaching vocabulary in context from picture books aligns well with the science of reading!

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