

# VIVID VOCABULARY

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



Click, Click, Moo Cows That Type

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
impossible			
strike			
impatient			
exchange			

Click, Click, Moo Cows That Type

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

**SHOW WHAT YOU KNOW**

1. Which of these is impossible?

- a. someone reading a book in one day
- b. animals talking to each other with words
- c. babies learning to crawl

2. What are these two exchanging?

3. If a restaurant chef went on strike, what might happen?

4. Name something that someone who is impatient can't do.

Click, Click, Moo Cows That Type

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

**ANTONYMS**

Write the opposite meaning, or antonym, of the words.

impossible	→	_____
impatient	→	_____
keep	→	_____
possible	→	_____
work	→	_____
relaxed	→	_____

Think of another pair of antonyms from the book. [Click, Click, Moo Cows That Type](#)

\_\_\_\_\_ → \_\_\_\_\_

Click, Click, Moo Cows That Type

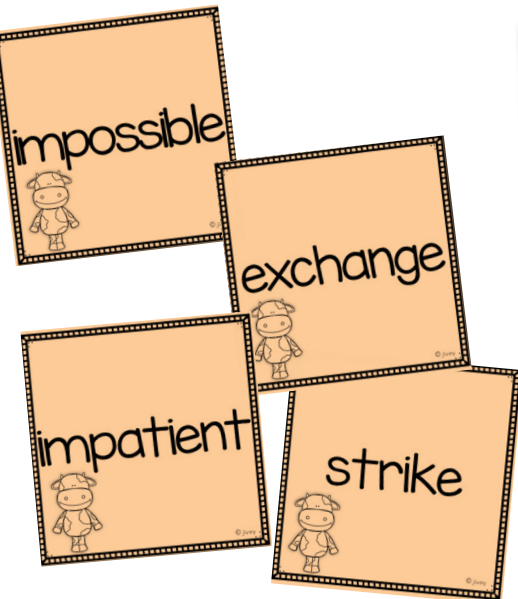
**YOU DECIDE!**

Are these students feeling impatient? Explain your thinking.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# 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.
- 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.

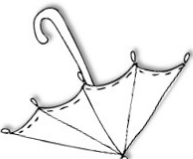
## Make Connections



OPEN-ENDED SUGGESTIONS AND ACTIVITIES TO CONTINUE VOCABULARY PRACTICE



# EACH SET INCLUDES:



## The Umbrella

by Jan Brett

spotting


prowling

**WORD CARDS  
FOR  
DISPLAY**

blunders

squabbling

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



## WHAT DO YOU THINK?

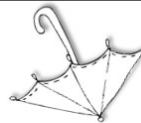
Use the text and picture clues to help you infer the meaning of these words.

WORD	PART OF SPEECH	BOOK CLUES	YOUR DEFINITION
spotting	verb	Carlos is hoping to see a jaguar and a monkey	
prowling	verb	Kinkajou was out looking for food all night	
blunders	verb	Baby Tapir went thru trips and falls crash into the umbrella	
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



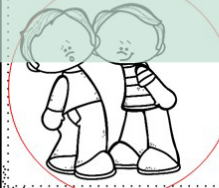
2. Someone who blunders down the stairs is:

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

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

**Answers will vary- must be quiet and stay very close following 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)

**YOU DECIDE!**

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

Are these students feeling impatient? Explain your thinking.



**WORD ASSOCIATION**

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

Match the vocabulary words with the events, and explain.

**important**

**melts**

the weather gets \_\_\_\_\_, we won't see any \_\_\_\_\_ more snow.

a squirrel sleeps inside \_\_\_\_\_

\_\_\_\_\_ studies and does her \_\_\_\_\_

\_\_\_\_\_ pondered if what \_\_\_\_\_ head in the book \_\_\_\_\_ happened.

**FIND A MATCH**

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

Fill the telephones with words that are related to the vocabulary word.

**squished**      **simple**

**terrible**      **unseen**

**horrible**

**MULTIPLE MEANINGS**

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.

**tip**

- (noun) the pointed or rounded end of something
- (verb) overturn or cause to fall
- (noun) money given as a reward for a service

**spoil**

- (verb) to ruin or destroy something
- (verb) to treat someone with special kindness

The chair tipped over when Ryan stood up.

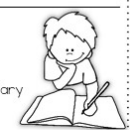
Jameson collected tips for washing cars.

Arnold's pencil tip kept breaking as he wrote.

**VIVID VERBS**

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

Vivid verbs are more exciting versions of boring verbs. Cut and glue the vocabulary words from the bottom of the page to match the synonyms.



**smiled**

**collect**

**roared**

**penned**      **gather**      **bellowed**      **beamed**

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

## Second Grade Unit 4 Book List

The Important Book by Margeret Wise Brown

Parts by Tedd Arnold

Alexander and the Terrible, Horrible, No Good, Very Bad Day  
by Judith Viorst

Corduroy by Don Freeman

Click, Clack, Moo Cows That Type by Doreen Cronin

A Chair For My Mother by Vera B. Williams

Stone Soup by Ann McGovern

Smelly Socks by Robert Munsch

Thunder Cake by Patricia Polacco

Don't Let The Pigeon Stay Up Late! by Mo Willems

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!

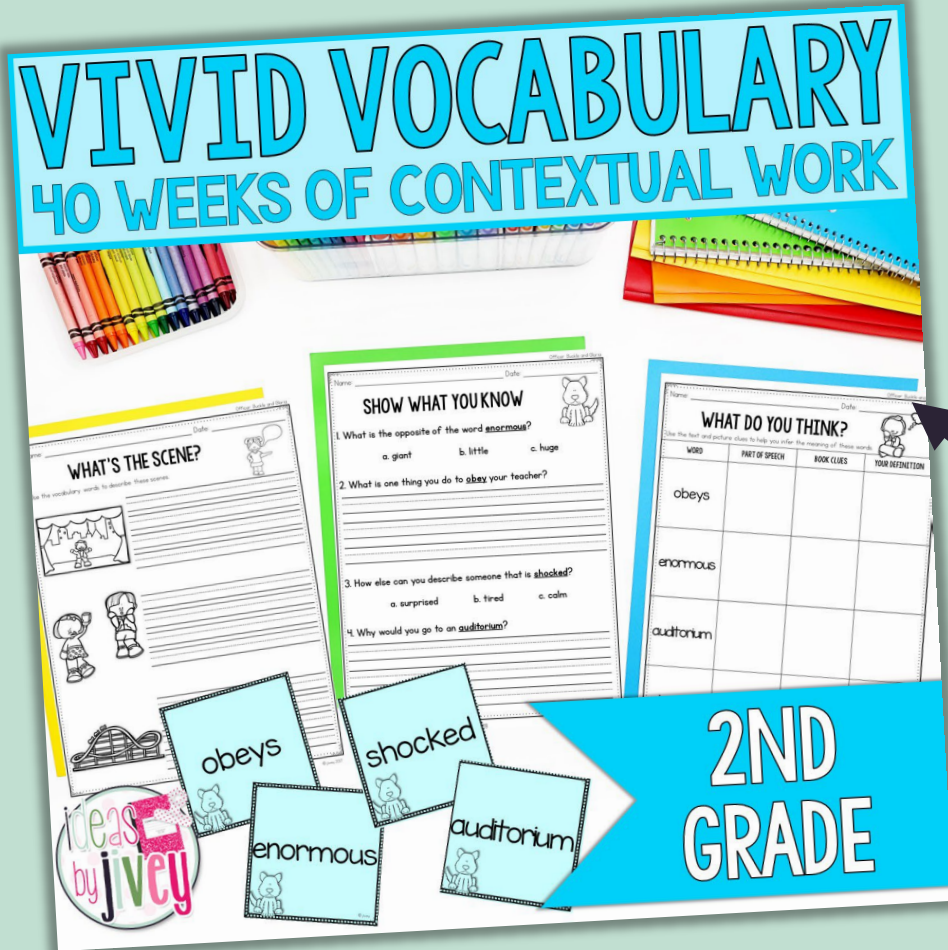
**Fluency:** Regular exposure to written language and various syntactic structures via picture books can support reading fluency. This, in turn, frees up cognitive resources for comprehension and vocabulary acquisition.

**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 2<sup>nd</sup>/3<sup>rd</sup> Grade Teacher