

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
announced			
master			
motioned			
surrounded			

Name: _____ Date: _____




SHOW WHAT YOU KNOW

1. Which word means the same as motioned? 

a. waved b. pushed c. told

2. What is one thing you hope to master this school year?

3. Which item would be used to announce something?




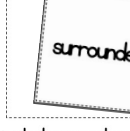
a.  b.  c. 

4. Draw a picture of yourself surrounded by books:

Name: _____ Date: _____

VIVID VERBS

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

 motioned	 announced
waved or signaled	said or declared
 master	 surrounded
understand or learn	circled or enclosed

Name: _____ Date: _____

YOU DECIDE!

Do these situations demonstrate the word correctly? Why or why not?

1. The principal <u>announced</u> the winner of the spelling bee. ... yes ... no	2. It's not important to practice <u>survive</u> if you want to <u>master</u> it. ... yes ... no
3. Julian <u>motioned</u> for his teammates to throw him the ball. ... yes ... no	4. Maria was <u>surrounded</u> by sand on the beach. ... yes ... no



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 acting out the words, they should be around their head, stapled (like a crown) - students should not touch the words on their head. Students should not ask questions about the words. The teacher 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 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:

Same, Same But Different
by Jenny Sue Kostecki-Shaw



village traffic

WORD CARDS
FOR
DISPLAY


yoga clasp

Same, Same But Different

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
village	noun	this is where Kailash lives in India	community
traffic	noun	the streets are filled with animals, carts, and _____	transportation
yoga	noun	Kailash is in a class where _____ is moving like a lion	body stretches and breathing practices
clasp	verb	the two hands are holding each other	grip or hold

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Same, Same But Different

Name: **ANSWER KEY** Date: _____

SHOW WHAT YOU KNOW



1. Which picture shows the word, clasp?

2. Someone practicing yoga, is NOT _____

3. Someone living in a village is a part of a _____

Describe the traffic where you live.

Answers will vary- students should describe the modes of transportation in their area - buses, cars, taxis, bikes, etc.

47 © jwey 2018

EACH SET INCLUDES:

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

The Invisible Boy

Name: _____ Date: _____

ANTONYMS

opposite meaning, or antonym, of the words.

invisible

scale

slowly →

Name: _____

ILLUSTRATE IT

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

1. Simran lives in a small village with only a few homes.

Name: _____

FIND A MATCH

Write the words that are related to the vocabulary word.

police

tangled

smuggler

dirty

soldiers

Name: _____

Lost and Found Cat

MULTIPLE MEANINGS

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

patient

1. (adjective) able to wait without being annoyed
2. (noun) a person receiving medical treatment

print

1. (verb) write letters without connecting them
2. (noun) a pattern or design
3. (verb) produce copies with a machine, such as books

The doctor gave his patient medicine. 1 2

Jefferson learned how to print the alphabet. 1 2 3

You must be patient while the cookies bake. 1 2

Scotty wore a flannel print shirt. 1 2 3

Scholastic is a company that prints books. 1 2 3

Name: _____

YOU DECIDE!

Do these situations demonstrate the word correctly? Why or why not?

1. The principal announced the winner of the spelling bee.
___ yes ___ no

2. It's not important to practice cursive if you want to master it.
___ yes ___ no

3. Julian motioned for his teammate to throw him the ball.
___ yes ___ no

4. Maria was surrounded by sand on the beach.
___ yes ___ no

pair of antonyms from the book, *The Invisible Boy*



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

Celebrating Diversity Book List

My Name Is Yoon by Helen Recorvits

Chocolate Milk, Por Favor! by Maria Dismondy

The Invisible Boy by Trudy Ludwig

Same, Same But Different by Jenny Sue Kostecki-Shaw

Crow Boy by Taro Yashima

Lost and Found Cat by Doug Kuntz and Amy Shrodes

Ada Twist, Scientist by Andrea Beaty

I Love My Hair! by Natasha Anastasia Tarpley

A Bike Like Sergio's by Maribeth Boelts

Latke, The Lucky Dog by Ellen Fischer

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.

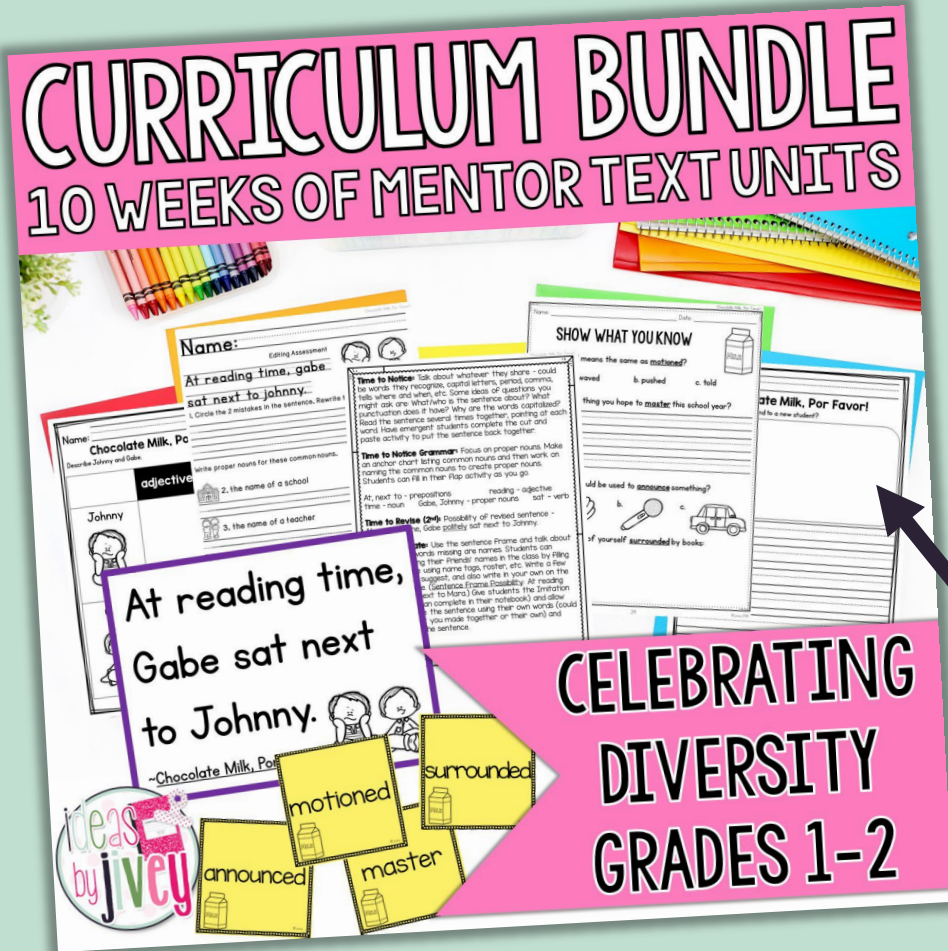
Teaching vocabulary in context from picture books aligns well with the science of reading!

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 the 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

check it out!