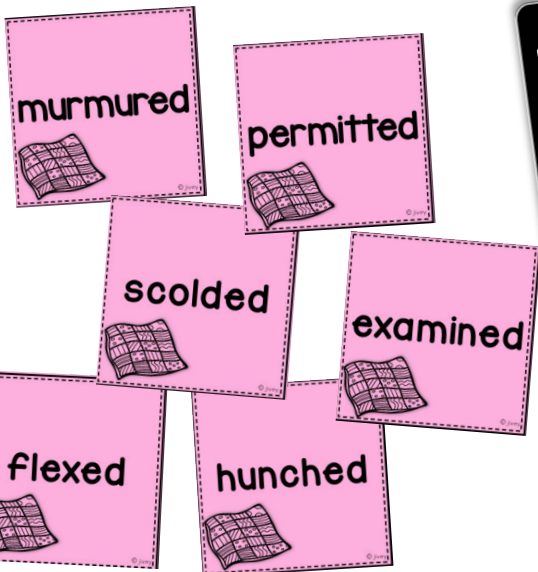


VIVID VOCABULARY

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



Name: _____ Date: _____

VIVID VERBS

Vivid verbs are more exciting versions of boring verbs.
Pair these verbs from *The Patchwork Girl* into categories.

murmured	learned	watched	shouted
asked	spread	flexed	examined
whispered	scolded	hunched	permitted

Why did you pair these two words? _____

Why did you pair these two words? _____

Why did you pair these two words? _____

Why did you pair these two words? _____

Why did you pair these two words? _____

Name: _____ Date: _____

WORD ASSOCIATION

Associate the vocabulary words with the events, and explain your thinking.

murmured	flexed	scolded
hunched	permitted	examined
Jim gasped and shook his finger at his dog, telling him 'not' for chewing his shoe.		
Amos had a bellyache, so it was hard for him to sit up straight.		
My class was able to look at the insects up close with magnifying glasses and microscopes.		
Rothy was not allowed to stay out past 8:00 on a school night.		
Jeff stretched and twisted his arms after lifting weights at the gym.		
She spoke softly to her teddy bear as she fell asleep last night.		

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
murmured			
flexed			
scolded			
hunched			
permitted			
examined			




Name: _____ Date: _____

SHOW WHAT YOU KNOW

1. What are you NOT permitted to do during lunch? _____

2. Lucee murmured the words on the page. Was she reading clearly? _____

3. Which word has the same meaning as examined?
a. allowed b. ignored c. observed

4. Which of these students is probably going to be scolded by the teacher?
  

5. What is the ANTONYM of hunched?
a. bent b. straightened c. curved

6. Which of these sentences would most likely be true?
a. Jordan flexed his fingers after writing nonstop for an hour.
b. Jordan flexed his fingers after running nonstop for an hour.



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., 3rd 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?" 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 Fill in the blank commercial that uses the vocabulary words of the week.

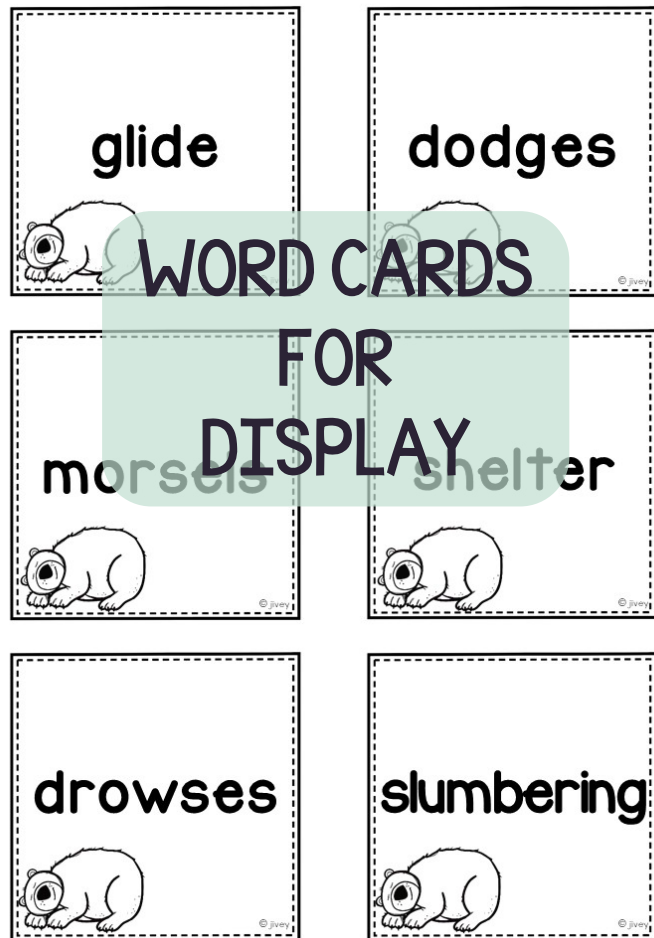
Write a song or poem using at least four of the vocabulary words from the week.

Make Connections



OPEN-ENDED SUGGESTIONS AND ACTIVITIES TO CONTINUE VOCABULARY PRACTICE

EACH SET INCLUDES:



Over and Under the Snow

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
glide	verb	The child and father are on skis	smoothly slide
dodges	verb	The shrew goes around columns of ice	moves
morsels	noun	voles look for food left from the summer	crumbs or bits
shelter	noun	The hare hides under the snow tree	hides
drowses	verb	a bumblebee sleeps under the snow	sleeps
slumbering	adjective	frogs were sleeping	sleeping

26 © jivey 2017

Over and Under the Snow

Name: **ANSWER KEY** Date: _____

SHOW WHAT YOU KNOW

1. Which word demonstrates moving smoothly?
a. glide b. dodge c. drowse

2. Which word is an **ANTONYM** for slumbering?
a. awake b. moving slowly c. asleep

3. Which word is most likely to be a shelter for a bear?

4. Chesley dodges the soccer ball. Is he hit by the ball? no

5. Martha drowzes for an hour. What was Martha doing?
a) taking a nap b. snacking c. moving slowly

6. Which word is a **SYNONYM** for morsels?
a. chunks b. crumbs c. portions

32 © jivey 2017

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 and meaning activities. A tablet on the left shows a digital version of the 'VIVID VERBS' worksheet, which includes a list of verbs (murmured, asked, whispered, leaned, spread, scolded, watched, flexed, hunched, shouted, examined, permitted) and a section for pairing these verbs with events from 'The Patchwork Quilt'. The main area shows four printed worksheets: 'WORD ASSOCIATION' (with a section for 'practice' and 'self-portrait'), 'SHADES OF MEANING' (with a section for 'protest' and 'object'), 'ANALOGIES' (with a section for 'sassed : rude :: complimer'), and 'WORD ASSOCIATION' (with a section for 'bun', 'trousers', 'chuckles', 'peek', 'sherbet', 'weave'). Each worksheet includes a title, a subtitle, and a section for 'practice' or 'self-portrait'. The worksheets are arranged in a collage, with some overlapping others. A large, semi-transparent text box in the center contains the text 'PRINT & DIGITAL ACTIVITIES TO DEMONSTRATE UNDERSTANDING AND APPLY MEANING IN CONTEXT (ACTIVITIES FOR EACH BOOK VARY)'. A large, semi-transparent arrow points upwards from the bottom of the text box towards the 'SHADES OF MEANING' worksheet.

VIVID VERBS
Vivid verbs are more exciting versions of boring verbs.
Pair these verbs from *The Patchwork Quilt* into categories.

murmured	leaned	watched	shouted
asked	spread	flexed	examined
whispered	scolded	hunched	permitted

Why did you pair these two words?

WORD ASSOCIATION
Associate the vocabulary words with the events, and explain your thinking.

bun	chuckles	sherbet
trousers	peek	weave

Tracey eagerly dug her spoon into the sour strawberry dessert.

Farrah twisted her long hair into a knot on the top of her head.

Stuart looked quickly into the gift bag without anyone seeing him do it.

We made a zigzag pattern with the strips of cloth to create a blanket.

SHADES OF MEANING
Place the vocabulary words in the boxes to demonstrate why you put each word where you did.

protest object co

AGREE

ANALOGIES
Analogies show relationships between two words. Think of one related on one side to solve the other side of the analogy.
Example: bird : egg :: plant : seed
(A bird comes from an egg and a plant)

sassed : rude :: complimer

_____ : eyes :: sc

pleading : coaxing :: command

_____ : _____ :: _____

_____ : _____ :: _____

PICTURE BOOKS AS MENTOR TEXTS IN THE UPPER GRADES

Celebrating Diversity Book List

Red: A Crayon's Story by Michael Hall

The Sandwich Swap by Queen Rania and Kelly DiPucchio

Ruby's Wish by Shirin Yim Bridges

The Patchwork Quilt by Valerie Flourney

The Water Princess by Susan Verde

One Green Apple by Eve Bunting

The Rainbow Tulip by Pat Mora

I Dissent by Debbie Levy

Mr. Lincoln's Way by Patricia Polacco

Nadia's Hands by Karen English

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.

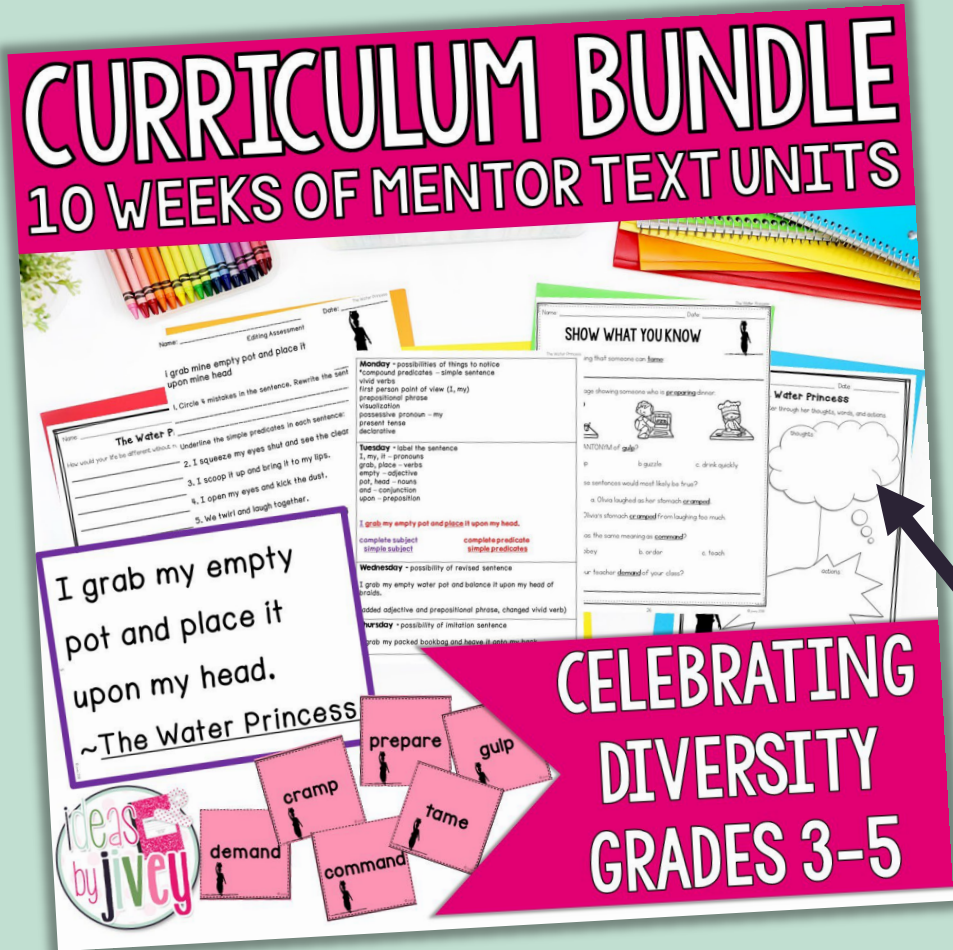
Teaching vocabulary in context from picture books aligns well with the science of reading!

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 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!