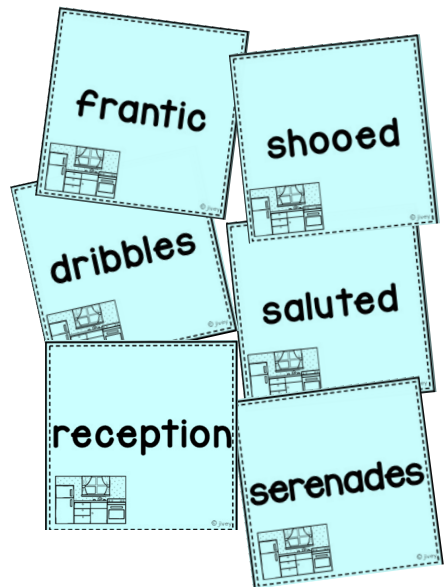


# VIVID VOCABULARY

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



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

### WORD ASSOCIATION

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

saluted	reception	shooed
The bride and groom cut the cake and shared a piece before sharing with everyone else.		
I thought Fido had run away when I saw the back door was open, so I ran outside screaming for him to come back.		
The crickets seem to sing in a chorus of chirps on warm summer evenings.		
Flies were swarming around us at the picnic, so we waved our hands at them.		
The teething baby always seemed to have a constant stream of drool on his chin.		
All of the police officers raised their hand to their forehead out of respect to the chief.		

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
saluted			
reception			
shooed			
frantic			
dribbles			
serenades			

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

### SHOW WHAT YOU KNOW

1. Which word demonstrates something that is messy?  
a. dribbles      b. shooed      c. saluted

2. Which word is a SYNONYM for serenades?  
a. dances      b. songs      c. discussions

3. What might cause Elena to become frantic?  
a. Elena has twenty minutes left to eat her snack.  
b. Elena has twenty seconds left to finish her test.  
c. Elena has twenty days left until her birthday.

4. Sienna shooed away the gnats flying around her head at the park.  
How would you describe Sienna?  
a. bored      b. cheerful      c. annoyed

5. Austin saluted the soldiers that marched in the parade.  
Where did Austin put his hand?  
a. his head      b. his stomach      c. his heart

6. Why would someone have a reception?



# 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., 3<sup>rd</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
- Allow stu
- the worc

MARZANO'S

- This sho
- to use it.
- What if you

- 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 a string 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.

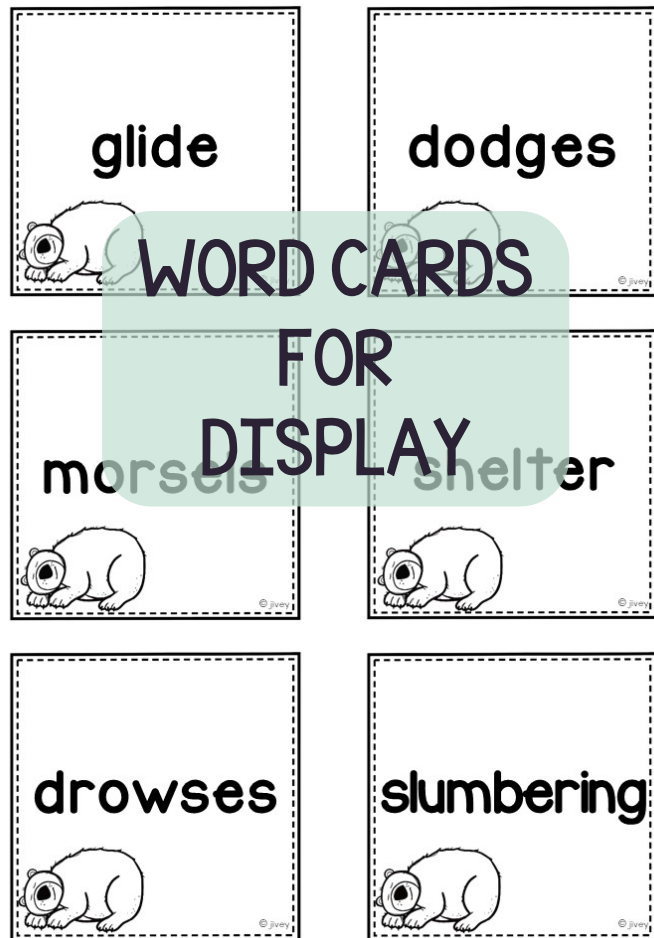
Write a song or poem using at least four of the vocabulary words from the week.

## Make Connections



OPEN-ENDED SUGGESTIONS AND ACTIVITIES TO CONTINUE VOCABULARY PRACTICE

# EACH SET INCLUDES:



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 spruce tree	hide
drowses	verb	a bumblebee sleeps under the snow	sleeps
slumbering	adjective	frogs were sleeping	sleeping

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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. think b. moving slowly c. asleep

3. What 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

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# EACH SET INCLUDES:

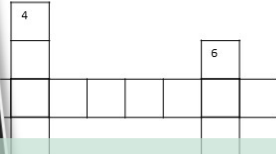
PRINT & DIGITAL ACTIVITIES TO DEMONSTRATE  
UNDERSTANDING AND APPLY MEANING IN CONTEXT  
(ACTIVITIES FOR EACH BOOK VARY)

Roller Coaster  
Name: \_\_\_\_\_ Date: \_\_\_\_\_

## CROSSWORD PUZZLE

Fill in the crossword puzzle by filling in the correct vocabulary words.

operator  
dips  
releases  
wobbly



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

## VIVID VERBS

Vivid verbs are more exciting versions of boring verbs. Match.

changed	clean	swan
completed	depend	unbl
meet	flooded	accom

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

## WORD ASSOCIATION

Associate the vocabulary words with the events, and explain.

squish	speck
beneath	crook

Amor and the other members of the band were very close after practicing daily.

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

## 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.

### block

1. (noun) a piece of hard material with flat sides
2. (noun) area contained inside of four streets
3. (verb) make movement impossible

### pit

1. (noun) a hole in the ground
2. (noun) the seed of a fruit

1. The support from part of a tree after trunk is removed

2. The day we moved in, Steve was the

3. Steve adjusted to our every need.

Sometimes, it's hard to make a choice

4. The squirrel buried the acorn under the bench, in hopes it would be safe.

Bryan's hand came down on the spider, killing it.

5. We could always count on Steve, da

6. Steve performed his last trick and



Cherries and Cherry Pits

# PICTURE BOOKS AS MENTOR TEXTS IN THE UPPER GRADES

## Just the Basics, Unit 2 Book List

Roller Coaster by Marla Frazee

Over and Under the Snow by Kate Messner

Our Tree Named Steve by Alan Zweibel

Martin's Big Words by Doreen Rappaport

Titanicat by Marty Crisp

Cherries and Cherry Pits by Vera B. Williams

In My Momma's Kitchen by Jerdine Nolen

Hey Little Ant! by Philip M. Hoose

Verdi by Janell Cannon

The Snow Globe Family by Jane O'Connor

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!

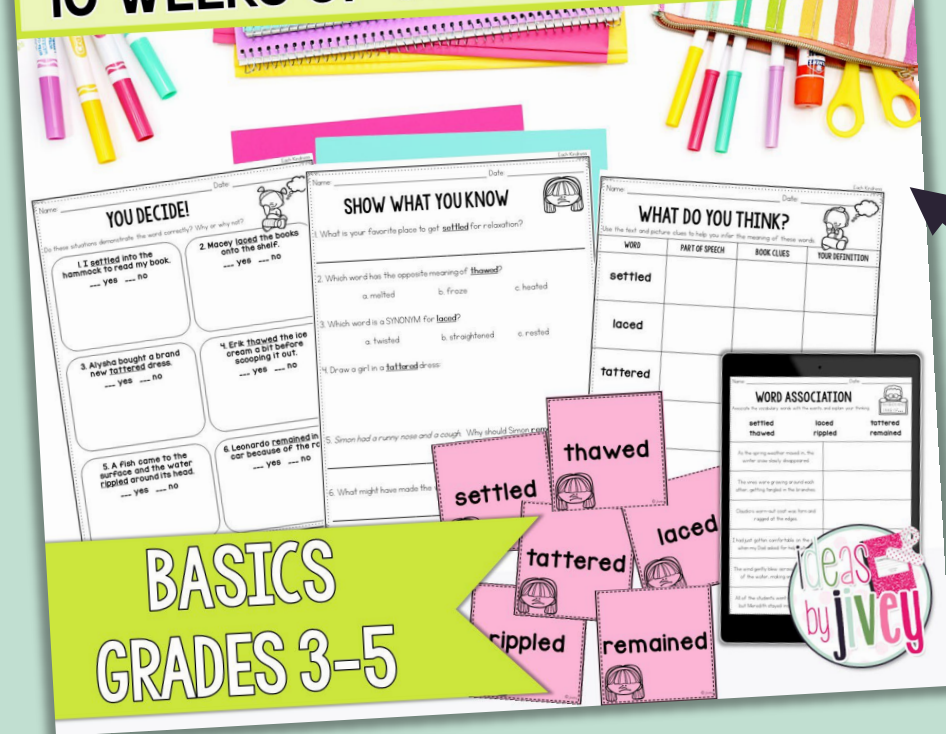
**Fluency:** Regular exposure to written language and various syntactic structures via picture books can support reading fluency. This, in turn, frees up cognitive resources for comprehension and vocabulary acquisition.

**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!

## VIVID VOCABULARY 40 WEEKS OF CONTEXTUAL WORK



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

*check  
it out!*

Love this resource. I have been slowly adding picture books to my lessons and this was the perfect resource to compliment the books I already had in my classroom. Thank you!

Michelle S., 4<sup>th</sup> Grade Teacher