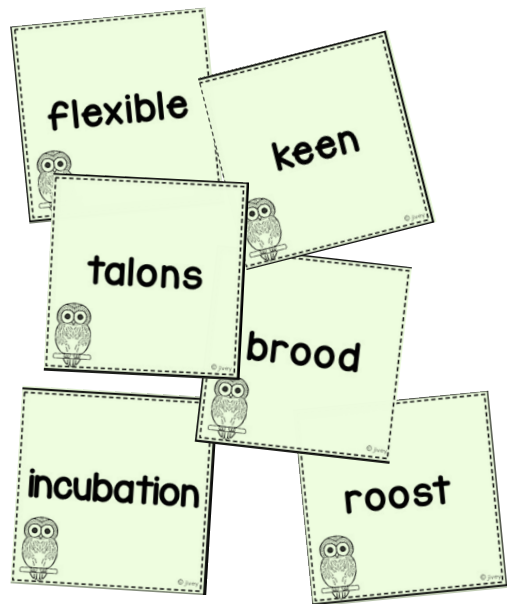


# VIVID VOCABULARY

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



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

### VIVID VERBS

Visual verbs are more exciting versions of learning verbs.  
For these verbs from *The Hundredth Monkey*, find categories.

greased	cameled	started	trudged
walked	said	flounced	pronounced
said	reassured	commenced	strutted

Why did you pair these two words? \_\_\_\_\_

Why did you pair these two words? \_\_\_\_\_

Why did you pair these two words? \_\_\_\_\_

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Why did you pair these two words? \_\_\_\_\_

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

### ILLUSTRATE IT

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

1. The owl grabs a mouse with its **talons**.
2. The owl uses his **flexible** neck to look behind him.
3. An owl heard a snake move through the grass with its **keen** hearing.
4. The Great Horned Owl will **roost** in a tree.
5. The female owl sits on her nest for a month of **incubation**.
6. The male owl brings a rat to his **brood**.

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
talons			
flexible			
keen			
roost			
incubation			
brood			

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

### SHOW WHAT YOU KNOW

1. Which word has the same function (part of speech) as **incubation**?  
a. talons      b. flexible      c. roost

2. Which word has the same meaning as **brood**?  
a. baby      b. family      c. nest

3. Why is it important for owls to have **flexible** necks?  
\_\_\_\_\_

4. Which word is the **ANTONYM** of **keen**?  
a. weak      b. strong      c. sharp

5. Which adjective describes an owl's **talons**?  
a. fragile      b. keen      c. razor-sharp

6. Where would an owl most likely **roost** in a desert?  
\_\_\_\_\_



# 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
- 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?" Write a word on a strip of paper, tape it to the wall around their head, stapled (like a crown) - students should not see the word on their head. Students should ask questions about the word, guess the word, 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 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:

squinted



begged



WORD CARDS  
FOR DISPLAY

noticed



panicked



crumpled



mumbled



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
squinted	verb	Dad was looking at the recipe, which was faded.	looked closely to see better
begged	verb	He wanted Dad to tell him the secret.	asked for
noticed	verb	Jeremy saw the tree house.	saw or observed
panicked	verb	He didn't want Jeremy to find the pie.	worried about something bad
crumpled	verb	Jeremy looked at him funny.	wrinkled or furrowed
mumbled	verb	Dad talked with his mouth full.	said something they couldn't understand

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

## SHOW WHAT YOU KNOW

1. Write a sentence that demonstrates a situation where someone is **panicked**.

**accept reasonable answers**

2. Draw a picture of the **ANTONYM** (opposite) of **squinted**.

**accept reasonable answers**  
(eyes wide open, or perhaps closed tightly)

3. Max **mumbled** the words to the song. Was he singing clearly? **no**

4. Describe something you have **begged** for:

**accept reasonable answers**

5. Which word has the same meaning as **noticed**?

a. ignored b. said c. saw

6. Why would Anita have **crumpled** up her homework?

**accept reasonable answers**  
(messed up, got a bad grade, etc...)

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"What Do You Think?"  
page for context  
application and  
"Show What You Know"  
page to formatively  
assess students



# EACH SET INCLUDES:

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

Someone Loves You, Mr. Hatch

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

### CROSSWORD PUZZLE

Puzzle by filling in the correct vocabulary words.

arp \_\_\_\_\_

fluttered \_\_\_\_\_

occurred \_\_\_\_\_

1 \_\_\_\_\_

4 \_\_\_\_\_

6 \_\_\_\_\_

Someone Loves You, Mr. Hatch

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

### ILLUSTRATE IT

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

1. Silas tended his flock of sheep in the field.

2. Pr \_\_\_\_\_

3. The ants swarmed over Carla's foot when she stepped on them.

4. The \_\_\_\_\_

5. Archie was ashamed to ask how to read the book.

6. Pad \_\_\_\_\_

The Empty Pot

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

### ANALOGIES

Analogies show relationships between two words. Think of \_\_\_\_\_ are related on one side to solve the other side of the analogy.

Example- seed : plant :: egg : chicken      Seed \_\_\_\_\_  
(A plant grows from a seed and a chick \_\_\_\_\_)

tended : cared :: ignored \_\_\_\_\_

\_\_\_\_\_ : unfit :: dese \_\_\_\_\_

\_\_\_\_\_ : \_\_\_\_\_ :: \_\_\_\_\_

\_\_\_\_\_ : \_\_\_\_\_ :: \_\_\_\_\_

\_\_\_\_\_ : \_\_\_\_\_ :: \_\_\_\_\_

Voices In The Park

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

### UNDERSTANDING WORD PARTS

Words can be classified into three parts. There are root words, which is the base of a word, and there are prefixes (added to the beginning of a root word) and suffixes (added to the end of a root word).

root words:      fortu : luck

com : with or together

prefix:      un- : not

suffix:      -ly : add to end of adjective to make adverb that tells "how"

-ful & -ous : full of

Use the definitions above to help you determine the meaning of these words:

1. Eliza would not start, but a fortuitous stranger helped him. For fortuitous most likely means \_\_\_\_\_.

2. I know my way to school, so I can go unaccompanied. unaccompanied most likely means: \_\_\_\_\_.

3. I stared at the plate of cookies ravenously. ravenously most likely means: \_\_\_\_\_.

4. Jeremiah was an adventurous rock-climber. adventurous most likely means: \_\_\_\_\_.

5. Policemen will give tickets to people who commit unlawful acts. unlawful most likely means: \_\_\_\_\_.

# PICTURE BOOKS AS MENTOR TEXTS IN THE UPPER GRADES

## Just the Basics, Unit 3 Book List

Somebody Loves You, Mr. Hatch by Eileen Spinelli

Enemy Pie by Derek Munson

Those Shoes by Maribeth Boelts

If You Find a Rock by Peggy Christian

Animals Nobody Loves by Seymour Simon

Owls by Gail Gibbons

Fireflies! by Julie Brinckloe

The Empty Pot by Demi

The Memory String by Eve Bunting

Voices in the Park by Anthony Browne

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!

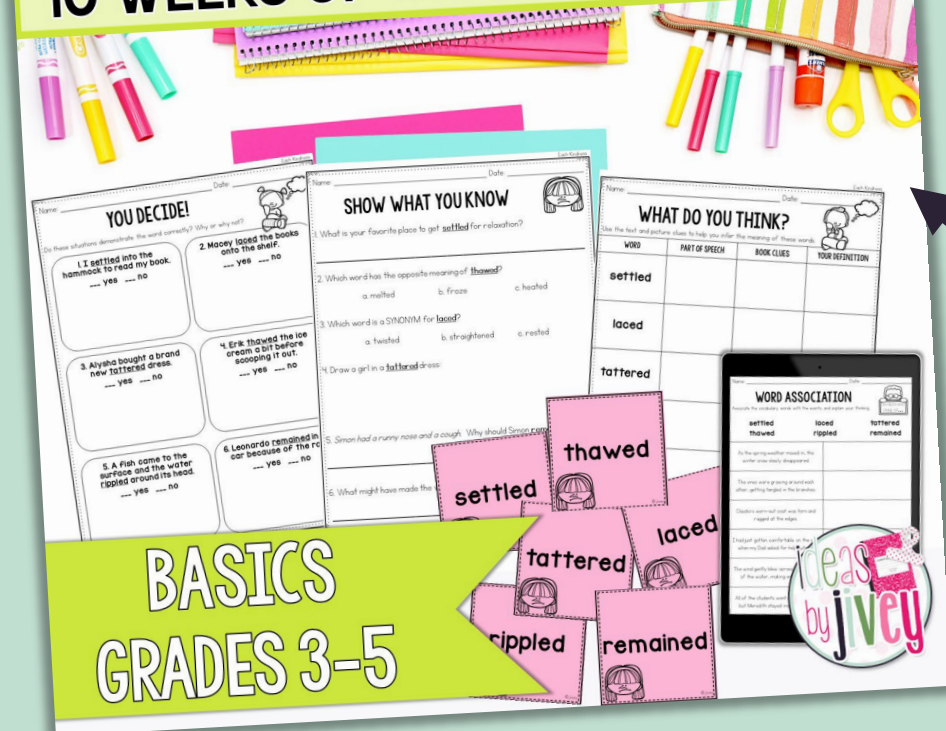
**Fluency:** Regular exposure to written language and various syntactic structures via picture books can support reading fluency. This, in turn, frees up cognitive resources for comprehension and vocabulary acquisition.

**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