

VIVID VOCABULARY

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



Each Kidzess

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
settled			
laced			
tattered			
thawed			
rippled			
remained			

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Each Kidzess

Name: _____ Date: _____

SHOW WHAT YOU KNOW


1. What is your favorite place to get settled for relaxation?

2. Which word has the opposite meaning of thawed?
a. melted b. froze c. heated

3. Which word is a SYNONYM for laced?
a. twisted b. straightened c. rested

4. Draw a girl in a tattered dress:

5. Simon had a runny nose and a cough. Why should Simon remain home?

6. What might have made the water ripple? 

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Each Kidzess

Name: _____ Date: _____

YOU DECIDE!

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

1. I <u>settled</u> into the hammock to read my book. --- yes --- no	2. Macey <u>laced</u> the books onto the shelf. --- yes --- no
3. Alysha bought a brand new <u>tattered</u> dress. --- yes --- no	4. Erik <u>thawed</u> the ice cream a bit before scooping it out. --- yes --- no
5. A fish came to the surface and the water <u>rippled</u> around its head. --- yes --- no	6. Leonardo <u>remained</u> in the car because of the rain. --- yes --- no

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WORD ASSOCIATION

Name: _____ Date: _____

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

settled	laced	tattered
thawed	rippled	remained

As the spring weather moved in, the winter snow slowly disappeared.

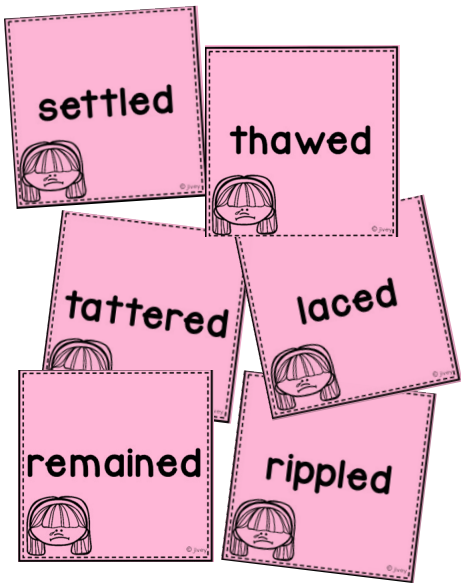
The vines were growing around each other, getting tangled in the branches.

Claudia's warm-out coat was torn and ragged at the edges.

I had just gotten comfortable on the sofa when my Dad asked for help outside.

The wind gently blew across the surface of the water, making small waves.

All of the students went out to recess, but Meredith stayed inside to work.



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.
- 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.

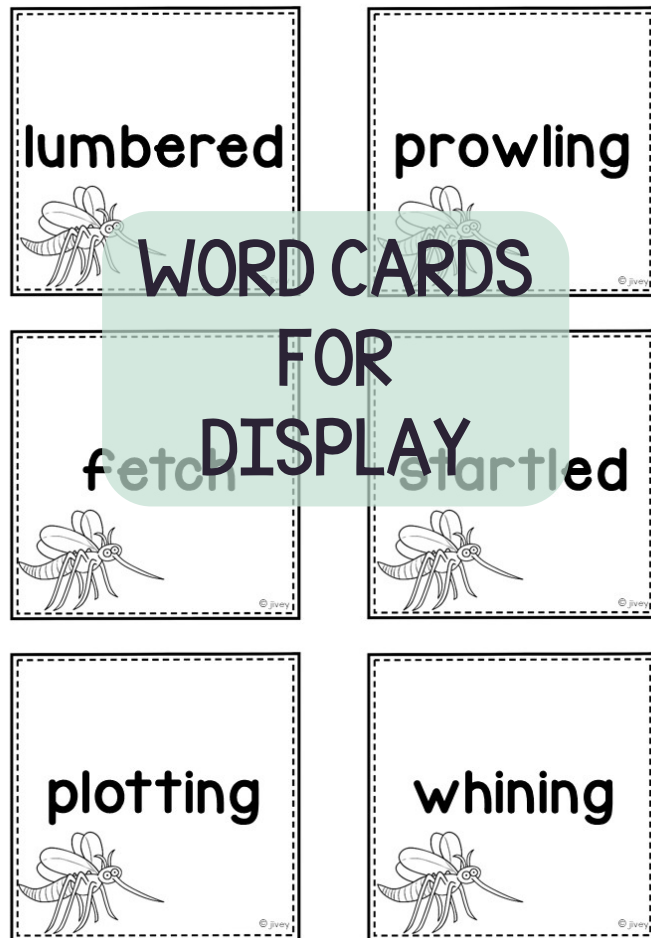
Write a song or poem using at least four of the vocabulary words from the week.

Make Connections



OPEN-ENDED SUGGESTIONS AND ACTIVITIES TO CONTINUE VOCABULARY PRACTICE

EACH SET INCLUDES:



Why Mosquitoes Buzz in People's Ears

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
lumbered	verb	The iguana passed by the python.	walked or trudged:
prowling	verb	The monkey was worried about a dangerous beast.	looking to hunt
fetch	verb	Mother Owl did not come so the antelope ran.	get
startled	verb	The animals were scared by each other.	scared or frightened
plotting	verb	Python thought Iguana was up to mischief.	planning or scheming
whining	verb	Mosquito wonders if everyone is still mad at her.	making a crying sound, complaining.

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Why Mosquitoes Buzz in People's Ears

Name: **ANSWER KEY** Date: _____

SHOW WHAT YOU KNOW

1. Describe a time when you were startled.
accept reasonable answers that tell about a time they were scared or surprised

2. Name an animal that could likely be found prowling.
accept reasonable answers such as lion, tiger, etc.

3. Describe how the dog moved: lumbered over to the sofa and climbed up to take a nap.
slowly, clumsily, heavily, etc.

4. Which word is the ANTONYM of fetch?
a. chase b. retrieve c. bring

5. How do you feel to be around someone who is whining?
accept reasonable answers such as annoyed or irritated

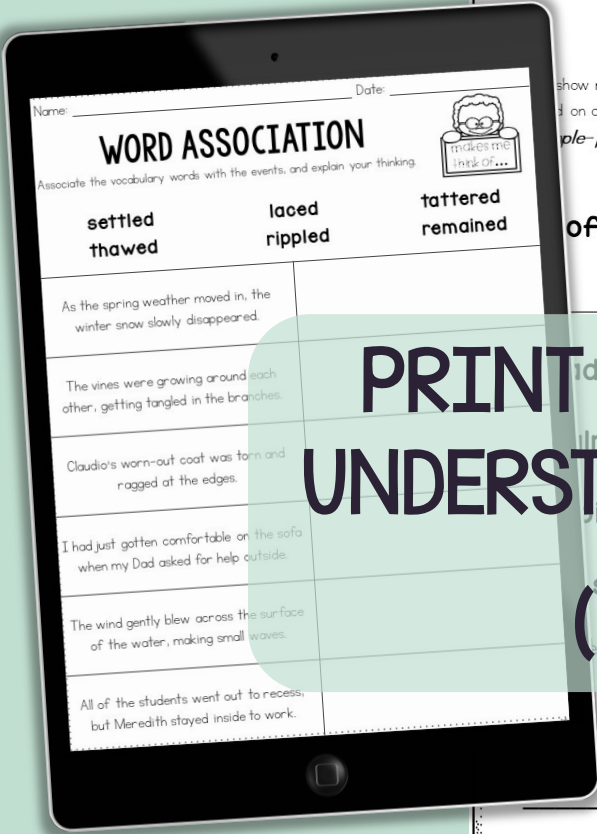
6. Which word has the same meaning as plotting?
a. complaining b. chasing c. planning

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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)



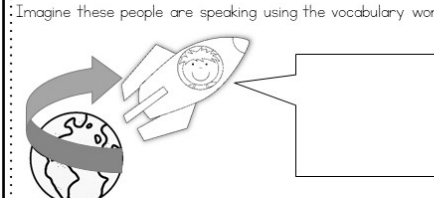
Name: _____ Date: _____

ANALOGIES

Show relationships between two words. Think of a word on one side to solve the other side of the analogy.
Example: *python : scales :: ape : hair* (Pythons have scales and apes have hair.)

off : aboard :: outside : _____
_____ : chaos :: disaster : _____

WHAT DID THEY SAY?



Name: _____ Date: _____

YOU DECIDE!

Do these situations demonstrate the word correctly? Why?

1. At the periphery of the playground, there is a walking track.
--- yes --- no

2. Li to



Name: _____ Date: _____

MULTIPLE MEANINGS

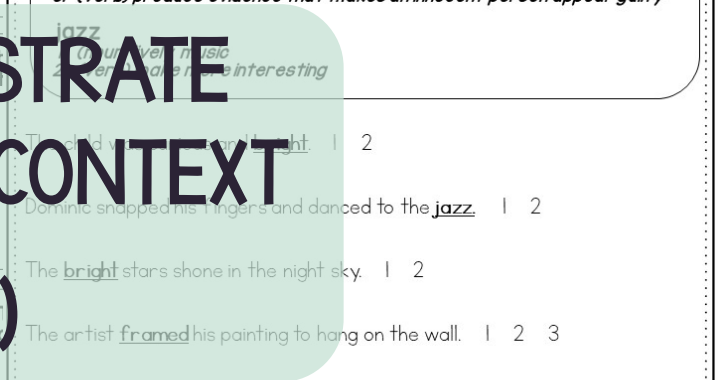
Some words have different meanings based on how they are used in a sentence. Circle the number of the meaning for each sentence using the definitions below.

bright

- (adjective) giving off or reflecting light
- (adjective) intelligent

frame

- (noun) structure that surrounds something
- (verb) put a picture into a frame
- (verb) produce evidence that makes an innocent person appear guilty



Patricia jazzed up the white wall with her mural. | 2
The door didn't close because it was too big against the frame. | 2 3
Dana framed her sister by putting the necklace in her pocket. | 2 3

PICTURE BOOKS AS MENTOR TEXTS IN THE UPPER GRADES

Just the Basics, Unit 4 Book List

My School's a Zoo! by Stu Smith

The Boy Who Loved Words by Roni Schotter

Each Kindness by Jacqueline Woodson

Spaghetti in a Hot Dog Bun by Maria Dismondy

True Story of the Three Little Pigs by Jon Scieszka

I Wanna Iguana by Karen Kaufman Orloff

Postcards from Pluto by Loreen Leedy

Why Mosquitoes Buzz in People's Ears by Verna Aardema

Last Stop on Market Street by Matt de la Pena

Chicken Sunday by Patricia Polacco

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!

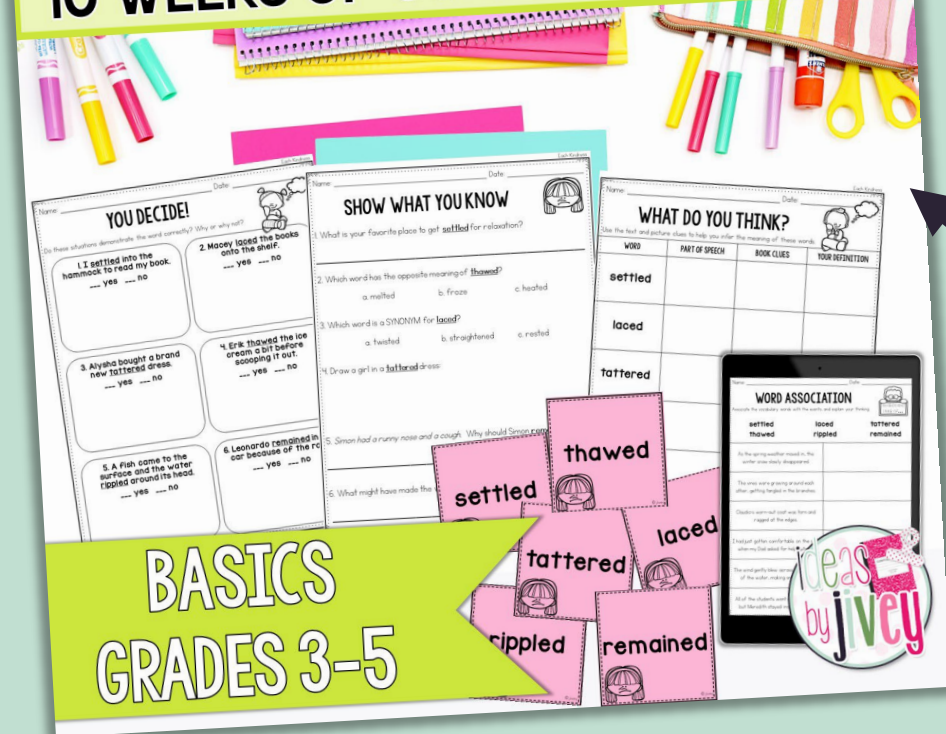
Fluency: Regular exposure to written language and various syntactic structures via picture books can support reading fluency. This, in turn, frees up cognitive resources for comprehension and vocabulary acquisition.

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., 4th Grade Teacher