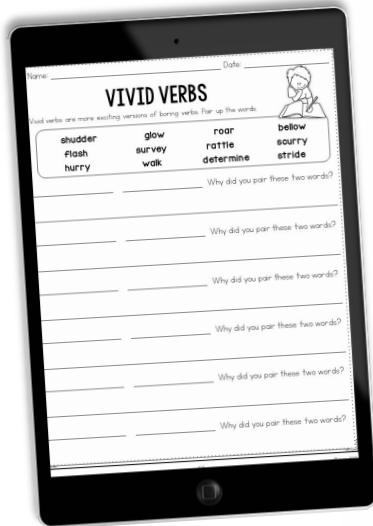
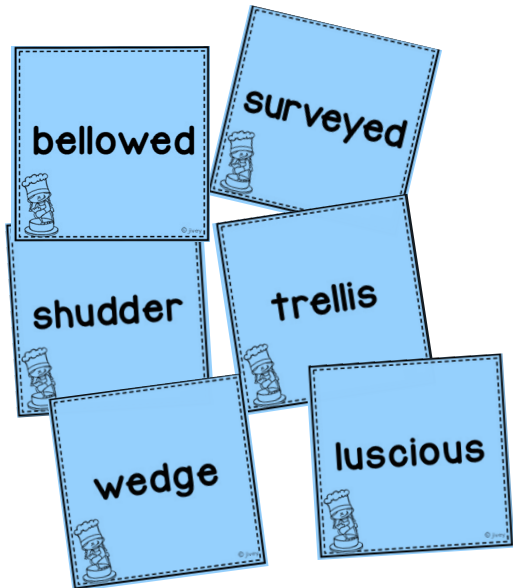


VIVID VOCABULARY

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.

shudder trellis	surveyed luscious	bellowed wedge
The roses climbed and wrapped all the way up the side of the house.		
The farmer looked over the land to decide where it would be best to plant corn.		
I picked the biggest, juiciest blueberry from the bush and plopped it in my mouth.		
The waiter placed a lemon slice on the side of each glass.		
David shivered and trembled in the cold, waiting for the school bus to arrive.		
The bull let out a loud grunt as he charged at me!		

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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
shudder			
surveyed			
bellowed			
trellis			
luscious			
wedge			

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Name: _____ Date: _____

SHOW WHAT YOU KNOW

1. Why might a sailor survey a map?

2. Which word has the same meaning as bellowed?
a. screamed b. roared c. shook

3. Circle the plant that would most likely grow on a trellis.

4. Emma's car shuddered to a stop. What probably happened to her car?

5. What would you find cut into a wedge?

6. What is the **ANTONYM** of luscious?
a. delicious b. ripe c. disgusting

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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
- 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.

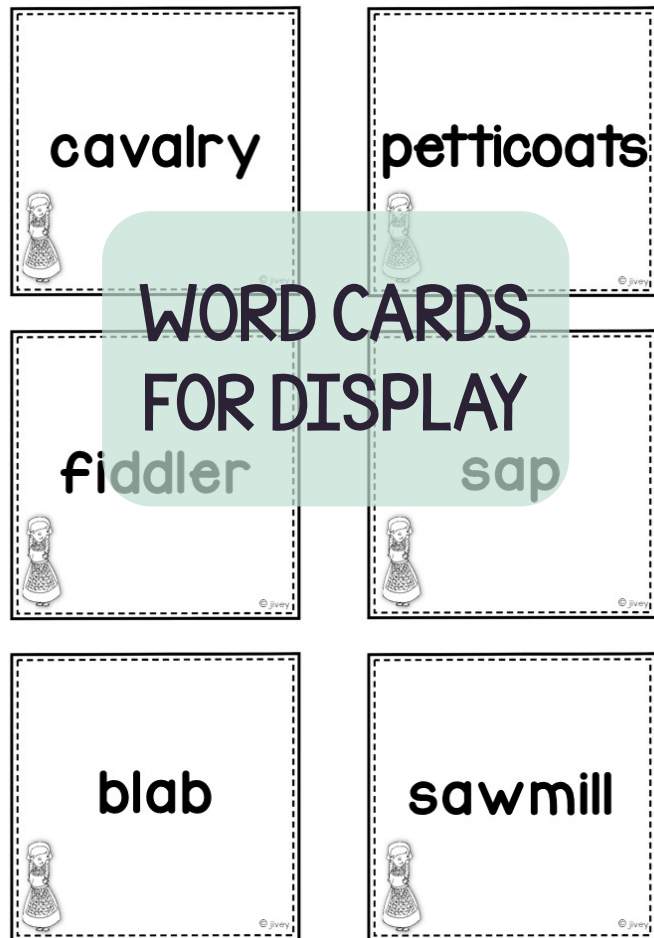
Write a song or poem using at least four of the vocabulary words from the week.

Make Connections



OPEN-ENDED SUGGESTIONS AND ACTIVITIES TO CONTINUE VOCABULARY PRACTICE

EACH SET INCLUDES:



My Great-Aunt Arizona

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
cavalry	noun	**no clues- will need to explain it	soldiers who fought on horseback
petticoats	noun	She had a layer of white under her dress	long underwear worn under a dress
fiddler	noun	a man plays music while she dances	person who plays a violin or fiddle
sap	noun	comes from a tree, makes maple syrup	sugary liquid from a tree
blab	adjective	all the students read at the same time	loud and talkative
sawmill	noun	place where she got lumber	a factory where logs are cut into lumber

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My Great-Aunt Arizona

Name: **ANSWER KEY** Date: _____

SHOW WHAT YOU KNOW

1. How would that taste of sap be described?

sweet

2. Someone who works in a sawmill works with what natural resource?

wood

3. What is a fiddler?

a. loud b. smart

4. Who is most likely in the cavalry?

5. Jesse wore petticoats with her dresses. Were they **X** under or ____ over her dress?

6. A fiddler would play:

a. a piano b. a guitar c. a violin

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EACH SET INCLUDES:

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

Groundhog Gets a Say
Name: _____ Date: _____

ANALOGIES

Show relationships between two words. Think of 1 word on one side to solve the other side of the analogy.
marmot : groundhog :: felis : cat Marmots and groundhogs are in the family of marmots, and...

chuck : keep :: murmur : _____

reams : slumber :: _____

MULTIPLE MEANING

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

bright

1. (adjective) giving off or reflecting light
2. (adjective) intelligent

frame

1. (noun) structure that surrounds something
2. (verb) put a picture into a frame
3. (verb) produce evidence that makes an innocent person look guilty

jazz

1. (noun) very fast music
2. (verb) make more interesting

The child was curious about the bright stars in the night sky. 1 2
Dominic snapped his fingers and danced to the jazz music. 1 2

The bright stars shone in the night sky. 1 2

Patricia jazzed up the white wall with her mural.

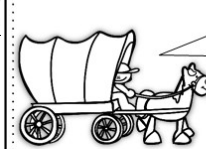
The door didn't close because it was too big again.

Dana framed her sister by putting the necklace in a picture frame.

Dandelions
Name: _____ Date: _____

WHAT DID THEY SAY?

Imagine these people are speaking using the vocabulary words.



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: cite : speak dur : firm

centre : center

prefix: con- : with (or together)

suffix: -able : capable of
-tion : turns a verb to a noun

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

1. I need to complete my math homework.

2. Canvas is a durable material for a tent.

durable most likely means: _____

3. He was issued a citation for speeding.

citation most likely means: _____

4. Sojourner attended the convention for women's rights.

convention most likely means: _____

5. The gold the prospector found was very valuable.

valuable most likely means: _____

PICTURE BOOKS AS MENTOR TEXTS IN THE UPPER GRADES

Volume 1, Unit 3 Book List

Groundhog Gets a Say by Pamela Curtis Swallow

Olive My Love by Vivian Walsh

The True Story of The Three Little Pigs by Jon Scieszka

I Wanna Iguana by Karen Kaufman Orloff

I Wanna New Room by Karen Kaufman Orloff

Thunder Cake by Patricia Polacco

Tar Beach by Faith Ringgold

My Great Aunt Arizona by Gloria Houston

Dandelions by Eve Bunting

Sojourner Truth's Step-Stomp Stride
by Andrea Davis Pinkney

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!

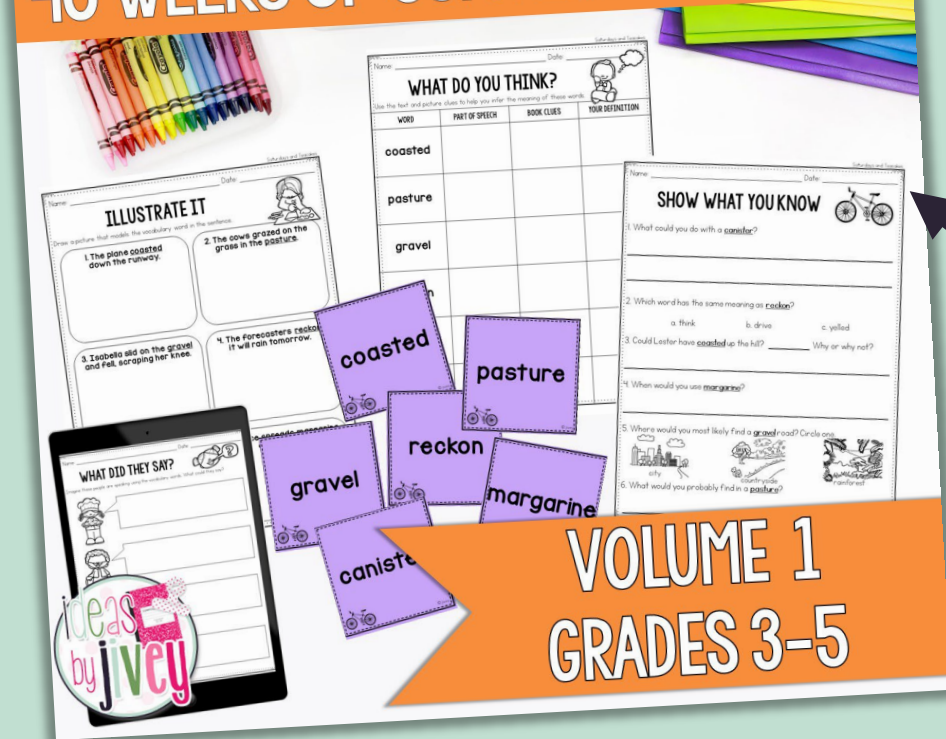
Fluency: Regular exposure to written language and various syntactic structures via picture books can support reading fluency. This, in turn, frees up cognitive resources for comprehension and vocabulary acquisition.

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