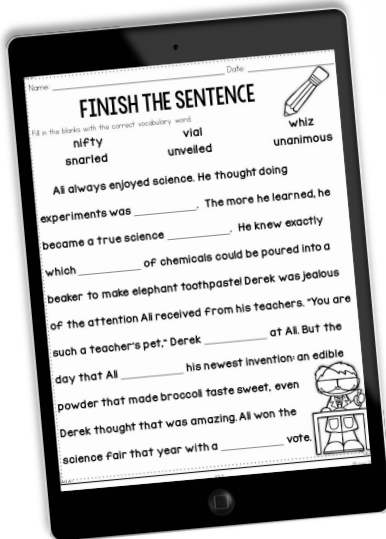
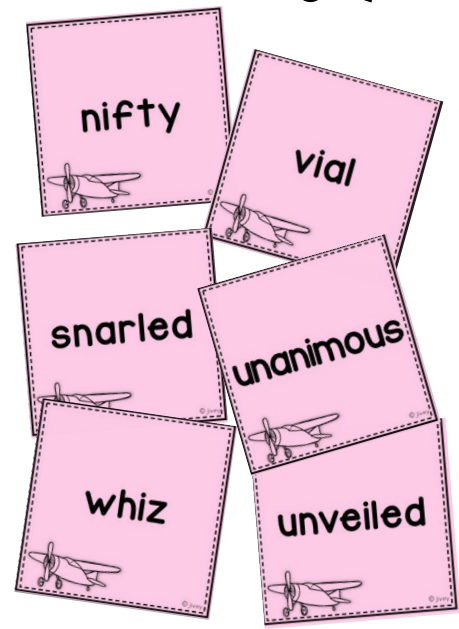


VIVID VOCABULARY

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



Name: _____ Date: _____

EXPLAIN IT

Write a new sentence that explains each sentence containing the vocabulary words.

1. Beck thought the "create your own adventure" book was nifty .	2. The evil queen had a vial containing a magic potion.
3. Lisa is a whiz at science.	4. The dog snarled at the cat that was walking through his yard.
5. Melanie took off the lid and unveiled a pot full of delicious pasta.	6. The vote for longer recess was unanimous .

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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
nifty			
vial			
whiz			
snarled			
unveiled			
unanimous			

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Name: _____ Date: _____

SHOW WHAT YOU KNOW

1. Every person agreed that Grace should become class president. She won by a _____ vote.
a. nifty b. unanimous c. vial

2. Describe something that you are a **whiz** at: _____

3. Which word has the same meaning as **unveiled**?
a. hid b. concealed c. revealed

4. Explain something you think is **nifty**. Why is it **nifty**? _____

5. What is the **ANTONYM** of **snarled**?
a. smiled b. sneered c. scowled

6. Which would you NOT expect to be kept in a **vial**?
a. medicine b. bread c. perfume

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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
- 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.

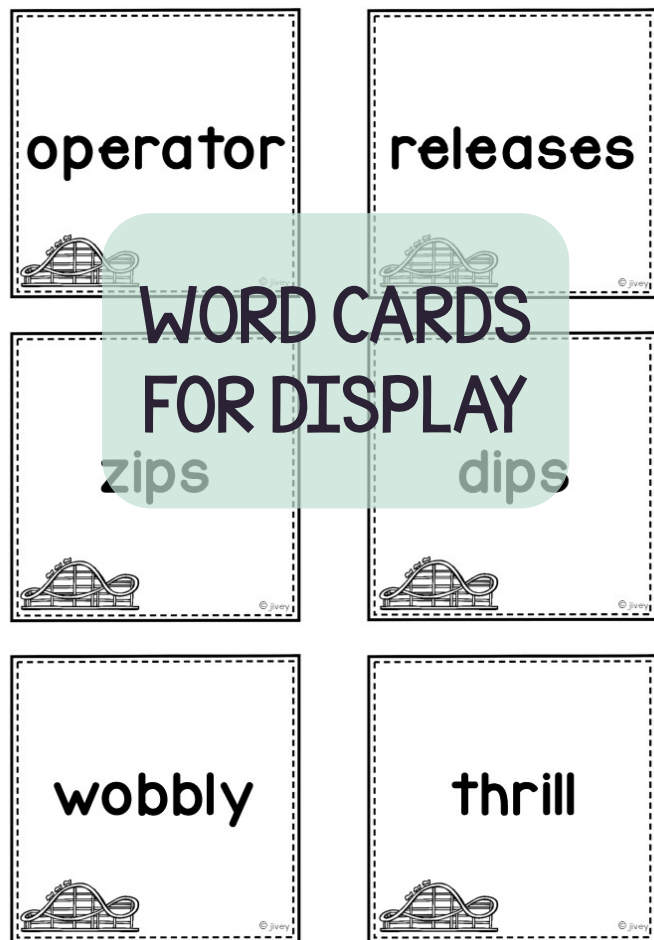
Write a song or poem using at least four of the vocabulary words from the week.

Make Connections



OPEN-ENDED SUGGESTIONS AND ACTIVITIES TO CONTINUE VOCABULARY PRACTICE

EACH SET INCLUDES:



WORD CARDS
FOR DISPLAY

Roller Coaster

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
operator	noun	The person who runs the roller coaster.	a person who operates a machine
releases	verb	The operator takes off the brake.	allow to move
zips	verb	The roller coaster is going very fast.	moving quickly
dips	verb	The roller coaster goes down hills.	goes down
wobbly	adjective	People are dizzy and their knees are turned in.	unsteady or shaky
thrill*	noun	people scream "whewee" with excitement	a feeling of excitement

*word is represented throughout the ride

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

Roller Coaster

Name: **ANSWER KEY** Date: _____

SHOW WHAT YOU KNOW

1. Which word is an **ANTONYM** for **releases**?
a. frees ☒ b. holds on c. lets go

2. Should an **operator** be trained? Why or why not?
Yes, because they are usually running heavy machinery that could hurt someone.

3. Give an example of a **thrill** you have had, or heard about.
answers will vary

4. The roller coaster is going very fast with **wobbly** knees. How does Bryan most likely feel? How do you know?
He is nervous. His knees are wobbly which can happen if you are scared

5. Which word has the same meaning as **zips**?
a. delays ☐ b. drops ☐ c. zooms ☒

6. The land between the mountains **dips** into a valley. What can you infer about the valley?
a. the land is high ☐ b. the land is low ☒ c. the land has hills

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EACH SET INCLUDES:

The image is a collage of several educational worksheets designed for vocabulary and reading comprehension. The central focus is a large, bold text overlay that reads: "PRINT & DIGITAL ACTIVITIES TO DEMONSTRATE UNDERSTANDING AND APPLY MEANING IN CONTEXT (ACTIVITIES FOR EACH BOOK VARY)". Surrounding this text are various worksheet pages from different books. On the left, a tablet displays a worksheet titled "FINISH THE SENTENCE" with a pencil icon and a list of vocabulary words: nifty, snarled, vial, unveiled, whiz, and unanimous. The worksheet includes a sentence completion exercise: "All always enjoyed science. He thought doing experiments was _____. The more he learned, he became a true science _____ of chemicals could be poured _____ beaker to make elephant toothpaste. Derek was jealous of the attention Ali received from his friends. 'You are such a teacher's pet,' Derek _____ at Ali. But the day that Ali _____ his newest invention: an edible powder that made broccoli taste sweet, even Derek thought that was amazing. Ali won the science fair that year with a _____ vote." Below the sentence is a small illustration of a boy with glasses and a bow tie. To the right of the tablet, there are several other worksheets. One titled "YOU DECIDE!" asks students to choose the word that best fits a sentence: "I. Wearing bright neon shoes is certainly a way to get noticed! ___ yes ___ no". Another titled "WHAT DID THEY SAY?" shows two children talking, with a speech bubble for the student to write. A third titled "VIVID VERBS" lists verbs like changed, completed, meet, clean, depend, flooded, swam, and understood, and asks students to choose the correct verb for a sentence: "I. Men had to come and _____ the land." A fourth titled "MULTIPLE MEANINGS" lists words like flap, shade, snap, and crack, and asks students to choose the correct meaning for a sentence: "1. The baby bird _____ its wings, trying to get out of the nest." The worksheets also include various other activities, such as "Fly Away Home" and "Our Tree Named Steve". The bottom of the image shows the page numbers 27, 56, and 66, along with the copyright notice "© jivey 2017".

PICTURE BOOKS AS MENTOR TEXTS IN THE UPPER GRADES

Volume 1, Unit 4 Book List

Roller Coaster by Marla Frazee

Shortcut by Donald Crews

Nothing Ever Happens on 90th Street by Roni Schotter

Henry's Freedom Box by Ellen Levine

Our Tree Named Steve by Alan Zweibel

The Paperboy by Dav Pilkey

The Rough-Face Girl by Rafe Martin

Fly Away Home by Eve Bunting

The Raft by Jim LaMarche

The Junkyard Wonders 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!

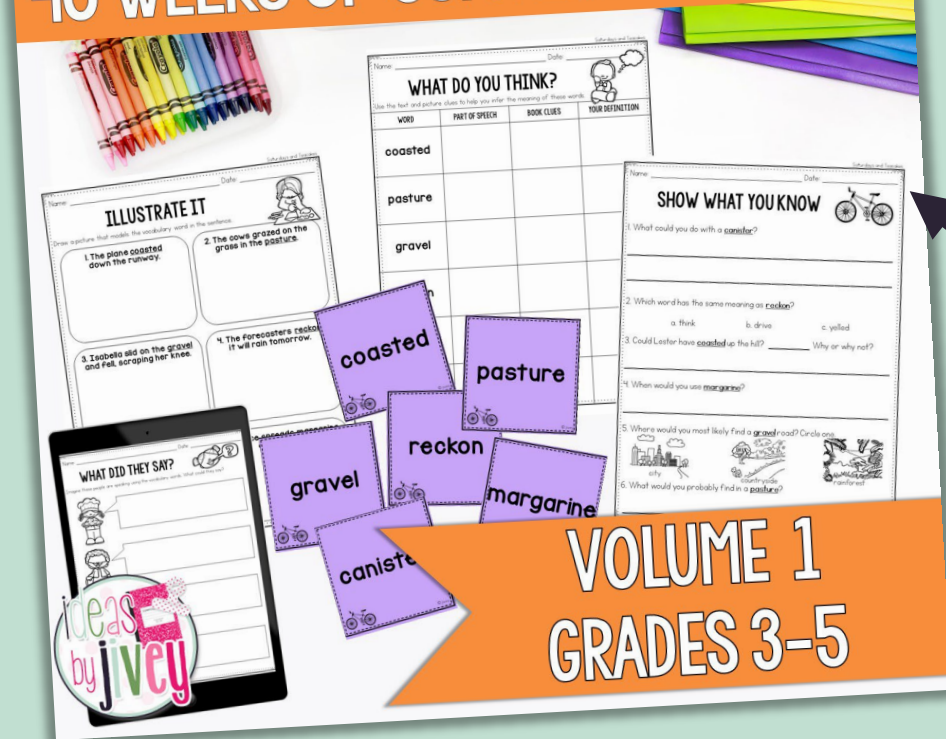
Fluency: Regular exposure to written language and various syntactic structures via picture books can support reading fluency. This, in turn, frees up cognitive resources for comprehension and vocabulary acquisition.

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



VOLUME 1
GRADES 3-5

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