

VIVID VOCABULARY

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



When Lightning Comes in a Storm

Name: _____ Date: _____

ANALOGIES

Analogs show relationships between two words. Think of how the words are related on one side to solve the other side of the analogies.
Example: caterpillar : butterfly :: tadpole : frog
Caterpillar is to butterfly as tadpole is to frog.
A caterpillar is the 1st stage of a butterfly life, and a tadpole is the 1st stage of a frog life.

carried : lugged :: capture : _____
_____ : anxious :: cowardly : Fearless
started : _____ : conquered : overcame
argue : quarrels :: whisper : _____
cell phone : gadget :: _____ : contraption
summon : call :: release : _____

Create your own analogies using vocabulary words.
_____ : _____ :: _____ : _____
_____ : _____ :: _____ : _____

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ILLUSTRATE IT

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

1. Celia was **anxious** to arrive at the carnival.
2. Mitchell **lugged** the crates of books up the stairs.
3. Liana and her sister get into **quarrels** over what TV show to watch.
4. Kristie was **summoned** to the principal's office.
5. Marcus built a **contraption** out of junkyard items.
6. Prince Rowan **conquered** the dragon.

When Lightning Comes in a Storm

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
anxious			
lugged			
quarrels			
summon			
contraption			
conquered			

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SHOW WHAT YOU KNOW

1. Which word has the same function (part of speech) as **contraption**?
a. anxious b. lugged c. quarrels
2. Describe a time you were involved in a **quarrel**.

3. Who looks **anxious** to see her baby sister for the first time?
  
4. Which of these sentences would most likely be true?
a. Carol **lugged** the bowling ball to the closet.
b. Carol **lugged** the coat to the closet.
5. Which word has the same meaning as **conquered**?
a. defeated b. coiled c. failed
6. Who should be **summoned** if there is a car accident?



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 the word on a strip of paper, tape it to the wall around their head, stapled (like a crown) - students should not touch the word on their head! Students should ask questions about the word to help them 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:

chanted



broadly



WORD CARDS
FOR
DISPLAY

identity



gleamed



dismissed



souvenir



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
chanted	verb	The kids were saying her name over and over	said repeatedly
broadly	adverb	She smiled big and tried not to show nervousness	widely
identity	noun	She wasn't telling her name	who a person is
gleamed	verb	The red ink stood out on the white paper	shone
dismissed	verb	Everyone was saying goodbye	allowed to leave
souvenir	noun	She was going to keep the names to remember	keepsake

Name: **ANSWER KEY** Date: _____

SHOW WHAT YOU KNOW

1. What would you keep as a souvenir from a trip to the beach?
accept reasonable answers such as shells, sand dollar, etc

2. Which word is the antonym of broadly?
a. widely b. barely c. carefully

3. Which of the following would likely gleam?
a. gem b. carpet c. jewelry

4. What would be appropriate to include on someone's identity card?
accept reasonable answers such as name, age, etc

5. Which word has the same meaning as dismissed?
a. released b. held c. greeted

6. Why might an audience chant at a sports game?
accept reasonable answers such as to cheer on the team or to show disapproval, etc

EACH SET INCLUDES:

ANALOGIES

Name: _____ Date: _____

Illustration: A girl thinking, with a speech bubble saying "compare them!"

Analogies show relationships between two words. Think of how the words are related on one side to solve the other side of the analogy.
Example: caterpillar : butterfly :: tadpole : frog
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(A caterpillar is the 2nd stage of a butterfly's life, and a tadpole is the 2nd stage of a frog's life.)

carried : lugged :: capture : _____
_____ : anxious :: cowardly : fearless
started : _____ :: conquer : over time
argue : quarrels :: whisper : _____
cell phone : gadget :: _____ : _____
summon : call :: release : _____

Create your own analogies using vocabulary words.
_____ : _____ :: _____ : _____
_____ : _____ :: _____ : _____

VIVID VERBS

Name: _____ Date: _____

are more exciting versions of boring verbs. Match the verb to the sentence.

ring	coated	quivered
knocked	murmured	packed
leaped	giggled	spilled

_____ heared ketchup on her toast.

MULTIPLE MEANING

Name: _____ Date: _____

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

hitch
1. (noun) a temporary problem
2. (noun) a device used to attach one thing to another
3. (verb) move into a new position with a pull

limp
1. (verb) walk with difficulty
2. (noun) steps slowed down, usually by injury

shuffle
1. (verb) walk with difficulty
2. (verb) rearrange a deck of cards

Test the bear's toe and let it know how to walk with the stick. The bear's toe was hitched to the stick.
The pain put a hitch in our plans, but we still had to go.
The magician asked me to shuffle the deck.
I limped to the store with my new cast.

Thomas limped with his new cast. 1 2
Mari's snow boots were heavy, so she shuffled through the snow.
Travis connected the work trailer to the hitch on the truck.

WHAT DID THEY SAY?

Name: _____ Date: _____

Imagine these people are speaking using the vocabulary words.

Illustration: A girl speaking into a microphone.

CROSSWORD PUZZLE

Name: _____ Date: _____

Solve the puzzle by filling in the correct vocabulary words.

smeared tremble glaring hesitated snickered muttered

ACROSS

- The dog sat _____ at the cat through the fence.
- Oliver _____ an apology under his breath.
- Papa _____ peanut butter on a slice of bread.

DOWN

- Her hands began to _____ from the cold.
- Marni lifted the fork to her mouth and _____ at the bad smell.
- Wesley _____ at the silly pictures in the book.

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

37 78 86 39

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PICTURE BOOKS AS MENTOR TEXTS IN THE UPPER GRADES

Volume 2, Unit 1 Book List

The Golden Rule by Ilene Cooper

The Name Jar by Yangsook Choi

Spaghetti in a Hot Dog Bun by Maria Dismondy

When Lightning Comes in a Jar by Patricia Polacco

Firefly Mountain by Patricia Thomas

14 Cows For America by Carmen Agra Deedy

Those Shoes by Maribeth Boelts

The Memory String by Eve Bunting

The Adventures of Spider: How Spider Got a Thin Waist
by Joyce Cooper Arkhurst

The Spider and the Fly by Mary Howitt

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!

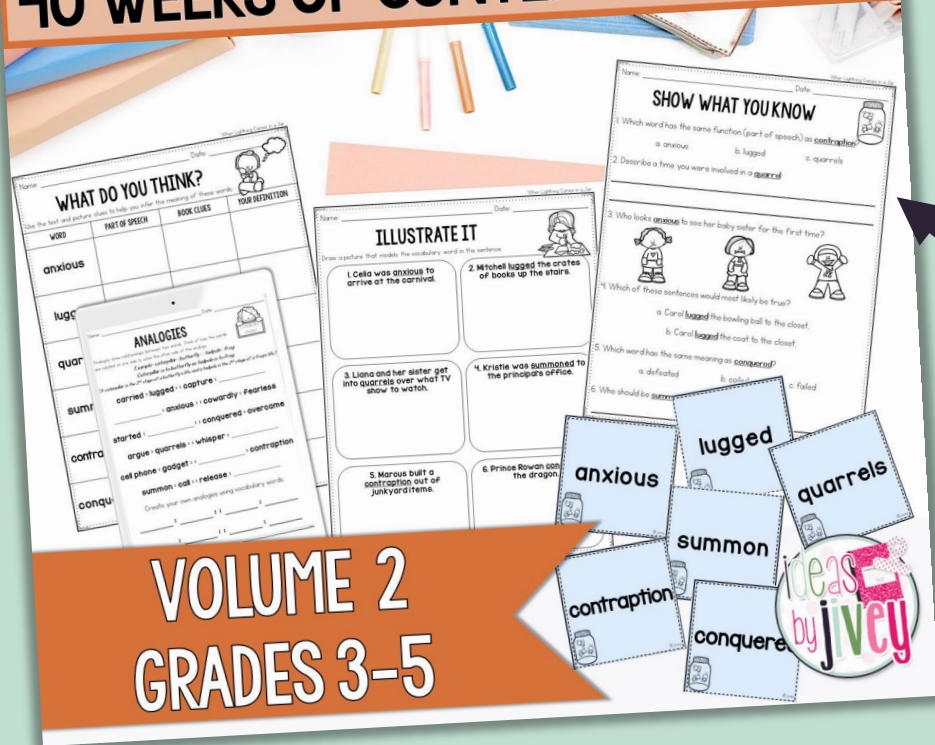
Fluency: Regular exposure to written language and various syntactic structures via picture books can support reading fluency. This, in turn, frees up cognitive resources for comprehension and vocabulary acquisition.

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!

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!

check
it out!

Michelle S., 4th Grade Teacher