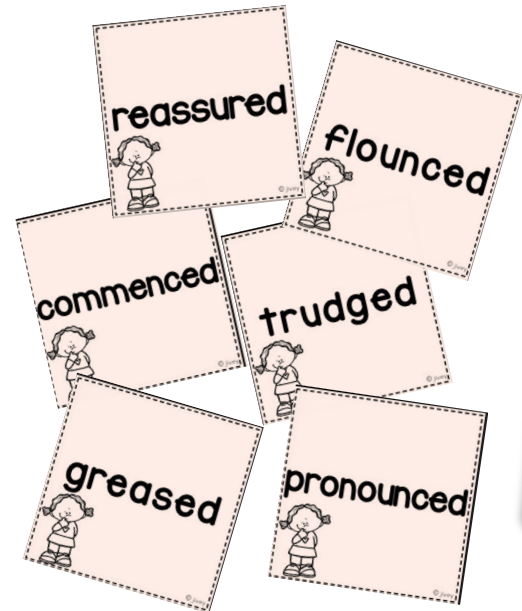


VIVID VOCABULARY

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



Name: _____ Date: _____

VIVID VERBS

Vivid verbs are more exciting versions of being verbs.
For these verbs, from *The Honest-to-Goodness Truth*, into categories:

greased	calmed	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? _____

Why did you pair these two words? _____

Why did you pair these two words? _____

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: **nounce** : call or say
cess : go

prefix: **com-** : with or together
pro- : forward
de- : down

suffix: **-ion** : add to end of verb to make a noun

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

1. There was a procession in the street of all the officers.
procession most likely means: _____

2. My dog is my best companion.
companion most likely means: _____

3. The queen denounced the king, for she knew he was wrong.
denounced most likely means: _____

4. There was a competition between the boys at recess.
competition most likely means: _____

5. Manda had a swim meet, so she declined the party invitation.
declined most likely means: _____

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
greased			
commenced			
pronounced			
trudged			
reassured			
flounced			

Name: _____ Date: _____

SHOW WHAT YOU KNOW

1. How could you reassure someone attending school for the first time?

2. Something that has been greased feels:
a. rough b. slippery c. dry

3. What do you like to do when the weekend has commenced?

4. Which verb best relates to pronounced?
a. forwarded b. go c. say

5. Which word is a **SYNONYM** of flounced?
a. pranced b. spoke c. slumped

6. What is the **ANTONYM** of trudged?
a. walked b. raced c. marched



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.
- 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 the word on a strip of paper and tape it around their head, stapled (like a crown) - students should not see the word on their head. Students should ask questions about 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.

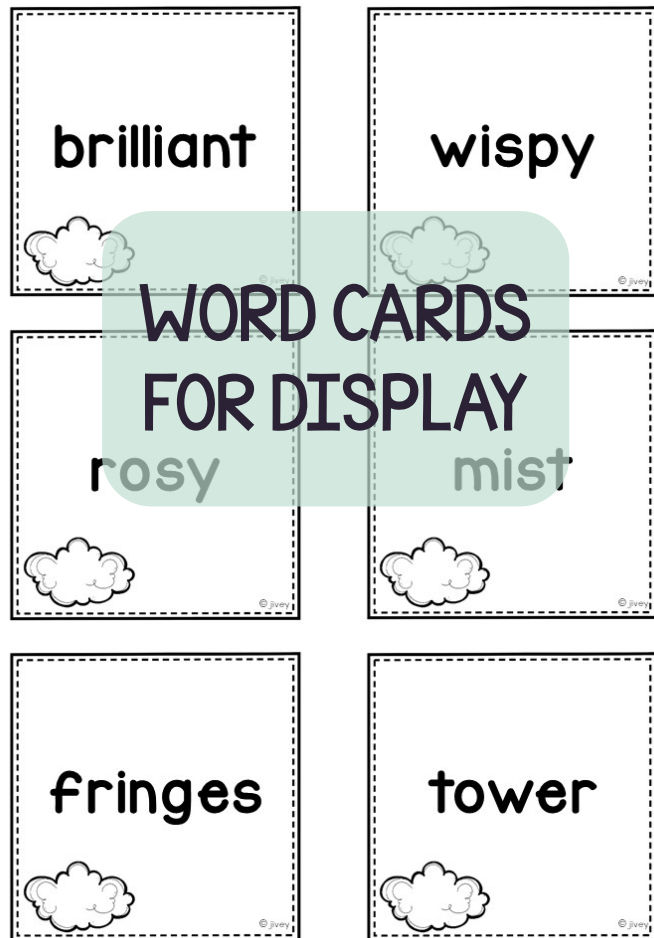
Write a song or poem using at least four of the vocabulary words from the week.

Make Connections



OPEN-ENDED SUGGESTIONS AND ACTIVITIES TO CONTINUE VOCABULARY PRACTICE

EACH SET INCLUDES:



WORD CARDS
FOR DISPLAY

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
brilliant	adjective	the clouds are glowing	bright and shining
wispy	adjective	the clouds are thin and look like feathers	thin or fine
rosy	adjective	the sky looks pink	colored pink
mist	noun	water is rising from head	
fringes	noun	the outside edges are golden	outer edges or borders
tower	verb	the clouds are very high in the sky	rise above

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

Name: **ANSWER KEY** Date: _____

SHOW WHAT YOU KNOW

1. Mist is the same as:

a. rain ☒ b. vapor c. clouds

2. Something that lowers over you can make you feel _____.

a. tall ☒ b. older c. small

3. Which word is an antonym of brilliant?

a. dull ☒ b. bright c. smart

4. What is on the fringes of the path in this image?

a. trees b. clouds ☒ c. grass

5. Which word has the same meaning as wispy?

a. thin ☒ b. tough c. heavy

6. My mom wears a rosy lipstick. What color are her lips?

_____ **pink or red** _____

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EACH SET INCLUDES:

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

VIVID VERBS
Name: _____ Date: _____
Vivid verbs are more exciting versions of boring verbs.
Pair these verbs from *The Honest-to-Goodness Truth* into categories.
greased walked said calmed slid reassured started flounced commenced trudged pronounced strutted
Why did you pair these two words? _____

WORD ASSOCIATION
Name: _____ Date: _____
In November
journeys shiver
earthy crackling
done the laundry in quite
there were many loads.

WHAT DID THEY SAY?
Name: _____ Date: _____
Imagine these people are speaking using the vocabulary words.
Molly stood in awe in front of the giant tower.
The train tracks were on the fringes of the city.

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 vocabulary words.
brilliant
1. (adjective) brightly shining
2. (adjective) very clever or talented
fringe
1. (noun) border with loose threads, like tassels
2. (noun) outer edge
3. (verb) form a border around
tower
1. (noun) a tall narrow building
2. (verb) rise to a great height

ANALOGIES
Name: _____ Date: _____
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- prejudice : acceptance :: hatred : tolerance
Prejudice is to acceptance as hatred is to tolerance.
(Prejudice is the opposite of acceptance and hatred is the opposite of tolerance.)
citizens : people :: wildlife : _____
_____ : heat :: freezing : cold
segregation : _____ :: separate : together
_____ : learn :: demonstrate : _____
prevent : discourage :: _____ : convinced
fists : words :: fought : _____
Create your own analogies using vocabulary words.
_____ : _____ :: _____ : _____
_____ : _____ :: _____ : _____

PICTURE BOOKS AS MENTOR TEXTS IN THE UPPER GRADES

Volume 2, Unit 2 Book List

Cloud Dance by Thomas Locker

In November by Cynthia Rylant

Tikki Tikki Tembo by Arlene Mosel

The Great Turkey Race by Steve Metzger

The Honest-to-Goodness Truth by Patricia C. McKissack

The Snow Globe Family by Jane O'Connor

Snowmen at Christmas by Caralyn Buehner

Martin's Big Words by Doreen Rappaport

Snow Day! by Lester Laminack

The Day the Crayons Quit by Drew Daywalt

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!

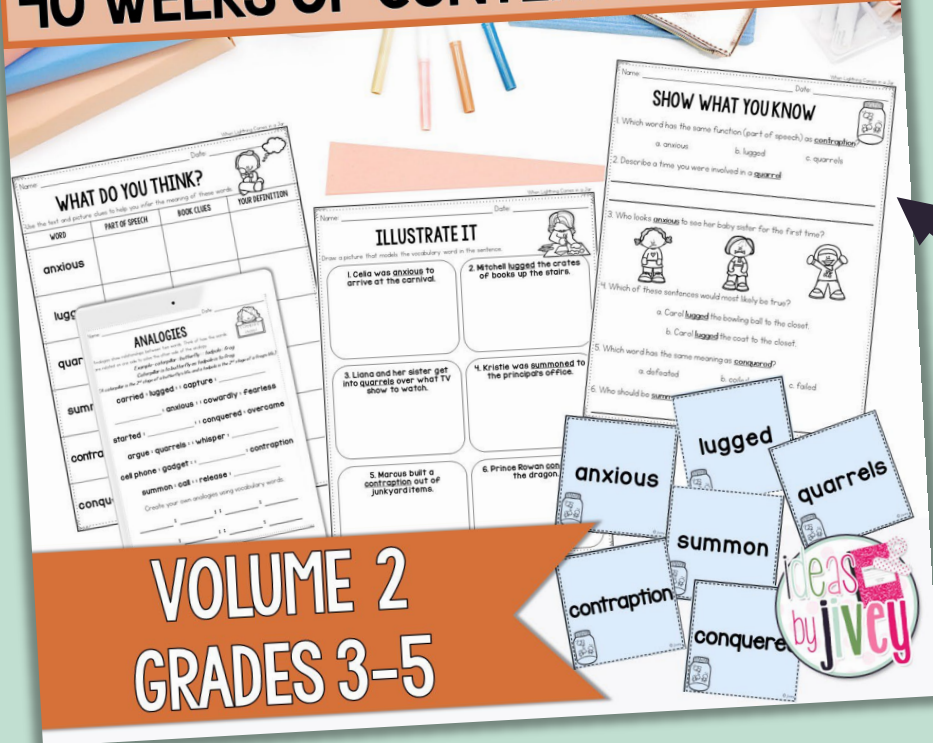
Fluency: Regular exposure to written language and various syntactic structures via picture books can support reading fluency. This, in turn, frees up cognitive resources for comprehension and vocabulary acquisition.

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