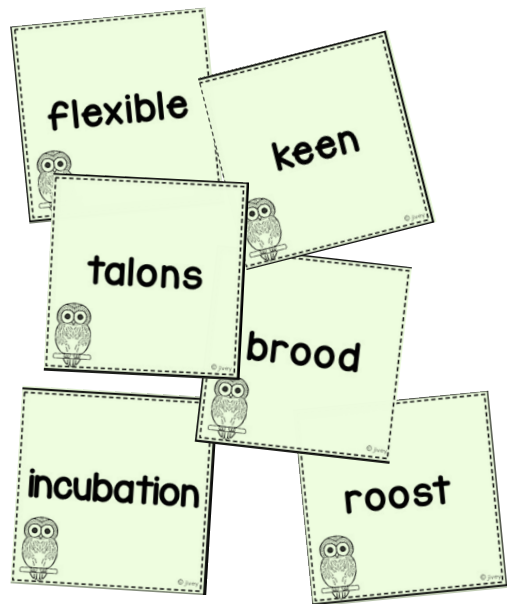


VIVID VOCABULARY

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



Name: _____ Date: _____

VIVID VERBS

Visual verbs are more exciting versions of learning verbs.
For these verbs from *The Hundredth Monkey*, find categories.

greased	cameled	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: _____

ILLUSTRATE IT

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

1. The owl grabs a mouse with its **talons**.
2. The owl uses his **flexible** neck to look behind him.
3. An owl heard a snake move through the grass with its **keen** hearing.
4. The Great Horned Owl will **roost** in a tree.
5. The female owl sits on her nest for a month of **incubation**.
6. The male owl brings a rat to his **brood**.

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
talons			
flexible			
keen			
roost			
incubation			
brood			

Name: _____ Date: _____

SHOW WHAT YOU KNOW

1. Which word has the same function (part of speech) as **incubation**?
a. talons b. flexible c. roost

2. Which word has the same meaning as **brood**?
a. baby b. family c. nest

3. Why is it important for owls to have **flexible** necks?

4. Which word is the **ANTONYM** of **keen**?
a. weak b. strong c. sharp

5. Which adjective describes an owl's **talons**?
a. fragile b. keen c. razor-sharp

6. Where would an owl most likely **roost** in a desert?



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 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:

cascade

wind

**WORD CARDS
FOR DISPLAY**

drawn

drift

drench

reflect

Water Dance

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
cascade	verb	water tumbles down over rocks	falls
wind	verb	river through valleys	twist or turn
drawn	verb	mist goes up (evaporates) into the air	pulled
drift	verb	clouds float	float
drench	verb	a storm drops a lot of rain	soak
reflect	verb	rainbows show all the colors of sunlight	shine light back

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

Water Dance

Name: **ANSWER KEY** Date: _____

SHOW WHAT YOU KNOW

1. My sister dumped a bucket of water on my head and _____ me.
a. cascaded b. drawn c. **drenched**

2. Which word is the antonym of drift?
a. sink b. float c. glide

3. A cloud full of water droplets can look like a _____.
a. **cloud** b. waterfall c. rainbow

4. Draw a river winding through mountains:
reasonable drawings

5. Which word has the same meaning as cascade?
a. soak b. **fall** c. pull

6. Water is drawn into the air by the _____.
a. rainbows b. **sun** c. clouds

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

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PICTURE BOOKS AS MENTOR TEXTS IN THE UPPER GRADES

Volume 2, Unit 4 Book List

Can It Rain Cats and Dogs? By Melvin and Gilda Berger

Water Dance by Thomas Locker

You Wouldn't Want to Sail With Christopher Columbus!
by Fiona MacDonald

Postcards From Pluto by Loreen Leedy

Animals Nobody Loves by Seymour Simon

Owls by Gail Gibbons

If You Traveled on the Underground Railroad by Ellen Levine

Snowflake Bentley by Jacqueline Briggs Martin

My Brother Martin by Christine King Farris

A River Ran Wild by Lynne Cherry

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!

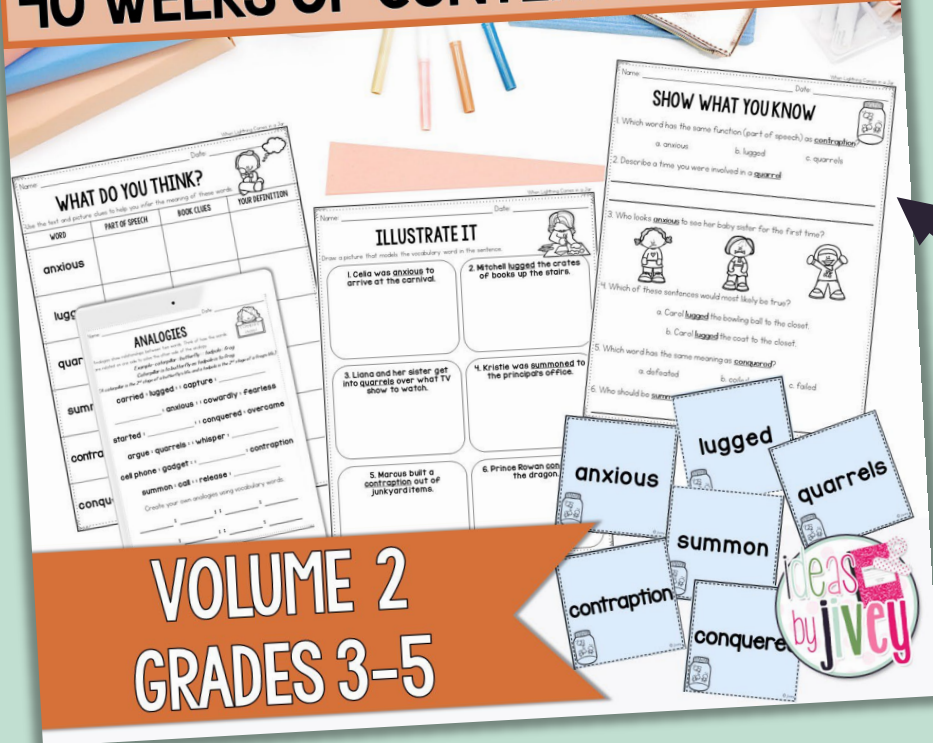
Fluency: Regular exposure to written language and various syntactic structures via picture books can support reading fluency. This, in turn, frees up cognitive resources for comprehension and vocabulary acquisition.

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