

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 boring verbs.
Pair these verbs from *Too Many Tamarillos* into categories.

interrupt	kneaded	snipping	threw
skidded	nudged	ran	confess
littered	cutting	pumped	tugged

Why did you pair these two words? _____

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Name: _____ Date: _____

ANALOGIES

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: *husk : tamale :: tortilla : burrito* (A husk is the outside wrap of tamales and a tortilla is the outside wrap of burritos.)

stacked : organized :: scattered : _____

_____ : conceal :: truth : confess

scissors : _____ :: tape : sticking

elbow : nudged :: foot : _____

tumbled : fell :: _____ : slid

chef : kneaded :: author : _____

Create your own analogies using vocabulary words.

_____ : _____ :: _____ : _____

_____ : _____ :: _____ : _____

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
kneaded			
snipping			
skidded			
littered			
confess			
nudged			

Name: _____ Date: _____

SHOW WHAT YOU KNOW

1. What is something you have had to confess?

2. Why would you nudge someone? (Give one reason.)

3. Maria kneaded the masa. She was _____ the masa.
a. cooking b. combining c. eating

4. What is the ANTONYM of littered?
a. organized b. scattered c. pumped

5. Which word has the same meaning as snipping?
a. scattering b. bumping c. cutting

6. halted : stopped :: skidded : _____



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

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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 spec
- -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.

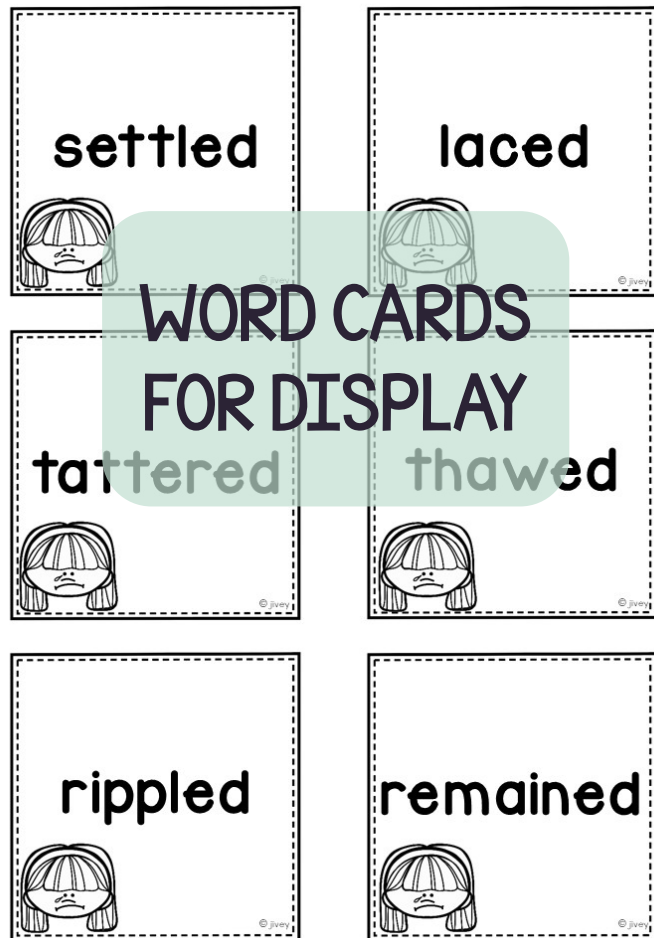
Write a song or poem using at least four of the vocabulary words from the week.

Make Connections



OPEN-ENDED SUGGESTIONS AND ACTIVITIES TO CONTINUE VOCABULARY PRACTICE

EACH SET INCLUDES:



Each Kindness

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
settled	verb	school was starting, so they took their seats	came to a rest
laced	verb	the girls were holding hands	twisted or tangled
tattered	adjective	the things she owned weren't new or good	torn or old
thawed	verb	It had been cold and snowy, but now the days are warmer	became warm
rippled	verb	the stone made a ring of waves	flow in small waves
remained	verb	Maya's seat was empty and she didn't come back	stayed

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Each Kindness

Name: _____ Date: _____

SHOW WHAT YOU KNOW

1. What is your favorite place to get settled for relaxation?
accept reasonable answers- couch, bed, bean bag, etc.

2. Which word has the opposite meaning of thawed?
a. melted b. froze c. heated

3. Which word is a SYNONYM for laced?
a. twisted b. straightened c. rested

4. Draw a girl in a tattered dress:
accept reasonable drawings showing torn dress

5. Simon had a runny nose and a cough. Why should Simon remain home?
accept reasonable answers such as to get rest, to not get others sick, etc.

6. What might have made the water ripple?
accept reasonable answers, like a frog, fish, bug, etc.

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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 3, Unit 2 Book List

The Empty Pot by Demi

Why Mosquitoes Buzz In People's Ears by Verna Aardema

Thank You, Sarah by Laura Halse Anderson

A Wish To Be A Christmas Tree by Colleen Monroe

The Legend of the Poinsettia by Tomie dePaola

Too Many Tamales by Gary Soto

Each Kindness by Jacqueline Woodson

Over and Under the Snow by Kate Messner

Cherries and Cherry Pits by Vera B. Williams

The Pain and the Great One by Judy Blume

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!

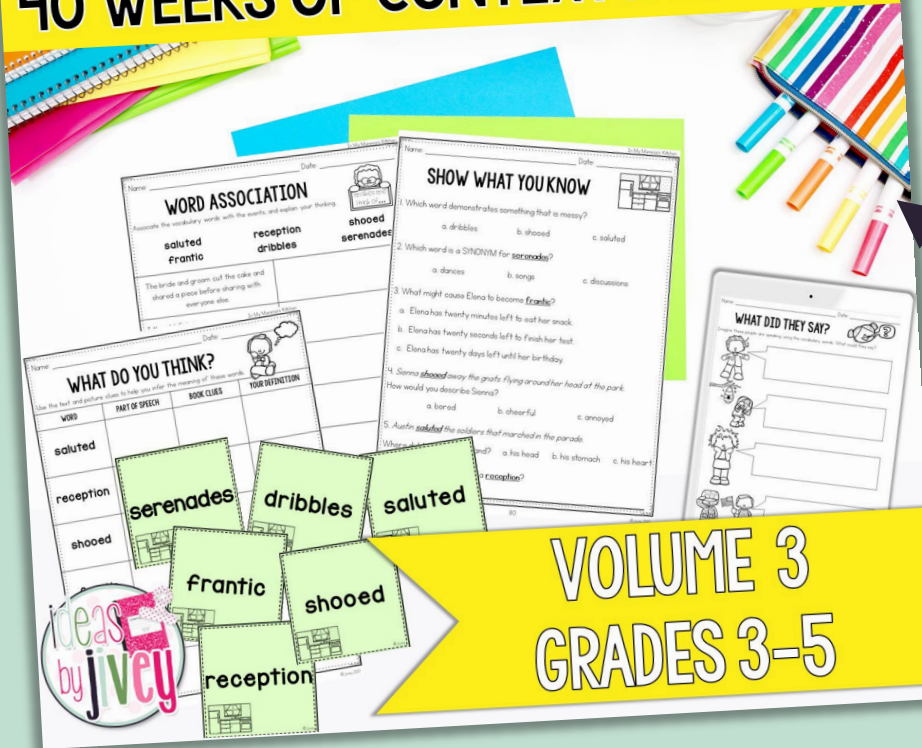
Fluency: Regular exposure to written language and various syntactic structures via picture books can support reading fluency. This, in turn, frees up cognitive resources for comprehension and vocabulary acquisition.

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