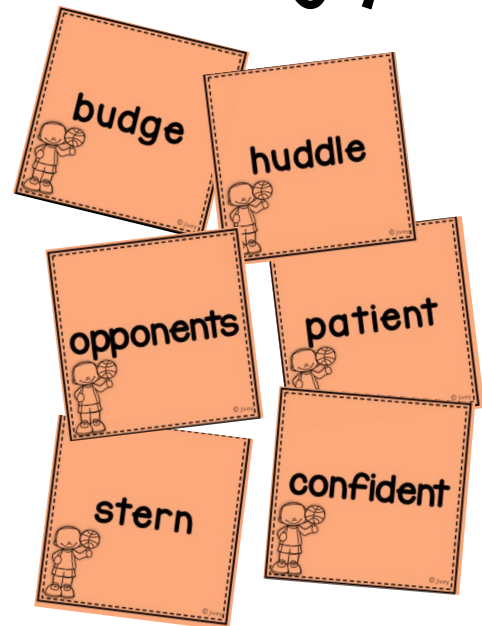


VIVID VOCABULARY

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



Name: _____ Date: _____

YOU DECIDE!

Do these situations demonstrate the word correctly? Why or why not?

1. Nicolas was hungry but patient while he waited for Dad to cook dinner. ... yes ... no	2. Rahman's teacher gave him a stern look when he completed his work quietly. ... yes ... no
3. My cat fell asleep on my textbook and would not budge when I poked him. ... yes ... no	4. The football players stood in a huddle to discuss the next play. ... yes ... no
5. Buok felt confident he could read his new novel in fifteen minutes. ... yes ... no	6. We cheered and hoped the opponents of our favorite team would win. ... yes ... no

Name: _____ Date: _____

FINISH THE SENTENCE

Fill in the blanks with the correct vocabulary word.

patient stern budge
huddle confident opponents

Melody had been playing basketball for a few years, but today's game would be against her toughest _____ . It was hard to be _____ that her team would win today. She knew this was a big game by the _____ look on the coach's face. "Everyone get in a _____," the coach said firmly. All of the players crowded together in a circle, with the coach in the center. "Don't let this team scare you. When one gets in your space, don't _____. Stand firm like I taught you. Take deep breaths and be _____ as you wait for the ball to be passed. Don't rush your plays and we can win this!"

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
patient			
stern			
budge			
huddle			
confident			
opponents			

Name: _____ Date: _____

SHOW WHAT YOU KNOW

1. Why would a team form a huddle?

2. Explain in your own words who the opponents are in a game:

3. Tell about a time when you had to be patient:

4. Which word is the ANTONYM of confident?

a. unsure b. certain c. positive

5. Circle the picture that shows a stern face.

6. Which word has the same meaning as budge?

a. stay b. move c. wait



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 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.

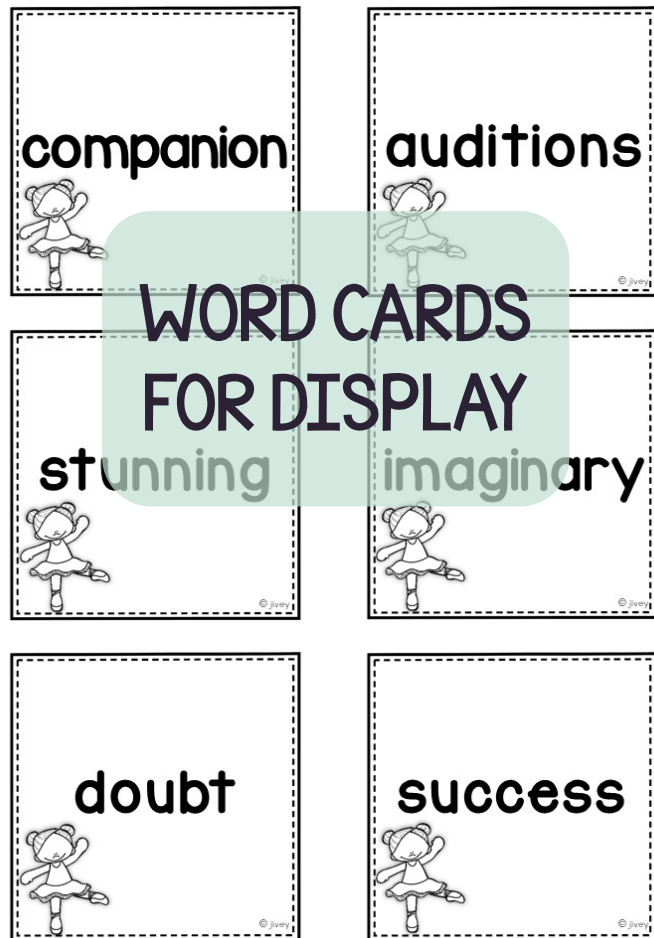
Write a song or poem using at least four of the vocabulary words from the week.

Make Connections



OPEN-ENDED SUGGESTIONS AND ACTIVITIES TO CONTINUE VOCABULARY PRACTICE

EACH SET INCLUDES:



WORD CARDS
FOR DISPLAY

Amazing Grace

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
companion	noun	She set out without anyone except her at	friend
auditions	noun	Many students wanted to be Peter Pan	try-outs
stunning	adjective	The ballerina was beautiful	gorgeous
imaginary	adjective	Grace pretended she was wearing a tutu	fantasy
doubt	noun	Everyone knew that Grace should be Peter	question or feeling of uncertainty
success	noun	Grace was an amazing Peter Pan in the play	the positive result of an event

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

Amazing Grace

Name: _____ Date: _____

SHOW WHAT YOU KNOW

1. What makes a good companion?

accept reasonable answers such as someone who is friendly, keeps you company, likes the same things you do

2. Which word has the same function (part of speech) as stunning?

a. auditions b. doubt c. imaginary

3. Why would a director of a movie have auditions?

to find good actors and actresses for the roles

4. Which word has the same function (part of speech) as success?

a. victory b. failure c. winner

5. Someone who has a doubt about themselves is _____.

a. confident b. positive c. uncertain

6. How do you know if something you read is imaginary?

accept reasonable answers such as things happen that couldn't in real life if it's imaginary, like talking animals...

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EACH SET INCLUDES:

YOU DECIDE!
Name: _____ Date: _____
Do these situations demonstrate the word correctly? Why or why not?

1. Nicolas was hungry but patient while he waited for Dad to cook dinner.
--- yes --- no
2. Rahman's teacher gave him a stern look when he completed his work quietly.
--- yes --- no
3. My cat fell asleep on my textbook and would not budge when I poked him.
--- yes --- no
4. Food was served staid to the next play.
--- yes --- no
5. Buck felt confident he could read his new novel in fifteen minutes.
--- yes --- no
6. We cheered and hoped the opponents of our favorite team would win.
--- yes --- no

VIVID VERBS
Name: _____ Date: _____
More exciting versions of boring verbs.
From *Fiona's Luck* into categories.

sticking out
waved over
beckoned

WHAT DID THEY SAY?
Name: _____ Date: _____
Imagine these people are speaking using the vocabulary words

ANALOGIES
Name: _____ Date: _____
Analogies show relationships between two words. Think of _____ are related on one side to solve the other side of the analogy.
Example- *luck : fortune :: trouble*
Luck is to fortune as trouble is
(Luck is the same thing as fortune, and trouble
destroy : restore :: break
_____ : hung on :: unknown

UNDERSTANDING WORD PARTS
Name: _____ Date: _____
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: priv : apart
lingu : tongue / language
cent : hundred
prefix: de- : down
bi- : two
suffix: -ial or -al : relating to, or of the kind

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

1. Get rid of bilingual because she speaks French and English.
bilingual most likely means: _____
2. My sister locks herself in her room for privacy.
privacy most likely means: _____
3. Beck was depressed when his favorite show was cancelled.
depressed most likely means: _____
4. The bicentennial of the formation of the USA was in 1976.
bicentennial most likely means: _____
5. Suzanne declined the invitation to dinner and finished working.
declined most likely means: _____

PICTURE BOOKS AS MENTOR TEXTS IN THE UPPER GRADES

Volume 3, Unit 3 Book List

Salt In His Shoes by Deloris Jordan

Somebody Loves You, Mr. Hatch by Eileen Spinelli

Amazing Grace by Mary Hoffman

Wilma Unlimited by Kathleen Krull

Rosie Revere, Engineer by Andrea Beaty

Fiona's Luck by Teresa Bateman

The Royal Bee by Frances and Ginger Park

Hey, Little Ant by Phillip M. Hoose

My Mama Had a Dancing Heart by Libba Gray

Up North at the Cabin by Marsha Wilson Chall

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!

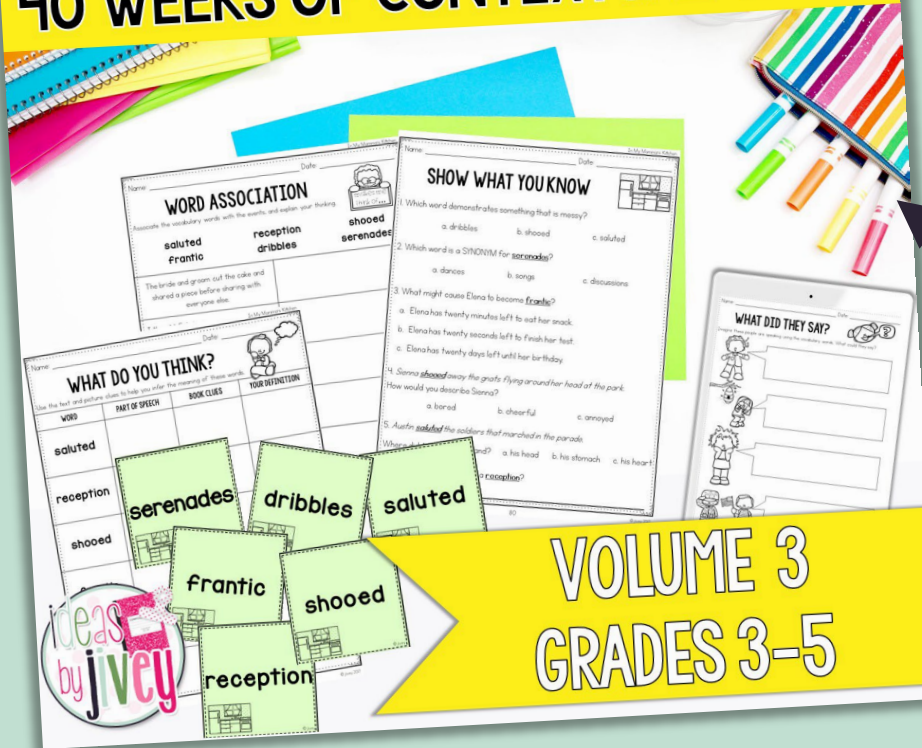
Fluency: Regular exposure to written language and various syntactic structures via picture books can support reading fluency. This, in turn, frees up cognitive resources for comprehension and vocabulary acquisition.

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