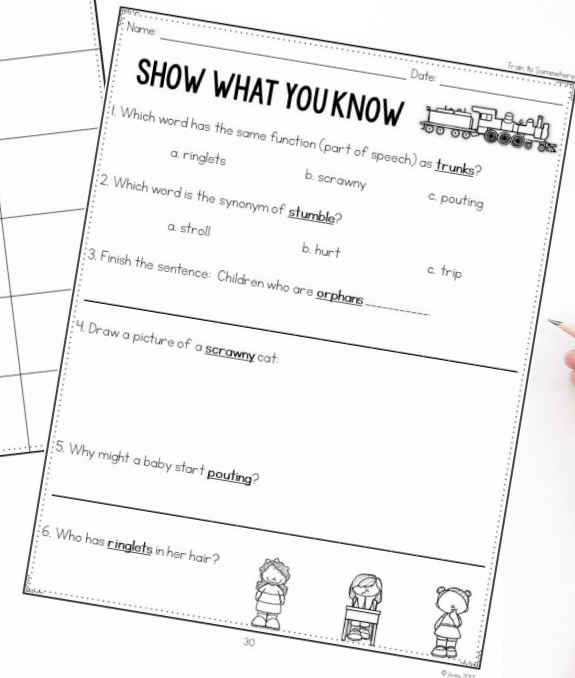
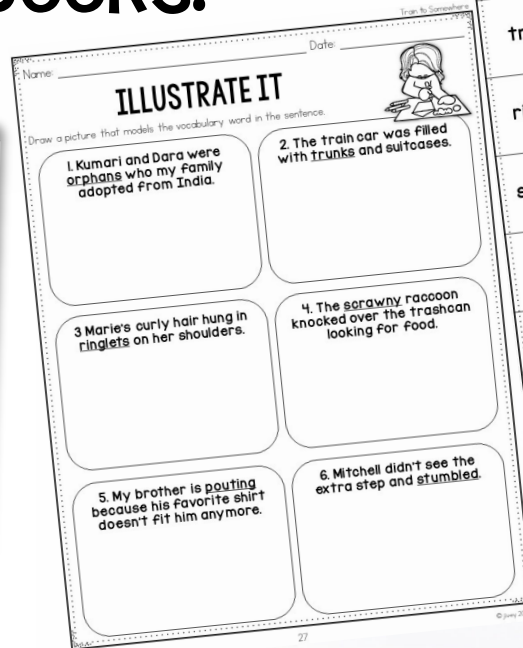
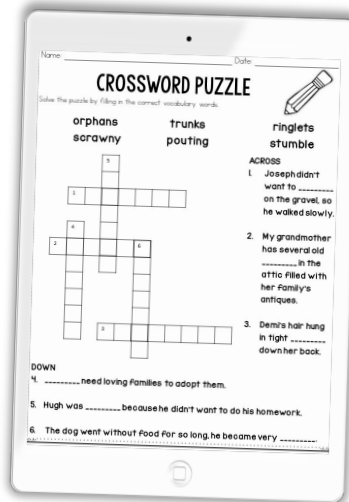


# VIVID VOCABULARY

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



# 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., 3<sup>rd</sup> 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 a 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. The student who guesses 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.

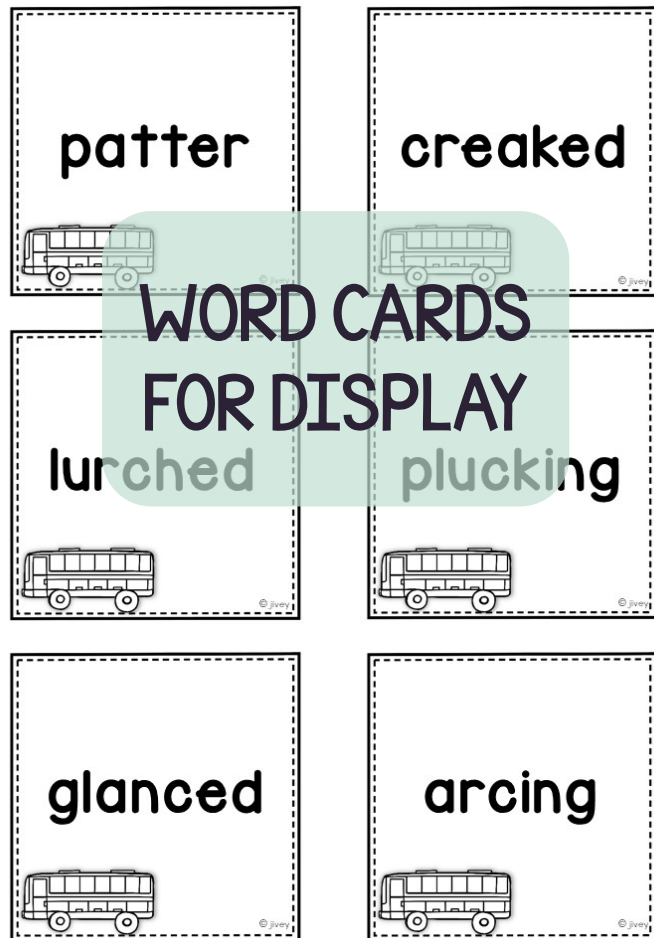
Write a song or poem using at least four of the vocabulary words from the week.

## Make Connections



OPEN-ENDED SUGGESTIONS AND ACTIVITIES TO CONTINUE VOCABULARY PRACTICE

# EACH SET INCLUDES:



Last Stop On Market Street

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
patter	verb	It was raining - rain falls on the cars	tap lightly
creaked	verb	The bus stopped in front of them	screamed
lurched	verb	The bus would stop and go forward	forward
plucking	verb	The man was playing his guitar	plucking
glanced	verb	Nana saw the coin in CJ's hand	looked
arcing	verb	A rainbow is curved	curving

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Last Stop On Market Street

Name: **ANSWER KEY** Date: \_\_\_\_\_

**SHOW WHAT YOU KNOW**

1. What might someone be **plucking** from their garden? Why?  
**accept reasonable answers - bugs from flowers, vegetables to eat, weeds, flowers to enjoy, etc.**

2. Which word has the same meaning as **glanced**?  
a. peeked b. ignored

3. Which of these sentences would most likely be true?  
a. The people **lurched** forward as the train went up the hill.  
b. The people **lurched** forward as the train came to a stop.

4. Which word is the **ANTONYM** of **arcing**?  
a. curving b. bending c. straightening

5. Which word do you expect to **patter** when they run?  
a. an old door b. a new car c. a wet rock

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# EACH SET INCLUDES:

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

**CROSSWORD PUZZLE**  
Solve the puzzle by filling in the correct vocabulary words.  
orphans      trunks  
scrawny      pouting  
ringlets  
stumble  
ACROSS  
1. Joseph didn't want to \_\_\_\_\_ on the gravel, so he walked slowly.  
DOWN  
4. \_\_\_\_\_ need loving families to adopt them.  
5. Hugh was \_\_\_\_\_ because he didn't want to do his homework.  
6. The dog went without food for so long, he became very \_\_\_\_\_.

**YOU DECIDE!**  
Directions demonstrate the word correctly? Why?  
\_\_\_\_\_ nearly dropped the \_\_\_\_\_ with his wet hands.  
--- yes --- no

**FINISH THE SENTENCE**  
Fill in the blanks with the correct vocabulary word.  
corneriest      gussy  
dazzling      hobbled  
Sandy Jo was excited about the \_\_\_\_\_.

**WHAT DID THEY SAY?**  
Imagine these people are speaking using the vocabulary words.  
\_\_\_\_\_

**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-pea : round :: asparagus : long Pea is to round as asparagus is to long. (Peas are round and asparagus is long.)  
most : greatest :: slightest : \_\_\_\_\_  
\_\_\_\_\_ : wiggle :: jump : leap  
\_\_\_\_\_ : transform : change  
\_\_\_\_\_ : punished : \_\_\_\_\_  
disrespect : respect :: \_\_\_\_\_ : politeness  
particularly : very much :: hardly : \_\_\_\_\_  
Create your own analogies using vocabulary words.  
\_\_\_\_\_ : \_\_\_\_\_ :: \_\_\_\_\_ : \_\_\_\_\_  
\_\_\_\_\_ : \_\_\_\_\_ :: \_\_\_\_\_ : \_\_\_\_\_

# PICTURE BOOKS AS MENTOR TEXTS IN THE UPPER GRADES

## Volume 3, Unit 4 Book List

Last Stop on Market Street by Matt De La Pena

Train to Somewhere by Eve Bunting

Night of the Veggie Monster by George McClements

Jumanji by Chris Van Allsburg

Mufaro's Beautiful Daughters by John Steptoe

Cindy Ellen by Susan Lowell

Gleam and Glow by Eve Bunting

Bigmama's by Donald Crews

When I Was Young in the Mountains by Cynthia Rylant

The Dinosaurs of Waterhouse Hawkins by Barbara Kerley

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!

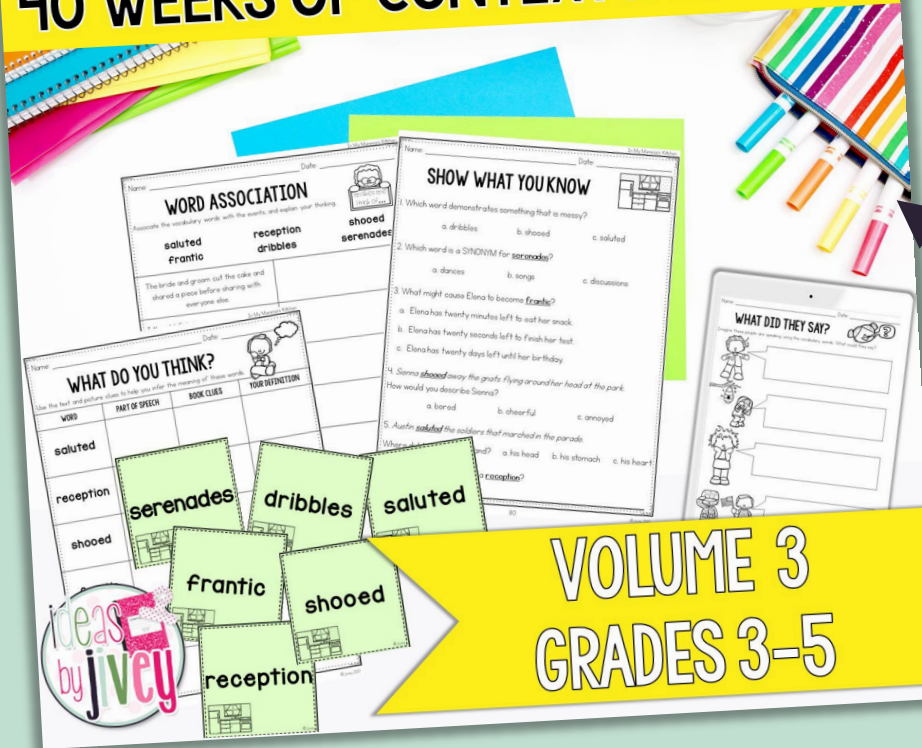
**Fluency:** Regular exposure to written language and various syntactic structures via picture books can support reading fluency. This, in turn, frees up cognitive resources for comprehension and vocabulary acquisition.

**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., 4<sup>th</sup> Grade Teacher