

Vivid VOCABULARY

Companion to
2ND GRADE: UNIT 4
Mentor Sentences



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BEST PRACTICES

The days of giving a list of vocabulary words to look up in the dictionary, write a sentence, and then take a quiz, have come and gone. Not only do the students not enjoy this process, it isn't a best practice. Research has shown that teaching new words without context (teaching just definitions) will not improve reading comprehension. One way to present vocabulary words effectively is to teach through texts you are already using for other lessons. Picture books are vital - yes, even in the upper grades - to allow students to use the images to help with context and infer meaning of words. As Irene Fountas and Gay Pinnell remind us in Guiding Readers and Writers (2001), "if you really know a word, you can: - Read it in many different contexts, understanding the meaning each time. - Use it in a decontextualized way, mapping out the different meanings that are possible given the context. - Realize the connotations that a word may have when used in a certain way (e.g., as part of irony or sarcasm). - Use of the word metaphorically if appropriate."

In order to effectively employ vocabulary instruction, it is crucial to present opportunities for students to make connections between the words and concepts, and provide repeated exposures to the words (as cited in Fountas & Pinnell, 2001). Words must be used over time or they won't "stick." Charlene Cobb and Camille Blachowicz provide support for vocabulary instruction in their book, No More Look Up The List Vocabulary Instruction (2014). One suggestion is to have a word wall- but not one that remains on the wall untouched all year. It should be used regularly, with student input. Cobb and Blachowicz (2014) also remind us of the importance of teaching students how the words work, building word relationships and using them in writing and speaking.

BEST PRACTICES

Bringing Words to Life by Isabel Beck, Margaret McKeown, and Linda Kucan (2013) provides suggestions on how to introduce word meanings. It is not necessary to always “preview” words before reading a text, because the students don’t understand the context. This is essentially no different than providing a list with definitions. Beck, McKeown, and Kucan advise the best time to introduce the meaning of a word is when it is encountered in the text. This can also be done after reading the entire text by referring back to the pages where the word is found. Like Cobb and Blachowicz (2014), they also recommend “frequent and varied encounters” with the words in order to “engage students in deep processing.” Robert Marzano is yet another significant vocabulary expert. His six step process is on the next page.

In this Vivid Vocabulary pack, I have provided activities for use with mentor texts. Every “set” includes the “What Do You Think?” page for context application and the “Show What You Know” page to formatively assess students. The other activities vary based on the text and the vocabulary words. There are open-ended activities and ideas provided that can be used with any words, and I encourage you to incorporate past words in with the current words using these formats for frequent repetition. Also, make sure to point out when words are related to events in another text. For example, after teaching “department” in Corduroy, talk about how Tina was in the sock department, shopping. You should also show them how to make connections between words over the course of the year, like how horrified (in Parts) and horrible (in Alexander and the...Bad Day) have similar meanings with similar root words. See the “Ongoing Activities” pages for more ideas.

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)
5. Ask students to discuss the terms with one another.
(Compare drawings and descriptions)
6. Play games periodically that allow them to play with terms.
(Pictionary, Jeopardy, Charades, Headbands)

(Marzano, 2004)

Use the Word Work activity on the next page with these steps for front-loading!

word:

picture or symbol:

PREVIEW

synonyms:

explain in your own words:

PREVIEW

word:

picture or symbol:

PREVIEW

synonyms:

explain in your own words:

PREVIEW

ONGOING ACTIVITIES

INTERACTIVE WORD WALL (as mentioned in best practices)

- Sort the words on the wall/board by parts of speech.
- Mark prefixes/suffixes in the words that denote meaning.
- Leave room under the words to allow for lists of synonyms.
- Create new words with prefixes/suffixes using the vocabulary words of the week.
- Allow students to create illustrations to be displayed with the words.

MARZANO'S WORD WORK (half sheet activity)

- This should be used as a front-loading activity, if you wish to use it.

WHAT DO YOU THINK? activity page

- Model for students how to infer the meaning of the words by using pictures in the book, as well as reading through the sentence and around the sentence to look for clues.
- Model for students how to determine the function, or part of speech, of the word by looking at suffixes (-ed and -ing often show verb tense, or -ly often indicates an adverb...) and ways it is used in the sentence (replace the word with another verb or noun, for example).

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 long enough to go around their head, stapled (like a crown) - students should not see the word on their head. Students should ask questions about their word to others to help them 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.

Create word art for at least three of the week's vocabulary words.

Draw a cartoon strip that uses all of the week's vocabulary words.

Work with a partner to create a commercial that uses the vocabulary words of the week.

FREE CHOICE

choose any of the boxes to complete

Create a crossword puzzle with the week's vocabulary words.

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

Choose ten of the ongoing vocabulary words and sort them in two different ways.

Choose two of the weekly words and share a way you can relate to the word in your life.

Make CONNECTIONS



PREVIEW

PREVIEW

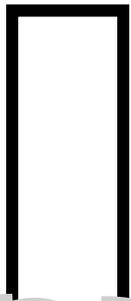


PREVIEW

Make Connections

PREVIEW

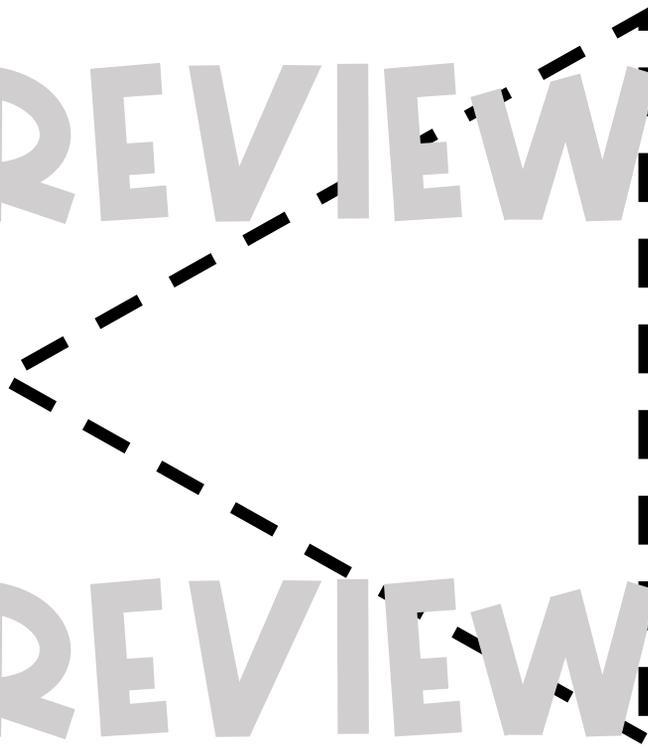
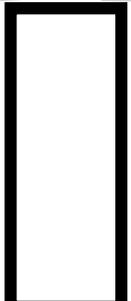
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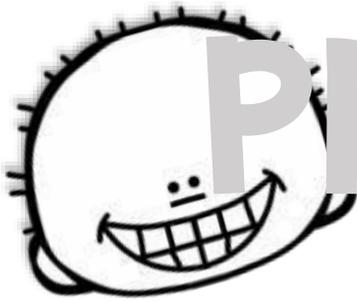


Make Connections

PREVIEW

PREVIEW





PREVIEW

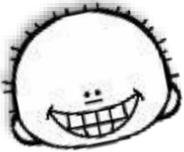
Forty

by Tedd Arnold

PREVIEW

recall

bits



© jivey



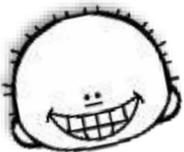
© jivey

PREVIEW

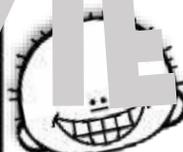
chunk

horrified

PREVIEW



© jivey



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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
recall			
bits			
chunk			
horrified			

Name: **ANSWER KEY**

Date: _____

WHAT DO YOU THINK?

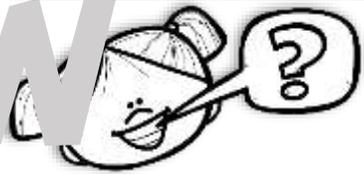


Use the text and picture clues to help you infer the meaning of these words.

WORD	PART OF SPEECH	BOOK CLUES	YOUR DEFINITION
recall	verb	later on, but not sure when it was	remember
bits	noun	little skin was peeling	pieces
chunk	noun	something fell out of his nose	lump
horrified	adjective	He was worried and scared	upset and scared

Name: _____ Date: _____

WHAT DID THEY SAY?



Imagine these people are speaking using the vocabulary words. What could they say?



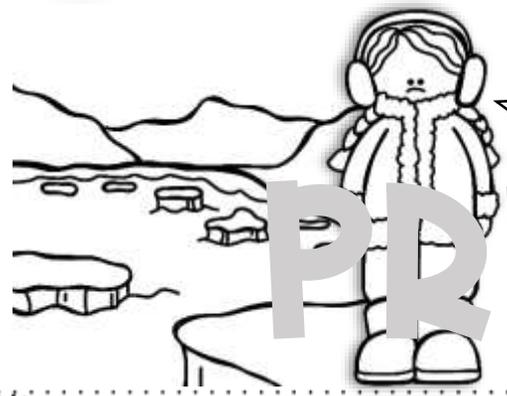
Empty rectangular box for writing an answer.



Empty rectangular box for writing an answer.



Empty rectangular box for writing an answer.



Empty rectangular box for writing an answer.

Name: **ANSWER KEY**

Date: _____

WHAT DO THEY SAY?

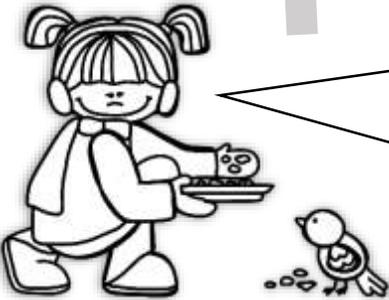


Imagine these people are speaking using the vocabulary words. What could they say?

this is meant to be VERY open-ended!



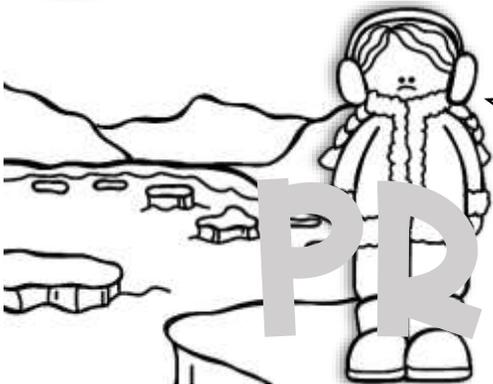
could say he is horrified of the spider



could say she feeds the bird bits of bread and crackers



could say he is all over the sea



could say she sees the chunks of ice in the water

Name: _____ Date: _____

FINISH THE SENTENCE



Fill in the blanks with the correct vocabulary word.

recall

bits

chunk

horrified

Leonard's _____ friends. He thinks

they will crawl all over him and bite him. Once, when we

were at the park, someone had dropped a small

_____ of chocolate cake. Hundreds of

ants were carrying away _____ of the

cake to their ant hill. Poor Leonard! I don't

_____ seeing him run away

so fast as he did that day.



Name: **ANSWER KEY**

Date: _____

FINISH THE SENTENCE

Fill in the blanks with the correct vocabulary word.

recall

bits

chunk

horrified

Leonard was **horrified** from ants. He thinks

they will crawl all over him and bite him. Once, when we

were at the park, someone had dropped a small

chunk

of chocolate cake. Hundreds of

ants were carrying away **bite** of the

cake to their ant hill. Poor Leonard! I don't

recall

seeing him run away

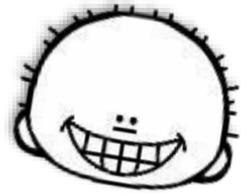
so fast as he did that day.



Name: _____ Date: _____

PREVIEW

SHOW WHAT YOU KNOW



1. What adjective would best describe the noun, **bits**?
- a. giant b. whole c. tiny

2. What is something that **honors** you?

PREVIEW

3. Which picture shows a **chunk**?



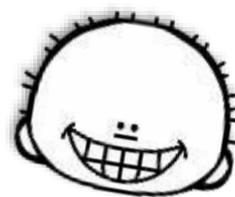
4. Which sentence uses the word correctly?

- a. Carla doesn't read what page she needs to **recall** for homework.
- b. Carla doesn't **recall** what page she needs to read for homework.
- c. Carla doesn't read what **recall** she needs to page for homework.

PREVIEW

Name: **ANSWER KEY**

Date: _____

SHOW WHAT YOU KNOW

1. What adjective would best describe the noun, **bits**?

a. giant

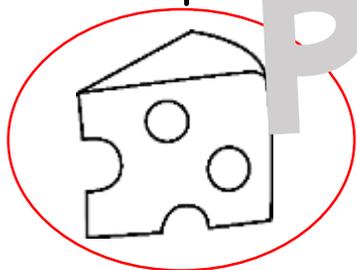
b. whole

 c. tiny

2. What is something that **terrifies** you?

Answers will vary - anything that scares them (bugs, the dark, etc...)

3. Which picture shows a **chunk**?



4. Which sentence uses the word correctly?

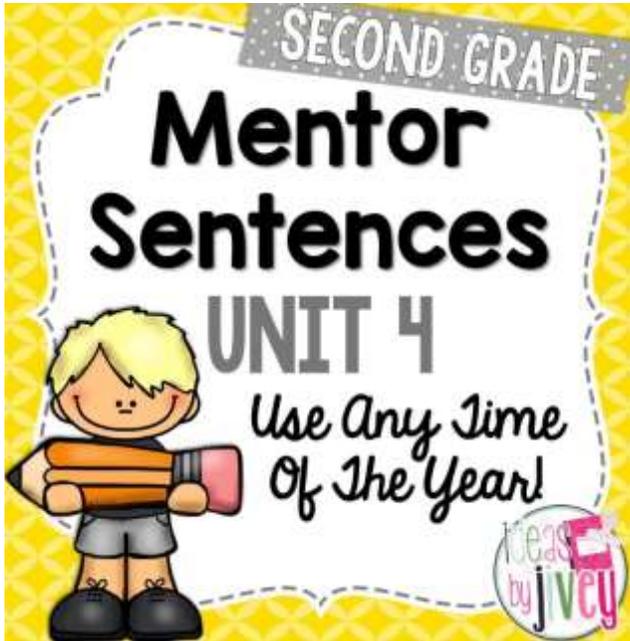
a. Carla doesn't read what page she needs to **recall** for homework.

b. Carla doesn't **recall** what page she needs to read for homework.

c. Carla doesn't read what **recall** she needs to page for homework.

COMPANIONS

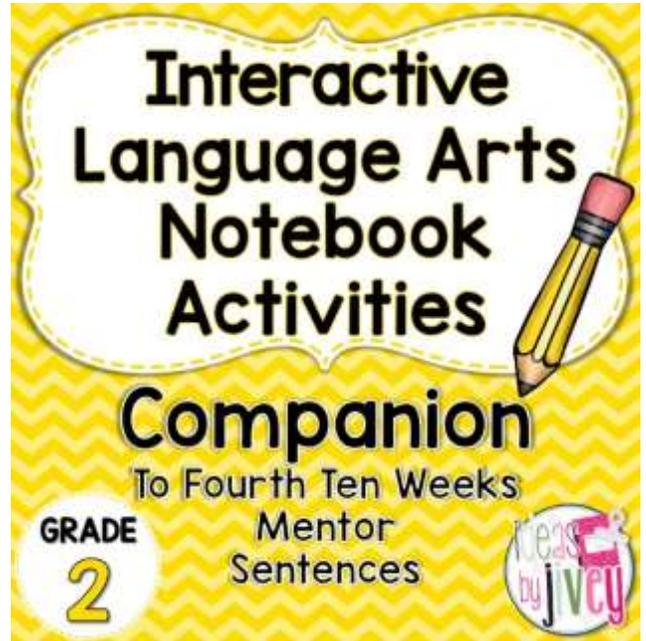
These same mentor texts can be found in the following units. Use all of these companion pieces to maximize your time with mentor texts!



SECOND GRADE
Mentor Sentences
UNIT 4
Use Any Time Of The Year!

leaves by jivey

A cartoon boy with blonde hair, wearing a grey shirt and shorts, holding a large orange pencil. The background is yellow with a white dashed border.

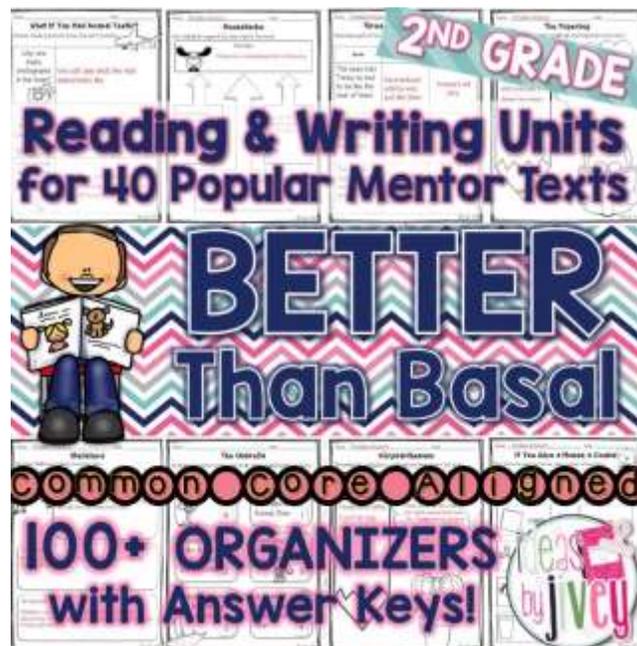


Interactive Language Arts Notebook Activities
Companion
To Fourth Ten Weeks Mentor Sentences

GRADE 2

leaves by jivey

A yellow pencil with a pink eraser. The background is yellow with a white dashed border.



2ND GRADE
Reading & Writing Units
for 40 Popular Mentor Texts

BETTER Than Basal

COMMON CORE ALIGNED
100+ ORGANIZERS
with Answer Keys!

leaves by jivey

A cartoon boy with blonde hair, wearing a blue shirt and pants, holding a book. The background features a colorful zigzag pattern.



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