

# Vivid VOCABULARY

Companion to  
**BASICS: 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 featured again in another text, or when synonymous words that have been learned appear in texts. You should also show them how to make connections between words over the course of the year and show them how to summarize events using the past and new vocabulary. 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.

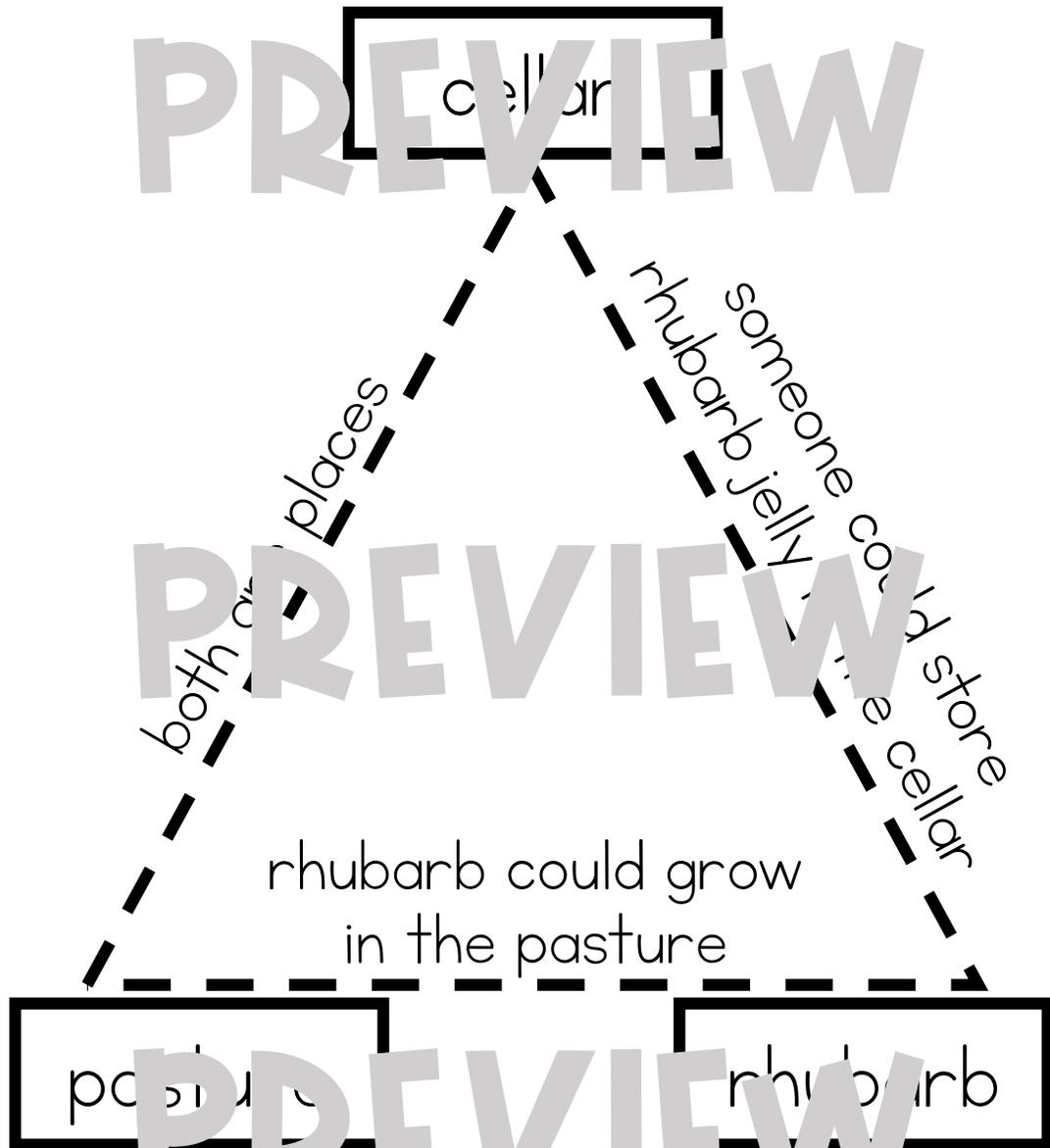
Write a song or poem using at least four of the vocabulary words from the week.

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

Choose three vocabulary words. Write one in each box, and then make a connection along the line by thinking of a way the two words are related. Write the connection on the line.



Make CONNECTIONS



PREVIEW

PREVIEW



PREVIEW

Make Connections

PREVIEW

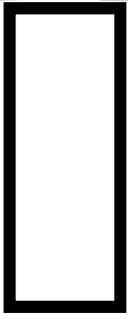
PREVIEW



Make Connections

PREVIEW

PREVIEW



# Each Kindness



by Jacqueline  
WOODSON

PREVIEW

settled



© jivey

PREVIEW

laced



© jivey

PREVIEW

tattered



© jivey

PREVIEW

thawed



© jivey

PREVIEW

rippled



© jivey

PREVIEW

remained



© jivey

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

settled

laced

tattered

thawed

rippled

remained

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
<b>settled</b>	verb	school was starting, so they took their seat	came to a rest
<b>laced</b>	verb	they were holding hands	twisted or tangled
<b>tattered</b>	adjective	the things she owned weren't new or clean	ragged or old
<b>thawed</b>	verb	it had been cold and snowy but days are warmer	melted
<b>rippled</b>	verb	the stone made a ring of waves	flow in small waves
<b>remained</b>	verb	lawyer's seat was empty and he didn't come back	stayed

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# WORD ASSOCIATION



Associate the vocabulary words with the events, and explain your thinking.

**settled****laced****tattered****thawed****rippled****remained**

As the spring weather warmed, the  
winter snow quickly melted and

The vines were growing around each  
other, getting tangled in the branches.

Claudio's worn-out coat was torn and  
ragged at the edges.

I had just gotten comfortable on the sofa  
when my Dad asked for help outside.

The wind gently blew across the surface  
of the water, making small waves.

All of the students went out to recess,  
but Meredith stayed inside to work.

Name: **ANSWER KEY**

Date: \_\_\_\_\_

**WORD ASSOCIATION**

Associate the vocabulary words with the events, and explain your thinking.

**settled****laced****tattered****thawed****rippled****remained**

As the spring weather warmed, the  
winter snow slowly disappeared.

The snow thawed.

The vines were growing around each  
other, getting tangled in the branches.

The vines laced together in the  
branches.

Claudio's worn-out coat was torn and  
ragged at the edges.

Claudio wore a tattered coat.

I had just gotten comfortable on the sofa  
when my Dad asked for help outside.

I had just settled on the sofa.

The wind gently blew across the surface  
of the water, making small waves.

The wind rippled the water.

All of the students went out to recess,  
but Meredith stayed inside to work.

Meredith remained inside.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# PREVIEW



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

1. I settled into the hammock to read my book.

--- yes --- no

2. Macey laced the books onto the shelf.

--- yes --- no

# PREVIEW

3. Alysha bought a brand new tattered dress.

--- yes --- no

4. Erik thawed the ice cream a bit before scooping it out.

--- yes --- no

# PREVIEW

5. A fish came to the surface and the water rippled around its head.

--- yes --- no

6. Leonardo remained in the car because of the rain.

--- yes --- no

# PREVIEW

Name: **ANSWER KEY**

Date: \_\_\_\_\_

**PREVIEW**

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

1. I settled into the hammock to read my book.

yes    \_\_\_ no

You would rest and get comfortable.

2. Macey laced the books onto the shelf.

\_\_\_ yes     no

She would not twist books together.

3. Alysha bought a brand new tattered dress.

\_\_\_ yes     no

The dress wouldn't be tattered if it was new.

4. Erik thawed the ice cream a bit before scooping it out.

yes    \_\_\_ no

Ice cream can be too hard to scoop sometimes.

5. A fish came to the surface and the water rippled around its head.

yes    \_\_\_ no

The movement of the fish would make the water have ripples.

6. Leonardo remained in the car because of the rain.

yes    \_\_\_ no

He would probably stay in the car to keep from getting wet.

**PREVIEW**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# PREVIEW

## SHOW WHAT YOU KNOW



1. What is your favorite place to get settled for relaxation?

---

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

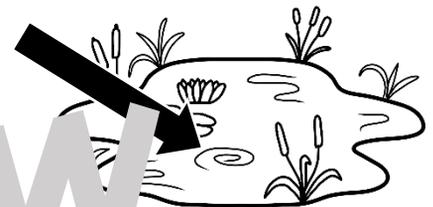
4. Draw a girl in a tattered dress:

# PREVIEW

5. *Simon had a runny nose and a cough.* Why should Simon remain home?

---

6. What might have caused the terrible rip?



# PREVIEW

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# PREVIEW

## 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

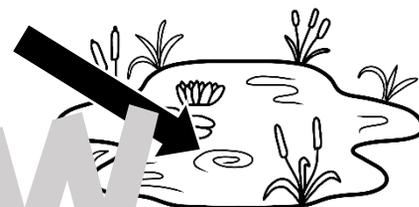
4. Draw a girl in a tattered dress:

**accept reasonable drawings showing a 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.**

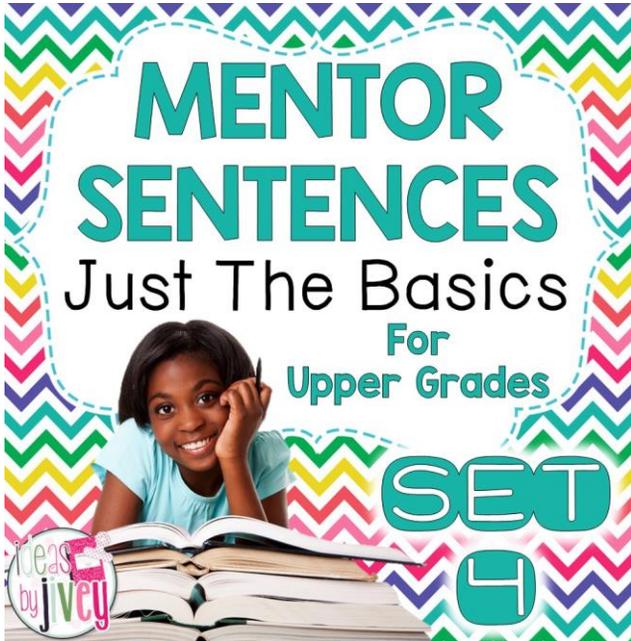
6. What might have caused the terrible?



**accept reasonable answers, like a frog, fish, bug, etc.**

# COMPANIONS

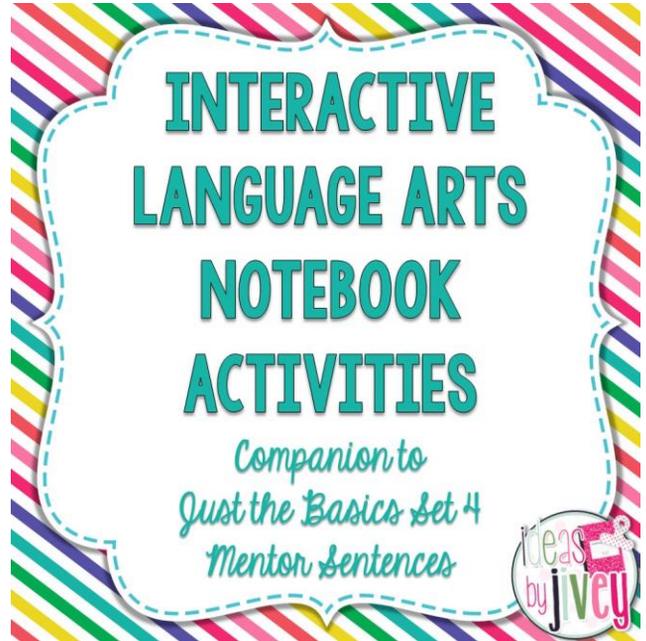
These same mentor texts can be found in the following units. Use all of these companion pieces to maximize your time with mentor texts!



**MENTOR SENTENCES**  
Just The Basics  
For Upper Grades  
**SET 4**

ideas by jivey

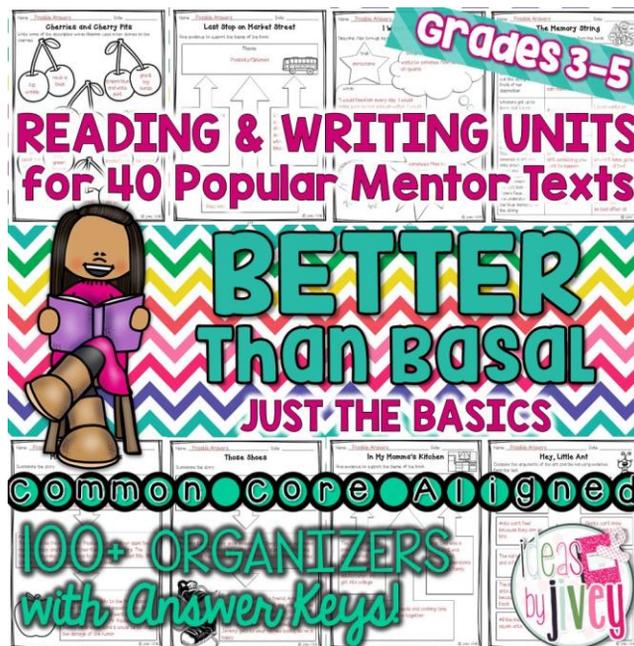
A young girl is shown reading a book, with a stack of books in front of her. The background features a colorful chevron pattern.



**INTERACTIVE LANGUAGE ARTS NOTEBOOK ACTIVITIES**  
Companion to Just the Basics Set 4 Mentor Sentences

ideas by jivey

The cover features a colorful striped background and a white scalloped border.



**Grades 3-5**  
**READING & WRITING UNITS**  
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**BETTER THAN BASAL**  
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The cover displays a grid of various reading and writing organizers for different mentor texts, including 'Cherries and Cherry Pits', 'Let's Stop on Market Street', 'The Memory String', 'These Shoes', 'In My Momma's Kitchen', and 'Hey, Little Ant'. A cartoon girl is reading a book in the center.



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