

Vivid VOCABULARY

Companion to
VOLUME I: UNIT 3
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 (for example, burrow is taught with Groundhog Gets a Say but is also found in Dandelions). You should also show them how to make connections between words over the course of the year. For example, after teaching “possession” in Tar Beach, talk about how this relates to property and value in Step-Stamp Stride. 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.

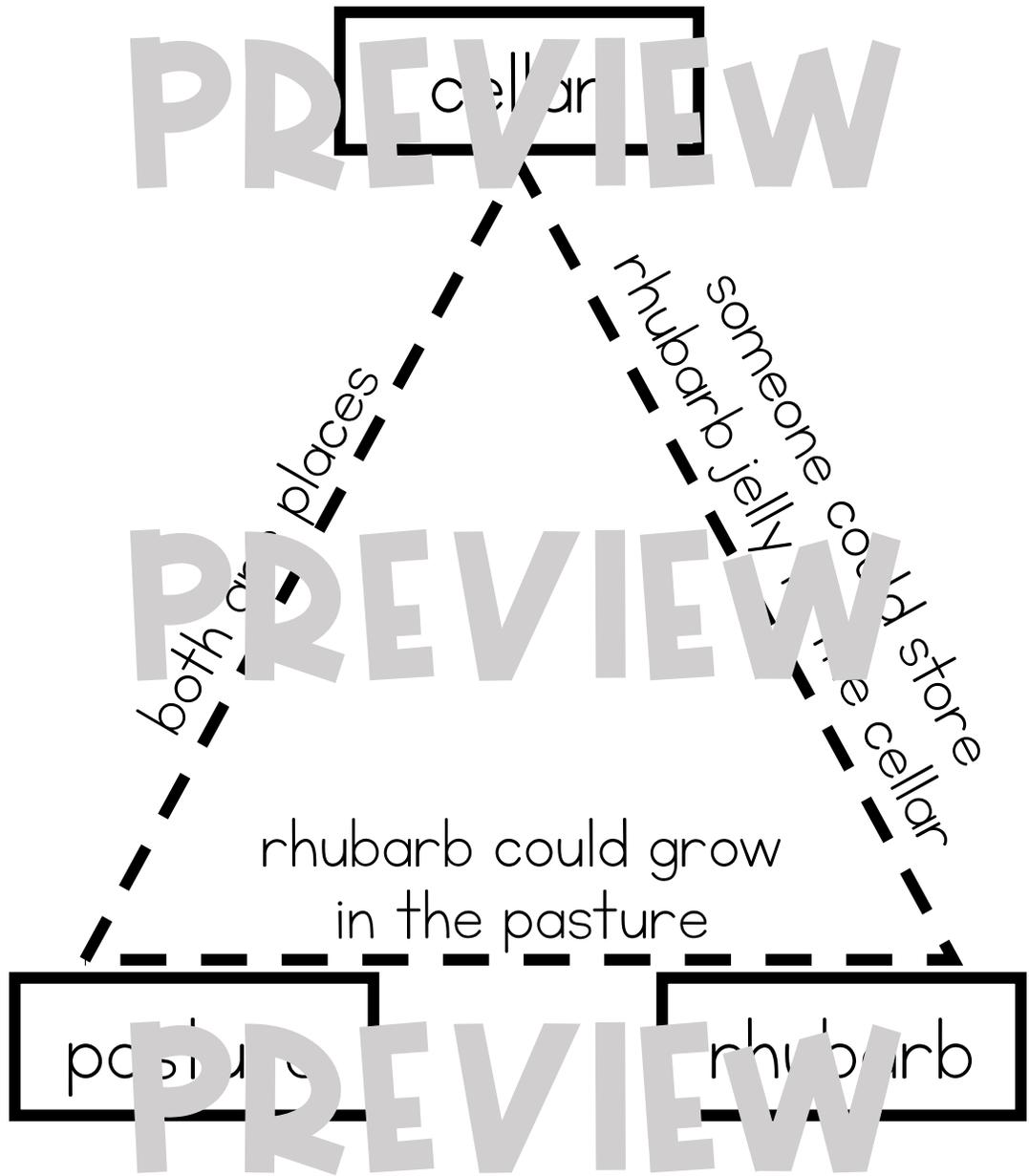
Write a song or poem using at least four of the vocabulary words from the week.

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

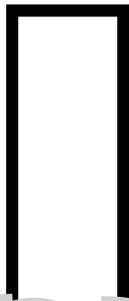


PREVIEW

Make Connections

PREVIEW

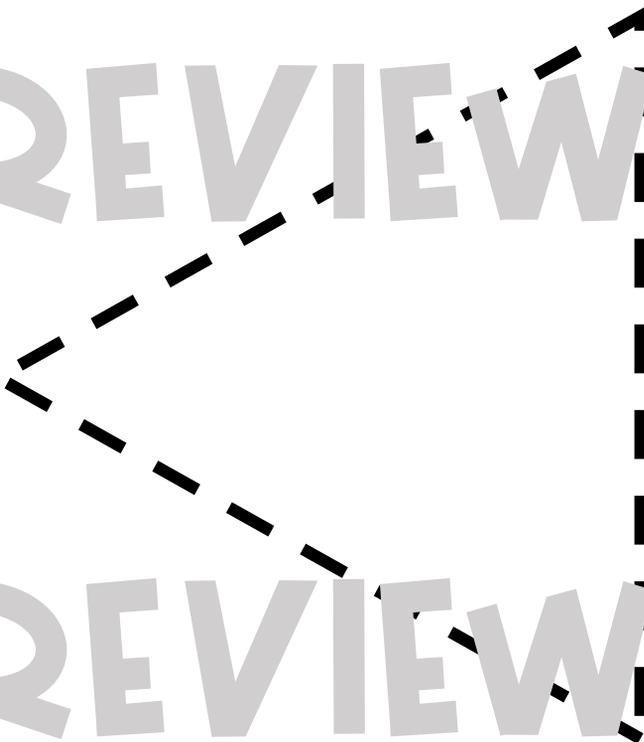
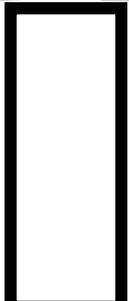
PREVIEW



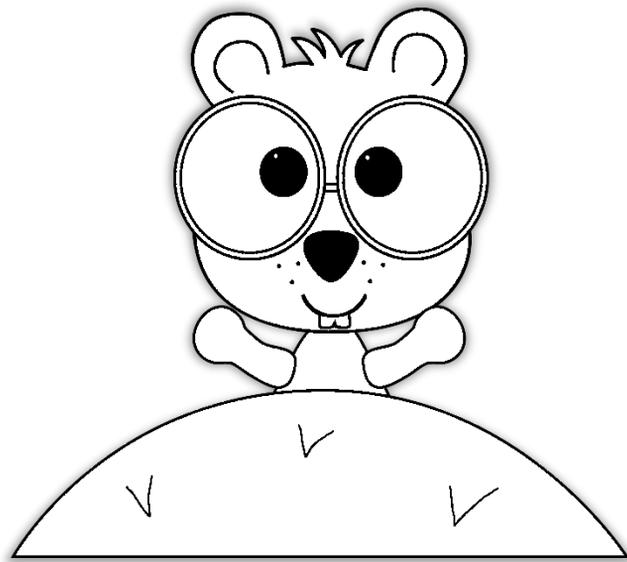
Make Connections

PREVIEW

PREVIEW



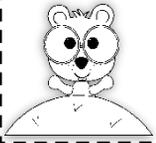
Groundhog Gets a Say



by Pamela Curtis
Swallow

PREVIEW

ought



© jivey

PREVIEW

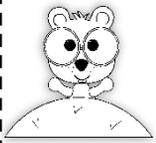
chuck



© jivey

PREVIEW

burrow



© jivey

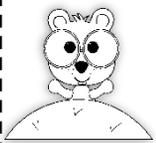
alert



© jivey

PREVIEW

gnaw



© jivey

slumber



© jivey

PREVIEW

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
ought			
chuck			
burrow			
alert			
gnaw			
slumber			

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
ought	verb	The groundhog thinks his holiday should last longer	should or must
chuck	verb	moves rocks and dirt, throws it in the pictures	throw
burrow	noun	hole and tunnels underground where he lives	an animal's underground home
alert	noun	can't speak to him, watches for predators	aware and observant
gnaw	verb	uses his teeth to get through roots	chew
slumber	noun	has a picture of him sleeping	a time of sleep

Name: _____ Date: _____

WORD ASSOCIATION



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

ought
alert

chuck
gnaw

burrow
slumber

The bride tossed the bouquet over her shoulder into the waiting crowd.

Jameson's parents felt he should clean his room before he could go to the movies.

April put on her pajamas and settled down into bed for the night.

Harris watched as a rabbit disappeared into the ground.

Ellen nibbled every kernel of corn off of the corn cob.

Thanks to the police officer who suspected in the robbery was captured.

Name: _____ Date: _____

WORD ASSOCIATION



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

ought
alert

chuck
gnaw

burrow
slumber

The bride tossed the bouquet over her shoulder into the waiting crowd.

The bride **chucked** her bouquet.

Jameson's parents felt he should clean his room before he could go to the movies.

Jameson **ought** to clean his room.

April put on her pajamas and settled down into bed for the night.

April was getting ready for **slumber**.

Harris watched as a rabbit disappeared into the ground.

The rabbit went into its **burrow**.

Ellen nibbled every kernel of corn off of the corn cob.

Ellen was **gnawing** on the corn.

Thanks to the police officer who was **alert** in the robbery was captured.

The police officer was **alert** in order to capture the suspect.

Name: _____ Date: _____

PREVIEW
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- marmot : groundhog :: felis : cat Marmot is to groundhog as felis is to cat. (Groundhogs are in the family of marmots, and cats are in the family of felis.)

chuck : keep :: murmur : _____

dreams : remember : _____ **dinner**

ponder : think :: ought : _____

_____ : **chomp :: drink : chug**

snail : _____ : **groundhog : burrow**

unprepared : ready :: unobservant : _____

Create your own analogies using vocabulary words.

_____ : _____ :: _____ : _____

_____ : _____ :: _____ : _____

PREVIEW

Name: **ANSWER KEY** Date: _____

PREVIEW



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- marmot : groundhog :: felis : cat Marmot is to groundhog as felis is to cat. (Groundhogs are in the family of marmots, and cats are in the family of felis.)

chuck : keep :: murmur : answers will vary - should be synonym of shout

dreams : remember : answers will vary - must answer something **dinner**

ponder : think :: ought : should/must

gnaw : **chomp :: drink : chug**

snail : slow : **groundhog : burrow**

unprepared : ready :: unobservant : alert

Create your own analogies using vocabulary words.

answers will vary

_____ : _____ :: _____ : _____

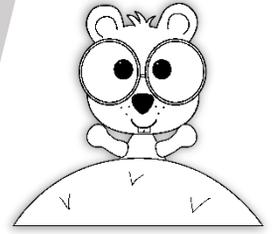
_____ : _____ :: _____ : _____

PREVIEW

Name: _____ Date: _____

PREVIEW

SHOW WHAT YOU KNOW



1. Which word is an ANTONYM for slumber?

a. rest

b. sleep

c. wakefulness

2. Is it likely that a fish would sleep in a burrow? Why or why not?

PREVIEW

3. Give an example of something that you ought to do at school.

4. Draw a picture of someone who looks alert.

PREVIEW

5. Which word has the same meaning as chuck?

a. catch

b. throw

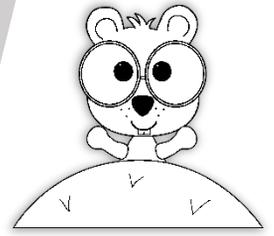
c. clutch

6. What do rabbits use for navigation?

PREVIEW

Name: **ANSWER KEY**

Date: _____

SHOW WHAT YOU KNOW1. Which word is an **ANTONYM** for slumber?

a. rest

b. sleep

c. wakefulness

2. Is it likely that a fish would sleep in a burrow? Why or why not?**No because fish live in water, and a burrow is in the ground.**3. Give an example of something that you ought to do at school.**Answers will vary; could be- work hard, learn, etc...**4. Draw a picture of someone who looks alert.**could show someone with eyes open-
watching and/or listening**5. Which word has the same meaning as chuck?

a. catch

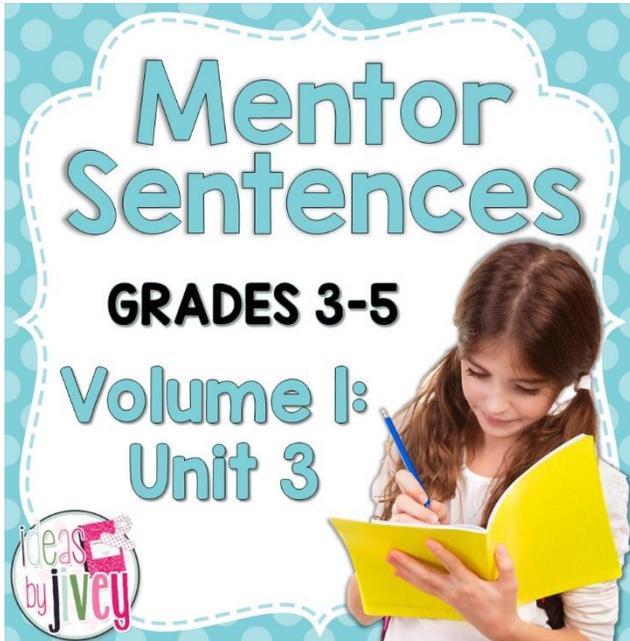
b. throw

c. clutch

6. What do rabbits use for locomotion?**Answers will vary; could be- a foot, a leg, 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
GRADES 3-5
**Volume 1:
Unit 3**

ideas by jivey

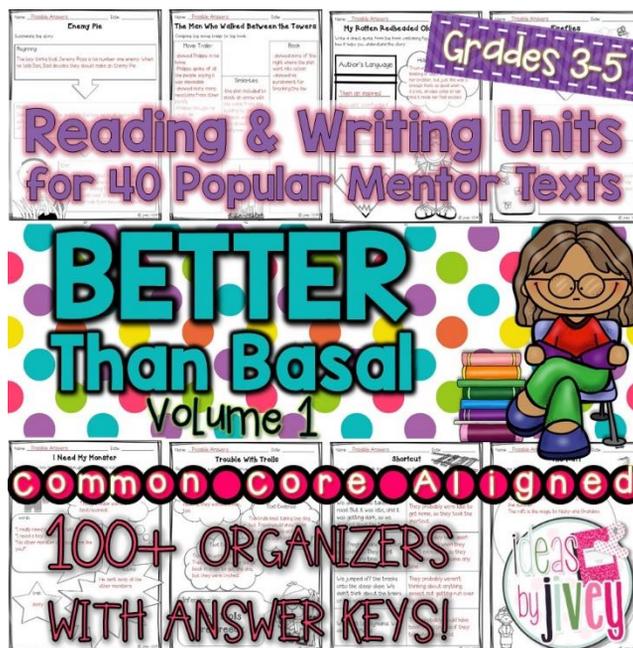
A young girl with brown hair is sitting and writing in a yellow notebook with a blue pen.



Interactive
Language Arts
Activities

*Companion to
Mentor Sentences
Volume 1: Unit 3*

ideas by jivey



**Reading & Writing Units
for 40 Popular Mentor Texts**

Grades 3-5

**BETTER
Than Basal**
Volume 1

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**100+ ORGANIZERS
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ideas by jivey

A cartoon girl with glasses is sitting on a stack of books, reading a book.



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