

vivid VOCABULARY

Companion to

VOLUME 2: 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 (for example, faint is taught with Postcards from Pluto but is also found in OWLS). You should also show them how to make connections between words over the course of the year. For example, after teaching “infested” in You Wouldn’t Want to Sail..., talk about animals that can infest when reading Animals Nobody Loves. 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:

PREVIEW

picture or symbol:

synonyms:

explain in your own words:

PREVIEW

word:

PREVIEW

picture or symbol:

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 below

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.

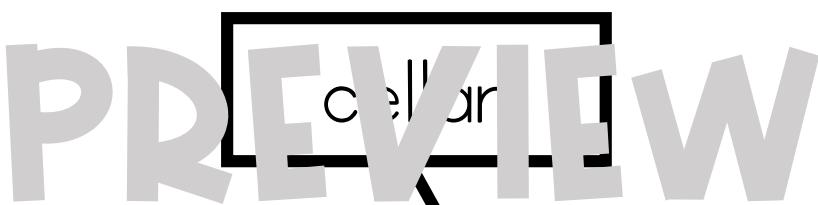
Choose ten of the ongoing vocabulary words and sort them in two different ways.

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

Make PREVIEWions

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.

cellar



both
places



rhubarb could grow
in the pasture



possible
rhubarb



Make PREVIEWs



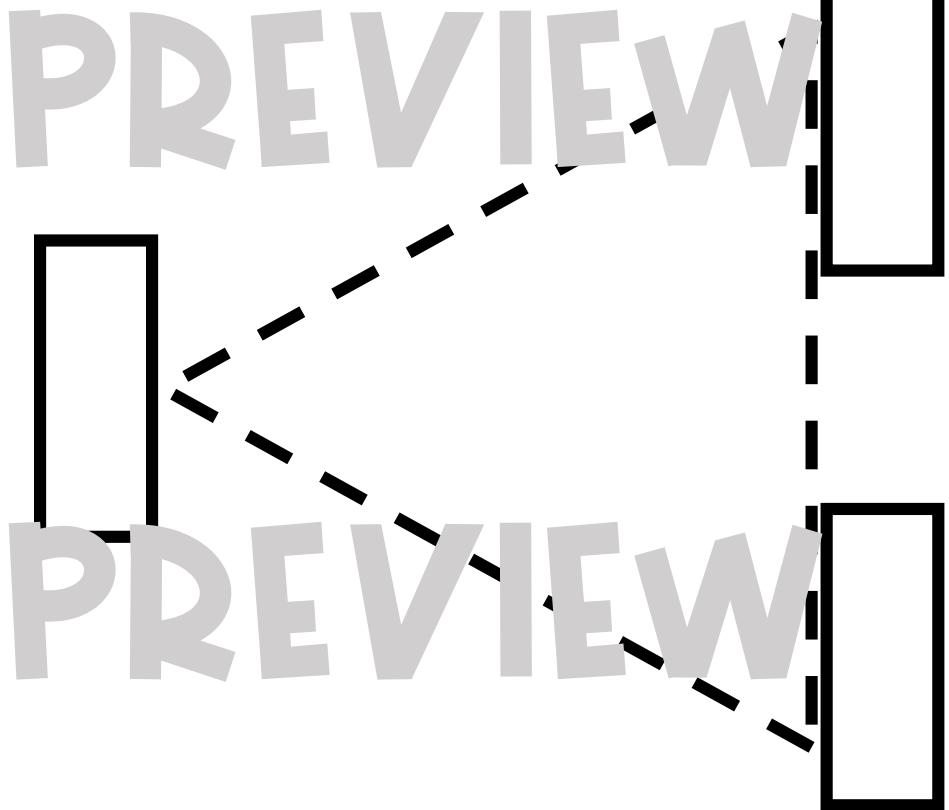
PREVIEW

PREVIEW

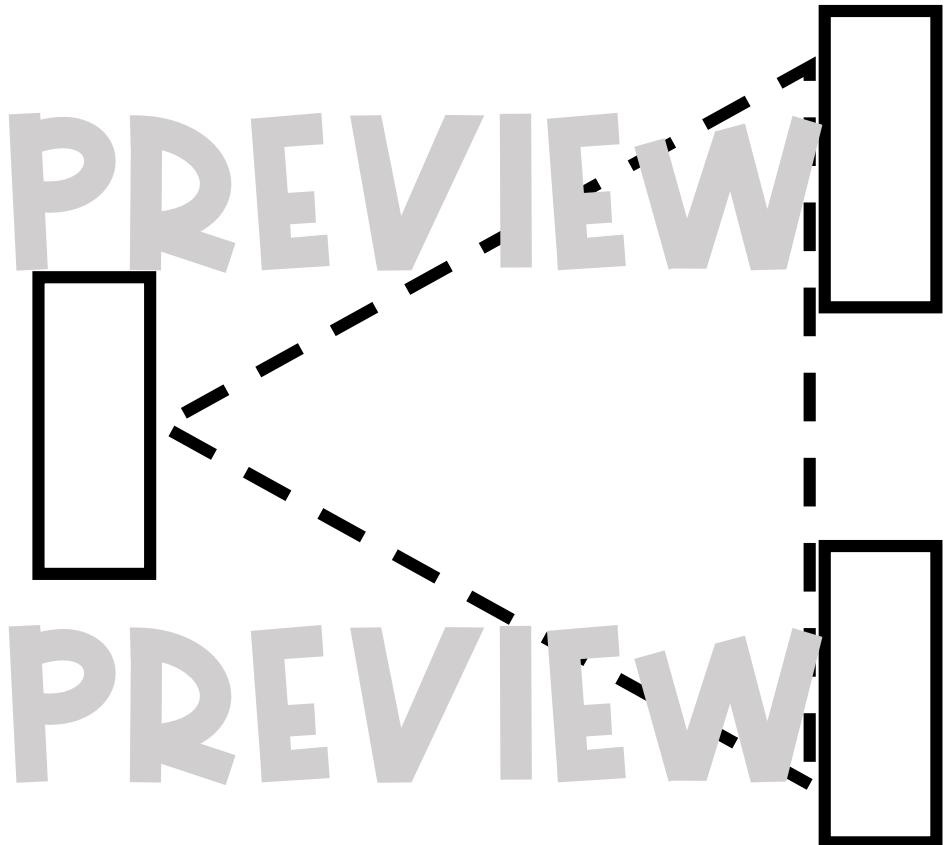


PREVIEW

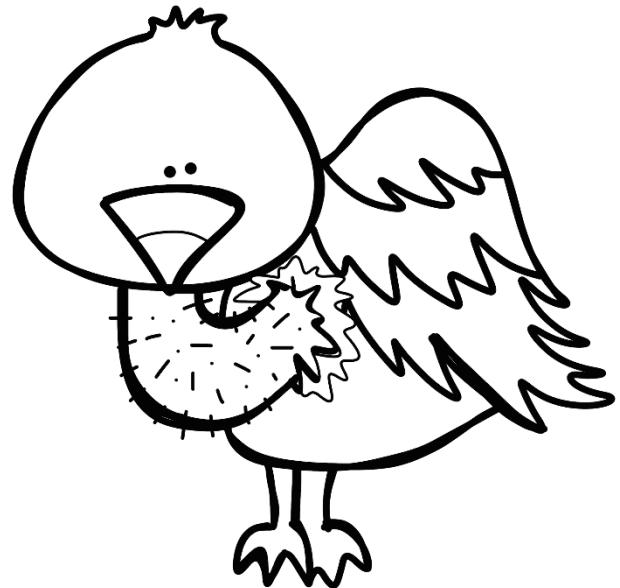
Make Connections



Make Connections



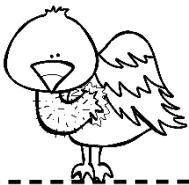
Animals nobody Loves



by Seymour Simon

PREVIEW

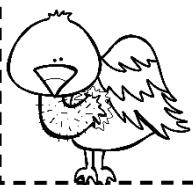
navigate



© jivey

VIEW

encounter



© jivey

PREVIEW

inject



VIEW

repulsive



© jivey

PREVIEW

victim



© jivey

VIEW

intruder



© jivey

Name: _____

Date: _____

WHAT'S NEW?



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

WORD	PART OF SPEECH	BOOK CLUES	YOUR DEFINITION
navigate			
encounter			
inject			
repulsive			
victim			
intruder			

Name: **ANSWER KEY**

Date:

WHY REVIEW?

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

WORD	PART OF SPEECH	BOOK CLUES	YOUR DEFINITION
navigate	verb	p. 11 bats fly in the dark using echoes	find their way
encounter	noun	p. 2 you don't want to run into a bear	meeting
inject	verb	p. 14, 18 poisonous fangs/bite	insert or force into
repulsive	adjective	p. 5 people do + think looks or habits	disgusting
victim	noun	p. 24, 26, (32) bites and kills w/ poison (drowns)	prey
intruder	noun	p. 4 angry when their nest is disturbed	someone who doesn't belong there

Name:

Date:

PREVIEW

CROSSWORD PUZZLE



Solve the puzzle by filling in the correct vocabulary words.

navigate

repulsive

encounter

victim

inject

intruder

A crossword puzzle grid with the following characteristics:

- Grid Size:** The grid is 15 squares wide by 15 squares high.
- Clues:** There are six numbered clues: 1 (down), 2 (down), 3 (down), 4 (across), 5 (across), and 6 (across).
- Word:** The word "PREVIEW" is written across the grid, spanning from the 4th column to the 10th column and from the 1st row to the 7th row.
- Letters:** The letters of "PREVIEW" are represented by semi-transparent gray shapes.

ACROSS

- I. A rattlesnake's hunting finds _____ person or prey.

2. I woke suddenly thinking I'd heard an _____ outside of my door.

3. A map will help Laurel _____ to her new home.

DOWN

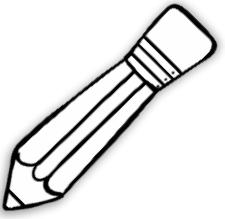
4. You don't want to become the _____ of a Great White.

5. Many people think animals that eat raw fish have _____.

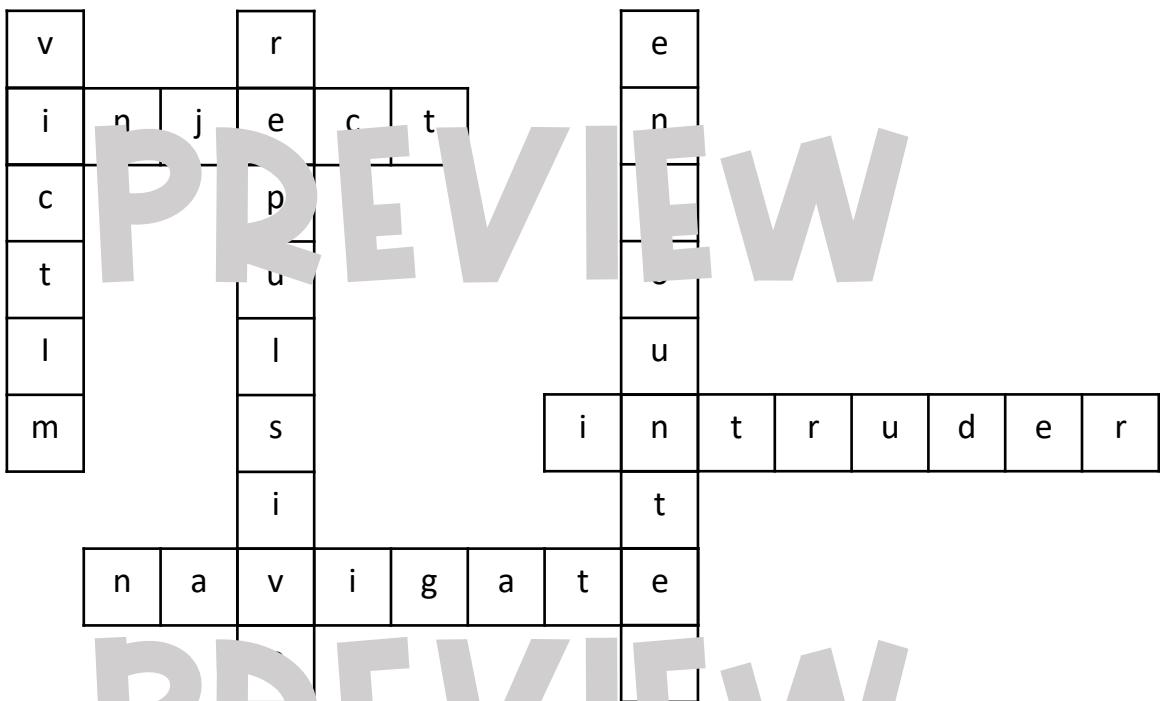
6. An _____ with a skunk could cause you to stink for weeks!

Name: **ANSWER KEY**

Date:

CROSSWORD PUZZLE

Solve the puzzle by filling in the correct vocabulary words.

navigate**encounter****inject****repulsive****victim****intruder****ACROSS**

1. A rattlesnake's hunting finds _____ person to prey.
2. I woke suddenly thinking I'd heard an _____ outside of my door.
3. A map will help Laurel _____ to her new home.

DOWN

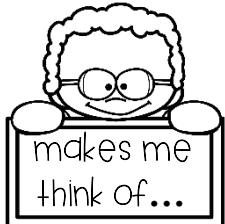
4. You don't want to become the _____ of a Great White.
5. Many people think animals that eat rotten flesh are _____.
6. An _____ with a skunk could cause you to stink for weeks!

Name: _____

Date: _____

WORD PREDICTION

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



navigate
repulsive

encounter
victim

inject
intruder

The smell of the rotten fish made Loren sick.

The nurse stuck a needle in Rajko's arm to give him his flu shot.

Georgia had never come face-to-face with a crocodile until today.

Whales and dolphins both use echolocation to find their way to food.

The snake slithered down into the rabbit's den.

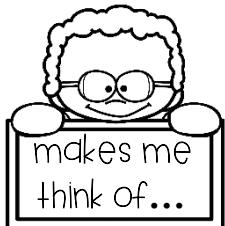
The prey of most snakes are rodents, but if they feel threatened, they can kill humans too.

Name: **ANSWER KEY**

Date:

WORD PREDICTION

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



navigate
repulsive

encounter
victim

inject
intruder

The smell of the rotten fish made Loren sick.

The rotten fish was repulsive.

The nurse stuck a needle in Rajko's arm to give him his flu shot.

The nurse injected Rajko.

Georgia had never come face-to-face with a crocodile until today.

Georgia had an encounter with a crocodile.

Whales and dolphins both use echolocation to find their way to food.

Whales and dolphins use echolocation to navigate.

The snake slithered down into the rabbit's den.

The snake was an intruder in the rabbit's den.

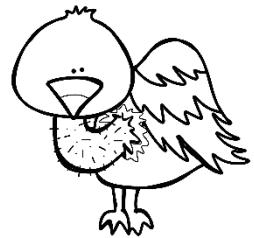
The prey of most snakes are rodents, but if they feel threatened, they can kill humans too.

A snake's victim will usually be a rodent, but can be a human.

Name: _____

Date: _____

SHOW & REVIEW



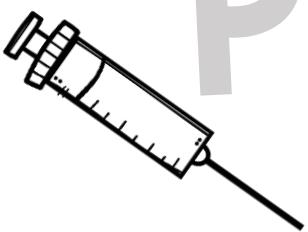
1. Name something you think is repulsive.
-

2. Draw a picture of an animal that might be a victim of a spider.

PREVIEW

3. With what animal would you like to have an encounter? Why?
-

4. Which verb best describes what is done with the item in the picture?



a. navigate

b. inject

c. intrude

5. Which word is a SYNONYM of navigate?

a. direct

b. insert

c. echo

6. What is the ANTONYM of rude?

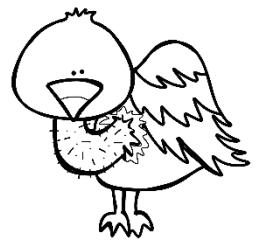
a. guest

b. trespasser

c. burglar

Name: **ANSWER KEY**

Date:

SHOW WHAT YOU KNOW

1. Name something you think is repulsive.

accept reasonable answers

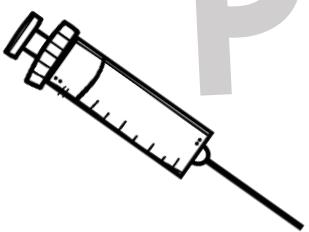
2. Draw a picture of an animal that might be a victim of a spider.

**accept reasonable drawing
such as insect**

3. With what animal would you like to have an encounter? Why?

accept reasonable answers

4. Which verb best describes what to do with the item in the picture?



a. navigate

b. injest

c. intrude

5. Which word is a SYNONYM of navigate?

a. direct

b. insert

c. echo

6. What is the ANTONYM of rude?

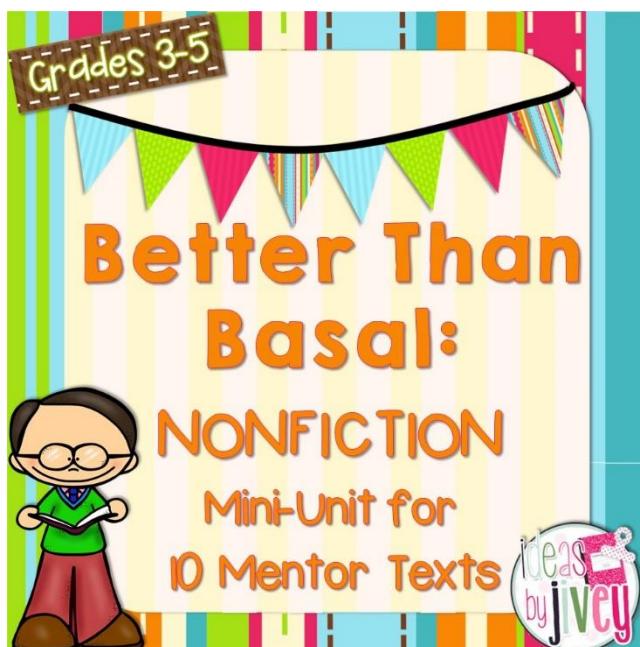
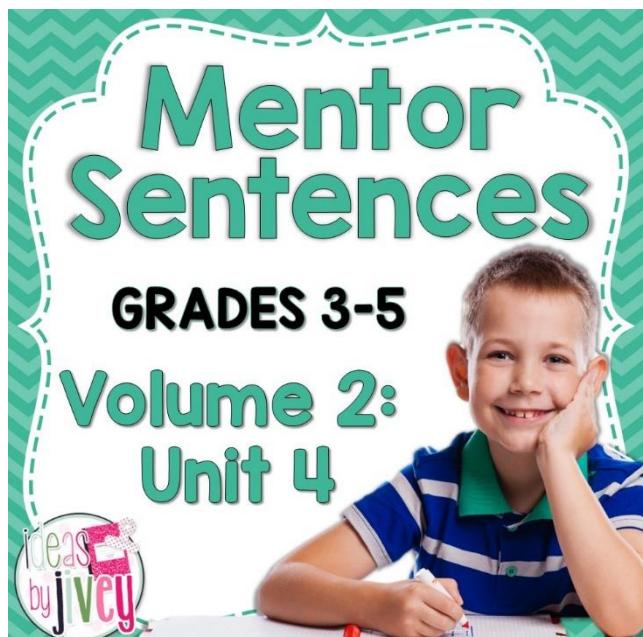
a. guest

b. trespasser

c. burglar

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!





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