

Vivid VOCABULARY

Companion to
VOLUME 2: UNIT 2
Mentor Sentences



TABLE OF CONTENTS

Best Practices	p. 3-6
Ongoing Activities	p. 7-12
Cloud Dance	p. 13-21
In November	p. 22-31
Tikki Tikki Tembo	p. 32-41
The Great Turkey Race	p. 42-51
The Honest-to-Goodness Truth	p. 52-61
The Snow Globe Family	p. 62-70
Snowmen at Christmas	p. 71-80
Martin's Big Words	p. 81-90
Snow Day!	p. 91-100
The Day the Crayons Quit	p. 101-110

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, pile is taught with In November but is also found in Snow Day!). You should also show them how to make connections between words over the course of the year. For example, after teaching “trudge” in The Honest-to-Goodness Truth, talk about how it is similar to “tramp” when reading The Snow Globe Family. 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.

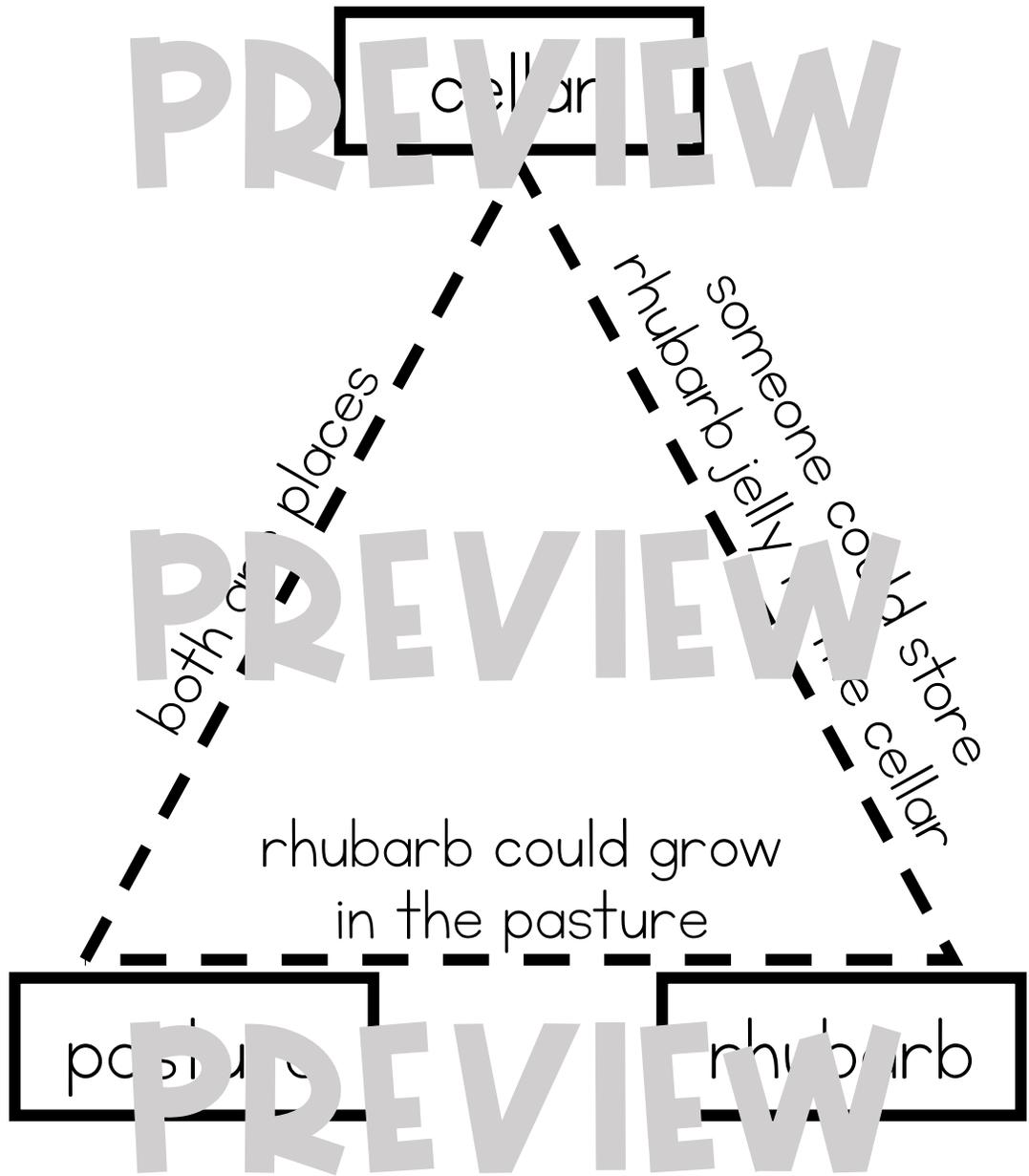
Write a song or poem using at least four of the vocabulary words from the week.

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

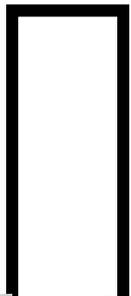


PREVIEW

Make Connections

PREVIEW

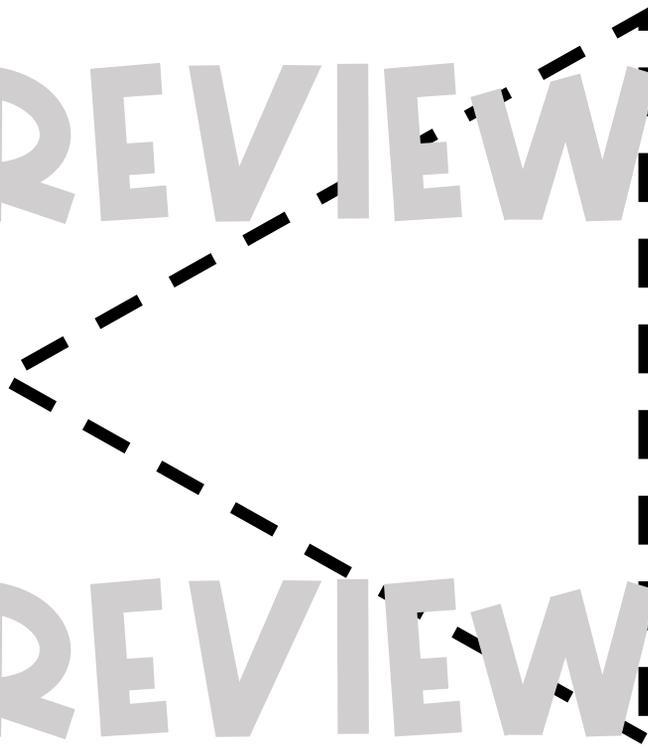
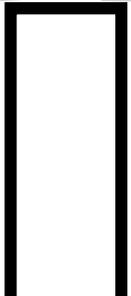
PREVIEW



Make Connections

PREVIEW

PREVIEW



Martin's Big Words



by Doreen
Rappaport

PREVIEW

discover



© jivey

citizens



© jivey

PREVIEW

blistering



y

protested



© jivey

PREVIEW

convinced



© jivey

segregation



© 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
discover			
citizens			
blistering			
protested			
convinced			
segregation			

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
discover	verb	Martin wanted people to live peacefully together	find or learn
citizens	noun	There were many people living in Montgomery	residents or people who live in a place
blistering	adjective	They walked in the heat	scorching or burning
protested	verb	Black men argued that they wanted equal rights	showed they were against something happening
convinced	verb	Some people wanted to fight, but Martin wouldn't let them	persuaded
segregation	noun	A few years, W. I. - ON signs came down	separation of races

Name: _____ Date: _____

FINISH THE SENTENCE



Fill in the blanks with the correct vocabulary word.

discovered

citizens

blistering

protested

convinced

segregation

In 1954, a law was passed that made _____ in

schools illegal, however it was still difficult for black children to

attend white schools. The schools they attended did not have

proper supplies or facilities, and the black students in schools in

the south would sometimes get sick due to the _____

heat and humidity. Sadly, it didn't matter that the children were

_____ in their town, they were forced to go to non-

white schools. Even though many white people _____,

Ruby Bridges was the first black girl to attend William Frantz

Elementary School in Louisiana. She _____

that Ms. Henry was the only teacher who would help

her. However, because _____ her house

she shouldn't go to school, and she finished successfully.



Name: **ANSWER KEY**

Date: _____

FINISH THE SENTENCE

Fill in the blanks with the correct vocabulary word.

discovered**citizens****blistering****protested****convinced****segregation**In 1954, a law was passed that made **segregation** in

schools illegal, however it was still difficult for black children to attend white schools. The schools they attended did not have

proper supplies or facilities, and the black students in schools in

the south would sometimes get sick due to the **blistering**

heat and humidity. Sadly, it didn't matter that the children were

citizens of their town, they were forced to go to non-white schools. Even though many white people **protested**,

Ruby Bridges was the first black girl to attend William Frantz

Elementary School in Louisiana. She **discovered**

that Ms. Henry was the only teacher who would help

her. However, no one **convinced** her that she

shouldn't go to school, and she finished successfully.



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- prejudice : acceptance :: hatred : tolerance

Prejudice is to acceptance as hatred is to tolerance.

(Prejudice is the opposite of acceptance and hatred is the opposite of tolerance.)

citizen : people :: wild : _____

_____ : **heat :: freezing : cold**

segregation : _____ **:: separate : together**

teach : demonstrate :: learn : _____

prevent : discourage :: _____ convinced

fists : words :: fought : _____

Create your own analogies using vocabulary words.

_____ : _____ :: _____ : _____

_____ : _____ :: _____ : _____

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- prejudice : acceptance :: hatred : tolerance

Prejudice is to acceptance as hatred is to tolerance.

(Prejudice is the opposite of acceptance and hatred is the opposite of tolerance.)

citizen : people :: wild : _____ **answers will vary - could be animals**

blistering : heat :: freezing : cold

answers will vary - should be an antonym

segregation : of segregation :: separate : together
like unify

teach : demonstrate :: learn : discover

prevent : discourage :: persuade : convinced **answers will vary - could be persuade**

fists : words :: fought : protested

Create your own analogies using vocabulary words.

answers will vary

_____ : _____ :: _____ : _____
_____ : _____ :: _____ : _____

PREVIEW

Name: _____ Date: _____

PREVIEW

SHOW WHAT YOU KNOW



1. Circle the word that completes the sentence correctly.

Citizens of the town of Grateville live in / out of the town.

2. What could you discover if you dug in the sand at the beach?

3. Which word is the SYNONYM of convinced?

a. doubted

b. persuaded

c. learned

4. Which picture most likely shows someone in blistering temperatures?



5. Why do people protest?

6. Which word is the ANTONYM of segregation?

a. mixing

b. separating

c. discrimination

Name: **ANSWER KEY**

Date: _____

PREVIEW

SHOW WHAT YOU KNOW



1. Circle the word that completes the sentence correctly.

Citizens of the town of Grateville live in out of the town.

2. What could you discover if you dug in the sand at the beach?

accept reasonable answers, such as shells, crabs, etc.

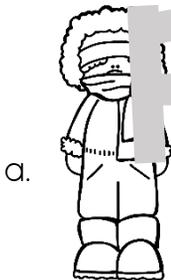
3. Which word is the SYNONYM of convinced?

a. doubted

b. persuaded

c. learned

4. Which picture most likely shows someone in blistering temperatures?



5. Why do people protest?

accept reasonable answers, such as wanting things to change

6. Which word is the ANTONYM of segregation?

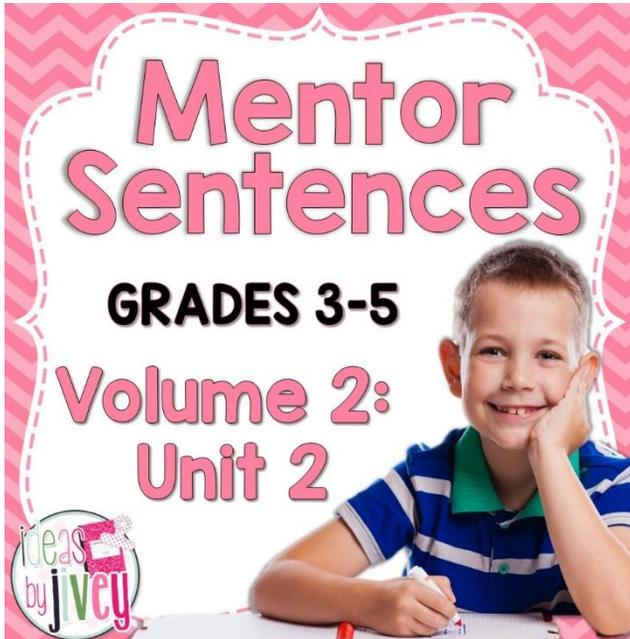
a. mixing

b. separating

c. discrimination

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 2:
Unit 2

ideas by jivey

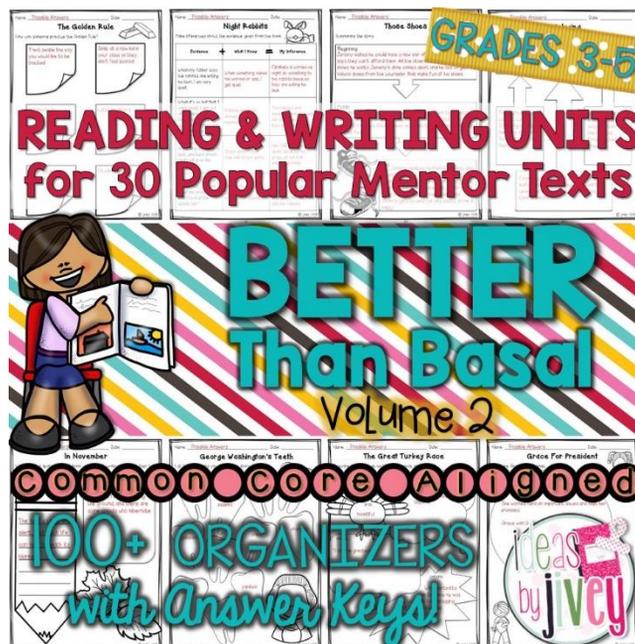
A young boy in a blue and white striped shirt is smiling and resting his chin on his hand, sitting at a desk with a pencil.



Interactive Language Arts Activities
Companion to
Mentor Sentences
Volume 2: Unit 2

ideas by jivey

A girl with a pink bow in her hair is smiling and holding a pencil, sitting at a desk.



GRADES 3-5
READING & WRITING UNITS
for 30 Popular Mentor Texts

BETTER Than Basal
Volume 2

COMMON CORE ALIGNED
100+ ORGANIZERS
with Answer Keys!

ideas by jivey

A cartoon girl with a red backpack is holding a book and a pencil, standing next to a large stack of colorful books.



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