

Vivid VOCABULARY

Companion to

VOLUME 3: 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, “recovered” is taught with Somebody Loves You, Mr. Hatch and then also in Wilma Unlimited). You should also show them how to make connections between words over the course of the year. For example, after teaching “success” in Amazing Grace, talk about the successes and failures in Rosie Revere, Engineer, and what determines success or failure. 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.

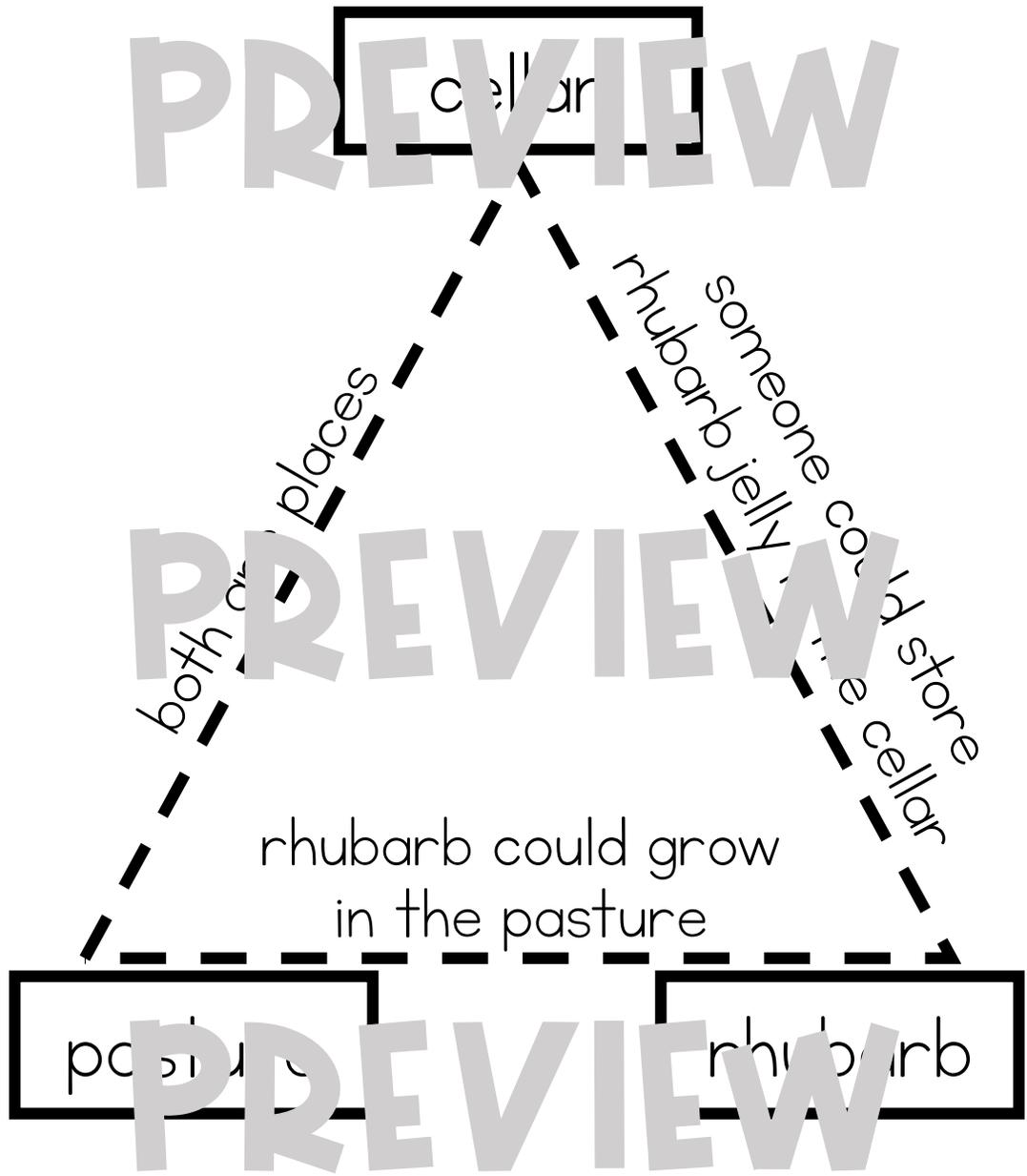
Write a song or poem using at least four of the vocabulary words from the week.

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

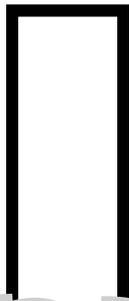


PREVIEW

Make Connections

PREVIEW

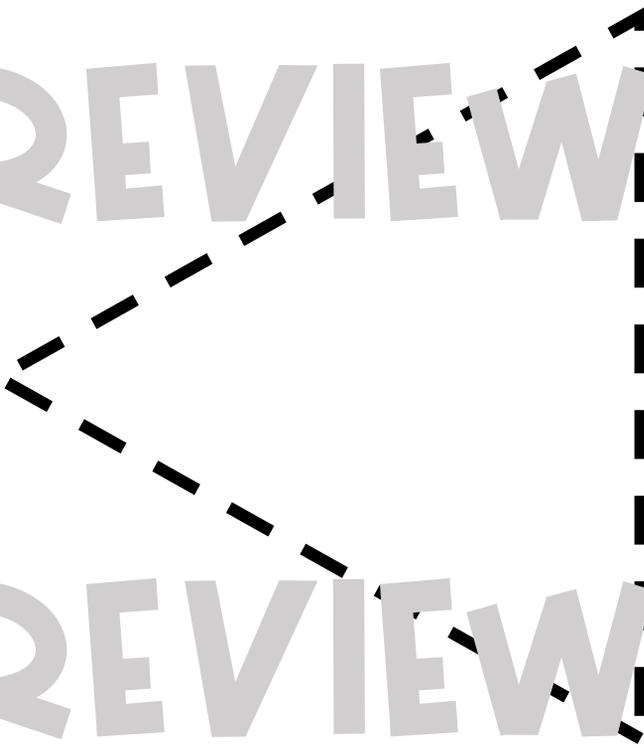
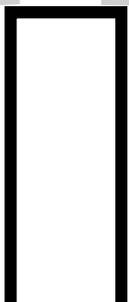
PREVIEW



Make Connections

PREVIEW

PREVIEW



Salt in His Shoes



by DePris Jordan

PREVIEW

patient



© jivey

stern



© jivey

PREVIEW

budge



y

huddle



© jivey

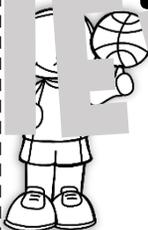
PREVIEW

confident



© jivey

opponents



© 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
patient			
stern			
budge			
huddle			
confident			
opponents			

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
patient	adjective	Michael has to wait to grow taller	able to wait without complaining
stern	adjective	Michael argued about eating his vegetables	firm or strict
budge	verb	His brothers tried to get him to leave	move
huddle	verb	The picture shows the players get into a circle	players make a close group to talk
confident	adjective	Michael felt he could take the shot	positive or sure of yourself
opponents	noun	He threw the ball over the other team	opposite team, or challengers

Name: _____ Date: _____

PREVIEW



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

1. Nicolas was hungry but patient while he waited for Dad to cook dinner.

--- yes --- no

2. Rahman's teacher gave him a stern look when he completed his work quietly.

--- yes --- no

PREVIEW

3. My cat fell asleep on my textbook and would not budge when I poked him.

--- yes --- no

4. The football players stood in a huddle to discuss the next play.

--- yes --- no

PREVIEW

5. Buck felt confident he could read his new novel in fifteen minutes.

--- yes --- no

6. We cheered and hoped the opponents of our favorite team would win.

--- yes --- no

PREVIEW

Name: **ANSWER KEY**

Date: _____

PREVIEW

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

1. Nicolas was hungry but patient while he waited for Dad to cook dinner.

yes no

Nicolas had to wait to eat and he didn't complain. He was patient.

2. Rahman's teacher gave him a stern look when he completed his work quietly.

yes no

The teacher wouldn't be stern because he worked quietly.

3. My cat fell asleep on my textbook and would not budge when I poked him.

yes no

The cat wouldn't move since it was sleeping.

4. The football players stood in a huddle to discuss the next play.

yes no

Players will get into a group to talk about what to do.

5. Buck felt confident he could read his new novel in fifteen minutes.

yes no

Buck would not be sure he could read a long book in 15 minutes.

6. We cheered and hoped the opponents of our favorite team would win.

yes no

I don't want your team to win because the team they are playing against.

Name: _____ Date: _____

FINISH THE SENTENCE



Fill in the blanks with the correct vocabulary word.

patient

stern

budge

huddle

confident

opponents

Melody had been playing basketball for a few years,

but today's game would be a consistent tough one
 _____ . It was hard to be _____ that

her team would win today. She knew this was a big game by

the _____ look on the coach's face. "Everyone get

in a _____," the coach said firmly. All of the

players crowded together in a circle, with the coach in the

center. "Don't let this team scare you. When one gets in your

space, don't _____. Stand firm like I taught you.

Take deep breaths and be _____ as

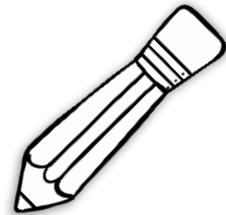
you wait for the ball to be passed. Don't use your

plays and we can win this!



Name: **ANSWER KEY**

Date: _____

FINISH THE SENTENCE

Fill in the blanks with the correct vocabulary word.

patient**stern****budge****huddle****confident****opponents**

Melody had been playing basketball for a few years,

but today's game would be a consistent tough one.

opponents. It was hard to be **confident** that

her team would win today. She knew this was a big game by

the **stern** look on the coach's face. "Everyone getin a **huddle**," the coach said firmly. All of the

players crowded together in a circle, with the coach in the

center. "Don't let this team scare you. When one gets in your

space, don't **budge**. Stand firm like I taught you.Take deep breaths and be **patient** as

you wait for the ball to be passed. Don't use your

plays and we can win this!



Name: _____ Date: _____

PREVIEW

SHOW WHAT YOU KNOW



1. Why would a team form a huddle?

2. Explain in your own words who the opponents are in a game:

3. Tell about a time when you had to be patient.

4. Which word is the ANTONYM of confident?

- a. uncertain b. certain c. positive

5. Circle the picture that shows a stern face.



6. Which word has the same meaning as outrage?

- a. stay b. move c. wait

Name: **ANSWER KEY**

Date: _____

PREVIEW
SHOW WHAT YOU KNOW1. Why would a team form a huddle?**accept reasonable answers - for example: making a plan where the other team can't hear**2. Explain in your own words who the opponents are in a game:**accept reasonable answers - the opposite team, the**3. Tell about a time when you had to be patient.**accept reasonable answers - should explain waiting****without complaint**4. Which word is the ANTONYM of confident?

- a. uncertain b. certain c. positive

5. Circle the picture that shows a stern face.6. Which word has the same meaning as outrage?

a. stay

 b. move

c. wait

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 3:
Unit 3**

**Interactive
Language Arts
Activities**
*Companion to
Mentor Sentences
Volume 3: Unit 3*

**READING & WRITING UNITS
for 40 Popular Mentor Texts**

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