

# Vivid VOCABULARY

Companion to

## CELEBRATING DIVERSITY

Mentor Sentences



ideas  
by jivey

# TABLE OF CONTENTS

Best Practices	p. 3-6
Ongoing Activities	p. 7-12
Red: A Crayon's Story	p. 13-22
The Sandwich Swap	p. 23-31
Ruby's Wish	p. 32-41
The Patchwork Quilt	p. 42-51
The Water Princess	p. 52-61
One Green Apple	p. 62-71
The Rainbow Tulip	p. 72-81
I Dissent	p. 82-91
Mr. Lincoln's Way	p. 92-101
Nadia's Hands	p. 102-110

# 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, “trousers” is taught with The Rainbow Tulip and then also featured in the definition of “shalwar” in Nadia’s Hands). You should also show them how to make connections between words over the course of the year. For example, after teaching “summoned” in Ruby’s Wish, talk about how Gie Gie wished she could summon the water in The Water Princess. 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.

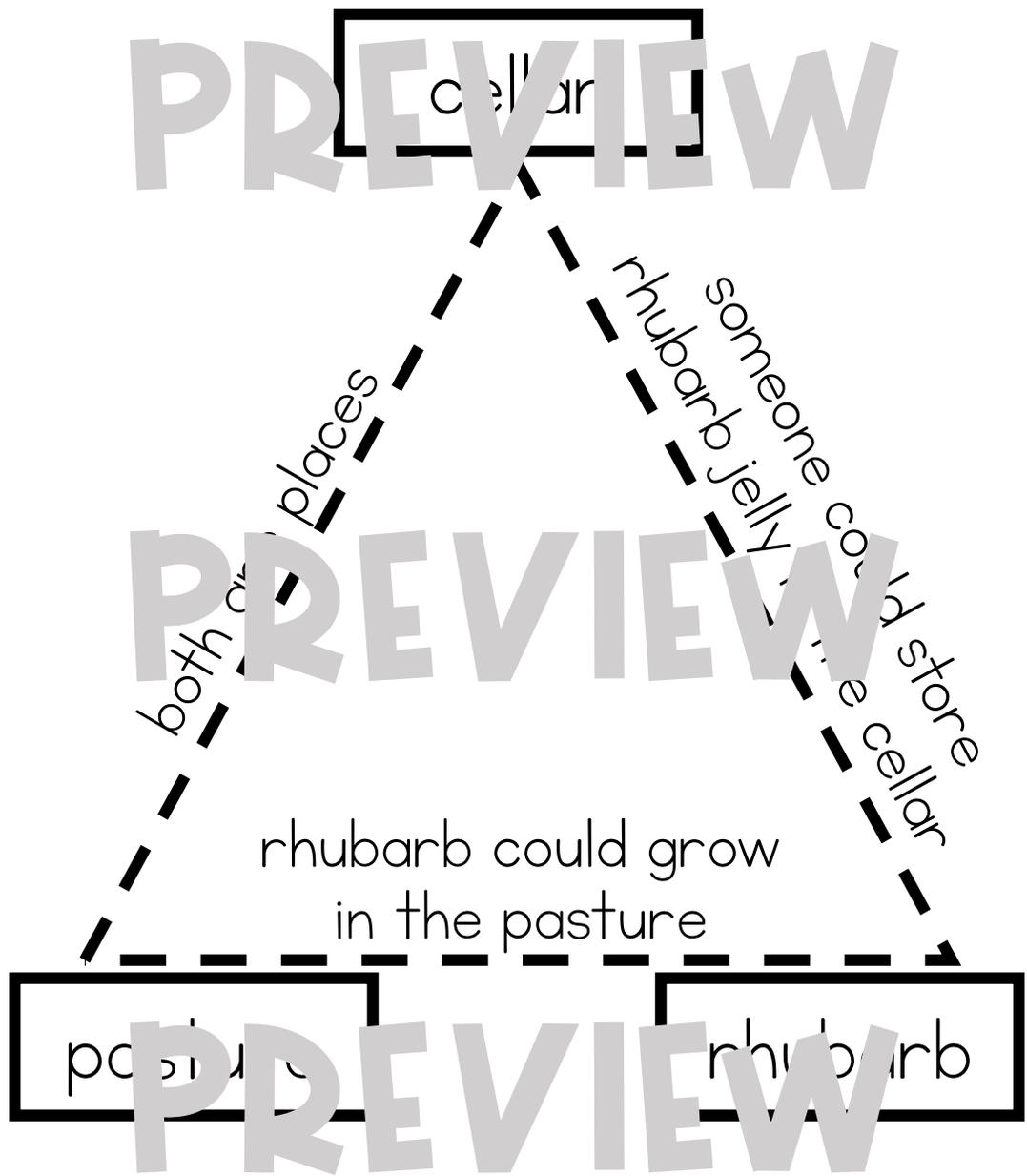
Write a song or poem using at least four of the vocabulary words from the week.

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

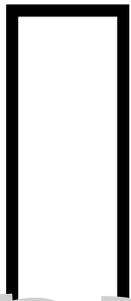


PREVIEW

Make Connections

PREVIEW

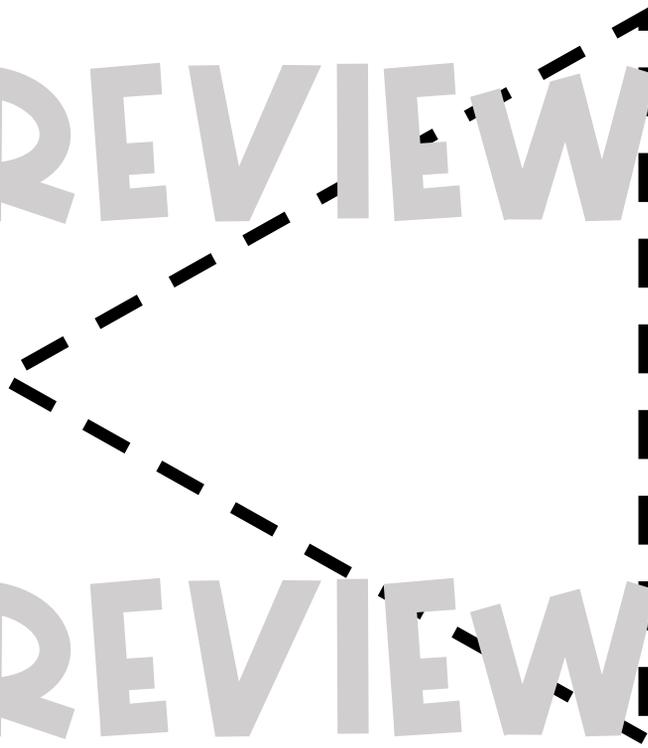
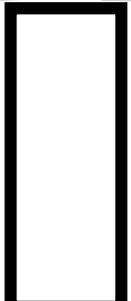
PREVIEW



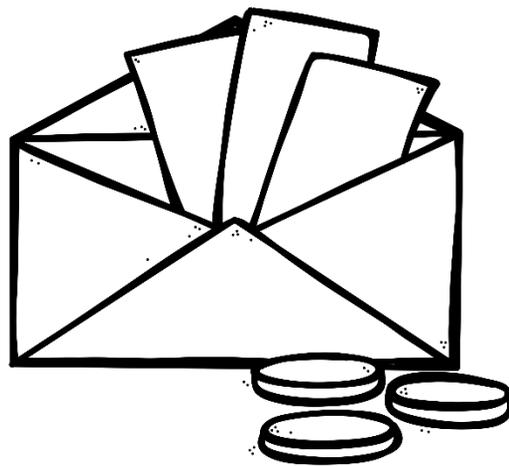
Make Connections

PREVIEW

PREVIEW



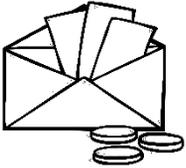
# Ruby's Wish



by Shirin Yim BRIdges

PREVIEW

magnificent



© jivey

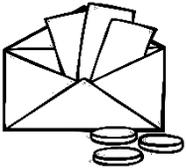
receive



© jivey

PREVIEW

plastered



y

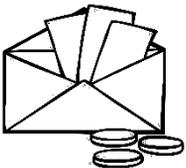
impressed



© jivey

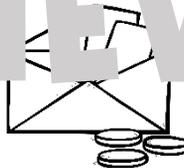
PREVIEW

summoned



© jivey

grateful



© 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
magnificent			
receive			
plastered			
impressed			
summoned			
grateful			

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>magnificent</b>	adjective	The buildings are old and dirty now but not long ago.	wonderful or glorious
<b>receive</b>	verb	Students got envelopes with money.	be given or take
<b>plastered</b>	verb	The wall had posters with calligraphy on it.	covered
<b>impressed</b>	noun	Ruby's teacher and grandfather liked her poem	amazed or to be moved emotionally
<b>summoned</b>	verb	Grandfather wanted to talk to Ruby in his office.	call for someone
<b>grateful</b>	adjective	Ruby says they all owe well to the care of.	thankful

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

# PREVIEW



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

1. After the rainstorm, we saw a magnificent double rainbow over us.

--- yes --- no

2. Jacques likes to receive gifts on his birthday.

--- yes --- no

# PREVIEW

3. Sophie's hair was plastered with hairspray.

--- yes --- no

4. Josh's dad was impressed with his failing grades on his report card.

--- yes --- no

# PREVIEW

5. Jackson's grandmother summoned him to the living room to watch TV with her.

--- yes --- no

6. Vance made faces and called me names to show he was grateful.

--- yes --- no

# PREVIEW

Name: **ANSWER KEY**

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

**PREVIEW**

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

1. After the rainstorm, we saw a magnificent double rainbow over us.

yes    \_\_\_ no

A double rainbow would be glorious to see.

2. Jacques likes to receive gifts on his birthday.

yes    \_\_\_ no

You accept gifts from other people on your birthday.

3. Sophie's hair was plastered with hairspray.

yes    \_\_\_ no

Hairspray covers someone's hair.

4. Josh's dad was impressed with his failing grades on his report card.

\_\_\_ yes     no

He shouldn't be amazed by failing grades.

5. Jackson's grandmother summoned him to the living room to watch TV with her.

yes    \_\_\_ no

She wanted him to come watch TV with her.

6. Vance made faces and called me names to show he was grateful.

\_\_\_ yes     no

Those are disrespectful behaviors, not ways to show you are thankful.

**PREVIEW**

Name: \_\_\_\_\_ 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- red : celebration :: blue : sadness Red is to celebration as blue is to sadness. (Red is the color for celebration, and blue is the color for sadness.)*

**push : pull :: give :** \_\_\_\_\_

**impressed : surprised :: disappointed :** \_\_\_\_\_

**thankful : \_\_\_\_\_ :: pleased : happy**

**tired : energetic :: \_\_\_\_\_ : magnificent**

**plaster to the wall : decoration :** \_\_\_\_\_

**\_\_\_\_\_ : "come here" :: cheer : "hooray"**

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- red : celebration :: blue : sadness Red is to celebration as blue is to sadness. (Red is the color for celebration, and blue is the color for sadness.)*

push : pull :: give : **receive**

impressed : smile :: disappointed : **frown or scowl**

thankful : **grateful** :: pleased : happy

tired : energetic :: **like wonderful** : magnificent

plaster on the wall : decorate a room :: **decorate, like ornaments**

\_\_\_\_\_ : "come here" :: cheer : "hooray"

Create your own analogies using vocabulary words.

**answers will vary**

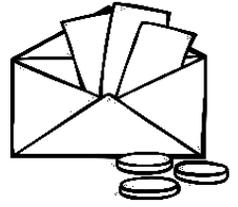
\_\_\_\_\_ : \_\_\_\_\_ :: \_\_\_\_\_ : \_\_\_\_\_

\_\_\_\_\_ : \_\_\_\_\_ :: \_\_\_\_\_ : \_\_\_\_\_

# PREVIEW

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

# SHOW WHAT YOU KNOW!



1. How can you show someone that you are grateful?

---



---

2. Which word has the same meaning as harsh?

- a. beautiful      b. ordinary      c. boring

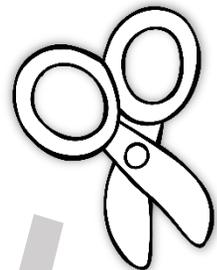
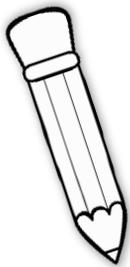
3. What is the ANTONYM of summoned?

- a. called      b. asked      c. released

4. How does someone probably feel if they are impressed?

---

5. Which supply would most likely be used to plaster photos onto a poster?

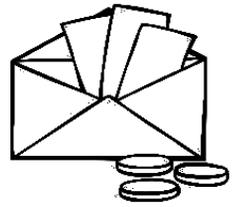


6. collect : gather :: receive : \_\_\_\_\_

Name: **ANSWER KEY**

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

# SHOW WHAT YOU KNOW!



1. How can you show someone that you are grateful?

**accept reasonable answers such as say thank you, give compliments, hug, etc.**

2. Which word has the same meaning as naïveté?

- a. beautiful      b. ordinary      c. boring

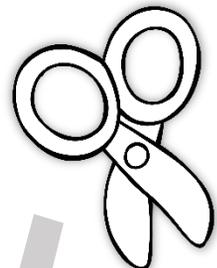
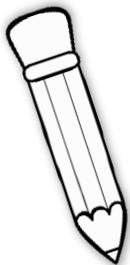
3. What is the ANTONYM of summoned?

- a. called      b. asked       c. released

4. How does someone probably feel if they are impressed?

**accept reasonable answers such as proud, pleased, excited, etc.**

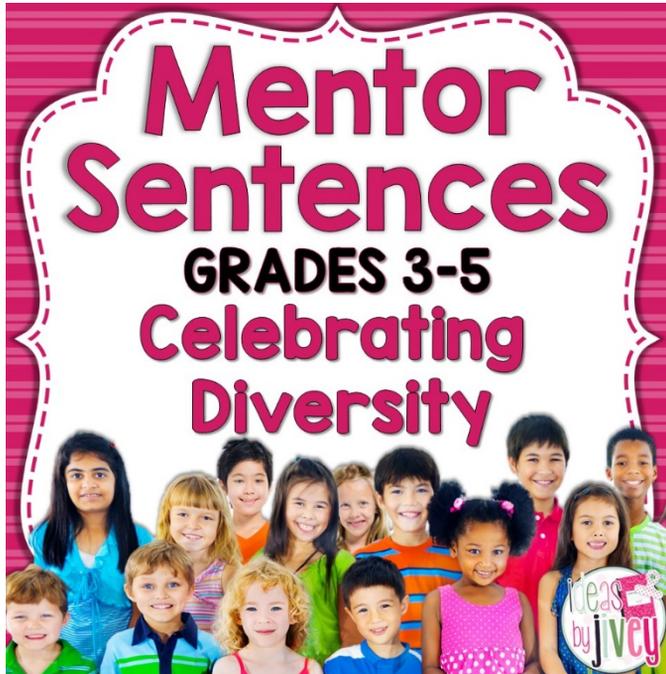
5. Which supply would most likely be used to plaster photos onto a poster?



6. collect : gather :: receive : take, accept, be given

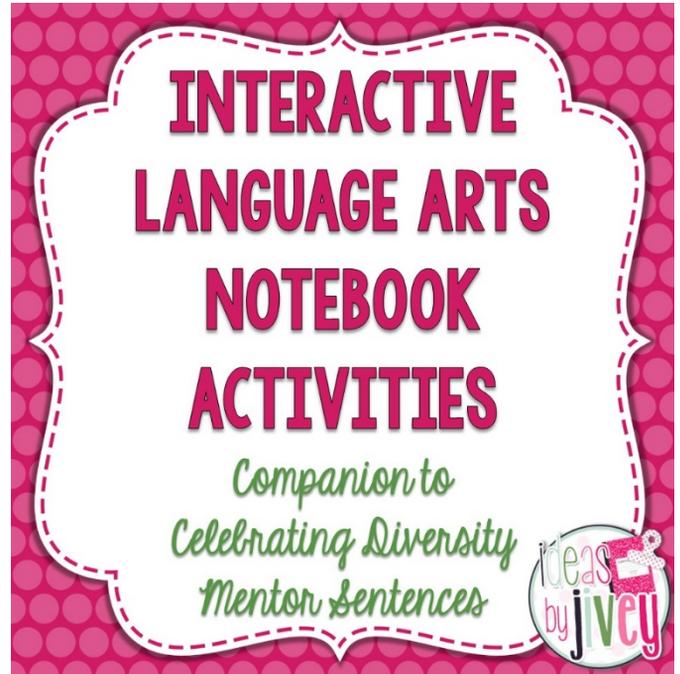
# COMPANIONS

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**  
**Celebrating Diversity**

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**INTERACTIVE LANGUAGE ARTS NOTEBOOK ACTIVITIES**

*Companion to Celebrating Diversity Mentor Sentences*

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**BETTER Than Basal**  
**CELEBRATING DIVERSITY COMPANION**

GRADES 3-5

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Common Core Aligned



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