

How To use This Book

Very Vivid Vocabulary is divided into several sections that include reproducible resources to facilitate the development of Tier 2 vocabulary words through a variety of activities. Educators may use the materials as they choose, or use the Sample Activities provided beginning on page 4.

Section A: Word Bank Book Pages

Provides reproducible Activity Sheets that form the basis of students' individual *Word Bank Books* and other vocabulary-building activities

Section B: Chart It! Choose It!

Includes activities to develop Tier 2 words to describe specific people, places, animals, and things. The targeted stimuli are listed alphabetically and can be used in any order. There are a variety of levels of difficulty so that educators can tailor the lesson to the needs of the learners.

Section C: Write It!

This section provides templates for writing original paragraphs and stories using newly acquired descriptive vocabulary

Section D: Index of Descriptive Words

This section provides lists of descriptive vocabulary words related to colors, senses, and movement. These words can be used as the foundation for the suggested lessons and other activities developed by the educator.

Each set of activities can be implemented in a variety of ways to support vocabulary development. These activities may be used in individual instruction, with small groups, or entire classrooms.

*Additional and Supplemental
Resources for these activities
may be accessed on-line
at
www.dynamic-resources.org*

SUGGESTED FOUNDATION ACTIVITIES

BUILDING TIER 2 WORD VOCABULARY

PREPARATION

- The instructor selects 10 – 15 words from the lists provided in the index at the back of the book (starting on page 117).
- Be sure to select words from each of the lists for Look/ Taste/ Feel/ Sound/ Smell/Movement.
- Assemble **Word Bank Books** for each student by reproducing the first six **Word Bank Book Pages** beginning on page 9. (Students will add additional pages as they need them.)
- OPTIONAL: Create individual word flashcards.
- Create **Word Bank Posters** for the classroom. You may create your own or enlarge the **Word Bank Book Pages** (or you may order a set of enlarged, laminated versions of all of the Word bank Book Pages from www.dynamic-resources.org. Go to the Very Vivid Vocabulary product page).

APPLICATION

- Introduce the lesson by explaining that you are all going to be learning more interesting words to describe things. For example: “*We could say popcorn tastes good, but a better word would be _____?*” (Ask the students to brainstorm better words.)
- Explain that when we use words to describe things we are talking about the way they Look/ Taste/ Feel/ Sound/ Smell/ Move.
- Mount the **Word Bank Posters** in the room and direct the students to identify the matching **Word Bank Pages** in their booklets.
- Introduce the pre-selected words one at a time and have the student(s) decide in which category the word belongs.
- Note that many words can fit under more than one category. *Example: “Disgusting” can be listed in five categories.*
- Ask the students to identify what things each word can describe. *Example: “Crunchy” could describe the way popcorn feels.*
- As the words are sorted by the class, the instructor writes the words onto the poster(s) under the appropriate category/ies.
- At the same time, students enter the words on their **Word Bank Pages** for later use.
- The **Color Word Bank Pages** may be included at any time. Following the protocol described above, the instructor introduces a descriptive word or synonym (such as *scarlet*) and discussion takes place as to which color it represents.
- Students add the color words to their appropriate **Color Word Bank Page**.

EXTENSION ACTIVITIES

Picture This with Words

- Select a picture of an object from any source you choose (this resource, internet, storybook, etc.).
- Create 10-12 cards with one descriptor word written on each card.
- Have the student(s) select which descriptor(s) could be used to describe the selected object.
- Write unique sentences using the descriptor words selected.
- *“How many descriptors can you use in one sentence?”*
- If using this activity in a classroom, you may divide the class into teams for selecting the objects, generating potential descriptor words, and writing the sentences. Teams could receive points based on how many descriptors are incorporated into one sentence or some other parameter.

**This can be a great cooperative learning experience by grouping students of varying learning skills.

Make it Work

- Educator writes sentences using the adjectives that are inappropriate for the noun.
- *Example... “The fuzzy snake sat on the soft rock.”*
- Ask the students to correct the sentence using appropriate adjectives.

Can you Guess It?

- Post the pictures of several different items. Example: Fire Engine/ Tiger/ Butterfly/ Airplane.
- Name a list of adjectives. Example: fast...screeching...huge...red.
- Have the student(s) guess which item you are describing.
- To make this a bit harder. Choose one of the pages in the book. Read the list of words from the word bank (without showing the picture) and have students guess the object being described.

Make Them Opposites

- Select a group of adjectives that are opposites.
- Make word cards with the selected vocabulary words and distribute one to each student.
- Have a student stand up and read off their word, the student that is their “opposite” must then stand up and identify their word.
- Students may then be encouraged to create a sentence using their word.
- *Example: Sweet/ Sour “This peach tastes very sweet. This lemon tastes very sour.”*

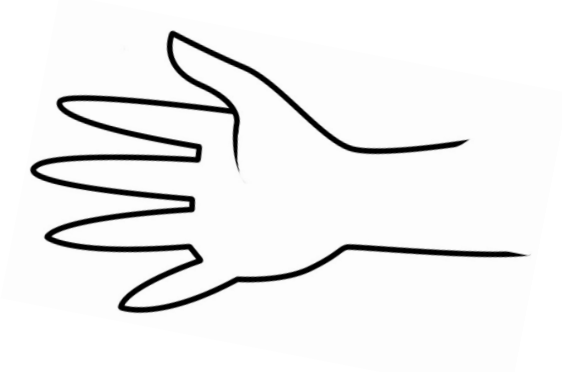
The activity sheets in this section may be incorporated into vocabulary instruction in a variety of ways, but are primarily intended to be used to build a personal *Word Bank Book*. (See page 4 “Building Tier 2 Vocabulary”)

On pages 17-25, be sure to have students color the circle to match the targeted color word.

The activity sheet on page 26 (“I Know These Things Are....”) may be used to generate a list of items that can be described using a specific word. (*Ex: “I know these things are crunchy.”*)

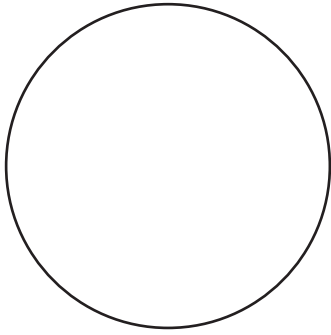
Each activity sheet may be reproduced and enlarged to become a *Word Bank Poster* that may be used in group lessons. As words are entered on the large poster version, students complete their activity sheet to match.

*A full set of laminated *Word Bank Posters* is available at www.dynamic-resources.org.



These are words that describe how things

FEEL



These are words that can describe things that are

GREEN

Very Vivid Vocabulary

These activity sheets represent opportunities to categorize descriptive vocabulary for a specific person, place, or thing and then to use these words in a paragraph.

Students may choose to use words from the word bank, from their own vocabulary, or from their *Word Bank Books* to fill in the blanks.

Paragraphs represent a variety of levels of difficulty (see next page). Begin with shorter paragraphs with fewer blanks and move to longer paragraphs with more blanks.

NOTE: For more advanced learners, versions of these activity sheets that do not include the word banks can be found on the *Very Vivid Vocabulary* product page of the Dynamic Resources website (www.dynamic-resources.org)

ELEPHANT

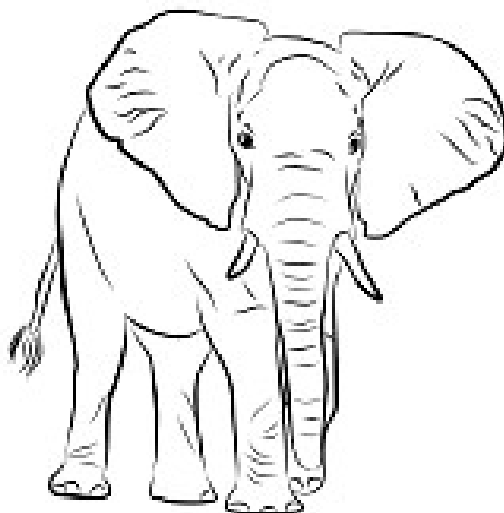


CHART IT!

SIGHT	TOUCH	COLOR	SMELL	MOVEMENT