

Words That Work

Students choose words and design choices that fit a message.

1.P.ST.2.c "Draw from knowledge of how authors consider context and audience to determine which information and ideas to highlight, which text design is most accessible, which word choices and language structures are most effective..."

NAME _____

DATE _____

Teacher: this page is run aloud. The script and answers are on the guide page.

1 CHOOSE WELL _____

a	big	enormous	huge
b	CAT	TIME	BLUE
c	tiny	curly	BIG

2 MATCH PURPOSE _____

warning	•	•	HELLO
greeting	•	•	YAY
celebrate	•	•	STOP

HOW TO RUN THIS PAGE

Tell students that authors think about who will read a message and why they need it. On this sheet, students listen for the word, detail, or design choice that makes a message clear.

Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

PART 1 • CHOOSE WELL

SAY “Listen to each short situation. I will read the choices in each row. Which choice fits the message best?”

ROW	SAY	STUDENTS CIRCLE
a	An author wants young readers to understand that something is very large. Read the choices with me: big, enormous, huge. Which word is easiest for young readers to understand?	big
b	An author is making a note about when a show starts. Read the choices with me: cat, time, blue. Which information should the author highlight?	TIME
c	An author makes a sign that people need to read quickly. Read the choices with me: tiny, curly, big. Which choice tells about letters that are easy to see?	BIG

PART 2 • MATCH PURPOSE

SAY “A writer thinks about the job of each message. Draw a line from each message job on the left to the word on the right that fits it best.”

- **warning** matches **STOP**
- **greeting** matches **HELLO**
- **celebrate** matches **YAY**

WHAT TO ACCEPT

Circle big, TIME, and BIG, in that order. Lines should connect warning to STOP, greeting to HELLO, and celebrate to YAY.