

Word Spark

Students choose and write descriptive words that add details.

1.T.SS.2.b "Use descriptive words to craft engaging texts. (C)"

NAME _____

DATE _____

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

1 CIRCLE IT _____

a	slowly	blue	crunchy
b	loud	sweet	round
c	spicy	bright	loud

2 ADD DETAILS _____

frog	
cake	
bell	

HOW TO RUN THIS PAGE

Tell students that descriptive words help listeners make a clearer picture in their minds. Model orally with, “A tiny bird sang,” and compare it with, “A bird sang.” Read all printed words aloud before students mark or write.

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

PART 1 • CIRCLE IT

SAY “Listen to each short sentence and the words in its row. Which word gives the kind of detail we need?”

ROW	SAY	STUDENTS CIRCLE
a	Listen: “The rabbit hopped.” Which word tells how it hopped: slowly, blue, or crunchy? Circle the word that fits.	slowly
b	Listen: “The soup was ____.” Which word tells what the soup tastes like: loud, sweet, or round? Circle the word that fits.	sweet
c	Listen: “At night, the ____ stars shone.” Which word tells what the stars look like: spicy, bright, or loud? Circle the word that fits.	bright

PART 2 • ADD DETAILS

SAY “Look at each word beside a box. What short describing word can tell more about it? Say your word, then write one describing word in each box.”

- Box 1 (beside frog): **answers vary, for example green**
- Box 2 (beside cake): **answers vary, for example sweet**
- Box 3 (beside bell): **answers vary, for example loud**

WHAT TO ACCEPT

Circle-row answers are slowly, sweet, and bright. For the boxes, accept any sensible descriptive word that fits the printed word, including plausible invented spelling.