

Word Power Hunt

Students listen for words that tell more about actions and things.

K.L.GC.1.8 "Grammar: Use adjectives and adverbs. (Introduce)"

NAME _____

DATE _____

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

1 TELL ABOUT _____

a	big	dog	runs
b	red	hat	sits
c	frog	jumps	small

2 TELL HOW _____

a	slowly	snail	crawls
b	claps	softly	hands
c	quickly	runs	fox

HOW TO RUN THIS PAGE

Read each sentence and its choices aloud, then give students time to circle one word. In Part 1, students listen for an adjective, a word that tells more about a thing. In Part 2, students listen for an adverb, a word that tells how an action happens.

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

PART 1 • TELL ABOUT

SAY “Listen to each sentence. One word tells more about a thing. Which word tells more? Circle that word.”

ROW	SAY	STUDENTS CIRCLE
a	Listen: “The big dog runs.” Which word tells more about the dog: big, dog, or runs? Circle it.	big
b	Listen: “The red hat sits.” Which word tells more about the hat: red, hat, or sits? Circle it.	red
c	Listen: “The small frog jumps.” Which word tells more about the frog: frog, jumps, or small? Circle it.	small

PART 2 • TELL HOW

SAY “Listen to each sentence. One word tells how an action happens. Which word tells how? Circle that word.”

ROW	SAY	STUDENTS CIRCLE
a	Listen: “The snail crawls slowly.” Which word tells how the snail crawls: slowly, snail, or crawls? Circle it.	slowly
b	Listen: “Hands clap softly.” Which word tells how the hands clap: claps, softly, or hands? Circle it.	softly
c	Listen: “The fox runs quickly.” Which word tells how the fox runs: quickly, runs, or fox? Circle it.	quickly

WHAT TO ACCEPT

Part 1 answers are big, red, and small. Part 2 answers are slowly, softly, and quickly. Accept a clear circle around the correct word.