

Story Word Sparkle

Students choose and trace describing words for oral story phrases.

K.T.SS.2.b "With adult support, use interesting and/or 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 PICK A WORD _____

a	tiny	loud	round
b	quiet	loud	tiny
c	sleepy	fast	round

2 TRACE WORDS _____

star	sparkly
cake	sweet
tree	tall

HOW TO RUN THIS PAGE

Explain that describing words add details and can make writing more interesting. Model with a different phrase, such as “a bumpy road,” then read each choice aloud and support children as they say the words.

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

PART 1 • PICK A WORD

SAY “Listen to each little story detail. I will read the words in the row. Which word tells the detail you heard? Circle that word.”

ROW	SAY	STUDENTS CIRCLE
a	My mouse is very small. I see tiny, loud, and round. Which word tells that the mouse is small?	tiny
b	My rain makes a big sound. I see quiet, loud, and tiny. Which word tells about the big sound?	loud
c	My frog jumps very quickly. I see sleepy, fast, and round. Which word tells how it jumps?	fast

PART 2 • TRACE WORDS

SAY “Look at the word beside each box. What gray word can you trace to make a more interesting phrase about it? Say the phrase, then trace the gray word in each box.”

- Box 1 (beside star): **sparkly**
- Box 2 (beside cake): **sweet**
- Box 3 (beside tree): **tall**

WHAT TO ACCEPT

Circle tiny, loud, and fast, in that order. Accept recognizable tracing of sparkly, sweet, and tall, with adult support for saying each descriptive phrase.