

Word Power

Students identify and say words that add details.

K.T.SS.2 "Craft: Identify and use descriptive and engaging language."

NAME _____

DATE _____

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

1 CIRCLE IT _____

a	tiny	bug	run
b	drum	loud	sleep
c	cake	eat	sweet

2 TRACE WORDS _____

bear	fuzzy
star	shiny
tree	giant

HOW TO RUN THIS PAGE

Read every printed word aloud, then give students time to mark or trace. Students listen for words that tell more about something and use those words in short spoken word pairs.

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 “I will read the three words in each row. Which word tells more about the word I name? Circle the word that tells more.”

ROW	SAY	STUDENTS CIRCLE
a	Which word tells more about a bug? Listen: tiny, bug, run. Which word will you circle?	tiny
b	Which word tells more about a drum? Listen: drum, loud, sleep. Which word will you circle?	loud
c	Which word tells more about a cake? Listen: cake, eat, sweet. Which word will you circle?	sweet

PART 2 • TRACE WORDS

SAY “Listen as I read each pair: bear, fuzzy; star, shiny; tree, giant. Can you trace each gray word, then say it before the word beside it?”

- Box 1 (beside bear): **fuzzy**
- Box 2 (beside star): **shiny**
- Box 3 (beside tree): **giant**

WHAT TO ACCEPT

Part 1 answers are tiny, loud, and sweet. Accept recognizable tracing of fuzzy, shiny, and giant, and accept oral pairs such as “fuzzy bear” when students say the describing word before the naming word.