

Word Picture Hunt

Students listen for vivid words and circle the word that helps them make a picture in their minds.

1.10.D “discuss how the author uses words that help the reader visualize; and”

NAME _____

DATE _____

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

1 SEE IT _____

a	round	pumpkin	rolled
b	rain	tapped	silver
c	owl	wide	eyes

2 FEEL IT _____

a	snow	hill	cold
b	bumpy	road	curved
c	leaves	yellow	fell

HOW TO RUN THIS PAGE

Read each sentence and its three printed choices aloud. Ask students to say what they picture, then have them circle the word that gives the named detail. For example, in a new sentence about a tall tree, the word tall helps a reader picture the tree.

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

PART 1 • SEE IT

SAY "Listen to each sentence and picture it in your mind. I will read the three words in each row. Which word gives the detail you hear?"

ROW	SAY	STUDENTS CIRCLE
a	Listen: "A round pumpkin rolled." Which word tells the pumpkin's shape?	round
b	Listen: "Silver rain tapped." Which word tells what the rain looked like?	silver
c	Listen: "An owl had wide eyes." Which word tells what the eyes looked like?	wide

PART 2 • FEEL IT

SAY "Listen for words that help you picture or feel part of the sentence. I will read the words in each row. Which word gives the detail you hear?"

ROW	SAY	STUDENTS CIRCLE
a	Listen: "Cold snow covered the hill." Which word tells how the snow feels?	cold
b	Listen: "A bumpy road curved." Which word tells how the road feels?	bumpy
c	Listen: "Yellow leaves fell." Which word tells what the leaves looked like?	yellow

WHAT TO ACCEPT

Accept circles on round, silver, wide, cold, bumpy, and yellow, in row order. During discussion, accept any reasonable oral description of the picture a student made from the detail word.