

Picture Words

Students notice words an author uses to help readers make a picture in their minds.

K.9.D “discuss with adult assistance 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 CIRCLE IT _____

a	giant	moon	rose
b	red	kite	flew
c	heard	loud	drum

2 MATCH IT _____

tiny	•	•	lines
round	•	•	small
striped	•	•	circle

HOW TO RUN THIS PAGE

Read each author sentence aloud, then invite students to tell what they picture in their minds. Help students notice that detail words can make the picture clearer, and ask them to mark the word or match the idea.

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 each author sentence and the words below it. What do you picture in your mind? Can you circle the word that helps you make that picture?”

ROW	SAY	STUDENTS CIRCLE
a	The author wrote, “A giant moon rose.” Which word helps you picture the moon’s size: giant, moon, or rose? Circle that word.	giant
b	The author wrote, “The red kite flew.” Which word helps you picture what the kite looks like: red, kite, or flew? Circle that word.	red
c	The author wrote, “We heard a loud drum.” Which word helps you imagine the drum’s sound: heard, loud, or drum? Circle that word.	loud

PART 2 • MATCH IT

SAY “I will read the words on the left and the ideas on the right. What can each word help you picture? Can you draw a line from each word to its matching idea?”

- **tiny** matches **small**
- **round** matches **circle**
- **striped** matches **lines**

WHAT TO ACCEPT

Circle giant, red, and loud. Match tiny to small, round to circle, and striped to lines. Accept oral descriptions that show the student can tell what detail the word helps them imagine.