

EMPOWERING TEACHERS

Vocabulary Instructional Routine:

Describe Common Objects and Actions in both General and Specific Language

Preparation/Materials: Simple colored pictures of common nouns that match the script (e.g., red car, big white house, teacher).



- *Italicized type is what the teacher does*
- **Bold type is what the teacher says**
- Regular type is what the student(s) say

- **Bullet (•) and bolded type are what the teacher and student(s) say in unison**
- Words in () are possible student responses



NOTE: This instructional routine should follow explicit instruction in parts of speech (e.g., noun, verb).

TEACHER EXPLAINS TASK

We are going to describe the noun and verb in a simple sentence to make the sentence more detailed.

TEACHER MODELS TASK

A noun is a person, place or thing; for example, man, Florida, desk.

A verb is an action word; for example, run, swim, talk.

A simple sentence has a noun and a verb.

Listen.

I will say a simple sentence.

Display picture of a red car.

The car raced.

In this sentence car is the noun and raced is the verb.

I am going to add more information to my sentence to make it more detailed. I can tell about the size or color of the noun and I can answer where or when the action happened.

I will describe the color of the car to make the noun more detailed. Then, I will describe where the car raced to make the verb more detailed.

The red car raced on the track.

Now, I will describe the size of the car and when the car raced.

The small, red car raced on the track at night.

I added the words “small” and “red” to describe the car. I added the words “on the track,” and “at night” to describe where and when the car raced.

Now I will describe something else.

Display picture of a big white house.

The house was built.

In this sentence, house is the noun and built is the verb.

I will describe the size of the house and where the house was built.

The big house was built on a hill.

Now, I will describe the color of the house and when the house was built.

The big, white house was built on a hill in the summer.

TEACHER & STUDENTS PRACTICE TASK TOGETHER

Display picture of a red car.

Let's say a simple sentence with a noun and a verb. “The car raced.” Say this sentence with me.

- The car raced.

Let's describe the color of the car and where the car raced. “The red car raced on the track.” Say this sentence with me.

- The red car raced on the track.

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TEACHER & STUDENTS PRACTICE TASK TOGETHER (continued)

Now let's describe the size of the car and when the car raced. "The small, red car raced on the track at night." Say this sentence with me.

- The small, red car raced on the track at night.

Yes. We added the words "small," and "red," to describe the car. We added the words "on the track," and "at night" to describe where and when the car raced.

STUDENTS PRACTICE TASK

Your turn.

Display a picture of a blue car. Prompt students, as needed, to add describing words.

Say a simple sentence with car as the noun and a new verb. Accept all student responses that provide a car as the noun and an appropriate corresponding verb.

Possible student response:

The car (parks).

Now make the sentence more detailed by describing the color of the car and where the action took place. Accept all student responses that describe the color of the car and where the action took place.

Possible student response:

The (blue) car parks (at the store).

Now make the sentence more detailed by describing the size of the car and when the action took place.

Accept all student responses that describe the size of the car and when the action took place.

Possible student response:

The (little) blue car parks at the store (every day).

Yes. You added more details to describe the noun, car, and the verb, parks.

Listen to these sentences. If the sentence has only a noun and a verb, say "simple." If the sentence has more words to describe the noun or verb say "detailed."

The dog barked. Is the sentence simple or detailed? simple

The brown dog barked in the yard. Is the sentence simple or detailed? detailed

The boy ran. Is the sentence simple or detailed? simple

Yes. "The dog barked" and "The boy ran" are simple sentences that have a noun and a verb. "The brown dog barked in the yard" is a detailed sentence that describes the dog and where it barked.

Display color pictures of common nouns.

I will begin a sentence with a noun and you will add the verb to make a simple sentence.

Provide a beginning for their sentence (e.g., The cat... or The truck...).

Students should respond in complete sentences. Accept all student responses that provide an appropriate corresponding verb. Possible student responses:

The cat ... (ran).

The truck ... (stopped).

Now describe the noun (cat) and the verb (ran). Prompt students, as needed, with color and size words to describe the noun and where and when words to describe the verb. Accept all appropriate student responses.

Possible student responses:

The (white) cat ran (in the garden).

The (yellow) truck stopped (on the road).

Now describe the noun and the verb by adding more details. Accept all appropriate student responses.

Possible student responses:

The (fat) white cat ran in the garden (in the morning).

The (big) yellow truck stopped on the road (near the river).

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INDEPENDENT PRACTICE

Provide frequent opportunities for students to build sentences by elaborating on the noun and verb. Provide individual opportunities for students to write and illustrate their sentences. Give students a colored picture and a simple sentence to begin their writing (e.g., "The fish swims.").

SCAFFOLDING SUGGESTION FOR ERRORS

Verify that students are adding appropriate describing words to nouns and verbs. If an error is made, repeat the steps by explaining, modeling, and providing another practice opportunity. If difficulties persist, provide other examples of sentences with nouns and verbs. Investigate the need to limit the number of details and/or provide a step-by-step template that shows how descriptive words can expand a sentence.

Adaptations using this Instructional Routine:

- Encourage students to create their own simple sentence for the writing portion of independent practice.
- Continue expanding the verb using the higher level questions of "why?" and "how?"
- Elaborate on parts of speech (e.g., adjectives, adverbs).
- Continue expanding the noun using a describing word that tells the number and/or a physical characteristic of the noun (e.g., first, five, ripe, broken).
- Encourage students to use sophisticated words to describe (e.g., enormous, precious, wise, horrible, strange).

For further independent student practice, refer to the FCRR Kindergarten and First Grade Student Center Activities at http://www.fcrr.org/curriculum/pdf/GK-1/V_Final.pdf

- V.006
- V.007
- V.008