

EMPOWERING TEACHERS

Vocabulary Instructional Routine:

Describe Common Objects and Actions in both General and Specific Language

Preparation/Materials: Simple colored pictures/drawings of common nouns that match the script (e.g., red flower).



- *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

TEACHER EXPLAINS TASK

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

TEACHER MODELS TASK

A noun is a person, place, or thing; for example, mom, school, and chair.

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

A simple sentence has a noun and an action word.

Listen.

I will say a simple sentence.

Display picture of a red flower.

The flower grows.

In this sentence flower is the noun, and grows is the action word.

I will add more information to my sentence to make it more detailed by telling the color or size of the flower.

I will describe the color of the flower to make the noun more detailed.

...red

The red flower grows.

Now I will add more information about the action word. I can tell you where the flower grows or when the flower grows.

Now, I will describe where the flower grows to make the action word more detailed.

...grows in the garden

The red flower grows in the garden.

I added the word “red” to describe the color of the flower and the words “in the garden” to describe where the flower grows.

TEACHER & STUDENTS PRACTICE TASK TOGETHER

Display picture of a red flower.

Let’s say a simple sentence with a noun and an action word. “The flower grows.” Say this sentence with me.

- The flower grows.

Let’s describe the color of the flower. “The red flower grows.” Say this sentence with me.

- The red flower grows.

Now let’s describe where the flower grows. “The red flower grows in the garden.” Say this sentence with me.

- The red flower grows in the garden.

Yes. We added the word “red” to describe the color of the flower and the words “in the garden” to describe where the flower grows.

STUDENTS PRACTICE TASK

Your turn.

Display a picture of a purple flower. Prompt students, as needed, to add describing words.

When a flower grows, we say it blooms.

I will say a simple sentence that has a noun and an action word.

The flower blooms. Now you say that sentence.

The flower blooms.

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STUDENTS PRACTICE TASK (continued)

Now, make the sentence more detailed by describing the color of the flower.

What color is the flower?

Accept all student responses that provide an appropriate corresponding color (e.g., purple, lilac, lavender).

Possible Student Response:

...(purple)

The (purple) flower blooms. Say that sentence.

The purple flower blooms.

Now, make the sentence more detailed by describing where the flower blooms.

Where does the flower bloom?

Accept all student responses that provide appropriate corresponding words to describe where (e.g., outside, in the garden, in a pot).

Possible student response:

...(outside)

The (purple) flower blooms (outside). Say that sentence.

The (purple) flower blooms (outside).

Yes, you added more details to describe the noun, flower, and the action word, grows.

Display color pictures of common nouns. Students should respond in complete sentences.

I will say a simple sentence that has a noun and an action word.

Display a picture of a truck.

The truck moves.

Now describe what color the truck is.

The truck is...what color?

Accept all student responses with an appropriate corresponding color.

Possible student response:

...(blue)

Now say your sentence, "The (blue) truck moves."

The (blue) truck moves.

Now describe where the truck moves.

The blue truck moves...where?

Accept all student responses that provide appropriate corresponding words to describe where.

Possible student response:

...(in the dirt)

Now say your sentence, "The (blue) truck moves (in the dirt)."

The (blue) truck moves (in the dirt).

INDEPENDENT PRACTICE

Provide frequent opportunities for students to use specific words to describe. Provide individual opportunities to write and illustrate using specific words. Give students a colored picture and a general sentence to begin their writing (e.g., "The fish swims:").

SCAFFOLDING SUGGESTION FOR ERRORS

Verify that students understand the meaning and use of specific words to describe. If an error is made, repeat the steps by explaining, modeling, and providing another practice opportunity. If difficulties persist, provide other examples of using general and specific words.

Adaptations using this instructional routine:

- Encourage students to create their own general sentence for the writing portion of Independent Practice.
- Elaborate on details for the noun using size (large, gigantic, tiny) and number words (first, fifth, ten).
- Continue expanding the verb using describing words that answer the higher level questions of "why?" and "how?"

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.005
- V.006
- V.007
- V.008
- V.009
- V.010