



LESSON: Sentence Fluency, Word Spill

Grades: 1-3

Subject Areas: Language Arts

Estimated Time: 45 minutes

I. Summary: WordGirl knows that fluency in speaking and writing comes from using appropriate, precise vocabulary, and sentence variety. In this lesson, building on words they already know, students will learn and apply new vocabulary and create different kinds of sentences.

As this lesson is written, it is well suited for second and third graders. However, first grade teachers may certainly adapt it to their students' level.

II. Objectives:

- Students will learn new vocabulary
- Students will improve word recognition
- Students will practice sentence variety
- Students will become more aware of the parts of speech
- Students will exercise their creativity

III. Materials:

- Ten 3 x 5 inch multicolored index cards
- Marker
- Pen
- Timer
- Dictionary, if needed
- Bowl for each pair of students

IV. Procedure:

1. Invite students to share their favorite words – and why. Include everyone by asking each person to offer at least one favorite word. Write all of these down on the board.

2. Now ask students to individually compose a list of five favorite nouns and verbs. Make sure they include some silly words, like "blubber" or "bees-wax" or "polka-dot."



They will have five remaining cards to fill with the new vocabulary listed below:

Timid Dazzling Mischievous Vicious Cumbersome

4. Review these words orally with students and see which, if any, definitions they already know then use the new words in a variety of sentences and see if students can figure out their meanings through context.

5. Now ask students to use each new word in a sentence, making sure they understand the definitions. Once this is accomplished, students are ready to play Word Spill!

6. Divide the class into pairs. Explain that the objective of Word Spill is to make as many sentences as possible before the time is up! Each pair of students will have one sand-timer, one bowl for the word cards, two pads of paper, a sheet to record sentences, and two pens.

Students will take turns playing the timekeeper and the writer. The timekeeper will also record the sentences the writer creates. Students are free to add words or to change tenses in their sentences. The sentences they make can be totally silly, but they must use the words correctly.

7. Mix up all ten cards and put three cards into a bowl. When the students drop the words on the table, their partners turn the sand-timers and the game begins! Students need to create as many sentences from the words as possible before the time is up!

Change words each time, until all ten words have been used. Then, keep adding more words to the spill – 4 cards, 5 cards, 6 cards and so on – so that, by the end of the activity, students have used as many as ten words in one sentence.

V. Assessment: Students should be able to identify and use five new words. Students should demonstrate greater facility at sentence making.

VI. Extensions in Learning:

- Continue practicing the five new vocabulary words. Ask students to write a scene with their favorite WordGirl characters in which the five new words are used in the dialogue.
- Encourage students to perform their scenes before the class. Discuss how vocabulary was handled differently between students' scenes.



- Using both their own five new words, plus their partner's words, ask students to create a collage, incorporating images that illustrate the meanings of the new words.

Related National Standards (These are established by McREL at URL:
[http://www.mcrel.org/standards-benchmarks/.](http://www.mcrel.org/standards-benchmarks/))

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