



Word Analysis

V. 036

Up With Words

Objective

The student will produce more precise alternatives for overused words in context.

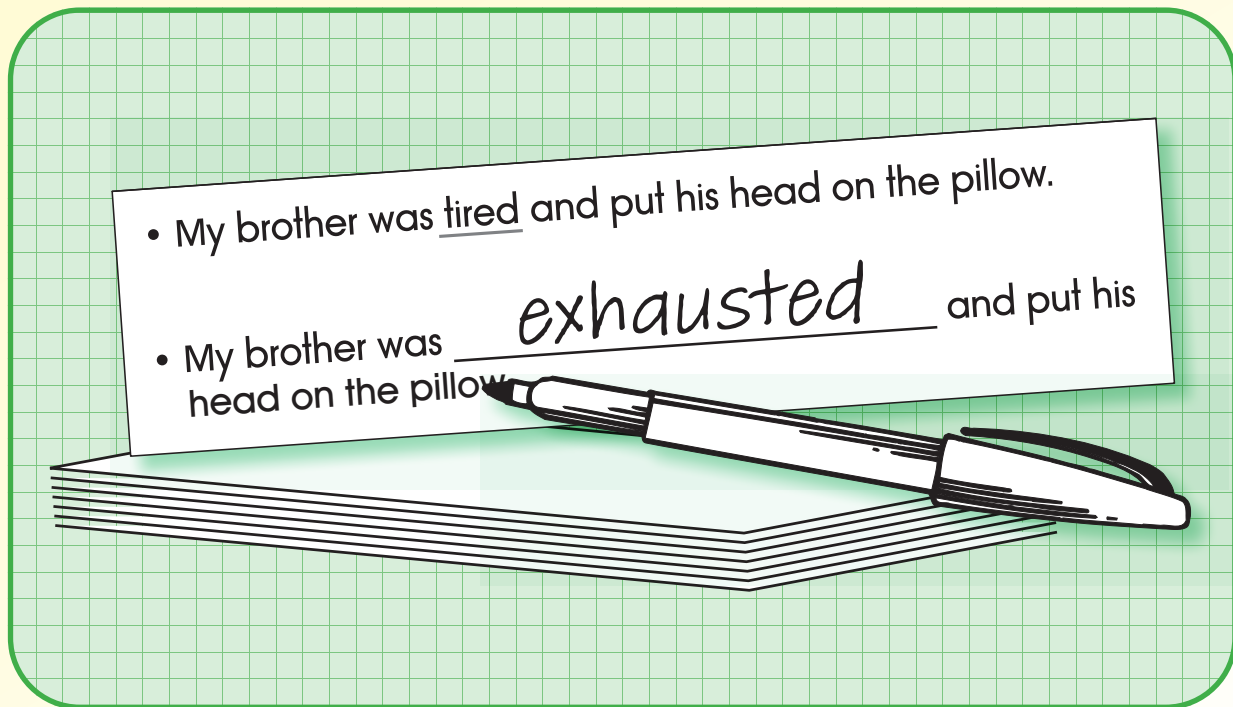
Materials

- ▶ Sentence cards
Laminate.
- ▶ Vis-à-Vis® markers

Activity

Students substitute a more precise alternative word by completing sentences.

1. Place sentence cards face down in a stack. Provide each student with a Vis-à-Vis® marker.
2. Taking turns, student one selects the top sentence card from the stack and reads the sentence aloud. For example, “My brother was tired and put his head on the pillow.”
3. Reads and considers the underlined word. Identifies a word that more precisely completes the sentence. Writes it in the blank in the sentence at the bottom of the card (e.g., exhausted).
4. Places the card down. Student two reads the sentence using the chosen word. For example, “My brother was exhausted and put his head on the pillow.”
5. Reverse roles.
6. Continue until all sentence cards are used.
7. Peer evaluation



Extensions and Adaptations

- ▶ Use small word cards to complete the sentences. Use dictionary, if needed.
- ▶ Make more sentence cards using target words.

• My brother was tired and put his head on the pillow.

• My brother was _____ and put his head on the pillow.

• He complained and said the decision was unfair.

• He _____ and said the decision was unfair.

• The water flowed slowly from the faucet.

• The water _____ from the faucet.



Vocabulary

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• The mission was successful so they headed for home.

• The mission was _____ so they headed for home.

• She expects that the news will be good.

• She _____ that the news will be good.

• They left the building due to its dangerous conditions.

• They _____ the building due to its dangerous conditions.



• This is a higher quality computer because it can do more.

• This is a _____ computer because it can do more.

• She is late for class every day.

• She is _____ for class every day.

• The baby cries weakly and you can hardly hear him.

• The baby _____ and you can hardly hear him.



Vocabulary

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• The grass looked wet and shiny with the dew on it.

• The grass _____ with the dew on it.

• The answers he gave us were correct.

• The answers he gave us were _____.

• The directions were confusing and we got lost.

• The directions were _____ and we got lost.



drowsy

protested

trickled

glistened

accomplished

anticipates

abandoned

whimpers

tardy

superior

accurate

perplexing



Vocabulary

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<p>Vertical lines for writing in the first column.</p>	<p>Vertical lines for writing in the second column.</p>	<p>Vertical lines for writing in the third column.</p>
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