

## EXTENSION ACTIVITIES

### Extension Activity 1: Word Banks

A **word bank** is a pool of strong, showing vocabulary that encourages students to use fresh showing words instead of overused telling ones.

Directions:

- With the class, identify tired overused telling words (walk, said, nice).
- For each of those words, begin a list of showing words. Students can add to the list as the year progresses. Some teachers use a 3"x5" index card for each word.

Example 1.

walk                      strut                      waddle                      stroll

Example 2

said                      shouted                      declared                      exclaimed

Example 3.

nice                      caring                      loving                      considerate

- Display the lists in the room for easy reference, or put them in a class dictionary for easy access. These lists can be used for sentence and paragraph composing.

Example 1:

Create a mobile by stringing the index cards together. Select an overused word for the top card, and attach the showing word cards below it.

Example 2.

Index cards can be mounted on large paper and displayed around the room.

Example 3

Write an overused word on a colored card. Showing words are written on white cards. Join cards on a ring for easy student access. Create separate ring sets for commonly overused words. Continue to collect words to add to the rings.

## Extension Activity 2: Showing Writing Using Similes

A simile is a comparison of two unlike things using the words *like* or *as*.

- Help students generate a list of abstract words and write them on the board.

Examples: love, anger, friendship, hope, freedom, happiness

- Ask students to fold a blank piece of paper lengthwise. On each side of the fold number from 1 to 5. (Keep the paper folded so that each side is obscured from the other.) On the left-hand side, write an abstract word for each number. On the right-hand side, write a concrete word for each number.

Examples:	1 joy	1 hat
	2 hate	2 shoelace
	3 love	3 book
	4 sorrow	4 scarf
	5 anger	5 volcano

- Ask students for a sentence which links the two words having the same number and which uses the words *like* or *as*.
- Ask students to unfold their papers and from each pair create a simile with a "because" phrase which show the relationship between the two words. The simile pattern might look like this:

\_\_\_\_\_ is like a \_\_\_\_\_ because \_\_\_\_\_.

- Ask student to share their similes with the class. (Some teachers have found that the oral sharing will often act as a catalyst for further creativity.)

Student samples:

*Intelligence is like a lion's mane because they both look so majestic.*  
--Carmen D., 5<sup>th</sup> grade

*Courage is like a mountain because it takes a lot of time to get up there.*  
--Lauralee D., 5<sup>th</sup> grade

*Friendship is like hot chocolate. They both make you feel warm and comfortable.*  
--Mary C., 3<sup>rd</sup> grade

*Friendship is like a nurse because they both hold things you care about.*  
--Sharon R., 5<sup>th</sup> grade

### Extension Activity 3: Methods for Increasing Awareness of Effective Showing Writing

Drawing pictures to illustrate sentences can help students see for themselves that the use of precise language **showing** language, creates a much clearer picture for the reader.

#### Directions:

- Read a **telling** sentence to the class, and have each student illustrate the sentence.

Example: The pretty woman had her picture taken.

- Then read a related **showing** sentence, and have students illustrate this sentence.

Example: The woman with long black hair, bright blue eyes, wearing a rose evening gown and green high heels smiled into the camera.

- Ask the students to share and discuss their two pictures. Help students to understand that the precise **showing** language of the second sentence helps them all to see the same picture more clearly.

**Pantomiming sentences** enables students to focus, as a class, on specific actions and expressions that **show** a scene.

#### Directions:

- Have one or two students pantomime the same telling sentence.

Example: He was frightened.

- With the class, list the actions or expressions used by each student to **show** the fright.

Examples            wide eyes                      grimace                      stepping back  
                                 open mouth                      shudders

- Ask the students to rewrite this telling sentence using the class list of actions and expressions.

#### Student samples

The little boy with wide eyes and open mouth quickly stepped back from the barking dog.

--Steve M. 2<sup>nd</sup> grade

Phillip's eyes opened wide and he shuddered when he heard the loud scream.

Ricky O. 3<sup>rd</sup> grade

*John's face became ashen at the sight of the ugly old man*

Samuel T. 6<sup>th</sup> grade

*The wide-eyed girl shuddered as my foot smashed down onto the hairy black spider.*

Carry S. 5<sup>th</sup> grade

