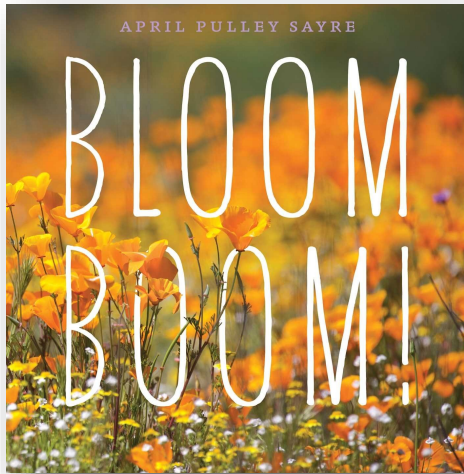


Writing Trait: Word Choice & Sentence Fluency

Learning Intention: carefully crafted word choice through two-word sentences
Carol.walters@sd71.bc.ca



By April Pulley Sayre

Before Reading

Share the delightful front cover of this book. Open it up wide and share the back cover as well.

Question why this book is called, Bloom Boom. What are students wondering, noticing, and thinking?

Although this book has limited text, the word choice is rich. But constructing a two word sentence that packs a punch, is not an easy task. Invite students to practice this skill using April Pulley Sayre's book as an example of what can be done!

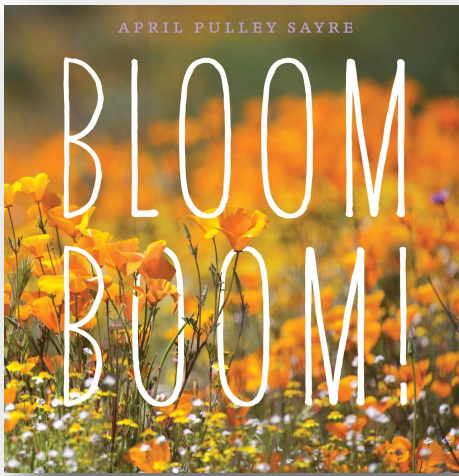
During Reading

Flip through this book showing a few pages. Students will quickly notice the minimal amounts of text, but don't be fooled thinking this is a book reserved for our youngest learners. After sharing a few pages encourage students to think about the author's combination of words. What do they notice? How many words are on each page? (This book follows a noun/verb pattern) Are any students noticing that April Pulley Sayers shares an object then describes it using an action word?

After Reading

Go outside with clipboards and pencils to gather some names of objects that grow or parts of those objects:

dandelions	dandelion puff balls	trillium
rose buds	skunk cabbage	broom
maple leaves	grass	moss



A simple book like this can get complicated very quickly. The word choices within this book are very precise. How can we possibly get our students to be that articulate? Verb lists can help.

There are lots of word lists on line to consult, but this one gives quick, useful definitions.

https://7esl.com/english-verbs/#Verbs_List_A

Most of the words shown in the screen shot below need to be dismissed because they simply don't work to describe natural objects, but

- **Beat:** You can't beat me.
- **Become:** John became very sick.
- **Beg:** I beg to differ with you.
- **Begin:** The leaves begin to fall when autumn comes.
- **Behave:** Tom always behaves himself well. However, Mary does not.
- **Believe:** I believe you're right.
- **Belong:** This bicycle belongs to me.
- **Bend:** Lie flat and let your knees bend.
- **Bet:** I bet you know French.
- **Bind:** Do you bind books?
- **Bite:** I got bitten by mosquitoes.
- **Blow:** Tom blew himself up accidentally.
- **Boil:** Please boil an egg for me.
- **Borrow:** I need to borrow your car.
- **Bounce:** Bounce the ball and try and hit it over the net.
- **Bow:** Every child bowed to the teacher.
- **Break:** We broke up.
- **Breed:** Rabbits breed quickly.
- **Bring:** I brought some dessert.
- **Broadcast:** We broadcast news on the hour.
- **Build:** We need to build a fire.

some are perfect and need to be carefully selected because they make sense and fit beautifully. Imagine the possibilities when words are selected from the other A-Z pages!

Dandelions broadcast.	Daffodils bow.
Blossoms bend.	Bloom Boom!

Using images from creative commons sites like Pixabay or Photosforclass, students can select images to illustrate their powerful word choice.

<https://pixabay.com/>

<https://www.photosforclass.com/>

Can these two word, sentence marvels show up in other written work?
Yes they can!

Dandelions broadcast.



Daffodils bow.



Blossoms bend.



Bloom Boom!

