

Act: 4W3		
Grade: 4	Strand: Writing	Concept: Using a thesaurus to choose effective words
Description of Task:	Students use an electronic thesaurus to choose effective words to make a story more interesting to the reader.	
Expectations:	4e8 proofread and correct their final drafts, focusing on grammar, punctuation, and spelling; 4e19 use a dictionary and thesaurus to confirm spelling; 4e21 use synonyms and antonyms; 4e22 choose words that are most effective for their purpose (e.g., to describe vividly); 4e23 use a dictionary and thesaurus to expand vocabulary;	
Software Type:	Word Processor AppleWorks 6	
Computer Skills Prerequisite	Students should be able to: <ul style="list-style-type: none"> • Locate and open the template file • Type in text boxes • Save and print their work 	
Student Instructions: (for teacher)	1. Show students a writing sample and have them analyze and critique it. 2. Have them share some of their observations with the class. 3. Discuss how word choice affects a piece of writing, and ask them where they can look to find new words (e.g. their reading, other texts, the thesaurus). 4. Explain that the students are going to practise using the thesaurus to replace words in a story to make it more interesting.	
Teacher Notes:	Teachers may wish to remind students about synonyms before beginning this activity. Two activity templates are provided. In 4W3_thesaurus_template1.cwk, students must find synonyms for a list of commonly-used words. In 4W3_thesaurus_template2.cwk, students use the thesaurus to improve words in a paragraph. Related offline activities: <ul style="list-style-type: none"> • Students can complete the activity using pencil and paper. • Students can write their own paragraphs and trade them to correct one another's errors. • Students can make a database with good and poor writing samples to compare to their own work. • Students who completed the activity off-line could compare their work to those who completed it using a pencil and paper to examine the strengths and weaknesses of both methods. 	
	Activity Template File: Y <input checked="" type="checkbox"/> N <input type="checkbox"/> Student Instruction BLM: Y <input checked="" type="checkbox"/> N <input type="checkbox"/>	
Assessment:	Did the students replace all of the words appropriately? (curriculum) Did the students recognize common synonyms? (curriculum) Were the students able to compare their methods accurately? (curriculum) Was the new sample more interesting? (curriculum) Did there substitutions make sense? (curriculum)	