Tell or Ask

Students build telling and asking sentences by choosing and ordering words.

1.LF.18 "Manipulate words and/or phrases to create simple sentences, including declarative and interrogative, to help build syntactic awareness and comprehension at the sentence level."

NAME _____ DATE _____

Teacher: this page is run aloud. The script and answers are on the guide page.

1 CHOOSE A WORD

(a)

hop	**hops**	**under**

(b)

Does	**A**	**Fast**

2 MOVE WORDS

Tells	
Asks	

ANSWER KEY # Tell or Ask

HOW TO RUN THIS PAGE

Read the prompts and printed choices aloud, and give students time to think before they circle and say each sentence. For the boxes, listen as students put the spoken words in order, and record any oral or writing support separately.

Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

PART 1 · CHOOSE A WORD

SAY "I will read the words in each row. Listen to the sentence with a missing word, then circle the word that makes it work. Say the whole sentence aloud."

ROW	SAY	STUDENTS CIRCLE
a	To tell what a frog does, say, 'A frog blank.' Which word makes a telling sentence?	**hops**
b	To ask about a frog, say, 'Blank a frog hop?' Which word makes an asking sentence?	**Does**

PART 2 · MOVE WORDS

SAY "Use these three words: birds, can, sing. Say a telling sentence for the Tells box and an asking sentence for the Asks box, using all three words each time. Then write each sentence in its box."

- Box 1 (beside Tells): **Birds can sing.**
- Box 2 (beside Asks): **Can birds sing?**

WHAT TO ACCEPT

The circled words are hops and Does. In the boxes, accept the expected sentences with or without correct capitals and end marks if the word order is correct; note punctuation and writing support separately.