Tell Me More

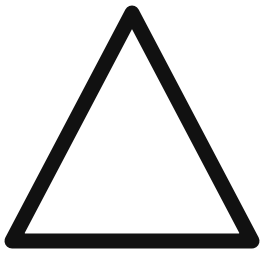
Oral descriptions of shapes, a place, and an event.

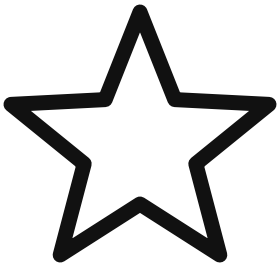
1.LF.4 "Present information orally using complete sentences and appropriate volume. a. Orally describe people, places, things, and events, expressing ideas with relevant details."

NAME _____ DATE _____

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

1 DESCRIBE SHAPES





2 DESCRIBE MORE

library

recess

ANSWER KEY

Tell Me More

GRADE 1 · 1.LF.4

HOW TO RUN THIS PAGE

Read each part aloud and listen to each child one at a time. In each box, note whether the response has a complete sentence (C), a relevant detail (D), and audible volume (V). After a semicolon, record support separately as I for independent, P for a prompt, or M for a model.

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

PART 1 · DESCRIBE SHAPES

SAY "Look at each shape. Can you tell me about each one in a complete sentence with a detail you can see? Speak so I can hear you, and I will write notes in the boxes."

- Box 1 (beside triangle): **Teacher records C, D, and V observations; support code follows a semicolon.**
- Box 2 (beside star): **Teacher records C, D, and V observations; support code follows a semicolon.**

PART 2 · DESCRIBE MORE

SAY "Look at the words library and recess. Can you tell me about the library as a place, then tell me about something that happens at recess? Use one complete sentence with a detail for each, and speak so I can hear you."

- Box 1 (beside library): **Teacher records C, D, and V observations; support code follows a semicolon.**
- Box 2 (beside recess): **Teacher records C, D, and V observations; support code follows a semicolon.**

WHAT TO ACCEPT

Accept any accurate, relevant detail in a complete spoken sentence. For example, a child might say, "The star has points," or "At recess, I play tag with my friends."