Say It Clearly

Students choose words, then speak while the teacher listens for understandable speech.

K.LF.1.a "Use speech that is understandable with only grade-appropriate errors."

NAME _____ DATE _____

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

1 ASK ME

a	**apple**	**pencil**	**hat**
b	**outside**	**milk**	**bed**

2 TELL ME

a	**snow**	**sun**	**rain**
b	**sunny**	**cloudy**	**rainy**

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HOW TO RUN THIS PAGE

Read each row's choices aloud and give students time to think before they speak. Listen to each student say the requested sentence, and record any support you give separately from your observation of their speech.

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

PART 1 · ASK ME

SAY "Listen to the words in each row. Circle one word, then ask me your question so I can understand you."

ROW	SAY	STUDENTS CIRCLE
a	The words are apple, pencil, and hat. You need something to write with. Which word makes sense in 'May I have a ___?' Circle it, then ask me the question.	**pencil**
b	The words are outside, milk, and bed. You want to go out to play. Which word makes sense in 'May I go ___?' Circle it, then ask me the question.	**outside**

PART 2 · TELL ME

SAY "Listen to the words in each row. Circle one word, then tell me about what I describe in a sentence."

ROW	SAY	STUDENTS CIRCLE
a	The words are snow, sun, and rain. Small drops of water fall from the clouds. Which word names the weather? Circle it, then tell me about the weather in a sentence.	**rain**
b	The words are sunny, cloudy, and rainy. You see the sun, and there are no clouds. Which word tells about the sky? Circle it, then tell me about the sky in a sentence.	**sunny**

WHAT TO ACCEPT

Accept speech the listener can understand, even with age-appropriate sound errors. Observe each spoken response rather than using the circled answer alone, and note any support separately.