Words in Conversation

Students speak, listen, take turns, and choose words that fit.

K.LF.1 "Actively listen and speak using agreed-upon rules for discussion, with guidance and support. a. Use speech that is understandable with only grade-appropriate errors. b. Use word endings to indicate plurals, possessives..."

NAME _____ DATE _____

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

1 SAY AND CIRCLE

a	duck	ducks	duck's
b	mouses	mouse	mice
c	cat's	cats	cat

2 TIME TALK

yesterday	run
daily	ran
tomorrow	runs

ANSWER KEY

Words in Conversation

HOW TO RUN THIS PAGE

Read each prompt aloud and give each student time to speak before marking the page. Ask the follow-up questions and observe clear speech, word forms, listening, and turn-taking across the exchanges. Record any 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 · SAY AND CIRCLE

SAY "I will read each row to you. Say your answer first, then listen when I ask, 'How do you know?' Answer me before you circle."

ROW	SAY	STUDENTS CIRCLE
a	One duck swims in a pond. Another duck joins it. What word names both animals? Say 'Two ___.'	**ducks**
b	One mouse hides. Another mouse hides. What word names both animals? Say 'Two ___.'	**mice**
c	I am thinking of the animal that says meow. It owns a hat. Whose hat is it? Say 'the ___ hat.'	**cat's**

PART 2 · TIME TALK

SAY "I will read the time words on the left and the action words on the right. For each time word, use one action word to say a whole sentence about a girl who moves fast. For tomorrow, begin 'She will'; after each sentence, listen when I ask, 'When does she do it?' Answer me, then draw your line."

- **yesterday** matches **ran**
- **daily** matches **runs**
- **tomorrow** matches **run**

WHAT TO ACCEPT

Circles: ducks, mice, cat's. Matches: yesterday to ran, daily to runs, tomorrow to run. Listen for understandable spoken answers such as 'Two mice' and 'She will run tomorrow,' followed by a relevant answer to the teacher's question; record support separately.