Words Tell More

Students choose words from short stories, then use adjectives in expanded oral sentences.

K.LF.21 "Use new and previously-taught vocabulary to produce and expand complete sentences in shared language activities. a. Use previously-taught vocabulary words, including nouns, verbs, and adjectives, in speaking and writing. b..."

NAME _____ DATE _____

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

1 HEAR AND TELL

a | dry | soaked | soft

b | tiny | sleepy | gigantic

2 PET STORIES

cat	soft
dog	fast

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HOW TO RUN THIS PAGE

Read each short story and its word choices aloud. Give each child time to circle a word and say a complete sentence. Listen for word use, an action, and a place, and 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 · HEAR AND TELL

SAY "Listen to each short story and the words in its row. Circle the best word. Then use that word in a whole sentence that tells what happens and where."

ROW	SAY	STUDENTS CIRCLE
a	Rain poured on a coat until it was wet all the way through. The words are dry, soaked, soft. Which word tells how wet the coat is? Circle it.	**soaked**
b	A kite was bigger than a classroom. It flew over the trees. The words are tiny, sleepy, gigantic. Which word best tells how big the kite is? Circle it.	**gigantic**

PART 2 · PET STORIES

SAY "Trace the word by each pet. Pretend the pets go outside. Tell me a whole sentence about each pet using its traced word. Say what the pet does and where it is."

- Box 1 (beside cat): **soft**
- Box 2 (beside dog): **fast**

WHAT TO ACCEPT

Accept soaked and gigantic for the circles, and soft and fast traced in the boxes. For each oral response, listen for a complete sentence using the chosen or traced word, an action, and a place. Record prompting separately.