Make It Whole

Students complete spoken sentences, then compose their own.

K.LF.36.b "With prompting and support, compose a simple sentence, including necessary components to create a complete sentence rather than a fragment."

NAME _____ DATE _____

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

1 CIRCLE IT

a

furry	**jumps**	**fox**

b

buzzes	**tiny**	**bee**

2 SAY AND WRITE

cat	
sun	

ANSWER KEY

Make It Whole

HOW TO RUN THIS PAGE

Read each row aloud so students can choose a word that makes a complete sentence. Then invite students to say and write sentences of their own, prompting for who or what the sentence is about and what happens.

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

PART 1 · CIRCLE IT

SAY "I will say the start of a sentence and read the word choices. Circle the word that makes a whole sentence."

ROW	SAY	STUDENTS CIRCLE
a	The fox. The choices are furry, jumps, and fox. Which word makes a whole sentence?	**jumps**
b	The bee. The choices are buzzes, tiny, and bee. Which word makes a whole sentence?	**buzzes**

PART 2 · SAY AND WRITE

SAY "Look at the word beside each box. Say a whole sentence about it that tells what it is and what it does. Then write your sentence in the box. I can help you hear the sounds in words."

- Box 1 (beside cat): **A cat naps.**
- Box 2 (beside sun): **The sun shines.**

WHAT TO ACCEPT

Circle jumps in the first row and buzzes in the second. For each box, accept any understandable sentence that names the printed subject and tells what it does, including phonetic spelling. Record prompting separately from the student's response.