

Stretch the Sentence

Listen for added words, then say longer complete sentences.

CCSS.ELA-Literacy.L.K.1f "Produce and expand complete sentences in shared language activities."

NAME _____

DATE _____

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

1 CIRCLE IT _____

a	big	red	run
b	high	fast	green
c	loud	again	softly

2 TRACE WORDS _____

very
fast

HOW TO RUN THIS PAGE

Read each sentence pair aloud and have children listen for the word that makes the second sentence longer. Children show what they heard by circling, then trace an added word and say the expanded complete sentence together.

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 “We will hear a sentence, then hear it grow. I will read the words in each row. Which new word do you hear?”

ROW	SAY	STUDENTS CIRCLE
a	Listen: “I see a dog.” Now listen: “I see a big dog.” Read the words with me: big, red, run. Which new word do you hear?	big
b	Listen: “The frog hops.” Now listen: “The frog hops fast.” Read the words with me: high, fast, green. Which new word do you hear?	fast
c	Listen: “We sing.” Now listen: “We sing softly.” Read the words with me: loud, again, softly. Which new word do you hear?	softly

PART 2 • TRACE WORDS

SAY “Say, “The moon is bright.” What word can we add to make it stronger, and can you trace the first gray word before saying the longer sentence? Now say, “The rabbit runs.” What word can we add to tell how it runs, and can you trace the second gray word before saying the longer sentence?”

- Box 1: **very**
- Box 2: **fast**

WHAT TO ACCEPT

Circle answers are big, fast, and softly. Accept recognizable tracing of very and fast, plus an oral complete sentence that includes the added word.