

Words That Work

Students choose and trace words that can guide a listener's actions.

K.P.AC.2.b "Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose. (I/C)"

NAME _____

DATE _____

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

1 CHOOSE A WORD _____

a	STOP	PLEASE	HELP
b	WAIT	STOP	HELP
c	STOP	HELP	PLEASE

2 TRACE A WORD _____

COME
WAIT

HOW TO RUN THIS PAGE

Read each situation and the printed choices aloud. Students think about what they want the listener to do, then choose or trace a word that could help make that happen. This shows that writers choose words for a listener and a purpose.

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

PART 1 • CHOOSE A WORD

SAY “Listen to each situation and the words in the row. Think about what you want the other person to do. Which word could help you get that response?”

ROW	SAY	STUDENTS CIRCLE
a	You want a friend to give you a turn. I will read the words: stop, please, help. Which word could you say to ask your friend?	PLEASE
b	You dropped your blocks and need a grown-up to come help. I will read the words: wait, stop, help. Which word could make a grown-up come help?	HELP
c	A friend is too close to your work. I will read the words: stop, help, please. Which word could make your friend move back?	STOP

PART 2 • TRACE A WORD

SAY “A friend is walking away, and you want the friend to come back. What word could you say? Trace the gray word in the first box. You want a friend to wait for you. What word could you say? Trace the gray word in the second box.”

- Box 1: **COME**
- Box 2: **WAIT**

WHAT TO ACCEPT

Circle PLEASE in row 1, HELP in row 2, and STOP in row 3. Accept traced COME and WAIT when the letters are recognizable, and note whether the student can explain the action each word asks a listener to take.