Say It, Sense It

Short rhymes pair oral recitation with sensory words.

1.CC.5 "Speaking audibly and using appropriate language, recite poems, rhymes, songs, and stories, with careful attention to sensory detail when describing people, places, things, and events."

NAME _____ DATE _____

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

1 HEAR AND CIRCLE

a

soft	**silent**	**loud**

b

cold	**loud**	**round**

2 SAY AND WRITE

rain	
soup	

ANSWER KEY

Say It, Sense It

GRADE 1 · 1.CC.5

HOW TO RUN THIS PAGE

Read each rhyme and its directions aloud, then give students think time. Listen to each student recite the rhymes audibly and accurately and use a sensory word. Record any help you give separately from your observations of the student's performance.

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 CIRCLE

SAY "Listen to each rhyme and the three words I read. Circle the word that fits, then say both lines of the rhyme aloud by yourself when it is your turn."

ROW	SAY	STUDENTS CIRCLE
a	Boom, boom, beats the drum. Hear it when the marchers come. Your choices are soft, silent, loud. Which word tells how the drum sounds? Circle it, then say the rhyme aloud.	**loud**
b	Snow falls down, white and slow. I shake and shiver as I go. Your choices are cold, loud, round. Which word tells how the snow feels? Circle it, then say the rhyme aloud.	**cold**

PART 2 · SAY AND WRITE

SAY "Listen to these rhymes: for rain, 'Rain falls down, rain splashes near; drip, drip, drip is what I hear'; for soup, 'Soup in a bowl, soup in a cup; I take my spoon and scoop it up.' When it is your turn, say both lines of each rhyme aloud by yourself, tell how the rain or soup might feel, and write one feeling word in each box."

- Box 1 (beside rain): **A plausible word for how rain feels, such as wet or cold.**
- Box 2 (beside soup): **A plausible word for how soup feels, such as warm or hot.**

WHAT TO ACCEPT

Circle loud for the drum and cold for the snow. Accept plausible feeling words in the boxes; observe each student's audible recitation and spoken sensory descriptions, noting support separately.