Tell Me More

Students describe familiar subjects aloud, then add a detail with a prompt.

SL.K.4 "Describe familiar people, places, things, and events and, with modeling, prompting and support; provide additional detail."

NAME _____ DATE _____

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

1 PEOPLE PLACES

teacher

school

2 THINGS EVENTS

pencil

lunch

Tell Me More

HOW TO RUN THIS PAGE

Read each label aloud and listen to each child's oral description. Ask the follow-up question for every box, allow think time, and record on a separate roster whether each detail was given independently or after prompting.

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

PART 1 · PEOPLE PLACES

SAY "Listen to my example: My shoe is blue, and it has laces. I will read each word beside a box; think of one you know, tell me about it, and add a detail when I ask, 'What else can you tell me?' Write one word you said in its box, and I can help you spell it."

- Box 1 (beside teacher): **Oral example: My teacher reads books and speaks softly. Written example: books.**
- Box 2 (beside school): **Oral example: My school has classrooms, and I read there. Written example: read.**

PART 2 · THINGS EVENTS

SAY "I will read each word beside a box. Think of one you know, tell me about it, and add a detail when I ask, 'What else can you tell me?' Write one word you said in its box, and I can help you spell it."

- Box 1 (beside pencil): **Oral example: My pencil is yellow and has an eraser. Written example: yellow.**
- Box 2 (beside lunch): **Oral example: At lunch I eat rice and talk with my friends. Written example: rice.**

WHAT TO ACCEPT

Accept personal details that describe the labeled person, place, thing, or event. The child should speak an initial description and an additional detail; the written word may use teacher spelling support.