Words Make More

Students choose new words, then use them to expand spoken sentences.

K.4.W.1 "Students will use new vocabulary to 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 | soaked | dry | loud

b | huge | tiny | noisy

2 SAY MORE

soaked	
tiny	

ANSWER KEY

Words Make More

KINDERGARTEN · K.4.W.1

HOW TO RUN THIS PAGE

Read the choices and stories aloud. In the second part, listen to each student say a complete sentence that adds a new word. Allow think time, and record sentence accuracy and any support separately.

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 "Listen to each story and the three words I read. Circle the word that fits best."

ROW	SAY	STUDENTS CIRCLE
a	My socks fell into a puddle. Water drips from them. Listen: soaked, dry, loud. Which word fits my socks now?	**soaked**
b	A bug can sit on my fingernail. Listen: huge, tiny, noisy. Which word fits the bug?	**tiny**

PART 2 · SAY MORE

SAY "Listen: My socks drip. Use soaked to say a longer, full sentence about the socks, then write soaked in its box. Listen: The bug crawls. Use tiny to say a longer, full sentence about the bug, then write tiny in its box."

- Box 1 (beside soaked): **Writes soaked and orally expands the sentence, such as: My soaked socks drip.**
- Box 2 (beside tiny): **Writes tiny and orally expands the sentence, such as: The tiny bug crawls.**

WHAT TO ACCEPT

Circle soaked in row 1 and tiny in row 2. Accept any complete spoken sentence that adds the target word and keeps the original idea; record writing and oral performance separately.