Kind Words, Kind Ways

Students listen for a friend's communication need and choose a considerate response.

KLS1.c "Consider individual differences when communicating with others."

NAME _____ DATE _____

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

1 CIRCLE IT

a	TALK	WAIT	HELP
b	SLOW	FAST	LOUD
c	TALK	SHOUT	LOOK

2 DRAW LINES

QUIET	•	•	LOOK
WAIT	•	•	SOFT
POINT	•	•	TIME

ANSWER KEY # Kind Words, Kind Ways

HOW TO RUN THIS PAGE

Read each situation aloud, then have students mark one response in each row. The sheet helps students notice that friends may communicate and participate in different ways, and that a kind response can change to fit the friend. After matching, arrange a real partner exchange about choosing drawing or blocks. Ask each partner how they prefer to share, such as speaking, pointing to the actual materials or using a communication aid. Supply paper/pencil and blocks as visible choices. Support a response to the partner's actual preference without assigning or simulating a disability.

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 "People may need different things when they talk and play. Listen to each situation and the words in the row. Circle the word that fits best."

ROW	SAY	STUDENTS CIRCLE
a	Your friend says, "Wait. I am thinking." Which word tells what you can do?	**WAIT**
b	Your friend says, "Please speak slowly." Which word tells how you can speak?	**SLOW**
c	Your friend points to a choice instead of using words. Which word tells what you can do?	**LOOK**

PART 2 · DRAW LINES

SAY "I will read the words. A word on the left tells what a friend may need or do. Draw a line to the word on the right that names a kind response. Now choose drawing or blocks with your partner. Ask how your partner wants to share, and listen or attend to the answer. Give thinking time or respond to pointing if that is what your partner prefers. Share your idea in a way that helps your partner, then check: "Did I understand your choice?" Let your partner answer."

- **QUIET** matches **SOFT**
- **WAIT** matches **TIME**
- **POINT** matches **LOOK**

WHAT TO ACCEPT

Circle row answers are WAIT, SLOW, and LOOK. Match QUIET to SOFT, WAIT to TIME, and POINT to LOOK. Accept clear lines and circled responses even if marks are large or uneven. Observe the real exchange: the child notices an expressed preference, makes a fitting adjustment and receives/checks the partner's response. For example, a partner points to blocks; the child attends to the point, checks the choice and waits for confirmation. Accept speech, gesture or other supported communication. No child must disclose a condition or pretend to have one.