Tell Me More

Students add describing words to complete sentences.

K.L.1.d "Expand complete sentences using descriptive language (e.g. prepositions, adjectives, adverbs) in shared language activities."

NAME _____ DATE _____

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

1 CHOOSE AND SAY

a | red | high | desk

b | softly | hat | green

2 YOUR WORDS

cat	
sun	

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HOW TO RUN THIS PAGE

Read each sentence and its choices aloud, then listen as each student says a complete expanded sentence. In Part 2, let students choose their own words, and record oral accuracy and any support you give 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 · CHOOSE AND SAY

SAY "Listen to each sentence and the three words I read. Circle the word that tells more, then say the whole new sentence aloud."

ROW	SAY	STUDENTS CIRCLE
a	The puppy hops. Your choices are red, high, and desk. Which word can go at the end to tell how the puppy hops? Circle it and say the whole new sentence.	**high**
b	The bell rings. Your choices are softly, hat, and green. Which word can go at the end to tell how the bell rings? Circle it and say the whole new sentence.	**softly**

PART 2 · YOUR WORDS

SAY "For cat, start with 'The cat naps,' add a word that tells about the cat, say your whole new sentence, and write your word in the box. For sun, start with 'The sun shines,' add a word that tells about the sun, say your whole new sentence, and write your word in the box."

- Box 1 (beside cat): **A fitting describing word, such as sleepy, and a complete oral sentence: 'The sleepy cat naps.'**
- Box 2 (beside sun): **A fitting describing word, such as bright, and a complete oral sentence: 'The bright sun shines.'**

WHAT TO ACCEPT

Part 1: high, then softly. In Part 2, accept any fitting word and its use in a complete expanded oral sentence; phonetic spelling is acceptable.