



THE CORE

Language Program

COMMON CORE ALIGNED LANGUAGE INTERVENTION CURRICULUM

Kindergarten - 5th Grade

Free Sample!

Thanks for downloading the sample to our program!

Included you will find the progress monitoring tool for Kindergarten as well as the first lesson for the Kindergarten curriculum. There will be 16 lessons per grade level that will follow a similar format to this lesson.

Each lesson will target on skill from the Common Core Curriculum (this lesson focuses on asking and answering questions). While teaching that skill, each lesson will also include practice for:

- Following directions
- Asking and answering questions
- Retelling stories or information
- Using the skill in conversation

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Program Launches August 2023

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KINDERGARTEN ORAL LANGUAGE PROGRESS MONITORING TOOL

Based on Common Core Language Standards

Student: _____ Date of Birth: _____ Date Completed: _____

Classroom teachers: please rate this student to the best of your knowledge on each of these skills based on how well they do in class.

| Skill | Not Present | Emerging | Progressing | Mastered |
|--|-------------|----------|-------------|----------|
| Asks and answers questions in order to seek help, get information, or clarify something that is not understood. | 1 | 2 | 3 | 4 |
| With prompting and support, can retell familiar stories, including key details. | 1 | 2 | 3 | 4 |
| With prompting and support, can identify characters, settings, and major events in a story. | 1 | 2 | 3 | 4 |
| Can narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. | 1 | 2 | 3 | 4 |
| With prompting and support, can identify the main topic and retell key details of a text. | 1 | 2 | 3 | 4 |
| With prompting and support, can describe the connection between two individuals, events, ideas, or pieces of information in a text. | 1 | 2 | 3 | 4 |
| Can verbally provide information in which they tell what they are talking about and supply some information about the topic. | 1 | 2 | 3 | 4 |
| Can verbally tell their opinion on a topic by stating an opinion or preference (e.g., My favorite book is . . .). | 1 | 2 | 3 | 4 |
| Can use frequently occurring nouns and verbs. | 1 | 2 | 3 | 4 |
| Can form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). | 1 | 2 | 3 | 4 |

| | | | | |
|---|---|---|---|---|
| Can use frequently occurring nouns and verbs. | 1 | 2 | 3 | 4 |
| Can understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). | 1 | 2 | 3 | 4 |
| Can use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). | 1 | 2 | 3 | 4 |
| Can produce and expand complete sentences in shared language activities. | 1 | 2 | 3 | 4 |
| Can determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. | 1 | 2 | 3 | 4 |
| Can identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). | 1 | 2 | 3 | 4 |
| Can use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. | 1 | 2 | 3 | 4 |
| Can demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). | 1 | 2 | 3 | 4 |
| Can sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. | 1 | 2 | 3 | 4 |
| Can identify real-life connections between words and their use (e.g., note places at school that are colorful). | 1 | 2 | 3 | 4 |
| Can distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. | 1 | 2 | 3 | 4 |

Add the numbers checked above (one per row) to get the total score.

Total Score: _____ /84

LESSON

1



THE CORE
Language Program

Kindergarten Curriculum

**ASKING AND
ANSWERING
QUESTIONS**

Student Workbook



INSTRUCTIONS

When we ask questions, we use different question words to ask for different things. Talk about what each of the question words below means. Then, draw a line from the question word to its response.

QUESTION WORDS



Who



What



Where



When



Why

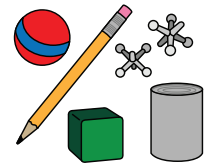


How



Yes/No

RESPONSE WORDS



Thing



Reason



Process



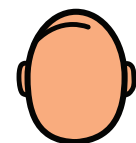
Choice



Time



Place



Person

FOLLOWING DIRECTIONS:

Follow the directions given by the adult using the words above.

ANSWERING QUESTIONS

Answer the following questions about familiar people, places, things, and events. Let's keep it fun! Get up and move while you're answering these questions. Answer the questions while you stand on one foot, touch your toes, do a push up, etc.



WHO = PERSON

Who do you live with?
Who takes you to school?
Who is your teacher?



WHAT = THING

What do you like to eat?
What is in your bedroom?
What do you play with?



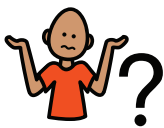
WHERE = PLACE

Where do you go to school?
Where do you play?
Where do you sleep?



WHEN = TIME

When can we see the stars?
When do you get a bandaid?
When do you eat breakfast?



WHY = REASON

Why would you use a spoon?
Why do you get sad sometimes?
Why do you drink water?



HOW = PROCEDURE

How do you get to school?
How do you eat cereal?
How do you watch videos?



YES/NO = CHOICE

Do you like pizza?
Is a bear a type of fish?
Are you happy right now?

STORY

Have an adult read this story out loud. Try to guess how the mouse will answer each question before the adult reads it.

Once upon a time, a bear and a mouse were playing hide and seek in the woods. The bear hid while the mouse counted to ten. Once the mouse had counted to ten, he started to look for the bear but couldn't see him anywhere. The owl saw the mouse wandering around and asked,

"Are you alright?". "Yes," replied the mouse, "but I can't find my friend".

"Who is your friend?" asked the owl. "The bear", replied the mouse.

"What does he look like" asked the owl. "He is brown and fuzzy" replied the mouse.

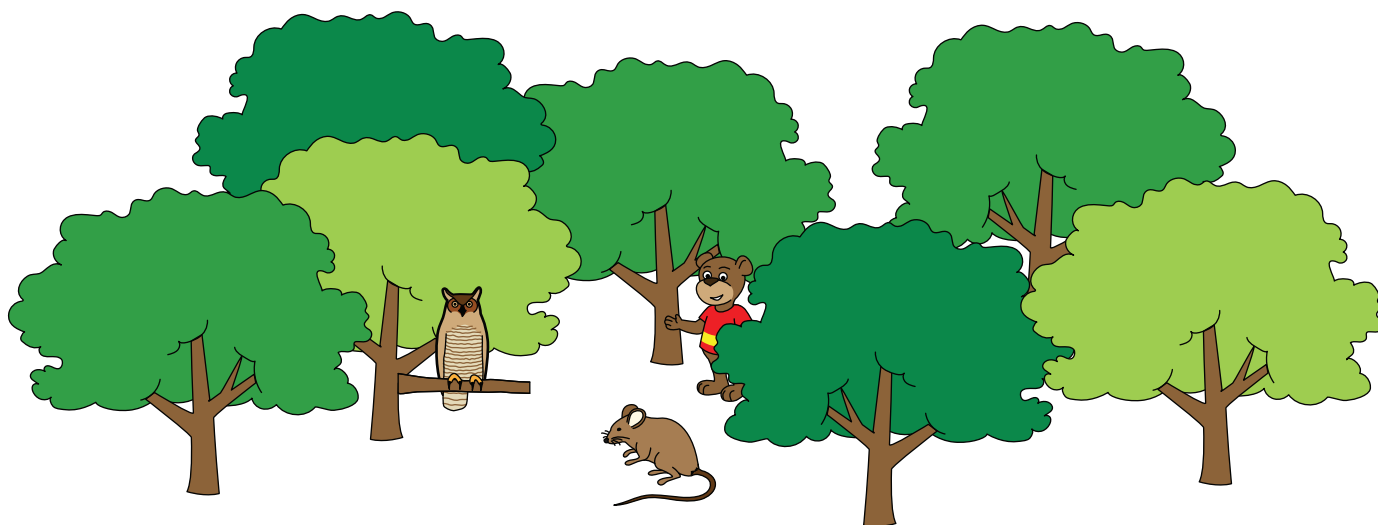
"Where did you last see him?" asked the owl. "Over by that tree," replied the mouse

"When was that?" asked the owl. "A few minutes ago", replied the mouse

"Why is he missing?" asked the owl. "Because we were playing hide and seek" replied the mouse

"How can I help?" asked the owl. "You can look that way and I will look this way.

Together the owl and the mouse searched the two halves of the wood. Soon, the mouse saw the paw of the bear sticking out from behind a tree. "FOUND YOU!" called the mouse. "I thought you'd never find me!" cried the bear. The three friends decided to play a different game so no one got lost again.



INSTRUCTIONS

Answer the following questions about the story on the previous page. Write or draw your answers in each box.



Who is in this story?



What were they playing?



Where were they playing?



Why couldn't the mouse see the bear?



How did the owl help the mouse?



When did the mouse find the bear?







Did they keep playing hide-and-seek after they found the bear?

RETELL

Now it's your turn! Retell the story of the mouse and the bear using your answers above to help you. The adult will ask you questions as you retell the story to get more information.

ASKING QUESTIONS ABOUT UNKNOWN WORDS:

Sometimes we hear a word that we don't understand. When this happens, we can ask "what does that mean?" The adult will read the story below. When you hear a word you don't understand, raise your hand! You can use the icons in the text to help you know what kind of question to ask. You can ask questions like "what is that", "who is that", or "where did they go".

In the town where I live, we had a problem. The problem was that our town had been invaded by a very large **spordan**.  I wasn't sure what to do so I went to talk to **Bork**.  Bork said that what we needed to take care of the spordan was a large **stike**.  The only place in town to get the a stike was at **bosh**.  So together, Bork and I went to the bosh to get the stike to feed to the spordan. The spordan was so happy that he never bothered our town again.

ASKING QUESTIONS WHEN YOU CAN'T UNDERSTAND

We can also ask a question when we don't hear or understand what someone says. As the adult reads this story, raise your hand when you can't hear or understand the adult. When the adult calls on you, say...

"CAN YOU REPEAT THAT?"

Johnny's nickname was "The Questioner". He LOVED asking questions about everything he could think of. When Johnny REALLY wanted to know a lot about a subject, he would yell, "WHO WHAT WHERE WHEN WHY??". He would then follow up by asking each of those questions individually. One day, Johnny's mother told him they would be going out to eat for dinner. Johnny immediately yelled "WHO WHAT WHERE WHEN WHY?" Then, he asked,

"Who will be there?"

"What will I eat?"

"Where will we go?"

"When are we leaving?"

"Why aren't we eating at home?"

Johnny's mother, who was used to him asking so many questions, patiently answered his questions one by one. How do you think she answered each question?

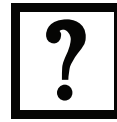
ANSWERING QUESTIONS:

Your child has been learning about asking and answering questions. You can help at home by practicing this page. For each question type below, remind your child what each question word means (read the text at the top of each box) and then ask your child the questions inside the box. You can keep asking questions like these throughout the day to help your child practice.



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Who do you live with?
Who takes you to school?
Who is your teacher?



WHAT = THING

What do you like to eat?
What is in your bedroom?
What do you play with?



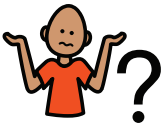
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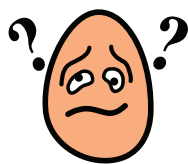
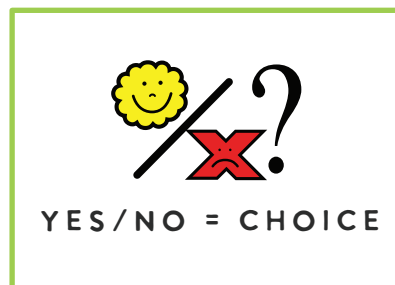
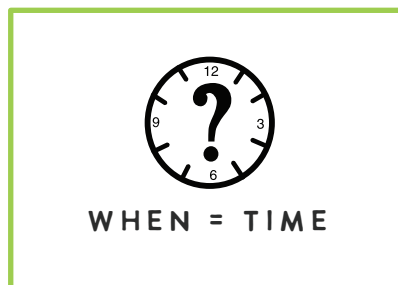
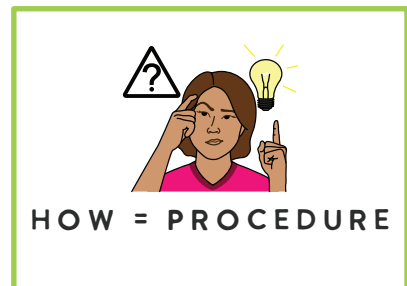
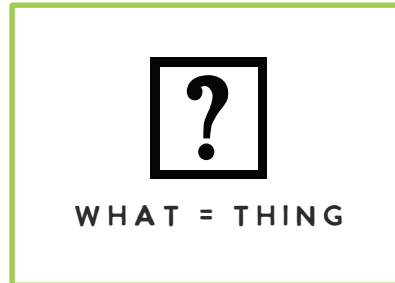
ASKING QUESTIONS:

Your child can also practice asking questions when they are confused or don't understand something. Throughout the day, remind your child to ask questions like the ones below. You can set up situations where they need to ask for clarification (example: you can mumble and then remind your child to ask you to repeat if they didn't hear you), or you can notice times when your child seems confused and remind him/her to ask questions.

- Remind your child to ask what a word means if they hear a new word
- Remind your child to ask for something to be repeated if they didn't hear or understand what the person said (or if they weren't paying attention)
- Remind your child to ask for more information if they are confused about something

KINDERGARTEN QUESTION WORDS:

Use this visual aid to help children learn how to ask and answer questions.



ASK IF YOU ARE CONFUSED:

