Rainy Day Talk

Partners use story details to share ideas, ask questions, and listen.

1.CC.1 "Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups."

NAME _____ DATE _____

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

1 HEAR AND SHARE

a	**sun**	**wind**	**rain**
b	**puddles**	**clouds**	**leaves**

2 ASK AND ANSWER

a	**Why**	**Where**	**When**
b	**Why**	**Who**	**Where**

ANSWER KEY

Rainy Day Talk

GRADE 1 · 1.CC.1

HOW TO RUN THIS PAGE

Read each row aloud and give partners time to talk before they circle a choice. Observe each student's spoken idea, question, answer, and retelling of a partner's detail, and record 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 · HEAR AND SHARE

SAY "Tell your partner your choice and one clue you heard. Ask your partner, 'What clue did you hear?' Listen, then tell your partner a clue they shared before you circle."

ROW	SAY	STUDENTS CIRCLE
a	Drops fall from gray clouds and wet the ground. Which weather word fits?	**rain**
b	After the storm, small pools of water cover the sidewalk. Which word names the small pools?	**puddles**

PART 2 · ASK AND ANSWER

SAY "Circle the question word, then use it to ask your partner a full question about Jo or Kim. Answer your partner with a detail you heard, and tell me what your partner said. Switch who asks first on the next row."

ROW	SAY	STUDENTS CIRCLE
a	Jo says, 'Let's play on the dry side of the yard.' Which question word helps you ask about the place Jo chose?	**Where**
b	Kim says, 'I chose that side so my shoes stay dry.' Which question word helps you ask Kim's reason?	**Why**

WHAT TO ACCEPT

Part 1: rain, puddles. Part 2: Where, Why. Accept full oral questions, answers grounded in the spoken details, and accurate retellings of a partner's clue or answer.