Tell Me Why

Students choose supporting details, then give their own reasons aloud.

C.1.1.c "Provide reasons with details to support the opinion."

NAME _____ DATE _____

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

1 CIRCLE WHY

a

shade	**snow**	**soap**

b

music	**dry**	**candy**

2 YOUR REASON

book	
game	

ANSWER KEY # Tell Me Why

HOW TO RUN THIS PAGE

Read the opinions and choices aloud, then give students time to circle a supporting detail. For the boxes, listen to each student's opinion and reason with a specific detail, and record any help 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 · CIRCLE WHY

SAY "I will read an opinion and three words for each row. Which word helps explain the opinion? Circle it."

ROW	SAY	STUDENTS CIRCLE
a	I think a tree is a good place to sit on a hot day. The words are shade, snow, and soap. Which word helps explain why?	**shade**
b	I think a raincoat is helpful on a rainy day. The words are music, dry, and candy. Which word helps explain why?	**dry**

PART 2 · YOUR REASON

SAY "Look at the word beside each box. For each word, tell me if you think it is a good choice for free time. Say why, and add a detail that shows why. Then write one word from your reason in the box."

- Box 1 (beside book): **A word from the student's spoken reason about a book. The oral response states an opinion, a supporting reason, and a specific detail.**
- Box 2 (beside game): **A word from the student's spoken reason about a game. The oral response states an opinion, a supporting reason, and a specific detail.**

WHAT TO ACCEPT

Circle shade and dry. Accept either opinion for each box if the student gives a supporting reason with a specific detail; record oral performance and any teacher support separately.