Reasons That Fit

Students identify a supporting reason, then give their own opinions with details.

C.K.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 A REASON

a | **puddles** | **socks** | **bed**

b | **spoon** | **rain** | **slide**

2 TELL WHY

music

games

ANSWER KEY

Reasons That Fit

KINDERGARTEN · C.K.1.c

HOW TO RUN THIS PAGE

Read each opinion and its three choices aloud so students can listen before circling. In the second part, listen for each student's opinion, reason, and a detail that supports the reason, and record any help given 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 A REASON

SAY "I will read an opinion and three choices. Listen for the reason that tells why the speaker thinks that. Circle its word."

ROW	SAY	STUDENTS CIRCLE
a	I think rainy days are fun. Puddles: I can splash in puddles. Socks: My socks get wet. Bed: I sleep in my bed at night. Which reason supports the opinion? Circle its word.	**puddles**
b	I like playing on the playground. Spoon: I use a spoon for soup. Rain: Rain makes the ground too wet to play. Slide: I can go down the slide. Which reason supports the opinion? Circle its word.	**slide**

PART 2 · TELL WHY

SAY "Look at the word beside each box. For each word, tell me what you think about it, why you think that, and one detail that helps me understand your reason. Then write one word from your reason in the box."

- Box 1 (beside music): **A word from the student's spoken reason about music.**
- Box 2 (beside games): **A word from the student's spoken reason about games.**

WHAT TO ACCEPT

Circle puddles, then slide. Accept either positive or negative opinions in the boxes when the student gives a reason with a relevant detail aloud; record oral performance and any support separately.