Why Do That?

Students identify a claim and the reason that supports it in two short texts.

RI.1.8 "Identify the claim and the reasons an author gives to support the claim in a text."

NAME _____ DATE _____

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

1 FIND THE CLAIM

a	**Drink.**	**Nap.**	**Sing.**
b	**Read.**	**Jump.**	**Walk.**

2 FIND THE REASON

a	**dry**	**cool**	**loud**
b	**strong**	**fast**	**wet**

ANSWER KEY

Why Do That?

HOW TO RUN THIS PAGE

Read each short text and its row of choices aloud. Students circle what the author says to do in Part 1, then identify the author's reason in Part 2. You may reread a text and record that 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 · FIND THE CLAIM

SAY "A claim tells what an author wants us to think or do. Listen to each text and its choices. Circle the word that tells what the author says to do."

ROW	SAY	STUDENTS CIRCLE
a	We should drink water after we play. Water helps our bodies stay cool. Your choices are drink, nap, and sing. What does the author say we should do?	**Drink.**
b	We should walk at recess. Walking helps our legs get strong. Your choices are read, jump, and walk. What does the author say we should do?	**Walk.**

PART 2 · FIND THE REASON

SAY "A reason tells why the author makes a claim. Listen to each text again. Circle the word that tells the author's reason."

ROW	SAY	STUDENTS CIRCLE
a	We should drink water after we play. Water helps our bodies stay cool. Your choices are dry, cool, and loud. Which word tells why the author says to drink water?	**cool**
b	We should walk at recess. Walking helps our legs get strong. Your choices are strong, fast, and wet. Which word tells why the author says to walk?	**strong**

WHAT TO ACCEPT

Part 1: Drink, Walk. Part 2: cool, strong. Accept a clear circle around the correct word in each row.