

Choice and Why

Students name a preference and give a reason through talk, drawing, or emergent writing.

KW1 "Use a combination of drawing, dictating, oral expression, and/or emergent writing to state an opinion about a familiar topic or personal experience and state a reason to support that topic."

NAME _____

DATE _____

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

1 HELPFUL WORDS

a	like	see	big
b	and	the	because

2 MY CHOICE

Choice	
Reason	

HOW TO RUN THIS PAGE

Read each prompt aloud and let students mark the page as you speak. Model the routine first with a different familiar choice, such as choosing a song, by saying your choice and one reason. Listen for each student to state a preference and connect it to a reason.

Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

PART 1 • HELPFUL WORDS

SAY “Listen to the words in each row. Use the word you circle later when you tell about your choice and your reason.”

ROW	SAY	STUDENTS CIRCLE
a	Look at like, see, and big. Which word could you use when you tell what you like? Circle it.	like
b	Look at and, the, and because. Which word could you use when you tell why you like something? Circle it.	because

PART 2 • MY CHOICE

SAY “Think about drawing and blocks. Which do you like better? In the Choice box, draw your choice or try to write drawing or blocks. In the Reason box, draw why you like it, then tell me, “I like ____ because ____.””

- Box 1 (beside Choice): **drawing or blocks, shown by a drawing or emergent writing**
- Box 2 (beside Reason): **a drawing or emergent writing that gives a reason for the student's choice**

WHAT TO ACCEPT

Helpful Words answers are like, then because. Accept a dictated, oral, drawn, or emergently written preference for drawing or blocks and a related reason, such as what the student can make or do with it.