Source Detectives

Students choose and connect ways to find information.

K.T.RA.2.b "With adult support, explore various sources of information, including print, digital, and personal communication. (I)"

NAME _____ DATE _____

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

1 PICK A SOURCE

Classroom practice note

Art time is after lunch.

Bring a pencil to art time.

a	**Book**	**Video**	**Person**
b	**Video**	**Person**	**Book**
c	**Person**	**Book**	**Video**

2 CONNECT IT

Book	•	•	**Ask**
Video	•	•	**Read**
Person	•	•	**Watch**

ANSWER KEY

Source Detectives

KINDERGARTEN · K.T.RA.2.b

HOW TO RUN THIS PAGE

Read the source names and each situation aloud. Students use the situation to choose a useful source and connect each source to a way of getting information. Notice whether students distinguish the three ways information can be found. After the source choices, read the printed practice note with children pointing to its two lines. Ask when art time is and what to bring. Then each child asks a real partner which drawing tool they like using and listens to the actual answer. Record the two print findings and the named partner's answer on the back; support pointing, speech or dictation.

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

PART 1 · PICK A SOURCE

SAY "Listen to each question. I will read the three source words. Circle the source that fits each question."

ROW	SAY	STUDENTS CIRCLE
a	You want to watch the steps for a dance. The choices are Book, Video, and Person. Which source lets you watch the steps?	**Video**
b	You want to read words printed on a page. The choices are Video, Person, and Book. Which source can you read?	**Book**
c	You want to ask your grandmother about when she was little. The choices are Person, Book, and Video. Which source lets you ask her a question?	**Person**

PART 2 · CONNECT IT

SAY "Look at the source words on the left and the action words on the right. I will read them with you. Draw a line from each source to the action you use to get information from it. Now explore two actual sources with me. Follow our printed practice note as I read it. When is art time, and what should you bring? Point to the line that answers each question. Next ask your real partner: Which drawing tool do you like using? Listen to their answer and tell or show what you learned. I will help record the printed information and your partner's own answer on the back."

- **Book** matches **Read**
- **Video** matches **Watch**
- **Person** matches **Ask**

WHAT TO ACCEPT

Part 1 answers are Video, Book, Person. Part 2 matches are Book-Read, Video-Watch, and Person-Ask. Actual exploration: printed note gives after lunch and a pencil, supported by its first and second lines. Personal communication findings vary with the real partner's preference; record whom the child asked and the actual answer without inventing it. Teacher-supported print examination and real personal-source inquiry suffice for this brief practice; naming source types alone is not the added task. The note is supplied classroom practice text, not a claim about your real schedule.