Changes That Help

Students use story clues to explain how living things change a place to meet a need.

K-ESS2-2 "Engage in argument from evidence for how plants and animals (including humans) can change the environment to meet their needs. (SEP: 7; DCI: ESS2.E, ESS3.C; CCC: Systems)"

NAME _____ DATE _____

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

1 CIRCLE IT

a

nest	**hole**	**path**

b

hole	**path**	**shade**

2 TELL WHY

bird	
child	

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HOW TO RUN THIS PAGE

Read each story and its choices aloud. After students circle an answer, listen as each student uses a clue from the story to explain how the change helps, and record any support 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 IT

SAY "Listen to each story. I will read the choices. Circle the change that helps."

ROW	SAY	STUDENTS CIRCLE
a	A bird carries sticks to a tree and puts them together. It lays eggs there. The choices are nest, hole, and path. What does the bird make to help keep its eggs safe? Circle it.	**nest**
b	A child puts a cloth across two chairs outside. The child sits under it when the sun is hot. The choices are hole, path, and shade. What does the child make to stay cool? Circle it.	**shade**

PART 2 · TELL WHY

SAY "The boxes say bird and child. For each one, tell me what it made, which clue in the story helped you know, and why it helps. Then write one word from the story in the box to show your clue."

- Box 1 (beside bird): **sticks**
- Box 2 (beside child): **cloth**

WHAT TO ACCEPT

The circles are nest and shade. Accept sticks and cloth in the boxes, including invented spelling; listen for an oral explanation that connects each clue to what was made and how it helps.