

Seed Story Marks

Students listen to a short source and show details with circles and words.

1.7.E “interact with sources in meaningful ways such as illustrating or writing; and”

NAME _____

DATE _____

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

1 CIRCLE DETAILS _____

a	seed	water	sprout
b	Monday	Friday	Sunday

2 WRITE DETAILS _____

HOW TO RUN THIS PAGE

Read the short source aloud, then reread it as needed for each question. Students respond to details from the source by circling printed words and writing short source words.

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 DETAILS

SAY “Listen to this short source: “On Monday, Sam planted a seed. Each day, Sam gave the seed water. On Friday, a green sprout popped up.” I will read the source again when you need it. Listen to each question and circle your answer.”

ROW	SAY	STUDENTS CIRCLE
a	What word names what Sam planted? Circle the word you hear in the source.	seed
b	What word tells when the sprout popped up? Circle the word you hear in the source.	Friday

PART 2 • WRITE DETAILS

SAY “Think about the source. In the first box, what word tells what Sam gave the seed each day? In the second box, what word names the new green plant that popped up? Write one word in each box.”

- Box 1: **water**
- Box 2: **sprout**

WHAT TO ACCEPT

Circle row answers: seed, Friday. Accept water and sprout in the boxes, including clear phonetic spellings such as watur or sproot.