

Listen Find Write

Students listen to two short texts, share a connection, find details, and write key words.

K.6 "Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed..."

NAME _____

DATE _____

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

1 CIRCLE CLUES _____

a	bell	gate	dog
b	home	room	gate
c	loud	soft	fast
d	runs	walks	opens

2 WRITE WORDS _____

HOW TO RUN THIS PAGE

Read both short texts aloud twice, pausing after the first reading for partner talk. Students show response skills by sharing a personal connection, using details from the texts to choose answers, and writing two words from the texts.

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 CLUES

SAY “Listen to these two short texts, and afterward, tell a partner about a quiet place you know. Text One: “Mia hears a bell. She walks to the gate. A small dog waits by the gate. Mia opens the gate, and the dog runs home.” Text Two: “A sign says, ‘Quiet room.’ Ben uses a soft voice in the room. He reads a book there.””

ROW	SAY	STUDENTS CIRCLE
a	In Text One, what did Mia hear? The choices are bell, gate, dog. Circle your answer.	bell
b	In Text Two, where did Ben read? The choices are home, room, gate. Circle your answer.	room
c	In Text Two, which word tells what quiet means? The choices are loud, soft, fast. Circle your answer.	soft
d	After Mia heard the bell, what did she do? The choices are runs, walks, opens. Circle your answer.	walks

PART 2 • WRITE WORDS

SAY “What did Mia hear first? Write that word in the first box. Where did Ben read? Write that word in the second box.”

- Box 1: **bell**
- Box 2: **room**

WHAT TO ACCEPT

Circle answers are bell, room, soft, and walks. Accept bell and room in the boxes, including reasonable kindergarten phonetic spellings.