

Pond Proof

Students listen for key details, opinions, and ideas in two short informational texts.

1.RI “The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of informational texts heard or read. Key Ideas and Confirming Details Ask and answer literal (who, what, when...)”

NAME _____

DATE _____

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

1 CIRCLE IT _____

a	Ponds	Frogs	Birds
b	freeze	float	frogs
c	fish	winter	fun

2 TEXT MATCH _____

frogs	•	•	Both
fish	•	•	Text1
ponds	•	•	Text2

HOW TO RUN THIS PAGE

Read both short texts aloud twice before students mark the page. Students use words they heard as evidence to identify a shared main topic, make a simple inference, notice an opinion, and compare details from the two 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 IT

SAY “Listen to Text 1: Ponds are small bodies of water where frogs live nearby and lily pads float. Listen to Text 2: Fish can live in ponds, some ponds freeze in winter, and watching birds by a pond is fun. Listen again, then answer each question by circling one word.”

ROW	SAY	STUDENTS CIRCLE
a	What is the main topic of both texts: ponds, frogs, or birds? Circle the word that tells the main topic.	Ponds
b	Why might a pond have ice in winter: freeze, float, or frogs? Circle the word that gives a reason.	freeze
c	Which word comes from the opinion in Text 2: fish, winter, or fun? Circle the word from the opinion.	fun

PART 2 • TEXT MATCH

SAY “Read each word on the left and each label on the right with me. In which text did you hear each word, Text 1, Text 2, or both? Draw a line to the matching label.”

- **frogs** matches **Text1**
- **fish** matches **Text2**
- **ponds** matches **Both**

WHAT TO ACCEPT

Circle Ponds, freeze, and fun. Match frogs to Text1, fish to Text2, and ponds to Both; accept clear lines that show these matches.