Park Spotter

Students draw, label, and write to share what they might see at a park.

K.3.W "Students will use drawing, labeling, and writing to tell a story, share information, or express an opinion with prompting."

NAME _____ DATE _____

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

1 DRAW AND LABEL

2 TELL ABOUT IT

I see

I see

Park Spotter

HOW TO RUN THIS PAGE

Read each direction aloud and prompt students to think of things they might see at a park. Listen as they name their drawings, and note any help you give with writing 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 · DRAW AND LABEL

SAY "What are two different things you might see at a park? Draw one thing in each box, write a word to name it, and tell me what you drew."

- Box 1: **A drawing of one possible park item with an attempted written label that names it.**
- Box 2: **A drawing of a different possible park item with an attempted written label that names it.**

PART 2 · TELL ABOUT IT

SAY "In the first box, trace the gray words and add words to tell about your first drawing. Do the same for your second drawing in the next box, then read both lines to me."

- Box 1: **A completed line about the first drawing, such as 'I see a swing.'**
- Box 2: **A completed line about the second drawing, such as 'I see a tree.'**

WHAT TO ACCEPT

Accept recognizable drawings, labels with developmentally appropriate spelling, and lines that match each drawing. Record prompting and spelling support separately.