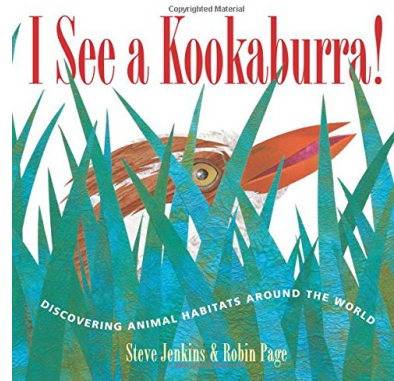


I See a Kookaburra



Q1 Narrative

Prompt

Pretend you traveled to one of the habitats we read about. Using what you learned from the text, write about what animals you saw there.

Writing Expectation

Make a thinking map together. Using 4 square writing, write a complete sentence with teacher modeling. (daily) By the end of the week, a complete paragraph will be written.

Standards

- I.W.TTP.2 With prompting and support, write informative/explanatory texts, naming a topic, supplying some facts about the topic, and providing some sense of closure.
- I.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- I.W.RBPK.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- I.W.RW.10 With guidance and support from adults, engage routinely in writing activities to promote writing fluency and build writing stamina.

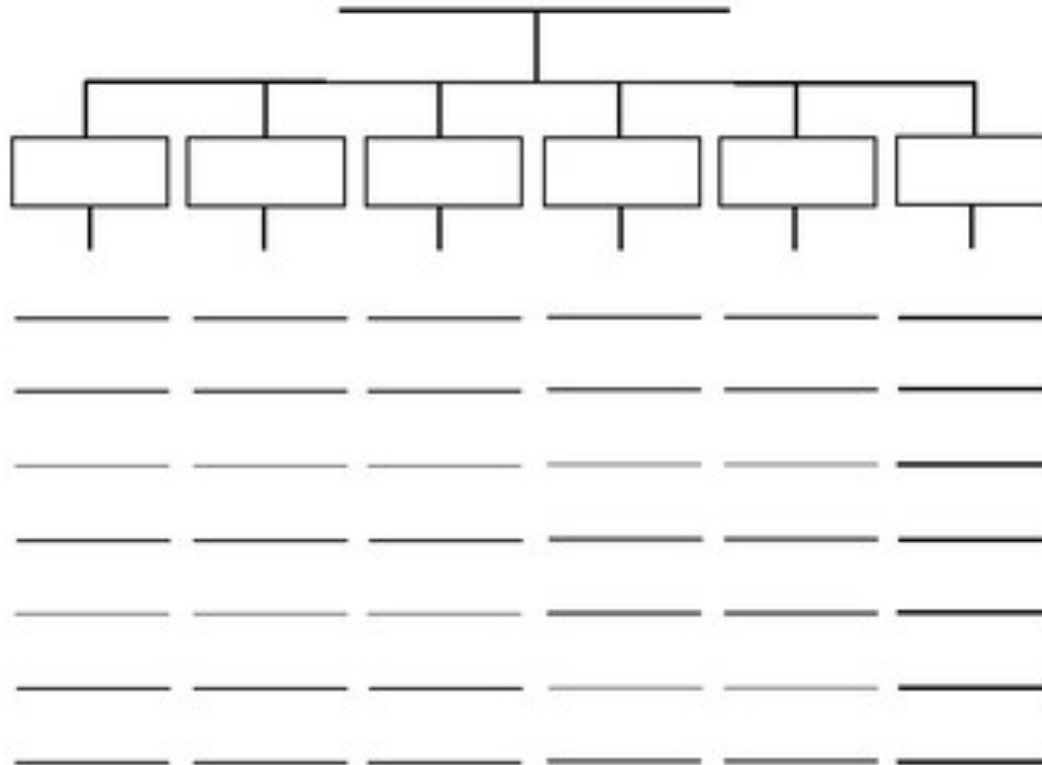
Use a Tree Map and a 4 Square Format

Implementation

Teacher Directed Whole Group Experience

As the book is being read, write down the names of each of the habitats.
List animals under each one OR Have post-it notes with information
already on them for a student helper to immediately put on the map OR
after reading about a habitat, have students pick 4 animals to include on
this tree map.

This is a **tree map**.



Topic Sentence

I see a Kookaburra!
One day, I
traveled to
the _____:
COVERING ANIMAL HOPES AND DREAMS
Steve Jenkins & Robin Page

Date

One day, I traveled to
the -----.

First, I saw -----
-----.

Topic Sentence

One day, I
traveled to
the -----:

Date

One day, I traveled to
the ----- First, I
saw -----.

First, I saw -----
-----.

Then, I saw -----
-----.

Topic Sentence

One day, I
traveled to
the -----:

Date

One day, I traveled to
the ----- First, I
saw -----
Then, I saw -----

First, I saw -----
-----.

Then, I saw -----
-----.

Topic Sentence

One day, I
traveled to
the -----:

Last, I saw -----
-----.

Date

One day, I traveled to
the _____. First, I
saw _____.
Then, I saw _____.
Last, I saw _____
_____.

First, I saw -----
-----.

Then, I saw -----
-----.

Topic Sentence

One day, I
traveled to
the -----:

*Have students write the
ending sentence
to their paragraph.*

Last, I saw -----
-----.

I saw many things
in the -----.

Date

One day, I traveled to
the _____. First, I
saw _____.
Then, I saw _____.
Last, I saw _____
_____. I saw many things
in the _____.

Topic Sentence



One day, I traveled to the

-----. First, I saw -----.

Then, I saw -----. Last, I

saw -----.

I saw many
things in the -----.



Closing Sentence

One day, I traveled to the
----- . First, I saw ----- .
Then, I saw ----- . Last, I
saw ----- . I saw many
things in the ----- .

I See a Kookaburra

Q1 Narrative

The diagram consists of a central horizontal line at the top. A vertical line descends from its center to a horizontal line that branches into six vertical lines, each leading to a rectangular box. Below each box is a vertical line that connects to a horizontal line. These horizontal lines are arranged in a grid of six columns and seven rows, providing a space for writing a narrative.

