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**Submitted By:**
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**Overview**
Students will finish creating narratives to go with the animals they have created. They will be able to share with their class the animals they have created as well as the stories that go with them.

**Grade Levels**4th

 **Curriculum Correlation**
**CCSS.ELA-LITERACY.W.4.3:** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

 **Duration**
75min.

**Location**
Indoors

**Materials**

* Create an Animal planning sheet (1 for each student)
* Writing Journals
* Pencils, Markers, Crayons, Colored Pencils
* Talking Stick

**Learning Targets**

**Students will understand:**

* How to orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
* How to use dialogue and description to develop experiences and events or show the responses of characters to situations.
* How to use a variety of transitional words and phrases to manage the sequence of events.
* How to use concrete words and phrases and sensory details to convey experiences and events precisely.
* Techniques to provide a conclusion that follows from the narrated experiences or events.
* How to engage in the writing process.

**Students will know:**

* The steps of the writing process.
* Transitional words/phrases.
* How to sequence the events of a story.

 **Procedure**

***Engaging, Relevant Introduction Activity: 20 minutes, at individual desks***

* Tell students they have 20 minutes to put any finishing touches on their story and pictures. Anything else will have to be finished for homework.
* Refer them to the anchor chart made yesterday about what needs to be included.
* Encourage students to have multiple people peer review their story.
* Set timer for 20 minutes

***Lesson: 45 minutes, at carpet***

* Have students bring their projects to the carpet.
* Remind students of proper audience behavior.
* Allow them to volunteer to share their stories. When students come to the front to share they must at least tell the audience the following things: animal’s name, animals basic needs, where animal lives, and illustration of animal in its habitat.

***Closure:5-10 minutes, in a circle at the carpet***

* Allow students to reflect on the process of creating an animal and writing a story about it by passing the talking stick around the circle.
* Prompt students to share ideas about things they liked/dislike, certain animals they learned about, or things they would change about the project.
* Hang student’s drawings up.