

# What if you had Animal Teeth?



**Birds**

## Submitted By:

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## Overview

The class read a book that had students think about what they would do if they had certain animal teeth. They then partook in a writing prompt from the book to answer the previous question. Students were prompted to think about the characteristics of their created animal, in order to determine an appropriate habitat. They then wrote stories about encountering their animal and drew a visual for the class before presenting at the end of the week.

## Grade Levels

4<sup>th</sup> Grade

## Curriculum Correlation

CCSS.ELA-LITERACY.W.4.3

## Duration

1 hour 15 minutes

Continued in “Lesson 1 wrap up & Intro into Technology for Create an Animal Lesson”

## Location

Classroom

## Materials

- Book of “*What if you had Animal Teeth?*”: This story takes children on a fun, informative, and imaginative journey as they explore what it would be like if their own front teeth were replaced by those of a different animal. Featuring a dozen animals (beaver, great white shark, narwhal, elephant, rattlesnake, naked mole rat, hippopotamus, crocodile, and more), this book explores how different teeth are especially adapted for an animal's survival. At the end of the book, children will discover why their own teeth are just right for them. And they'll also get a friendly

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**Birds**

reminder to take good care of their teeth, because they're the only teeth they'll ever have. Each spread features a photograph of the animal using its specialized teeth on the left and a humorous illustrated image of a child using that animal's teeth on the right.

- Video of “What if you had Animal Teeth?”:  
<https://www.youtube.com/watch?v=MqHr51mHBDo>
- Writing Prompt Worksheet (see following pages)
- Student Example of Final Project (see following pages)
- Pencils



## 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 the carpet**

# What if you had Animal Teeth?



Birds

- Tell students that this week we will be focusing on a writing standard that looks at writing narratives to develop real or imagined experiences. Have them keep that in mind while we read the book together.
- Read the book, “*What if you had Animal Teeth?*” by Sandra Markle
- At the end of the story ask students some of the following questions: What animals did we see in this book? Which animal’s teeth would you chose as your front teeth and why? Why are \_\_\_\_\_ animal’s teeth good for their survival?

## **Lesson: 40 - 45 minutes, at individual desks**

- Have students return to their own seats.
- Explain to the class that we will be working on a few writing prompts this week. Today we will be engaging in one that accompanies the book we just read, *What if you had Animal Teeth*.
- This prompt will be asking you, “If I could have animal teeth I would want \_\_\_\_\_ because.”
- For this activity you must choose from the animals seen in the story! Refer to the list written on the board!( Beaver, Great White Sharks, Narwhal, Elephant, Rattlesnake, Naked Mole Rat, Vampire Bats, Hippopotamus, Bengal Tiger, Crocodile, Camel)
- Allow students to turn and talk to with a partner about their ideas.
- Pass out the writing prompt worksheet to each student.
- Remind them to include concrete reasons behind their choice.
- Remind them to include informative details in their response.
- Remind them to use sequencing words within their response.
- Refer students back to the book as a reference for animal facts.
- Remind them to be creative and use their imaginations!
- Allow students to begin by first planning: Write at least three reasons for their choice in their writing journals.
- After teacher approval, students may begin writing their responses on their worksheet.

## **Closure: 5 minutes**

- Have students put all materials in their writing folders.
- Tell students that if they did not finish their writing prompt, then they must complete it for homework.
- Tell students that tomorrow we will begin by creating an art project that coincides with today’s writing prompt, before moving on to our next activity.

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Birds

Reiterate that you saw a lot of imagination in their ideas, and you were very impressed with their creativity!

## Assignments:

- Finish writing prompt for homework

## Assessment:

- Did student engage in opening group discussions in a meaningful way?
- Did students actively engage and share ideas with their partner?
- Did students complete planning in their writing journal?
- Did students fully complete the writing task?



Photos

