

## **“If I were a fossil...” Narrative**

Have your students interact with fossils physically and mentally. One way to accomplish this interaction is to have your students write a narrative about a day in the life of a fossil. They might use a fossil image they have made from a leaf or object rubbing or one of the fossil casts from the VMNH fossil kit.

The following *Virginia Language Arts Standards of Learning* may be met with this narrative writing activity; a number of others correspond to the editing process.

- K.1 The student will demonstrate growth in the use of oral language.
- 1.13 The student will write to communicate ideas for a variety of purposes.
- 2.12 The student will write stories, letters, and simple explanations.
- 3.9 The student will write for a variety of purposes.
- 4.7 The student will write cohesively for a variety of purposes.
- 5.7 The student will write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade.
- 5.9 The student will find, evaluate, and select appropriate resources for a research product.
- 6.7 The student will write narration, description, exposition, and persuasion.
- 7.7 The student will write in a variety of forms with an emphasis on exposition, narration, and persuasion.
- 8.7 The student will write in a variety of forms, including narration, exposition, persuasion, and informational.

### **Activity:**

Choose the fossils about which you want your students to write. Choose, or allow them to choose, from what perspective they are writing. For instance, are they writing as if they are the fossil or are they a paleontologist? This would be a good time to review point of view. Give them a prompt to get them started. Something as simple as “One day I was a fossil living in the dirt when...” or “Once upon a time there was a girl walking down the beach and she...”.

You may integrate research into this activity to align with your school or state goals. Based on the fossil chosen, students could research facts which they will introduce into their narratives. Grade level expectations will determine the level at which students research and write. In early grades, a sentence for each student may be the extent of the assignment while older students could work on developing a narrative with multiple paragraphs.