

Grade 2: Module 2

Unit 3: Lessons

2017 version

Lesson 1: Reading and Speaking: Revisiting a Paleontologist's Work

CCS Standards

- **SL.2.1:** Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
- **SL.2.1a:** Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- **SL.2.1b:** Build on others' talk in conversations by linking their comments to the remarks of others.
- **RL.2.1:** Ask and answer such questions as *who, what, where, when, why, and how* to demonstrate understanding of key details in a text.

Daily Learning Targets

- I can answer questions about paleontologists using key details in the text *The Big Dinosaur Dig*. (RL.2.1)
- I can use discussion norms to participate in a discussion about paleontologists. (SL.2.1, SL.2.1a, SL.2.1b)
- During Work Time, monitor students' general understanding of the excerpt read aloud from *The Big Dinosaur Dig*.

Ongoing Assessment

- During the Closing, observe if students are able to reflect on the characteristics of effective learners and consider how they might show these characteristics when they write a narrative.

Agenda

1. Opening

- A. Engaging the Learner: Mystery Journal Entry #3 (15 minutes)

2. Work Time

- A. Reading Aloud: *The Big Dinosaur Dig*, Pages 4–25 (15 minutes)
- B. Musical Mingle: Reviewing What We Have Learned about Paleontologists (20 minutes)

2. Closing and Assessment

- A. Think-Pair-Share: Working to Become Effective Learners (10 minutes)

Teaching Notes

Purpose of lesson and alignment to standards:

- This lesson introduces the focus of Unit 3: for students to use their knowledge of literary texts (gained from Unit 1) and their knowledge about fossils and paleontologists

- (gained in Unit 2) to compose a compelling narrative about discovering a fossil. During Work Time A, students hear a read-aloud of an excerpt from *The Big Dinosaur Dig*. This excerpt introduces the story of a paleontologist, Josh Smith, who is determined to discover a dinosaur fossil. It provides the background knowledge students need to understand the new excerpt read aloud in Lessons 2–4.
- During Work Time B, students participate in the Musical Mingle protocol. Consider how familiar students are with this protocol and reallocate class time spent introducing it as necessary.
- In this lesson, the habit of character focus is on working to become an effective learner. In the Closing, students reflect on all characteristics of effective learners both to synthesize their experience with these habits and to consider how they might be used while working to complete the performance task in Unit 3.

How this lesson builds on previous work:

- During the Opening, students revisit the paleontologist’s mystery journal entry and hear the final entry read aloud. Students also view photo clues #1 and #2, from Units 1 and 2, adding to them the final photo clue to reveal a complete photo. The true story of the fossil discovery behind these clues is revealed.
- During Work Time B, students draw on their knowledge of fossils and paleontologists from Units 1 and 2 to participate in the Musical Mingle protocol.
- Continue to use Goal 1-3 Conversation Cues to promote productive and equitable conversation.
- Areas in which students may need additional support:
- For some students, synthesizing and discussing information gathered from Units 1 and 2 may present a challenge. Consider allowing those students to reference their Paleontologist’s notebook as extra support during the Musical Mingle protocol.

Teaching Notes

Down the road:

- In Lessons 2–4, students will hear a read-aloud of an excerpt from *The Big Dinosaur Dig*, which will serve as a mentor text for students to study before writing their own compelling narrative about a fossil discovery.

In advance:

- Prepare:
 - Musical Mingle Protocol anchor chart for use during Work Time B (see supporting materials).
 - Technology necessary to play music during the Musical Mingle protocol.
- Preview the read-aloud of the excerpt from *The Big Dinosaur Dig* in order to familiarize yourself with what will be required of students.
- Review the Musical Mingle protocol. (Refer to the Classroom Protocols document for the full version of the protocol.)
- Post: Learning targets, photo clues #1–3, and applicable anchor charts (see materials list).

Consider using an interactive white board or document camera to display lesson materials.

- Opening: Show students a website to learn more information about the true story behind the mystery journal entries and photo clues: <http://abcnews.go.com/International/researchers-discover-fossils-largest-dino-believed-walk-earth/story?id=23762377>.
- Work Time B: Record students as they participate in the Musical Mingle protocol to listen to later to discuss strengths and what they could improve on, or to use as models for the group. Most devices (cellphones, tablets, laptop computers) come equipped with free video and audio recording apps or software.

Supporting English Language Learners

Supports guided in part by CA ELD Standards 2.I.A.1, 2.I.B.5, and 2.I.B.6s

Important points in the lesson itself

- The basic design of this lesson supports ELLs by creating excitement for learning via the mystery journal, explicitly outlining discussion protocols, encouraging students to access and apply what they learned from previous units to their current learning, and providing many opportunities for students to orally process their learning.
- ELLs may find it challenging to listen to the excerpt from *The Big Dinosaur Dig* without stopping, especially if they do not understand some of the language used in the text. Encourage students to use the pictures and what they have learned about paleontologists from previous units to help them understand what is happening in the text. Tell them that if they do not understand everything right now, it is okay, assuring them that they will have a chance study this text more in upcoming lessons.

Levels of support

For lighter support:

- Before providing sentence frames or additional modeling during Work Time B, observe student interactions and allow students to grapple. Provide supportive frames and demonstration only after students have grappled with the task. Observe the areas in which they struggle in order to target appropriate support.
- Encourage students to use Conversation Cues with other students to promote productive and equitable conversation and enhance language development.

For heavier support:

- Display, repeat, and rephrase all questions and discussion prompts.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** In the Opening, another mystery journal entry is shared with students. Before the journal entry is read aloud, support comprehension by activating prior knowledge. Consider a brief review of the previous mystery journal entries to highlight relevance and scaffold connections for students. Provide questions visually as well as verbally. (Example: Display questions on chart or board during the discussion of the journal entry.)

- **Multiple Means of Action & Expression (MMAE):** During the Musical Mingle protocol, students share with partners in several rounds of questions. Some students may need support for effective strategy development as they plan and recall their thinking during the protocol. Consider offering time for students to write or sketch their responses before sharing with a partner.
- **Multiple Means of Engagement (MME):** During the Closing, give students specific, positive feedback on their effort and participation for the day. Foster a sense of community and provide options for physical action by inviting students to give themselves a special applause and “kiss” their brains.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

New:

- forklift (T), compelling (T)

Review:

- narrative, paleontology, paleontologists (L)

Materials

- ✓ Mystery journal entry #3 (one to display)
- ✓ Photo clue #3 (one to display)
- ✓ Photo clue #1 (from Unit 1, Lesson 1; one to display)
- ✓ Photo clue #2 (from Unit 2, Lesson 1; one to display)
- ✓ Globe (one to display)
- ✓ Unit 3 Guiding Question anchor chart (one to display)
- ✓ *The Big Dinosaur Dig* (one to display; for teacher read-aloud)
- ✓ Fossils Word Wall (begun in Unit 1, Lesson 8)
- ✓ Tools Paleontologists Use anchor chart (begun in Unit 1, Lesson 10)
- ✓ Famous Paleontologists anchor chart (begun in Unit 1, Lesson 12)
- ✓ Musical Mingle Protocol anchor chart (new; teacher-created; see supporting materials)
- ✓ Working to Become Effective Learners anchor chart (begun in Module 1)

Opening

A. Engaging the Learner: Mystery Journal Entry #3 (15 minutes)

- Invite students to the whole group area.
- With excitement, share with students that you have found a third journal entry.
- Display **mystery journal entry #3**.

- Using a total participation technique, invite responses from the group:
“Who is the author of these journal entries?” (a paleontologist)
“In the first and second journal entry, what did the paleontologist do at the site?” (looked for a place to dig; dug for a fossil; found or discovered a fossil)
- While still displaying the text, read the first paragraph slowly, fluently, with expression, and without interruption.
- Tell students that a *forklift* is a type of machinery that can transport very heavy things.
- Invite students to turn and talk to an elbow partner:
“What happened in this paragraph?” (They tried to lift the bone, but it was too heavy; they wrapped it in plaster; a forklift moved it to a truck.)
- Refocus students whole group and confirm that this paragraph is about getting the fossil ready to move it to the laboratory.
- Draw students’ attention back to the text, and read aloud the second paragraph slowly, fluently, with expression, and without interruption.
- Invite students to turn and talk to an elbow partner:
“What happened in this paragraph?” (They took the bone to the laboratory; they took the plaster off; they discovered it was a huge dinosaur bone.)
- Refocus students whole group and confirm that this paragraph is about moving the fossil to the laboratory and studying it.
- Draw students’ attention back to the text, and read the third paragraph slowly, fluently, with expression, and without interruption.
- Focus students on the third paragraph in the text. Point to the underlined habits of character and reread them: *initiative, perseverance*.
- Using a total participation technique, invite responses from the group:
“How did the paleontologist show initiative?” (went to the site to look for the fossil)
“How did the paleontologist show perseverance?” (continued to search for the fossil, transport it, and study it)
- Draw students’ attention back to the text and reread the last sentence, emphasizing the underlined portion:
“I can’t wait to share this compelling story with other people so they know about this new dinosaur and what it teaches us about earth long ago!”
- Define *compelling* (exerting a strong hold on the attention).
- Tell students that when something is compelling, it gets your attention and keeps it.
- Share that you have a final clue, something that matches the journal entry and the previous photo clues.
- Introduce **photo clue #3**.
- Place **photo clue #1, photo clue #2**, and photo clue #3 together so that the full photo is displayed.
- With excitement, reveal that this photo shows a real paleontologist, and this compelling story is actually true!

- Provide the details of the real discovery: Dr. José Luis Carballido and Dr. Diego Pol discovered this fossil in a country called Argentina. It is one of the largest dinosaur bones ever discovered.
- Display the **globe**.
- Explain that a globe shows earth and all of the land and water in it.
- Point to the country of Argentina to show students its location.
- Display the **Unit 3 Guiding Question anchor chart**: “How do authors write compelling narratives?”
- With excitement, share that in this unit students will imagine they are a paleontologist just like the one who wrote these journal entries. Then students will get to write a compelling narrative about discovering a fossil!
- Remind students that the word *narrative* is another name for a story, so a “compelling narrative” is another name for “an attention-grabbing story.”
- Invite students to give a classmate a high-five if they would like to write a compelling narrative.
- Share that now they will hear about another compelling story about a paleontologist.

Meeting Students' Needs

- For students who may need additional support with expression and executive function skills: Before reading mystery journal entry #3, vary options for student response. (Example: Provide index cards with possible responses to questions posed in Think-Pair-Share and whole group settings.) (MMAE)
- For ELLs: Provide visual support for the tools mentioned in the mystery journal entry (*plaster, forklift, pliers, and saw*) and invite students to share the translations of these words in their home languages. Consider embedding these images in the journal.
- For ELLs: Consider reviewing the meaning of the words *initiative* and *perseverance* by referring to the definition on the Working to Become Effective Learners anchor chart.

Work Time

A. Reading Aloud: *The Big Dinosaur Dig*, Pages 4–25 (15 minutes)

- Refocus students whole group.
- Direct their attention to the posted learning targets and read the first one aloud:
“I can answer questions about paleontologists using key details in the text *The Big Dinosaur Dig*.”
- Display the cover of *The Big Dinosaur Dig* and point to the author’s name and read it aloud: “Esther Ripley.”
- Confirm that Esther Ripley wrote this compelling narrative about a real paleontologist, Josh Smith, who discovers a dinosaur fossil. In this text, students will hear a lot of familiar information about paleontologists.

- Invite students to show an agreed-upon gesture (such as snapping fingers or a thumbs-up), whenever they hear a familiar idea about paleontologists or fossils in the text.
- While still displaying the text, read aloud pages 4–25, reading slowly, fluently, and with expression. Pause as needed to ask questions that help clarify general understanding of the text.

Meeting Students' Needs

- Before reading, provide white boards and dry-erase markers as an option for students to record (in drawing or writing) their ideas. This scaffolds active listening and supports students in listening for key details. (MMR, MMAE)
- For ELLs: Check comprehension of the learning target by asking: "What will you answer questions about?" (paleontologists)

"Where will you get the information to answer the questions?" (from details in The Big Dinosaur Dig)

Work Time

B. Musical Mingle: Reviewing What We Have Learned about Paleontologists (20 minutes)

- Direct students' attention to the posted learning targets and read the second one aloud:
"I can use discussion norms to participate in a discussion about paleontologists."
- Direct students' attention to the following resources and prompt them to silently consider how much they have learned about paleontologists in this module:
 - **Fossils Word Wall**
 - **Tools Paleontologists Use anchor chart**
 - **Famous Paleontologists anchor chart**
- Review the definition of *paleontology* (the study of prehistoric life), confirming that *paleontologists* are people who study prehistoric life.
- Direct students' attention to the **Musical Mingle Protocol anchor chart** and share that they will discuss paleontologists using this new protocol.
- Referring to the Musical Mingle Protocol anchor chart, explain the expectations to students:
 - Point to the image of the person with the thinking cloud. Tell students they will have time to think about the prompt.
 - Point to the image of people moving to music. Tell students that they will dance calmly and quietly to the music, and will have a bit more time to think about the prompt.
 - Point to the image of two people facing each other and talking. Tell students that when the music stops, each student should find a partner close to him or her. One partner shares his or her response while the other partner listens.
 - Point to the image of the people making a tent with their arms. Tell students that once both partners have shared, they should safely make a tent with their arms to show they are done talking.
- Provide students with a prompt, and tell them that they will share their answer with a partner using the Musical Mingle protocol:

“What have you learned about paleontologists from our work in Units 1 and 2?” (Responses will vary, but should include information learned from work in Units 1 and 2.)

- Guide students through the Musical Mingle protocol, using the steps on the Musical Mingle Protocol anchor chart. Use the following prompts for subsequent rounds:

“What happened to Josh so far in this text?” (He loved dinosaurs; he went to college to become a paleontologist; he studied bones; he and his team traveled to the place where Stromer had found fossils.)

“What did you learn about paleontologists from this text?” (Responses will vary, but may include: paleontologists love dinosaurs; paleontologists travel to faraway places; paleontologists go to college; paleontologists use many tools.)

- Refocus students whole group and transition them back to the whole group area.
- Debrief the protocol by inviting students to turn and talk with a partner:

“What did we do well when using this new protocol?” (Responses will vary.)

“What was challenging?” (Responses will vary.)
- If productive, cue students to think about their thinking and provide reasoning:

“What discussion norms helped you succeed in your discussion about paleontologists? I’ll give you time to think and discuss with a partner.” (Responses will vary.)

“Why do you think that?” (Responses will vary.)
- Invite several students to share their responses whole group. As time allows, celebrate any areas of strength and troubleshoot any areas of challenge.

Meeting Students’ Needs

- For students who may need additional support sustaining effort and engagement: Provide options before beginning Musical Mingle. (Example: Consider posting the questions or providing them to students on index cards before the protocol begins.) (MME)
- For ELLs: Display, repeat, and rephrase the question. Ask:

“What have you learned about paleontologists from our work in Units 1 and 2?”

Rephrase the question:

“What is one thing you learned about paleontologists in Units 1 and 2?”
- For ELLs: Invite a few confident students to model the steps of the Musical Mingle protocol with you before inviting all students to participate. This will allow ELLs to make connections between the steps written on the anchor chart and what is expected of them during the protocol.
- For ELLs: As pairs interact, jot down some verb tense errors that are impeding communication. Briefly review the verb tense for the whole class. Encourage the group to identify the verb that communicates the message clearly and accurately.
- For ELLs: Provide sentence frames for student to use to share their thinking during the Musical Mingle protocol. Examples:
 - “One thing I learned about paleontologists from Units 1 and 2 is _____.”
 - “One thing that happened to Josh in this text so far is_____.”
 - “One thing I learned about paleontologists from this text is _____.”

Closing and Assessment

A. Think-Pair-Share: Working to Become Effective Learners (10 minutes)

- Direct students' attention to the **Working to Become Effective Learners anchor chart** and briefly review the definition of each habit of character listed.
- Confirm that great learners must practice each of these habits of character daily, and that you have seen students using these characteristics in their work every day.
- Invite students to Think-Pair-Share with an elbow partner:
“How have you used the characteristics of effective learners to learn about fossils and paleontologists?” (Responses will vary, but should be related to activities and tasks completed during Units 1 or 2.)
- If productive, cue students to listen carefully and seek to understand:
“Who can tell us what your classmate said in your own words?” (Responses will vary.)
- Remind students that their performance task for this unit will be writing a compelling narrative about discovering a fossil.
- Invite students to Think-Pair-Share with an elbow partner:
“How might you use perseverance in this task?” (keep trying when you don't know what to write or how to)
“How might you use collaboration?” (read work to writing partner; listen to writing partner when he or she shares; give and take feedback)
“How might you use initiative?” (help someone when needed; clean up without being asked)
“How might you use responsibility?” (focus on your writing; do your best work; keep your workspace clean)
- Refocus students whole group and preview tomorrow's work: to continue reading a compelling narrative aloud: *The Big Dinosaur Dig!*

Meeting Students' Needs

- During the Think-Pair-Share, support motivation by scaffolding self-assessment with specific feedback to students. (Example: "I hear your ideas for using most of these habits in the narrative task. If you need help with thinking about how you will use collaboration, think back to the work we did with writing partners in our Paleontologist's notebook. I wonder if that will help you think of how you can collaborate again.") (MME)
- For ELLs: Pair students with a partner who has more advanced or native language proficiency. The partner with greater language proficiency can serve as a model in the pair, initiating discussions and providing implicit sentence frames, for example.

Lesson 2: Reading, Writing, and Speaking: Major Events in *The Big Dinosaur Dig*



CCS Standards

- **RL.2.1:** Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
- **RL.2.3:** Describe how characters in a story respond to major events and challenges.
- **RL.2.5:** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- **W.2.3:** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
- **L.2.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.2.1d:** Form and use the past tense of frequently occurring irregular verbs (e.g., *sat*, *hid*, *told*).
- **L.2.1f:** Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie*; *The little boy watched the movie*; *The action movie was watched by the little boy*).



Daily Learning Targets

- I can describe characters' actions in the text *The Big Dinosaur Dig*. (RL.2.1, RL.2.3, RL.2.5)
- I can write a sentence to describe a paleontologist's action. (W.2.3, L.2.1f)

Ongoing Assessment

- During the Opening, use the Language Checklist (L.2.1, L.2.1d) to track students' progress toward these language standards (see Assessment Overview and Resources).
- During Work Time A, listen for students to describe characters' actions using details in the text. (RL.2.1, RL.2.5)
- During Work Time B, circulate and observe if students are able to write a sentence describing a paleontologists' action. (W.2.3, L.2.1f)

Agenda

1. Opening

- A. Developing Language: Irregular Past-tense Verbs in "I Found a Baby Dinosaur," Version 1 (10 minutes)

2. Work Time

- A. Focused Read-aloud: *The Big Dinosaur Dig*, Pages 26–29 (20 minutes)
- B. Developing Language: Action Verbs (25 minutes)

3. Closing and Assessment

- A. Think-Pair-Share: Initiative and Perseverance (5 minutes)

Teaching Notes

Purpose of lesson and alignment to standards:

- In this lesson, students begin to study an excerpt of the text *The Big Dinosaur Dig* that serves as a mentor text for students' writing: the excerpt exemplifies a "well-elaborated event" as described in W.2.3. This work begins to prepare students to write their own compelling narrative later in Unit 3. Students focus first on understanding the text as readers, and then on analyzing the text as writers. During Work Time A, the read-aloud is focused on identifying a specific criterion from W.2.3: describing Josh's actions. During Work Time B, students engage in a writing activity to strengthen their understanding of this criterion by imagining they are paleontologists and writing a sentence to describe something they might do.
- Although *The Big Dinosaur Dig* contains several "major events" as described in RL.2.3, the excerpt read aloud and studied in this lesson focuses on one "major event." This event, discovering the fossil, provides a feasible mentor text upon which students can model their own writing of a narrative.
- During Work Time A, students focus specifically on Josh's actions in *The Big Dinosaur Dig*. During Work Time B, students imagine they are paleontologists and generate ideas about their own actions.
- In the Opening, students are introduced to a new part of speech: irregular past-tense verbs. Using version 1 of the "I Found a Baby Dinosaur" poem, students engage in playful exploration of language to make progress toward L.2.1d. In this lesson, the focus is on identifying irregular past-tense verbs in the poem and listing them on the Irregular Past-tense Verbs anchor chart.

How this lesson builds on previous work:

- In Lesson 1, students heard an excerpt from *The Big Dinosaur Dig* read aloud, which provides the background knowledge needed to understand today's excerpt. In this lesson, students home in on the actions of the major event of this text found on pages 26–29 of *The Big Dinosaur Dig* to make progress toward W.2.3.
- In the Closing of Lesson 1, students revisited the idea of working to become effective learners. Today, students focus on two specific habits of character: initiative and perseverance.
- Continue to use Goal 1–3 Conversation Cues to promote productive and equitable conversation.

Teaching Notes

Areas in which students may need additional support:

- The Narrative Planner: *The Big Dinosaur Dig* anchor chart used during the focused read-aloud in Work Time A may visually overwhelm some students. Only display the Beginning column, first Middle column, and End column, and cover the second Middle column and Temporal Words box.

Down the road:

- In Lessons 3–5, students will continue to work with irregular past-tense verbs using the "I Found a Baby Dinosaur" poem. In Lesson 5, students will complete Irregular Past-tense Verbs practice sheet #3 independently as an assessment of their progress toward L.2.1d.

- In this lesson, students focus on one criterion from W.2.3: describing characters' actions. In Lessons 3–4, students will focus on additional criteria from W.2.3. Lesson 3 focuses on the criterion of describing characters' thoughts and feelings as a response to a major event. Lesson 4 focuses on the criterion of using temporal words to show the order of events.

In advance:

- Prepare:
 - Applicable anchor charts (see materials list).
 - Paleontologist's Action Sentence sheets (see supporting materials).
- Pre-distribute materials for Work Time B at student workspaces to ensure a smooth transition.
- Preview the focused read-aloud of the excerpt from *The Big Dinosaur Dig* in order to familiarize yourself with what will be required of students.
- Post: Learning targets and applicable anchor charts (see materials list).

Technology & Multimedia

Consider using an interactive white board or document camera to display lesson materials.

- Opening: Record the whole group reciting the “I Found a Baby Dinosaur” poem and post it on a teacher webpage or on a portfolio app such as Seesaw (<http://web.seesaw.me>) for students to listen to at home with families. Most devices (cellphones, tablets, laptop computers) come equipped with free video and audio recording apps or software.
- Work Time A: Create the Narrative Planner: *The Big Dinosaur Dig* anchor chart in an online format—for example, a Google Doc—to display and for families to access at home to reinforce these skills.

Supporting English Language Learners

Supports guided in part by CA ELD Standards 2.I.A.1, 2.I.B.6, 2.I.C.10, 2.I.C.12, 2.II.B.3, and 2.II.B.4

- Important points in the lesson itself
- The basic design of this lesson support ELLs by introducing the irregular past tense using a fun rhyming poem on the module topic, encouraging students to act out the verbs in the poem, inviting students to focus on one aspect of narrative writing (character's actions) in a short excerpt of the mentor text *The Big Dinosaur Dig*, and providing opportunities for students to process their learning orally.
- ELLs might find it challenging to write sentences independently and in the time allotted. Encourage students by reminding them of all they have learned so far in the module, and remind them to use the anchor charts and other environmental resources around the room to help them write. Invite them to take risks, reassuring them that they will have many opportunities to refine their writing during the unit. See “Levels of Support” below and the Meeting Students' Needs column for additional suggestions.

Levels of support

For lighter support:

- During the Mini Language Dive, challenge students to generate questions about the sentence before asking the prepared questions. Example: “What questions can we ask about this sentence? Let’s see if we can answer them together.”
- During Work Time B, encourage students to create sentence frames for students who need heavier support to use when writing Paleontologist’s Action sentences. (Examples: “Today I _____ a very big bone! I _____ deep into the dirt with my shovel.”)
- Challenge students to paraphrase for students who need heavier support.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** To facilitate effective learning during this lesson, ensure all students have access to the directions in each session and feel comfortable with the expectations. Vary the ways in which you convey expectations for each activity or task. Consider engaging in a clarifying discussion about the directions, or creating an outline of the steps in Work Times A and B.
- **Multiple Means of Action & Expression (MMAE):** In Work Time B, students write an action sentence. When introducing this independent writing task, support a range of fine motor abilities and writing needs. Vary methods for fine motor responses by offering students options for drawing utensils, writing tools, and scaffolds.
- **Multiple Means of Engagement (MME):** During the Closing, give students specific, positive feedback on their hard work and effort for the day. Foster a sense of community and provide options for physical action by inviting students to give themselves a special applause.

For heavier support:

- During Opening A, read the first two lines of the poem and then invite students to read the same lines after you. Continue echo reading to the end of the poem, two lines at a time. Repeat this process until students are able to read the entire poem with confidence.
- Consider covering each column and row of the Narrative Planner: *The Big Dinosaur Dig* anchor chart and the Paleontologist’s Actions, Feelings, and Thoughts anchor chart with separate pieces of chart paper. Uncover the part of the chart that you complete with the class, while leaving the rest of the chart covered. This will allow students to focus on one task at a time and will keep them from being overwhelmed by the text and concepts presented on the charts.
- During Work Time B, encourage students to use sentence frames created by more proficient students to write their sentences. Alternatively, work closely with a group of students who need heavier support to write their sentences as a shared or interactive writing experience.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

New:

- past, past-tense, irregular, present-tense, mentor (L)

Review:

- noun, verb, compelling (L)

Materials

- ✓ “I Found a Baby Dinosaur,” version 1 (one to display)
- ✓ Irregular Past-tense Verbs anchor chart (new; co-created with students during the Opening; see Teaching Notes)
- ✓ Irregular Past-tense Verbs anchor chart (answers, for teacher reference)
- ✓ *The Big Dinosaur Dig* (from Lesson 1; one to display; for teacher read-aloud)
- ✓ Unit 3 Guiding Question anchor chart (from Lesson 1; one to display)
- ✓ Narrative Planner: *The Big Dinosaur Dig* anchor chart (new; co-created with students during Work Time A; see supporting materials)
- ✓ Narrative Planner: *The Big Dinosaur Dig* anchor chart (example, for teacher reference)
- ✓ Paleontologist’s Actions, Feelings, and Thoughts anchor chart (new; co-created with students during Work Time B; see supporting materials)
- ✓ Paleontologist’s Actions, Feelings, and Thoughts anchor chart (example, for teacher reference)
- ✓ Paleontologist’s Action Sentence sheet (one for teacher modeling and one per student)
- ✓ Pencils (one per student)
- ✓ Fossils Word Wall (from Unit 1)
- ✓ Working to Become Effective Learners anchor chart (begun in Module 1)

Opening**A. Developing Language: Irregular Past-tense Verbs in “I Found a Baby Dinosaur,” Version 1 (10 minutes)**

- Invite students to the whole group area.
- Display **“I Found a Baby Dinosaur,” version 1** and read it aloud to students.
- Reread the poem a second time, inviting students to join in reading with you.
- Invite students to turn and talk with an elbow partner:
“What is happening in this poem?” (A child brings home a pet dinosaur; the dinosaur messes up his home and his things.)
- Confirm that this poem tells all of the actions the baby dinosaur did earlier, or in the *past*.
- Define *past* (having to do with an earlier time; former).
- Remind students that while a *noun* is a person, place, or thing, a *verb* is an action.
- Explain that a *past-tense* verb tells an action that happened earlier, or in the past.
- Underline the words *sneezed* and *smashed* in lines 10 and 13 of the poem.
- Share that usually you can add “ed” to a verb to show that the action already happened.

- Read aloud: “sneeze-sneezed” and “smash-smashed,” pointing to the “ed” at the end of each past-tense verb.
- Explain that sometimes verbs “do not play fair,” so they are called *irregular*. These past-tense verbs do not end in “ed.”
- Direct students’ attention to the **Irregular Past-tense Verbs anchor chart**.
- Pointing to the left-hand column, read the title: “Present-tense.”
- Confirm that *present-tense* means the action is happening right now.
- Invite students to read aloud with you the present-tense verbs already listed.
- Pointing to the right-hand column, read the title: “Past-tense.”
- Invite students to read aloud the already-written present-tense and past-tense pairs aloud with you: “is/am-was, have-had, dig-dug, go-went, see-saw, think-thought.”
- Draw students’ attention back to “I Found a Baby Dinosaur” and prompt them to look carefully for the irregular past-tense verbs that match the already-recorded present-tense verbs.
- Using a total participation technique, invite responses from the group:
“In the poem, what past-tense verb matches the present-tense verb find?” (found)
- Repeat this process with all irregular past-tense verbs listed on the chart, recording these verbs in the right-hand column. Refer to the **Irregular Past-tense Verbs anchor chart (answers, for teacher reference)** as necessary.

Meeting Students’ Needs

- As students identify the irregular past-tense verbs, vary options for student responses. For example, consider asking students to locate the verbs on the enlarged poem, or offer them index cards with the verbs from which to choose. (MMAE, MMR)
- For ELLs: Before the second reading, review that the baby dinosaur does many things in the poem. Invite students to act out what the baby dinosaur does as they join you in reading the poem.
- For ELLs: Model using the past tense to describe a past action. (Example: “Yesterday, I took my dog for a walk.”) Invite students to do the same, first in their home languages, and then in English. Provide sentence frames for students to use.
 - “Yesterday, I _____.”
 - “Last week, I _____.”
- If helpful, review any verb tense errors and encourage the group to identify what verb communicates the thought clearly and accurately.
- For ELLs: Consider providing visual support for the actions listed on the Irregular Past-tense Verbs anchor chart by adding a small sketch next to each verb on the chart.

Work Time

A. Focused Read-aloud: *The Big Dinosaur Dig*, Pages 26–29 (20 minutes)

- Refocus students whole group.
- Display *The Big Dinosaur Dig* and remind students that Esther Ripley wrote this narrative.
- Share that, first, students will hear the major event read aloud and discuss what happens in this part of the text. Then, students will begin to study what makes this narrative compelling.
- Review the definition of *compelling* (exerting a strong hold on attention).
- Referring to *The Big Dinosaur Dig*, invite responses from the group:

“Who is the main character in this narrative?” (Josh Smith)

“What do you remember about Josh from yesterday’s read-aloud?” (Josh is a paleontologist; Josh wants to discover a dinosaur fossil; Josh travels to hunt for fossils; Josh works with a team of paleontologists.)
- Remind students that, yesterday, they learned about Josh and his work as a paleontologist.
- Direct students’ attention to the posted learning targets and read the first one aloud:

“I can describe characters’ actions in the text *The Big Dinosaur Dig*.”
- Tell students that describing characters’ actions means telling about the things that the character, Josh, does in the beginning, middle, and end of the narrative.
- Using a total participation technique, invite responses from the group:

“What are some actions that a paleontologist might take?” (Responses will vary, but may include: dig, shovel, chisel, chip, brush, study, see.)
- Confirm that these are the kind of actions that students may hear Josh take in the narrative read aloud, and prompt students to listen carefully for them.
- Draw students’ attention back to the text and read pages 26–29 slowly, fluently, and with expression.
- Invite students to turn and talk to an elbow partner:

“Who is the main character in this narrative?” (Josh)

“What happened in this part of the narrative?” (Responses will vary, but may include: Josh went back to the site he had visited before, Josh discovered a new fossil, Josh and his friend dug and found the same fossil.)
- Display the **Unit 3 Guiding Question anchor chart** and read it aloud:

“How do authors write compelling narratives?”
- Explain that this narrative, *The Big Dinosaur Dig*, is a mentor text.
- Define *mentor* (guide and teacher).
- Explain that a mentor text is like a model that shows you how to write. Esther Ripley, the author, models several ways to make this narrative compelling. Today, students will study one way: describing characters’ actions.
- Direct students’ attention to the posted **Narrative Planner: *The Big Dinosaur Dig* anchor chart**.
- Orient students to the Beginning column. Confirm that the beginning “establishes the situation,” which means the author lets the reader know where the narrative is taking place and the actions the characters take at the beginning.

- Invite students to turn and talk with an elbow partner:
 - “Where was Josh?” (the site where they saw the bone sticking up)***
 - “What tools did he have?” (shovels and hammers, dental picks and brushes)***
- As students share out, capture their responses in the Beginning column. If needed, reread excerpts of the text to help students answer the questions. Refer to the Narrative Planner: *The Big Dinosaur Dig* anchor chart (example, for teacher reference) as necessary.
- Orient students to the first Middle Column. Confirm that, in the middle of a narrative, most of the action takes place! This is the place in the narrative where the author describes the actions the characters take during the major event.
- Invite students to turn and talk with an elbow partner:
 - “What actions did Josh take to discover the fossil?” (picked away at soft rock, chipped the edge of a large bone)***
 - “What did the fossil look like?” (large, curved)***
- As students share out, capture their responses in the first Middle column. If needed, reread excerpts of the text to help students answer the questions. Refer to the Narrative Planner: *The Big Dinosaur Dig* anchor chart (example, for teacher reference) as necessary.
- Orient students to the End column.
- Confirm that the ending provides “a sense of closure,” which means the author lets the reader know how the narrative ends by wrapping up the actions the characters take.
- Invite students to turn and talk with an elbow partner:
 - “What actions did Josh take after he found the fossil?” (presented the biggest humerus bone he had ever seen, measured that it was five feet and seven inches long)***
- As students share out, capture their responses in the End column. If needed, reread excerpts of the text to help students answer the question. Refer to the Narrative Planner: *The Big Dinosaur Dig* anchor chart (example, for teacher reference) as necessary.
- Using a total participation technique, invite responses from the group:
 - “What happened in the beginning?” (Josh went to a new site; Josh got out of the SUV)***
 - “What happened in the middle?” (Josh picked away at soft rock; Josh chipped the edge of a large bone;***
Josh and Chewie found two ends of the same bone.)
 - “What happened in the end?” (Josh found a huge fossil; they presented it; they measured it.)***
- Referring to the posted Narrative Planner: *The Big Dinosaur Dig* anchor chart, confirm that describing Josh’s actions is one important way the author made this a compelling narrative.

Meeting Students' Needs

- Before reading, provide white boards and dry-erase markers as an option for students to record (in drawing or writing) their ideas. This will scaffold active listening that will support students in listening for key details. (MMR, MMAE)
- For ELLs: Check comprehension by asking students to summarize and then personalize the learning target. Ask:
 - “Can you put the learning target in your own words?” (I can tell what the character does in the text.)***

“How do you feel about the learning target?” (I feel excited to hear what the character does in this part of the text.)

- For ELLs: Mini Language Dive. Ask students about the meaning of a sentence from the text: “Throwing their tools into the SUVs, the fossil hunters, along with the film crew, headed off to the new site.” Write and display student responses next to the chunks. Examples:

“What does this sentence tell us?” (Responses will vary.)

“Who does the word their refer to? How do you know?” (the fossil hunters; it tells us in the next part of the sentence)

“Where did the fossil hunters throw their tools?” (into the SUVs, or the trucks)

“Do you think the fossil hunters actually threw their tools? What is another way to say throwing their tools?” (putting their tools; placing their tools; tossing their tools)

“Who are the fossil hunters in this story? How do you know?” (Josh, Jen, Matt, “Chewie.”)

“What does along with the film crew tell us in this chunk?” (It tells us that the film crew went with the fossil hunters.)

“The words headed and off are sometimes used together to mean went or traveled to. Where did the fossil hunters and film crew go?” (to the new site)

“Can you say this sentence in your own words?” (Responses will vary.)

- “Discuss with a partner what Josh and his friends did using the frame: ‘Josh, along with _____, went to _____.’” (his friends; the new site)

Work Time

B. Developing Language: Action Verbs (25 minutes)

- Remind students that, just like Esther Ripley wrote *The Big Dinosaur Dig*, students will soon write their own compelling narrative in which they imagine they are paleontologists who discover a fossil.
- Direct students’ attention to the posted learning targets and read the second one aloud:

“I can write a sentence to describe a paleontologist’s action.”
- Inform students that they will now practice one of the skills they will need to write their own narratives: describing a paleontologist’s action.
- Direct students’ attention to the **Paleontologist’s Actions, Feelings, and Thoughts anchor chart**.
- Share that this anchor chart is a place to record words that describe what paleontologists do, feel, and think.
- Orient students to the left-hand column and read the heading: “Actions.”
- Using a total participation technique, invite responses from the group:

“Why is there a picture of a person digging next to the word ‘actions?’ (Digging is an action that paleontologists do.)
- Invite students to turn and talk to an elbow partner:

“What actions do paleontologists take?” (Responses will vary, but may include: hammer, chip, excavate, brush, discover, pick, saw, chisel.)

- Refocus students whole group and invite them to share their responses. As students share, capture their ideas in the “Actions” column. Refer to the **Paleontologist’s Actions, Feelings, and Thoughts anchor chart (example, for teacher reference)** as necessary.
- Referring to the Irregular Past-tense Verbs anchor chart, help students make the connections that many of the actions paleontologists take are irregular past-tense verbs.
- Invite students to imagine that they are paleontologists at the end of a long day of work. Share that students will now write a sentence describing one thing they did, or one action they took, during their workday. Remind students to write the sentence in the past-tense because it already happened.
- Display the **Paleontologist’s Action Sentence sheet**.
- Model thinking aloud as a paleontologist and then writing a complete sentence describing one action you took.
 - “One action I took today was that I brushed dirt off of the fossil.”
 - “I will write a complete sentence: ‘I brushed dirt off of the fossil.’”
 - “Let me reread my sentence to make sure it is complete and makes sense: ‘I brushed dirt off of the fossil.’”
- Share that students will now write their own sentence. Remind them that they will need to write a sentence about something that happened earlier, so it is in the past. They will use a past-tense verb to show the action.
- Invite students to turn and talk to a partner:
“What sentence will you write about what you did today as a paleontologist?” (Responses will vary.)
- After 30 seconds, refocus students whole group and transition them to their workspaces.
- Point out the Paleontologist’s Action Sentence Sheets and **pencils** that are already there. Invite students to begin writing their own sentence.
- As students work, circulate and prompt students to use the **Fossils Word Wall**, Paleontologist’s Actions, Feelings, and Thoughts anchor chart, or Irregular Past-Tense Verbs anchor chart for support if needed. Also, consider asking students to read their sentence aloud to you to confirm that it is a complete thought, is written in the past-tense, and includes a paleontologist’s action.
- After 3–4 minutes, refocus whole group.
- Transition students to the whole group meeting area, instructing students to bring their Paleontologist’s Action Sentence Sheet with them.
- Share that students will now have the opportunity to act out their sentence.
- Model acting out the model sentence: “I brushed dirt off of the fossil.”
- Invite students to share their work with a partner:
“Read your sentence aloud to your partner.”
“Model the action in your sentence.”
- Remind students to make a bridge with their arms after both partners have shared.
- Gather students back together and invite a few students to share out.
- If time permits, invite students to switch sentences with their partner and repeat the process.
- Refocus students whole group and collect students’ Paleontologist’s Action Sentence Sheet to review for use in Lesson 4.

Meeting Students' Needs

- Before students write an action sentence, support strategy development by modeling how to draw lines for the words to be written. (MMAE)
- For ELLs: Pair students with a partner who has advanced or native language proficiency. The partner with greater language proficiency can serve as a model in the pair, initiating discussions and providing implicit sentence frames, for example.

Closing and Assessment

A. Think-Pair-Share: Initiative and Perseverance (5 minutes)

- Transition students to the whole group area.
- Direct students' attention to the **Working to Become Effective Learners anchor chart**.
- Using a total participation technique, invite responses from the group:
 - “What does it mean to take initiative?” (to see what needs to be done and do it)
 - “What does it mean to show perseverance?” (Challenge yourself; keep trying; ask for help when you need it.)
- Prompt students to consider Josh's actions in the text *The Big Dinosaur Dig*.
- Invite students to Think-Pair-Share with an elbow partner:
 - “How did Josh take initiative?” (He thought about the old site and decided to go back to it and look for a new fossil.)
 - “How did Josh show perseverance?” (He kept digging and looking for the fossil with his team.)
- Invite several students to share out, confirming the specific ways that Josh demonstrated initiative and perseverance in the text. If needed, refer to pages 26–29 of *The Big Dinosaur Dig* for support.
- If productive, cue students to listen carefully and seek to understand:
 - “Who can tell us what your classmate said in your own words?” (Responses will vary.)
- Share that, tomorrow, students will read *The Big Dinosaur Dig* again to learn more about how authors write compelling narratives and they will practice writing about paleontologists' thoughts and feelings.

Meeting Students' Needs

- For students who may be uncomfortable sharing their own preferences with the entire class: Consider allowing them to share what their partner said so they still have a chance to speak in front of the class. (MME)
- For ELLs: Encourage students to think about and share one way they persevered or took initiative during today's lesson. Take a moment to acknowledge their hard work and celebrate their progress as learners.

Lesson 3: Reading, Writing, and Speaking: Character Responses in *The Big Dinosaur Dig*

CCS Standards

- **RL.2.3:** Describe how characters in a story respond to major events and challenges.
- **W.2.3:** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
- **L.2.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.2.1d:** Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).

Daily Learning Targets

- I can describe characters' responses to the major event in the text *The Big Dinosaur Dig*. (RL.2.3)
- I can write sentences to describe a paleontologist's responses to a major event. (W.2.3)

Ongoing Assessment

- During the Opening, use the Language Checklist (L.2.1, L.2.1d) to track students' progress toward these language standards (see Assessment Overview and Resources). Also, collect and check responses on the Irregular Past-tense Verbs practice sheet #1 to check progress toward L.2.1d.
- During Work Time B, observe if students are able to write sentences describing a paleontologist's thoughts and feelings. (W.2.3, L.2.1f)
- During the Closing, monitor students' ability to make connections between the habits of character of collaboration and responsibility and the work of paleontologists.

Agenda

1. Opening

- A. Developing Language: Irregular Past-tense Verbs in "I Found a Baby Dinosaur," Version 2 (10 minutes)

2. Work Time

- A. Focused Read-aloud: *The Big Dinosaur Dig*, Pages 26–29 (20 minutes)
- B. Developing Language: Characters' Thoughts and Feelings (25 minutes)

3. Closing and Assessment

- A. Think-Pair-Share: Collaboration and Responsibility (5 minutes)

Teaching Notes

Purpose of lesson and alignment to standards:

- Similar to Lesson 2, students return to the same excerpt from *The Big Dinosaur Dig* that presents a “well-elaborated event” as described in W.2.3. The language of a “major event” is also used as students work to make progress toward RL.2.3. Students again focus first on understanding the text as readers and then on analyzing the text as writers. During Work Time A, the read-aloud focuses on another specific criterion from W.2.3: describing Josh’s responses to a major event. During Work Time B, students engage in another writing activity to strengthen their understanding of this criterion by imagining they are paleontologists and describing their thoughts and feelings in response to various events shown in photos.
- During Work Time A, students focus specifically on Josh’s responses to the major event in *The Big Dinosaur Dig*. During Work Time B, students imagine they are paleontologists themselves and record their own thoughts and feelings.

How this lesson builds on previous work:

- As in Lesson 2, in the Opening students revisit irregular past-tense verbs using “I Found a Baby Dinosaur,” version 2. In version 2 of the poem, some irregular past-tense verbs have been omitted so students can practice the skill of using irregular past-tense verbs correctly. Students again use the Irregular Past-tense Verbs anchor chart as a resource.
- During the Closing of Lesson 2, students revisited two habits of character of effective learners: initiative and perseverance. Today, students focus on two additional habits: collaboration and responsibility.
- Continue to use Goal 1–3 Conversation Cues to promote productive and equitable conversation.

Areas in which students may need additional support:

- For some students, describing a paleontologist’s thoughts and/or feelings in response to a photo may be challenging. Consider asking additional questions such as: “What do you see the paleontologists doing?” or “Where do you think the paleontologists are working?”

Down the road:

- In Lessons 4–5, students will continue to work with irregular past-tense verbs using the “I Found a Baby Dinosaur” poem.
- In Lesson 4, students will focus on another criterion from W.2.3: using temporal words in a narrative to show the order of events.

In advance:

- Prepare:
 - Clipboards with Irregular Past-tense Verbs practice sheet #1 and pencils and place them near the whole group area.
 - Materials for Work Time B by placing white boards and white board markers near the whole group area.
- Preview the focused read-aloud in Work Time A of the excerpt from *The Big Dinosaur Dig* to familiarize yourself with what is required of students.
- Post: Learning targets, paleontologist’s photos #1–3, and applicable anchor charts (see materials list).

Consider using an interactive white board or document camera to display lesson materials.

- Opening: If you recorded students reciting the “I Found a Baby Dinosaur,” version 1 in Lesson 2, play this recording for them to join in with.
- Work Time A: Create the Narrative Planner: The Big Dinosaur Dig anchor chart in an online format—for example, a Google Doc—to display and for families to access at home to reinforce these skills.
- Work Time B: Create a slideshow of the paleontologist’s photos #1–3 images.

Supporting English Language Learners

Supports guided in part by CA ELD Standards 2.I.A.1, 2.I.B.6, 2.I.C.10, 2.I.C.12, 2.II.B.3, and 2.II.B.4

Important points in the lesson itself

- The basic design of this lesson supports ELLs by continuing to study irregular past-tense verbs via a fun and engaging poem, inviting students to act out the verbs in the poem, returning to a familiar text to focus on one aspect of narrative writing (character’s thoughts and feelings), and providing opportunities for students to orally process their learning.
- ELLs may find it challenging to imagine and write about what a paleontologist feels and thinks based on the photographs. Encourage students to use all they have learned about paleontologists as well as the anchor charts and other environmental resources when completing this task. See “Levels of support” below and the Meeting Students’ Needs column for additional suggestions.

Levels of support

For lighter support:

- During Opening A, challenge students to think of alternative past-tense verbs that would make sense in each blank of the poem and determine whether the verb is regular or irregular past tense. (Example: I *discovered* a dinosaur; He *bit* our flowers and trees.)
- During the Mini Language Dive, challenge students to generate questions about the sentence before asking the prepared questions. Example: “What questions can we ask about this sentence? Let’s see if we can answer them together.”
- During Work Time B, encourage students to use the past tense rather than the present tense when writing sentences about the paleontologist’s thoughts and feelings. Invite them to determine whether they used regular or irregular past-tense verbs in their sentences.

For heavier support:

- During Opening A, consider writing each of the missing verbs on an index card, as well as with visual support for the word. Distribute the index cards and invite students to place the word in the correct blank in the poem. Allowing students to focus on just one verb rather than many will lighten the cognitive demands of the task.
- During Work Time B, expand the sentence starters in the “Thoughts” column of the anchor chart for students to use when describing the paleontologist’s thoughts.

- (Examples: “I wonder if there is a _____ here.” “I didn’t know that we would find _____ here.” “I hope that we are able to _____.”) Consider also creating sentence frames for students to use when writing about the paleontologist’s feelings. (Examples: “I feel _____ because we found a _____.” “I feel _____ because we haven’t found a _____.”)
- Display, repeat, and rephrase all questions.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** Throughout this lesson, embed support for unfamiliar vocabulary by providing explanation and visual examples. This helps students make connections and support construction of meaning with this text. (Example: In Work Time A, support comprehension by pre-teaching unfamiliar vocabulary from *The Big Dinosaur Dig*.)
- **Multiple Means of Action & Expression (MMAE):** In this lesson, some students may need support in setting appropriate goals for their effort and the level of difficulty expected. Appropriate goal setting supports development of executive skills and strategies. Offer scaffolds for students learning to set appropriate personal goals, such as a checklist with three goals for Work Time A and B. (Examples: “I can listen to my partner without interrupting.” “I can share my ideas.” “I can write my thinking on the white board.”)
- **Multiple Means of Engagement (MME):** Throughout this lesson, students have multiple opportunities to share ideas and thinking with classmates. Some students may need support for engagement during these activities, so encourage self-regulatory skills by helping them anticipate and manage frustration by modeling what to do if they need help from their partners. (Example: “I can remember when I’m sharing that if I forget my idea or need help, I can ask my partner to help me. My partner could help me by giving me prompts that will help me share my thinking.”) Consider offering sentence frames to strategically selected peer models (e.g., “I noticed _____ in the photograph,” or “I feel _____ because _____”). Offering these supports for engagement promotes a safe learning space for all students.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

New:

- response, thoughts, feelings (L)

Review:

- verb, past, irregular (L)

Materials

- ✓ “I Found a Baby Dinosaur,” version 2 (one to display)
- ✓ Irregular Past-tense Verbs anchor chart (begun in Lesson 2)
- ✓ “I Found a Baby Dinosaur,” version 2 (answers, for teacher reference)
- ✓ Irregular Past-tense Verbs practice sheet #1 (one per pair and one to display)

- ✓ Pencils (one per pair)
- ✓ *The Big Dinosaur Dig* (from Lesson 1; one to display; for teacher read-aloud)
- ✓ Narrative Planner: *The Big Dinosaur Dig* anchor chart (begun in Lesson 2; added to during Work Time A; see supporting materials)
- ✓ Narrative Planner: *The Big Dinosaur Dig* anchor chart (example, for teacher reference)
- ✓ Paleontologist's Actions, Feelings, and Thoughts anchor chart (begun in Lesson 2; added to during Work Time B; see supporting materials)
- ✓ Paleontologist's Actions, Feelings, and Thoughts anchor chart (example, for teacher reference)
- ✓ White board (one for teacher modeling and one per student)
- ✓ White board marker (one for teacher modeling and one per student)
- ✓ Paleontologist's photo #1 (one to display)
- ✓ Paleontologist's photo #2 (one to display)
- ✓ Paleontologist's photo #3 (one to display)
- ✓ Working to Become Effective Learners anchor chart (begun in Module 1)

Opening

A. Developing Language: Irregular Past-tense Verbs in “I Found a Baby Dinosaur,”

Version 2 (10 minutes)

- Invite students to the whole group area.
- Display “**I Found a Baby Dinosaur,**” **version 2** and begin reading aloud to students.
- Stop with surprise at the first blank.
- If productive, cue students with a challenge and to expand the conversation by giving an example. Using a total participation technique, invite responses from the group:
 - “**Can you figure out what is missing from the poem?” (irregular past-tense verbs)**
 - “**Can you give an example?” (e.g., found)**
- Using a total participation technique, invite responses from the group:
 - “**What is missing from the poem?” (irregular past-tense verbs)**
- Review with students that an irregular *verb* changes to show it happened in the *past*, or that it already happened.
- Also, review that an *irregular verb* is a verb that “doesn’t play fair” because it doesn’t end in “ed.”
- Read through the poem together as a class, calling on volunteers to help fill in the blanks by using the verbs listed on the **Irregular Past-tense Verbs anchor chart**. Refer to the “**I Found a Baby Dinosaur,**” **version 2 (answers, for teacher reference)** as necessary.
- Display **Irregular Past-tense Verbs practice sheet #1** and read the directions aloud.
- Distribute prepared clipboards with copies of Irregular Past-tense Verbs practice sheet #1 and pencils. Invite students to move to sit with a partner to complete the sheet.
- After 3–4 minutes, refocus students whole group.
- Collect practice sheets, pencils, and clipboards.

- If productive, cue students with a challenge:
*“What if we said **eated and lefted** instead of **ate and left**? I’ll give you time to think and discuss with a partner.” (It would not be good classroom English; it would sound confusing; it would be awkward to say.)*
- Invite students to stand up in their space.
- Lead students through reciting “I Found a Baby Dinosaur,” version 2 inviting students to follow your lead as you “act out” motions for the baby dinosaur’s actions in the poem. As time permits, invite students to help invent the motions.

Meeting Students’ Needs

- For students who may need additional support with comprehension and engagement: Before students complete the practice sheet, briefly review the word box with students. Invite students to sketch a quick visual cue for each past-tense verb to be used in the sentences. (MMR, MME)
- For ELLs: Consider adding visual support next to each blank on the poem to support student recall of the appropriate verbs. (For example, add a small magnifying glass drawing next to the first blank, a speech bubble next the second blank, etc.) For heavier support, consider providing students with version 1 of the poem to refer to as they help you fill in the blanks for version 2.

Work Time

A. Focused Read-aloud: The Big Dinosaur Dig, Pages 26–29 (20 minutes)

- Refocus students whole group.
- Direct students’ attention to the posted learning targets and read the first one aloud:
*“I can describe characters’ responses to the major event in the text **The Big Dinosaur Dig.**”*
- Remind students that, yesterday, they focused on Josh’s actions.
- Explain that, today, students will focus on how Josh responds to the major event through his thoughts and feelings.
- Define *response* (a feeling or action that immediately follows something else and is caused by it; reaction).
- Display page 26 of The Big Dinosaur Dig and read pages 26–27, reading slowly, fluently, and with expression.
- Display page 28–29. Invite students to touch their head when they hear text that describes what Josh is thinking and to touch their heart when they hear text that describes how Josh is feeling.
- Read pages 28–29, reading slowly, fluently, and with expression.
- Direct students’ attention to the **Narrative Planner: The Big Dinosaur Dig** anchor chart.
- Orient students to the second Middle column and read the directions and questions aloud.
- Invite students to turn and talk to an elbow partner:
“How did Josh feel?” (excited, surprised)
“How do you know?” (excited because the text says the “quarry was buzzing with

excitement,” surprised because he could not believe that they were digging up the same bone and Josh said, “Nothing’s got a humerus that big”)

- As students share out, capture their responses in the second Middle column. Refer to the **Narrative Planner: The Big Dinosaur Dig anchor chart (example, for teacher reference)** as necessary.
- Invite students to turn and talk to an elbow partner:
“What did Josh think?” (they must be working on the same bone, he realized they were digging up the same bone)
- If productive, cue students to provide evidence:
“What, in the text, makes you think so?” (I know because the text says that he realized they were working on the same bone.)
“How do you know?” (The text says that he realized they were working on the same bone.)
- As students share out, summarize their responses in the second Middle column. Refer to the Narrative Planner: *The Big Dinosaur Dig* anchor chart (example, for teacher reference) as necessary.
- Using a total participation technique, invite responses from the group:
“How did Josh respond to the major event in the narrative?” (Josh felt excited and surprised. He thought that they were working on the same huge bone.)

Meeting Students' Needs

- Before reading, consider inviting students to make connections with thinking versus feeling. (Example: Connect these terms to concrete shared experiences to differentiate thinking and feeling.) (MMR)
- For ELLs: Before reading, invite students to turn to an elbow partner and retell what they remember about the characters and events in *The Big Dinosaur Dig*.
- For ELLs: Mini Language Dive. Ask students about the meaning of a sentence from the text: “The bone quarry buzzed with excitement.” Write and display student responses next to the chunks. Examples:
“What do you think this sentence means?” (Responses will vary.)
“What is the bone quarry? How do you know?” (the place where the paleontologists are digging; I know because of the photographs and because the sentences before this one tell us that the paleontologists found bones there.)
“What kind of word is buzzed? What does buzzed mean?” (regular past-tense verb; to make a humming sound)
“What is buzzed in our home languages?” (surrade in Swedish) Invite all students to repeat the translation in a different home language.
“What do the words with excitement do in this sentence?” (They describe and tell us more about the the word buzzed.)
“What does excitement mean?” (energy, enthusiasm)
“Can you show me what it looks and sounds like to buzz with excitement?”
“Can the bone quarry actually buzz with excitement? Why?” (Responses will vary, but may include: No, because the quarry can’t actually make sounds or move.)

“Why do you think the author described the bone quarry in this way?” (Responses will vary, but may include: to help us imagine and even hear the level of enthusiasm and energy created by the paleontologists’ discovery in the bone quarry.)

“How does your understanding of this sentence help you understand what the paleontologists might have been feeling and thinking?” (Responses will vary.)

Work Time

B. Developing Language: Characters’ Thoughts and Feelings (25 minutes)

- Invite students to move safely to the edge of the whole group area and find a seat.
- Direct students’ attention to the posted learning targets and read the second one aloud:

“I can write sentences to describe a paleontologist’s response to a major event.”
- Remind students that great authors do not write just what characters do but also how they respond by sharing their thoughts and feelings.
- Direct students’ attention to the **Paleontologist’s Actions, Feelings, and Thoughts anchor chart** and orient them to the middle column and read the heading: “Thoughts.”
- Define *thoughts* (the act, process, or power of thinking), clarifying that these are the ideas people think in
 - their minds.
- Read the sentence starters in the middle column aloud:
 - “I wonder ____.”
 - “I know ____.”
 - “I didn’t know ____.”
 - “I hope ____.”
 - “I’m surprised that ____.”
- Invite students to turn and talk to an elbow partner:

“When a paleontologist is doing work, what thoughts might he or she have?” (Responses will vary, but may include: I wonder where the fossil is; I know that this bone is very old; I didn’t know we would discover a fossil here; I hope we don’t break the fossil while we move it.)
- Refocus students whole group and invite them to share out. As students share out, capture their ideas on the “Thoughts” column of the Paleontologist’s Actions, Feelings, and Thoughts anchor chart. Refer to the **Paleontologist’s Actions, Feelings, and Thoughts anchor chart (example, for teacher reference)** as necessary.
- Display a **white board**, and model drawing a large thought bubble onto it.
- Share that, now, students will pretend to think like a paleontologist.
- Distribute white boards and **white board markers**, and invite students to draw a thought bubble onto their own white board. If needed, assist any struggling students in drawing it.
- After 1 minute, refocus students whole group. Remind students to put their white board and marker on the floor or in their laps so they can focus.
- Display **paleontologist’s photo #1**.
- Using a total participation technique, invite responses from the group:

“What do you notice in this photo?” (Responses will vary, but may include: Paleontologists are at a site, there are lots of bones, they have tools.)

“What might the paleontologists in this photo be thinking?” (Responses will vary, but may include: There are a lot of bones, I wonder what kind of fossil this is.)

- Share that, in this photo, the paleontologists are excavating the bones of a very large creature.
- Model imagining you are one of the paleontologists in the photo and sharing what you might be thinking:
 - Think aloud: “I wonder what kind of fossil this is.”
 - In the thought bubble, write: “I wonder what kind of fossil this is.”
 - Display the white board and read the thought aloud: “I wonder what kind of fossil this is.”
- Display **paleontologist’s photo #2**.
- Share that, in this photo, the paleontologists are using their shovels to try to find a fossil underneath lots of dirt, mud, and rocks.
- Invite students to imagine they are one of the paleontologists in the photo and think about what their thoughts might be.
- Instruct students to write what they think in their own thought bubble, reminding them not to erase their work after they finish because they will share it with a partner.
- After 1–2 minutes, refocus students whole group.
- Invite students to share their work with an elbow partner and make a bridge with their arms after both partners have shared.
- Display **paleontologist’s photo #3**.
- Share that, in this photo, a paleontologist is holding a small piece of fossilized rock that contains the impressions of organisms from long ago.
- Repeat the process for paleontologist’s photo #3.
- Instruct students to erase their white boards.
- Redirect students’ attention to the Paleontologist’s Actions, Feelings, and Thoughts anchor chart, orient them to the middle column, and read the heading: “Feelings.”
- Define *feelings* (emotions).
- Invite students to turn and talk to an elbow partner:

“What feelings might paleontologists feel when they are doing their work?” (Responses will vary, but may include: excited, surprised, disappointed, frustrated, happy, tired, exhausted.)
- Refocus students whole group and invite students to share out. As students share, capture their ideas on the “Feelings” column of the Paleontologist’s Actions, Feelings, and Thoughts anchor chart.
- Displaying the white board, model drawing a large heart.
- Invite students to draw a large heart on their own white boards.
- Share that, now, students will pretend to feel like a paleontologist.
- Refer to paleontologist’s photo #1.
- Model imagining you are one of the paleontologists in the photo and sharing what you might be feeling:

- Think aloud: “I feel excited because we found a new bone!”
- In the heart, write: “I feel excited because we found a new bone!”
- Display the white board and read the feeling aloud: “I feel excited because we found a new bone!”
- Refer to paleontologist’s photo #2.
- Invite students to imagine they are one of the paleontologists in the photo and write what they would be feeling in the heart on their white board. Remind students not to erase their work after they finish because they will share it with a partner.
- After 1–2 minutes, refocus students whole group.
- Invite students to share their work with an elbow partner and remind them to make a bridge with their arms after both partners have shared.
- Repeat the process with paleontologist’s photo #3.
- Instruct students to erase their white boards.

Meeting Students’ Needs

- To support collaboration and sustained effort, strategically pair students with a peer model. (MME)
- For ELLs: Pair students with a partner who has advanced or native language proficiency. The partner with greater language proficiency can serve as a model in the pair, initiating discussions and providing implicit sentence frames, for example.
- For ELLs: As pairs interact, jot down some verb tense errors that are impeding communication. Briefly review the verb tense for the whole class. Encourage the group to identify the verb that communicates the message clearly and accurately.
- For ELLs: Before they write on their white boards, invite students to turn to their partner and describe what they imagine thinking and feeling as a paleontologist. Consider having them describe their thoughts and feelings first in their home languages, then in English.
- For ELLs: For visual support, consider adding a sketch next to each feeling word on the Paleontologist’s Actions, Thoughts, and Feelings anchor chart.

Closing and Assessment

A. Think-Pair-Share: Collaboration and Responsibility (5 minutes)

- Transition students to the whole group area.
- Direct students’ attention to the **Working to Become Effective Learners anchor chart**.
- Using a total participation technique, invite responses from the group:
 - “What does it mean to show collaboration?” (*Work well with others to get something done.*)
 - “What does it mean to show responsibility?” (*Take ownership of your work, actions, and space.*)
- Prompt students to consider Josh’s actions in the text *The Big Dinosaur Dig*.

- Invite students to Think-Pair-Share with an elbow partner:
 - “How did Josh collaborate with his team?” (He worked with other paleontologists to discover the fossil; he and Chewie dug up the same bone.)
 - “How did Josh show responsibility?” (He brought his tools to the site; he worked carefully when he was trying to get the fossil out of the ground.)
- Invite several students to share their responses with the group, confirming the specific ways that Josh demonstrated collaboration and responsibility in the text. If needed, refer to pages 26–29 of *The Big Dinosaur Dig* for support.
- If productive, cue students to listen carefully and seek to understand:
 - “Who can tell us what your classmate said in your own words?” (Responses will vary.)
- Share that, tomorrow, students will continue to use *The Big Dinosaur Dig* to learn more about compelling narratives as they prepare to write their own narratives.

Meeting Students' Needs

- For students who may need additional support with oral expression: Consider inviting students to write or draw their responses that show their understanding of collaboration and responsibility. (MMAE)
- For ELLs: Encourage students to think about and share one way they were responsible or collaborated during today's lesson. Take a moment to acknowledge their hard work and celebrate their progress as learners.

Lesson 4: Reading and Speaking: Sequencing and Temporal Words in *The Big Dinosaur Dig*



CCS Standards

- **RL.2.4:** Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- **W.2.3:** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
- **L.2.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.2.1d:** Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).



Daily Learning Targets

- I can identify temporal words in the text *The Big Dinosaur Dig*. (RL.2.4, W.2.3)
- I can use temporal words to show the order of events that a paleontologist might experience. (W.2.3)

Ongoing Assessment

- During the Opening, use the Language Checklist (L.2.1, L.2.1d) to track students' progress toward these language standards (see Assessment Overview and Resources). Also, collect and check responses on the Irregular Past-tense Verbs practice sheet #2 to check progress toward L.2.1d.
- During Work Time B, circulate and observe if students are able to use temporal words to show the order of a paleontologist's events. (W.2.3)
- After the Closing, collect Exit Ticket: Selected Response #6 and use to assess students' ability to identify temporal words. (W.2.3)

Agenda

1. Opening

- A. Developing Language: Irregular Past-tense Verbs in "I Found a Baby Dinosaur," Version 3 (10 minutes)

2. Work Time

- A. Focused Read-aloud: *The Big Dinosaur Dig*, Pages 27–28 (15 minutes)
- B. Developing Language: Temporal Words (25 minutes)

3. Closing and Assessment

- A. Exit Ticket: Selected Response #6 (10 minutes)

Teaching Notes

Purpose of lesson and alignment to standards:

- Similar to Lessons 2–3, in Lesson 4 students return to the same excerpt of *The Big Dinosaur Dig*. Students again focus first on understanding the text as readers and then on analyzing the text as writers. During Work Time A, the read-aloud is focused on another specific criterion from W.2.3: identifying temporal words used to show the order of events in the text.
- During Work Time B, students engage in an activity to strengthen their understanding of this criterion by using temporal word cards to order the sentences written about a paleontologist's action from Lesson 2.
- During Work Time A, students focus specifically on the use of temporal words in *The Big Dinosaur Dig*. During Work Time B, students use temporal words to order the imagined actions of a paleontologist.

How this lesson builds on previous work:

- Similar to Lessons 2–3, in the Opening students continue to learn about irregular past-tense verbs using the poem “I Found a Baby Dinosaur,” version 3. In version 2, some irregular past-tense verbs are conjugated incorrectly so students can practice the skill of forming irregular past-tense verbs correctly. Students again use the Irregular Past-tense Verbs anchor chart as a resource. Students also complete a practice sheet independently.
- In the Closing, students revisit the selected response format to complete a question about temporal words. Ongoing practice with this format prepares students for success on future assessments while also reinforcing the literacy skills introduced in this lesson.
- Continue to use Goal 1–3 Conversation Cues to promote productive and equitable conversation.

Areas in which students may need additional support:

- Some students who may struggle to read, order, and add temporal words to sentences as required during Work Time B. Consider strategically grouping those students in a triad with students who can best support them to complete the task.

Down the road:

- In Lesson 5, students will apply the criteria for a compelling narrative, based on W.2.3, to analyze a new narrative model. In Lesson 6, students will begin drafting the beginning of a narrative using these criteria.

In advance:

- Prepare:
 - Clipboards with Irregular Past-tense Verbs practice sheet #2 and a pencil, and place them near the whole group area.
 - Temporal Words anchor chart (see supporting materials).
 - Temporal Word card sets for use during Work Time B (see supporting materials).
- Pre-distribute materials for Work Time B at student workspaces to ensure a smooth transition.

- Read through the Paleontologist’s Action Sentences created by students during Lesson 2. If sentences do not work well for the activity in Work Time B, consider creating your own class set of sentences based on the example set (see supporting materials).
- Strategically group students in triads for work in Work Time B.
- Preview the focused read-aloud of the excerpt from *The Big Dinosaur Dig* in Work Time A in order to familiarize yourself with what will be required of students.
- Post: Learning targets and applicable anchor charts (see materials list).

Technology & Multimedia

Consider using an interactive white board or document camera to display lesson materials.

- Opening: If you recorded students reciting the “I Found a Baby Dinosaur,” version 1 in Lesson 2, play this recording for them to join in with.
- Work Time A: Create the Narrative Planner: *The Big Dinosaur Dig* anchor chart in an online format—for example, a Google Doc—to display and for families to access at home to reinforce these skills.
- Work Time B: Create the Temporal Words anchor chart in an online format—for example, a Google Doc—to display and for families to access at home to reinforce these skills.

Supporting English Language Learners

Supports guided in part by CA ELD Standards 2.I.B.6, 2.I.B.8, 2.I.C.12, and 2.II.A.2

Important points in the lesson itself

- The basic design of this lesson supports ELLs by reinforcing understanding of irregular past-tense verbs via a familiar poem, using a familiar excerpt of text to focus on one aspect of narrative writing (use of temporal words), and providing the opportunity for students to apply their understanding of temporal words in a fun and engaging activity.
- ELLs may find it challenging to use temporal words to accurately show the order of events in the Paleontologist’s Action Sentences. Consider working closely with a group of students who need heavier support, and provide additional opportunities for these students to engage in this kind of activity before the Unit 3 assessment. See “Levels of support” below and the Meeting Students’ Needs column for additional suggestions.

Levels of support

For lighter support:

- Challenge students to rephrase all lesson questions for students who need heavier support.
- During the Mini Language Dive, challenge students to generate questions about the sentence before asking the prepared questions. Example: “What questions can we ask about this sentence? Let’s see if we can answer them together.”

For heavier support:

- During Opening A, write the correct irregular past-tense verbs on individual index cards and display the cards for students to choose from when replacing incorrect verbs in the poem. As students place the cards in the correct line of the poem chart, encourage them to read the line to confirm it makes sense.
- During Work Time B, transform the Paleontologist's Action Sentences into a kinesthetic activity. Distribute the Paleontologist's Action Sentences to individual students and have them stand and display the sentences for the class to chorally read. As a class, discuss which sentence should go first, second, third (and why) and invite students to move and stand in the correct order. Repeat this procedure with the appropriate temporal word cards and invite these students to move and stand next to the student with the correct sentence. Invite the class to chorally read the sentences aloud, confirming the correct order and use of temporal words.
- Display, repeat, and rephrase all questions.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** To facilitate effective learning during Work Time B, ensure that all students have access to the directions, and feel comfortable with the expectations. Vary the ways in which you convey expectations. Consider engaging in a clarifying discussion about the directions or creating an outline of the steps in the Paleontologist's Action Sentences activity.
- **Multiple Means of Action & Expression (MMAE):** In this lesson, students participate in a sentence-building activity in triads. Some students may need support in setting appropriate goals for their effort and the level of difficulty expected. Appropriate goal setting supports development of executive skills and strategies. Offer scaffolds for students learning to set appropriate personal goals, such as a checklist with three goals for the activity. (Examples: "I can wait for my turn." "I can ask for help in reading a sentence." "I can act out one of our sentences.")
- **Multiple Means of Engagement (MME):** In this lesson, build a supportive environment to increase sustained engagement for all learners. During the Closing, give students specific, positive feedback on their effort and participation for the day. Foster a sense of community and provide options for physical action by inviting students to give themselves a special applause and a pat on the back, and "kiss" their brain.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

New:

- temporal, immediately, then (L)

Review:

- irregular past-tense verb (L)

Materials

- ✓ “I Found a Baby Dinosaur,” version 3 (one to display)
- ✓ Irregular Past-tense Verbs anchor chart (begun in Lesson 2)
- ✓ Irregular Past-tense Verbs practice sheet #2 (one per student and one to display)
- ✓ Pencils (one per student)
- ✓ Narrative Planner: *The Big Dinosaur Dig* anchor chart (begun in Lesson 2; added to during Work Time A; see supporting materials)
- ✓ *The Big Dinosaur Dig* (one to display; for teacher read-aloud)
- ✓ Narrative Planner: *The Big Dinosaur Dig* anchor chart (example, for teacher reference)
- ✓ Temporal Words anchor chart (new; teacher-created; see supporting materials)
- ✓ Example Paleontologist’s Action Sentence Sheets (from Lesson 2; one set to display)
- ✓ Temporal Word card set (one for teacher modeling and one set per triad)
- ✓ Mystery journal entry #3 (from Lesson 1; one to display)
- ✓ Paleontologist’s Action Sentence Sheets (created by students in Lesson 2; three per triad; see Teaching Notes)
- ✓ Strategies for Answering Selected Response Questions anchor chart (begun in Unit 1, Lesson 2)
- ✓ Exit Ticket: Selected Response #6 (one per student)

Opening

A. Developing Language: Irregular Past-tense Verbs in “I Found a Baby Dinosaur,” Version 3 (10 minutes)

- Invite students to the whole group area.
- Display “**I Found a Baby Dinosaur**,” **version 3** and begin reading aloud to students.
- Stop with surprise after reading the first line.
- Using a total participation technique, invite responses from the group:
 - “**Did you hear something that sounded incorrect?**” (*finded*)
 - “**Why is ‘finded’ incorrect?**” (*The correct past-tense of “find” is “found.”*)
- Review the meaning of an *irregular past-tense verb*, using the **Irregular Past-tense Verbs anchor chart** as needed (an action that already happened and “doesn’t play fair” by not ending in “ed”).
- Read through each line of the poem, calling on volunteers to help correct the verbs incorrectly listed using the Irregular Past-tense Verbs anchor chart. Record the correct verb above each incorrect verb identified.
- Display Irregular Past-tense Verbs practice sheet #2 and read the directions aloud.
- Distribute prepared clipboards with the Irregular Past-tense Verbs practice sheet #2 and pencils, and invite students to begin working independently to complete the sheet.
- After 3–4 minutes, refocus students whole group.
- Collect all practice sheets, pencils, and clipboards.
- Invite students to stand up in their space.

- Invite several students to lead the class in reciting the poem while “acting out” motions for the baby dinosaur’s actions in the poem.

Meeting Students' Needs

- To support self-regulation and independence when giving students a warning before the transition, provide a clear routine for what to do with unfinished work and use a visual timer. (MME)
- For ELLs: Read each sentence aloud on the the Irregular Past-tense Verbs Practice Sheet. Invite students to follow along and underline the incorrect irregular past-tense verb in each sentence. This mirrors the work done with the underlined verbs in the poem, and provides a visual signal for the word students should focus on replacing in each sentence.

Work Time

A. Focused Read-aloud: The Big Dinosaur Dig, Pages 27–28 (15 minutes)

- Refocus students whole group.
- Direct students’ attention to the posted learning targets and read the first one aloud:
“I can identify temporal words in the text The Big Dinosaur Dig.”
- Define *temporal* (words related to time).
- Share that, in a narrative, temporal words can describe when events happen. They can also describe how quickly or slowly an event happens.
- Direct students’ attention to the **Narrative Planner: The Big Dinosaur Dig anchor chart** and focus students on the Temporal Words box.
- Tell them that they will hear some of these words read aloud in the text.
- Display page 27 of *The Big Dinosaur Dig*.
- Share that, on this page, the author uses one of the temporal words listed on the Narrative Planner: *The Big Dinosaur Dig* anchor chart.
- Model the American Sign Language sign for *time*: tapping the top of one’s wrist where the face of a watch would be located.
- Invite all students to quietly show the sign for time.
- Challenge students to listen carefully to hear the temporal word, and invite students to show the sign for time if they hear it.
- Read page 27 aloud.
- Using a total participation technique, invite responses from the group:
“What temporal word did you hear on this page?” (immediately)
“What event happened almost ‘immediately?’” (Josh found what he had been searching for, Josh found the fossil.)

- Confirm that the word *immediately* is a temporal word because it shows the reader how quickly Josh found the fossil.
- Define *immediately* (right away; at once).
- Invite a student to come to the front of the whole group area and act out the fourth sentence as you reread it aloud. Emphasize the word *immediately* as you read it.
- Referring to the Narrative Planner: *The Big Dinosaur Dig* anchor chart, circle the word *immediately* in the Temporal Words box. Refer to the **Narrative Planner: The Big Dinosaur Dig anchor chart (example, for teacher reference)** as necessary.
- Display page 28.
- Share that, on this page, the author uses another temporal word listed on the Narrative Planner: *The Big Dinosaur Dig* anchor chart.
- Challenge students to listen carefully to hear the temporal word, and invite them to show the sign for *time* if they hear it.
- Read page 28 aloud.
- Using a total participation technique, invite responses from the group:
 - “**What temporal word did you hear on this page?” (then)**
 - “**What event happened before “then?” (Josh was chipping at a bone and Chewie was chiseling at a bone.)**
 - “**What event happened after “then?” (They realized they were both digging up the same bone.)**
- Confirm that the word *then* is a temporal word.
- Define *then* (soon after; next).
- Invite students to turn to an elbow partner and choose one student to act as Josh and the other student to act as Chewie.
- Read the second, third, and fourth sentences on page 28 aloud as students act out the characters’ actions. Emphasize the word *then* as you read it.
- Refocus students whole group.
- Referring to the Narrative Planner: *The Big Dinosaur Dig* anchor chart, circle the word *then* in the Temporal Words box. Refer to the Narrative Planner: *The Big Dinosaur Dig* anchor chart (example, for teacher reference) as necessary.
- Share that now students will use temporal words as they pretend to be paleontologists once again!

Meeting Students’ Needs

- For ELLs: Before reading, invite students to turn to an elbow partner and discuss what they recall about the characters and events in *The Big Dinosaur Dig*.
- For ELLs: Mini Language Dive. Ask students about the meaning of a sentence from the text: “Then they realized they were working on two sides of the same bone.” Write and display student responses next to the chunks. Examples:
 - “**What does this sentence mean?” (Responses will vary.)**
 - “**Who is they in this sentence? How do you know?” (Josh and Chewie. I know because the sentences before this one tell us.)**

“What kind of word is realized? What does realized mean?” (a regular past-tense verb; it means to suddenly understand, to discover.)

“What do Josh and Chewie realize?” (that they were working on digging up the same bone)

“Let’s cover up the first word of the sentence: Then. Does the sentence still make sense?” (yes)

“Why do you think the author included it? What is the purpose of then in this sentence?” (It signals that something important happened before this sentence.)

“What happened before this sentence? Why is it important to know?” (Chewie and Josh are each digging up a bone. It is important because at first Chewie and Josh think they are each digging up a different bone but in this sentence they realize it is the same, huge bone.)

“Use the word then to tell your partner about something you did, and about what you did after that:

I _____, then I _____.”

- For students who may need additional support with oral language and processing: Allow ample wait time as students prepare their thinking for sharing orally. (MME, MMAE)

Work Time

B. Developing Language: Temporal Words (25 minutes)

- Direct students’ attention to the posted learning targets and read the second one aloud:
“I can use temporal words to show the order of events that a paleontologist might experience.”
- Direct students’ attention to the **Temporal Words anchor chart** and invite them to join in as you read the words listed aloud.
- Share that writers include temporal words in their writing for the following reasons:
 - It helps the reader know something is coming next in the story, especially an important event.
 - It helps the reader keep track of the story.
- Remind students that they are learning how to write a compelling narrative because they will soon pretend to be a paleontologist who writes a narrative about finding a fossil.
- Invite students to move safely to the edge of the whole group area and find a seat.
- Display the set of **Example Paleontologist’s Action Sentence Sheets** in the middle of the whole group area.
- Read each sentence aloud.
- Introduce a **Temporal Word card set**, placing the cards on the floor near the sentences so students can easily view them.
- Explain that students will pretend to be paleontologists who are describing what they did, or what actions they took, during the day. Display **mystery journal entry #3** to reinforce the idea of writing about the actions in a paleontologist’s day.

- Model choosing and moving a Temporal Word card beside the beginning of each Paleontologist's Action Sentence. Then, read the sentences aloud, including the temporal words:
 - “First, I walked to the site.”
 - “Then, I dug with my shovel.”
 - “Suddenly, I saw part of a bone!”
- If productive, cue students with a challenge:
“What if we said First, I saw part of a bone! or Suddenly, I dug with my shovel? I’ll give you time to think and discuss with a partner.” (The sequence would not make sense, and the action of shoveling would take on a sense of urgency.)
- Tell students that they will work in triads to complete the same activity. Each group will use three Paleontologist's Action Sentences and a Temporal Word card set. Remind students to work together to choose one temporal word to place in front of each sentence. Then, each student should take a turn reading the sentences aloud, including the temporal words.
 - Move students into pre-determined triads.
 - Distribute **Paleontologist's Action Sentence Sheets** and Temporal Word card sets to each triad and transition triads to work spaces around the room.
 - Invite triads to begin working together. As groups work, circulate and reinforce directions as needed. If needed, remodel reading sentences aloud and ordering them with Temporal Word cards.
 - After 3–5 minutes, refocus students whole group. Instruct them to keep their Paleontologist's Action Sentences and Temporal Word cards as they have ordered them.
- Share that now students will really pretend to become paleontologists by acting out the actions in the sentences.
- Using the three Example Paleontologist's Action Sentences, model acting out each sentence. Invite a student to read the sentences as you act them out:
 - “First, I walked to the site.”
 - “Then, I dug with my shovel.”
 - “Suddenly, I saw part of a bone!”
- Share that students will complete the same activity. Each group member will take a turn reading the sentences aloud, including the temporal words, while another group member acts them out. Provide brief reminders about moving safely and taking turns, if needed.
 - Invite triads to begin working together. As groups work, circulate and reinforce directions as needed. If needed, remodel reading sentences aloud and acting them out.
 - After 3–5 minutes, refocus students whole group. Instruct students to clean up the materials and collect all Paleontologist's Action Sentences and Temporal Word card sets.
- Transition students back to the whole group area.

Meeting Students' Needs

- When reviewing the definition for *temporal*, offer alternatives for auditory information by highlighting the key words as you write a short definition for display. Examples:
 - "Signals that something important is coming next."
 - "Helps reader stay on track." (MMR)
- For ELLs: Invite students to share the name of each temporal word listed on the anchor chart in their home languages and invite all students to repeat their favorite translation aloud.
- For ELLs: To ensure that the general purpose of using temporal words is transparent, cue students to problem solve:

"Why are temporal words important?" (They help readers understand the order in which events happen in a story; they signal when an important event is about to happen in a story.)
- For ELLs: Invite students to place the Temporal Word cards into categories: words used to signal what happens at the beginning, in the middle, or at the end of a narrative or event. (For example, *first* signals something that happens at the beginning and *finally* signals something that happens toward the end.) Challenge students to identify words that belong in more than one category. (*Next* can signal something that happens in the middle or at the end.)

Closing and Assessment

A. Exit Ticket: Selected Response #6 (10 minutes)

- Direct students' attention to Strategies for Answering Selected Response Questions anchor chart and briefly review the strategies as needed.
- Invite students to choose one strategy they will try today and whisper it to themselves.
- Distribute **Exit Ticket: Selected Response #6** and guide students through the same process as in Units 1 and 2 to complete the exit ticket, including giving the answer at the end of 5 minutes. (C. Next, our team removed the plaster surrounding the fossil.)
- Confirm that *next* is the temporal word used in this sentence.
- If productive, cue students to think about their thinking. Using a total participation technique, invite responses whole group:

"What strategies helped you answer this question? I'll give you time to think and discuss with a partner." (Responses will vary.)
- Using a total participation technique, invite responses from the group:

"What strategy did you use to answer this question?" (Responses will vary.)
- Give students specific, positive feedback regarding their use of the strategies. (Example: "I noticed that Julian crossed out incorrect answers. I noticed that Kelly referred to the Temporal Words anchor chart to find the correct answer.")

Meeting Students' Needs

- For students who may need additional support with fine motor skills: Consider providing an alternative method for selecting the answer. (Example: Provide three index cards marked with "A," "B," and "C" that students can use to identify their answer.) (MMAE)
- When using a total participation technique, minimize discomfort, perceived threats, and distractions by alerting individual students that you are going to call on them next. (MME)
- For ELLs: Read aloud the Selected Response Exit Ticket question and the possible answers for students before inviting them to select an answer.

Lesson 5: Reading and Speaking: Role-Playing and Analyzing a Narrative Writing Model

CCS Standards

- **RL.2.1:** Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
- **RL.2.3:** Describe how characters in a story respond to major events and challenges.
- **W.2.3:** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
- **SL.2.1:** Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
- **SL.2.1a:** Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- **SL.2.1b:** Build on others' talk in conversations by linking their comments to the remarks of others.
- **L.2.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.2.1d:** Form and use the past tense of frequently occurring irregular verbs (e.g., *sat*, *hid*, *told*).

Daily Learning Targets

I can show characters' actions and feelings by role-playing excerpts from the text *The Big Dinosaur Dig*. (RL.2.1, RL.2.3)

I can identify criteria for a piece of compelling narrative writing. (SL.2.1, SL.2.1a, SL.2.1b, W.2.3)

Ongoing Assessment

- At the end of the Opening, collect Irregular Past-tense Verbs practice sheet #3 and use it to assess students' progress toward L.2.1d.
- During Work Time A, circulate as students participate in the Role-Play protocol and monitor their ability to act out the parts of Josh and Chewie based on the text.
- During Work Time B, observe if students are able to correctly identify the criteria found on the Compelling Narrative about Discovering a Fossil anchor chart within the Narrative Booklet: Teacher Model. (W.2.3)

Agenda

1. Opening

- A. Developing Language: Irregular Past-tense Verbs in “I Found a Baby Dinosaur,” Version 1 (10 minutes)

2. Work Time

- A. Role-Play: *The Big Dinosaur Dig*, Pages 26–29 (20 minutes)
- B. Back-to-Back and Face-to-Face: Analyzing a Narrative Writing Model (25 minutes)

3. Closing and Assessment

- A. Reflecting on Learning (5 minutes)

Teaching Notes

Purpose of lesson and alignment to standards:

- In this lesson, students synthesize the work of Lessons 1–4 in which they identified that having a “well-elaborated event” is a key criterion for a compelling narrative. During Work Time B, students view this same criteria, now listed on the Compelling Narrative about Discovering a Fossil anchor chart, and apply it as they analyze a new model narrative with their writing partner. Analyzing a model helps students develop a clear picture of what a compelling narrative looks like and needs to include. This supports students to write their own narrative.
- During Work Times A and B, students participate in the Role-Play and Back-to-Back and Face-to-Face protocols. Consider how familiar students are with these protocols and reallocate class time spent introducing them as necessary.
- In Work Time B and the Closing, students revisit the Unit 3 guiding question: “How do authors write compelling narratives?” This signals a shift in the unit, as students move from studying a narrative to engaging in the writing process beginning in Lesson 6 and throughout the remainder of Unit 3.

How this lesson builds on previous work:

- Similar to Lessons 2–4, in the Opening students continue to develop their ability to use and form irregular past-tense verbs by engaging with the poem “I Found a Baby Dinosaur.” In today’s lesson, students demonstrate their developing skills by completing the Irregular Past-tense Verbs practice sheet #3 independently.
- Continue to use Goal 1–3 Conversation Cues to promote productive and equitable conversation.

Areas in which students may need additional support:

- For some students, engaging in the expressive nature of the Role-Play protocol may feel challenging. Consider pairing these students with a demonstrative partner to encourage their active participation.
- Students may be challenged to connect the criteria studied through the excerpt of *The Big Dinosaur Dig* with the criteria listed on the Compelling Narrative about Discovering a Fossil anchor chart. If needed, consider reallocating time to help students make this connection.

Down the road:

- In Lessons 6–9, students will begin planning and drafting their own narrative piece based on Josh's experiences in *The Big Dinosaur Dig*.
- In Lessons 10–13, students will complete the Unit 3 Assessment and performance task by planning and writing an original, compelling narrative in which they imagine they are paleontologists discovering a fossil.

In advance:

- Prepare:
 - Clipboards with the Irregular Past-tense Verbs practice sheet #3 and pencils, and place them near the whole group area.
 - Compelling Narrative about Discovering a Fossil anchor chart (see supporting materials).
 - Narrative Planner: Teacher Model for use during Work Time B (see supporting materials).
- Strategically pair students for the Role-Play protocol in Work Time A.
- Review the Role-Play and Back-to-Back and Face-to-Face protocols. (Refer to the Classroom Protocols document for the full version of the protocol.)
- Post: Learning targets and applicable anchor charts (see materials list).

Technology & Multimedia

Consider using an interactive white board or document camera to display lesson materials.

- Opening: If you recorded students reciting the “I Found a Baby Dinosaur,” version 1 in Lesson 2, play this recording for them to join in with.
- Work Time A: If you recorded students participating in the Role-Play protocol in Module 1, Unit 1, Lesson 4, play this video for them to remind them of what to do.
- Work Time B: Create the Compelling Narrative about Discovering a Fossil anchor chart in an online format—for example, a Google Doc—to display and for families to access at home to reinforce these skills.

Supporting English Language Learners

Supports guided in part by CA ELD Standards 2.I.A.1, 2.I.A.2, 2.I.A.3, 2.I.A.4, 2.I.B.5, 2.I.B.6, 2.I.C.10, 2.I.C.12, 2.II.A.1, 2.II.A.2, and 2.II.A.3

Important points in the lesson itself

- The basic design of this lesson supports ELLs with opportunities to verbally process narrative writing criteria with a peer, discussing examples from a familiar text to support each criterion, and then sharing those examples as part of the Narrative Planner: Teacher Model.
- ELLs may find it challenging to access the language resources necessary to simultaneously process the narrative writing criteria, discuss the model examples that fit the criteria during the Back-to-Back and Face-to-Face protocol, and help record notes based on the examples in the Narrative Planner: Teacher Model. See specific suggestions in the Meeting Students' Needs column.

Levels of support*For lighter support:*

- Invite students to notice how the notes on the Narrative Planner: Teacher Model differ from the corresponding text in the Narrative Booklet: Teacher Model. (Example: In the planner, the writer usually drops either the subject/who the sentence is about or the verb/what the subject is doing, as is the convention for note taking. In the booklet, the writer includes both the subject and the verb to create complete sentences, as is the convention in narrative writing.)

For heavier support:

- Consider focusing on fewer criteria on the Compelling Narrative about Discovering a Fossil anchor chart. For example, consider waiting to discuss the criteria about temporal words and rules of writing at a separate time.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** In this lesson, students listen to the poem “I Found A Baby Dinosaur.” Some students may benefit from having an individual copy of the poem to follow along in near point as it is read aloud. Support transfer of learning by offering multiple representations of the poem. Consider providing an annotated or illustrated copy of the poem for students as support for information processing strategy development and comprehension.
- **Multiple Means of Action & Expression (MMAE):** In Work Time A, students are invited to debrief the Role-Play protocol with the whole group. Support students in appropriately expressing knowledge and ideas. As students share out, provide options for expression and communication by using sentence frames. (Example: “I used the habit of ____ during the Role-Play when I ____.”)
- **Multiple Means of Engagement (MME):** While holding high expectations is important, be aware that sometimes these expectations can raise student anxiety. During Work Time B, emphasize the importance of process and effort by discussing how even when you try your best and give your best effort, you can sometimes get stuck as you think of your response, and that is okay. This supports development of problem-solving skills and sustained engagement.

Vocabulary**Key:**

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

Review:

- criteria, role-play (L)

Materials

- ✓ “I Found a Baby Dinosaur,” version 1 (from Lesson 2; one to display)
- ✓ Irregular Past-tense Verbs anchor chart (begun in Lesson 2)
- ✓ Irregular Past-tense Verbs practice sheet #3 (one per student and one to display)

- ✓ Pencils (one per student)
- ✓ *The Big Dinosaur Dig* (one to display; for teacher read-aloud)
- ✓ Role-Play Protocol anchor chart (begun in Module 1)
- ✓ Unit 3 Guiding Question anchor chart (from Lesson 1; one to display)
- ✓ Compelling Narrative about Discovering a Fossil anchor chart (new; teacher-created; see supporting materials)
- ✓ Narrative Planner: *The Big Dinosaur Dig* anchor chart (begun in Lesson 2)
- ✓ Narrative Booklet: Teacher Model (page 1; one per pair and one to display)
- ✓ Narrative Planner: Teacher Model (new; co-created with students during Work Time B; see supporting materials)
- ✓ Back-to-Back and Face-to-Face Protocol anchor chart (begun in Unit 2; Lesson 1)
- ✓ Narrative Planner: Teacher Model (example, for teacher reference)

Opening

A. Developing Language: Irregular Past-tense Verbs in “I Found a Baby Dinosaur;” Version 1 (10 minutes)

- Invite students to the whole group area.
- Display “**I Found a Baby Dinosaur;**”**version 1** and invite several students to lead the class in reciting the poem while “acting out” motions for the baby dinosaur’s actions in the poem.
- Direct students’ attention to the **Irregular Past-tense Verbs anchor chart**.
- Invite students to turn and talk with an elbow partner:
“Choose an irregular past-tense verb from the chart and use it in a sentence.” (Responses will vary, but should include one irregular past-tense verb from the chart.)
- Refocus students whole group.
- Display **Irregular Past-tense Verbs practice sheet #3** and read the directions aloud.
- Distribute prepared clipboards with the Irregular Past-tense Verbs practice sheet #3 and **pencils**, and invite students to begin working independently to complete the sheet.
- After 5–6 minutes, refocus students whole group.
- Collect all practice sheets, pencils, and clipboards.

Meeting Students’ Needs

- To support comprehension and engagement before students complete the practice sheet, quickly review the word box with students. Invite them to sketch a quick visual cue for each past-tense verb to be used in the sentences. (MMR, MME)
- For ELLs: Encourage students to demonstrate the meaning of the past tense by displaying a timeline across the room, marking the middle with today’s date. Invite students to stand and say past-tense sentences from “I Found a Baby Dinosaur” and the Irregular Past-tense Verbs Practice Sheet #3 at the appropriate place on the timeline.

Work Time

A. Role-Play: The Big Dinosaur Dig, Pages 26–29 (20 minutes)

- Direct students' attention to the posted learning targets and read the first one aloud:
“I can show characters' actions and feelings by role-playing excerpts from the text The Big Dinosaur Dig.”
- Remind students that when people *role-play*, they pretend to be the characters in a story and act out what these characters say and do.
- Display pages 26–27 of *The Big Dinosaur Dig*.
- Move students into pre-determined pairs.
- Tell students they are going to use the Role-Play protocol. Remind them that they used this protocol in Module 1, and review as necessary using the **Role-Play Protocol anchor chart**. (Refer to the Classroom Protocols document for the full version of the protocol.)
- Confirm that when the text says the “team,” this includes Chewie.
- Guide students through the Role-Play protocol for the following sections of text:
 - Pages 26–27
 - Pages 28–29
- Debrief the protocol process by asking student to silently consider:
“Which habit of character did you use during this protocol? How?” (Responses will vary, but should include habits listed on the Working to Become Effective Learners anchor chart.)

Meeting Students' Needs

- To facilitate personal coping and self-regulation skills, model socially appropriate ways to express enthusiasm and excitement during the Role-Play protocol (e.g., give yourself a hug, or take a deep breath and smile). (MME)
- For ELLs: Ensure that students put words to their role-plays. Consider adding a “narrator” role to verbalize the portions that don't naturally elicit dialogue. If students can't verbalize, display and remind them of the word or phrase and have them repeat it. Prompt them to repeat the word or phrase as they role-play. Examples:
 - As students act out recalling the broken bone found with Jen: *I'm thinking about that broken bone I'd found with Jen.*
 - As students act out picking away at the soft rock: *Let's pick away at this soft rock beneath the sand here!*

Work Time

B. Back-to-Back and Face-to-Face: Analyzing a Narrative Writing Model (25 minutes)

- Refocus students whole group.
- Direct their attention to the posted learning targets and read the second one aloud:
“I can identify criteria for a piece of compelling narrative writing.”

- Display the **Unit 3 Guiding Question anchor chart** and read it aloud: “How do authors write compelling narratives?”
- Direct students’ attention to the **Compelling Narrative about Discovering a Fossil anchor chart**.
- Review the definition of *criteria* (something people use as a guide or model).
- Share that authors write many types of compelling narratives, and students will soon write their own compelling narrative about discovering a fossil. The criteria will help students know what makes a narrative compelling.
- Referring to the posted **Narrative Planner: The Big Dinosaur Dig anchor chart**, remind students that they have heard a compelling narrative read aloud this week: *The Big Dinosaur Dig!*
- Tell students that before writing a compelling narrative, they will work with a writing partner to study a new model. Share that you wrote the model after thinking about a great paleontologist students know: Mary Anning!
- Invite students to move to sit next to their pre-determined writing partner.
- Display page 1 of the **Narrative Booklet: Teacher Model**.
- Invite students to listen carefully as you read and to show a quiet thumbs-up if they recognize the narrative.
- Read pages 2-5 of Narrative Booklet: Teacher Model aloud slowly, fluently, and without interruption.
- Invite students to turn and talk with a partner:
 - ***“What happened in this narrative? What was the major event?” (Mary Anning and her dog were digging by the sea; she discovered a fossil of a sea creature; they needed help to get it out.)***
 - ***“How did Mary Anning respond when she found the fossil?” (She was really excited; she was surprised; she went and got some men to help her.)***
- Display the **Narrative Planner: Teacher Model**.
- Share that students will help fill in this planner by finding the criteria in the model.
- Tell students they are going to use the Back-to-Back and Face-to-Face protocol to analyze the model. Remind them that they used this protocol in Module 2 and review as necessary using the **Back-to-Back and Face-to-Face Protocol anchor chart**. (Refer to the Classroom Protocols document for the full version of the protocol.)
- Distribute a Narrative Booklet: Teacher Model to each pair.
- Display page 2 of the Narrative Planner: Teacher Model and read it aloud.
- Referring to the Compelling Narrative about Discovering a Fossil anchor chart, read the first criterion listed:
 - ***“Describes where you are and what tools you have”***
- Share that this criterion is important because it establishes a situation in the narrative.
- Guide students through the protocol using the following prompts:
 - ***“Where was Mary?” (at the beach)***
 - ***“What tools did she have with her?” (her hammer)***
- Between rounds, refocus whole group and instruct pairs to sit down in the space in which they are currently standing, and invite a few pairs to share their response with the group.

- As students share out, capture their responses in the Beginning column of the Narrative Planner: Teacher Model. Refer to the **Narrative Planner: Teacher Model (example, for teacher reference)** as necessary.
- Repeat this process with pages 3–5:
 1. Read the criterion aloud and share why it is important.
 - Second criterion: This criterion is important because it describes when the fossil is discovered in the narrative.
 - Third criterion: This criterion is important because it provides the character’s response to discovering the fossil in the narrative.
 - Fourth criterion: This criterion is important because it provides an ending in the narrative.
 - Fifth criterion: This criterion is important because it includes words that show the order of events in the story.
 2. Guide students through the protocol using the prompts.
 - Second criterion:
“What actions did Mary take to discover the fossil?” (climbed the rock, scraped the rock with hammer)
“What did the fossil look like?” (like a sea creature, big skull)
 - Third criterion:
“What did Mary think?” (it was so big, couldn’t get it out alone, needed help)
“How did Mary feel?” (surprised)
 - Fourth criterion:
“What actions did Mary take after she found the fossil?” (ran fast to get the quarrymen, told them to come and help her)
 - Fifth criterion:
“Did you hear any temporal words used in this text?” (suddenly, then, at last)
 3. Fill in the Narrative Planner: Teacher Model as students share out. Refer to the Narrative Planner: Teacher Model (example, for teacher reference) as necessary.
- Collect copies of the Narrative Planner: Teacher Model and invite students to return to their seats.

Meeting Students’ Needs

- For students who may need additional support with comprehension: Provide highlighted key words or phrases in students’ copy of the Narrative Booklet as a scaffold as they consider their responses to questions. (MMR)
- For ELLs: During each round of Back-to-Back and Face-to-Face, ensure students have time to think before responding and, for heavier support, consider providing sentence frames and visuals as prompts.

- For ELLs: Consider color-coding the Compelling Narrative about Discovering a Fossil anchor chart to correspond with the entries in the Narrative Planner: Teacher Model and the text in *Stone Girl, Bone Girl*. Example: Highlight in blue and yellow "Describes where you are and what tools you have" and do the same for "on the beach with her dog" and "hammer." This can help students make connections between the language of the criteria and the language of the narrative planner and the text.

Closing and Assessment

A. Reflecting on Learning (5 minutes)

- Give students specific, positive feedback on finding criteria in the model. (Example: "Huan, I noticed that you and your partner, Elaine, looked for specific examples in the text to match the criteria.")
- Remind students that soon they will pretend to be paleontologists who have discovered a fossil, and they will use these criteria to write their own compelling narrative.
- Display the Unit 3 Guiding Question anchor chart and invite students to Think-Pair-Share with an elbow partner:

"How do authors write compelling narratives?" (They include a beginning, middle, and end, the actions the character takes, and the character's thoughts and feelings in response to the major event, and they use temporal words to show the order of when things happen.)

- If productive, cue students with a challenge:
"What if authors did not write a beginning? What if they did not tell us the character's thoughts and feelings? I'll give you time to think and discuss with a partner." (Responses will vary.)
- Invite several students to share out. As needed, refer to the Compelling Narrative about Discovering a Fossil anchor chart for support.
- Remind students that they will soon become authors of their own compelling narratives about discovering a fossil. Share that students will pretend to become paleontologists writing about their discovery, just like the paleontologist in the journal entries and Josh Smith in *The Big Dinosaur Dig*. Encourage students that all of their hard work this week has prepared them for what they will begin soon: drafting their own narratives!

Meeting Students' Needs

- During Think-Pair-Share (before refocusing students whole group), increase mastery-oriented feedback by providing feedback that is frequent, timely, and specific to individual pairs of students. (Example: "I heard you mention specifically that authors include the character's thoughts and feelings. When does the author include this in the narrative?") (MME)
- For ELLs: Review the learning target introduced in Work Time B. Ask students to give specific examples of how they worked toward achieving them in this lesson. Invite students to rephrase each criterion and the learning target now that they have more experience identifying criteria for a piece of compelling narrative writing.

Lesson 6: Narrative Writing: Drafting the Beginning of My Narrative as Josh



CCS Standards

- **W.2.3:** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
- **W.2.5:** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- **SL.2.1:** Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
- **SL.2.1a:** Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- **L.2.1d:** Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).
- **L.2.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **L.2.6:** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).



Daily Learning Targets

- I can draft the beginning of my narrative based on Josh's experience in *The Big Dinosaur Dig*. (W.2.3, W.2.5, L.2.6, SL.2.1, SL.2.1a)
- I can edit my narrative to include irregular past-tense verbs correctly. (W.2.5, L.2.1d)

Ongoing Assessment

- During Work Time B, use the Narrative Writing Checklist to document students' progress toward W.2.3 and L.2.2 (see Assessment Overview and Resources).

Agenda

1. Opening

- A. Engaging the Learner: Reviewing the Purpose of Writing Partners (5 minutes)

2. Work Time

- A. Independent Writing: Planning the Beginning of My Narrative as Josh (15 minutes)
- B. Independent Writing: Drafting the Beginning of My Narrative as Josh (20 minutes)
- C. Revising and Editing: Improving the Beginning of My Narrative (15 minutes)

3. Closing and Assessment

- A. Pinky Partners: Sharing Our Work (5 minutes)

Teaching Notes

Purpose of lesson and alignment to standards:

- This is the first of four writing lessons in which students go through scaffolded writing instruction to craft a narrative about discovering a fossil. In this lesson, students plan and draft the beginning of their narratives. (W.2.3)
- In Module 1, students wrote informational pieces. In this module (specifically Unit 3), students are introduced to narrative writing. In informational writing, students often used their notes and directly translated them into sentences. In this unit, students learn that narrative writers use notes to help them think of ideas for their writing, but do not directly translate them into sentences. In these series of lessons, students generate ideas for their narrative in the form of notes on a planner and use these notes to help them produce sentences. (W.2.3)
- Please keep in mind that while students are writing a narrative about discovering a fossil, they should be kept aware of the Unit 3 guiding question: “How do authors write compelling narratives?” For this reason, strategic places in the lesson remind students of this question and the techniques authors use to write any compelling narrative, including one about discovering a fossil.
- This lesson reintroduces students to the idea of revising and editing as a regular routine within a writing lesson. Students are reminded that writers revise and edit their writing as they write to make sure their writing is clear and readable to others. Specifically, students revise to make sure their writing makes sense and that the ideas flow together, and they edit their narratives to make sure they have correctly written irregular past-tense verbs. (W.2.5, L.2.1d)
- During Work Time C, use the beginning of a Narrative Booklet: Teacher Model to model how to edit narratives to correctly include irregular past-tense verbs. Keep in mind that different parts of this Narrative Booklet: Teacher Model will be used during Lessons 7 and 9.

How this lesson builds on previous work:

- This lesson reintroduces students to the structure of writing partners from Module 1; students work with these partners as they produce both their narrative (in Lessons 6–8) and their performance task (in Lessons 10–13).
- During Lessons 6–8, students recall Josh’s experiences from *The Big Dinosaur Dig* and produce a narrative as if they were Josh themselves. Students may refer to certain resources used in Lessons 2–5, such as the Narrative Planner: *The Big Dinosaur Dig* anchor chart, as inspiration for their writing.
- During Work Time A, students revisit the Narrative Booklet: Teacher Model (which they analyzed in Lesson 5) to remind them of the criteria for a strong beginning of a narrative about fossils.
- In Lessons 2–5, students learned about the concept of irregular past-tense verbs, identified common irregular past-tense verbs, and practiced using irregular past-tense verbs correctly. During Work Time C, students edit their writing specifically to ensure they have used irregular past-tense verbs correctly in their own narrative.
- Continue to use Goal 1–3 Conversation Cues to promote productive and equitable conversation.

Areas in which students may need additional support:

- During Work Time B, consider providing sentence starters to students who are having trouble drafting the beginning of their narratives using the notes from their planners (for example, “I was in . . .” or “The tools I had were . . .”).
- During Work Time B, consider pulling a small group of students who may need extra support during drafting. Consider having students act out their ideas. Or consider supporting students in drawing their ideas and using these drawings as scaffolding to help them write sentences.

Down the road:

- In Lessons 6–8, students are writing a narrative based on Josh’s experiences from *The Big Dinosaur Dig*. This means that students will take on the role of Josh and write a narrative in the first person as if they were Josh. This set of lessons serves as scaffolding for the Unit 3 Assessment, in which students take on the role of being paleontologists and produce a narrative about discovering a fossil using a picture of a fossil they choose during Lessons 10–12. Keep in mind that the content for both narratives is similar, but for this Unit 3 Assessment, students should not write as if they are Josh but instead as if they are paleontologists themselves.
- In Lessons 7 and 8, students draft the middle and end of their narratives based on Josh’s experiences from *The Big Dinosaur Dig*.
- During Lessons 11–12, students complete the Unit 3 Assessment, in which they draft and revise a new narrative about discovering a fossil using a picture of a fossil as inspiration for their writing. Then students combine their writing with detailed drawings, and this becomes the performance task for this module.

In advance:

- Strategically pair students for writing. Consider pairing students who are at a similar level in terms of their writing skills so they can adequately support one another. Consider creating a chart with these partnerships so students can easily identify their writing partners.
- Prepare the Beginning of a Narrative about Discovering a Fossil: Example and Non-Example and the Editing Work Sample.
- Preview the writing instruction in Work Time A, B, and C to see how students are supported to plan, draft, revise, and edit the beginning of their narratives.
- Review the Pinky Partner protocol. (Refer to the Classroom Protocols document for the full version of the protocol.)
- Post: Learning targets and applicable anchor charts (see materials list).

Consider using an interactive white board or document camera to display lesson materials.

- Work Time A: Record several pairs of writing partners as they brainstorm ideas for a beginning of their narrative to listen to later to discuss strengths and what they could improve on, or to use as models for the group. Most devices (cellphones, tablets, laptop computers) come equipped with free video and audio recording apps or software.
- Work Time B: Students write page 1 of their Narrative Booklets using word-processing software—for example, a Google Doc.
- Work Time C: Record several pairs of writing partners as they discuss revisions to listen to later to discuss strengths and what they could improve on, or to use as models for the group. Most devices (cellphones, tablets, laptop computers) come equipped with free video and audio recording apps or software.

Supporting English Language Learners

Supports guided in part by CA ELD Standards 2.I.A.1, 2.I.A.2, 2.I.A.3, 2.I.A.4, 2.I.B.5, 2.I.C.10, 2.I.C.12, 2.II.A.1, 2.II.A.2, and 2.II.A.3

Important points in the lesson itself

- The basic design of this lesson supports ELLs with opportunities to verbally process with a partner the way they want to communicate the beginning of their narrative before they begin writing. This peer negotiation is essential to language development, as it encourages both ELLs and native speakers to adjust their language to make it more comprehensible for their peer and to align it more closely with the language requirements of the beginning of the narrative.
- ELLs may find it challenging to transform their notes from the planner into complete sentences that flow for the beginning of the narrative. See “Levels of support” below and the Meeting Students’ Needs column for specific supports.

Levels of support

For lighter support:

- Invite students to identify the exact language that helps “make ideas flow” in the Beginning of a Narrative about Discovering a Fossil: Example and Non-Example. For example: The author added details about her thoughts (“I was thinking”), which help explain the idea about having her hammer with her.
- Invite students to expand their linguistic knowledge and ability by brainstorming the present tense versus the past-tense verbs in their narrative beginning, and to plot on a timeline how the use of those verbs changes the timeframe of each action.

For heavier support:

- In Lesson 11, students add detailed illustrations to their personal narrative. Consider inviting students to draw detailed illustrations before they write each part of their narrative about Josh, as well, beginning in this lesson. The process of conveying thoughts through visuals

first can help language learners break down the task and think through the language they will need to communicate their narrative.

- Create note strips about Josh that could be included in the beginning of the narrative planner, and invite students to place the strips in the beginning section of their planner in Work Time A.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** Developing spellers benefit from environmental support to sound out words in their writing. Some students may need explicit prompting to utilize environmental print when they cannot recall letter sounds or sight words. When modeling writing, emphasize process and effort by modeling how to sound out a word with tricky spelling and demonstrate how to utilize environmental print.
- **Multiple Means of Action & Expression (MMAE):** As students give partners feedback in Work Time C, support planning by providing individual students with small sticky notes to attach to their pages. This helps students to remember places where they want to add or make changes based on partner feedback.
- **Multiple Means of Engagement (MME):** When students share their work with a partner, this is a good opportunity to foster community and support students to provide each other with positive feedback. Before students share their narrative, discuss strategies for how to give a compliment to a peer about her or his work by citing a specific example from the narrative.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

New:

- draft (L)

Review:

- establish a situation, mentor, revise, edit, irregular past-tense verbs, kind, specific (L)

Materials

- ✓ Writing Partners anchor chart (begun in Module 1)
- ✓ Unit 3 Guiding Question anchor chart (from Lesson 1; one to display)
- ✓ Narrative Booklet: Teacher Model (from Lesson 5; page 1; one to display)
- ✓ Compelling Narrative about Discovering a Fossil anchor chart (begun in Lesson 5)
- ✓ Narrative Planner: Teacher Model (from lesson 5; one to display)
- ✓ Narrative Planner: *The Big Dinosaur Dig* anchor chart (begun in Lesson 2)
- ✓ Narrative Planner (one per student)
- ✓ Narrative Planner: Josh's Story (example, for teacher reference)

- ✓ Beginning of a Narrative about Discovering a Fossil: Example and Non-Example (one to display)
- ✓ Narrative Booklets (page 1; one per student)
- ✓ Narrative Writing Checklist (for teacher reference; see Assessment Overview and Resources)
- ✓ Editing Work Sample (one to display)
- ✓ Irregular Past-tense Verbs anchor chart (begun in Lesson 2)
- ✓ Editing Work Sample (example, for teacher reference)
- ✓ Pinky Partners Protocol anchor chart (begun in Module 1)

Opening

A. Engaging the Learner: Reviewing the Purpose of Writing Partners (5 minutes)

- Direct students' attention to the **Writing Partners anchor chart**.
- Invite students to sit next to their writing partner in the whole group meeting area.
- Remind them that yesterday they looked at a model of a narrative about discovering a fossil to prepare them for writing their own narratives.
- Tell students that there is another thing that we use to support our writing: Writing Partners! Remind students that they have used the structure of writing partners before.
- Focus students' attention on the Writing Partners anchor chart, and read through the left-hand column:
“Work with Our Partner.”
- Tell students that as they work on our narratives today, they will use all these strategies to work with their writing partners.
- Tell students that it is important to use collaboration as they work with their writing partners.
- If productive, cue students to think about their thinking:

“How do you think these writing partner strategies will help you succeed as we write our narratives? I'll give you time to think and discuss with a partner.” (Responses will vary.)

Meeting Students' Needs

- To activate background knowledge, provide one or two examples of what collaboration looks and sounds like. (Example: “When students are collaborating, I see them asking questions to understand their partner’s idea. What do you see?”) (MMR)

Work Time

A. Independent Writing: Planning the Beginning of My Narrative (15 minutes)

- Display the **Unit 3 Guiding Question anchor chart** to students and invite them to read it along with you:

“How do authors write compelling narratives?”

- Tell students that for the past few days, they have been learning about what techniques authors use to write compelling narratives, and today they are going to be authors themselves! They are going to start writing their own narratives.
- Direct students' attention to the posted learning targets and read the first one aloud:
“I can draft the beginning of my narrative based on Josh’s experience in The Big Dinosaur Dig.”
- Using a total participation technique, invite responses from the group:
“What are important words in this learning target?” (draft, narrative)
- Confirm with students that today they will draft the beginning of their narratives.
- Tell students: “For this narrative, you will imagine that you are Josh, the paleontologist from **The Big Dinosaur Dig**. So you can use his experiences to help you think of ideas and write as if you were Josh. In a few lessons, you will write another narrative about discovering a fossil, but then you can imagine you are any paleontologist!”
- Tell students that before they can *draft*, or write the beginning of their narrative, they will work with their writing partners to plan what they are going to write.
- Tell students that to help them get started, you are going to read the beginning of the narrative about discovering a fossil that you read to them yesterday, and you want them to think about what the beginning includes. This will help them think about what to include for the beginning of their narratives.
- Display page 1 of **Narrative Booklet: Teacher Model** and read it aloud.
- Invite students to Think-Pair-Share with their writing partner:
“What does the beginning of this narrative include?” (describes where you are and what tools you have)
- Direct students' attention to the **Compelling Narrative about Discovering a Fossil anchor chart**, and encourage them to use it to help them remember what to include in their narrative.
- Confirm with students that writers use different techniques to write compelling narratives, and one of those is to *establish a situation*, or letting the reader know where the narrative is taking place and what the characters are doing.
- Tell students that because this is a narrative about discovering a fossil, it would be a good idea to include what tools you had as well.
- Share with students that before you wrote this draft, you planned your thinking using a planner.
- Display the **Narrative Planner: Teacher Model**. Point out to students that this is the same chart as the Narrative Planner: *The Big Dinosaur Dig* anchor chart because we used this book as a mentor text to learn about how authors write compelling narratives. Remind students that a *mentor text* is a model that shows you how to write.
- Using the Narrative Planner: Teacher Model, read through the column entitled “Beginning: Establish a situation.” Point out that this planner was a place to jot some ideas down that you would write in your draft. That is why you wrote notes, not full sentences.
- Tell students that they are going to plan the beginning of their narratives pretending that they are Josh from *The Big Dinosaur Dig*.
- Distribute **Narrative Planners**.

- Tell students that they will be working on the beginning part of the planner today. Invite them to point to this part of the planner.
- Invite students to take turns reading the questions on the planner with their writing partners.
- Tell students they can use the Narrative Planner: *The Big Dinosaur Dig* anchor chart for ideas for their narrative, but they can also use their imagination and think about places they might be and other paleontologist tools they might use.
- Invite students to Think-Pair-Share with their writing partner:
“For this narrative, where were you? What tools did you have?” (Responses will vary. Refer to the Narrative Planner: Josh’s Story (example, for teacher reference) as necessary.)
- Transition students back to their workspaces and invite them to individually complete the beginning column on their Narrative Planner.
- Circulate and support students as they write by directing them to the classroom supports (e.g., anchor charts, Interactive High-Frequency Word Wall).
- After 6–7 minutes, invite students back to the whole group area with their Narrative Planners.

Meeting Students’ Needs

- To support self-regulation and independence when giving students a warning before the transition, provide a clear routine for what to do with unfinished work and utilize a visual timer. (MME)
- For ELLs: Invite students to mark the pages that encompass the beginning of *The Big Dinosaur Dig* and to take turns retelling the beginning in small groups.
- For ELLs: Consider inviting students to continue the color-coding strategy by highlighting the criteria and their entries in the narrative planner to correspond with the text in *The Big Dinosaur Dig*. Example: Highlight in blue and yellow “Describes where you are and what tools you have” in the narrative planner and do the same for “at a new site in Egypt” and “shovels” and “hammers” in the narrative planner and the text. Then encourage students to make connections between the language of the criteria, the text, and the narrative planner.
- For ELLs: Emphasize that “making the ideas flow” in the beginning of the narrative means creating a narrative that easily makes sense to the reader, where each sentence explains (or connects in some other logical way) to the next one. To this end:
 - Consider inviting students to consult their narrative planner, and then first write (or discuss what they will write) in home language groups before they begin writing in English.
 - Remind students that practicing the beginning verbally before writing it can help them write in a way that makes the ideas flow.
 - As students write, invite them to identify “what else they can say” or “what else they said” and “what they were thinking” in their narrative to help make the ideas flow.
- For ELLs: Follow up on the color-coding process by inviting students to use different colors to highlight or underline the sentences in their narrative booklet to correspond to the language in the criteria, their narrative planner, and *The Big Dinosaur Dig*.

Work Time

B. Independent Writing: Drafting the Beginning of My Narrative (20 minutes)

- Tell students that now that they have planned the beginning of their narratives, they will draft that section. Tell students that this means they will draft sentences for the beginning part of their narrative based on their notes from their planner.
- Tell students that before they start drafting, you are going to share two different options where you have used the notes from your planner to draft the beginning of your narrative. As you read the two options, you would like them to think about which beginning you like better.
- Display the **Beginning of a Narrative about Discovering a Fossil: Example and Non-Example**. Read both options aloud to students.
- Invite students to put up 1 or 2 with their fingers to show which option they prefer. Confirm with students that it looks like most students prefer option 1.
- Using a total participation technique, invite responses from the group:
“Why did you like option 1 better?” (It described what the beach was like. It is longer. It says what you were thinking.)
- Tell students: “I agree with your thinking that option 1 is a better example for a beginning. I didn’t just copy exactly what was on my planner. Like a narrative writer, I thought about how to make the ideas flow. I did this by thinking about what else I could say about where I was in the story or what I was thinking.”
- Tell students that now it is their turn to be narrative writers! They are going to use the notes from their planners to think about how to make their ideas flow and sound like a story.
- Invite students to Think-Pair-Share with their writing partner:
“What will you write for the beginning of your narrative?” (Responses will vary.)
- Distribute **Narrative Booklets** and invite students to turn to page 1.
- Point out the space for sketching and the space for writing. Tell students that once they draft the beginning of their narratives, they can sketch pictures to match their writing.
- Tell students that they should skip lines as they are drafting their narrative because they will be revising and editing it later.
- Transition students back to their workspaces and invite them to begin drafting and sketching. Ensure students are sitting next to their writing partners.
- Circulate and support students as they write by directing them to the classroom supports (e.g., anchor charts, Interactive High-Frequency Word Wall). Consider using the **Narrative Writing Checklist (for teacher reference)** to gather data on students’ progress toward W.2.3, L.2.2.a, and L.2.2.d.
- As students are working, ask a student who has a strong beginning if you can use his or her work to share with the rest of the class during Work Time C.
- After 12–13 minutes, invite students back to the whole group area with their Narrative Booklets.

Meeting Students' Needs

- For students who may need additional support with fine motor skills: Provide supportive tools for writing. (e.g., pencil grips, slanted desks, or alternate writing utensils). (MMAE)

Work Time

C. Revising and Editing: Improving the Beginning of My Narrative (15 minutes)

- Give students specific, positive feedback on drafting the beginning of their narratives. (Example: “You established a situation by telling the reader where you were and what tools you had. You made your writing flow by describing the setting in more detail.”)
- Direct students’ attention to the Compelling Narrative about Discovering a Fossil anchor chart and read the first row aloud.
- Tell students that just like they did with other writing pieces previously, they will now revise and edit their writing.
- Ask students to turn to their writing partners:
 - One partner should share the definition of *revise*.
 - The other partner should share the definition of *edit*. (Listen for students to say that *revising* is when writers make sure their writing makes sense, and *editing* is when writers do their best to make sure their writing is correct and fix any mistakes they notice.)
- Call on a partnership to share their definitions of *revise* and *edit* with the class.
- Tell students that when authors revise narrative writing, they want to make sure the writing is clear and makes sense, and that the ideas flow together. Tell students that for their narratives about discovering a fossil, they will want to make sure they included where they were first and name what tools they had, and other details that make the writing flow.
- Tell students that a writer is going to share the beginning of his or her narrative in front of the class, and you want them to listen to see if it is clear and makes sense. (This should be the student you identified and asked in Work Time B to share his or her work.) Read this student’s writing.
- Using a total participation technique, invite responses from the group:
“How is this writing clear?” (He wrote about where he was. He wrote about what tools he had. He made his writing flow.)
- Tell students that they are going to have a chance to revise the beginning of their narratives.
- Invite students to read aloud the beginning of their narratives to their writing partners and make sure it is clear and makes sense, and that the ideas flow together. If students need to make any changes, invite them to cross out their writing and write their new ideas in the line above.
- After 6–7 minutes, refocus whole group.
- Tell students that they will now edit the beginning of their narratives. Remind them that when they edited their writing previously, they made sure their writing was correct and fixed any mistakes they noticed.

- Explain to students that because they are writing their narratives about events that took place in the past, it is important to make sure that their verbs are written to show that the story takes place in the past.
- Direct students' attention to the posted learning targets and read the second one aloud:

“I can edit my narrative to include irregular past-tense verbs correctly.”
- When they edit today, they are going to pay close attention and make sure they have correctly used *irregular past-tense verbs*.
- Remind students that irregular past-tense verbs are verbs that are written in the past that don't follow the same rules as other past-tense verbs; they “don't play fair.”
- Tell students that you are going to look at an example together before they edit their own writing.
- Display the **Editing Work Sample**. Tell students that as you read this aloud, they should look for any irregular past-tense verbs that are written incorrectly. If they see one, they should put their hands on their head.
- Encourage students to use the **Irregular Past-tense Verbs anchor chart** as a resource.
- Read through the Editing Work Sample once. As you read it again, look for students to put their hands on their heads for the words *go* and *have*. Model for students how to:
 - Cross out the irregular past-tense verbs that are written incorrectly.
 - Write the correct irregular past-tense verbs on top (*went, had*).
 - Refer to the Irregular Past-tense Verbs anchor chart, if necessary.
- Refer to the **Editing Work Sample (example, for teacher reference)** as necessary.
- Invite students to turn and talk to their writing partner:

“How did I edit my writing today?” (looked for irregular past-tense verbs that weren't written correctly, crossed them out and wrote the correct verbs on top, used the Irregular Past-tense Verbs anchor chart to help you remember the correct way to write verbs that don't play fair)
- Tell students that they will work with their writing partners to edit the beginning of their narratives for irregular past-tense verbs on page 1 of their Narrative Booklets. Tell them to read their sentences aloud to their writing partners so they can help them edit their work.
- After 5–6 minutes, refocus whole group.

Meeting Students' Needs

- Provide differentiated mentors by purposefully selecting writing partners. Consider meeting with the mentors in advance to encourage them to share their thought process, citing evidence from their writing with their partner. (MMAE)
- For ELLs: Before students begin editing the irregular past-tense verbs in the beginning of their narrative, invite them first to identify all of the verbs in their beginning by underlining them.

Closing and Assessment

A. Pinky Partners: Sharing Our Work (5 minutes)

- Invite students to give you an air high-five for their hard work today as writers!
- Tell students that they are going to use the Pinky Partners protocol to share their work with a partner who is different than their writing partner. Remind them that they used this protocol in Module 1, and review as necessary using the **Pinky Partners Protocol anchor chart**. (Refer to the Classroom Protocols document for the full version of the protocol.)
- Remind students of the importance of giving *kind and specific feedback* (feedback that tells the writer one thing that they did a good job of in their writing).
- Guide students through the protocol, encouraging them to use the sentence starter:
“You did a good job of ____.”
- If productive, cue students to think about their thinking:
“How does our Pinky Partners protocol add to your ability to write a good beginning? I’ll give you time to think and discuss with a partner.” (Responses will vary.)
- Ask students to return to their seats in the whole group area.
- Tell students that they will continue working on their Narrative Booklets tomorrow!

Meeting Students’ Needs

- To foster a sense of community and provide options for physical action after students have shared, invite the class join you in a special applause (e.g., silent cheer, raise the roof, firecracker, hip-hip hooray). (MMAE, MME)
- For ELLs: Remind students that receiving kind and specific feedback from a peer is a valued part of learning in many U.S. classrooms. Hearing from a peer about what we do well can help us recognize and repeat our successes. Teacher feedback is also important, but you can learn different things through peer feedback.

Lesson 7: Narrative Writing: Drafting the Middle of My Narrative as Josh

CCS Standards

- **W.2.3:** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
- **W.2.5:** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- **SL.2.1:** Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
- **SL.2.1a:** Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- **L.2.1d:** Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).
- **L.2.6:** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

Daily Learning Targets

- I can draft the middle of my narrative based on Josh's experiences in *The Big Dinosaur Dig*. (W.2.3, W.2.5, L.2.6, SL.2.1, SL.2.1a)
- I can revise my narrative to include temporal words.
- I can edit my narrative to include irregular past-tense verbs correctly. (W.2.5, L.2.1d) (review)

Ongoing Assessment

- During Work Time B, use the Narrative Writing Checklist to document students' progress toward W.2.3 and L.2.2 (see Assessment Overview and Resources).

Agenda

1. Opening

- A. Developing Language: Volley for Vocabulary (5 minutes)

2. Work Time

- A. Independent Writing: Planning the Middle of My Narrative as Josh (15 minutes)
- B. Independent Writing: Drafting the Middle of My Narrative as Josh (20 minutes)
- C. Revising and Editing: Improving the Middle of My Narrative (15 minutes)

3. Closing and Assessment

- A. Pinky Partners: Sharing Our Work (5 minutes)

Teaching Notes

Purpose of lesson and alignment to standards:

- During the Opening, students engage in the Volley for Vocabulary protocol, designed to help them practice accurately using words acquired through their learning. It encourages them to think critically about the meaning of words, how to use them accurately in a sentence, and the importance of word choice in meaning. (L.2.6)
- This is the second of four writing lessons in which students go through scaffolded writing instruction to produce a narrative about discovering a fossil. In this lesson, students plan and draft the middle of their narratives. Students learn that the middle of the story includes important actions as well as details to describe thoughts and feelings. Since this narrative is about discovering a fossil, students also include details about what the fossil looks like. (W.2.3)
- During Work Time C, students revise the middle of their stories with a particular focus: revising for temporal words. They also edit their writing to ensure they have used irregular past-tense verbs correctly. (W.2.3)

How this lesson builds on previous work:

- During Lessons 6–8, students recall Josh’s experiences from *The Big Dinosaur Dig* and use this as inspiration to produce a narrative about discovering a fossil. Students may refer to certain resources used in Lessons 2–5, such as the Narrative Planner: *The Big Dinosaur Dig* anchor chart.
- During Work Time A, students revisit the Narrative Booklet: Teacher Model they analyzed in Lesson 5 to remind them of the criteria that a strong middle of a narrative about fossils has.
- During Work Time C, students edit their writing specifically to ensure they have used irregular past-tense verbs correctly, as they did in Lesson 6.
- During Work Time C, the teacher uses the middle of the Narrative Booklet: Teacher Model to model how to revise narratives to include temporal words. Keep in mind that is the same Narrative Booklet: Teacher Model used in Lesson 6, which will be used again in Lesson 9.
- Continue to use Goal 1–3 Conversation Cues to promote productive and equitable conversation.

Areas in which students may need additional support:

- During Work Time B, consider providing sentence starters to students who are having trouble drafting the middle of their narratives using the notes from their planners.
- During Work Time B, consider pulling a small group of students who may need extra support during drafting. Consider having students act out their ideas. Or consider supporting students in drawing their ideas and using these drawings as scaffolding to help them write sentences.

Down the road:

- In Lessons 7–9, students continue to produce a narrative as if they were Josh from *The Big Dinosaur Dig*. Keep in mind that students write a new narrative for the Unit 3 Assessment and take on the role of being paleontologists in Lessons 10–12.
- In Lesson 9, students revise their narratives based on specific suggestions from the teacher using a Revising and Editing Checklist. Make sure to allow time to collect students’ drafts after Lesson 8 and review before Lesson 9. Make a class set of copies of the Revising and Editing Checklist. Analyze student writing using the checklist: Check off criteria that

students have included in their writing, and circle two criteria they should revise and/or edit to improve their narratives. Students should be given two specific suggestions, ideally one suggestion to revise their writing and one suggestion to edit their writing. See the Sample and Revising Checklist in Lesson 9 as a reference.

- During Lessons 11–12, students complete the Unit 3 Assessment by drafting and revising a new narrative about discovering a fossil using a picture of a fossil as inspiration for their writing. Then students combine their writing with detailed drawings, and this becomes the performance task for this module.

In advance:

- Prepare:
 - Materials for Volley for Vocabulary by writing six to seven temporal words on separate index cards, and taping these cards to a beach ball. See the Narrative Planner for examples of temporal words to use.
 - Revision Work Sample for Work Time C. See Supporting Materials.
- Preview the think-aloud in Work Time C around revising narratives to include temporal words.
- Review the Volley for Vocabulary protocol. (Refer to the Classroom Protocols document for the full version of the protocol.)
- Post: Learning targets and applicable anchor charts (see materials list).

Technology & Multimedia

Consider using an interactive white board or document camera to display lesson materials.

- Opening: Record students as they participate in the Volley for Vocabulary protocol to listen to later to discuss strengths and what they could improve on, or to use as models for the group. Most devices (cellphones, tablets, laptop computers) come equipped with free video and audio recording apps or software.
- Work Time A: Record several pairs of writing partners as they brainstorm ideas for a middle of their narrative to listen to later to discuss strengths and what they could improve on, or to use as models for the group. Most devices (cellphones, tablets, laptop computers) come equipped with free video and audio recording apps or software.
- Work Time B: Students write pages 2 and 3 of their Narrative Booklets using word-processing software—for example, a Google Doc.
- Work Time C: Record several pairs of writing partners as they discuss revisions to listen to later to discuss strengths and what they could improve on, or to use as models for the group. Most devices (cellphones, tablets, laptop computers) come equipped with free video and audio recording apps or software.

Supporting English Language Learners

Supports guided in part by CA ELD Standards 2.I.A.1, 2.I.A.2, 2.I.A.3, 2.I.A.4, 2.I.B.5, 2.I.C.10, 2.I.C.12, 2.II.A.1, 2.II.A.2, and 2.II.A.3

Important points in the lesson itself

- The basic design of this lesson supports ELLs with opportunities to verbally process with a partner the way they want to communicate the middle of their narrative before they begin writing. This peer negotiation is essential to language development, as it encourages both ELLs and native speakers to adjust their language to make it more comprehensible for their peer and to align it more closely with the language requirements of the middle of the narrative.
- ELLs may find it challenging to transform their notes from the planner into complete sentences that flow for the middle of the narrative. See “Levels of support” below and the Meeting Students’ Needs column for specific supports.

Levels of support

For lighter support:

- Invite students to expand their linguistic knowledge and ability by brainstorming synonyms or additional temporal words that might be helpful in their narrative middle. Encourage them to experiment with writing these temporal words, too. In addition, suggest that they discuss the present-tense versus the past-tense verbs in their narrative middle, and to plot on a timeline how the use of those verbs changes the timeframe of each action.

For heavier support:

- Create note strips about Josh that could be included in the middle of the narrative planner, and invite students to place the strips in the middle section of their planner in Work Time A.
- For Work Time C, consider marking two or three places in student writing where they might consider adding a temporal word and where there are past-tense issues. Alternatively, or in addition, consider providing the necessary temporal word or past-tense form and invite students to place them appropriately.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** To set themselves up for success for the writing task in Work Time B, students need to generalize the skills they learned from the previous lessons in this unit. Before the writing task, activate background knowledge by recalling the writing process from previous lessons. Offer directions for drafting the middle of the narrative both visually and verbally.
- **Multiple Means of Action & Expression (MMAE):** Before students begin writing, vary methods for fine motor responses by offering options for drawing utensils (e.g., thick markers or colored pencils) and writing tools (e.g., fine-tipped markers, pencil grips, slanted boards). Some students may forget their sentence ideas once they begin directing their efforts toward writing. Support strategy development by modeling how to draw lines for words you intend to write. This helps students recall their original ideas throughout the writing process.
- **Multiple Means of Engagement (MME):** In this lesson, some students may need support with limiting distractions as they write. (Example: Offer sound-canceling headphones or dividers between workspaces.) Similarly, some students may require variations in time for writing. Consider breaking the task into more manageable parts and offering breaks at

certain times. As students write, provide scaffolds that support executive function skills, self-regulation, and students' abilities to monitor progress before and after drafting the middle of their narrative. (Example: Offer a visual prompt or checklist for completion of the writing tasks.)

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

Review:

- temporal words, draft (L)

Materials

- ✓ Narrative Planners (from Lesson 6; one per student)
- ✓ Compelling Narrative about Discovering a Fossil anchor chart (begun in Lesson 5)
- ✓ Word ball (one; used by students during the Volley for Vocabulary protocol in the Opening)
- ✓ Narrative Booklet: Teacher Model (from Lesson 5; pages 2 and 3; one to display)
- ✓ Narrative Planner: Teacher Model (from Lesson 5; one to display)
- ✓ Paleontologist's Actions, Thoughts, and Feelings anchor chart (begun in Lesson 2)
- ✓ Narrative Booklets (from Lesson 6; pages 2 and 3; one per student and one to display)
- ✓ Narrative Writing Checklist (for teacher reference; see Assessment Overview and Resources)
- ✓ Revision Work Sample (one to display)
- ✓ Revision Work Sample (example, for teacher reference)
- ✓ Irregular Past-tense Verbs anchor chart (begun in Lesson 2)
- ✓ Pinky Partners Protocol anchor chart (from Module 1)

Opening

A. Developing Language: Volley for Vocabulary (10 minutes)

- Invite students to bring their **Narrative Planners** and sit next to their writing partner in the whole group meeting area.
- Direct students' attention to the **Compelling Narrative about Discovering a Fossil anchor chart**.
- Read aloud the fifth row: "Include words that show the order of events (temporal words)." Remind students that one way that narrative writers make their writing compelling is by including words that show the order of events in a story: *temporal words*.
- Tell students that they are going to play a game called Volley for Vocabulary to practice using temporal words.

- Show students the **word ball** that has various temporal words written on it (first, suddenly, etc.). Point to each word, and invite students to say them with you.
- Explain and model the expectations for Volley for Vocab with students:
 - Choose one student to start by handing the ball to that student (student A).
 - Invite student A to say a classmate's name (student B). Have student A wait until student B makes eye contact with him or her. Then have him or her roll or toss the ball gently to student B.
 - Have student B catch or stop the ball and see which word is covered by his or her thumb, and read it aloud.
 - Invite student B to use that word in a sentence, maybe in a narrative about discovering a fossil.
 - Invite student B to say a classmate's name (student C) and continue the process as time allows.
- Model this with one word for students.

“Let’s imagine my thumb landed on the word suddenly. Now I need to think of a sentence with the word suddenly. Hmm, I think I could say, ‘I was scraping away at the rock when suddenly my chisel hit something hard!’”
- Invite students to give you a thumbs-up, thumbs to the side, or thumbs-down to show you how well they understand the directions.
- Depending on students’ level of understanding, do a more guided practice with all students.
- Begin the game by tossing the ball to a student. After the student has shared a sentence with a temporal word, invite him or her to toss the ball to another student. Repeat the game as time permits.
- Tell students that they will work on using temporal words in their writing today.

Meeting Students’ Needs

- For students who may need additional support with oral language and processing: Allow ample wait time as students prepare their thinking for sharing orally. (MME, MMAE)
- For ELLs: To provide heavier support, consider displaying some possible cloze sentences, with the temporal word omitted, that students can use during the game.

Work Time

A. Independent Writing: Planning the Middle of My Narrative as Josh (15 minutes)

- Direct students’ attention to the posted learning targets and read the first one aloud:

“I can draft the middle of my narrative based on Josh’s experiences from The Big Dinosaur Dig.”
- Using a total participation technique, invite responses from the group:

“What part of your narratives will you be working on today?” (the middle)
- Confirm with students that today they will be drafting the middle of their narratives.

- Remind students that for this narrative, they are imagining that they are Josh, the paleontologist, from *The Big Dinosaur Dig*.
- Tell students that before they can *draft*, or write the middle of their narratives, they will work with their writing partners to plan what they are going to write.
- Use the routine established in Lesson 6 to guide students through planning the middle of their narrative:
 - Read aloud pages 2 and 3 of the **Narrative Booklet: Teacher Model** while two student volunteers act them out.
 - Invite students to Think-Pair-Share with their writing partner:

“What does the middle of this narrative include?” (You described what you did to find the fossil and what the fossil looked like. You described how you were feeling and what you were thinking when you found the fossil.)
 - Confirm the importance of including details to describe the actions, feelings, and thoughts of the people as well as information about what the fossil looked like in their narratives.
 - Remind students how you planned your middle using the Narrative Planner: Teacher Model.
 - Refer students to the **Paleontologist’s Actions, Thoughts, and Feelings anchor chart** and invite them to Think-Pair-Share with their writing partner:

“What will you include in the middle of your narrative?” (Responses will vary.)
 - Release students back to their workspaces to begin planning using their Narrative Planners.
- After 6–7 minutes, invite students back to the whole group area with their Narrative Planners.

Meeting Students’ Needs

- For students who may need additional support with expressive skills: Provide a partially filled-in Narrative Planner to help students know what to record in each column. (MMAE)
- For ELLs: Invite students to mark the pages that encompass the middle of *The Big Dinosaur Dig* and to take turns retelling the middle in small groups.
- For ELLs: Consider inviting students to continue the color-coding strategy by highlighting the criteria and their entries in the narrative planner to correspond with the text in *The Big Dinosaur Dig*.

Work Time

B. Independent Writing: Drafting the Middle of My Narrative as Josh (20 minutes)

- Tell students that now they have planned the middle of their narratives, they are going to draft them. Remind students that this means they should draft sentences for the middle part of their narrative based on their notes from their planner.
- Remind students that yesterday they realized that narrative writers don’t just copy exactly what is on their planners. They think about how to make their ideas flow. Tell students that you are going to think aloud how you did that using your planner, and you want them to notice what you’re doing.

- Display page 2 of the **Narrative Booklet**. Remind students that this is where they include actions about how they found the fossil. Think aloud in front of students:

“I want to think about how I can slow this moment down so that a reader could really see what was happening in their minds. I think there may be other details or actions I could include about what was happening in the story.”

“Well, the dog could run away from me, and I could climb the rock after him. Then I see something interesting! What is this? So I scrape at the rock and see a big creature with an enormous skull.”

“So I will write, ‘Suddenly, my dog ran away from me. He started barking. I was climbing up a big rock to get him. Then I saw something. ‘What is this?’ I said. I used my hammer to scrape at the rock. It looked like a sea creature. It had a very big skull.”

- If productive, cue students with a challenge:

“Can you figure out how I started to draft the middle part of my narrative?” I’ll give you time to think and discuss with a partner.” (You thought about other details you might include to slow the moment down. You thought about other actions that you might include or things you might be thinking. You said your sentences out loud).
- Tell students that you did the same thing to draft the rest of the middle. Read page 3 from the Narrative Booklet: Teacher Model.
- Tell students that now it’s their turn to be narrative writers! They are going to use the notes from their planners to think about how to make their ideas flow and sound like a story.
- Use the routine established in Lesson 6 to guide students through writing the middle of their narrative:
 - Invite students to Think-Pair-Share with their writing partner:

“What will you write for the middle of your narrative?” (Responses will vary.)
 - Display pages 2 and 3 of the Narrative Booklet, and remind students of the separate spaces for writing (which they should do first) and sketching.
 - Remind students to skip lines.
 - Transition students to their workspaces and invite them to begin writing.
 - Consider using the **Narrative Writing Checklist** to gather data on students’ progress toward W.2.3, L.2.2.a, and L.2.2.d.
- After 12–13 minutes, invite students to bring their Narrative Booklets back to the whole group area.

Meeting Students’ Needs

- For students who may need additional support with fine motor skills: Provide supporting tools for independent writing (e.g., pencil grips, slanted boards, or alternate writing utensils). (MMAE)
- For ELLs: Emphasize that “making the ideas flow” and “slowing the moment down” in the middle of the narrative means creating a middle that includes a lot of detail that is interesting and easily makes sense to the reader, where each sentence explains (or connects in some other logical way) to the next one. To this end:
 - Consider inviting students to consult their narrative planner, and then first write (or discuss what they will write) in home language groups before they begin writing in English.

- Remind students that practicing the middle verbally before writing it can help them write in a way that makes the ideas flow.
- As students write, invite them to identify “what else they can say” or “what else they said” in their narrative to help make the ideas flow.
- For ELLs: Follow up on the color-coding process by inviting students to use different colors to highlight or underline the sentences in their narrative booklet to correspond to the language in the criteria, their narrative planner, and *The Big Dinosaur Dig*.

Work Time

C. Revising and Editing: Improving the Middle of My Narrative (15 minutes)

- Give students specific, positive feedback on drafting the middle of their narratives. (Example: “You included actions about finding the fossil. You included details about how you felt and what you were thinking.”)
- Direct students’ attention to the Compelling Narrative about Discovering a Fossil anchor chart, and read the first and second rows aloud.
- Tell students that just like they did yesterday, they will now revise and edit their writing. Tell students that today, when they revise their writing, they are going to something a bit different.
- Direct students’ attention to the posted learning targets and read the second one aloud:

“I can revise my narrative to include temporal words.”
- Remind students that writers include temporal words in their writing as needed.
- Tell students that even though we learned that compelling narratives include temporal words, sometimes it can be hard to remember to include this detail when we are focused on writing other things. This will be an opportunity to reread their narratives and see where it would make sense to include temporal words.
- Tell students that first you are going to model this for them.
- Display the **Revision Work Sample**. Tell students that this is the middle of a narrative about finding a fossil that doesn’t include temporal words. You are going to read it through once and then think about where you could include temporal words.
- If productive, cue students with a challenge:

“Can you figure out what I did to revise my writing to include temporal words? I’ll give you time to think and discuss with a partner.”
- Read through the Revision Work Sample once.
- Say:

“Let me see if I can find a place where including a temporal word would help the reader know what was coming next in the story.”

“This first sentence seems important for the reader to know what is coming next in the story—it is the moment when this person is about to discover the fossil. I think a temporal word would help the reader know that.”

Look at the temporal words on your planner.

“Let me try the word ‘afterwards.’ ‘Afterwards, the wind blew, and I saw something in the ground.’ No, that doesn’t sound quite right. Let me try ‘suddenly.’ ‘Suddenly, the wind blew, and I saw something in the ground.’”

“Yes, that’s it! This word makes sense here and makes the writing flow.”

- In front of students, insert a caret and write the word “Suddenly” on the Revision Work Sample. Refer to the **Revision Work Sample (example, for teacher reference)** as necessary.
- Invite students to turn and talk to their writing partner:

“What did I do to revise my writing to include temporal words?” (You read your writing out loud. You thought of a place where a temporal word would help the reader know what was coming next in the story. You looked at the temporal words in the planner. You tried out a couple different words until you found one that made sense and made the writing flow. You added that word in your writing.)

- If time permits, have students insert one more temporal word into the Revision Work Sample following the steps in the think-aloud above. Refer to the Revision Work Sample (example, for teacher reference) as necessary.
- Invite students to complete the following with their writing partner:
 1. Reread your writing aloud to your writing partner.
 2. See if there is a place where a temporal word would help the reader know what was coming next in the story.
 3. Look at the temporal words in your Narrative Planner.
 4. Try out a couple different words.
 5. Choose the best one, and add it to your writing.
- Invite students to begin working through these steps with their writing partner. Encourage them to use the temporal words box in their Narrative Planners as a resource.
- After 6–7 minutes, refocus whole group. Give students specific, positive feedback on working hard on this new skill: to include temporal words in their narratives.
- Tell students that they will now edit the middle of their narratives.
- Direct students’ attention to the posted learning targets and read the third one aloud:

“I can edit my narrative to include irregular past-tense verbs correctly.”
- Remind students that this is the same learning target they worked toward in the past lesson to edit their writing.
- Direct students’ attention to the **Irregular Past-tense Verbs anchor chart** and encourage them to use it as a resource as they work with their partner.
- Invite students to edit the middle of their narratives for irregular past-tense verbs on pages 2 and 3 of their Narrative Booklets with their writing partners.
- After 5–6 minutes, refocus whole group.

Meeting Students' Needs

- To activate background knowledge and support expressive skills before the revision process, consider offering index cards preprinted with temporal words for students to use as they edit their work. (MMR, MMAE)

- For ELLs: Explain that temporal words are powerful and should be carefully selected. It may be tempting to try to use all of the temporal words, but students should use only what helps the reader know what’s coming next or keep track of what is happening. Also let them know that these temporal words can be used at the beginning of a sentence, but that at some point they will learn (and might want to experiment with) how these and other temporal words can be used in the middle of a sentence. If students are ready, ask with time to think and discuss, for example:

“What if I write “I looked closely, and soon I knew I had discovered something. Does this make sense? Why?” (Yes. Soon is “a word that tells more about an action/adverb” that can be used before any independent clause—“main character/subject” + “what the main character does/verb,” or before any verb.)

Meeting Students’ Needs

- For ELLs: Before students begin editing the irregular past-tense verbs in the middle of their narrative, invite them first to identify all of the verbs in their middle by underlining them.

Closing and Assessment

A. Pinky Partners: Sharing Our Work (5 minutes)

- Invite students to give you an air high-five for their hard work today as writers!
- Tell students that they are going to use the Pinky Partners protocol to share their work with a partner different than their writing partner. Remind them that they used this protocol in Lessons 6 and 7, and review as necessary using the **Pinky Partners Protocol anchor chart**. (Refer to the Classroom Protocols document for the full version of the protocol.)
- Direct students’ attention to the Compelling Narratives about Discovering a Fossil anchor chart and tell them they should use the criteria in the second and third rows to give kind and specific feedback.
- Guide students through the protocol, encouraging them to use the following sentence starter:
“You did a good job of ____.”
- Ask students to return to their seats in the whole group area.
- Tell students that they will finish these narratives tomorrow!

Meeting Students’ Needs

- For students who may need additional support with anticipating and managing frustration: Model what to do if they don’t understand their partner’s feedback. (Example: “If I don’t understand what my partner shared, I can ask for clarification of their feedback.”) (MME)
- For ELLs: Provide a model and 1 minute of think time before partners begin sharing their feedback.

Lesson 8: Narrative Writing: Drafting the End of My Narrative as Josh



CCS Standards

- **W.2.3:** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
- **W.2.5:** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- **SL.2.1:** Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
- **SL.2.1a:** Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- **L.2.1d:** Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).
- **L.2.6:** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).



Daily Learning Targets

- I can draft the end of my narrative based on Josh's experiences from *The Big Dinosaur Dig*. (W.2.3, W.2.5, L.2.6, SL.2.1, SL.2.1a)
- I can revise my narrative to include temporal words.
- I can edit my narrative to include irregular past-tense verbs correctly. (W.2.5, L.2.1d) (review)

Ongoing Assessment

- During Work Time B, use the Narrative Writing Checklist to document students' progress toward W.2.3 and L.2.2 (see Assessment Overview and Resources).

Agenda

1. Opening

- A. Engaging the Learner: Reviewing Learning Targets (5 minutes)

2. Work Time

- A. Independent Writing: Planning the End of My Narrative as Josh (15 minutes)
- B. Independent Writing: Drafting the End of My Narrative as Josh (20 minutes)
- C. Revising and Editing: Improving the End of My Narrative (15 minutes)

3. Closing and Assessment

- A. Pinky Partners: Sharing Our Work (5 minutes)

Teaching Notes

Purpose of lesson and alignment to standards:

- This is the third of four writing lessons in which students go through scaffolded writing instruction to produce a narrative about discovering a fossil. In this lesson, students plan and draft the end of their narratives. Students revisit the idea that an ending includes actions that provide a sense of closure to their story. (W.2.3)
- During Work Time C, students revise the end of their stories with the same focus as in Lesson 7: revising for temporal words. This gives students another opportunity to include temporal words in their writing. (W.2.3)
- During Work Time C, students edit their writing specifically to ensure they have used irregular past-tense verbs correctly, as they did in Lessons 6 and 7.

How this lesson builds on previous work:

- During Lessons 6–8, students recall Josh’s experiences from *The Big Dinosaur Dig* and use this as inspiration to produce a narrative about discovering a fossil. Students may refer to certain resources used in Lessons 2–5, such as the Narrative Planner: *The Big Dinosaur Dig* anchor chart.
- During Work Time A, students revisit the Narrative Booklet: Teacher Model they analyzed in Lesson 5 to remind them of the criteria that a strong ending of a narrative about fossils has.
- Continue to use Goal 1–3 Conversation Cues to promote productive and equitable conversation.

Areas in which students may need additional support:

- During Work Time B, consider providing sentence starters to students who are having trouble drafting the beginning of their narratives using the notes from their planners.
- During Work Time B, consider pulling a small group of students who may need extra support during drafting. Consider having students act out their ideas. Or consider supporting students in drawing their ideas and using these drawings as scaffolding to help them write sentences.

Down the road:

- In Lesson 9, students revise their narratives based on specific suggestions from the teacher using a Revising and Editing Checklist. Make sure to allow time to collect students’ drafts after Lesson 8 and review before Lesson 9. Make a class set of copies of the Revising and Editing Checklist. Analyze student writing using the checklist: Check off criteria that students have included in their writing, and circle two criteria they should revise and/or edit to improve their narratives. Students should be given two specific suggestions, ideally one suggestion to revise their writing and one suggestion to edit their writing. See the Sample and Revising Checklist in Lesson 9 as a reference.
- During Lessons 11–12, students complete the Unit 3 Assessment: they draft and revise a new narrative about discovering a fossil using a picture of a fossil as inspiration for their writing. Then students combine their writing with detailed drawings, and this becomes the performance task for this module.
- In Lesson 15, students will share their performance task with a larger audience during the Celebration of Learning.

In advance:

- In Lesson 9, students revise their narratives based on specific suggestions from the teacher using a Revising and Editing Checklist. Make sure to allow time to collect students' drafts after Lesson 8 and review before Lesson 9. Make a class set of copies of the Revising and Editing Checklist. Analyze student writing using the checklist: Check off criteria that students have included in their writing, and circle two criteria they should revise and/or edit to improve their narratives. Students should be given two specific suggestions, ideally one suggestion to revise their writing and one suggestion to edit their writing. See the Sample and Revising Checklist with Teacher Feedback in Lesson 9 as a reference.
- Preview the writing instructions in Work Time A, B, and C to see how students are supported to plan, draft, revise, and edit the end of their narratives.
- Post: Learning targets and applicable anchor charts (see materials list).

Technology & Multimedia

Consider using an interactive white board or document camera to display lesson materials.

- Work Time A: Record several pairs of writing partners as they brainstorm ideas for an ending of their narrative to listen to later to discuss strengths and what they could improve on, or to use as models for the group. Most devices (cellphones, tablets, laptop computers) come equipped with free video and audio recording apps or software.
- Work Time B: Students write page 4 of their Narrative Booklets using word-processing software—for example, a Google Doc.
- Work Time C: Record several pairs of writing partners as they discuss revisions to listen to later to discuss strengths and what they could improve on, or to use as models for the group. Most devices (cellphones, tablets, laptop computers) come equipped with free video and audio recording apps or software.

Supporting English Language Learners

Supports guided in part by CA ELD Standards 2.I.A.1, 2.I.A.2, 2.I.A.3, 2.I.A.4, 2.I.B.5, 2.I.C.10, 2.I.C.11, 2.I.C.12, 2.II.A.1, 2.II.A.2, and 2.II.A.3

- Important points in the lesson itself
- The basic design of this lesson supports ELLs with opportunities to verbally process with a partner the way they want to communicate the end of their narrative before they begin writing. This peer negotiation is essential to language development, because it encourages both ELLs and native speakers to adjust their language to make it more comprehensible for their peer and to align it more closely with the language requirements of the end of the narrative.
- ELLs may find it challenging to transform their notes from the planner into complete sentences that flow for the end of the narrative. See “Levels of support” below and the Meeting Students’ Needs column for specific supports.

Levels of support*For lighter support:*

- Invite students to expand their linguistic knowledge and ability by brainstorming synonyms or additional temporal words that might be helpful in their narrative ending. Encourage them to experiment with writing these temporal words, too. In addition, suggest that they discuss the present-tense versus the past-tense verbs in their narrative ending, and to plot on a timeline how the use of those verbs changes the timeframe of each action.

For heavier support:

- Create note strips about Josh that could be included in the end of the narrative planner, and invite students to place the strips in the end section of their planner in Work Time A.
- For Work Time C, consider marking two or three places in student writing where they might consider adding a temporal word and where there are past-tense issues. Alternatively, or in addition, consider providing the necessary temporal word or past-tense form and invite students to place them appropriately.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** Developing spellers benefit from environmental support to sound out words in their writing. Some students may need explicit prompting to utilize environmental print when they cannot recall letter sounds or sight words. When modeling writing, emphasize process and effort by modeling how to sound out a word with tricky spelling and demonstrate how to utilize environmental print.
- **Multiple Means of Action & Expression (MMAE):** As students give partners feedback in Work Time C, support planning by providing individual students with small sticky notes to attach to their pages. This helps students remember places where they want to add or make changes based on partner feedback.
- **Multiple Means of Engagement (MME):** When students share their work with a partner, this is a good opportunity to foster community and support students to provide each other with positive feedback. Before students share their narrative, discuss strategies for how to give a compliment to a peer about her or his work by citing a specific example from the narrative.

Vocabulary**Key:****(L): Lesson-Specific Vocabulary**

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

New:

- sense of closure (L)

Materials

- ✓ Narrative Planners (from Lesson 6; one per student)
- ✓ Narrative Booklet: Teacher Model (from Lesson 5; page 4; one to display)
- ✓ Narrative Planner: Teacher Model (from Lesson 5; one to display)
- ✓ Compelling Narrative about Discovering a Fossil anchor chart (begun in Lesson 5)
- ✓ Narrative Booklets (from Lesson 6; page 4; one per student and one to display)
- ✓ Narrative Writing Checklist (for teacher reference; see Assessment Overview and Resources)
- ✓ Revision Work Sample (from Lesson 7; one to display)
- ✓ Irregular Past-tense Verbs anchor chart (begun in Lesson 2)
- ✓ Pinky Partners Protocol anchor chart (begun in Module 1)

Opening

A. Engaging the Learner: Reviewing Learning Targets (5 minutes)

- Invite students to bring their **Narrative Planners** and sit next to their writing partner in the whole group area.
- Direct students' attention to the posted learning targets and read them aloud:
 - “I can draft the end of my narrative based on Josh’s experiences from The Big Dinosaur Dig.”*
 - “I can revise my narrative to include temporal words.”*
 - “I can edit my narrative to include irregular past-tense verbs correctly.”*
- Using a total participation technique, invite responses from the group:
 - “What do you notice about these learning targets?” (They are almost the same as our learning targets from yesterday and the day before.)*
- Confirm that students will work toward the same targets today as they draft the end of their narratives.

Meeting Students' Needs

- When using total participation techniques, minimize discomfort and/or perceived threats and distractions by alerting individual students that you are going to call on them next. (MME)
- For ELLs: Ask students to recall and describe one way that they worked toward the learning targets in the past two lessons.

Work Time

A. Independent Writing: Planning the End of My Narrative as Josh (15 minutes)

- Remind students that, for this narrative, they are imagining that they are Josh the paleontologist from *The Big Dinosaur Dig*.

- Tell students that before they can *draft*, or write the end of their narratives, they will work with their writing partners to plan what they are going to write.
- Use the routine established in Lessons 6 and 7 to guide students through planning the end of their narrative:
 - Read aloud page 4 of the **Narrative Booklet: Teacher Model** while two student volunteers act it out.
 - Invite students to Think-Pair-Share with their writing partner:

“What does the end of this narrative include?” (You included actions you took after you found the fossil.)
 - Define and explain the importance of the phrase *sense of closure* (an ending that wraps up what is happening in the narrative).
 - Remind students how you planned your ending using the **Narrative Planner: Teacher Model**.
 - Refer students to the **Compelling Narrative about Discovering a Fossil anchor chart** and invite them to Think-Pair-Share with their writing partner:

“What will you include in the end of your narrative?” (Responses will vary.)
 - Release students back to their workspaces to begin planning using their Narrative Planners.
- After 6–7 minutes, invite students to bring their Narrative Planners back to the whole group area.

Meeting Students' Needs

- To support self-regulation and independence when giving students a warning before the transition, provide a clear routine for what to do with unfinished work and utilize a visual timer. (MME)
- For ELLs: Invite students to mark the pages that encompass the ending of *The Big Dinosaur Dig* and to take turns retelling the ending in small groups.
- For ELLs: Consider inviting students to continue the color-coding strategy by highlighting the criteria and their entries in the narrative planner to correspond with the text in *The Big Dinosaur Dig*.

Work Time

B. Independent Writing: Drafting the End of My Narrative as Josh (20 minutes)

- Tell students that now that they have planned the end of their narratives, they are going to draft them.
- Remind students that narrative writers don't just copy exactly what is on their planners. They think about how to make their ideas flow. Tell students you want to remind them of this by reading your notes from your planner and your model side by side.
 - Using the Narrative Planner: Teacher Model, read aloud the fourth column.
 - Using the Narrative Booklet: Teacher Model, read page 4.
- Using a total participation technique, invite responses from the group:

“What do you notice about the ending of my narrative? What details did I include?” (You included actions, like you ran to get the quarrymen who helped at the end the story. You said you couldn’t wait to see what the creature looked like!)

- If productive, cue students with a challenge:

“What if I remove the actions, like running to get the quarrymen or telling them to help me get out the sea monster? I’ll give you time to think and discuss with a partner.” (The story might not feel like it is finished, or we might not know why or how it finished.)
- Confirm that you included an action that helps end the story, and you also included thoughts you had. Tell students that they can also include a detail like this at the end of their story to make their writing flow.
- Tell students that is their turn to be narrative writers! They are going to use the notes from their Narrative Planners to think about how to end their story using actions and how to make their ideas flow.
- Use the routine establish in Lessons 6–7 to guide students through writing the end of their narrative:
 - Invite students to Think-Pair-Share with their writing partner:

“What will you write for the end of your narrative?” (Responses will vary.)
 - Display page 4 of the **Narrative Booklet** and remind students of the separate spaces for writing (which they should do first) and sketching.
 - Remind students to skip lines.
 - Transition students to their workspaces to begin writing.
 - Consider using the **Narrative Writing Checklist** to gather data on students’ progress toward W.2.3, L.2.2a, and L.2.2d.
- After 12–13 minutes, invite students to bring their Narrative Booklets back to the whole group area.

Meeting Students’ Needs

- For students who may need additional support with fine motor skills: Provide supporting tools for independent writing (e.g., pencil grips, slanted desks, or alternate writing utensils). (MMAE)
- For ELLs: Emphasize that “making the ideas flow” in the ending of the narrative means creating an ending that includes an action that easily makes sense to the reader and connects in some logical way to the middle. To this end:
 - Consider inviting students to consult their narrative planner, and then first write (or discuss what they will write) in home language groups before they begin writing in English.
 - Remind students that practicing the ending verbally before writing it can help them write in a way that makes the ideas flow.
 - As students write, invite them to identify “what else they can say” or “what else they said” in their narrative to help make the ideas flow.

- For ELLs: Follow up on the color-coding process by inviting students to use different colors to highlight or underline the sentences in their narrative booklet to correspond to the language in the criteria, their narrative planner, and *The Big Dinosaur Dig*.

Work Time

C. Revising and Editing: Improving the End of My Narrative (15 minutes)

- Give students specific, positive feedback on drafting the end of their narratives. (Example: “You included actions that helped provide a sense of closure to your story!”)
- Direct students’ attention to the Compelling Narrative about Discovering a Fossil anchor chart and read the fourth row aloud.
- Tell students that, just like they did yesterday, they will now revise and edit their writing.
- Direct students’ attention to the posted learning targets and reread the second one aloud:

“I can revise my narrative to include temporal words.”
- Remind students why writers include temporal words in their writing as needed.
- Display the **Revision Work Sample** from yesterday’s lesson and remind students how to revise their writing to include temporal words:
 - Reread your writing aloud to your writing partner.
 - See if there is a place where a temporal word would help the reader know what was coming next in the story.
 - Look at the temporal words in your Narrative Planner.
 - Try out a couple different words.
 - Choose the best one, and add it to your writing.
- Invite students to begin working through these steps with their writing partner. Encourage students to use the temporal words box in their Narrative Planners as a resource.
- After 6–7 minutes, refocus whole group.
- Tell students that they will now edit the end of their narratives.
- Direct students’ attention to the posted learning targets and reread the third one aloud:

“I can edit my narrative to include irregular past-tense verbs correctly.”
- Remind students that this is the same learning target they worked toward in the past two lessons to edit their writing.
- Direct students’ attention to the **Irregular Past-tense Verbs anchor chart** and encourage them to use this anchor chart as a resource as they work with their partner.
- Invite students to edit the end of their narratives for irregular past-tense verbs on page 4 of their Narrative Booklets with their writing partners.
- After 5–6 minutes, refocus whole group.

Meeting Students’ Needs

- Provide differentiated mentors by purposefully selecting writing partners. Consider meeting with the mentors in advance to encourage them to share their thought process, citing evidence from their writing, with their partner. (MMAE)

- For ELLs: Before students begin editing the irregular past-tense verbs in the ending of their narrative, invite them first to identify all of the verbs in their ending by underlining them.

Closing and Assessment

A. Pinky Partners: Sharing Our Work (5 minutes)

- Invite students to give you an air high-five for their hard work today as writers!
- Tell their students that they are going to use the Pinky Partners protocol to share their work with a partner other than their writing partner. Remind them that they used this protocol in Lessons 6 and 7, and review as necessary using the **Pinky Partners Protocol anchor chart**. (Refer to the Classroom Protocols document for the full version of the protocol.)
- Direct students' attention to the Compelling Narratives about Discovering a Fossil anchor chart and tell them they should use the criteria in the fourth row to give kind and specific feedback.
- Guide students through the protocol, encouraging them to use the following sentence starter:
"You did a good job of ____."
- Ask students to return to their seats in the whole group area.
- Tell students that they will finish these narratives tomorrow!

Meeting Students' Needs

- To foster a sense of community and provide options for physical action after students have shared, invite the class to join you in a special applause (e.g., silent cheer, raise the roof, firecracker, hip-hip hooray). (MMAE, MME)
- For ELLs: Provide a model and 1 minute of think time before partners begin sharing their feedback.

There are no supporting materials for this lesson

Lesson 9: Narrative Writing: Revising and Editing Using a Checklist



CCS Standards

- **W.2.3:** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
- **W.2.5:** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- **SL.2.1:** Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
- **SL.2.1a:** Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- **L.2.1d:** Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).
- **L.2.6:** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).



Daily Learning Targets

- I can revise my narrative using a Revising and Editing Checklist. (W.2.3, W.2.5, L.2.6, SL.2.1, SL.2.1a)
- I can edit my narrative using a Revising and Editing Checklist. (W.2.5, L.2.1d)

Ongoing Assessment

- During Work Time B, use the Narrative Writing Checklist to document students' progress toward W.2.3 and L.2.2 (see Assessment Overview and Resources).

Agenda

1. Opening

- A. Engaging the Learner: Reviewing Learning Targets (5 minutes)

2. Work Time

- A. Revising and Editing: Using Teacher Feedback to Improve Our Narratives (25 minutes)
- B. Peer Critique: Editing Our Narratives with Writing Partners (20 minutes)

3. Closing and Assessment

- A. Reflecting on Learning (10 minutes)

Teaching Notes

Purpose of lesson and alignment to standards:

- This is the final lesson in which students go through scaffolded writing instruction to produce a narrative about discovering a fossil based on Josh's experiences from *The Big Dinosaur Dig*. Students revise and edit their narratives using teacher feedback. Students also edit their writing with their writing partners. (W.2.5, L.2.1d, L.2.2)
- During Work Time A, students use the Revising and Editing Checklist that has been filled in by the teacher to revise and edit their writing. Students use a purple colored pencil to make these revisions to keep track of these changes when reviewing their work. (W.2.5)
- During Work Time A, the teacher uses pages 3 and 4 of the Narrative Booklet: Teacher Model is used to model how to revise and edit their narratives based on specific teacher feedback. Please keep in mind that this is the same Sample Narrative from Lessons 6 and 7 (pages 1 and 2).
- During Work Time B, students have one more opportunity to edit their work with their writing partners using the second column of the Revising and Editing Checklist. (L.2.2)

How this lesson builds on previous work:

- During Lessons 6–8, students drafted their narratives about discovering a fossil, and revised and edited their pieces along the way. In Lesson 9, they have one more opportunity to revise and edit their entire narrative.
- In Module 1, students used a Revising and Editing Checklist to create their *The Most Important Thing about Schools* books. This Revising and Editing Checklist from Module 1 supported students in producing informative writing, so keep in mind that the checklist for this unit is supporting students to produce narrative writing.
- Continue to use Goal 1–3 Conversation Cues to promote productive and equitable conversation.

Areas in which students may need additional support:

- For students who may experience a high level of frustration with revising and editing, consider reviewing the feedback individually before Work Time A. Discuss the specific teacher feedback with them, and ensure they clearly understand how to implement the suggestions.
- For students who may need extra support in revising and editing their writing, consider inserting a star mark in the place on the Narrative Booklet where students should revise or edit their writing.

Down the road:

- During Lesson 12, students are assessed on their ability to revise and strengthen their writing using teacher feedback (W.2.5).

In advance:

- Use students' Narrative Booklets to complete a Revising and Editing Checklist for each student. Evaluate student writing using the checklist and check off criteria that the student has included in his or her writing. Then, circle two criteria that the student could revise or edit. Include suggestions that are specific to the student's narrative. Refer to the Revising and Editing Checklist with Sample Teacher Feedback in the supporting materials as necessary.

- Prepare the Sample Revising and Editing Checklist and pages 3 and 4 of the Sample Narrative Booklet for Work Time A.
- Preview the think-aloud in Work Time A to support students in revising and editing their narratives based on teacher feedback.
- Post: Learning targets and applicable anchor charts (see materials list).

Technology & Multimedia
Consider using an interactive white board or document camera to display lesson materials.

- Work Time A: Create the Sample Revising and Editing Checklist and Sample Narrative in an online format—for example, a Google Doc—to display and for families to access at home to reinforce these writing skills.
- Work Time B: Record students as they work with their writing partner to share feedback to listen to later to discuss strengths and what they could improve on, or to use as models for the group. Most devices (cellphones, tablets, laptop computers) come equipped with free video and audio recording apps or software.

Supporting English Language Learners

Supports guided in part by CA ELD Standards 2.I.A.1, 2.I.A.2, 2.I.A.3, 2.I.A.4, 2.I.B.5, 2.I.C.10, 2.I.C.11, 2.I.C.12, 2.II.A.1, 2.II.A.2, 2.II.A.3, and 2.II.A.5

Important points in the lesson itself

- The basic design of this lesson supports ELLs with opportunities to focus on successes and errors in their narrative writing at several levels of language, including paragraph-level, sentence-level, and word-level, thus helping them develop more comprehensive language competence.
- ELLs may find feedback challenging to incorporate and overwhelming to process, especially if there are more than two suggestions for improvement. At the same time, it's possible that ELL writing might contain a multitude of language errors. Seriously consider limiting feedback to only one or two pervasive errors. For example, sentence- and paragraph-level errors (e.g., confusing actions, no details) can often clarify incomprehensible writing. Leave word-level errors for last (e.g., temporal words, verbs, mechanics) unless they are responsible for interfering with the gist. Just as important, consider spending an equal amount of time giving feedback on what the student did well. Get excited about and discuss the student's interesting details or accurate verb tense usage, for example. This will help enable the student to identify and repeat his or her success next time.

Levels of support

For lighter support:

- Encourage students to expand one of their narrative sentences by adding an adverb or an adverbial phrase as a means of providing detail (e.g., “This is a very interesting fossil sitting right here in my hand.”).

For heavier support:

- For peer feedback in Work Time B, consider marking two or three places in student writing where they might consider making edits. Alternatively, or in addition, consider providing the necessary edits and invite students to place them appropriately.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** To facilitate effective learning during this lesson, ensure that all students have access to the directions for each activity and feel comfortable with the expectations. Vary the ways in which you convey expectations for each activity or task. Consider engaging in a clarifying discussion about the directions and creating a visual display of the steps for each activity.
- **Multiple Means of Action & Expression (MMAE):** In this lesson, some students may need support in setting appropriate goals for their effort and the level of difficulty expected. Appropriate goal setting supports development of executive skills and strategies. Offer scaffolds for students learning to set appropriate personal goals, such as a checklist with specific goals for each activity. (Examples: “I can follow along as my teacher models how to improve my narrative.” “I can listen to my partner without interrupting.” “I can ask for help from my writing partner if I need it.”)
- **Multiple Means of Engagement (MME):** Throughout this lesson, students have multiple opportunities to share ideas and thinking with classmates. Some students may need support for engagement during these activities, so encourage self-regulatory skills by helping them anticipate and manage frustration by modeling what to do if they need help from their partners. Offer supports for engagement to promote a safe learning space for all students.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

New:

- suggestion (L)

Review:

- responsibility (L)

Materials

- ✓ Working to Become Effective Learners anchor chart (begun in Module 1)
- ✓ Revising and Editing Checklist (one to display)
- ✓ Compelling Narrative about Discovering a Fossil anchor chart (begun in Lesson 5)
- ✓ Sample Revising and Editing Checklist with Teacher Feedback (one to display)
- ✓ Sample Narrative Booklet (one to display)
- ✓ Irregular Past-tense Verbs anchor chart (begun in Lesson 2)
- ✓ Revised and Edited Sample Narrative Booklet (example; for teacher reference)

- ✓ Narrative Booklets (from Lesson 6; one per student)
- ✓ Purple colored pencils (one per student)
- ✓ Revising and Editing Checklists with teacher feedback (one per student; distributed with feedback during Work Time A)
- ✓ Revising and Editing Checklist (example, for teacher reference)
- ✓ Narrative Writing Checklist (for teacher reference; see Assessment Overview and Resources)
- ✓ Unit 3 guiding question anchor chart (from Lesson 1; one to display)

Opening

A. Engaging the Learner: Reviewing Learning Targets (5 minutes)

- Gather students in the whole group meeting area. Make sure they are sitting next to their writing partners.
- Direct students' attention to the posted learning targets and read them aloud:
 - “I can revise my narrative using a Revising and Editing Checklist.”*
 - “I can edit my narrative using a Revising and Editing Checklist.”*
- Using a total participation technique, invite responses from the group:
 - “What is the verb in each of the learning targets today?” (revise, edit)*
- Remind students that they have drafted the beginning, middle, and end of their narratives, and did some revising and editing along the way.
- Tell students that one thing writers do after they draft a piece is to revise and edit the entire piece again to make sure that their writing is the best it can be.
- Direct students' attention to the **Working to Become Effective Learners anchor chart**.
- Invite students to turn and talk with an elbow partner:
 - “What habit of character will you need to show today and why?” (Responses will vary, but may include: I will need to show responsibility by making sure I look over my work closely; I will need to use perseverance by editing my writing, even if it gets hard.)*

Meeting Students' Needs

- To activate background knowledge and scaffold comprehension, review the definition of a *verb*. (MMR)
- For ELLs: Invite students to notice how the language in the two learning targets is the same and how it is different. Encourage them to create a generalizable formula for “can” sentences. Example:
 - ____ *(Who or what/subject) + can + verb + how.*

Work Time

A. Revising and Editing: Using Teacher Feedback to Improve Our Narratives (25 minutes)

- Tell students that over the past few days, they have been working on including particular criteria in their narratives about discovering a fossil.
- Tell students:
 - You were so excited to see the work they had been doing that you read all of their narratives yesterday. Point out criteria that you noticed many students using in their writing (actions they took to discover the fossil, etc.).
 - As you were looking over their work, you also noticed some things they could do better, or criteria they had forgotten to include. Tell students that you put this information on a Revising and Editing Checklist and filled it in for each of them based on their own writing. Tell students you want to support them to be the best writers they can be, and the Revising and Editing Checklist is one way to do that.
- Display a blank **Revising and Editing Checklist** and read the criteria aloud.
- Ask and invite students to point to the chart where these criteria are listed:

“Is there a chart in the room where these criteria are also listed?” (Compelling Narrative about Discovering a Fossil anchor chart)
- Share that each student will receive a Revising and Editing Checklist. On their checklist, they will see two kinds of marks:
 - A checkmark for each criterion that they had in their narrative.
 - A circle around two criteria that were missing from their narrative, along with *suggestions* for ways they could improve their writing.
- Share with students that everyone will be working on revising and editing their work, although everyone might be working on improving a different part of their story.
- Tell students that before they revise and edit their own work using the checklist, you are going to model for them what it would look like to do this.
- Display the **Sample Revising and Editing Checklist with Teacher Feedback** and **Sample Narrative Booklet**.
- Using the Sample Narrative Booklet, model the following steps:
 - Read through Sample Revising and Editing Checklist with Teacher Feedback. Pay close attention to what has been circled by the teacher. Say: “So what has been circled is what I need to do a better job of in my writing. Let me look at the specific suggestions the teacher has left for me.”
 - Read suggestion #1.
 - Say: “Okay, on page 3, I need to include what I was thinking when I discovered the fossil.”
 - Read suggestion #2.
 - Say: “Now let me go to those pages and make sure I make my writing better based on my teacher’s suggestions.”
 - Display the Sample Narrative Booklet. Read page 3. Model how to use a purple colored pencil and revise based on the teacher’s suggestion. In this case, include a detail about what you were thinking when you discovered the fossil.

- Read page 4. Model how to find the word *get*. Use the **Irregular Past-tense Verbs anchor chart** to find the irregular past-tense verb of *get* and edit your writing by writing “got” using a purple colored pencil.
- Refer to the **Revised and Edited Narrative Sample Booklet (example, for teacher reference)** as necessary.
- Invite students to move to sit with their writing partners and to Think-Pair-Share:
 - “How did I revise and edit my writing based on the teacher’s suggestions?” (You read through the checklist and noticed what the teacher had circled. You read the specific suggestions. You went to the specific places in your writing where he or she had made suggestions, and revised and edited your writing using a purple colored pencil.)*
- Refocus whole group. Tell students that there may be other things they could have done better in their writing, but for now, they should focus on the suggestions from you, the teacher. They will have one more chance after this to edit their writing with a partner.
- Distribute students’ **Narrative Booklets, purple colored pencils, and Revising and Editing Checklists with teacher feedback.**
- Transition students back to their workspaces and invite them to sit next to their writing partners.
- Invite students to take 1 minute to independently read their checklist and look at the specific parts of their narratives where they should make those changes.
- Invite students to turn and talk with their writing partner:
 - “What revisions and edits are you going to make to your narrative?” (Responses will vary.)*
- Tell students they are now going to use the Thumb-O-Meter protocol show you if they understand what the specific suggestions are, and how to revise and edit their writing. They will then show their comfort level by giving a thumbs-up, -down, or -sideways. By holding their thumb up, they are indicating that know what they need to do with their writing. By holding their thumb sideways, they are indicating that they think they will need some support. By holding their thumb down, they are indicating that they are confused by the teacher feedback.
- Reassure students that it is okay to give a thumbs-sideways or -down—you will discuss the feedback and make sure they understand your suggestions.
- Ask:
 - “Do you understand the suggestions, and are you ready to revise and edit your narrative?”*
- Invite students to show you with their thumb if they understand the teacher suggestions and are ready to revise and edit their narratives.
- Scan student responses and make a note of students showing a thumbs-sideways or thumbs-down so you can check in with them moving forward.
- Invite students to begin revising and editing their narratives. Remind them to use the purple colored pencil to make their changes on the blank lines on each page.
- Circulate and support students as necessary.
- Give students a 2-minute warning to finish up their improvements. Assure students who have not yet finished that they can come back to their writing at a designated time to complete it.

Meeting Students' Needs

- For students who may need additional support with comprehension: Before modeling the revision process, provide an individual copy of the Sample Narrative Booklet so they can follow along with a near-point visual. (MMR, MME)
- For ELLs: Continue the color-coding process by inviting students to use different colors to highlight or underline the feedback suggestions on the Revising and Editing Checklist to correspond to the revised and edited language in their narrative booklet.

Work Time

B. Peer Critique: Editing Our Narrative with Our Writing Partners (20 minutes)

- Gather students in the whole group meeting area.
- Offer students specific, positive feedback on the *responsibility* they showed to revise and edit their writing. (Example: "I noticed Gerald reading my suggestions closely and then opening his booklet to make changes based on those suggestions.")
- Tell students that they now have a chance to edit their writing one more time with their writing partner, paying attention to the other criteria on the right-hand side of the Revising and Editing Checklist.
- Direct students' attention to the posted learning targets and reread the first one aloud:
"I can edit my writing using the Revising and Editing Checklist."
- Point out to students that there may have been other criteria that were not checked off, and they will be able to work with their writing partner to find and correct these mistakes.
- Display a blank Revising and Editing Checklist. Review the four sentences on the editing side of the checklist by reading them aloud.
- Post the following directions and review them with students:
 1. Label yourselves A and B.
 2. Partner A reads his or her work aloud as partner B listens and looks along.
 3. Partner B offers partner A feedback using the editing side of the Revising and Editing Checklist.
 4. Partner A corrects his or her work.
 5. Switch roles and repeat.
- Transition students back to their workspaces.
- Invite students to begin reviewing and editing their work with their writing partners.
- If productive, cue students to think about their thinking:
"How does our peer critique and the Revising and Editing Checklist add to your understanding of how to write a good narrative? I'll give you time to think and discuss with a partner." (Responses will vary.)
"What habits of character helped you succeed in the peer critique? I'll give you time to think and discuss with a partner." (Responses will vary.)
- Circulate to support students as they work with their writing partners.
- Consider stopping students after 6–7 minutes and encouraging them to switch roles.

- Circulate and support students as they write by directing them to the classroom supports (e.g., anchor charts, Interactive High-Frequency Word Wall). Consider using the **Narrative Writing Checklist** to gather data on students' progress toward L.2.2a and L.2.2d.
- Invite students to return to the meeting area with their Narrative Booklets.

Meeting Students' Needs

- During the Peer Critique (before refocusing students to the meeting area), increase mastery-oriented feedback by providing feedback that is frequent, timely, and specific to individual pairs of students. (Example: "I heard that you helped Kenneth edit for temporal words in his writing. That sounded very helpful and specific for his revision.") (MME)
- For ELLs: Before students begin giving feedback, invite them to take turns with their partner to rephrase and give examples from the four criteria on the editing side of the checklist.

Closing and Assessment

A. Reflecting on Learning (10 minutes)

- Display the **Unit 3 guiding question anchor chart** and read it aloud:
"How do authors write compelling narratives?"
- Direct students' attention to the Compelling Narrative about Discovering a Fossil anchor chart.
- Tell students that you would like them to choose one of the criteria on the anchor chart and a place where they have used these criteria in your writing, just like a real author!
- Provide an example. Say: "One thing authors do to write compelling narratives is to include an ending, so in my narrative, the ending I chose was . . ."
- Give students 1 minute to identify what they will share and provide the following sentence starter:
"One thing authors do to write compelling narratives is _____, so in my narrative, _____."
- Tell students that they are going to use the Pinky Partners protocol to share their reflections on the guiding question with a partner.
- Guide students through the Pinky Partners protocol, encouraging them to use the sentence starter.
- Invite students to return to their seats in their whole group meeting area.
- Invite students to give you an air high-five for their hard work today as writers!

Meeting Students' Needs

- For ELLs: To provide lighter support, invite students to create variations of the sentence frame by rearranging the phrases and using synonyms. Example:
"_____ is one way authors write compelling narratives. I believe my narrative writing is compelling because my ending _____."

Lesson 10: Preparing for the Unit 3 Assessment: Planning a New Narrative

CCS Standards

- W.2.3: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
- L.2.1d: Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).
- L.2.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

Daily Learning Targets

- I can organize my ideas for a narrative about discovering a fossil. (W.2.3, L.2.1d)
- I can give and use kind, helpful, and specific feedback when planning my narrative. (L.2.6)

Ongoing Assessment

- During Work Time B, use the Narrative Writing Checklist to document students' progress toward W.2.3 and L.2.2 (see Assessment Overview and Resources).

Agenda

1. Opening

- A. Engaging the Learner: Introducing the Unit 3 Assessment (5 minutes)

2. Work Time

- A. Musical Mingle: Choosing and Discussing a Fossil Photo (15 minutes)
- B. Independent Writing: Planning a New Narrative (20 minutes)
- C. Back-to-Back and Face-to-Face: Giving Feedback on the Beginning of Our Narratives (10 minutes)

3. Closing and Assessment

- A. Reflecting on Learning (10 minutes)

Teaching Notes

Purpose of lesson and alignment to standards:

- This lesson is the first of three lessons during which students create a new narrative. This lesson is not a formal part of the Unit 3 Assessment; however, it is the planning phase of narrative writing that leads to the drafting (Unit 3 Assessment: Part I) and revision (Unit 3 Assessment: Part II) of students' new narratives. Students review previous learning about paleontologists and fossils to include new details in this final piece of writing for the module. In Lessons 11–13, students will add detailed illustrations to their narrative for the performance task.

- Work Time A and C are designed to give students time to orally process their thinking during this planning phase. Students participate in two protocols they have used before.

How this lesson builds on previous work:

- Students use the narrative planner from previous lessons to start developing a new fossil narrative. They also utilize previous classroom resources and anchor charts to help them develop ideas.
- In Lessons 6–8, students wrote a narrative based on Josh’s experiences from *The Big Dinosaur Dig*. That set of lessons served as scaffolding for the Unit 3 Assessment, in which students take on the role of being paleontologists and produce a narrative about discovering a fossil using a picture of a fossil they choose. Keep in mind that the content for both narratives is similar, but for this Unit 3 Assessment, students should not write as if they are Josh but instead as if they are paleontologists themselves.
- Continue to use Goal 1–3 Conversation Cues to promote productive and equitable conversation.

Areas in which students may need additional support:

- During Work Time B, students complete the entire narrative planner for their new narrative. Because this lesson is not a part of the assessment, support students by helping them brainstorm ideas, reference anchor charts, or orally think through their narrative.
- Some students may need more than the 20 minutes allotted to complete their planner. Consider providing additional time by giving a bit less time spent with protocols.

Down the road:

- Students will use their narrative planner from this lesson to draft their narrative in Part I of the Unit 3 Assessment in Lesson 11. Then, in Lesson 12, students complete Part II of the Unit 3 Assessment by revising and editing their narrative.
- In Lesson 12, students revise their narratives based on specific suggestions from the teacher using a Revising and Editing Checklist. Make sure to allow time to collect students’ drafts after Lesson 11 and review before Lesson 12. Make a class set of copies of the Revising and Editing Checklist. Analyze students’ writing using the checklist. Check off criteria that students have included in their writing, and circle two criteria they should revise and/or edit to improve their narratives. Students should be given two specific suggestions, ideally one suggestion to revise their writing and one suggestion to edit their writing. See the Sample Revising and Editing Checklist in Lesson 9 as a reference.
- The performance task (adding illustrations to their narrative) begins in Lesson 11, after students have used the planner to draft their story into a booklet.

In advance:

- Prepare:
 - Fossil Photos for the Narrative by making eight copies of each. Cut apart individual photos and place them into piles so students can easily access them during Work Time A.
 - Music and technology necessary for the Musical Mingle protocol during Work Time A.
- Review the Musical Mingle, Back-to-Back and Face-to-Face, and Sit, Kneel, Stand protocols. (Refer to the Classroom Protocols document for the full version of the protocol.)
- Post: Learning targets and applicable anchor charts (see materials list).

Consider using an interactive white board or document camera to display lesson materials.

- Work Time A: If you recorded students participating in the Musical Mingle protocol in Lesson 1, play this video for them to remind them of what to do.
- Work Time C: If you recorded students participating in the Back-to-Back and Face-to-Face protocol in Unit 2, Lesson 1, play this video for them to remind them of what to do.
- Work Time C: Create the Kind, Specific, and Helpful Feedback Sentence Starters in an online format—for example, a Google Doc—to display and for families to access at home to reinforce these skills.

Supporting English Language Learners

- Supports guided in part by CA ELD Standards 2.I.A.1, 2.I.A.2, 2.I.A.3, 2.I.A.4, 2.I.B.7, 2.I.C.10, 2.I.C.11, 2.I.C.12, 2.II.A.1, 2.II.A.2, and 2.II.A.3

Important points in the lesson itself

- The basic design of this lesson supports ELLs with opportunities to independently practice using the narrative language they have negotiated with their partners and the whole class over the past five lessons.
- ELLs may find giving feedback challenging, as their home language culture may not value or have experience with peer feedback. Discuss with families the rationale for peer feedback, providing specific examples of how peer feedback has helped ELLs in the past. Make sure students understand the language necessary to give kind, helpful, and specific feedback by brainstorming various sentence frames and discussing how these sentence frames include kind, helpful, and specific language.

Levels of support

For lighter support:

- During the Mini Language Dive, challenge students to generate questions about the sentence before asking the prepared questions. Example: “What questions can we ask about this sentence? Let’s see if we can answer them together.”

For heavier support:

- For peer feedback in Work Time C, consider marking two or three places in student planners where they might consider making revisions or edits. Alternatively, or in addition, consider providing the necessary edits and invite students to place them appropriately.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** In this lesson, students reflect on the learning targets and assess themselves on each learning target individually. Some students may struggle to recall the work they did in previous lessons on each learning target. Scaffold memory and access of previous learning by listing the activities for each learning target on chart paper or a white board.

- **Multiple Means of Action & Expression (MMAE):** During the Musical Mingle protocol, students share with partners in several rounds of questions. Some students may need support for effective strategy development as they plan and recall their thinking during the protocol. Consider offering time for students to write or sketch their responses before sharing with a partner.
- **Multiple Means of Engagement (MME):** In this lesson, build a supportive environment to increase sustained engagement for all learners. During the Closing, give students specific positive feedback on their effort and participation for the day. Foster a sense of community and provide options for physical action by inviting students to give themselves a special applause and pat on the back, and to “kiss” their brain.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

New:

- organize (L)

Review:

- narrative; observations; kind, specific, and helpful feedback (L)

Materials

- ✓ Unit 3 Assessment prompt (one to display)
- ✓ Fossil Photos for the Narrative (one per student and one of each to display)
- ✓ Musical Mingle Protocol anchor chart (begun in Lesson 1)
- ✓ Narrative Planner (blank; from Lesson 6; one per student and one to display)
- ✓ Tools Paleontologists Use anchor chart (begun in Unit 1, Lesson 10)
- ✓ Paleontologist’s Actions, Thoughts, and Feelings anchor chart (begun in Lesson 2)
- ✓ Stapler (one; used by the teacher to attach fossil photos to narrative planners)
- ✓ Back-to-Back and Face-to-Face Protocol anchor chart (begun in Unit 2, Lesson 1)
- ✓ Kind, Specific, and Helpful Feedback Sentence Starters (from Module 1; to display)

Opening

A. Engaging the Learner: Introducing the Unit 3 Assessment (5 minutes)

- Gather students together whole group.
- Direct students’ attention to the learning targets and read the first one aloud:

“I can organize my ideas for a narrative about discovering a fossil.”

- Invite students to turn and talk with an elbow partner:

“How would you define the word organize?” (to arrange or set in order)

- Remind students that, throughout this unit, they have read and analyzed narratives. They also wrote a narrative about Josh's discovery. Now they will have an opportunity to write a different narrative, pretending to be a new paleontologist with a fossil discovery, using the same planner to organize their ideas.
- Display the **Unit 3 Assessment prompt** and read it aloud:
“Look at this picture of a fossil. Imagine that you are a paleontologist and you have just discovered this fossil! Write a narrative about the moment you made this discovery. Make sure your narrative includes a beginning that introduces the reader to where you are and what tools you had, details to describe actions, thoughts, and feelings, and an ending that brings a sense of closure to the narrative. Your narrative should also include detailed illustrations that match the beginning, middle, and end of the narrative.”
- Display the **Fossil Photos for the Narrative**.
- Tell students that, this time, they will choose a photo of a fossil to write their new narrative about!

Meeting Students' Needs

- To activate background knowledge and scaffold connections when introducing the Unit 3 Assessment prompt, pause as appropriate to review vocabulary and check for understanding. (MMR)
- For ELLs: Mini Language Dive. Ask students about the meaning of chunks from this sentence from the Unit 3 Assessment prompt: “Write a narrative / about the moment you made this discovery.” Write and display student responses next to the chunks. Examples:
“What is the meaning of this sentence?” (Responses will vary.)
- Point to and read the chunk *Write a narrative*. Ask:
“Who is this chunk about? What, in the prompt, makes you think so?” (It’s about us. This is our assessment prompt. It says “Imagine that you” and “Make sure your narrative”.)
“What are you going to do?” (write a narrative)
- Point to and read the chunk *about the moment you made this discovery*. Ask:
“The prompt says this discovery. Which discovery? What, in the prompt, makes you think so?” Tell students you will give them time to think and discuss with their partner. (the fossil in the picture. I discovered it. The prompt says, “Imagine you are a paleontologist, and that you have just discovered this fossil!”)
“So, what does this mean?” Tell students you will give them time to think and discuss with their partner. (This refers back to and means the same thing as the fossil “you have just discovered this fossil.”)
- Underline *this discovery*, and draw an arrow back to *you have just discovered this fossil* to show the connection.
“So, what is one way we can use this in our writing?” (to write about something that we have already written about before)
- Again point to and read the chunk *about the moment you made this discovery*. Ask:
“So, what are you writing a narrative about?” (the moment you made the fossil discovery)

“Now what do you think is the meaning of this sentence?” (Responses will vary.)

- For ELLs: Consider writing, sketching, and displaying a bulleted checklist for the remainder of the prompt to help students process the components of the narrative.

Example:

Narrative

1. Beginning
 - Introduces where you are
 - Introduces what tools you had

Work Time

A. Musical Mingle: Choosing and Discussing a Fossil Photo (15 minutes)

- Give students 1 minute to look at the fossil photos.
- Remind students that they will be writing a narrative about the moment when they, as a paleontologist, discovered one of these fossils, so they should choose a fossil that makes them excited to write a new story.
- Invite a few students at a time to choose a copy of one of the fossil photos and return to their spot in the whole group area.
- While students are sitting with their photo, challenge them to make two or three observations about the fossil in the photo that they can describe to an elbow partner.
- After 1 minute, refocus whole group.
- Tell students they are going to use the Music Mingle protocol. Remind them that they used this protocol in Lesson 1 and review as necessary using the **Musical Mingle Protocol anchor chart**. (Refer to the Classroom Protocols document for the full version of the protocol.)
- Guide students through this protocol by inviting them to share with new partners one or two observations they have about their own fossil photo and their partner’s fossil photo.
- After students have shared with at least three different partners, invite them to have a seat.
- Give students 20 seconds to silently think about their new fossil, what it might be, and where they may have found it.
- Invite students to become paleontologists by pretending to get their tools strapped on and their fossil-hunting eyes ready!

Meeting Students’ Needs

- For students who may need additional support with coping and self-regulation skills: Model socially appropriate ways to express enthusiasm/excitement about this protocol (e.g., silent cheer, high-five a partner, take a deep breath and smile). (MME)
- For ELLs: Before students begin the Musical Mingle, model and think aloud some observations about one of the photos, jotting down and displaying the language you use to make the observations.

Work Time

B. Independent Writing: Planning a New Narrative (20 minutes)

- Display the **Narrative Planner**.
- Share with students that they will plan their story today. You will be looking at their planners for new ideas that are different from the last story they wrote about Josh because now they are paleontologists who have found the special fossil in the photo they have chosen.
- Point to the first column (beginning) on the planner and think aloud, modeling choosing new details for this story. Say: “In my last story, I was on the beach. So this time, I will be in a new place . . . like . . . a jungle!”
- Invite students to turn and talk with an elbow partner:
“What was the setting from your last story? What new setting could you write about this time?” (Responses will vary.)
- Direct students’ attention to the **Tools Paleontologists Use anchor chart**.
- Invite students to Think-Pair-Share with an elbow partner:
“Look at your fossil. What tool or tools would you have used to find this fossil?” (Responses will vary, but should come from the Tools Paleontologists Use anchor chart.)
- Tell students they will also be thinking about what they, as paleontologists, did, thought, and felt.
- Direct students’ attention to the **Paleontologist’s Actions, Thoughts, and Feelings anchor chart** and select a few volunteers to read it aloud.
- Share with students that both of the charts are good places to get ideas for their new narrative.
- Transition students back to their workspaces with their fossil photos.
- Distribute blank Narrative Planners and invite students to begin planning the beginning of their narrative.
- Circulate to support students with their writing. Read the narrative questions or refer students to resources around the room when necessary. Brainstorm options with students who are stuck or are using details from their previous story. Challenge students who have finished early to add more details about their story to the planner.
- Give students a 2-minute warning to finish up their writing. Assure students who have not yet finished that they can come back to their writing at a designated time to complete it.
- Use a **stapler** to attach the students’ fossil photo to their narrative planner to reference while writing their narrative tomorrow.

Meeting Students’ Needs

- For students who may need additional support with fine motor skills: Provide supportive tools for writing (e.g., offer pencil grips, slanted desks, or alternate writing utensils). (MMAE)
- For ELLs: Consider inviting students to continue the color-coding strategy by using different colors to highlight a copy of the criteria from A Compelling Narrative about Discovering a Fossil anchor chart to correspond to their entries in the narrative planner.

- For ELLs: To provide heavier support, model doing quick sketches within the narrative planner as placeholders for information students don't know the English for. Say: "You can sketch first so that you don't forget the information you want to add. Then you may go back later and write."
- For ELLs: Consider circulating among individual students, pointing out errors on student narrative planners that correspond to the Revising and Editing Checklist.

Work Time

C. Back-to-Back and Face-to-Face: Giving Feedback on the Beginning of Our Narratives (10 minutes)

- Invite students to give some silent applause for their hard work today as writers!
- Tell students that they are going to use the Back-to-Back and Face-to-Face protocol to share their work with a partner. Remind them that they used this protocol in Unit 2, and review as necessary using the **Back-to-Back and Face-to-Face Protocol anchor chart**. (Refer to the Classroom Protocols document for the full version of the protocol.)
- Direct students' attention to the posted learning targets and read the second one aloud:

"I can give and use kind, helpful, and specific feedback when planning my narrative."
- Tell students that, like yesterday, when a partner shares his or her work today, he or she will give *kind feedback*. Remind students that kind feedback tells the writers one thing they did a good job of in their writing.
- Tell students that after they give kind feedback, they will also give *helpful and specific feedback*. That is feedback that tells the writer what they could do a better job of in writing, but it is still kind.
- Remind students that they have all worked very hard on their writing, and it is important to remember that when they are giving feedback so they don't hurt people's feelings. It is also important to remember that we all have ways in which our writing could be better, and it is important to hear that, too. Tell students that you are going to model giving helpful and specific feedback to a classmate, and you want them to watch how the feedback is helpful AND kind.
- Select a student volunteer to model with you. As the student shares, share one thing they did well in their writing and one thing they could do better. Examples:
 - "You did a good job of ____." (thinking of new ideas for your story)
 - "Would you consider ____?" (adding more details to what your fossil looks like?)
- Using a total participation technique, invite responses from the group:

"What did you notice about how feedback was given?" (You named one good thing about the writing and one thing that could be better. You didn't tell the writer he or she had to change his or her writing, you just gave him or her a suggestion.)
- If productive, cue students with a challenge:

"What if the teacher did not name one good thing? What if the teacher did not make a suggestion? I'll give you time to think and discuss with a partner." (Responses will vary.)

- Display the **Kind, Specific, and Helpful Feedback Sentence Starters** and read them aloud. Encourage students to use these sentence starters as they give feedback to their classmate. Remind students that they should be listening for how writers answered the questions on the planner with compelling ideas for their narrative.
- Guide students through the protocol by having them read aloud one column at a time from their Narrative Planner with each other and then turning back-to-back to review their next column of writing before sharing.
- Refocus whole group and collect students' Narrative Planners or provide directions on where to store them.

Meeting Students' Needs

- When using total participation techniques, minimize discomfort and/or perceived threats and distractions by alerting individual students that you are going to call on them next. (MME)
- For ELLs: Invite students to refer to A Compelling Narrative about Discovering a Fossil anchor chart and Revising and Editing Checklist to prompt their feedback.

Closing and Assessment

A. Reflecting on Learning (10 minutes)

- Invite students to sit in the whole group area.
- Share with students that they have done a lot of work today to get ready to write their narrative, and it is important to reflect on how they did as a learner.
- Tell students they are going to use the Sit, Kneel, Stand protocol to reflect on how close they feel they are to meeting the learning targets. Remind them that they have used this protocol in Module 1, Unit 3, Lesson 2 and review as necessary. (Refer to the Classroom Protocols document for the full version of the protocol.)
- Guide students through this protocol using the learning targets.
- Invite students to pretend to put away their paleontologist gear for tomorrow's lesson!

Meeting Students' Needs

- For students who may need additional support with comprehension and sustained engagement: Before guiding students through the protocol, provide them with an individual copy of the learning targets. (MMR, MME)
- For ELLs: Before beginning the protocol, ask students to give specific examples of how they worked toward achieving the learning targets in this lesson. Invite students to rephrase the learning targets now that they have more experience organizing their ideas and giving and using feedback.

Lesson 11: Unit 3 Assessment, Part I: Drafting a New Narrative



CCS Standards

- **W.2.3:** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
- **SL.2.5:** Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- **L.2.1d:** Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).
- **L.2.6:** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).



Daily Learning Targets

- I can draft a new narrative about discovering a fossil. (W.2.3, L.2.1d, L.2.6)
- I can draw pictures to match the words in my narrative. (SL.2.5)

Ongoing Assessment

- At the end of Work Time C, collect student narratives to begin using the Narrative Writing Rubric to monitor progress toward W.2.3 (see Assessment Overview and Resources).
- Read student narratives to complete a Revising and Editing Checklist for each student to return to them in Lesson 12. (W.2.5)

Agenda

1. Opening

- A. Song and Movement: Introducing the “Celebration of Learning” Song (10 minutes)

2. Work Time

- A. Unit 3 Assessment, Part I: Drafting the Narrative (25 minutes)
- B. Mini Lesson: Drawing Pictures to Match the Words (5 minutes)
- C. Independent Drawing: Drawing Pictures for Our Narratives (15 minutes)

3. Closing and Assessment

- A. Reflecting on Learning (5 minutes)

Teaching Notes

Purpose of lesson and alignment to standards:

- In the Opening, students are introduced to the “Celebration of Learning” song, which is sung to the tune of “A-Tisket, A-Tasket.” Through the song, students revisit some ideas from the module in a fun and interactive way.
- This lesson is the second of three lessons for students to create a new narrative. This lesson includes Part I of the Unit 3 Assessment to track students’ progress on standard W.2.3. It is

crucial that students complete this part of the assessment before moving on. If necessary, build in extra writing time in the day or consider adding an additional writing lesson before moving on to Lesson 12.

- Students receive a quick mini lesson on drawing to prepare them to draw their own illustrations for their narrative.

How this lesson builds on previous work:

- Students use the planner completed in Lesson 10 to help them write their narrative in this lesson.
- In Work Time B, students begin the illustrations for their Narrative Booklets. Students use the “artist toolbelt” started in Module 1 Labs to help them remember aspects of art as they create their drawings.
- During the Closing, students reflect on the habits of character that were reviewed in this module.

Areas in which students may need additional support:

- The tune to the song in the Opening may be unfamiliar to many students and may seem difficult to learn. Assure them that they will practice the song again; there is no pressure to learn it perfectly now.
- For students who encounter a high level of frustration with writing, consider offering support before the assessment or in a private location during the independent writing time of the assessment. Invite these writers to orally process each sentence aloud, and, if needed, take dictation for all or part of the piece. Although not a valid measure of students’ ability to write a narrative, this scaffolded assessment will provide valuable evidence of students’ ability to apply what they have learned in this module.

Down the road:

- In this lesson, students complete Part I of the Unit 3 Assessment by writing their narrative. Before Lesson 12, complete a Revising and Editing Checklist (see Assessment Overview and Resources) for each individual student based on his or her draft. Because of the quick turnaround, consider adding an additional writing lesson in between Lessons 11 and 12.
- At the end of Work Time C, the Narrative Booklets are collected so that Revising and Editing Checklists can be created before Lesson 12 begins. Fill in each checklist with clear, specific suggestions for students and leave symbols in the booklets to indicate places for revisions when appropriate (for example, leave a star in places for students to add temporal words). For more detail, reference Teaching Notes in Lesson 9 as well as the Assessment Overview and Resources.
- Students will spend three days creating and adding to their drawings as a part of their performance task.

In advance:

- Prepare technology necessary to play an instrumental version of “A-Tisket, A-Tasket” during the Opening. This helps students understand the tune of the “Celebration of Learning” song.
- Pre-distribute students’ Narrative Planners at their workspaces to ensure a smooth transition to Work Time A.
- Post: Learning targets, “Celebration of Learning” song, and applicable anchor charts (see materials list).

Consider using an interactive white board or document camera to display lesson materials.

- Opening: Record students as they sing the “Celebration of Learning” song to listen to later to discuss strengths and what they could improve on, or to use as models for the group. Most devices (cellphones, tablets, laptop computers) come equipped with free video and audio recording apps or software.
- Work Time B: Students use drawing apps or software to draw their illustrations for their narrative—for example, the Kids Doodle plug-in for Google or the app for Apple products.

Supporting English Language Learners

Supports guided in part by CA ELD Standards 2.I.A.1, 2.I.A.2, 2.I.A.4, 2.I.C.10, 2.I.C.12, 2.II.A.1, 2.II.A.2, and 2.II.A.3

Important points in the lesson itself

- The basic design of this lesson supports ELLs with opportunities to demonstrate their content and language knowledge in a process-writing format based on their preparation and practice in previous lessons.
- ELLs may find the Unit 3 Assessment challenging as it may be a big leap from the heavily scaffolded classroom interaction. Before they begin, encourage students to do their best and congratulate them on the progress they’ve made learning English. Point out some specific examples.
- Make sure that ELLs understand the assessment directions. Answer their questions, refraining from supplying answers to the assessment questions themselves. See additional support in the lesson.
- After the assessment, ask students to discuss which assessment task was easiest and which was most difficult, and why. In future lessons and for homework, focus on the language skills that will help students address these assessment challenges.
- Invite students to work with families and in home language groups to translate all or parts (e.g., the tools) of the Celebration Day song into home languages. Finally, students can share and teach the translated version in this lesson and the remaining lessons, singing it to “A Tisket, a Tasket” or a more suitable home language tune.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** To facilitate effective learning during this lesson, ensure that all students have access to the directions for each activity, and feel comfortable with the expectations. Vary the ways in which you convey expectations for each activity or task. Consider engaging in a clarifying discussion about the directions and creating a visual display of the steps for each activity.
- **Multiple Means of Action & Expression (MMAE):** In this lesson, some students may need support in setting appropriate goals for their effort and the level of difficulty expected. Appropriate goal-setting supports development of executive skills and strategies. Offer scaffolds for students learning to set appropriate personal goals, such as a checklist with

specific goals for each activity. (Examples: “I can follow along as my teacher models how to draw a picture to match words.” I can listen to my partner without interrupting.” “I can ask for help during writing from a classmate or the teacher.”)

- **Multiple Means of Engagement (MME):** Throughout this lesson, students have multiple opportunities to share ideas and thinking with classmates. Some students may need support for engagement during these activities, so encourage self-regulatory skills by helping them anticipate and manage frustration by modeling what to do if they need help from their partners. Offer supports for engagement to promote a safe learning space for all students.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

Review:

- compelling

Materials

- ✓ “Celebration of Learning” song (one to display)
- ✓ Instrumental version of “A-Tisket, A-Tasket” (audio; play in entirety; see Teaching Notes)
- ✓ Unit 3 Assessment prompt (from Lesson 10; one to display)
- ✓ Compelling Narrative about Discovering a Fossil anchor chart (begun in Lesson 5)
- ✓ Narrative Planner: Teacher Model (from Lesson 5; one to display)
- ✓ Narrative Booklet: Teacher Model (from Lesson 5; one to display)
- ✓ Narrative Planner (from Lesson 10; one per student)
- ✓ Narrative Booklet (new; from Lesson 6; one per student)
- ✓ Narrative Writing Rubric (for teacher reference; see Module 1 Appendix)
- ✓ Stapler (one; used by the teacher to attach Narrative Planners to Narrative Booklets)
- ✓ Tools Paleontologists Use anchor chart (begun in Unit 1, Lesson 10)
- ✓ Working to Become Effective Learners anchor chart (begun in Unit 2, Lesson 1)

Opening

A. Song and Movement: Introducing the “Celebration of Learning” Song (10 minutes)

- Gather students whole group.
- Share with students that their Celebration of Learning Day is coming soon! They will need to prepare with a fun song for their visitors.
- Display the “Celebration of Learning” song. Tell students that this is a song written to share a little bit about what they have been learning to get their listeners excited to hear more.

- Tell students you are going to read the song aloud once without stopping and that they should follow along.
- While still displaying the text, read it aloud slowly, fluently, and without interruption.
- Invite students to reread it aloud with you.
- Tell students you will now play an instrumental version of “A-Tisket, A-Tasket” so they can hear the tune for the song.
- Play the instrumental version of “A-Tisket, A-Tasket” at least twice.
- Tell students you now will play the instrumental version again; this time they can hum along with the tune.
- Play the instrumental version of the song again.
- Without music, model singing each line. Invite students to sing each line after you.
- Tell students they will continue to practice to prepare for their Celebration of Learning Day.
- Direct students’ attention to the learning targets and read the first one aloud:
“I can draft a new narrative about discovering a fossil.”
- With excitement, remind students that, yesterday, they used the planner to organize ideas for writing their new narrative. Today, they will use the ideas on that planner to begin actually writing.
- Invite students to become paleontologists by pretending to get their tools strapped on and their fossil-hunting eyes ready!

Meeting Students’ Needs

- To vary methods for response, invite students to generate ideas for physical movements that express particular phrases in the “Celebration of Learning” song. Invite students to join you in doing the movements as you sing the song together. (MMAE)
- For ELLs: Mini Language Dive. Ask students about the meaning of chunks from this sentence from the Celebration Day song: “We’re ready and we’ve learned a ton!” Write and display student responses next to the chunks. Examples:
 - Point to and read the chunk *We’re ready*. Ask:
“What are we ready for?” (the Celebration of Learning)
 - Point to and read the chunk *and we’ve learned a ton*. Ask:
“What is a ton?” (In the United States, it’s 2,000 pounds, the weight of a small car. It’s very heavy! Explain to students that in the United States, weight is measured differently—in pounds, not kilograms. A pound is more than 2 kilograms.)
“What does it mean to learn a ton?” Tell students you will give them time to think and discuss with their partner. (A ton is a lot of weight, so learning a ton is learning a lot.)

Work Time

A. Unit 3 Assessment, Part I: Drafting the Narrative (25 minutes)

- Display the **Unit 3 Assessment prompt** and read it aloud:

“Look at this picture of a fossil. Imagine that you are a paleontologist, and you have just discovered this fossil! Write a narrative about the moment you made this discovery. Make sure your narrative includes a beginning that introduces the reader to where you are and what tools you had, details to describe actions, thoughts and feelings, and an ending that brings a sense of closure to the narrative. Your narrative should also include detailed illustrations that match the beginning, middle, and end of the narrative.”
- Direct students’ attention to the **Compelling Narrative about Discovering a Fossil anchor chart** and select a few volunteers to read it aloud.
- Remind students that, as they write, they need to remember what will make a compelling narrative to read.
- Review the definition of compelling (exerting a strong hold on the attention).
- Invite students to turn and talk with an elbow partner:

“How will you turn the ideas on your planner into a compelling narrative?” (use new details, add sentences that describe my feelings)
- Display the **Narrative Planner: Teacher Model** and the first page of the **Narrative Booklet: Teacher Model**.
- Remind students that you were able to write a compelling story by taking your ideas and making them into interesting sentences.
- Transition students back to their workspaces and invite them to sit next to their writing partners.
- Invite students to take 1 minute to silently reread their **Narrative Planner** from the previous lesson.
- Invite students to turn and talk to their writing partner:

“What will you write for your narrative?” (Responses will vary.)
- Distribute new **Narrative Booklets**. Remind students to skip lines as they write their narrative and that each column on the planner matches a page in the booklet (point to the matching symbols).
- Invite students to begin writing in their Narrative Booklet.
- Circulate to remind students to skip lines in their booklet and to use resources around the room to help them. Do not provide additional support to students unless they are reaching a level of frustration. Note any support given to a student on their **Narrative Writing Rubric**.
- Give students a 2-minute warning to finish up their writing. Assure students who have not yet finished that they can come back to their writing at a designated time to complete it.
- Invite students to take a quick stretch break as you circulate with a **stapler** to attach their planners to their booklets.

Meeting Students’ Needs

- For students who may need additional support remembering their writing partner: Consider giving them an index card with an A or a B, and explain that partner A

will share first, followed by partner B. This also supports self-regulation for taking turns. (MMR, MME)

- For ELLs: Remind students that they can continue using the color-coding strategy, if helpful.
- For ELLs: Ensure that ELLs clearly understand all assessment directions. Rephrase directions for them. Monitor during the assessment to see that students are completing the assessment correctly. Stop students who are on the wrong track and make sure they understand the directions.

Work Time

B. Mini Lesson: Drawing Pictures to Match the Words (5 minutes)

- Share with students that their booklets will be a part of the learning that they share with visitors, so they will need to add some beautiful drawings.
- Remind students that in the Labs in Module 1, they did some drawings using the tools in their artist toolbelt.
- Invite students to turn and talk with an elbow partner:

“What types of things do you remember putting into our artist toolbelt to help us draw?”
(size, different lines, textures, shapes)
- Direct students’ attention to the posted learning targets and read the second one aloud:

“I can draw pictures to match the words in my narrative.”
- Tell students that they will spend three days making their drawings beautiful. Today, they are starting with pencil pictures to show what is happening on each page. Later, they will add details and color.
- Display the Narrative Booklet: Teacher Model.
- Post and walk through the steps you will follow to add illustrations to the booklet:
 1. Reread the words on the page.
 2. Think about what is important in this part of the story.
 3. Choose an event from the text to draw.
- Read aloud page 1 of the Narrative Booklet: Teacher Model:

“It was a beautiful day on the beach. I was with my dog. I had my hammer with me. I was thinking about the interesting creatures that had lived a long time ago.”
- Think aloud to model brainstorming what was important on the page:

“This part of the story mostly talks about the setting and about what I am doing. That will be an important part of the story to draw.”
- Tell students that different artists have different ideas of what things may look like. As we try our best to draw, we should use kind words when talking about each other’s drawings and acknowledge how hard each artist has worked.
- Display the **Tools Paleontologists Use anchor chart**. Pointing to several pictures of tools, remind students that they can use this resource as they draw the tools in their narratives.
- Using only a pencil, begin to sketch into the drawing box on the page 1 of the Narrative Booklet: Teacher Model.

- Think aloud as you model drawing a picture to match the text:
“The words said I was thinking, so I will draw a picture of myself. I will use what I learned in the Create lab about using shapes. I will draw a thinking bubble so that I can show what I was thinking about. I will also need to draw the beach and my dog” (continue until you have one person thinking on a beach).
- Using a total participation technique, invite responses from the group:
“What helped me draw a picture to match my words?” (rereading the page, thinking about what happened that was important, thinking about what you could draw to match)

Meeting Students' Needs

- For students who may need additional support with oral language and processing: Allow ample wait time as students prepare their thinking for sharing orally. (MME, MMAE)
- For ELLs: If students drew illustrations before or while they were drafting their Josh narratives, encourage them to discuss how these illustrations should be different.

Work Time

B. Independent Drawing: Drawing Pictures for Our Narratives (15 minutes)

- Tell students it is their turn to draw pictures that match their words!
- Invite students to reread page 1 from their Narrative Booklet and to think about what they can draw before beginning.
- Invite students to turn and talk with their writing partner:
“What important event did you choose from the page and how will you draw it?” (Responses will vary.)
- Invite students to begin drawing.
- Circulate to support students by brainstorming ideas of what to draw or shapes to use to draw their picture. Encourage students to try their best to draw things on their own. Remind them that they will come back to these pictures again to add details and color. Be sure to have students draw pictures for all of the pages in the booklet.
- Give students a 2-minute warning to finish up their drawing. Encourage them not to rush to finish.
- Collect students' Narrative Booklets to review and return in tomorrow's lesson, along with their **Revising and Editing Checklists**.

Meeting Students' Needs

- To support self-regulation and independence when giving students a warning before the transition, provide a clear routine for what to do with unfinished work and utilize a visual timer. (MME)
- For ELLs: Notice and encourage students who especially enjoy independent drawing or who excel, helping to underscore their academic mindsets of belonging, success, and valuable work—in effect, not all academic mindset hinges on language learning, though activities such as drawing can contribute to language learning.

Closing and Assessment

A. Reflecting on Learning (5 minutes)

- Give students specific, positive feedback for the work they did on their narrative today. (Example: “I noticed Toni was very focused on her work, even though it was a lot to do.”)
- Direct students’ attention to the **Working to Become Effective Learners anchor chart**.
- Tell students you noticed many of them using habits of character during their hard work today, and it is time to share with a partner what habit or habits of character you used!
- Give students 30 seconds to independently read through the anchor chart.
- Invite students to stand and turn and talk to an elbow partner:

“What habit of character did you use today during our hard work of writing a narrative?”
(Responses will vary, but may include: I used perseverance when I wanted to just stop, I showed responsibility when I made sure my work looked its best.)
- If productive, cue students to think about their thinking. Invite students to stand, turn, and talk:

“What habit of character helped you succeed during our hard work of writing a narrative? I’ll give you time to think and discuss with a partner.” *(I used perseverance when I wanted to just stop; I showed responsibility when I made sure my work looked its best.)*
- Share with students that, tomorrow, they will need to show perseverance to revise and edit their narratives.

Meeting Students' Needs

- To activate background knowledge, provide one or two examples of what each habit of character looks and sounds like. (MMR)

Lesson 12: Unit 3 Assessment, Part II: Revising and Editing a New Narrative

CCS Standards

- **W.2.5:** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- **SL.2.5:** Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- **L.2.1d:** Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).
- **L.2.6:** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

Daily Learning Targets

- I can make improvements to my narrative using the Revising and Editing Checklist. (W.2.5, L.2.1d, L.2.6)
- I can draw pictures to show details from my narrative. (SL.2.5)

Ongoing Assessment

- At the end of Work Time C, collect student narratives and use the W.2.5 Revising and Editing Rubric to monitor students' progress toward W.2.5 (see Assessment Overview and Resources).

Agenda

1. Opening

- A. Engaging the Learner: Reviewing Our Work (10 minutes)

2. Work Time

- A. Unit 3 Assessment, Part II: Revising and Editing Our Narratives (20 minutes)
- B. Mini Lesson: Adding Important Details (5 minutes)
- C. Independent Drawing: Adding Important Details (20 minutes)

3. Closing and Assessment

- A. Song and Movement: "Celebration of Learning" Song (5 minutes)

Teaching Notes

Purpose of lesson and alignment to standards:

- This lesson is the last of three lessons during which students planned, drafted, and now revise their new narrative. This lesson includes Part II of the Unit 3 Assessment to track students' progress on the standard W.2.5. It is crucial that each student has completed his or her narrative story and has an individual Revising and Editing Checklist filled in by the teacher before beginning this lesson.

- Students receive another mini lesson on drawing to learn how to add important details to their illustrations. This is the second of three days during which students create and add to their drawings as a part of their performance task.
- Students continue to practice the “Celebration of Learning” song in preparation for sharing their learning on the last day of the module. In this lesson, students add movements.

How this lesson builds on previous work:

- Students use their completed narrative from Lesson 11 and a teacher-annotated Revising and Editing Checklist to help them make improvements to their narrative.

Areas in which students may need additional support:

- For students who encounter a high level of frustration with writing, consider offering support before the assessment or in a private location during the independent writing time of the assessment. Invite these writers to orally process each sentence aloud, and, if needed, take dictation for all or part of the piece. Although not a valid measure of students’ ability to write a narrative, this scaffolded assessment will provide valuable evidence of students’ ability to apply what they have learned in this module.

Down the road:

- Students will complete their illustrations in Lesson 13 and include a presentation of their booklet to visitors during the Celebration of Learning in Lesson 15.

In advance:

- Use students’ Narrative Booklets to complete a Revising and Editing Checklist for each student. Evaluate student writing using the checklist and check off criteria that the student has included in his or her writing. Then, circle two criteria that the student could revise or edit. Include suggestions that are specific to the student’s narrative. Refer to the Revising and Editing Checklist (example, for teacher reference) in the supporting materials in Lesson 9 as necessary.
- Post: Learning targets and applicable anchor charts (see materials list).
- Consider sending home a newsletter to remind families about the Celebration of Learning, or having students write letters inviting their families and other relevant guests to the Celebration of Learning.

Consider using an interactive white board or document camera to display lesson materials.

- Work Time C: Students use drawing apps or software to draw their illustrations for their narrative—for example, Kids Doodle plug-in for Google or app for Apple products.
- Closing: If you recorded students singing the “Celebration of Learning” song in Lesson 11, play this recording for them to join in with.

Supporting English Language Learners

Supports guided in part by CA ELD Standards 2.I.A.1, 2.I.A.2, 2.I.A.4, 2.I.C.10, 2.I.C.12, 2.II.A.1, 2.II.A.2, and 2.II.A.3

Important points in the lesson itself

- The basic design of this lesson supports ELLs with opportunities to demonstrate their content and language knowledge in a process-writing format based on their preparation and practice in previous lessons.
- ELLs may find the Unit 3 Assessment challenging as it may be a big leap from the heavily scaffolded classroom interaction. Before they begin, encourage students to do their best and congratulate them on the progress they've made learning English. Point out some specific examples.
- Make sure that ELLs understand the assessment directions. Answer their questions, refraining from supplying answers to the assessment questions themselves. See additional support in the lesson.
- After the assessment, ask students to discuss which assessment task was easiest and which was most difficult, and why. In future lessons and for homework, focus on the language skills that will help students address these assessment challenges.
- Invite students to work with families and in home language groups to translate all or parts (e.g., the tools) of the Celebration Day song into home languages. Finally, students can share and teach the translated version in this lesson and the remaining lessons, singing it to “A Tisket, a Tasket” or a more suitable home language tune.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** To set themselves up for success for the drawing task in Work Time C, students need to generalize the skills they learned from the previous lessons in this unit. Before the drawing task, activate prior knowledge by recalling learning from previous lessons. Offer directions for drawing both visually and verbally.
- **Multiple Means of Action & Expression (MMAE):** During the mini lesson in Work Time B, some students may benefit from sensory input and opportunities for movement while they are sitting. Provide options for differentiated seating (e.g., sitting on a gym ball, a move-and-sit cushion, or a chair with a resistive elastic band wrapped around the legs).
- **Multiple Means of Engagement (MME):** As students work on their drawing to match the words of their narrative, support sustained motivation and effort by providing mastery-oriented feedback that is frequent, timely, and specific. (Example: “I can see that you are working hard to draw a picture of digging up a fossil, which matches the words in your narrative! Keep up the great work!”)

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

New:

- improve, improvement (L)

Review:

- revise, edit, detail (L)

Materials

- ✓ Narrative Booklets (begun in Lesson 11; added to during Work time A; one per student)
- ✓ Unit 3 Assessment prompt (from Lesson 10; one to display)
- ✓ Compelling Narrative about Discovering a Fossil anchor chart (begun in Lesson 5)
- ✓ Revising and Editing Checklist (from Lesson 9; one to display)
- ✓ Revising and Editing Checklist (one per student; distributed with feedback during Work Time A)
- ✓ Purple colored pencils (one per student)
- ✓ W.2.5 Revising and Editing Rubric (for teacher reference; see Assessment Overview and Resources)
- ✓ Narrative Booklet: Teacher Model (from Lesson 5; one to display)
- ✓ Tools Paleontologists Use anchor chart (begun in Unit 1, Lesson 10)
- ✓ “Celebration of Learning” song (from Lesson 11; one to display)

Opening**A. Engaging the Learner: Reviewing Our Work (10 minutes)**

- Gather students whole group.
- Direct students’ attention to the posted learning targets and read the first one aloud:
“I can make improvements to my narrative using the Revising and Editing Checklist.”
- Using a total participation technique, invite responses from the group:
- “Why do we use the Revising and Editing Checklist?” (to improve our writing and make it even better)
- Point out the word *improvements*.
- Using a total participation technique, invite responses from the group:
“What word do you see inside the word improvements?” (improve)
“What does the word improve mean?” (to make better)
“What might the word improvements mean?” (changes that make something better than it was)
- Remind students that they have used the Narrative Planner to organize ideas for writing, and have drafted a narrative in their Narrative Booklet. Today, they will use teacher feedback to revise and edit their narrative.
- Distribute **Narrative Booklets** and invite students to take a couple minutes to whisper-read their story to remember what they wrote.
- Invite students to massage their writer brains and writing hands to prepare for revising and editing.

Meeting Students' Needs

- When using total participation techniques, minimize discomfort and/or perceived threats and distractions by alerting individual students that you are going to call on them next. (MME)
- For ELLs: Ask:
 - “What is the difference between the words **improve** and **improvement**?” (**Improve is a verb that means to make an improvement. An improvement is a noun or a thing. It is the word for a change that makes something better than it was.**)
 - “What improvements did you make to your Josh narrative? Use this sentence frame in your response: **I improved my Josh narrative by ____.**”

Work Time

A. Unit 3 Assessment, Part II: Revising and Editing Our Narratives (20 minutes)

- Display the **Unit 3 Assessment prompt** and read it aloud:
 - “Look at this picture of a fossil. Imagine that you are a paleontologist, and you have just discovered this fossil! Write a narrative about the moment you made this discovery. Make sure your narrative includes a beginning that introduces the reader to where you are and what tools you had, details to describe actions, thoughts and feelings, and an ending that brings a sense of closure to the narrative. Your narrative should also include detailed illustrations that match the beginning, middle, and end of the narrative.”
- Focus students' attention on the **Compelling Narrative about Discovering a Fossil anchor chart** and review it as necessary.
- Follow the same routine from Lesson 9 to display and talk students through a completed **Revising and Editing Checklist**.
- Transition students back to their workspaces and invite them to sit next to their writing partners.
- Distribute students' individual **Revising and Editing Checklists** and **purple colored pencils**.
- Guide students through the same routine from Lesson 9 to read through their feedback and make changes to their narrative.
- Circulate to support students as they revise and edit. Do not provide additional support to students unless they are reaching a level of frustration. Note any support given to a student on their W.2.5 **Revising and Editing Rubric**.
- Give students a 2-minute warning to finish up their improvements. Assure students who have not yet finished that they can come back to their writing at a designated time to complete it.
- Invite students to do a quick dance or take a stretch break.

Meeting Students' Needs

- To support self-regulation and independence when giving students a warning before the transition, provide a clear routine for what to do with unfinished work and utilize a visual timer. (MME)
- For ELLs: Ensure that ELLs clearly understand all assessment directions. Rephrase directions for them. Monitor during the assessment to see that students are completing the assessment correctly. Stop students who are on the wrong track and make sure they understand the directions.

Work Time

B. Mini Lesson: Adding Important Details (5 minutes)

- Remind students that their Narrative Booklets will be a part of the learning they share with visitors, so they will need to continue working on their beautiful drawings.
- Invite students to put on their artist toolbelt to prepare for drawing.
- Direct students' attention to the posted learning targets and read the second one aloud:

“I can draw pictures to show details from my narrative.”
- Tell students that they have already drawn pictures to match their words, and today they are adding important details to their pictures. Later, they will add color!
- Display the **Narrative Booklet: Teacher Model**.
- Post and walk through the steps you will follow to add details to the illustrations in the booklet:
 1. Reread the words on the page.
 2. Think about what is important in this part of the story.
 3. Choose an event from the text to draw.
 4. Reread the words on the page for details about the setting, characters, and plot.
 5. Add details to the illustration that is already on the page.
- Read aloud page 1 of the Narrative Booklet: Teacher Model:

“It was a beautiful day on the beach. I was with my dog. I had my hammer with me. I was thinking about the interesting creatures that had lived a long time ago.”
- Remind students that, yesterday, you drew a picture of you thinking on the beach to match the text.
- Think aloud to model brainstorming an important detail to add to the picture:

“My story mentions the setting and some details about the tools I was carrying. Those details will help the reader see my story better. I can draw the sun because it said it was a beautiful day. I could also draw a hammer in my hand or on my belt.”
- Remind students that part of being an artist is understanding that everyone has a different idea of what things may look like. As we try our best to draw, we should use kind words when talking about each other's drawings and acknowledge how hard each artist has worked.
- Using only a pencil, begin to add onto the drawing box on the first page of the Narrative Booklet: Teacher Model.

- Think aloud as you model drawing important details in the picture:
“I have seen people draw a sun with rays, so I’ll draw that. I have seen waves and seagulls at the beach in pictures, so I will add that. I can use the Tools Paleontologists Use anchor chart to help me draw the hammer.”
- Using a total participation technique, invite responses from the group:
“What kinds of details did I think were important to add?” (setting, weather, details about tools)
“What can help you draw things you may not know how to draw?” (thinking about what you’ve seen somewhere else, using resources around the room)

Meeting Students’ Needs

- For students who may need additional support with oral language and processing: Allow ample wait time as students respond to questions during the mini lesson. (MME, MMAE)
- For ELLs: When students draw details, encourage them to provide think-alouds, too, describing the details using the language from their narrative booklet. Model this process as you draw. Example: “My narrative says: *I had my hammer with me.* So now I’m drawing a hammer with me.”

Work Time

C. Independent Drawing: Adding Important Details (20 minutes)

- Tell students it is their turn to add important details to their pictures!
- Guide students through the steps used above to add details to their drawing.
- Circulate to support students by brainstorming ideas of what to add or resources to draw their picture. Encourage students to try their best to draw things on their own. Remind them that they will come back to these pictures again to add color. Ensure students add details for all of the pictures in the booklet.
- Give students a 2-minute warning to finish up their drawing. Encourage them not to rush to finish.
- Collect the Narrative Booklets to review for students’ revisions using the W.2.5 Revising and Editing Rubric and return in Lesson 13.

Meeting Students’ Needs

- For students who may need additional support with fine motor skills: Provide supportive tools for writing (e.g., offer pencil grips, slanted desks, or alternate writing utensils). (MMAE)
- For ELLs: As students draw details, remind them to provide think-alouds, describing the details using the language from their narrative booklet.

Closing and Assessment

A. Song and Movement: “Celebration of Learning” Song (5 minutes)

- Transition students to a whole group area.
- Display the “**Celebration of Learning**” song.
- Sing through the song once as a model.
- Invite students to sing the song the second time through.
- Read the first stanza aloud.
- Invite students to stand and offer movements to go with each line or important words within the lines (e.g., for the first stanza, students can show “small,” “large,” and “colossal” with their arms).
- Try the song a couple of times together with the new movements.

Meeting Students' Needs

- Before beginning the “Celebration of Learning” song, offer an alternative representation of information by introducing a physical gesture for keywords or phrases. This physical act will scaffold a connection for comprehension. (MMR, MMAE)
- For ELLs: Increase the opportunities for students to notice and engage with the language of the song by inviting them to sing in call-and-response, with “Group A” students singing the first verse (or line) and “Group B” students repeating after the first group. Repeat for the remaining verses (or lines).

There are no supporting materials for this lesson.

Lesson 13: Celebration of Learning: Sharing Our Learning about Plants and Pollinators



- **SL.2.3:** Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- **SL.2.4:** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- **SL.2.6:** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.



Daily Learning Targets

- I can recite the poem and song about pollination we learned to welcome visitors for our Celebration of Learning.
- I can use my notes and visuals to present my learning about plants and pollinators to others. (SL.2.3, SL.2.4, SL.2.6)

Ongoing Assessment

Agenda

- 1. Opening**
 - A. Celebration of Learning: Welcoming Visitors (10 minutes)
- 2. Work Time**
 - A. Celebration of Learning: Presentations about Pollination (35 minutes)
 - B. Reflecting on Learning (10 minutes)
- 3. Closing and Assessment**
 - A. Previewing New Learning: Contributing to the Community (5 minutes)

Teaching Notes

Purpose of lesson and alignment to standards:

- In this lesson, students share their Performance Task Posters with visitors during Work Time A. This time is meant to be a celebration but also an opportunity for students to practice their speaking and listening skills (SL.2.4, SL.2.6).

How this lesson builds on previous work:

- This culminating lesson celebrates students' learning about plants and pollinators, and the creation of their Performance Task Posters.

- In previous lessons, students went through the research process by reading and writing about the process of pollination. In recent lessons, students practiced their oral presentation skills and created posters. In this lesson, they present their research findings to their classmates and visitors.
- In this lesson, students reflect on the content learned throughout the module as they consider the module guiding questions: “How do we get the fruits, flowers, and vegetables enjoy?” and “How do we become researchers and share our learning?”
- Visitors are encouraged to ask questions during this lesson. If some visitors are unsure of what to ask students, refer them to the oral presentation questions from Lesson 10.

Areas in which students may need additional support:

- During Work Time A, some students may need additional support when sharing their posters. Because each group is self-facilitated, consider periodically checking with each group to ensure that the process is moving smoothly.
- Some students may become bashful or nervous as they present their work publicly. Encourage them to do their best and remind them that making mistakes is part of the process, and that they will get better at presenting the more they try (growth mindset). Avoid forcing students to participate if they are uncomfortable.

Down the road:

- This is the final lesson of this module. Students will continue to build their speaking and listening skills as they engage in classroom discussions in Module 4.
- In Module 4, students will continue their exploration of plants and pollinators as they apply their learning to contribute to the community.

In advance:

- Confirm where the Celebration of Learning will be held and visitors’ attendance.
- Consider bringing in real fruits and vegetables for students to hold when introducing the “secret” behind how we get the fruits, flowers, and vegetables we enjoy.
- Pre-distribute Performance Task Posters and oral presentation notecards to designated areas around the room for Work Time A.
- Post: Learning targets, “Plants around the World,” “It’s Pollination Time!” Version 1, and applicable anchor charts (see Materials list).

Consider using an interactive white board or document camera to display lesson materials.

- Continue to use the technology tools recommended throughout Modules 1 and 2 to create anchor charts to share with families; to record students as they participate in discussions and protocols to review with students later and to share with families; and for students to listen to and annotate text, record ideas on note-catchers, and word-process writing.
- Record the whole group singing “It’s Pollination Time!” Version 1, and post it on a teacher webpage or on a portfolio app like Seesaw (<http://web.seesaw.me>) for students to listen to at home with families. Most devices (cellphones, tablets, laptop computers) come equipped with free video and audio recording apps or software.
- Record students as they present to later use as models for the group. Most devices (cellphones, tablets, laptop computers) come equipped with free video and audio recording apps or software.

Supporting English Language Learners

Supports guided in part by CA ELD Standards 2.I.A.1, 2.I.B.5, and 2.I.C.9

Important points in the lesson itself

- The basic design of this lesson supports ELLs with opportunities to present their learning about a topic to an authentic audience, to reflect on ways they have grown as learners over the course of the module, and to take risks in reading and speaking while seeking the support they need.
- ELLs may feel nervous about performing for visitors; some may still struggle with reading and speaking in the language itself. Support students by providing them with choice about which group they will present to, and empower them to ask their peers for help when they do not understand or need help using their notecards.

Levels of support

For lighter support:

- During Work Time A, challenge students to present in partnership with students who need heavier support.
- Encourage students to use Conversation Cues with other students to extend and deepen conversations, think with others, and enhance language development.

For heavier support:

- During Work Time A, support students by allowing them to present in partners with students of more advanced language proficiency.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** When sharing and celebrating culminating work, it is important to also document and review the group’s learning processes. Continue to highlight aspects of the learning and writing process that were important in this unit by explaining verbally and/or by displaying photo documentation with captions that describe how students learned about pollinators.
- **Multiple Means of Action & Expression (MMAE):** This lesson offers several opportunities for students to engage in discussion with partners. Continue to support those who may need it with expressive language by providing sentence frames to help them organize their thoughts.
- **Multiple Means of Engagement:** Students who may need additional support with writing may feel uncomfortable sharing their work with visitors. Create an inclusive and supportive classroom environment by continuing to emphasize growth and learning rather than relative performance.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

New:

- *community (L)*

Materials

- ✓ “Plants around the World” (from Unit 1, Lesson 2; one to display)
- ✓ “It’s Pollination Time!” Version 1 (from Unit 2, Lesson 5; one to display)
- ✓ What Researchers Do anchor chart (begun in Unit 1, Lesson 2)
- ✓ Criteria for High-Quality Oral Presentations anchor chart (begun in Lesson 6)
- ✓ Oral presentation notecards (from Lesson 2; one per student)
- ✓ Performance Task Posters (from Lesson 11; one per students)
- ✓ Module Guiding Questions anchor chart (begun in Unit 1, Lesson 1)

Opening

A. Celebration of Learning: Welcoming Visitors (10 minutes)

- Gather students and visitors together in the whole group area.
- With excitement, welcome the visitors to the Celebration of Learning.
- Direct students’ attention to the posted learning targets and read the first one aloud:
“I can recite the poem and song about pollination we learned to welcome visitors for our Celebration of Learning.”

The Secret World of Pollination

- Using a total participation technique, invite responses from the group:
“What work, specifically, will we present to the visitors?” (“Plants around the World,” “It’s Pollination Time!” Version 1, and our presentations on plants and pollinators.)
- Display **“Plants around the World.”**
- Invite a student to read the title of the poem aloud.
- Invite the class to recite the poem.
- Invite students to give each other air high-fives for doing a great job reciting the poem.
- Display the **“It’s Pollination Time!” Version 1** and follow the same process to introduce and sing this song.
- Invite students to buzz like bees in celebration of their performance.

Meeting Students’ Needs

- For ELLs and students who may need additional support with self-regulation: (Encouragement) Some students may feel nervous about presenting their posters to visitors. If students are hesitant or bashful to share, encourage them, but refrain from forcing them to present. (MME)
- For ELLs: (Identifying Visitors) Help put students at ease by briefly introducing the visitors and identifying them according to their roles within the community. (Examples: visitors who work at the school, teachers, other students, family members)

Work Time

A. Celebration of Learning: Presentations about Pollination (35 minutes)

- Direct students’ attention to the posted learning targets and read the second one aloud:
“I can use my notes and visuals to present my learning about plants and pollinators to others.”
- Using a total participation technique, invite responses from the group:
“What work, specifically, will we present to the visitors?” (our presentations and our Performance Task Posters)
- Direct students’ attention to the **What Researchers Do anchor chart**.
- Using a total participation technique, invite responses from the group:
“Who can share with our visitors some of the work that we did as researchers?” (Responses will vary, but may include: took notes; gathered information about pollinators; shared our research through writing)
“What will we share with our visitors today?” (information about the pollinators we researched; our Performance Task Posters about our pollinators)
- Direct students’ attention to the **Criteria for High-Quality Oral Presentations anchor chart** and share with visitors that students have been practicing their oral presentations using four important criteria.

- Think-Pair-Share:
“Which of our four criteria would you most like to work on as you present today?” (Responses will vary.)
- Point out that the **oral presentation notecards** and **Performance Task Posters** are already at designated areas around the room.
- Invite students to move to their designated areas with their presentation groups.
- Invite visitors to follow their students or split them evenly among the groups.
- Remind students to refer to the Criteria for High-Quality Oral Presentations anchor chart as they present their posters.
- Invite visitors to listen carefully and to be prepared to share what they liked, and to ask questions.
- Invite students to take turns presenting to their audience following the same order from the previous two lessons.
- After all students have shared, invite groups to thank their visitors for listening so attentively and providing such specific feedback.
- Invite students to help collect Materials from around the room before moving on.

Meeting Students' Needs

- For ELLs and students who may need additional support with self-regulation: (Peer Support: Presentations) During the presentations, encourage ELLs to seek peer support if they feel stuck or need help reading. (MME)

Work Time

B. Reflecting on Learning (10 minutes)

- Gather students and visitors together.
- Direct students' attention the **Module Guiding Questions anchor chart** and select a volunteer to read the first question aloud:
 - “How do we get the flowers, fruits, and vegetables we enjoy?”
- Using a total participation technique, invite responses from the group:
“What did we learn about our first module guiding question?” (Responses will vary, but may include: They grow from plants. Fruit comes from flowers.)
- Direct students' attention the Module Guiding Questions anchor chart and select a volunteer to read the second question aloud:
 - “How do we become researchers and share our learning?”
- Direct students' attention back to the What Researchers Do anchor chart.
- Using a total participation technique, invite responses from the group:
“What did we learn about our second module guiding question?” (Responses will vary, but may include: We take notes; we use text features; we give high-quality oral presentations.)
- With excitement, announce that the visitors will have a chance to hear some of the students' specific success using Shout Outs.

- Post and review the following sentence frames:
 - “Shout out to ____ for ____!”
 - “____ did a great job ____!”
- Model using the sentence frames to give a Shout Out. (Example: “Shout out to Marco for giving me feedback on my presentation!”)
- Invite several students to share Shout Outs.
- Prompt students to say goodbye and thank their visitors as they leave.

Meeting Students' Needs

- For ELLs: (Celebrating Achievements) Take a moment to encourage students by acknowledging and explicitly pointing out the achievements of ELLs. Make a point to name areas in which students have improved, especially those who may have struggled.
- For students who may need additional support with verbal expression: Prior to Work Time B, invite students to prepare and rehearse their Shout Outs. (MMAE, MME)

Closing and Assessment

A. Previewing New Learning: Contributing to the Community (5 minutes)

- Gather whole group.
- Announce that students have learned so much about pollinators that they will continue to learn about them.
- Using a total participation technique, invite response from the group:
“What else do you think we might learn about pollinators?” (Responses will vary.)
- With excitement, tell students that they will be learning about how to help pollinators in their communities!
- Using a total participation technique, invite responses from the group:
“What is a community? How do you think we might help pollinators in our communities?” (Responses will vary, but may include: A place where people live together. Maybe we will plant flowers and vegetables.)
- If productive, cue students to provide reasoning.
“Why do you think that?” (Responses will vary.)
- Tell students that they will soon find out.
- Commend students on their excellent work as researchers throughout the unit.

Meeting Students' Needs

- For students who may need additional support with auditory processing: Scaffold comprehension by recording student responses during the discussion for visual display. (MMR)

There are no new supporting materials for this lesson.

Lesson 14: Speaking and Listening: Preparing for Our Celebration of Learning



CCS Standards

- **W.2.8:** Recall information from experiences or gather information from provided sources to answer a question.
- **SL.2.1:** Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
- **SL.2.1a:** Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- **SL.2.4:** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.



Daily Learning Targets

- I can prepare for the Celebration of Learning by rehearsing the “Celebration of Learning” song and my narrative about fossils. (SL.2.1, SL.2.1a, SL.2.4)
- I can reflect on what I have learned during this module. (W.2.8, SL.2.1a)

Ongoing Assessment

- During Work Time B, consider using the Speaking and Listening Checklist to track new progress on speaking and listening standards as students participate in the Musical Mingle protocol (SL.2.1, SL.2.1a)

Agenda

1. Opening

A. Song and Movement: “Celebration of Learning” Song (10 minutes)

2. Work Time

A. Speaking and Listening: Practicing Reading Our Narratives (30 minutes)

B. Musical Mingle: Unit 3 Guiding Question (10 minutes)

3. Closing and Assessment

A. End of Module Reflection (10 minutes)

Teaching Notes

Purpose of lesson and alignment to standards:

- During the Opening and Work Time A, students prepare for the upcoming Celebration of Learning. Using the class-generated Performance Criteria anchor chart, students work on their presentation skills while they sing their “Celebration of Learning” song and practice reading their Narrative Booklets. (SL.2.4)

- In Work Time B and the Closing, students reflect on their learning (both content and skills) from the module. Students use the Musical Mingle protocol to reflect on the Unit 3 guiding question, “How do authors write compelling narratives?”

How this lesson builds on previous work:

- In the Opening, students revisit the Performance Criteria anchor chart that they were introduced to in Module 1. They use this chart to guide their practice of their song and of reading their Narrative Booklets.
- Throughout the module, students have reflected on their progress toward daily learning targets. During the Closing, they continue to reflect, providing increasingly specific examples of their progress.
- Continue to use Goal 1–3 Conversation Cues to promote productive and equitable conversation.

Areas in which students may need additional support:

- In Work Time A, students practice reading their Narrative Booklets aloud. For students who need support with a strong voice, give them a prop to pretend they are using a microphone to encourage them to speak louder.

Down the road:

- In Lesson 14, students participate in a celebration of learning with visitors. They will sing the “Celebration of Learning” song, read their Narrative Booklets, and present their exit tickets.

In advance:

- Pre-determine presentation groups of four or five students.
- Prepare:
 - Celebration of Learning Schedule anchor chart (see supporting materials).
 - Technology necessary for the Musical Mingle protocol in Work Time B.
- Review the Musical Mingle protocol. (Refer to the Classroom Protocols document for the full version of the protocol.)
- Post: Learning Targets, “Celebration of Learning” song, and applicable anchor charts (see materials list).
- Consider sending home a newsletter to remind families about the Celebration of Learning, or having students write letters inviting their families and other relevant guests to the Celebration of Learning.

Consider using an interactive white board or document camera to display lesson materials.

- Opening: If you recorded students singing the “Celebration of Learning” song in Lesson 11, play this recording for them to join in with.
- Work Time A: Record several students as they read their narratives aloud to listen to later to use as models for the group. Most devices (cellphones, tablets, laptop computers) come equipped with free video and audio recording apps or software.
- Work Time B: If you recorded students participating in the Musical Mingle protocol in Lesson 1, play this video for them to remind them of what to do.

Supporting English Language Learners

Supports guided in part by CA ELD Standards 2.I.A.1, 2.I.B.5, 2.I.C.9, and 2.I.C.10

Important points in the lesson itself

- The basic design of this lesson supports ELLs with opportunities to prepare for their upcoming Celebration of Learning by reviewing the schedule, practicing the Celebration Day song, and preparing to present their narrative booklets. Students also review and reflect on what they’ve learned over the course of the module. This preparation and reflection will serve to build confidence and lower anxiety levels as students anticipate sharing their learning with outside visitors during the next lesson.
- ELLs may find it challenging to master reading their narrative booklets in a way that meets the performance criteria. Support students by empowering them to ask their peers for help when they do not understand or need help reading. Offer opportunities for them to practice outside this lesson, and to hear models of presenting that meet the performance criteria.

Levels of support

For lighter support:

- Challenge students to paraphrase lesson questions for students who need heavier support and to serve as models for meeting the performance criteria for reading narratives.

For heavier support:

- Before the lesson, build students’ sense of safety and confidence by giving them opportunities to practice reading their narrative booklets aloud. Provide kind and helpful feedback about one or two aspects of the presentation that need improvement, and encourage them by highlighting the strengths of their presentation and celebrating all they have achieved.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** In this lesson, students reflect on learning from Unit 3. Some students may need additional support to recall the work they did in previous lessons. Scaffold memory and access of prior learning by listing the activities visually on chart paper or a white board.
- **Multiple Means of Action & Expression (MMAE):** During the Musical Mingle protocol, students share with partners in several rounds of questions. Some students may need support for effective strategy development as they plan and recall their thinking during the protocol.

Consider offering time for students to write or sketch their responses before sharing with a partner.

- **Multiple Means of Engagement (MME):** In this lesson, build a supportive environment to increase sustained engagement for all learners. During the Closing, give students specific, positive feedback on their effort and participation for the day. Foster a sense of community and provide options for physical action by inviting students to give themselves a special applause and pat on the back, and to “kiss” their brain.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

Review:

- rehearse, criteria, reflect (L)

Materials

- ✓ Performance Criteria anchor chart (begun in Module 1)
- ✓ “Celebration of Learning” song (from Lesson 11; one to display)
- ✓ Celebration of Learning Schedule anchor chart (new; teacher-created; see supporting materials)
- ✓ Narrative Booklets (completed in Lesson 13; one per student)
- ✓ Speaking and Listening Checklist (for teacher reference; see Assessment Overview and Resources)
- ✓ Musical Mingle Protocol anchor chart (begun in Lesson 1)
- ✓ Tools Paleontologists Use anchor chart (begun in Unit 1, Lesson 10)
- ✓ Paleontologist’s Actions, Thoughts, and Feelings anchor chart (begun in Lesson 2)
- ✓ Compelling Narrative about Discovering a Fossil anchor chart (begun in Lesson 6)
- ✓ End of Module Reflection sheet (one per student and one to display)

Opening

A. Song and Movement: “Celebration of Learning” Song (10 minutes)

- Gather students whole group.
- Direct students’ attention to the posted learning targets and read the first one aloud:
“I can prepare for the Celebration of Learning by rehearsing the ‘Celebration of Learning’ song and my narrative about fossils.”
- Call on a few volunteers to define *rehearse* (practicing for a show or performance).
- Remind students that they will be sharing their learning with visitors during the Celebration of Learning in the next lesson by singing their “Celebration of Learning” song and reading aloud their narrative.

- Display the **Performance Criteria anchor chart** and read the criteria aloud.
- Remind students that they used this list of criteria earlier in the year, when performing their Readers Theater scripts about schools. Emphasize that *criteria* is something people use as a guide or model to help them perform at their best.
- Using a total participation technique, invite responses from the group:

“How can we use the performance criteria to help us perform our ‘Celebration of Learning’ song?” (sing song with loud voices, sing with emotion and movement, sing one beat and together as a class)
- Direct students’ attention to the **“Celebration of Learning” song** and invite students to sing it once.
- Provide feedback based on the Performance Criteria anchor chart.
- Invite students to continue singing the song as time permits.

Meeting Students’ Needs

- When using total participation techniques, minimize discomfort or perceived threats and distractions by alerting individual students that you are going to call on them next. (MME)
- For ELLs: Consider quickly modeling each criterion on the Performance Criteria anchor chart for students. For example, model *I can speak loudly enough for the audience hear me* by reading a few lines of the Celebration Day song first in a quiet, retreating voice and then in a clear, appropriately loud and confident voice. Invite students to identify which version of the reading met the criterion. Alternatively, invite a few confident students to model each criterion for the rest of the class.
- For ELLs: Encourage students to act out the Celebration Day song as they sing.

Work Time

A. Speaking and Listening: Practicing Reading Our Narratives (30 minutes)

- Direct students’ attention to the **Celebration of Learning Schedule anchor chart** and read it aloud:
 - “Perform ‘Celebration of Learning’ song.”
 - “Present our narratives in small groups.”
 - “Invite guests to complete the Exit Ticket: Celebration of Learning!”
- Tell students that they will now get to work on meeting the performance criteria while they practice reading their narratives in small groups. Each group will give the reader some positive feedback by stating what they liked about the story.
- Distribute students’ **Narrative Booklets**.
- Invite students to take their Narrative Booklets and move to sit with their pre-determined group.
- Before groups begin, invite students to determine in which order they will read during the celebration.
- Once each group has established their order, invite students to begin practicing.

- Circulate to support students as they practice. Prompt them to use the Performance Criteria anchor chart as necessary. Remind students to give feedback to each reader about what they liked about the story. Consider using the **Speaking and Listening Checklist** to document students' progress toward SL.2.1a.

Meeting Students' Needs

- As students practice reading their narratives, help them anticipate and prepare for sharing by identifying which group member will share first. (Example: Provide students with index cards that designate the order for practice.) (MME)
- For ELLs: Create groups of varying levels of language proficiency. Ensure that less proficient students are grouped with more advanced or native language proficiency. If possible, consider grouping students who speak the same home language together and encourage them to interpret and comprehend the narratives together.
- For ELLs: Some students may be nervous or may still struggle with the skills necessary for reading their narrative. Consider allowing students to share in pairs rather than a small group to lower anxiety levels. Encourage students to ask their peers for help if they struggle with a part of the reading, and assure them that everyone is still learning and needs help with different skills. Remind them of the many ways they've grown as learners so far this year.

Work Time

B. Musical Mingle: Unit 3 Guiding Question (10 minutes)

- Transition students back to the whole group area.
- Direct students' attention to the posted learning targets and read the second one aloud:
"I can reflect on what I have learned during this module."
- Invite students to turn and talk to an elbow partner:
"What does it mean to reflect?" (to think about something deeply and carefully)
- Remind students that they have been working hard as authors to write a compelling narrative about discovering a fossil and they have learned many different ways to do so. Tell students they are going to use the Musical Mingle protocol to share answers for the Unit 3 Guiding Question. Remind them that they used this protocol in Lessons 1 and 10 in this unit, and review as necessary using the **Musical Mingle Protocol anchor chart**. (Refer to the Classroom Protocols document for the full version of the protocol.)
- Guide students through the protocol using the following prompt:
"How do authors write compelling narratives?" (Responses will vary, but may include: "Authors use details; Authors include a beginning, middle, and end; Authors revise their work to make it better.")
- When finished, invite students to thank their partner and have a seat at their workspace.

Meeting Students' Needs

- For ELLs: Check comprehension by asking students to summarize then personalize the learning target. Ask:
 - “Can you put the learning target in your own words?” (I can think about all I’ve learned during the module.)*
 - “How do you feel about the target?” (I feel excited because I have learned so much!)*
- For students who may need additional support sustaining effort and engagement during the protocol: Provide the prompt on an index card. (MMR, MME)

Closing and Assessment

A. End of Module Reflection (10 minutes)

- Share with students that they have learned so much; it is important for them to reflect all their new knowledge and skills!
- Display the **End of Module Reflection sheet** and read aloud the first prompt:
 - “Look at the anchor charts around the room. Think about the books we have read together. What have you learned to do as a student while learning about paleontologists and fossils?”*
- Model looking at different resources around the room and thinking aloud about what students have learned and done:
 - “I heard a close read-aloud of Stone Girl, Bone Girl, and I learned how to figure out how a character responds to an event. I also did an experiment with impressions and I learned how to make inferences using my observations.”*
- Invite students to turn and talk with an elbow partner:
 - “What have you learned to do as a student while learning about paleontologists and fossils?” (Responses will vary.)*
- As students share, circulate and refer them to the **Tools Paleontologists Use anchor chart**, **Paleontologist’s Actions, Thoughts, and Feelings anchor chart**, and **Compelling Narrative about Discovering a Fossil anchor chart** as needed.
- Distribute the End of Module Reflection sheets and invite students to complete the first prompt.
- When 3 minutes remain, refocus whole group. Follow the same steps to guide students through completing the second prompt:
 - Read the prompt aloud: “How will you use what you have learned to help you learn in the future?”
 - Model and think aloud about how to respond to the prompt.
 - Invite students to respond to the prompt.
- Refocus whole group and invite students to give a cheer if they are ready to present all of their learning to their visitors in tomorrow’s lesson!

Meeting Students' Needs

- To vary the options for expression as students record their reflections, offer an option for verbal response. (Example: Invite students to dictate their reflections.) (MMAE)
- For ELLs: Help jog students' memories about all they have learned by inviting them to close their eyes and visualize the various texts they read and activities they participated in during the module. Encourage them to sketch what they visualized on a piece of scratch paper and then share their sketch with an elbow partner.
- For ELLs: Display, repeat, and rephrase the question. Ask:
“What have you learned to do as a student while learning about paleontologists and fossils?”
- Rephrase the question:
What is one thing you learned to do in this module?”

Lesson 15: Celebrating Our Work: Sharing What We Learned with Others



CCS Standards

- **SL.2.1:** Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
- **SL.2.1a:** Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- **SL.2.4:** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.



Daily Learning Targets

- I can present my learning about fossils and paleontologists to visitors at our Celebration of Learning. (SL.2.4)
- I can reflect on what I have learned during this module. (SL.2.1, SL.2.1a)

Ongoing Assessment

Agenda

1. Opening

- B. Engaging the Learner: Reviewing Our Celebration of Learning and Criteria (15 minutes)

3. Work Time

- A. Celebration of Learning: Sharing Our Narratives and Exit Tickets (35 minutes)

2. Closing and Assessment

- A. Reflecting on Learning (10 minutes)

Teaching Notes

Purpose of lesson and alignment to standards:

- In this lesson, students share their Narrative Booklets with visitors during Work Time A. This time is meant to be a celebration, but also an opportunity for students to practice their speaking and listening skills as they share their learning. (SL.2.1a, SL.2.4)

How this lesson builds on previous work:

- This culminating lesson celebrates students' learning about fossils and paleontologists, and the creation of their Narrative Booklets.
- In previous lessons, students went through the narrative writing process by planning, drafting, and revising their Narrative Booklets. In this lesson, they present their Narrative Booklets and read their work to their classmates and visitors.

- In Lesson 14, students reflected on the content learned in this unit around the Unit 3 guiding question: “How do authors write compelling narratives?” and reflected on the knowledge skills they have gained from the module. This lesson concludes their reflection as students look at their use of habits of character.
- Continue to use Goal 1–3 Conversation Cues to promote productive and equitable conversation.

Areas in which students may need additional support:

- During Work Time A, some students may need additional support when sharing their booklets. Because each group is self-facilitated, consider periodically checking with each group to ensure that the process is moving smoothly.
- Some students may become bashful or nervous as they present their work publicly. Encourage them to do their best and remind them that making mistakes is part of the process, and that they will get better at presenting the more they try (growth mindset). Avoid forcing students to participate if they are uncomfortable.

Down the road:

- This is the final lesson of this module. Students will continue to build their speaking and listening skills as they engage in classroom discussions in future modules.

In advance:

- Confirm where the Celebration of Learning will be held and visitors’ attendance.
- Record the whole group singing the _____ song and post it on a teacher webpage or on a portfolio app like Seesaw (<http://web.seesaw.me>) for students to listen to at home with families. Most devices (cell phones, tablets, laptop computers) come equipped with free video and audio recording apps or software.
- Pre-distribute Exit Tickets: Celebration of Learning and Narrative Booklets to designated areas around the room to ensure a smooth transition to Work Time A.
- Post: Learning targets, “Celebration of Learning” song, and applicable anchor charts (see materials list).

Technology & Multimedia

Consider using an interactive white board or document camera to display lesson materials.

- Record students as they present their Narrative Booklets and post it on a teacher webpage or on a portfolio app like Seesaw (<http://web.seesaw.me>) for students to listen to at home with families. Most devices (cell phones, tablets, laptop computers) come equipped with free video and audio recording apps or software..

Supporting English Language Learners

Supports guided in part by CA ELD Standards 2.I.A.1, 2.I.B.5, and 2.I.C.9

Important points in the lesson itself

- The basic design of this lesson supports ELLs with opportunities to present their learning about a topic to an authentic audience, to reflect on ways they have grown as learners over the course of the module, and to take risks in reading and speaking while seeking the support they need.
- ELLs may feel nervous about performing for visitors; some may still struggle with reading and speaking in the language itself. Support students by providing them with choice about which group they will present to, and empower them to ask their peers for help when they do not understand or need help reading.

Levels of support

For lighter support:

- During Work Time A, challenge students to partner read narratives with students who need heavier support.
- Encourage students to use Conversation Cues with other students to extend and deepen conversations, think with others, and enhance language development.

For heavier support:

- During Work Time A, support students by allowing them to partner read their narratives with students of more advanced language proficiency.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** When sharing and celebrating culminating work with visitors, it is important to also document the group's learning processes. You can highlight aspects of the learning and writing process that were important in this unit by explaining verbally and/or by displaying photo documentation with captions that describe how students learned about fossils and paleontologists.
- **Multiple Means of Action & Expression (MMAE):** During this lesson, some students may benefit from sensory input and opportunities for movement while they are sitting. Provide options for differentiated seating (e.g., sitting on a gym ball, a move-and-sit cushion, or a chair with a resistive elastic band wrapped around the legs).
- **Multiple Means of Engagement (MME):** While holding high expectations is important, be aware that sometimes these expectations can raise student anxiety. Emphasize the importance of process and effort by discussing how sharing narratives is a proud moment in which to share students' learning with visitors.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

Review:

- reflect (L)
2017 version

Materials

- ✓ Celebration of Learning Schedule anchor chart (from Lesson 14)
- ✓ Performance Criteria anchor chart (begun in Module 1)
- ✓ “Celebration of Learning” song (from Lesson 11; one to display)
- ✓ Narrative Booklets (completed in Lesson 13; one per student)
- ✓ Exit Ticket: Celebration of Learning (completed in Lesson 13; one per student)
- ✓ Working to Become Effective Learners anchor chart (begun in Module 1)

Opening

A. Engaging the Learner: Reviewing Our Celebration of Learning and Criteria (15 minutes)

- Gather students together whole group.
- Direct students’ attention to the posted learning targets and read the first one aloud:
“I can present my learning about fossils and paleontologists to visitors at our Celebration of Learning.”
- Using a total participation technique, invite responses from the group:
“What work, specifically, will we present to the visitors?” (Narrative Booklets, “Celebration of Learning” song, Exit Ticket: Celebration of Learning)
- Remind students how they prepared in the previous lesson. Tell them that, in just a moment, their visitors will come in, and students will present their learning.
- Focus students’ attention on the **Celebration of Learning Schedule anchor chart** and read the bullets aloud:
 1. “Perform the ‘Celebration of Learning’ song.”
 2. “Present our narratives in small groups.”
 3. “Invite guests to complete the Exit Ticket: Celebration of Learning.”
- Direct students’ attention to the **Performance Criteria anchor chart** and quickly review it.
- Using a total participation technique, invite responses from the group:
“Can you name some criteria for our presentations?” (I can speak loudly enough for the audience to hear me. I can read smoothly and with emotion. I can listen to others to keep track of my turn.)
- With excitement, ask students to give air high-fives if they feel ready to present their work.
- Gather students and visitors together in the whole group area.
- Direct all students’ attention to the “Celebration of Learning” song.
- Say:
“We learned a special song to help our brains get ready and get excited about learning about fossils. See if you can follow along and try some of the motions.”
- Invite students to perform the “Celebration of Learning” song.
- After performing the song, post feedback sentence starters on the board and read them aloud:
 - “I liked how you ____.”
 - “I learned that ____.”

- Tell visitors that the class is going to sing the song again and, as they listen, you would like them to think about what they like about the song or what they learned.
- Invite the class to perform the song again.
- Invite a few visitors to share what they liked about the song or what they learned from the song using the sentence frames with the class.
- Invite visitors to give the class a round of applause for their song!

Meeting Students' Needs

- Provide differentiated mentors by seating students who may be more confident reading and singing aloud near students who may not feel as confident. (MMAE)
- For ELLs: Consider inviting students to turn to an elbow partner and briefly discuss how the criteria on the Performance Criteria anchor chart help make a good presentation. Ask:

“Why is it important to [speak loudly enough for the audience to hear]?”
- For ELLs: Some students may feel nervous about presenting their narrative booklets to visitors. If students are hesitant or bashful to share, encourage them, but refrain from forcing them to present.
- For ELLs: Help put students at ease by briefly introducing the visitors and identifying them according to their roles within the community (for example, visitors who work at the school, teachers, other students, family members).

Work Time

A. Celebration of Learning: Sharing Our Narratives and Exit Tickets (35 minutes)

- Point to the Celebration of Learning Schedule anchor chart and share with visitors that now students will share some personal work with them in small groups around the room.
- Point out that the **Narrative Booklets** and **Exit Ticket: Celebration of Learning** have been placed in students' group's designated areas around the room.
- Invite students to move to their designated areas.
- Invite visitors to follow their students or split them evenly among the groups.
- Remind students:
 - To refer to the Performance Criteria anchor chart as they present their booklets.
 - That they determined an order for reading their Narrative Booklets in yesterday's lesson. (Give students 30 second to agree on this order again.)
- Invite visitors to listen carefully, and to be prepared to share what they liked and what they learned using the sentence frames on the board after each student reads.
- Invite students to take turns reading their booklets to their audience.
- After all students have shared, invite groups to thank their visitors for listening so attentively and providing such specific feedback.
- Share with students that they now will give one visitor in their group their exit ticket.
- Invite students to explain to their visitors what an exit ticket is and some of the strategies they have learned to solve a selected response question.

- Give visitors 1 minute to answer the question on the exit ticket.
- After 1 minute, encourage students to share the correct answers with their visitors.
- Prompt students to say goodbye and thank their visitors as they leave.
- Invite students to help collect materials from around the room before moving on.

Meeting Students' Needs

- For ELLs: During the presentation, encourage ELLs to seek peer support if they feel stuck or need help reading.

Closing and Assessment

A. Reflecting on Learning (10 minutes)

- Refocus whole group.
- If productive, cue students to think about their thinking:
“How does our Celebration of Learning add to your understanding of what paleontologists do and how authors write compelling narratives? I’ll give you time to think and discuss with a partner.” (Responses will vary.)
- Emphasize to students the importance of the work and research they have completed throughout the unit. Invite students to join in a big round of applause in honor of this work!
- Direct students’ attention to the posted learning targets and chorally read the second one aloud:
“I can reflect on what I have learned during this module.”
- Using a total participation technique, invite responses from the group:
“Looking at the learning target, what do remember about reflect?” (to think about something deeply and carefully)
- Remind students that reflection is an important part of learning because it helps them remember what they learned and sometimes to think about it in a new way.
- Tell students that yesterday they reflected on all they had learned and how their literacy skills are growing. Today they are going to reflect on how they are growing as people and learners, thinking about the habits of character they have practiced and developed during this module.
- Direct students’ attention to the **Working to Become Effective Learners anchor chart**.
- Tell students they are now going to use the Thumb-O-Meter protocol to reflect on their ability to show responsibility. Remind students that they used this protocol in Lesson 9 and review as necessary. (Refer to the Classroom Protocols document for the full version of the protocol.)
- Read the following prompt aloud and invite students to show you a thumbs-up, -down or -sideways:
“How well did you show responsibility?”

- Invite students to turn and talk with an elbow partner about their responses.
- Continue this same process so students reflect on their use of each habit of character listed on the Working to Become Effective Learners anchor chart.
- When students are done, remind them that they will have plenty of time to keep practicing their habits of character in the next module!

Meeting Students' Needs

- To connect the habits of character on the Working to Become Effective Learners anchor chart to concrete experiences, consider printing and displaying photographs of students demonstrating each habit of character (collaboration, initiative, responsibility, and perseverance). (MMR, MME)
- For ELLs: Take a moment to encourage students by acknowledging and explicitly pointing out the achievements of ELLs. Make a point to name areas in which students have improved, especially those who may have struggled.

There are no supporting materials for this lesson.