

Grade 2: Module 2

Unit 3: Overview

2017 version

Unit 3: Writing Narratives: Becoming Paleontologists

In Unit 3, students shift from learning about fossils to taking on the role of being paleontologists from a narrative perspective. They do this primarily through the creation of their performance task: a narrative that captures the moment they discover a fossil as a paleontologist. Students begin the unit by reading *The Big Dinosaur Dig* by Esther Ripley, and portions of this book serve as a mentor text for narrative writing. Students work toward answering the unit guiding question, “How do writers tell compelling stories?” as they analyze the different techniques that Esther Ripley uses in her writing. Students then hone their narrative writing skills by writing a narrative from the point of view of Josh, the paleontologist in *The Big Dinosaur Dig*.

This narrative serves as scaffolding to prepare students for the unit assessment, a two-part assessment that also serves as part of the performance task for this module. For the unit assessment, students choose a picture of an interesting fossil and craft their own narratives of the moment they discovered this fossil. For Part I of the assessment, they draft their narrative, and in Part II, they revise it based on teacher feedback. Students then complete their performance task by adding detailed drawings to the beginning, middle, and end of their narratives (**W.2.3, W.2.5, L.2.1d** and **L.2.2**).



Guiding Questions and Big Ideas

How do authors write compelling narratives?

- Writers use various writing techniques to tell compelling stories.

The 4 T's

TOPIC	TASK
Learning about narratives	Students write a narrative from the point of a view of a paleontologist about the moment they discovered a fossil.
TARGETS	TEXT
CCSS explicitly taught and assessed: W.2.3, W.2.5, L.2.1d and L.2.2 .	<i>The Big Dinosaur Dig</i>

Unit 3 Assessment

Writing a Narrative about Discovering a Fossil

This assessment centers on **W.2.3**, **W.2.5**, **L.2.1d**, and **L.2.2**. The Unit 3 Assessment has two parts. For Part I, students produce a draft of a narrative from the perspective of a paleontologist about the moment they discovered a fossil. For Part II, students make specific revisions and edits to their narrative based on teacher suggestions.

Assessment Checklists

Throughout this unit, teachers use the Narrative Writing Checklist to gather data on students' progress on **W.2.3** and **L.2.2** (see Assessment Overview and Resources).

Throughout this unit, teachers also use the Language Checklist to track students' progress toward standard **L.2.1d** (see Assessment Overview and Resources).

Habits of Character

Social-Emotional Learning Focus

Central to EL Education curriculum is a focus on “habits of character” and social-emotional learning. Students work to become effective learners, developing mindsets and skills for success in college, career, and life (e.g., initiative, responsibility, perseverance, collaboration); work to become ethical people, treating others well and standing up for what is right (e.g., empathy, integrity, respect, compassion); and work to contribute to a better world, putting their learning to use to improve communities (e.g., citizenship, service).

In Unit 3, students work to become effective learners: develop the mindsets and skills for success in college, career, and life. Throughout Unit 3, students engage with the four habits of character: initiative, responsibility, perseverance, and collaboration. In the first part of the unit, students are invited to reflect on how the character Josh from *The Big Dinosaur Dig* uses these habits of character during different parts of the story. As students craft their narratives, they are encouraged to use collaboration as they work with their writing partners, and perseverance to revise and edit their narratives.

 **Unit-at-a-Glance**

This unit is approximately 3 weeks or 15 sessions of instruction.

Lesson and CCSS	Agenda	Daily Learning Targets	Ongoing Assessment	Anchor Charts & Protocols
<p>Lesson 1</p> <p>RL.2.1, SL.2.1, SL.2.1a, SL.2.1b</p>	<p>Reading and Speaking: Revisiting a Paleontologist's Work</p> <p>1. Opening A. Engaging the Learner: Mystery Journal Entry #3 (15 minutes)</p> <p>2. Work Time A. Reading Aloud: <i>The Big Dinosaur Dig</i>, Pages 4–25 (15 minutes) B. Musical Mingle: Reviewing What We Have Learned about Paleontologists (20 minutes)</p> <p>3. Closing and Assessment A. Think-Pair-Share: Working to Become Effective Learners (10 minutes)</p>	<ul style="list-style-type: none"> I can answer questions about paleontologists using key details in the text <i>The Big Dinosaur Dig</i>. (RL.2.1) I can use discussion norms to participate in a discussion about paleontologists. (SL.2.1, SL.2.1a, SL.2.1b) 	<ul style="list-style-type: none"> Monitor students' use of discussion norms and comprehension of the text throughout the protocols in the lesson. 	<ul style="list-style-type: none"> Unit 3 Guiding Questions anchor chart Tools Paleontologists Use anchor chart Famous Paleontologists anchor chart Musical Mingle protocol Musical Mingle Protocol anchor chart Working to Become Effective Learners anchor chart
<p>Lesson 2</p> <p>L.2.1, L.2.1d, L.2.1f, RL.2.1, RL.2.3, RL.2.5, W.2.3</p>	<p>Reading, Writing, and Speaking: Major Events in the The Big Dinosaur Dig</p> <p>1. Opening A. Developing Language: Irregular Past-tense Verbs in "I Found a Baby Dinosaur," Version 1 (10 minutes)</p> <p>2. Work Time A. Focused Read-aloud: <i>The Big Dinosaur Dig</i>, Pages 26–29 (20 minutes) B. Developing Language: Action Verbs (25 minutes)</p> <p>3. Closing and Assessment A. Think-Pair-Share: Initiative and Perseverance (5 minutes)</p>	<ul style="list-style-type: none"> I can describe characters' actions in the text <i>The Big Dinosaur Dig</i>. (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) 	<ul style="list-style-type: none"> Use the Language Checklist to monitor student progress on L standards. Listen into discussions for students to use descriptive language. 	<ul style="list-style-type: none"> Irregular Past-Tense Verbs anchor chart Narrative Planner: <i>The Big Dinosaur Dig</i> anchor chart Paleontologists' Actions, Feelings, and Thoughts anchor chart Working to Become Effective Learners anchor chart
<p>Lesson 3</p> <p>L.2.1, L.2.1d, RL.2.3, W.2.3</p>	<p>Reading, Writing, Speaking: Characters' Responses in The Big Dinosaur Dig</p> <p>1. Opening A. Developing Language: Irregular Past-tense Verbs in "I Found a Baby Dinosaur," Version 2 (10 minutes)</p> <p>2. Work Time A. Focused Read-aloud: <i>The Big Dinosaur Dig</i>, Pages 26–29 (20 minutes) B. Developing Language: Characters' Thoughts and Feelings (25 minutes)</p> <p>3. Closing and Assessment A. Think-Pair-Share: Collaboration and Responsibility (5 minutes)</p>	<ul style="list-style-type: none"> I can describe characters' responses to the major event in the text <i>The Big Dinosaur Dig</i>. (RL.2.3) I can write sentences to describe a paleontologist's responses to a major event. (W.2.3) 	<ul style="list-style-type: none"> Use the Language Checklist to monitor progress on L standards. Listen in on discussions for students to use descriptive language. 	<ul style="list-style-type: none"> Irregular Past-Tense Verbs anchor chart Narrative Planner: <i>The Big Dinosaur Dig</i> anchor chart Paleontologists' Actions, Feelings, and Thoughts anchor chart Working to Become Effective Learners anchor chart

Lesson and CCSS	Agenda	Daily Learning Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 4 RL.2.4, W.2.3, L.2.1, L.2.1d,	Reading and Speaking: Sequencing and Temporal Words in The Big Dinosaur Dig 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: <i>The Big Dinosaur Dig</i> , Pages 27–28 (15 minutes) B. Developing Language: Temporal Words (25 minutes) 3. Closing and Assessment A. Exit Ticket: Selected Response #6 (10 minutes)	<ul style="list-style-type: none"> I can identify temporal words in the text <i>The Big Dinosaur Dig</i>. (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) 	<ul style="list-style-type: none"> Use the Language Checklist to monitor progress on L standards. Check for understanding and application of temporal words. 	<ul style="list-style-type: none"> Irregular Past-Tense Verbs anchor chart Narrative Planner: <i>The Big Dinosaur Dig</i> anchor chart Temporal Words anchor chart Strategies for Answering Selected Response Questions anchor chart
Lesson 5 RL 2.1, RL.2.3, W.2.3, SL.2.1, SL.2.1a, SL.2.1b, L.2.1, L.2.1d	Reading and Speaking: Role-Play and Analyzing a Narrative Writing Model 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: <i>The Big Dinosaur Dig</i> , 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)	<ul style="list-style-type: none"> I can show characters’ actions and feelings by role-playing excerpts from the text <i>The Big Dinosaur Dig</i>. (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) 	<ul style="list-style-type: none"> Assess students’ progress on L.2.1d in the Opening. 	<ul style="list-style-type: none"> Irregular Past-Tense Verbs anchor chart Role-Play Protocol anchor chart Compelling Narrative about Discovering a Fossil anchor chart Narrative Planner: <i>The Big Dinosaur Dig</i> anchor chart Back-to-Back and Face-to-Face Protocol anchor chart
Lesson 6 W.2.3, W.2.5, SL.2.1, SL.2.1a, L.2.1d, L.2.6	Narrative Writing: Drafting the Beginning of My Narrative as Josh 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)	<ul style="list-style-type: none"> I can draft the beginning of my narrative based on Josh’s experience in <i>The Big Dinosaur Dig</i>. (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) 	<ul style="list-style-type: none"> Monitor student progress on writing skills using the Narrative Writing Checklist. 	<ul style="list-style-type: none"> Writing Partners anchor chart Narrative Planner: <i>The Big Dinosaur Dig</i> anchor chart Compelling Narrative about Discovering a Fossil anchor chart Irregular Past-Tense Verbs anchor chart Pinky Partners Protocol anchor chart

Fossils Tell of Earth's Changes

Lesson and CCSS	Agenda	Daily Learning Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 7 W.2.3, W.2.5, SL.2.1, SL.2.1a L.2.1d, L.2.6	Narrative Writing: Drafting the Middle of My Narrative as Josh 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)	<ul style="list-style-type: none"> I can draft the middle of my narrative based on Josh's experiences in <i>The Big Dinosaur Dig</i>. (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) 	<ul style="list-style-type: none"> Monitor student progress on writing skills using the Narrative Writing Checklist. 	<ul style="list-style-type: none"> Compelling Narrative about Discovering a Fossil anchor chart Paleontologists' Actions, Thoughts, and Feelings anchor chart Irregular Past-Tense Verbs anchor chart
Lesson 8 W.2.3, W.2.5, SL.2.1, SL.2.1a L.2.1d, L.2.6	Narrative Writing: Drafting the End of My Narrative as Josh 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)	<ul style="list-style-type: none"> I can draft the end of my narrative based on Josh's experiences from <i>The Big Dinosaur Dig</i>. (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) 	<ul style="list-style-type: none"> Monitor student progress on writing skills using the Narrative Writing Checklist. 	<ul style="list-style-type: none"> Compelling Narrative about Discovering a Fossil anchor chart Irregular Past-Tense Verbs anchor chart
Lesson 9 W.2.3, W.2.5, SL.2.1, SL.2.1a L.2.1d, L.2.6	Narrative Writing: Revising and Editing Using a Checklist 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)	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> Use the W.2.5 Revising and Editing Rubric to gather data on the standard. 	<ul style="list-style-type: none"> Working to Become Effective Learners anchor chart A Compelling Narrative about Discovering a Fossil anchor chart Irregular Past-Tense Verbs anchor chart

Lesson and CCSS	Agenda	Daily Learning Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 10 W.2.3, L.2.1d, L.2.6	Preparing for the Unit 3 Assessment: Planning a New Narrative 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)	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> During Work Time B, use the Narrative Writing Checklist to document students' progress toward W.2.3 and L.2.2 	<ul style="list-style-type: none"> Musical Mingle Protocol anchor chart Tools Paleontologists Use anchor chart Paleontologists' Actions, Thoughts, and Feelings anchor chart A Compelling Narrative about Discovering a Fossil anchor chart Back-to-Back and Face-to-Face Protocol anchor chart
Lesson 11 W.2.3, SL.2.5, L.2.1d, L.2.6	Unit 3 Assessment, Part I: Drafting a New Narrative 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)	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> Use the Narrative Writing Rubric to mark progress on W.2.3. 	<ul style="list-style-type: none"> Compelling Narrative about Discovering a Fossil anchor chart Working to Become Effective Learners anchor chart
Lesson 12 W.2.5, SL.2.5, L.2.1d, L.2.6	Unit 3 Assessment, Part II: Revising and Editing a New Narrative 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)	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> Use the W.2.5 Revising and Editing Rubric to gather data on the standard. 	<ul style="list-style-type: none"> Compelling Narrative about Discovering a Fossil anchor chart

Fossils Tell of Earth's Changes

Lesson and CCSS	Agenda	Daily Learning Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 13 W.2.8, SL.2.1, SL.2.1a, SL.2.5	Writing and Drawing: Preparing to Share Our Learning 1. Opening A. Song and Movement: “Celebration of Learning” Song (5 minutes) 2. Work Time A. Mini Lesson: Adding Careful and Accurate Color (10 minutes) B. Independent Drawing: Adding Careful and Accurate Color (15 minutes) C. Engaging the Learner: Making an Exit Ticket for the Celebration of Learning (25 minutes) 3. Closing and Assessment A. Exit Tickets: Creating the Final Product (5 minutes)	<ul style="list-style-type: none"> I can illustrate my narrative using careful and accurate colors. (SL.2.5) I can ask questions for visitors to use during our Celebration of Learning Day using what I have learned from this module. (W.2.8, SL.2.1, SL.2.1a) 	<ul style="list-style-type: none"> Circulate during the independent work and conversations during Work Time C to check on comprehension and content understanding. 	<ul style="list-style-type: none"> Paleontologist Question anchor chart Fossil Question anchor chart
Lesson 14 W.2.8, SL.2.1, SL.2.1a, SL.2.4	Speaking and Listening: Preparing for Our Celebration of Learning 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)	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> Follow up on student progress of speaking and listening standards by using the Speaking and Listening Checklist from Module 1. 	<ul style="list-style-type: none"> Performance Criteria anchor chart Celebration of Learning Schedule anchor chart Musical Mingle Protocol anchor chart Tools Paleontologists Use anchor chart A Compelling Narrative about Discovering a Fossil anchor chart
Lesson 15 SL.2.1, SL.2.1a, SL.2.4	Celebrating Our Work: Sharing What We Learned with Others 1. Opening A. Engaging the Learner: Reviewing Our Celebration of Learning and Criteria (15 minutes) 2. Work Time A. Celebration of Learning: Sharing Our Narratives and Exit Tickets (35 minutes) 3. Closing and Assessment A. Reflecting on Learning (10 minutes)	<ul style="list-style-type: none"> 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) 		<ul style="list-style-type: none"> Performance Criteria anchor chart Celebration of Learning Schedule anchor chart Working to Become Effective Learners anchor chart

Accountable Independent Reading

The ability to read and comprehend text is the heart of literacy instruction. Comprehension is taught, reinforced, and assessed across all three components of this primary curriculum: module lessons, Labs, and the Reading Foundations Skills Block (see Module Overview).

For Unit 3, during the independent reading in the Skills block, reinforce the comprehension skills and standards that students are practicing during the Literacy block:

- **RL.2.3:** Describe how characters in a story respond to major events and challenges.
 - Invite students to use sticky notes in their books to indicate when and how a character has responded to a challenge. Students can also indicate how a character is responding (actions, thoughts, feelings, etc.).

Supporting English Language Learners

Whereas the Meeting Students' Needs column in each lesson contains support for both ELLs and Universal Design for Learning (UDL), ELLs have unique needs that cannot always be met with UDL support. According to federal guidelines, ELLs must be given access to the curriculum with appropriate supports, such as those that are identified for ELLs in the Meeting Students' Needs column.

- **Prioritize lessons for classrooms with many ELLs:** Consider prioritizing and expanding instruction in Lessons 2–9 to support comprehension of the text, *The Big Dinosaur Dig*, and in preparation for the assessment in Lessons 11–12. The assessment draws on the processes introduced in Lessons 2–9, including describing actions, describing responses to events, using temporal words and irregular past tense, and planning, drafting, revising, and editing the three sections of a narrative. If necessary, consider condensing Lessons 13–15, thus placing less emphasis on celebration and presentation and more on reading and writing skills.
- **Language Dives:** This unit includes only optional Mini Language Dives for ELLs. To maximize language practice and accommodate time, consider dividing or reviewing each Language Dive over multiple lessons. Beginning in Module 2 and going forward, create a “Language Chunk Wall”—an area in the classroom where students can display and categorize the academic phrases discussed in the Language Dive. At the end of each Language Dive, students are invited to place the Language Dive sentence strip chunks on the Language Chunk Wall into corresponding categories, such as “Nouns and noun phrases” or “Linking language.” Consider color-coding each category. Examples: blue for nouns and subjects; purple for pronouns; red for predicates and verbs; yellow for adjectives; and green for adverbs. See each Language Dive for suggested categories. Students can then refer to the wall during subsequent speaking and writing tasks. For more information on Language Dives, refer to the Supporting English Language Learners Guidance and Appendix.
- **Goals 1-3 Conversation Cues:** Continue to encourage productive and equitable conversation with Goal 1–3 Conversation Cues, which are questions teachers can ask students to help achieve four goals: (Goal 1) encourage all students to talk and be understood; (Goal 2) listen carefully to one another and seek to understand; (Goal 3) deepen thinking; and (Goal 4) think with others to expand the conversation (adapted from Michaels, Sarah and O’Connor,

Cathy. *Talk Science Primer*. Cambridge, MA: TERC, 2012. http://inquiryproject.terc.edu/shared/pd/TalkScience_Primer.pdf. Based on Chapin, S., O'Connor, C., and Anderson, N. [2009]. *Classroom Discussions: Using Math Talk to Help Students Learn, Grades K–6*. Second Edition. Sausalito, CA: Math Solutions Publications). Refer to the Appendix for the complete set of cues. Goal 3 Conversation Cues are introduced in Unit 2, Lesson 1. Heightened language processing and development is a primary potential benefit for ELLs.

- **Diversity and inclusion:** Investigate the routines, practices, rituals, beliefs, norms, and experiences that are important to ELLs and their families. Integrate this background into the classroom as students explore informational texts taking place across different cultures and countries. Consider supplementing the text, *The Big Dinosaur Dig*, with stories from international paleontologists from different backgrounds. Consult with a guidance counselor, school social worker, or ESL teacher for further investigation of diversity and inclusion concerns.
- **Strategic grouping:** As students are invited to pair up for various tasks and protocols, seriously consider matching ELLs to a partner who has greater language proficiency. The conversations that happen as a result of such strategic grouping will greatly serve the language development of both partners.
- **Writing and collaboration:** Beginning in Lesson 5, students will have several opportunities to synthesize their learning from informational texts and share their thinking with a partner before writing. They will be exposed to explicit conversation about the U.S. writing format and process, including beginning, middle, end, planning, drafting, giving feedback, revising, and editing. This interaction is beneficial not only because ELLs will have the opportunity to better understand U.S. writing conventions, but also because the conversations allow them opportunities to negotiate their ideas with a peer (another ELL or a native speaker), helping both partners adjust their language to make sure they are understood. It may be difficult for students to write independently after working closely with a partner. If there are students who speak the same home language, consider grouping them together and allowing them to discuss their learning first in their home language, then in English. They can also note similarities between the U.S. conventions and those of their country of origin.
- **Irregular past tense and temporal words:** Students can learn the various irregular past-tense forms of common verbs, as well as select temporal words, as part of their efforts to retell stories and write past-tense narratives. Invite students to compare and contrast their home language systems with the English past-tense system and the English system of cohesion through temporal words. Explain how important both irregular past-tense and temporal words are in producing classroom English that is both appropriate and clear to the listener and reader. See the lessons, beginning with Lesson 2, for specific supports for irregular past-tense and temporal words.
- **Celebration:** Celebrate the courage, enthusiasm, diversity, and bilingual skills that ELLs bring to the classroom.

Preparation and Materials

For basic lesson preparation, refer to the materials list and Teaching Notes in each lesson. The following are unusual materials that may take more time or effort to organize or prepare.

- Lesson 1: Mystery Journal Entry 3 and Photo Clues #1, #2, #3
- Lesson 4: Prepare temporal words card sets
- Lesson 6: Assign writing partners
- Lesson 7: Word ball with attached words for the Volley for Vocabulary protocol
- Lesson 9: Revising and Editing Checklists for each student based on his or her narrative writing
- Lesson 10: Fossil photos for assessment writing
- Lesson 12: Revising and Editing Checklists for each student based on his or her narrative writing, Prepare Guest invitations for Celebration of Learning