

## Lesson 5: Close Read-aloud, Session 4: *Stone Girl, Bone Girl*, Pages 9–14



### 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.2.2:** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- **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.
- **RL.2.7:** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- **W.2.8:** Recall information from experiences or gather information from provided sources to answer a question.
- **SL.2.2:** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.



### Daily Learning Targets

- I can use details in the text to comprehend the story *Stone Girl, Bone Girl*. (RL.2.1, RL.2.3, RL.2.7, W.2.8)
- I can retell the middle of *Stone Girl, Bone Girl* using important details about events and characters. (RL.2.2, RL.2.5, SL.2.2)

### Ongoing Assessment

- During Work Time A and the Closing, use the Reading Literature Checklist (RL.2.1, RL.2.2, RL.2.3, RL.2.5, RL.2.7, SL.2.2) to track students' progress toward these reading standards (see Assessment Overview and Resources).
- During Work Time A, use the Speaking and Listening Checklist to track students' progress.

### Agenda

#### 1. Opening

- A. Poem and Movement: "She Sells Seashells" (5 minutes)

#### 2. Work Time

- A. Close Read-aloud, Session 4: *Stone Girl, Bone Girl*, Pages 9–14 (30 minutes)
- B. Speaking and Listening: Retelling the Middle (10 minutes)
- C. Writing in Response to Text: A Character's Response (10 minutes)

#### 3. Closing and Assessment

- A. Reflecting on Learning (5 minutes)

## Teaching Notes

### Purpose of lesson and alignment to standards:

- This is the fourth of six lessons in a series of close read-alouds of the text *Stone Girl, Bone Girl*. In this lesson, students listen to a series of important events in the book, including meeting the Philpot sisters, exploring the Philpot sisters' house, and Pepper's death. Students also Language Dive to better understand fossils and retelling past events. (RL.2.1, RL.2.2, RL.2.3, RL.2.5, RL.2.7)
- During the close read-aloud, students participate in a Language Dive conversation that guides them through the meaning of a sentence from *Stone Girl, Bone Girl*. The conversation invites students to unpack complex syntax—or “academic phrases”—as a necessary component of building both literacy and habits of mind. The sentence was chosen for its use of regular and irregular past tense verbs and for its connection to current and future content. Students then apply their understanding of the structure and meaning of this sentence when thinking about the Unit 1 guiding question, “What do paleontologists do?” and in retelling using regular and irregular past tense verbs in preparation for the Unit 1 Assessment. Invite students to discuss each chunk briefly, but slow down to focus on the highlighted structure that the fossils were the remains.
- In Work Time B, students practice orally retelling a portion of the middle of the book to build mastery toward SL.2.2, RL.2.2, and RL.2.5. Students continue to practice retelling in preparation for the Unit 1 Assessment.
- In Work Time C, students complete written answers after listening to a portion of the text read aloud. The writing focuses on an event (Pepper's death) and Mother's response to that event (selling their goods). This writing exercise reinforces student understanding of character response in a text. (W.2.8)

### How this lesson builds on previous work:

- This lesson follows a similar routine and pattern to Lessons 3–4.
- Students continue practicing important skills (retelling, selected response questions) to build confidence in preparation for the Unit 1 Assessment.
- Continue to use Goal 1 and 2 Conversation Cues to promote productive and equitable conversation.

### Down the road:

- In this lesson, students orally practice retelling all the many events from the middle of the story. In Lesson 6, students will turn their oral retelling into a written retelling using their BME graphic organizer.

### In advance:

- Preview the Close Read-aloud Guide: *Stone Girl, Bone Girl* and familiarize yourself with what will be required of students. Note that the Close Read-aloud Guide is divided into sessions. Complete only Session 4 in this lesson, as students will complete the remaining sessions in Lessons 6–7.
- Create story pictures #4–7 by making an 8½-by-11-inch copy of the pictures on pages 10, 11, 12, and 14 of *Stone Girl, Bone Girl*. Frances Lincoln, publisher of *Stone Girl, Bone Girl*, has granted permission to make facsimiles of pages or use brief quotes, in context, for classroom

use. No adaptation or changes in the text or illustration may be made without approval of Frances Lincoln. The following credit must be used: From *Stone Girl, Bone Girl* by Laurence Anholt, illustrated by Sheila Moxley. Copyright © 1999 Laurence Anholt and Sheila Moxley.

- Prepare the sentence strip chunks for use during the close read (see supporting materials).
- Pre-determine pairs for the retelling activity in Work Time B.
- Review the Role-Play protocol. (Refer to the Classroom Protocols document for the full version of the protocol.)
- Post: Learning targets and applicable anchor charts (see materials list).
- Create a “Language Chunk Wall”—an area in the classroom where students can display and categorize the academic phrases discussed in the Language Dive.

### Technology & Multimedia

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

- Opening: If you recorded students reciting the “She Sells Seashells” poem in Lesson 2, play this recording for them to join in with.
- Work Time B: Record students as they retell the middle of the story to review 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 C: Students complete the Mother’s Response recording form using a word-processing tool—for example, a Google Doc.

### Supporting English Language Learners

Supports guided in part by CA ELD Standards 2.I.B.5, 2.I.B.6, 2.I.B.7, 2.I.B.8, and 2.I.C.10

#### Important points in the lesson itself

- The basic design of this lesson supports ELLs by providing a consistent routine for retelling. The repetition and familiarity of this routine, developed over the past two lessons, provides a solid framework for retelling.
- ELLs may find the retelling of a new section challenging. Consider providing a sentence frame to support students in determining the important information for this section. (Example for the middle: “Something important that happened is \_\_\_\_\_.”) Suggest that students keep the important information but drop the sentence frames in future lessons as they continue to practice retelling.

#### Levels of support

*For lighter support:*

- In Work Time A, add some “tricky” past tense verbs from the text to the “Now and Then” class T-chart (examples: *knew*, *thought*, *forgot*). Before reading, ask students if they can determine the “Now” and “Then” words that go together. Act out the words and provide a sentence frame for context. (Example: Act out walking away and returning. Say: “Today I will go home right away, but yesterday I went to the store after school.”) Encourage students to use “tricky” words as they retell the middle section of *Stone Girl, Bone Girl*.

*For heavier support:*

- While retelling the middle of the story in Work Time B, model using the laminated dots from Lesson 3. Remind students that they retold the beginning of the story in Lessons 3 and 4. Model a “just right” retell of the beginning of the story before students turn and talk. Explain that today’s retell is only about the middle section of the story. Write “In the middle ...” on the top of the dot with a wet erase marker. Tell students that they will finish retelling the story in Lesson 7.
- In Work Time C, provide sentence starters for students who are struggling to write complete sentences. (Example: “In this part of the story \_\_\_\_\_.”)

### Universal Design for Learning

- **Multiple Means of Representation (MMR):** In this lesson, students listen to a close read-aloud of *Stone Girl, Bone Girl*. Some may struggle with memory, generalization, and transfer from interactions with this text. Activate prior knowledge by linking this lesson’s focus on the middle of the story to the previous lesson, in which the focus was the beginning of the story. (Example: Provide students the opportunity to recall the beginning of the story from the previous lesson before the close read-aloud in this lesson. In doing so, instruction is anchored and relevant.)
- **Multiple Means of Action & Expression (MMAE):** During Work Time A and B, students respond to the text in verbal and written forms. Some may have difficulty in verbal responses, such as sharing their thinking with a partner. Provide options for expression and communication by including sentence starters for sharing (e.g., turn and talk). Other students may have difficulty responding to the text in a written format. Invite students to first draw or sketch their ideas before writing their answers on the Mother’s Response recording form.
- **Multiple Means of Engagement (MME):** Invite students to reflect on their learning from previous lessons with *Stone Girl, Bone Girl*. This supports students in understanding the value and relevance of the activities in this lesson. Provide support for students who may need additional guidance in peer interactions and collaboration (e.g., prompts that support students in asking for help or clarification from classmates.)

### Vocabulary

#### Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

#### New:

- fossils (L)

#### Review:

- retell, respond (L)

## Materials

- ✓ “She Sells Seashells” (from Lesson 2; one to display)
- ✓ Close Read-aloud Guide: *Stone Girl, Bone Girl* (Session 4; for teacher reference)
  - *Stone Girl, Bone Girl* (one to display; for teacher read-aloud)
  - Reading Literature Checklist (RL.2.1, RL.2.2, RL.2.3, RL.2.5, RL.2.7) (for teacher reference; see Assessment Overview and Resources)
  - Sentence strip Chunks II: *Stone Girl Bone Girl* (one to display; see supporting materials)
  - Role-Play Protocol anchor chart (begun in Module 1)
- ✓ BME graphic organizer (from Lesson 4; one to display)
- ✓ Story picture #1 (from Lesson 3; one to display)
- ✓ Story picture #2 (from Lesson 4; one to display)
- ✓ Story picture #3 (from Lesson 4; one to display)
- ✓ Story pictures #4–7 (one of each to display)
- ✓ Speaking and Listening Checklist (for teacher reference; see Assessment Overview and Resources)
- ✓ Mother’s Response recording form (one per student)
- ✓ Mother’s Response recording form (answers, for teacher reference)
- ✓ Unit 1 Guiding Questions anchor chart (from Lesson 1; one to display)

## Opening

### A. Poem and Movement: “She Sells Seashells” (5 minutes)

- Gather students together in the whole group area.
- Display “She Sells Seashells” and invite students to turn and talk to an elbow partner:
 

**“What is this poem about?” (when Mary Anning sold fossils at the beach)**
- Invite students to try reading the poem aloud to themselves.
- After 1 minute, invite students to chorally read the poem as a class.
- Invite a few students to stand and offer movements that could go with each line or important words within the lines (e.g., for the word *seashore*, students could show a wave motion with their arms).
- Try the poem a couple of times together with new movements.
- Invite students to sit in their places.
- Direct students’ attention to the posted learning targets and read the first one aloud:
 

**“I can use details in the text to comprehend the story *Stone Girl, Bone Girl*.”**
- Using a total participation technique, invite responses from the group:
 

**“What will you be doing to meet this learning target?” (using details in the text to make sense of the story)**
- Invite students to put on their best pair of listening ears to get ready for the read-aloud.

### Meeting Students' Needs

- As students practice the poem with motions, provide options for expression by reading the poem several times in different voices. Invite students to try singing the song in a whisper voice, in a giant voice, and/or in an opera voice. (MMAE, MME)
- For ELLs: Add *sold* to the "Then" side of the "Now and Then" T-chart and *sells* to the "Now" side. Tell students that *sold* is how to say *sells* long ago, or in the past. Tell students that this word is important for retelling their stories today.
- Note that the third question on Mother's Response Writing Paper includes a question that elicits the word *sold*, so it is important to provide opportunities for students to develop this language.

### Work Time

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#### A. Close Read-aloud, Session 4: *Stone Girl, Bone Girl*, Pages 9–14 (30 minutes)

- Guide students through the close read-aloud for *Stone Girl, Bone Girl* using the **Close Read-aloud Guide: *Stone Girl, Bone Girl* (Session 4; for teacher reference)**. Consider using the **Reading Literature Checklist** during the close read-aloud (see Assessment Overview and Resources).
- Refer to the guide for the use of the **Role-Play Protocol anchor chart**.

### Meeting Students' Needs

- For students who may need additional support with developing strategies for expression: Provide a sentence frame for their response. (Example: "When Mary heard the sisters talk about curiosities, she responded by \_\_\_\_.") (MMR, MMAE)

### Work Time

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#### B. Speaking and Listening: Retelling the Middle (10 minutes)

- Direct students' attention to the posted learning targets and read the second one aloud:  
***"I can retell the middle of *Stone Girl, Bone Girl* using important details about events and characters."***
- Invite students to turn and talk to an elbow partner:  
***"What does the word retell mean? How do you know?" (Retell means to tell again; I know because "re-" means "again.")***
- Tell students they will need to practice persevering during their retelling if it feels challenging.
- Remind students that good retellings include the important details about events and characters in the story.
- Display the **BME graphic organizer** and **story pictures #1–7**.
- Point to the "in the middle" column on the BME graphic organizer.
- Tell students that today they started reading the middle of the story. The middle is when many important events happen—maybe even a problem. The characters might change in the story or do something important.

- Invite students to listen to your retelling of the middle so far and then give a thumbs-up, -sideways, or -down to show how you did.
- Model an example of a retelling that is too short, using the story pictures to guide you. Say: “Mary Anning met women who liked fossils. Her dad built a drawer for them, and she took the drawer to their house.”
- Invite students to show you their thumb rating.
- Using a total participation technique, invite responses from the group:  
*“What did you notice about my retelling?” (It did not include all of the important events and details.)*
- Move students into pre-determined pairs and invite them to label themselves A and B. Tell students they will follow the same process as the previous lesson for their oral retelling:
- Partner A will retell the middle of the story using story pictures #1-7.
- Partner B will listen carefully.
- Partners will reverse roles.
- Circulate to support students. Consider using the **Speaking and Listening Checklist** to monitor students’ progress as they retell the beginning of the story. If necessary, prompt them to think through important details that were missed or unimportant details that were included and to try again.
- As time permits, use a total participation technique to invite responses from the group:  
*“What helped you with your retelling?” (using the pictures, thinking about what is really important, picturing the book in my head)*
- If productive, cue students to listen carefully:  
*“Who can repeat what your classmate said?” (Responses will vary.)*

### Meeting Students’ Needs

- For ELLs: Remind students that a “just right” retell includes three or four details for each section of the story. Invite students to count three or four details on their fingers to ensure that their retell in this section is “just right.” Explain that because the middle of the story is when many events happen, it can help to order them. Model starting a retell for this section with the transition words, *First*, *Next*, and *Last*, encouraging students to use these transition words as they retell the middle of the story.
- For students who may need additional support with retelling: Scaffold partner conversations as needed by offering a sentence frame. Examples:
  - “An important event in the story was when \_\_\_\_.”
  - “The problem in this part of the story was \_\_\_\_.”) (MMAE)

## Work Time

### C. Writing in Response to Text: A Character’s Response (10 minutes)

- Tell students that they will now get a chance to write about a character’s response in the text. Remind students a character’s response is a how a character reacts to an event in the story.

- Transition students to their workspace. Distribute the **Mother's Response recording form**.
- Invite students to put their name at the top of the paper and then put their pencil down.
- Share with students that you will reread part of the text to help them answer the questions on the recording form.
- Display *Stone Girl, Bone Girl* and reread page 13, starting with "The workshop was so quiet." Stop reading after "Her mother began to sell."
- Invite students to Think-Pair-Share with an elbow partner, leaving adequate think time before asking students to share:  
***"What event or challenge happened in this part of the story?"***
- After 30 seconds of discussing, encourage students to write their answer on their recording form.
- Repeat this process with the remaining questions.
- Circulate to support students as they write. Help them by rereading the portion of the text to them again and thinking aloud about the challenges in the text. Encourage them to stretch out words or use Word Walls to help them with spelling.
- If students finish early, invite them to sketch a picture to match the event in the story.
- Refocus whole group and review the correct answers. Clarify any misunderstandings students express or that you noticed while circulating. Refer to the **Mother's Response recording form (answers, for teacher reference)** as needed.
- Invite all students to help clean up materials and papers.

### Meeting Students' Needs

- For students who need additional support with fine motor skills: Provide support with the physical act of writing and fine motor skill development as students complete the Mother's Response recording form by offering a slanted board, pencil grips, or a scribe. (MMAE)
- For ELLs: Ask, "What is the difference between the words *challenge* and *challenging*?" (*Challenge* is a noun or a thing in these sentences that means something that is hard. *Challenging* is an adjective or a describing word. It is a word we use to describe something that is difficult or hard.)
- For ELLs: Invite students to put each question in their own words. This will help them make meaning of each question before attempting to respond, continuing to prepare them for the selected response questions in the Unit 1 Assessment. Example:

***"What was challenging about Pepper's death?" = "Why was Pepper's death hard/difficult?" Tell students that their answers to Question 2 will need reasons in them, and their answers to Question 3 will need a purpose. They can give reasons with *because* and purpose with *to*. Invite students to practice giving reasons and stating purpose with something familiar. Example: "What is challenging about speaking English?" (Speaking English is challenging because I'm learning a lot of new words.) "How do you respond to the challenge?" (I use the Adjective Construction board to remember exciting words.)***

## Closing and Assessment

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### A. Reflecting on Learning (5 minutes)

- Direct students' attention to the **Unit 1 Guiding Questions anchor chart**. Remind students of the first Unit 1 guiding question:

*“What do paleontologists do?”*

- Tell students that they have been learning a little bit about what a paleontologist does by reading about what Mary Anning did.
- Invite students to stand up and turn and talk to an elbow partner:

*“Based on what we have read about Mary Anning, what do you think paleontologists do?”  
(search for fossils, learn from others about fossils, study fossils)*

- If productive, cue students to expand the conversation by giving an example and to listen carefully:

*“Can you give an example?” (Responses will vary.)*

*“Who can repeat what your classmate said?” (Responses will vary.)*

- Tell students they will learn more about paleontologists and Mary Anning in the lessons to come!

### Meeting Students' Needs

- After the Turn and Talk, foster a sense of community and provide options for physical action by inviting the whole class to join you in a special applause as you celebrate their work today and build enthusiasm for future learning (e.g., silent cheer, firecracker, or hip-hip hooray). (MMAE, MME)