

Lesson 6: Close Read-aloud, Session 5: *Stone Girl, Bone Girl*, Pages 15–18



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 answer questions about how Mary responded to challenges in her life. (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).

Agenda

1. Opening

- A. Engaging the Learner: Curiosities Museum (5 minutes)

2. Work Time

- A. Close Read-aloud, Session 5: *Stone Girl, Bone Girl*, Pages 15–18 (30 minutes)
- B. Speaking and Listening: Retelling the Middle (10 minutes)
- C. Recording Our Thinking: Retelling the Middle (10 minutes)

3. Closing and Assessment

- A. Exit Ticket: Selected Response #3 (5 minutes)

Teaching Notes

Purpose of lesson and alignment to standards:

- This is the fifth of six lessons in a series of close read-alouds of the text *Stone Girl, Bone Girl*. In this lesson, students identify three challenges faced by Mary Anning, as well as her response to these challenges. Additionally, students identify the habit of character (perseverance or initiative) Mary showed in responding to the events. (RL.2.1, RL.2.2, RL.2.3, RL.2.5, RL.2.7)
- Students practice retelling the middle of *Stone Girl, Bone Girl* in Work Time B. (RL.2.2, RL.2.5, SL.2.2) Students then transfer their ideas to writing in Work Time C.
- Students continue their practice with selected response questions (SRQs) during the Closing. Based on students' performance with these types of questions in previous lessons, emphasize any strategies for answering selected response questions that may be particularly helpful to students.

How this lesson builds on previous work:

- Students continue to strengthen their retelling skills by retelling new portions of the text.
- Students practice answering character response questions by filling in more of the Mary's Challenges anchor chart during Work Time A.
- Continue to use Goal 1 and 2 Conversation Cues to promote productive and equitable conversation.

Areas in which students may need additional support:

- In Work Time A, students talk about a portion of the text that deals with Mary's father's death. This may be an emotional trigger for some. Consider previewing the learning with select students ahead of time and finding a time to follow up with them after the lesson. Prepare alternative work for during the lesson if students feel uncomfortable with the material.

Down the road:

- Lesson 7 contains the final close read-aloud session. This lesson includes a retelling and character response question that students are asked to complete independently. This independence will help to prepare them for the Unit 1 Assessment in Lessons 8–9.
- In Lessons 8–9, students will hear a new text (about Mary Anning's dog). These two lessons will serve as the Unit 1 Assessment to assess mastery on the standards students have been working on during the close read-aloud sessions. (RL.2.1, RL.2.2, RL.2.3, RL.2.5, RL.2.7, SL.2.2)

In advance:

- Preview the Close Read-aloud Guide: *Stone Girl, Bone Girl* to familiarize yourself with what will be required of students. Note that the Close Read-aloud Guide is divided into sessions. Complete only Session 5 in this lesson, as students will complete the remaining sessions in Lesson 7.
- Create story pictures #8–9 by making an 8½-by-11-inch copy of the pictures on pages 16–17 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.

- 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).

Technology & Multimedia

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

- Work Time B: Record students as they retell the middle of the narrative to listen to later 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 BME graphic organizers 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 with extensive opportunities for oral language development. Through Think-Pair-Shares in the close read-aloud and oral retelling of the middle section of *Stone Girl, Bone Girl*, students have various opportunities to apply the language skills they are learning in this unit.
- ELLs may find recording their retell in the BME organizer challenging. They may feel overwhelmed with the amount of language in an oral retell, and struggle to select the most important details as they write. Consider providing the transition words *First*, *Next*, and *Last* in the middle section of the BME organizer, telling students to focus on one detail at a time before moving onto the next.

Levels of support

For lighter support:

- During Work Time C, challenge students to refer to the “Now and Then” T-chart and to use some of the “tricky” words in their writing. Encourage students to say each word as they write it, developing both their oral and written language.

For heavier support:

- Model retelling using the laminated dots. As in the previous lesson, step first in the “beginning” dot, reminding students that they retold the beginning of the story in Lessons 3 and 4. Stepping to the middle dot, explain that today’s retell is about the middle section of the story. Write the words *First*, *Next*, and *Last* in the middle of this dot. Encourage students to use these transition words as they retell the main events and challenges in the order that they happened.

- In Work Time C, remind students that their BME student organizer is laid out in the same way as the laminated dots. Focus students on only the middle section of the BME organizer. Consider adding the words *First*, *Next*, and *Last* to this section as sentence starters for students who are struggling.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** In Work Time A, students listen to a close read-aloud of *Stone Girl, Bone Girl*. Some may need additional support with the meta-cognitive skill of visualization, which supports comprehension. Provide pictures of the key events in this section of the story during the read-aloud to support students' manipulation of the information. These visuals support students' ability to attend to the relevant information in the text that can be remembered and effectively transferred during the retelling in Work Time B.
- **Multiple Means of Action & Expression (MMAE):** In Work Time C, students record their retelling of the middle of *Stone Girl, Bone Girl*. Some may have difficulty organizing their retelling in sequential order or feel may overwhelmed by the task of writing the entire middle of the story. Support access to this information by inviting the student to break the retelling into smaller chunks as they write. For example, ask students to orally share one sentence at a time and then record it in written form. Guide them with prompts such as "And what happened next?" to support their ability to maintain organization of the information as they manipulate it for the writing task.
- **Multiple Means of Engagement (MME):** During the lesson, support motivation and engagement by inviting students to regulate their emotions and motivation. Provide scaffolds and feedback for managing frustration and seeking support from others. Offer models for self-regulation and coping skills. (Example: "When I get stuck during my writing, I feel frustrated and don't want to finish it. I can stop for a minute and think of how I can handle it. I could take a break to organize my thoughts or give my writing hand a rest, or maybe I can ask for help from someone.")

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

Review:

- challenge (L)

New:

- landscape, inhabit (T)

Materials

- ✓ Curiosities Museum (begun in Lesson 3; added to during the Opening)
- ✓ Fossil photo #2 (one to display)
- ✓ Fossil photo #2 caption (new; co-created with students during the Opening)
- ✓ Close Read-aloud Guide: *Stone Girl, Bone Girl* (Session 5; 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)
 - Mary's Challenges anchor chart (begun in Lesson 4; added to during the Close Read-aloud)
 - Role-Play Protocol anchor chart (begun in Module 1)
- ✓ BME graphic organizer (from Lesson 4, one per student and 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 (from Lesson 5)
- ✓ Story pictures #8–9 (one of each to display)
- ✓ Strategies for Answering Selected Response Questions anchor chart (begun in Lesson 2)
- ✓ Exit Ticket: Selected Response #3 (one per student)

Opening

A. Engaging the Learner: Curiosities Museum (5 minutes)

- Invite students to the whole group area.
- Share with students that they have another fossil to add to the **Curiosities Museum!**
- Display **fossil photo #2** and follow the same process from Lesson 3 to add it to the Curiosities Museum:
 - Invite students to silently look closely at the photograph.
 - Invite students to Think-Pair-Share about what they notice.
 - Share the name and description of the fossil. Say:
“This is a fossil of the skull of a tree squirrel. It is 25 million years old and was found in Oregon. Paleontologists have learned that squirrels have not changed very much and looked just like the squirrels we have today!”
- Create the **fossil photo #2 caption** using the following sentence frame:
“This is a _____. Paleontologists learned _____.”
- Select a volunteer to post the fossil photo and the caption in the Curiosities Museum.
- Share that as the class collects more curiosities, the museum will grow larger!
- Direct students' attention to the posted learning targets and read the first one aloud:
“I can answer questions about how Mary responded to challenges in her life.”
- Remind students that another word for challenge is problem.
- Invite students to put on their best pair of listening ears to get ready for the read-aloud.

Meeting Students' Needs

- For students who may be uncomfortable sharing their own thinking with the entire class: Consider allowing them to share what their partner said so that they still have a chance to speak in front of the class. (MME)
- For ELLs: Display the Adjectives Construction board, introduced in Lesson 1, to continue supporting language development of adjective vocabulary and adjective/noun word order. Add new adjectives to the board as students use them. Additionally, challenge students to practice rearranging complete sentences by sharing their sentence in two different ways. Example:

“I notice that there is a(n) (adjective), (adjective) noun.” “I notice that the (noun) is (adjective) and (adjective).”

- Consider having students close their eyes as they listen to their partner share. This will encourage the speaker to add more detail, while inviting the listener to practice the skill of visualizing.

Work Time

A. Close Read-aloud, Session 5: *Stone Girl, Bone Girl*, Pages 15–18 (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 5; 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 **Mary’s Challenges** and **Role-Play Protocol anchor charts**.

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 helps to scaffold active listening for key details. (MMR, MMAE)
- For ELLs: Write down “tricky” (irregular past tense) words found during the read-aloud on the “Now and Then” T-chart. (*wrote, sat, began, said, sold, felt*) Come up with a brief sentence frame that prompts students to connect this word to its present tense form. Example:

“Yesterday I sat and today I sit.” Or “Last year I wrote and this year I write.”

- Using these past tense phrases (*This morning, Yesterday, Last year, A million years ago*) will support students in learning what past tense means as well—noting that it can signify earlier in the day or a long time ago.

Work Time

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 with an elbow partner:
"How will you show perseverance while telling your retelling?" (I will ask for help if I need it; I will keep going even if I get tripped up.)
- Remind students that good retellings include the important details about events and characters in the story.
- Display the **BME graphic organizer** and **story pictures #1–9**.
- Use the same process from Lesson 5 to guide students through completing an oral retelling of the middle of the text:
- Remind students that the middle of a story is when many important events happen—maybe even a problem. The characters might change in the story or do something important.
- Model an example of a retelling that is just right, using the story pictures to guide you. Say:
"Mary's family was visited by the Philpot sisters, who wanted a case for their fossils. Mary showed them her fossils, and they invited her to come visit when the case was finished. After a while, Pepper finished the case, and Mary took it to the Philpots' house. She saw lots of great fossils there, but when she got home, her father had died. Because they were poor, Mary's mother sold all their things. Mary visited Pepper's grave and found a dog. She decided to keep him."
- Ask students what was included in your retelling. (important events, important characters, not too much detail)
- Follow the same process from Lesson 5 to pair students and guide them through a retelling of the middle of the text with their partner.
- 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

- To support motivation and effort as students retell with a partner, provide mastery-oriented feedback that encourages perseverance and focuses on the development of efficacy. (Example: "I can hear that you are working hard to recall the important events and problem in the middle of the story. You are showing perseverance as you decide what to include in your 'just-right' retelling. Keep it up!") (MME)

- For ELLs: Sketch a picture next to each event/challenge listed in Mary's Challenges anchor chart from Work Time A. Point out that there are three events or challenges listed—the perfect amount for a retell. Invite students to refer to this anchor chart as they retell the middle section of the story. Encourage students to use the transition words *First*, *Next*, and *Last*, as well as their fingers to count each detail, in order to organize them. (See Lesson 5 for more details.)

Work Time

C. Recording Our Thinking: Retelling the Middle (10 minutes)

- Focus students' attention on the BME graphic organizer and tell them that, in a moment, they will practice recording their oral retelling on paper.
- Use the same process from Lesson 4 to:
- Model the beginning of an oral retelling. ("The Philpot sisters came to Mary's house.")
- Model writing the event in the middle section of the BME graphic organizer. Emphasize that you are writing events in the order that they happened in the text.
- Transition students back to their workspaces.
- Distribute the BME graphic organizers and guide students through completing the middle section.

Meeting Students' Needs

- For students who need additional support with expressive skills and strategic thinking: Prepare copies of the BME graphic organizers with scaffolds for organization and expression of information. Examples:
- Include picture supports to identify beginning, middle, and end, such as a dog or other familiar animal (head above "In the beginning," body above "In the middle," and tail above "In the end").
- Provide index cards with information from the story. Invite students to select the cards that represent the middle of the story, and then use the selected cards for reference in writing on their BME graphic organizer. (MMAE)
- For ELLs: Post the transition words *First*, *Next*, and *Last* in the front of the room, encouraging students to use these transition words to organize their writing.

Closing and Assessment

A. Exit Ticket: Selected Response #3 (5 minutes)

- Direct students' attention to the **Strategies for Answering Selected Response Questions anchor chart**.
- Remind students that after they read the question carefully, they can try one of the strategies to help them answer the selected response question.
- Encourage students to show perseverance if this seems challenging and to ask for help if they need it.
- Distribute the **Exit Ticket: Selected Response #3**. Guide students through the same process as Lessons 3–4 to complete the exit ticket, including giving the answer at the end of 5 minutes. (A: People wanted to buy her curiosities.)
- 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.)

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)
- For ELLs: Encourage students to rephrase the selected response question, putting it in their own words before looking at each answer choice. Invite students to visualize what was happening during this part of the story before selecting an answer.