

## Lesson 7: Close Read-aloud, Session 6: *Stone Girl, Bone Girl*, Pages 19–23



### 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 key details from the book *Stone Girl, Bone Girl*. (RL.2.1, RL.2.3, RL.2.7, W.2.8)
- I can retell the story 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, 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. Pinky Partners: Retelling the Beginning and Middle of *Stone Girl, Bone Girl* (10 minutes)

#### 2. Work Time

- A. Close Read-aloud, Session 6: *Stone Girl, Bone Girl*, Pages 19–23 (20 minutes)
- B. Independent Writing: Culminating Task (25 minutes)

#### 3. Closing and Assessment

- A. Reflecting on Learning (5 minutes)



## Teaching Notes

### Purpose of lesson and alignment to standards:

- This is the final lesson in a series of close read-alouds of the text *Stone Girl, Bone Girl*. In this lesson, students listen to how Mary found her biggest fossil and became a famous fossil hunter. (RL.2.1, RL.2.2, RL.2.3, RL.2.5, RL.2.7)
- Students participate in two culminating tasks for the read-aloud: How Mary uses a habit of character to respond to challenge and a written retelling of the beginning, middle and end of *Stone Girl, Bone Girl*. These activities provide important data on student progress toward the standards being assessed in the Unit 1 Assessment. The unit assessment takes place in Lessons 8–9 to monitor students' ability to independently retell important events in a story and identify a character's response to an event. (W.2.8, SL.2.2)
- In the Closing, students revisit one of the Unit 1 guiding questions: How does a character respond to major events? After working closely with this focus question in the close read-aloud, students can apply their ideas to future work and texts read in class during the module.

### How this lesson builds on previous work:

- This lesson requires students to use their retelling work to produce a written retelling of the story. In addition, students will use the work they have done in creating the Mary's Challenges anchor chart to help them independently answer a question about Mary's response to a challenge.
- 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 B, students independently write in response to two different prompts. For students who may feel overwhelmed with the writing, try finding a different time for them to complete the second half of the task. Consider allowing students to stand, kneel, or lie on their stomachs to get focused for their writing.

### Down the road:

- In Lessons 8–9, students experience the same types of writing and selected response questions they have been practicing. Students will hear a new book (about Mary's dog, Tray), complete a written retelling, and answer character response questions.

### 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 6 in this lesson.
- Pre-determine pairs for the Pinky Partners protocol in the Opening.
- When making copies of the *Stone Girl, Bone Girl* Culminating Task sheets, include both pages on a double-sided copy, if possible.
- Distribute the *Stone Girl, Bone Girl* Culminating Task sheets at students' workspaces to smooth the transition into Work Time B.
- Review the Pinky Partners 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.**

- Opening: If students were recorded during the Pinky Partners protocol in Lesson 4, consider replaying these recordings to remind students of the process.
- Work Time B: Students complete the *Stone Girl, Bone Girl* Culminating Task sheet using a word processing tool, for example a Google Doc.
- Work Time B: Students use Speech to Text facilities activated on devices, or using an app or software like Dictation.io (<https://dictation.io/speech>).

**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 multiple opportunities for students to Think-Pair-Share in relation to the culminating task writing prompt in Part 1.
- ELLs may find the culminating task challenging, because a lot of writing is expected in a short amount of time. Additionally, the format of this writing task is different from the writing they have practiced in the unit so far, which has focused on retelling in the BME student organizer. Assure students that they can apply the same writing strategies for this task, even though the format of the writing task is different (i.e., including three or four details, counting important details on their fingers as they listen to the story, saying one detail at a time as they write).

**Levels of support**

*For lighter support:*

- In Work Time A, guide students through Mini Language Dive to support their comprehension of temporal clauses using *when*. Note that there are three selected response questions with this structure during the Unit 1 Assessment. Consider posing the beginning of this question again but changing the ending. Example: “What did Mary do *when she couldn’t dig the skull out on her own?*” Ask students: “Is the answer the same each time? Why or why not?”

*For heavier support:*

- In Work Time C, consider providing sentence frames on the Culminating Task sheet. Examples: “Mary used \_\_\_\_\_ to \_\_\_\_\_.” “Before becoming a fossil hunter, Mary \_\_\_\_\_.”
- In Work Time C, consider providing reading phones to students, encouraging them to orally process before they write. (See Lesson 4 for details.)



## Universal Design for Learning

- **Multiple Means of Representation (MMR):** Understanding the vocabulary in *Stone Girl, Bone Girl* is essential to students' comprehension of the text. Provide access for key vocabulary with embedded supports that promote connection to prior knowledge. (Example: Pre-teach important vocabulary with index cards students can reference during the lesson.)
- **Multiple Means of Action & Expression (MMAE):** In Work Times A and B, students respond to the text in verbal and written forms. Formative feedback during these learning activities supports students' capacity for monitoring their progress and knowledge of what to do differently. Provide explicit and timely feedback that students can use to guide their own learning. As students understand their progress, encourage them to ask for specific feedback that supports their learning through role-play and modeling.
- **Multiple Means of Engagement (MME):** In this lesson, students complete a culminating task during Work Time B. This task is divided into two sections: a prompted response and retelling the ending of *Stone Girl, Bone Girl*. Provide support for students' stamina and minimize distractions during this task by varying the availability of breaks. (Example: Invite students to take a personal timeout for 30 seconds between each sentence they write.)

## Vocabulary

### Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- N/A

## Materials

- ✓ BME graphic organizer (from Lesson 4; one per student)
- ✓ Pinky Partners Protocol anchor chart (begun in Module 1)
- ✓ Close Read-aloud Guide: *Stone Girl, Bone Girl* (Session 6; 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)
- ✓ *Stone Girl, Bone Girl* Culminating Task sheet (one per student)
- ✓ Working to Become Effective Learners anchor chart (begun in Module 2)
- ✓ *Stone Girl, Bone Girl* Culminating Task sheet (answers, for teacher reference)
- ✓ Unit 1 Guiding Questions anchor chart (from Lesson 1; one to display)



## Opening

### A. Pinky Partners: Retelling the Beginning and Middle of *Stone Girl, Bone Girl* (10 minutes)

- Gather students in a whole group area.
- Tell students they will now retell the beginning and middle of *Stone Girl, Bone Girl* using their **BME graphic organizers**.
- Distribute BME graphic organizers and move students into pairs.
- Tell students they are going to use the Pinky Partners protocol. Remind them that they used this protocol, and review as necessary using the **Pinky Partners Protocol anchor chart**. (Refer to the Classroom Protocols document for the full version of the protocol.)
- Guide students through the protocol using the following prompts:
  - “Retell the beginning of the story to your partner.”
  - “Retell the middle of the story with your partner.”
  - (As time permits) “Tell your partner what you remember about the end of the story.”
- Direct students’ attention to the posted learning targets and read the first one aloud:
 

**“I can answer questions about key details from the book *Stone Girl, Bone Girl*.”**
- Tell students that they will be finishing the rest of *Stone Girl, Bone Girl*.
- Invite students to take a seat to hear the end of the story.

### Meeting Students' Needs

- For students who may need additional support with self-regulatory skills: Before students begin the Pinky Partner protocol, model how to listen without interruption as their partner shares. (Example: “My partner may pause to think for a moment or say something in their retelling that I didn’t include as an important detail. I can remember that I should listen closely and be attentive until my partner has finished, without interrupting.”) (MME)
- For ELLs: Display the BME student organizer while stepping in the first laminated dot and point to the beginning section of the organizer. Remind students that this is where they introduced the character, the setting, and something important that happened in the story. Step left to the middle dot and point to the middle section of the organizer. Remind students that this is where they shared the most important events and challenges from the middle of the story. Step left to the last dot and point to the “In the end” section of the organizer. Tell students they will hear this section of the story in the read-aloud today.

## Work Time

### A. Close Read-aloud, Session 6: *Stone Girl, Bone Girl*, Pages 19–23 (20 minutes)

- Guide students through the close read aloud for *Stone Girl, Bone Girl* using the **Close Read-aloud Guide: *Stone Girl, Bone Girl* (Session 6; 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 anchor chart**.



### Meeting Students' Needs

- Before the close read-aloud, provide white boards and white board markers as an option for students to record (in drawing or writing) their ideas. This helps to scaffold active listening for key details, which supports students as they turn and talk with a partner. (MMR, MMAE)
- For ELLs: Step in the last laminated dot while pointing to the last section of the BME student organizer. Tell students that a "just right" retell for this section includes three or four details, just as in the other sections. Encourage students to hold up one finger for each detail they share with their partner for their retell during this section.
- For ELLs: Mini Language Dive. Ask students about the meaning of the chunks from the question in the close read-aloud: "What did Mary do / when she heard her dog barking?" Write and display student responses next to the chunks. Examples:
  - "What does this question mean?" (Responses will vary.)*
- Point to and read aloud the chunk: "What did Mary do" and ask:
  - "What is the question in this chunk asking?" (about what Mary did)*
  - "How would you answer that question?" (Responses will vary.)*
- Point to and read aloud the chunk: "when she heard her dog barking" and ask:
  - "How does adding this part of the sentence change the question?" (Now it is asking about what Mary did at the time when her dog was barking.)*
  - "Which question is easier to answer? Why?" (the second one; it asks about an exact time)*
  - "Now what do you think this question means?" (What did Mary do right after she heard her dog barking?)*
- Invite students to practice asking questions with *when*. (Example: What did Mrs. Jepson do when she heard the kids fighting?)

### Work Time

#### B. Independent Writing: Culminating Task (25 minutes)

- Ask students to pretend to be carrying Mary's big fossil as they transition to their workspaces.
- Share with students that they will do some writing independently about Mary and the story.
- Remind students that at times their work may feel challenging, so they may need to show perseverance while completing the task!
- Point out the **Stone Girl, Bone Girl Culminating Task sheets** already at students' workspaces. Invite students to put their name on one of the sheets.
- Share with students the process they will follow to complete page 1 of the culminating task sheet:
  - You will read the first prompt on the culminating task sheet aloud: "How did Mary use a habit of character to respond to the challenge of getting the fossil out?"
  - They will then turn and talk with an elbow partner about what to listen for when the text is read aloud.
  - You will read page 19 from *Stone Girl, Bone Girl* aloud.
  - They will have 10 minutes to complete the first prompt independently.



- Follow this process to guide students through completing the first prompts on page 1 of the culminating task sheet.
- After 10 minutes, direct students' attention to the second learning target:  
***"I can retell the story of Stone Girl, Bone Girl using important details about events and characters."***
- Read aloud the second prompt: "What happened in Mary Anning's life before she became a famous fossil hunter?"
- Tell students that they will have time to complete page 2 of the culminating task sheet, making sure to retell what happened in the beginning, middle and end of the story in their own words.
- Give students time to complete the second prompt on page 2 of the culminating task independently.
- Circulate to support students as they write. Encourage them to use the resources in the room to help them with spelling (Word Walls, anchor charts, etc.) and with their ideas (Mary's Challenges anchor chart, **Working to Become Effective Learners anchor chart**). Refer to the *Stone Girl, Bone Girl Culminating Task sheet (answers, for teacher reference)* as necessary.
- If students finish early, encourage them to sketch a drawing to match their description of the beginning, middle, and end.
- Give students a 2-minute warning to finish up their writing or drawing before collecting the papers.
- Give students specific, positive feedback for staying focused and lead them in a quick celebration or movement break. (Example: "You worked on your culminating task the whole time")

### Meeting Students' Needs

- For students who may need additional support with fine motor skills: As students begin independent writing, offer options for writing tools (e.g., fine-tipped markers, pencil grips, slanted boards), or support students by scribing their responses on the *Stone Girl, Bone Girl Culminating Task sheet*. (MMAE)
- For ELLs: Prompt students to explain how they can use the habits of character during the writing task if the work is challenging. Provide a sentence frame that will support the culminating task. Examples:
  - "I can use perseverance by \_\_\_\_\_."
  - "I can overcome the writing challenge by using \_\_\_\_\_."
- For ELLs: Explain that students should listen for about three important details from the text on page 19 to support their response in Part 1. Encourage students to hold up one finger each time they hear an important detail during the read-aloud that they want to include, similar to what they have practiced during their retelling. Encourage students to write one detail at a time, just as they did in the BME student organizer, so they don't get overwhelmed as they write.
- For ELLs: Note that the culminating task uses a before structure similar to the when clause structure described in the Supporting English Language Learners column. Consider providing similar support.



## Closing and Assessment

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

- Invite students to come to the rug with their culminating tasks sheets.
- Direct students to the **Unit 1 Guiding Questions anchor chart**. Remind students of the second guiding question:  
*“How do characters respond to major events in a story?”*
- Invite students to stand up and turn and talk with an elbow partner:  
*“How did Mary respond to the major event or challenge of getting the fossil out?” (She didn’t give up when she couldn’t get the skull out. She showed perseverance and kept scraping. When that didn’t work, she asked some adults to help her.)*
- If time permits, invite students to discuss other major events or challenges in the book and how Mary responded to them. Invite students to use the Mary’s Challenges anchor chart as necessary.

### Meeting Students’ Needs

- To foster a sense of community and provide options for physical action after the Turn and Talk, invite 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)
- For ELLs: Invite students to join in a brief game of “tricky” words charades. Pretend to be Mary Anning from a long time ago, and act out a word from the “Now and Then” T-chart for students to guess. Say:  
*“I am going to go back into time to be Mary Anning. Use the words from the “Then” side of our “Now and Then” chart to tell me what I did. When you think you know, say, “You dug fossils!” or “You found the sea monster!” Let’s see how many we can do before our time is up.”*
- Consider having students write the irregular past tense verbs, along with saying them aloud.