

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 Maiasaura Dig: The Story of Dr. Holly Woodward Ballard*. (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 Holly and her crew 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 Maiasaura Dig: The Story of Dr. Holly Woodward Ballard*, section entitled “The Search for the Tiniest Bones” (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 Maiasaura Dig: The Story of Dr. Holly Woodward Ballard* 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 Holly’s experiences in *The Maiasaura Dig: The Story of Dr. Holly Woodward Ballard*.
- 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 Maiasaura Dig: The Story of Dr. Holly Woodward Ballard* (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 Maiasaura Dig: The Story of Dr. Holly Woodward Ballard* 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 Maiasaura Dig: The Story of Dr. Holly Woodward Ballard*, section entitled “The Search for the Tiniest Bones” (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 Maiasaura Dig: The Story of Dr. Holly Woodward Ballard.**”*
- 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 section entitled “The Search for the Tiniest Bones” from *The Maiasaura Dig: The Story of Dr. Holly Woodward Ballard*.
- 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.)
- Guide students through the Role-Play protocol for the following sections of text:
 - Paragraph 4 beginning with “At first” and ending with “use a jackhammer.”
 - Paragraph 5 beginning with “We started using” and ending with “uncovered the bones.”
 - Paragraph 8 beginning with “We had found” and ending with “I had found my tiny bone!”
- Debrief the protocol process by asking students 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 scraping away at the sediment: *Let’s pick away this sediment on top of the fossil layer.*

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 Maiasaura Dig: The Story of Dr. Holly Woodward Ballard anchor chart**, remind students that they have heard a compelling narrative read aloud this week: *The Maiasaura Dig: The Story of Dr. Holly Woodward Ballard!*
- 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 Dr. Holly Woodward Ballard in *The Maiasaura Dig: The Story of Dr. Holly Woodward Ballard*. 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.