

## Lesson 6: Narrative Writing: Drafting the Beginning of My Narrative as Holly



### CCS Standards

- **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.
- **W.2.5:** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- **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).
- **L.2.1d:** Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).
- **L.2.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **L.2.6:** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).



### Daily Learning Targets

- I can draft the beginning of my narrative based on Holly's experience in *The Maiasaura Dig: The Story of Dr. Holly Woodward Ballard*. (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)

### Ongoing Assessment

- During Work Time B, use the Narrative Writing Checklist to document students' progress toward W.2.3 and L.2.2 (see Assessment Overview and Resources).

### Agenda

#### 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 Holly (15 minutes)
- B. Independent Writing: Drafting the Beginning of My Narrative as Holly (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)

## Teaching Notes

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### Purpose of lesson and alignment to standards:

- This is the first of four writing lessons in which students go through scaffolded writing instruction to craft a narrative about discovering a fossil. In this lesson, students plan and draft the beginning of their narratives. (W.2.3)
- In Module 1, students wrote informational pieces. In this module (specifically Unit 3), students are introduced to narrative writing. In informational writing, students often used their notes and directly translated them into sentences. In this unit, students learn that narrative writers use notes to help them think of ideas for their writing, but do not directly translate them into sentences. In these series of lessons, students generate ideas for their narrative in the form of notes on a planner and use these notes to help them produce sentences. (W.2.3)
- Please keep in mind that while students are writing a narrative about discovering a fossil, they should be kept aware of the Unit 3 guiding question: “How do authors write compelling narratives?” For this reason, strategic places in the lesson remind students of this question and the techniques authors use to write any compelling narrative, including one about discovering a fossil.
- This lesson reintroduces students to the idea of revising and editing as a regular routine within a writing lesson. Students are reminded that writers revise and edit their writing as they write to make sure their writing is clear and readable to others. Specifically, students revise to make sure their writing makes sense and that the ideas flow together, and they edit their narratives to make sure they have correctly written irregular past-tense verbs. (W.2.5, L.2.1d)
- During Work Time C, use the beginning of a Narrative Booklet: Teacher Model to model how to edit narratives to correctly include irregular past-tense verbs. Keep in mind that different parts of this Narrative Booklet: Teacher Model will be used during Lessons 7 and 9.

### How this lesson builds on previous work:

- This lesson reintroduces students to the structure of writing partners from Module 1; students work with these partners as they produce both their narrative (in Lessons 6–8) and their performance task (in Lessons 10–13).
- During Lessons 6–8, students recall Holly’s experiences from *The Maiasaura Dig: The Story of Dr. Holly Woodward Ballard* and produce a narrative as if they were Holly themselves. Students may refer to certain resources used in Lessons 2–5, such as the Narrative Planner: *The Maiasaura Dig: The Story of Dr. Holly Woodward Ballard* anchor chart, as inspiration for their writing.
- During Work Time A, students revisit the Narrative Booklet: Teacher Model (which they analyzed in Lesson 5) to remind them of the criteria for a strong beginning of a narrative about fossils.
- In Lessons 2–5, students learned about the concept of irregular past-tense verbs, identified common irregular past-tense verbs, and practiced using irregular past-tense verbs correctly. During Work Time C, students edit their writing specifically to ensure they have used irregular past-tense verbs correctly in their own narrative.
- Continue to use Goal 1–3 Conversation Cues to promote productive and equitable conversation.

### Areas in which students may need additional support:

- During Work Time B, consider providing sentence starters to students who are having trouble drafting the beginning of their narratives using the notes from their planners (for example, “I was in . . .” or “The tools I had were . . .”).
- During Work Time B, consider pulling a small group of students who may need extra support during drafting. Consider having students act out their ideas. Or consider supporting students in drawing their ideas and using these drawings as scaffolding to help them write sentences.

### Down the road:

- In Lessons 6–8, students are writing a narrative based on Holly’s experiences from *The Maiasaura Dig: The Story of Dr. Holly Woodward Ballard*. This means that students will take on the role of Holly and write a narrative in the first person as if they were Holly. This set of lessons serves as scaffolding for the Unit 3 Assessment, in which students take on the role of being paleontologists and produce a narrative about discovering a fossil using a picture of a fossil they choose during Lessons 10–12. Keep in mind that the content for both narratives is similar, but for this Unit 3 Assessment, students should not write as if they are Holly but instead as if they are paleontologists themselves.
- In Lessons 7 and 8, students draft the middle and end of their narratives based on Holly experiences from *The Maiasaura Dig: The Story of Dr. Holly Woodward Ballard*.
- During Lessons 11–12, students complete the Unit 3 Assessment, in which they draft and revise a new narrative about discovering a fossil using a picture of a fossil as inspiration for their writing. Then students combine their writing with detailed drawings, and this becomes the performance task for this module.

### In advance:

- Strategically pair students for writing. Consider pairing students who are at a similar level in terms of their writing skills so they can adequately support one another. Consider creating a chart with these partnerships so students can easily identify their writing partners.
- Prepare the Beginning of a Narrative about Discovering a Fossil: Example and Non-Example and the Editing Work Sample.
- Preview the writing instruction in Work Time A, B, and C to see how students are supported to plan, draft, revise, and edit the beginning of their narratives.
- Review the Pinky Partner 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.**

- Work Time A: Record several pairs of writing partners as they brainstorm ideas for a beginning of their narrative to listen to 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 B: Students write page 1 of their Narrative Booklets using word-processing software—for example, a Google Doc.
- Work Time C: Record several pairs of writing partners as they discuss revisions to listen to 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.

**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.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 with a partner the way they want to communicate the beginning of their narrative before they begin writing. This peer negotiation is essential to language development, as it encourages both ELLs and native speakers to adjust their language to make it more comprehensible for their peer and to align it more closely with the language requirements of the beginning of the narrative.
- ELLs may find it challenging to transform their notes from the planner into complete sentences that flow for the beginning of the narrative. See “Levels of support” below and the Meeting Students’ Needs column for specific supports.

**Levels of support**

*For lighter support:*

- Invite students to identify the exact language that helps “make ideas flow” in the Beginning of a Narrative about Discovering a Fossil: Example and Non-Example. For example: The author added details about her thoughts (“I was thinking”), which help explain the idea about having her hammer with her.
- Invite students to expand their linguistic knowledge and ability by brainstorming the present tense versus the past-tense verbs in their narrative beginning, and to plot on a timeline how the use of those verbs changes the timeframe of each action.

*For heavier support:*

- In Lesson 11, students add detailed illustrations to their personal narrative. Consider inviting students to draw detailed illustrations before they write each part of their narrative about Holly, as well, beginning in this lesson. The process of conveying thoughts through visuals first can help language learners break down the task and think through the language they will need to communicate their narrative.

- Create note strips about Holly that could be included in the beginning of the narrative planner, and invite students to place the strips in the beginning section of their planner in Work Time A.

### Universal Design for Learning

- **Multiple Means of Representation (MMR):** Developing spellers benefit from environmental support to sound out words in their writing. Some students may need explicit prompting to utilize environmental print when they cannot recall letter sounds or sight words. When modeling writing, emphasize process and effort by modeling how to sound out a word with tricky spelling and demonstrate how to utilize environmental print.
- **Multiple Means of Action & Expression (MMAE):** As students give partners feedback in Work Time C, support planning by providing individual students with small sticky notes to attach to their pages. This helps students to remember places where they want to add or make changes based on partner feedback.
- **Multiple Means of Engagement (MME):** When students share their work with a partner, this is a good opportunity to foster community and support students to provide each other with positive feedback. Before students share their narrative, discuss strategies for how to give a compliment to a peer about her or his work by citing a specific example from the narrative.

### Vocabulary

#### Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

#### New:

- draft (L)

#### Review:

- establish a situation, mentor, revise, edit, irregular past-tense verbs, kind, specific (L)

### Materials

- ✓ Writing Partners anchor chart (begun in Module 1)
- ✓ Unit 3 Guiding Question anchor chart (from Lesson 1; one to display)
- ✓ Narrative Booklet: Teacher Model (from Lesson 5; page 1; one to display)
- ✓ Compelling Narrative about Discovering a Fossil anchor chart (begun in Lesson 5)
- ✓ Narrative Planner: Teacher Model (from lesson 5; one to display)
- ✓ Narrative Planner: *The Maisasaura Dig: The Story of Dr. Holly Woodward Ballard* anchor chart (begun in Lesson 2)
- ✓ Narrative Planner (one per student)
- ✓ Narrative Planner: Holly's Story (example, for teacher reference)
- ✓ Beginning of a Narrative about Discovering a Fossil: Example and Non-Example (one to display)

- ✓ Narrative Booklets (page 1; one per student)
- ✓ Narrative Writing Checklist (for teacher reference; see Assessment Overview and Resources)
- ✓ Editing Work Sample (one to display)
- ✓ Irregular Past-tense Verbs anchor chart (begun in Lesson 2)
- ✓ Editing Work Sample (example, for teacher reference)
- ✓ Pinky Partners Protocol anchor chart (begun in Module 1)

## Opening

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### A. Engaging the Learner: Reviewing the Purpose of Writing Partners (5 minutes)

- Direct students' attention to the **Writing Partners anchor chart**.
- Invite students to sit next to their writing partner in the whole group meeting area.
- Remind them that yesterday they looked at a model of a narrative about discovering a fossil to prepare them for writing their own narratives.
- Tell students that there is another thing that we use to support our writing: Writing Partners! Remind students that they have used the structure of writing partners before.
- Focus students' attention on the Writing Partners anchor chart, and read through the left-hand column:

***“Work with Our Partner.”***

- Tell students that as they work on our narratives today, they will use all these strategies to work with their writing partners.
- Tell students that it is important to use collaboration as they work with their writing partners.
- If productive, cue students to think about their thinking:

***“How do you think these writing partner strategies will help you succeed as we write our narratives? I’ll give you time to think and discuss with a partner.” (Responses will vary.)***

### Meeting Students' Needs

- To activate background knowledge, provide one or two examples of what collaboration looks and sounds like. (Example: “When students are collaborating, I see them asking questions to understand their partner’s idea. What do you see?”) (MMR)

## Work Time

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### A. Independent Writing: Planning the Beginning of My Narrative (15 minutes)

- Display the **Unit 3 Guiding Question anchor chart** to students and invite them to read it along with you:

***“How do authors write compelling narratives?”***

- Tell students that for the past few days, they have been learning about what techniques authors use to write compelling narratives, and today they are going to be authors themselves! They are going to start writing their own narratives.

- Direct students' attention to the posted learning targets and read the first one aloud:  
***"I can draft the beginning of my narrative based on Holly's experience in The Maiasaura Dig: The Story of Dr. Holly Woodward Ballard."***
- Using a total participation technique, invite responses from the group:  
***"What are important words in this learning target?" (draft, narrative)***
- Confirm with students that today they will draft the beginning of their narratives.
- Tell students: "For this narrative, you will imagine that you are Holly, the paleontologist from ***The Maiasaura Dig: The Story of Dr. Holly Woodward Ballard***. So you can use his experiences to help you think of ideas and write as if you were Holly. In a few lessons, you will write another narrative about discovering a fossil, but then you can imagine you are any paleontologist!"
- Tell students that before they can *draft*, or write the beginning of their narrative, they will work with their writing partners to plan what they are going to write.
- Tell students that to help them get started, you are going to read the beginning of the narrative about discovering a fossil that you read to them yesterday, and you want them to think about what the beginning includes. This will help them think about what to include for the beginning of their narratives.
- Display page 1 of **Narrative Booklet: Teacher Model** and read it aloud.
- Invite students to Think-Pair-Share with their writing partner:  
***"What does the beginning of this narrative include?" (describes where you are and what tools you have)***
- Direct students' attention to the **Compelling Narrative about Discovering a Fossil anchor chart**, and encourage them to use it to help them remember what to include in their narrative.
- Confirm with students that writers use different techniques to write compelling narratives, and one of those is to *establish a situation*, or letting the reader know where the narrative is taking place and what the characters are doing.
- Tell students that because this is a narrative about discovering a fossil, it would be a good idea to include what tools you had as well.
- Share with students that before you wrote this draft, you planned your thinking using a planner.
- Display the **Narrative Planner: Teacher Model**. Point out to students that this is the same chart as the Narrative Planner: *The Maiasaura Dig: The Story of Dr. Holly Woodward Ballard* anchor chart because we used this book as a mentor text to learn about how authors write compelling narratives. Remind students that a *mentor text* is a model that shows you how to write.
- Using the Narrative Planner: Teacher Model, read through the column entitled "Beginning: Establish a situation." Point out that this planner was a place to jot some ideas down that you would write in your draft. That is why you wrote notes, not full sentences.
- Tell students that they are going to plan the beginning of their narratives pretending that they are Holly from *The Maiasaura Dig: The Story of Dr. Holly Woodward Ballard*.
- Distribute **Narrative Planners**.
- Tell students that they will be working on the beginning part of the planner today. Invite them to point to this part of the planner.

- Invite students to take turns reading the questions on the planner with their writing partners.
- Tell students they can use the Narrative Planner: *The Maiasaura Dig: The Story of Dr. Holly Woodward Ballard* anchor chart for ideas for their narrative, but they can also use their imagination and think about places they might be and other paleontologist tools they might use.
- Invite students to Think-Pair-Share with their writing partner:  
**“For this narrative, where were you? What tools did you have?” (Responses will vary. Refer to the Narrative Planner: Holly’s Story (example, for teacher reference) as necessary.)**
- Transition students back to their workspaces and invite them to individually complete the beginning column on their Narrative Planner.
- Circulate and support students as they write by directing them to the classroom supports (e.g., anchor charts, Interactive High-Frequency Word Wall).
- After 6–7 minutes, invite students back to the whole group area with their Narrative Planners.

### Meeting Students’ Needs

- To support self-regulation and independence when giving students a warning before the transition, provide a clear routine for what to do with unfinished work and utilize a visual timer. (MME)
- For ELLs: Invite students to mark the pages that encompass the beginning of *The Maiasaura Dig: The Story of Dr. Holly Woodward Ballard* and to take turns retelling the beginning in small groups.
- For ELLs: Consider inviting students to continue the color-coding strategy by highlighting the criteria and their entries in the narrative planner to correspond with the text in *The Maiasaura Dig: The Story of Dr. Holly Woodward Ballard*. Example: Highlight in blue and yellow “Describes where you are and what tools you have” in the narrative planner and do the same for “at a new site in Montana” and “shovels” and “hammers” in the narrative planner and the text. Then encourage students to make connections between the language of the criteria, the text, and the narrative planner.
- For ELLs: Emphasize that “making the ideas flow” in the beginning of the narrative means creating a narrative that easily makes sense to the reader, where each sentence explains (or connects in some other logical way) to the next one. To this end:
  - Consider inviting students to consult their narrative planner, and then first write (or discuss what they will write) in home language groups before they begin writing in English.
  - Remind students that practicing the beginning verbally before writing it can help them write in a way that makes the ideas flow.
  - As students write, invite them to identify “what else they can say” or “what else they said” and “what they were thinking” in their narrative to help make the ideas flow.
- For ELLs: Follow up on the color-coding process by inviting students to use different colors to highlight or underline the sentences in their narrative booklet to correspond to the language in the criteria, their narrative planner, and *The Maiasaura Dig: The Story of Dr. Holly Woodward Ballard*.

## Work Time

### B. Independent Writing: Drafting the Beginning of My Narrative (20 minutes)

- Tell students that now that they have planned the beginning of their narratives, they will draft that section. Tell students that this means they will draft sentences for the beginning part of their narrative based on their notes from their planner.
- Tell students that before they start drafting, you are going to share two different options where you have used the notes from your planner to draft the beginning of your narrative. As you read the two options, you would like them to think about which beginning you like better.
- Display the **Beginning of a Narrative about Discovering a Fossil: Example and Non-Example**. Read both options aloud to students.
- Invite students to put up 1 or 2 with their fingers to show which option they prefer. Confirm with students that it looks like most students prefer option 1.
- Using a total participation technique, invite responses from the group:  
*“Why did you like option 1 better?” (It described what the beach was like. It is longer. It says what you were thinking.)*
- Tell students: “I agree with your thinking that option 1 is a better example for a beginning. I didn’t just copy exactly what was on my planner. Like a narrative writer, I thought about how to make the ideas flow. I did this by thinking about what else I could say about where I was in the story or what I was thinking.”
- Tell students that now it is their turn to be narrative writers! They are going to use the notes from their planners to think about how to make their ideas flow and sound like a story.
- Invite students to Think-Pair-Share with their writing partner:  
*“What will you write for the beginning of your narrative?” (Responses will vary.)*
- Distribute **Narrative Booklets** and invite students to turn to page 1.
- Point out the space for sketching and the space for writing. Tell students that once they draft the beginning of their narratives, they can sketch pictures to match their writing.
- Tell students that they should skip lines as they are drafting their narrative because they will be revising and editing it later.
- Transition students back to their workspaces and invite them to begin drafting and sketching. Ensure students are sitting next to their writing partners.
- Circulate and support students as they write by directing them to the classroom supports (e.g., anchor charts, Interactive High-Frequency Word Wall). Consider using the **Narrative Writing Checklist (for teacher reference)** to gather data on students’ progress toward W.2.3, L.2.2.a, and L.2.2.d.
- As students are working, ask a student who has a strong beginning if you can use his or her work to share with the rest of the class during Work Time C.
- After 12–13 minutes, invite students back to the whole group area with their Narrative Booklets.

### Meeting Students' Needs

- For students who may need additional support with fine motor skills: Provide supportive tools for writing. (e.g., pencil grips, slanted desks, or alternate writing utensils). (MMAE)

## Work Time

### C. Revising and Editing: Improving the Beginning of My Narrative (15 minutes)

- Give students specific, positive feedback on drafting the beginning of their narratives. (Example: “You established a situation by telling the reader where you were and what tools you had. You made your writing flow by describing the setting in more detail.”)
- Direct students’ attention to the Compelling Narrative about Discovering a Fossil anchor chart and read the first row aloud.
- Tell students that just like they did with other writing pieces previously, they will now revise and edit their writing.
- Ask students to turn to their writing partners:
  - One partner should share the definition of *revise*.
  - The other partner should share the definition of *edit*. (Listen for students to say that *revising* is when writers make sure their writing makes sense, and *editing* is when writers do their best to make sure their writing is correct and fix any mistakes they notice.)
- Call on a partnership to share their definitions of *revise* and *edit* with the class.
- Tell students that when authors revise narrative writing, they want to make sure the writing is clear and makes sense, and that the ideas flow together. Tell students that for their narratives about discovering a fossil, they will want to make sure they included where they were first and name what tools they had, and other details that make the writing flow.
- Tell students that a writer is going to share the beginning of his or her narrative in front of the class, and you want them to listen to see if it is clear and makes sense. (This should be the student you identified and asked in Work Time B to share his or her work.) Read this student’s writing.
- Using a total participation technique, invite responses from the group:
 

**“How is this writing clear?” (He wrote about where he was. He wrote about what tools he had. He made his writing flow.)**
- Tell students that they are going to have a chance to revise the beginning of their narratives.
- Invite students to read aloud the beginning of their narratives to their writing partners and make sure it is clear and makes sense, and that the ideas flow together. If students need to make any changes, invite them to cross out their writing and write their new ideas in the line above.
- After 6–7 minutes, refocus whole group.
- Tell students that they will now edit the beginning of their narratives. Remind them that when they edited their writing previously, they made sure their writing was correct and fixed any mistakes they noticed.

- Explain to students that because they are writing their narratives about events that took place in the past, it is important to make sure that their verbs are written to show that the story takes place in the past.
- Direct students' attention to the posted learning targets and read the second one aloud:  
***"I can edit my narrative to include irregular past-tense verbs correctly."***
- When they edit today, they are going to pay close attention and make sure they have correctly used *irregular past-tense verbs*.
- Remind students that irregular past-tense verbs are verbs that are written in the past that don't follow the same rules as other past-tense verbs; they "don't play fair."
- Tell students that you are going to look at an example together before they edit their own writing.
- Display the **Editing Work Sample**. Tell students that as you read this aloud, they should look for any irregular past-tense verbs that are written incorrectly. If they see one, they should put their hands on their head.
- Encourage students to use the **Irregular Past-tense Verbs anchor chart** as a resource.
- Read through the Editing Work Sample once. As you read it again, look for students to put their hands on their heads for the words *go* and *have*. Model for students how to:
  - Cross out the irregular past-tense verbs that are written incorrectly.
  - Write the correct irregular past-tense verbs on top (*went, had*).
  - Refer to the Irregular Past-tense Verbs anchor chart, if necessary.
- Refer to the **Editing Work Sample (example, for teacher reference)** as necessary.
- Invite students to turn and talk to their writing partner:  
***"How did I edit my writing today?" (looked for irregular past-tense verbs that weren't written correctly, crossed them out and wrote the correct verbs on top, used the Irregular Past-tense Verbs anchor chart to help you remember the correct way to write verbs that don't play fair)***
- Tell students that they will work with their writing partners to edit the beginning of their narratives for irregular past-tense verbs on page 1 of their Narrative Booklets. Tell them to read their sentences aloud to their writing partners so they can help them edit their work.
- After 5–6 minutes, refocus whole group.

### Meeting Students' Needs

- Provide differentiated mentors by purposefully selecting writing partners. Consider meeting with the mentors in advance to encourage them to share their thought process, citing evidence from their writing with their partner. (MMAE)
- For ELLs: Before students begin editing the irregular past-tense verbs in the beginning of their narrative, invite them first to identify all of the verbs in their beginning by underlining them.

## Closing and Assessment

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### A. Pinky Partners: Sharing Our Work (5 minutes)

- Invite students to give you an air high-five for their hard work today as writers!
- Tell students that they are going to use the Pinky Partners protocol to share their work with a partner who is different than their writing partner. Remind them that they used this protocol in Module 1, and review as necessary using the **Pinky Partners Protocol anchor chart**. (Refer to the Classroom Protocols document for the full version of the protocol.)
- Remind students of the importance of giving *kind and specific feedback* (feedback that tells the writer one thing that they did a good job of in their writing).
- Guide students through the protocol, encouraging them to use the sentence starter:  
***“You did a good job of \_\_\_\_.”***
- If productive, cue students to think about their thinking:  
***“How does our Pinky Partners protocol add to your ability to write a good beginning? I’ll give you time to think and discuss with a partner.” (Responses will vary.)***
- Ask students to return to their seats in the whole group area.
- Tell students that they will continue working on their Narrative Booklets tomorrow!

### Meeting Students’ Needs

- To foster a sense of community and provide options for physical action after students have shared, invite the class join you in a special applause (e.g., silent cheer, raise the roof, firecracker, hip-hip hooray). (MMAE, MME)
- For ELLs: Remind students that receiving kind and specific feedback from a peer is a valued part of learning in many U.S. classrooms. Hearing from a peer about what we do well can help us recognize and repeat our successes. Teacher feedback is also important, but you can learn different things through peer feedback.