

Lesson 4: Reading and Writing: Close Read-aloud, Session 3 and Steps of Fossilization



CCS Standards

- **RI.2.1:** Ask and answer such questions *as who, what, where, when, why, and how* to demonstrate understanding of key details in a text.
- **RI.2.2:** Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- **RI.2.4:** Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.
- **RI.2.5:** Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- **RI.2.6:** Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- **W.2.8:** Recall information from experiences or gather information from provided sources to answer a question.
- **L.2.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.2.1a:** Use collective nouns (e.g., *group*).
- **L.2.4c:** Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*).



Daily Learning Targets

- I can use evidence from the text *Fossils* to answer questions about fossilization. (RI.2.1, RI.2.2, RI.2.4, RI.2.5, RI.2.6, L.2.4c)
- I can describe the steps of fossilization using pictures and words. (W.2.8)

Ongoing Assessment

- During the Opening, use the Language Checklist (L.2.1, L.2.1a) to track students' progress toward these standards (see Assessment Overview and Resources).
- Collect Collective Nouns Practice #2, completed during the Opening, and use it to track students' progress toward L.2.1a.
- During the close read-aloud in Work Time A, use the Reading Informational Text Checklist (RI.2.1, RI.2.2, RI.2.4, RI.2.5, RI.2.6) to track students' progress toward these reading standards (see Assessment Overview and Resources).
- During Work Time B, circulate as students write and illustrate to describe Steps 1 and 2 of the fossilization process. Notice whether students use the Fossilization anchor chart as a reference for their own writing. As needed, prompt them to use complete sentences and include details in their illustrations. (W.2.8)
- During the Closing, listen as students share their reflections about responsibility to notice whether they are able to recognize tangible, specific ways to demonstrate responsibility in their work.

Agenda

1. Opening

A. Developing Language: “A Group of Dinosaurs,” Version 1 (10 minutes)

2. Work Time

A. Close Read-aloud, Session 3: *Fossils*, Pages 17–18 (25 minutes)

B. Independent Writing: Steps 1 and 2 of Fossilization (20 minutes)

3. Closing and Assessment

A. Reflecting on Learning (5 minutes)

Teaching Notes

Purpose of lesson and alignment to standards:

- In this lesson, students begin to learn about the process of fossilization during Session 3 of the close read-aloud. The purpose of documenting notes and sketches about fossilization is to make progress toward W.2.8 using the Fossilization anchor chart. During Work Time B, students use the Fossilization anchor chart as a resource for drawing and writing in their paleontologist’s notebooks to answer the question: “What are the steps of fossilization?” For the purpose of contextualizing this process, the text *Fossils* uses an ancient fish as an example. Consider discussing with students that many different organisms, both plants and animals, can become fossilized over time.
- During Work Time B, students confer with their writing partner before beginning to write and draw. These partnerships provide students with a consistent, supportive peer who can listen, give feedback, and share work. During this writing time, partners focus on planning what to write and draw together.
- Lessons 1–3 featured built-out instruction for Goal 3 Conversation Cues. Moving forward, this will appear only as reminders after select questions. Continue using Goal 1–3 Conversation Cues to promote productive and equitable conversation. Refer to the Module 1 Appendix for additional information on Conversation Cues.

How this lesson builds on previous work:

- As in Lessons 2–3, students continue to identify and use collective nouns through work with the “A Group of Dinosaurs” poem during the Opening. Today, students become more independent as they complete the Collective Nouns Practice #2 sheet on their own.
- During Sessions 1–2 of the close read-aloud, students read to gain a solid understanding of what fossils are and how paleontologists discover them. During Session 3, students begin to learn about the process of fossilization: how a fossil is formed over time.
- As in the Closings of Lessons 2–3, students continue to reflect on another aspect of responsibility: taking ownership in their work.

Areas in which students may need additional support:

- The mechanics of fossilization is a challenging concept to grasp and may overwhelm some students. Consider allowing extra time for students to view and order the Fossilization picture cards when possible. In addition, reassure students that they will review the steps and concept of fossilization numerous times in the coming lessons.

- During Work Time B, some students may need additional support to complete the writing for Steps 1 and 2 of fossilization. Consider placing those students close to the Fossilization anchor chart.

Down the road:

- The culminating task for the close read-aloud asks students to sequence and describe the steps of fossilization independently. The work of Sessions 3–5 of the close read-aloud, as well as writing and drawing the steps of fossilization in Lessons 4–6, prepares students to complete this culminating task.
- In the Closing of Lesson 6, students will reflect on all aspects of responsibility: taking ownership of their work, actions, and space.

In advance:

- Prepare:
 - Clipboards with the Collective Nouns Practice #2 sheet and pencils for the Opening.
 - Fossils Word Wall cards for *fossilization* and *decay*. Write or type each word on a card and create or find a visual to accompany each one.
- Preview the Close Read-aloud Guide: Fossils to familiarize yourself with what will be required of students. Note that the Close Read-aloud Guide is divided into sessions. Complete only Session 3 in this lesson, as students will complete the remaining sessions in Lessons 5–6.
- Strategically pair students for writing partner work in Work Time B.
- Distribute materials for Work Time B at student workspaces to ensure a smooth transition.
- 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 “A Group of Dinosaurs,” version 1 in Lesson 2, play this recording for them to join in with.
- Work Time A: Create the Fossils Word Wall in an online format—for example, Padlet (<https://padlet.com/>)—to share vocabulary words with families.
- Work Time B: Create the teacher model of pages 7–8 of the paleontologist’s notebook in an online format—for example, a Google Doc—for display and for families to access at home to reinforce the content.

Supporting English Language Learners

Supports guided in part by CA ELD Standards 2.I.A.1, 2.I.B.5, 2.I.B.6, and 2.I.C.10

Important points in the lesson itself

- The basic design of this lesson supports ELLs with opportunities to read closely and interpret academic text. Students will apply and deepen their understanding of academic content using multiple modalities, including contributing to their own Paleontologist’s notebooks. Students will develop their English language ability by studying collective nouns.

- ELLs may find some of the concepts described in *Fossils* challenging to comprehend, because it may contain an abundance of new academic vocabulary and scientific concepts. To support the development of academic syntax and content knowledge, guide students through a Language Dive discussion in Work Time A.
- In Work Time A, ELLs are invited to participate in a Language Dive conversation (optional). This conversation guides them through expanding the meaning of a sentence from the text *Fossils*. It also provides students with further practice using the language structure from the text. Students may draw on this sentence when contributing to their Paleontologist's notebooks, participating in the Science Talk protocol, and answering selected response questions during their Unit 2 Assessment. Preview the Language Dive Guide and consider how to invite conversation among students to address the questions and goals suggested under each sentence strip chunk (see supporting materials). Select from the questions and goals provided to best meet your students' needs. Create a "Language Chunk Wall"—an area in the classroom where students can display and categorize the academic phrases discussed in the Language Dive.

Levels of support

For lighter support:

- In Work Time B, encourage students to use the phrases from the Language Dive as they write their Paleontologist's notebook entry. (Example: Layers of sand and mud cover the fish's body.)

For heavier support:

- During Work Time B, work closely with a small group of students who need heavier support. Consider completing their Paleontologist's notebook entries as a shared or interactive writing experience.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** During independent writing, developing spellers will benefit from environmental support to sound out words in their writing. Some may need explicit prompting to use 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 use environmental print.
- **Multiple Means of Action & Expression (MMAE):** As students transition to their paleontologist's notebooks in Work Time B, support strategy development for writing by offering scaffolds to help them in planning. Example: Provide a checklist and review with students before they begin writing: (1) Think of a complete sentence to describe Step 1. (2) Draw one line for each word. (3) Write your sentence. (4) Draw a picture for Step 1. (5) Think of a complete sentence to describe Step 2. (6) Draw one line for each word. (7) Write your sentence. (8) Draw a picture for Step 2. (9) Review your work.
- **Multiple Means of Engagement (MME):** When students share their work with a partner, it is a good opportunity to foster community and support students to provide each other with positive feedback. Before they share their paleontologist's notebook pages, discuss strategies for how to give a compliment to a peer about her or his work.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

New:

- glossary, fossilization, process, decay (T)

Review:

- collective noun, evidence (L)
- preserved, excavated, surrounding (T)

Materials

- ✓ "A Group of Dinosaurs," Version 1 (from Lesson 2; one to display)
- ✓ Collective Nouns anchor chart (begun in Lesson 2)
- ✓ Collective Nouns Practice #1 sheet (one to display)
- ✓ Pencils (one per student)
- ✓ Collective Nouns Practice #2 sheet (one per student)
- ✓ Collective Nouns Practice #2 sheet (example, for teacher reference)
- ✓ Close Read-aloud Guide: *Fossils* (from Lesson 2; Session 3; for teacher reference)
 - Reading Informational Text Checklist (RI.2.1, RI.2.4, RI.2.5) (for teacher reference; see Assessment Overview and Resources)
 - *Fossils* (from Lesson 2; one to display; for teacher read-aloud)
 - Fossilization anchor chart (new; co-created with students during Work Time A; see Close Read-aloud Guide)
- ✓ Fossils Word Wall cards (new; teacher-created; two)
- ✓ Fossils Word Wall (begun in Unit 1, Lesson 8; added to during Work Time A)
- ✓ Paleontologist's notebook (from Unit 1, Lesson 10; pages 7–8; one to display and one per student)
- ✓ Paleontologist's notebook (from Unit 1, Lesson 10, example, for teacher reference)
- ✓ Crayons (class set; variety of colors per student)
- ✓ Working to Become Effective Learners anchor chart (begun in Module 1)
- ✓ Language Guide: *Fossils* (optional; for ELLs; for teacher reference)
- ✓ Sentence strip chunks: *Fossils* (optional; for ELLs; one to display)
- ✓ Language Dive Note-catcher: *Fossils* (optional; for ELLs; one per student and one to display)

Opening

A. Developing Language: "A Group of Dinosaurs," Version 1 (10 minutes)

- Invite students to the whole group area.
- Display **"A Group of Dinosaurs," version 1** and invite students to read the poem aloud with you.
- Direct students' attention to the **Collective Nouns anchor chart** and review the definition of a *collective noun* (a noun for a group of something).
- Review the collective nouns listed by reading each noun aloud together.
- Display the **Collective Nouns Practice #1 sheet**.
- Point out that these sentences are not complete; students need to help fill in the missing collective nouns!
 - Read the first sentence aloud: "The monkeys lived in a ____ of trees."
 - Using a total participation technique, invite responses from the group:

"What word describes a group of trees?" (forest)
 - After hearing several students' responses, fill in the blank.
 - Read the second sentence aloud: "There was a large ____ of fish swimming in the ocean."
 - Invite students to turn and talk with an elbow partner:

"What word describes a group of fish?" (school)
 - After hearing several students' responses, fill in the blank.
 - Using a total participation technique, invite responses from the group:

"One collective noun for a group of people is a crowd. What sentence could we create using the word crowd?" (Responses will vary.)
 - After hearing several students' responses, record a sentence.
 - Refocus students whole group.
- Distribute clipboards with **pencils** and the **Collective Nouns Practice #2 sheet** and tell students they will now practice on their own.
- Invite students to begin working.
- Circulate to support students as they work. Prompt them to use the Collective Nouns anchor chart as needed.
- After 3–4 minutes, refocus students whole group. If time allows, have them to check their work together by inviting several students to share out their responses. Refer to the **Collective Nouns Practice #2 sheet (example, for teacher reference)** as necessary.
- Collect students' Collective Nouns Practice #2 sheets and pencils.

Meeting Students' Needs

- For students who may need additional support with expressive skills: Before reading the poem, offer index cards pre-printed with collective nouns from the poem to select as they participate in selecting missing words. (MMAE)

- For ELLs: Provide a word bank for the Collective Nouns Practice #2 sheet. To ensure the practice is challenging, provide distractors such as *school*, *bunch*, and *army*. To provide heavier support, display a sentence frame for the second item. (Example: "A ____ of ____ walked ____.")

Work Time

A. Close Read-aloud, Session 3: *Fossils*, Pages 17–18 (25 minutes)

- Direct students' attention to the posted learning targets and read the first one aloud:
*"I can use evidence from the text *Fossils* to answer questions about fossilization."*
- Review the definition of *evidence* (something that gives proof of or a reason to believe something).
- Share that today during the close read-aloud, students will begin to gather evidence to answer questions about how fossils are formed.
- Using the **Close Read-aloud Guide: *Fossils* (Session 3; for teacher reference)** and **Reading Informational Text Checklist**, guide students through the close read-aloud for *Fossils*.
- Refer to the guide for the use of the **Fossilization anchor chart**.
- After completing the close read-aloud, invite students to take a short break by standing to stretch while the **Fossils Word Wall cards** for *fossilization* and *decay* are added to the **Fossils Word Wall**. Follow a similar process as in Lesson 2: provide each word's definition (the process of turning into a fossil; to break down or become destroyed by a slow, natural process, to rot), clap out its syllables, use it in a sentence, and place the card on the Word Wall.

Meeting Students' Needs

- For students who may need additional support with oral language and processing: During the close read-aloud, allow ample wait time as students prepare to share responses orally. (MME, MMAE)
- For ELLs: During or after Work Time A, lead students through a Language Dive (see supporting materials). Refer to the **Language Dive Guide** (for teacher reference). Distribute and display the **sentence strip chunks** and **Language Dive note-catcher**.
- For ELLs: When explaining the suffix *-tion*, write *ation* on a sentence strip. Write and display *fossilize* and demonstrate posting the sentence strip at the end. Invite students to practice transforming the verb *fossilize* into a noun. Write and define additional verbs, such as *vacate* or *excavate*, and practice turning them into nouns as well.

Work Time

B. Independent Writing: Steps 1 and 2 of Fossilization (20 minutes)

- Refocus students whole group.
- Direct students' attention to the posted learning targets and read the second one aloud:
"I can describe the steps of fossilization using pictures and words."
- Review the definition of *fossilization* (the process of turning into a fossil).

- Invite students to point to a resource in the classroom that has taught them about fossilization. (*Fossils*, Fossilization anchor chart)
- Explain that students will use the evidence gathered on the Fossilization anchor chart to answer a question about fossilization.
- Display page 7 of the **paleontologist's notebook** and read the prompt at the top of the page:
“What are the steps of fossilization?”
- Remind students that when they write, they often work with their writing partner.
- Explain that today writing partners will help one another plan what to write and draw about Steps 1 and 2 of fossilization. Remind students that they will need to show responsibility in their work to complete today's writing task.
- Invite students to move to sit next to their pre-determined writing partner.
- When all students are seated with their writing partner, direct their attention to page 7 of the displayed paleontologist's notebook and orient them to the writing template:
 - Title: “Step 1”
 - Blank box for illustrating Step 1
 - Lined space for writing complete sentences to describe Step 1
- Referring to the notes on the Fossilization anchor chart, model thinking aloud about what complete sentences to write for Step 1. Say:
“I see that the notes for Step 1 say “fish dies and sinks” and “covered with thin layer of sand.” Explain that these notes are not complete sentences. “To write a complete sentence, I have to add a bit more: “The fish dies and sinks. Then sand covers it.” Point out that you know it is a complete sentence because it has a complete thought.
- Referring to the sketches on the Fossilization anchor chart, model thinking aloud about what to draw for Step 1. Say:
“I see a sketch of a fish dying. I will draw a fish and show it is dying because its fin is limp and it isn't swimming. Hmmm, I can also draw some grains of sand covering the fish, to show that the fish is at the bottom of the ocean.”
- Invite students to turn and talk with their writing partner:
“What sentence(s) will you use to describe Step 1?” (A fish dies. The fish's body sinks down. The body is covered with a thin layer of sand.)
“What picture will you draw to illustrate Step 1?” (a picture of a dead fish body; a picture of a fish sinking down to the bottom of the ocean)
- Invite a few students to share out.
- Display page 8 of the paleontologist's notebook.
- Briefly review the notes and sketches for Step 2 on the Fossilization anchor chart.
 - Review the definition of *decay* (to break down or become destroyed by a slow, natural process; to rot) and cue students that this word is important in Step 2.
- Invite students to turn and talk with their writing partner:
“What sentence(s) will you use to describe Step 2?” (Sand covers the fish's body. The body decays.)
“What picture will you draw to illustrate Step 2?” (sand covering the fish's body; a picture of a fish decaying or rotting)

- Invite a few students to share out.
- Transition students back to the workspace and invite them to retrieve their paleontologist's notebooks and begin working on pages 7–8. Point out the **crayons** already at their workspaces.
- Circulate to support students as they work. Consider prompting them to read their writing aloud to you. As needed, ask students to describe what is happening in Step 1 or Step 2 to support their understanding of the content. Also, refer them to the Fossilization anchor chart and Fossils Word Wall as needed.
- After 8 minutes, prompt students to come to a stopping place in their writing.
- Refocus whole group and encourage students to share their work with their writing partner. Provide prompts for labeling themselves A and B and taking turns sharing as needed.
- Signal students to stop working through the use of a chime or signal. Assure students who have not completed their work that they will be given additional time soon to complete Steps 1 and 2.
- Collect students' notebooks and direct them to clean up their workspace and transition to the whole group area.

Meeting Students' Needs

- Before students begin writing, provide differentiated mentors by strategically pairing writing partners. Consider coaching the mentor(s) to engage with their partner, share their thought processes, and encourage effort. (MMAE, MME)
- For ELLs: Provide sentence frames to support students as they write Step 1 and Step 2 of fossilization. Example: "The fish ___ and ___. Then _____."

Closing and Assessment

A. Reflecting on Learning (5 minutes)

- Direct students' attention to the posted learning targets and reread the second one aloud:
"I can describe the steps of fossilization using pictures and words."
- Prompt students to quietly consider the writing they did today:
"What did you write and draw to describe Steps 1 and 2 of fossilization?"
- Remind students that during this challenging writing task, they focused on showing responsibility.
- Invite students to give themselves a pat on the back if they worked hard to be a responsible learner today.
- Direct students' attention to the posted **Working to Become Effective Learners anchor chart** and focus them on the definition of responsibility.
- Using a total participation technique, invite responses from the group:
"What does it mean to take ownership of our work?" (focus during work times, write and draw neatly, try to do high-quality work, complete work on time)
- As students share, confirm and clarify tangible ways that students can show responsibility in their work.

- Using a total participation technique, invite responses from the group:
“How did you take ownership of your writing today?” (Responses will vary, but may include: wrote and drew carefully, completed writing and drawing, focused during work time.)
- Share that paleontologists also take ownership of their work. Paleontologists show responsibility, too!
- Using a total participation technique, invite responses from the group:
“How do you think paleontologists take ownership of their work?” (careful when handling fossils, draw fossils carefully and accurately, use tools to discover and study fossils)
- If productive, use a Goal 3 Conversation Cue to encourage students to provide reasoning:
“Why do you think that?” (Responses will vary.)
- Share that in the next lesson, students will continue to work as responsible learners when they write and draw Steps 3 and 4 of fossilization in their paleontologist’s notebook!

Meeting Students' Needs

- To activate background knowledge, invite students to recall their learning about the work of paleontologists. (Example: “Think about what we have learned about the work of paleontologists and about their tools and materials.”) (MMR)
- For ELLs: The concept of responsibility may seem abstract for some students. Make it more concrete by telling a brief story about how you show responsibility in your life. (Example: “Once, my son decided to drop his toy truck into a large hole in the ground. Then he lost it! He knew he had to take responsibility for his things, so he never dropped a toy into a hole again.”)