

## Lesson 5: Reading and Writing: Close Read-aloud, Session 4 and Steps 3 and 4 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.
- **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, 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).
- 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) 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 3 and 4 of the fossilization process. Notice whether students use the Fossilization anchor chart as a reference for their own writing and are able to use complete sentences and matching illustrations to show the steps. (W.2.8)
- During Closing A, collect students' exit tickets to track their progress toward RI.2.1 and RI.2.5.

### Agenda

#### 1. Opening

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

#### 2. Work Time

A. Close Read-aloud, Session 4: *Fossils*, Page 19 (20 minutes)

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

#### 3. Closing and Assessment

A. Exit Ticket: Selected Response #4 (5 minutes)

B. Building Vocabulary: Fossils Word Wall (5 minutes)

## Teaching Notes

### Purpose of lesson and alignment to standards:

- As in Lesson 4, students continue to learn about the process of fossilization through the close read-aloud of *Fossils* in Work Time A. Focusing on Steps 3 and 4, students delve more deeply into the fossilization process. They continue to work toward mastering W.2.8 by using evidence gathered on the Fossilization anchor chart to answer the question: “What are the steps of fossilization?”
- During Closing A, students use strategies from the Strategies for Answering Selected Response Questions anchor chart to answer a question on an exit ticket. This exit ticket follows the same structure as those used in Unit 1. As students become increasingly confident answering this type of question, encourage them to use various strategies in more flexible ways.
- During Closing B, the word *petrified* is added to the Fossils Word Wall. This resource supports students as they engage with this science content by drawing, writing, and discussing it.

### How this lesson builds on previous work:

- As in Lessons 2–4, students continue to work with collective nouns using the “A Group of Dinosaurs” poem during the Opening. Students work independently to complete the Collective Noun Practice #4 sheet on their own.
- As in Lesson 4, students again confer with their writing partner before beginning to write and draw steps 3 and 4 of fossilization. As students become more independent in using the Fossilization anchor chart to inform their drawing and writing, a writing partner provides an extra support.
- Continue to use Goal 1–3 Conversation Cues to promote productive and equitable conversation.

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

- Some students may need additional support to complete the independent writing task in Work Time B. Consider allowing additional time to finish this task if needed. During Work Time B of Lesson 6, additional time is also provided for students to return to steps 1–4 in their paleontologist’s notebook and complete any unfinished work.

**Down the road:**

- Students will continue answering selected response questions periodically to prepare for the Unit 2 Assessment in Lesson 12, which is composed of selected response questions.
- In Lesson 7, students will complete the culminating task during Session 6 of the close read-aloud. In this task, students put pictures of the steps of fossilization in the correct order and then write a brief description of each step.

**In advance:**

- Prepare:
  - Clipboards with Collective Nouns Practice #4 sheet and pencils for the Opening.
  - Fossils Word Wall card for *petrified*. Write or type the word on a card and create or find a visual to accompany it.
- 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 4 in this lesson, as students will complete the remaining session in Lesson 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 &amp; Multimedia

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

- Opening: Record the whole group reading the “She Sells Seashells” poem and post it on a teacher web page or on a portfolio app like Seesaw (<http://web.seesaw.me>) for students to listen to at home with their families. Most devices (cellphones, tablets, laptop computers) come equipped with free video and audio recording apps or software.
- Work Time B: Create the Strategies to Answer Selected Response Questions anchor chart in an online format—for example, a Google Doc—for 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.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* difficult to comprehend, because it may contain an abundance of new academic vocabulary and scientific concepts. Consider reviewing the Language Dive conversation from Lesson 4, and continuing to practice with the sentence frame: “Over time, layers of \_\_\_\_\_ piled on top of the \_\_\_\_\_, burying it deep in the \_\_\_\_\_.”

### Levels of support

*For lighter support:*

- In Work Time B, encourage students to use the phrases from the Language Dive in Lesson 4 as they write their Paleontologist's notebook entry. (Example: Over time, pressure turns the sand around the fossil into rock.)

*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):** To facilitate effective learning during this lesson, ensure that all students have access to the directions in each session and feel comfortable with the expectations. Vary the ways in which you convey expectations for each activity or task. Consider engaging in a clarifying discussion about the directions or creating an outline of the steps in Work Time B.
- **Multiple Means of Action & Expression (MMAE):** During the close read-aloud, some students may get restless. Provide options for physical action by inviting students to join you in a quick movement break (e.g., quick stand and stretch or sun salutation).
- **Multiple Means of Engagement (MME):** During the Closing, give students specific, positive feedback on their hard work and effort for the day. To foster a sense of community, provide options for physical action by inviting students to give themselves a special applause.

### Vocabulary

#### Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

#### New:

- pressure, hardened, petrified, seeped (T)

#### Review:

- fossilization (L)

### Materials

- ✓ Collective Nouns Practice #3 sheet (one to display)
- ✓ Pencils (one per student)
- ✓ Collective Nouns Practice #4 sheet (one per student)
- ✓ Collective Nouns Practice #4 sheet (example, for teacher reference)
- ✓ "A Group of Dinosaurs," version 1 (from Lesson 2; one to display)

- ✓ Close Read-aloud Guide: *Fossils* (from Lesson 2; Session 4; 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 (begun in Lesson 4; added to during Work Time A; see Close Read-aloud Guide)
- ✓ Paleontologist’s notebook (from Unit 1, Lesson 10; pages 9–10; 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)
- ✓ Strategies for Answering Selected Response Questions anchor chart (begun in Unit 1, Lesson 2)
- ✓ Exit Ticket: Selected Response #4 (one per student)
- ✓ Fossils Word Wall card (new; teacher-created; one)
- ✓ Fossils Word Wall (begun in Unit 1, Lesson 8; added to during Work Time A)

## Opening

### A. Developing Language: “A Group of Dinosaurs” (10 minutes)

- Invite students to the whole group area.
- Remind students that they have been learning about collective nouns for the past few lessons.
- Display the **Collective Nouns Practice #3 sheet**.
- Tell students that similar to the previous lesson, students will help fill in the missing collective nouns.
  - Read the first sentence aloud: “A \_\_\_\_ of wolves chased the deer.”
  - Using a total participation technique, invite responses from the group:  
*“What word describes a group of wolves?” (pack)*
  - After hearing several students’ responses, fill in the blank.
  - Using a total participation technique, invite responses from the group:  
*“The collective noun for a group of lions is pride. What sentence could we create using the word pride?” (Responses will vary.)*
  - After hearing several students’ responses, record a sentence.
  - Refocus students whole group.
- Distribute clipboards with **pencils** and the **Collective Nouns Practice #4 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. Refer to the **Collective Nouns Practice #4 sheet (example, for teacher reference)** as needed.
- After 3–4 minutes, refocus whole group and collect students’ Collective Nouns Practice #4 sheets and pencils.

- Display “**A Group of Dinosaurs,” version 1.**
- Tell students they will now read the poem aloud together, acting out motions and/or sounds for each group named in the poem.
- Briefly review the collective nouns in the poem (i.e., school of fish, pride of lions, flock of sheep, nest of mice, crowd of people, and a “bunch” of dinosaurs), inviting students to think about motions/sounds they could make for each group.
- Invite students to stand up and remain in their own space. Provide reminders about personal space as needed.
- Read the poem aloud with students, inviting them to pretend to become each group when they read the name aloud.
- After reading the poem, invite students to sit down calmly in their space again.

### Meeting Students' Needs

- When using a total participation technique, minimize discomfort, perceived threats, and distractions by alerting individual students that you are going to call on them next. (MME)
- For ELLs: Provide a word bank for the Collective Nouns Practice #3 sheet. To ensure that the practice is challenging, provide distractors such as *fish*, *forest*, and *gaggle*. For heavier support, provide a sentence frame for the second item. (Example: “A \_\_\_\_ of \_\_\_\_ ate \_\_\_\_.”)
- For ELLs: Ask students about the word *of*, which always follows the collective noun before naming the singular noun. Example:  

**“What word do you notice always comes after the collective noun, and before telling what kind of noun it is?” (of)**

**“Let’s try to read the poem without using the word *of*. Does it make sense?” (no)**

### Work Time

#### A. Close Read-aloud Session 4: *Fossils*, Page 19 (20 minutes)

- Refocus students whole group.
- 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.”**
- Remind students that they will use evidence from this text as they continue to answer the focus question: “How are fossils formed?”
- Using the **Close Read-aloud Guide: *Fossils* (Session 4; for teacher reference)** and **Reading Informational Text Checklist**, guide students through the close read-aloud of *Fossils*.
- Refer to the guide for the use of the **Fossilization anchor chart**.

### Meeting Students' Needs

- For students who may need support with far-point display as they follow along: Consider providing options for perception by providing students with a copy of page 19. (MMR)



- For ELLs: Consider reviewing the Language Dive conversation from Lesson 4. Discuss how the sentence can help students use evidence to answer questions about fossilization.

## Work Time

### B. Independent Writing: Steps 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."***
- Using a total participation technique, invite responses from the group:  
***"When you described Steps 1 and 2 of fossilization, what resource did you use?"***  
***(Fossilization anchor chart)***  
***"What work did you do to describe Steps 1 and 2 of fossilization?" (wrote complete sentences and drew illustrations)***
- Confirm that students used the Fossilization anchor chart as a resource to write sentences and draw illustrations about Steps 1 and 2.
- Invite students to show on their fingers the steps of fossilization they could describe today. (fingers showing 3 and/or 4)
- Confirm that today students will describe steps 3 and 4.
- Remind students that the purpose of doing this writing work is to answer the question: "What are the steps of fossilization?"
- If productive, use a Goal 3 Conversation Cue to encourage students to think about their thinking:  
***"How does writing in our Paleontologist's notebooks add to your understanding of the process of fossilization? I'll give you time to think and discuss with a partner." (Responses will vary.)***
- Share that writing partners will continue to help one another plan what to write and draw. Invite students to move to sit next to their pre-determined writing partner.
- When all students are seated with their writing partner, display page 9 of the **paleontologist's notebook** and briefly review the writing template:
  - Title: "Step 3"
  - Blank box for illustrating Step 3
  - Lined space for writing complete sentences to describe Step 3
- Remind students that the Fossilization anchor chart contains notes and sketches that students will use to write complete sentences and draw illustrations. Briefly review that a complete sentence contains a complete thought.
- Using the Fossilization anchor chart, briefly review the notes and sketches about Step 3.
- Review the definition of *pressure* (a steady force upon a surface) and cue students that this word is important in Step 3.
- Invite students to turn and talk with their writing partner:  
***"What sentence(s) will you use to describe Step 3?" (The fish is under many layers of sand. Pressure turns the sand around it into rock.)***

***“What picture will you draw to illustrate Step 3?” (a picture of the fish under layers of sand; rock around the fish)***

- Invite a few students to share their responses with the group.
- Display page 10 of the paleontologist’s notebook.
- Using the Fossilization anchor chart, briefly review the notes and sketches about Step 4.
- Review the definition of *petrified* (Something that has become hard like stone because minerals have seeped into its cells), cuing students that this is an important word in Step 4.
- Invite students to turn and talk with their writing partner:

***“What sentence(s) will you use to describe Step 4?” (Water and minerals turn the bones into fossils.)***

***“What picture will you draw to illustrate Step 4?” (water drops and minerals going into the fish’s bones)***

- Invite a few students to share their responses with the group. As needed, reinforce the use of complete sentences as students share.
- Transition students back to their workspaces and instruct them to begin working on pages 9–10 of their paleontologist’s notebooks using pencils and **crayons**.
- When 8–10 minutes remain, refocus whole group and invite students to follow the same process from Lesson 4 to share their work with their writing partner.
- After both partners have shared, 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 3 and 4.
- Collect students’ notebooks and direct them to clean up their workspace.

### Meeting Students’ Needs

- As students begin independent writing, vary methods for fine motor responses by offering options for drawing utensils (e.g., thick markers or colored pencils) and writing tools (e.g., fine-tipped markers, pencil grips, slanted boards). (MMAE)
- For ELLs: Provide sentence frames to support students as they write Step 3 and Step 4 of the fossilization process. Example: “The fish is under \_\_\_\_.”

## Closing and Assessment

### A. Exit Ticket: Selected Response #4 (5 minutes)

- Direct students’ attention to the **Strategies for Answering Selected Response Questions anchor chart**.
- Remind students that after they read the question carefully, they can try one of the strategies to help them answer the selected response question. Referring to the strategy “Use details from the text to choose the best answer,” explain that students may use the Fossilization anchor chart as a text that could help them to answer this question.
- Invite students to choose one strategy they will try today and whisper it to themselves.



- Distribute **Exit Ticket: Selected Response #4** and guide students through the same process as Unit 1 to complete the exit ticket, including giving the answer at the end of 5 minutes. (A: The sand around the fish turned to rock, and then the fish's bones were petrified.)
- Give students specific, positive feedback regarding their use of the strategies. (Example: "I noticed that Jorge crossed out incorrect answers. I noticed that Lucretia referred to the Fossilization anchor chart to find the correct answer.")

### Meeting Students' Needs

- For students who may need additional support with fine motor skills: Consider providing an alternative method for selecting the answer. (Example: Provide three index cards marked with "A," "B," and "C" that students can use to identify their answer.) (MMAE)
- For ELLs: Reread the selected response question and response items aloud as necessary while students take a minute to choose their answers.
- For ELLs: After revealing the answer of the selected response question, take additional time to deconstruct the language in each response. Discuss what made each response correct or incorrect. (Example: "So why isn't response b correct? It says the fish's bones were petrified first. And then, meaning *second*, the sand turned into rock. Let's look at our Fossilization anchor chart. What isn't that right?")

## Closing and Assessment

### B. Building Vocabulary: Fossils Word Wall (5 minutes)

- Show students the **Fossil Word Wall card** for *petrified* and follow the same process established in Lesson 2: provide its definition (a petrified object has become hard like stone because minerals have seeped into its cells), clap out its syllables, use it in a sentence, and place the card and the picture for it on the **Fossils Word Wall**.
- Share that in the next lesson, students will continue to learn about how a fossil is formed and complete the steps of fossilization in their paleontologist's notebook.

### Meeting Students' Needs

- To foster a sense of community and provide options for physical action at the close of the lesson, invite the whole class to join you in a special applause (e.g., silent cheer, raise the roof, firecracker, hip-hip hooray). (MMAE, MME)
- For ELLs: Remind students that the suffix *-tion* turns a verb into a noun. Write *ation* on a sentence strip. Write and display *petrify* and demonstrate posting the sentence strip at the end. Invite students to practice transforming the verb *petrify* into a noun. Write and define additional verbs, such as *vacate* or *excavate*, and practice turning them into nouns as well.