

Lesson 6: Reading and Writing: Close Read-aloud, Session 5 and Step 5 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.



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)
- I can describe the steps of fossilization using pictures and words. (W.2.8)

Ongoing Assessment

- During the Opening, listen as students talk with a partner about how they plan to show responsibility during the lesson. Notice whether students are able to name and describe tangible, specific ways they might demonstrate responsibility.
- 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 Step 5 of the fossilization process. Notice whether they are able to independently use the Fossilization anchor chart as a reference for writing and illustrating Step 5. (W.2.8)
- During Closing A, circulate as students share the work in their paleontologist's notebook. Observe their ability to share their writing, as well as listen while a partner shares.

Agenda

1. Opening

- A. Back-to-Back and Face-to-Face: “How Can I Show Responsibility Today?” (5 minutes)

2. Work Time

- A. Close Read-aloud, Session 5: *Fossils*, Page 20 (25 minutes)
- B. Independent Writing: Steps of Fossilization (20 minutes)

3. Closing and Assessment

- A. Sharing Our Work: Steps of Fossilization (5 minutes)
- B. Reflecting on Learning (5 minutes)

Teaching Notes

Purpose of lesson and alignment to standards:

- As in Lessons 4–5, students continue to learn about the process of fossilization through a close read-aloud of *Fossils*. Focusing on Step 5, students see the fossilization process completed in the text. After gathering evidence on the Fossilization anchor chart together, students answer the question “What are the steps of fossilization?” fully by writing and drawing Step 5.
- The habit of character students focus on in this lesson is responsibility. During the Opening and Closing, students use the Working to Become Effective Learners anchor chart to reflect on how this habit of character is reflected in their work, actions, and space.

How this lesson builds on previous work:

- As in Lessons 4–5, students continue to plan what to write and draw about Step 5 of fossilization with their writing partner. In Closing A, students also share their work with this partner. Allowing students to share their finished writing will help them to synthesize their understanding of the process of fossilization and celebrate their work with their partner.
- Continue to use Goal 1–3 Conversation Cues to promote productive and equitable conversation.

Areas in which students may need additional support:

- As students work at varied paces, some may need additional time to finish writing and drawing the steps of fossilization during Work Time B. Consider providing additional work time for those who need it.
- Some students may have trouble considering three aspects of responsibility at the same time during the Opening and Closing B. If needed, focus students on a particular aspect (work, actions, or space).

Down the road:

- In Lesson 7, students will complete the close read-aloud culminating task by ordering pictures of the steps of fossilization and then writing a brief description of each step.

In advance:

- Preview the Close Read-aloud Guide: *Fossils* to familiarize yourself with what will be required of students during Session 5.
- 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.
- Review the Back-to-Back and Face-to-Face protocol. (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: Video-record students as they participate in the Back-to-Back and Face-to-Face protocol to view 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: Create the teacher model of page 11 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* difficult to comprehend, because it may contain an abundance of new academic vocabulary and scientific concepts. Consider guiding students through the Mini Language Dive in Work Time A to support students with syntax and academic vocabulary development.

Levels of support

For lighter support:

- In Work Time B, encourage students to use the phrases from the Mini Language Dive as they write their Paleontologist's notebook entry. (Example: "The paleontologist finds a perfectly preserved skeleton.")

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):** In this lesson, students reflect on aspects of the writing process that are helpful to themselves as writers. Some may struggle to recall all the aspects of the writing process if it is presented only orally. Offer alternatives for auditory information by listing different aspects of the writing process on chart paper or a white board for students to refer to.
- **Multiple Means of Action & Expression (MMAE):** During the close read-aloud, some students may benefit from sensory input and opportunities for movement while they are sitting. Provide options for differentiated seating (e.g., sitting on a gym ball, a move-and-sit cushion, or a chair with a resistive elastic band wrapped around the legs).
- **Multiple Means of Engagement (MME):** During the Closing, students reflect on how they showed responsibility as learners. Students have had several opportunities to review the term *responsibility* in this unit and can begin to apply it to their own lives. To optimize relevance and motivation, ask them to reflect on one way they might show responsibility outside of school.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

New:

- surface (T)

Review:

- responsibility, excavated (L)

Materials

- ✓ Working to Become Effective Learners anchor chart (begun in Module 1)
- ✓ Back-to-Back and Face-to-Face Protocol anchor chart (begun in Lesson 1)
- ✓ Close Read-aloud Guide: *Fossils* (from Lesson 2; Session 5; for teacher reference)
 - *Fossils* (from Lesson 2; one to display; for teacher read-aloud)
 - Reading Informational Text Checklist (RI.2.1, RI.2.4, RI.2.5) (for teacher reference; see Assessment Overview and Resources)
 - 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; page 11; one to display and one per student)
- ✓ Paleontologist’s notebook (from Unit 1, Lesson 10, example, for teacher reference)
- ✓ Pencils (one per student)
- ✓ Crayons (class set; variety of colors per student)

Opening

A. Back-to-Back and Face-to-Face: “How Can I Show Responsibility Today?” (5 minutes)

- Invite students to the whole group area.
- Direct students’ attention to the Working to Become Effective Learners anchor chart.
- Remind students that they have been working hard to show responsibility as learners in this classroom.
- Read the definition of *responsibility* aloud, inviting students to read with you:
“[Responsibility] means I take ownership of my work, my actions, and my space.”
- Tell students they are going to use the Back-to-Back and Face-to-Face protocol to consider how they might show responsibility today. Remind them that they used this protocol in Lesson 1 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.)
- Guide students through the protocol using the following prompts:
“How will you show responsibility in your work today?” (Responses will vary, but may include: do your work without bothering others, try your best to finish the work, do your best quality work.)
“How will you show responsibility in your actions today?” (Responses will vary, but may include: don’t talk too loudly, use kind words, help someone if they need it, don’t play when it’s time to work.)
“How will you show responsibility in your space today?” (Responses will vary, but may include: keep your materials in your own space, clean up after yourself.)
- Ask students to return to their seats.

Meeting Students’ Needs

- To enhance students’ capacity for monitoring progress when reviewing the definition of *responsibility*, invite input on how they think the class has been doing with showing responsibility. (MMAE)
- For ELLs: Before students share with their partners, call on a few students to share what they plan to say. Write their plans for showing responsibility next to their names on the board to model appropriate responses. (Example: “Victoria: I will clean up the crayons.”)

Work Time

A. Close Read-aloud, Session 5: *Fossils*, page 20 (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.”*
- Guide students through the close read-aloud for *Fossils* using the Close Read-aloud Guide: *Fossils* (Session 5; for teacher reference) and Reading Informational Text Checklist.
- Refer to the guide for the use of the **Fossilization anchor chart**.

Meeting Students' Needs

- Before the close read-aloud, provide white boards and whiteboard as an option for students to record (drawing or writing) their ideas. This scaffolds active listening and supports students in listening for key details. (MMR, MMAE)
- For ELLs: Mini Language Dive. Ask students about the meaning of the chunks from the sentence in the text: "They / find the perfectly preserved skeleton / of the fish / that sank to the bottom of the sea / all those years ago." Write and display student responses next to the chunks. Examples:

"What does this sentence mean?" (Responses will vary.)
- Point to and read aloud the chunk: *They* and ask:

"Who is this sentence about? What, in the text, makes you think so?" (paleontologists; I know because the text says paleontologists are excavating a hillside; I know because paleontologists look for fossils.)
- Point to and read aloud the chunk: *find the perfectly preserved skeleton*. Ask:

"What do the paleontologists do?" (find a fossil; find a skeleton that still looks the way it did a long time ago)
- Point to and read aloud the chunk: *of a fish*. Ask:

"What kind of skeleton is it?" (a fish)
- Point to and read aloud the chunk: *that sank to the bottom of the sea*. Ask:

"What information does this chunk tell us about fish? How does the author know this about the fish? What evidence did she have?" Tell students you will give them time to think and discuss with their partner. (It sank to bottom of the sea when it died; the author knows because the fish had to fall to the bottom of the ocean to become a fossil.)
- Point to and read aloud the chunk: *all those years ago*. Ask:

"When did the fish sink to the bottom of the ocean?" (many years ago)

"About how many years ago do you think it was? What, in the text, makes you think so?" (millions of years; the text says "millions of years later")

"How does this sentence help you understand the process of fossilization?" (Responses will vary.)

"Now what do you think this sentence means?" (The paleontologist finds the fish that was buried in the bottom of the sea millions of years ago.)

"Can you complete the sentence frame? 'The paleontologists find the _____ of the _____ that _____ all those years ago.'" (skeleton; shark; died)

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.
- Remind students that for the past few lessons, they have been using the evidence gathered on the Fossilization anchor chart to record this information in their paleontologist's notebooks. Today they will complete the process of fossilization by recording Step 5!

- Using a total participation technique, invite responses from the group:
“What question are you answering through this work?” (What are the steps of fossilization?)
- Confirm the correct question and reread if needed.
- 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 11 of the **paleontologist’s notebook**.
- Using the Fossilization anchor chart, briefly review the notes and sketches about Step 5.
- Review the definitions of *surface* (the outside of something) and *excavated* (to dig and remove), cuing students that these are important words in Step 5.
- Remind students that their writing for each step should be a complete sentence and an illustration that matches it. Review that a complete sentence means a complete thought, unlike the notes on the Fossilization anchor chart.
- Guide students through the routine established in Lessons 4–5 to plan and complete page 11 in their paleontologist’s notebook using a **pencil** and **crayons**.

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 5 of the fossilization process. Example: “The fossil is _____. It is _____.”

Closing and Assessment

A. Sharing Our Work: Steps of Fossilization (5 minutes)

- Invite students to bring their paleontologist’s notebook and sit next to their writing partner in the whole group area.
- 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.”
- Emphasize that students have worked hard to reach this learning target, which means they have shown all of the steps of fossilization in their paleontologist’s notebooks. With excitement, explain that students can now share their work.
- Remind students that one way writing partners work together is to share their work with each other.
- Invite students to open their paleontologist’s notebooks to page 7 and take turns sharing pages 7–11 of their notebook with their writing partner.
- After 3–4 minutes, refocus students whole group and give them specific, positive feedback regarding their sharing. (Example: “I heard Semiya reading her sentences clearly to her writing partner, Gregory.”)

Meeting Students' Needs

- To foster community and collaboration before students share their work, discuss how to give a compliment to a peer about her or his work. (MME)

Closing and Assessment

A. Reflecting on Learning (5 minutes)

- Direct students' attention to the posted Working to Become Effective Learners anchor chart and focus them on the definition of responsibility.
- Remind students that in the Opening, they shared how they planned to show responsibility in their work, actions, and space today.
- Tell students you noticed and are proud of the many students who acted as responsible learners today.
- Invite students to Think-Pair-Share with an elbow partner:
 - “How did you show responsibility in your work today?” (Responses will vary, but may include: wrote and drew carefully, tried to do quality work, completed steps of fossilization writing.)*
 - “How did you show responsibility in your actions today?” (Responses will vary, but may include: used a quiet voice during work time, helped a classmate who needed it.)*
 - “How did you show responsibility in your space today?” (Responses will vary, but may include: kept materials in own space, cleaned up.)*
- Refocus students whole group and invite several students to share out.
- Share that in the next lesson, students will have the opportunity to act as responsible learners when they engage in a new protocol: a Science Talk!

Meeting Students' Needs

- For students who may need additional support with oral language and processing: Allow ample wait time as students share their responses. (MMAE, MME)
- For ELLs: Provide sentence frames to support students as they write Step 5 of the fossilization process. Example: “The fossil is _____. It is _____.”

There are no supporting materials for this lesson.