

Lesson 2: Reading, Writing, and Speaking: Major Events in *The Maiasaura Dig: The Story of Dr. Holly Woodward Ballard*



CCS Standards

- **RL.2.1:** Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
- **RL.2.3:** Describe how characters in a story respond to major events and challenges.
- **RL.2.5:** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- **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.
- **L.2.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.2.1d:** Form and use the past tense of frequently occurring irregular verbs (e.g., *sat*, *hid*, *told*).
- **L.2.1f:** Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie*; *The little boy watched the movie*; *The action movie was watched by the little boy*).



Daily Learning Targets

- I can describe characters' actions in the text *The Maiasaura Dig: The Story of Dr. Holly Woodward Ballard*. (RL.2.1, RL.2.3, RL.2.5)
- I can write a sentence to describe a paleontologist's action. (W.2.3, L.2.1f)

Ongoing Assessment

- During the Opening, use the Language Checklist (L.2.1, L.2.1d) to track students' progress toward these language standards (see Assessment Overview and Resources).
- During Work Time A, listen for students to describe characters' actions using details in the text. (RL.2.1, RL.2.5)
- During Work Time B, circulate and observe if students are able to write a sentence describing a paleontologists' action. (W.2.3, L.2.1f)

Agenda

1. Opening

- A. Developing Language: Irregular Past-tense Verbs in "I Found a Baby Dinosaur," Version 1 (10 minutes)

2. Work Time

- A. Focused Read-aloud: *The Maiasaura Dig: The Story of Dr. Holly Woodward Ballard*, section entitled "The Search for the Tiniest Bones" (20 minutes)
- B. Developing Language: Action Verbs (25 minutes)

3. Closing and Assessment

- A. Think-Pair-Share: Initiative and Perseverance (5 minutes)

Teaching Notes

Purpose of lesson and alignment to standards:

- In this lesson, students begin to study an excerpt of the text *The Maiasaura Dig: The Story of Dr. Holly Woodward Ballard* that serves as a mentor text for students' writing: the excerpt exemplifies a "well-elaborated event" as described in W.2.3. This work begins to prepare students to write their own compelling narrative later in Unit 3. Students focus first on understanding the text as readers, and then on analyzing the text as writers. During Work Time A, the read-aloud is focused on identifying a specific criterion from W.2.3: describing Dr. Woodward Ballard's actions. During Work Time B, students engage in a writing activity to strengthen their understanding of this criterion by imagining they are paleontologists and writing a sentence to describe something they might do.
- Although *The Maiasaura Dig: The Story of Dr. Holly Woodward Ballard* contains several "major events" as described in RL.2.3, the excerpt read aloud and studied in this lesson focuses on one "major event." This event, discovering the fossil, provides a feasible mentor text upon which students can model their own writing of a narrative.
- During Work Time A, students focus specifically on Dr. Woodward Ballard's actions in *The Maiasaura Dig: The Story of Dr. Holly Woodward Ballard*. During Work Time B, students imagine they are paleontologists and generate ideas about their own actions.
- In the Opening, students are introduced to a new part of speech: irregular past-tense verbs. Using version 1 of the "I Found a Baby Dinosaur" poem, students engage in playful exploration of language to make progress toward L.2.1d. In this lesson, the focus is on identifying irregular past-tense verbs in the poem and listing them on the Irregular Past-tense Verbs anchor chart.

How this lesson builds on previous work:

- In Lesson 1, students heard the entire text of *The Maiasaura Dig: The Story of Dr. Holly Woodward Ballard* read aloud. In this lesson, students hone in on the actions of the major event of this text found in the section entitled "The Search for the Tiniest Bones," in order to make progress toward **W.2.3**.
- In the Closing of Lesson 1, students revisited the idea of working to become effective learners. Today, students focus on two specific habits of character: initiative and perseverance.
- Continue to use Goal 1–3 Conversation Cues to promote productive and equitable conversation.

Teaching Notes

Areas in which students may need additional support:

- The Narrative Planner: *The Maiasaura Dig: The Story of Dr. Holly Woodward Ballard* anchor chart used during the focused read-aloud in Work Time A may visually overwhelm some students. Only display the Beginning column, first Middle column, and End column, and cover the second Middle column and Temporal Words box.

Down the road:

- In Lessons 3–5, students will continue to work with irregular past-tense verbs using the "I Found a Baby Dinosaur" poem. In Lesson 5, students will complete Irregular Past-tense Verbs practice sheet #3 independently as an assessment of their progress toward L.2.1d.

- In this lesson, students focus on one criterion from W.2.3: describing characters' actions. In Lessons 3–4, students will focus on additional criteria from W.2.3. Lesson 3 focuses on the criterion of describing characters' thoughts and feelings as a response to a major event. Lesson 4 focuses on the criterion of using temporal words to show the order of events.

In advance:

- Prepare:
 - Applicable anchor charts (see materials list).
 - Paleontologist's Action Sentence sheets (see supporting materials).
- Pre-distribute materials for Work Time B at student workspaces to ensure a smooth transition.
- Preview the focused read-aloud of the excerpt “The Search for the Tiniest Bones” from *The Maiasaura Dig: The Story of Dr. Holly Woodward Ballard* in order to familiarize yourself with what will be required of students. Consider numbering the paragraphs (1-8) of this section of the text for easy reference throughout the forthcoming lessons.
- 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: Record the whole group reciting the “I Found a Baby Dinosaur” poem and post it on a teacher webpage or on a portfolio app such as Seesaw (<http://web.seesaw.me>) for students to listen to at home with families. Most devices (cellphones, tablets, laptop computers) come equipped with free video and audio recording apps or software.
- Work Time A: Create the Narrative Planner: *The Maiasaura Dig: The Story of Dr. Holly Woodward Ballard* anchor chart in an online format—for example, a Google Doc—to display and for families to access at home to reinforce these skills.

Supporting English Language Learners

Supports guided in part by CA ELD Standards 2.I.A.1, 2.I.B.6, 2.I.C.10, 2.I.C.12, 2.II.B.3, and 2.II.B.4

Important points in the lesson itself:

- The basic design of this lesson supports ELLs by introducing the irregular past tense using a fun rhyming poem on the module topic, encouraging students to act out the verbs in the poem, inviting students to focus on one aspect of narrative writing (character's actions) in a short excerpt of the mentor text *The Maiasaura Dig: The Story of Dr. Holly Woodward Ballard*, and providing opportunities for students to process their learning orally.
- ELLs might find it challenging to write sentences independently and in the time allotted. Encourage students by reminding them of all they have learned so far in the module, and remind them to use the anchor charts and other environmental resources around the room to help them write. Invite them to take risks, reassuring them that they will have many opportunities to refine their writing during the unit. See “Levels of Support” below and the Meeting Students' Needs column for additional suggestions.

Levels of support

For lighter support:

- During the Mini Language Dive, challenge students to generate questions about the sentence before asking the prepared questions. Example: “What questions can we ask about this sentence? Let’s see if we can answer them together.”
- During Work Time B, encourage students to create sentence frames for students who need heavier support to use when writing Paleontologist’s Action sentences. (Examples: “Today I _____ a very big bone! I _____ deep into the dirt with my shovel.”)
- Challenge students to paraphrase for students who need heavier support.

For heavier support:

- During Opening A, read the first two lines of the poem and then invite students to read the same lines after you. Continue echo reading to the end of the poem, two lines at a time. Repeat this process until students are able to read the entire poem with confidence.
- Consider covering each column and row of the Narrative Planner: *The Maiasaura Dig: The Story of Dr. Holly Woodward Ballard* anchor chart and the Paleontologist’s Actions, Feelings, and Thoughts anchor chart with separate pieces of chart paper. Uncover the part of the chart that you complete with the class, while leaving the rest of the chart covered. This will allow students to focus on one task at a time and will keep them from being overwhelmed by the text and concepts presented on the charts.
- During Work Time B, encourage students to use sentence frames created by more proficient students to write their sentences. Alternatively, work closely with a group of students who need heavier support to write their sentences as a shared or interactive writing experience.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** To facilitate effective learning during this lesson, ensure 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 Times A and B.
- **Multiple Means of Action & Expression (MMAE):** In Work Time B, students write an action sentence. When introducing this independent writing task, support a range of fine motor abilities and writing needs. Vary methods for fine motor responses by offering students options for drawing utensils, writing tools, and scaffolds.
- **Multiple Means of Engagement (MME):** During the Closing, give students specific, positive feedback on their hard work and effort for the day. Foster a sense of community and 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:

- past, past-tense, irregular, present-tense, mentor (L)

Review:

- noun, verb, compelling (L)

Materials

- ✓ “I Found a Baby Dinosaur,” version 1 (one to display)
- ✓ Irregular Past-tense Verbs anchor chart (new; co-created with students during the Opening; see Teaching Notes)
- ✓ Irregular Past-tense Verbs anchor chart (answers, for teacher reference)
- ✓ *The Maiasaura Dig: The Story of Dr. Holly Woodward Ballard* (from Lesson 1; one to display; for teacher read-aloud)
- ✓ Unit 3 Guiding Question anchor chart (from Lesson 1; one to display)
- ✓ Narrative Planner: *The Maiasaura Dig: The Story of Dr. Holly Woodward Ballard* anchor chart (new; co-created with students during Work Time A; see supporting materials)
- ✓ Narrative Planner: *The Maiasaura Dig: The Story of Dr. Holly Woodward Ballard* anchor chart (example, for teacher reference)
- ✓ Paleontologist’s Actions, Feelings, and Thoughts anchor chart (new; co-created with students during Work Time B; see supporting materials)
- ✓ Paleontologist’s Actions, Feelings, and Thoughts anchor chart (example, for teacher reference)
- ✓ Paleontologist’s Action Sentence sheet (one for teacher modeling and one per student)
- ✓ Pencils (one per student)
- ✓ Fossils Word Wall (from Unit 1)
- ✓ Working to Become Effective Learners anchor chart (begun in Module 1)

Opening**A. Developing Language: Irregular Past-tense Verbs in “I Found a Baby Dinosaur,” Version 1 (10 minutes)**

- Invite students to the whole group area.
- Display **“I Found a Baby Dinosaur,” version 1** and read it aloud to students.
- Reread the poem a second time, inviting students to join in reading with you.
- Invite students to turn and talk with an elbow partner:
“What is happening in this poem?” (A child brings home a pet dinosaur; the dinosaur messes up his home and his things.)
- Confirm that this poem tells all of the actions the baby dinosaur did earlier, or in the *past*.
- Define *past* (having to do with an earlier time; former).
- Remind students that while a *noun* is a person, place, or thing, a *verb* is an action.
- Explain that a *past-tense* verb tells an action that happened earlier, or in the past.

- Underline the words *sneezed* and *smashed* in lines 10 and 13 of the poem.
- Share that usually you can add “ed” to a verb to show that the action already happened.
- Read aloud: “sneeze-sneezed” and “smash-smashed,” pointing to the “ed” at the end of each past-tense verb.
- Explain that sometimes verbs “do not play fair,” so they are called *irregular*. These past-tense verbs do not end in “ed.”
- Direct students’ attention to the **Irregular Past-tense Verbs anchor chart**.
- Pointing to the left-hand column, read the title: “Present-tense.”
- Confirm that *present-tense* means the action is happening right now.
- Invite students to read aloud with you the present-tense verbs already listed.
- Pointing to the right-hand column, read the title: “Past-tense.”
- Invite students to read aloud the already-written present-tense and past-tense pairs aloud with you: “is/am-was, have-had, dig-dug, go-went, see-saw, think-thought.”
- Draw students’ attention back to “I Found a Baby Dinosaur” and prompt them to look carefully for the irregular past-tense verbs that match the already-recorded present-tense verbs.
- Using a total participation technique, invite responses from the group:
“In the poem, what past-tense verb matches the present-tense verb find?” (found)
- Repeat this process with all irregular past-tense verbs listed on the chart, recording these verbs in the right-hand column. Refer to the **Irregular Past-tense Verbs anchor chart (answers, for teacher reference)** as necessary.

Meeting Students' Needs

- As students identify the irregular past-tense verbs, vary options for student responses. For example, consider asking students to locate the verbs on the enlarged poem, or offer them index cards with the verbs from which to choose. (MMAE, MMR)
- For ELLs: Before the second reading, review that the baby dinosaur does many things in the poem. Invite students to act out what the baby dinosaur does as they join you in reading the poem.
- For ELLs: Model using the past tense to describe a past action. (Example: “Yesterday, I took my dog for a walk.”) Invite students to do the same, first in their home languages, and then in English. Provide sentence frames for students to use.
 - “Yesterday, I _____.”
 - “Last week, I _____.”
- If helpful, review any verb tense errors and encourage the group to identify what verb communicates the thought clearly and accurately.
- For ELLs: Consider providing visual support for the actions listed on the Irregular Past-tense Verbs anchor chart by adding a small sketch next to each verb on the chart.

Work Time

A. Focused Read-aloud: *The Maiasaura Dig: The Story of Dr. Holly Woodward Ballard*, section entitled “The Search for the Tiniest Bones” (20 minutes)

- Refocus students whole group.
- Display *The Maiasaura Dig: The Story of Dr. Holly Woodward Ballard*.
- Share that, first, students will hear the major event read aloud and discuss what happens in this part of the text. Then, students will begin to study what makes this narrative compelling.
- Review the definition of *compelling* (exerting a strong hold on attention).
- Referring to *The Maiasaura Dig: The Story of Dr. Holly Woodward Ballard*, invite responses from the group:

“Who is the main character in this narrative?” (Dr. Holly Woodward Ballard)

“What do you remember about Holly from yesterday’s read-aloud?” (She is a paleontologist; she digs for Maiasaura bones at the “Egg Mountain” dig site; she works with a crew.)

- Remind students that, yesterday, they learned about Holly and her work as a paleontologist.
- Direct students’ attention to the posted learning targets and read the first one aloud:

“I can describe characters’ actions in the text *The Maiasaura Dig: The Story of Dr. Holly Woodward Ballard*.”

- Tell students that describing characters’ actions means telling about the things that the character, Holly Woodward Ballard, does in the beginning, middle, and end of the narrative.
- Using a total participation technique, invite responses from the group:

“What are some actions that a paleontologist might take?” (Responses will vary, but may include: dig, shovel, chisel, chip, brush, study, see.)

- Confirm that these are the kind of actions that students may hear Holly take in the narrative read aloud, and prompt students to listen carefully for them.
- Draw students’ attention back to the text and read the section entitled “The Search for the Tiniest Bones” slowly, fluently, and with expression.
- Invite students to turn and talk to an elbow partner:

“Who is the main character in this narrative?” (Holly Woodward Ballard)

“What happened in this part of the narrative?” (Responses will vary, but may include: Holly wants to find tiny Maiasaura bones so she can learn more about how they grew; She found a tiny bone and had to be very careful as she took it from the ground.)

- Display the **Unit 3 Guiding Question anchor chart** and read it aloud:

“How do authors write compelling narratives?”

- Explain that this narrative, *The Maiasaura Dig: The Story of Dr. Holly Woodward Ballard*, is a mentor text.
- Define *mentor* (guide and teacher).
- Explain that a mentor text is like a model that shows you how to write. There are several ways writers make a narrative compelling. Today, students will study one way: describing characters’ actions.
- Direct students’ attention to the posted **Narrative Planner: *The Maiasaura Dig: The Story of Dr. Holly Woodward Ballard* anchor chart**.

- Orient students to the Beginning column. Confirm that the beginning “establishes the situation,” which means the author lets the reader know where the narrative is taking place and the actions the characters take at the beginning.
- Invite students to turn and talk with an elbow partner:
 - “**Where was Holly?**” (*the Maiasaura bone bed, Egg Mountain*)
 - “**What tools did she have?**” (*awl, whisk broom, brushes, glue*)
- As students share out, capture their responses in the Beginning column. If needed, reread excerpts of the text to help students answer the questions. Refer to the Narrative Planner: *The Maiasaura Dig: The Story of Dr. Holly Woodward Ballard* anchor chart (example, for teacher reference) as necessary.
- Orient students to the first Middle Column. Confirm that, in the middle of a narrative, most of the action takes place! This is the place in the narrative where the author describes the actions the characters take during the major event.
- Invite students to turn and talk with an elbow partner:
 - “**What actions did Holly take to discover the fossil?**” (*carefully removed pieces of mudstone, gently brushed the bone’s surface, applied a special glue*)
 - “**What did the fossil look like?**” (*small, black*)
- As students share out, capture their responses in the first Middle column. If needed, reread excerpts of the text to help students answer the questions. Refer to the Narrative Planner: *The Maiasaura Dig: The Story of Dr. Holly Woodward Ballard* anchor chart (example, for teacher reference) as necessary.
- Orient students to the End column.
- Confirm that the ending provides “a sense of closure,” which means the author lets the reader know how the narrative ends by wrapping up the actions the characters take.
- Invite students to turn and talk with an elbow partner:
 - “**What actions did Holly take after she found the fossil?**” (*recorded findings on the meter squares in the field and on grid paper, planned to take the bone back to the lab to analyze*)
- As students share out, capture their responses in the End column. If needed, reread excerpts of the text to help students answer the question. Refer to the Narrative Planner: *The Maiasaura Dig: The Story of Dr. Holly Woodward Ballard* anchor chart (example, for teacher reference) as necessary.
- Using a total participation technique, invite responses from the group:
 - “**What happened in the beginning?**” (*Holly and her crew used shovels and pickaxes to remove sediment so they could get to the bones.*)
 - “**What happened in the middle?**” (*Holly saw a thin black line; she gently brushed away the mudstone to find a tiny Maiasaura femur*)
 - “**What happened in the end?**” (*Holly recorded her findings and planned to take the bone back to the lab to analyze it more*)
- Referring to the posted Narrative Planner: *The Maiasaura Dig: The Story of Dr. Holly Woodward Ballard* anchor chart, confirm that describing Holly’s actions is one important way the author made this a compelling narrative.

Meeting Students' Needs

- Before reading, provide white boards and dry-erase markers as an option for students to record (in drawing or writing) their ideas. This will scaffold active listening that will support students in listening for key details. (MMR, MMAE)
- For ELLs: Check comprehension by asking students to summarize and then personalize the learning target. Ask:
 - “Can you put the learning target in your own words?” (I can tell what the character does in the text.)*
 - “How do you feel about the learning target?” (I feel excited to hear what the character does in this part of the text.)*
- For ELLs: Mini Language Dive. Ask students about the meaning of a sentence from the text: “Gently, we removed the rest of the sediment and uncovered the bones.” Write and display student responses next to the chunks. Consider providing students with a word bank of verbs and adverbs to use with the sentence frame at the end of the Language Dive. Consider covering a pile of a dozen water bottles with balled-up tissues for students to recreate the sentence. Examples:
 - “What does this sentence tell us?” (Responses will vary.)*
 - “Who is we in this sentence? How do you know?” (Holly and her crew; the story is about Holly, and previously, in paragraph 3 of this section, the story refers to her crew.)*
 - “What action did Holly and her crew take? How do you know?” (took out the sediment to show the bones; the story says they removed and uncovered)*
 - “Can you figure out why the author wrote the word Gently?” (The author uses it as an adverb to describe how they removed sediment and uncovered bones.)*
 - “What if we replace Gently with Quickly?” (Gently may suggest care and hesitation; Quickly may suggest excitement and confidence.)*
 - “Can you sketch the meaning of this sentence?” (Responses will vary.)*
 - “Why did the author include this sentence in her story?” (to describe one of the many actions that took place; to make the story more interesting and suspenseful)*
 - “Imagine you are a paleontologist. You and your crew are digging for bones in the hills and find an area with many bones! First, you remove the sediment and uncover the bones. Discuss with a partner what you do next using the frame ‘____, we ____.’” (ad-verb + we + action)*

Work Time

B. Developing Language: Action Verbs (25 minutes)

- Remind students that, just like the example they saw in *The Maiasaura Dig: The Story of Dr. Holly Woodward Ballard*, students will soon write their own compelling narrative in which they imagine they are paleontologists who discover a fossil.
- Direct students’ attention to the posted learning targets and read the second one aloud:
 - “I can write a sentence to describe a paleontologist’s action.”*
- Inform students that they will now practice one of the skills they will need to write their own narratives: describing a paleontologist’s action.

- Direct students' attention to the **Paleontologist's Actions, Feelings, and Thoughts anchor chart**.
- Share that this anchor chart is a place to record words that describe what paleontologists do, feel, and think.
- Orient students to the left-hand column and read the heading: "Actions."
- Using a total participation technique, invite responses from the group:
"Why is there a picture of a person digging next to the word 'actions'?" (Digging is an action that paleontologists do.)
- Invite students to turn and talk to an elbow partner:
"What actions do paleontologists take?" (Responses will vary, but may include: hammer, chip, excavate, brush, discover, pick, saw, chisel.)
- Refocus students whole group and invite them to share their responses. As students share, capture their ideas in the "Actions" column. Refer to the **Paleontologist's Actions, Feelings, and Thoughts anchor chart (example, for teacher reference)** as necessary.
- Referring to the Irregular Past-tense Verbs anchor chart, help students make the connections that many of the actions paleontologists take are irregular past-tense verbs.
- Invite students to imagine that they are paleontologists at the end of a long day of work. Share that students will now write a sentence describing one thing they did, or one action they took, during their workday. Remind students to write the sentence in the past-tense because it already happened.
- Display the **Paleontologist's Action Sentence sheet**.
- Model thinking aloud as a paleontologist and then writing a complete sentence describing one action you took.
 - "One action I took today was that I brushed dirt off of the fossil."
 - "I will write a complete sentence: 'I brushed dirt off of the fossil.'"
 - "Let me reread my sentence to make sure it is complete and makes sense: 'I brushed dirt off of the fossil.'"
- Share that students will now write their own sentence. Remind them that they will need to write a sentence about something that happened earlier, so it is in the past. They will use a past-tense verb to show the action.
- Invite students to turn and talk to a partner:
"What sentence will you write about what you did today as a paleontologist?" (Responses will vary.)
- After 30 seconds, refocus students whole group and transition them to their workspaces.
- Point out the Paleontologist's Action Sentence Sheets and **pencils** that are already there. Invite students to begin writing their own sentence.
- As students work, circulate and prompt students to use the **Fossils Word Wall**, Paleontologist's Actions, Feelings, and Thoughts anchor chart, or Irregular Past-Tense Verbs anchor chart for support if needed. Also, consider asking students to read their sentence aloud to you to confirm that it is a complete thought, is written in the past-tense, and includes a paleontologist's action.
- After 3–4 minutes, refocus whole group.
- Transition students to the whole group meeting area, instructing students to bring their Paleontologist's Action Sentence Sheet with them.

- Share that students will now have the opportunity to act out their sentence.
- Model acting out the model sentence: “I brushed dirt off of the fossil.”
- Invite students to share their work with a partner:
“Read your sentence aloud to your partner.”
“Model the action in your sentence.”
- Remind students to make a bridge with their arms after both partners have shared.
- Gather students back together and invite a few students to share out.
- If time permits, invite students to switch sentences with their partner and repeat the process.
- Refocus students whole group and collect students’ Paleontologist’s Action Sentence Sheet to review for use in Lesson 4.

Meeting Students’ Needs

- Before students write an action sentence, support strategy development by modeling how to draw lines for the words to be written. (MMAE)
- For ELLs: Pair students with a partner who has advanced or native language proficiency. The partner with greater language proficiency can serve as a model in the pair, initiating discussions and providing implicit sentence frames, for example.

Closing and Assessment

A. Think-Pair-Share: Initiative and Perseverance (5 minutes)

- Transition students to the whole group area.
- Direct students’ attention to the **Working to Become Effective Learners anchor chart**.
- Using a total participation technique, invite responses from the group:
“What does it mean to take initiative?” (to see what needs to be done and do it)
“What does it mean to show perseverance?” (Challenge yourself; keep trying; ask for help when you need it.)
- Prompt students to consider Holly’s actions in the text *The Maiasaura Dig: The Story of Dr. Holly Woodward Ballard*.
- Invite students to Think-Pair-Share with an elbow partner:
“How did Holly take initiative?” (She listened to Dr. Horner’s suggestion, found Maiasaura bones, and used them to learn more about how they grew from babies to adults.)
“How did Holly show perseverance?” (She kept searching for the tiny Maiasaura bones)
- Invite several students to share out, confirming the specific ways that Holly demonstrated initiative and perseverance in the text. If needed, refer to *The Maiasaura Dig: The Story of Dr. Holly Woodward Ballard* for support.
- If productive, cue students to listen carefully and seek to understand:
“Who can tell us what your classmate said in your own words?” (Responses will vary.)
- Share that, tomorrow, students will read *The Maiasaura Dig: The Story of Dr. Holly Woodward Ballard* again to learn more about how authors write compelling narratives and they will practice writing about paleontologists’ thoughts and feelings.

Meeting Students' Needs

- For students who may be uncomfortable sharing their own preferences with the entire class: Consider allowing them to share what their partner said so they still have a chance to speak in front of the class. (MME)
- For ELLs: Encourage students to think about and share one way they persevered or took initiative during today's lesson. Take a moment to acknowledge their hard work and celebrate their progress as learners.