

Lesson 4: Reading and Speaking: Sequencing and Temporal Words in *The Maiasaura Dig: The Story of Dr. Holly Woodward Ballard*



CCS Standards

- **RL.2.4:** Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- **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).



Daily Learning Targets

- I can identify temporal words in the text *The Maiasaura Dig: The Story of Dr. Holly Woodward Ballard*. (RL.2.4, W.2.3)
- I can use temporal words to show the order of events that a paleontologist might experience. (W.2.3)

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). Also, collect and check responses on the Irregular Past-tense Verbs practice sheet #2 to check progress toward L.2.1d.
- During Work Time B, circulate and observe if students are able to use temporal words to show the order of a paleontologist's events. (W.2.3)
- After the Closing, collect Exit Ticket: Selected Response #6 and use to assess students' ability to identify temporal words. (W.2.3)

Agenda

1. Opening

- A. Developing Language: Irregular Past-tense Verbs in "I Found a Baby Dinosaur," Version 3 (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" (15 minutes)
- B. Developing Language: Temporal Words (25 minutes)

3. Closing and Assessment

- A. Exit Ticket: Selected Response #6 (10 minutes)

Teaching Notes

Purpose of lesson and alignment to standards:

- Similar to Lessons 2–3, in Lesson 4 students return to the same excerpt of *The Maiasaura Dig: The Story of Dr. Holly Woodward Ballard*. Students again 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 another specific criterion from W.2.3: identifying temporal words used to show the order of events in the text.
- During Work Time B, students engage in an activity to strengthen their understanding of this criterion by using temporal word cards to order the sentences written about a paleontologist's action from Lesson 2.
- During Work Time A, students focus specifically on the use of temporal words in *The Maiasaura Dig: The Story of Dr. Holly Woodward Ballard*. During Work Time B, students use temporal words to order the imagined actions of a paleontologist.

How this lesson builds on previous work:

- Similar to Lessons 2–3, in the Opening students continue to learn about irregular past-tense verbs using the poem “I Found a Baby Dinosaur,” version 3. In version 2, some irregular past-tense verbs are conjugated incorrectly so students can practice the skill of forming irregular past-tense verbs correctly. Students again use the Irregular Past-tense Verbs anchor chart as a resource. Students also complete a practice sheet independently.
- In the Closing, students revisit the selected response format to complete a question about temporal words. Ongoing practice with this format prepares students for success on future assessments while also reinforcing the literacy skills introduced in this lesson.
- Continue to use Goal 1–3 Conversation Cues to promote productive and equitable conversation.

Areas in which students may need additional support:

- Some students who may struggle to read, order, and add temporal words to sentences as required during Work Time B. Consider strategically grouping those students in a triad with students who can best support them to complete the task.

Down the road:

- In Lesson 5, students will apply the criteria for a compelling narrative, based on W.2.3, to analyze a new narrative model. In Lesson 6, students will begin drafting the beginning of a narrative using these criteria.

In advance:

- Prepare:
 - Clipboards with Irregular Past-tense Verbs practice sheet #2 and a pencil, and place them near the whole group area.
 - Temporal Words anchor chart (see supporting materials).
 - Temporal Word card sets for use during Work Time B (see supporting materials).
- Pre-distribute materials for Work Time B at student workspaces to ensure a smooth transition.

- Read through the Paleontologist's Action Sentences created by students during Lesson 2. If sentences do not work well for the activity in Work Time B, consider creating your own class set of sentences based on the example set (see supporting materials).
- Strategically group students in triads for work in Work Time B.
- Preview the focused read-aloud of the excerpt from *The Maiasaura Dig: The Story of Dr. Holly Woodward Ballard* in Work Time A in order to familiarize yourself with what will be required of students.
- 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 “I Found a Baby Dinosaur,” version 1 in Lesson 2, play this recording for them to join in with.
- 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.
- Work Time B: Create the Temporal Words 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.B.6, 2.I.B.8, 2.I.C.12, and 2.II.A.2

Important points in the lesson itself

- The basic design of this lesson supports ELLs by reinforcing understanding of irregular past-tense verbs via a familiar poem, using a familiar excerpt of text to focus on one aspect of narrative writing (use of temporal words), and providing the opportunity for students to apply their understanding of temporal words in a fun and engaging activity.
- ELLs may find it challenging to use temporal words to accurately show the order of events in the Paleontologist's Action Sentences. Consider working closely with a group of students who need heavier support, and provide additional opportunities for these students to engage in this kind of activity before the Unit 3 assessment. See “Levels of support” below and the Meeting Students' Needs column for additional suggestions.

Levels of support

For lighter support:

- Challenge students to rephrase all lesson questions for students who need heavier 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.”

For heavier support:

- During Opening A, write the correct irregular past-tense verbs on individual index cards and display the cards for students to choose from when replacing incorrect verbs in the poem. As students place the cards in the correct line of the poem chart, encourage them to read the line to confirm it makes sense.
- During Work Time B, transform the Paleontologist's Action Sentences into a kinesthetic activity. Distribute the Paleontologist's Action Sentences to individual students and have them stand and display the sentences for the class to chorally read. As a class, discuss which sentence should go first, second, third (and why) and invite students to move and stand in the correct order. Repeat this procedure with the appropriate temporal word cards and invite these students to move and stand next to the student with the correct sentence. Invite the class to chorally read the sentences aloud, confirming the correct order and use of temporal words.
- Display, repeat, and rephrase all questions.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** To facilitate effective learning during Work Time B, ensure that all students have access to the directions, and feel comfortable with the expectations. Vary the ways in which you convey expectations. Consider engaging in a clarifying discussion about the directions or creating an outline of the steps in the Paleontologist's Action Sentences activity.
- **Multiple Means of Action & Expression (MMAE):** In this lesson, students participate in a sentence-building activity in triads. Some students may need support in setting appropriate goals for their effort and the level of difficulty expected. Appropriate goal setting supports development of executive skills and strategies. Offer scaffolds for students learning to set appropriate personal goals, such as a checklist with three goals for the activity. (Examples: "I can wait for my turn." "I can ask for help in reading a sentence." "I can act out one of our sentences.")
- **Multiple Means of Engagement (MME):** In this lesson, build a supportive environment to increase sustained engagement for all learners. During the Closing, give students specific, positive feedback on their effort and participation for the day. Foster a sense of community and provide options for physical action by inviting students to give themselves a special applause and a pat on the back, and "kiss" their brain.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

New:

- temporal, immediately, then (L)

Review:

- irregular past-tense verb (L)

Materials

- ✓ "I Found a Baby Dinosaur," version 3 (one to display)
- ✓ Irregular Past-tense Verbs anchor chart (begun in Lesson 2)
- ✓ Irregular Past-tense Verbs practice sheet #2 (one per student and one to display)
- ✓ Pencils (one per student)
- ✓ Narrative Planner: *The Maiasaura Dig: The Story of Dr. Holly Woodward Ballard* anchor chart (begun in Lesson 2; added to during Work Time A; see supporting materials)
- ✓ *The Maiasaura Dig: The Story of Dr. Holly Woodward Ballard* (one to display; for teacher read-aloud)
- ✓ Narrative Planner: *The Maiasaura Dig: The Story of Dr. Holly Woodward Ballard* anchor chart (example, for teacher reference)
- ✓ Temporal Words anchor chart (new; teacher-created; see supporting materials)
- ✓ Example Paleontologist's Action Sentence Sheets (from Lesson 2; one set to display)
- ✓ Temporal Word card set (one for teacher modeling and one set per triad)
- ✓ Mystery journal entry #3 (from Lesson 1; one to display)
- ✓ Paleontologist's Action Sentence Sheets (created by students in Lesson 2; three per triad; see Teaching Notes)
- ✓ Strategies for Answering Selected Response Questions anchor chart (begun in Unit 1, Lesson 2)
- ✓ Exit Ticket: Selected Response #6 (one per student)

Opening

A. Developing Language: Irregular Past-tense Verbs in "I Found a Baby Dinosaur," Version 3 (10 minutes)

- Invite students to the whole group area.
- Display **"I Found a Baby Dinosaur," version 3** and begin reading aloud to students.
- Stop with surprise after reading the first line.
- Using a total participation technique, invite responses from the group:
 - "Did you hear something that sounded incorrect?" (fined)**
 - "Why is 'fined' incorrect?" (The correct past-tense of "find" is "found.")**
- Review the meaning of an *irregular past-tense verb*, using the **Irregular Past-tense Verbs anchor chart** as needed (an action that already happened and "doesn't play fair" by not ending in "ed").
- Read through each line of the poem, calling on volunteers to help correct the verbs incorrectly listed using the Irregular Past-tense Verbs anchor chart. Record the correct verb above each incorrect verb identified.
- Display Irregular Past-tense Verbs practice sheet #2 and read the directions aloud.
- Distribute prepared clipboards with the Irregular Past-tense Verbs practice sheet #2 and pencils, and invite students to begin working independently to complete the sheet.
- After 3–4 minutes, refocus students whole group.

- Collect all practice sheets, pencils, and clipboards.
- Invite students to stand up in their space.
- Invite several students to lead the class in reciting the poem while “acting out” motions for the baby dinosaur’s actions in the poem.

Meeting Students’ Needs

- To support self-regulation and independence when giving students a warning before the transition, provide a clear routine for what to do with unfinished work and use a visual timer. (MME)
- For ELLs: Read each sentence aloud on the Irregular Past-tense Verbs Practice Sheet. Invite students to follow along and underline the incorrect irregular past-tense verb in each sentence. This mirrors the work done with the underlined verbs in the poem, and provides a visual signal for the word students should focus on replacing in each sentence.

Work Time

A. Focused Read-aloud: *The Maiasaura Dig: The Story of Dr. Holly Woodward Ballard*, section entitled “The Search for the Tiniest Bones” (15 minutes)

- Refocus students whole group.
- Direct students’ attention to the posted learning targets and read the first one aloud:
“I can identify temporal words in the text *The Maiasaura Dig: The Story of Dr. Holly Woodward Ballard*.”
- Define *temporal* (words related to time).
- Share that, in a narrative, temporal words can describe when events happen. They can also describe how quickly or slowly an event happens.
- Direct students’ attention to the **Narrative Planner: *The Maiasaura Dig: The Story of Dr. Holly Woodward Ballard* anchor chart** and focus students on the Temporal Words box.
- Tell them that they will hear some of these words read aloud in the text.
- Display *The Maiasaura Dig: The Story of Dr. Holly Woodward Ballard*, section entitled “The Search for the Tiniest Bones.”
- Share that, on this page, the author uses one of the temporal words listed on the Narrative Planner: *The Maiasaura Dig: The Story of Dr. Holly Woodward Ballard*, section entitled “The Search for the Tiniest Bones” anchor chart.
- Model the American Sign Language sign for *time*: tapping the top of one’s wrist where the face of a watch would be located.
- Invite all students to quietly show the sign for time.
- Challenge students to listen carefully to hear the temporal word, and invite students to show the sign for time if they hear it.
- Read the fourth paragraph aloud, beginning with “The Brandvold Quarry. . .” and ending with “removed it from the site.”
- Using a total participation technique, invite responses from the group:

“What temporal words did you hear?” (at first)

“What did Holly and her crew need to do ‘at first’?” (remove the sediment on top)

- Confirm that the words *at first* are a temporal phrase, because they show the reader the order of actions that Holly and her crew took at the dig site.
- Define *at first* (before anything else).
- Invite a student to come to the front of the whole group area and act out the fourth sentence as you reread it aloud. Emphasize the words *at first* as you read it.
- Referring to the Narrative Planner: *The Maiasaura Dig: The Story of Dr. Holly Woodward Ballard* anchor chart, circle the words *at first* in the Temporal Words box. Refer to the **Narrative Planner: The Maiasaura Dig: The Story of Dr. Holly Woodward Ballard anchor chart (example, for teacher reference)** as necessary.
- Display the fifth paragraph.
- Share that, in this section, the author uses another temporal word or words listed on the Narrative Planner: *The Maiasaura Dig: The Story of Dr. Holly Woodward Ballard* anchor chart.
- Challenge students to listen carefully to hear the temporal word, and invite them to show the sign for *time* if they hear it.
- Read the fifth paragraph aloud, beginning with “Before long. . .” and ending with “uncovered the bones.”
- Using a total participation technique, invite responses from the group:

“What temporal words did you hear on this page?” (before long)

“What event happened ‘before long’?” (Holly and her crew were about 2 feet above the bone layer.)

“What event happened after?” (They started using awls, whisk brooms, and brushes to gently remove the rest of the sediment.)

- Confirm that the words *before long* are a temporal phrase.
- Define *before long* (will happen or has happened soon).
- Invite students to turn to an elbow partner and act out the actions of Holly and her crew as they listen to this excerpt again.
- Read aloud the last two sentences of the fourth paragraph and the entire fifth paragraph beginning with “We used shovels and pickaxes...” and ending with “uncovered the bones.” Emphasize the words *before long* as you read.
- Refocus students whole group.
- Referring to the Narrative Planner: *The Maiasaura Dig: The Story of Dr. Holly Woodward Ballard* anchor chart, circle the word *then* in the Temporal Words box. Refer to the Narrative Planner: *The Maiasaura Dig: The Story of Dr. Holly Woodward Ballard* anchor chart (example, for teacher reference) as necessary.
- Share that now students will use temporal words as they pretend to be paleontologists once again!

Meeting Students' Needs

- For ELLs: Before reading, invite students to turn to an elbow partner and discuss what they recall about the characters and events in *The Maiasaura Dig: The Story of Dr. Holly Woodward Ballard*.

- For ELLs: Mini Language Dive. Ask students about the meaning of a sentence from the text: "At last, I had found my tiny bone!" Write and display student responses next to the chunks. Consider placing a pencil near a dozen water bottles for students to recreate the sentence. Examples:

"What does this sentence tell us?" (Responses will vary.)

"Who is I in this sentence? How do you know?" (Holly; the story is about Holly)

"What had Holly done? How do you know?" (She had found a potential clue about hatchlings; the story says she had found her tiny bone.)

"Can you figure out why the author wrote the phrase At last?" (She uses it as a temporal word to describe when she had found her tiny bone. The phrase allows her to signal event order.)

"What if we replace At last with Next?" (At last may suggest an event that happens last in the order of events and that it took a long time or hard work for the event to happen and that it was fulfilling and exciting; Next may suggest an event that happens immediately after a previous event, but it doesn't necessarily suggest a long period of time, hard work, fulfillment, or excitement.)

"Can you act out the meaning of this sentence?" (Responses will vary.)

"Imagine you are a paleontologist. You are looking for a fossil. Discuss with a partner the final, most exciting event in your story using the frame 'At last, I had ____.'"

- For students who may need additional support with oral language and processing: Allow ample wait time as students prepare their thinking for sharing orally. (MME, MMAE)

Work Time

B. Developing Language: Temporal Words (25 minutes)

- Direct students' attention to the posted learning targets and read the second one aloud:
"I can use temporal words to show the order of events that a paleontologist might experience."
- Direct students' attention to the **Temporal Words anchor chart** and invite them to join in as you read the words listed aloud.
- Share that writers include temporal words in their writing for the following reasons:
 - It helps the reader know something is coming next in the story, especially an important event.
 - It helps the reader keep track of the story.
- Remind students that they are learning how to write a compelling narrative because they will soon pretend to be a paleontologist who writes a narrative about finding a fossil.
- Invite students to move safely to the edge of the whole group area and find a seat.
- Display the set of **Example Paleontologist's Action Sentence Sheets** in the middle of the whole group area.
- Read each sentence aloud.

- Introduce a **Temporal Word card set**, placing the cards on the floor near the sentences so students can easily view them.
- Explain that students will pretend to be paleontologists who are describing what they did, or what actions they took, during the day. Display **mystery journal entry #3** to reinforce the idea of writing about the actions in a paleontologist's day.
- Model choosing and moving a Temporal Word card beside the beginning of each Paleontologist's Action Sentence. Then, read the sentences aloud, including the temporal words:
 - “At first, I walked to the site.”
 - “Then, I dug with my shovel.”
 - “Suddenly, I saw part of a bone!”
- If productive, cue students with a challenge:

“What if we said First, I saw part of a bone! or Suddenly, I dug with my shovel? I'll give you time to think and discuss with a partner.” (The sequence would not make sense, and the action of shoveling would take on a sense of urgency.)
- Tell students that they will work in triads to complete the same activity. Each group will use three Paleontologist's Action Sentences and a Temporal Word card set. Remind students to work together to choose one temporal word to place in front of each sentence. Then, each student should take a turn reading the sentences aloud, including the temporal words.
 - Move students into pre-determined triads.
 - Distribute **Paleontologist's Action Sentence Sheets** and Temporal Word card sets to each triad and transition triads to work spaces around the room.
 - Invite triads to begin working together. As groups work, circulate and reinforce directions as needed. If needed, remodel reading sentences aloud and ordering them with Temporal Word cards.
 - After 3–5 minutes, refocus students whole group. Instruct them to keep their Paleontologist's Action Sentences and Temporal Word cards as they have ordered them.
- Share that now students will really pretend to become paleontologists by acting out the actions in the sentences.
- Using the three Example Paleontologist's Action Sentences, model acting out each sentence. Invite a student to read the sentences as you act them out:
 - “At first, I walked to the site.”
 - “Then, I dug with my shovel.”
 - “Suddenly, I saw part of a bone!”
- Share that students will complete the same activity. Each group member will take a turn reading the sentences aloud, including the temporal words, while another group member acts them out. Provide brief reminders about moving safely and taking turns, if needed.
 - Invite triads to begin working together. As groups work, circulate and reinforce directions as needed. If needed, remodel reading sentences aloud and acting them out.
 - After 3–5 minutes, refocus students whole group. Instruct students to clean up the ma-

terials and collect all Paleontologist's Action Sentences and Temporal Word card sets.

- Transition students back to the whole group area.

Meeting Students' Needs

- When reviewing the definition for *temporal*, offer alternatives for auditory information by highlighting the key words as you write a short definition for display. Examples:
 - "Signals that something important is coming next."
 - "Helps reader stay on track." (MMR)
- For ELLs: Invite students to share the name of each temporal word listed on the anchor chart in their home languages and invite all students to repeat their favorite translation aloud.
- For ELLs: To ensure that the general purpose of using temporal words is transparent, cue students to problem solve:

"Why are temporal words important?" (They help readers understand the order in which events happen in a story; they signal when an important event is about to happen in a story.)
- For ELLs: Invite students to place the Temporal Word cards into categories: words used to signal what happens at the beginning, in the middle, or at the end of a narrative or event. (For example, *first* signals something that happens at the beginning and *finally* signals something that happens toward the end.) Challenge students to identify words that belong in more than one category. (*Next* can signal something that happens in the middle or at the end.)

Closing and Assessment

A. Exit Ticket: Selected Response #6 (10 minutes)

- Direct students' attention to Strategies for Answering Selected Response Questions anchor chart and briefly review the strategies as needed.
- Invite students to choose one strategy they will try today and whisper it to themselves.
- Distribute **Exit Ticket: Selected Response #6** and guide students through the same process as in Units 1 and 2 to complete the exit ticket, including giving the answer at the end of 5 minutes. (C. Next, our team removed the plaster surrounding the fossil.)
- Confirm that *next* is the temporal word used in this sentence.
- If productive, cue students to think about their thinking. Using a total participation technique, invite responses whole group:

"What strategies helped you answer this question? I'll give you time to think and discuss with a partner." (Responses will vary.)
- Using a total participation technique, invite responses from the group:

"What strategy did you use to answer this question?" (Responses will vary.)
- Give students specific, positive feedback regarding their use of the strategies. (Example: "I noticed that Julian crossed out incorrect answers. I noticed that Kelly referred to the Temporal Words 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)
- 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: Read aloud the Selected Response Exit Ticket question and the possible answers for students before inviting them to select an answer.