

A Common Core State Standards &
Next Generation Science State Standards Aligned
Discussion & Project Guide for Grades PK-3

A Dinosaur Named Ruth:

How Ruth Mason Discovered
Fossils in Her Own Backyard

ISBN-10: 1534474641

ISBN-13: 978-1534474642

Written by Julia Lyon
Illustrated by Alexandra Bye
Published by Margaret K. McElderry Books

There's an extraordinary secret hidden just beneath Ruth Mason's feet. The year is 1905, and Ruth is a prairie girl living in South Dakota. She has no way of knowing that millions of years ago, her family ranch was once home to scores of dinosaurs. Until one day, when Ruth starts finding clues to the past: strange rocks and rubble scattered all across her land. They're dinosaur fossils—but she doesn't know that yet, either. It will take many years of collecting these clues, and many, many questions, but Ruth's curiosity will one day help uncover thousands of fossils all across her land.

Guide created by
Debbie Gonzales, MFA



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Meet Author Julia Lyon



- Julia studied history in college and journalism in graduate school. She loves using her investigative skills to dig up remnants of the past in newspapers, letters, and unexpected sources. Determine how her investigative skills could help her write a picture book about dinosaurs.
- Before becoming a children’s book author, Julia worked in daily newspapers in which she covered stories about education, poverty, health, and refugees. As a reporter, she spent many hours interviewing kids from around the world. Imagine what that experience must have been like. Predict how those years of interviews prepared Julia to become an author for children.
- Learn more about Julia’s family life, current projects, and accomplished journalistic career by accessing her website at julia Lyon.com.



julia Lyon.com

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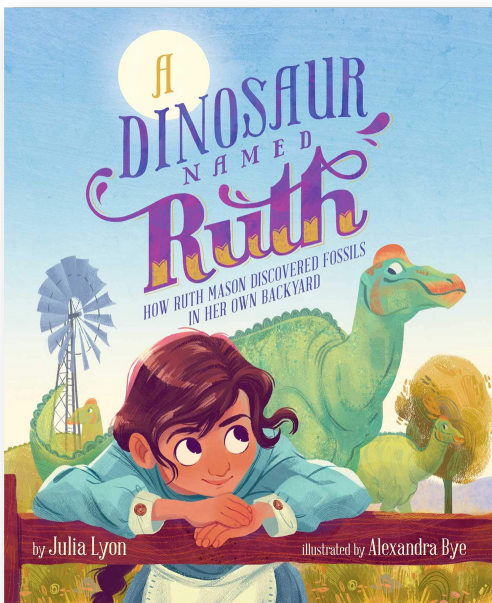


Meet Illustrator Alexandra Bye



- When Alexandra isn't making art she enjoys being outdoors mountain biking, hiking, paddle boarding and spending time with beloved dog, Alex. Consider how her love for nature is expressed in the cover of A DINOSAUR NAMED RUTH.
- Along with illustrating picture books Alexandra works in advertising, animation, licensing, and editorial publications. Alexandra has won a number of prestigious awards for her creative work. Predict how Alexandra's love for the outdoors connects with her successful creative life.
- Alexandra hosts a Youtube channel called Tandem Bike Studios, hosted on her website at alexandrabye.com, in which she explores aspects of creative life. Find out more about Alexandra through video and her website.

Consider The Front Cover



- Illustrations are pictures that tell stories. Interpret the story being suggested in this illustration. How does the girl feel about the dinosaur? How do you know?
- Understanding the author Julia's investigative journalistic background and the illustrator Alexandra's deep connection with nature, determine how their shared expertise came together in A DINOSAUR NAMED RUTH. Identify aspects of the cover illustration that have been inspired by the author and the illustrator.
- Open the cover of the book to explore the illustrations featured on the endpapers, which are the decorated sheets of paper pasted at the beginning or end of the book. Encourage students to identify any of the objects depicted on the endpapers.
- A DINOSAUR NAMED RUTH is a nonfiction picture book, meaning that the story is based on facts. Based on your observation of the book cover, predict what the picture book is going to be about.



julialyon.com

guidesbydeb.com
debbiegonzales.com



Discussion Questions

Ruth Mason was forever curious about her own backyard.

Its secrets. Its stories. Its quiet clues.

She was a girl who kept asking questions—and never stopped—until she revealed the mystery beneath her busy feet.

- The word *inquisitive* means curious, analytical, and full of wonder. Even as a child, Ruth was known to be highly curious, always asking questions and searching for answers. Determine how her inquisitiveness served to direct Ruth's entire life.
- Identify the secrets referenced in the phrase above. How can dinosaur bones contain secrets? Explain your answer.
- The word *mystery* means secret, question, and puzzle. Make a connection between the inquisitive girl and the giant mystery she solved. Consider how Ruth Mason was the perfect person - both curious and persistent - to solve the mystery beneath her "...busy feet."

Millions of years ago, a tropical forest covered this western land near the edge of a great sea. Dinosaurs thundered across the shore.

- The image on the right suggests what life during the Late Cretaceous Period was like. Describe the details featured in the illustration. Imagine what sights and sounds might be heard during that prehistoric time - millions and millions and millions years ago.
- Scientists known as paleontologists study and analyze bones such as those found on her property. These scientists skillfully excavate prehistoric remains. Ruth simply found them! Imagine the sense of wonder and surprise young Ruth must have experienced when she first came across dinosaur bones.



As Ruth grew up, she never gave up on her backyard mystery.

She wrote letters to experts at museums and universities.

One after another told Ruth her finds were worthless.

Not important. Nothing special.

- The word *expert* means authority, specialist, and master. These people are highly-respected individuals in their field. Experts generally know everything there is to know about their subject. Why do you think experts considered Ruth's discoveries to be worthless? Why didn't they believe her? Explain your answer.
- What does Ruth's persistence to communicate with an expert say about her character?



Discussion Questions

After each new discovery in the hills near her home, Ruth laid her finds out in the summer sun. As the decades passed, her collection grew under her elm trees.

A collection of ancient secrets harvested from her land.

Some bones were so large, she left them sitting out in the pasture.

- Ruth continued to discover dinosaur bones on her property until she became an old woman. She delighted in arranging her treasures in creatively patterned gardens. How did the decades of discovery influence Ruth's belief that her collection of bones was extraordinary? Explain your answer.
- Discuss how Ruth's garden brought the dinosaurs back to life.
- The word *extraordinary* means remarkable, phenomenal, and miraculous. Imagine what might have happened if Ruth did not believe that her discoveries were extraordinary.

Her quiet ranch transformed. Bone hunters, paleontologists, dinosaur dreamers, and students spent years harvesting the earth. They were the collectors now, revealing thousands of duck-billed dinosaur bones, fragments of Triceratops bones, Tyrannosaurus rex teeth, and the jaws of ancient marsupials whose story could now be told.

- The word *transformed* means changed, stirred-up, and turned upside down. How do you think Ruth felt when her quiet ranch transformed?
- At long last, Ruth's decades of letters to the experts were answered. Predict their reaction when seeing the remarkable patterns she created with dinosaur bones in her garden. And, there were even more bones to be discovered through excavation! Do you think the experts wished they had responded to her letters sooner? Explain your answer.
- Imagine the fascination and pride Ruth must've felt as the paleontologists identified the types of dinosaurs that once lived on her land.

Thanks to one very patient girl named Ruth who pulled the past from her pocket and showed it to the world.

- Examine how Ruth's entire life was defined by curiosity and wonder about dinosaur bones.
- Determine how Ruth's patience and devotion impacted the scientific world forever.



The History of Ruth's Land: A Timeline

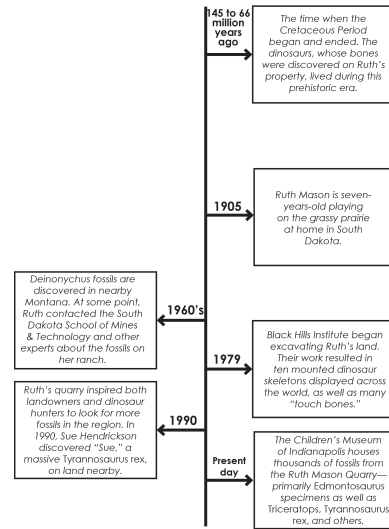
Objective: To describe the connection between a series of historical events and scientific ideas in a text.

Materials:

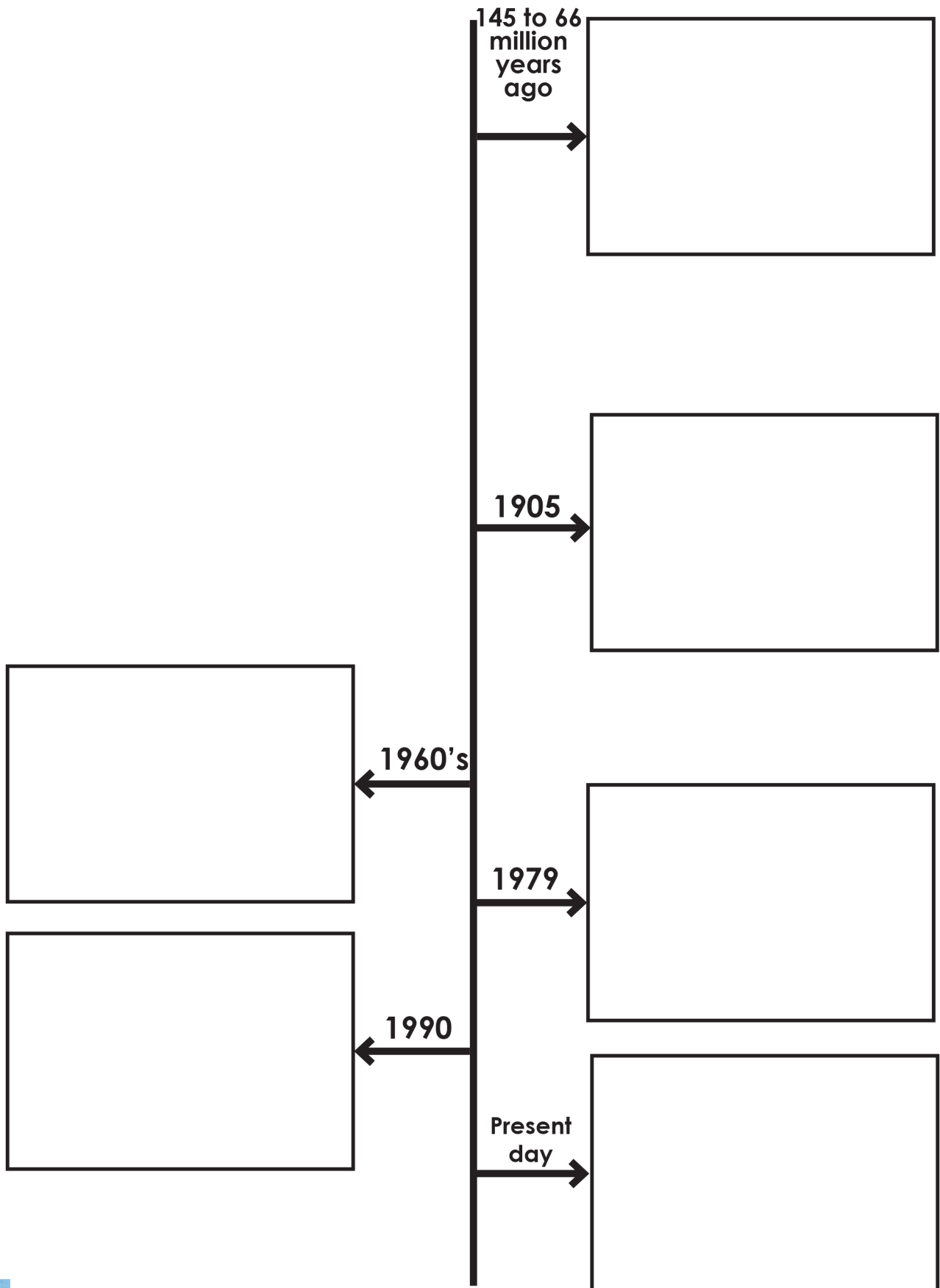
- A DINOSAUR NAMED RUTH, the book
- Blank Timeline Template, (Guide, pg. 7)
- History Cards, (Guide, pg. 8)
- Timeline Answers Template, (Guide, pg. 9)
- Cardstock
- Scissors
- Writing materials

Procedure:

- Reread A DINOSAUR NAMED RUTH: HOW RUTH MASON DISCOVERED FOSSILS IN HER OWN BACKYARD. Focus on and discuss the information featured in the Author's Note.
- Print a copy of the Blank Timeline Template and the History Cards on cardstock. Use scissors to trim around the boards of the History Cards.
- Using A DINOSAUR NAMED RUTH: HOW RUTH MASON DISCOVERED FOSSILS IN HER OWN BACKYARD as a reference, instruct students to match each History Card in its prospective dated space on the Blank Timeline Template.
- Have students use the Timeline Answers Template to check their work.
- Instruct students to examine the time lapses between the cards. Using the timeline and the book as reference, explore the following questions:
 - Describe the changes that occurred on Ruth's property from the Cretaceous Period to the days she played on the prairie as a child.
 - While Ruth was busy arranging her radiant garden of dinosaur bones, fossils were being discovered in the neighboring state of Montana. Predict how Ruth must have felt knowing that fossils similar to those she had found existed across state lines.
 - Ruth's greatest desire was to share her discoveries. Determine the impact her radiant garden has had on the scientific world forever.
- Instruct students to write and illustrate an informative essay exploring their timeline analysis. Encourage them to share their work with the class.



The History of Ruth's Land: A Timeline



The History of Ruth's Land: Timeline Cards

The Children's Museum of Indianapolis houses thousands of fossils from the Ruth Mason Quarry—primarily Edmontosaurus specimens as well as Triceratops, Tyrannosaurus rex, and others.

Ruth Mason is seven-years-old playing on the grassy prairie at home in South Dakota.

Deinonychus fossils are discovered in nearby Montana. At some point, Ruth contacted the South Dakota School of Mines & Technology and other experts about the fossils on her ranch.

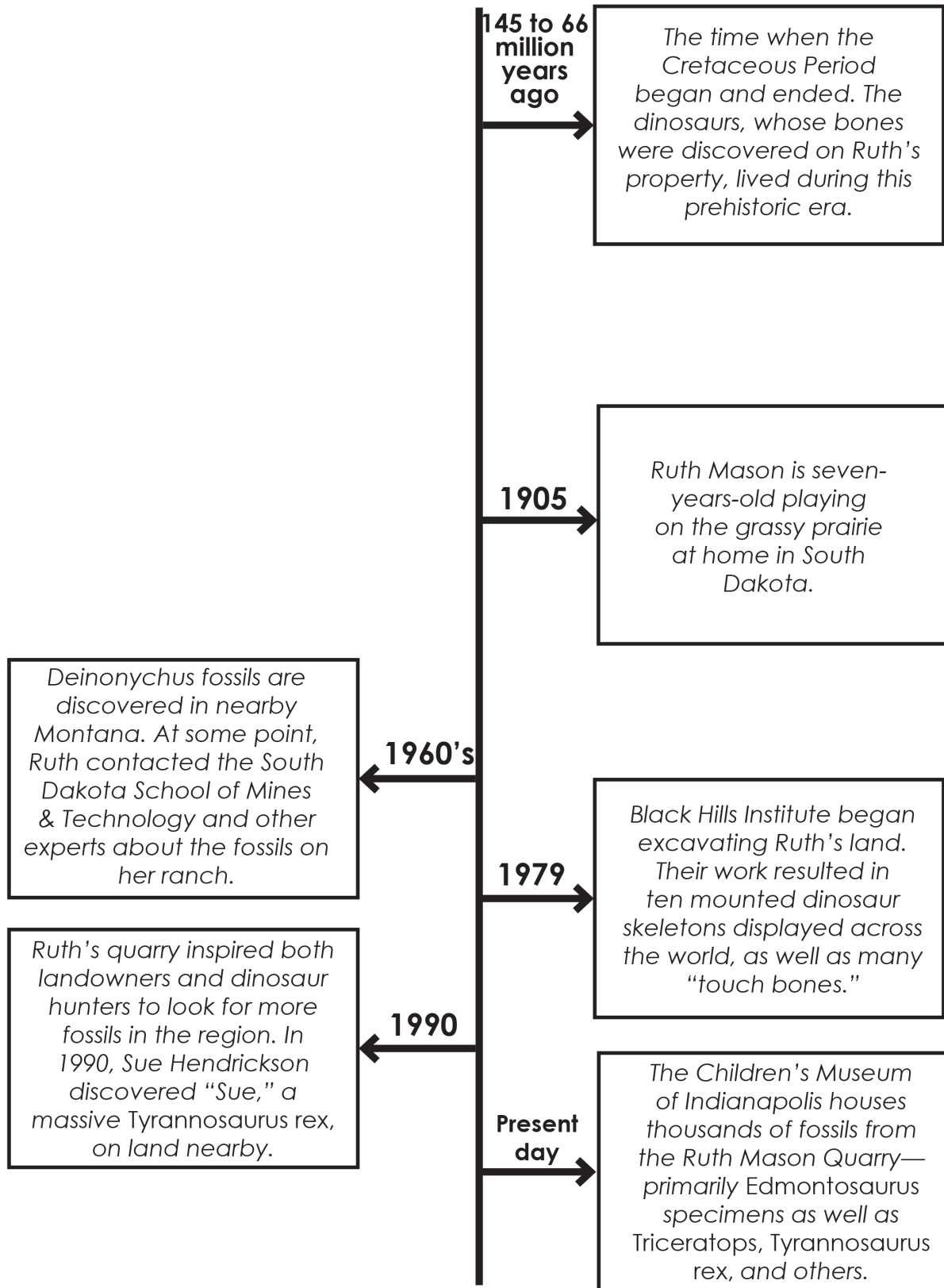
The time when the Cretaceous Period began and ended. The dinosaurs, whose bones were discovered on Ruth's property, lived during this prehistoric era.

Ruth's quarry inspired both landowners and dinosaur hunters to look for more fossils in the region. In 1990, Sue Hendrickson discovered "Sue," a massive Tyrannosaurus rex, on land nearby.

Black Hills Institute began excavating Ruth's land. Their work resulted in ten mounted dinosaur skeletons displayed across the world, as well as many "touch bones."



The History of Ruth's Land: A Timeline Answer Guide



Dinosaur Dig Dominoes

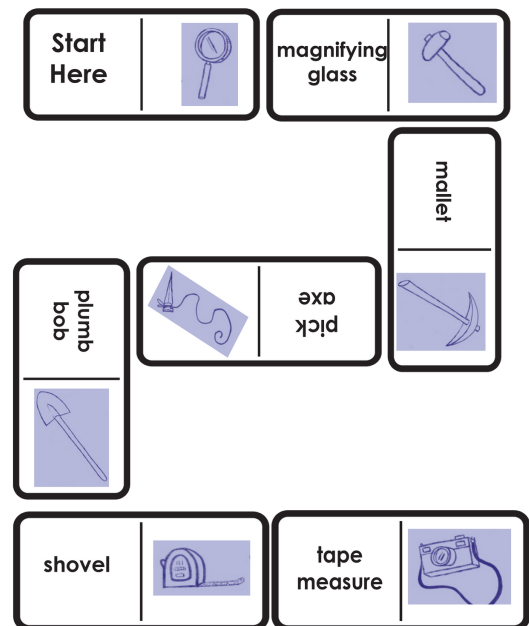
Objective: To know and apply grade-level word analysis skills in decoding words.

Materials:

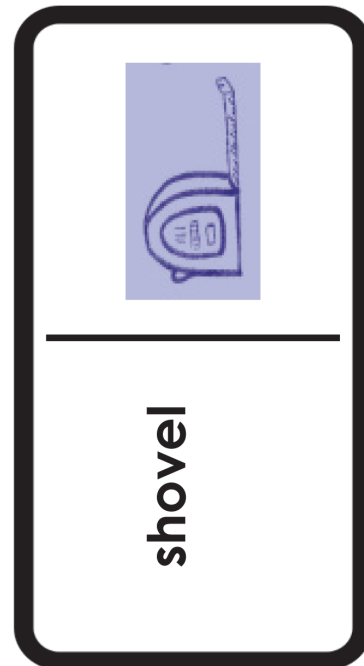
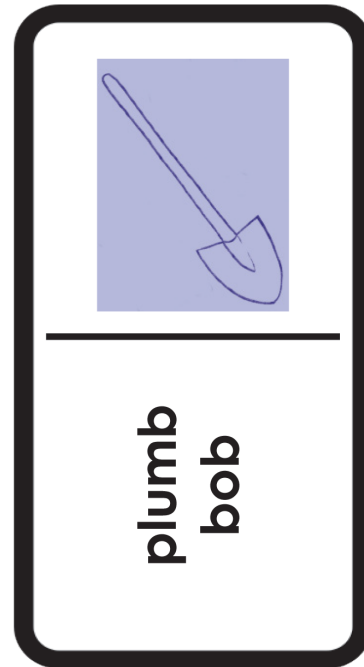
- A DINOSAUR NAMED RUTH: HOW RUTH MASON DISCOVERED FOSSILS IN HER OWN BACKYARD, the book
- Dinosaur Dig Tools Domino Cards, (Guide, pg. 11-12)
- Dinosaur Dig Tools Answers, (Guide, pg. 13)
- Cardstock
- Scissors

Procedure:

- Examine the endpapers featured in A DINOSAUR NAMED RUTH: HOW RUTH MASON DISCOVERED FOSSILS IN HER OWN BACKYARD. Explain that the objects depicted in the illustrations are excavation tools used by paleontologists. Encourage students to identify any tool they might recognize. Discuss how each tool assists paleontologists on their digs.
- To create the game cards, print the Dinosaur Dig Tools Domino on cardstock. Use scissors to trim around each domino.
- Begin the game by placing the domino labeled “Start here” on a tabletop or floor.
- Identify the object featured on the right of the card. Search through the dominoes to find the label for the object. Place the word label next to the image.
- Continue associating each image with its word label until each of the objects have been matched.
- Use the Dinosaur Dig Tools Answers guide to verify matches.

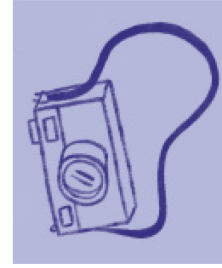


Dinosaur Dig Dominoes



Dinosaur Dig Dominoes

camera



tape
measure

compass



field
notebook



gloves



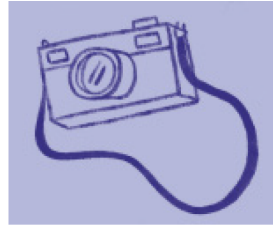
hand
trowel



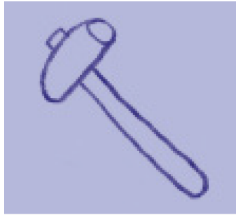
Dinosaur Dig Dominoes Answers



**magnifying
glass**



camera



mallet



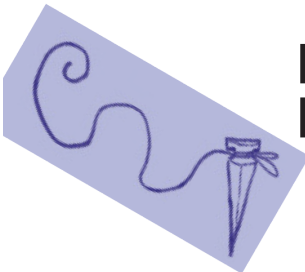
compass



**pick
axe**



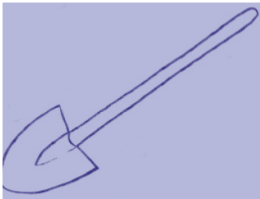
**field
notebook**



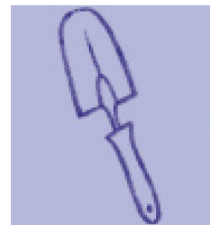
**plumb
bob**



gloves



shovel



**hand
trowel**



**tape
measure**



Fossil Find

Objective: To establish a grid system over a paleontological site, determining the location of the discoveries within each grid unit.

Materials:

- Objects such as plastic dinosaurs, shells, stones, etc.
- Ruler
- String
- Popsicle sticks
- Compass
- Toothbrush
- Small paint brush
- Field Notebook
- Pencil
- Sandbox or a clearing of loose dirt



Procedure:

- Prior to introducing the lesson, bury a collection of objects in a sandbox or clearing deep enough for the students to excavate them from the ground.
- Lead a discussion about the science of paleontology. Explain that paleontology is the branch of science centered around fossilized animals and plants. Make a connection between these scientific practices and the creatures that may have lived on Ruth's property.
- Explain that paleontologists follow precise scientific procedures when establishing excavation sites. They first establish a measured grid to define the excavation site. Then they very carefully scrape and brush away soil in hopes of discovering objects.
- Have students gather their paleontologists' tools - a ruler, string, popsicle sticks, compass, toothbrush, small paint brush, field notebook and pencil.
- Assist students in measuring a 12-inch square over the previously buried objects. Place popsicle sticks on the corners of the square. Use string to isolate the area to excavate.
- Instruct students to draw the square in their notebook. Use the compass to identify the square's orientation. Draw a compass rose signifying the excavation site's directionality.
- Carefully use the toothbrush and paint brush to unearth the objects. Direct students to avoid removing the objects when uncovered. Instead, have them stop the excavation process to draw and make notes about their discoveries in their field notebooks.
- Instruct students to write and illustrate a short essay summarizing the importance of gridding sites to assure accurate recording and analysis of the excavation process. Have them share their notebooks, discoveries, and essays with the class.



Fun Fact Trading Cards

Objective: To use information gained from research and information gained from the story to creatively design a project demonstrating understanding of the text.

Materials:

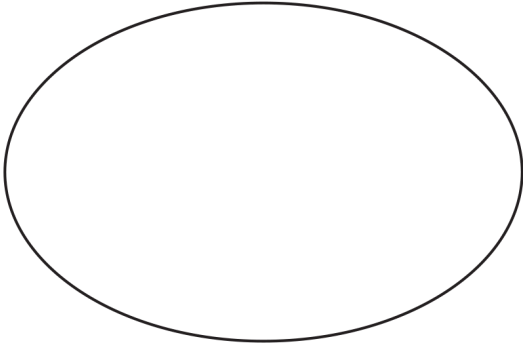
- A DINOSAUR NAMED RUTH: HOW RUTH MASON DISCOVERED FOSSILS IN HER OWN BACKYARD, the book
- FUN FACT TRADING CARDS template, (Guide, pg. 16)
- Research Materials
- Cardstock
- Scissors

Procedure:

- Lead a discussion about the Cretaceous Period and the creatures that may have lived on Ruth's property millions of years before she did. Support the discussion by referencing research materials such as books and websites focusing on the fossils discovered in that area.
- Explain that, in this lesson, students will create trading cards depicting their favorite Cretaceous Period dinosaur. Guide students to research and discover a list of dinosaurs that interest them.
- Print copies of the Fun Fact Trading Cards template on cardstock. Use scissors to trim around the borders of the cards.
- Instruct students to illustrate and record researched information in the spaces provided on the Fun Fact Trading Cards.
 - Have the students illustrate a picture of their chosen dinosaur in the oval-shaped space on the Fun Fact Trading Card.
 - Write the name of the dinosaur in the space provided.
 - Identify the classification of the dinosaur in the space provided. While there are a number of various classifications to consider, for this lesson students may limit their options to the following:
 - Theropods: Mainly meat-eating dinosaurs that walk on three-toed bird-like feet with claws. These dinosaurs had powerful legs and short arms.
 - Sauropods: Large, lizard-footed herbivores that walked on all four feet. These dinosaurs had small heads, long necks, and tails.
 - Ornithischia: Bird-like herbivore dinosaurs.
- Record the dinosaur's size in the space labeled Estimated Length on the Fun Fact Trading Card.
- Record something intriguing in the space labeled Fun Fact.
- Encourage students to share their Fun Fact Trading Cards with the class.



Fun Fact Trading Cards

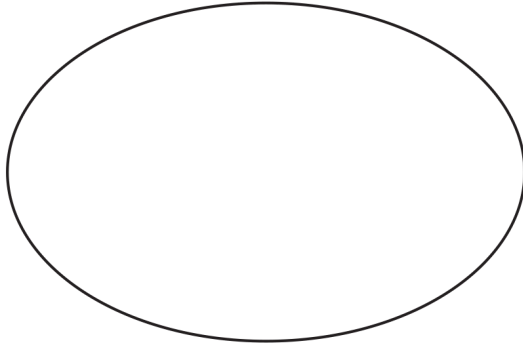


Name of Dinosaur

Type of dinosaur

Estimated length

Fun Fact

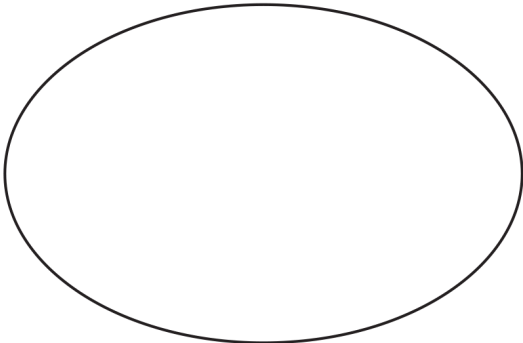


Name of Dinosaur

Type of dinosaur

Estimated length

Fun Fact

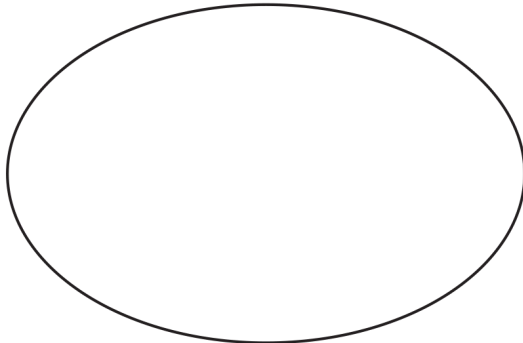


Name of Dinosaur

Type of dinosaur

Estimated length

Fun Fact



Name of Dinosaur

Type of dinosaur

Estimated length

Fun Fact

Common Core State Standards Alignment

English Language Arts Standards » Reading: Informational Text		Discussion	Historical Timeline	Dinosaur Dig Dominoes	Fossil Find	Fun Fact Cards
CCSS.ELA-LITERACY.RI.K.1	With prompting and support, ask and answer questions about key details in a text.	✓	✓	✓	✓	✓
CCSS.ELA-LITERACY.RI.K.2	With prompting and support, identify the main topic and retell key details of a text.	✓	✓	✓	✓	✓
CCSS.ELA-LITERACY.RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.	✓	✓	✓	✓	✓
CCSS.ELA-LITERACY.RI.K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	✓				
CCSS.ELA-LITERACY.RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	✓	✓	✓	✓	✓
CCSS.ELA-LITERACY.RI.K.10	Actively engage in group reading activities with purpose and understanding.	✓	✓	✓	✓	✓
CCSS.ELA-LITERACY.RI.1.1	Ask and answer questions about key details in a text.	✓	✓	✓	✓	✓
CCSS.ELA-LITERACY.RI.1.2	Identify the main topic and retell key details of a text.	✓	✓	✓	✓	✓
CCSS.ELA-LITERACY.RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	✓	✓	✓	✓	✓
CCSS.ELA-LITERACY.RI.1.7	Use the illustrations and details in a text to describe its key ideas.	✓	✓	✓	✓	✓
CCSS.ELA-LITERACY.RI.1.10	With prompting and support, read informational texts appropriately complex for grade 1.	✓	✓	✓	✓	✓
CCSS.ELA-LITERACY.RI.2.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	✓	✓	✓	✓	✓
CCSS.ELA-LITERACY.RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	✓	✓	✓	✓	✓
CCSS.ELA-LITERACY.RI.2.4	Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .	✓	✓	✓	✓	✓
CCSS.ELA-LITERACY.RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	✓	✓	✓	✓	✓
CCSS.ELA-LITERACY.RI.2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	✓	✓	✓	✓	✓
CCSS.ELA-LITERACY.RI.2.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	✓	✓	✓	✓	✓
CCSS.ELA-LITERACY.RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	✓	✓	✓	✓	✓
CCSS.ELA-LITERACY.RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.	✓	✓	✓	✓	✓
CCSS.ELA-LITERACY.RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect	✓	✓	✓	✓	✓
CCSS.ELA-LITERACY.RI.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	✓	✓	✓	✓	✓



Common Core State Standards Alignment

		Discussion	Historical Timeline	Dinosaur Dig Dominoes	Fossil Find	Fun Fact Cards
English Language Arts Standards » Reading: Informational Text						
CCSS.ELA-LITERACY.RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.	✓	✓	✓	✓	✓
English Language Arts Standards » Reading: Foundational Skills						
CCSS.ELA-LITERACY.RF.K.1	Demonstrate understanding of the organization and basic features of print.		✓	✓		✓
CCSS.ELA-LITERACY.RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).		✓	✓		✓
CCSS.ELA-LITERACY.RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.		✓	✓		✓
CCSS.ELA-LITERACY.RF.1.1	Demonstrate understanding of the organization and basic features of print.		✓	✓		✓
CCSS.ELA-LITERACY.RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	✓	✓	✓		✓
CCSS.ELA-LITERACY.RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.	✓	✓	✓		✓
CCSS.ELA-LITERACY.RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.	✓	✓	✓		✓
CCSS.ELA-LITERACY.RF.2.4	Read with sufficient accuracy and fluency to support comprehension.	✓	✓	✓		✓
CCSS.ELA-LITERACY.RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.	✓	✓	✓		✓
CCSS.ELA-LITERACY.RF.3.4	Read with sufficient accuracy and fluency to support comprehension.	✓	✓	✓		✓
English Language Arts Standards » Writing						
CCSS.ELA-LITERACY.W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.		✓		✓	✓
CCSS.ELA-LITERACY.W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.		✓		✓	✓
CCSS.ELA-LITERACY.W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.		✓		✓	✓
CCSS.ELA-LITERACY.W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.		✓		✓	✓
CCSS.ELA-LITERACY.W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.		✓		✓	✓
CCSS.ELA-LITERACY.W.2.8	Recall information from experiences or gather information from provided sources to answer a question.		✓		✓	✓
CCSS.ELA-LITERACY.W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.		✓		✓	✓
CCSS.ELA-LITERACY.W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.		✓		✓	✓
English Language Arts Standards » Speaking & Listening						
CCSS.ELA-LITERACY.SL.K.1	Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.	✓	✓	✓	✓	✓
CCSS.ELA-LITERACY.SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	✓	✓	✓	✓	✓



Common Core State Standards Alignment

English Language Arts Standards » Speaking & Listening		Discussion	Historical Timeline	Dinosaur Dig Dominoes	Fossil Find	Fun Fact Cards
CCSS.ELA-LITERACY.SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	✓	✓	✓	✓	✓
CCSS.ELA-LITERACY.SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	✓	✓	✓	✓	✓
CCSS.ELA-LITERACY.SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.	✓	✓	✓	✓	✓
CCSS.ELA-LITERACY.SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.	✓	✓	✓	✓	✓
CCSS.ELA-LITERACY.SL.1.1	Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.	✓	✓	✓	✓	✓
CCSS.ELA-LITERACY.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	✓	✓	✓	✓	✓
CCSS.ELA-LITERACY.SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	✓	✓	✓	✓	✓
CCSS.ELA-LITERACY.SL.1.6	Produce complete sentences when appropriate to task and situation.	✓	✓	✓	✓	✓
CCSS.ELA-LITERACY.SL.2.1	Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.	✓	✓	✓	✓	✓
CCSS.ELA-LITERACY.SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	✓	✓	✓	✓	✓
CCSS.ELA-LITERACY.SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	✓	✓	✓	✓	✓
CCSS.ELA-LITERACY.SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly.	✓	✓	✓	✓	✓
CCSS.ELA-LITERACY.SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	✓	✓	✓	✓	✓
CCSS.ELA-LITERACY.SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	✓	✓	✓	✓	✓
CCSS.ELA-LITERACY.SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	✓	✓	✓	✓	✓



Next Generation State Standards: 2-ESS2 Earth's Systems

	Discussion	Historical Timeline	Vocabulary Dominoes	Dinosaur Dig	Fun Fact Cards
2-ESS2 Earth's Systems					
<i>Developing and Using Models</i>					
* Modeling in K–2 builds on prior experiences and progresses to include using and developing models (i.e., diagram, drawing, physical replica, diorama, dramatization, or storyboard) that represent concrete events or design solutions.	✓	✓	✓	✓	✓
* Develop a model to represent patterns in the natural world. (2-ESS2-2)				✓	✓
<i>Obtaining, Evaluating, and Communicating Information</i>					
* Obtaining, evaluating, and communicating information in K–2 builds on prior experiences and uses observations and texts to communicate new information.	✓	✓	✓	✓	✓
<i>Science Addresses Questions About the Natural and Material World</i>					
* Scientists study the natural and material world.	✓	✓	✓	✓	✓

