

# Uncovering the Past

FOCUS QUESTION

## What can we discover by exploring the world around us?

### About the Lesson

OBJECTIVES

Content Objectives

- Determine the meaning of unfamiliar words in a text.
- Understand allusions to other characters and stories.
- Understand how paleontology helps us learn about Earth's history.

Language Objectives

- Describe how word parts, context clues, and background information can be used to determine word meaning.
- Explain the significance of an allusion in writing.
- Ask and answer questions for a mock interview with the main character.

ACADEMIC TALK

See **Glossary of Terms** on pp. 478–485.  
*word part, context clue, allusion*

Spanish Cognates

*alusión*

### Build Knowledge

Lesson text builds knowledge about:

- Paleontology field work to find fossils
- New Mexico's landscape
- Openness to new experiences

### Plan Student Scaffolds

- Use **i-Ready data** to guide grouping and choose strategic scaffolds.
- Use **Teacher Toolbox** resources as needed to address related skills:
  - Use word parts to explore vocabulary
  - Use context to find word meaning
- Partner students of varying language-proficiency levels so one student may provide support to the other in Sessions 2 and 4. **EL**
- Preview texts and activities to anticipate barriers to engagement, access, and expression. Modify based on student needs.

### Use Protocols That Meet the Needs of All Students

In order to increase engagement and validate cultural and linguistic behaviors, specific protocols are included in the lesson. To further customize activities for your students, consider optional protocols listed on pp. A46–A51.

PROTOCOL	SESSION	VALIDATES
Stand and Share	1	spontaneity, movement, connectedness
Pass It On	1	spontaneity, connectedness
3-2-1	2, 4	multiple perspectives
Merry-Go-Round Share	2, 4, 6	multiple ways to show focus, connectedness
Somebody Who	2, 4, 5	social interaction
Snowballs	3	spontaneity, collective success
Shout Out	5	spontaneity, multiple ways to show focus

### LEARNING PROGRESSION | Determine Word Meanings

**Students build on this skill:**  
**RL.3.4** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

**Students learn this skill:**  
**RL.4.4** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).


**Students prepare for this skill:**  
**RL.5.4** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

**Students review and practice:**

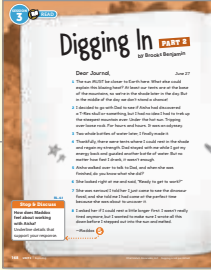
- **RL.4.1** Make inferences
- **RL.4.2** Determine theme
- **RL.4.3** Describe characters

LESSON PLANNING GUIDE


TEXT 1: Digging In, Part 1 • REALISTIC FICTION

SESSION 1	SCAFFOLD READING		TEXT AT-A-GLANCE	ENGLISH LEARNER SUPPORT (EL)
SESSION 2	PRACTICE THE FOCUS STANDARD		<p><b>Concepts/Background</b></p> <ul style="list-style-type: none"><li>paleontology, including excavation and field work</li><li>New Mexico's climate, location, and topography</li><li>journal format</li><li>allusion to Medusa</li></ul> <p><b>Language</b></p> <ul style="list-style-type: none"><li><b>Vocabulary:</b> <i>accompany, paleontologist, excavation, peril, extraordinary</i></li><li><b>Informal Language:</b> <i>I've been robbed, spoiler alert, I don't get the whole digging in the dirt thing</i></li><li><b>Figurative Language:</b> <i>the sun is like a million degrees hotter, I'm baking from the inside out</i></li></ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"><li>Leverage cognate knowledge</li></ul> <p><b>Speaking/Reading</b></p> <ul style="list-style-type: none"><li>Analyze phrases, Rephrase ideas</li></ul> <p><b>Reading</b></p> <ul style="list-style-type: none"><li>Leverage cognate knowledge</li></ul> <p><b>Speaking/Writing</b></p> <ul style="list-style-type: none"><li>Revoice student ideas</li></ul>
	<ul style="list-style-type: none"><li>Formative Assessment</li></ul>			

TEXT 2: Digging In, Part 2 • REALISTIC FICTION

SESSION 3	SCAFFOLD READING		<p><b>Concepts/Background</b></p> <ul style="list-style-type: none"><li>dinosaur fossils, including those of <i>Tyrannosaurus rex</i></li><li>excavation sites</li><li>allusion to <i>The Odyssey</i></li></ul> <p><b>Language</b></p> <ul style="list-style-type: none"><li><b>Vocabulary:</b> <i>guzzled, chisel, parched, rhythm</i></li><li><b>Informal Language:</b> <i>we don't stand a chance, I finally made it, kind of cool</i></li><li><b>Figurative Language:</b> <i>I had to trek up the steepest mountain ever, before I stepped out into the sun and melted, my clothes were sweat-glued to my skin</i></li><li><b>Descriptive Language:</b> <i>the sun MUST be closer to Earth here</i></li></ul>	<p><b>Reading/Writing</b></p> <ul style="list-style-type: none"><li>Sketch</li></ul> <p><b>Speaking/Reading</b></p> <ul style="list-style-type: none"><li>Analyze sentences, Role-play, Gesture</li></ul> <p><b>Reading</b></p> <ul style="list-style-type: none"><li>Recognize word forms</li></ul> <p><b>Speaking/Writing</b></p> <ul style="list-style-type: none"><li>Talk before writing</li></ul>
SESSION 4	PRACTICE THE FOCUS STANDARD			
	<ul style="list-style-type: none"><li>Formative Assessment</li></ul>			

TEXT 3: Digging In, Part 3 • REALISTIC FICTION

SESSION 5	INDEPENDENT READING AND PRACTICE		<p><b>Concepts/Background</b></p> <ul style="list-style-type: none"><li>climate changes over eras</li><li>desert and forest biomes</li><li>allusion to the Titans</li></ul> <p><b>Language</b></p> <ul style="list-style-type: none"><li><b>Vocabulary:</b> <i>focused, massive, reinforce</i></li><li><b>Figurative Language:</b> <i>I've seen dinosaur fossils a million times, it's like something in my brain clicked</i></li></ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"><li>Analyze phrases, Paraphrase, Read aloud questions and answer choices</li></ul> <p><b>Writing</b></p> <ul style="list-style-type: none"><li>Use word bank, Analyze word parts</li></ul>
	<ul style="list-style-type: none"><li>Formative Assessment</li></ul>			

KNOWLEDGE BUILDING

SESSION 6	RESPOND TO THE FOCUS QUESTION	<ul style="list-style-type: none"><li>Integrate information from the lesson texts</li><li>Collaborative discussion</li><li>Short response</li><li>Presentation</li></ul>	<p><b>Writing</b></p> <ul style="list-style-type: none"><li>Use sentence frames</li></ul>
	<ul style="list-style-type: none"><li>What can we discover by exploring the world around us?</li></ul>		

## Before Teaching the Lesson

Preview the texts before teaching the lesson. Plan scaffolds to use and provide background information as needed. This lesson features one story across all sessions; the following background notes apply to the whole text.

- **Paleontology** Explain that paleontology is the study of life on Earth long ago. Paleontologists study fossils, which are prints or remains of plant and animal materials. Fossils are found in the ground and date back millions of years.
- **New Mexico** Show the location of New Mexico on a map. Explain that New Mexico's landscape is mostly desert-like and that many dinosaur fossils have been found there.
- **Greek Mythology** The three parts of "Digging In" include allusions to Ancient Greek mythology: Medusa, *The Odyssey*, and the Titans. Consider reading versions of these stories with the class or provide brief summaries.
- As an alternate means of representation, share video of an excavation site. Display images of the landscape of New Mexico.

## Talk About the Topic

### BUILD STUDENTS' INTEREST

- 1 • Introduce the lesson topic and Focus Question. Tell students they will read, talk, and write about a character that digs for fossils.
- 2 • Invite students to use their home language to talk about the topic and Focus Question. **EL**
- 2 • Ask students to complete Notice and Wonder with a partner.
- Have students **Stand and Share** what they think the characters in the story will be exploring.
- **Ask**, *What do you think scientists learn from studying fossils? what types of plants and animals lived in a place long ago, how plants, animals, and the Earth have changed over time*
- Introduce the focus standard. **Say**, *In this lesson, you will use different strategies to figure out the meanings of unfamiliar words.*

## SESSION 1



### TALK ABOUT THE TOPIC

# Uncovering the Past

1

## FOCUS QUESTION

What can we discover  
by exploring the world  
around us?

2

## NOTICE AND WONDER

Look at the story you will read in this lesson. What do you notice?  
What do you wonder? Discuss your ideas with a partner.

3

## WORD PAIRS

Match each word on the left with a word on the right.  
Tell your partner why you connected these words.

rock      paleontologist  
dig      fossil  
scientist      chisel

\_\_\_ means \_\_\_, which  
is similar to \_\_\_.

\_\_\_ is related to  
\_\_\_ because \_\_\_.



## LESSON 9



### Digging In, Parts 1–3

by Brooks Benjamin

©Curriculum Associates, LLC Copying is not permitted.

LESSON 9 | Uncovering the Past 163

### 3 INTRODUCE ESSENTIAL CONCEPTS

- Have students work with partners to complete Word Pairs.
- Remind students to practice good listening behaviors, such as taking turns talking and giving each other time to finish their thoughts.
- Use cognates to support understanding of words, such as fossil (*fósil*), excavate (*excavar*), and scientist (*científico/a*). **Ask**, *Why would a scientist excavate a fossil? They want to study it and learn from it.* **EL**
- Use **Pass It On** to have students explain the reasoning behind their pairings.
- If necessary, clarify that fossils are not just rocks. They can also be molds or impressions of prehistoric plants and animals preserved in rock and found underground.
- Use this activity to help assess your students' familiarity with the topic of paleontology and determine appropriate supports for background knowledge in the lesson.
- Have students add unfamiliar words to their word journals.
- Use **LISTEN FOR** to monitor understanding. Use **Help & Go** scaffolds as needed.
- **LISTEN FOR** Students can match related words describing paleontology.

#### HELP & GO: Vocabulary

- Help students look inside the word *paleontology*: *paleo-* (ancient) + *ology* (the study of). Provide the Spanish cognate *paleontología*. Discuss the meanings of other words using the *-ology* suffix: *biology*, *meteorology*, *psychology*.
- Point out the word endings for *scientist* and *paleontologist*. Explain that the ending *-ist* means "a person who." Examples include *artist*, *florist*, and *guitarist*. **EL**



## 1 Support Reading

- Set a purpose for reading. **Say**, *Today you'll read to learn about visiting an excavation site.*
- Have students read paragraphs 1–4. Have them circle unknown words and mark confusing parts with a question mark.
- Use **CHECK INs** and related **Help & Go** scaffolds as needed. Monitor based on annotations, observation, and your knowledge of students.
- Point out the journal format used in the story. Provide the cognate for diary (*diario*). **EL**
- CHECK IN** Students understand Maddox's use of informal and figurative language.

### HELP & GO: Language

- Point out *robbed* in paragraph 1. **Ask**, *What does robbed usually mean? What does Maddox think his dad has taken from him?*
- Discuss the meaning of *spoiler* and *spoiler alert*. **Ask**, *What is Maddox's spoiler?*
- Ask**, *What are the directions on mac and cheese usually like? Why does Maddox wish he had "directions on parents"?*
- Discuss the use of ALL CAPS for emphasis.

## 2 Stop & Discuss

- Have partners complete **Stop & Discuss**.
- LOOK FOR** Students understand that Maddox is not happy about the trip.

### HELP & GO: Comprehension

- Revisit paragraph 1. **Ask**, *What does Maddox want to do for his first weekend of the summer? He wants to go to the beach. How does he feel about the change of plans? He is disappointed.*
- Revisit paragraph 3. **Ask**, *What question does Maddox ask, and what does this tell you about how he feels? "Why do I have to go?" He doesn't want to go.*
- Ask**, *What does the phrase have to suggest? It shows Maddox doesn't want to go. EL*

SESSION

1



READ

# Digging In

PART 1

by Brooks Benjamin

Dear Journal,

June 25

- I've been robbed. By my DAD. We were supposed to be spending the first weekend of summer at the beach, but my dad just came in to tell me he has an even better surprise.
- Spoiler alert: IT'S NOT BETTER.
- We're not even going anywhere really. We're staying home, in New Mexico, so he can study rocks for three days, and I have to accompany him. Why do I have to go? I'm almost a teenager! (in 2 years, 4 months, 13 days). I know how to take care of myself. I make mac and cheese all the time! They put the directions ON THE BOX.
- I just don't understand him. I wish they put directions on parents sometimes, especially paleontologist ones because I don't get the whole digging in the dirt thing.

—Maddox



2

RL.4.3

### Stop & Discuss

How does Maddox feel about the trip with his dad?

Underline at least one detail that shows how he feels.



164 UNIT 3 | Exploring

©Curriculum Associates, LLC Copying is not permitted.

3

Dear Journal,

June 26

- 5 Dad woke me up at five this morning. Getting up that early during summer has to be breaking some sort of law.
- 6 When we finally got to the excavation site and I stepped out of Dad's truck, I nearly passed out. The sun is like a million degrees hotter out here in the desert. Even in my lightest T-shirt, I'm baking from the inside out. If you find a Maddox-shaped rock out in the desert, don't blame Medusa. Blame the sun ... and my dad.
- 7 All around me it's just dirt, sharp rocks, burning sun, and probably snakes. Can you see the peril I'm in?
- 8 Also, I'm the only kid here. There are a few college students and another professor who works at the same university my dad teaches at. Her name's Aisha. She seems nice, but she's WAY too excited about hammering rocks. She even brought her tool kit to dinner like she thought I wanted to see it.
- 9 The tools weren't extraordinary. Just regular tools, but smaller. A mini pickax, mini shovels, tiny little brushes, scrapers like they use at the dentist ... whatever.
- 10 She showed me a picture of something she uncovered that could be a dinosaur fossil and said I could help her excavate it tomorrow if I wanted to. I don't know. Maybe I'll check it out. It will probably be less boring than spending all day in the tent.

—Maddox



LESSON 9

4

RL.4.3

**Stop & Discuss**

What does Maddox think about the site so far? Predict what he will do next.

Use details from the text to explain your ideas.

3 **Support Reading**

- Have students read paragraphs 5–10.
- **CHECK IN** Students understand that Maddox is exaggerating when he describes the early start and the heat.

**HELP & GO: Language**

- Revisit paragraph 5. **Ask**, *Is there really a law against waking kids up early? Why do you think Maddox says this? No; he has strong feelings that being woken early is unfair.*
- Have students reread paragraph 6. **Ask**, *Why does Maddox say he nearly passed out? What is he trying to show? He is hot and uncomfortable.*

4 **Stop & Discuss**

- Have students complete **Stop & Discuss** with a partner.
- **LISTEN FOR** Students know Maddox finds the site unpleasant, and they predict he may still decide to take a closer look.

**HELP & GO: Comprehension**

- Point out the use of the word *probably* in paragraph 7. Clarify that Maddox complains about the possibility even though he does not see any snakes. **EL**
- Have students reread the description in paragraph 7. **Ask**, *How would you like it here? How does Maddox feel about it?*
- Guide students to reread paragraph 10 to find details to help them make their prediction.

**Discuss the Whole Text**

**Ask**, *What has Maddox discovered so far? What do you think he will discover if he decides to leave the tent?* Have students use **Pass It On** to share their ideas. Guide students to agree and build on others' ideas or disagree and explain their thinking.



## Reconnect to the Text

Have students use **3-2-1** to recall the story:  
3 people who are at the site, 2 words to describe  
the site, and 1 thing the scientists hope to find.

### 1 Introduce the Standard

- Read the standard introduction aloud.
- Have students **Raise a Hand** to explain how to look inside and around an unfamiliar word.
- Discuss allusions using familiar characters, such as Anansi and Cinderella.

### 2 Reread/Think

**MODEL THE STANDARD** Model using strategies to figure out the meaning of *accompany*.

- **Say**, *First, I'll look at what the chart tells me about word parts in accompany. It says that com means "with or together." So accompany must have something to do with spending time with someone. Now I'll look around the word for context clues. In the next sentence, Maddox says, "Why do I have to go?" This helps me figure out that accompany means "to go with someone."* Add context clues and the meaning to the chart.

**GUIDE STANDARDS PRACTICE** Have students work independently or in pairs to complete the chart.

- Invite students to share what they already know about the story of Medusa. If needed, explain that Medusa is a mythical character whose power is turning people to stone. Explain that stories often refer to old stories and myths such as the story of Medusa to explain events in the story. **Ask**, *Why does Maddox mention Medusa?*
- Circulate to assess students' understanding and provide support.
- Guide students to use their knowledge of cognates to reinforce their understanding of specific word parts. **EL**

## SESSION

## 2



## PRACTICE

**RL.4.4** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

### 1 Determine Word Meanings

- Use multiple strategies to figure out the meanings of unfamiliar words and phrases.
  - Look inside a word for word parts you know.
  - Look around a word for context clues about the meaning.
  - Look beyond a text to understand references to characters from well-known stories, such as myths. Such references are called **allusions**.

### 2 Reread/Think

Reread Part 1 of "Digging In." Use word parts, background knowledge, and context clues to figure out the meanings of words and phrases. Record this information in the chart.

Word or Phrase	Word Parts or Background Knowledge	Context Clues	Meaning
accompany (paragraph 3)	com = with or together	"Why do I have to go?"	to go with someone
excavation site (paragraph 6)	ex/cava/tion = out + hole or space + process or act of	<ul style="list-style-type: none"> <li>• "got to the excavation site"</li> <li>• "digging in the dirt thing"</li> </ul>	place where people are digging holes in dirt
Medusa (paragraph 6)	In an Ancient Greek myth, humans turn to stone when they look at Medusa.	"If you find a Maddox-shaped rock out in the desert, ... Blame the sun"	The sun is so hot, Maddox feels like it could bake him into a rock.
peril (paragraph 7)	Spanish <i>peligro</i> = English <i>danger</i>	"sharp rocks, burning sun, and probably snakes"	dangerous situation

LESSON 9

### 3 Talk

Share your ideas about the words in your chart. Explain how you figured out their meanings.

\_\_\_ is a clue about the word \_\_\_. That clue helped me figure out the word means \_\_\_.

The word \_\_\_ means \_\_\_.

### 4 Write

Write three sentences using words from the chart. Underline these words in your sentences.

1. Yesterday, I accompanied my friend to the store because she didn't want to go alone.

2. The kitten was in peril after it climbed the tree and got stuck, so I helped it get down.

3. I read an article about an important fossil that was found at an excavation site in the desert.

#### WRITING CHECKLIST

- ☐ I used at least three words from the chart in my sentences.
- ☐ I used the words correctly and underlined them.
- ☐ I used complete sentences.
- ☐ I used correct spelling, punctuation, and capitalization.

### 3 Talk

- Have students use **Merry-Go-Round Share** to review the information they wrote in their charts. Have them stop at the end of each row to discuss how they figured out word meanings.
- Remind students to take turns talking and to give each group member time to finish their thoughts.
- Have students add unfamiliar words to their word journals.
- **LISTEN FOR** Students explain the strategies they used to determine the meanings of the words in the chart. Use **Help & Go** scaffolds as needed. ✓

#### HELP & GO: Standards Practice

- Revisit paragraph 7. **Say**, *Sometimes examples can provide context clues that help you find a word's meaning. What are three examples of peril that Maddox lists? sharp rocks, burning sun, snakes*
- Discuss how the background about Medusa can be used to better understand Maddox's description of the conditions at the excavation site.

### 4 Write

- Have students write sentences using words from the chart.
  - Let students know that they can use different forms of the words in the chart. For example, they can use *accompanied* instead of *accompany*.
  - Revoice students' definitions and clarify meaning as needed prior to writing. **EL**
  - Use written responses to determine whether students need additional support. ✓
- Use **Somebody Who** to have a few students share their sentences with the whole class.



## 1 Support Reading

- Set a purpose for reading. **Say**, *In this part of the story, you'll read to find out how Maddox spends his first day at the site.*
- Have students read paragraphs 1–8. Have them circle unknown words and mark confusing parts with a question mark.
- Use **CHECK INs** and related **Help & Go** scaffolds as needed.
- CHECK IN** Students understand that Maddox thinks the journey to the excavation site was long and difficult.

### HELP & GO: Comprehension

- Have students find descriptions of Maddox's journey in the story and retell it in their own words. **Ask**, *How did Maddox feel on his way to the excavation site? How can you tell? You can tell he was tired and uncomfortable because he describes "blazing heat" and a trip up "the steepest mountain ever" that took "hours and hours."*
- Have students use the descriptions in the text to sketch the path to the excavation site, including the mountains, the tents, and the desert landscape. **EL**

## 2 Stop & Discuss

- Have students complete **Stop & Discuss** with a partner.
- LISTEN FOR** Students understand that Maddox is not interested in working with Aisha.

### HELP & GO: Comprehension

- Unpack the second sentence in paragraph 7, dividing it into short phrases. **Ask**, *What is Maddox's idea? He wants to rest. What is Aisha's idea? She wants to get to work. EL*
- Ask**, *What does Maddox ask Aisha in paragraph 8? if he could rest a little longer What does he really plan to do? write in his journal What does this show about how he feels about working at the site? He doesn't think it's going to be any fun.*

SESSION  
3

READ

# Digging In

PART 2

by Brooks Benjamin

Dear Journal,

June 27

- The sun **MUST** be closer to Earth here. What else could explain this blazing heat? At least our tents are at the base of the mountains, so we're in the shade later in the day. But in the middle of the day we don't stand a chance!
- I decided to go with Dad to see if Aisha had discovered a T-Rex skull or something, but I had no idea I had to trek up the steepest mountain ever. Under the hot sun. Tripping over loose rock. For hours and hours. It was an odyssey.
- Two whole bottles of water later, I finally made it.
- Thankfully, there were tents where I could rest in the shade and regain my strength. Dad stayed with me while I got my energy back and guzzled another bottle of water. But no matter how fast I drank, it wasn't enough.
- Aisha walked over to talk to Dad, and when she was finished, do you know what she did?
- She looked right at me and said, "Ready to get to work?"
- She was serious! I told her I just came to see the dinosaur fossil, and she told me I had come at the perfect time because she was about to uncover it.
- I asked her if I could rest a little longer first. I wasn't really tired anymore, but I wanted to make sure I wrote all this down before I stepped out into the sun and melted.

—Maddox

2

RL.4.1

### Stop & Discuss


How does Maddox feel about working with Aisha?

Underline details that support your response.

3

Dear Journal,

June 27

- 9 Okay, you know I never **exaggerate**, so when I say this next part, you know it's true. Seeing Dad and Aisha working with all those tools was actually kind of cool. They'd chisel away at some of the rock, scrape a section here, brush a section there.
- 10 Dad pointed to a part of the rock that was a different color and told me this was the fossil.
- 11 I asked him why they couldn't just **pry** the thing out with the little shovel, and they laughed.
- 12 "It's all about patience," Dad said.
- 13 Maybe that's why I'm not a paleontologist.
- 14 Except he handed me one of the tools and asked if I wanted to give it a try. My throat was parched again, and my clothes were sweat-glued to my skin. I needed more water.
- 15 But I took the brush. I had to feel what it was like to be so close to a real fossil, even if it was just for a second. .....>

**exaggerate** = say something is worse or better than it really is

**pry** = to pull something away from something else

4

RL.4.3

### Stop & Discuss

How does Maddox's attitude change? Why does it change?

Underline the sentence that *first* tells you Maddox's attitude has changed.



©Curriculum Associates, LLC Copying is not permitted.

LESSON 9 | Uncovering the Past 169

## 3 Support Reading

- Have students read paragraphs 9–15.
- **CHECK IN** Students understand how the paleontologists use tools to excavate fossils.

### HELP & GO: Comprehension

- Have students reread the description of how Aisha and Maddox's dad use their excavation tools. **Ask**, *What words can describe how Aisha and Maddox's dad are working?* *slowly, carefully*
- Explain the actions of *chisel*, *scrape*, and *brush* in paragraph 9 so students understand how paleontologists work with the rocks. Have students pantomime the way the scientists use their tools. **EL**

## 4 Stop & Discuss

- Have students complete **Stop & Discuss** independently, then **Turn and Talk** about the questions it asks.
- **LOOK FOR** Students underline the sentence in paragraph 9 that shows how Maddox's attitude is changing.

### HELP & GO: Comprehension

- Have students reread paragraph 9. **Ask**, *What are some clues in this paragraph that show Maddox is starting to feel differently about the dig?* *"kind of cool," stops complaining, describes what Aisha and his dad do*
- **Ask**, *What is the first question Maddox asks about the work at the site? Why can't they just pry out the fossil? What does this question show? He's getting interested in the work. How does this question help Maddox learn more about what it means to be a paleontologist?* *Paleontologists need patience.*
- **Ask**, *Why does Maddox take the brush? He is getting interested in the fossils and wants to participate in the excavation.*



## 5 Support Reading

- Have students read paragraphs 16–19.
- CHECK IN** Students understand the language used to describe Maddox's work at the site.

### HELP & GO: Language

- Direct students to paragraph 16. Have students use gestures to show Aisha trimming the rock and Maddox sweeping away the dust. **EL**
- Guide students to unpack the meaning of the phrase *settled into a rhythm*. (turn-taking, back-and-forth, unspoken, pleasant)

## 6 Stop & Discuss

- Have students **Turn and Talk** to complete the **Stop & Discuss**.
- LISTEN FOR** Students explain how they know Maddox's attitude about working at the site is changing.

### HELP & GO: Comprehension

- Point out the use of exclamation marks and capital letters in paragraphs 17–19. **Ask**, *How do these features help show how Maddox feels? They show that Maddox is excited about the fossil.*
- Say**, *Maddox uses the words actual and actually in paragraphs 18 and 19. How do these words add to his meaning? He is surprised and excited about having helped to uncover a dinosaur fossil.*

## Discuss the Whole Text

- Revisit the Focus Question. Have students use **Snowballs** to share their response to the following prompt and to respond to 1–2 other students: *What has Maddox learned so far about exploring?*
- Record and post students' responses.

SESSION  
3

READ

5

16 Aisha began trimming pieces of rock away with a tiny knife, and I was in charge of sweeping away the dust. We settled into a rhythm where she'd trim and I'd sweep, she'd trim and I'd sweep, and before I knew it, we had nearly the whole thing uncovered.

17 Dad and Aisha took some more measurements and wrote some stuff down. And that's when he looked at me and told me we may have just found a tooth fossil!

18 From an actual dinosaur!

19 AND I ACTUALLY GOT TO HELP UNCOVER IT!

—Maddox



RL.4.1

6

### Stop & Discuss

How can you tell that Maddox's feelings about helping at the site are changing?

Support your response with details from the text.

I can tell Maddox \_\_\_ because \_\_\_.



170 UNIT 3 | Exploring

©Curriculum Associates, LLC Copying is not permitted.



SESSION  
4

## PRACTICE

**RL.4.4** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

## LESSON 9

## 1 Determine Word Meanings

- Use context clues and background knowledge to figure out the meanings of unfamiliar words.
- Background knowledge may include knowledge about word parts, words from other languages, and allusions to other stories, such as characters from mythology.

## 2 Reread/Think

Reread Part 2 of "Digging In." List any context clues or background knowledge that can help you determine the meanings of the words in the chart. Then record a meaning for each word.

Word	Context Clues and Background Knowledge	Meaning
odyssey (paragraph 2)	<ul style="list-style-type: none"> <li>• "For hours and hours. It was an odyssey."</li> <li>• <i>The Odyssey</i> is about Odysseus, a man who goes on a difficult ten-year journey.</li> </ul>	a long and difficult journey
trek (paragraph 2)	<ul style="list-style-type: none"> <li>• "had to trek up the steepest mountain ever"</li> <li>• "tripping over"</li> </ul>	make a long, difficult trip on foot
regain (paragraph 4)	<ul style="list-style-type: none"> <li>• "rest . . . and regain my strength"</li> <li>• "got my energy back"</li> <li>• re/gain = again + get</li> </ul>	get again, get back
guzzled (paragraph 4)	<ul style="list-style-type: none"> <li>• "guzzled another bottle of water"</li> <li>• "no matter how fast I drank"</li> </ul>	drank quickly
parched (paragraph 14)	<ul style="list-style-type: none"> <li>• "My throat was parched"</li> <li>• "I needed more water."</li> </ul>	very dry

## Reconnect to the Text

Have students use **3-2-1** to recall the story: 3 people who are helping at the site, 2 things people do at the site, and 1 way Maddox helps.

## 1 Practice the Standard

Read the standard introduction aloud. Briefly review the **Word Learning Routine** with students, reminding them to use context clues and any background knowledge they have when figuring out the meanings of unfamiliar words.

## 2 Reread/Think

**MODEL THE STANDARD** Model the thinking process for finding meanings of unfamiliar words.

- Point out the allusion at the end of paragraph 2. **Say,** *When Maddox says, "It was an odyssey," I need to use context clues and background knowledge to understand what he means. I know that The Odyssey is an Ancient Greek story of a man named Odysseus who completes a dangerous ten-year journey. Next, I look around for context clues. I see that Maddox describes how difficult his walk to the site is. He also says it takes "hours and hours." Using all of this information, I can figure out that Maddox uses the word odyssey to show that his trip was long and difficult. However, we also know that Maddox exaggerates a lot, so he may be the only one who thinks the trip was a real "odyssey."*
- Fill in the first row of the chart.

**GUIDE STANDARDS PRACTICE** Have students complete the chart independently or in pairs.

- Remind students to use any background knowledge they have about word parts, related words, or words from other languages.
- Have students add to their word journals.
- Point out how the suffix *-ed* can change a word into a past-tense verb, as in *guzzled*, or into an adjective, as in *parched*. **EL**

## 3 Talk

- Have students use **Merry-Go-Round Share** to review the information they wrote in their charts and discuss how they used context clues and background knowledge to determine word meanings.
- Clarify misunderstandings as needed, pointing out any helpful context clues or useful background information.

## 4 Write

- Have students respond to the prompt.
- Point out the brief summary of *The Odyssey* within the prompt.
- Have students use **Stronger and Clearer Each Time** to develop and refine their ideas prior to writing. **EL**
- **LOOK FOR** Students explain why Maddox calls his trip to the site “an odyssey.” Use **Help & Go** scaffolds as needed.

**HELP & GO: Writing**

- Revisit paragraph 2. Remind students that Maddox likes to exaggerate when he tells stories. **Ask, What clues tell you that Maddox is exaggerating about his trek to the excavation site? He says he has to hike up “the steepest mountain ever.” And he says he walks for “hours and hours.”**
- Briefly discuss the story of Odysseus with students. Explain that allusions to the story usually relate to a very long trip. **Ask, Why is it funny that Maddox calls his trip to the site an odyssey? His trip is not very long by comparison.**
- Use **Somebody Who** to have a few students share their paragraphs with the whole class.
- Use written responses to determine whether students need additional support. ✓

SESSION  
4

## PRACTICE

## 3 Talk

Explain how you figured out the meaning of the words in your chart. What do these words tell you about Maddox’s journey?

I figured out the meaning of \_\_\_ by \_\_\_.

The narrator uses the word \_\_\_ to help me understand \_\_\_.

These words show that Maddox \_\_\_.

## 4 Write

*The Odyssey* is the title of an Ancient Greek poem about a man named Odysseus who goes on a journey that lasts ten years. Using this information and details from “Digging In,” explain why Maddox describes his walk as an “odyssey.”

**Sample response: Maddox uses the term *odyssey* to describe his hike to the excavation site. Maddox also describes some reasons why his trek is tough: it is hot, the walk is long, and he keeps tripping on rocks. The allusion to *The Odyssey* shows that Maddox thinks his hike is very, very difficult. It also shows that Maddox often exaggerates. His hike doesn’t even take a whole day, but he compares it to a ten-year journey.**

**WRITING CHECKLIST**

- ☐ I described what *odyssey* means in the story.
- ☐ I explained what this allusion adds to the story.
- ☐ I used complete sentences.
- ☐ I used correct spelling, capitalization, and punctuation.

SESSION  
5 READ

## LESSON 9

# Digging In

**PART 3**  
by Brooks Benjamin

1

Dear Journal, June 28

- 1 I didn't sleep much last night because I was way too excited! This morning, I even got up before Dad. Right now, we're eating breakfast, and everyone's talking about the objects they dug up, but my mind is focused on that tooth. I can't stop thinking about the fossil I helped unearth.
- 2 I've seen dinosaur fossils a million times in movies or TV shows or at the museum. But it's totally different when you see a fossil still in the ground.
- 3 At least it is for me. It's like something in my brain clicked, and I realized that these creatures stomped around in the same places we do today.
- 4 We're going to the site now, so I'll check in later.

—Maddox



©Curriculum Associates, LLC Copying is not permitted.

LESSON 9 | Uncovering the Past 173

## Reconnect to the Texts

Use **Somebody Who** to have students summarize Parts 1 and 2 of "Digging In." Invite students to make predictions about what Maddox will do next.

### 1 Independent Reading

- Set a purpose for learning. **Say**, *Today you will work independently to read to find out what happens to Maddox. You will also figure out the meanings of new words and allusions using background knowledge, context clues, and word parts.*
- If students need more support, work with them in small groups to guide reading.
- Use **CHECK INs** and related **Help & Go** scaffolds as needed.
- **CHECK IN** Students understand that Maddox feels excited about returning to the site.

#### HELP & GO: Sentence Comprehension

- Break the long sentence in paragraph 1 that begins "Right now, we're ..." into phrases to guide understanding. **Ask**, *What is Maddox doing? eating breakfast What are the people around him talking about? the objects they found What is Maddox thinking about? the tooth he helped uncover*
- **Ask**, *In paragraph 1, what does the phrase focused on mean? thinking about EL*

- **CHECK IN** Students know that Maddox gained a deeper understanding of his dad's work through participating in the field work.

#### HELP & GO: Language

- Direct students to paragraph 3. **Ask**, *What does it mean that "something in [Maddox's] brain clicked"? He suddenly had a new understanding about it. What did he suddenly understand? He could picture the dinosaurs in the very place where he was standing.*



## 2 Independent Reading

- **CHECK IN** Students understand that Maddox is excited to learn two important things about the fossil.

### HELP & GO: Comprehension


- Direct students to paragraph 5. **Ask**, *Why does Maddox use all capital letters here? to show he is excited*
  - **Ask**, *What two things does Maddox learn from his dad about the dinosaur fossil? Maddox's dad thinks the fossil is from the largest North American dinosaur. He also mentions that the dinosaur ate plants; this fact is surprising to Maddox as he looks at the desert landscape today.*
  - Have students paraphrase paragraph 6. Make sure they understand that the place where Maddox is working was once covered by plants. Have them explain how Maddox knows this.
  - Direct students to paragraph 6. Have students paraphrase or explain Maddox's expression *How cool is that?* **EL**
- **CHECK IN** Students understand that Maddox is helping in new ways at the site.

### HELP & GO: Comprehension

- Direct students to paragraph 8. **Say**, *Earlier in the story, Maddox helped sweep dust from the fossil. What new things does he get to do now? He gets to apply glue to the fossil and chip away the stone around the fossil so it can be removed.*
- Reread paragraph 10. **Ask**, *Why does Maddox's dad tell him to keep some of the rock attached to the fossil? Scientists will study the rock for clues to tell them more about the fossil.*
- Guide students to paraphrase the last line of Maddox's journal. Draw out the inference that Maddox would like to stay at the site and do more exploring.

SESSION  
**5**

READ



174 UNIT 3 | Exploring

June 28

**Dear Journal,**

**2** Dad's pretty sure we're looking at a tooth fossil from the **BIGGEST DINOSAUR THAT EVER ROAMED NORTH AMERICA!** He said the dinosaur was titanic!

**6** This dinosaur may have had a massive body, but its head was pretty small. Even weirder, it was a plant-eater. But we found the tooth in the **DESERT**, so that means millions of years ago, New Mexico was covered in plants! How cool is that?

**7** I couldn't wait to get back to work.

**8** This time, I got to do more than just brush away dust. Dad told me to put stuff **ON** the actual fossil, and when I asked what it was, he said it was glue.

**9** He explained that fossils have lots of little cracks in them, and the glue helps "reinforce their structure." I think he meant that the glue helps everything stick together so that the fossil is stronger.

**10** We chiseled a little ditch around the fossil to free it from the rock. Dad said that keeping **SOME** rock attached to the fossil was important because the rock would contain clues about what dinosaur it was and when it was alive. He said finding fossils isn't just about finding fossils. It's about finding everything else **AROUND** the fossils, too.

**11** Anyway, today's our last day, and Dad promised me we'd do something fun after this. But you know what I told him?

**12** A few more days here wouldn't be that bad.

—Maddox

©Curriculum Associates, LLC Copying is not permitted.



**RL.4.4** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

## Respond to Text

### 3 Reread/Think

Reread Part 3 of "Digging In." Choose the best response to each question.

#### 1. PART A

What is the meaning of *unearth* as it is used in paragraph 1?

- ☒ A. remove dirt from
- ☐ B. tell everyone about
- ☐ C. find a new home for
- ☐ D. take a photograph of

#### PART B

Which context clue from paragraph 1 **best** supports the answer to Part A?

- ☐ A. "breakfast"
- ☒ B. "dug up"
- ☐ C. "focused on"
- ☐ D. "tooth"

2. The word *titanic* comes from Ancient Greek mythology. A Titan was a member of a family of giants. What does this information help you understand about the dinosaur mentioned in paragraph 5?

- ☐ A. It had many brothers and sisters.
- ☐ B. It had many stories written about it.
- ☐ C. It was very unusual.
- ☒ D. It was very large.

### 3 Reread/Think

- Have students complete the Reread/Think items independently.
- Consider reading questions and answer choices aloud. **EL**
- Point out that item 1 has two parts. Students should answer Part A first. Then they should answer Part B.

## Answer Analysis

Use the answer analysis below to review the practice items with students. Have students **Shout Out** the answer to each question. Then review the correct answers with students. ✓

1. **PART A** The correct choice is **A**. Maddox is describing his experience of excavating a dinosaur fossil. The other options are not supported by the context clues in the text.

**PART B** The correct choice is **B**. This is the best context clue to support the meaning of *unearth* as "remove dirt from." **DOK 2 | RL.4.4**

2. The correct choice is **D**. The Titans were giants, and describing the dinosaur as *titanic* emphasizes that it was also extremely large. Paragraph 6 affirms this interpretation of *titanic*, as Maddox says the dinosaur had "a massive body." The other answer choices are not supported by any aspect of the text. **DOK 2 | RL.4.4**

## 4 Answer Analysis

3. The correct choice is **B**. Maddox learns to appreciate fossils and how they give a glimpse into creatures from the past. Choice **A** is a misconception of what Maddox said: fossils are different in real life from how they are in films. Choice **C** incorrectly connects the setting to the lesson, and choice **D** is not supported by the text. **DOK 2 | RL.4.2**

## 5 Write

- Have students respond independently to the Write prompt. **DOK 3 | RL.4.4**
- Guide students to develop a word bank. **EL**
- If students need more support, work with them in small groups to guide them through writing. Use **Help & Go** scaffolds as needed.
- LOOK FOR** Students determine the phrase's meaning and explain how they figured it out.

### HELP & GO: Writing

- Guide students to identify *re-*, *force*, and *struc*, using these to approximate word meanings.
- Supply examples of words that use the same word parts, such as *rebuild*, *forceful*, and *construct*, to support students in using word parts. **EL**
- Say**, *You wrote that Maddox used glue to hold the fossil together. What word(s) helped you figure that out? **stick together, stronger** How are those words connected to the phrase reinforce their structure?*

## Lesson Wrap-Up

Have students revisit the Focus Question using examples from the text. Begin by having students summarize what Maddox learns by exploring. Record responses. Invite students to make connections to personal experiences. **Say**, *Think about your own experiences of exploring new places or trying new things. What have you learned by exploring?* Encourage students to build on each other's ideas.

SESSION

5



PRACTICE

## 4 Reread/Think

3. What lesson does Maddox learn in this part of the story?
- A.** It is more fun to see fossils in a movie than in the real world.
  - B.** Looking for fossils is an exciting way to learn about the past.
  - C.** Most fossils are found in hot places like deserts.
  - D.** Cleaning fossils is best left to the experts.

## 5 Write

Paragraph 9 contains the phrase *reinforce their structure*. Explain what this phrase means in the context of the story. Describe how context clues and word parts help you understand the meaning of the phrase.

**Sample response: This phrase means "strengthening the fossil so it will keep its shape." Without the glue, the fossil might crumble when the paleontologists remove it from the ground. The narrator restates the meaning by saying the "glue helps everything stick together so that the fossil is stronger," which helps me better understand the meaning of the phrase. I also know that *re-* means "again" and *force* means "strength," so I can infer that the word *reinforce* means "to make stronger."**

### WRITING CHECKLIST

- ☐ I explained the meaning of the phrase *reinforce their structure*.
- ☐ I explained how I used context clues and word parts to figure out the meaning of the phrase.
- ☐ I used complete sentences.
- ☐ I used correct spelling, punctuation, and capitalization.



SESSION

6



PUT IT TOGETHER

LESSON 9

## Respond to the Focus Question

What can we discover by exploring the world around us?

### 1 Reread/Think

Think about what happens to Maddox in the three parts of “Digging In.” Revisit parts of the story to help you remember. In the space below, describe what Maddox discovers about himself by exploring.

**Sample response: Maddox learns that exploring means putting up with some unpleasant things, such as heat, thirst, and rocky ground. He also discovers that exploring is more interesting than seeing items in a museum or in movies or TV shows.**

### 2 Talk

Share ideas about what Maddox discovers about himself by exploring. Where would you like to explore? What do you think you might learn from that experience?

Maddox learns  
that \_\_\_\_

I would like to explore \_\_\_\_  
I think I would learn \_\_\_\_.

### 3 Write

Work with your group to create a podcast script about Maddox’s discoveries. One person will be Maddox. The other group members will be interviewers. Work together to write the interviewers’ questions and Maddox’s answers. Include one question that asks Maddox what advice he has about trying new experiences.

## Respond to the Focus Question

Read the Focus Question. Tell students that today they will answer the question using information from all three parts of the story.

### 1 Reread/Think

- Have students work independently to review what happens to Maddox in “Digging In.”
- Guide students to specific parts of the story, such as the following:
  - Part 1: paragraphs 5–7
  - Part 2: paragraphs 14–19
  - Part 3: paragraphs 1–3, 5–12

### 2 Talk

- Have students respond to the Talk prompts using **Merry-Go-Round Share** in a small group.
- Use **Help & Go** scaffolds as needed.
- **LOOK FOR** Students identify discoveries that are supported by the text.

#### HELP & GO: Academic Discussion

- **Ask**, *What surprises Maddox? Being close to the fossil is exciting. How is this a discovery? Working at the site is more fun than he thought it would be.*
- Remind students to take turns talking and to give each group member time to finish their thoughts.

### 3 Write

- Have students work in the same small group to respond to the prompt.
- Provide sentence frames to help students generate interview questions:
  - How did you feel when \_\_\_\_?*
  - What advice would you give \_\_\_\_?* **EL**
- Have groups act out their interviews for their classmates.