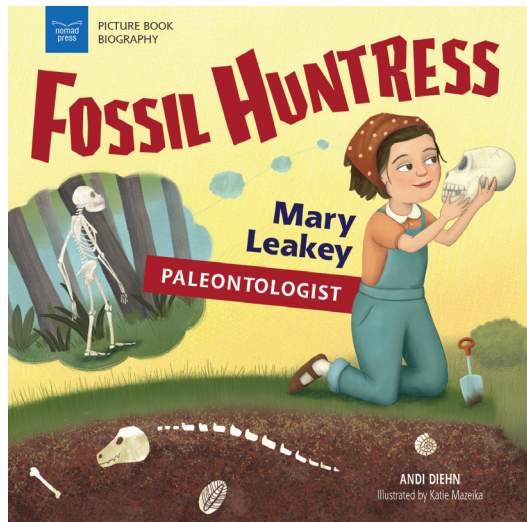




Picture Book Biography: Fossil Huntress - Mary Leakey, Paleontologist

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What was the world like millions of years ago? Did early humans walk on all fours?

Even as a young girl, Mary Leakey was fascinated by questions like these! In *Fossil Huntress: Mary Leakey, Paleontologist*, elementary aged children meet Mary as a girl growing up in France and visiting the sites of archaeological wonders, such as Pech Merle, Font-de-Gaume, and la Mouthe. As an adult, Mary leaps at the chance to travel to Africa, where she spends much of her life working in the field in Tanzania, making discoveries that change the face of paleontology forever!

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Age: 5–8

Grade: 1–3

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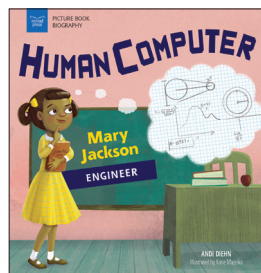
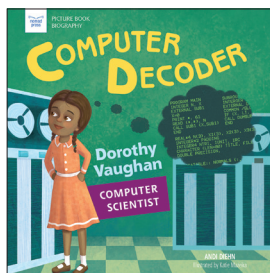
Specs: 9.5 x 9.5, 32 pages, 4-color interior

Focus: Earth Science

GRL: L



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ESSENTIAL QUESTIONS TO ASK

KEY VOCABULARY

archaeology, excavate, fossil, interpret, paleontology, specimen

BEFORE READING

1 Establish Background Knowledge

- a What does a paleontologist do? How is this similar to and different from an archaeologist?
- b What kinds of things are you interested in? What do you do to explore these interests?

2 Skill Introduction

- a What do you do when you come to a word or phrase you do not know?
- b How do pictures help readers understand what is happening in the stories?

CCC: CCSS.ELA-Literacy.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCC: CCSS.ELA-Literacy.L.2.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

DURING READING

1 Check for Understanding

- a Why is it important to learn about the lives of other people?
- b How do we learn about early people who lived millions of years ago?
- c How do scientists solve problems and answer questions?
- d How do activities help you learn about the lives of important people?
- e How is hands-on learning through activities different from learning through listening or reading the text?
- f What else do you want to know about Mary Leakey?

CCC: CCSS.ELA-Literacy.RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

CCC: CCSS.ELA-Literacy.RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.



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ESSENTIAL QUESTIONS TO ASK

AFTER READING

1 Summary and Expansion

- a Why is it important to be careful and write down observations when doing science experiments, even if you are working in a field or at a dig site?
- b Why is it important that people of all genders do scientific work?
- c How did the glossary help you understand the book?

2 Critical Thinking

- a Why is it important to know about people and animals that lived millions of years ago?
- b What role does imagination play when someone is working in science?
- c Why is it important to use all our senses when making scientific observations?

CCC: 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.

CCC: CCSS.ELA-Literacy.SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

CCC: CCSS.ELA-Literacy.W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

COMMON CORE CONNECTIONS

Grade: 2 Language CCSS.ELA-Literacy.L.2.3,4,4a,4c,4e,5,5a,5b,6

Grade: 2 Reading: Foundation Skills CCSS.ELA-Literacy.RF.2.3,3c,3d,3e,3f,4,4a,4c

Grade: 2 Reading: Informational Text CCSS.ELA-Literacy.RI.2.1,2,3,4,5,6,7,8,9,10

Grade: 2 Speaking & Listening CCSS.ELA-Literacy.SL.2.1,1b,1c,2,3,4,6

Grade: 2 Writing CCSS.ELA-Literacy.W.2.1,2,3,5,7,8



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COMMON CORE CONNECTIONS

Grade: 2 Language CCSS.ELA-Literacy.L.2.3,4,4a,4c,4e,5,5a,5b,6

- 3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- 4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
 - 4a Use sentence-level context as a clue to the meaning of a word or phrase.
 - 4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
 - 4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
- 5 Demonstrate understanding of word relationships and nuances in word meanings.
 - 5a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
 - 5b Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
- 6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Grade: 2 Reading: Foundation Skills CCSS.ELA-Literacy.RF.2.3,3c,3d,3e,3f,4,4a,4c

- 3 Know and apply grade-level phonics and word analysis skills in decoding words.
 - 3c Decode regularly spelled two-syllable words with long vowels.
 - 3d Decode words with common prefixes and suffixes.
 - 3e Identify words with inconsistent but common spelling-sound correspondences.
 - 3f Recognize and read grade-appropriate irregularly spelled words.
- 4 Read with sufficient accuracy and fluency to support comprehension.
 - 4a Read grade-level text with purpose and understanding.
 - 4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Grade: 2 Reading: Informational Text CCSS.ELA-Literacy.RI.2.1,2,3,4,5,6,7,8,9,10

- 1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- 2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- 3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- 4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- 5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- 6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- 7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- 8 Describe how reasons support specific points the author makes in a text.
- 9 Compare and contrast the most important points presented by two texts on the same topic.
- 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.



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COMMON CORE CONNECTIONS

Grade: 2 Speaking & Listening CCSS.ELA-Literacy.SL.2.1,1b,1c,2,3,4,6

1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

1b Build on others' talk in conversations by linking their comments to the remarks of others.

1c Ask for clarification and further explanation as needed about the topics and texts under discussion.

2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 here for specific expectations.)

Grade: 2 Writing CCSS.ELA-Literacy.W.2.1,2,3,5,7,8

1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

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.

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.

5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

8 Recall information from experiences or gather information from provided sources to answer a question.



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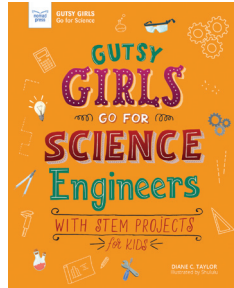


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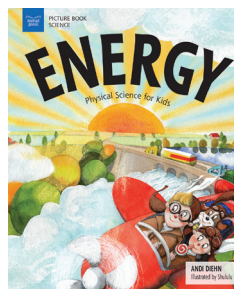
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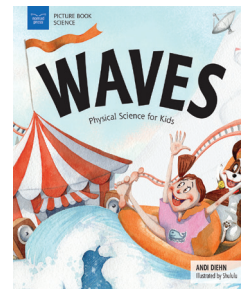
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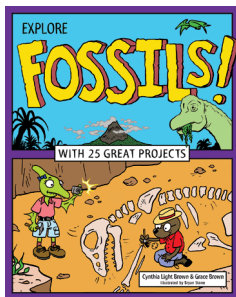
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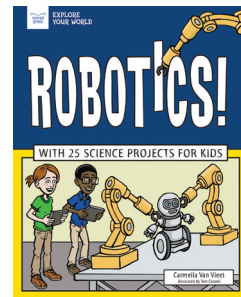
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