

# DINOSAUR LADY

LESSONS FOR:

MAIN IDEA AND KEY DETAILS

SHADES OF MEANING

RESPONSE TO LITERATURE

CONTEXT CLUES

GRADES 3-5

MENTOR TEXT  
CLUB  
by jivey

# Monthly Mentor Text Club

Using mentor texts is one of the best ways to maximize your teaching time. You are able to teach multiple skills, subjects, and topics with just one book!

You will notice that this unit aligns in best practices with my other resources, so it can easily be incorporated into your plans without breaking stride.

With the monthly mentor text club,  
you'll get a unit just like this one every  
month during the 2022-2022 school year  
for less than \$3 a month!

You'll also get exclusive opportunities like giveaways of the book used for the lessons, surveys to provide input on what books and skills you'd like to see incorporated, and immediate email notifications when each new unit is available. Plus, a bonus lesson is included that won't be available anywhere else!

## JOIN THE CLUB

*If you purchased this as an individual unit, it's not too late to join the club! Purchase the club membership bundle, then email me the receipts for your individual purchase and the bundle purchase at [ideasbyjivey@gmail.com](mailto:ideasbyjivey@gmail.com).*

*I will happily refund you the price you paid for the individual unit!*

Happy reading! -Jivey

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# Digital Learning Links

NOTE: The original purpose of the lessons in the Mentor Text Club were for direct teacher instruction. These lessons don't always translate well to a digital learning environment, but I have converted the activities to Slides and Forms as I was able.

These files are for the use of one classroom only, and should not be placed on public web pages or other sharing forums.

Before clicking any of the links in this file, it is important that you are signed into the Google Drive that you will use to share the files with your students.

Click each of the links below and a screen will open to prompt you to make a copy. The files will be in your own Google Drive account.

(You may want to create a folder for all of these!)

[Primary Sources](#)

[Mentor Sentence Student Page](#)

[Main Idea Mentor Text](#)

[Mentor Sentence Assessment](#)

[Main Idea Article](#)

[Interactive Shades of Meaning](#)

[Add New Details](#)

[Shades of Meaning Mentor Text](#)

[Write a Subtitle](#)

[Shades of Meaning Emotions](#)

[Response to Literature](#)

[Shades of Meaning Context Clues](#)

[Main Idea Assessment](#)

You'll need: Dinosaur Lady by Linda Skeers

	READING	GRAMMAR	WRITING
DAY ONE	Read <u>Dinosaur Lady</u> for enjoyment. Analyze the primary source image of the dinosaur for details and meaning.	Show students the mentor sentence. Discuss the relationship between the words in the sentence, noticing about the sentence emphasizing the adjectives and how they are structured.	Students will use context clues to identify appropriate synonyms for words found in sentences from the mentor text.
DAY TWO	Students will identify the key details that support the main idea of the mentor text.	Students identify the functions of the words in the sentence.	Students will order and label emotions based on their shades of meaning.
DAY THREE	Students will read an article about Nellie Bly and identify details that support the main idea of the article.	Use the interactive activity to teach/review focus skill of shades of meaning. Discuss how the sentence could be revised to work to revise together using ideas from the interactive. Ask students to revise and share.	Students will determine (and support) where additional details would belong in the Nellie Bly article, just as an author would when revising.
DAY FOUR	Students will write a subtitle of the article using key details about Nellie Bly.	Discuss how the sentence can be imitated. Share the example and note the differences. Students should imitate the sentence and share.	Students will respond to a prompt about the book which requires them to form an opinion and support it.
DAY FIVE	Students will complete a quick response journal to show understanding of the main idea and key details.	Practice sentence structure with "writing session" (or use the article as a "copy").	Students will use context clues to determine a character's emotion and label it with an appropriate shade of the emotion. They will write about a time they felt the same way.

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## MENTOR SENTENCE

Core Anchor Standards: L.2, W.5

Duration: 15 MINUTES DAILY

Objectives: Students will notice grammar and conventions, revise, and imitate a mentor sentence and apply it to their own writing.

Material needed: You are new to using mentor services, encourage

Mentor Mr. (Dina) Lady to visit my website to read or watch videos on

Mentor Sentence

Student Notebooks

Actions: Each day, students will work with a mentor sentence in a different way in their notebook. Discussion is where the learning happens- this should not be center or independent work! Students will notice what is RIGHT about a sentence (rather than looking at a sentence full of mistakes) to apply what they see to their own writing.

Day 1: Students should share what they notice about the sentence that makes it an excellent sentence. It works because the sentence alludes to the second, last point of the dialogue. The dialogue itself is the focus.

Day 2: Students should identify the function of the words in the sentence and how the words help the reader understand what the author is communicating? Don't worry if they can't label every single word in the sentence.

Day 3: Students will revise the mentor sentence by adding or changing words without changing the meaning of the sentence.

Day 4: Students will imitate the mentor sentence by keeping the style and structure but writing about what they would like to write about. Be sure to share the example first and allow the students to write with the same/ a few on their own.

Day 5: Students will work with their groups to create a video or presentation on their chosen topic.

**Monday** - possibilities of things to notice  
 \*adjectives – descriptive with strong shades of meaning  
 pounding has multiple meaning (it's a verb in different compound subject  
 simple sentence  
 compound word – landslides  
 prepositional phrase  
 past tense

**Tuesday**  
 The, a – articles  
 powerful, pounding, devastating, caused – adjectives  
 wind, rain, storm – nouns  
 and – conjunction  
 from – preposition  
 caused – verb

The powerful wind and pounding rain from a devastating storm caused several landslides.

complete subject  
 simple subjects

complete predicate  
 simple predicate

**Wednesday** - possibility of revised sentence

The powerful wind and pounding downpours of rain from a devastating storm caused several massive landslides.  
 (changed noun and added prepositional phrase, added adjective)

**Thursday** - possibility of imitation sentence

The steep slopes and heavy snowfall from an unexpected blizzard caused several avalanches.

**SHADES OF MEANING (SYNONYMS)**  
 Just as colors have different shades, words can be too. For example, blue, royal blue, or navy blue, words that all mean the same thing but have different shades. Think of a synonym with a stronger shade of meaning. Arrange the synonyms that show a stronger or weaker shade of meaning. Arrange them from weakest to strongest.

Shades of Meaning (Synonyms)	rain
	large
	scary
	hungry

# The powerful wind and

# pounding rain from a

# devastating storm caused several landslides.

## ~ Dinosaur Lady

The powerful wind and pounding rain from a devastating storm caused several landslides.

~ Dinosaur Lady

The powerful wind and pounding rain from a devastating storm caused several landslides.

~ Dinosaur Lady

The powerful wind and pounding rain from a devastating storm caused several landslides.

~ Dinosaur Lady

The powerful wind and pounding rain from a devastating storm caused several landslides.

The powerful wind and pounding rain from a devastating storm causing several landslides.

1. Circle 4 mistakes in the sentence. Rewrite the sentence correctly:

The powerful wind and pounding rain from a devastating storm caused several landslides.

Order the words by their shades of meaning:

2. terrifying      scary      bloodcurdling

scary      terrifying      bloodcurdling

3. scorching      warm      sizzling

warm      sizzling      scorching

Repeat the underlined words in the sentences using a synonym that has a stronger shade of meaning if you need it!

ancient      exposed      answers-      reasonable answers

5. Creatures squirted ink to hide themselves from hungry predators.

6. Scientists were debating about Mary's incredible amazing discoveries.

The powerful wind and  
pounding rain from a  
devastating storm caused  
several landslides.

~Dinosaur Lady

The powerful wind and pounding rain from a devastating storm caused several landslides.

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**Monday** - possibilities of things to notice

\*adjectives – descriptive with strong shades of meaning  
 pounding has multiple meaning (it's a verb in different context)  
 compound subject  
 simple sentence  
 compound word – landslides  
 prepositional phrase  
 past tense

**Tuesday** - label the sentence

The, a – articles  
 powerful, pounding, devastating, several – adjectives  
 wind, rain, storm, landslides – nouns  
 and – conjunction  
 from – preposition  
 caused – verb

The powerful wind and pounding rain from a devastating storm  
caused several landslides.

complete subject  
simple subjects

complete predicate  
simple predicate

**Wednesday** - possibility of revised sentence

The powerful wind and pounding downpours of rain from a  
 devastating storm caused several massive landslides.  
 (changed noun and added prepositional phrase, added adjective)

**Thursday** - possibility of imitation sentence

The steep slopes and heavy snowfall from an unexpected  
 blizzard caused several avalanches.

## SHADES OF MEANING (SYNONYMS)

Just as colors have different shades (blue can be sky blue, royal blue, or even neon blue), words can, too! Sometimes, you need a word to pack a bigger punch, so you think of a synonym with a stronger shade. Under each flap below, list at least two synonyms that show a stronger or weaker shade of meaning. Arrange them in order from weakest to strongest.

Shades of Meaning (Synonyms)	rain
	large
	scary
	ordinary
	hungry

## SHADES OF MEANING (SYNONYMS)

Possible  
Answers

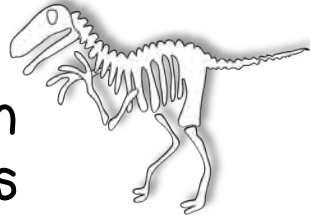
Just as colors have different shades (blue can be sky blue, royal blue, or even neon blue), words can, too! Sometimes, you need a word to pack a bigger punch, so you think of a synonym with a stronger shade. Under each flap below, list at least two synonyms that show a stronger or weaker shade of meaning. Arrange them in order from weakest to strongest.

Shades of Meaning (Synonyms)	sprinkle rain downpour
	large enormous massive
	creepy scary terrifying
	learner student scholar
	hungry starving famished

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Editing Assessment



The powerful wind and pounded rain from an devastating storm causing several landslides

1. Circle 4 mistakes in the sentence. Rewrite the sentence correctly:

\_\_\_\_\_

\_\_\_\_\_

Order the words by their shades of meaning:

2. terrifying

scary

bloodcurdling

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. scorching

warm

sizzling

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Replace the underlined words in the sentences below using a synonym that has a stronger shade. Use a thesaurus if you need it!

4. The cliff's old layers were exposed.

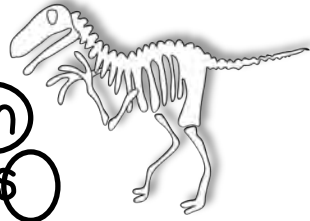
5. Creatures squirted ink to hide themselves from hungry predators.

6. Scientists were talking about Mary's amazing discoveries.

Name: Answer Key

Date: \_\_\_\_\_

## Editing Assessment



The powerful wind and pounded rain from an devastating storm causing several landslides.

1. Circle 4 mistakes in the sentence. Rewrite the sentence correctly:

The powerful wind and pounding rain from a devastating storm caused several landslides.

Order the words by their shades of meaning:

2. terrifying

scary

bloodcurdling

scary

terrifying

bloodcurdling

3. scorching

warm

sizzling

warm

sizzling

scorching

Replace the underlined words in the sentences below using a synonym that has a stronger shade. Use a thesaurus if you need it!

ancient

4. The cliff's old layers were exposed.

possible answers-  
accept reasonable answers

ravenous

5. Creatures squirted ink to hide themselves from hungry predators.

debating

incredible

6. Scientists were talking about Mary's amazing discoveries.

# ANALYZE A PRIMARY SOURCE

Core Anchor Standards: RI.1, RI.6, RI.8

Duration: 40 MINUTES

Objectives: Students will analyze primary sources and form their own opinions.

Materials needed:

Dinosaur by Mary Anning

Mary Anning's Discoveries—primary source activities

Actions: Show students the book cover and ask if they think the book is fiction or nonfiction. Ask them to explain their thinking.

Confirm that the book is nonfiction. We usually think of drawings and illustrations in fiction books, but they can also be used with informational books that we call narrative nonfiction. With narrative nonfiction, the book reads like a fictional story, but it is a true story.

Read the book aloud to the students. After the first chapter, stop and ask the students to think about the page where Mary Anning's brother found the skull of the ichthyosaurus. Show the illustration, and then give students the primary source activity on the next page so all students can see it. Explain that the picture on the left of the activity is the actual sketch Mary made of the skull. Point out how the illustrator made sure her drawings were realistic for this nonfiction text by using primary sources as the basis of her drawings.

The activity is meant to be used for image analysis (no right or wrong answers), as well as to allow the students to see Mary Anning's actual drawings of her findings. You can complete this as a whole group discussion or allow students to break up into small groups and discuss together. Some possible answers are: "The ichthyosaurus resembles a crocodile or alligator, or perhaps even a shark. The osseous parts appear to be flippers."

# Mary Anning's Discoveries

Mary Anning's first discovery was the skull of the

Ichthyosaurus, a creature that lived in the sea.



At the time she found it, no one had ever discovered an animal that no longer existed (or was extinct) so at first, she likely imagined it to be another animal. What might she have thought it was? (What does it look like to you?)

PREVIEW

# SHADES OF MEANING: MENTOR TEXT

Core Anchor Standards: L.5, RI.1

Duration: 30 MINUTES

Objectives: Students will demonstrate understanding of nuances in word meanings.

Materials Needed:  
Shades of Meaning Activity

Actions: Explain to students just as colors have different shades (like how blue can be sky blue, royal blue, or even neon blue), words can, too! Sometimes, you need a word to pack a bigger punch, so you think of a synonym with a stronger shade.

Look at the sentences from the book on the activity with the students and allow them to determine which words match the context of each sentence. You might do some together and have them complete the rest on their own, or do them all together for an interesting class discussion/debate!

\*\*The answer key is only a suggestion for student or your own thought on which something should or should not be included as an answer. These kind of questions are the best for discussions and truly digging into word nuances, so please don't accept my suggested answers as "right" or "wrong!"

# Shades of Meaning

Use the context of each sentence to decide which words could replace the underlined word. Circle the appropriate synonyms. Pay attention to the intensity of each word!

She scrambled over crumbling cliffs and rocky pebbles.

climbed

crawled

slid

She sketched intricate drawings of her discoveries.

cartoons

illustrations

diagrams

doodles

Nestled in the back of a large cave, it took a long time to get back at them!

pebbles

stone

gravel

bowls

While others discussed her discovery, Mary kept exploring.

debated

chatted about

conferred over

argued about

Scientists followed her over the cliffs, even if it terrified them.

scared

frightened

startled

shook

# MAIN IDEA AND KEY DETAILS: MENTOR TEXT

Core Anchor Standards: RI.1, RI.2

Duration: 30 MINUTES

Objective: Students will determine the main idea and support it with key details from the text.

Materials Needed:

Dinosaur Lady by Mary Skeels

Main Idea and Key Details organizer

Actions: Show students the mentor text cover again. Talk about the title and subtitle, and discuss how they accurately represented the topic of the book- it was all about Mary Anning being a “dinosaur lady” and the first paleontologist. Knowing the topic of a book can help us to understand the main idea. Talk to students about finding the main idea of the book by looking at the key details that the author shares through the book. What was the author trying to make sure we understand about Mary through the details that she shared?

Use the graphic organizer to identify key details. After looking back at the text, pages can continue about the important details the author shared. Start by modeling your thoughts (think aloud) after re-reading a page or pages and mentioning the important detail that stands out to you. Then move to re-reading a page or pages where the students have the opportunity to tell you what they think is important to add to the graphic organizer. Finally, give students a page or two that includes important details (or project using a document camera for all students to see) and allow them to work with a partner to identify the last important details to add to the organizer.

Come back together and discuss how these details tell us one thing about Katherine- this is the main idea of the book. Work together to write the sentence that tells the main idea of the book. Ask students to write a sentence that states what the book is mostly about.

# Dinosaur Lady

What key details did the author share about Mary Anning? What was the main idea?

Mary was determined to find fossils, no matter the danger involved.

Mary and her brother found a skull of the Pterodactyl, but she wasn't scared.

Mary continued to search for the rest of the creature, never giving up for months.

Main Title

Mary Anning was a brilliant fossil paleontologist who made many new discoveries at a time when women weren't recognized as scientists.

Mary finally found the creature's head after a long search, and although most people were scared, she was not.

Mary was not allowed to join the Geological Society of London because she was a woman.

Mary unearthed a pterosaur.

She discovered fossilized dinosaur and ink cones, allowing scientists to learn more about these extinct creatures' lives.

# SHADES OF MEANING EMOTIONS

Core Anchor Standards: L.5, W.8

Duration: 20 MINUTES

Objectives: Students will demonstrate understanding of nuances in word meanings.

Materials Needed:  
Shades of Meaning Character Cards and Sorting Sheet


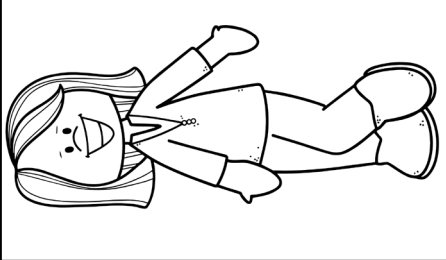

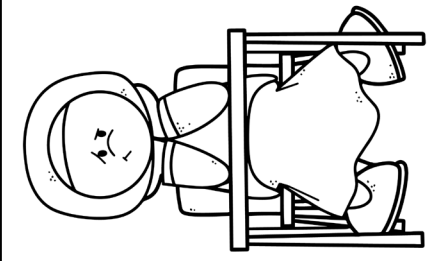

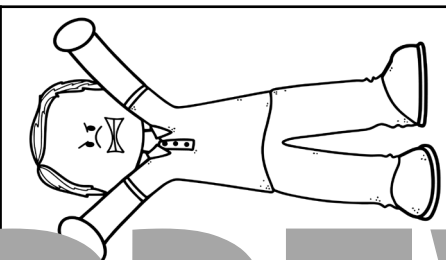

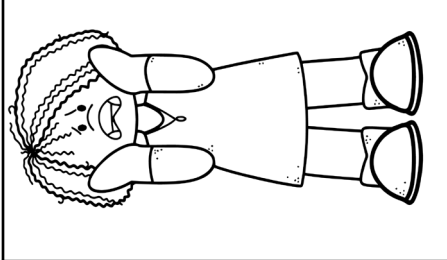

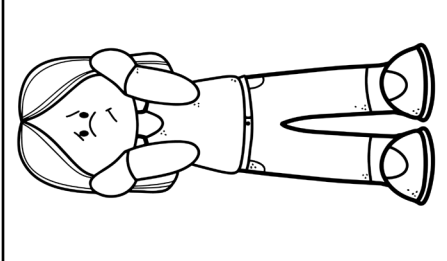

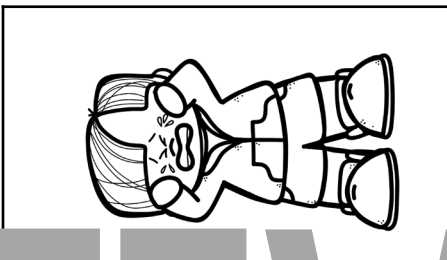






Actions: Remind students that shades of meaning go much more than simply more or less intensity in what we say by using synonyms.

We can do this well with emotions. For example, someone who is really mad might be better described as furious, or even enraged. Those two examples would help the reader understand just how mad that person is.

Give students the character cards to cut apart. They should glue them on the sorting sheet from left to right. In class, they label the person's emotion with a different word for each character (might be a student comes with a picture or cartoon.) This would be a good time to pull out thesauruses for help labeling each character's demonstrated emotion.

# Shades of Meaning

Possible Responses

					
nervous	frightened	terrified	joyful	ecstatic	angry
					
nervous	frightened	terrified	upset	gloomy	miserable
					
nervous	frightened	terrified	upset	gloomy	miserable

# MAIN IDEA AND KEY DETAILS

Core Anchor Standards: RI.1, RI.2

Duration: 30 MINUTES

Objective: Students will determine the main idea and support it with key details from the text.

Materials Needed:

Nellie Bly article

Main Idea and Details activities (two versions – choose the one you want to use)

Actions: Read Nellie Bly with the students. Remind students of how you worked to find the main idea of Dinosaur Lady by looking at the key details that the author shares through the book. You will be doing the same with this article.

There are two versions of the organizer. Choose the one you feel your students are ready for. Use the graphic organizer to start identifying key details together that support the main idea by looking at the first two paragraphs and the important details the author shares.

Give students the opportunity to tell you what they think is important about the graphic organizer with the first two paragraphs, then, give students time to work with a partner to identify the last important details to add to the organizer.

take a few minutes:

Students can compare answers to Nellie Bly's main idea and key details.

## Nellie Bly

Imagine opening the newspaper to an article titled, "What Girls Are Good For." Everyone in Pittsburgh did exactly that in 1885. This article stated things such as females were only meant to have children and keep house. This angered many women, including 20-year-old woman named Elizabeth Cady Stanton. She wrote a passionate letter about the importance of women's rights to the editor of the newspaper, who was very impressed by her writing. He not only printed her letter in the newspaper, but he also offered her a job.

Elizabeth began reporting on women's issues for the *Pittsburgh Dispatch* under the pen name, Nellie Bly. One of her first article series focused on women factory workers. Nellie investigated the poor treatment of women in factories by going undercover and pretending to be a worker herself. Nellie's firsthand reporting of the unfair conditions and mistreatment of the female workers angered the factory owners, who complained to the newspaper. These complaints forced Nellie to begin writing only for the women's pages, which were articles about gardening, recipes, and fashion.

But Nellie Bly would not be restricted to writing about housekeeping. In 1887, she moved to New York City. She hoped to find a newspaper where she could write about more serious issues. This led her to the newspaper, the *New York World*, where she would publish her most radical and fearless work: an undercover investigation of mental institutions, or as they were often called then, insane asylums. These articles (also published into a book) revealed that nothing was being done to help any of the

patients get better. In fact, the living conditions and abuse they suffered caused them even more harm. Nellie's investigation became the reason new laws were created to protect patients in these institutions.

Though Nellie Bly's success in her professional career as a journalist recognized for speaking out for women's rights, she was known for more than her writing. Inspired by the book *Around the World in 80 Days*, she traveled around the world herself, completing the trip in just 72 days!



# Nellie Bly

What key details support the main idea of the article about Nellie Bly?

Nellie was amazed at the idea that women were thought to only have children and keep house.

Nellie wrote a letter to the newspaper, and got a job as a reporter because of it.

Nellie went undercover to reveal the poor working conditions of women factory workers.

Nellie traveled the world in 72 days, 8 days less than the famous man who had done it before her!

Main Title  
Nellie Bly was an outspoken woman of her time as well as an undercover reporter. She reported and supported women in anything they want to do.

Nellie moved to New York to get a job writing about serious issues.

Nellie's work helped pass laws to protect women in mental institutions.

Nellie did more undercover investigating about mental institutions.

# ADD NEW DETAILS

Core Anchor Standards: W.2, W.5, RI.2

Duration: 20 MINUTES

Objectives: Students will determine where new details would best fit in an article.

Materials Needed:

Nellie Blalock

Add New Details activity

Actions: Discuss with students how sometimes when we revise writing, we add more information or details. It's important to know where those details should go. We wouldn't want to just add them in any place in our writing.

Give students the activity sheet. Point out that these are NEW details on the activity which were not shared in the article, and students will determine which paragraph they would fit into based on the content in them. (You can share with the students that these new details are from the author's research.)

Depending on how much support your students need, you might do one of two things and then send them off to work in pairs or to do the next two, or you might have them work together to defend why they chose the paragraph to put the detail in, or you might do the entire thing together.

# PREVIEW

# Add New Details

Which paragraph would these new details best fit?

paragraph \_\_\_\_\_

**3** \_\_\_\_\_ Nellie pretended to have amnesia in order to be admitted to the Women's Lunatic Asylum on New York's Blackwell Island.

**Why would this detail fit in the paragraph you chose?**

**Paragraph 3 shares how she went undercover to write articles about the treatment of patients in mental institutions.**

**1** \_\_\_\_\_ The article said that women should have careers. In her letter, Nellie wrote, "Girls are just as smart as boys and are just as good at learning to earn; why, then, can they not do the same?"

**Why would this detail fit in the paragraph you chose?**

**Paragraph 1 explains the newspaper article, "What Girls Are Good For" and that Nellie wrote a letter to the editor about it.**

**4** \_\_\_\_\_ Nellie also marched for women's right to vote with 10,000 others in the Woman Suffrage Parade of 1913.

**Why would this detail fit in the paragraph you chose?**

**Paragraph 4 talks about what she did outside of being a journalist.**

# WRITING A SUBTITLE

Core Anchor Standards: RI.1, RI.2, RI.3, W.4

Duration: 20 MINUTES

Objective: Students will write a subtitle using key details.

Materials needed:

Dinosaur Lady by Mary Anning

Nellie Bly article

Main Idea and Details activity (completed)

Subtitles activity (or blank paper/notebook)

Actions: Show students the cover of Dinosaur Lady again and point out the subtitle. The subtitle reveals a lot about Mary Anning, and what the book was about. It is a good summary phrase of the topic of the book. We learned that she was the first paleontologist, and also that many of her discoveries WERE daring; she had to be brave on the dangerous cliffs and rocks, for example. You also could dive further into how daring Mary was to be the first woman who was a paleontologist at a time when women were not supposed to be (and respected as) scientists.

Review the main idea and key details of Nellie Bly from the article. Ask students to think of some words or phrases that described her – they could be from the article or activity, or they could think of them on their own. (See the key for some ideas!) Also have them brainstorm how they would describe her actions– what is she known for? \*\*This would be a good time to think of synonyms/shades of meaning for descriptors!

Guide students to write a few subtitle examples for the article that would let the reader know more about Nellie.

# Subtitles

PREVIEW

- outspoken woman  
(she brought the rights of her and others)
- remarkable writer  
(she worked for several newspapers and wrote books)
- brave undercover reporter  
(she went undercover in dangerous places)
- dedicated journalist  
(she didn't give up when faced with challenges)
- positive changemaker  
(her work showed new laws were needed)
- role model for girls  
(she showed girls who were being)

PREVIEW

Write a few subtitles using your ideas from above that would sum up Nellie's achievements and contributions:

The Dedicated Journalist Who Showed What Girls Are Good For

Outspoken Undercover Girl Reporter Who Changed The World

The Remarkable Writing of The First Woman Undercover Journalist

PREVIEW

# RESPONSE TO LITERATURE

Core Anchor Standards: RI.1, RI.2, W.1, W.4, W.9

Duration: 30 MINUTES

Objective: Students will reflect on the mentor text in a response to literature.

Materials Needed:

Dinosaur by Skeels

Nellie Bly article

Response to Literature Checklist

Response Prompt

Completed Main Idea And Key Details activity (Mary Anning) to use in response

Actions: Discuss the quote from Nellie Bly and how she put her words into action (continued pursuing her career, going undercover to reveal poor conditions, never giving up, etc). You may need to discuss what “applying a certain amount of energy in the right direction” means- a good example would be the way that Nellie was angry about the article in the newspaper, so she didn’t just stay angry and/or complain about it, she used that energy to do something more helpful to write respectfully about how women should have more rights and opportunities. This led up to starting her career.

Give students the prompt. Go over the checklist with the students for the response to literature to ensure that they include all of the key parts when they begin writing. Pass out the response prompt, or share on the board for them to write in a journal or separate paper. Students can use the completed main idea and key details activity to write specific examples in their response.

# PREVIEW

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# RESPONSE TO LITERATURE CHECKLIST

- ☐ summarize the text(s)
  - ☐ include title and author
  - ☐ only give important details
- ☐ restate the prompt/question, and answer
- ☐ make connections to the text(s)
  - ☐ provide specific examples from the text(s)
  - ☐ give personal or real-world examples
- ☐ edit for errors
  - ☐ correct capitalization
  - ☐ correct punctuation
  - ☐ check for complete varied sentences

"I've always had the feeling that nothing is impossible if one applies a certain amount of energy in the right direction. If you want it, you can do it."

The quote above is from Nellie Bly. Do you think Mary Anning felt the same way as Nellie? Explain.

The book, Dinosaur Lady by Linda Skeers is a biography about Mary Anning: the first paleontologist in a time when women weren't even recognized as scientists. She bravely made many new discoveries of dinosaurs, often finding them in dangerous areas near cliffs.

In 1830, Mary Anning felt the same as Nellie Bly. For instance, after Mr. Smith and his brother found the skull of the Ichthyosaurus, she was determined to find the rest of the creature's body. She didn't think it was impossible, and she searched for almost a year until she found it.

Mary also didn't let her rejection to be in the Geological Society of London stop her from continuing her work in science. Although some men were not recognizing her

work, men were coming to her just to learn more about fossils. She played the role of a woman who was doing what they thought was a man's job.

# Response to Literature Rubric

	EXCEEDS	MEETS	DOES NOT MEET
Ideas	<p>Includes clear and relevant ideas about the text, the author, and the audience</p> <p>Answers the prompt thoroughly, staying on topic</p> <p>Includes consistent supporting details</p> <p>Appropriately cites the text throughout response</p>	<p>Summarizes the text and answers the prompt</p> <p>Answers the prompt mostly staying on topic</p> <p>Includes some supporting details</p> <p>Cites the text in the response</p>	<p>Does not summarize the text</p> <p>Answers the prompt with limited reference to the topic</p> <p>Provides little to no supporting details</p> <p>Lacks reference to the text throughout writing</p>
Organization	<p>Effective introduction and conclusion</p> <p>Paragraphs are effective and well organized with supporting details</p>	<p>Introduction and conclusion refer to the text</p> <p>Each paragraph is mostly organized with connecting and supporting details</p>	<p>Does not include an introduction and/or a conclusion</p> <p>Lacks organization of connecting and supporting details</p>
Style	<p>Varied linking words and phrases used</p> <p>Varied evidence-based terms when citing</p> <p>Appropriate language is used to clarify ideas</p>	<p>Linking words and phrases used</p> <p>Evidence-based terms when citing</p> <p>Language mostly expresses ideas clearly</p>	<p>Lacks linking words and phrases</p> <p>Lacks evidence-based terms</p> <p>Language expresses ideas with limited clarity or is not appropriate for the task</p>
Grammar and Conventions	<p>Writing is free of errors</p> <p>Minor errors in capitalization and punctuation</p> <p>Sentence types are varied</p>	<p>Minor errors in capitalization and punctuation</p> <p>Some variation in sentence types</p>	<p>Handwriting is illegible</p> <p>Major errors in capitalization and punctuation</p> <p>Only simple sentences used, or includes many fragments</p>

# ASSESS LEARNING

Core Anchor Standards: RI.2

Duration: 15 MINUTES

Objective: Students will demonstrate understanding of main ideas and supporting details.

Materials Needed:

Ichthyosaurus, Main Idea and Supporting Details Graphic Organizer

Actions: Have students use the main idea and supporting details graphic organizer.

## ANSWER KEY

The ichthyosaurus  
is a large extinct  
marine reptile that  
lived in the water.

The ichthyosaurus  
swam with four  
flippers and a  
paddle-like tail.

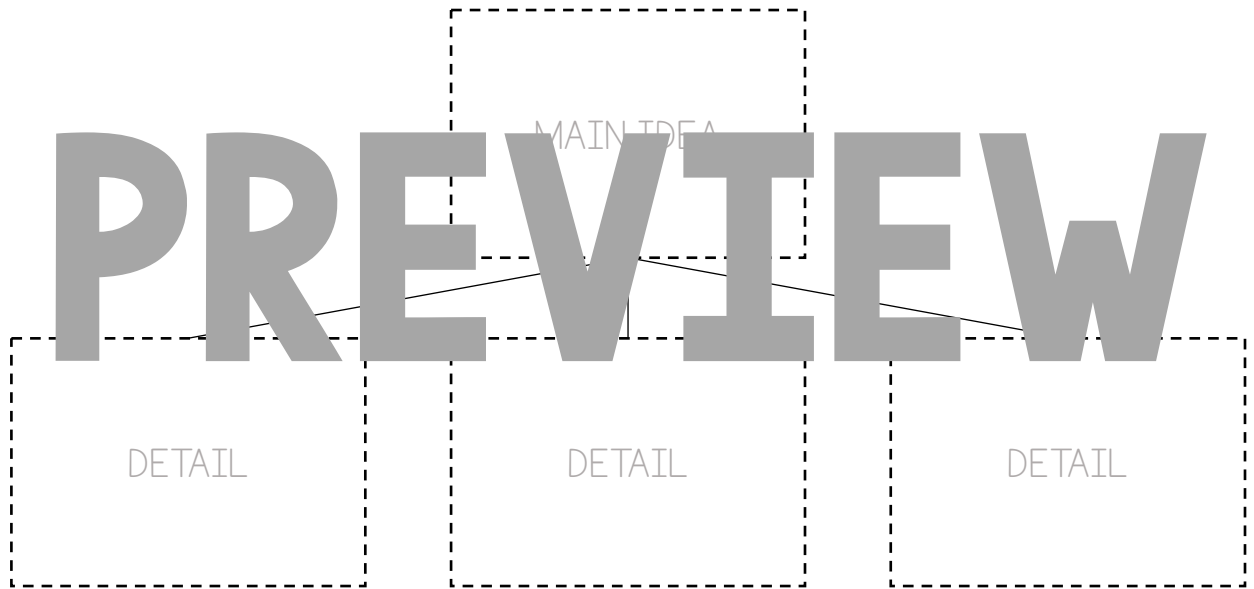
The ichthyosaurus  
had large eyes and  
ears to help it hunt.

The ichthyosaurus  
was 6 feet long.

## Ichthyosaurus

Although its name means “fish lizard” and it lived in the water, the ichthyosaurus did not have gills like a fish. It was a reptile that breathed air. The ichthyosaurus had a body shape similar to a dolphin with four flippers instead of two. It used its fins and paddle-like tail to swim swiftly after prey. Its large eyes helped it see at night, deep water. The ichthyosaurus also had sharp teeth which it used to eat fish, squid, and mollusks.

Scientists also discovered it had large ear bones. This likely helped it hunt and may have helped it hear predators. The ichthyosaurus was about 6 feet long, and scientists estimated it weighed around 200 pounds.



Cut out the sentences about the ichthyosaurus below and glue them in the correct space above.

The ichthyosaurus swam with four flippers and a paddle-like tail.

The ichthyosaurus is a large extinct reptile that lived in the water.

The ichthyosaurus had large eyes and ears to help it see and hear.

The ichthyosaurus was about 6 feet long.

# SHADES OF MEANING CONTEXT CLUES

Core Anchor Standards: L.5, W.8, RL.1, RL.3

Duration: 45 MINUTES

Objectives: Students will determine the level of intensity of an emotion in several situations and fill in the appropriate level of intensity.

Materials needed:

Shades of Meaning Sorting Sheet (provided)

Shades of Meaning Scenario Cards

Actions: Remind students of the way words can have different shades. Students will use the context of each of the sentences on the activity to determine which word from their Sorting Sheet activity would best fit the situation. (They will have to determine the emotion felt, AND the level of emotion. If needed, guide students to the general emotion of happy/mad/sad/scared and allow them to decide from there.)

This is another activity that could have more than one "right" answer depending on the argument. For example, the Harper's name is stuck in traffic, one may argue that she would be upset, sad, or annoyed or "mad." If students can defend their thinking, that's what matters! If you want students to have a discussion, do the first part together, and then allow students to independently write their own scenarios for when they have felt that same way afterwards.

# PREVIEW

Name: Suggested Responses

Date: \_\_\_\_\_

# Shades of Meaning

Use context clues to determine the emotion felt, and then tell about a time you felt that way, too.

Harper's parents loaded up the car with their suitcases, shoes, towels, and toys, and sunscreen. ALL day long, they waited all year for this trip.

and so many answers

PREVIEW

Harper felt ecstatic

Harper's family only went to the beach once a year because it took a really long time to drive there. And this time - OH NO! Construction was slowing them down even more! "We'll never get there!" Harper wailed.

Harper's anger

PREVIEW

After almost twelve hours in the car, Harper finally caught a glimpse of the ocean through the window. But when they arrived at the hotel, there was a huge downpour. Harper was stuck inside, watching the rain fall.

Harper felt miserable

The next morning, the sun was shining! Harper's brother ran to the beach for warm sand. Harper kept running - directly into the water. Harper stopped at the edge of the water with butterflies in his stomach.

Harper's brother was nervous

PREVIEW



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