2 Reading & Responding — Monster Tracks

COMPREHENSION

Read pages 82–89.

Comprehension Strategies

First Read

Teacher Modeling

1 Making Connections *I read some other stories about fossils. I remember that a fossil is the remains of a plant or animal that lived very long ago. Knowing that will help me as I read this selection.*

Teacher Modeling

2 Monitoring and Clarifying

I wonder what a wordless story could be. It must be a story told with only pictures. Many picture books tell stories without words. Some cartoons tell stories without words, too. Can anyone think of other examples of wordless stories?

Word Knowledge

SCAFFOLDING The skills students are reviewing in Word Knowledge should help them in reading the selection. This lesson focuses on suffix *-ly,* multiple meaning words, and inflectional endings. These words and their spellings will be found in boxes similar to this one throughout the selection.
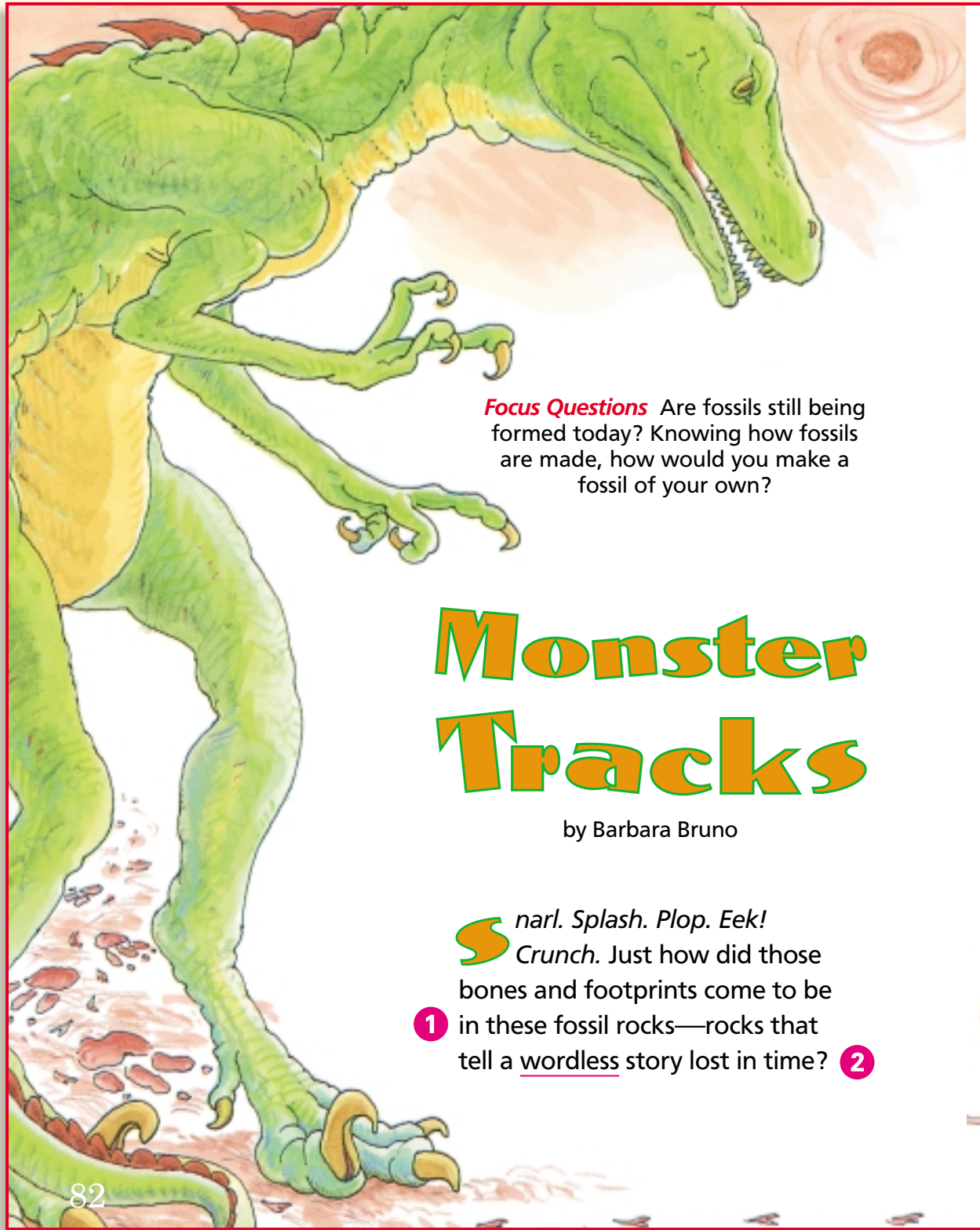
Teacher Tip MONITORING AND CLARIFYING Remind students that clarifying can help them understand words or ideas they find confusing. Point out that clarifying is a process, and invite students to listen closely as you or another student shows how this is done.

First Reading Recommendation

ORAL • CHORAL

Focus Questions Are fossils still being formed today? Knowing how fossils are made, how would you make a fossil of your own?

Monster Tracks

by Barbara Bruno

Snarl. *Splash. Plop. Eek! Crunch.* Just how did those bones and footprints come to be **1** in these fossil rocks—rocks that tell a <u>wordless</u> story lost in time? **2**

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✔ Informal Assessment

Observe individual students as they read and use the Teacher Observation Log to record anecdotal information about each student's strengths and weaknesses.