



Teacher Tip As they read, make sure that students are recognizing and using their knowledge of spelling patterns and basic syllabication rules to help them decode unfamiliar words.



Indenting and Length of Paragraph

In order for readers to know a new paragraph is beginning, writers must indent their first line. Paragraphs shouldn't be too long. "Monster Tracks" has examples of indenting as in the following. Have students read the literature and point out where the indentation takes place. *"Sand-cast your own fossil clues from a past when monsters roamed and left odd tracks and dinner crumbs in the prehistoric ooze." "Wet the sand enough so that it keeps its shape when squeezed into a ball, then pack it into the box."* In the Writer's Craft lesson on page 911, students will practice checking indenting and length of paragraphs.



Routine Card

Refer to Routine 5 for the procedure on Reading the Selection.

Reading Recommendations

Oral Reading

Choral reading might be a good way to read for the first reading because the instructions for sand-casting are rather complicated. Students can read the directions together. Encourage students to listen carefully for the purpose of processing the information they need to successfully complete the activity.

Make sure that students read fluently and accurately with appropriate expression and intonation. Students should read in phrases rather than word by word and should pay attention to punctuation. Also, students should read with a sense of anticipation, characterization, and feeling.

Reading the selection with fluency and accuracy will help students comprehend the text. If students have trouble reading decodable words, have them break the words into sounds or syllables and then blend them together to read the word.

Using Comprehension Strategies

First Read

Comprehension strategy instruction allows students to become aware of how good readers read. Good readers constantly check their understanding as they are reading and ask themselves questions. In addition, skilled readers recognize when they are having problems and stop to use various reading strategies to help them regain sense of what they are reading.

During the reading of "Monster Tracks," you will prompt and model the following comprehension strategies:

- **Monitoring and Clarifying** helps readers understand the meaning of words and difficult ideas or passages.
- **Making Connections** prompts students to use their own experiences to better understand the characters' feelings and actions.
- **Summarizing** prompts readers to keep track of what they are reading and to focus their minds on important information.

As students read, they should be using a variety of strategies to help them understand the selection. Encourage students to use the strategies listed above as the class reads the story aloud. Do this by stopping at the points indicated by the numbers in the magenta circles on the reduced student page and using a particular strategy. Students can also stop reading periodically to discuss what they have learned and what problems they may be having.

By this time, students should be assuming more responsibility for the use of comprehension strategies. Prompting and Student Samples serve as the transition from the teacher modeling that was done earlier. Prompting provides a springboard for students to think and to respond using the strategy mentioned in the prompt. The Student Sample is written in the language that students might use in their actual responses.