

Comprehension Skills

Second Read

Sequence

Remind students that the steps of many tasks must be done in a certain order, or sequence. For example, it wouldn't make sense to tie your shoes first, then put them on. Instructions follow a sequence and often use words such as *first*, *next*, *then*, and *last*.

Ask students to find a sequence, or clue, word on page 83 that puts a step in order. (*first*) Then ask them what they do in that step. (*gather necessary materials*)

- The instructions for sand-casting begin on page 83. Readers learn about the first step, gathering the necessary materials.

Encourage students to look for words in the selection that indicate order.

Word Knowledge

There are many multisyllabic words in this selection. Be sure students are using the skills they learned in the Word Knowledge section of this lesson.

Skills Trace

Sequence

Introduced in Grade 1

Scaffolded throughout Grade 2

REINTRODUCED: Unit 2, Lesson 2

REINFORCED: Unit 2, Lesson 4

Unit 4, Lesson 1

Unit 4, Lesson 5

Unit 5, Lesson 5

Unit 6, Lesson 4

TESTED: Unit 4 Assessment

Second Reading Recommendation

ORAL • SILENT

Sand-cast your own fossil clues from a past when monsters roamed and left odd tracks and dinner crumbs in the prehistoric ooze. First gather some feathers, twigs, bones (fish bones are fun), seashells, stones, or small sharp rocks to imprint or embed in sand.



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Teacher Tip Use a chart like the one on *Reading Transparency 51* to keep track of the instructions for sand-casting.