

**Comprehension Skills**

Second Read

**Sequence**

Ask students to tell what they know about sequence. Students might mention that instructions for a project must be followed in the correct sequence. Otherwise, the project might not be successful.

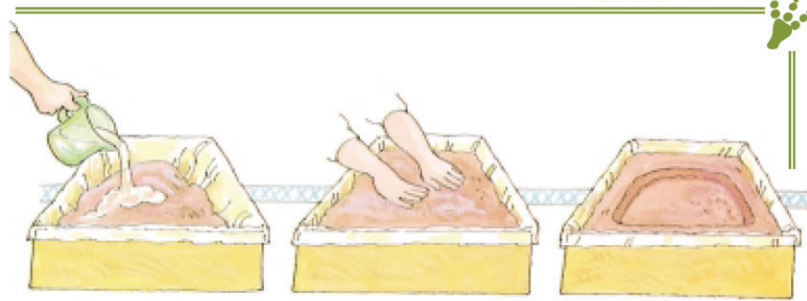
- Page 84 tells what tools are needed for sand-casting. Along with the materials listed on the previous page, when must these tools be gathered? (*before the project is begun*)
- Page 85 presents the sequential steps to follow in making a mold to use for sand-casting.

**Word Knowledge**

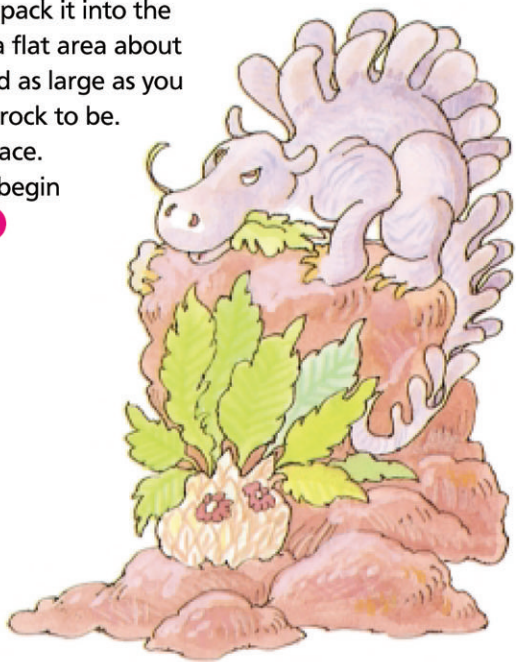
**MULTIPLE MEANING WORDS** Ask students to identify multiple meaning words as they read the selection. Have them explain how the words are used in the selection.



**Teacher Tip** Continue to list the steps necessary to make a sand-casting. Once all the steps are listed, have students make their own fossils following the directions they recorded.



Wet the sand enough so that it keeps its shape when squeezed into a ball, then pack it into the box. Scoop out a flat area about an inch deep and as large as you want your fossil rock to be. Smooth the surface. You're ready to begin sand-casting. **4**



**MEETING INDIVIDUAL NEEDS**

**Challenge**

**SEQUENCE** Have students rewrite page 85, inserting an order, or sequence, word before each sentence.

**Second Reading Recommendation**

ORAL • SILENT