

Comprehension Strategies

First Read

Teacher Modeling

5 Making Connections *This seems very similar to when I made a cake for my big brother. The cake pan had designs on the side. The cake did too, but the designs were reversed.*

Prompting

6 Summarizing *There are a lot of steps in this process. Now is a good time to stop and summarize all of these steps to make sure I understand it. Is there a volunteer who can summarize the information on pages 86–87?*

Student Sample

Summarizing *Make shapes in the sand. Press objects facedown in the sand. Mix plaster. Pour plaster into the deepest parts of the mold. Fill the rest of the mold.*

Word Knowledge

Inflectional Endings:

| | | |
|-----|----------|-------------|
| -ed | poked | pressed |
| | finished | half-buried |

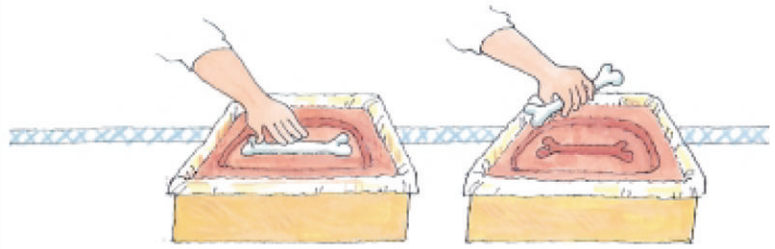


Teacher Tip Remind students that when they summarize, they should put the ideas in their own words.

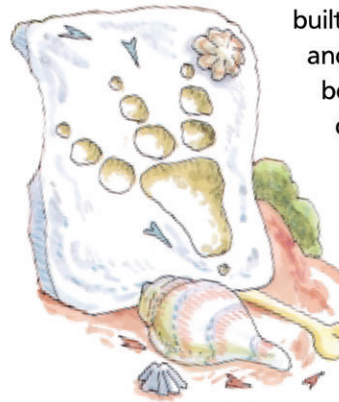
This will let you know whether they understand what they read or are just memorizing facts.

First Reading Recommendation

ORAL • CHORAL



- 5** To form the mold you must think in reverse. Holes poked in the sand will stick out. Sunken areas, like footprints, must be built up in the sand. Textures and other features can be made by pressing different objects into the sand. Seashells, bones, and other objects to be left in the sand casting must be pressed facedown into the sand. That way they'll rise above the finished casting's surface. (Half-buried things are interesting, too.)



86

MEETING INDIVIDUAL NEEDS

Challenge

MAKING CONNECTIONS Encourage students to think of other connections between what they know and what they read about creating sand castings. Start a list of other items that are made with molds.