



Teacher Tip DISCUSSION When you call on students allow them time to formulate their thoughts before they give their answers.



Routine Card

Refer to Routine 6 for the handing-off procedure.



Routine Card

Refer to Routine 4 for the Clues, Problems, and Wonderings procedure.



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Web Connection

Some students might choose to conduct a computer search for additional books or information about fossils. Invite them to make a list of these books and sources of information to share with classmates and the school librarian. Check the Reading link of the SRA Web page for additional links to theme-related Web sites.

Discussing the Selection



After the first read, the whole group discusses the selection and any personal thoughts, reactions, problems, or questions that it raises. To stimulate discussion, students can ask one another the kinds of questions good readers ask themselves about a text: *How does it connect to the theme Fossils? What new information did I learn? What information surprised me? What did I find interesting? What is important here? What was difficult to understand? Why would someone want to read this? What new words did I learn?* Stress to students that whenever they conclude a reading, they should ask themselves questions about what was in the text.

Routine Card It is important for students to see you as a contributing member of the group. To emphasize that you are part of the group, actively participate in the handing-off process (see **Routine 6**): Raise your hand to be called on by the last speaker when you have a contribution to make. Point out unusual and interesting insights verbalized by students so that these insights are recognized and discussed. As the year progresses, students will take more and more responsibility for the discussions of the selections.

During the discussion, tell students that when they don't understand something, they should ask for clarification and explanation of stories and ideas offered by others and that paraphrasing information that others have offered is a good way to make sure they understand what has been said. Stop every so often to remind students to use these strategies. Also, make sure that students speak clearly, using appropriate phrasing and intonation, and at a volume and pace appropriate to the discussion.

Engage students in a discussion to determine whether they have grasped the following ideas:

- what kinds of objects would be good to use to make sand-cast fossils
- the correct order of steps to follow to make their fossil models

During this time, have students return to the clues, problems, and wonderings they noted during browsing to determine whether the clues were borne out by the selection, whether and how their problems were solved, and whether their wonderings were answered or deserve further discussion and investigation. Let students decide which items deserve further discussion.

Also, have students return to the Focus Questions on the first page of the selection. Select a student to read the questions aloud, and have students answer and discuss the questions. Have them return to the text as necessary.