

Objectives

- Students will understand the selection vocabulary before reading.
- Students will use the comprehension strategies Monitoring and Clarifying, Making Connections, and Summarizing as they read the story the first time.
- Students will apply the comprehension skill of Sequence as they read the story the second time.

Materials

- Student Anthology, Book 2, pp. 82–91
- Reading Transparencies 23, 39, 51
- Inquiry Journal, p. 77
- Writer's Notebook
- Unit 4 Assessment, pp. 18–21
- Home Connection, pp. 63–64
- Comprehension and Language Arts Skills, pp. 112–113
- Routine Card



Routine Card

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

Clues	Problems	Wonderings
variety of objects	prehistoric ooze	What will it look like?

Reading Transparency 39

Build Background

Activate Prior Knowledge

- Preteach by reminding students of the descriptions of the formation of fossils in Lilian Moore's poem "Fossils."
- Invite students to share what they know about how fossils are made.
- Have students tell how previous selections about fossils were alike and whether they expect this to be similar.

Background Information

The following information might help students better understand the selection they are about to read.

- Remind students that some fossils are tracks or footprints that have turned to stone or are imprints in stone.
- Give students a summary of the steps involved in making a sand-cast fossil: wet the sand, pack it into the box, scoop out a flat area, press an object into the flat area, and pour the plaster of paris mixture on top.

Preview and Prepare

Browse

Have a student read aloud the title. Point out and read the name of the author and illustrator to students. Demonstrate how to browse. Then have the students preview the selection by browsing the entire selection, including text and illustrations. This allows them to activate prior knowledge relevant to the story. Have them use their prior knowledge, text, and illustrations as clues to predict what they think the selection is about and how it might relate to the theme of Fossils.

Also, have students look for any problems, such as unfamiliar words or long sentences that they notice while browsing. Use *Reading Transparency 39* to record their observations as they browse. For example, the illustrations on page 84 might be a clue that students will be using a variety of objects in their sand-casting. Students might point out that they are unfamiliar with the phrase *prehistoric ooze*. They might wonder what their finished sand-casting will look like. To save time and to model note taking, write students' observations as brief notes rather than as complete sentences.

As students prepare to read the selection, have them read the Focus Questions on the first page of the selection. Tell them to keep these questions in mind as the selection is read.