

Set Purposes

Have students set their own purposes for reading this selection. Are they reading to learn how to do something? For entertainment? To gain information?

Selection Vocabulary

As students study vocabulary, they will use a variety of skills to determine the meaning of a word. These include context clues, word structure, and apposition. Students will apply these same skills while reading to clarify additional unfamiliar words. Display *Reading Transparency 23* before reading the selection to introduce and discuss the following words and their meanings.

- clues:** hints that help solve a mystery or a problem (page 83)
- prehistoric:** belonging to a time before people started writing history (page 83)
- imprint:** to mark by applying pressure (page 83)
- mold:** a hollow form that material is poured into to make a shape (page 84)

Have students read the words in the Word Box, stopping to blend any words that they have trouble reading. Demonstrate how to decode multisyllabic words by breaking the words into syllables and blending the syllables. Then have the students try. If they still have trouble, refer them to the *Sound/Spelling Cards*. If the word is not decodable, give the students the pronunciation.

Throughout, when reading, students will encounter single and multisyllabic words that may be unfamiliar to them. Instruct them to use their knowledge of beginning letters, spelling patterns they have learned so far, structural cues (such as prefixes, suffixes, verb endings), and their knowledge of basic syllabication rules (such as the vowel-consonant-vowel pattern) to help them decode unfamiliar words.

Have students read the sentences on the transparency and use the skills of context, word structure (structural analysis), or apposition to figure out the meanings of the words. Have them explain which skill(s) they are using and how they figured out the meanings of the words. Students should then check the meaning in the glossary or dictionary. Have students reread each sentence, substituting the definition for the underlined word to see if the sentence makes sense. Have a volunteer create a new sentence using the underlined word. Students can write their definitions in their Writer's Notebook.



Teacher Tip SELECTION

VOCABULARY To help students decode words, divide them into syllables as shown below. The information following each word tells how students can figure out the meaning of each word.

clues	context clues
pre • his • tor • ic	context clues, word structure
im • print	context clues, word structure
mold	context clues

Reading Transparency 23

clues prehistoric imprint mold

1. Sand-cast your own fossil clues from a past when monsters roamed and left odd tracks and dinner crumbs in the prehistoric ooze. Clues helped me solve the problem.
2. Sand-cast your own fossil clues from a past when monsters roamed and left odd tracks and dinner crumbs in the prehistoric ooze. The dinosaur is a prehistoric animal because it lived before people wrote words.
3. First gather some feathers, twigs, bones (fish bones are fun), seashells, stones, or small sharp rocks to imprint or embed in sand. The rabbit's foot had made an imprint in the snow and you could clearly see its trail.
4. You'll also need enough plaster of Paris to fill a mold. My grandmother uses a mold to make cookies the shape of stars.

Reading Transparency 23



Routine Card

Refer to Routine 3 for the Vocabulary procedure.



Teacher Tip Have students use a variety of context clues, including illustrations, diagrams, titles and headings, and information in the

selection to help them figure out the meaning of any unfamiliar words and confusing passages they encounter while reading.