

B. Teach/Model (4 minutes)

Teach students about the Having a Purpose strategy.

1. Tell students that the first strategy they are going to learn about is Having a Purpose. Call students' attention to the Having a Purpose poster.
2. Ask students for possible purposes for reading a book. Write the purposes on the board. Their answers might include the following:
 - To see what other people think
 - To learn a specific fact, such as scores from a game
 - To refresh your memory
 - To learn new things
 - To enjoy a good story
 - To relax
 - To prepare a book report
 - To be ready to discuss something
 - To share with friends and classmates
3. Tell students that there are lots of different reasons to read, but that in school they're usually reading to understand what they read and remember the important parts. If it hasn't been mentioned, write "to understand what you read and remember the important parts" on the list.

C. Practice/Apply (12 minutes)

Have students read "Archaeology Tools" with the purpose of learning about tools that archaeologists use.

1. Have students open to page 1 in their Activity Books. Point out the compass in the upper right corner. Explain that the symbol at the top of each page of the Activity Book is a reminder of the strategy they're working on at the time. In the *Digging Reading* program, a compass stands for Having a Purpose.
2. Tell students that their purpose for reading during this week is to learn about archaeology. Direct students' attention to the title of the passage, and tell them that their purpose for reading this particular passage is to learn about the tools that archaeologists use.

Activity Book, p. 1

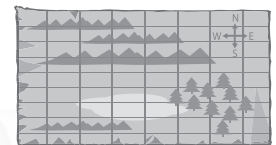
Archaeology Tools



As you read, underline the tools that are on the class list. Put a star (*) next to any other tools you find.

GETTING STARTED

As a student, you use pencils, rulers or markers as your tools. *Archaeologists* also use tools. A map and compass are the two tools archaeologists use to start organizing a site before they begin digging it up.



First they draw a map of the site. Then they place string in straight lines on the site. They use a compass to be sure the strings go from east to west and north to south. When they are done stretching strings across the site, it looks like a giant piece of graph paper. There are many squares made out of string, and each square has a number. The squares are called a grid. When archaeologists find something, they mark the map to show where they found it. The map has squares on it, just like those on the grid.

photograph the object with a camera. After that, every object gets a number. The numbers help archaeologists keep track of how many objects they have found.

FIGURING OUT WHAT YOU HAVE FOUND

Archaeologists bring the objects they have found back to a museum or college. There they spend more time cleaning and sorting them. They may try to find out how people long ago used an object. If objects are broken, they may try to put them back together. If they find seeds or bones, archaeologists may try to find out what people were eating. When the archaeologists are done studying the objects, they write a report about what they have found. Then they share the report with other archaeologists. They may also write books about what they found or appear on television shows. Being an archaeologist is hard work, but it can be really exciting.

DIGGING IT UP

Most of the time when archaeologists are digging, they use a trowel. A trowel is a three-sided flat piece of metal with a handle. They use the trowel to scrape away dirt from the things they find. The things they find are called *artifacts*. When archaeologists find an artifact, they dust it off with a whisk broom. Then they