

Summaries and Scaffolded Instructional Plan

Selection 1

Heavy Scaffolding

Learn 3 of the 9 Habits

Cockroaches (Student Edition pages 36–45)

Summary: Cockroaches have been on Earth for more than 350 million years. Because they eat anything and multiply quickly, they are great survivors. Cockroaches have some redeeming qualities, however—they are often used in scientific research.

Teacher Note: Students will use this selection to **learn** the targeted habits and strategies. Models explaining how to use the strategies are provided throughout the selection.

Selection 2

Less Scaffolding (practice)

Practice 3 of the 9 Habits

Deep-Sea Monster (Student Edition pages 46–55)

Summary: The giant squid has a well-developed brain and nervous system and is one of the largest sea creatures. Its only enemy is the sperm whale. Giant squids live in the deepest part of the ocean and are a crucial link in the ocean food chain.

Teacher Note: Students will use this selection to **practice** the targeted habits and strategies. Reminders are provided throughout the selection.

Selection 3

Independent Application
Self-Assessment

Apply 3 of the 9 Habits

The Remarkable Leech (Student Edition pages 56–63)

Summary: The leech is a parasitic worm that sucks its prey's blood. In the eighteenth and nineteenth centuries, doctors tried unsuccessfully to use leeches to treat diseases. Now, some doctors are using them to help blood flow after reattaching severed human body parts.

Teacher Note: Students will use this selection to **apply** the targeted habits and strategies.



Working With Second Language Learners

To facilitate understanding of the strategies in this unit, make a K-W-L chart. List what students already Know about each animal. In a second column, list What they want to learn. Following the reading, make a third column to list what they Learned. Have students compare what they learned with what they knew. Encourage rereading of the text to verify information in the chart.

Learn 3 of the 9 Habits

Cockroaches

Student Edition pages 36–45

Before I Read Student Edition page 36

Introduce Read aloud, or ask a volunteer to read, the text in the speech balloon and the targeted habit and strategy. Encourage the students to discuss the importance of using this strategy. Preview the article with students to find examples of the text features mentioned in the strategy—the title, headings, and boldfaced words.

Demonstrate Use the My Notes section to demonstrate how you might use this strategy. Explain that My Notes provides an example of how one student put this Before I Read habit and strategy to work in “Cockroaches.”


Display Ask for students’ input as you write a class model of Before I Read notes on the board or an overhead transparency.

Talk About It! Ask students to think about what they know about cockroaches. Encourage students to share with the class what they know. Ask students to tell whether they expect the article to confirm, refute, or extend their prior knowledge.

Recap Guide the students as they summarize what they learned about how to preview parts of an article and decide what they already know. Ask students to give specific examples and to tell how this helps them get ready to read.

While I Read Student Edition page 38

Introduce Read aloud, or ask a volunteer to read, the text in the speech balloon and the targeted habit and strategy. Encourage the students to discuss the importance of using this strategy.

Demonstrate Ask volunteers to read sections of the text aloud or ask the students to read silently. Remind the students that  is a *Strategy Alert!* When they see this sign, they should look for the corresponding symbol in the outside margin and read how one student put the Stop and Ask strategy to work in this selection.

Use the first *Strategy Alert!* to Stop and Ask yourself how to connect what you read to what you already know. Think aloud as you compare what you thought you knew with the information in the text. Comment on any information that you find surprising or interesting based on your prior knowledge. Remind students that they should Stop and Ask frequently as they read.

Talk About It! Ask students to give examples of information in the selection that agreed with what they thought they knew. Ask them to describe information that contradicted what they thought they knew. Were they surprised by this new information?