

# Summaries and Scaffolded Instructional Plan

## Selection 1

Heavy  
Scaffolding

## Learn 3 of the 9 Habits

**John Todd’s Living Machine** (Student Edition pages 8–17)

**Summary:** Oceanographer John Todd developed a way to clean polluted water and toxic waste using bacteria, living plants, and aquatic creatures. Today, his “Living Machine” is used in 13 states and 7 countries.

**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

**Are We Wasting Our Wetlands?** (Student Edition pages 18–27)

**Summary:** Wetlands are disappearing at an alarming rate. Careless development and pollution threaten the habitats of plant and wildlife species. There is much people can do to save our wetlands.

**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

**Taking Care of Our Mother, the Earth** (Student Edition pages 28–35)

**Summary:** All life on Earth exists in a delicate balance. Ignoring this balance by polluting the environment and wasting resources can have devastating results. We must repair past mistakes and keep from making new ones.

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

ESL

### Working With Second Language Learners

Help ESL students skim the material to locate major points—or the “big ideas”—made by the author. Remind them that phrases such as *for example* and *for instance* often follow an important point and come before examples that will further explain that point.

# Learn 3 of the 9 Habits

## *John Todd's Living Machine*

Student Edition pages 8–17

### Before I Read Student Edition page 8

**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** 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 “John Todd’s Living Machine.”


**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 point out specific features, including vocabulary words, the title, photos, captions, and headings, that they found useful. Encourage them to explain what these features told them about the article and why they decided they were most useful.

**Recap** Guide students as they summarize what they have learned about using text features to preview a reading selection. Ask students to think about which features they will be sure to preview the next time they use this strategy.

### While I Read Student Edition page 10

**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 model for students by asking yourself how the examples given in the text explain a main point. Show how you use the text to identify the main point being supported and tell how the examples help you understand. Remind students that they should Stop and Ask frequently as they read.