

# Summaries and Scaffolded Instructional Plan

## Selection 1

Heavy  
Scaffolding

## Learn 3 of the 9 Habits

**Viruses** (Student Edition pages 98–107)

**Summary:** Scientists have identified more than 1,400 viruses that include influenza, measles, and HIV. These tiny organisms are master multipliers and quick-change artists—making them the sixth most common cause of death in the United States.

**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

**Medical Detectives** (Student Edition pages 108–117)

**Summary:** Since Louis Pasteur developed a vaccine for rabies in the 1880s, scientists have tried to understand how viruses spread. Medical detectives around the world track diseases to learn where they come from and how they can be stopped.

**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

**Curing the Common Cold** (Student Edition pages 118–125)

**Summary:** The viruses that cause colds are common, but they are not simple. There are hundreds of cold viruses that make their hosts miserable. We have medicines to treat and help prevent colds. Is there a cure? Not yet.

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



### Working With Second Language Learners

When faced with long passages of text, ESL students may find it difficult to recognize important information. Preview each article in this unit with students, working together to generate a list of key words and phrases on chart paper. For “Medical Detectives,” the list might include *Louis Pasteur*, *outbreak*, and *virus*. Encourage students to look for these key words as they scan the text to clarify parts that don’t make sense.

# Learn 3 of the 9 Habits

## Viruses

Student Edition pages 98–107

### Before I Read Student Edition page 98

**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. Remind students that *graphic aids* may include charts, photos, time lines, graphs, etc. A *purpose-setting question* is a question that students hope will be answered by their reading.

**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 “Viruses.”


**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 suggest purpose-setting questions they might ask based on graphic aids in the selection. Discuss why it is useful for students to keep a purpose-setting question in mind as they read.

**Recap** Guide students as they summarize what they learned about how to preview graphic aids to ask purpose-setting questions. Ask students to explain how asking purpose-setting questions helps them get ready to read.

### While I Read Student Edition page 100

**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. Explain that readers *scan* a text by glancing quickly ahead and back to find helpful information elsewhere in the article.

**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 what you can do if what you’ve read doesn’t make sense. Demonstrate how to clear up any confusion you may have by scanning the text surrounding the confusing passage. Think aloud as you use the clarifying information you find. Remind students that they should Stop and Ask frequently as they read.