Unit 2/Week 3

Title: What’s in Store for the Future?

Suggested Time: 3 days (45 minutes per day)

Common Core ELA Standards: RI.3.1, RI.3.2, RI.3.3, RI.3.4; W.3.1, W.3.2, W.3.4, W.3.7, W.3.8, W.3.10; SL.3.1, SL.3.6, L.3.1, L.3.2, L.3.4, L.3.6

Teacher Instructions

*Refer to the Introduction for further details.*

**Before Teaching**

1. Read the Big Ideas and Key Understandings and the Synopsis. Please do **not** read this to the students. This is a description for teachers, about the big ideas and key understanding that students should take away **after** completing this task.

Big Ideas and Key Understandings

Changing the way we live will improve our planet’s health.

Synopsis

Modern inventions used to make lives easier harm the planet. There are several predictions about how towns of the future will be built in order to keep the planet’s environment healthy. Some predictions are: electric and hydrogen-powered vehicles, organic farming, solar powered energy, and recycled waste water.

Instructional Focus

Fact and Opinion: Explain that facts are statements that can be proved to be true. Facts can be checked by looking in sources such as encyclopedias or by asking an expert. Opinions show what a person or group believes, thinks, or feels about something. There is no way to “check” an opinion.

1. Read entire main selection text, keeping in mind the Big Ideas and Key Understandings.
2. Re-read the main selection text while noting the stopping points for the Text Dependent Questions and teaching Vocabulary.

**During Teaching**

1. Students read the entire main selection text independently.
2. Teacher reads the main selection text aloud with students following along.

(Depending on how complex the text is and the amount of support needed by students, the teacher may choose to reverse the order of steps 1 and 2.)

1. Students and teacher re-read the text while stopping to respond to and discuss the questions and returning to the text. A variety of methods can be used to structure the reading and discussion (i.e.: whole class discussion, think-pair-share, independent written response, group work, etc.)

Text Dependent Questions

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| **Text Dependent Questions** | **Answers** |
| What is a fact about cars? What is an opinion about our planet’s health? Support your answer with evidence from the paragraphs.  [Note to Teacher: You may need to scaffold these questions by reminding students of the differences between facts and opinions. See Instructional Focus above.] | Facts: Cars burn gas to get us where we want to go. Gas pollutes the air.  Opinion: Changing the way we live may actually improve our planet’s health. |
| Modern means present time. Why does the author make reference to “modern inventions” in the first sentence of the article? | The author suggests that the modern inventions that make our lives easier today harm the Earth’s environment. |
| Natural resources occur naturally within environments. List two ways that modern inventions harm our natural resources. | Modern inventions like cars pollute our air. Electric heat and light burn up coal and oil. Factories pollute waterways with waste. |
| Reread the paragraph under “Work and Transportation”. How does working from home help the environment? How are experts helping those people who travel for work get there in a more eco-friendly manner? | If you work from home, and use computers and satellite receivers, then you do not have to use any potentially harmful modes of transportation on your way to work. In an effort to help those people who work outside of their homes, more electric trains are being built and new hydrogen-powered and electric cars are being developed. These vehicles will not burn fuel that will pollute the air we breathe. |
| In this article, there are several headings. Why did the author of this article choose to organize the article this way? Look at the heading entitled “Work and Transportation”. What information is contained under this heading? | A heading tells the topic of a section and the author states, “Here are some ideas and predictions that many people think will make our planet a cleaner place to live.” Each heading is a different category of information about ways to make our planet cleaner. The information presented under the heading entitled “Work and Transportation” is about where people work and how they get there. |
| How are organic farms different from other farms? | Organic farms don’t use chemicals to control pests. |
| The article says that future malls “will use natural sunlight to cut down on energy use.” How would natural sunlight reduce our energy use? | If the building has a lot of natural sunlight coming in, then people can see well already without having to turn on as many lights. |
| Reread the “Energy” section. How can windmills and solar panels be used to help the planet? | Windmills and solar panels can be used to produce energy. Solar panels help make hydrogen from sunlight. Appliances will run on hydrogen. Electricity can be made from hydrogen. |
| A marsh is a type of wetland. What evidence does the article provide to show how an enclosed marsh can help improve the planet’s health? | Polluted waste water will empty into an enclosed marsh. The area will be a wetland because of the water coming into it. Special plants, fish, snails, and bacteria in the marsh will clean the water so that it can flow back into the environment. |
| The information in each heading is a prediction. Predictions are what someone thinks will happen. Why is the information presented under each heading in the article considered an opinion? | A prediction is what someone thinks will happen in the future. A prediction may or may not come true. |

Vocabulary

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|  | **KEY WORDS ESSENTIAL TO UNDERSTANDING**  Words addressed with a question or task | **WORDS WORTH KNOWING**  General teaching suggestions are provided in the Introduction |
| **TEACHER PROVIDES DEFINITION**  not enough contextual clues provided in the text | modern, natural resources  marsh | factory, chemical, receiver, develop, grain, control  rack, natural, windmill, solar panel, enclosed, reservoir |
| **STUDENTS FIGURE OUT THE MEANING**  sufficient context clues are provided in the text | organic | chemical, invention, pollute, harmful  bacteria, waste, energy |

Culminating Task

* *Which one of the predictions from “What’s in Store for the Future?” do you think would improve our planet’s health the most? Why? Support your answer with evidence from the selection.*

Answer: Answers will vary, but should include support with textual evidence from the selection.

Additional Tasks

* Re-Read “Predictions for the Present” and “What’s in Store for the Future?”. Predictions made in “Predictions for the Present” did not come true. Which predictions in “What’s in Store for the Future?” do you think will become fact, and which won’t become fact? Give reasons for your answers.

Answer: Answers will vary, but should include electric cars, organic farming, solar panels, and windmills being used by some people today.

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**“What’s in Store for the Future?”**

1. What is a fact about cars? What is an opinion about our planet’s health? Support your answer with evidence from the paragraphs.
2. Modern means present time. Why does the author make reference to “modern inventions” in the first sentence of the article?
3. Natural resources occur naturally within environments. List two ways that modern inventions harm our natural resources.
4. Reread the paragraph under “Work and Transportation”. How does working from home help the environment? How are experts helping those people who travel for work get there in a more eco-friendly manner?
5. In this article, there are several headings. Why did the author of this article choose to organize the article this way? Look at the heading entitled “Work and Transportation”. What information is contained under this heading?
6. How are organic farms different from other farms?
7. The article says that future malls “will use natural sunlight to cut down on energy use.” How would natural sunlight reduce our energy use?
8. Reread the “Energy” section. How can windmills and solar panels be used to help the planet?
9. A marsh is a type of wetland. What evidence does the article provide to show how an enclosed marsh can help improve the planet’s health?
10. The information in each heading is a prediction. Predictions are what someone thinks will happen. Why is the information presented under each heading in the article considered an opinion?