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** |
| Reread the two paragraphs at the top of page 218. 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. Read the first paragraph on page 218 and 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” on page 218. 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 on page 218 entitled “Work and Transportation” is about where people work and how they get there. |
| How are organic farms different from other farms? (Pg. 218) | 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? (Pg. 219) | 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 on page 219. 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 | Page 218 - modern, natural resources  Page 219 - marsh | Page 218 - factory, chemical, receiver, develop, grain, control  Page 219 - rack, natural, windmill, solar panel, enclosed, reservoir |
| **STUDENTS FIGURE OUT THE MEANING**  sufficient context clues are provided in the text | Page 218 - organic | Page 218 - chemical, invention, pollute, harmful  Page 219 - 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.

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**“What’s in Store for the Future?”**

1. Reread the two paragraphs at the top of page 218. 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. Read the first paragraph on page 218 and 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” on page 218. What information is contained under this heading?
6. How are organic farms different from other farms? (Pg. 218)
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? (Pg. 219)
8. Reread the “Energy” section on page 219. 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?

Supports for English Language Learners (ELLs) to use with

Basal Alignment Project Lessons

When teaching any lesson, it is important to make sure you are including supports to help all students. We have prepared some examples of different types of supports that you can use in conjunction with our Basal Alignment Project Lessons to help support your ELLs. They are grouped by when they would best fit in a lesson. While these supports reflect research in how to support ELLs, these activities can help ALL students engage more deeply with these lessons. Note that some strategies should be used at multiple points within a lesson; we’ll point these out. It is also important to understand that these scaffolds represent options for teachers to select based on students’ needs; it is not the intention that teachers should do *all* of these things at every lesson.

**Before the reading:**

* Read passages, sing songs, watch videos, view photographs, discuss topics (e.g., using the [four corners strategy](http://www.theteachertoolkit.com/index.php/tool/four-corners)), or research topics that help provide context for what your students will be reading. This is especially true if the setting (e.g., 18th Century England) or topic (e.g., boats) is one that is unfamiliar to the students.
* Provide instruction, using multiple modalities, on selected vocabulary words that are *central to understanding the text*. When looking at the lesson plan, you should note the Tier 2 words, particularly those words with high conceptual complexity (i.e., they are difficult to visualize, learn from context clues, or are abstract), and consider introducing them ahead of reading. For more information on selecting such words, go [here](https://achievethecore.org/page/3167/selecting-and-using-academic-vocabulary-in-instruction). **You should plan to continue to reinforce these words, and additional vocabulary, in the context of reading and working with the text. (See additional activities in the During Reading and After Reading sections.)**

**Examples of Activities:**

* Provide students with the definition of the words and then have students work together to create [Frayer models](http://www.theteachertoolkit.com/index.php/tool/frayer-model) or other kinds of word maps for the words.
* When a word contains a prefix or suffix that has been introduced before, highlight how the word part can be used to help determine word meaning.
* Keep a word wall or word bank where these new words can be added and that students can access later.
* Have students create visual glossaries for whenever they encounter new words. Then have your students add these words to their visual glossaries.
* Create pictures using the word. These can even be added to your word wall!
* Create lists of synonyms and antonyms for the word.
* Have students practice using the words in conversation. For newcomers, consider providing them with [sentence frames](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion) to ensure they can participate in the conversation.
  + Practice spelling the words using different spelling practice strategies and decoding strategies. Students could take turns spelling with a partner.
* Use graphic organizers to help introduce content.

**Examples of Activities:**

* Have students fill in a [KWL chart](http://www.nea.org/tools/k-w-l-know-want-to-know-learned.html) about what they will be reading about.
* Have students research setting or topic using a pre-approved website and fill in a chart about it. You could even have students work in groups where each group is assigned part of the topic.
* Have students fill in a bubble map where they write down anything that they find interesting about the topic while watching a video or reading a short passage about the topic. Then students can discuss why they picked the information.

**During reading:**

* Read the text aloud first so that ELLs can hear the passage read by a fluent reader before working with the text themselves.
* Allow ELLs to collaborate in their home languages to process content before participating in whole class discussions in English. Consider giving them the discussion questions to look over in advance (perhaps during the first read) and having them work with a partner to prepare.
* Encourage students to create sketch-notes or to storyboard the passage when they are reading it individually or with a partner. This will help show if they understand what they are reading as they are reading it.
* Ask questions related to the who, what, when, why, and how of the passage. For students that may need a little more help, provide them with [sentence stems](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion).
* Continue to draw attention to and discuss the words that you introduced before the reading.

**Examples of Activities:**

* Have students include the example from the text in their glossary that they created.
* Create or find pictures that represent how the word was used in the passage.
* Practice creating sentences using the word in the way it was using in the passage.
* Have students discuss the author’s word choice.
* Use graphic organizers to help organize content and thinking.

**Examples of Activities:**

* Have students fill in a chart to keep track of their 5ws while they read to help them summarize later and figure out the central idea of a passage.
* It may again be beneficial to have somewhere for students to store new words that they encounter while reading the text. Students could use a chart to keep track of these new words and their meanings as they read.
* If you had students fill in a KWL, have them fill in the “L” section as they read the passage.
* Utilize any illustrations or text features that come with the story or passage to better understand the reading.
* Compare/contrast the passage with what the illustrations convey about the passage. Have students consider if the illustrations look the way they visualized the passage in their own minds or if the passage matches their predictions based on the illustrations.
* Identify any text features such as captions and discuss how they contribute to meaning.

**After reading:**

* Present directions for any post-reading assignments orally and visually; repeat often; and ask English Language Learners to rephrase.
* Allow ELLs to use English language that is still under development. Students should not be scored lower because of incorrect spelling or grammar (unless the goal of the assignment is to assess spelling or grammar skills specifically). When grading, be sure to focus on scoring your students only for the objective(s) that were shared with students.
* Scaffold questions for discussions so that questioning sequences include a mix of factual and inferential questions and a mix of shorter and more extended responses. Questions should build on each other and toward inferential and higher-order-thinking questions. There are not many factual questions already listed in the lesson instructions, so you will need to build some in as you see fit. More information on this strategy can be found [here](https://achievethecore.org/aligned/creating-sequencing-text-dependent-questions-support-english-language-learners/).
* Reinforce new vocabulary using multiple modalities

**Examples of activities:**

* Using the words that you had students work with before reading, have students write sentences in reference to the passage that you just finished reading.
* Require students to include the words introduced before reading in the culminating writing task.
* For newcomers, print out pictures that represent the words that you focused on and have students match the words to the pictures.
* Based on different features of the words, have the students sort them into different categories and explain their choices. For example, the students could sort the words by prefixes, suffixes, connotation, etc.
* After reading the passage, continue to examine important sentences (1–2) in the text that contribute to the overall meaning of the text. Guide students to break apart these sentences, analyze different elements, and determine meaning. More information on how to do this, including models of sentence deconstruction, can be found [here](https://achievethecore.org/page/3160/juicy-sentence-protocol).
* Provide differentiated scaffolds for writing assignments based on students’ English language proficiency levels.

**Examples of Activities:**

* For all students, go over the prompt in detail, making sure to break down what the prompt means before having the students get to work. Then have the students explain the directions back to you.
* Have students create an evidence tracking chart during reading, then direct them to look back over their evidence chart and work with a group to see if their evidence matches what the rest of the class wrote down. If some of the chart does not match, students should have a discussion about why.
* For students who need more support, model the proper writing format for your students and provide them with a properly formatted example for reference.
* For newcomers, you may consider creating sentence or paragraph frames to help them to write out their ideas.
* To further discussion about the passage, have students create their own who, what, when, where, why, and how questions related to the passage to ask each other and have students pair up and practice asking each other the questions. If available, pair students of the same home language to support the use of language still under development.