Story Title: *What's in Store for the Future?*  
Unit: 2  Pages: 217 – 219

Word Families and Definitions for Steps 1 - 2 - 3

STEP 1- Key Words  
(These definitions are written on the board or chart paper and pre-taught at the start of Step 1.)

(Pg 218) **pollutes** - to make something unclean, or cause harm to an area of the natural environment  
(Pg 218) **developed** - changed to become larger, stronger, or more impressive, successful, or advanced  
(Pg 218) **control** - to limit or control somebody or something

STEP 2- Target Words  
(These definitions are written on the board or chart paper and pre-taught at the start of Step 2.)

_For pollutes:_  
- *mars* - spoils, damages, hurts, disfigures, or injures  
- *fouls* - fills or covers with offensive matter; pollutes

_For developed:_  
- *innovated* - introduced in a new way  
- *constructed* - made or formed by combining parts

_For control:_  
- *manage* - to handle and keep control of something  
- *regulate* - to control something and bring it to the desired level

STEP 3- Target Words  
(These words are written on the board, but their definitions are NOT TAUGHT in Step 3.)

_For pollutes:_  
- *poisons* - injures or kills with a substance that causes illness, injury, or death if taken into the body  
- *taints* - pollutes or contaminates

_For developed:_  
- *created* - brought something into existence  
- *built* - made by putting together parts or materials

_For control:_  
- *restrain* - the act of stopping or holding back  
- *contain* - to keep within limits

Teacher Questions for Steps 1 - 2 - 3

STEP 1 - Questions  
(When the sentence in story with the key word is reached, stop and ask the following questions.)

(Pg 218) **SENTENCE with Key Word:**  
This **pollutes** the air.

**Questions:**
1. What does the word **pollutes** mean in this sentence?
2. How does the word **pollutes** contribute toward the overall meaning of this story so far?

*Definition for Questions 1 - 2:*

**pollutes** - to make something unclean, or cause harm to an area of the natural environment
SENTENCE with Key Word:
Today more electric trains are being built, and new hydrogen-powered and electric cars are being developed.

Questions:
1. What does the word developed mean in this sentence?
2. How does the word developed contribute toward the overall meaning of this story so far?
   Definition for Questions 1 - 2:
   developed - changed to become larger, stronger, or more impressive, successful, or advanced

SENTENCE with Key Word:
The farms won't use chemicals to control pests.

Questions:
1. What does the word control mean in this sentence?
2. How does the word control contribute toward the overall meaning of this story so far?
   Definition for Questions 1 - 2:
   control - to limit or control somebody or something

STEP 2 - Questions (Students are directed to three-sentence block containing each Key Word. Students then read the three-sentence block and substitute Target Words.)

THREE-SENTENCE BLOCK With Key Word: pollutes: (For reference- NOT to be re-read)
Cars burn gas to get us where we want to go.
This pollutes the air.
Electric heat and light make our homes warm and welcoming, but they also burn up coal and oil.

FIRST TARGET WORD SUBSTITUTED and Questions: (Read by students with substitution)
Cars burn gas to get us where we want to go.
This mars the air.
Electric heat and light make our homes warm and welcoming, but they also burn up coal and oil.

Questions:
1. What does the word mars mean in this sentence?
2. If the author had chosen mars, how would the word mars contribute toward the overall meaning of this story?
3. Explain whether using the word mars instead of pollutes changes the meaning of the sentence or story.
   Definitions for Questions 1 - 2 - 3:
   pollutes - to make something unclean, or cause harm to an area of the natural environment
   mars - spoils, damages, hurts, disfigures, or injures

SECOND TARGET WORD SUBSTITUTED and Questions: (Read by students with substitution)
Cars burn gas to get us where we want to go.
This fouls the air.
Electric heat and light make our homes warm and welcoming, but they also burn up coal and oil.

Questions:
1. What does the word fouls mean in this sentence?
2. If the author had chosen fouls, how would the word fouls contribute toward the overall meaning of this story?
3. Explain whether using the word fouls instead of mars changes the meaning of the sentence or story.
**Definitions for Questions 1 - 2 - 3:**

* mars - spoils, damages, hurts, disfigures, or injures
* fouls - fills or covers with offensive matter; pollutes

(Pg 218) **THREE-SENTENCE BLOCK With Key Word: developed** (For reference- NOT to be re-read)

More and more people will be working in their homes using computers and satellite receivers. Today more electric trains are being built, and new hydrogen-powered and electric cars are being **developed**.

In the future most cars will probably use this technology.

**FIRST TARGET WORD SUBSTITUTED and Questions:** (Read by students with substitution)

More and more people will be working in their homes using computers and satellite receivers. Today more electric trains are being built, and new hydrogen-powered and electric cars are being **innovated**.

In the future most cars will probably use this technology.

**Questions:**

1. What does the word **innovated** mean in this sentence?
2. If the author had chosen **innovated**, how would the word **innovated** contribute toward the overall meaning of this story?
3. Explain whether using the word **innovated** instead of **developed** changes the meaning of the sentence or story.

**Definitions for Questions 1 - 2 - 3:**

* developed - changed to become larger, stronger, or more impressive, successful, or advanced
* innovated - introduced in a new way

**SECOND TARGET WORD SUBSTITUTED and Questions:** (Read by students with substitution)

More and more people will be working in their homes using computers and satellite receivers. Today more electric trains are being built, and new hydrogen-powered and electric cars are being **constructed**.

In the future most cars will probably use this technology.

**Questions:**

1. What does the word **constructed** mean in this sentence?
2. If the author had chosen **constructed**, how would the word **constructed** contribute toward the overall meaning of this story?
3. Explain whether using the word **constructed** instead of **innovated** changes the meaning of the sentence or story.

**Definitions for Questions 1 - 2 - 3:**

* innovated - introduced in a new way
* constructed - made or formed by combining parts

(Pg 218) **THREE-SENTENCE BLOCK With Key Word: control** (For reference- NOT to be re-read)

We'll grow fruits, grains, and vegetables close to home, either in our gardens or on nearby organic farms. The farms won't use chemicals to **control** pests.

Instead, different kinds of insects will stop harmful bugs.

**FIRST TARGET WORD SUBSTITUTED and Questions:** (Read by students with substitution)

We'll grow fruits, grains, and vegetables close to home, either in our gardens or on nearby organic farms. The farms won't use chemicals to **manage** pests.

Instead, different kinds of insects will stop harmful bugs.
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Questions:
1. What does the word manage mean in this sentence?
2. If the author had chosen manage, how would the word manage contribute toward the overall meaning of this story?
3. Explain whether using the word manage instead of control changes the meaning of the sentence or story.

Definitions for Questions 1 - 2 - 3:
- control - to limit or control somebody or something
- manage - to handle and keep control of something

SECOND TARGET WORD SUBSTITUTED and Questions: (Read by students with substitution)

We'll grow fruits, grains, and vegetables close to home, either in our gardens or on nearby organic farms.
The farms won't use chemicals to regulate pests.
Instead, different kinds of insects will stop harmful bugs.

Questions:
1. What does the word regulate mean in this sentence?
2. If the author had chosen regulate, how does the word regulate contribute toward the overall meaning of this story?
3. Explain whether using the word regulate instead of manage changes the meaning of the sentence or story.

Definitions for Questions 1 - 2 - 3:
- manage - to handle and keep control of something
- regulate - to control something and bring it to the desired level

STEP 3 - Questions (Students are directed to the three-sentence block containing each Key Word. Students then read the three-sentence block and substitute Target Words. REMINDER- DEFINITIONS FOR THESE WORDS ARE NOT TAUGHT.)

(Pg 218) THREE-SENTENCE BLOCK With Key Word: pollutes (For reference - NOT to be re-read)
Cars burn gas to get us where we want to go.
This pollutes the air.
Electric heat and light make our homes warm and welcoming, but they also burn up coal and oil.

FIRST TARGET WORD SUBSTITUTED and Questions: (Read by students with substitution)

Cars burn gas to get us where we want to go.
This pollutes the air.
Electric heat and light make our homes warm and welcoming, but they also burn up coal and oil.

Questions:
1. What does the word pollutes mean in this sentence?
2. If the author had chosen pollutes, how would the word pollutes contribute toward the overall meaning of this story?
3. Explain whether using the word pollutes instead of fouls changes the meaning of the sentence or story.

Definitions for Questions 1 - 2 - 3: (For teacher reference only)
- fouls - fills or covers with offensive matter; pollutes
- pollutes - injures or kills with a substance that causes illness, injury, or death if taken into the body
Cars burn gas to get us where we want to go. This *taints* the air.

Electric heat and light make our homes warm and welcoming, but they also burn up coal and oil.

Questions:
1. What does the word *taints* mean in this sentence?
2. If the author had chosen *taints*, how would the word *taints* contribute toward the overall meaning of this story?
3. Explain whether using the word *taints* instead of *poisons* changes the meaning of the sentence or story.

Definitions for Questions 1 - 2 - 3: (For teacher reference only)
- *poisons* - injures or kills with a substance that causes illness, injury, or death if taken into the body
- *taints* - pollutes or contaminates

(Pg 218) **THREE-SENTENCE BLOCK With Key Word: common-sense** (For reference- NOT to be re-read)

More and more people will be working in their homes using computers and satellite receivers.

Today more electric trains are being built, and new hydrogen-powered and electric cars are being *developed*.

In the future most cars will probably use this technology.

More and more people will be working in their homes using computers and satellite receivers.

Today more electric trains are being built, and new hydrogen-powered and electric cars are being *created*.

In the future most cars will probably use this technology.

Questions:
1. What does the word *created* mean in this sentence?
2. If the author had chosen *created*, how would the word *created* contribute toward the overall meaning of this story?
3. Explain whether using the word *created* instead of *constructed* changes the meaning of the sentence or story.

Definitions for Questions 1 - 2 - 3: (For teacher reference only)
- *constructed* - made or formed by combining parts
- *created* - brought something into existence

More and more people will be working in their homes using computers and satellite receivers.

Today more electric trains are being built, and new hydrogen-powered and electric cars are being *built*.

In the future most cars will probably use this technology.

Questions:
1. What does the word *built* mean in this sentence?
2. If the author had chosen *built*, how would the word *built* contribute toward the overall meaning of this story?
3. Explain whether using the word *built* instead of *created* changes the meaning of the sentence or story.

Definitions for Questions 1 - 2 - 3: (For teacher reference only)
- *created* - brought something into existence
- *built* - made by putting together parts or materials
THREE-SENTENCE BLOCK WITH KEY WORD: control  (For reference - NOT to be re-read)

We'll grow fruits, grains, and vegetables close to home, either in our gardens or on nearby organic farms.
The farms won't use chemicals to control pests.
Instead, different kinds of insects will stop harmful bugs.

FIRST TARGET WORD SUBSTITUTED and Questions:  (Read by students with substitution)

We'll grow fruits, grains, and vegetables close to home, either in our gardens or on nearby organic farms.
The farms won't use chemicals to restrain pests.
Instead, different kinds of insects will stop harmful bugs.

Questions:
1. What does the word restrain mean in this sentence?
2. If the author had chosen restrain, how would the word restrain contribute toward the overall meaning of this story?
3. Explain whether using the word restrain instead of regulate changes the meaning of the sentence or story.

Definitions for Questions 1 - 2 - 3: (For teacher reference only)

regulate - to control something and bring it to the desired level
restrain - the act of stopping or holding back

SECOND TARGET WORD SUBSTITUTED and Questions:  (Read by students with substitution)

We'll grow fruits, grains, and vegetables close to home, either in our gardens or on nearby organic farms.
The farms won't use chemicals to contain pests.
Instead, different kinds of insects will stop harmful bugs.

Questions:
1. What does the word contain mean in this sentence?
2. If the author had chosen contain, how would the word contain contribute toward the overall meaning of this story?
3. Explain whether using the word contain instead of restrain changes the meaning of the sentence or story.

Definitions for Questions 1 - 2 - 3: (For teacher reference only)

restrain - the act of stopping or holding back
contain - to keep within limits

Step 4- Expansion Task Using Key and Target Words (All Key and Target Words are written on board, but in a “random” arrangement (i.e., words are NOT grouped by meaning)

Variation 1: Students are asked to select a word on the board and then use the word in a sentence that involves something they have either done or experienced. Students present their sentence orally to the class.

Variation 2: The teacher points to different words on the board and has one or more students use the word in a sentence that involves something they have done or experienced. Students present their sentence orally to the class.
General Implementation Notes

1. Before starting a lesson, mark the key words (and three-sentence blocks) in the teacher edition using Post-It™ notes. *(Optional: Have students use Post-It™ notes to mark these pages in their textbooks as well.)*

2. To help focus your instruction and pacing, feel free to mark or highlight any portions of this teacher guide as needed before starting the lesson.

3. Write the three key words and definitions on the board or chart paper before starting the lesson.

4. Step 1 should occur the first time the story is read aloud by students. Write the key words and definitions on the board or chart paper before starting Step 1. *Suggestion:* Have different students read the story on a paragraph-by-paragraph basis. Interrupt the reading process when the sentence with the key word is read. Then ask the two questions for each key word before continuing. Continue reading until the entire story has been read. *(Other approaches to Shared Reading may be employed to accomplish this same purpose.)*

5. For Step 2, after the entire story has been read, add the target words and definitions on the chart paper or board next to the key words previously taught. After students read a three-sentence block and substitute a target word, ask the three scripted questions. *Note:* For the third question in Step 2, the substituted word is always compared to the preceding target word that was used.

6. For Step 3, erase all the words on the board—or cover the chart paper—and write each pair of new target words on the board or chart paper; however…

   **DO NOT WRITE OR TEACH DEFINITIONS IN STEP 3.** Follow the script for Step 3.

7. *Correcting student errors:* In Steps 1 and 2 refer students to the definitions and re-ask the question(s). For Step 3, refer students only to the sentence or story context. Do NOT provide students with definitions.

8. For cumulative review: Place sample words from the semantic family on the board, and have students use the words in a sentence, following either Variation 1 or 2.

Teacher Notes

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