



WEEK 4 Day 5

**Text Talk**  
***Oscar and the Moth***  
 Read 2 of 2

<b>Big Ideas</b>	<p>Light and sound travel.</p> <p>Materials interact with light in different ways.</p> <p>Humans and other animals communicate with light and sound.</p>
<b>Weekly Question</b>	What is light?
<b>Content Objectives</b>	<p>I can identify the main topic of an informational text. (R.5.1.a)</p> <p>I can answer questions about key details in an informational text. (R.4.1.a)</p>
<b>Language Objective</b>	I can use words and phrases about animal survival and light in a discussion about the text. (L.6.1)
<b>Vocabulary</b>	<p><b>star:</b> a body of glowing light in the night sky</p> <p><b>firefly:</b> a type of flying beetle that glows</p> <p><b>dusk:</b> the time of evening when the sky grows dark</p> <p><b>signal:</b> a gesture, action, or sound that communicates information; a message</p> <p><b>dazzle:</b> to sparkle</p> <p><b>rim:</b> the upper or outer edge of an object, usually a circular object</p> <p><b>disturb:</b> to interrupt</p> <p><b>bait:</b> food used to entice fish or other animals</p> <p><b>lure:</b> to tempt a person or animal to do something or go somewhere</p> <p><b>shadow:</b> the dark area that is produced when an object comes between a light source and a surface</p>
<b>Materials and Preparation</b>	Ahead of the lesson, group children into heterogeneous reading triads for the Triad Reading routine.

	<ul style="list-style-type: none"> <li>● <i>Oscar and the Moth</i>, Geoff Waring</li> <li>● <i>Oscar and the Moth</i> slides (pages 20-21)</li> <li>● <i>Oscar and the Moth</i> excerpt, copies for each child</li> </ul> <p>On the whiteboard, leaving space underneath for recording children’s ideas, write:  What is the main topic of pages 20 and 21?  Support your idea with two connected details from the text.</p>
<p><b>Opening</b> 1 minutes</p>	<p><i>Yesterday we read Oscar and the Moth and discussed important facts that Oscar learns about light.</i></p> <p>Set a purpose for reading.  <i>Today we’ll go back and closely read two pages. We’ll read through the text on the slides, while you follow along with your own copy. Then we’ll answer questions about key details in small groups. Finally, we’ll answer this question: What is the main topic of pages 20 and 21? You’ll support your idea with two details from the text that are connected to this question.</i></p>
<p><b>Text and Discussion</b> 10 minutes</p> <p>Slide 2 (page 20)</p>	<p>Read the slide while children follow along on their own copies.  <i>Turn to your small group and discuss these questions:  What is similar about how fireflies and MylAsian land snails use light at night?  How do a swordfish and jellyfish use their light to survive?</i></p> <p>Bring children back to the whole group.  <i>Why do many ocean creatures produce their own light?</i></p>
<p>Slide 3 (page 21)</p>	<p>Read the slide. Remain in the whole group to respond to the questions.  <i>The anglerfish and the millipede use their light for different purposes. What’s different about how they use light?  What does it mean that the anglerfish <b>lures</b> other fish with its light?</i></p>
<p><b>Key Discussion and Activity</b> 8 minutes</p>	<p>Think, Triad, Share.  Prompt 1: <i>What is the main topic of these pages?</i>  Record one main topic from each group on the whiteboard. [i.e., Some animals make light in their bodies to survive.]</p> <p>Prompt 2: <i>In your group, select two key details from the text that support the main idea. These two details should be connected. Think about what makes your two details connected, and how they support the main topic.</i></p> <p>As children work, encourage them to support one another in rereading the printed copy of the text.</p>

<p><b>Weekly Question Chart</b> 5 minutes</p>	<p>Refer to the Weekly Question Chart. <i>This week we have been thinking about this question: What is light?</i> Read the chart together. Add any essential ideas that may be missing. Identify and color-code two or three themes that emerge. Some themes might be: Light comes from the sun; light is something that humans and animals use to communicate; light comes from natural sources and human-made sources; animals make light.</p>
<p><b>Closing</b> 1 minute</p>	<p><i>We've learned a lot about light this week! Next week we'll think more about light and how it changes.</i></p>
<p><b>Standards</b></p>	<p><b>R.4.1.a</b> Ask and answer questions about who, what, when, where, and how. <b>R.5.1.a</b> Retell texts, including details about who, what, when, where, and how; demonstrate an understanding of the theme. <b>L.6.1</b> Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p>
<p><b>Ongoing assessment</b></p>	<p>Listen to children's responses during whole and small group conversations. Do children refer to key details from the text to answer the questions? Do children identify the main topic of the pages and supporting key details? How do children work together to reread the text and gather key details? Do children choose connected details and describe how they are connected?</p>

**Notes**

