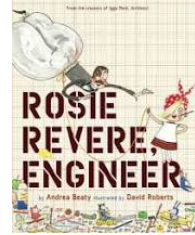


WEEK 6 Day 3



Text Talk
Rosie Revere Engineer
 Read 2 of 2

Big Ideas	<p>People innovate and invent to solve problems.</p> <p>Humans and other animals communicate with light and sound.</p>
Weekly Question	How do people use light?
Content Objective	I can describe the central message of the story by retelling key details from words and illustrations. (R.5.1.a, R.11.1.a, R.11.1.b)
Language Objective	I can talk, draw, and write to demonstrate the concept of perseverance. (SL.3.1.b)
SEL Objective (BOSTON SEL Standards)	I can talk and draw about a time I showed perseverance in overcoming an obstacle. (L.1.5.c, SM 2.1)
Vocabulary	<p>invent: to create or design something that has not existed before</p> <p>engineer: someone who designs and builds engines, machines, or structures</p> <p>daring: brave</p> <p>dismayed: upset, distressed</p> <p>fail: to be unsuccessful in reaching a goal</p> <p>failure: lack of success</p> <p>flop: a failure</p> <p>gadget: a small mechanical or electronic device, especially an ingenious one</p> <p>gizmo: a gadget</p> <p>horror: an intense feeling of fear and shock</p>

	<p>perplexed: puzzled or confused</p>
<p>Materials and Preparation</p>	<ul style="list-style-type: none"> ● <i>Rosie Revere, Engineer</i> by Andrea Beaty ● “Rosie the Riveter” slides ● blank paper ● pencils ● clipboards <p>On the whiteboard write:</p> <p>What is Aunt Rose’s message to Rosie?</p> <p>How does Rosie show perseverance?</p> <p>When have you shown perseverance?</p> <p><i>Cover this prompt to reveal for the Key Discussion and Activity.</i></p>
<p>Opening 4 minutes slides 2-4</p>	<p>Review the text. <i>Yesterday we met the fictional Rosie in the story Rosie Revere, Engineer by Andrea Beaty and David Roberts. Although Andrea Beaty invented this character, she was inspired by a real person.</i></p> <p>Show slide 2. <i>Here is the real person, Naomi Parker.</i></p> <p>Give children a moment to look at the image. <i>This photograph was taken in 1942, about 80 years ago. During that time, more women started working in factories. Naomi Parker worked in a factory that put airplanes together. A song was written encouraging other women to take these kinds of jobs; it was called “Rosie the Riveter.”</i></p> <p>Show slide 3. <i>Rivets are parts that hold materials together. Our character Rosie Revere might have used rivets in some of her inventions!</i></p> <p>Show slide 4. <i>Also in 1942, an artist made this poster showing that women could do hard work in factories just like men could.</i></p> <p>Together with the children, read the poster text, “We Can Do It!”</p> <p>Set a purpose for the lesson. <i>Andrea Beaty and David Roberts were inspired by the story of Rosie the Riveter. As we read today, we’ll think about the message the author and illustrator want to send their readers through the characters Rosie and Aunt Rose. We’ll pay close attention to how both the words and illustrations help us understand this message.</i></p> <p><i>At the end of our lesson you’ll talk, draw, and write about a time when you have felt and acted similar to Rosie.</i></p>

<p>Text and Discussion 6 minutes page 17</p>	<p>Read pages 17- 28, stopping to analyze the text.</p> <p><i>Here it reads, “She worked and worked till the day was half gone,...” This makes us think she was working really hard with a lot of concentration.</i></p>
<p>page 21</p>	<p><i>Why does Rosie think, “never will I be a great engineer”?</i> Harvest responses. Prompt children to look closely at the illustration.</p>
<p>page 24</p>	<p><i>What does Aunt Rose point out to Rosie that is so important? [“Before it crashed, ... it flew!”]</i> <i>Why is it important and helpful for Aunt Rose to point this out?</i></p> <p>Read to the end of page 28 (“to dream the bold dreams of a great engineer.”)</p>
<p>Key Discussion and Activity 16 minutes pages 25-28</p>	<p>Return to page 26 and reread the text.</p> <p>Think, Pair, Share. Prompt 1: <i>What is Aunt Rose’s message to Rosie?</i> To support discussion, ask questions about key lines of text. For example: <i>What does Aunt Rose mean when she says, “Your brilliant first flop was a raging success! Come on, let’s get busy and go on to the next!”?</i></p> <p>Prompt 2: <i>Aunt Rose says, “Life might have its failures, but this was not it. The only true failure can come if you quit.” What is the author’s message here?</i></p> <p>Bring the children back to continue a whole group discussion. <i>We have identified the author’s message that to be an inventor you must keep trying and trying. Last week, reading Keep the Lights Burning, Abbie, we learned a word for this: [allow children time to supply the word] ... perseverance.</i></p> <p>Refer to the second prompt on the board. <i>How does Rosie show perseverance in this story?</i> <i>Let’s look at the illustrations to support our ideas.</i></p> <p>Refer to the illustrations on pages 25-26 and 27-28. Harvest several responses.</p> <p>Uncover and refer to the third question on the board. <i>When have you shown perseverance? Turn and talk with a partner.</i></p> <p>Distribute paper, pencils, and clipboards. <i>Now, draw and write about a time when you kept trying and trying to solve a problem. We’ll start with pencil sketches; you can continue with other drawing media in the Writing and Drawing Studio.</i></p>

<p>Closing 1 minute</p>	<p><i>Over the next week you will need perseverance as you design tools for children in K1. Tomorrow we'll learn about some inventors who persevered in inventing with light and sound.</i></p>
<p>Standards</p>	<p>R.5.1.a Retell texts, including details about who, what, when, where, and how; demonstrate an understanding of the theme. R.11.1.a Use illustrations and words in a text to describe its characters, setting, or events. R.11.1.b Compare and contrast the experiences of characters in various texts. SL.3.1.b Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. L.5.1.c Identify real-life connections between words and their use (e.g., note places at home that are cozy). SM 2.1. Motivate oneself to overcome obstacles and achieve personal and academic goals.</p>
<p>Ongoing assessment</p>	<p>Listen to children's responses during whole group conversation and Think, Pair, Share.</p> <ul style="list-style-type: none"> Which key details do children cite in describing the story's message? Do children gather details from both words and illustrations? How do children make meaning of the story's message? <p>Observe children's writing.</p> <ul style="list-style-type: none"> What experiences do they reflect on? Do children demonstrate the meaning of "perseverance" through their reflections and connections?

Notes