



**WEEK 6 Day 4**

**Text Talk**  
**“Inventors!” (slides)**

<b>Big Ideas</b>	<p>People innovate and invent to solve problems.</p> <p>Humans and other animals communicate with light and sound.</p>
<b>Weekly Question</b>	How do people use light?
<b>Content Objectives</b>	<p>I can ask questions and answer questions about key details in the text. (R.4.1.a)</p> <p>I can use key details to identify and describe connections among key ideas in the text. (R.6.1.b)</p>
<b>Language Objective</b>	I can ask questions to clear up confusion and to learn more about a topic. (SL.1.1.c)
<b>SEL Objective (BOSTON SEL Standards)</b>	I can identify which inventors and inventions I am most interested in, and why. (SA 4.3)
<b>Vocabulary</b>	<p><b>warn:</b> to signal a possible danger</p> <p><b>improve:</b> to make better</p> <p><b>field:</b> an area or sub-topic of a subject</p> <p><b>device:</b> a mechanical or electrical tool made for a specific purpose</p> <p><b>efficient:</b> organized and quick; not wasting time</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>“Inventors!” slides</li> </ul> <p>Review the slides, and select the inventors that might most interest the specific classroom community of learners. Plan to spend more time in discussion on these slides while also paying attention to which inventors elicit children’s greatest curiosity. (Children will</p>

	<p>have the opportunity to learn more about specific inventors in the Research Studio.)</p> <p>On the whiteboard write:</p> <p>Why is this inventor important?</p> <p>What else do you want to know about this inventor or their invention?</p>
<p><b>Opening</b> 1 minute</p>	<p>Introduce the text and set a purpose for reading.</p> <p><i>Today we will learn about some people who made important inventions by reading a text in slides titled “Inventors!”</i></p> <p><i>This text just has a small amount of information about each inventor. As we read we’ll ask questions and talk about what else we’re curious to know about the inventors and their inventions. On each slide we’ll consider these two questions: (refer to the whiteboard. Why is this inventor important? and What else do you want to know about this inventor or their invention?)</i></p> <p><i>Be on the lookout for how these inventors used light or sound in their inventions. If you find that an invention involves light or sound, put your thumb up!</i></p>
<p><b>Text and Discussion</b> 17 minutes</p> <p>slide 4</p>	<p>Proceed through the slides, posing the questions on the board in addition to specific prompts below. Encourage children to frame questions that serve to clear up confusion and that indicate curiosity to learn more through additional research.</p> <p><i>You will read more about Garrett Morgan in one of your decodable texts.</i></p>
<p>slide 6</p>	<p><i>What does it mean that Sarah Mather <b>improved</b> her tool?</i></p> <p>Harvest a few ideas, then provide a definition.</p>
<p>slide 7</p>	<p><i>“Science” is a big category that includes different topics of study. A <b>field</b> of science is an area, or sub-topic. Biology is one example: the study of living things. Computer science is another field. Many scientists focus on one field, but JC Bose studied in many.</i></p>
<p>slide 8</p>	<p><i>What does Roberto Moura’s invention remind you of? What is a modern day tool similar to this that we use to send messages with sound? [a megaphone]</i></p>
<p>slide 11</p>	<p><i>What do you think it means that bees communicate <b>efficiently</b>?</i></p> <p>Harvest a few ideas, then provide a definition.</p>

	<i>As you plan your light and sound communication tools for four year olds, you might also be inspired by animals or other parts of nature.</i>
slide 12	Show the video (5 minutes long). Again pose the questions on the board. <i>Ayah Bdeir not only invented something, but her invention is meant to inspire others. What do you feel inspired to build when you see her invention, Little Bits?</i>
<b>Key Discussion and Activity</b> 6 minutes	Think, Pair, Share. Prompt 1: <i>What did some of the inventors and inventions have in common? How are these inventions connected?</i> As children share to the whole group, click back to show slides they refer to or that support their thinking.  Prompt 2: <i>Which inventor or inventions are you most curious about? Why?</i> As children share to the whole group, record the names of inventors and inventions children are interested in learning more about, either on a chart or in notes.
<b>Closing</b> 1 minute	<i>Tomorrow we will read a text to learn more about one of the important inventors we met today—someone who made an important invention using light. Can you figure out who it is? [Lewis Latimer]</i>
<b>Standards</b>	<b>R.4.1.a</b> Ask and answer questions about who, what, when, where, and how. <b>R.6.1.b</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text. <b>SL.1.1.c</b> Ask questions to clear up any confusion about the topics and texts under discussion. <b>SA 4.3.</b> Identify interests, motivators and aspirations. Demonstrate self-efficacy and confidence.
<b>Ongoing assessment</b>	Listen to children’s responses during the whole group conversation and Think, Pair, Share. Do children identify at least one important idea about each inventor? What questions do children ask, and what do these questions reveal about their thinking? What connections do children make among the various inventors and inventions? What specific interests do children express about these inventors and inventions? Do they identify areas of interest?

**Notes**

Empty rectangular box for notes.