



WEEK 6 Day 5

Text Talk
“Lewis Latimer and the Long-Lasting Light Bulb” (slides)

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 Objectives	<p>I can ask and answer questions about key words and details in the text in order to understand the text’s key ideas. (R.4.1.a, R.7.1.b).</p> <p>I can use nonfiction text features to support making meaning of the text’s key ideas. (R.8.1.b)</p>
Language Objectives	<p>I can use various strategies to determine the meaning of unfamiliar vocabulary in the text. (L.4)</p> <p>I can ask questions during discussion in order to clarify the meaning of the text. (SL.2.1.a)</p>
Vocabulary	<p>dim: (adj) not shining brightly; (v) to become or make less bright</p> <p>available: to be able to be used</p> <p>glow: to give out steady light without a flame</p> <p>reduce: to make less</p> <p>prevent: to keep something from happening</p> <p>anti-racist: a person who actively works to end systems and policies that are racist</p> <p>activist: a person who works to bring about social or political change</p>
Materials and Preparation	<ul style="list-style-type: none"> ● “Lewis Latimer and the Long-Lasting Light Bulb” slides ● a light bulb that is no longer working (that rattles) and a fresh light bulb, optional

	<ul style="list-style-type: none"> ● lamp to accommodate light bulbs, optional If using the lamp, arrange and plug it in without a bulb in the whole group meeting area. <p>On the whiteboard write: What have you learned about Lewis Latimer? What are you wondering about Lewis Latimer or his inventions?</p>
<p>Opening 1 minute</p>	<p>Introduce the text and set a purpose. <i>Yesterday we were introduced to lots of inventors who used light and sound to make a difference in our world. Today we will zoom in on one of these inventors, Lewis Latimer.</i></p> <p><i>The text on slides is titled “Lewis Latimer and the Long-Lasting Light Bulb.” As we read, we’ll stop to ask and answer questions about some of the important vocabulary and key details in the text. At any point while we’re reading today, signal if you have a question about a word or a detail.</i></p> <p><i>We’ll notice some text features such as headings and photographs with captions that will help us make sense of the information in the text.</i></p>
<p>Text and Discussion 17 minutes</p> <p>slide 2</p>	<p><i>What does it mean that the candlelight was dim? How is this different from the light from electric lighting today?</i></p> <p>Harvest a few responses.</p>
<p>slide 4</p>	<p><i>Inventors try to solve problems with the inventions they create. What problem was Lewis Latimer working to solve?</i></p> <p>Harvest responses. Reread to encourage children to refer to key details from the text.</p>
<p>slide 5</p>	<p>Read the text once through fluently. <i>This slide has very specific information about light bulbs. The word “filament” is written in bold, which signals that it is an important word to understand. As I read it a second time, see if you can use the words and the diagram to make sense of what a filament is.</i></p> <p>Read the text a second time. <i>Turn and tell your partner: What is a filament, and why is it an important part of a light bulb?</i></p> <p>Show and shake the non-working light bulb to demonstrate that the filament has broken. Gently shake the fresh bulb to demonstrate that the filament seems to be intact. Try each of the bulbs in the lamp.</p>

	<p>Referring again to the slide, point out the caption, which indicates that the image is a drawing by Lewis Latimer.</p> <p>Read the second paragraph again. <i>What do you think it means that Lewis Latimer added a coating to the filament? What makes you think this?</i></p>
slide 6	<p><i>What was so important about Lewis Latimer’s invention? Turn and tell a partner.</i></p> <p><i>When we talk about the invention of the light bulb, many people think first of Thomas Edison. In fact, a very large electricity company is named for Edison, so lots of people know his name. During his lifetime, Lewis Latimer was not as famous as Thomas Edison, but without him we wouldn’t have the light bulb as we know it today. Now you know more about important light bulb inventions.</i></p>
slide 7	<p><i>According to the heading, what will we learn about in this next section?</i></p>
slide 9	<p>Read the slide. Give children a moment to look carefully at the photo of the Edison Pioneers and think about the text. Invite children to ask questions and share reactions. (Children might also notice the lack of women in the photo; this is addressed in lessons related to <i>Marvelous Mattie</i> in Week 7.)</p> <p>Provide time outside of the Text Talk lesson to continue discussion of racism and sexism in the sciences and other fields.</p>
slide 10	<p><i>What does the heading tell us about Lewis Latimer?</i></p> <p><i>Take a look at the drawings, photos and the captions. How do they add to what you learned from the words on the slide?</i></p>
slide 11	<p><i>What do you think anti-racist activists are?</i></p> <p>Reread the sentence “He had seen the exclusion of Black inventors...” Prompt children to use this context as well as their knowledge from outside the text to support their meaning making.</p> <p>After harvesting children’s ideas, provide a definition and cite Marley Dias as one example of an anti-racist activist.</p> <p><i>Why do you think that historians turned his house into a museum?</i></p> <p>Harvest children's ideas and connections to other historical monuments with which they may be familiar.</p>
Key Discussion and Activity 6 minutes	<p>Invite children to Think, Pair, Share.</p> <p>Prompt 1: <i>What did you learn about Lewis Latimer?</i></p>

	<p>Prompt 2: <i>What are you wondering about Lewis Latimer or his inventions?</i></p> <p>As children share in the whole group, refer to and show specific slides.</p>
<p>Closing 1 minute</p>	<p><i>Today we paid close attention to the words of the text to make sure we understood its important ideas. Next week you'll read and think about parts of this text again as part of our end of unit assessment.</i></p>
<p>Weekly Question Chart 5 minutes</p>	<p>Refer to the Weekly Question Chart.</p> <p><i>This week we have been thinking about this question: How do people use light?</i></p> <p>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: Abbie Burgess used light to keep ships safe; Inventors use light to solve problems and make contributions to our daily lives; Lewis Latimer improved light bulbs so that they could last a long time; we use light to see, to send messages and to warn of danger.</p>
<p>Standards</p>	<p>R.4.1.a Ask and answer questions about who, what, when, where, and how.</p> <p>R.7.1.b Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>R.8.1 b Determine and use text features (e.g., headings, bold print, indexes, graphics, tables of contents, glossaries, links, icons) that help locate key facts or information in a text.</p> <p>L.4 Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.</p> <p>SL.2.1.a Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>
<p>Ongoing assessment</p>	<p>Listen to children's responses during whole group conversations and Think, Pair, Share.</p> <p>Do children use key details to answer the questions?</p> <p>What do children communicate about Lewis Latimer and his inventions?</p> <p>What do children wonder?</p> <p>How do children use text features to make sense of information and vocabulary?</p> <p>How do children use context to make meaning of unfamiliar words?</p>