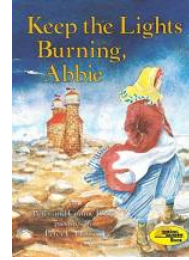


Unit 4: Communicating with Sound and Light



WEEK 5 Day 5

Text Talk
Keep the Lights Burning, Abbie
Read 3 of 3

Big Ideas	Light and sound travel. Humans and other animals communicate with light and sound.
Weekly Question	How does light change?
Content Objectives	I can answer questions about key details in a text. (R.4.1.a) I can analyze words and phrases in a story to describe a character. (R.6.1.a, R.7.1.a)
Language Objective	I can determine the meaning of phrases in a text using key details from the story. (L.4)
Vocabulary	lighthouse: a tower with a light on the top that warns or guides ships at sea sail: to travel in a boat oil: a liquid used for fuel trim: to cut wick: the waxy string on a candle match: a short, thin piece of wood used to light a fire whitecaps: foamy, white water on the top of a wave steer: to guide the movement of something wade: to walk through water persevere: to keep trying and to overcome a challenge perseverance: continued effort motivate: to give a reason for doing something

<p>Materials and Preparation</p>	<p>Ahead of the lesson, group children into heterogeneous reading triads for the Triad Reading routine.</p> <ul style="list-style-type: none"> ● <i>Keep the Lights Burning, Abbie</i>, Peter and Connie Roop ● The History and Geography of Matinicus Rock slides ● <i>Keep the Lights Burning Abbie</i> excerpt for close reading ● Weekly Question Chart <p>On the whiteboard write: How does Abbie show perseverance? What motivates Abbie to persevere?</p>
<p>Opening 1 minute</p>	<p><i>We have now read Keep the Lights Burning, Abbie and learned a little history about the real Abbie Burgess. Based on the story, what adjective would you use to describe how Abbie acted in the story?</i></p> <p>Elicit a few ideas. (brave, courageous, not scared, hardworking)</p> <p><i>When we use adjectives to describe how characters act, we describe their traits. One trait that Abbie shows is perseverance.</i></p> <p>Perseverance means continued effort; to persevere is to keep trying and overcome a challenge. Someone who shows perseverance does not give up, even when something feels really hard.</p> <p>Set a purpose for reading.</p> <p><i>The authors of this story don't always tell us exactly how Abbie is feeling or acting. Today, we'll read an important part of the story closely to understand how Abbie shows perseverance.</i></p>
<p>Text and Discussion 6 minutes</p> <p>slide 2, page 10</p>	<p>Invite children to chorally read the excerpt.</p> <p><i>What does it mean that Abbie's "legs felt too heavy to run"? How is she feeling here, in the beginning of the story?</i></p>
<p>slide 3, page 14</p>	<p>Invite children to chorally read the excerpt.</p> <p><i>Why do you think the authors wrote that the towers seemed "as high as the sky"? What does this tell us about how Abbie is feeling?</i></p> <p><i>We understand that Abbie was feeling scared at first. Now we'll read an important event from the story to see how Abbie perseveres even when she feels scared.</i></p>
<p>Key Discussion and Activity 12 minutes</p> <p>slides 3 and 4</p>	<p>Distribute the text excerpts. Move children to assigned small groups, and invite them to read together.</p> <p><i>In your groups, read this excerpt and then discuss the first question on the whiteboard: How does Abbie show perseverance?</i></p> <p>As children read, circulate to support them and listen for understanding. [Abbie kept trying to light the match; she lit each lamp; she went to both</p>

	<p>lighthouse towers; she got out of bed and scraped ice off the windows; she climbed up and down the stairs.]</p> <p>Bring the children back to the whole group. Continue to analyze the text together.</p> <p><i>What does it tell us that Abbie’s “hands were shaking?”</i></p> <p><i>How does Abbie show perseverance in the second paragraph (page 28)?</i></p>
slides 3 and 4	<p>Invite children back into their triads.</p> <p><i>Now you’re going to read the excerpt again. This time, you’ll discuss the second question on the whiteboard: What motivates Abbie to persevere?</i></p> <p>As needed, define “motivate.”</p> <p>As children read, circulate to support them and listen for understanding. [She thought about the ships at sea.]</p> <p>Bring the children back to the whole group. Continue to analyze the text together.</p> <p><i>Why do you think the authors included the detail that a ship saw the lights and steered away from dangerous rocks? Why is this important?</i></p> <p><i>Why couldn’t Abbie sleep?</i></p>
Closing 1 minute	<p><i>Abbie Burgess was one person in history who used light to solve a problem! Next week we’ll learn more about people from history who persevered to use light and sound to solve problems.</i></p>
Weekly Question Chart 5 minutes	<p>Refer to the Weekly Question Chart.</p> <p><i>This week we have been thinking about this question: How does light change?</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: Light changes when it bounces off an object by causing a reflection; light changes from light to dark; the way people have used light has changed over time.</p>
Standards	<p>R.4.1.a Ask and answer questions about who, what, when, where, and how.</p> <p>R.6.1.a Describe characters, settings, and major events in a story, including details about who, what, when, where, and how.</p> <p>R.7.1.a Identify words and phrases in a text that suggest feelings or appeal to the senses.</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.
Ongoing assessment	Listen to children’s responses during whole group conversation and Think, Pair, Share. Do children use key details to answer the questions? How do children interact with the printed copy of the text? How do triads work together to access and reread the text? Do children demonstrate understanding of the concept of perseverance, using details from the story?

Notes