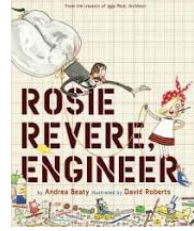


Unit 4: Communicating with Sound and Light



WEEK 6 Day 2

Text Talk
Rosie Revere Engineer
Read 1 of 2

Big Ideas	People innovate and invent to solve problems. Humans and other animals communicate with light and sound.
Weekly Question	How do people use light?
Content Objectives	I can identify and describe the major events in a story. (R.6.1.a) I can identify words in the story that show how Rosie is feeling at different parts of the story. (R.7.1.a)
Language Objective	I can use context clues to determine the meaning of key vocabulary in the story. (L.4)
Vocabulary	invent: to create or design something that has not existed before engineer: someone who designs and builds engines, machines, or structures daring: brave dismayed: upset, distressed fail: to be unsuccessful in reaching a goal failure: lack of success flop: a failure gadget: a small mechanical or electronic device, especially an ingenious one gizmo: a gadget horror: an intense feeling of fear and shock perplexed: puzzled or confused

<p>Materials and Preparation</p>	<ul style="list-style-type: none"> ● <i>Rosie Revere, Engineer</i>, Andrea Beaty <p>Pre-mark page numbers in the book to correspond with the lesson. Page 1 is the illustrated page that precedes “This is the story of...”</p> <p>On the whiteboard write: Based on the story, what do you think an engineer is? How do Rosie’s feelings change through the story?</p>
<p>Opening 1 minute</p>	<p>Introduce the text.</p> <p><i>Yesterday we began thinking about all the ways that people use sound and light, and you began thinking about tools you will design that use light or sound to communicate. Over the next few days we’ll learn about people who have solved problems by inventing with light and sound.</i></p> <p><i>We’ll begin by reading a fictional story titled Rosie Revere, Engineer. This author/illustrator team, Andrea Beaty and David Roberts, also wrote and illustrated Ada Twist, Scientist—we read that book way back in the fall!</i></p> <p><i>Rosie Revere is a character who Andrea Beaty invented, or made up, but she is inspired by a real person. We’ll learn about that person tomorrow. Here in the title and as we read, we’ll hear the word “engineer” many times; let’s see what we think it means when we get to the end of the story. You might remember this word from K2; we can use this story to help us expand our understanding of the word.</i></p> <p>Set a purpose for the read.</p> <p><i>As we read today, we’ll also notice what inspires Rosie to create each of her inventions. We’ll listen for words that help us get to know Rosie and show us how she feels throughout the story. Noticing Rosie’s feelings and how they change will help us identify the story’s most important events.</i></p>
<p>Text and Discussion 17 minutes</p> <p>page 2</p>	<p><i>What do we learn about Rosie here on the first page?</i></p> <p>Elicit responses. Reread the line “young Rosie sat shyly, not daring to speak” to support children’s thinking.</p>
<p>page 6</p>	<p>Gadget and gizmo are synonyms. They both mean a small mechanical or electrical device or creation.</p> <p><i>Why do you think she hides her creations under the bed? What does this tell us about her?</i></p>

<p>page 12</p>	<p>Before reading the page, remind children to listen for words that reveal how Rosie is feeling. <i>Put a thumb up when you hear words that describe Rosie’s feelings.</i> Read the page.</p> <p><i>How is she feeling when she first brings her creation to Fred?</i> Reread the sentence, “And when it was finished, young Rosie was proud,…”</p> <p><i>How have Rosie’s feelings changed after showing the hat to Fred?</i> <i>Turn and tell a partner.</i></p> <p><i>Fred laughed at Rosie’s creation. The author uses the words dismayed and perplexed to show that Rosie feels upset and confused.</i></p> <p>Highlight an important story event. <i>Let’s reread the last line. It reads, “... and after that day kept her dreams to herself.” Why is this an important event in Rosie’s life?</i> Harvest several responses. Discuss the meaning of “kept her dreams to herself” and connect this to her feelings. [embarrassed]</p>
<p>pages 15-16</p>	<p><i>What is a “daring idea”?</i> <i>What do you predict might happen?</i> Harvest a couple of predictions before reading page 16. <i>How do we know something important is about to happen in the story?</i> [The author said a “daring idea crept into her head” and the question kept Rosie awake all night.]</p>
<p>page 17</p>	<p><i>What does the author mean by writing that the invention might be “a flop”?</i></p> <p>Read to the end of the story with minimal stops.</p>
<p>Key Discussion and Activity 6 minutes</p> <p>page 28</p>	<p>Return to and reread page 28 (“They worked till the sun sneaked away…”) Think, Pair, Share. Prompt 1: <i>Something really important happened here! What happened on this page and why is it an important event in the story?</i> Harvest several responses. Reread the full page to support children’s interpretation. [Rosie and Aunt Rose work together; Rose gives Rosie her headscarf to let Rosie know she appreciates her effort; Rosie feels encouraged to keep inventing.]</p> <p>Prompt 2: <i>How do Rosie’s feelings change through the story?</i></p> <p>Bring children back to the whole group for a final discussion. <i>Now that we’ve read the full story, what do you think it means to be an engineer?</i></p>

	Encourage children to cite specific examples from the story to support their thinking. Provide a definition after harvesting multiple ideas (someone who designs and builds engines, machines, or structures).
Closing 1 minute	<i>Tomorrow we'll think more about the qualities an engineer must have to do their work. We'll closely read the pages that led up to this important event and think about the message in the story.</i>
Standards	<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> <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>
Ongoing assessment	<p>Listen to children's responses during the whole group conversation and Think, Pair, Share.</p> <p>Which words do children identify that signal feelings?</p> <p>Which details do children cite to respond to questions?</p> <p>How do children identify and describe major events in the story?</p> <p>What do children communicate and understand about the work of an engineer?</p>

Notes