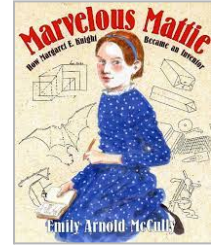


WEEK 7 Day 1



Text Talk
Marvelous Mattie: How Margaret E. Knight Became an Inventor
 Read 1 of 3, Pages 1-16

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 inventors and innovators make a difference?
Content Objective	I can ask and answer questions about key details in the story in order to understand the characters and setting in a historical time-period. (R.4.1.a, R.6.1.a)
Language Objectives	<p>I can use context to determine the meaning of unfamiliar vocabulary in the text. (L.4.1.a)</p> <p>I can build on my classmate’s ideas in group and partner discussion. (SL.1.1.b)</p>
Vocabulary	<p>brainstorm: thinking through various solutions and ideas</p> <p>discouraged: disheartened; having lost confidence</p> <p>invent: to create or design something that did not exist before</p> <p>improve: to make better</p> <p>lawyer: a person who practices or studies the law</p> <p>locomotive: a powered train car that pulls the rest of the train</p> <p>originality: thinking independently and creatively</p> <p>production: that act of making or manufacturing a product</p> <p>prove: to demonstrate the truth with evidence</p>

	<p>mill: a building with machinery; a factory</p>
<p>Materials and Preparation</p>	<ul style="list-style-type: none"> ● <i>Marvelous Mattie: How Margaret E. Knight Became an Inventor</i>, Emily Arnold McCully Pre-mark page numbers in the book so that page 1 begins with “Mattie Knight lived...” ● Sentence Frames for Discussion Chart (I agree/disagree with ____ because ____.) <p>On the whiteboard write: What do we know about Mattie so far?</p>
<p>Opening 3 minutes</p>	<p>Introduce the text and set a purpose. <i>Last week we began learning about inventors using light and sound to creatively solve problems. This week we’ll read a biography of an inventor and think about how inventors and innovators make a difference in our world.</i></p> <p><i>This inventor is Margaret E. Knight, and the text is titled <i>Marvelous Mattie: How Margaret E. Knight Became an Inventor</i>. Emily Arnold McCully wrote this biography in the form of a story. So although it has true historical information, we’ll read and analyze it the way we read stories—we’ll begin by getting to know the characters and the setting.</i></p> <p><i>Margaret E. Knight lived during the same time period as Lewis Latimer; she was born in 1838 and he was born in 1848. What are some things we learned about the 1800s by reading the biography of Lewis Latimer?</i></p> <p>Harvest a few ideas, then provide some context. <i>A lot of things we use today, such as light bulbs, were invented during a time known as the Industrial Revolution in the United States. People began to use more machines in factories to produce things people needed in everyday life. These machines made it possible to make many of each item quickly that would have taken much longer for people to make by hand.</i></p> <p><i>Are you making any connections to what we have learned about where resources come from? [for example, machines can assemble many sneakers quickly]</i></p> <p><i>People were very interested in this idea of making great numbers of things quickly. With many factories opening, it was a great time to be an inventor! We can use the key details in this story to uncover</i></p>

	<p><i>what life was like in the 1850s for Mattie. We'll also read to find out how Mattie responded to the challenges she faced.</i></p> <p><i>Today we'll read the first half of the story and consider the question, What do we know about Mattie so far?</i></p>
<p>Text and Discussion 13 minutes page 1</p>	<p><i>A widow is someone whose spouse (husband) has died.</i></p> <p><i>What does it mean, "They were poor, but Maddie didn't feel poor?" What does this tell us about what life was like for her?</i></p> <p>Harvest several ideas.</p> <p><i>Why do you think her brothers called her sketches "brainstorms"? Turn and tell a partner.</i></p> <p><i>A brainstorm is when people come up with ideas or solutions to a problem. We brainstorm together to create a list, for example. Who else, both real and fictional, have we learned about who sketched his or her brainstorm? [Rosie Revere, Lewis Latimer]</i></p> <p>Give children a moment to look closely at the sketch of the foot warmer and connect it with the words of the text.</p>
<p>page 3</p>	<p>Read the last two sentences a second time, beginning with "Their mother shook her head."</p> <p><i>Why do you think their mother shakes her head and describes Mattie as "a strange girl"? What does this tell us about this time period?</i></p> <p>Harvest several ideas and reactions.</p>
<p>page 4</p>	<p><i>Why would someone say, "A girl couldn't make that"? How does this help us understand more about the time period?</i></p> <p>Harvest several ideas and reactions.</p> <p><i>It is unfair to think that a girl couldn't invent a kite. The belief that girls are not as smart or as capable as boys is called sexism. As we keep reading, we'll see how Mattie responded to sexism she faced.</i></p>
<p>page 6</p>	<p><i>A mill is a type of factory with machinery in it. Some mills grind wheat into flour. A textile mill is where fabrics are produced.</i></p>
<p>page 8</p>	<p><i>What do you think is the job of an overseer?</i></p> <p>Collaboratively define the word "overseer" using sentence level context and word parts.</p>
<p>pages 9- 10</p>	<p><i>What do we learn about Mattie here?</i></p> <p>Harvest a few ideas and prompt children to reference details in the text.</p>

page 14	Pause to explain how threads could snap and the meaning of “making missiles of the shuttles.”
page 16	<p>Read to the end of the page.</p> <p style="text-align: center;"><i>We learned something about patents last week when we read about Lewis Latimer.</i></p> <p>Reread the last paragraph of page 16, and explain the meaning of “patent.”</p> <p>Stop reading at the end of this page.</p>
Key Discussion and Activity 8 minutes	<p>Refer to the Sentence Frames for Discussion.</p> <p style="text-align: center;"><i>Why do you think Mr. Baldwin says, “But I guess they wouldn’t give a patent to a little girl?” What does this tell us about what the 1850s were like for girls and women?</i></p> <p style="text-align: center;"><i>Do you think Mr. Baldwin believes in Mattie? Why or why not?</i></p> <p>Facilitate a discussion, prompting children to refer back to key details in the story and to build on each other’s ideas.</p> <p>Think, Pair, Share.</p> <p>Prompt 1: <i>What do we know about Mattie so far?</i></p> <p>Prompt 2: <i>Based on what we are learning about the time period and about Mattie, what do you predict will happen? Will she get a patent for her inventions? Why or why not?</i></p>
Closing 1 minute	<p style="text-align: center;"><i>Tomorrow we’ll read the rest of this true story about Margaret Knight, and you’ll see if your predictions are on track!</i></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>L.4.1.a Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>SL.1.1.b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p>
Ongoing assessment	<p>Listen to children’s responses during whole group conversations and Think, Pair, Share.</p> <p>What do children communicate about the historical time period?</p> <p>What do children communicate about the setting and characters?</p> <p>How do children use context to make meaning of unfamiliar words?</p> <p>Do children use key details to answer questions and make predictions?</p>