



WEEK 7 Day 4

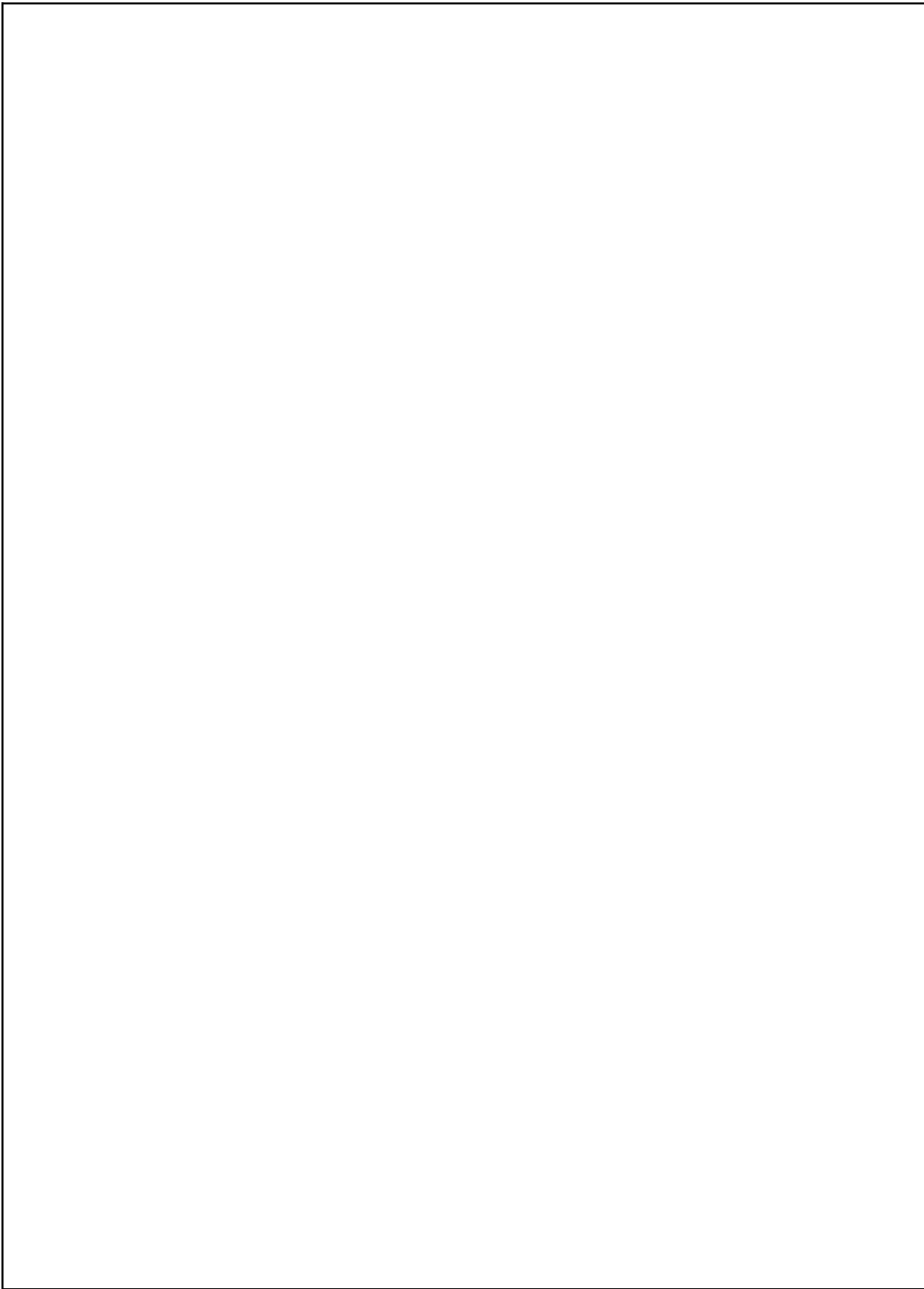
Text Talk
“Lewis Latimer and the Long-Lasting Light Bulb” slides

Big Ideas	People innovate and invent to solve problems.
Weekly Question	How do inventors and innovators make a difference?
Content Objective	I can connect ideas from a historical text in order to explain how Lewis Latimer was an innovator and inventor who made a difference in his community. (R.6.1.a)
Language Objective	I can use vocabulary from the text and from the unit to engage in a discussion and build on my classmate’s ideas. (SL.1.1.b, L.6.1)
SEL Objective (BOSTON SEL Standards)	I can identify what inspires me and my aspirations. (SA 4.3)
Vocabulary	<p>innovate: to make changes in something that already exists</p> <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>activist: a person who works to bring about social or political change</p> <p>anti-racist: a person who actively works to end racist systems and policies</p>
Materials and Preparation	<ul style="list-style-type: none"> ● “Lewis Latimer and the Long-Lasting Light Bulb” slides ● <i>Marvelous Mattie: How Margaret E. Knight Became an Inventor</i>, Emily Arnold McCully, for reference Flag pages 3-4 and 23-24. <p>On the whiteboard write:</p>

	How did Lewis Latimer make a difference in his community?
Opening 1 minute	Review the text and set a purpose. <i>Yesterday we thought about how Mattie was both an inventor and an innovator, and how she made a difference in her community. Today, we'll reread the biography of Lewis Latimer to think about this same question as we read.</i> Refer to the question on the whiteboard, How did Lewis Latimer make a difference in his community?
Text and Discussion 15 minutes slide 5	Read through slides 1-4 with minimal to no stopping. <i>How is Lewis an innovator?</i> [He tried different filaments to improve the light bulb.]
slide 6	<i>How did Lewis Latimer make a difference with his light bulb?</i> Harvest responses, prompting children to refer to specific details from the text.
slide 8	<i>What connections can you make between this information and what we learned in Marvelous Mattie?</i> Highlight connections about patents and drawing ideas for inventions.
slide 9	Refer to the flagged pages of <i>Marvelous Mattie</i> . <i>In the 1850s, people doubted that Mattie made her inventions because she was a girl and woman. We have also noticed that Lewis Latimer was the only Black inventor in this special group, the Edison Pioneers.</i>
Key Discussion and Activity 8 minutes slide 11	Think, Pair, Share. <i>How does the information on this slide show us that Lewis Latimer made a difference in his community beyond being an inventor and innovator?</i> Continue a whole group discussion. <i>How does Lewis Latimer inspire you?</i> Invite children to share their aspirations.
Closing 1 minute	<i>Later today in Stations you'll think and write more about Lewis Latimer and his inventions for the End of Unit Assessment.</i>
Standards	R.6.1.a Describe characters, settings, and major events in a story, including details about who, what, when, where, and how. SL.1.1.b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

	<p>L.6.1 Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p> <p>SA 4.3 (Boston) Identify interests, motivators and aspirations. Demonstrate self-efficacy and confidence.</p>
<p>Ongoing assessment</p>	<p>Listen to children’s responses during whole group conversations and Think, Pair, Share.</p> <ul style="list-style-type: none"> What connections do children make among various events in Lewis Latimer’s life? What understanding do children demonstrate of the concepts of inventors and innovators? How do children draw on unit vocabulary in a group discussion? How do children build on each other's ideas? What personal inspirations and aspirations do children share?

Notes



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