



WEEK 4 Day 4

Text Talk
Oscar and the Moth
 Read 1 of 2

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| Big Ideas | <p>Light and sound travel.</p> <p>Materials interact with light in different ways.</p> <p>Humans and other animals communicate with light and sound.</p> |
| Weekly Question | What is light? |
| Content Objectives | I can use words and illustrations to retell the key ideas in an informational text. (R.5.1.a, R.11.1.c, R.11.1.d) |
| Language Objective | I can ask clarifying questions to my peers in a group discussion. (SL.2.1.b) |
| Vocabulary | <p>star: a body of glowing light in the night sky</p> <p>firefly: a type of flying beetle that glows</p> <p>dusk: the time of evening when the sky grows dark</p> <p>signal: a gesture, action, or sound that communicates information; a message</p> <p>dazzle: to sparkle</p> <p>rim: the upper or outer edge of an object, usually a circular object</p> <p>disturb: to interrupt</p> <p>bait: food used to entice fish or other animals</p> <p>lure: to tempt a person or animal to do something or go somewhere</p> <p>shadow: the dark area that is produced when an object comes between a light source and a surface</p> |
| Materials and Preparation | <ul style="list-style-type: none"> ● <i>Oscar and the Moth</i>, Geoff Waring ● Questions about Light chart, from previous days |

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| | <ul style="list-style-type: none"> ● Sentence Frames for Discussion <p>On the whiteboard write: What do you think are the most important facts about light that Oscar learned?</p> |
| <p>Opening 1 minutes</p> | <p>Refer to the Questions about Light chart.</p> <p><i>You've asked lots of questions this week about light. Today we'll read a narrative nonfiction text, Oscar and the Moth. Oscar also has lots of questions, and Moth provides him with lots of information.</i></p> <p><i>Have you ever seen a moth fly around a lamp at night? Moths are attracted to light—that must be why the author chose to use a moth to teach us about light!</i></p> <p>Set a purpose for reading.</p> <p><i>As we read, we'll gather information from both illustrations and words. After we read, we'll discuss what we think are the most important facts Oscar learns about light. You'll talk with each other using our Sentence Frames for Discussion about which facts you think are most important.</i></p> |
| <p>Text and Discussion 17 minutes</p> <p>Page 8</p> | <p><i>How does the position of the earth in relation to the sun affect whether it is light or dark out? Remember to use the illustration and the words in the text to understand this important idea.</i></p> |
| <p>page 12</p> | <p><i>This week we've been thinking about the question, What is light? We're learning that light is both natural and made by humans. What natural light are we learning about?</i></p> <p><i>And what light is made by humans?</i></p> |
| <p>page 19</p> | <p>Turn and Talk.</p> <p><i>Using the words and illustration on this page, identify the kinds of natural and human-made lights Oscar sees.</i></p> |
| <p>pages 20-21</p> | <p>Read through the pages without stopping.</p> <p><i>There are so many ways that animals produce light naturally! We'll revisit this page tomorrow to read it closely.</i></p> |
| <p>page 25</p> | <p><i>Where is the light source, if Oscar's shadow is there on the wall? Think about what we learned from the FOSS text.</i></p> <p>Read to the end of the story.</p> |

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| <p>Key Discussion and Activity 6 minutes</p> | <p>Facilitate a discussion. Refer to the Sentence Frames to support exchange of ideas.</p> <p><i>Remember, in a group discussion you can add on, agree with, or disagree with your classmate’s ideas. Let’s also practice asking clarifying questions if you want to know more about a classmate’s thinking.</i></p> <p>Suggest a few question stems, such as “Why do you think ...?” and “Can you say more about...?”</p> <p><i>Here is the question we’ll discuss: What do you think are the most important facts about light that Oscar learned?</i></p> |
| <p>Closing 1 minute</p> | <p><i>Tomorrow we’ll zoom in on one page to learn how animals produce their own light.</i></p> |
| <p>Standards</p> | <p>R.5.1.a Retell texts, including details about who, what, when, where, and how; demonstrate an understanding of the theme.</p> <p>R.11.1.c Use the illustrations and details in a text to describe its central idea.</p> <p>R.11.1.d Compare and contrast two texts on the same topic.</p> <p>SL.2.1.b Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> |
| <p>Ongoing assessment</p> | <p>Listen to children’s responses during whole group and partner conversations.</p> <p>Do children identify and explain key ideas from the text?</p> <p>Do children refer to key details from words and illustrations when discussing the text’s main ideas?</p> <p>What phrases do children use to build on each other’s ideas in discussion?</p> <p>Do children ask each other clarifying questions?</p> |

Notes

