



WEEK 5 Day 2

Text Talk: *All About Light*

Big Ideas	<p>Light and sound travel.</p> <p>Materials interact with light in different ways.</p>
Weekly Question	How does light change?
Content Objectives	<p>I can use details from photographs and words to retell key ideas about the concept of reflection. (R.5.1.b)</p> <p>I can distinguish information from photographs and words of the text. (R.9.1.b)</p>
Language Objectives	<p>I can determine the meaning of key vocabulary in the text by using both context and my background knowledge. (L.4.1.a)</p> <p>I can identify and describe real-life connections to the concept of reflection. (L.5.1.c)</p>
Vocabulary	<p>bounce: to rebound, or move away from a surface after hitting it</p> <p>direction: position in which a person or something moves or faces</p> <p>reflect: the action of light bouncing off an object</p> <p>reflection: effect of light (or sound or heat) bouncing off an object</p> <p>surface: the outside part or outer layer</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>All About Light</i>, Lisa Trumbauer, for reference ● <i>All About Light</i> slides ● <i>Foss Sound and Light</i>, “Reflections” pages 46-55, copies for each child or pair of children <p>On the whiteboard write:</p>

	How is a reflection different from a shadow?
Opening 1 minute	<p>Introduce the text and set a purpose. <i>Yesterday we explored some artwork that uses reflections. Today we will read an informational text, All about Light by Lisa Trumbauer, again.</i></p> <p><i>We'll use details from words and photographs to retell and explain the concept of reflection. We'll notice as we did yesterday that sometimes photographs give us additional or different information than the words of the text. We'll discuss these questions: What is a reflection? How is a reflection different from a shadow?</i></p>
Text and Discussion 13 minutes	<p>Show the slides and refer to the text <i>All about Light</i> from Week 4. <i>What is an object that we usually think of as bouncing?</i> Harvest several responses, making sure to include a ball.</p> <p>slide 3 pages 14-15</p> <p><i>What does the author mean by "Light can bounce?" Use the words and the photograph to explain what you think.</i></p> <p><i>How does the photograph help us understand the information?</i> Harvest several responses, encouraging children to build off each other's ideas and to refer to the photograph and words.</p>
slide 5 pages 18-19	<p><i>If there was no sun, what would the moon look like to us?</i> Harvest responses, rereading as needed for clarification.</p>
Key Discussion 10 minutes	<p>Gather children for a whole group discussion. <i>Using what we already know, how did the text and photographs today help us understand reflection?</i> As children respond, turn back to specific slides that support their thinking.</p>
Closing 1 minute	<p><i>Today we used photographs and words to learn more about the reflection. Reflection is one way that light changes. Light can also change through the use of lamps and light bulbs. Tomorrow we'll read a story to continue learning about light!</i></p>
Standards	<p>R.5.1.b Retell key details of texts, including the main topic. R.9.1.b Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. R.12 Read with sufficient accuracy and fluency to support comprehension L.4.1.a Read with sufficient accuracy and fluency to support comprehension. L.5.1.c Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p>

Ongoing assessment	Listen to children’s responses during whole group conversation and Think, Pair, Share. Do children use key details in both words and photographs to answer the questions? Do children distinguish information from photographs and words? Do children share connections and real-life examples of reflections and shadows? How do children interact with the printed copy of the text?
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Notes

