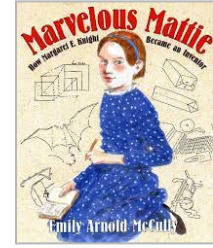


WEEK 7 Day 2



Text Talk
Marvelous Mattie: How Margaret E. Knight Became an Inventor
 Read 2 of 3, Pages 16-28

Big Ideas	People innovate and invent to solve problems.
Weekly Question	How do inventors and innovators make a difference?
Content Objective	I can retell key details to describe a central message about a character orally and in writing. (R.5.1.a, R.6.1.a, W.1.1.b)
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 add drawings to my response in order to elaborate on my ideas. (SL.3.1.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>
Materials and Preparation	<ul style="list-style-type: none"> <i>Marvelous Mattie: How Margaret E. Knight Became an Inventor</i>, Emily Arnold McCully

	<ul style="list-style-type: none"> ● a typical paper grocery bag ● writing response sheet, copy for each child ● writing tools <p>On the whiteboard write: How did Mattie demonstrate perseverance?</p>
<p>Opening 2 minutes</p>	<p>Introduce the text and set a purpose. <i>Yesterday we began reading the biography, <i>Marvelous Mattie: How Margaret E. Knight Became an Inventor</i> by <i>Emily Arnold McCully</i>. We learned a bit about what it was like to be a girl growing up in the 1850s.</i></p> <p><i>Today we'll continue reading the story to find out how Mattie grows and develops into adulthood. We'll think, draw, and write about this question: How did Mattie demonstrate perseverance?</i></p> <p><i>We've talked before about the word perseverance; it's one of our Weekly Words this week. What does it mean to have perseverance?</i></p> <p>Harvest a few responses. Highlight examples children cite of other characters and historical figures from unit texts.</p>
<p>Text and Discussion 10 minutes</p> <p>page 16</p>	<p>Show the page. Invite children to retell the key event. Reread the page if needed to reorient to the story.</p>
<p>page 17</p>	<p><i>Listen again to how the author describes the paper bags that were made at the factory where Mattie worked.</i></p> <p>Reread from "Its machines..." to the end of the page.</p> <p><i>How were these bags different from the paper bags we get today from the grocery store? Let's look at one to help us.</i></p> <p>Show children the paper bag, and invite children to make observations to compare it to the description in the text.</p>
<p>Pages 19-20</p>	<p><i>How is Mattie showing perseverance on these pages? Turn and talk with a partner.</i></p> <p>Encourage children to refer to key details as they talk.</p>
<p>page 21</p>	<p><i>Based on the details in the text, what do you think the expression "by trial and error" means?</i></p> <p>Harvest a few responses, and provide a definition and example.</p> <p>Reread the second paragraph.</p>

	<i>How does this paragraph help us understand how Mattie showed perseverance?</i>
page 23	<i>What do you notice about this illustration of the inventors' club? How would you describe the other inventors?</i> Children may notice and have reactions to the homogeneity of the group. Surface connections to learning about Lewis Latimer as the only Black inventor in the Edison Pioneers.
page 24	<i>What did the shop foreman, the person who manages other workers, assume about the invention? Why do you think he assumed this?</i> Harvest children's ideas. Highlight connections to the conversation about gender in the previous lesson.
page 25	<i>How do you think Mattie will prove the idea is hers?</i> Harvest several responses. Offer scaffolding questions such as, What specific evidence might Mattie have to show that she invented this machine?
page 26	<i>A lawyer helps people in a court of law. A lawyer can help people like Mattie make an argument with evidence and reasons.</i> Read to the end of the text.
Key Discussion and Activity 12 minutes	<i>Now we will have a chance to talk, draw, and write about how Mattie Knight showed perseverance throughout her life.</i> Refer to the question on the whiteboard. <i>Turn and talk: How did Mattie demonstrate perseverance? Remember to support your ideas with details from the story.</i> Distribute the response sheets, and send children to draw and write.
Closing 1 minute	As time permits, bring children back to the whole group, and invite a few children to share their work. <i>Tomorrow we'll think more about how Mattie was both an inventor and an innovator, and how she made a difference.</i>
Standards	R.5.1.a Retell texts, including details about who, what, when, where, and how; demonstrate an understanding of the theme. R.6.1.a Describe characters, settings, and major events in a story, including details about who, what, when, where, and how. L.4.1.a Use sentence-level context as a clue to the meaning of a word or phrase. SL.3.1.b Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. W.1.1.b Gather information from provided sources and/or recall information from experiences in order to answer questions with guidance and support from adults.

Ongoing assessment	Listen to children’s responses during whole group and partner conversations. Do children use key details to answer questions about the text? What examples from the story do children cite when describing Mattie’s perseverance? How do children use context to make meaning of unfamiliar words? Observe children’s writing. How do children’s written ideas align with their oral responses? Do children provide specific examples from the text to support their ideas? What do children communicate in their drawings?
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Notes