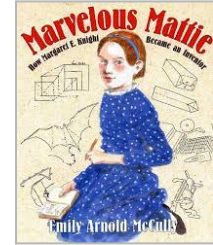


WEEK 7 Day 3



**Text Talk**  
***Marvelous Mattie: How Margaret E. Knight Became an Inventor***  
 Read 3 of 3

<b>Big Ideas</b>	People innovate and invent to solve problems.
<b>Weekly Question</b>	How do inventors and innovators make a difference?
<b>Content Objective</b>	I can connect ideas from a historical text in order to explain how Mattie Knight was an innovator and inventor who made a difference in her community. (R.1.b)
<b>Language Objective</b>	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)
<b>SEL Objective (BOSTON SEL Standards)</b>	I can identify what inspires me and my aspirations. (SA 4.3)
<b>Vocabulary</b>	<p><b>innovate:</b> to make changes in something that already exists</p> <p><b>brainstorm:</b> thinking through various solutions and ideas</p> <p><b>discouraged:</b> disheartened; having lost confidence</p> <p><b>invent:</b> to create or design something that did not exist before</p> <p><b>improve:</b> to make better</p> <p><b>lawyer:</b> a person who practices or studies the law</p> <p><b>locomotive:</b> a powered train car that pulls the rest of the train</p> <p><b>originality:</b> thinking independently and creatively</p> <p><b>production:</b> that act of making or manufacturing a product</p> <p><b>prove:</b> to demonstrate the truth with evidence</p>

	<p><b>mill:</b> a building with machinery; a factory</p>
<p><b>Materials and Preparation</b></p>	<ul style="list-style-type: none"> <li>● <i>Marvelous Mattie: How Margaret E. Knight Became an Inventor</i>, Emily Arnold McCully</li> <li>● Sentence Frames for Discussion Chart (I agree/disagree with ____ because ____.)</li> </ul> <p>On the whiteboard write: How did Mattie make a difference in her community?</p>
<p><b>Opening</b> 2 minutes</p>	<p>Review the text and set a purpose. <i>We've been learning about Margaret E. Knight. Today, we'll reread this historical story to make connections among events in Mattie's life. Then we'll have a discussion about how Maddie was both an inventor and innovator.</i></p> <p><i>What did Mattie <b>invent</b>?</i> [a foot warmer for her mother, a safety guard for machines, a machine to make flat-bottomed paper bags]</p> <p><i>What is an innovator?</i> Harvest children's ideas, and refer to the Weekly Word "innovate." <i>An <b>innovator</b> makes changes to something people already use.</i> <i>What did Mattie change and improve?</i> [kites, fast sleds, paper bags with a flat bottom]</p> <p><i>Mattie also changed people's attitudes and ideas. As we reread today, think about how Mattie made a difference beyond her inventions and innovations.</i></p>
<p><b>Text and Discussion</b> 13 minutes</p> <p>page 1</p>	<p><i>What inspired Mattie's inventions here?</i> Harvest ideas. [She wanted to solve problems that would help others.]</p>
<p>page 4</p>	<p>Reread the sentence, "A girl couldn't make that!" <i>Does this attitude stop Mattie from "having brainstorming"?</i> <i>She keeps inventing. How does this make a difference in her community?</i> Harvest children's ideas.</p>
<p>page 16</p>	<p><i>What inspired Mattie to invent the guard? How was this similar to the inventions she created at home for her family?</i> Harvest children's ideas.</p>

<p>page 23</p>	<p><i>We looked closely at this page yesterday and noticed that Mattie is the only woman inventor there. How do you think this might have made a difference in her community?</i></p> <p>Harvest children’s ideas.</p>
<p>page 28</p>	<p><i>How does Mattie change people’s ideas when she rejects the man’s offer to buy her patent?</i></p>
<p><b>Key Discussion and Activity</b> 6 minutes</p>	<p>Referring to the Sentence Frames for Discussion, facilitate a whole group discussion.</p> <p><i>How did Mattie make a difference?</i></p> <p><i>How does Mattie inspire you?</i></p> <p>Invite children to share their aspirations.</p>
<p><b>Closing</b> 4 minutes page 29</p>	<p><i>Writing this historically true story about Mattie required a lot of research. Let’s read what the author, Elizabeth Arnold McCully, says.</i></p> <p>Read the Author’s Note.</p>
<p><b>Standards</b></p>	<p><b>R.6.1.b</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><b>SL.1.1.b</b> Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p><b>L.6.1</b> 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><b>SA 4.3 (Boston)</b> Identify interests, motivators and aspirations. Demonstrate self-efficacy and confidence.</p>
<p><b>Ongoing assessment</b></p>	<p>Listen to children’s responses during whole group and partner conversations.</p> <p>What connections do children make among various events in Mattie’s life?</p> <p>What understanding do children demonstrate of the concepts of inventors and innovators?</p> <p>How do children draw on unit vocabulary in a group discussion?</p> <p>How do children build on each other's ideas?</p> <p>What personal inspirations and aspirations do children share?</p>

**Notes**

