Lesson 2.3
I See What You Mean
Lesson Overview

Students read *I See What You Mean*, a book about two girls who discuss how they are able to see objects in their environment. Students are introduced to the second guideline on the Asking Questions When You Read chart: *Is there information in the book to help me answer my question?* Pairs continue asking questions as they read and explore whether or not their questions can be answered by the text. Students learn more about the path that light travels before getting to the eye. The class discusses this path in two parts: light travels from the source to an object, and light then travels from the object to the eye. Students consider how light is different once it hits an object (it carries information about that object). The purpose of this lesson for students to continue constructing their ideas about how light allows an animal to see something.

**Anchor Phenomenon:** The population of Tokay geckos in a rain forest in the Philippines has decreased since the installation of new highway lights.

**Investigative Phenomenon:** Two girls see a peach.

**Students learn:**

- Asking questions, and then reading to find information that helps answer them, helps you understand science text.
- Light needs to get to an object for an animal to see the object.
Pairs practice the Asking Questions strategy as they read. Then, they discuss one of their questions and whether or not they answered it.

Instructional Guide

1. **Review the reading task.** Remind students they will read the book, recording their questions and any information that helps them answer their questions. Encourage students to record the page number where they find the information.

2. **On-the-Fly Assessment: Pairs ask questions as they read and record them in their notebooks.** Give students time to read the rest of the book with their partners. Circulate as they read and record, listening in and making note of the questions students are asking and whether or not they found information in the book that helps answer their questions. This will help you guide the discussion when students share their questions with the class.

3. **Have students star their on-topic questions.** After students have finished reading, ask them to review their questions and star the ones that are on-topic.

4. **Pairs discuss information that helped them answer their questions.** Have pairs discuss one of their questions about which they found helpful information in the book.

5. **Pairs share their questions with the class.** Call on several students to share a question and whether or not they were able to answer (or partially answer) it.
Embedded Formative Assessment

On-the-Fly Assessment 5: Asking Questions

Look for: This is students’ second opportunity to ask questions when reading. In this lesson, students learn a new element to the Asking Questions strategy: reading on to see if you find information to help you answer your questions. The book *I See What You Mean* invites students to think about how light allows us to see. As you circulate, make note of whether or not students are asking questions about how light travels from a source to the object, and then from that object to the eyes. In addition, if students have asked a question that can be answered by the book, look for whether they are able to find the information that answers their question. Note that not all questions can be answered by the book.

Now what? If students continue to ask unrelated questions, acknowledge that asking any kind of question shows that they are thinking about what they are reading. Point out that some questions are more useful than others in understanding the science ideas and helping to answer the lesson’s Investigation Question. Emphasize that questions about the science ideas related to what students have been investigating will most help them with their task of understanding how light allows an animal to see. You may want to provide additional modeling by using another example from *I See What You Mean*. Think aloud as you ask both an unrelated question and an on-topic question. Have students discuss which question is most useful in understanding important science ideas. Depending on how many students need this support, you could work with a few students individually during the Partner Reading activity, with a small group, or with the whole class.

If students have asked a question that could be answered (or partially answered) by the text and are not able to locate this information as they read, ask students to return to the text. First, now that they have read the whole book, have them consider what part of the book may be able to answer their question. If necessary, model choosing a part of the book to reread in order to try to find information that helps answer students’ questions. If you are working with a small group, students can help each other locate information in the text. If students have asked a question that the book does not answer, you can remind them that not every question is answered by the book. Let them know that scientists often look in many books to find answers to their questions, and if they still haven’t found the answer to their questions in those books, they do their own investigations.

Teacher Support

Rationale

Literacy Note: Recording Information During Reading
Recording ideas, observations, research, and data is an important part of what scientists and engineers do. In this lesson, students will be recording information that helps them answer one of their own questions. The table on page 28, Asking Questions When Reading: *I See What You Mean*, in the Investigation Notebook supports students as they practice asking questions and recording information while they read. In Lesson 3.2 and 4.1, students will have two more opportunities to record information as they read.
Possible Responses

Investigation Notebook
Asking Questions When Reading: I See What You Mean (page 28)

Answers will vary.
Asking Questions When Reading: *I See What You Mean*

1. As you read the book, record questions you have in the first column.
2. If you find the answers to your questions as you read, record your answers in the second column.

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<th>Question</th>
<th>Information from the book that helps answer my question</th>
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Investigation Notebook
Asking Questions When Reading: *I See What You Mean* (page 28)

Answers will vary.
**Hacer preguntas al leer: Veo lo que quieres decir**

1. Mientras lees el libro, apunta las preguntas que tengas en la primera columna.
2. Si encuentras las respuestas a tus preguntas mientras lees, apunta tus respuestas en la segunda columna.

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