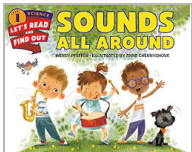
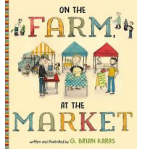
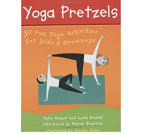


Unit 4: Communicating with Sound and Light WEEK 1 At a Glance

Weekly Question: What is sound?	
<p>Texts</p>   	<p>Vocabulary and Language</p> <p>Day 1: Introduce Weekly Words: senses, hear, motion Day 2: Introduce Weekly Words: listen, identify, pluck Day 3: Phrases of Place Day 4: Phrases of Place Day 5: Carousel Brainstorm</p>
<p>Mentor texts</p> <p><i>How Many Am I Hiding?</i> Directions You need o 8–12 connecting cubes o Recording Sheet (G27)</p>	<p>Text Talk</p> <p>Day 1: “Water Music” (audio) and <i>The Sound of Silence</i>, Read 1 Day 2: “Rain Spell” (audio) and <i>The Sound of Silence</i>, Read 2 Day 3: <i>Max Found Two Sticks</i> Days 4-5: <i>Sounds All Around</i>, Read 1</p>
  	<p>Stations</p> <p>Shared Reading: “Tapping Tate” Independent and Partner Reading Listening & Speaking: Talk, Draw, Talk; Listen & Respond (<i>Max Found Two Sticks</i>) Science Literacy: What is sound? Vocabulary: Draw for Meaning Word Work: align with phonics program</p>
<p>Science and Engineering</p> <p>Lesson 1: Exploring Sound Lesson 2: Exploring Sound 2</p>	<p>Studios</p> <p>Children make, collect, and represent sounds with a variety of media, across studios.</p>
<p>Writing: Procedure</p> <p>Day 1: Deconstruction: Review Procedure Purpose and Stages Day 2: Deconstruction and Joint Construction in Pairs: Steps Day 3: Deconstruction: Verbs and Adverbs; Joint Construction: Steps Day 4: Deconstruction: Adjectives ; Joint Construction: Materials, Title, Goal Day 5: Individual Construction: Planning; Joint Construction: Verbs</p>	