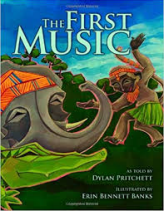
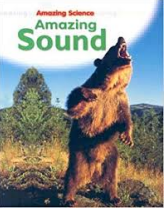
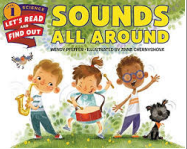



Unit 4: Communicating with Sound and Light WEEK 3 At a Glance

Weekly Question: How do people and other animals use sound?		
<p>Texts</p>    	<p>Vocabulary and Language</p> <p>Day 1: Introduce Weekly Words: communicate, produce, effect</p> <p>Day 2: Introduce Weekly Words: amplify, key, pitch</p> <p>Day 3: Word Relationships</p> <p>Day 4: Word Relationships</p> <p>Day 5: Carousel Brainstorm</p>	
	<p>Text Talk</p> <p>Day 1: <i>The First Music</i> (video)</p> <p>Day 2: <i>Amazing Sound</i>, Read 3</p> <p>Days 3-4: <i>Sounds All Around</i>, Read 2</p> <p>Day 5: “How Animals Use Sound” slides</p>	
	<p>Stations</p> <p>Shared Reading: “Way Down in the Music”</p> <p>Independent and Partner Reading</p> <p>Listening & Speaking: Talk, Draw, Talk; Listen & Respond (<i>The First Music</i>)</p> <p>Science Literacy: How does sound travel from the source to the receiver?</p> <p>Vocabulary: Draw for Meaning</p> <p>Word Work: align with phonics program</p>	
	<p>Science and Engineering</p> <p>Lesson 1: Sound Receivers</p> <p>Lesson 2: Echolocation</p>	<p>Studios</p> <p>Children explore and research sounds made and used by musicians as well as animals.</p>
	<p>Writing: Procedure</p> <p>Day 1: Peer-to-Peer Feedback</p> <p>Days 2-3: Revising and Publishing</p> <p>Day 4: Publishing</p> <p>Day 5: Presentation and Celebration</p>	