

Unit 4: Communicating with Sound and Light

WEEK 1 Days 1 & 2

Vocabulary & Language
Weekly Words

Weekly Question	What is sound?				
Language Objectives	I can talk with my classmates about words. (SL.1.1) I can connect words to my own real-life experiences. (L.5.1.c)				
Vocabulary	<table border="1"><tr><td>Day 1</td></tr><tr><td>senses: ways in which animals' bodies collect information about the world hear: to sense using ears motion: the action of moving or being moved</td></tr><tr><td>Day 2</td></tr><tr><td>listen: to hear and pay attention to sound identify: to name what something is pluck: to pull quickly, such as the strings of an instrument</td></tr></table>	Day 1	senses: ways in which animals' bodies collect information about the world hear: to sense using ears motion: the action of moving or being moved	Day 2	listen: to hear and pay attention to sound identify: to name what something is pluck: to pull quickly, such as the strings of an instrument
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Materials and Preparation	<ul style="list-style-type: none">• Week 1 Weekly Words cards• chart paper Create the week's Weekly Words chart by writing out the Weekly Words and their definitions. Add icons, sketches, or images as needed. On Day 2, the words identify and pluck use audio and video for elaborations. Set up appropriate technology.				

<p>Opening Day 1</p>	<p><i>Today we'll start a new list of Weekly Words. These words come from the books that we will be reading and the big ideas of our new study, Communicating with Sound and Light. Today's words are senses, hear, and motion.</i></p>
<p>Day 2</p>	<p><i>Let's continue learning our words for this week. Today's words are listen, identify, and pluck.</i></p>
<p>Discussion Day 1</p>	<p>Follow the steps of the Weekly Words routine. Refer to the chart and explain each step as needed. Hold up the appropriate word card as each word is taught.</p> <hr/> <p>senses Elaboration: <i>Our senses allow us to observe and understand the world. The ones we talk about most are hearing, sight, taste, smell, and touch. We also use the sense of balance.</i></p> <p>Think, Pair, Share prompt: <i>What do you notice about our classroom right now? Use at least two of your senses to collect information.</i></p> <hr/> <p>hear Elaboration: <i>When our ears work well, we hear sounds all the time, even when we are not paying attention to them. On a spring morning, even before I am fully awake, I often hear birds chirping outside my window.</i></p> <p>Think, Pair, Share prompt: <i>What sounds do you hear when you wake up?</i></p> <hr/> <p>motion Elaboration: <i>When the wind blows, it sets the leaves of trees in motion—the wind causes the leaves to move.</i></p> <p>Think, Pair, Share prompt: <i>What are some things you can do to set a ball in motion?</i></p>
<p>Day 2</p>	<p>listen Elaboration: <i>People love to listen to their favorite music. Sometimes when we listen, we also sing and dance along.</i></p>

	<p>Think, Pair, Share prompt: <i>What kind of music do you like to listen to?</i></p> <hr/> <p>identify Elaboration: <i>When we use the Peterson First Guide to Urban Wildlife, we observe details in order to identify specific animals. People who like birdwatching depend on field guides to identify birds by sight, but they also identify birds by sound. Let’s listen to the song of a robin (https://www.allaboutbirds.org/guide/American_Robin).</i></p> <p>Think, Pair, Share prompt: <i>Let’s be very quiet for 30 seconds. Then tell your partner what sounds you were able to identify.</i></p> <hr/> <p>pluck Elaboration: <i>Harp players pluck the strings of the instrument to produce sound. Let’s look and listen to the harpist Evelina Simon. (Play here; start at 0:50 for a few moments.)</i></p> <p>Think, Pair, Share prompt: <i>Can you show to your partner how Evelina plucked the strings of the harp?</i></p>
Closing	<i>This week, we’re talking about what sound is and how it is produced.</i>
Standards	<p>SL.1.1 Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>L.5.1.c Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p>
Ongoing assessment	<p>How do children interact with new and familiar words? How do children respond when they discover an error in their understanding or use of a word? How flexible are they when confronted with new definitions? How do children talk with peers about new words—do they use gestures, substitute familiar words, dig for descriptions, tell stories?</p>

	<p>Make notes about children’s familiarity with various kinds of words and the connections they make to specific words. Use this information to plan for embedded opportunities for teaching and reinforcing words.</p> <p>Use of a strategy such as pulling equity (name) sticks supports the participation of all children. Even with this kind of strategy, some children will benefit from extra turns for verbal participation.</p> <p>Maintaining a class vocabulary list will help track children’s vocabulary growth over time.</p>
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Notes

