

Unit 4: Communicating with Sound and Light

WEEK 2 Days 1 & 2

Vocabulary & Language
Weekly Words

Weekly Question	How do sounds change?				
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>soft: quiet property: how an object looks, feels, sounds, or tastes detect: to notice or sense</td></tr><tr><td>Day 2</td></tr><tr><td>volume: how loud or soft a sound is vibrate: to move back and forth quickly strum: to play a string instrument by sweeping the thumb up or down the strings</td></tr></table>	Day 1	soft: quiet property: how an object looks, feels, sounds, or tastes detect: to notice or sense	Day 2	volume: how loud or soft a sound is vibrate: to move back and forth quickly strum: to play a string instrument by sweeping the thumb up or down the strings
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Materials and Preparation	<ul style="list-style-type: none">• Week 2 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.				
Opening Day 1	<i>Today we’ll start a new list of Weekly Words. These words come from the books that we read and the big ideas from our study, Communicating with Sound and Light. Today’s words are soft, property, and detect.</i>				

Day 2	<i>Let's continue learning our words for this week. Today's words are volume, vibrate, and strum.</i>
Discussion Day 1	<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>soft Elaboration: <i>The sound of flowing water can be described as soft. Listening to this sound can help people relax.</i></p> <p>Think, Pair, Share prompt: <i>What are some soft sounds that you enjoy listening to? How do they make you feel?</i></p> <hr/> <p>property Elaboration: <i>Listen to the sound of the roaring of this lion.</i> Lion Roar (https://www.youtube.com/watch?v=OS0pZDPZWc8) <i>Two properties of this lion's roar are loud and deep.</i></p> <p>Think, Pair, Share prompt: <i>Think of a sound you know well. What are its properties?</i></p> <hr/> <p>detect Elaboration: <i>Sometimes we can detect who is coming up or down the stairs by the sound they make—some people make loud stomping sounds, and some people run quickly.</i></p> <p>Think, Pair, Share prompt: <i>How can you detect who is moving around your home?</i></p>
Day 2	<p>volume Elaboration: <i>When people are working near each other, they try to keep the volume of their voices low so everyone can concentrate. This is what we do in school, during Stations.</i></p> <p>Think, Pair, Share prompt: <i>How high or low is the volume of the TV or music at your house? Is it always the same or does it change?</i></p> <hr/> <p>vibrate</p>

	<p>Elaboration: <i>When I put my phone in my pocket, I can feel it vibrate when it rings. It moves back and forth very fast so I know that I am getting a call.</i></p> <p>Think, Pair, Share prompt: <i>Have you ever noticed machines vibrating, such as a washing machine or a refrigerator? Can you describe it?</i></p> <hr/> <p>strum</p> <p>Elaboration: <i>Let's watch to see what strumming looks like. The instrument we'll see is called a ukelele.</i></p> <p>Play How to Strum the Ukelele (2:32-2:42) (https://www.youtube.com/watch?v=JKtPE3HfL5c)</p> <p>Think, Pair, Share prompt: <i>After watching the video, how would you explain to a person at home how to strum a stringed instrument?</i></p>
Closing	<i>This week, we're talking about how sounds change and what we can do to change them. The words we're studying will help us to talk about how we can make and change sounds.</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>

	Maintaining a class vocabulary list will help track children’s vocabulary growth over time.
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Notes

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