

Unit 4: Communicating with Sound and Light

WEEK 3 Days 1 & 2

Vocabulary & Language
Weekly Words

Weekly Question	How do people and other animals use 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" style="width: 100%;"> <tr> <td style="text-align: center;">Day 1</td> </tr> <tr> <td> <p>communicate: to share information or feelings</p> <p>produce: to make</p> <p>effect: change that happens because of an action</p> </td> </tr> <tr> <td style="text-align: center;">Day 2</td> </tr> <tr> <td> <p>amplify: to increase the volume of sound, to make it louder</p> <p>key: small bar or button of an instrument that is pressed to produce or change sound</p> <p>pitch: how high or low a sound is</p> </td> </tr> </table>	Day 1	<p>communicate: to share information or feelings</p> <p>produce: to make</p> <p>effect: change that happens because of an action</p>	Day 2	<p>amplify: to increase the volume of sound, to make it louder</p> <p>key: small bar or button of an instrument that is pressed to produce or change sound</p> <p>pitch: how high or low a sound is</p>
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Materials and Preparation	<ul style="list-style-type: none"> ● Week 3 Weekly Words cards ● projector and screen ● chart paper <p>Create the week’s Weekly Words chart by writing out the Weekly Words and their definitions. Add icons, sketches, or images as needed.</p>				
Opening Day 1	<p><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 new study, Communicating with Sound and Light. Today’s words are communicate, produce, and effect.</i></p>				

Day 2	<i>Let's continue learning our words for this week. Today's words are amplify, key, and pitch.</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>communicate Elaboration: <i>When we work together we have to communicate our ideas to one another to understand each other's thinking.</i></p> <p>Think, Pair, Share prompt: <i>How do you communicate to a member of your family how you are feeling?</i></p> <hr/> <p>produce Elaboration: <i>To produce sound, a trumpet player blows air through the mouthpiece. He or she presses keys to change the sounds.</i></p> <p>Think, Pair, Share prompt: <i>Can you produce sounds with your mouth? Share and describe what you do.</i></p> <hr/> <p>effect Elaboration: <i>When we push the first domino in a long row we produce an exciting effect: all the pieces fall one after the other.</i></p> <p>Think, Pair, Share prompt: <i>Today's weather is _____. What effect does this weather have on people's behaviors?</i></p>
Day 2	<p>amplify Elaboration: <i>When people are demonstrating for change, they want everyone to hear them well. They might use megaphones to amplify their voices.</i></p> <p>Think, Pair, Share prompt: <i>Think of other situations in which people need to amplify their voices for everyone to hear them. When do you use a louder voice?</i></p> <hr/> <p>key Elaboration:</p>

	<p><i>Pianos have 88 black and white keys. The piano player can produce a variety of sounds from very low to high. Other instruments, such as trumpets, saxophones, and accordions, also have keys to produce a variety of sounds.</i></p> <p>Think, Pair, Share prompt: <i>Watch Sean Jones play the trumpet. Pay close attention to how he presses the trumpet’s keys.</i> Play video from :15 to :40 (https://www.youtube.com/watch?v=iPwLZLkhNFo). <i>Talk with your partner about what you observe.</i></p> <hr/> <p>pitch Elaboration: <i>We can make a low pitch sound or a high pitch sound [demonstrate each one].</i></p> <p>Think, Pair, Share prompt: <i>Listen to this sound.</i> Play sound effect video a couple of times (https://www.youtube.com/watch?v=6OjUE5FANOE). <i>Do you think it has a high or low pitch? Why? Can you think of something that makes a sound with a low pitch?</i></p>
Closing	<p><i>This week, we’re talking about how people and other animals use sound. The words we’re studying will help us think and communicate about that.</i></p>
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