

Unit 4: Communicating with Sound and Light

WEEK 5 Days 1 & 2

Vocabulary & Language
Weekly Words

Weekly Question	How does light 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" style="width: 100%;"> <tr> <td style="text-align: center;">Day 1</td> </tr> <tr> <td> <p>radiant: shining brightly</p> <p>electricity: a form of energy that makes things move and work</p> <p>direction: position in which a person or something moves or faces</p> </td> </tr> <tr> <td style="text-align: center;">Day 2</td> </tr> <tr> <td> <p>redirect: to change the direction of something</p> <p>reverse: to move into the opposite position or direction</p> <p>reflection: effect of light (or sound or heat) bouncing off an object</p> </td> </tr> </table>	Day 1	<p>radiant: shining brightly</p> <p>electricity: a form of energy that makes things move and work</p> <p>direction: position in which a person or something moves or faces</p>	Day 2	<p>redirect: to change the direction of something</p> <p>reverse: to move into the opposite position or direction</p> <p>reflection: effect of light (or sound or heat) bouncing off an object</p>
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Materials and Preparation	<ul style="list-style-type: none"> ● Week 5 Weekly Words cards ● 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 radiant, electricity, and direction.</i></p>				

Day 2	<i>Let's continue learning our words for this week. Today's words are redirect, reverse, and reflection.</i>
<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>radiant Elaboration: <i>The sun produces a radiant light. This radiant light is so important in the winter season when our days are short.</i></p> <p>Think, Pair, Share prompt: <i>What other sources can you describe that produce radiant light?</i></p> <hr/> <p>electricity Elaboration: <i>Smart phones work with batteries, but we use electricity to charge the batteries to make our phones work.</i></p> <p>Think, Pair, Share prompt: <i>When else do we use electricity to make things move or work?</i></p> <hr/> <p>direction Elaboration: <i>When people drive, it is very helpful to have signs that indicate in which direction to go. The signs on this road indicate which lane to take to go in the direction of Logan Airport, or Winthrop and Chelsea.</i></p> <p>Think, Pair, Share prompt: <i>In what direction do we face in order to leave this room? Right or left? Describe it to your partner.</i></p>
Day 2	<p>redirect Elaboration: <i>When the sun is in our eyes, we can put up our hand to block it. If we turn on a lamp and it's too bright in our eyes, we might just move to a different place, or we might be able to redirect the light by turning it. We can't redirect the sun!</i></p> <p>Think, Pair, Share prompt: <i>Think of two light sources: one you can redirect, and one you cannot. Tell your partner about them.</i></p>

	<p>reverse Elaboration: <i>Sometimes when we are trying to get somewhere, we make a mistake and pass the place where we were supposed to turn. In those cases, we reverse direction!</i></p> <p>Think, Pair, Share prompt: <i>Can you think of a time when you reversed direction? Maybe you were playing a game, or trying to get somewhere. Describe that situation to your partner.</i></p> <hr/> <p>reflection Elaboration: <i>This picture could be confusing: we see the reflection of trees, bushes, and the sky in the water of this pond when the sun is shining above..</i></p> <p>Think, Pair, Share prompt: <i>When have you seen your reflection on a shiny surface? What did you notice about it?</i></p>
Closing	<i>This week, we're talking about how light can change. The words we're studying will help us to talk about the changes we observe and can produce.</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>

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.

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

Notes