

Unit 4: Communicating with Sound and Light

WEEK 6 Days 1 & 2

Vocabulary & Language
Weekly Words

Weekly Question	How do people use light?				
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 style="background-color: #e0e0e0;"> <td style="text-align: center;">Day 1</td> </tr> <tr> <td> <p>warn: to signal a possible danger</p> <p>reflect: to throw back (heat, light, or sound) from an object</p> <p>transparent: allowing light to pass through so objects behind can be clearly seen</p> </td> </tr> <tr style="background-color: #e0e0e0;"> <td style="text-align: center;">Day 2</td> </tr> <tr> <td> <p>opaque: not allowing light through, not able to be seen through</p> <p>translucent: allowing some light through</p> <p>dim: (adj) not shining brightly; (v) to become or make less bright</p> </td> </tr> </table>	Day 1	<p>warn: to signal a possible danger</p> <p>reflect: to throw back (heat, light, or sound) from an object</p> <p>transparent: allowing light to pass through so objects behind can be clearly seen</p>	Day 2	<p>opaque: not allowing light through, not able to be seen through</p> <p>translucent: allowing some light through</p> <p>dim: (adj) not shining brightly; (v) to become or make less bright</p>
Day 1					
<p>warn: to signal a possible danger</p> <p>reflect: to throw back (heat, light, or sound) from an object</p> <p>transparent: allowing light to pass through so objects behind can be clearly seen</p>					
Day 2					
<p>opaque: not allowing light through, not able to be seen through</p> <p>translucent: allowing some light through</p> <p>dim: (adj) not shining brightly; (v) to become or make less bright</p>					
Materials and Preparation	<ul style="list-style-type: none"> ● Week 6 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 study, Communicating with Sound and Light. Today’s words are warn, reflect, and transparent.</i></p>				

Day 2	<i>Let's continue learning our words for this week. Today's words are opaque, translucent, and dim.</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>warn Elaboration: <i>At crosswalks we sometimes see signs with blinking lights to warn cars that people are about to cross the street. This tells them to slow down and stop.</i></p> <p>Think, Pair, Share prompt: <i>In what other ways can lights warn people?</i></p> <hr/> <p>reflect Elaboration: <i>After it rains, the water on the pavement creates a mirror-like surface. It reflects cars, bicycles, and people.</i></p> <p>Think, Pair, Share prompt: <i>Share a time when you noticed that a surface was reflecting your image.</i></p> <hr/> <p>transparent Elaboration: <i>The glass in our windows is transparent—we can see right through it to the outside. Sometimes we drink out of a transparent cup, and we can see the liquid that's inside it.</i></p> <p>Think, Pair, Share prompt: <i>Why do you think many stores have transparent walls in front?</i></p>
Day 2	<p>opaque Elaboration: <i>When you put a drink in an opaque cup, you cannot see the liquid from the side.</i></p> <p>Think, Pair, Share prompt: <i>What opaque materials do you know? What are they used for?</i></p> <hr/> <p>translucent Elaboration:</p>

	<p><i>Looking at a translucent wall we can see the shape of things, like this person going up the stairs—but we cannot see all the details, as we would through a transparent wall.</i></p> <p>Think, Pair, Share prompt: <i>Why do you think people might choose to build a translucent wall in an office?</i></p> <hr/> <p>dim Elaboration: <i>Dim can be both an adjective and a verb. “The lights are dim:” This describes the lights. Also, “Let’s dim the lights:” This describes turning the lights down low, which we might do to help us feel more relaxed.</i></p> <p>Think, Pair, Share prompt: <i>When do you think it might be helpful to dim the lights?</i></p>
Closing	<p><i>This week, we’re talking about how people use light. The words we’re studying will help us to talk about the different way we use light in our lives.</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>

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

Notes

Large empty rectangular box for notes.