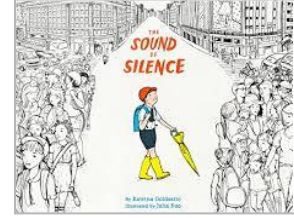


Unit 4: Communicating with Sound and Light

WEEK 1 Day 1



Text Talk
“Water Music” (audio) and *The Sound of Silence*
 Read 1 of 2

Big Ideas	<p>Vibrating materials make sound. Sound makes materials vibrate.</p> <p>Light and sound travel.</p> <p>Humans and other animals communicate with light and sound.</p>
Weekly Question	What is sound?
Content Objective	I can identify words that describe sounds. (R.7.1.a)
Language Objective	I can use adjectives to describe sounds. (SL.3.1.a, L.1.1.e)
SEL Objectives (BOSTON SEL Standards)	<p>I can recognize that people may have differing responses to sounds. (SA 4.2)</p> <p>I can describe how certain sounds make me feel. (SA 1.1)</p>
Vocabulary	<p>Note: This text contains many words that describe sounds—too many to stop and define each one. While previewing the book, consider which words may be illustrated with an embedded gesture while reading.</p> <p>silence: the absence of sound, a moment with no sound</p> <p>anticipation: a feeling of expecting something</p> <p>swirl: to move in a twisting or circling pattern</p> <p>symphony: a piece of music written for an orchestra</p> <p>patter: a repeating, light, tapping sound</p> <p>giddy: a feeling of excitement and dizziness</p> <p>vibrate: to move quickly back and forth</p>

	<p>koto: a large Japanese instrument with strings</p> <p>tune: to adjust an instrument for proper sound</p> <p>twangy: having a strong ringing sound, made by plucking a string</p> <p>twinkling: sparkly</p> <p>sensei: teacher, in Japanese</p> <p>mysterious: difficult to identify or understand</p> <p>thwack: a strong banging sound</p> <p>bamboo: a tall, woody kind of grass</p> <p>stalk: stem</p> <p>bullet train: high speed passenger train</p> <p>sudden: happening quickly and without warning</p> <p>soothing: calming or comforting</p>									
<p>Materials and Preparation</p>	<ul style="list-style-type: none"> • “Water Music,” Toru Takemitsu (0:00-2:10) (https://www.youtube.com/watch?v=Xv4pWTP45Cw) • audio equipment for whole group listening • <i>The Sound of Silence</i>, Katrina Goldsaito Pre-mark page numbers in the book to correspond with the lesson. Page 1 is the page that begins, “Little Yoshia wiggled with anticipation.” Read the Afterward at the end of the book for context about the composer Toru Takemitsu and the concept of <i>ma</i>. • Japanese Harp: Akino and Yoshino Watanbe and Sumie Kaneko at TEDxBeaconStreet video (1:00-1:45) (https://www.youtube.com/watch?v=TeoJ9STx1c8) Cue the video to the 1:00 mark. • chart paper, 2 pieces Prepare the following Sound Words chart. Note that the “Where” column will be used during the Vocabulary and Language lessons on Days 3 and 4. <table border="1" data-bbox="534 1396 1300 1843"> <thead> <tr> <th colspan="3">Sound Words</th> </tr> <tr> <th>Text</th> <th>Sound</th> <th>Where</th> </tr> </thead> <tbody> <tr> <td><u>The Sound of Silence</u></td> <td></td> <td></td> </tr> </tbody> </table>	Sound Words			Text	Sound	Where	<u>The Sound of Silence</u>		
Sound Words										
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<u>The Sound of Silence</u>										

	<p>Prepare the Weekly Question Chart with the question: What is sound?</p>
<p>Opening 4 minutes</p>	<p><i>Today we begin a new unit of study: Communicating with Sound and Light! What is sound?</i></p> <p>Harvest children’s initial ideas without correction or elaboration.</p> <p><i>To begin this study, let’s listen to some sounds!</i></p> <p>Play “Water Music” to about 2:10. <i>What did you hear?</i> <i>What do you think the composer—the person who wrote the music—was thinking about?</i></p> <p>Invite children to share a few ideas. <i>This is an unusual kind of music. It was written by Toru Takemitsu, a Japanese composer who lived some years ago in Tokyo, Japan. The book we will read today is set in this same city, Tokyo.</i></p> <p>Introduce the book and set a purpose for reading. <i>As we read today we’ll pay close attention to how the author uses words that name and describe sounds. As we find them, we’ll describe them and add them to this chart. We’ll also think about how different sounds can make us feel.</i></p>
<p>Text and Discussion 12 minutes page 4</p>	<p><i>A symphony hall is a place where music is played by many different instruments together in an orchestra, with many different kinds of instruments. Why do you think the author compares the city of Tokyo to a symphony hall?</i></p>
<p>page 5</p>	<p><i>There are many sound words on this page! What do you hear?</i></p> <p>Reread the page, defining sound words as needed (squishing, squashing, pattering, giddy giggles). Record these sound words on the chart.</p> <p><i>Turn and tell your partner one city sound that you like, and one city sound that you don’t like. See if you and your partner respond to sounds in the same ways.</i></p>
<p>page 7</p>	<p>Continue to read, defining and recording sound words.</p> <p><i>What do we know about Yoshio? (he is friendly, he loves sounds, he compares sounds to each other, he is old enough to be out in the city by himself)</i></p> <p><i>How does he feel when he hears the music? How do you know?</i></p> <p>Turn and talk.</p>

	<p><i>How do you feel when you hear music?</i></p> <p><i>The story has not yet told us where Yoshio is going on this rainy day. Let's see if we find out.</i></p>
page 12	<p><i>"Where can I find silence?" Yoshio asks himself. This reminds me of the book Daniel Finds a Poem, when Daniel goes searching outside for poetry.</i></p>
page 16	<p>Read through this page, and then stop.</p>
<p>Key Discussion 7 minutes</p>	<p>Think, Pair, Share.</p> <p><i>Think about one sound you have heard so far in this story. What was it like? Use as many adjectives as you can to describe that sound's properties. Take turns sharing sounds with your partner.</i></p> <p>In the whole group, invite several children to share their sound words and related adjectives. Write the adjectives next to the words on the chart. If children volunteer new sound words, add them to the chart with their adjectives.</p>
<p>Weekly Question Chart 1 minute</p>	<p>Introduce the Weekly Question chart.</p> <p><i>Let's think again about this question: What is sound? We can record our ideas here.</i></p> <p><i>When we were listening to the composition, you said _____. Let's write that down.</i></p> <p><i>Also, in the Sound of Silence we read about all the sounds Yoshio heard in Tokyo, a large city. We can write that we hear lots of different sounds in the city.</i></p> <p><i>We can add more to our chart during the week.</i></p>
<p>Closing 2 minutes</p>	<p><i>Let's listen to what this instrument, the koto, sounds like. See if you agree with Yoshio that the sounds are "twangy and twinkling."</i></p> <p>Play a bit of the Japanese Harp video (start at 1:00). Invite children to offer their impressions.</p> <p><i>There are so many sounds all around us, and so many ways to describe them! Tomorrow we'll read the rest of this book and listen to more music from Toru Takemitsu to think more about sounds and silence.</i></p>
<p>Standards</p>	<p>R.7.1.a Identify words and phrases in a text that suggest feelings or appeal to the senses.</p>

	<p>SL.3.1.a Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>L.1.1.e Use frequently occurring adjectives.</p> <p>SA 1.1 (Boston) Label and recognize emotions. Express understanding of emotions using different forms of representation.</p> <p>SA 4.2 (Boston) Recognize personal beliefs, judgments and biases.</p>
<p>Ongoing assessment</p>	<p>Listen to children’s responses during the whole group conversation and Think, Pair, Share.</p> <p>What are children’s initial ideas about sound?</p> <p>What sound words do children identify, and what does this suggest about their awareness of and connections to sounds in their own lives?</p> <p>What words do children use to describe sounds? Do they consistently supply adjectives?</p>

Notes

