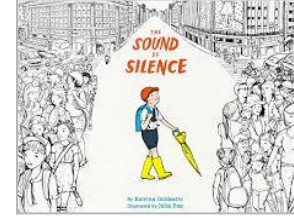


Unit 4: Communicating with Sound and Light

WEEK 1 Day 2



Text Talk
“Rain Spell” (audio) and *The Sound of Silence*
 Read 2 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 Objectives	<p>I can identify words that describe sounds. (R.7.1.a)</p> <p>I can listen for sounds and for the spaces in between the sounds.</p>
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>bullet train: high speed passenger train</p> <p>sudden: happening quickly and without warning</p> <p>soothing: calming or comforting</p> <p>slurping: a sloppy, sucking noise</p> <p>droplet: a tiny drop</p> <p>distant: far away</p> <p>whizz: to move quickly with a windy, whistling sound</p> <p>screeching: a loud, sharp cry</p> <p>creak: a squeaking sound</p>

	<p>shuffle: to walk by dragging one’s feet along the ground</p> <p>chatter: talking that doesn’t stop</p> <p>still: not moving</p> <p>futon: Japanese mattress</p> <p>thump: a heavy, dull sound</p> <p>drain: to have the water or other liquid empty out</p> <p>hover: to remain in the air</p> <p>in between: positioned in the middle</p> <p>underneath: positioned below</p>
Materials and Preparation	<ul style="list-style-type: none"> ● “Rain Spell,” Toru Takemitsu (https://www.youtube.com/watch?v=9sbhPvtW0vM) ● audio equipment for whole group listening ● <i>The Sound of Silence</i>, Katrina Goldsaito ● Sound Words chart, from Day 1
Opening 4 minutes	<p><i>Yesterday we listened to “Water Music” by the composer Toru Takemitsu. Let’s listen to another piece of music he composed.</i></p> <p>Play about two minutes of “Rain Spell.”</p> <p><i>What did you hear? What do you think about what you heard?</i></p> <p>Harvest a few ideas. Highlight and affirm similar and differing responses.</p> <p>Return to the book and set a purpose for reading.</p> <p><i>Yesterday we read part of this book, The Sound of Silence by Katrina Goldsaito. As we read today, we’ll continue to identify sound words. We’ll describe properties of those sounds with adjectives and think about how sounds make us feel.</i></p>
Text and Discussion 10 minutes pages 15-16	<p>Before rereading the text, orient to the story.</p> <p><i>Do you remember what the weather was like at the beginning of the book? How do you know?</i></p> <p><i>How did the rain impact the kinds of sounds Yoshio heard in the city?</i></p> <p>Read the text. Throughout this reading, continue to identify, define, illustrate with gesture, and add sound words to the chart.</p>
page 21	<i>What does the author mean here: “He had missed the silence!”?</i>
page 24	<p>Read through the sentence, “the classroom felt different without anyone in it.”</p> <p><i>What do you think the author means by “the classroom felt different”?</i></p> <p>Think, Pair, Share.</p>

	<p><i>Imagine yourself being the very first person in our school building. What sounds would you hear? What would it feel like?</i></p>
page 32	Read through the end of the book.
<p>Key Discussion 10 minutes</p> <p>page 30, audio</p>	<p>Think, Pair, Share.</p> <p><i>Talk with your partner about these sentences: “It was in between and underneath every sound. And it had been there all along.” What does the author mean?</i></p> <p><i>Why was Yoshio trying to find silence? What inspired him to think about this?</i></p> <p>To prompt children’s thinking, flip back to the pages with the koto player.</p> <p><i>For the composer Toru Takemitsu, putting spaces between the sounds was important—the silences are part of the music. This is the idea of ma. Let’s listen again and hear some of the moments of silence inside the music, like the silences little Yoshio was looking for.</i></p> <p>Play “Rain Spell” a second time.</p> <p><i>Did the music sound any different to you this time, when you were listening to the silences instead of only to the sounds?</i></p> <p>Invite children to share their impressions.</p> <p><i>We can say that silence is also a sound word. What adjectives can we use to describe silence?</i></p> <p>Add “silence” to the chart and record children’s descriptions.</p>
Closing 1 minute	<i>We are just beginning our study of sound. Tomorrow we will meet another character who notices and uses sounds.</i>
Standards	<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>
Ongoing assessment	<p>Listen to children’s responses during 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>

