



WEEK 2 Day 4

Text Talk
Comparing Marimba Texts

Big Ideas	Vibrating materials make sound. Sound makes materials vibrate. Humans and other animals communicate with light and sound.
Weekly Question	How does sound change?
Content Objective	I can compare two different texts about marimbas and identify the kinds of information that each text offers. (R.9.1.b, R.11.1.c, R.11.1.d)
Language Objective	I can discuss important information gathered from a written text and from a video about a musical instrument. (SL.2.1.a)
SEL Objective (BOSTON SEL Standards)	I can recognize how certain music makes me feel. (SA 1.1)
Vocabulary	<p>marimba: musical instrument related to a xylophone</p> <p>percussion instrument: musical instrument played by striking with a hand or stick, or by shaking</p> <p>tone plates: keys on a marimba or other instrument</p> <p>mallet: hammer or stick tool used for hitting something</p> <p>volume: the loudness or softness of a sound</p> <p>amplify: to make louder</p> <p>layer: something that is on top of or under something else</p>
Materials and Preparation	<ul style="list-style-type: none"> ● “How Marimbas Make Sound” article, one copy for each child ● “Hillcrest College - Marimba Challenge Cup Winner” video (https://www.youtube.com/watch?v=cKkrXQo1J58) ● projector and screen ● markers, 3 different colors

	<ul style="list-style-type: none"> ● chart paper Create the Comparing Marimba Texts chart. <table border="1" data-bbox="534 262 1313 674"> <tr> <th colspan="2">Comparing Marimba Texts</th> </tr> <tr> <th>Written text</th> <th>Video</th> </tr> <tr> <td></td> <td></td> </tr> </table> <ul style="list-style-type: none"> ● Weekly Question Chart <p>On the whiteboard write: From the text we learn... From the video we learn...</p>	Comparing Marimba Texts		Written text	Video		
Comparing Marimba Texts							
Written text	Video						
<p>Opening 4 minutes</p>	<p>Set a purpose for the lesson. <i>Today we will look at two different texts about a topic and see what kind of information we get from each one. The topic is marimbas: a kind of musical instrument.</i></p>						
<p>Text and Discussion 10 minutes</p> <p>“How Marimbas Make Sound” informational text</p>	<p><i>Let’s start with this informational text. Take a look at the illustrations to get an idea about what kind of instrument a marimba is.</i></p> <p><i>What do you know so far?</i></p> <p>Read the full text aloud. Reread the first paragraph, inviting children to whisper read along. <i>What do we learn from this paragraph?</i> Record children’s ideas on the left hand side of the chart in one color.</p> <p>Continue to read the text paragraph by paragraph as a whole group, pausing to record children’s ideas on the chart. Encourage children to cite the text.</p> <p><i>After reading this text, do you have any questions about marimbas?</i> Harvest a few ideas to encourage reflection and to prime children for watching the video. <i>Let’s see if any of those questions are answered in this video.</i></p>						

<p>“Hillcrest College - Marimba Challenge Cup Winner” video</p>	<p><i>While we watch, listen and look carefully for more information about marimbas and how they make sound.</i></p> <p>Play the video.</p> <p><i>We gathered some more information from that video, but first: how did that make you feel?</i></p> <p>Note observations of children smiling, moving their bodies.</p> <p><i>What did we learn about marimbas and how they make sound from this video? [what the instruments sound like, sizes of the instrument, variation in sound depending on size, many marimbas can be played together in a band, body positions of players (standing), musicians use a lot of energy to play]</i></p> <p>Using a different colored marker, record children’s ideas on the right hand side of the chart.</p>
<p>Key Discussion 8 minutes</p>	<p>Refer to the sentence starters on the board: From the text we learn... From the video we learn...</p> <p>Think, Pair, Share.</p> <p><i>What different kinds of information do we learn from these two texts? How is that information presented?</i></p> <p>As children share with the whole group, add any new ideas to the chart. Be sure to ask children to cite the article and video as they identify information.</p> <p><i>Let’s look at this whole chart together. What information was presented in both the article and the video?</i></p> <p>Using a third color, mark ideas that appear in both texts. Use notation that makes sense, such as arrows, circles with connecting lines, or underlining.</p> <p><i>What do you think about getting information from an article and from a video?</i></p>
<p>Closing 1 minute</p>	<p><i>Today we looked at two different texts, an informational article and a video, on the same topic—marimbas. We analyzed the information each text offers and talked about how these two kinds of sources help us learn about this musical instrument.</i></p>
<p>Standards</p>	<p>R.9.1.b Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>R.11.1.c With prompting and support, describe the relationship between the text and what person, place, thing, or idea the illustration depicts.</p> <p>R.11.1.d With prompting and support, compare and contrast two texts on the same topic.</p>

	<p>SL.2.1.a Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SA 1.1 (Boston) Label and recognize emotions. Express understanding of emotions using different forms of representation.</p>
<p>Ongoing assessment</p>	<p>Review the chart.</p> <p>What kinds of information do children identify in the article? Do they return to the text to cite information? How do they interact with the text?</p> <p>What kinds of information do children identify in the video? Do they return to specific moments in the video to cite information? How do they interact with the video? What personal and emotional connections do they make?</p> <p>Listen to children’s responses during whole group conversation and Think, Pair, Share.</p> <p>How do children discuss differences and similarities? How do children articulate their ideas about reading a printed text and watching a video? What do children understand about what these different media have to offer?</p>

Notes