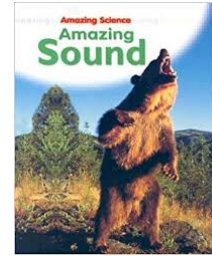


Unit 4: Communicating with Sound and Light

WEEK 3 Day 2



Text Talk *Amazing Sound* (pages 18-23)

Big Ideas	Vibrating materials make sound. Sound makes materials vibrate. Light and sound travel. Humans and other animals communicate with light and sound.
Weekly Question	How do people and other animals use sound?
Content Objectives	I can answer questions about key details from an informational text about sound. (R.4.1.a) I can describe the connection between sound and travel by creating a visual display with words. (R.6.1.b, SL.3.1.b)
Language Objective	I can identify real life connections with the concept of traveling sound. (L.5.1.c.)
Vocabulary	travel: to go from one place to another engine: a machine with moving parts that turns power into motion dart: to move suddenly and quickly echo: sound that comes back to the listener bounce: to move quickly back off a surface
Materials and Preparation	Assign children to heterogeneous groups of four for the key activity. <ul style="list-style-type: none">● <i>Amazing Sound</i>, Sally Hewitt● colored markers Sort the markers into bundles so that in each group, each child will use a different color.

- large paper (such as a half-sheet of chart paper), one for each small group
Holding the paper vertically, prepare one chart, as below, for each small group.

This sound...	traveled through...	...this far
How sound travels to our ears		

Opening
1 minute

Yesterday we heard a folktale and thought about how sound becomes music. Today we're going to continue with an informational text we started last week, Amazing Sounds, to learn how sound travels.

Set a purpose for reading.

We'll answer questions about key details in the text to understand how sound travels and how distance affects sound. Then we'll work in groups to think about how sounds travel to our ears.

Text and Discussion
9 minutes
page 19

After reading this page, invite children to be silent to listen to the sounds around them, inside and outside of the classroom. Ask the question in the "Your turn!" text box.

What have the sounds that you hear right now traveled through to reach your ears?

How far have these sounds traveled?

Elicit a few ideas.

We'll think more about these questions in a few minutes.

page 22

What does it mean that bats "dart through the night sky?"
Define "dart."

<p>page 23</p>	<p>Demonstrate how an echo works. Make a fist with one hand and hold the other hand vertical and flat. Invite the children to do the same. Make a motion of a ball bouncing against the wall, as an echo bounces off a surface.</p> <p><i>Have you ever heard an echo? Where were you?</i></p> <p><i>According to the text, how is an echo made?</i></p> <p><i>Using key details from the text, turn and talk with a partner about how bats hear their prey, insects.</i></p>									
<p>Key Activity 10 minutes</p>	<p><i>Now you'll work in groups to think about and record how different sounds move from what makes them to our ears.</i></p> <p>Using an example such as those below, model how to fill in the chart. Encourage children to write, draw, and label.</p> <table border="1" data-bbox="548 743 1300 1396"> <thead> <tr> <th data-bbox="548 743 799 812">This sound...</th> <th data-bbox="799 743 1049 812">traveled through...</th> <th data-bbox="1049 743 1300 812">...this far</th> </tr> </thead> <tbody> <tr> <td data-bbox="548 812 799 1180"> <p><i>My friend's voice</i></p> <p><i>Car passing</i></p> </td> <td data-bbox="799 812 1049 1180"> <p><i>air</i></p> <p><i>the window</i></p> </td> <td data-bbox="1049 812 1300 1180"> <p><i>very near</i></p> <p><i>from outside to in</i></p> </td> </tr> <tr> <td colspan="3" data-bbox="548 1180 1300 1396"> <p>How sound travels to our ears</p> </td> </tr> </tbody> </table> <p>Move children into small groups, as planned. Distribute charts and markers.</p> <p>Each child in the group holds a different color marker and is responsible for contributing ideas. After children have recorded ideas in the table, they can add a diagram to illustrate how one of their sounds travels.</p>	This sound...	traveled through...	...this far	<p><i>My friend's voice</i></p> <p><i>Car passing</i></p>	<p><i>air</i></p> <p><i>the window</i></p>	<p><i>very near</i></p> <p><i>from outside to in</i></p>	<p>How sound travels to our ears</p>		
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<p>How sound travels to our ears</p>										
<p>Closing 5 minute</p>	<p>Gather children back as a whole group. Invite each group to share one sound heard and explain where it came from and what it traveled through.</p> <p><i>Tomorrow we'll read more about how sound travels from Sounds All Around.</i></p>									

Standards	<p>R.4.1.a Ask and answer questions about who, what, when, where, and how.</p> <p>R.6.1.b Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>SL.3.1.b Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</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>Listen to children’s responses during partner and whole group conversations.</p> <p>Do children use key details from the text to expand their understanding about sound?</p> <p>Observe children’s collaborative charts.</p> <p>Do children identify a variety of sounds and how they traveled?</p> <p>Has each child demonstrated their understanding?</p> <p>What does the diagram communicate about children’s understanding and/or misconceptions?</p> <p>How did the group work together?</p>

Notes