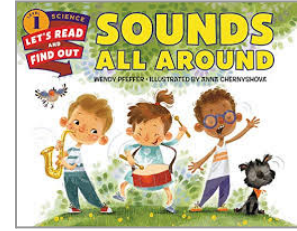


Unit 4: Communicating with Sound and Light



WEEK 3 Day 3

**Text Talk**  
***Sounds All Around*** (pages 16-26)  
 \*spread this lesson over two days

<b>Big Ideas</b>	<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>
<b>Weekly Question</b>	How do people and other animals use sound?
<b>Content Objective</b>	I can use key details from the text to describe how animals use sound to survive. (R.4.1.a, R.6.1.b, W.1.1.b)
<b>Language Objective</b>	I can use vocabulary from informational to text to describe how animals use sound to survive. (L.6.1)
<b>Vocabulary</b>	<p><b>message:</b> verbal, written or recorded communication</p> <p><b>avoid:</b> to keep away from</p> <p><b>echo:</b> sound that comes back to the listener</p> <p><b>warn:</b> to let someone know about possible danger</p> <p><b>sound wave:</b> an invisible wave created by vibration</p> <p><b>locate:</b> to find</p> <p><b>echolocation:</b> finding an object by following the sound of an echo</p> <p><b>solid:</b> with a shape that is firm and can be measured</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● <i>Sounds All Around</i>, by Wendy Pfeffer</li> <li>● <i>Sounds All Around</i> text excerpts and response sheet, copies for each child</li> <li>● <i>Amazing Sound</i>, Sally Hewitt, for reference</li> </ul>

	<p>On the whiteboard write: How do animals use sound to survive?</p>
<p><b>Opening</b> 1 minute</p>	<p><i>Today we'll read more of Sounds All Around to continue thinking about how people and animals use sound.</i></p> <p>Set a purpose for reading. <i>One way people and other animals use sound is to send messages and signals that help keep them safe. As we read today, we'll use key details from the text to answer this question: How do animals use sound to survive? [refer to whiteboard]</i></p>
<p><b>Text and Discussion</b> 10 minutes</p> <p>page 17</p>	<p><i>Today in Boston, we use the sounds of drums to make music. We know that music can communicate many different emotions. According to the text, how did people long ago use drum sounds?</i></p> <p>Look critically at the illustration. <i>This illustration depicts a community long ago, but we don't know where this community is supposed to be or who the people are that it is trying to represent. We could do some research to learn about which communities around the world have used drums to communicate messages.</i></p>
<p>page 19</p>	<p>Turn and Talk. <i>According to the text, what is one way that humans use sound to survive, and what is one way that animals use sound to survive?</i></p>
<p>page 21</p>	<p><i>What does it mean that the echos warn the bat?</i></p> <p><i>How does the information on this page add to what we learned about bats and echoes in Amazing Sound yesterday?</i></p> <p>Refer to pages 22-23 as needed.</p>
<p>page 22</p>	<p>Turn and Talk. <i>What does echolocation mean?</i></p> <p>Identify the word part "locat(e)" (to find) to affirm the definition.</p>
<p>page 23</p>	<p><i>How do snakes use sound to survive?</i></p>
<p>page 26</p>	<p><i>How do whales use sound in ways similar to how bats do?</i></p>
<p><b>Key Activity</b> 10 minutes</p>	<p>Distribute the text excerpts and response sheets. Chorally read the text. <i>Now that we've reread these sections, you will choose one of these animals and write about how it uses sound to survive. After you do, we'll share ideas in a group discussion.</i></p> <p>Send children off to write.</p>

<p><b>Closing</b> 4 minute</p>	<p>Gather children for a brief whole group discussion.  <i>Now that you've prepared your thoughts in writing, let's discuss this question: How do animals use sound to survive?</i></p> <p>Invite several children to share their ideas. Note connections and emphasize children's references to the text.</p>
<p><b>Standards</b></p>	<p><b>R.4.1.a</b> Ask and answer questions about who, what, when, where, and how.</p> <p><b>R.6.1.b</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><b>W.1.1.b</b> Gather information from provided sources and/or recall information from experiences in order to answer questions with guidance and support from adults.</p> <p><b>L.6.1</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p>
<p><b>Ongoing assessment</b></p>	<p>Listen to children's responses during partner and whole group conversations.</p> <p>Do children use key details from the text to describe the connection between sound and animal survival?</p> <p>Do children use key details from the text to explain the meaning of key concepts, such as echolocation?</p> <p>Review children's writing.</p> <p>Do children use key details from the text so describe in writing how a particular animal uses sound to survive?</p> <p>How do children's written responses compare with their oral contributions during discussion?</p>

**Notes**

