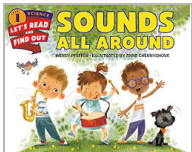
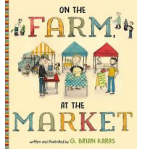
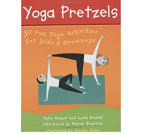


Unit 4: Communicating with Sound and Light WEEK 1 At a Glance

Weekly Question: What is sound?	
<p>Texts</p>   	<p>Vocabulary and Language</p> <p>Day 1: Introduce Weekly Words: senses, hear, motion Day 2: Introduce Weekly Words: listen, identify, pluck Day 3: Phrases of Place Day 4: Phrases of Place Day 5: Carousel Brainstorm</p>
<p>Mentor texts</p> <p><i>How Many Am I Hiding?</i> Directions You need o 8–12 connecting cubes o Recording Sheet (G27)</p>	<p>Text Talk</p> <p>Day 1: “Water Music” (audio) and <i>The Sound of Silence</i>, Read 1 Day 2: “Rain Spell” (audio) and <i>The Sound of Silence</i>, Read 2 Day 3: <i>Max Found Two Sticks</i> Days 4-5: <i>Sounds All Around</i>, Read 1</p>
  	<p>Stations</p> <p>Shared Reading: “Tapping Tate” Independent and Partner Reading Listening & Speaking: Talk, Draw, Talk; Listen & Respond (<i>Max Found Two Sticks</i>) Science Literacy: What is sound? Vocabulary: Draw for Meaning Word Work: align with phonics program</p>
<p>Science and Engineering</p> <p>Lesson 1: Exploring Sound Lesson 2: Exploring Sound 2</p>	<p>Studios</p> <p>Children make, collect, and represent sounds with a variety of media, across studios.</p>
<p>Writing: Procedure</p> <p>Day 1: Deconstruction: Review Procedure Purpose and Stages Day 2: Deconstruction and Joint Construction in Pairs: Steps Day 3: Deconstruction: Verbs and Adverbs; Joint Construction: Steps Day 4: Deconstruction: Adjectives ; Joint Construction: Materials, Title, Goal Day 5: Individual Construction: Planning; Joint Construction: Verbs</p>	

Unit 4: Communicating with Sound and Light

WEEK 1 Days 1 & 2

Vocabulary & Language
Weekly Words

Weekly Question	What is sound?				
Language Objectives	I can talk with my classmates about words. (SL.1.1) I can connect words to my own real-life experiences. (L.5.1.c)				
Vocabulary	<table border="1"><tr><td>Day 1</td></tr><tr><td>senses: ways in which animals’ bodies collect information about the world hear: to sense using ears motion: the action of moving or being moved</td></tr><tr><td>Day 2</td></tr><tr><td>listen: to hear and pay attention to sound identify: to name what something is pluck: to pull quickly, such as the strings of an instrument</td></tr></table>	Day 1	senses: ways in which animals’ bodies collect information about the world hear: to sense using ears motion: the action of moving or being moved	Day 2	listen: to hear and pay attention to sound identify: to name what something is pluck: to pull quickly, such as the strings of an instrument
Day 1					
senses: ways in which animals’ bodies collect information about the world hear: to sense using ears motion: the action of moving or being moved					
Day 2					
listen: to hear and pay attention to sound identify: to name what something is pluck: to pull quickly, such as the strings of an instrument					
Materials and Preparation	<ul style="list-style-type: none">• Week 1 Weekly Words cards• chart paper Create the week’s Weekly Words chart by writing out the Weekly Words and their definitions. Add icons, sketches, or images as needed. On Day 2, the words identify and pluck use audio and video for elaborations. Set up appropriate technology.				

<p>Opening Day 1</p>	<p><i>Today we'll start a new list of Weekly Words. These words come from the books that we will be reading and the big ideas of our new study, Communicating with Sound and Light. Today's words are senses, hear, and motion.</i></p>
<p>Day 2</p>	<p><i>Let's continue learning our words for this week. Today's words are listen, identify, and pluck.</i></p>
<p>Discussion Day 1</p>	<p>Follow the steps of the Weekly Words routine. Refer to the chart and explain each step as needed. Hold up the appropriate word card as each word is taught.</p> <hr/> <p>senses Elaboration: <i>Our senses allow us to observe and understand the world. The ones we talk about most are hearing, sight, taste, smell, and touch. We also use the sense of balance.</i></p> <p>Think, Pair, Share prompt: <i>What do you notice about our classroom right now? Use at least two of your senses to collect information.</i></p> <hr/> <p>hear Elaboration: <i>When our ears work well, we hear sounds all the time, even when we are not paying attention to them. On a spring morning, even before I am fully awake, I often hear birds chirping outside my window.</i></p> <p>Think, Pair, Share prompt: <i>What sounds do you hear when you wake up?</i></p> <hr/> <p>motion Elaboration: <i>When the wind blows, it sets the leaves of trees in motion—the wind causes the leaves to move.</i></p> <p>Think, Pair, Share prompt: <i>What are some things you can do to set a ball in motion?</i></p>
<p>Day 2</p>	<p>listen Elaboration: <i>People love to listen to their favorite music. Sometimes when we listen, we also sing and dance along.</i></p>

	<p>Think, Pair, Share prompt: <i>What kind of music do you like to listen to?</i></p> <hr/> <p>identify Elaboration: <i>When we use the Peterson First Guide to Urban Wildlife, we observe details in order to identify specific animals. People who like birdwatching depend on field guides to identify birds by sight, but they also identify birds by sound. Let’s listen to the song of a robin (https://www.allaboutbirds.org/guide/American_Robin).</i></p> <p>Think, Pair, Share prompt: <i>Let’s be very quiet for 30 seconds. Then tell your partner what sounds you were able to identify.</i></p> <hr/> <p>pluck Elaboration: <i>Harp players pluck the strings of the instrument to produce sound. Let’s look and listen to the harpist Evelina Simon. (Play here; start at 0:50 for a few moments.)</i></p> <p>Think, Pair, Share prompt: <i>Can you show to your partner how Evelina plucked the strings of the harp?</i></p>
Closing	<i>This week, we’re talking about what sound is and how it is produced.</i>
Standards	<p>SL.1.1 Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups.</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>How do children interact with new and familiar words? How do children respond when they discover an error in their understanding or use of a word? How flexible are they when confronted with new definitions? How do children talk with peers about new words—do they use gestures, substitute familiar words, dig for descriptions, tell stories?</p>

	<p>Make notes about children’s familiarity with various kinds of words and the connections they make to specific words. Use this information to plan for embedded opportunities for teaching and reinforcing words.</p> <p>Use of a strategy such as pulling equity (name) sticks supports the participation of all children. Even with this kind of strategy, some children will benefit from extra turns for verbal participation.</p> <p>Maintaining a class vocabulary list will help track children’s vocabulary growth over time.</p>
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Notes

Large empty rectangular area for taking notes, bounded by a black line.



senses

<https://en.wikipedia.org/wiki/Sense>



hear

<https://www.nation.co.ke/lifestyle/health/Children-who-do-not-hear-well-can-also-go-to-school/1954202-3346618-prr60oz/index.html>

Weekly Words U4 W1

Focus on First/ 1st Grade for ME | Boston Public Schools Department of Early Childhood P-2/
Maine Department of Education



motion

<https://thetreasuretrove.studio/>



listen

<https://blog.loopearplugs.com/why-people-love-loud-music/>



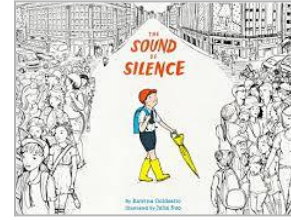
identify

https://www.youtube.com/watch?v=ZNsF_tyHIUY and <https://en.wikipedia.org/wiki/Sense>



pluck

<http://sites.siba.fi/web/harponotation/manual/plucked-sounds>



WEEK 1 Day 3

Vocabulary & Language
Phrases of Place

Weekly Question	What is sound?
Language Objective	I can identify phrases that describe <i>where</i> . (L.1.1.e, L.1.1.f, L.1.1.g, L.1.1.h)
Vocabulary	preposition: a word that relates a noun or pronoun to other words in the sentence
Materials and Preparation	<ul style="list-style-type: none"> ● Sound Words chart, from Text Talk, Day 1 Note that not all sound words will have a clear location to mark in the Where column. ● Phrases of Place slides Before the lesson, make a copy of the slides for the class to mark up. ● projector and screen ● <i>The Sound of Silence</i>, Katrina Goldsaito, for reference
Opening	<i>This week we began a new unit of study, and we are exploring the question “What is sound?” When we read The Sound of Silence, we made this Sound Words chart. Today and tomorrow we will write phrases to describe where different sounds happened.</i>
Discussion slide 1	<i>Let’s reread this page from The Sound of Silence.</i>
slide 2	<p><i>Now let’s read part of one of the sentences together.</i></p> <p>Refer to the Sound Words chart. <i>This sentence includes two of the sound words we recorded during Text Talk.</i></p> <p><i>Where are Yoshio’s boots squishing and squashing?</i></p>

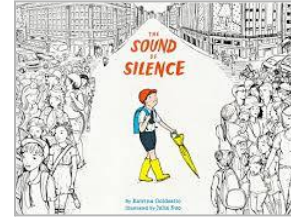
	<p>Click the slide to reveal the second sentence fragment. <i>The phrase “through the puddles” describes where they are squishing and squashing.</i></p> <p>Click the slide. <i>The word “through” is the preposition that connects “the puddles” to the verbs “squishing and squashing.” As we learned in our last unit, one job of prepositions is to tell something about where something is or happens.</i></p> <p><i>Let’s add “through the puddles” to our chart, next to “squishing” and “squashing.”</i></p>
slide 3	<p><i>Let’s try another one!</i> Read the phrase on the slide.</p> <p><i>Which sound word is on this page?</i> Highlight the sound word in blue.</p> <p><i>Where were the tiny raindrops pattering?</i> Underline “on his umbrella.”</p> <p><i>Which word is the preposition that connects “his umbrella” to “pattering”?</i> Highlight “on” in yellow.</p> <p><i>Let’s add this to our chart.</i></p>
slide 4	<p>Repeat the process above to discuss the phrase on slide 4.</p> <ul style="list-style-type: none"> ● sound word: thwack ● prepositional phrase describing <i>where</i>: on the pavement ● preposition: on
slide 5	<p>Repeat the process above to discuss the phrase on slide 5.</p> <ul style="list-style-type: none"> ● sound words: slurping, chewing, swallowing ● prepositional phrase describing <i>where</i>: in the dining room ● preposition: in
Closing	<p><i>Today we looked at phrases that describe where sounds happened, and the prepositions that connect the sounds with their locations—together they describe where. We will continue this work tomorrow.</i></p>
Standard	<p>L.1.1.e Use frequently occurring adjectives. L.1.1.f Use frequently occurring conjunctions (e.g., and, but, or, so, because). L.1.1.g Use determiners (e.g., articles, demonstratives).</p>

	L.1.1.h Use frequently occurring prepositions (e.g., during, beyond, toward).
Ongoing assessment	<p>Do children accurately identify the prepositional phrases that describe <i>where</i>?</p> <p>Do they identify the prepositions within the phrases?</p> <p>What do children understand about phrases of place?</p> <p>What is still confusing?</p> <p>Notice how children participate in turn taking. Consider using Equity Sticks or another talk protocol to ensure that all children have opportunities to volunteer ideas.</p>

Notes



Unit 4: Communicating with Sound and Light



WEEK 1 Day 4

Vocabulary & Language
Phrases of Place

Weekly Question	What is sound?
Language Objective	I can identify and use phrases that describe <i>where</i> . (L.1.1.e, L.1.1.f, L.1.1.g, L.1.1.h)
Vocabulary	preposition: a word that relates a noun or pronoun to other words in the sentence
Materials and Preparation	<ul style="list-style-type: none"> ● Sound Words chart, from Text Talk, Day 1 ● class copy of the Phrases of Place slides, from Day 3 ● projector and screen ● <i>The Sound of Silence</i>, Katrina Goldsaito, for reference
Opening	<i>Yesterday we reread pages from The Sound of Silence. We identified the sound words and the prepositional phrases that describe where the sounds happened. Today we will continue to find prepositional phrases that describe where in The Sound of Silence.</i>
Discussion slide 6	<i>This page describes all of the times and places ma, or silence, had been. Let's read parts of this page and continue looking for prepositional phrases that describe where. This time, not all of the phrases will describe the location of the sounds.</i>
slide 7	<p><i>Listen for a phrase that describes where.</i></p> <p>Read the slide.</p> <p><i>What did you hear?</i></p> <p>Underline the phrase "between the thumps of his boots."</p> <p>Highlight "between" in yellow.</p>
slide 8	<p>Read the slide.</p> <p><i>Where did the wind stop?</i></p> <p>Underline "in the bamboo grove."</p>

	Highlight “in” in yellow.
slide 9	Read the slide. <i>Where was ma hovering?</i> Underline “in the air.” Highlight “in” in yellow.
slide 10	Read the slide. <i>Where was ma?</i> Underline “between and underneath every sound.” Highlight “between” and “underneath” in yellow. <i>Let’s add to our chart some places where Yoshio heard ma.</i>
slide 11	<i>These words are prepositions that are used in phrases that describe where. Now you are going to use one of these prepositions to describe where you hear a sound.</i> Think, Pair, Share. <i>Close your eyes and listen. Identify a sound. Think about where you hear that sound. Use one of these words to describe where you hear the sound.</i>
Closing	<i>Today we identified and used prepositional phrases to describe where.</i>
Standard	L.1.1.e Use frequently occurring adjectives. L.1.1.f Use frequently occurring conjunctions (e.g., and, but, or, so, because). L.1.1.g Use determiners (e.g., articles, demonstratives). L.1.1.h Use frequently occurring prepositions (e.g., during, beyond, toward).
Ongoing assessment	Do children accurately identify the prepositional phrases that describe <i>where</i> ? Do they identify the prepositions within the phrases? Do they independently use prepositional phrases to describe <i>where</i> ? What do children understand about phrases of place? What is still confusing? Notice how children participate in turn taking. Consider using Equity Sticks or another talk protocol to ensure that all children have opportunities to volunteer ideas.

Notes





WEEK 1 Day 5

Vocabulary & Language
Carousel Brainstorm

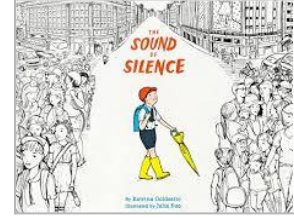
Weekly Question	What is sound?
Language Objective	I can talk with my classmates about important vocabulary from our unit texts and big ideas. (SL.1.1)
Vocabulary	senses: ways in which animals’ bodies collect information about the world hear: to sense using ears motion: the action of moving or being moved listen: to hear and pay attention to sound identify: to name what something is pluck: to pull quickly, such as the strings of an instrument
Materials and Preparation	<ul style="list-style-type: none">● chart paper, 4 pieces, with one of the Weekly Words in the center of each, set out around the classroom● markers, one for each child● timer or stopwatch
Opening	<i>This week as we move through the Carousel Brainstorm, we’ll think about our Weekly Words and about what we think sound is.</i>
Key Activity	Show the vocabulary cards and review definitions for all of the Weekly Words, highlighting those selected for the Carousel Brainstorm. Talk briefly about some possibilities for recording understanding about one of the words. Direct each group to a particular paper and then begin the timer. Circulate as children work, noting their use and representation of each word.
Closing	In the whole group, share the work from the papers, highlighting different ways of demonstrating word knowledge.

Standards	SL.1.1 Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups.
Ongoing assessment	<p>As children work, circulate and take notes on the Carousel Brainstorm Assessment Tool to record children’s understanding, misconception, and use of vocabulary words. Use these to plan for reteaching and reinforcement.</p> <p>Listen to children’s conversations as they circulate. How do children participate?</p> <p>Review each sheet of chart paper. Do children’s drawings and writing reflect an understanding of the vocabulary words?</p>

Notes

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>

koto: a large Japanese instrument with strings
tune: to adjust an instrument for proper sound
twangy: having a strong ringing sound, made by plucking a string
twinkling: sparkly
sensei: teacher, in Japanese
mysterious: difficult to identify or understand
thwack: a strong banging sound
bamboo: a tall, woody kind of grass
stalk: stem
bullet train: high speed passenger train
sudden: happening quickly and without warning
soothing: calming or comforting

Materials and Preparation

- [“Water Music,”](https://www.youtube.com/watch?v=Xv4pWTP45Cw) Toru Takemitsu (0:00-2:10)
(<https://www.youtube.com/watch?v=Xv4pWTP45Cw>)
- audio equipment for whole group listening
- *The Sound of Silence*, 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 *ma*.
- [Japanese Harp:](https://www.youtube.com/watch?v=TeoJ9STx1c8) 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.

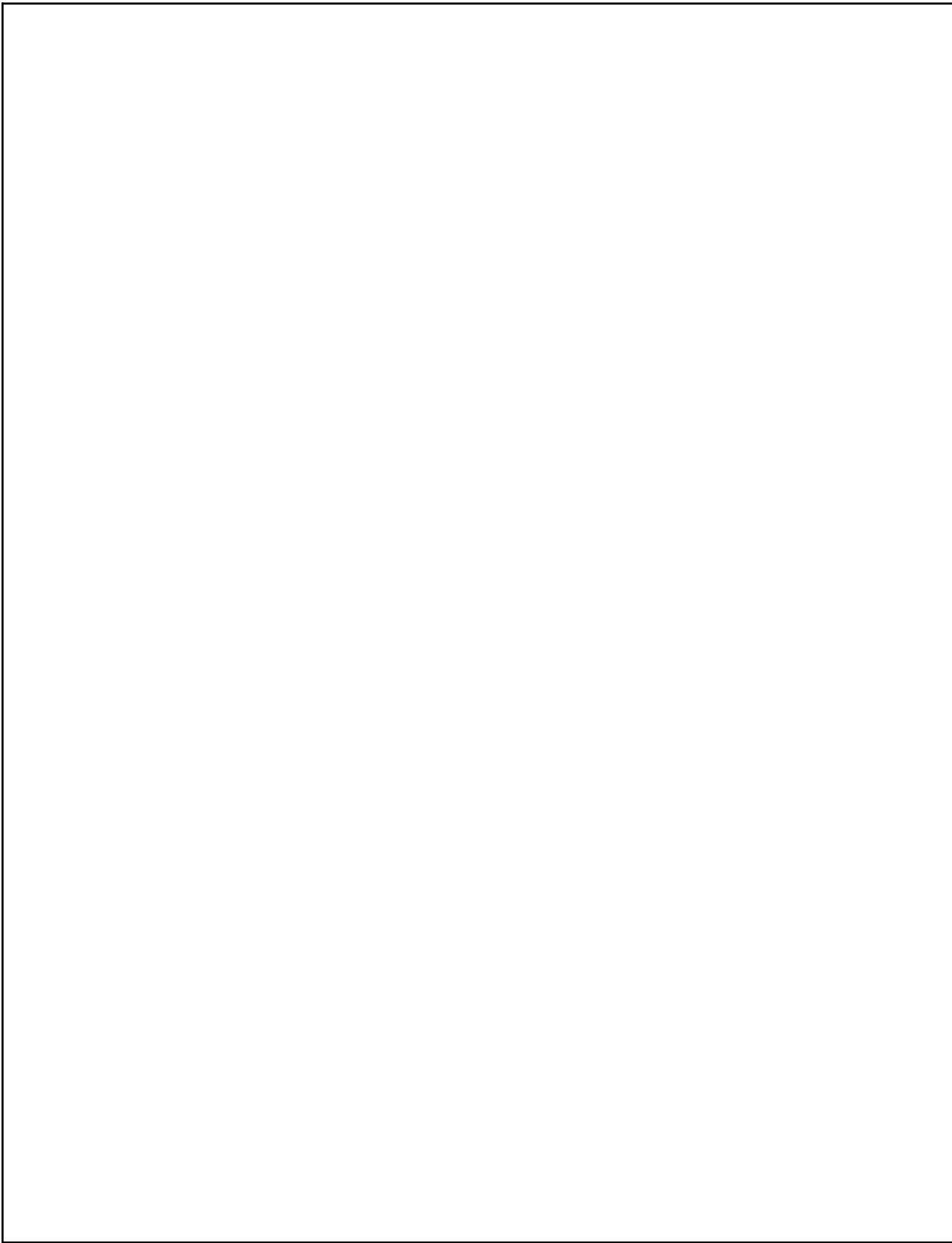
Sound Words		
Text	Sound	Where
<u>The Sound of Silence</u>		

	<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>

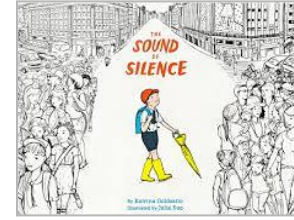
	<p><i>How do you feel when you hear music?</i></p> <p><i>The story has not yet told us where Yoshio is going on this rainy day. Let's see if we find out.</i></p>
page 12	<p><i>"Where can I find silence?" Yoshio asks himself. This reminds me of the book Daniel Finds a Poem, when Daniel goes searching 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



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>

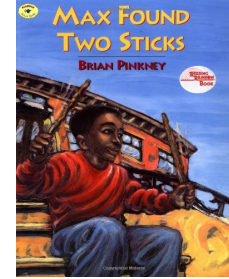
	<p>shuffle: to walk by dragging one’s feet along the ground</p> <p>chatter: talking that doesn’t stop</p> <p>still: not moving</p> <p>futon: Japanese mattress</p> <p>thump: a heavy, dull sound</p> <p>drain: to have the water or other liquid empty out</p> <p>hover: to remain in the air</p> <p>in between: 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>
<p>Closing 1 minute</p>	<p><i>We are just beginning our study of sound. Tomorrow we will meet another character who notices and uses sounds.</i></p>
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>

	<p>What words do children use to describe sounds? Do they consistently supply adjectives? Do children assign different feelings to particular sounds? How do they express this?</p>
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Notes

Unit 4: Communicating with Sound and Light



WEEK 1 Day 3

Text Talk
Max Found Two Sticks

Big Ideas	Vibrating materials make sound. Sound makes materials vibrate. Humans and other animals communicate with light and sound.
Weekly Question	What is sound?
Content Objectives	I can use key details from the text to describe a character’s feelings and actions. (R.6.1.a) I can determine and describe the author’s message about sound. (R.5.1.a)
Language Objective	I can use key details from the words and illustrations to determine the meaning of unknown words. (L.4)
SEL Objective (BOSTON SEL Standards)	I can explain how a character uses rhythm, sounds and music to manage emotions and to communicate. (SA.1.3)
Vocabulary	imitate: to copy startled: showing sudden surprise senses: ways in which animals’ bodies collect information about the world onomatopoeia: a word that represents a sound
Materials and Preparation	<ul style="list-style-type: none"> <i>Max Found Two Sticks</i>, by Brian Pinkney Pre-mark page numbers in the book to correspond with the lesson. Page 2 is the page that begins, “It was a day when Max didn’t...” <p>On the whiteboard write: Max uses sticks to make music. Why else does he drum?</p>

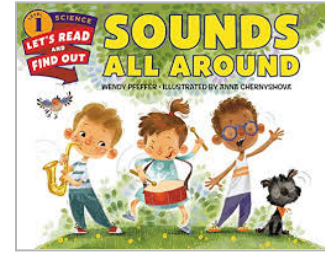
<p>Opening minutes</p>	<p><i>Today we are going to read another fictional story in which a character is inspired by the sounds around him. This book is called Max Found Two Sticks. It's written and illustrated by Brian Pinkney.</i></p> <p>Set a purpose for reading.</p> <p><i>As we read, we'll pay attention to how Max uses his senses to learn rhythms and sounds. Then we'll reread key parts of the story in order to determine why Max drums. (Refer to the whiteboard.)</i></p>
<p>Text and Discussion minutes</p> <p>Page 2</p>	<p><i>How do you think the character Max is feeling on this day? What lines of the text help you know?</i></p> <p><i>What sense is Max using on this page?</i></p>
<p>page 5</p>	<p><i>Can you make the "Pat... pat-tat" sound on your laps? As we keep reading, listen for more sound words inspired by the world around Max. Sound words, like these and the ones we heard in The Sound of Silence, are also called onomatopoeia. That's a fun word to say—try it!</i></p>
<p>page 7</p>	<p><i>What does it mean, "His rhythm imitated the sound of the pigeons, startled into flight?" Use the sound words, "Putter-putter... pat, pat" and the illustration to support your thinking.</i></p> <p><i>What senses does Max use to imitate the sound of the pigeons?</i></p>
<p>page 12</p>	<p><i>What senses does Max use now to create the rhythm of the rain?</i></p>
<p>page 20</p>	<p><i>How does Max match the sound of the church chimes? What materials does he use?</i></p>
<p>page 29</p>	<p><i>What's different about how Max acts on this page from all the other pages of the story?</i></p> <p>Children may notice that here Max speaks for the first time, when he says "Thanks," rather than respond with his drumming. If they do not articulate this observation, leave the question unanswered rather than model thinking. Return to the question after the Key Discussion.</p>
<p>Key Discussion 10 minutes</p>	<p><i>As we read, we noticed how Max used his senses to learn rhythms from sounds in the world around him. Max uses those rhythms and his drumming for a special purpose. Let's reread some key pages to determine what he uses his drumming for.</i></p> <p>Reread page 1. Reread page 5.</p>

	<p><i>How does Max respond to his Grandpa’s question? [he doesn’t say a word, he taps his sticks.]</i></p> <p>Reread page 10. <i>How does Max respond to his mother’s question? [by patting the bucket]</i></p> <p>Reread page 13. <i>What do you notice? [Max didn’t answer; he just played on the boxes]</i></p> <p>Show page 17. <i>What do you think happened when his Dad spoke to him?</i> Reread the text.</p> <p>Show page 21. <i>And again here, the text says he “hammered out a reply on the cans!”</i></p> <p>Think, Pair, Share. <i>Max uses sticks to make music. Why else does he drum?</i> During the conversation, highlight that Max uses drumming as a strategy for communication.</p> <p><i>What message do you think the author, Brian Pinkey wants to communicate to his readers about sound?</i></p>
<p>Closing 4 minutes</p>	<p><i>Max and Yoshio find inspiration in sounds around them; you also can learn rhythms and sounds from the world. Let’s listen for a minute to see if we can hear a rhythm in our classroom and try to imitate it with pats on our laps. Even though Max used different materials to create different sounds, we will just use our laps for now.</i></p> <p>Invite a child to demonstrate the rhythm she/he hears and tell what sound inspired it; then invite the rest of the class to copy that rhythm. This exercise can be used throughout the unit during transitions.</p>
<p>Standards</p>	<p>R.5.1.a Retell texts, including details about who, what, when, where, and how; demonstrate an understanding of the theme.</p> <p>R.6.1.a Describe characters, settings, and major events in a story, including details about who, what, when, where, and how.</p> <p>L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p>

	SA 3.1. Identify strategies and techniques for supporting and managing emotions.
Ongoing assessment	Listen to children’s responses during whole group conversation and Think, Pair, Share. Are children able to use key details from the text to describe Max’s feelings and actions? What understanding do children demonstrate of the concept of senses? Are children able to determine and explain the author’s message about sound?

Notes

Unit 4: Communicating with Sound and Light



WEEK 1 Days 4-5

Text Talk
***Sounds All Around*, Pages 1-15**
and **Beatboxing videos**
 *Spread this lesson out over the course of two days.

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 use text features, illustrations and key details to learn information about how people produce and receive sound. (R.8.1.b)</p> <p>I can ask and answer questions about key vocabulary in the text. (R.7.1.b)</p>
Language Objective	I can ask questions about sound. (SL.1.1.c, L.1.1.i)
Vocabulary	<p>produce: to make</p> <p>receive: to take in (as in sound)</p> <p>vocal chords: smooth bands of muscle found in the larynx (voice box); the part of the body that vibrates as air passes through the throat to the lungs</p> <p>lungs: organs in the rib cage used for breathing</p> <p>larynx: an organ in the neck where sound is produced, also called the voice box</p> <p>trachea: the tube in the neck that carries air to the lungs; also called the windpipe</p> <p>vibrate: to move quickly back and forth</p>

	<p>vibration: a rapid motion back and forth</p> <p>ripple: a very small wave</p>
<p>Materials and Preparation</p>	<ul style="list-style-type: none"> ● <i>Sounds All Around</i>, Wendy Pfeffer ● <i>Sounds All Around</i> slides ● chart paper <p>At the top of the chart paper write the title, Questions about Sound.</p> <ul style="list-style-type: none"> ● How to Beatbox Basics in 1 Minute video (2:11) ● Beat Box Nicole Paris TEDx video <ul style="list-style-type: none"> ● chart paper <p>Create the Weekly Question Chart.</p> <p>On the whiteboard write:</p> <p><u>vibrate</u></p> <p>How do people produce sounds? How do people receive sounds? What does the word <u>vibrate</u> mean?</p>
<p>Opening 2 minutes</p>	<p><i>Today we'll read the first informational text in our new unit, Sounds All Around, by Wendy Pfeffer. The title reminds me of the fictional stories we've read this week, where the characters Max and Yoshio were inspired by the sounds in their environments.</i></p> <p>Set a purpose for the read.</p> <p><i>Today we will read to find out how people produce, or make, sounds with their voices, and how people receive, or hear, sounds. The author includes some useful informational text features that can help us learn about this.</i></p> <p><i>Today, we will also be introduced to a very important word in our study of sounds: vibrate.</i></p> <p>Refer to the word on the whiteboard and invite children to repeat it.</p> <p><i>You'll have a chance today and tomorrow to ask and answer questions about this important word.</i></p>
<p>Text and Discussion 12 minutes</p> <p>Page 12</p>	<p>Read up to page 12 with minimal stopping.</p> <p>Read the section at the top of page 12 (main text). Invite children to follow the actions suggested in the text, using quiet voices.</p> <p><i>What does the author mean by "Your fingertips tingle"?</i></p> <p>Read the bottom section of the page.</p>

	<p><i>The word we use to describe the very fast shaking that happens in our vocal chords is vibrate.</i></p> <p>Demonstrate moving a straight, horizontal finger rapidly up and down in front of the throat.</p> <p><i>This word is so important in understanding what makes sound. We are going to explore this word even more next week, but we've begun to grow our understanding of it today. Everytime we hear the word "vibrate" in our text today, you can make this motion (move a flat hand rapidly up and down).</i></p> <p>Show slide 1.</p> <p><i>What does this diagram show? Turn and talk with a partner.</i></p> <p><i>Although the heading is "Your Vocal Cords," this diagram actually shows all the parts of the body involved in producing sound with our voices.</i></p> <p><i>As I read the text, refer to the diagram and move your finger to the different parts of your body that produce sound.</i></p> <p>Click forward on the slide to show the text box. Read slowly, encouraging children to first find their lungs, then larynx. Invite children to make different pitched sounds and feel their larynx move.</p> <p><i>The author and illustrator did not include this information here: the actual vocal cords are small, stretchy muscles inside of the larynx.</i></p> <p><i>Since the term "vocal cords" is in bold, we know we can find it in the glossary. Let's see if there is any additional information about vocal cords.</i></p> <p>Turn to the glossary at the back of the book. Show slide 2 for the same definition, enlarged.</p> <p><i>What questions do you have about how our voices produce, or make, sound? What are you wondering or confused about?</i></p> <p>Record these questions on the chart with children's initials next to each question.</p>
page 13	<p><i>Based on what we have been reading on these pages, why is there no sound when your throat is still?</i></p>
page 14	<p>Read the section at the top of page 14 (main text).</p> <p><i>Make the motion of a wave with your hands. Like the text says, we can't see sound waves, but they move sound from one place to another.</i></p> <p>Show slide 3. Turn and talk.</p>

	<p><i>What does this diagram show?</i></p> <p><i>When someone talks or sings, their vocal cords produce sound. Our ears receive those sounds.</i></p> <p><i>As I read the text, refer to the diagram and imagine the path the sound takes into your ear.</i></p> <p><i>Please do not put your fingers inside your ears; these body structures that allow us to hear are very delicate!</i></p> <p>Click forward on the slide to show the text box. Read slowly.</p>
<p>page 15</p>	<p>Read the page.</p> <p><i>What questions do you have about how our ears receive, or hear, sound? What are you wondering or confused about?</i></p> <p>Record these questions on the chart with children’s initials next to each question.</p> <p>Read the page a second time, inviting children to use their hands to demonstrate a rippling vibration.</p>
<p>Key Discussion and Activity 5 minutes</p>	<p>Think, Pair, Share.</p> <p>Prompt 1: How do people produce sounds?</p> <p>Prompt 2: How do people receive sounds?</p> <p>Support children to use information from the text, but do not worry about mastery of the science concepts at this point. Rather, use the group discussion to assess children’s misconceptions and emerging understandings about sound.</p> <p><i>Our voices are an amazing sound source! Some people are able to make rhythmic music just with their voices; this is called beatboxing. Let’s watch.</i></p> <p>Show the video, “How to Beatbox Basics in 1 Minute.”</p> <p><i>Based on what we learned in Sounds All Around, what part of the body is making all those amazing sounds when he beatboxes?</i></p> <p>Show the first 2 minutes of the video, Beat Box Nicole Paris Tedx.</p> <p><i>How are these sounds similar to or different from the sounds in the first beatboxing video?</i></p> <p><i>Now that we’ve seen sound produced through beatboxing, do you have any final questions to add to our chart?</i></p> <p>Again record questions with children’s initials.</p>

<p>Weekly Question Chart 5 minutes</p>	<p>Refer to the Weekly Question Chart. <i>This week we have been thinking about this question: What is sound?</i></p> <p>Read the chart together. Add any essential ideas that may be missing. Identify and color-code two or three themes that emerge. Some themes might be: Sound is made when an object vibrates (moves back and forth); There are different kinds of sounds.</p>
<p>Closing 1 minute</p>	<p><i>We have learned so much about sound already! We'll continue learning about sound next week.</i></p>
<p>Standards</p>	<p>R.7.1.b Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>R.8.1 b Determine and use text features (e.g., headings, bold print, indexes, graphics, tables of contents, glossaries, links, icons) that help locate key facts or information in a text.</p> <p>SL.1.1.c Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>L.1.1.i Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>
<p>Ongoing assessment</p>	<p>Listen to children's responses during whole group conversation and Think, Pair, Share.</p> <p>What are children's understandings and misconceptions about sound?</p> <p>Were children able to use key details and text features to make meaning of new vocabulary?</p>


Notes



Name: _____

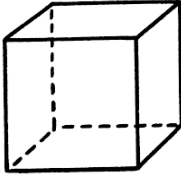
Change and Draw **v-e** words

Add silent **e** to the **c-v-c** word to make a **v-e** word.
Draw a picture of the new word.

c-v-c word	v-e word	picture
cap	cape v-e	
rat		
not		
kit		

Change and Draw **v-e** words

Add silent e to the c-v-c word to make a v-e word.
Draw a picture of the new word.

c-v-c word	v-e word	picture
cub	cub e v-e	
spin		
tub		
rob		

Skills:

Know and apply grade-level phonics and word analysis skills in decoding words.

Name: _____

Fluent Reader's Challenge

Dad had **a** joke that made us smile.

Sid **had a flute for** band class.

We like **nothing here!**

Beth likes **her** pink **and** white pants.

Hank **has a** limp **and** must use **a** cane.

Did **the** pup choke on that bone?

I had **none of** that cake.

She has the best smile.

Dad will drive **the** kids **to** class.

None of us **have a** prize.

My friend will take **the** flag **down.**

She has nothing left on **her** plate.



How long did it take you?

Skills:

Recognize and read grade-appropriate irregularly spelled words.

Short to Long Vowel Memory

bäck

cüb

nōte

päst

bīt

slīm

bāke

bīte

slīme

cūbe

nōt

pāste

Skills:

Recognize and read grade-appropriate irregularly spelled words.

Word Work Station U4 W1

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Maine Department of Education

Short to Long Vowel Memory

lick

ton

cute

tack

spine

cut

hate

like

tone

hat

take

spin

Skills:

Recognize and read grade-appropriate irregularly spelled words.

Short to Long Vowel Memory

kīte

rōb

rāte

hūge

slīd

hūg

slide

tāpe

rāt

rōbe

tāp

kit

Skills:

Recognize and read grade-appropriate irregularly spelled words.

Trick Word Memory

out	other	about	none
our	friend	another	nothing
none	out	other	friend
nothing	about	another	our

Skills:

Recognize and read grade-appropriate irregularly spelled words

Word Work Station U4 W1









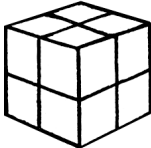

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Name: _____

Name It	Write It	Mark It
---------	----------	---------

Write the word. Mark the v-e syllable.

Word Bank							
throne	plane	slide	vote	flute	smoke	skate	cube

 	 _____ _____ _____	 _____ _____ _____
 _____ _____ _____	 _____ _____ _____	 _____ _____ _____
 _____ _____ _____	 _____ _____ _____	 _____ _____ _____

Skills: Know and apply grade-level phonics and word analysis skills in decoding words.

Unit 4: Communicating with Sound and Light

WEEK 1

Stations

Station	Activities	Materials Writing tools at each station
Shared Reading	“Tapping Tate”	<ul style="list-style-type: none"> Shared Reading text on chart and/or slides pointer
Teacher Groups	Strategic small group instruction	<ul style="list-style-type: none"> as needed
Reading	Independent and Partner Reading	<ul style="list-style-type: none"> “Tapping Tate” child copies individual book bags pencils
Listening & Speaking	Talk, Draw, Talk	<ul style="list-style-type: none"> Week 1 image (beach) Week 1 prompt and recording sheet sand timers drawing tools
	Listen and Respond: <i>Max Found Two Sticks</i>	<ul style="list-style-type: none"> audio recording and technology <i>Max Found Two Sticks</i> book <i>Max Found ...</i> conversation prompts
Vocabulary	Draw for Meaning <i>impact, fair, benefit (v), system, economy, resource</i>	<ul style="list-style-type: none"> Unit 3, Week 8 Weekly Words cards Draw for Meaning sheets
Science Literacy	What is sound? Filling in weather calendar	<ul style="list-style-type: none"> Week 1 prompts, printed as stickers or copied and cut apart, with glue sticks science journals colored pencils and pencils
Word Work (align with phonics program)	Fluent Reader’s Challenge	<ul style="list-style-type: none"> Week 1 Fluent Reader’s Challenge sheets sand timers Fluent Reader’s Challenge directions card
	Trick Word Memory	<ul style="list-style-type: none"> Week 1 Trick Word Memory sheets scissors Memory directions card
	Short to Long Vowel Memory	<ul style="list-style-type: none"> Week 1 Short to Long Vowel Memory sheets scissors Memory directions card

	Name It, Write It, Mark It	<ul style="list-style-type: none">• Week 1 Name It, Write It, Mark It sheets• Name It, Write It, Mark It directions card
	Change and Draw v-e words	<ul style="list-style-type: none">• Week 1 Change and Draw sheets• Change and Draw directions card

Talk, Draw, Talk Week 1



https://en.wikipedia.org/wiki/Seaside,_Oregon



https://en.wikipedia.org/wiki/Seaside,_Oregon

Listening & Speaking U4 W1.1

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Maine Department of Education

Name: _____

Talk Draw Talk

Look carefully at the image. Talk with your partner about what sounds you might hear if you were in that place. After you talk, draw an image of a place you know. Label it with sounds you would hear there. Talk with your partner about your drawings.



Max Found Two Sticks Conversation Prompts: Cut apart and provide with text and audio recording.

Question 1

Who are some of the people Max responds to with his sticks, and how does he respond?

Max Found Two Sticks

Question 2

What happens at the end of the book, and why is it special?

Max Found Two Sticks

Name: _____

Tapping Tate!

Tate loves to make music with his feet.

He puts on tap shoes

Makes a sweet, neat beat.

He taps his heel, he taps his toe

He stomps his whole foot

Creates different sounds on the go.

He makes a rat-a-tat-tat sound

and a clickety-click-click sound

Strikes his feet on the ground!

Can you dance a rhythm

Just like him?

Unit 4: Communicating with Sound and Light

WEEK 1

Shared Reading
“Tapping Tate”

Weekly Question	What is sound?
Materials and Preparation	<ul style="list-style-type: none">● chart paper and markers Write out the poem for whole group reading.● “Tapping Tate” slides, including “Sesame Street: Savion Glover Rhymes and Taps” video (https://www.youtube.com/watch?v=c360ztXHIXc)● pointer● highlighter tape (optional)
Opening 1 minute	<p><i>Our Shared Reading text this week is a poem called “Tapping Tate.”</i></p> <p><i>Before we read the poem, we’ll do some work with letters and sounds.</i></p>
Phonological Awareness 6 minutes	<p>Review the Foundations vowel sounds poster and the vowel teams poster. Blend sounds to make a word. <i>We are going to blend sounds together to make a word that we’ll see in our text.</i></p> <p><i>Listen to these sounds: /m/.../ā/.../k/. Say and tap the sounds. How many sounds do you hear? What’s the word? What vowel sound do you hear? When we see this word, “make,” in the text, pay attention to how it’s spelled.</i></p> <p>Segment sounds and substitute initial sounds. <i>The word is “hound.” What sounds do you hear in the word? What word do we get if we change the first sound to /s/? What about /f/?</i></p>

	<p>Isolate and substitute medial vowels. <i>I'm going to say a word, then you tell me the vowel sound you hear.</i></p> <p><i>The first word is "skate." Say the word. What vowel sound do you hear?</i></p> <p><i>Now let's change the word. The new word is "scoot." What sound changed in the word? What vowel sound do you hear? What sounds stayed the same?</i></p>
<p>Shared Reading 10 minutes</p>	<p>Model reading the full poem while tracking the print. <i>As we read today, use what you know about blends and vowel sounds.</i></p> <p>Chorally read the full poem while tracking the print.</p> <p>Connect the poem to unit content. <i>Our weekly question is, What is sound? What does this poem tell us about sound?</i></p> <p>Identify and review key letter-sound relationships. <i>We blended the word "make" earlier. Why is the e on the end of this word so important? What would happen without it?</i></p> <p>Find the word in the poem. <i>What other words in this poem have the long vowel sound spelled with the v-e rule? [strikes, whole] What words have long vowel sounds spelled with a vowel team? [feet, neat, beat, sweet]</i></p> <p>Continue to chorally read the poem for fluency practice. Because the poem is mostly decodable, allow children's voices to carry the shared read.</p>
<p>Closing 4 minute</p>	<p><i>You will continue to practice reading the poem "Tapping Tate" in the Reading Station.</i></p> <p><i>Let's see an example of a tap dancer! Savion Glover is a famous tap dancer, and many years ago when he was a kid he appeared on Sesame Street. Let's watch!</i></p> <p>Watch the video, and invite children to chime in with rhyming words. <i>What are some of the sounds Savion makes with his body? How can we describe these sounds?</i></p>
<p>Standards</p>	<p>R.2.1.a Distinguish long from short vowel sounds in spoken single-syllable words.</p>

	<p>R.2.1.b Produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>R.2.1.c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>R.2.1.d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>R.3.1.b Decode regularly spelled one-syllable words.</p> <p>R.3.1.c Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>R.12.1.a Read various on-level text with purpose and understanding.</p> <p>R.12.1.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
<p>Ongoing Assessment</p>	<p>Listen to children as they respond to questions and discussion prompts.</p> <ul style="list-style-type: none"> Do children blend and segment phonemes? Do children isolate medial vowels? Do children distinguish vowel types? <p>Listen to children chorally read.</p> <ul style="list-style-type: none"> Do children read with appropriate phrasing and expression?
<p>Daily Practice</p>	<p>To reinforce fluency with this text, find five minutes each day for choral or paired reading.</p> <p>Possible extensions in small or whole group:</p> <ul style="list-style-type: none"> ● With teacher dictation, children use letter tiles or write with markers on whiteboards to change single syllable words with a short vowel to words with the long vowel v-e rule using a chaining routine. (i.e. cap→ cape) ● With teacher dictation, children use letter tiles or write with markers on whiteboards to build single syllable words the v-e rule using a chaining routine to change initial or ending phonemes. (i.e. cape→ tape→ take→lake→ like)

Notes

WEEK 1 Lesson 1

Science and Engineering: Making Sounds
Exploring Sound

S & E Big Ideas	Vibrating materials make sound. Sound makes materials vibrate.
S & E Guiding Question	What is sound?
Content Objective	I can conduct investigations and provide evidence that vibrating materials can make sound and that sound can make materials vibrate. (1-PS4-1)
Vocabulary	sound: something our ears hear through vibrations volume: how loud or soft a sound is
Materials and Preparation	<ul style="list-style-type: none"> ● plastic cups, small and large, one of each for each small group ● rubber bands of different sizes, stretched over the plastic cups This step could be done ahead of time or children can complete this step. ● chart paper and markers, one sheet per group <p>Children will work in small groups. If necessary, prepare these groups ahead of time</p>
Opening 5	<p>Ask the children to close or cover their eyes. If children are not comfortable with doing this, have the children face away. Make a sound (clap your hands, tap something, or ring a bell). Ask the children to open their eyes and tell a partner what they observed. Call on a few volunteers to share. <i>How did you know what made that sound?</i></p> <p>Gather the children and explain that sound is made through vibrations. <i>Sound waves enter the outer ear and travel through a narrow passageway called the ear canal, which leads to the eardrum. The eardrum vibrates from the incoming sound waves and sends these vibrations to three tiny bones in the middle ear.</i></p>

	Explain that today they will do an experiment with sound using cups and rubber bands.
Investigation 10 minutes	Place the children into groups. Children will make observations about the rubber band movement and the sounds that are made when the rubber band is plucked. Model for the children what plucking looks like, then have them pluck the rubber band on the small cup. Have them repeat this process with the large cup. Ask the children, <i>What did it look like when you plucked the rubber band?</i> <i>What did it sound like when you plucked the rubber band?</i> <i>Did the rubber band on the small cup make a different sound than the one of the large cup?</i> Children record the observations on chart paper.
Discussion 10 minutes	Conduct a Science Circle with the groups' chart papers. <ul style="list-style-type: none"> ● <i>What did it look like when you plucked the rubber band?</i> ● <i>What did it sound like when you plucked the rubber band?</i> ● <i>Did the rubber band on the small cup make a different sound than the one of the large cup?</i>
Closing 5 minutes	Ask children what new evidence they have that supports the ideas below. <ul style="list-style-type: none"> ● Vibration is a kind of motion. It is a fast back-and-forth motion. ● Objects that vibrate make sounds. Sound always comes from a sound source (object) that is vibrating. ● Objects can be made to vibrate in many different ways, including hitting, plucking, and dropping.
Standards	1-PS4-1 Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.
Ongoing assessment	Check for understanding in the children's responses.

Notes

WEEK 2 Lesson 2








Science and Engineering: Hearing Sounds
Exploring Sound

S & E Big Ideas	Vibrating materials make sound. Sound makes materials vibrate.
S & E Guiding Question	What can we learn about sound using a tuning fork?
Content Objective	I can conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate. (1-PS4-1)
Vocabulary	<p>high-pitched: having a high sound</p> <p>pitch: how high or low a sound is</p> <p>loud: a large sound that is easy to hear</p> <p>soft: a quiet sound that is difficult to hear</p> <p>sound receiver: something that detects sound</p> <p>tuning fork: a device that vibrates and makes sound when tapped</p> <p>volume: how loud or soft a sound is</p>
Materials and Preparation	<ul style="list-style-type: none"> ● Sound Video (https://www.youtube.com/watch?v=3-xKZKxXuu0&feature=youtu.be) ● chart paper and markers ● tuning forks, one for each group or one for a larger group demonstration ● bowl or large plastic cups, one for each group ● plastic wrap Wrap each bowl/cup with plastic wrap. The plastic wrap should be stretched tightly over the opening of the bowl/cup. ● paper plate one for each group ● candy sprinkles <p>Depending on the number of tuning forks available, the lesson should be conducted in whole group or small group.</p>

<p>Opening 10 minutes</p>	<p>Review the previous lesson’s discussions . Show the sound video. Explain to the children that today they will view/conduct another experiment that will show that sound is vibration. Show the children the tuning fork. Explain that a tuning fork is a device that produces a sound through vibration, when tapped. This is used to help turn instruments.</p>
<p>Investigation 10 minutes</p>	<p>If the lesson will be taught in small groups, invite children in their groups. Distribute one bowl or large plastic cup that has been covered tightly with plastic wrap. Place the bowl or cup on top of the paper plate. Go to each group and slightly press on the plastic wrap enough to cause a slight indentation. Shake some candy sprinkles into this spot. Have the children take turns striking the tuning fork to make it vibrate, then move it close to the plastic wrap with the sprinkles, without actually touching it. The vibration of the tuning fork will cause the sprinkles to move.</p>
<p>Discussion</p>	<p>Ask questions about the experiment:</p> <ul style="list-style-type: none"> ● What did you notice? ● What do you wonder? ● What caused the sprinkles to move?
<p>Closing</p>	<p>Collect observations by adding children’s statements to the chart paper.</p>
<p>Standards</p>	<p>1-PS4-1: Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.</p>
<p>Ongoing assessment</p>	<p>Check for understanding in the children’s responses.</p>

Notes

Week 1 Prompt 1

What is sound?	Date: _____ Temperature: _____ Daylight Hours: _____	Phase of the Moon 
What is sound?	Date: _____ Temperature: _____ Daylight Hours: _____	Phase of the Moon 
What is sound?	Date: _____ Temperature: _____ Daylight Hours: _____	Phase of the Moon 
What is sound?	Date: _____ Temperature: _____ Daylight Hours: _____	Phase of the Moon 
What is sound?	Date: _____ Temperature: _____ Daylight Hours: _____	Phase of the Moon 
What is sound?	Date: _____ Temperature: _____ Daylight Hours: _____	Phase of the Moon 
What is sound?	Date: _____ Temperature: _____ Daylight Hours: _____	Phase of the Moon 

Unit 4: Communicating with Sound and Light

WEEK 1 Studios




What is sound?


Children explore making, collecting, and representing sounds with a variety of media. At the Science and Engineering Studio, children continue making sounds, from lessons.


<p>Big Idea</p>	<p>Vibrating materials make sound. Sound makes materials vibrate.</p>
<p>Materials and Preparation</p>	<ul style="list-style-type: none"> ● Studios prompts, cut apart and added to each bin ● Studios Planner ● observation sheets <p>Bring to the whole group meeting only those bins needed for introductions.</p> <p><u>For the Art Studio:</u> Select a few audio clips, either those featured during Text Talk lessons or other music based on environmental sounds. Cue up the recording(s) so that children can access and play them independently.</p> <p>Decide which media to make available based on what will be most satisfying in relation to the chosen music or sound recording, as well as on children’s interest and experience.</p> <ul style="list-style-type: none"> ● technology to play audio recordings ● familiar media and tools, such as paint and brushes, oil pastels, crayons, or markers—one medium, or a choice ● paper of various sizes, weight, depending on media <p><u>For the Building Studio:</u></p> <ul style="list-style-type: none"> ● elastic bands <p>Collect several different materials around which children might place rubber bands (children will add others).</p>

	<p>Note: Activities in the Building and Science and Engineering Studios may overlap and could therefore be combined.</p> <p><u>For the Drama Studio:</u></p> <ul style="list-style-type: none"> ● recording device ● clipboards ● writing tools <p><u>For the Library Studio:</u></p> <ul style="list-style-type: none"> ● <i>Daniel Finds a Poem</i>, Micha Archer Flag pages 9 (“Poetry is when crisp leaves crunch”), 20 (“When the shadows are long...”), and 23 (“That night, moonlight...”). ● Unit 4 and other books ● Sound Categories cards ● clipboards ● writing and drawing tools <p><u>For the Science and Engineering Studio:</u></p> <ul style="list-style-type: none"> ● materials from Science and Engineering lessons ● science journals ● colored pencils <p>Note: Activities in the Building and Science and Engineering Studios may overlap and could therefore be combined.</p> <p><u>For the Writing and Drawing Studio:</u></p> <ul style="list-style-type: none"> ● Recording Sounds sheets ● writing and drawing tools ● sketchbooks <p>Review Studios descriptions below. Decide which studios to introduce explicitly. Prepare the Opening basket and materials accordingly.</p>
<p>Opening</p>	<p><i>This week we are starting a new study, about sound and light. We will be looking and listening carefully, and experimenting a lot!</i></p> <p>Describe and model each studio to the extent needed for children to begin their work.</p> <p><i>Because we are studying and playing with sounds, our classroom might get a little bit loud sometimes, especially during Studios. What do you think we should do about that?</i></p> <p>Make agreements and determine processes for checking in about noise level. Let children suggest and initiate a signal for a change in classroom noise level as needed.</p>

	<p>Hold up the Studios Planner for children to reference. <i>Take a moment to think about which studio you might want to start working in today. Then think about which studio you'll work in if your first choice is too crowded.</i></p> <p><i>Turn and tell your partner your plan and your backup plan.</i> Ask a couple of children to share their plans, and dismiss all children to begin working.</p>
<p>Facilitation</p>	<p>As children work, circulate and engage them in conversation about their endeavors. Exploit opportunities to highlight children's connections to the Weekly Question and the unit's Big Ideas. Offer support in the form of material and print resources, strategies, adaptive tools, and consultation with peers.</p> <p>Listen in, observe, and take notes about children's experiences with and observations and questions about sound. Use these notes to plan for upcoming Studios sessions.</p> <p>While children work, consider which piece of work to bring to a Thinking and Feedback meeting.</p>
<p>Closing Studios</p>	<p>Support smooth clean up of studios materials and organization of works in progress. This may require extra time, as children are working with new materials.</p> <p>Facilitate a short, whole group meeting after Studios to discuss children's activities, discoveries, and questions.</p>

<p style="text-align: center;">Art</p> 	<p>Representing Sounds in Art</p> <p><u>Objective:</u> I can represent sounds and how they make me feel in visual artwork.</p> <p><u>Introduction:</u> <i>Often when we listen to music or other sounds, an image is created in our imagination. It might be movement or colors or shapes... Musicians and visual artists use their media to communicate messages, feelings, and moods.</i></p> <p><i>In the Art Studio, you can listen to some sounds/music, and paint/draw whatever you imagine.</i></p> <p><u>Process:</u></p>
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	<p>Children play the audio recordings and, while listening, create visual art in response.</p> <p><u>Facilitation:</u></p> <p><i>What are you hearing here?</i> <i>How does this music make you feel?</i> <i>Why have you chosen this color/way of painting/etc. to represent these sounds?</i></p> <p><u>Ongoing Assessment:</u> Without interrupting children’s listening, inquire after they complete their artwork about their feelings, impressions, and resulting decisions. Note their use of vocabulary.</p> <p><u>Thinking and Feedback Possibilities:</u> Children might present their visual artwork accompanied by the music by which they created it. Classmates can give feedback about whether the visual representation captures the mood or ideas they hear in the music. Encourage children to accept that people hear different things and make different interpretations from a single piece of music.</p>
<p>Building</p> 	<p>Making Sounds</p> <p><u>Objective:</u> I can use available resources to make instruments.</p> <p><u>Introduction:</u></p> <p><i>We have a good collection of materials around our classroom, and today we’ll add one more: elastic bands. Elastic is the property of being able to stretch. We have already seen that stretching an elastic band around another object can create a way to make sounds, like an instrument.</i></p> <p><i>Use the resources that you can find in our classroom to make instruments that make different kinds of sounds.</i></p> <p><i>Once you have made at least one instrument, take it to the Writing and Drawing Studio.</i></p> <p><u>Process:</u> Children try various materials combined with elastic bands to create different kinds of sounds. They experiment with objects of varying sizes and materials, with more than one object stacked together, and with various sizes and widths of elastic bands.</p>

	<p>They compare and try to change the sounds they make.</p> <p>Facilitation: Interesting sounds can be achieved by simply wrapping an elastic band around a book or an empty tissue box. Encourage children to try many different combinations of materials to make some discoveries about what produces different kinds of sounds.</p> <p><i>Why did you use those materials?</i> <i>What do you notice?</i> <i>Why do you think it made that kind of sound?</i> <i>What else can you try?</i></p> <p>Ongoing Assessment: Record observations about how flexibly children approach use of materials. Note the vocabulary they use to compare and describe their processes, materials, and results. What do children already know about sound and instruments?</p> <p>Thinking and Feedback Possibilities: Invite children with different kinds of instruments to share their strategies and results. Invite the group to suggest alternate materials to achieve different or stronger results (a louder sound, multiple sounds from a single instrument).</p>
<p>Drama</p> 	<p>Collecting and Acting Out Sounds</p> <p>Objective: I can collect sounds from my environment. I can act out the sounds I collect. I can name and act out differences among shades of meanings of sound words.</p> <p>Introduction: <i>There are sounds all around us, all the time... Listen!</i> Allow a full minute of quiet listening. <i>What did you hear?</i></p> <p>Name a sound the children identified. <i>How could we silently act out that sound?</i></p> <p>Invite several children to act out, soundlessly, their interpretations of the sound. They may show the action that produced the sound—such as miming someone laughing—or they may embody the sound itself—such as with a dance-like movement that gives the feeling of laughter. Affirm all interpretations.</p>

	<p>Ask children to differentiate among shades of meaning, such as from tapping to banging, or whispering to talking to shouting.</p> <p><i>What if that sound were very loud? What would we call that sound? How could we act it out?</i></p> <p><i>What if it were very soft? What would we call that sound? How could we act it out?</i></p> <p><i>Today in the Drama Studio you will first collect sounds, and then act them out.</i></p> <p><u>Process:</u> Either in or outside the classroom, children go on a sound expedition. If an audio recording device is available, children record sounds in this way. Alternatively, children can go out with clipboards and writing tools and simply write down or draw the sounds they hear (door closing, feet walking, person sneezing, traffic outside, adults talking).</p> <p>Once they have a collection of sounds, children listen back to or read their list of sounds. They take turns and/or work together to act out some aspects of these sounds.</p> <p><u>Facilitation:</u> <i>What sounds did you collect?</i> <i>Where do you think this sound came from?</i> <i>How can you show this sound?</i> <i>What's another way to show that sound?</i></p> <p><u>Ongoing Assessment:</u> Observe and record what children notice about their sound environment and how they communicate about their findings.</p> <p><u>Thinking and Feedback Possibilities:</u> Invite children to describe their sound collecting expedition. Make space for a small group to act out their sounds. Ask classmates to suggest other ways they might show the same sounds.</p>
<p>Library</p>	<p>Sound Search</p> <p><u>Objective:</u> I can categorize sounds.</p> <p><u>Introduction:</u></p>



What sounds can we find in our books, and what categories could we put them in?

Show the two related Sound Categories cards, such as Loud and Quiet. Invite children to give examples of sounds in each category.

Let's look back at some of the sounds in this book from Unit 2, Daniel Finds a Poem.

Turn to the flagged pages, and determine together whether the sounds on each page—leaves crunching, cricket singing, owl calling—belong in the Loud or Quiet category. Children may not all agree, depending on their experience and interpretation. Allow for this.

This is interesting: we don't all hear sounds in the same ways!

Talk through the other cards to solicit and give definitions, as needed.

You can look for sounds in any of our books! Choose two Sound Category cards and see which category the sounds fit into. Talk about what you find.

Process:

Working together or independently, children first choose two related sound categories and set those cards down in front of them. Then they choose a book in which to find sounds. They may look at more than one text in their sound search. As they find each sound, children describe it, name its source, and then assign it to a category.

Facilitation:

What sounds are you finding?

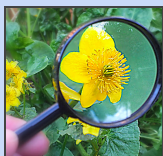
Where do those sounds come from? What makes them?

How are you deciding how to categorize each sound?

Ongoing Assessment:

Take notes and reflect on children's observations, language, and experiences that inform the categorization of various sounds. What surprises arise? What misconceptions?

Science and Engineering




Making Sounds

Objective:

I can make a model of an instrument to demonstrate how sound is made by vibrating materials.

Introduction:

We started using these materials in our Science and Engineering lessons. You can continue experimenting with them in the Studio.

	<p><u>Process:</u> Children continue working with the cups/rubber bands and tuning fork. As they work, they talk about how the materials look, sound, and feel as they vibrate to produce sound. Encourage children to record drawings, along with their discoveries and questions, in their science journals.</p> <p><u>Facilitation:</u> <i>What can you see when you pluck this instrument? How does it sound? What does it feel like? What happens if you change the instrument in some way? Does it still produce sound? Is it the same sound? Why do you think so?</i></p> <p><u>Ongoing Assessment:</u> Observe and talk with children as they work. Note how they are connecting observable vibrations with produced sound. Review children’s science journals.</p>
<p>Writing and Drawing</p> 	<p>Recording Sounds</p> <p><u>Objective:</u> I can record and describe the sounds I have created.</p> <p><u>Introduction:</u> <i>Once you have made an instrument in the Building Studio, you can come to the Writing and Drawing Studio to record what you have made.</i></p> <p>Show the Recording Sounds sheet and talk through each part. <i>Here, it says “Notation.” Notation is a system for recording something in writing. Musicians use a special written language to show music on a page, but you can use any symbols or marks you like to show something about the kind of sound your instrument produces. For example, how might I show the sound of feet going up stairs? How about the sound of wind blowing?</i></p> <p><i>As always, you can also continue to work in your sketchbooks. You might write and draw a story that features sounds, like in The Sound of Silence.</i></p> <p><u>Process:</u> Children bring the instruments they have created in the Building Studio to record and describe the sounds they make.</p>

	<p>On the recording sheet, children draw the instrument and label the drawing; create a graphic representation of the sound (notation), use adjectives to describe the sound, and make associations.</p> <p><u>Facilitation:</u> Encourage children to work together. Comparison between instruments might help children clarify their descriptions and ways of recording what they hear.</p> <p><i>How will you show all the parts of your instrument? How will your viewer know what each part is made of and why it's important?</i></p> <p><i>How will you show on paper the sound your instrument makes? How might someone else describe this sound?</i></p> <p><i>What does this sound make you think of?</i></p> <p><i>What would it sound like to play your instrument at the same time as your classmate's?</i></p> <p><u>Ongoing Assessment:</u> Review children's Recording Sounds sheets. How do they indicate the parts of their instruments and the materials they used for each part? What kind of symbols do they employ to notate the sounds of their instruments? What adjectives do they use? What music experiences and associations do they bring to the study of sound?</p> <p><u>Thinking and Feedback Possibilities:</u> Children might share their Recording Sounds sheets <i>before</i> showing their instruments. This way, classmates can reflect on how useful are the graphic representations (drawings, notation) in understanding something about the instrument. Children whose instruments use similar materials or make similar sounds can share their various approaches to notation, and the group can discuss the effectiveness of these representations in describing sounds.</p>
<p>Standards</p>	<p>Standards addressed will depend upon the studios in which children work. Possibilities include those listed in the Studios Introduction (Part 2: Components) and the following studio-specific standards.</p> <p><u>Art:</u> Visual Arts 1.2 (Boston) Create artwork in a variety of two-dimensional (2D) and three-dimensional (3D) media, for example: 2D – drawing, painting, collage, printmaking, weaving; 3D</p>

	<p>– plastic (malleable) materials such as clay and paper, wood, or found objects for assemblage and construction.</p> <p>SA 1.1 (Boston) Label and recognize emotions. Express understanding of emotions using different forms of representation.</p> <p><u>Drama:</u></p> <p>L.5.1.d Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p> <p><u>Library:</u></p> <p>L.5.1.a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>L.5.1.b Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).</p> <p><u>Science and Engineering:</u></p> <p>1-PS4-1. Demonstrate that vibrating materials can make sound and that sound can make materials vibrate. Clarification Statements: • Examples of vibrating materials that make sound could include tuning forks, a stretched string or rubber band, and a drum head. • Examples of how sound can make materials vibrate could include holding a piece of paper near a speaker making sound and holding an object near a vibrating tuning fork.</p> <p>Practice 1. Asking questions and defining problems</p> <p>Practice 2. Developing and using models</p> <p>Practice 6. Constructing explanations and designing solutions</p>
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Notes	
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Art Studio

What do I hear? How does it make me feel?

How can I represent the sounds I hear?

Building Studio

What materials can we use?

Why do these materials make these sounds?

Drama Studio

What sounds can we collect?

Where did they come from?

How can we show these sounds with our bodies?

Library Studio

Where do these sounds come from? What makes them?

How can we categorize each sound?

Science and Engineering Studio

What do we see, hear, and feel when we pluck the string?

What happens if we change the instrument in some way?

Writing and Drawing Studio

How can I show each part of my instrument and what it is made of?

How can I show on paper the sound my instrument makes?

Sound Category cards

loud

quiet

sharp

gentle

pleasing

not
pleasing

from
nature

from
people

greeting

warning

uneven

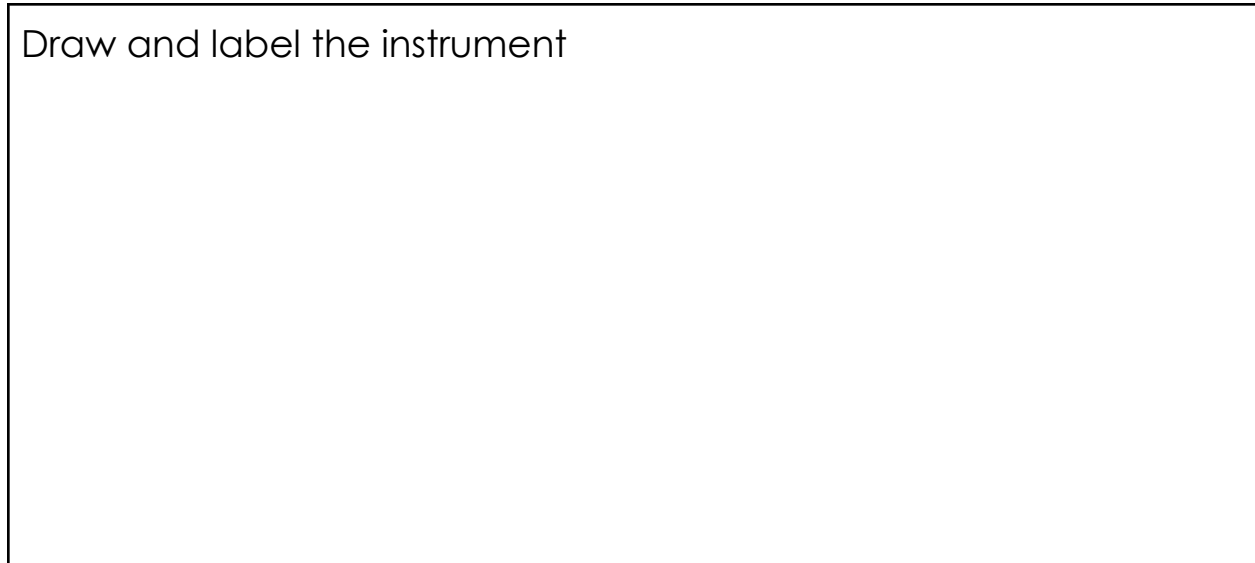
steady

bright

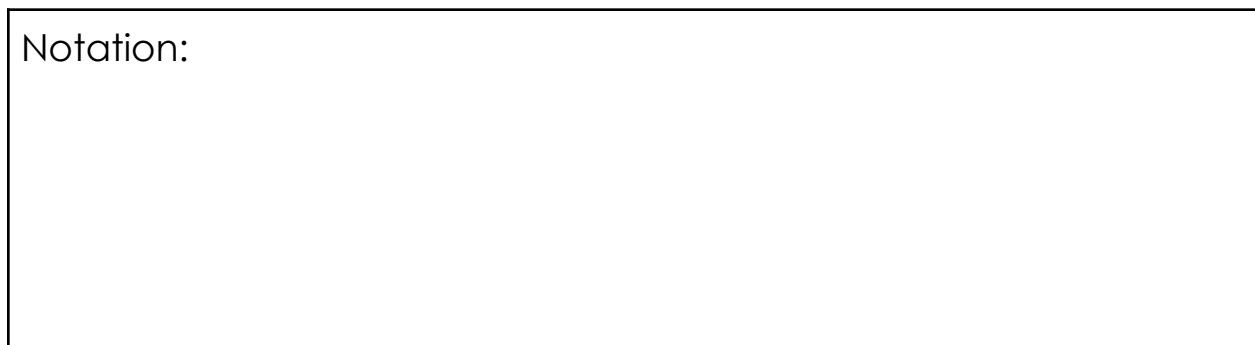
dull

Name: _____

Draw and label the instrument



Notation:



Words to describe the sounds it makes:

This sound makes me think of: _____
