



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>

	<p>L.1.1.h Use frequently occurring prepositions (e.g., during, beyond, toward).</p>
<p>Ongoing assessment</p>	<p>Do children accurately identify the prepositional phrases that describe <i>where</i>? Do they identify the prepositions within the phrases? What do children understand about phrases of place? 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

