

Unit 4: Communicating with Sound and Light

WEEK 4 Days 1 & 2

Vocabulary & Language
Weekly Words

Weekly Question	What is light?				
Language Objectives	I can talk with my classmates about words. (SL.1.1) I can connect words to my own real-life experiences. (L.1.5.c)				
Vocabulary	<table border="1"><tr><td>Day 1</td></tr><tr><td>beam: a ray of light shadow: the dark area that is produced when an object comes between a light source and a surface location: place</td></tr><tr><td>Day 2</td></tr><tr><td>source: a place, person, or thing from which light or sound comes block: to get in the way, to prevent something from moving or getting through determine: to discover or confirm something, usually with research</td></tr></table>	Day 1	beam: a ray of light shadow: the dark area that is produced when an object comes between a light source and a surface location: place	Day 2	source: a place, person, or thing from which light or sound comes block: to get in the way, to prevent something from moving or getting through determine: to discover or confirm something, usually with research
Day 1					
beam: a ray of light shadow: the dark area that is produced when an object comes between a light source and a surface location: place					
Day 2					
source: a place, person, or thing from which light or sound comes block: to get in the way, to prevent something from moving or getting through determine: to discover or confirm something, usually with research					
Materials and Preparation	<ul style="list-style-type: none">• Week 4 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.				
Opening Day 1	<i>Today we’ll start a new list of Weekly Words. These words come from the books that we read and the big ideas from our study, Communicating with Sound and Light. Today’s words are related to light: beam, shadow, and location.</i>				

Day 2	<i>Let's continue learning our words for this week. Today's words are source, block, and determine.</i>
<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>beam Elaboration: <i>At performances on stage, people use stage lights with strong beams to create effects. A flashlight creates a much smaller beam.</i></p> <p>Think, Pair, Share prompt: <i>Where have you seen strong beams of light, either produced in nature or produced by people?</i></p> <hr/> <p>shadow Elaboration: <i>At sunset shadows are very long. At other times, like when the sun is directly above us in the middle of the day, shadows are much shorter.</i></p> <p>Think, Pair, Share prompt: <i>Have you played with your shadow? What have you noticed?</i></p> <hr/> <p>location Elaboration: <i>When you are trying to get to a certain place, you might look for that location in Google maps to see where it is exactly and for directions for how to get there.</i></p> <p>Think, Pair, Share prompt: <i>Can you describe the location of your favorite park or playground? Where is it? How would you get there?</i></p>
Day 2	<p>source Elaboration: <i>Some sources of light are natural, like the sun, fire, and even fireflies—they produce light with a chemical in their abdomens. Other sources of light are made by humans. We call those artificial lights; lamps are one source of artificial light.</i></p> <p>Think, Pair, Share prompt: <i>Tell each other examples of both natural and artificial sources of light.</i></p>

	<p>block Elaboration: <i>Some people have a hard time sleeping when light enters their bedrooms. One solution to this problem is to block the light with heavy curtains.</i></p> <p>Think, Pair, Share prompt: <i>Can you think of other situations in which people might block light?</i></p> <hr/> <p>determine Elaboration: <i>We can determine where a light or sound comes from—its source—by looking or listening. We can also determine the direction of the wind.</i></p> <p>Think, Pair, Share prompt: <i>Look at the image. Can you determine which direction the wind is coming from? What makes you say so?</i></p>
Closing	<i>The words we’re studying will help us to think and talk about light.</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>

Notes

A large empty rectangular box with a black border, intended for taking notes.