

Unit 4: Communicating with Sound and Light

WEEK 8 Days 1 & 2

Vocabulary & Language
Weekly Words

Weekly Question	How do our new ideas contribute to our community?				
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" style="width: 100%;"> <tr> <td style="text-align: center;">Day 1</td> </tr> <tr> <td> <p>senses: ways in which animals’ bodies collect information about the world</p> <p>effect: change that happens because of an action</p> <p>amplify: to increase the volume of sound, to make it louder</p> </td> </tr> <tr> <td style="text-align: center;">Day 2</td> </tr> <tr> <td> <p>determine: to discover or confirm something, usually with research</p> <p>warn: to signal a possible danger</p> <p>innovate: to make changes in something that already exists</p> </td> </tr> </table>	Day 1	<p>senses: ways in which animals’ bodies collect information about the world</p> <p>effect: change that happens because of an action</p> <p>amplify: to increase the volume of sound, to make it louder</p>	Day 2	<p>determine: to discover or confirm something, usually with research</p> <p>warn: to signal a possible danger</p> <p>innovate: to make changes in something that already exists</p>
Day 1					
<p>senses: ways in which animals’ bodies collect information about the world</p> <p>effect: change that happens because of an action</p> <p>amplify: to increase the volume of sound, to make it louder</p>					
Day 2					
<p>determine: to discover or confirm something, usually with research</p> <p>warn: to signal a possible danger</p> <p>innovate: to make changes in something that already exists</p>					
Materials and Preparation	<ul style="list-style-type: none"> selected Weekly Words cards, from Weeks 1, 3, 4, 6, 7 				
Opening Day 1	<i>This week we’ll review Weekly Words we have already studied to understand them a little more deeply. We have classroom experiences to think about as we talk about the words. Today’s words are senses, effect, and amplify.</i>				
Day 2	<i>Let’s continue reviewing our words for this week. Today’s words are determine, warn, and innovate.</i>				

Vocabulary & Language U4 W8 D1 & D2

<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. The elaborations and prompts below are the same as those originally taught; add to them according to children’s specific classroom experiences during the unit of study.</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>effect Elaboration: <i>When we push the first domino in a long row we produce an exciting effect: all the pieces fall one after the other.</i></p> <p>Think, Pair, Share prompt: <i>Today’s weather is _____. What effect does this weather have on people’s behaviors?</i></p> <hr/> <p>amplify Elaboration: <i>When people are demonstrating for change, they want everyone to hear them well. They might use megaphones to amplify their voices.</i></p> <p>Think, Pair, Share prompt: <i>Think of other situations in which people need to amplify their voices for everyone to hear them. When do you use a louder voice?</i></p>
<p>Day 2</p>	<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>

	<p>warn Elaboration: <i>At crosswalks we sometimes see signs with blinking lights to warn cars that people are about to cross the street. This tells them to slow down and stop.</i></p> <p>Think, Pair, Share prompt: <i>In what other ways can lights warn people?</i></p> <hr/> <p>innovate Elaboration: <i>Many people who are hard of hearing or deaf use a tool to help them hear. In the past, hearing aids were very big and people carried them in their hands. Doctors and engineers worked together to innovate. These days, hearing aids are very small, and people can wear them inside their ears.</i></p> <p>Think, Pair, Share prompt: <i>What is something you would like to innovate to make life easier?</i></p>
Closing	<i>This week, we're talking about how our new ideas contribute to our community. The words we're studying will help us to talk about the effect our innovations have in the communities we live in.</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>

	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.
--	---

Notes