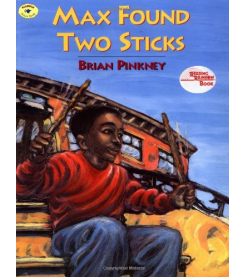


Unit 4: Communicating with Sound and Light

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