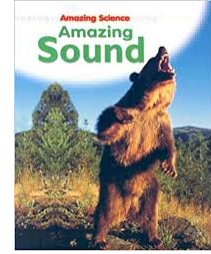


Unit 4: Communicating with Sound and Light



WEEK 2 Days 1-2

Text Talk
***Amazing Sound*, pages 1-17**
 *Break this lesson into 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	How do sounds change?
Content Objective	I can use information from text to describe what causes sound to happen and to change. (R.6.1.b)
Language Objective	I can follow the routine for triad reading and discussion to discuss a text, using vocabulary about sound. (SL.1.1.a, L.6.1)
Vocabulary	<p>surround: to be all around</p> <p>beat: a rhythmic unit in music</p> <p>vibrate: to move quickly back and forth</p> <p>vibration: a rapid motion back and forth</p> <p>voice box: the larynx, an organ in the neck where sound is produced</p> <p>still: not moving or making a sound</p>
Materials and Preparation	<p>Create heterogeneous groups of three children for triad reading and discussion.</p> <ul style="list-style-type: none"> ● <i>Amazing Sounds</i>, by Sally Hewitt ● Feeling Sound with Evelyn Glennie (0:00 to 2:30) (https://www.youtube.com/watch?v=G12a6w6sTAs) ● text excerpts, one copy for each child

	<ul style="list-style-type: none"> What causes sound to change? sheet, one copy for each child <p>On the whiteboard write: What causes sound to change from low to high? What causes sound to change from quiet to loud?</p>
<p>Opening 1 minutes</p>	<p><i>Today we'll continue reading information about sound with a book titled Amazing Sound by Sally Hewitt.</i></p> <p>Set a purpose for reading. <i>Our question this week is, How do sounds change? We'll read part of this book to begin learning about this.</i></p> <p><i>The sound of our voices can change, like this: [vocalize a sound from low to high]</i> <i>We'll read about how sounds change, and we'll watch a video to see how one musician makes sounds change.</i></p>
<p>Text and Discussion 14 minutes</p> <p>Page 9</p>	<p>Read through page 9. Pause to play the video clip of Evelyn Gennie. <i>Let's pause to watch a video of a musician to help us understand this a bit more. This drummer, Evelyn Glennie does not hear—she is deaf. She uses the vibrations she feels to make music.</i></p> <p>Play the video to 2:30. <i>What did you notice? How does Evelyn Gennie make sound change?</i></p> <p><i>What new information do you now have about sound?</i></p> <p>Continue reading.</p>
<p>page 10</p>	<p><i>A herd is a group of elephants.</i></p>
<p>pages 12-13</p>	<p>Read page 12 aloud. Distribute the corresponding text excerpts and draw children's attention to the first paragraph. Read the text on page 13 aloud once. Invite children to make a quiet sound, then a loud sound, to ensure comprehension. <i>What causes sound to change from quiet to loud? Before you answer this question, reread the excerpt with your groups.</i></p> <p>Children chorally read in triads, then discuss the question, What causes sound to change from low to high? Refer to the whiteboard, and encourage children to reread and reference the text as needed.</p>
<p>pages 14-15</p>	<p>Read page 14 aloud and direct children's attention to the second paragraph on the child copy. Read the text on page 15 aloud once. Invite children to make a low sound, then a high sound, to ensure comprehension.</p>

	<p><i>What causes sound to change from low to high? Before you answer this question, reread the excerpt with your groups.</i></p> <p>Again, children chorally read in triads, then discuss the question, What causes sound to change from quiet to loud? Refer to the whiteboard, and encourage children to reread and reference the text as needed.</p>
page 16	<p>Read the full text, and then the question in “Your Turn.”</p> <p><i>What is a still pool of water?</i></p> <p><i>Why do you think a still pool of water makes no sound at all?</i></p>
Key Activity 6 minutes	Distribute the What causes sound to change? sheets. Have children record their understanding in writing and drawing.
Weekly Question Chart 1 minutes	<p>Introduce the Weekly Question chart.</p> <p><i>You just had a chance to communicate what you know so far about sound. Let’s think again about this question: How do sounds change? We can record our ideas here.</i></p> <p>Some ideas include: Sounds change from low to high depending on how fast the vibrations are; Sounds are quiet or loud based on how small or large the vibrations are; Musicians make sound change to make music.</p> <p><i>We can add more to our chart during the week.</i></p>
Closing 1 minute	<i>As we saw in the video with Evelyn Glennie, musicians have an amazing ability to make sound change in interesting and beautiful ways.</i>
Standards	<p>R.6.1.b Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>R.12.1.a Read various on-level text with purpose and understanding.</p> <p>SL.1.1.a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>L.6.1 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p>
Ongoing assessment	<p>Listen to children’s whole group and small group conversations.</p> <p>What are children’s understandings and misconceptions about sound?</p> <p>Do children use key details from the text to explain what causes sounds to change?</p> <p>Listen to children’s choral reading.</p> <p>Do children read the text accurately with peer support?</p>

	Do children reread as a strategy for understanding key concepts? Review childrens' writing, and use it to inform teaching going forward.
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Notes