



WEEK 4 Days 1-2

Text Talk
Sending Messages with Light and Sound
 *Spread this lesson out over the course of two days.

Big Ideas	<p>Light and sound travel.</p> <p>Humans and other animals communicate with light and sound.</p>
Weekly Question	What is light?
Content Objectives	<p>I can distinguish between information provided by photographs and by words in an informational text. (RI.1.6)</p> <p>With the support of a group, I can fluently read a text to gather information about light and sound. (R.12)</p>
Language Objective	With a group, I can discuss examples of and create a visual display about ways I use light. (SL.3.1.b, L.5.1.c)
Vocabulary	<p>message: information sent from place to place</p> <p>distance: an amount of space between two things or people</p> <p>warn: to let someone know about possible danger</p>
Materials and Preparation	<p>Ahead of the lesson, group children into heterogeneous reading triads for the Triad Reading routine.</p> <ul style="list-style-type: none"> ● <i>Sending Messages with Light and Sound</i>, Jennifer Boothroyd ● <i>Sending Messages with Light and Sound</i> copies, one for each group of three children ● chart paper ● markers, one for each child, different colors for each child in a triad <p>On the whiteboard write: How are light and sound used to communicate messages?</p>

<p>Opening 1 minute</p>	<p><i>This week we will learn about light!</i></p> <p>Set a purpose for reading.</p> <p><i>Last week we thought about how people and other animals communicate with sound. Today we'll read Sending Messages with Light and Sound by Jennifer Boothroyd to continue thinking about messages using sound and to begin learning about messages we send with light.</i></p> <p><i>The first time we read, you'll read the text yourselves, in your groups. The second time we'll read together and use the photographs to find even more information about light and sound.</i></p>
<p>Text and Discussion 13 minutes</p> <p>Read 1</p>	<p>Move children to assigned small groups, and invite them to read the entire text together. As children read, circulate to support them.</p> <p>After children have time to read, refer them to the question on the whiteboard to discuss in their small groups.</p> <p><i>How are light and sound used to communicate messages?</i></p> <p>Listen to children's conversations. Consider understandings and misconceptions that have surfaced to inform the discussion during the whole group reading.</p>
<p>Read 2 page 4</p>	<p>Bring the children back to the whole group. Reread the text chorally, pausing as indicated.</p> <p><i>The photograph on page 4 gives us additional information. Where do you think this photograph was taken?</i></p> <p><i>How is light used to communicate a message in this photograph?</i></p>
<p>page 5</p>	<p><i>Look at the photograph. How does this tool change the sound of someone's voice?</i></p>
<p>page 8</p>	<p><i>This is called a lighthouse. A lighthouse guides ships.</i></p> <p>Read the rest of the text with minimal stopping.</p>
<p>Key Activity 10 minutes</p>	<p><i>Over the last few weeks we learned about how humans and other animals use sound. To launch our study of light, you can work together to make a poster about the ways you use light!</i></p> <p>Describe the task. Each child will use a single color marker to contribute to a poster about how people use light. Send children to work in their same small groups. Children should write their names with their same color so that their individual contributions can be identified.</p>
<p>Closing</p>	<p>Invite groups to share their posters with the large group.</p>

6 minutes	<i>Tomorrow we will read another informational text that will teach us about what light is.</i>
Weekly Question Chart 1 minute	<p>Introduce the Weekly Question chart. <i>Our question this week is: What is light?</i></p> <p><i>You have identified that people use light to communicate messages. You also said that light helps people see. Let's write these ideas on the chart.</i></p> <p><i>We can add more to our chart during the week.</i></p>
Standards	<p>R.9.1.b Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>R.12 Read with sufficient accuracy and fluency to support comprehension</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> <p>SL.3.1.b Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>
Ongoing assessment	<p>Listen to children's responses during the whole and small group conversations.</p> <p>What information do children gather from illustrations? What information do they gather from the text?</p> <p>Do children distinguish between information learned from text and from illustrations?</p> <p>Listen to children's choral reading.</p> <p>Do children read with sufficient accuracy and fluency to make sense of the text?</p> <p>Review the posters.</p> <p>What uses of light do children identify?</p> <p>What contributions does each child make?</p>

Notes

