

WEEK 8 Day 5

Text Talk
Synthesis of Unit Ideas
To review and wrap up Unit 4, children look closely at the Weekly Question Charts to identify connections and concepts across the weeks.

Big Ideas	Vibrating materials make sound. Sound makes materials vibrate. Materials interact with light in different ways. Light and sound travel. Humans and other animals communicate with light and sound. People innovate and invent to solve problems.
Weekly Questions	all Weekly Questions
Content Objective	I can describe connections among ideas and identify themes about light and sound and how people and other animals use them to communicate. (R.6.1.b, 1-LS1-1, 1-PS4-1, 1-PS4-3)
Language Objective	I can talk with my classmates about important properties of light and sound. (SL.1.1, 1-PS4-1, 1-PS4-3)
Materials and Preparation	<ul style="list-style-type: none">● Weekly Question charts, from Weeks 6-8● Communicating with Sound and Light chart, from Week 5● highlighters or markers <p>Review the Weekly Question charts from Weeks 6, 7, and 8. Highlight or mark especially important ideas. Consider ideas that build upon each other and those that have contributed to the development of the project work.</p> <p>Review the Communicating with Sound and Light chart.</p> <p>On the whiteboard, write: What stands out to you? How can we use sound and light to communicate messages?</p>

<p>Opening 1 minute</p>	<p><i>We are at the end of our last unit of study, Communicating with Sound and Light. Each week we have considered a Weekly Question and gathered our ideas in a Weekly Question chart. I have read over our Weekly Question charts to see how our thinking has grown and changed. Today, you have a chance to do the same thing. Then we'll go back to our Communicating with Sound and Light chart and add to it.</i></p>
<p>Weekly Question Chart 2 minutes</p>	<p><i>First let's read the Weekly Question chart for Week 8.</i> Quickly note one or two essential ideas.</p>
<p>Text and Discussion 17 minutes</p>	<p><i>We have been thinking about and investigating sound and light for eight weeks! Let's look back at some of the ideas we've had in the past few weeks and see how we can make sense of them all together.</i></p> <p>Read the highlighted ideas on each Weekly Question chart for Weeks 6-8.</p> <p>Model synthesizing ideas. <i>I notice these three ideas are all about inventions and innovations with light and sound. That makes me think: People have used sound and light to help us communicate in many different ways. I am going to write a sentence in a box on our chart: "People find new ways to use sound and light to communicate."</i></p> <p>Draw a box, write the sentence, and draw a line connecting the box to the question in the center.</p> <p>With children, compose four to seven additional sentences that synthesize different ideas from the Weekly Question charts. Record each sentence in a separate box on the chart.</p> <p>Finally, read and review all of the ideas on the Communicating with Sound and Light chart.</p> <p>Think, Pair, Share. Prompt 1: <i>What stands out to you?</i></p> <p>Prompt 2: <i>How can we use sound and light to communicate messages?</i></p>
<p>Closing 5 minutes</p>	<p>Summarize the conversation. Make connections to the projects children have been working on.</p> <p>Facilitate a discussion about how children can invent and innovate to contribute to their communities.</p>

<p>Standards</p>	<p>R.6.1.b Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <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>1-LS1-1 (Boston) Use evidence to explain that (a) different animals use their body parts and senses in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water, and air, and (b) plants have roots, stems, leaves, flowers, and fruits that are used to take in water, air, and other nutrients, and produce food for the plant.</p> <p>1-PS4-1 (Boston) Demonstrate that vibrating materials can make sound and that sound can make materials vibrate.</p> <p>1-PS4-3 (Boston) Conduct an investigation to determine the effect of placing materials that allow light to pass through them, allow only some light through them, block all the light, or redirect light when put in the path of a beam of light.</p>
<p>Ongoing assessment</p>	<p>Note how children are synthesizing the unit’s knowledge building.</p> <ul style="list-style-type: none"> Are they thinking flexibly? How are they consolidating new information? Do children understand the content and the Big Ideas? Do they use key unit vocabulary as they discuss the patterns they see?

Notes



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