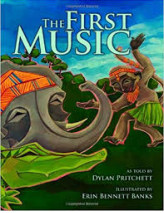
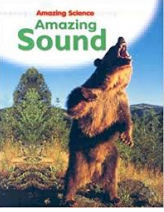
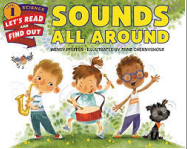



Unit 4: Communicating with Sound and Light WEEK 3 At a Glance

Weekly Question: How do people and other animals use sound?		
<p>Texts</p>    	<p>Vocabulary and Language</p> <p>Day 1: Introduce Weekly Words: communicate, produce, effect</p> <p>Day 2: Introduce Weekly Words: amplify, key, pitch</p> <p>Day 3: Word Relationships</p> <p>Day 4: Word Relationships</p> <p>Day 5: Carousel Brainstorm</p>	
	<p>Text Talk</p> <p>Day 1: <i>The First Music</i> (video)</p> <p>Day 2: <i>Amazing Sound</i>, Read 3</p> <p>Days 3-4: <i>Sounds All Around</i>, Read 2</p> <p>Day 5: “How Animals Use Sound” slides</p>	
	<p>Stations</p> <p>Shared Reading: “Way Down in the Music”</p> <p>Independent and Partner Reading</p> <p>Listening & Speaking: Talk, Draw, Talk; Listen & Respond (<i>The First Music</i>)</p> <p>Science Literacy: How does sound travel from the source to the receiver?</p> <p>Vocabulary: Draw for Meaning</p> <p>Word Work: align with phonics program</p>	
	<p>Science and Engineering</p> <p>Lesson 1: Sound Receivers</p> <p>Lesson 2: Echolocation</p>	<p>Studios</p> <p>Children explore and research sounds made and used by musicians as well as animals.</p>
	<p>Writing: Procedure</p> <p>Day 1: Peer-to-Peer Feedback</p> <p>Days 2-3: Revising and Publishing</p> <p>Day 4: Publishing</p> <p>Day 5: Presentation and Celebration</p>	

At a Glance U4 W3

Unit 4: Communicating with Sound and Light

WEEK 3 Days 1 & 2

Vocabulary & Language
Weekly Words

Weekly Question	How do people and other animals use sound?				
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>communicate: to share information or feelings</p> <p>produce: to make</p> <p>effect: change that happens because of an action</p> </td> </tr> <tr> <td style="text-align: center;">Day 2</td> </tr> <tr> <td> <p>amplify: to increase the volume of sound, to make it louder</p> <p>key: small bar or button of an instrument that is pressed to produce or change sound</p> <p>pitch: how high or low a sound is</p> </td> </tr> </table>	Day 1	<p>communicate: to share information or feelings</p> <p>produce: to make</p> <p>effect: change that happens because of an action</p>	Day 2	<p>amplify: to increase the volume of sound, to make it louder</p> <p>key: small bar or button of an instrument that is pressed to produce or change sound</p> <p>pitch: how high or low a sound is</p>
Day 1					
<p>communicate: to share information or feelings</p> <p>produce: to make</p> <p>effect: change that happens because of an action</p>					
Day 2					
<p>amplify: to increase the volume of sound, to make it louder</p> <p>key: small bar or button of an instrument that is pressed to produce or change sound</p> <p>pitch: how high or low a sound is</p>					
Materials and Preparation	<ul style="list-style-type: none"> ● Week 3 Weekly Words cards ● projector and screen ● chart paper <p>Create the week’s Weekly Words chart by writing out the Weekly Words and their definitions. Add icons, sketches, or images as needed.</p>				
Opening Day 1	<p><i>Today we’ll start a new list of Weekly Words. These words come from the books that we read and the big ideas from our new study, Communicating with Sound and Light. Today’s words are communicate, produce, and effect.</i></p>				

Day 2	<i>Let's continue learning our words for this week. Today's words are amplify, key, and pitch.</i>
<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.</p> <hr/> <p>communicate Elaboration: <i>When we work together we have to communicate our ideas to one another to understand each other's thinking.</i></p> <p>Think, Pair, Share prompt: <i>How do you communicate to a member of your family how you are feeling?</i></p> <hr/> <p>produce Elaboration: <i>To produce sound, a trumpet player blows air through the mouthpiece. He or she presses keys to change the sounds.</i></p> <p>Think, Pair, Share prompt: <i>Can you produce sounds with your mouth? Share and describe what you do.</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>
Day 2	<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> <hr/> <p>key Elaboration:</p>

	<p><i>Pianos have 88 black and white keys. The piano player can produce a variety of sounds from very low to high. Other instruments, such as trumpets, saxophones, and accordions, also have keys to produce a variety of sounds.</i></p> <p>Think, Pair, Share prompt: <i>Watch Sean Jones play the trumpet. Pay close attention to how he presses the trumpet’s keys.</i> Play video from :15 to :40 (https://www.youtube.com/watch?v=iPwLZLkhNFo). <i>Talk with your partner about what you observe.</i></p> <hr/> <p>pitch Elaboration: <i>We can make a low pitch sound or a high pitch sound [demonstrate each one].</i></p> <p>Think, Pair, Share prompt: <i>Listen to this sound.</i> Play sound effect video a couple of times (https://www.youtube.com/watch?v=6OjUE5FANOE). <i>Do you think it has a high or low pitch? Why? Can you think of something that makes a sound with a low pitch?</i></p>
Closing	<p><i>This week, we’re talking about how people and other animals use sound. The words we’re studying will help us think and communicate about that.</i></p>
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>

	<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.</p> <p>Maintaining a class vocabulary list will help track children’s vocabulary growth over time.</p>
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Notes



communicate

<https://www.bigthinkedge.com/top-8-interpersonal-skills-for-the-workplace/>



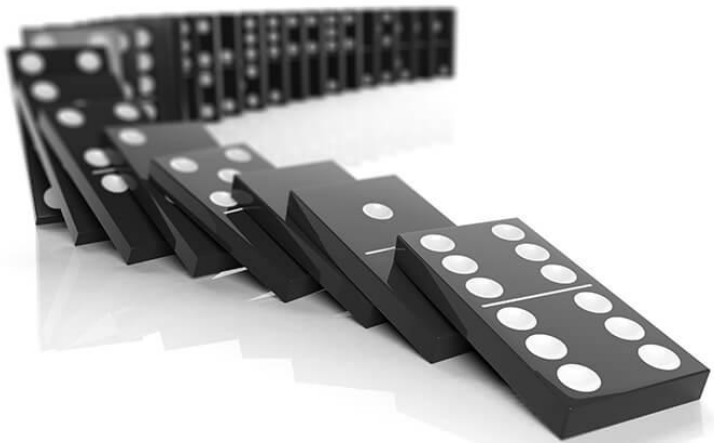
produce

<https://www.liveabout.com/history-of-the-trumpet-2456531>

Weekly Words U4 W3

Focus on First/ 1st Grade for ME | Boston Public Schools Department of Early Childhood P-2/

Maine Department of Education



effect

<https://podiatry.com/news/228/The-Domino-Effect-Within-Practice-Management>



amplify

<https://www.wbur.org/radioboston/2018/03/15/goal-email>

Weekly Words U4 W3

Focus on First/ 1st Grade for ME | Boston Public Schools Department of Early Childhood P-2/
Maine Department of Education



key

<https://www.classicfm.com/discover-music/instruments/piano/why-pianos-have-88-keys/>



pitch

<https://www.musical-u.com/learn/topic/ear-training/pitch/>

Unit 4: Communicating with Sound and Light

WEEK 3 Day 3

Vocabulary & Language
Word Relationships

Weekly Question	How do people and other animals use sound?
Language Objective	I can sort words into groups and describe what is similar about them. (L.5.1.a)
Vocabulary	similar: almost the same
Materials and Preparation	<ul style="list-style-type: none">• envelopes, one for each pair of children• Vocabulary Words Weeks 1-3 cards Copy and cut apart one set of words for each pair of children. Put each set in an envelope.
Opening	<i>Last week we thought about the relationship between adjectives to describe sound. This week we are going to think more about the relationships between words by sorting and using the Weekly Words we have learned so far in this unit.</i>
Discussion	Show one envelope with vocabulary cards inside. <i>Today you will work in pairs to sort these vocabulary cards—they are smaller versions of our Weekly Words cards.</i> <i>Let’s review the words together. As we review, think about which words you think fit well together.</i> Hold up each card and quickly review the word and definition, as needed. <i>Now, with a partner you will put the words in groups. Talk together about why you are putting particular words together. What is similar about them?</i> Send pairs with envelopes of vocabulary cards to sort. As they sort, circulate to discuss with children their rationale for sorting the words in a particular way.

	Invite several pairs who sorted according to different criteria to share which words they grouped together and why.
Closing	<i>Today you thought about the relationships among words and sorted them into groups. Tomorrow you will use some of our words in sentences.</i>
Standard	L.5.1.a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
Ongoing assessment	During the discussion, note the groups of words children create. Listen to their rationales for grouping words this way. Do pairs group words in similar ways? Do they categorize words by topic? by part of speech? How do they articulate the categories they create?

Notes



senses



listen



hear



identify



motion



pluck



soft

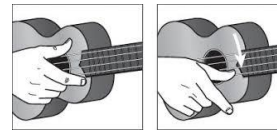


vibrate



loud, deep

property



strum



detect



communicate



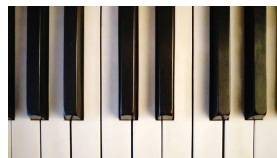
volume



produce



effect



key



amplify



pitch

Unit 4: Communicating with Sound and Light

WEEK 3 Day 4

Vocabulary & Language
Word Relationships

Weekly Question	How do people and other animals use sound?
Language Objective	With a partner I can write a sentence that demonstrates the meanings of two related words. (L.6.1)
Materials and Preparation	<ul style="list-style-type: none">• envelopes with word cards for each pair, from Day 3• blank paper and pencil, one for each pair
Opening	<i>Yesterday you sorted our Weekly Words into groups. Some of you grouped together words that ... [refer to one way of sorting from Day 3]; others grouped together words that ... [provide another example of how children sorted]. Today you are going to work with your partner to write a sentence that includes at least two of the words.</i>
Discussion	<p><i>When you sit down with your partner, take out the word cards and review them. Find two that you think would fit together well in a sentence. Say the sentence out loud; then write it on the paper.</i></p> <p>Send the children in pairs to review words and write sentences. As they work, circulate to support them.</p>
Closing	<p>Bring the class back together. Invite several pairs to share their sentences.</p> <p><i>Today you used related vocabulary words together in sentences.</i></p>
Standards	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).
Ongoing assessment	During the discussion, listen for evidence that children are understanding the meanings of the words and their relationships to each other.

	<p>After the lesson, review children's sentences. Do the sentences include two related words? Are the words used accurately?</p>
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Notes

Large empty rectangular box for taking notes.

WEEK 3 Day 5

Vocabulary & Language

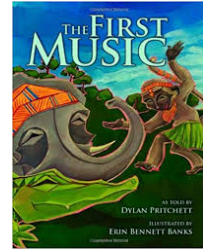
Carousel Brainstorm

Weekly Question	How do people and other animals use sound?
Language Objective	I can talk with my classmates about important vocabulary from our unit texts and big ideas. (SL.1.1)
Vocabulary	communicate: to share information or feelings produce: to make effect: change that happens because of an action amplify: to increase the volume of sound, to make it louder key: small bar or button of an instrument that is pressed to produce or change sound pitch: how high or low a sound is
Materials and Preparation	<ul style="list-style-type: none">● chart paper, 4 pieces, with one of the Weekly Words in the center of each, set out around the classroom● markers, one for each child● timer or stopwatch
Opening	<i>This week as we move through the Carousel Brainstorm, we'll think about our Weekly Words and about some of the ways people and other animals use sound.</i>
Key Activity	Show the vocabulary cards and review definitions for all of the Weekly Words, highlighting those selected for the Carousel Brainstorm. Talk briefly about some possibilities for recording understanding about one of the words. Direct each group to a particular paper and then begin the timer. Circulate as children work, noting their use and representation of each word.

Closing	In the whole group, share the work from the papers, highlighting different ways of demonstrating word knowledge.
Standards	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.
Ongoing assessment	<p>As children work, circulate and take notes on the Carousel Brainstorm Assessment Tool to record children’s understanding, misconception, and use of vocabulary words. Use these to plan for reteaching and reinforcement.</p> <p>Listen to children’s conversations as they circulate. How do children participate?</p> <p>Review each sheet of chart paper. Do children’s drawings and writing reflect an understanding of the vocabulary words?</p>

Notes

Unit 4: Communicating with Sound and Light



WEEK 3 Day 1

Text Talk
The First Music (video and slides)

Big Ideas	Light and sound travel. Humans and other animals communicate with light and sound.
Weekly Question	How do people and other animals use sound?
Content Objectives	I can identify the key elements of an origin folktale. (R.8.1.a) I can determine and describe the central message of a folktale. (R.5.1.a)
Language Objective	I can build on the ideas of my peers in a group discussion. (SL.1.1.b)
Vocabulary	yelp: to make a short, sharp, cry groan: to make a low moan screech: to make a loud, harsh, squealing noise peer: to look at something moan: to make a long, low sound, often expressing pain croon: to hum or sing in a soft, low voice tinkle: to make a light, clear, ringing sound scales: the small, thin, bony plates covering the skin of a reptile or fish bellow: to shout with a deep, loud, roar prance: to walk or move with springing steps sway: to gently move back and forth ponder: to think echo: sound that comes back to the listener

<p>Materials and Preparation</p>	<ul style="list-style-type: none"> ● <i>The First Music</i>, Dylan Pritchett, slides with video ● Author’s Note, provided at end of this lesson ● Discussion Prompts <p>On the whiteboard write: What natural phenomenon does <i>The First Music</i> explain? What is the central message of <i>The First Music</i>?</p>
<p>Opening 1 minutes</p>	<p><i>This week we will be thinking about how humans and other animals use sound. Today we are going to read a story written and told by Dylan Pritchett, called The First Music. He wrote this folktale inspired by stories told over and over again in the West African countries Senegal and Ghana.</i></p> <p>Set a purpose for reading. <i>In our study about animals, we read an origin tale called How Chipmunk Got His Stripes. This story is an origin tale because it explains the origin, or beginning, of a natural phenomenon—why chipmunks have a black stripe down their backs.</i></p> <p><i>This origin tale is called The First Music; what natural phenomenon do you think it explains? [where music comes from]</i></p> <p><i>This story also explains a phenomenon about one specific animal and its sounds; let’s read to find out! As we read, we’ll identify elements of a folktale: the problem, resolution, and central message.</i></p>
<p>Text and Discussion 14 minutes</p> <p>Slide 1 (video), Read 1</p>	<p><i>Instead of reading a book, we’ll watch a video version of the story. In some West African storytelling traditions, the people listening to the story join in. You can try this, by joining in when the animals are making sounds. Doing this might help you discover when the sounds become music.</i></p> <p>Play the full video without stopping. Encourage children to participate in the storytelling by joining in with animal sounds; balance this with making certain that all of the children are able to hear the full story.</p> <p>Facilitate a discussion using established Discussion Prompts. <i>At what point in the story do you think the sounds became music? Why do you think so?</i></p> <p>After children share ideas, replay related clips of the video for reference.</p>
<p>Slide 1 (video), Read 2</p>	<p><i>Now we’ll watch and listen to the story again. This time, listen for the problem in the tale and how it’s resolved. When you notice that</i></p>

	<p><i>the problem is introduced, put up your thumb. We'll pause the video there.</i></p> <p>Play the video, and pause at 2:43, after the frog describes the problem. Survey the group for thumbs up.</p> <p><i>Let's listen to that part again.</i></p> <p>Replay from 2:26 to 2:43.</p> <p><i>Now, turn and talk with your partner about what the problem is.</i></p> <p>Play the rest of the video, inviting children to chime in with each animal's musical sounds.</p> <p><i>The problem was that the frogs felt they could not make music. Turn and talk with your partner about how this problem was resolved.</i></p>
<p>Key Discussion 5 minutes</p> <p>Slides 2 and 3</p>	<p>Show the slides, and invite children to chorally read each text excerpt.</p> <p>Facilitate a whole group discussion. Encourage children to reference key details, both from the video and from the text excerpts.</p> <p><i>What phenomenon does The First Music explain? [why frogs sing at morning and night, how music came to be]</i></p> <p><i>Why do you think that people would tell this story over and over again? What's the message they want to tell? [anyone can make music, everyone can contribute to music made by a group]</i></p>
<p>Closing 4 minutes</p> <p>Slide 4</p>	<p><i>You have identified what this tale teaches us—its central message. Let me read you part of Dylan Pritchett's author's note to explain what inspired him to write this story.</i></p> <p>Show the photo of the author and read the author's note aloud.</p> <p><i>How did the author's note add to your understanding of the folktale's message?</i></p> <p><i>We'll continue to think more about music this week as an important way people use sound.</i></p>
<p>Weekly Question Chart 1 minute</p>	<p>Introduce the Weekly Question chart.</p> <p><i>Our question this week is: How do people and other animals use sound? How did the animals in this story use sound? We can record our ideas here. [The animals in this story make music for enjoyment and to build community].</i></p> <p><i>We can add more to our chart during the week.</i></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.8.1.a Explain major differences between texts that tell stories and texts that give information, drawing on various text types.</p>

	SL.1.1.b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
Ongoing assessment	Listen to children's responses during whole group conversation and Think, Pair, Share. Do children identify the natural phenomenon explained in the folktale? Do children use details from the story to determine the central message? Do children show the meaning of sound verbs through acting? Do children build on the ideas of their peers during the whole group discussion?

Notes

Author's Note (2006)

Dylan Pritchett's website tells us, "As the past president of the National Association of Black Storytellers, Dylan is dedicated to passing on the rich African oral tradition of storytelling."¹

Dylan provided an author's note on the last page of *The First Music*. Here is part of his message:

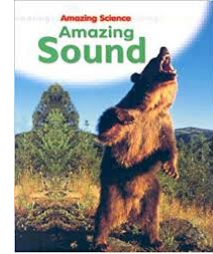
Africa enthralls me. My curiosity about its culture took me there; the people, music, and feeling of being home keeps me there. When I returned from my first trip there, storytelling was no longer something to do from head to mouth, but rather an art form filled with heartfelt purpose in teaching children of all ages. I knew that sharing and telling stories was what I wanted to do as my life's work.

Without stories we would have no way of passing on our history and lessons learned. To hear the rhythm of the story is to be part of it. *The First Music* was inspired by listening to the pulse of drums, which is constant in the everyday social life of West Africa. I heard the swish of the shakers as leaves on a tree, and the tones of the log drums pierced my ears if I stood too close. I remember also the eerie night time sounds resounding from a nearby lake. Those are the sounds I heard while in Dakar, Senegal and Accra, Ghana. Those sounds are part of everyday life there and were the same sounds of our ancestors first heard. Those were the sounds that the human ear heard as its very first music!

¹ <https://www.augusthouse.com/dylan-pritchett>

Unit 4: Communicating with Sound and Light

WEEK 3 Day 2



Text Talk
Amazing Sound (pages 18-23)

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 people and other animals use sound?
Content Objectives	<p>I can answer questions about key details from an informational text about sound. (R.4.1.a)</p> <p>I can describe the connection between sound and travel by creating a visual display with words. (R.6.1.b, SL.3.1.b)</p>
Language Objective	I can identify real life connections with the concept of traveling sound. (L.5.1.c.)
Vocabulary	<p>travel: to go from one place to another</p> <p>engine: a machine with moving parts that turns power into motion</p> <p>dart: to move suddenly and quickly</p> <p>echo: sound that comes back to the listener</p> <p>bounce: to move quickly back off a surface</p>
Materials and Preparation	<p>Assign children to heterogeneous groups of four for the key activity.</p> <ul style="list-style-type: none"> ● <i>Amazing Sound</i>, Sally Hewitt ● colored markers <p>Sort the markers into bundles so that in each group, each child will use a different color.</p>

- large paper (such as a half-sheet of chart paper), one for each small group
Holding the paper vertically, prepare one chart, as below, for each small group.

This sound...	traveled through...	...this far
How sound travels to our ears		

Opening
1 minute

Yesterday we heard a folktale and thought about how sound becomes music. Today we're going to continue with an informational text we started last week, Amazing Sounds, to learn how sound travels.

Set a purpose for reading.

We'll answer questions about key details in the text to understand how sound travels and how distance affects sound. Then we'll work in groups to think about how sounds travel to our ears.

Text and Discussion
9 minutes
page 19

After reading this page, invite children to be silent to listen to the sounds around them, inside and outside of the classroom. Ask the question in the "Your turn!" text box.

What have the sounds that you hear right now traveled through to reach your ears?

How far have these sounds traveled?

Elicit a few ideas.

We'll think more about these questions in a few minutes.

page 22

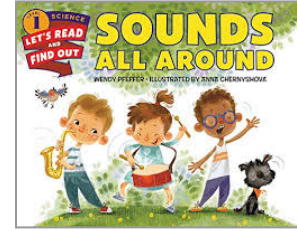
What does it mean that bats "dart through the night sky?"
Define "dart."

<p>page 23</p>	<p>Demonstrate how an echo works. Make a fist with one hand and hold the other hand vertical and flat. Invite the children to do the same. Make a motion of a ball bouncing against the wall, as an echo bounces off a surface.</p> <p><i>Have you ever heard an echo? Where were you?</i></p> <p><i>According to the text, how is an echo made?</i></p> <p><i>Using key details from the text, turn and talk with a partner about how bats hear their prey, insects.</i></p>									
<p>Key Activity 10 minutes</p>	<p><i>Now you'll work in groups to think about and record how different sounds move from what makes them to our ears.</i></p> <p>Using an example such as those below, model how to fill in the chart. Encourage children to write, draw, and label.</p> <table border="1" data-bbox="548 743 1300 1396"> <thead> <tr> <th data-bbox="548 743 799 814">This sound...</th> <th data-bbox="799 743 1049 814">traveled through...</th> <th data-bbox="1049 743 1300 814">...this far</th> </tr> </thead> <tbody> <tr> <td data-bbox="548 814 799 1182"> <p><i>My friend's voice</i></p> <p><i>Car passing</i></p> </td> <td data-bbox="799 814 1049 1182"> <p><i>air</i></p> <p><i>the window</i></p> </td> <td data-bbox="1049 814 1300 1182"> <p><i>very near</i></p> <p><i>from outside to in</i></p> </td> </tr> <tr> <td colspan="3" data-bbox="548 1182 1300 1396"> <p>How sound travels to our ears</p> </td> </tr> </tbody> </table> <p>Move children into small groups, as planned. Distribute charts and markers.</p> <p>Each child in the group holds a different color marker and is responsible for contributing ideas. After children have recorded ideas in the table, they can add a diagram to illustrate how one of their sounds travels.</p>	This sound...	traveled through...	...this far	<p><i>My friend's voice</i></p> <p><i>Car passing</i></p>	<p><i>air</i></p> <p><i>the window</i></p>	<p><i>very near</i></p> <p><i>from outside to in</i></p>	<p>How sound travels to our ears</p>		
This sound...	traveled through...	...this far								
<p><i>My friend's voice</i></p> <p><i>Car passing</i></p>	<p><i>air</i></p> <p><i>the window</i></p>	<p><i>very near</i></p> <p><i>from outside to in</i></p>								
<p>How sound travels to our ears</p>										
<p>Closing 5 minute</p>	<p>Gather children back as a whole group. Invite each group to share one sound heard and explain where it came from and what it traveled through.</p> <p><i>Tomorrow we'll read more about how sound travels from Sounds All Around.</i></p>									

Standards	<p>R.4.1.a Ask and answer questions about who, what, when, where, and how.</p> <p>R.6.1.b Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>SL.3.1.b Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</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>Listen to children’s responses during partner and whole group conversations.</p> <p>Do children use key details from the text to expand their understanding about sound?</p> <p>Observe children’s collaborative charts.</p> <p>Do children identify a variety of sounds and how they traveled?</p> <p>Has each child demonstrated their understanding?</p> <p>What does the diagram communicate about children’s understanding and/or misconceptions?</p> <p>How did the group work together?</p>

Notes

Unit 4: Communicating with Sound and Light



WEEK 3 Day 3

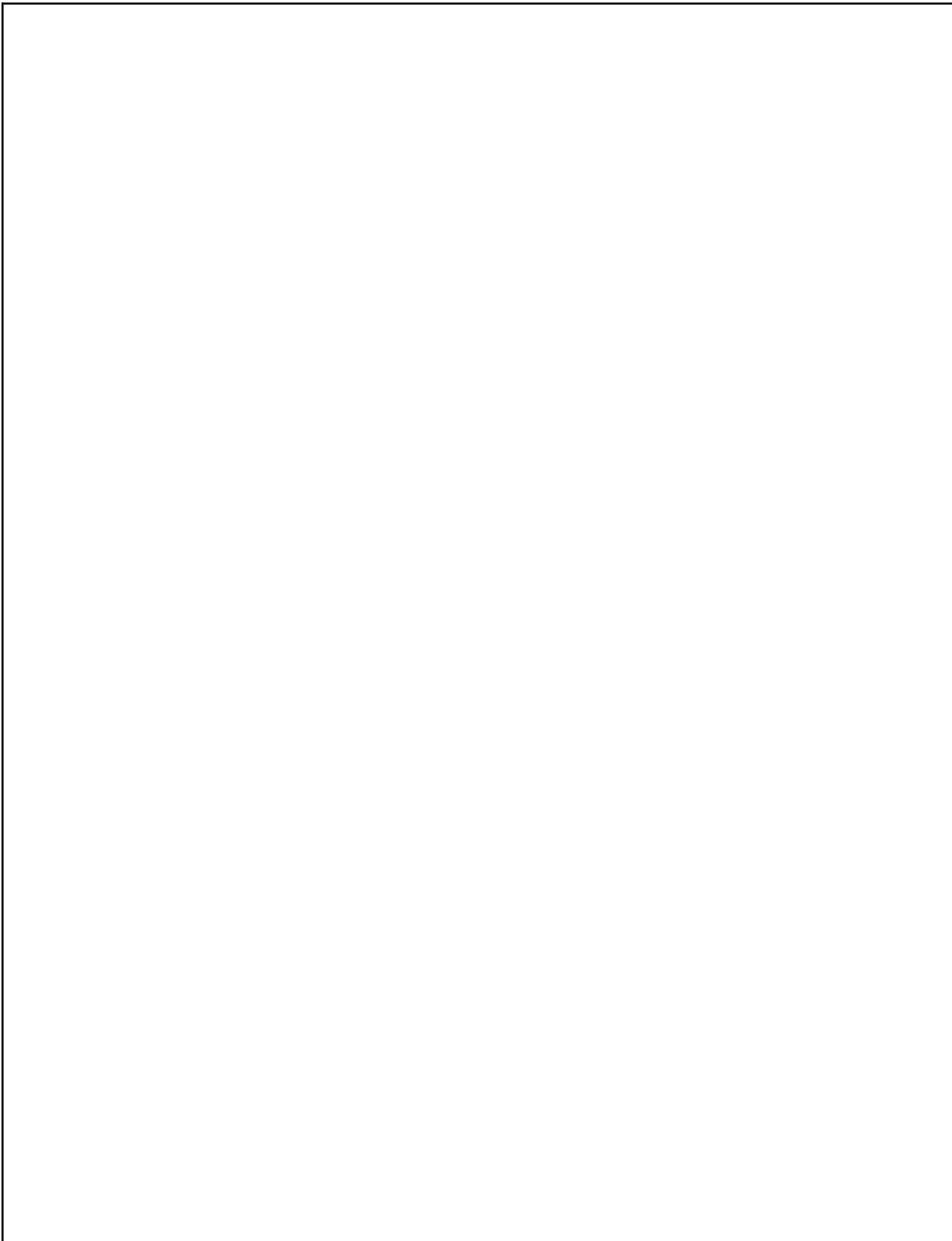
Text Talk
Sounds All Around (pages 16-26)
 *spread this lesson over two days

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 people and other animals use sound?
Content Objective	I can use key details from the text to describe how animals use sound to survive. (R.4.1.a, R.6.1.b, W.1.1.b)
Language Objective	I can use vocabulary from informational to text to describe how animals use sound to survive. (L.6.1)
Vocabulary	<p>message: verbal, written or recorded communication</p> <p>avoid: to keep away from</p> <p>echo: sound that comes back to the listener</p> <p>warn: to let someone know about possible danger</p> <p>sound wave: an invisible wave created by vibration</p> <p>locate: to find</p> <p>echolocation: finding an object by following the sound of an echo</p> <p>solid: with a shape that is firm and can be measured</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Sounds All Around</i>, by Wendy Pfeffer ● <i>Sounds All Around</i> text excerpts and response sheet, copies for each child ● <i>Amazing Sound</i>, Sally Hewitt, for reference

	<p>On the whiteboard write: How do animals use sound to survive?</p>
<p>Opening 1 minute</p>	<p><i>Today we'll read more of Sounds All Around to continue thinking about how people and animals use sound.</i></p> <p>Set a purpose for reading. <i>One way people and other animals use sound is to send messages and signals that help keep them safe. As we read today, we'll use key details from the text to answer this question: How do animals use sound to survive? [refer to whiteboard]</i></p>
<p>Text and Discussion 10 minutes</p> <p>page 17</p>	<p><i>Today in Boston, we use the sounds of drums to make music. We know that music can communicate many different emotions. According to the text, how did people long ago use drum sounds?</i></p> <p>Look critically at the illustration. <i>This illustration depicts a community long ago, but we don't know where this community is supposed to be or who the people are that it is trying to represent. We could do some research to learn about which communities around the world have used drums to communicate messages.</i></p>
<p>page 19</p>	<p>Turn and Talk. <i>According to the text, what is one way that humans use sound to survive, and what is one way that animals use sound to survive?</i></p>
<p>page 21</p>	<p><i>What does it mean that the echos warn the bat?</i></p> <p><i>How does the information on this page add to what we learned about bats and echoes in Amazing Sound yesterday?</i></p> <p>Refer to pages 22-23 as needed.</p>
<p>page 22</p>	<p>Turn and Talk. <i>What does echolocation mean?</i></p> <p>Identify the word part "locat(e)" (to find) to affirm the definition.</p>
<p>page 23</p>	<p><i>How do snakes use sound to survive?</i></p>
<p>page 26</p>	<p><i>How do whales use sound in ways similar to how bats do?</i></p>
<p>Key Activity 10 minutes</p>	<p>Distribute the text excerpts and response sheets. Chorally read the text. <i>Now that we've reread these sections, you will choose one of these animals and write about how it uses sound to survive. After you do, we'll share ideas in a group discussion.</i></p> <p>Send children off to write.</p>

<p>Closing 4 minute</p>	<p>Gather children for a brief whole group discussion. <i>Now that you've prepared your thoughts in writing, let's discuss this question: How do animals use sound to survive?</i></p> <p>Invite several children to share their ideas. Note connections and emphasize children's references to the text.</p>
<p>Standards</p>	<p>R.4.1.a Ask and answer questions about who, what, when, where, and how.</p> <p>R.6.1.b Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>W.1.1.b Gather information from provided sources and/or recall information from experiences in order to answer questions with guidance and support from adults.</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>
<p>Ongoing assessment</p>	<p>Listen to children's responses during partner and whole group conversations.</p> <p>Do children use key details from the text to describe the connection between sound and animal survival?</p> <p>Do children use key details from the text to explain the meaning of key concepts, such as echolocation?</p> <p>Review children's writing.</p> <p>Do children use key details from the text so describe in writing how a particular animal uses sound to survive?</p> <p>How do children's written responses compare with their oral contributions during discussion?</p>

Notes





A **bat** finds food using echoes, too. Sound waves bounce off insects. In total darkness, a bat can locate six hundred insects an hour by listening for the echoes. This is called echolocation.



Sound waves travel through solid ground as well as air. A **snake** has no ears. To hear, it puts its head on the ground. A bone in its head feels the sound vibrations. They warn the snake that an enemy, maybe a mongoose, lurks nearby.



Sound waves travel through the water, too. A mother **whale** can find her baby by sending clicking sounds through the water. When the sound waves bump into her calf, echoes bounce back. The mother listens. She hears the echoes and knows where her baby is.

Name _____

Choose **one** of the animals we read about: bats, snakes or whales.

What is one way a **bat**, **snake**, or **whale** uses sound to survive?

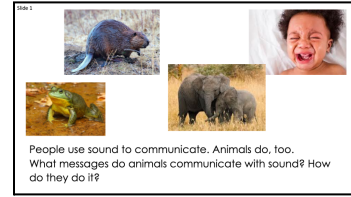
Use key details from the text to support your ideas.

Write your ideas, and then add an illustration.



Unit 4: Communicating with Sound and Light

WEEK 3 Day 5



Text Talk
How Animals Use Sound (slides)

Big Idea	Humans and other animals communicate with light and sound.
Weekly Question	How do people and other animals use sound?
Content Objectives	I can use headings and key details to determine the main idea of a series of slides. (R.5.1.b, R.8.1.b)
	I can distinguish information provided by text and sound clips. (R.9.1.b)
Language Objectives	I can determine the meaning of new words by using an array of strategies. (L.4)
Vocabulary	<p>message: a verbal, written, or recorded communication</p> <p>communicate: to share or exchange information or ideas</p> <p>attract: to cause someone or something to like or take an interest in something</p> <p>mate: the partner of an animal or human</p> <p>croak: a deep, hoarse sound made by a frog</p> <p>species: a group of similar living things that are able to make offspring together</p> <p>chirp: a short, sharp, high-pitched sound</p> <p>threatened: in danger</p> <p>signal: a gesture, action, or sound that communicates a message</p> <p>territory: an area of land that species of animals defend as their own</p> <p>intruder: a person or animal coming into a place that is not their own</p> <p>broad: wide</p> <p>tremolo: a wavering and trembling sound</p> <p>wavering: moving in a quivering way, flickering</p> <p>trembling: shaking</p>

	click: a short, sharp sound
Materials and Preparation	<ul style="list-style-type: none"> • “How Animals Use Sound” slides <p>On the whiteboard write: What are some of the most important ways that animals use sound?</p>
Opening 1 minute	<p><i>We’ve learned lots of ways that humans and other animals use sound.</i></p> <p>Set a purpose for reading. <i>Today, we’ll read a text called How Animals Use Sound to learn about some of the most important ways that animals use sound. This text is a set of slides. We’ll use the slides’ headings as well as key details to determine the main idea of sections of the text. We’ll also gather information from images and audio clips.</i></p> <p>Throughout the lesson, note when the audio clips are played—often only after initial interaction with the text.</p>
Text and Discussion 18 minutes	<p>Turn and Talk. <i>Let’s think about what we already know by answering the questions on this first slide.</i></p>
slide 1	<i>Let’s keep reading to see what more we can find out.</i>
slide 2	<p>Read the heading. <i>Headings let us know what a section of text is going to be about. Let’s read to find out why animals might want others to come see them!</i> <i>What does it mean that the birds use the calls to attract mates?</i></p> <p>Play the bird calls. <i>What is different about the birds’ calls?</i> <i>Why is it important for birds to have different sounds?</i></p>
slide 3	<p><i>What connection can you make to the natural phenomenon explained in the folktale The First Music? [frogs sing in the evenings]</i></p> <p><i>This slide gives us information with words and with sound clips. What information do we get from the words?</i></p> <p>Play the frog sounds. <i>What new information does listening to the frog sounds give us?</i></p>

slide 4	<p><i>How do crickets use sound similarly to birds?</i></p> <p><i>Based on what we've learned this week and in our study of animals surviving and thriving, why do you think crickets chirp when they are threatened?</i></p> <p>Play the cricket sounds. <i>What new information does listening to the cricket sounds give us?</i></p>
slide 5	<p><i>What do you think the author means by signal territory? How does the heading help you understand this vocabulary?</i></p> <p>Play the woodpecker sound.</p>
slide 6	<p><i>Based on the heading, what do you think the next few slides will be mostly about?</i></p> <p>Read the text. <i>Using clues from the sentence, what do you think an intruder is?</i></p> <p>Play the squirrel sound.</p>
slide 9	<p>Turn and Talk. <i>Based on the heading, what do you think the next few slides will be mostly about?</i></p> <p>Read the text and listen to the sounds on the remaining slides.</p>
Key Discussion 5 minutes	<p>Think, Pair, Share. <i>What are some of the most important ways that animals use sound?</i></p>
Weekly Question Chart 5 minutes	<p>Refer to the Weekly Question Chart. <i>This week we have been thinking about this question: How do people and other animals use sound?</i></p> <p>Read the chart together. Add any essential ideas that may be missing. Identify and color-code two or three themes that emerge. Some themes might be: people use sound to communicate thoughts and feelings; people use sound for music; animals and people use sound to warn of danger; animals use sound to attract mates.</p>
Closing 1 minute	<p><i>For three weeks we've been exploring sound and how it is used for communication. Next week we'll start learning about light.</i></p>
Standards	<p>R.5.1.b Retell key details of texts, including the main topic.</p>

	<p>R.8.1 b Determine and use text features (e.g., headings, bold print, indexes, graphics, tables of contents, glossaries, links, icons) that help locate key facts or information in a text.</p> <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>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>
<p>Ongoing assessment</p>	<p>Listen to children’s responses during partner and whole group conversations.</p> <ul style="list-style-type: none"> Do children use headings to determine a section's main idea? Do children distinguish information from words and audio clips? Do children explain the key idea of the text?

Notes

Name: _____

Way Down in the Music

By Eloise Greenfield

I get way down in the music
Down inside the music
I let it wake me
take me
Spin me around and make me
Uh- get down

Inside the sound of the Jackson Five
Into the tune of Earth, Wind and Fire
Down in the bass where the beat comes from
Down in the horn and down in the drum
I get down
I get down

I get way down in the music
Down inside the music
I let it wake me
take me
Spin me around and shake me
I get down, down
I get down

Unit 4: Communicating with Sound and Light

WEEK 3

Shared Reading
“Way Down in the Music”

Weekly Question	How do people and other animals use sound?
Materials and Preparation	<ul style="list-style-type: none">● chart paper and markers Write out the poem for whole group reading.● “Way Down in the Music” slides● pointer● highlighter tape (optional)
Opening 1 minute	<p><i>Our Shared Reading text this week is a poem called “Way Down in the Music” by Eloise Greenfield. We read this poem together last week, in Text Talk.</i></p> <p><i>Before we read the poem, we’ll do some work with letters and sounds.</i></p>
Phonological Awareness 6 minutes	<p>Review the Foundations vowel sounds and vowel teams posters.</p> <p>Blend sounds to make words. <i>Let’s practice listening for sounds in words. I’ll say sounds, and you can blend the sounds together to figure out what the word is.</i></p> <p><i>The sounds are /ɪ/ /n/ /t/ /ə.</i> <i>What’s the word? [into]</i> <i>How many sounds did we hear in that word? [four]</i></p> <p><i>The sounds are /w/ /ā/ /k/.</i> <i>What is the word? [wake]</i> <i>How many sounds did we hear in the word? [three]</i></p> <p><i>Let’s practice listening for specific sounds in words. I’ll segment sounds and ask where you hear the sounds.</i></p>

	<p>Isolate and substitute sounds in words.</p> <p><i>The word is “spin.” What is the vowel sound you hear in this word? [short i]</i></p> <p><i>When we change the vowel sound /ĭ/ to the long sound /ī/, how does the word change? [spine]</i></p> <p><i>The next word is “sound.” How many sounds do we hear? [four]</i></p> <p><i>When I change the beginning sound /s/ to /f/, what is the new word? [found]</i></p> <p><i>The next word is “shake.” When I change the beginning sound /sh/ to /m/, what is the new word? [make]</i></p>
<p>Shared Reading 8 minutes</p>	<p>Read the full poem while tracking the print.</p> <p><i>As we read today, use what you know about compound words and syllables.</i></p> <p>Chorally read the full poem while tracking the print.</p> <p>Connect the poem to unit content.</p> <p><i>Our weekly question this week is How do people and other animals use sound?</i></p> <p><i>What does this poem tell us about music and how it is used?</i></p> <p><i>When the author writes, “I get way down in the music, down inside the music,” what do you think she means? How do you know that?</i></p> <p>Recall discussion from the Text Talk lesson the previous week, as useful.</p> <p>Identify and review key letter-sound relationships.</p> <p><i>Today we will talk about and look for compound words. Earlier we listened to the sounds in the word “into.” This word is made of two small words put together to create a new word with a different meaning. When we break the word “into” small words, we find “in” and “to.” When you hear the word “in,” what do you think? What about when you hear the word “to?”</i></p> <p>Address confusion with the words “two” and “too.”</p> <p><i>Let’s look for another compound word.</i></p> <p>Reread the lines “I get way down in the music, Down inside the music.”</p> <p><i>Do you see a compound word in these lines? Turn and share the word you found with your partner. What makes it a compound word?</i></p> <p>Harvest a few responses.</p>

	Practice the poem for fluency. Model scooping chunks of texts into fluent phrases, such as “Spin me around [pause] and make me” and “Inside the sound [pause] of the Jackson Five.” Invite children to echo read the phrases.
Closing 1 minute	<i>You will continue to practice reading the poem “Way Down in the Music” in the Reading Station.</i>
Standards	<p>R.2.1.a Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>R.2.1.b Produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>R.2.1.c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>R.2.1.d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>R.3.1.b Decode regularly spelled one-syllable words.</p> <p>R.3.1.c Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>R.12.1.a Read various on-level text with purpose and understanding.</p> <p>R.12.1.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
Ongoing Assessment	<p>Listen to children as they respond to questions and discussion prompts.</p> <p>Do children blend and segment phonemes?</p> <p>Do children isolate medial vowels?</p> <p>Do children substitute phonemes?</p> <p>Listen to children chorally read.</p> <p>Do children read with appropriate phrasing and expression?</p>
Daily Practice	<p>To reinforce fluency with this text, find five minutes each day for choral or paired reading.</p> <p>Possible extensions in small or whole group:</p> <ul style="list-style-type: none"> ● With teacher dictation, children use cubes or chips to substitute sounds. (shake→take, what sound changed? Take→took, what sound changed? Took→toon, what sound changed?) ● With teacher dictation, children use letter tiles or write with markers on whiteboards to build compound words and illustrate the new meaning. (rain+bow=rainbow, sun+shine=sunshine, tea+pot=teapot, pan+cake=pancake, snow+man=snowman)

Unit 4: Communicating with Sound and Light

WEEK 3

Stations

Station	Activities	Materials Writing tools at each station
Shared Reading	“Way Down in the Music”	<ul style="list-style-type: none"> ● Shared Reading text on chart and/or slides ● pointer
Teacher Groups	Strategic small group instruction	<ul style="list-style-type: none"> ● as needed
Reading	Independent and Partner Reading	<ul style="list-style-type: none"> ● “Way Down in the Music” child copies ● individual book bags ● pencils
Listening & Speaking	Talk, Draw, Talk	<ul style="list-style-type: none"> ● Week 3 image (listening) ● Week 3 prompt and recording sheet ● sand timers ● drawing tools
	Listen and Respond: “The First Music”	<ul style="list-style-type: none"> ● audio recording and technology ● “The First Music” video ● “The First Music” conversation prompts
Vocabulary	Draw for Meaning <i>soft, property, detect, volume, vibrate, strum</i>	<ul style="list-style-type: none"> ● Unit 4, Week 2 Weekly Words cards ● Draw for Meaning sheets
Science Literacy	How does sound travel from the source to the receiver? Filling in weather calendar	<ul style="list-style-type: none"> ● Week 3 prompts, printed as stickers or copied and cut apart, with glue sticks ● science journals ● colored pencils and pencils
Word Work (align with phonics program)	Fluent Reader’s Challenge	<ul style="list-style-type: none"> ● Week 3 Fluent Reader’s Challenge sheets ● sand timers ● Fluent Reader’s Challenge directions card
	Name It, Write It, Mark It	<ul style="list-style-type: none"> ● Week 3 Name It, Write It, Mark It sheets ● Name It, Write It, Mark It directions card
	Make Compound Words	<ul style="list-style-type: none"> ● Compound Words cards, cut apart ● Compound Words recording sheets

Stations U4 W3



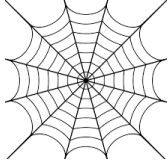






		<ul style="list-style-type: none">● Make Compound Words directions card
	Trick Word Memory	<ul style="list-style-type: none">● Week 3 Trick Word Memory sheets● scissors● Memory directions card

Name: _____

Name It	Write It	Mark It
---------	----------	---------

Write the word. Mark the syllables.

Word Bank	sunset	cobweb	bedbug	unzip
	pigpen	goblin	laptop	dentist

 zigzag		
		
		

Skills: Know and apply grade-level phonics and word analysis skills in decoding words.

Word Work Station U4 W3

Compound Words: Small Word Cards

bath

pig

top

man

bat

sun

set

tub

pen

lap

up

stairs

Skills: Know and apply grade-level phonics and word analysis skills in decoding words.

Name: _____

Make Compound Words

first word	+	second word	=	compound word
bed		bug		bedbug

Word Work Station U4 W3

**Focus on First/ 1st Grade for ME | Boston Public Schools Department of Early Childhood P-2/
Maine Department of Education**

Trick Word Memory

people

other

about

friend

month

nothing

another

nothing

none

people

other

friend

another

about

none

month

Skills: Recognize and read grade-appropriate irregularly spelled words.

Name: _____

Fluent Reader's Challenge

I squinted **into the** sunset.

The raft drifted **about a** mile.

Bob got **a** sunfish last **month**.

Dad will dust **the** cobweb in **the** den.

The dog in **the** bathtub **is a** mess.

Where is the contest this **month**?

Beth **says the** loss did not upset **her**.

Stan printed **a** note **for his friend**.

The people are very upset.



Minutes:

Skills:

Recognize and read grade-appropriate irregularly spelled words.

Read with sufficient accuracy and fluency to support comprehension.

Talk, Draw, Talk Week 3



<https://seenthemagazine.com/a-passion-for-helping-people-hear-better/>



<https://seenthemagazine.com/a-passion-for-helping-people-hear-better/>

Listening & Speaking U4 W3.1

**Focus on First/ 1st Grade for ME | Boston Public Schools Department of Early Childhood P-2/
Maine Department of Education**

Name: _____

Talk Draw Talk

Look carefully at the image. Talk with your partner about what you imagine this person listening to and why she or he might be amplifying that sound. After you talk, draw a picture of yourself using a tool to amplify a sound. Talk with your partner about your drawings.



Listening & Speaking U4 W3.1

Focus on First/ 1st Grade for ME | Boston Public Schools Department of Early Childhood P-2/
Maine Department of Education

The First Music Conversation Prompts: Cut apart and provide with text and audio recording.

Question 1

What words does the author use to describe each sound?

The First Music

Question 2

How can you describe the animals' community?
What evidence can you find?

The First Music

WEEK 3 Lesson 1

Science and Engineering: Sound Receivers
Exploring Sound

S & E Big Ideas	Vibrating materials make sound. Sound makes materials vibrate. Light and sound travel. Humans and other animals communicate with light and sound. People innovate and invent to solve problems.
S & E Guiding Question	How does sound travel from the source to the receiver?
Content Objective	I can conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate. (1-PS4-1)
Vocabulary	sound receiver: something that detects sound sound source: an object or material that vibrates in a way that makes sound travel: to move from place to place
Materials and Preparation	<ul style="list-style-type: none"> ● The Science of a String Phone video (https://www.youtube.com/watch?v=3yqB2KFwJCo&feature=youtu.be) ● paper or styrofoam cups, 2 for each pair of children ● string (cotton or nylon thread), enough for each pair of children to have around 10 feet ● heavy gauge fishing line, optional, used for multiple stations to test different transmitting materials ● yarn, optional, used for multiple stations to test different transmitting materials ● small sharp device to poke holes in the cups Poke 1 hole at the bottom of each cup.
Opening 10 minutes	Review the important concepts of sound that have been covered thus far: <ul style="list-style-type: none"> ● Sound is vibration. ● Sound travel in waves. ● Sounds can be different volumes and pitches based on these

	<p>vibrations.</p> <ul style="list-style-type: none"> ● Sound can be stopped when the vibrations are stopped or limited. <p>Explain that today’s experiment will test what they know about sound. Review the terms sound source and sound receiver. Provide an example to reinforce these terms.</p> <p><i>Imagine a bird is chirping in the tree and you hear it. The bird is the sound source and your ears are the receiver.</i></p> <p>Share that they will make paper telephones.</p> <p>Show the Sci-Show video to the children.</p>
Investigation 10 minutes	Place the children into pairs to make the cup telephone. Then one child will speak into the cup while the other child holds the cup to their ear. The string (or transmitting material) should be stretched tight between the two cups in order for the best sound transmission. Tell the children to speak loudly but do not yell. Travel between groups to help them troubleshoot.
Discussion 5 minutes	Ask the children: <ul style="list-style-type: none"> ● <i>What did you notice?</i> ● <i>What do you wonder?</i> ● <i>How do you think the sound moved from the sound source to the receiver?</i> ● <i>If the sound was not reaching the receiver, how did you fix it?</i>
Closing 5 minutes	Gather children in a circle on the rug. Ask children what new evidence they have that supports the ideas below. <ul style="list-style-type: none"> ● Vibration is a kind of motion. It is a fast back-and-forth motion. ● Objects that vibrate make sounds. Sound always comes from a sound source (object) that is vibrating. ● Objects can be made to vibrate in many different ways, including hitting, plucking, and dropping.
Standards	1-PS4-1 Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.
Ongoing assessment	Check for understanding in the children’s responses.

Notes

WEEK 3 Lesson 2

Science and Engineering: Echolocation
Exploring Sound

S & E Big Ideas	Vibrating materials make sound. Sound makes materials vibrate.
S & E Guiding Question	What can we learn about sound using a tuning fork?
Content Objective	I can conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate. (1-PS4-1)
Vocabulary	echolocation: using echoes to locate or find objects
Materials and Preparation	<ul style="list-style-type: none">● How do Bats See with Sound? video (https://www.youtube.com/watch?v=fSIFU8OTwrg)● clipboard, one for each group● crayons● Echolocation in Action sheet, 1 copy for each child● Echolocation in Action Bar Graph, 1 copy for each child
Opening 10 minutes	<p><i>We have been talking about sound waves. We will watch a video about how animals use sound waves to "see" underwater or in the dark.</i></p> <p>Show the video.</p> <p><i>Engineers developed a technology based on the natural echolocation that animals use. It works pretty much the same way, but we call it something different. SONAR works like echolocation. Scientists and the military use SONAR to map underwater and to look for things that are in the ocean. SONAR is a great example of how engineers can learn from the world around us and use ideas from nature to create new ways to help people.</i></p> <p><i>Today you will have a chance to try out echolocation. We will break</i></p>

	<i>up into teams of two. Then, one person will close their eyes tight and guess where the sound is coming from as the other person makes snapping or clapping noises in front of them, behind them or to their side. It is a fun challenge to learn about echolocation.</i>
Investigation 10 minutes	<p>Process:</p> <ul style="list-style-type: none"> • For each team, have one child sit in a chair and the other stand nearby with the Echolocation in Action sheet. • Have the seated child close their eyes. Remind them not to peek! • The other child will snap or clap their fingers while the sitting child guesses the location from where the snap came. • Partners should record their partner's response on the Echolocation in Action sheet after each snap/clap. • Have partners follow the Echolocation in Action sheet for all nine snaps or claps, and record all responses. They should put a check mark if their partner guessed correctly and an X if they guessed incorrectly. • Ask the partners to write down the number of times they guessed correctly for each location (side, behind or in front). • Have partners switch places and repeat the procedures. Once both children have guessed, have them give each other their worksheets, so they can use them to create their own bar graphs.
Discussion 6 minutes	Have the children color in their Echolocation Bar Graph with the number of times that they guessed correctly for each location. Discuss why some locations may be harder to guess than others. Be aware that noise from other teams will likely be a contributing factor to erroneous guesses.
Closing 4 minutes	Invite a few children share their bar graphs. Talk about the results, and discuss why some locations were perhaps harder to guess than others. Encourage the children to think about why noise from other teams may have made it harder to guess the location of the snaps or claps.
Standards	1-PS4-1 Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.
Ongoing assessment	Check for understanding in the children's responses.

Lesson Credit:

https://www.teachengineering.org/activities/view/cub_soundandlight_lesson4_activity1

Notes










Science and Engineering U4 W3

Adapted with permission for Maine Public Schools

Focus on First/ 1st Grade for ME | Boston Public Schools Department of Early Childhood P-2/
Maine Department of Education

Week 3 Prompt

How does sound travel from the source to the receiver?	Date: _____ Temperature: _____ Daylight Hours: _____	Phase of the Moon 
How does sound travel from the source to the receiver?	Date: _____ Temperature: _____ Daylight Hours: _____	Phase of the Moon 
How does sound travel from the source to the receiver?	Date: _____ Temperature: _____ Daylight Hours: _____	Phase of the Moon 
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How does sound travel from the source to the receiver?	Date: _____ Temperature: _____ Daylight Hours: _____	Phase of the Moon 
How does sound travel from the source to the receiver?	Date: _____ Temperature: _____ Daylight Hours: _____	Phase of the Moon 

Name: _____ Date: _____

Echolocation in Action! Activity – Echolocation Worksheet



Recorder (team partner): _____

Location	Actual Guess	Right?	Wrong?
Front			
Behind			
Side			
Side			
Behind			
Front			
Front			
Behind			
Side			

Number of times the “front” guess was right: _____

Number of times the “side” guess was right: _____

Number of times the “behind” guess was right: _____

Name: _____ Date: _____

Echolocation in Action! Activity – Echolocation Bar Graph Worksheet

Number of times the “front” guess was right: _____

Number of times the “side” guess was right: _____

Number of times the “behind” guess was right: _____

Color in the bar graph below with the number of times each guess was right. If the answer is 0, leave that group blank.

3			
2			
1			
	Front	Side	Behind

Which location had the most correct guesses? (If it was a tie, you can write both locations). _____

Which location had the least correct guesses? _____

What are your ideas about why some locations were easier or harder to guess?

Unit 4: Communicating with Sound and Light

WEEK 3 Studios



How do people and other animals use sound?

Children explore and research sounds made and used by musicians as well as animals. At the Science and Engineering Studio, children continue investigations from lessons.

Big Ideas	Light and sound travel. Humans and other animals communicate with light and sound.
Materials and Preparation	<ul style="list-style-type: none">● Studios prompts, cut apart and added to each bin● Studios Planner● observation sheets <p>Bring to the whole group meeting only those bins needed for introductions.</p> <p><u>For the Art Studio:</u></p> <ul style="list-style-type: none">● paper, various sizes● drawing media: pencils, colored pencils, thin black markers, thin colored markers, crayons● clay and clay tools (optional, as an extension or alternative)● images of musicians● music videos (see slide for examples, (https://docs.google.com/presentation/d/1QQs1xKXybQk04bnZ8fKHAvPwHE0-opVU0H8WbZZNfH0/edit#slide=id.gbcf7340f27_0_67))● Unit and other texts including musicians <p><u>For the Drama Studio:</u></p> <ul style="list-style-type: none">● fabric and clothespins● other props commonly used for acting out stories● Unit texts featuring sound and animals, including slides if technology permits● paper or notebooks

	<ul style="list-style-type: none"> ● writing and drawing tools ● paper and other materials for making masks ● animal masks or costumes preserved from Unit 2 <p><u>For the Library Studio:</u></p> <ul style="list-style-type: none"> ● Questions about Animals and Sound chart, from Text Talk Day 4 ● a variety of books and other resources about animals, including all Unit 2 texts ● clipboards ● writing tools <p><u>For the Science and Engineering Studio:</u></p> <ul style="list-style-type: none"> ● paper ● device, such as laptop or ipad, to play this link: https://www.youtube.com/watch?v=nnaqymgi3el ● science journals ● colored pencils <p><u>For the Writing and Drawing Studio:</u></p> <ul style="list-style-type: none"> ● materials for writing procedures, from Writing lessons ● chart paper <p>Create the following chart, with space below the initial ideas.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: 80%; background-color: #f0f0f0;"> <p style="text-align: center;"><u>Ideas for Writing Procedures with Sound</u></p> <p>How to play an instrument to make different sounds</p> <p>How to use your body to make sounds</p> <p>How to compose a piece of music</p> <p>How to start a band</p> </div> <p>Review Studios descriptions below. Decide which studios to introduce explicitly. Prepare the Opening basket and materials accordingly.</p>
<p>Opening</p>	<p>Note: Introduce the new Library Studio after Text Talk on Day 4.</p> <p style="text-align: center;"><i>There is so much to explore about sound! Most of the studios this week are the same as last week, so you have an opportunity to keep experimenting or to try something new.</i></p>

	<p><i>At the Drama Studio, you might create and act out a story in which sounds are important. Include as many sounds as you can! They might be sounds made by humans, made by animals, or made by other things in the environment, like... [wind, thunder, waves]. When you come to a sound in your story, you could make an action for the sound, as well as the sound itself!</i></p> <p><i>At the Library Studio, please consider writing a book review so that you and your classmates can learn about some of the books we have added, related to our new study of sound and light.</i></p> <p><i>At the Science and Engineering Studio, you will create a Listening Station.</i></p> <p>Describe and model each studio to the extent needed for children to begin their work.</p> <p>Check in about agreements made in Week 1 to keep the classroom noise level at a manageable level for everyone, and review the signal for bringing down the volume if needed. It may also be important to remind children about appropriate use of elastic bands.</p> <p><i>Turn and tell your partner your plan and your backup plan.</i> Ask a couple of children to share their plans, and dismiss all children to begin working.</p>
Facilitation	<p>As children work, circulate and engage children in conversation about their endeavors. Exploit opportunities to highlight children’s connections to the Weekly Question and the unit’s Big Ideas. Offer support in the form of material and print resources, strategies, adaptive tools, and consultation with peers.</p> <p>Listen in, observe, and take notes about children’s interests, experiences in different kinds of markets and with money. Use these notes to plan for upcoming Studios sessions.</p> <p>While children work, consider which piece of work to bring to a Thinking and Feedback meeting.</p>
Closing Studios	<p>Support smooth clean up of studios materials and organization of works in progress.</p>

Facilitate a short, whole group meeting after Studios to discuss children’s activities, discoveries, and questions.

Art



Drawing Musicians

Objective:

I can represent, in drawing, a musician making sounds.

Introduction:

Depending on the instruments musicians play, they hold their bodies in particular positions. This not only helps them play comfortably, but also helps them to make the sounds they want to with their instruments.

In the Art Studio, you can use these images and videos to study different musicians. Choose just one musician and see if you can draw a portrait of that person and their instrument with as much detail as possible. Is this musician sitting or standing? How do they hold their arms? Is their head tilted in a certain way? You can choose any drawing material you like.

[Introduce clay and tools, reminding children of previous experiences sculpting animals in Unit 2.]

Process:

Children look at images and watch videos. They choose one musician, and create a portrait on paper. If using a video for reference, they can freeze the frame for a still to reference. Children give each other feedback as they work toward greater detail and likeness of their subjects.

Additionally or alternatively, children create portraits in clay, drawing on their experience making clay animals in Unit 2.



Facilitation:


Encourage children to work as in an observational drawing, including detail and perspective.



*What do you notice about the position of the musician’s body?
What do you notice about the position of the instrument?
How will you show that in your portrait?*

Ongoing Assessment:

Rather than focus on the exactness of a child’s portrait, note how they

	<p>capture important elements of the musician at work. What has a child emphasized in the drawing (or sculpture)? Does the portrait communicate a person producing music? Do children offer each other encouraging and specific feedback?</p> <p><u>Thinking and Feedback Possibilities:</u> Children might present their visual artwork first on its own to gather feedback about the feeling and imagined “sound” of their portraits. They might refer to the image or video that inspired the work, but feedback should not emphasize the success of the “copy” more than the overall impression of the work. Classmates can give feedback about whether the visual representation suggests a particular kind of music.</p>
<p>Building</p> 	<p>Making Sounds <i>Continues from previous weeks</i></p> <p><u>Objective:</u> I can use available resources to make instruments.</p> <p><u>Extension:</u> Ask children to justify their choices of materials. What do they know about the materials that informed their decisions?</p>
<p>Drama</p> 	<p>Telling, Writing, and Acting Out Stories about musicians and animals</p> <p><u>Objective:</u> I can use what I know about how animals and people use sounds to tell, write, and act out stories.</p> <p><u>Introduction:</u> <i>This week we are learning about different ways that animals use sound, and we’ve also been thinking about how musicians change sounds to make music. Can you tell a story about a musician or about animals using sounds?</i></p> <p><u>Process:</u> Children create stories that include sounds and changing sounds in the world of music or of animal life. They can create animal masks and costumes, or use some they created in Unit 2. Children write and draw their stories as a way to record them, as well as record with video as they act out stories.</p> <p><u>Facilitation:</u> Encourage children to tell stories, to record them in writing and drawing, and to act them out.</p>

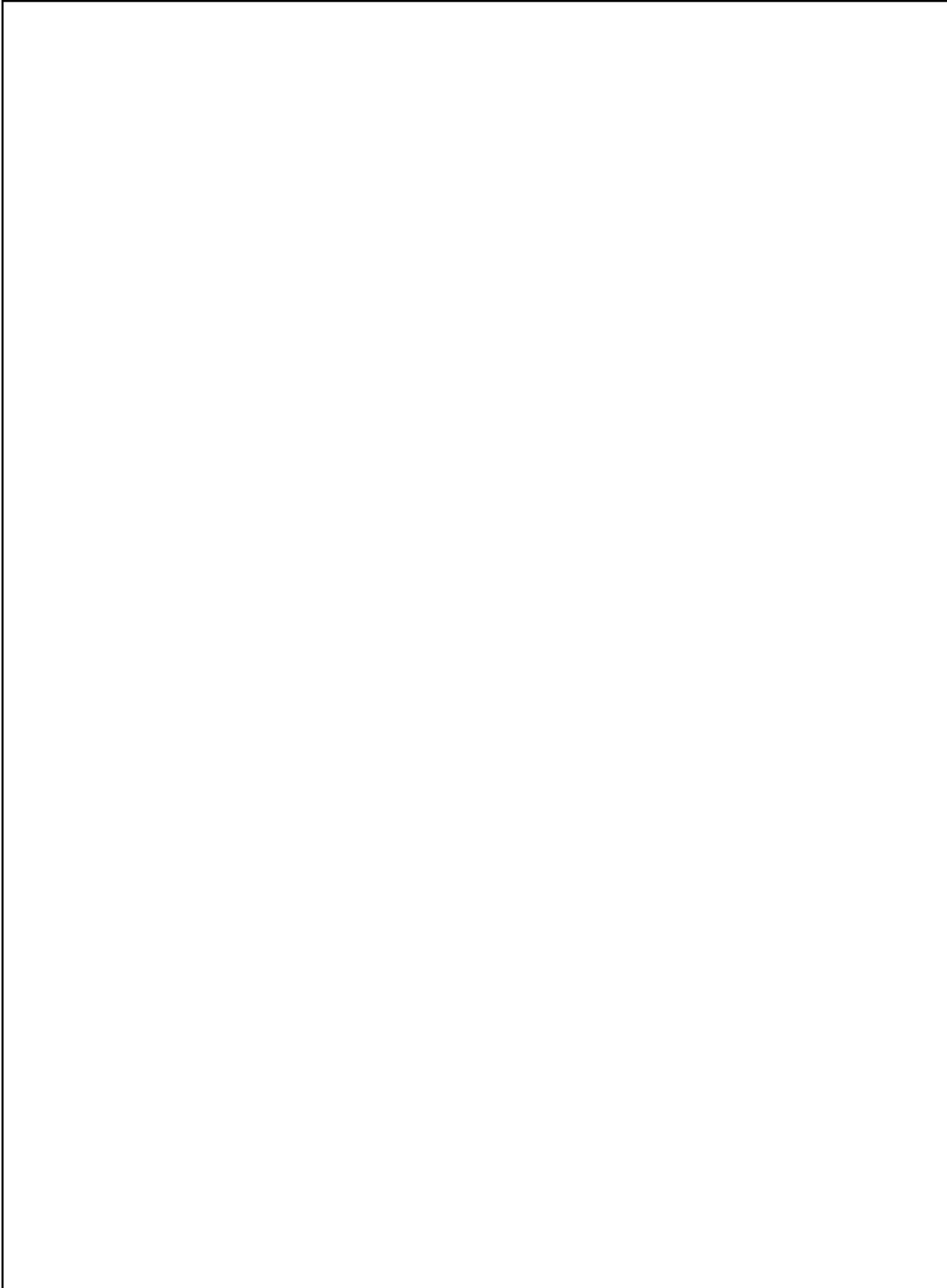
	<p><i>How did you decide what story to tell?</i> <i>How will you show that?</i> <i>Where did you get the information you need for this story?</i> <i>What will happen next?</i></p> <p><u>Ongoing Assessment:</u> Video record stories as children act them out. Share the recordings back with children and ask them if the story accomplishes what they wish, what they might like to add or change, and whether the story might continue in another part. Collect stories children have written and drawn and review them for writing conventions and language and vocabulary development. What solid understandings are revealed in these stories? What opportunities for further learning about the topic? What interests?</p> <p><u>Thinking and Feedback Possibilities:</u> Invite children to act out their stories. Generate feedback about the storylines, the sounds included in the story, and the actors' gestures. Classmates might suggest what could happen if the story continues.</p>
<p>Library</p> 	<p>Researching How Animals Use Sound</p> <p><u>Objective:</u> I can read with partners and independently to learn more about how animals use sound.</p> <p><u>Introduction:</u> <i>We started this list of questions about how animals use sound. In the Library Studio you can read to answer some of these questions. Write and draw what you learn. This might lead you to ask more questions, and you can add those to our chart and research to find out answers.</i></p> <p><u>Process:</u> Children read to answer questions independently and with classmates. They talk, write, and draw about what they find. As new questions surface, they write these on the chart.</p> <p><u>Facilitation:</u> <i>What question are you reading to answer?</i> <i>What have you found so far?</i> <i>How will you communicate that information?</i> <i>What else does this make you wonder?</i></p> <p><u>Ongoing Assessment:</u></p>

	<p>Review children’s research. Note how they record information with words, pictures, and labels. Observe how they approach finding information on a specific topic.</p> <p><u>Thinking and Feedback Possibilities:</u> Invite a researcher or research pair to share the question they endeavor to answer, their approach to finding information, and how they recorded what they found. Ask them to share advice for classmates who have not yet begun research; what strategies can they share? What is challenging about identifying and communicating information on a specific topic? Invite other children to volunteer new questions that this research suggests.</p>
<p>Science and Engineering</p> 	<p>Listening Station</p> <p><u>Objective:</u> I can explore the volume and pitch of sounds.</p> <p><u>Introduction:</u> <i>Let’s create a Listening Station in this Studio! Here you will listen to different animal sounds. Then on the paper, you will write our guess and draw a picture that represents the specific sounds you heard.</i></p> <p><u>Process:</u> Children listen carefully to the link. Then, children draw illustrations and labels that match what they heard. Add additional sounds, as children show interest.</p> <p><u>Facilitation:</u> <i>What do you hear? What ways have you discovered about these sounds? How will you illustrate this?</i></p> <p><u>Ongoing Assessment:</u> Make note of children’s emerging understandings, questions, and misconceptions.</p>
<p>Writing and Drawing</p> 	<p>Writing Procedures</p> <p><u>Objective:</u> I can write a new procedure.</p> <p><u>Introduction:</u></p>

	<p><i>You have been writing procedures. You have also been experimenting with different ways to make sound, including with instruments you make yourself!</i></p> <p>Review the ideas already listed on the chart, Ideas for Writing Procedures with Sound. Invite children to add other ideas.</p> <p><u>Process:</u> Children draw on their knowledge of writing procedures to write new procedures, these with an emphasis on sound.</p> <p><u>Facilitation:</u> <i>What does this procedure tell the reader how to do? Why is this important to communicate? Have you included all the parts and information needed?</i></p> <p>Invite children to share their procedures with each other to try them out and offer feedback.</p> <p><u>Ongoing Assessment:</u> Review children’s procedures using the Procedure Observation Tool.</p> <p><u>Thinking and Feedback Possibilities:</u> As in the studio work itself, invite a writer to share a procedure and have other children follow it to see whether it is effective.</p>
<p>Standards</p>	<p>Standards addressed will depend upon the studios in which children work. Possibilities include those listed in the Studios Introduction (Part 2: Components) and the following studio-specific standards.</p> <p>Visual Arts 1.2. Create artwork in a variety of two-dimensional (2D) and three-dimensional (3D) media, for example: 2D – drawing, painting, collage, printmaking, weaving; 3D – plastic (malleable) materials such as clay and paper, wood, or found objects for assemblage and construction.</p> <p><u>Drama:</u> 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> <p><u>Library:</u> R.12 Read with sufficient accuracy and fluency to support comprehension W.2 Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of</p>

	<p>technology.</p> <p><u>Science and Engineering:</u> 1-PS4-1. Demonstrate that vibrating materials can make sound and that sound can make materials vibrate. Clarification Statements: • Examples of vibrating materials that make sound could include tuning forks, a stretched string or rubber band, and a drum head. • Examples of how sound can make materials vibrate could include holding a piece of paper near a speaker making sound and holding an object near a vibrating tuning fork. Practice 1. Asking questions and defining problems Practice 2. Developing and using models Practice 6. Constructing explanations and designing solutions</p> <p><u>Writing and Drawing/Thinking and Feedback:</u> W.1.2. Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure. W.1.4. Produce writing in which the development and organization are appropriate to task, purpose, and audience. W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>
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<p>Notes</p>



Studios U4 W3



Art Studio

How can I show the position of the musician's **body**?

How can I show the position of the **instrument**?

Building Studio

What materials can we use?

Why do these materials make these sounds?

Drama Studio

How will I show the story I want to tell?

What information will I need, and where will I find it?

Library Studio

What do I think about this book?

What do I want others to know about it?

What question am I reading to answer?

How will I communicate this information?

What else do I wonder?

Science and Engineering Studio

What do you hear?

What ways have you discovered about these sounds?

How will you illustrate this?

Writing and Drawing Studio

What does this procedure tell the reader how to do?

Why is this important to communicate?

Have I included all the parts and information needed?

Unit 4: Communicating with Sound and Light

WEEK 3 Day 1

Writing Procedure
Peer-to-Peer Feedback
continued from Week 2, Day 5

Content Objective	I can use feedback to revise my writing. (W.2, W.2.1.a, W.3.1.b)
Language Objective	I can ask my partner questions to understand her/his writing choices and answer questions about my writing choices. (SL.2.1.b)
Vocabulary	feedback: specific, helpful suggestions given to improve work procedure: a genre of writing whose purpose is to give directions to accomplish a goal materials: the items needed to complete a procedure steps: the actions taken to complete a procedure directions: instructions revise: make changes to writing
Materials and Preparation	<ul style="list-style-type: none">● children’s procedures● materials needed for completing procedures● Procedure Feedback sheets, from Week 2, Day 5● writing tools
Opening 1 minute	<i>Today you will continue providing feedback. This time, the partners who did not share their procedures will get to share.</i>
Peer-to-Peer Feedback 20 minutes	Show the Procedure Feedback sheet. <i>Remember, this is the paper you will use to provide feedback. The partner sharing today is the writer, and the partner providing feedback is the reviewer.</i> <i>The writer will read the procedure. As the writer reads each material, the reviewer will gather it. As the writer reads each step, the reviewer will follow the directions to complete the procedure.</i>

	<p><i>After trying out the procedure, the reviewer will answer the two questions: “Does it include all materials?” and “Does it include all steps?” Remember to check “Yes” or “No” after each question and to write down anything that should be added.</i></p> <p>Send partners to the appropriate areas with Procedure Feedback sheets. As the children work, circulate to support them. Choose one child who needs to add materials and/or steps to share her plan for revision.</p> <p>Have children store their Procedure Feedback sheets in their writing folders.</p>
<p>Closing 9 minutes</p>	<p>Bring the children back to the whole group. Have the child and her partner share what they found while trying to complete the procedure. Discuss the writer’s plan for adding materials and/or steps.</p> <p><i>Tomorrow you will begin revising your work based on the feedback you received.</i></p>
<p>Standards</p>	<p>W.2 Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology. W.2.1.a With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. W.3.1.b Use a combination of drawing and writing to communicate a topic with details. SL.2.1.b Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>
<p>Ongoing assessment</p>	<p>Observe and take notes as children provide feedback. What feedback are children given? Does it match your assessment? What next steps do children set for themselves and each other? Are there any trends emerging?</p>

Notes

Unit 4: Communicating with Sound and Light

WEEK 3 Day 2

Writing Procedure

Introduction to and Beginning Revising and Publishing

Today's lesson launches the work of revising and publishing that continues on Days 3-4. This lesson addresses two phases of the work: revisions (children's individual revisions and teacher-directed small group revisions) and publishing.

Children work individually and with partners or small groups to review their work and plan for revisions, considering whether their work makes sense and follows the purpose of procedure: to give directions to accomplish a goal.

In preparation, the teacher identifies one area of revision for each child, focused on an aspect of structure or language and drawn from observations made throughout the unit. Children then receive guidance from the teacher to make these revisions by meeting in small groups with similar needs.

Content Objective	I can revise my writing to fit the purpose, structure, and language of procedure. (W.2, W.2.1.a, W.3.1.b)
Language Objectives	I can discuss with a partner or small group how my writing should be revised. (SL.1.1) I can revise my procedure to include precise language. (W.3.1.a, L.1.1.d, L.1.1.e, L.1.1.f, L.1.1.g, L.1.1.h)
Vocabulary	procedure: a genre of writing whose purpose is to give directions to accomplish a goal revise: make changes to writing publish: to prepare writing for an audience audience: an individual or group for whom a piece of writing is composed feedback: specific, helpful suggestions given to improve work materials: the items needed to complete a procedure steps: the actions taken to complete a procedure
Materials and Preparation	These materials will be used during Days 2-3 this week. <ul style="list-style-type: none">● Procedure Observation Tools

	<p>Before the lesson, review the children’s Procedure Observation Tools and Procedure Feedback sheets, along with other notes taken during Writing, to identify the strongest area of need for each child. Form groups of children with similar needs. Ideally, children should be divided into four groups: two groups to meet on Day 2 and two groups to meet on Day 3. See the descriptions below to guide possible group focus areas.</p> <p>For Revisions:</p> <ul style="list-style-type: none"> ● writing tools ● children’s writing folders, including procedures ● procedure Materials and Steps sheets, copies as needed for adding missing parts ● Procedure mentor texts: <i>Yoga Pretzels</i>, “How Many Am I Hiding?,” <i>Chik Chak Shabbat</i>: Cholent recipe, jointly constructed procedure ● Procedure anchor chart, from Unit 1, Week 2, Day 1 <p>For Small Group instruction:</p> <ul style="list-style-type: none"> ● Procedure anchor chart, from Unit 1, Week 2, Day 1 ● materials needed for completing procedures ● Procedure Verbs chart, from Week 1, Day 5 <p>For Publishing:</p> <ul style="list-style-type: none"> ● procedure Materials and Steps sheets, copies as needed for publishing ● system for keeping track of work shared <p>Choose one child who would like to share a procedure, preferably a child who has not yet shared his work.</p>
<p>Opening 5 minutes</p>	<p><i>We have learned a lot about procedures, we wrote a procedure together as a class, and you wrote your own procedures! I am very excited for Kindergarten students to try out your procedures. This week you are going to revise and publish your work to get it ready for your audience.</i></p> <p><i>During the last few days, you tried out procedures with a partner and gave each other feedback. Today you will use that feedback to make your procedure even better.</i></p> <p><i>If you need to add a new material or step to your procedure, get a new sheet of paper to write that part.</i></p>
<p>Individual Construction 20 minutes,</p>	<p>Send the children with writing folders to revise their work.</p> <p>After children revise, they may begin to publish materials and steps, by</p>

concurrent with Small Group instruction	copying illustrations and words onto new sheets of paper, as needed, to make their work clear. Note that all children will not need to copy all of their work. Only illustrations and words requiring significant revision should be copied onto new sheets. On Day 4 children will assemble all of the parts of their procedures into books or posters.
<p>Small Group Possibilities 20 minutes, concurrent with Individual Construction</p>	<p>As children work individually, pull small groups with similar needs to improve one aspect of their writing. The aspects addressed in revisions should be features of procedure taught during the unit. The following are suggestions.</p> <p><u>Stages</u> Review the lesson from Week 1, Day 1. Refer to the Procedure anchor chart. Remind children that procedures include a goal, materials, and steps. Support children with adding parts that are missing, or with putting materials and steps in a logical order. As necessary, have children use materials to support their writing.</p> <p><u>Verbs</u> Review the lesson from Week 1, Day 3. Have children underline the verbs in their writing. In the small group, refer to the Procedure Verbs charts to get ideas for precise imperative verbs. Replace verbs to make the steps more precise. If children are having trouble, have them dramatize each step, possibly using materials, to identify the action needed to complete the step.</p> <p><u>Adjectives</u> Review the lesson from Week 1, Day 4. Remind children that adjectives make materials more precise by telling how much and what kind. Have children collect the materials for their procedure and try to answer How many? and What kind? for each material. Then support them to add appropriate adjectives.</p> <p><u>Adverbs</u> Review the lesson from Week 1, Day 3. Remind children that adverbs make steps more precise by telling how and where. Have children try out their steps and try to answer How? and Where? for each action. Then support them to add appropriate adverbs.</p>
<p>Closing 5 minutes</p>	Choose one experience from your small group instruction to share with the class. This should be informative to all children as they grow as writers.
<p>Standards</p>	<p>W.2 Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology. W.2.1.a With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen</p>

	<p>writing as needed.</p> <p>W.3.1.b Use a combination of drawing and writing to communicate a topic with details.</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>L.1.1.d Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p> <p>L.1.1.e Use frequently occurring adjectives.</p> <p>L.1.1.f Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p> <p>L.1.1.g Use determiners (e.g., articles, demonstratives).</p> <p>L.1.1.h Use frequently occurring prepositions (e.g., during, beyond, toward).</p>
Ongoing assessment	Note children’s participation in and understanding of the content of each small group.

Notes

Unit 4: Communicating with Sound and Light

WEEK 3 Day 3

Writing Procedure
Revising and Publishing
continued from Day 2

Content Objective	I can revise my writing to fit the purpose, structure, and language of procedure. (W.2, W.2.1.a, W.3.1.b)
Language Objectives	I can discuss with a partner or small group how my writing should be revised. (SL.1.1) I can revise my procedure to include precise language. (W.3.1.a, L.1.1.d, L.1.1.e, L.1.1.f, L.1.1.g, L.1.1.h)
Vocabulary	revise: make changes to writing publish: to prepare writing for an audience procedure: a genre of writing whose purpose is to give directions to accomplish a goal audience: an individual or group for whom a piece of writing is composed
Materials and Preparation	See materials from Day 2
Opening 1 minute	<i>Today you will continue revising and publishing your procedures to get them ready for your audience.</i>
Individual Construction and Small Groups 24 minutes	As children work independently, meet with small groups, as described in Day 2.
Closing 5 minutes	Choose one experience from your small group instruction to share with the class. This should be informative to all children as they grow as writers.
Standards	W.2 Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology. W.2.1.a With guidance and support from adults, focus on a topic, respond

	<p>to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>W.3.1.b Use a combination of drawing and writing to communicate a topic with details.</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>L.1.1.d Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p> <p>L.1.1.e Use frequently occurring adjectives.</p> <p>L.1.1.f Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p> <p>L.1.1.g Use determiners (e.g., articles, demonstratives).</p> <p>L.1.1.h Use frequently occurring prepositions (e.g., during, beyond, toward).</p>
Ongoing assessment	Note children’s participation in and understanding of the content of each small group.

Notes

Unit 4: Communicating with Sound and Light

WEEK 3 Day 4

Writing Procedure
Publishing

Content Objective	I can prepare my procedure for an audience. (W.3.1.b, W.2)
Language Objective	I can discuss my plans for publishing with a partner. (SL.1.1)
Vocabulary	<p>publish: to prepare writing for an audience</p> <p>procedure: a genre of writing whose purpose is to give directions to accomplish a goal</p> <p>audience: an individual or group for whom a piece of writing is composed</p> <p>title: the name of a piece of writing</p> <p>goal: aim; objective; what someone wants to accomplish</p>
Materials and Preparation	<ul style="list-style-type: none">● Procedure mentor texts: <i>Yoga Pretzels</i>, “How Many Am I Hiding?,” <i>Chik Chak Shabbat</i>: Cholent recipe, jointly constructed procedure● children’s writing folders, including procedures● children’s writing notebooks● writing and drawing tools● procedure Materials and Steps sheets, copies as needed for publishing <p>Note that children should only create new copies of pages that require significant revisions. Illustrations or words from first drafts may additionally be cut out and pasted to a new sheet if only one or the other needs to be revised.</p> <ul style="list-style-type: none">● blank paper, for publishing the title and goal and for assembling books (if children need to cut and paste parts of their procedures)● materials for book binding (could be simply a stapler, or more sophisticated book-binding materials)● large sheets of paper for creating posters● glue sticks● scissors● materials for completing procedures

	<p>Think about how to make these materials available during the Presentation and Celebration on Day 5. The class will prepare materials at the end of this lesson.</p>
<p>Opening 5 minutes</p>	<p><i>Today you will finish publishing your procedure to get it ready to share with Kindergarten children tomorrow! There are different ways you can publish your work. You might choose to put all of your pages together to make a book.</i></p> <p><i>Or, you might decide that it would be best to see all parts of your procedure at once—like this.</i></p> <p>Show “How Many Am I Hiding?”</p> <p><i>If you want to have all of your procedure on one page, you will make a poster. You can glue the parts of your procedure to a large sheet of paper.</i></p> <p>Think, Pair, Share.</p> <p><i>Think about your audience and the procedure you wrote. Would it work best as a book or a poster?</i></p>
<p>Individual Construction 15 minutes</p>	<p><i>Before you finish publishing today, you will need to write a title and goal for your procedure. Remember, the goal tells what the procedure is about, and is often included in the title.</i></p> <p>Think, Pair, Share.</p> <p><i>What is your procedure about? What do you want your classmates to do?</i></p> <p><i>If you’re writing your procedure as a book, you’ll write your title and goal on a blank sheet of paper for the front cover. If you’re writing your procedure as a poster, you’ll write your title and goal on the top of the chart paper.</i></p> <p><i>After you write your title and goal, figure out which other parts of your procedure you still need to complete. Do you need to add materials or steps? Do you need to copy a material or step that you revised?</i></p> <p>Send the children with writing folders and publishing materials.</p>
<p>Closing 10 minutes</p>	<p>Bring the class back together.</p> <p><i>Tomorrow we will celebrate all of your hard work by trying out your procedures with Kindergarten partners!</i></p>



Unit 4: Communicating with Sound and Light

WEEK 3 Day 5

Writing Procedure
Presentation and Celebration

Content Objective	I can present my procedure. (SL.3.1.a)
Language Objective	I can reflect on my experience by sharing an appreciation or something I learned. (SL.1.1a)
Vocabulary	<p>procedure: a genre of writing whose purpose is to give directions to accomplish a goal</p> <p>title: the name of a piece of writing</p> <p>goal: aim; objective; what someone wants to accomplish</p> <p>materials: the items needed to complete a procedure</p> <p>steps: the actions taken to complete a procedure</p>
Materials and Preparation	<ul style="list-style-type: none"> ● materials needed for completing each child’s procedure ● children’s published writing
Opening 5 minutes	<p><i>Today we have a lot to celebrate! You have all worked so hard to write procedures, and today you will read your procedures to Kindergarten students for them to try.</i></p> <p>Partner first graders and Kindergarten students.</p> <p><i>This is how this will work. You, first graders, will read your procedures to your Kindergarten buddy, part by part. First, you will introduce the procedure by reading the title and goal. Then, you will read each material, giving time for the Kindergarten buddy to gather that material. Last, you will read each step, giving time for the Kindergarten buddy to complete it.</i></p>
Trying out Procedures 20 minutes	Send partners to try out procedures, beginning with gathering necessary materials. Support children as they read and try out procedures.
Closing	After children have shared their work, invite children from both classes to

<p>5 minutes</p>	<p>reflect on the experience by sharing appreciations and new understandings.</p> <p><i>Take a moment to think about an appreciation you have, or something new you learned today. If you want to share your thought, you can say something like, "I appreciate _____, because _____;" or "I learned _____."</i></p> <p>If children’s work is being donated, present the Kindergarten students with the procedures to use during the Construction unit. To the first graders, reinforce the value of their procedures.</p> <p><i>Your procedures will be so fun and helpful for Kindergarten students to follow during their Construction unit!</i></p>
<p>Standards</p>	<p>SL.3.1.a Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>SL.1.1a. 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>Ongoing assessment</p>	<p>Reflect and make notes about the unit.</p> <p>What did children understand about the purpose, structure, and language of procedure?</p> <p>What is still challenging?</p> <p>What could be done differently next year?</p>

Notes