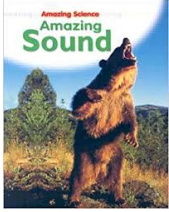




Unit 4: Communicating with Sound and Light WEEK 2 At a Glance

Weekly Question: How do sounds change?			
<p>Texts</p>   	<p>Vocabulary and Language</p> <p>Day 1: Introduce Weekly Words: soft, property, detect Day 2: Introduce Weekly Words: volume, vibrate, strum Day 3: Shades of Meaning Day 4: Shades of Meaning Day 5: Carousel Brainstorm</p> <hr/> <p>Text Talk</p> <p>Days 1-2: <i>Amazing Sound</i>, Read 1 Day 3: “Way Down in the Music” Day 4: Comparing Marimba Texts Day 5: <i>Amazing Sound</i>, Read 2 and audio clips</p> <hr/> <p>Stations</p> <p>Shared Reading: “Noise Day” Independent and Partner Reading Listening & Speaking: Talk, Draw, Talk; Listen & Respond (“Way Down in the Music”) Science Literacy: How can we change sounds? Vocabulary: Draw for Meaning Word Work: align with phonics program</p> <hr/> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Science and Engineering</p> <p>Lesson 1: Changing Volume Lesson 2: Changing Pitch</p> </td> <td style="width: 50%; vertical-align: top;"> <p>Studios</p> <p>Children continue making, collecting, and representing sounds. They write book reviews of new texts. They continue investigating changing sounds with the tuning fork, from Science & Engineering lessons.</p> </td> </tr> </table> <hr/> <p>Writing: Procedure</p> <p>Day 1: Individual Construction Days 2-4: Individual Construction, Deconstruction and Revision Day 5: Peer-to-Peer Feedback</p>	<p>Science and Engineering</p> <p>Lesson 1: Changing Volume Lesson 2: Changing Pitch</p>	<p>Studios</p> <p>Children continue making, collecting, and representing sounds. They write book reviews of new texts. They continue investigating changing sounds with the tuning fork, from Science & Engineering lessons.</p>
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At a Glance U4 W2