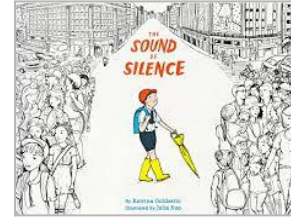


Unit 4: Communicating with Sound and Light



WEEK 1 Day 4

**Vocabulary & Language**  
Phrases of Place

<b>Weekly Question</b>	What is sound?
<b>Language Objective</b>	I can identify and use phrases that describe <i>where</i> . (L.1.1.e, L.1.1.f, L.1.1.g, L.1.1.h)
<b>Vocabulary</b>	<b>preposition:</b> a word that relates a noun or pronoun to other words in the sentence
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● Sound Words chart, from Text Talk, Day 1</li> <li>● class copy of the Phrases of Place slides, from Day 3</li> <li>● projector and screen</li> <li>● <i>The Sound of Silence</i>, Katrina Goldsaito, for reference</li> </ul>
<b>Opening</b>	<i>Yesterday we reread pages from The Sound of Silence. We identified the sound words and the prepositional phrases that describe where the sounds happened. Today we will continue to find prepositional phrases that describe where in The Sound of Silence.</i>
<b>Discussion slide 6</b>	<i>This page describes all of the times and places ma, or silence, had been. Let's read parts of this page and continue looking for prepositional phrases that describe where. This time, not all of the phrases will describe the location of the sounds.</i>
slide 7	<p><i>Listen for a phrase that describes where.</i></p> <p>Read the slide.</p> <p><i>What did you hear?</i></p> <p>Underline the phrase "between the thumps of his boots."</p> <p>Highlight "between" in yellow.</p>
slide 8	<p>Read the slide.</p> <p><i>Where did the wind stop?</i></p> <p>Underline "in the bamboo grove."</p>

	Highlight “in” in yellow.
slide 9	Read the slide. <i>Where was ma hovering?</i> Underline “in the air.” Highlight “in” in yellow.
slide 10	Read the slide. <i>Where was ma?</i> Underline “between and underneath every sound.” Highlight “between” and “underneath” in yellow.  <i>Let’s add to our chart some places where Yoshio heard ma.</i>
slide 11	<i>These words are prepositions that are used in phrases that describe where. Now you are going to use one of these prepositions to describe where you hear a sound.</i>  Think, Pair, Share. <i>Close your eyes and listen. Identify a sound. Think about where you hear that sound. Use one of these words to describe where you hear the sound.</i>
<b>Closing</b>	<i>Today we identified and used prepositional phrases to describe where.</i>
<b>Standard</b>	<b>L.1.1.e</b> Use frequently occurring adjectives. <b>L.1.1.f</b> Use frequently occurring conjunctions (e.g., and, but, or, so, because). <b>L.1.1.g</b> Use determiners (e.g., articles, demonstratives). <b>L.1.1.h</b> Use frequently occurring prepositions (e.g., during, beyond, toward).
<b>Ongoing assessment</b>	Do children accurately identify the prepositional phrases that describe <i>where</i> ? Do they identify the prepositions within the phrases? Do they independently use prepositional phrases to describe <i>where</i> ? What do children understand about phrases of place? What is still confusing?  Notice how children participate in turn taking. Consider using Equity Sticks or another talk protocol to ensure that all children have opportunities to volunteer ideas.

**Notes**

