

Unit 4: Communicating with Sound and Light

WEEK 7 Days 1 & 2

**Vocabulary & Language**  
Weekly Words

<b>Weekly Question</b>	How do inventors and innovators make a difference?				
<b>Language Objectives</b>	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)				
<b>Vocabulary</b>	<table border="1" style="width: 100%;"> <tr> <td style="background-color: #cccccc;"><b>Day 1</b></td> </tr> <tr> <td> <p><b>engineer:</b> someone who designs and builds engines, machines, or structures</p> <p><b>invent:</b> to create or design something that did not exist before</p> <p><b>improve:</b> to make better</p> </td> </tr> <tr> <td style="background-color: #cccccc;"><b>Day 2</b></td> </tr> <tr> <td> <p><b>innovate:</b> to make changes in something that already exists</p> <p><b>creativity:</b> the use of imagination, such as to design inventions, produce art, and solve problems in new ways</p> <p><b>persevere:</b> to keep trying in the face of difficulty</p> </td> </tr> </table>	<b>Day 1</b>	<p><b>engineer:</b> someone who designs and builds engines, machines, or structures</p> <p><b>invent:</b> to create or design something that did not exist before</p> <p><b>improve:</b> to make better</p>	<b>Day 2</b>	<p><b>innovate:</b> to make changes in something that already exists</p> <p><b>creativity:</b> the use of imagination, such as to design inventions, produce art, and solve problems in new ways</p> <p><b>persevere:</b> to keep trying in the face of difficulty</p>
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<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● Week 7 Weekly Words cards</li> <li>● chart paper</li> </ul> <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>				
<b>Opening</b> 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 study, Communicating with Sound and Light. Today’s words are <b>engineer, invent, and improve.</b></i></p>				

Day 2	<i>Let's continue learning our words for this week. Today's words are <b>innovate, creativity, and persevere.</b></i>
<p><b>Discussion</b> 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><b>engineer</b> Elaboration: <i>There are many different types of engineers. Civil engineers design buildings, roads, and bridges; computer engineers design the circuits in smartphones, tablets, and computers; and sound engineers make sure that the sound in a concert is of top quality.</i></p> <p>Think, Pair, Share prompt: <i>What type of engineer would you like to be? Why?</i></p> <hr/> <p><b>invent</b> Elaboration: <i>When people invent something, they come up with a plan, build the invention, and make sure that it works as they intended it. The girls in the image are building and testing the motion sensing light-switch they invented.</i></p> <p>Think, Pair, Share prompt: <i>Have you invented something? Do you know anybody who invented something? You might think of a character from a text or someone in real life. Tell your partner about it.</i></p> <hr/> <p><b>improve</b> Elaboration: <i>Over time, engineers continue to improve the light bulbs we use. Most of the light bulbs we use now are LED, they use less energy and last much longer than regular light bulbs. That is an improvement that benefits the environment and our budgets.</i></p> <p>Think, Pair, Share prompt: <i>What is one technology you use now that you think needs to be improved? Why?</i></p>
Day 2	<p><b>innovate</b> Elaboration: <i>Many people who are hard of hearing or deaf use a tool to help them hear. In the past, hearing aids were very big and people carried them in their hands. Doctors and engineers worked together to innovate. These days, hearing aids are very small, and people can wear them inside their ears.</i></p>

	<p>Think, Pair, Share prompt: <i>What is something you would like to innovate to make life easier?</i></p> <hr/> <p><b>creativity</b> Elaboration: <i>When you work in Studios, I observe a lot of creativity in the way you approach the materials. You come up with ideas about how to use materials in ways we have not used them before, just as inventors, innovators, and artists do.</i></p> <p>Think, Pair, Share prompt: <i>What is an act of creativity that you observed a friend or family member doing?</i></p> <hr/> <p><b>persevere</b> Elaboration: <i>When something is hard we can stay at it and work for a long time until we figure it out. Moving through the monkey bars is very challenging for some children. But if you persevere, you can master them!</i></p> <p>Think, Pair, Share prompt: <i>When did you persevere at something until you mastered it?</i></p>
<b>Closing</b>	<i>This week, we’re talking about how inventors and innovators make a difference. The words we’re studying will help us to talk about what is involved when people invent and innovate.</i>
<b>Standards</b>	<p><b>SL.1.1.</b> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p><b>L.5.1.c</b> Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p>
<b>Ongoing assessment</b>	<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>

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.

Maintaining a class vocabulary list will help track children's vocabulary growth over time.

**Notes**