



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>

	<p>click: a short, sharp sound</p>
<p>Materials and Preparation</p>	<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>
<p>Opening 1 minute</p>	<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>
<p>Text and Discussion 18 minutes</p>	<p>Turn and Talk. <i>Let’s think about what we already know by answering the questions on this first slide.</i></p>
<p>slide 1</p>	<p><i>Let’s keep reading to see what more we can find out.</i></p>
<p>slide 2</p>	<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>
<p>slide 3</p>	<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