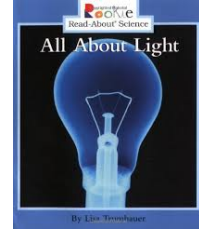


Unit 4: Communicating with Sound and Light



WEEK 4 Day 3

Text Talk
All About Light

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| Big Ideas | <p>Light and sound travel.</p> <p>Humans and other animals communicate with light and sound.</p> |
| Weekly Question | What is light? |
| Content Objectives | <p>I can ask questions about key details in an informational text. (R.4.1.a)</p> <p>I retell key ideas about light from an informational text. (R.5.1.b)</p> |
| Language Objective | I can ask questions about light. (SL.1.1.c, L.1.1.i) |
| Vocabulary | <p>energy: power</p> <p>electricity: a type of energy caused by the flow of tiny particles called electrons</p> <p>beam: a ray of light</p> <p>shadow: the dark area that is produced when an object comes between a light source and a surface</p> <p>block: to get in the way, to prevent something from moving or getting through</p> |
| Materials and Preparation | <ul style="list-style-type: none"> ● <i>All About Light</i>, Lisa Trumbauer ● <i>All About Light</i> slides ● chart paper <p>At the top of the chart paper write the title, Questions about Light.</p> <p>On the whiteboard write:</p> <p>What did you learn about light?</p> <p>What are you wondering about light?</p> |

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| <p>Opening 1 minutes</p> | <p><i>Yesterday we began thinking about sending messages with light. Today we'll continue our study of light with an informational text titled All About Light by Lisa Trumbauer.</i></p> <p>Set a purpose for reading. <i>Today we'll read and then retell key ideas. We'll also record our questions about light. Remember, our weekly question is, What is light?</i></p> |
| <p>Text and Discussion 16 minutes</p> <p>Slide 6, page 13</p> | <p>Project <i>All About Light</i> in slides so that all children can see the images and text.</p> <p><i>A beam is the light that radiates, or shines, from a light source.</i></p> |
| <p>Slide 7, pages 14 and 15</p> | <p><i>Turn and talk to your partner: What have we learned so far about how light moves?</i></p> <p>Encourage children to refer to the illustration on page 15.</p> <p><i>What are you wondering?</i> Record a few questions on the chart.</p> |
| <p>Page 19</p> | <p><i>How does the earth get light? What do we learn here?</i></p> |
| <p>page 25</p> | <p><i>What are you wondering about rainbows?</i> Record a few questions.</p> |
| <p>page 27</p> | <p><i>What does it mean that the light is blocked?</i></p> <p><i>Turn and talk: According to the text, how are shadows formed?</i> Encourage children to make connections between this text and the science investigation about shadows. Children will articulate still-evolving understandings; the exploration of shadows will continue.</p> <p><i>What questions do you have about shadows?</i> Record a few questions.</p> |
| <p>Key Discussion 7 minutes</p> | <p>Think, Pair, Share.</p> <p>Prompt 1: <i>What did you learn from this text about light?</i></p> <p>Prompt 2: <i>What are you wondering about light?</i></p> <p>As children share their questions in the whole group, record them on the chart. Encourage children to ask questions that are relevant to or inspired by the key ideas of the text.</p> |

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| Closing 1 minute | <i>These are interesting questions. Tomorrow we'll go back to our FOSS text, Sound and Light, to continue learning about light and shadows.</i> |
| Standards | <p>R.4.1.a Ask and answer questions about who, what, when, where, and how.</p> <p>R.5.1.b Retell key details of texts, including the main topic.</p> <p>SL.1.1.c Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>L.1.1.i Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> |
| Ongoing assessment | <p>Listen to children's responses during whole group conversation and Think, Pair, Share.</p> <p>What key understandings about light do children express?</p> <p>Do children refer to the text to describe how light moves?</p> <p>Do children ask questions that are relevant to or inspired by the key ideas of the text?</p> <p>Do children use question words to produce simple and compound sentences?</p> |

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