



WEEK 6 Day 1

Text Talk
Introducing the Look and Listen! Project (slides)

Big Ideas	<p>Humans and other animals communicate with light and sound.</p> <p>People innovate and invent to solve problems.</p>
Weekly Question	How do people use light?
Content Objective	I can describe connections between ideas among a number of texts. (R.6.1.a)
Language Objective	I can apply ideas from texts to discussing designs for a communication tool and representing them in writing and drawing. (SL.3.1.a, W.1.1.a)
SEL (BOSTON SEL Standards)	I can consider the kinds of messages that four year olds might want to send and design a tool for their use. (SR 1.2)
Vocabulary	<p>searchlight: a powerful outdoor electric light with a strong beam that can be turned in a particular direction</p> <p>convey: to transport or carry to a place</p>
Materials and Preparation	<p>In preparation for this lesson and the project, assign children to groups of three. They will begin in these groups and may shift once ideas for the projects solidify.</p> <ul style="list-style-type: none"> ● Look and Listen! Project Introduction slides ● projector and screen ● Unit texts, for reference <p>On chart paper or on the whiteboard, create a model of the following parts of the Look and Listen! Project Planning sheet.</p>

	<table border="1" data-bbox="535 149 1325 573"> <tr> <td colspan="3"><u>This message is a:</u></td> </tr> <tr> <td>direction</td> <td>request for help</td> <td>invitation</td> </tr> <tr> <td>announcement</td> <td>love message</td> <td>warning</td> </tr> <tr> <td>other</td> <td></td> <td></td> </tr> <tr> <td colspan="3"><u>It travels:</u></td> </tr> <tr> <td>a short distance</td> <td></td> <td>a long distance</td> </tr> <tr> <td colspan="3"><u>It it conveyed by:</u></td> </tr> <tr> <td>sound</td> <td></td> <td>light</td> </tr> </table> <ul style="list-style-type: none"> ● Look and Listen! Project Planning sheets, copies for each child ● writing and drawing tools ● children’s completed or in-process Light and Sound Messages sheets, from the Library Studio, Week 5 <p>Organize these sheets according to children’s assigned small groups</p> <ul style="list-style-type: none"> ● <i>Sending Messages with Light and Sound</i>, Jennifer Boothroyd, books and child copies, one for each small group ● chart paper <p>Prepare the Weekly Question Chart with the question: How do people use light?</p>	<u>This message is a:</u>			direction	request for help	invitation	announcement	love message	warning	other			<u>It travels:</u>			a short distance		a long distance	<u>It it conveyed by:</u>			sound		light
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<p>Opening 1 minute</p>	<p><i>This week we will begin our last big project of the year! This project will be designing tools for communicating with light and sound. The people using those tools will be children in PreK—four year olds!</i></p> <p>Set a purpose for the lesson.</p> <p><i>We’ll begin by reading a short section from the book, Sound and Light, a science resource. The short text is titled “Communicating with Light.” Then we’ll start generating ideas for the tools you will make. You’ll work in partners or groups of three for this project.</i></p>																								
<p>Text and Discussion 12 minutes slides 2-5</p>	<p>Using the slides, read through “Communicating with Light.” Ask a few children to respond briefly to the questions in the text. Reinforce knowledge children bring to the text, such as about lighthouses, and highlight any new information.</p>																								
<p>slides 6-10</p>	<p><i>Now let’s remember what we have seen so far in our texts about some ways people use light and sound to send messages to one another.</i></p> <p>On each slide, with the children and referring to the chart, recall the text, and identify the message (or a possible message) being sent, what kind of message it might be, and whether it is conveyed by sound or light. Refer to</p>																								

	<p>the printed texts as useful to support children’s recall.</p>
slide 11	<p><i>For the new project, called Look and Listen! you will be designing tools for communicating. It will be important that four year olds can hold and use these tools, so some of what we have seen so far won’t work. We won’t be giving them lighthouses, for example!</i></p> <p><i>Here are some examples of tools that we can imagine children using. Turn and talk about what you see here. [string phone, horn, and flashlight]</i></p>
slides 12-13	<p><i>As you think about the kind of tools you will design and build, you will need to consider what kind of message you want to send and where the message needs to travel. Let’s think about some of the challenges of sending messages.</i></p> <p>Quickly read the questions on slide 13. <i>These are some of the challenges you might design your tool for. You will need to try more than one idea before you get a good plan.</i></p>
Key Discussion and Activity 10 minutes	<p><i>You will work in teams to design and build your tools, but you will each record your ideas on your own planning sheet.</i></p> <p>Show and walk through the Look and Listen! Project Planning sheet.</p> <p><i>Talk together about ideas you have. See if you can come up with an idea you all agree you want to work on. This can be tricky; make sure to say your ideas clearly and to ask and answer each other’s questions. You have several resources to look at as you talk and plan.</i></p> <p>Distribute Planning sheets, children’s completed Light and Sound Messages sheets, and copies of both <i>Sending Messages with Light and Sound</i> text. Send children to work in groups around the classroom.</p> <p>Children will only begin their planning; this work will move to the Library Studio and to Studios more broadly over the final three weeks of the unit.</p>
Closing	<p><i>While you are beginning to invent your tools this week, we’ll be reading texts about inventors!</i></p>
Weekly Question Chart 2 minutes	<p>Introduce the Weekly Question chart. <i>Throughout this week, we will be asking and answering the question: How do people use light? We can record our ideas here.</i></p> <p><i>Today we have started thinking about tools that children might use for communication. People use light for communication.</i></p>

	<i>We can add more to our chart during the week.</i>
Standards	<p>R.6.1.a Describe characters, settings, and major events in a story, including details about who, what, when, where, and how.</p> <p>SL.3.1.a Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>W.1.1.a Investigate questions by participating in shared research and writing projects.</p> <p>SR 1.2. Demonstrate an understanding of thoughts, feelings, behavior and perspectives of oneself and others.</p>
Ongoing assessment	<p>Take note of children’s contributions to the whole group discussion.</p> <p>How do children apply what they have learned to date to the idea of making communication tools with light and/or sound?</p> <p>Review children’s initial Project Planning sheets.</p> <p>What ideas do they have for using light and sound for communication?</p> <p>How do children express their initial ideas with writing and drawings?</p> <p>What collaboration skills do children bring to their small group work?</p> <p>To what extent do they consider their audience, four year olds, in their design?</p>

Notes