

Unit 4: Communicating with Sound and Light

WEEK 3 Studios



How do people and other animals use sound?


Children explore and research sounds made and used by musicians as well as animals. At the Science and Engineering Studio, children continue investigations from lessons.



Big Ideas	Light and sound travel. Humans and other animals communicate with light and sound.
Materials and Preparation	<ul style="list-style-type: none">● Studios prompts, cut apart and added to each bin● Studios Planner● observation sheets <p>Bring to the whole group meeting only those bins needed for introductions.</p> <p><u>For the Art Studio:</u></p> <ul style="list-style-type: none">● paper, various sizes● drawing media: pencils, colored pencils, thin black markers, thin colored markers, crayons● clay and clay tools (optional, as an extension or alternative)● images of musicians● music videos (see slide for examples, (https://docs.google.com/presentation/d/1QQs1xKXybQk04bnZ8fKHAvPwHE0-opVU0H8WbZZNfH0/edit#slide=id.gbcf7340f27_0_67))● Unit and other texts including musicians <p><u>For the Drama Studio:</u></p> <ul style="list-style-type: none">● fabric and clothespins● other props commonly used for acting out stories● Unit texts featuring sound and animals, including slides if technology permits● paper or notebooks


	<ul style="list-style-type: none"> ● writing and drawing tools ● paper and other materials for making masks ● animal masks or costumes preserved from Unit 2 <p><u>For the Library Studio:</u></p> <ul style="list-style-type: none"> ● Questions about Animals and Sound chart, from Text Talk Day 4 ● a variety of books and other resources about animals, including all Unit 2 texts ● clipboards ● writing tools <p><u>For the Math Studio:</u></p> <ul style="list-style-type: none"> ● Unit 4 books ● sticky notes ● Recording Sheet <p><u>For the Science and Engineering Studio:</u></p> <ul style="list-style-type: none"> ● paper ● device, such as laptop or ipad, to play this link: ● science journals ● colored pencils <p><u>For the Writing and Drawing Studio:</u></p> <ul style="list-style-type: none"> ● materials for writing procedures, from Writing lessons ● chart paper <p>Create the following chart, with space below the initial ideas.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;"><u>Ideas for Writing Procedures with Sound</u></p> <p>How to play an instrument to make different sounds</p> <p>How to use your body to make sounds</p> <p>How to compose a piece of music</p> <p>How to start a band</p> </div> <p>Review Studios descriptions below. Decide which studios to introduce explicitly. Prepare the Opening basket and materials accordingly.</p>
Opening	Note: Introduce the new Library Studio after Text Talk on Day 4.


	<p><i>There is so much to explore about sound! Most of the studios this week are the same as last week, so you have an opportunity to keep experimenting or to try something new.</i></p> <p><i>At the Drama Studio, you might create and act out a story in which sounds are important. Include as many sounds as you can! They might be sounds made by humans, made by animals, or made by other things in the environment, like... [wind, thunder, waves]. When you come to a sound in your story, you could make an action for the sound, as well as the sound itself!</i></p> <p><i>At the Library Studio, please consider writing a book review so that you and your classmates can learn about some of the books we have added, related to our new study of sound and light.</i></p> <p><i>At Math Studio this week, we will be investigating our Unit 4 books for any shapes we can find.</i></p> <p><i>At the Science and Engineering Studio, you will create a Listening Station.</i></p> <p>Describe and model each studio to the extent needed for children to begin their work.</p> <p>Check in about agreements made in Week 1 to keep the classroom noise level at a manageable level for everyone, and review the signal for bringing down the volume if needed. It may also be important to remind children about appropriate use of elastic bands.</p> <p><i>Turn and tell your partner your plan and your backup plan.</i> Ask a couple of children to share their plans, and dismiss all children to begin working.</p>
<p>Facilitation</p>	<p>As children work, circulate and engage children in conversation about their endeavors. Exploit opportunities to highlight children’s connections to the Weekly Question and the unit’s Big Ideas. Offer support in the form of material and print resources, strategies, adaptive tools, and consultation with peers.</p> <p>Listen in, observe, and take notes about children’s interests, experiences in different kinds of markets and with money. Use these notes to plan for upcoming Studios sessions.</p>



	While children work, consider which piece of work to bring to a Thinking and Feedback meeting.
Closing Studios	Support smooth clean up of studios materials and organization of works in progress. Facilitate a short, whole group meeting after Studios to discuss children’s activities, discoveries, and questions.

<p style="text-align: center;">Art</p> 	<p>Drawing Musicians</p> <p><u>Objective:</u> I can represent, in drawing, a musician making sounds.</p> <p><u>Introduction:</u> <i>Depending on the instruments musicians play, they hold their bodies in particular positions. This not only helps them play comfortably, but also helps them to make the sounds they want to with their instruments.</i></p> <p><i>In the Art Studio, you can use these images and videos to study different musicians. Choose just one musician and see if you can draw a portrait of that person and their instrument with as much detail as possible. Is this musician sitting or standing? How do they hold their arms? Is their head tilted in a certain way? You can choose any drawing material you like.</i></p> <p>[Introduce clay and tools, reminding children of previous experiences sculpting animals in Unit 2.]</p> <p><u>Process:</u> Children look at images and watch videos. They choose one musician, and create a portrait on paper. If using a video for reference, they can freeze the frame for a still to reference. Children give each other feedback as they work toward greater detail and likeness of their subjects.</p> <p>Additionally or alternatively, children create portraits in clay, drawing on their experience making clay animals in Unit 2.</p> <p><u>Facilitation:</u> Encourage children to work as in an observational drawing, including detail and perspective.</p>
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	<p><i>What do you notice about the position of the musician’s body? What do you notice about the position of the instrument? How will you show that in your portrait?</i></p> <p><u>Ongoing Assessment:</u> Rather than focus on the exactness of a child’s portrait, note how they capture important elements of the musician at work. What has a child emphasized in the drawing (or sculpture)? Does the portrait communicate a person producing music? Do children offer each other encouraging and specific feedback?</p> <p><u>Thinking and Feedback Possibilities:</u> Children might present their visual artwork first on its own to gather feedback about the feeling and imagined “sound” of their portraits. They might refer to the image or video that inspired the work, but feedback should not emphasize the success of the “copy” more than the overall impression of the work. Classmates can give feedback about whether the visual representation suggests a particular kind of music.</p>
<p>Building</p> 	<p>Making Sounds <i>Continues from previous weeks</i></p> <p><u>Objective:</u> I can use available resources to make instruments.</p> <p><u>Extension:</u> Ask children to justify their choices of materials. What do they know about the materials that informed their decisions?</p>
<p>Drama</p> 	<p>Telling, Writing, and Acting Out Stories about musicians and animals</p> <p><u>Objective:</u> I can use what I know about how animals and people use sounds to tell, write, and act out stories.</p> <p><u>Introduction:</u> <i>This week we are learning about different ways that animals use sound, and we’ve also been thinking about how musicians change sounds to make music. Can you tell a story about a musician or about animals using sounds?</i></p> <p><u>Process:</u> Children create stories that include sounds and changing sounds in the world of music or of animal life. They can create animal masks and costumes, or use some they created in Unit 2. Children write and draw</p>

	<p>their stories as a way to record them, as well as record with video as they act out stories.</p> <p><u>Facilitation:</u> Encourage children to tell stories, to record them in writing and drawing, and to act them out. <i>How did you decide what story to tell?</i> <i>How will you show that?</i> <i>Where did you get the information you need for this story?</i> <i>What will happen next?</i></p> <p><u>Ongoing Assessment:</u> Video record stories as children act them out. Share the recordings back with children and ask them if the story accomplishes what they wish, what they might like to add or change, and whether the story might continue in another part. Collect stories children have written and drawn and review them for writing conventions and language and vocabulary development. What solid understandings are revealed in these stories? What opportunities for further learning about the topic? What interests?</p> <p><u>Thinking and Feedback Possibilities:</u> Invite children to act out their stories. Generate feedback about the storylines, the sounds included in the story, and the actors' gestures. Classmates might suggest what could happen if the story continues.</p>
<p>Library</p> 	<p>Researching How Animals Use Sound</p> <p><u>Objective:</u> I can read with partners and independently to learn more about how animals use sound.</p> <p><u>Introduction:</u> <i>We started this list of questions about how animals use sound. In the Library Studio you can read to answer some of these questions. Write and draw what you learn. This might lead you to ask more questions, and you can add those to our chart and research to find out answers.</i></p> <p><u>Process:</u> Children read to answer questions independently and with classmates. They talk, write, and draw about what they find. As new questions surface, they write these on the chart.</p> <p><u>Facilitation:</u></p>

	<p><i>What question are you reading to answer?</i> <i>What have you found so far?</i> <i>How will you communicate that information?</i> <i>What else does this make you wonder?</i></p> <p><u>Ongoing Assessment:</u> Review children’s research. Note how they record information with words, pictures, and labels. Observe how they approach finding information on a specific topic.</p> <p><u>Thinking and Feedback Possibilities:</u> Invite a researcher or research pair to share the question they endeavor to answer, their approach to finding information, and how they recorded what they found. Ask them to share advice for classmates who have not yet begun research; what strategies can they share? What is challenging about identifying and communicating information on a specific topic? Invite other children to volunteer new questions that this research suggests.</p>
<p>Math</p> 	<p>Picture Book Shapes</p> <p><u>Objective:</u> I can find, record, and describe shapes found in picture books.</p> <p><u>Introduction:</u> <i>We will look for shapes in our picture books. You can work by yourself or with a partner. Talk about the shapes you see by naming and describing the shapes. Then record the shapes you see with a drawing and or words.</i></p> <p><u>Process:</u> Children work independently or in partnerships. They explore and find different shapes within the Unit books. Children can mark the page with sticky notes. They sketch the shape, describe its attributes, and the name of the shape on the recording sheet. Children discuss their findings with those around them.</p> <p><u>Facilitation:</u> <i>What do we know about shapes?</i> <i>How could you describe what you see?</i> <i>How are the shapes the same? How are they different?</i></p> <p><u>Ongoing Assessment:</u> Observe to ensure children are using descriptive language when</p>

	describing shapes, especially when talking about the sides, vertices, and edges.
<p>Science and Engineering</p> 	<p>Listening Station <u>Objective:</u> I can explore the volume and pitch of sounds.</p> <p><u>Introduction:</u> <i>Let's create a Listening Station in this Studio! Here you will listen to different animal sounds. Then on the paper, you will write our guess and draw a picture that represents the specific sounds you heard.</i></p> <p><u>Process:</u> Children listen carefully to the link. Then, children draw illustrations and labels that match what they heard. Add additional sounds, as children show interest.</p> <p><u>Facilitation:</u> <i>What do you hear?</i> <i>What ways have you discovered about these sounds?</i> <i>How will you illustrate this?</i></p> <p><u>Ongoing Assessment:</u> Make note of children's emerging understandings, questions, and misconceptions.</p>
<p>Writing and Drawing</p> 	<p>Writing Procedures <u>Objective:</u> I can write a new procedure.</p> <p><u>Introduction:</u> <i>You have been writing procedures. You have also been experimenting with different ways to make sound, including with instruments you make yourself!</i> Review the ideas already listed on the chart, Ideas for Writing Procedures with Sound. Invite children to add other ideas.</p> <p><u>Process:</u> Children draw on their knowledge of writing procedures to write new procedures, these with an emphasis on sound.</p> <p><u>Facilitation:</u> <i>What does this procedure tell the reader how to do?</i></p>

	<p><i>Why is this important to communicate?</i> <i>Have you included all the parts and information needed?</i></p> <p>Invite children to share their procedures with each other to try them out and offer feedback.</p> <p><u>Ongoing Assessment:</u> Review children’s procedures using the Procedure Observation Tool.</p> <p><u>Thinking and Feedback Possibilities:</u> As in the studio work itself, invite a writer to share a procedure and have other children follow it to see whether it is effective.</p>
<p>Standards</p>	<p>Standards addressed will depend upon the studios in which children work. Possibilities include those listed in the Studios Introduction (Part 2: Components) and the following studio-specific standards.</p> <p>Visual Arts 1.2. Create artwork in a variety of two-dimensional (2D) and three-dimensional (3D) media, for example: 2D – drawing, painting, collage, printmaking, weaving; 3D – plastic (malleable) materials such as clay and paper, wood, or found objects for assemblage and construction.</p> <p><u>Drama:</u> L.6.1 Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p> <p><u>Library:</u> R.12 Read with sufficient accuracy and fluency to support comprehension W.2 Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.</p> <p><u>Math:</u> 1.G.A Reason with shapes and their attributes 1.G.A.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.</p> <p><u>Science and Engineering:</u></p>

	<p>1-PS4-1. Demonstrate that vibrating materials can make sound and that sound can make materials vibrate. Clarification Statements: • Examples of vibrating materials that make sound could include tuning forks, a stretched string or rubber band, and a drum head. • Examples of how sound can make materials vibrate could include holding a piece of paper near a speaker making sound and holding an object near a vibrating tuning fork.</p> <p>Practice 1. Asking questions and defining problems Practice 2. Developing and using models Practice 6. Constructing explanations and designing solutions</p> <p><u>Writing and Drawing/Thinking and Feedback:</u></p> <p>W.1.2. Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>W.1.4. Produce writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>
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<p>Notes</p>
