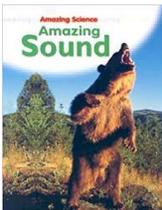


Unit 4: Communicating with Sound and Light **WEEK 2 At a Glance**

Weekly Question: How do sounds change?	
<p>Texts</p> 	<p>Vocabulary and Language</p> <p>Day 1: Introduce Weekly Words: soft, property, detect Day 2: Introduce Weekly Words: volume, vibrate, strum Day 3: Shades of Meaning Day 4: Shades of Meaning Day 5: Carousel Brainstorm</p>
	<p>Text Talk</p> <p>Days 1-2: <i>Amazing Sound</i>, Read 1 Day 3: “Way Down in the Music” Day 4: Comparing Marimba Texts Day 5: <i>Amazing Sound</i>, Read 2 and audio clips</p>
	<p>Stations</p> <p>Shared Reading: “Noise Day” Independent and Partner Reading Listening & Speaking: Talk, Draw, Talk; Listen & Respond (“Way Down in the Music”) Science Literacy: How can we change sounds? Vocabulary: Draw for Meaning Word Work: align with phonics program</p>
<p>Science and Engineering</p> <p>Lesson 1: Changing Volume Lesson 2: Changing Pitch</p>	<p>Studios</p> <p>Children continue making, collecting, and representing sounds. They write book reviews of new texts. They continue investigating changing sounds with the tuning fork, from Science & Engineering lessons.</p>
<p>Writing: Procedure</p> <p>Day 1: Individual Construction Days 2-4: Individual Construction, Deconstruction and Revision Day 5: Peer-to-Peer Feedback</p>	

At a Glance U4 W2

Unit 4: Communicating with Sound and Light

WEEK 2 Days 1 & 2

Vocabulary & Language
Weekly Words

Weekly Question	How do sounds change?				
Language Objectives	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)				
Vocabulary	<table border="1"><tr><td>Day 1</td></tr><tr><td>soft: quiet property: how an object looks, feels, sounds, or tastes detect: to notice or sense</td></tr><tr><td>Day 2</td></tr><tr><td>volume: how loud or soft a sound is vibrate: to move back and forth quickly strum: to play a string instrument by sweeping the thumb up or down the strings</td></tr></table>	Day 1	soft: quiet property: how an object looks, feels, sounds, or tastes detect: to notice or sense	Day 2	volume: how loud or soft a sound is vibrate: to move back and forth quickly strum: to play a string instrument by sweeping the thumb up or down the strings
Day 1					
soft: quiet property: how an object looks, feels, sounds, or tastes detect: to notice or sense					
Day 2					
volume: how loud or soft a sound is vibrate: to move back and forth quickly strum: to play a string instrument by sweeping the thumb up or down the strings					
Materials and Preparation	<ul style="list-style-type: none">• Week 2 Weekly Words cards• chart paper Create the week’s Weekly Words chart by writing out the Weekly Words and their definitions. Add icons, sketches, or images as needed.				
Opening Day 1	<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 soft, property, and detect.</i>				

Day 2	<i>Let's continue learning our words for this week. Today's words are volume, vibrate, and strum.</i>
<p>Discussion 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>soft Elaboration: <i>The sound of flowing water can be described as soft. Listening to this sound can help people relax.</i></p> <p>Think, Pair, Share prompt: <i>What are some soft sounds that you enjoy listening to? How do they make you feel?</i></p> <hr/> <p>property Elaboration: <i>Listen to the sound of the roaring of this lion.</i> Lion Roar (https://www.youtube.com/watch?v=OS0pZDPZWc8) <i>Two properties of this lion's roar are loud and deep.</i></p> <p>Think, Pair, Share prompt: <i>Think of a sound you know well. What are its properties?</i></p> <hr/> <p>detect Elaboration: <i>Sometimes we can detect who is coming up or down the stairs by the sound they make—some people make loud stomping sounds, and some people run quickly.</i></p> <p>Think, Pair, Share prompt: <i>How can you detect who is moving around your home?</i></p>
Day 2	<p>volume Elaboration: <i>When people are working near each other, they try to keep the volume of their voices low so everyone can concentrate. This is what we do in school, during Stations.</i></p> <p>Think, Pair, Share prompt: <i>How high or low is the volume of the TV or music at your house? Is it always the same or does it change?</i></p> <hr/> <p>vibrate</p>

	<p>Elaboration: <i>When I put my phone in my pocket, I can feel it vibrate when it rings. It moves back and forth very fast so I know that I am getting a call.</i></p> <p>Think, Pair, Share prompt: <i>Have you ever noticed machines vibrating, such as a washing machine or a refrigerator? Can you describe it?</i></p> <hr/> <p>strum</p> <p>Elaboration: <i>Let's watch to see what strumming looks like. The instrument we'll see is called a ukelele.</i> Play How to Strum the Ukelele (2:32-2:42) (https://www.youtube.com/watch?v=JKtPE3HfL5c)</p> <p>Think, Pair, Share prompt: <i>After watching the video, how would you explain to a person at home how to strum a stringed instrument?</i></p>
Closing	<i>This week, we're talking about how sounds change and what we can do to change them. The words we're studying will help us to talk about how we can make and change sounds.</i>
Standards	<p>SL.1.1 Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>L.5.1.c Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p>
Ongoing assessment	<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> <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.</p>

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

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soft

Adapted from <https://www.youtube.com/watch?v=v3-cXUblWgs>



loud, deep

property

<https://www.youtube.com/watch?v=OS0pZDPZWc8>

Weekly Words U4 W2



detect

<https://www.parentsandkids.com/2018/11/05/now-hear-this-effective-teaching-for-children-with-hearing-loss/> and
<https://www.visionaware.org/info/everyday-living/home-modification-/labeling-and-marking/labeling-keys/1235>



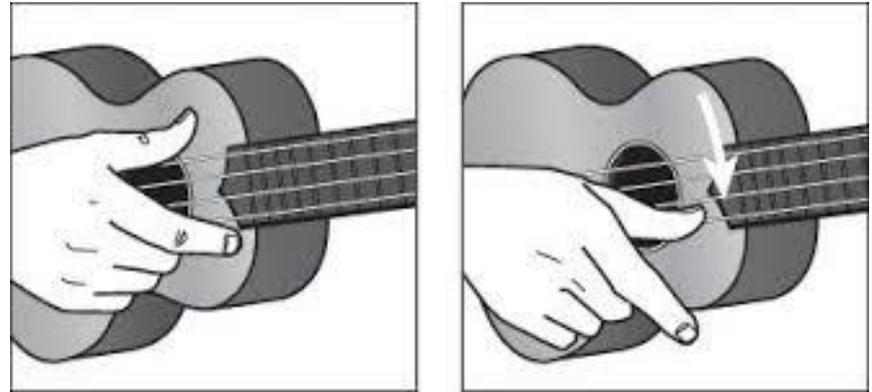
volume

<https://commons.wikimedia.org/wiki/File:Volume-icon.gif>



vibrate

<http://www.scientificnutshell.com/2016/01/good-or-bad-vibes.html>



strum

<https://www.pinterest.com/pin/422775483749796389/?lp=true>

Weekly Words U4 W2

Weekly Words U4 W2

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Maine Department of Education

Unit 4: Communicating with Sound and Light

WEEK 2 Day 3

Vocabulary & Language
Shades of Meaning

Weekly Question	How do sounds change?
Language Objective	I can identify and use adjectives. (L.1.1.e, L.1.1.f, L.1.1.g, L.1.1.h) I can distinguish shades of meaning among adjectives by placing them on a continuum and discussing their meanings. (L.5.1.d)
Vocabulary	volume: how loud or soft a sound is property: how an object looks, feels, sounds, or tastes soft: quiet adjective: a word that describes a person, place, thing, or idea meaning: definition similar: almost the same
Materials and Preparation	<ul style="list-style-type: none">● sticky notes● pen● whiteboard and marker
Opening	<i>We have been using adjectives to describe sounds. Today we will identify, use, and distinguish shades of meaning among adjectives that describe the sounds' volume.</i>
Discussion	<i>This week we have been talking about how sounds change. One property of sounds that can change is the volume—how loud or soft the sound is. The adjectives <u>loud</u> and <u>soft</u> are opposites: they both describe volumes of sound. But they describe very different volumes. In fact, there are lots of adjectives that describe different volumes. Each adjective has a slightly different meaning.</i> <i>Similar means almost the same. Let's think of different words that have a meaning similar to "loud."</i>

	<p>As children think of words, write each one on a separate sticky note (e.g., noisy, deafening). <i>Now let's think of words that have a similar meaning to "soft."</i> As children think of words, write each one on a separate sticky note (e.g., quiet, hushed).</p> <p><i>Now, help me arrange these words on the whiteboard in a way that makes a continuum from one opposite to the other.</i> Draw a horizontal line on the board with arrows at each end to represent a continuum. <i>We'll put the word that means the softest on one end of the continuum and the word that means the loudest on the other.</i></p> <p>With children's input, sort and place the words, asking for children's rationale for placing each word. Encourage a conversation about the subtle differences among words.</p>
Closing	<p><i>Today we identified and used some adjectives. We talked about how adjectives can be slightly different in intensity even if they have similar meanings.</i></p> <p>Note: Preserve the whole continuum or save just the sticky notes to use in the following day's lesson.</p>
Standard	<p>L.1.1.e Use frequently occurring adjectives. L.1.1.f Use frequently occurring conjunctions (e.g., and, but, or, so, because). L.1.1.g Use determiners (e.g., articles, demonstratives). L.1.1.h Use frequently occurring prepositions (e.g., during, beyond, toward). L.5.1.d Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p>
Ongoing assessment	<p>During the discussion, listen for evidence that children are understanding the shades of meaning among adjectives that describe volume.</p> <p>Do children offer appropriate adjectives? Do children articulate their reasoning for sorting adjectives in a specific way?</p>

Notes

Unit 4: Communicating with Sound and Light

WEEK 2 Day 4

Vocabulary & Language
Shades of Meaning

Weekly Question	How do sounds change?
Language Objective	I can identify and use adjectives. (L.1.1.e, L.1.1.f, L.1.1.g, L.1.1.h) I can distinguish shades of meaning among adjectives by placing them on a continuum and discussing their meanings. (L.5.1.d)
Vocabulary	adjective: a word that describes a person, place, thing, or idea similar: almost the same meaning: definition volume: how loud or soft a sound is soft: quiet adjectives generated during the Day 3 lesson
Materials and Preparation	<ul style="list-style-type: none">adjectives on sticky notes, from Day 3 On the whiteboard, arrange the sticky notes (or write the words) along the continuum as established on Day 3.
Opening	<i>Yesterday we talked about adjectives with similar meanings and organized them. Today we're going to build on that work and use our imaginations as well.</i>
Discussion	Review the continuum of adjectives describing soft and loud. Briefly summarize the discussions from the lesson to make sure that children remember the nuances in meaning among each of the words. <i>I'm going to tell you a story. Listen carefully. You will choose one of these volume words that describes my story.</i>

	<p>Describe a situation that requires children to carefully select an appropriate adjective from the soft-loud continuum. For example, for the word “deafening:”</p> <p><i>The other day, I went outside to get some fresh air. The birds were chirping and the breeze was blowing leaves around. All of a sudden, a fire truck went right by me with its siren on! Right away, I had to cover my ears.</i></p> <p><i>Which adjective would be a good match for the volume of the fire truck siren?</i></p> <p>Think, Pair, Share.</p> <p><i>What word will you choose to describe this story? Why did you choose that word?</i></p> <p>Repeat this exercise with a few more scenarios, bringing different adjectives along the continuum to life.</p>
Closing	<p><i>Today we played with the differences between similar adjectives. You thought carefully to choose an adjective that precisely described each story.</i></p>
Standards	<p>L.1.1.e Use frequently occurring adjectives.</p> <p>L.1.1.f Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p> <p>L.1.1.g Use determiners (e.g., articles, demonstratives).</p> <p>L.1.1.h Use frequently occurring prepositions (e.g., during, beyond, toward).</p> <p>L.5.1.d Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p>
Ongoing assessment	<p>During the discussion, listen for evidence that children are understanding the shades of meaning among adjectives that describe volume.</p> <p>Can children articulate their reasoning for matching a given adjective to the volume of a sound?</p>

Notes

WEEK 2 Day 5

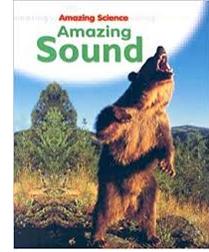
Vocabulary & Language
Carousel Brainstorm

Weekly Question	How do sounds change?
Language Objective	I can talk with my classmates about important vocabulary from our unit texts and big ideas. (SL.1.1)
Vocabulary	soft: quiet property: how an object looks, feels, sounds, or tastes detect: to notice or sense volume: how loud or soft a sound is vibrate: to move back and forth quickly strum: to play a string instrument by sweeping the thumb up or down the strings
Materials and Preparation	<ul style="list-style-type: none">● chart paper, 4 pieces, with one of the Weekly Words in the center of each, set out around the classroom● markers, one for each child● timer or stopwatch
Opening	<i>This week as we move through the Carousel Brainstorm, we'll think about our Weekly Words and about how we can use them when we talk about how sounds change.</i>
Key Activity	Show the vocabulary cards and review definitions for all of the Weekly Words, highlighting those selected for the Carousel Brainstorm. Talk briefly about some possibilities for recording understanding about one of the words. Direct each group to a particular paper and then begin the timer. Circulate as children work, noting their use and representation of each word.

Closing	In the whole group, share the work from the papers, highlighting different ways of demonstrating word knowledge.
Standards	SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
Ongoing assessment	<p>As children work, circulate and take notes on the Carousel Brainstorm Assessment Tool to record children’s understanding, misconception, and use of vocabulary words. Use these to plan for reteaching and reinforcement.</p> <p>Listen to children’s conversations as they circulate. How do children participate?</p> <p>Review each sheet of chart paper. Do children’s drawings and writing reflect an understanding of the vocabulary words?</p>

Notes

Unit 4: Communicating with Sound and Light



WEEK 2 Days 1-2

Text Talk
***Amazing Sound*, pages 1-17**
 *Break this lesson into two days.

Big Ideas	<p>Vibrating materials make sound. Sound makes materials vibrate.</p> <p>Light and sound travel.</p> <p>Humans and other animals communicate with light and sound.</p>
Weekly Question	How do sounds change?
Content Objective	I can use information from text to describe what causes sound to happen and to change. (R.6.1.b)
Language Objective	I can follow the routine for triad reading and discussion to discuss a text, using vocabulary about sound. (SL.1.1.a, L.6.1)
Vocabulary	<p>surround: to be all around</p> <p>beat: a rhythmic unit in music</p> <p>vibrate: to move quickly back and forth</p> <p>vibration: a rapid motion back and forth</p> <p>voice box: the larynx, an organ in the neck where sound is produced</p> <p>still: not moving or making a sound</p>
Materials and Preparation	<p>Create heterogeneous groups of three children for triad reading and discussion.</p> <ul style="list-style-type: none"> ● <i>Amazing Sounds</i>, by Sally Hewitt ● Feeling Sound with Evelyn Glennie (0:00 to 2:30) (https://www.youtube.com/watch?v=G12a6w6sTAs) ● text excerpts, one copy for each child

	<ul style="list-style-type: none"> What causes sound to change? sheet, one copy for each child <p>On the whiteboard write: What causes sound to change from low to high? What causes sound to change from quiet to loud?</p>
Opening 1 minutes	<p><i>Today we'll continue reading information about sound with a book titled Amazing Sound by Sally Hewitt.</i></p> <p>Set a purpose for reading. <i>Our question this week is, How do sounds change? We'll read part of this book to begin learning about this.</i></p> <p><i>The sound of our voices can change, like this: [vocalize a sound from low to high]</i> <i>We'll read about how sounds change, and we'll watch a video to see how one musician makes sounds change.</i></p>
Text and Discussion 14 minutes Page 9	<p>Read through page 9. Pause to play the video clip of Evelyn Gennie. <i>Let's pause to watch a video of a musician to help us understand this a bit more. This drummer, Evelyn Glennie does not hear—she is deaf. She uses the vibrations she feels to make music.</i></p> <p>Play the video to 2:30. <i>What did you notice? How does Evelyn Gennie make sound change?</i></p> <p><i>What new information do you now have about sound?</i></p> <p>Continue reading.</p>
page 10	<i>A herd is a group of elephants.</i>
pages 12-13	<p>Read page 12 aloud. Distribute the corresponding text excerpts and draw children's attention to the first paragraph. Read the text on page 13 aloud once. Invite children to make a quiet sound, then a loud sound, to ensure comprehension. <i>What causes sound to change from quiet to loud? Before you answer this question, reread the excerpt with your groups.</i></p> <p>Children chorally read in triads, then discuss the question, What causes sound to change from low to high? Refer to the whiteboard, and encourage children to reread and reference the text as needed.</p>
pages 14-15	<p>Read page 14 aloud and direct children's attention to the second paragraph on the child copy. Read the text on page 15 aloud once. Invite children to make a low sound, then a high sound, to ensure comprehension.</p>

	<p><i>What causes sound to change from low to high? Before you answer this question, reread the excerpt with your groups.</i></p> <p>Again, children chorally read in triads, then discuss the question, What causes sound to change from quiet to loud? Refer to the whiteboard, and encourage children to reread and reference the text as needed.</p>
page 16	<p>Read the full text, and then the question in “Your Turn.”</p> <p><i>What is a still pool of water?</i></p> <p><i>Why do you think a still pool of water makes no sound at all?</i></p>
Key Activity 6 minutes	Distribute the What causes sound to change? sheets. Have children record their understanding in writing and drawing.
Weekly Question Chart 1 minutes	<p>Introduce the Weekly Question chart.</p> <p><i>You just had a chance to communicate what you know so far about sound. Let’s think again about this question: How do sounds change? We can record our ideas here.</i></p> <p>Some ideas include: Sounds change from low to high depending on how fast the vibrations are; Sounds are quiet or loud based on how small or large the vibrations are; Musicians make sound change to make music.</p> <p><i>We can add more to our chart during the week.</i></p>
Closing 1 minute	<i>As we saw in the video with Evelyn Glennie, musicians have an amazing ability to make sound change in interesting and beautiful ways.</i>
Standards	<p>R.6.1.b Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>R.12.1.a Read various on-level text with purpose and understanding.</p> <p>SL.1.1.a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>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>
Ongoing assessment	<p>Listen to children’s whole group and small group conversations.</p> <p>What are children’s understandings and misconceptions about sound?</p> <p>Do children use key details from the text to explain what causes sounds to change?</p> <p>Listen to children’s choral reading.</p> <p>Do children read the text accurately with peer support?</p>

	Do children reread as a strategy for understanding key concepts? Review childrens' writing, and use it to inform teaching going forward.
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Notes

Large empty rectangular box for taking notes.

Loud and Quiet

The ear drum and tiny bones inside your ears vibrate when sound goes into your ears. Quiet sounds are made by small vibrations in the air, and loud sounds are made by large vibrations.

Low and High

People and animals make sounds with the voice boxes in their throats. High sounds are made by fast vibrations. Low sounds are made by slow vibrations.

Cut here -----

Loud and Quiet

The ear drum and tiny bones inside your ears vibrate when sound goes into your ears. Quiet sounds are made by small vibrations in the air, and loud sounds are made by large vibrations.

Low and High

People and animals make sounds with the voice boxes in their throats. High sounds are made by fast vibrations. Low sounds are made by slow vibrations.

Name _____

Date _____

What causes sound to change?

Cut here - - - - -

Name _____

Date _____

What causes sound to change?



WEEK 2 Day 3

Text Talk
“Way Down in the Music,” from *Honey I Love*

Big Ideas	Humans and other animals communicate with light and sound.
Weekly Question	How do sounds change?
Content Objectives	<p>I can describe and analyze the meaning of key lines in the poem “Way Down in the Music.” (R.4.1.a)</p> <p>I can identify words in the poem that suggest feeling and appeal to the senses (R.7.1.a).</p>
Language Objective	I can use drawings and words to describe the meaning of a poem. (SL.3.1.b)
SEL Objective (Boston SEL Standards)	I can recognize emotions when reading poetry, as well as express an understanding of emotions using different forms. (SA 1.1)
Vocabulary	<p>tune: melody</p> <p>beat: a rhythmic unit in music</p> <p>bass: a type of large, stringed instrument</p> <p>horn: a type of wind instrument</p>
Materials and Preparation	<p>Create heterogeneous groups of three for Triad Reading and discussion.</p> <ul style="list-style-type: none"> ● “Way Down in the Music” audio recording with music (https://www.youtube.com/watch?v=RYCSfh4pkqk) Write the poem on chart paper for the whole group reading. Label the stanzas 1, 2 and 3. ● “Way Down in the Music” copies, one for each child ● “Way Down in the Music” response sheets, one for each child

	<p>On the whiteboard write:</p> <p>What does the poet mean by, “I get way down in the music”?</p> <p>How does the poet feel about music?</p> <p>What words in the poem show her feelings?</p>
<p>Opening 1 minutes</p>	<p><i>Today we’re going to read a poem to continue thinking about how music is full of changing sounds. The poem is titled “Way Down in the Music,” and it’s written by Eloise Greenfield. We’ve read other Eloise Greenfield poems, like “Rope Rhyme.”</i></p> <p>Set a purpose for reading.</p> <p><i>We’ll read this poem several times today. First, we’ll use the line breaks in the poem to try to read it with rhythm, as Eloise Greenfield intended. Then you’ll work in small groups to figure out what the poem means.</i></p>
<p>Text and Discussion 13 minutes</p> <p>Reads 1 and 2</p>	<p>Display the poem on chart paper. Read the poem all the way through, modeling use of line breaks to create rhythm and beat.</p> <p><i>What does the poet mean that she gets “way down in the music”?</i></p> <p>Elicit initial ideas. The group will return to this question after reading the poem several times.</p> <p><i>The last line of the first stanza is written, “Uh-get down.” The poet is writing the sounds she hears as someone speaking, rather than using the way we often see the word “I” spelled.</i></p> <p><i>Now we’ll hear a child read this poem with some accompanying music. Listen to how the reader uses the words and line breaks to create a rhythm. This way of reading helps us understand what the poet means by getting down in the music.</i></p> <p>Play the audio recording of the poem once through.</p> <p><i>What did you notice about the way the child read the poem?</i></p> <p><i>Raise your hand if you’ve ever heard the Jackson Five or Earth, Wind and Fire. They are music groups that were popular in the 1970s.</i></p>
<p>Read 3</p>	<p>Invite children to chorally read the poem using the line breaks to create rhythm.</p>
<p>Read 4</p>	<p><i>Now, you are going to read in your triads and discuss what the poet meant when she wrote these lines:</i></p> <p>Highlight the key lines that children will discuss.</p> <p><i>“Spin me around and make me”</i></p> <p><i>“Inside the sound of the Jackson Five, inside the tune of Earth, Wind and Fire.”</i></p>

	<p><i>"I let it wake me, take me"</i></p> <p>Distribute the poem to children. Direct children to chorally read one stanza at a time, pausing to discuss each of the identified lines.</p> <p>After children have read through the full poem and discussed each question in their small groups, bring the children back to the whole group. Harvest a few responses.</p> <p><i>You have discovered how the poet's words show how she feels about the music!</i></p>
<p>Key Activity 10 minutes</p>	<p>Whole group discussion.</p> <p><i>What does the poet mean by, "I get way down in the music?"</i></p> <p>Distribute response sheets. Send children to write and draw in response to the questions on the whiteboard: How does the poet feel about music? What words in the poem show her feelings?</p>
<p>Closing 1 minute</p>	<p>Bring the group back together to close the lesson.</p> <p><i>As you all read this poem in your triads, I heard how you used your voices to create a rhythm. Tomorrow we'll return to our FOSS informational text to learn more about how sound changes.</i></p> <p><i>You'll continue to practice reading this poem next week in Shared Reading.</i></p>
<p>Standards</p>	<p>R.4.1.a Ask and answer questions about who, what, when, where, and how.</p> <p>R.7.1.a Identify words and phrases in a text that suggest feelings or appeal to the senses.</p> <p>SL.3.1.b Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>R.12.1.a Read various on-level text with purpose and understanding.</p> <p>SA 1.1 (Boston) Label and recognize emotions. Express understanding of emotions using different forms of representation.</p>
<p>Ongoing assessment</p>	<p>Listen to children's responses during whole group and small group discussions.</p> <p>What meaning do children make of the key lines of the poem?</p> <p>Listen to children's triad choral reading.</p> <p>Do children accurately read the text with the support of peers?</p> <p>Do children reread as a strategy for understanding key lines?</p> <p>Review children's writing.</p> <p>Do children determine and explain the intended meaning of the poem with pictures and words?</p>

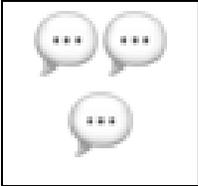
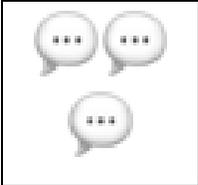
Notes

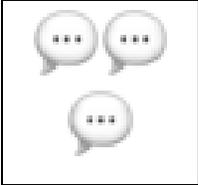
A large empty rectangular box with a black border, intended for taking notes.

Name: _____

Way Down in the Music

By Eloise Greenfield

1	I get way down in the music Down inside the music I let it wake me take me Spin me around and make me Uh-get down	 <p>What does the poet mean by <i>“Spin me around and make me?”</i></p>
2	Inside the sound of the Jackson Five Into the tune of Earth, Wind and Fire Down in the bass where the beat comes from Down in the horn and down in the drum I get down I get down	 <p>What does the poet mean by <i>“Inside the sound of the Jackson Five Into the tune of Earth, Wind and Fire?”</i></p>

3	<p>I get way down in the music Down inside the music I let it wake me take me Spin me around and shake me I get down, down I get down</p>	 <p>What does the poet mean by <i>“I let it wake me take me...”</i></p>
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Name: _____

Way Down in the Music

by Eloise Greenfield

How does the poet feel about music? What words in the poem show how the poet feels?

Communicate your ideas with both words and pictures.





WEEK 2 Day 4

Text Talk
Comparing Marimba Texts

Big Ideas	Vibrating materials make sound. Sound makes materials vibrate. Humans and other animals communicate with light and sound.
Weekly Question	How does sound change?
Content Objective	I can compare two different texts about marimbas and identify the kinds of information that each text offers. (R.9.1.b, R.11.1.c, R.11.1.d)
Language Objective	I can discuss important information gathered from a written text and from a video about a musical instrument. (SL.2.1.a)
SEL Objective (BOSTON SEL Standards)	I can recognize how certain music makes me feel. (SA 1.1)
Vocabulary	<p>marimba: musical instrument related to a xylophone</p> <p>percussion instrument: musical instrument played by striking with a hand or stick, or by shaking</p> <p>tone plates: keys on a marimba or other instrument</p> <p>mallet: hammer or stick tool used for hitting something</p> <p>volume: the loudness or softness of a sound</p> <p>amplify: to make louder</p> <p>layer: something that is on top of or under something else</p>
Materials and Preparation	<ul style="list-style-type: none"> ● “How Marimbas Make Sound” article, one copy for each child ● “Hillcrest College - Marimba Challenge Cup Winner” video (https://www.youtube.com/watch?v=cKkrXQo1J58) ● projector and screen ● markers, 3 different colors

	<ul style="list-style-type: none"> ● chart paper Create the Comparing Marimba Texts chart. <table border="1" data-bbox="534 262 1313 674"> <tr> <th colspan="2">Comparing Marimba Texts</th> </tr> <tr> <th>Written text</th> <th>Video</th> </tr> <tr> <td></td> <td></td> </tr> </table> <ul style="list-style-type: none"> ● Weekly Question Chart <p>On the whiteboard write: From the text we learn... From the video we learn...</p>	Comparing Marimba Texts		Written text	Video		
Comparing Marimba Texts							
Written text	Video						
<p>Opening 4 minutes</p>	<p>Set a purpose for the lesson. <i>Today we will look at two different texts about a topic and see what kind of information we get from each one. The topic is marimbas: a kind of musical instrument.</i></p>						
<p>Text and Discussion 10 minutes</p> <p>“How Marimbas Make Sound” informational text</p>	<p><i>Let’s start with this informational text. Take a look at the illustrations to get an idea about what kind of instrument a marimba is.</i></p> <p><i>What do you know so far?</i></p> <p>Read the full text aloud. Reread the first paragraph, inviting children to whisper read along. <i>What do we learn from this paragraph?</i> Record children’s ideas on the left hand side of the chart in one color.</p> <p>Continue to read the text paragraph by paragraph as a whole group, pausing to record children’s ideas on the chart. Encourage children to cite the text.</p> <p><i>After reading this text, do you have any questions about marimbas?</i> Harvest a few ideas to encourage reflection and to prime children for watching the video. <i>Let’s see if any of those questions are answered in this video.</i></p>						

<p>“Hillcrest College - Marimba Challenge Cup Winner” video</p>	<p><i>While we watch, listen and look carefully for more information about marimbas and how they make sound.</i></p> <p>Play the video.</p> <p><i>We gathered some more information from that video, but first: how did that make you feel?</i></p> <p>Note observations of children smiling, moving their bodies.</p> <p><i>What did we learn about marimbas and how they make sound from this video? [what the instruments sound like, sizes of the instrument, variation in sound depending on size, many marimbas can be played together in a band, body positions of players (standing), musicians use a lot of energy to play]</i></p> <p>Using a different colored marker, record children’s ideas on the right hand side of the chart.</p>
<p>Key Discussion 8 minutes</p>	<p>Refer to the sentence starters on the board: From the text we learn... From the video we learn...</p> <p>Think, Pair, Share.</p> <p><i>What different kinds of information do we learn from these two texts? How is that information presented?</i></p> <p>As children share with the whole group, add any new ideas to the chart. Be sure to ask children to cite the article and video as they identify information.</p> <p><i>Let’s look at this whole chart together. What information was presented in both the article and the video?</i></p> <p>Using a third color, mark ideas that appear in both texts. Use notation that makes sense, such as arrows, circles with connecting lines, or underlining.</p> <p><i>What do you think about getting information from an article and from a video?</i></p>
<p>Closing 1 minute</p>	<p><i>Today we looked at two different texts, an informational article and a video, on the same topic—marimbas. We analyzed the information each text offers and talked about how these two kinds of sources help us learn about this musical instrument.</i></p>
<p>Standards</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>R.11.1.c With prompting and support, describe the relationship between the text and what person, place, thing, or idea the illustration depicts.</p> <p>R.11.1.d With prompting and support, compare and contrast two texts on the same topic.</p>

	<p>SL.2.1.a Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SA 1.1 (Boston) Label and recognize emotions. Express understanding of emotions using different forms of representation.</p>
<p>Ongoing assessment</p>	<p>Review the chart.</p> <p>What kinds of information do children identify in the article? Do they return to the text to cite information? How do they interact with the text?</p> <p>What kinds of information do children identify in the video? Do they return to specific moments in the video to cite information? How do they interact with the video? What personal and emotional connections do they make?</p> <p>Listen to children’s responses during whole group conversation and Think, Pair, Share.</p> <p>How do children discuss differences and similarities? How do children articulate their ideas about reading a printed text and watching a video? What do children understand about what these different media have to offer?</p>

Notes

How Marimbas Make Sound

A marimba is a **percussion** instrument. Marimbas have rows of wooden keys, or **tone plates**. Marimba players use sticks, or **mallets**, to hit the tone plates.



The length of the tone plate affects the sound: a longer tone plate makes a lower sound, and a shorter sound plate makes a higher sound. The **volume** of a marimba's sound depends on how hard or gently a player hits the tone plates. Underneath each tone plate is a tube. The tubes **amplify** the sounds, or make them louder.



Different kinds of mallets make different sounds on the marimba. Mallets can be hard or soft. A marimba player can hold one, two, or three mallets in each hand.

When a player hits the tone plates with the mallets, the tone plates vibrate. The mallets bounce off the tone plates so the vibrations can last a long time.

Marimbas come in different sizes. A marimba band has many different marimbas, and their sounds work together to make layers of music.

Citations:

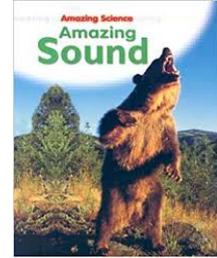
Photo 1: <http://blog.costarican-american-connection.com/marimba-wood-sings/>

Photo 2: https://www.yamaha.com/en/musical_instrument_guide/marimba/structure/structure002.html

Additional information: https://www.vsl.co.at/en/Marimba/Sound_Production

Text Talk U4 W2 D4

Unit 4: Communicating with Sound and Light



WEEK 2 Day 5

Text Talk
***Amazing Sound*, pages 24-25**
and audio clips

Big Ideas	<p>Vibrating materials make sound. Sound makes materials vibrate.</p> <p>Light and sound travel.</p> <p>Humans and other animals communicate with light and sound.</p>
Weekly Question	How do sounds change?
Content Objectives	<p>I can answer questions about key details in words and music (R.4.1.a)</p> <p>I can distinguish between information provided in a text and information provided in a video. (R.9.1.b)</p>
Language Objectives	I can use adjectives and descriptive phrases to clearly describe my ideas and feelings about music. (SL.3.1.a, L.1.1.e, L.1.1.f, L.1.1.g, L.1.1.h)
SEL Objective (BOSTON SEL Standard)	I can describe the emotions I feel when listening to various kinds of music. (SA.1.1)
Vocabulary	<p>produce: to make</p> <p>pitch: how low or high a sound is</p> <p>volume: how loud or quiet a sound is</p> <p>rhythm: a repeated pattern of movement or sound</p> <p>communicate: to share or exchange information or ideas</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Amazing Sounds</i>, “Music,” pages 24-25, by Sally Hewitt ● Amazing Sounds slides

	<p>Review the slides, which contain a number of music/video clips. The first slide is central; beyond this, determine whether to use all of the music clips or to select some of them. (Each piece of music is clipped at specific points; to play the full piece, open the video on YouTube.)</p> <p>On the whiteboard write: What do you feel when you listen to music? Leave space to write underneath.</p>
<p>Opening 1 minute</p>	<p><i>This week we've been thinking about different kinds of sounds that musical instruments make and about how music makes people feel. Today we will continue thinking about the emotions that different instruments communicate through pitch, volume, and rhythm.</i></p> <p>Set a purpose for the lesson. <i>First, we'll read a short section from Amazing Sounds. We'll use the illustrations and words to describe how stringed instruments change sounds to make music. Then we'll listen to some music clips and describe the emotions we feel as we listen. The music is our text today!</i></p>
<p>Text and Discussion 17 minutes</p> <p>page 24</p>	<p>Invite children to make gestures to show the verbs blow, bang, pluck, and shake.</p>
<p>page 25</p> <p>Slide 1</p>	<p><i>Look closely at the photograph of the cello player while I read the caption.</i></p> <p>Read the caption. <i>How does pressing a string create a new sound?</i></p> <p><i>We're going to watch someone play the cello now. As you watch and listen, pay attention to how pressing the strings changes the sound.</i></p> <p>Listen to and watch the first (larger) video clip on slide 1 (:00 to :51).</p> <p><i>Turn and talk. How did watching and listening to the cellist add to your understanding of how a cellist makes sound change?</i></p> <p><i>Let's experience some more of this music, but just listening this time. After you listen, be ready to share how the music made you feel.</i></p> <p>Click on the second (smaller) video clip on slide 1 to play the music without video (:50 to 2:20).</p> <p><i>How did you feel when you were listening?</i></p> <p>Record children's feelings in list form on the whiteboard. Continue to do this for each piece of music during the lesson.</p>

Slide 2	<p><i>Now we'll see and hear some more string instruments; this time you might get very different feelings from the music!</i></p> <p>Play the music clip on slide 2 (5:27-6:42). To limit distraction, listen to the first minute without the video; then show the video for the remainder of the music so children can see the instruments.</p> <p><i>Turn and talk. How did the music make you feel?</i></p> <p>Record children's feelings.</p>
Slide 3	<p><i>Stringed instruments can be used to communicate so many different feelings. Let's listen to two more clips, both with a stringed instrument called a bass. The first clip is a double bass, and the second clip is a bass guitar.</i></p> <p>Play the first clip through (does not include video, :00-:30)</p> <p><i>What feelings did the bass and the voice give you?</i></p> <p>Record a few feeling words.</p> <p>Play the second clip and show the video.</p> <p><i>What kind of emotions does this bass guitarist communicate?</i></p> <p>Record children's responses.</p>
Slide 4	<p>Play both music clips (these do not include video). After each clip, ask children to share the feelings the music surfaced, and record their responses.</p>
Slide 5	<p>Play the music clip with the video.</p> <p><i>What feelings did the drumming give you?</i></p> <p>Record children's responses.</p> <p><i>How do you think the musicians might feel while playing this music?</i></p>
Slides 6 and 7	<p>Play music clips (no video on slide 6, do not show video on slide 7). Ask these two questions after playing each clip:</p> <p><i>What feelings did the music give you? [Record responses.]</i></p> <p><i>How does having words in the music impact the way the music makes you feel?</i></p>
Slide 8	<p>Play the clip (no video).</p> <p><i>What feelings did the music give you?</i></p>
Key Discussion 2 minutes	<p>Read through the list of emotions on the board. Facilitate a whole class discussion.</p> <p><i>Think about the instruments you are making in Studios. As a musician, what kind of emotions do you want to communicate when you play the instrument you created? How will you do that?</i></p>
Closing	<p><i>You will make all kinds of music and communicate different emotions with your instruments!</i></p>

<p>Weekly Question Chart 5 minutes</p>	<p>Refer to the Weekly Question Chart.</p> <p><i>This week we have been thinking about this question: How do sounds change? Today we learned about how musical instruments can make many different sounds. Let's add something about that to our chart.</i></p> <p>Invite children to suggest a sentence to add to the chart. Then read the whole chart together. Identify and color-code two or three themes that emerge. Some themes might be: sound can change in pitch, volume, and rhythm; changing sounds can invoke different emotions; different motions on an instrument cause sound to change.</p> <p>Save this chart for use in Week 5.</p>
<p>Standards</p>	<p>R.4.1.a Ask and answer questions about who, what, when, where, and how.</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.1.1.e Use frequently occurring adjectives.</p> <p>L.1.1.f Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p> <p>L.1.1.g Use determiners (e.g., articles, demonstratives).</p> <p>L.1.1.h Use frequently occurring prepositions (e.g., during, beyond, toward).</p> <p>SL.3.1.a Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>SA 1.1. Label and recognize emotions. Express understanding of emotions using different forms of representation.</p>
<p>Ongoing assessment</p>	<p>Listen to children's discussions.</p> <p>Do children distinguish between information provided in the Foss text and information provided from the video?</p> <p>What emotions do children describe in response to the music?</p> <p>Review the Weekly Question chart and reflect on children's thinking and learning. What contributions have specific children made? What misconceptions have surfaced? Consider how to re-introduce and highlight ideas in the coming week.</p>

<p>Notes</p>

Name: _____

Noise Day

By Shel Silverstein

Let's have one day for girls and boyses
When you can make the grandest noises.
Screech, scream, holler, and yell,
Buzz a buzzer, clang a bell,
Sneeze—hiccup—whistle—shout,
Laugh until your lungs wear out.
Toot a whistle, kick a can,
Bang a spoon against a pan,
Sing, yodel, bellow, hum,
Blow a horn, beat a drum,
Rattle a window, slam a door,
Scrape a rake across the floor.
Use a drill, drive a nail,
Turn the hose on the garbage pail,
Shout Yahoo—Hurrah—Hurray,
Turn up the music all the way,
Try and bounce your bowling ball,
Ride a skateboard up the wall.
Chomp your food with a smack and a slurp,
Chew—chomp—hiccup—burp.
One day a year do all of these,
The rest of the days—be *quiet* please.

Unit 4: Communicating with Sound and Light

WEEK 2

Stations

Station	Activities	Materials Writing tools at each station
Shared Reading	“Noise Day”	<ul style="list-style-type: none"> ● Shared Reading text on chart and/or slides ● pointer
Teacher Groups	Strategic small group instruction	<ul style="list-style-type: none"> ● as needed
Reading	Independent and Partner Reading	<ul style="list-style-type: none"> ● “Noise Day” child copies ● individual book bags ● pencils
Listening & Speaking	Talk, Draw, Talk	<ul style="list-style-type: none"> ● Week 2 image (drummer) ● Week 2 prompt and recording sheet ● sand timers ● drawing tools
	Listen and Respond: “Way Down in the Music”	<ul style="list-style-type: none"> ● audio recording and technology ● “Way Down in the Music” poem ● “Way Down in the Music” conversation prompts
Vocabulary	Draw for Meaning <i>senses, hear, motion, listen, identify, pluck</i>	<ul style="list-style-type: none"> ● Unit 4, Week 1 Weekly Words cards ● Draw for Meaning sheets
Science Literacy	How can you change sounds? Filling in weather calendar	<ul style="list-style-type: none"> ● Week 2 prompts, printed as stickers or copied and cut apart, with glue sticks ● science journals ● colored pencils and pencils
Word Work (align with phonics program)	Fluent Reader’s Challenge	<ul style="list-style-type: none"> ● Week 2 Fluent Reader’s Challenge sheets ● sand timers ● Fluent Reader’s Challenge directions card
	Look, Cover, Write, Check	<ul style="list-style-type: none"> ● Week 2 Look, Cover, Write, Check sheets ● Look, Cover, Write, Check directions card
	Name It, Write It, Mark It	<ul style="list-style-type: none"> ● Week 2 Name It, Write It, Mark It sheets ● Name It, Write It, Mark It directions card

	Sentences	<ul style="list-style-type: none">● Week 2 Sentences sheets● scissors● Sentences directions card
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Unit 4: Communicating with Sound and Light

WEEK 2

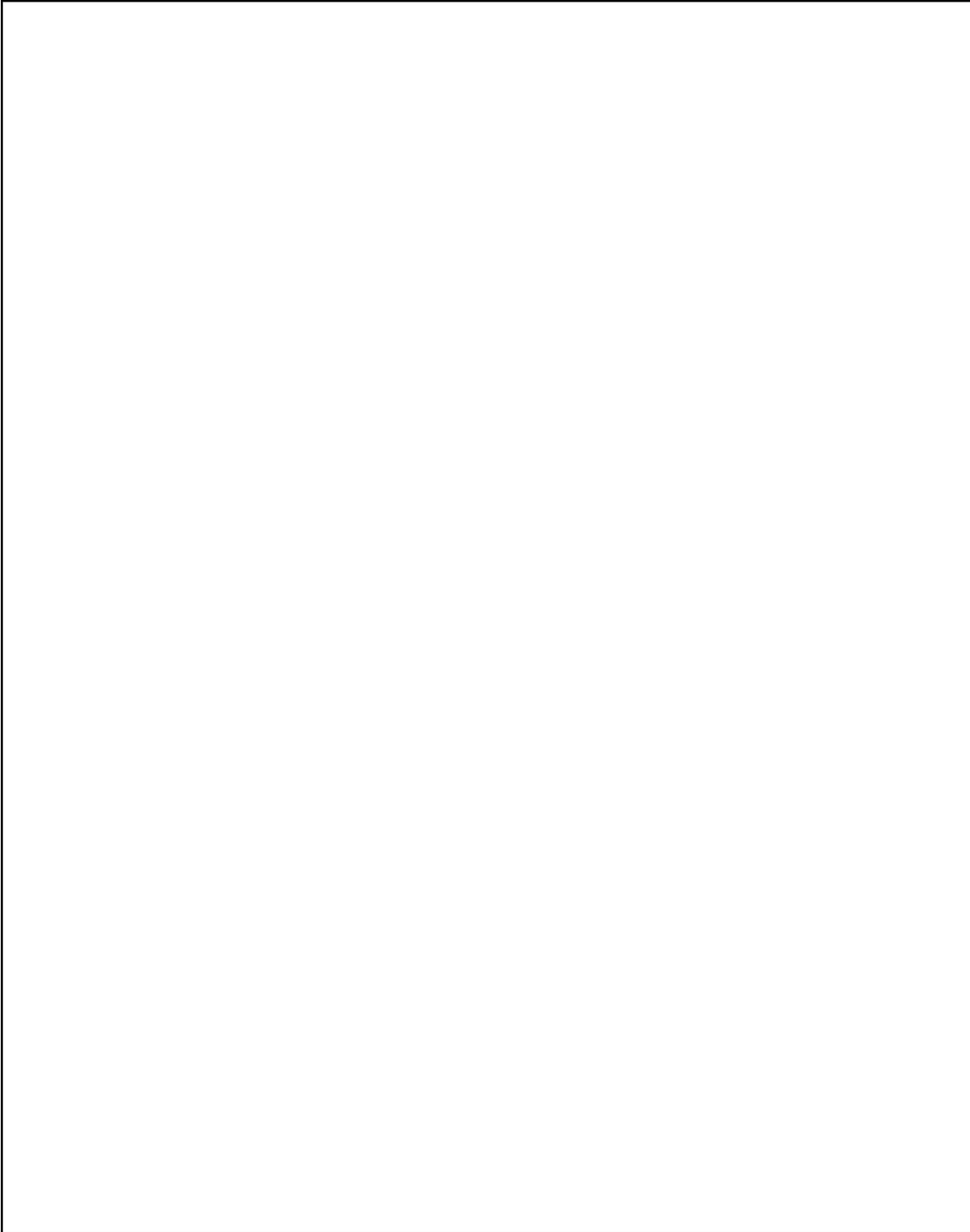
Shared Reading
“Noise Day”

Weekly Question	How do sounds change?
Materials and Preparation	<ul style="list-style-type: none">● chart paper and markers Write out the poem for whole group reading.● “Noise Day” slides● pointer● highlighter tape (optional)
Opening 1 minute	<p><i>Our Shared Reading text this week is a poem called “Noise Day” by Shel Silverstein.</i></p> <p><i>Before we read the poem, we’ll do some work with letters and sounds.</i></p>
Phonological Awareness 6 minutes	<p>Review the Foundations vowel sounds poster and the vowel teams poster.</p> <p>Blend sounds to make a word. <i>We are going to blend sounds together to make a word that we’ll see in our text.</i></p> <p><i>Listen to these sounds: /s/.../c/.../r/.../ā/.../p/.../s/ Say and tap the sounds. What’s the word?</i> <i>What vowel sound do you hear?</i> <i>When we see this word, “scrapes,” in the text, pay attention to how it’s spelled.</i></p> <p>Segment sounds and substitute initial blend. <i>The word is “scream.”</i> <i>What sounds do you hear in the word?</i> <i>How many sounds?</i> <i>What word do we get if we take out the /sc/ blend and replace it</i></p>

	<p><i>with /dr/?</i></p> <p>Isolate and substitute medial vowels and initial sounds. <i>I'm going to say a word, then you tell me the vowel sound you hear.</i></p> <p><i>The first word is "bone" Say the word. What vowel sound do you hear?</i></p> <p><i>Now let's change the word. The new word is "lone." What sound changed in the word?</i></p> <p><i>Now let's change the word again. The new word is "lane." What sound changed in the word? What vowel sound do you hear?</i></p> <p><i>If we add suffix s what word will we have? [lanes]</i></p>
<p>Shared Reading 8 minutes</p>	<p>Model reading the full poem while tracking the print. <i>As we read today, use what you know about blends and vowel sounds.</i></p> <p>Chorally read the full poem while tracking the print.</p> <p>Connect the poem to unit content. <i>Our weekly question this week is, How do sounds change? What does this poem tell us about that? Let's look at one line of the poem: "Laugh until your lungs wear out." Go ahead and make a laughing noise. Now change your laugh in some way. How did you change it? [louder/softer, higher/lower, shorter/longer, etc.]</i></p> <p>Identify and review key letter-sound relationships. <i>We blended the word "scrapes" earlier. Why is the e on the end of this word so important? What would happen without it?</i></p> <p>Find the word in the poem. <i>What other words in this poem have the long vowel sound spelled with the v-e rule? [drive, rake, ride] What words have glued sounds? [sing, pan, bang, lungs, wall, ball, can]</i></p> <p>Continue to chorally read the poem for fluency practice. Because the poem is mostly decodable, allow children's voices to carry the shared read.</p>
<p>Closing 5 minute</p>	<p><i>You will continue to practice reading the poem "Noise Day" in the Reading Station.</i></p>

<p>Standards</p>	<p>R.2.1.a Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>R.2.1.b Produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>R.2.1.c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>R.2.1.d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>R.3.1.b Decode regularly spelled one-syllable words.</p> <p>R.3.1.c Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>R.12.1.a Read various on-level text with purpose and understanding.</p> <p>R.12.1.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
<p>Ongoing Assessment</p>	<p>Listen to children as they respond to questions and discussion prompts.</p> <ul style="list-style-type: none"> Do children blend and segment phonemes? Do children isolate medial vowels? Do children distinguish vowel types? <p>Listen to children chorally read.</p> <ul style="list-style-type: none"> Do children read with appropriate phrasing and expression?
<p>Daily Practice</p>	<p>To reinforce fluency with this text, find five minutes each day for choral or paired reading.</p> <p>Possible extensions in small or whole group:</p> <ul style="list-style-type: none"> ● With teacher dictation, children use cubes or chips to change single syllable words with a short vowel to words with the long vowel v-e rule using a chaining routine. (i.e. cap→ cape) ● With teacher dictation, children use letter tiles or write with markers on whiteboards to build single syllable words the v-e rule using a chaining routine to change initial or ending phonemes. (i.e. cape→ tape→ take→lake→ like)

<p>Notes</p>



Sentences

sentence 1

poles

about

the

inches

were

twenty

long

sentence 2

left

she

nothing

out

sentence 3

strikes	she	
home	another	run

Skills:

Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Name: _____

Sentences

On the lines below, write each sentence you built. Add capital letters and punctuation.

1.

2.

3.

Skills:

Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Talk, Draw, Talk Week 2



<http://bali-drum-factory.over-blog.com/2018/03/the-djembe-s-beautiful-rhythm-in-reggae-music.html>



<http://bali-drum-factory.over-blog.com/2018/03/the-djembe-s-beautiful-rhythm-in-reggae-music.html>

Name: _____

Talk Draw Talk

Look carefully at the image. Talk with your partner about what kinds of sounds you think this drummer is making. How would you use your hands to play the djembe to produce different volumes? After you talk, make a drawing about your ideas. Talk with your partner about your drawings.

A large, empty rectangular box with a thin black border, intended for students to draw their ideas about playing a djembe.

“Way Down in the Music” Conversation Prompts: Cut apart and provide with text and audio recording.

Question 1

What does getting “down in the music” feel like to the poet?

“Way Down in the Music”

Question 2

How does the reader of the poem use the sounds of his voice to make the poem come alive?

“Way Down in the Music”

Name: _____

Look	Cover	Write	Check ✓
------	-------	-------	---------

about	<hr/> <hr/> <hr/>	
another	<hr/> <hr/> <hr/>	
none	<hr/> <hr/> <hr/>	
nothing	<hr/> <hr/> <hr/>	
other	<hr/> <hr/> <hr/>	
out	<hr/> <hr/> <hr/>	

Skills:
Recognize and read grade-appropriate irregularly spelled words.

Use it in a Sentence

about

another

none

nothing

other

out

Name: _____

Fluent Reader's Challenge

The ride ended on **the other** hill.
My friend had **the** best grade in math class.
Jane saves cash in **her** bank.
She rented **her** home.
Stop pumping wind **into the** fire!
She dives **into the** pond.
The other grapes **are** bad.
My dad shaves **in here**.
Mom shakes **the** rug out.
Dad likes hunting **for** junk **to** sell.



Minutes:

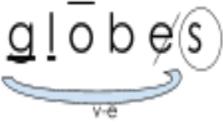
Skills:
Recognize and read grade-appropriate irregularly spelled words.
Read with sufficient accuracy and fluency to support comprehension.

Name: _____

Name It Write It Mark It

Write the word. Mark the v-e syllable. Circle the suffix.

Word Bank
mules bikes grapes states strikes stones brides saves

 	 _____ _____ _____	 _____ _____ _____
 _____ _____ _____	 _____ _____ _____	 _____ _____ _____
 _____ _____ _____	 _____ _____ _____	 _____ _____ _____

Skills: Know and apply grade-level phonics and word analysis skills in decoding words.

WEEK 2 Lesson 1

Science and Engineering: Changing Volume
Exploring Sound

S & E Big Ideas	Vibrating materials make sound. Sound makes materials vibrate. Light and sound travel. Humans and other animals communicate with light and sound.
S & E Guiding Question	What is volume? How can we make sounds that are loud and soft?
Content Objective	I can conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate. (1-PS4-1)
Language Objective	I can use a sentence starter and related vocabulary to describe how to make a sound louder. (L.1.6)
Vocabulary	<p>gentle: not hard; a gentle tap produces a soft sound</p> <p>guitar: a stringed instrument that uses strings to produce sound</p> <p>volume: how loud or soft a sound is</p> <p>xylophone: a musical instrument made from a set of bars or tubes of different lengths</p>
Materials and Preparation	<ul style="list-style-type: none"> ● ball of aluminum foil ● metal spoon ● xylophone, one for each small group ● triangle instrument, one for each small group <p>Children will work in small groups. If necessary, prepare these groupings ahead of time.</p>
Opening 5 minutes	<p><i>We have learned that sound comes from things that are vibrating. Let's see if we can find out more about sound and how to change sounds. What questions do you have about sound?</i></p> <p>After the children share, have them close their eyes or turn their backs so they can't see the items that will be dropped. Ask the children to listen for</p>

	<p>the two sounds.</p> <p>Drop the aluminum foil ball and then the spoon. Ask the children how the sounds differ. Tell them one sound was loud and one was soft. Have them listen again and see which is loud.</p> <p>Explain to the children that the word volume means how loud or soft a sound is.</p> <p><i>Where have you heard the term volume before?</i></p> <p>Children might mention changing the volume control on the remote for a TV or other device with sound. They may know that larger numbers mean a louder volume and smaller numbers indicate a softer volume. Mute means no sound.</p> <p><i>Today we will experiment with sound. We will learn how to increase volume and decrease the volume. You will be using a xylophone. A xylophone is a musical instrument made from a set of metal bars. Each bar is a different length and plays a different note when it is hit with a mallet.</i></p> <p>Model for the children how to make sounds on the xylophone. Then introduce the next instrument, the triangle.</p> <p><i>We will also be using a musical instrument called a triangle. A triangle is part of the percussion instrument family because it has to be tapped to make a sound.</i></p> <p>Demonstrate how sound is made with the triangle.</p>
<p>Investigation 15 minutes</p>	<p>Explain to the children that they will try to do three things with each instrument:</p> <ul style="list-style-type: none"> ● Make a soft sound ● Make a louder sound ● Make a sound on the instrument and make it stop. <p>In small groups, release children to experiment with the instruments.</p> <p>As children work, ask them to describe their observations.</p>
<p>Discussion 5 minutes</p>	<p>Ask questions about the xylophone:</p> <ul style="list-style-type: none"> ● How did you get the xylophone tube to make a sound? [Hit it with the mallet.] ● What was the bar doing while it was making a sound? [Vibrating.] ● How could you get it to stop making a sound? [Touch the bar.] ● How could you get a bar to make a loud sound? [Hit it hard, put more energy into it.] ● How could you get a bar to make a soft sound? [Tap it lightly or

	<p>gently.]</p> <p>Ask questions about the triangle:</p> <ul style="list-style-type: none"> ● How did you get the triangle to make a sound? ● What was the triangle doing while it was making a sound? [Vibrating.] ● How could you get it to stop making a sound? [Touch the triangle.] ● Why does a triangle need a string to hold it by? [To allow it to vibrate]
Closing	<p>Gather children in a circle on the rug. Ask children about new evidence they have that supports the ideas below. Encourage children to refer to their observations of the xylophone and the triangle.</p> <p>Key Ideas:</p> <ul style="list-style-type: none"> ● Vibration is a kind of motion. It is a fast back-and-forth motion. ● Objects that vibrate make sounds. Sound always comes from a sound source (object) that is vibrating. ● Sound stops when vibration stops. ● Objects can be made to vibrate in many different ways, including hitting, plucking, and dropping.
Standards	1-PS4-1 Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.
Ongoing assessment	Check for understanding in the children’s responses.

Notes

WEEK 2 Lesson 2

Science and Engineering: Changing Pitch
Exploring Sound

S & E Big Ideas	Vibrating materials make sound. Sound makes materials vibrate. Light and sound travel. Humans and other animals communicate with light and sound.
S & E Guiding Question	How can we make low-pitched and high-pitched sounds?
Content Objective	I can conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate. 1-PS4-1
Language Objective	I can describe how to change the pitch of a sound created by an instrument (SL.1.4).
Vocabulary	high-pitched: having a high sound pitch: how high or low a sound is
Materials and Preparation	<ul style="list-style-type: none"> ● Pitch Video (https://www.youtube.com/watch?v=kvwUBKpgU5A) ● water ● food coloring (optional), 5 different colors ● 5 glass jars <p>Fill the 5 jars with different amounts of water, decrease the amount in each jar. Add a few drops of each food coloring to the jars, so each jar is a different color.</p> <ul style="list-style-type: none"> ● metal spoon
Opening 15 minutes	<p><i>Yesterday we learned that volume is how loud or soft a sound is. Today we will learn about pitch. Sound travel in waves. High pitch sounds travel in short wave lengths and vibrate really fast, low pitch sounds travel in long wave lengths and vibrate slower.</i></p> <p>Draw the different wavelengths on the board.</p>

	 <p>Show the video on pitch.</p> <p>Turn children’s attention to the jars of water. <i>Today we will experiment with the pitch of sound. Here are 5 jars. What do you notice about the jars? Which jar do you think will have the lowest pitch sound? Which jar do you think will have the highest?”</i></p> <p>Record the children's thinking.</p>
Investigation 15 minutes	<p><i>I am going to tap each glass jar with a metal spoon. Listen carefully to the pitch each time to see if your predictions were correct.</i></p> <p>Demonstrate how different pitches can be made with each jar.</p>
Discussion 10 minutes	<p>Ask questions about the experiment:</p> <ul style="list-style-type: none"> ● Which jar made the lowest pitch sound? ● Which jar made the highest pitch sound? ● Why do you think those jars produced those sounds? ● How did the amount of water affect the pitch that was created?
Closing	<p>Gather children in a circle on the rug. Explain that the more water there is in the jar, the less the glass will vibrate. The water absorbs the vibration of the glass. The less water there is in the jar, the more it can vibrate.</p>
Standards	<p>1-PS4-1 Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.</p>
Ongoing assessment	<p>Check for understanding in the children’s responses.</p>

Notes

Week 2 Prompt

<p>How can we change sounds?</p>	<p>Date: _____ Temperature: _____ Daylight Hours: _____</p>	<p>Phase of the Moon </p>
<p>How can we change sounds?</p>	<p>Date: _____ Temperature: _____ Daylight Hours: _____</p>	<p>Phase of the Moon </p>
<p>How can we change sounds?</p>	<p>Date: _____ Temperature: _____ Daylight Hours: _____</p>	<p>Phase of the Moon </p>
<p>How can we change sounds?</p>	<p>Date: _____ Temperature: _____ Daylight Hours: _____</p>	<p>Phase of the Moon </p>
<p>How can we change sounds?</p>	<p>Date: _____ Temperature: _____ Daylight Hours: _____</p>	<p>Phase of the Moon </p>
<p>How can we change sounds?</p>	<p>Date: _____ Temperature: _____ Daylight Hours: _____</p>	<p>Phase of the Moon </p>
<p>How can we change sounds?</p>	<p>Date: _____ Temperature: _____ Daylight Hours: _____</p>	<p>Phase of the Moon </p>

Unit 4: Communicating with Sound and Light

WEEK 2 Studios



How does sound change?

Children continue making, collecting, and representing sounds with a variety of media. In the Library Studio, as in previous units, children write book reviews of new texts. At the Science and Engineering Studio, children continue investigating changing sounds with the tuning fork, from Science & Engineering lessons.

Big Idea	Vibrating materials make sound. Sound makes materials vibrate.
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 Building Studio:</u></p> <ul style="list-style-type: none">● containers of various sizes, shapes, materials● cloth and paper● tape and elastic bands● collections of small objects, such as pennies, beads, pebbles <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 <p><u>For the Library Studio:</u></p> <ul style="list-style-type: none">● a variety of books, including all Unit 4 books● Book Review sheets, as used in previous units● clipboards● writing tools

	<p><u>For the Science and Engineering Studio:</u></p> <ul style="list-style-type: none"> ● materials from Science lessons, including tuning forks ● science journals ● colored pencils <p>Review Studios descriptions below. Decide which studios to introduce explicitly. Prepare the Opening basket and materials accordingly.</p>
<p>Opening</p>	<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 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 the Science and Engineering Studio, you can continue your investigations of how sound is made using the tuning fork.</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></p> <p>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 experiences with and observations and questions about sound. Use these notes to plan for upcoming Studios sessions.</p> <p>While children work, consider which piece of work to bring to a Thinking and Feedback meeting.</p>
Closing Studios	<p>Support smooth clean up of studios materials and organization of works in progress.</p> <p>Facilitate a short, whole group meeting after Studios to discuss children’s activities, discoveries, and questions.</p>

<p style="text-align: center;">Art</p> 	<p>Representing Sounds in Art <i>Continues from previous week</i></p> <p><u>Objective:</u> I can represent sounds and how they make me feel in visual artwork.</p>
<p style="text-align: center;">Building</p> 	<p>Making Sounds <i>Continues from previous week</i></p> <p><u>Objective:</u> I can use available resources to make instruments.</p> <p><u>Extension:</u> Invite children to make a variety of instruments, including drums and shakers, experimenting with containers and other materials of varying sizes, thicknesses, and shapes. Ask children to articulate what might account for the different kinds and qualities of sounds these instruments make.</p>
<p style="text-align: center;">Drama</p> 	<p>Collecting and Acting Out Sounds <i>Continues from previous week</i></p> <p><u>Objective:</u> I can collect sounds from my environment. I can act out the sounds I collect.</p> <p><u>Extension:</u> Invite children to create a story that features sounds (and possibly the absence of sound). Challenge them to include as many sounds as possible (made by humans, other animals, the environment), and to</p>

	add gestures or actions to the sounds as they appear in their story.
<p>Library</p> 	<p>Book Reviews</p> <p><u>Objective:</u> I can make recommendations about books for others to read.</p> <p><u>Introduction:</u> <i>You wrote book reviews for many of the books from our first three units of study about communities, animals, and resources. Now that we are starting a new study, Communicating with Sound and Light, we have some new books! You already know how to write reviews as book critics. We'll use the same form for our new reviews of books about how people get what they need and want.</i></p> <p>Refresh children’s memory of the Book Review sheet and the system for making them available to other readers.</p> <p><u>Process:</u> Children browse books independently and with classmates. They talk about what they find. Then they write book reviews to recommend texts to others.</p> <p><u>Facilitation:</u> <i>I notice you stopped here. What interests you on this page? What do you think about this book? What do you like about it? What do you want to tell others about this book? How will you communicate that in your Book Review?</i></p> <p><u>Ongoing Assessment:</u> Review children’s Book Reviews to understand their approach to text and illustration, their comprehension, their drawing and writing, and their interests. Compare these observations to those made earlier, in previous units.</p> <p><u>Thinking and Feedback Possibilities:</u> Invite a reviewer to share a book and elaborate on the information included in their Book Review. Generate feedback about the clarity of the review: Was there some information that was not easily understood, and how could that be made more clear?</p>
<p>Science and Engineering</p>	<p>Changing Sounds</p> <p><u>Objective:</u> I can use tools to explore the volume and pitch of sounds.</p>



Introduction:

Reintroduce materials and processes, as needed, from the week’s Science and Engineering lessons.

Process:

Children continue their investigations from Science lessons, flexibly and playfully exploring the variety of ways to create and change sounds of differing volume and pitch.

Facilitation:

What have you discovered about how to make a sound louder? Softer?

What ways have you discovered for changing a sound’s pitch?

Why do you think that is so?

What more do you want to find out?

Ongoing Assessment:

Observe as children work and review their science journal entries. Make note of emerging understandings, questions, and misconceptions. Consider what other materials from around the classroom might be useful in helping children build further knowledge.

Thinking and Feedback Possibilities:

Children will engage in Science Circles during Science and Engineering lessons to extend their thinking and work.

Writing and Drawing



Recording Sounds

Continues from previous week

Objective:

I can record and describe the sounds I have created.

Standards

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.

Visual Arts 1.2 (BOSTON) 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.

SA 1.1 (BOSTON) Label and recognize emotions. Express understanding of emotions using different forms of representation.

	<p><u>Drama:</u> L.5.1.d Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p> <p><u>Library:</u> R.11.1.c With prompting and support, describe the relationship between the text and what person, place, thing, or idea the illustration depicts. R.11.1.d With prompting and support, compare and contrast two texts on the same topic. R.12.1.a Read various on-level text with purpose and understanding. W.3 Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose</p> <p><u>Science and Engineering:</u> 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. Practice 1. Asking questions and defining problems Practice 2. Developing and using models Practice 6. Constructing explanations and designing solutions</p>
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Notes

Art Studio

What do I hear? How does it make me feel?

How can I represent the sounds I hear?

Building Studio

What materials can we use?

Why do these materials make these sounds?

Drama Studio

What sounds can we collect?

Where did they come from?

How can we show these sounds with our bodies?

Library Studio

What do I think about this book?

What do I want others to know about it?

Science and Engineering Studio

How can we make a sound louder? Softer?

How can we change a sound's pitch?

What more do we want to find out?

Writing and Drawing Studio

How can I show each part of my instrument and what it is made of?

How can I show on paper the sound my instrument makes?

Unit 4: Communicating with Sound and Light

WEEK 2 Day 1

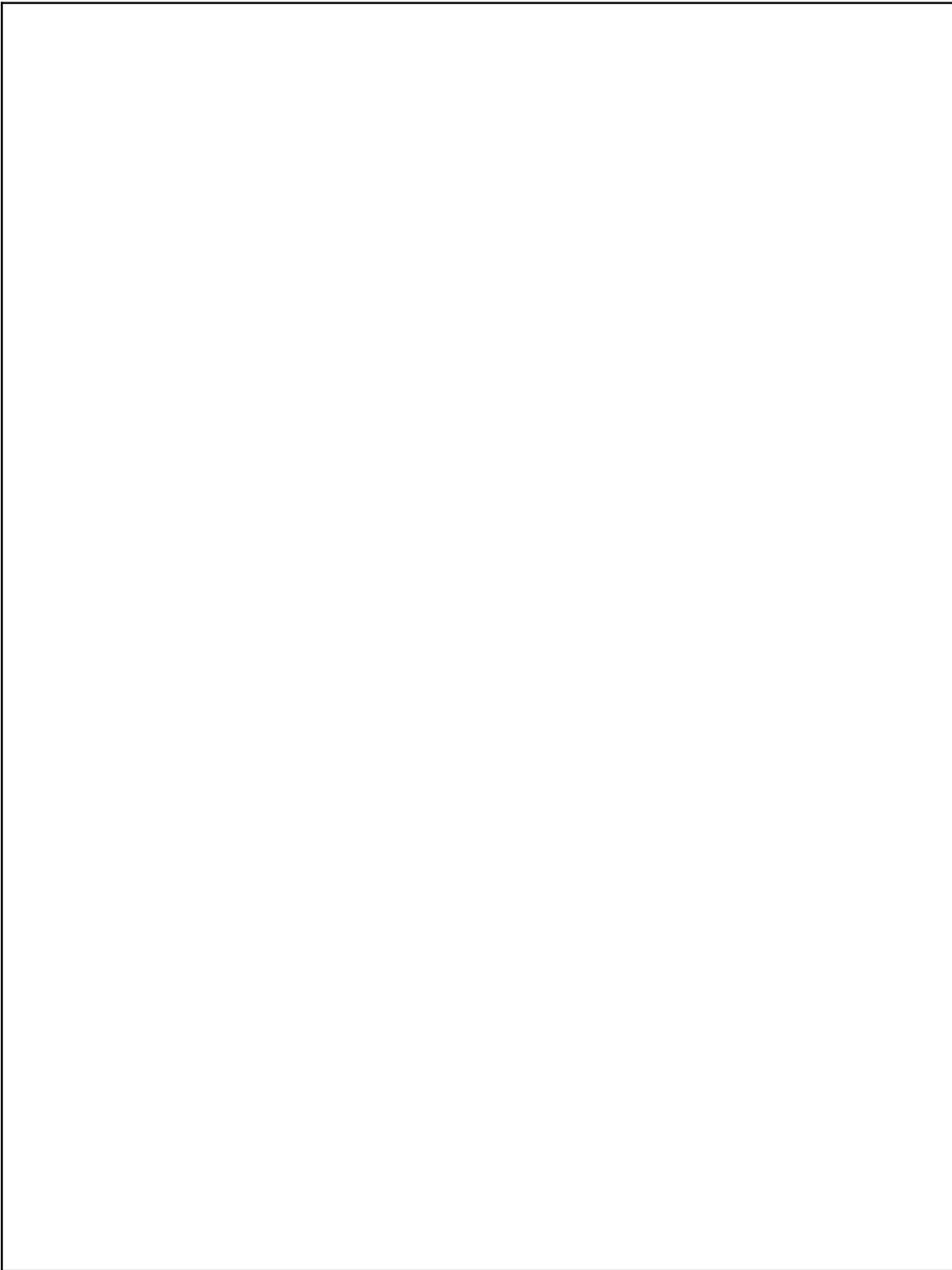
Writing Procedure
Individual Construction

Content Objective	I can write a procedure. (W.2.1.a, W.3.1.b, W.3)
Language Objective	I can tell a procedure to my partner. (SL.1.1.a)
Vocabulary	procedure: a genre of writing whose purpose is to give directions to accomplish a goal imperative verb: verb that gives directions materials: the items needed to complete a procedure steps: the actions taken to complete a procedure
Materials and Preparation	<ul style="list-style-type: none">● drawing and writing tools● children’s writing notebooks and folders● Materials sheet, one copy for each child, plus a few extra● Steps sheet, 2-3 copies for each child● instrument-building materials available for children’s reference: plastic cups, rubber bands, tongue depressors, paper clips, string, wood blocks, Beautiful Stuff, and any other materials children have been using in Writing, Science, and Studios● Procedure Verbs chart, from Week 1, Day 5● Procedure Observation Tools, from Week 1, Day 2● Thinking and Feedback visuals● sticky notes, for recording suggestions and inspirations
Opening 1 minute	<i>Last time during Writing you planned for procedures by building an instrument and sketching your plan. As a class, we also came up with a list of imperative verbs you could use in the steps. Today you will begin writing!</i>
Individual Construction	<i>You will use the same paper you used at the beginning of the year when you wrote procedures.</i>

<p>19 minutes</p>	<p>Show the Materials sheet. <i>This is the page where you will write the materials needed for your procedure. Draw a picture of the material in the box, and write the words for the material on the lines.</i></p> <p>Show the Steps sheet. <i>These are the pages you will use to write the steps of your procedure. There is a small square to write the number of the step. In the big box you can draw a picture showing the step, and on the lines you can write the words. Each page has space for two steps, so you can take as many pages as you need to write all of your steps.</i></p> <p>Distribute children’s writing notebooks. <i>Before you get started, you will tell your procedure to your partner. Review the plan in your notebook. Think about the steps in your procedure—what will the reader need to do? Then tell the steps to your partner.</i></p> <p><i>Like we did as a class, begin by writing the steps. Then go back and write the materials needed to complete the procedure. When you write today, you will have instrument-building materials available. In writing a procedure, sometimes it helps to try out the steps and materials you are writing about.</i></p> <p>Send children with materials to write. As children work, circulate to support them and to assess their work. Take notes about children’s writing using the Procedure Observation Tool. These notes will be used to plan for lessons on Days 2-4 and for revisions in Week 3.</p> <p>Identify a child to present her writing and receive feedback using Thinking and Feedback.</p>
<p>Closing 10 minutes</p>	<p>Bring the class back together. Use the Thinking and Feedback protocol for one child’s problem. Record suggestions on sticky notes to place in the child’s writing folder. <i>Tomorrow you will continue writing your procedures.</i></p> <p>Have the children put away their papers in their writing folders.</p> <p>After the lesson, review the Procedure Observation Tools. Note any trends that are emerging. Plan for individual, small group, or whole group instruction based on these needs, following the guidance outlined on Days 2-4.</p> <p>On Week 3, Day 5 children will present their procedures to Kindergarten</p>

	<p>students. Arrange to partner with a Kindergarten class. Set up a time for the classes to be together, when the first graders will share their work. Consider meeting with the Kindergarten teacher(s) to form strategic partnerships or small groups of Kindergarten and first grade students.</p>
Standards	<p>W.2.1.a 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>W.3.1.b Use a combination of drawing and writing to communicate a topic with details.</p> <p>W.3 Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.</p> <p>SL.1.1.a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p>
Ongoing assessment	<p>As children write, circulate and take notes on the Procedure Observation Tool.</p>

Notes



Name: _____

Materials:

Steps:

Unit 4: Communicating with Sound and Light

WEEK 2 Days 2-4

During Days 2-4, children continue to write independently and to receive feedback on their work using Thinking and Feedback (see Day 1 for a detailed lesson). In addition, children's writing is assessed using the Procedure Observation Tool, and individual/small group/whole group lessons are added in response to children's needs.

Preparation:

Review children's Procedure Observation Tools. Note any trends that are emerging. Plan for individual, small group, or whole group instruction based on these needs. Areas of need may include, but are not limited to, the following.

Writing Procedure: (see the attached lessons for recommendations)

- materials with adjectives
- steps beginning with imperative verbs
- steps with adverbs
- title and goal

Conventions: (no suggested lessons included)

- writing complete sentences
- including spaces between words in a sentence
- capitalization
- punctuation
- applying rules and strategies taught in Foundations (or similar program)

Writing Behaviors: (no suggested lessons included)

- using spelling strategies, such as tapping
- using environmental print and word walls for spelling
- re-reading own writing

Use the following sheet to plan instruction for Days 2-4. Make additional copies as necessary to plan for multiple individual or small group lessons.

Day 2

Target Students (individual, small group, or whole group?):

Topic:

Day 3

Target Students (individual, small group, or whole group?):

Topic:

Day 4

Target Students (individual, small group, or whole group?):

Topic:

Writing Procedure

Deconstruction and Revision: Materials with Adjectives

Materials:

- Procedure anchor chart, from Unit 1, Week 2, Day 1
- mentor text for procedure: *Chik Chak Shabbat*, Mara Rockliff (Cholent recipe), or a child's writing that has a materials list that includes adjectives
- children's procedures

Process (small or whole group):

- Show the Procedure anchor chart. Review the stages and language of procedure.
- Read the materials of the mentor text.
- Together identify the adjectives in the materials that answer How many? and What kind?
- Refer children back to their materials lists. Have them check to ensure that they included all materials needed for the procedure.
- If children identify that a material is missing, have them work with a partner or with teacher guidance to add it to the list.
- Then have children review each material and ask How many? and What kind?
- If children identify that adjectives are missing, have them work with a partner or with teacher guidance to make the materials more precise by adding adjectives that answer How many? and What kind?

Writing Procedure

Deconstruction and Revision: Steps Beginning with Imperative Verbs

Materials:

- Procedure anchor chart, from Unit 1, Week 2, Day 1
- mentor text for procedure: “How Many Am I Hiding?;” *Yoga Pretzels*, Tara Guber and Leah Kalish, Cobra card; or a child’s writing that has steps beginning with imperative verbs
- Procedure Verbs chart, from Week 1, Day 5
- children’s procedures

Process (small or whole group):

- Show the Procedure anchor chart. Review the stages and language of procedure.
- Read the steps of the mentor text.
- Together identify the precise imperative verbs that begin each step.
- Review the Procedure Verbs chart for ideas about precise imperative verbs related to building instruments. Dramatize several verbs, as needed.
- Refer children back to their steps. Have them check to ensure that they included all steps needed for the procedure.
- If children identify that a step is missing, have them work with a partner or with teacher guidance to add it.
- Then have children review each step to determine whether it begins with a precise imperative verb.
- If children identify that steps do not begin in this way, have them work with a partner or with teacher guidance to choose the appropriate verb to begin each step.

Writing Procedure

Deconstruction and Revision: Steps with Adverbs

Materials:

- Procedure anchor chart, from Unit 1, Week 2, Day 1
- mentor text for procedure: *Yoga Pretzels*, Tara Guber and Leah Kalish, Cobra card or a child's writing that has steps that include adverbs
- children's procedures

Process (small or whole group):

- Show the Procedure anchor chart. Review the stages and language of procedure.
- Read the steps of the mentor text.
- Together identify the adverbs in the materials that answer How? and Where?
- Refer children back to their steps. Have them check to ensure that they included all steps needed for the procedure.
- If children identify that a step is missing, have them work with a partner or with teacher guidance to add it to the list.
- Then have children review each step and ask How? and Where?
- If children identify that adverbs are missing, have them work with a partner or with teacher guidance to make the steps more precise by adding adverbs that answer How? and Where?

Writing Procedure

Deconstruction and Revision: Title and Goal

Materials:

- Procedure anchor chart, from Unit 1, Week 2, Day 1
- mentor text for procedure: “How Many Am I Hiding?;” *Yoga Pretzels*, Tara Guber and Leah Kalish, Cobra card; *Chik Chak Shabbat*, Mara Rockliff: Cholent recipe; or a child’s writing that has a title and goal
- children’s procedures

Process (small or whole group):

- Show the Procedure anchor chart. Review the stages of procedure.
- Review the titles and goals of the mentor texts. Remind children that the goal can be included in the title, or it can be written separately.
- Refer children back to their procedures. Have them check to ensure that they included a title and goal that match their procedures.
- Guide them to add/revise the title and goal so that it matches the content of their procedures.

Unit 4: Communicating with Sound and Light

WEEK 2 Day 5

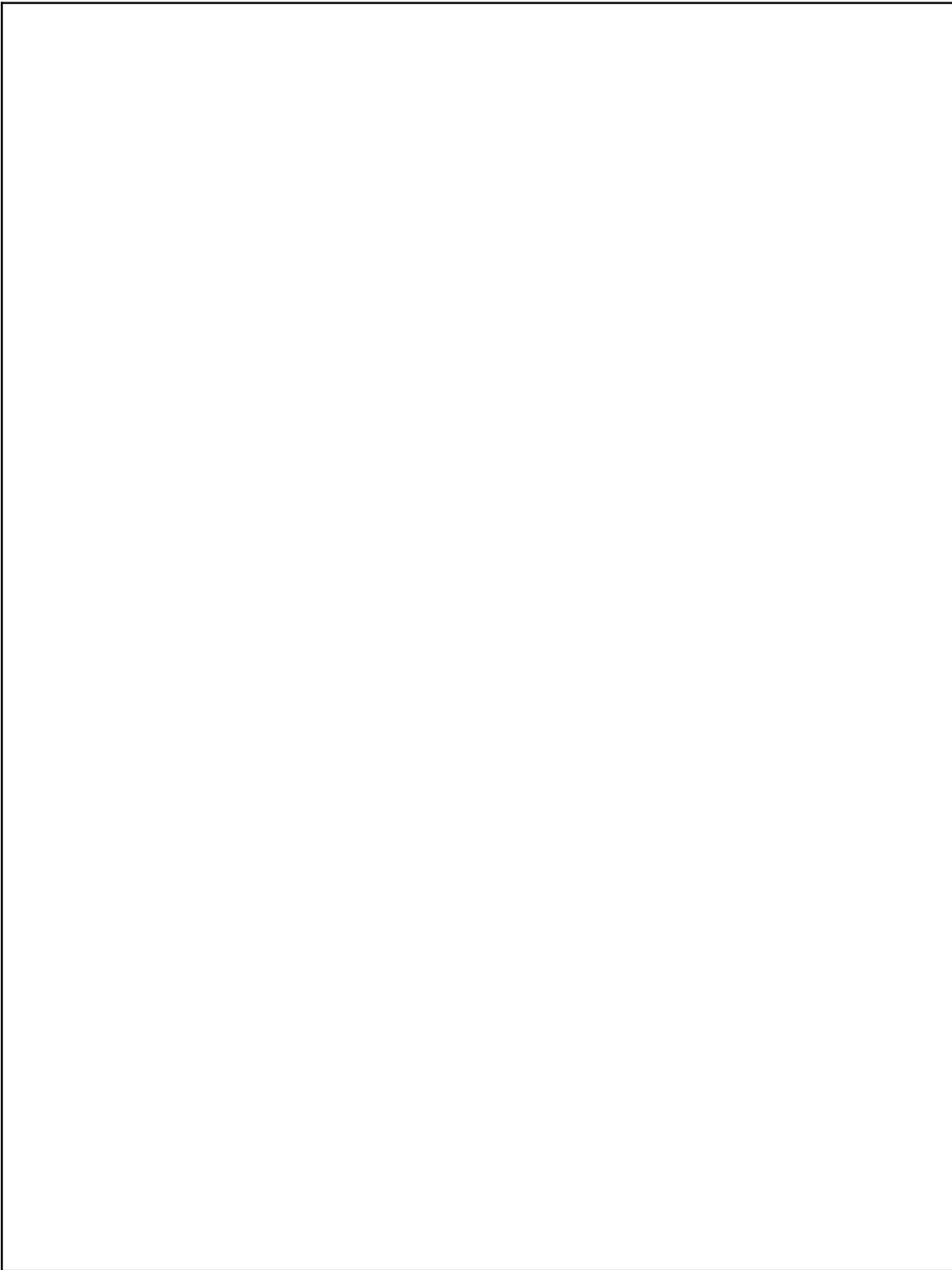
Writing Procedure
Peer-to-Peer Feedback
continued on Week 3, Day 1

Content Objective	I can use feedback to choose how to revise my writing. (W.2.1.a, W.3.1.b, W.3)
Language Objective	I can ask my partner questions to understand her/his writing choices and answer questions about my writing choices. (SL.2.1.b)
Vocabulary	feedback: specific, helpful suggestions given to improve work procedure: a genre of writing whose purpose is to give directions to accomplish a goal materials: the items needed to complete a procedure steps: the actions taken to complete a procedure directions: instructions
Materials and Preparation	<ul style="list-style-type: none">● children’s procedures Identify and set aside one child’s work to model receiving feedback.● materials needed for completing each child’s procedure Set aside the materials needed to complete the procedure of the child who will model receiving feedback, for use in the whole group.● Procedure Feedback sheet, one copy for each child and one for modeling● writing tools
Opening 1 minute	<i>Today we are going to provide feedback to each other to improve our writing. Remember, when we provide feedback to each other, we give specific and helpful suggestions. The writers may choose to incorporate these suggestions or not. We will first work together to analyze _____ [child]’s procedure and provide [him/her] with specific feedback. Then, you will each work with a partner to provide feedback.</i>

<p>Peer-to-Peer Feedback Practice 9 minutes</p>	<p>Introduce the Procedure Feedback sheet.</p> <p><i>This is the paper we will use to provide feedback. It's the same one we used at the beginning of the year. At the top, there is a space for the writer's name and the reviewer's name. If you are the person reading your writing, you are the writer. If you are the person giving feedback, you are the reviewer.</i></p> <p><i>Here's how this will work. When you begin working with your partner, you will read your procedure to him. As you read each material, your partner will gather that material. As you read each step, your partner will follow the directions to complete the procedure.</i></p> <p><i>After trying out the procedure, your partner will answer two questions.</i></p> <p><i>The first question says, "Does it include all materials?" If the procedure lists all of the materials needed to complete the procedure, your partner will check "Yes." If something is missing, he will check "No." If something is missing, talk about what is missing and what can be added so that it is complete. Then write those materials in the box below.</i></p> <p><i>The second question, on the back of the paper, says, "Does it include all steps?" If the procedure includes all steps, your partner will check "Yes." If something is missing, she will check "No." If something is missing, talk about what is missing and what can be added so that it is complete. Then write those steps in the box below.</i></p> <p><i>We will only have time for one partner to share today. The other partner will share next time.</i></p> <p><i>Let's try it together. _____, please read us your procedure.</i></p> <p>As a class, try out the child's procedure. Different children may take turns collecting materials and following steps, or, if the procedure is yoga, the whole class can try out the steps together.</p> <p><i>Now let's look at our feedback sheet. Remember, our first question says, "Does it include all materials?"</i></p> <p>Harvest several children's ideas. Check "Yes" or "No" on the checklist and discuss why that choice was made. If materials are missing, work together to list missing materials. Repeat the process with the second question.</p>
<p>Peer-to-Peer Feedback</p>	<p><i>Now you will provide feedback to each other.</i></p> <p>Partner the children and choose who will share today and who will share</p>

12 minutes	during the next Writing time. Send partners to the appropriate area with Procedure Feedback sheets. As the children work, circulate to support them. Have children store their Procedure Feedback sheets in their writing folders.
Closing 8 minutes	Bring the children back to the whole group. Review the feedback given to the child at the beginning of the session. Talk through the feedback and think aloud with the child to decide which pieces of feedback to incorporate and which to leave out. Discuss why the writer may choose not to incorporate certain pieces of feedback. <i>Next time you will switch and try out the other partner's procedure!</i>
Standards	<p>W.2.1.a 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>W.3.1.b Use a combination of drawing and writing to communicate a topic with details.</p> <p>W.3 Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.</p> <p>SL.2.1.b Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>
Ongoing assessment	<p>Observe and take notes as children provide feedback.</p> <p>What feedback are children given? Does it match your assessment?</p> <p>What next steps do children set for themselves and each other?</p> <p>Are there any trends emerging?</p>

Notes



Procedure Feedback

Writer's Name: _____

Reviewer's Name: _____

Does it include all **materials**?

Yes

No

materials to add:

Does it include all **steps**?

Yes

No

steps to add: