Lesson 4.3
Explaining Vibration in Sound Sources
Rereading What Vibrates?

Partners read *What Vibrates?* and use a bookmark to practice asking and answering questions about what part of each object vibrates.

**Instructional Guide**

1. **Set the purpose for reading.** Hold up the *What Vibrates?* big book. Remind students that they read this book together in the previous lesson. Explain that rereading a book can be helpful for noticing new ideas and information that may not have been observed during the First Read. Let students know that today, they will read *What Vibrates?* with a partner to think more about sound sources and vibration.

2. **Introduce the What Vibrates? bookmark.** Hold up a bookmark. Remind students that they have been asking questions while they read to think about why certain things are happening in a book.

   > Tal como el marcalibros que usaron cuando leyeron ¡Testeemos!, este marcalibros tiene varias preguntas para ayudarle a pensar en lo que está sucediendo en el libro mientras leen.

   Point to each question on the bookmark and read it aloud, encouraging students to repeat the questions after you.

   - ¿Qué parte vibra?
   - ¿Pueden ver vibrar esta parte?
   - ¿Pueden sentir vibrar esta parte?

   Let students know that the eye and hand icons on the bookmark can help them remember what the question is asking. Point to the question mark at the bottom of the bookmark.

   > Este signo de interrogación les recordará que también pueden hacer sus propias preguntas mientras leen.

3. **Revisit Partner Reading.** Point to the Partner Reading Guidelines and review each one with students.
4. **Focus on asking and answering questions while reading.** Let partners know that for each sound source in the book, they should pause and ask each other the questions on the bookmark.

En parejas tomarán turnos para preguntar y responder las preguntas en el marcalibros. Para cada fuente de sonido que encuentren en el libro, pueden hablar sobre qué parte de la fuente vibra y si pueden ver o sentir la parte que vibra. A veces, pueden ver y sentir cómo vibra cada parte.

5. **Assign partners and distribute books and bookmarks.** Distribute one copy of the book and one bookmark to each pair of students.

6. **On-the-Fly Assessment: Partners read and ask and answer questions.** As partners read, circulate and listen for how they ask questions (the questions on the bookmarks and other text-related questions) and discuss possible answers to those questions.

7. **Collect student books and bookmarks.**

**Embedded Formative Assessment**

**On-the-Fly Assessment 12: Asking and Answering Questions While Reading**

**Look for:** As partners read *What Vibrates?*, circulate and pay particular attention to the questions students are asking and the responses they are providing. Are students using content from the book to respond to the questions? At this point in the unit, students should be posing questions that are not depicted on the bookmark. You can also observe if students’ questions and answers are relevant to the content of the book, or if students are having difficulty understanding the text’s focus on the relationship of vibration to sound.

**Now what?** If partners are not posing and answering each other’s questions, refer them to the questions on the bookmark or consider writing “How?” “What?” “Where?” “When?” and “Why?” on a sheet of chart paper or on the board as a reference to help them. You might also post language frames such as *I wonder, . . .* and *I do not understand . . .* . . . You may consider rereading sections of *What Vibrates?* and posing and then answering one of the questions on the bookmark, based on the pages you read.

**Teacher Support**

**Rationale**

**Literacy Note: Partner Reading**

Partner Reading is a way for students to become more independent with their reading and to practice fluency and comprehension with texts as they support each other during reading. This a good opportunity to review the word-reading strategies you have already practiced with your class and to model how to read with a partner. You may want to have students use one of the following routines as they read:

- Partner A reads a page, then Partner B reads the next page.
Lesson Overview

The teacher introduces the What We Know About Sound chart to record students’ new understandings about sound. The class conducts a simple cause-and-effect test with vibration and sound. Partners read What Vibrates? and use a bookmark with printed questions on it to practice asking and answering questions while they read. Students discuss how they can see or feel when part of a sound source vibrates. The teacher introduces the I Hear a Sound. What Vibrates? mini-book and guides students to use a variety of resources to assist in writing this mini-book. Students then continue to work on the mini-book independently. The purpose of this lesson is for students to engage in listening, speaking, reading, and writing about their understanding of the relationship between sound and vibration.

Design Problem: Design a sound source for a puppet-show scene.
Investigative Phenomenon: A fork chime, a cup and string, a rubber-band guitar, and a wooden-stick thumb piano make sounds.

Students learn:

• A source makes a sound because part of it is vibrating.
• Using the senses of sight and touch can help determine which part of a sound source vibrates when it makes a sound.
Rereading What Vibrates?

Partners read *What Vibrates?* and use a bookmark to practice asking and answering questions about what part of each object vibrates.

**Instructional Guide**

1. **Set the purpose for reading.** Hold up the *What Vibrates?* big book. Remind students that they read this book together in the previous lesson. Explain that rereading a book can be helpful for noticing new ideas and information that may not have been observed during the First Read. Let students know that today, they will read *What Vibrates?* with a partner to think more about sound sources and vibration.

2. **Introduce the What Vibrates? bookmark.** Hold up a bookmark. Remind students that they have been asking questions while they read to think about why certain things are happening in a book.

   Just like the bookmark you used when you read *Let's Test!*, this bookmark has several questions on it to help you think about what is happening in the book while you read.

   Point to each question on the bookmark and read it aloud, encouraging students to repeat the questions after you.

   - What part vibrates?
   - Can you see this part vibrate?
   - Can you feel this part vibrate?

   Let students know that the eye and hand icons on the bookmark can help them remember what the question is asking. Point to the question mark at the bottom of the bookmark.

   - This question mark will remind you that you can ask your own questions while you read, too.

3. **Revisit Partner Reading.** Point to the Partner Reading Guidelines and review each one with students.
4. **Focus on asking and answering questions while reading.** Let partners know that for each sound source in the book, they should pause and ask each other the questions on the bookmark.

You and your partner will take turns asking and answering the questions on the bookmark. For each sound source you find in the book, you can talk about what part of the source vibrates and if you can see or feel the part that vibrates. Sometimes, you can see and feel how each part vibrates.

5. **Assign partners and distribute books and bookmarks.** Distribute one copy of the book and one bookmark to each pair of students.

6. **On-the-Fly Assessment: Partners read and ask and answer questions.** As partners read, circulate and listen for how they ask questions (the questions on the bookmarks and other text-related questions) and discuss possible answers to those questions.

7. **Collect student books and bookmarks.**

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### Teacher Support

#### Rationale

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Partner Reading is a way for students to become more independent with their reading and to practice fluency and comprehension with texts as they support each other during reading. This a good opportunity to review the word-reading strategies you have already practiced with your class and to model how to read with a partner. You may want to have students use one of the following routines as they read:

- Partner A reads a page, then Partner B reads the next page.
• Partner A reads a page, then Partner B reads the same page (Echo Reading).
• Read aloud each page together (Choral Reading).

Instructional Suggestion

Literacy Note: What Vibrates? Bookmark
The bookmark provided in this lesson is designed to support partners’ discussion while reading. Students can focus their attention on reading the text without the additional burden of recalling the discussion questions. You may want to have students practice reading the bookmark questions before reading the book with their partners.

Instructional Suggestion

Literacy Note: Providing Additional Support for Emerging Readers
We have found that many teachers are pleasantly surprised at the ways participation in the unit’s science activities helps build familiarity with unit-specific vocabulary and concepts in ways that support students’ independent reading. Even though students have already had the opportunity to participate in a Shared Reading of What Vibrates?, you may find that some students still require more time to read the text or need additional support. If time permits, you may want to reread the text to a small group of students prior to this lesson.

Rationale

Pedagogical Goals: Returning to a Familiar Text
Returning to a familiar text serves a variety of purposes. Rereading can help students recall important information as well as help them observe things they did not notice during the First Read of What Vibrates? For emerging readers, practice reading a familiar book can help consolidate understanding of sentence structure and key vocabulary.