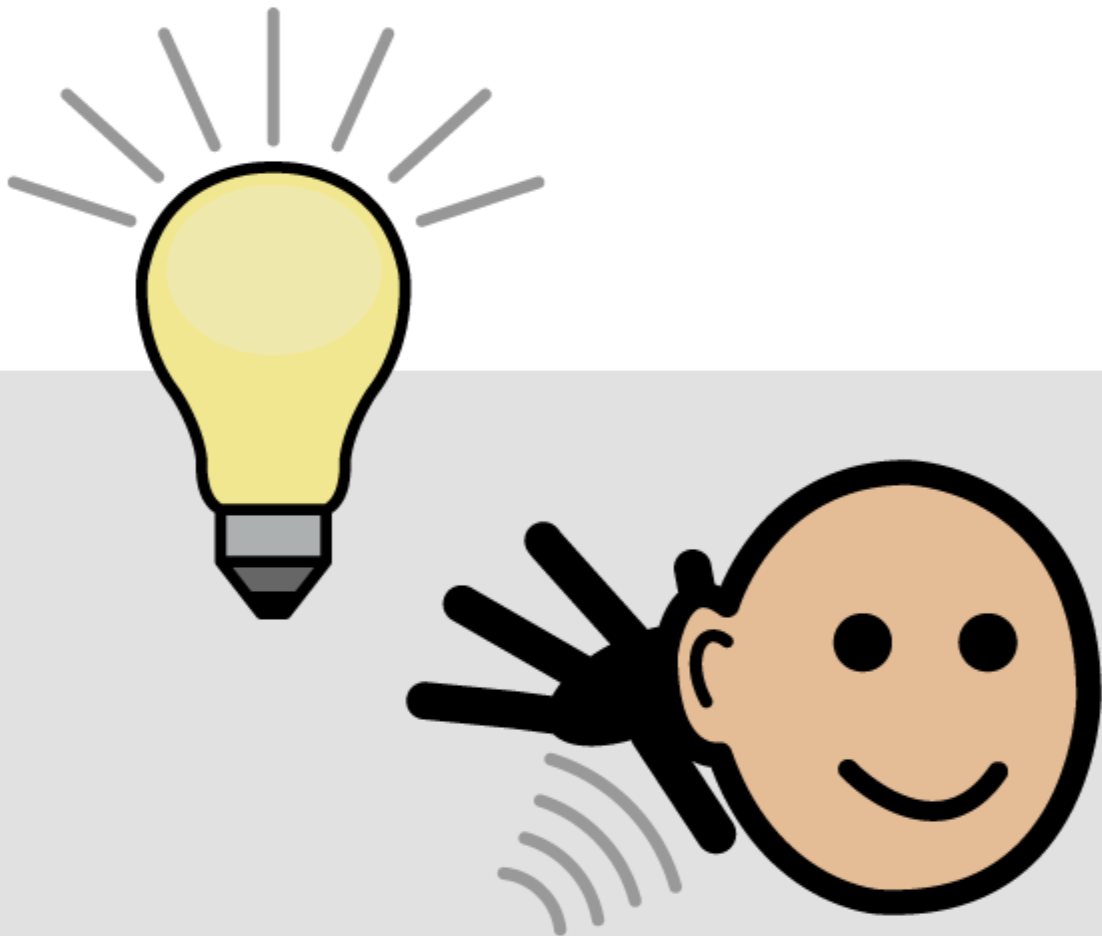
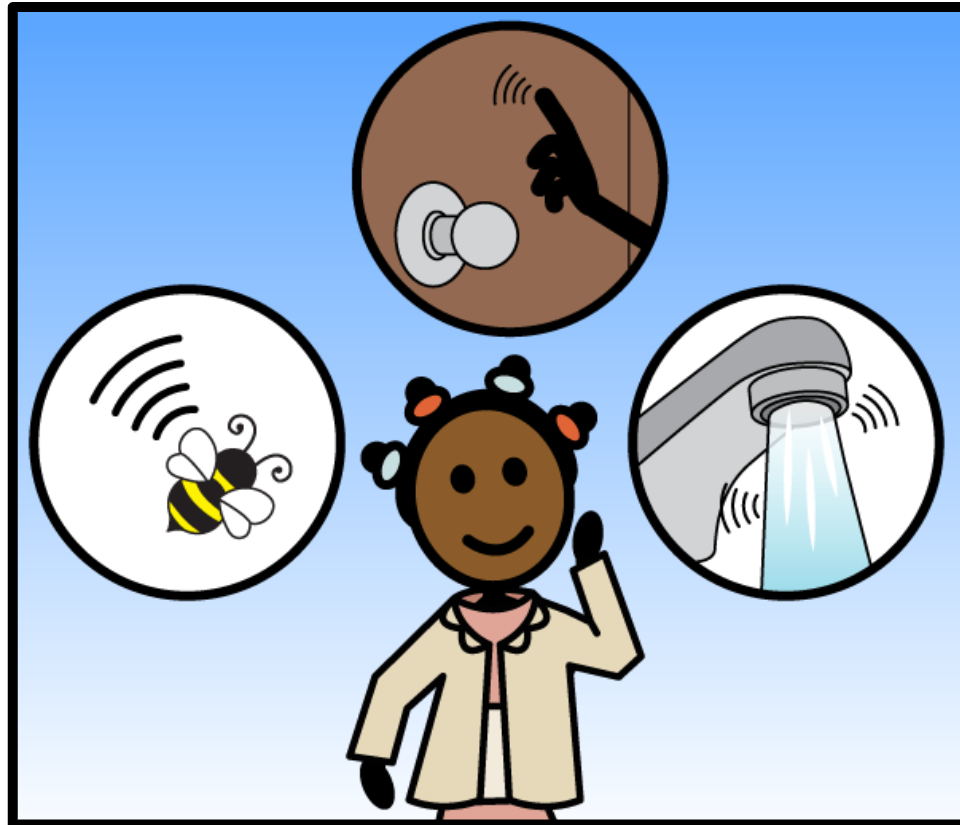


# Exploring Light and Sound



# What Does Paris Hear?

Level C



by Emily Weinberger

Illustrated by Todd Gardner



**It is morning.**

**Paris is in bed.**

**The house is silent.**

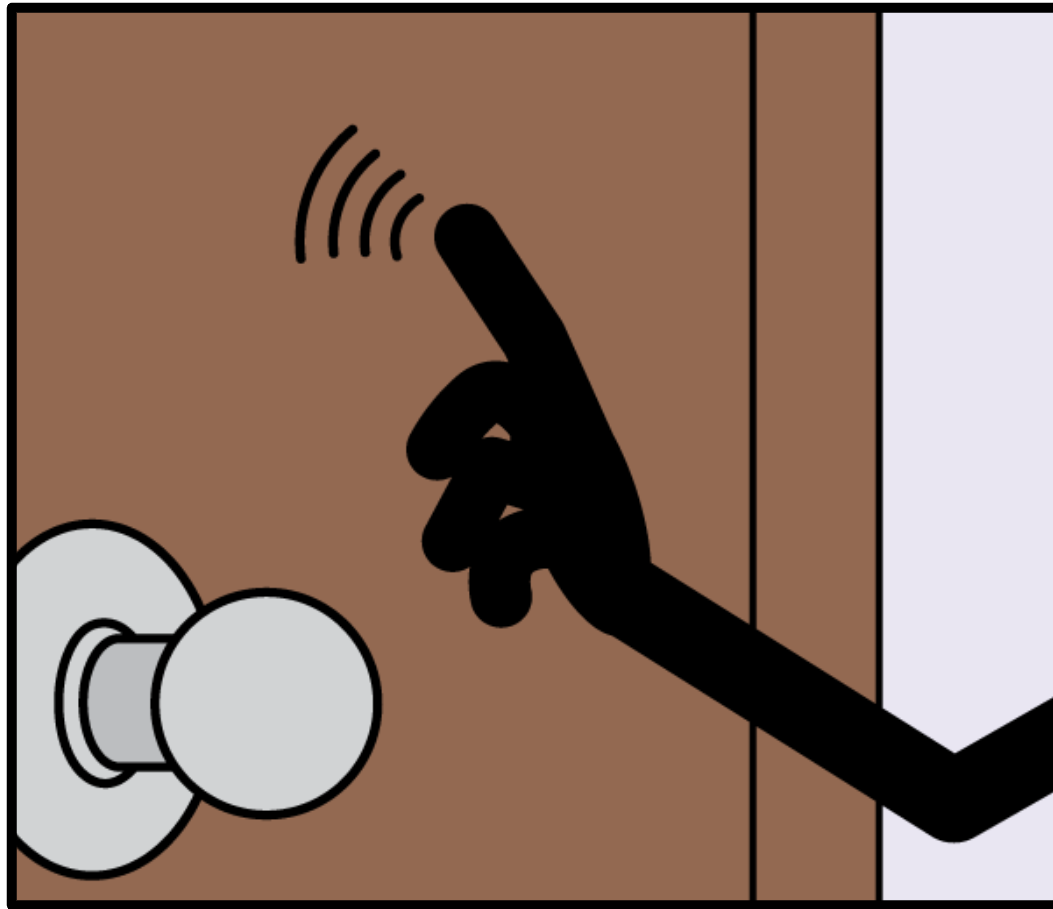


**Paris listens.**

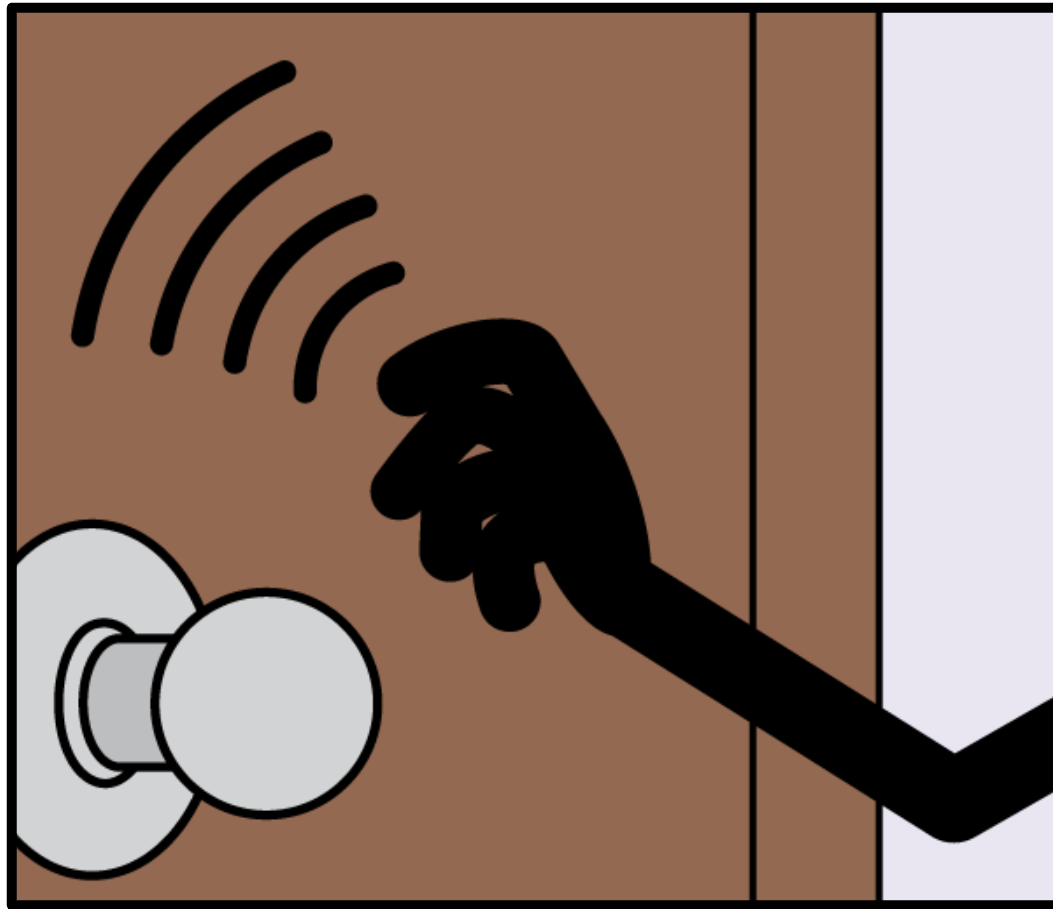
**She uses her ears to hear.**

**She hears sounds.**





**Paris hears a tap, tap.  
The tap, tap is quiet.**



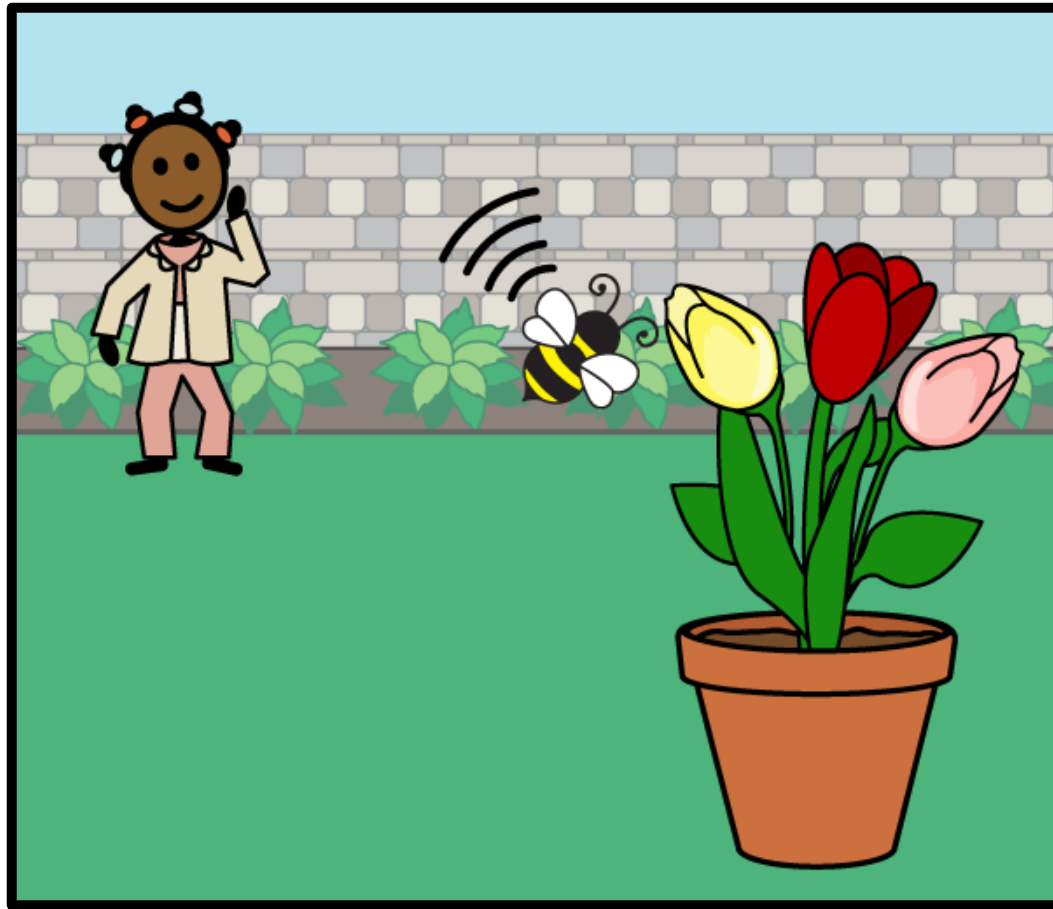
**Paris hears a knock, knock !  
The knock, knock is loud.**



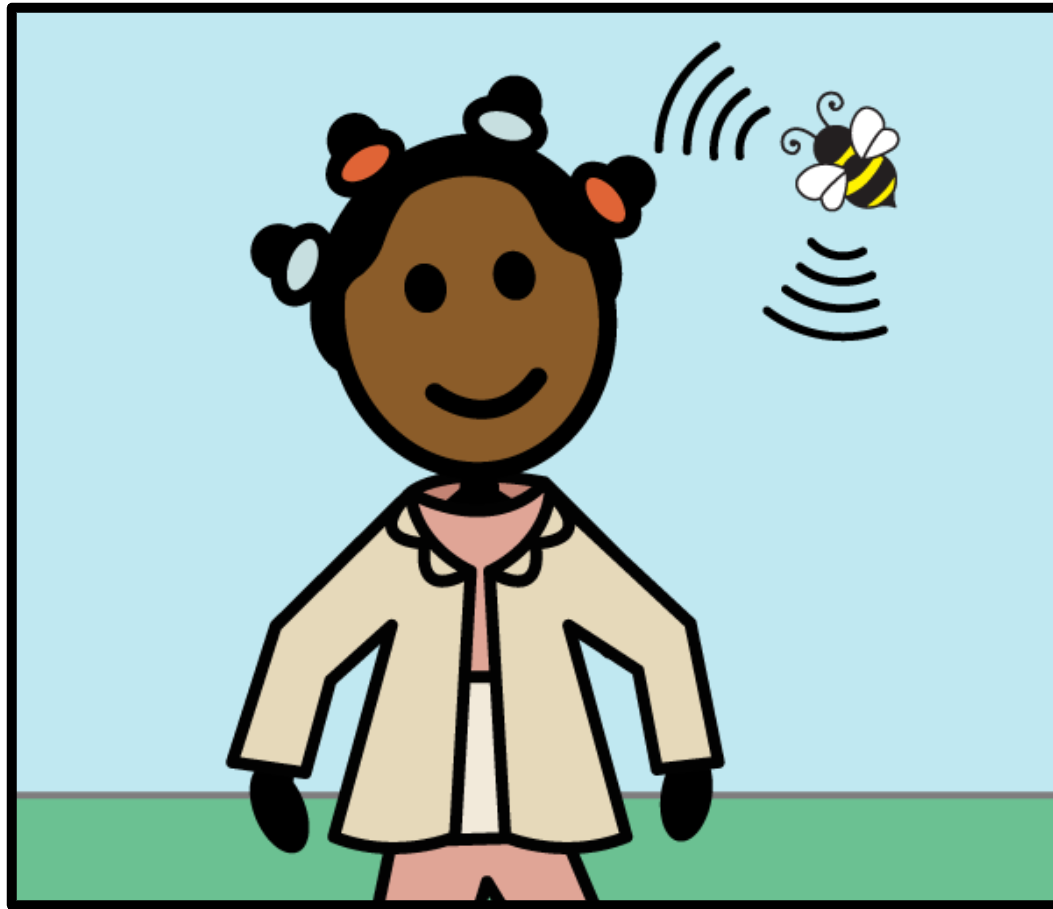
**Paris hears a drip, drip.  
The drip, drip is quiet.**



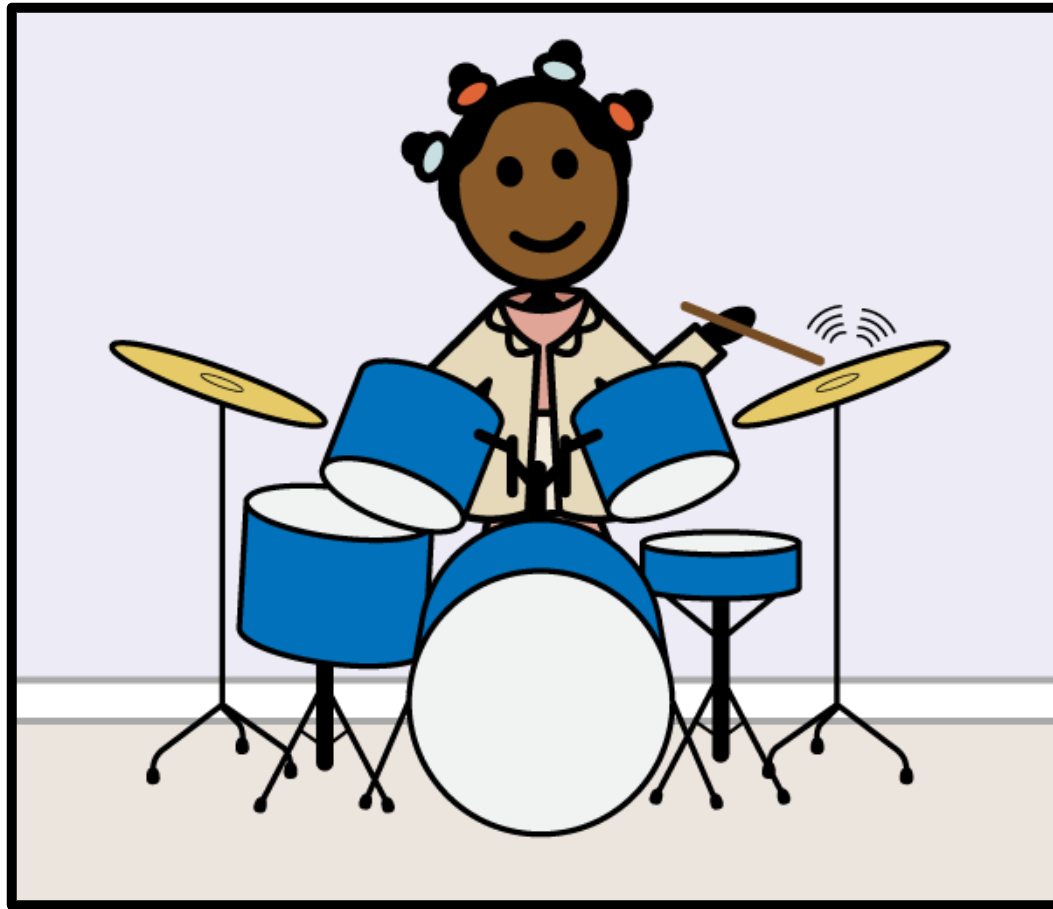
**Paris hears a swish, swish !**  
**The swish, swish is loud.**



**Paris hears a zzz, zzz.**  
**The zzz, zzz is quiet.**



**Paris hears a buzz, buzz !**  
**The buzz, buzz is loud.**

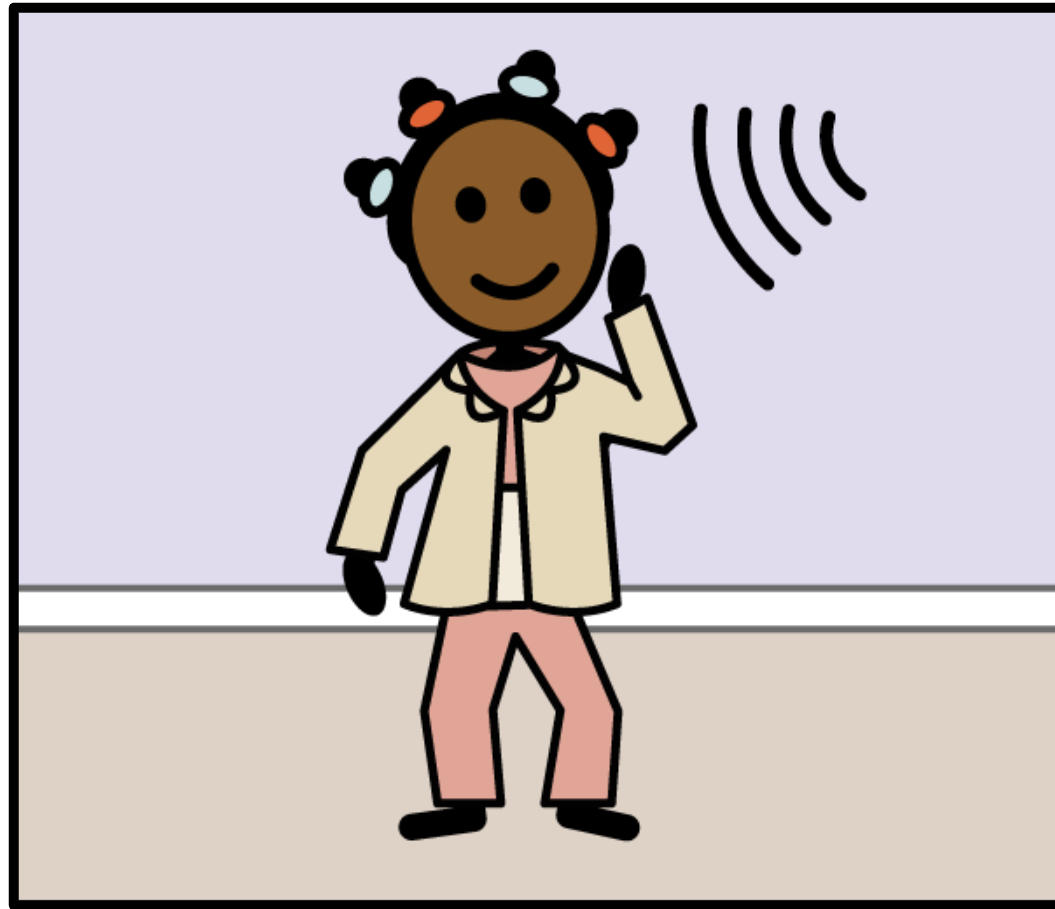


**Paris hears a ting, ting.  
The ting, ting is quiet.**



**Paris hears a bang, bang !  
The bang, bang is loud.**

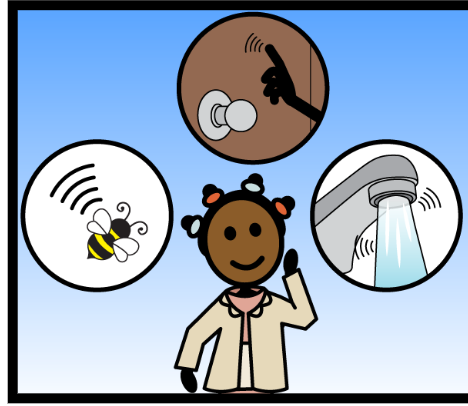




**Paris hears quiet sounds.**

**Paris hears loud sounds.**

**What sounds can you hear ?**



# The End



## Instructional Targets

### Reading Standards for Literature

- **Key Ideas and Details:** Answer questions about key details of a story. Retell a familiar story, including key details.



## Differentiated Tasks

### Level 3 Students will...

- Independently read who, what, where, when or why questions about a story and write, speak or select an answer.
- Retell a story, including the main idea and key details.

### Level 2 Students will...

- Point to or select a picture from a choice of three in response to a who, what or where question about a story.
- Use picture supports to retell key details from a story.

### Level 1 Students will...

- Respond to a who or what question by choosing a single option or an errorless picture.
- Retell key details from a story through an active participation response (e.g., voice output device, eye gaze choice board).



## Topic Connection

In this unit, students are introduced to the concepts of light and sound. Students learn about how light affects how we see things and how sound is made. In this lesson, students will build comprehension of the story, *What Does Paris Hear?*



### Topic Words



ear\*  
hear\*

loud  
quiet

sound



### Literacy Words

answer  
book

detail  
question

retell  
story\*

\* Power Words

### Benchmark Assessments

- Reading: Reading Level Assessment
- Emerging Skills: Early Emerging Reading Rubric

### Monthly Checkpoint Assessments

- Level 2-3 Reading, Questions 11 and 12

## What Does Paris Hear?

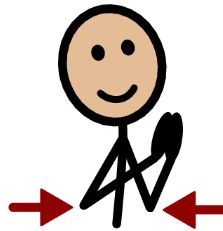
1. What does Paris use to hear ?



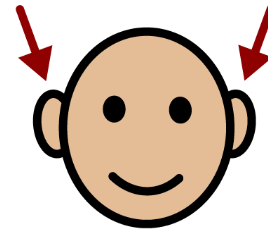
shoes



elbows



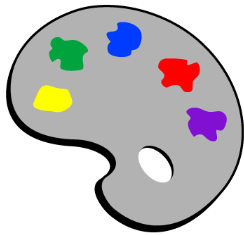
ears



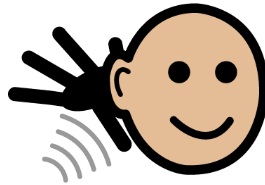
## 2. What does Paris hear ?



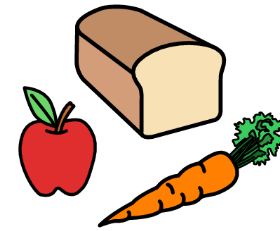
colors



sounds



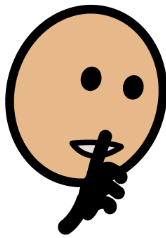
food



3. What does the tap, tap sound like ?



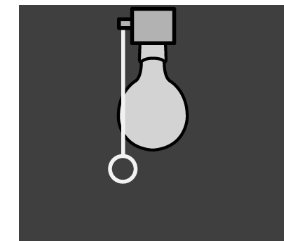
quiet



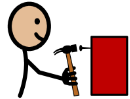
silent



dark



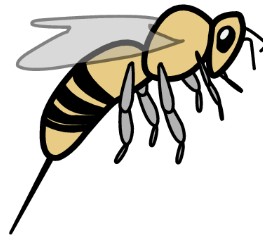
4. What makes the buzz, buzz sound ?



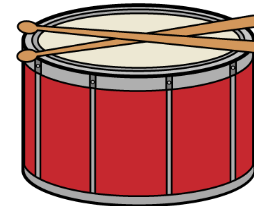
dog



bee



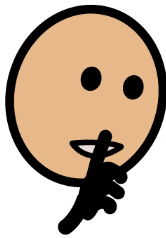
drum



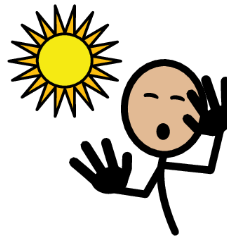
5. What does the bang, bang sound like ?



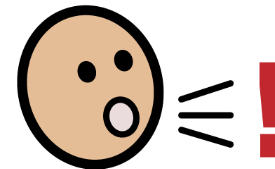
quiet



bright



loud





# What happens in the story?

 **Loud**



 **Quiet**





# What happens in the story?

Paris hears different sounds.

 Loud



 Quiet

Paris hears a...	Who or what makes the sound?
<p>knock, knock</p> 	
<p>drip, drip</p> 	
<p>buzz, buzz</p> 	
<p>bang, bang</p> 	



**Paris hears a...**

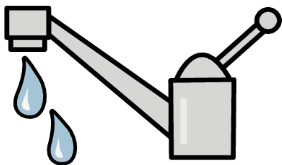


**Who or what makes the sound?**

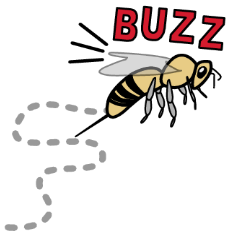
**knock, knock**



**drip, drip**



**buzz, buzz**



**bang, bang**





## Activity 2:

Paris looks at lights.

Paris hears different sounds.

Paris tastes different foods.

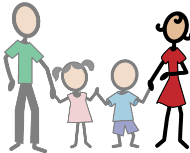
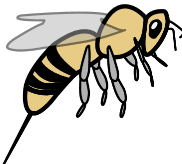
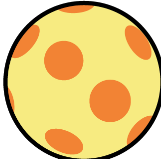

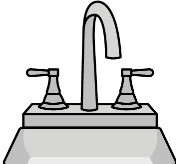
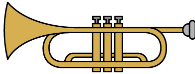

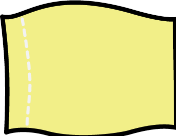
<p>pounding drum</p> 	<p>bee far away</p> 
<p>running water</p> 	<p>knock on the door</p> 
<p>tap on the door</p> 	<p>bee close by</p> 
<p>tapping lightly on drums</p> 	<p>dripping water</p> 



## Activity 3, Template C:

pillow	bee	sink
mom	drum set	trumpet

## Activity 3, Template B:

 mom	 bee	 ball
 drum set	 sink	 trumpet
 car	 pillow	



## Instructional Targets

### Reading Standards for Literature

- **Key Ideas and Details:** Identify characters, setting and events in a story.
- **Integration of Knowledge and Ideas:** Use illustrations to describe characters and events in a story. Compare characters and events in a story.
- **Range and Level of Text Complexity:** Experience grade level and age-appropriate literature materials, including stories and poems that are adapted to student reading level.

### Reading Standards for Foundational Skills

- **Print Concepts:** Demonstrate understanding of print features (left to right, page to page, etc.).
- **Fluency:** Read appropriately leveled text with purpose and understanding.



## Differentiated Tasks

### Level 3 Students will...

- Describe characters, setting and events from a story.
- Describe characters and events based on illustrations from a story.
- Describe similarities and differences between two characters or events in a story.
- Independently read literature stories and poems that have been adapted to student reading level.
- Independently demonstrate basic print concepts (tracking from left to right and from page to page, etc.) during shared story reading.
- Independently read text stories that are selected at the personal reading level.

### Level 2 Students will...

- Use picture supports to identify characters, setting and events from a story.
- Point to pictures within a story to identify named characters and events.
- Match similarities and differences between two characters in a story.
- Read supported and shared literacy stories and poems that have been adapted to student reading level.
- Participate in basic print concepts (page turning, pointing to words and pictures, etc.) during shared story reading with support.
- Read leveled text with support (e.g., omitted words, picture supports, etc.).

### Level 1 Students will...

- Select a picture to identify a character or an event from a story (single option or errorless choice).
- Select a character or event when presented with an illustration from a story.
- Select two characters from a story (errorless choice).
- Actively participate in supported reading of literature stories and poems that have been adapted to student ability level.
- Attend to shared story reading, giving supported indicators to turn the page or read more.
- State a sentence from a story through an active participation response (e.g., voice output device, eye gaze choice board).



## Topic Connection

This unit's Easy Read Book, **Grumpy Mr. G**, introduces the concepts of light and dark. Students will follow Mr. G as he uses different curtains to block the light from coming through his window and waking him up. To learn more about how this book develops science concepts, visit the Science Connection page in the Unit Overview.



### Topic Words



dark  
eye\*

light\*  
see\*



### Literacy Words

author  
book  
cover

illustration/picture\*  
illustrator  
read\*

story\*  
title

\* Power Words

### Benchmark Assessments

- Reading: Reading Level Assessment and all benchmark assessments in the Reading area of Unique GPS
- Emerging Skills: Early Emerging Reading Rubric

### Monthly Checkpoint Assessments

- Level 2-3 Reading
- Level 1 Combined Content, Questions 1 and 2

An informal assessment of a verbal student's reading abilities may be obtained using the Monthly Tools: Reading Observation.

# Grumpy Mr. G

Level E

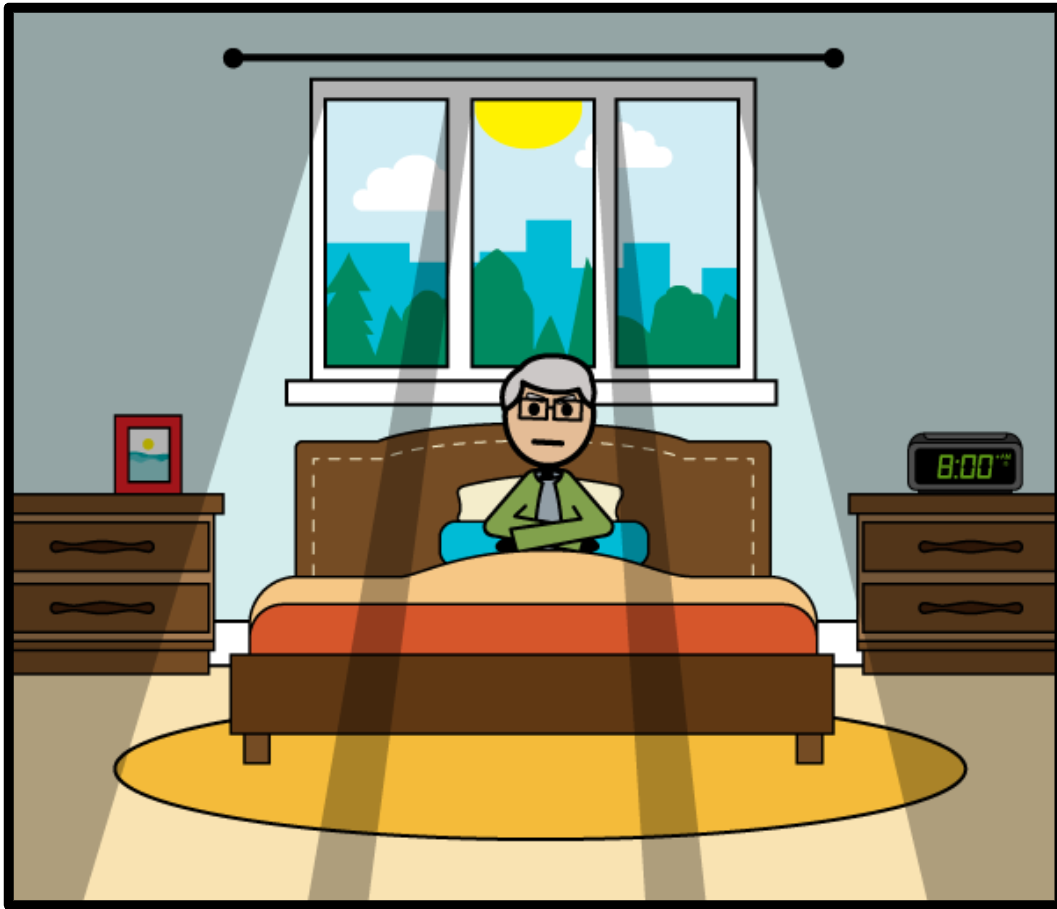


by Emily Weinberger

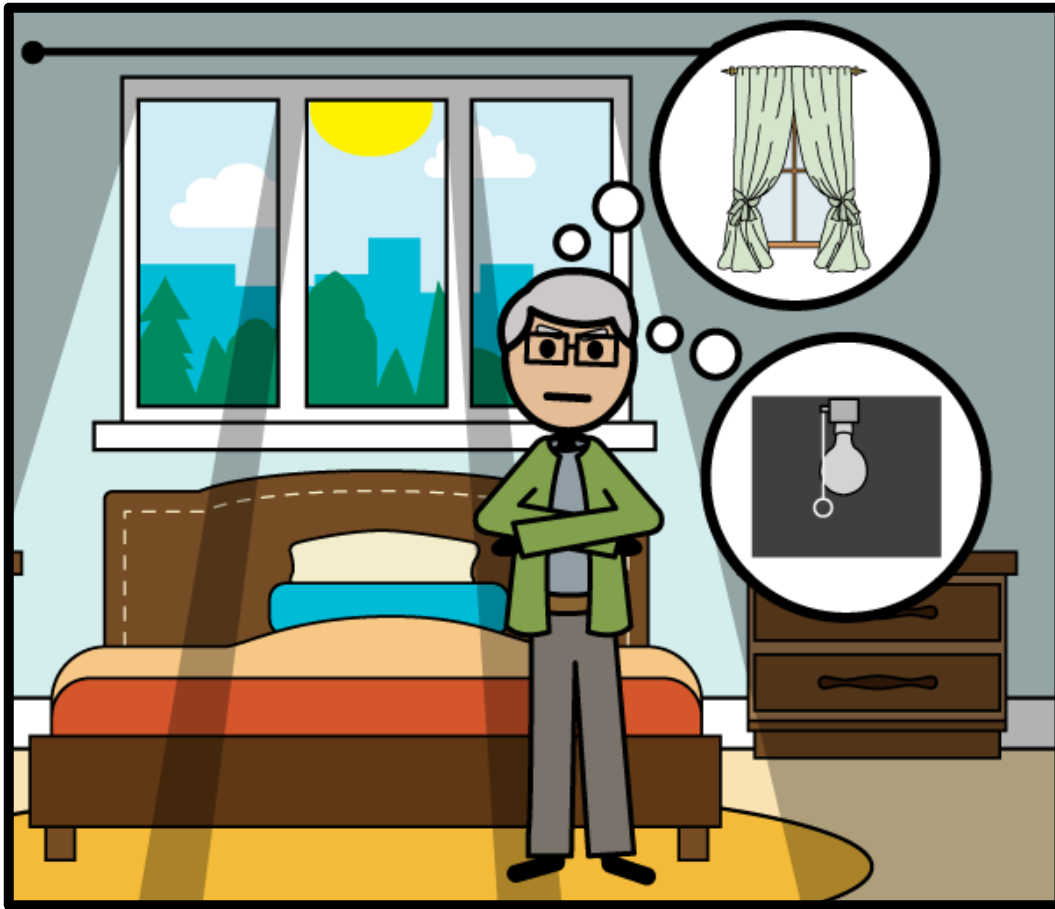
Illustrated by Todd Gardner

Bind This End

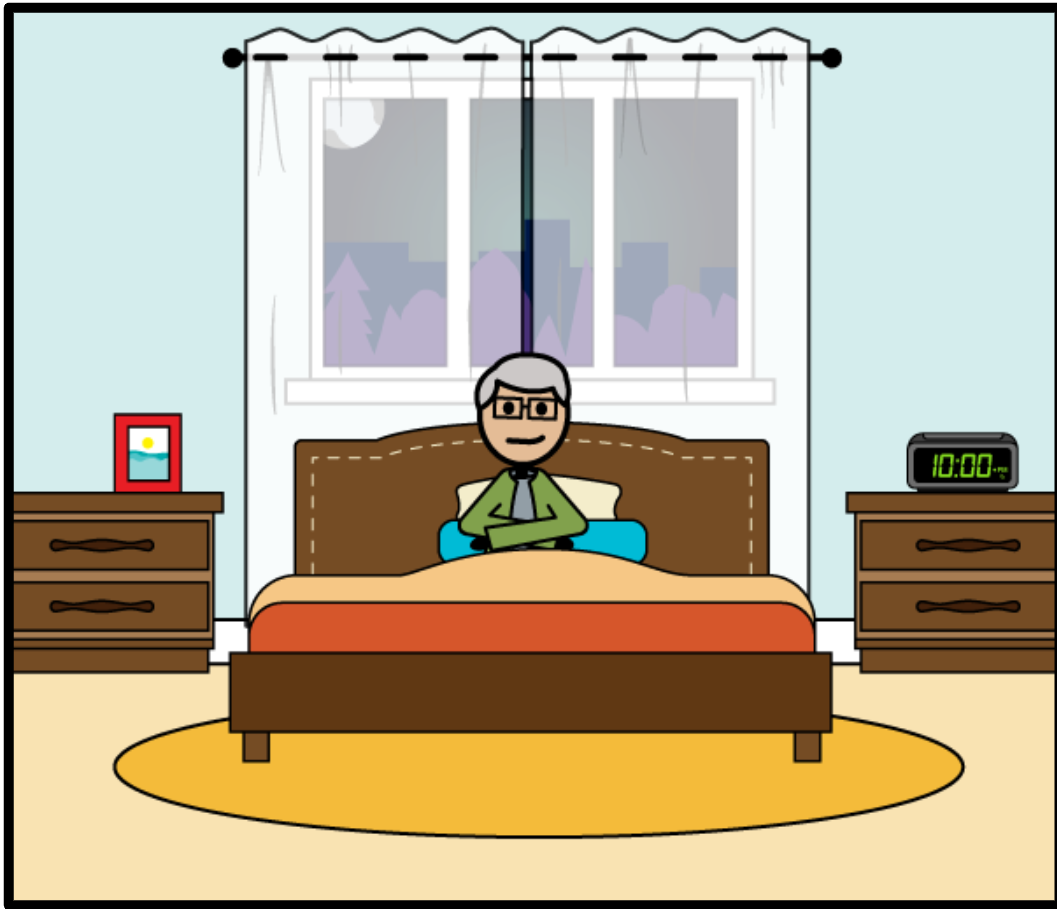




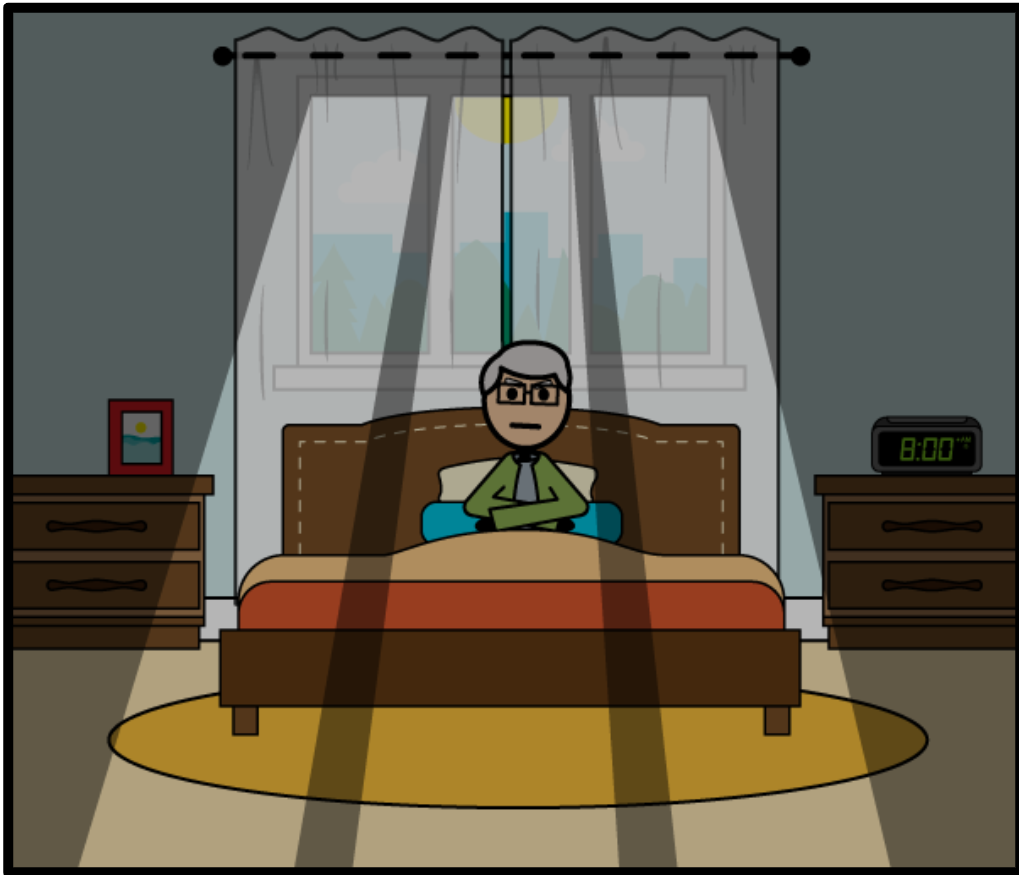
**Mr. G is grumpy. His window is made of clear glass. The Sun shines through his window. The light shines into his eyes. This wakes him up early every morning.**



**Mr. G needs to sleep. He wants to make his room dark. Curtains can help make his room dark. Mr. G buys different curtains.**



**Mr. G hangs up thin, white curtains. He pulls the curtains closed. He goes to bed at night. Will Mr. G get some more sleep ?**



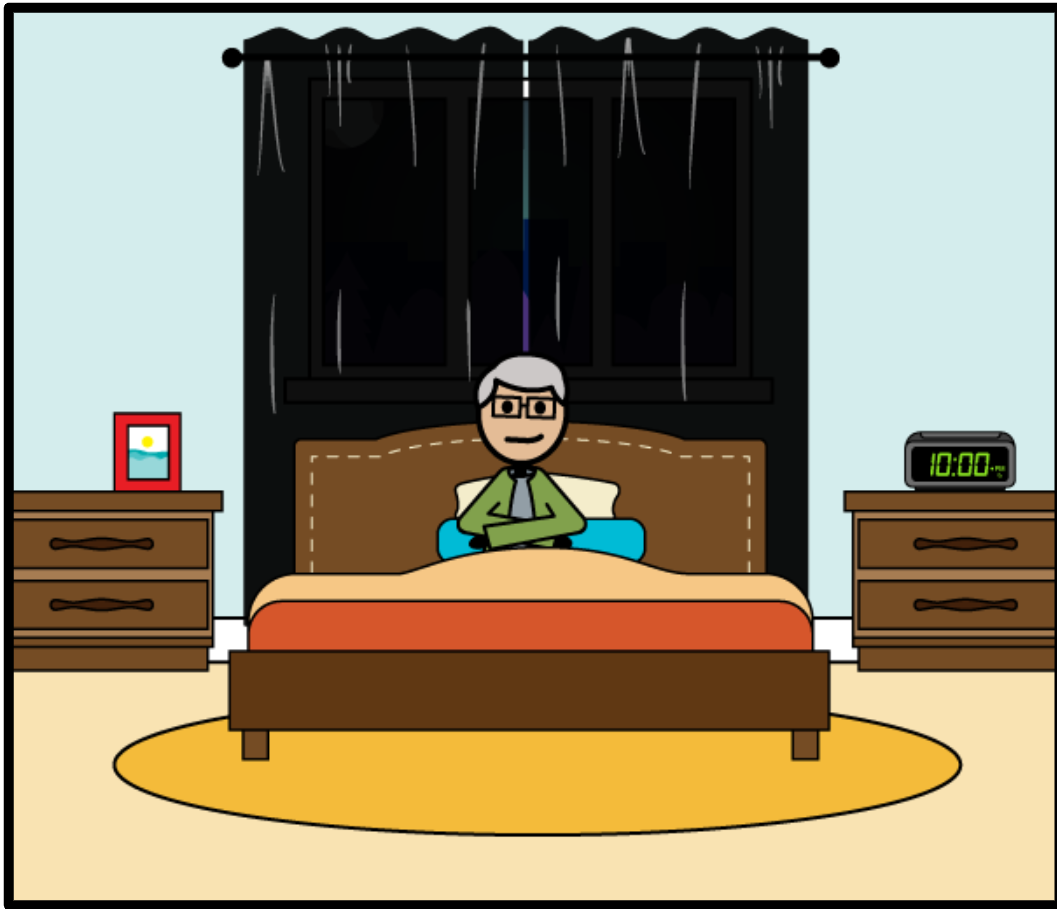
**The next morning, Mr. G wakes up early. Light is shining in his eyes. He sees a lot of light coming through the curtains. The curtains are too thin and white. They did not make the room dark.**



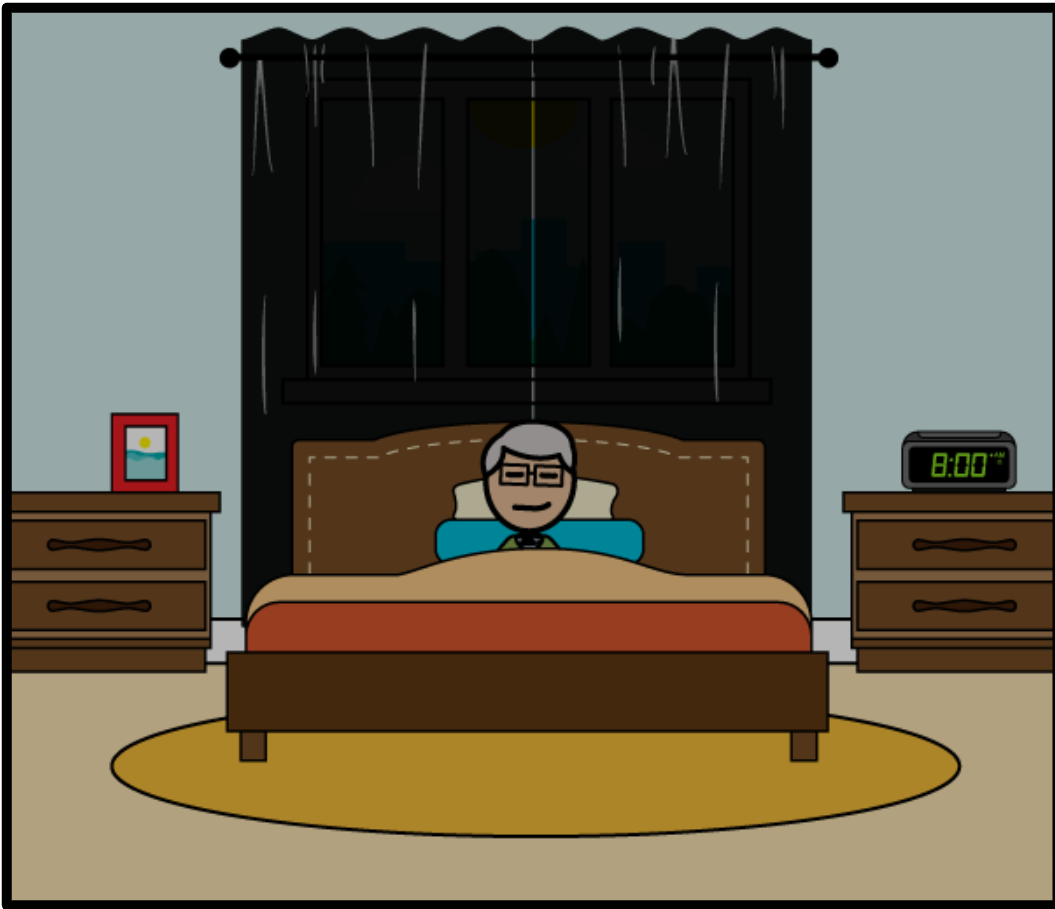
**Mr. G hangs up different curtains. They have black and white stripes. He pulls the curtains closed. He goes to bed at night. Will Mr. G get some more sleep ?**



**The next morning, Mr. G wakes up early. Light is shining in his eyes. He sees some light coming through the curtains. The curtains only keep out some of the light. They did not make his room dark.**

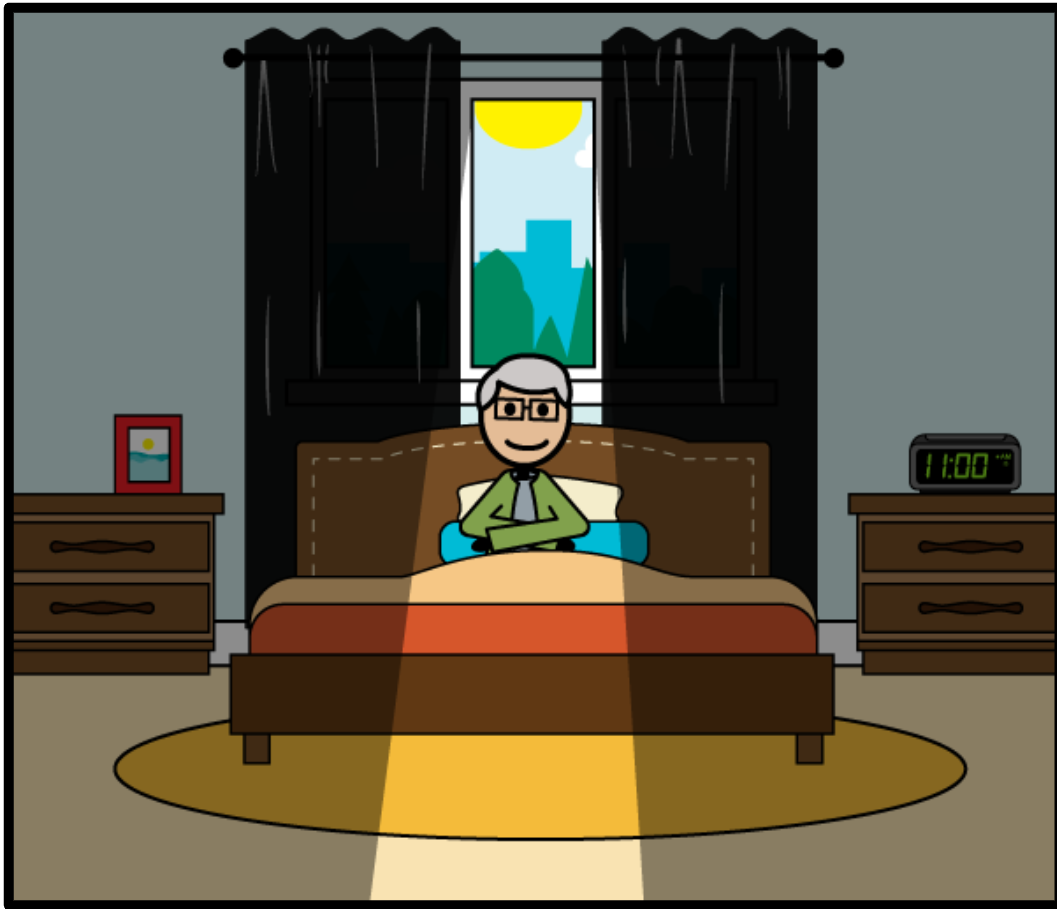


**Mr. G hangs up thick, black curtains. He pulls the curtains closed. He goes to bed at night. Will Mr. G get some more sleep ?**

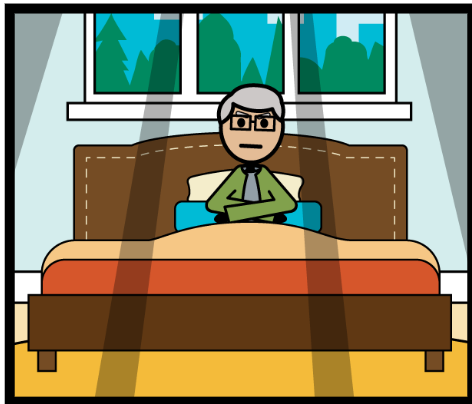


**The next morning, Mr. G wakes up later. The light does not come through the curtains. His room is very dark. It is hard to see anything.**





**Mr. G is not grumpy anymore !  
The thick, black curtains  
blocked the light. He did not  
wake up early. Now, he will  
be able to sleep more. Mr. G  
is happy.**



# The End

yes



# Grumpy Mr. G

no



<b>shine</b> 	<b>wake up</b> 	<b>grumpy</b> 	<b>clear</b> 	<b>Mr. G</b> 	<b>window</b> 	<b>glass</b> 
<b>sleep</b> 	<b>make</b> 	<b>early</b> 	<b>dark</b> 	<b>Sun</b> 	<b>light</b> 	<b>eyes</b> 
<b>hang</b> 	<b>pull</b> 	<b>white</b> 	<b>black</b> 	<b>morning</b> 	<b>room</b> 	<b>curtain</b> 
<b>see</b> 	<b>block</b> 	<b>late</b> 	<b>happy</b> 	<b>bed</b> 	<b>night</b> 	<b>stripe</b> 

Within each category, pictures are listed from left to right in the order in which they appear in the text.



## Instructional Targets

### Reading Standards for Literature

- **Key Ideas and Details:** Answer questions about key details of a story. Retell a familiar story, including key details. Identify characters, setting and events in a story.



## Differentiated Tasks

### Level 3 Students will...

- Independently read who, what, where, when or why questions about a story and write, speak or select an answer.
- Retell a story, including the main idea and key details.
- Describe characters, setting and events from a story.

### Level 2 Students will...

- Point to or select a picture from a choice of three in response to a who, what or where question about a story.
- Use picture supports to retell key details from a story.
- Use picture supports to identify characters, setting and events from a story.

### Level 1 Students will...

- Respond to a who or what question by choosing a single option or an errorless picture.
- Retell key details from a story through an active participation response (e.g., voice output device, eye gaze choice board).
- Select a picture to identify a character or an event from a story (single option or errorless choice).



## Topic Connection

In this unit, students are introduced to the concepts of light and sound. Students learn about how light affects how we see things and how sound is made. In this lesson, students will build comprehension of the story, **Grumpy Mr. G**, which introduces the concept of light sources and how light affects the appearance of objects.



## Topic Words



dark

eye\*

light\*

see\*



## Literacy Words

answer

event

retell

author

illustration/picture

setting

book

illustrator

story\*

character

main idea

title

detail

question

\* Power Words

## Benchmark Assessments

- Reading: Reading Level Assessment
- Emerging Skills: Early Emerging Reading Rubric

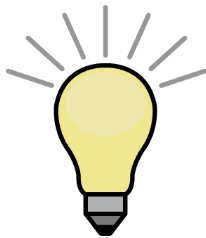
## Monthly Checkpoint Assessments

- Level 2-3 Reading, Questions 11 and 12

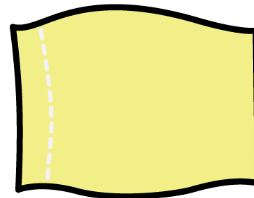
1. What shines into Mr. G's eyes ?



light



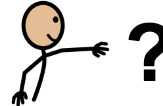
pillow



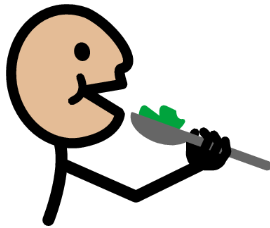
TV



2. What does Mr. G need to do ?



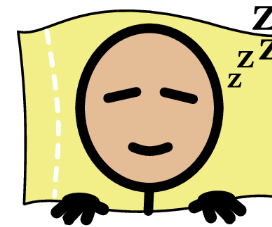
eat



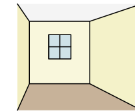
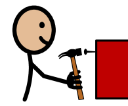
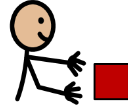
sing



sleep

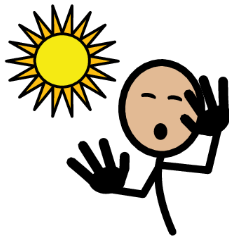


3. What does Mr. G want to make his room ?

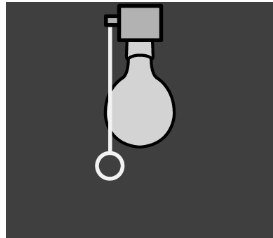


?

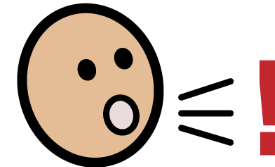
bright



dark



loud

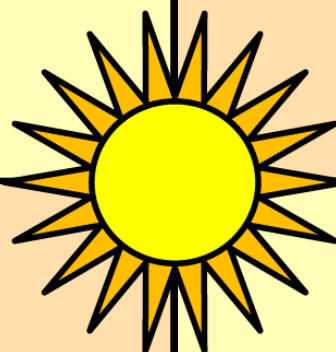




**Who is the story about?**



**What makes Mr. G grumpy?**



**What does Mr. G do?**



**Where does this story take place?**

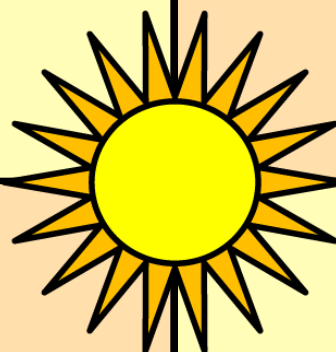




**Who is the story about?**



**What makes Mr. G grumpy?**











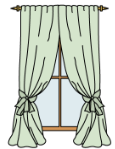
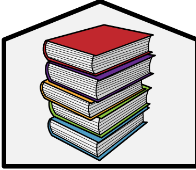
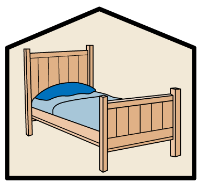
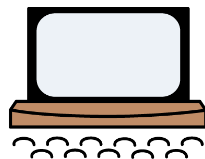
**What does Mr. G do?**



**Where does this story take place?**



## Activity 2, Template B:

 Mr. G	 Drew	 Mrs. B
 His shirt is too small.	 Light from his window wakes him up.	 His cat makes a mess.
 He cooks dinner for friends.	 He goes water skiing.	 He uses curtains to make his room dark.
 library	 bedroom	 movie theater



### Instructional Targets

#### Reading Standards for Foundational Skills

- **Phonics and Word Recognition:** Read high-frequency sight words.
- **Print Concepts:** Recognize letters of the alphabet.



### Differentiated Tasks

#### Level 3 Students will...

- Independently read high-frequency words.
- Name selected letters of the alphabet.

#### Level 2 Students will...

- Select or point to a named high-frequency word from a set of three words.
- Point to a named letter from a choice of three letters.

#### Level 1 Students will...

- Select a named high-frequency word from a single option choice.
- Make a selection to choose a letter from a choice of three letter options (errorless choice).



### Topic Connection

In this unit, students are introduced to the concepts of light and sound. Students learn about how light affects how we see things and how sound is made. In this lesson, students will learn High-Frequency Words that will help them read, write and talk about this topic.



#### High-Frequency Word List 1

not\*      at\*      will\*  
black\*      her\*      his\*



#### High-Frequency Word List 2

morning\*      room\*      early\*  
next\*      white\*      hear\*

\*Power Words ?

#### Benchmark Assessments

- Reading: Word Recognition Lists 1, 2 and 3

#### Monthly Checkpoint Assessments

- Level 2-3, Word Recognition

not

black







morning

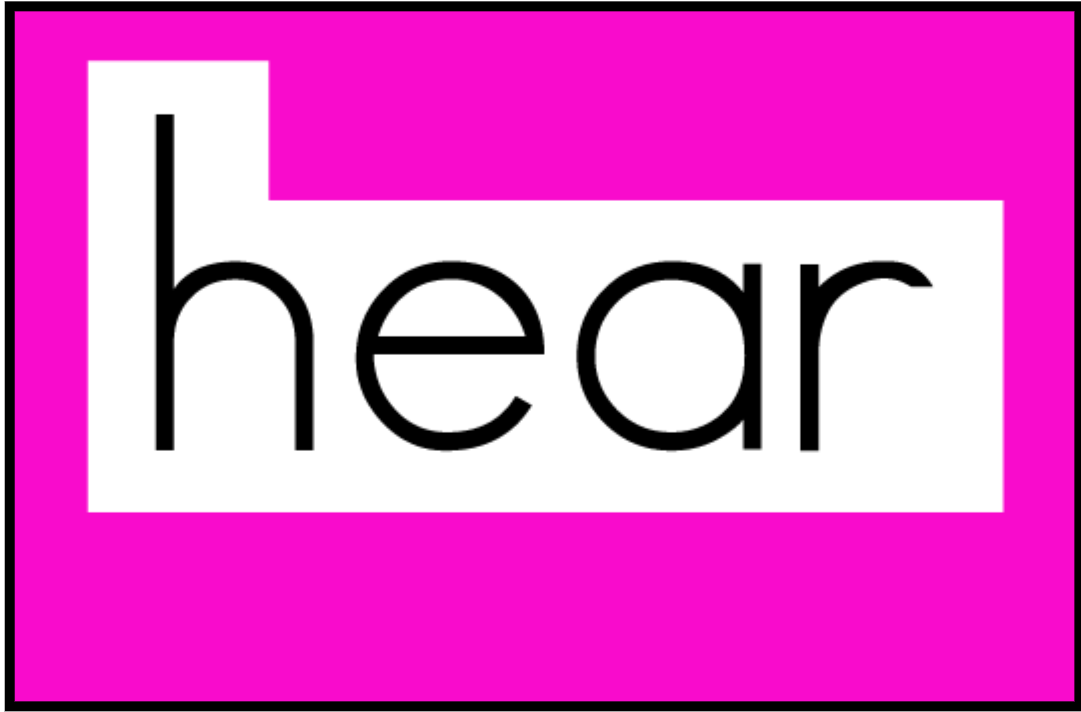
next

room



white

early



# Lesson 6 - High-Frequency Spelling List 1

## Spelling and Word Study List 1

6



### Instructional Targets

#### Reading Standards for Foundational Skills

- **Phonics and Word Recognition:** Read high-frequency sight words. Apply basic phonics skills to read new words.

#### Standards for Language

- **Conventions of Standard English:** Correctly spell words with common spelling patterns.



### Differentiated Tasks

#### Level 3 Students will...

- Independently read high-frequency words.
- Independently read and write words by applying letter-sound correspondences.
- Read new words by applying initial, final and vowel sound knowledge.
- Spell and write words with common spelling patterns.

#### Level 2 Students will...

- Select or point to a named high-frequency word from a set of three words.
- Select or point to a named word from a set of three words, using cues from letter-sound correspondence.
- Spell common words with letter-sound matches.

#### Level 1 Students will...

- Select a named high-frequency word from a single option choice.
- Attend to activities that apply letter-sound correspondence to the reading of words.



### Topic Connection

In this unit, students are introduced to the concepts of light and sound. Students learn about how light affects how we see things and how sound is made. In this lesson, students will learn to spell High-Frequency Words that will help them read, write and talk about this topic.



### High-Frequency Word List 1

not\*      at\*      will\*  
black\*      her\*      his\*

\*Power Words ?

### Benchmark Assessments

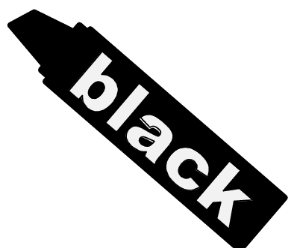
- Word Recognition Lists 1, 2 and 3

### Monthly Checkpoint Assessments

- Level 2 and 3 Word Recognition



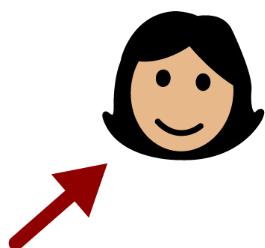
not



black



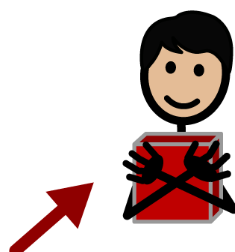
at



her



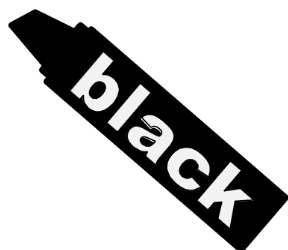
will



his



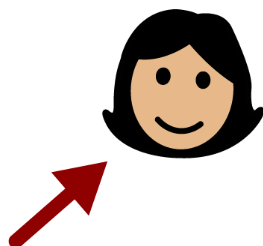
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\_\_\_\_\_



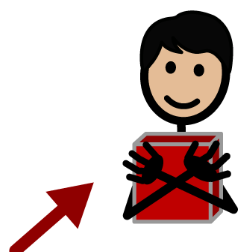
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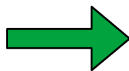


\_\_\_\_\_



\_\_\_\_\_

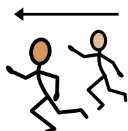
1. He goes to bed



night.



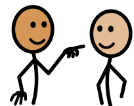
2. Paris played



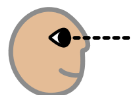
mother's piano.



3. You will



see the light when it is dark.



4. Collin threw



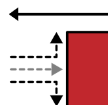
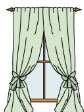
friend's basketball into the hoop.



5. The



curtains blocked the light.



6. We



listen to the music.


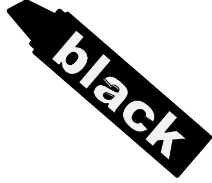

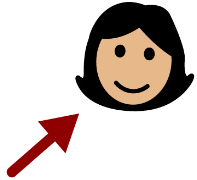

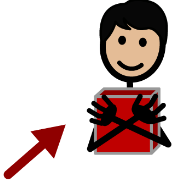



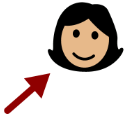







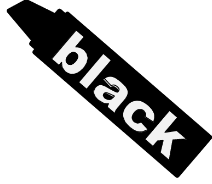

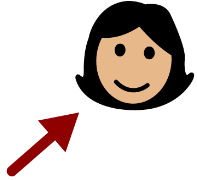

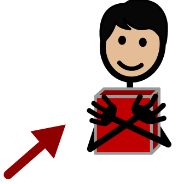



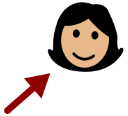




For hands-on instruction, print, cut out and laminate.

### Fill-In

not 	black 	at 	her 	will 	his 
not 	black 	at 	her 	will 	his 
not	black	at	her	will	his

### Word Study

not 	black 	at 	her 	will 	his 
not 	black 	at 	her 	will 	his 
not	black	at	her	will	his

# Lesson 7 - High-Frequency Spelling List 2

## Spelling and Word Study List 2

7



### Instructional Targets

#### Reading Standards for Foundational Skills

- **Phonics and Word Recognition:** Read high-frequency sight words. Apply basic phonics skills to read new words.

#### Standards for Language

- **Conventions of Standard English:** Correctly spell words with common spelling patterns.



### Differentiated Tasks

#### Level 3 Students will...

- Independently read high-frequency words.
- Independently read and write words by applying letter-sound correspondences.
- Read new words by applying initial, final and vowel sound knowledge.
- Spell and write words with common spelling patterns.

#### Level 2 Students will...

- Select or point to a named high-frequency word from a set of three words.
- Select or point to a named word from a set of three words, using cues from letter-sound correspondence.
- Spell common words with letter-sound matches.

#### Level 1 Students will...

- Select a named high-frequency word from a single option choice.
- Attend to activities that apply letter-sound correspondence to the reading of words.



### Topic Connection

In this unit, students are introduced to the concepts of light and sound. Students learn about how light affects how we see things and how sound is made. In this lesson, students will learn to spell High-Frequency Words that will help them read, write and talk about this topic.



### High-Frequency Word List 2

morning\*   room\*   early  
next\*   white\*   hear\*

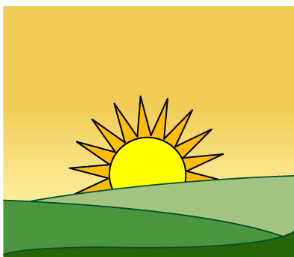
\*Power Words ?

### Benchmark Assessments

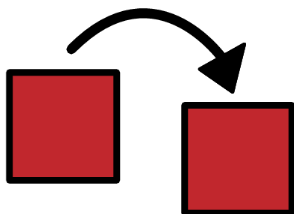
- Word Recognition Lists 1, 2 and 3

### Monthly Checkpoint Assessments

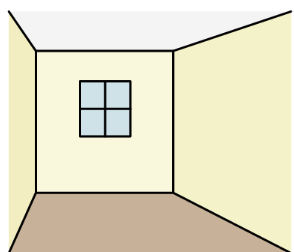
- Level 2 and 3 Word Recognition



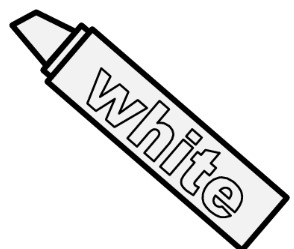
morning



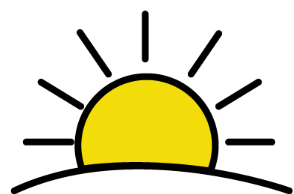
next



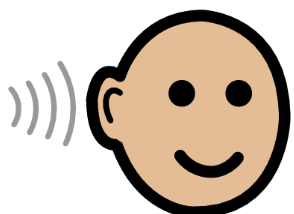
room



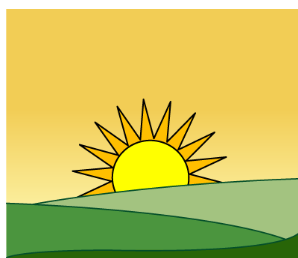
white



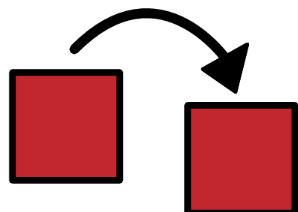
early



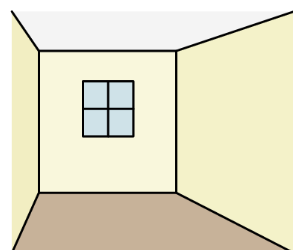
near



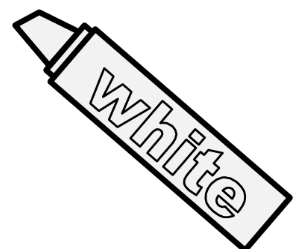
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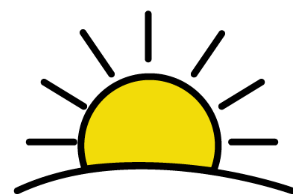
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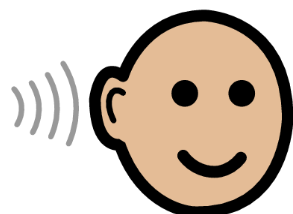
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1. The polar bear's fur is



=

.

2. I wake up




to go to school.



3. His



is



dark



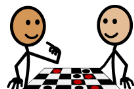
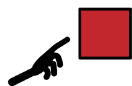
at



night.



4. It will be my turn



.

5. I eat breakfast in the early



.

6. I can



the sounds from outside.



# 1. What word starts like music ?



And It The  
WORD  
Up

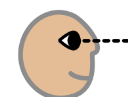
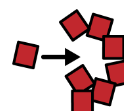


?

# 2. What word rhymes with sight ?



And It The  
WORD  
Up



?



# 3. What word starts like hat ?



And It The  
WORD  
Up



# 4. What word starts like red ?



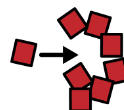
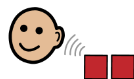
And It The  
WORD  
Up



# 5. What word rhymes with curly ?



And It The  
**WORD**  
Up



?

# 6. What word starts like no ?



And It The  
**WORD**  
Up

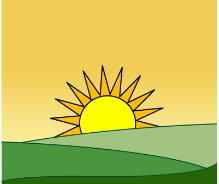
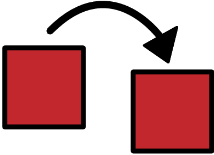
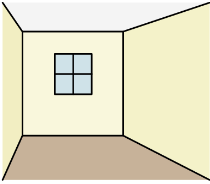
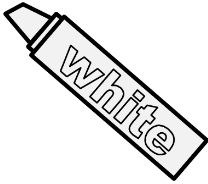
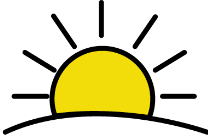
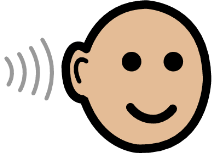

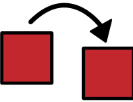
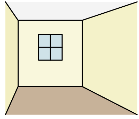


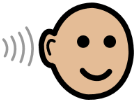


?

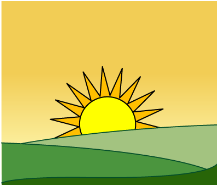
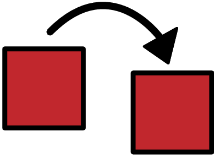
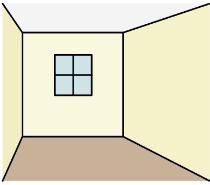
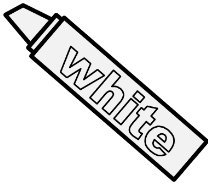
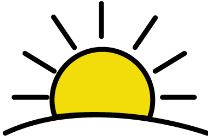
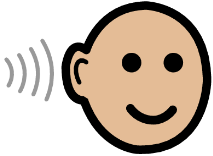

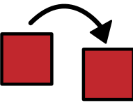
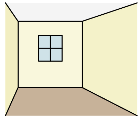


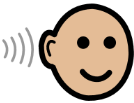


For hands-on instruction, print, cut out and laminate.

### Fill-In

morning 	next 	room 	white 	early 	hear 
morning 	next 	room 	white 	early 	hear 
morning	next	room	white	early	hear

### Word Study

morning 	next 	room 	white 	early 	hear 
morning 	next 	room 	white 	early 	hear 
morning	next	room	white	early	hear



## Instructional Targets

### Reading Standards for Foundational Skills

- **Phonological Awareness:** Identify rhyming words. Blend onset and rime to identify a spoken word.



## Differentiated Tasks

### Level 3 Students will...

- Name two words that rhyme.
- Blend onset and rime to state a series of rime words.

### Level 2 Students will...

- Match pictures of two rhyming words read aloud.
- Point to or select a named word rime.

### Level 1 Students will...

- Select a picture of a word that rhymes with a named word (errorless choice).
- Select a picture of a named word rime (single option choice).



## Topic Connection

In this unit, students learn about the long 'i' vowel sound. In this lesson, students will read long i words that end with the rime '-ight'. Students will also read long a words that end with the rime '-ame'.



### Words with '-ight'

sight light\* might bright



### Words with '-ame'

name\* same\* came\* shame

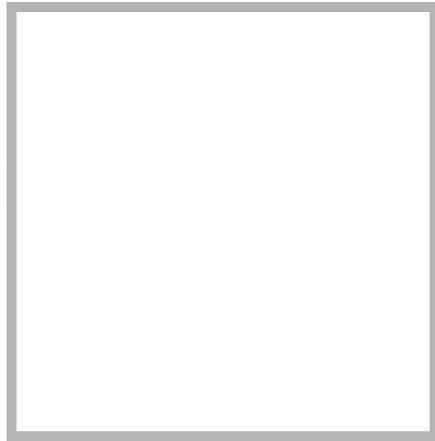
\*Power Words ?

### Benchmark Assessments

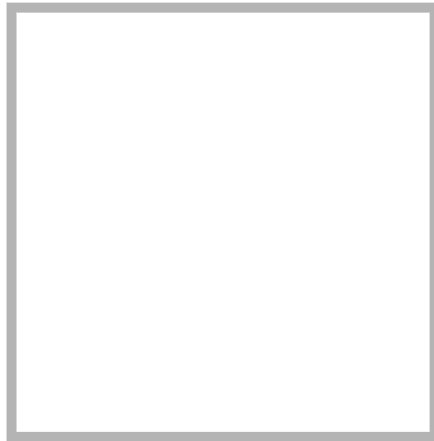
- Reading: Word Rimes

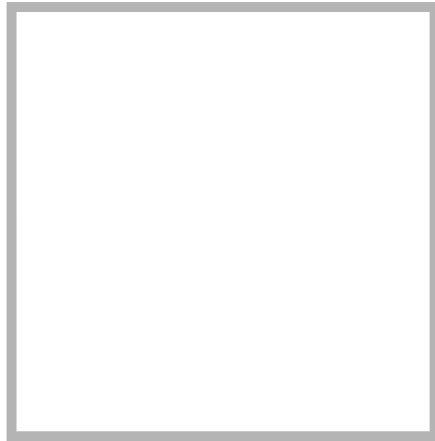
### Monthly Checkpoint Assessments

- Level 2 and 3 Reading, Questions 5 and 6

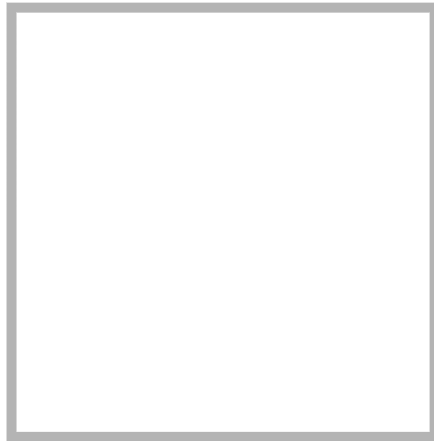


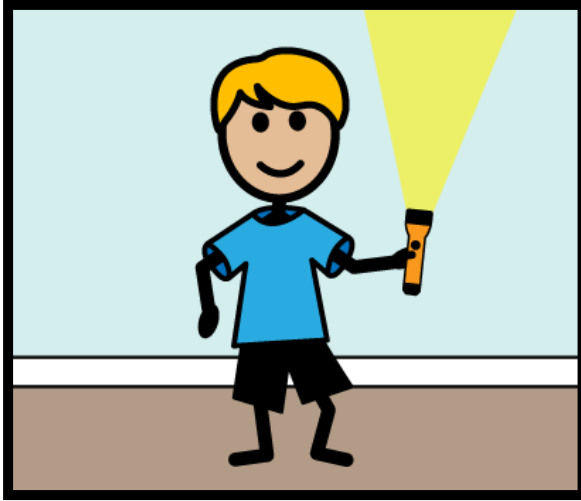
**ight**



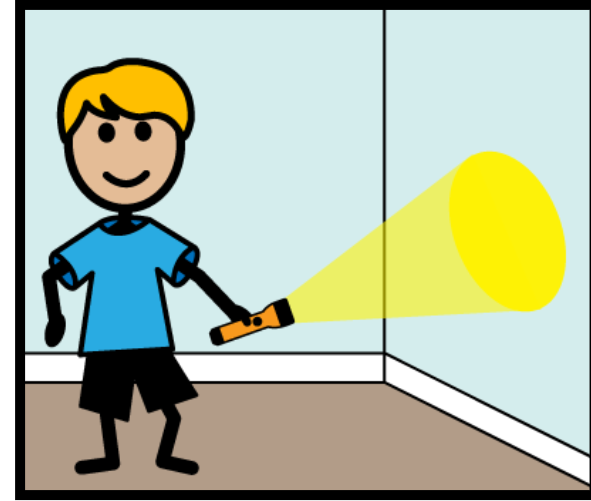


**ame**

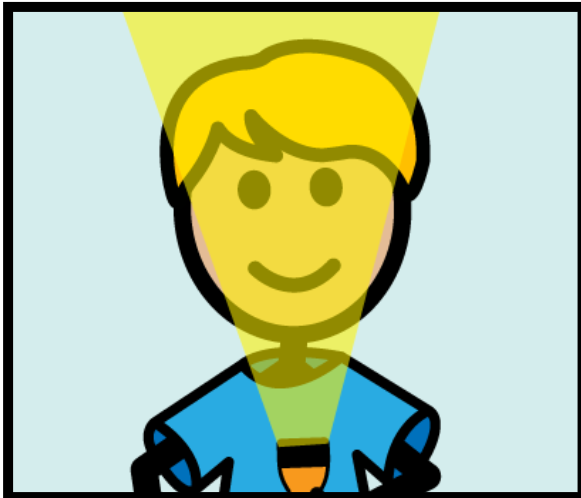




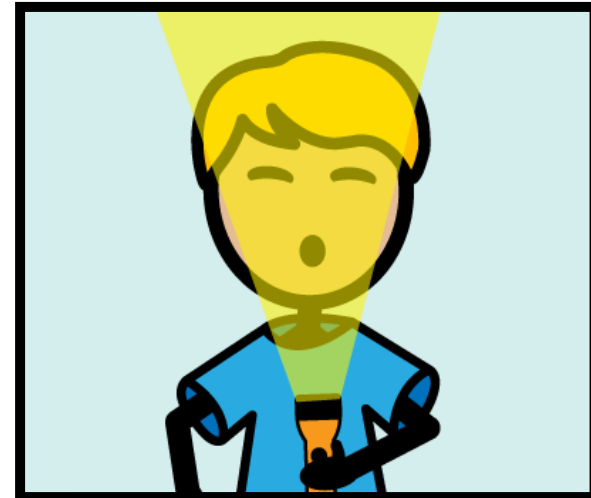
He sees a light.



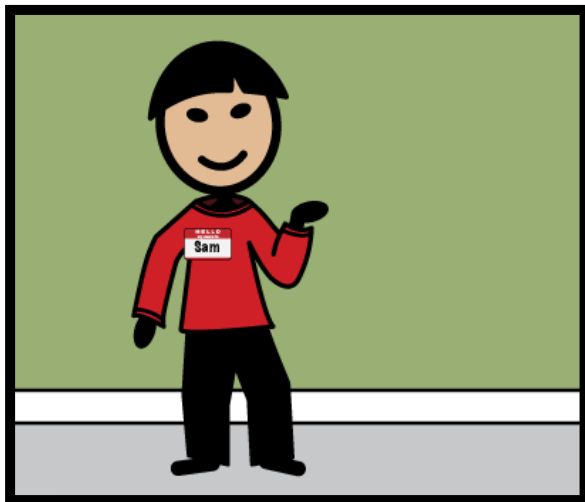
The light is bright.



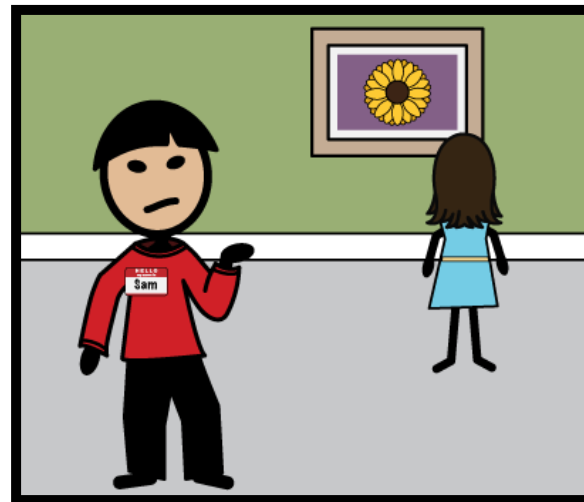
The bright light is in his sight.



The bright light might hurt his sight!



Sam came to the party.



He came but forgot her name.



It's a shame that he came and forgot her name.



It's a shame that he came and forgot they had the same name!



night	game



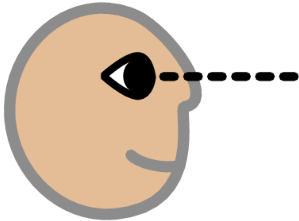
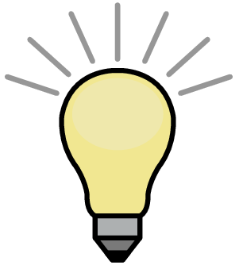

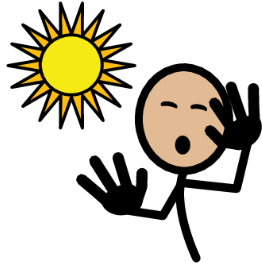
**night**



**game**


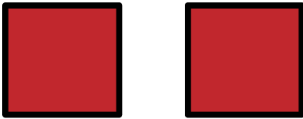
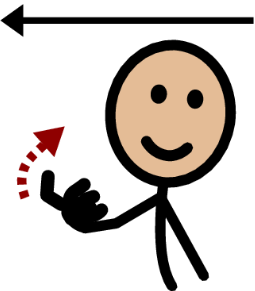



For hands-on instruction, print, cut out and laminate.

s	l	m	br
sight 	light 	might 	bright 
sight	light	might	bright



For hands-on instruction, print, cut out and laminate.

n	s	c	sh
name 	same 	came 	shame 
name	same	came	shame

## Lesson 9 - Word Rime Spelling List 3

### Activities for '-ight' Rime

9



#### Instructional Targets

##### Reading Standards for Foundational Skills

- **Phonological Awareness:** Identify rhyming words. Blend onset and rime to identify a spoken word. Distinguish initial, medial and final sounds in a spoken word.
- **Phonics and Word Recognition:** Use letter-sound matches to decode words. Apply basic phonics skills to read new words.

##### Standards for Language

- **Conventions of Standard English:** Correctly spell words with common spelling patterns.



#### Differentiated Tasks

##### Level 3 Students will...

- Blend onset and rime to state a series of rime words.
- Independently read and write words by applying letter-sound correspondences.
- Read new words by applying initial, final and vowel sound knowledge.
- Spell and write words with common spelling patterns.

##### Level 2 Students will...

- Point to or select a named word rime.
- Select or point to a named word from a set of three words, using cues from letter-sound correspondence.
- Spell common words with letter-sound matches.

##### Level 1 Students will...

- Select a picture of a named word rime (single option choice).
- Attend to activities that apply letter-sound correspondence to the reading of words.



#### Topic Connection

In this unit, students learn the long 'i' sound. In this lesson, students will learn to spell words with the word rime '-ight'.



#### Word Rime Spelling List 3

sight light\* might bright

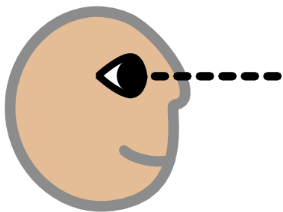
\*Power Words ?

#### Benchmark Assessments

- Reading: Word Rimes

#### Monthly Checkpoint Assessments

- Level 2 and 3 Reading, Questions 5 and 6



sight



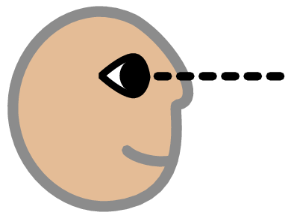
light



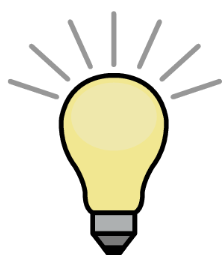
might



bright



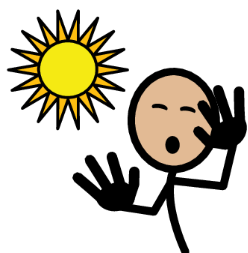
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



## Instructional Targets

### Reading Standards for Foundational Skills

- **Phonological Awareness:** Identify rhyming words. Blend onset and rime to identify a spoken word. Distinguish initial, medial and final sounds in a spoken word.
- **Phonics and Word Recognition:** Use letter-sound matches to decode words. Apply basic phonics skills to read new words.

### Standards for Language

- **Conventions of Standard English:** Correctly spell words with common spelling patterns.



## Differentiated Tasks

### Level 3 Students will...

- Blend onset and rime to state a series of rime words.
- Independently read and write words by applying letter-sound correspondences.
- Read new words by applying initial, final and vowel sound knowledge.
- Spell and write words with common spelling patterns.

### Level 2 Students will...

- Point to or select a named word rime.
- Select or point to a named word from a set of three words, using cues from letter-sound correspondence.
- Spell common words with letter-sound matches.

### Level 1 Students will...

- Select a picture of a named word rime (single option choice).
- Attend to activities that apply letter-sound correspondence to the reading of words.



## Topic Connection

In this lesson, students will review the long 'a' sound and learn to spell words with the word rime '-ame'.



### Word Rime Spelling List 4

name\* same\* came\* shame

\*Power Words ?

### Benchmark Assessments

- Reading: Word Rimes

### Monthly Checkpoint Assessments

- Level 2 and 3 Reading, Questions 5 and 6



I

i

D

d

S

s

G

g

H

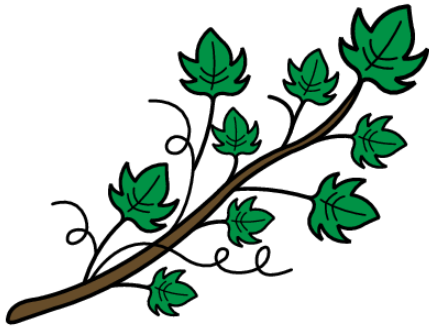
h

F

f

Gr gr

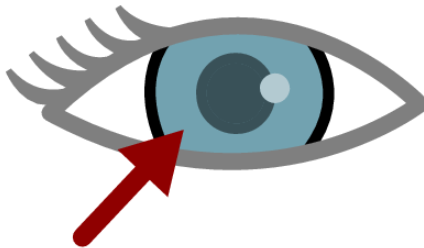
ivy



island



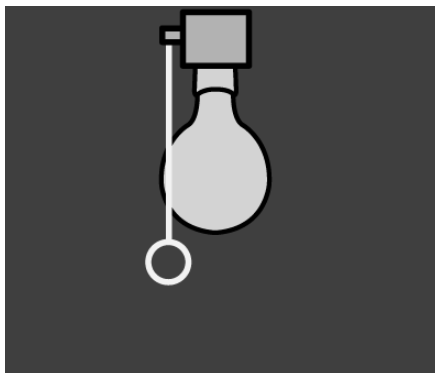
iris



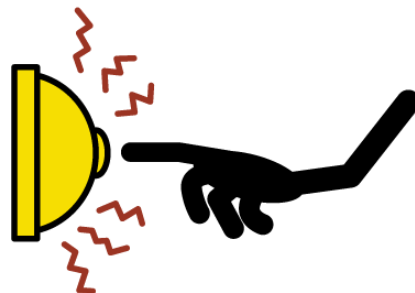
dime



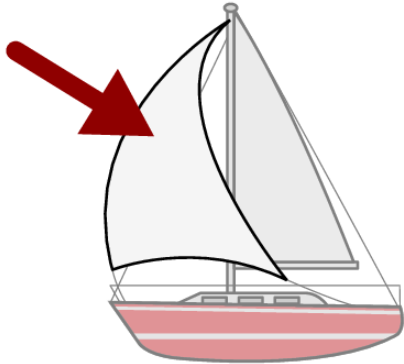
dark



doorbell



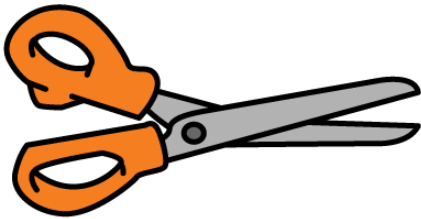
sail



sound



scissors



game



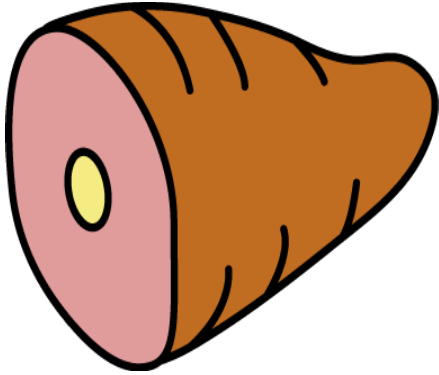
gift



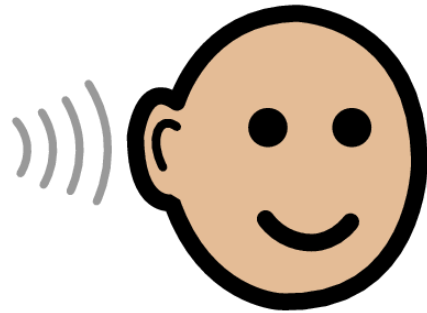
girl



ham



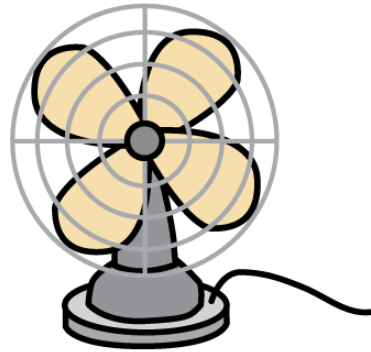
hear



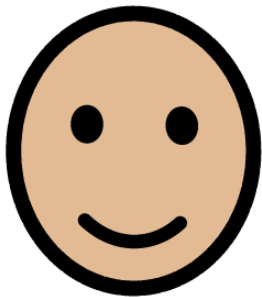
hand



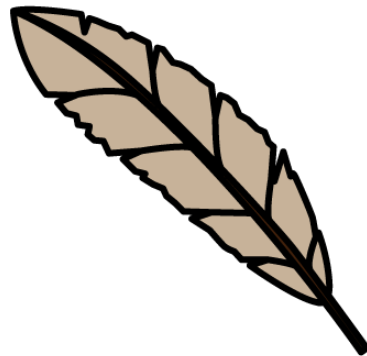
fan



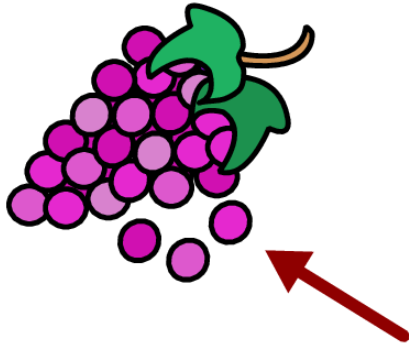
face



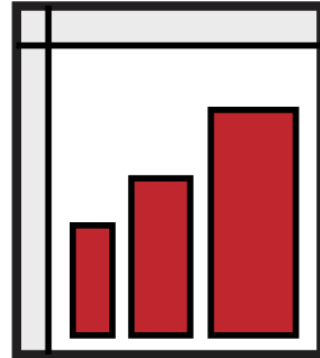
feather



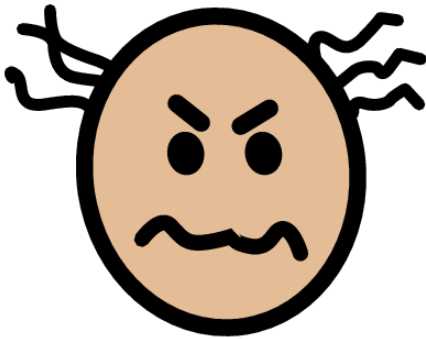
# grape



# graph



# grumpy



i i



ice





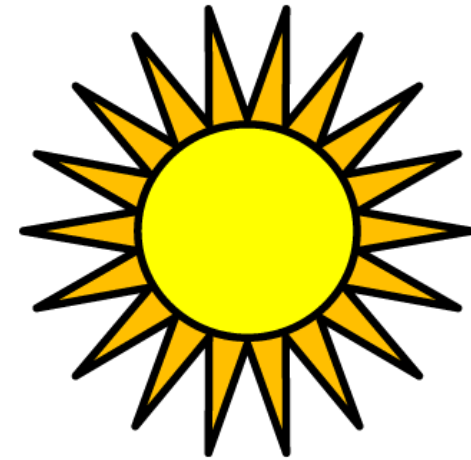
Dd



dog



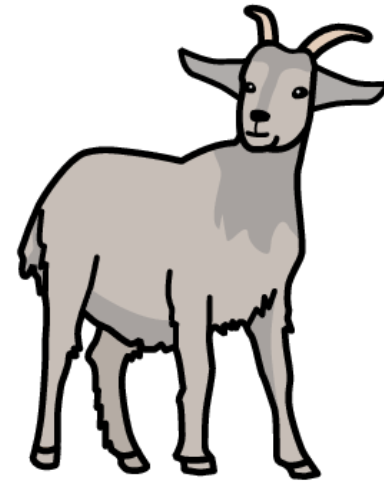
Ss



Sun



# Gg



goat



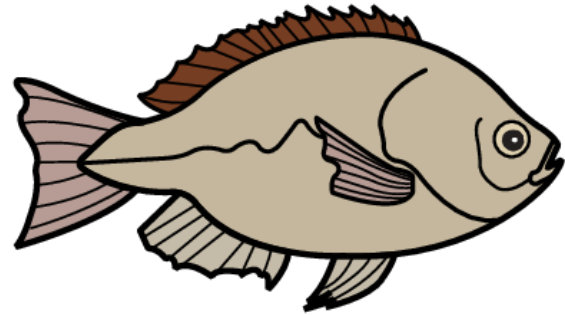
Hh



house



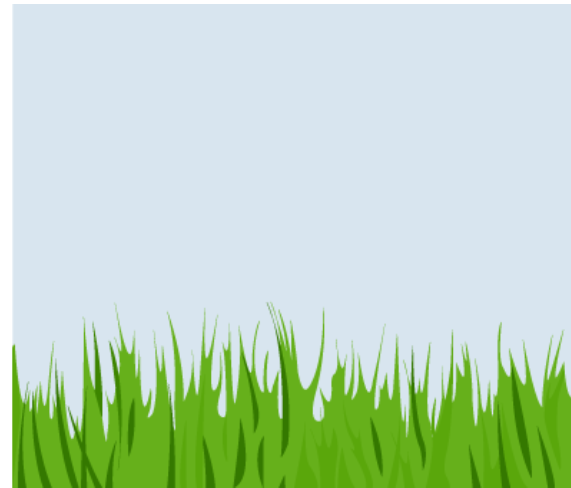
Ff



fish



Gr

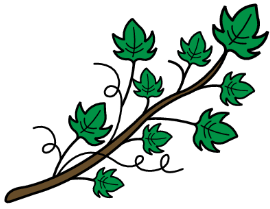


grass

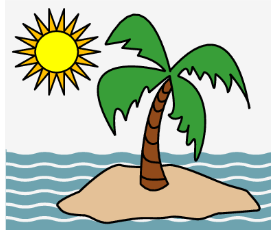




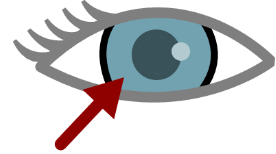
ivy



island



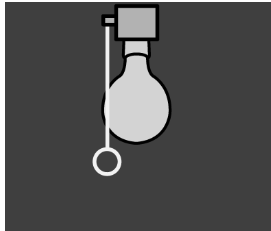
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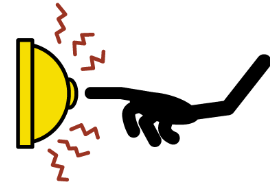
dime



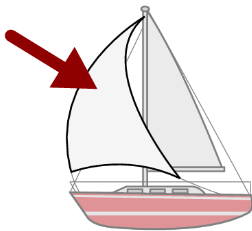
dark



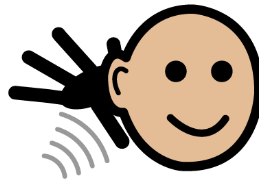
doorbell



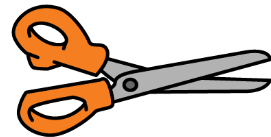
sail



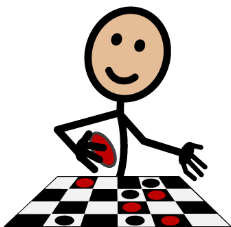
sound



scissors



game



gift

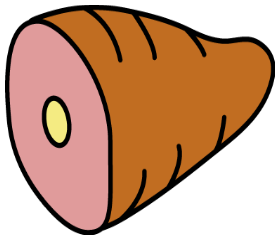


girl

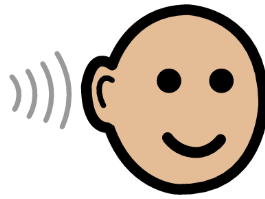




ham



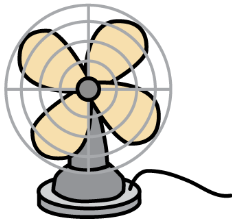
hear



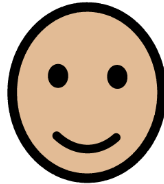
hand



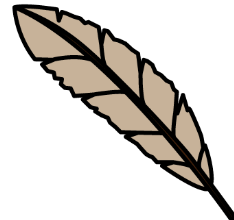
fan



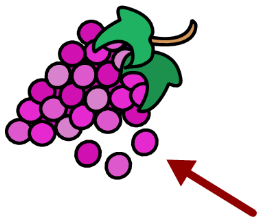
face



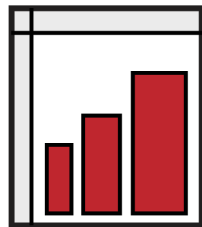
feather



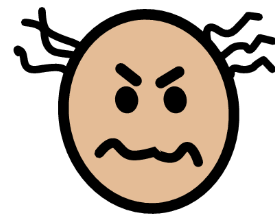
grape



graph



grumpy







## Instructional Targets

### Reading Standards for Literature and Informational Text

- **Craft and Structure:** Identify words and phrases that contribute to meaning in a text.

### Standards for Language

- **Vocabulary Acquisition and Use:** Use context and word clues to determine the meaning of unknown or multiple-meaning words within text. Sort words into categories. When speaking, use words and phrases acquired through reading and conversation.



## Differentiated Tasks

### Level 3 Students will...

- Describe the meaning of a word based on how it is used in a text passage.
- Sort like words into appropriate categories.
- Use topic words in conversation.

### Level 2 Students will...

- Point to pictures or words to match a description within a text passage.
- Sort pictures into appropriate categories.
- Point to pictures of key vocabulary from unit a topic as part of a discussion.

### Level 1 Students will...

- Identify a named picture related to the unit topic from a single option or errorless choice.
- Make a selection to indicate a picture within a given category (errorless choice).
- Make a selection to indicated a picture of key vocabulary within a unit topic.



## Topic Connection

In this unit, students are introduced to the concepts of light and sound. Students learn about how light affects how we see things and how sound is made. In this lesson, students will learn words that will help them read, write and talk about this topic.



## Topic Words



dark  
ear\*  
eye\*

hear\*  
light\*  
loud

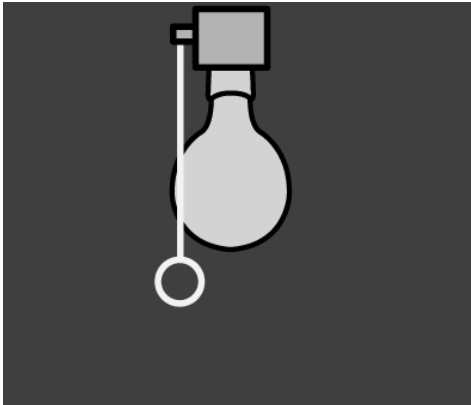
quiet  
see\*  
sound

\* Power Words

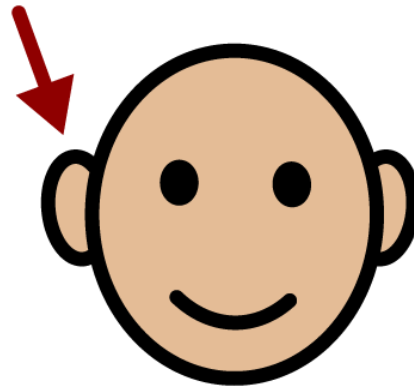
## Benchmark Assessments

- Emerging Skills: Picture Match

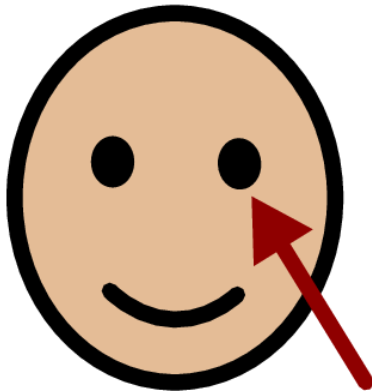
dark



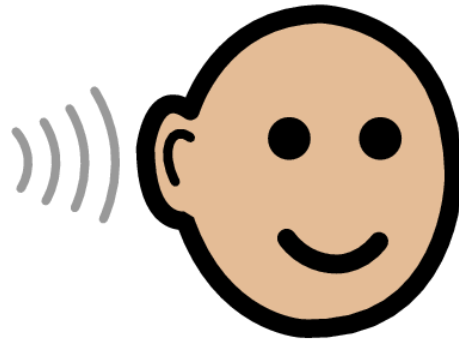
ear



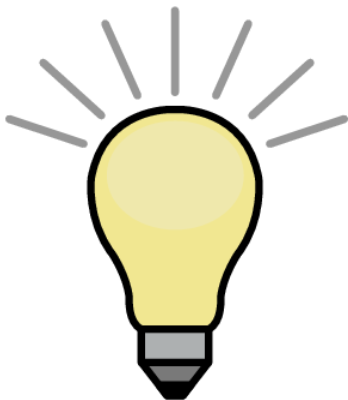
eye



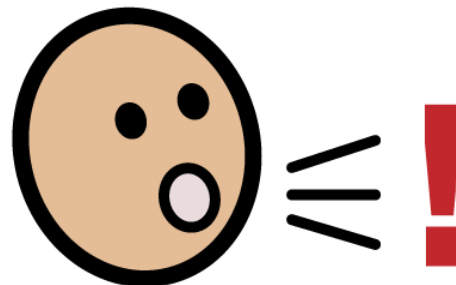
hear



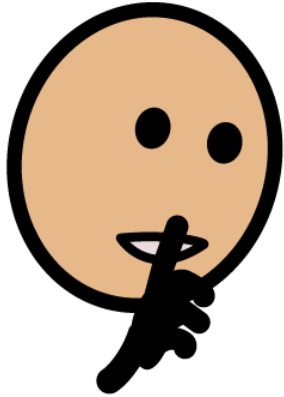
light



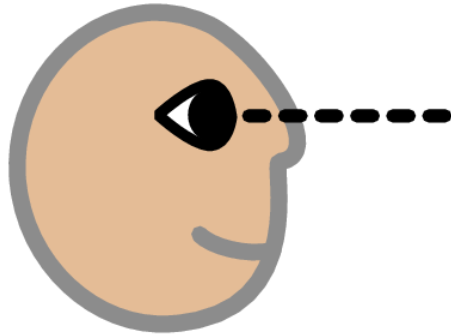
loud



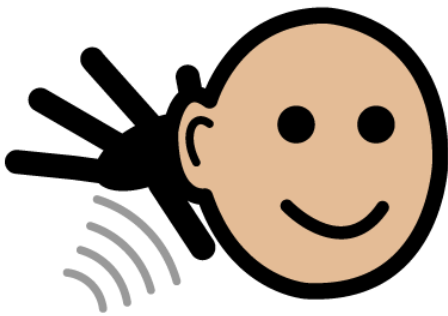
quiet



see



sound



yes



# Light and Sounds

no



<p>my turn</p>	<p>hear</p>	<p>dark</p>	<p>ear</p>
<p>That's the same.</p>	<p>see</p>	<p>loud</p>	<p>eye</p>
<p>That's not the same.</p>		<p>quiet</p>	<p>light</p>
<p>your turn</p>			<p>sound</p>



## Instructional Targets

### Reading Standards for Foundational Skills

- **Print Concepts:** Identify organizational features of a sentence (first word, ending punctuation, etc.). Identify a word as a sequence of letters within a sentence that is paired with a spoken word.

### Standards for Language

- **Conventions of Standard English:** Demonstrate conventions of standard English when speaking or writing, including uppercase and lowercase letters, common nouns, verbs, pronouns, adjectives, question words, conjunctions and prepositions. Identify and use beginning capitalization and capitalization of names. Identify and use ending punctuation.
- **Knowledge of Language:** Apply conventions of language to communicate (begins in grade 2).



## Differentiated Tasks

### Level 3 Students will...

- "Read" or point to a named text word or words, within a text sentence.
- Use language structures to express spoken or written sentences.
- Demonstrate conventions of spoken and written language, including a variety of nouns, verbs and adjectives.
- Identify and use beginning capitalization in sentences and names.
- Identify and use end punctuation in sentences.

### Level 2 Students will...

- With picture supports, point to a named text word within a sentence or a choice of three words.
- Use language structures when speaking or writing.
- Use language conventions to combine three or more words, including nouns, verbs and adjectives, when expressing a spoken or written idea.
- Identify and use beginning capital letters in a written sentence with support.
- Identify and use ending punctuation in a written sentence with support.

### Level 1 Students will...

- Select a named text word that has been paired with a picture.
- Use language structures to express an idea.
- With picture support, combine two or more words during a shared writing or speaking activity.
- Identify capital letters in a name or sentence.
- Identify ending punctuation in a sentence.



## Topic Connection

In this unit, students are introduced to the concepts of light and sound. Students learn about how light affects how we see things and how sound is made. In this lesson, students will use sentences from this unit's books to practice appropriate grammar and conventions such as capitalization and punctuation.



### Topic Words



eye\*      hear\*      light\*      sound



### Literacy Words

capital      letter      period      question mark  
exclamation      order      point      sentence  
punctuation      word

\* Power Words

## Benchmark Assessments

- Emerging Skills: Errorless Writing
- Writing: Writing Probe

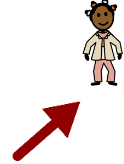


For hands-on instruction, print, cut out and laminate.

Paris is in bed. her



=



house is silent. for



=



Paris listens sounds.





For hands-on instruction, print, cut out and laminate.

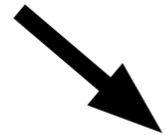
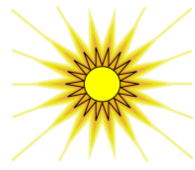
Mr. G is grumpy. his



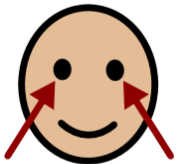
=



The light shines into



eyes. Mr. G wakes up





For hands-on instruction, print, cut out and laminate.

early. The







## Instructional Targets

### Standards for Writing

- **Text Types and Purposes:** Generate an informational text about a topic, including details.

### Standards for Speaking and Listening

- **Presentation of Knowledge and Ideas:** Communicate in sentences or multi-word expressions relevant to a task or topic.



## Differentiated Tasks

### Level 3 Students will...

- With guidance, create text sentences that provide informational details (e.g., Today's weather is \_\_\_\_\_. It feels \_\_\_\_\_).
- Communicate in sentences.

### Level 2 Students will...

- Select pictures with text to complete a sentence that provides information (e.g., Today's weather is \_\_\_\_\_).
- Communicate messages in multi-word responses.

### Level 1 Students will...

- Given errorless choice of pictures, make a selection to complete an informational sentence (e.g., \_\_\_\_\_ is a vegetable.).
- Communicate using supported modes of expression.



## Topic Connection

In this unit, students are introduced to the concepts of light and sound. Students learn about how light affects how we see things and how sound is made. In this lesson, students will write about what they can hear and see.



### Topic Words



ear\*  
eye\*

hear\*  
light\*

sound



### Literacy Words

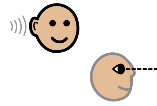
details

information

sentence

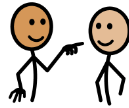
write\*

\* Power Words

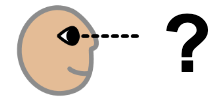
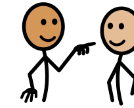


# What I Hear and See

What do you hear ?



What do you see ?



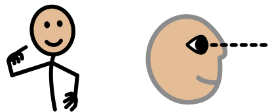
I hear



with my ears.



I see a










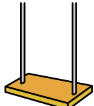










with my eyes.





For hands-on instruction, print, cut out and laminate.

a bird 	an airplane 
a voice 	music 
a car horn 	a drum 
clapping 	tapping 
buzzing 	swing 
slide 	bed 
house 	ball 
tree 	rainbow 
backpack 	light 

## Instructional Targets

### Reading Standards for Literature

- **Integration of Knowledge and Ideas:** Use illustrations to describe characters and events in a story.

### Standards for Speaking and Listening

- **Comprehension and Collaboration:** Ask and answer questions about text read aloud or information presented orally.

### Reading Standards for Informational Text

- **Key Ideas and Details:** Identify a sequence of events or the steps in a procedure.

### Science Standards for Physical Science

- Explore sounds and how they are made.

## Differentiated Tasks

### Level 3 Students will...

- Describe characters and events based on illustrations from a story.
- Ask and answer questions during content-specific topics and tasks.
- Use text to follow steps in a direction-following activity.
- Explain how sound is made and amplified.

### Level 2 Students will...

- Point to pictures within a story to identify named characters and events.
- Answer questions by using picture supports during content-specific topics and tasks.
- Use text supported with pictures to follow steps in a direction-following activity.
- Identify the source of a sound and how that sound can be amplified.

### Level 1 Students will...

- When presented with an illustration from a story, select a character or an event.
- Respond to questions related to content topics and tasks by using picture supports and communication technologies.
- Select a picture to identify a directional step (single option or errorless choice).
- Participate in making and amplifying a sound.



## Topic Connection

In this unit, students are introduced to the concepts of light and sound. Students learn about how light affects how we see things and how sound is made. In this lesson, students will extend comprehension of sound by reading **So Many Sounds** by Dana Meachen Rau. Students will then follow directions to make a Rubber Band Guitar craft and listen to the sounds it makes.



## Topic Words



ear  
hear\*      loud  
quiet      sound



## Literacy Words

author      cover      illustration/picture\*      story\*  
book      detail      illustrator      title  
character      event      read\*

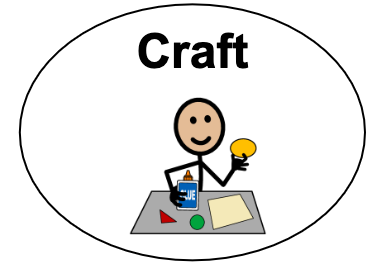
\* Power Words



**NEED**



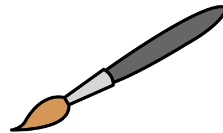
# Rubber Band Guitar



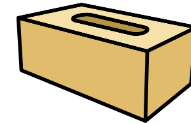
**paint**



**paintbrush**



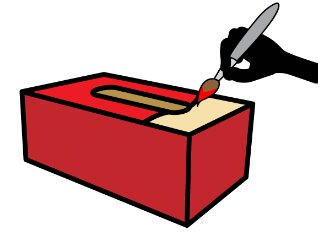
**empty tissue box**  
(plastic removed)



**3 rubber bands**  
(each of different thickness)



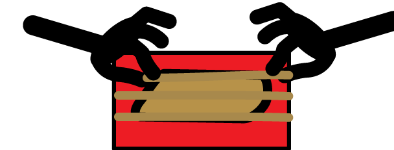
1. Paint tissue box. Let dry.



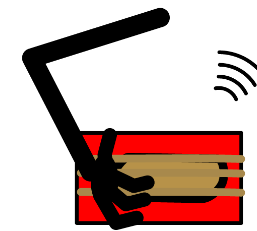
2. Put one rubber band around tissue box. Rubber band should go across opening of tissue box.



3. Repeat Step 2 with the other rubber bands. Rubber bands should not touch.



4. Strum each rubber band. What do you hear?





## Instructional Targets

### Math Standards for Counting and Cardinality

- **Know number names and the count sequence:** Count by ones to 10, 20 and 100. • Count by 10s to 100. • Read and write numerals to 10 and 20. • Count forward beginning from a given number in a sequence.
- **Count to tell the number of objects:** Demonstrate one-to-one correspondence when counting. • Count a number of objects to tell how many.
- **Compare numbers:** Indicate whether the number of objects in one group is more, less or equal to the number of objects in another group.

### Math Standards for Operations and Algebraic Thinking

- **Represent and solve problems involving addition and subtraction:** Model putting together (addition, more, equal) and taking away (subtraction, less, equal) with objects and representations. • Solve real-life addition and subtraction problems within the ranges of 1-10 and 1-20. • Understand and use +, - and = symbols when solving problems.

### Math Standards for Numbers and Operations in Base Ten

- **Understanding place value:** Skip count by 2s and 5s to 20 and 50; by 10s to 20, 50 and 100. • Compare two numbers to determine >, < or =.

### Level 3 Students will...

- Independently count a number of objects.
- Independently count a number of objects by 10 up to 100.
- Independently read and write numerals to 20.
- Independently count forward beginning from a given number.
- Identify the number of each object when counting.
- Count a number of objects and identify the associated numeral.
- Count objects in two defined groups and determine which group contains more or less than other or whether the groups are equal.
- Independently use objects to model the process of adding or subtracting.
- Add and subtract numbers within the context of a real-world scenario.
- Read, write and solve a math sentence.
- Skip count (by 2s, 5s or 10s) to a given number (20, 50, 100).
- Compare numbers to 20 to determine more, less or equal.

### Level 2 Students will...

- Count a number of objects with support.
- Count a number of objects by 10 up to 100 with support.
- Read and write numerals to 20 with support.
- Count forward from a number with support (e.g., number line or other visual supports).
- Match objects to a corresponding number (one-to-one match) to count.
- Count and report the total number of objects in a set with support.
- Pair object from two groups to determine which group has more or less than the other or whether the groups are equal.
- Use models or objects to represent numbers in an addition or subtraction problem with support.
- Use models or objects to add or subtract in the context of a real-world scenario.
- Record pictures and numbers to model and solve a math sentence.
- Use a model to skip count by 2s, 5s and 10s.
- Compare numbers to 20 with a model to determine more, less or equal.

### Level 1 Students will...

- Count to a given number through an active participation response (e.g., voice output device, eye gaze, choice board).
- Count by 10s to a given number through an active participation response (e.g., voice output device, eye gaze, choice board).
- Select and write numerals to 20 through an active participation response.
- Participate in a counting forward activity by selecting the number counted from a field of choices (may be errorless choice).
- Participate in counting by matching an object to a number through an active participation response.
- Count and report the total number of objects in a set using an active participation response (e.g., voice output device, eye gaze, choice board).
- Select numbers (errorless choice) to count and compare numbers within a math problem involving the concepts of more and less.
- Select objects to match the numbers in an addition or subtraction problem (may be errorless choice).
- Participate in adding or subtracting by counting sets of objects through an active participation response (e.g., voice output device, eye gaze, choice board).
- Select a number (errorless choice) to represent numbers within a math sentence.
- Count objects and form groups of 2s, 5s and 10s through an active participation response.
- Compare two sets of objects to determine more, less or equal.



## Topic Connection

In this unit, students are introduced to the concepts of light and sound. Students learn about how light affects how we see things. The scenarios in this lesson involve two characters, Paige and Drew, who are using different light sources to help them see.



### Topic Words



eye\*

light\*

see\*



### Math Words

add  
altogether  
compare

count  
equal sign  
left

less\*  
minus sign  
more

number  
numeral  
plus sign

same\*  
subtract

\* Power Words

### Benchmark Assessments

- Math Problem Solving: Add and Subtract
- Basic Math: Numbers and Counting to 20
- Early Learning: Emerging Math
- Emerging Skills: Early Emerging Math
- Emerging Skills: Number Match

### Monthly Checkpoints

- Level 2 and 3 Mathematics, Questions 1 - 10
- Level 1 Combined Content, Questions 5 and 6

Paige turns on 4 flashlights. Count 4 flashlights.

Paige



4

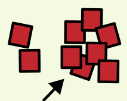


Drew turns on 2 flashlights. Count 2 flashlights.

Drew



2



Who has more?

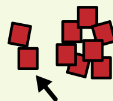
Paige

Drew

same







Who has less?

Paige

Drew

same





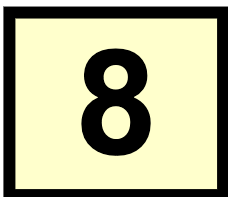
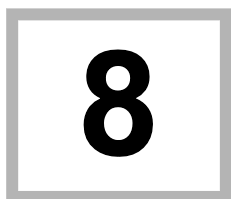
Paige cracks 4 glow sticks. How many glow sticks does Paige crack?

Paige



Drew counts 8 night lights. How many night lights does Drew count?

Drew



Paige turns on 5 lamps.

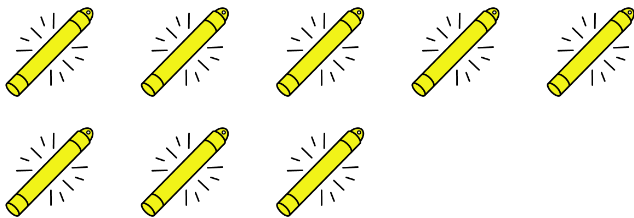


Drew turns on 3 lamps.

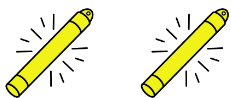


How many altogether?

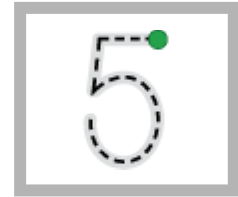
Paige has 8 glow sticks.



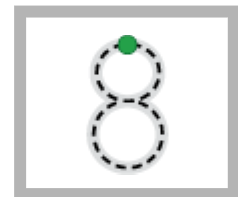
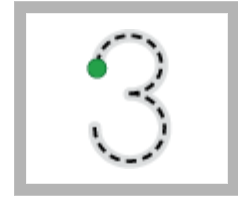
Drew has 2 glow sticks.



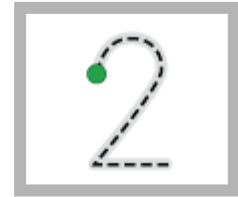
How many altogether?



+



+





## Instructional Targets

### Math Standards for Counting and Cardinality

- **Know number names and the count sequence:** Read and write numerals to 10 and 20.
- **Count to tell the number of objects:** Demonstrate one-to-one correspondence when counting. • Count a number of objects to tell how many.

### Math Standards for Operations and Algebraic Thinking

- **Represent and solve problems involving addition and subtraction:** Model putting together (addition, more, equal) and taking away (subtraction, less, equal) with objects and representations. • Solve real-life addition and subtraction problems within the ranges of 1-10 and 1-20. • Understand and use +, - and = symbols when solving problems.

### Math Standards for Numbers and Operations in Base Ten

- **Understanding place value:** Model to show understanding of tens and ones in a two-digit number (e.g., 26 is a bundle of two tens and six ones).

### Level 3 Students will...

- Independently read and write numerals to 20.
- Identify the number of each object when counting.
- Count a number of objects and identify the associated numeral.
- Independently use objects to model the process of adding or subtracting.
- Add and subtract numbers within the context of a real-world scenario.
- Read, write and solve a math sentence.
- Model and identify the number of 10s and 1s in a two-digit number.

### Level 2 Students will...

- Read and write numerals to 20 with support.
- Match objects to a corresponding number (one-to-one match) to count.
- Count and report the total number of objects in a set with support.
- Use models or objects to represent numbers in an addition or subtraction problem with support.
- Use models or objects to add or subtract in the context of a real-world scenario.
- Record pictures and numbers to model and solve a math sentence.
- Model tens and ones in a two-digit number with support.

### Level 1 Students will...

- Select and write numerals to 20 through an active participation response.
- Participate in counting by matching an object to a number through an active participation response.
- Count and report the total number of objects in a set using an active participation response (e.g., voice output device, eye gaze, choice board).
- Select objects to match the numbers in an addition or subtraction problem (may be errorless choice).
- Participate in adding or subtracting by counting sets of objects through an active participation response (e.g., voice output device, eye gaze, choice board).
- Select a number (errorless choice) to represent numbers within a math sentence.
- Count a group of 10s and remaining 1s through an active participation response (e.g., voice output device, eye gaze, choice board).



## Topic Connection

In this unit, students are introduced to the concepts of light and sound. Students learn about how light affects how we see things. The scenarios in this lesson involve two characters, Paige and Drew, who are using different light sources to help them see.



### Topic Words

eye\*

light\*

see\*



### Math Words

add  
altogether  
compare

count  
equal sign  
left

less\*  
minus sign  
more

number  
numeral  
plus sign

same\*  
subtract

\* Power Words

### Benchmark Assessments

- Math Problem Solving: Add and Subtract
- Basic Math: Numbers and Counting to 20
- Early Learning: Emerging Math
- Emerging Skills: Early Emerging Math
- Emerging Skills: Number Match

### Monthly Checkpoints

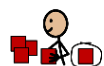
- Level 2 and 3 Mathematics, Questions 1 - 10
- Level 1 Combined Content, Questions 5 and 6

Paige has 6 flashlights.



She puts away 1 flashlight.

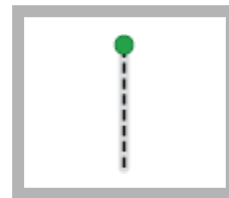
 **cross off**



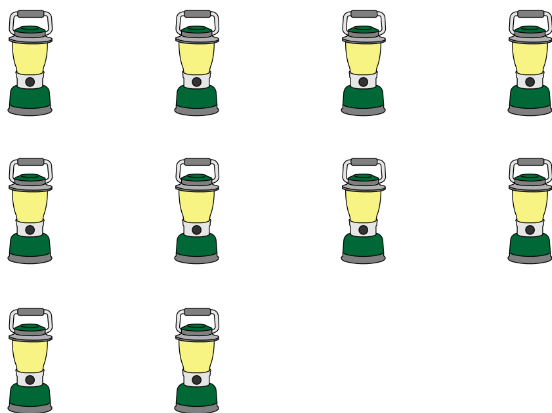
How many are left?



-

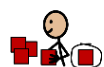


Drew has 10 lanterns.

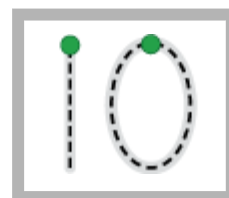


He puts away 1 lantern.

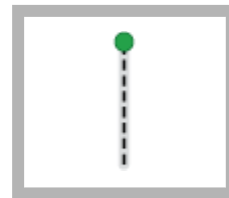
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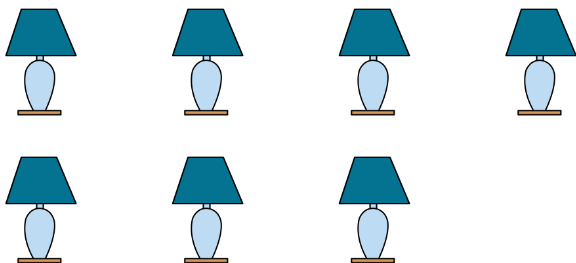
How many are left?



-

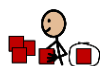


Paige sees 7 lamps.

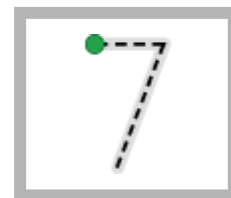


She puts away 4 lamps.

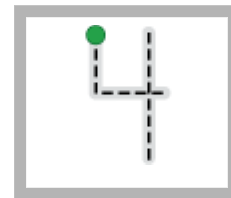
~~×~~ cross off



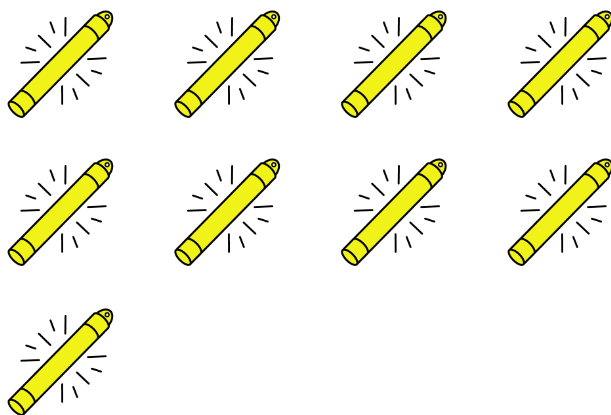
How many are left?



-

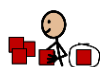


Drew has 9 glow sticks.



He gives away 3 glow sticks.

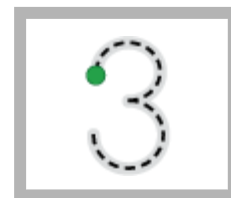
~~×~~ cross off



How many are left?




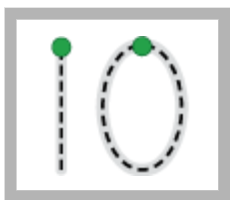
-



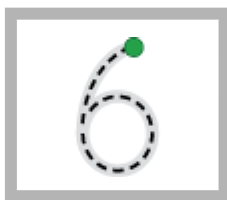
Paige sees 10 night lights.

She puts away 6 night lights.

 How many are left?



-



=




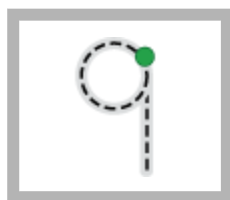
 **cross off**



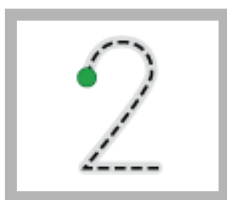
Drew has 9 flashlights.

He gives away 2 flashlights.

 How many are left?



-



=




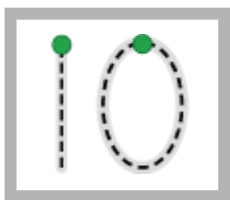
 **cross off**



Paige sees 10 lanterns.

She puts away 2 lanterns.

 How many are left?



-



=




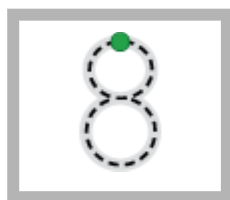
 **cross off**



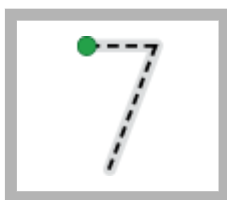
Drew counts 8 lamps.

He puts away 7 lamps.

 How many are left?



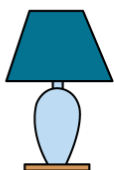
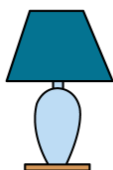
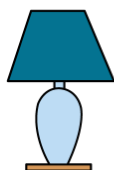
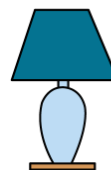
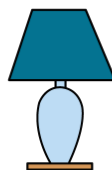
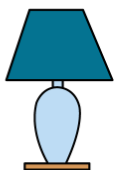
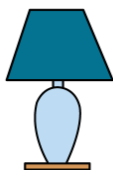
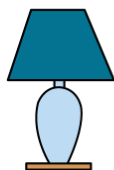
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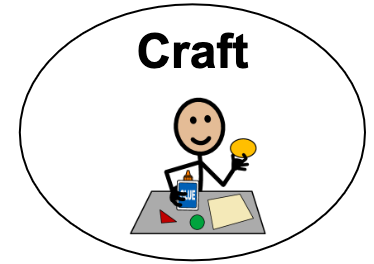


 **cross off**

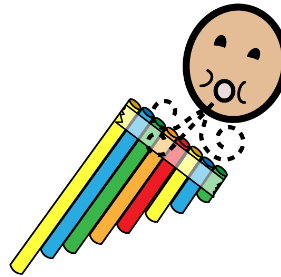




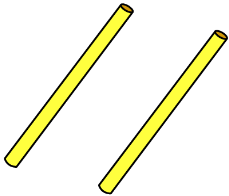
# Straw Flute



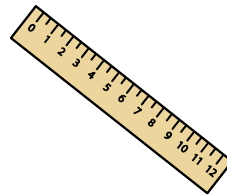
**NEED**



**8 jumbo straws**



**ruler**



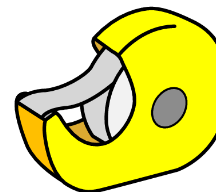
**marker**



**scissors**

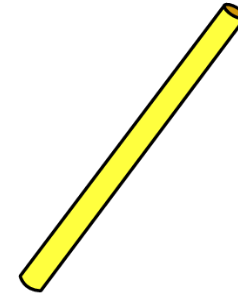


**tape**

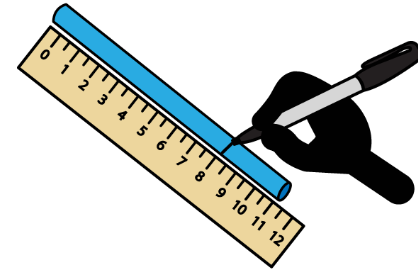




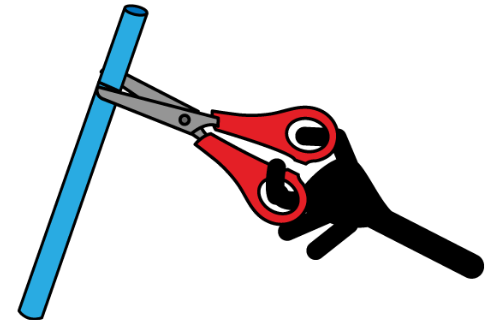
1. Set 1 straw aside.



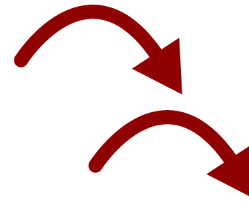
2. Put 1 straw next to ruler. Measure and mark 8 inches on straw.



3. Cut straw at mark. Set aside.



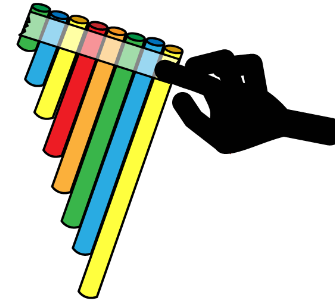
4. Repeat steps 2-3 with remaining straws to make straws 7, 6, 5, 4, 3 and 2 inches long.



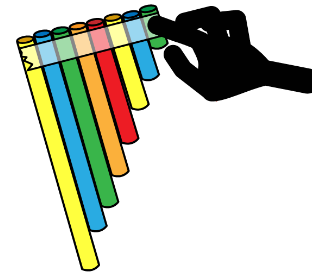
5. Line up all straws from longest to shortest. Use ruler to make sure one end of straws are in an even line.



6. Put tape across straws to hold together.



7. Flip straws over and tape other side.

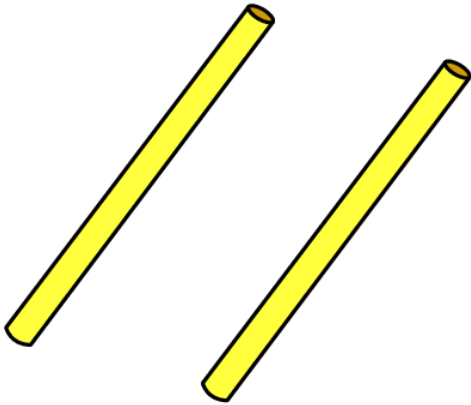


8. Blow air across straws. What do you hear?

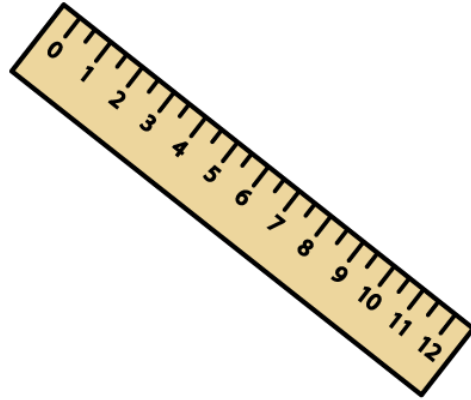




straws



ruler



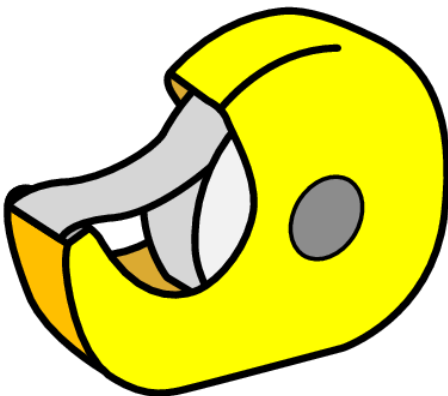
marker



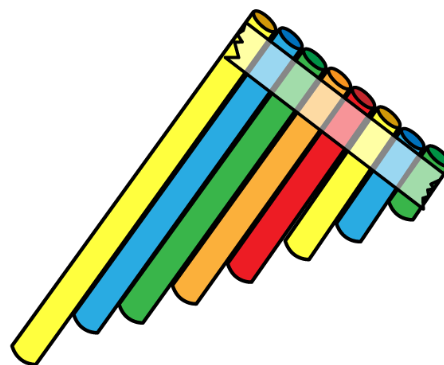
scissors



tape



Straw Flute





## Instructional Target

### Math Standards for Measurement and Data

- **Work With Time and Money:** Identify and count coins and dollars to solve word problems.



## Differentiated Tasks

### Level 3 Students will...

- Recognize and count coins and bills for an amount discussed in a real-world scenario.

### Level 2 Students will...

- Use coins or bills to match a price within a real-world scenario.

### Level 1 Students will...

- Select coins or bills within a real-world scenario through an active participation response (e.g., voice output device, eye gaze choice board).



## Topic Connection

In this unit, students are introduced to the concepts of light and sound and how sound is made. People can make and hear sounds when they play a musical instrument. This lesson focuses on money skills for buying items at a music store.



## Topic Words



hear\*

sound



## Math Words

amount  
cents  
coin  
cost  
count

decimal point  
dime  
dollar bill  
dollars

dollar sign  
how much  
match  
money\*

more\*  
nickel  
penny  
quarter

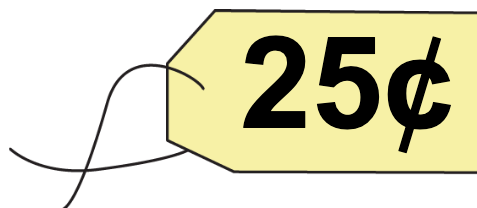
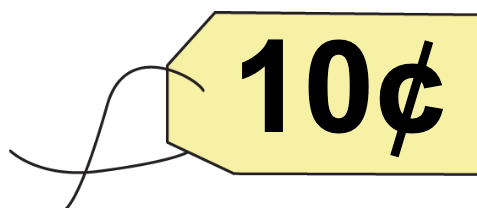
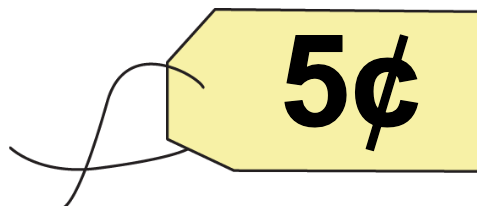
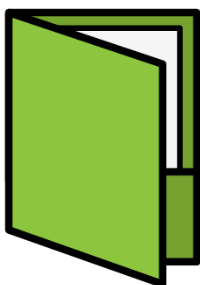
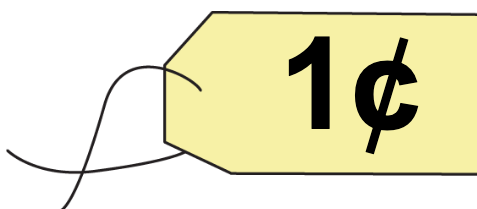
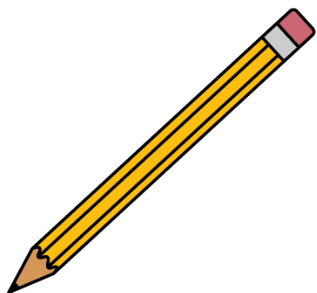
\* Power Words

## Benchmark Assessments

- Basic Math: Coins/Bills and Value

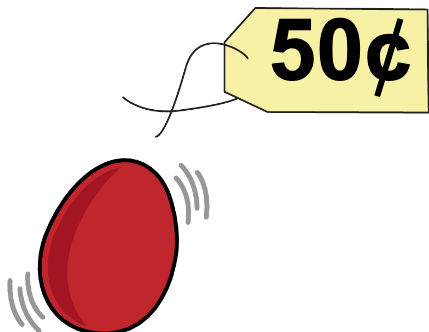
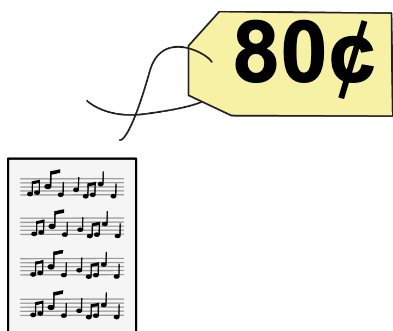
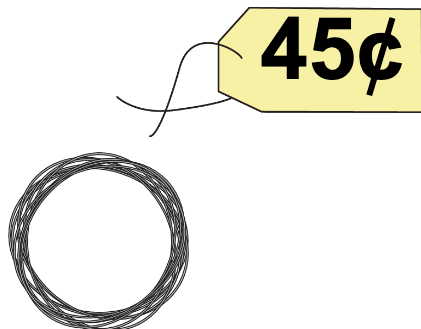
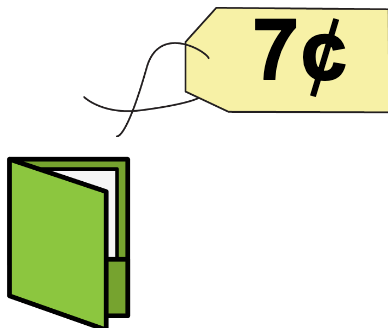
Paige is buying items at the music store.

How much will it cost? Match the coins.



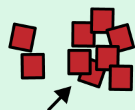
Drew is buying items at the music store.

How much will it cost? Match the coins. Count the coins.



Drew is buying items at the music store.

Find the coins for each item. Which costs more?



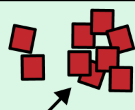
Which costs more?



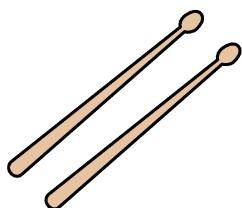
38¢



26¢



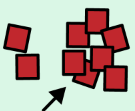
Which costs more?



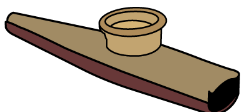
66¢



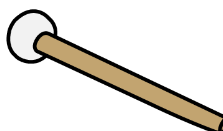
45¢



Which costs more?



82¢



90¢



## Instructional Targets

### Math Standards for Operations and Algebraic Thinking

#### • Building Blocks to Generate and Analyze Patterns

- Extend the sequence of a nonnumeric pattern.

#### • Represent and Solve Problems Involving Addition and Subtraction:

- Model putting together (addition, more, equal) and taking away (subtraction, less, equal) with objects and representations.
- Solve real-life addition and subtraction problems within the ranges of 1–10 and 1–20.
- Understand and use +, −, and = symbols when solving problems.
- Find the unknown number in a math sentence.

#### • Work with equal groups of objects to gain foundations for multiplication.

- Share equal numbers of objects between 2 and 4 people.
- Add to find a total number in an array (e.g., 3 rows, 3 columns)



## Differentiated Tasks

### Level 3 Students will...

- Extend the sequence of a nonnumeric pattern.
- Independently use objects to model the process of adding or subtracting.
- Add and subtract numbers within the context of a real-world scenario.
- Read, write and solve a math sentence.
- Add or subtract to find the unknown number in a math sentence.
- Independently count an equal number of objects into groups or an array to solve a real-life problem.
- Independently add the number of objects in an array.

### Level 2 Students will...

- Continue the sequence in a pattern of objects with support.
- Use models or objects to represent numbers in an addition or subtraction problem with support.
- Use models or objects to add or subtract in the context of a real-world scenario.
- Record pictures and numbers to model and solve a math sentence.
- Use models or objects to find the unknown number in a math sentence.
- Sort a given number of objects into equal groups or an array.
- Count the total number of objects in an array with support.

### Level 1 Students will...

- Select an object to represent what's next in a pattern.
- Select objects to match the numbers in an addition or subtraction problem (may be errorless choice).
- Participate in adding or subtracting by counting sets of objects through an active participation response (e.g., voice output device, eye gaze, choice board).
- Select a number (errorless choice) to represent numbers within a math sentence.
- Participate in finding the unknown number in a math sentence by counting sets of objects through an active participation response (e.g., voice output device, eye gaze, choice board).
- Select a number of objects to put into a group.
- Count the number of objects in an array through an active participation response.



## Topic Connection

In this unit, students are introduced to the concepts of light and sound. Students learn about how light affects how we see things and how sound is made. The scenarios in this lesson involve two characters, Paige and Drew, who are playing different instruments.



### Topic Words



see\*

sound



### Math Words

add  
altogether  
count  
equal sign

left  
less\*  
math sentence  
minus sign

more  
next  
pattern

plus sign  
same\*  
subtract

\* Power Words

## Benchmark Assessments

- Early Learning: Emerging Math

## Monthly Checkpoints

- Level 2-3 Mathematics, Questions 11 and 12

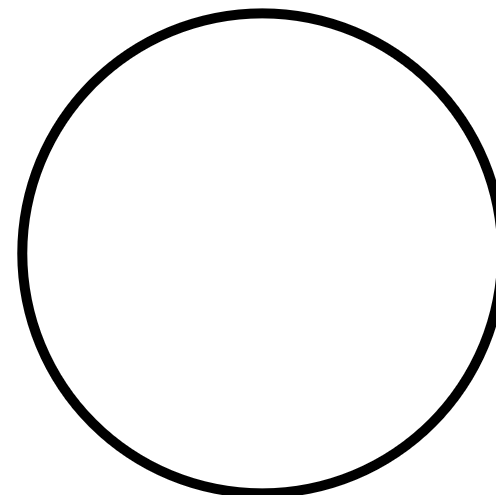
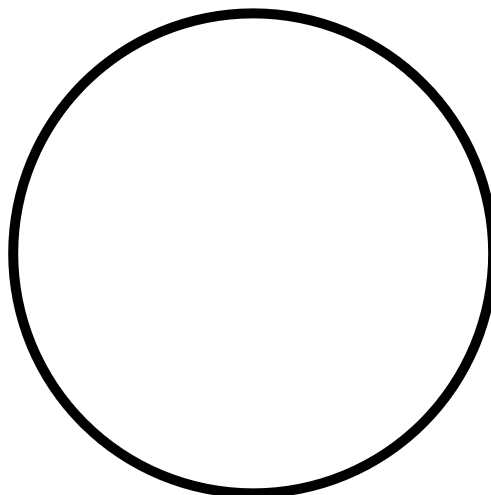
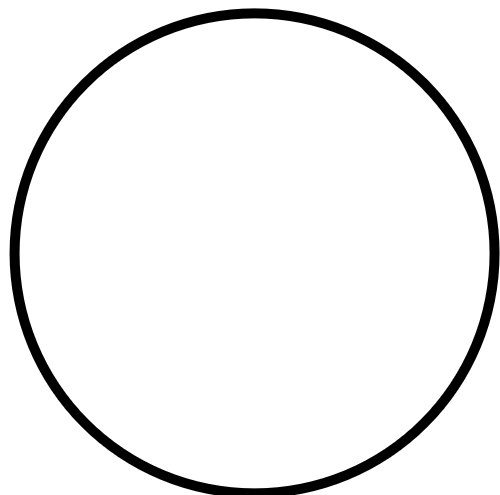


Grouping with Arrays 2  
Level 1 & 2

Name: \_\_\_\_\_



**Paige has drums. Put the drums into 3 equal groups.**



**3**

**+**

**3**

**+**

**3**

**=**

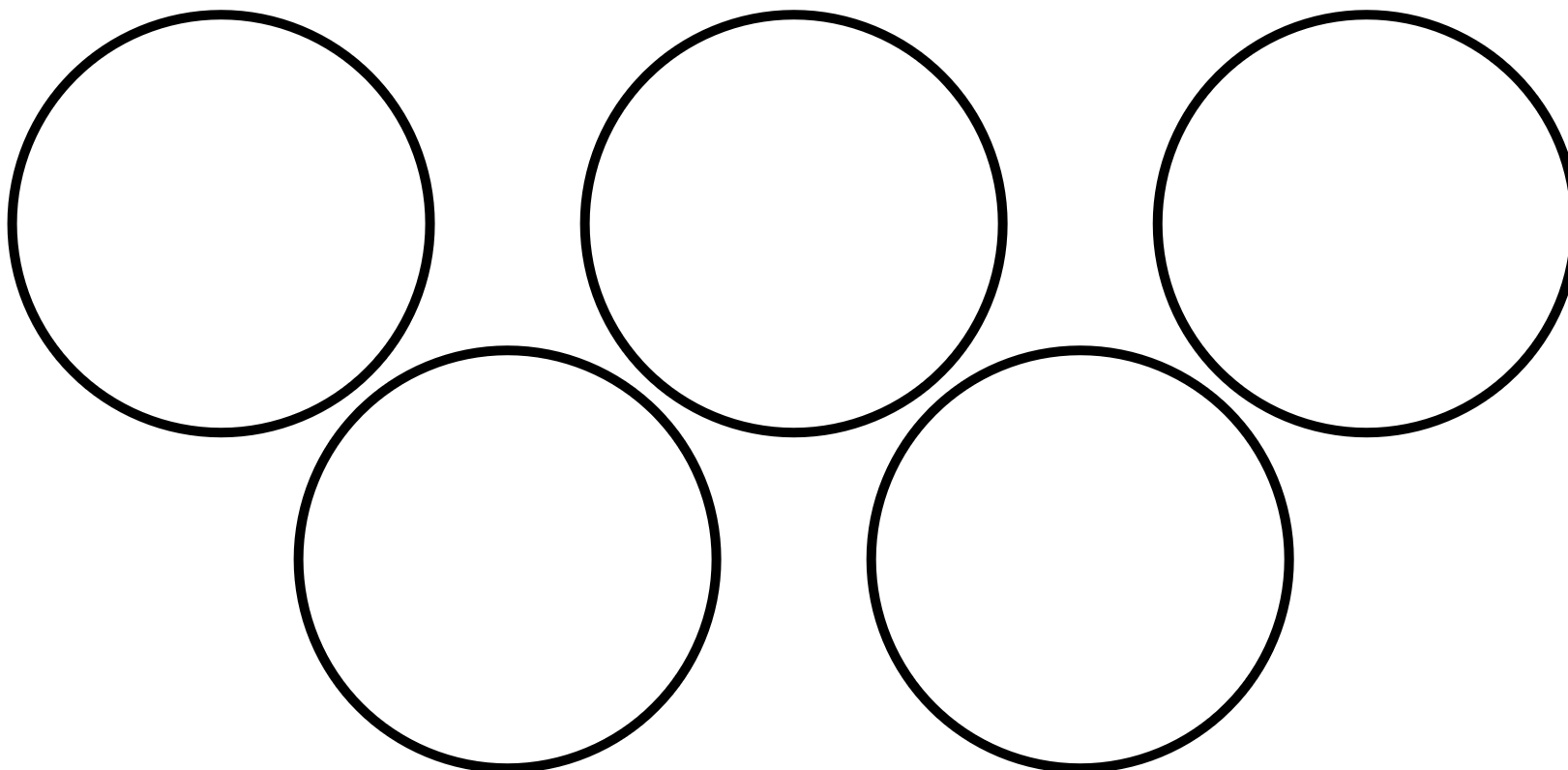
**drums**

Grouping with Arrays 3  
Level 1 & 2

Name: \_\_\_\_\_



**Drew has guitars. Put the guitars into 5 equal groups.**



**4**

+

**4**

+

**4**

+

**4**

+

**4**

=

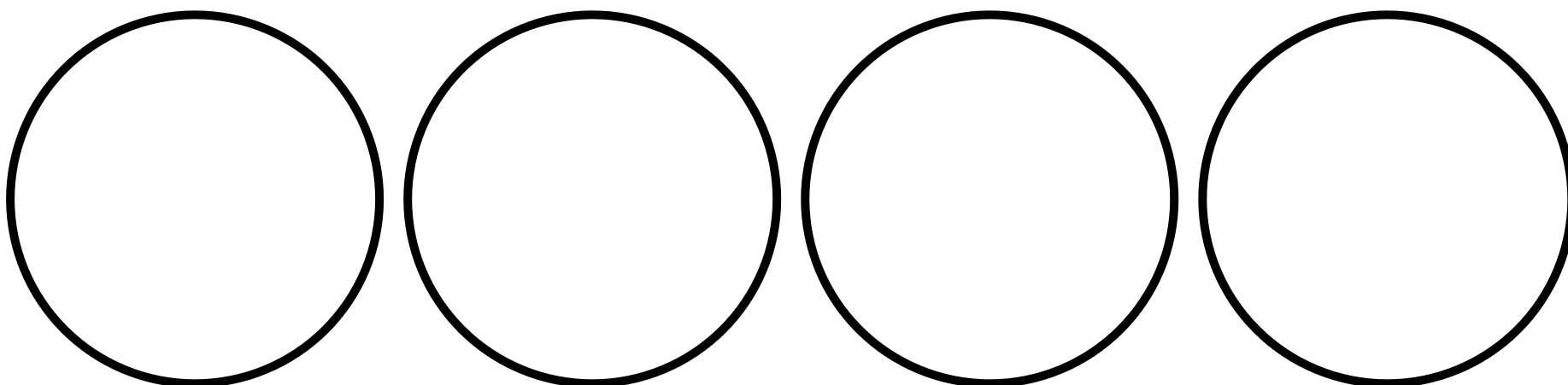
**guitars**

Grouping with Arrays 4  
Level 1 & 2

Name: \_\_\_\_\_



**Paige has tambourines. Put the tambourines into 4 equal groups.**



**2**

**+**

**2**

**+**

**2**

**+**

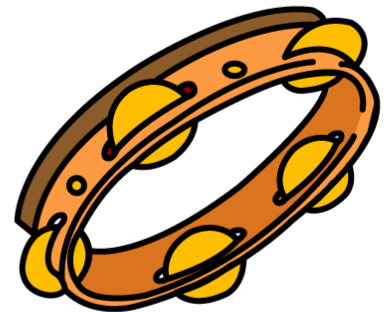
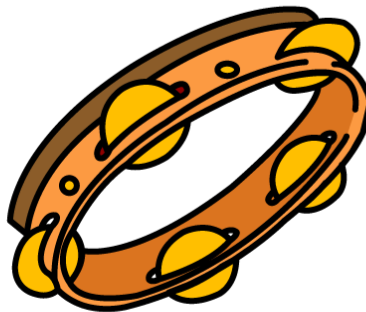
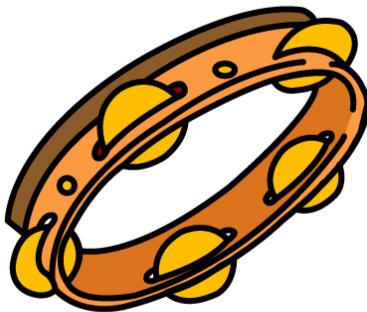
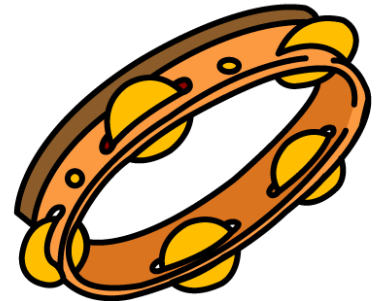
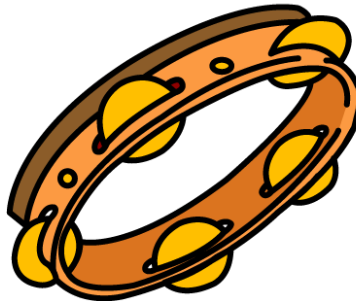
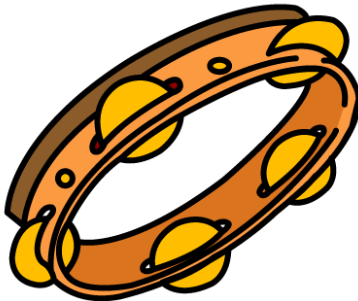
**2**

**=**

**tambourines**

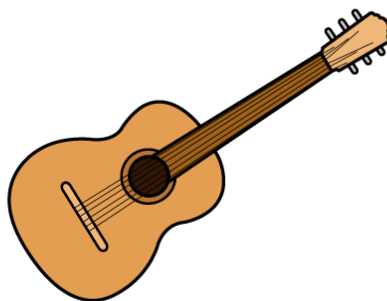
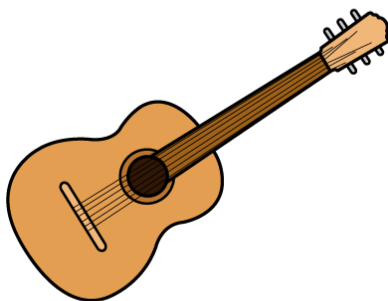
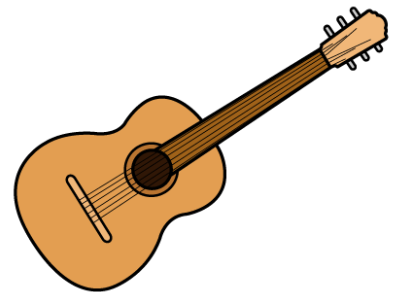
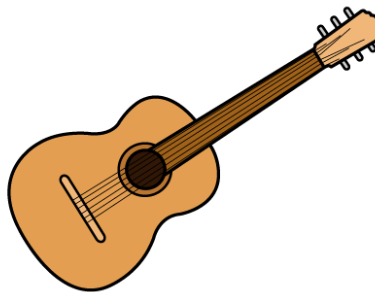
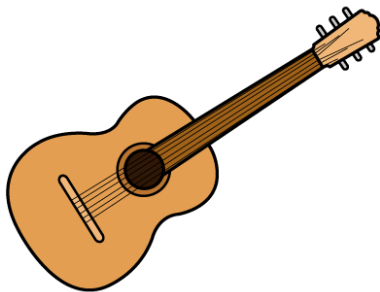
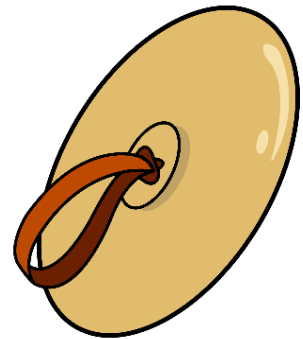
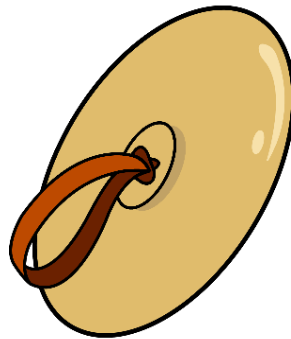
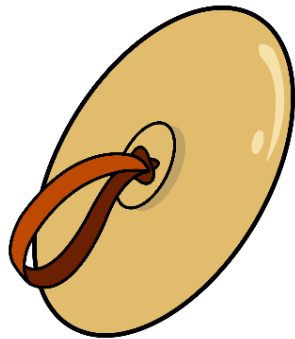
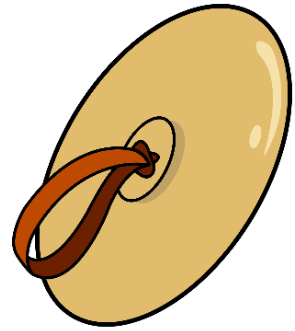
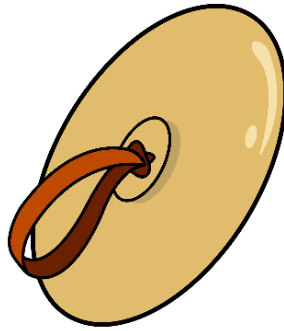
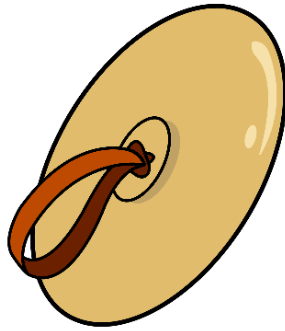


For hands-on instruction, print, cut out and laminate.





For hands-on instruction, print, cut out and laminate.





### Instructional Targets

#### Reading Standards for Informational Text

- **Key Ideas and Details:** Identify a sequence of events or the steps in a procedure.

#### Standards for Speaking and Listening

- **Comprehension and Collaboration:** Ask and answer questions about text read aloud or information presented orally.



### Differentiated Tasks

#### Level 3 Students will...

- Use text to follow steps in a direction-following activity.
- Ask and answer questions during content-specific topics and tasks.

#### Level 2 Students will...

- Use text supported with pictures to follow steps in a direction-following activity.
- Answer questions by using picture supports during content-specific topics and tasks.

#### Level 1 Students will...

- Select a picture to identify a directional step (single option or errorless choice).
- Respond to questions related to content topics and tasks by using picture supports and communication technologies.



### Topic Connection

In this unit, students are introduced to how sound is made and amplified. In this lesson, students will make Poppin' Trail Mix. Tell students that popping is a sound you can hear when you make popcorn. Sometimes the popping can be loud or quiet. As you work through this lesson, talk with students about other foods that might make sound when you prepare or eat them.



#### Topic Words



ear\*  
hear\*

loud  
quiet

sound



#### Recipe Words

before  
directions  
eat

finally  
first  
ingredients

measure  
next  
second

third  
¼-cup  
½-cup

\* Power Words

# RECIPE



# Poppin' Trail Mix



# SNACK



1 bag microwave popcorn



1 C mini pretzels



½ C banana chips



½ C dried pineapple



1 C raisins



1 C chocolate chips



large mixing bowl



spoon



4 paper cups



\* Always consider student food allergies when preparing recipes.

1. Put popcorn into microwave.



2. Microwave for 2-4 minutes.



2-4



3. Listen to popcorn pop. Take popcorn out of microwave when popping slows down.



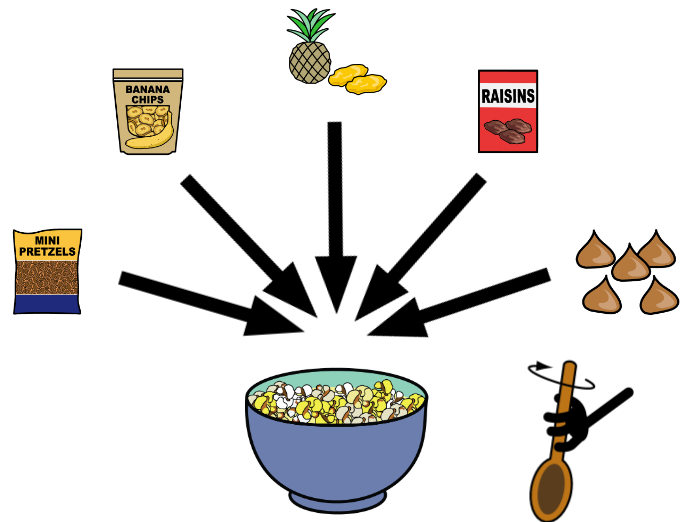
# Poppin' Trail Mix



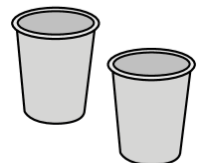
4. Put popcorn into bowl.



5. Put mini pretzels, banana chips, pineapple, raisins and chocolate chips into bowl. Stir.



6. Spoon mixture into cups.



7. Eat.







# recipe review

Recipe: \_\_\_\_\_

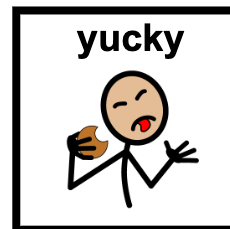
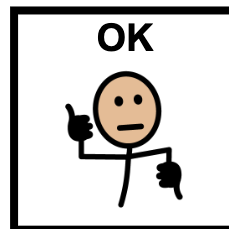
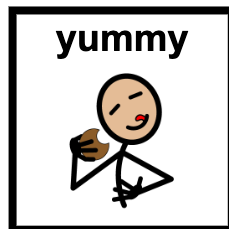
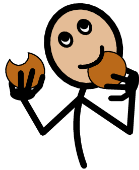
Reviewed by: \_\_\_\_\_

What was in it?

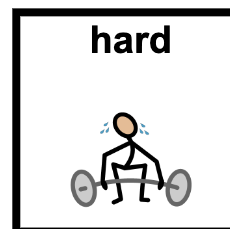
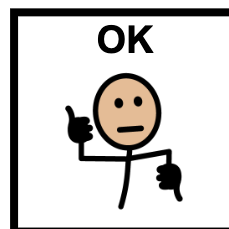
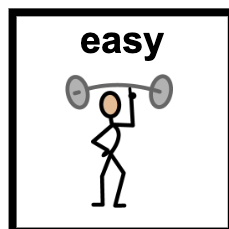


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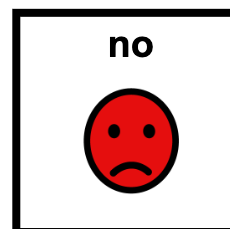
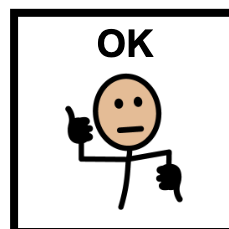
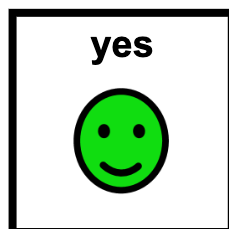
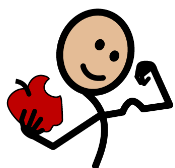
How did it taste?



How was it to make?

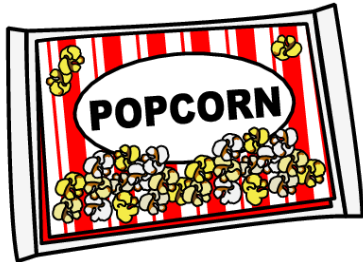


Was it healthy?





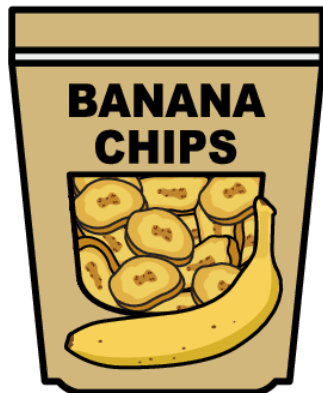
microwave  
popcorn



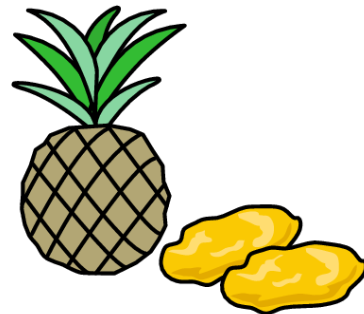
mini pretzels



banana chips



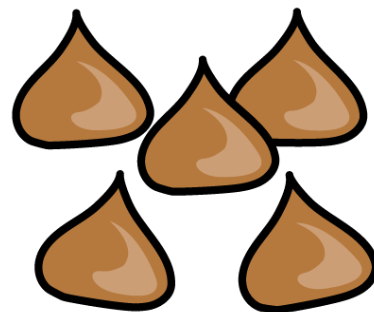
dried  
pineapple



raisins

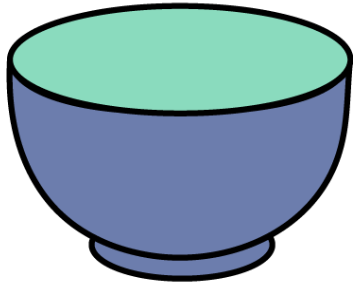


chocolate  
chips





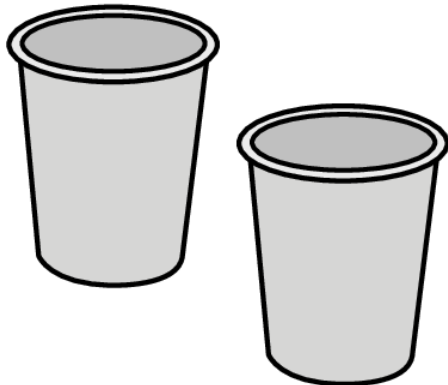
large mixing  
bowl



spoon



paper cups



Poppin'  
Trail Mix



microwave  
popcorn



mini pretzels



banana chips



dried  
pineapple



raisins



chocolate  
chips

