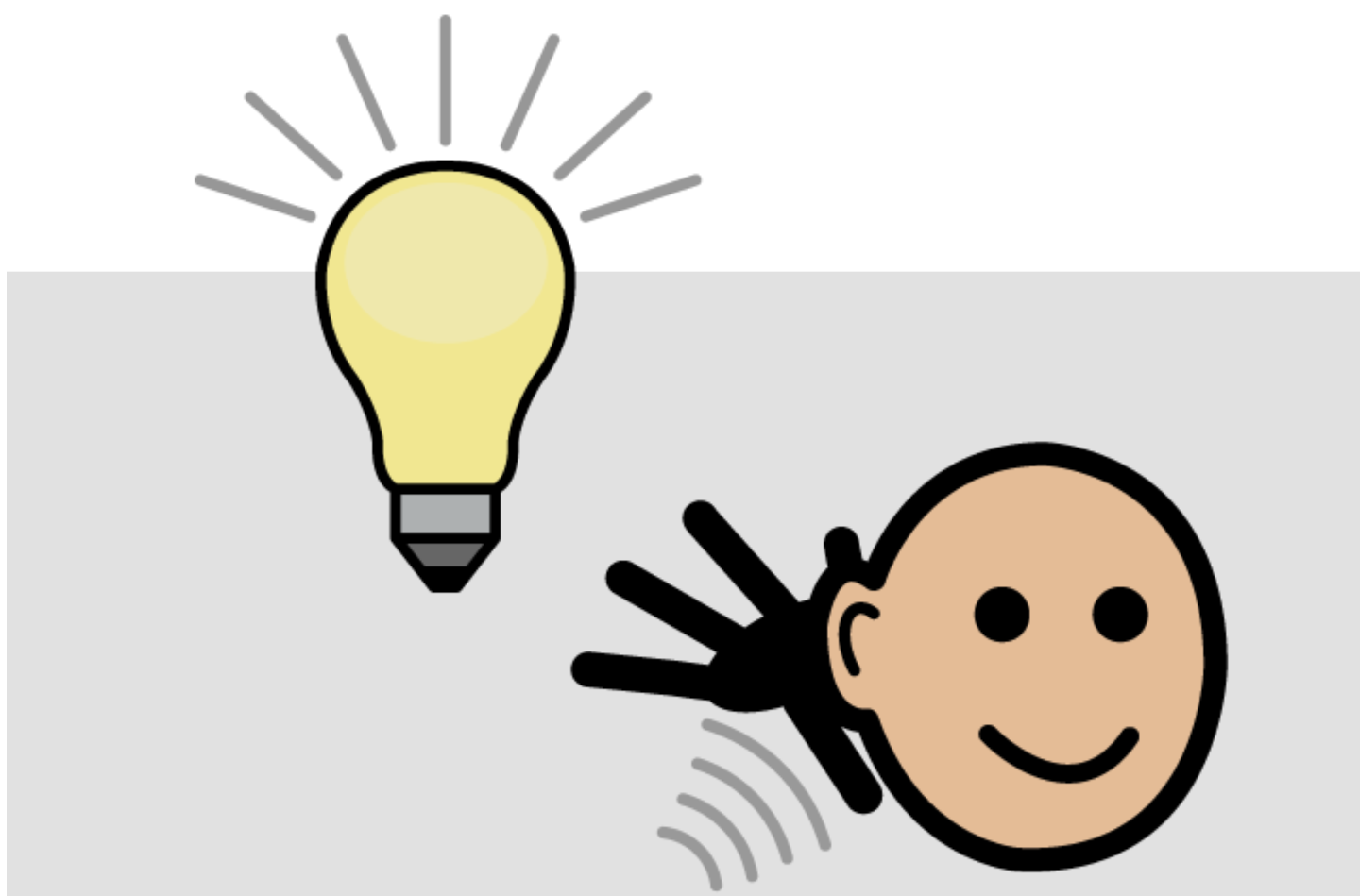


Light and Sound on the Move



Instructional Targets

Reading Standards for Literature

- **Key Ideas and Details:** Describe characters, setting and events in a story.
- **Integration of Knowledge and Ideas:** Use illustrations and multimedia to describe the meaning of text.
- **Range and Level of Text Complexity:** Experience grade level and age-appropriate literature materials, including stories, poems, plays, fiction and nonfiction works that are adapted to student reading level.

Reading Standards for Foundational Skills

- **Fluency:** Read appropriately Leveled Books with accuracy and fluency.

Differentiated Tasks

Level 3 Students will...

- Describe characters, setting and events in a story.
- Describe characters and events based on illustrations and other visuals from a story.
- Independently read literature: stories, poems, plays, fiction and nonfiction works that have been adapted to student reading level.
- 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.
- Read supported and shared literature: stories, poems, plays, fiction and nonfiction works that have been adapted to student reading level.
- Students will read leveled text with support (e.g omitted word, picture support, 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.
- Actively participate in supported reading of literature: stories, poems, plays, fiction and nonfiction works that have been adapted to student ability level.
- State a sentence from a story through an active participation response (e.g., voice output device, eye gaze choice board).



Topic Connection

In this unit, students learn about sources of light and sound. This unit's Leveled Book, *What Makes That Sound?*, introduces students to different sounds Gabby hears as she walks through the park. To learn more about how this book develops science concepts, visit the Science Connection page in the Unit Overview.



Topic Words



ears	hear*	sound
eyes	see*	source



Literacy Words

author	cover	illustrator	story*
book	illustration	read*	title

* Power Words

Benchmark Assessments

- **Reading:** Reading Level Assessment and all benchmark Assessments in the Reading area of Unique GPS
- **Early Learning:** Phonemic Awareness Phoneme Blending
- **Emerging Skills:** Early Emerging Reading Rubric

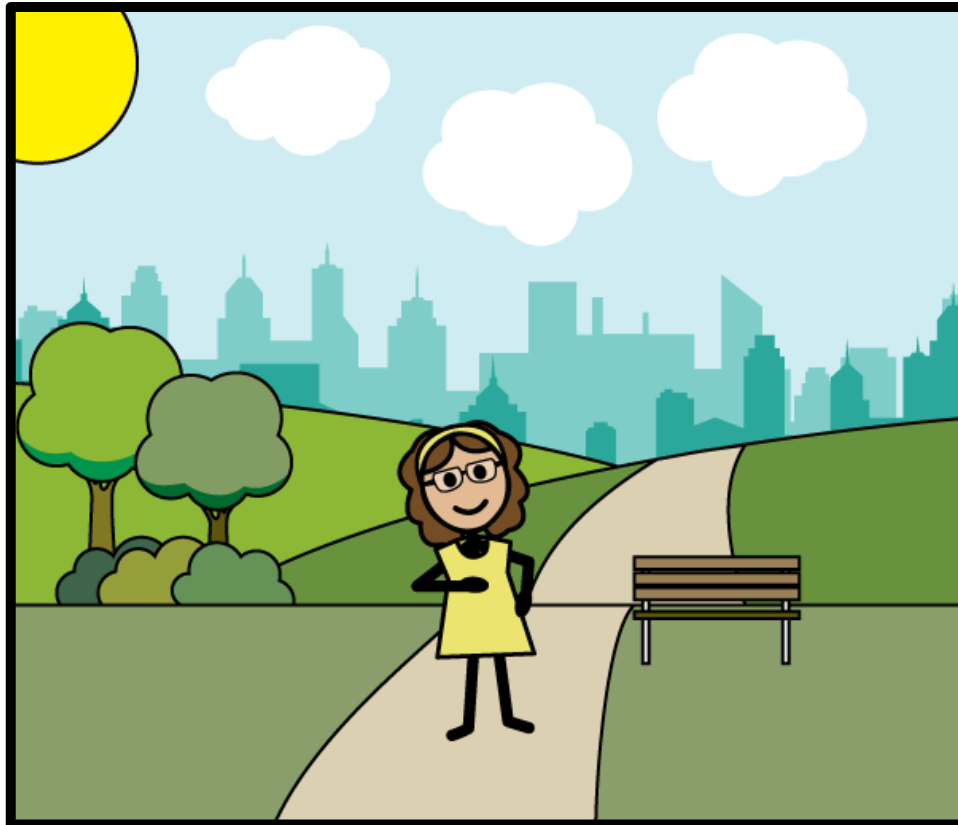
An informal assessment of a verbal student's reading abilities may be obtained using the Monthly Tools: Reading Observation.

Monthly Checkpoint Assessments

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

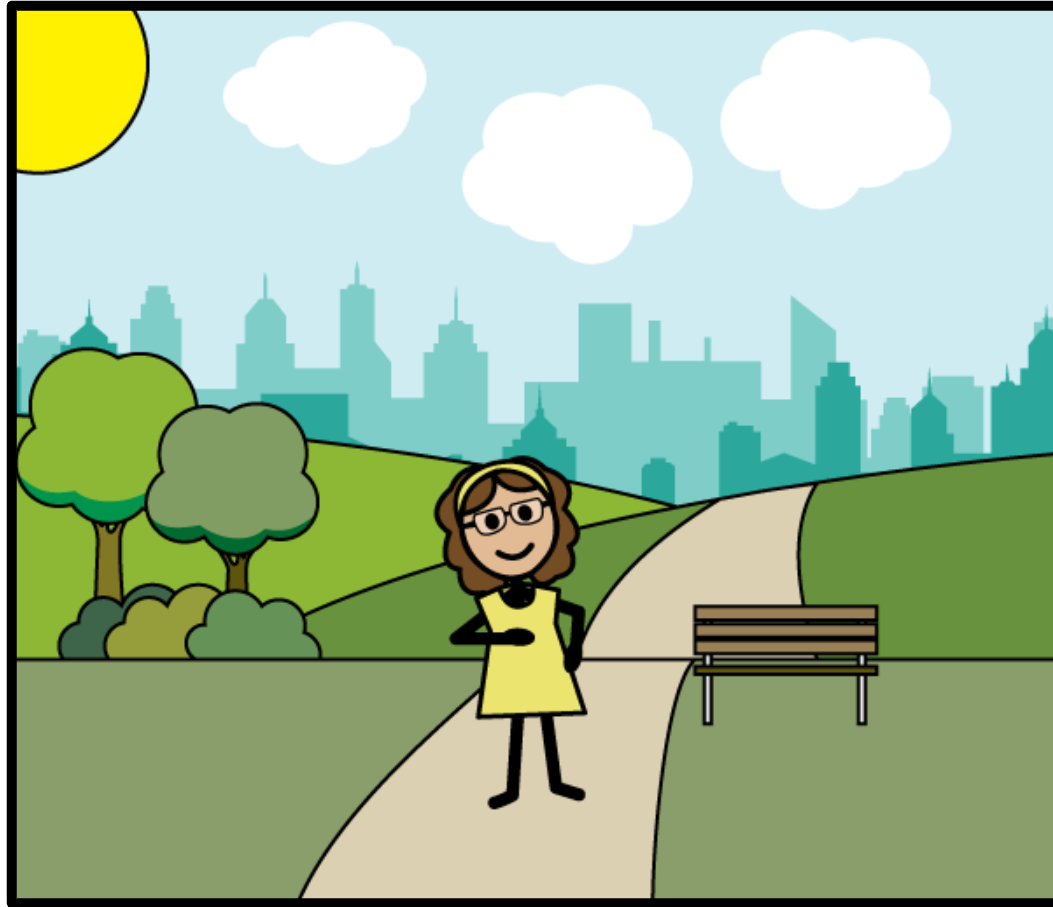
What Makes That Sound?

Level C



by Claire Repp

Illustrated by Todd Gardner



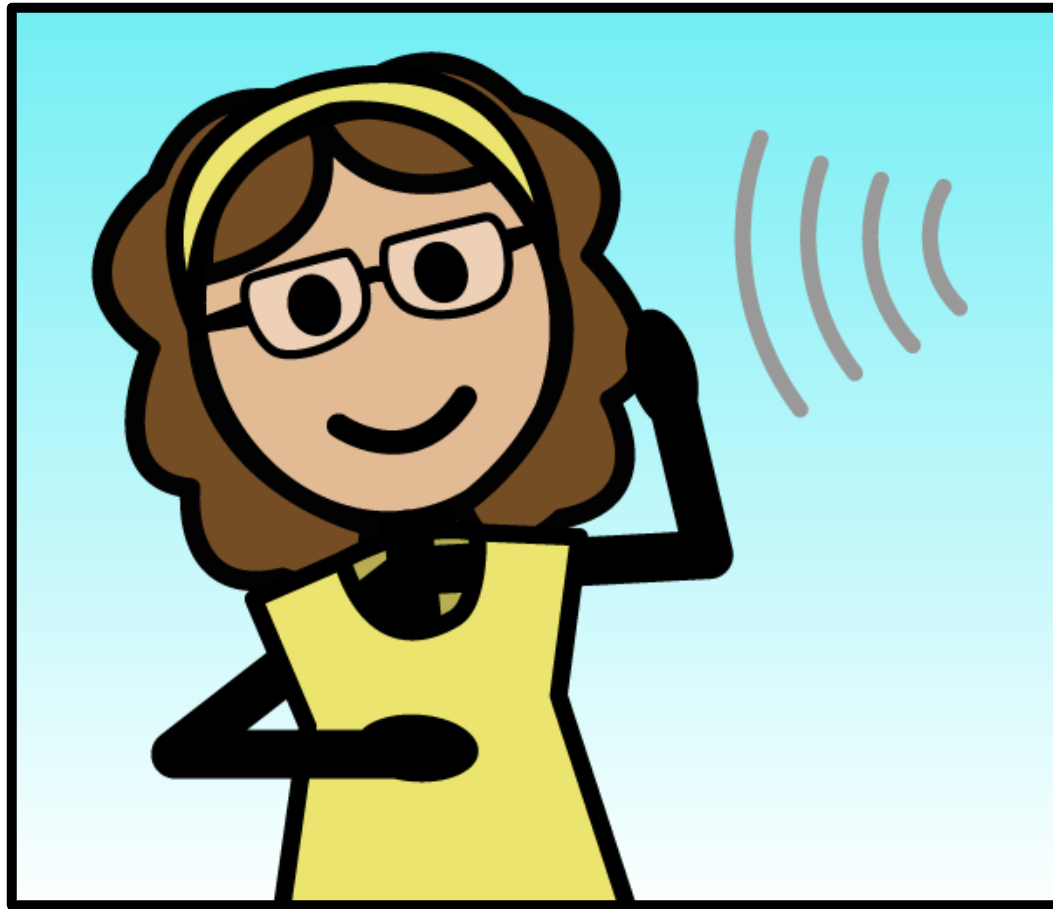
**Gabby is walking in the park.
What sounds does she hear ?**



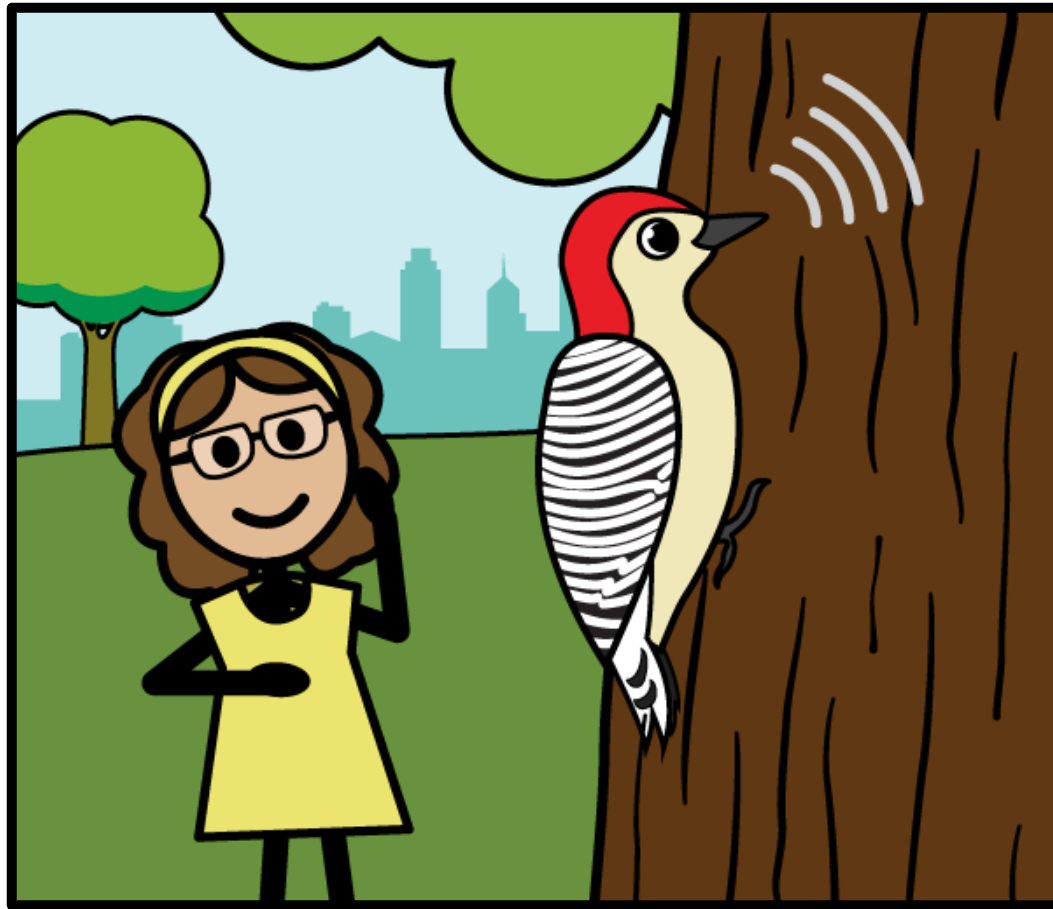
**Gabby hears crackle, crackle, crackle.
What makes that sound ?**



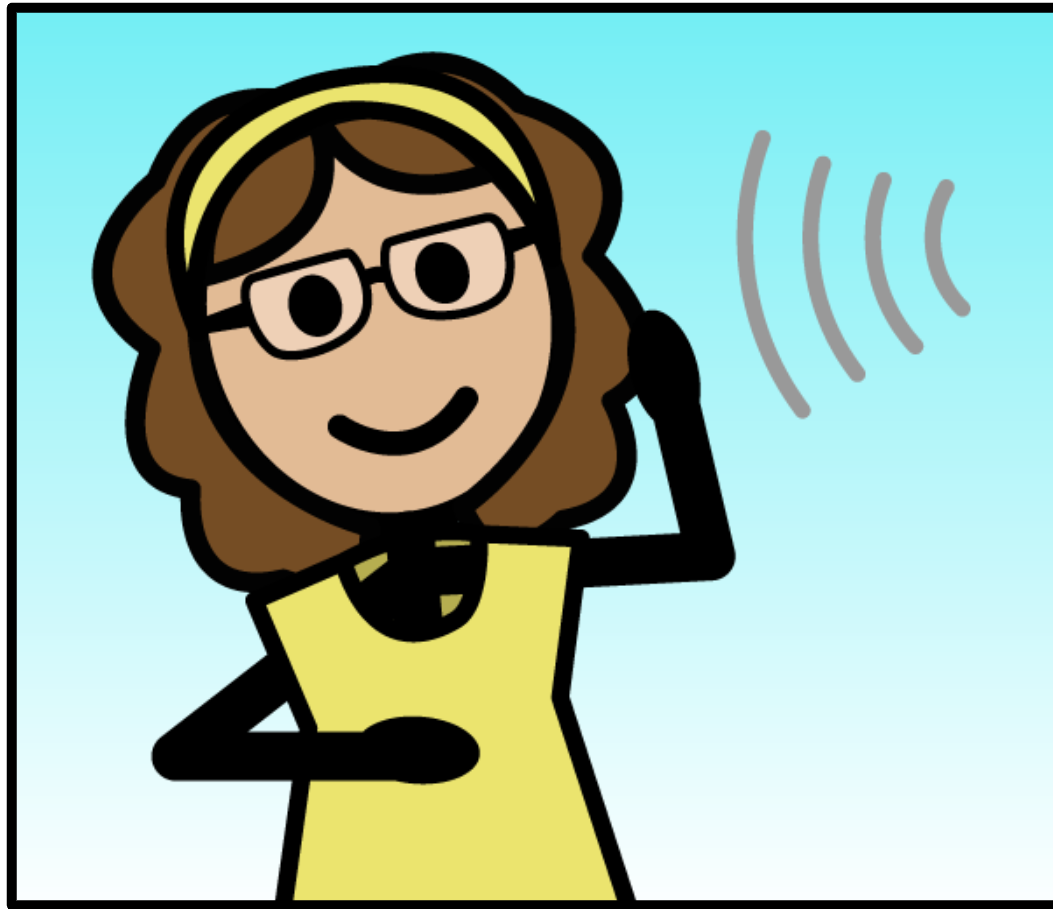
Leaves make that sound.



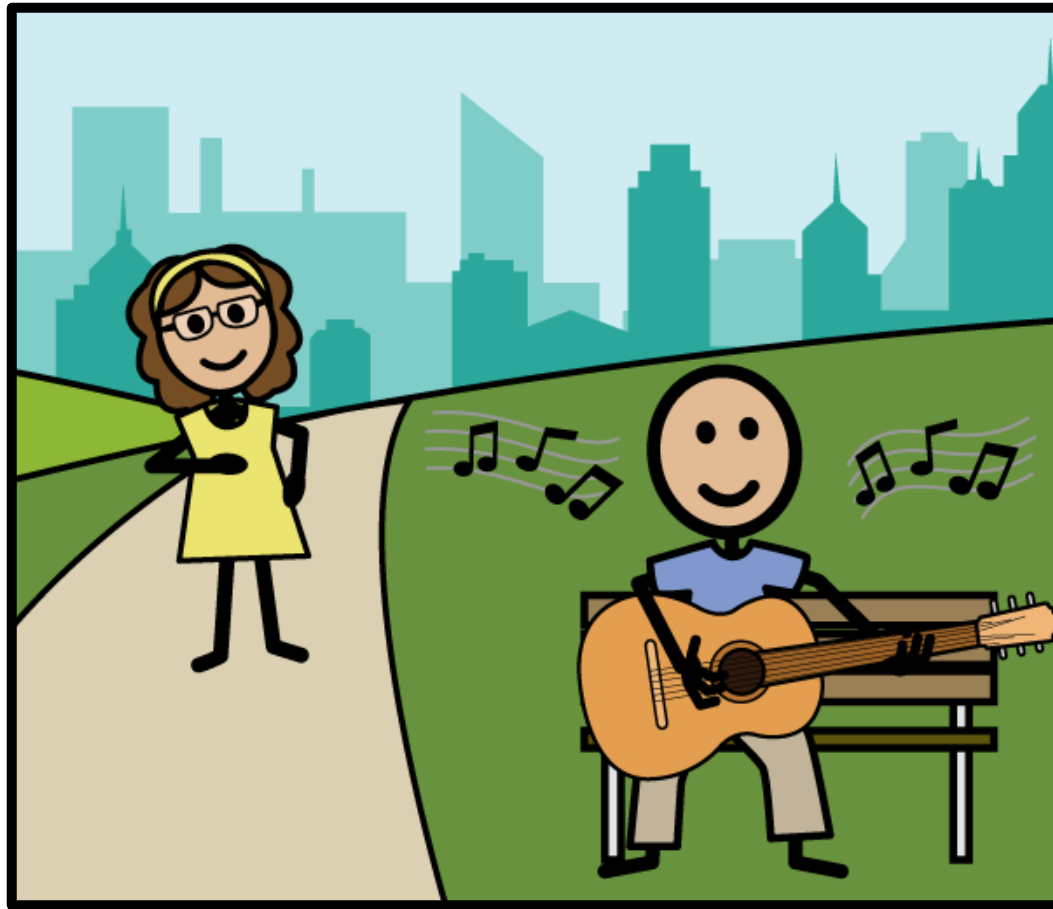
**Gabby hears peck, peck, peck.
What makes that sound ?**



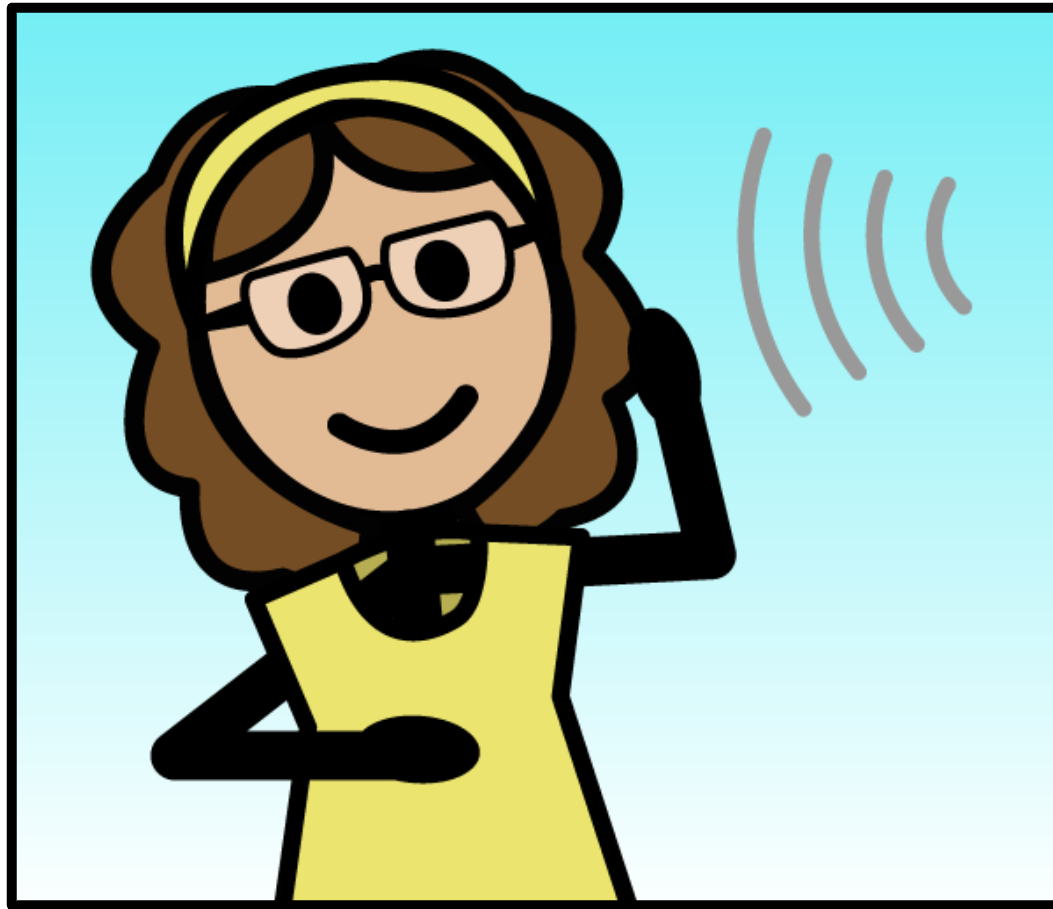
The woodpecker makes that sound.



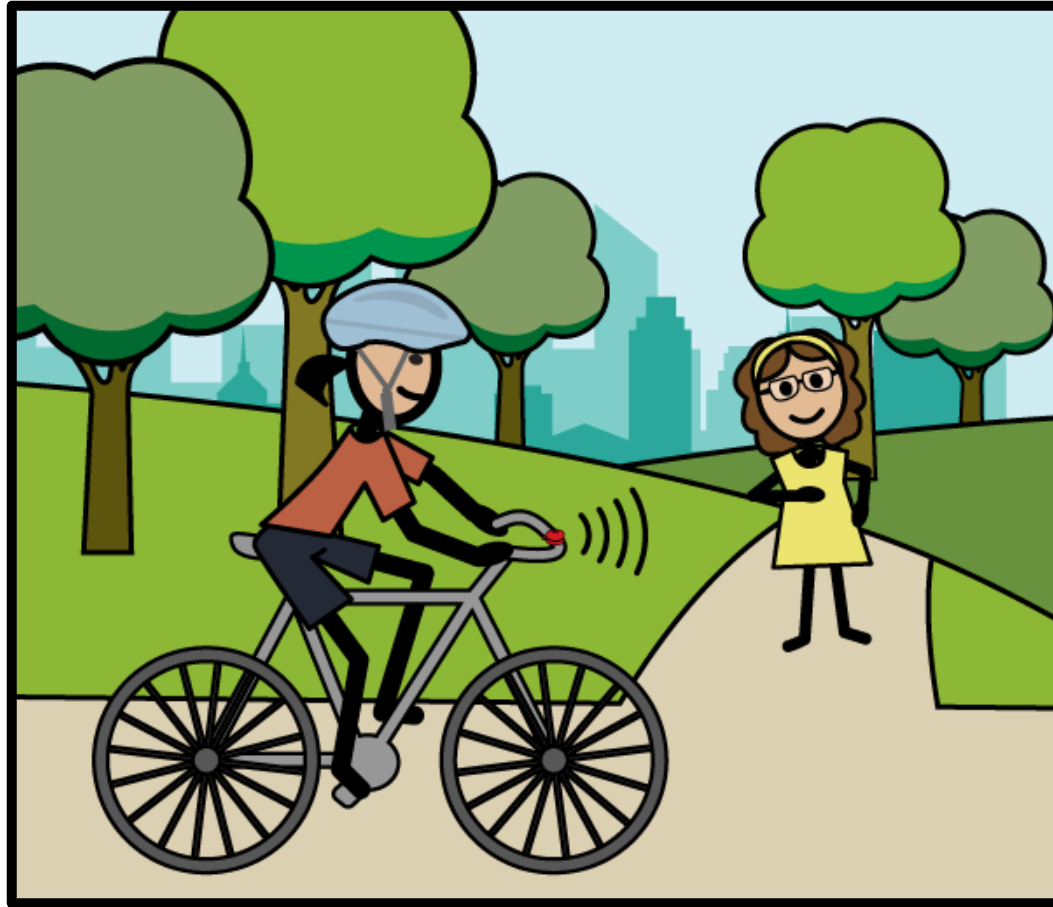
**Gabby hears strum, strum, strum.
What makes that sound ?**



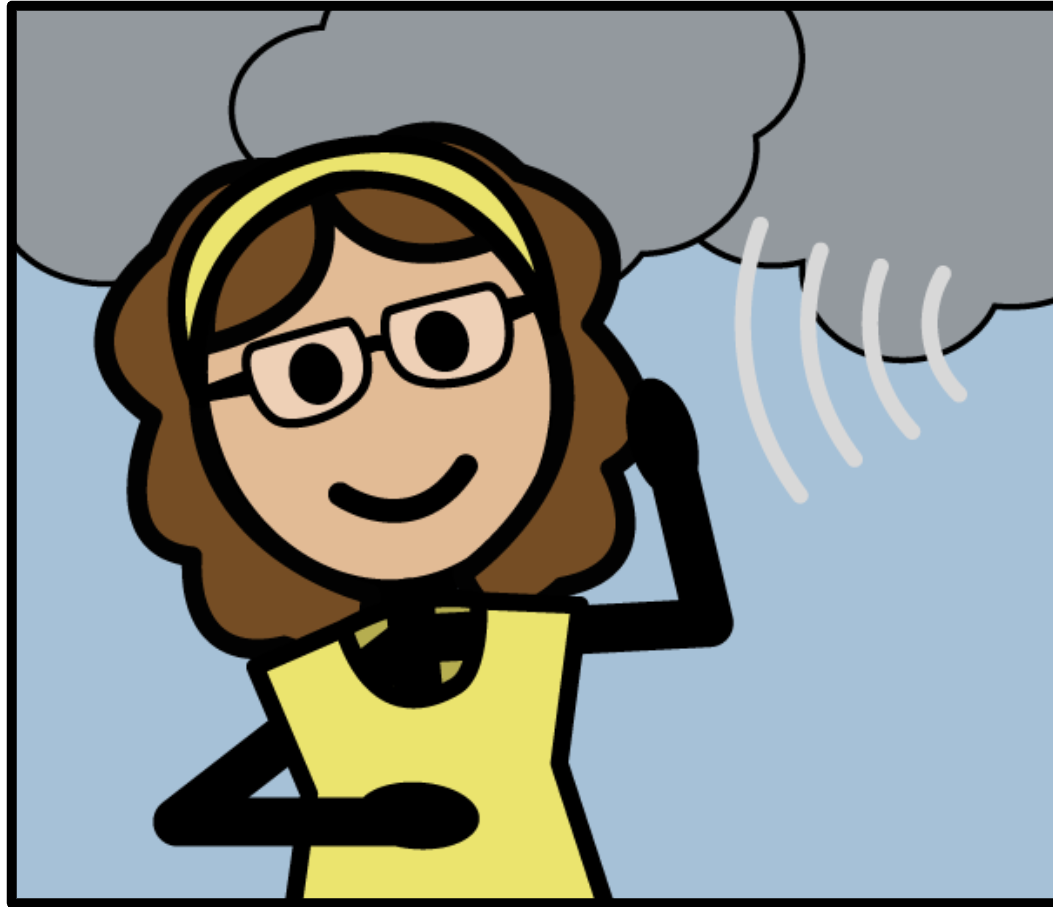
The guitar makes that sound.



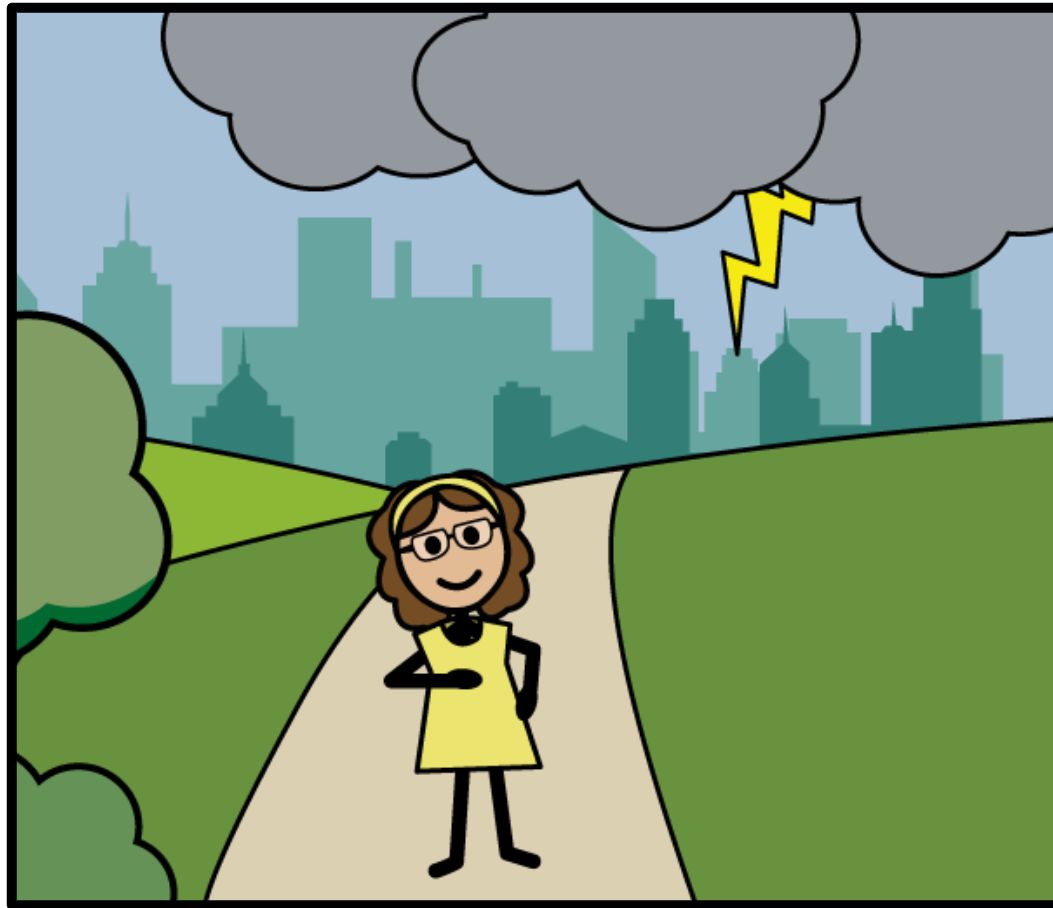
**Gabby hears ding, ding, ding.
What makes that sound ?**



The bell makes that sound.



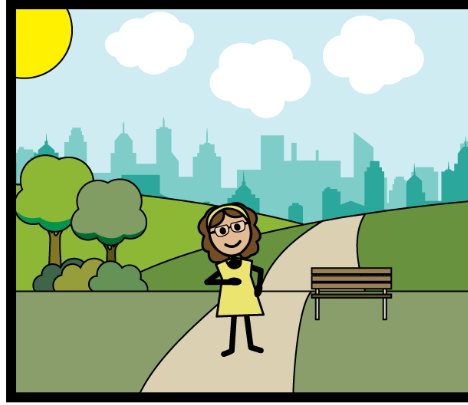
**Gabby hears rumble, rumble, rumble.
What makes that sound ?**



The thunderstorm makes that sound.

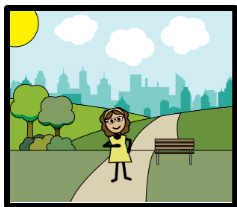


Thunder makes Gabby walk home.



The End

yes



no



What Makes That Sound?

<p>hear</p>	<p>make</p>	<p>behind</p>	<p>Gabby</p>	<p>park</p>	<p>sound</p>	<p>tree</p>
<p>look</p>	<p>see</p>	<p>up</p>	<p>rabbit</p>	<p>leaf</p>	<p>woodpecker</p>	<p>hill</p>
<p>move</p>	<p>peck</p>	<p>down</p>	<p>man</p>	<p>guitar</p>	<p>woman</p>	<p>bell</p>
<p>play</p>	<p>ring</p>	<p>around</p>	<p>bike</p>	<p>sky</p>	<p>thunder</p>	<p>home</p>

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 and locate details in the text to support an answer. Summarize a story to show understanding of the main theme and details.
- **Craft and Structure:** Describe the beginning, middle and end of a story.
- **Integration of Knowledge and Ideas:** Use illustrations and multimedia to describe the meaning of text.



Differentiated Tasks

Level 3 Students will...

- Independently read questions about a story and write, speak, or select an answer.
- Retell a story, including the main idea and key details.
- Use signal words (e.g., first, next, then) to describe the beginning, middle and end of a story.
- Describe characters and events based on illustrations and other visuals 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.
- Describe the beginning, middle and end of a story with support.
- Point to pictures within a story to identify named characters and events.

Level 1 Students will...

- Respond to a question by choosing a single option or errorless picture.
- Retell key details from a story through an active participation response (e.g., voice output device, eye gaze choice board).
- Describe the beginning, middle and end of a story with support.
- When presented with an illustration from a story, students will select a character or an event.



Topic Connection

In this unit, students learn about sources of light and sound. In this lesson, students will build comprehension of the book, *What Makes That Sound?* To learn more about how this book develops science concepts, visit the Science Connection Page in the Unit Overview.



Topic Words



ears	hear*	sound
eyes	see*	source



Literacy Words

answer	match
book	question*
chart	sequence
detail	story

* Power Words

Benchmark Assessment

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

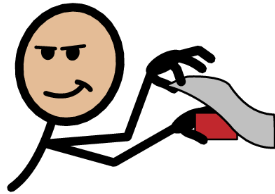
Monthly Checkpoint Assessment

- Level 2 and 3 Reading, Questions 11 and 12

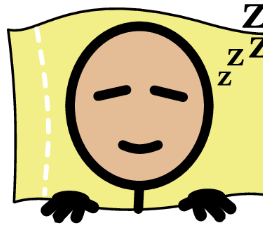
1. What does Gabby do as she walks in the park ?



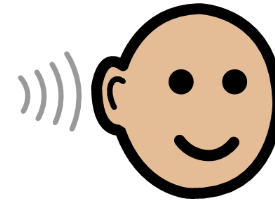
hides



sleeps



hears



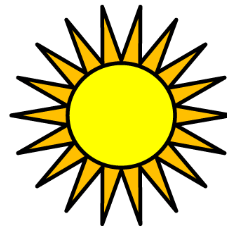
2. What does Gabby hear ?



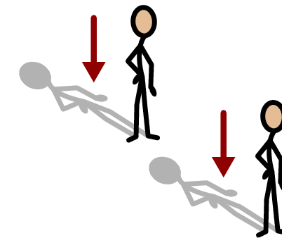
sounds



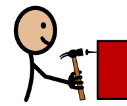
Sun



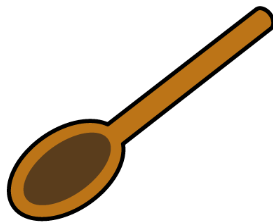
shadows



3. What does the man play that makes a sound ?



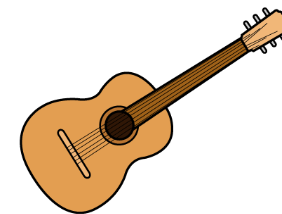
spoon



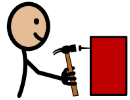
hide and
seek



guitar



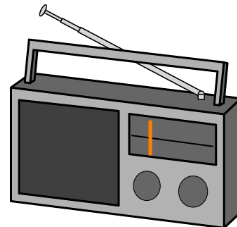
4. What makes a sound on the bike ?



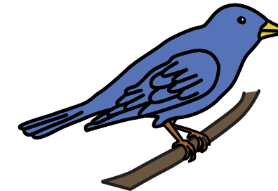
bell



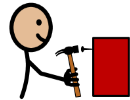
radio



bird



5. What sound makes Gabby walk home ?

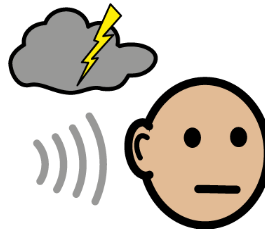


?

wind



thunder



music





What sound
does Gabby
hear first?

What sound
does Gabby
hear second?

What sound
does Gabby
hear third?

What sound
does Gabby
hear fourth?

What sound
does Gabby
hear last?



Match That Sound

crackle, crackle,
crackle



peck, peck, peck



strum, strum,
strum



ding, ding, ding



rumble, rumble,
rumble





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



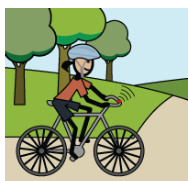
leaves



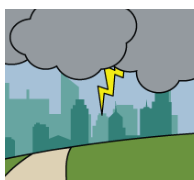
woodpecker



guitar



bicycle bell



thunder



alarm clock



popcorn

Instructional Targets

Reading Standards for Literature

- **Key Ideas and Details:** Describe characters, setting and events in a story.
- **Integration of Knowledge and Ideas:** Use illustrations and multimedia to describe the meaning of text.
- **Range and Level of Text Complexity:** Experience grade level and age-appropriate literature materials, including stories, poems, plays, fiction and nonfiction works that are adapted to student reading level.

Reading Standards for Foundational Skills

- **Fluency:** Read appropriately leveled books with accuracy and fluency.



Differentiated Tasks

Level 3 Students will...

- Describe characters, setting and events in a story.
- Describe characters and events based on illustrations and other visuals from a story.
- Independently read literature: stories, poems, plays, fiction and nonfiction works that have been adapted to student reading level.
- 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.
- Read supported and shared literature: stories, poems, plays, fiction and nonfiction works that have been adapted to student reading level.
- Students will read leveled text with support (e.g. omitted word, picture support, 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.
- Actively participate in supported reading of literature: stories, poems, plays, fiction and nonfiction works that have been adapted to student ability level.
- 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, *It Was Too Dark*, introduces the concept of how we need light to see. In this story, Olivia wants to find things as she tries to go to sleep. Olivia's room is dark so she needs a light source in order to see things. To learn more about how this book develops science concepts, visit the Science Connection page in the Unit Overview.



Topic Words



dark	hear*	sound
ears	light*	source
eyes	see*	



Literacy Words

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

* 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 and 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.

It Was Too Dark

Level D



by Claire Repp

Illustrated by Katie Zolnowski



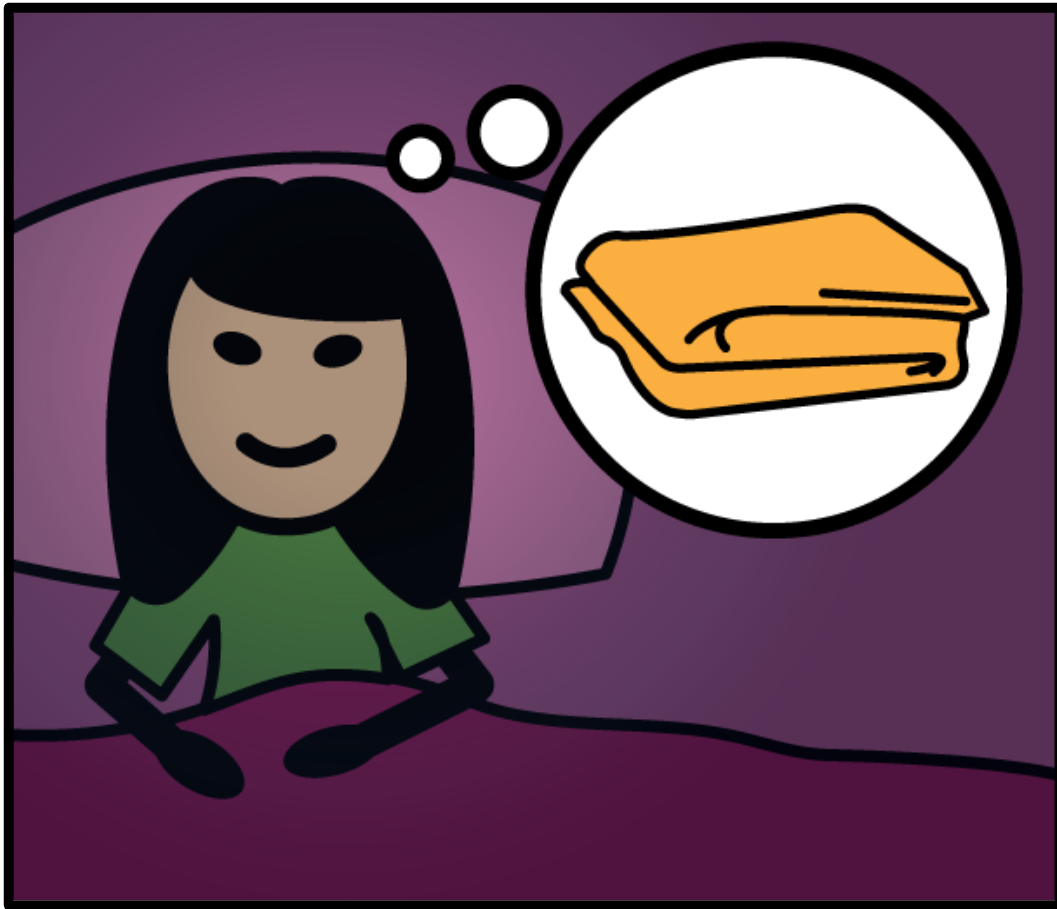
It is nighttime. Olivia is in bed. It is very dark in Olivia's room.



**Olivia tries to go to sleep.
She wants a drink of water.
She can't see her water
bottle. It is too dark. Olivia
says, "I need a light!"**



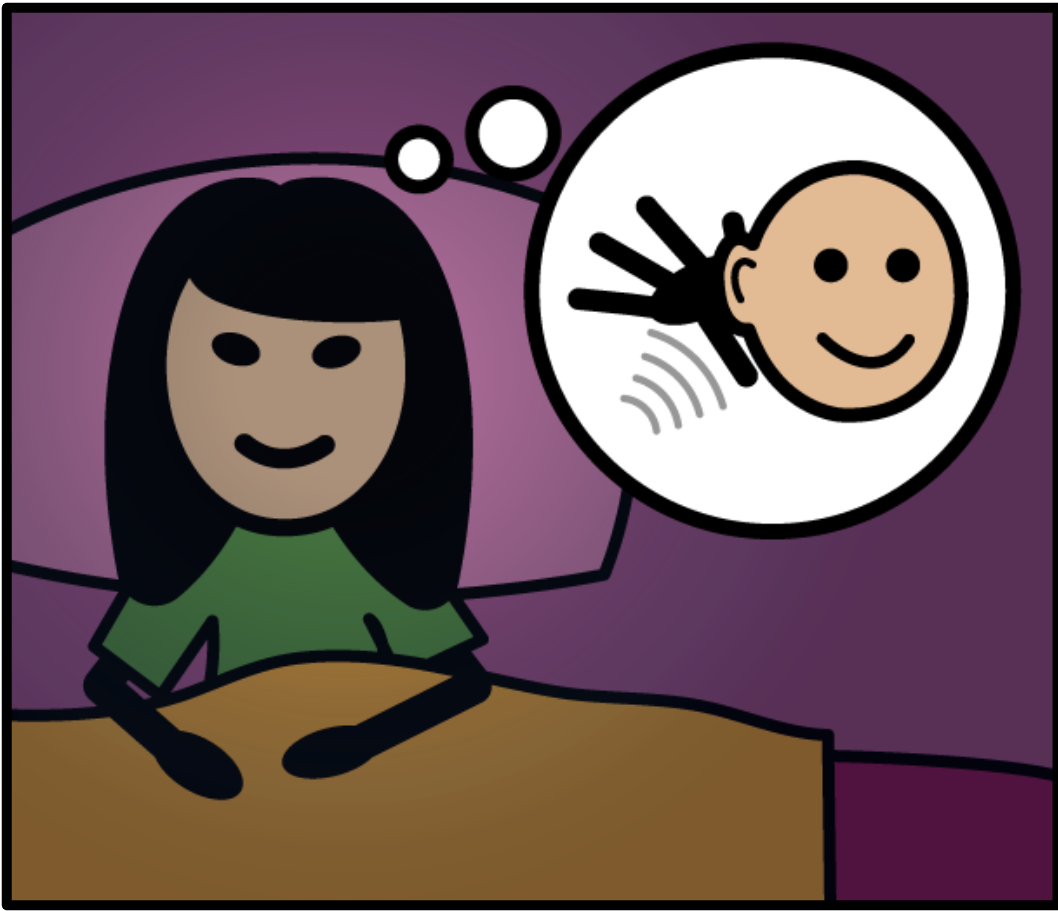
**Olivia turns on her flashlight.
Now she can see her water
bottle. It is on the
nightstand by her bed.
Olivia takes a drink of water.**



**Olivia tries to go to sleep.
She wants her blanket. She
can't see her blanket. It is
too dark. Olivia says, "I
need a light !"**



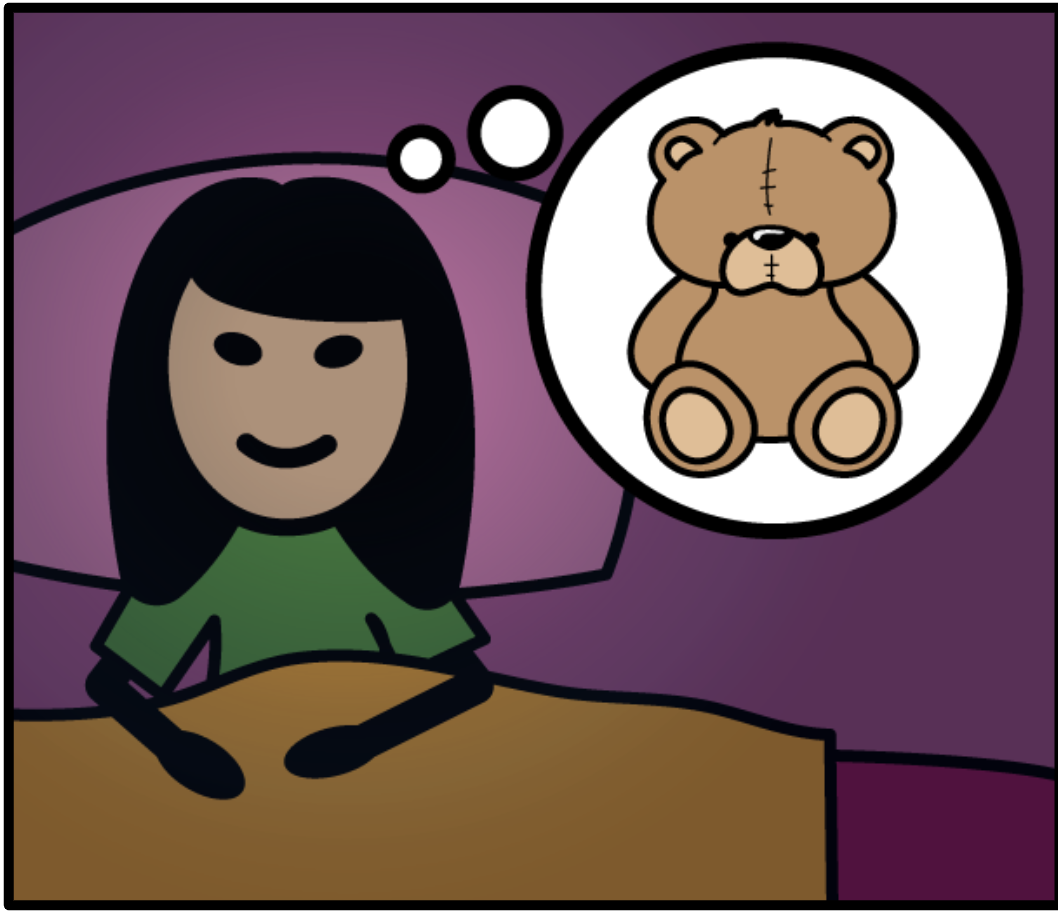
**Olivia turns on her flashlight.
Now she can see her
blanket. It is on her chair.
Olivia puts her blanket on
the bed.**



Olivia tries to go to sleep. She hears a sound by her door. She can't see what is making the sound. It is too dark. Olivia says, "I need a light !"



Olivia turns on her flashlight. Now she can see her cat, Mimi. Mimi wants to go out the door. Olivia lets Mimi out.



**Olivia tries to go to sleep.
She wants her favorite bear,
Teddy. She can't see where
Teddy is. It is too dark.
Olivia says, "I need a light !"**



**Olivia turns on her flashlight.
Now she can see Teddy.
Teddy is on the shelf. Olivia
brings Teddy to bed.**



Olivia is almost asleep. She hears someone say her name. She can't see who is talking. It is too dark. Olivia says, "I need a light !"



Olivia turns on her flashlight. Now she can see her mom. Her mom wants to say good night. Olivia hugs her mom good night.



**Olivia turns off her flashlight.
She finally falls asleep.**



The End

yes



It Was Too Dark

no



sleep 	want 	dark 	Olivia 	room 	water bottle 	light
see 	say 	too 	flashlight 	nightstand 	blanket 	chair
need 	turn on 	now 	sound 	door 	cat 	bear
hear 	turn off 	finally 	shelf 	name 	mom 	

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 and locate details in the text to support an answer. Summarize a story to show understanding of the main theme and details. Describe characters, settings and events in a story.



Differentiated Tasks

Level 3 Students will...

- Independently read 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 in 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, settings and events from a story.

Level 1 Students will...

- Respond to a question by choosing a single option or 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 learning about sources of light and sound. In this lesson, students will build comprehension of the book, ***It Was Too Dark***. To learn more about how this book develops science concepts, visit the Science Connection page in the Unit Overview.



Topic Words



dark	hear*	sound
ears	light*	source
eyes	see*	



Literacy Words

answer	character	question*	title
author	illustration/picture*	retell	
book	illustrator	story*	

* Power Words

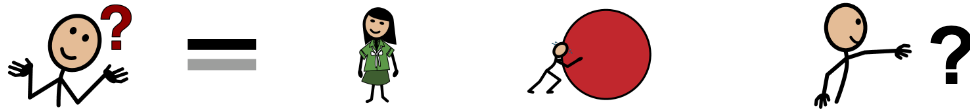
Benchmark Assessments

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

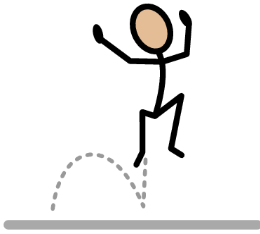
Monthly Checkpoint Assessments

- Level 2-3 Reading, Questions 9 - 12

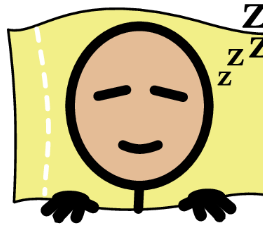
1. What is Olivia trying to do ?



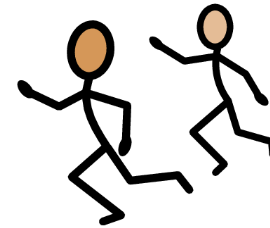
jump



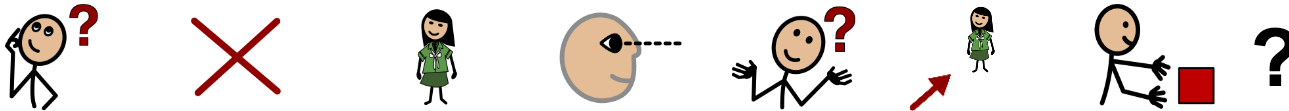
sleep



play



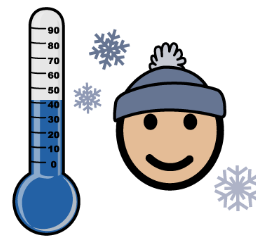
2. Why can't Olivia see what she wants ?



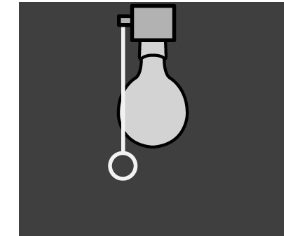
too bright



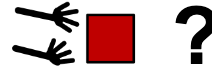
too cold



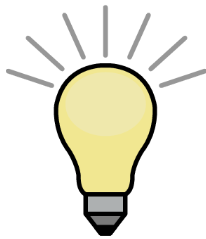
too dark



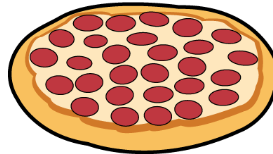
3. What does Olivia say she needs ?



light



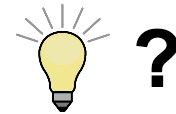
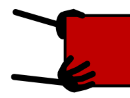
pizza



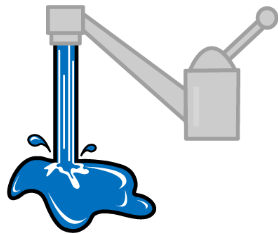
jacket



4. What does Olivia turn on to get light ?



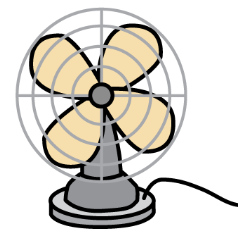
water



flashlight



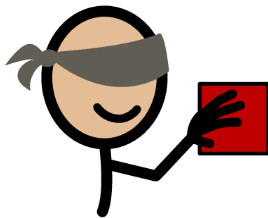
fan



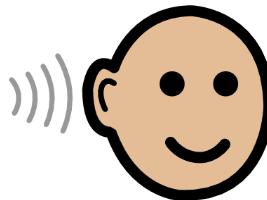
5. What can Olivia do when she turns on her flashlight ?



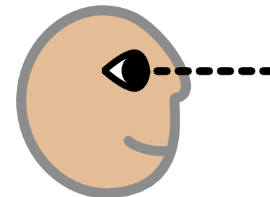
feel



hear



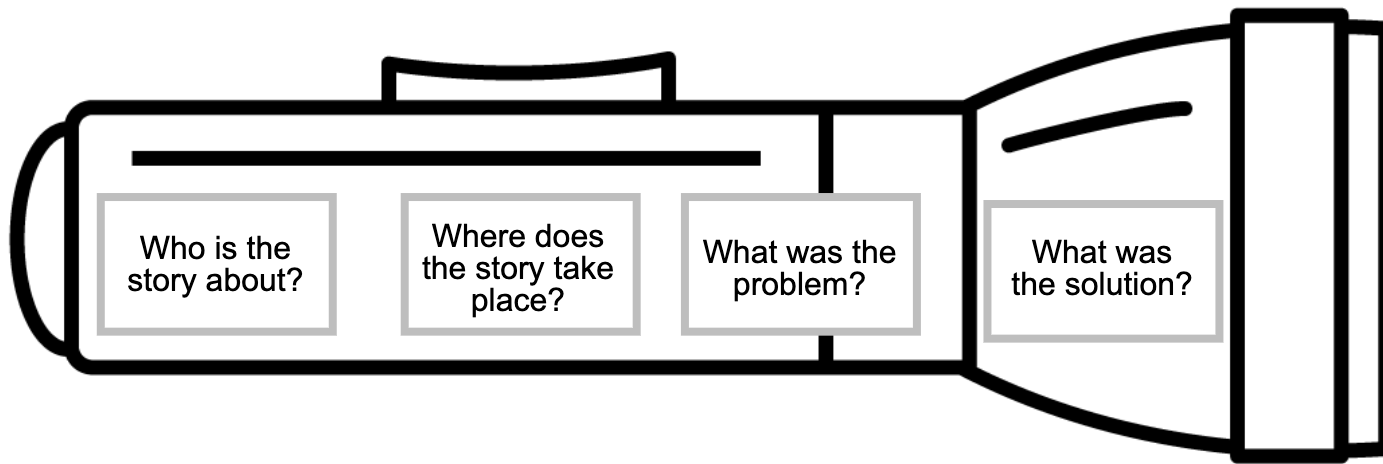
see



Add the things Olivia found with her flashlight to her room.



What is the main idea of this story?



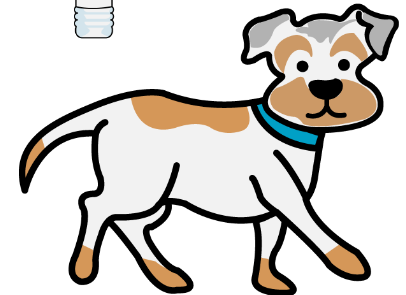
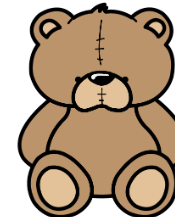
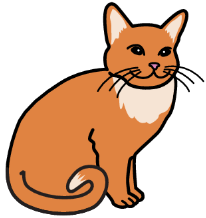


Olivia listens for sounds in her room.

Olivia uses a flashlight to see objects in the dark.

Olivia likes cats.

Template C Manipulatives:



Instructional Targets

Reading Standards for Informational Text

- **Range and Level of Text Complexity:** Read and use grade level and age-appropriate informational materials, including social studies and technical texts that are adapted to student reading level.
- **Key Ideas and Details:** Answer questions to show understanding of text.

Reading Standards for Foundational Skills

- **Fluency:** Read appropriately leveled books with accuracy and fluency.

Differentiated Tasks

Level 3 Students will...

- Independently read subject area and technical texts that have been adapted to student reading level.
- Independently read questions about a story and write, speak or select an answer.
- Independently read text stories that are selected at the personal reading level.

Level 2 Students will...

- Read supported and shared subject area and technical texts that have been adapted to student reading level.
- Point to or select a picture from a choice of three in response to a question about a story.
- Read leveled text that is supported with picture symbols.

Level 1 Students will...

- Actively participate in supported reading of subject area and technical texts that have been adapted to student ability level.
- Respond to a question by choosing a single option or errorless picture.
- State a sentence from a story through an active participation response (e.g., voice output device, eye gaze choice board).



Topic Connection

In this unit, students are learning about sources of sound and how sound travels to our ears. In this lesson, students will build comprehension of the article, "**Sound All Around**," which expands upon sound and how it is made. To learn more about how this article develops science concepts, visit the Science Connection page in the Unit Overview.



Topic Words



Literacy Words

ears
energy
hear*

sound
source

vibrate
wave

answer
article

illustration/picture*
question

read*
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

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

Monthly Checkpoint Assessments

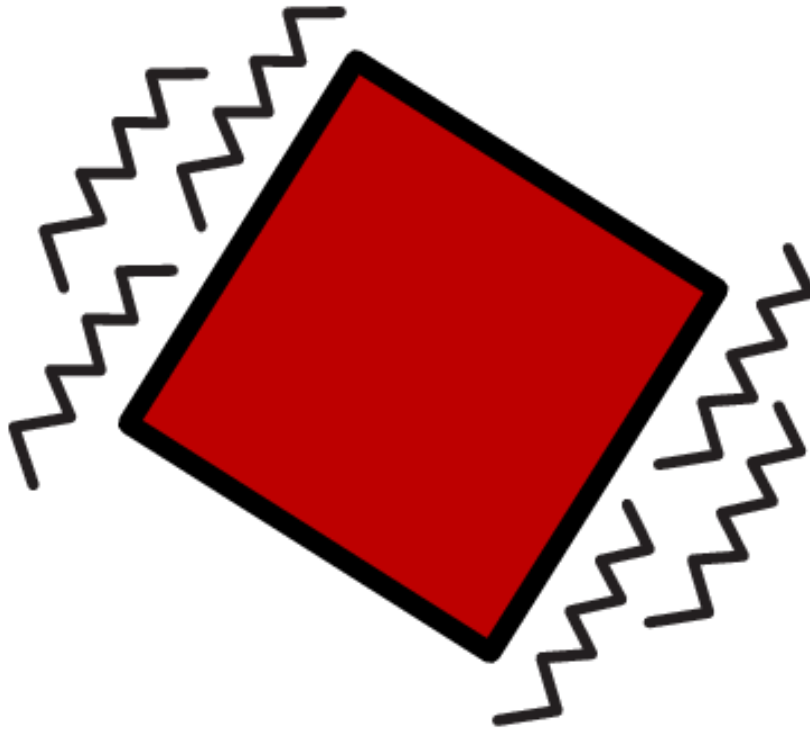
- Level 2 and 3 Reading, Questions 9 - 12



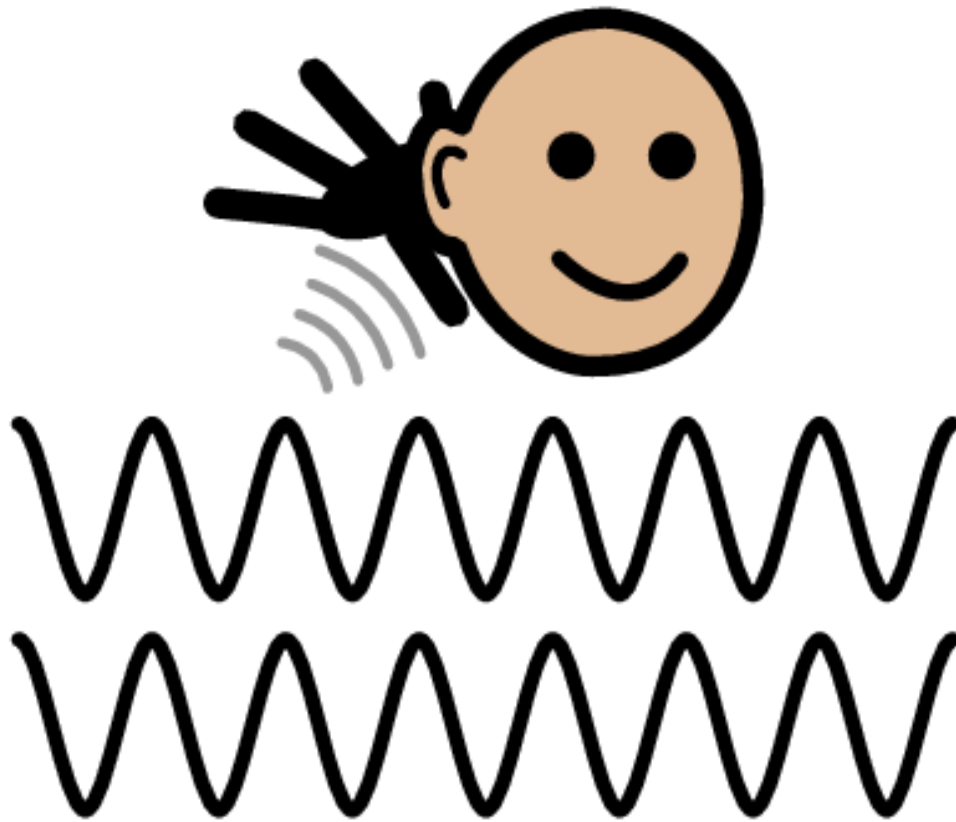
Sound All Around



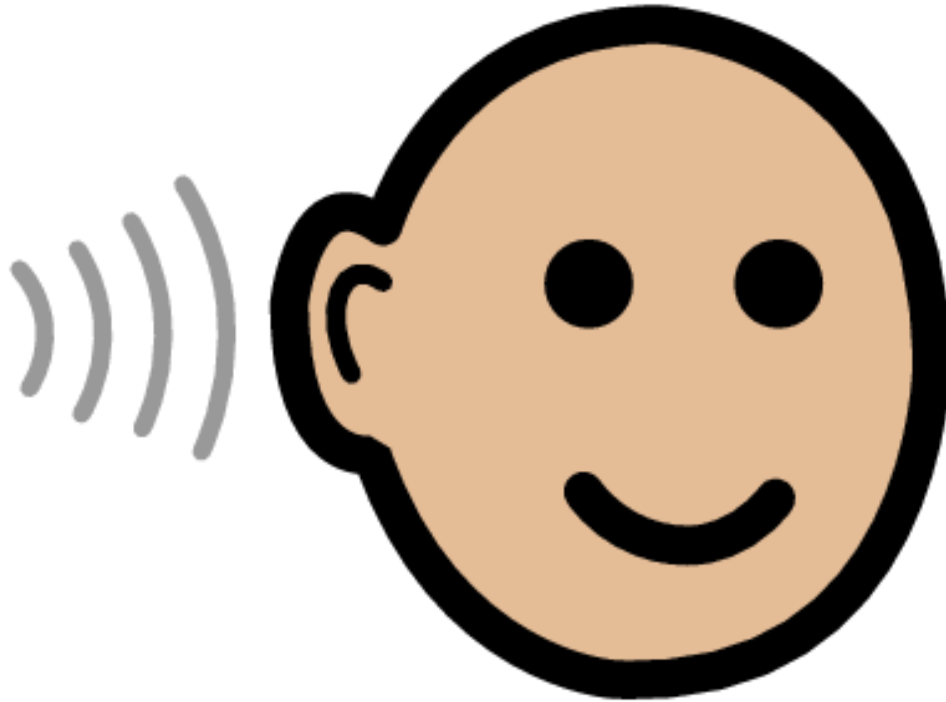
Sound is all around. We hear many sounds every day. Alarm clocks, buses and school bells make sounds. What is sound ?



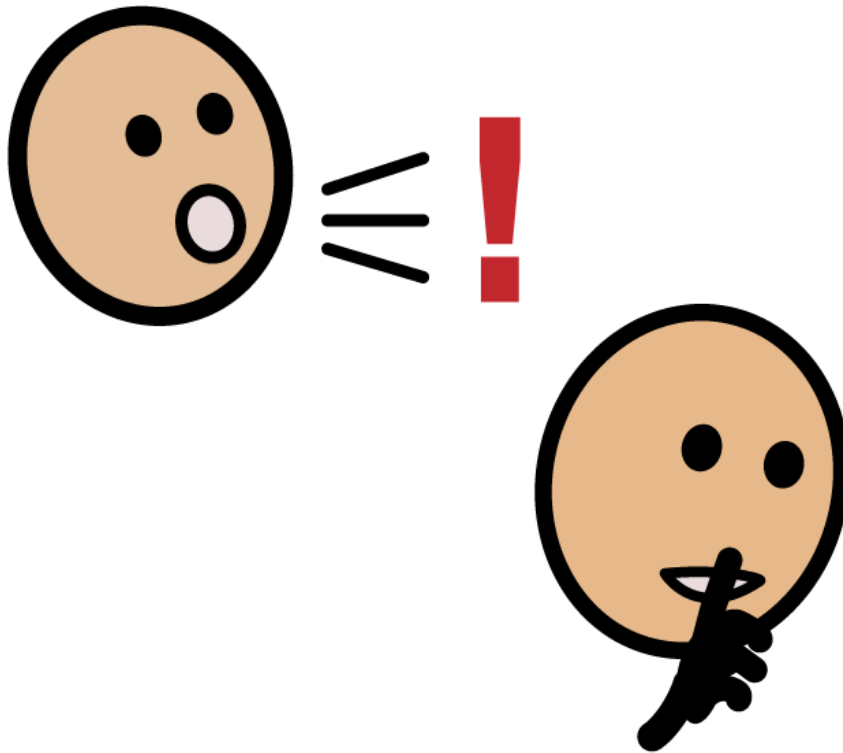
Sound is energy. Sound is made when an object vibrates. Vibrate means to move back and forth very fast.



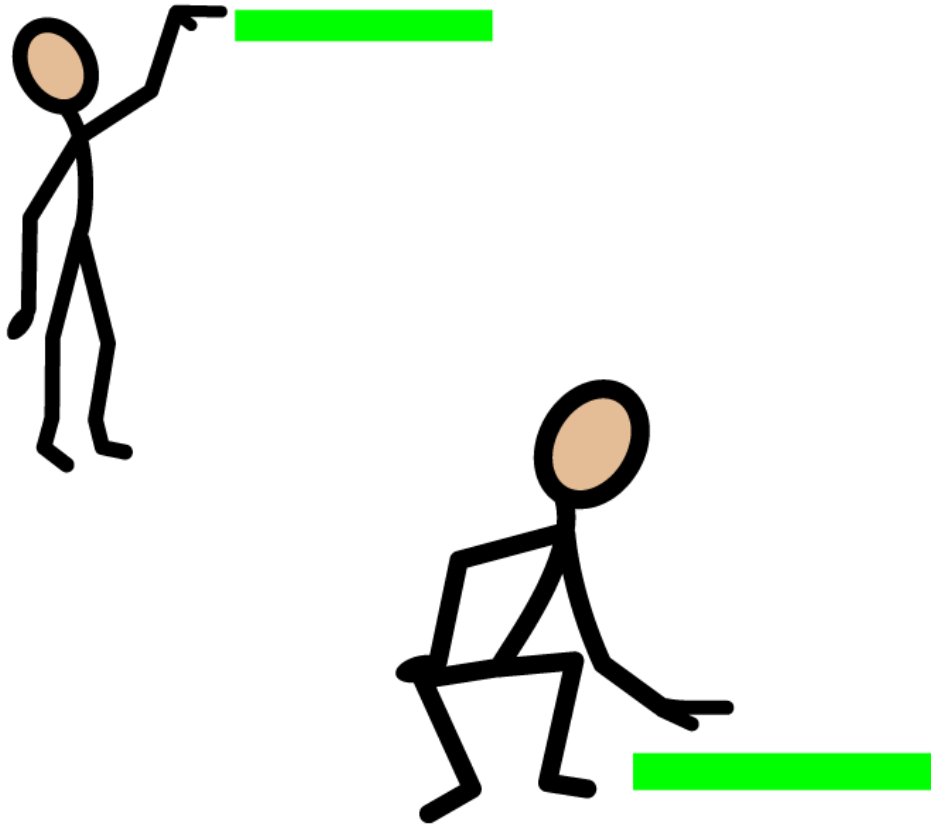
Sound travels in waves. These are called sound waves.



**We hear when sound waves
travel to our ears.**



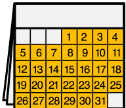
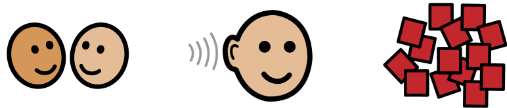
Sounds can be loud or quiet. A police car siren is loud. A kitten's purr is quiet.



Sounds can be high or low. A mouse squeak is high. The rumble of thunder is low.

Nonfiction Article 1: “Sound All Around”

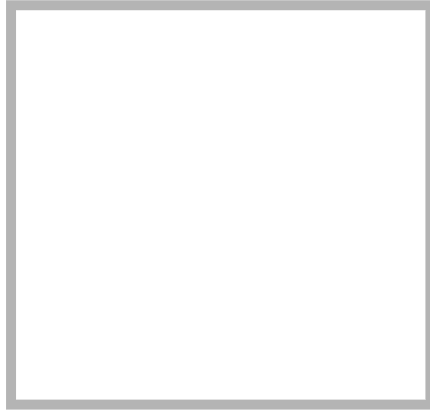
1. We hear many every day.



2. Sound is

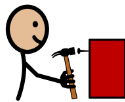


=



.

3. Sound is made when an object



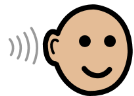
.

4. Sound travels in



.

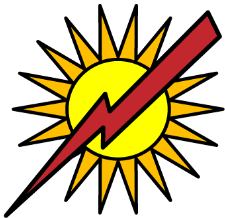
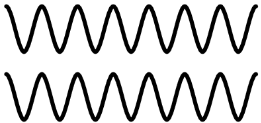
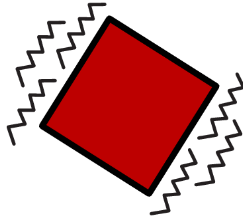

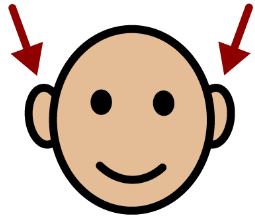


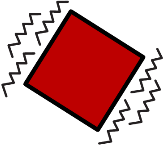

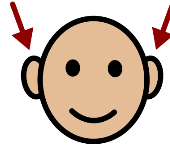
5. We hear when sound waves travel to our



.



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

energy 	waves 	vibrates 	sounds 	ears 
energy 	waves 	vibrates 	sounds 	ears 
energy	waves	vibrates	sounds	ears



Instructional Targets

Reading Standards for Informational Text

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- State a sentence from a story through an active participation response (e.g., voice output device, eye gaze choice board).



Topic Connection

In this unit, students learn about sources of light and how light travels. The article, "See the Light," expands upon what light is, how it travels and how our eyes need light to see. To learn more about how this article develops science concepts, visit the Science Connection page in the Unit Overview.



Topic Words



Literacy Words

dark
energy
eyes

light*
ray
see*

source
wave

answer
article

illustration/picture*
question

read*
title

* Power Words

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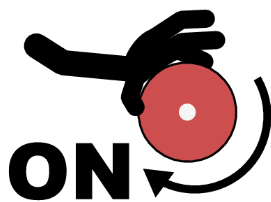
Monthly Checkpoint Assessments

- Level 2 and 3 Reading, Questions 9 - 12

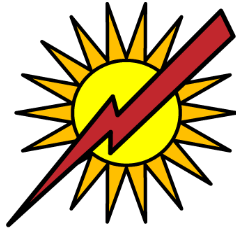
An informal assessment of a verbal student's reading abilities may be obtained using the Monthly Tools: Reading Observation.



See the Light

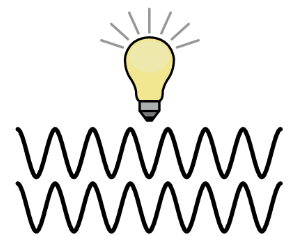


What do we do when we want to see in the dark? We turn on a light! But what is light?



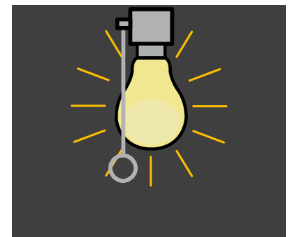
Light is a type of energy. We get light from many different sources. The Sun is our main source of light. Other sources of light include light bulbs and flashlights. We use these sources of light when we can't get light from the Sun.

Light travels in waves called rays. A ray of light travels very fast in a straight line until it hits an object. Light rays bounce off of objects and travel to our eyes so we can see the objects.

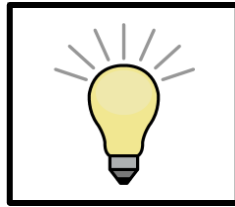


Light allows us to see color. The colors we can see are red, orange, yellow, green, blue, indigo and violet. The color we see is the color that bounces off of an object. For example, blue light bounces off of a blue book, so we see it as blue.

Turn off the lights. What objects do you see?
Turn on the lights. What objects do you see?
Light is important. Our eyes need light to see what is around us.








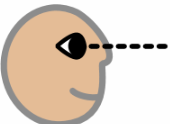

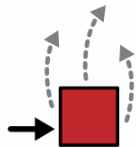



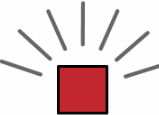


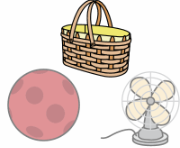

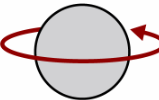
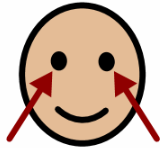

yes



See the Light

no



<p>use</p> 	<p>main</p> 	<p>light</p> 	<p>energy</p> 	<p>Sun</p> 
<p>see</p> 	<p>fast</p> 	<p>source</p> 	<p>light bulb</p> 	<p>ray</p> 
<p>need</p> 	<p>important</p> 	<p>flashlight</p> 	<p>wave</p> 	<p>object</p> 
<p>travel</p> 	<p>around</p> 	<p>eyes</p> 	<p>color</p> 	

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

Nonfiction Article 2: "See the Light"

1. Light is



=

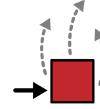
A large, empty rectangular box with a gray border, intended for the student to write the answer to the fill-in question.

.

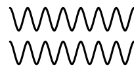
2. The Sun is our main source of



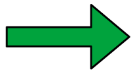
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3. Light travels in waves called



4. Light goes into our



.

5. Light lets us

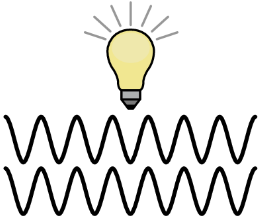
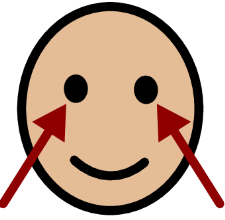


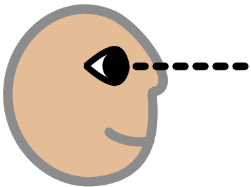
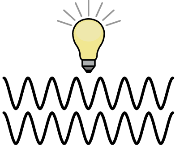
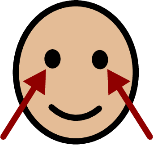


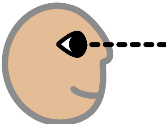


color.





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

<p>rays</p> 	<p>eyes</p> 	<p>energy</p> 	<p>light</p> 	<p>see</p> 
<p>rays</p> 	<p>eyes</p> 	<p>energy</p> 	<p>light</p> 	<p>see</p> 
<p>rays</p>	<p>eyes</p>	<p>energy</p>	<p>light</p>	<p>see</p>

Instructional Targets

Reading Standards for Foundational Skills

- **Phonics and Word Recognition:** Read common sight words (e.g., high-frequency items from Dolch/Fry list and commonly occurring words in the environment). Use letter-sound knowledge and patterns to decode words.

Standards for Language

- **Conventions of Standard English:** Generate a written sentence with appropriate capitalization and punctuation. 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.
- Demonstrate conventions of written language, including appropriate initial capitalization and ending punctuation.
- 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.
- Identify beginning capital letters and ending punctuation in a written sentence.
- 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.
- Locate capital letters in a name or sentence.
- With support, identify letter-sound matches to contribute to spelling a word.

Topic Connection

In this unit, students learn sources of light and sound. Students also explore movement of light and sound through different types of matter. In this lesson, students will learn to spell High-Frequency Words that will help them read, write and talk about these topics.



High-Frequency Word List 1

there*

her*

all*

bed*

can*

too*

*Power Words

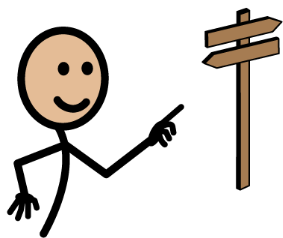


Benchmark Assessments

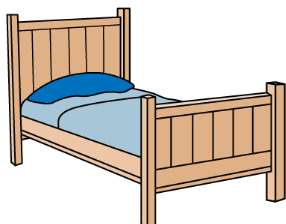
- Reading: Word Recognition Lists 1, 2 and 3

Monthly Checkpoint Assessments

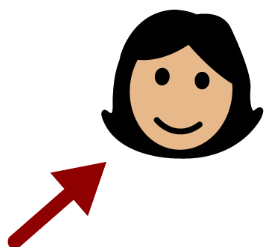
- Level 2 and 3 Word Recognition



there



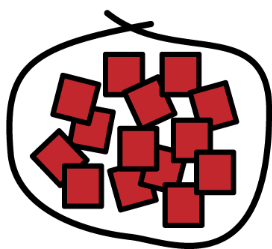
bed



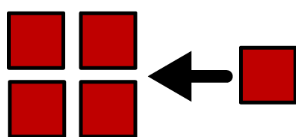
her



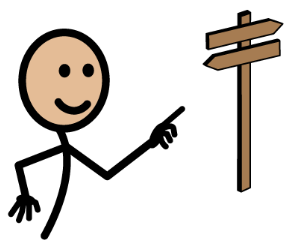
can

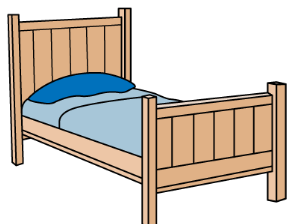


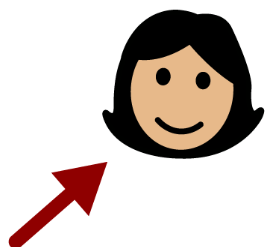
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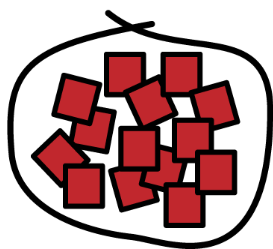
too

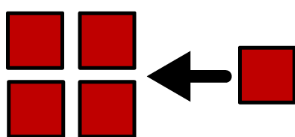




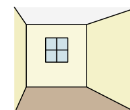




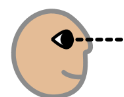
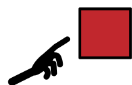




1. The girl is in room.



2. It is dark to see.



3. The lights are



=



off.



4. How

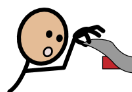


she

find

her

blanket ?

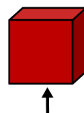
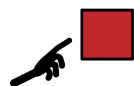


?

5. The blanket is over



6. It is at the bottom of her



1. What word starts like buzz ?



And It The
WORD
Up



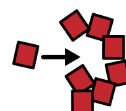
?



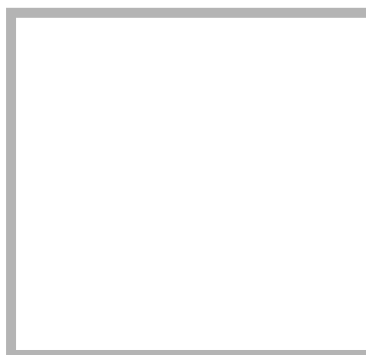
2. What word rhymes with hair ?



And It The
WORD
Up



?



3. What word starts like hum ?



And It The
WORD
Up



?

4. What word starts like cop ?



And It The
WORD
Up

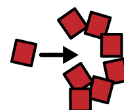
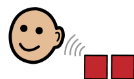


?

5. What word rhymes with blue ?



And It The
WORD
Up



?

6. What word ends like ball ?



And It The
WORD
Up

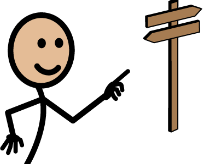
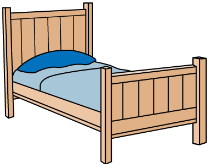
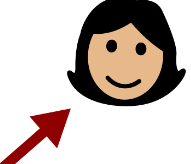

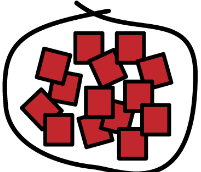
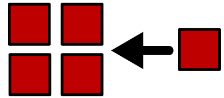







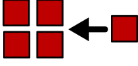
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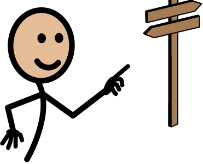
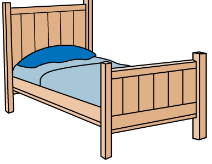
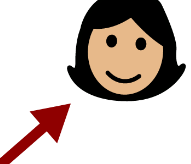

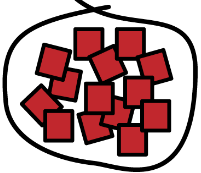
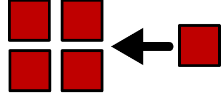
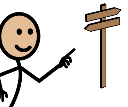

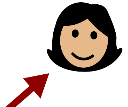


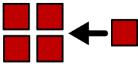
For hands-on instruction, print, cut out and laminate.

Fill-In

there 	bed 	her 	can 	all 	too 
--	--	--	--	--	--

there 	bed 	her 	can 	all 	too 
there	bed	her	can	all	too

Word Study

there 	bed 	her 	can 	all 	too 
there 	bed 	her 	can 	all 	too 
there	bed	her	can	all	too

Instructional Targets

Reading Standards for Foundational Skills

- **Phonics and Word Recognition:** Read common sight words (e.g., high-frequency items from Dolch/Fry list and commonly occurring words in the environment). Use letter-sound knowledge and patterns to decode words.

Standards for Language

- **Conventions of Standard English:** Generate a written sentence with appropriate capitalization and punctuation. 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.
- Demonstrate conventions of written language, including appropriate initial capitalization and ending punctuation.
- 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.
- Identify beginning capital letters and ending punctuation in a written sentence.
- 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.
- Locate capital letters in a name or sentence.
- With support, identify letter-sound matches to contribute to spelling a word.



Topic Connection

In this unit, students learn sources of light and sound. Students also explore movement of light and sound through different types of matter. In this lesson, students will learn to spell High-Frequency Words that will help them read, write and talk about these topics.



High-Frequency Word List 2

now* through* with*
that* hear* sleep*



High-Frequency Word List 3

you* dark off*
what* sound eyes*

*Power Words 

Benchmark Assessments

- Reading: Word Recognition Lists 1, 2 and 3

Monthly Checkpoint Assessments

- Level 2 and 3 Word Recognition

High-Frequency Spelling List 2

now

that

through

hear

with

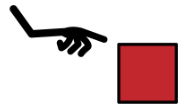
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High-Frequency Spelling List 2

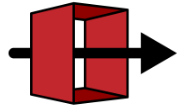
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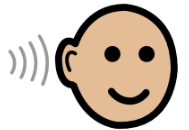
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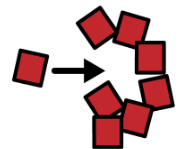
through



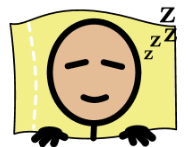
hear



with

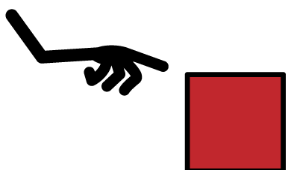


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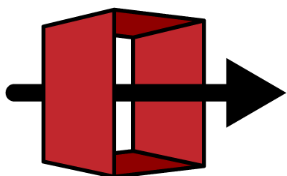




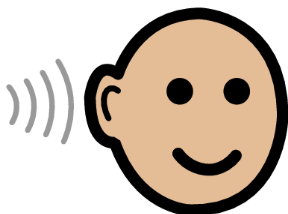
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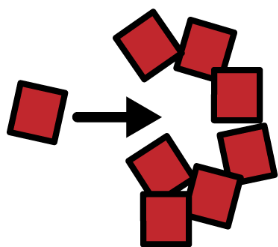
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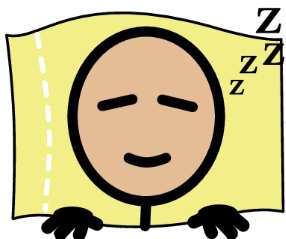
through



hear

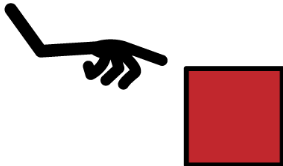


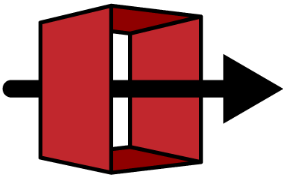
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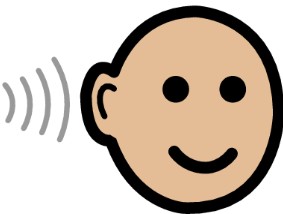


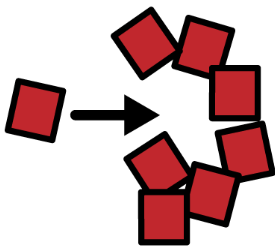
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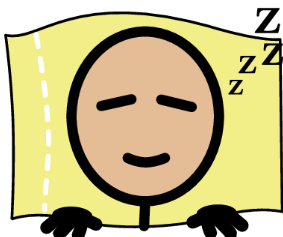












**Instructional Target****Reading Standards for Foundational Skills**

- **Phonics and Word Recognition:** Use letter-sound knowledge and patterns to decode words.

**Differentiated Tasks****Level 3** Students will...

- Independently read and write words by applying letter-sound correspondences.

Level 2 Students will...

- Select or point to a named word from a set of three words, using cues from letter-sound correspondence.

Level 1 Students will...

- Attend to activities that apply letter-sound correspondence to the reading of words.

**Topic Connection**

In this unit, students explore sources of light and sound and investigate how light and sound travel. In this lesson, students will learn letter-sounds that will help them read words that relate to light and sound, such as dark, see, sound, guitar, horn, hear, fire and thunder.

**Topic Words**

dark
ears
eyes

hear*
light*
see*

sound
source
vibrate
wave

**Literacy Words**

beginning
capital

ending
letter

lowercase
same*

sound
word

* Power Words

Benchmark Assessments

- **Reading:** Initial Letters
- **Reading:** Final Letters
- **Early Learning, Letter ID:** Upper Case
- **Early Learning, Letter ID:** Lower Case
- **Early Learning:** Phonemic Awareness
Phoneme Blending
- **Emerging Skills:** Letter Match

Monthly Checkpoint Assessments

- Level 2 and 3: Reading, Questions 1-4
- Level 1: Combined Content Reading and Mathematics, Question 3

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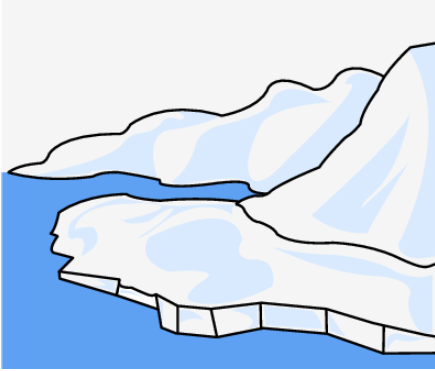
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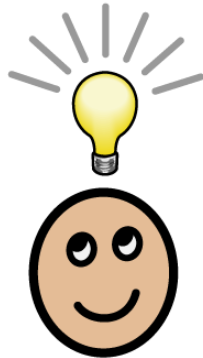
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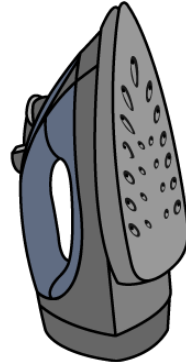
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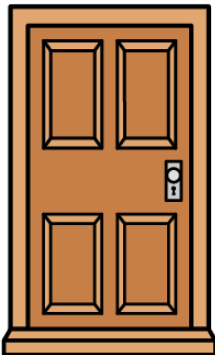
idea



iron



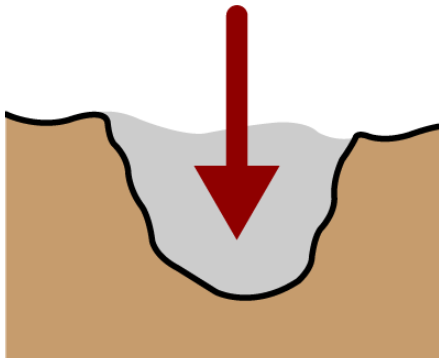
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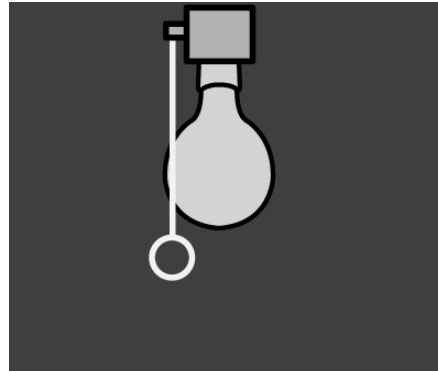
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deep



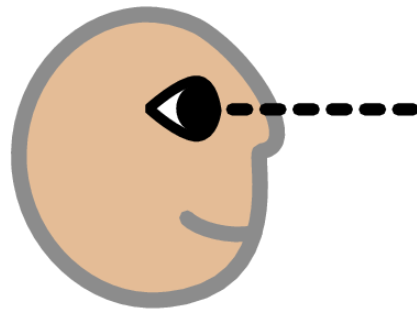
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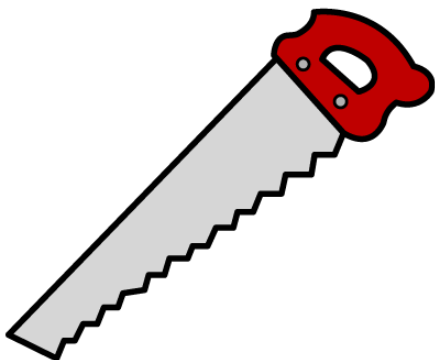
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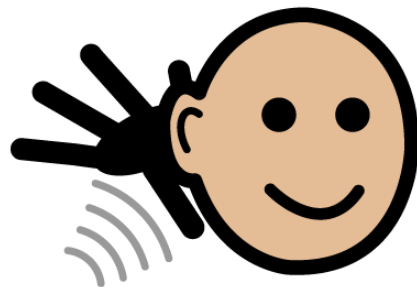
see



saw



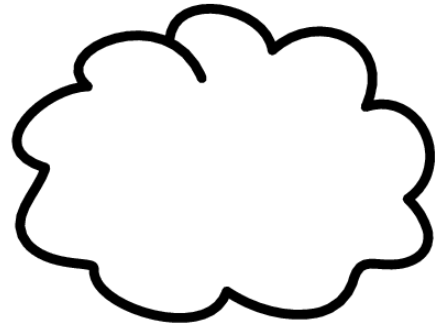
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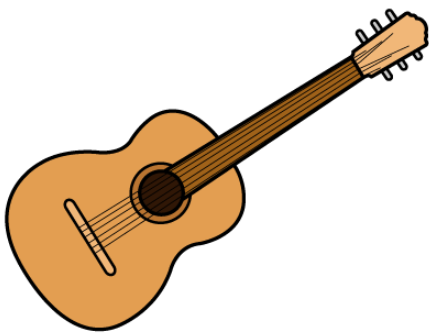
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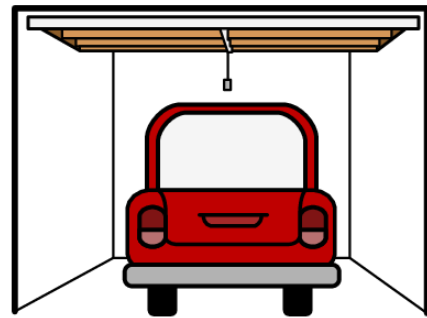
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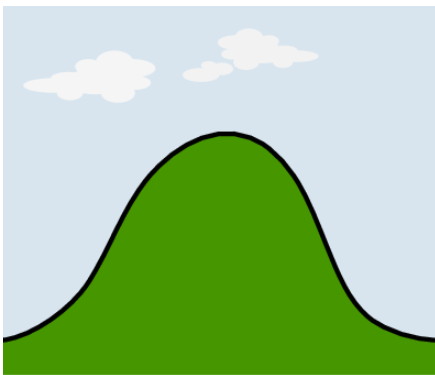
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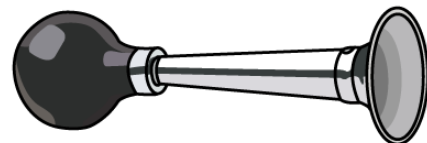
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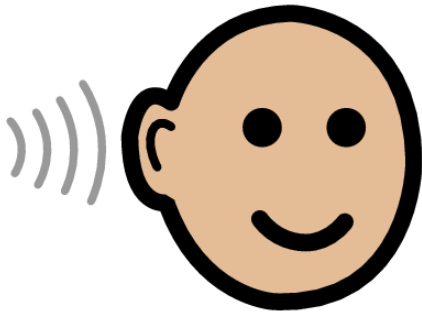
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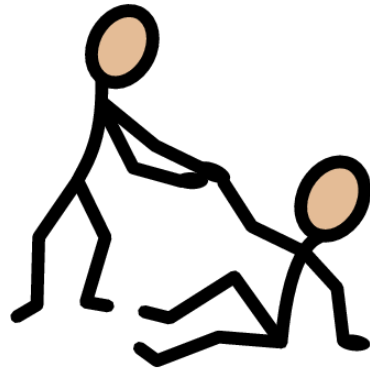
horn



hear



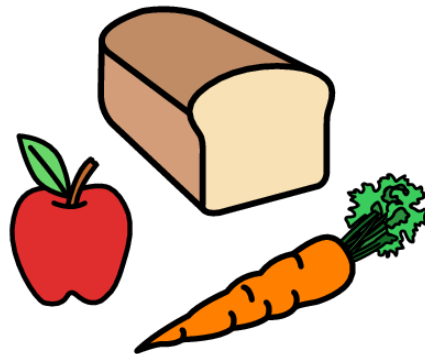
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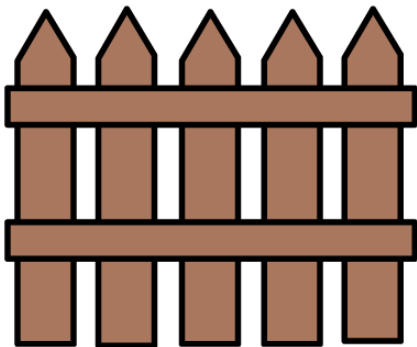
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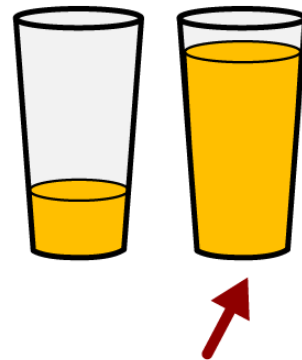
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fence



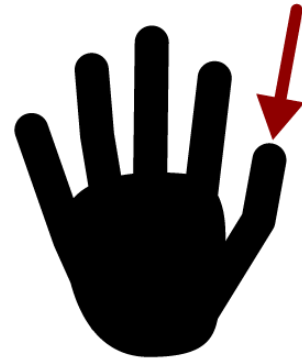
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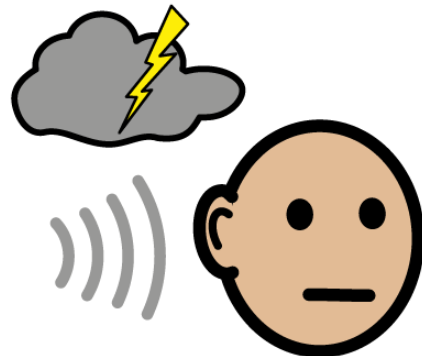
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thunder



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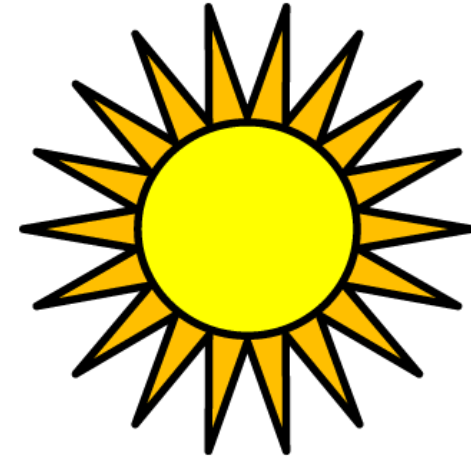
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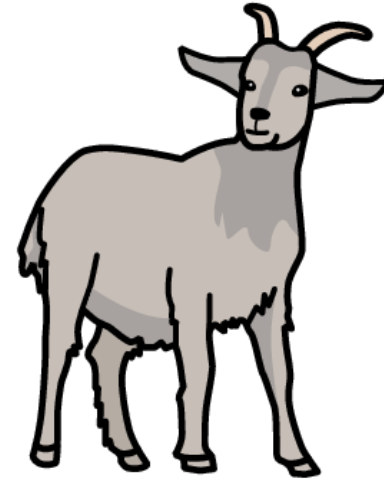
Ss



Sun



Gg



goat



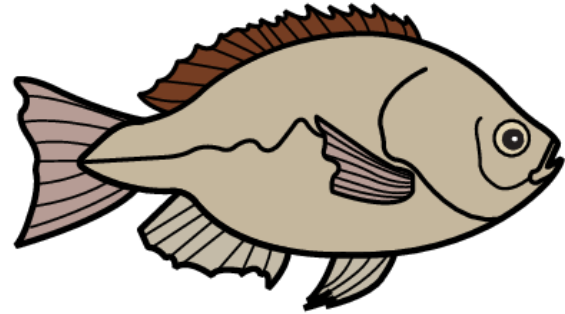
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house



Ff



fish



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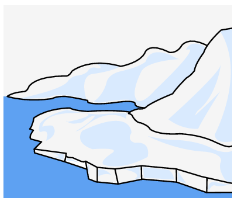


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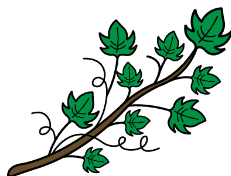




ice



ivy



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iron



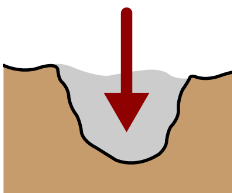
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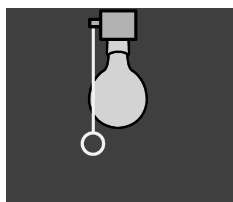
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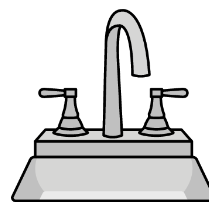
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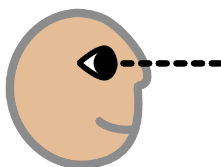
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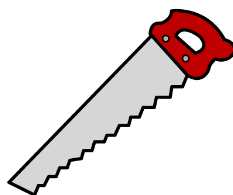
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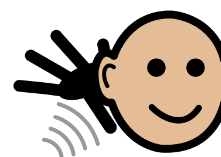
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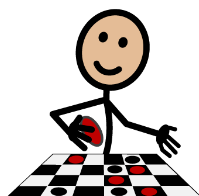
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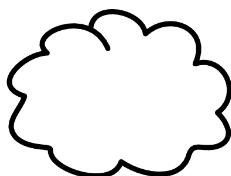
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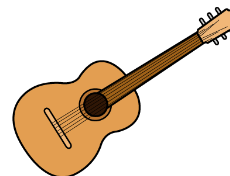
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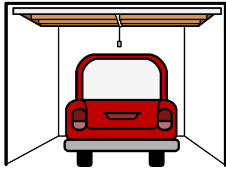


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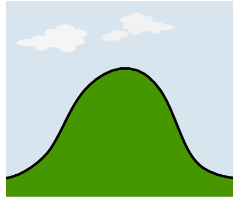




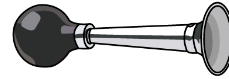
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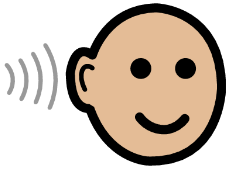
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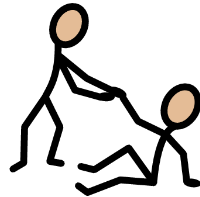
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hear



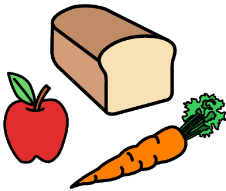
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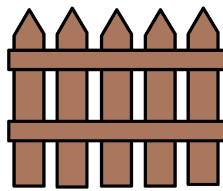
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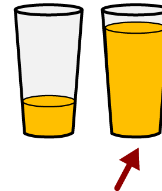
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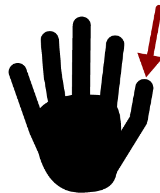
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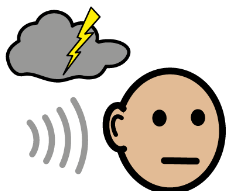
thumb



thick



thunder



Instructional Targets

Reading Standards for Literature and Informational Text

- **Craft and Structure:** Use context clues and illustrations to determine meanings of words. Determine meaning of subject-related words.

Standards for Language

- **Vocabulary Acquisition and Use:** Use context clues, word structures or glossaries to determine the meaning of unknown words. Use words acquired through conversation and domain-specific sources when speaking and writing.

Differentiated Tasks

Level 3 Students will...

- Determine literal and figurative meaning of a word as it is used in a text.
- Match a unit word to a definition.
- Use topic words in conversation.

Level 2 Students will...

- Point to pictures or words to match words with meanings from text.
- Point to pictures or words to match a description within a text passage.
- Point to pictures of key vocabulary from unit topics 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 of key vocabulary within a unit topic.



Topic Connection

In this unit, students learn about sources of light and sound. They also investigate how light and sound travel. In this lesson, students will learn words that will help them read, write and talk about these topics.



Topic Words



High-Frequency Words

dark	eyes	ray	source
ears	hear*	see*	vibrate
energy	light*	sound	wave

there*	can*	now*	sleep*
bed*	all*	through*	you*
her*	too*	with*	off*

* Power Words

Benchmark Assessments

- Emerging Skills: Picture Match
- Reading: Word Recognition Lists 1,2 and 3

Monthly Checkpoint Assessments

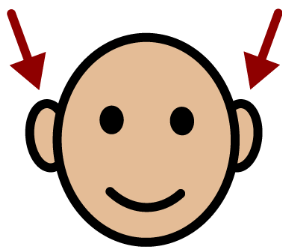
- Level 2 and 3 Reading, Questions 5-8

Vocabulary

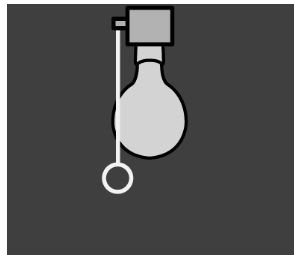
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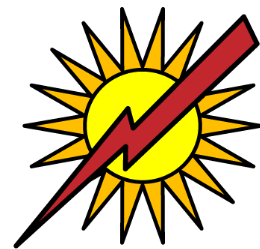
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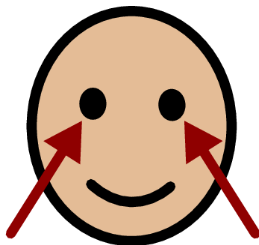
dark



energy



eyes

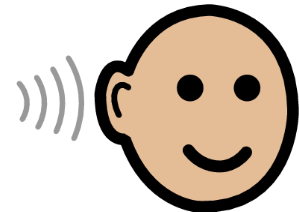


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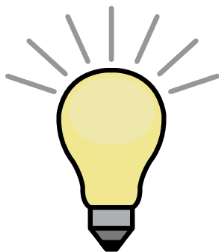


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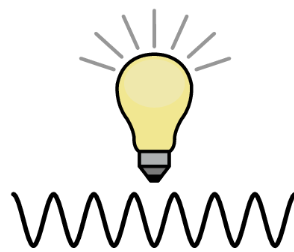
hear



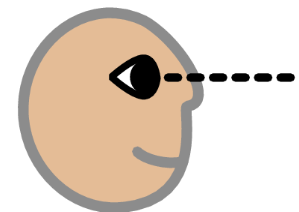
light



ray



see

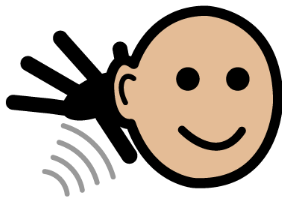


Vocabulary

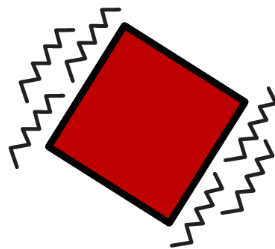
B I N G O



sound



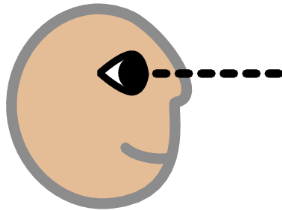
vibrate



wave



see



Free

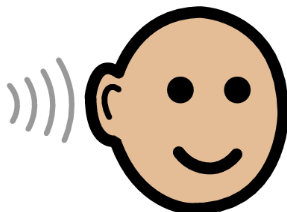


Space

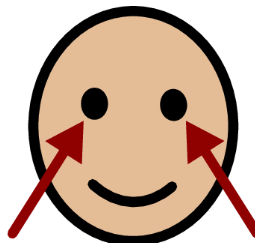
dark



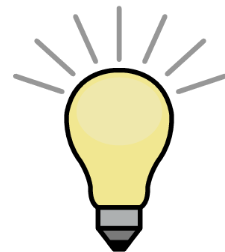
hear



eyes



light



yes



Vocabulary

B I N G O



no

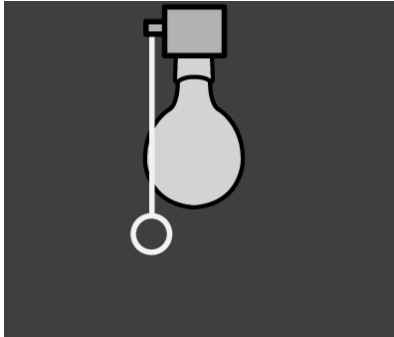


<p>What is it?</p>	<p>hear</p>	<p>dark</p>	<p>ears</p>	<p>energy</p>	<p>eyes</p>
<p>Please repeat.</p>	<p>see</p>	<p>there</p>	<p>light</p>	<p>ray</p>	<p>sound</p>
<p>I have it.</p>	<p>vibrate</p>	<p>all</p>	<p>source</p>	<p>wave</p>	<p>bed</p>
<p>I don't have it.</p>	<p>can</p>	<p>too</p>	<p>her</p>	<p>you</p>	
<p>BINGO!</p>	<p>sleep</p>	<p>now</p>			
<p>Free</p> <p>Space</p>					

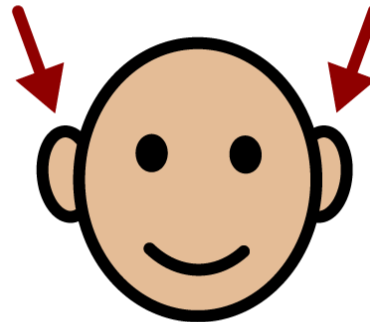
<p>through</p>	<p>with</p>	<p>off</p>
----------------	-------------	------------



dark



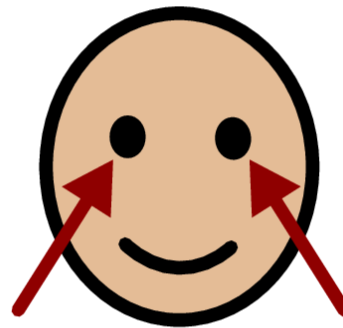
ears



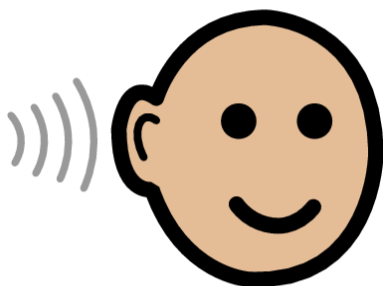
energy



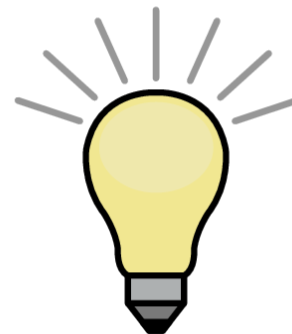
eyes



hear

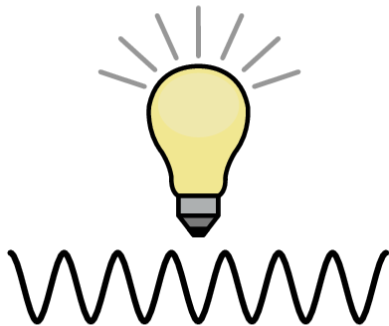


light

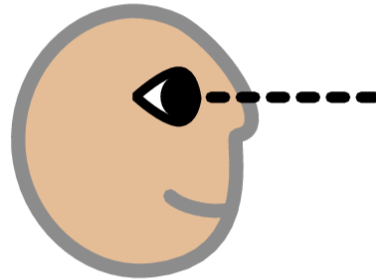




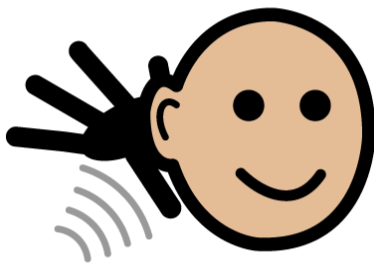
ray



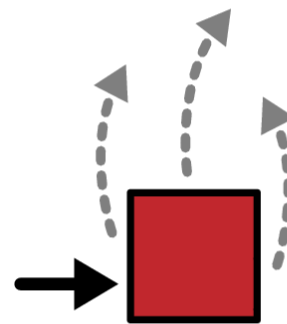
see



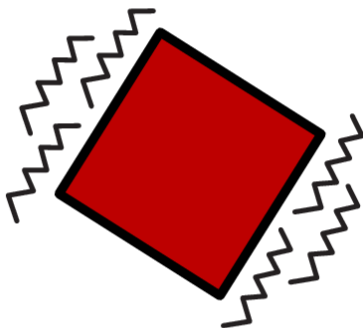
sound



source



vibrate



wave





Instructional Targets

Standards for Language

- **Conventions of Standard English:** Demonstrate conventions of grammar when writing or speaking declarative and interrogatory sentences. Generate a written sentence with appropriate capitalization and punctuation. Correctly spell words with common spelling patterns.
- **Knowledge of Language:** Choose appropriate words and phrases to convey a spoken or written message.



Differentiated Tasks

Level 3 Students will...

- Demonstrate conventions of grammar in spoken and written sentence forms.
- Demonstrate conventions of written language, including appropriate initial capitalization and ending punctuation.
- Spell and write words with common spelling patterns.
- Select words and phrases to convey a specific spoken or written message.

Level 2 Students will...

- Combine nouns, pronouns, verbs, adjectives and prepositions in grammatically correct order when speaking or writing.
- Identify beginning capital letters and ending punctuation in a written sentence.
- Spell common words with letter-sound matches.
- Choose words and phrases to convey an idea when speaking or writing.

Level 1 Students will...

- With picture supports, combine two or more words during a shared writing or speaking activity.
- Locate capital letters in a name or sentence.
- With support, identify letter-sound matches to contribute to spelling a word.
- Use language to communicate an idea.



Topic Connection

In this unit, students read books about light and sound. In this lesson, students will use sentences from these books to practice appropriate grammar and conventions such as capitalization and punctuation.



Topic Words



dark	eyes	light*	sound
ears	hear*	see*	source



Literacy Words

capital letter	period	read*
exclamation point	punctuation	sentence
order	question mark	word

* Power Words

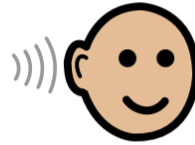
Benchmark Assessments

- Emerging Skills: Errorless Writing
- Writing: Writing Probe



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

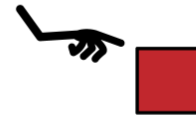
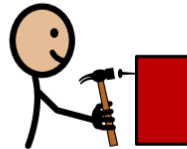
Gabby hears ding,



ding, ding. sound?



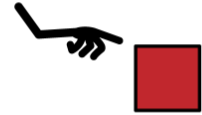
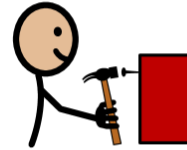
What makes that



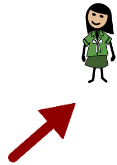


For hands-on instruction, print, cut out and laminate.

The bell makes that



her Olivia turns on



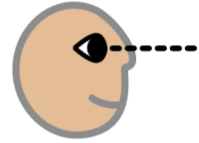
sound. flashlight. is





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

Now she can see



Teddy. Teddy on the



shelf.





Instructional Targets

Math Standards for Numbers and Operations in Base Ten

- **Building Blocks to Operations:** Read and write numerals. Count a number of objects.
- **Generalize place value understanding for multi-digit whole numbers:** Use number lines or visual representations to illustrate whole numbers, including ones, tens, and hundreds. Use place value understanding to round whole numbers to the nearest 10 or 100.
- **Understand the place value system:** Compare multi-digit numbers by use of symbols: $>$, $<$ or $=$.



Differentiated Tasks

Level 3 Students will...

- Count and read numbers to 100.
- Model and identify the number of 100s, 10s and 1s in a two-digit number.
- Independently round to the nearest 10 or 100.
- Compare numbers to 100 to determine more, less or equal.

Level 2 Students will...

- Count and read one-digit and two-digit numbers.
- Model and identify the 10s and 1s in a whole number with support.
- Use visuals and other supports to round numbers.
- 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).
- Sort 10s and 1s to make an expanded form of a number through an active participation response.
- Select a number through an active participation response and with support choose if it is closer to 0 or 10.
- Compare two sets of objects to determine 'more', 'less' or 'equal'.



Topic Connection

In this unit, students explore sources of light and sound. They learn that you hear sounds when sound waves travel to our ears. The scenarios in this lesson have Emily, Chris and Alec counting musical instruments that make different sounds.



Topic Words

ears	sound
energy	vibrate
hear*	wave



Math Words

add	count	less*	numeral
altogether	equal sign	less than	plus sign
carry	equal to	more*	same*
compare	greater than	number	

* Power Words

Benchmark Assessments

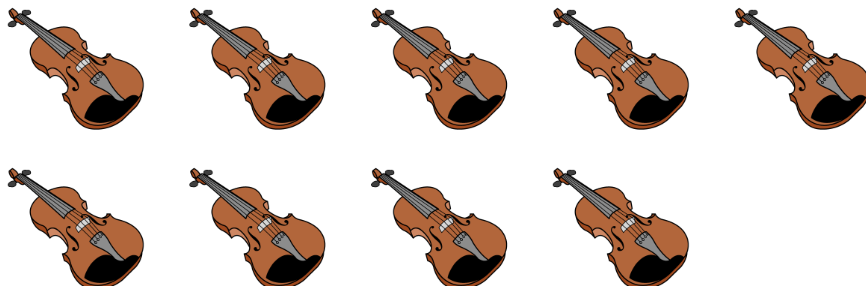
- Emerging Skills: Early Emerging Math Rubric and Number Match
- Early Learning: Emerging Math
- Basic Math: Numbers and Counting to 20
- Math Problem Solving: Add and Subtract

Monthly Checkpoint Assessments

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

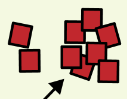
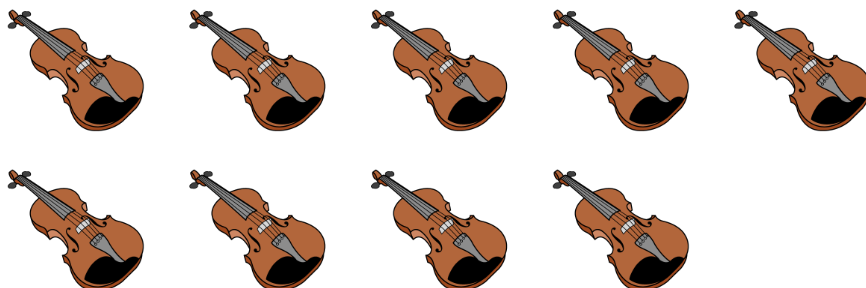
Emily hears 9 violins. Count 9 violins.

Emily



Chris hears 9 violins. Count 9 violins.

Chris



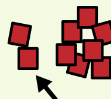
Who hears more?

Emily

Chris

same





Who hears less?

Emily

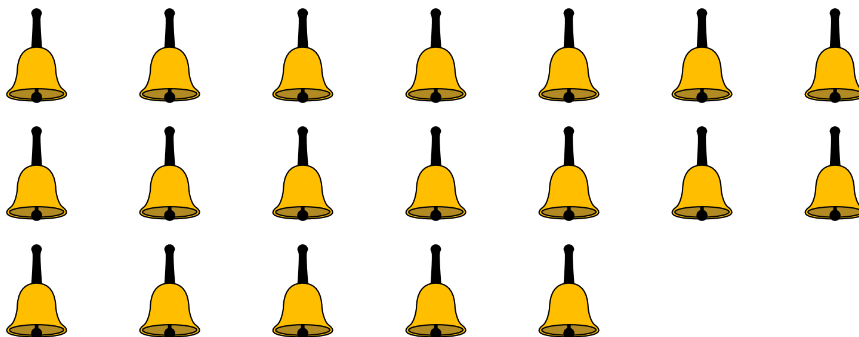
Chris

same



Emily hears bells. How many bells does Emily hear?

Emily



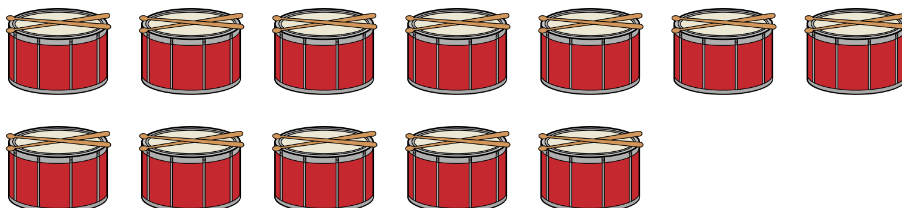
10

11

19

Chris hears drums. How many drums does Chris hear?

Chris



12

14

16



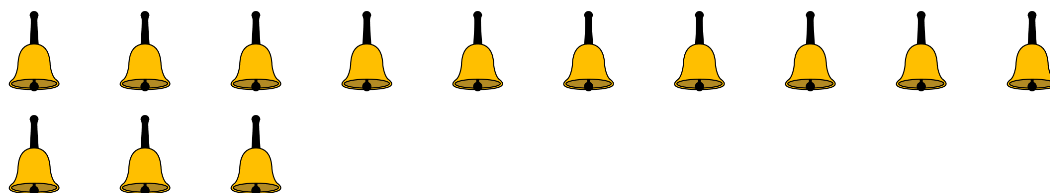
For hands-on instruction, print, cut out and laminate.

Number Sense 7
How Many? 11 - 20

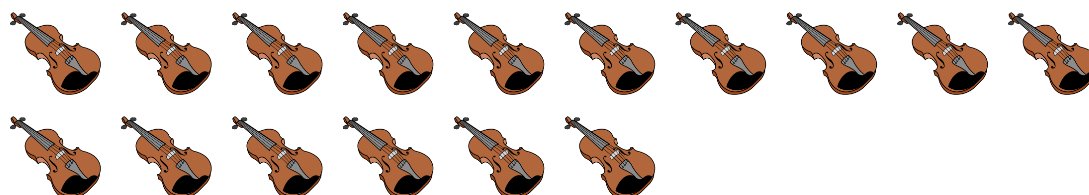
Name: _____



How many?



How many?



How many?



How many?



11	12	13	14	15
16	17	18	19	20



Instructional Targets

Math Standards for Numbers and Operations in Base Ten

- **Building Blocks to Operations:** Read and write numerals. Count a number of objects.
- **Use place value understanding and properties of operations to perform multi-digit arithmetic:** Solve addition and subtraction problems up to 30, 50 and 100.



Differentiated Tasks

Level 3 Students will...

- Count and read numbers to 100.
- Solve addition and subtraction problems to 50 and 100.

Level 2 Students will...

- Count and read one-digit and two-digit numbers.
- Solve addition and subtraction problems to 20.

Level 1 Students will...

- Count to a given number through an active participation response (e.g., voice output device, eye gaze choice board).
- Count sets of objects within addition or subtraction problems through an active participation response (e.g., voice output device, eye gaze, choice board).



Topic Connection

In this unit, students explore sources of light and sound. They learn that you hear sounds when sound waves travel to their ears. The scenarios in this lesson have Emily, Chris and Alec counting musical instruments that make different sounds.



Topic Words

ears
energy
hear*

sound
vibrate
wave



Math Words

add
altogether
carry
compare

count
equal sign
equal to
greater than

less*
less than
more*
number

numeral
plus sign
same*

* Power Words

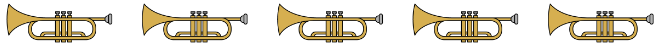
Benchmark Assessments

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

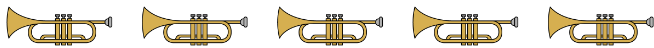
Monthly Checkpoint Assessments

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

Emily hears 5 trumpets.

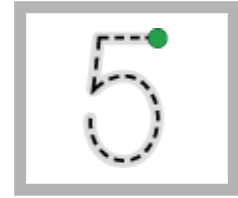
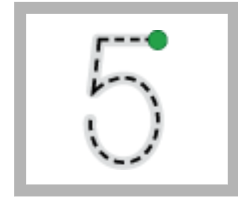


Chris hears 5 trumpets.



How many altogether?

+



Emily hears 3 violins.

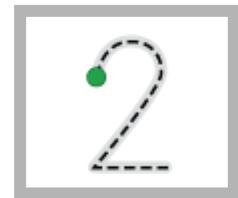
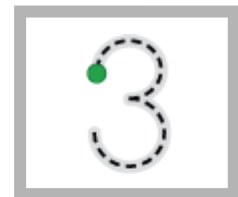


Chris hears 2 violins.



How many altogether?

+



Emily hears 8 drums.

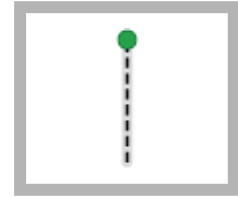
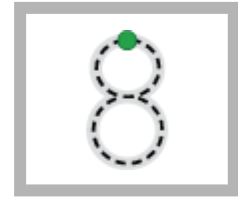


Chris hears 1 drum.



How many altogether?

+



Emily hears 4 bells.

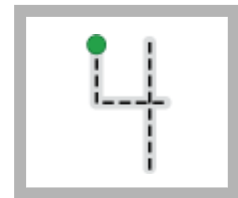
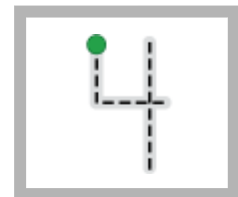


Chris hears 4 bells.

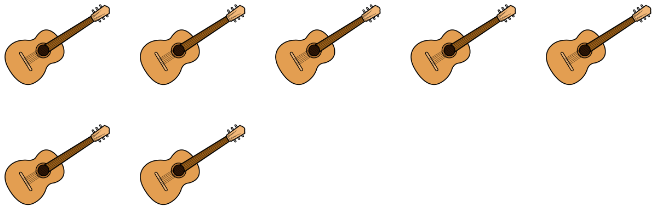


How many altogether?

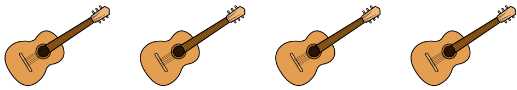
+



Emily hears 7 guitars.

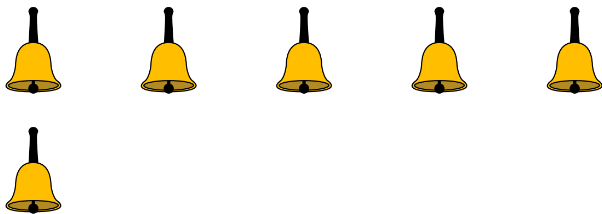


Chris hears 4 guitars.

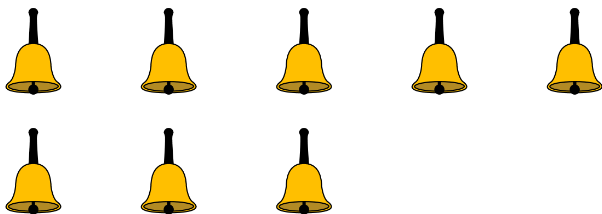


How many altogether?

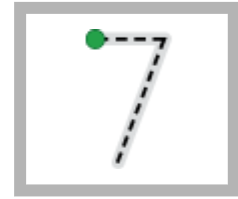
Emily hears 6 bells.



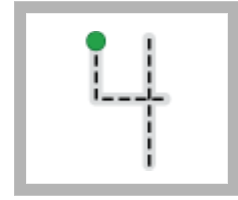
Chris hears 8 bells.



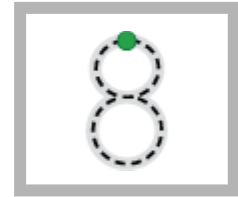
How many altogether?



+



+





Instructional Target

Math Standards for Measurement and Data

- **Solve problems involving measurement and estimation of intervals of time, length, liquid volumes and masses of objects:** Tell time to hour, half-hour, quarter-hour and five-minute intervals.



Differentiated Tasks

Level 3 Students will...

- Identify time and solve simple real-world problems involving intervals of time.

Level 2 Students will...

- Identify time to the hour and half hour as it applies to a real-world scenario or schedule.

Level 1 Students will...

- Select a time as part of a sequence of activities or a schedule.



Topic Connection

In this unit, students are learning about sources of light and sound. In this lesson, students will work with Time Scenario Cards about sounds Gabby hears throughout the day.



Topic Words



Math Words

ears
hear*

sound
source

A.M.
clock
hand*

half hour
hour
digital clock

minute*
number
P.M.

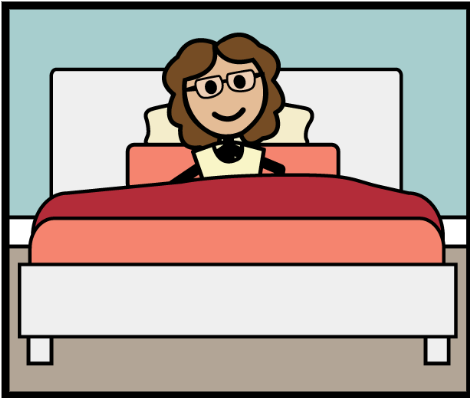
quarter hour
time*

* Power Words

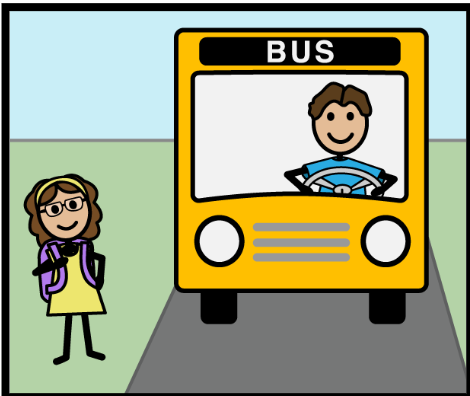
Benchmark Assessments

- **Basic Math:** Telling Time
- **Math Problem Solving:** Calculating Time

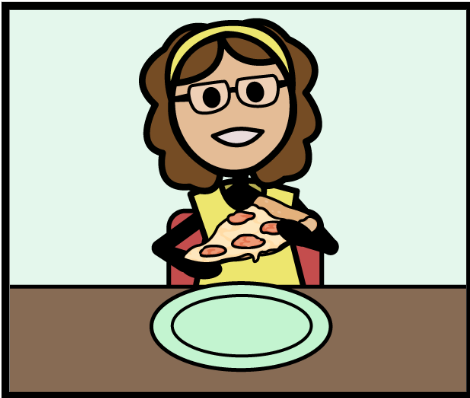
At _____, Gabby hears her
alarm clock. It's time to wake up.



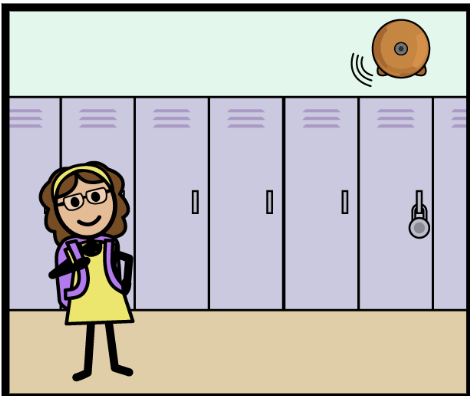
At _____, Gabby hears the
bus coming down the street. It's time
to go to school.



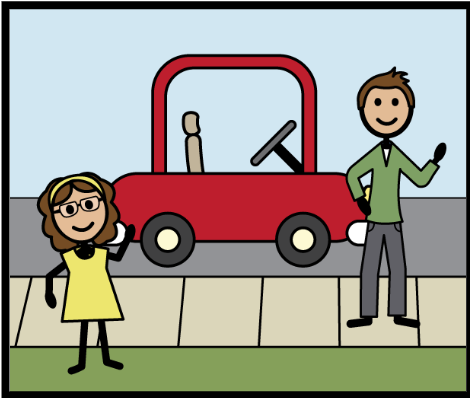
At _____, Gabby hears her
stomach growl. It's time for lunch.



At _____, Gabby hears the
bell ring. It's time to go home.



At _____ , Gabby hears a
car. Dad is home!



At _____ , Gabby hears her
mom say, "It's time for bed!"
Gabby goes to sleep.





Instructional Targets

Math Standards for Fractions

- **Develop understanding of fractions as numbers:** Use concrete models to illustrate fractional parts (equal parts showing a whole and one half, one third and one fourth of a whole). Match symbolic representations ($\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, etc.) to fractional parts.
- **Use equivalent fractions as a strategy to add and subtract fractions:** Add or subtract fractions with like denominators to solve real-world problems, using a visual or an object model.



Differentiated Tasks

Level 3 Students will...

- Identify fractional representations with a fractional model.
- Apply use of fractional representation of $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{1}{3}$ in the context of real-world problems and scenarios.
- Use fractional representations to add or subtract two fractions in the context of real-world scenarios (e.g., $\frac{1}{4}$ cup + $\frac{1}{4}$ cup is the same as $\frac{1}{2}$ cup).

Level 2 Students will...

- Model a whole that is divided into two, three or four equal parts.
- Recognize appropriate use of $\frac{1}{2}$ and $\frac{1}{4}$ in the context of real-world problems and scenarios.
- Model addition or subtraction of two fractions in the context of real-world scenarios with support.

Level 1 Students will...

- Select matching parts that fit together to make a whole.
- Select fractional units as part of a real-world problem or scenario.
- Match fractional parts of an object to model the solution to an addition or subtraction problem through an active participation response.



Topic Connection

In this unit, students learn about sources of light and sound. Students also explore movement of light and sound. In this lesson, Emily, Chris and Alec are putting LED lights on their bicycle tires. LED lights are a source of light. Many children put lights on their bicycle tires so that they are visible when riding at night. The scenarios focus on fractions related to lights on their tires.



Topic Words

dark
eyes

light*
see*
source



Math Words

divide
empty
equal

fraction
full
number

one half ($\frac{1}{2}$)
one fourth ($\frac{1}{4}$)
one third ($\frac{1}{3}$)

part
three fourths ($\frac{3}{4}$)
whole*

* Power Words

RECIPE



Chewy Chewy Crunch Crunch Mix



SNACK



Serves 5



1 C mini pretzels



1 C whole-grain
toasted oats cereal



1 C mini
marshmallows



1 C fish-shaped
crackers



$\frac{3}{4}$ C raisins



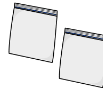
$\frac{3}{4}$ C chocolate
candies



1 gallon-size
zip-top bag



5 sandwich-size
zip-top bags

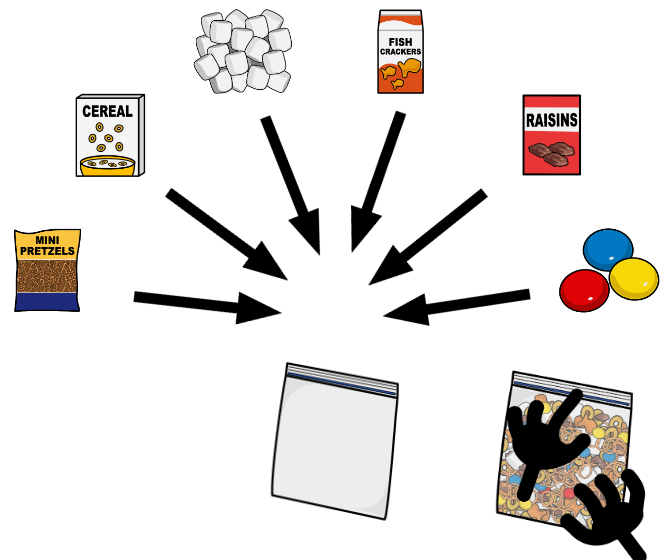


1 C measuring cup



* Always consider student food allergies when preparing recipes.

1. Put mini pretzels, toasted oats cereal, mini marshmallows, fish-shaped crackers, raisins and chocolate candies into gallon-size zip-top bag. Close bag.





Chewy Chewy Crunch Crunch Mix

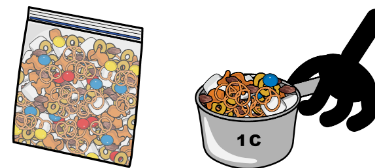


Serves 5

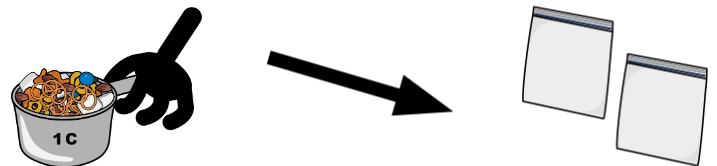
2. Shake gently to mix ingredients.



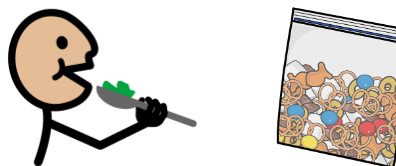
3. Measure 1 C of snack mixture.



4. Put 1 C of snack mixture into each sandwich-size zip-top bag.



5. Eat.





Chewy Chewy Crunch Crunch Mix

1.

2.

Shake gently to mix ingredients.



3.

4.

5.



recipe review

Recipe: _____

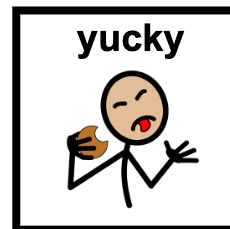
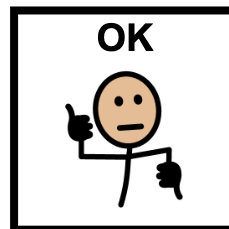
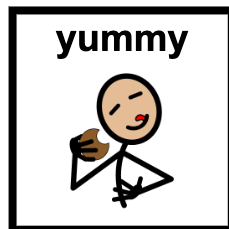
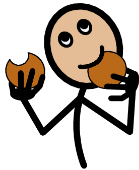
Reviewed by: _____

What was in it?

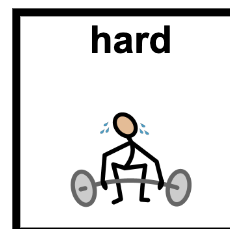
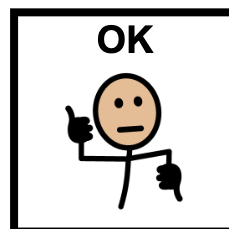
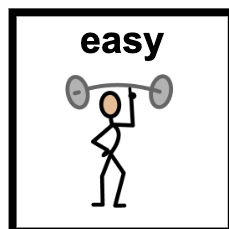


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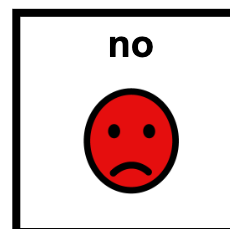
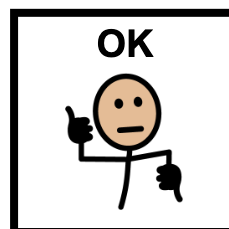
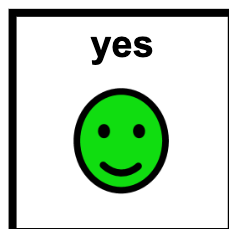
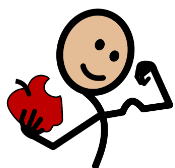
How did it taste?



How was it to make?



Was it healthy?

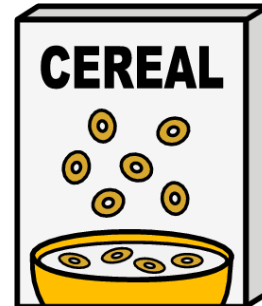




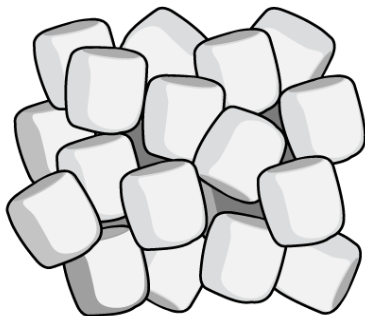
mini pretzels



toasted oats
cereal



mini
marshmallows



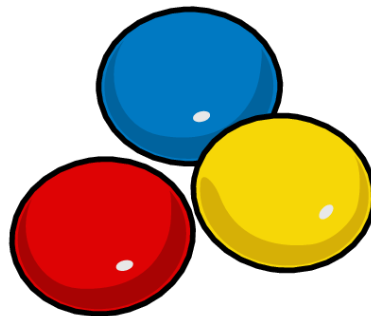
fish-shaped
crackers



raisins



chocolate
candies

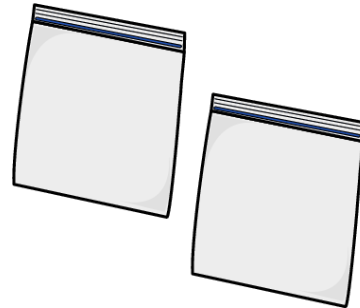




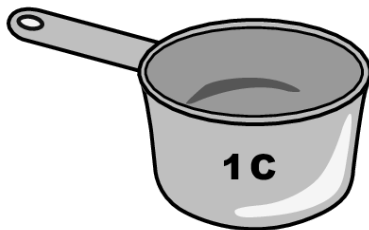
**gallon-size
zip-top bag**



**sandwich-size
zip-top bags**



**1 C
measuring cup**



**Chewy Chewy
Crunch
Crunch Mix**



mini pretzels



**toasted
oats cereal**



**mini
marshmallows**



**fish-shaped
crackers**



raisins

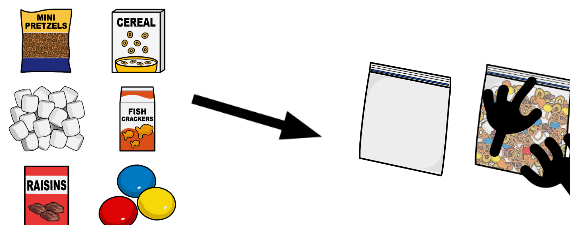


**chocolate
candies**





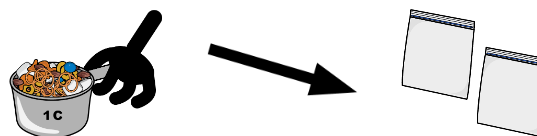
Put mini pretzels, toasted oats cereal, mini marshmallows, fish-shaped crackers, raisins and chocolate candies into gallon-size zip-top bag. Close bag.



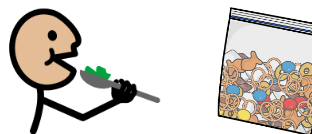
Measure 1 C of snack mixture.



Put 1 C of snack mixture into each sandwich-size zip-top bag.



Eat.





Instructional Targets

Math Standards for Measurement and Data

Solve problems involving measurement and estimation of intervals of time, length, liquid volumes and masses of objects:

- Use standard units to measure length (inches, feet) or weight (pounds, ounces).
- Solve problems and describe differences in length or weight (more, less or same; $>$, $<$, or $=$, etc.).



Differentiated Tasks

Level 3 Students will...

- Use inches and feet to measure and compare length in the context of a real-world activity.

Level 2 Students will...

- Identify the number of inches or feet in a supported measurement of length.

Level 1 Students will...

- Identify the number of inches in a supported measurement of length.



Topic Connection

In this unit, students learn about sources of light and sound. In this lesson, students will use measurement skills to make a Rainbow Tambourine. Remind students how white light can separate into the 7 colors of the rainbow. Students can also use the tambourines to celebrate St. Patrick's Day. A rainbow is a common symbol associated with this day.



Topic Words



Math Words

eyes
light*

ray
see*

bigger
height

inches
measure

shorter
smaller

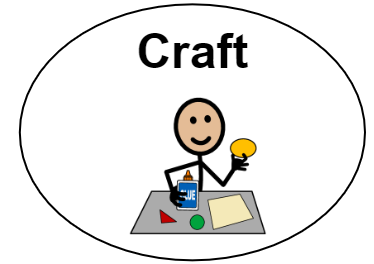
* Power Words



NEED

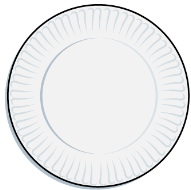


Rainbow Tambourine



Craft

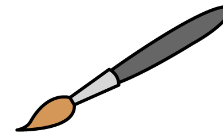
8-in paper plate



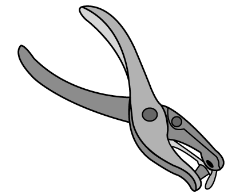
**pink, purple, blue,
green, yellow,
orange and red
paint**



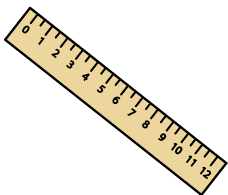
paintbrush



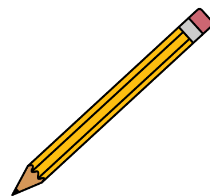
hole punch



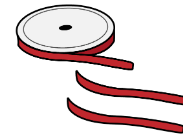
ruler



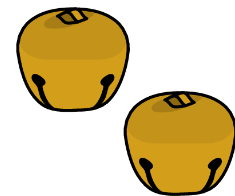
pencil



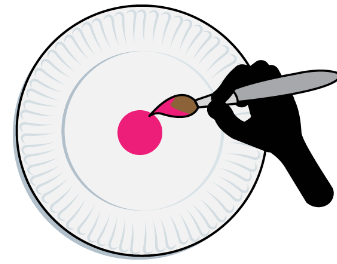
**6 (4-in) pieces
thin ribbon**



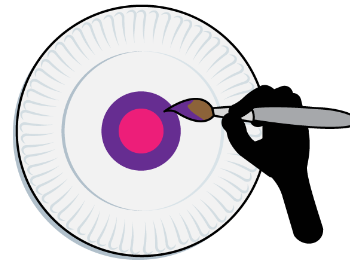
6 jingle bells



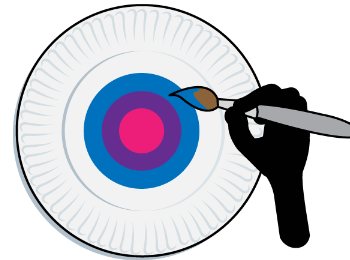
1. Paint small pink circle in center of plate.



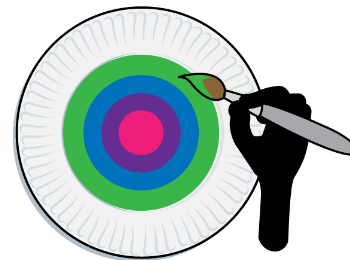
2. Paint purple circle around pink circle.



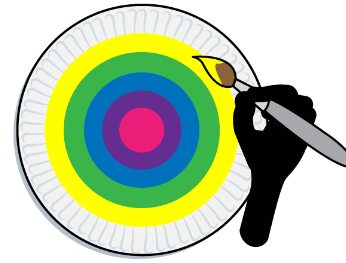
3. Paint blue circle around purple circle.



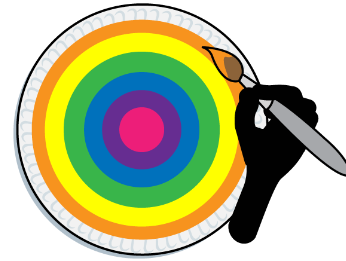
4. Paint green circle around blue circle.



5. Paint yellow circle around green circle.



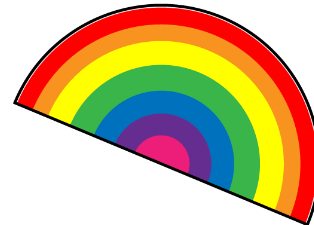
6. Paint orange circle around yellow circle.



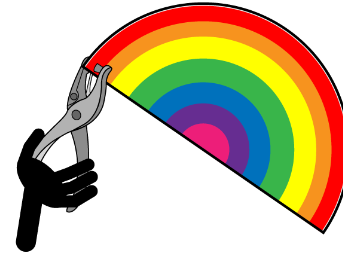
7. Paint red circle around orange circle. Let dry.



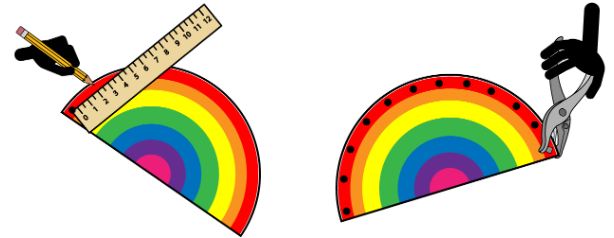
8. Fold plate in half.



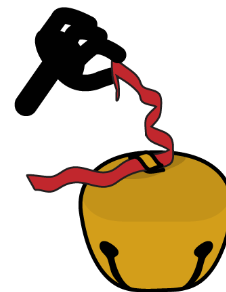
9. Punch hole on one corner of plate.



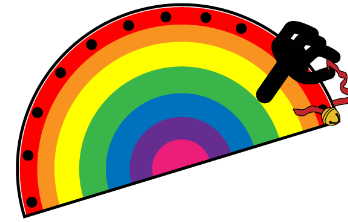
10. Measure and mark every 2 inches along round edge of plate. Punch holes on each mark.



11. String ribbon through bell.



12. Push ribbon through hole and tie.
Repeat with all bells.



13. Shake!





Instructional Targets

Math Standards for Operations and Algebraic Thinking

- **Solve problems involving the four operations and identify and explain patterns in arithmetic:** Identify and describe the rule for a number pattern.
- **Use the four operations with whole numbers to solve problems:** Solve problems (+, -, x, or ÷) in which a symbol or letter represents an unknown (e.g., $4 + a = 10$).
- **Write and interpret numerical expressions:** Write and solve a number problem based on a real-world situation.
- **Generate and analyze patterns:** Extend the sequence of a non-numeric patterns. Continue a sequence of numbers with a given rule (e.g., "add 2" relates to counting by 2s; "add 5" relates to counting by 5s).



Differentiated Tasks

Level 3 Students will...

- Identify and explain a number pattern in charts and tables.
- Independently identify the unknown number represented by a symbol in a math sentence.
- Read, write and solve a math sentence.
- Extend a sequence of objects to show a pattern.
- Extend a sequence of numbers to show a pattern (2s, 5s, 10s, etc.).

Level 2 Students will...

- Identify a pattern in a chart or table with support.
- Make a model of a math sentence to find the unknown number with support.
- Use pictures and numbers to model a math sentence with support.
- Extend a sequence of objects to show a pattern with support.
- Extend a sequence of numbers to show a pattern (2s, 5s, 10s, etc.) with support.

Level 1 Students will...

- Make a pattern through an active participation response (e.g., voice output device, eye gaze, choice board).
- Identify the unknown number in a math sentence (errorless choice) through an active participation response.
- Select a picture or number (errorless choice) to model a math sentence through an active participation response.
- Select an object to show what appears next in a pattern through an active participation response (could be errorless).
- Extend a sequence of numbers to show a pattern (2s, 5s, 10s, etc.) by making a selection (could be errorless choice).



Topic Connection

In this unit, students explore sources of light and sound. The scenarios in this lesson focus on sources of light. As you work through the scenarios, talk with students about when you see these sources of light and how they help you see.



Topic Words

dark	see*
energy	source
eyes	wave
light*	



Math Words

add	left less*	more*	same*
altogether	math	next	subtract
count	sentence	pattern	
equal sign	minus sign	plus sign	

* Power Words

Benchmark Assessments

- Early Learning: Emerging Math


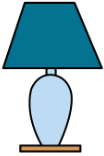

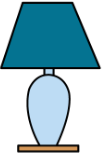














Monthly Checkpoint Assessments


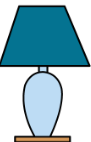




- Level 2 and 3 Mathematics, Questions 11 and 12

Finish the Pattern

Name: _____

What comes next?

					
---	---	---	---	---	---



Instructional Targets

Reading Standards for Informational Text Craft and Structure:

- Use text features (charts, bolded words, etc.) and illustrations to locate information in a text.
- Identify the type of information text (fact-based article, schedule, recipe, etc.).

Reading Standards for Speaking and Listening Comprehension and Collaboration:

- Participate in grade level and age appropriate discussions, including ability to: follow agreed-upon rules (gaining attention, turn-taking, etc.); ask questions that contribute to the discussion.



Differentiated Tasks

Level 3 Students will...

- Use text features to locate specific information in a text.
- Share information and ask and answer questions during a group discussion.

Level 2 Students will...

- Use picture supports to locate specific information in a text.
- Share information during group discussions, using picture supports.

Level 1 Students will...

- Identify a named picture related to the unit topic from a single option or errorless choice.
- Participate in conversational exchanges, using communication technology and picture supports.



Topic Connection

In this unit, students learn about sources of light and sound. Students also explore movement of light and sound through different types of matter. In this lesson students will learn what happens when white light hits a glass prism.



Topic Words



Literacy Words

dark
eyes
light*

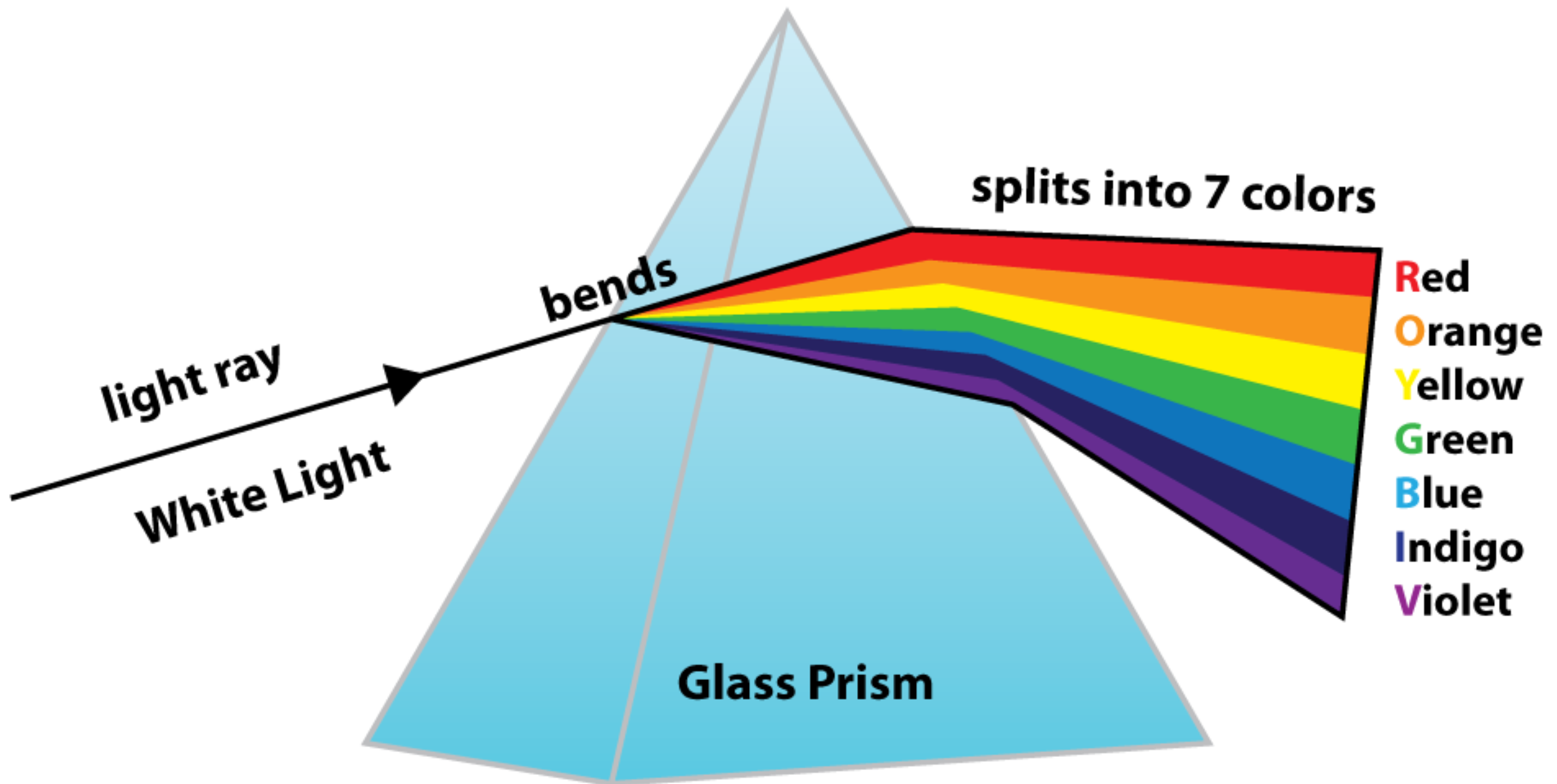
ray
see*
source

bold
heading

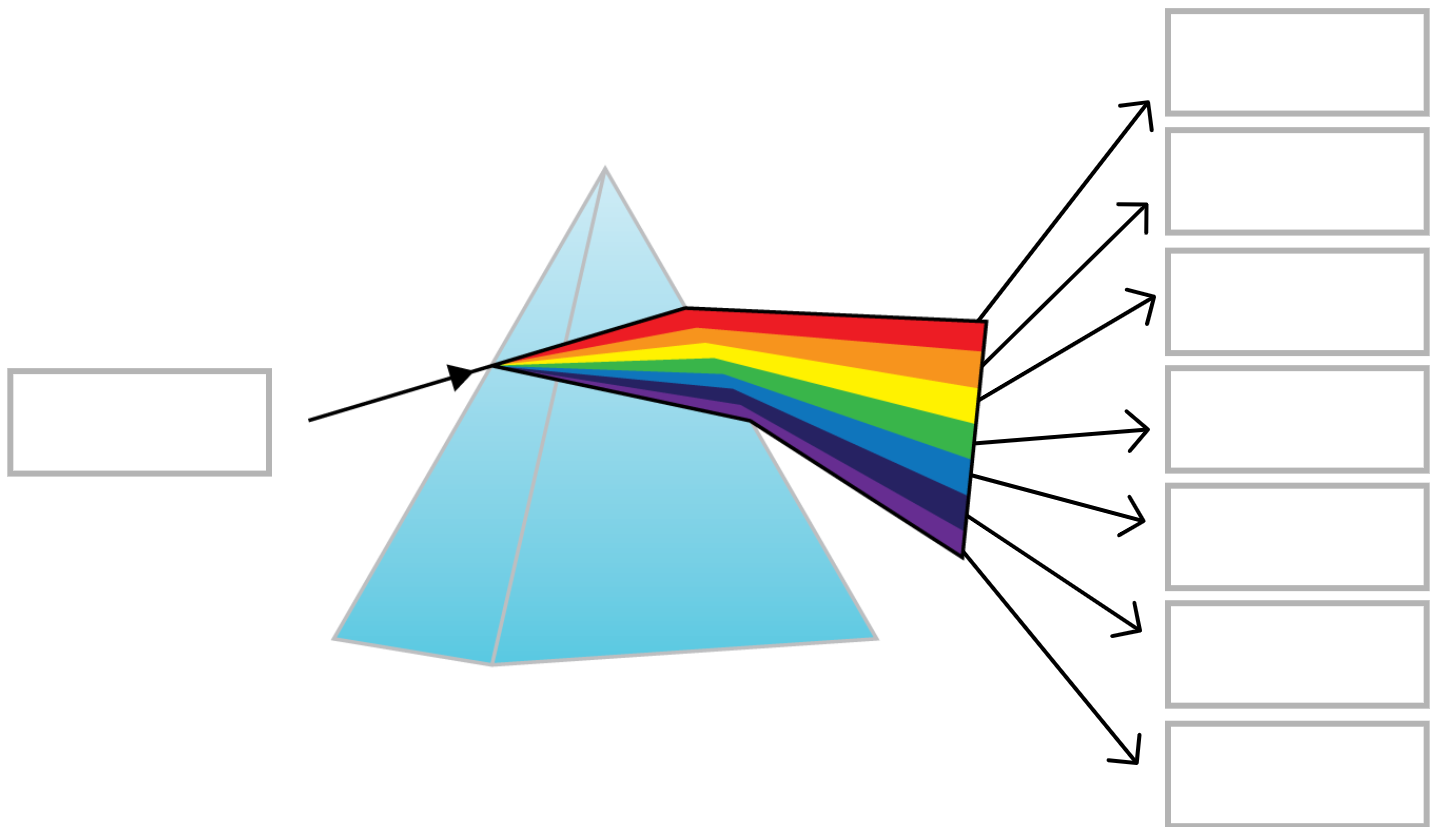
information
picture*
poster
text features

* Power Words

What happens to white light as it passes through a prism?



White light is made up of seven different colors. When white light passes through a prism, it bends. Each color has a different wavelength that bends at a different angle. This splits or separates the colors so they can be seen.



1. What type of light ray is hitting the prism?

2. When the white light hits the prism, the ray









3. The white light splits into







colors.

4. Label the colors of light.



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

 indigo	 blue
 green	 white
 orange	 red
 violet	 yellow

 red light	 blue light	 white light
 disappears	 bends	 rolls
7	1	5



Instructional Target

Standards for Physical Science

- Recognize sources of sound.



Differentiated Tasks

Level 3 Students will...

- Describe how sound travels to the ears.

Level 2 Students will...

- Identify objects that make sound.

Level 1 Students will...

- Participate in the demonstration of sound creation.



Topic Connection

In this unit, students are learning about light and sound and how these forms of energy move through different types of matter. In this lesson, students will learn how sound waves can travel through air and transfer vibrations to objects.



Topic Words



Science Words

ears
energy

hear*
sound

source
vibrate
wave

high*
loud
low

matter
soft
sound

travel
vibrate
wave

* Power Words



Instructional Targets

Standards for Physical Science

- Recognize sources of sound.



Instructional Routine



or



Introduce

- Introduce the activity by asking a focus question about rice. For example, ask, "Can rice move by itself?" Discuss students' responses, explaining that rice is a grain and does not move by itself.
- Read aloud ***Loud or Soft? High or Low?: A Look at Sound*** by Jennifer Boothroyd (ISBN-13: 978-0761371076). Then discuss how sound can travel through different types of matter. Say, "Sound vibrations can travel through air to our ears. Today, you are going to demonstrate how sound vibrations travel through air."
- Review the learning goal with students: **I will demonstrate how sound vibrations travel through air.**

Model

- Display the Dancing Rice Directions. Explain to the students that they will follow directions to demonstrate dancing rice and see how sound can make rice move
- Model reading the directions. Say, "Look at the rice on top of the plastic wrap. What is it doing? What happens when we hit the cake pan with the spoon? What do you hear? What does the rice do?"
- Continue discussion of what is happening and what is causing the rice to move. Encourage the students to refer back to the book to confirm what is making the rice move when they hit the cake pan.
- Model completing the Activity Sheet.

Provide Practice

- Level 3:** Have the student independently demonstrate how sound vibrations travel through air.
- Level 2:** Have the student demonstrate how sound vibrations travel through air, using assistance as needed.
- Level 1:** Have the student participate in demonstrating how sound vibrations travel through air using his or her active participation mode. For example, have the student hit the cake pan with the spoon (hand-over-hand assistance may be appropriate).

Review

- Revisit the learning goal by discussing how sound waves travel.
- You may want students to try different sounds such as humming or shouting to see if they can achieve the same results.



Check Understanding ?



Level 3: Can the student independently identify objects that make sound?



Level 2: Can the student identify objects that make sound using supports as needed?



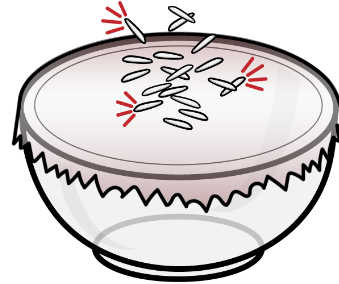
Level 1: Can the student participate in the demonstration of sound creation? How?



NEED



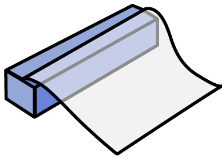
Dancing Rice



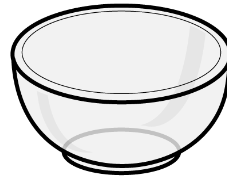
Craft



plastic wrap



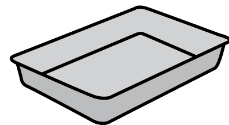
glass bowl



1 T rice



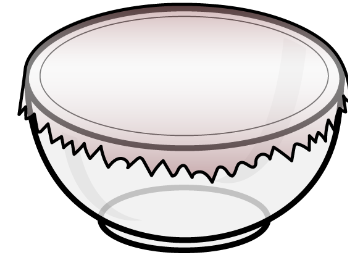
cake pan



wooden spoon



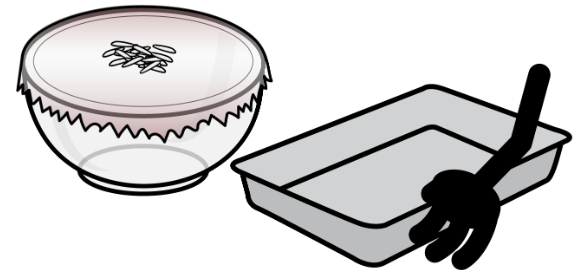
1. Stretch plastic wrap tightly across bowl.



2. Put rice on center of plastic wrap.



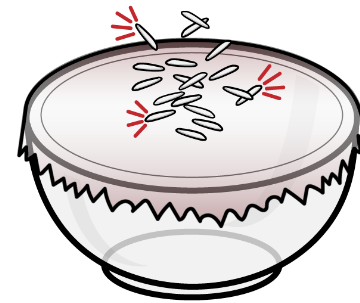
3. Hold cake pan in air near bowl.
Do not touch bowl.



4. Use spoon to hit bottom of cake pan.



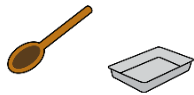
5. Watch rice. What happens?



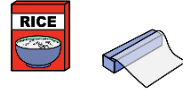
What objects made sound?



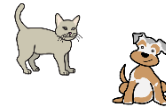
spoon and pan



rice and plastic wrap



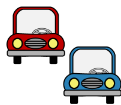
cat and dog



How did the sound travel?



cars



rays



waves



What happened when the sound waves traveled to the rice?



The waves made the rice change colors.



The waves made the plastic wrap vibrate and the rice moved.



The waves didn't travel to the rice.

