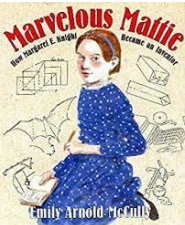
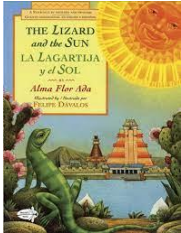



## Unit 4: Communicating with Sound and Light WEEK 7 At a Glance

Weekly Question: <b>How do inventors and innovators make a difference?</b>					
<p>Texts</p> 	<p><b>Vocabulary and Language</b></p> <p>Day 1: Introduce Weekly Words: engineer, invent, improve            Day 2: Introduce Weekly Words: innovate, creativity, persevere            Day 3: Root Words            Day 4: Root Words            Day 5: Carousel Brainstorm</p>				
 	<p><b>Text Talk</b></p> <p>Day 1: <i>Marvelous Mattie: How Margaret E. Knight Became an Inventor</i>, Read 1            Day 2: <i>Marvelous Mattie</i>, Read 2            Day 3: <i>Marvelous Mattie</i>, Read 3            Day 4: “Lewis Latimer and the Long-Lasting Light Bulb” slides (End of Unit Assessment)            Day 5: <i>The Lizard and the Sun</i>, Read 1</p>				
<p>Mentor Texts</p>  	<p><b>Stations</b> On Day 4, the End of Unit Assessment is administered.</p> <p>Shared Reading: “Garrett Morgan”            Independent and Partner Reading            Listening &amp; Speaking: Talk, Draw, Talk; Listen &amp; Respond (<i>Marvelous Mattie</i>)            Science Literacy: How can I use the engineering design process to improve my project?            Vocabulary: Draw for Meaning            Word Work: align with phonics program</p>				
	<table border="1"> <tr> <td data-bbox="410 1346 800 1518"> <p><b>Science and Engineering</b></p> <p>Lessons 1 &amp; 2: Using the Engineering Design Process</p> </td> <td data-bbox="808 1346 1424 1518"> <p><b>Studios</b></p> <p>Children continue working on communication tools and begin other ideas for the Look and Listen! Project.</p> </td> </tr> <tr> <td colspan="2" data-bbox="410 1528 1424 1711"> <p><b>Writing: Explanation</b></p> <p>Days 1-3: Individual Construction, Deconstruction, and Revision            Day 4: Individual Construction: Phenomenon Statement            Day 5: Peer-to-Peer Feedback</p> </td> </tr> </table>	<p><b>Science and Engineering</b></p> <p>Lessons 1 &amp; 2: Using the Engineering Design Process</p>	<p><b>Studios</b></p> <p>Children continue working on communication tools and begin other ideas for the Look and Listen! Project.</p>	<p><b>Writing: Explanation</b></p> <p>Days 1-3: Individual Construction, Deconstruction, and Revision            Day 4: Individual Construction: Phenomenon Statement            Day 5: Peer-to-Peer Feedback</p>	
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