

## Unit 4: Communicating with Sound and Light

### WEEK 7

### Stations

End of Unit Assessment
<p>Materials and Preparation</p> <ul style="list-style-type: none"><li>● End of Unit Assessment slides</li><li>● projector and screen</li><li>● End of Unit Assessment Prompt, one copy for each child</li><li>● End of Unit Assessment Rubric and Exemplar</li></ul>
<p>On Day 4, after Text Talk (“Lewis Latimer and the Long-Lasting Light Bulb”), Stations time is used to administer an end of unit assessment. Children have had an opportunity to think together about the unit’s Big Ideas; now they draw on that discussion as they think, draw, and write independently to demonstrate their understanding.</p> <p>Show the slides, and read the assessment prompts aloud.</p> <p><i>How did Lewis Latimer's invention improve the light bulb?</i></p> <p><i>Do you think all first graders should learn about Lewis Latimer? Why or why not?</i></p> <p>Distribute copies of the text, and send the children off to write. As children finish, they can read independently while others continue the assessment.</p>

See reverse for Stations overview page.

Station	Activities	Materials Writing tools at each station
<b>Shared Reading</b>	"Garrett Morgan"	<ul style="list-style-type: none"> <li>● Shared Reading text on chart and/or slides</li> <li>● pointer</li> </ul>
<b>Teacher Groups</b>	Strategic small group instruction	<ul style="list-style-type: none"> <li>● as needed</li> </ul>
<b>Reading</b>	Independent and Partner Reading	<ul style="list-style-type: none"> <li>● "Garrett Morgan" child copies</li> <li>● individual book bags</li> <li>● pencils</li> </ul>
<b>Listening &amp; Speaking</b>	Talk, Draw, Talk	<ul style="list-style-type: none"> <li>● Week 7 image (colored lights installation)</li> <li>● Week 7 prompt and recording sheet</li> <li>● sand timers</li> <li>● drawing tools</li> </ul>
	Listen and Respond: <i>Marvelous Mattie</i>	<ul style="list-style-type: none"> <li>● audio recording and technology</li> <li>● <i>Marvelous Mattie</i> book</li> <li>● conversation prompts</li> </ul>
<b>Vocabulary</b>	Draw for Meaning <i>warn, reflect, transparent, opaque, translucent, dim</i>	<ul style="list-style-type: none"> <li>● <b>Unit 4, Week 6</b> Weekly Words cards</li> <li>● Draw for Meaning sheets</li> </ul>
<b>Science Literacy</b>	How can I use the engineering design process to improve my project? Filling in weather calendar	<ul style="list-style-type: none"> <li>● Week 7 prompt, printed as stickers or copied and cut apart, with glue sticks</li> <li>● science journals</li> <li>● colored pencils and pencils</li> </ul>
<b>Word Work</b>  (align with phonics program)	Fluent Reader's Challenge	<ul style="list-style-type: none"> <li>● Week 7 Fluent Reader's Challenge sheets</li> <li>● sand timers</li> <li>● Fluent Reader's Challenge directions card</li> </ul>
	Name It, Write It, Mark It	<ul style="list-style-type: none"> <li>● Week 7 Name It, Write It, Mark It sheets</li> <li>● Name It, Write It, Mark It directions card</li> </ul>
	Trick Word Memory	<ul style="list-style-type: none"> <li>● Week 7 Trick Word Memory sheets</li> <li>● scissors</li> <li>● Memory directions card</li> </ul>
	Sort Suffixes -s, -es	<ul style="list-style-type: none"> <li>● Week 7 Sort sheets</li> <li>● scissors</li> <li>● Sort directions card</li> </ul>

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