

## Unit 4: Communicating with Sound and Light

### WEEK 5

### Stations

#### Mid-Unit Assessment

##### Materials and Preparation

- Mid-Unit Assessment slide
- projector and screen
- Weekly Words cards: *communicate, protect, identify, detect, source, determine, senses, hear, volume, produce*  
Display the Weekly Words cards.
- Mid-Unit Assessment Prompt, one copy for each child
- Mid-Unit Assessment Image, one copy for each pair of children
- Mid-Unit Assessment Rubric and Exemplar

Use Stations time on one day in Week 5 to administer the mid-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.

Show the image (slide), and read the assessment prompt aloud.

*What are sources of light and sources of sound in this picture? Give two examples of each.*

Refer to the word bank on the assessment prompt paper, and show the word cards.

*Think about what you see. How are light and sound helpful to the person in this image?*

*Talk to a partner about what you are going to write.*

Distribute copies of the image, and send the children off to write.

Children may access resources posted around the classroom.

As children finish, they can read independently while others finish up.

See reverse for Stations overview page.

Station	Activities	Materials Writing tools at each station
<b>Shared Reading</b>	"Shadow Race"	<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>● "Shadow Race" 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 5 image (reflection)</li> <li>● Week 5 prompt and recording sheet</li> <li>● sand timers</li> <li>● drawing tools</li> </ul>
	Listen and Respond: <i>Oscar and the Moth</i>	<ul style="list-style-type: none"> <li>● audio recording and technology</li> <li>● <i>Oscar and the Moth</i> book</li> <li>● <i>Oscar and the Moth</i> conversation prompts</li> </ul>
<b>Vocabulary</b>	Draw for Meaning <i>beam, shadow, location, source, block, determine</i>	<ul style="list-style-type: none"> <li>● <b>Unit 4, Week 4</b> Weekly Words cards</li> <li>● Draw for Meaning sheets</li> </ul>
<b>Science Literacy</b>	What is a light beam? Filling in weather calendar	<ul style="list-style-type: none"> <li>● Week 5 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 5 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 5 Name It, Write It, Mark It sheets</li> <li>● Name It, Write It, Mark It directions card</li> </ul>
	Make Multisyllable Words	<ul style="list-style-type: none"> <li>● Make and Write Multisyllable Words sheets</li> <li>● scissors</li> <li>● Make Multisyllable Words directions card</li> </ul>
	Make and Spell Compound Words	<ul style="list-style-type: none"> <li>● Make and Spell Compound Words sheets</li> </ul>

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	Trick Word Memory	<ul style="list-style-type: none"><li>• Week 5 Trick Word Memory sheets</li><li>• scissors</li><li>• Memory directions card</li></ul>
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