

Grade: Third Grade

Unit 5: Light and Sound

Unit Overview: Read through the Unit Introduction and respond to the questions below.

Why is this unit important?

[Unit 5 Essential Questions](#)

This unit will build upon what students have already learned about the five senses and the human body, focusing on the senses of seeing and hearing. Through reading and listening to read-alouds, Students will learn about the properties of light and sound, how light and sound travel in waves, and how light and sound can be manipulated by various instruments, such as magnifying glasses, microscopes, and telescopes. The content students learn in this grade will serve as the basis in later grades for more in-depth study of the human body and the properties of light and sound.

What are 3-5 key takeaways students should have by the end of this unit?

Reading	Writing	Speaking/ Listening	Language
RI.3.1	W.3.2	SL.3.1	L.3.1 L.3.2

- Identify characteristics of biography genre, that biographies are nonfiction accounts of peoples' lives. Provide evidence, demonstrate understanding about cause and effect from an informational text (RI.3.1, RI.3.8)
- Synthesize learning through research and hands-on activities to write a summary demonstrating understanding of key concepts and vocabulary. Use vocabulary and concepts from reading to write a descriptive paragraph. Plan for research and writing a newspaper article. (W.3.2, W.3.8, W.3.10)
- Review previous spellings for /ee/ and /ae/ and learn new spellings for the /ae/ sound. Demonstrate understanding of adverbs indicating when and where and conjunctions. Acquire dictionary skills, particularly guide words. (L.3.2, L.3.1)
- Review previously learned suffixes and identify meaning and usage of -ous and -ly. Will use -y and -al correctly (RF.3.3, L.3.1)

What formal writing piece will students complete during this unit?

The formal writing piece for the Light and Sound unit is a multi-day research and informative writing project that focuses on writing a newspaper article about the invention of either the telephone or the incandescent light bulb. Students will learn to conduct research, take and organize notes, and use the writing process to plan, draft, revise, edit and publish the final newspaper article. The project can be done

	<p>with or without the use of technology, but having students use computers to research, write, and publish their projects is highly recommended.</p> <p>Formal writing: Informational newspaper article</p> <p>Students use information they learned about informational text and its features to write a newspaper article about the invention of the telephone or the incandescent light bulb. Students conduct research and take notes before using the writing process to plan, draft, revise, edit, and publish the article. Begins in Lesson 13.</p> <p>Informal writing: lab notes, notes, graphic organizers, summaries, reflections, think-write-share, question writing, descriptive writing, short and extended responses to text</p>
<p>How does this unit reinforce what has been taught in previous grades?</p>	<p><u>The Five Senses (Kindergarten)</u></p> <ul style="list-style-type: none"> • Identify and demonstrate understanding of the five senses: sight, hearing, smell, taste, and touch. • Identify each of the body parts associated with the five senses. • Provide simple explanations about how the eyes, ears, nose, tongue, and skin work and their functions. • Describe how the five senses help humans learn about their world. • Describe some ways the five senses help protect people from harm. • Describe the experiences and challenges of someone who is blind or deaf. <p><u>The Human Body (Grade 1)</u></p> <ul style="list-style-type: none"> • Explain that the human body is a network of systems. • Identify each of the five body systems: skeletal, muscular, digestive, circulatory, and nervous. <p><u>Astronomy (Grade 1)</u></p> <ul style="list-style-type: none"> • Recognize the sun in the sky.

	<ul style="list-style-type: none"> • Explain that the sun is a source of energy, light, and heat. • Identify the Earth’s rotation or spin as the cause of day and night. • Explain sunrise and sunset. • Explain that the Earth orbits the sun. • Explain that stars are large, although they appear small in the night sky. • Explain that astronomers study the moon and stars using telescopes. <p><u>Cycles in Nature (Grade 2)</u></p> <ul style="list-style-type: none"> • Identify that the tilt of Earth’s axis in relation to the sun causes the seasons. • Explain that most cells are too small to be seen without a microscope. • Identify the three states of matter in which water exists: solid, liquid, and gas.
<p>Unit Assessment: Read through the Unit Assessment in the Student Activity Book and the correct answers in the Teacher Guide and respond to the questions below.</p>	
<p>Review the <i>Unit Assessment</i>. List the key sections of the assessment.</p> <p>(e.g. Reading Comprehension, Fluency, etc.)</p>	<p>reading comprehension</p> <p>grammar</p> <p>morphology</p> <p>fluency (optional)</p>
<p>Read through the <i>Reading Comprehension</i> portion of the <i>Unit Assessment</i>. What makes the text complex? Use the <i>Text Complexity Rubric</i> to guide your thinking. (Informational Rubric / Literary Rubric)</p> <p>(e.g. The text is told from multiple points of view, so the text structure makes the text complex. The text uses a lot of figurative language, so language features also make the text complex.)</p>	<p>Text structures (slightly complex)</p> <p>The story is straightforward, following a logical sequence. There are several characters that may increase the difficulty for some students.</p> <p>Language features (Very complex)</p> <p>Some of the language is archaic (“wronged”, “miser”, “chivalry”) and some vocabulary may be unfamiliar. There is quite a bit of dialogue, which may be difficult for some students.</p>

	<p>Meaning (Very complex)</p> <p>The passage will require students to make inferences about character actions. Students will have to apply some background knowledge to make inferences to understand the theme.</p> <p>Knowledge demands (very complex)</p> <p>The concept of justice is abstract and may be difficult for some. Other events in the story are fairly straightforward.</p>
<p>What literacy skills will students need to be successful on the <i>Reading Comprehension</i> portion of the <i>Unit Assessment</i>?</p> <p>(e.g. determine theme, describe a character, determine main idea, etc.)</p>	<p>Main idea, vocabulary, prediction</p>
<p>What fluency score do students need to be in the 50th percentile or above at this time of year?</p>	<p>92 WCPM</p>
<p>What morphology and grammar skills will students need to master to be successful on the Unit Assessment?</p>	<p>suffixes -ist, adjectives, adverbs, synonyms, dictionary guide words</p>