

CKLA Unit 5 Light and Sound

Lesson 1 What is Light?, Part 1

Core Connection (35 min.) *Students will describe the concept of light. [RI.3.2]*

- Before Reading: Think-Draw-Share (whole group 5 min.)
 - Activity Page 1.1
 - Adventures in Light and Sound

Reading (45 min.) *Students will find key ideas and details in the text introducing the concept of light. [RI.3.2]*

- Introducing the Reader (whole group 5 min.)
- Previewing the Vocabulary (whole group 5 min.)
- Reading: “What is Light?” (whole group 30 min.)
- Responding to Reading (independent 5 min.)
 - Adventures in Light and Sound
 - Activity Page 1.1

Writing (30 min.) *Students will take notes and write in response to the text about light. [W.3.8]*

- Introduction to Lab Notes (partner 25 min.)
- Wrap-Up (partner 5 min.)
 - Adventures in Light and Sound
 - Activity Page 1.2
 - Library of Congress website: Bell’s notebook images
 - Chart paper

Language (40 min.) *Students will review the spelling sound /ee/. [L.3.2f]*

- Spelling (whole group 20 min.)
- Morphology (independent 20 min.)
 - Individual Code Charts
 - Activity Pages 1.3, 1.4
 - Digital Projection DP.U5.L5.1

Take-Home Materials

- Activity Page 1.5 Take Home Letter, Spelling /ee/ sound

Formative Assessment

- Activity Page 1.1 Before and After Reading Find the main idea and details from the reading. [RI.3.2]

CKLA Unit 5 Light and Sound

Lesson 2 What is Light?, Part 2

Speaking and Listening (40 min.) *Students will describe and compare characters in a narrative text about light. [RL.3.3]*

- Introducing the Read-Aloud (whole group 5 min.)
- Previewing Vocabulary (whole group 5 min.)
- Presenting the Read-Aloud: “What is Light?” (whole group 20 min.)
- Discussing the Read-Aloud (whole group 5 min.)
- Word Work: Energy (whole group 5 min.)
 - Images U5.L2.1–U5.L2.8
 - Image Card C.U5.L2.1 (Rays of Sunlight)
 - Chart paper w/Lab Notes Activity Page 1.2
 - Chart paper—blank

Reading (25 min.) *Students will answer questions and provide evidence from an informational text about light. [RI.3.1]*

- Partner Reading: “What is Light?” (partner 25 min.)
 - Adventures in Light and Sound
 - Activity Page 2.1

Writing (35 min.) *Students will compare and contrast two texts about light. [RI.3.9] Students summarize the main idea and supporting details presented in a video. [SL.3.2]*

- Compare and Contrast Texts (whole group 30 min.)
- Wrap-Up: Summarizing a Video (independent 5 min)
 - Adventures in Light and Sound
 - Activity Pages 2.2, 2.3
 - Contrasting Organizer
 - Video: How Light Travels
 - Highlighters (optional)
 - Paper divided into half sheets
 - Digital Projection DP.U5.L1.1

Language (20 min.) *Students create adverbs that show “how” and end in –ly. [L.3.1a]*

- Grammar: Adverbs (independent 20 min.)
 - Activity Page 2.4

Take-Home Materials

- Activity Pages 2.5 Reading
- Activity Pages 2.6 Grammar

Formative Assessment

- Activity Page 2.1 What Is Light? Answer questions after reading the text about light. [RI.3.1]
- Activity Page 2.3 Comparing and Contrasting Organizer Compare and contrast two texts about light. [RI.3.9]
- Video summary How Light Travels: Students identify the main idea in a video. [SL.3.2]

CKLA Unit 5 Light and Sound

Lesson 3 How are Shadows Made?

Speaking and Listening (35 min.) *Students will work collaboratively in small groups to complete and discuss an experiment about shadows. [SL.3.1]*

- Review “What Is Light?” (small group 5 min.)
- Light and Surface Experiment (small group 30 min.)
 - “What Am I?” cards
 - Activity Page 3.1, 3.2
 - Flashlights
 - Clear plastic wrap
 - Wax paper
 - Cardboard or cardstock
 - Aluminum foil

Writing (10 min.) *Students will take notes and record observations about cause and effect from an experiment about light and different surfaces and write a reflection. [W.3.8]*

- Experiment Reflection I (independent 10 min.)
 - Activity Page 3.2

Reading (45 min.) *Students will demonstrate understanding of cause and effect after reading an informational text about how light makes shadows. [RI.3.3]*

- Introducing the Chapter (whole group 10 min.)
- Independent Reading: “How Are Shadows Made?” (independent 25 min.)
- Wrap-Up (small group 10 min.)
 - Student Reader
 - Activity Page 3.3

Language (30 min.) *Students will identify adjectives and adverbs correctly. [L.3.1a]*

- Grammar: Adjectives and Adverbs (whole group 15 min.)
- Spelling: Blank Busters (independent 15 min.)
 - Activity Page 3.4, 3.5

Take-Home Materials

- Activity Page 3.6, 3.7 “How Are Shadows Made?”

Formative Assessment

- Activity Page 3.2 Light Experiment Reflection Write a reflection based on a shadow experiment. [W.3.8]
- Activity Page 3.4 Use Adjectives and Adverbs Use adjectives and adverbs correctly. [L.3.1a]

CKLA Unit 5 Light and Sound

Lesson 4 Reflection and Mirrors

Speaking and Listening (35 min.) *Students will discuss ideas and apply information gained from listening to text about mirrors and reflections. [SL.3.1a]*

- Introducing the Read-Aloud (whole group 10 min.)
- Presenting the Read-Aloud: “Reflections and Mirrors” (whole group 15 min.)
- Discussing the Read-Aloud (whole group 5 min.)
- Word Work: Convex and Concave (partner 5 min.)
 - Images U5.L4.1–U5.L4.11
 - Image Card C.U5.L4.1 (Firefly)
 - Internet: images of convex and concave mirrors (optional)

Writing (20 min.) *Students will compare and contrast ideas based on a hands-on investigation with convex and concave reflections. [W.3.8]*

- Compare and Contrast (small group 20 min.)
 - Activity Page 4.1
 - Small flat mirrors
 - Large shiny serving spoons
 - Other types of mirrors (optional)

Reading (40 min.) *Students will find the main idea and details in text about mirrors and reflections, and find connections between different paragraphs. [RI.3.8]*

- Introducing the Chapter (whole group 10 min.)
- (whole group Reading: “Reflections and Mirrors” (whole group 30 min.)
 - Student Reader
 - Activity Page 4.2

Language (25 min.) *Students will identify adverbs that tell when and where. [L.3.1a]*

- Grammar: Adverbs (whole group 15 min.)
- Spelling (independent 10 min.)
 - Activity Pages 4.3, 4.4
 - Digital Projection DP.U5.L4.1

Take-Home Materials

- Activity Pages 4.5, 4.6 Adverbs That Tell How, When, Where

Formative Assessment

- Activity Page 4.1 Lab Notes: Compare and Contrast Compare and contrast convex and concave mirrors. [W.3.8]
- Activity Page 4.2 Lab Notes: Main Idea and Details Find connections between paragraphs from the text. [RI.3.8]
- Activity Page 4.3 Adverbs That Tell How, When, Where Identify adverbs that tell how, when and where. [L.3.1a]

CKLA Unit 5 Light and Sound

Lesson 5 Refraction and Lenses, Part 1

Language (20 min.) *Students will write words using spelling patterns and rules for words with the /ee/ sound. [L.3.2f]*

- Spelling Assessment (independent 20 min.)
 - Activity Page 5.1

Speaking and Listening (45 min.) *Students will use events and details from listening to the story about refraction and lenses and apply what they've learned to show cause and effect. [SL.3.2]*

- Whip Around Vocabulary Review (whole group 5 min.)
- Introducing the Read-Aloud (whole group 10 min.)
- Presenting the Read-Aloud: "Refraction and Lenses" (whole group 20 min.)
- Discussing the Read-Aloud (whole group 5 min.)
- Wrap-Up: Cause and Effect (whole group 5 min.)
 - Images U5.L5.1–U5.L5.11
 - Image Cards C.U5.L5.1–C.U5.L5.3
 - Clear glass of water and a colored straw
 - Activity Page 5.2

Reading (40 min.) *Students will ask and answer questions about ideas and details in a text about refraction and lenses. [RI.3.1]*

- Introducing the Chapter (whole group 10 min.)
- (whole group Reading: "Refraction and Lenses" (whole group 20 min.)
- Lab Notes (independent 10 min.)
 - Adventures in Light and Sound
 - Activity Page 5.3

Language (15 min.) *Students will use suffixes –y and –al correctly. [L.3.4b]*

- Morphology: Suffixes -y and -al (independent 15 min.)
 - Activity Page 5.4

Take-Home Materials

- Activity Page 5.5 Spelling: Dictionary Skills

Formative Assessment

- Activity Page 5.1 Spelling Assessment Spell words with the /ee/ sound correctly. [L.3.2f]
- Activity Page 5.3 Lab Notes Ask and answer questions about the main idea and details of the text using a graphic organizer. [RI.3.1]
- Activity Page 5.4 Words With Suffixes –y and –al Use suffixes –y and –al correctly in words and sentences. [L.3.4b]

CKLA Unit 5 Light and Sound

Lesson 6 Refraction and Lenses, Part 2

Reading (45 min.) *Students will demonstrate comprehension of the text about refraction and lenses during a Close Reading activity. [RI.3.1]*

- Close Reading Exercise (partner 45 min.)
 - Adventures in Light and Sound
 - Sticky notes (each student will need 8 sticky notes)

Writing (40 min.) *Students will write for a specific task, reflecting on what they've learned from the reading about refraction and lenses. [W.3.10]*

- Think-Write-Share (independent 25 min.)
 - Activity Page 6.1 Sharing (partner 15 min.)

Language (35 min.) *Students will demonstrate understanding of the domain words opaque, translucent, and transparent. [RI.3.4]*
Students will write words using spelling patterns and rules for words with the sound /ae/. [L.3.2f]

- Word Work: opaque, translucent, and transparent (whole group 5 min.)
- Spelling (whole group 30 min.)
 - Individual Code Charts
 - Digital Projection DP.U6.L6.1

Take-Home Materials

- Activity Page 6.2 Take-Home Material

Formative Assessment

- Activity Page 6.1 Think-Write-Share Write a letter reflecting on what has been learned from reading. [W.3.10]

CKLA Unit 5 Light and Sound

Lesson 7 What is Color?

Reading (40 min.) *Students will find key ideas and details about light and color by reading the text. [RI.3.2]*

- Introducing the Chapter (whole group 5 min.)
- Previewing the Vocabulary (whole group 5 min.)
- Independent Reading: “Color and Light” (independent 20 min.)
- Experiment 1 (whole group 5 min.)
- Experiment 2 (partner 10 min.)
 - Adventures in Light and Sound
 - White paper
 - Strong flashlights or projector
 - Large, round container of water
 - Colored pencils or crayons
 - Activity Pages 7.1, 7.2
 - Sunlight
 - Prisms (one for each pair of students)
 - Two pieces of cardboard

Writing (20 min.) *Students will synthesize what they have learned about light and color through research and hands-on activities to write a summary demonstrating understanding of key concepts and vocabulary. [W.3.7]*

- What Is White Light? (independent 20 min.)
 - Adventures in Light and Sound
 - Activity Pages 7.1, 7.2, 7.3, 7.3a

Speaking and Listening (30 min.) *Speaking and Listening Students will listen to the story “What Is Color?” and answer questions based on content and vocabulary in the text. [SL.3.2]*

- Introducing the Read-Aloud (whole group 5 min.)
- Presenting the Read-Aloud: “What is Color?” (whole group 15 min.)
- Discussing the Read-Aloud (whole group 5 min.)
- Word Work: Spectrum (whole group 5 min.)
 - Images U5.L7.1– U5.L7.8
 - Image Cards C.U5.L.7.1–C.U5.L.7.4

Language (25 min.) *Students will use the meaning of suffixes –ous and –ly to write words and sentences. [L.3.4b]*

- Morphology : Suffixes -ous and -ly (whole group 15 min.)
- Spelling (independent 10 min.)
 - Activity Pages 7.4–7.8
 - Digital Projection DP.U5.L7.1

Take-Home Materials

- Activity Pages 7.9 Color and Light
- Activity Pages 7.10 Grammar: Build Sentences

Formative Assessment

- Activity Page 7.1 Lab Notes—White Light Research Find key ideas and details from reading. [RI.3.2]
- Activity Page 7.3 Lab Notes—Research Summary Briefly research color and light and write a summary. [W.3.7]
- Activity Pages 7.4–7.7 Suffixes –ous and –ly Add –ous and –ly to words to change the meaning of words. [L.3.4b]

CKLA Unit 5 Light and Sound

Lesson 8 What is Sound?, Part 1

Reading (25 min.) *Students will write to show the relationship between content vocabulary words about light, using information from a glossary, notes, and text. [RI.3.4]*

- Triangle Connections (independent 25 min.)
- Adventures in Light and Sound
- All Lab Notes
- Activity Page 8.1

Speaking and Listening (40 min.) *Students will discuss and answer comprehension and vocabulary questions related to the Read-Aloud text about how sound waves are created and how they travel. [SL.3.1]*

- Introducing the Read-Aloud (whole group 10 min.)
- Presenting the Read-Aloud: “What is Sound?” (whole group 15 min.)
- Discussing the Read-Aloud (whole group 5 min.)
- Word Work: Vibration (whole group 5 min.)
- Multiple-Meaning Word: Medium (whole group 5 min.)
 - Images U5.L8.1–U5.L8.7
 - Image Cards C.U5.L8.1–C.U5.L8.4
 - Sticky notes, index cards, or scrap paper
 - Images showing various meanings of the word medium (optional)

Writing (20 min.) *Students will identify the correct sequence of events to explain how sound is created and how it travels. [RI.3.8]*
Students will state an opinion about how sound travels after watching a video clip. [W.3.1, W.3.1b]

- Sequencing Sentences (small group 10 min.)
- Video: Visualizing Vibrations (whole group 10 min.)
 - Image Card C.U5.L8.5 (Sound Waves Entering the Ear)
 - Sequence Sentence Strips
 - Activity Page 8.2
 - Video: Visualizing Vibrations
 - Envelopes
 - Activity Page 8.2a Support
 - Activity Page 8.3 Exit Ticket

Language (35 min.) *Students will write words using suffixes –ous and –ly. [L.3.4b]*

- Sayings and Phrases (whole group 5 min.)
- Morphology: Suffixes -ous and -ly (independent 15 min.)
- Spelling (independent 15 min.)
 - Activity Pages 8.4, 8.5
 - Digital Projection DP.U5.L8.1

Take-Home Materials

- Activity Page 8.6 Take-Home Letter

Formative Assessment

- Activity Page 8.1 Triangle Connections Find connections between vocabulary words. [RI.3.4]
- Activity Page 8.2 Sequencing Sentences Sequence and write about how sound travels. [RI.3.8]
- Activity Page 8.3 Exit Ticket—Visualizing Vibrations Write an opinion after viewing a video. [W.3.1, W.3.1b]
- Activity Page 8.4 Suffixes –ous and –ly Change words and their meaning by adding –ous and –ly. [L.3.4b]

CKLA Unit 5 Light and Sound

Lesson 9 what is Sound?, Part 2

Reading (60 min.) *Students will compare and contrast sound and light energy. [RI.3.9]*

- Introducing the Chapter (whole group 10 min.)
- (whole group Reading: “What is Sound?” (whole group 20 min.)
- Partner Reading (partner 15 min.)
- Compare and Contrast (independent 15 min.)
 - Adventures in Light and Sound
 - Activity Pages 9.1, 9.2

Writing (25 min.) *Students will write questions based on reading about sound and how it travels and then answer questions in writing. [RI.3.1]*

- Question Wall (independent 25 min.)
 - Adventures in Light and Sound
 - Lab Notes
 - Sticky notes (four per student)
 - Blank space on wall or whiteboard
 - Activity Page 9.3

Speaking and Listening (20 min.) *Students will participate in a group discussion following a sound experiment and share ideas and information. [SL.3.1d]*

- Seeing Sounds (small group 20 min.)
 - Variety of boxes the size of a shoebox and smaller
 - Rubber bands of different widths and sizes
 - Large bowl Plastic wrap
 - Salt or rice
 - Seeing Sounds Lab Notes

Language (15 min.) *Students will choose adjectives, adverbs, and synonyms to expand simple sentences. [L.3.1i, L.3.3a]*

- Grammar: Building Sentences (independent 15 min.)
- Activity Pages 9.4

Take-Home Materials

- Activity Pages 9.5 “What Is Sound?”
- Activity Pages 9.6 Spelling: Dictionary Skills

Formative Assessment

- Activity Page 9.2 Compare and Contrast: Light and Sound Compare and contrast using a graphic organizer. [RI.3.9]
- Activity Page 9.3 Question Wall Ask and answer questions about the reading. [RI.3.1]
- Discussion Seeing Sounds Lab Notes Explain ideas in a small group discussion. [SL.3.1d]
- Activity Page 9.4 Building Sentences Expand sentences by choosing specific words for effect. [L.3.1i, L.3.3a]
- Activity Page 9.5 Dictionary Skills Demonstrate dictionary skills. [L.3.4d]

CKLA Unit 5 Light and Sound

Lesson 10 Characteristics of Sound

Language (20 min.) *Students will write words using spelling patterns and rules for words with the /ae/ sound. [L.3.2f]*

- Spelling Assessment (independent 20 min.)
 - Activity Page 10.1

Reading (40 min.) *Students will read and answer comprehension questions about sound and its characteristics. [RI.3.1]*

- Introducing the Chapter (whole group 5 min.)
- Whole Group Reading: "Characteristics of Sound" (whole group 20 min.)
- Lab Notes: Comprehension Questions (partner 15 min.)
 - Adventures in Light and Sound
 - Activity Page 10.2

Speaking and Listening (45 min.) *Students will listen to the story about sound qualities and answer listening comprehension questions. [SL.3.2]*

- Introducing the Read-Aloud (whole group 5 min.)
- Presenting the Read-Aloud: "Qualities of Sound" (whole group 25 min.)
- Discussing the Read-Aloud (whole group 10 min.)
- Word Work: Frequency (whole group 5 min.)
 - Images U5.L10.1—U5.L10.10
 - Image Cards C.U5.L10.1–C.U5.L10.3, C.U5.L7.1, C.U5.L8.4
 - Sheet music (optional)

Writing (15 min.) *Students will write a reflection about what they've learned about sound in the reading and through the read-aloud. [W.3.8]*

- 3-2-1 Reflection (independent 15 min.)
 - Adventures in Light and Sound
 - Activity Page 10.3

Take-Home Materials

- Activity Page 10.4 Characteristics of Sound

Formative Assessment

- Activity Page 10.1 Spelling Assessment Spell words with the /ae/ sound correctly. [L.3.2f]
- Activity Page 10.3 3-2-1 Reflection Write in response to what they've learned through reading and listening. [W.3.8]

CKLA Unit 5 Light and Sound

Lesson Lesson 11 The Human Voice

Speaking and Listening (45 min.) *Students will listen to the story about the human voice and its variations and answer questions about the text. [SL.3.2]*

- Introducing the Read-Aloud (whole group 10 min.)
- Presenting the Read-Aloud: “Voice” (whole group 20 min.)
- Discussing the Read-Aloud (whole group 5 min.)
- Sayings and Phrases (whole group 5 min.)
- Word Work: Variations (whole group 5 min.)
 - Images U5.L11.1—U5.L11.9
 - Image Card C.U5.L11.1 (Anatomy of a Voice)

Reading (35 min.) *Students will read and answer comprehension questions about the human voice and how it is produced. [RI.3.1]*

- Introducing the Chapter (whole group 10 min.)
- (whole group Reading: “The Human Voice” (whole group 25 min.)
 - Adventures in Light and Sound

Writing (20 min.) *Students will use vocabulary and concepts from the reading and read-aloud to write a descriptive paragraph about a particular sound. [W.3.3, L.3.3a]*

- Descriptive Writing (independent 20 min.)
 - Activity Page 11.1

Language (20 min.) *Students will read and write words using alternate spellings for the /ae/ sound. [L.3.2f]*

- Spelling (whole group 20 min.)
 - Individual Code Charts
 - Digital Projection DP.U5.L11.1

Take-Home Materials

- Activity Pages 11.2 Take-Home Letter “The Human Voice”
- Activity Pages 11.3 Chapter 9: Light and Photography

Formative Assessment

- Activity Page 11.1 Can You Guess My Sound? Write a descriptive paragraph about a specific sound. [W.3.3; L.3.3a]

CKLA Unit 5 Light and Sound

Lesson 12 Alexander Graham Bell

Reading (70 min.) *Students will read text about Alexander Graham Bell and answer questions about the text. [RI.3.1]*

Students will write to a prompt based on the word inspiration from the text. [L.3.5b]

- Introducing the Chapter (whole group 5 min.)
- (whole group Reading: “Alexander Graham Bell, Part I” (whole group 20 min.)
- Reading Response (independent 10 min.)
- Partner Reading: “Alexander Graham Bell, Part II” (partner 20 min.)
- Review: Invention Dash Game (small group 15 min.)
 - Adventures in Light and Sound
 - Activity Pages 12.1, 12.2
 - Blank sheets of paper

Writing (25 min.) *Students will categorize, define, and write sentences using new academic and domain-specific vocabulary words they learned from the text. [RI.3.4]*

- Graphic Organizer: Three New Words (independent 25 min.)
 - Activity Page 12.3

Language (25 min.) *Students will use the conjunction and to create compound sentences. [L.3.1i]*

- Grammar: Introduce the Conjunction and (whole group 25 min.)
 - Activity Page 12.4

Take-Home Materials

- Activity Page 12.5 Practice Conjunction *and*

Formative Assessment

- Activity Page 12.1 What Inspires You? Respond to a prompt based on the reading. [L.3.5b]
- Activity Page 12.2 Comprehension Questions Answer questions by finding evidence in the text. [RI.3.1]
- Activity Page 12.3 Three New Words Use new vocabulary words when writing sentences. [RI.3.4]

CKLA Unit 5 Light and Sound

Lesson 13 Thomas Edison: The Wizard of Menlo Park

Reading (40 min.) *Students will read text about Thomas Edison and then compare and contrast Alexander Graham Bell and Thomas Edison. [RI.3.9]*

- Introducing the Chapter (whole group 5 min.)
- (whole group Reading: “Thomas Edison: The Wizard of Menlo Park” (whole group 20 min.)
- Compare and Contrast (whole group 15 min.)
 - Adventures in Light and Sound
 - Chart paper or board

Speaking and Listening (40 min.) *Students will work collaboratively and discuss ideas while analyzing a newspaper to identify informational text features. [RI.3.5]*

- Introduce Research Project (whole group 10 min.)
- What Goes into a Newspaper Article? (small group 30 min.)
 - Newspapers
 - Sticky notes

Writing (40 min.) *Students will begin planning for researching and writing a newspaper article on the invention of the telephone or the incandescent light bulb. [W.3.5, W.3.10]*

- Introduction: Research and Planning (whole group 25 min.)
- Research Project Guidelines (independent 15 min.)
 - Chart paper
 - Activity Pages 13.1, 13.2

Take-Home Materials n/a

Formative Assessment

- Activity Page 13.1 Planning a Research Article and Notes Create a plan for a research article. [W.3.5]

CKLA Unit 5 Light and Sound

Lesson 14 Research Writing: Newspaper Article

Reading (50 min.)

- Unit Assessment (independent 50 min.)
 - Activity Page 14.1

Reading

- Fluency Assessment (Optional) Independent
 - Teacher Guide
 - Activity Page 14.3

Writing (70 min.) *Students will conduct research on their topic, taking notes and categorizing the information in a graphic organizer.*
[W.3.7, W.3.8]

Students will write their first draft of their research project. [W.3.2, W.3.2a]

- Research and Taking Notes (independent 40 min.)
- Next Step: Drafting (whole group/ independent 30 min.)
 - Activity Page 13.1, 13.2, 14.2
 - “The Invention Gazette”

Take-Home Materials

- Have students work on their drafts at home. Make sure they bring all the materials back for Lesson 15.

Formative Assessment

- Activity Page 14.1 Unit Assessment Demonstrate reading comprehension, grammar, and morphology skills.
- Activity Page 13.1 Planning a Research Article and Notes Research and take notes on an invention and inventor. [W.3.7, W.3.8]
- Activity Page 14.2 First Draft A first draft of the research-writing project will be written. [W.3.2, W.3.2a]
- Activity Page 14.3 Optional Fluency Assessment: Demonstrate reading fluency (optional) [RF.3.3, RF.3.4a, RF.3.4b, RF.3.4c]

CKLA Unit 5 Light and Sound

Lesson 15 Drafting: Newspaper Article

Language (25 min.) *Students will spell words using alternate spellings for the sound /ae/. [L.3.2f]*

- Spelling Assessment (independent 25 min.)
 - Activity Page 15.1

Writing (95 min.) *Students will complete drafts of their newspaper articles and revise based on feedback and criteria on a checklist. [W.3.2c; W.3.5]*

- Linking Words and Phrases (whole group 10 min.)
- Revision Checklist (whole group 10 min.)
- Sharing and Feedback (partner 15 min.)
- Revision and Second Draft (independent 60 min.)
 - Board/chart paper
 - Activity Pages 15.2–15.4
 - Adventures in Light and Sound
 - Chart: Writing a Research Paper

Take-Home Materials

- Have students take home their writing to complete their revisions and second drafts and remind them to bring all materials for Lesson 16.

Formative Assessment

- Activity Page 15.1 Spelling Assessment Use alternate spellings for the sound /ae/ to spell words correctly. [L.3.2f]
- Activity Page 15.4 Revision and Second Draft Revise and write second drafts. [W.3.2c; W.3.5]

CKLA Unit 5 Light and Sound

Lesson 16 Editing and Publishing: Newspaper Article

Writing (120 min.) *Students will edit and publish their final newspaper articles on either the invention of the telephone or the invention of the incandescent light bulb. [W.3.2, W.3.2a, W.3.2b, W.3.2c, W.3.2d, W.3.5]*

Students will produce and publish writing using technology (optional). [W.3.6]

- Editing Checklist (whole group 20 min.)
- Editing (independent 35 min.)
- Publishing (independent 65 min.)
 - Activity Pages 16.1, 16.2, 16.3
 - Write a Research Paper Chart from Lesson 15
 - Edit and Publish a Research Paper Chart
 - Activity Pages 13.2, 15.4, 13.1

Take-Home Materials n/a

Formative Assessment

- Activity Page 16.3 Invention Gazette Finish the final copy of a research writing project. [W.3.2, W.3.2a, W.3.2b, W.3.2c, W.3.2d, W.3.5]

CKLA Unit 5 Light and Sound

Lesson 17 Presenting: Newspaper Article

Speaking and Listening (60 min.) *Students will present their newspaper articles in a group setting, speaking clearly and at an appropriate pace, and then answer questions from group members. [SL.3.1d; SL.3.4; SL.3.6; L.3.1; L.3.3]*

Students will follow the rules of discussion, pose questions to the speaker, and make comments appropriate to the discussion. [SL.3.1; SL.3.1b; SL.3.1c; SL.3.3]

- Sharing Articles and Discussion (small group 60 min.)
 - Final Copies of Newspaper Articles
 - Speaking and Listening Checklist

Reading (60 min.) *Students will reread favorite texts aloud and share their opinions with others. [RF.3.4a, RF.3.4b, RF.3.4c]*

- Light and Sound Rewind (partner 60 min.)
 - Adventures in Light and Sound

Take-Home Materials n/a

Formative Assessment

- Speaking and Listening Checklist Share in groups, asking and answering questions and explaining ideas. [SL.3.1; SL.3.1b, SL.3.1c, SL.3.1d; SL.3.3; SL.3.4; SL.3.6; L.3.1; L.3.3]