

Sequence of Lesson Procedures

Opening *(Provide motivation to learn new skill/concept + Explain Key Objective for the lesson)*

- Boys and girls, today we will be switching off to science! I want us to watch a video about sound!
- <https://www.youtube.com/watch?v=3-xKZKxXuu0>
- We are going to be focusing on sounds! (A sound is caused by a vibration, which means to move back and forth quickly.)
- Lets first go over some vocabulary words: *Sound wave, pitch, vibration, volume.*
- There is sound everywhere!
- We are all going to walk outside and listen quietly. We are going to do the same inside the classroom.
- If ~~we~~you listen and stay quiet for a moment, *what can you hear?* ~~Lets~~Let's listen for a few seconds.
- *What kind of sounds do we hear?*
- **Loud & Quiet** is the volume of loudness. When you turn on your ~~tv~~TV and change the volume, you are changing the volume of the sound.
- *When should we make loud volume? When should we make quiet volume?*

Body of the Lesson *(Engaging Instruction or Learning Activities + Teach new concept/skill + Demonstrate/Model/Examples + Check for Understanding + Guided Practice + Independent practice)*

- Things that **vibrate** are our phones when they ring on silent! *Can you think of other things that vibrate?* Pair share!(electric toothbrush, game controller, hands, etc)
- **Sound** moves in waves. The vibration of an object moves in waves and that makes the sound we hear! (show slinky)
- NOW we are going to work in groups and we are going to move in stations.
- First group gets eggs; ~~each of~~ these eggs have ~~all these~~ things inside the eggs. The eggs are numbered so the recorder and observer can write about what is in the egg and answer questions and know specifically what egg your group is talking about.
- You will have to work with your group to see what you hear. You will have this paper to see what kinds of things are in the eggs, but you must figure out what you hear.

BUILD GROUP

(In order to build groups, I will have the oldest student (check birthdays), to be the materials manager, then second oldest to be the checker, and so on.)

FIRST, students will work together to create a TEAM NAME. (2 minutes)

- **Materials Manager/Traveler (Spy):** Students will walk to the round table and ~~grab~~take 1 basket with 12 eggs, 1 piece of paper, 1 piece of paper with the images of what's in the egg, 1 pencil, 1 worksheet for observer.
- **Checker:** Will make sure that everyone is taking a turn to shake and listen to what is inside the egg. Student must be a leader and make sure everyone gets a turn.
- **Recorder/Reporter:** Students must listen to everyone's ideas and together come to an agreement and write down what they all decided, that is inside the egg. Student will use a simple recycled paper and write #1-12 *(no worksheet created for this)*
- **Observer/Illustrator:** Students will make observations of what sounds are louder and which sounds are quieter. The observer will be asking a question to the team and they need to answer. The

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students will draw the answer or write it down every time they shake an egg. Student must write down the egg number and either draw something or write a few words on the worksheet provided.

- Is it a small or large object? Is the volume of the sound ~~loud-high~~ or low?
- What makes you think that a specific object is inside the egg?

The 5-E Framework.

ENGAGE:
2 minutes

ALL

Talk to your team about the different sounds you hear? Make a prediction. Do you think the smaller the object, the louder the sound? Or The bigger the object the louder or lower the sound?
SHARE ALL YOUR PREDICTIONS.

EXPLORE
15-20 minutes

ALL

Work together by taking turns to shake and listen to the sounds the eggs are making.

Observe and ask questions:

RECORDER

What questions do you have about the sounds that the objects are making?

EXPLAIN
15-20 minutes

OBSERVER

Answer the questions (shown above) by drawing or writing down your ideas, as you shake and listen to each egg!

ELABORATE

Inform students to pay close attention to the weight of the egg and the sound that comes out. Mention that weight plays an important role in what sounds come out as the object slams against the egg. Give students an opportunity to explain what they think to their team and elaborate why.

EVALUATE
10 minutes

- QUESTIONS to reflect on together,
 - Do you think having a heavier objects makes a louder or lighter-softer sound when you shake it against the egg?
 - Do you think that depending on the size of the object, we will hear a different sound?
 - When do we hear hollow sounds?
 - How do the sounds of the popping corn and the marbles compare? How are they different?

Commented [SF1]: You will need to include formative assessments of the social skills as well as the content area skills for the students to show evidence of learning and team performance. Please add these.

It would also be helpful for you to include a voice-level chart for this grade.

8 Multiple Intelligences

Musical: Provided a Youtube video in which students listen to some singing.

Interpersonal: Students must listen to their group members and come to an agreement about what they all have decided is in each egg.

Intrapersonal: Students must understand what they hear and feel when they are listening quietly. Students work on listening to the egg and noticing what sounds they notice, what *they* think.

Linguistic: Students work together to answer questions and share a discussion about their predictions before the lesson. Students will have chances to speak and use the vocabulary presented at the beginning.

Logical: Students use logic to listen to a sound and then look at the images to be able to pair up the sound with the object on the images provided.

Naturalistic: Students understand that sound is everywhere, before the lesson I have students close their eyes and listen in silence. We will listen to nature, what's inside and outside the classroom.

Spatial: Students have the opportunity to draw their answers. Students also are provided with visuals of what is in the eggs.

Kinesthetic: Students get to be hands on, shake the eggs and listen to what is inside. Students will go outside, to listen to natural sounds.

Closing *(Final activity or discussion based on essential questions.+ Include a transition to next activity or subject)*

- Boys and girls, lets get together to see if you had the right sounds!
- (go over the eggs and what each egg had.)
- Remind them about sounds.
- QUESTIONS to reflect on together,

TEAM NAME: _____




DATE: _____

Commented [SFB2]: Nicely developed and engaging worksheet for record keeping



1. Is it a small or large object? Is the sound loud or low?
2. What makes you think that a specific object is inside the egg?

 #__	 #__	 #__
 #__	 #__	 #__
 #__	 #__	 #__

 # _____	 # _____	 # _____
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