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Student Teaching | Baugher Elementary | Bloomsburg University

What Was That Sound?

Number of Lessons: 5

Science/ Physical Science / Sound

First Grade

Table of Contents

Lesson 1	pages 4 – 6
Lesson 2	pages 7 - 8
Lesson 3	pages 9 - 11
Lesson 4	pages 12 - 14
Lesson 5	pages 15 - 16

Standards/Anchors

Standard - 3.2.1.A: Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.

Unit Goals

Students will be able to identify what sound is.

Students will be able to identify how sound is made.

Students will be able to classify sounds as loud or quiet.

Essential Question(s) for the Unit

What is sound?

How is sound made?

Content—Daily Lesson Plans

Lesson Title: What goes bump?

Lesson Number w/in Unit: **1**

Unit Title: **What Was That Sound**

Grade Level(s): Grade 1

Time Allotted: 35 minutes

Subject Area(s)/Subject Content Explanation: Physical Science/ Sound

Standard(s)/Anchors: **Standard - 3.2.1.A:** Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.

Essential Question(s): **What is sound? How is sound made?**

Instructional Objective(s): **First grade students will correctly identify what sound and volume are and classify objects as loud or quiet with ninety percent accuracy.**

Formative Assessment:

(Working independently)

Students will then complete a pre-test on sound to demonstrate background knowledge and prior understanding.

Directions for worksheet:

I am handing out a worksheet that everyone is going to complete on their own. I would like everyone to take out their pencils while you are waiting for your worksheet. When you get it, write their name at the top. On this worksheet we have six questions. I want you to follow along, I will read you each question and then you will answer it. Once you have written your answer, turn your paper over so that I know you are ready for the next question. When we have finished, please turn over your papers and I will collect them.

The link for this assessment is listed above in the formative assessment column.

Summative Assessment: **The summative assessment will be the same as the pre-assessment. It will contain six questions. Two true/false, two multiple choice, and two open-ended (draw a picture). Please use the following link to access the assessment. The summative assessment will be administered on the fifth day of the unit.**

II. LESSON BODY

INTRODUCTION: Students will sit together on the carpet in the front of our room.

I will read several pages from the picture book, *Sounds All Around*.

Then I will ask the students, “What are some sounds or things that make sounds we read about in the book?” “How do we hear sounds?” “How do we make sounds?”

We will discuss all of these questions as a class. An example response to “What are some sounds or things that make sounds we read about in the book?” could be “when people talk or hum” or “animals make sounds”. An example response to “How do we hear sounds?” could be “the bone in our ears vibrates”. And an example response to the question “How do we make sounds?” could be “when there’s vibration in our throat”, or “by doing something like stomping or singing”.

We will now transition into the main part of our lesson

TEACHING PROCEDURES:

(Direct Instruction)

***The vocabulary will be printed on a piece of paper and displayed on the board so that it is always viewable to students.**

The teacher will display the three vocabulary words on the board. Before the teacher tells the students what each of the words are, the teacher will ask the students if anyone knows the word, and/ or can read it for the class. After the teacher tells the students the word, the teacher will ask the students what they think the word means before sharing the definition with the class.

Our first term in today’s lesson is volume. The term volume means how loud or how quiet something is when we are talking about sound. What are some things that may be loud or quiet?

Our next term is sound. The term sound means the things that we can hear. Sound is transmitted through sound waves. We hear sounds when the tiny bones behind our eardrums in our ears vibrate.

Our third vocabulary term is sound waves. Sound waves is how sound travels through the air so that we can hear it. They are not visible, which means we cannot see them with our eyes. But these are some pictures of what they look like.

(Formative Assessment)

(Working independently)

Students will then complete a pre-test on sound to demonstrate background knowledge and prior understanding.

Directions for worksheet:

I am handing out a worksheet that everyone is going to complete on their own. I would like everyone to take out their pencils while you are waiting for your worksheet. When you get it, write their name at the top. On this worksheet we have six questions. I want you to follow along, I will read you each question and then you will answer it. Once you have written your answer, turn your paper over so that I know you are ready for the next question. When we have finished, please turn over your papers and I will collect them.

III. LESSON ESSENTIALS

DIFFERENTIATED LEARNING ACTIVITIES:

Additional individualized strategies as mandated by IEPs and 504 plans include: students will be provided additional time or additional assistance in completing activities.

INSTRUCTIONAL RESOURCES, MATERIALS AND TECHNOLOGY:

Sounds All Around picture book

Printed vocabulary to display on board (Volume, Sound, and Sound Waves)

Pre-Assessment

Lesson Title: Did you hear that?

Lesson Number w/in Unit: 2

Unit Title: What was that sound?

Grade Level(s): Grade 1

Time Allotted: 35 minutes

Subject Area(s)/Subject Content Explanation: Physical Science/ Sound

Standard(s)/Anchors: **Standard - 3.2.1.A:** Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.

Essential Question(s): What is sound? How is sound made?

Instructional Objective(s): First grade students will correctly identify what sound and volume are and classify objects as loud or quiet with ninety percent accuracy.

II. LESSON BODY

INTRODUCTION: Students will sit together on the carpet in the front of our room, in front of our easel.

I will ask the students, “Who remembers what we started to learn about yesterday?” “Does anyone remember how we make sounds with our voices?” “Does anyone remember how we hear sounds?” I will also point to each of the three vocabulary words and ask students to read them and explain them to me.

We will discuss all of these questions as a class. An example response to “Who remembers what we started to learn about yesterday?” could be “sound” or “how we make sound”. An example response to “Does anyone remember how we make sounds with our voices?” could be “vibrations in our throat”. And an example response to the question “Does anyone remember how we hear sounds?” could be “the tiny bones in our ears vibrate”, or “when sound is carried on sound waves”.

We will now transition into the main part of our lesson

TEACHING PROCEDURES:

(Direct Instruction)

The teacher will direct the student’s attention back to the easel. The top of the paper is labeled “What makes sound?”

The teacher will ask students to raise their hands and share things that they know or think make sound. The teacher will make a list on the easel paper labeled “What makes sound?” and it will be displayed for the rest of the unit so that students are able to see it and refer back to it.

Example student responses include people, animals, vehicles, wind, and water. The teacher will make a list of 15 to 20 items with the help of students. We will discuss each idea and what kind of sounds the item makes, why they make the sounds and how.

After the list has been compiled, the teacher will pass out a paper for students to use during the listening walk.

(Formative Assessment)

Directions: I am passing out a paper to each of you. Please write your name at the top. There are ten squares on your paper. *I will ask students to name each of the eight pictures* There are eight pictures, would someone like to tell me what each of them are? (car, kids playing, airplane, bird, dog, squirrel) There are also two boxes at the bottom to draw a picture if you hear something that isn't in one of your boxes. After you have written your name, take your paper and pencils with you, grab a clipboard and line up at the door. We are going to take a walk outside around the school. If you hear something that we already have a picture for, you will put a check in the box for that picture. If we hear something that is not on the paper, you can draw a picture in one of the two boxes at the bottom. After we have finished our listening walk, we will come back inside.

*As we walk around outside, we will talk about things that we can hear. How those noises are made and how we can hear them. We will also discuss what noises we could hear. *

Once we have finished our listening walk, we will go back inside, and the teacher will collect the students papers to review and then pass back. These papers will not receive a grade.

III. LESSON ESSENTIALS

DIFFERENTIATED LEARNING ACTIVITIES:

Additional individualized strategies as mandated by IEPs and 504 plans include: students will be provided additional time or additional assistance in completing activities.

INSTRUCTIONAL RESOURCES, MATERIALS AND TECHNOLOGY:

Easel with paper

Listening walk worksheet

Sound vocabulary printout

Lesson Title: Quiet or loud?

Lesson Number w/in Unit: 3

Unit Title: What was that sound?

Grade Level(s): Grade 1

Time Allotted: 35 minutes

Subject Area(s)/Subject Content Explanation: Physical science/ Sound

Standard(s)/Anchors: **Standard - 3.2.1.A:** Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.

Essential Question(s): **What is sound? How is sound made?**

Instructional Objective(s): **First grade students will correctly identify what sound and volume are and classify objects as loud or quiet with ninety percent accuracy.**

Formative Assessment:

Loud or Quiet- Draw it out

Each student will get a half sheet of paper that has two squares on it. The first square is labeled loud, and the second square is labeled quiet. The students will draw a picture in each and then turn them in.

Directions: Everyone will be getting a half sheet of paper. Please put your name on the top first. (I will point to the first box) In this box, I want you to draw a picture of something that is loud, something that makes a noise that is loud. This could be something you've heard make a loud sound or something we learned about today. (I will then point to the other box) In this box, I would like you to draw me a picture of something that is quiet, something that makes a quiet sound. Again, this can be something that you have heard make a quiet sound or it could be something that we have learned about in class. When you are done, raise your hand and I will come collect your paper.

II. LESSON BODY

INTRODUCTION: Before students have a seat on the floor, they will be asked to get their iPads and bring them with them to the floor. Once everyone is seated, we will review what we have been talking about (Sound, vibrations, and sounds waves), along with our sound vocabulary words.

We will now transition into the main part of our lesson

TEACHING PROCEDURES: (Direct Instruction)

The Nearpod I will be using for this lesson was created by the district as a resource for the science curriculum that they have created. Unfortunately, I am unable to provide a link to this resource

The teacher will show students the Nearpod app to remind them what it looks like and will then wait for everyone to locate and open it on their iPads.

The teacher will then write the Nearpod code on the board and assist students with entering the code. Once all students have successfully joined the Nearpod, the teacher will set it to “teacher paced” so the teacher can control which slide is visible to students and no one is behind or looking ahead.

We will view and discuss five slides within the Nearpod.

Slide one includes an audio recording that welcomes to the sound Nearpod and explains that students will be learning about sounds and how they are made.

Slide two is a short YouTube video (approximately 3:30 minutes) that introduces sound, how sound and vibrations create sound waves, and some examples of sounds that are loud and quiet. While students are watching the video, the teacher will pause it occasionally to discuss the new sounds and concepts that students are learning about.

Slide three asks’ students what they know so far about sound. And what is something new that they may have learned from the video.

Slide four talks about loud sounds. The slide begins with two pictures. One picture is of a firetruck and the other is a picture of fireworks. The teacher will ask the students to sit for a moment and think about other things that also make loud sounds like fireworks and firetrucks.

Slide five talks about quiet sounds. This slide also begins with two pictures. A picture of a kitten and a picture of a feather. The teacher will ask the students again, to sit for a moment and think about other things that also make quiet sounds like feathers and kittens.

After we have finished discussing the Nearpod slides, students will take their iPads back to their seats and wait for the worksheet to be passed out.

(Formative Assessment)

(Independent Practice)

Loud or Quiet- Draw it out

Each student will get a half sheet of paper that has two squares on it. The first square is labeled loud, and the second square is labeled quiet. The students will draw a picture in each and then turn them in.

Directions: Everyone will be getting a half sheet of paper. Please put your name on the top first. (I will point to the first box) In this box, I want you to draw a picture of something that is loud, something that makes a noise that is loud. This could be something you've heard make a loud sound or something we learned about today. (I will then point to the other box) In this box, I would like you to draw me a picture of something that is quiet, something that makes a quiet sound. Again, this can be something that you have heard make a quiet sound or it could be something that we have learned about in class. When you are done, raise your hand and I will come collect your paper.

INSTRUCTIONAL RESOURCES, MATERIALS AND TECHNOLOGY: List all materials, resources and technology utilized in the instruction of a lesson.

[iPad](#)

[Nearpod app/ Sound Nearpod code](#)

[YouTube video \(embedded in Nearpod\)](#)

[Loud or Quiet Half Sheet Formative Assessment](#)

Content—Daily Lesson Plans

Lesson Title: Sounds all around

Lesson Number w/in Unit: 4

Unit Title: **What Was That Sound**

Grade Level(s): Grade 1

Time Allotted: 35 minutes

Subject Area(s)/Subject Content Explanation: Sound (Physical science)

Standard(s)/Anchors: **Standard - 3.2.1.A:** Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.

Essential Question(s): **What is sound? How is sound made?**

Instructional Objective(s): **First grade students will correctly identify what sound and volume are and classify objects as loud or quiet with ninety percent accuracy.**

II. LESSON BODY

INTRODUCTION: Students will sit together on the carpet in the front of our room.

Class will begin with a book about how sound is used to communicate, called “Communicating with sound”. The teacher will read five to six pages of the book and ask students questions about what they are learning. One example used in the book is Dolphins and how they use sounds to communicate. After reading this page, the teacher will ask students if they know any other animals that live in the ocean that use sound to communicate.

Another example used in the book is monkeys from Africa, and how some of them make specific sounds or use specific calls to alert other monkeys that there are predators nearby. The teacher will then ask the students if they know of ways that other animals or people communicate with others about danger or bad things.

We will now transition into the main part of our lesson

TEACHING PROCEDURES:

“For our next activity, we are going to do as Sentence Fix-up together as a class. So please stand up and walk back to your seats to grab a pencil, and then a board to write on and then come back up to the carpet. I am passing out our sentence fix-up, please put your name on the top as soon as you get it. I am also passing out a book. There is a line for your name at the bottom. Please write your name there. We will be doing the sentence fix-up first, so once you write your name on the book, please sit it on the floor next to you.”

The teacher will then pass out the worksheets and books to all students.

(Guided Practice).

Sentence Fix-up: Let's learn about sound

Directions: Once your name is on the top, give me a thumbs up. Okay, perfect. There are three sentences on our worksheet today. We are going to fix them together, so please do not work ahead. I will read each sentence and then I will call on friends that are raising their hands to tell me what we need to fix in our sentence.

This activity will take about 15 minutes. Each sentence is missing at least one thing, typically an uppercase letter and a period at the end. After the students identify everything that needs to be fixed, the teacher will mark it on the sentence paper projected on the board and the students will begin rewriting the sentence on their papers while the teacher writes the new sentence on the board to model how it should look for the students. Once the students have completed the last sentence, they will transition to the next activity.

"Okay, once you have finished rewriting your last sentence, please sit your paper on the floor next to you and pick up your books. We will sit quietly and wait until all of our friends are done, and then we will take a look at our books."

*The books that are being used for this activity are paper books that are six pages long, with labeled pictures, cartoon drawings and simplified wording. They are also able to be colored by the students after we have finished reading them.

"Now that everyone is ready and has their books, let's take a look at the cover. Would anyone like to try to read the title? (The teacher will call on someone to read the title "What is sound?") Thank you, good job. Our book is called, What is sound? Now let's turn to the first page. Before we start to read, please flip to the page with a five at the bottom (the teacher will turn their copy of the book to show the number at the bottom and what the page looks like) I know that there is a table on this page, and that it is for drawing pictures, but we will draw the pictures after we have finished reading, please do not start drawing in your book before we have finished reading."

The teacher will read through the whole book. It will be projected on the whiteboard while the teacher is reading and students will be following along in their books. The teacher will ask questions about the labeled pictures and will also ask for reminders about what words like volume and vibration mean. After the teacher has finished reading, the students will be given directions.

“Okay, now I would like everyone to go back to page five, where we saw the table. Everyone please look at me while I show you what pictures I would like you to draw. In the box (the teacher will point to the box on the left, it asks you to draw a high or loud sound, you could draw something that we learned about in our book today or something that we’ve talked about before. In this box (the teacher will point to the box on the right), it asks you to draw a low, or quiet sound. Again, you could draw anything that you know or have learned makes a low, or quiet sound. Once you are done, please sit and wait for further directions.”

Students will have about five minutes to create their drawings, most will take less than five minutes.

“Before you put your boards away, I would like you to make two piles here on the table, this pile is for your sentence fix-up, and this pile is for your books. Once you put both your paper and your book here on the table, you may put your board away and have a seat.”

III. LESSON ESSENTIALS

DIFFERENTIATED LEARNING ACTIVITIES:

Additional individualized strategies as mandated by IEPs and 504 plans include: students will be provided additional time or additional assistance in completing activities.

INSTRUCTIONAL RESOURCES, MATERIALS AND TECHNOLOGY:

Communicating with sound picture book

Sentence Fix-up worksheet

What is Sound? Read and color book

Content—Daily Lesson Plans

Lesson Title: How is sound made?

Lesson Number w/in Unit: 5

Unit Title: **What Was That Sound**

Grade Level(s): Grade 1

Time Allotted: 35 minutes

Subject Area(s)/Subject Content Explanation: Sound (Physical science)

Standard(s)/Anchors: **Standard - 3.2.1.A:** Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.

Essential Question(s): **What is sound? How is sound made?**

Instructional Objective(s): **First grade students will correctly identify what sound and volume are and classify objects as loud or quiet with ninety percent accuracy.**

II. LESSON BODY

TEACHING PROCEDURES:

(Direct Instruction)

(Formative Assessment)

“Before you have a seat on the floor today, I would like you to please walk back to get your iPads and then come and have a seat on the floor. Once everyone is back up front and sitting ready to listen, I will give you more directions.”

“Thank you for showing me that you are ready. Before we take our quiz today, I thought we could do something fun to get our brains warmed up and ready. Please open the Kahoot app on your iPads and get ready to join the Kahoot. (The teacher will display the Kahoot pin number on the board and circle around students to make sure that everyone is putting in the correct numbers and is able to join.) I can see everyone up here on my screen, that means we are ready to go. Please listen to me read the question and then listen to each of the answers before you choose one.”

Directions: Students will participate in the Kahoot individually on their iPads. The Kahoot will have six questions, and the students will have 20 seconds to answer.

Summative Assessment

The summative assessment will contain six questions. Two true/false, two multiple choice, and two open-ended (draw a picture). Please use the following link to access the assessment. Students will sit at their desks to complete the summative assessment individually. The teacher

will read each question to the students and wait for all students to select an answer before moving to the next question.

Directions: “Everyone please have a seat at your desks. I am passing out your quiz. You should be sitting quietly. When you get your quiz, put your name at the top. Please do not work ahead, I will read one question at a time, and wait for you to answer. I will know that you are ready to go to the next question when you have flipped your paper over. You should be keeping your eyes on your own paper. We are going to start right here, at number one. (The teacher will point to each question on the paper, read, reread it, read the answers and then ask students to answer the question. The teacher will repeat this process for each question)”

“Once you have finished your last drawing, turn your paper over so that I know you are done. You may then read or draw quietly while we wait for our friends to finish.”

III. LESSON ESSENTIALS

DIFFERENTIATED LEARNING ACTIVITIES:

Additional individualized strategies as mandated by IEPs and 504 plans include: students will be provided additional time or additional assistance in completing activities.

INSTRUCTIONAL RESOURCES, MATERIALS AND TECHNOLOGY:

Kahoot: <https://create.kahoot.it/share/sound-part-1/8ca75421-3fd7-4abc-8060-e408050a98ad>

Summative Assessment

Integration of Resources and Technology

Kahoot has been integrated into this unit plan as a formative assessment.

Kahoot: <https://create.kahoot.it/share/sound-part-1/8ca75421-3fd7-4abc-8060-e408050a98ad>

Differentiated Learning Activities

Additional individualized strategies as mandated by IEPs and 504 plans include: students will be provided additional time or additional assistance in completing activities.

Post Assessment

The post assessment will contain six questions. Two true/false, two multiple choice, and two open-ended (draw a picture). Please use the following link to access the assessment. Students will sit at their desks to complete the summative assessment individually. The teacher will read each question to the students and wait for all students to select an answer before moving to the next question.