Name: Victoria Haley

Lesson Plan Template

Lesson Segment Focus: Sound and Matter **Lesson: 2 of 2**

Course & topic addressed: Science & Sounds and Matter **Date: 2/3/19** **Grade: 1st grade**

Student Outcomes

Specific learning objectives for this lesson.	The students will learn how sound and matter correspond and how they create sound waves.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	In their music class they have been learning how the harder you hit something together the louder it sounds. This is what this lesson plan is about but they have not been taught the science behind it.
Knowledge of students background (personal, cultural, or community assets)	Some students are around music all of the time and some are around parents who might fight a lot and throw stuff. This will have to be taken into consideration because it can scare some students.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include state abbreviation and number & text of the standard.	**PS4.A: Wave Properties Sound can make matter vibrate, and vibrating matter can make sound. (1-PS4-1)**

Academic Language Support

What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning? What will you do to provide varying supports for students at different levels of academic language development?	Students will be making different noises in class to see how matter can affect the sound. For students who do not understand I will give them more examples of matter and ask them which two items would sound heavier if it fell.

Key Vocabulary

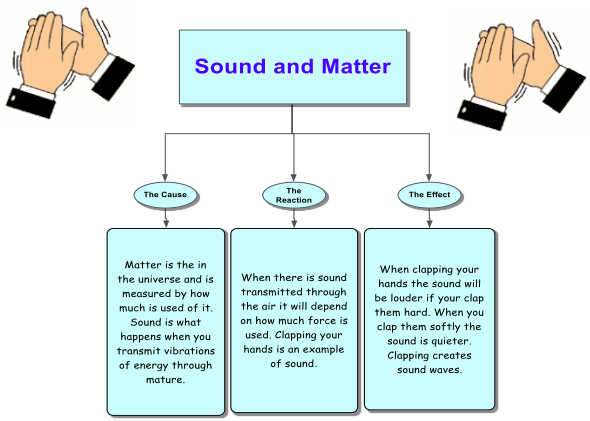
What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Students will need to know the following terms: music, sound, matter, and waves.

Materials

Materials needed by teacher for **this lesson**.	No materials needed.
Materials needed by students for **this lesson**.	All material will be provided.

Lesson Timeline with Instructional Strategies & Learning Tasks (This should be VERY DETAILED)

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
	Introduction: This is where I will tell them what sound and	The class will listen as I tell them the definitions of sound and matter. I will explain to them how matter is everything on this planet. I will explain to them that the heavier the matter the harder it could fall or the louder it would sound if it fell. I will explain how matter depends on the sound of something. I will ask them if they think it would be louder if a pencil dropped or a rock. Hoping they pick rock, I will ask why and hope they say because it is bigger.

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
	matter are.	
	Instruction: Two students will be clapping their hands and the other students will be asked which student is louder.	I will have two volunteer students come up to the front of the class. I will ask one student to clap their hands as hard as they can. I will ask the other student to clap their hands softly. Once both students have clapped I will ask the class to raise their hands on which student they think clapped the loudest. Once the students pick I will explain to them that this is because one student was using more force which makes it more matter. I will use my inspiration to show the students how the two correspond. 

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
	Closure: This is when all questions are asked and there will be an overview.	Once we have discussed why the student who used more force had a louder clap I will ask the students if they have any questions. Once questions are answered I will ask them for an example of something that would not make a loud noise and for something that would.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	I could modify this lesson by having more students interact in the visual aid. I could also bring in more examples.

Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	**I will use a visual aid which helps visual learners.** **There will be whole class interactions.**

Assessments: Formative and/or Summative

Describe the tools/procedures that will be used in this lesson to monitor students' learning of the lesson objective/s (include type of assessment & what is assessed).	☐ **Formative** /☐ Summative	The two students clapping their hands and whole class interactions.
	☐ Formative /☐ **Summative**	When I ask for examples of something big and small.
	☐ Formative /☐ Summative	

Research/Theory

Identify theories or research that supports the approach you used.	The Physics of Science

Lesson Reflection/Evaluation

What went well? What changes should be made? How will I use assessment data for next steps?	*TO BE FILLED IN AFTER TEACHING*

Include supporting material such as slides, pictures, copy of textbook, and handouts for any activities students will be using as part of your lesson.

*adapted from: http://webcache.googleusercontent.com/search?q=cache:EsQcNWuG1ZoJ:web.mnstate.edu/harms/StudentTeachers/edTPA-LessonPlan.doc+&cd=2&hl=en&ct=clnk&gl=us; http://www.moreheadstate.edu/getmedia/cd3fd026-939f-4a47-a938-29c06d74ca01/Lesson-Plan-and-Reflections.aspx; http://www.mcneese.edu/f/c/9cb690d2/Lesson%20Plan%20Rubric%20Aligned%20with%20InTASC.docx;https://www.uwsp.edu/education/Documents/edTPA/Resource12.pdf; https://www.uwsp.edu/education/Documents/edTPA/Resource11.pdf; https://www.uwsp.edu/education/Documents/edTPA/Resource11a.pdf; https://www.uwsp.edu/education/Documents/edTPA/LessonPlanTemplateSOE.docx; https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanGuide.docx; https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanTemplate.docx