

Content-Teaching Lesson Plan

- I. Grade: Kindergarten
- II. Topic: Physical Science—Sound properties of everyday object and materials
- III. Standard: Some objects and materials can be made to vibrate to produce sound.
- IV. Objectives: Students will be able to explain how sound is made.
Students will be able to list five items that make sound, and three items that do not.
Students will observe how vibration/motion create the energy for sound.
- V. Materials: Book, *Sounds all Around*, KWL chart, markers, cotton balls, rubber bands, plastic eggs filled with rice, plastic eggs filled with paperclips, maracas, jingle bells, leaves, twigs, acorns, rocks, worksheets for group tables
- VI. Instruction: **ENGAGE:** Teacher will engage students by completing the first two portions of a KWL chart. Teacher will review what a KWL chart is and then ask the students to list what they know about sound and what they want to know about sound. Also to engage the students, teacher will read the picture book *Sounds all Around*.
EXPLAIN: Teacher will discuss the picture book. Teacher will explain what a vibration is through an activity having the children touch their throat and feel their vocal cords vibrate. Students will learn that sound is a form of energy caused when something moves back and forth, or vibrates.
EXPLORE: Students will form small groups to complete an activity. Teacher will pass out bags filled with a variety of materials and tell the students to explore what is in the bags. After a couple minutes of exploring the items, teacher will pass out a sheet that has a “sound” column and a “quiet” column and ask the kids to separate the items into those two categories. Teacher will ask the groups to share what items they put in each column and why. Teacher will ask how we could make the quiet items make sound.
ELABORATE: Teacher will go beyond the items on the table to ask the students about sounds they hear at home. Are they quiet or are they loud? What sounds do they hear outside? Are they quiet or loud? What makes something quiet or loud? Teacher will discuss how the speed of motion/vibration affects the volume of sound.
EVALUATE: Throughout the lesson, teacher will have evaluated the students by walking around the room and observing the students explore their items. Teacher will listen for any questions the students might be asking. At the end of the lesson, teacher will review the K and W and then ask the students what they learned about sound so they can complete the KWL chart. (While this is an introductory lesson to the whole unit, we

want to mention that at the end of the unit additional evaluation would occur by the students creating their own musical instrument.)

VII. Safety: Students are instructed to not put any objects in their mouths or touch anyone else with the object.

VIII. Adaptions: -Music can be used to explain the concept of sound. For example, bass can be turned way up so students can feel the vibrations. Slow/quiet music can be played as well as fast/loud music to show the differences.
-A variety of learning formats (including kinesthetic) may be provided.
-The use of peer modeling (intentional pairings) can help both higher and lower level learners. If you pair one of each of these students together they will both benefit (the higher level learner will be able to teach what they know and the lower level learner will be able to relate to their peer possibly better than a teacher).
-Step-by-step, clear directions should be given.
-The KWL chart can be modeled on how to answer.
-The teacher can work one-on-one with the student to explore the items in the activity bag rather than have the student try to work with several peers.