

Three Dimensional Learning Plan: 1-PS4-1

Grade Level: **First Grade**

Title		Phenomenon/Problem	
Designed by		Course(s)	
Brief Learning Description			
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Desired Results			
Performance Expectation(s)			
1-PS4-1: Sound and Vibrating Materials Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate. (Cause and Effect)			
Summative Assessment			
Assessment: Investigating Sounds and Vibrations			
1-PS4-1: Evidence Statement			
What skills (practices) will students need to learn?	What thinking concepts will students need to learn?	What science concepts will students need to learn?	What relevant or local phenomenon can be used to teach these concepts?



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Activity 1			
 Phenomenon or Problem	 What will they do? The three dimensions woven together into a single learning performance.	 Why is this important? How does this activity help build understanding of the anchoring phenomenon.	 How will they do it? Graphic organizers, protocols, scaffolds, labs, mini-lesson, student discourse, etc.
 Formative Assessment What information are you collecting to know that they met the target?			

Activity 2			
 Phenomenon or Problem	 What will they do? The three dimensions woven together into a single learning performance.	 Why is this important? How does this activity help build understanding of the anchoring phenomenon.	 How will they do it? Graphic organizers, protocols, scaffolds, labs, mini-lesson, student discourse, etc.
 Formative Assessment What information are you collecting to know that they met the target?			

Activity 3			
 Phenomenon or Problem	 What will they do? The three dimensions woven together into a single learning performance.	 Why is this important? How does this activity help build understanding of the anchoring phenomenon.	 How will they do it? Graphic organizers, protocols, scaffolds, labs, mini-lesson, student discourse, etc.
 Formative Assessment What information are you collecting to know that they met the target?			



Activity 4			
 Phenomenon or Problem	 What will they do? The three dimensions woven together into a single learning performance.	 Why is this important? How does this activity help build understanding of the anchoring phenomenon.	 How will they do it? Graphic organizers, protocols, scaffolds, labs, mini-lesson, student discourse, etc.
 Formative Assessment What information are you collecting to know that they met the target?			

Activity 5			
 Phenomenon or Problem	 What will they do? The three dimensions woven together into a single learning performance.	 Why is this important? How does this activity help build understanding of the anchoring phenomenon.	 How will they do it? Graphic organizers, protocols, scaffolds, labs, mini-lesson, student discourse, etc.
 Formative Assessment What information are you collecting to know that they met the target?			
 Summative Assessment What information are you collecting to know that they met the target?			

Materials / Resources

Vocabulary

Sound

Vibrating materials

Cause and Effect

Mini Lessons

[Causation Level 2 - Testing Causes Mini-Lesson](#)

[Causation Level 2 - Testing Causes Thinking Slides](#)

Graphic Organizers

[Sound and Vibrating Material Graphic Organizer \(Student Version\)](#)

[Sound and Vibrating Material Graphic Organizer \(Teacher Version\)](#)

[Phenomena Observation Graphic Organizer](#)

[Questioning Graphic Organizer](#)

[Modeling Graphic Organizer](#)

[Planning an Investigation Organizer](#)

[Investigation Evidence Organizer](#)

[Engaging in Argumentation Organizer](#)

