

### LAP 1: "What is Sound?"

I. Content: Describe *what* it is you will teach. What is the content?

- Students will learn what sound is. They will learn that sound is made from vibrations, and vibrations make sounds.

II. Learning Goal(s): Describe what specifically students will *know* and *be able to do* after the experience of this class.

- Students will know what sound is
- Students will be able to recall that sound is made from vibrations
- Students will be able to recall that vibrations make sound
- Students will know that sound can travel in all directions

III. Rationale: Explain how the content and learning goal(s) relate to your Curriculum Unit Plan learning goals.

- This is the first lesson within my sound and light unit, so I am introducing what sound is and setting the stage for the unit. Students have definitely heard of sound before, but they might not know what makes sound.

IV. Assessment: Describe *how* you and your students will know they have reached your learning goals. What will your students need to be able to do in order to meet the learning goals?

- As a formative assessment I will pause the video and stop and ask questions. This will check if students are understanding what sound is as we are watching examples in the video.
- As a summative assessment I will be co-creating an anchor chart with my students. We will need to fill in the missing words (sounds are made from vibrations, vibrations make sound, and sound travels in all directions).

V. Personalization and equity: Describe how you will provide for individual student strengths and needs, such as academic, social, personal (including moderately and severely disabling conditions), and language development level. How specifically will ELL students and students with learning disabilities gain access and be scaffolded?

- For the ELL students and my student on an IEP, the video for this lesson helps to introduce what sound is and helps students get visuals for students who might not know the new vocabulary.

VI. Activity description and agenda

- a. Describe the activities that will help your students understand the content of your class lesson by creating an agenda with time frames for your class (see table below). Be prepared to explain why you think each activity will help students on the path toward understanding.
- b. What particular challenges, in terms of student learning or implementing planned activity, do you anticipate and how will you address them?

- Because this is the first lesson in my science unit, I know the students are going to be very high-energy because they love science. I am hoping that students are able to relax when we get the video playing and once we get to discuss the new definitions as a class. I will remind students that if they are able to sit down nicely for this lesson, we will get to go on an engaging science walk the next lesson for this unit!

**VII. List the Massachusetts Learning Standards this lesson addresses.**

- ☐ 1-PS4-1. Demonstrate that vibrating materials can make sound and that sound can make materials vibrate.

**VIII. Reflection**

- a. In light of all areas of planning, but especially in terms of your stated purpose and learning goals, in what ways was the activity(ies) successful? How do you know? In what ways was it not successful? How might the activity be planned differently another time?
- The students were very engaged during the video, which showed me that they were excited to learn science! In my classroom, we do not get to teach science every day because of timing. I would love to teach science everyday, but that is not something that happens. Keeping this in mind, my students did great. When I paused the video, I asked about vibrations and how sound is made. They were able to tell me right away that sound is made from vibrations. The students were very excited by the clip in the video when the paint was on a speaker, and it was vibrating because of the loud music. This turned into something I would refer back to during the unit.
  - When I was filling in the chart with the class, I made sure to call on several different people. They were excited to raise their hands and to help me fill in the anchor chart. I made sure I asked people to “back-up” their answers and I would ask other students if they agreed with what the other student said.
- b. What did you learn from the experience of this lesson that will inform your next LAP?
- I learned that my students did benefit from making a collaborative anchor chart that was partially filled in, or it could be something with fill in the blanks on the board. The students had fun with this, and I felt like it was a great way to gather an assessment without the students realizing. It also serves as something to look back on.

Time	What students will be doing	What teacher(s) will be doing	Rationale (how this supports learning goals)
12:40-12:45	- Students are answering Miss Maselek's questions	- <i>Introduce activity</i> - <i>Ask questions to activate prior knowledge</i>	- Students are introduced to sound and the standard for MA

		<ul style="list-style-type: none"> <li>- <i>"Today we are going to start learning about sound. When I slam my hand on the table, does that make a sound? How do we hear the sound from my computer? From the speaker right?"</i></li> </ul>	
12:45-12:55	<ul style="list-style-type: none"> <li>- <a href="https://www.youtube.com/watch?v=m2mxVWrVP58">https://www.youtube.com/watch?v=m2mxVWrVP58</a> <a href="https://www.youtube.com/watch?v=pcWiWjxhKE8">https://www.youtube.com/watch?v=pcWiWjxhKE8</a></li> </ul> <p>Students are watching the video and answering questions</p>	<ul style="list-style-type: none"> <li>- Teacher playing video and stop to ask questions during the video and after the video</li> </ul>	<ul style="list-style-type: none"> <li>- Students are introduced to sound and the standard for MA</li> </ul>
12:55-1:05	<ul style="list-style-type: none"> <li>• Students are helping Miss Maselek to fill in the collaborative anchor chart</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher writing down the answers that they tell for the anchor chart</li> </ul>	<ul style="list-style-type: none"> <li>• Keeps the content they learned relevant, serves as a reminder in the classroom</li> <li>• Assessment for student understanding of sound</li> </ul>