

LAP 5: “Make your own Kazoo”

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

- Students will make a project that produces sound for this last lesson in my unit. In the standards, MA wants first grade students to create a device that sends a signal (sound). For this lesson, students used their prior knowledge (*sounds are made from vibrations, vibrations make up sound, and sound travels in all directions*) to craft their own kazoos. We will go over our class anchor chart that we have turned into a song, and then students will work to create their own kazoos.

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

- Students will know that sounds are made from vibrations
- Students will know that vibrations make up sound
- Students will know that sound travels in all directions
- Students will be able to create their own kazoos

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

- Students will be able to verbally tell me that sounds come from vibrations, and they will be able to create their own device (kazoo) that makes sound. This is the last lesson where students will be able to create their own musical instrument. This will be the culminating lesson where students will tell me that sound comes from vibrations.

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?

- Formative: Students will be able to tell me that sound comes from vibrations because we are singing a fill in the blank song.
 - “Sounds come from _____”
 - “_____ make sound”
 - “Sound travels in all _____”
- Summative:
 - Students will be able to make their own kazoo and be able to explain that sound comes from vibrations, and this is why the kazoo makes sound.

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?

- The catchy song we will sing regarding the sound and vibrations will help students to memorize what we are wrapping up about sound.

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?
 - I anticipate that this might be a **very** loud lesson so I will work my hardest to control the volume in the room. The students get very excited by musical instruments and so this is a lesson that they are looking forward to. I will model with students how to use the kazoo and I will try to show them the volume that we should use it at.

VII. List the Massachusetts Learning Standards this lesson addresses.

1-PS4-4. Use tools and materials to design and build a device that uses light or sound to send a signal over a distance.*

- Clarification Statements: Examples of devices could include a light source to send signals

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?

(a) your role as a teacher of linguistically diverse students;

- This lesson enables students to access the sound goals (to understand that sound is made from vibrations, vibrations make sound, and sound can travel in all directions) through a hands-on activity that is different from what we usually do in our classroom.

(b) your academic language goals for the lessons;

- My language goal for this lesson was to continue to understand that vibrations make sound and sound comes from vibration. I was able to create a safe space where we could work on creating our own kazoos while also referring to our anchor chart that we would recite as a song. We were able to include everyone in singing the song and it made a low-pressure way to check understanding of the language around this unit (sound and light).

(c) how the lesson addresses SEI and English language development and academic literacy development;

- Students are able to work on language development by singing the song but also understanding it through a hands-on project that will

give the academic science vocabulary more meaning. This lesson meets all students where they are at, and gives a practical example.

(d) how did the lesson address differentiation/assessment or changes to the lessons to support language learners.

- This assessment was through the production of the kazoo, and through the ability to verbally tell me that sound is made from vibrations, when things vibrate they make sound, and sound can travel in all directions. I think this lesson was a way for students to access the material in different and unique ways. Students who might not have understood the vibrations can see it through the kazoo that they create.

Time	What students will be doing	What teacher(s) will be doing	Rationale (how this supports learning goals)
11:40-11:55	- Students will be watching me put together a kazoo and they will get ready to personalize their kazoo	- <i>Model how to make the kazoo</i> - <i>Show how I decorated mine</i>	- Students will make a real device that creates sound (MA first grade science standard)
11:55-12:15	- Students decorate kazoo and then cut out the wax paper and put together their kazoo - Play kazoo when done	- I am walking around the room to make sure students are following the steps - Helping to show	- Students will make a real device that creates sound (MA first grade science standard)
12:15-12:20	- Students are singing the song with Miss Maselek from the anchor chart	- Teacher guiding students in singing the song	- Students will make a real device that creates sound (MA first grade science standard)

What is SOUND?

- Sound is noise made by Vibrations.
- When things vibrate they make Sound.
- Sound can travel in all directions.