**ONE**

**Name:** Andrea MacMurray **Grade:** 1st Grade

**Subject Area:** Science **Specific Topic:** Light

**Length of Time:** 15 minutes **Date Taught**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Purpose**: To assess what the students already know about light. To help the children begin to think about light and form questions about what they would like to know. I will return to this KWL chart at the end of the unit to conclude the unit and assess what the students learned. Did they get their questions answered? If not where can we find the answers?

**Curriculumn Standards:** SAU 29 Science Curriculumn, First Grade: Physical Science, PS-2 Light

**Objectives**:

1. The children will be describing to me and classmates what they know about light.
2. The children will be forming questions about what they would like to learn about light during the unit.
3. The children will be able to describe what a KWL chart is. They will be able to demonstrate or verbalize that K stands for what they know, W stands for what you want to know, and L stands for what you have learned.

**Background Knowledge Needed:** I need to review my background knowledge prior to this so that I am familiar with the content to help the probe questions and thought processes. I need to know if the students have ever done a KWL chart before. If not I will need to explain in more detail the KWL chart.

**Materials Needed:**

1. KWL Chart
2. Markers

**Student Grouping**: Whole class group activity.

**Preparation for Experience:**

1. Create KWL Chart
2. Hang it up on easel
3. Have markers handy

**Outline of Experience:**

**Introduction**: I will begin by asking the students meet me in the meeting area for science. I will ask them to make a circle so that everyone can see and participate in the conversation. I will explain to them that for the next few weeks we will be working on a light and sound unit. Today we are going to talk about light. We are going to list what we already know and what we want to know.

**Body of the Lesson**: I will begin by explain that this is a KWL chart. K stands for what we already know, W stands for what we would like to know, and L stands for what we have learned. Today we are going to write in the K and W columns. What do you know about light? I will make sure that each child has a turn to tell me what they know about light and I will right bullet points on the chart. I will then explain to the children that we seem to know a lot but now what do want to know? What do we hope to learn during the next few weeks of this unit? I will write under the K column the children’s questions.

**Conclusion**: I will then explain to the children that L is for what we have learned. I will explain to the children that when we are all done with the unit we will have another meeting to write down what we have learned. We will see if we have answered our questions. If we didn’t answer our questions we will discuss how we can find out the answers to our questions.

**Assessment Plan**: I will be able to see if my objectives have been met by glancing at the KWL chart. I will be able to see if the children were able to verbalize what they knew. I will be able to see if the children formed questions about what they wanted to know. Through discussions with the students about a KWL chart throughout the unit I will be reinforcing the KWL chart I will be able to see if the students grasp the concept when discussing. Do they know what KWL chart stands for? Are they able to tell me or point to the chart and describe to me what each column means?

**Child Guidance/Classroom Management Plan**: I am anticipating a lot of talking all at once. I will need to remind the first graders that they need to raise their hand and wait to be called on before speaking. I will emphasize this in the beginning stating to the students how important it is to raise your hand and wait to be called on. I will explain to the students that everyone will get their turn to speak they just need to be patient.

**Adaptions and Modifications**: Some students are quieter than others and or need more think time. I will provide that. As well as try to involve them in the discussion by asking them specific questions that I know they can answer. I will only ask those questions that I know they can answer to build self esteem so that they feel more comfortable to speak up.

**Extension Plan**: This KWL chart will be the basis of our entire unit. We will be referring to it throughout and concluding with it in the end to see what we have learned.

**TWO**

**Name:** Andrea MacMurray **Grade:** 1st Grade

**Subject Area:** Science **Specific Topic:** Light Sources

**Length of Time:** 30 minutes **Date Taught**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Purpose**: To provide the students with hands on active activity to help them gain a better understanding of light sources.

**Curriculumn Standards:** SAU 29 Science Curriculumn, First Grade: Physical Science, PS-2 Light

**Objectives**:

1. The children will be listing what they think light sources are.
2. The children will be describing what we use light for.
3. The children will be looking at cards of light sources/not light sources.
4. The children will stick their card to ‘Things that Produce Light’ or ‘Things that Do Not Produce Light’ side of the board.

**Background Knowledge Needed:** I need to review my background knowledge prior to this so that I am familiar with the content to accurately be able to determine whether items produce light or not. I will need to be familiar with light sources (fire, electricity, lightning, sun, flashlight, matches.)

**Materials Needed:**

1. Chart Paper (To write sources of light)
2. Light/Non-Light Producing Sources Cards
3. Chart for the children to post Light/Non-Light Sources
4. Tape
5. Markers
6. Where Do We Get Light? Home-School Link Worksheet (10 Copies)

**Student Grouping**: Whole class group activity.

**Preparation for Experience:**

1. Hang chart paper for the discussion of light sources
2. Create light/non-light producing sources cards
3. Create a chart labeled ‘Produces Light’ and ‘Does Not Produce Light’
4. Have Tape and Markers Handy

**Outline of Experience:**

**Introduction**: I will introduce this learning experience by asking the children what is our primary source of light? I will write down all of their answers and then conclude by circling or providing the students with the SUN. I will explain to the students that the sun is the earth’s primary source of light and heat. I will then ask the students what are some other sources of light that they know of. I will write all of their answers on the chart paper. I will then ask what we use light for. Does is help us? How so?

**Body of the Lesson**: I will show the children the ‘Produces Light/Does Not Produce Light’ Chart. I will explain that some objects produce light and some do not. Today you will each get a card and you will decide if you should put it on the ‘Produces Light or Does Not Produce Light’ side of the chart. If you are having trouble deciding ask a friend or take a guess. I will show the children the cards asking them to tell me what the picture is of. Then I will hand out the cards giving each child a piece of tape and they are free to go attach it to the chart.

**Conclusion**: We will conclude the learning experience by discussing what is on the chart. I will say for instance there is a pencil on the does not produce light side do we all agree? If not can you describe to me why we should move it?

**Assessment Plan**: I will be able to see if my objectives have been met by looking at the produces light/does not produce light chart. I will be able to assess the children’s understanding by their participation in the activity. At the conclusion during the discussion did we have to change a lot? Were the majority of the children stumped on a lot of the cards or was it one or two? If it was just one or two how can I help them understand? Maybe providing them with an extension activity. I will provide the students with a home-school link assessment paper. I understand that many of the students do not complete homework assignment. This will not be my only form of assessment for this LEP. This worksheet will provide the students with tools to connect what they are learning in the classroom to what they see outside of school. The worksheet will help parents better understand what the students are learning.

**Child Guidance/Classroom Management Plan**: I am anticipating a lot of talking all at once. I will need to remind the first graders that they need to raise their hand and wait to be called on before speaking. I will emphasize this in the beginning stating to the students how important it is to raise your hand and wait to be called on. I will explain to the students that everyone will get their turn to speak they just need to be patient. I am anticipating some children getting side tracked during the activity. I will be present and asking them questions to help them stay on task.

**Adaptions and Modifications**: Some students are quieter than others and or need more think time. I will provide that. As well as try to involve them in the discussion by asking them specific questions that I know they can answer. I will only ask those questions that I know they can answer to build self esteem so that they feel more comfortable to speak up. The ones that I see are having difficulty. I will go over to an ask them questions. Such as what is on your card? Can you see light from it? Do you think it produces light? Why or why not? I will help them contemplate their answer.

**Extension Plan**: I will save the cards to use at a later date. For students who need extra time with this activity I will suggest they separate the cards into two piles. This could be done as a quick activity during enrichment time or even a home-school link activity. For the home school activity I could provide the student with a worksheet where they color their own cards and paste them on the chart. Because if I were to send the cards home they may not come back.

**References**:

Heat, Light, and Sound, Frank Schaffer Publications, CA, 1991.

Primary Physics, AIMS Education Foundation, CA, 1990.

**THREE**

**Name:** Andrea MacMurray **Grade:** 1st Grade

**Subject Area:** Science **Specific Topic:** Just Passing Through

**Length of Time:** 30 minutes **Date Taught**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Purpose**: To provide the students with the opportunity to discover with a flashlight which materials are transparent, translucent, or opaque?

**Curriculumn Standards:** SAU 29 Science Curriculumn, First Grade: Physical Science, PS-2 Light

**Objectives**:

1. The children will be shining a flash light at materials.
2. The children will be determining if they can see light through materials.
3. The children will be determining which materials they cannot see light pass through.
4. The children will be determining which objects only let a little light pass through.

**Background Knowledge Needed:** I need to review my background knowledge prior to this so that I am familiar with the content to accurately be able to determine whether items are translucent, opaque, or transparent.

**Materials Needed:**

1. Individual Data Sheets
2. Various Materials (Glass Jar, White Paper, Piece of Plastic, Cardboard, Aluminum Foil, Wax Paper, Tissue Paper, Glass of Water, Mirror, Cloth, Book, Paper Plate,
3. Flash Lights

**Student Grouping**: Pairs. I will draw sticks to determine the pairs.

**Preparation for Experience:**

1. Have all materials ready to place in front of children to explore.
2. Have 10 copies of the data sheet ready.
3. Have 5 Flashlights for the children.

**Outline of Experience:**

**Introduction**: So in our previous learning experience we learned about light sources. Is a flash light a source? If so what do you think we are going to do with a flash light. I will allow for a few quick comments. Then I will move on. I will explain that today the first graders are going to be scientists. They are going to be testing different materials to see if they are transparent, translucent, or opaque. I will use that vocabulary along with lets light through, blocks some light, and blocks all light.

**Body of the Lesson**: I will show the children a few materials and show how to shine the flashlight at the materials. I will then ask the children did light pass through? Did only a little light pass or did not light pass through. Oh so because no light passed through the material when the flashlight shined on it, it was opaque. I will model the language to the children. I will then hold up the chart that the children will be working with. I will read all the materials and or ask the children to read some. I will then read the columns. Explaining after you text your material with your partner you are to color in the box.

**Conclusion**: I will ask the students to meet in the meeting area. I will conclude by asking the students/ partners to share one thing that they learned today during this activity.

**Assessment Plan**: I will be able to see if my objectives have been met by looking at the worksheets. I will be able to see if the children were accurately able to color the correct box. I will be able to see progress because I will be present walking around observing and participating in the groups.

**Child Guidance/Classroom Management Plan**: I am anticipating some children not staying on task. I will explain in the beginning that we are going to do this experiment using tools to help us learn. If the tools are not helping us, we will not be able to do this experiment.

**Adaptions and Modifications**: I’m not sure how to modify this one?

**Extension Plan**: I will encourage the children to try this at home. Write down or draw what they find at home. Were their results similar to school?

**References**:

Heat, Light, and Sound, Frank Schaffer Publications, CA, 1991.

Primary Physics, AIMS Education Foundation, CA, 1990.

Walpole, Brenda; 175 Science Experiments. Random House, NY, 1988.

**FOUR**:

**Name:** Andrea MacMurray **Grade:** 1st Grade

**Subject Area:** Science **Specific Topic:** Made in the Shade

**Length of Time:** 30 minutes **Date Taught**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Purpose**: The students will be witnessing a variety of objects which create patterns when light passes through them.

**Curriculumn Standards:** SAU 29 Science Curriculumn, First Grade: Physical Science, PS-2 Light

**Objectives**:

1. The students will be witnessing different shadows.
2. The students will be guessing what the object is by looking at the shadow.
3. Students will be discovering what causes shadows to change the length of them.

**Background Knowledge Needed:** I need to review my background knowledge prior to this so that I am familiar with the content to accurately be able to discuss shadows.

**Materials Needed:**

1. Overhead Projector
2. Strainer/sand sieve
3. Burlap
4. Paper snowflakes
5. Dog chain
6. Lace Doilies
7. Colander
8. Spatula
9. Slotted spoon
10. necklace

**Student Grouping**: Whole Group Demonstration Activity.

**Preparation for Experience:**

1. Have the over head projector set up.
2. Have a box full of to be shadow items hidden from the students

**Outline of Experience:**

**Introduction**: Where have you seen a shadow before? Do you know what created the shadow?

**Body of the Lesson**: What does it mean to be opaque? (Where no light passes through?) If a light source is used, a pattern can be created by the spaces where the light is allowed to pass through. I am going to place objects on the overhead. What do you think is going to happen? (Shadows) Then you each will have a turn to guess what the object is. Why is the pattern created? (The source of light is blocked by the light source thus creating a shadow.)

**Conclusion**: To conclude the learning experience I will ask the students why the light passes through some things and not others. What is the relationship between the sun and shadows?

**Assessment Plan**: I will be able to see if my objectives have been met through children’s participation. I will be able to see if children are taking part. Are they guessing what objects are? Through asking the children I will be able to see if the children understand that by covering the light source a shadow appears. I will be asking questions to the students to see if they can contemplate why there is a shadow.

**Child Guidance/Classroom Management Plan**: This activity may get rowdy. The children will be guessing what objects are and getting very excited to do so. I will need to remind the students to raise their hand and wait to be called upon.

**Adaptions and Modifications**: I will need to make sure that all of the children are involved. Not just the outspoken ones. I will try to draw the more quiet ones in by asking them questions specifically.

**Extension Plan**: I will ask where else have you seen shadows. Can you make shadows? Why do shadows appear?

**References**:

Heat, Light, and Sound, Frank Schaffer Publications, CA, 1991.

Primary Physics, AIMS Education Foundation, CA, 1990.

Walpole, Brenda; 175 Science Experiments. Random House, NY, 1988.

Webb, Phila H. and Corby, Jane; The Little Book of Hand Shadows, Running Press, Philadelphia, 1990.

**FIVE**

**Name:** Andrea MacMurray **Grade:** 1st Grade

**Subject Area:** Science **Specific Topic:** Sound

**Length of Time:** 15 minutes **Date Taught**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Purpose**: To assess what the students already know about sound. To help the children begin to think about sound and form questions about what they would like to know. I will return to this KWL chart at the end of the unit to conclude the unit and assess what the students learned. Did they get their questions answered? If not where can we find the answers?

**Curriculumn Standards:** SAU 29 Science Curriculumn, First Grade: Physical Science, PS-2 Sound

**Objectives**:

1. The children will be describing to me and classmates what they know about sound.
2. The children will be forming questions about what they would like to learn about sound during the unit.
3. The children will be able to describe what a KWL chart is. They will be able to demonstrate or verbalize that K stands for what they know, W stands for what you want to know, and L stands for what you have learned.

**Background Knowledge Needed:** I need to review my background knowledge prior to this so that I am familiar with the content to help the probe questions and thought processes.

**Materials Needed:**

1. KWL Chart
2. Markers

**Student Grouping**: Whole class group activity.

**Preparation for Experience:**

1. Create KWL Chart
2. Hang it up on easel
3. Have markers handy

**Outline of Experience:**

**Introduction**: I will begin by asking the students meet me in the meeting area for science. I will ask them to make a circle so that everyone can see and participate in the conversation. I will review that we have been working on our light unit; now we are going to work on our sound unit. Today we are going to talk about sound. We are going to list what we already know and what we want to know.

**Body of the Lesson**: I will begin by reviewing the KWL chart. K stands for what we already know, W stands for what we would like to know, and L stands for what we have learned. Today we are going to write in the K and W columns. What do you know about sound? I will make sure that each child has a turn to tell me what they know about sound and I will right bullet points on the chart. I will then explain to the children that we seem to know a lot but now what do want to know? What do we hope to learn during the next few weeks of this unit? I will write under the K column the children’s questions.

**Conclusion**: I will then explain to the children that L is for what we have learned. I will explain to the children that when we are all done with the unit we will have another meeting to write down what we have learned. We will see if we have answered our questions. If we didn’t answer our questions we will discuss how we can find out the answers to our questions.

**Assessment Plan**: I will be able to see if my objectives have been met by glancing at the KWL chart. I will be able to see if the children were able to verbalize what they knew. I will be able to see if the children formed questions about what they wanted to know. Through discussions with the students about a KWL chart throughout the unit I will be reinforcing the KWL chart I will be able to see if the students grasp the concept when discussing. Do they know what KWL chart stands for? Are they able to tell me or point to the chart and describe to me what each column means?

**Child Guidance/Classroom Management Plan**: I am anticipating a lot of talking all at once. I will need to remind the first graders that they need to raise their hand and wait to be called on before speaking. I will emphasize this in the beginning stating to the students how important it is to raise your hand and wait to be called on. I will explain to the students that everyone will get their turn to speak they just need to be patient.

**Adaptions and Modifications**: Some students are quieter than others and or need more think time. I will provide that. As well as try to involve them in the discussion by asking them specific questions that I know they can answer. I will only ask those questions that I know they can answer to build self esteem so that they feel more comfortable to speak up.

**Extension Plan**: This KWL chart will be the basis of our entire unit. We will be referring to it throughout and concluding with it in the end to see what we have learned.

**SIX**

**Name:** Andrea MacMurray **Grade:** 1st Grade

**Subject Area:** Science **Specific Topic:** Sound (Vibration Stations)

**Length of Time:** 30 Minutes **Date Taught**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Purpose**: For students to learn that vibrating objects produce sound.

**Curriculumn Standards:** SAU 29 Science Curriculumn, First Grade: Physical Science, PS-2 Sound

**Objectives**:

1. The students will be discovering by touching objects they can create vibrations; in turn produce sound.
2. The students will be banging a fork and spoon together and then placing the fork in their mouth to feel the vibrations and in turn hear the sound.
3. The students will be placing a ruler on the edge of a desk and taping it. They will be moving the ruler around to explore different vibrations
4. The children will be constructing a foam cup that in turn will help them to see how sound can travel through air.

**Background Knowledge Needed:** I need to review my background knowledge prior to this so that I am familiar with the content to help the probe questions and thought processes. I will need to research which objects can be manually vibrated to produce sound. Therefore, the children can produce sound.

**Materials Needed:**

1. Metal Fork
2. Metal Spoon
3. Plastic Rulers
4. Rubber Bands
5. Foam Cups
6. Wax Paper

**Student Grouping**: Two groups of two and two groups of three.

**Preparation for Experience:**

Set Up The Stations:

**Station One:**

Hear Through Your Teeth

1. Metal Fork (10 +)
2. Metal Spoon (10 +)

**Station Two:**

Sound is Vibration

1. Ruler
2. Desk

**Station Three:**

Sound Travels Through Air

1. Foam Cups (10 +)
2. Scissors
3. Wax Paper
4. Rubber Bands

**Outline of Experience:**

**Introduction**: I will begin the learning experience by asking the students ‘How is sound made?’

**Body of the Lesson**: I will explain that today we will be separating into groups to discover sound. I will demonstrate each station on what to do. For station one I will hold up the fork and the spoon asking the children what they are. I will then ask the students if the heard the noise when I tapped the fork with the spoon. I will then ask them if they think I will be able to hear the noise after we can no longer hear it if I put it between my teeth. I will then say that they will get to find out for themselves. I will then demonstrate station two. I will demonstrate placing the ruler on the edge of the desk and tapping it. I will suggest they try moving the ruler around seeing if the sound is different. I will then demonstrate station three where the children will be discovering how sound travels through air. I will demonstrate that the children will be cutting a small hole in the cup, place a piece of wax paper over the top, secure with a rubber band, place the cut up pieces on top, and hum into the hole. I will encourage the children to watch the foam pieces at the top. I will ask them what happened. I will then tell them that they will have their turn to create one. I will have a worksheet or science recording sheet at each station for the children to draw or write what they observed. This will help the children contemplate what they did and what happened. This will help keep the children focused when they maybe getting side tracked.

**Conclusion**: We will conclude this by meeting in the meeting area. I will ask the children what they found out about sound. What did you draw or write down?

**Assessment Plan**: I will be able to see if the children are partaking in the stations. Did the children tap the spoon and fork and then place in their mouth? What did they record on their sheet? Did the children place the ruler on the desk and create vibrations? What did they discover and record on their sheet? What did the children discover about sound traveling through air? Did they construct a cup? What did they record? Overall, what were their comments and questions throughout the stations? The science record sheets help me to understand what they did and their thought process.

**Child Guidance/Classroom Management Plan**: This can get chaotic. I am hoping to have three teachers one at each station. If not then I would maybe only do two stations or even one all together. I plan to explain to the children that they have a task to complete. These stations are to help them learn about sound. If they cannot complete their task then we cannot do fun things like this to help us learn.

**Adaptions and Modifications**: I think these various stations are very adaptable to each student. Each student takes from each station something different. The worksheet is adaptable as well. I am going to explain that they are to record their steps and their findings. They may draw, write, and or both.

**Extension Plan**: The children can extend this activity by trying out other materials and sound. Where else do you hear sound? How do you think sound travels? The children can extend this by exploring their world.

**References**:

Heat, Light, and Sound, Frank Schaffer Publications, CA, 1991.

Churchill, E. Richard; Amazing Science Experiments with Everyday Materials, Sterling Publishing Co., Inc., NY, 1991.

Moche, Dinah; More Magic Science Tricks, Scholastic, Inc., 1980.

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Sound Station Record Sheet**

Station: \_\_\_\_\_\_\_\_\_\_\_

Please draw or write your steps and observations.

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**SEVEN**

**Name:** Andrea MacMurray **Grade:** 1st Grade

**Subject Area:** Science **Specific Topic:** Sound (The Taping Finger)

**Length of Time:** 10 Minutes **Date Taught**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Purpose**: For students to physically hear and feel sounds can not only travel through air, but solids as well.

**Curriculumn Standards:** SAU 29 Science Curriculumn, First Grade: Physical Science, PS-2 Sound

**Objectives**:

1. The students will be laying their head on a solid surface and taping their finger.
2. The children will be taping their finger hard and soft.

**Background Knowledge Needed:** I need to review my background knowledge prior to this so that I am familiar with the content to help the probe questions and thought processes. I will need to test this out prior to teaching this learning experience to make sure that it works.

Sound waves don’t only travel through air. They also travel through solids, such as a table or desk. Many solids such as wood carry sound waves much better than air. This is why taping your finger sounds louder when you hear it through wood than through air. (Churchill)

**Materials Needed:**

1. Solid Surface

**Student Grouping**: Whole Class

**Preparation for Experience:** None

**Outline of Experience:**

**Introduction**: Do you know how to make even the lightest taps of your finger seem loud?

**Body of the Lesson**: I will ask the students to sit at the table. I will explain to them that we will be laying our heads on the table and our hands about an arm’s length away from us. We will experiment by taping our fingers hard and soft. I will be asking the students what happens. What happens when your head is not touching the table how does that sound?

**Conclusion**: What did you discover?

**Assessment Plan**: I will be able to see if the children are partaking in the taping of their fingers. I will be discussing with them their findings. I will be asking questions about what they did. Such as I see you lifted your head off the table and tapped your finger how did that sound? Louder or softer than when your head was laying on the table?

**Child Guidance/Classroom Management Plan**: I plan to help keep the students on task by being present and when I see a student getting off task I will ask those questions and or suggest trying something different. If a particular student is not participating and they are not disrupting the rest of the group then I will allow them to stay with the group. If they are interrupting the other students learning I am going to suggest they go read a book.

**Adaptions and Modifications**: NONE

**Extension Plan**: Where else can you try this? Do you think it would be the same on the slide on the playground? OR at home? Go try this in other places.

**References**:

AIMS Educational Foundation: Primary Physics, CA, 1990.

Churchill, E. Richard; Amazing Science Experiments with Everyday Materials, Sterling Publishing Co., Inc., NY, 1991.

SUNY Purchase, Elementary Science Leadership Institute, 1992.

**EIGHT**

**Name:** Andrea MacMurray **Grade:** 1st Grade

**Subject Area:** Science **Specific Topic:** Sound

**Length of Time:** 30 minutes **Date Taught**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Purpose**: To help jump start students thinking about sounds. To help the children brainstorm that sounds are all around

**Curriculumn Standards:** SAU 29 Science Curriculumn, First Grade: Physical Science, PS-2 Sound

**Objectives**:

1. The children will be looking at pictures of the story.
2. The children will be hearing Sounds All About.
3. The children will be describing where they hear sounds.
4. The children will be creating their book of sounds.

**Background Knowledge Needed:** I need to review my background knowledge prior to this so that I am familiar with the content to help the probe questions and thought processes.

**Materials Needed:**

1. Sounds All About By Illa Podendorf
2. Handmade books. (10+)

**Student Grouping**: Whole Class

**Preparation for Experience:**

1. Have the book handy.
2. Have books constructed.

**Outline of Experience:**

**Introduction**: Where do you hear sounds?

**Body of the Lesson**: I will begin by reading the cover of the book to the students. I will then ask what you see on the cover. What do you think the story is going to be about from the cover? What do you predict will happen?

**Conclusion**: Were your predictions right? Or did you have to revise them half way through? What happened in the story? What did you learn? I then plan to hand out books. They will construct with construction paper and a mixture of lined and unlined white paper. I am going to tell the children that they are going to create their own sound book. Where do you hear sound? Draw or write about it in your book

**Assessment Plan**: I will know my objectives have been met when the children are answering questions and adding input to what they predict will happen.

**Child Guidance/Classroom Management Plan**: Side conversations might be a problem here. I plan to involve and keep the children’s interests by asking questions and always relating it back to the story.

**Adaptions and Modifications**: NONE

**Extension Plan**:   
I could encourage the children to go find as many places as they can that they hear sound. They could draw or write a story about all the places they hear sound.

**References**:

AIMS Educational Foundation: Primary Physics, CA, 1990.

Churchill, E. Richard; Amazing Science Experiments with Everyday Materials, Sterling Publishing Co., Inc., NY, 1991.

SUNY Purchase, Elementary Science Leadership Institute, 1992.

**SEVEN**