Lesson Plan

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| **Lesson Title/Focus** | Day 1- Introduction to sound | **Date** | January, 10th  |
| **Subject/Grade Level** | Grade 3 Science | **Time Duration** | 40mins (2:40- 3:20) |
| **Unit** | Hearing and Sounds | **Teacher** | Miss. H |

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| **OUTCOMES FROM ALBERTA PROGRAM OF STUDIES** |
| **General Learning Outcomes:** | **3–9 Describe the nature of sound, and demonstrate methods for producing and controlling sound.**  |
| **Specific Learning Outcomes:** | N/A |

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| **LEARNING OBJECTIVES** |
|  **Students will:**  | * Explore the nature of sounds (3.9)
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| **ASSESSMENTS** |
| **Observations:** | * Are the students listening to the movie?
* What are the student’s interests in sounds?
* Where do the students need some guidance?
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| **Key Questions**: | * Are the students able to question sound?
* What are sounds?
* If a tree fell in a forest and no one was around to hear it, did the tree make a sound?
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| **Products/Performances:** | * Begin to think about sound
* Begin to ask questions regarding sound
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| **LEARNING RESOURCES CONSULTED** | **MATERIALS AND EQUIPMENT** |
| * Edmonton Public Schools Hearing and Sounds Unit D
 | * The Magic School Bus Inside the Haunted House
* KWL Chart (Master 1)
* Sound worksheet
* Television
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| **PROCEDURE** |
| ***Prior to lesson*** | Get TV readyHave worksheets printed outHave movie set up and ready to go |
| **Introduction** | **Time** |
| ***Attention Grabber*** | MOVIE DAY!! | 2:40-2:50 |
| ***Assessment of Prior Knowledge*** | KWL Chart will be completed by the students regarding their knowledge about hearing and sounds |
| ***Expectations for Learning and Behaviour*** | To be listening to the movie for the answers to the questions |
| ***Advance Organizer/Agenda*** | KWL ChartMovie Time |
| ***Transition to Body*** | Turn on the movie and let the students I will be stopping the movie at some of the important parts |
| **Body** | **Time** |
| ***Learning Activity #1*** |  Watch Movie* We will read over the questions in worksheet before we begin to give the students an idea about what is it that they should be listening for
* Students will watch the movie
* I will be stopping the movie and particular parts to point out the material needed to be written down on their worksheets
 | 2:50-3:15 |
| *Assessments/ Differentiation* | Assessments:Movie worksheets are formative assessments to see what the students understoodKWL charts are formative assessments as I get to see what they know and what they want to know |
| **Closure** | **Time** |
| ***Assessment of Learning:*** | Ask for one main point from the movie | 3:15-3:20 |
| ***Feedback From Students:*** | How did the magic school teach you about sounds? Did you like it? Thumbs up or thumbs down? |
| ***Feedback To Students*** | Let them know how they did in listening and reacting to the movie |
| ***Transition To Next Lesson*** | Next day we will are going to be doing some investigating about sounds! So be ready to be scientists!! |

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| **Sponge Activity/Activities** | Explore the question🡪 If a tree fell in a forest and no one was there to hear the sound, did the tree still make a noise? |

**Reflections from the lesson:**