

UCLA TEP ELEMENTARY LESSON PLANNING TEMPLATE

Key Content Standard(s) and CA ELD Standards: List the complete text of only the relevant parts of each standard. (TPE 3)

1-PS4-1. Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.

Lesson Objective: What do you want students to know and be able to do? (TPE 3)

- Students will be able to recognize vibrations cause sound, and sound causes vibrations
- Students will be able to define key terms: vibrations, sound, pitch (high and low), and volume
- Students will be able to refer back to a KWL chart to see what they know, what they want to learn, and have learned as the unit on vibrations continues

Assessment: Formal and Informal Assessment. (TPE 5)

- **What evidence will the students produce to show they have met the learning objective?**

Students will be able to orally help me fill in the KWL chart on vibrations and sound. They will tell me what they know, what they want to learn, and what they learned after watching the “Magic School Bus” clip, as well as when the unit is done.

- **What modifications of the above assessment would you use for language learners and/or students with special needs?**

Pace will especially modified depending on student needs. I will ask students questions after watching the “Magic School Bus” clip to ensure students understood the content, and to gauge what they learned about vibrations, or what they already know. Furthermore, before working on the KWL chart together, I will have students partner share to spur ideas or activate prior knowledge on sound and vibrations.

Prerequisite Skills, Knowledge and Experiential Backgrounds. (TPE 1, 2, 3, 4, 5)

- **Prerequisite skills from prior school experiences**

Students will need to be able to orally discuss and communicate what they already know, want to know, or have learned during out KWL chart.

- **Strategy to connect school learning with prior experiential knowledge and/or cultural background**

While filling out the “K” section or what do you know about sound and vibrations, students will be able to share where they have noticed vibrations that cause sound in their household, any instruments they play, and if there are an cultural instruments they know of that make vibrations that cause sound.

- **Pre-assessment strategy**

Students will hum and will notice that their throat causes vibrations that then create sound. Students will also share knowledge on the “K” section of the KWL chart, as mentioned above.

Academic Language. (TPE 3)

- **What content specific vocabulary, text structures, stylistic, or grammatical features will be explicitly taught?**

Specific vocabulary words that will be taught are: vibrations, sound, pitch (high and low), and volume. The stylistic format of a KWL chart will also be explicitly taught and modeled.

Equity. (TPE 1, 2, 3, 4)

- **How will ALL learners engage? (varying academic abilities, cultural backgrounds, and language levels) Describe your differentiated instructional strategy.**

All learners will engage by pair sharing. I will also use Class Dojo to randomly call on students to share when we are working on the KWL chart. Students will also engage in the “Magic School Bus” clip, and will share what they noticed as we go over the key vocabulary words.

Instructional Learning Strategies to Support Student Learning. (TPE 1, 2, 3, 4, 5)

What will the teacher do to 1) stimulate/motivate students by connecting the lesson to experiential backgrounds, interests and prior learning, 2) identify learning outcomes 3) present material, guide practice, and build independent learning, 4) monitor student learning during instruction, and 5) build metacognitive understanding.

List what the teacher will be doing and what the students will be doing.

<u>Time</u>	<u>Teacher</u>	<u>Students</u>	<u>Resources/ Materials</u>
5 min	Opening: “Touch your throat and hum.” “What did you notice?” “We’re going to talking about sound and vibrations today, but before we do that, let’s watch a video.”	Students hum Students share	
7 min	“The Magic School Bus” Video: https://www.youtube.com/watch?reload=9&v=ZxYmPAEW840&feature=player_embedded “What did you learn about sound and vibrations?” (Students will partner share, and I will use Class Dojo to call on a few students to share randomly.	Students watch Students share	Laptop
10 min	<u>Vocabulary:</u> (on carpet) We will go over what sound, vibrations, pitch, high pitch, low pitch, and volume	Students will share	Chart Paper and Markers
1 min	Stretch break	Students stretch	
10 min	<u>Sound & Vibrations KWL Chart:</u> We will go over what students already know about sound and vibrations, what they want to know. Students will complete KWL chart orally the next day after Sound and Vibration demonstration.	Students share orally	Chart Paper and Markers

Post Debrief Reflection

Introducing sound and vibrations went well! The students were engaged and were participating well. I started the lesson with the students touching their throats as they hummed; one student said he felt “vibrations.” We then thought about how vibrations could create sound. “The Magic School Bus” video was a hit, the students enjoyed the video and this opened the discussion of what sound and vibration is. I was able to unpack key vocabulary terms, such as: sound, vibrations, pitch, high pitch, low pitch, and volume. We then started our KWL chart, and because the students now had some background knowledge, they were able to share many ideas.