Mon. Oct. 17th

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| **8:00-8:30 Arrival** | **Students sign in, unpack, do I CAN Chart – Morning Message – Record Homework** |
| **8:30-8:45 Morning Meeting** | **Greet: Share: Group Activity:** |
| **8:45-9:20/9:30 Guided Reading Stations** |  |
| **9:20/9:30-10:05 Reader’s Workshop** |  |
| **10:05-10:45 Writer's Workshop** |  |
| **10:45-11:00 Read Aloud** | **Go over lunch procedures – lunch number (practice with a buddy), 3 checks, sitting on bottom, 12 inch voice, face forward, raising hand, using manners.**  **Order of lining up – Lunch box, milk buyers, lunch buyers** |
| **11:00-11:30 Lunch** |  |
| **11:35-12:05 Recess** |  |
| **12:05-1:05 Math Workshop** |  |
| **1:05-1:50 Specials** |  |
| **1:50-2:00 Snack** | **Students get hand-sanitizer, Castle Attendants and Royal Ambassadors help pass out snack.** |
| **2:00-2:40 Science/Social Studies** |  |
| **2:40-2:50 Pack-Up/ Plus-Delta** | **Teachers sign agendas with 4 crowns. Initial and write number 4.**  **Students pack up agendas (Put names, teacher, and number in agenda).**  **Teacher leads plus/delta for the day.** |
| **2:50 Carpool Dismisses** **2:55 Walkers/Vans/Taxi** **3:00 YMCA** **3:00-3:15 Buses** | **Bus students sit in rows first.**  **YMCA students sit 2nd**  **Walkers/Taxis sit 3rd**  **Carpool sits 4th** |

Tues. Oct. 18th

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| **8:00-8:30 Arrival** | **Students sign in, unpack, do I CAN Chart – Morning Message – Record Homework** |
| **8:30-8:45 Morning Meeting** | **Greet: Share: Group Activity:** |
| **8:45-9:20/9:30 Guided Reading Stations** |  |
| **9:20/9:30-10:05 Reader’s Workshop** | **Objective:**  2.17 Retell fiction with leveled texts (at least 17-18) including plot, major events, problem/solution, author’s message, setting, character(s), and connections  **Session 1. Who is This Character, Anyway?**   |  |  | | --- | --- | | 1. | Begin by gathering students together for a minilesson. Review the idea that good readers get to know and understand the characters in their books. This understanding helps readers comprehend the text and enjoy the books they are reading. You can talk about books you have read aloud or even movies that students are familiar with to model this concept. | | 2. | Begin to read aloud a short story with a strong main character who changes during the course of the story. "A Bad Road for Cats" by Cynthia Rylant is used as a model throughout the lesson, but you may use any short story you wish.  In "A Bad Road for Cats," the reader is introduced to a poor, harsh woman named Magda who is searching for her lost cat. As Magda goes through the process of searching and eventually finding her cat, she begins to show kindness and compassion for the young boy who found and cared for the cat. | | 3. | Ask students to think about the main character, Magda, as you read. What does she look like? How does she act? How do other characters in the story react to her? Write about how she is in the beginning of the story under “At the beginning…” | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  |      |  |  | | --- | --- | | 1. | Continue reading and ask students to once again think about the questions on the chart paper or interactive character map, just like they did for the first part of the story. At the end of the story, ask students to reconsider the same questions and complete the portion of the graphic organizer that says, “At the end…” (Magda, for example). | | 2. | Model for students your thoughts about Magda and how she has changed since they first met her in Session 1. Show students how you are *inferring* (i.e., taking evidence from the text and combining it with your own experiences and knowledge) to understand how the character changed. Leave the "Why the Character Changed" section blank for now. | | 3. | Have students discuss their own observations about Magda at the end of the story and how they think she has changed. You might want to have students discuss these observations with partners or in small groups. | | 4. | Provide students who seem ready with the How and Why Characters Change graphic organizer. Ask students to continue reading their independent reading books and think about how their main characters have changed.  Have students complete the "At the Beginning" section of the organizer when they have enough information to do so; the "At the End" section should be completed when they near the end of the story. During this time, you can confer with individual students or work with students in small groups.  **Note:** If students are reading longer texts, you can have them think about how the character changes across several chapters. | | 5. | At the end of the reading time, have students gather and share (possibly with partners) what they have noticed about character change in their own books. \*\*\*Have the discussion with your class about why the character changed.\*\*\* (This will just be exposing them to this question, we will come back to it later in the year when readers are more mature) | |
| **10:05-10:45 Writer's Workshop** | 4.01 Write including some language that sounds like book language.  MINI-LESSON:   * Review writing about everyday events and adding great details. * Lesson point: Today, we will write stories that have “literary language” or “author words/ sentence starters.” * Use the 2nd page of familiar book *A Chair for My Mother*. Point out and let children point out the many different ways Vera B. Williams starts out her sentences, and put them in a lotus: *Every day, Then, Sometimes, Some days, etc. Add others such as One day, a little later, all of a sudden!* * Encourage them to use these words in their writing…NOT JUST THE WORD THEN!   ENGAGEMENT:   * Give students time to add these words to their small moment story. * Tell them to GO BACK to an old story to also change those transition words – this is called revising! Use your purple pen!   REFLECT:  How does the writing sound better with these words? Have a few students share examples. |
| **10:45-11:00 Read Aloud** | **Go over lunch procedures – lunch number (practice with a buddy), 3 checks, sitting on bottom, 12 inch voice, face forward, raising hand, using manners.**  **Order of lining up – Lunch box, milk buyers, lunch buyers** |
| **11:00-11:30 Lunch** |  |
| **11:35-12:05 Recess** |  |
| **12:05-1:05 Math Workshop** | |  |  | | --- | --- | | 3.02 | Describe the change in attributes as two- and three-dimensional figures are cut and rearranged. |   **Alignment Lesson: Shape Observations**  **Vocabulary:**   |  |  | | --- | --- | | Angles | An angle is a figure formed by two rays with a common endpoint. | | Attributes | The characteristics of an object (i.e. color, size, shape, weight, etc.) | | Faces | A face of a polyhedron is one of the polygons that forms its boundary. | | Sides | A side of a polygon is one of the line segments that forms its boundary. | | Surfaces | Surfaces | | Symmetry | Figures have line symmetry if they can be divided in half and each half is a reflection of the other. | | Angles | An angle is a figure formed by two rays with a common endpoint. |   **Materials: printouts of 6 shapes (we will get you copies), Triangle Attribute Observations smartboard file, “Shape Attributes” handout (one per group),**  **MINI-LESSON:**   * Begin by holding up, *“Triangle A”*. Ask students to look at the shape and think about its attributes. (You may need to remind students what attribute means) Have students turn to a neighbor to share some the attributes they noticed. Finally have the students share out their discussions with the class. * Model recording the student’s observations using Transparency, *“Triangle Attribute Observations”*. Observations may include that the shape is triangle, that it has 3 sides and 3 angles. If students do not volunteer the information, help them see that the triangle is not symmetrical. (You may need to fold the triangle) * Put students into groups of 3 or 4 and pass out the remaining 6 shapes, one per group. Have the students examine the shapes and create a list of attributes that they notice using *“Shape Attributes” (we will get you enough copies for each group to have one)*. Instruct students to rotate the shapes to several groups so that each group has had a chance to observe 3 different shapes. After students have completed 3 shapes, hold up several shapes and have students share some of the attributes they recorded.   **Independent Practice:**   * Students will complete “Exploring Attributes” (only #1-2) worksheet. * Journal Prompts   **Homework: Complete “Exploring Attributes Continued” (#3-4)** |
| **1:05-1:50 Specials** |  |
| **1:50-2:00 Snack** | **Students get hand-sanitizer, Castle Attendants and Royal Ambassadors help pass out snack.** |
| **2:00-2:40 Science/Social Studies** | |  |  | | --- | --- | | 4.01 | Demonstrate how sound is produced by vibrating objects and vibrating columns of air. | | 4.02 | Show how the frequency can be changed by altering the rate of the vibration. | | 4.03 | Show how the frequency can be changed by altering the size and shape of a variety of instruments. | | 4.04 | Show how the human ear detects sound by having a membrane that vibrates when sound reaches it. | | 4.05 | Observe and describe how sounds are made by using a variety of instruments and other “sound makers” including the human vocal cords |   **Pitch and Size (Lesson 7 Part 2 pgs 107-117)**  **FOCUS QUESTION:** How does size affect pitch?  No New Vocab.   * Gather students with their notebooks and demonstrate how to make sound using a paint stirrer.  Hold it flat on the surface of a desk with the end hanging off the edge.  Twang it to make it vibrate. * Direct students to their groups. Prompt students to record their group prediction about how the vibrations can change and what they can do to make that change on the group recording sheet. * Allow students to experiment with the one stick available to their group and record results. * Circulate the classroom and help students notice what they can see of the vibrations and what they can hear. * Gather students to share their observations and discoveries with the class. Guide students to relate this work to that of the washers. * Ask students if they have any questions about sound. Record questions on the chart for future reference. |
| **2:40-2:50 Pack-Up/ Plus-Delta** | **Teachers sign agendas with 4 crowns. Initial and write number 4.**  **Students pack up agendas (Put names, teacher, and number in agenda).**  **Teacher leads plus/delta for the day.** |
| **2:50 Carpool Dismisses** **2:55 Walkers/Vans/Taxi** **3:00 YMCA** **3:00-3:15 Buses** | **Bus students sit in rows first.**  **YMCA students sit 2nd**  **Walkers/Taxis sit 3rd**  **Carpool sits 4th** |

Wed. Oct. 19th

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| **8:00-8:30 Arrival** | **Students sign in, unpack, do I CAN Chart – Morning Message – Record Homework** |
| **8:30-8:45 Morning Meeting** | **Greet: Share: Group Activity:** |
| **8:45-9:20/9:30 Guided Reading Stations** |  |
| **9:20/9:30-10:05 Reader’s Workshop** | **Objective:**  2.17 Retell fiction with leveled texts (at least 17-18) including plot, major events, problem/solution, author’s message, setting, character(s), and connections  This lesson may take almost 30 minutes, which is much more than usual.  **Materials:**  Miss Nelson is Missing  We will use this book over several days.   * Today, we will figure out the most important events in a story we read together. We will think about the important events as we read. * Read the entire book Miss Nelson is Missing aloud. * As you read, make a flow chart of the events that happen in the story. Let the children help you decide what events to put in the flow chart. (It’s ok if they include a small event that’s not a main event. We will address this tomorrow.)   READ TO SELF TIME: The students will read a just right book and think about the events of the story. |
| **10:05-10:45 Writer's Workshop** | 4.01 Write including some language that sounds like book language.  CONNECT: Review what we learned yesterday about transition words.  MINI-LESSON: Today, we will put said to bed, along with other boring words.   * Have the class brainstorm a list of boring words in a bubble map (like, good, great, nice, fun, happy, sad, little, big, funny) * Explain that there are much more exciting, sweet, and savory words to use instead of these BORING words! * Make a lotus for other words for said: replied, exclaimed, announced, added, asked, etc. * Show students how to use the Be More Descriptive chart or tri color paint sample word cards on a ring (see Chelsea or Elizabeth for explanation/examples). I have put words at the bottom of this document to use for tri color paint samples: Write the boring word on the lightest color, and the cooler words on the bolder colors! * \*\*You can make sets of the tri-color paint samples for each table group as they work on their stories\*\* * Model how to switch a boring word to a super cool word.   STUDENT ENGAGEMENT: Students will reread their stories and work on changing boring words to more exciting ones.  REFLECT: How do these words make your writing better? Hopefully they’ll say it’s more interesting to read. The story sounds better! |
| **10:45-11:00 Read Aloud** | **Go over lunch procedures – lunch number (practice with a buddy), 3 checks, sitting on bottom, 12 inch voice, face forward, raising hand, using manners.**  **Order of lining up – Lunch box, milk buyers, lunch buyers** |
| **11:00-11:30 Lunch** |  |
| **11:35-12:05 Recess** |  |
| **12:05-1:05 Math Workshop** | |  |  | | --- | --- | | 3.01 | Combine simple figures to create a given shape. |   **Alignment Lesson: Puzzling Polygons**  **Vocabulary:**   |  |  | | --- | --- | | hexagon | a six-sided polygon | |  |  | | parallelogram | quadrilateral with both pairs of opposite sides parallel | | rhombus | a parallelogram with congruent sides | | square | a rectangle with four sides of the same length | | trapezoid | a quadrilateral with exactly one pair of parallel sides | | triangle | a three-sided polygon |   **Materials: “Hexagon Hunt” smartboard file, “Hexagon Hunt” copies for partners, pattern blocks, “Combining Simple Figures” smartboard file, “Snail Nim” copies for partners**  **MINI-LESSON:**   * Display Smartboard file “Hexagon Hunt”. Tell students they are going to use their pattern blocks to fill the hexagon. * Distribute “Hexagon Hunt” (there will be enough copies for partners). * Give students time to fill the hexagon. * Have a Student Leader use the overhead to show one way to fill the hexagon. * Ask the class “Is there another way to fill the hexagon?” * Students will continue working and will record their results on the back of the “Hexagon Hunt”. * Students can then share their findings by using the overhead and Math Talk. * Display the “Combining Simple Figures” Smartboard file. * Have the students use their pattern blocks to complete A-D. * Share answers using the overhead.   **Independent Practice:**   * If time allows, students can play the “Snail Nim” game in pairs. You can also use it in a center as a follow up activity. * In the “Snail Nim” game, players will take turns placing triangles, parallelograms, trapezoids and hexagons on the snail. The person who places the last block loses. * Game Variation: The person who places the last block wins.   **Homework: Practice math facts.** |
| **1:05-1:50 Specials** |  |
| **1:50-2:00 Snack** | **Students get hand-sanitizer, Castle Attendants and Royal Ambassadors help pass out snack.** |
| **2:00-2:40 Science/Social Studies** | |  |  | | --- | --- | | 4.01 | Demonstrate how sound is produced by vibrating objects and vibrating columns of air. | | 4.02 | Show how the frequency can be changed by altering the rate of the vibration. | | 4.03 | Show how the frequency can be changed by altering the size and shape of a variety of instruments. | | 4.04 | Show how the human ear detects sound by having a membrane that vibrates when sound reaches it. | | 4.05 | Observe and describe how sounds are made by using a variety of instruments and other “sound makers” including the human vocal cords |   **String Guitars (Embedded Assessment) Lesson 8 pg 119**  **FOCUS QUESTION:** How can size and tension affect the pitch of strings on an instrument?  **No New Vocab…you may want to have a guitar to show, or borrow one from Ms. Keesee.**  **Optional Video Clip:** <http://player.discoveryeducation.com/index.cfm?guidAssetId=31D46E71-D269-4735-BC42-C7832748F2EC>  **Shorter Clip: http://player.discoveryeducation.com/index.cfm?guidAssetId=D0BC7C52-99FA-444D-BBF1-3158BD034871**  Gather students together and play the guitar music (and music of other stringed instruments).  Invite students to describe the music.  Review with the children what they know about pitch and how it changes.  Explain how a stringed instrument is played and ask students how they think the different pitches are made.   * Demonstrate how to assemble a pegboard guitar. (TIP: You will probably want these pre-assembled somewhat since the eye screws and string can be tricky. You may want to get a parent volunteer to help you!) * Divide the class into pairs and have each pair make their own pegboard guitar.  Encourage students to use the different materials available to them. * Circulate the classroom and observe students. Offer assistance if needed. * Gather students to share their guitars with the rest of the class.  As they share, prompt students to explain how they made the strings make different sounds.  Emphasize the differences in size (thickness) of the string. * Ask students to compare the quality of the sounds they produce.  Remind students about the word “timbre” or “quality”. * Prompt students to record their findings in their science notebooks. * Ask students if they have any questions about sound. Record their questions on the chart. |
| **2:40-2:50 Pack-Up/ Plus-Delta** | **Teachers sign agendas with 4 crowns. Initial and write number 4.**  **Students pack up agendas (Put names, teacher, and number in agenda).**  **Teacher leads plus/delta for the day.** |
| **2:50 Carpool Dismisses** **2:55 Walkers/Vans/Taxi** **3:00 YMCA** **3:00-3:15 Buses** | **Bus students sit in rows first.**  **YMCA students sit 2nd**  **Walkers/Taxis sit 3rd**  **Carpool sits 4th** |

Thurs. Oct. 20th

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| **8:00-8:30 Arrival** | **Students sign in, unpack, do I CAN Chart – Morning Message – Record Homework** |
| **8:30-8:45 Morning Meeting** | **Greet: Share: Group Activity:** |
| **8:45-9:20/9:30 Guided Reading Stations** |  |
| **9:20/9:30-10:05 Reader’s Workshop** | **Objective:**  2.17 Retell fiction with leveled texts (at least 17-18) including plot, major events, problem/solution, author’s message, setting, character(s), and connections  **Materials:**  Miss Nelson is Missing  Large construction paper  Miss Nelson story cards (we’ll provide copies)  Glue sticks, scissors   * Yesterday, we read the book Miss Nelson is Missing. We listed some events from the story. * Stories have different types of events. There are little, unimportant events, and there are main events that are very important to the story. * Let’s look back at our flowchart and see if we can find any events that are not main events. Cross out events such as (They went to see Detective McSmogg, or Maybe Miss Nelson got carried away by butterflies, etc.). * Explain to the students how to cut out the event cards (We will provide them).   PARTNER PRACTICE: The students will cut out their cards. They will put them in the correct order and number them. Then, they will sort them into two piles: main events and small events. The students will then fold a piece of construction paper in half. They will glue the main events on the left side, and the small events on the right side.  REFLECT: Have the pairs come to the carpet to share their work. |
| **10:05-10:45 Writer's Workshop** | 5.052 – Re-read your writing to make sure it makes sense..  Mini Lesson   * Review how you can take out parts of your story that don’t fit the main idea and plan. This is revising just like when you add information to the middle of your story. * Introduce a revising checklist. This is to help themselves and their partners. * Model going through the checklist with the class…use your story and they are your partners. You may want to make a big checklist for them to see. * Model for students what to do after a conference---they need to go back and make the changes. You aren’t making all the changes DURING the conference.   Independent Practice   * Have students meet with a partner and go through the checklist for both stories. * Once finished, students can go back and REVISE with a colored pen. * Teacher conferences   Closure  Share some good things that your partner helped you with during your conference. |
| **10:45-11:00 Read Aloud** | **Go over lunch procedures – lunch number (practice with a buddy), 3 checks, sitting on bottom, 12 inch voice, face forward, raising hand, using manners.**  **Order of lining up – Lunch box, milk buyers, lunch buyers** |
| **11:00-11:30 Lunch** |  |
| **11:35-12:05 Recess** |  |
| **12:05-1:05 Math Workshop** | **Formative Assessment First Quarter #1, 3, 11**  **Unit 2 Test (post-assessment workbook pg. 87-88)** |
| **1:05-1:50 Specials** |  |
| **1:50-2:00 Snack** | **Students get hand-sanitizer, Castle Attendants and Royal Ambassadors help pass out snack.** |
| **2:00-2:40 Science/Social Studies** | |  |  | | --- | --- | | 4.01 | Demonstrate how sound is produced by vibrating objects and vibrating columns of air. | | 4.02 | Show how the frequency can be changed by altering the rate of the vibration. | | 4.03 | Show how the frequency can be changed by altering the size and shape of a variety of instruments. | | 4.04 | Show how the human ear detects sound by having a membrane that vibrates when sound reaches it. | | 4.05 | Observe and describe how sounds are made by using a variety of instruments and other “sound makers” including the human vocal cords |   **Other Characteristics of Sound-What is Volume? Lesson 9 pg 131**  **FOCUS QUESTION:** What is volume?   | **Concept/Vocabularly Word** | **Definition** | | --- | --- | | volume | the loudness, strength, or quantity of sound |   **Video Clip:** **http://player.discoveryeducation.com/index.cfm?guidAssetId=577416FF-BD1C-4029-8158-1B06C06DD972**  **Introduction:**  Explain that while you have been discussing ways to make sounds higher and lower you will now be discussing what makes sounds louder or quieter.  If no one has mentioned it, explain that the word “volume” is the word to describe loudness.   Tell students they will be using their instruments to explore volume.   * Have the children start bringing in small cardboard boxes. * Divide students into groups of four - two children play guitars and two play drums.  (You can do this activity with only drums if you wish) * Tell students that you will use your hand to indicate how you want the volume to change.  (You may want to start with one instrument at a time and then combine them.) * Direct students to trade instruments half way through the investigation. * Signal students to stop playing their instruments and direct them to work in their groups to explore volume. * Circulate the classroom and pose questions to focus students’ attention to the way the vibrations change as sounds are played softly or loudly. * Gather students back together to discuss the relationship between the way they played the instruments and the volume of sound. * Lead students to understand that when they played the instruments harder, or put more “force” or “energy” into playing, the sounds were louder but the pitch remained the same. * Refer to lesson 4 when the children used sand on the drum to see vibrations.  Use this example to illustrate the connection between the force of the vibration and the volume. * Prompt students to record their observations of this part of the lesson. * Remind students of their experiences during lesson 3 with their body and sound. * Have the students work in groups to explore the relationship between the vibrations in their vocal cords and volume. * Call for attention and discuss their findings.  Make sure students understand that the more “strength” or “force” used to make the sound, the bigger the volume. * Prompt students to summarize their findings in their notebooks. * Ask the children if they have any questions about sound. * Record their questions on a chart.   \*\*We are not doing the amplification lesson. You may want to discuss sound amplification with your class. |
| **2:40-2:50 Pack-Up/ Plus-Delta** | **Teachers sign agendas with 4 crowns. Initial and write number 4.**  **Students pack up agendas (Put names, teacher, and number in agenda).**  **Teacher leads plus/delta for the day.** |
| **2:50 Carpool Dismisses** **2:55 Walkers/Vans/Taxi** **3:00 YMCA** **3:00-3:15 Buses** | **Bus students sit in rows first.**  **YMCA students sit 2nd**  **Walkers/Taxis sit 3rd**  **Carpool sits 4th** |

Fri. Oct. 21st

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| --- | --- |
| **8:00-8:30 Arrival** | **Students sign in, unpack, do I CAN Chart – Morning Message – Record Homework** |
| **8:30-8:45 Morning Meeting** | **Greet: Share: Group Activity:** |
| **8:45-9:20/9:30 Guided Reading Stations** |  |
| **9:20/9:30-10:05 Reader’s Workshop** | **Objective:**  2.17 Retell fiction with leveled texts (at least 17-18) including plot, major events, problem/solution, author’s message, setting, character(s), and connections  **Materials:**  Miss Nelson is Missing   * We have been learning how good readers think about the main events in a story. * Today we will learn that there are problems and solutions in stories. * Discuss the meaning of the words **problem and solution.** * Review the main events from Miss Nelson is Missing. * Discuss the problems and solutions of the story. * Record problems on a chart like this one:  |  |  | | --- | --- | | PROBLEM | SOLUTION | | Miss Nelson has a problem. The kids in room 207 were misbehaving. They were throwing spitballs and paper airplanes. They would not listen. | Miss Nelson did not come to school one morninog. | | The kids have a problem. Viola Swamp is a real witch when they don’t do what they’re told. | They do what they are told to do by Miss Swamp. They get to work. | | The kids miss Miss Nelson. Miss Nelson is missing. | She finally returns once the children have been working hard and following directions. |   INDEPENDENT PRACTICE: Challenge kids to choose a just right book and make a problem/solution chart in their RRJ.  REFLECT: Have kids share their problems and solutions. |
| **10:05-10:45 Writer's Workshop** | **Word Study QUIZ** |
| **10:45-11:00 Read Aloud** | **Go over lunch procedures – lunch number (practice with a buddy), 3 checks, sitting on bottom, 12 inch voice, face forward, raising hand, using manners.**  **Order of lining up – Lunch box, milk buyers, lunch buyers** |
| **11:00-11:30 Lunch** |  |
| **11:35-12:05 Recess** |  |
| **12:05-1:05 Math Workshop** | **Unit 3 Test (pre-assessment) workbook pg. 123-126** |
| **1:05-1:50 Specials** |  |
| **1:50-2:00 Snack** | **Students get hand-sanitizer, Castle Attendants and Royal Ambassadors help pass out snack.** |
| **2:00-2:40 Science/Social Studies** | |  |  | | --- | --- | | 4.01 | Demonstrate how sound is produced by vibrating objects and vibrating columns of air. | | 4.02 | Show how the frequency can be changed by altering the rate of the vibration. | | 4.03 | Show how the frequency can be changed by altering the size and shape of a variety of instruments. | | 4.04 | Show how the human ear detects sound by having a membrane that vibrates when sound reaches it. | | 4.05 | Observe and describe how sounds are made by using a variety of instruments and other “sound makers” including the human vocal cords. |   **Sound Travels Lesson 11 pg 163**   * **FOCUS QUESTION:** How does sound travel?  | **Concept/Vocabularly Word** | **Definition** | | --- | --- | | transmit | to carry or transfer something across intervening distance between one place or body and another |   **Introduction:**  Watch the video clip: http://player.discoveryeducation.com/index.cfm?guidAssetId=9BBA2BB6-D864-4516-9128-DF977A67D7F8  Display the classroom map then spread children throughout the room.  Have one child stand at the front of the room and speak in a very low volume.  Find out which children can hear the sounds and mark their location on the map.  Ask students what needs to happen so that they can better hear. Repeat the experiment with the volunteer speaking at different levels of volume.   Mark these on the map in different colors.  Ask children to come back up front using a very quiet voice.  This will demonstrate that while the volume doesn’t get louder, their ability to hear it gets better.  Gather students and discuss their observation of the opening activities.   * Review the ways that students made the tuning fork sound go farther. * Direct students to work with a partner to find out if they can make sound travel through materials.  Begin with tapping on the desk and then tapping the desk with one partner’s ear down on the desk. * Challenge students to think of other ways to do this same thing as they walk around the room using a nail and a pencil or pen. * Prompt students to record their findings in their science notebooks. * Gather students together to share their discoveries with the class. * As a class, predict and test the theory of which material will transmit sound the best using the tuning fork. * Ask the children what questions they may have about how sound is transmitted. |
| **2:40-2:50 Pack-Up/ Plus-Delta** | **Teachers sign agendas with 4 crowns. Initial and write number 4.**  **Students pack up agendas (Put names, teacher, and number in agenda).**  **Teacher leads plus/delta for the day.** |
| **2:50 Carpool Dismisses** **2:55 Walkers/Vans/Taxi** **3:00 YMCA** **3:00-3:15 Buses** | **Bus students sit in rows first.**  **YMCA students sit 2nd**  **Walkers/Taxis sit 3rd**  **Carpool sits 4th** |