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| **Mon. Sept. 12th**  **Pages:**  **Objectives:** | **Make a KWL chart with your class about what they know about sound.**  **Watch the sound video (made by 2nd grade in previous years). Students will guess what makes the sound.** |
| **Tues. Sept. 13th**  **Pages:**  **Objectives:** | **Do a sound walk with your class by starting in your classroom. Students explore different sounds by banging materials against desk, etc. You can also walk them around to different places in the school to sit and listen to what types of sounds they hear.**  **Gather students back and make a chart as a class. Similar to the one they did in their science journal.**  **Have students make a 3-column chart in their science notebook:**  **Object/How the Sound is Made/Description of the Sound** |
| **Wed. Sept. 14th**  **Pages:**  **Objectives:** | **Comparing and Describing Sounds:**  **Have students sit in a quiet classroom for a few minutes. Students write down anything that they hear.**  **Discuss as a class:**  **What sound did you hear the most?**  **How was the sound being made?**  **Did anyone else hear this sound?**  **What word would best describe it?** |
| **Thurs. Sept. 15th**  **Pages:**  **Objectives:** | **Start science notebook. Have students write date in top corner. Have them skip 10 lines. Draw a line across the page. In the bottom section, students write their prediction, 3 observations, and their conclusion. In the top, they can draw what they did and label it.** |
| **Fri. Sept. 16th** | **EARLY RELEASE** |

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| **Mon. Sept. 19th**  **Pages:**  **Objectives:** | **Prediction:**  **What cups do you think have matching sounds?**  **Play the “Match the mystery cups by sound” game:**  **Students get in groups of 3 or 4. Without looking inside, they have to match them based on their sound. Students will record which canisters they think match and then write down what they think is inside the canister. They can record this on a 3 column table in the drawing portion of their notebook (top half). (What numbers match, what do they think it is, what was it actually).**  **Before you discuss the answers, students will write their 3 observations down.**  **Students share their responses (answers) and discuss as a class. Come up with a conclusion sentence.**  **Discuss as a class how you could group the sounds together (high, low, loud, soft, long, short, etc.)** |
| **Tues. Sept. 20th**  **Pages:**  **Objectives:** | **What sounds are made by the body?**  **Play sound scharades. Write something on a card (clock ticking, truck, bird, squeaky door, racecar, horse, dog, glass breaking, electric pencil sharpener).**   **Who can make a really high sound, low sound, quietest sound, a little louder but not too loud?**  **Students will explore vibrations using their voices. Students will divide into pairs around the room. Put their hand over their throat and describe the sound they feel. Have students make other sounds and try to find it in their body.**  **Science notebook entry:** **Describe what you felt when you made sounds with your body? Where did you feel the sounds more and where did you feel them less?**  **Discuss the responses as a class.** **Then share what they felt (buzzes, tickles, fast/slow). Introduce the term “vibration”. The feelings they felt when they made sounds were vibrations. Ask them what they think that means? What are the vibrations like when they make a low sound, etc.?**   **Students should draw a picture of them holding their throat. They should draw their sound too (buzz = squiggly line, etc.).** |
| **Wed. Sept. 21st**  **Pages:**  **Objectives:** | **You will need toilet paper rolls, wax paper, and rubber band for each student.**   **Have parent volunteers cut holes in the paper towel/toilet paper tubes close to the end but not too close so rubber band can wrap around without covering the hole. See page 59 for example.**  **Students explore with the kazoo. Ask where they feel it/hear it more? (Wax paper). Try to make high/low sounds.**   **Keep modeling this as you do the science notebook together.**  **Go over the questions with your class on  page 53.**  **“Vocal chords vibrate and the air waves go into the kazoo and bounce off the walls. Then, the wax paper vibrates, creating waves to the ear.**   **Discuss the similarities between the vibrations you felt on your body vs. the kazoo.** |
| **Thurs. Sept. 22nd**  **Pages:**  **Objectives:** | **Exploring vibrations**  **Demonstrate with the tuning fork. Explain that it makes a particular music note when it is struck. It needs to be hit on a book or solid surface, then place it on a hard surface (wood, table, etc.). Talk about what it feels like and have students come up and feel it. Discuss what it looks like, how you can’t see it from far away.**  **Have students predict what will happen when you put the tuning fork in water. (Water will splash out b/c of the vibrations). Demonstrate this for the class.**   **Discuss why they thought the water splashed out. Where do you think the vibrations have gone? Can you still hear a sound? Sometimes you can’t see the vibrations so the water shows the movement of the vibrations.**   **You can place students in groups and allow them to take turns with the tuning fork.** |
| **Fri. Sept. 23rd**  **Pages:**  **Objectives:** | **Explore making sounds with rubber bands and peg boards. They can work at tables/in groups.**  **They will need golf tees, rubber bands, peg boards, and a tuning fork.  (for each group).**  **Show them how to set the pegboard up - using reading books/something thick to allow a space between the board and the table. They will explore by setting up pegs in different places on the board and wrapping the rubber bands around the pegs. Have students figure out which part made the highest/lowest sound. Focus their attention on the vibrations (ones that are loose vibrate slowly, tight ones vibrate fast).**  **Have the class share what they noticed.** |