

**St. Louis Public Schools Standards-Based**

**Blended Learning Lesson Planner**

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| **Name** | Bryd, Hardnett, Howell, McCarter | **Grade** | First Grade | **Subject** | Science |
| **Weeks of** | September 27 – October 1 | **Topic** | Physical Science  Waves: Light and Sound | **Link to Tracker** | (Link tracker here)  |

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|  **Planning and Preparation** |
| **Cultural Context Differentiation:** Overarching lesson design based on student’s individual needs and learning styles. The teacher should consider and honor the unique cultural differences of the student population when selecting content to ensure that every learner is able to access the grade level curriculum and resources. While lesson planning, please consider and apply following the **Universal Design to Learning** **(UDL)** principals listed below to ensure the use of a variety of strategies and resources to help meet diverse learning needs, improve accessibility to learning opportunities, and increase student success. You can visit the National Center on Universal Design for Learning website at <https://www.cast.org/impact/universal-design-for-learning-udl> to find more information resources and examples.**PRINCIPLE I. PROVIDE MULTIPLE MEANS OF REPRESENTATION -** Present information and content in different ways**PRINCIPLE II. PROVIDE MULTIPLE MEANS OF ACTION AND EXPRESSION -** Differentiate the ways that students can express what they know**PRINCIPLE III. PROVIDE MULTIPLE MEANS OF EGAGEMENT** - Stimulate interest and motivation for learning  |
| **Missouri** **Learning Standards****Know & Do****Identify the standards you will teach during this lesson, then identify what students should know and be able to do after engaging in this lesson.**(Information for this section can be accessed in the Unpacked / Unwrapped Standards Tool.) | **Missouri Learning Standards***List your standard(s) for the week here. You should include the Missouri Learning Standard code(s), link the appropriate proficiency scale(s), and include the full text of the standard(s).* |
|  1.PS4.A Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate. |
| **Know****(*What do students need to know?)*** | **Do****(*What should students be able to do?)*** |
| Students will need to know that vibrating materials can make sound and that sound can make materials vibrate. Students will need to know the meanings of the lesson vocabulary to understand how sound and vibration work. | Students will be able to explain that vibrating materials can make sound and that sound can make materials vibrate. |
| **Essential Question(s)**(Can be accessed in the Curriculum Plan.) | What are the characteristic properties and behaviors of waves? |
| **Academic Vocabulary** (Information for this section can be accessed in the Unpacked / Unwrapped Standards Tool.) | Vibrate, Sound, Light, Waves, Shadow, Clear, Reflect, Communicate |
| **Summative Assessment Performance Tasks** | **Design or identify a standards-based summative performance task or assessment that will demonstrate progress towards standards-based proficiency.** |
|  Exit Slip |

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| **Blended Learning Instructional Framework: Whole Group Instructional Plan** |
| **Lesson/Topic** | **Learning Target*****Learning target -”****I-Can” statements can be accessed in the Unpacked/Unwrapped Standards Tool.* | **Activities, Instruction & Modeling***What do you need to explain, present, facilitate, or model? What instructional strategies will you use? What will students do to understand concepts or practice skills (practice, discussion, reflection, creation)?* ***Synchronous learning*** *refers to a learning event in which a group of students is engaging in learning at the same time.* ***Asynchronous learning*** *is instruction and learning that does not occur in the same place or at the same time – usually independent.* | **Formative Assessment /Exit Slip***How will students demonstrate their* ***daily*** *learning? How will you know if they understand concepts or can apply skills? Please provide links/page numbers where applicable.* | **Due Date** |
| **Synchronous Learning**  | **Asynchronous Learning**  |
| **Lesson 1**  | I can plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate. | Watch: Sound is Produced by a Vibrating Body<https://www.youtube.com/watch?v=pAgkexwYNc4>Sound: Yes or NoStudent Investigation of Sound and Vibrations:1. Touch your throat and hum
2. Touch your throat and chirp
3. Touch your throat and bark
4. Stand and hold a piece of paper still
5. Stand and shake a piece of paper vigorously
6. Clap your hands
7. Wiggle your fingers
8. Wave your hands
9. Snap your fingers
10. Stomp your feet
 | PBS Science |  |  |
| **Lesson 2** | I can plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate. | Watch: Sound Experiments for Kids:<https://www.youtube.com/watch?v=GzzGFRQQtuE>Let’s Make VibrationStudent Investigation of Sound and Vibrations:1. Get two pencils and use your desk as the drum to make vibration
2. Drop a metal item on the floor
3. Class project: use items in the classroom as instruments. Compose special beats together
 | PBS Science |  |  |
| **Lesson 3**  | I can plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate. | Mystery Science: How Do They Make Silly Sounds in Cartoons?<https://mysteryscience.com/light/mystery-1/sounds-vibrations/105#slide-id-2034>1. How would you make the sound of rain?
2. How would you make the sound of thunder?
3. How would you make the sound of a fast car?
4. How would you make the sound of a police car?
5. How would you make the sound of an elephant?
 | PBS Science | **3-2-1 Exit Ticket**3- Things I learned2-Interesting Facts1-Question I Have |  |
| **Lesson 4** | I can plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate. | Science Lab | PBS Science |  |  |

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| **Supporting Student Learning Pathways***Please note specific Learning Targets of focus and what resources are beinhg used or provided to support students at each level.* |
| **Intensive Scaffolding***Students demonstrating performance at level NE or 1 on the Content Area Proficiency Scale.* | **Moderate Scaffolding***Students demonstrating performance at level 2 on the Content Area Proficiency Scale.* | **Enrichment/Independent***Students demonstrating performance at level 3 or 4 on the Content Area Proficiency Scale.* |
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| **Weekly Intervention Schedule & Differentiated Learning Planner***When applicable, teachers should utilize data from tracker to plan who receives intervention, when the intervention is delivered, how it is delivered, and what content will be covered. Please note if the planned intervention is for the purpose of remediation or enrichment.* |
| **Day/Date** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| Group/Time | 1 to 1 | 1 to 1 | 1 to 1 | 1 to 1 | 1 to 1 |
| Group/Time | 1 to 1 | 1 to 1 | 1 to 1 | 1 to 1 | 1 to 1 |
| Group/Time | 1 to 1 | 1 to 1 | 1 to 1 | 1 to 1 | 1 to 1 |
| Group/Time | 1 to 1 | 1 to 1 | 1 to 1 | 1 to 1 | 1 to 1 |

\*Common formative assessments are completed at the beginning of each quarter and common summative assessments are completed at the end of each quarter.