# Unit 2: Sound (Waves)

Content Area: **Science**
Course(s): **Science Gr 1**
Time Period: **NovDec**
Length: **30 Days**
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## Title Section

## Department of Curriculum and Instruction

**Belleville Public Schools**

**Curriculum Guide**

# Science: Grade 1

# Unit 2: Sound

**Belleville Board of Education**

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## Unit Overview

In this unit, children will...

- explore the relationship between sound and vibration
- compare the volume and the pitch of different sounds
- investigate how sound makes materials move
- identify ways people communicate using sound
- explore how technology is used to help people communicate with sound over distances

## Enduring Understanding

- Students will plan materials to test sound signals in order to communicate a message.
- students will be able to plan and conduct an investigation in order to gather evidence of how sound and vibration are related.
- students will design a solution to the problem of communicating a message over a distance.

## Essential Questions

**Essential Questions for Unit 2 Project:**

Students can be prepared for their Unit 2 Project by asking the following questions:

- How does sound affect materials?
- What does a material do when it makes sound?

**Essential Questions:**

- What is sound?
- How can we communicate with sound?
- Why does the water move?
- How could you use sound to send a message over a distance?

## Exit Skills

By the end of Grade 1, Science Unit 2, the student should be able to:

- describe how sound affects materials
- explain what caused the water to move
- describe how people use technology to communicate over a distance
- explain how they think life would be different without the technology they describe

## New Jersey Student Learning Standards (NJSLS-S) & NGSS

SEP - Planning and Carrying Out Investigations

SEP - Scientific Investigations Use a Variety of Methods

SEP - Constructing Explanations and Designing Solutions

DCI - Wave Properties

DCI - Information Technologies and Instrumentation

CCC - Cause and Effect

CCC - Influence of Engineering, Technology, and Science on Society and the Natural World

NextGen Science Standards

| | |
|---|---|
| 1-PS4-4 | Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance. |
| 1-PS4-1 | Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate. |

## Interdisciplinary Connections

Do the Math! pp. 49, 65

**Lesson 1:**

**Connections to Math**

1.NBT.B.3 Compare two two-digit numbers based on the meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.

**Connections to English Language Arts**

SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

**Lesson 2:**

**Connections to Math**

1.MD.A.2 Express the length of an object as a whole number of length units, by layering multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps.

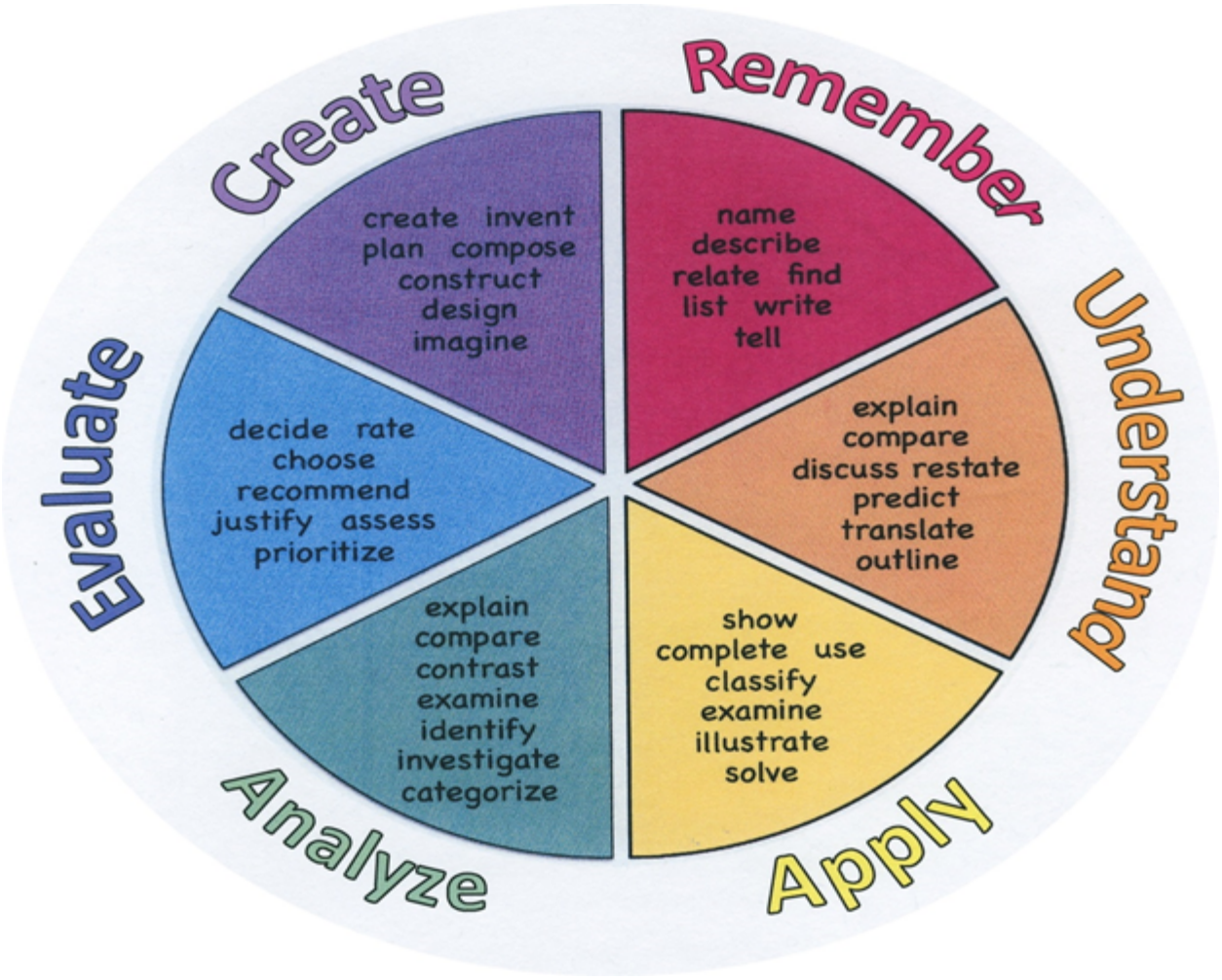
**Connections to English Language Arts**

W.1.7 Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).

## Learning Objectives

- SWDAT to plan and conduct an investigation in order to gather evidence of how sound and vibration are related
- SWDAT work in small groups to answer the question, "Can sound make rice move?"
- SWDAT design a solution to the problem of communicating over a distance
- SWDAT make sound to communicate over a distance
- SWDAT use materials to design something that will make the sound louder
- SWDAT use evidence from their investigation to support a claim about how they can communicate with sound over a distance

| Remember | Understand | Apply | Analyze | Evaluate | Create |
|---|---|---|---|---|---|
| Choose | Classify | Choose | Categorize | Appraise | Combine |
| Describe | Defend | Dramatize | Classify | Judge | Compose |
| Define | Demonstrate | Explain | Compare | Criticize | Construct |
| Label | Distinguish | Generalize | Differentiate | Defend | Design |
| List | Explain | Judge | Distinguish | Compare | Develop |
| Locate | Express | Organize | Identify | Assess | Formulate |
| Match | Extend | Paint | Infer | Conclude | Hypothesize |
| Memorize | Give Examples | Prepare | Point out | Contrast | Invent |
| Name | Illustrate | Produce | Select | Critique | Make |
| Omit | Indicate | Select | Subdivide | Determine | Originate |
| Recite | Interrelate | Show | Survey | Grade | Organize |
| Select | Interpret | Sketch | Arrange | Justify | Plan |
| State | Infer | Solve | Breakdown | Measure | Produce |
| Count | Match | Use | Combine | Rank | Role Play |
| Draw | Paraphrase | Add | Detect | Rate | Drive |
| Outline | Represent | Calculate | Diagram | Support | Devise |
| Point | Restate | Change | Discriminate | Test | Generate |
| Quote | Rewrite | Classify | Illustrate | | Integrate |
| Recall | Select | Complete | Outline | | Prescribe |
| Recognize | Show | Compute | Point out | | Propose |
| Repeat | Summarize | Discover | Separate | | Reconstruct |
| Reproduce | Tell | Divide | | | Revise |
| | Translate | Examine | | | Rewrite |
| | Associate | Graph | | | Transform |
| | Compute | Interpolate | | | |
| | Convert | Manipulate | | | |
| | Discuss | Modify | | | |
| | Estimate | Operate | | | |
| | Extrapolate | Subtract | | | |
| | Generalize | | | | |
| | Predict | | | | |




## Suggested Activities & Best Practices

Vocabulary Game- Make a Match

Hands-On Activities:  Make Something Move With Sound & Communicate Over Distance

Interactive Activity:  Getting the Band Together

Unit Project

Take It Further

- Pitch in
- Morse Code

## Assessment Evidence - Checking for Understanding (CFU)

- Anticipation Guide
- DBQ's
- Evaluation rubrics
- Exit Tickets
- Fist- to-Five or Thumb-Ometer
- HMH End-of-Year Test (Benchmark)
- HMH Mid-Year Test (Benchmark)
- HMH Performance-based Assessment (Alternative)
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Question Stems
- Quizzes (Formative)
- Red Light, Green Light
- Self- assessments
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Unit review/Test prep
- Unit tests (Summative)

- Web-Based Assessments
- Written Reports

## Primary Resources & Materials

HMH Science Dimensions: Teacher Edition, Student workbooks, online resources

HMH Equipment & Safety Kits

HMH Science Dimensions S&E Leveled Readers

- On Level: What Are Forces and Energy?
- Extra Support: What Are Forces and Energy?
- Enrichment: Soccer Moves!

## Ancillary Resources

https://ngss-assessment.portal.concord.org/

## Technology Infusion

HMH Science Dimensions "Explore online" sections embedded throughout online teacher/student edition to extend student learning

HMH Science Dimensions "Can you explain/solve it?" videos embedded throughout online teacher/student edition

Computer-based assessments

## Alignment to 21st Century Skills & Technology

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

| | |
|---|---|
| CRP.K-12.CRP1.1 | Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good. |
| CRP.K-12.CRP4.1 | Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome. |
| CRP.K-12.CRP5.1 | Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization. |
| CRP.K-12.CRP6.1 | Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization. |

## 21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Media Literacy

## 21st Century Skills

- Civic Literacy
- Environmental Literacy
- Global Awareness

## Differentiation

Leveled Readers (On Level, Extra Support, Enrichment)

Reinforce Vocabulary- To help students remember the vocabulary word, have them take turns mimicking a partner's behavior and use the word in a sentence. Remind students to look for the highlighted word as they proceed through the lesson.

RTI/ Extra Support- Supply students with materials for hands-on discovery.

Extension- Students who want to find out more can do research on a topic from the text

ELL- Point out labels, pictures, captions, and headings throughout the lesson. Discuss real-life connections to content, and provide hands-on examples of materials when possible. (ELL support resources include a glossary in English and Leveled Readers in Spanish and English)

**Differentiations:**

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Highlight text
- Student(s) work with assigned partner

- Visual presentation
- Auditory presentations

**Hi-Prep Differentiations:**

- Alternative formative and summative assessments
- Choice boards
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

**Lo-Prep Differentiations**

- Choice of books or activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Varied journal prompts
- Varied supplemental materials

## Special Education Learning (IEP's & 504's)

- Provide modifications dictated by the IEP/504 Plan
- Modify assessment format
- Check work frequently for understanding

- check work frequently for understanding
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- multi-sensory presentation
- Provide modifications as dictated in the student's IEP/504 plan
- secure attention before giving instruction/directions

## English Language Learning (ELL)

- Provide study guides
- Allow students to correct errors (looking for understanding)
- Allowing productions (projects, models, timelines, demonstrations, charts, etc.) to demonstrate student's learning

- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- decreasing the amount of workpresented or required

## At Risk

- Tutoring by peers
- Using videos, illustrations, pictures, and drawings to explain or clarify
- Decreasing the amount of work represented or required

- teaching key aspects of a topic. Eliminate nonessential information
- decreasing the amount of workpresented or required
- tutoring by peers

## Talented and Gifted Learning (T&G)

- Advanced problem-solving
- Higher order, critical and creative thinking skills, and discovery
- Utilize project based learning for a greater depth of knowledge

- Allow students to work at a faster pace
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize project-based learning for greater depth of knowledge