

## Bridgewater College Teacher Education Program Lesson Plan

Name: Rachael Sloan

Date:	Title of Lesson: Sound: Creating Guitars	
Subject Area(s): science, art	Grade Level(s): 1	
<p>VA SOL:</p> <p>Science SOL 1.2: The student will investigate and understand that moving objects exhibit different kinds of motion. Key concepts include</p> <p>b) Objects may vibrate and produce sound; and</p> <p>Art 1.12 The student will use motor skills (e.g., cutting, modeling, molding, tearing, weaving) to create two- and three-dimensional works of art</p>		
<p>Content Objective(s):</p> <p>SWBAT identify that vibrations make sounds.</p> <p>SWBAT use cutting and tearing to decorate their instruments.</p>		
IEP Goal/Objective:		
		<b>Accommodations/ Differentiation</b>
<p>Assessment (based on objectives):</p> <p>Students will create an instrument and verbally explain that its "strings" (rubber bands) make sounds by vibration.</p>		ELL students may require more prompting to explain.
<p>Materials:</p> <p>empty tissue boxes and paper towel/toilet paper rolls (20 of each): listed as a need in newsletter to parents</p> <p>craft knife</p> <p>Rubber bands (at least 80, in case some break)</p> <p>Masking tape</p> <p>Various colored papers (construction and tissue paper) and stickers for students to decorate</p> <p>Student materials: glue sticks</p> <p>guitar</p> <p>Preparation: cut out circle from top of each box (where toilet paper roll will fit) and plastic sheet on top of box before lesson.</p> <p>Idea adapted from: <a href="http://www.instructables.com/id/Make-a-Rainy-Day-Tissue-Box-Guitar!---Great-for-Ki/?ALLSTEPS">http://www.instructables.com/id/Make-a-Rainy-Day-Tissue-Box-Guitar!---Great-for-Ki/?ALLSTEPS</a></p>		
<p>Integration of technology:</p> <p>none</p> <p>Alternative Plan:</p>		
		<b>Accommodation s/ Differentiation</b>
<p>Anticipatory Set (Hook &amp; Agenda):</p> <p>Hold up guitar from yesterday. Who would like to have their own guitar? Today we are going to make our own guitars!</p>		10 sec

<p>Access/Review Prior Knowledge:          Yesterday we talked about this guitar. What did we learn about sound? How does this guitar make sound? What is the name for the movement that makes sound? [vibration] What direction does that movement go in? [back-and-forth]</p>		<p>1 min</p>
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<p>Teaching Process &amp; Modeling (Content is presented, accessed, or built):</p> <p>Today we are going to be musicians and create our own guitars! Look at this guitar. What are the parts you see on this guitar? [point to neck, body, strings and tell students the name of each if they do not know]. How does the guitar make sound? [strumming the strings.] What happens then? [strings move/vibrate]. If you strum it harder, what happens? [sound is louder] why do you think that is? [more vibration] If you strum it softly, what happens? [sound is quieter] Why? [less vibration]</p> <p>We can't make guitars out of wood today, but we can use the cardboard boxes and paper towel rolls you brought in from home to make them! What do you think we can use for the strings? [take guesses, then show rubber band] When you stretch a rubber band tightly, it might make a different sound. [stretch one very far and have a student pluck it to make a sound. Let several students try plucking it.] Why does it make the sound? [vibrations] [Now decrease how tightly it is stretched and let a student pluck it.] is the sound different this time? Why? [not as much vibration.]</p> <p>I am going to show you how we will put the guitars together. [have one box, one neck, a roll of masking tape, and a few rubber bands nearby. Also have papers, a glue stick, and stickers to show students.] I need you to pay very close attention. I have already cut a hole in the top of your box to put the neck of the guitar in it. I will give you each a piece of tape, and you will tape the neck inside the hole, like this. Then we will decorate the boxes with these papers and stickers. Use your glue sticks to attach the paper to the box. I want you to try tearing the papers to decorate. You can layer the different colors of tissue paper, like this. When you have the neck on and have decorated your box with paper, I will come and help you put the rubber bands on the box. Those will be your strings!</p> <p>I am going to put all the decorating supplies on this table. I expect you to act maturely and walk back and forth to get the materials you need. If you argue with someone or are running, you will have to sit down and you will not be allowed to get any more materials.</p> <p>Guided Practice &amp; Checking for Understanding:          Give each student a tissue box and paper roll. Help them put the roll into the hole in the tissue box, if they cannot, and give each student a length of tape to tape the role into the top of the box. When they have completed this, allow them to work freely on getting paper and stickers from the supply table to decorate.</p> <p>Walk around and assist in putting on rubber bands. As you do so, ask each student: what makes the noise on this guitar? Why does it make that noise? What is the word for moving things making sounds?</p> <p>Independent Practice:          Have students write/draw in science journals about making the guitar and what makes the sounds in the guitar.</p>		
	<p>Gifted students: show the bridge piece on the guitar that holds the strings off the body. Give students pieces of cardstock or cardboard scraps and have them create their own bridge.</p>	<p>40 min</p>
<p>Closure:          What did we make today? [guitars] How do guitars make sounds? [strumming strings] What is the word for making the strings move? [vibrations]</p>		<p>30 sec</p>
<p>Declarative Statement Summary:          Guitars make sounds through vibrations of strings.</p>		<p>10 sec</p>