Sample Lesson Plan
Virginia 2020 SOL Edition
Body Systems – GR5-BOD-6
Science -Force Motion and Energy
Tammy Underwood WJCC

Sound Vocabulary Matching Activity

Learning Objectives

- I can Identify behaviors and environments that can lead to hearing loss (VA H5.2b)
- I can investigate and understand how sound is created and transmitted, and how it is used, including volume, vibration, wavelength, frequency, amplitude (Science 5.2a, 5.2b)

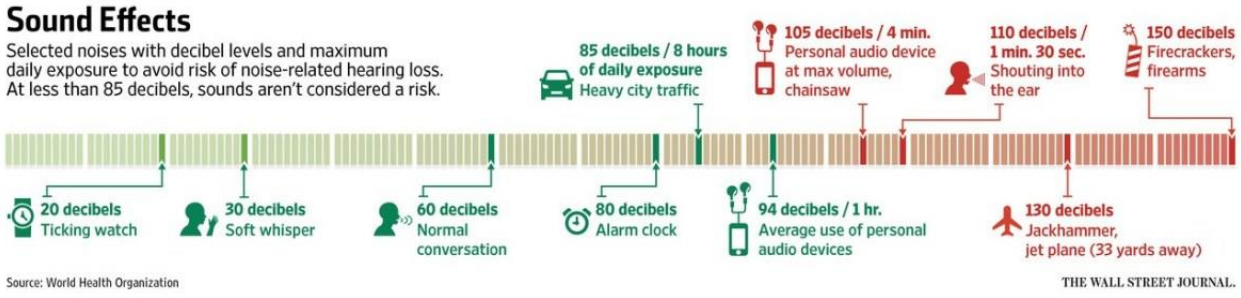
Teacher Notes

- For this activity, students should already have a background on sound and associated vocabulary.
- As a reminder, sound is vibrating matter that travels in compression waves. When soundwaves touch matter they cause atoms to vibrate.
- Sound waves travel away from their source.
- A wave is a disturbance moving through a medium (solid, liquid, or gas).
- Sound waves have 3 parts: –The CREST is the highest point of the wave.–The TROUGH is the lowest point of the wave.–WAVELENGTH is the distance between two crests that are side-by-side.
- Sound is measured in decibels (dB). Normal conversation is about 60 dB. Noise above 70 dB over a prolonged period of time may start to damage your hearing. Loud noise above 120 dB can cause immediate harm to your ears.
- Materials – matching cards below, printed out onto cardstock and cut.

Lesson Steps

Step 1

- Ask students to raise their hands if they like music.
- Ask students if they like to listen to loud music.
- Talk to students about how loud music and other loud noises over prolonged periods of time can damage hearing. Show chart below.



- Explain that although we will only be focusing on sound vocabulary today, sound plays an important role in our everyday lives, and understanding what limits our body has for sound is a very important part of the entire topic.

- Count out your sound cards so you have the same number of cards as students. (If you have 24 students there will be 12 sets of cards) If you have an odd number of students you will need to also play the game so everyone has a partner.
- Mix up the sound cards and hand one card upside down to each student.
- When all of the cards have been distributed have the students stand up, keep their card a secret, and travel around using different locomotor skills. This will mix the cards up and will provide students with extra movement. Change locomotor skills every 15 seconds.
- On your signal, the class will stop.
- Tell students they will now look for their matching vocabulary partner. They may now show their cards to other students.
- As the students find their partners have them create a circle around the room, standing side by side.
- Have the students perform an exercise such as sky punches or cross crawls until the whole class has found their partners.
- Once everyone has a partner go around the circle and have the partners share their matches. *See Assessment for different ways to share matches.
- Have all the students exchange cards with at least 3 people and then play again as time permits.

Step 2

- .Assist students who are having trouble finding a partner.
- Remind students that students on the outside of the room already have a partner and to continue to look for others that are not paired up to find their match.
- There may be students left without a partner at the end due to an incorrect match on the outside circle. Work as a class to solve where students belong.

Assessments

- If there is a document camera or technology to show individual cards, have student pairs come place the vocabulary definition card down so everyone in the class can see the definition. Have students raise their hands to guess what the matching vocabulary word is.
- As students read or show their matches have other students verify if the match is correct or not.

Extensions/Connections

- 6 ways to check if your headphones are too loud. https://www.headphonesty.com/2017/03/5-ways-to-know-that-your-headphones-are-too-loud/

Handout

Attached matching cards below.

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Sound Matching Cards

AMPLITUDE	The distance between the resting point and a crest or trough.
CREST	The highest point of a wave.
SOUND	A form of energy that travels as waves through matter.
PITCH	How high or low a sound is.

TROUGH	The lowest part of a wave.
VIBRATE	To move back and forth quickly.
FREQUENCY	The number of crests or troughs of a wave that pass by over a certain amount of time.
MEDIUM	The matter through which a wave travels.

PERIOD	The time between wave crests – inverse of frequency.
VOLUME	How loud or soft a sound is.
WAVELENGTH	The distance between one crest or trough to the next, on a wave.
WAVE	A change that carries energy from one place to another.