

**Project FOCUS  
Best Lessons  
FOURTH GRADE**

**Title of Lesson: Sounds and Hearing**

**Theme: Physical Science**

**Unit Number: 4      Unit Title: Sound and Light**

**Performance Standard(s) Covered (enter codes):**

S4P2

**Enduring Standards (objectives of activity):**

**Habits of Mind**

- Asks questions
- Uses numbers to quantify
- Works in a group
- Uses tools to measure and view
- Looks at how parts of things are needed
- Describes and compares using physical attributes
- Observes using senses
- Draws and describes observations

**Content (key terms and topics covered):**

Sound, Vibration, Beat, Pitch, Volume

**Learning Activity (Description in Steps)**

**Abstract (limit 100 characters):** Students will relate the production of a sound to how we perceive it.

**Details:**

Also teach them how a high pitch differs from a low pitch, as well as differences in beat and volume. They should be familiar with all of these aspects of sound before the activity begins. -Begin the first song. Have the class identify the pitch, beat, and volume of the song. Then, tell them to dance to the music. If the beat is fast, tell them to dance fast. If it is slow, then tell them to move slowly. Tell them to dance however the song makes them feel. Choose three or four students who are doing good dance moves and allow them to teach the class those moves. Have the class mimic the dance moves. After they have demonstrated the dance move, have the demonstrators answer questions about the sounds of the song. Play another piece of music and repeat the process. Ensure that there is a variety of songs and song types so students can be exposed to more examples of sound and its aspects. Finish by allowing students to answer questions about sound. Some possible questions are listed below.

1. How does high pitch differ from low pitch?
2. How does a fast beat differ from a slow beat?
3. How does your eardrum hear the beats?

**4. How does distance effect volume?**

**5. How do vibrations differ from sound to sound (short, long, etc)?**

**Materials Needed (Type and Quantity):**

**A variety of short pieces of music on a CD**

**Computer or other method of playing CD**

**Notes and Tips (suggested changes, alternative methods, cautions):**

**I know it seems straightforward and sort of simple, but the class absolutely LOVED it! Even the students who never participate were participating. The key is knowing your class and what kind of music they listen to. My class loved rap and hip hop music; they would continuously dance and rap throughout the class. Therefore, I used various popular rap songs as the main songs. I used other songs to supplement and teach the material, such as classical music, country music, and oldies.**

**Some of the lyrics to popular songs are not appropriate for elementary students. Make sure that the songs you choose are edited and clean. Ensure that the room is cleared of anything the students could trip over while dancing. Some students are shy and less willing to dance. If you begin dancing silly and tell them it is okay then everyone in the class will join in!**

**Sources/References:**

- 1)**
- 2)**
- 3)**