5E Lesson Plan

|  |
| --- |
| **Teacher:** |
| **Date:** |
| **Subject / grade level:** Science, Grade 8, Lesson #1 |
| **Topic:** WAVES |
| **Materials:**  Computer, COSMOS Technology Toolkit, Science Textbook |
| **Essential Question(s):**  How has technology changed the way we communicate? |
| **Standards (NGSS):**  MS-PS4-1. Develop a model and use mathematical representations to describe waves that include frequency, wavelength, and how the amplitude of a wave is related to the energy in a wave.   |  |  |  | | --- | --- | --- | | **Science & Engineering Practices (SEPs)** | **Disciplinary Core Ideas (DCIs)** | **Crosscutting Concepts (CCs)** | | **Developing and Using Models**  Modeling in 6–8 builds on K–5 and progresses to developing, using, and revising models to describe, test, and predict more abstract phenomena and design systems.  **Obtaining, Evaluating, and Communicating Information**  Obtaining, evaluating, and communicating information in 6-8 builds on K-5 and progresses to evaluating the merit and validity of ideas and methods. | **PS4.A: Wave Properties**  A simple wave has a repeating pattern with a specific wavelength, frequency, and amplitude. (MS-PS4-1) | **Patterns**  Graphs and charts can be used to  identify patterns in data (MS-PS4-1)  **Influence of Science, Engineering, and Technology on Society and the Natural World**  Technologies extend the measurement, exploration, modeling, and computational  capacity of scientific investigations (MS-PS4-3)  **Science is a Human Endeavor**  Advances in technology influence the progress of science and science has influenced advances in technology (MS-PS4-3) |   **Common Core State Standards (CCSS):**  **SL.8.5** Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.  **RST.6-8.9** Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic. |
| **Lesson Topic:** Waves  **Learning Target:** I will:   * State what a wave is and explain how waves transport energy * Describe the properties of waves |
| **Differentiation strategies to meet diverse learner needs:**   * **Bodily kinesthetic learners** - Local and Express demonstration hands-on activity * **Audio and Visual learners** – Slide show, Visual representation of activity using computer, transmitter and receiver, The observations/data collected throughout the activity * **ELL/Low reader** - Guided notes printed for those who require them * **Technology**- Utilizing COSMOS Technology Tool Kit * **Extended time** for those who require it * **Small groups** according to levels, behavioral needs, and activity requirements |
| **ENGAGEMENT**   1. Discussion Questions  * What is a wave? * Do water waves carry energy? * How do waves make your TV work?  1. Teacher will use a short slide-show to introduce the topic of waves, the different types of waves & the properties of waves. |
| **EXPLORATION**   1. Materials & equipment are set up on student’s desks. Students are in small groups & will assign roles to each other for the activity, e.g. note taker, reader etc. One student will read out loud from the handout and the group will perform the activity. 2. Activity: 3. Students will turn the volume up on their computer and run the program loaded on it. 4. Students will observe ambient wave signals on the graphs on their computer screen. They will move the slider from left to right to find a strong FM signal. They should find as many frequency signals as they can. |
| **EXPLANATION**  After students complete their experiment there will be a discussion/share out with their observations and comments about their activities - facilitated by the teacher. Analyzing information collected on their handout and identifying any errors that may have been made and correct them. Explanation of the concept of waves and vocabulary words: *transverse wave, compressional (longitudinal) wave, wavelength, frequency, amplitude*, are all clarified and strengthened. |
| **ELABORATION**  Students will extend their knowledge of waves by discussing the following questions:  How do waves make your TV work?  How does your TV remote use waves?  How does your cell phone use waves to make calls? |
| **EVALUATION**   1. Teacher Observation 2. Correctly following procedures 3. Students complete the questions on their handouts |
| **HOMEWORK**  In 1 paragraph state and explain what the wave speed equation is? |