

Lesson Plan by Cayla Davenport

Lesson: Musical Straws

Length: 25 minutes

Grade Intended: Third grade

Academic Standard(s): 3.3.9 Demonstrate that things make sound do so by vibrating, such as vocal cords and musical instruments.

Performance Objectives:

Students will demonstrate the vibration of different sounds by using straws to perform an original tune.

Students will identify the reasons why the characteristics of the instrument have various sounds by giving similar examples of other instruments.

Assessment: Once in groups, students will cut their straws into different lengths to create a variety of sounds and create an original tune from those sounds to perform for the class. The student will also be able to identify how the instrument can create a variety of sounds by explaining orally or written.

Advanced Preparation by Teacher:

- 1) Straws
- 2) Scissors
- 3) Pictures of Instruments
- 4) Blank paper

Procedure:

Prior Lesson: Students would have learned that different sounds come from various objects. Such as: a whistle can only make one constant sounds whereas a clarinet can make multiple sounds. They would have explored how the different objects could make different sounds. The whistle is short and the wind creates the shrill sound; however, a clarinet is long and has many holes to create several different sounds. Homework for the night would have been to find everyday items that can make different sounds.

Introduction/Motivation: Remember when we talked about how different objects can make many different sounds? Have a grand conversation about what they found.

Step-by-Step Plan:

- 1) Have several pictures of musical instruments (woodwinds and brass) on the board.
- 2) Ask the students what the difference is between how these instruments make sound.
- 3) What they have in common is that each uses vibrations to create their sound no matter how unique it is.
- 4) Refer back to the grand conversation, and ask the students which objects they found make sound by vibrations?
- 5) I have for you your own musical instruments.
 - a. Pass out straws
- 6) Have the students cut a V shape in one end of the straw.
- 7) How would I make my sound different if I only have a single straw? On a blank paper, write down one or two sentences of what you think I could do to make different sounds.
- 8) Get into groups of five or six and compose your own original tune using your straws.
 - a. Try to make each person have their own sound to contribute to the group.
- 9) After the performances, the person with the shortest and the person with the longest straw stay at the front of the room.
 - a. Have them each make a sound.
 - b. Why are the sounds different if they are both straws?
- 10) Was your original hypothesis correct?
 - a. On the same piece of paper, write down if your hypothesis was correct or not and explain why. You can draw pictures to back up your writing.

Closure: Can you see now how vibrations can create numerous sounds and sensations? I wonder who was the first person to think of blowing through a tube and creating vibrations to create a sound like our musical instruments? Take that with you and do a little research to share with us during the next class.

Adaptations/Enrichment:

Enrichment- Have students answer the closing question at home, to make sure that a few students can answer the question during the following class.

Adaptations- Give students a list of things to look up at home as a starting point for the next class's lesson.

Self- Reflection:

Did the students seem to enjoy themselves?

Should I add more to the lesson? Get rid of some?

Did the lesson focus too much on whole group, and not enough on independent work?

Was the lesson too simple for some students? Too challenging for others?