**Ear and Hearing - Lesson Plan Structure**

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| Date: nov 30 | Teacher: ds |
| Subject: science | Unit: hearing |
| Outcome(s): D8 – Describe how the human ear senses vibrations | Grade: 3 |
| Materials: worksheets, animations |
| Objective: Review ear anatomy, help them identify the major parts of the ear. |
| Background Information: Have already seen ear animations, have seen/experienced a bit about sound/vibrations, frequency, volume/energy. |
| *Modifications –* similar worksheet as others, but cut and glue/tape the labels. Work at back table with helper.  |

Introduction

Message board, introduce topic and purpose – Learning more about how we hear with our ears, and that if we understand how the ears work, we can protect them and keep them safe through our whole life.

Lesson: Watch two videos again, pausing as needed to emphasize the process of hearing.

Explain that sound comes in through our pinna, which funnels the sound waves into our ear canal, causing our ear drums to vibrate. When the drum vibrates, the hammer bone starts to move back and forth. It is connected to the anvil bone, which moves a little more, which is connected to the stirrup bone (the smallest in our body). The stirrup then pushes on the fluid in our cochlea, which makes the tiny hairs move and creates and electric signal, which get sent to our brain through the auditory nerve. Our brains translate these signals into sounds that we can recognize.

probe – hands up, ask for names of the parts of the ear; who can tell me how we hear?

Activities/Sponge

Worksheets for ear and hearing.

If done early, SQUIRT (and handout old sheets).

Closure: (10 min)

Handout old worksheets.

Put worksheets into duotang, along with old ones.

Who can tell me how we hear? Do you think we hear while we sleep?

Thumbs up/down if you think science is fun?

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| *Evaluation* – probing throughout, worksheets |
| *Follow Up* – Frequency range/hearing of different animals. |
| *Art of Teaching* – probing questions, management. |