

Facilitation Guide



Is it an insect? Is it a woodwind? SABES Lessons 2 – 4

EXPERIENCE OVERVIEW

In this activity, students will determine what makes something an insect. To deepen understanding, after classifying different species into their proper categories (ex: ant is an insect, spider is not an insect), students will apply the skill of classification to musical instruments (woodwinds, brass, percussion, string).

Standards

SCIENCE

- 4-LS1-1: From Molecules to Organisms

MARYLAND STATE ARTS STANDARDS

- I:3-5:3: Describe the relationships of music to dance, theatre, the visual arts, media arts and other disciplines.

Getting Ready

SABES LEARNING OBJECTIVES:

- SWBAT observe and examine insect anatomy and behavior to determine the characteristics necessary for an organism to be classified as an insect.

MATERIALS:

- Musical Instruments Classification Slides
- Printed Matching Cards
- Student Journals

TEACHER BACKGROUND

Teachers should have an understanding of the major categories of instruments and the traits that make each unique. Teachers will also need an understanding of groups of species (insects, arachnid, bug, etc).

STUDENT PREREQUISITES

Some general knowledge of what characteristics an organism should have to be considered an insect (exoskeleton, 6 legs, three main body parts: head, thorax, and abdomen).

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ARTS INTEGRATION MATERIALS



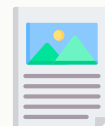
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**CONCEPT
MAP**



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SLIDES



↓
**VIDEO
PLAYLIST**



↓
**MATCHING
CARDS**

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TEACH

Engage

- Activate prior knowledge by giving groups of students copies of the organism Matching Cards. Explain that students should find all the cards showing organisms that meet the criteria for an insect. Put these cards in one pile or group.
 - Check for understanding as students categorize the insect cards.
- Next, explain to students that many things, beyond organisms, can be classified by distinct characteristics, including musical instruments.
- Play several clips of the following instruments aloud for students without revealing the name of the instrument. After about 15 to 30 seconds, ask students to guess the instruments they hear.
 - Piano
 - Trumpet
 - Guitar



VIDEO TUTORIAL



MATCHING CARDS

Experience

- Show students the Musical Instruments Classification slides.
- When viewing slides 4, 6, 8, and 10, ask students to name similarities they notice between the instruments in a given family. As a class or independently, invite students to form a list of traits that separate each family from the others.
- **Apply:** Distribute sets of the instrument Matching Cards to student groups. Invite students to attempt to match each instrument to its proper category using the class lists of traits created during the explore section.
- **Assess (Formative):** Check for understanding by observing students as they categorize the Matching Cards.
- **Reflect:** Discuss with students how instrument families are similar to organism families.



SLIDES