

# INV. 1 ACTIVITY—IDENTIFYING SOUNDS

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## Introduction

In the classroom you may have explored sound using a variety of instruments. You may have listened to how different things have unique sounds that are their own. A penny being dropped on a counter sounds very different than how a dropped plastic spoon sounds.

Today we will do a few different things to explore sound and think about what makes sound.

## Focus question: What kinds of sounds are easy to identify?

1. Have your child shut their eyes and drop a familiar item, perhaps a coin, or a pencil and ask them to listen carefully with their ears to hear. Have them guess what you dropped. Show them if they were correct or not.
2. Go around your home independently and collect 5-10 things that you can drop and listen to.
3. Keep your objects hidden, take turns shutting your eyes and having one partner drop one item at a time on a table or counter. Try and guess what the item is. Keep going until both people have dropped their items.
4. Look at all the items, discuss the properties of the sounds. Which items were the easiest to identify? Why? Were any items hard to identify?
5. What questions do you have about sound? Record some of your student's questions or "I wonder \_\_\_\_\_" statements in his or her notebook. Then answer the focus question.

# INV. 1 ACTIVITY—MAKING SOUND

## Focus question: What causes sound?

1. Take a few rubber bands and place them around a plastic cup. Pluck the rubber band to see what makes the best sound. You might want to try a few different cups to see what makes the best sound.

2. Once you have selected the best rubber band/cup combo, explore with your child all the different ways you could affect the sound. There are many. Try not to give too much guidance, as your child will likely surprise you with their creativity.

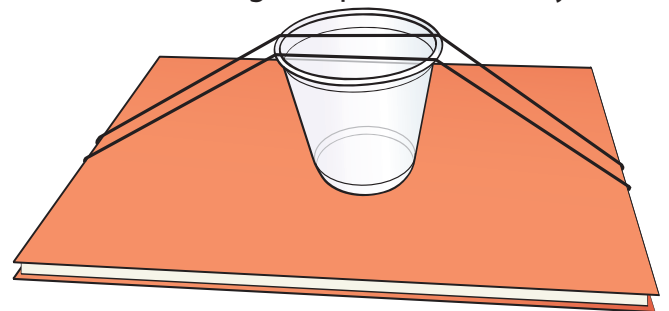
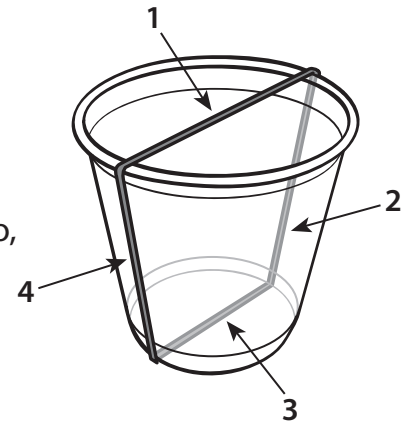
3. After your child has come to the end of his or her exploration make sure that he looked at the rubber band after she plucked it, could he see or feel it vibrate? If she put her finger on the rubber band where the cup and the rubber band meet, could she feel the vibrations? The buzzing feeling is the rubber band moving back and forth very quickly.

4. The kind of motion you saw, heard, and felt was a fast back-and-forth motion called vibration. Vibrations move so fast, we usually can't really see the object moving. But we can feel it and we can hear it.

5. Now make a second instrument. A book fiddle like this image. Explore it carefully. Can you change the sound? How?

6. After lots of exploration with these two simple instruments, explain that **objects that vibrate make sound. Sound always comes from a sound source that is vibrating.**

7. Now, what other questions do you have about sound? Record your thoughts. Then answer the focus question.



## Follow up activities:

- Create other musical instruments from items in the recycling bin.
- Make a list of sound words that describe sound: bang, boom, hiss, pop, rattle, slam, splat, etc.
- Think about the volume of sounds. Volume can be described as things that are loud or soft. Loud sounds are garbage trucks and sirens. Soft sounds are whispers or turning the radio sound down. Make a list of loud sounds and soft sounds.

# INV. 1 ACTIVITY—INFORMATION FROM SOUND

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Ask your child what they have learned about sound. They should mention that sound is made by vibrating objects. Objects stop making sound when the vibration stops. They may also mention some of the properties of sound.

## **Focus question: What information does sound give us?**

1. Ask your child to sit with you for one minute and shut your eyes. Listen to the sounds you hear in your home—indoor sounds and sounds coming from outside. After one minute, open your eyes and share some of the sounds you heard.
2. Now explain that you will go outside (sit near an open window if you cannot go outside). Find a nice place to sit and just listen. After several minutes of listening silently—write down some of the sounds you heard in your notebook. This can be done indoors or outdoors (ideally outdoors where the sounds are).
3. After listing what you heard, list what those sounds tell you. For example, what does a siren tell us? (Get out of the way I'm coming through.) What does a loud bird tell us? (Perhaps that there is a nearby predator.)
4. Finally, sort those sounds by loud or soft sounds—you can put an **L** next to the loud sounds and an **S** next to the soft sounds.
5. Answer the focus question in your notebook. You might want to use these sentence starters, "Sometimes sounds tell us about \_\_\_\_\_. Loud \_\_\_\_\_ tell us to \_\_\_\_\_. Soft sounding \_\_\_\_\_ tell us \_\_\_\_\_."

Follow your child's lead—they may not need sentence starters.

# INV. 1 ACTIVITY—MAKE A LIST OF SOUND WORDS

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## Language extension

### Make a list of sound words

There are many words that describe sounds, A few examples are bang, boom, hiss, pop, rattle rustle, slam, splat, tick, and tinkle. Start a list of sound words.

### Make a list of animals sounds.

Here are some to get started.

Bee: hum, buzz

Bird: chirp, twitter, tweet

Cat: purr, meow

Chicken: cluck, bock, peep

Coyote: bark, yelp, howl

Cricket: chirp, creak

Crow: caw, cah

Dog: bark, woof, arf, bow-wow, yap

Dolphin: click

Dove: coo

Frog: croak, ribbit, gribbit Lion: roar, growl

Mosquito: whine

Pig: snort, squeal, oink

Rooster: cockadoodledoo

Sheep: bleat, baa

Horse: neigh, snort, whinny

Human: whisper, hum, whistle, cry, scream, sing, talk, moan, laugh

Turkey: gobble

Whale: sing