



OBJECTIVE OF THIS INVESTIGATION:

Children will notice sounds and manipulate objects to produce sounds during open-ended play with different materials.

VOCABULARY:

- sound/no sound
- shake
- bang

MATERIALS:

- Anything that makes noise:
 - shaker (e.g., rattle, plastic egg filled with beans or rice, water bottle filled with beans or rice, etc.)
 - toys made of crinkle paper
 - household objects such as bubble wrap, bells, cans or cups, spoon, paper to crinkle up (regular paper, wrapping paper, tissue paper),
 - instruments if available such as a drum or piano

PROGRESSION STEPS (SCIENCE: SOUND):

Visit [STEMIE Learning Trajectories](#) for details

- Sounds Noticer
- Sounds Recognizer
- Sounds Manipulator

THIS INVESTIGATION:

- Provide sound-producing objects for the child such as cans, cups and a spoon, rattles, crinkle paper.
- Pick up materials and explore their properties by looking at them and feeling them.
- Prompt children to make sounds with the objects.
 - “Hmmm, I wonder how we could make a sound with these objects?”
 - “Listen! When we bang the spoon on the cup, it makes a sound!”
- Notice if children manipulate the objects to produce a sound. **(Sounds Manipulator)**
- Notice if children show awareness that they've made a sound. Do they seem surprised by the sound? Do they look at the rattle after shaking it? **(Sounds Recognizer)**

ADAPTATIONS:

See [A Guide to Adaptations](#) for general ideas and strategies

Environment:

- Minimize extraneous noise to allow children to focus on the sounds being produced during the investigation.





SOUNDS I

SCIENCE: SOUND

Every child is different. Do what works best for encouraging each child's exploration of this suggested activity.

THIS INVESTIGATION (CONTINUED):

- If children do not manipulate objects to make a sound on their own, model using different objects to make sounds one at a time and notice any reactions the child might make (e.g., eye contact/tracking of object, excitement, reach out to grab object). (Sounds Noticer)
- Narrate as you manipulate objects to make sound:
"I'm shaking the rattle. It makes a sound when I shake it." [stop shaking.] "Now I don't hear a sound."

ADAPTATIONS (CONTINUED):

Materials:

- Provide materials like a sock or wrist rattle that children don't need to grip.

Instruction:

- Gain children's attention by calling their name, tapping them on the shoulder, etc. before trying to engage them in the activity.
- Provide wait time after modeling noise making.
- Follow children's interests. If they gravitate towards a specific object, use that object!

HOW TO CONTINUE THIS INVESTIGATION:

- See [INVESTIGATION: SOUNDS II](#)