



# SOUNDS II

## SCIENCE: SOUND

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

### OBJECTIVE OF THIS INVESTIGATION:

Children will recognize different volumes and tempos through musical play.

### VOCABULARY:

- sound
- quiet
- loud/soft
- fast/slow

### MATERIALS:

- your voice or a pre-recorded song
- a method to play music (e.g., instrument, a spoon and cup, etc.)

### PROGRESSION STEPS (SCIENCE: SOUND):

Visit [STEMIE Learning Trajectories](#) for details

- Volume Recognizer
- Tempo Recognizer
- Volume Identifier

### THIS INVESTIGATION:

Volume:

- Model loud and soft sounds with your voice, a recorded song, or using a sound-producing object.
- **“What do you notice about the sound?”**
- Can children identify the sound as loud or quiet? **(Volume Identifier)**
- If children aren't able to label the sound, can they recognize it as loud or quiet? This might look like children producing a loud or quiet sound when asked, choosing loud or quiet when given a choice, or otherwise indicating awareness of loud vs quiet.

**(Volume Recognizer)**

Tempo:

- Play a song for children that has both fast and slow tempos in it.
- Prompt children to move their hands/body or dance quickly when the tempo is fast and slowly when the tempo is slow (similar to freeze dance)
- Notice if children move their bodies in accordance with the tempo to indicate understanding that the tempo has changed. **(Tempo Recognizer)**

### ADAPTATIONS:

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

### Environment:

- Choose a space without a lot of echo or lots of background noise, if possible.

### Instruction:

- When labeling “quiet” or “loud” do so in a quiet or loud voice depending on the volume level.
- If children are singing, have them put a hand on their throat to feel the vibration.

### HOW TO CONTINUE THIS INVESTIGATION:

- See [INVESTIGATION: SOUNDS III](#)