

# Facilitation Guide



## Daily Classroom Routine: What Sounds Are All Around?

### EXPERIENCE OVERVIEW

This activity introduces students to the concept that sound is created by vibrations in the air. Through a brief daily listening activity and class chant, students practice focused listening, identifying and describing the “music” of their environment while building sound awareness and vocabulary.

### Standards

#### SCIENCE

- SEP4:Analyzing and Interpreting Data. PS3: Use observations to describe patterns and/or relationships in the natural and designed world in order to answer scientific questions and solve problems.
- PS4.A: Wave Properties. PS1: Sound can make matter vibrate and vibrating matter can make sound.
- CCC3:Scale, Proportion, and Quantity. PS1: Relative scales allow object and events to be compared and described (e.g. bigger and smaller, hotter and colder, faster and slower)

#### MARYLAND STATE ARTS STANDARDS

I:P-2:I: Describe how music can be a part of personal daily life experiences.

### Getting Ready

#### SABES LEARNING OBJECTIVES:

- Unit Goal 1- Students will use observations from a listening activity to identify the source of a sound, and identify the sounds as loud or soft, and high or low pitch.
- Unit Goal 2- Students will record observations to describe the effects of vibrations through different mediums and explain how the vibration of objects creates the sounds we hear.

#### TEACHER BACKGROUND

Teachers should have an understanding of what sounds are (vibrations) and where they can be found (everywhere).

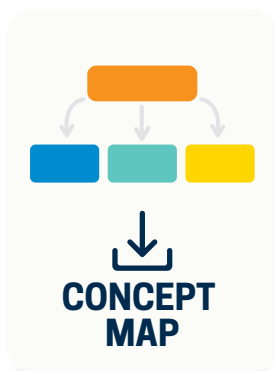
#### STUDENT PREREQUISITES

Students should have some general knowledge of critical listening, writing, and/or drawing.

#### ACCESSIBILITY NOTES

While this activity is framed in terms of writing down the sounds they hear, students can draw what they hear instead. If neither option works for a student, a verbal response is acceptable as well.

## ARTS INTEGRATION MATERIALS



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### TEACH

#### Engage

- Begin by having students sit at their desks and take out their science journals (or scratch paper).
- Tell them they will be challenged to listen carefully to their environment. The goal is to listen for as many sounds as they can and write them on their paper in one minute.
- Remind them that they don't want to hear each other during this time, but rather listen as far away from themselves as they can, including outside, down the hall, and across the street. These sounds are the music of our everyday lives.



VIDEO

#### Experience

- Start with the chant of:  
"Sounds are vibrations in the air."  
Students repeat  
"Let's listen for them everywhere."  
Students repeat
- Set a timer for one minute. In silence, students will listen carefully to all the sounds around them — both near and far — and write or draw what they believe to be the source of each sound. Encourage them to think of these sounds as the "music" of their classroom, noticing details such as voices from another room, cars outside, the hum of the air conditioner, or birds in the trees.
- At the end of one minute, have the students put their pencils down and ask one student to share what they heard during that time. The student chosen can change each day until everyone has had a chance to share.
- As this ritual goes on, challenge the students to listen more closely to sounds they may not have heard before. Is it raining today? That's a new sound. Is the garbage truck arriving? That could be a new sound, too.

*Note: This activity is easily applied to the unit with key vocabulary and aligns with the Maryland Fine Arts Standards of being able to listen for and identify music and sounds in students' own lives.*

- As you delve deeper into the unit, you can start to ask more questions like "Was that a high-pitched sound or a low-pitched sound?" or "Was that noise loud or soft?"

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## TEACH

### Extend

- As an optional extension, you can ask your students to repeat this activity at home. These sounds will likely vary from the ones in their classroom and can prompt a rich conversation about the different sounds in their own communities.

### Assess

- Students' science sound journal serves as the assessment portfolio that includes a log of what students have heard throughout the unit as well as information on the volume and pitch of those sounds, demonstrating mastery of key unit vocabulary.