

Sound Detectives

Listen, compare, and investigate how sounds are made



Big question

How can careful listening and simple tests help us describe and explain a sound?

Gather

- 4-6 safe sound makers: keys, paper, spoon, cup, blocks, rubber band box
- Towel or tray; paper and crayons
- Optional: empty containers with rice or beans, made and sealed by an adult

Set up

- Place the sound makers out of sight in a bag or behind a book.
- Choose a quiet room and protect the girls from sounds that are too loud.
- Test any homemade sound makers before the workshop.

Learning targets

- Identify and describe sounds using words such as loud, soft, high, low, long, short, smooth, or scratchy.
- Observe that sound begins with a vibration.
- Compare two sounds and explain one similarity or difference.
- Use evidence from listening or testing to support an idea.

One investigation, two right-sized roles

Oaklynn | Grade 2

- Record at least four describing words.
- Compare two sounds in a complete sentence.
- Explain how touching or changing an object changes its sound.
- Write one evidence sentence: "I know ___ because ___."

Brooksley | Kindergarten

- Point to or name loud, soft, high, or low.
- Match a hidden sound to its object.
- Draw sound lines that show how a sound feels.
- Tell one observation for an adult to record.

Lead the Listening Lab

Keep the room quiet, the sounds gentle, and the thinking visible

**0-4 MIN**

Wake Up Your Ears

Sit silently for 20 seconds. Name nearby and faraway sounds. Ask: "What clues helped you know where each sound came from?"

4-9 MIN

Mystery Sound Match

Make one hidden sound at a time. The girls describe it before naming the object. Reveal it only after each learner shares a clue.

9-16 MIN

See and Feel Vibration

Pluck a rubber band stretched around a small box. Watch it move, then touch the box gently. Say: "That back-and-forth motion is vibration. Vibration makes sound."

16-23 MIN

Change the Sound

Test one safe object in two ways: tap gently/harder, pluck loosely/tightly, or shake slowly/quickly. Compare volume or pitch. Never create painful or startling sounds.

23-29 MIN

Sort the Sound Makers

Choose a rule: loud/soft, high/low, long/short, or smooth/scratchy. Sort the objects, explain the rule, then choose a new way to sort.

29-35 MIN

Make a Sound Record

Oaklynn writes a comparison and evidence sentence. Brooksley draws the source and uses lines, shapes, or color to show the sound, then dictates one observation.

Close and save the evidence

Ask: "Which test taught you the most about sound?" and "What changed when the object vibrated differently?" Save each dated sound record. Optional evidence: a short photo or video of one vibration test.

QUICK CHECK: describe a sound | compare two sounds | connect vibration to sound