

Click®

Sound Off

Listen Up! This issue of CLICK magazine will immerse students in sound and wonder. Young readers will learn how different sounds are produced, heard ... and even felt.

CONVERSATION QUESTION

How are sounds made and heard?

TEACHING OBJECTIVES

- Students will learn how sound is produced in humans, animals, and insects.
- Students will learn how we hear sound.
- Students will learn how music and dance can be enjoyed by those in the Deaf and Hard of Hearing Community.
- Students will obtain and recall information.
- Students will classify sounds as loud or soft.
- Students will categorize elements by sound and/or touch.
- Students will practice making rhythmic sounds with their bodies and voices.
- Students will conduct a science experiment to study vibration.
- Students will be introduced to American Sign Language.



In addition to supplemental materials focused on core STEAM skills, this flexible teaching tool offers vocabulary-building activities, questions for discussion, and cross-curricular activities.

SELECTIONS

- **How Do They Make That Sound?**
Expository Nonfiction, ~500L
- **Just Listen**
Expository Nonfiction, ~500L
- **No Shoes Aloud**
Nonfiction Narrative, ~700L

Click® Teacher Guide: March 2021

How Do They Make That Sound?

pp. 8-12, Expository Nonfiction

From ferocious lions to lively crickets, all creatures are capable of generating sound. This article explores the various ways that sound is produced in the natural world.



RESOURCES

Who Said That?

OBJECTIVES

- Students will learn how sound is produced in humans, animals, and insects.
- Students will obtain and recall information.
- Students will practice making rhythmic sounds with their bodies and voices.

KEY VOCABULARY

- **voice box (p. 8)** an organ that contains the muscles that move to create voice
- **vocal cords (p. 8)** folds of the tissue in the throat that are key to creating sounds

ENGAGE

Conversation Question: How are sounds made and heard?

Have students gently touch the top of their throat, a little below their chin. Inform them that the small bump they feel there is their voice box. Ask students to talk and then describe what they feel. Tell them to keep their fingers resting on their throat while they sing. Then have them hum. Discuss how the feeling changes.

INTRODUCE VOCABULARY

After completing the introductory activity above, show students a simple diagram depicting the voice box and vocal cords so that they can see the body parts they were feeling. What other body parts help to make vocal sounds? (Lips, tongue, cheeks, etc.)

READ & DISCUSS

Reinforce comprehension of the details in the article by using the following prompts to direct discussion.

1. How do humans make sound with their throats?
2. Why is it that cats purr but lions roar?
3. What is the only animal with two voice boxes?
4. How do female frogs choose a mate?
5. Bugs don't have voice boxes but still make sound. Explain.

SKILL FOCUS: Making Comparisons

INSTRUCT: Guide students to locate and highlight the following animal names in the text: tiger, parrot, cricket, cheetah, elephant, and bee. Remind them that this article was written to inform readers about the different ways that creatures in the natural world produce sound. Instruct students to cut along the dotted lines on the *Who Said That?* worksheet and group the words into two categories, animals and sounds. As a whole class activity, review the words and have students match each animal with its correct sound.

ASSESS: Have students use the cards to play a memory game with a partner (by matching the animal to its sound). Help students place cards face down in a 4x3 configuration on the tabletop. Circulate as they play to see that they are making correct matches. Ask students which of the animals make sounds with their body and which make sounds with their voice.

EXTEND

Music The article states that sometimes animals make rhythmic sounds and noises. Explain that this means that the sound has a regular pattern. Tap out a simple beat for the class and have students repeat it. Then clap out the beat and remind students that these are sounds that they are making with their bodies. Challenge students to create a rhythmic pattern with their voices by making purring or chirping sounds.

Who Said That?

Obtain and Recall Information: Cut along the dotted lines. Use information from the article to match the animal with the sound it makes.

tiger	chirp	cheetah
bird	elephant	buzz
bee	roar	trumpet
purr	tweet	cricket

Just Listen

pp. 13-18, Expository Nonfiction

Shhh...What do you hear? HOW do you hear? This article teaches young readers how sounds are produced and heard.



RESOURCES

Do You Hear What I Hear?

OBJECTIVES

- Students will learn how we hear sound.
- Students will classify sounds as soft or loud.
- Students will conduct a science experiment to study vibration.

KEY VOCABULARY

- **vibrating (p. 14)** moving back and forth very quickly
- **echo (p. 18)** the noise heard when a sound bounces back and your ear hears it more than once

ENGAGE

Conversation Question: How are sounds made and heard?

Engage the class in a simple game of telephone. Decide on a phrase and whisper into the ear of the child on your right. Explain to the class that the game continues around the circle as each player whispers the phrase to their neighbor. The last player needs to repeat the phrase aloud for all to hear. How has the phrase changed? What caused the changes? Did the original meaning of the phrase get lost?

INTRODUCE VOCABULARY

Post the words and definitions and read them aloud. Ask students when they have seen something vibrating and where they have heard an echo. Distribute rubber bands for students to stretch between their fingers and pluck. Discuss how it vibrates. Then have students clap into a corner and listen for the echo.

READ & DISCUSS

Post and discuss questions prior to reading. Read the article aloud, pausing when answers to the questions are revealed. Generate a discussion.

1. How are sounds made?
2. How do the ears collect sound waves?
3. What is the job of the special nerve hairs inside your ears?
4. What can sound waves travel through?
5. Why isn't there sound in outer space?

SKILL FOCUS: Classifying Sounds

INSTRUCT: Guide students to acknowledge that the article was written to teach readers that different vibrations produce different sounds and that there are many kinds of sounds. Introduce the *Do You Hear What I Hear?* graphic organizer and inform students that the class will be taking a "Sound Walk." Lead students around the school and playground. Have them use the graphic organizer to record and classify the sounds as soft sounds or loud sounds. Students may draw or write on the chart, depending on ability.

ASSESS: Following this whole class activity, encourage students to verbalize their thought processes. Ask students how they decided which column to note the sound in.

EXTEND

Science Allow students to see sound by performing a simple experiment. Gather the class and wrap a sheet of plastic wrap over a clear mixing bowl. Secure it tightly with a rubber band so that the surface is taut. Place a few large raw sugar crystals in the center of wrap. Have a child get close to the sugar crystals and say, "Hello" very loudly. What happens to the crystals? Experiment with loud and soft sounds and notice the difference in how the crystals jump. Emphasize that it is sounds waves, not breath, creating the vibrations.

Do You Hear What I Hear?

Classifying Sounds The two words listed on the chart are examples of soft and loud sounds as stated on page 13 of the article. During the Sound Walk, write, or draw the sounds you hear in the correct column.

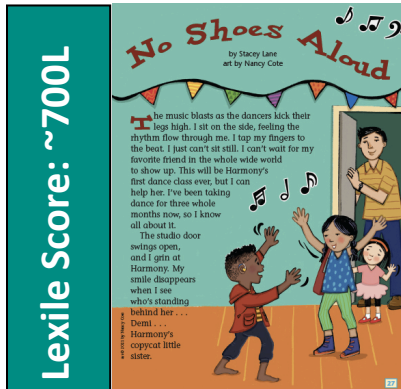
Soft Sounds	Loud Sounds
whisper	thunder

Click® Teacher Guide: March 2021

No Shoes Aloud

pp. 27-33, Nonfiction Narrative

Turn up the volume and feel the beat. This article teaches young readers how music can not only be heard but also felt. Students will learn how sound vibrations allow those in the Deaf Community to experience the glory of music and dance.



RESOURCES

Shake It Up

OBJECTIVES

- Students will learn how music and dance can be enjoyed by those in the Deaf and Hard of Hearing Community.
- Students will categorize elements by sound and/or touch.
- Students will be introduced to American Sign Language.

KEY VOCABULARY

- **interpreter (p. 28)** a person who translates the words that someone is speaking into a different language
- **scrunched (p. 29)** squeezed or crumpled
- **pattern (p. 30)** the regular and repeated way in which something happens

ENGAGE

Conversation Question: How are sounds made and heard?

Read aloud the last sentence of the article: "We love [music] because of the way it makes us feel." Play different musical sound bites for students (mournful, joyful, and angry). Pose the following questions after playing each clip: How did that song make you feel? Where might you hear music that sounds like that? What movie might have that type of music in it?

INTRODUCE VOCABULARY

Post and discuss the three vocabulary words and definitions. Have students Think-Pair-Share with a partner. Give them the following brainstorming directives, one at a time:

- Discuss situations in which an interpreter is needed.
- Discuss things that what cause you to scrunch up your face.
- Discuss patterns you can see and patterns you can hear.

READ & DISCUSS

As a post-reading activity, lead a discussion based on the following questions.

1. Why don't students wear shoes at Ryan's dance school?
2. How did Harmony learn American Sign Language?
3. Why does dancing come easily to Ryan?
4. What happens when everybody pounds the floor with drumsticks at the same time?
5. How do the students get to know the feel of the music so that they can perform a dance?

SKILL FOCUS: Categorizing Sensory Experiences

INSTRUCT: Guide students to verbalize that the article was written to teach readers that sound can be both heard and felt. Introduce the *Shake It Up* graphic organizer and inform students that as you read the statements aloud, they will have to decide which sense the element can be experienced through (sound/touch). Lead the activity and demonstrate how to consider the element and how to mark the correct column by coloring the box to indicate their answer.



ASSESS: During this whole class activity, encourage students to share their thought processes. Ask students how they decided which column to mark. Can any other senses (sight, taste, smell) be used as well?

EXTEND

Language Take this opportunity to introduce your students to American Sign Language (ASL). Show the class a video clip of the Deaf and Hard of Hearing Community using sign language. Next, play a clip of the community enjoying music and dancing. Choose a few basic signs to teach the children. Words such as *sing*, *dance*, *music* and *friend* are simple signs to learn and are directly related to the article.

Shake It Up

Categorizing Sensory Experiences We gather information about the world by using different senses. We learned that music can be felt, as well as heard. Color in the box that indicates which sense is used to experience each element listed below. You may need to color both boxes!

Element	Hear (Sound) 	Feel (Touch) 
thunder		
snow		
wind		
rain		
fire		
ice		

Discuss: Which other senses (taste, smell, sight) are used to experience the elements listed on the chart?