

KIT #9

SOUND

Blackline Masters

Activity 4 Station Activity Cards

Station 1:

Note to Students: As you work in this group, please take the time to observe and record not only your results, but also the results of other students as they do the activity:

1. Tap the tuning fork on your knee and hold it near your ear. What do you hear?
2. Tap the tuning fork and gently touch the cup with the end of the tines. The tines are the two long pieces of the U shaped part of the tuning fork. The tines should be side-by-side, and moved flat toward the cup.
3. Hand the tuning fork to the next person and have them do the same thing and see what happens.
4. Record your results on the activity sheet for Station 1.

Station 2:

Note to Students: As you work in this group, please take the time to observe and record not only your results, but also the results of other students as they do the activity.

1. Tap the tuning fork carefully on your knee and gently put the tines in the water.
2. Hand the tuning fork to the next person and have them do the same thing and see what happens.
3. Record your results on the activity sheet for Station 2.

Station 3:

Note to Students: As you work in this group, please take the time to observe and record not only your results, but also the results of other students as they do the activity.

1. Working with another student, see if you can make different sounds with the string and tongue depressors.
2. Let the other student try to make sounds.
3. Record your results on the activity sheet for Station 3.

Station 4:

Note to Students: As you work in this group, please take the time to observe and record not only your results, but also the results of other students as they do the activity.

1. Fold the paper over the comb, letting it hang down on each side.
2. Hum into the paper-wrapped comb. What happened? Why? What you have made is a simple kazoo. Now hum a tune into your kazoo.
3. Discard your paper and give the comb to the next student.
4. Record your results on the activity sheet for Station 4.

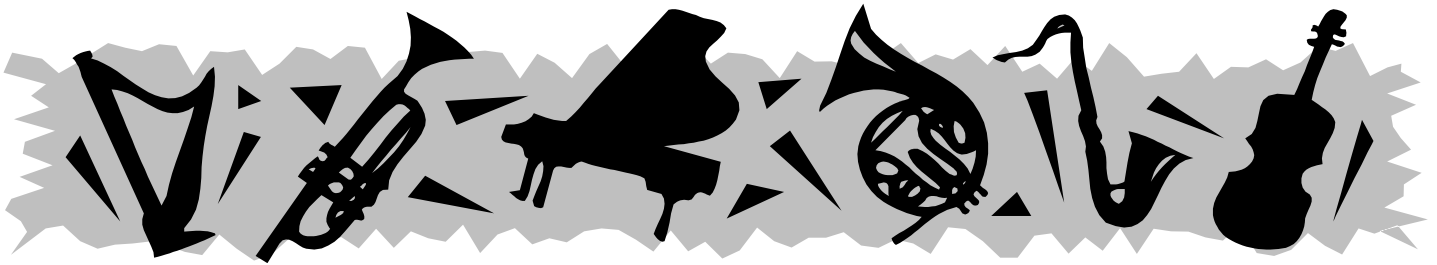
Station 5:

Note to Students: As you work in this group, please take the time to observe and record not only your results, but also the results of other students as they do the activity.

1. Grasp the wet string under the cup with your thumb and forefinger. Pull down on the string letting your fingers slide along the string.
2. What did you hear? What caused this?
3. Record your results on the activity sheet for Station 5.

Name: _____

Sound Evaluation



A. Use the word bank and fill in the blanks.

vibrate
vibrations
energy chain
energy
lower

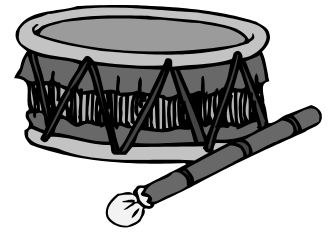
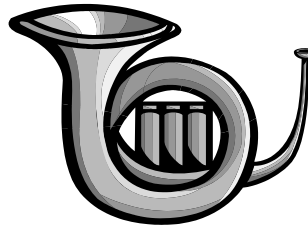
pitch
volume
the same
differently
sound

softer
louder
ears
higher
decibels

1. The loudness or softness of a sound is measured in _____.
2. An eardrum has to _____ for us to hear sound.
3. The highness or lowness of a sound is called _____.
4. The _____ is the system in which energy is transferred from an object to another object.
5. Sounds are caused by _____.
6. Sound is a form of _____.
7. The stronger the force of air the _____ the sound produced.
8. We observe sound using our _____.
9. If you shorten the string on an instrument, the pitch becomes _____.
10. Different materials pass on sound vibrations _____.
11. How loud or soft the sound is called the _____.

Name: _____

Draw a line to match each object to what vibrates to make sound (A, B or C)



A. Bouncy material

B. Strings

C. Column of Air

Answer these questions in complete sentences.

1. Describe at least two ways you, as a person, make sound.
2. What is the difference between pitch and volume?
3. What is noise pollution?
4. Name some sounds that might cause noise pollution.
5. If you wanted to build something that makes sound, what do you have to think about?
6. Make an energy chain for sound with three or more objects.

Energy In

Energy Out

_____ >> _____ >> _____