

SOUNDS HIGH AND LOW

ACTIVITY TO DO AT HOME



INVESTIGATE HIGH-PITCH SOUNDS AND LOW-PITCH SOUNDS, JUST LIKE SPARKS' CREW!

What can we notice about high-pitch sounds and low-pitch sounds?

TIME 10 minutes

MATERIALS

- 3 identical water glasses or glass jars
- Pitcher of water
- Food coloring, not yellow or orange (optional)
- 2 unsharpened pencils, drum sticks, chop sticks, or similar sturdy sticks

DIRECTIONS

1 SET UP

Set two glasses or jars on a table or a counter. Leave some space between the glasses. Your child should be able to tap a glass with a pencil without touching the glass next to it. Set out the other materials.

2 GOAL

Your child will **investigate** different sounds, such as high-pitch and low-pitch sounds. They will tap the glasses to make sounds. They will **observe** how changing the amount of water in a glass changes its sound.

3 EXPLORE

Help your child pour a few drops of food coloring into the water pitcher. This will help you and your child see the water better. Help your child pour just a little bit of water into one glass. Help your child pour water into the other glass until it is almost full.

4 EXPLORE

Your child can gently tap the glasses with a pencil. Ask your child to **observe** with their eyes and their ears. Your child can describe the sounds they hear and the water level in each glass. Ask your child to **compare** the sounds and **compare** the water levels. What do they **notice**? For example, the glass with just a little bit of water makes a higher-pitch sound, and the full glass makes a lower-pitch sound.



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EXPLORE

Set an empty glass between the almost-empty glass and the almost-full glass. Leave enough space between glasses for your child to tap. Ask your child to decide how much water to put into this glass. Help your child pour water into the glass. Your child can **predict** what kind of sound this glass will make sound when they tap it. Your child can **observe** the sound and describe it. How is the sound different from the almost-full glass? From the almost-empty glass?

6

EXPLORE

Pour the water from the middle glass back into the pitcher. Challenge your child to make this glass have the same sound as the almost-empty glass. Your child can **predict** how much water they will need to put in. How will they know when the sound is the same? What do they **notice** about the amount of water? How does it **compare** to the amount in the almost-empty glass? Now challenge your child to make this glass have the same sound as the almost-full glass.

7

SHARE

Encourage your child to **share** what they noticed. Ask them to **compare** the sounds the glasses made. What did they **observe** about the water level and the pitch of the sound? How does the amount of water in a glass change the pitch of the sound?

8

MORE WAYS TO PLAY

- Your child can explore the sounds of the different water glasses.
- Ask your child to tap on a glass while you fill it slowly. What does your child **notice**?
- Your child can play the glasses in any order to make up a song. They may like to play something that sounds like a simple song they know.



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