Sounds Around Us

Explore the sounds we hear, indoors and outdoors.

Day 1 (20–30 minutes)

What Your Child Will Learn

Science skills: Observing, naming, and describing sounds

Science ideas:
- An action has to happen to make a sound.
- Different objects can make different sounds.

Vocabulary words to practice: sound, hear, loud, soft, change, voice, compare

What You Need

Video: Give Me a Call (9 minutes)

What to Do

Sit together so you can talk about the video while you watch.

1. Before you watch, SAY:
- Quack hears a terrible sound, but he can’t figure out what’s making it.
• **What sounds** do you think are terrible? What’s terrible about them?

**Ask Questions and Talk About Ideas**
Connect what you’re doing to something your child already knows—like sounds your child doesn’t like.

2. After you watch, **ASK**:
• **How did Quack figure out what the terrible sound was?**
• **Why do you think Quack covered his ears with acorns?**
• **Tell me what my voice sounds like when you put your hands over your ears. Compare it to the sound of my voice when you uncover your ears.**

**ACTIVITY**

**Sound Detective**
Can you figure out what is making the sound?

**What Your Child Will Learn**

**Science skills:** Observing, naming, and describing sounds

**Science ideas:**
• An action has to happen to make a sound.
• Different objects can make different sounds.

**Vocabulary words to practice:** sound, listen, hear

**What You Need**

☐ 3–5 objects that can make sounds if dropped, rattled, or crumpled (piece of paper, a ball, a book, a toy, or keys)

**What to Do**

1. Keep the objects you collected hidden. **SAY:** Pretend you are a detective and see if you can figure out what is making a sound.

   **Play and Explore Together**
   Your attention and encouragement make a big difference!

2. Have your child turn away from you. Make a sound with one of the objects. (You might rattle your keys or crumple paper.)
3. **ASK:**
   - *What sounds do you hear?*
   - *What do you think I did to make that sound?*
   - *How did you know what it was even though you couldn’t see it?*

4. Show your child the object and how you made the **sound**.

5. Then play the game with the other objects.

**Keep Learning!**

- Change roles. Have your child make the **sounds** and you guess what they are. Talk about the **sounds** you hear and how they were made.

  **Play and Explore Together**
  Notice what excites your child—and play along!

- Play Mystery Alarm! Set a timer to go off in one minute and hide it. Tell your child to **listen** for the **sound** and find it. **ASK:** *How did you find the timer even though you couldn’t see it?*

  **Explore More!**
  Add new materials to explore in a different way.
Day 2 (20–30 minutes)

VIDEO

Give Me a Call
Quack tries to track down a mysterious noise.

What Your Child Will Learn

Science skills: Observing, naming, and describing sounds
Science ideas:
• An action has to happen to make a sound.
• Different objects can make different sounds.
Vocabulary words to practice: sound, hear, loud, soft, change, voice, compare

What You Need

☐ Video: Give Me a Call (9 minutes)

What to Do

Watch the video again to make new discoveries. Talk about what you noticed this time.

Ask Questions and Talk About Ideas
Take turns listening and speaking.

ACTIVITY

Take a Listening Walk
Listen to outdoor sounds.

What Your Child Will Learn

Science skills: Observing, predicting, exploring, and naming sounds; recording observations; sharing ideas
Science ideas:
• An action has to happen to make a sound.
• Different objects can make different sounds.
Vocabulary words to practice: sound, quiet, loud, listen, hear, notice, predict, describe, compare, imitate
What You Need

☐ cellphone to record sounds

What to Do

1. **SAY:** Let’s go outside and listen to sounds.

   🎧 **Explore More!**
   Play indoors and outdoors. Explore the same science topic in a different place.

2. Sit outside quietly for a minute and listen to the sounds around you. Describe the sounds and think about where they might be coming from.

3. Go for a walk together.
   - Take turns pointing out interesting sounds. Record them with your phone.
   - If you can’t see where a sound is coming from, try to follow the sound until you can discover what is making it. ASK: What do you predict (think) is making that sound? Let’s follow it and find out!

   🎤 **Ask Questions and Talk About Ideas**
   Talk out loud about your ideas so your child can learn from listening to you. Start by saying “I wonder . . .,” “I think . . .,” and “What if . . .?”

Talk About What You Learned

When you go back inside, play the sounds you recorded. ASK:

- Can you remember what made this sound?
- I wonder if we can make (imitate) the same sound? Let’s try!

   🎤 **Ask Questions and Talk About Ideas**
   Make recordings, listen to them, and discuss. To learn, children need to reflect (think about) what they did.

Keep Learning!

- Go for a listening walk inside your home. Walk around together very quietly. Have your child point out all the sounds that he/she hears.

   🎧 **Explore More!**
   Play indoors and outdoors. Explore the same science topic in a different place.

- Set your phone timer for one minute. Listen together quietly for different sounds. Have your child describe and compare the sounds he/she hears.

   🎧 **Explore More!**
   Add new materials to explore in a different way.
Online Game (Optional)

Go to the PEEP and the Big Wide World website (peepandthebigwideworld.com) and play a game about sounds called *Where’s Quack?* Quack plays *Hide and Seek*. Can you figure out where he’s hiding by the way his voice sounds?

**Play, Talk, and Explore More!**

During the week, when you’re cooking, running errands, or going to the store, come up with your own ideas for exploring indoor and outdoor *sounds* together. The more you play, talk, and explore together, the more you help your child think, learn, and grow.