

NAME _____

DATE _____

Your Voice and Vibrations

Attention Junior Scientists! You have learned that sounds are vibrations. You can make sound with your voice. Does this mean you are making vibrations with your voice? Find out with this activity.

DIRECTIONS

1. Make a “L” with your hand, like in the picture to the right.
2. Gently place your three fingers on the “bump” in your throat.
3. Say: “Ahhhhhhh”
4. Say: “Ohhhhhh”
5. Say: “Eeeeeeeee”
6. What do you observe? Write down your observations.



7. Say: “I like to do science.”
8. Say: “Sounds are vibrations.”
9. What do you observe? Write down your observations.

Your Voice and Vibrations

TEACHER KEY

LEVEL 1



Why It's Easy for You

- Students use their own bodies for the activity—no materials required.
- Worksheets are ready to print.

Conditions and Challenges

- Classroom will get noisy. It's a sound lab after all!

Attention Junior Scientists! You have learned that sounds are vibrations. You can make sound with your voice. Does this mean you are making vibrations with your voice? Find out with this activity.

DIRECTIONS

- 1. Make a “L” with your hand, like in the picture to the right.**

Demonstrate this to students.

- 2. Gently place your three fingers on the “bump” in your throat.**

Students have to bend their fingers to place their hands on their throat.

- 3. Say: “Ahhhhhhh”**

- 4. Say: “Ohhhhhh”**

- 5. Say: “Eeeeeeeee”**



6. What do you observe? Write down your observations.

Help students observe that their throat vibrates as they make sounds. Remind them that those vibrations travel through the air and into their ears and other people's ears to make sounds. Students can write "I observe that I feel vibrations when I make noises". They might also be interested in their "Adam's Apple" moving up and down.

We encourage students to learn the word "observation". You can describe an observation as something you see or hear and think about. (We are always seeing and hearing things, but the things you truly observe are those you pay attention to).

7. Say: "I like to do science."

8. Say: "Sounds are vibrations."

9. What do you observe? Write down your observations.

Help students observe that when they say words, like when they made the sounds in steps 3–5, their throat vibrates. Students may also have other observations they wish to write about.



Suggested follow-up: Teacher Scripts—Section G, Page 1, Script 1: Sounds and Materials