Name & Surname: _____ Class: _____ Date: _____

# What Makes Sounds?

Find the shake behind every sound.



About 45 minutes Level ★★★☆☆

## All sounds start with a shake

All sounds start when something **vibrates**. **Vibrating** means shaking quickly back and forth.

- Hit a **drum** and its skin shakes. Hit cymbals and they wobble.
- The shake makes the air around it shake too.
- The shaking air travels to your ear and your eardrum shakes. Your brain hears a sound.



## Task A

/3

**Read the speech bubbles. Write a short answer to show what is vibrating.**



Student A

I clapped my hands. What was **vibrating**?

I tapped a drum. What would I feel on the **skin**?



Student B



Student C

The teacher touched a loud speaker. Why did her fingers **tingle**?



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# Write and Explain

Tell younger children how sounds are made.

**Key words**

**vibrate:** shake quickly back and forth

**sound wave:** shaking that moves out through air, water or a solid from the shaking object

**medium:** air, water or solid that sound moves through

**vibration:** the quick shake that makes sound

**eardrum:** skin inside the ear that shakes

**Task B**

**Write a letter to explain how sounds are made. Use what you learned on page 1.**

Date: _____

Dear Year 3,

Say what all sounds start with and what vibrating means

Give two examples you can see or feel shaking, like a drum or a speaker

Say how the shaking gets to our ears and what shakes inside them

Yours sincerely, _____



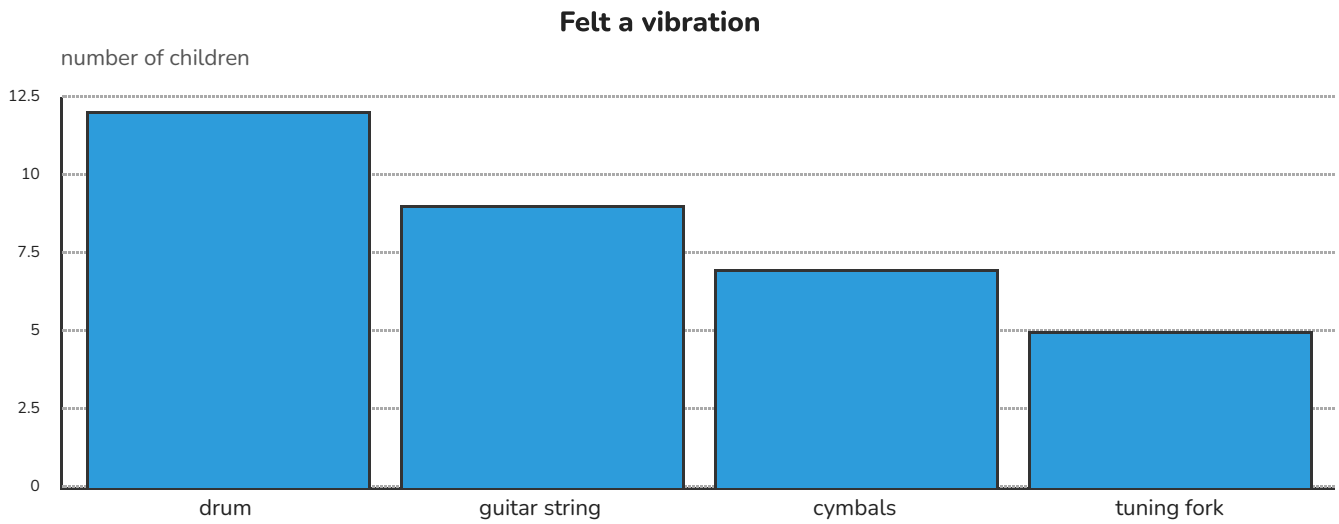
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# What Makes Sounds?

**Task C**

/3

**Look at the chart. Count how many children felt the shake. Answer the questions.**




1. Which **sound maker** had the most **votes**?

2. Which **sound maker** had the fewest **votes**?

3. What does the chart tell us about **sound** and **shake**?



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# What Makes Sounds?

## Task D

**Cut out the cards. Match each sound maker to its vibration.**

Cut out the cards.

| | | | |
|---|---|---|---|
|   **voice** |  **cymbals** | **vibrating** |  **drum** |
| shakes in ear | metal wobbles | shaking quickly | skin shakes |
| throat shakes | string shakes | **eardrum** |  **guitar** |



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# What Makes Sounds?

## Task E

Example done for you

/3

**Tick true or false. Think about sound and vibration.**

| Statement | True | False |
|---|---|---|
| All **sounds** start with a **vibration**. | ✓ | |
| **Vibrating** means shaking quickly back and **forth**. | | |
| A **drum** makes sound when its **skin** shakes. | | |
| **Shaking** air cannot travel to your **ear**. | | |

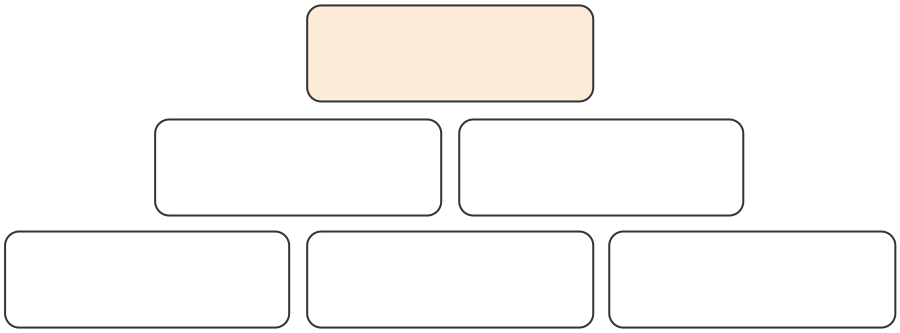
## Task F

**Put one maker in each box. Write why your top choice shows the shake best.**

rank **sound** makers from strongest **vibration** to weakest

drum | guitar string | cymbals | rubber band | voice | tuning fork

Most important



**Why is your top choice the most important?**

.....

.....

## How did I do?

Circle a face for each line.

I can say how sounds are made. ☹ 😐 ☺

I can link a sound to something vibrating. ☹ 😐 ☺

I can explain how shaking air reaches the ear. ☹ 😐 ☺



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# Answer sheet: What Makes Sounds?

**Task A**

1. Student A: The air around your hands was vibrating.
2. Student B: You would feel the skin shaking.
3. Student C: Her fingers tingled because the speaker was vibrating.

**Task B**

Answers will vary.

**Task C**

1. drum
2. tuning fork
3. All sounds vibrate

**Task D**

drum = skin shakes
cymbals = metal wobbles
guitar = string shakes
voice = throat shakes
vibrating = shaking quickly
eardrum = shakes in ear

**Task E**

1. True
2. True
3. True
4. False

**Task F**

Answers will vary.

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