

Objectives:

- Differentiate between high and low sounds.
- Use high and low vocabulary.
- Understand the science that high sounds generally come from smaller animals, instruments, and people, and that low sounds generally come from larger animals, instruments, and people.

Activity 1:

- 1. Show students the pictures of all the adult (larger) animals. Ask students to make those sounds the animals make.
- 2. Show students the baby (smaller) animals. Ask students, "What is different from the adult and baby animals? The size is different. Would the daddy dog sound different from the baby dog? Would the mama cow sound different from the baby cow?" etc.
- 3. "The adult animals make a low sound. The baby animals make a high sound." Practice making the different high and low sounds with the children. Ask children to identify if each animal sound is high or low.

Activity 2:

1. Sing "Old Macdonald" with your students. During the time of the song when the

animal sounds are made, show the specific adult and baby picture, and practice making the high and low sounds during the song.

Activity 3:

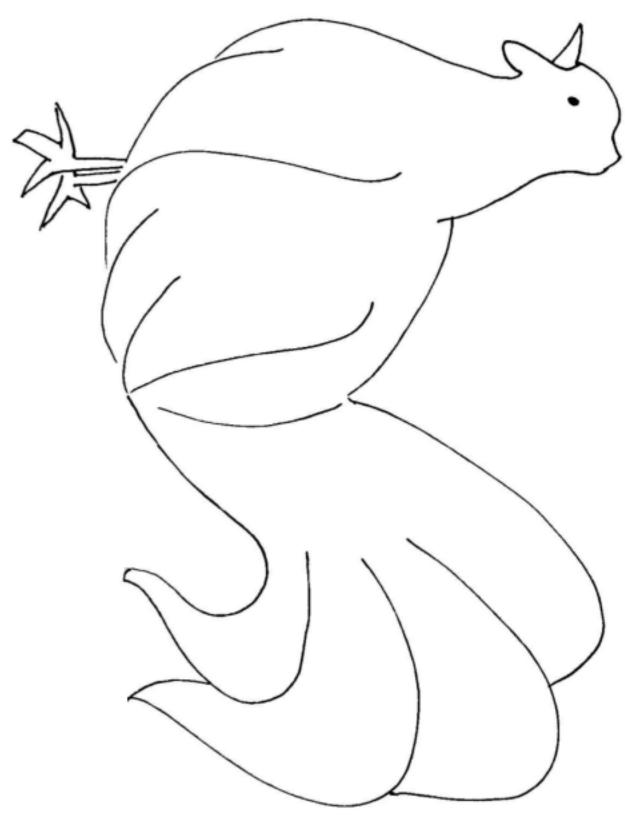
- 1. Cut out the baby animals.
- 2. Pass out one adult or baby animal to each child.
- 3. Let students color their animal and make its high or low sound.

Activity 4:

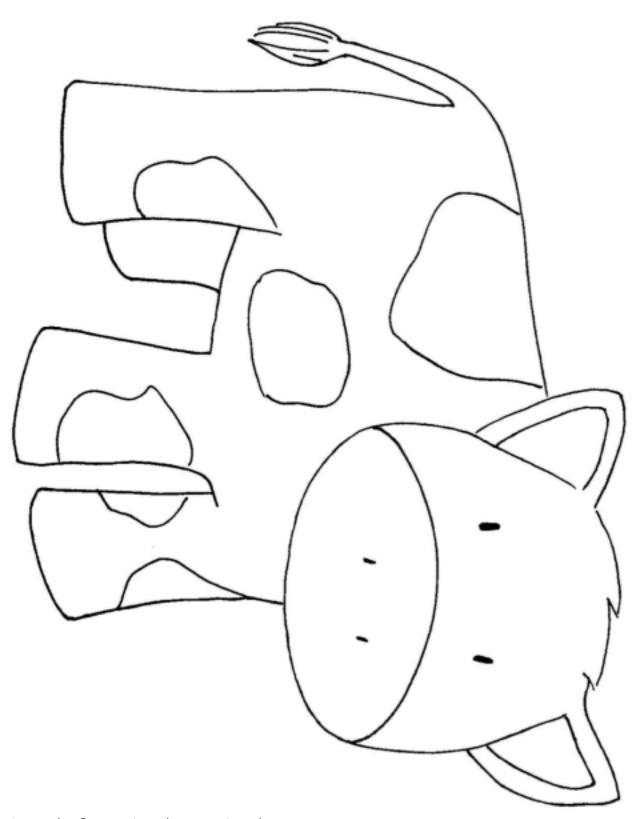
- 1. Ask students, "How does a baby cry? Can you make a sound like a baby crying?"
- 2. Ask students, "If a big, tall man stubbed his toe, how would he sound? Can you make a sound of the man fussing?"
- 3. Tell students, "The small baby makes a high sound. The big, tall man makes a low sound."
- 4. Ask students, "Who do you know that makes a high sound? Who do you know that makes a low sound?"

Activity 5:

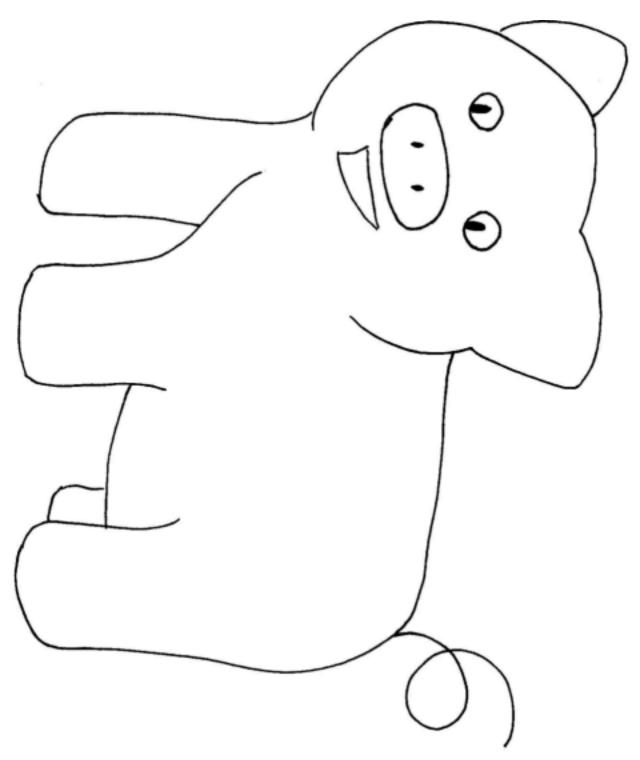
- 1. Ask students to sort the instruments at the bottom of this PDF into high instruments and low instruments based on size.
- 2. If you have the instruments, play them to check if you were correct. If you do not, you can find examples on youtube.



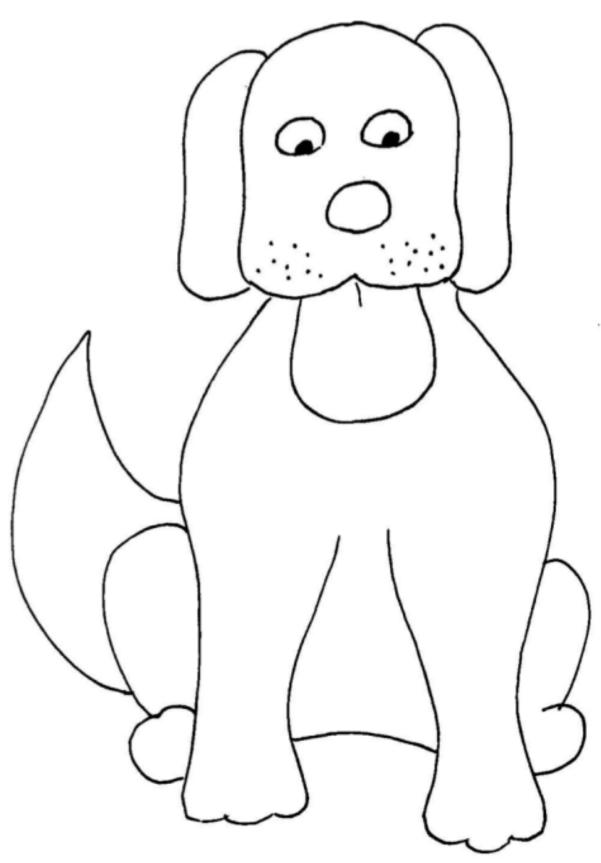
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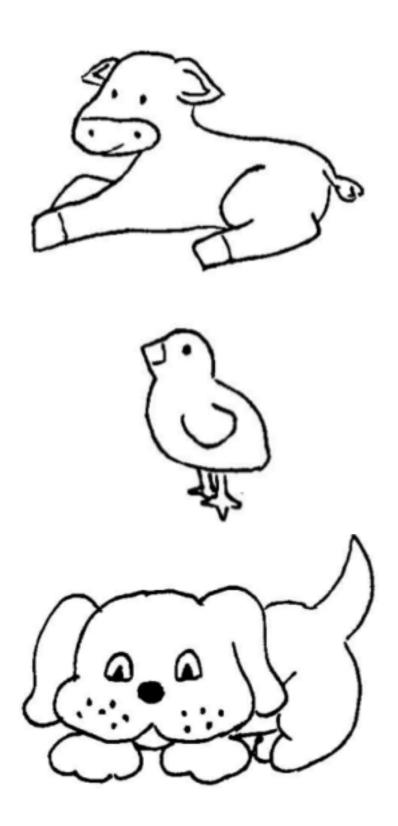
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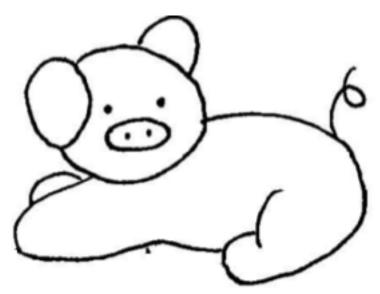
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