






## Learning Scientific Skills Outside the Classroom

### Scientific Skills

Identifying and Classifying Specific skill – comparing sound		Recording	
Country of Origin	Suggested Age Range	Suggested Theme	
 Croatia	5 – 6	Sound	
Location outside the classroom		Benefits of using this location	
Large quiet area outside		Using a space outside enables you to limit the noise from other areas within school and allows the children to make sounds without disturbing others	
Learning Objectives – Scientific Skills		Learning Objectives - Knowledge	
To compare the loudness/volume of sound made by rattles To record their findings in a table with the support of an adult		To compare the loudness/volume of sound made by rattles To record their findings in a table with the support of an adult	
Key Vocabulary			
Scientific skills vocabulary – compare, comparison, record, recording, table, results, Knowledge vocabulary – sound, loud, louder, quiet, quieter, material, rattle, names of musical instruments, shake			
Resources / Equipment			
<ul style="list-style-type: none"> <li>Equipment to explore sound – for example musical instruments, tubing and pipe</li> <li>Equipment to make rattles – containers of different sizes shapes and materials; a selection of natural materials collected by the children prior to the lesson.</li> </ul>			
Teaching Activities			
<p><b>Discuss</b> – How can they make a sound using the musical instruments and materials provided? Children are encouraged to describe what they will do. e.g., banging, blowing, scraping or hitting materials together.</p>			
	<p><b>Activity 1</b> - Provide children with lots of different musical instruments they can use to make different sounds. Give them time to explore the different sounds they make and the way they can be used to make different sounds.</p>		
	<p><b>Activity 2</b> – Children make a rattle using a container and materials of their choice from rocks, pebbles, leaves, straws and small pieces of wood etc. They are asked to name the materials they used and to describe the sounds they make.</p>		
	<p><b>Compare</b> – In small groups, the children compare with each other.</p> <ul style="list-style-type: none"> <li>Who has the largest rattle? Who has the smallest rattle?</li> <li>Who has the most material inside their rattle? (This would provide an opportunity to practise their counting skills)</li> </ul>		
	<ul style="list-style-type: none"> <li>Which ones makes the loudest sound? Which ones make the quietest sound?</li> <li>How can they make the sound louder or quieter?</li> </ul>		
<p><b>Explain</b> – We use the word volume to measure how loud or quiet a sound is, for example we can change the volume of the radio or television if we want it to be quieter or louder.</p>			
			



**Discuss** – in small groups, the children discuss the sound produced by the rattle using the word ‘volume’.

- Is the largest rattle making the greatest volume of sound?
- Is the rattle with the most material making the greatest volume of sound?
- How can they change the volume of sound?

**Record** – Children work in a group with an adult to make a poster which records and presents their findings.

### Examples of children’s work and teacher comments from country of origin



*The children showed a strong interest for this activity. They spent a long time manipulating the materials for their own rattle – this showed their need for sensory exploration.*