

## Sounds Around Us

We hear sounds around us every day. Some sounds we enjoy hearing. These are nice sounds like soft music or birds chirping. Other sounds we do not like hearing. These sounds make us want to put our hands over our ears to block out the noise. For example, a person who is **screaming** loudly is making a harsh sound. Also, the **pounding** of a jackhammer breaking apart a city street might be too loud.

People make sounds when they speak, sing, laugh, or cry. They use their voices. People can also make sounds in other ways. Have you ever heard **applause**? People make this sound by clapping their hands. The sounds people make travel through the air to other people's ears. The sound message is sent from the ear to the brain. Then it is sent along pathways in the brain called nerves. The brain tells us what the sound is. Then we hear!

Objects can make sounds, too. Have you heard the crack of a baseball bat or the pop of a balloon that is **bursting** open? Have you heard the screech of brakes when a car stops suddenly? Have you heard music when someone blows into a trumpet or plays a piano? If so, you have heard many different kinds of sounds.

I bet you know that animals make sounds, too. Cows moo, dogs bark, and cats purr. Like people, animals make sounds to communicate or tell something. A cat purrs because it is happy and feels safe. A barking dog may be warning others to stay away.

Sounds can make people feel certain ways. Soft sounds can make people feel happy or even sleepy. Loud sounds, such as thunder, can make us feel afraid. Nice sounds, such as waves at the beach, can help us feel good. Annoying sounds, such as a loud bang, may bother us.

Our world is full of sounds. Without sounds, our world would be very quiet!

**COMPREHENSION** Which words in this passage make you think of certain sounds? What are some soft sounds and loud sounds? What sounds make you feel happy, sad, angry, or afraid?

22

Days 1 and 2

"Sounds Around Us," Vol. 1, pp. 22–23

## A Day at the Beach

One summer day, Tina went to the beach with her family. They went in the car. On the way to the beach, the family sang songs. Tina clapped her hands and sang along. Then the car came to a stop. The **vibration** Tina had felt under her feet stopped, too. Tina knew they had arrived at the beach because her feet were no longer shaking from the car's movement. Tina was blind. She could not see, but she could use her other senses very well.

When Tina opened the car door, she took a deep breath. She smelled the strong **scent** of the salt air. Tina and Mom carried the beach umbrella onto the sand. Tina felt the gritty sand between her toes. It felt like little prickles on her bare feet. The sand felt hot, too.

The family arranged the beach blanket and towels. Then they set up the beach umbrella. Mom put suntan lotion on everyone. Tina was hot from standing in the sun. The lotion felt cool on her warm skin.

Tina heard loud **noises** overhead. "There are seagulls flying over us," she thought. The noises grew softer and sounded farther away. "Now the seagulls are flying away."

Tina heard a sharp whistle to her left. "We must be near a lifeguard stand," she thought. She heard a lifeguard call out a warning to a swimmer.

Mom and Tina went into the ocean for a swim. Tina laughed when the waves splashed on her legs. The cool water felt good after the hot sun.

Before they left the beach, Mom put a **smooth** stone in Tina's hand. Tina felt the stone. It did not have one rough spot. Tina kept the stone. She wanted to remember this day at the beach forever.

**COMPREHENSION** What words help you understand how Tina uses her senses? What does Tina learn about the beach through her senses of smell, sound, and touch?

24

Days 3 and 4

"A Day at the Beach," Vol. 1, pp. 24–25

### Assessment

Pretest/Posttest Administration p. 67

Pretest/Posttest Blackline Masters  
pp. 102–103

T12 • Curious About Words

## Day 1

### Introduce Meanings

**Assess** To assess what word meanings children already know, copy and distribute the **Pretest/Posttest** on pages 102–103. Use page 67 to administer the test.

**Explain** Write each oral vocabulary word below on the board. Read it aloud. Offer an explanation and a brief example for each word.

### Words About Sounds

**applause** *n.* clapping *When we finished our play, the applause from our family was very loud.*

**bursting** *v.* popping *The fireworks were bursting in the sky and making lots of loud popping noises.*

**pounding** *n.* a hammering sound *She listened to the pounding of the ocean waves against the rocks.*

**screaming** *v.* yelling in a high, loud voice *Kayla started screaming so that her brother would listen to her.*

**Discuss** Guide children to see the relationship between each word and the category. Prompt them to tell about times when they have heard these sounds.

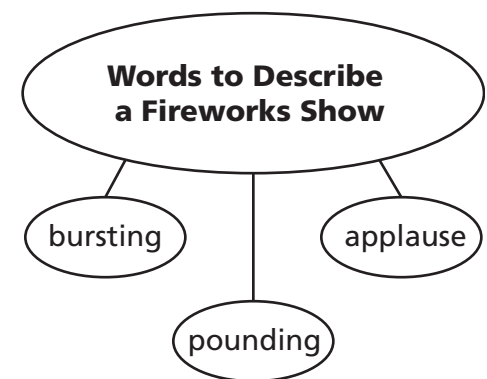
**Read Aloud** Explain that you will read aloud a story about the different kinds of sounds people hear. Then read aloud "Sounds Around Us." Discuss the Comprehension questions.

## Day 2

### Categorize and Classify

**Reread and Explain** Reread "Sounds Around Us." At the end of each sentence that includes an oral vocabulary word, stop and repeat the explanation of the word. Then reread the sentence.

**Use a Graphic Organizer** Use the graphic organizer and the questions below to reinforce understanding of the relationship between each word and the category.



1. What could you do to make a bubble **burst**? (Sample answer: poke it with your finger)
2. What word could you use to describe the opposite of whispering? (**screaming**)
3. When might people give **applause**? (Sample answers: at plays; at concerts; at sports games)
4. What word could you use to describe the sound drums make? (**pounding**)



## Day 3

### Introduce Meanings

**Explain** Write each oral vocabulary word below on the board. Read it aloud. Offer an explanation and a brief example for each word.

#### Words About Our Senses

**noises** *n.* things that you can hear *Farm animals make lots of different noises, such as moos and oinks.*

**scent** *n.* a smell *The scent of pizza filled the small restaurant.*

**smooth** *adj.* even; not rough *The baby's skin is soft and smooth.*

**vibration** *n.* shaking *The vibration of the cell phone means someone is calling.*

**Discuss** Guide children to see the relationship between each word and the category. Prompt them to point to things in the classroom that make **noises** or **vibrations**.

**Read Aloud** Explain that you will read aloud a story about how a blind girl uses her senses when she goes to the beach. Then read aloud "A Day at the Beach." Discuss the Comprehension questions.

## Day 4

### Categorize and Classify

**Reread and Explain** Reread "A Day at the Beach." At the end of each sentence that includes an oral vocabulary word, stop and repeat the explanation of the word. Then reread the sentence.

**Use a Graphic Organizer** Use the graphic organizer and the questions below to reinforce understanding of the relationship between each word and the category.

Words About Touch	Words About Smell	Words About Sound
smooth vibration	scent	noises

1. What **noises** do you hear when you go outside?  
(Sample answer: cars, lawnmowers, people talking)
2. Look around the room and find something **smooth**. Does it have a **scent**? If not, find something else that does. What does it smell like?  
(Answers will vary.)
3. Tell which of these things make **vibrations**: cars, birds, washing machines, flowers.  
(cars, washing machines)

## Day 5

### Deepen Understanding

**Review** Repeat explanations for all oral vocabulary words. Use the definitions and examples from Day 1 and Day 3.

**Guide Partner Activities** Have partners work together to complete each of the activities below. Circulate and listen to partners as they work. Provide corrective feedback.

**Describe** Talk to your partner. Tell about a time when you heard **applause**. Did you clap, too? Why or why not?

**Role-Play** Show a partner how you might look if you smelled the **scent** of a flower. Now show how you might look if you smelled the scent of a skunk. Finally, show how you might look if you felt the **vibrations** and heard the **pounding** of a hammer near you.

**Examples** Think about your toys. What are some toys that are **smooth**? Tell your partner.

**Compare** Talk to your partner. Describe the **noise** that a balloon makes when it **bursts**. Now describe the noise a baby makes when it is **screaming**. Compare both noises. Talk about which noise you think sounds worse.

**Assess** To assess what word meanings children have learned, copy and distribute the **Pretest/Posttest** on pages 102–103. Use page 67 to administer the test. Compare scores with Day 1 Assessment.