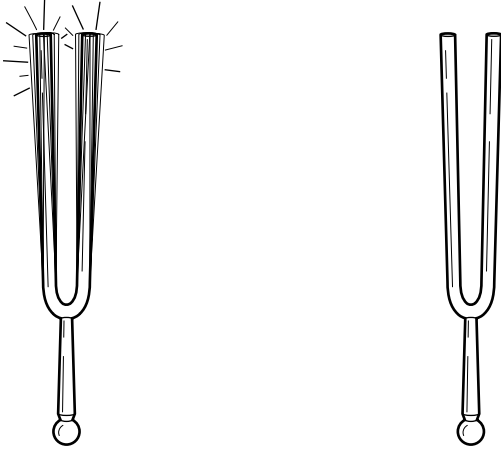


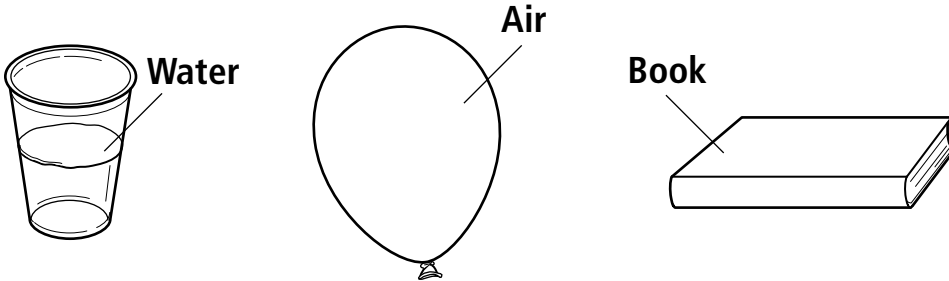
Module Assessment, Part 1



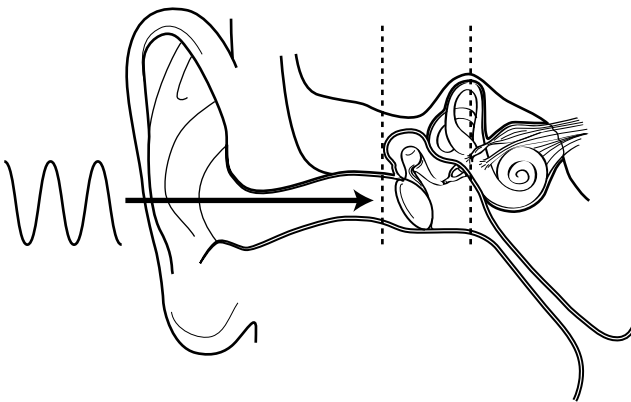
1 Vibrate



2 Solid



3 Eardrum

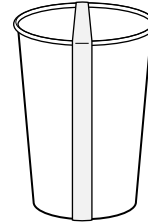
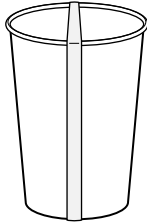
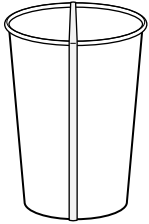


Directions: 1–3. Have students draw a line from the word to the correct picture or part of the picture.

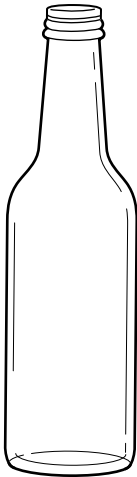
Module Assessment, Part 2



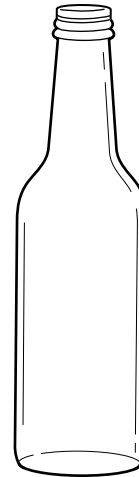
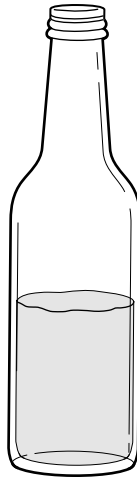
- 4** Which one makes the highest sound? Which one makes the lowest sound?



- 5** Can you make a lower sound? Can you make a higher sound?



Lower-pitched



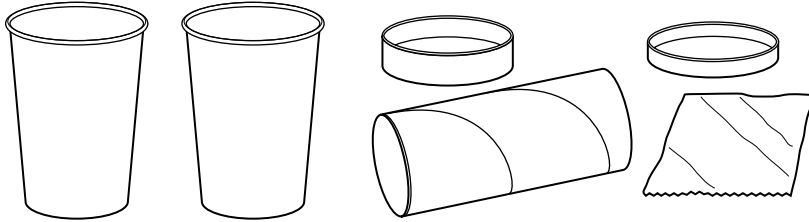
Higher-pitched

Directions: **4.** Have students draw an “H” on the picture that shows the cup that will make the highest sound and an “L” on the cup that will make the lowest sound. **5.** Have students draw water in the bottle to the left to show how much water should be in the bottle to make a lower-pitched sound when the bottle is struck with a pencil. Then have them draw water in the bottle to the right to show how much water should be in the bottle to make a higher-pitched sound when the bottle is struck.

Module Assessment, Part 3

STUDENT RESOURCE **A.3**
ASSESSMENT PART 3

Materials



6 Draw your instrument. Which part vibrates?



Directions: 6. Have students use the materials to make a musical instrument. Tell them to draw the instrument in the space provided and to circle the part of the instrument that vibrates to make sound.