

LISTENING FOR SOUNDS

Project Skills:

- Youth will learn the importance of listening.

Life Skills:

- Learning to listen

Academic Standards:

- English: C.4.2. Listen to and comprehend oral communications

Grade Levels: 3-4

Time: 50 minutes

Supplies Needed:

Sound Shakers Activity

- Black film canisters
- Sound-making items: paperclips, rice, beans, jingle bells, un-popped popcorn, metal nuts, cotton balls, etc.

Sound Bingo Activity

- Sound Bingo card
- Sound Bingo pictures
- Scissors
- Cereal or other space marker
- Prizes (optional)

Do Ahead:

Sound Shakers Activity

- Contact a local photo-processing center to collect empty 35mm film canisters with secure lids.
- Gather sound-making items.
- Prepare shakers. Insert a single-type of sound-making item (e.g., beans or metal nuts) in each container. Make several shakers with the same item. You'll need one shaker per child.

BACKGROUND

Listening is part of everyday life. This lesson will help youth learn to listen to different sounds and realize they need to pay close attention.

WHAT TO DO

Activity: Rainstorm

Youth should listen carefully how the sounds of the rainstorm change.

- Divide the group into four smaller groups.
- Demonstrate to Group 1 that they will snap their fingers when you point to them. If younger children are in the group, it may help to have an older youth serve as a group leader who stands in front of each group and models the action when indicated. Have the youth practice snapping their fingers.
- Demonstrate to Group 2 that they will rub palms together when you point to them. Let them practice.
- Demonstrate to Group 3 that they will slap hands against thighs when you point to them. Let them practice.
- Demonstrate to Group 4 that they will stomp feet on the floor when you point to them. Let them practice.
- Ask participants to listen to the sounds when you point to the groups. Notice how the sound changes. Explain that once the group has been given the signal to start, they must keep up the action until given the signal to stop.
- Signal the finger snappers to begin. A few seconds later, give the signal for Group 2 to join in. Wait a few more seconds to signal Group 3, then Group 4.
- Wait a few seconds, then reverse the action to make the sounds subside. Begin by signaling Group 4 to stop. A few seconds later signal Group 3 to stop, etc.

TALK IT OVER

Reflect:

- How do we know rain is coming before we even see it?
- How does our hearing tell us the power of a rainstorm?

Apply:

- Why might it be important to listen to the power of a rainstorm?
- What are some other things we listen for during the day?

Activity: Sound Shakers

Give each child a shaker (made ahead). Instruct everyone to keep the containers closed. Use the directions on page 3 to make several shakers with the same contents. Youth are to shake their containers, then find everyone who has the same sound in their shaker and get in a group with those people without talking.

When the youth are all in groups, ask each group to take turns shaking their containers so everyone hears the different sounds.

Sound Bingo Activity

- Make copies of Sound Bingo cards and pictures (see pp. 3 and 4).
- Cut apart one set of pictures and place pictures in a small paper bag.

Sources:

- Created by Denise Retzleff, 4-H Youth Development Agent, UW-Extension, Fond du Lac County.
- “Rainstorm” Activity adapted from *Building Bridges Communication Activities for 4-H Clubs and Other Youth Groups*, Wisconsin 4-H Youth Development, UW-Extension, 2001.
- “Sound Shakers” Activity adapted from *Missouri 4-H Club Kindergarten Curriculum*, University of Missouri-Columbia, 1993.

TALK IT OVER

Reflect:

- How were you able to tell the sounds apart?
- How were you able to correctly match the shakers?
- What made it easy to do? Difficult to do?

Apply:

- When is it important to listen for different sounds at home?
- When is it important to listen carefully for different sounds at school?

Activity: Sound Bingo

Now the group will practice listening by playing Sound Bingo. Give each child a sheet with pictures of things that make sounds. (See samples on page 4.) They are to cut these out and place one in each square of a Sound Bingo card. (See sample card on page 3.) Any picture may go in any square. Pass out cereal to be used as space markers.

Youth are to take turns taking one picture out of the paper bag at a time, then make the sound represented by that picture. All participants who have the picture on their cards will cover it with a cereal marker. The game is played like bingo. Prizes are optional.

Encourage youth to play the game with their families when they take their Sound Bingo cards home. Show family members the card, then make a sound that goes with one of the pictures. Family members have to listen and guess which sound it is.

TALK IT OVER

Reflect:

- How did the Sound Bingo game help you practice listening?
- What happened if you did not listen carefully to the sound?

Apply:

- How do people communicate if they can not hear?
- Why is listening important to us?
- How do we use listening at school? At home?
- What can we do to be better listeners in the future?

ENHANCE/SIMPLIFY

Enhance for Older Children:

If you have an opportunity to meet with older youth prior to the lesson, ask them to generate a list of things that make noise and use those items for bingo pictures.

HELPFUL HINTS

- Copy the sound pictures on sticky labels so gluing isn't necessary. For Sound Bingo, make more pictures than squares so not all pictures are used by all children.
- If you want to make the bingo cards and pictures reusable, laminate the cards and use Velcro to attach the pieces.

Reviewed by Wisconsin 4-H Afterschool Team: May 2005

SOUND BINGO PICTURES



SOUND BINGO GAME BOARD

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