



“EAR TRAINING!”

Background: Playing with the one of the five senses such as aural sound is going to test your student’s ability to recognize sounds they hear every day as well as some that may or may not be unique depending on what you select. This is a pre-skill in vocabulary and musical development.

MATERIALS NEEDED: A partition or something that divides you and the students so they can’t see what your hands are doing. Objects that make sounds such as:

- A bell
- Shaker
- A pencil being sharpened in a sharpener
- Triangle
- Scissors
- Paper ripping
- Deck of cards
- Scotch tape or tape being pulled and torn
- A stapler
- Keys
- A water bottle with water inside
- A spoon clinking in a cup
- A plastic bag
- Coins
- Hammer
- Drill
- Gong
- Rhythm tube (thunder sound)
- ¼” audio tape balled up sounds like grass or brush when walked on
- Frozen romaine lettuce makes breaking bone injury noises
- A pair of gloves sounds like bird wings flapping
- A thin stick makes a whoosh
- A heavy phone book makes body-punching sounds
- Cellophane creates crackling fire effects

DURATION OF ACTIVITY: 20 minutes

Integration Concepts: Science: Senses; Literacy: Letter and Sound Recognition; Music: Pitch and Resonation

INSTRUCTION: (10 minutes)

1. Tell Student, “Today we are going to explore the sounds objects make. Which of our 5 senses do we need to use to do that?”
2. Set up a partition or area where you can access all of your objects without students being able to see what you are doing.
3. Have the students guess by “hearing” what you are using to make sounds.
4. Ask any of the inquiry questions below.

INQUIRY:

- How would you describe the sound?
- What object do you think made that sound?
- What materials is it and why? (I.e. plastic, metal, wood, glass, etc.)
- Was it a loud (Forte) or a Soft (Piano) sound?
- What mood does this sound make?



REFLECTION: Ask students, “What did they learn about sound? Was it easy or challenging to identify the object with the sound and why?” You may want to explain that many sounds are often associated with emotions or moods such as sounds commonly heard in scary movies or sounds heard at a festival, carnival or party. Discuss sounds that are often associated with moods or emotions.

Extensions Ideas: Pass out everyday objects such as classroom items, things from the kitchen or any percussion or musical Instruments that you might have laying around. They can also be made, found, or recycled. Let students play them and discuss sounds, pitch, quality, etc.

To enhance the literacy component, use a word bank or letters of the alphabet for different sounds (i.e. S for stapler and scissors, K for keys, T for triangle, C for coins, etc.)