

Laurel Ourensma
Substitute Teacher
Project Learning Tree, Activity 2, “Sounds Around”, pages 26-32

Opportunities within current curriculum to integrate lesson

Various times of day, listen for sounds and record them:
 Within classroom
 Throughout school (gym; lunch, music, and art rooms; library, hall) as children make transitions
 On playground with and without children playing
Sound units: why and how sounds are made by living and nonliving things
Lessons on onomatopoeia, sound poetry, sound imitation

Activity components in order of usage

Overview and Objectives: p. 26, preparation
Background for Educators: pp. 26-27, preparation and throughout lesson
 Sounds vary
 Sounds are made for various reasons
 Sounds are made in various ways
Word Bank: p. 26, add words throughout lesson
Family and Friends: p. 32, send home prior to lesson
Literature: read as pre-learning activity to prepare for listening walk
 Quiet Please, by Eva Merriam, book
 The Other Way to Listen, by Byrd Taylor, book
 The Way to Wyatt’s House, Nancy White Carlstrom, book
Introducing the Theme: p. 27
 Record sounds in the classroom
 Children identify sounds
 Talk about why and how they’re made (use Background information)
 Play recordings from CD (see paragraph 3)
 Begin writing discoveries on flip chart: what, why, how
Take a Listening Walk: pp. 28 & 29, **outdoor exploration #1**
 Safety preparations for all outdoor explorations
 Appendix 2, Playing It Safe Outdoors
 Appendix 4, Taking Neighborhood Walks
 Outdoor exploration locations: playground, park, or walking trail
 Materials:
 Literature: *The Listening Walk*, by Paul Showers, book
 Labeled American Sign Language cards, blank cards
 Recording and playback device
 Procedure: see pp. 28 & 29

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Take a Listening Walk, cont.

Call & Response: p. 8, sound imitation, sitting in a circle outdoors
 Child imitates a sound he/she heard
 Teacher sings the call, “What is making that sound?”
 Students echo the tune, “A ____ is making that sound.”
Inquiry questions: p. 29, use Background information, pp. 26 & 27
 How would you describe this sound? What is making it?
 Why is the sound being made? How is it being made?

Documentation/Assessment of student learning:

Signs, recording, and discussion on walk

Written discoveries on flip chart

New sign language cards (see websites p. 29) made by children

Outdoor Play: p. 29, *outdoor exploration #2*, area with trees and shrubs

Preparation: Safety, birdcalls, naturalist, recorder

Steps 2 & 3 (add to recording done earlier on Listening Walk)

Make or gather birdcalls (p. 31)

Have naturalist or birdwatcher talk about bird sounds

Children play birdcall game:

Sing birdcalls to children, giving two children the same call
without them knowing who has the same call

Children spread out, then start making calls until their
match is found

Inquiry questions: use Background information

How do birds sing? Why do birds sing?

Documentation/Assessment:

Echoing and recording of birdcalls

Responses to questions

Written discoveries on flip chart

Match the Sounds: p. 30, *outdoor exploration #3*

Preparation: Safety, Materials, graph

Location: playground with listed natural materials

Students graph predicted matches

Find actual matches

Let children experiment by going outside to put various items in
different containers to make loud to soft sounds

Documentation/Assessment:

Graph results, softest to loudest

Written discoveries on flip chart

Inquiry questions: use Background information on volume and pitch

Use questions p. 30

How does the sound change?

How are louder/softer sounds made?

Imitate and make new sounds with voice, body, or objects:

Literature:

The Voice of the Wood, by Claude Clement, Venetian folktale

The Heart of the Wood, by Marguerite Davol, rhyming tale

Why Mosquitoes Buzz in People's Ears, by Verna Aardema

West African tale, repetition of sound words

The Random House Book of Poetry for Children, selected by Jack

Prelutsky, poetry with sound words and actions

“Rhyme”, by Elizabeth Coatsworth, thunderstorm

“Fishes’ Evening Song”, by Dahlov Ipcar, water

“The Tree Frog”, by John Travers Moore, frog

“Our Washing Machine”, by Patricia Hubbell,

broken washing machine

Music/band teacher: emphasize how music is made with body, voice, and

instruments; emphasize how volume and pitch are changed
Pipe organ demonstration by local pipe organ builder/player
Featured Experience: p. 28, *outdoor exploration #4*
Preparation: Safety, Materials, real or recorded sounds listed on chart, instruments and natural objects that can be used to make imitations of sounds on chart
Location:
Area with sounds of birds, insects, squirrels, and wind
Window from which to hear rain and thunder
Procedure: follow plans p. 28, have scavenger hunt for sounds using American Sign Language cards
Build Instruments: p. 30 & 31, steps 2-5 (sand blocks, rhythm sticks, drum of oatmeal or cornmeal containers, birdcalls)
Make and decorate rainsticks, p. 29
Literature:
Rain Song, by Lezlie Evans, rhyming poem
Rhyme, alliteration, onomatopoeia
Children write their own Sound Poetry
The Rainstick, A Fable
By Sandra Chisholm Robinson
West African story – read over several days
Directions for making a rainstick
Inquiry questions: p. 28
What is your favorite sound? Why?
How can that sound be imitated with your body, voice, or instrument?
Documentation/Assessment:
Summarize information on flip chart
Review Background information and vocabulary

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Documentation/Assessment, cont.
Sound Journals: sounds of living and nonliving things
Students illustrate a living and a nonliving thing
Write how and why they make their unique sounds
Make Instruments: p. 30
Students make Sound Book of labels
Students present instruments with demonstration of what they are, how they make sound, and possibly why they make sound

Resources

Outdoor areas
School playground
Town park and walking trail
County parks
Guest speakers
Friends/parents/teachers with outdoor expertise on animal sounds
Music/band teacher with expertise on musical sounds: body, voice, instruments
Pipe organ builder/player with expertise on pipe organ sounds

Naturalist or other personnel from County Conservation, Extension, or Public Health Services with expertise on sounds made by plants, animals, and weather

Descriptions of outdoor explorations: see **Activity Components** above for details

- #1. Take a Listening Walk, pp. 28 & 29
- #2. Outdoor Play, p. 29, steps 2 & 3
- #3. Match the Sounds, p. 30
- #4. Featured Experience, p. 28

Standards/Domains:

IELS: 7.1, 7.2, 7.3, 7.4, 8.3, 10.1, 11.4, 11.5, 12.2

Head Start: 1A1, 1A2, 1A3, 1B1, 1B2, 1B3, 1B5, 2A1, 2A3, 2A5, 2B1, 2D1, 2D2, 4A1, 4A2, 4A3, 4A4, 4A5, 4B1, 4B4, 5A1, 5A2, 5B1, 5B4, 5C2, 5D2, 6B3, 6C1, 6C3, 7A, 7B1, 7B3, 7C3, 8A1, 8A3, 8C4

Modifications:

To components:

Build instruments: use only steps 2-5

Make drums of round oatmeal or cornmeal containers

Just use ready-made sand blocks, rhythm sticks, drums, and birdcalls if supplies and time are limited

Make rainsticks – also get ideas from *The Rainstick, A Fable*

Spread activities over several days or a couple of weeks

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To components, cont.

Featured Experience: have a sound scavenger hunt to find sounds, using American Sign Language cards from *Take a Listening Walk*

Outdoor Play: use steps 2 & 3

For children:

Extra help from parents, associate, or older students for outdoor explorations, making rainsticks, instruments, and writing journals or books

Arrangements for children with allergies or sight, hearing, or movement disabilities; see pp. 8 & 9

Age appropriate literature: see **Activity Components** for book and poetry titles

Fiction and nonfiction books

Poetry

PLT's *Environmental Experiences for Early Childhood* CD

American Sign Language websites: www.plt.org, www.lifeprint.com

Pre and post learning activities: see **Activity Components** outline

Pre: preparations for safety and materials, literature, guest speakers

Post: questions, flip chart, vocabulary, documentation/assessment, literature