

HEARING AND LISTENING

This unit is intended for children in the third or fourth grade who are a part of the Title I program.

OBJECTIVES:

1. Children will be aware of the sounds they hear around them.
2. Children will be aware that sounds that we hear can make us feel many different emotions.
3. Children will know that hearing refers only to the receiving of sound and that listening means that we put meaning on those sounds.
4. Children will know that they use all five of their senses when they are listening.
5. Children will given an opportunity to practice and improve their listening skills.

The following list of activities is offered as a guide to what objectives I intend to fulfill by using them.

1. The sounds that we hear around us.

Shakers
Story time
Imitation
Animal Sound Bingo
Little Tommy Tittlemouse
Making tapes of sounds
Reading aloud
Making and listening to sounds

2. Sounds can make us feel different emotions.

Startling sounds
Music
Sounds we like and don't like
Drawing by music
Music as fast or slow, happy or sad

3. We hear things that vibrate, listening takes more thought.

Make a ukele or
Make a tin can telephone
Filmstrip kit: "Now Hear This! Becoming a Better Listener."

4. We use all five senses in order to listen and figure out an unknown.

Exploring the Unknowns

5. Practicing listening skills.

Sound Effects Box
Simon Says or Tornado
Listening screen
Tape with instructions to follow
L'eggs with beans inside
Secret Box
Making an envelope

6. Evaluation

Puzzles

Objective: to make the child aware of some of the sounds he hears around him.

IMITATION

Encourage children to imitate sounds of animals, birds, machines, and forces of nature. Be certain children vary sounds of baby and adult animals, large and small machines, soft and harsh winds, and so on.

Ask the class to imitate your voice as you say, "Hello. I'm so glad to see you." Repeat, using different inflections.

In a small group suggest several sounds—a car horn, a howling wind, your dog when it wants to come into the house, thunder and rain, a dripping faucet, someone chasing you, you trying to get away. Or hold up a card with a picture of, or words describing, each of the examples. Let the children try to approximate each sound by any method they choose. Then let the children as a group make a list and do these.

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Objective: to make the child aware of some of the sounds around him and also to give him practice listening to these sounds in order to discriminate one from the other.

student gets behind the screen and one or more children listen on the other side as he makes noises like animals. They try to guess which animal they hear. A variation of this would be to construct a bingo game with animal pictures in the squares. When the child makes the animal noise on one side of the screen, the children on the other side can cover that animal if they have it on their card. The child making the noises would need some small cards with animal pictures on it to draw out of a box so the sounds would be randomly done and all animals included.

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Objective: to make the child more aware of their own voices.

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Use the following poem for a simple game children can play in the listening center:

Little Tommy Tittlemouse living in a
little house

Someone's knocking, me oh, my,
someone's calling:

WHO AM I?

All the children in the center say the first two lines to a child who is facing away from the group, perhaps seated in a chair or on the floor. The "Who Am I" part is said by an unidentified child who comes up behind the seated child and says the line close up behind his head. The seated child tries to identify him by the sound of his voice only.

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Objective: to make the child aware of the sounds and to give him practice discriminating them.

TAPES

Let several students collaborate on a tape of familiar sounds at home, at school, or in nearby neighborhoods. Provide the class with paper and pencils, and play the tape. When a child identifies a sound, he jots it down and holds up his paper. The first child to correctly identify each sound then tells the rest of the group exactly how he did it and gives the others ideas on how to listen and identify the next sound. Several days or weeks later replay the tape without stopping. Ask the students to list as many of the sounds as they are able to identify.

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Objective: to make the child aware of the sounds around him and to give him a chance to practice his listening skills.

Reading Aloud

Children should have the opportunity to listen and respond to stories and poetry. At least fifteen minutes each day should be put aside for reading aloud by the teacher. This provides an excellent model as well as affording children a time of quiet receptiveness. Stories other than those in classroom texts or readers should be read. Children should not be tested on stories that are read aloud for enjoyment. Rather, the teacher should elicit children's reactions and ideas about material they have heard.

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SOUNDS

Have the children put their heads down and listen to sounds the teacher makes. When a child identifies a sound correctly, he may have a turn asking the sounds. Good sounds are crushing paper; tapping a pencil on a desk, windowpane, or chalkboard; pouring water; whispering, whistling, or humming; closing a door; writing on the board; scribbling loudly on paper; dropping such objects as pencils, paper, or a book; moving a chair; blowing a pitch pipe; clapping hands; imitating animals; erasing chalkboards; closing a book; running, jumping, hopping, skipping, or walking. Children may also be asked to count the number of times the teacher bounces a ball, rings a bell, raps on a desk, or claps hands.

Ask children to close their eyes for a minute and listen. "Now open your eyes and tell us what you heard."

Have the class make lists of sounds they hear on the way to school, in the playground, in their kitchens, at home, when they take a bath, when they go to the pet shop, when they're in bed at night.

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Simon Says

Objective: to give the child practice listening in order to follow directions.

One child or the teacher calls out simple directions: "Touch your toes," "Point to the sky," "Sit down," However the children only obeys if the direction is preceded by "Simon says." If a child mistakenly follows the direction anyway, he is out and sits down. The winner is the child left standing the longest. A variation of this game is called "Jack in the Box." The directions consist of "Jump up" or "Sit down". Aga they are only followed if preceded by "Jack."

Shakers

Objective: to give the child a chance to experience different sounds.

Put different objects in old 35 mm film cassette containers. These containers are black and cannot be seen through. There should be two containers for each object. Let the children shake them and try to determine which are alike and different. If they can, they may identify the object. Good objects to include: sand, tacks, beans, marbles, paper clips, rice.

Story time:

Objective: to make the child aware of sounds they hear.

Let the children make up a radio show in which they use sound effects.

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Objective: to make the child aware of how sounds can make us feel.

Play a tape of the *Nutcracker Suite*, the *Grand Canyon Suite*, the *William Tell Overture*, or other such selections. Provide crayons, paint, or chalk and paper for students to illustrate the things they hear in the music.

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Objective: to give the child a chance to practice his listening skills.

[Center or as a group]

Prepare a tape as follows:
You all have a colored block. When I call your color, do the things I tell you.
Red: Stand up, turn around, sit down. Ready, go.
Blue: Stamp your feet and nod your head. Ready, go.
Green: Stand up, jump two times, sit down. Ready go.
Yellow: Place your block on the floor, stand up, clap three times, sit down. Ready, go.
Blue: Stand up, hold your block high over your head, sit down. Ready, go.
Green: Hold your block behind your back and shake your head up and down. Ready, go.
Red: Place your block on your nose, then on your knee, then on your head. Ready, go.
Yellow: Stand up, sit down, walk around your chair, and sit down again. Ready, go.

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Objective: to make the child more aware of the sounds around him and to give him a chance to practice his listening skills.

SOUND EFFECTS BOX

Fill a sound effects box with sandpaper, a stiff brush, a comb, wire screening, short wooden dowels, marbles, stiff paper, an empty can, rhythm instruments. Print descriptions of various sounds made with these items on slips of paper. Each child in the reading group draws a slip in turn and reads it, with your help. He then chooses items from the box and produces his own interpretation of the sound effect on the slip.

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Use a listening screen. One child gets on one side of a screen (a cardboard box opened up) with many different things to make sounds with, such as a bell, paper and scissors, water and a glass, and many more sound makers. Another child (or children) sits on the other side of the screen, where he tries to guess what makes the sound.

Objective: to make the child aware of sounds that can make us feel a certain way.

Use a flannelboard or a board with two hooks on it to classify the music heard on the tape recorder as fast or slow, happy or sad. Have four cards on the table with the tape recorder; one with a rabbit (fast) pictured on it, one with a turtle (slow), one with a happy face, and one with a sad face on it. When a selection of music is heard, the child (or children) operating the center picks up the two illustrations he feels best fits the mood of the music. Is it happy or sad? Is it fast or slow? About thirty seconds of each selection is enough time to let the students decide.

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Objective: to identify what we mean by hearing.

Make a homemade ukulele with rubber bands stretched to nails in a board about a foot long. Put the nails at different intervals and use rubber bands of different widths to get different sounds.

Vibrations



WHAT'S IT FOR?

To hear and create vibrations.

STUFF YOU'LL NEED

- fork
- piano (optional)
- tissue paper
- tin-can telephone (string tied between the bottoms of two cans)
- other materials with which children can invent ways of making vibrations, such as rubber bands

HOW'S IT WORK?

Give directions in group time. Children should pick a partner, then use the materials in the center to make vibrations.

Directions might include:

1. Strike the fork on a hard surface and put it near your partner's ear.
2. Play a note on the piano while your partner's ear is flat against the side.
3. Sing into the tissue paper.
4. Stretch the tin-can telephone string tight and talk to your partner. Take turns touching the string lightly.

HOW'D THEY DO?

Evaluate in a group session what learnings and concepts of vibrations were gained.

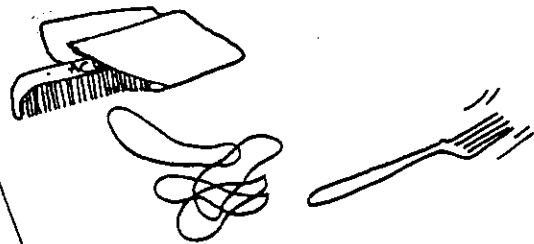
FIT'N IT IN

Music—Let children listen to different notes on the piano with their ear on one side and then tell whether a note is higher or lower than the preceding one.

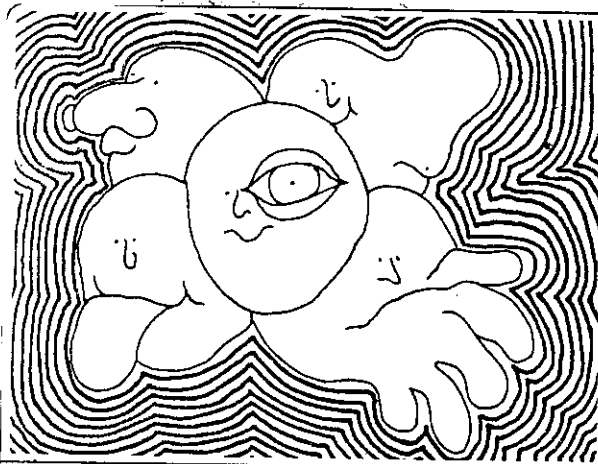
Make a ukelele with rubber bands stretched over nails on a board.

Language Arts—Children write a story of what the first telephone conversation might have been like.

Art—Children draw what they think vibrations in the air would look like if they could see them.



Objective: to make the child aware that hearing is one of the five senses that we use in order to listen.



Exploring *the* Unknowns

Here is a combination of activities involving the five senses as ways of testing unknowns. Try these experiments separately, together, or combined with other activities involving exploration and discovery. In order to encourage lots of exploration and discussion, try to work with small groups of children.

Jars of white Unknowns from the kitchen

Collect three to five edible white substances from your kitchen: baking soda, sugar (granulated or powdered), salt, flour, powdered milk. Place about four tablespoons of each in five separate baby food jars. Mark the jars A, B, C, D, and E so that you can remember which material is in each jar. The children, however, must explore the unknowns by testing them with each of their five senses.

sight

Have the children look carefully at each substance. "Do they all look alike?" (They're all white.) "Try using your magnifying glass. Can you see any differences now?"

sound

Have the children shake each jar. "Do they sound different?"

smell

Let the children open the jars and smell the contents. They can take turns using a spoon to make a small mound of each substance on a pie tin. Then, with an eyedropper, they add a few drops of water to each. "Do they all smell the same as they did before you put water on them?"

touch

Have the children rub a pinch of each substance between their fingers. "Do they feel different?"

taste

Let the children taste a small quantity of each substance. Be sure to explain that these particular substances that came from your kitchen can be tasted safely.

Now try these further experiments with the same unknowns. Again the children spoon a small quantity of each substance onto a pie tin. Now they add a little water to each pile and mix.

"Do the piles look alike? feel alike? Do any of them look like something you have seen before?"

Now let the children spoon a little of each substance onto another pie tin and add a few drops of vinegar to each. Everyone will notice that one of the mixtures (the baking soda) begins to bubble and fizz.

"Have you ever seen bubbles like these in something cooking? What was it?" (pancakes, cookies).

If you have some cake or cookies handy (English muffins are especially good), cut them open so that the children can look for the spaces left by the bubbles.

The Amazing Life Games
Theater

Objective: to make the children aware of how what we hear can make us feel a certain emotion.

Introducing the Concept Ask the children to put their heads down on their desks, close their eyes, and remain quiet for a minute. When everything is quiet, the teacher slams a door, bangs a window closed, drops a book, or abruptly does something that shatters the silence and startles the children. It will cause most of them to jump. As children raise their heads, begin a discussion:

- 1 What happened when you heard a sudden noise? How did it make you feel?
- 2 How do you feel if someone shouts at you, "STOP IT!"
- 3 How do you feel if I say softly, "Please don't do that."

Let children give other examples of pleasant nature.

Developing the Concept Play a recording of soft, beautiful music. Ask the children to close their eyes as they listen.

Ask:

- 1 How does the music make you feel?
- 2 What do you think about as you listen?

After the recording, let the children tell what their thoughts were. Provide paints, brushes, and paper, and let children paint abstracts which convey their feelings.

Show the movie *Rainshower*, which gives sights, sounds, beauty, and rhythm of rain with no narration. *Concert For Clouds* is also appropriate for this.

Extending the Concept Ask the children to tell about the many sounds they hear around them. Then list on the board the sounds named, using the following groupings:

- 1 Sounds We Like To Hear (birds singing, brook rippling, rain splashing, pleasant voices, soft music)
- 2 Sounds We Do Not Like (shouting, fussing, crying, automobile brakes screeching)
- 3 Sounds That Help Us (horns blowing, sirens, telephone ringing)

These lists can be used to make charts, bulletin board displays, or booklets. Use cut-out pictures or children's drawings to illustrate them.

Show the movie *How Quiet Helps at School*, and follow it with a discussion in which each child can tell what he plans to do to make the classroom a pleasant place to be.

Share with the children this poem:

People and Their
Environment

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Tape the following:

This is the story of "The Three Bears."

Listen for these three things:

1. What did the little girl do when she got to the house?
2. What did she do in the house?
3. How did the story end?—good or bad?

[read the story here]

Now, take a sheet of paper and some crayons. Fold the paper in half. On the front in one part of the paper draw a picture of what the little girl did when she got to the house. In the other part on the front draw a picture of how the story ended.

Options: The children can tell the story in correct sequence by a chart or by sequence cards. This idea can be used for stories not so familiar as "The Three Bears" and the tasks can be varied as the need arises.

Objective: to give the children practice using their listening skills.

Hide a loud ticking clock and let two children try to find it in the room by listening for its sound.

Give each student an envelope containing five cards, each of which has a consonant printed on it. After you or a tape recorder or another child says a word, the student holds up the beginning consonant of that word.

Use a record or a tape of a familiar story. Children should be given pictures of words that are heard in the story. When a student hears the word his picture depicts, he should hold it up.

Borrow real phones from the telephone company or use play phones for children to have conversations with others in the class. The center should be constructed so the children on the phones cannot see each other; thus, listening becomes all-important.

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pp. 60-61.



Objective: to give children a chance to practice their listening skills.

Have several children sit around in a circle and play add-a-word-to-the-story. The first child might say *once*, the second child *upon*, the third child *a*, the fourth child *time* to get the story started, then each child in turn would add a word to make the story continue. They must listen carefully to be able to add a word that makes sense.

Play "I'm Packing a Bag" or "I'm Taking a Trip." Vary these games to keep interest high. Sometimes you could be packing a bag and taking things that end in a *t* sound or a *p* sound. Other times you might take a trip and take with you things that begin with an *S*. The children play the game by taking turns naming something in accordance with the rule for that game. Another variation is to go through the alphabet; the first child packs something that begins with the letter *A*, the next child

Objective: to give the child a chance to practice his listening skills.

THERE'S THE BELL!

One child closes his eyes while another, carrying a tiny bell, hides somewhere in the room. The first child listens for the sound of the bell, opens his eyes, and moves in the direction of the sound. Let as many children as possible take turns listening.

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Play bouncing bingo. The children with cards know which number to cover by the number of bounces they hear (a marble in a can, a ball on the floor) on a tape recorder or from a child behind a screen.

Make a listening center with eight water glasses filled with water at different levels. The children strike the glass with a spoon to make sounds. A tape or a worksheet could easily be worked up to go with this center. The glasses could also be numbered.

Tape-record poems that lend themselves to interesting visual imagery. The children transfer what they hear to pictures in their minds. When the poem is over, the children in the center have a discussion about what they "saw" while listening to the poem. Paper and art supplies can illustrate the things they "saw."



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Book, p. 60.

Objective: to give the child a chance to practice his listening skills.

FIVE MINUTES OF LISTENING

If you have five minutes before lunch or the next activity, give oral instructions for physical activities. Clap your hands six times. Touch your knees. Touch your toes. Stretch your arms up. Stretch your arms out.

If you want to train children to listen, tell them you will say all instructions loudly and clearly once, and will not repeat them. Should a child ask you to repeat what you said, have another student paraphrase your directions. There should be only one repetition. This practice, when followed for several weeks, strengthens listening skills, particularly concentration. A program in listening will also make children more aware of and sensitive to the world around them.

CONCENTRATING ON THE WEATHER

One child is chosen to be the weather person and call out which way the wind is blowing—from in front, behind, the left side, the right side. All the other players must face in that direction. Players who face in the wrong direction are out of the game. If "Tornado!" is called, the players must pivot around several times. After the game has gone on a short time, a new weather person is chosen, and all children again join in the game.

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This listening game can be used in a center with a worksheet or with simple directions to write down the word that doesn't belong in the group. Students can also call the answer out loud to each other perhaps, alternating turns.

See if you can tell me the one that does not belong before I say it.

Red, green, blue, hat.

(Pause) That's right, hat.

Cat, dog, mitten, rabbit.

(Pause) Yes, it's mitten.

Boat, car, man, wagon.

(Pause) Man is the answer.

Orange, pear, bell, apple.

(Pause) A bell's not a fruit.

Beet, potatoes, chair, tomato.

(Pause) That's right, chair.

Table, chair, sun, desk.

(Pause) Yes, it's sun.

Sun, moon, star, flower.

(Pause) Flower is the answer.

Rose, peach, pear, apple.

(Pause) Yes, rose is not a fruit.

Pink, red, yellow, shoe.

(Pause) Shoe doesn't belong here.

Dress, shirt, car, skirt.

(Pause) That's right, car.

Objective: to give the child practice using his listening skills.

Play a simple game that incorporates two listening games in one. You need only two to four children and a prepared tape that gives directions such as these: "Each of you has a number, 1 or 2 or 3 or 4. When I call out your number, say out loud what sound you are hearing: number 2 (hands clapping sound), number 1 (snapping fingers), number 4 (knocking on door), number 3 (humming), number 1 (tapping feet), number 4 (coughing), number 2 (whistling), number 3 (crying)." This set of sounds is easy, so add progressively harder sounds as the tape continues.



Objective: to give the child practice using his listening skills.

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Use the plastic L'eggs containers for a listening center activity. Place dried beans in six of them—2 in one, 10 in one, about 25 in one, 40 in one, 55 in one, and 70 in one (approximate the number of beans). The child arranges the containers in order, from the one with the least to the one with the most. If this is too easy, make the numbers of beans in each one closer to the number of those in the one before. When the child is through arranging them, he can carefully open them up and either read a number inside that tells him how many are in the egg or count the number there.

Another way to use the same idea is to put the same number in two eggs with the task being to find the eggs that have the same amount in them. Two eggs could have five each in them, two might have fifteen each in them, and so on. The child must shake the eggs to determine which two have the same amount in them.

Put a different object in the "secret box" every day, or let children bring small items to put in it. The other children try to guess what is in it by its sound when they shake it. This game might lead to a twenty-questions-type game to guess what's in the box.

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Making an envelope

Objective: the child should be able to listen to the directions and make the envelope.

Materials: construction paper, metric rulers, pencil, scissors

Have the directions where the children can see them. Read them aloud.

1. On each of the long sides of paper make a 3 cm fold.

2. Crease and fold the paper 10 cm from the bottom of the paper.

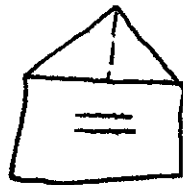
3. Fold the top down. This makes a top fold of approx. 8 cm.

4. Unfold the top fold. Lay it flat on the desk. Now fold each corner until they meet. The fold will look like a triangle.

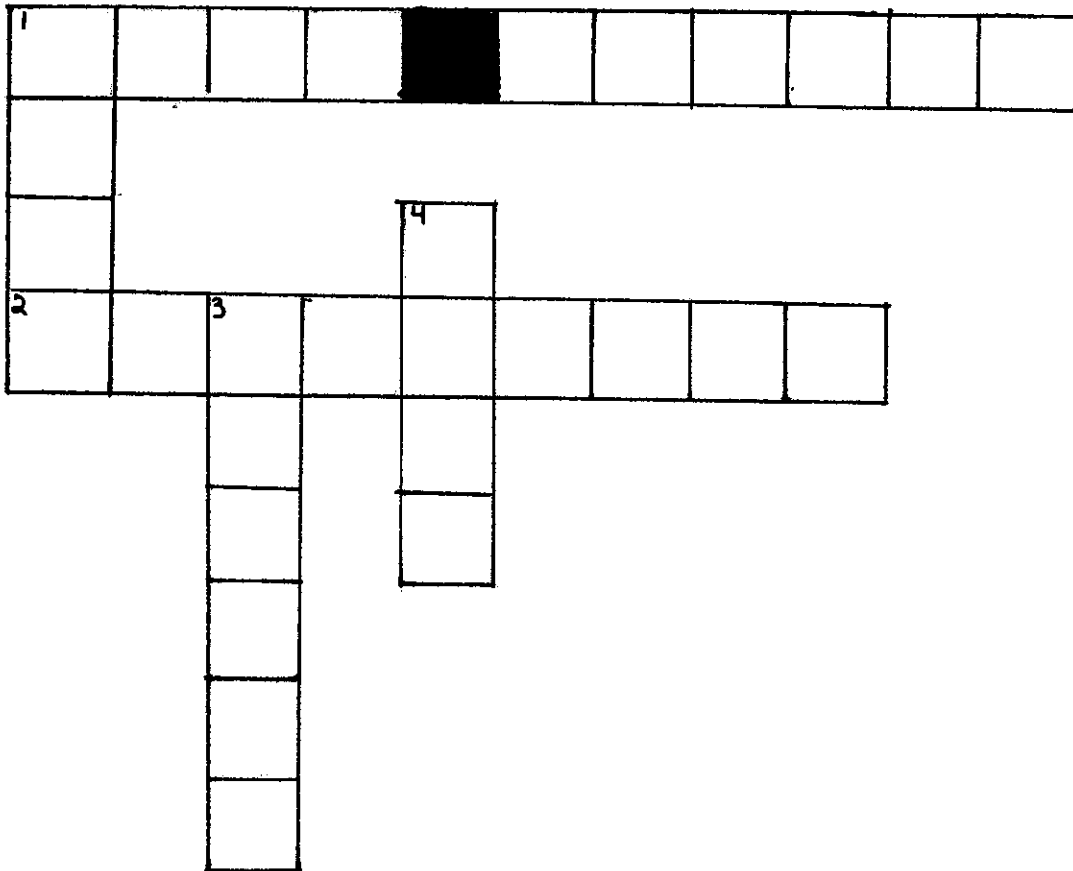


5. Measure 35 mm from the bottom. Cut slit 3 cm long in the center of the bottom fold.

6. Find the center of the first cut. Measure 1 cm across the first cut. Cut a line 5 cm across the paper.



EVALUATION



Use these words to fill in the puzzle:

listen sounds
hear feel
five senses

Across

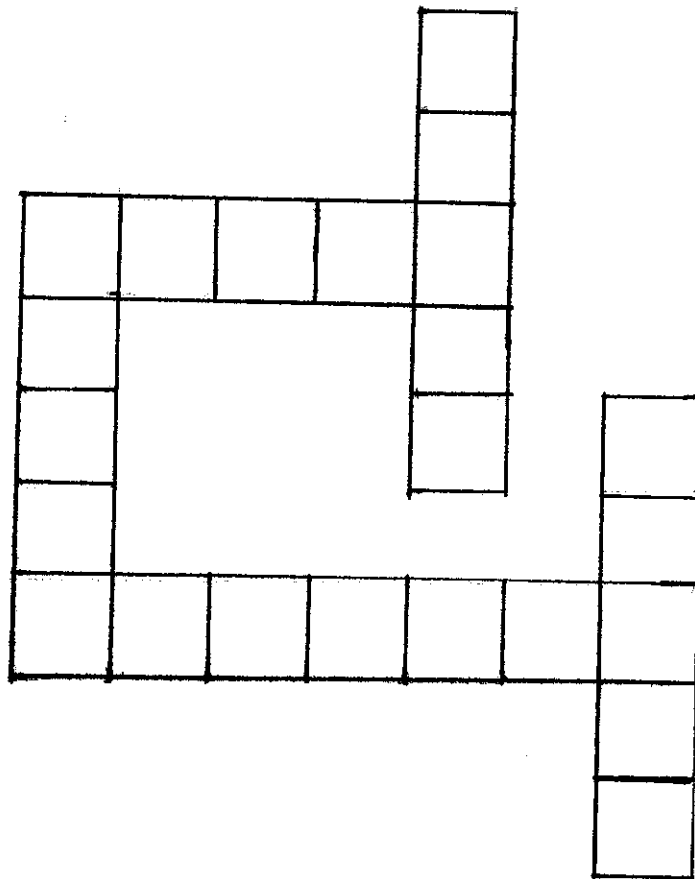
1. We may use all _____ when we listen.
2. You have to think in order to _____.

Down

1. Music can make us _____ happy or sad.
3. _____ are caused by vibrations.
4. You _____ sounds with your ears.

EVALUATION

Fill in the puzzle with the five senses you may use when you are listening.



Other Resources:

Kit

RV "Now Hear This! Becoming a Better Listener," The Skills
519 Group of the Center for Humanities, Inc. (In LRC)

An excellent sound filmstrip kit with teacher's guide which also gives games and follow up activities. Contains four strips with the cassettes and records to go along.

FS #1 There is a difference between hearing and listening. Hearing is defined as letting sounds in one ear and out the other without paying attention to them. Listening requires paying attention in order to be able to respond. A person can respond by thinking, saying or doing something.

FS# 2 Environmental noises, speakers interrupting one another when talking, interruptions caused by a listener's emotions and daydreaming can all prevent effective listening. But by developing better habits, each of these potential interruptions can be minimized.

FS #3 A good listener expects a speaker to use clue words. Clue words help a listener know what is going to be said next and what will be important to remember. Five categories of clue words are: Introductory phrases, listing sequence, causes or reasons, comparing and contrasting.

FS #4 An important part of good listening is understanding what you hear so that you can respond. The ways a listener can make sure he or she understands what the speaker is saying includes asking for additional information and paraphrasing.

Some of the follow up activities include: a telephone game, having a press conference with a historical person, role playing, and a blindfold game in which the person is guided by sound.

The objective of the kit is to show that effective communication is a two way street.

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