

Playing with Sounds



Photo Credit: Aocenne Photography

General Sound Discrimination - Environmental

Drum Outdoors

Give children beaters (or lengths of dowel) and let them experiment with beating on different outside surfaces (you may need to 'plant' some old baby milk tins/lengths of drain pipe). Different types of fences are good for running sticks and metal or wooden climbing frames can make a really satisfying noise!



Listening Walk



Take children for a walk around the setting. Encourage them to stand really quietly and identify the sounds they can hear. For children who find this difficult, have a bag of prompts. E.g. dog, fire engine, car, aeroplane, rustling leaves, and offer simple choices.

Sound Lotto

Commercial sound lotto sets are widely available (try suppliers like Arnold, Hope or even Early Learning Centre). It can also be fun to make your own. Hide a range of objects which make a sound inside a box. Give each of the children a card depicting one of the objects you have. Make a sound inside the box and encourage the children to call out if they have the matching picture.



Animal Noises



Have a set of animal toys, pictures or cards, and give one to each of the children. When you make the sound, can they identify the animal? You could adapt this in all sorts of different ways. Perhaps the child comes and chooses an animal without showing the others, and they then have to make as many animal sounds as they can until they guess the

right one.

Where's the music?

The children close their eyes. One person hides a toy which makes a sound (a really irritating one that goes on and on is best!) The children try to point in the direction of the music and a child is then chosen to go and find the toy. This would also work with a group of children sitting in a circle with eyes closed. All have their hands behind their backs. One is given the toy and makes a sound and the others have to identify the child with the toy.

What made that sound?

The adult has a collection of sound making objects (keys, bell, squeaky toy, clock etc). Some time is spent familiarising the children with the names of the objects and the sounds that they make. Adult makes the sound unobserved, the children guess the object. This can be extended by the children taking the lead, All but one sound is made and the children have to point out which is missing or a sequence of sounds can be to be identified.

Boo

The adult whispers one child's name getting louder. The child shouts Boo! , when they hear their name. When children know their peers names they can take on the role of the teacher.

Where's the sound?

The children come to the carpet and sit down, the adult has hidden different alarm clocks and mobile phones to go off at different times. The children point to where the sound is coming from and then one child goes to find it with the others directing the child. It might take you a while to work out how long to time between each alarm.

Sound trail

A small group of children go for a walk around the setting/school, stopping at intervals and listening for specific sounds. Children take a map with them showing particular photographs (e.g) a photograph of a bench means stop by the bench and listen. The sounds are recorded either on sound buttons, Dictaphone, adult scribing or children drawing a picture. This can then be made into an interactive display. Alternatively, children have boards with photographs on and have to listen for specific sounds (e.g) car, bird, running water, toilet flushing.

What's behind the screen/curtain?

Place a cloth or screen in front of the children and make a range of everyday sounds for them to identify (i.e) paper screwed up, water pouring, texting on a phone (etc). Children have to identify the sound. An extension is to have similar objects on both sides of the screen. Ask an individual child to repeat the sound. Make a sequence of sounds for the children to repeat.