

TITLE:

Animal Band: Sorting Long and Short Sounds

DEVELOPED BY:

Sue Trainor

ART FORM:

Dance/Movement

Drama

Music

Puppetry

Multi-disciplinary / _____

OBJECTIVE(S)/GOAL:

The children will be able to:

- aurally recognize sounds that last a long time and a short time

CHILDREN'S PRIOR KNOWLEDGE NECESSARY FOR THIS EXPERIENCE:

- This experience is an extension of the book *Cows in the Kitchen* by June Crebbin.

VOCABULARY:**Arts Vocabulary**

Duration

Curriculum Content Vocabulary

Long/Short

Sorting

MATERIALS NEEDED:

Slider/Pop Tubes

Container

Animal Props

Two lengths of rectangle

Circle

Cows in the Kitchen by June Crebbin

MAIN EXPERIENCE:**Introduction:**

Introduce Slider and the pop tubes.

"Slider likes to slide and sing. At the end, he stops."

Demonstrate with a short straight tube held horizontally.

"Is the tube long or short? Did you sing for a long time or a short time?"

Extend the tube. Repeat.

"Is the tube long or short? Did you sing for a long time or a short time?"

"We're going to go into our imaginations, and pretend that we're visiting a farm where the animals can sing! It's so amazing that our imaginary FarmTV reported has come to talk to Farmer Green about it." (Imagination procedure)

Main Experience:

Coffee Can Theater

"Hi, everyone! My name is Ms. Sue. Welcome to FarmTV! Let's meet Farmer Green, shall we?"
(Teacher wears a hat/kerchief).

"Farmer Green, what kinds of animals do you have on the farm?"

Teacher takes an animal prop out of the container.

Boys and Girls, what kind of animal is this?" (a cow)

"What sound does a cow make?" (moooo)

"Farmer Green, is that a long sound or a short sound, do you think?" (long)

"Let's all make that long moo sound."

"I see a long rectangle and a short rectangle – where do you think we should put the cow? How do you know?"

Repeat for an animal that makes a short sound (pig, chicken, dog). Alternate long and short.

Closing:

"Oh, my goodness! Listen to those animals sing! Boys and Girls, that's all for Ms. Sue and FarmTV for today, but we'll be back to check on the music career of Farmer Green and The Barn Animals!" (come back from imagination)

INTENTIONAL QUESTIONS:

Open-Ended (i.e. children contributing possibilities, thoughts)

What other farm animal sounds might we hear?

Problem Solving/Critical Thinking (i.e. prediction)

How do you know where to put the cow? The pig?

Factual Questions

What is the pattern?

What sound does a cow/pig/etc. make?

Did the cow/pig/etc. make a long or short sound? Should we put it by the long or short rectangle?

MODIFICATION:

Possible Extension Experiences

1. Substitute other animals with long and short sounds.
2. Children role play the animals and sort themselves
3. Substitute instruments for animal sounds

Possible Parent Communication/Connection

A simple game kit worksheet could be created.
