

Date: \_\_\_\_\_

## Rhythm Band Listening

PLAN

**Component:** Phonological Awareness

**Instructional Activity:** Rhythm Band Listening

**Materials Needed:** Instruments (e.g., tambourine, triangle, bells)



**Approximate Time:**

5 minutes



**Click here for video example**

- ✓ Individual
- ✓ Small Group
- ✓ Large Group

OBJECTIVE

**State the objective(s).**

We're going to practice listening. You've learned how to listen actively. That means using your whole body to listen. Let's practice active listening by playing a game.

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## Rhythm Band Listening

REVIEW &  
VOCABULARY

### Review prerequisite skills and teach related vocabulary.

When you practice *active listening*, you do three things. First, you look at the person who is speaking. Next, you turn your mouth sounds off. Last, you hold your hands and feet still. Let's practice. I'll be the speaker; you be the listeners. Show me:

1. **Eyes watching.** Wait until all eyes are on you, then continue.
2. **Voices off.** When eyes are on you and voices are turned off, continue.
3. **Calm body.**

Please review the Active Listening activity for how to explicitly teach active listening prior to playing the game.

I have selected three instruments from our rhythm band: a tambourine, a triangle, and bells. Listen as I play each one. I'll tell you the name of the instrument, and you will repeat it.

- Shake the tambourine. **This is a tambourine. What is it?** Students: tambourine.
- Play the triangle. **This is a triangle. What is it?** Students: triangle.
- Play the bells. **These are bells. What are they?** Students: bells.

For this game, instead of watching with your eyes, please close your eyes tightly. Voices off. Calm body. Listen closely. Before we play the game, let's warm up first. I will play one of the instruments. If you think you know which one you hear, raise your hand. I will call on one of you to tell me the name of the instrument.

### Close your eyes and listen.

Pick up and play the tambourine.

Call on one student. (Student name), what instrument did you hear? Student responds.

Continue the routine with each instrument until students are familiar with the names of all three.

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## Rhythm Band Listening

I DO IT!

**Demonstrate.** *Teach the new skill. Model with clear explanations. Verbalize your thinking process.*

Now we'll play a game. You will close your eyes and listen. I will play one of the instruments first, then another one next. When you think you know which instrument you heard first and next, raise your hand. I will call on one of you to tell me. You will say, *First, I heard (name of instrument). Next, I heard (name of instrument).*

I'll show you what it sounds like. My turn. I close my eyes.

- Shake the tambourine.
- Play the triangle.

Now, I think: What did I hear first? What did I hear next?

I know! First, I heard the tambourine. Next, I heard the triangle.

WE DO IT!

**Provide guided practice.**

Let's do it together. Listen as I play two instruments. Try to remember what you hear first and what you hear next. Then you will tell the person sitting next to you what you heard first and then after.

Close your eyes and listen.

- Play the triangle.
- Play the bells.

Turn to the person next to you and tell them what instrument you heard first and what instrument you heard next.

Listen in as partners respond. Prompt for the sentence stems, *First, I heard \_\_\_\_ . Next, I heard \_\_\_\_ .*

Turn to the front and face me again. Thumbs up if you and your partner both heard the triangle first and the bells next.



If students need support with:	Then try this:
Knowing who to turn to as a partner...	Assign partners prior to beginning the lesson.

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## Rhythm Band Listening

YOU DO IT!

**Provide independent practice.**

Now I'll call on a few of you to respond independently. You won't work with a partner this time.

Close your eyes and listen.

- Play the tambourine.
- Play the bells.

**Raise your hand if you remember what instrument you heard first and what instrument you heard next.**

Call on one student to respond. Prompt for the sentence stems, *First, I heard \_\_\_\_*. *Next, I heard \_\_\_\_*.

Today we practiced listening by using our instruments and deciding which ones we heard. I hope you had fun!

ASSESS

**Assess students (formally or informally).** *Determine the level of mastery for the stated objective.*

Observe individual students as they respond during guided and independent practice.

Scaffold or correct all errors. Provide specific praise for accurate responses.

ENRICH/EXTEND

**Enrichment/Extension.** *Provide enrichment and extension activities for students who need less support.*

When students are proficient at remembering two instruments, build to three. Students will respond by saying "First, I heard \_\_\_\_ . Next, I heard \_\_\_\_ . Last, I heard \_\_\_\_ ."