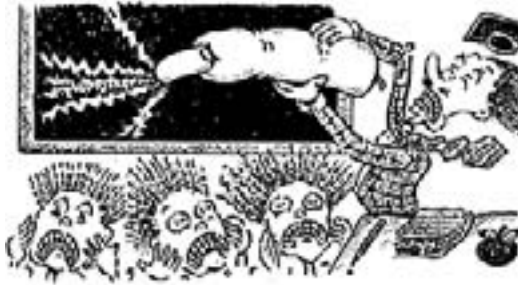


What Sound?

Slowly she scraped her fingernails down the chalkboard in the room next door.



Sounds which are loud



The lion sprang to the front of the cage and roared just in front of us.

Sounds which are high



I could just hear the mouse squeaking from the far end of the hall.

Sounds which are low



I could just about hear the explosion even though it was fifty miles away.

Sorting Discussion Activity

Sounds which are quiet

What's That Sound?

An activity to help students distinguish between pitch and loudness, high and low pitched sounds, involving first sorting sounds into high and low categories and then into high/loud, low/loud etc. We hope your pupils can devise some new sound descriptions and pictures to add to the activity.

First developed by Steve Cooke and Alison Tidmarsh at John Ellis Community College in Leicester and tweaked at science workshops with pictures to support students new to English.

The webaddress for this activity is;

<http://www.collaborativelearning.org/whatsound.pdf>

Last updated 24th March 2016

Our talk for learning activities are designed to:

...build on prior knowledge.

...move from concrete to abstract thinking.

...ensure everyone works with everyone else.

...extend social language into curriculum language.

...provide motivating ways to go over the same topic more than once.

COLLABORATIVE LEARNING PROJECT

Project Director: Stuart Scott

We support a network of teaching professionals to develop and disseminate accessible talk-for-learning activities in all subject areas and for all ages.

17, Barford Street, Islington, London N1 0QB UK Phone: 0044 (0)20 7226 8885

Website: <http://www.collaborativelearning.org>

BRIEF SUMMARY OF BASIC PRINCIPLES BEHIND OUR TEACHING ACTIVITIES:

The project is a teacher network, and a non-profit making educational trust. Our main aim is to develop and disseminate classroom tested examples of effective group strategies that promote talk across all phases and subjects. We hope they will inspire you to develop and use similar strategies in other topics and curriculum areas. We want to encourage you to change them and adapt them to your classroom and students. We run teacher workshops and conferences worldwide but mainly in the UK. The project posts online many activities in all subject areas. An online newsletter is also updated regularly.

*These activities are influenced by current thinking about the role of language in learning. They are designed to help children learn through talk and active learning in small groups. They work best in non selective classes where children in need of language or learning support are integrated. They are well suited for the development of speaking and listening. They provide teachers ideal opportunities for assessment of spoken language.

*They provide scaffolding for differentiation by placing a high value on what children can offer to each other on a particular topic, and also give children the chance to respect each other's views and formulate shared opinions which they can disseminate to peers. By helping them to take ideas and abstract concepts, discuss, paraphrase and move them about physically, they help to develop thinking skills. We strongly endorse the principles of the Learning Without Limits group to which we belong.

*They give children the opportunity to participate in their own words and language in their own time without pressure. Many activities can be tried out in pupils' first languages and afterwards in English. A growing number of activities are available in more than one language, not translated, but mixed, so that you may need more than one language to complete the activity.

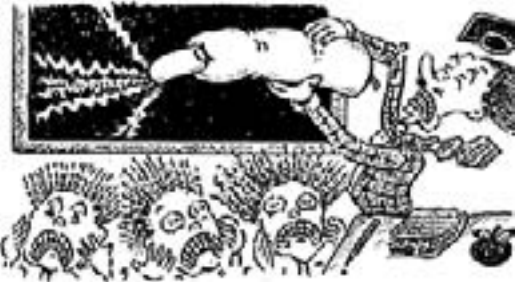
*They encourage study skills in context, and should therefore be used with a range of appropriate information books which are preferably within reach in the classroom.

*They are generally work effectively over a wide age range because children can bring their own knowledge to an activity and refer to books at an appropriate level. The activities work like catalysts.

*All project activities were planned and developed by teachers working together, and the main reason they are disseminated is to encourage teachers to work with each other inside and outside the classroom. They have made it possible for mainstream and language and learning support teachers to share an equal role in curriculum delivery. They should be adapted to local conditions. In order to help us keep pace with curriculum changes, please send any new or revised activities back to the project, so that we can add them to our lists of materials.

<p>I could just hear the mouse squeaking from the far end of the hall.</p>	<p>The cat was somewhere in the garden because I could hear it meowing softly.</p>	<p>The fire alarm suddenly went off just as we were walking past it.</p>	<p>The boy blew the whistle as hard as he could a few feet away from me.</p>
<p>We were driving along when the dog in the back of the car started whining.</p>	<p>The car screeched to a halt a few feet away from me.</p>	<p>The jet plane zoomed very low over our house.</p>	<p>I could hear the dentist's drill while I was in the waiting room even though the door was shut.</p>
<p>Slowly she scraped her fingernails down the chalkboard in the room next door.</p>	<p>I could just about hear the explosion even though it was twenty miles away.</p>	<p>The loudspeaker made the sound of the double bass fill the room.</p>	<p>The lion sprang to the front of the cage and roared just in front of us.</p>

What's That Sound?



What's That Sound? Sorting Board 1.

Sounds which are high

Sound which are low

What's That Sound? Sorting Board 2.

Sounds which are loud

Sounds which are high

Sounds which are low

Sounds which are quiet