



Making Sense out of our Senses

Overview: *This lesson allows students to musically interpret a story with or without their sense of hearing.*

Theme: Rhythmic senses

Grade Level: 2nd - 5th grades

Concept: Interactions

Time needed for lesson: 60 minutes

Objectives: Students will have a deeper understanding of figurative language and how it relates to our senses and music.

Essential Question: What is the connection between figurative language, music and our senses?

Preparation for lesson: Discuss with students about our senses and how we use them. Students will also research or be exposed to information about Scottish percussionist, Evelyn Glennie.

Lesson Activities:

1. Teacher will read "Max Found 2 Sticks," by Brian Pickney to the class.
2. Discuss the figurative language, including onomatopoeia: Pit, pat, putter, tap, tippi, etc. How do these words help you to understand the sound?
3. Ask the students to play the sounds in the story as the teacher reads it again. Use actual sounds, (bottles, sticks, etc.). Did the words and the sounds match?
4. Discuss with class what it might be like to lose your sense of hearing. Review information about deaf Scottish percussionist, Evelyn Glennie.
5. Using plastic tubs, barrels, boxes, cans, sticks, etc., ask students to play the words (onomatopoeia) from the story on their "instruments."
6. Pass out earplugs for each student and ask them again to play and discuss the difference in sound, (if any).
7. Ask the students to remove their shoes, keep their earplugs inserted and play their instruments again. Any changes?

Extension of lesson: Try using a scarf as a blindfold to take away the sight aspect from this lesson. Ask the students to create their own stories using onomatopoeia. Construct a clay sculpture without sight.

Materials needed: Metal cans, metal and plastic buckets of all sizes, sticks, glass bottles, earplugs, scarves, research info on Evelyn Glennie, “Max Found 2 Sticks,” by Brian Pickney.

Vocabulary: senses, figurative language, onomatopoeia, vibration, percussion, rhythm, deaf.

Benchmarks:

Language Arts:

Demonstrates competence in the general skills and strategies for reading and responding to a variety of literacy texts.

- Interprets meaning of figurative language
- Summarizes information found in texts
- Draws conclusions and makes predictions and comparisons

Science:

Discovers the nature of science.

- Identifies similar and different characteristics in a given set of simple objects.

Music:

Language of Music:

- Recognize basic rhythm patterns by using rhythm syllables

Music Expression:

- Play simple rhythmic patterns using sounds and silences on classroom percussion instruments.

Whole child:

Thinking/Cognition: Students gain a better understanding of how senses affect the way we interpret information.

Feelings/Emotions: Students are excited in their discovery of how to make figurative language “come alive.”

Doing/Physical: Students pound on objects using sticks.

Creating/Intuition: Students create their own sounds and discovery of what it may be like to have impaired hearing.

Teacher Assessment

Using a scale of 0 to 5 (5 = very much, 0 = not at all)

- ____ Student understands the definition of figurative language.
- ____ Student is able to identify onomatopoeia in a sentence.
- ____ Student interpreted the figurative language from the story to musical sounds.
- ____ Student compared and contrasted regular and impaired hearing.
- ____ Student understood that we rely on our senses to help us interpret information.

Student Assessment

1. I enjoyed studying the story, "Max Found 2 Sticks."
____yes _____no _____maybe
2. I liked playing sounds to the figurative language in the story.
____yes _____no _____maybe
3. I could really tell a difference in the sound when I put earplugs in my ears.
____yes _____no _____maybe
4. I know and will list all of the five senses.

5. I will give an example of onomatopoeia:
