



Sound House
Kindergarten
Social Studies/Music
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Music Standard #K.M.R.1

Listen to and interact with a variety of contrasting music...

Social Studies Standards K.1.2. Describe how families have both similar and different

characteristics. K.1.2.f Describe ways families provide love, care, food, shelter, clothing.

Objective: Kindergarteners will listen and identify which instrument was played from inside the "Sound House." When it is their turn, they will also make statements about their family which will be played rhythmically on an instrument.

Materials: About 5 different rhythm instruments (1 of each) with very contrasting sounds. Example: a triangle, rhythm sticks, bells, hand drum, and guiro. Create a cozy, hidden spot for the Sound House (fabric over a table, behind a bookcase, around a corner where the students on the rug cannot see.

Introduction: Demonstrate and name the different instruments, showing how to play them correctly and carefully. After each instrument is "taught" it goes into the Sound House.

Development: Explain that just how each instrument has a different look and sound, families are different as well. Discuss same and different aspects of families. (Same=live together, care for each other, stay together for a long time. Different=housing, number of members, parents, ages). Ask student to think of one thing they could say about their family. Ex: My family likes to play sports. My dog's name is Molly. I have 3 sisters. Have students raise their hands who have the same characteristic their family.

Game: Choose one student who has made a statement about their family to go inside the Sound House and play it on the instrument of their choice. Make sure they understand they can only play ONE instrument. They say their sentence while playing the rhythm of the words on the instrument. The students on the rug raise their hand to guess which instrument was played. This is a great review of instrument names.

If students cannot play the rhythm on the instrument, just have them say their sentence first and then teacher repeats it in rhythm while they play the instrument.

Conclusion: Ask students to think about how they were listening. Talk about times when we need to listen carefully (in class) and times when we don't (at a sports game). Review the names of the instruments as you put them away. "Say bye-bye tambourine." "Say Thank You maracas."

This is a very simple listening game, but kindergarteners adore it.