



Frisch's Outreach

Animal Senses: We're All Ears (Pre-K-K)

Extensions

At a glance

This lesson will allow students to explore their sense of hearing and the sense of hearing in animals by engaging them in various activities and allowing them to visit with live animals.

Goal

This lesson is designed to offer students time to explore their sense of hearing while helping them to understand how and why animals use their sense of hearing for survival.

Objectives

1. The students will be able to name the sense and body parts that help them hear.
2. Students will understand that the sense of hearing aids both people and animals in survival.
3. Students will develop a respect for animals and the role they play in the natural world.

Theme

People and animals use their sense of hearing in many different ways to help them survive in the world around them.

Sub-themes

1. People and animals have their ears placed in locations on their bodies that help them survive in their unique habitats.
2. Animals have different kinds of ears to help them survive in their particular habitat.

Academic standards

Ohio Scientific Academic Content Standards	<p><i>Early Childhood Standards (ages 4-5)</i> Scientific Inquiry: 1, 2, 5 Scientific Ways of Knowing: 1, 3</p> <p><i>Kindergarten Standards</i> Scientific Inquiry: 1, 2, 4, 10 Scientific Ways of Knowing: 1, 2, 3</p>
Kentucky Core Content-Science	<p><i>Grades Primary-4</i> SC-E-3.1.1</p>

Vocabulary

Ear—the organ of hearing and equilibrium.

Hearing—to perceive or apprehend by the ear; to listen to with attention.

Sound—the sensation perceived by the sense of hearing; a particular auditory impression.

Extension

Take a Hike and Listen Up!

While hiking with your students or while your students are outside, ask them to stand in one spot, close their eyes, and listen for animal sounds. If they hear an animal sound, have them put one finger up in the air, another different animal sound, another finger in the air, etc. Once their fingers are up keep them up. After a few minutes ask the students to open their eyes. How many fingers do they have up? What did you hear? Why do you think the animals were making that sound? You may want to record the sounds to identify them later. If you did not hear any animal sounds why didn't you? Could you hear more sounds at a different time? Encourage the children to play this game at home and other safe places.

Margay and the Mouse

One student (or adult) is the Margay (a small hunting cat from S. America). The Margay sits in front of the group with his

or her eyes closed and back to the other players. Four items are placed behind

the Margay. One student (the mouse) tries to quietly snatch one of the items. If the Margay hears the Mouse he or she points to the Mouse and the item stays in the line and the Mouse returns to the circle. If the Mouse successfully snatched the item the Mouse becomes the Margay and the Margay joins the circle. Continue to play until all items are snatched or time is called.

Ribbit, Ribbit!

Students are paired with a partner. One "Listening Frog" sits on the floor with their eyes closed. Their partner tiptoes around them and calls "RIBBIT-RIBBIT!" intermittently. The "Listening Frog" points in the direction of the "RIBBIT!" sound whenever he or she hears that sound. Can they correctly point toward the sound? After a while, trade roles.

Create a picture book!

Will the book be about animals and their ears? Will it be about what we would look like with animal ears?

Bat and Moth

Choose one student to be a bat and two students to be moths. The rest of the class will form a "cave" (a circle) around the bat and moths. Blind-fold the bat so that he or she will have to use his or her echolocation, or excellent listening skills, to find the moths. The bat will

call out “Bat!”, and the moths must reply “Moth!” The bat must use his or her sense of hearing to find the moths and “eat” (tag) them. If the bat gets too close or touches a student in the cave, then that student says, “Cave.” If the bat has difficulty catching the moths, you can make the cave smaller by having the students take a few steps in. Once the bat has eaten his or her share, switch roles, and play again!

Resources

Books:

Bowden, Marcia. Nature for the Very Young: A Handbook for Indoor and Outdoor Activities. John Wiley & Sons, Inc. 1989.

Ganeri, Anita. Questions and Answers About Animal Talk, Aladdin Books, 1991.

Wilson, Ruth. Fostering a Sense of Wonder During the Early Childhood Years. Greyden Press. 1993.

Websites:

ALA’s Great Websites for Kids:

Animals

<http://www.ala.org/gwstemplate.cfm?section=greatwebsites&template=/cfapps/gws/displaysection.cfm&sec=1>

Awesome Library – Kids

<http://www.awesomelibrary.org/Classroom/Science/Animals/Animals.html>

Awesome Library – Teachers

<http://www.awesomelibrary.org/Classroom/Science/Animals/Animals.html>

Cincinnati Zoo & Botanical Garden

www.cincinnati-zoo.org

Internet Public Library/Kidspace/
Animals (comprehensive listing)

<http://www.ipl.org/kidspace/browse/mas4500>

KinderNature: A Resource for Early Childhood Educators

<http://kindernature.storycounty.com>

National Geographic: Animals

<http://www3.nationalgeographic.com/animals/>

National Association for the Education of Young Children

www.naeyc.org