



Small Groups:

Sound Cans (*Medium Support*)

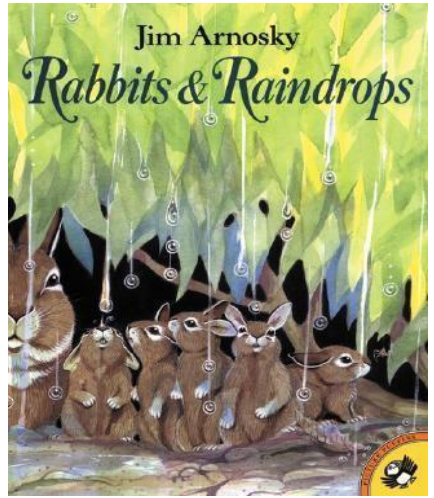
Standard Connection:
ELA.RL.PK4.4a
ELA.RI.PK4.4
S.ES.PK4.1
PD.FM.PK4.1
PD.FM.PK4.4

Enduring Understanding(s):

- Weather can inspire artistic expression and provide opportunities for recreation.

Essential Question(s):

- How do you develop the skills, strategies, and capacity to respond appropriately to varied situations?

Materials	Vocabulary	Books
<ul style="list-style-type: none"><i>Rabbits & Raindrops</i>variety of metal cansvariety of plastic containerscupspitcher with waterspoonseye droppers	<p>splash: a sound made</p> <p>drip: a small drop of liquid falling</p> <p>drop: to fall</p> <p>splat: the sound something wet makes when hitting a surface</p> <p>shower: a short, light rain</p> <p>drum: an instrument using sticks or hands to create a beat</p>	

Procedure

Preparation: *Set up materials.*

Procedure: Remind children that in *Rabbits & Raindrops*, there was a gentle **shower**.

Review some of the rain-related vocabulary. Refer to the following pages and words in *Rabbits & Raindrops*: p. 16, *pouring*; p.21, **shower**; p. 24, **splatter**.

Tell children that they will experiment with making rain sounds. Demonstrate using a spoon to **drop** water into a can and listen to the sound it makes. Demonstrate **dropping** water from a higher or lower point and ask children if they can hear a difference in the sounds.

Allow children to experiment with **dropping** water into the various containers. Ask them what they would name the sounds they create. Ask them if they can make a “**splash**,” or a “**drip**,” or a “**drop**.” Encourage children to listen carefully to the rain sounds that their friends can make.