

3-5 Years Home Learning Pack

Echo, echo

Objectives

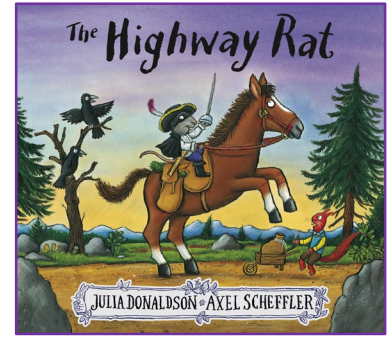
- To follow a simple set of instructions
- To test different objects to make echoes
- To talk about their findings

Resources

- *The Highway Rat* by Julia Donaldson and Axel Scheffler
- *Resource Sheet 1: Cup echoes*
- *Resource Sheet 2: Making echoes*
- *Resource Sheet 3: My echoes*
- Different size cups or mugs
- Cotton wool or toilet roll
- A range of 'junk' including tubes and boxes
- Soft toys, plastic bowl, woollen hats/gloves, etc.
- Making materials such as play dough and building bricks

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Outcomes

- Children will follow a simple set of instructions to experiment with echoes
- Children will try out different places, objects and materials to find echoes
- Children will talk about what they have found out

Introduction

Share the story *The Highway Rat* with your child. Encourage them to join in with the repeated lines that begin “For I am the Rat of the Highway...”. After reading the book, ask your child what they enjoyed about the story.

Look back at the part of the book where the duck brings the rat to the cave. Ask your child why the characters can hear a voice in the cave, if there’s no-one really in there. Discuss if or where they have heard echoes before. Has your child ever heard any echoes whilst walking under bridges, visiting caves, etc? Is there anything in the home environment that could make echoes? Try a few options – encourage your child to call or shout under a table, into a sink, behind a curtain, etc.

Play an echo game with your child by saying a word or phrase for them to repeat back to you. Now switch around and ask your child to say a word or phrase for you to copy. Repeat it back to them several times, with a quieter voice until it fades out like an echo.

Main task

Invite your child to speak into the cup in different ways. Can they hear an echoey sound? Show your child the pictures and instructions on *Resource Sheet 1: Cup echoes*. Encourage them to follow the instructions on the sheet and colour in the tick or cross to show if they heard an echo with each try. What do they notice about the sounds they are making? Which did they like the best?

Explain how the cotton wool (or toilet paper) stops the echo – sounds bounce off hard surfaces but soft surfaces *absorb* sound.

Extension

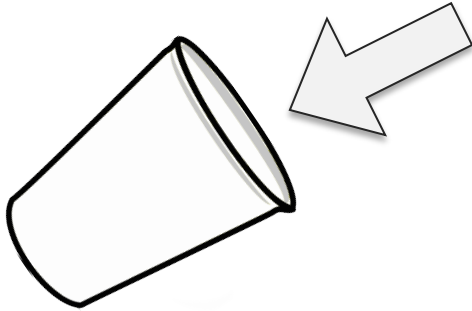
Your child can experiment with different objects around the home, talking into them in the same way as they did with the plastic/paper cup. They could try cardboard or plastic tubes, boxes, bowls, models made with building bricks or play dough, encourage them to move into different rooms of different sizes. Do they notice a difference in making echoes in the bathroom, discuss why this might be? Most bathrooms have many hard surfaces (and less soft furnishings to absorb sounds).

On *Resource Sheet 2: Making echoes*, your child can draw a tick or a cross next to the objects they tried. An alternative would be to use *Resource Sheet 3: My echoes*, where they can draw a picture or write the object they tried, again showing with a tick or a cross if it made an echoey sound.

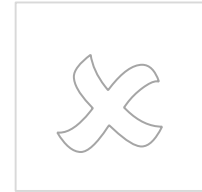
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Resource Sheet 1: Cup echoes

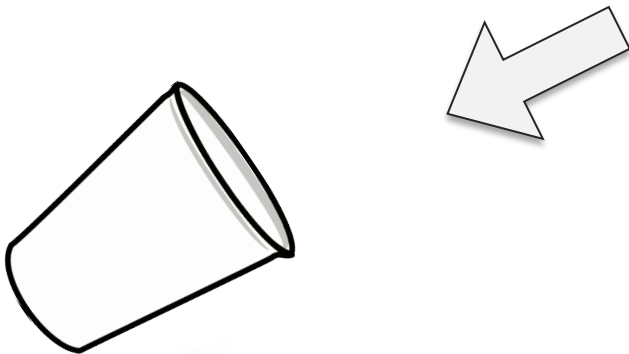
1. Talk into the **wide** end of the cup. Place your mouth **close** to the cup.



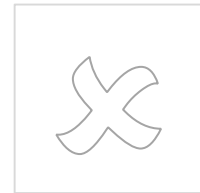
Can you hear an echo?



2. Talk into the **wide** end of the cup. Place your mouth **far** from the cup.

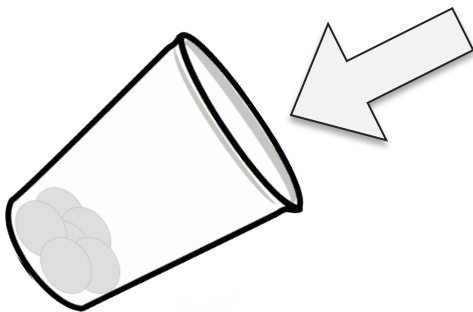


Can you hear an echo?

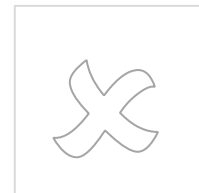


3. Place a ball of cotton wool in the cup.

Talk into the **wide** end. Place your mouth **close** to the cup.



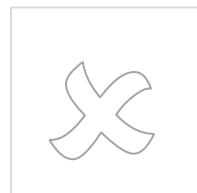
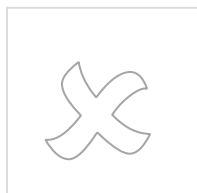
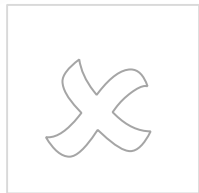
Can you hear an echo?



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Resource Sheet 2: Making echoes

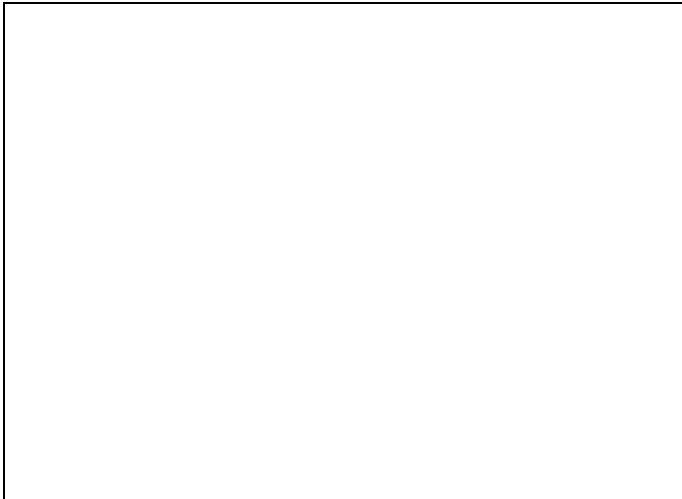


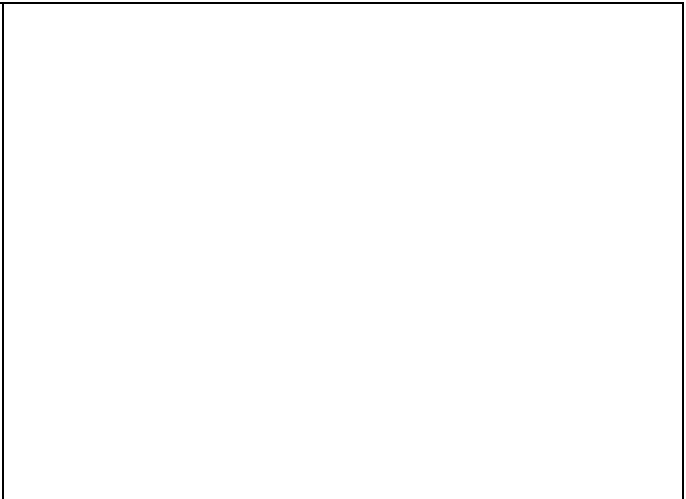








What makes an echo? Colour in the tick or the cross for each object.



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Resource Sheet 3: My echoes

What makes an echo? Draw an object in each box. If it makes an echo, colour in a tick. If it doesn't make an echo, colour in a cross.

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Curriculum links

Early Years Communication and language

- Children listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.
- Children follow instructions involving several ideas or actions.
- They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Early Years Personal, social and emotional development

- Children are confident about trying new activities, and say why they like some activities more than others.
- They are confident speaking in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.
- They say when they do or don't need help.

Early Years Understanding the world

- Children know about similarities and differences in relation to places, objects, materials and living things.
- They talk about the features of their own immediate environment and how environments might vary from one another.

Early Years Literacy

- They demonstrate understanding when talking with others about what they have read.