

Reading *Listen to the Raindrops*

Description:

In this lesson, we invite you and your students to read the book, *Listen to the Raindrops* by Dr. Arline L. Bronzaft and illustrated by Steven Parton. The reader of this engaging book will be encouraged to create a quiet environment. After reading, students will use the book to determine the difference between sound and noise.

Objectives:

- Identify everyday sounds and noises
- Distinguish the differences between sound and noise
- Raise awareness of the effects of noise in everyday life

Vocabulary:

Noise, onomatopoeia, sound

Materials:

- *Listen to the Raindrops* by Dr. Arline L. Bronzaft and illustrated by Steven Parton (Contact [DEP](#) for classroom copies)
- “Listen to the Raindrops” worksheet

Background Information:

There are always sounds in our environment. However, noise is an unwanted, loud, or unpleasant sound. All noises are sounds while not all sounds are noises. People may perceive sound and noise differently. Noise can cause mental and physical disturbances.

Method:

Pre-Reading:

- Have students define sound. Then, have students explain why noise might be different. (Noise is unwanted, loud, or unpleasant sounds.)

- Consider a particular environment, i.e., the lunchroom or your classroom at school, and make two lists with students: one with examples of sounds and one with examples of noises. Do all students agree with the lists? Why or why not? Talk about different perceptions of sound.
- Define onomatopoeia as a word formed to describe or associate with the noise of the word it represents. Have students try to give examples of onomatopoeias.

Reading:

- While reading with students, have them make the sounds on each page so they can hear these sounds:

Birds – *Tweeting*

Raindrops – *Pat their laps*

Laughter – *Laugh*

Spoon falls – *Clang*

Hum – *Hum*

Water – *Splash*

Clock – *Tick Tock*

Key Turn – *Snap their fingers*

Music – *LA LALALA*

Bad Sounds – *Crash, Boom, Honk*

- *Optional:* Have a student read each page and make the sounds.

Post-Reading:

- Distribute the “Listen to the Raindrops” worksheet.
- Have students share their answers with the class.
- Have students share their experiences with other sounds or noises. Discuss how we can work together to reduce harmful noise from disrupting our day, for example by trying to create a quieter learning environment in the classroom.

Discussion:

- What are sounds we hear in our school and neighborhood? Are our neighborhoods and schools peaceful and quiet or loud and noisy?
- Do sounds change at different times of the day? How? Why?
- How do you think sounds affect us? How does noise affect us?
- Can loud noises affect the environment around us? How?
- What are some ways we can reduce noises that have the potential to hurt us?
- Where can you find these sounds? What makes these sounds?
- What are some consequences of loud noises? How do you know they are harmful?
- What are some benefits from quiet sounds? How can you make them?

Extension:

- Follow up with DEP's [Creating Sound and Noise Poetry](#) lesson to read "Noise Day" by Shel Silverstein and encourage students to write their own sound poems.
- Use the Poetry of Science's [Light and Sound Lesson](#) to have students create a poem using only pre-recorded sounds.
- Listen to underground sound recordings during rainfall and snow events from two NYC Parks and Cherry Valley, NY at [The Underground Sound Project](#). Have students describe the underground sounds and, if grade appropriate, have them use literary devices to describe the sounds. Is it what they expected? How would they describe the underground sounds?

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Name: _____ Date: _____

Listen to the Raindrops

Directions: Answer the questions below after reading *Listen to the Raindrops*.

1. What is your favorite rhyme from the book?

2. What sound is it describing?

3. Create your own rhyme about listening to sound and noise. For example, "Listen to the music of your favorite *song*. Listen to the good sounds all day *long*."

4. Illustrate your rhyme in the below space.

