

Sound Story Studio

Students choose and add recorded sound effects to spoken lines.

ELA.K.C.5.1 "Use a multimedia element to enhance oral or written tasks."

NAME _____

DATE _____

Teacher: this page is run aloud. The script and answers are on the guide page.

1 CHOOSE A SOUND _____

a	tap	clap	boom
b	ding	boom	hum
c	boom	clap	hum

2 TRACE A SOUND _____

1	tap
2	hum

HOW TO RUN THIS PAGE

Prepare short recorded sound clips for the sound words printed on the page. Students listen to audio clips, choose clips that fit spoken lines, then trace sound words and add the sounds during an oral performance.

Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

PART 1 • CHOOSE A SOUND

SAY “We are making our spoken lines stronger with recorded sound clips. Listen as I name each clip and read each line, then circle the clip that fits. After you circle, we will say each line and add its sound clip.”

ROW	SAY	STUDENTS CIRCLE
a	Our line says, “Hands come together.” Listen to the clips called tap, clap, and boom. Which sound clip should we add to our words? Circle it.	clap
b	Our line says, “An alarm clock rings.” Listen to the clips called ding, boom, and hum. Which sound clip should we add to our words? Circle it.	ding
c	Our line says, “A big drum sounds.” Listen to the clips called boom, clap, and hum. Which sound clip should we add to our words? Circle it.	boom

PART 2 • TRACE A SOUND

SAY “Now we will add two new sound clips to our spoken lines. For box 1, listen to the tap clip, say “tap,” trace the gray word, and add the sound when we say, “Feet move on the floor.” For box 2, listen to the hum clip, say “hum,” trace the gray word, and add the sound when we say, “A quiet song begins.””

- Box 1 (beside 1): **tap**
- Box 2 (beside 2): **hum**

WHAT TO ACCEPT

Circle-row answers are clap, ding, and boom. Accept tracing that generally follows the gray letters, and listen for students to add tap and hum during the spoken lines.