

## Auditory Discrimination

**Auditory discrimination is the ability to detect similarities and differences when listening to sounds. The activities listed here can be used to strengthen auditory discrimination skills and can be incorporated into a lesson to benefit all children**

Pupils who have difficulties in this area may have:

- problems identifying speech sounds
- poor listening skills, especially when there is background noise
- difficulty discriminating between similar words
- difficulty with rhyming activities
- poor articulation of sounds and words
- kinaesthetic strengths (and learn better through using concrete materials and practical experiences)
- visual strengths (and enjoy learning through using visual materials such as charts, maps, videos, demonstrations)
- good motor skills (and have strengths in design and technology, art, PE and games).

1. Listening 1 - listen to sounds on CD, then ask the pupils to:
  - point to a picture of the object making the sound and name it
  - point to a real object that makes the sound and then try it out.
  - <http://www.scholastic.com/magicschoolbus/games/sound/>
2. Listening 2 - listen to the sound of real objects with eyes closed. Children guess and name.
3. Sound bingo - listening to sounds on tape and covering the correct picture.
4. Sound walk - pupils drawing pictures or writing down the names of the sounds they hear on the walk.
5. Odd one out - ask the pupils to identify the sound that is not part of a group of sounds, eg. dogs barking, pig grunting, cow mooing, musical instrument playing.

<http://www.bbc.co.uk/learning/schoolradio/subjects/earlylearning/stimulussounds>

<http://www.perunakellari.fi/animalsounds/animal-e.html>

6. Clapping or tapping rhythms - you can use pupils' names and polysyllable words. This activity can be linked with picture-noun recognition. Pupils can work in pairs, using picture-noun cards - take turns to clap syllable beats and choose the picture-noun card to match the number of beats.
7. Same/different 1 - ask the pupils to listen to sets of two everyday sounds and identify those that are the same and those that are different.
8. Same/different 2 - ask the pupils to listen to sets of two words and identify those that are the same and those that are different, e.g. bat/bat, bat/bet.
9. Same/different 3 - ask the pupils to listen to sets of two words and identify those that rhyme and those that don't, e.g. cat/mat, bed/bud.
10. Who is it? - choose a pupil to be blindfolded, then ask another pupil to say a short sentence. Ask the blindfolded pupil to identify the other pupil by name
11. Sound bingo - discriminating between initial sounds.
12. Rhyme time - ask the pupils to listen to a word. If it rhymes with the word that they have in their hand then they can keep it. The winner is the first person to collect five rhyming words.