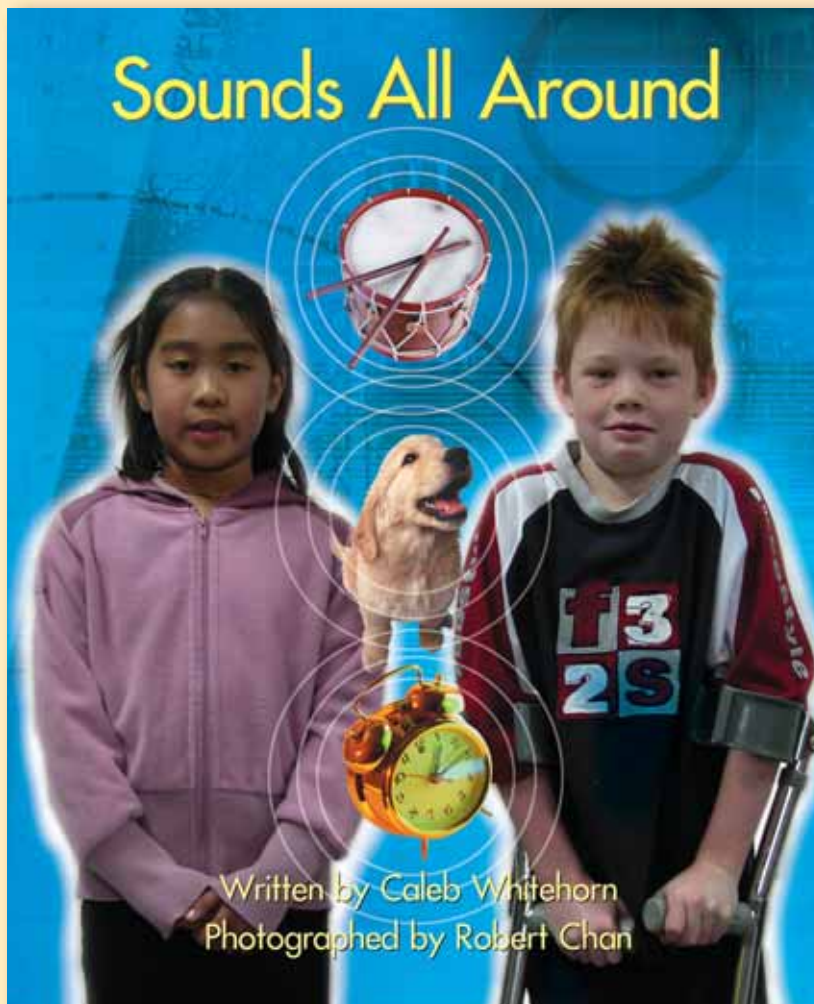




Level 17

Book f



Level	17
Word Count	411
Text Type	Information report
High-Frequency	through
Word/s Introduced	

We have designed these lesson plans so that you can have the plan in front of you as you teach, along with a copy of the book. Suggestions for teaching have been divided into questions and discussion that you may have with students before, during, and after they read. This is not an arbitrary division. You may prefer to explore the meaning and the language in more detail before students read. Your decisions will depend on the gap between students' current knowledge and the content, vocabulary, and language of the book they are about to read. The more information students have up front, the easier it will be for them to read the text. However, this does not mean that you should read the text to them first.

We have addressed four areas we think are important in developing good readers. As well as comprehension and decoding, we have addressed the issue of students being able to analyse and use texts they read. The symbols below guide you to the type of question or discussion.



*This symbol relates to decoding
(code breaker)*



*This symbol relates to use
(text user)*



*This symbol relates to comprehension
(meaning maker)*



*This symbol relates to critical analysis
(text critic or analyser)*

BEFORE READING

Read the title and discuss the front cover with students. Ask students how the title relates to the photographs.

Ask students what sounds they can hear. What do they know about sounds? Do they know how sounds are made for us to hear?

Read the contents page and have students discuss whether they will learn new information about sounds.

Read the glossary and index and explain to students how these features can support their understanding of what they are reading.

Introduce and explain the *Discovery Activities* BLM.

DURING READING

Ask students to read the introduction silently, and then ask them if they can hear a bird, a truck, or people. Can they see the things that are making these sounds?

Remind students that you will set purposes for them to read for before they read each page to help them focus on key information. You will expect them to respond with an answer after reading the page/pages.

Pages 4–5 What two types of sounds can you hear?

Pages 6–7 Which sounds are easy to hear and which are hard to hear?

Pages 8–9 How can you make a soft or hard sound?

Pages 10–13 How do you know sounds vibrate?

Pages 14–15 What can sound travel through?

Pages 16–19 How can you find out if sound travels through the air and solid things?

Continue through the book, focusing students on key information by asking a question before they read each page.

AFTER READING

Have students reread the book independently. Remind them to check with the photographs to support the information, and to refer to the *Discovery Activities* BLM to focus their reading. Ask students to work in pairs to explain how sound travels.

Have students complete their *Discovery Activities* BLM.

**Developing Specific Skills**

Homophones – to, two, too

Similar words – *off* – take off (page 6); *of* – Types of Sounds (page 4)

Opposites – backwards/forwards, empty/full, together/apart, solid/liquid, fast/slow, high/low, loud/soft

Sound verbs – singing, rumbling, talking, purring



Interpret the comparison chart on page 7 and make additions.

Locate and extract key and supporting information.

Have students use the table of contents, headings, photographs, captions, glossary, and index to assist reading text for particular information.

Use the *Discovery Activities* BLM to organise and record information on sounds.

MEANING MAKER



Have students set up and experience all the experimental activities in the book.

Have students choose one of the activities to write up in procedural form.

TEXT CRITIC



Have students discuss how the information in the book could be useful to them. Who needs this information? What technology uses it?

Ask students if they are now interested in extending the book information about sound, e.g. hearing aids, telephones, etc.

17f Sounds All Around

Name _____

1. Match the sounds to the words.

purring singing rumbling talking siren chirping
clapping crying beeping ringing squeaking

truck _____
audience _____
choir _____
cat _____
people _____
fire engine _____

baby _____
mouse _____
bell _____
bird _____
horn _____

2. Fill in the spaces with words that sound the same.

to two too

a. I have _____ ears.

b. Loud sounds are easy _____ hear.

c. Sound waves can travel through water, _____.

d. Get _____ pot lids.

Discovery Activities

Explain and illustrate the five activities related to sound.

1.

2.

3.

4.

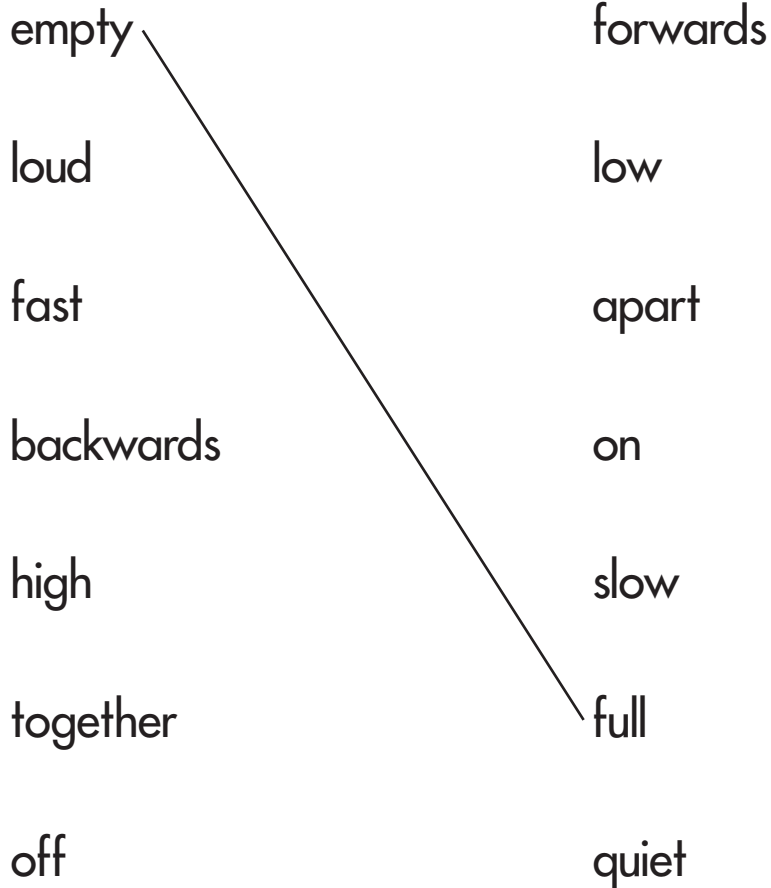
5.

17f Sounds All Around

Name _____

1. Match the opposites. The first one has been done for you.

empty	forwards
loud	low
fast	apart
backwards	on
high	slow
together	full
off	quiet



2. Write two sentences, using matching opposites in each.

- a. _____

- b. _____
