

Lesson Plan

Early
reading stage
Levels 7–8



Hear This! poses questions to the reader about the sounds that different types of instruments might make if they are hit or shaken. It explains how each instrument is moved to make vibrations, and what sound is made.

Running words: 128

Informative text type:
Explanation

Science Curriculum links

Australia

- **PS (ACSSU020)** Light and sound are produced by a range of sources and can be sensed
- **UIS (ACSHE022)** People use science in their daily lives, including when caring for their environment and living things

New Zealand

- **PW:** Explore everyday examples of physical phenomena such as light and sound
- **NS:** Linking science to daily living

Key concepts

- Sounds can be made by making things vibrate, and this can be done in different ways such as by banging, shaking and tapping.
- Different instruments make different sounds.

Content vocabulary

bang, bell, click, ding, ding-dong, drum, drumstick, hear, music, shake, sounds, sticks, tap, ting, triangle

Text features

- Introduction
- Headings
- Photographic summary

Reading strategy

- Problem solving unknown words

Before reading

Introducing the book

Activate students' prior knowledge. Ask: *What instruments do you know of? What sounds do these instruments make?* Invite students to talk about this with a partner and then share their ideas with the group.

Provide each student with a copy of *Hear This!* Say: *This book is called Hear This! It is about some children that play different instruments, and the sounds that these instruments make.*

Have students browse through the book, looking at the chapter headings and photographs.

Building vocabulary

Ask: *What words or phrases might be in a book about musical instruments and the sounds that they make?* Have students talk to a partner, then share with the group. List the words on a chart and invite students to make suggestions about what each word means. Where appropriate, have students add a drawing (for example, a picture or a symbol) to the words on the chart to make the meaning clear. Discuss each word as you list them on the chart. If necessary, introduce the content vocabulary and add these words to the list.

Introducing the reading strategy

Say: *Good readers are able to work out unknown words that they come across when they are reading.* Ask: *What different things can you do to help you solve words that you are unsure about?* Have students talk about this with a partner.

During reading

As each student reads the text independently, monitor and support them where appropriate. If necessary, ask the students to stop reading and remind them to use the reading strategy you are focused on. Encourage students to use a range of strategies to solve unknown words. For example, you could stop students and say: *I can see you're unsure of this word. What sound might this word start with? What type of word do we need here? What would make sense?* Support students in identifying the different strategies they can use to solve unknown words.

After reading

Talking about the book

Have students talk about the book. Encourage discussion by choosing questions that are appropriate for your students. Ask them to support their answers by referring to the photographs and text in the book.

What sound did the big drum make? What did the girl do to make sounds with the triangle? (Literal)

In what ways are all of the instruments similar? How do they make sound? Why do different instruments make different sounds? (Inferential)

What other instruments do you know of? How do these instruments make sounds? (Applied)

Reviewing the reading strategy

Give positive feedback on the strategies the students used as they read the book. Say: *I like the way you used different strategies – tried different things – when you were working out an unknown word. Well done!*

Returning to the book

Provide multiple opportunities for the students to reread and interact with the book – with teacher support, with a partner and independently. Choose activities that are appropriate for your students.

Speaking and listening

Have students work with a partner. Students take turns to say a sound made by one of the instruments in the book – for example: *ding-dong, ding-dong, ding-dong*. The other student guesses the name of the instrument: *The big bell*.

Students could make it more challenging by including two instruments – *click, tap, click, tap* (sticks, little drum).

Vocabulary

Write the words *hit*, *bang* and *tap* on a chart. Say: *The words “hit”, “bang” and “tap” are all actions*. Invite a student to act out playing an instrument by doing one of these actions. The other students must guess which action is being acted out. Repeat with other students choosing a word to act out.

Ask: *How are these words similar? How are they different?* Have students turn and talk with a partner about this. Invite pairs to share their ideas. Discuss and draw out that these words are all action words about striking something, but the words mean something slightly different; each action is done with a different force.

Phonological awareness

Ask: *What sounds can you hear in the word “bang”?* Have students talk with a partner, and then discuss as a group.

Say: *The word “bang” has the short /a/ sound in it. What other words have this sound?* Discuss as a group.

Repeat with the word *shake*, highlighting the long /a/ sound.

Phonics

Write the word *shake* on a chart. Ask: *What sounds are in this word? What sound does the letter “a” make?*

Underline the letters “a” and “e” in *shake*. Say: *The long /a/ sound is often made when a word with an “a” in it ends with an “e”, like in the word “shake”. What other words have this pattern?*

Have students turn and talk with their partner about other words that have the long /a/ sound made by adding a final “e”. Invite students to share their ideas and add these to the list.

Writing

Shared writing

Say: *Think about the instruments in the book. What other instruments do you know about? Which instrument is the best? Why do you think so?* Ask students to share their thinking with a partner.

Choose one idea to record on a chart. For example write: “I think the best instrument is a _____. It is best because it makes a beautiful sound when you _____.”

Discuss how we need to give reasons for our opinions. Model spelling strategies, such as listening for starting sounds and matching these to letters as you write. Focus on the high-frequency word “because”.

Independent writing

Ask students to talk to a partner about what they will write about their favourite instrument. Have each student rehearse aloud what they plan to write.

Say: *Think about what you will say about the instrument you have chosen. What will you tell us about it? How will you show why this instrument is your favourite?* Remind students to use the word *because*. Have the students illustrate their writing.

Sharing and presenting

Compile students’ independent writing into a book, and read the book to the group.

Say: *We have learnt a lot about how sounds are made. What do you know about this?* Discuss and draw out that sounds are made when something moves or vibrates, and that this can be done in lots of different ways, such as by banging, tapping, shaking or blowing.

Ask: *What else would you like to know about sounds?* Discuss students’ ideas.

Blackline Master: Make a Rhythm

Name: _____

Use words from the word bank to label the pictures below.

click	bang	ding-dong	ting	tap	ding
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Then make up your own rhythm. Draw instruments and/or write labels.

	
_____	_____
	
_____	_____
	
_____	_____

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