



## The Noisy Day

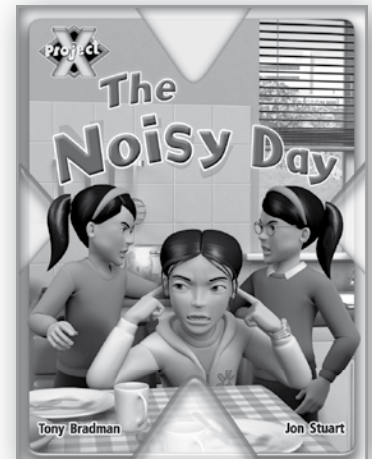
BY TONY BRADMAN

### About this book

Kat struggles to find a quiet place as her day seems full of noise. When she finally does find peace, she is the one who makes a loud noise!

**Reading Level:** G (Fiction)

**Word Count:** 178



| High-Frequency Words   | Reading Skills and Techniques  | Related Comprehension Strategies  |
|--|--|---|
| was, she, then, her, went, very, were, so, they, some, away, with, would | <ul style="list-style-type: none"> <li>demonstrating control of a large bank of high-frequency words</li> <li>rereading to confirm</li> <li>tracking print with eyes except at challenging points</li> <li>using illustrations, context, and prior experience to make meaning and solve new words</li> </ul> | <ul style="list-style-type: none"> <li>predicting</li> <li>monitoring comprehension</li> <li>making connections</li> <li>retelling</li> </ul> |

### Before reading

- Ask the students to close their eyes and listen carefully. What noises can they hear? Encourage them to talk about noises they like and don't like. Why?
- Show the students the cover of the text and have them discuss what they observe. Why do they think Kat has her fingers in her ears?
- Read the title of the story and explain that this story is going to be about a school day. Have the students predict what noisy things Kat will hear throughout the day.
- Set an alarm clock or phone alarm and have it ring. Ask the students to brainstorm words they could use to describe the noise. Record their ideas.
- Ask how they could write the words if they wanted to show that the sound was very loud (e.g., bold, capitals, zigzags). Have each student write and share a noise word using one method to indicate its noisiness.

### Assessment Note

Do the students:

- make connections to their own likes and dislikes?
- respond with relevant predictions and ideas?



## Making a Noise – Guided/Group Reading Notes



### During reading

- Read aloud pages 2 and 3. Talk about when and why you read the words *BEEP BEEP BEEP*. Explain that these words are used as additions to the actual story text.
- Give each student one sticky note. Ask them to mark an example of a noise word that they find in the text.
- Then ask the students to read the remainder of the book quietly. Support the solving of new words when necessary and try to listen to each child read one section of the story.



### After reading

- Ask the students what they thought of the story. (**personal response, evaluating**)
- Ask the students to think about their predictions. Why did some good predictions not happen? (**predicting**)
- Review the elements of a narrative with the students (characters, setting, problem, events, solution). Complete a narrative graphic organizer (story map) together, then ask the students to retell the story. (**retelling**)
- Assign two rhyming pages to each student and ask them to practise so they can read them aloud fluently. Reread the book, having each student read his or her paired pages. Talk about why the author used noise words as well as rhyme and rhythm when writing this book. (**reading fluently, author's craft**)

### Additional activities

- **Word study:** List the following words on an interactive whiteboard or on word cards: *asleep, bedroom, classroom, playground*. Ask the students to talk about why you wrote those words. Introduce or review the term *compound words* and ask the students to manipulate the words to highlight the parts. Have them brainstorm other compound words they know. Record them on the whiteboard and let the students make and break the words. Ask the students to create an illustrated booklet (or computer file) of compound words.
- Have the students:
  - imagine a noisy place where they could go. Have them write and/or illustrate what they would hear, see, smell, feel, and taste in that place.
  - reread the story with a partner, adding appropriate sound effects.
  - sing “The Wheels on the Bus,” emphasizing the noisy verses. Then have them create Kat’s version of the song (e.g., *The kids in the class go chatter chatter chatter*).

### Assessment Note

Are the students tracking the text with their eyes?

How are they solving new words?

Do the students read high-frequency words fluently?

### Assessment Note

Do the students:

- identify the elements of a narrative?
- explain the main events of the story in a clear sequence?
- read their two pages in an expressive, phrased, and fluent manner?
- explain how the author has used noise words, rhyme, and rhythm to enhance the story?

### Assessment Note

Do the students:

- identify compound words?
- express their visualizations?
- reread fluently and expressively?



# Making a Noise – Guided/Group Reading Notes

## The Noisy Day

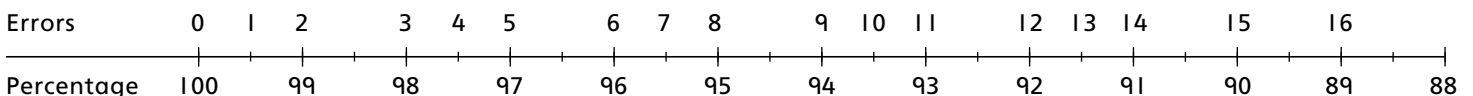
Level G (Fiction)

Running Words: 150

Name: \_\_\_\_\_

Date: \_\_\_\_\_

| Page   |  | Errors | S.C. | Errors MSV | S.C. MSV |
|--|--|--------|------|------------|----------|
| 2  | It was quiet in Kat's bedroom,<br>as she lay in bed asleep.                                |        |      |            |          |
| 3  | Then she heard her sisters <b>SHOUTING</b> ,<br>and her clock went <b>BEEP BEEP BEEP!</b>  |        |      |            |          |
| 4  | The trip to school was very <b>NOISY!</b><br>Kat's three sisters were so loud.             |        |      |            |          |
| 5  | In the classroom it was <b>NOISY!</b><br>They were such a chatty crowd.                    |        |      |            |          |
| 6  | Kat pushed the button for some quiet,<br>hiding in the hall at break. . .                  |        |      |            |          |
| 7  | Suddenly the band came in, and<br>soon the floor began to shake.                           |        |      |            |          |
| 8  | Kat ran away onto the playground to<br>find a quiet place to hide.                         |        |      |            |          |
| 9  | Noisy boys were playing soccer<br>with lots of players on each side.                       |        |      |            |          |
| 10   | <b>BE QUIET!</b><br>Being tiny was not helping.<br>Loud noise hurt her little ears!        |        |      |            |          |
| 11   | Once again Kat pushed the button,<br>but the bell was very near!                           |        |      |            |          |
| 12   | The car trip home was <b>OH, SO NOISY</b> ,<br>with <b>NOISY</b> sisters, one, two, three! |        |      |            |          |
| 13   | Dinner was <b>VERY NOISY</b> , too!<br>They would not let Kat be.                          |        |      |            |          |
| Percent Accuracy: _____ S.C. Ratio: 1: _____ |  | Total  |      |            |          |





# Jet's Drum Set

BY JAN BURCHETT AND SARA VOGLER

### About this book

Jet's drumming disturbs his family so he makes a micro-drum set and hides away. Unfortunately, he gets trapped and has to use noise to escape.

**Reading Level:** G (Fiction)

**Word Count:** 240



| High-Frequency Words   | Reading Skills and Techniques   | Related Comprehension Strategies   |
|--|---|--|
| had, new, liked, was, took, said, his, where, can, then, went, that, all | <ul style="list-style-type: none"><li>demonstrating control of a large bank of high-frequency words</li><li>tracking print with eyes except at challenging points</li><li>rereading to confirm</li><li>using illustrations, context, and prior experience to make meaning and solve new words</li><li>beginning to read familiar texts silently</li></ul> | <ul style="list-style-type: none"><li>predicting</li><li>monitoring comprehension</li><li>making connections</li><li>retelling</li><li>identifying point of view</li></ul> |

### Before reading

- Discuss with the students what they know about Jet and his character. Look at the cover of the book. What musical instrument do they see? Why do they think Jet likes drums?
- If available, have the students make loud and soft noises on a drum. What kinds of noises do they predict Jet will make? Why?
- Look at page 2. Who are the other characters in this story? Have the students predict how they might respond to Jet's drumming.

### Assessment Note

Do the students make connections to previous books about Jet and apply this knowledge to a new context?



## Making a Noise – Guided/Group Reading Notes



### During reading

- Have the students read quietly to the end of page 5. Ask them to infer how Dad feels. What text clues and background knowledge did they use?
- Then ask the students to read the remainder of the book quietly or silently. Support the solving of new words when necessary and, if possible, ask each child to quietly read one page to you.



### After reading

- Ask the students what they thought of the story. (**personal response, evaluating**)
- Have students think about their predictions and discuss how they helped them understand the story. (**predicting, metacognition**)
- Review the elements of a narrative (characters, setting, problem, events, solution). Complete a narrative graphic organizer (story map) together, then ask the students to retell the story. (**retelling**)
- Ask the students to talk about how each member of the family felt when Jet began to play his drums. Have them role play a conversation with Jet. (**recognizing varying points of view**)
- Have students describe what Jet thought and felt when he was trapped in the closet. (**empathizing, making connections**)

### Additional activities

- **Word study:** Record the following words on an interactive whiteboard or overhead: *sound, round, shouted, down, now, loud, out*. Have the students read the words with you and identify the phoneme they have in common (/ow/). Ask them to identify the graphemes that make the /ow/ sound and sort the words by spelling pattern/grapheme. Encourage them to generate rhyming words or refer to dictionaries to find additional /ow/ words to add to the lists (e.g., *crown, pound, house, pout, bow, cow, proud*).
- Have the students:
  - imagine what Mom, Dad, and Toby might say on page 16. Have the students choose a character, draw a picture, and write a speech bubble.
  - reread the story with a partner.
  - create rhythms using drumming/tapping/clapping. Have them make loud and soft versions of the rhythms.
  - experiment with different surfaces and objects to see which ones can produce good drumming sounds. Create a table to record their discoveries.
  - listen to (and, if possible, watch) drumming of various forms and cultures (e.g., steel drums, Iroquois water drums).

#### Assessment Note

Are the students:

- tracking the text with their eyes?
- reading high-frequency words fluently?

How are they solving new words?

#### Assessment Note

Do the students:

- identify the elements of a narrative?
- explain the main events of the story in a clear sequence?
- demonstrate understanding of differing points of view?

#### Assessment Note

Do the students:

- recognize and use various spelling patterns for the /ow/ phoneme?
- reflect a clear point of view in their speech bubble?
- demonstrate creativity and appreciation for musical sounds?



# What's That Noise?

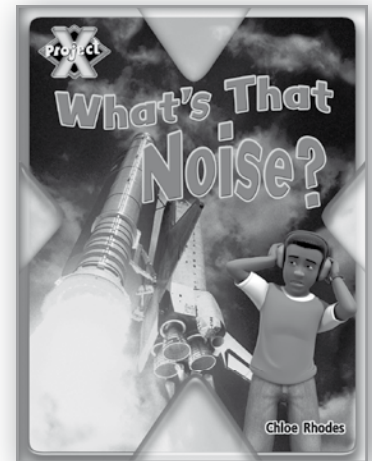
BY CHLOE RHODES

### About this book

This non-fiction text compares different noises.

**Reading Level:** G (Non-Fiction)

**Word Count:** 233 (includes headings and speech bubbles)



| High-Frequency Words                                     | Reading Skills and Techniques  | Related Comprehension Strategies   |
|--|--|--|
| all, soon, make, can, who, with, your, away, came, could | <ul style="list-style-type: none"><li>demonstrating control of a large bank of high-frequency words</li><li>rereading to confirm</li><li>tracking print with eyes except at challenging points</li><li>applying understanding of punctuation to reading</li><li>using illustrations, context, and prior experience to make meaning and solve new words</li><li>attempting unknown word using word chunks</li></ul> | <ul style="list-style-type: none"><li>predicting</li><li>monitoring comprehension</li><li>making connections</li><li>retelling</li><li>determining important information</li></ul> |



### Before reading

- Show the cover of the text and have the students talk about what they see. What is Max wearing over his ears?
- Turn on a radio or CD player and let the students manipulate the volume control. Discuss the role of this device in making sounds louder or quieter. What other volume controls do they know of? Explain that sound can be measured, just like height or mass can be measured. Sounds are measured in decibels.
- Read the question on the back of the text and ask the students to predict the answer.
- Introduce a few technical and context vocabulary items you predict may be challenging for the students. Model how they can solve the words by looking at chunks or syllables.

### Assessment Note

Do the students:

- make connections to their own experiences?
- respond with relevant predictions and ideas?





## Making a Noise – Guided/Group Reading Notes



### During reading

- Review the purpose of the table of contents and then read it to the students.
- Then explain that they are going to be reading all the sections in order, as the sections are ordered from quieter to louder. However, non-fiction texts do not always need to be read in order.
- Tell the student that, as they read, they should think about which section is most interesting to them. Read pages 2 and 3 to the students and discuss the noise-o-meter. Then ask the students to continue reading independently to the end of page 9.
- After all the students have read page 9, ask them to briefly share what they have read thus far. Then have them read the remainder of the book. Support the solving of new words when necessary, encouraging them to look for chunks as appropriate.



### After reading

- Ask the students which section they found most interesting. Why? (**personal response, evaluating**)
- Ask the students to talk about what makes this a non-fiction text rather than fiction. Why do people read non-fiction? (**identifying features and purposes of non-fiction text**)
- Encourage the students to talk about why Max is in the text. How can a fictional character be part of a non-fiction text? (**author's craft**)
- Make a T-chart and have the students identify information that is important, and information that is interesting but not important. Use the T-chart to jointly retell the text. (**evaluating, retelling**)

### Additional activities

- **Word Study:** Record the following words: *soon, distance, decibel, voice*. Have the students read the words with you and identify the phoneme they have in common (/s/). Ask them to identify the letters that make the /s/ sound and sort the words by spelling pattern. Encourage them to generate other words with the /s/ sound to add to the lists (e.g., *circle, circus, sound, soup, silly, soft*). Provide opportunities to apply this learning (e.g., a word sort, finding sounds in a familiar text).
- Have the students:
  - learn about deafness and various ways deaf people communicate.
  - experiment with vibrations (e.g., place rice on a drum and beat the drum; stretch elastic bands on a shoe box and pluck them).
  - discuss ways to protect our hearing from loud noises. Why is this important? What do they (or their siblings) like to do that might harm their hearing?

#### Assessment Note

Are the students:

- tracking the text with their eyes?
- reading silently?
- using word chunks to solve words?
- reading high-frequency words fluently?

#### Assessment Note

Do the students identify:

- some features of non-fiction text?
- some purposes for reading non-fiction?
- the role of Max in the text?
- important information and supporting details?

#### Assessment Note

Do the students:

- identify and use various ways to represent the /s/ phoneme?
- think critically about issues related to sound and hearing?