

# Sounds Like Music

## GOALS

### Comprehension

**Reading Strategies:** Ask students “What are some of the things good readers do?”

Model how to use picture, print and contextual cues.

### Vocabulary

**High-frequency Words:** are, be, from, on, our, some, their, this

**Content Words:** across, heard, music, people, shell, sounds, these, use, whistle, wind

### Phonemic Awareness

Recognise and produce words that have the same vowel sound: long /e/

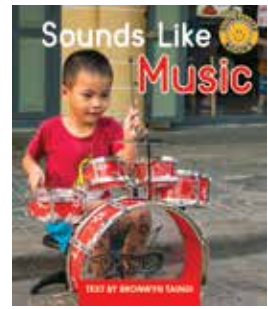
### Phonics

**Letters and Sounds:** long /e/

**Words to Blend and Segment:** be, beat, me, see, we

### Fluency

Practise rereading the story with a partner (orally) – sharing information.



We like to make music and we can make music with lots of different things.

## Before Reading

- Look at the front cover. Read the title to students and then read it together. Discuss what they see in the picture and what sounds the boy would be making. Look at the back cover and discuss what the instrument is and what kind of sound it might make. Ask: Where can you hear music? How can you make music?
- Read the title page together. Talk about the picture and discuss what it is. Ask: What sound would wind chimes make? Do they sound like music? Make predictions about the story from the cover and title page illustrations.
- Read the contents to give a summary of what the text might be about.
- Talk/walk through the pictures. Discuss what sounds or music are on each page. Bring words like *across, heard, music, people, shell, sounds, these, use, whistle, wind* into the conversation.
- Before turning to page 16, ask students how they think the book might end.

## Reading the Text

- Read the cover and the title page. Model how to use picture, print and contextual cues.
- On pages 2–3, ask: What can you see in the picture? Elicit that it looks like grass. Find a word in the text starting with /gr/. Does it look right for *grass*? What makes the grass bend over? Could it be wind? Look for a word starting with /w/. Does it look right for *wind*? They read the sentence. Does it make sense?
- Discuss other sounds people heard long ago. Ask: What other ways could wind make sound or music? (whistling through a shell) Find the words starting with /wh/ and /sh/ in the next sentence. Then read the sentence together. Does it make sense?
- On pages 4–5, discuss the picture. Ask: What are the children using to make music? Find the word *voices*. How would it start? /v/. Read the words together.
- Follow this pattern for each page discussing the pictures, the different ways of making music and locating key words to decode before reading each page.
- On page 16, look at the Index and find the page numbers for drums.

## **After Reading**

Invite students to discuss the information. Prompt if needed.

- Retell the text using the pictures on each page as a guide. Discuss how music is made.
- Discuss the ending. Ask students to discuss what sounds they can hear right now. (Are any of the sounds music?)
- What sounds do they hear during the day in the classroom and around the school that can be called music? Find different ways to make music, e.g. with two sticks clacking.
- What was the author's purpose for writing the book? What have you learnt from this book?

## **Phonemic Awareness**

- Recognise and produce words that have the same vowel sound: long /e/. Students listen carefully to you read words for them to identify the long /e/ sound, e.g. *be, beat, me, see, we*. They repeat the words, emphasising the long /e/ sound. They think of more words with the long /e/ sound to break into individual sounds.
- Have students play a game of chain words containing long /e/. The first student says *be*, next says *we*, next says *key*, and so on, changing the beginning or end of the word each time.

## **Phonics**

- Recognise words that have the same long vowel sound: /e/. Write words *be, beat, me, see, we* on the board to practise blending and segmenting the sounds together as a group. Together think of more words with the long /e/ sound. Read these together, emphasising the long /e/ sound. (*key, tea, seat, meat, lean, keen, seen*) Students make a long /e/ word web.

## **Word Study**

- Talk about the words *are, be, from, on, our, some, their, this*. Photocopy the flash cards from the inside front cover to play memory, matching and spelling games. Play one of the games with a partner, e.g. test each other reading and writing the words or matching pairs of words.
- Have students make a three-column chart with the headings *Blow, Hit, Rattle*. List examples of things to make music in this way under the headings. Students label and illustrate and share with the class.
- Students make a glossary showing pictures and meaning of some of the instruments in the book. Help them with writing the meaning if necessary.
- Students listen and identify syllables in words and clap as they are read, e.g. *didg/er/ri/doo*. Together identify one-syllable words in the book to clap. (*gourd, wind, sticks*) Then have students identify and clap two syllable words. (*rat/tle, drum/mer, mus/ic, whist/le*)

## **Fluency**

- Students practise rereading the story with a partner (orally) and sharing information.

## **Writing**

- Have students write a new text using the pattern of the text, e.g. We can make music on a piano. They illustrate their sentence and share this with a partner.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.