

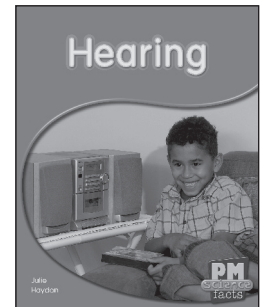
Hearing

PM Level 11/12

Blue

Text Type Report/Explanation

Running Words 174



Preparing for Guided Reading

Prior Knowledge

- Talk about different pitches and volumes of sound, and how they affect us.
- Discuss why it is important to hear sounds, particularly for safety.

Orientation to the Text

- In this book, the reader learns about the sense of hearing, and is reminded of all the ways it helps people stay safe and enjoy their everyday lives.

Key Language Structures

- Concise explanatory sentences.
- Recurring sentence structure: *The boy can hear... He can hear ... They can hear ...*

Building the Balanced Reader

Vocabulary

Key High-frequency Words

around, call, does, ground, morning, move, over, time

Content Words

hear, ears, senses, sounds, morning, clock, school, train, tracks, teacher, music, lunchtime, dog, barking

Decoding

- Use connections between letters, sounds and/or spelling patterns to decode unknown words.
- Use letter-sound relationships in conjunction with meaning to decode unknown words.
- Self-correct by rereading a word/sentence.

Fluency and Phrasing

- Locate familiar words to help develop smooth reading.
- Apply change in voice to reflect punctuation marks, e.g. the different pause for a full stop compared to a comma.

Focusing on the Book – Guided Reading

- Talk about some of the important things that hearing helps us to do.
- Ask, *What sounds do you think the boy is hearing on p. 4? Why do you think he doesn't like the sound of the jackhammer on p. 5?*
- Ask, *Do you think the boy likes hearing the sound from his clock?*

- Discuss why it's important that the boy can hear the sound of cars on the road, and the sounds of trains.
- Turn to pp. 10–11. Ask students to consider how they would learn if they could not hear their teachers speak.
- Ask, *Would you be able to enjoy music if you could not hear? Why/Why not?*
- Turn to pp. 12–13. Ask students if they think the boy would have trouble playing on a team if he could not hear his teammates calling to him.
- Ask, *What sorts of sounds do you think the boy and his dog make when they play together?*
- Have students say these words slowly, paying attention to their sounds: *ear, hear; sound, around, ground; walk, talk; call, ball.*

Comprehension

- What was the sound that woke the boy up in the morning? (*Inferential*)
- Why are most sounds that warn us very loud? (*Inferential*)

Follow-up Activities

- Direct students to complete the BLM activities: writing rhyming words, then rewriting them into sentences from the book; drawing pictures that represent sounds the students like and sounds they don't like; writing sounds that the boy in the book hears at different times of the day; unscrambling letters to write missing words into sentences from the book.
- Put students in pairs. Have one student block their ears with their fingers. Have the other student speak a few sentences at regular volume, then swap roles. Ask the students to write about the difficulties of being unable to easily hear what is being said to them.
- Have students turn to p. 9 of the text and write down all the noises that the boy and his mother would hear at this time and place. Have them put a tick next to the noises that they would need to be aware of to stay safe.

Hearing

Date _____

PM Level 11

Blue

Learning Intentions

- We are learning to remember information to help us understand what we are reading.
- We are learning to self-correct our reading when we make a mistake.
- _____

Success Criteria

- I can retell what I have read in sequence.
- I can stop reading and reread a word/sentence again to problem solve or confirm the text.
- _____

Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up