

 **Instructional Targets**


**Reading Standards for Literature**

- **Key Ideas and Details:** Describe characters, setting and events in a story.
- **Integration of Knowledge and Ideas:** Use illustrations and multimedia to describe the meaning of text.
- **Range and Level of Text Complexity:** Experience grade level and age-appropriate literature materials, including stories, poems, plays, fiction and nonfiction works that are adapted to student reading level.

**Reading Standards for Foundational Skills**

- **Fluency:** Read appropriately leveled books with accuracy and fluency.

 **Differentiated Tasks**

Level 3 Students will...	Level 2 Students will...	Level 1 Students will...
<ul style="list-style-type: none"> <li>• Describe characters, setting and events in a story.</li> <li>• Describe characters and events based on illustrations and other visuals from a story.</li> <li>• Independently read literature: stories, poems, plays, fiction and nonfiction works that have been adapted to student reading level.</li> <li>• Independently read text stories that are selected at the personal reading level.</li> </ul>	<ul style="list-style-type: none"> <li>• Use picture supports to identify characters, setting and events from a story.</li> <li>• Point to pictures within a story to identify named characters and events.</li> <li>• Read supported and shared literature: stories, poems, plays, fiction and nonfiction works that have been adapted to student reading level.</li> <li>• State a word or point to a picture of an omitted word during shared reading.</li> </ul>	<ul style="list-style-type: none"> <li>• Select a picture to identify a character or an event from a story (single option or errorless choice).</li> <li>• Select a character or event when presented with an illustration from a story.</li> <li>• Actively participate in supported reading of literature: stories, poems plays, fiction and nonfiction works that have been adapted to student ability level.</li> <li>• State a sentence from a story through an active participation response (e.g., voice output device, eye gaze choice board).</li> </ul>
<p> <b>Topic Connection</b></p> <ul style="list-style-type: none"> <li>• Read leveled text that is supported with picture symbols.</li> </ul>		

In this unit, students learn to recognize sources of sound and light. This unit's Leveled Book, **What Makes That Sound?**, contains embedded sound clips for students to identify different sources of sounds. To learn more about how this book develops science concepts, visit the Science Connection page in the Unit Overview.

 <b>Topic Words</b> 	 <b>Literacy Words</b>
<p>source      sound      light</p>	<p>book      story*      cover      title                      author      illustrator      illustration      read*</p>

\* Power Words

**Benchmark Assessments**

- **Reading:** Reading Level Assessment and all benchmark Assessments in the Reading area of Unique GPS
- **Early Learning:** Phonemic Awareness Phoneme Blending
- **Emerging Skills:** Early Emerging Reading Rubric

**Monthly Checkpoint Assessments**

- Level 2 and 3 Reading
- Level 1 Combined Content, Questions 1 and 2.

An informal assessment of a verbal student's reading abilities may be obtained using the Monthly Tools: Reading Observation.



**Lesson at a Glance**

	Activity 1	Activity 2	Activity 3	Activity 4	Activity 5
<p><b>Instructional Activities</b></p>	Read Aloud 1	Read Aloud 2	Continued Read Alouds	Guided/Shared Reading	Self-Selected Reading
<p><b>? See how these activities fit into the <a href="#">Suggested Monthly Plan</a>.</b></p>					
<p><b>ULS Materials and Resources</b></p>	<p><i>What Makes That Sound?</i> (Level D)                      Communication Board</p>		<p><i>What Makes That Sound?</i> (Level D)                      Communication Board                      Standards Connection</p>	<p><i>What Makes That Sound?</i> (Levels D, C, aa)                      Communication Board</p>	n2y Library books
<p><b>Instructional Guides: Active Participation Scripts</b>  <a href="#">SymbolStix PRIME</a></p>					
<p><b>Additional Materials</b></p>	<p>Books from the school or classroom library to use for self-selecting reading.</p>				

## Instructional Targets

### Reading Standards for Literature

- **Key Ideas and Details:** Identify characters, setting and events in a story.
- **Integration of Knowledge and Ideas:** Use illustrations and multimedia to describe the meaning of text.
- **Range and Level of Text Complexity:** Experience grade level and age-appropriate literature materials, including stories, poems, plays, fiction and nonfiction works that are adapted to student reading level.



## Instructional Routine



### Before Reading

- Use Lesson 11, Activity 1 to introduce the Topic Words: source and sound.
- Continue talking about sound. Ask a focus question such as, "What do we use to hear sounds—ears or eyes?" Discuss students' responses and remind students that we use our ears to hear sounds around us.
- Display *What Makes That Sound?* (Level D) and read the title, author and illustrator's names.
- Do a picture walk. Point to the girl in the illustrations. Introduce the girl as Gabby. Say, "Gabby is walking in the park. I wonder what she is doing? As I read today, it is your job to find out what Gabby is doing in the park."
- Review the learning goal with students: **I will identify what Gabby is doing in the park.**

### During Reading

- Model Fluent Reading**
- Read aloud with fluency and expression.
  - Emphasize that Gabby is listening for sounds by pausing slightly after reading "Gabby hears a sound." Emphasize the question, "What makes that sound?" by using a rising inflection at the end of the question.
- Comment on Information**
- Encourage students to listen to the sounds several times. For example, on page 2, say, "Let's listen to this sound again. What makes that sound? The illustration in the story shows Gabby listening to the sound."
  - Continue reading and commenting on details in the illustrations that support information.

### After Reading

- Revisit the learning goal with students. Ask, "What is Gabby doing in the park?"
- Level 3:** Prompt the student to identify what Gabby is doing in the park. Ask questions such as, "What does Gabby do in the park? What does Gabby do when she hears a sound?"
- Level 2:** Have the student identify what Gabby is doing in the park. Picture supports, such as the Communication Board and unit symbols and illustrations may be used as needed.
- Level 1:** Have the student identify what Gabby is doing from a field of 2-3 choices (or errorless choice). For example, display the symbol for 'sound'. Say, "Show me what Gabby is listening for." Pictures or symbols for 'sound' may be found in the unit illustrations, unit symbols or in **SymbolStix PRIME**.
- Continue the discussion by talking with students about what Gabby is doing in the park. Ask, "Where could you listen for sounds?"



## Check Understanding ?

- ❄️ **Level 3:** Can the student identify what Gabby is doing in the park?
- ❄️ **Level 2:** Can the student identify what Gabby is doing in the park using picture supports as needed?
- ❄️ **Level 1:** Can the student identify what Gabby is listening for by making a selection (may be errorless choice)?



## Instructional Targets



### Reading Standards for Literature

- **Key Ideas and Details:** Identify characters, setting and events in a story.
- **Integration of Knowledge and Ideas:** Use illustrations and multimedia to describe the meaning of text.
- **Range and Level of Text Complexity:** Experience grade level and age-appropriate literature materials, including stories, poems, plays, fiction and nonfiction works that are adapted to student reading level.



## Instructional Routine



### Before Reading

- Display *What Makes That Sound?* (Level D) and read the title, author and illustrator's names.
- Prompt recall of the book by asking a focus question such as, "What does Gabby do when she hears a sound—run away or look for the sound?" Discuss how many things make sound. Say, "As I read today, it is your job to to remember one thing Gabby sees that makes a sound."
- Review the learning goal with students: **I will remember one thing Gabby sees that makes a sound.**

### During Reading

#### Build Comprehension

- Talk with students about how Gabby hears many sounds. Demonstrate or play the sounds and have students use a word or words to describe what the sound is. For example on page 2, play the sound and say, "That sound goes 'crunch-crunch'. The picture on page 3 shows a rabbit in some leaves. Leaves make that sound."
- Discuss the sounds and what Gabby sees that make the sound.

### After Reading

- Revisit the learning goal with students. Ask, "What was one thing that Gabby sees that makes a sound?"
- Level 3:** Have the student name at least one thing that Gabby sees that makes a sound.
- Level 2:** Have the student identify one thing that Gabby sees that makes a sound. Picture supports such as the Communication Board or the book illustrations may be used as needed.
- Level 1:** Have the student identify one thing Gabby sees that makes a sound from a field of 2-3 choices (or errorless choice). For example, display the symbol for 'leaf' and 'guitar'. Say, "Show me something that Gabby sees that makes a sound."
- Continue discussion by talking with students about other sources of sounds. Ask, "What are some other things that make sound?"



## Check Understanding ?

- ❄️ **Level 3:** Can the student name one thing that makes a sound from the story?
- ❄️ **Level 2:** Can the student identify something that makes a sound from the story using picture supports as needed?
- ❄️ **Level 1:** Can the student identify something that makes a sound by making a selection (may be errorless choice)?

 **Instructional Targets**



**Reading Standards for Literature**

- **Range and Level of Text Complexity:** Experience grade level and age-appropriate literature materials, including stories, poems, plays, fiction and nonfiction works that are adapted to student reading level.

**Foundational Skills**

- **Fluency:** Read appropriately leveled books with accuracy and fluency.



**Instructional Routine**



**Before Reading**

- Display *What Makes That Sound?* (Level D) and read the cover. Use the Standards Connection to review the content of the book.
- Introduce the reading by asking a focus question such as, "What makes a sound in the story—a woodpecker or Gabby's shirt?" Remind students that woodpeckers make sounds when they peck on a tree.
- Tell students you are going to read *What Makes That Sound?* again. Say, "As I read today, I am going to leave some words out of our book. Your job is to fill in the missing words."
- Review the learning goal with students: **I will fill in missing words.**

**During Reading**

**Build Fluency**

- Read aloud with fluency and expression until you come to the word or words you want students to fill in. In this book, students might fill in: 'sound' or the phrase, 'She sees a \_\_\_\_.' Choose one word or phrase for students to fill in during each reading. With repeated reading, students might eventually fill in the repetitive sentence, "What makes that sound?"

**Level 3:** Pause and give the student the opportunity to read the word(s) independently.

**Level 2:** Pause and explain that you want the student to read the next word(s). Have the student read the word(s), using picture supports as necessary.

**Level 1:** Pause and explain that you want the student to read the next word(s). Have the student use their active response mode to participate in reading the word(s).

**Develop Vocabulary**




- Continue to use the illustrations to help define the following verbs or action words related to how things need to move to make sounds like: pecking, playing and ringing. For example, on page 5, point to the illustration and say, "The woodpecker is pecking on the tree. 'Pecking' means to hit the tree with its beak."

**After Reading**

- Revisit the learning goal with students. Provide feedback such as, "You did a great job filling in the missing words. Thank you for helping me read."
- Use Lesson 2, Activities 1, 2 and/or 3 to further develop comprehension.



**Check Understanding** 

-  **Level 3:** Can the student read the missing word(s) independently?
-  **Level 2:** Can the student state or point to a picture of the missing word(s) when prompted?
-  **Level 1:** Can the student use their active response mode to participate in reading the missing word(s)?

 **Instructional Targets**



**Standards for Literature**

- **Range and Level of Text Complexity:** Experience grade level and age-appropriate literature materials, including stories, poems, plays, fiction and nonfiction works that are adapted to student reading level.

**Foundational Skills**

- **Fluency:** Read appropriately leveled books with accuracy and fluency.

This Leveled Book is presented in three leveled formats: Level D, Level C and Level aa. Select the level of book and the reading routine appropriate for each student.



**Instructional Routine**

**Guided Reading**



**Before Reading**

- Introduce the book by having students share what they have learned about what makes sound.
- Use the Topic Words in conversation about the book. Have students locate the words in the book.
- Read the first three pages aloud, introducing students to the structure of the language.
- Review the learning goal with students: **I will read a book.**

**During Reading**

- Listen as students read quietly to themselves.
- Monitor print concepts and fluency.
- Model, prompt or support use of skills and strategies.



**After Reading**

- Revisit the learning goal and talk with students about the book.
- Have students locate the High-Frequency Words: sound, all, around, what, hear, that, see and time.
- Have students locate and name the letters: d, s g, h, f and th. Review their letter sounds.



**Instructional Routine**

**Shared Reading**



**Before Reading**

- Introduce the book by having students share what they have learned about what makes sound.
- Use the Topic Words in conversation about the book. Have students locate the words in the book.
- Read the first three pages aloud, introducing students to the structure of the language.
- Review the learning goal with students: **I will read a book.**

**During Reading**

- Read aloud while students follow along.
- Provide supports that allow students to join in the reading. Supports may include choral reading, echo reading or use of a voice output device or eye gaze choice board.
- Model print concepts and fluency.
- Model and support use of skills and strategies.



**After Reading**

- Revisit the learning goal and talk with students about the book.
- Have students locate the High-Frequency Words: sound, all, around, what, hear, that, see and time.
- Have students locate and name the letters: d, s g, h, f and th. Review their letter sounds.



**Check Understanding**

- ❄️ **Level 3:** Can the student independently read stories adapted to personal reading level?
- ❄️ **Level 2:** Can the student read stories adapted to personal reading level with support? How?
- ❄️ **Level 1:** Can the student actively participate in reading stories adapted to student ability level? How?

 **Instructional Target**



**Reading Standards for Foundational Skills**

- **Fluency:** Read appropriately leveled books with accuracy and fluency.

 **Instructional Routine**



<b>Introduce</b>	<ul style="list-style-type: none"> <li>• Tell students they will choose a book to read. Ask a focus question such as, "Would you like to read a book about types of sounds or how to make sounds?" Talk with students about which book they would like to read and why.</li> <li>• Explain that when choosing a book, it is important to think about the topic, or what the book is about, as well as how hard or easy the book will be to read. Say, "Today, your job is to choose a book to read."</li> <li>• Review the learning goal with students: <b>I will choose a book to read.</b></li> </ul>
<b>Model</b>	<ul style="list-style-type: none"> <li>• Display 4 to 5 books on various topics written at various levels from the n2y Library.</li> <li>• Model previewing a book to determine if the topic interests you. For example, read a few pages of one of the books and say, "This book is about _____. I'm not really interested in _____, so I don't think I want to read this book." Then read a few pages of a different book and say, "This book is about _____. I really like _____. I might like to read this book."</li> <li>• Next, model previewing a book to determine whether it is too hard, too easy or just right. For example, read a page aloud, counting the number of mistakes you make on your fingers. Continue modeling until you find a book that you can read with only 2 or 3 mistakes.</li> </ul>
<b>Provide Practice</b>	<p><b>Level 3:</b> Have the student choose a book to read from the class, school or n2y Library. Remind the student to ask, "What is this book about? Is this book too hard, too easy or just right?"</p> <p><b>Level 2:</b> Have the student choose a book to read from the class, school or n2y Library. Provide visual supports as necessary.</p> <p><b>Level 1:</b> Using the student's interests and independent reading level as a guide, provide the student with a field of 2 to 3 appropriate books from which to choose. Have the student use his or her active participation mode to select a book to read.</p>
<b>Review</b>	<ul style="list-style-type: none"> <li>• Revisit the learning goal with students. Guide students to recall the two things they should think about when choosing a book to read.</li> </ul>

**Throughout the unit**

- Engage students in self-selected reading using the reading routine appropriate for each student. Reading routines may include: partner reading (with an adult or peer), shared reading or supported reading.
- Meet with individual students to discuss the books they are reading. Ask questions such as, "Do you like this book? Why or why not? Is this book too easy, too hard or just right? Do you have any questions about this book?"

 **Check Understanding** 

**Level 3 - Level 1:** Can the student choose appropriate books for independent reading? How?

**Sound Reference Sheet**

***Below is a reference sheet for the sounds embedded in this Leveled Book. If you are unable or choose not to use the interactive sound clips, you may create your own sounds or play the sounds below from a different source.***

**Page 2:** leaves rustling

**Page 4:** woodpecker pecking

**Page 6:** guitar

**Page 8:** bicycle bell

**Page 10:** thunderstorm



 **Instructional Targets**

**Reading Standards for Literature**

- **Key Ideas and Details:** Describe characters, setting and events in a story.
- **Integration of Knowledge and Ideas:** Use illustrations and multimedia to describe the meaning of text.
- **Craft and Structure:** Identify the point of view of a story (first person: character tells; third person: writer tells).

 **Differentiated Tasks**

**Level 3** Students will...

- Describe characters, setting and events in a story.
- Describe characters and events based on illustrations and other visuals from a story.
- Identify the point of view of a story by determining who is telling the story (writer or character).


















**Level 2** Students will...












- Use picture supports to identify characters, setting and events from a story.
- Point to pictures within a story to identify named characters and events.
- Identify a character who is telling a story.

**Level 1** Students will...

- Select a picture to identify a character or an event from a story (single option or errorless choice).
- Select a character or an event, when presented with an illustration from a story.
- Identify a picture of a character from a story.

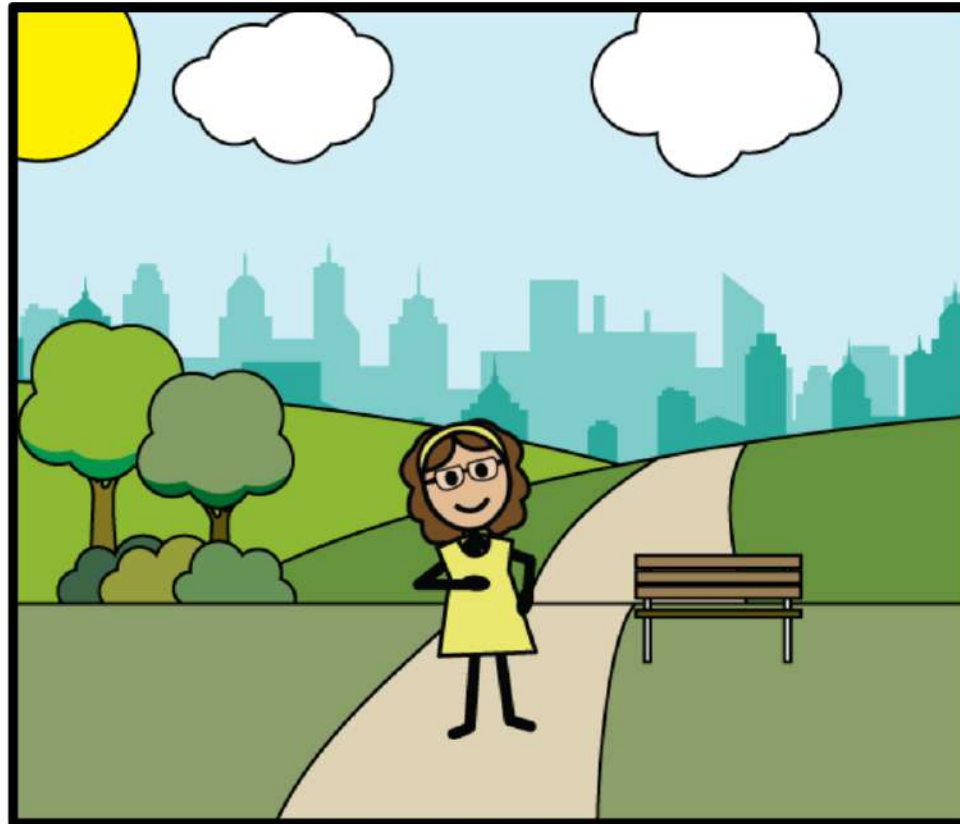
Have students use features and pictures from the book to complete the chart.

Lesson 1 - Leveled Book Standards Connection		1 Standards Connection
 Question to Ask	 Answer	
<b>Title</b> 	What is the title of this story?	
<b>Author</b> 	Who is the author of this story?	
<b>Illustrator</b> 	Who is the illustrator of this story?	
<b>Characters</b> 	Who are the characters in this story? Describe a character.	
<b>Setting</b> 	Where does the story happen? Describe the place.	
<b>Events</b> 	What happened in this story? Describe the event.	
<b>Narrator</b> 	Who is talking in this story?	 

	 <b>Question to Ask</b>	 <b>Answer</b>
<b>Title</b> 	What is the title of this story?	
<b>Author</b> 	Who is the author of this story?	
<b>Illustrator</b> 	Who is the illustrator of this story?	
<b>Characters</b> 	Who are the characters in this story? Describe a character.	
<b>Setting</b> 	Where does the story happen? Describe the place.	
<b>Events</b> 	What happened in this story? Describe the event.	
<b>Narrator</b> 	Who is talking in this story?	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <b>Author</b>   </div> <div style="text-align: center;"> <b>Character</b>   </div> </div>

# What Makes That Sound?

Level D



by Claire Repp

Illustrated by Todd Gardner

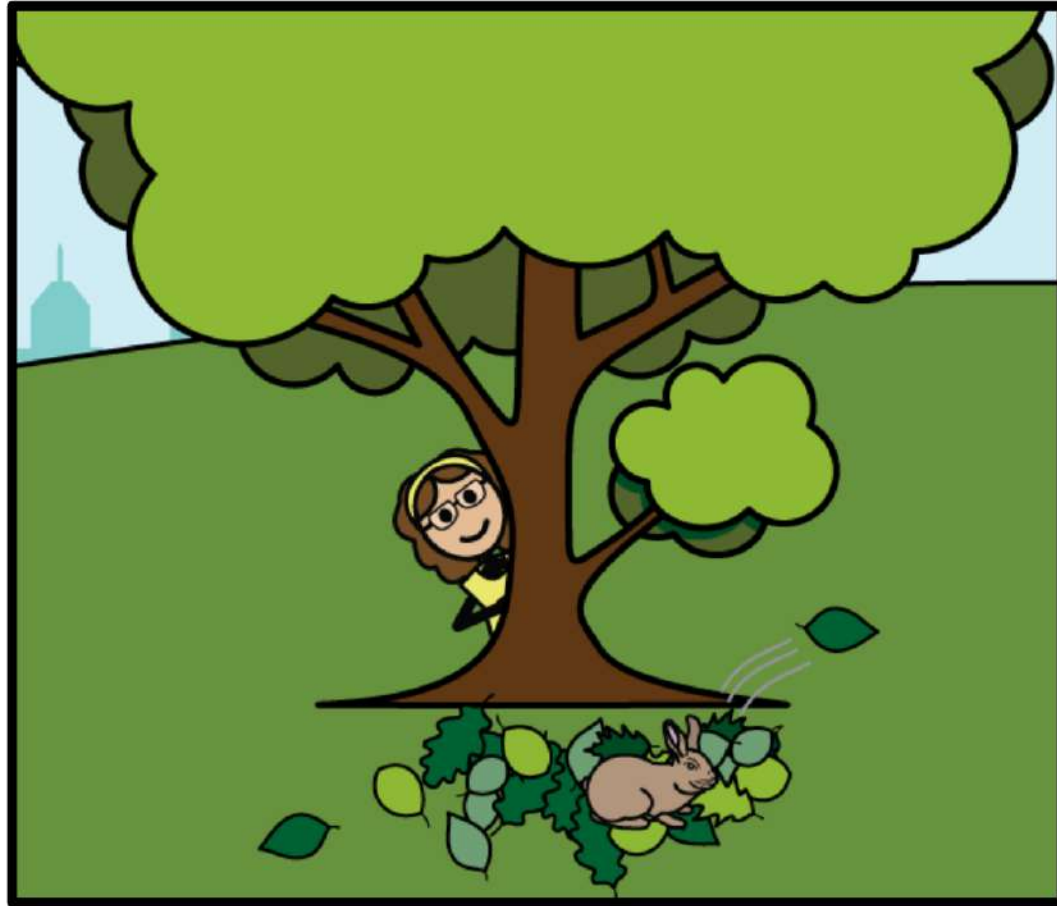
Bind This End



**Gabby is taking a walk in the park.  
There are sounds all around.  
What sounds does Gabby hear ?**



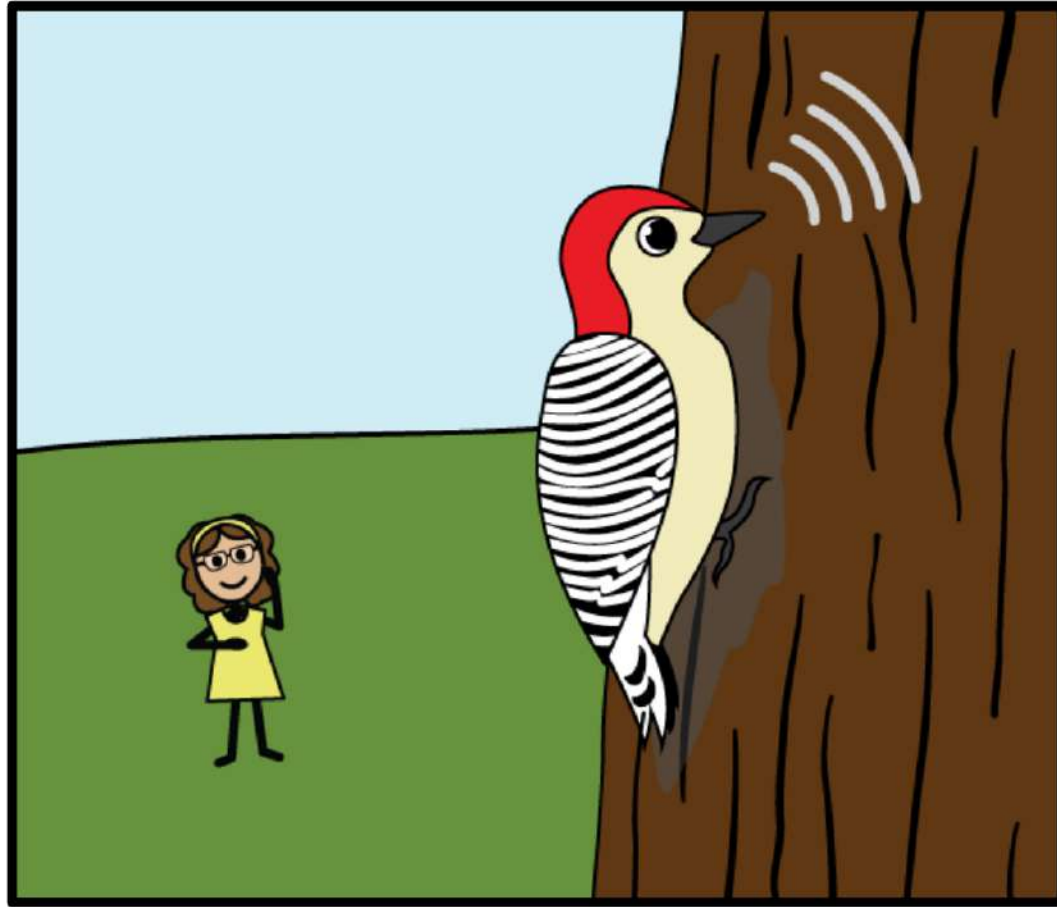
**Gabby hears a sound.  
What makes that sound ?**



**Gabby looks behind a tree.  
She sees a rabbit in the leaves.  
The leaves move and make that sound.**



**Gabby hears a sound.  
What makes that sound ?**

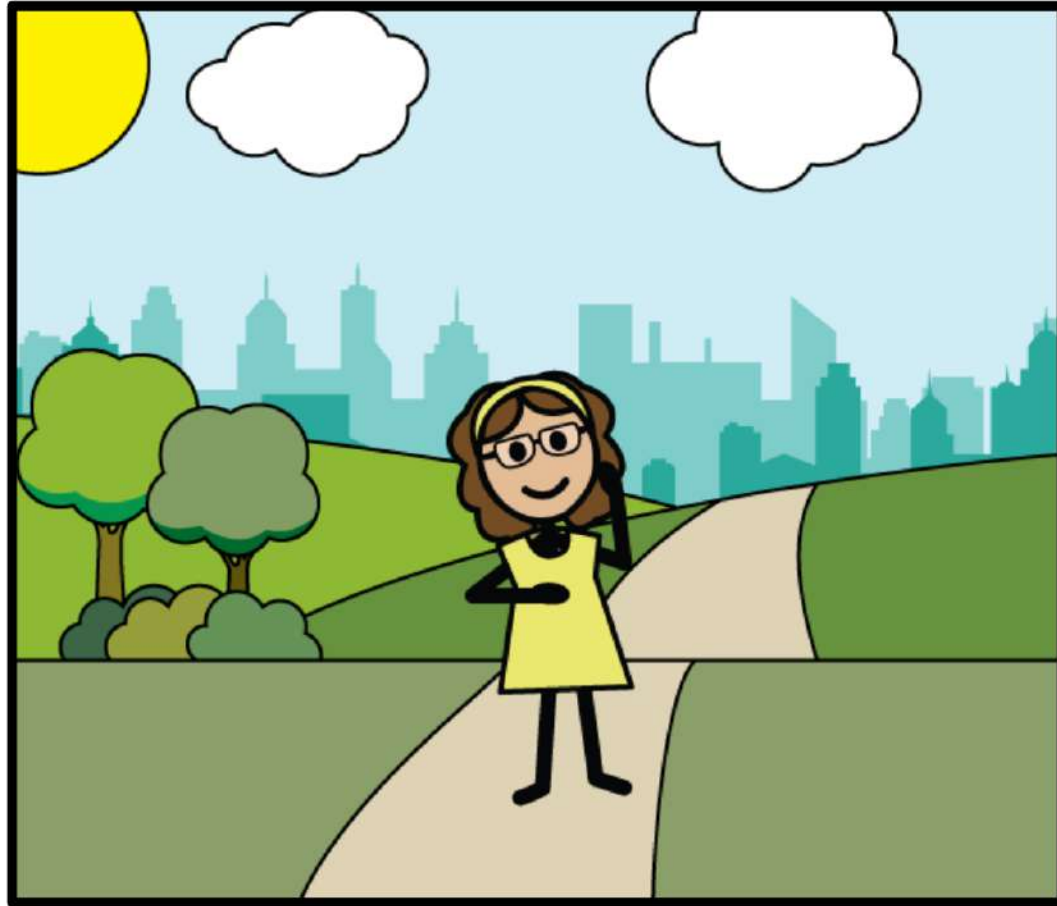


**Gabby looks up.**

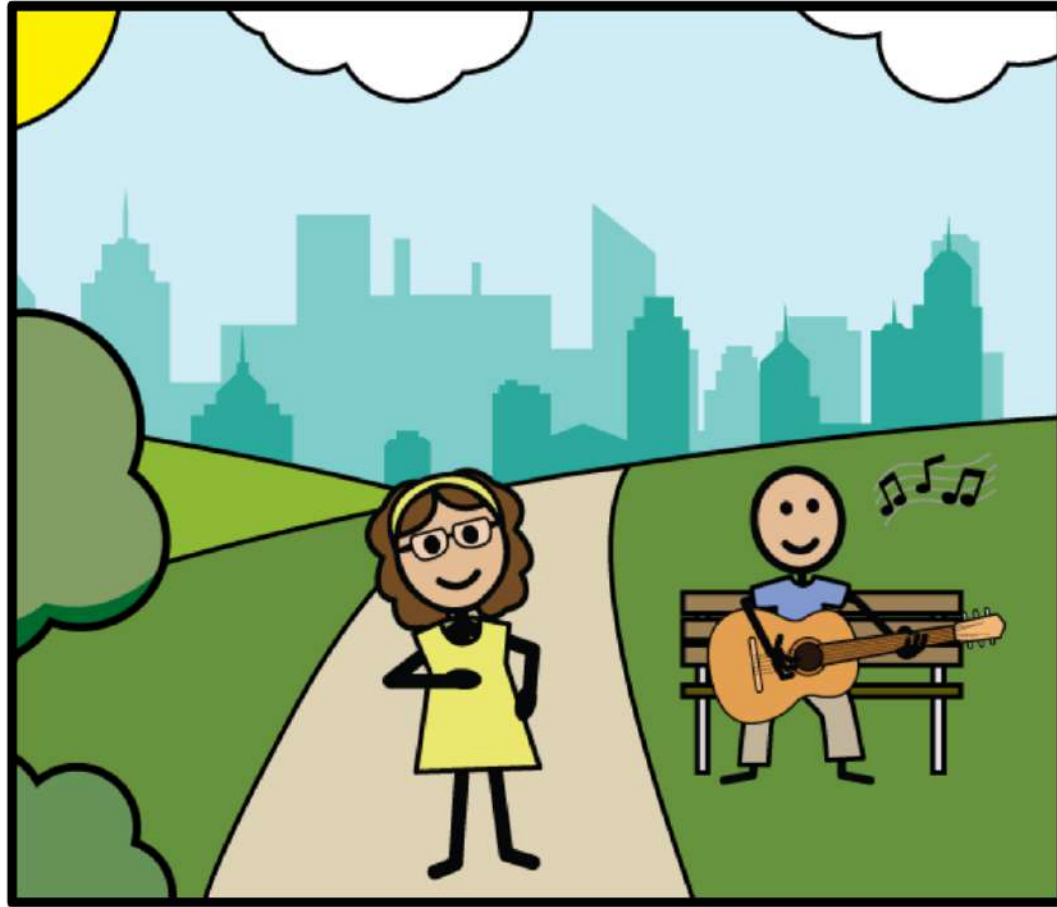
**She sees a woodpecker pecking on a tree.**

**The woodpecker makes that sound.**

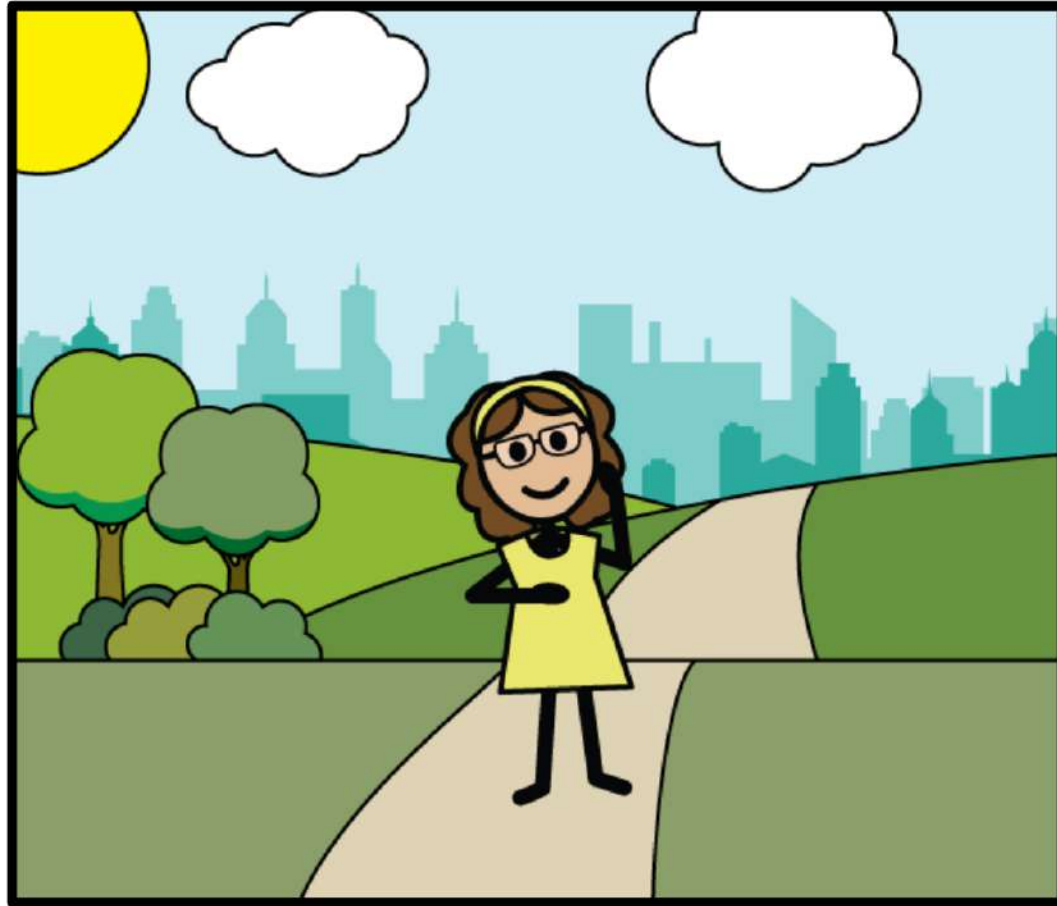




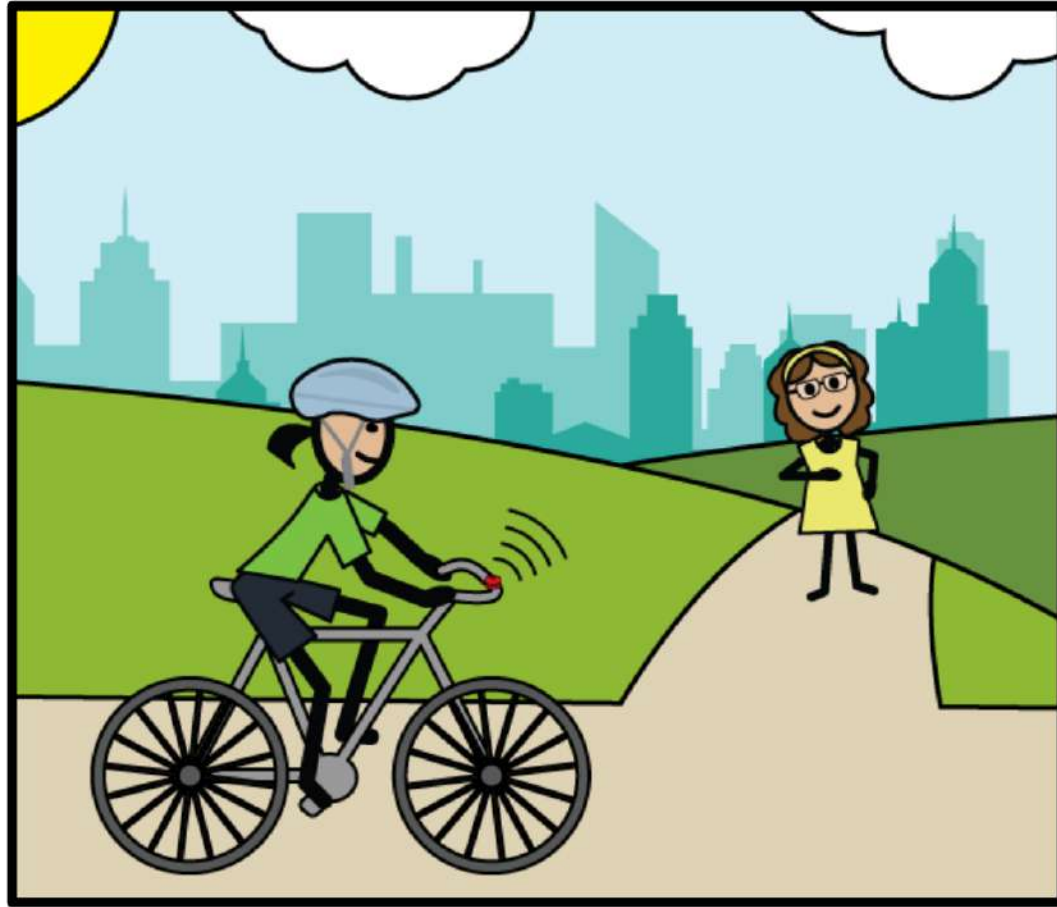
**Gabby hears a sound.  
What makes that sound ?**



**Gabby looks down the hill.  
She sees a man playing a guitar.  
The guitar makes that sound.**



**Gabby hears a sound.  
What makes that sound ?**



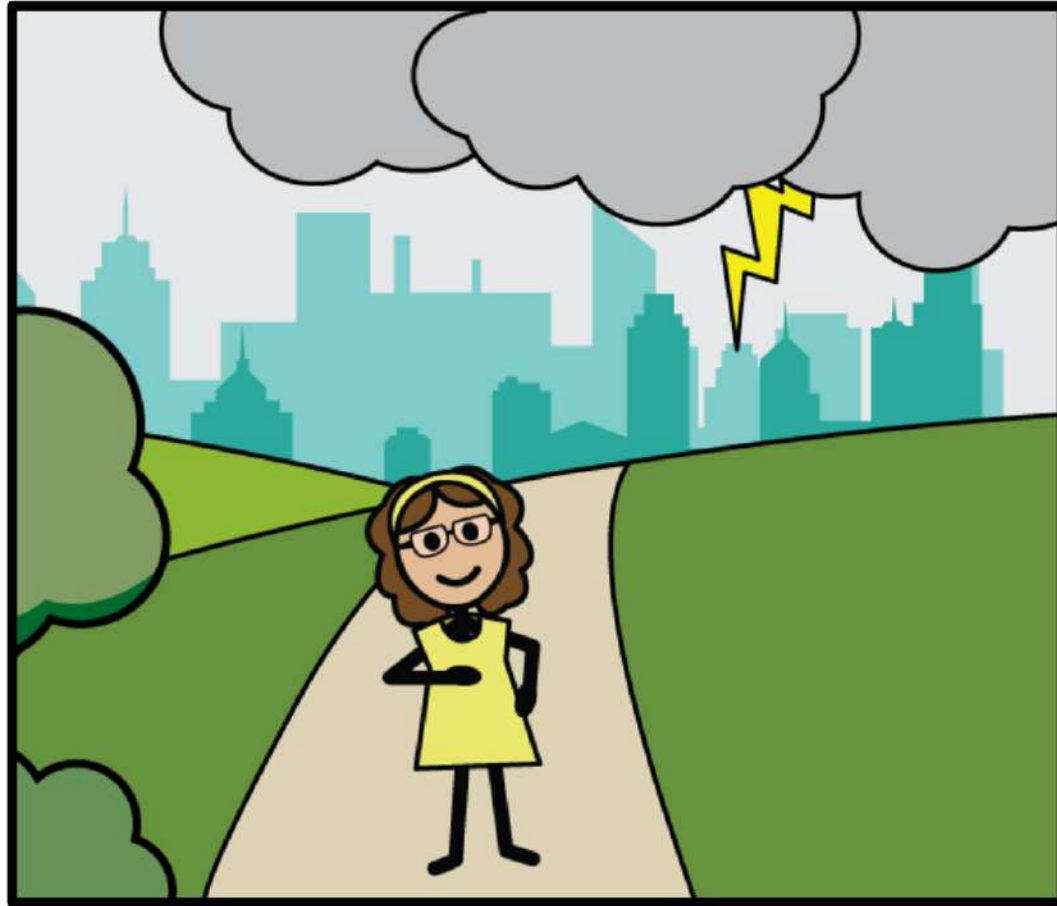
**Gabby turns around.**

**She sees a woman ringing the bell on her bike.**

**The bell makes that sound.**



**Gabby hears a sound.  
What makes that sound ?**



**Gabby looks at the sky.  
She sees a thunderstorm.  
The thunderstorm makes that sound.**



**Gabby likes finding what makes sounds.  
But thunder means it is time to go home.**

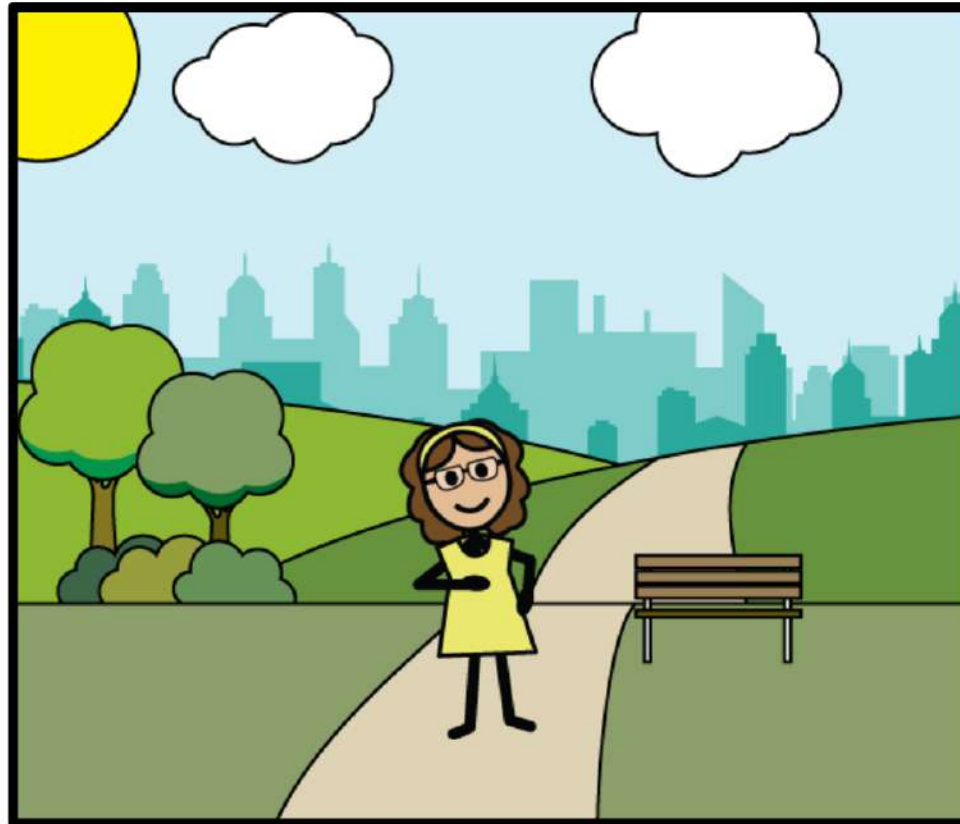


# The End



# What Makes That Sound?

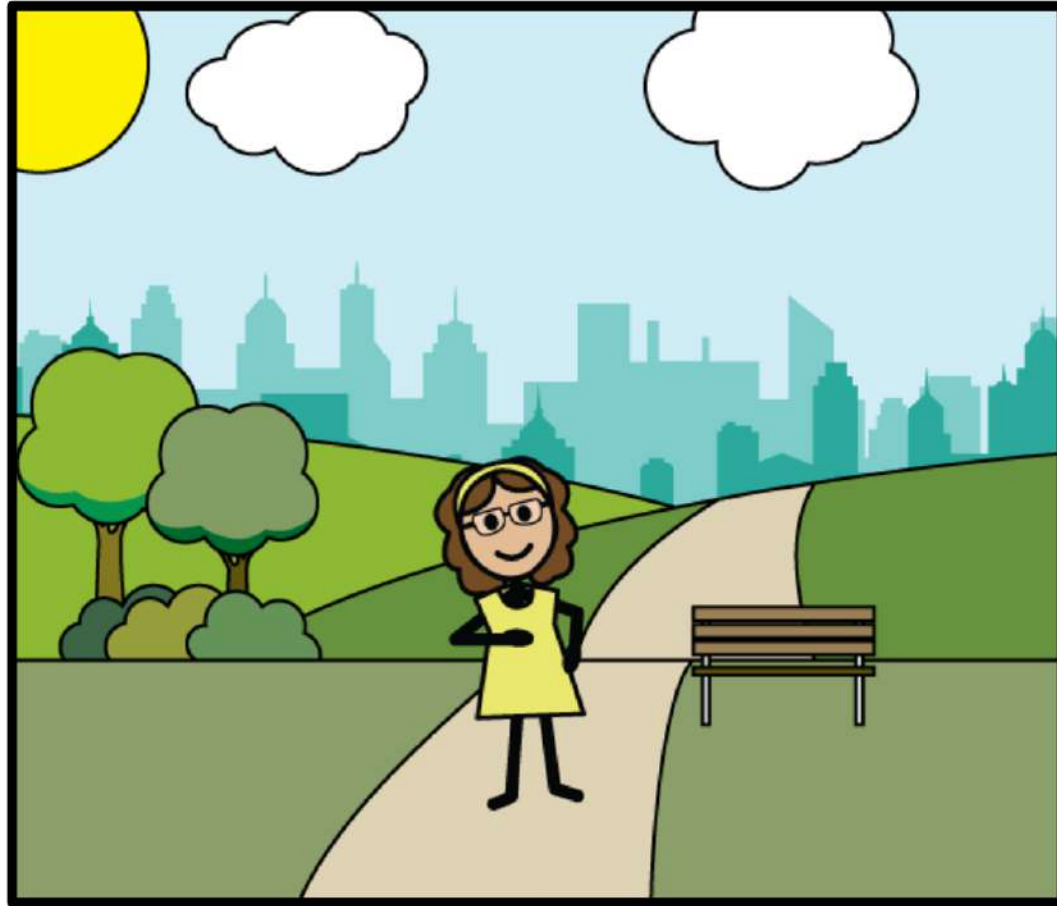
Level C



by Claire Repp

Illustrated by Todd Gardner

Bind This End

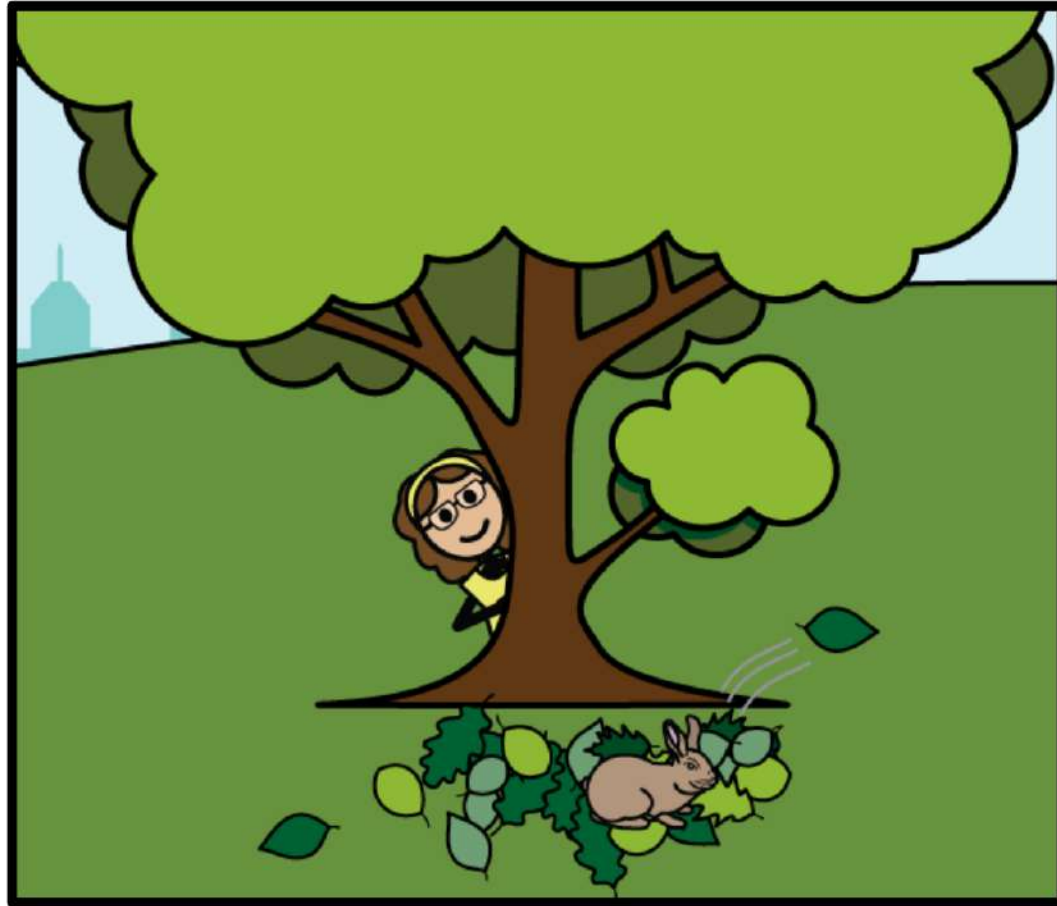


**Gabby is walking in the park.  
What sounds does she hear?**

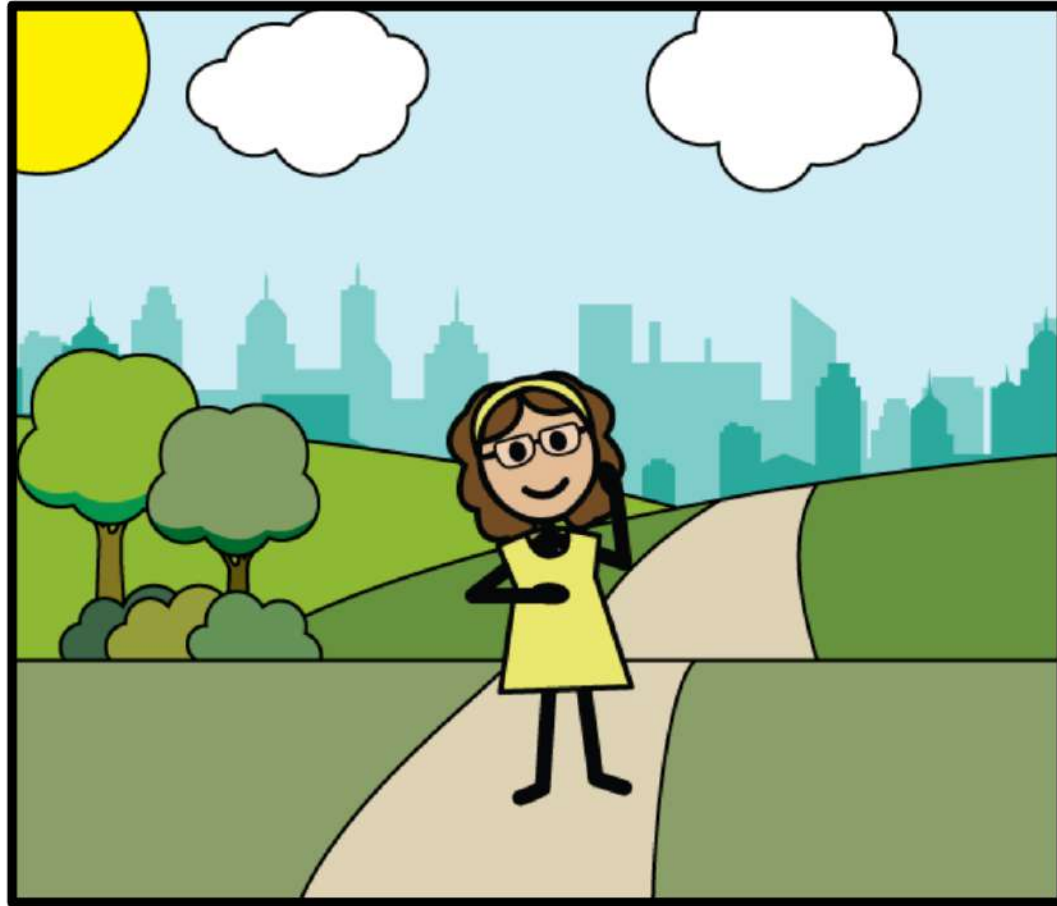


**Gabby hears a sound.**

**What makes that sound ?**



**Leaves make that sound.**

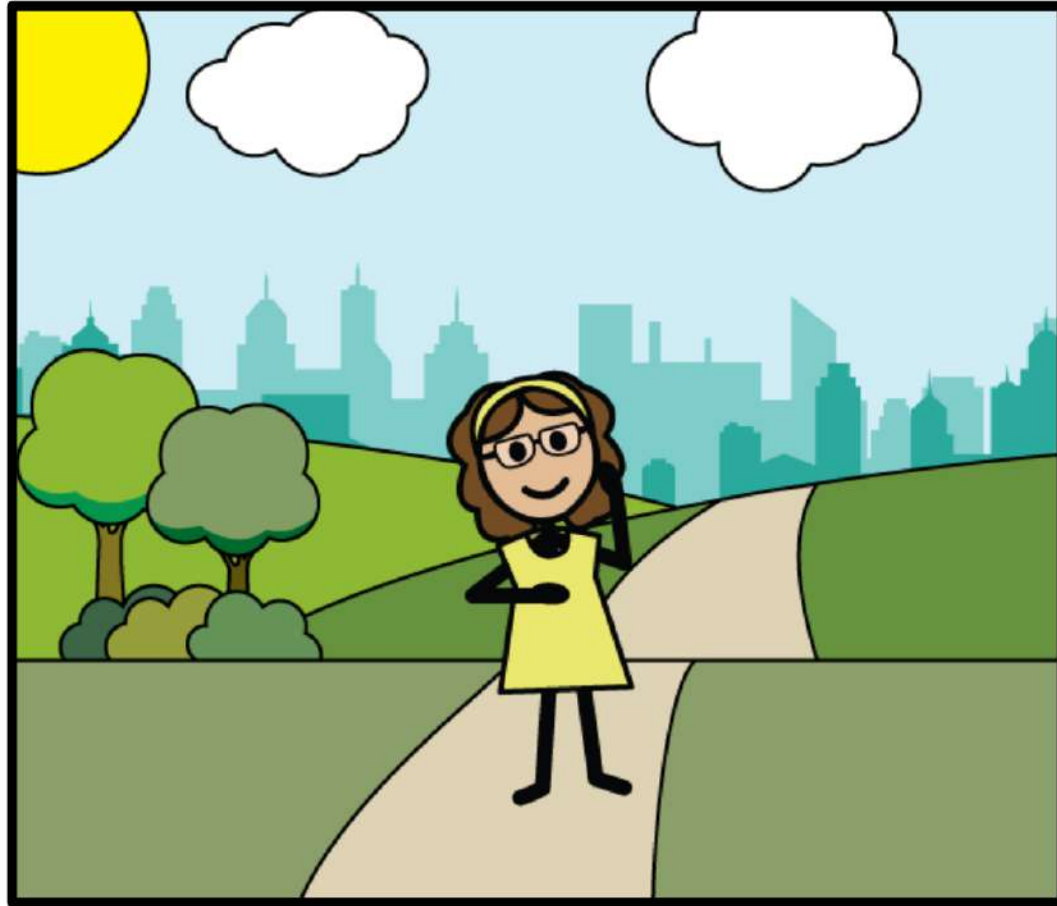


**Gabby hears a sound.**

**What makes that sound ?**



**The woodpecker makes that sound.**



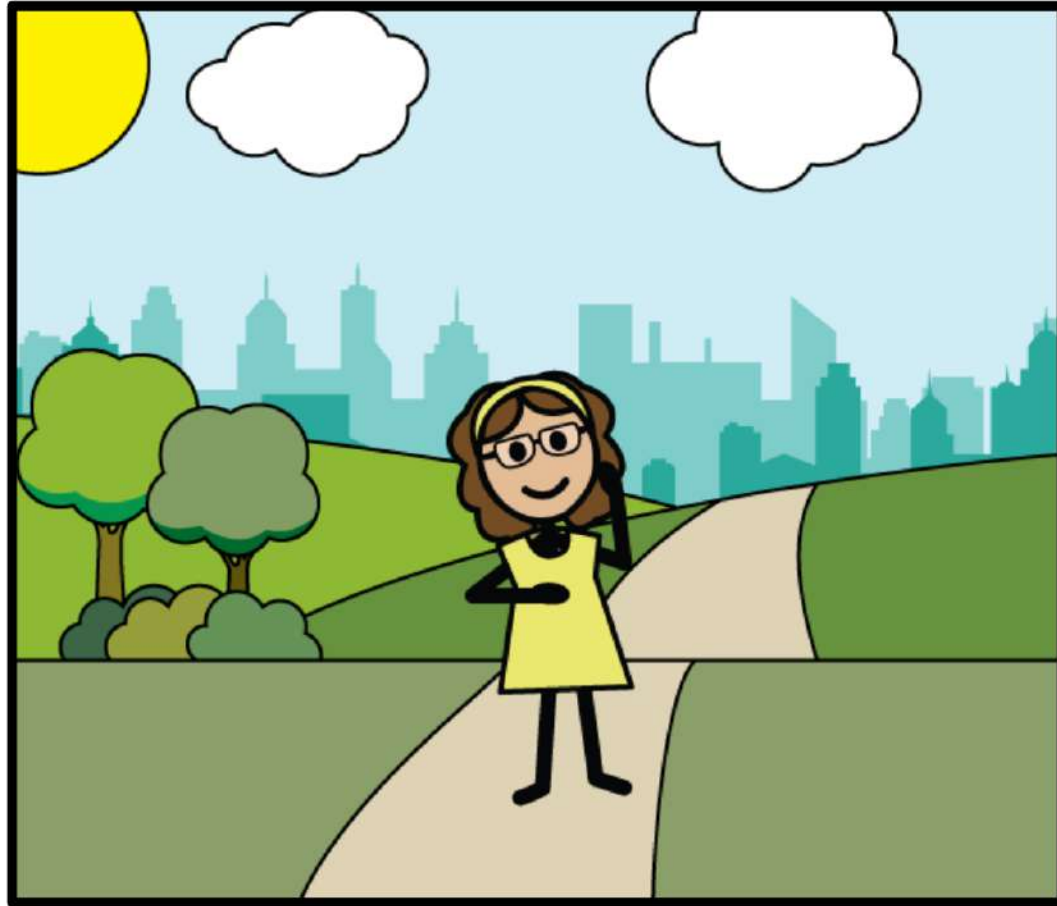
**Gabby hears a sound.**

**What makes that sound ?**



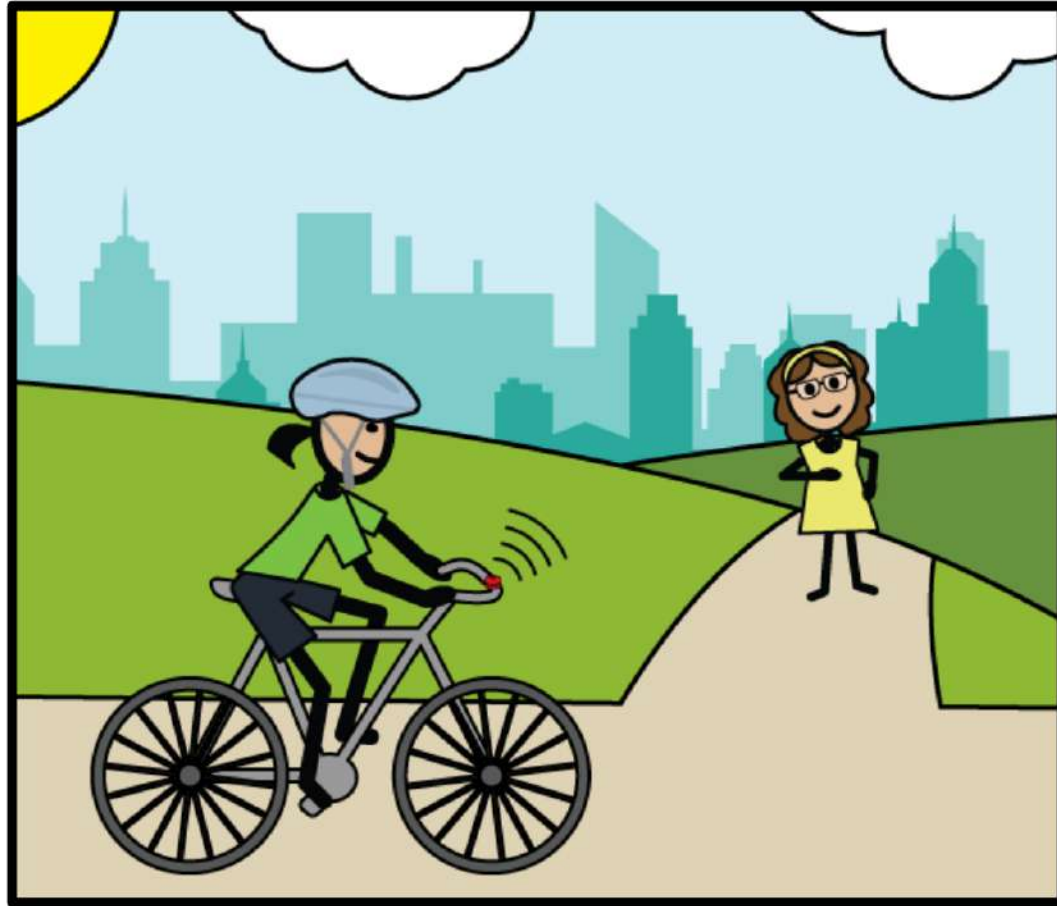
**The guitar makes that sound.**





**Gabby hears a sound.**

**What makes that sound ?**

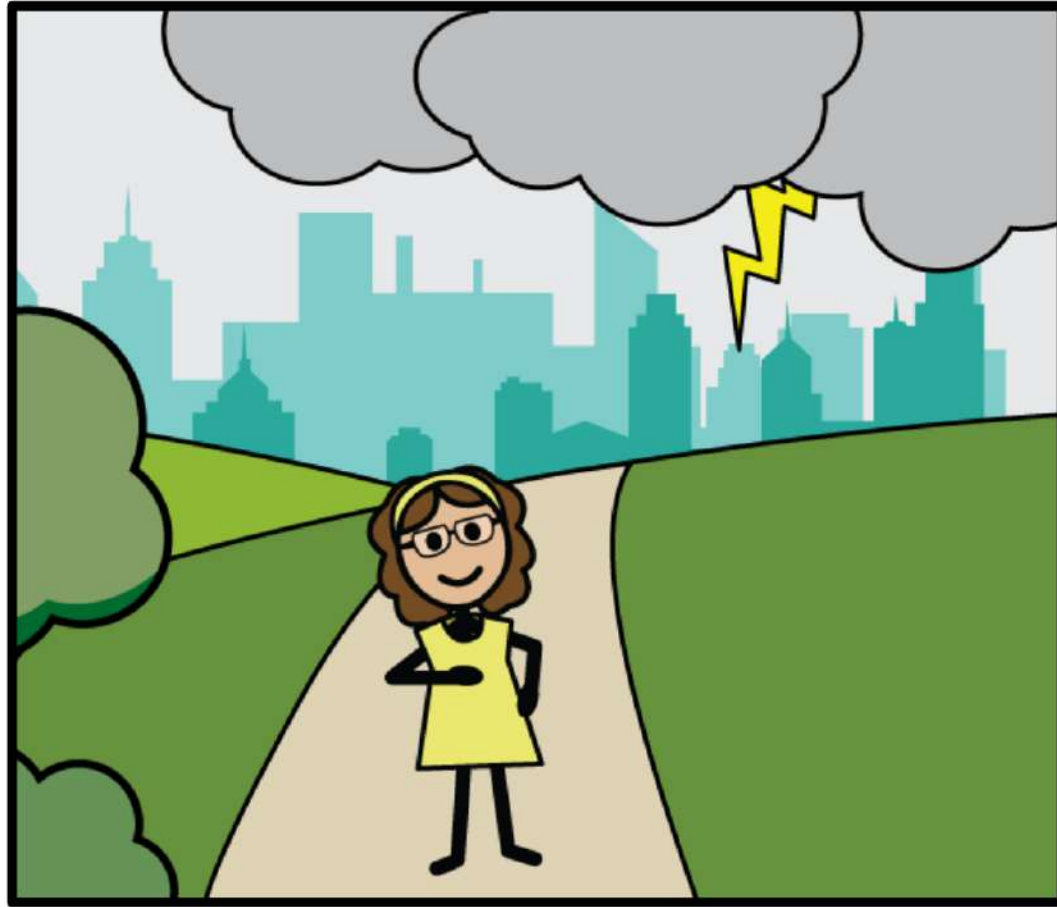


**The bell makes that sound.**



**Gabby hears a sound.**

**What makes that sound ?**



**The thunderstorm makes that sound.**



**Thunder means it is time to go home.**



# The End

# What Makes That Sound?

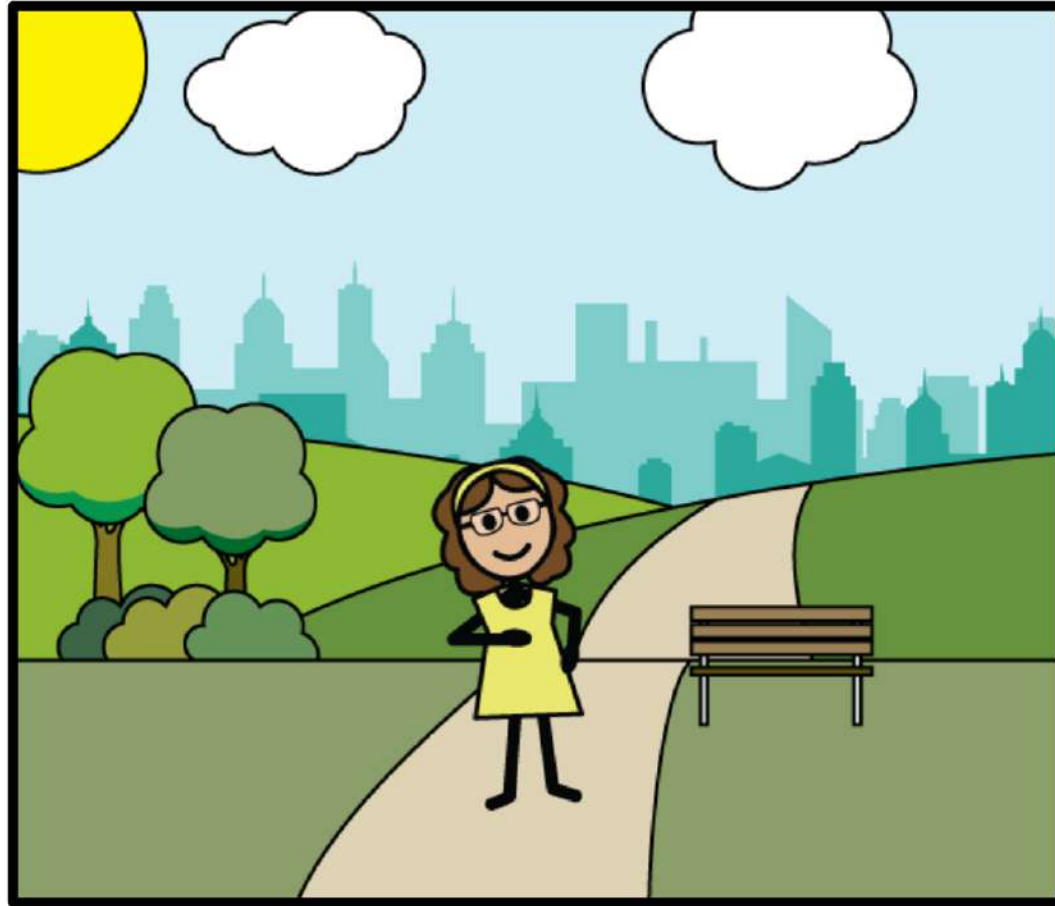
Level aa



by Claire Repp

Illustrated by Todd Gardner

Bind This End

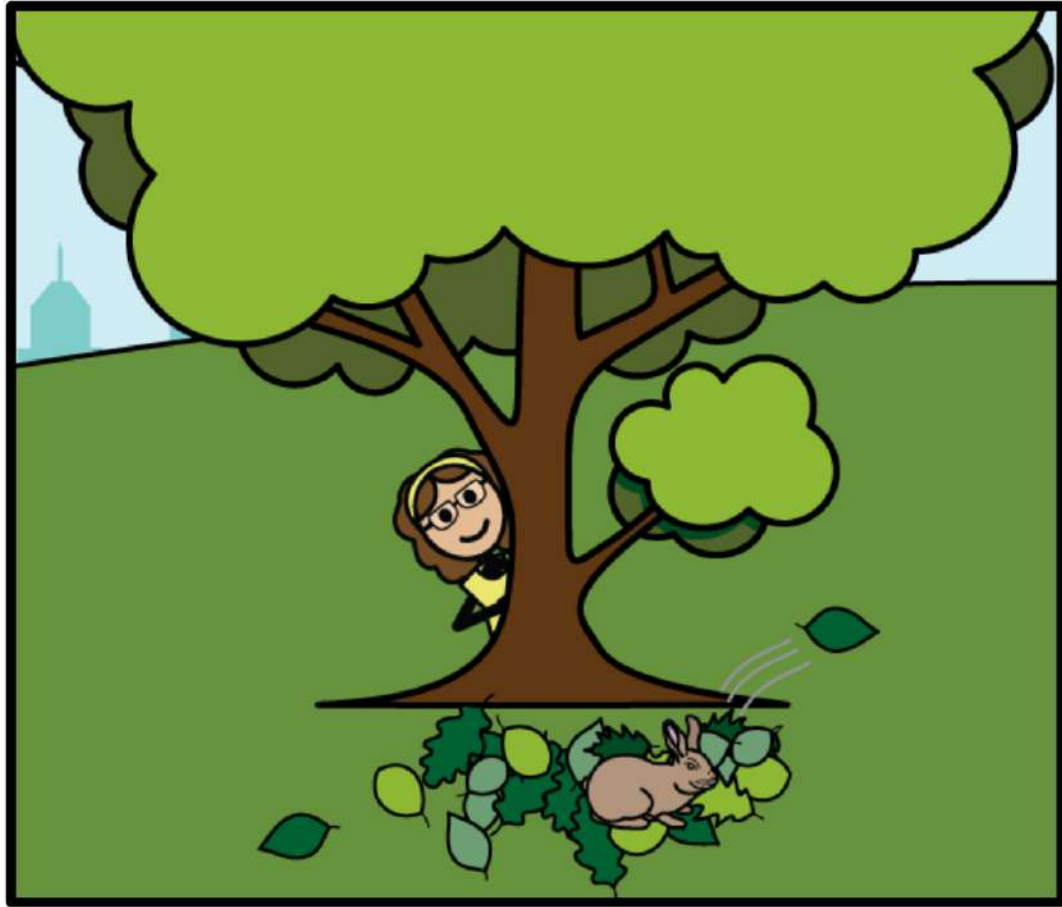


**Park.**

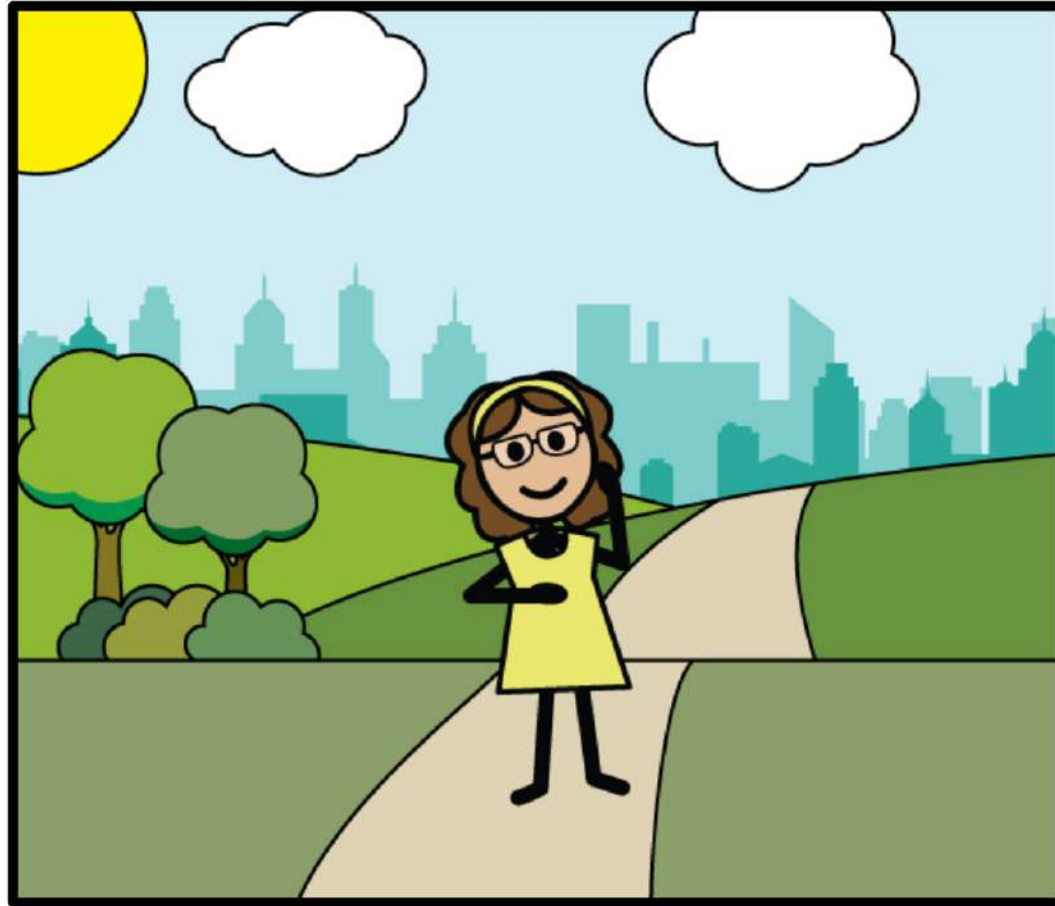




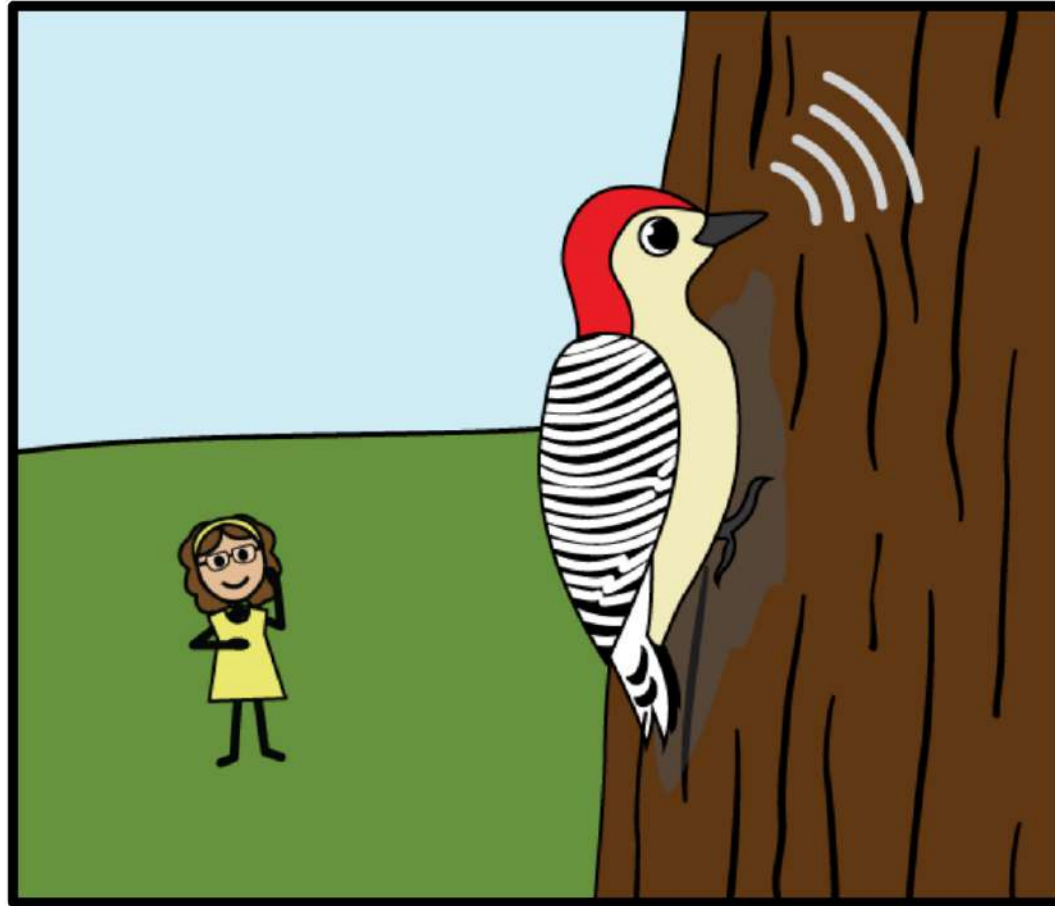
**Sound ?**



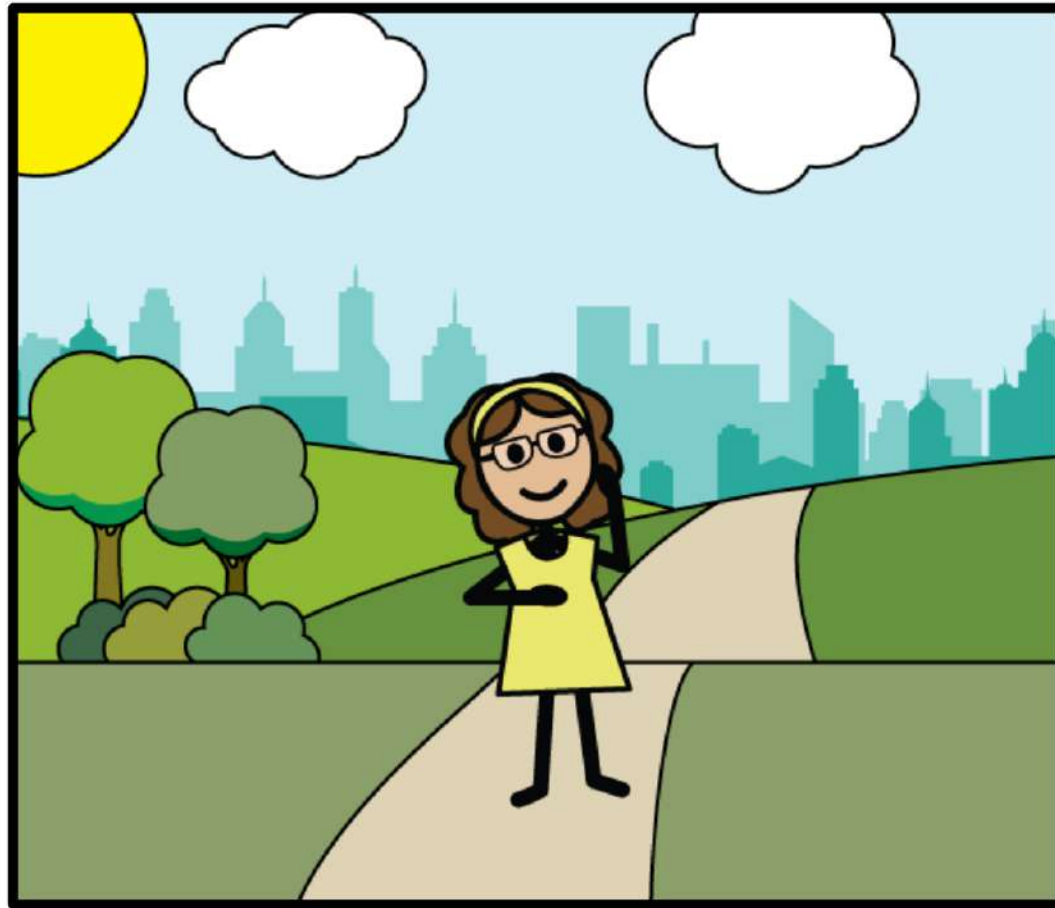
**Leaves.**



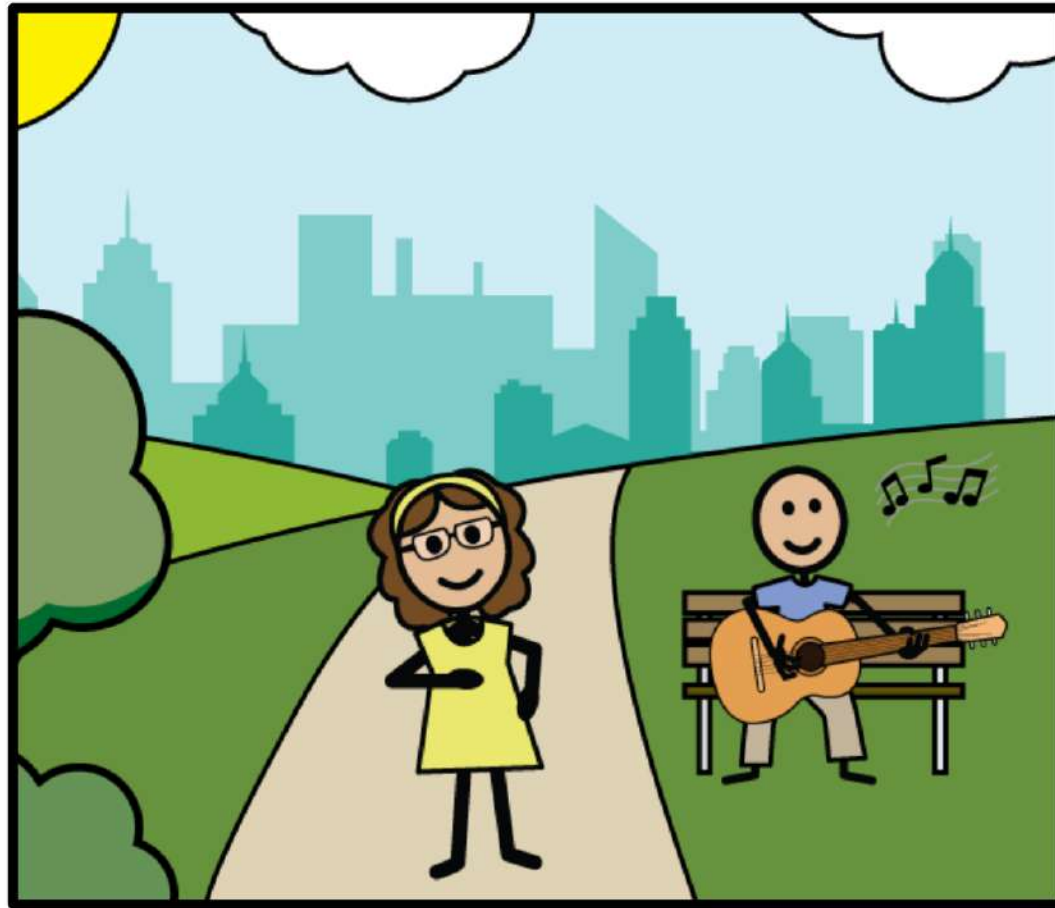
**Sound ?**



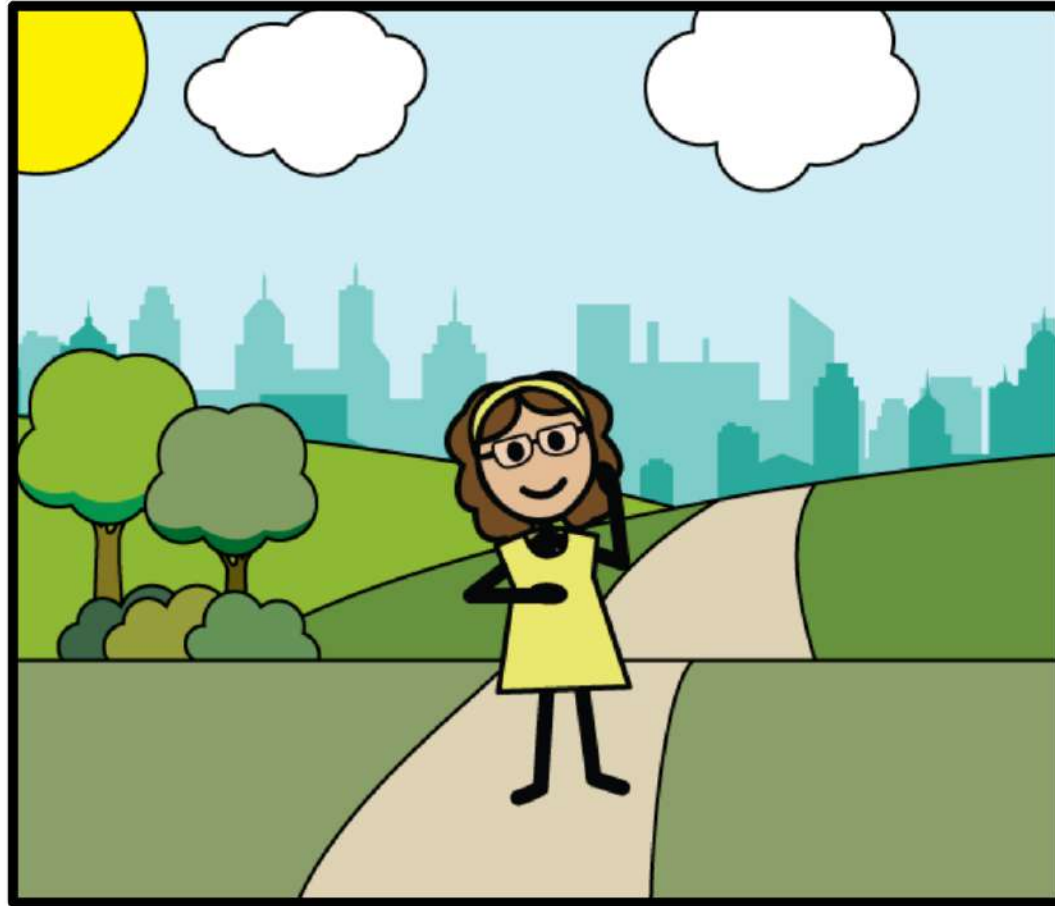
**Woodpecker.**



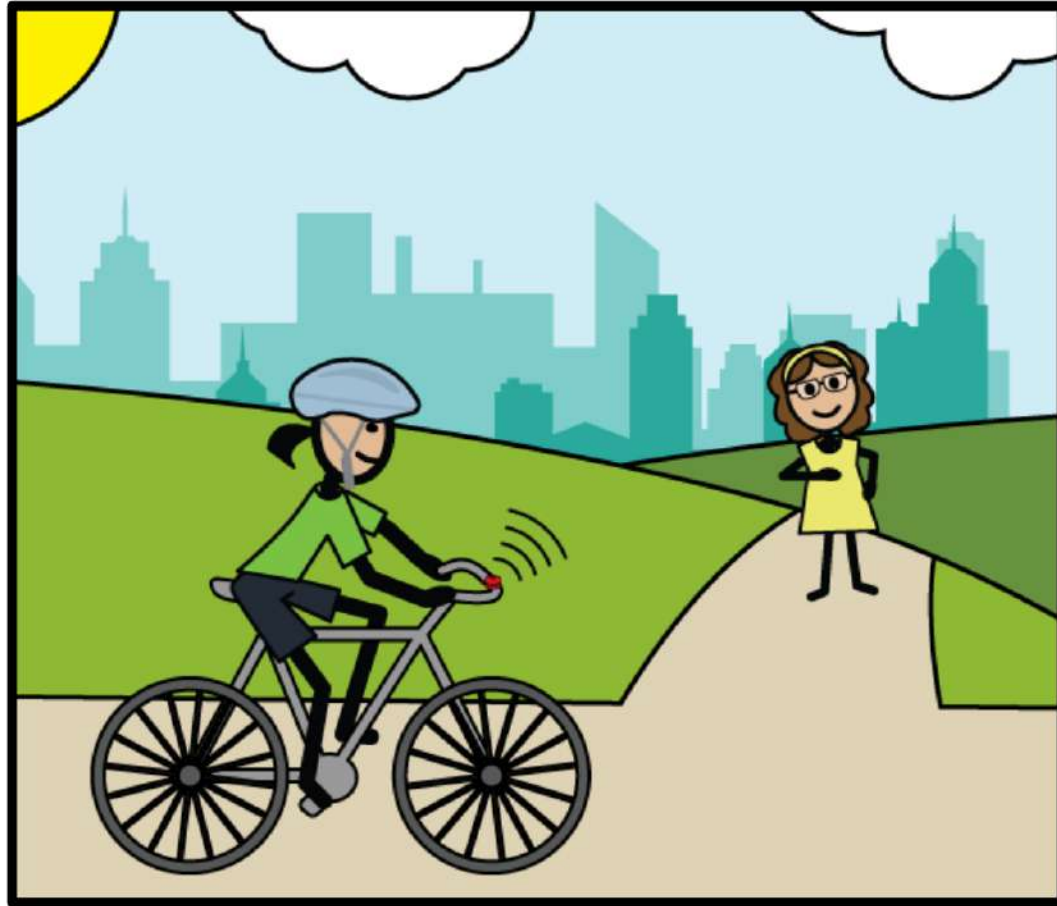
**Sound ?**



**Guitar.**



**Sound ?**



**Bell.**





**Sound ?**



**Thunder.**



**Home.**



# The End

yes



# What Makes That Sound?

no



hear 	make 	around 	Gabby 	park 	sound 	tree 
look/see 	move 	behind 	rabbit 	leaf 	woodpecker 	man 
peck 	play 	up 	guitar 	woman 	bell 	bike 
ring 		down 	sky 	thunderstorm 	thunder 	home 

Within each category, pictures are listed from left to right in the order in which they appear in the text.