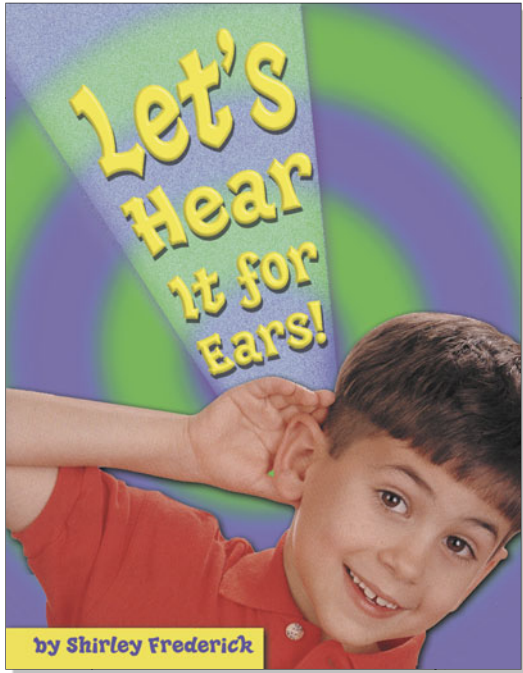


# Let's Hear It for Ears!



by Shirley Frederick

### Leveling Systems

Avenues: ●● More Fluent Readers

DRA: NF38

Fountas and Pinnell: M

Lexile: 380

This nonfiction book presents basic facts about ears and hearing in both people and animals. Diagrams help simplify challenging concepts. Interesting details about animals' ears are supported by photos and graphics.

*16 pages, 501 words*

### In This Guided Reading Lesson:

### Skill Lessons:

Background and Vocabulary	Read the Book	Respond to the Book	Comprehension/ Critical Thinking
<p><b>Hearing Words:</b> brain eardrum vibrate vibration waves</p>	<p><b>Spotlight STRATEGY</b> Translate</p>	<p><b>How We Hear:</b> Sound Wave Diagram</p> <p><b>Animal Details:</b> Details Display</p>	<p>Relate Main Idea and Details (<a href="#">PDF</a>)</p> <p><b>Vocabulary Strategy:</b> Context Clues (<a href="#">PDF</a>)</p>

## Build Background

**The Five Senses** Review the five senses. Point to your eyes as you say: **You see with your eyes.** Point to your ears as you say: **You hear with your ears.** Continue with your nose, mouth, and skin.

Display an object, such as a whistle. Model language for the sense of hearing. Say: **This is a whistle. I use my ears to hear a whistle.** Display more objects or pictures and have children tell which sense they would use for each.

Then have children cut pictures from magazines, glue them to paper, label them, and write captions that tell which sense or senses they would use with each object.

### Materials

- objects to sense such as a whistle, cotton ball, salt, perfume, etc.
- magazines to cut up
- art supplies

## Build Vocabulary

**Sound Demonstration** Display the Key Vocabulary words. Then demonstrate or explain each word and model how to use it in a sentence.

- *brain* and *eardrum*: Gesture as you say: **My brain is inside my head. My eardrum is inside my ear.**
- *vibrate* and *vibration*: Stretch a rubber band between your fingers and pluck the band to make it vibrate. You can also have children hum as they hold their hands to their throats in order to feel the vibration. Say: **The rubber band vibrates. It moves back and forth. You can see the vibration.**
- *waves*: Move your hand in a wave motion. You can also put water in a tub and have children touch the water to make waves. Say: **The waves move up and down.**

### Key Vocabulary

brain  
eardrum  
vibrate  
vibration  
waves

# 1 Preview the Book

**Cover** This nonfiction book gives facts about ears and hearing. *Let's Hear It for Ears!* means *Ears Are Great!*

**Pages 2–3** Let's read page 2. The rabbit's ears are tall. What are the dog's ears like? (long) The first word on page 3 is *In*. The first letter is big and red so it looks nice.

**Pages 4–5** Good readers use what they know in another language like Spanish to help them understand English. Look at the word *sound* on page 5. It's like the Spanish word *sonido*. The words mean the same thing. The picture shows that sound moves up and down in **waves**, like water.

**Pages 6–7** This diagram shows parts of the ear inside the head. Sound waves go into your ear canal, and then hit the **eardrum**. They make the eardrum **vibrate**, or move back and forth very quickly. The **vibrations** go deeper into the head, to the **brain**. That's how you hear sound.

**Pages 8–9** The word *animals* looks like the Spanish word *animales*. Both words mean the same thing. These pages tell how animals hear. Dogs hear sounds that people can't hear. How can you tell that page 9 is about rabbits? (look at the photos and the illustration)

**Pages 10–11** How do you know that the bird on page 10 is singing? (its mouth is open; there are notes nearby) The dots on page 11 show that the owl hears the mouse.

**Pages 12–14** What's the first word on this page? (*Bats*) The picture shows that the bat makes noise. The sound waves hit the insect, and then bounce back to the bat's ears. The bat hears the insect, and then catches it and eats it.

**Page 15** Let's read the question together. This book has taught us so many amazing facts about ears.



## 2 Read the Book

**Independent Reading** Have children read the book silently or to a partner. Observe as each child reads aloud.

- Use the **Good Reader Guide** on pages 7 and 8 to coach children as they read.
- **Spotlight Strategy: Translate** Children may be unfamiliar with some new words (pages 3: music/*música*; 6: vibration/*vibración*; 12: rapidly/*rápidamente* and insect/*insecto*). Remind these children to translate, using their own language to help them understand these new words.

## 3 Respond to the Book

**How We Hear** Have children use pages 6–7 to draw a diagram showing how sound waves travel from the ear to the brain. You can also use this list to guide students. Sound waves travel:

- through the air
- into your ear
- along the ear canal
- into the eardrum
- into your middle ear
- into your inner ear
- to the brain

Have children display their diagrams and trace the path of the sound waves as they tell where the waves go.

**Animal Details** Display a Details Web and record names of animals in the book. Next, assign children to each animal. Have them record details about their animals' ears by drawing pictures or writing descriptive words, phrases, or sentences. Encourage children to use the book as a resource. Post their work near the appropriate circle of the web.

### Materials

- art supplies
- Details Web from *Picture It! Big Book*, page 5

Answers will vary. Sample response:

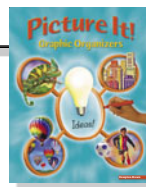
# Details Web

Let's Hear It for Ears!



Use only a black dry-erase marker.

5



Picture It! Big Book, page 5

# from Let's Hear It for Ears!

Take a Running Record		Number of Errors	Number of Self-Corrections
page			
6	<p>When a friend says your name, sound waves travel through the air. They arrive at your ears. They move along the ear canal to the eardrum. The sound waves make your eardrum move back and forth, or vibrate. A high sound makes your eardrum vibrate quickly. A low sound makes it vibrate more slowly. The vibrations go from your eardrum to the small bones of your middle ear. Then they go to your inner ear, deep inside your head. Your inner ear then turns the vibrations into signals that go to the brain.</p>		
8	<p>Like people, animals use their ears in many different ways. Dogs, for example, have good ears. A dog can hear many sounds that are too high for your ears to hear. In fact, a quiet sound to you may be a loud sound to a dog.</p>		
		<b>Total</b>	<b>Total</b>

**Assess Fluency**

**Student reads with appropriate:**

- expression
- intonation
- attention to punctuation
- rate
- phrasing

**Assess Strategy Use**

**Self-Monitors:**

- asks questions
- clarifies
- paraphrases
- uses visuals
- confirms word meaning
- uses punctuation clues
- uses signal words

**Self-Corrects:**

- asks questions
- rereads
- reads on
- searches for new clues
- adjusts reading rate
- translates
- reduces amount read

**Calculate Accuracy Rate**


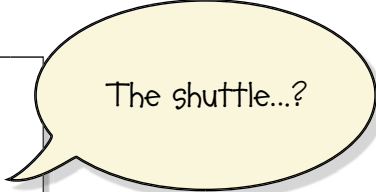

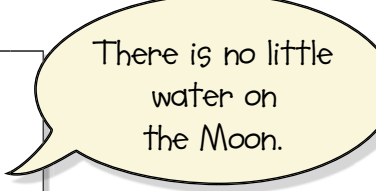
( 139 words - \_\_\_\_\_ ) ÷ 139 words = \_\_\_\_\_ %  
total errors

**Determine Instructional Needs**

<p><b>If Accuracy Rate Is</b> → <b>Then Have Student</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> below 90%                      read a lower-level text</li> <li><input type="checkbox"/> between 90–94%                continue at this level</li> <li><input type="checkbox"/> 95–100%                         read a higher-level text</li> </ul>	<p><b>Student needs more coaching in</b></p> <p>_____</p> <p>_____</p>
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# Good Reader Guide

Use these strategies to coach students as they read independently.

Text	Student Miscue	Coaching Strategies
The rocket is going very fast.	 <p>The rocket is gro... going very fast.</p>	<ul style="list-style-type: none"><li>• Observe or ask questions to discover the strategies the student is using, identify the strategy by name, and praise student's use of it. Then have student read on.</li></ul>
The shuttle orbits the Earth.	 <p>The shuttle...?</p>	<ul style="list-style-type: none"><li>• Prompt student to find clues in pictures and/or surrounding context.</li><li>• Encourage use of cognates and/or word families to guess a meaning. Have student try the guess in the sentence.</li><li>• If the word is phonetically regular, cover it and then reveal each syllable or letter pattern as student sounds out the word. Have student pronounce the word and try it in a rereading.</li><li>• Have student skip the word and read on.</li></ul>
No one has been to Mars.	 <p>Nobody has been to Mars.</p>	<ul style="list-style-type: none"><li>• Ignore if the miscue does not affect comprehension.</li><li>• Validate student's strategic use of picture or context. Point out print cues, such as first letters. As student sees that spoken and printed words do not match, ask him or her to self-correct.</li></ul>
There is no liquid water on the Moon.	 <p>There is no little water on the Moon.</p>	<ul style="list-style-type: none"><li>• Direct attention to pictures or other cues in the text. Ask questions to help student revise the first reading independently.</li><li>• Talk about pictures and context to make sure the word is in student's vocabulary. Then have student reread.</li></ul>

# Good Reader Guide

Use these strategies to coach students as they read independently.

Text	Student Miscue	Coaching Strategies
Craters look like dark circles when you look up at the Moon.	Craters look like dark when you look up at the Moon. <b>Skips important words</b>	<ul style="list-style-type: none"><li>• Repeat and ask: <b>Does it make sense?</b></li><li>• Read together; then have student start over.</li><li>• Have student track the print and sweep a finger to the next line.</li></ul>
There are mountains on the Moon.	There...are mountains...on...the... Moon <b>Reads slowly, word-by-word, without comprehension</b>	<ul style="list-style-type: none"><li>• Assign a book at an easier reading level, allowing student to build fluency and comprehension.</li><li>• Recall the book's topic and/or title. Ask questions to tie the ideas in the text to the ideas in the preview.</li><li>• Have student paraphrase small but meaningful chunks of text, relating it to own experience.</li></ul>
That's one small step for man, one giant leap for mankind.	That's one small / step for / man, one / giant leap for / mankind <b>Reads aloud with poor phrasing</b>	<ul style="list-style-type: none"><li>• Highlight punctuation cues. Write out a section of the text. Demonstrate appropriate phrasing and help student mark the text to show how to group words. Then have student reread.</li><li>• Relate text to student's personal experience to help student read with appropriate expression.</li></ul>
The Moon is full tonight.	TheMoonisfulltonight <b>Reads quickly, without comprehension</b>	<ul style="list-style-type: none"><li>• Model slowing down and pausing to ask yourself questions periodically. Encourage student to apply these strategies.</li></ul>
The Moon is Earth's only natural satellite.	? <b>Gets stuck; is unable to use any strategies</b>	<ul style="list-style-type: none"><li>• Ask questions to discover why student is stuck.</li><li>• Suggest strategies and supply words.</li></ul>