



Summary

The town concert is in jeopardy, unless Paisley and Ben figure out why the sound in the new music hall is so terrible.

Guided Reading Level	Lexile Level	100th word	Total Word Count
S	790		

Standards:

Common Core Language Arts

- Describe characters, actions, and sequence of events
- Explain how illustrations contribute to mood and setting

Lesson Focuses for Guided Reading (Select lesson focus based on Student's needs)

Writing Craft	Comprehension	Reading Strategies, Decoding, & Phonics	Academic Vocabulary
Using an adjective Vocabulary for a variety of descriptive attributes Using strong verbs	Predicting Asking questions	Reading on for supporting details Using picture clues	acoustics concussion distorted frequency harmony pun sabotage

Lesson

1. Warm up for reading – Students read familiar books.
2. Introduction of **Sounds Like Fun** – Introduce **Sounds Like Fun** by looking at the cover photo and starting a discussion about sound.
Suggested questions to facilitate introductory conversation:
 - What do you know about sound? Explain.
 - Have you ever been to a concert? Tell us about it.
3. Skimming and Scanning **Sounds Like Fun** – Use this time to introduce or review your lesson focus strategies and/or skills.
Suggested skimming and scanning prompts:
 - Look at the table of contents on page 5. Make a prediction about what will happen in the book by reading the chapter titles.
 - On page 9, find the word stapes. Does reading the remainder of the paragraph help you to determine the meaning?
 - On page 11, look at the illustration. Does it help you figure out the feelings of the characters?
4. Reading **Sounds Like Fun** – Students read independently or with a partner.

5. After reading **Sounds Like Fun** – Open the conversation with a question that relates to the comprehension strategy of asking questions. After a brief conversation about the contents of the book, move to questions that support your lesson focus.

Suggested after reading content connection questions:

- How did Mrs. Decibel feel about the upcoming concert? What clues from the book and illustrations did you use?
- What do you think about Whitney-Raelynn saying that she would win the spelling bee? What does this tell you about her?
- How do Paisley and Ben solve the mystery of the terrible acoustics?
- Why are the acoustics so terrible? Summarize.

Suggested after reading lesson focus prompts:

- I noticed (student's name) using (reading strategy) while you were reading. Did it help you with your reading? (Repeat this question to highlight different reading strategies or skills used by students.)
- Did you check the pictures for clues when you were stuck?
- On page 27, the author uses strong verbs like tinkered, devised, and interact. Can you find other examples of strong verbs in the book?

6. After Reading Application for **Sounds Like Fun** – Have students complete the Draw, Label and Share reproducible.

Name: _____

Date: _____

Title: _____

Directions: Draw a picture of something you learned about in the book. Label all of its parts. Then write three "Did you know..." facts about your object.

Draw and label.



Did you know ... _____

Did you know ... _____

Did you know ... _____

