



Orientation

Ensure that you have read about using the plan in the Program Guide.

Book summary

Read the following summary to the student.

Sounds are measured in decibels. Find out what some everyday sounds measure – and which ones might be hurting your hearing.

Introduction

Foster interest and activate the student's background knowledge. Be concise – focus on motivating and involving the student. Encourage prediction by using the text and illustrations on the cover of the book. Discuss new vocabulary and remind the student to use the glossary (when applicable). Also remind the student to ask him/herself questions before, during and after the reading.

Ask the student to tell you about sounds they like to hear and sounds they don't like listening to. Discuss these, ensuring that you reinforce the words "decibels" and "eardrums." Browse the pages together and ask the student to find the decibel measurement on each page.

Conferencing

Check how well the student reads

When you are conferencing, the student reads all or part of the book to you. Then:

- praise, pause, and prompt appropriately;
- check for accuracy (by counting mistakes) and fluency;
- check for understanding by using one or more of the following methods:
 - asking the comprehension questions provided and any others that seem necessary;
 - asking the student to retell the story in their own words;
 - asking questions about and discussing aspects of the story, such as the theme, plot, main ideas, sequence and characters;
 - encouraging the student to confirm the predictions they made during the orientation.

Decide what the student does next

Next recommend that the student:

- practices some more on the same book, with or without the audio;
- completes one of the activities provided that is related to the book;
- practices with another book from the same level; or
- is assessed for promotion to the next level.

Comprehension questions

1. Name a quiet sound that measures very low decibels.
2. Name a loud sound that measures very high decibels.
3. Why do the ground controllers at the airport wear earmuffs?
4. What would life be like if you damaged your eardrums and couldn't hear?
5. What can you do to protect your eardrums from being damaged?

Answers to the Comprehension questions

1. A pin dropping.
2. Music turned to high, a train, a jet taking off.
3. They wear earmuffs to protect their eardrums.
4. Answers will vary.
5. Answers will vary.

Supporting English Language Learners

The following are suggestions for optional lessons to take with your English language learners. See the overview chart in the Program Guide for a summary of the text features of this book.

Purpose

Responding orally to texts by restating facts and details to clarify ideas

Introduce the concept and practice

Identifying and restating the facts in a nonfiction text ensures the students uses them to support their retelling.

When the student is familiar with the text, discuss it and ask the student to recall as much information as they can. Ask questions that help the student to remember. Encourage them to refer to the text to confirm details.

Prepare two sets of cards – set A cards with the decibel measurements on them as mentioned in the text, and set B matching cards with what makes the measurements. For example, the set A card has "1 decibel" on it and the matching set B card has "a pin dropping."

The student matches the cards from set A to the corresponding ones from set B. They could refer to the text or not, depending on their level of competence.





Name: Date:

Introduction: Sounds are measured in decibels. Find out what some everyday sounds measure – and which ones might be hurting your hearing.

Errors M S

Sound Waves Sound is felt by the ear when sound waves hit the eardrum. Sounds can be measured. **Measuring Sounds** Sounds _____ measured in decibels. Quiet sounds _____ lower decibel levels than loud sounds. The _____ of a pin dropping _____ about 1 decibel. The _____ of wind in the leaves _____ a tree measures about 10 _____ . **Sounds People Make** How many decibels are _____ sounds that people make? The sound of _____ whisper measures about 20 decibels. The _____ of two people talking measures 65 decibels. Listening _____ music with the volume turned _____ high can measure between 105 and 120 decibels. At that volume, _____ will damage _____ eardrums. Listening to music for _____ long can damage your ears, _____ . **Sounds Machines Make** Some people work _____ places where the sounds _____ machines measure 85 decibels or _____. Sounds as _____ as 85 decibels _____ damage your eardrums, if _____ listen to them _____ a long time.

Accuracy Chart (Exact word replacement only)		
Words Entered	Score	Level
More than 11 correct		Independent
10 or 11 correct		Instructional
Fewer than 10 correct		Frustration

Errors
M = Meaning (makes sense) ____ **S** = Syntax (sounds right) ____
 Heard Seen Unseen
 Comments: _____





Sound is felt by the ear when sound waves hit the eardrum. Sounds are measured in decibels. Quiet sounds have lower decibel levels than loud sounds. The sound of a pin dropping measures about 1 decibel. The sound of wind in the leaves on a tree measures about 10 decibels.

How many decibels are the sounds that people make? The sound of a whisper measures about 20 decibels. The sound of two people talking measures 65 decibels.

Listening to music with the volume turned very high can measure between 105 and 120 decibels. At that volume, it will damage your eardrums. Listening to music for too long can damage your ears, too.

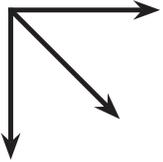
Some people work in places where the sounds of machines measure 85 decibels or more. Sounds as loud as 85 decibels can damage your eardrums, if you listen to them for a long time.





Name: Date:

Words can be found in these directions:



The letter in each square can only be used in one word.

a	t	h	e	r	e	w	i	t	h
b	s	a	m	a	k	e	d	y	t
o	t	o	l	h	e	a	o	o	i
u	h	t	u	m	e	r	w	u	m
t	e	g	h	n	o	a	n	r	e
a	i	e	m	e	d	s	r	s	a
l	r	t	m	u	a	u	t	o	t
l	w	h	e	n	c	r	f	m	i
w	i	l	l	f	s	h	e	e	t
p	e	o	p	l	e	t	h	a	t

Words to find:

- | | | | | |
|--------|------|--------|-------|------|
| about | down | much | the | when |
| all | get | people | their | will |
| almost | hear | some | there | with |
| are | it | sound | time | your |
| at | make | that | | |

Use the letters that are left to make the word that tells what people should wear around loud noises.





- ★ Spin the numbered spinner.
- ★ The highest number starts.
- ★ You need to spin the exact number to move onto the END square.

START
 Sound is felt by the ear when sound waves hit the eardrum. Sounds can be measured.

1

2 Sounds are measured in decibels. Go forward 3 spaces.

3

19

20

21 You need to wear earmuffs. Name 2 numbers. If you spin one of those numbers, go back to 17.

22

4

18 Listening to music for too long can damage your ears. Go back to 14.

END
 The very loudest sound is a rocket when it launches.

23

5

17

30

24

6 The sound of a pin dropping measures about 1 decibel. Spin again. If you spin a 2 or a 6, go on to 9.

16

29

25 The sound of a lawnmower can measure 90 decibels. Spin again. Go back that number.

7

15 Listening to music with a high volume can measure between 105 and 120 decibels. Go on to 17.

28 A jet airplane taking off measures 140 decibels. Miss a turn.

27 Very loud sounds can tear the eardrum and make it bleed. Go back 3 spaces.

26

8

14

13

12

11

10 The sounds of two people talking measure 65 decibels. Spin again. Go forward that number.

9

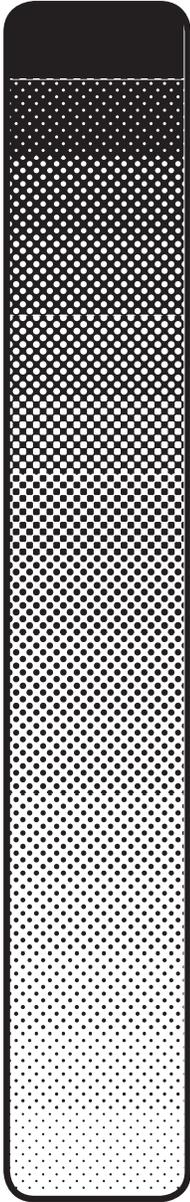




Name: Date:



Label the gauge with the different decibels. Beside the decibels, write the name of the sound that measures that many decibels, and at what stage it damages the eardrum.



Series of horizontal dotted lines for writing labels and sound names next to the gauge.

Write on the back of this page if you need more space.



Your gauge will need to start at zero and go at least as high as 150 decibels.

