

Integrated Literacy

# A re You Listening?

**Ontario Curriculum Literacy Unit**

**Integrated with Reading, Writing, Spelling, and Technology**

Name:

**Ontario Curriculum Unit**  
*Integrated Literacy*  
*Reading, Writing, Spelling, and Technology*

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## **Are You Listening?**

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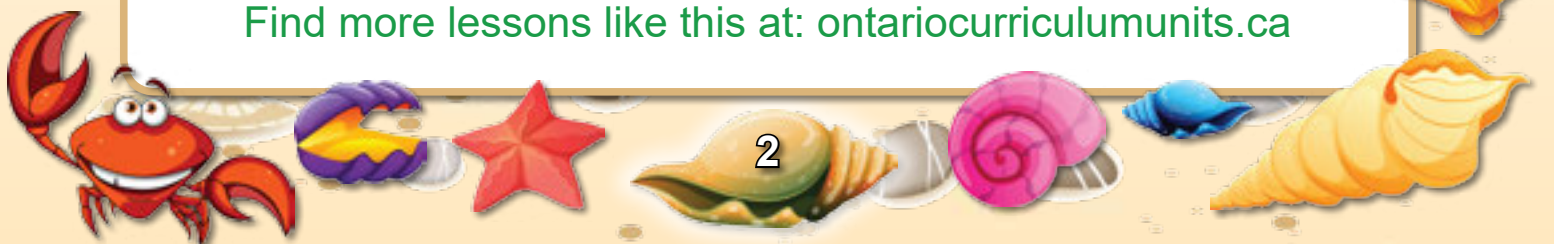
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# L

## esson Expectations and Rubric



Expectation	Level 1	Level 2	Level 3	Level 4
Demonstrating Understanding				
Making Inferences, Interpreting Texts				
Extending Understanding				
Spelling Familiar Words				
Spelling Unfamiliar Words				
Word Choice				
Vocabulary / Resources				
Organizing Ideas				
Producing Drafts				
Editing / Proofreading				
Producing Finished Work				
Technology: THPLink				

Comments:



# R

## esponding to the Reading

Enjoy reading the selection that follows.

### ARE YOU LISTENING?



Things got off to a rocky start. As Liam was introducing the national anthem, a loud sound rattled the airwaves. He had dropped the microphone on the floor.

Then Antonio started the anthem in the middle. We could hear him say some words I don't think he was supposed to say out



loud. But he did replay the whole anthem.

Then came the announcements. Mr. Burger: I hope the noise is over. So please be quiet and listen. Important stuff is coming.

Lei: The track team will meet in the gym at 11:45 today. Remember the rule: if you want to compete, proper shoes on your feet!

Quincy: Hearing tests will be conducted in the nurse's office this afternoon. Remember the rule: IF YOU WANT TO HEAR, YOU NEED A HEALTHY EAR! (or two).

Mr. Burger: Quincy, you need to work on that rule. Anyway, with the choir singing backup, Jackson will be performing a top 10 hit. Join us at 2:30 in the gym.

Low Resolution sample

Download the complete, reproducible unit at

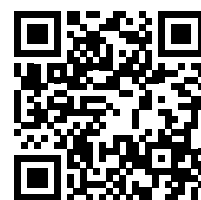
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## THPLink Number 100001

Scan the QR Code or go to the website below. Listen as Jackson reads the story and watch the video presentation of this Tree House Gang adventure.

With a family member or your teacher, search online for the national anthems of Australia, New Zealand, Canada, U.K., and the U.S.A. Which anthem do you like best? Why?

<http://thplink.tv/100001.html>



1. Underline the name of the character who dropped the microphone. Circle the name of the character who messed up the playing of the national anthem.

2. Complete the following questions.

a. Write the time the track team will meet. \_\_\_\_\_

b. Write where the choir is going to sing. \_\_\_\_\_

c. Write when the choir will sing. \_\_\_\_\_

d. Where the hearing test will be held. \_\_\_\_\_

3. An anthem is:

- a. a type of microphone
- b. a hearing test
- c. a national song
- d. part of a computer

5. the topic of this selection is:

- a. Mr. Brown's class presents the school announcements
- b. the importance of hearing tests
- c. the choir sings in the gym
- d. the school rules

4. Things got off to a rough start means:

- a. everything went well
- b. they started late
- c. they played rock n roll music
- d. things went badly

6. By looking at the illustration you can tell:

- a. it is very quiet in the office
- b. the kids are well prepared and organized
- c. it is very noisy in there
- d. the speakers are turned off



7. Look at the illustration. Everyone seems to be very upset with all the noise. Think about a time when you heard very loud, unusual, or scary sounds. Tell about it. How did the noise make you feel?

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8. The Tree House Gang could certainly have done a better job presenting the announcements. List at least four ways they could better prepare to present the announcements next time.

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9. Tell about how the announcements are presented at your school.

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10. We know from the announcements that this school has a track team and a choir. List the clubs, sports, and other activities your school offers.

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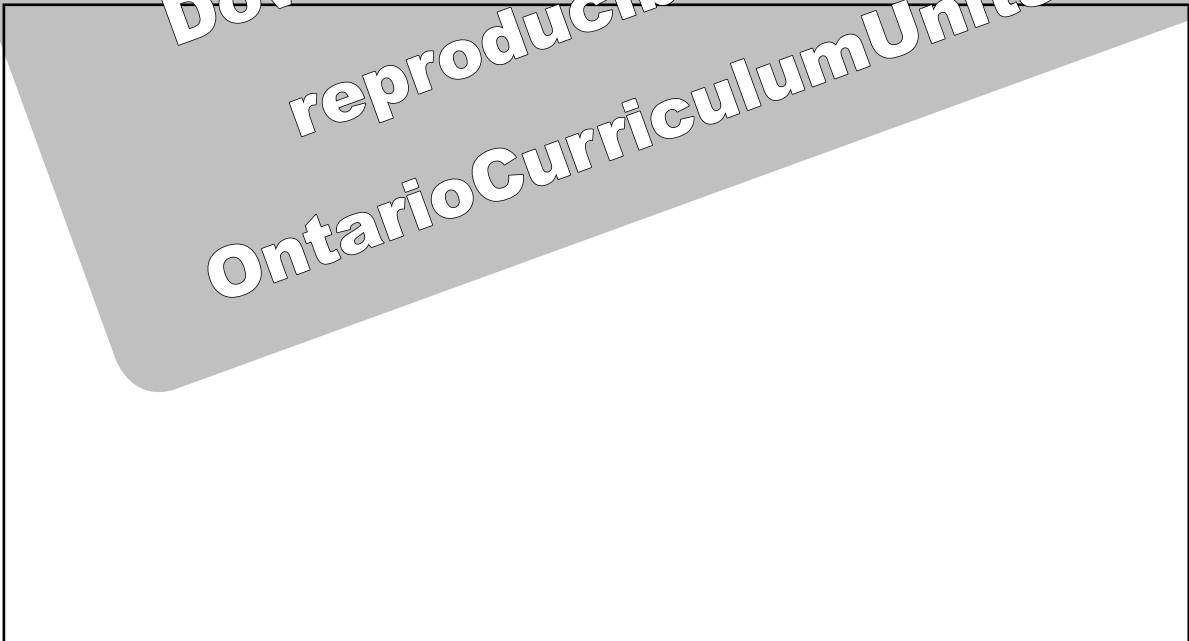
11. Do you have an idea for a new school activity? Think of one you would suggest to your principal. List three reasons why you think this activity should be offered.

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12. In the box below, illustrate your favourite scene from this selection. Sketch first and then colour.



**SAMPLE**  
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# P

## Prepare for Word Study


### Word List

#### Theme Words

ear  
hear  
listen  
sound  
loud  
grier  
music  
noise

#### Pattern Words

feel  
cheek  
feet  
meet  
peep  
beep  
keep



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### Study Plan

When you can write one word, it is easy to write words that rhyme with it. If you can write feet, then meet and beet are easy to write. Do you know any words that rhyme with the list words?



# U

## nderstanding Words



1. All eight of this unit's theme words were used in the selection to help show their meanings. Find and put a box around each theme word used in the selection.

2. **Pencil** is a two-syllable word. **pen/cil** There are three list words made up of two syllables. Write them on the lines below. Draw a line between the syllables.

3. The word **announcements** has three syllables. Circle at least seven more three-syllable words in the story.

4. Underline the word that is an antonym (opposite) of quiet.

ear

loud

sound

hush

noise

5. Complete the phrases below with a theme word.

a. Very \_\_\_\_\_ thunder.

e. I \_\_\_\_\_ you.

b. Soft \_\_\_\_\_ music.

f. An \_\_\_\_\_ to the ground.

c. \_\_\_\_\_ to the rain.

g. The \_\_\_\_\_ of music.

d. \_\_\_\_\_ to my ears.



6. The theme words relate to the sense of hearing. We have five senses in all. Complete the blanks below with appropriate word for each sense.

a. I can see \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

b. I can taste \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

c. I can touch \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

d. I can smell \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

e. I can hear \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

7. Read these theme words below. Find and circle a smaller word hidden in each theme word.

hear

listen

noise

8. List two sounds that you like to hear.

\_\_\_\_\_





# U

## nderstanding Word Patterns



**Word Pattern: long e sound with ee**

1. Read these words with the **long e sound with ee** like you hear in **tree**.

feel

cheek

feet

meet

peep

cheep

keep

Jeep

Circle the two letters that make the long e sound in each word.

2. Read these words with the long e sound: meet, hat, creek, steel, street, week, keep, cheek, beet. Write each word under the correct word family.

**ee** family

**ee** family

**ee** family

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Read this silly story and circle all the words that have a **long e sound with ee** like **tree**.



a. "Cheep, cheep," says the sheep.

b. "That sounds creepy," said the horse.

c. The sheep replied, "Would you prefer peep peep?"

d. "No," said the meek horse, "I'd rather hear you say 'baa' of course."

4. Add **ing** to each of these **ee** words. Write the new words on the lines.

feel

meet

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

cheep

keep

peel

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. There are other ways of spelling the **long e** sound in words. Read the words below. Circle the **long e** sound in each.

meat

baby

6. Write six more words that are spelled with the **long e** sound.

ea

e

y

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

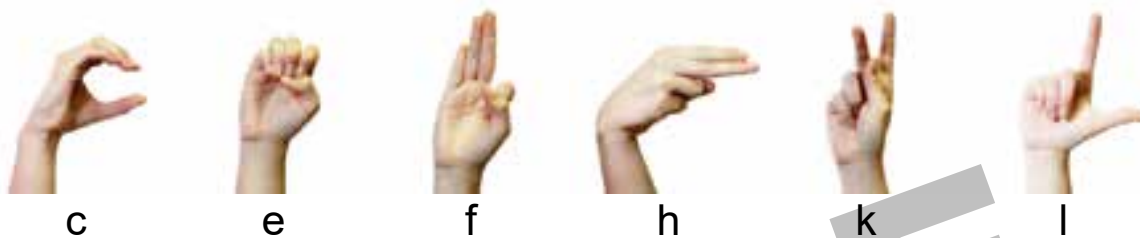
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



7. Decode the mystery words. Study the finger spelling signs.  
Now write the code words on the lines below.



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# P

## rocess Writing



### Write an Announcement

You are helping with the school announcements. What will you inform the school about?

- a school team practice
- details of a school assembly
- a school technology sale
- a student's lost dog

### Generate Ideas, Plan, and Organize

Select one or more topics above. Complete the announcement planner below.

#### Announcement Planner

Topic: \_\_\_\_\_

Details: \_\_\_\_\_

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Time: \_\_\_\_\_

Place: \_\_\_\_\_

Contact Person: \_\_\_\_\_

**Write Your First Draft**

Using the ideas from your planner write your draft below.

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## Edit and Proofread

Edit and proofread with a partner, a small group, or your teacher.

- Is all the important information included?
- Is the information clear and accurate?
- Should unnecessary ideas be left out?
- A good announcement uses as few words as possible.
- Are details of time, place, and contact person included?

## Publish and Share

Date: \_\_\_\_\_

Author: \_\_\_\_\_

Title: \_\_\_\_\_

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