

### About the Book

Text Type: Fiction/Realistic Page Count: 16 Word Count: 834

### Book Summary

The big music competition is only two days away, and Rhythm and Harmony have some problems. Harmony is too nervous to sing in front of others, and Rhythm keeps losing the beat on his drums. It doesn't help that these two can't stop arguing. What will happen at the competition, and will Rhythm and Harmony learn to work together? This realistic fiction story presents opportunities to teach early readers to identify problem and solution in a story as well as how to use commas in dialogue.

### About the Lesson

#### Targeted Reading Strategy

- Make, revise, and confirm predictions

#### Objectives

- Make, revise, and confirm predictions to understand text
- Identify problem and solution
- Identify *r*-controlled vowel *er*
- Recognize and understand the use of commas to separate dialogue
- Identify and understand the use of suffix *-ing*

#### Materials

Green text indicates resources are available on the website.

- Book—*Rockin' Rhythm and Sweet Harmony* (copy for each student)
- Chalkboard or dry-erase board
- Dictionaries
- Problem and solution, commas to separate dialogue, suffix *-ing* worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on an interactive whiteboard or completed with paper and pencil if the books are reused.)

#### Vocabulary

\*Boldface vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](http://VocabularyA-Z.com).

- Content words:  
 Story critical: **competition** (n.), **harmony** (n.), **melody** (n.), **practice** (v.), **rhythm** (n.), **tempo** (n.)  
 Enrichment: **nerves** (n.), **routine** (n.), **scale** (n.)

### Before Reading

#### Build Background

- Ask students to share what they know about competition. Ask them to name some types of competitions they know about or have participated in. Have a discussion about competitions and what it takes to participate in them.
- Show students the front and back covers of *Rockin' Rhythm and Sweet Harmony* and read the title. Ask students to predict what type of competition they might read about in this story on the basis of the illustrations and the title.

### Preview the Book

#### Introduce the Book

- Give students their copy of the book. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).

#### Introduce the Reading Strategy: **Make, revise, and confirm predictions**

- Explain to students that engaged readers make predictions, or guesses, about what will happen next in a story. Emphasize that making a prediction that makes sense, on the basis of clues from the story, is more important than getting the prediction right. Remind students that they can always change, or revise, a prediction as they read.
- Model making a prediction using information from the cover.  
*Think-aloud: When I read the title of this story, Rockin' Rhythm and Sweet Harmony, I receive a big clue. I know from the title and from the illustrations on the cover that this is a story about music. I know the terms rhythm and harmony are both used when talking about music. I notice the kids on the cover appear to be singing, and one is playing a guitar. As I look more closely, the kids seem to be singing individually or in small groups. With these clues, I can make a prediction about the story. I predict the kids are involved in some type of singing competition and they are all practicing to get ready to sing. Perhaps they are all trying out for a part in a play.*
- Invite students to make their own predictions on the basis of the cover of the story. Encourage them to be as specific as possible in their predictions. Record these predictions on the board. Remind students that being correct in their predictions is not as important as learning to look for important clues in the text and in the illustrations. Point out that students can always revise a prediction and that doing so will help them to stay engaged with the story.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

#### Introduce the Comprehension Skill: **Problem and solution**

- Write the words *Problem* and *Solution* on the board. Remind students that in many stories, the character has a *problem*, or a difficulty that needs to be solved. The *solution* is how the character works through the problem and resolves it.
- Create a T-chart on the board, and label the left column *Problem* and the right column *Solutions*. Write the following sentence on the board under the *Problem* heading: *I forgot my lunchbox.*
- Model how to determine solutions to a problem.  
*Think-aloud: When I have a problem, I have many choices about how I can handle it. In this example, my problem is I forgot my lunchbox. What are some steps I can take to solve this problem? One way I could solve the problem would be to call my parents and ask them to bring my lunchbox to me at school. I could ask a friend to share his or her lunch with me. Or, I could ask a friend or a teacher to borrow some money to buy a lunch in the school cafeteria. These are all possible solutions I could use to solve the problem of not having my lunchbox.*
- Model filling in the chart on the board with information from the think-aloud. Reinforce there are many ways to solve one problem.
- Write the following sentence on the board under the *Problem* heading: *I lost my dog yesterday.* Have students work in groups to discuss possible solutions to this problem. Invite volunteers to share their solutions and record these under the *Solutions* heading.

#### Introduce the Vocabulary

- Write the content vocabulary words on the board: *harmony, melody, tempo, and rhythm.*

## Lesson Plan *(continued)*

## Rockin' Rhythm and Sweet Harmony

- Point out that these four words can be found in the text and knowing what they mean will help students understand what they are reading. Divide students into pairs and give each set of students a blank piece of paper. Have students divide the paper into four sections and label each section with one vocabulary word. Invite them to draw and write what they know about each word and to create a definition using their own prior knowledge.
- Model how students can use a dictionary to find the meaning of a word. Have them locate the word *harmony* in the dictionary. Ask a volunteer to read the definition aloud.
- Show students the glossary on page 16. Have students locate the word *harmony* in the glossary. Point out the dictionary has multiple definitions for the word *harmony*, depending on the usage. Have students compare the dictionary definition with the glossary definition, and ask them which dictionary definition is the most similar. Ask them to compare this definition with their prior knowledge of the word.
- Ask students to locate the word *harmony* on page 3, and read the sentence containing the word aloud. Discuss that the word *harmony* is used as a name of a character in the book and the reasons the author might have chosen to use this name. Have students compare and contrast the three sources: the dictionary, the glossary, and the text. Repeat the exercise with the remaining vocabulary words.

### Set the Purpose

- Have students read to make, revise, and confirm their predictions about Harmony and Rhythm and the music competition. Encourage students to think about problems and solutions as they read.

## During Reading

### Student Reading

- **Guide the reading:** Have students read from page 3 to the end of page 5. Encourage those who finish early to go back and reread. Invite students to identify the main problem the characters are having in the story. Have students share and discuss the main problem with a partner. Invite volunteers to share the main problem aloud, guide students to the consensus that the main problem is *Rhythm and Harmony both need to practice for the music competition, and they are arguing with each other.*
- Introduce and explain the **problem-and-solution worksheet**. Have students complete the problem section of the worksheet. Remind students that any given problem may have many solutions. Ask students to brainstorm to generate a list of ideas about how Rhythm and Harmony could solve the problem of not being able to practice. Discuss with students how creating possible solutions to the problem is also a way to create predictions, or guesses, about what might happen in the story. Encourage students to base their possible solutions on clues they have gained from the text or the illustrations. Have students share these insights and then record two solutions on the worksheet.
- Model making a prediction on the basis of clues in the story.  
*Think-aloud: After reading the first few pages of the story, I will pause and make a prediction, or a guess, about what might happen. I know the problem in the story that must be solved is Harmony and Rhythm both need to practice, and they are arguing with each other. As I look at the illustration on page 5, I see some stairs, so I already know Rhythm is playing the drums downstairs and Harmony is singing upstairs. I know practicing in different parts of the house is not working. On the basis of this information, I will make a prediction for a possible solution. I predict they will practice at different times of the day so they will not disturb each other.*
- Have students read pages 6 through 8. Discuss with students the developments in the story with regard to the problem and solution. Say: *I predicted the problem of Harmony and Rhythm both needing to practice and arguing with each other would be solved by practicing at different times of the day. After reading pages 6 through 8, I learned Harmony continued to practice upstairs and Rhythm continued to practice downstairs. I also learned they continued to argue with each other. I wonder if this behavior will affect how they will perform in the competition.*

- Point out to students that your prediction about the kids practicing at different times of day was not correct. Remind students, however, that the accuracy of a prediction is not as important as learning to look for clues in the text and in the illustrations. Explain to students that you must revise your prediction. Say: *Now I know that practicing at different times is not the solution, I must revise my prediction. I learned the kids kept arguing with one another. It seems they have spent more time arguing with each other than they have practicing. On the basis of this information, I will revise my prediction. I predict Harmony and Rhythm will not do their best in the competition because of the time they have spent arguing with each other.*
- Have students read pages 9 through 11. Discuss with students your prediction about Harmony and Rhythm and the competition. Say: *I predicted Harmony and Rhythm would not do their best in the competition. On the basis of what I read, I can confirm my prediction was correct. Rhythm had to stop and start his routine three times, and Harmony could barely be heard by the judges. I still don't know how Harmony and Rhythm will solve the problem of not getting along with each other. I can make another prediction on the basis of information I read on page 11. When Harmony and Rhythm watched the brother-and-sister team perform together, they were impressed. On the basis of this information, I predict Rhythm and Harmony will begin to perform together instead of separately.*
- Invite students to share their predictions about Harmony and Rhythm. Ask students if they need to revise a prediction, or if they have been able to confirm any predictions. Have students share their findings.
- Have students read the remainder of the book. Remind them to revise or confirm their predictions as they read.



Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

### After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

### Reflect on the Reading Strategy

- Model how to confirm a prediction.
- **Think-aloud:** *I predicted Harmony and Rhythm would begin to perform together because they had seen the brother-and-sister group perform at the competition. As I read, I was able to confirm my prediction. After the competition, Rhythm, Harmony, and the brother-and-sister team began to sing and play together in the waiting room. This time my prediction was correct; however, it is important to remember that making predictions using clues from the story is more important than the predictions being correct. Predictions can always be revised.*
- **Independent practice:** Have students work with a partner to discuss and review their predictions throughout the story. Invite students to discuss whether each prediction was confirmed or revised. Have students discuss why using clues from the story is more important than an accurate prediction.


### Reflect on the Comprehension Skill

- **Discussion:** Have students turn to page 15 and read the page aloud. Ask a volunteer to explain the solution to Harmony and Rhythm's main problem (practicing without disturbing each other). Have students record this information in the *Solutions* box on the problem-and-solution worksheet.
- Invite students to consider other possible solutions to the kids' problem now that they have read the story. Invite them to share their responses.



- **Enduring understanding:** In this book, Rhythm and Harmony met some new friends at a music competition. They discovered they sound better as a group than they do individually. They invited their new friends to practice in the basement. Now that you know this information, what do you predict will happen the next time there is a music competition?

### Build Skills

#### Phonics: **R-controlled vowel er**

- Write the word *nerves* on the board and point to the letters *er*. Explain to students that the letters *e* and *r* together stand for the vowel sound they hear in the word *nerves*.
- Explain that the *er*-letter combination is one of the letter combinations that stands for a group of sounds called *r-controlled vowels*. These vowel sounds are neither long nor short and are sometimes difficult to hear.
- Have students turn to page 4. Read the first sentence aloud with students. Have volunteers locate the words that have the *er*-letter combination (*her, wonderful, another*). Write the words on the board and underline the *er*-letter combination in each word.
-  **Check for understanding:** Have students turn to page 11 and locate the words that contain the *er*-letter combination. Have students underline these words in the book.
- **Independent practice:** Have students search pages 13 through 15 for other examples of words that contain the *er*-letter combination. Have volunteers write examples on the board. If time allows, discuss their answers.

#### Grammar and Mechanics: **Commas to separate dialogue**

- Have students turn to page 5. Write the following sentence on the board and ask a volunteer to read it aloud: *"Stop it, you two," Mom said.*
- Ask another volunteer to tell who is speaking and what words were spoken. Underline *Mom* and circle the quotation marks.
- Review or explain that quotation marks are placed before and after the exact words a character says. When characters speak in a story, it is called *dialogue*.
- Explain to students one more punctuation mark is needed when there is dialogue: a *comma*. Circle the comma in the sentence on the board, and explain a comma is used to separate the speaker's words from the rest of the sentence. Point out the period at the end of the sentence.
-  **Check for understanding:** Have students turn to page 6. Read aloud the first sentence in the fourth paragraph, *"I'm losing the tempo somehow," Rhythm replied.* Ask students to underline who is speaking (*Rhythm*). Next, ask them to circle the words he says and to make a box around the comma. Point out the remainder of the sentence (*Rhythm replied*) that comes after the comma.
-  **Check for understanding:** Have students work with a partner to locate and circle all the dialogue on page 6. Remind them to look for the location of the quotation marks and the commas. Have them practice reading aloud to their partner and listening for the very slight pause that occurs where the comma is when reading dialogue.
- **Independent practice:** Introduce, explain, and have students complete the **commas-to-separate-dialogue worksheet**. If time allows, discuss their answers aloud after students finish.

#### Word Work: **Suffix -ing**

- Write the word *banging* on the board. Ask students to identify the root word (*bang*) and write it next to *banging*. Have students use both words in a sentence.
- Explain or review that a suffix is a syllable, or group of letters, added to the end of a word to alter or change its meaning or its verb tense. An example of a suffix is *-ing*.



- Write the words *play*, *jump*, and *kick* on the board. Have volunteers add the suffix *-ing* to each word (*playing*, *jumping*, *kicking*). Explain to students that when the suffix is added, it changes the verb tense of the words. The words now describe actions that are happening right now, or in the present tense.
- Have students turn to page 5 and read the last sentence aloud. Point out the word *standing*. Write the word *standing* on the board and circle the word *stand*. Discuss with students how adding the suffix *-ing* changed the word to better describe what Mom does. Have volunteers use each word in a sentence to demonstrate the difference between *stand* and *standing*.
- **Check for understanding:** Have student pairs search for other words with the suffix *-ing* throughout the book. Have them take turns explaining what the root word is.
- **Independent practice:** Introduce, explain, and have students complete the [suffix -ing worksheet](#). If time allows, discuss answers aloud after they are finished.

### Build Fluency

#### Independent Reading

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

#### Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have students demonstrate how a reader makes, revises, and confirms predictions while reading.

### Extend the Reading

#### Narrative Writing and Art Connection

Ask students to write their own story about what might happen next with the characters in this story (Harmony, Rhythm, Mel, and Tempo). Review the story elements of character and setting. Discuss that stories have a beginning, middle, and end. Encourage them to use dialogue when characters speak. If time allows, encourage students to illustrate their work.

Visit [WritingA-Z.com](http://WritingA-Z.com) for a lesson and leveled materials on narrative writing.

#### Science Connection

Provide print and Internet resources for students to learn more about the science behind sound waves and the pitch produced when people sing or play drums. Visit the website for *San Diego Family Science* for additional resources on the science of sound. Have discussion with students, do experiments, and watch videos to ensure students understand the science behind music.

#### Skill Review

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

**Assessment**

**Monitor students to determine if they can:**

- consistently make, revise, and confirm predictions to comprehend the text during discussion
- correctly identify the problem and solution in text, during discussion, and on a worksheet
- accurately identify and read words that contain the *r*-controlled *er* in the text and during discussion
- correctly identify commas used to separate dialogue in the text, during discussion, and on a worksheet
- accurately identify and understand the use of the suffix *-ing* in the text, during discussion, and on a worksheet

**Comprehension Checks**

- [Book Quiz](#)
- [Retelling Rubric](#)