



About the Book

Text Type: Fiction/Fantasy Page Count: 12 Word Count: 122

Book Summary

Bored on a quiet day? Why not make a little music? The critters in *Swamp Music* do just that, using their special attributes to create a song together. This story, for the emergent reader, is lighthearted and fun, and provides an excellent vehicle for teaching how to sequence events and use rhyme.

About the Lesson

Targeted Reading Strategy

- Retell

Objectives

- Use the reading strategy of retelling to understand text
- Sequence events
- Discriminate rhyming words
- Identify and produce rhyming words
- Understand and use quotation marks
- Discriminate examples of onomatopoeia

Materials

Green text indicates resources available on the website.

- Book—*Swamp Music* (copy for each student)
- Chalkboard or dry erase board
- Photographs of instruments
- Extra copy of the book with pages cut apart
- Sticky notes
- Highlighters
- [Sequence events, rhyme, quotation marks worksheets](#)
- [Discussion cards](#)



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

Vocabulary

*Bold vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](#).

- High-frequency words: *more*, *said*, *would*
- Content words:

Story critical: *band* (n.), *music* (n.), *play* (v.), *quiet* (adj.), *swamp* (n.), *whole* (adj.)

Before Reading

Build Background

- Bring in a CD of silly kid songs and have the class listen to the music and dance. Turn off the music and ask students to think of some of their favorite songs. Have students talk about the music they like with a partner.

- Tape photographs of various instruments, such as a trumpet, saxophone, or piano, to the board. Ask students to identify the pictures and label each one on the board.
- Explain that these are all instruments, which are tools we use to create music. Write the word *instruments* on the board and read it aloud with students. Point out that people can create music when they are singing, by using their throat as the instrument.

Book Walk

Introduce the Book

- Show students the front and back covers of the book and read the title with them. Ask what they think they might read about in a book called *Swamp Music*. (Accept all answers that students can justify.)
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).

Introduce the Reading Strategy: **Retell**

- Explain to students that good readers stop now and then during reading to retell in their minds what is happening in the story. Stopping to retell the events of the story helps readers better remember and understand what is happening in the story.
- Explain that when readers retell a story, they tell the events of the story in order.
- Model retelling a familiar story, such as *Little Red Riding Hood*. As you speak, draw on the board simple pictures that illustrate the retelling.
Think-aloud: When I read a story, I often stop and retell in my mind what I have read to help me better remember it. For instance, when I read the story Little Red Riding Hood, I stopped in the middle and retold the events from the beginning. In that story, I read about a young girl who everyone called Red Riding Hood because she always wore a red cloak. Red Riding Hood decided to take some food to her grandmother in the woods, who was sick. First, she packed a basket of bread and cheese and milk. Next, her mother warned her not to step off the path through the woods. After that, Red Riding Hood set off on her journey into the forest. While she was walking, the Big Bad Wolf saw her, and thought she looked tasty. He couldn't get her on the path, where the other villagers might see and try to stop him, so he decided to trick Red Riding Hood. That was what happened up to the point I stopped. After that retelling, I started to read again. How would I have finished my retelling, once I read to the end of the story?
- Continue retelling in detail the rest of the story. Invite students to suggest details to include in the retelling, reminding them to place events in the proper order.
- Have students place sticky notes on pages 5, 7, 10, and 12 of the book. Explain that as they read, students should stop on these pages to think about what has happened so far in the story, and retell in their minds the story events.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Sequence events**

- Remind students that stories are generally told in order from beginning to end. A list of events in the right order is called a *sequence of events*.
- Explain that certain words are often used to explain a sequence of events. Words such as *first*, *next*, *after that*, and *finally* help us think about the right order of events. Write these transition words on the board.
- Model how to sequence events, referring to the same familiar tale used in the retelling. Write key words and pictures about each event on the board under the appropriate transition word (*first*, *next*, *after that*, or *finally*) as you describe them to students.
Think-aloud: If I want to tell someone the story of Little Red Riding Hood, I need to include the most important events in the right order for the story to make sense. In the story, the first event that happens is that Red Riding Hood takes food to her sick grandmother in the woods, but the Big Bad Wolf sees Red Riding Hood and tricks her into leaving the path. Next, the wolf rushes to

her grandmother's house, eats the grandmother, and dresses up in her clothes, right before Red Riding Hood arrives. After that, Red Riding Hood thinks the Big Bad Wolf is her grandmother, until she notices what big teeth he has. Finally, the wolf leaps out of bed and tries to eat her, but the woodcutter arrives and saves Red Riding Hood and her grandmother.

- Erase the key words and pictures from the board. Rewrite key words and pictures from the sequence of the story, but this time sequence events out of order. Try to retell the story to the class. Discuss with students why a story needs to have events in the correct sequence.
- Point out the difference between the sequence of events listed on the board and the retelling of *Little Red Riding Hood* (the retelling contains more detail and description; the sequence only needs to show the events that are most important for someone to understand the order of the story).

Introduce the Vocabulary

- While previewing the book, reinforce the vocabulary words students will encounter. For example, while looking at the picture on page 3, you might say: *These animals think the swamp is too quiet. What does quiet mean? That's right, no noise. Let's take a minute and make the class as quiet as we can.*
- Remind students to look at the picture and the letters with which a word begins or ends to figure out a difficult word. For example, point to the word *swamp* on page 3 and say: *I am going to check the picture and think about what would make sense to figure out this word. In the picture, four animals are lying together, some on the ground and some in the water. I might say that they are at a lake, except the word lake begins with the /ll/ sound, and this word starts with the /sw/ sound. What other places have grassy land right beside water? Maybe a river, or a swamp? Now the word swamp starts with the /sw/ sound. The sentence makes sense with this word. The word must be swamp.*

Set the Purpose


- Have students pause frequently to retell the story, and remind them to place events in the correct sequence.

During Reading

Student Reading

- **Guide the reading:** Give students their copy of the book. Have a volunteer point to the first word on page 3 (*The*). Point out to students where to begin reading on each page. Remind them to read the words from left to right.
- Ask students to place their finger on the page number in the bottom corner of the page. Have them read to the end of page 5, using their finger to point to each word as they read. Encourage students who finish before others to reread the text.
- Model retelling.
Think-aloud: *I see here a sticky note, which means it is time for me to stop and retell the events of the story so far. What has happened in this story? First, a group of four animals decides that the swamp is too quiet, and they need to do something fun. Snap the crayfish comes up with the idea of making a band. Gabby the grasshopper likes the idea, but she asks everyone what they can play to make the music. That is my retelling of the first three pages of our story.*
- Have students work with a partner to retell the events of the story in these three pages, using their own words. Ask students to draw pictures that represent their retelling.
- Review the sequence of events for *Little Red Riding Hood*, and the transition words *first*, *next*, *after that*, and *finally* that are used to organize a sequence.
- Cut apart the pages of an extra copy of the book. Place pages 3 through 5 out of order on the board. Have students discuss with a partner the correct sequence of events. Invite a volunteer to place the pages in the correct order under the words *first*, *next*, and *after that*.

- **Check for understanding:** Have students read to the end of page 7. Have students stop and retell the story in their mind. Give the class a few minutes of quiet to work on the retelling. Remind students that they will stop again at the next sticky note on page 10 for another retelling.
- Use the cut-out pictures to sequence and discuss the events through page 7. Place pictures from pages 3 through 7 out of order on the board. Invite a volunteer to organize the pictures in the correct sequence. Have students retell the story to a partner using the correct sequence of events on the board as a guide.
- Have students read the remainder of the book. Remind them to retell the story as they read, using the correct sequence of events.

 Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in the discussion that follows.

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

- Retell in detail the events after Gabby decides they can make music.
Think-aloud: After reading the story, I will pause to retell all the events that happened since my last sticky note. In the story, other animals in the swamp hear the music, and wonder what it is and where it is coming from. They call it swamp music! They hear each sound the animals make, and they follow the music to find the four musician animals and dance and sing with them.
- Have students retell the story from the beginning to a partner. Ask students to draw a picture illustrating their retelling. Spend time with each pair as they retell, and listen for whether they include correct events in detail and in the correct order. Invite students to share their pictures with the class.
- Ask students to explain how retelling the story helped them to understand and remember it.

Reflect on the Comprehension Skill

- **Discussion:** Use the remaining cut-out pictures to sequence events through the end of the book, asking students to direct you where to place each picture. Remind students to use the words *first*, *next*, *after that*, and *finally* to organize the sequence. Point out that the words *next* and *after that* can be used more than once in a sequence list (whereas the words *first* and *finally* can only be used with the first event and the last event, respectively). Write the words *first*, *next*, *after that*, and *finally* on the board above the sequenced pictures from the book, using the words *next* and *after that* as needed. Review the sequence of events of the story from the beginning to the end.
- **Independent practice:** Introduce, explain, and have students complete the [sequence events worksheet](#). If time allows, discuss their responses.
- **Enduring understanding:** In this story, four animal friends are bored and decide to become a band. Their music attracts all the other animals in the swamp. What instruments make the music in this story? Why do you think music is important?

Build Skills

Phonological Awareness: **Discriminate rhyme**

- Write the word *day* on the board and read it aloud to students.
- Read page 5 aloud to students. Ask students to listen for a word that sounds almost the same as the word *day*. Have students point to the word that sounds similar to the word *day* (*play*).
- Say the word *day* aloud with students. Ask them to say the word without the /d/ sound (*ay*). Say the word *play* aloud with students. Ask them to say the word with the /pl/ sound (*ay*).

Lesson Plan *(continued)*

Swamp Music

- Explain to students that the words *day* and *play* rhyme. *Rhyming words* have the same ending sound, which is why they sound similar. Point out that singers often use rhyming words in music. Rhymes create a rhythm, just like instruments create a rhythm.
- Read page 12 aloud with students. Ask students to listen for two words that rhyme, and slowly read the sentences again, emphasizing the end sounds of the words *zing* and *sing*. Ask students to identify the rhyming words (*zing* and *sing*). Explain to students that rhyming words often come at the end of the sentence or line.
- Say the word *bee* aloud. Say the word again, emphasizing the end sound. Ask students to share words they know that rhyme with the word *bee* (*tree, knee, she, free, pea*, and so on).
- **Check for understanding:** Say the following words one at a time, and have students raise their hand if the word rhymes with *dog*: *frog, swamp, bog, fog, play, quiet, jog, snap*, and *log*.

Phonics: Rhyme

- Write the word *ball* on the board and say it aloud with students. Cover the letter *Bb* and ask students to say the word without the /b/ sound (*all*).
- Write the word *tall* on the board and say it aloud with students. Cover the letter *Tt* and ask students to say the word without the /t/ sound (*all*). Have students share with a partner how these two words are similar. Remind students that words that sound the same at the end are called *rhyming words*.
- Write the letters *all* on the board several times. Ask students to work with a partner to think of words that rhyme with *ball*, or words that end in the *all* sound. Invite volunteers to come to the board and write an initial consonant that will complete each rhyming word.
- Point out that rhyming words just need to have the same ending sound; they do not have to have the same ending spelling. However, most words that have the same ending spelling will rhyme.
- **Check for understanding:** Write the word *stop* on the board. Have students work in groups to think of as many words that rhyme with the word *stop* as they can. Call on groups and have them share two of their rhyming words. Have the rest of the class give a thumbs-up signal for each word if they agree that it rhymes with the word *stop*, and record the words on the board.
- **Independent practice:** Introduce, explain, and have students complete the [rhyme worksheet](#). If time allows, discuss their answers.

Grammar and Mechanics: Quotation marks

- Write the following sentence on the board: *"The swamp is too quiet," said Ben Bear.* Read the sentence aloud with students. Ask students to identify the words that the bear is saying out loud. Have students share with a partner how they know that the bear is speaking those words.
- Remind students that characters in a story can talk, and we need a way to separate the words the characters are saying from the rest of the words in a story.
- Have students find the sentence on page 3. Circle the quotation marks on the board, and ask students to point to the quotation marks on the page. Explain that *quotation marks* are *signals that mark off the words that the characters are speaking out loud*.
- Have students read along as you read page 4 aloud. Ask students to find the words that are being spoken out loud. Have the class say the words that are in quotation marks. Ask students to identify the speaker (*Snap the crayfish*).
- Point out that another clue is the word *said*. The word *said* indicates that a character is saying something. It also tells us who is speaking. Have students point to the word *said* on page 4. Explain to students that since Snap the crayfish comes after the word *said*, we know that Snap is the one speaking on this page.
- Have students read pages 5 and 6 with a partner. Ask them to identify all the words that are spoken on each page, and remind them to look for quotation marks. Have students point to the word *said* on page 5 and ask them to identify the speaker on this page (*Gabby*). Have students call out to the front of the class all the words that Gabby speaks. Repeat the process for page 6.



Check for understanding: Have students work with a partner to find and circle the quotation marks on each page in the book. Have them underline who is speaking in each sentence.

- **Independent practice:** Introduce, explain, and have students complete the [quotation marks worksheet](#). If time allows, discuss their responses.

Word Work: **Onomatopoeia**

- Have students follow along as you read page 6 aloud. Emphasize the word *snap*.
- Explain to students that authors sometimes use words that sound like the noise they are describing. The word *snap*, for example, sounds like the noise you might hear when a claw snaps shut.
- Explain to students that onomatopoeia is the usage of words that sound like the noise they are describing. Onomatopoeia in a story allows the reader to really hear what is happening.
- Have students read aloud the last sentence on page 7. Ask them to identify the word that uses onomatopoeia (*boom*). Have students say the word *boom* aloud. Ask students if they can hear or imagine a booming noise, like a drum, when they say the word.
- **Check for understanding:** Write the following words on the board: *whoosh*, *ear*, *buzz*, *purr*, *car*, *book*, *crackle*, *walk*, and *hiss*. Read the words aloud with students. Have students discuss with a partner which words are examples of onomatopoeia. Invite volunteers to come to the board and circle the onomatopoeic words.
- **Independent practice:** Pass out highlighters. Have students work with a partner to find and highlight all examples of onomatopoeia in the book.

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 them sequence the events of the story with someone at home.

Extend the Reading

Fantasy Writing and Art Connection

Explain that in some fantasy stories, animals act like people and do things that animals can't really do, such as speaking, driving a car, using a kitchen, and so on. Brainstorm a list of activities that people do that animals cannot do. Have students choose two animals. Ask students to draw a picture of their animals doing an activity from the list. Have students write 2–3 sentences describing the adventures their animals are having in the picture.

Music Connection

Bring in the lyrics to popular (age appropriate) songs. Choose songs that use rhyming lyrics. Read the words aloud and have students try to identify the song. Guide students in identifying the rhyming words and point out that many songs use rhyme. Choose one song for which you have the music. Listen to the music and lead the class in singing it. Pass out instruments, such as triangles or shakers, and invite the class to play music as they sing.

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.

Lesson Plan *(continued)*

Swamp Music

- 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 retell the narrative to understand text during discussion
- properly sequence events during discussion and on a worksheet
- correctly discriminate rhyming words during discussion
- accurately identify and produce rhyming words during discussion and on a worksheet
- correctly use quotation marks during discussion and on a worksheet
- accurately discriminate onomatopoeia during discussion

Comprehension Checks

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