



TEACHERS' GUIDE

The Sound of Silence

SUGGESTED GRADE LEVEL: 3rd - 4th



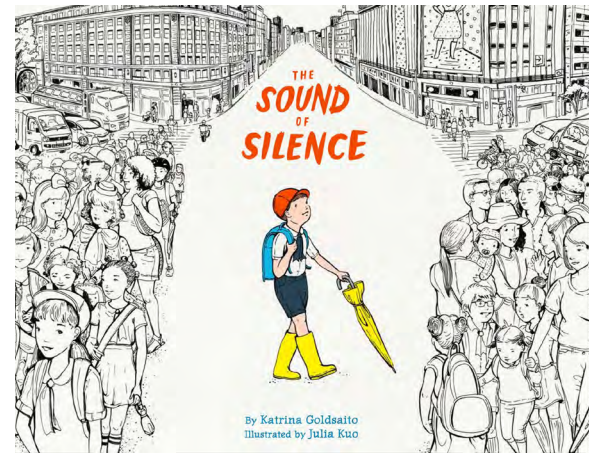
ABOUT THIS STORY

SYNOPSIS

“Do you have a favorite sound?” little Yoshio asks. The musician answers, “The most beautiful sound is the sound of *ma*, of silence.”

But Yoshio lives in Tokyo, Japan: a giant, noisy, busy city. He hears shoes squishing through puddles, trains whooshing, cars beeping, and families laughing. Tokyo is like a symphony hall! Where is silence?

Join Yoshio on his journey through the hustle and bustle of the city to find the most beautiful sound of all.



THEMES IN THE STORY

- Appreciation
- Beauty
- Peace



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Illustrated by: Julia Kuo

Published by: Little, Brown Books for Young Readers

Read by: Simu Liu

Suggested grade level: 3rd - 4th

ELA COMMON CORE STANDARD

Reading Literature: Students read and respond to works of literature with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

Standards listed below are for 4th grade, but can be adapted to 3rd grade standards.

BEFORE VIEWING

Standards: *CCSS.SL.4.1*

Objective: Tap knowledge and build background to prepare for reading the story.

Procedure: Build background by discussing the following points with students:

- Everyone take a deep breath, close your eyes, and listen. What do you hear?
- Is our room quiet or noisy right now?
- Do you think a city is noisy? *Thumbs up, thumbs down.*
- What are some of the noises you might hear in the city?
- What do you think silence sounds like? *Show me.*
- Where do you think you could find silence? *Turn and talk to a partner.*
- Raise your hand if you like silence. Raise your hand if you like when it's noisy.

DURING VIEWING

Standards: *CCSS.SL.4.2*

Objective: Students will listen to the story and answer questions.

Procedure: Stop story at specific times to ask questions or pose prompts:

- What does anticipation mean?
- What do you think a symphony hall sounds like?
- Why does Yoshio have giddy giggles?
- What is a koto? What words are used to describe it?
- What is the koto player's favorite sound?
- What is another word for silence?
- Where are some of the places Yoshio looks for silence?
- What are some of the sounds he heard as he was looking for silence?
- Why do you think Yoshio went to school early?
- When and where did Yoshio find silence?
- What did Yoshio realize about silence?

AFTER VIEWING

Reading Focus: Figurative Language – Onomatopoeias or Similes

Standards: *CCSS.L.4.5*

Objective: Students will understand how the use of figurative language enhances the imagery in a story.

OPTION 1

Materials:

- Onomatopoeia worksheet (*page 8*)
- Teacher-selected video explaining onomatopoeias
- Pencils

Procedure:

1. The teacher will tell the students to close their eyes and picture what is being read. The teacher will reread the following: “Yoshio listened to the sound of his boots squishing and squashing through the puddles, and the tiny raindrops pattering on his umbrella. The sound of his giddy giggles made him giggle more.”
2. The teacher will ask students what words stood out in the reading that helped them picture what was happening in the story. (*Squishing, squashing, pattering*)
3. The teacher will then explain that authors use figurative language to “paint a picture” in the reader’s mind. Introduce the meaning of onomatopoeia with a teacher-selected video.
4. As a class, look for other examples from the story (words that represent sounds).
5. Students can work in pairs or independently to complete the **Onomatopoeia** worksheet.

OPTION 2

Materials:

- Simile worksheet (*page 9*)
- Teacher-selected video explaining similes
- Pencils

Procedure:

1. The teacher will tell the students to close their eyes and picture what is being read. The teacher will reread the following: “Everything felt still inside him. Peaceful, like the garden after it snowed.”
2. The teacher will ask students what words stood out in the reading that helped them picture what was happening in the story. (*Peaceful, like the garden after it snowed.*)
3. The teacher will then explain that authors use figurative language to “paint a picture” in the reader’s mind. Introduce the meaning of simile with the teacher-selected video.
4. As a class, look for examples from the story.
5. Students can work in pairs or independently to complete the **Simile** worksheet.

READING RESPONSE

Standards: *CCSS.RL.4.1*

Objective: Students will answer the prompt using details from text to support the response.

Reading Prompt: In the story, Yoshio is searching for the sound of *ma*. What is the meaning of the word *ma*? Where can it be found? Provide an example from the story to support your answer.

WRITING – OPINION

Standards: *CCSS.W.4.1*

Objective: Students will write an opinion piece, using grade appropriate sentence structure and spelling, to talk about their favorite sound.

Materials:

- **Brainstorming Web** worksheet (*page 10*)
- **My Favorite Sound** worksheet (*page 11*)
- Pencils

Procedure:

1. The teacher will refer to the story and have students review the different sounds that were described.
2. The teacher will then talk about their own favorite sound, and why.
3. The teacher will share examples they have written describing their own favorite sound with the students. Be sure to include some figurative language (onomatopoeia or similes).
4. Allow students to brainstorm some of their favorite sounds and make a class list using the **Brainstorming Web** worksheet.
5. Students will fill in the **My Favorite Sound** worksheet independently.
6. Students will share ideas with classmates or conference with the teacher.

SOCIAL STUDIES – COMMUNITIES

Objective: Students will compare and contrast the sounds that would be heard in rural, urban, and suburban communities.

Materials:

- **Communities** poster/worksheet (*page 12*)
- **Venn Diagram** worksheet (*page 13*)
- Teacher-selected videos or pictures
- Chart paper

Procedure:

Select One Setting a Day to Focus On — 3 Days

1. Label a piece of chart paper for each of the following: Rural, Urban, and Suburban
2. To activate prior knowledge, ask students what they already know about the type of community discussed in that day's lesson.
3. Show a pre-selected video that explains the community discussed in that day's lesson.
4. Have a class discussion and add or change any new information to the **Communities** poster/worksheet.

Day 4

1. After the three lessons on suburban, rural, and urban communities have been taught, students will be given the opportunity to pick two that they would like to compare and contrast.
2. Make sure the **Communities** posters or worksheets are visible for students to refer to as they complete their own **Venn Diagram** worksheets.
3. Students may draw a picture of each setting to go with their Venn Diagrams.

SOCIAL STUDIES – JAPANESE LANGUAGE

Standards: *CCSS.W.4.1*

Objective: Students will create a mini language dictionary to learn the meaning of important Japanese words.

Materials:

- Premade paper books
- Pencils
- Crayons
- Computer to do research on

SOCIAL STUDIES – CONTINUED

Procedure:

1. The teacher can create paper books by cutting paper in half and stapling pages together. The teacher can determine how many pages, based on how many words they will be learning. Be sure to include the words learned from the story (*ma*, *koto*), and then pick a few other interesting words to research.
2. Students will write one Japanese word on each page.
3. Students can look up the words independently, as a class, or in groups, depending upon computer access.
4. Students will write the meaning of the word and draw a picture to go along with it.

MUSIC/ART

Focus: Instruments

Objective: Students will make their own musical instruments to play.

Materials:

- Various teacher selected materials

Procedure:

1. The teacher can decide what instruments will be made (there are various videos and ideas online).
2. Provide students with materials and directions to create their own instruments.
3. Allow students to play instruments and describe the sounds they are making.
4. Relate to the sounds the koto instrument made in the story.

Name: _____

Date: _____

ONOMATOPOEIA WORKSHEET

An onomatopoeia is a word that imitates the sound it represents.

Directions: Read each sentence and circle the onomatopoeic word. Then, explain what makes the noise.

1. The duck went quack while swimming in the lake.

What made the noise? _____

2. The audience clapped at the end of the play.

What made the noise? _____

3. Jack had a hard time hearing the teacher over his grumbling stomach.

What made the noise? _____

4. The bird went chirp, chirp, chirp in the tree.

What made the noise? _____

5. The bee went buzz when it came close to the pollen.

What made the noise? _____

6. The delivery man knocked on our front door.

What made the noise? _____

7. The car zoomed quickly around the corner.

What made the noise? _____

8. I put the popcorn in the microwave and it popped when it was ready.

What made the noise? _____

9. The cat meowed when it was happy.

What made the noise? _____

Name: _____

Date: _____

SIMILE WORKSHEET

A simile is a comparison of two unlike things using the words *like* or *as*.

Directions: Read each simile and indicate what is being compared on the lines.

Beth has brown eyes and hair as dark as the midnight sky. _____ to _____

The students charged up the stairs like a herd of elephants. _____ to _____

As soon as they arrived at the park, the children scattered like ants. _____ to _____

The bunny's fur was as white as snow. _____ to _____

The lion's roar was as loud and frightening as thunder. _____ to _____

Andrew's room smelled like the inside of an old lunch box. _____ to _____

The sparkling water of the lake glistened like sequins. _____ to _____

Directions: Complete each common simile with a word from the box.

ghost	molasses	leather	whistle	silk
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Dad keeps his toolbox as clean as a _____ .

While watching the scary movie, Ken's face was as white as a _____ .

The little girl's hair is as smooth as _____ .

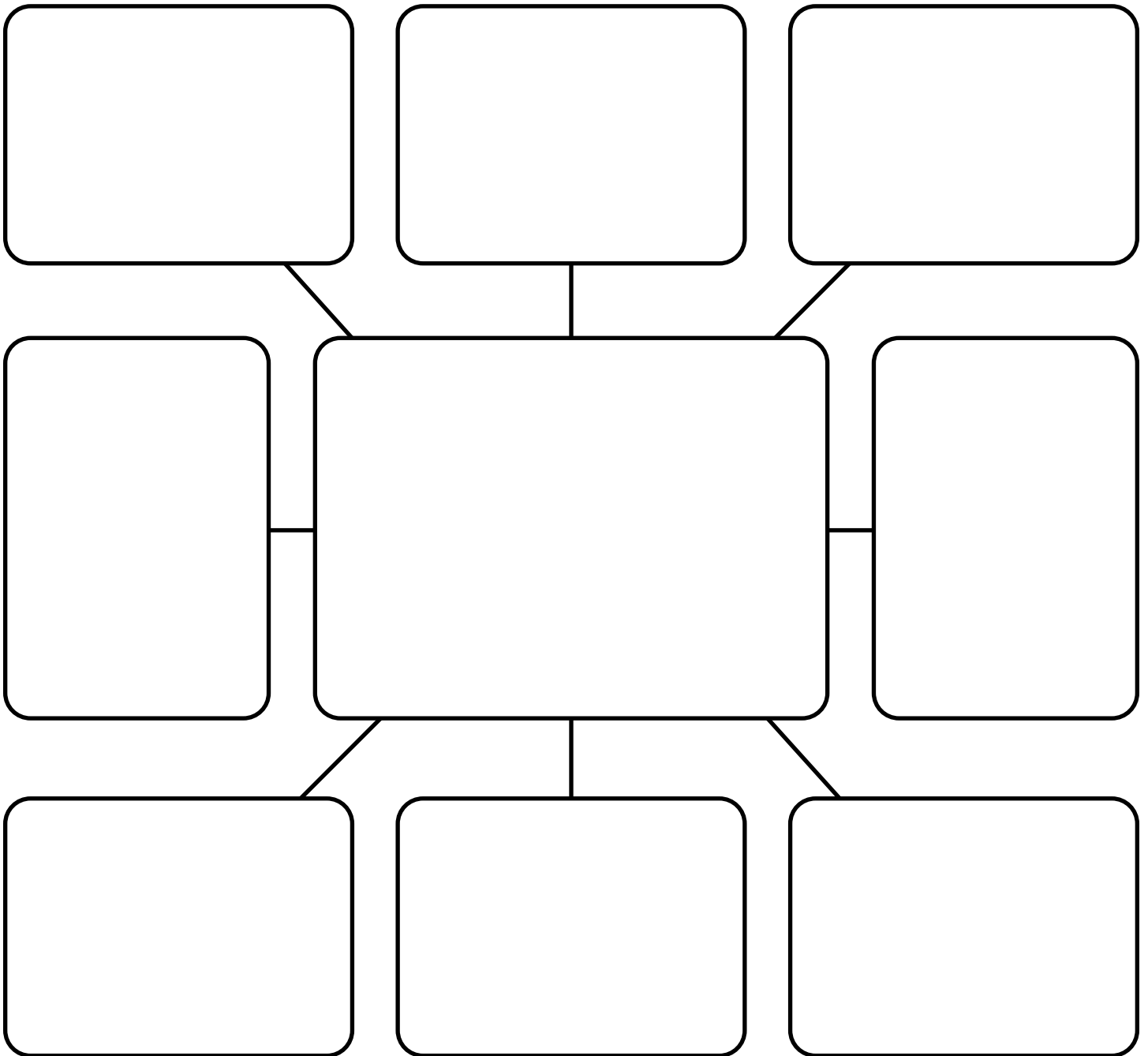
Mom's pork roast was as tough as _____ .

The school day passed as slowly as _____ .

Name: _____

Date: _____

BRAINSTORMING WEB WORKSHEET

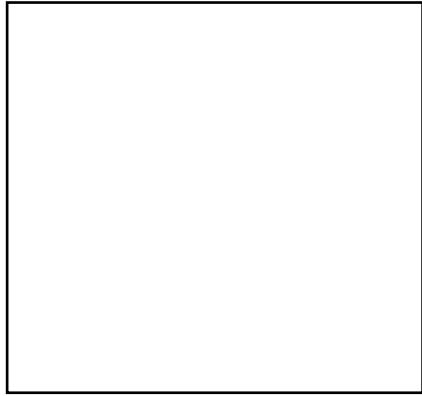


Name: _____

Date: _____

MY FAVORITE SOUND WORKSHEET

What is your favorite sound? Explain why it is your favorite sound, what it sounds like, where you hear it, and include either an Onomatopoeia or a Simile to describe it.





Name: _____

Date: _____



COMMUNITIES WORKSHEET

URBAN, RURAL AND SUBURBAN COMMUNITIES

Directions: Draw a picture of each community, then describe what they look like at the bottom of the drawing.

Urban Community	Rural Community	Suburban Community

Urban Communities have:

Rural Communities have:

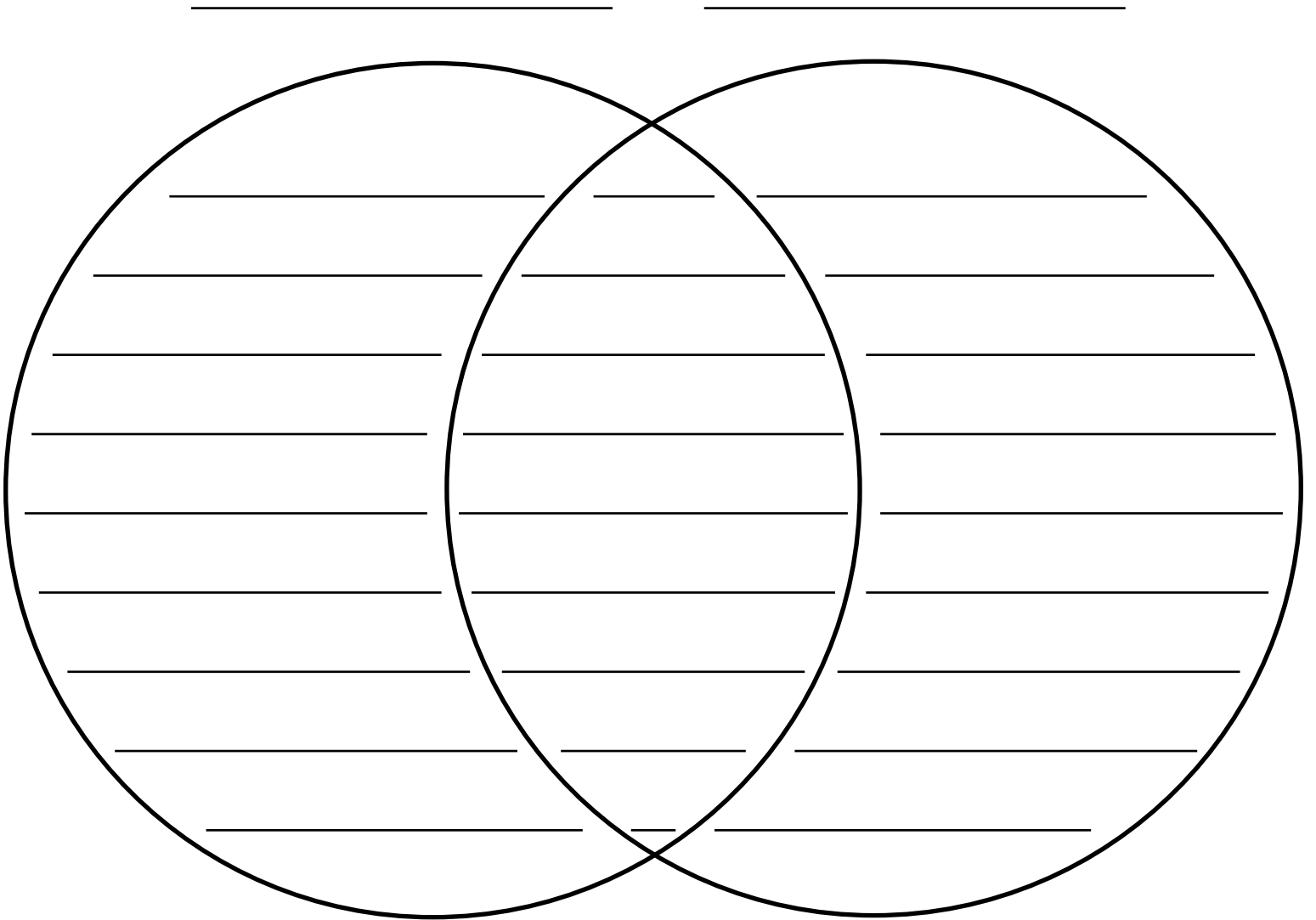
Suburban Communities have:

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Name: _____

Date: _____

VENN DIAGRAM



ABOUT THIS GUIDE

This guide enhances the ELA curriculum by providing supplemental learning opportunities alongside quality children’s literature, engaging students as they listen to expressive read alouds.

Suggested story related activities in this guide are aligned with ELA Common Core Standards.