Sounds in Motion

Use words, sounds, and actions to tell a story.

3.7.W "Students will communicate their ideas, thoughts, and feelings by combining two or more kinds of content: • writing/alphabetic • sound, visual, and/or spatial • movement"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Circle each sound you can make and underline the action that makes it. Give each sound and its matching action the same number to show how they work together.

The Seed's Storm Song

1. A tiny seed waits in dry soil. "I wish for rain," it says. Rub your palms together softly: shh, shh. This is the sound of rain far away. Wiggle your fingers down toward the ground. Your fingers show drops falling closer. The seed stays still under the soil. It is waiting for its first drink.

2. The rain reaches the seed. Tap, tap, tap! Drum your fingers on your knees to make the sound of drops landing. The seed soaks up water and begins to grow. Slowly rise from a crouch. Your body shows the stem pushing through the soil. "Here I come!" says the little plant. Its leaves open in the wet air.

3. Soon the clouds drift away. The sun warms the new plant. Swish, swish! Sweep your arms from side to side like leaves in a breeze. The soft sound and gentle motion show that the storm is over. "I made it," says the plant. Stand tall with your arms open. The plant is ready to catch more light.

2 ANSWER WITH EVIDENCE

Use the passage

1. Which action makes “shh, shh,” and what does that sound help you imagine?

2. What do “Tap, tap, tap!” and drumming your fingers on your knees show together?

3. How does rising from a crouch help tell the seed's story?

4. Which sound and action show that the storm is over?

3 YOUR TURN

Your own words

Write a two- or three-sentence mini scene about an animal on a windy day. Include a sound your reader can make and an action your reader can do to help tell the scene.

ANSWER KEY

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GRADE 3 · 3.7.W

PART 1 · READ AND MARK

Circle each sound you can make and underline the action that makes it. Give each sound and its matching action the same number to show how they work together. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Which action makes “shh, shh,” and what does that sound help you imagine?	**Rubbing your palms together softly makes the sound of rain far away.**
2	What do “Tap, tap, tap!” and drumming your fingers on your knees show together?	**They show that the rain has reached the seed and drops are landing.**
3	How does rising from a crouch help tell the seed's story?	**The movement shows the new stem pushing through the soil.**
4	Which sound and action show that the storm is over?	**“Swish, swish!” and sweeping your arms from side to side show leaves moving gently in a breeze.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

A rabbit hops across a field as the wind picks up. Say “Whoooo” softly to make the wind howl. Cup your hands around your ears, then hop in place to show the rabbit looking for shelter.

Accept answers that connect a sound or action to what it shows in the passage. For the open task, look for two or three sentences that include an animal, a sound the reader can make, and an action the reader can do.