

# THE WINDY VILLAGE

## Story Synopsis

The windy village is a happy, peaceful place to live — until a storm damages the village’s beloved weather vane. Although the weather vane is quickly repaired, it squeaks and creaks and screeches in the wind. No one can sleep. The villagers try different solutions, none of which works quite as planned, and people become increasingly tired. When a stranger arrives in the village bearing wind chimes, these chimes fill the night with beautiful music and the villagers are lulled to sleep at last. *The Windy Village* touches on many music concepts: pleasant and unpleasant sounds; music elements such as dynamics and pitch; and music’s ability to soothe and relax. Note the chiming tongue twisters on the last page!

## LITERACY ELEMENTS

*compound words:*

faraway, everyone

*antonyms:*

pleasant/unpleasant,  
happy/sad, etc.

*descriptive verbs:* flapped,

rustled, twirled, etc.

## CONNECTIONS

DRAMA/DANCE

interpret the meaning  
of stories using basic  
drama techniques

VISUAL ARTS

produce two- and three-  
dimensional works of art

## WORDS TO DISCOVER

minstrel  
shepherd  
mayor  
villagers  
stranger

*adjectives:* shocked, happy,  
tired, noisy, soft, lovely

## ESL CONSIDERATIONS

The story offers many opportunities for students to experiment with onomatopoeia (*squeak*, *creak*, *screech*) and to act out action verbs (*twirl*, *turn*, *climb*, *walk*).

## Overall Learning Opportunities



Students will:

- recognize a variety of sound sources and use some in performing
- use correctly the vocabulary and musical terminology associated with this grade
- create and present expressive products



Students will:

- read aloud in a way that communicates the meaning
- express clear responses to written materials, relating the ideas in them to their own knowledge and experience
- communicate information and ideas effectively and clearly

## ACTIVITY MENU

*Shared Reading*, pages 84–85

*Exploration: Creating Sound Effects*, page 86

*Guided Reading*, pages 87–89

*As a Group*, pages 90–91



- *Tongue Twisters*: chanting and creating tongue twisters
- *Charming Chimes*: making wind chimes



- *Modified Readers’ Theatre*: reading lines of dialogue expressively
- *Find Me!*: rereading text to find answers to clues

*Independent Work*, pages 92–94

- *BLM 29*: gathering materials to make wind chimes
- *BLM 30*: reading text fluently and creating an illustration
- *BLM 31*: putting story excerpts in the correct order





## LEARNING OPPORTUNITIES

Students will:

- read aloud in a way that communicates the meaning
- use punctuation to help them understand what they read
- express and explain opinions about texts

## YOU WILL NEED

- chart paper and marker

## TEACHING tip

On a page of chart paper, list the various villagers whom the students will be meeting in the story. Before reading, talk about each to ensure the students understand the role these villagers would have played in a village “long, long ago”: tower keeper, mayor, miller, fruit seller, tailor, musician, minstrels, shepherd.

## Getting Ready to Read

Show the children the cover of the book. Ask:

- Who can read the title for us? Yes, the story is titled *The Windy Village*.
- What’s a village? How is a village different from a town? from a city?
- What clues in this cover picture show that this is a village and not a town or a city?
- How can you tell that it’s a “windy village”? Yes, that’s right — the weather vane is twirling and whirling, the flags are flapping, and the leaves on the trees are rustling in the wind.

Say (in a whisper):

- Shhhhhh. Look at the picture. Listen. Can you hear the wind? (pause) Can you hear the flags flapping? (pause) Can you hear the leaves rustling? (pause) Can you hear the weather vane twirling and whirling? Shhhhhhh. (pause)

Tell the children that this is a story about people in this village having trouble going to sleep. Ask:

- Have you ever had trouble getting to sleep? When? Why?
- What did you do? Did you finally get to sleep?
- Do you remember how you felt when you woke up?
- Why do you think that the people in a village such as this might have trouble sleeping?

Encourage the children’s ideas without giving away what, in fact, happens in the story. Say:

- Let’s find out.

## First Reading

Open the book to page 2 and begin reading aloud. Read to the end of the first line on page 8: *The mayor called a meeting. “What shall we do?” he asked.* Ask:

- Does anyone have an idea of how the villagers can solve their problem?

When the children have offered their suggestions, have them look at the illustrations as you continue on with the reading. You may wish to stop at each “solution” and ask:

- Do you think this idea will work? Why? Why not?

Read to the end of the first paragraph on page 22 and ask:

- What do you think the music is like that the stranger loves to make?

Invite the children’s responses and then continue reading to the end of the story.

## Returning to the Story

Engage the children in conversation about the story, using open-ended prompts such as:

- What did you enjoy most about this story?
- Where do you think that the authors, Lalie Harcourt and Ricki Wortzman, got the idea for this story?
- Do you think that Sharon Matthews, the illustrator, enjoyed painting the pictures for this book? Why do you think that?
- What did you learn from this story?





## OBSERVING FOR ASSESSMENT

Does the student:

- participate in the pre-reading conversation?
- track the print as you read aloud?
- use the illustrations to assist in comprehending the storyline?
- join in the second reading spontaneously?
- engage in the choral part-reading experience?

Ask the children questions to help them recall specific details, such as:

- What was the setting for this story?
- What was at the centre of the village square?
- What was one thing that all the villagers did every day?
- One day, the villagers had a problem to solve. What was it?
- How did the problem come about?
- In the village, one suggested solution that didn't work was "the earmuff idea." Why didn't it work?
- One day, a stranger appeared in the village. She had a solution that did work. What was it?

## Second Reading

To prepare for the second reading, open the book to page 2 and say:

- The story says that the village was "a happy, peaceful place to live." How does this picture help us to know that?
- Who can find three words that tell us when the story happened?
- Who can find four words that tell us where the village was located?
- Who can find the word that tells what the flags did in the wind. What word tells what the leaves did?

Reread the book aloud, inviting the children to join in where they wish. As you read, point to the various punctuation marks as you observe them. Model how punctuation helps us to bring meaning to our reading — a question mark shows that the voice should rise toward the end of the (interrogative) sentence, a period indicates a complete stop, and a comma demands a brief pause.

## Extending the Reading Experience

Invite the children to take the part of the characters (beginning as the mayor on page 8) while you role-play the storyteller. Divide the class into two groups, to bring variety to the read-aloud. For example, group 1 reads the part of the mayor (page 8) followed by group 2 reading the part of the miller; group 1 reads the fruit seller, group 2 the villagers, group 1 reads the small child, and so on. Encourage the children to read with expression and to observe the punctuation. Sweep your hand under each line of text to assist in focusing their attention on the place in the story.





# Creating Sound Effects

## LEARNING OPPORTUNITIES

Students will:

- produce a specific effect using various sound sources
- explore possibilities and make choices during the music making process

## YOU WILL NEED

- a variety of art materials and objects for producing sound effects
- a CD with various sound effects (see *Grade 2 Audio CD Tracks 29 and 30*)

## OBSERVING FOR ASSESSMENT

Does the student:

- produce specific sound effects?
- experiment with different ways of making sounds?



As the students are working on their sound effects, invite them to explore elements of sound such as loud/soft, fast/slow, and high/low. Encourage them to categorize sounds as pleasant or unpleasant.

## Reading the Story

Use the title of the book to start a discussion about sounds. Ask:

- What do you think it would be like to live in a windy village? Would it be quiet or noisy?
- What sounds might you hear?

Say:

- When authors write stories they sometimes use words that help us hear what is happening. What sound words can we find on page 2? (*flapped, rustled, music, laughter*)

Read page 2 aloud and help the children identify the sound words. Write each word on the chalkboard and discuss it.

## Starting the Exploration

Read the rest of the book aloud, adding sound words to the list as you come to them. Make sure that everyone understands what kind of sound each word describes.

When the list is complete, turn to any page of the story. Say:

- Most books we read together are like this one: they have pictures as well as words. What do you think the pictures add to the story? (they help readers see what the story is about)

Tell the children that they are going to work together to create sound effects for *The Windy Village*. Like the pictures, the sound effects will add to the story — they will help an audience *hear* what the story is about.

## Working on the Sound Effects

Divide the class into groups. Each group should have two or more sound words to work with. Make sure that every group has at least one pleasant and one unpleasant sound to create, and that all the sound words have been assigned.

Each group must figure out a way to make sounds that match its words, one sound per word. For example, the group that has the word *rustling* will make the sound of leaves rustling in the wind. Before the groups begin working, discuss some of the different ways in which they might create the sounds. (using their voices, their bodies, art materials, objects in the classroom, and so on)

Circulate among the groups as they work on their sound effects. Encourage the children to experiment with different ways of making the same sound (e.g., with their voices or with objects). Ask leading questions or offer hints and suggestions as appropriate.

## Sharing

When the groups are ready, have them present their sound effects to the class. Have the other children try to guess which sound word is being represented by each sound effect. Next, read the book aloud again, asking each group to add its sound effects at the appropriate moments.

## Extension

If you have a sound effects tape or CD, play selected tracks and challenge the children to guess what each sound effect is. (See *Grade 2 Audio CD Tracks 29 and 30*.)

This Exploration works well with Stand-Alone Activity 13: "What's That Sound?" on page 141 and with Stand-Alone Activity 15: "Soundscapes" on page 143.



## LEARNING OPPORTUNITIES

Students will:

- participate in whole-group discussion, understanding when to speak and when to listen
- reread, predict content, and ask questions to understand a piece of writing
- use their knowledge of word endings to recognize the same word in different forms

## OBSERVING FOR ASSESSMENT

Does the student:

- participate eagerly in the pre-reading activities?
- engage in the question-answer discussion format?
- listen as you read aloud?
- demonstrate a degree of self-confidence to read and solve reading struggles?
- settle into the reading and stick to the task until complete?

## Setting the Scene

Engage the children in conversation about the differences between a city, a town, and a village.

Say:

➤ The story we're going to read takes place in a small village. Close your eyes and make a mind-picture of the village as I tell you about it. It has a village square, with all the houses around it. And in the middle of the village square is a very, very tall tower. On the very top of the tower is a weather vane with a shiny brass pointer pointing to the north, another pointing south, another pointing east, and another pointing west. And on top of these four shiny brass pointers is a shiny brass rooster.

➤ The whole village sits on a hill. Can you see the village sitting on a hill?

➤ There's always wind in this village. Leaves rustle and flags flap. Can you see the wind moving through the village? Can you see the flags flapping? Can you hear the leaves rustling?

Have the children use crayons to complete **BLM 30** in order to give representation to their mind picture. When they've finished, have them bring their pictures to the group to share and discuss.



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Following the sharing time, give out copies of the book and have the children look at the cover illustration. Ask:

➤ Can you see the weather vane in the middle of the village square? What's on the very top of the weather vane? Yes, it's a brass rooster.

- Put your finger on:
  - some of the buildings
  - some flags flapping
  - the side of the hill
  - the wind that's moving around and through the village

➤ How does this picture help you to know what the story might be about?

Encourage the children's responses. Pay particular attention to answers that involve the weather vane and encourage embellishment of those responses.

Say:

➤ Lalie Harcourt and Rick Wortzman wrote this story. Put your finger on their names — Lalie Harcourt, Ricki Wortzman. Now put your finger on the name of the illustrator, Sharon Matthews. Good for you!

## Reading the Story

Have the children open their books to page 2 and look at the picture as you read this page aloud to them. Ask:

- When does this story take place? That's right, "long, long ago."
- Why do you think the village is "a happy and peaceful place to live"?

Say:

➤ Look at the picture on page 3. This is the cover picture. Put your finger on the weather vane that's at the top of the tower (pause) in the middle of the village square. Good for you!

➤ How do you think that the weather vane is kept so shiny and bright?

Encourage the children's ideas and then say:

➤ Read this page to find out how the weather vane is cleaned and what all the villagers do every day.





## TEACHING tip

To assist the students, use your arms and hands when describing the setting. For example, when you're talking about the direction arms of the weather vane, you could hold out your own arms, crossing them in front of you, to demonstrate how the arms of the weather vane form an X beneath the rooster. You could use your hands to indicate how one arm has N at one end and S at the other, while the other arm has E at one end and W at the other.

Say:

- Turn your books over on your lap.

Read aloud to the children the first paragraph on page 4, up to the end of the second sentence (“...round and round and round and round.”). Ask:

- What do you think happened? Why do you think so?
- Open your books to page 4 and let's read aloud together.

Read chorally together to the end of that sentence and then say:

- Let's keep reading out loud to find out what happened.

When the children finish reading with you to the end of the sentence, say:

- Turn your books over on your lap. How do you think the villagers are going to feel when they see what's happened?
- Who will fix it? Look at the illustration on page 5. Yes, that's right, the tower keeper climbed up to the top of the tower to fix it. Let's find out what he did.

As you read the rest of the page aloud, have the children follow along. Ask:

- Do you think everything is OK now? What do you think is going to happen?

Say:

- Turn the page and look at the picture. Look at the children's eyes. Why are they closed? Read this page to find out what happened.

Ask:

- What are the words that tell what sounds the old weather vane made? That's right, it squeaked and creaked and screeched.

- Let's try to say *squeaked* so it sounds like a weather van squeaking. Now let's say *creaked* so it sounds like a weather vane creaking.

- Who can say *screeched* so it sounds like a weather vane screeching?

Invite a series of volunteers to try, and then have the group say the word together.

Say:

- Look at the villagers in the picture on page 7. Read this page to find out why they're still tired.

- Now turn the page and read to find out if the mayor, the fruit seller, or the young child has an idea for everyone to try.

- Yes, it was the young child who had the idea. What was it?

- Do you think the idea will work? Why? Why not?

- Turn the page and read to find out what happened.

Say:

- Look at the picture on page 11 to see what the tailor suggested. Yes, he suggested that everyone wear earmuffs. Read these two pages to find out how the idea worked.

- Turn to page 14 and read this page and page 15 to find out the solution the minstrels offered and how it worked.

Say:

- The shepherd is the next person with an idea. Turn to page 16 and read to find out what he suggests.

- Do you think his idea will work? Why? Why not?

- Read pages 18, 19, and 20 to find out what happened.



Say:

- The mayor said, “I am afraid we will never sleep well again! What will we do?”
- The last character we meet in this story is a stranger. She thinks she can solve the villagers’ problem *and* her own at the same time. Read to the end of the story to find out what she brought with her and what happened.

Focus the children’s attention on the illustration on page 24. Say:

- As the villagers slept, the wind chimes blew in the wind and seemed to be saying, “Shimmering shells sing,” “Glittering gems jingle,” “Twisting tones tinkle,” and “Charming chimes clink.”

## Independent Reading

Invite the children to enjoy the story once again by giving them time to read it independently.

## After Reading

Ask:

- Would wind chimes help you go to sleep? Why? Why not?
- Would any of the ideas have worked for you? Which one(s)? Why?
- What are the clues in this book that this story happened “long, long ago”?
- Could the story happen today? Why? Why not?

## Revisit the Story

Engage the children in a conversation about the story, by using open-ended prompts such as:

- What did you enjoy most about the story? What did you like most about the illustrations?
- Is *The Windy Village* a good title for this story? Do you have a better title? Tell us why you think yours is a better title.

Have the children recall specific information about the selection. Ask:

- Who are some of the characters you remember from the story?
- Who do you think was the main character? Why do you think so?
- Think about the ideas that did not work to help the villagers get to sleep. Of those, which one did you think was the best? Why?

Focus the children on the way the story is told through language. Ask:

- Were there any words in the story that were new to you? Which ones?
- Were there any words that gave you a struggle? Which ones? What did you do to figure them out?

## Reinforce the Story

BLM 31 will give the children another opportunity to confirm the sequence of some of the story events. You may want to use this BLM as an oral reading practice page. After practising in class, the children could take home the page to read to family members.



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# As a Group

## LEARNING OPPORTUNITIES

Students will:

- identify rhythmic patterns
- explore a variety of rhythmic concepts and forms

## YOU WILL NEED

- a tongue twister chant or song such as “The Tongue Twister Song” (see Grade 2 Audio CD, Track 5)

## OBSERVING FOR ASSESSMENT

Can the student:

- say a tongue twister at a gradually increasing tempo?
- create his or her own twisters?

## LEARNING OPPORTUNITIES

Students will:

- produce a specific effect using various sound sources
- talk about their reasons for making and creating music

## YOU WILL NEED

- heavy foil pie plates
- heavy string and scissors
- a variety of metal and other small objects
- an excerpt from “Viennese Musical Clock” by Zoltán Kodály (Grade 2 Audio CD Track 13)

## Activity: Tongue Twisters

After the children have read *The Windy Village*, ask them to turn to page 24. Say:

- Look at the sentences in the illustration on this page. What do you notice about the words in each sentence? (They begin with the same letter or with similar sounds.)
- Sentences like this are called *tongue twisters*. Let’s say them out loud and see if we can figure out why this is a good name for them.

Choose one of the phrases and read it aloud many times with the children. Begin slowly and speed up with each repetition. Do the same with the other tongue twisters. Select an important or interesting word from the text and challenge the children to create a tongue twister using the word. For example, say:

- Let’s choose a word: wind.
- Let’s think of some words to describe wind that start with w. (whispering, wild) Now let’s think of words that tell what wind does that start with w. (whirls, whips, whistles)

Write down the new tongue twister: Whispering wind whirls. Next, the children might enjoy making up a tongue twister about themselves, using the same formula: descriptor(s), person’s name, action word(s)

## Extension

Play “The Tongue Twister Song” for the children (Grade 2 Audio CD, Track 5). Ask the children to listen carefully, challenging them to see how many of the tongue twisters they can remember.

## Activity: Charming Chimes

Together, look at the illustrations of chimes on pages 22–24 of *The Windy Village*. Discuss and list their common features. Say:

- We can make our own wind chimes, using foil pie plates and string. What things can we hang on our chimes to make music? (e.g., metal, wooden, and plastic objects that can be easily tied on)

Record their ideas on the chalkboard. Have the children transfer the best ideas onto **BLM 29**, which they can take home and use to help them collect materials.



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When the materials have been gathered, divide the children into groups. Give each group a foil pie plate that you have prepared for chime making. (Feed lengths of string through holes in the plate, tying

a large knot at one end of each piece to keep the string from going through the plate.)

Help the children fasten different objects onto their chimes and troubleshoot any problems (for example, the pie plates may need some reinforcement; some objects may need weights).

Listen to all the finished chimes and talk about the ways in which the sounds they make are similar and different to one another. Try the chimes outside in a gentle wind. Hang the completed chimes to make a classroom display.

## Extension

Play an excerpt from “Viennese Musical Clock” by Zoltán Kodály (see Grade 2 Audio CD Track 13) to illustrate how chime sounds can be incorporated into a musical work.





# As a Group

## LEARNING OPPORTUNITIES

Students will:

- use appropriate gestures and tone of voice
- engage in and respond to a variety of oral presentations

## YOU WILL NEED

- room for movement

## OBSERVING FOR ASSESSMENT

Does the student:

- participate in a co-operative way during the choral reading?
- volunteer suggestions to describe how certain words and lines should be read?

## Activity: Modified Readers' Theatre

Revisit *The Windy Village* by having the children read all the spoken parts while you take on the part of narrator. Say:

- Whenever you see quotation marks, you know you are going to be reading aloud. We need to think about how the speaker would say the words, so let's practise.
- Turn to page 8, where the Mayor says, "What shall we do?"

Ask:

- How would he say those words? That's right, he's asking a question.
- How would the miller sound? The fruit seller? All the villagers? The child?

Continue questioning and practising to the end of the story. Then return to the beginning and together read the story

again, emphasizing fluent oral reading: appropriate pacing, expression, and correct pronunciation.

When the children are comfortable, assign reading roles to individual children. Have the others take on the choral reading parts of the villagers.

## Extension

Focus on the scenes where the villagers are trying to solve the problem of the noisy weather vane. Invite the children to make up their own solution and to role-play the consequences of carrying it out.

This Extension works well with Stand-Alone Activity 10: "Tree House Role Play" on page 138.

## LEARNING OPPORTUNITIES

Students will:

- use and integrate a range of strategies to construct meaning
- identify nouns as words that name people, places, and things

## YOU WILL NEED

- chart paper and/or bristolboard strips and markers

## OBSERVING FOR ASSESSMENT

Does the student:

- volunteer in the activity by reading a clue aloud?
- participate eagerly in searching for the answers?

## Activity: Find Me!

On chart paper or bristolboard strips, print a collection of clues about nouns — persons, places, and things shown in *The Windy Village* illustrations. Turn the clues face down, invite a child to choose one at random, turn it over, and read it aloud. The task for the other children is to search for the answer in their books and to identify the page number on which the answer is found.

Here are some examples:

- I am an animal. I have big brown eyes. My sound is "Moo."
- I came to the village because I needed a windy place to make the music I love.
- I can play beautiful music under the villagers' windows together with my minstrels.
- I climbed the tower stairs and set the

weather vane back in place. I fastened it. I oiled it. I polished it.

- I made beautiful music that lulled the villagers to sleep.
- I look after the sheep.
- I flap in the wind.
- I twirl and whirl round and round and round and round on the top of the tower.
- I am in the middle of the village square.
- Every day we walk to the village square to see the weather vane turn in the wind.

## Extension

Invite the children to write their own "Find Me" clues on paper strips and to make a picture of the answer on the reverse side. The children's work can be kept in the classroom reading area for others to read and solve.



Name \_\_\_\_\_ Date \_\_\_\_\_

## Wind Chimes

We have just finished reading a book called *The Windy Village*. At the end of the book, beautiful wind chimes make music that helps to put the villagers to sleep. Now we are going to make our own wind chimes. We need to collect objects that will make musical sounds when they bump into each other. Here are some of the things we're looking for:

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**Here are the things I brought from home.**

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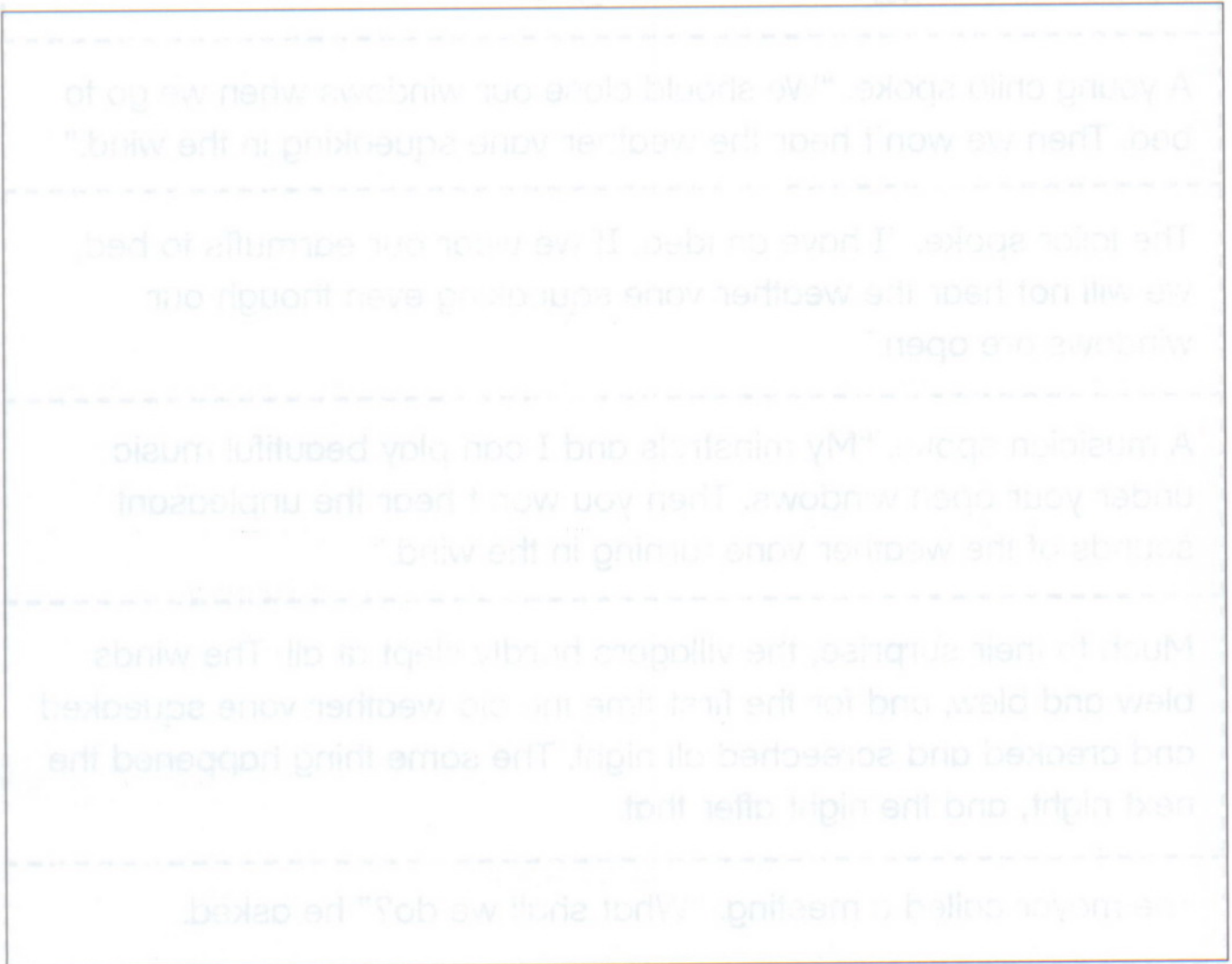
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Name \_\_\_\_\_ Date \_\_\_\_\_

## Make an interesting picture.


In the middle of the village square is a very, very tall tower. On the very top of the tower is a weather vane. It has a shiny brass pointer pointing to the north, another pointing south, another pointing east, and another pointing west. And on top of these four shiny brass pointers is a shiny brass rooster.





Name \_\_\_\_\_ Date \_\_\_\_\_

## Put in order.



The stranger then opened the curtains on her cart. It was full of the most beautiful chimes the villagers had ever seen.

The shepherd spoke. "We can bring all our animals out of the barns and into the village. The familiar sounds the animals make will be a pleasant change."

A young child spoke. "We should close our windows when we go to bed. Then we won't hear the weather vane squeaking in the wind."

The tailor spoke. "I have an idea. If we wear our earmuffs to bed, we will not hear the weather vane squeaking even though our windows are open."

A musician spoke. "My minstrels and I can play beautiful music under your open windows. Then you won't hear the unpleasant sounds of the weather vane turning in the wind."

Much to their surprise, the villagers hardly slept at all. The winds blew and blew, and for the first time the old weather vane squeaked and creaked and screeched all night. The same thing happened the next night, and the night after that.

The mayor called a meeting. "What shall we do?" he asked.