Jelly

# When the Bell Rang Early

LITTLE READERS



BEFORE YOU READ

# Look and Wonder

1. What bells have you heard?
2. Can two bells sound alike?
3. What can change what you hear?
4. Share an idea with a partner.



Ben carried a ball outside.
Mina followed him across the yard.
Max waited by the low wall.
They had time to play before class.



The big clock faced the yard.
Its hands showed ten past ten.
Their break ended at half past ten.
Ben set the ball on the ground.



Max rolled the ball to Mina.
She stopped it with one foot.
Then she passed it to Ben.
Their game moved across the yard.



A sharp ringing sound broke in.
Ben caught the ball with both hands.
Mina looked up at the clock.
Only five minutes had gone by.



"Was that the school bell?"

Max was already walking toward the door.

Ben tucked the ball under his arm.

Mina followed, still watching the clock.



Other children stayed on the climbing frame.
A girl kept turning her skipping rope.
Ben stopped near the classroom steps.
"Did they not hear it?"



Ms. Lee stood beside the open door.
She looked at the ball in Ben's arms.
"You still have more time outside."
Ben told her about the ringing sound.



"I did not hear our bell."

Ms. Lee looked out across the yard.

"Where were you when it rang?"

Ben pointed toward the low wall.



Mina showed her the yard clock.
Its hands were near quarter past ten.
"Could the clock be slow today?"
Ms. Lee checked her watch beside it.



The clock and watch showed the same time.

Ben put the ball down by his feet.

"Then something rang too early."

Ms. Lee asked them to describe it.



Ben made three quick ringing sounds.

Max tapped three times on his palm.

Mina shook her head a little.

"I heard more small rings after that."



Inside, two children sorted art paper.
Their window looked over the yard.
Ms. Lee called them to the doorway.
She asked what they had heard.



Tara had heard a soft tapping sound.
It came through the open window.
Ali had been beside the shelf.
He had not noticed any ringing.



Ben looked from Tara to Ali.
"We were all so close together."
Mina pointed toward the window.
"But we were in different places."



Ms. Lee brought a sheet of paper.
She drew the classroom and the yard.
Ben marked the low wall with a dot.
Tara marked the spot by the window.



Max marked the place beside Ben.

Ali added a dot by the shelf.

Mina drew the open classroom door.

They could see where everyone had been.



"What is beyond the low wall?"

Ms. Lee pointed to their drawing.

Ben knew a path ran past it.

There was a repair shed farther along.



Mina remembered a bike by the shed.
A man had been working beside it.
She had seen a bright silver wheel.
Ben had been watching the ball instead.



"Could the sound come from a bike?"

Max looked toward the yard wall.

Ben thought about the three quick rings.

He was not sure how to tell.



Ms. Lee took them to the wall.
They stayed inside the school yard.
The shed door stood open beyond it.
A man lifted a small bicycle handlebar.



# Stop and Think

WHAT HAVE YOU READ SO FAR?

1. Why did Ben leave the game?
2. Did the clock match the watch?
3. What did Tara and Ali hear?
4. Where was the repair shed?



# Make a Prediction

USE THE CLUES

1. What might the man be fixing?
2. How could they compare the rings?
3. What might the school bell sound like?
4. What would you listen for next?



He pressed something with his thumb.
A bright ring crossed the path.
Ben held his hands very still.
"That sounds like what we heard."



The man looked toward the school.
Ms. Lee greeted him over the wall.
He was fixing a bicycle bell.
Its button had been getting stuck.



He pressed the button three times.
The first rings came close together.
Then the loose bell kept trembling.
Several softer rings followed behind them.



Mina looked at Max and Ben.

"Those were the extra rings I heard."

Max tapped the pattern on his palm.

It matched the sound this time.



"Our school bell sounds longer."

Ms. Lee pointed back at the building.

"Listen when our break really ends."

Ben carried the ball to the yard.



They went back to their game.

Ben rolled the ball to Max.

Mina kept one eye on the clock.

There were still a few minutes left.



This time, a long bell sounded.
It came from above the school door.
The clock hands showed half past ten.
Children began putting their games away.



Ben picked up the ball again.
The long sound was easy to hear.
It did not have the bike's little rings.
He followed Mina into the classroom.



Tara was waiting by the window.
"I heard that bell very clearly."
Ali came out from beside the shelf.
"I heard that one as well."



Ms. Lee put their drawing on a table.
They gathered around the little dots.
Ben drew a bike beyond the wall.
Mina added the school bell above the door.



"Why did Tara hear a softer sound?"

Max looked at the window on the drawing.

Tara pointed from her dot to the wall.

"I was farther from the bicycle."



Ali pointed to his dot by the shelf.
He was inside, away from the window.
He had been moving a box of paper too.
Ben drew the box beside his dot.



"Not hearing it did not mean no ring."

Ali looked at Ben's little bicycle.

"And hearing a ring was not enough."

Ben pointed to the two different bells.



They made two sound marks on paper.
One was a long, smooth line.
The other was a group of short marks.
Mina put each beside the matching bell.



Ms. Lee asked Ben about his first thought.

"I thought our break was already over."

He looked at the clock above the door.

"I had not checked the time yet."



At lunch, they passed the wall again.
The man was closing his repair shed.
He waved from beside the fixed bicycle.
Max waved back with his empty hand.



"Does the button work now?"

Ben called from inside the yard.

The man pressed it just once.

One short ring crossed the path.



Mina smiled at the clear little sound.
There were no extra rings behind it.
The man wheeled the bike away.
The children walked back to their lunch.



Later, Ben put their drawing in a folder.
It showed five places and two bells.
Everyone had helped add something to it.
No one had heard everything alone.



The afternoon bell rang above the door.
Ben looked at the classroom clock.
Then he packed his bag with Mina.
This time, they were ready to go.



# Talk About the Story

LOOK BACK AT THE WHOLE STORY

1. What made the early ringing?
2. Why did people hear it differently?
3. What did the place drawing show?
4. How did they check the school bell?



# Think and Discuss

CONNECT THE STORY TO YOUR LIFE

1. What sounds can you hear here?
2. Would someone farther away hear them?
3. How can you check a sound source?
4. What would a sound map show?



# Put the Pictures in Order

Look at the four pictures.

Write 1, 2, 3, and 4 in the boxes.



A ☐



B ☐



C ☐



D ☐

Point to the pictures and tell the story.

# Tell the Story

USE THE FOUR PICTURES ON THE PREVIOUS PAGE

First ...

Next ...

Then ...

Finally ...



# Make a Sound Map

Draw two places where people listened.

Add a mark for each sound they heard.

I heard _____

I was standing _____



# The End

Thank you for reading.

Look closely and share your ideas.

What would you like to explore next?

