

# Making Music

## GOALS

### Comprehension

Retell the text using the pictures on each page as a guide. Discuss the different instruments, their size and sound.

### Vocabulary

**High-frequency Words:** a, all, an, big, can, has, is, make, of, play, the, they

**Content Words:** brass, clarinet, different, families, gentle, high, instrument, kinds, loud, low, many, music, notes, orchestra, percussion, piccolo, reed, small, sounds, strange, string, together, trumpet, tuba, violin, world

### Phonemic Awareness

Recognise and produce words that have the same vowel sound: /o/

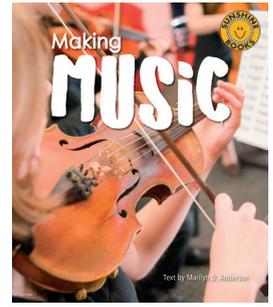
### Phonics

**Letters and Sounds:** long o, note

**Words to Blend and Segment:** note, low, row, vote, coat

### Fluency

Practise rereading the text with a partner (orally), sharing information.



Here are some of the instruments that we use to make music.

## Before Reading

- Ask students what they know about making music and if anyone in the group has learnt to play music.
- Read the title to students and then read it together. Ask: Who is the author? Read the author's name to them and then read it together. What is the author's role?
- From the cover photo and title students predict what the text might be about. Discuss if this will be a fiction or a nonfiction text. Ask: What instrument is being played on the cover?
- Read the title page together. Talk about what is happening in the picture. Ask: What is the picture of? (musical notes) Discuss what this is used for. (reading music). Ask: Does anyone in the group read music?
- Talk/walk through the pictures. Discuss what is happening on each page. Bring words like *instruments, families, clarinet, trumpet, percussion, high, low, strange* into the conversation.
- Before turning to page 16 ask students how they think the book might end.

## Reading the Text

- Read the cover and the title page together. On pages 2-3 discuss what students see. This is an orchestra. Ask: What is an orchestra? (people playing different musical instruments together) Look for the initial letters of key words, e.g. /o/ *orchestra*; /f/ *families*; /i/ *instruments*.
- Students read the words, pointing to the words as they are read. They look at pages 4-5 and discuss the piccolo which plays high notes. Look at the music notes and the photographs. The music shows high notes. Read the words together.
- Follow this pattern for each page discussing the pictures, what the different instruments shown are and what kind of music they make before reading each page.
- Predict the ending before turning to page 16.

## **After Reading**

Invite students to discuss the information. Prompt if needed.

- Retell the text using the pictures on each page as a guide. Discuss the different instruments, their size and sound.
- On page 16, answer the question. Ask students to discuss if they know any of the types of music that are shown here.
- What do students think the author's purpose was for writing the book? What have they learnt from this book? Have a student or teacher play the notes of music that are in the text. Listen for the high and low notes.

## **Phonemic Awareness**

- Recognise and produce words that have the same long vowel sound: /o/. Students listen carefully to words read by you to identify the /o/ sound, e.g. note, low, row, vote, coat. They repeat these words and think of more words with the same vowel sound, e.g. mow, tow.
- Students listen and identify syllables in words and clap as they are spoken, e.g. *mus/ic*. Together listen for one-syllable words in the book to clap, e.g. high, low, loud; two-syllable words, e.g. *gent/le*, *man/y*, *tu/ba*; and three-syllable words, e.g. *cla/ri/net*, *in/stru/ment*, *per/cuss/ion*.

## **Phonics**

- Recognise words that have the same long vowel sound /o/. Write the words note, low, row, vote, coat on the board to practise blending and segmenting the sounds together as a group, e.g. /n/ /o/ /te/ note. Notice the different spellings for the long o vowel sound.

## **Word Study**

- Talk about the words *make*, *an*, *of*, *all*, *has*, *play*, *they*, *big*. Read the flash cards from the inside front cover together. Ask students to locate and read these words in the book.
- On a piece of paper, students draw a picture of one of the pages in the book. They write the matching sentences from the text, e.g. *The big instruments play the low notes*.
- Have students make a Making Music web with an example of different instruments branching out from the web. They label and illustrate their web and share it with the class.

## **Fluency**

- Practise rereading the story with a partner, sharing information.

## **Writing**

- Have students write a new text using the pattern of the text, e.g. A tambourine is a percussion instrument. They write the text and illustrate it.
- Students draw a picture of an instrument and label it. They can use the book as a model. They share their picture with a partner.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.