

Wrap Up

Writing

A Read this descriptive paragraph about the concert flute.

Title — The Concert Flute

Topic sentence — To me, the flute is the most interesting instrument. It is very shiny and pretty. The flute is in the woodwind family. It's about 67 centimeters long. It looks like a long tube, but it usually has three sections. It can be made of many materials, but the best flutes are made of silver and are very expensive. You play a flute by blowing air over a hole on the closed end. The notes change when you open and close the keys that cover other holes in the flute. There are usually 16 holes that you can open and close. The sound a flute makes is very beautiful, like a bird singing. It's my favorite instrument!

Conclusion —

B Answer the questions.

- What does a flute look like?
- What adjectives in the paragraph describe the concert flute?
- What is the length of a flute?

Learn How to Write a Descriptive Paragraph

- Tell which musical instrument you are writing about in the first sentence.
- Write five or more sentences describing the item.
- Research your instrument on the Internet. Include a few researched facts in your writing.
- Remember to answer questions about the instrument you write about. For instance: What does it look like? What is it made of? How do you play it?
- Remember to put the facts into your own words.
- Complete the paragraph with a personal sentence about the item.

Write Now go to the **Workbook** to plan and write your own paragraph about an instrument. [page 131](#)

Project: Making a Musical Instrument

C Make your own musical instrument.

- Make the instrument you wrote about, or choose a new instrument.
- Build your instrument and name it.
- Use snack containers, paper towel tubes, rubber bands, ribbon, or other materials to make your instrument.
- Talk about your instrument. Tell about the materials you used and how to play it.

This is a drum. I made it with paper and a tube. You play it like this.

BIG QUESTION C

How do people make music?

A Watch the video.

B Think more about the Big Question. What did you learn?

C Complete the Big Question Chart.

Project: Making a Musical Instrument **Big Question 6** 125

Summary

Objectives: To show what students have learned about the language and learning points of Units 11 and 12.

Writing: Write about an instrument

Project: Making a Musical Instrument

Materials: Big Question Video, Discover Poster 6, Big Question Chart

Writing

A Read this descriptive paragraph about the concert flute.

- Give students a few minutes to read the descriptive paragraph silently.
- Ask students to read aloud the callouts.
- Then choose four students and ask each one to read aloud a section of the descriptive paragraph to the class.

CRITICAL THINKING

- As a class, analyze the type of information included in this paragraph.
- Write *Topic sentence* on the board and elicit that the topic sentence tells why the writer thinks the flute is the most interesting instrument.
- Write *Researched facts* beneath it and ask students to name facts they read about in the paragraph, e.g. *Family: woodwind. Size: about 67 cm long.* Write their ideas beside the heading.
- Finally, write *Conclusion* on the board. Ask *What is the writer's conclusion?*

- Elicit that the writer concludes that the flute is his / her favorite instrument because it makes a beautiful sound like a bird singing.

B Answer the questions.

- Have students get partners to discuss answers to the questions.
- Then have pairs compare answers with the class.

Learn: How to Write a Descriptive Paragraph

- Tell students to look at the information they compiled on the board about the paragraph describing the concert flute.
- Have students take turns reading aloud one of the points about how to write a descriptive paragraph.
- As students read each sentence, point to the corresponding information on the board.

Write

Now go to the Workbook to plan and write your own paragraph about an instrument.

- Tell students they are going to write a descriptive paragraph about an instrument they like.
 - Display the list of instruments that you compiled on chart paper earlier in this module.
 - Ask students to read the instruments on the chart and name other instruments to add to it.
 - Then ask them to choose an instrument to write about.
- DIFFERENTIATION**
- Below level:**
- Students begin by writing a topic sentence. Have them use the topic sentence in the book as a model.
 - Then have them write a few facts about the instrument. They can write a few words or a short phrase to describe each fact, but tell them they should use their own words.
 - Then have them model their conclusion based on the conclusion in the book.
 - Students get partners and take turns reading their paragraph.

At level:

- Ask students to choose an instrument and write a topic sentence telling why this instrument is their favorite.
 - Encourage them to read facts about the instrument on the Internet and write them in their own words. They should write three or four sentences describing what the instrument looks like, what it's made of, and how it is played.
 - Then students write a conclusion like the one in the book.
- Above level:**
- Ask students to choose an instrument and write a topic sentence telling why it is their favorite.
 - They should research facts on the Internet and write five or six complete sentences reporting what they learned.
 - Ask them to include a sentence with *as* _____ *as* to compare their instrument with something else.
 - When students have completed their paragraphs, choose a few students to stand up and read them to the class.
 - Tell the class that they should listen carefully and ask questions about the information they hear. Remind them that it is important to be a good listener.

Project: Making a Musical Instrument

C Make your own musical instrument.

21ST CENTURY SKILLS

- Tell students that they are going to make a musical instrument. Suggest that they make the instrument that they wrote about, but tell them that they can choose a new instrument, if they like. **CRITICAL THINKING**
- Provide students with art materials, including snack containers, paper towel tubes, colored paper, rubber bands, ribbons, string, yarn, and markers.
- Give students enough time to make their instruments. Encourage them to be creative. **CREATIVITY**

CRITICAL THINKING

- When they have finished, have students take turns standing up in front of the class, displaying their instrument, and talking about the instrument, the materials they used to make it, and how to play it. **COMMUNICATION** **CRITICAL THINKING**
- Encourage students to play their instrument for the class. If the instrument does not make the appropriate sound, tell students they can make the sound themselves. **COMMUNICATION** **COLLABORATION**
- Have students hold up their instruments and walk around the classroom looking for other students with the same kind of instrument, e.g. percussion. **COMMUNICATION** **CRITICAL THINKING**
- Have students form groups with others that made instruments in the same family. **COMMUNICATION** **COLLABORATION**
- Ask groups to take turns telling the class what family their instruments are part of and then naming each of the instruments. **COMMUNICATION**
- Ask *Which instrument family is the most popular?* **CRITICAL THINKING**
- Challenge the class to talk about why they think it is the most popular family. **COMMUNICATION** **CRITICAL THINKING**

Units 11 and 12 Big Question Review

How do people make music?

A Watch the video.

- Play the video and when it is finished ask students what they know about how people make music now.
- Have students share ideas with the class.

B Think more about the Big Question. What did you learn?

COMMUNICATION

- Display the **Discover Poster 6**. Ask *What do you see? How do people make music?*
- Refer to all of the learning points written on the poster and have students explain how they relate to the pictures.

C Complete the Big Question Chart.

- Ask students what they have learned about how people make music. Tell them to write their ideas in the *What did you learn?* column of the chart in their Workbooks.
- Have students share their ideas with the class. Write the new information on the class **Big Question Chart**.

Further Practice

Workbook Unit 12 pages 113–115

Online practice • Wrap Up 6

Classroom Presentation Tool • Wrap Up 6