

### About the Book

Text Type: Nonfiction/Biography Page Count: 22 Word Count: 1,529

### Book Summary

Wolfgang Amadeus Mozart was an extraordinary musician who began playing and writing music as a young child. His amazing talents did not provide him with an easy life. He lived in poverty for his entire life and died at the age of 36. This biography explains why he is considered the greatest musician ever to live.

### About the Lesson

#### Targeted Reading Strategy

- Connect to prior knowledge

#### Objectives

- Connect to prior knowledge while reading
- Draw conclusions
- Understand and recognize quotation marks
- Identify and use content vocabulary

#### Materials

Green text indicates resources available on the website

- Book—*Mozart* (copy for each student)
- Chalkboard or dry erase board
- Any selection of Mozart's music
- KWL, draw conclusions, content vocabulary worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting book on interactive whiteboard or completed with paper and pencil if books are reused.)

#### Vocabulary

Content words:

Story critical: *concerto (n.), organ (n.), organist (n.), prodigy (n.), requiem (n.), scale (n.)*

Enrichment: *chapel (n.), dreadful (adj.), monastery (n.), probable (adj.), smearing (v.), smitten (adj.)*

### Before Reading

#### Build Background

- Give students the KWL worksheet. Have them write what they know about Mozart and classical music in the first column (K).
- Have students talk about the music they listen to on the radio. Ask them to tell the names of their favorite musicians. Ask if they have had lessons on the piano or another musical instrument. Tell students you are going to play some classical music written by Wolfgang Amadeus Mozart. Explain that classical music is a complex style of music that began long ago in Europe. Ask if it sounds more serious and formal than the popular music written today. Remind students to write any questions this discussion evokes in the W column of the worksheet. Tell students they can add questions on the back if they need more space.

## Preview the Book

### Introduce the Book

- Give students a copy of the book. Have them preview the front and back covers and read the title. Have students discuss what they see on the covers and offer ideas as to what kind of book this is and what it might be about.
- Direct students to the table of contents. Remind them that the table of contents provides an overview of the book. Each section title provides an idea of what they will read about in the book.
- Show students the title page. Talk about the information on the page (title of book, author's name, illustrator's name).
- Show students the rest of the book, including illustrations, the photograph, and the glossary.

### Introduce the Reading Strategy: **Connect to prior knowledge**

- Explain to students that having some prior knowledge about a topic and making a connection with what they know while reading helps them understand and remember the information in the book.
- After reviewing the table of contents, model using it as a way to connect to prior knowledge  
**Think-aloud:** *Before I begin to read, I look at the illustrations on the covers of the book, read the title, and think about what I already know about the topic. I have heard of Mozart, but I don't know anything about his life. In the table of contents, I see sections about him as a young child, a young man, and the greatest musician ever to live. I also see a section with an odd title, "The Requiem." I'm not sure what that is. I'll add that question to the W column of my KWL chart. I'll have to read the book to find the answer to my question.*
- Have students write questions they thought of while previewing the book in the W column of their KWL chart.
- As students read, they should use other reading strategies in addition to the targeted strategy presented in this section.

### Introduce the Vocabulary

- Remind students of the strategies they can use to work out words they don't know. For example, they can use what they know about letter and sound correspondence to figure out the word. They can look for base words within words, prefixes, and suffixes. They can use the context to work out the meanings of unfamiliar words.
- Model how to apply word-attack strategies. Write the word *dreadful* on the board and direct students to page 14 to find the word. Model how they can use suffixes and context clues to find the meaning of the unfamiliar word. Underline *-ful* and ask students to tell what this suffix means (full of). Tell students that the word means *full of dread*. Have students tell what the word *dread* means. Explain that they can now look at the context clues to confirm the meaning. Show students that by reading past the unfamiliar word, they will find a phrase that provides a clue. In this sentence, they learn that the servant considers a common person kissing royalty to be a terrible thing.
- Remind students that they should check whether a word makes sense by rereading the sentence.
- Have students turn to the glossary on page 22. Have them read the glossary words and their definitions aloud. Next, have students turn to the pages indicated and read each glossary word in the sentence in which it appears. Use context clues in the surrounding sentences to work out unfamiliar vocabulary words, as necessary.


### Set the Purpose

- Have students think about what they know as they read the book. Tell them to look for details that will answer the questions about Mozart's life on their KWL chart.

## During Reading

### Student Reading

- **Guide the reading:** Have students read to the end of page 7. Tell them to look for the words or phrases in the book that answer any of the questions on their KWL chart. Tell students to add new questions they think of as they read. If they finish before everyone else, they can go back and reread.
- When they have finished reading, ask students to tell what information they found to help them answer some of the questions on their KWL chart.
- Ask students to tell where the story takes place. On a world map, show students where Salzburg, Austria, is located. Discuss how the illustrations provide clues about when the story takes place. Have students tell the major events so far in Mozart's life.
- Use the information generated above to model connecting to prior knowledge.  
**Think-aloud:** *I read that when Mozart was only four, his talent was accidentally discovered when his father looked for a piano teacher for his sister. I have seen and heard young singers with unbelievable talent. I think it is even more amazing that a child this young could sit at a piano and just begin playing and creating. I wonder if his early music creations were written down and played by others. I'll add that question to the W column on my KWL chart.*
- Tell students as they read to think about the major events in Mozart's life and what those events tell about him as a person.
- Have students read the remainder of the book, looking for answers to their questions. Remind them that they can stop reading and add questions to their KWL chart as they go.

 Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

## After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

### Reflect on the Reading Strategy

- Ask if they found the answers to their KWL chart questions. If some questions are unanswered, discuss where students can find more information, such as the library or Internet resources.
- Have students complete the KWL worksheet. Discuss their answers.
- Discuss how making connections with information in the text that they know something about keeps students actively involved in the reading process and helps them remember what they read.


### Teach the Comprehension Skill: **Draw conclusions**

- **Discussion:** Ask students if they know what the expression *reading between the lines* means. Explain that reading between the lines means using clues from what they have read to figure out the author's meaning.
- **Introduce and model:** As an example, read the following from page 4: *Leopold Mozart walked into the chapel in Salzburg, Austria, followed by his two small children. "I'd like to sign my daughter Nannerl up for music lessons...."* Tell students that these sentences lead you to think that Leopold Mozart was a wealthy man. Explain that you think this because during the time when Mozart lived (1756-1791), only wealthy people took music lessons. Have students read the remainder of the paragraph to find out something about the organist. Ask them to draw a conclusion about what kind of person he is. (He might not be a very friendly man because he smirked when Leopold said that his daughter was talented.)

- Reinforce that drawing a conclusion means that the conclusion is not written in the text and that students must use clues in the reading passage to figure out the most logical explanation for something.
- **Check for understanding:** Have students reread the second paragraph on page 5. Read aloud or write the following sentences on the board and ask students to use the clues in the paragraph to decide which of the following is the most logical conclusion about the organist:  
*He does not want to teach children how to play the organ.*  
*He wishes Nannerl were his daughter.*  
*He thinks Wolfgang would be a better student.*  
*He is happy to have Nannerl as a student.*
- Ask students to identify the clues that they used to draw the conclusion. (Before Leopold left, the organist called Nannerl over to the church piano. "Come, I will give you a beginner lesson," he said.)
- **Independent practice:** Give students the [draw conclusions worksheet](#). Discuss their answers.
- **Extend the discussion:** Instruct students to use the inside back cover of their book to draw a conclusion about Nannerl. Have students share their conclusions with the group.

### Build Skills

#### Grammar and Mechanics: Quotation marks

- Write the following sentence on the board: *"No, no, Wolfgang, you are too small," said his father.* Read the sentence and ask students who is speaking and what he is saying. Circle the quotation marks and explain that these are placed before and after the words a speaker says. Point out the comma and explain that it is placed inside the last set of quotation marks.
  - Write the following sentence on the board: *His father said, "No, no, Wolfgang, you are too small."* Have students tell how this sentence is different from the other one written on the board. Point out that the quotation marks are still around the speaker's words but that the comma is placed before the words and a period is placed inside the last set of quotation marks.
  - Write the following sentences on the board. Have individual students come to the board to place the quotation marks in each sentence.  
*Papa, I'm writing a concerto, Mozart said.*  
*A friend said, You ought to travel with him.*  
*I came to play the piano, he said.*
-  **Check for understanding:** Have students underline the sentences in which quotation marks are used to set off a speaker's words on pages 8, 9, and 10. Discuss how these vary.

#### Word Work: Content vocabulary

- Tell students that many of the words they read in the book are used to tell about music or musicians. Provide opportunities for students to talk about difficult words, such as *concerto*, *prodigy*, and *requiem*. Give students an opportunity to say the new vocabulary words, talk about their meanings, and use the words in sentences.
- **Check for understanding:** Have students complete the [content vocabulary worksheet](#).

### Build Fluency

#### Independent Reading

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

#### Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends.

## **Extend the Reading**

### **Music, Writing and Art Connection**

As students listen to a piece of music by Mozart, have them brainstorm words or feelings that come to mind. Have them use the words and feelings to write a poem or to paint a picture. Have students share their creations with the group.

### **Social Studies Connection**

Provide print and Internet resources for students to research the period of time (1756-1791) in which Mozart lived. Have them choose a topic and prepare an oral report. Topics might include housing, education, jobs, transportation, medicine, religion, government, social classes, and entertainment.

### **Skill Review**

**Discussion cards** covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

## **Assessment**

### **Monitor students to determine if they can:**

- use the strategy of connecting to prior knowledge to understand and remember the events in a biography
- use text clues to draw conclusions to complete a worksheet
- understand and recognize quotation marks used to set off a speaker's words
- understand and use content vocabulary to solve a crossword puzzle

### **Comprehension Checks**

- **Book Quiz**
- **Retelling Rubric**