

Focus Question:

What are some different ways to play musical instruments?

Book Summary

Text Type: Nonfiction/Informational

There are many different ways to play musical instruments. Some are played with a bow, some with sticks, and some with our hands. *All Kinds of Musical Instruments* is a colorful introduction to a wide variety of instruments. Detailed photographs support students' learning as they make connections to prior knowledge and practice the skill of classifying information.



Lesson Essentials

Instructional Focus

- ☐ Connect to prior knowledge to understand text
- ☐ Classify information
- ☐ Describe information provided by photographs
- ☐ Discriminate short vowel /i/ sound
- ☐ Identify short vowel *i*
- ☐ Capitalize sentence beginnings
- ☐ Identify and use the high-frequency words *make, these, use*

Materials

- ☐ Book: *All Kinds of Musical Instruments* (copy for each student)
- ☐ Classify information, short vowel *i*, capitalize sentence beginnings worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

Vocabulary

Boldface vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

- **High-frequency words:** *make, these, use*
- **Words to Know**
Story critical: *bow* (n.), *buzz* (v.), *instruments* (n.), *music* (n.), *sounds* (n.), *strings* (n.)

Guiding the Reading

Before Reading

Build Background

- Write the word *music* on the board and read it aloud with students. Invite volunteers to share what they know about music and what kinds of music they enjoy. Explain that music is a collection of sounds that are put together in an artistic way. Write the word *instruments* on the board and read it aloud with students. Have volunteers share what they know about instruments and provide examples. Record this information on the board. Point out that instruments are used to make music.
- Explain to students that they will be reading a book about different kinds of instruments.

Introduce the Book

- Give students their copy of *All Kinds of Musical Instruments*. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name).

Introduce the Reading Strategy:

Connect to prior knowledge

Explain to students that effective readers connect what they are reading to something they already know, have read, or seen somewhere before. Remind students that connecting to prior knowledge about a topic will help them remember and understand what they are reading. Review the cover page with students and share an example of making a connection such as the following: *As I look at the cover page, I see a picture of an adult playing a guitar for a group of kids. This reminds me of a second-grade teacher I had who would make up songs to help us learn.* Invite volunteers to share connections they made on the basis of the picture on the cover page.

Introduce the Comprehension Skill:

Classify information

- Have students work in small groups and provide them with a small basket of materials such as crayons,

Guiding the Reading (cont.)

pencils, glue, glue stick, paper, and so on. Explain to students that their task is to sort the materials in the basket into different groups on the basis of similarities. Then, have them share their groupings with the class and explain how they decided upon the classification of each group. Explain to students that when objects or ideas are broken into groups, it is called *classifying information*.

- Explain to students that authors often arrange information into groups, or categories, much the same way they divided up the supplies. When readers notice these categories of information while reading, it will help them remember and understand the book. Point out that as they read, students should pause to consider how the author classifies information about musical instruments.

Vocabulary

Have students turn to the “Words to Know” box on the copyright page. Point out that these words can be found in the story and that understanding the meaning of each word will help them better understand what they read. Read the words aloud to students and as a group, discuss the meaning of each word. On the basis of the definitions discussed, have students work in groups to illustrate each vocabulary word on a poster. Have students share their posters with the class.

Set the Purpose

- Have students read to find out more about musical instruments. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer.
- Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in a future discussion.

During Reading

Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *How many main groups of instruments are there?* (level 1) page 3
- *How are a guitar and a clarinet similar? How are they different?* (level 2) pages 4 and 6
- *How do you make sound using a triangle?* (level 1) page 10
- *What are the four main groups of instruments?* (level 2) multiple pages
- *Why are instruments played in many different ways?* (level 3) multiple pages
- *What is the same about all instruments?* (level 3) multiple pages

Text Features: Photographs

Explain that photographs are helpful because they provide the reader with important information. Have students work in groups to review the pictures on page 5. Ask students: *Why would the author choose to include photographs of kids playing instruments rather than drawings? How do these photographs help you understand how string instruments are played? How do these photographs give more detail than what is written in the book?* Have students review other photographs in the book and discuss why the author chose each photograph. Point out that photographs often include much greater detail than the text and therefore give the reader additional information.

Skill Review

- Model for students how you make connections to prior knowledge as you read, and direct them to stop at several points during reading to turn to a partner and share a connection. Invite volunteers to share their connections to prior knowledge with the class.
- Model classifying information.
Think-aloud: *The book is providing me with information about musical instruments and how they are played. I learned that there are four main groups, or categories, of instruments. The first category of instruments described is instruments that have strings. As I look at the picture on page 4, I notice that each of these instruments has strings and can be classified into this category. As I consider my prior knowledge about musical instruments, I know that instruments such as a banjo and a mandolin would also fit into the category. Classifying information helps me understand and remember what I have read.*
- Have students work in groups to identify the second group of musical instruments. Invite them to consider other instruments that would fall into this category.
- Model how to complete the [classify information worksheet](#). Have students refer back to the text if necessary.

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.

Skill Review

Graphic Organizer: Classify information

Review the classify information worksheet that students completed. Have students share their work in groups.

Comprehension Extension

[Discussion cards](#) covering comprehension skills and strategies not explicitly taught with the book are provided for extension activities.

Guiding the Reading (cont.)

Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Responses should include the following information: *There are many different ways to play musical instruments. For example, some instruments are played with a bow or with fingers. Other instruments are played by blowing into them or by making a buzzing sound with the lips while blowing. Finally, some instruments are played by hitting them with sticks or with hands.*)

Comprehension Checks

- [Book quiz](#)
- [Retelling rubric](#)

Book Extension Activities

Build Skills

Phonological Awareness: **Short vowel sound /i/**

- Say the word *trip* aloud to students, emphasizing the short vowel /i/ sound. Have students say the word aloud and then say the /i/ sound. Have students practice saying the /i/ sound to a partner. Repeat the process with the following words: *tip, sit, ick, snip, mitt, hit*.
- Read pages 3 and 4 aloud to students. Have them raise their hand when they hear a word that begins with the short vowel /i/ sound (*instruments, in, strings*).
- **Check for understanding:** Say the following words one at a time and have students give a thumbs-up signal if the word contains the short vowel /i/ sound: *stuck, sun, stack, stem, sock, snow, still, stew, sack, stamp*.

Phonics: **Short vowel i**

- Write the words *fish* and *bit* on the board and say them aloud with students.
- Have students say the short vowel /i/ sound aloud. Then run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which letter represents the /i/ sound in the middle of each word.
- Have students practice writing the short vowel *i* on a separate sheet of paper while saying the /i/ sound.
- Write the following words with the short vowel *i* on the board, leaving out the vowel: *hill, dim, pick, pit, hip, hill, flip*. Say each word, one at a time, and have volunteers come to the board and add the short vowel *i*.
- **Check for understanding:** Invite students to work with a partner to reread pages 5 through 8. Have students circle all words with the short vowel *i* (*fingers, instruments, into, lips*).
- **Independent practice:** Introduce, explain, and have students complete the [short-vowel-i worksheet](#). If time allows, discuss their answers.

Grammar and Mechanics:

Capitalize sentence beginnings

- Write the following sentence on the board: *You can play instruments to make music!* Read the sentence aloud with students. Invite a volunteer to come to the board and circle the first word in the sentence.
- Explain that every sentence has a signal at the beginning so readers will know that a new sentence has started. Underline the capital letter in the word *You*. Explain that this capital letter *Y* is the signal in the sentence. Emphasize that all sentences begin with a capital letter.
- Call on volunteers and have them share with the class an original sentence about playing a musical instrument. Record their sentences on the board, using a lowercase letter at the beginning of each sentence. Invite volunteers to the board to correct the beginning of each sentence.
- **Check for understanding:** Have students work with a partner to reread the book and circle the capital letter at the beginning of each sentence. Review students' responses as a class.
- **Independent practice:** Introduce, explain, and have students complete the [capitalize-sentence-beginnings worksheet](#). If time allows, discuss their answers.

Word Work:

High-frequency words **make, these, use**

- Write the words *make, these, and use* on the board and read them aloud with students. Explain to students that they will often see these words in books they read and that they should memorize them so they can decode these words right away.
- Spell the word *make* aloud with students and have them clap as they say each letter. Invite students to turn to a partner and repeat this exercise several times. Ask students to write the word *make* in the palm of their hand with their finger as you spell it aloud with them, pointing to each letter as you say the letter name with students.
- Read page 4 aloud to students and point to the word *make*. Have students read the sentence aloud as a class. Invite students to turn to a partner and use the word *make* in a complete sentence.
- Repeat the above process for the words *these* and *use*.
- **Check for understanding:** Have students work in pairs to create oral sentences using the words *make, these, and use*. Call on students to share a sentence with the rest of the class, and ask other students to give a thumbs-up signal if they used the words correctly.
- **Independent practice:** Have students reread the story with a partner and underline the high-frequency words *make, these, and use*.

Connections

- See the back of the book for cross-curricular extension ideas.