

## About the Book

Text Type: Nonfiction/Informational Page Count: 26 Word Count: 1,124

### Book Summary

*Musical Instruments* introduces readers to various types of musical instruments from around the world. Readers will readily recognize familiar instruments, such as the piano and violin. They will also have great fun showing off their new vocabulary. For example, can anyone guess where the gusle is played?

## About the Lesson

### Targeted Reading Strategy

- Summarize

### Objectives

- Summarize information while reading
- Compare and contrast
- Identify vowel diphthong *ou*
- Use commas in a series
- Understand and recognize content vocabulary

### Materials

Green text indicates resources available on the website

- Book—*Musical Instruments* (copy for each student)
- Chalkboard or dry erase board
- Compare and contrast, commas in a series, 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

\*Bold vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](http://VocabularyA-Z.com).

- Content words:

Story critical: **bow** (n.), **brass** (n.), **keyboard** (n.), **percussion** (n.), **strings** (n.), **woodwinds** (n.)

Enrichment: *amplifiers* (n.)

## Before Reading

### Build Background

- Ask students to share what they already know about musical instruments. Have them name familiar instruments and tell the characteristics of each.

### Preview the Book

#### Introduce the Book

- Give students a copy of the book and 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.

- Show students the title page. Talk about the information on the page (title of book, author's name).
- Have students preview the table of contents. Explain that the table of contents helps readers understand what the book is about. Have students use the table of contents to share what they already know about instruments in an orchestra or band.

### Introduce the Reading Strategy: **Summarize**

- Explain to students that a strategy readers use to better understand a story is to pause after reading a few pages to summarize in their own words what they have read.
- Model how to summarize.  
*Think-aloud: As I am reading, I am going to remember to pause after every few pages and put what I've read so far in my own words. This will help me to remember what I've read so far.*
- As students read, encourage them to 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 a word. They can look for base words, prefixes, and suffixes or other word endings. They can also look for familiar words within words to help them work out words.
- Reinforce new vocabulary by using the words in sentences. For example, have students turn to page 6 and point out the word *percussion*. Explain to students that the sentence helps to explain what this word means. Say: *The text says percussion instruments are played by being struck or hit. I see a picture of a drum. I know that to play a drum it must be struck or hit. A drum must be a percussion instrument.*

### Set the Purpose

- Have students read the book to learn more about different kinds of musical instruments. Remind students to summarize the important information in their minds after every few pages to help them remember and understand what the text is about.

## During Reading

### Student Reading

- **Guide the reading:** Have students read to the end of page 7. Have them go back and reread the pages if they finish before everyone else.
- Model how to summarize.  
*Think-aloud: As I read, I paused after every few pages to think about the important information I had read. For example, I read that music is an important part of our lives and that it is created by different types of instruments. Each instrument creates a different sound. I will keep reading and thinking about the text to learn more about the different types of instruments.*
- Have students read to the end of the book. Remind them to summarize in their own words the important information in the text as they read.



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 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

- Review with students how summarizing the book while reading helps them to better remember important information and understand the book.

**Think-aloud:** *When I paused after reading every few pages, I could better remember what each section was about. I learned that stringed instruments are plucked or played with a bow.*

### Teach the Comprehension Skill: **Compare and contrast**


- Explain that this book describes different kinds of musical instruments. Discuss with students that one way to understand the information about different instruments is to compare and contrast them.
- Draw a Venn diagram on the board with the headings *woodwind instruments* and *brass instruments*. Ask students to brainstorm ways in which brass instruments and woodwind instruments are similar. Record these responses in the space where the circles overlap. Ask students how brass instruments and woodwinds are different and record these responses.
- Check for understanding:** Have students work with a partner to compare and contrast percussion instruments and keyboard instruments. Have students share their responses and record them on the board.
- Independent practice:** Introduce, explain, and have students complete the **compare-and-contrast worksheet**. If time allows, discuss their responses.

 **Extend the discussion:** Instruct students to write a short paragraph on the inside cover of their book explaining if they would rather be a part of an orchestra or a band and explain why. Have students share their paragraph with the group.

### Build Skills

#### Phonics: **Vowel diphthong ou**

- Write the word *sound* on the board and read the word aloud with students. Have students say the /ow/ sound aloud. Run your finger underneath the letters of the word as student read it aloud. Ask students which letters in the word *sound* stand for the /ow/ sound as in *cow*. Circle the vowel diphthong *ou* and explain to students that the letters *ou* together in a word often times make the /ow/ sound. Explain to students that a vowel diphthong is two vowel sounds in one syllable.
- Write the following words on the board leaving out the vowel diphthong *ou*: *sprout, shout, mountain, proud, thousand, house, round*. Ask volunteers to come up to the board and complete each word with the vowel diphthong *ou* and then have students read each word aloud as a class.
- Explain to students that sometimes the vowel diphthong *ou* will not make the /ow/ sound. Write the following words on the board: *soup* and *group*. Have student read each word aloud, pronouncing the vowel diphthong *ou* with the /ow/ sound. Ask students if these words make sense. Explain that sometimes the vowel digraph *ou* can make the sound /oo/ as in *troop*. Say: *As I am reading and come across a word with the vowel diphthong ou I will try both the /ow/ and /oo/ sounds and decide which one makes more sense.*

 **Check for understanding:** Have students turn to page 5 and circle two words with the vowel diphthong *ou* (*our* and *loud*). Ask students to turn to page 8 and locate one word with the vowel diphthong *ou* that has the /ow/ sound (*found*) and one word with the vowel diphthong *ou* that has the /oo/ sound (*group*). Have students circle the word with the /ow/ sound and put a line through the word with the /oo/ sound.

### Grammar and Mechanics: **Commas in a series**

- Explain to students that when three or more people, places, or things are listed together in a sentence, commas are used to separate the items.
- Have students turn to page 4 in the text. Ask students to read the following sentence: *Or the wind might have created music when it blew through a shell, a reed, or a piece of bamboo.* Have them identify what was listed (*shell, reed, piece of bamboo*) and point out that commas are inserted between the items.
- **Check for understanding:** Write the following lists of words on the board without commas: *apples oranges and bananas; run jump and play; Meg Bill or Sam.* Ask students to come to the board to identify and write where commas are needed.
- **Independent practice:** Introduce, explain, and have students complete the [commas-in-a-series worksheet](#). If time allows, discuss their answers.

### Word Work: **Content vocabulary**

- Explain to students that many of the words in the text explain different types of musical instruments. Give students the opportunity to discuss vocabulary words in the text such as *brass, percussion, string, and woodwinds*.
- Have students locate the word *brass* on page 14 and reread the sentence containing the word. Ask students to identify the examples of brass instruments. Direct students to the glossary and ask a volunteer to read aloud the definition of *brass*.
- Give each student a blank sheet of paper. Have students fold the paper into four sections and label each section as follows: *brass, percussion, string, and woodwinds*.
- Ask students to write the definition of *brass* as defined in the glossary under the heading *brass* on their paper. Then have students list and draw examples of brass instruments to accompany the definition. Have students repeat this procedure for *percussion, string, and woodwinds*.

## 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

### Writing Connection

Have students design and draw their own instrument. Ask them to name the instrument and write a short paragraph about it. They may include such information as: the classification; whether it is played in a band or an orchestra; how it is played; what material it is made of; and the type of sound it produces.

Visit [Writing A-Z](#) for a lesson and leveled materials on informational writing.

### Social Studies Connection

Have students choose a non-Western instrument listed in the book. Using the Internet, have students research the following: where the instrument is from, what materials it is made of, what it sounds like, how it is played, and in what ways it is important to the culture. If possible, invite a guest to come in and play an instrument that originates in a different part of the world. Have students ask questions about the musical instrument and find out how its music contributes to the culture.

### 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.
- Conduct a class discussion as a review before the book quiz.

### Assessment

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

- consistently summarize while reading to understand and remember information in the text
- accurately compare and contrast information in nonfiction text during discussions and on a worksheet
- accurately identify vowel diphthong *ou* during discussion and in the text
- correctly use commas in a series on a worksheet
- accurately identify and understand content vocabulary duringw discussion and on a worksheet

### Comprehension Checks

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