

Focus Question:

What are the steps for building a guitar?

Book Summary

Text Type: Nonfiction / How To

Making a guitar is not an easy task. It takes creativity, planning, and great skill. *How to Build a Guitar* provides students with an inside look into the step-by-step process of building a guitar from scratch. Clear instructions and detailed photographs support student learning. The book can also be used to teach students to ask and answer questions to understand the text and to sequence events.



Lesson Essentials

Instructional Focus

- ☐ Ask and answer questions to understand text
- ☐ Determine the sequence of events
- ☐ Describe information provided by the table of contents
- ☐ Discriminate long vowel /i/ sound
- ☐ Identify VCe pattern
- ☐ Recognize and use commas after introductory words
- ☐ Place words in alphabetical order

Materials

- ☐ Book: *How to Build a Guitar* (copy for each student)
- ☐ Sequence events, VCe pattern, commas after introductory words 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:** *he, next, when*
- **Words to Know**
Story critical: *clamps (n.), design (n.), effort (n.), guitar (n.), sands (v.), traces (v.)*
- **Academic vocabulary:** *certain (adj.), design (n.)*

Guiding the Reading

Before Reading

Build Background

- Display several pictures of musical instruments that can be made by hand from wood such as a guitar, a wooden flute, a cello, and a violin. Invite volunteers to name these instruments and describe what kind of material is used to make them. Point out that all of these instruments are made by hand out of wood. Ask a volunteer to describe what it means when something is *handmade*. Explain that when an instrument is made by hand, it is designed and created by a person rather than by a machine.

Introduce the Book

- Give students their copy of *How to Build a Guitar*. 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:

Ask and answer questions

Explain to students that engaged readers consider what they know and don't know about a topic before beginning to read. Point out that creating questions before, during, and after reading is an important skill that helps readers understand and enjoy a book. Create a KWLS chart on the board. Invite students to share their knowledge about guitars and record the information in the *K* column. Then ask students what they would like to learn about the process of making a guitar and record this information in the *W* column. Point out that as they read, students should consider whether these questions have been addressed in the book. If so, this information will be recorded in the *L* column. If not, the remaining questions will be recorded in the *S* column because it is information that we still want to know.

Introduce the Comprehension Skill:

Sequence events

- Explain to students that when an author describes how to do something in a book, it is very important

Guiding the Reading (cont.)

that the steps are written in the correct order. Write the phrase *Sequence of Events* on the board and read it aloud with students. Explain that the sequence of events is the order in which the events of a story occur. Point out that effective readers pause while reading to consider the sequence of events in order to remember and understand the text.

- Provide a simple example of a sequence of events such as packing for a trip. Explain to students that your explanation of packing would be confusing to the listener if it were out of order. Point out the transitional words used in your sequence of events such as *first*, *then*, *next*, *last*, *finally*, and so on.

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 making a guitar. 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.

- *What are the different ways a guitar can be made?* (level 1) page 4
- *How does making a design for the guitar help Steven to cut the wood?* (level 2) pages 5 and 6
- *What does Steven do right before sanding the wood?* (level 1) page 8
- *Why does Steven stain and buff the wood?* (level 1) page 11
- *Why does Steven need to follow certain steps when making a guitar?* (level 3) multiple pages
- *If Steven made another guitar, which steps would be the same? Which steps might be different?* (level 3) multiple pages

Text Features: Table of contents

Have students turn to page 3 and point to the title “Table of Contents” as you read it aloud. Point out to students that authors often include a table of contents in nonfiction books in order to help the reader find information within the book. The table of contents lists the sections of the book in the order that they appear along with the corresponding page numbers. Ask students the following questions: *On what page will you find information about gluing? What information can be found on page 11? Why did the author include a table of contents?*

Skill Review

- Review the questions listed on the KWLS chart with students. Ask volunteers to share information from the text that answered their questions and record this information in the *L* column. Invite students to share new questions that arose as they read and record this information in the *W* column. Remind students that not all questions will be answered in the book and this information should be listed in the *S* columns.
- Model placing events in the proper sequence. **Think-aloud:** *This book explains the steps to make a guitar. Steven must follow these steps in a particular order, or sequence, so the guitar will come out correctly. For example, if Steven stained the wood before sanding it, the color would be lost and the guitar would not be as beautiful. As I read, I pause often to think about the sequence of events to remember and understand the book. For example, the sequence of events for the first few steps of building a guitar might include the following: First, choose the look and size of the guitar. Next, make a plan and draw a design. Once the design is complete, trace the design onto the wood and cut the wood.*
- Model how to complete the **sequence events worksheet**. Remind students to use their own visualizations to help them remember the sequence of events.

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: Sequence events

Review the sequence events worksheet that students completed. Have students share their work in groups, giving the sequence of events orally using words such as *first*, *next*, *then*, *last*, and so on. Have members of the group give a thumbs-up if the sequence of events is correct. Invite volunteers to share their findings with the class.

Guiding the Reading (cont.)

Comprehension Extension

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided for extension activities.

Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Students' responses should include the following steps: *make a plan and design the guitar; trace the design and cut the wood; steam and bend the wood in the correct shape; glue the body together; prepare the body by sanding the wood; glue the neck to the body; stain the wood and buff it.*)

Comprehension Checks

- **Book quiz**
- **Retelling rubric**

Book Extension Activities

Build Skills

Phonological Awareness: Long vowel /i/ sound

- Say the word *kite* aloud to students, emphasizing the long vowel /i/ sound. Have students say the word aloud and then say the long /i/ sound. Repeat this process with the following words: *ripe, pipe, night, write*.
- Read pages 5 and 6 aloud to students. Have them raise their hand when they hear a word that contains the long vowel /i/ sound (*size, design*).
- **Check for understanding:** Say the following words one at a time and have students give a thumbs-up signal if the word contains the long vowel /i/ sound: *bite, strike, bin, mitt, might, fright, fin, pike, ice, pin, excite*.

Phonics: VCe pattern

- Write the word *cone* on the board and read it aloud with students. Have students say the long vowel /o/ sound. Ask students to identify which letter represents the /o/ sound in the word *cone*. Cover the letter e with your hand and have students read the word *con* aloud. Remind students that the letter o can have two sounds, the short sound and long sound. Point out that in the word *con*, the letter o has the short /o/ sound. Uncover the letter e and have students read the word *cone* aloud with you. Explain that the silent -e at the end of the word makes the letter o say its long name.
- Write the following nonsense words on the board: *mak, plac, bik, flut, bon*. Read the nonsense words aloud with students. Invite volunteers to the board to add the silent -e and read the new word aloud.
- **Check for understanding:** Invite students to work with a partner to reread pages 9 and 10. Have students circle all words with the VCe pattern (*make, uses, place, while*). Have students share their findings with the class.

- **Independent practice:** Introduce, explain, and have students complete the **VCe pattern worksheet**. If time allows, discuss their answers.

Grammar and Mechanics:

Commas after introductory words

- Write the following sentence on the board: *Then, Stephen stains the wood*. Ask a volunteer to circle the comma in the sentence. Explain that the word *Then* is an introductory word leading into the sentence. Point out that the comma separates that word from the rest of the thought.
- Read page 6 aloud as students follow along. Ask a volunteer to identify the introductory word (*Next*). Discuss the location of the comma and emphasize how the comma separates the introductory word from the rest of the sentence.
- **Check for understanding:** Write the following sentence on the board: *Next he glues the neck to the body*. Have students turn to a partner to determine the introductory word and the correct placement of the comma. Have students share their findings and add the comma to the sentence.
- **Independent practice:** Introduce, explain, and have students complete the **commas-after-introductory-words worksheet**. If time allows, discuss their answers.

Word Work: Alphabetical order

- Review or explain the process of putting a list of words in alphabetical order. Remind students to look at the first letter of each word and then decide which word begins with the letter that comes first in the alphabet.
- Write the alphabet on the board. Underneath, write the words *music* and *guitar*. Have a volunteer explain which word would appear first in alphabetical order (*guitar*) and why (because *Gg* comes before *Mm* in the alphabet). Circle the *Gg* and *Mm* and compare their locations in the alphabet. Erase the circles when the discussion is complete.
- Write the words *play, neck, and build* on the board. Have a volunteer explain how to place these words in alphabetical order. Circle the *Bb*, *Nn*, and *Pp* on the board and compare their locations in the alphabet. Erase the circles when the discussion is complete.
- **Check for understanding:** Write the following words on the board: *water, rock, upper, lower, dam, journey*. Have students work in small groups to write the words in alphabetical order on a separate sheet of paper. Discuss students' responses.
- **Independent practice:** Have students work independently to write the following words in alphabetical order on a separate sheet of paper: *glue, sand, draw, wood, effort*.

Connections

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