

## About the Book

Text Type: Nonfiction/Informational Page Count: 22 Word Count: 1,948

### Book Summary

Jazz is one of the most exciting, vital forms of music in the world today. Use this leveled reader to introduce your students to jazz artists from the past and present. Innovative, world-famous musicians such as Louis Armstrong, Billie Holiday, and Wynton Marsalis are profiled in this passionate and informative exploration of jazz music.

## About the Lesson

### Targeted Reading Strategy

- Summarize

### Objectives

- Use the reading strategy of summarizing to understand text
- Identify main idea and supporting details
- Identify and use adverbs
- Recognize and use content vocabulary

### Materials

Green text indicates resources available on the website

- Book—*Jazz Greats* (copy for each student)
- Chalkboard or dry erase board
- Main idea and details, adverbs, content vocabulary cryptogram 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: *bebop* (n.), *improvise* (v.), *innovators* (n.), *melodic* (adj.), *scat* (n.), *spontaneity* (n.)  
 Enrichment: *plantation* (n.), *quarters* (n.), *woo* (v.)

## Before Reading

### Build Background

- Involve students in a discussion about music. Create a fact web on the board with the center circle titled “music.” Ask students to tell about different types of music. Then have the students name artists that belong with each type. Elicit jazz as a type of music if not offered by students.

### Preview the Book

#### Introduce the Reading Strategy: Summarize

- 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.

- Direct students to the table of contents. Remind students that the table of contents provides an overview of what the book is about. Each section title provides an idea of what they will read in the book. After reviewing the table of contents, model using it to summarize what the book is about.
- **Think-aloud:** *To summarize what I've read in the table of contents, I need to think about what's important and what isn't. It seems to me that all of the section titles must be important, or they wouldn't be included here. When I'm summarizing something, I need to put it into my own words. Otherwise I'm just copying what the author wrote. So I can summarize the table of contents by saying that I've learned that this book is going to tell me about how jazz began, some of the people who play jazz, and what jazz is like today.*
- Have students preview the rest of the book, looking at photos, captions, maps, and sidebar text.
- 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 correspondences to figure out the word. They can look for base words, prefixes, and suffixes. They can use the context to work out meanings of unfamiliar words.
- Model how to apply word-attack strategies. Point out a word in bold, such as the word *melodic* on page 4. Model how students can use two strategies to figure out the meaning of the word. Tell students that the first strategy is to look for the base word, *melody*. Tell students that when you hear the word *melody* you think of pretty music. Tell students that now that you have some idea of what the word means, you can use the second strategy, which is context. You've read in the first part of the sentence that some types of jazz are fast and wild. The first part of the sentence is connected to the second part by the word *or*, which tells you that whatever comes next is different. The music is opposite of fast and wild, or slow and gentle. Now, you'll read the sentence to see if that makes sense.
- Remind students that they should check whether words make sense by rereading the sentence.


## Set the Purpose

- Have students pause at the end of each section and quickly summarize what they have read. Students can summarize mentally or use a pencil and scrap paper.

## During Reading

### Student Reading

- **Guide the reading:** Have students read the first two sections and then pause. Tell students to go back and reread both sections if they finish before everyone else.
- Model asking and answering questions.  
**Think-aloud:** *As I read the section, I thought about the words, phrases, and sentences I thought were most important. The first two paragraphs were "hooks" to get me interested in reading the book. The third paragraph tells me when jazz began. The next paragraph tells me what had a big influence on jazz. The last paragraph describes some of the different ways slaves used music. I can see that some of the words and phrases aren't important details. They might tell interesting information, but I won't include them in the summary. I can summarize like this: Although jazz in the United States became popular in the early twentieth century, it was heard on southern plantations before the Civil War. Jazz music has been influenced by the music created by African-American slaves. The slaves wrote and sang songs, and made and played instruments.*
- Reinforce that a summary tells the main idea and important details about the text. Unimportant information is not used. Discuss how students will decide what information is important and what is not.
- Tell students to read the remainder of the book, remembering the important information they will want to include in their summaries.

-  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

- Reinforce that mentally summarizing each section will help them understand and remember what they have read.

## Teach the Comprehension Skill: **Main idea and details**

- Explain that every writer has a main idea in mind for a book when he or she writes it. In addition, the writer has a main idea for each section or chapter of the book. The headings often provide clues as to what the main idea of each section or chapter is about.
- **Check for understanding:** Ask students what they think the main idea of the sixth section might be by looking at the table of contents. Ask students to tell the main idea of the section titled “Louis Armstrong.” As a group, determine the important words, phrases, and sentences in the section. Have students use the last page of the book to write a short summary of the section that includes the main idea and most important details. Have several students share their summaries.
- **Independent practice:** Have students work independently to complete the [main-idea-and-details worksheet](#) with the main idea and important details for each section listed. Discuss their responses. If students disagree about the main idea of a section, have them justify their responses by identifying clues in the text.

-  **Extend the discussion:** Instruct students to use the inside cover of their book to write whether or not they would like to listen to some jazz, and explain why or why not.

## Build Skills

### Grammar and Mechanics: **Adverbs**

- Explain that writers use adverbs to describe verbs. Adverbs tell *how*, *when*, *where*, or *how often* the action by the verb happens. Tell students that many adverbs end in *-ly*, but not all. Write the following sentences on the board: *Sometimes she sang slowly and you could hear the sadness in her voice.* and *Ella Fitzgerald often performed at The Savoy.* Ask students to identify the verb in the first sentence and then identify the adverb that tells how she sang. Then have students point out the verb in the second sentence and the adverb that tells *how frequently*. Point out that by using an adverb in each sentence, the writer gives the reader more information and helps him or her form a mental picture of the action.
- Reinforce by directing students to the second paragraph on page 17 and asking them to find the verb and adverb in the first sentence. Ask students if the adverb tells *how*, *when*, *where*, or *how often*.
- Have the students complete the [adverbs worksheet](#).

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

- Tell students that many of the words in the book are used to tell about jazz and music. Provide opportunities for students to talk about difficult words such as *improvised* and *innovators*. Provide opportunities for students to say the new vocabulary words, talk about their meanings, and use the words in sentences.
- Introduce, explain, and have students complete the [content-vocabulary-cryptogram 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 the students their book to take home to read with parents, caregivers, siblings, or friends.

## **Extend the Reading**

### **Writing Connection**

Provide additional resources for students to research one of the jazz musicians in the book or one of their choosing. Have the students prepare a summary of the person's life and present it to the class. Post students' reports on a bulletin board titled, "We're in the Swing."

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

### **Music Connection**

Create a listening center for students to sample a variety of jazz music. Have students select a favorite artist and write a paragraph explaining what he or she likes about the music. Encourage students to use adverbs in their writing.

### **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:**

- consistently use the reading strategy of summarizing to understand text
- identify main idea and supporting details
- identify and use adverbs
- recognize and use content vocabulary

### **Comprehension Checks**

- [Book Quiz](#)
- [Retelling Rubric](#)