

### Strand: Energy

### Theme: Sound

**Purpose for Reading:** To develop understandings of how musical instruments make sound and how people hear sounds.

**Comprehension Strategies:** Extracting information, identifying cause and effect.

### Vocabulary

*Dictionary Words:* double bass, drum, eardrum, saxophone

*Vocabulary Words:* air, eardrums, man, noise, occasion, rock band, vibrations

*High-Frequency Words:* all, an, has, have, make, not, of, put, some, that, them, they, two, very, what, when, will, with, your

### Before Reading

- Read the title and invite students to discuss the cover photograph. *What musical instruments can you see in the photo? In what ways are they similar? In what ways are they different? Which family of instruments do these belong to? Who might this man be?* Ask students to think of the names of other string instruments. Ask students to predict what this book might be about. Record students' predictions.
- Read the title page together and ask students what is happening in this picture. *What is this instrument called? How do you play this instrument?* Ask students whether they know which family of instruments this drum belongs to. Ask students if they wish to change or add to their predictions about the book.

### Introduce the Picture Dictionary

• Ask students to turn to the picture dictionary. Read and discuss the photos and labels. *Describe what you see in each photo. How do you play a drum/saxophone/double bass? Where is your eardrum? Can you play your eardrum? What might an eardrum do?*

### Take a Photo Walk

- Pages 4–5: Invite students to look at the photo and discuss what it shows. Read the label and ask students to describe the size and shape of the eardrum. *Why is it shown on the girl's cheek?*
- Pages 6–7: Have students read the caption and look at the photo. *What are some other ways to make loud noises? What are some ways to make soft noises?*
- Pages 8–9: Ask students to read the caption. *What is a low-pitched sound?* Have students make a low-pitched sound with their voices. Ask students what family of instruments the double bass belongs to.
- Pages 10–11: Invite students to read the caption. Discuss how a saxophone is played. *Why is it called a wind instrument? Where does the wind come from?*
- Pages 12–13: Invite students to read the caption. *What family of instruments does this drum belong to?*
- Pages 14–15: Invite students to look at the photo and read the caption. *What is a rock band? What instruments can you see? What are the cords for?*

### Read the Book

- Ask students to turn to the cover and read the title independently.
- Turn to pages 2–3. Read the dictionary words and

the sentences on page 3.

- Turn to pages 4–5. Ask students to read these pages independently. *Remember to use your eyes, and just point if you need help to check.*
- Ask students to continue reading the book independently. Provide support as needed.

## After Reading

### Comprehension

- Return to the text and support students to identify cause and effect. Have students reread the text aloud on page 3. *Think about what causes sound. Find the sentence that gives the answer.* Read this sentence aloud together: *When something moves backward and forward very fast, it vibrates.* Write it on the board.
- Have students reread the text on page 4 with a partner. *Find out what happens to sounds for us to hear them. There are three sentences on page 4 that contain the answer. Discuss your thoughts with your partner.* Share students' responses. Write these sentences on the board: *Sounds move through air. They move into your ears. They make your eardrums vibrate.* Ask students to read the second paragraph of page 4 aloud and then try it. *What causes you to hear the sound?* Tell students to reread the sentences on the board and think about what happens.
- Have students revisit pages 8–13 and find an interesting piece of information about each group of instruments. Draw a table on the board using the headings *String, Wind, Percussion*, and invite students to share their information.

### Vocabulary and Word Recognition

- Have students find the word *shout* on page 6. Write the word on the board. Have students think of sentences with *shout* in them. Write them on the

board. Ask students to write the word *shout*, and then check it for accuracy. Have them write it five times, saying it as they write it.

- Make the words *shouts, shouted* and *shouting* from the word *shout*. For each word underscore the known part as it is written on the board.
- Invite students to make new words by swapping one chunk of the word and substituting it with another letter or letters. For example, *sh-out-ing* could become *p-out-ing* or *sh-ow-ing*.

### Oral Language

- Have students work in pairs to ask each other What Am I? riddles about musical instruments.

### Writing

- Have students write a poem about sounds.

### Creative Extension Activities

- Provide a box of assorted instruments and ask students to sort them into percussion, string, and wind instruments.
- Use the box of instruments to play *Guess the Instrument*. Blindfold one student and invite another student to choose an instrument to use. Have the blindfolded student try to guess the instrument.
- Have students draw themselves and some friends in a rock band.

### Independent Follow-Up Activities

- Reread the book to a partner to build fluency.
- Complete the activities on page 16.
- Complete the photocopiable activities.

Name: \_\_\_\_\_

Write a list of loud and soft sounds.

Loud sounds:

Soft sounds:

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Draw instruments in the correct boxes.

String instrument:	Wind instrument:	Percussion instrument:
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Name: \_\_\_\_\_

Write these instruments in the correct column.

cymbals

flute

tambourine

double bass

guitar

trumpet

drum

saxophone

violin

String Instruments	Wind Instruments	Percussion Instruments

Which instrument would be fun to play? Why?

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