



Making Music

by Elaine Morris

Overview

This book shows children how different musical instruments produce sound.

Literacy Focus *Word Count: 174 words*

High Frequency Words

make, use, we

Content Words

musical, instruments, vibrate, sounds, travel, music, ears, drum, beat, guitar, pluck, tambourine, shake, recorder, blow

Reinforcing Decoding Skills

- **Consonant Blends:** *pl*
(*pluck, plug*)

- **Word Endings:** *-ing*
(*beating plucking*)
- **Syllabication:** **Two- and three-syllable words** (*vibrate, musical*)

Print Conventions

- **Punctuation:** **Commas**

Comprehension/ Thinking Skills

- Comparing and contrasting
- Identifying main ideas and details
- Making inferences

Writing/Speaking and Listening

- Writing about music and sound
- Discussing sound and hearing
- Listening to musical instruments

Observe/Assess

See Retellings on page 170.

Science Focus

Content and Thinking Skills

- Understanding that vibration produces sounds
- Identifying the ways various instruments vibrate
- Describing how music is made

Background Information

Sound is a form of energy that travels in waves. Sound has intensity (loudness), pitch (how high or low the sound is), and frequency (number of waves per a unit of time). Some musical instruments, such as the tuba, produce sound with a low pitch and a low frequency. Others, such as the piccolo, produce sound with a much higher pitch and frequency.

Correlation to National Standards Physical Science

- Properties of Objects and Materials

See Standards Chart on page 216.

Literacy Focus

Set the Scene

Have children tell about musical instruments they have played.

Ask:

How do you make a sound with the instrument?

Read and Discuss

Cover and Title Page

Show children the book and read the title and author's name. Have children preview the book with a partner. Ask them to predict what the book is about.

Pages 2-3

Read the pages together. Then help children name the musical instruments they see. Ask children to predict how each instrument produces sound.

Pages 4-11

Preview the photographs with children. Discuss the parts of each instrument and which parts vibrate. Then read the text together and talk about the sounds made by each type of instrument.

Page 12

Ask the question at the top of the page. Invite children to name other instruments and describe how they are played.

Respond

- Write *make* and *making* on the board. Discuss how the action word changes when *-ing* is added. Write action words for playing instruments on the board and have children find *-ing* forms in the text. Note when a final *e* is dropped before adding *-ing*.

○	○	○
make	making	
beat	beating	
pluck	plucking	
shake	shaking	
blow	blowing	

- Display several musical instruments. Ask volunteers to model how to play each one. Have children tell what makes the sound in each case.

- Remind children that they can break long words into syllables to help decode them. Clap out the syllables in the following words and work together to divide them into syllables: *guitar*, *vibrate*, *drumhead*, *musical*, *instruments*, *tambourine*, and *recorder*.



Content Words

Activity Master, page 76

Have children complete the Activity Master, page 76, with words from the Word Bank.



English Language Learners

Make word cards for instruments and actions in the text. Have children draw pictures of instruments, label them with cards, and use action word cards to describe how to play them.

Science Focus

Science Concept

Music is produced when an instrument's vibrations travel as waves through air to our ears.

Activities

Build a Band

Use boxes, string, rubber bands, and other supplies to make musical instruments, such as drums, guitars, and tambourines. Then have children play them in a sing-along concert.

Listening to Instruments

Play recordings that feature different instruments. Display the instrument or a picture of one as children listen.

Sound Experiments

Have small groups of children experiment with glasses of water by striking them lightly with a spoon. Ask them to report what change in sound they observe as you increase or decrease the amount of water in the glasses.

Sound and Hearing

Display a diagram of the ear. Together trace the sequence of events that occur when music is played and we hear it. Explain the role of nerves in hearing.



How We Hear Music

Activity Master, page 77

For Activity Master, page 77, have children cut out the sentence strips and glue them in sequence to show how we hear music.

Name _____

Making Music

Use words from the Word Bank to fill in the chart.

Word Bank

beat	drumhead	pluck	shake
blow	guitar	plug	strings
drum	metal disks	recorder	tambourine

Instrument	How to Play It	What Vibrates
drum	_____ with sticks	_____
	pluck _____ with fingers	_____
tambourine	_____ with hands	_____
	_____ with mouth	plug

Name _____

M a k i n g M u s i c

Cut out the sentence strips. Paste them in order.

1.

2.

3.

4.

5.

6.



Our ears and brains hear the sounds.

Sound waves travel through the air.

Beat the drumhead with sticks.

The drumhead vibrates.

Sound waves reach our ears.

The vibrations make sound waves.