

Musicians and Their Music

MINI LESSONS

BEFORE READING

Have a volunteer read the book introduction on the Pagesaver. Direct students to scan the Contents page. Ask them to share any knowledge they have about the musicians in the book or other musicians that they are familiar with.

READING

To help students set a purpose for reading, ask them what they hope to learn about musicians and composers. Use questions such as the following to guide the reading:

- *What do you find most interesting about these musicians?*
- *How did the musicians' experiences affect their music?*
- *Choose a musician and explain the contribution this person made to the music world.*
- *Compare two of the musicians and tell how they are alike and how they are different.*

AFTER READING

Have students summarize each musician's accomplishments. Ask them to suggest further questions they'd like answered about each musician. You may wish to distribute copies of the Comprehension Master on p. 52.

Vocabulary Activity: Word Search



Materials: glossary words, word-search grids or graph paper

Have each student choose 12 glossary words and use them to create a word-search puzzle. Then have students trade puzzles, find the words, and write a sentence for each word.

Writing Activity: Cinquain



Materials: none

Explain that a cinquain is a poem of five lines with the following format: line 1—one word (usually the title); line 2—two words (describing the title); line 3—three words (an action describing the title); line 4—four words (feelings describing the title); line 5—one word (refers to title). Choose one of the musicians from the book and write a group cinquain. Then have partners collaborate to write a cinquain about another musician.

ESL Activity: Music All Over the World

Materials: world map

Ask students to recall the countries in which Beethoven lived and Gloria Estefan was born. Help students locate these countries on a map. Invite students to share information about famous musicians from their country of origin.



READING STRATEGY

Study Skills: Using Parts of a Book to Locate Information

Have students find the table of contents, the glossary, and the index. Pose questions that students can answer by using one of these parts. Ask them to tell which part is the best resource for finding the information and why.

LANGUAGE SKILL

Understanding Complex Sentences

On the board, write the following sentence: *When he was a boy, he studied piano with his sister, Laurine.* Ask a volunteer to read the sentence aloud. Guide students in identifying the subject and verb. Then write *He studied piano.* Tell students that this is the "bare bones" version of the sentence. Encourage them to notice how much more information is contained in the complex sentence. Help students conclude that complex sentences contain a part that gives the reader more information.

PHONICS/WORD STUDY

Identifying Sounds of *ch*

Write the following words on the board and have students read them aloud: *chapter, march, chord, orchestra, machine.* Circle the letters *ch* in each word and talk about the sound the letters represent in each word. Have students scan the book for other words with *ch*. Write the words in lists according to the sound of the *ch*.