

# click®

## Let's Make Music

Students will learn how sounds and voices can perform independently, as well as together to make beautiful music. This issue of *Click* brings young readers on a musical exploration that studies human-made sounds, natural sounds, and an amazing combination of both.

## CONVERSATION QUESTION

How is music made?

## TEACHING OBJECTIVES

- Students will learn about the four families of musical instruments in an orchestra.
- Students will learn about amazing structures in nature that make music.
- Students will learn how animals and insects stridulate as a form of communication.
- Students will obtain and classify specific information from a nonfiction text.
- Students will collect evidence and record evidence.
- Students will construct explanations from a science-based text.
- Students will examine the role that music has played throughout history.
- Students will explore how mathematics are an integral component of musical compositions.
- Students will discover how the literary device, onomatopoeia, can enhance stories and texts.



In addition to supplemental materials focused on core STEM skills, this flexible teaching tool offers vocabulary-building activities, questions for discussion, and cross-curricular activities.

## SELECTIONS

- **At the Orchestra**  
Expository Nonfiction, ~750L
- **Big Music**  
Expository Nonfiction, ~950L
- **Critter Fiddlers**  
Expository Nonfiction, ~650L

## At the Orchestra

pp. 8–11, Expository Nonfiction

Students will go on a musical journey that examines the many instruments that are played in an orchestra. The informative content is accompanied by simple text boxes and photographs.



## RESOURCES

- Music to My Ears

## OBJECTIVES

- Students will learn about the four families of musical instruments in an orchestra.
- Students will obtain and classify specific information from a nonfiction text.
- Students will examine the role that music has played throughout history.

## KEY VOCABULARY

- **buzz** (p. 8) to make a low, continuous humming sound
- **coiled** (p. 8) forming rings or spirals
- **hollow** (p. 8) having a hole or empty space inside

## ENGAGE

**Conversation Question:** How is music made?

Play recordings of music performed by different orchestras. Challenge students to name instruments that they hear. Discuss emotions that are evoked by certain sounds and continue to the vocabulary activity below.

## INTRODUCE VOCABULARY

Post and analyze the key terms and their definitions. Reveal the title of the article, “At the Orchestra,” and discuss the theme of the article. Ask students which key word could best describe a sound (*buzz*), a tube (*hollow*), and a spring (*coiled*).

## READ & DISCUSS

Have students study the graphics and read the article. Use the following prompts to discuss the sounds and instruments presented in the text.

- How many families of musical instruments are in an orchestra? List them.
- Why does a musician press different valves on brass instruments?
- What is the main difference between many of the instruments in the string section?
- Why do you think that percussion musicians often play many different instruments during a concert?

## CONCEPT/SKILL FOCUS: Classifying Information

**INSTRUCT:** Guide students to obtain information from the text, captions, and photos in the article. Remind students that the article was written to teach readers about the four different families of instruments that form an orchestra. Introduce the *Music to My Ears* graphic organizer and instruct students to record their findings. For younger students, lead the activity and demonstrate how to mark the correct column.

**ASSESS:** Review the information that the students recorded on their charts. If any errors are noted, redirect the students to the text to make corrections. Encourage peer remediation.

## EXTEND

**Social Studies** Invite students to brainstorm how music has been used by man throughout history to enhance different occasions. Have them consider birthdays, religious celebrations, holiday festivities, etc. Allow children to share their experiences aloud.

## Music to My Ears

Use information from the article, "At the Orchestra," to classify the instruments below. Place an **X** in the correct column. At the bottom of the chart, list a different instrument that belongs in the section marked.

Instrument	Brass	Percussion	Strings	Woodwind
violin				
trumpet				
bassoon				
kettledrums				
	X			
		X		
			X	
				X

## Big Music

### pp. 21–23, Expository Nonfiction

Young readers will be delighted to learn how music can be “larger than life.” Bright photographs allow children to better understand and appreciate some of the world’s most amazing musical structures.



## RESOURCES

- Soothing Sounds

## OBJECTIVES

- Students will learn about amazing structures in nature that make music.
- Students will collect evidence from a nonfiction text.
- Students will explore how mathematics are an integral component of musical compositions.

## KEY VOCABULARY

- **key** (p. 22) a lever or button pressed by the finger to operate an instrument such as a piano or organ
- **marble** (p. 22) a special stone that can be highly polished and used for sculptures
- **stacked** (p. 21) arranged vertically, usually in a neat pile
- **stalactite** (p. 22) pointy rocks hanging like icicles from the roof of a cave, formed from minerals and dripping water

<http://www.cricketmedia.com/classroom/Click-magazine>

## ENGAGE

**Conversation Question:** How is music made?

Take students on a “sound walk” through your school and playground, if possible. Encourage them to discuss the different sounds they hear. Are they natural or human-made? Guide students to consider how “sounds” become “music.” Throughout the week, invite any students (and their relatives) to play an instrument for the class.

## INTRODUCE VOCABULARY

Discuss the key vocabulary words and definitions with your students. Provide them with paper and instruct them to fold it into quarters. Have them make a visual representation (picture dictionary) of each key term. Draw attention to these words as you read.

## READ & DISCUSS

Reinforce understanding of the musical concepts in this article by using the following prompts to direct discussion.

- How does the tune of “The Singing Ringing Tree” change?
- Which instrument has pipes hidden under the sea?
- What is the world’s largest instrument? Explain.
- Can you find the locations of these instruments on a world map? Ask a grownup for help, if needed.

## CONCEPT/SKILL FOCUS: Collecting Evidence

**INSTRUCT:** Review how the various structural instruments discussed in the article have different features and sounds. Distribute the graphic organizer, *Soothing Sounds*, and explain to the students that they will “show & tell,” using words and pictures, how each instrument listed is able to make beautiful music. Encourage the children to revisit the text and graphics to obtain the required information.

**ASSESS:** Circulate and guide conversations toward locating relevant information in the article. Foster peer assistance. Collect and review graphic organizers to further evaluate understanding.

## EXTEND

**Mathematics** Explain very basic musical composition by teaching students to hear the “math in music.” Discuss simple rhythms and time signatures and have the class repeat simple beats and rests by clapping or tapping. Accompany the patterns with simple counting. Instruct them to work with a partner to echo each other’s rhythms and to count aloud to the beat. Be creative . . . there may be objects in your classroom that you can use as simple instruments!

## Soothing Sounds

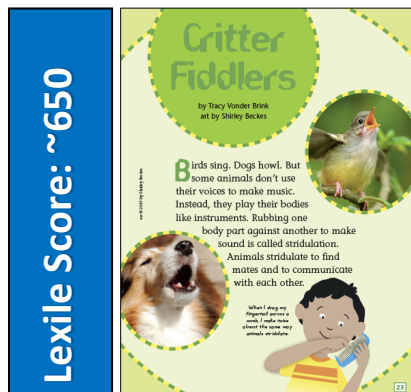
Reread the article, "Big Music." Use words and pictures (show & tell) to explain how each instrument makes music.

INSTRUMENT	SHOW (Use pictures)	TELL (Use words)
The Singing Ringing Tree		
The Zadar Sea Organ		
The Great Stalacpipe Organ		

## Critter Fiddlers

pp. 23–26, Expository Nonfiction

Chirp . . . click . . . hum! Delve into this article about animal and insect sounds to help students discover that communication in the natural world often occurs without voice.



## RESOURCES

- Body Beats

## OBJECTIVES

- Students will learn how animals and insects stridulate as a form of communication.
- Students will construct explanations from a science-based text.
- Students will discover how the literary device, onomatopoeia, can enhance stories and texts.

## KEY VOCABULARY

- **chirp** (p. 24) a short, high-pitched sound
- **click** (p. 24) a short, sharp sound
- **stridulation** (p. 23) the act of producing sound by rubbing together certain body parts

## ENGAGE

**Conversation Question:** How is music made?

Assign small groups and challenge the students to brainstorm ways they can create sound with their bodies. Determine circumstances in which various sounds might be utilized. (Ex: clapping for applause) Motivate the students to read by revealing the article's title and connecting it to this activity.

## INTRODUCE VOCABULARY

Introduce the most impressive word from the article, *stridulation*. Primary students enjoy learning big words, so begin by teaching the pronunciation and meaning of this word. Have students tap out the syllables and discuss which letters are consonants and which are vowels. Post the other two key terms and guide students to consider how clicks and chirps can be examples of stridulation. Additionally, challenge students to teach this “big word” to someone at home!

## READ & DISCUSS

Have the small groups from the brainstorming activity discuss the questions below after the reading. Reconvene and share responses.

- Why do some animals/insects stridulate?
- How does a cricket sing?
- What special body part does a cicada use to make sounds?
- How does a manakin use its feathers to make sounds?

## CONCEPT/SKILL FOCUS: Construct Explanations

**INSTRUCT:** Advise students to review the article and to study the variety of ways that stridulation occurs. Distribute the graphic organizer, *Body Beats*, and instruct the class to locate each animal/insect listed on the chart and to explain how they make sounds with their body. They will use information directly from the text to complete the organizer.

**ASSESS:** Collect and analyze the *Body Beats* worksheet to further evaluate the students' ability to construct explanations from the text. Consider peer remediation if clarification is necessary.

## EXTEND

**Language Arts** Present the students with examples of onomatopoeia by using excerpts from Dr. Seuss books, comic books, graphic novels, and other children's literature. Relate this lesson to appropriate words from this article (*chirp*, *click*, etc.). Discuss why this literary device is useful and enjoyable. Have the children do a word search through this issue of *Click* to locate and highlight other expressions of onomatopoeia. Use the vocabulary activity above to study this big word, as well!

# Body Beats

Use information from the article to write/draw how each insect or animal makes sounds with its body.

Insect/Animal	How does it make sounds with its body?
cricket	
cicada	
grasshopper	
manakin	

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**\*\*Use the back of this paper to draw an animal that uses its VOICE to make sounds.**

**Hint: Woof! Meow! Neigh! Moo! Baa!**

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