



# Making Music

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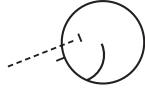
## How to use this book

### Before reading: Talkthrough



Talk through the book with the children. Encourage them to predict the text from the cover and the pictures, and to think about the information they provide. Direct the children's attention to aspects of the text that may challenge them. Support the children to deal with these challenges by asking the Talkthrough questions on each page.

### During reading: Observe and support



Observe the children as they read. Encourage them to monitor their own reading as they comprehend the text. As needed, support the children by helping them to discover and use reading strategies and cues to solve problems and respond to reading challenges that arise in the text. Interruptions to the children's reading should be minimal and focused on specified learning needs.

### After reading: Comprehension, returning to the text, responding and writing links



To further develop children's understanding of the text, select from activities found on page 12 and the inside back cover. These whole text, sentence and word level activities reinforce the teaching focus of this book. Assessment ideas are provided to assist with planning for further teaching.

## Text highlights

- There are two lines of text on each page.
- The sentence form: 'We can make music with ...'
- The final sentence is varied.

## Vocabulary

bottles, box, buttons, forks, make, music, spoons, together

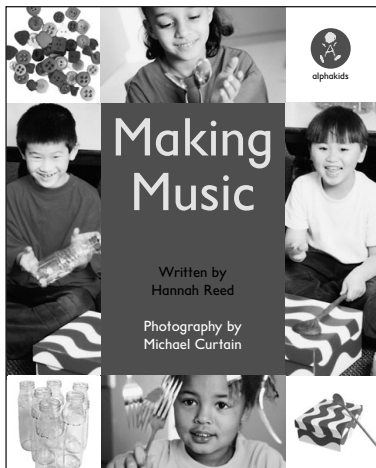
## Setting the context

Bring some homemade musical instruments to class for the children to experiment with. Allow time for free play, encouraging the children to make sounds with them. Discuss how sounds can be made with these things. *What sounds can we make with these things?*

## Introducing the book

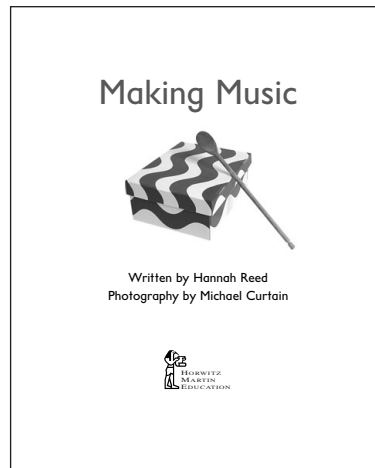
*This book is called Making Music. It is about children making music using things we have at home.*

Turn through the book, ensuring that the children can name the different items.



## Front cover

*What is each child playing? What kinds of sounds do you think these things would make? Which instrument would you like to play? Why?*



## Title page

*Read the title together. Both words start with the letter 'M'. How do you know which word is 'Making' and which word is 'Music'?*



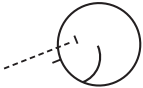
### **Talkthrough**

Point out the box and wooden spoons.

*What is this picture about?*

*How does the boy make music?*

*What would his instrument sound like?*

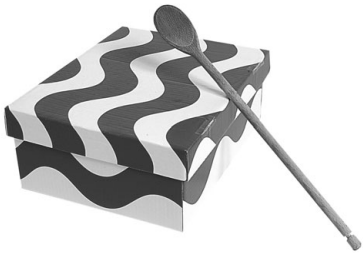


### **Observe and support**

Do the children understand what they are reading?

*What is the boy doing here?*

We can make music  
with a box.



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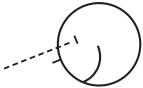


3



### **Talkthrough**

*This girl is making music with forks. What would that sound like?  
How many forks is she using?*



### **Observe and support**

Do the children notice the plural form of ‘fork’? Point to the word ‘forks’. Say the word.

*What can you hear at the end of this word? What does the ‘s’ tell you?*

We can make music  
with forks.



4



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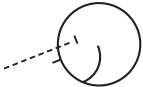


### **Talkthrough**

*These two boys are playing the shakers. How do you think they made their instruments?*

*Point to the picture on page 6.*

*What makes the noise inside the shakers?*



### **Observe and support**

*Can the children identify high-frequency words in the text?*

*Can you show me the words 'We' and 'make'?*



We can make music  
with buttons.



6



7



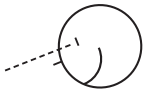
### **Talkthrough**

*This is an unusual instrument. What is this girl playing? Tell me how she is playing the spoons.*

*Point to the word 'spoons'. Say the word.*

*What sound can you hear at the end of the word 'spoons'?*

*What does this tell you?*



### **Observe and support**

*Do the children know where to start reading and which way to go? Can they make a return sweep?*

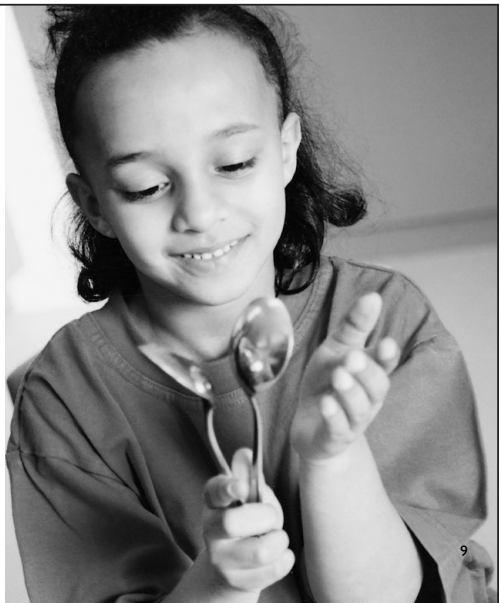
*Can you show me where to start reading?*

*Where do I go next?*

We can make music  
with spoons.



8



9

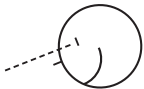


## **Talkthrough**

*How do you think this instrument works? Why is there a different level of water in each bottle? Why is the girl tapping the bottles with a wooden spoon?*

Point out that the water levels increase in the bottles on page 11.

*A bottle with less water makes a higher sound than a bottle with more water, which makes a lower sound.*



## **Observe and support**

Are the children able to infer meaning from the text?  
*What is the wooden spoon for?*

We can make music  
with bottles.



10





## Talkthrough

*Now all the children are playing together.*

*What do you think their music would sound like?*

*How do you think they feel about what they are doing?*

*Which instrument would you like to play?*



We can make music  
together.

12



## After reading

### Being a meaning maker

Encourage the children to support their answers with evidence from the book as they discuss these comprehension questions:

*How is music made with the box and a wooden spoon?*

*How is music made with spoons?*

*What would the children need to do to make music together?*

*Would the music sound good?*

## Being a code breaker

Explore the following language features.

- The singular form: *with* a box.
- The plural form: *with* forks.

## Being a text user

Refer to the text when discussing these questions:

*What do we learn from this book?*

*How much of the information is in the writing?*

*How much is in the photographs?*

## Being a text critic

*What did the writer need to know to write this book?*

*Why do you think she has used only everyday things, not real musical instruments?*

## Responding to text



Provide the children with boxes, forks, kitchen spoons and wooden spoons, rubber bands, buttons and plastic and glass bottles. Encourage them to make their own musical instruments, then form groups to make music together.



Provide the children with several copies of the sentence stem: 'We can make music with ...'. Ask them to write about other things they could make music with and draw a picture to accompany each sentence.



Write the word 'make' on the board. Ask the children to think of any other words they know that rhyme with 'make'. List these words on a chart that the children can use as a reference in the classroom. It could include: bake, cake, fake, lake, rake, sake, shake, take, wake.

## Writing

Talk with the children about other instruments they could make from things around the home. Have them write their own book called *Making Music*, but using different types of homemade instruments.

## Assessment

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Can the children:

- identify whether a word is singular or plural?
- explain a range of ways that music can be made using everyday items?



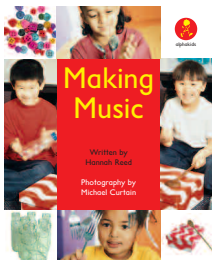
whole text activity



sentence activity



word activity



## Teacher Edition

**Topic:** Music

**Curriculum link:** The Arts

**Text type:** Report

**Reading level:** 2

**Word count:** 36

**High-frequency words:** a, can, make, we, with

**Vocabulary:** bottles, box, buttons, forks, make, music, spoons, together

### Possible literacy focus

- Using structural cues to solve problems when reading.
- Gaining information from reading.

### Summary

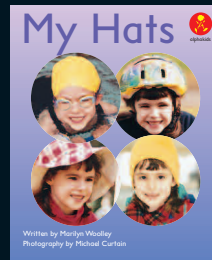
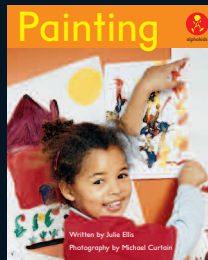
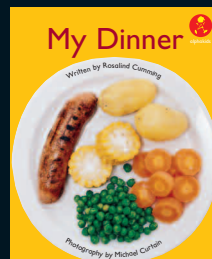
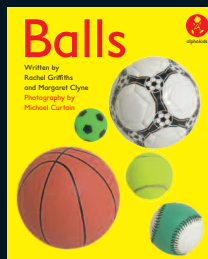
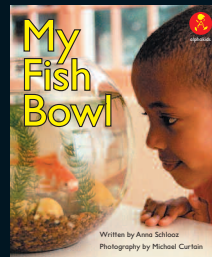
This book is a simple information text focusing on the use of everyday things for making music. Each child is shown practising his or her instrument before they all join together to make music as a group.

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## Other books at this level



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