Lesson 16: Music Class

TRANSCRIPT

HOOK 1

Hi, it's Margaret.

I love music, and soon I'm going to take a music class. There are lots of instruments I could learn how to play, like the violin, a guitar, or maybe a trumpet.

When I got to class, it was time to pick my instrument. But when I went into the instrument closet, it looked like this.

I have no idea what instrument is in each box. Here's one of the boxes. It has a label on it. The label tells me what's inside. It says, "ocarina."

What? I don't know what kind of instrument that is. I need more information than just the label. It would be helpful to know some facts about this instrument too.

Facts can give me more information about the instrument—like, is it big or small? Do you play it with a bow or by blowing into the instrument? Does it make a high sound or a low sound?

Let's look inside. Here's the ocarina. Take a look at this video of someone playing an ocarina.

DISCUSSION 1

Discuss: What do you notice about the ocarina?

HOOK 2

Maybe you noticed it is small or how you play it by blowing into it. Or maybe you noticed it makes a high sound. You may have said something else, and that's great.

Facts—like what the instrument looks like, how you play it, and what it sounds like—help me learn more about this instrument so I know what to expect inside the box.

I can write some sentences on a card on this box so the next person knows what to expect inside. I wrote, "This is an ocarina. It is small. You blow air into it. It makes a high sound."

This is great. Now the next person who sees this box will know what's inside.

Today, I need your help writing facts on some other boxes. We'll take a look inside each one. Then you'll help write a fact card so that everyone who comes to music class can learn more about each instrument.

I'll get you started, step by step.

STEP 1

Here's the next box. It says, "Triangle." Let's take a look inside.

Let's start our fact card by writing a sentence that tells the name of this instrument.

Teacher: Write the sentence "This is a triangle." on the board or somewhere everyone can see.

STEP 2

Take a look at the triangle. Notice what it looks like. You might notice the size, the color, the shape, or something else.

Discuss: What does the triangle look like?

STEP 3

Maybe you noticed the triangle is small or it is silver or it is in the shape of a triangle.

Teacher: Pick one of the ideas shared and add a sentence with a fact about how the triangle looks.

STEP 4

Let's watch how to play the triangle.

Discuss: How do you play a triangle?

STEP 5

Maybe you said you play it with a stick. Or maybe you play it by tapping it. You may have said something else, and that's great.

Teacher: Select the student to come to the board and add a sentence with a fact about how to play the triangle.

STEP 6

Let's listen to the sound. Notice if the sound is high or low, or loud or soft.

Discuss: How does the triangle sound?

STEP 7

Maybe you said it makes a high sound. You may have said something else, and that's great.

Teacher: Select the student to add a sentence to the board with a fact about how the triangle sounds.

STEP 8

Nice job.

Let's see how this first fact card turned out. When you hear the triangle, read all the sentences you wrote together as a class.

STEP 9

Amazing job, writers!

This first fact card is ready to go on the box with a triangle. Now everyone who comes to music class will know what's inside and all about it.

Let's celebrate by pretending to play a triangle like this: Ting.

Try it with me: Ting.

One more time: Ting.

You can put your imaginary triangle away.

Nice job.

There's one box left and it's a little bigger. I'll need your help to write the fact card about what's inside. When you're ready, move on to the next step.

STEP 10

Amazing job, writers!

This first fact card is ready to go on the box with a triangle. Now everyone who comes to music class will know what's inside and all about it.

Let's celebrate by pretending to play a triangle like this: Ting.

Try it with me: Ting.

One more time: Ting.

You can put your imaginary triangle away.

Nice job.

There's one box left and it's a little bigger. I'll need your help to write the fact card about what's inside. When you're ready, move on to the next step.

STEP 11

In this activity, you'll need someone to work or share ideas with. That means you'll need a partner. A partner is a person you work with to talk, think and help each other do the activity. This could be someone your teacher assigns or someone you sit near.

When everyone knows who their partner is, go on to the next step.

STEP 12

Find the line near the top of your page that says "Name." Write your name on the line.

STEP 13

Here's the box. It says, "Drum." Let's take a look inside.

Find the first line on your worksheet. It starts with, "This is a." Trace the words, then write the word "drum" to complete the sentence.

End your sentence with a period.

STEP 14

Look at this drum. Notice what it looks like. Maybe you notice the color or the shape or something else.

Discuss with your partner: What does the drum look like?

STEP 15

Write a sentence with a fact about how the drum looks. If you want, you can start your sentence with "The drum" or you can begin with "It is".

Begin writing after the period. Don't worry about spelling every word right. Just try your best.

STEP 16

Take a look at this video of some people playing drums.

Discuss with your partner: How do you play the drum?

STEP 17

Write a sentence about how to play the drum. If you want, you can begin your sentence with "You play it by". Continue writing after the period.

STEP 18

Let's listen to the sound the drum makes. You might notice that it is loud or soft, or maybe it makes a high sound or a low sound. Let's listen.

Discuss with your partner: How does the drum sound?

STEP 19

Write a sentence about how the drum sounds. If you want, you can start your sentence with "It sounds". Continue writing after the period.

STEP 20

It's time to check our sentences. Find the first sentence of your writing. Put your finger under the first letter. This sentence begins with a capital letter. Follow along on your worksheet as I read the first sentence: "This is a drum."

Double-check that there is a period at the end of the sentence. If it's missing, you can add it now.

Keep reading each of your sentences one at a time to make sure they start with a capital letter and end with a period. If any are missing, you can add them now.

STEP 21

Nice job, writers.

You wrote a fact card with lots of information about the drum. Take turns reading your writing out loud to your partner.

WRAP UP

Amazing job, writers! You wrote a fact card that will help everyone at music class learn more about the drum. Drums are amazing instruments. And sometimes lots of people play the drums at the same time to make a drumline.

We can be a drumline as a class. You're going to play an imaginary drum like this. Get ready to play your imaginary drum.

Hold your arms out like this. When you hear the drumline, you can pretend to play along like this. Here comes the drumline. Ready? Go!

What a great show! Put your imaginary drum away.

You used facts today that you can see and hear. Facts like these are all around you: you can see facts like how many students are in your class or what the weather is like today. You can also listen for facts, like the sound that a bird makes or the school announcements.

Keep noticing facts all around you, and I'll see you next time.