

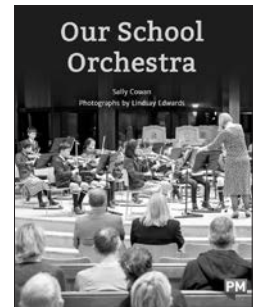
# Our School Orchestra

PM Level 20

Purple

**Text Type** Description

**Running Words** 572



## Preparing for Guided Reading

### Prior Knowledge

- Students should have a basic understanding of an orchestra as people playing a range of instruments together to make music.
- Students should also know some of the instruments that can be in an orchestra, such as a recorder and a guitar.

### Orientation to the Text

- It takes hard work to learn an instrument, but once you can play one you might be able to join an orchestra. Being in an orchestra involves practising and learning about music and instruments. Musicians in an orchestra also get to perform at concerts.

## Building the Balanced Reader

### Vocabulary

#### Key Vocabulary

ages, among, huge, hundreds, join, kinds, remind

#### Content Words

beats, clarinet, conductor, flute, group, main, notes, orchestra, percussion, perform, recorders, rhythm, trumpets, twice, violin, xylophones

### Decoding

- Point out the word *xylophones* on page 12 and show students how the pronunciation for the word is given in brackets after it. Discuss each of the letter-sound relationships in the word.
- Support students to check if they have read the last part of longer words correctly by focusing on whether what they have read matches all the letters and whether it makes sense.
- Look at the word *percussion* together. Ask, *What sound does the double 's' in this word make? Can you think of any other words where double 's' makes the same sound?*

### Focusing on the Book – Guided Reading

- Look at the front cover together. Ask, *What words on the cover are the title? What does the title tell us?*
- Read pages 2–3 together and explain that this is the introduction. Ask, *What is the purpose of the introduction? How does it help the reader understand the rest of the book?*

- Point out the word *practise* on page 4. Ask, *What does this word mean? Is it a noun or a verb? How do you know?*
- Continue to page 9 and explain to students that they are now reading about the characteristics of an orchestra. Ask, *What details has the author given us about orchestras so far? What other details do you think might be included?*
- Read pages 10–11 together and talk about what a homophone is. Ask, *Can you find a pair of homophones on these pages? Point out there and their if needed and discuss the difference in spelling and meaning of the two words.*
- Look at the word *practice* on page 14 together and compare it with *practise* on page 4. Ask, *How are these words the same? How are they different? What does each of them mean?*
- Continue to page 21. Ask, *What were the characteristics of an orchestra that the author discussed?*
- Read to the end of the text and explain that the evaluation includes a personal comment about the subject. Ask, *How does the author feel about orchestras? What tells you this?*

### Comprehension

- What must you do before you can join an orchestra? (*Literal*)
- Why do you think the author has to practise violin every day? (*Inferential*)
- What other types of concerts are there? What sort of concerts do you think you would enjoy? (*Applied Knowledge*)

### Follow-up Activities

- Review the different instruments in the orchestra together and play students some music samples to let them hear what each is like. In pairs, have students choose one instrument and complete a Y-chart to describe what it looks like, sounds like and feels like.
- Re-read page 20 of the text and listen to 'Peter and the Wolf' together. Invite students to suggest whether or not they think the instruments chosen represented each of the different animals well. Talk about how the music conveys the story.
- Write a definition of what an evaluation in a description is with students. Ask each student to rewrite the evaluation from the book from their own perspective. Allow students to share and discuss their evaluations.

## Learning Intentions

- We are learning to identify the structure of a description.
- We are learning to recognise and understand homophones.

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## Success Criteria

- I can find and describe the title, introduction, characteristics and evaluation in the book.
- I can identify words that sound the same but have different spellings.
- I can describe the meanings of words in pairs of homophones.

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## Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up