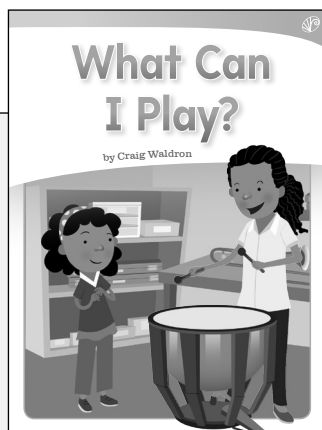


What Can I Play?

by Craig Waldron



Running words: 144

Book Summary

This story looks at different kinds of instruments and their features. Lilly wants to play in the school band. She asks the music teacher Miss Timms what instrument she can play. Miss Timms introduces Lilly to different instruments, but she doesn't like something about each one. Lilly finally finds an instrument that she likes.

Themes

Art and activity, School and community

Features of the Book

- The information contained in the illustrations
- Content words for discussion: *play, sound, try*
- Phonics and phonemic awareness: consonant blends - *tr*; combined vowel sounds - *loud/sound*

Strategies

What Can I Play? introduces and reinforces the following strategies:

- making connections;
- making predictions;
- comparing and contrasting.

Materials

- Copies of the Sentence Strips reproducible for this book, cut and ready for use
- Copies of the BM, pencils, scissors, glue stick

Introducing the Text

Begin by asking the students about the musical instruments they have heard or played. Write their answers in a list.

- *Where did you hear or play the instrument?*
- *What did the instrument sound like?*

Reading the Text

Hand one book to each student. Ensure that the content words (*play, sound, try*) are integrated naturally into the discussion. An understanding of these terms will help the students appreciate the author's purpose and the decisions the characters make in the story. Encourage the students to use the information in the illustrations and text to make predictions, then to revise or confirm these as you work through the book.

Cover

Together, read the title and the name of the author on the cover and the title page. Look at the illustrations

- *Who is on the cover and the title page?* (a girl and an adult)
- *What do you predict this story is about?* (playing music)

Pages 2 to 3

- *Where are the characters?* (in a school hallway)
- *What is the poster on the wall about?* (playing music)

Read the text together. Confirm that the story is about playing a musical instrument. Ask the students to predict what will happen in the story – will Lilly find an instrument to play? Have a student point out the speech marks on the page. Remind the students that these marks indicate who is speaking in the story.

Pages 4 to 5

- *What instruments is Miss Timms showing Lilly?* (a drum and a triangle)
- *Do you predict Lilly will play one of these instruments?*

Read the text together. Confirm that the instruments are a drum and a triangle.

- *Would you have chosen to play the drum or the triangle?*

Pages 6 to 7

- *What instruments is Miss Timms showing Lilly?* (a trombone and a piccolo)
- *Do you predict that Lilly will play one of these instruments?*

Read the text together. Confirm that the instruments are a trombone and a piccolo.

- *Would you have chosen to play the trombone or the piccolo?*

What Can I Play?

Pages 8 to 9

- *What instruments is Miss Timms showing Lilly?* (a violin and a guitar)
- *Do you predict that Lilly will play one of these instruments?*

Read the text together. Confirm that the instruments are a violin and a guitar.

- *Would you have chosen to play the violin or the guitar?*

Pages 10 to 11

- *What instrument is Miss Timms showing Lilly?* (a tuba)

Read the text together. Confirm that the instrument is a tuba.

- *Would you have chosen to play the tuba?*
- *Did you predict correctly that Lilly would find an instrument to play?*

Page 12

- *What does each instrument sound like?*

Together, read the labels of the instruments. Have the students recall what Lilly did or did not like about each instrument. Then have them compare and contrast the instruments according to sound, size, how they are played, and so on.

Revisiting the Text

- Revisit the list the students made of instruments they have heard or played. Ask which ones they would like to hear or learn to play having read this story.
- Find and list the “tr” consonant blends in the story. With the students, add any other words they know that contain this blend.
- Write the words *loud* and *sound* on the board, and with the students, create a list of other words that contain the combined “ou” sound.

Following Up

- Encourage the students to discuss why it is important for people to choose an instrument that they like or want to play. Ask them what features they would look for in an instrument. (Answers will vary, but might include sound, size, and ease of learning and playing.)
- Give the students copies of the BM for this story. They can cut out the pictures of instruments at the bottom of the page and paste them into the boxes. They can then complete the sentences with information from the story.