

# Ah, Music!



Name: \_\_\_\_\_ Student Number: \_\_\_\_\_

Homeroom: \_\_\_\_\_ Teacher: \_\_\_\_\_

# Building Background – Think Pair Share

A **think, pair, share** activity is an activity in three steps. In **step 1**, you will think about your own ideas by yourself. In **step 2**, you will partner with a friend to talk about your ideas together. In the **final step**, you will share your ideas with the class.

Think about your **favorite song**. Write down the thoughts and feelings you have when you listen to that song. Try to answer these questions to help you start. Write as much as you can about what you feel and think.

When I hear the song I feel \_\_\_\_\_.  
I like to \_\_\_\_\_ when I hear it.



**Think**

**Pair**

**Share**

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# Target Vocabulary 1



Draw a line from the target vocabulary to the definition. Use a dictionary to help you if needed.

Vocabulary

Definition

- |    |            |   |   |   |
|----|------------|---|---|---|
| 1) | vibration  | ● | ● | A melody or a song                              |
| 2) | tune       | ● | ● | The shaking of something                        |
| 3) | volume     | ● | ● | The action of sharing your thoughts or feelings |
| 4) | expression | ● | ● | How loud or soft a noise is                     |
| 5) | rhythm     | ● | ● | A strong, regular repeated pattern of sound     |



Use the best target vocabulary word to complete the following sentences.

vibrations	tune	volume	expression	rhythm
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- My favorite \_\_\_\_\_ is being played every day at 8:00 AM.
- The music was so loud that I could feel the \_\_\_\_\_ in my body.
- I can't forget the \_\_\_\_\_ of that song. It is so amazing.
- When you speak English, you should try to have \_\_\_\_\_.
- I couldn't hear the song well, so I turned the \_\_\_\_\_ up.



See how the target vocabulary was used in the above sentences. Decide if the words were adjectives, nouns, adverbs, or verbs.

ADJECTIVES	NOUNS	ADVERBS	VERBS



Use the words from the chart to write original sentences. Draw pictures to go with your sentences.

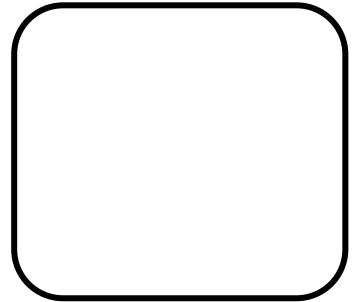
vibration	tune	volume	expressions	rhythm
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1)

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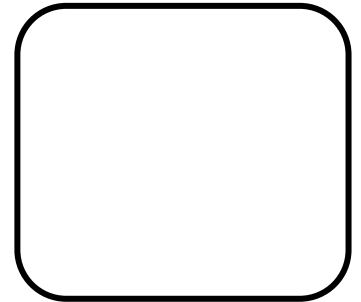


2)

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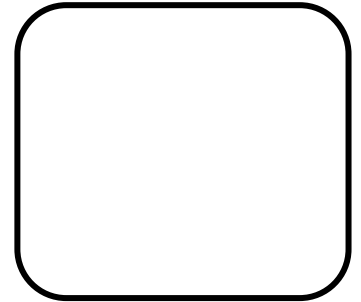


3)

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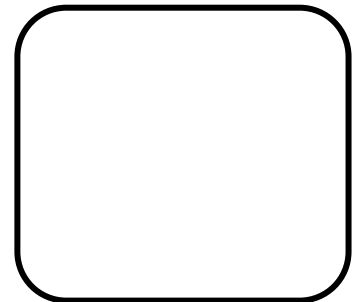


4)

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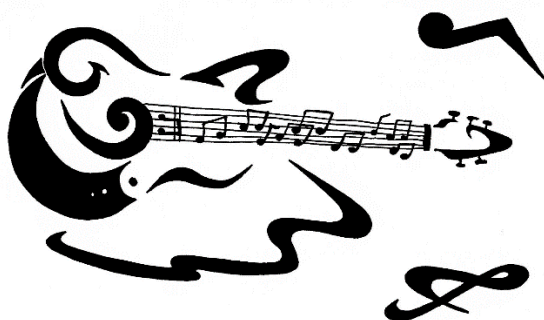
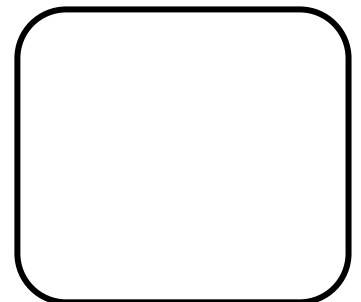


5)

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# Target Vocabulary 2



Draw a line from the target vocabulary to the definition. Use a dictionary to help you if needed.

## Vocabulary

## Definition

- |    |             |   |   |  |
|----|-------------|---|---|--|
| 1) | creative    | ● | ● | A group of listeners that come to an event                   |
| 2) | performance | ● | ● | No longer feeling stressed                                   |
| 3) | concentrate | ● | ● | To focus your attention on something                         |
| 4) | relieved    | ● | ● | The act of presenting a play, concert, or other form of show |
| 5) | audience    | ● | ● | Relating to the use of original ideas to make something      |



Use the target vocabulary to complete the following sentences.

creative	performance	concentrate	relieved	audience
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- 1) The \_\_\_\_\_ watched the show with excitement
- 2) Sometimes you must be \_\_\_\_\_ to find the answer that you need.
- 3) My little sister will have her piano \_\_\_\_\_ next week.
- 4) I felt \_\_\_\_\_ when the test was finished.
- 5) You should always try to \_\_\_\_\_ on important tasks.



See how the target vocabulary was used in the above sentences. Decide if the words were adjectives, nouns, adverbs, or verbs.

ADJECTIVES	NOUNS	ADVERBS	VERBS



Use the words from the chart to write original sentences. Draw pictures to go with your sentences.

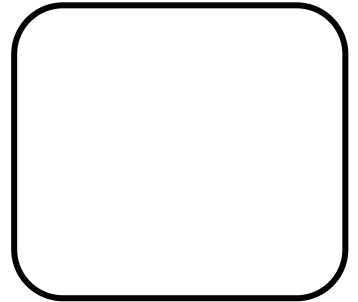
creative	performance	concentrate	relieved	audience
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1)

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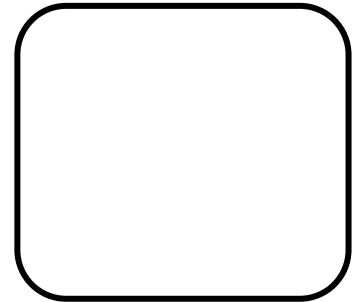


2)

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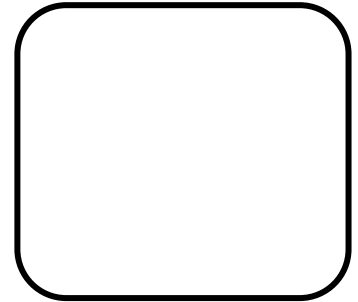


3)

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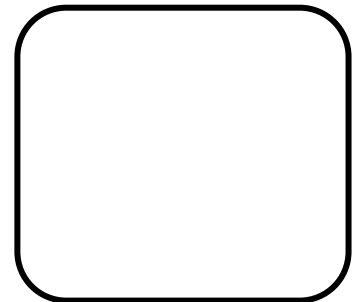


4)

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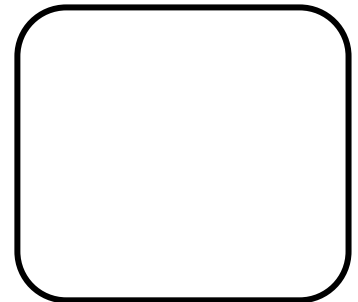


5)

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# Puzzle Comprehension



Answer these questions with the correct word. Then use the numbered letters to solve the puzzle below.

1. You can make music by playing an  $\frac{\quad}{3}$   $\frac{\quad}{12}$ .
2. A band that walks and plays music is a  $\frac{\quad}{5}$   $\frac{\quad}{17}$  band.
3. If the words are set to music, they often can be  $\frac{\quad}{10}$   $\frac{\quad}{16}$ .
4.  $\frac{\quad}{4}$  a bye baby, on the tree top. When the wind blows...
5. Music can make you want to  $\frac{\quad}{9}$ .
6. I imagine I hear  $\frac{\quad}{8}$   $\frac{\quad}{13}$  birds.
7. A  $\frac{\quad}{11}$   $\frac{\quad}{2}$  uses music to create images and feelings.
8. When you learn music, you will play in a  $\frac{\quad}{7}$   $\frac{\quad}{14}$ .
9. You will do well at your recital.  $\frac{\quad}{1}$  time you will do even better.
10. Music is for  $\frac{\quad}{6}$   $\frac{\quad}{15}$ .

## Music Puzzle

$\frac{5}{12}$   $\frac{2}{7}$   $\frac{9}{9}$   $\frac{14}{3}$   $\frac{6}{1}$   $\frac{10}{16}$   $\frac{6}{2}$   $\frac{2}{2}$   $\frac{13}{17}$   $\frac{6}{8}$   $\frac{11}{16}$   $\frac{15}{2}$

$\frac{13}{17}$   $\frac{14}{13}$   $\frac{8}{6}$   $\frac{9}{14}$   $\frac{3}{3}$   $\frac{11}{13}$   $\frac{2}{10}$   $\frac{6}{14}$   $\frac{4}{4}$

# Making your own music



As we saw, music can come from **instruments**. We will watch two videos in class. They are “Wintergatan – Marble Machine” and “Megalovania on Musical Tesla Coils.” Both of these videos use strange instruments to make music. Using their ideas as an example, what kind of new instrument can you make?

Draw a picture of your instrument below.

A large empty rectangular box with a black border, intended for drawing a picture of a new instrument.

1. What is the name of your instrument? \_\_\_\_\_

2. How do people play the instrument? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. What kinds of sounds does your instrument make? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# Comic Story Presentation – Music



You will hear a song that the teacher has chosen for you. Use that song to create your own comic. Tell a story that you feel from the song. Be creative to make your own unique story.

A comic book page template with six panels. The panels are arranged in a 2x3 grid. The top-left panel is a square with a diagonal line from the bottom-left corner to the top-right corner. The top-right panel is a square. The middle-left panel is a rectangle with a diagonal line from the bottom-left corner to the top-right corner. The middle-right panel is a rectangle. The bottom-left panel is a rectangle. The bottom-right panel is a rectangle.