

# Sounds like Music

by David Chadwick



## Book Summary

A large orchestra can have up to a hundred musicians and around twenty different kinds of instruments. Each of these instruments makes its own unique sound. This book examines how instruments and musicians make music and explores the science of sound.

## Features of the Book

- Comparisons
- Labeled diagram
- Cause and effect
- Use of second-person and third-person voice

## Purpose

*Sounds like Music* can be used to introduce and reinforce the following skills and understandings:

- S** synthesizing information;
- S** sequencing steps in a process;
- S** classifying information;
- S** understanding the science of sound.

## Investigation Tools

- Looking Closer – Sounds from Horsehair, page 9
- What's the Background? – Here Come the Horns, page 12
- Digging Deeper – The Speed of Sound, page 19
- Making Connections – Your Own Instrument, page 21
- Step by Step – Making a Violin's Sound, page 23
- Weighing Both Sides – Knowing What You Like, page 29

## The Guided Reading Lesson

- S** Synthesizing information
- S** Sequencing steps in a process

### Introducing the text

If possible, begin by playing a piece of music. Encourage the students to analyze the different sounds.

- *How do different instruments make music?*

Discuss the steps in the creative process of making music.

- *What might be the steps in getting a song from being an idea to being played on the radio?*
- *Why might it be important to follow steps when making music?*

Distribute the books. Ask the students to make predictions about what's in this book based on the cover, the blurb on the back, and the contents page.

## Reading and discussing the text

Ask the students to read to the end of page 5, imagining that they are at a concert.

- *How did the author help you imagine being at a concert? (use of second person, action building)*
- *What does “hit by a wall of sound” mean?*
- *Has music ever made you feel this way?*

Discuss how the author synthesized the information by combining facts, sensory images, and descriptive language. Invite the students to look for other examples of synthesizing as they read.

Invite the students to sing a song in their head.

- *Why is hearing so important to musicians?*
- *Could a deaf person write music?*
- *Read page 6 to find out.*
- *How do you think Beethoven wrote his last three symphonies?*
- *How might his composing process have been different from that of a musician who could hear?*

Have the students read to the end of page 10, noticing the different materials used to make musical instruments.

- *What are some materials used?*
- *Why might the materials have changed?*

Look at the picture of the French horn on page 11 together.

- *What do you think the earliest horns were made from?*

Discuss how other instruments might have changed over time.

The students can now read to the end of chapter 1, looking for what percussion instruments have in common.

- *Why is a piano a percussion instrument?*

Set the following purpose and ask the students to read chapter 2:

- *As you read, look for explanations of sound and how we hear it.*

When they have finished, ask the students to think about the steps in hearing a sound. Invite them to describe in their own words how a drum beat becomes a sound. You may choose to record these steps as a flowchart.

- *What do sounds have in common?*
- *Why does sound travel more quickly through water?*
- *How can you change an instrument's volume?*

Discuss the amplified sounds the students hear in their daily lives (telephone, T.V., stereo, intercom).

- *Read chapter 3 to find out how to “Play It Loud.” Notice the different ways to change an instrument's volume.*
- *How can you make a drum louder? (hit it harder, make the body bigger)*

- *Read the rest of the story to find out how to vary an instrument's sound.*

Working in pairs, ask the students to identify the three major ways to change the sound of an instrument.


## Revisiting the Text

The activities below can be used immediately after the guided reading lesson, during later reading sessions as mini-lessons, or as independent activities.

### **S** Classifying information

Ask the students to review the text and identify the four instrument families.

- *What are the unique features of each family?*
- *What's an example of a song or kind of music that uses instruments from each family?*

 Encourage the students to use the text, their own experience, and additional resources to complete the blackline master on page 85.

### **S** Understanding the science of sound

Invite the students to reread chapter 2.

- *How could you test the last sentence on page 16?*
- *What might be some steps to this experiment?*
- *What other sound experiments could you conduct?*

Brainstorm some other sound experiments.

The students can use the Step by Step investigation tool on page 91 of this guide to plan a sound experiment.