



Guided Reading with

## Let's Make Instruments!

Guided Reading Level: G

DRA Level: 12

by Barbara Flores, Elena Castro, and Eddie Hernandez, photographed by Mike Castro

**Overview:** Read this book to find out about some of the instruments you can make from ordinary items around your home.

8 pages, 133 words

**Genre:** Nonfiction

### Focus: Concepts of Print and Reading Strategies

- use context to predict unknown words; confirm by attending to letter sounds
- blend letter sounds to read phonetically regular words, relying on a wider variety of spelling patterns
- use high frequency words as markers
- recognize previously solved words when encountered again later in the text
- read onomatopoeia
- use commas to support phrasing
- adjust voice when reading sentences ending in question marks and exclamation marks
- read with fluency and stamina
- use background and vocabulary knowledge to read unknown words

### Supportive Text Features:

- illustrations support some text details
- text depicts a series of simple, related ideas
- text includes some repetitive phrasing
- punctuation supports comprehension (e.g. question marks, exclamation marks, commas)
- onomatopoeia is italicized

### High-frequency words:

- *what, can, you, with, these, a, and, some, all, our*

### Phonics:

- silent e

### Common Core Standards:

- RF.1.1, RF.1.2, RF.1.3, RF.1.4
- RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.6, RI.1.7

### ELL/ESL

**¡Hacemos instrumentos!**

[See back page](#)

## Getting Ready to Read

### 1. Introduce the concept and vocabulary by asking open-ended questions:

- What are some ways to make music? What are some types of musical instruments?
- Have you ever made a homemade instrument? How did you do it? What sound did it make?
- What are some things from around your home you could use to make an instrument?
- (Or, for students without experience crafting from recycled materials, show some of the materials from the book and ask, "What could you make with these?")

### 2. Connect children's past experiences with the story and vocabulary:

- Hold the book. Call children's attention to the title. Read: "*Let's Make Instruments!*"
- Ask children to predict what ingredients the boy in the book will use to make instruments.
- Show the back cover and read the copy. Discuss the word "ordinary" and what "ordinary items" might be.
- Have children predict some words they might read in the story.
- Give children the book and have them look at



the photographs. Talk about the labeled items in the first spread. Ask them to tell what materials and instrument each of the following spreads shows. If they aren't sure what any of the instruments are, talk about them more on the last page, on which it's more obvious how the children play each one.

### 3. Remind children of the strategies they know and can use with unfamiliar words:

- Ask them, "What will you do if you come to a word you don't know?"
- Encourage children to look at the pictures and the beginning sound of the word of the unknown word. Have them read on and return to the word after completing the sentence.
- Suggest that children also remember what they know about the subject or topic of the book and choose a word that makes sense in the sentence.

### 4. Be aware of the following text features:

- The book contains familiar words: what, can, you, with, these, a, and, some, all, our
- Each page spread asks, "What can you make with \_\_\_\_\_?" and answers "You can make a \_\_\_\_\_" with italicized musical sounds.
- Content-specific vocabulary includes names for materials like comb, wax paper, cardboard container, chopsticks, bells, and shoebox, and instrument names like guitar, drum, maracas, tambourine, pan flute, and harmonica.

## Reading the Book

**1. Set a purpose by telling children to read the book to find out what instruments kids can make from ordinary items.**

**2. Have children read quietly, but out loud.**

Each child should be reading at his or her own pace. Children should not read in chorus. Listen to children as they read by leaning close or bending down beside each child.

**3. Look for these reading behaviors during the first reading:**

- Have they begun to cross-check, using a variety of strategies, and to self correct?
- Do they rely less on the pictures and more on print when reading? Do they use multiple sources of information?
- Do they have a growing sight vocabulary?
- Do they use beginning, middle, and ending sounds to read unknown words?
- Are they monitoring meaning and rereading when they lose meaning?
- Do they easily move from one line of text to the next when making a return sweep?
- Do they use punctuation appropriately and to gain meaning?
- Do they make more accurate predictions and confirm or revise them while reading?
- Can they connect the text to past experiences?
- Have they begun to draw conclusions and make inferences?

**4. As children read, suggest a reading strategy if they are struggling:** "Try rereading the



sentence. Try looking at the picture to make sense of the print.” Encourage children to take a guess based on the subject of the book or to use the beginning sounds or known parts of the word. Encourage children to take a guess or read past the unknown word and return to it.

## 5. Possible teaching points to address based on your observations:

- Call attention to all the high-frequency words children have learned and used.
- Review how to find a known part in an unknown word.
- Show children how to use analogies to move from the known to the unknown when encountering new words.
- Work with suffixes and prefixes.
- Review using grammar (syntax) to unlock words by considering the sentence structure or parts of speech in the sentence.
- Review how to determine what is important in a picture or sentence.
- Model asking questions or making “I wonder...” statements to extend comprehension.
- Review using punctuation marks to guide the meaning-making process. Discuss the use of question marks and exclamation points as keys to reading with a particular kind of expression or inflection.
- Call attention to the sequence of events in the story.
- Model how to revisit the text to find specific examples or ideas.

## After the First Reading

1. Have children confirm their predictions about the instruments the children make.

2. Ask questions like:

- What ordinary items were shown in this book? Where do you think the children found each item?
- What instruments did the children make?
- What sound did the \_\_\_\_ make? How do you think the child made the \_\_\_\_\_?
- Does this book make you want to try making instruments? Why or why not?
- If you were the author of this book, would you have included any more information?
- How is this a book about recycling?
- Which instrument would you like to try? Why?
- How will the music sound differently when the instruments are played individually versus all together as on the last page?

## Second Reading

1. Have children reread the book in a whisper voice or to a partner.

2. This is a time for assessment. While they are reading, watch what children do and what they use from the teaching time. Alternatively, you might take a running record on one student as an assessment of the student’s reading behavior.



### Cross-Curricular Activities

**Language:** Have students turn the book into a short performance by reading the story and miming the instrument creation and playing.

Provide students with some of the sentences from the book to cut out, read, and match to illustrations showing real versions of each instrument.

Talk more about the steps each child likely took to create each instrument using the materials shown. Share an example of step-by-step directions. Have students work in pairs to write potential directions for each instrument shown and add them to the book on a sticky note.

Compare a photo of a homemade version of one of the instruments with a photo of the real version. Compile observations on a Venn diagram.

Write some of the short vowel words and words with silent e from the book on cards (e.g., can, drum, bell, make, rice, plate, tape.) Review the function of silent e. Review the strategy of trying both long and short vowel sounds when decoding an unknown word. Brainstorm additional words to add to each list. Practice reading and writing some of the words in sentences.

Have students read, or read aloud, other books about musical instruments such as *Music Time* (<https://www.leeandlow.com/books/music-time>), *Drummer Boy of John John* (<https://www.leeandlow.com/books/drummer-boy-of-john-john>) or *Finding the Music/En pos de la música* (<https://www.leeandlow.com/books/finding-the-music-en-pos-de-la-musica>) Discuss connections between texts.

**Social Studies:** Read and learn more about instruments around the world. Brainstorm possible ways to make homemade versions of some of these instruments.

**Art:** Try creating your own versions of the instruments shown in this book.

Have students make their own spreads to add to this book; have them take photos of collections of materials and then others of them playing their instruments and add text.

Start a recycled material “creation station” in your classroom. Brainstorm other projects to make besides instruments. Set up a creation museum and have students label their inventions and write about what materials they used.

**Music:** If possible, show students real versions of some of the instruments in this story. Compare them to the pictures of the homemade versions.

Explore further the sounds and ways to play music shared in this book (strum, tap, blow, etc.) Try to recreate those sounds with real instruments or homemade ones.

Write the onomatopoeia from the book on individual cards. Have pairs of students work on arranging the sound words in different ways to create “songs” and read them. Offer them blank cards to write their own additional musical sounds to add.



## BEBOP CLASSROOM CONNECTION



Guided Reading Level: G  
DRA Level: 12

### Guided Reading with **¡Hacemos instrumentos!**

The directions given for the introduction, first reading, and second reading of the English edition can be used with the Spanish edition of the book. To read the book successfully, children need the same kinds of support as their English-speaking classmates. Second language learners often benefit from acting out new words, seeing pictures, and talking about them using concrete examples.

#### **Noun Support**

The following materials are listed in the story that are used to create instruments: unas ligas, una caja de zapatos, un

envase de carton alto, papel de color, palillos, huevos de plástico, cucharas de plástico, arroz, un plato de carton, estambre, unas campanitas, unos popotes, cinta adhesiva, un peine, papel de cera

The following instruments are provided in the text: una guitarra, un tambor, unas maracas, una pandereta, una zampoña, una armónica

The following sounds are associated with the instruments in the book: ¡pin, pin, pin!; ¡pon, pon, pon!; ¡cha, cha cha!; ¡tin, tin, tin!; ¡tu, tu, tu!; ¡rrin, rrin, rrin!

Print the materials, instruments, and sounds all on individual, separate index word cards and mix them up. Then, with or without the support of the illustrations, have students match the corresponding materials with their appropriate instrument and sound.

For students engaging with both English and Spanish texts, have students note that there are exclamatory statements for the instruments' sounds on every page. In Spanish, the exclamation points come before the sentence in an upside-down orientation and after the sentence in the opposite orientation.

The book language used may differ from children's oral language. Comparing any differences will help children read and understand the story. Also help children understand that we often speak differently than we write, and that both ways of using language are important.

**Guided Reading** Guided reading levels were assigned by literacy experts and certified Reading Recovery® teachers using the guidelines identified in Guided Reading and Matching Books to Readers by Irene C. Fountas and Gay Su Pinnell.

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**DRA (Developmental Reading Assessment)** and **EDL (Evaluación del desarrollo de la lectura)** DRA and EDL levels were determined using information in the Developmental Reading Assessment Resource Guide and EDL Resource Guide by Joetta Beaver.

All level placements may vary and are subject to revision. Teachers may adjust the assigned levels in accordance with their own evaluations.

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