Making Music

By Sally Francis Anderson
The music teacher is here today with instruments for us to play.
She plays the violin today.
What instrument will I play?
He plays the trumpet today.
What instrument will I play?
She plays the recorder today. What instrument will I play?
I will play the drums today.
We will **all** make music today.
• Before reading the book, ask your child if he or she remembers the title of the book. Have him or her point to the title as he or she reads “Making Music.” Ask him or her what making music means to him or her. Point to the letter “M” in the words “Making Music” and ask him or her what sound the letter “M” makes.

• Take a few moments to look at the photographs on each page of the book. Ask your child to tell you about each one. Comment on any instrument that may be familiar to you or your child. Ask him or her what instrument he or she would like to play and why.

• As you and your child read the book, ask him or her to point to the words. Remind him or her that the photographs on each page can help him or her figure out any unknown words. Point out that pages 2, 3, and 4 end with the same question, “What instrument will I play?” Ask your child what the punctuation mark at the end of a question is called.

• After reading the book, invite your child to create his or her own musical instrument. A tissue box and a rubber band might become a guitar. A paper towel tube could turn into a horn, and dried beans in between two paper plates glued together might become a tambourine.

• Visit the library, and look for other books about music.
This is one of a series of concepts-of-print books developed by the Success for All Foundation to help young children explore theme-related ideas. These engaging books build children’s enjoyment of books, their vocabulary, and their understanding of how printed words and pictures communicate meaning.

The Success for All Foundation programs for young learners provide children with experiences that foster the abilities and attitudes necessary for their success in the primary grades. These programs support the development of children’s language, literacy, math, science, interpersonal, and self-help skills.