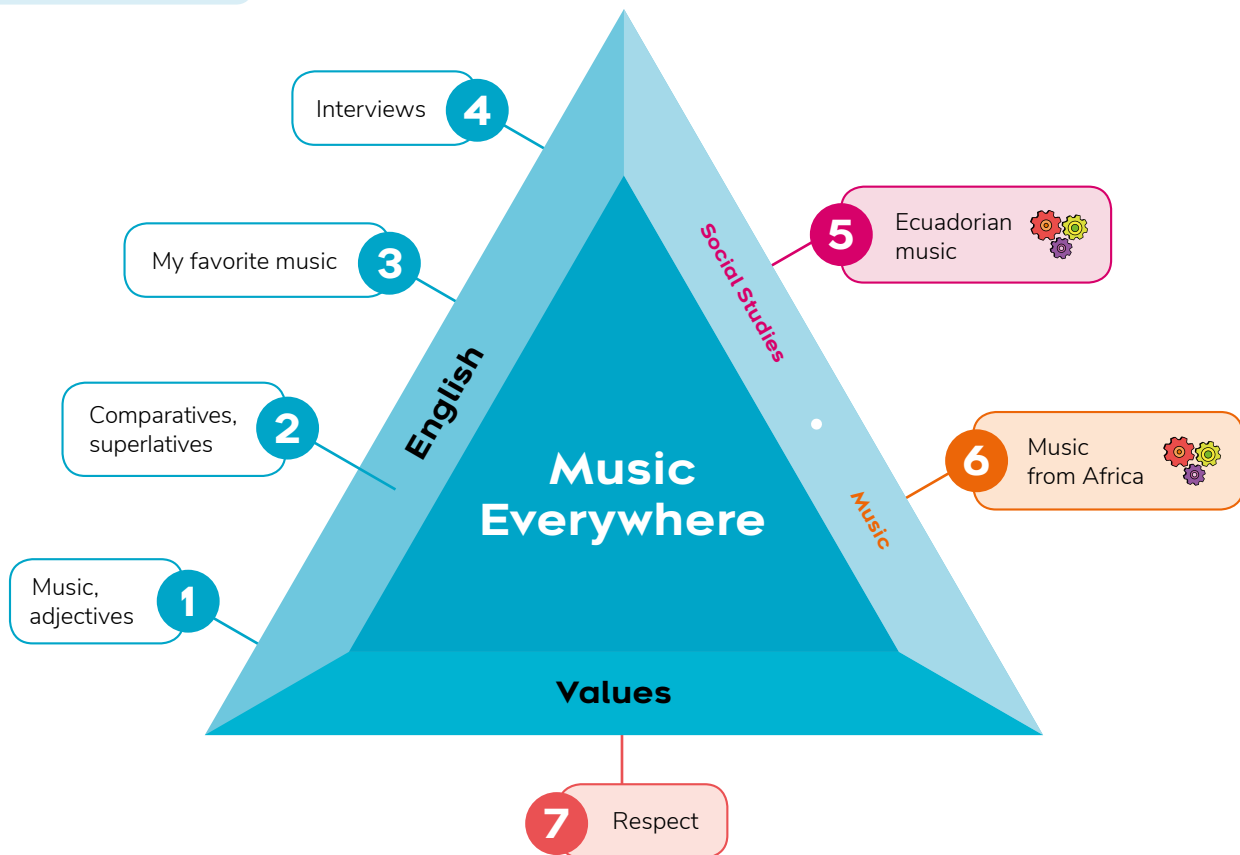


# English Pedagogical Module 3

**What instrument  
would you like to play?**

Curricular Thread: Communication and Cultural Awareness,  
Oral Communication, Reading, Writing, Language Through the Arts

**Fifth Grade EGB**

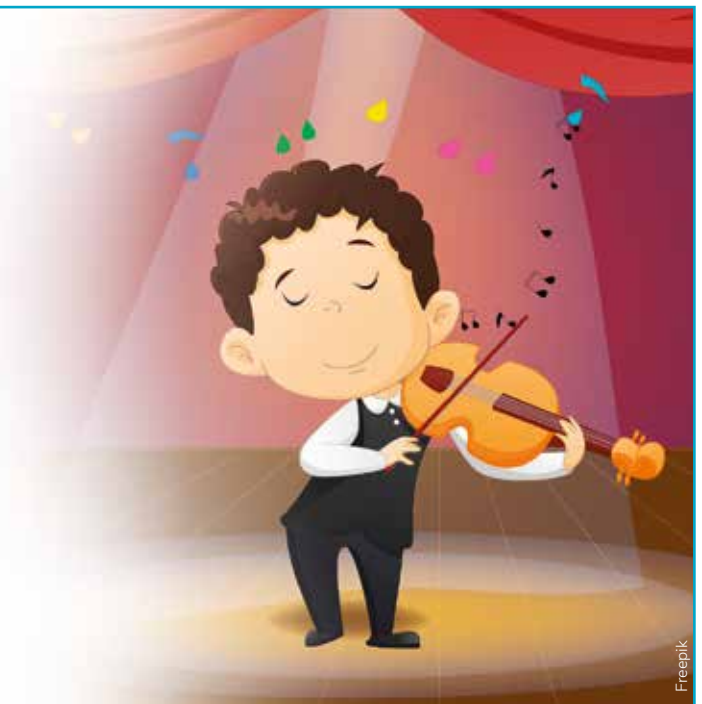


## Violinist from age 2!

Alex Jimbo Viteri is a young musician from Guayaquil. He began to play the violin at age 2 and played his first solo at age 6.

When he was 10 years old, he won the competition "Young Ecuadorian Soloists." Today, he plays in many countries with many different orchestras. What a talented Ecuadorian!

You can find out more about this talented musician at: <https://bit.ly/2qWiokN>



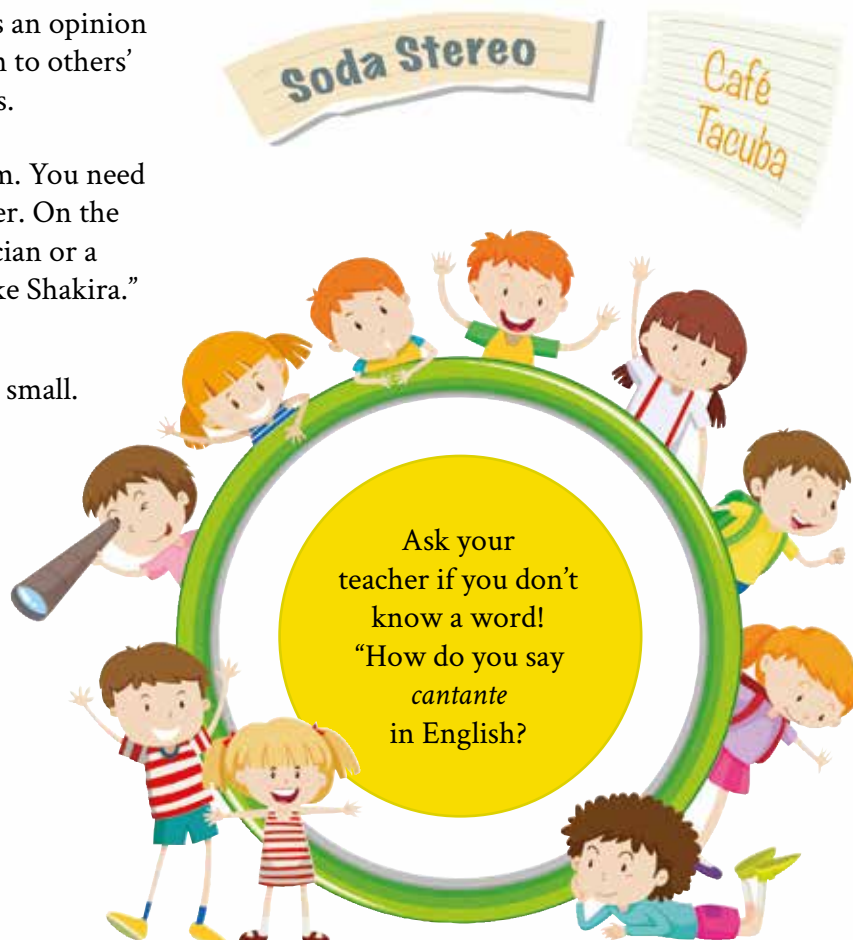
Do you think that it is easy to be a musician? Do you know any musicians your age?

## Communication and Cultural Awareness

Value: Respect

What's your opinion? Everyone has an opinion about things! It's important to listen to others' opinions and respect those opinions.

- Sit in two circles in the classroom. You need a pencil and a small piece of paper. On the paper, write the name of a musician or a group. Write your opinion. "I like Shakira." or "I don't like Shakira."
- **Crumple** up your paper. Make it small.
- The teacher will point at you and say: "Go!" Throw the paper to a classmate. They should open the paper and say the sentence out loud to the class. They can use this structure: "(Your name) like/doesn't like (name of singer)." Then, that student can throw their paper to the another classmate.
- Continue until everyone has a chance to throw their paper.



### Guess the word!

Look at the context and the words around "crumple." It says to make the paper small. Here is a drawing of a crumpled paper ball.

# Oral Communication

Look at all the types of music! They are called genres.  
How many genres do you know?



Alternative rock



Punk



Reggaeton



Soul blues



Lullabies



Sing-along



Modern pop



Classic rock



Opera



Country music



Electronic music



Salsa



Jazz

- Make a list of 5 genres you are familiar with.
- Put a plus sign (+) beside the ones you like. Put a minus sign (-) beside the ones you do not like.
- Write the **reason** you like them or the reason you don't like them. You can write, "I like jazz because..." or "I don't like jazz because..."
- Put a star (\*) next to the genre you like the best.
- Pair work. Ask a classmate about his/her choices.

## Tip

"Best" is used to compare more than two objects. It means more than good!

You can ask:

- Which genres do you like?  
Oh, so you like ...
- Why do you like ...?
- Which genre do you like the **best**?
- Then, change so that the other classmate can ask the questions.

## Tip

Genre is pronounced with a zh sound.



## Vocabulary

**genre.** type of music

**reason.** tells why; similar to the Spanish word razón



## Reading

Here is an interview with Justin Bieber. He is on the program Music Scene at Radio 567 about a concert in Mexico next week.

Before you read the **interview**, you need to review the vocabulary for instruments:

### Tip

**Interview** sounds like a similar word in Spanish: *entrevista*. Did you see that?



1 Guitar



3 Harp



4 Saxophone



5 Maracas



6 Accordion



2 Keyboard/Piano



7 Violin



8 Drums

### Grammar Tip

When you want to compare two things, add **-er** to the adjective with one syllable + **than**. If the adjective has more than one syllable, add “**more**” + **than**.

**Exercise 1.** Listen to the names of the instruments. Practice the names of the instruments with a classmate. Listen again and practice again.

Now, read the interview and check your answers.

**Exercise 2.** Take turns reading the parts of the dialogue in the interview in the box on the right the right side outloud. One classmate can take the role of Justin, and the other takes the role of the of the radio show host. Then, change.

### Interview with Justin Bieber

Here we are at Radio 567, with our program Music Scene. Last night we talked to Justin Bieber in a phone interview to ask him about his favorite instruments. You can listen to our interview now.

**Music Scene:** Hey, Justin, how are you tonight?

**Justin:** I'm doing just fine. I have a big concert next week in Mexico.

**Music Scene:** Well, we wanted to ask about your favorite instruments.

**Justin:** Great! I love drums. They are louder than the maracas. I really like guitars. They sound **cooler** than the saxophone. And, my favorite is the keyboard. I can play it **louder** or **softer** than the other instruments.

**Music Scene:** Thanks for your time Justin! Good luck with your concert next week.

**Exercise 3.** Use these adjectives to make sentences to compare two instruments.

soft, loud, big, small, cool, interesting, expensive

**Exercise 4.** Underline the comparisons in the dialogue with Justin.

Eg.: The harp is softer than the drums.



### Vocabulary

**cool.** great

**loud.** a lot of volume

**soft.** a little volume



## Writing



### Rewriting Lyrics

Words in a song are called “lyrics.”  
Here is a popular song with words missing.  
Listen to the song and write the words you  
hear in the blanks.

The more we sing together, the more we  
 together, the more  
we  together,  
the happier we’ll be.

The more we play the   
the more we play the ,  
the more we play the ,  
the happier we’ll be.

The more we play the   
the more we play the ,  
the more we play the ,  
the happier we’ll be.

**Exercise 1.** Now, you try it. Sing with the music.

**Exercise 2.** Here’s a **challenge!** Fill in the empty  
spaces with your own instruments. Then,  
practice singing it together.

The more we sing together, the more we  
play together, the more we sing together,  
the happier we’ll be.

The more we play the   
the more we play the ,  
the more we play the ,  
the happier we’ll be.

The more we play the   
the more we play the ,  
the more we play the ,  
the happier we’ll be.



### Vocabulary

**challenge.** something difficult

# Language Through the Arts

## Musical Instruments from South America

There are many different instruments that musicians in the Andes use to play music. Some of them are string instruments; others are types of drums, and most of them need the musicians to blow to make sounds.



### Interesting fact

Did you know that Ecuador has an Andean Instrument Symphony orchestra with more than 20 musicians?

**Exercise 1.** Imagine you are part of an Andean band and you can choose any musical instrument to play. Draw the instrument inside the box. Why did you choose it? Write two reasons on the lines. Share your drawing and reasons with a classmate.



- a. \_\_\_\_\_
- b. \_\_\_\_\_

**Exercise 2.** Choose a traditional musical instrument and find 3-5 interesting facts about the instrument. Prepare a small poster with drawings and a list of all the information you have. Share your poster with the class.



## Oral Communication

The Quichua Mashis are a Latin folk music band from Ecuador. They have performed in many parts of the in the United States. Now they have their own music company called QM records in Seattle, Washington, and they have produced several CDs.



Wikimedia commons

**Exercise 1.** Listen to a dialogue between the manager of the Mashis and a music producer who wants them to come to Guayaquil.

Before you listen, predict what the two people **might** talk about. Write three questions you think the manager or the producer might want to know. Now, share your questions with the whole class.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

**Exercise 2.** Now, listen to the dialogue. The manager asked three questions. Did you guess which questions he was going to ask?

Listen to the dialogue again. Work with a classmate and write the three questions.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



Freepik



Audio  
Listen to the dialogue



**Vocabulary**

**might.** maybe, possibly

## Communication and Cultural Awareness

### Young Musicians Around the World

Serena Wang was 10 years old when she played the piano for the first time with a symphony orchestra in China. Can you imagine playing the piano in front of 500 people with 50 other musicians? After that concert, everyone was astonished by Serena's talent. When she was 15, she was invited to play with the United Nations in a special ceremony. In December, 2016, she appeared as a soloist with the China Philharmonic Orchestra when they toured the United States.

Serena started her piano lesson when she was four. After playing for only eight months, she won a prize. When she was five, she became the youngest winner for piano playing at a university in the United States. Since then, she has won award after award, and she became quite famous!

Even though Serena is talented, she has to work very hard to be an excellent pianist. She practices four or five hours a day, every day.



Everyone has special talents. Maybe your talent will not be the best in the world, but it makes you different from others.

**Exercise 1.** Look at the boxes and identify the talent in each one. Then, mark them with the amount of talent you have for each one using: None (N), Some (S), or a lot (AL).
















**Exercise 2.** Pair work. One classmate asks these questions and the other classmate answers them. Then, change.

- Do you play the piano? Would you like to learn?
- What are your special talents: sports, cooking, math, writing, singing, drawing, or something else?
- Do you practice your talent every day? Do you practice for hours each day? What do you think would happen if you practice your talent for four hours every day?





# Oral Communication

## Interview With a Musician



**Exercise 1.** Choose your favorite musician. Imagine they are coming to Ecuador for a concert! Work with another classmate to prepare an interview with them by phone. Write four interview questions together. Then, role play the interview. One student can be the interviewer, and the other student can be the musician. Then, change partners, and repeat the interview with the new questions.

E.g.: How long...how many...when...why...who...where?

**Interviewer:** Good evening. This is (your name) in (name of your town). Can I ask you some questions about your concert in Ecuador?

**Musician:** Of course! I'm happy to answer!

**Interviewer:** \_\_\_\_\_

**Musician:** \_\_\_\_\_

**Interviewer:** \_\_\_\_\_

**Musician:** \_\_\_\_\_

**Interviewer:** \_\_\_\_\_

**Musician:** \_\_\_\_\_

**Interviewer:** Ok, thank you so much!

**Musician:** Any time!



# Language Through the Arts

## Solve a Problem in Your Classroom



**Exercise 1.** Problem: Students want to have music in the classroom while they work silently. Many teachers want silence. What happens in your classroom?

- In your notebook, write the question: "Do you like to have music in our class when you work silently?"
- Then, ask five classmates the question. Write their answers.
- The teacher can then ask the class to raise their hands if they would like to have music in the classroom sometimes. She can then write the number of students on the board, and ask the students to give reasons for their **proposal**.
- The teacher then divides the students into two different groups, those who want music in the class and those that don't.
- In your group, list three reasons to support your proposal. One person should be the leader.

Another person can be the secretary. They write the answers. Then, several students write the ideas on the board.

- The teacher decides if the reasons are good, and if the students can listen to music sometimes, or on special occasions. Remember, you have to respect the teacher's decision.



# Oral Communication

Do you like poems?

**Exercise 1.** Poems often are the base of the lyrics (words) for a song. Here is a silly poem with rhythm. It's full of the letter "r". Look at the pronunciation tip before you read and listen to the song.

## Red Rock Roll Rhythm

Rosey is a red hen, a red hen,  
a red hen.

Rosey has rhythm,  
rhythm, rhythm.

Rosey is a red hen, a red hen,  
a red hen,

Rosey is a red hen who likes  
rock and roll.

Read the poem silently.

Then, read it aloud to yourself. Now, listen to the poem again. Then, get with a partner and read the poem.

Say the poem to your classmate. Then, ask them to tell you which words you said correctly with the "r" and which words you need to work on. You can ask: "Am I pronouncing the "r" correctly in the word...?"

### Tip

The "r" in English is pronounced with the tip of the tongue curled up at the bottom of your mouth. In Spanish, you touch the top of your mouth when you pronounce it. In English, you do the opposite!

**Exercise 2.** With a classmate, make a list of all the words you know with "r" in your notebooks. Then, practice saying the words on your list.

### Words with "r":

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**Exercise 3.** Make sentences with the words on your list. Then, practice saying those sentences out loud. Remember the pronunciation tip!



# Reading

## Do you think music can make us healthy?

**Exercise 1.** Think! Do you **agree** or **disagree** that English and Spanish words are similar? Discuss why or why not with a classmate.

When you read a story or an article you do not have to know all of the words to understand the ideas. You can use the words you know in Spanish to help you understand new words in English!

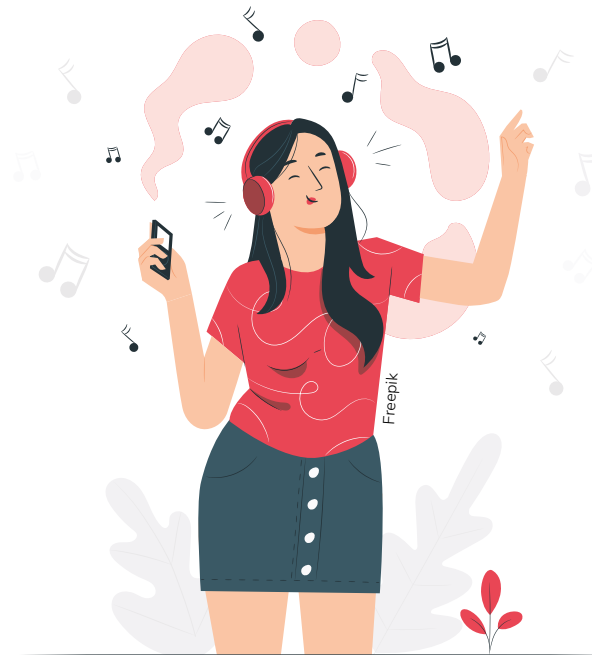
For example, what do you think the word "calm" means? Yes, "calma." In the following paragraph, there are many words that are similar to Spanish.

**Exercise 2.** See if you can guess the meaning of the underlined words. Write the underlined words. Work with a classmate. Ask him/her: "What do you think "music" means in Spanish?"

1. Music can help us to be healthy. Did you know that thousands of years ago, kings used to have singers sing their songs to help them keep calm.
2. The military use music to build confidence and courage.
3. Soccer events provide music to get people enthusiastic.
4. School-children use music to memorize their ABCs.
5. Music also helps you to concentrate and focus more than just being in silence.
6. Shopping malls play music to get people to stay in the mall and buy more things.
7. Dentists play music to help calm nervous patients.
8. Plants grow **faster and greener** when they are exposed to soft classical music.

### Grammar Tip

Did you see the **comparative** forms **faster** and **greener** in the paragraph?



**Exercise 3.** Write **True (T)** or **False (F)** next to each sentence.

- ☐ a. Music is healthy for us.
- ☐ b. Music can build confidence.
- ☐ c. Music can make soccer teams win games.
- ☐ d. Music can only help students in one way.
- ☐ e. Music makes dental patients nervous.

**Exercise 4.** Some of the sentences in the paragraph show how music can make us healthy. One sentence is not really healthy.

Which one is not really healthy? Why?

### Tip

"dis" makes a word opposite



### Vocabulary

**agree.** think the same  
**disagree.** think differently

# Writing



## Social Studies

**Exercise 1.** Read the Music Culture online newsletter on young, Ecuadorian musicians.

May 20, 2019

A new generation of talented musicians are **emerging** in Ecuador, **preserving** the country's musical traditions, and at the same time, creating new music. Here is an important, new musician.

### Mateo Kingman

Mateo Kingman has emerged as one of the most interesting young musicians in Ecuadorian music, **combining** musical traditions from the past and present. He incorporates hip-hop with folklore. His music is filled with **jungle**-like sound effects, and many of his songs have nature as a central theme. Mateo grew up in the Amazon city of Macas, near the Shuar tribe, which influenced how he sees the world.



Mineduc



**Exercise 2.** Imagine it is 10 years from now and you are becoming an important Ecuadorian musician.

Here is a new musician you should know about:

(Your name) \_\_\_\_\_

(Your name) \_\_\_\_\_ has emerged as one of the key musicians in Ecuadorian music.

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### Vocabulary

**emerge.** to start

**preserve.** to keep

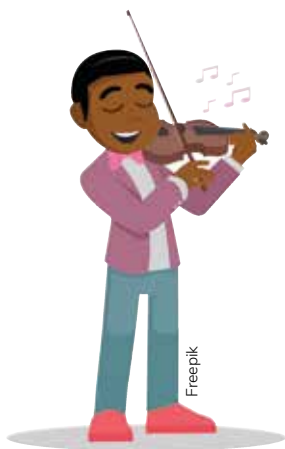
**combine.** to put together

**jungle.** many trees together, in a tropical climate, like in the Amazon

# Assessment

## Reading

1. Read the story.



Akim Camara was only two years old and still wearing diapers and speaking baby-talk, but he could remember the songs he heard and the names of all of the orchestral instruments. His father asked a teacher to teach him the violin. Akim participated happily and, with lots of practice, he learned how to play very fast. He performed at the age of three in a Christmas concert. The famous violinist Andre Rieu heard of the child's talent, and took him to play in a large concert. The audience clapped and clapped for the little violinist. Since then, he has played all over the world.

2. Answer the questions.

- How old was Akim Camara when he first played in public? \_\_\_\_\_
- What was his talent? \_\_\_\_\_
- Did he like to play and practice? \_\_\_\_\_
- Who is Andre Rieu? \_\_\_\_\_
- Where does Akim Camara play now? \_\_\_\_\_

## Listening

Listen to the story of Akim, told by one of his violin teachers. Look at the questions before you listen! Then, listen to the audio again. Answer **True (T)** or **False (F)**.

- ☐ Akim's teacher talks about a concert when Akim was two years old.
- ☐ Akim listened to a song many times, and then, he memorized it.
- ☐ Akim practiced the violin every day.
- ☐ Akim and his teacher were very happy when he was playing the violin.
- ☐ Akim didn't like his teacher.

## Speaking

- Prepare a small presentation about a musician or a group that you like to listen to. Give three reasons why you like their music and when you usually listen to it.

You can start your presentation like this:  
"One of my favorite singers/bands/groups is ..."

- Practice your presentation to yourself, in a low voice.
- Then, get into a small group of three or four students. Each one practices his/her presentation for the group. The other students listen and give a thumbs up or thumbs down after they listen. If they give a thumbs down, they should give a reason why.
- Finally, give your presentation to the entire class.



### Writing

Write a paragraph describing the music that you prefer to listen to. Use a topic sentence. Give three reasons for your opinion. Then, include a concluding sentence. Use the simple present tense.

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### Vocabulary

Complete the sentences with the words from the box:

music

sing

musician

concert

show

- I want to go to a high school musical \_\_\_\_\_ next month.
- I prefer to listen to classical \_\_\_\_\_, not rap.
- My neighbors \_\_\_\_\_ in Italian, and no one understands what they say.
- Akim will perform on a TV \_\_\_\_\_ on Channel 9, Sunday afternoon.
- He was a very famous \_\_\_\_\_ when he was alive, and he had many fans.

### Grammar

Fill in the blank with the correct comparative forms.

- Akim is \_\_\_\_\_ (young) than his violin teacher.
- Akim is probably the \_\_\_\_\_ (good) baby violinist in the world.
- Akim probably learned \_\_\_\_\_ (fast) than other children.
- Serena was \_\_\_\_\_ (old) than Akim when she started playing music.
- Andean music is \_\_\_\_\_ (popular) than classical music in Ecuador.



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I'm completing this self-evaluation of what I learned in the module

### Self-evaluation

Topics	I check ✓ the box that most applies to me.			
	I do it very well.	I do it somewhat well.	I can improve.	I can't do it without help.
I can interview a musician.				
I can compare things.				
I can write about my favorite music and musician.				

## Communication and Cultural Awareness



Children all over the world like to sing and play instruments. Here is an adaptation from a traditional song in Africa.

Most rivers in Africa depend on the rain. During the dry season, they look like a brown, curvy **snake**. In the rainy season, it rains and rains and rains. There is **thunder** and **lightning**. And horrible flying **ants** always appear right before the first big storms!

### Tip

**Rhyme** looks like a word in Spanish. Can you guess the word?

### Where Is the Rain?

- The giraffe and the elephant went for a walk.  
They stopped near a tree and started to talk;
- "I wish it would rain," said the giraffe with a **sigh**.  
"I'm tired of watching the **clouds** pass by!"
- "Yes," said the elephant, "Where is the rain?  
I wish I could eat green **leaves** again.
- The sun is so hot, and the **ground** is so dry;  
When will the rain fall from the sky?"
- Later in the day the sky turned grey,  
The flying ants flew out to say,
- "The rain is coming! We **smell** it in the air!  
And in the distance, thunder we hear!"
- The giraffe and the elephant looked up at the sky  
And heard the black **eagle** give his cry,
- "The rain has come; the rivers will flow;  
The dry season is over; now the green grass  
will grow!"

### Vocabulary

**snake**. a long, thin reptile

**thunder**. a loud noise when it rains

**lightning**. a flash of bright light in the sky that is produced by electricity when it rains

**ant**. a tiny insect

**sigh**. a sound that people make when they are sad

**cloud**. white shapes in the sky

**leaf/leaves**. the small, green parts that grow on trees

**ground**. earth

**smell**. to perceive with your nose

**eagle**. a large bird

**Exercise 1.** Pair work. In your notebooks, write the words at the end of the lines that rhyme. Some of them are not exact rhymes. Put a star next to those.

**Exercise 2.** Listen to the song as a chant. Get into pairs. Practice saying two lines. Then, all of the class stands up, and the pairs recite the song.

# Oral Communication

## Your Very Own Rap

Directions:

1. Choose a topic. Make sure you know lots of words in English about the topic. It could be food, family, school, music, or something else.
2. Think of all of your words and make a list. Use only short words.
3. Try to find words that rhyme with words in your list. Ask your classmates and your teacher for help with words that rhyme. You can ask: "What word rhymes with...?"



Snoop Dog

### TOPIC: weather

(but now you can't use this one)

- Words and rhymes:  
(other words that rhyme with them)



snow/blow



rain/game



coat/cold (not a rhyme, but it sounds similar and that's ok too)



sun/fun

4. Create a rap on your topic, and add some rhythm to it (you can use a musical instrument if you want). Each sentence should have 3-4 words to keep the rhythm. Write 2-3 lines. You could have something like this: "I like the sun. It is fun. I hate the snow. Go, go, go."
5. Ask a classmate for help. Then, share your rap with him/her. Then, share with the class.



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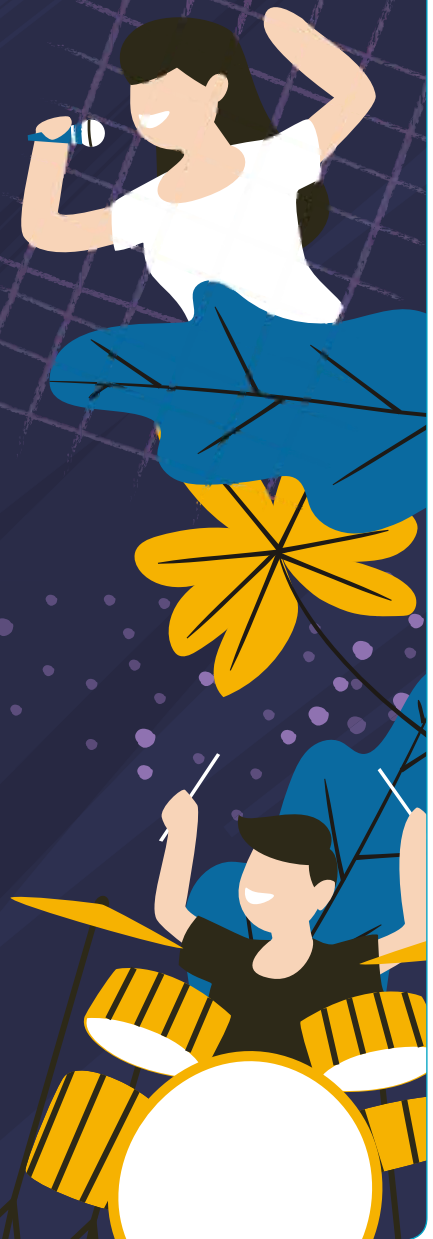
# Kidz Bop

Kidz Bop is a singing group of children who sing contemporary popular songs.

The group has **existed** for a long time. When the children grow up, they leave the group, and different children apply to enter. The songs they sing are the most popular songs on the **charts** or on the radio. Because the songs they sing are for other children, they often change the lyrics that are not appropriate for young people. They make the lyrics more "kid friendly."

The group is popular with many children, teenagers, and even adults. The company has sold more than 16 million albums, and today, has expanded to include **merchandise**, music videos, and talent search competitions.

*Summary of an article from the magazine, "Kids and Music".*



**Exercise 1.** Pair work. With a classmate, write two questions about the reading. With another pair of students, ask and answer the questions.

**Exercise 2.** With a classmate, decide you are going to start a children's singing group. What's the name of your group? How many children are going to sing in it? Where are they going to sing? Present your group to the class.

### Vocabulary

**existed.** similar to the Spanish word *existir*

**charts.** give information about many things

**merchandise.** things to buy and sell

# Writing



## Grammar Tip

Remember, when we compare two nouns, we use the **comparative form** of the adjective. When we compare three or more nouns, we use the **superlative form**.

### Comparatives

Add **-er** to the adjective, and **than**, when the word is short.

Example:

faster **than**    richer **than**    older **than**

Add **more... than** when the adjective has three syllables or more.

Example:

more intelligent **than**  
more wonderful **than**

### Superlatives

Add **the** and **-est** to the adjective when the word is short.

Example:

the smartest    the biggest    the coldest

Add **the most** to the adjective, when the word has three syllables or more.

Example:

the most beautiful  
the most impressive

**Exercise 1.** Compare the groups Kidz Bop and the Quichua Mashis.

Use your opinion, the information from the texts, and the adjectives below.

famous

old

young

cool

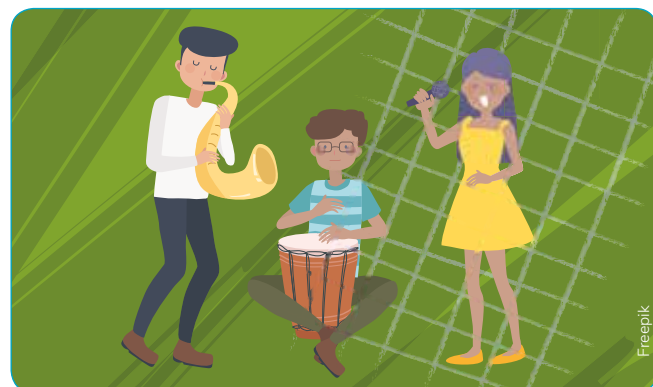
popular

well-known

interesting

E.g.: The Quichua Mashis group is newer than the Kidz Bop group.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



# Language Through the Arts



## Exercise 1. Get out your colors!

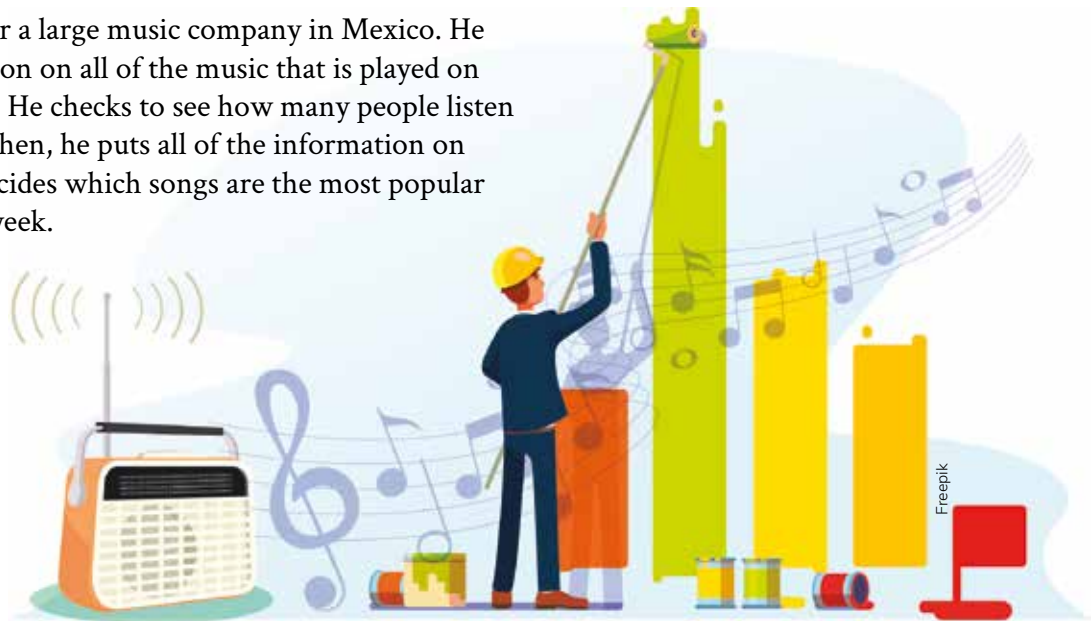
- Draw a circle in the middle of a blank page. Turn the page on its side. Write "MUSIC" in the circle.
- Draw 4-5 very short lines going away from the circle. Now, change colors. At the end of each line, draw another circle, a little bit smaller than the one in the center. Write words related to music. For example, one word can be "musicians." Change colors again! Draw two lines from each new circle and two new circles. In the new circles, write words related to the new word.
- Now you have a mind map! Now, do two or three more mind maps about any topic you want!



# Oral Communication

What is the most popular song you know right now?

Beto works for a large music company in Mexico. He gets information on all of the music that is played on radio stations. He checks to see how many people listen to the song. Then, he puts all of the information on charts, and decides which songs are the most popular songs of the week.



**Exercise 1.** Pair work. With a classmate, make a list of the songs you think should be on Beto's list this week.

## Most Popular Songs of the Week

1.
2.
3.
4.
5.

**Student A:** Which song do you want to put first?

**Student B:** I think .... goes first.

**Student A:** I agree/I don't agree.  
I think that .... goes first this week.

**Exercise 2.** Share your Number 1 song with the class. The teacher can keep track of the songs on the board to see which song is Number 1 in the class.

**Exercise 3.** Again, with a partner, write five questions you want to ask Beto about his work. Use the present tense.

## Questions for Beto

1.
2.
3.
4.
5.

# Assessment

## Reading

Read the following description of a band and then make a drawing of it. It's ok to use comic drawings!

My band is such a great group! Alan is in charge of playing the drums and he likes to hit them with sticks like a rockstar! Joseph is our guitar hero and he is always creating new songs and lyrics. Nathaly is the vocal singer and she has a sweet voice that every audience likes to hear. My brother Ernest plays the violin, and I play the triangle and the flute, depending on the song and the melody that we need.



## Listening

Dictation: Listen to your teacher and write the comparative and superlative forms of the adjectives you hear.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

## Speaking

Imagine that you have the chance of writing a song that will become very famous in the future. Present your choices to the class.

- a. Describe what the song will be about.
- b. Say what language you will write the song in.
- c. Choose a group who can sing your song.
- d. Name several countries where the group will sing your song.

### Grammar

Fill in the blanks with the correct form of the adjective.

- Salsa is (loud) \_\_\_\_\_ than baby lullabies.
- The violin has the (beautiful) \_\_\_\_\_ sound of all the instruments.
- Shakira is the (good) \_\_\_\_\_ dancer of all.
- The drums are (difficult) \_\_\_\_\_ to play than the guitar.
- I think Marta has the (pretty) \_\_\_\_\_ voice of all of the singers.

### Writing

Write a paragraph about your favorite music group. Use a topic sentence. Give three reasons why you like them. Use a concluding sentence.

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### Vocabulary

Write sentences with vocabulary words related to music. Write as many words as you can!

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I'm completing this self-evaluation based on what I learned in the module

### Self-evaluation

Topics	I check ✓ the box that most applies to me.			
	I do it very well.	I do it somewhat well.	I can improve.	I can't do it without help.
I can write questions about a reading.				
I can write a story about an animal musician.				
I can use the comparative and superlative form of the adjectives in my sentences.				



# Project

## Making a Balloon Drum

### Materials you will need:

- A large can, a bowl or a flower pot.
- A large **balloon**. Maybe you need two or three, in case you **pop** one!
- Scissors
- Tape



Freeplik

### Steps to make the drum:

- Step 1.** One end of your can or pot needs to be open.
- Step 2.** Cut the balloon at the smallest part.
- Step 3.** **Stretch** the balloon over the opening.
- Step 4.** Ask a classmate to help hold the balloon while you put the tape around the balloon.
- Step 5.** Now you are ready to play. What can you use for **sticks**?

Ask your teacher to bring some music for you to play along with. The whole class can play together.



### Vocabulary

**balloon.** plastic circle that expands when you blow in it

**pop.** explode

**stretch.** expand

**sticks.** plural of stick; long, thin pieces of wood used to play the drums