

88 INSTRUMENTS

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Educators' Guide



ABOUT THE BOOK

Music lessons, what fun! But when you have to choose between 88 instruments, how can you decide? Do you select the blowsiest, the twangiest, or the wheeziest? The perfect instrument makes just the right sound, but there are so many keys—88 keys! Learning one key at a time will help you play the piano like a professional.



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PRE-READING ACTIVITY

Visit your school's music room or a local music store. Ask to see all the instruments and learn about what they are, what sound they make, and how they work. Focus on woodwinds, brass, percussion, and strings. Let students hold each one, press the buttons, pluck the strings, and bang the sticks. What instrument would they choose if they had to learn to play just one?

Correlates to Common Core Language Arts Anchor Standards for Speaking and Listening 3



CLASSROOM ACTIVITIES



Counting to 88

Demonstrate how to count to 88 using different grouping methods. For example, you can count 11 groups of 8, or 4 groups of 20 with 8 extras. Then have students come up with their own way of counting to 88 using classroom materials such as paper clips, rubber bands, crayons, and pieces of paper. Ask students to share their ideas and explain their thinking to the class. How many ways did your class count to 88?

● Correlates to Common Core Mathematics Anchor Standards for Operations & Algebraic Thinking 1

Build-a-Band

Explain to your students that they are going to build a band consisting only of instruments that they create themselves. Ask them to search at home and bring to school items that make different sounds such as shoe boxes, coffee cans, plastic spoons, straws, plastic bottles, and toilet paper/paper towel rolls. Place these items, as well as other common classroom materials, on a central table and have students gather around. Discuss how sounds are made and demonstrate ways to blow, pluck, and bang to create different sounds. Then ask them to use these items to create their own unique instrument. Once each student has created an instrument, gather the class together and have them play as one big band! How many different sounds did they create?

● Correlates to Common Core Language Arts Anchor Standards for Speaking and Listening 1

Super Superlatives

Discuss the definition of a superlative, a word that signifies something is of high quality, usually using the suffix -est. Give examples of superlatives such as *longest*, *biggest*, *prettiest*, and *quickest*. Browse through the book together and write all the superlatives you find on the board. Then provide students with sentences such as the following, and ask them to add superlatives to make the sentences more exciting:

Today is the _____ day for a walk.

My bed is the _____ place to read a book.

Hamburgers are the _____ dinner to have on a Sunday night.

A flock of geese make the _____ sounds while grazing in the field.

What is the silliest superlative they can think of?

● Correlates to Common Core Language Arts Anchor Standards for Language 1

Group Story

Review the story with your students and focus on events that happened at the beginning, middle, and end. Then tell students that they are going to retell the story, one sentence at a time. Student one begins by saying a sentence that describes the very start of the story, then student two continues with a sentence that links to the previous one, and so on, until the entire story has been told. Listening to each other is very important! How many sentences/students did it take to tell the whole story?

● Correlates to Common Core Language Arts Anchor Standards for Literature 2

Clap Along

Teach students a quick trick for counting syllables: clap each time you hear the word break at the start of each syllable. For example, pump (clap) kin (clap). Use this trick for each of the instruments used in the book. Once they have mastered this skill, challenge them! Write each syllable in an instrument's name on an index card and ask students to arrange the syllables in the correct order to spell the word. How did syllables help them spell the words accurately?

● Correlates to Common Core Language Arts Anchor Standards for Foundational Skills 3

Convince Me

When discussing the story, ask students to explain why the boy chose the piano as his favorite instrument. Then set up a scenario for them—they are the owners of the music store and are trying to convince you to buy a specific instrument. Invite each student to create a presentation that explains which instrument you should choose and why. Guide them to include persuasive comments that would convince you to choose their instrument. Select your instrument based on the presentations and explain why you made that choice. What made that student so persuasive?

● Correlates to Common Core Language Arts Anchor Standards for Writing 1

Acrostic Poetry

Ask students to write the word PIANO vertically on a piece of paper. Then have them write a word, phrase, or sentence starting with each letter to describe the instrument. They can use the book as reference or sit around your school's piano to gain inspiration while they write. Students can also illustrate their poem using black and white keys for each letter. Challenge students to use rhyming words or superlatives in each line of the poem.

● Correlates to Common Core Language Arts Anchor Standards for Literature 4

Guide prepared by Jamie Simon, an educational consultant in the Washington, DC, area who has been involved in education for fifteen years as both a teacher and an administrator

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SHADOW INSTRUMENTS

It's late at night and Sam, the music store owner, has lost some of his instruments.
Use the flashlight to help him match his instruments to their shadows.
Cut out the instrument names and glue them below the correct shadow.



(cut)	Accordion	Bagpipe	Triangle	Trombone
	Saxophone	Piano	Clarinet	French horn
	Guitar	Harp	Drums	Tuba











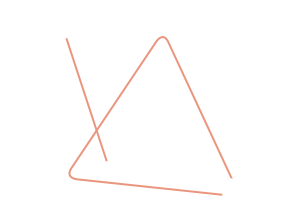














EDUCATORS:

Reproduce this activity sheet to use with students.

Correlates to Common Core Language Arts Anchor Standards for Writing 8.



Name : _____

HOW DOES IT END?

Each of these sentences can be found in *88 Instruments*, but they are missing punctuation. Determine the correct punctuation mark to end each sentence properly. You can use the book for help.

But I can take lessons on only one____

“Within reason,” says Mom____

How am I supposed to pick just one____

Do I pick the squeeziest____

There’s also the strummiest____

It’s so clear____

So right for me____

But wait____

There are so many keys to keep straight,
so many to master____

How many are there____

88 keys, and 88 sounds and 88 sounds like a lot____

But you know what____

And then I’ll be ready for all 88____

CHALLENGE:

Create your own sentences about the story using a period, question mark, or exclamation point.

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Correlates to Common Core Language Arts Anchor Standards for Writing 8.



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