

Name _____

cheered

concert

instruments

movements

music

rhythm

sounds

understand

Use what you know about the words in the sentences to choose the word that makes sense in each blank. Then write the word on the line.

1. A swimmer kicks with strong leg _____.
2. My sister listens to country _____.
3. The band played my favorite song at the _____.
4. I use a dictionary if I don't _____ a word.
5. Pianos are _____ that have keys.
6. He taps the _____ of the song on his drum.
7. The rusty wheel made squeaking _____ as it turned.
8. The crowd _____ for their favorite team.

Long *u*/Comparative Endings *-er, -est*

Name _____

The letters ***u_e, ew, ue,*** and ***u*** can stand for the long ***u*** sound. Listen to the vowel sound as you say the words ***use, mew, hue,*** and ***menu.***

A. Read each word in the box. Circle the words with the long *u* sound. Then underline the letter or letters that spell the long *u* sound.

fuel	mule	just	few	bunch
cues	unit	jump	trunk	fumes
lucky	music	cube	pew	huge

The ending ***-er*** is added to an adjective to compare two nouns. The ending ***-est*** is added to an adjective to compare more than two nouns.

B. Write each word and ending to make a new word. Write it on the lines.

1. strong + est

2. few + er

3. kind + er

4. slow + est

Name _____

Read the passage. Ask and answer questions as you read to check your understanding.

Making Music

There are different ways to make music. Let's learn
09 about some musical instruments. You might find some
17 of these in your school music group.

24 **Piano**

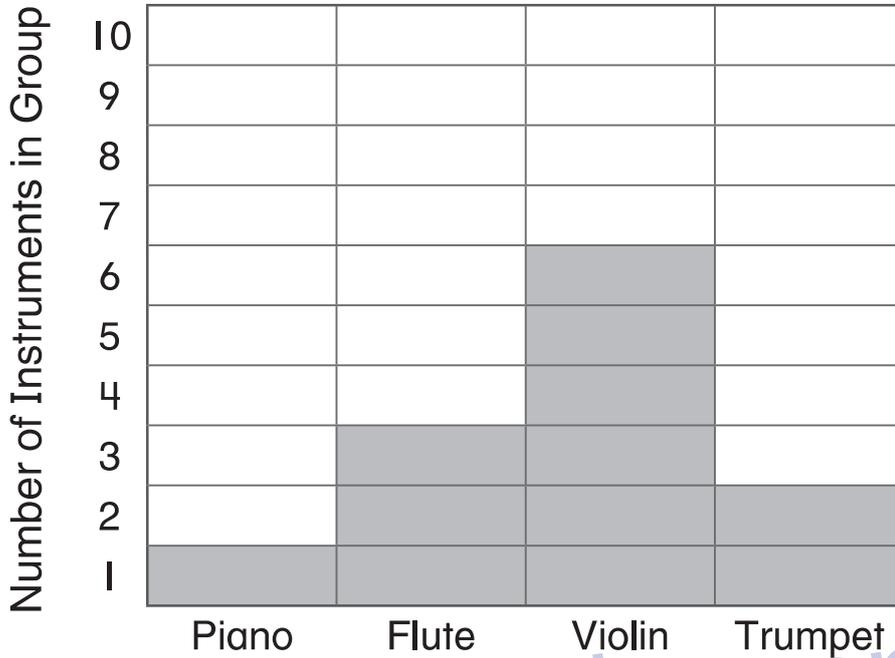
25 A piano is a musical instrument that has 88 keys. To
36 play the piano, you press keys on the keyboard. This
46 action moves wooden hammers. The hammers then hit
54 steel strings. The strings vibrate and make sound. When
63 the strings stop moving, the sound is discontinued.

71 **Violin**

72 A violin is in the string family of instruments. It is a
84 hollow wooden box. It has four strings running from top
94 to bottom. To play the violin, you pull the bow across
105 the strings. Or you can pluck the strings with a finger.
116 When the strings vibrate, they make sound.

Name _____

Instruments in School Music Group



123 Flute

124 A flute is a woodwind instrument. It is a narrow tube
 135 with finger holes. To make a sound on the flute, you
 146 blow across an oval hole near the end. Sound bounces
 156 off the edge of the hole and through the tube. To change
 168 notes, cover and uncover the finger holes.

175 Trumpet

176 A trumpet is a brass instrument. It is a long, metal
 187 tube with a loop. One end is shaped like a bell. It
 199 has an uneven number of valves, three. To play the
 209 trumpet, you buzz your lips into the mouthpiece. Move
 218 the valves to change the notes.

224 Now let's review the instruments we read about.
 232 Which would you like to play? No one can disagree.
 242 There is a whole world of music to be made!

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Name _____

A. Reread the passage and answer the questions.

1. What is one key detail that is included in the passage?

2. What is another key detail that is included in the passage?

3. What is the main idea of the passage?

B. Work with a partner. Read the passage aloud. Pay attention to pronunciation. Stop after one minute. Fill out the chart.

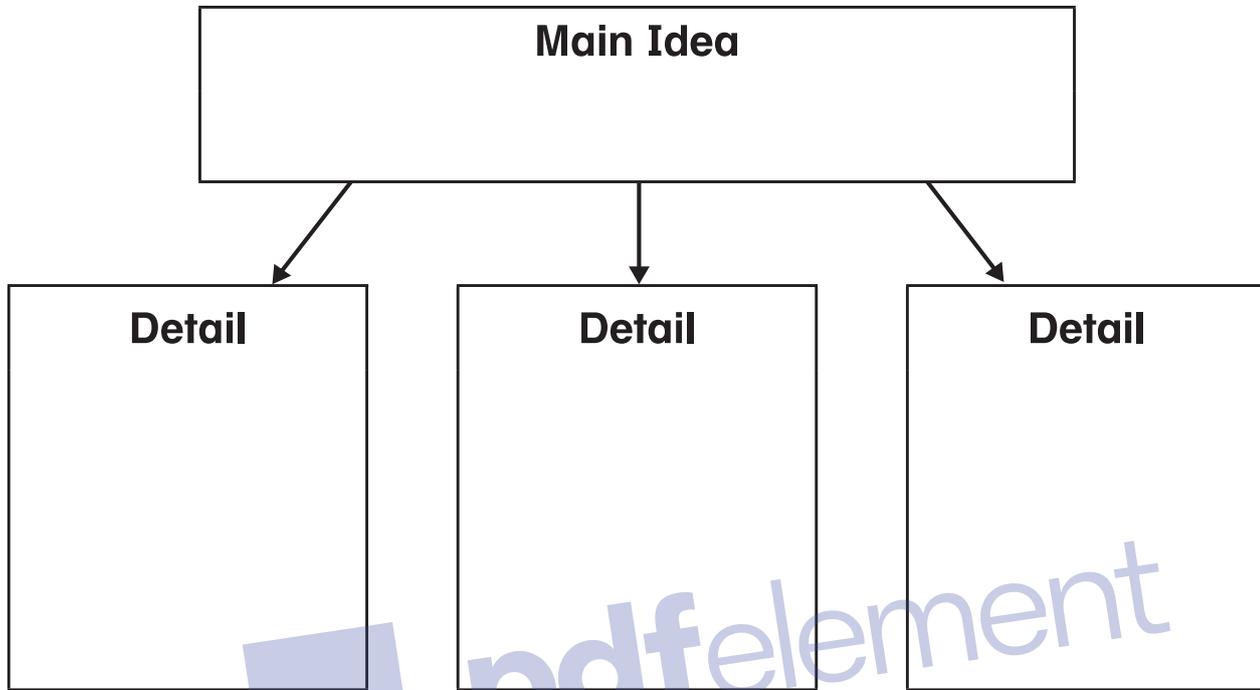
	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

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Comprehension: **Main Idea and Key Details**

Name _____

Read the selection. Complete the Main Idea and Key Details chart.



pdfelement

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about using sentences of different lengths.

Draft Model

The musician gets her fiddle. She gets ready to play. She tunes up the fiddle. She sets up her sheet music. She plays a lively song.

1. Which sentences could you make longer?
2. Which sentences could you combine?
3. How can you make the sentences flow from one to the next?

B. Now revise the draft by writing sentences of different lengths.

Name _____

Warm Up to Sing

Many singers warm up their voice before they sing. This stretches out their muscles. Humming is one way to warm up. Blowing air through the lips is another way. Singing the musical scales warms up the voice, too.

Minutes

15			
10			
5			
Warm-Up Exercise	Humming	Lips	Scales

Answer the questions about the text.

1. How do you know this is expository text?

2. What information can you learn from the bar graph?

3. How much time do singers spend singing scales?

Name _____

To figure out a new word, look for a **prefix**, or word part, at the beginning of the word.

The prefix **re-** means “again.”

The prefix **un-** means “not.”

The prefix **dis-** means “opposite of.”

Read each sentence. Underline the word that has a prefix. Then write the word and its meaning.

1. When the strings stop moving, the sound is discontinued.

2. You cover and uncover the finger holes using the keys.

3. It has an uneven number of valves, three.

4. Now let's review the instruments we read about.

5. No one can disagree.

Write About Reading: **Write an Analysis**

Name _____

Reread “Making Music.” Write about how the author used details to support the main idea of the text. Use the words and picture to help you complete the sentences below.

1. The author wrote this text to _____

2. I think the most important details are _____

_____ and _____

3. These details are important because _____

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