



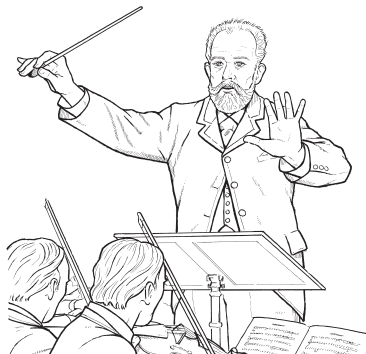
## GREAT COMPOSERS TEACHER'S MANUAL

The *Great Composers* Teacher's Manual has been developed to assist in the presentation of Common Core State Standards in an engaging and meaningful way to help students use, apply, and master the skills to be successful.

On pages 2–4, the *Great Composers* Teacher's Manual provides a correlation of the Common Core State Standards skills that are introduced, practiced, and reviewed in the manual activities.

On page 5 of the manual, the lessons present activities that can be used with each and every page of the book. The Learning Activities begin with Reading exercises to introduce the page, practice the skills, and review the concepts presented. Following the Reading exercises are Speaking/Listening skills and Language skills that present ways to help students practice these key items. After each activity, the Common Core State Standards are listed to identify the skill focus for that section.

On page 6 of the manual, Vocabulary and Writing Activities are presented. After each activity, the Common Core State Standards are listed to assist the teacher in the skill focus for each section. The Vocabulary section integrates academic and domain-specific words that are presented in the activities. The Writing sections engage students in the three key styles of writing found in the Common Core State Standards: Narrative, Informative/Explanatory, and Opinion.



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# GREAT COMPOSERS TEACHER'S MANUAL LESSONS

## CCSS Common Core State Standards

<p style="text-align: center;"><b>Reading Literature or Informational Text</b></p>	<p><b>RI.3.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><b>RI.3.2</b> Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p><b>RI.3.4, RI.4.4, RI.5.4</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 (grades 4 and 5) topic or subject area</i>.</p> <p><b>RI.3.10, RI.5.10</b> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 (grades 4–5) text complexity band independently and proficiently.</p> <p><b>RI.4.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RI.4.2</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p><b>RI.4.10</b> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><b>RI.5.1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RI.5.2</b> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p><b>RI.5.3</b> Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p>
<p style="text-align: center;"><b>Foundational Skills</b></p>	<p><b>RF.3.4, RF.4.4, RF.5.4</b> Read with sufficient accuracy and fluency to support comprehension.</p>
<p style="text-align: center;"><b>Writing</b></p>	<p><b>W.3.1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p><b>W.3.2, W.4.2, W.5.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><b>W.3.3, W.4.3, W.5.3</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p><b>W.3.5, W.4.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p><b>W.3.6</b> With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p><b>W.3.7</b> Conduct short research projects that build knowledge about a topic.</p> <p><b>W.3.8</b> Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>

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<p><b>Writing, continued</b></p>	<p><b>W.4.1, W.5.1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p><b>W.4.6</b> With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p><b>W.4.7</b> Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p><b>W.4.8</b> Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p><b>W.5.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p><b>W.5.6</b> With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> <p><b>W.5.7</b> Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p><b>W.5.8</b> Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>
<p><b>Speaking and Listening</b></p>	<p><b>SL.3.1, SL.4.1, SL.5.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 (grades 4 and 5) topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p><b>SL.3.2</b> Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><b>SL.3.4</b> Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p><b>SL.4.4</b> Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p><b>SL.5.4</b> Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>

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CCSS

## Common Core State Standards

### Language

**L.3.1, L.4.1, L.5.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.3.2, L.4.2, L.5.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**L.3.3, L.4.3, L.5.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**L.3.4, L.4.4, L.5.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 3 (grades 4 and 5) reading and content*, choosing flexibly from a range of strategies.

**L.3.6** Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

# GREAT COMPOSERS

## Summary

The book uses pictures and text to introduce students to the lives and works of a variety of music composers.

## Learning Activities

### Introduce the Book

- Direct students to the front cover and title page of the book. Have them identify the title, the author, and the illustrator. Discuss what a music composer is with students. Use their input to develop a class definition for *composer* and write it on the board: “a person who writes original music.” Then have the class preview the headings and illustrations about the composers that appear in the book. (RI.3.4, SL.3.1, RI.4.4, SL.4.1, RI.5.4, SL.5.1)
- Have the class locate the Note at the beginning of the book. Select volunteers to read sections of the text aloud as the group follows along. After each paragraph, ask students questions about the content. Encourage them to refer to text details and to quote from the text as they respond. (RI.3.1, RF.3.4.a, RI.4.1, RF.4.4.a, RI.5.1, RF.5.4.a)

### Present a Reading Routine

- Read page 1 aloud as the group follows along, taking care to pause at commas and stop briefly at periods. Explain to the class that punctuation marks give meaning to text. Have each student read a page aloud. Remind them to pause briefly at commas and stop at periods. (RF.3.4.b, L.3.3, RF.4.4.b, L.4.3, RF.5.4.b, L.5.3)
- For each page, ask the class to identify the main idea(s) and important details. Challenge students to describe how those details support the main ideas. Help them see that details often provide examples, facts, and reasons. (RI.3.2, SL.3.1, SL.3.2, RI.4.2, SL.4.1, RI.5.2, SL.5.1)

### Provide Activities for Reading

- Ask students to quote from the text or use text details to describe the relationship between the following figures: Haydn and Mozart; Felix and Fanny Mendelssohn; Wagner and Liszt; Brahms and Robert and Clara Schumann. (RI.3.1, RI.4.1, RI.5.1, RI.5.3)
- Remind students that when they infer, they use what they know and text clues to draw conclusions. Have students reread page 9 silently, infer why Berlioz would compose for very large orchestras, and explain how they reached that conclusion. Repeat the activity on page 20 to have them infer a possible reason why Mahler’s music was full of emotion. (RI.3.1, RI.3.10, RF.3.4.a, RI.4.1, RI.4.10, RF.4.4.a, RI.5.10, RF.5.4.a)

### Focus on Language Arts

- **Speaking/Listening:** Pair students and have them play a guessing game. Write the name of each composer in the book on a separate card. Place a card face down in front of each student. One student should ask yes or no questions about the composer on his or her partner’s card until he or she identifies the person. Have students reverse roles. (SL.3.1, SL.3.1.b, SL.4.1, SL.4.1.b, SL.5.1, SL.5.1.b)
- **Language Skills:** Write the final sentence on page 14 on the board three times, using the word *to* and *too* in place of *two* in the second and third sentences. Ask students to identify the error in the final two sentences. Discuss with students the correct uses of these frequently confused words. Have volunteers orally produce a sentence that correctly uses all three words. (Example: Two sisters went to school too.) (L.3.1, L.3.6, L.4.1, L.4.1.g, L.5.1)

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<b>Vocabulary</b>	
<b>Summary</b> Have students use the following strategy to identify the meanings of unknown words in a reading selection.	
<b>Vocabulary Activities</b>	<p><b>New Meanings for Familiar Words</b> Remind students that many words have more than one meaning. Have a volunteer read the final sentence on page 13 aloud as students follow along. Explain to students that the word <i>openings</i> can mean “open spaces” or “first performances.” The text around the word can offer clues to its meaning. Have students determine the correct meaning of the word as used on the page. (first performances) Have students use context clues and classroom dictionaries to determine and verify the meaning of <i>country</i> on page 6. (RI.3.4, L.3.4, L.3.4.a, L.3.4.d, RI.4.4, L.4.4, L.4.4.a, L.4.4.c, RI.5.4, L.5.4, L.5.4.a, L.5.4.c)</p>
<b>Writing</b>	
<b>Summary</b> Have students develop their writing skills by completing the following activities.	
<b>Writing Activities</b>	<p><b>Narrative Writing</b> Have students write a make-believe story about an imaginary composer. Draw a five-column chart on the board with these headings: Sight, Hearing, Taste, Smell, Touch. Have students copy the chart and use it to brainstorm details for their story that involve these senses. They should include these details in their writing. Encourage students to include a conclusion. Have students reread their story to make sure their ideas are clear and the events flow in an order that makes sense. They should revise their work as necessary. Ask volunteers to share their stories. (W.3.3, W.3.3.b, W.3.3.d, W.3.5, W.4.3, W.4.3.b, W.4.3.d, W.4.3.e, W.4.5, W.5.3, W.5.3.b, W.5.3.d, W.5.3.e, W.5.5)</p>
	<p><b>Informative/Explanatory Writing</b> Remind the class that a biography gives information about a person’s life. Assign students a composer from the book and have them write a biography detailing that composer’s life and work. Students should research and take notes to learn more about their composer using two approved online and print sources. If possible, have students use computers to type and publish their writing. Remind them to include an introduction, group related information, provide a concluding section, and list their sources. Have students present their reports to the class. (W.3.2, W.3.2.a, W.3.2.d, W.3.6, W.3.7, W.3.8, SL.3.4, W.4.2, W.4.2.a, W.4.2.e, W.4.6, W.4.7, W.4.8, SL.4.4, W.5.2, W.5.2.a, W.5.2.e, W.5.6, W.5.7, W.5.8, SL.5.4)</p>
	<p><b>Opinion Writing</b> Ask students: <i>Which composer do you think would be most interesting to interview?</i> Have students write to express their opinion. Remind writers to clearly state their opinion and present their reasons in an organized way. Tell the class to use linking words and phrases such as <i>because</i> and <i>in addition</i> to connect the opinion and reasons. Have students share their opinion pieces. (W.3.1, W.3.1.a, W.3.1.c, L.3.1.i, L.3.2, W.4.1, W.4.1.a, W.4.1.c, L.4.1, L.4.2.c, W.5.1, W.5.1.a, W.5.1.c, L.5.1, L.5.2)</p>