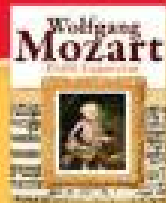
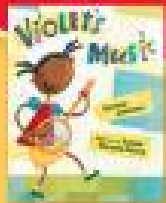




## Lesson

# 12



### TARGET VOCABULARY

shake

smooth

hours

alone

real

museum

nursery

whenever

Vocabulary  
Reader



Context  
Cards



**TEKS** 2.5B use context to determine meaning.  
**ELPS** 4C develop/comprehend basic English vocabulary and structures.



# Vocabulary in Context



- Read each **Context Card**.
- Make up a new sentence that uses a Vocabulary word.

1



## shake

Maracas make sounds when you **shake** them back and forth.



2



## smooth

This violin makes a gentle, **smooth** sound. It doesn't hurt your ears!



3

**hours**

Learning to play an instrument well takes many **hours** of practice.



4

**alone**

Playing **alone**, or by yourself, is very special.



5

**real**

A **real** guitar is louder than a pretend guitar.



6

**museum**

This very old instrument is in a **museum**. Many people come to see it.



7

**nursery**

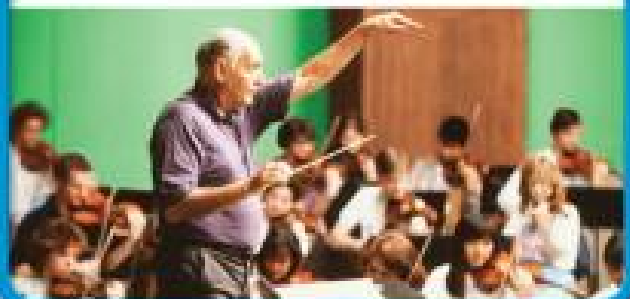
A **nursery**, or baby's room, is a good place to play soft music.



8

**whenever**

The band plays **whenever** the conductor signals them to.





# Background



## TARGET VOCABULARY

**What Is a Band?** Sometimes people play music **alone**. **Whenever** people play music in a group, they form a band. Some bands play soft, **smooth** music. This music is good for quiet places, such as a **museum** or a baby's **nursery**. Other bands play loud, lively music. This music makes people want to **shake** their hands and feet and dance to the beat. Being part of a **real** band takes many **hours** of practice, but it is also lots of fun!





# Comprehension



## **TARGET SKILL** Story Structure

In *Violet's Music*, the main character has a problem, and she tries to solve it. Use a story map such as this one to keep track of the story structure as you read. Tell who is in the story, where it takes place, and what happens.

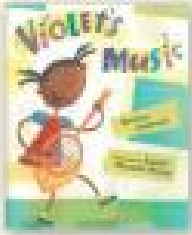


## **TARGET STRATEGY** Question

What problem does the main character face? How does she solve it? As you read, think of more questions about *Violet's Music*. Then read on to find answers. Asking and answering questions helps you make sense of the story.



## Main Selection



### TARGET VOCABULARY

shake	real
smooth	museum
hours	nursery
alone	whenever

### TARGET SKILL

**Story Structure** Tell the setting, character, and plot in a story.


### TARGET STRATEGY

**Question** Ask questions about what you are reading.

**GENRE**  
**Realistic fiction** is a story that could happen in real life.

### MEET THE AUTHOR



## Angela Johnson

As a college student, Angela Johnson used to baby-sit for Cynthia Rylant's son. One day Angela showed the famous author a story she had written. Cynthia liked it so much that she helped get it published, and soon Angela became an author, too.

### MEET THE ILLUSTRATOR



## Laura Huliska-Beith

Laura Huliska-Beith has held many jobs. She has been a paper carrier, a library aide, and a waitress. She almost became a bus driver. By far her favorite job is illustrating books.



# Miss Violet's Music

by  
**ANGELA JOHNSON**

illustrated by  
**LAURA HULISKA-BEITH**

## **Essential Question**

How do you find  
important story  
characters?



When Violet was a baby, just a few **hours** old,  
she banged her rattle against the **crib**,  
hoping others in the **nursery** would join in.

*Boom*

***Shake***

*Beat*

*Shake*

All day long,  
Violet played that rattle.



Could she find other babies to play along?  
No, she couldn't.  
But she'd keep looking.  
Violet played her music all **alone**.





On Violet's second birthday  
Aunt Bertha brought gifts  
and a box full of paper, crayons,  
glitter, and glue  
to make horns that would wail . . .



Violet tooted from morning  
till that night.

*WHAH*

*Woo*

*Woo*

All day long.



**STOP AND THINK**

**Author's Craft** Why do you think the author includes so many words that begin with *b* in the first sentence?



She tried to get everyone to toot  
with her all day.

*WHAH*

*Woo*

*Woo*

Oh yeah.

Violet blew that horn.



Could she get her family  
to play with her?

No, she couldn't.

But she'd keep on looking.

Violet blew her horn all alone.



Violet wondered in kindergarten  
if there were other kids like her,  
who dreamed music,  
thought music,  
all day long.





But she found that  
some liked to paste,  
some liked to paste,  
others liked to play in the sandbox,  
and still others just liked to stand around eating paste.

No one wanted to play music all day long.



One day at the beach

Violet played with a badminton racket,  
a pretend guitar,  
hoping someone would join in.

*Plink*

*Plink*

*Pluck*

*Pluck*

Violet played guitar.



Could she find a fellow guitarist  
buried in the sand?

No, she couldn't.

But she'd keep looking.

Violet played her guitar all alone.



**STOP AND THINK**

**Question** Why is it important  
that Violet look for kids like her?

**TEKS** 2.38



**Whenever** she walked down the street  
or hid behind the market's vegetable bins,  
or sat on the fire escape,  
Violet was always looking for kids like her.





▶ Could she find them at the zoo?  
Nope.



▶ At the museum?  
Too quiet.



▶ And forget about the dentist.

But she'd keep looking.  
Violet and her music, always looking.



Until . . .  
one day a few summers later,  
Violet was playing her guitar  
(a **real** one now)  
in the park.

*Twang*

*Twang*

*Yeah*

*Yeah*

*Twang Twang*

*Yeah!*



When, over by the fountain,  
someone started beating a drum ...



Then, behind the jungle gym,  
a saxophone blew real **smooth** ...



And over beside the flower garden,  
someone started to sing ...



**STOP AND THINK**

**Story Structure** Where does  
Violet finally find kids like her?





Now Angel, Randy, and Juan  
are in Violet's band.

And if you ask any of them  
whether they thought they'd find each other,  
they'll say,

"Oh, yeah, we did, we knew we would."



'Cause when we were  
in the nursery,  
then were two,



and later in kindergarten  
and at the beach,  
we kept on looking  
for kids playing music too!"



Shake TWANG plink Whah  
Pluck Woo YEAH!





# Your Turn



1. On page 360, the word nursery means a —

- music store
- baby's room
- classroom



2.  **TARGET SKILL** **Story Structure**

Read pages 360-365 again. Use a story map to tell about the problem Violet has.




3.  **TARGET STRATEGY** **Question**

Use your story map to write a question you had about Violet. Was it answered? How?



4. **Oral Language** With a small group, use the Retelling Cards to act out the selection.



Retelling Cards



**TEKS** 2.38 ask questions/clarify/focus facts/details/support with evidence; **ELPS** 3C speak using a variety of grammatical structures; 4f employ reading skills to demonstrate comprehension

Connect to

# Social Studies

Wolfgang Mozart



## TARGET VOCABULARY

shake	real
smooth	museum
hours	nursery
alone	whenever

## GENRE

A **biography** tells about events in a person's life.

## TEXT FOCUS

A **time line** is a line that shows the order in which events happened.

# Wolfgang Mozart

## Child Superstar

by Mark Bechelli

Most little children don't play **real** music. Babies might **shake** a rattle in the **nursery**. A five-year-old might bang a drum.

1750

1756 Wolfgang is born in this house in Austria. The house is now a **museum**.



Wolfgang Amadeus Mozart lived over two hundred years ago. From the time he was very young, Wolfgang was different from most children.

When Wolfgang was three, he would sit **alone** and play the harpsichord for **hours**. A harpsichord is an instrument like a piano. By the time Wolfgang was five, he could play slow and **smooth** or loud and fast. He even wrote his own songs all by himself!

## Wolfgang Mozart's Early Life

1760

**1759** Wolfgang learns to play the harpsichord.

1770

**1763–1766** Wolfgang plays music all over Europe with his family.

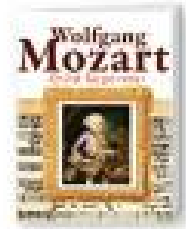
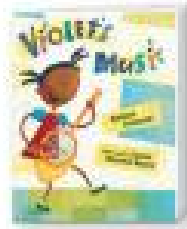


- God is our Refuge our Refuge and Saviour  
in Refuge
- ▶ Soon, everyone in Austria was talking about the talented child. Wolfgang played in castles and big concert halls. **Whenever** he performed, people were amazed. Wolfgang was becoming a musical superstar!



Wolfgang Mozart at age 6

# Making Connections



## Text to Self

TEKS 2.15A, ELPS 3H

**Narrate a Story** What does Violet like to do with her friends? Do you enjoy any of those activities with your friends? Tell a partner a story about a time you did one of these activities. Give specific details.



## Text to Text

TEKS RC-2(F)

**Have a Conversation** Imagine you and a partner are Violet and Mozart. Have a conversation about how you are alike and different.



## Text to World

TEKS RC-2(F), ELPS 3H

**Connect to Social Studies** Do you think that Violet likes to play music for special events? What songs do you know that people sing at special times? Discuss your ideas with a partner.



**TEKS** 2.15A write brief compositions, RC-2(F) make connections to experiences/texts/community, **ELPS** 3H narrate/describe/explain with detail

# Grammar

**Kinds of Sentences** All sentences begin with capital letters. Statements and commands end with periods. Questions end with question marks. An **exclamation** shows strong feeling and ends with an **exclamation point**.

## Academic Language

exclamation  
exclamation point

Statement	Question	Command	Exclamation
She plays drums.	Does she play drums?	Stop playing the drums.	I love to play drums!

### Try This!

Write each sentence correctly.

- 1 we are so excited to hear the band
- 2 what is the name of their band
- 3 that flute is old
- 4 please play a little louder





- 🔊 **Sentence Fluency** In your writing, you may use too many short, choppy sentences. You can fix this by joining sentences that go together to make one longer sentence. Write the word **and** between the sentences. Put a comma before **and**.

### Short, Choppy Sentences



Lupe plays the tuba.



Her brother Jaime plays the flute.

### Longer, Smoother Sentence



Lupe plays the tuba, and her brother Jaime plays the flute.



### Connect Grammar to Writing

When you revise your opinion paragraph, look for short sentences that you can join with a comma and the word **and**.



# Write to Persuade

**✓ Voice** When you write to persuade, you share your opinions with readers.

Han wrote an **opinion paragraph** about why he likes soccer. Later, he revised his draft to show how much he cares about the sport.

## Writing Traits Checklist

**✓ Ideas**

Did I use details and examples to explain my reasons?

**✓ Organization**

Did I state my opinion at the beginning of my paragraph?

**✓ Voice**

Does my writing show how I feel about my subject?

**✓ Sentence Fluency**

Did I vary the length of my sentences?

## Revised Draft

love  
 I ~~like~~ soccer. This  
 ^  
 game has something for  
 everyone! It is easy to  
 learn, so anyone can  
 play. <sup>It is great exercise.</sup> People all over the  
 world play soccer. I watch  
 games with my brother.  
 ^  
 each weekend



## Final Copy

# Soccer for Everyone

by Han Choi

I love soccer. This game has something for everyone! It is easy to learn, so anyone can play. It is great exercise. People all over the world play soccer. I watch games with my brother each weekend. We have so much fun when our favorite team wins. I think all children should play soccer.



I added sentences to show how I feel about my subject.



## Reading as a Writer

What did Han add to let you know how he feels about his subject?

What can you add to your writing to let your reader know how you feel?

