

Name _____

Family Times

Summary

Sweet Music in Harlem

C.J. wants to play jazz like Uncle Click, who's being photographed for a magazine. As C.J. tries to find Uncle Click's hat, he gathers lots of people to be in the photo with Click. To cap off the day, Uncle Click gives C.J. a new clarinet, and they even find Click's hat. Click is C.J.'s biggest fan.

Activity

Meeting the Music What kind of music do you like? Talk with your family members about the music each of them likes and why. See if there is any type of music that you all like.



Comprehension Skill

Sequence

Sequence refers to the order of events in fiction and nonfiction. Pay attention to dates, times of day, and words that show this time order. Clue words include words such as *meanwhile*, *during*, *before*, and *afterward*.

Activity

Time It With your members of your family, take turns telling about events that happened to you. Scramble the events in each story so they're out of order. See if the others can figure out the right order.

Lesson Vocabulary

Words to Know

Knowing the meanings of these words is important to reading *Sweet Music in Harlem*. Practice using these words.

Vocabulary Words

bass the largest, lowest sounding stringed instrument in an orchestra or band

clarinet a woodwind instrument, having a mouthpiece with a single reed and played by means of holes and keys

fidgety restless; uneasy

forgetful apt to forget; having a poor memory

jammed made music with other musicians without having practiced

nighttime time between evening and morning

secondhand not new; used already by someone else

Grammar

Punctuation

Use a **semicolon** to join the parts of a compound sentence when no conjunction is used. *For example: Rob pitched; Denise caught.* Use a **colon** to introduce a list. *For example: He played the following sports: baseball, soccer, and tennis.* Use a **hyphen** in compound nouns, such as *great-uncle*, and compound adjectives before a noun, such as *out-of-town guests*. Use **parentheses** for words inserted as a comment. *For example: Ken (a musician) played at the wedding.*

Activity

Wait, Punctuate! Make a chart on a large sheet of paper. Make four boxes in the chart and label them "Semicolons," "Colons," "Hyphens," and "Parentheses." Find a magazine that is OK to cut up. Find sentences that use the four punctuation marks. Cut out the sentences and glue them on the chart.

Practice Tested Spelling Words

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Name _____

Sequence

- **Sequence** is the order of events in a selection. Dates and times of day or clue words such as *first*, *next*, and *then* can help you follow the sequence of events.
- Clue words such as *meanwhile* and *during* signal events happening at the same time.

Directions Read the following passage. Then complete the diagram.

Will was nervous about playing the clarinet at a school performance for the first time. For five months, he had been taking lessons and learning to make notes come alive. But once the performance started, he got nervous. What if he played

at the wrong time or forgot the notes? When the time came for his number, he forgot about all the people watching and just felt good about the music. Then when he heard the applause, he felt even better.

Sequence of Events

1.



2.



3.



4.

5. What do you know about the clarinet or playing in a school performance? Explain how your prior knowledge helps you to understand the story.

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Home Activity Your child identified the sequence of a story and the prior knowledge he or she had of the subject matter. Work with your child to identify the sequence of the events in a short story. Encourage your child to describe the prior knowledge he or she has of the story's subject matter.

Name _____

Vocabulary

Directions Choose the word from the box that best matches each definition below. Write the word on the line.

- _____ 1. not new; used already by someone else
- _____ 2. made music with other musicians without having practiced
- _____ 3. restless; uneasy
- _____ 4. the largest, lowest sounding stringed instrument in an orchestra or band
- _____ 5. apt to forget; having a poor memory

Check the Words You Know

- ___bass
___clarinet
___fidgety
___forgetful
___jammed
___nighttime
___secondhand

Directions Choose the word from the box that best completes each sentence below. Write the word on the line shown to the left.

- _____ 6. The trio of jazz musicians _____ together.
- _____ 7. They met during the _____ after working all day.
- _____ 8. One musician played both a trumpet and a stringed _____.
- _____ 9. Another musician played the _____, a favorite woodwind.
- _____ 10. The third musician's instrument was an old _____ saxophone.

Write a Review

On a separate sheet of paper, write a review you might compose after you go to a music concert or performance. Use as many vocabulary words as you can.



Home Activity Your child identified and used vocabulary words from *Sweet Music in Harlem*. Read a story or nonfiction article with your child. Have him or her point out unfamiliar words. Work together to try to figure out the meaning of each word by using other words that appear near it.

Name _____

Vocabulary • Context Clues

- When you are reading, you might see a **homograph**. Homographs are words that are spelled the same but have different meanings. For example, *object* can mean both “to protest” and “a thing.”
- Use **context clues**, or words around the unfamiliar word, to figure out its meaning. Context clues include definitions, explanations, and synonyms.

Directions Read the following passage about jazz music. Then answer the questions below.

Jeb played bass in a jazz quartet. Along with his low-sounding stringed instrument, the group also had a clarinet, a trombone, and a piano. Every night when the group jammed, or made music without practicing, they would attract

interest. Soon a crowd would gather. Usually they’d get so deeply involved in the music that they’d get forgetful of the time. Before they realized it, instead of nighttime it would be close to daytime.

1. *Bass* can refer to a musical instrument or a fish. What clues help you to determine the meaning in this passage?

2. In this context, is *jam* a noun referring to a fruit spread or a verb referring to playing music without practicing? What clues help you to determine the meaning?

3. Use one of the homographs in the passage twice in a sentence, showing both its meanings.

4. Which meaning of the homograph *close* is used in the last sentence: “shut” or “near to”?

5. *Interest* can mean “a feeling of concern or curiosity” or “money paid for the use of money.” How do context clues indicate its meaning in the passage?



Home Activity Your child identified and used context clues to understand homographs in a passage. Work with your child to identify homographs in an article. Then your child can find context clues to help with the understanding of the new words. Confirm the meanings with your child.

Name _____

Draw Conclusions

Directions Read the story. Then answer the questions below.

Throughout Harlem, Danielle was known as the little girl with the big horn. Saxophone was her instrument, and she tried to imitate Charlie Parker, John Coltrane, and Kenny Garrett. When she practiced jazz on an old secondhand sax, the neighbors hung out of their windows to listen.

“You have talent,” her music teacher told her as she gave her an extra lesson at no charge.

No one had to encourage Danielle.

She practiced any time she had a chance. Then disaster hit. Her saxophone broke. She took it to her uncle, who fixed instruments, but he told her that he could not repair it. The price of a new instrument was way beyond her reach. She was disappointed. The neighbors were also disappointed when the music stopped. A few weeks later, on Danielle’s birthday, the neighbors pitched in and presented her with a gift—a secondhand sax! She wrote a song to thank them.

1. How skilled do you think Danielle is at the saxophone? Explain why.

2. What can you tell about the community Danielle lives in? Explain.

3. What do you think Danielle’s attitude is toward playing the saxophone?

4. Why do you think the music teacher gives Danielle a free lesson and tells her she has talent?

5. On a separate sheet of paper, explain how you think Danielle feels when she receives the saxophone. What effect do you think the gift will have on her and why?



Home Activity Your child has read a story about playing the saxophone and drawn conclusions about the characters. Read a short story to your child. Challenge him or her to identify the characters’ traits and motives.

Name _____

Sequence

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Directions Read the following passage. Then answer the questions below.

Tamara loved to play the trumpet, and she wanted to play like the jazz greats she heard on the radio, including Wynton Marsalis, Miles Davis, and Freddie Hubbard. Then one day her family was invited to a reception in Harlem where Miles Davis was playing. Overjoyed, she and her family went to the party, bringing her beloved trumpet in case she could

get it autographed. She waited for what seemed like hours, but finally Miles Davis played. She felt like she was in heaven. Then, at the end of the performance, he asked for someone from the audience to come onstage and help him play. When Tamara was picked, she got to stand next to Miles Davis and wail out some tunes!

1. What happens first in this story?

2. What happens next? Then what happens before the performance?

3. What happens at the end of the performance? How does it compare with what Tamara wanted?

4. What clue words help to show sequence in the story? Why is it important that the events occur in this sequence?

5. What do you know about jazz, trumpet, or jazz trumpeters? How does this knowledge help you to understand the story?



Home Activity Your child identified the sequence of events in a story and applied his or her prior knowledge to help understand the story. Tell your child a story about music, but first talk about your child's prior knowledge on the subject. Then work together to identify the sequence of events.

Name _____

Sequence

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Directions Read the following passage. Then complete the diagram by finishing the sentences that tell the sequence of events.

Three friends got together and wanted to play music, but they didn't have any instruments. "We have a garbage can," said Ken. Then he started trying to fashion it into a kettle drum. That inspired Jason to make his bicycle into an instrument, using strings, bowls, cans, and bells. Next, Ken's dad came along and told them about

a cigar box guitar, made from a box, a stick, and wire. When Carin heard about that, she tried to make one. A few days later, they had three instruments to play. Next, they gave two friends sticks to clack and a hollow reed for a kind of flute. Then all five friends started practicing. Before long, they were making music together.

Sequence of Events

1. Friends wanted



2. They made



3. They gave



4. They started



5. They made

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Home Activity Your child identified the sequence of events in a story using clue words. Read a newspaper story with your child and ask him or her to put the events of the story in sequence. Work with your child to identify clue words.

Name _____

Poster/Announcement

- **Posters** and **announcements** announce events. The events may be one time only, or they may be continuing, as with club and organization meetings.
- Usually, posters and announcements answer these questions: Who? What? When? Where? Why?
- To emphasize information, posters and announcements may use color and large type size.
- When you write a poster or announcement, include only important information.

Directions Use this poster to answer the questions.



Who is performing at this event? Who is sponsoring the event?	1.
What is the event? What is the cost?	2.
When is the event?	3.
Where is the event?	4.
Why is the event being held?	5.

Name _____

Directions Use this announcement to answer the questions.

JOIN TODAY!

**Armstrong School
Junior
Jazz Club**

This organization is dedicated to
the appreciation of jazz music.
Guest speakers, refreshments, and lots
of music are all part of the fun!

Come and bring your instrument!

**Room 201
3:30 p.m. Every Tuesday**

6. What is the purpose of this announcement?

7. What is the event? Why do you think the event takes place?

8. When and where does the event take place?

9. What does this announcement emphasize? How and why is this emphasis made?

10. On a separate sheet of paper, write an announcement for a school event.



Home Activity Your child learned about reading posters. Point out a poster to your child, and ask him or her how the poster answers these questions about the event it announces: Who? What? When? Where? Why? Talk about how to compose a poster for a school or community event.