

The Beat Goes On

[illegible]

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Past Tense Verbs	Present Tense Verbs
travelled	means
played	leaves
were told	perform
hired	can be listened to
acted	need
recorded	know
lined	become
captured	see



THE BEAT GOES ON

- Monitor students' responses and review their completed graphic organisers to determine whether they can locate the main ideas in the text. Note whether they can differentiate between important and unimportant details that support the key ideas. Note whether they can independently identify main ideas as they read the rest of the book.
- Note whether students can make connections between the text and what they know about music and musicians.
- Note whether students understand that reports generally use timeless present tense, while texts that recount events use past tense.
- Use the quiz at the back of the book to assess students' understanding of the text.

Lesson Plan by **SUSAN HARTLEY**

Before Reading

→ Preview the Book

Build Background

- Allow students several minutes to do some free writing about their favourite recording star and their favourite type of music.
- Have students share their ideas about popular music.
- Discuss what it might be like for a band to go on tour.

Apply Metacognitive Strategies

- Have students preview the cover of the book to make connections between the text and their build background discussion. Have them preview the table of contents and make predictions about the text. Have them make connections to the topics listed in the contents and to what they know about music.
- Preview the book with students. Encourage them to ask questions, make predictions, and make connections as they look at the headings and visual information.
- Model the importance of making connections as you read.
Think-Aloud: I know a lot about the Beatles. I have heard most of their music, seen them perform on TV, and watched documentaries about them. As I read, I will think about what I already know about them and connect this to what I read in this book. Thinking about what I already know helps me make sense of new information I encounter as I read.

Preview Text Features

- Preview the index and glossary and discuss their purpose.
- Point out the sidebars and explain that these provide extra information about the topic.
- Preview the timeline on pages 11–13 and discuss what it illustrates.

→ Introduce the **Focus Vocabulary Skill:** *Verb Tense*

- Point out the verbs *captured* and *does* on page 22. Point out that one is past tense and the other is present tense. Explain that texts often move back and forth between verb tense, depending on the purpose of the text. Explain that recognising the switch from past tense to present tense helps the reader understand that the purpose of the text changes from describing an event that has happened in the past to describing something that happens now and will continue to happen over time. Have students be aware of tense changes as they read.

→ Set the Purpose

Teacher Tip: This lesson pertains to pages 14–23 of *The Beat Goes On*.

Identifying Main Ideas and Details

- Tell students that they will be reading pages 14–23 silently. Explain that you want them to put a sticky note next to ideas in the text they think are the most important.

Making Connections to Prior Knowledge

- Remind students to be active readers by making connections to what they already know about music and performers.

Word Skills

- Remind students to be aware of tense changes as they read and think about the reason for the text change.

During Reading

→ Focus the Reading

- Provide prompts every few pages and have students read silently to find the answers to your/their questions. Briefly discuss feedback before providing another prompt and having them continue reading.

Pages 14–15: Have students tell what clues the heading *Beatles Touring USA* gives them about the main idea in this section. Have them read the pages to find what this section is about. Briefly discuss their ideas when they have finished reading.

Pages 16–19: Have students look at the headings on these pages and tell what they think the main ideas might be. Have them think about what they know about rock stars on tour and about lighting and sound. Then have them read these pages to make connections between what they know and what the text tells them.

Pages 20–23: Ask students what superstars they like. Talk briefly about what it means to be a superstar. Then have them read to make connections between what they know and the text. Have students share ideas when they finish reading.

- Have students reread pages 14–23, either silently or with a partner. Monitor their reading and provide support if you feel students are having difficulty. Have students put a sticky note next to ideas in the text they think are the most important.

After Reading

→ Reflect on Reading Strategies

- Have students share connections they made between the text and prior knowledge as they were reading.
- Ask students to share strategies they used when their reading didn't make sense.
- Ask what difficult words they found. Use this as an opportunity to teach word attack strategies using the words students list as models for instruction.

→ Introduce the **Focus Comprehension Skill:** *Identify Main Ideas and Details*

Model

- Explain that finding the main idea is important to understanding and remembering information. Model how to locate key information by recording it on a copy of the graphic organiser.

Think-Aloud: The first section we read was called *Beatles Touring USA*. This helped me figure out that the main idea would have something to do with the Beatles. The section is about their tours and how touring helped make them successful. I think the main idea is in this sentence: *The Beatles' 1964 tour of the United States guaranteed their place in pop history*. Now I need to pick out details about this main idea. I need to separate important details from unimportant details because I can't remember everything that I read. It helps if I pick out key words within sentences and write them down on a graphic organiser, rather than writing whole sentences. I can select *record crowds, mobbed by fans, always on the move, most successful pop group ever, nineteen number one albums*.

Guided Practice

- Give students a copy of the graphic organiser. Guide them to write the main idea of the next section on the chart. Then help them identify important details to record on the chart.

→ Independent Practice

- Have students complete the graphic organiser independently, by first filling in the main ideas of each section and then listing key words or phrases that provide details. Have students share and discuss their completed worksheets.

→ **Vocabulary Skill:** *Verb Tense*

- Ask students what the purpose of the section called *Beatles Touring the USA* is. Remind students that when we tell about events in the past, we use past tense verbs.
- Have students tell you the verbs on page 16. Explain that these are written in timeless present tense because the text explains things that bands have done, need to do now, and will continue to do. Point out that a lot of the verbs on page 17 are command verbs because this part of the text is a procedural text telling the reader what to do.
- Pair students and give each pair a different paragraph or paragraphs from the pages they have read. Ask students to find and list verbs. When students are finished, have them share their lists as you record the words on the board. Have students identify the past and present tense verbs and explain why the tenses have been used.

→ Apply the Lesson

- Have students read the rest of the book independently and look for other main ideas in the book.
- Remind students to make connections to what they already know about music stars.
- Encourage students to note tense changes as they read.
- For students who need more support, guide them to read another section of the book, using this lesson as a model.