

Aldean Learns to Make Flutes

Curriculum Tie:

- **Language Arts**
3rd Grade
[Standard 6](#)

Time Frame:

3 class periods that run 30 minutes each.

Group Size:

Pairs

Summary:

The students will learn to comprehend what they read by analyzing a character and discovering word meanings.

Main Curriculum Tie:

Language Arts - 3rd Grade
[Standard 7 Objective 2](#)

Apply strategies to comprehend text.

Materials:

1. A wooden flute or regular flute, flute pictures, and traditional flute music
2. Biopoem page for each student
3. The book "Aldean Learns to Make Flutes" available at <http://www.sanjuan.k12.ut.us> in the Media Center

Attachments

- [Biopoem_Aldean_Learns_to_Make_Flutes.doc](#)

Background For Teachers:

1. Teachers must know how to use the Biopoem format.
2. This story can only be told between October 31 and January.

Student Prior Knowledge:

The students should have an idea that the Ute tribe is a Native American tribe located in eastern Utah.

Intended Learning Outcomes:

1. The students will have better comprehension of reading by understanding how to analyze character traits.
2. The students will have comprehension of the words twisted, curious, hollowed, hesitate, and mature.

Instructional Procedures:

Day 1 (Pre-Reading)

1. Tell the students that good readers always activate their prior knowledge (or think about what they already know) before they start to read. This way the new information has a place to attach in their minds so that it will stick there.
2. The story is a true tale of a man whose grandfather taught him how to make a flute.
3. Show the students a wooden flute if possible, or show them

a regular flute and pictures of flutes.

4. Tell the students that together you will brainstorm all the ways that flutes are used.
5. If possible, play traditional Ute flute music.

Day 2 (During Reading)

1. Tell the students that they will work together in pairs to evaluate the character in the story as they read it.
2. Model how to use the Biopoem format to analyze the character.
3. Tell the students that the character's first name is found in the title and under "author."
4. Tell the students that they need to choose four traits that describe Aldean. One trait could be "Likes playing."
5. Have the students work in pairs to complete the Biopoem.
6. Have the students share what they put on each line when they have completed the story.

Day 3 (Post Reading)

1. Tell the students that they will work in pairs to make images of the vocabulary words twisted, curious, hollowed, hesitate, and mature. They will write the exact story sentence first, and then create the image that matches the way the word was used.

Extensions:

The students could gather flutes or recorders along with traditional Ute flute music and create some music of their own.

Assessment Plan:

Use anecdotal records of pre- and post-reading activities along with each student's copy of the biopoem.

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