

Ontario

Standard winner: C3.1

Song of Middle C

Grade 2 - Compare and Contrast

Instructional skill

Comparative language / word choice used to describe sound

Audit status

CLEAR WINNER - strict exact-match pass; partial matches excluded.

Regional standards cover added to the approved canonical skill lesson. Lesson content is unchanged.

3. One Note, Many Ways Connects the questions to what happens at the recital.

Full lesson

TIME

30 minutes

OBJECTIVE

Collect the lucky things she wears and work out which one her brother does not know about.

STUDENT PRODUCT

Rows for each lucky thing, with a box for who mentions it and where

FOCUS

which is a secret

Essential question

Why does the underwear keep coming back?

Materials

The book The pages copied

Text to mark before teaching

Passage 1 — a girl's face filling the right of the page, grinning

<https://tumbleta.com/module-library/4190.html> 2

too.	
Model:	She lists three lucky things. Her brother only mentions the first two, and I think that is because those are the ones you can see.
Support and extension	
Above:	Say why the author gives the secret one to the underwear rather than to the hat.
Below:	Name the three lucky things she wears.
Assessment	
Look for:	Names all three lucky things.

Says which two the brother mentions.

Notices the third one returns at the crisis and at the end.

Full lesson

TIME

30 minutes

OBJECTIVE

Collect the ways she plays a single note and say what each comparison tells a listener.

STUDENT PRODUCT

Rows for each way she plays the note, with a box for what it would sound Page 18 of 24 too.

Model:	She lists three lucky things. Her brother only mentions the first two, and I think that is because those are the ones you can see.
Support and extension	
Above:	Say why the author gives the secret one to the underwear rather than to the hat.

Below:	Name the three lucky things she wears.
Assessment	
Look for:	Names all three lucky things.

Says which two the brother mentions.

Notices the third one returns at the crisis and at the end.

4. One Note, Many Ways

Full lesson

TIME

30 minutes

OBJECTIVE

Collect the ways she plays a single note and say what each comparison tells a listener.

STUDENT PRODUCT

Rows for each way she plays the note, with a box for what it would sound like
Rows for each way she plays the note, with a box for what it would sound like

FOCUS

Comparisons used to describe how one note is played

Essential question

How do you describe a sound by naming something that is not a sound?

Materials

The book The page copied A keyboard or a chime if there is one

Text to mark before teaching

Passage 8 — the girl at a grand piano, an audience behind her Passage 9 — the girl at the piano with a raincloud over it Passage 11 — a man in a bow tie and a woman with a raised finger beside the girl

Lesson sequence

1	Why only one note · 6 min
Focus:	A note played instead of a piece

Teacher model:	Read what has just happened, then read this page. Ask why she is playing the same note over and over.
Prepared text:	Passage 8, Passage 9
2	Fill the rows · 11 min
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Fill the rows · 11 min 2	

Teacher direction:	For each way she plays it, write what it would sound like.
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Try them on a keyboard if you have one.

Expected answer:	Like thunder would be loud and sudden and heavy. Like wind would be quiet and held and drifting. Like a question would rise at the end, as if waiting for an answer.
Prepared text:	Passage 9
3 The odd one out · 8 min	
Teacher direction:	Say which comparison is not a sound, and what it is asking a player to do instead.
Expected answer:	A question. It is not something you can hear, so it is asking her to play the note the way a question is spoken - unfinished, needing something after it.
Prepared text:	Passage 9
4 What she calls it · 5 min	

Focus:	A mistake renamed as a composition
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Teacher direction:	Read what she tells the man with the mustache and ask what she has done with her mistake.
Prepared text:	Passage 11

Teacher guidance

Why this text works: Three comparisons for the same note are printed in three consecutive short sentences, and one of them is not a sound at all - so what each comparison is doing can be examined directly.

Expected answer:	She plays it like thunder, which would be loud and sudden.
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She plays it like wind, which would be long and soft. And she plays it like a question, which is not a sound at all - it means she plays it as if it were asking 2 question, which is not a sound at all - it means she plays it as if it were asking something, probably rising at the end. Every one is the same note played differently.

Model: Thunder and wind are sounds, so I can imagine those. A question is not a sound, so that one is asking me to imagine something else.

Support and extension

Above: Say which of the comparisons is doing something different from the others, and what.

Below: Name two ways she plays the note and say which would be louder.

Assessment

Look for:	Gives all three comparisons.
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Describes what at least two would sound like.

Notices one comparison is not a sound.

Short version

TIME

15 minutes

OBJECTIVE

Collect the ways she plays a single note and say what each comparison tells a listener.

STUDENT PRODUCT

Rows for each way she plays the note, with a box for what it would sound like

FOCUS

2 Comparisons used to describe how one note is played

Essential question

How do you describe a sound by naming something that is not a sound?

Materials

The book The page copied A keyboard or a chime if there is one

Text to mark before teaching

Passage 8 — the girl at a grand piano, an audience behind her Passage 9 — the girl at the piano with a raincloud over it Passage 11 — a man in a bow tie and a woman with a raised finger beside the girl

Lesson sequence

1	Why only one note · 4 min
Focus:	A note played instead of a piece
Teacher model:	Read what has just happened and then this page.
Prepared text:	Passage 8, Passage 9
2	Fill the rows · 7 min
Teacher direction:	Write what each way of playing it would sound like.
Expected answer:	Thunder loud and sudden, wind quiet and held, a question rising at the end.
Prepared text:	Passage 9

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Prepared text:	Passage 9
3 The odd one out · 4 min	
Teacher direction:	Say which comparison is not a sound.

Expected answer:	A question - it asks her to play the note the way a question is spoken.
Prepared text:	Passage 9

Teacher guidance

Why this text works: Three comparisons for the same note are printed in three consecutive short sentences, and one of them is not a sound at all - so what each comparison is doing can be examined directly.

Expected answer:	She plays it like thunder, which would be loud and sudden.
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She plays it like wind, which would be long and soft. And she plays it like a question, which is not a sound at all - it means she plays it as if it were asking something, probably rising at the end. Every one is the same note played differently.

Model: Thunder and wind are sounds, so I can imagine those. A question is not a sound, so that one is asking me to imagine something else.

Support and extension

Above: Say which of the comparisons is doing something different from the others, and what.

Below: Name two ways she plays the note and say which would be louder.

Assessment

Look for:	2
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Gives all three comparisons.

Describes what at least two would sound like.

Notices one comparison is not a sound.

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