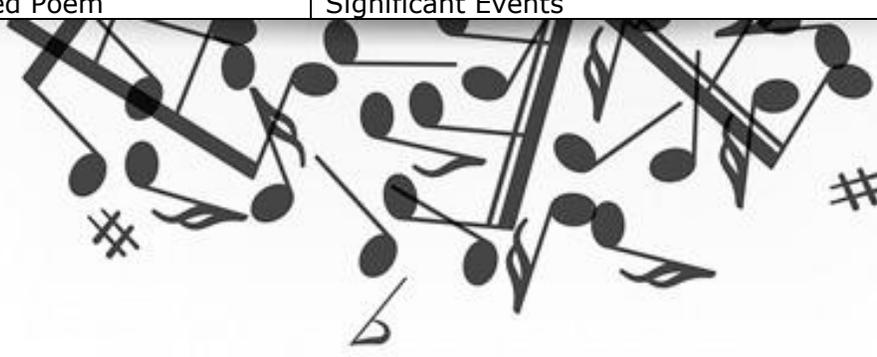


Music



Print Partner Title / First Line	Skill
The Lindy Hop	Reading Fluently
Playing in the Band	Interpreting Theme
To the Beat of the Drum	Reading Fluently
Waiting for Pablo	Determining Meaning of Multiple-Meaning Words
A Star-Spangled Poem	Summarizing by Identifying Main Characters and Significant Events



- Print Partners are bundled by theme only. Grade level bundles are available.
- Each Print Partner is a stand-alone worksheet. Pagination on the bottom of each page denotes numbering designed for individual worksheets.



Reading Fluently

Directions: Read the passages aloud.

The Lindy Hop

Written by Rene Holden

It was the winter of 1930. Benjamin Snowden liked his new home in New York City. His favorite uncle, George, lived there. And Benjamin loved seeing him every day. His parents both had new jobs at the Savoy Ballroom in Harlem. Harlem is a special part of New York City. Many African American musicians and writers lived and worked there in 1930. Uncle George worked at the Savoy Ballroom. He was the main entertainer on Tuesday through Saturday nights.

Live music and dancing were everyone's main entertainment in the 1930s. Uncle George had the fastest feet in Harlem. He could invent dances on the spot and worked on them all the time. Benjamin loved watching Uncle George rehearse after school. Uncle George practiced with the Savoy Ballroom Band. Benjamin thought Uncle George must have the strongest arms and legs in the world. Uncle George practiced for hours and never seemed tired.

It was a snowy day toward the end of winter. Benjamin walked down the sidewalk toward the Savoy Ballroom. He went there every day after school to wait for his mom or dad to get off work. Then they would walk home together, have supper, and work on Benjamin's homework.

A large crowd had formed outside the ballroom. Big cars lined the street, and people dressed in fine clothing stood on the sidewalk. Benjamin remembered his mom saying something about the newspaper that morning. Someone was coming to write a story about Uncle George.

“Maybe it’s the newspaper making all this fuss,” thought Benjamin.

He stepped closer and hid behind a lamppost. Benjamin saw Uncle George talking and laughing with several people. Then his uncle broke into a wild dance. Everyone backed up to give him room. They all clapped as the entertainer twirled and jumped. His arms stretched wide, as his legs sent him soaring into the air. Then a reporter shouted, “Hey, man, what was that?”

Uncle George laughed and yelled, “That was the Lindy Hop!” Then he took a bow and scooted inside the Savoy Ballroom. He always left his crowd shouting for more. “Uncle George knew when to make an exit,” thought Benjamin.

Later that night, Benjamin had to write a paragraph for his homework. He decided to write about his new life in the big city and Uncle George Snowden.

Benjamin did not know that the Lindy Hop would become the most popular dance in America for years to come. Benjamin started taking dance lessons as a teenager in 1940. The Lindy Hop was one dance everyone wanted to learn, and he loved telling people about the very day it was invented.

An Arch Worth Anything

Written by Wendi Silvano

It was unusual to explore Arches National Park on horseback, but Carlos and his family decided this would be more interesting. Carlos was not much of a horseback rider. In fact, his horse, Jack, kept stopping to eat. At first, Carlos didn’t mind because it gave him time to enjoy the views. He looked up at the towering red cliffs above him.

“Look at that!” said Maria. “It’s so beautiful!”

“This is just the beginning,” said Dad. “Let’s ride over to Balanced Rock. We can walk around a bit to explore the arches. We can’t spend too much time at any one place though. There are over two thousand natural sandstone arches in the park. I’d like to see as many of them as we can before it gets dark.”

Dad headed off in the direction of Balanced Rock. Maria followed, but Carlos couldn’t get his horse, Jack, to move.

“Hey, wait for me!” he called, as he tapped his heels against Jack’s bulging belly. “Come on, you crazy horse!”

Maria turned her head and laughed. “Hurry up!” she called.

Carlos got Jack to quit eating and quickly caught up with Dad and Maria.

Carlos leaned his head back and stared at the enormous ball of rock sitting on top of a thin spire. “This isn’t possible!” he said.

Dad told them how the weather, wind, and water had carved these rock forms over millions of years.

Carlos and his family headed back to the horses. Dad’s horse was there and so was Maria’s, but Jack had wandered in another direction. “Jack! Get back here!” called Carlos.

“That horse is something else,” said Maria. “Meet you at Double Arch!”

“No fair!” called Carlos. “I can’t help it if my horse is a blockhead!” He found Jack, and they caught up with Dad and Maria. They explored Double Arch, and an area called The Windows. Then they wound their way through a region named the Devil’s Garden.

Along the way, Carlos learned much about this area of Utah. It is a high desert, about 5,000 feet above sea level, and the summers are hot and the winters are cold. Several Native American groups lived in the region.

Their last hike was to Delicate Arch. Carlos tied Jack to a post. It was a steep, three-mile hike up to the arch, but Dad insisted it would be worth every step.

Dad was right. Carlos turned the corner and saw the huge arch sitting across the giant rock bowl. His mouth dropped open, and there were no words to describe how beautiful this amazing work of nature was. “Thank you, Dad, for bringing us here,” he whispered. “You were right; this was worth all the trouble!”

“Even dealing with Jack?” asked Dad.

“Even dealing with Jack!” said Carlos.



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Interpreting Theme

Directions: Read the story. Then complete the activities that follow.

Playing in the Band

Diego read the poster on the door of band room, and it said “Auditions for junior high school band will be held next Thursday.” Diego was thrilled. He had played saxophone for a couple of years in the beginning band. This time he planned try out for a spot as a drummer.

Though he was skilled at playing the saxophone, Diego dreamed of playing drums in the band. For the past year he had been taking drum lessons. He enjoyed playing drums so much. Diego hoped to secure a position as a drummer in the junior high band.

During band practice after school, Diego’s teacher handed out the schedule for the tryouts. There was going to be a live audition and a music test. At first, the test did not concern Diego because he knew how to read sheet music. Then Diego noticed an important note explaining how drummers would have to achieve a very high score in reading rhythm patterns to make the band. This test posed a challenge to him, and Diego was concerned because he was not used to reading for drums.

Diego really wanted to be a drummer in the band, so he practiced his drums for the audition. But he also practiced playing his saxophone, reading sheet music, and interpreting the rhythm patterns. Diego knew in his heart he might not be ready to play drums, and he would have to play the saxophone for one more year.

The day of tryouts arrived, and Diego could barely eat his breakfast. His mind was filled with worry and he had a difficult time concentrating in school. During lunch, when Diego’s friends asked if he wanted to play a

game of basketball, he said no because he felt too sick to his stomach.

After school, Diego ran to the multi-use room where the auditions were being held. He felt anxious and excited all at once. He was starting to get butterflies in his stomach. It was nerve-wracking listening to all the wonderful musicians-especially the drummers! “They sound so great,” Diego thought. “They are as good as rock stars!”

When it was Diego’s turn he decided to play both instruments for the judges. At first, he played as quiet as a mouse because he was so nervous. But as he began to block out the sounds and distractions around him, he forgot his fears and played with gusto. Diego felt like he played both instruments very well, but he knew some of the other kids had done well too. Later, he was called in to take the music test. Diego did the best he could.

Three days later, the band teacher let the cat out of the bag and told Diego how he did at the audition. Diego had mixed feelings about the outcome. He was happy that he had earned a spot in the band, but disappointed to discover that he was assigned the saxophone again.

Diego asked his band teacher how he did in the audition. The teacher told him that the judges thought he played both instruments very well, but he did not score high enough on the music test. Diego was encouraged by this feedback and thought, “I will study hard and try again next year. But at least I still get to play in the band!”

Directions: Read each question. Then complete the questions in order to help you determine the theme of the story.

1. How did Diego feel about trying out for the junior high band?

2. What does Diego do to prepare for the audition?

5. What is the theme of the story?

4. What does the main character learn in the story?

3. How did Diego feel when he learned about the outcome of his tryouts?

Directions: Read each question. Then write your answer for each question on the lines below.

6. What does it mean when the author said Diego was “starting to get butterflies in his stomach?”

7. What does it mean when the author says the teacher “let the cat out of the bag?”

8. To what does Diego compare the other musicians?

9. Which simile in the passage describes how Diego began to play at his audition?



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Directions: Read each question. Then complete the questions in order to help you determine the theme of the story.

1. How did Diego feel about trying out for the junior high band?

Diego was thrilled.

2. What does Diego do to prepare for the audition?

Diego practices playing both instruments, reading music, and interpreting rhythm patterns.

5. What is the theme of the story?

Never give up.

If at first you do not succeed, try, try again.

4. What does the main character learn in the story?

Diego learns that sometimes you do not get what you want.

3. How did Diego feel when he learned about the outcome of his tryouts?

At first, Diego has mixed feelings because he really wanted to be a drummer. But then he is happy because he gets to play saxophone in the band.

Directions: Read each question. Then write your answer for each question on the lines below.

6. What does it mean when the author said Diego was “starting to get butterflies in his stomach?”

Diego was nervous.

7. What does it mean when the author says the teacher “let the cat out of the bag?”

Diego’s music teacher told him before he was supposed to or before the other kids found out.

8. To what does Diego compare the other musicians?

rock stars

9. Which simile in the passage describes how Diego began to play at his audition?

as quiet as a mouse



Reading Fluently

Directions: Read the passages aloud.

To the Beat of the Drum

Written by Wendi Silvano

Last year, Jameel's father bought him a drum set, and he practices on it almost every day. Jameel loves nothing better than beating on the drums and is always pounding out a rhythm on objects everywhere he goes.

Finally, as a fifth grader, he could take the test to be the drummer in the school band. He had been practicing particularly hard all month and was as nervous as a mouse at a cat show.

Jameel entered the music room with his drumsticks and his pencil in hand. Everything was silent except for a soft melody coming from the teacher's office. "I'm ready to take the drumming test, Mr. Edwin," he said.

Mr. Edwin motioned for Jameel to take a seat at one of the music stands and then handed him the test. "Today you will take the written test. If you do well enough, you can come in tomorrow, and then I'll test your drumming skills."

Jameel's palms began to sweat, as he repeated to himself, "I am prepared . . . I am prepared." He opened the test booklet and stared at the musical symbols on the page. He was determined to do his best, but he just was not sure he could remember all the things he had studied.

He found it particularly difficult to remember the high notes, but he continued and tried to stay confident. He did what his best friend Ken suggested and kept a silent rhythm going in his head as he worked.

Jameel finally made it through the first two pages, and he went straight

on to the next section. His head began to spin when he saw what was there. He had struggled to memorize the difference between the various major and minor chords, but his mind drew a blank.

He took a deep breath and pushed forward. “This is one tough test!” he thought. Jameel grew impatient with himself when he could not figure out some of the answers, but he guessed the best he could and continued.

The next morning, Jameel entered the music room with a knot in his stomach; he hardly dared ask how he had done.

Mr. Edwin was in the instrument room, polishing a saxophone. He glanced up and waved Jameel into the room. “Here’s your new saxophone,” he said. “I’ll have it ready in just a minute and you can try it out.”

Jameel’s heart sank. “So I guess I didn’t do quite well enough to be the drummer, did I?” he asked Mr. Edwin.

“Not this time, but I was impressed with how much you knew for a beginner,” said Mr. Edwin. “It’s not unusual to take a year or two playing another instrument before working your way up to the drums. I know you’ll do it.” Then he handed the saxophone to Jameel.

Jameel took the saxophone and gave it a blow. “I guess I can get used to this,” he said. “I can always tap out rhythms with my foot as I play to keep in practice for next year’s test.”

Pizza Party

Written by Sue Motter Johnson

Having friends over for a party is always fun. But sometimes it is hard to find a healthy treat that everyone will enjoy. Here is just the thing: homemade pizzas that your friends can put together themselves. Each pizza is one of a kind, made by each of your guests. All your friends can have their favorite toppings on their own individual pizzas!

This party will be the greatest ever. Start by gathering all the ingredients. The list is simple. In fact, there may be items that you have in your kitchen right now. You will need a package of English muffins, a jar of spaghetti sauce, mozzarella cheese, a can of sliced olives, and some fresh vegetables. Mushrooms, green peppers, and tomatoes are all delicious pizza toppings.

You will also need a small bowl for each topping, a larger bowl for the cheese, a spoon for the sauce, and a baking sheet. Be sure to have small plates available to use for building the pizzas and later for eating.

The secret to a great party is preparing everything before your friends arrive. And this is the perfect meal for planning ahead.

You can clean all of the vegetables ahead of time, and then depending on the vegetable, you can slice or chop them. Put each one in its own bowl and cover it until the party. Now, create a pizza center so when your friends are ready, they can create their own meals.

When your friends arrive, they will surely be in for quite a surprise. Take them to the kitchen and let them see what you have prepared. Turn on the oven to 400 degrees, and while it is heating, let your friends create their own personal pizzas. Start by having each person place half of a

muffin on the plate. Then add a spoonful of sauce and spread it around until the muffin is covered.

Next, it is time to add the veggies. All of your friends can choose their favorites. If they do not like something, they can leave it off; if they love it, they may want to add extra. Finally, sprinkle the cheese across the top of the little pizza and put the whole thing on the baking sheet.

When all the pizzas are ready to bake, pop the baking sheet into the oven and wait. It should only take about eight minutes before they are bubbling hot and ready to eat.

This is a quick and easy way to treat your friends to something great. They are fun to make and great to eat, and your friends will be busy going back to make more of these healthy treats.



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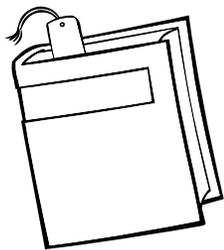
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Determining Meaning of Multiple-Meaning Words

Directions: Read the passage. Then read each question and circle the correct answer.

Waiting for Pablo

The recital was about to begin and I was very nervous. There must have been over a hundred people in the auditorium waiting to hear me play my solo. I looked out into the audience and was heartbroken because my best friend Pablo was not sitting where he said he would be. Pablo had promised he would come. Hearing the cheers from the crowd reminded me I had to play even though Pablo was not there.

After the recital, I walked to the parking lot with my parents. Although I had received countless compliments on my playing, I still felt sad. Pablo had made a promise he did not keep, and I was disappointed.

Just as I was about to get into the car, I heard a familiar voice call my name. It was Pablo! When he and his father reached us, Pablo told us how their car got a flat tire on the way to the recital.

I let out a sigh of relief because I knew in my heart there must have been a good reason why Pablo was not at the recital. He and his father continued to apologize, and then they asked if I would play for them right there.

"You want me to play for you now?" I said almost laughing.

I could tell by my parents' clapping that they thought Pablo's idea was fantastic. So I took out my flute and gave an encore presentation in the parking lot with Pablo in the front row.

1. What is the theme of the passage?

- A. honesty
- B. trust
- C. survival
- D. loyalty

2. Determine whether the underlined words in the sentence below represent a cause or an effect.

I looked out into the audience and was heartbroken because my best friend Pablo was not sitting where he said he would be.

- A. cause
- B. effect

3. Determine whether the underlined words in the sentence below represent a cause or an effect.

So I took out my flute and gave an encore presentation in the parking lot with Pablo in the front row.

- A. cause
- B. effect

4. Which is the correct definition for the word **fluke** as it is used below?

My friends congratulated me for doing well on the exam. I was afraid to tell them I thought the A was a **fluke** because I didn't study as much as I should have.

- A. a type of fish
- B. a stroke of luck
- C. part of a whale's tail
- D. part of a boat anchor

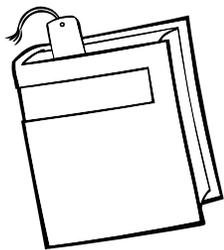
5. Which is the correct definition for the word **racket** as it is used below?

“What is all the **racket?**” my father yelled. I guess he didn't like me practicing my drums in the house.

- A. a loud noise
- B. a lightweight bat with strings
- C. a business
- D. an easy way of living

Directions: Read the question. Then write your answer in complete sentences on the lines below.

6. What can you infer about the type of person Pablo is based on the story? Use evidence from the story to support your answer.



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Waiting for Pablo

The recital was about to begin and I was very nervous. There must have been over a hundred people in the auditorium waiting to hear me play my solo. I looked out into the audience and was heartbroken because my best friend Pablo was not sitting where he said he would be. Pablo had promised he would come. Hearing the cheers from the crowd reminded me I had to play even though Pablo was not there.

After the recital, I walked to the parking lot with my parents. Although I had received countless compliments on my playing, I still felt sad. Pablo had made a promise he did not keep, and I was disappointed.

Just as I was about to get into the car, I heard a familiar voice call my name. It was Pablo! When he and his father reached us, Pablo told us how their car got a flat tire on the way to the recital.

I let out a sigh of relief because I knew in my heart there must have been a good reason why Pablo was not at the recital. He and his father continued to apologize, and then they asked if I would play for them right there.

"You want me to play for you now?" I said almost laughing.

I could tell by my parents' clapping that they thought Pablo's idea was fantastic. So I took out my flute and gave an encore presentation in the parking lot with Pablo in the front row.

1. What is the theme of the passage?

- A. honesty
- B. trust
- C. survival
- D. loyalty**

2. Determine whether the underlined words in the sentence below represent a cause or an effect.

I looked out into the audience and was heartbroken because my best friend Pablo was not sitting where he said he would be.

- A. cause**
- B. effect

3. Determine whether the underlined words in the sentence below represent a cause or an effect.

So I took out my flute and gave an encore presentation in the parking lot with Pablo in the front row.

- A. cause**
- B. effect

4. Which is the correct definition for the word **fluke** as it is used below?

My friends congratulated me for doing well on the exam. I was afraid to tell them I thought the A was a **fluke** because I didn't study as much as I should have.

- A. a type of fish
- B. a stroke of luck**
- C. part of a whale's tail
- D. part of a boat anchor

5. Which is the correct definition for the word **racket** as it is used below?

“What is all the **racket**?” my father yelled. I guess he didn't like me practicing my drums in the house.

- A. a loud noise**
- B. a lightweight bat with strings
- C. a business
- D. an easy way of living

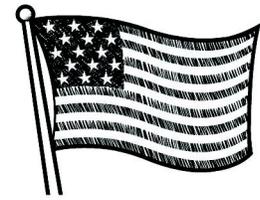
Directions: Read the question. Then write your answer in complete sentences on the lines below.

6. What can you infer about the type of person Pablo is based on the story? Use evidence from the story to support your answer.

Answers will vary.

Summarizing by Identifying Main Characters and Significant Events

Directions: Read the passage. Then complete the activity that follows.



A Star-Spangled Poem

September 13, 1814, was a day filled with foreboding as three men crowded together in the cabin of a small ship that was sailing with the British fleet. The roar of British and American cannons was deafening, but nature provided special effects of its own: lightning lit up the threatening clouds and heavy rain hammered the deck. A major page in American history was about to be written.

The three men were not British, but American. A strange turn of events had made them passive witnesses to an attack on their own country.

Francis Scott Key was an attorney from Washington, D.C. The British had arrested one of his friends, Dr. William Beanes, after the battle for the nation's capital. Key met with President Madison and received authorization to negotiate with the British for Beanes's release. Colonel John S. Skinner, who was responsible for prisoner exchange, accompanied Key. Skinner took with him letters concerning Beanes's kindness to injured British soldiers.

On September 4, Key and Skinner set out from Baltimore in a small hired boat. As they approached the British fleet, they knew they had to find the ship that harbored Beanes; they would do so under a flag of truce.

On September 7, Key and Skinner were taken aboard the British gunship HMS *Tonnant*, but the commander, Vice Admiral Sir Alexander Cochrane, refused to release Beanes. Two British generals entered the debate, and the letters about Beanes's kindheartedness inspired the British generals to be in agreement that Beanes should be released. However, there was one condition: none of the men could leave British control until the assault on Baltimore ended.

This change in fortune disturbed Key. He had been separated from his family for more than a week, and now he was forced to watch the British strike on his country.

The bombardment of Baltimore commenced at dawn on September 13. The cannons' roar and the unpleasant stench of gunpowder forced the three Americans to their cabin, as all day and all night the shelling continued. For brief moments, the three Americans crawled above onto the deck, and they examined the smoke for sight of the American flag. They rejoiced when they managed to glimpse it through the shelling and rocket bursts. Lightning, too, lit up the battered flag.

Dawn brought a conclusion to the rain and to the battle. The three Americans rejoiced that their homeland still held Fort McHenry as the 15 stars and 15 stripes of the American flag waved heroically above the fort.

Francis Scott Key was alive, as were the expectations and hopes of his country. Images of the flag, the smoke, and a glimmering dawn flickered and danced through his head as, on the back of a letter, he began to write a poem. He finished it on the return trip to Baltimore. To set it to music, Key borrowed the tune from a popular British song which was called "To Anacreon in Heaven." Later, in 1931, Congress adopted his song, "The Star-Spangled Banner," as the national anthem of the United States.

Directions: Circle the correct answer for each question. Then write a response to the last question.

1. Who is this passage mostly about?
 - A. Key
 - B. Beanes
 - C. Skinner
 - D. Cochrane

2. Why did Skinner join Key in trying to release Beanes?
 - A. He was a good friend of Beanes.
 - B. He was fighting against the British.
 - C. He carried letters from the President.
 - D. He was responsible for prisoner exchange.

3. How did Key feel when he found out that he would be held on the British ship?
 - A. He was glad to see Beanes.
 - B. He worried about the storm.
 - C. He worried about being away from his family.
 - D. He was angry at the British attack on Fort McHenry.

4. Which sentence best summarizes why the British generals agreed to release Beanes?
 - A. Beanes had treated injured British soldiers.
 - B. The Americans won the battle of Fort McHenry.
 - C. President Madison asked them to release Beanes.
 - D. They agreed to take Key as a prisoner instead of Beanes.

5. Summarize what the flag represented to the American men as the battle went on around them.

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Answers will vary. During the fighting, they watched the flag. It continued to fly even when the fort was being attacked with shells. To the men, the flag represented hope. As long as it continued to fly, it meant the Americans were still fighting.
