BOY 1: It might be about flute, and maybe piccolo, and sort of, like, that sort of family - sort of, like, the woodwind family, because it's...on top, on the title, it says 'Musical Instruments, Woodwind Instruments', and that sort of gives you the idea.

And then with the pictures, it says 'flute' and 'piccolo', and that's part of the woodwind.

So I think it's gonna be about the instruments.

GIRL 1: I think it might be about how big woodwind instruments are, because it says, like, "Flute - 27 inches" and "Piccolo - 12.5 inches".

GIRL 2: I think it's gonna be about their sizes and how they use them, because it says their sizes here and it tells you...it says "musical instruments", so I'm assuming it's gonna tell you one of the things of how you use them.

GIRL 3: I think it's probably going to be about woodwind instruments and stuff about flutes, piccolos, clarinets, bass clarinets, saxophones - things like that.

GIRL 3: (READS) "Today many woodwind instruments are no longer made of wood.

For example, flutes are often made of silver, gold or...'plantimum' now.

"Many..."

TEACHER: Can you just stop there, Amy? Have a look at that word that Amy just read.

Can anyone work out what that word...? Can you try and... “chunk” it, maybe?

'Plat...'

GIRL 3: Plat...inum. Platinum.

TEACHER: Platinum. Does anyone know what platinum means?

BOY 2: I think it's a very strong metal.

TEACHER: Yeah. Fantastic.

BOY 2: Not as strong as titanium though.

TEACHER: Uh-huh. So it's a type of metal. Excellent.

GIRL 3: "..or platinum now. Many professional flute players play on solid silver flutes. Students often play on flutes made of silver-plated metal."

TEACHER: Well done.

BOY 2: I put down 'orchestra' because there's symphony, and the symphony is a kind of orchestra.

'Cause it says here in the whole symphony orchestra. So that means it would... And it's also repeated, I think. Yep, repeated, so...

TEACHER: Well done.

GIRL 3: I put down 'hollow pieces' because it talked about that most of the instruments were hollow pieces.

TEACHER: Excellent. OK. Were there any words there that you put down that you're not sure of what they mean or that you want some clarification on?

All good?

So, what I'm going to get you to do now is use those key words to write a summary. So, remember when we're writing a summary, what are we doing?

BOY 1: We're...paraphrasing?

TEACHER: Mm-hm.

BOY 1: So, basically we're looking at our words, putting them into our own sentences, and with all of our words, we'll make a piece.

TEACHER: To show we picked out the most important. Remember, we're going to refer back to our learning intentions, so determining the main idea, picking out the most important part of the text.

Yeah?

Alright. So, here's some paper. And a big pencil.

GIRL: Thank you.

GIRL: Thank you.

GIRL 2: (READS) "Woodwind instruments were first pieces of wood that were hollowed out. The woodwind family is the biggest instrument family. In...in the family there are all those...all those piccolos, clarinets and lots more. Now instruments, like flutes, are made of gold and... I didn't finish.

TEACHER: Fantastic. OK - some feedback for Hannah.

BOY 1: I liked the way she sort of included, um... You sort of got the idea of what it was, because she included colours of the instruments, and she included what... sort of the main idea of the text was about.

TEACHER: Mm-hm.

GIRL 1: I liked it 'cause I feel like she really put all her... thinking about the text into it, and really made it creative with her own words.

TEACHER: OK.

GIRL 3: I liked how she said, like, when it was the first - like, the first one, what it was made of.

TEACHER: Fantastic.