**banjo**  (noun)

1. A *banjo* can have four or five strings.
2. The body of a *banjo* looks like a tambourine.
3. To play a *banjo*, pluck the strings.

**drum**  (noun)

1. A *drum* is an instrument that people play by hitting it.
2. I play the bass *drum* in the school band.
3. A *drum* is the oldest kind of musical instrument.

**fiddle**  (noun)

1. A *fiddle* is played by sliding a bow across the strings.
2. A *fiddle*, or violin, has four strings and a body made of wood.
3. I like the sound of a *fiddle* and a guitar played together.
**fife**

(noun)

1. A **fife** is a simple flute that is similar to a piccolo.

2. A **fife** is a wooden tube with six small holes.

3. Because a **fife** is portable and very loud, it has been used for signaling on battlefields.

**horn**

(noun)

1. A **horn** has a curled tube and one end shaped like a bell.

2. A **horn** is also called a French **horn**.

3. When you play a **horn**, your cheeks puff out.

**jam**

(verb)

1. When musicians **jam**, they create music that is not already written.

2. To **jam** is to improvise or play spontaneously.

3. It is fun to **jam** and create music without a plan.
INSTRUCTIONS: Have students write a word in each box and then draw a picture that defines it.
banjo
a stringed instrument with a long neck and a round body (noun)
drum
a round percussion instrument that is played by hitting it with hands or sticks (noun)
fiddle
a violin (noun)
fife: a small flute that makes a loud, high-pitched sound (noun)
horn: a musical instrument made of brass that is played by blowing into it (noun)
jam: to make music up as one goes along (verb)
An analogy shows a relationship between two sets of words. The words in the first pair must have the same relationship as the words in the second pair. To complete an analogy with a missing word, you must first discover the relationship between the completed pair. (Example: Cat is to meow as dog is to bark.)

INSTRUCTIONS: Have students determine the relationship between the first pair of words. Then have them use the words in the word box to complete the second pair of words.

1. Fiddle is to strings ...as... piano is to ________________.

2. Horn is to musical instrument ...as... carrot is to
   ________________
   ________________
   ________________.

3. Banjo is to strings ...as... horn is to ________________.
An analogy shows a relationship between two sets of words. The words in the first pair must have the same relationship as the words in the second pair. To complete an analogy with a missing word, you must first discover the relationship between the completed pair. (Example: Cat is to meow as dog is to bark.)

metal tube  blow  keys  guitar  vegetable

INSTRUCTIONS: Have students determine the relationship between the first pair of words. Then have them use the words in the word box to complete the second pair of words.

4. Fife is to flute ...as... ukulele is to ________________.

5. Drum is to hit ...as... horn is to ________________.
An analogy shows a relationship between two sets of words. The words in the first pair must have the same relationship as the words in the second pair. To complete an analogy with a missing word, you must first discover the relationship between the completed pair. (Example: Cat is to meow as dog is to bark.)

**INSTRUCTIONS:** Have students determine the relationship between the first pair of words. Then have them use the words in the word box to complete the second pair of words.

1. Jam is to *ham* ...as... drum is to ________________.

**plum**
INSTRUCTIONS: Have students use the vocabulary words in the word box above to complete the sentences below.

1. A ________________ is a stringed instrument that is also called a violin.

2. A ________________ is a small flute that makes a loud, high-pitched sound.

3. My cheeks puff out when I play the ________________.
INSTRUCTIONS: Have students use the vocabulary words in the word box above to complete the sentences below.

4. A ________________ has strings, a long neck, and a round body.

5. You can use your hands or sticks to play a ________________.
INSTRUCTIONS: Have students use the vocabulary words in the word box above to complete the sentences below.

1. The musicians like to __________________ at the end of each practice session.
**SYNONYMS**

Name: __________________________________________

A **synonym** is a word that has the same or almost the same meaning as another word.  
(Example: *hot/burning*)

**INSTRUCTIONS:** Have students read the words in the left-hand column. Then have them list at least two synonyms for each word in the right-hand column and use one of the synonyms to write a complete sentence for each word.

<table>
<thead>
<tr>
<th>fiddle</th>
<th>Synonyms:</th>
<th>Sentence:</th>
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</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td>horn</td>
<td>Synonyms:</td>
<td>Sentence:</td>
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<td>jam</td>
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The Woodsy Band Jam  
www.VocabularyA-Z.com
INSTRUCTIONS: Have students use what they know about the vocabulary words to complete the following sentences.

1. To jam is to ____________________.

2. People play a drum by ____________________.

3. A fiddle is another name for ____________________.

4. A horn is a kind of ____________________.

5. A fife is a kind of ____________________.

6. A banjo is ____________________.
INSTRUCTIONS: Have students choose the best answer to complete each statement.

1. People play the banjo by _____.
   a) pressing on keys  
   b) plucking the strings  
   c) blowing into it

2. You hit a drum with _____.
   a) strings  
   b) air  
   c) sticks

3. The body of a fiddle is made of _____.
   a) an animal skin  
   b) brass  
   c) wood

4. The sound a fife makes is _____.
   a) gentle, like a harp  
   b) hard to hear  
   c) very loud

5. A horn has _____.
   a) strings  
   b) a curled tube  
   c) a bow

6. When you jam, you _____.
   a) dance to music  
   b) sing loudly  
   c) make music up
banjo

drum

fiddle

Place picture here.
fife

horn

jam

Place picture here.