

The First Music

As told by Dylan Pritchett

Outcome:

Students will explore the concept of *first*.

Materials:

Book, *The First Music*

Map or globe

Blackboard

“Animal Sounds” worksheet

Scissors

Kitchen items (wooden, plastic and metal spoons, pots and pans, rolling pin, etc.)

2 or more sets of 8 drinking glasses

Spoon

Pitcher of water

Plastic tub or roasting pan

Food coloring (optional)

Sturdy shoebox with lid

Rubber bands large enough to fit across length of box

Musical instruments (optional)

Computer with Internet access

Optional:

A Tale of Two Frogs (Martha Hamilton and Mitch Weiss, August House 2006)

Sing Me a Story: Song-and-Dance Tales from the Caribbean (Grace Hallworth, August House, 2002)

The Moral of the Story: Folktales for Character Development (Bobby and Sherry Norfolk, August House 1999, 2006)

About the Book:

Guided Reading:

L

Lexile Level:

440L

Character Traits:

Citizenship

Sharing

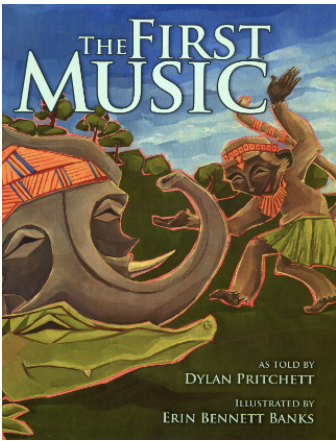
Resourcefulness

Region:

Africa

ISBN:

978-0-8748-3776-6



The First Music

First Grade

Common Core

Standards:

CCSS.ELA-LITERACY.SL.1.1

Collaborative conversations

CCSS.ELA-LITERACY.SL.1.1.A

Follow agreed-upon rules for discussions

CCSS.ELA-LITERACY.SL.1.1.B

Respond to comments of others

Instructional Plan

Introductory Activity:

Direction:

- Write the word “first” on the board and ask students to define this word.
- Inform students that they are in the “first” grade.
- Teachers share a “first” experience with the class. (Ex: drove a car, went to a wedding, etc.)
- Ask students to share their “first time” stories. (Ex: rode a bike, lost a tooth, got a haircut, went to the zoo, etc.)

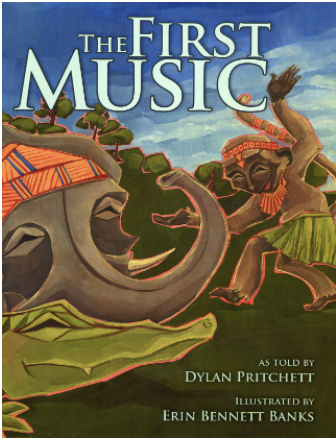
Class Reads the Story

Directions:

- Inform students they will be listening to a story that takes place in Africa (show on map or globe).
- Make several copies of the “Animal Sounds” worksheets, cut apart the phrases and give each child an animal sound phrase.
- Display and read each phrase before reading the story.
- Read the story through one time and ask students to listen for their animal sound.
- After the first reading, review the animal sounds with students.
- Share with students that African storytellers often have their audience participate in the telling of stories.
- Read the book a second time and ask students to participate by saying their animal sounds at the appropriate time.
- Ask students what other ways listeners can participate in storytelling.

Questions for Assessing Students’ Comprehension:

- Where does this story take place?
- How did the elephant make the “Boom! Boom! Boom! Boom! Padada Boom!” sound?
- How did the monkey make the “Shh-ka-shh! Skee-de-lee! Kee-key-key!” sound?
- King Frog told Parrot why the frogs were silent. What did he say?
- How many days did the animals dance and play?
- What day was it quiet at dawn?
- What was the new sound on the seventh day?
- What did the monkey say to King Frog when he heard the frogs sing?



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Common Core

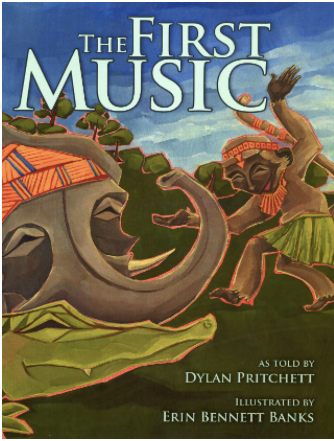
Standards:

CCSS.ELA-
LITERACY.RL.1.1

Ask and answer
questions about details

Questions for Interpretation:

- How does this story make you feel?
- How do you feel when you hear music?
- What is your favorite kind of music?
- Name some other animals that you might find in the African forest.
- Name some other things, besides animals, you might find in the African forest.
- When the elephant hit the hollow log with his foot, the animals heard “Boom! Boom! Boom! Boom! Padada Boom!” What instrument makes this sound? Would the sound be the same or different if the log was not hollow?
- How did King Frog feel when he told Parrot that frogs could only watch and listen?
- The frogs went to the pond to ponder. What does “ponder” mean?
- What did King Frog mean when he said, “...everyone has something to add when it comes to making music”?
- The animals had a great rhythm together. What rhythm do you hear when you listen to the story?
- Why is the word “first” important in the title of this story?



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Standards:

CCSS.ELA-
LITERACY.SL.1.5
Add visual displays to
descriptions

Follow Up Activities:

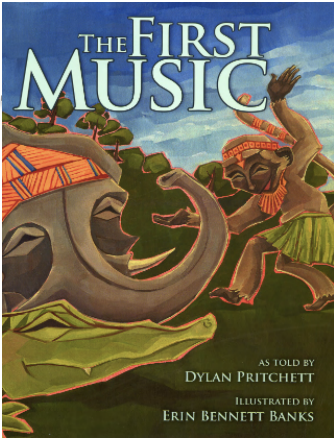
Music Exploration

Materials:

- Kitchen items

Directions:

- Divide students into small groups.
- Explore the many ways students can use their voice to make sounds. (Ex: singing, whispering, humming, etc.) Share results.
- Ask students how they can make sounds with their body. (Ex: tapping, sliding, stomping feet, clapping, etc.) Share results.
- Instruct groups to explore how they can make sounds with objects found in the classroom. Share results.
- Ask groups to use all of these sounds to “play” a familiar song.
- What objects found in your kitchen could be used to make music?
- Students may bring in items the next day, teacher can bring in named items the next day, or teacher can bring in items and have them available the same day to continue activity.
- Distribute kitchen items.
- Students with similar “instruments” form groups. Students talk about how items are alike and different.
- As a class, categorize items to determine the appropriate group for each item.
- Ask students for suggestions of songs to play and write suggestions on board.
- Teacher and students take turns “conducting” the gadget “orchestra.”



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Follow Up Activities Continued:

Make a Water Xylophone

Materials:

- 2 or more sets of 8 drinking glasses
- Spoon
- Pitcher of water
- Plastic tub or roasting pan
- Food coloring (optional)

Directions:

- Place glasses in plastic tub or roasting pan.
- Pour varying amounts of water into each glass.
- The first glass should have the least amount of water and each glass in succession should have a little more water. The last glass should have the most water.
- Add food coloring. Make each glass a different color or put 1 drop of the same color in each glass. The intensity of the color should gradually decline, as the amount of water increases.
- Demonstrate how to tap glasses with a spoon. Ask students what happens to the sound when there is more water in each of the glasses.
- Explore making melodies with the water xylophone.
- Repeat exploration with 8 glasses of another size or shape. How does the sound change as the shape or size of the glasses change?
- Can you play a scale? Add or subtract water from glasses to “tune” your water xylophone.

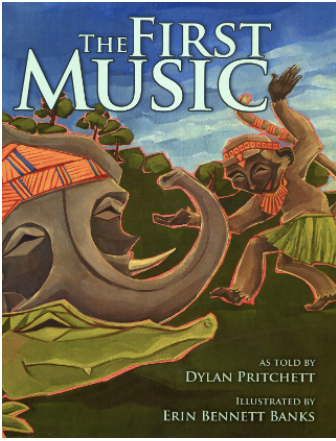
Shoe Box Guitar

Materials:

- Sturdy shoe box with lid
- Rubber bands

Directions:

- Cut large circular hole in the center of the box lid and place lid on the box.
- Stretch rubber bands across the length of the box, over the hole. Adjust rubber bands so that they are about an inch apart.
- Pluck the rubber band. Is there a difference in the sounds of the tighter rubber bands? Explain. Do the thicker bands sound different? Explain.



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Common Core

Standards:

CCSS.ELA-
LITERACY.RL.1.2

Retell stories and demonstrate understanding of lesson

Follow Up Activities Continued:

Shoe Box Guitar Continued

- Play a song with this guitar. Have classmates accompany the guitar with the water xylophone. Now accompany the guitar with singing.
- Students who are not playing instruments should dance. As the music changes, how do the dance movements change?
- African often dance in either a circle with dancers standing shoulder to shoulder or in a single line, in a snake like patten. Experiment with different dance formations.

Story Telling

Materials:

- Musical instruments created in previous activity

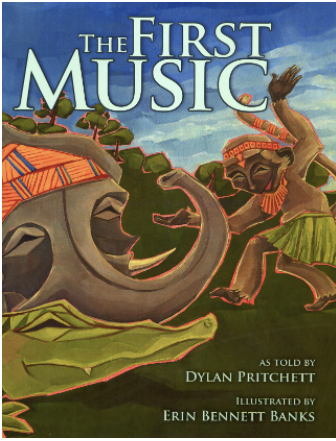
Directions:

- Divide students into small groups.
- Students choose a familiar story or create a story to tell to the class.
- Students plan vocal and instrumental sound effects to accompany their story. Kitchen gadgets and classroom objects discovered during musical exploration activities can be used instead of musical instruments.
- Students practice their stories with musical accompaniment and evaluate if the music adds to or detracts from their story. Students fine-tune sound effects and music.
- Each group tells their story to the class. How did the music add to their story?

Teach and Combine Rhythms

Directions:

- Assign students to groups consisting of 2 or 3 members.
- Each student in the group creates a short melody by tapping on a desk.
- Students teach their melody to their partner(s).
- African music often has polyrhythms, many rhythms occurring at the same time. Students combine their rhythms by playing them at the same time. Does combining their rhythms work? If so, why? If not, students should each create another rhythm that works with their partner's rhythm. Why does this new rhythm work? If the 2 rhythms do not go together, do your rhythms sound more like noise than music?



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Follow Up Activities Continued:

Tone Languages

Directions:

- Different words are distinguished by changes in the pitch of a single syllable.
- Teacher writes the following words on the board: record, convict, project, graduate, separate, august, and polish.
- Read each word, first with equal stress on all syllables and then stress a different syllable each reading.
- Students repeat productions. Ask how the meaning of each word changes by changing the stressed syllable.
- Ask students if they can think of any other words that change their meaning when different syllables stressed? (Conduct, object, suspect).
- The meaning of a sentence can change, depending on which word in a sentence is stressed.
- Teacher writes the following sentences on the board:
 - I like the book.
 - It is called The First Music.
 - The elephant is my favorite animal.
- Ask students to read each sentence, stressing a different word each reading. How does the sentence meaning change each time?
- Students dictate sentences for the teacher to write on the board.
- Students read these sentences, stressing a different word in each sentence, each time the sentence is read. How does the meaning change each time?

Poetry

Directions:

- Try chanting or singing a poem that is familiar to the class.
- Write a poem about Africa. Sing or chant the poem. Add music to accompany the poem.

Website

- www.wildsanctuary.com/safari.html
- This site provides a map of Africa. When you click on a number, information about endangered animals and their sounds are provided.

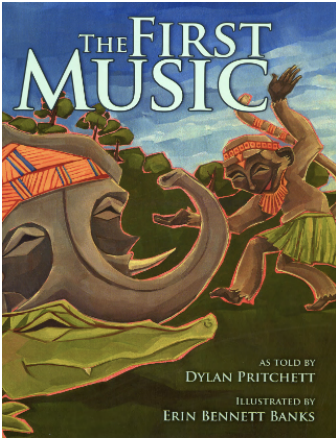
Common Core

Standards:

CCSS.ELA-
LITERACY.RL.1.10
Read prose and poetry
of appropriate
complexity

CCSS.ELA-
LITERACY.W.1.6
Use a variety of digital
tools to produce and
publish writing

CCSS.ELA-
LITERACY.W.1.7
Participate in shared
research and writing
projects



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Follow Up Activities Continued:

Compare and Contrast

- Compare and contrast *The First Music* and *A Tale of Two Frogs*.
- How are the frogs in both books alike?
- How are they different?

Read *Dancing to the River*

- Refer to page 8 of *Sing Me a Story: Song-and-Dance Tales from the Caribbean*.
- Most Caribbean folktales originated in Africa. Like African tales, they include chanting, singing, acting out and dancing. This lively tale features a clever turtle that used singing and dancing to save his own life.

Read *The Dancing Hyena*

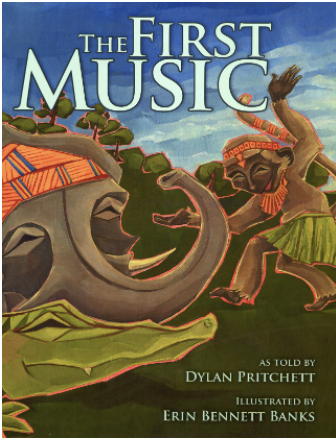
- Refer to page 59 of *The Moral of the Story: Folktales for Character Development*
- This West African story features two hens that worked together and used music to escape danger.
- The purpose of African folktales is to teach lessons and community values. The character traits of courage, persistence, and cleverness are lessons taught in this musical tale.

Common Core

Standards:

CCSS.ELA-
LITERACY.RL.1.9

Compare/contrast the adventures and experiences of characters



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Name _____

Date _____

Animal Sounds

Boom! Boom! Boom! Boom! Padada Boom!

Shh-ka-shh! Shh-ka-shh! Shh-ka-shh! Shh-ka-shh!

Skee-de-lee! Kee-key-key! Skee-de-lee! Kee-key-key!

Reep-reep-ree! Reep-reep-ree! Reep-reep-ree!

Boom! Boom! Boom! Boom! Padada Boom!

Shh-ka-shh! Shh-ka-shh! Shh-ka-shh! Shh-ka-shh!

Skee-de-lee! Kee-key-key! Skee-de-lee! Kee-key-key!

Reep-reep-ree! Reep-reep-ree! Reep-reep-ree!