

The First Music

As told by Dylan Pritchett

Outcome:

Students will learn about the history and art of music.

Materials:

Book, *The First Music*
 Blackboard or whiteboard
 Map or globe
 Empty rectangular tissue boxes approximately 9x5 inches long
 Pens and pencils
 Glue stick
 Scissors
 Unlined paper, construction paper
 Tape
 Rubber bands
 "Word Search" worksheet
 Computer with Internet access
 4 chairs
 Library books about Africa
 Thick paper plates
 Tempera paints and paintbrushes
 Markers
 Beads, shells, feathers
 Single-hole punch
 String or ribbon

Optional:

A Big Quiet House (Heather Forest, August House 1996)
Sing Me a Story: Song-and-Dance Tales from the Caribbean
 (Grace Hallworth, August House, 2002)
Trickster Tales: Forty Folk Stories from Around the World
 (Josepha Sherman, August House 1996)

About the Book:

Guided Reading:

L

Lexile Level:

440L

Character Traits:

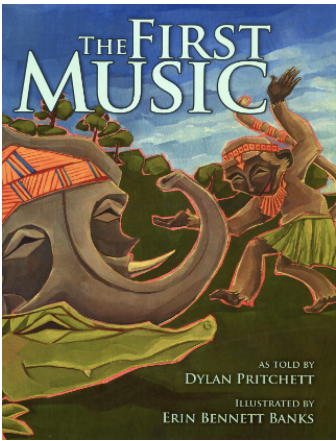
Citizenship
 Sharing
 Resourcefulness

Region:

Africa

ISBN:

978-0-8748-3776-6



The First Music

Second Grade

Common Core

Standards:

CCSS.ELA-LITERACY.L.2.5.A

Identify real-life connections between words and their use

CCSS.ELA-LITERACY.RL.2.10

Read and comprehend literature

CCSS.ELA-LITERACY.RL.2.4

Describe how words and phrases supply rhythm and meaning

Instructional Plan

Introductory Activity:

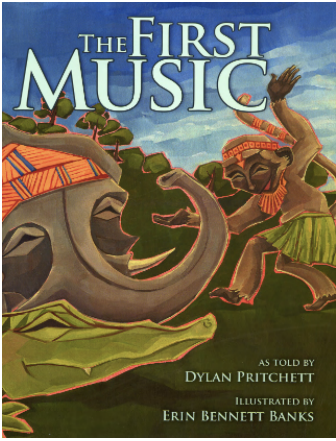
Directions:

- Ask students to define the word “music” and records responses on the board.
- “Music” has multiple meanings:
 - Any agreeable or pleasing sounds.
 - Musical activity such as singing, whistling, or humming.
 - A musical composition in written form (sheet music).
 - The sounds produced by musical instruments or singers.
 - Punishment for one’s actions (“Face the music”).
- Ask students to define the word “noise” and write responses on the board. Noise is a sound of any kind, a loud unpleasant sound, a sound due to irregular vibration, or any sound that causes discomfort to the listener.
- Teacher asks students how noise and music are alike and different. Responses are recorded on the board in list or Venn diagram format.
- Ask students to define the word “symphony” (sounding together, an extended musical composition).
- Teacher asks students to think about ancient times and asks them to hypothesize about the early origins of music.
- Ask students who play musical instruments to share information about their instruments: form, sound, category, and how they are played.

Class Reads the Story

Directions:

- Inform students they will be reading a story that takes place in the African forest (show on a globe or map).
- Ask students to share what they know about Africa and animals from Africa.
- Pass around one book and assign two students to read each page.
- Have students decide in advance which student in each pair will read the sound effects and or dialogue and which student will read the narration. If a page does not have sound effects or dialogue, the student who is not reading the narration should act out the actions on their page.



The First Music

Second Grade

Class Reads the Story Continued:

- Arrange students in a circle so that partners are sitting next to each other and the book can be passed around.
- Ask students to show the illustration on their page after reading it, before passing the book to the next pair.
- Read the author's note to the class after the comprehension and interpretation questions have been answered.

Common Core

Standards:

CCSS.ELA-
LITERACY.RL.2.1

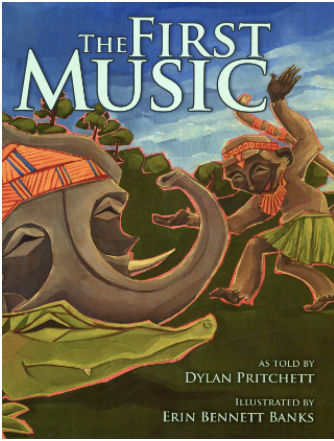
Ask and answer
questions to
demonstrate
understanding

Questions for Assessing Students' Comprehension:

- What is the setting?
- What were some of the forest sounds in the beginning?
- How did the elephant, the monkey, and the crane each make their sounds?
- Which sounds did animals using their voices make?
- Why didn't the frogs make any sounds?
- How many days did the animals play and dance?
- How hard did they dance and play?
- Where did the animals go on the seventh day? Why?
- What new sound did they hear on the seventh day?
- Why does the frog practice morning and night?

Questions for Interpretation:

- Why did the author choose the title, *The First Music*?
- How did King Frog feel when he said, "There is nothing for us to do but watch and listen"?
- Can you think of ways that frogs can make sounds other than using their voices?
- What does "ponder" mean? Why do you think the author chose that word?
- What did King Frog mean when he said, "I guess everyone has something to add when it comes to music"? Think of examples from your life that do not involve music. Where is this true?
- How can the monkey vary the sound that he made with the leaves on the tree branches?



The First Music

Second Grade

Common Core

Standards:

CCSS.ELA-LITERACY.W.2.6

Use variety of digital tools to produce and publish writing

CCSS.ELA-LITERACY.W.2.7

Participate in shared research and writing projects

Questions for Interpretation Continued:

- How could the elephant vary the “Boom!” sound that he made?
- What did the author mean when he said that every animal in the African forest helps to keep the music alive?
- The animals rested on the seventh day. Why do you think the author chose the seventh day for rest?
- What lesson does this story teach? What character traits are highlighted in this story?
- How is that rhythm shown in the words of the story?
- Did the animal sounds create a symphony?
- Create a question to ask your classmates about this story. It can be either a fact or opinion question. After you ask your question, state if it is a fact or opinion question.

Follow Up Activities Continued:

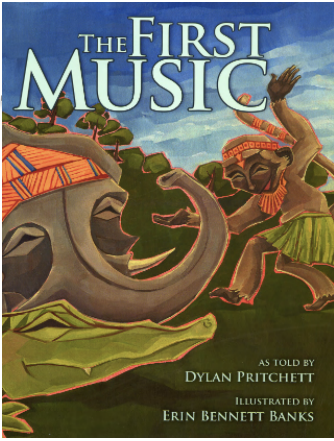
Onomatopoeia

Materials:

- Blackboard
- Pencil
- Paper

Directions:

- Write the letters in the word onomatopoeia on the board, but the letters should not be in the correct sequence.
- Students try to identify this twelve-letter word. Teacher gives hints as appropriate.
- Teacher reveals the word, if not guessed by students, and asks if students know the meaning: A word that sounds like its meaning, the word imitates the sound that it represents.
- Ask students for examples of onomatopoeia (buzz, roar, fizz, etc.)
- Teacher and students review the story, searching for examples of onomatopoeia.
- Visit this website to explore the sounds of the world’s animals and how different languages name these sounds.
 - <http://www.georgetown.edu/faculty/ballc/animals/english.html>
 - www.factmonster.com/ipka/a0768549.html



The First Music

Second Grade

Follow Up Activities Continued:

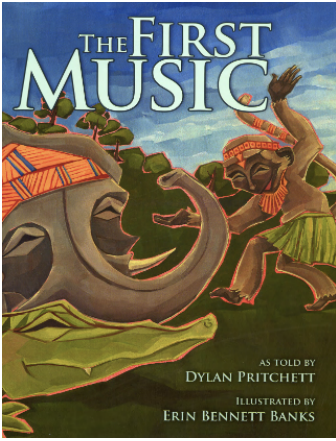
Music by the Numbers

Materials:

- Empty rectangular tissue boxes
- Pens
- Glue sticks
- Scissors
- Unlined paper
- Tape
- Rubber bands
- Pencils

Directions:

- Cut paper to make a strip that is 1 inch wide and as long as the length of the box.
- Fold the strip into thirds and then unfold it. Fold the strip in half, and then fold it into quarters.
- Unfold the paper strip and draw a line on each fold, half the length of the fold. Write a number above the line drawn on each fold, starting from the right with number one. Continue to label the number in sequential order from right to left using five numbers.
- Hold the box so the longest sides run east and west. Glue the strip of paper along the long edge of the tissue box closest to you.
- Tape a pencil to each end of the box so that the eraser end is on the strip and the other end of the pencil extends off the box on the opposite end.
- Stretch a rubber band around the box and over the pencils. The rubber band should be taut.
- Press another pencil on top of the rubber band, in line with the numbers on the strip while plucking the rubber band with your finger.
- How does the sound change as you have the pencil?
- What does moving the pencil do to the rubber band? The pencil makes the band shorter or longer.
- Compose a tune and write down the numbers to record your tune. Remember to pluck the rubber band on the same side of the pencil each time.
- Work with a partner to play each other's tunes.



Follow Up Activities Continued:

Drums

Directions:

- Work with a partner to determine 3 reasons why a drum may be used to communicate.
- Create a rhythm by using your desk, table or floor as a drum. How will you make these rhythms different and distinct?
- Share your rhythms with the class and have classmates guess what each rhythm signifies.

“Word Search” Worksheet

Directions:

- Circle the following words in the word search puzzle: hyena, owl, buffalo, parrot, monkey, crocodile, frog, crane, elephant, lion, hawk

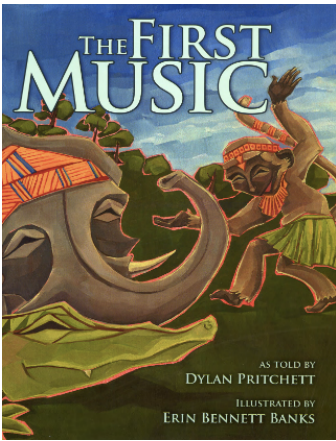
Musical Baseball

Materials:

- 4 chairs
- Blackboard

Directions:

- Divide the class into teams.
- Ask teams to choose a name and records these names on the board.
- Students name songs they are all familiar with and teacher records song titles on the board.
- The teacher is the “pitcher” and taps out a familiar song. The batter guesses the song. If the student is correct, he/she advances to first base. If the student makes an incorrect guess he/she is out.
- If the next batter is correct, the first batter advances to second base. The players continue to advance until they reach home. When a player reaches home, that player places a tally mark on the board, under his/her team’s name.
- After a team has 3 outs, the other team has a turn to be “at bat.”



The First Music

Second Grade

Follow Up Activities Continued:

African Riddles

Directions:

- Guess the following riddles about African animals:
 - I am an African mammal. I am the tallest living animal. (Who am I?) (Giraffe)
 - I am the largest living land animal. (Who am I?) (Elephant)
 - I am the most human-like animal. (Who am I?) (Ape)
 - I am the largest land animal next to the elephant. I have either 1 or 2 horns on the upper surface of my snout. I can be brown or gray. (Who am I?) (Rhinceros)
- Create your own African riddles.

Create African Music

Directions:

- Go to <http://pbskids.org/africa/piano> and play an African thumb piano. Create your own African melodies.

Interview a Friend

- Interview a partner using the following suggested questions and/or questions generated by the class:
 - Full name, birthday and age
 - Birthplace
 - Favorite song, musical instrument, color, food, sport, book and movie
 - Greatest accomplishment or hardest thing you have ever accomplished
 - Something you have not done and want to do
 - A time that you had a persevere to accomplish a task

Make an African Mask

Materials:

- Computer with Internet access or book about Africa
- Thick paper plates
- Pencils and markers
- Scissors
- Tempera paints, paint brushes
- White unlined paper, construction paper
- Beads, shells, feathers

Common Core

Standards:

CCSS.ELA-LITERACY.SL.2.5

Create audio recordings of stories or poems; add drawings

CCSS.ELA-LITERACY.SL.2.1

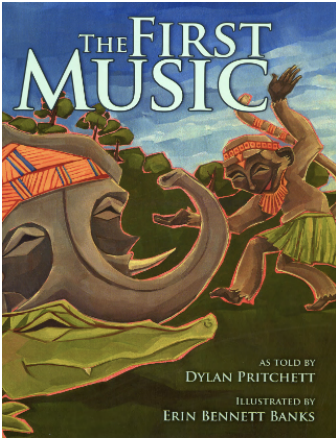
Participate in collaborative conversations

CCSS.ELA-LITERACY.SL.2.1.B

Build on others' talk in conversations

CCSS.ELA-LITERACY.SL.2.3

Ask and answer questions about what a speakers says



The First Music

Second Grade

Follow Up Activities Continued:

Make an African Mask Continued:

- Glue
- Single hole punch
- String or ribbon

Directions:

- Research African masks and create a mask (<http://www.pbs.org/africa> has useful information.)
- Sketch a mask design on a piece of paper.
- Cut out holes for eyes and nose.
- Decorate the paper plate to make a mask.
- If desired, punch a hole on each side of the mask and attach a piece of string or ribbon. Masks can be worn or simply held in front of faces.
- Write a story to tell while wearing your mask.
- Share your story with the class
- How does your mask help you tell the story? What does it add to your storytelling?

Read *A Big Quiet House*

- Compare and contrast *A Big Quiet House* with *The First Music*. What sounds become noises instead of music?

Read *Quaka Raja*

- Refer to page 30 of *Sing Me a Story: Song-and-Dance Tales from the Caribbean*.
- Compare and contrast the noise the animals made together with the symphony of music created by the animals in *The First Music*.

Read five traditional African folktales collected in *Trickster Tales: Forty Folk Stories from Around the World*

Common Core

Standards:

CCSS.ELA-LITERACY.RL.2.9

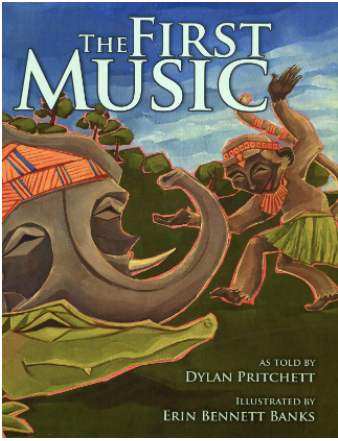
Compare/contrast two or more versions of the same story

CCSS.ELA-LITERACY.L.2.2.A

Capitalize holidays, product names, and geographic names

CCSS.ELA-LITERACY.RL.2.2

Recount stories and determine their lesson or moral



The First Music

Second Grade

Name _____

Date _____

Word Search

- Hyena
- Owl
- Buffalo
- Parrot
- Monkey
- Crocodile
- Frog
- Crane
- Elephant
- Lion
- Hawk

a	d	b	u	f	f	a	l	o
g	c	m	j	r	c	k	n	f
c	r	o	c	o	d	i	l	e
l	a	n	i	g	b	p	r	o
i	n	k	h	y	e	n	a	w
o	e	e	h	a	w	k	e	l
n	h	y	p	a	r	r	o	t
e	l	e	p	h	a	n	t	m