

## The First Music

As told by Dylan Pritchett

### **Outcome:**

Students will explore what makes them special and learn about their classmates.

### **Materials:**

Book, *The First Music*  
 Large end rolls newsprint or other paper  
 Markers or crayons  
 Pencils  
 Scissors  
 Small juice cans, cardboard tube (from toilet paper/paper towels)  
 Foil  
 Rubber bands  
 Masking tape  
 Dried beans or uncooked macaroni  
 Wax paper  
 Empty drink bottles (different sizes, at least 3 of each size)  
 Pitcher of water  
 Empty coffee cans or oatmeal containers with lids  
 Spoons (metal and plastic)  
 Unlined paper  
 Music CD's or tapes and appropriate player  
 Computer with Internet access

### **Optional:**

*Shake-It-Up Tales!* (Margaret Read MacDonald, August House 2000).

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

*Treasured Time with Five-to-Ten-Year-Olds* (Jan Brennan, August House 1990)

### **About the Book:**

#### Guided Reading:

L

#### Lexile Level:

440L

#### Character Traits:

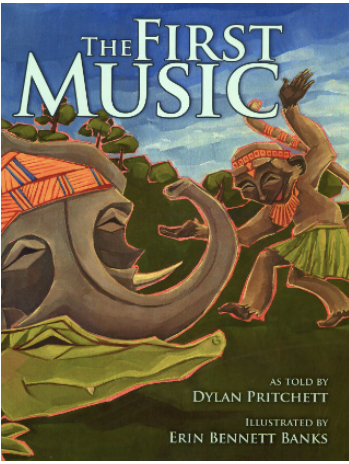
Citizenship  
 Sharing  
 Resourcefulness

#### Region:

Africa

#### ISBN:

978-0-8748-3776-6



## The First Music

Kindergarten

### **Common Core**

#### **Standards:**

CCSS.ELA-LITERACY.SL.K.1:

Collaborative conversations

CCSS.ELA-LITERACY.SL.K.1.A:

Follow agreed-upon rules for discussions

CCSS.ELA-LITERACY.SL.K.1.B:

Continue conversation through multiple exchanges

### **Instructional Plan**

#### **Introductory Activity:**

##### **Materials:**

- Large end rolls newsprint or other paper
- Markers
- Scissors

##### **Direction:**

- Ask students to sit in a circle and share information about themselves.
- Ask students to identify an activity or skill they are good at doing.
- Encourage students to tell about a time that something was hard for them to do but they kept trying to achieve success.
- Tell students to look around the room and notice how students are alike and different.
- Ask each student to lie down on a large sheet of paper and trace each child's body.
- Students color in their body tracings to make their figure look like them and to show how they are different and special (hair color, eye color, clothes, etc.) If they have a hobby, they can add those details.

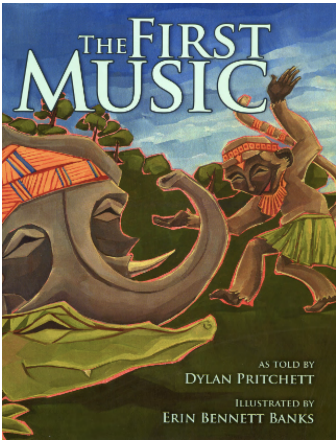
#### **Class Reads the Story**

##### **Directions:**

- Inform students they will listen to a story from Africa. Listen carefully to distinguish what makes each animal unique. Define "unique."

### **Questions for Assessing Students' Comprehension:**

- Name the animals in the story.
- Where does this story take place?
- What are some of the sounds that the animals made?
- How did the elephant make the "Boom Boom" sound?
- How did the monkey make his sound?
- King Frog told Parrot why the frogs were silent. What did he say?
- How hard did the animals dance and play?
- Why was it quiet on the seventh day?
- What was the new sound on the seventh day?



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### Questions for Interpretation:

- What was unique about each animal?
- How are the animals alike? How are they different?
- If you could be on of the animals, which would you be? Why?
- How did the forest animals cooperate with each other?
- How did King Frog feel when he said, “There is nothing for us to do but watch and listen”?
- What did the animals think when they heard the frogs singing?
- At the end of the book, it says that King Frog likes to practice singing a lot. Why do you think he practices so often?
- What did Crane mean when he said, “Someone’s arms and legs may be too short to play or dance. But they can use their voices, no matter how different they may sound”?
- Do you think that each animal had something to contribute to the music?
- What did you learn from this story?

### Common Core

#### Standards:

CCSS.ELA-LITERACY.RL.K.1

Ask & answer questions about details in text

CCSS.ELA-LITERACY.L.K.1.B

Use frequently occurring nouns and verbs

CCSS.ELA-LITERACY.L.K.5.D

Distinguish shades of meaning among verbs

### Follow Up Activities:

#### Action Words

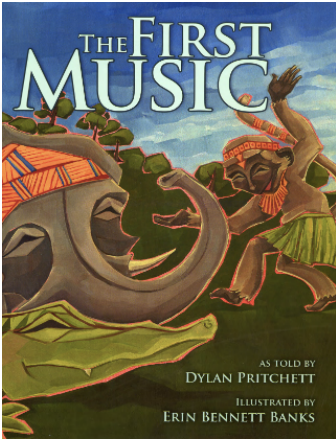
##### Directions:

- There are many action words in this story.
- Reread the story and ask students to act out the action words on each page.

#### African Polyrhythms

##### Directions:

- Teach students a familiar song such as “Row, Row Your Boat”
- Divide the class into two groups. The first group sings the song while the second group chants a word from the song, such as “row.”
- Divide the class into three groups. Two groups sing the song while one group chants a word from the song.
- What other ways can you create layers of rhythms in songs? How can you do this by adding tapping/clapping to a song? Can you think of two different songs you can sing at the same time? Can you clap or tap a song in a round? Share the results.



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### **Follow Up Activities:**

#### **Make a Drum**

##### **Materials:**

- Empty coffee cans/oatmeal containers with lids
- Masking tape
- Spoons (metal and plastic)
- Pencils
- Crayons or markers

##### **Directions:**

- Secure lid of container with masking tape
- Decorate container with crayons or markers
- Use the pencil or spoons as drumsticks
- Does the sound change when using plastic and metal spoons?
- Does a coffee can drum make a different sound than an oatmeal container drum?

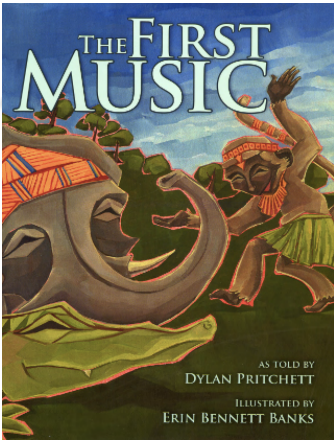
#### **Make a Maraca**

##### **Material:**

- Small juice cans
- Cardboard tube
- Foil
- Rubber bands
- Masking tape
- Dried beans or uncooked macaroni

##### **Directions:**

- Cover one end of tube or can with foil and secure with a rubber band or tape
- Fill the tube with beans or macaroni
- Cover the end with foil and secure with rubber band or tape



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### **Follow Up Activities Continued:**

#### **Make a Comb Kazoo**

##### **Materials:**

- Comb
- Wax paper to fit the comb

##### **Directions:**

- Fold the wax paper in half and place the comb in the fold with the comb's teeth touching the fold.
- Hold paper and comb with the fold facing up.
- Place your lips over the fold and hum a tune as you move the comb from side to side.

#### **Make a Flute**

##### **Materials:**

- Cardboard tube (from toilet paper or paper towels)
- Wax paper cut to fit over the opening of tube
- Rubber bands, pencils

##### **Directions:**

- Punch 3 or 4 holes about 1 inch apart in cardboard tube with pencil.
- Cover one end of tube with wax paper and secure with rubber band.
- Hum a tune into open end while moving fingers over the holes.
- Explore how the sound changes as holes are covered and uncovered.

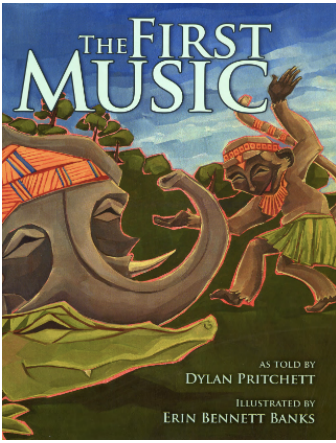
#### **Make Music Bottles**

##### **Materials:**

- Empty drink bottles, pitcher of water

##### **Directions:**

- Line up the bottle in groups by size.
- Pour different amounts of water in each bottle within each group.
- Blow over bottles to create sounds.
- How do different bottles make different sounds depending on the amount of water in each..
- Compare different sized bottles.
- How are the sounds different?
- How does it sound playing the same song with different bottles?
- How does it sound when all of the bottles play the same song at the same time?



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### **Follow Up Activities Continued:**

#### **Exploration with Instruments**

##### **Directions:**

- Use the instruments to play songs together.
- Start playing a tune with just one instrument and add other instruments, one at a time. How does the music change?
- Play two different songs at a time with different instruments. Does it sound like noise or music? If it sounds like noise, why?
- Find a combination of songs that sounds like music rather than noise.

#### **Sounds are Everywhere**

##### **Direction:**

- Teacher instructs students to close their eyes and listen. What sounds can be heard in the classroom?
- Repeat activity in several indoor and outdoor locations.
- Does closing your eyes make it easier to hear the sounds? How are indoor sounds different than outdoor sounds? How might the sounds differ during different times of day? How might they differ during different seasons of the year?

#### **Dance Moves**

##### **Directions:**

- Teacher works with class to show movement and create a vocabulary to describe it (Ex: sway, hop, jump, reach, etc.).
- Students take turns demonstrating a dance action while class brainstorms a name for that action.
- Each student creates a dance and teaches it to a classmate by demonstration and/or describing the moves using the shared dance vocabulary developed by the class.
- Consider: Do you remember the sequence of actions better by watching the actions, by recalling the names of the actions, or by combining both modalities?

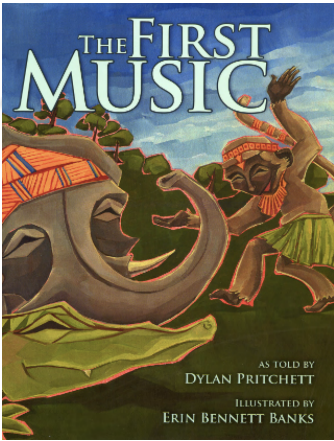
#### **Common Core**

##### **Standards:**

CCSS.ELA-  
LITERACY.SL.K.6

Speak audibly and express thoughts, feelings, and ideas





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### **Follow Up Activities Continued:**

#### Mood Music

##### Materials:

- Paper
- Crayons
- Scissors
- CD's or tapes with appropriate player

##### Directions:

- Each student divides his/her paper into 4 equal parts by folding the paper in half horizontally and then in half vertically.
- Student cuts along the folds so that he/she has 4 rectangular pieces of paper.
- Students draw one happy face, one sad face, one scared face, and one angry face. Each rectangle has a different face.
- Ask students to share situations that cause them to feel happy, sad, afraid or angry.
- Play a variety of music that evokes different feelings and ask students to hold up the face that shows how the music makes them feel. Ask them to explain their response.

#### Websites to Explore

This website contains pictures of animals. Click on the pictures to hear the sounds these animals make.

- [www.seaworld.org/animal-info/sound-library/index.htm](http://www.seaworld.org/animal-info/sound-library/index.htm)

#### Read *Tiger Dances to Turtles Tune*

- Refer to page 38 of *Sing Me a Story: Song-and-Dance Tales from the Caribbean*
- Compare and contrast the turtle with the frogs in

#### Read *The Big Man Drum*

- Refer to page 75 of *Shake-It-Up Tales! Stories to Sing, Dance, Drum, and Act Out*
- There are many opportunities for students to vocalize, drum, and dance

### **Common Core**

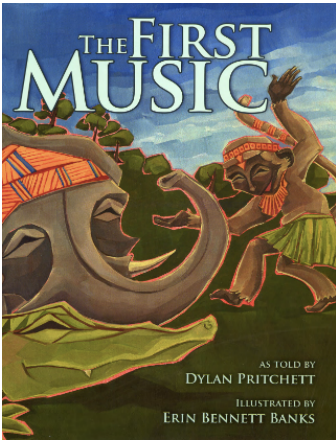
#### **Standards:**

##### CCSS.ELA-LITERACY.W.K.6

Explore digital tools to produce/publish writing

##### CCSS.ELA-LITERACY.W.K.7

Participate in shared research and writing projects



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### **Follow Up Activities Continued:**

#### **Read *The Useless Tree***

- Refer to page 34 of *Wisdom Tales from Around the World* (Heather Forest, August House 1996)
- Compare the tree with the frogs in *The First Music*. How are the story themes similar?

#### **Read *Treasured Time with Five-to-Ten-Year-Olds***

- Refer to page 84-84
- This book includes activities that teach readers about pond life including a song about a frog and instructions to make a "Hoppy Frog."