

## The First Music

As told by Dylan Pritchett

### **Outcome:**

Students will learn about animals and the sounds they make. In addition, they will learn about the sounds people make.

### **Materials:**

Book, *The First Music*  
 Blackboard or whiteboard, 3in x 3in Post-It notes  
 Crayons  
 Drum (or tabletop to serve as a drum)  
 Paper plates, uncooked beans or macaroni, stapler  
 Sturdy low-sided boxes such as shoe boxes, rubber bands  
 Music CD's or tapes and appropriate player  
 Computer with Internet access  
 Tube macaroni, drinking straws, long shoelaces, scissors

### **About the Book:**

#### Guided Reading:

L

#### Lexile Level:

440L

#### Character Traits:

Citizenship  
 Sharing  
 Resourcefulness

#### Region:

Africa

#### ISBN:

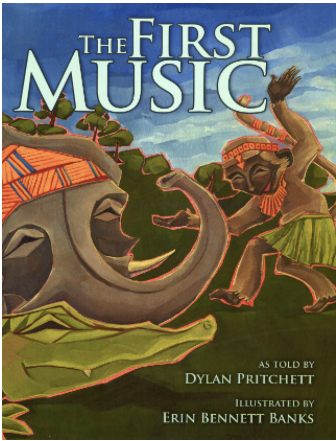
978-0-8748-3776-6

### **Instructional Plan**

#### Introductory Activity:

##### Directions:

- Teacher asks students to name the type of pets they have and teacher records these category responses on the board.
- Ask each student to draw his/her pet on a Post-It note.
  - If students have more than one pet, use more than one Post-It note, or “share” their pets with a student who has no pet.
- Students place Post-It note under the name of the type of pet they have (Ex: dog, cat, etc.).
- Lead the class in counting the number of pets in each category. Record the number.
- Ask students what sound each pet makes.
- Ask students to name other animals and the sounds they make.



## The First Music

Pre-Kindergarten

### **Instructional Plan Continued**

#### **Introductory Activity Continued:**

- Ask students what sounds they can make.
  - Using their voices.
  - Using their body by clapping their hands, rubbing their hands together, slapping their knees, stomping their feet, etc.

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

##### **Directions:**

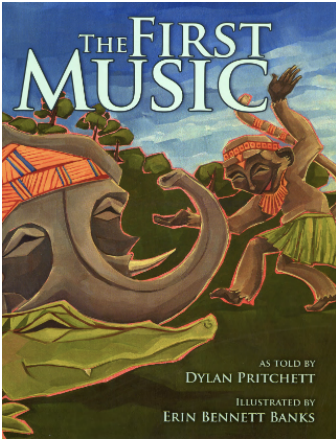
- Teacher informs students they will listen to a story about animals in the African forest. These animals all make some kind of sound. Tell students to listen carefully because they will be asked to describe the sounds these animals make.

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

- What sound does each animal make with its voice? Show animal pictures in book to trigger memory.
- Identify some sounds that the animals made when they did not use their voices. Show picture book to trigger memory.
- What animal was silent? Why?
- What did the animals do on the seventh day?
- What was the new sound on the seventh day?

#### **Questions for Interpretation:**

- How did the forest animals get along? How did they cooperate with each other?
- How are the animal sounds like music?
- How do you feel when you hear music?
- What kind of music do you like?
- What did the animals think when they heard the frog using their voices?
- What did the King Frog mean when he said everyone has something to add when it comes to music?
- What did you like about this book?



## The First Music

Pre-Kindergarten

### **Follow Up Activities:**

#### Simon Says

##### Directions:

- Lead the class in a game of Simon Says using animal sounds and actions
  - Walk like an elephant.
  - Roar like a lion.
  - Hoot like an owl.

#### Rhythm Movement

##### Materials:

- Drum or tabletop to serve as a drum

##### Directions:

- Instruct students to make their feet and body do what they hear the drum doing.
- Play different drum rhythms including fast, slow, loud, soft, etc.
- Make sliding music by moving a hand across the top of the drum.
  - If the drum beats softly, students tip toe around the room.
  - If drum beats loudly, students stomp around the room.
  - If drum stops, students must freeze.

#### Name That Tune

##### Directions:

- Instruct students to sit in a circle and listen carefully to tunes the teacher hums.
- Students guess the tune the teacher hums. Some familiar melodies include: Happy Birthday, Twinkle Twinkle Little Star, Mary Had a Little Lamb, etc.
- Students take turns humming a song for classmates to guess.

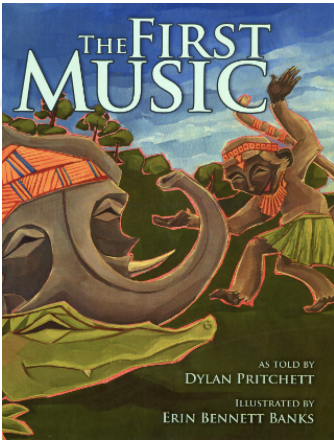
#### Homemade Guitars

##### Materials:

- Sturdy low-sided boxes (shoeboxes)
- Rubber bands
- Crayons

##### Directions:

- Students decorate boxes with crayons.
- Stretch rubber bands of varying lengths and widths over the box.
- Strum the guitar and note how different rubber bands make different sounds.



## The First Music

Pre-Kindergarten

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

#### **Homemade Tambourines**

##### **Materials:**

- Paper plates
- Crayons
- Uncooked beans or macaroni
- Stapler

##### **Directions:**

- Give each student two paper plates and crayons to decorate the back of plates.
- Place a few uncooked beans or macaroni inside one plate and cover it with the other plate turned upside down.
- Staple plates together on the edges.
- Encourage students to play familiar songs with their tambourines.
- Encourage students to create and play their own songs with their tambourines.

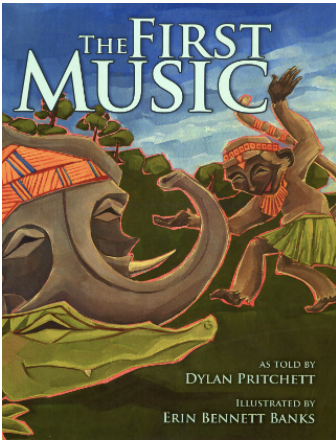
#### **Dance to the Music**

##### **Materials:**

- Tambourines and guitars created in previous activity
- Optional: Music CD's or tapes and appropriate player

##### **Directions:**

- Students take turns playing tunes together with their instruments while classmates dance to their music. Encourage students to play music that evokes different emotions (happy, sad, excited, etc.) so that the dances can convey these emotions.
- Teacher plays music for students, and students share how the music makes them feel as they create a dance to reflect the music.
- Websites with animals and the sounds they make in game format:
  - [www.davisfarmland.com/fun/funsound.htm](http://www.davisfarmland.com/fun/funsound.htm).
  - [www.juliarainbowcorner.com/html/animalgame.html](http://www.juliarainbowcorner.com/html/animalgame.html).



## The First Music

Pre-Kindergarten

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

#### Patterns

##### Materials:

- Tube macaroni
- Drinking straws (various colors)
- Long shoelaces
- Scissors

##### Directions:

- Give each student an assortment of tube macaroni and different colored drinking straws precut into short lengths.
- Students create a pattern of 4 shapes on their table.
- Using the patterns on their table as a guide, students string the straws and pasta onto the shoelace following and repeating their pattern.
- Students show classmates their patterns.

#### Sounds and Silence

##### Directions:

- Teacher chooses two students to be callers.
- One student calls out the word “sounds” and classmates make sounds of their choosing.
- The other student calls out the word “Silence!” and everyone must be quiet.
- Encourage students to vary the time intervals between each command.
- Students take turns to allow each student to be a caller.
- Teacher asks if the class is making noise or making music when the word “sounds” is called out.

#### “Ms./Mr. Jones (substitute name of teacher) Had a Band”

##### Direction:

- Teacher starts the song with his/her name and sings to the tune of “Old MacDonald Had a Farm.”
  - *(Ms./Mr. Jones) had a band, Ee-i-ee-i-oh! And in (his/her) band (he/she) had some (drums)...*
- Song continues with each student’s name starting the song. That student named inserts the name of their instrument and the sound that instrument makes.