

THE FIRST MUSIC

By Dylan Pritchett

Second Grade

Outcome:

Students will learn about the history and art of music.

Materials:

Blackboard or Whiteboard, map or globe

Empty rectangular tissue boxes approximately 9x5 inches long, pens, glue sticks, scissors, paper, tape, rubber bands, pencils

Word Search worksheet

Computer with Internet access

4 chairs

Library books about Africa, thick paper plates, tempera paints, paintbrushes, markers, white unlined paper, construction paper, 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 (Joseph Sherman, August House 1996)

INSTRUCTIONAL PLAN

Introductory Activity:

- Teacher asks students to define the word **music** and records responses on the board.

The word music has multiple meanings:

1. An artistic form of auditory communication incorporating instruments and or voice in a structured and continuous way.
2. Any agreeable or pleasing sounds.
3. Musical activity such as singing, whistling, or humming.
4. A musical composition in written form (sheet music).
5. The sounds produced by musical instruments or singers.
6. Punishment for one's actions (face the music).

- Teacher asks students to define the word **noise** and writes 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 the 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.

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Teacher Reading of Story:

1. Teacher informs students they will be reading a story that takes place in the African forest (Show on map or globe).
2. Ask students to share what they know about Africa and animals from Africa.
3. Teacher passes around one book and assigns two students to read each page.
4. Have students decide in advance which student in each pair will read the sound effects and or dialog 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.
5. Teacher arranges students in a circle so that partners are sitting next to each other and the book can be passed around.
6. Teacher asks students to show the illustration on their page after reading it, before passing the book to the next pair.
7. Teacher reads the author's note to the class **after** the comprehension and interpretation questions have been answered.

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?
- Which sounds did animals not 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?

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 this is true?
- How can the monkey vary the sound that he made with the leaves on the tree branches?
- 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?

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Interpretation cont.:

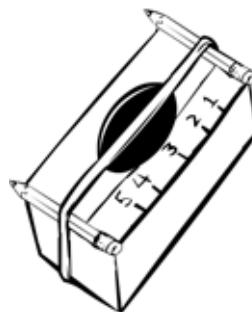
- African folktales usually teach a lesson and share valued character traits. What lesson does this story teach? What character traits are highlighted in this story?
- The animals in this story had a great rhythm together. How is that rhythm shown in the words of the story?
- Did the animal sounds create 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:

- Music by the Numbers

Materials: empty rectangular tissue boxes approximately 9x5 inches long, pens, glue sticks, scissors, paper, tape, rubber bands, pencils

1. Cut paper to make a strip that is 1 inch wide and as long as the length of the box.
2. Fold the strip into thirds and then unfold it. Fold the strip in half, and then fold it into quarters.
3. 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 numbers in sequential order from right to left using five numbers. When complete: 5, 4, 3, 2, 1.
4. 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.
5. 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.
6. Stretch a rubber band around the box and over the pencils. The rubber band should be taut.
7. 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.
8. How does the sound change as you move the pencil?
9. What does moving the pencil do to the rubber band? The pencil makes the band shorter or longer.
10. 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.
11. Work with a partner to play each other's tunes.



- Onomatopoeia

Materials: blackboard, pencil, paper

1. Teacher writes the letters in the word onomatopoeia on the board, but the letters should not be in the correct sequence.
2. Students try to identify this twelve letter word. Teacher gives hints as appropriate.
3. 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.

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Follow Up Activities cont.:

Onomatopoeia cont.:

4. Ask students for examples of onomatopoeia. (buzz, roar, boom, fizz, pop, moo, clang, splash...)
5. Teacher and students review the story searching for examples of onomatopoeia.
6. The words given to animal sounds are examples of onomatopoeia. The words are intended to imitate the animal sounds. These sounds are not perceived the same in all languages or cultures. Although the animals make the same sounds around the world, each language expresses them differently.

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>

Also visit www.factmonster.com/ipka/a0768549.html

- Drums

In Africa, drums play an important part in communication. They call community members to meet and announce news such as births, weddings, and deaths. Different rhythms are used to communicate different events.

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

- Musical Baseball

Materials: 4 chairs, blackboard

1. Divide the class into teams.
2. Teacher asks teams to choose a name and records these names on the board.
3. Students name songs they are all familiar with and teacher records song titles on the board.
4. 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.
5. 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.
6. After a team has 3 outs, the other team has a turn to be "at bat."

- African Riddles

African riddles take the form of statements.

1. 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?) (rhinoceros)
2. Create your own African riddles.

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Follow Up Activities cont.:

- Word Search worksheet

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



Extensions:

- Interview a Friend

The First Music teaches the value of perseverance, or never giving up. It also teaches us that everyone has something valuable to contribute.

Interview a partner using the following suggested questions and/or questions generated by the class:

1. Full name, birthday and age
2. Birthplace
3. Favorite song, musical instrument, color, food, sport, book, and movie
4. Greatest accomplishment or hardest thing you have ever accomplished.
5. Something you have not done and want to do.
6. A time that you had to persevere to accomplish a task.

- Create African Music

Materials: computer with Internet access

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

- Make an African Mask

Materials: computer with Internet access or library books about Africa, thick paper plates, pencils, scissors, tempera paints, paint brushes, markers, white unlined paper, construction paper, beads, shells, feathers, glue, single hole punch, string or ribbon

Masks are an important part of African storytelling.

1. Research African masks and create a mask. <http://www.pbs.org/africa> has useful information.
 2. Sketch a mask design on a piece of paper.
 3. Cut out holes for eyes and nose.
 4. Decorate the paper plate to make a mask.
 5. 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.
 6. Write a story to tell while wearing your mask.
 7. Share your story with the class.
 8. How does your mask help you to tell the story? What does it add to your storytelling?
- Read A Big Quiet House (Heather Forest, August House 1996). Compare and contrast this Eastern European folktale with The First Music. What makes sounds become noise instead of music?

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Extensions cont.:

- Read *Quaka Raja*, page 30, Sing Me a Story: Song-and-Dance Tales from the Caribbean (Grace Hallworth, August House 2002).
Most Caribbean folktales originated in Africa and include chanting, singing, acting out, and dancing. This Caribbean tale is about a clever boy who asks his animal friends to help him drive away an evil man by creating noise. The owls, frogs, wild pigs, parrots, and other birds work together to make their sounds sound like a terrible noise. 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 (Josepha Sherman, August House 1996).

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Name _____ Date _____

Word Search

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

