

# THE FIRST MUSIC

By Dylan Pritchett

Pre-Kindergarten

## **Outcome:**

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

## **Materials:**

Blackboard or Whiteboard, 3 inch x 3 inch Post-it Notes, crayons

Drum (or tabletop to serve as a drum)

Paper plates, crayons, uncooked beans or macaroni, stapler

Sturdy low-sided boxes such as shoe boxes, rubber bands

Music CDs or tapes and appropriate player

Computer with Internet access

Tube macaroni, drinking straws, long shoelaces, scissors

## **INSTRUCTIONAL PLAN**

### **Introductory Activity:**

- 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 or her pet on a Post-it Note.
  - If children have more than one pet, teacher can have them make a Post-it Note for all or just one of their pets, or “share” their pet(s) with a student who does not have a pet.
- Students place their Post-it Note(s) under the name of the type of pet they have (i.e.: dog, cat, fish).
- Teacher leads the class in counting the number of pets in each category and records the number counted next to each category name.
- Ask students what sounds each pet makes.
- Teacher asks students to name other animals and the sounds they make.
- Teacher asks 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....

### **Teacher Reading of Story:**

Teacher informs students that 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 tell about the sounds these animals make.

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## **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 pictures in 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?

## **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 frogs 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?

## **Follow Up Activities:**

- Simon Says

Teacher leads 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

Teacher instructs students to make their feet and body do what they hear the drum doing. Teacher plays different drum rhythms including fast, slow, loud, soft, skipping music, jumping music, and sliding music. 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 the drum beats loudly, students stomp around the room.
- If the drum stops, students must freeze.

- Name That Tune

Teacher instructs students to sit in a circle and to listen carefully to tunes that he/she hums. Students guess the tune teacher hums. Some familiar melodies the students should recognize include: Happy Birthday, Twinkle Twinkle Little Star, Mary Had a Little Lamb, If You're Happy and You Know It, The Wheels on the Bus, and Old MacDonald's Farm. Students take turns humming a song for classmates to guess.

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## **Follow Up Activities cont.:**

- Homemade Tambourines

Materials: paper plates, crayons, uncooked beans or macaroni, stapler

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

Activity adapted from Treasured Times with Five-to Ten-Year-Olds (Jan Brennan, August House 1990).

- Homemade Guitars

Materials: sturdy low-sided boxes such as shoeboxes, rubber bands, crayons

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

- Dance to the Music

Materials: Tambourines and guitars created in previous activities or music CDs or tapes and appropriate player

The animals in the book liked to create music and to dance to their music.

1. 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, bored...) so that the dances can convey these emotions.
2. Teacher plays music for students and students share how the music makes them feel as they create a dance to reflect the music.

- Internet Sites with animals and the sounds that they make in a game format.

[www.davisfarmland.com/fun/funsound.htm](http://www.davisfarmland.com/fun/funsound.htm)

[www.juliasrainbowcorner.com/html/animalgame.html](http://www.juliasrainbowcorner.com/html/animalgame.html)

## **Extensions:**

- Patterns

Materials: tube macaroni, drinking straws (various colors), long shoelaces, scissors

The rhythm in music has patterns. These patterns repeat themselves in songs.

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

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## **Extensions cont.:**

- Sounds and Silence

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

- “Mrs. Jones (substitute name of teacher) Had a Band”

Teacher starts the song with his/her name and sings to the tune of “Old MacDonald Had a Farm.” (Mrs. Jones) had a band, Ee-i- ee- i oh and in her band she had some (drums)....

Song continues with each student’s name starting the song, and the student named supplies the name of the instrument and the sound that instrument makes. Activity adapted from Treasured Times with Five-to Ten-Year-Olds (Jan Brennan, August House 1990).