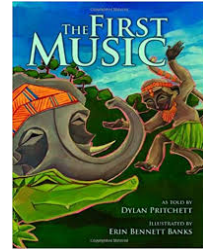


Unit 4: Communicating with Sound and Light



WEEK 3 Day 1

Text Talk
The First Music (video and slides)

Big Ideas	Light and sound travel. Humans and other animals communicate with light and sound.
Weekly Question	How do people and other animals use sound?
Content Objectives	I can identify the key elements of an origin folktale. (R.8.1.a) I can determine and describe the central message of a folktale. (R.5.1.a)
Language Objective	I can build on the ideas of my peers in a group discussion. (SL.1.1.b)
Vocabulary	yelp: to make a short, sharp, cry groan: to make a low moan screech: to make a loud, harsh, squealing noise peer: to look at something moan: to make a long, low sound, often expressing pain croon: to hum or sing in a soft, low voice tinkle: to make a light, clear, ringing sound scales: the small, thin, bony plates covering the skin of a reptile or fish bellow: to shout with a deep, loud, roar prance: to walk or move with springing steps sway: to gently move back and forth ponder: to think echo: sound that comes back to the listener

<p>Materials and Preparation</p>	<ul style="list-style-type: none"> ● <i>The First Music</i>, Dylan Pritchett, slides with video ● Author’s Note, provided at end of this lesson ● Discussion Prompts <p>On the whiteboard write: What natural phenomenon does <i>The First Music</i> explain? What is the central message of <i>The First Music</i>?</p>
<p>Opening 1 minutes</p>	<p><i>This week we will be thinking about how humans and other animals use sound. Today we are going to read a story written and told by Dylan Pritchett, called The First Music. He wrote this folktale inspired by stories told over and over again in the West African countries Senegal and Ghana.</i></p> <p>Set a purpose for reading. <i>In our study about animals, we read an origin tale called How Chipmunk Got His Stripes. This story is an origin tale because it explains the origin, or beginning, of a natural phenomenon—why chipmunks have a black stripe down their backs.</i></p> <p><i>This origin tale is called The First Music; what natural phenomenon do you think it explains? [where music comes from]</i></p> <p><i>This story also explains a phenomenon about one specific animal and its sounds; let’s read to find out! As we read, we’ll identify elements of a folktale: the problem, resolution, and central message.</i></p>
<p>Text and Discussion 14 minutes</p> <p>Slide 1 (video), Read 1</p>	<p><i>Instead of reading a book, we’ll watch a video version of the story. In some West African storytelling traditions, the people listening to the story join in. You can try this, by joining in when the animals are making sounds. Doing this might help you discover when the sounds become music.</i></p> <p>Play the full video without stopping. Encourage children to participate in the storytelling by joining in with animal sounds; balance this with making certain that all of the children are able to hear the full story.</p> <p>Facilitate a discussion using established Discussion Prompts. <i>At what point in the story do you think the sounds became music? Why do you think so?</i></p> <p>After children share ideas, replay related clips of the video for reference.</p>
<p>Slide 1 (video), Read 2</p>	<p><i>Now we’ll watch and listen to the story again. This time, listen for the problem in the tale and how it’s resolved. When you notice that</i></p>

	<p><i>the problem is introduced, put up your thumb. We'll pause the video there.</i></p> <p>Play the video, and pause at 2:43, after the frog describes the problem. Survey the group for thumbs up. <i>Let's listen to that part again.</i></p> <p>Replay from 2:26 to 2:43. <i>Now, turn and talk with your partner about what the problem is.</i></p> <p>Play the rest of the video, inviting children to chime in with each animal's musical sounds. <i>The problem was that the frogs felt they could not make music. Turn and talk with your partner about how this problem was resolved.</i></p>
<p>Key Discussion 5 minutes</p> <p>Slides 2 and 3</p>	<p>Show the slides, and invite children to chorally read each text excerpt.</p> <p>Facilitate a whole group discussion. Encourage children to reference key details, both from the video and from the text excerpts. <i>What phenomenon does The First Music explain? [why frogs sing at morning and night, how music came to be]</i></p> <p><i>Why do you think that people would tell this story over and over again? What's the message they want to tell? [anyone can make music, everyone can contribute to music made by a group]</i></p>
<p>Closing 4 minutes</p> <p>Slide 4</p>	<p><i>You have identified what this tale teaches us—its central message. Let me read you part of Dylan Pritchett's author's note to explain what inspired him to write this story.</i></p> <p>Show the photo of the author and read the author's note aloud. <i>How did the author's note add to your understanding of the folktale's message?</i></p> <p><i>We'll continue to think more about music this week as an important way people use sound.</i></p>
<p>Weekly Question Chart 1 minute</p>	<p>Introduce the Weekly Question chart. <i>Our question this week is: How do people and other animals use sound? How did the animals in this story use sound? We can record our ideas here. [The animals in this story make music for enjoyment and to build community].</i></p> <p><i>We can add more to our chart during the week.</i></p>
<p>Standards</p>	<p>R.5.1.a Retell texts, including details about who, what, when, where, and how; demonstrate an understanding of the theme.</p> <p>R.8.1.a Explain major differences between texts that tell stories and texts that give information, drawing on various text types.</p>

	<p>SL.1.1.b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p>
<p>Ongoing assessment</p>	<p>Listen to children’s responses during whole group conversation and Think, Pair, Share.</p> <ul style="list-style-type: none"> Do children identify the natural phenomenon explained in the folktale? Do children use details from the story to determine the central message? Do children show the meaning of sound verbs through acting? Do children build on the ideas of their peers during the whole group discussion?

Notes

Author's Note (2006)

Dylan Pritchett's website tells us, "As the past president of the National Association of Black Storytellers, Dylan is dedicated to passing on the rich African oral tradition of storytelling."¹

Dylan provided an author's note on the last page of *The First Music*. Here is part of his message:

Africa enthralls me. My curiosity about its culture took me there; the people, music, and feeling of being home keeps me there. When I returned from my first trip there, storytelling was no longer something to do from head to mouth, but rather an art form filled with heartfelt purpose in teaching children of all ages. I knew that sharing and telling stories was what I wanted to do as my life's work.

Without stories we would have no way of passing on our history and lessons learned. To hear the rhythm of the story is to be part of it. *The First Music* was inspired by listening to the pulse of drums, which is constant in the everyday social life of West Africa. I heard the swish of the shakers as leaves on a tree, and the tones of the log drums pierced my ears if I stood too close. I remember also the eerie night time sounds resounding from a nearby lake. Those are the sounds I heard while in Dakar, Senegal and Accra, Ghana. Those sounds are part of everyday life there and were the same sounds of our ancestors first heard. Those were the sounds that the human ear heard as its very first music!

¹ <https://www.augusthouse.com/dylan-pritchett>