

Max Found Two Sticks

THE CLEVELAND ORCHESTRA
LEARNING THROUGH MUSIC

MATERIALS & SETUP

Book: *Max Found Two Sticks* by Brian Pinkney

CONNECTIONS TO OH STANDARDS

FINE ARTS



- **2CE** Explore steady beat, rhythm and meter.
- **3PR** Read, write and perform using eighth notes, quarter notes and quarter rests.
- **4RE** Connect concepts shared between music, other art forms and other curricular subjects.

LANGUAGE ARTS

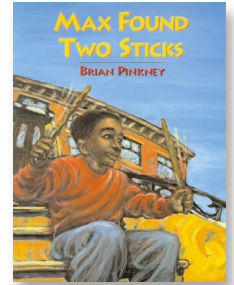


- **RL.1.3** Describe characters, settings, and major events in a story, using key details.
- **RF.1.2** Demonstrate understanding of spoken words, syllables, and phonemes (sounds).
- **RF.1.3** Know and apply grade-level phonics and word analysis skills in decoding words.

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Learning Objective: Students will identify syllables, and find and demonstrate the connections between sound and rhythm.

ACTIVITY (15-20 minutes)



1. Read the story *Max Found Two Sticks*.
2. Ask the students to list some of the things Max played with his sticks (a bucket, soda bottles, garbage cans, etc.)
3. Define rhythm: patterns created with long and short sounds as well as silence; the sound of every syllable in a poem. Define beat: a steady, unchanging pulse; the “heartbeat” of a song or poem.
4. Demonstrate with Humpty Dumpty by reciting the poem while clapping the beat. Every syllable represents the rhythm, while the beat is unchanging.
5. Introduce rhythm in music notation. A quarter note is one beat (♪). Two equal eighth notes is one beat (♪♪). A quarter rest is one beat of silence (♫).
6. List different things Max played with his sticks, one or two syllables. If a word is one syllable, it is a quarter note (one syllable in one clap). If a word is two syllables, the word is two eighth notes (two syllables in one clap). Make a chart like the one below for the class to see the rhythmic patterns.

MAX'S FOUND INSTRUMENTS	RHYTHM
Bran-ches	♪
Bu-cket	♪
Hat Bo-xes	♪ ♪
Drum Sticks	♪ ♪
Gar-bage Cans	♪ ♪
So-da Bot-tles	♪ ♪

7. With a steady, clapping beat, call and respond with the class all of Max's Found Instruments with a quarter rest between the call and response. e.g.

TEACHER		CLASS		TEACHER		CLASS	
(clap)	(clap)	(clap)	(clap)	(clap)	(clap)	(clap)	(clap)
Bran-ches	...	Bran-ches	...	Bu-cket	...	Bu-cket	...
♪	♫	♪	♫	♪	♫	♪	♫

(over)



e. Decode two-syllable words following basic patterns by breaking the words into syllables

REFLECTION

1. Did the student listen and respond to aural cues?
2. Did the student play a variety of rhythms accurately?
3. Did the student identify the relationship between syllables and rhythm?

