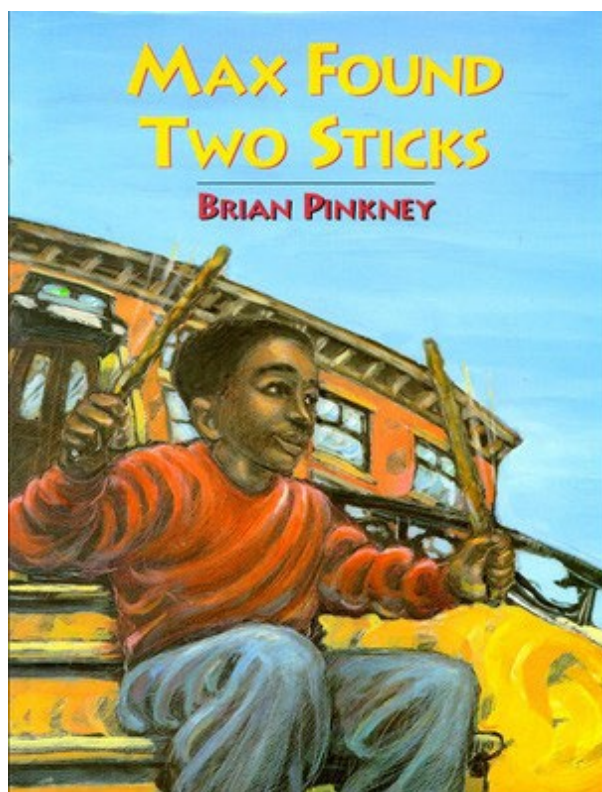


# MAX FOUND TWO STICKS

EDUCATOR GUIDE 2023



## Kinder Konzerts at Orchestra Hall



**FRIENDS** OF THE  
MINNESOTA ORCHESTRA



## **WELCOME TO KINDER KONZERTS**

We are so happy you are attending Kinder Konzerts! An educational program of the FRIENDS of the Minnesota Orchestra, Kinder Konzerts are designed to help preschool–aged children experience the wonderful world of music, storytelling, and instruments of the orchestra.

Kinder Konzerts at Orchestra Hall has two components:

### **1. The Sound Factory**

In the Sound Factory, volunteers lead a hands-on music lesson. In the Sound Factory, all children will play a violin, a cello, and a snare drum.

### **2. Onstage Concert**

Children sit on the stage at Orchestra Hall, where they are an audience for a concert that was designed especially for them! An ensemble of eight Minnesota Orchestra musicians and a narrator introduce their instruments and perform a special composition based on a children's book.

All Kinder Konzerts activities are designed around these learning goals:

- Children will enjoy the magic and beauty of music.
- Children will learn about, identify, and experience making sounds on instruments.
- Children will develop active listening skills and participate in the musical experience as a member of an audience.
- Children will understand that music can tell a story and strengthen emerging literacy skills through musical experiences.
- Children will explore “found sounds” and create music using them.

Work that you do in the classroom before and after your visit to Orchestra Hall is a key factor in assisting children to successfully reach these goals.

This Educator Guide will provide ideas and resources to prepare for, experience, deepen, and reinforce the event and the learning goals listed above. Thank you for helping to bring the joy of music to a new generation!

Special thanks to Joanna Cortright, Djenane Saint Juste, and David Davis for contributing their knowledge and expertise to this Guide.

Katie Condon  
Education Consultant, Friends of the Minnesota Orchestra

## PREPARING FOR THE BIG DAY AT ORCHESTRA HALL

The day of Kinder Konzerts at Orchestra Hall is exciting for everyone, with lots to see and hear. Help children prepare for the event by letting them know what to expect. Here are learning activities to use in your classrooms.

### 1. Talk about the big day.

Anticipate the sequence of events and plant seeds. Emphasize new vocabulary. Here are some helpful talking points:

- In a few weeks, we will take a special trip to a building made just for music. It's called **Orchestra Hall** because an orchestra plays there – the **Minnesota Orchestra**.
- We'll ride a bus to downtown Minneapolis. We'll see some big buildings. What else do you think we might see?
- Orchestra Hall has many large glass windows on the outside. We'll walk through glass doors into a **lobby**. We will meet a friendly **guide** who will teach us about music, help us find our way around, and lead us through the day.
- After we gather in the lobby, we will go to two places: the **Sound Factory**, where we will create sounds and make music, and the Orchestra Hall **stage** where we will hear the concert.
- In the Sound Factory, we will sing songs, learn about finding sound in everyday "stuff," and play **instruments**, including a **violin**, a **cello**, and a **snare drum**.
- We'll walk through doors to a big room and notice **big blocks** or **cubes** on the wall and ceiling. The cubes help sound bounce around the room so everyone can hear the music.
- We'll go up some steps and sit on the stage. When we are onstage, musicians will play their instruments and tell us about how their instrument makes sound. A storyteller will tell the musical story of *Max Found Two Sticks*.

### 2. Watch the Trip To Orchestra Hall slideshow.

This provides images and language to prepare students for what to expect on the big day. At the end of the slide show, you will see pictures of the instruments musicians will play onstage at Orchestra Hall.

### 3. Introduce the word 'audience'.

Ask students how they listen to music with their family. There are many different ways to watch and listen to music. When we watch and listen to music, we are members of the audience. Ask if they have heard this word. Explain that an audience has a job. The job of an audience can be a bit different, but an audience always gets to watch performers, listen to music, and use their ears to really notice sounds. Frame it as a fun, active task. Then, sing an audience song!

# WE ARE THE AUDIENCE

Katie Condon



We are the aud-i-ence, it's our job to lis - ten, let all your wig-gles out be -



fore the mu-sic be - gins. (WIGGLE!!!) We are the aud - i-ence, it's our job to



lis - ten, feel your bod - y qui - et down, so sounds can come in.

## 4. Host classroom concerts to practice watching and listening.

Invite students to perform for one another. Invite parents, grandparents, siblings, or special guests into the classroom to perform. Have a listening party where you play a favorite piece and practice letting all the sounds come in.

## 5. Use lessons from this Guide to learn more about Max and his story.

Doing work to promote story comprehension and sound exploration will enhance learning of key concepts.

## 6. Explore instruments you will see and hear at Orchestra Hall!

Find printable pictures of these instruments at the end of the [Trip To Orchestra Hall](#) slideshow. Instruments played in *Max Found Two Sticks* are listed below.

- Clarinet
- Bassoon
- Trumpet
- Trombone/Bass Trombone
- Violin
- Cello
- Concert percussion
- Found object percussion

## 7. Create classroom bulletin boards featuring these instruments.

Use this [Spotify playlist](#) to hear examples of each instrument. Practice listening to each instrument and finding the corresponding picture.

## TEACHING THE STORY

Children who come to Kinder Konzerts with prior knowledge and basic understanding of the story and ideas in *Max Found Two Sticks* will have an enhanced Sound Factory and concert experience.

The following activities also support age-appropriate literacy and learning goals. Enjoy exploring literacy connections with your students. Please modify and customize these lessons as needed to meet your own classroom learning goals.

### 1. Read the Book.

Read the book to students. Go slowly, noticing details. Ask questions, such as:

- Why do you think Max didn't feel like talking to anyone?
- What did Max do with the sticks he found?
- What were some of the sounds Max heard in his neighborhood?
- What things did he use to make his own sounds?
- Was the first marching band—the one in the clouds—a real marching band?  
(No! It was in his imagination!)
- Was the marching band on the street at the end a real marching band?  
(Yes!)

Read it again. Ask students to narrate events just using the illustrations as prompts.

### 2. Focus on an important vocabulary word: *Imitate*.

Explain that Max heard sounds in his neighborhood and tried to make the same sounds with his sticks. When we try to copy or echo a sound or an action, we say we “imitate” that sound or “imitate” that action. Choose a simple action and ask students to imitate your motions.

### 3. Use the new vocabulary word to reinforce a key concept.







Remind students that Max did two things. Max noticed and heard sounds in his neighborhood, and then Max imitated or copied those sounds with his two sticks. Go through the book again, noticing how:






- Max used sticks to *imitate* bird sounds. Can you imitate a bird sound with your voice?
- He used sticks on a bucket to *imitate* rain sounds. Can you imitate the sound of raindrops with your fingertips on a tabletop?
- He used sticks on hat boxes to *imitate* the sounds of an imaginary marching band. A hat box is like a shoebox, but it's for a hat instead of shoes. What is a shoebox, or a hat box made of? Yes! Cardboard. Can you imagine what that might sound like?
- He used sticks on glass bottles to *imitate* the sound of church bells. What might happen if you tapped hard on glass? That's right, it might break! So, I bet Max tapped lightly on the glass bottles.
- He used sticks on a metal trash can to *imitate* the sounds of an elevated train. Do you think that was a loud or soft sound?
- He used his sticks to *imitate* sounds he heard from a real marching band. Can you imitate the sound of marching footsteps by marching in place with me?

**4. Use visual images to reinforce story sequence.**

Print out images of the sound sources Max heard in the neighborhood and the corresponding objects he used to imitate those sounds. (or create your own.) If possible, laminate them. Images are shown below, and printable versions are at the end of this guide.

Use the image cards like flash cards with children to secure recognition and identification of each object. Shuffle the cards and ask questions to help children put them in story order.

Two Sticks	Bird Sounds	Bucket	Raindrops	Hat Boxes	Imaginary Marching Band
					

Glass Bottle	Church Bells	Trash Can	Elevated Train	Real Marching Band
				

**4. Engage in imaginative play and vocalization to re-enact story sequence and events.**

Using the image cards as prompts, tell students to act out what they see as you flash each card. Slowly raise a card and use language to direct as necessary.

**5. Sing a sequence song for reinforcement.**

**TWO STICKS**

Katie Condon



Max found two sticks, two sticks, two sticks, Max found two sticks, on the ground.

## **6. Explore like Max did!**

Distribute “two sticks” to each student. Instead of actual sticks, consider using craft sticks, chopsticks, or ask students to pretend that two of their fingers are sticks.

Begin by using the sticks to tap a steady beat along with the Max song. After singing through once, remind students that Max played on a plastic bucket. Ask them to use their eyes to notice something plastic, then tiptoe to that object and gently tap while singing the Max song. Repeat with cardboard and metal objects. Contain energy and excitement by modeling slow, deliberate movement and tapping lightly. End by “marching like a marching band” back to the circle before collecting the sticks.

## EXPLORING MUSIC

Use the following activities in your classroom in order to prepare your students for the Kinder Konzerts experience and to help them cultivate deep listening and appreciation of sound.

Exploration and experimentation are at the core of these lessons. Lead with creativity and curiosity. Enjoy discovering a sound world in your classroom.

### **1. Define and explore “found sounds” and discuss object function.**

Found sounds are sounds made by everyday objects—things not generally thought of as traditional instruments.

Begin by connecting back to the book. Remind students that in *Max Found Two Sticks*, Max played a bucket. Do you ever use a bucket at home or at school? How do you use a bucket? People in different places in the world might use buckets for different things.

After discussing how buckets are used around the world, find a bucket and start to brainstorm all the different sounds a bucket can make. Demonstrate multiple ways of making sounds, such as tapping with fingertips, using a pencil like a drumstick to tap on it. Tap on different places and notice how the sound changes on different parts of the bucket.

Together with your students, gather additional items. Discuss their use and then begin to think about how these things make sound.

Here is some sample language and ideas to get you started.

- Open and close a pair of scissors. Can you move them faster, slower?
- Find some toy blocks—what sounds do they make? How many different sounds can you make with them?
- Paper makes interesting sounds. Cut it, crumple it, tear it.
- Pots, pans, and utensils make sounds. Create a kitchen symphony.
- Tap chairs, table, floor, milk cartons with a stick. Compare the different sounds.
- Sit quietly and listen to the environmental sounds in your school. Make a list of the sounds: fans or air conditioners, outdoor traffic, other children in nearby classrooms, etc.

### **2. Collect and categorize found sounds.**

Develop a deeper awareness of found sounds by grouping them into categories. Listening to and analyzing the sounds made by various objects help students develop awareness of timbre. Create categories based on the material from which the object is made.

Categories might include:

- Wood sounds
- Metal sounds
- Paper sounds
- Plastic sounds



Create labeled boxes to keep your orchestra of found objects organized. It's a great way to practice sorting.

Construct instruments from trash such as yogurt containers, seeds, pasta, boxes, rubber bands, small bells, sand, sandpaper. Use these sounds to accompany short stories and poems. For example, swishing sounds might fit a song about rain, or thumping sounds might go well with a story about an elephant.

### 3. Have a “found sound” parade.

Remember that Max imagined a marching band, and then saw a real one at the end of the story. Practice marching with imaginary instruments. Explain that marching bands start and stop together. Use a cue like, “one, two, ready, march” to establish tempo, and “one, two, ready, STOP” to finish marching.

Once the group has mastered marching, add found object instruments to the parade!

### 4. Optional extension: Create “ABA” compositions using found sounds.



Music is full of patterns. Many songs and instrumental pieces follow a pattern of “same-different-same.” We hear one thing, then something different, then the first thing again. Musicians show this pattern by writing “ABA.”



Create some ABA compositions with your students. You don't need to notate music—just use a grid to help organize ideas. Reinforce difference with color changes.

Directions on the grid can be very specific or a little more open-ended.

A	B	A

Use songs and sounds from your classroom and this curriculum to create ABA compositions. Practice and perform your ABA compositions in the classroom. See a few examples on the next page.

A	B	A
<p>10 counts bird sounds</p> 	<p>SING:</p> <p><i>Max made two sticks, two sticks, two sticks, with the two sticks, that he found.</i></p>	<p>10 counts bird sounds</p> 

A	B	A
	<p>SING:</p> <p>A favorite classroom song.</p>	

A	B	A
		

## VISUAL ART CONNECTIONS

The illustration in *Max Found Two Sticks* is created by using a technique called scratch art. Help students connect, review, and discuss the art in the book with students and then create your own.

1. Explain the technique. Tell students that in the book *Max Found Two Sticks*, author and illustrator Brian Pinkney used a special artistic technique called scratch art to create the pictures.
2. In scratch art, there is a layer of bright color, then a black layer on top of that. With a toothpick or paper clip, the artist scratches away the black to reveal the color underneath. Look at pages of *Max Found Two Sticks* and notice the “scratch marks.”
3. Ask students to imagine a scene from *Max Found Two Sticks* or ask them to imagine a scene they might see sitting outside their house. Use scratch paper and toothpicks or paper clips to scratch away the black paint, revealing the bright colors below.
4. To make scratch art, you need special scratch art paper. Buy it at an art supply store or make your own. NOTE: You must make the paper a day in advance of when you plan to use it.

### Instructions for making scratch art paper:

#### MATERIALS NEEDED

- Crayons
- Paper (or white tag board) for every student
- Black tempera paint
- Liquid soap brushes (foam brushes work best)

#### PROCEDURE

- Students color their paper in bright colors. Encourage multi-colored patterns, like stripes. They should press hard and leave no white on the paper.
- Pour some black tempera paint into a large bowl and add a few drops of liquid soap. The soap makes the paint adhere to the crayon-covered paper.
- Using an inexpensive foam brush, paint over all of the crayon-covered papers. Let dry overnight. When paint is dry, the scratch art paper is ready to use.

## **ADDITIONAL RESOURCES: Picture Books with Musical Connections**

Brian Pinkney's story about Max inspires and encourages children to make their own music, just like Max. The books below are about other children and families who make music. We hope they encourage your children to be music makers.

***Listen: How Evelyn Glennie, a Deaf Girl, Changed Percussion*** by Shannon Stocker (2022)  
London: Puffin Books, a part of Penguin Random House, UK. (softcover)

Shannon Stocker, musician, and author survived a life-threatening disease as a child. This motivated a book about percussionist, Evelyn Glennie. The story tells how Glennie loved making music as a child but began to lose her hearing when she was 8 years old. It details her perseverance as she met huge challenges and continued playing. Today, she performs all over the world as a famous solo percussionist. Make sure to read Glennie's letter to children at the end of the story.

***My Family Plays Music*** by Judy Cox (2015)  
New York: Holiday House. Fifteenth Anniversary Edition.

A young girl lives in a family of music-makers. Her relatives play bluegrass, country western, on church organs, in orchestras, and in music groups that play jazz, rock n' roll and other styles of music. She tells listeners how she plays along with everyone, using percussion instruments from her collection. Culturally diverse characters and music, and lively colorful illustrations. Introduces the words for many musical genres.

***Drum City*** by Thea Guidone (2010)  
New York: Dragon Fly Books/Random House. (softcover)

Children gather up all kinds of 'found sound' instruments for drumming and playing. Together they form a parade through town. Presented with rhyming words over steady pulse. Vocabulary words for sounds and sound-making. Good to read in rhythm. Children can play along. Culturally diverse characters.

***I Got Rhythm*** by Connie Schofield-Morrison, illus. by Frank Morrison (2014)  
New York: Scholastic, Inc.

A young girl hears rhythm all around her. She moves and creates body sounds for what she hears in her world. Everything makes music! She finally bursts into a dance and her friends join in. An enjoyable book for improvised movement and playing instruments. Culturally diverse characters.

***Change Sings*** by Amanda Gorman (2021)  
New York: Penguin/Random House.

Gorman makes music into a metaphor for change: "*I can hear change humming/In its loudest, proudest song./I don't fear change coming/And so I sing along.*" Written by the 2020 Inaugural poet, the book has beautiful illustrations of child musicians (guitar & tuba) doing their part to help others. Other children join their "movement" until they form a marching band that reaches out to do good things for their community. Culturally diverse characters.

***Sing, Sophie!*** by Dayle Ann Dodds (1997)  
Cambridge MA: Candlewick Press.

A picture book about making music by singing. Sophie is a “wanna be” cowgirl singer who sings her heart out... but is usually ignored. Until one night when Sophie’s singing solves a big family problem. Teachers who love cowboy music will have fun singing parts of the book with children.

***The Mermaid and The Whale: Lasirèn ak Labalèn/La Sirène et La Baleine/La Sirena y La Ballena*** by Djenane Sainte Juste (2020)

Enjoy this re-telling of a traditional Haitian folk tale by musician, dancer, and educator Djenane Saint Juste. See a video version of this story, performed by Afoutayi, [here](#).

# TWO STICKS



# BIRD SOUNDS



# BUCKET





# RAINDROPS



# HAT BOXES



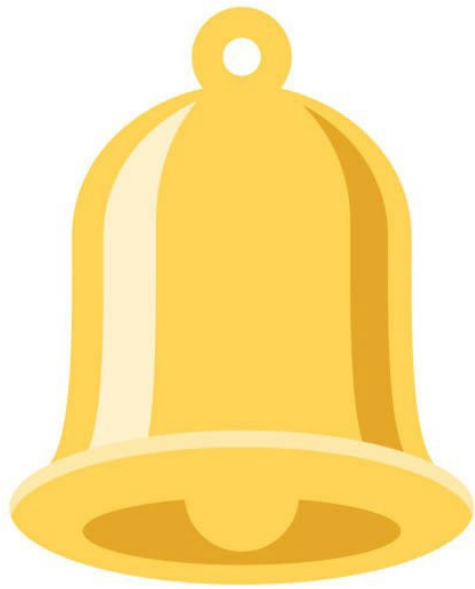
# IMAGINARY MARCHING BAND



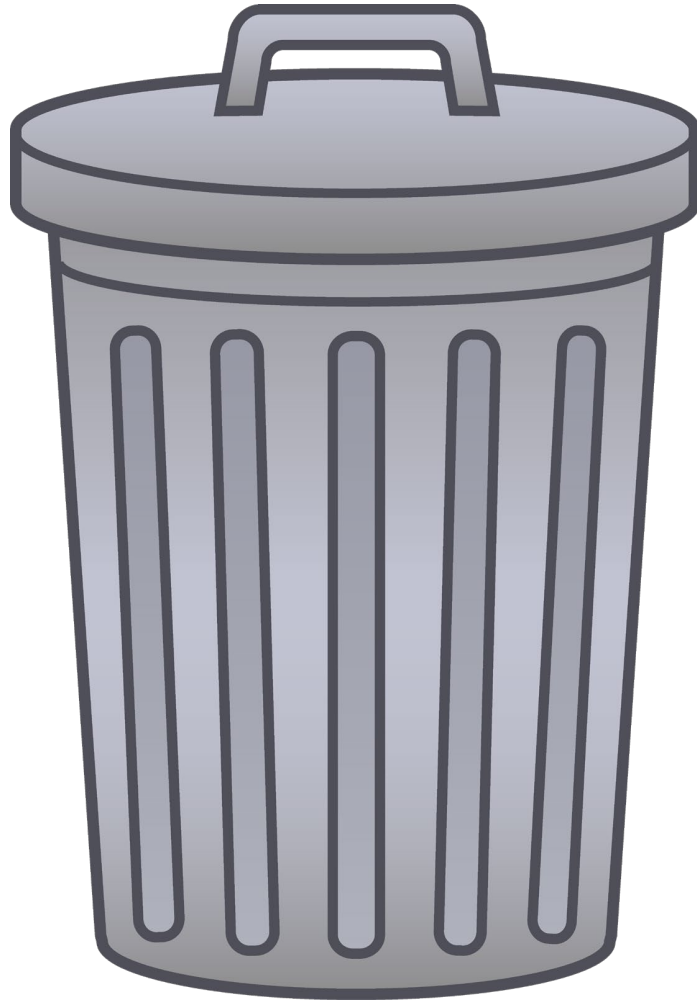
# GLASS BOTTLE



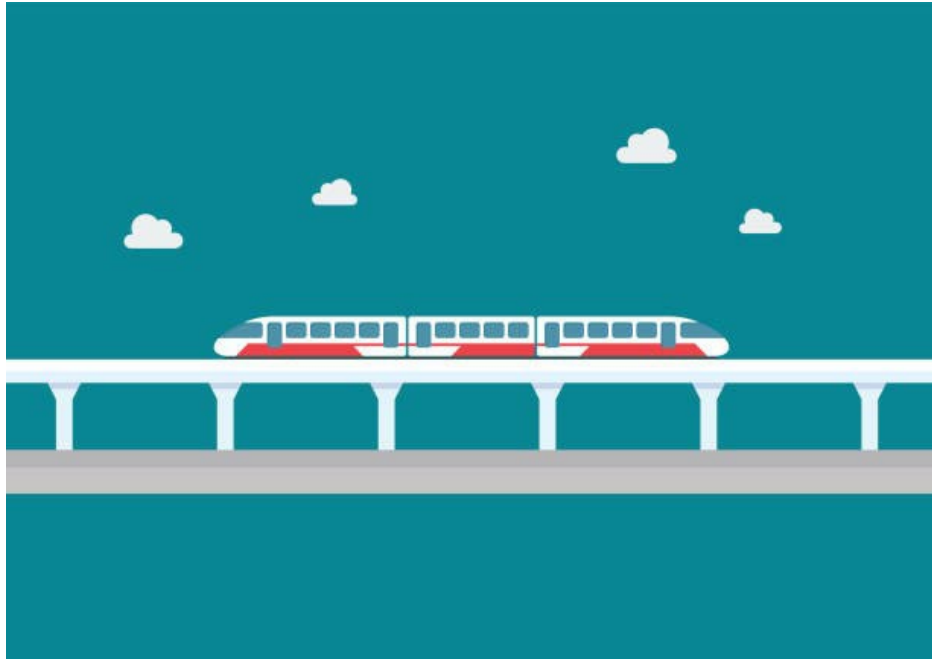
# CHURCH BELL



# TRASH CAN



# ELEVATED TRAIN



# REAL MARCHING BAND

