Facilitation Guide

Who's on First
Wit & Wisdom Lesson 2

EXPERIENCE OVERVIEW

This activity uses the collective Call and Response song form to engage students in the module text and comedy routine, "Who's on First?," quoting from the text while also building classroom rapport by fostering collaboration and self/social awareness.

Standards

COMMON CORE STATE STANDARDS
CCSS.ELA-Literacy.RL.5.1 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
CCSS.ELA-Literacy.RL.5.4 - Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
CCSS.ELA-Literacy.W.5.5 - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 here.)

NATIONAL ARTS STANDARDS
MU:Cr1.1.5a - Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical).

Getting Ready

LEARNING OBJECTIVE
- This activity uses the collective Call and Response song form to engage students in the module text and comedy routine, "Who's on First?" in alignment with the CCSS learning targets outlined in lesson 2 of the 5th Grade Wit & Wisdom Module, "Word Play." In addition, this activity helps build classroom rapport by fostering collaboration and self/social awareness (CASEL, 2022).

STRATEGY
- Call and Response is both an engagement tool and technique for deepening content memory. It's also important to note that as one of the first song-making activities of the unit, the entry point for music-making is easy and fun in order to give everyone a little confidence and show how simple music-making can be for just about anyone.

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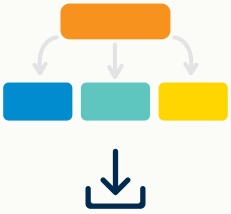
ARTS EVERY DAY
IN BALTIMORE CITY PUBLIC SCHOOLS

ARTS INTEGRATION MATERIALS



CONCEPT MAP

VIDEO PLAYLIST

REFLECTION

HANDOUT

MATERIALS
GOOGLE FOLDER

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ARTS EVERY DAY
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TEACH

Directions

1. Students watch and listen to the **module text "Who's on First?"** As they do, students are instructed to take Notice and Wonder notes in their journals.
2. After viewing the text and collecting their notes, the teacher leads a discussion of what the students observed and the questions they had. The teacher instructs each student to **circle ONE** of their Notices or Wonders.
3. The teacher explains that we will now **create a song together** about our observations and questions.
4. The teacher taps out a beat on their legs or on the top of the desk. After several measures, they invite the students to join in. The tempo (or speed) should be moderate like the ticking of a clock.
5. The teacher counts 1 – 2 – 3 – 4 several times to help students understand the bar (or measure) and establish a beat for the song.
6. The teacher sings (or speaks) the line "Who's on First?" starting on the 1st tap of the measure. This is going to be the **Response**. The three words, *Who's on First*, should fall on the first three beats. This will probably begin to happen naturally.
7. The teacher invites the class to join in, adding the lyrics to the beat, to get the feel of it.
8. Once everyone is comfortable with this, the teacher explains that the **Call,** or alternate lines, will be the Notice or Wonder the students circled from their notes. The teacher provides a model using an example from one of the students' own notes.
9. Students practice reading their chosen note aloud, and the teacher assigns the order the **Calls** will move in (note: setting up the physical environment with a circular seating formation may be helpful). Students are reminded that after each individual **Call** line, all students sing the **Response, "Who's on First?"**
10. Once the directions are clear and everyone understands the concept, begin the song with a **Call** from one of the students followed by the **Response** "Who's on First?" by all.
11. Go around until everyone has had a chance to participate.

VIDEO TUTORIAL

HANDOUT

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Extension

1. **Rhyming lines:** Students can write a rhyming couplet (two lines that end in a rhyme, also known as an A/A pattern) about the text. The student would **Call** their first line to the class, and the class would **Respond** with "Who's on First?" Then, that same student would **Call** out their second (rhyming) line, and again the class would **Respond** with "Who's on First?"
2. **Word meaning:** Bring students' attention to the Deep Dive vocabulary terms present in the text, like the word "peculiar." Have each student write a **Call** line using the word in their own sentence or stating a synonym for the word.
3. **Homophones:** With students, identify the words in the text that also exist as homophones. Students work in teams to create a **Call** line using one of the identified homophone pairs.
4. **Chorus creation:** To extend the song form, the class could create a **Chorus** to be sung after every 3 - 4 students share their **Call.**

Chorus example:
Tell me, can you tell me?
Who's on First?
Tell me, can you tell me?
Who's on first?

Additional Resources

Below are some examples of how Call and Response songs show up in many gospel, jazz, African children's music, rock and roll, and work and protest songs. We highly encourage you to share these works with your students, and they can even be used to play in the background while students prepare their lines.

- Georgia Sea Island Singers - Pay Me My Money Down (singing starts at :30)
- Call and Response in Gospel Music
- Drum and Piano Call and Response
- School Children Kenya call and response
- Oh zim zim
- No justice no peace