

THE DRUM

By Rob Cleveland

Kindergarten

Outcome: Students will demonstrate an understanding of the story through the use of discussion, auditory comprehension, public speaking, illustration, and phonics.

Overview: Students will read and explore a folktale from India while utilizing interdisciplinary connections in language arts, art, cooking, reading, and character education.

Materials:

Book The Drum

Scissors, lined paper, unlined paper, crayons, markers, cardboard tubes, tape, whole-wheat tortillas, butter, sugar, plastic knives and spoons, napkins, and plates.

Assessment Tools:

Drum Phonics worksheet

Copying Sentences worksheet

Matching Letters to Sounds worksheet

INSTRUCTIONAL PLAN

Introduction:

- Teacher asks students if they have heard of the “Golden Rule” (Do unto others as you wish them to do unto you) and what it means. Students are asked to tell about a time that they did something nice for someone.
- Teacher asks students what the following proverb means; “Whatever you do comes back to you” (If you do something nice for someone else, something nice will eventually happen to you.). Teacher shares a personal experience relating to this proverb with class and asks students if they have had the same experience.
- Each student receives a copy of The Drum.
- Introduce the story by holding up the book and reading the title, author, and illustrator.
- Teacher reads story as students follow along in their books. Teacher asks students to fold the pages of the books so that only 1 page shows at a time.
- Teacher pauses on the following pages to ask students to predict what will happen next: 7, 9, 11, 13, 17, 22, 24, 29, and 30.

Discussion Questions to Assess Comprehension:

- What was the boy’s secret wish?
- What did the strange little man give the boy’s mother?
- What did the bridegroom give the boy?
- When the boy gave all of his things away did he expect to get anything in return?
- The boy was very poor and did not have many things. Do you think it was hard for him to give away the stick, bread, pot, coat, and horse?
- If you had to buy these items which would cost the most money?

THE DRUM

By Rob Cleveland

Kindergarten

Discussion Questions to Assess Comprehension cont.:

- Which would cost the least amount of money?
- Do you think the stick was magic?
- What lesson did you learn from this story?

Phonics:

- Phonics

An activity for differentiated learning.

Review the difference between vowels and consonants. Explain that when two consonants are together, touching, they create a blend. We hear both letter sounds.

Group A- Drum Phonics Worksheet

Directions: Cut out the drum, the letter strip, and slits in the drum (to the left of **um**).

Feed the letter strip into the slits in the drum. Students practice with a partner reading the **um** family words created by pulling the strip through the opening.

Group B- Complete worksheet as Group A. Copy all of the words onto lined paper. Circle the words that begin with a blend such as **drum**.

Group C- Complete the worksheet as Group A and copy words as Group B. Complete the Copying Sentences worksheet.

Copying Sentences worksheet

Directions: Copy each sentence onto the line below.

1. The boy has a drum.
2. I can hum.
3. You cannot strum a drum.
4. I can eat a plum.
5. I want to chew gum.

- Matching Letters to Sounds

Read the directions for the worksheet to the students.

Directions: Cut out each letter on the right side of the page. Match each letter with the picture that has that sound at the beginning of the word. Glue the letter in the first box beside the picture. Write the letter in the second box.

Worksheet has these pictures

1. Drum **b**
2. Boy **f**
3. Stick **h**
4. Fire **d**
5. Pot **p**
6. Coat **b**
7. Horse **s**
8. Bread **c**

THE DRUM

By Rob Cleveland

Kindergarten

Phonics cont.:

- Syllables

Teacher informs students that a syllable can be part of a word or a whole word. Every syllable must have a vowel sound, but it does not have to have a consonant sound. A syllable is a word part that can be clapped. Teacher demonstrates concept of syllables using names of students or classroom objects and has the class clap out these words. Teacher informs class that they are going to do a “syllable walk”.

- Syllable Walk

Teacher says the following words and students repeat these words stepping forward heel to toe one step for each syllable. When students reach the other side of the room or a predetermined spot, they turn around and “syllable walk” back to start.

- | | | | |
|--------------|-------------|---------------|-----------------|
| 1. Drum | 15. Wood | 29. River | 43. Bridegroom |
| 2. Mother | 16. Stick | 30. Yelling | 44. Musicians |
| 3. Child | 17. Perhaps | 31. Washerman | 45. Instruments |
| 4. Toys | 18. Son | 32. Coat | 46. Music |
| 5. Secret | 19. Cook | 33. Horse | 47. Seated |
| 6. Wish | 20. Crying | 34. Sandals | 48. Father |
| 7. Village | 21. Woman | 35. Wearing | 49. Marriage |
| 8. Market | 22. Magic | 36. Wet | 50. March |
| 9. Harvested | 23. Potter | 37. Shivering | 51. Handed |
| 10. Grain | 24. Loudly | 38. Happened | 52. Lit |
| 11. Money | 25. Hungry | 39. Family | 53. Wonderful |
| 12. Little | 26. Nothing | 40. Robber | 54. Broken |
| 13. Man | 27. Holding | 41. Wedding | |
| 14. Cry | 28. Pot | 42. Party | |

Language Arts:

Making Inferences

Directions: Teacher reads each complete sentence to students and then students supply the missing words. Students locate the picture of the character in the book that makes each statement.

1. I have a secret wish to have a _____ (drum).
2. I was wet and cold. The boy gave me a _____ (coat).
3. I was sad because I could not buy a drum for my son. I did give him a _____ (magic stick).
4. I wanted to bake _____ (bread), but I could not start a _____ (fire) so the boy gave me his magic _____ (stick).
5. My child was crying because he was _____ (hungry) so the boy gave me some _____ (bread).
6. I was mad because my _____ (wife) had broken my only pot I had to boil clothes in. I need to get the clothes _____ (clean).
7. I was going to get married and did not want to have bad _____ (luck).
8. I am happy at the end of the story because I have a _____ (drum) to play.

THE DRUM

By Rob Cleveland

Kindergarten

Character Education:

Making a class book of good deeds

Materials: paper and crayons

Each student is asked to draw a picture of a good deed that they have done for someone. Students each dictate a sentence and teacher writes their sentence under their picture. Teacher combines all class pictures into a “Book of Good Deeds”.

Sequencing and Public Speaking:

Making a Movie

Materials: cardboard tube (from paper towels, plastic wrap or foil) for each student, paper, crayons or markers, and tape

Directions:

- Draw at least 6 different pictures, each picture on a separate sheet of paper to illustrate the story.
- Number each picture in sequential order.
- Place the first paper (with picture side up) on your table and tape the bottom of the second paper (picture side up) to the top of the first paper.
- Tape the bottom of the third paper (picture side up) to the top of the second picture.
- Continue in this order until all of the pictures are taped together.
- Tape the top of the last picture to the tube.
- Roll up the pictures around the tube.
- Students unroll the pictures one at a time and tell the story events depicted on the pages.
- Students may wish to include a title page for the first picture and “The End” for the last picture.

Cooking:

In this story, the woman is making bread on a cook stove. Many foods from India are made on a stovetop rather than in an oven or microwave oven. The bread she is making is traditional Indian flat bread that is made without yeast. The following recipe is very similar to a flat bread roll-up that Indian children enjoy as a snack.

“Sarasa’s Indian Roll-Ups”

Materials: Whole-wheat tortillas, butter, sugar, plates, plastic knives, spoons, napkins

Directions: Spread butter on each tortilla. Sprinkle with sugar to taste. Roll up and enjoy. Note: Tortillas can be heated on a stovetop before spreading with butter to create a warm treat.

THE DRUM

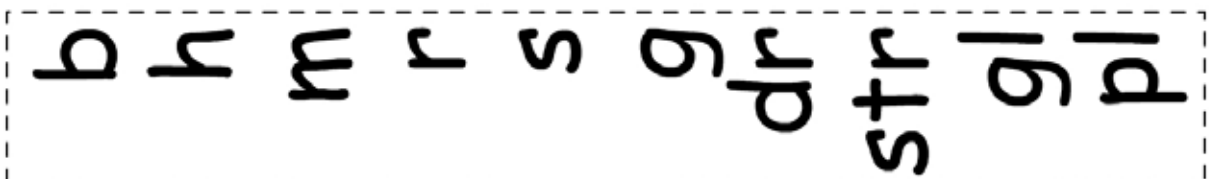
By Rob Cleveland

Kindergarten

Name _____ Date _____

Drum Phonics

Directions: Cut out the drum, the letter strip, and slits in the drum (to the left of um). Feed the letter strip into the slits in the drum. Students practice with a partner reading the um family words created by pulling the strip through the opening.



THE DRUM

By Rob Cleveland

Kindergarten

Name _____ Date _____

Copy Sentences

Directions: Copy each sentence onto the line below.

1. The boy has a drum.

2. I can hum.

3. You cannot strum a drum.

4. I can eat a plum.

5. I want to chew gum.

THE DRUM

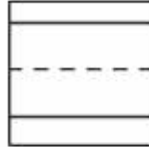
By Rob Cleveland

Kindergarten

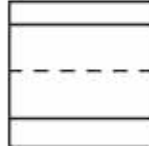
Name _____ Date _____

Matching Letters to Sounds

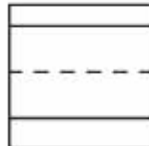
Directions: Cut out each letter on the right side of the page. Match with the picture that has that sound at the beginning of the word. Glue the letter in the first box beside the picture. Write the letter in the second box.



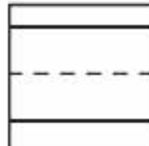
b



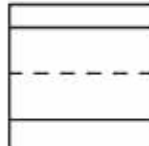
f



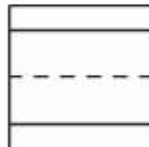
h



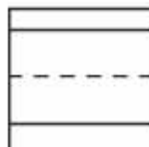
d



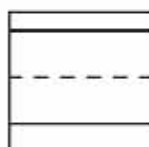
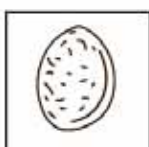
p



b



s



c