

### About the Book

**Text Type:** Nonfiction/Informational   **Page Count:** 28   **Word Count:** 1,646

### Book Summary

*Drums and Drumming* explores the many uses of drums from the past to the present. Readers learn about the origins of drums, how different drums are made, and some of the types of drums used around the world. Photographs enhance the text.

### About the Lesson

#### Targeted Reading Strategy

- Ask and answer questions

#### Objectives

- Use the reading strategy of asking and answering questions
- Compare and contrast different types of drums
- Recognize various uses of commas
- Identify and use homonyms

#### Materials

**Green text** indicates resources available on the website

- Book—*Drums and Drumming* (copy for each student)
- Chalkboard or dry erase board
- **Compare and contrast, homonyms worksheets**
- **Discussion cards**



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on interactive whiteboard or completed with paper and pencil if books are reused.)

#### Vocabulary

- **Content words:**

**Story critical:** *ancient (adj.), cylinders (n.), manufactured (v.), percussion (adj.), rhythm (n.), Taiko (n.)*

### Before Reading

#### Build Background

- Have students tell what they know about drums and drumming. Create a KWL chart on the board. Review or explain that the *K* stands for knowledge we know, the *W* stands for questions we want to know, and the *L* stands for the knowledge we learned. Fill in the first column with information students know about types of drums, people who play drums, and names of groups that use drums.

#### Preview the Book

##### Introduce the Book

- Give students a copy of the book and have them preview the front and back covers and read the title. Have them discuss what they see on the covers and offer ideas as to what kind of book this is and what it might be about.

- Show students the title page. Talk about the information shown (title of book, author's name). Tell students to look at the photo on the title page and ask who they think this is (the author). Have students turn to page 28 and look at the box, *A Note from the Author*. Have a student read aloud the information in the box. Explain that this information tells why the author is interested in drums and adds a personal element to the book.
- Direct students to the table of contents on page 3 and review that the table of contents provides an overview of what the book is about. Explain that each section title provides an idea of what they will read in the book.

### Introduce the Reading Strategy: **Ask and answer questions**

- Have students turn to page 3.
- **Think-aloud:** *The first section in the book is titled "A Drum Is." I can tell from looking at the table of contents that the section is about drums of two different shapes (cylinder-shaped and kettle-shaped drums). I thought all drums were the same. I wonder how they are different. I'll write this question in the W column. (How is a cylinder-shaped drum different from a kettle-shaped drum?) I'll have to read the section to find the answer.*
- Have students look at the other section titles. Write questions students have about drums or drumming, based on the covers and table of contents, in the *W* column of the KWL chart. Remind students that no question is ever inappropriate if they truly don't know the answer.
- Have students preview the rest of the book, looking at section titles, photos, and captions. Show students the sections in the conclusion that name people and websites to research.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

### Introduce the Vocabulary

- Introduce the content words listed earlier. Remind students of the word-attack strategies they can use to work out words they don't know. For example, they can use what they know about letter and sound correspondence to figure out a word. They can look for words within words and prefixes and suffixes. They can use the context to work out meanings of unfamiliar words.
- Model how to apply word-attack strategies. Write the word *percussion* on the board and direct students to the second sentence on page 5 to find the word. Tell students that they can look at the letter the word begins with (*p*) and the ending (*sion*) to sound out how to say the word. Explain that they can then use a context clue to figure out the meaning. Show students that by reading past the word they are unfamiliar with, they will find a comma followed by a phrase that explains what the word means (instruments that must be hit in order to create rhythmic sounds and patterns). Continue these word-attack strategies with the other vocabulary words.
- Remind students that they should check whether words make sense by rereading the sentence.


### Set the Purpose


- Have students read to find answers to their questions about drums and drumming.

## **During Reading**

### Student Reading

- **Guide the reading:** Have students read to page 15. Tell them to underline the different types of drums that are explained. If they finish before everyone else, they should go back and reread.
- When they have finished reading, ask students to tell what they underlined. Reinforce unfamiliar vocabulary by using words such as *rhythm* and *percussion* in the discussion. Circle any questions on the KWL that were answered by reading the sections, and add any new questions you or your students have. Model asking and answering questions on the KWL chart.  
**Think-aloud:** *My first question was "How are a cylinder-shaped drum and a kettle-shaped drum different?" I found out that a cylinder-shaped drum has a head at both ends, while a kettle-shaped drum has a head only at one end. I wonder how the two kinds of drums sound different. I'll add that question to the KWL chart: "How do the two kinds of drums sound different from each other?"*

 Have students read the remainder of the book. Remind them to look for answers to the questions on the KWL chart and to think of other questions to add to it. Tell students to write additional questions in the page margins of their book.

 Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

### After Reading


- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

### Reflect on the Reading Strategy

- Have students share any other questions they thought of while reading. Reinforce how asking questions and looking for the answers as they read keeps them actively involved in the reading process and helps them understand and remember what they have read.

### Teach the Comprehension Skill: **Compare and contrast**

- **Discussion:** Have students read aloud the *W* questions on the KWL chart on the board. Ask students which questions were answered by reading the rest of the book. Tell students if they have questions that were not answered, they can check other resources, such as the Internet or the library.
- **Introduce and model:** Explain that one way an author helps a reader to understand a book is to tell how some of the things in the book are alike and/or different. Show students two objects such as two different pieces of paper or two chairs. Tell students how one set of objects is alike (both are pieces of paper). Explain how the objects are different (one has lines and holes along the side; one has lines but no holes—whatever is appropriate). Have students tell how the other set of objects is alike and how it is different.
- Direct students to page 8 in the book and read the page aloud. Ask students what type of drums the author is telling about on this page (kettledrums). Have them tell how the kettledrums used centuries ago and the kettledrums used in today's symphony orchestras are alike (both may be made of brass). Have students find a way in which the kettledrums used then and now are different (the ones used centuries ago were so heavy that they had to be carried by a horse or elephant; the ones today are lighter). Tell students that in order to figure out how the drums are alike and different, you need to think about the information the author provides. Explain that figuring out how things are alike or different helps them understand and remember what the book is about.
- **Check for understanding:** Have students look at the paragraph on page 9. Ask them to tell what is being compared (the way drums are used). Ask if the author is telling how the uses are alike or how they are different (different). Have students point out the phrases that show the differences (used to frighten enemies, used to communicate with friends, have the power to heal).
- **Independent practice:** Tell students to complete the **compare-and-contrast worksheet**. Discuss their responses.

 Instruct students to use the inside cover of their book to write a short paragraph about the type of drum they would most like to play, and to tell why. Have students share their paragraph with the group.

### Build Skills

#### Grammar and Mechanics: Comma usage

- Explain or review that when writers use a series of items in a sentence, the words need to be separated by commas. Without the commas, the sentence would be difficult to read and usually wouldn't make sense. Write on the board: *Drums have been used by people in Latin America, Africa, and Japan for many years.* Erase the comma between Latin America and Africa, and ask students why this version of the sentence doesn't make sense.
- Check for understanding by directing students to the last paragraph on page 10. Ask students to find the sentences in which a series of items has been separated with commas (first and last sentences).
- Explain or review that a comma also can be used to signal that an appositive, or explanation, follows. Tell students: *Appositives are two words or word groups that mean the same thing and are placed together. Also, when new ideas are introduced, an author will often expand and clarify them with definitions and explanatory material. This is one of the places to look for a context clue to help you figure out the meaning of an unfamiliar word.* Have students find the second sentence on page 5, circle the comma in the sentence, and underline the words *percussion instruments*. Then have them look at the words that follow the comma (instruments that must be hit...). Tell students that these words explain what percussion instruments are.
- Have students turn to the last paragraph on page 8. Tell them to find the sentence that tells another name for kettledrums (timpani). Have them circle the commas. Explain that in this sentence two commas are needed to enclose the name. Point out the word *or* and explain that this word is a signal that tells them they are reading another name for the word in front of it. Tell students that if this phrase is taken out of the sentence, the sentence will still make sense. Ask a volunteer to read the sentence without the phrase.
- **Check for understanding:** Have students turn to page 17 and find a sentence in which commas have been used to set off an explanation or definition (or "talk").



Have students work with partners to go through the book and underline sentences in which commas have been used to show a series of items or to indicate an explanation or definition. Discuss their responses.

#### Word Work: Homonyms

- Write the word *drum* on the board. Ask students what the word means. Students will most likely say an instrument that is played with hands or drumsticks. Ask students if the word has any other meanings. Explain that this word can mean a thing (a noun) or an action (a verb). Write on the board: *The drummer will drum the drum.* Tell students that there are many words that have more than one meaning and that the meaning used in a sentence is determined by what the sentence or paragraph is about. Words that have the same sound and often the same spelling, but differ in meaning, are called homonyms.
- **Check for understanding:** Have students turn to page 6 to find the word *head*. Tell them to read the page to find the meaning. Then ask students to think of other meanings of the word *head* (part of the body, the first person in a line, a lavatory on a ship).
- For additional practice, have students complete the [homonyms worksheet](#).

### Build Fluency

#### Independent Reading

- Allow students to read their book independently. Additionally, allow partners to take turns reading parts of the book to each other.

### Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends.

### Extend the Reading

#### Writing Connection

Have students choose two objects in (or outside of) the classroom. Have them write one paragraph that tells how they are alike and write another paragraph that tells how they are different. Have students share their comparisons with the group.

Visit [Writing A-Z](#) for a lesson and leveled materials on expository writing.

#### Art and Music Connection

Provide a variety of materials, such as paper towel tubes, tin cans, plastic food containers, construction paper, string, parchment paper, and beads for students to use to design and make their own drums. Have students play their drums, repeating the rhythms you make. Discuss the various sounds made by the different drums.

#### Skill Review

[Discussion cards](#) covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

### Assessment

#### Monitor students to determine if they can:

- ask and answer questions while reading to make sense of text
- compare and contrast the drums in the book
- recognize various uses of commas
- identify and use homonyms

#### Comprehension Checks

- [Book Quiz](#)
- [Retelling Rubric](#)