

About the Book

Text Type: Nonfiction / How To Page Count: 16 Word Count: 183

Book Summary

In *How to Make a Drum*, students will learn about the materials needed and the steps involved in making a drum. Readers are supported by high-frequency words and detailed illustrations. Students will have the opportunity to sequence events as well as connect to prior knowledge as they read this interesting and informative how-to book.

About the Lesson

Targeted Reading Strategy

- Connect to prior knowledge

Objectives

- Connect to prior knowledge to understand text
- Sequence events
- Discriminate short vowel /u/ sound
- Identify short vowel *u*
- Recognize and use verbs
- Identify and use high-frequency word *make*

Materials

Green text indicates resources are available on the website.

- Book—*How to Make a Drum* (copy for each student)
- Chalkboard or dry-erase board
- Extra copy of the book
- Sequence events, short vowel *u*, verbs worksheets
- Discussion cards



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

Vocabulary

*Bold vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

- High-frequency words: *have*, *make*, *with*
- Content words:
 - Story critical: **balloon** (n.), **cardboard** (n.), **drum** (n.), **drumsticks** (n.), **scissors** (n.), **tube** (n.)
 - Enrichment: *construction paper* (n.), *rubber bands* (n.), *stretch* (v.)

Before Reading

Build Background

- Write the word *drum* on the board and point to the word as you read it aloud to students. Repeat the process and have students say the word aloud.
- Ask students whether or not they have played a drum. Ask students what types of drums they have seen or played. Discuss how drums are played. Ask students how they think drums are made.

Book Walk

Introduce the Book

- Give students their copy of the book. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).

Introduce the Reading Strategy: **Connect to prior knowledge**

- Explain to students that engaged readers make connections between what they already know and new information they read. Remind students that thinking about what they already know about the topic of the story will help them understand what they read.
- Model connecting to prior knowledge as you preview the story.
Think-aloud: On the front cover of the book, I see a boy playing a drum. It as though like he is using pencils with erasers for drumsticks. I wonder what is on the top and bottom of his drum. Since the title of the book is How to Make a Drum, I think the boy might have made this drum. I think I will learn about the materials and steps needed to make a drum as I read the book. I wonder if I could make one too.
- Have students share how they connected to prior knowledge on the basis of the covers and title page of the story.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Sequence events**

- Review or explain to students that steps for how to do something are told in order from beginning to end.
- Model sequencing the main steps of a familiar process, such as baking a cake. Write key words about each event in order on the board as you describe them to students.
Think-aloud: When I make something, I often follow certain steps in a specific order. For example, when I bake a cake, first I gather the ingredients and mix them together in a large bowl. Next, I pour the batter into a pan and put it in the oven to bake. Then I take the cake out of the oven and let it cool. Last, I put icing on the cake. Finally, it is ready to eat. Since I think this book is about making a drum, I will think about the steps involved in making one as I read the book.
- Explain to students that certain words are often used to explain a sequence of events. Read the list of events for baking a cake on the board to students in order, using words such as *first*, *second*, *next*, and *last*. Ask students to identify these sequencing words from the example.
- Have a volunteer use the key words on the board to sequence the events out of order. Ask students to explain why the order of the steps is important (the process does not make sense if it is out of order). Discuss with students that a process for doing something makes sense only if the events are in the correct order.

Introduce the Vocabulary

- While previewing the book, reinforce the vocabulary words students will encounter. For example, while looking at the picture on page 3, you might say: *Did you know that you can make a drum? It's fun and easy to do.*
- Remind students to look at the picture and the letters with which a word begins or ends to figure out a difficult word. For example, point to the word *tube* on page 4 and say: *I am going to check the picture and think about what would make sense to figure out this word. The picture shows a round oatmeal box. When I look at the first part of the word, it starts with the letter Tt. However, the word box starts with the /b/ sound, so this can't be the word. I know a tube is a long hollow cylinder, like the round oatmeal box. The word tube starts with the /t/ sound. The sentence makes sense with this word. The word must be tube.*

Lesson Plan *(continued)*

How to Make a Drum

Set the Purpose

- Have students use what they already know about drums and making things to understand and remember what they read. Remind them to think about the sequence of events as they read.

During Reading

Student Reading

- **Guide the reading:** Give students their copy of the book. Have a volunteer point to the first word on page 3 (*Did*). Point out to students where to begin reading on each page. Remind them to read the words from left to right.
- Ask students to place their finger on the page number in the bottom corner of page 3. Have them read to the end of page 5, using their finger to point to each word as they read. Encourage students who finish before others to reread.
- Model making connections to prior knowledge.
Think-aloud: As I read, I learned about the materials needed to make a drum. I have most of these items around my house. I also learned an adult will be needed to help. I know cutting things with scissors can be dangerous because they are sharp. This is probably the reason the author suggests having an adult to help. I will continue reading to learn about the other steps in making a drum.
- Invite student to share how they connected with what they already knew as they read.
- **Check for understanding:** Have students read to the end of page 8. Encourage them to share how they connected to prior knowledge as they read. (Accept all answers that show students understand how to connect to prior knowledge).
- Cut apart the pictures from pages 6 through 14 of an extra copy of the book. Place them out of order in a pocket chart or along the chalkboard ledge.
- Use the cut-out pictures to discuss the sequence of events for making a drum through page 8. Encourage students to use the sequencing words such as *first* and *then* when identifying the steps.
- Have students read the remainder of the book. Remind them to use what they already know about making a drum and the sequencing words to help them understand new information as they read.



Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in the discussion that follows.

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

- Reinforce with students how thinking about what they already know about a topic of a book helps them understand and remember what they read, and keeps them actively engaged with the text.
- **Think-aloud:** *As I read the last page, I thought about the drums on the first page of the book. They were many different sizes and shapes. I also thought about many of the containers in my home I could use to make a drum. It would be easy to make many different types of drums at home. It would be fun to experiment with these containers and see what kinds of sounds they would make.*
- Ask students to explain how thinking about what they already knew helped them understand and remember what they read.

Reflect on the Comprehension Skill

- **Discussion:** Place the pictures from pages 6 through 14 from an extra copy of the book in a pocket chart or along the chalkboard ledge. Make sure to arrange the pictures out of order. Ask students if the pictures show the correct sequence of events. Have them discuss with a partner how they would rearrange the pictures to show the proper sequence of events.

Lesson Plan *(continued)*

How to Make a Drum

- **Independent practice:** Introduce, explain, and have students complete the [sequence events worksheet](#). If time allows, discuss their responses.
- **Enduring understanding:** In this story, you learned about how to make a drum. You read about the materials you should have and the steps you should follow. Now that you have thought about this information, what other materials could be used to make a drum?

Build Skills

Phonological Awareness: **Short vowel /u/ sound**

- Say the word *drum* aloud to students, emphasizing the short vowel /u/ sound. Have students say the word aloud and then say the short /u/ sound.
- Read page 3 aloud to students. Have students raise their hand when they hear a word that has the short /u/ sound.
- **Check for understanding:** Say the following words one at a time and have students give the thumbs-up signal if the word has the short /u/ sound: *rubber, just, tape, bands, punch, shapes*.

Phonics: **Short vowel u**

- Write the word *drum* on the board and say it aloud with students.
- Have students say the short /u/ sound aloud. Then run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which letter represents the short /u/ sound in the word *drum*.
- **Check for understanding:** Write the following words that contain the short /u/ sound on the board, leaving out the vowel: *hut, bug, gum*. Say each word, one at a time, and have volunteers come to the board and add the letter that represents the short /u/ sound.
- **Independent practice:** Introduce, explain, and have students complete the [short vowel u worksheet](#). If time allows, discuss their answers.

Grammar and Mechanics: **Verbs**

- Write the following sentence on the board: *You can make a drum*. Ask students to act out the sentence. Ask students to name the word that tells about the action in the sentence (*make*).
- Remind students that *verbs* are words that name *actions*.
- Write the following sentence on the board: *Stretch one balloon over each end of the tube*. Ask students to point to the verb in the sentence. Invite a volunteer to come to the board and underline the verb (*stretch*).
- Have students name a step in making a drum. Write the steps on the board. Have volunteers come to the board and underline the verbs in the sentences.




Check for understanding: Have students locate and circle the verbs in the book. Invite volunteers to share one verb they found, and have the rest of the class give a thumbs-up signal if they agree that the word is a verb.

- **Independent practice:** Introduce, explain, and have students complete the [verbs worksheet](#). If time allows, discuss their responses.

Word Work: **High-frequency word make**

- Explain to students that they are going to learn a word they will often see in stories. They should be able to recognize and read this word quickly. Write the word *make* on the board and read the word aloud. Have students read the word aloud with you.
- Ask students to write the word *make* on the top of their desk with their finger as you spell it aloud with them, pointing to each letter on the board as you say the letter name with students.
- Explain to students that the word *make* means to build, create, or put together.
- Use the word *make* in a sentence. Say: *I can make a chocolate cake*. Have students continue this process using the word *make* in oral sentences.

 **Check for understanding:** Have students reread the book and underline every occurrence of the word *make*.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, partners can 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. Have them discuss the connections they made to the book with someone at home.

Extend the Reading

Procedural Writing and Art Connection

Help students create a list of things they know how to make. Have each student choose one thing he or she knows how to make. Have them illustrate the steps involved in making their item. Have students write a sentence to tell about each step.

Visit WritingA-Z.com for a lesson and leveled materials on procedural writing.

Science Connection

Provide materials for making drums to students. Make sure there are various types of containers as suggested at the end of the book. Divide students into groups and help them each make a different type of drum. When the drums are finished, have each group play the drums and use a chart to compare the sounds and materials used. Discuss the results of the experiment.

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:

- consistently use the strategy of connecting to prior knowledge to understand text during discussion
- accurately sequence events during discussion and on a worksheet
- accurately discriminate short vowel /u/ sound during discussion
- identify and write the letter symbol that represents the short vowel /u/ sound in text, during discussion, and on a worksheet
- correctly understand and identify verbs during discussion and on a worksheet
- correctly identify, write, and use the high-frequency word *make* during discussion and in the text

Comprehension Checks

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