

Focus Question:

What lesson does this story teach about kindness?

Book Summary

Text Type: Fiction/Folktales

One of the most valuable lessons for students to learn is the importance of kindness. *The Drum* tells the story of a young Indian boy who learns this lesson by showing kindness to others and receiving kindness in return. Colorful illustrations and engaging text will keep students interested in learning this important lesson. The book can also be used to teach students how to determine cause-and-effect relationships as well as retell to better understand the text.

The book and lesson are also available for levels K and N.



Lesson Essentials

Instructional Focus

- ☐ Retell to understand text
- ☐ Identify cause-and-effect relationships
- ☐ Describe information provided by a glossary
- ☐ Segment syllables
- ☐ Identify consonant *th* digraph
- ☐ Recognize and use commas after introductory words
- ☐ Identify and use suffix *-ed*

Materials

- ☐ Book: *The Drum* (copy for each student)
- ☐ Cause and effect, commas after introductory words, suffix *-ed* worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

Vocabulary

Boldface vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com. (*) words appear in the lesson but not the book.

- **High-frequency words:** *gave, said, with*
- **Words to Know**
Story critical: *deeds* (n.), *goods* (n.), *hungry* (adj.), *musicians* (n.), *robbers* (n.), *struggling* (v.)
- **Academic vocabulary:** *cause* (n.)*, *effect* (n.)*, *lesson* (n.)

Guiding the Reading

Before Reading

Build Background

- Place students into small groups. Ask groups to create a short skit demonstrating kindness. Have groups act out their skits in front of the class, and ask the class to determine how the skits convey the idea of kindness.
- Write the word *kindness* on the board. Create a word web around the word *kindness* by asking students to share synonyms and examples of kindness and writing them on the board. Explain that students will be reading a story about kindness today.

Introduce the Book

- Give students their copy of *The Drum*. 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: Retell

Explain to students that engaged readers stop now and then while they are reading to *retell* in their mind what has happened so far in the story. Discuss how stopping to retell the events of the story helps readers understand and remember what they are reading. Explain that when retelling a story or event it is important that the details are explained in order. Point out that people retell stories as part of their daily lives, such as what they did at a birthday party or how they made a peanut butter and jelly sandwich. Use a book that the class has recently read or a familiar story, and demonstrate how to retell the events of the story in the correct order. Invite volunteers to help with the retelling.

Introduce the Comprehension Skill:

Cause and effect

- Discuss cause-and-effect relationships. Explain that a *cause* is an action or event that makes something

Guiding the Reading (cont.)

happen and the *effect* is what happens because of, or as a result of, the action or event.

- Explain to students that there can be more than one effect from a cause. Copy the top of the **cause-and-effect worksheet** onto the board, and write *Eating your veggies at dinner* in the Cause box and *Being healthy* in the top Effect box. Ask students what else can happen when you eat your veggies at dinner (*avoid getting sick, make your parents happy, grow tall and strong, and so on*). Record responses in the Effect boxes. Encourage students to look for cause-and-effect relationships as they read this book about kindness.

Vocabulary

Have students turn to the “Words to Know” box on the copyright page. Discuss each word with students. Then, have students turn to the glossary on page 16. Explain that the glossary provides definitions for the vocabulary words in the book. Point out the use of each content word and academic vocabulary word in the book, and then use each word in a different model sentence. Have students work in groups to create posters for these words. Have them include on each poster the word and its part of speech, the definition, the word in an example sentence, and a picture illustrating the meaning of the word.

Set the Purpose

- Have students read to find out more about kindness. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer to the question.
- 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 a future discussion.

During Reading

Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *Who is the main character in this story? What is the setting?* (level 1) page 3
- *Why did the boy tap everything with his stick?* (level 2) page 5
- *Why did the boy give away his stick? What did he receive in return?* (level 2) pages 6–7
- *Why was the old man lying in the dirt?* (level 2) pages 9–10
- *Who gave the boy a drum?* (level 1) page 13
- *What lesson does this story teach readers about kindness?* (level 3) multiple pages

Text Features: Glossary

Explain that a glossary defines the boldface words in the book. Have students work in small groups to review the glossary on page 16. Ask students: *How are the vocabulary words arranged in a glossary? What is the definition of the word robbers? On which page can you find the word struggling? What part of speech is musicians?* Have students review other vocabulary words in the book and discuss in groups where they would be found and how they know. Invite volunteers to share their thoughts with the rest of the class.

Skill Review

- Model for students how to retell what you have read so far, and then have them stop at certain points during the story to retell in their mind what they have read. Have students retell the story, from the beginning, to a partner. Listen to see whether they include the events in detail and in the correct order. Encourage students to use transition words, such as *first, next, then, and finally*, when retelling the story.
- Have students work in groups to periodically review the cause-and-effect relationships in the story. Have groups discuss these relationships and how they affect outcomes in the story.
- Model evaluating details to understand cause-and-effect relationships in the story.
Think-aloud: *The story has many examples of cause-and-effect relationships. On page 6, I read that the boy gave his stick away to a woman who was struggling to light her stove. Because of his kindness, the woman gave the boy bread to thank him. From this, I can tell that the cause is the boy gives away his stick and the effect is the boy receives bread from the woman. This is one of many cause-and-effect relationships I read in the story.*
- Model how to complete the cause-and-effect worksheet. Have students identify details in story and circle them. Then, have students discuss the details with a partner and determine the cause-and-effect relationships in the story.

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.

Skill Review

Graphic Organizer: Cause and effect

Review the cause-and-effect worksheet that students completed. Have students share their work in groups. Invite volunteers to share with the rest of the class the cause-and-effect relationships they chose. Invite volunteers to share what they’ve learned about being kind and why it is important.

Guiding the Reading (cont.)

Comprehension Extension

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided to be used for extension activities.

Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers will vary. Sample: *The boy learned that, when you are kind, kindness comes back to you.*)

Comprehension Checks

- **Book quiz**
- **Retelling rubric**

Book Extension Activities

Build Skills

Phonological Awareness: Segment syllables

- Explain to students that every word contains one or more parts. Point out that these parts are called **syllables** and one way to identify them is to clap out the parts in a word. Provide several examples for students using the following words: *India, mother, robbers, drum, lesson, kindness, musicians*.
- Provide practice for students to identify the number of syllables in a word by having the class clap out the first names of students in the class or the last names of teachers in the school.
- **Check for understanding:** Have students work in small groups and invite each group to clap out the syllables in the first and last names of five famous athletes, actors, musicians, or celebrities.

Phonics: Consonant **th** digraph

- Write the title of the story, *The Drum*, on the board. Underline the word *the* and read it aloud to students. Ask what sound they hear at the beginning of the word *the* and what letters make this sound. Underline the consonant **th** digraph.
- Explain that the letters *t* and *h* together make the /th/ sound. Write the following words on the board, leaving out the consonant **th** digraph: *thanks, think, thick, bath, math, sixth*. Invite volunteers to the board to add the consonant **th** digraph and read each word aloud as a class.
- **Check for understanding:** Review pages 3 through 7 with students and have them circle all the words containing the consonant **th** digraph. Invite volunteers to share their findings with the class.
- **Independent practice:** Have students review pages 8 through 15 and circle all the words containing the consonant **th** digraph. Invite students to share their findings with a partner.

Grammar and Mechanics:

Commas after introductory words

- Explain that commas are used by writers in many ways. Discuss that some of the uses are to separate an introductory word or phrase from the rest of the sentence, to separate a list of three or more items, and to separate clauses within sentences.
- Write the following sentence from page 4 on the board and have students locate it in their book: *One day, Mother gave the boy a stick*. Ask a volunteer to come to the board and circle the comma. Explain that the words *one day* are introductory words and that the comma separates them from the rest of the thought. Remind students that this is one of the many uses for a comma.
- **Check for understanding:** Have students look through the book with a partner to locate commas. Ask them to share with the class the commas they found and how they were used.
- **Independent practice:** Introduce, explain, and have students complete the **commas-after-introductory-words worksheet**. If time allows, discuss their answers.

Word Work: Suffix **-ed**

- Write the word *shouted* on the board and read it aloud to students. Ask students to identify the root word (*shout*).
- Explain that a **suffix** is a syllable or group of letters added to the end of a word to change its meaning. Discuss that an example of a suffix is **-ed**, which shows that something happened in the past. Have a volunteer come to the board and circle the **-ed** in the word *shouted*. Then have students use the words *shouted* and *shout* in sentences, highlighting that *shouted* shows that something happened in the past.
- Write the following words on the board: *play, climb, yell, and dance*. Read each word aloud with students, and have them act out the words. Have volunteers add the suffix **-ed** to each word and use the past-tense form in a complete sentence.
- Read pages 3 through 5 aloud as students follow along. Encourage them to locate words containing the suffix **-ed**. Have students circle the suffix **-ed** and underline each root word. Review students' findings as a class.
- **Check for understanding:** Have students work in small groups to reread the rest of the story and circle all the suffix **-ed** words they find. Then have them underline the root word. Have students share their findings with the class.
- **Independent practice:** Introduce, explain, and have students complete the **suffix -ed worksheet**. If time allows, discuss their answers.

Connections

- See the back of the book for cross-curricular extension ideas.