

THE DRUM

By Rob Cleveland

First Grade

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

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

Materials:

Book The Drum
Words for Storytelling Game worksheet
Scissors, pencil, paper
Map or globe

Assessment Tools:

Word Making Puzzles Worksheet A
Word Making Puzzles Worksheet B
Adjectives worksheet
Character Comparison worksheet
Intonation worksheet
Sequencing worksheet

INSTRUCTIONAL PLAN

Introduction:

Teacher prints Words for Storytelling Game worksheet and cuts out each word individually. Children are grouped into small groups of about six students. Teacher gives 1 word to each student and tells students these words are taken from the story they will read together.

Teacher instructs students:

- To read their words aloud to group members and as a group make predictions about this story.
- Each group shares their words and story with the class.
- Teacher then has each group combine with another group. The larger group shares their words and creates another story.
- Stories are shared with the rest of the class.
- Teacher informs students that they are going to read a folktale from India that contains all of these words.
- Teacher shows students where India is located using a map or globe.
- Each student is given a copy of the book, The Drum.
- Teacher introduces story by reading the title, author, and illustrator.
- Teacher reads story to class as students follow along in their books.
- Teacher re-reads story to class and asks students to raise their hand when “their word” is read.
- Class compares how the stories they created were alike and different from The Drum.

THE DRUM

By Rob Cleveland

First Grade

Introduction cont.:

Words for Storytelling Game

poor woman boy money secret wish drum strange stick magic fire bread
crying hungry pot coat robber horse wedding luck music grain clean wood
mother wet stove river joy

Discussion Questions to Assess Comprehension:

- What was the boy's secret wish?
- Why did the mother not get a drum for her son?
- How did that make her feel? How do you know?
- Why was the woman with the cook stove crying?
- What did the boy do to help her?
- Why did the boy give the bread to the small child?
- Why did the boy give the washerman the pot?
- Look at the picture of the man with the horse on page 24. How do you know that he is cold?
- Look at the picture on page 27. Why does the wedding party look unhappy?
- Do you think the stick had magic in it?
- Many folktales teach a lesson. What lesson does this story teach?

Phonics:

An activity for differentiated learning

Group A: Complete Word Making Puzzles Worksheet A

Directions: Write a vowel in the middle of each puzzle to make a word across and down.

Group B: Complete Word Making Puzzles Worksheet A as above and/or complete Word Making Puzzles Worksheet B.

Directions for Worksheet B: Make your own word puzzles using the words from the word bank.

Group C: Complete worksheets A and B as above. Write 10 sentences using at least 10 of these words.

Language Arts:

- Adjectives worksheet

Directions: Cut out the adjectives. Choose which words describe the boy. Share your answers with a partner.

nice mean cool poor rich dry helpful selfish soft polite rude silly kind old ill
friendly loud shy wild good cheerful

- Character Comparison worksheet

Directions: Write five words that describe **only yourself** and **not** the boy in the left circle. Write five words that describe **only the boy** and **not** yourself in the right circle. Write five words that describe **both** yourself and the boy in the overlapping area. Draw a picture of yourself in the box on the left.

THE DRUM

By Rob Cleveland

First Grade

Language Arts cont.:

- Describing Feelings

An activity for differentiated learning.

Directions: Look at the pictures of the boy on the following pages: 7, 12, 15, 18, 20, 21, 23, 25, 28, and 32.

Group A: Write a word for each page to describe how the boy is feeling.

Group B: Write a sentence for each page to describe how the boy is feeling.

Dramatics:

Intonation worksheet

Teacher explains: The meaning of a sentence changes depending on which word in the sentence is emphasized. Teacher demonstrates by emphasizing the underlined words and discusses how the meaning of the sentence changes, depending on which word is emphasized.

The boy was right.

The boy was right.

The boy was right.

The boy was right.

Students take turns reading the sentences (on the worksheet) emphasizing the underlined word and discuss how the emphasized word changes the meaning of the sentence.

1. Why do you cry good woman?
2. Maybe your boy would like this stick.
3. It might have some magic in it.
4. Why is your child crying?
5. He is hungry.
6. Why all the yelling?
7. Put this on.
8. Why do you all look so sad?
9. You saved the day!
10. Please take this drum.

THE DRUM

By Rob Cleveland

First Grade

Sequencing:

Sequencing worksheet

Directions: Teacher cuts out the sentence strips, mixes up the order, and gives 1 strip to each student. Students stand up and read strips aloud. They work together and move around to place themselves in order so that the story is in the correct sequence.

The poor woman got a magic stick from the strange little man.
The boy gave the stick to the woman who could not light a fire.
The woman with the cook stove gave the boy bread.
The boy gave the bread to the small child.
The potter's wife gave the boy a pot.
The boy gave the pot to the washerman.
The washerman gave the boy a coat.
The boy gave the coat to the man without clothes.
The wet man gave the boy a horse.
The boy gave the horse to the bridegroom.
The groom gave the boy a drum.

THE DRUM

By Rob Cleveland

First Grade

Words for Storytelling Game

poor

fire

music

woman

bread

grain

boy

crying

clean

money

hungry

wood

secret

pot

mother

wish

coat

wet

drum

robber

stove

strange

horse

river

stick

wedding

joy

magic

luck

THE DRUM

By Rob Cleveland

First Grade

Name _____ Date _____

Worksheet A

Word Making Puzzles

Directions: Write a vowel in the middle of each puzzle to make a word across and down.

	b	
s		n
	y	

	m	
s		d
	n	

	w	
g		t
	t	

	m	
s		t
	t	

	e	
b		d
	t	

	p	
y		u
	t	

	h	
d		d
	s	

	d	
	r	
b		t
	m	

THE DRUM

By Rob Cleveland

First Grade

Name _____ Date _____

Worksheet B

Word Making Puzzles

Directions: Make your own word puzzles using the words from the word bank.

Word Bank: had him was her did
few not lot ran
has for man out too
joy our now

THE DRUM

By Rob Cleveland

First Grade

Name _____ Date _____

Adjectives

Directions: Cut out the adjectives. Choose which words describe the boy. Share your answers with a partner.

nice

mean

cool

poor

rich

dry

helpful

selfish

soft

polite

rude

silly

kind

old

ill

friendly

loud

shy

wild

good

cheerful

THE DRUM

By Rob Cleveland

First Grade

Name _____ Date _____

Character Comparison

Directions: Write five words that describe **only yourself** and **not the boy** in the left circle. Write five words that describe **only the boy** and **not yourself** in the right circle. Write five words that describe **both yourself and the boy** in the overlapping area. Draw a picture of yourself in the box on the left.

Me



The Boy

THE DRUM

By Rob Cleveland

First Grade

Name _____ Date _____

Intonation

Directions: Take turns reading the sentences emphasizing the underlined word and discuss how the emphasized word changes the meaning of the sentence.

1. Why do you cry good woman?
Why do you cry good woman?
Why do you cry good woman?
2. Maybe your boy would like this stick.
Maybe your boy would like this stick.
Maybe your boy would like this stick.
3. It might have some magic in it.
It might have some magic in it.
It might have some magic in it.
4. Why is your child crying?
Why is your child crying?
Why is your child crying?
5. He is hungry.
He is hungry.
6. Why all the yelling?
Why all the yelling?
7. Put this on.
Put this on.
8. Why do you all look so sad?
Why do you all look so sad?
Why do you all look so sad?
9. You saved the day!
You saved the day!
10. Please take this drum.
Please take this drum.

Sequencing

The poor woman got a magic stick from the strange little man.

The boy gave the stick to the woman who could not light a fire.

The woman with the cook stove gave the boy bread.

The boy gave the bread to the small child.

The potter's wife gave the boy a pot.

The boy gave the pot to the washerman.

The washerman gave the boy a coat.

The boy gave the coat to the man without clothes.

The wet man gave the boy a horse.

The boy gave the horse to the bridegroom.

The groom gave the boy a drum.