

# THE DRUM

By Rob Cleveland

Pre-Kindergarten

## **Outcome:**

Students will demonstrate an understanding of the story through the use of phonics, comprehension, dramatics, illustration, and math.

## **Overview:**

Students will read and explore a folktale from India while utilizing interdisciplinary connections in language arts, music, and art.

## **Materials:**

Book The Drum

Materials to make drum

- 1 coffee can or oatmeal container per student
- felt or soft fabric
- rubber bands
- circle pattern for fabric
- masking tape, markers, crayons

Materials for Act it Out

- stick
- large pot
- drum
- bread
- coat
- play horse

## **Assessment Tools:**

Help the Boy Find His Drum worksheet

Phonics Coloring worksheet

Biggest/Smallest worksheet

Writing Readiness worksheet

Numbers worksheet

## **INSTRUCTIONAL PLAN**

### **Introduction:**

- Teacher tells students about a time he/she wanted something and could not have it. Students then share a similar experience that they have had.
- Teacher informs students they will listen to a story about a boy from another country, India.
- Teacher introduces the book to students, reading title, author, and illustrator.
- Teacher reads story to students.
- Teacher pauses on the following pages 7, 11, 14, 18, 22, 24, 29, and 30 and asks students to predict what will happen next.

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## Discussion Questions to Assess Comprehension:

- What did the boy really want?
- Why do you think he wanted a drum?
- What are some of the other things that were given to the boy before he got the drum? Teacher may need to show illustrations as a reminder (stick, bread, pot, coat, horse).
- How was the boy helpful to other people?
- How did the boy feel when he got the drum?
- What lesson did you learn from this story?

## Art:

### Making a Drum

Teacher informs students:

- Drums are among the oldest musical instruments.
- Drums are known as percussion instruments.
- Drums are found throughout the world and come in many sizes and shapes.
- Drums usually have a skin or cloth that is stretched over a space that may be hollow. Define hollow as having a cavity or space. Provide examples.
- The stretched skin of the drum is called the *head*.
- Drums are usually played with hands or by using one or two sticks.
- Drums are important instruments in Indian music.

Materials:

- 1 coffee can, oatmeal or grits container (including plastic top) per student
- 1 piece of felt or soft material, such as T shirt, cut into a circle using the provided pattern
- 1 rubber band (1/4 inch x 3 1/2 inch works well)
- optional: masking tape, markers and crayons for decorating

Directions: Students are presented with materials. Students center fabric on top of container and slide rubber band around to hold fabric in place. Students can experiment placing fabric on either end of container. When they tap the head of the drum, they will hear the difference in sounds produced depending on which end of the container the fabric is placed. Students can decorate their drums using masking tape, crayons, and markers.

## Auditory Memory:

Tap It Out

Materials: Drum from above activity or tabletop

Teacher informs students that in Indian music, the *Tala* is the rhythmic part of the drum music. The drumbeats are in a pattern. Teacher demonstrates by beating the drum 2 times with a pause in between beats. Teacher asks students to imitate the rhythm. Teacher then varies the number of beats and asks students to imitate. Concepts such as fast and slow, loud and soft can be introduced. Students take turns producing a rhythm for the class to imitate.

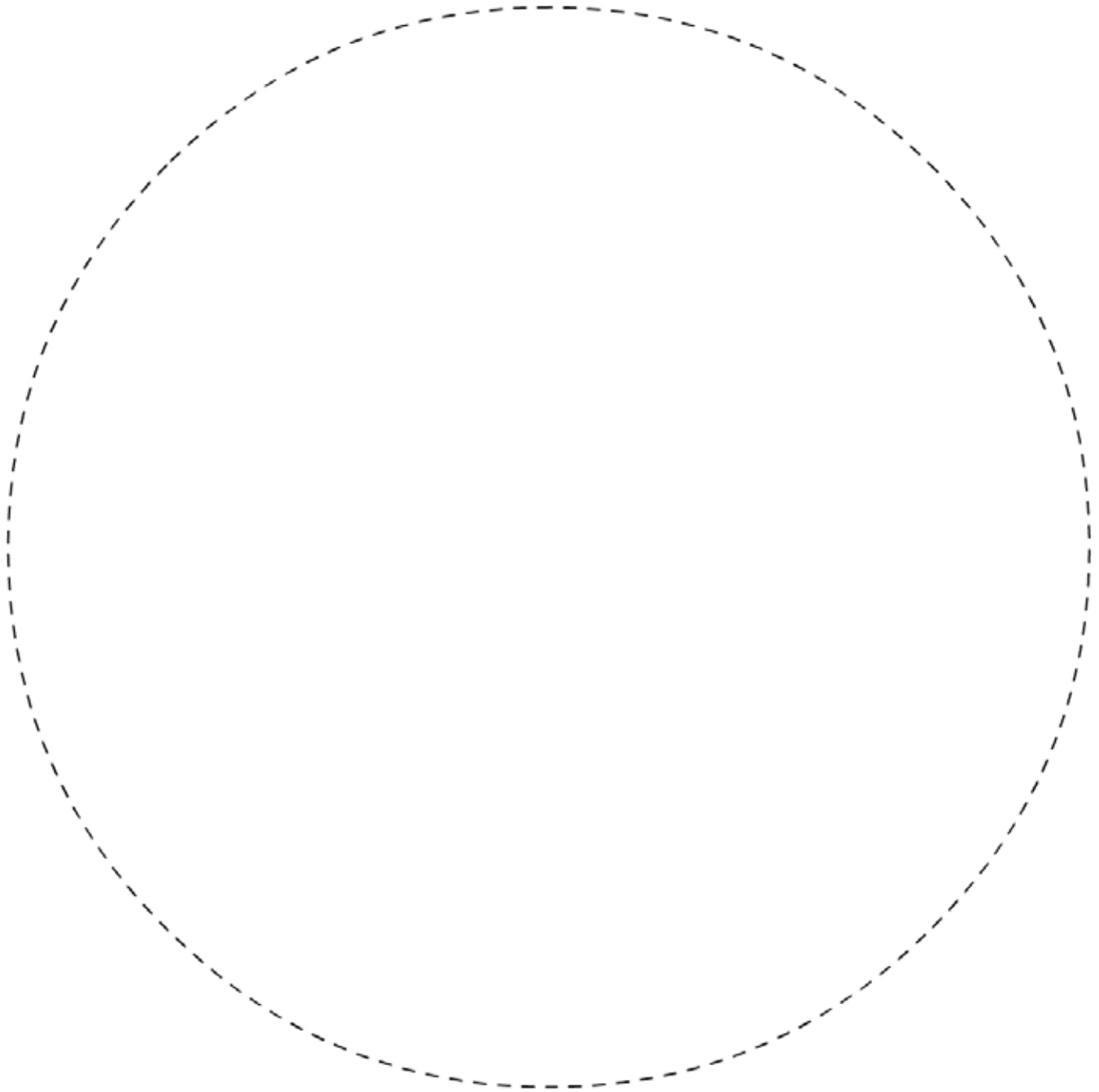


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## Pattern for Fabric for Drum



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Name \_\_\_\_\_ Date \_\_\_\_\_

## Help the Boy Find His Drum

Directions: Follow the path of the letter D and complete the trail until the boy has reached his drum.



A maze puzzle where the path is formed by the letter 'D'. The path starts at the boy and ends at the drum. The letters 'D' are placed in a grid, and some cells are empty. The path is as follows:

- Row 1: D D D S T R Z N
- Row 2: [Empty] D [Empty] O
- Row 3: [Empty] D [Empty] T
- Row 4: D D D D R Z S I H
- Row 5: D [Empty] M [Empty]
- Row 6: D D D A R Q B C
- Row 7: [Empty] D [Empty] S [Empty] E
- Row 8: H K L D D D [Empty] F
- Row 9: [Empty] I [Empty] D [Empty]
- Row 10: N M J [Empty] D D D



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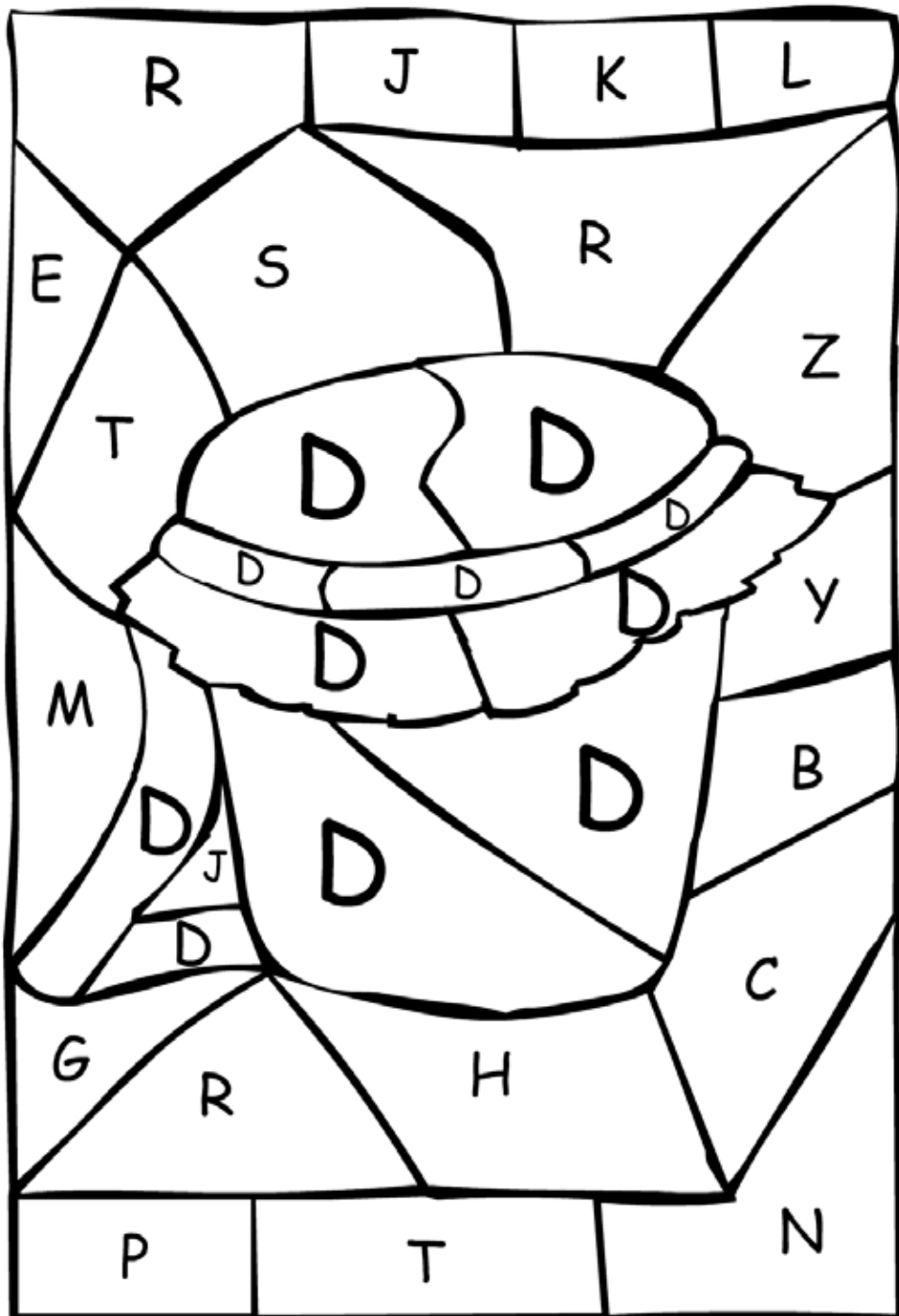
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## Phonics Coloring

**Directions:** Color in the shapes that have the letter D. You will discover a secret object by coloring in only the spaces that have the letter D.



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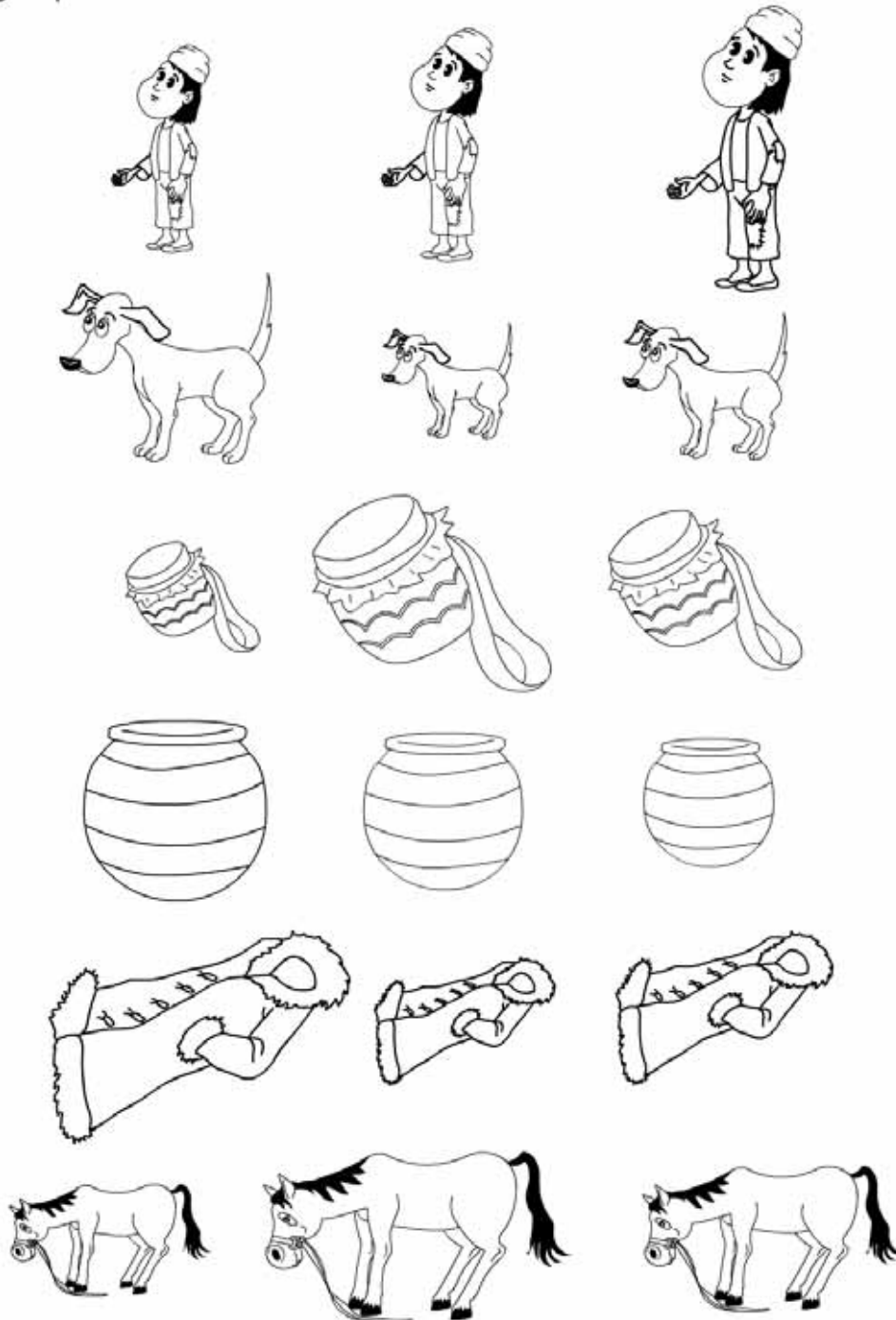
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## Biggest/Smallest

Directions: Color the biggest object in each group red. Color the smallest object in each group blue.



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## Writing Readiness

Directions: Trace the dotted lines to connect each person with the object that they need.



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Name \_\_\_\_\_ Date \_\_\_\_\_

## Numbers

Directions: Circle the correct number of objects in each box. Then trace over the dotted lines to write the numbers.

