

<b>Concept/Topic: Drum</b>		<b>Week 3</b>
<b>Essential Question: 2</b>	What is the role of the drum in Northwest tribes?	
<b>Guiding Question: C</b>	What types of drums do Northwest tribes use?	
<b>Social Studies Learning Outcomes:</b>	Students will recognize a variety of drums used by the tribes of the Northwest and they will understand that different drums are used on different occasions; they will become familiar with the training required to master drum construction.	
<b>Literacy Development Learning Outcomes:</b>	Procedural writing. Sequencing. Thank-you letters.	<b>Reading Skills:</b> Reading pattern stories. Reading for meaning. Read and retell. Reread for fluency.
<b>EALR(s):</b>	<b>Reading: 1.1, 1.3, 1.5, 2.2, 3.2, 3.3, 4.1, 4.2</b>	<b>Writing: 1.1, 1.2, 2.4:</b>
	<b>Communication: 1.1, 1.2, 2.2, 2.3, 2.5</b>	<b>Social Studies: 1.1, 1.2, 1.3, 2.2, 2.3, 3.3</b>
		<b>Other: Science 1.1</b>
<b>Vocabulary/ Language Development (words, phrases):</b>	beat, box, canoe, dance, drum, fist, hand, horizon, mallet, music, paddle, plank, song.	
<b>Resources:</b>	Pictures of different kinds of drums. <i>Keepers of the Animals</i> –Michael Caduto and Joseph Bruchac. Refer to C2.18 for procedural text.	
<b>Suggested Books:</b>	<i>Many Drums</i> –Jerome Jainga. <i>Drumbeat, Heartbeat</i> –Susan Braine. <i>Sharing the Circle</i> –Rebecca Chamberlain p. 10-14; 16-18 (see the CD-ROM). <i>Celebrate the Powwow</i> –Crabtree Publishing, p. 14-15. <i>Great Winter Dance</i> –Patrick Finley Bragg Marich and Lynn Bragg.	
<b>Culminating Activity:</b>	Master drum maker visits class; discussion and sharing of procedural text with visitors after drum performance.	

Monday	Tuesday	Wednesday	Thursday	Friday
<b>Morning Circle</b>				
<ul style="list-style-type: none"> <li>Ask, "Where have we seen drums. What kind?"</li> <li>Display large teacher-made chart (D3.7).</li> <li>Read p. 26 of <i>Heartbeat, Drumbeat</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Word web using the word DRUM (see D3.8).</li> <li>Look around the room for vocab words.</li> <li>Say, "As we write our own stories, let's pull together everything we know about drums."</li> </ul>	<ul style="list-style-type: none"> <li>KWL chart up in room.</li> <li>Have elder talk to class and answer questions about constructing a drum.</li> </ul>	<ul style="list-style-type: none"> <li>Sit side by side and share accordion books from yesterday.</li> </ul>	<ul style="list-style-type: none"> <li>Sit in circle and listen to drum music. Note any unanswered questions from the KWL chart.</li> </ul>
<b>Shared Reading</b>				
<ul style="list-style-type: none"> <li>Read <i>Many Drums</i> big book.</li> <li>Ask, "In all our stories, what else has been used to sound out a beat?" List types as well as objects and body parts (fist).</li> </ul>	<ul style="list-style-type: none"> <li>Read <i>Many Drums</i> big book.</li> <li>Read about traditional instruments and drums from <i>Sharing the Circle</i>, p. 7.</li> </ul>	<ul style="list-style-type: none"> <li>Elder talks about the steps used to make a drum. Support with pictures of drums or use a video if no elder is available.</li> </ul>	<ul style="list-style-type: none"> <li>Read <i>The Smiling New Drum</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Have a drum maker visit to describe steps used to make their drum.</li> <li>Students can ask visitor any unanswered questions posed earlier.</li> </ul>
<b>Individual, Paired, or Small Group Work</b>				
<ul style="list-style-type: none"> <li>Make a poster using a drum shape and add vocab. to poster and discuss. One group reads story and one group writes "I've seen a drum..." and/or "I've read about a drum in _____".</li> </ul>	<ul style="list-style-type: none"> <li>KWL chart about making a drum as a guided lesson.</li> <li>Have students write independently about what they <u>want</u> to learn. This is preparation for Wednesday.</li> </ul>	<ul style="list-style-type: none"> <li>Facilitate guided retelling of what was learned from elder or video on how to make a drum. Frame step by step for procedural format.</li> <li>Have students make accordion "How To" books.</li> </ul>	<ul style="list-style-type: none"> <li>Go to chart (D3.7) and fill in while revisiting text.</li> <li>There's a Circle of Thanks in this story. Have each student choose one material used to create a drum.</li> <li>Make a Circle of Thanks poster (See D3.4).</li> </ul>	<ul style="list-style-type: none"> <li>Have students write a thank-you to guests telling them one thing they learned and highlighting their favorite kind of drum and why.</li> <li>Read small copies of all books shared in this unit (buddy read).</li> </ul>
<b>Teacher Instruction</b>				
<ul style="list-style-type: none"> <li>Collect as many pictures of drums as possible.</li> <li>Make a large drum shape and put all vocabulary words inside of shape.</li> <li>Enlarge <i>Many Drums</i> into big book format.</li> </ul>	<ul style="list-style-type: none"> <li>Arrange elder visit for Wednesday.</li> <li>Make a KWL chart.</li> </ul>	<ul style="list-style-type: none"> <li>Students will each make a How-to Procedural book on the steps that it takes to make a drum. (See D3.3.)</li> <li>Review the steps for making a drum (see D1.18).</li> </ul>	<ul style="list-style-type: none"> <li>Teacher read p. 5 of <i>Keepers of the Animals</i>, paragraph 5.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher asks permission to tape record drummers.</li> <li>Teacher background knowledge – see <i>Tall Cedar Tree</i> by Pauline Hilliare.</li> <li>Example of thank-you.</li> </ul>

**PROCEDURAL/ACCORDION BOOKS**

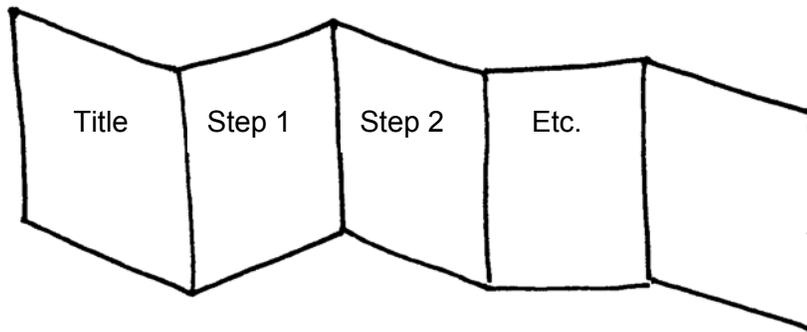
An accordion book is a natural and enjoyable way for children to visually recognize sequencing in a story. You may easily use this activity across the curriculum to sequence time, events, poems or procedures.

In other activities you may use any size paper and any writing or color media.

**Directions:**

Cut a 12 x 18 piece of construction paper in half.

Fold the paper into equal segments in an accordion fashion. See below.



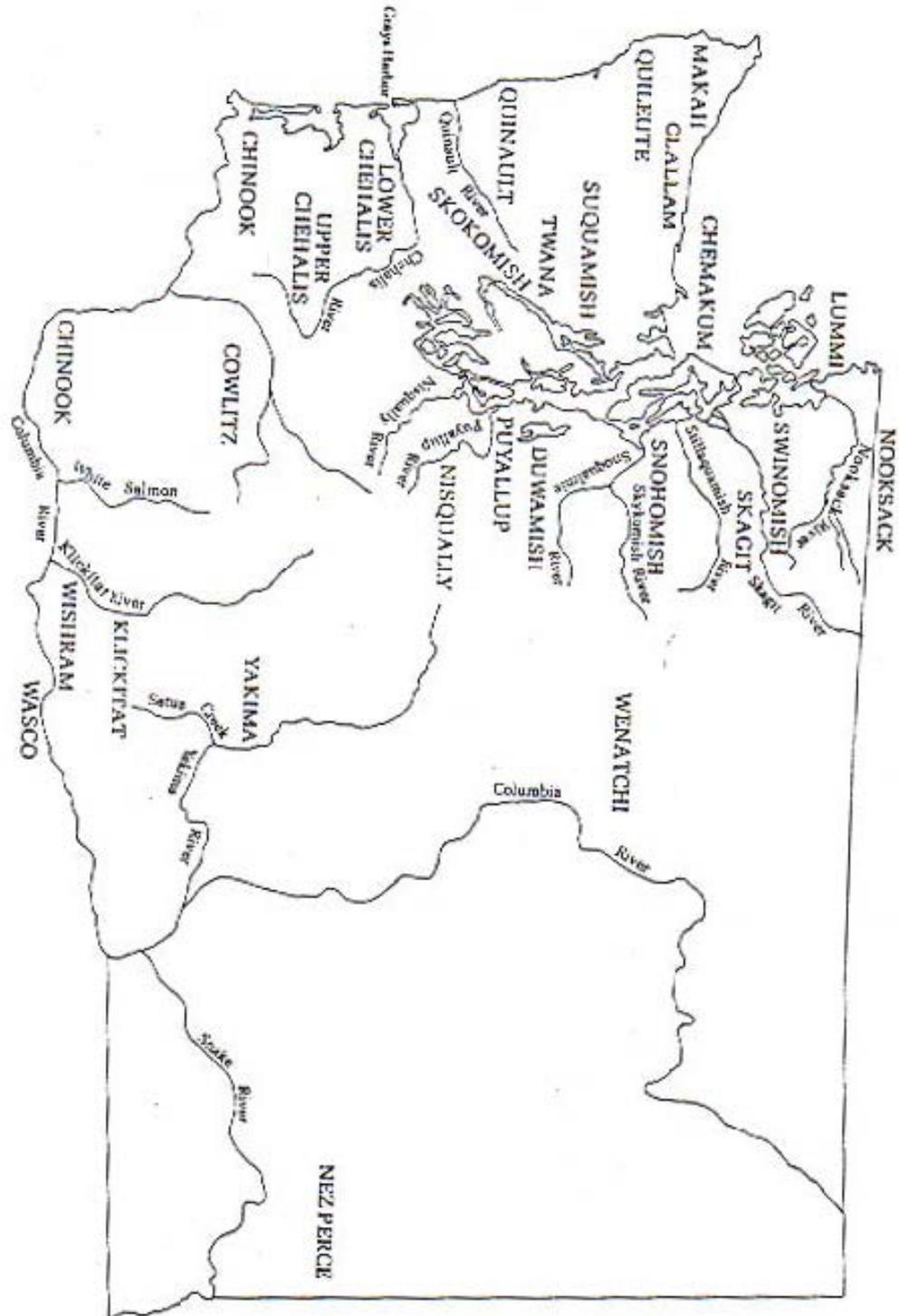
Students work as individuals or in small groups to create the sequential steps of making a drum in procedural form.

Students refer to classroom group chart or mental model ladder for organization.

## Circle Of Thanks

The Boy remembers to complete the circle of thanks in the story. Let's say our thanks using this circle. Put the item that was made (the product) on the left-hand side and the item to be thanked on the opposite side. Complete the Circle.





## Procedural Texts (K)

<b>Why</b> To direct thought or action. To give a sequence for an action.	<b>What</b> A detailed sequence of how and when to do or say something in order to achieve a planned result. Recipes, instructions, manuals, blueprints, rules, handbooks, directions, laws.
<b>Features</b>	
Vocabulary: ingredients, method, procedure, "ordinals," assemble, construct, materials, equipment. Present or future tense. Second or third person. Indirect speech. Usually short sentences. Numbering, bullets, arrows. Each step may start on a new line. May include diagrams (cutaway, outline, or shaded to focus on current action) or figures with insets for more detail of specific parts. Composite diagram showing or summarizing several steps. Explanatory captions.	

\*From *Text Forms and Features: A Resource for Intentional Teaching* by Margaret Mooney for OSPI.

Matrix Example to Hang in Room to Record Student Learning

<b>DRUMS</b>	<b>What Drums are Used For</b>	
	<b>Different Kinds of Drums</b>	
	<b>Tools and Materials</b>	

Web

Using a Web to describe words such as sound, loud, steady, rhythmic.

