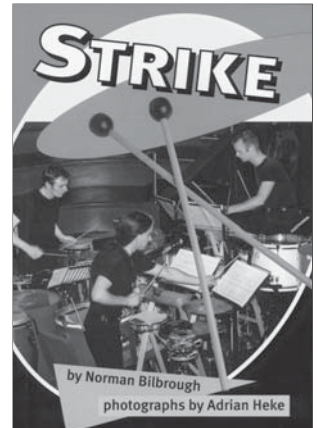


Strike

by Norman Bilbrough

photographs by Adrian Heke



Book Summary

This is a nonfiction text about drumming and the performance group called Strike. The book includes photographs, diagrams, and instructions for making a simple drum.

Features of the Book

- Nonfiction text features – photographs, labeled diagrams, glossary, index
- Instructions for making a drum
- Interactive text that asks questions of the reader
- Specialized vocabulary – *percussion, musical, echoing, strikers, drumstick, mallet, vibrates, instruments*
- Variations on root words, such as *drum, hit*
- Onomatopoeia – *bang, crashing, echoing, clapping, thudding, hissing*
- Repetition of sentence patterns
- Inclusion of a child to engage the reader

Purpose

Strike can be used to introduce and reinforce the following skills:

- S** finding information in a nonfiction text;
- S** extending vocabulary by using a glossary;
- S** following instructions;
- S** exploring sound words;
- S** using charts and diagrams to record important details.

The Guided Reading Lesson

- S** Finding information in a nonfiction text
- S** Extending vocabulary by using a glossary
- S** Following instructions

Materials needed

- A copy of the text for each child and one for the teacher
- A dry-erase board or chart paper and markers
- A drum, if possible
- Optional: materials to make a drum (refer to page 28 of *Strike*)
- Optional: a copy of the blackline master and a pencil for each child

Introducing the text

Introduce the concept of rhythm. Write the word “rhythm” on the board and tell the children what it says. Ask the them to:

- *clap your hands*
- *snap your fingertips together*
- *bang your feet on the floor*
- *tap on a tabletop with your hands.*

Show the children a drum and discuss its features.

- *What is it made from? What does it feel like?*
- *What kinds of sounds can we make with it?*

Look at the cover of the book together and read the blurb on the back.

- *Why do you think this book is called “Strike”?*
- *What does the word “strike” mean?*

Reading and discussing the text

This can be taken over two days. If your group can read the book with less support, adjust the lesson plan accordingly.

Day One

Tell the children to look at the table of contents on page 2. Check that they are familiar with using a contents page.

Look through the pictures in chapter 1 together and discuss them briefly. Point out the word “percussion” on page 5. Discuss the strategies that good readers use when they meet an unfamiliar word. Chart them so that the children can refer to them as they read the book. They can now read to the end of chapter 2.

Ask the children to find a word in chapters 1 or 2 that is written in bold.

- *Why do you think it is written like this?*

Look at the glossary together and explain its use. Tell the children to go back to the word in the text and to read the whole sentence to make sure that they understand it.

Day Two

- *What have you learned so far that you didn't know before?*
- *What do you hope to find out today?*

Remind the group that good readers reread and get help if they are not sure about the meaning of a word or picture in a book. Review the strategies they can use if they get stuck. Tell the children to read to the end of the book. Listen and provide support as needed.

When the children have finished, ask them to reread the instructions for making a drum.

- *What would we need to do if we wanted to make a drum in class?*
- *What other things could we use instead of a tin can and newspaper?*

List the children's suggestions and either continue with the following activity or suggest to the children that they make a drum at home.

Revisiting the Text

The activities below can be used immediately after the guided reading lesson or during later reading sessions as mini-lessons or individual activities.

S Following instructions

Tell the children to gather the materials necessary for making a drum – as listed on page 28. This may take a few days. Brainstorm alternatives if these materials are not available. Help the children to make a drum, using the instructions on pages 28 and 29. They could then rehearse and perform an item using the drums they have made.

S Exploring sound words

Ask the children to look through the book to find words that describe sounds. Start them off by writing “banging,” “hitting,” and “crashing” on the board. When they have found the words, ask the children to add to the list on the board.

- *What other words could you use to describe sounds?*
- *How could we organize this list into different categories?*

Help the children to categorize the words, for example, low, high, loud, and quiet sounds. Encourage them to think about using sounds words when they are writing.

S Using charts and diagrams to record important details

After the children have made their own drums, use a shared or interactive writing session to help the whole class make a wall chart that gives instructions for making a drum. The reading group can act as “experts,” providing advice and support for writing the chart. They can also help other children to make their own drums.

B The children can complete the blackline master on page 80.

