

# Drum

## Overview

Drum is not owned by anyone in the town, rather they are all owned by him. He enjoys his independent life, until he has an accident, and needs to be cared for. The storyteller would love to have Drum as his own pet, but learns the hard lesson that not every dog wants to be owned, no matter how much he is loved.

## Words to watch for

gentleman	whining	restless	smouldering	substitute
buckled	anaesthetic	entire	lopsided	belonging
imitation	admired			

## Learning outcomes

During this unit the students will:

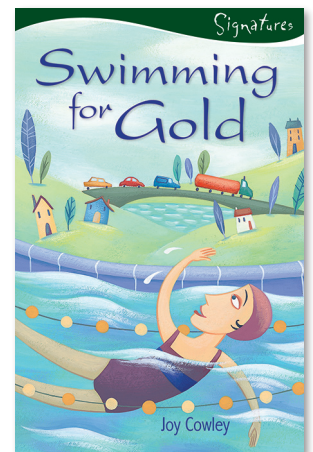
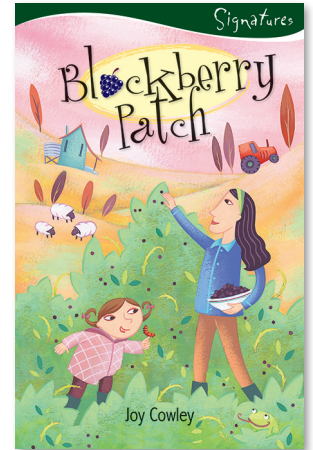
- learn some of the ways stories in a series are connected
- understand how animals and humans can belong to each other in different ways
- make predictions about a story from several types of clues
- recognise that particular authors have characteristics that identify their stories.

## Introducing the book

- Ask the students to look at the front cover and ask, *What do you learn about the story from the cover? Why might the dog be called Drum? What might happen to the dog in this story? What do you know about the Small Town stories? How might this story fit with the others?*
- Have the students read the author's name. Ask, *What do you expect in a story by Joy Cowley?*
- Read the back cover blurb, and encourage students to discuss the question that it asks.

## Before reading

- Have the students read the contents page. Ask, *What do the chapter headings tell us about the story? What do we learn about the ending of the story? What words might the author have used to describe Drum?*
- *Do you think this story will be about bravery, learning or helping each other? Why?*
- Have the students look at the illustrations at the beginning of each chapter. Ask, *How do they help you know what to expect in the text?*



## Reading the text: Comprehension

### Pages 1–3

- Ask the students to read page 1 to answer the questions, *How did Drum get his name? How does Mum describe him?*
- *What does ‘...that wasn’t really left over’ mean?*
- Have the students read pages 2 and 3. Ask, *What else do we know about Drum?*

### Pages 4–6

- Have the students look at the illustration on page 4. Ask, *What other character will be important in this chapter?*
- Ask the students to read the chapter to find out how Drum becomes a hero. When they have read the chapter, ask, *What does everyone learn about Drum?*

### Pages 7–8

- Have the students read page 7 to find what the storyteller learned about Drum.
- Ask the students to read page 8, then ask, *Why don’t the children think a cat would be as good as a dog for a pet?*

### Pages 9–11

- Have the students read Chapter 4 to find out about the terrible accident. Ask, *How does everyone try to help Drum?*

### Pages 12–14

- Ask the students to read the chapter. Ask, *How does Mum help the storyteller? What good thing will happen as a result of the accident?*
- Have the students predict what might happen when Drum gets better.

### Pages 15–17

- Have the students read the chapter to find why that Saturday is different from other Saturdays. Ask, *Where is Drum going to sleep? Why is he there?*

### Pages 18–21

- Ask the students, *What do you think this chapter heading means? How will the storyteller feel?*
- Have the students read to *Drum? Drum?* on page 20. Ask, *What do you think has happened to Drum? How will the boy feel? What will he do?*
- Ask the students to finish the chapter. When they have finished, ask, *Why does Drum leave the house at night? What does the boy learn? How does his Mum help him?*

## After reading

- Discuss the difference between what the boy wanted to have happen, and what did happen in the story. Ask students, *Why, or why not, was that better for Drum? Why was it better for the people in the town?*
- Discuss the *Words to watch for*. Invite students to find and read the sentence each word is in. Ask, *What helped you read these words? How did these words help us understand the story?*
- Have the students read and discuss pages 22 and 23. Ask, *Do you like knowing that a story is true? Why, or why not?*
- Discuss how living in a small town was probably better for Drum than living in a city. Ask, *What might have happened to him in a city?*
- Explain to the students, or remind them, that authors use figurative language, such as similes, to make stories more interesting to the reader. Say, *Find an example of a simile that helps you understand the story. Remember that similes use as or like to make comparisons.*

## Independent activities

The students could try these activities:

- Complete the BLM at the end of these notes.
- List some of the similes used in the story.
- Find the words that describe the noises that Drum made at different times. List them alphabetically.
- Think of another dog you have read about, heard about, or seen in a movie. List some of the things it has in common with Drum and some of the differences.
- Write a description of your real or imaginary pet dog.
- Design a futuristic dog bed, kennel or toy. Draw and label a picture of it, and share it with a friend.

## Series features

This story is part of the series of Small Town books. If students have read the other two books (*Blackberry Patch*, *Swimming for Gold*), ask them to identify:

- the main characters
- the similarities between the stories
- differences between the stories
- the sequence of stories (where applicable).

They could also say which one in the series they like the best, and why.

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Compare the characters in the Small Town series.

<b>Character</b>	<b>Blackberry Patch</b>	<b>Swimming for Gold</b>	<b>Drum</b>
Who was brave?	1		
	2		
	3		
	4		
Who learned something?	1		
	2		
	3		
	4		
Who helped a person or animal?	1		
	2		
	3		
	4		