



Guided Reading with **TEN ONI DRUMMERS**

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Realistic Fiction with Fantasy Elements

Guided Reading: J

DRA: 18

Intervention: 18

32 pages, 246 words plus Glossary

Guided Reading Note Level J is the benchmark for the beginning of the second grade. Children reading at this level are moving into a fluent stage, and the focus emphasizes comprehension and independent reading. Most of the reading should be done silently. Children are encouraged to: 1) make connections between their own experiences and the story, 2) “get” the author’s message and be able to discuss it with other readers, and 3) apply their reading skills and strategies. Most importantly, children should feel confident and eager to read. This is a time to build fluency and independence as children read a variety of genres and develop a sense of reading for different purposes.

Focus:

- understanding the author’s message
- connecting personal experiences with a story
- reading with expression, emphasizing rhythm and rhyme
- reading nonfiction information
- drawing conclusions and making inferences

Supportive Text Features:

- rhyming text
- repetitive cumulative refrain
- predictable, sequential number concepts
- pronunciation key

Essential Components of Reading Instruction:

Phonics: /-and/ and /-ight/ word families; long /e/ vowel sound; initial /s/ consonant blends and digraphs; /r/ and /l/ consonant blends;

Vocabulary: gaze, moonlight, salty, *oni*, grunt, aglow, all the Japanese numbers, trample, crags, swells, rafts, stoke, goblin, toothsome, blackened, enormous, fierce, guard, slumber's, shore, spooky, creatures, folktales, *taiko*, barrel-shaped, festivals, Chinese, *kanji*, Asian, elementary; all the Japanese number words

Fluency: reread the story independently or with a partner

Comprehension: determine what is important, make connections, ask questions

High-frequency Words: in, I, the, and, have, one, by, it(s), for, two, of, them, they, their, from, on, to, because, so, all, you, who, me, over, when, with, into, then, as, back

Getting Ready to Read

1. Introduce the concept and vocabulary by asking open-ended questions:

- What unusual/fantasy creatures have we met in some of the books we've read? How were the creatures helpful to the characters in the stories? How were they harmful?
- Do you ever remember your dreams? Would anyone like to share a dream with us?
- What do you do if you have a scary dream?

2. Connect children's past experiences with the story:

- Call children's attention to the title. Read: "Ten Oni Drummers." Refer to the information on page 30 and explain to children what *oni* are.
- Ask children to use the title and picture on the cover to predict what might happen in the story.
- Show the back cover and read the copy. Ask children to think about how magical creatures might help a boy.
- Have children suggest some words they might read in the book.
- Give children the book and have them look through it. Ask them to find some hints about what happens in the story.
- Call children's attention to the Japanese words in the text as well as the information and pronunciation key at the end of the story.

3. Remind children of the strategies they know and can use with unfamiliar words:

- Ask them, "What will you do if you come to a word you don't know?"
- Encourage children to use known sound chunks to decode unknown words, and to read on, returning to the word after completing the sentence.
- Tell children also to think about what they know about counting and rhyming words. Then encourage them to choose a word that makes sense in the sentence.

4. Be aware of the following book and text features:

- The book contains numerous high-frequency words and many other familiar words. Many colorful, descriptive words are also used.

- The amount of text on each page and placement of text varies throughout the book.
- Rhythm and rhyme are used throughout the text.
- Commas, ellipses, exclamation points, dashes, and italic type provide support to help children recognize the rhyme and read rhythmically.
- The story contains a repetitive, cumulative refrain on pages 9, 15, and 23.
- The Japanese number words are written in italics.
- The *oni* characters are introduced in numeric sequence and represent a fantasy occurrence within the boy's dream.
- The illustrations support and extend the story.
- Explanatory information and a pronunciation key are included at the end of the story.

Reading the Book

1. Set a purpose by telling children to read about what happens when a boy falls asleep and has a scary dream.

2. Have children read the story silently. Each child should be reading at his or her own pace. After the group has read a few pages, check for understanding with simple comments such as: "What is the story about?" or "Tell me how the story begins." Then direct children to continue reading. As they read, watch for indications of comprehension: changes in facial expressions, giggles, audible comments, rereading, turning back to a page. You may want to record these "noticings."

3. Look for these reading behaviors during children's first reading:

- Do they have a strong sight vocabulary?
- Do they use known sound chunks to read unknown words?
- Are they showing signs of understanding the story?
- Are they monitoring meaning and rereading when they lose meaning?
- How are they dealing with following a longer, more complex story? Do they easily move from page to page? Are they reading fluently?
- Are they using punctuation to gain meaning?
- Do they make accurate predictions?
- Are they connecting the text to their own experiences?
- Do they react to the text even though they are reading silently? Do they laugh? smile? frown?

4. As children read, note what they are doing. Help them build independence by being available, but not intervening too quickly.

- Watch for changes in children's facial expressions and use these as signals to ask questions such as: "What made you smile?" or "Where do you need some help?"
- Encourage children's attempts by making comments such as: "I like how you are using a different strategy when the first one you try doesn't work."

- If children are struggling with deciding which strategy to use, suggest a specific strategy that would help them get meaning in the most efficient way, such as, “Did you think about chunking that word?”
5. Possible teaching points to address based on your observations:
- Review how to find a known part or sound chunk in an unknown word.
 - Show children how to use analogies to move from the known to the unknown when encountering new words.
 - Review using grammar (syntax) to unlock words by considering the sentence structure or parts of speech in the sentence.
 - Model asking questions or making “I wonder . . .” statements to extend comprehension.
 - Review how to determine what is important in a story. Point out the cumulative nature of the text, as *oni* are added one-by-one.
 - Determine whether or not children studied the information and pronunciation key on pages 30 and 31. Review how this information helps readers understand the story and pronounce the Japanese words.
 - Talk with children about the rhyme and rhythm in the story, and how they read the refrain.
 - Review using punctuation marks to guide the meaning-making process. Commas, ellipses, exclamation points, dashes, and italic type provide support to help children read the story with expression.
 - Explore the /-and/and /-ight/ word families, as in sand, land; light, fright, night.
 - Work with the long /e/ vowel sound and explore the various spelling patterns that can represent this sound: “e” as in even; “ee” as in creep, sleep; “ea” as in dreams, beneath; “y” as in company; “i” as in oni.
 - Work with words from the story with initial /s/ consonant blends and digraphs: skies, sleep, slumber, spooky, stand, stoke, swells; shake, shore, shells, sheer. Explore other words with these sounds.
 - Review words from the story with /r/ consonant blends: crags, creep, dreams, dripping, drum/drumming, friendly, fright, grins, grow, grunt, trample. Explore other words with /r/ blends.
 - Review words from the story with /l/ consonant blends: blackened, climb, flags, flames, aglow, play. Explore other words with /l/ blends.
 - Discuss the Chinese characters that represent numbers in Japanese (see page 31). Talk about how these symbols differ from the symbols for numbers in English.
 - Model how to revisit the text to find specific examples or ideas in the story. Revisit TEN ONI DRUMMERS to make inferences about how the boy felt at the beginning and end of the story.

After the First Reading

- 1 Have children confirm their predictions about what happened in the story.
2. Connect the story to children’s experiences thinking about their own dreams.

3. Call children's attention to the realistic parts of the story versus the imaginary parts. Talk about how the *oni* grow larger and larger and what happens to them at the end.
4. Have children take turns reading the story aloud. Encourage them to read with expression, paying attention to the rhyme and rhythm. Have everyone join in for the refrain and the *oni's* cry that spreads across pages 26 and 27.
5. Elicit children's thoughts about the *oni*. Compare them to make-believe creatures children have encountered in other stories.
6. Discuss the ending of the story. Talk about what might happen when the boy goes to sleep the next night.

Second Reading

1. Have children reread the book silently or to a partner, focusing on the science facts.
2. This is a time for assessment. Keeping notes on children's progress during guided reading session will be a helpful resource for giving children on-going feedback about themselves as readers as well as helping you record how they develop over time.
 - While they are reading, watch what children do and what they use from the teaching time.
 - You might also take a running record on one child as an assessment of the child's reading behavior.
 - You might also listen in on each individual reader, observing as children use appropriate or inappropriate strategies. This information will be valuable for any additional strategy discussions after the second reading.

Cross-Curricular Activities

Art: In Japan, *oni* often appear as masks. Have children make their own *oni* masks by draw *oni* faces on construction paper, cutting out the eyes, and adding string or elastic to the sides. Children will want to wear their masks for one of the music activities below.

Children may wish to try writing the *kanji* (Chinese characters) for the numbers one through ten. Models are provided on page 31 of the book. Children may want to try writing with small paint brushes or calligraphy markers instead of pencils, crayons, or regular markers.

Music: Gather together a few drums of different sizes, for children to use as pretend *taiko*. Divide children into three groups: drummers, *oni*, and narrators, and let children act out the story. Have the groups switch roles so each has an opportunity to perform all parts of the story.

Play some recorded *taiko* music for children and let them move/dance to the beat. Many communities in the United States have *taiko* groups. If there is one in your area, see if the musicians are available to perform for the class or school.

Science: Children might be interested to learn about sleep and what happens when we dream. Explore questions such as: Why do we sleep? What are the stages of sleep? What happens when we dream? Why don't we remember many of our dreams? and so on. Information to answer these questions can be found at: dreamtalk.hypermart.net/teachers/Smapp.htm

Math: Have children look through the book again and notice the clothing of each *oni* as it appears. Each has a *kanji* on its back. Have children make flash cards for the *kanji* for the numbers one through ten. Let them study the *kanji* on each *oni* on pages 20–21 and 23. Then challenge children to turn to pages 24–25 and use their flash cards to match the right *kanji* to each *oni*.

Social Studies: Read TASTY BABY BELLY BUTTONS by Judy Sierra, which also features *oni*. Compare and contrast the *oni* in this book with those in TEN ONI DRUMMERS.

Help children locate Japan on a map or globe. Point out that Japan is made up of several islands. Children might be interested in researching some of the physical features of Japan, such as the mountain ranges, ports, and so on. Talk about how living in a relatively small island country might be different from living in a large country like the United States, where many states do not border water.

Writing: Write an original group story about an *oni* or some other imaginary creature children create. Before beginning the story, have children make a list of the features and characteristics of their creature. Then be sure that these traits play an important role in the story.



Guided Reading with **DIEZ TAMBORILEROS ONI**

Guided Reading: J

EDL/DRA: 18

Intervention: 18

32 pages, 238 words, plus Glossary

Level J is the benchmark for the beginning of the second grade. Children at this level are becoming fluent readers. All of the directions given for the introduction, first reading, and second reading of the English edition can be used with the Spanish edition of the book. The focus of the teacher's support should be on building confidence, fluency, and comprehension. This is a time for growing independence. To read the book successfully, children need the same kinds of support as their English-speaking classmates. Second language learners often benefit from acting out new words, seeing pictures, and talking about them using concrete examples.

Phonics skills to focus on include: initial /d/ consonant sound; /gr/, /br/ consonant blends; soft /c/ sound as in *cielo*, *cena*; and exploration of the /y/ sound for "ll" (double L).

The Spanish edition contains numerous high-frequency words and many familiar words. New vocabulary may include the following: *contemplo*, *luz de la luna*, *salado*, *oni*, *gruñen*, *brillantes*, *todos los números del japonés*, *cavernas*, *balsas*, *duendes*, *tamborilean*, *impresionantes*, *acantilados*, *taiko*, *pesadillas*, *tranquilizarme*. Unfamiliar words may be presented along with synonyms to help deepen children's comprehension of the words and the story. Also talk about the verb ending "-n," as in: *despiertan*, *desperezan*, *tamborilean*, and so on.

For dual-language children, cognates may also be used, such as: *brillantes*/brilliant (glowing), *gigantes*/giant, *gigantic*, *enormes*/enormous, *formidables*/formidable (fierce).

The story is written in rhythmic verse, with a cumulative refrain on pages 9, 15, and 23. Discuss the information on pages 30 and 31, and make sure children realize how this information will help them read and understand the story. Also review with children how to read the story with expression. Point out the exclamation points and words in italic type or all capital letters, and talk about how these are clues to reading expressively. Review the use of ellipses on pages 3/4 and 25/26, which show the continuation of a thought from one page to the next.

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