

Guided Reading with

TEN ONI DRUMMERS

Guided Reading: J

DRA: 18 Intervention: 18

written by Matthew Gollub

illustrated by Kazuko G. Stone

Overview: Ten friendly goblins beat their drums to keep nightmares away from a young Japanese boy as he sleeps.

32 pages, 246 words + Glossary

Genre: Realistic Fiction with Fantasy Elements

Focus:

- understanding the author’s message
- connecting personal experiences / background knowledge 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

Phonics:

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

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

Common Core Standards

- R.1, R.2, R.4, R.7
- RF.1, RF.2, RF.3, RF.4
- W.2, W.3
- SL.1, SL.2, SL.4
- L.1, L.4

ELL/ESL

Diez tamborileros oni

[See back page](#)

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? How do you make yourself feel better and able to go back to sleep? Who helps you when you have a scary dream?

2. Connect children’s past experiences with the book vocabulary:

- Hold the book. 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 story.
- 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 look for chunks of words they know and to blend the sounds quickly.
- Suggest that children read on past an unfamiliar word in order to use the context of the story to unlock the meaning of the word. Encourage children to return to the word after completing the sentence or section.
- Tell children 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 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.

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 also encouraged to: 1) independently apply their reading skills and strategies, 2) make connections between their own experiences and the story, and 3) "get" the author's message and be able to discuss it with other readers. 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.



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. Listen to children as they read by leaning close or bending down beside each child. After the group has read a few pages, check for understanding with simple questions such as: "What is the story about?" or "Tell me how the story begins." Then direct them 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 make notations about what you notice.

3. Look for these reading behaviors during the first reading:

- Do they rely on the print while 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 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 tried didn'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 the 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 sentence or 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 how the author and illustrator conveyed feelings of rhythm and excitement in the story.
- Talk with children about 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 compare and confirm their predictions with what happened in the story.**
- 2. Ask children if they had difficulty with any words or ideas, and what specific strategies they used to make sense of the story.** Encourage children to be specific about showing the parts that gave them trouble and telling how they went about sorting things out.



- 3. Connect the story to children's own experiences and thinking about their own dreams.**
- 4. 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.
- 5. Ask children to talk about anything that surprised them or was a new piece of information that they didn't know before they read the story.**
- 6. 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.
- 7. Elicit children's thoughts about the oni.** Compare them to make-believe creatures children have encountered in other stories.
- 8. Discuss the ending of the story.** Talk about what might happen when the boy goes to sleep the next night. What advice do the children have for the boy?

Second Reading

- 1. Have children reread the book silently or to a partner.**
- 2. This is a time for assessment.** Keeping notes on children's progress during a 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 drawing **oni** faces on construction paper or paper plates, 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. Boston Children's Museum also has instructions and a template for the masks:

http://japanesehouse.bostonchildrensmuseum.org/sites/default/files/resource-pdfs/PR_KNM_02Setsubun_2014_FINAL.pdf

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.

Have children make their own drums out of coffee cans, cylindrical oatmeal boxes, or plastic deli containers. Supply different



materials (plastic wrap, paper, foil, etc.) for covering the opening so a variety of different sounding drums will be created. Secure the coverings (such as with tape, rubber bands, or glue) and let children decorate their drums with markers or other materials. Have children play the drums and discuss the range of sounds. Which make metallic sounds, loud sounds, soft sounds, sweet sounds, deep sounds? How can you make the sound change?

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.

Use a drum to model a drumbeat. Have children repeat your beat on their own drums (or by clapping with their hands). Try fast, slow, rhythmic, and patterned beats. Give children straws or small sticks with which to tap their drums, and compare the sounds to tapping the drums with their hands. Create a drumbeat to which children can dance.

Bring in other images of drums from around the world. What are the features of a drum? What do drums around the world have in common? How are drums unique from other instruments? What materials are best for

making drums? What geometric shapes are best for making drums?

Set up a listening station devoted to music including drums. Provide a range of musical genres. Leave covers available for children to explore. After children have an opportunity to listen to different kinds of music featuring or including drums, encourage children to share their reactions in writing. What images did the music bring to them as they listened with their eyes closed? What did they imagine as they heard the drums?

Science: Give children a variety of objects on which to drum. (a block of wood, a salad bowl, a pillow, etc.) Ask them to listen to the sounds and describe what they hear. Elicit children's ideas about why the sounds are different from each other. List the reasons children suggest and encourage them to draw some conclusions based on their list.

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? How many hours of sleep is optimal for our health? and so on. Information to answer these questions can be found at:

<http://www.sleepforkids.org/html/dreams.html>

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: Locate Japan on a map or globe. Have children find Asia, the United States, and the part of the United States where they live. Estimate how far apart Japan is from their community. Locate the capital of Japan. Point out that Japan is made up of several islands. What seas and oceans surround Japan? Which countries are closest? 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.

With children, research the particular type of drum featured in TEN ONI DRUMMERS. What materials are used for this type of drum? What characteristics does this type of drum have and what is special about the design? Is this drum used everyday/casually or for special holidays/significant moments? From what country or region does this type of drum originate? What genre of music is the drum used in today? Who are some famous drummers who use this kind of drum?

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.

Writing: Have children write an original 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. Before children write, you may want to share a couple of other examples of stories with magical creatures that child characters imagine:

MOONY LUNA / LUNA, LUNITA LUNERA

<https://www.leeandlow.com/books/2850>

THE CLOSET GHOSTS

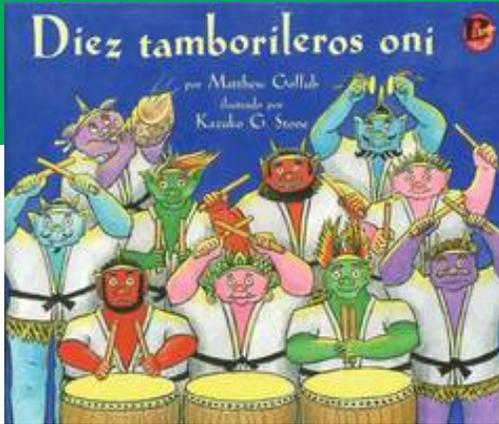
<https://www.leeandlow.com/books/2781>

Have children describe a time they had a scary dream. How did the dream make them feel? How did they get back to sleep? Who helped them feel better? What advice do they have for someone who has a scary dream?

Other resources: Check out additional enrichment activities created by TEN ONI DRUMMERS author Matthew Gollub:
<http://www.tortugapress.com/pdf/Teacher%20Kit%20Oni%20Drummers%20-%20Lesson%20Plans.pdf>



BEBOP CLASSROOM CONNECTION



Guided Reading: J
EDL/DRA: 18
Intervention: 18

Guided Reading with

DIEZ TAMBORILEROS ONI

Level J is the benchmark for the beginning of the second grade. Children at this level are becoming fluent readers. All 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 comprehension, fluency, and confidence. 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 new words and the story. You may also use real objects to support the learning of new vocabulary. 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.

The book language used may differ from children's oral language. Comparing any differences will help children read and understand the story. Also help children understand that we often speak differently than we write, and that both ways of using language are important.

For more information about Bebop Books, please contact:



Abraham Barretto, Vice President of Educational Sales at Bebop Books, An imprint of LEE & LOW BOOKS
95 Madison Avenue
New York, NY 10016
212-779-4400 x 23
212-683-1894 fax
abarretto@leeandlow.com

Guided Reading Guided reading levels were assigned by literacy experts and certified Reading Recovery® teachers using the guidelines identified in Guided Reading and Matching Books to Readers by Irene C. Fountas and Gay Su Pinnell.

INT. (Intervention) Intervention levels were assigned by literacy experts and certified Reading Recovery® teachers and are intended for use in early intervention and one-on-one tutorial programs, including Reading Recovery®. These levels are not officially authorized by Reading Recovery®. Reading Recovery® is a registered servicemark of The Ohio State University.

DRA (Developmental Reading Assessment) and EDL (Evaluación del desarrollo de la lectura) DRA and EDL levels were determined using information in the Developmental Reading Assessment Resource Guide and EDL Resource Guide by Joetta Beaver.

All level placements may vary and are subject to revision. Teachers may adjust the assigned levels in accordance with their own evaluations.

Copyright © 2015 by Bebop Books®, an imprint of Lee & Low Books Inc. Used with permission.

ISBN #: 9781584304678

Diez tamborileros oni

Guided Reading Level: J

leeandlow.com