



Running words: 273

Book Summary

This story looks at the benefits of practice and perseverance when learning to play an instrument. Bear is learning to play the drums, but the other animals complain about the noise. Bear wants to keep practising to improve his playing, but Parrot tells him he must go and practise where no one can hear him. A few days later, the animals hear a beat that makes them want to dance and clap. They follow the beat through the jungle and discover Bear playing the drums. His playing has greatly improved. In the end, Bear's perseverance inspires Gorilla to learn to play the guitar.

Themes

Animals, birds, and insects;
Humour; Relationships; The arts

Features of the Book

- The information contained in the illustrations
- Content words for discussion: *beat, played, practice*
- Phonics and phonemic awareness: consonant blends – *scr, str*; vowel blends – *beat/ears/heard/really*; word endings – *ed*

Strategies

I Like that Beat! introduces and reinforces the following strategies:

- making connections;
- asking and answering questions;
- determining author's purpose.

Materials

- Copies of the Sentence Strips reproducible for this book, cut and ready for use
- Copies of the BM, pencils

I Like that Beat!

by Feana Tu'akoi

Introducing the Text

Begin by asking the students about the instruments they play or have played. Write their answers in a list.

- *What instrument have you played?*
- *Were you good at playing it when you first started?*
- *How did you improve your playing?*

Reading the Text

Hand one book to each student. Ensure that the content words (*beat, played, practice*) are integrated naturally into the discussion. An understanding of these terms will help the students appreciate the author's purpose and the decisions the characters make in the story. Encourage the students to use the information in the illustrations and text to make predictions, then to revise or confirm these as you work through the book.

Cover

Together, read the title and the name of the author on the cover and the title page. Look at the illustrations.

- *What animals do you see on the cover?* (elephant, snake, bear, gorilla, parrot)
- *What do you predict this story is about?* (a bear playing the drums)

Pages 2 to 3

- *What is happening on these pages?* (Bear is playing the drums; the other animals are covering their ears and making faces.)

Read the text together. Confirm that Bear is playing his new drums, but the other animals don't like the noise. Have a student point out the speech marks on the page. Remind the students that these marks indicate who is speaking in the story.

Page 4

- *What do you think Parrot is asking Bear to do?* (to play somewhere else)
- *How can you tell?* (Parrot is pointing where Bear should go; her expression is annoyed, and Bear's expression is surprised and worried.)

Read the text together. Confirm that Parrot is telling Bear he must play the drums somewhere else.

- *Do you think Bear will keep practising elsewhere or give up playing?*

Page 5

- *Who is on this page?*
What is she doing? (Gorilla, relaxing in the sunshine)

Read the text together. Point out the words "Ba-da-boom!" in the illustration, and explain that this means the words can be "heard" in the scene, even though the reader can't see what is making the sound.

Page 6

- *What are Gorilla and Parrot doing?* (clapping and enjoying the music)

Read the text together. Confirm that Gorilla and Parrot like the music.

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Page 7

- *What do you think Parrot is looking for?* (the source of the music)

Read the text together. Confirm that Parrot is searching for the source of the music and suggests to Gorilla that they go and look for it.

Pages 8 to 9

- *What is happening on these pages?* (Elephant and Snake join Gorilla and Parrot on their search.)
- *Do the other animals like the music, too? How can you tell?* (Yes, they are dancing to the beat, and their expressions are happy.)

Read the text together. Confirm that Elephant and Snake have joined in the search for the source of the music.

Pages 10 to 11

- *What do the animals find?* (Bear playing the drums.)

Read the text together. Confirm that Bear has been practising the drums and that the animals now like his music.

- *Why do the animals like Bear's playing now?* (He has practised and become good at playing the drums.)
- *Did you predict that Bear would keep practising?*

Page 12

- *What is Gorilla doing?* (playing the guitar)

Read the text together. Confirm that Bear's perseverance has inspired Gorilla to learn to play the guitar.

- *What do you think the animals mean when they say, "Here we go again!"?* (They will have to endure Gorilla practising noisily until she improves like Bear did.)

Revisiting the Text

- Encourage the students to revisit the events in the story to determine the author's purpose. Many stories have morals or lessons. Ask the students what they think is the lesson of this story. If none of them suggest it, introduce the saying "Practice makes perfect".
- Find and list the "scr" and "str" consonant blends in the story. With the students, add any other words they know that begin with these blends.
- Write the words *beat/ears/heard/really* on the board, and, with students, create a list of other words that contain the vowel blend "ea" to make the long "e" sound. Point out the other sounds this blend can make, for example, in the words "bear", "heard", and "head".
- Find and list the words in the story that end in "ed". With the students, add other action words (verbs) they suggest. Help them turn these verbs into their past tense forms (ending in "ed").

Following Up

- Have the students imagine that Bear is giving a concert, and the class is interviewing him about playing the drums. What questions would they ask him? Once the class has come up with a list of questions, the students can role play the interview with Bear.
- Give the students copies of the BM for this story. They can use information from the story to write speech bubbles about what each animal says to Bear.