


7-22-2021

Drum Dream Girl: How One Girl's Courage Changed Music

Deirdre Cardona

University of Central Florida, deirdrec99@knights.ucf.edu

 Part of the [Curriculum and Instruction Commons](#), and the [Early Childhood Education Commons](#)
Find similar works at: <https://stars.library.ucf.edu/diversefamilies-project>
University of Central Florida Libraries <http://library.ucf.edu>

This Lesson Plan is brought to you for free and open access by the Diverse Families at STARS. It has been accepted for inclusion in Diverse Families Bookshelf Lesson Plans and Activities by an authorized administrator of STARS. For more information, please contact STARS@ucf.edu.

STARS Citation

Cardona, Deirdre, "Drum Dream Girl: How One Girl's Courage Changed Music" (2021). *Diverse Families Bookshelf Lesson Plans and Activities*. 43.

<https://stars.library.ucf.edu/diversefamilies-project/43>



Diverse Families Children’s Literature Lesson Plan

Written by: Deirdre Cardona

STARS Database Book URL: <https://stars.library.ucf.edu/diversefamilies/1967/>

Lesson Title:	<p>Lesson title: “Drum Dream Girl Drum Circle” Book title: <i>Drum Dream Girl: How One Girl’s Courage Changed Music</i> Author: Margarita Engle Illustrator: Rafael López</p>
Content Area and Grade Level:	<p>Kindergarten English Language Arts Kindergarten Social Studies</p>
Lesson Objectives:	<ul style="list-style-type: none"> ● The students will develop an awareness of a primary source. ● The students will identify various sounds in a piece of music. ● The students will understand and discuss key details in a text. ● The students will communicate information, ideas, and concepts relating to differences in familial customs between now and the past.
Florida Standards:	<ul style="list-style-type: none"> ● SS.K.A.1.2 Develop an awareness of a primary source. ● MU.K.C.1.2 Identify various sounds in a piece of music. ● LAFS.K.RI.1.1 With prompting and support, ask and answer questions about key details in a text. ● ELD.K12.ELL.SS.1 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
Assessment:	<ul style="list-style-type: none"> ● Using the author’s guide as a reference the teacher will begin a whole class discussion prior to the read aloud. The teacher will ask the following questions suggested in the resource: ● <i>What is a tradition?</i> ● <i>How would you feel if you were told that you could not play music, play sports, be a teacher, vote for president, or be the president, simply because you are a girl—or a boy? Would you want to make someone else feel that way?</i> ● <i>Are there things you would like to learn how to do someday, even though other people might tell you they’re too hard? If you felt like giving up, who would you turn to for lessons, encouragement, and help?</i> ● https://www.teachingbooks.net/media/pdf/HMH/DrumDreamGirl.pdf ● Students will fill out an anticipation guide both before and after reading <i>Drum Dream Girl</i> and discuss their answers/thought processes.



	<table border="1"> <thead> <tr> <th data-bbox="561 254 721 306">YES 😊</th> <th data-bbox="721 254 1192 306">What Do You Know?</th> <th data-bbox="1192 254 1349 306">NO ☹️</th> </tr> </thead> <tbody> <tr> <td data-bbox="561 306 721 407"></td> <td data-bbox="721 306 1192 407">The girl on the cover is very happy.</td> <td data-bbox="1192 306 1349 407"></td> </tr> <tr> <td data-bbox="561 407 721 558"></td> <td data-bbox="721 407 1192 558">The story will be about a girl who wants to be a doctor.</td> <td data-bbox="1192 407 1349 558"></td> </tr> <tr> <td data-bbox="561 558 721 611"></td> <td data-bbox="721 558 1192 611">Rules are fair.</td> <td data-bbox="1192 558 1349 611"></td> </tr> <tr> <td data-bbox="561 611 721 663"></td> <td data-bbox="721 611 1192 663">Rules cannot change.</td> <td data-bbox="1192 611 1349 663"></td> </tr> </tbody> </table>	YES 😊	What Do You Know?	NO ☹️		The girl on the cover is very happy.			The story will be about a girl who wants to be a doctor.			Rules are fair.			Rules cannot change.	
YES 😊	What Do You Know?	NO ☹️														
	The girl on the cover is very happy.															
	The story will be about a girl who wants to be a doctor.															
	Rules are fair.															
	Rules cannot change.															
<p>Motivating Activity & Anticipatory Set/Access Prior Knowledge:</p>	<ul style="list-style-type: none"> ● Teacher will pass out an anticipation guide with a variety of statements designed to activate a student’s prior knowledge. <ul style="list-style-type: none"> ○ The story will be about a girl who plays guitar. ○ Drums are played with sticks. ○ Millo looks happy on the cover. ● Teacher will read each sentence out loud and model how to fill out the anticipatory guide by doing a completing it with the students. <ul style="list-style-type: none"> ○ Teacher will hold up the book and walk around the class so each student can see the cover. Teacher will say <i>“Look at the cover. The girl on the cover is very happy.” Check the box if you agree or disagree.</i> Teacher will point to each box. ○ Teacher will say <i>“The title says, “Drum Dream Girl”. The story will be about a girl who dreams about becoming a doctor.” Check the box if you agree or disagree.</i> Teacher will point to each box ○ Teacher will say <i>“Rules are fair. Check the box if you agree or disagree.”</i> Teacher will point to each box. ○ Teacher will say <i>“Rules cannot change once they have been made. Check the box if you agree or disagree”.</i> Teacher will point to each box. 															
<p>Procedures:</p>	<ul style="list-style-type: none"> ● Teacher will call students to rug to listen to a story (<i>Drum Dream Girl</i>). Teacher will ask them to bring their anticipation guides with them. ● Teacher will introduce the lesson <ul style="list-style-type: none"> ● Teacher will take out her filled out copy of the Anticipation Guide and ask students to share their answers with an elbow partner. Teacher will remind students that they will be sharing their answers again once the story is over. 															



Closure:

- Teacher will tell students *“Today, we will be reading a story about a little girl who dreamt of being a drummer in a time when girls were not allowed to drum. We’re going to listen to music from that time period and have moments to turn and talk with our elbow partners about the story.”*

- The teacher will introduce three different types of drums (borrowed from the music teacher.) Teacher will hold them up, model how to play them, and have a label affixed to the drum with its name. (Bongo, conga, and timbales)
- The teacher will show the video, Anacaona 1937. Teacher will have a link ready on the projector. Teacher will say *“Let’s hear some of the sounds Millo will be making during the story today. This song was played by Milo’s band! These are pictures of Millo. We can see her playing the drums. Doesn’t she look happy?”*
<https://safeshare.tv/x/ss61092b7cb309f>
- The teacher will introduce the book *Drum Dream Girl* by Margarita Engle and Rafael López. Teacher will ask for three volunteers. One student will play the bongo when cued, another will play the conga drum when cued, and another student will play the timbales when cued.
- The teacher will tell the students that *everyone* will be making a special sound today. *“When I point to you, copy the sound and movement that I make.”* (Movement may be mimicking sounds and using hands to show how the sound moves, drumming on lap, etc.)
- Teacher will prepare to read. Teacher will model Think Aloud strategies by asking *“What will this be about?”* Teacher will point to the cover and ask if students notice anything interesting about it. Students will share their observations. Teacher will model making predictions between the cover, title, and illustrations on the cover of the book.
 - Teacher will read the book, using variations in intonation, gesture, pacing, and miming. Allow ELL’s to sit closer to the teacher as needed. ELL’s can also use a vocabulary chart or have support from a specialist if needed.
 - Teacher will pause on page 2. Teacher will say *“I see a word I’m not too sure of (conga/bongo/timbales). I think I’ll have to use my context clues. If I know the story is about a little girl who loves to play the drums, and there are pictures of drums on the page, I can understand that these words are the names of different drums.”* Teacher will re-read the page and cue each student to play their instrument.
 - Teacher will stop on page 4 and model making connections by saying *“It sounds like this little girl really loves to play the drums. It reminds me of how much I love to (Teacher will fill in favorite hobby). Let’s think about something we love to do as we look at the images on this page.”*



- Teacher will pause at page 6 and say *“Only **boys** should play drums? What about the girls who love to play drums? What if someone told you that **you** weren’t allowed to do your favorite hobby?”*.
- On page 12, Teacher will mimic the sounds described on the page and then point to the class to mimic the sounds when prompted.
- On pages 13-14 Teacher will turn the book on its side so students can see the illustration. Teacher will shake maracas to mimic the rattling described on the page.
- On page 18, Teacher will drum their fingers along the book. Teacher will point to students to mimic this.
- On page 20, Teacher will turn the book over on its side so students can see the illustration. Teacher will say *“I can see that the little girl looks sad. I can also see that her drum is in a cage. If her drum is in the cage what can’t she do?”* Teacher will allow students to share before moving on.
- On page 21, Teacher will prompt each volunteer to play their instrument.
- On page 28, Teacher will say *“I didn’t expect the little girl’s father to say that. Let’s read ahead to find out what happens!”*
- On page 32, Teacher will say *“I can see that the girl looks very hopeful. In the next part I think that she will be able to play her drums.”*
- On page 36, Teacher will say *“Doesn’t the little girl look so happy that she gets to play at the cafe?”*
- On page 38, Teacher will ask *“How did the little girl’s bravery affect the island?”*

- After the story is over, the teacher will thank the students who volunteered and thank the class for participating in the story. The teacher will ask students to share something they’ve learned. The teacher can reference the author’s Discussion Guide if needed. Teacher will listen to discussion and gauge understanding through informal assessment.
 - Teacher will ask students *“What do you do with your family?”* Bring up technology, such as television, iPads, computers. Let students know that advanced technology has not been around for a very long time, and families would share different customs while growing up.
- After class discussion, Teacher will ask students to return to their anticipatory guides. Teacher will read each statement and ask students to check the box on the “after” column that corresponds to whether they agree or disagree. After students fill out each row, ask students to share how their thinking has changed or stayed the same.



	<ul style="list-style-type: none">● To close the lesson, Teacher will ask students to share with an elbow partner on how their thinking has changed or stayed the same, focusing on the differences or similarities in their answers <i>both</i> before and after reading.● Teacher will explain to students that during different time periods, there were different traditions that were followed. The rules or traditions may not have always been fair, but it's important to know how they have changed. The teacher will say <i>"Turn and talk to your elbow partner and share 2 traditions you have in your family. I'll go first and share with all of you: In my family, two traditions that I have are: (give 2 examples of tradition: food, celebration, etc). When you are done we will share with the class."</i>
Materials:	<ul style="list-style-type: none">● Anticipatory Guide● <i>Drum Dream Girl</i> Discussion Guide https://www.teachingbooks.net/media/pdf/HMH/DrumDreamGirl.pdf● Teaching Tolerance Think Aloud Strategy Guide https://www.learningforjustice.org/classroom-resources/teaching-strategies/responding-to-the-readaloud-text/think-aloud● VIDEO: Anacaona 1937: https://safeshare.tv/x/ss61092b7cb309f● Pair of maracas.● Pair of bongos● Pair of conga drums● Timbales