

Drum Dream Girl

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A little girl dreams of playing the drums, but has to hide and practice without anyone knowing, because girls aren't allowed to play drums. Finally, her music is heard and it's decided that both boys and girls should be allowed to play the drums and dream!



Possible strategies for instruction

Comprehension

- **Use prior knowledge to predict and connect with text.**
 - Prompt students with some of the following questions to make connections to the text, which will help them understand the story:
 - How would you feel if someone told you that you couldn't play music, play sports, be a teacher or a doctor, vote, or be the president because you are a female? Or male?
 - Is there anything you would like to learn how to do, even though people might tell you it's too hard?
 - When you feel like giving up, to whom do you turn for help and encouragement?
- **Make and adjust mental images; use text to confirm.**
 - This book is perfect for teaching visualization because of all the descriptive words! Students are able to visualize *pounding tall conga drums; tapping small bongo drums; long, loud sticks; big, round, silvery moon-bright timbales; wind-wavy palm trees; flower-bright park.*
 - Ask students to describe what they see in their minds when they hear *Her hands seemed to fly as they rippled rapped and pounded all the rhythms of her drum dreams.*

Accuracy

- **Flip the sound.**
 - Demonstrate this by flipping your hands over as you model appropriate words in the story: *music, tap, pat, stilts, secret.*
- **Blend sounds; stretch and reread.**
 - Many words throughout this story can be used for modeling this strategy: *music, drum, dream, only, play, secret, garden, palm, whirl, wings, clack, tap, pat, stilts, chairs, conga, bongo, join, heard.*

- **Recognize high-frequency words on sight.**
 - This story repeats many sight words for beginning readers, such as *of, the, and, girl, to, she, her*. When reading, choose one or two words to focus on. Have students use sticky notes to tally the number of times they hear the word used in the story.

Expand Vocabulary

- **Tune in to interesting words.**
 - Point out and discuss interesting words in the text, such as *conga drums, bongo drums, and timbales*. Show pictures of each instrument, and listen to a piece of music from each instrument to hear the difference. Provide students with opportunities to use these words in their writing and speaking. Decide if they are worth putting on the class's word collector chart.

This text can be used with nearly any strategy on the CAFE Menu. The above strategies are a highlighted collection to use as a springboard for further instruction.