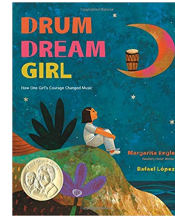


Unit 3: Connecting Places, Connecting People



WEEK 2 Day 1

Text Talk
Drum Dream Girl
Read 1 of 2

Big Ideas	Every place has many stories. We understand our own identities by thinking about where we are and where we come from.
Weekly Question	What can we learn by exploring stories and music from different places?
Content Objectives	I can analyze key details from words and illustrations in the text to summarize how a character responds to challenges. (R.6.2.a, R.11.2.a, R.11.2.b) I can use key details from the text to determine the author’s message. (R.5.2.a)
Language Objectives	I can build on the ideas of my peers when summarizing a story. (SL.1.2) I can use context to determine the meaning of key words and phrases in the story. (L.4.2.d)
SEL Objective	I can empathize with characters and describe their feelings based on their experiences. (Social Awareness)
Vocabulary	bongo: a kind of drum made of two smaller drums of different sizes; typically played with hands or fingers brave: having courage clack: a sharp, quick sound that repeats clang: a loud sound that echoes conga: a tall drum dare: to have enough courage to do something rap: to hit sharply

rattle: a series of short, repeated sounds
ripple: a series of small waves
*** rhythm:** regular, repeated pattern of sound
timbales: a kind of shallow drum with metal border
whir: to move very quickly with a buzzing sound

Materials and Preparation

- *Drum Dream Girl: How One Girl's Courage Changed Music*, Margarita Engle
Pre-mark the pages in the book. Page 2 begins, "On an island of music..."
- *Drum Dream Girl* Images slides
- *Drum Dream Girl* slides (full text)
- projector and screen
- Summarizing sheet, enough copies for children to work in pairs
- clipboards or other hard surfaces for writing
- pencils
- Writing Station Response: *Drum Dream Girl*, 1 copy
On the whiteboard, write the Writing Station prompt.
- chart paper, two pieces
On one piece of chart paper, prepare the following chart, Summarizing.

Summarizing	
Someone ... <i>(character)</i>	
in ... <i>(setting)</i>	
had a problem ... <i>(problem)</i>	
then ... <i>(resolution)</i>	
What is the author's message? Why do you think this?	

	<p>On the other piece of chart paper, prepare the Weekly Question Chart.</p> <p>Children will work in pairs to complete the summarizing sheet. Plan pairs strategically, based on children’s individual needs.</p>
<p>Opening 2 minutes</p>	<p>Introduce the text and setting.</p> <p><i>Today we will read Drum Dream Girl: How One Girl’s Courage Changed Music, written by Margarita Engle and illustrated by Rafael Lopez. This story takes place in Havana, Cuba [point to the world map]. We talked about Havana when we looked at Tonel’s personal recount. In this story, Drum Dream Girl, Margarita Engle refers to Cuba as “an island of music.” Once we read we’ll discover why she might describe it that way.</i></p> <p>Set a purpose for today’s reading.</p> <p><i>As we read this new text, we’ll use both the words and illustrations to think about the challenge the main character faces and how she responds to that challenge.</i></p> <p><i>We’ll use a graphic organizer to help us analyze and summarize the important events of the story.</i></p>
<p>Text and Discussion 16 minutes</p> <p>slides 2-5</p>	<p>Show slides 2-5, including the page from <i>Drum Dream Girl</i> and photographs of drums.</p> <p>Invite children to share any experiences they have with these instruments.</p>
<p>page 6</p>	<p>Discuss the challenge that the main character faces.</p> <p><i>Take a look at the illustrations on this page. What is happening here?</i></p> <p>Gather a few ideas.</p> <p><i>You are discussing a dilemma, or a challenging situation. This story takes place a long time ago, in the 1930’s, when girls usually did not play drums. In many places, girls and women have been treated differently than boys and men. In many families at this time in Cuba, fathers made most of the decisions. This story gives one example of that. What do you think about this?</i></p>
<p>page 8</p>	<p>Turn and talk.</p> <p><i>How is the main character responding so far to the challenge of</i></p>

	<p><i>being told that only boys can play drums?</i></p> <p>Continue reading. Help children to think about how the girl continues to envision her future of drumming and how this contributes to her character.</p>
page 21	<p><i>The text reads, “The brave drum dream girl dared to play...” What do you know about the word dare?</i></p> <p>Provide a definition if necessary.</p> <p><i>Why does the author use this word, “dare”? Turn and talk.</i></p> <p>Harvest a few ideas.</p>
page 28	<p>Read page 28, then compare it with the previous page (beginning “Her big sisters were so excited...”).</p> <p><i>What does this tell you about the ideas of her big sisters and of her father?</i></p> <p>Gather a few ideas.</p> <p>Think, Pair, Share.</p> <p><i>How are the characters feeling on these two pages? What makes you say so?</i></p> <p>Read to the end of the text.</p>
Key Activity 17 minutes	<p>Introduce the Summarizing sheet.</p> <p>Harvest and record responses for the Character and Setting sections, inviting children to write on their own sheets.</p> <p>Have children work in pairs to think about and record the Problem and Resolution sections. Project and click to appropriate slides of the text and make the books available for children to refer to as they work.</p> <p>Circulate to support children in their discussions and help them articulate how the girl responds to challenges. Encourage children to include as many details as possible on their sheets.</p> <p>Gather children in the whole group to discuss their work.</p> <p><i>We used this summarizing sheet to pull out important elements of the story. When you summarize a story, you identify and think about the most important parts of the story. Let’s think about how the girl responds to challenges.</i></p> <p>Invite a few children to share parts of their work.</p>

<p>Closing 2 minutes</p> <p>slide 6</p>	<p><i>I didn't tell you this in the beginning, but this story is based on a true story! The character's real name is Millo Castro Zaldarriaga. We will read more about her tomorrow. For now, let's look at a photo of her.</i></p> <p>Show slide 6.</p>
<p>Writing Station Prompt 1 minute</p>	<p>Introduce the Writing Station prompt.</p> <p><i>We have started thinking about the author's message. At the Writing Station, you will use this text, Drum Dream Girl, to answer the prompt.</i></p> <p>Chorally read the prompt.</p> <p><i>What message does the author of Drum Dream Girl want us to understand? Use details from the text to support your thinking.</i></p> <p>Remind children that they can use the text in slides to gather evidence that supports the author's message.</p>
<p>Weekly Question Chart 2 minutes</p>	<p>Introduce the new weekly question, "What can we understand about a place through stories and music?" Be sure to capture important vocabulary words.</p> <p>Begin the Weekly Question Chart.</p> <p><i>Throughout this week, we will be asking and answering this question: What can we learn by exploring stories and music from different places? We will record our ideas here.</i></p> <p><i>In this book, we saw the importance of music in the life of one character and in the life of a community. We saw that people in the community in this story enjoyed a certain kind of music and also had some clear ideas about who could make music at that time. Let's add this to our chart: People enjoy certain kinds of music in different places. Communities might have specific ideas about music and musicians.</i></p> <p>Record an idea.</p> <p><i>We can add more to our chart during the week.</i></p>
<p>Standards</p>	<p>R.5.2.a Retell texts, including details about who, what, when, where, how, and why; demonstrate understanding of the theme.</p> <p>R.6.2.a Describe how characters in a story respond to major events and challenges.</p> <p>R.11.2.a Use illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>R.11.2.b Compare and contrast two or more versions of the same story presented in diverse forms</p>

	<p>SL.1.2 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>L.4.2.d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</p> <p>SEL.Social Awareness</p>
<p>Ongoing assessment</p>	<p>During the small group work, take note of how children approach the work.</p> <p>What questions do they ask? What understanding do they communicate? How do children’s oral and written communication align or differ? Do children accurately identify the story’s problem and resolution? What do children communicate about the author’s message?</p> <p>Review the summarizing sheets and assess children’s ability to pick out important details and summarize the story.</p>

Notes