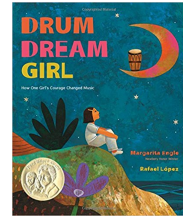


Unit 3: Connecting Places, Connecting People

WEEK 2 Day 2



**Text Talk**  
***Drum Dream Girl***  
 Read 2 of 2

<b>Big Ideas</b>	Every place has many stories. We understand our own identities by thinking about where we are and where we come from.
<b>Weekly Question</b>	What can we learn by exploring stories and music from different places?
<b>Content Objective</b>	I can describe how specific words and phrases provide rhythm and meaning in the story. (R.7.2.a)
<b>Language Objectives</b>	I can build on the ideas of my peers when discussing how poetic devices help provide meaning to a text. (SL.1.2) I can use context to determine the meaning of words and phrases in the story. (L.4.2.d)
<b>SEL Objective</b>	I can share my own thinking with my peers, and I can listen and build onto their thinking. (Relationship Skills)
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>* <b>beat</b>: a repeated sound, as played on a drum</li> <li><b>brave</b>: having courage</li> <li><b>dare</b>: to have enough courage to do something</li> <li><b>pound</b>: to hit something with force</li> <li><b>rap</b>: to hit sharply</li> <li><b>rattle</b>: a series of short, repeated sounds</li> <li>* <b>rhythm</b>: a regular, repeated pattern of sound</li> <li><b>ripple</b>: a series of small waves</li> <li><b>taboo</b>: not allowed</li> </ul>

	<p><b>timbales:</b> a single, shallow drum with metal border</p> <p><b>towering:</b> very tall</p> <p><b>unattainable:</b> unable to be gotten or achieved</p> <p><b>whir:</b> to move very quickly with a buzzing sound</p>
<p><b>Materials and Preparation</b></p>	<ul style="list-style-type: none"> <li>● <i>Drum Dream Girl: How One Girl's Courage Changed Music</i>, Margarita Engle</li> <li>● <i>Drum Dream Girl</i> Images slides, from Day 1</li> <li>● projector and screen</li> <li>● <i>Drum Dream Girl</i> excerpt sheet, one copy for each child</li> <li>● writing tools</li> </ul> <p>On the whiteboard, write:</p> <p style="padding-left: 40px;">When she walked under wind-wavy palm trees</p> <p>Separately on the board, write the following discussion questions.</p> <p style="padding-left: 40px;">What special rhythms do you notice in the language? What images do you see when you read the language? What does it make you think about?</p> <p>Children will work in pairs. Consider children's literacy skills as well as social dynamics when establishing partners.</p>
<p><b>Opening</b> 5 minutes</p>	<p><i>Yesterday, we read Drum Dream Girl: How One Girl's Courage Changed Music, written by Margarita Engle and illustrated by Rafael Lopez. I told you that the drum dream girl is based on a real person: Millo Castro Zaldarriaga. [Show slide 6]. Let's begin today's Text Talk by reading the historical note at the end of the book.</i></p> <p>Leave the slide up, and read the historical note. Define words as needed (taboo, unattainable).</p> <p style="padding-left: 40px;"><i>What makes Millo special?</i></p> <p>If not yet discussed, highlight that Millo was ten years old when she first performed and that she was of Chinese-African-Cuban descent. Also, being "enthusiastically cheered" by Eleanor Roosevelt shows that she was an important role model for women, noting Eleanor Roosevelt as a strong advocate for women doing anything they wanted to, especially the many things they had not had access to historically.</p> <p style="padding-left: 40px;"><i>Did you notice that the words in this book are arranged on the</i></p>

	<p><i>page in a special way? The text is written as a poem. Does this remind you of another text we have read?</i></p> <p>Remind children of <i>Water Rolls, Water Rises</i>. Make connections to Writing lessons. The illustrations and style might also prompt children to think of <i>The Upside Down Boy</i>.</p> <p>Set a purpose for reading.</p> <p><i>Today, we will read the book again. This time, let's pay particular attention to the poetic language and the way words and phrases help provide rhythm and meaning. We will read a part of the book together, and then you will read a few pages with a partner.</i></p>
<p><b>Text and Discussion</b> 8 minutes  page 4</p>	<p>Read page 4.</p> <p><i>What rhythms or sounds do you notice in the language? What does it make you think about? What do you think about when you hear the description "moon-bright timbales"? What do you visualize?</i></p> <p>Read through page 10, then stop.</p>
<p><b>Key Activity</b> 20 minutes</p>	<p><i>I am going to stop reading here for now. The next part of the text is here [show sheet], and you'll read this part with a partner. Read the text together slowly and talk about what you are reading. The questions written [refer to the board] and on your sheet can help you.</i></p> <p>Read the three questions aloud. Indicate the spaces for children to record their ideas.</p> <p><i>You can also circle words that are important or special to you. Let's look at the first two lines together.</i></p> <p>Use the first two lines—written on the board—to model reading slowly, thinking aloud, annotating, and jotting down some thoughts. (For example, circle the words “wind-wavy” and draw a waving hand.)</p> <p>Arrange children in pairs around the room, according to how they work best (e.g., with clipboards on their bellies, sitting in a quiet corner, or standing). As they read, encourage children to think aloud, referring to and responding to the prompts. Help children to identify and circle important words and to write down their thinking in the form of words, phrases, and sketches.</p>
<p><b>Closing</b>  7 minutes</p>	<p>Gather the whole group.</p> <p><i>Let's see what we have noticed about the language in the text. How does the author use poetry and language to deepen our</i></p>

	<p><i>understanding about Millo Castro Zaldarriaga?</i></p> <p>As children share their thoughts, encourage them to make direct connections to the text.</p> <p>Finish reading the book from page 20 to the end.</p>
<b>Standards</b>	<p><b>R.7.2.a</b> Describe how words and phrases supply rhythm and meaning in a text.</p> <p><b>SL.1.2</b> Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p><b>L.4.2.d</b> 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><b>SEL</b>.Relationship Skills</p>
<b>Ongoing assessment</b>	<p>Note children’s conversations regarding how rhythm and phrases help provide meaning in a poem.</p> <p>Do children highlight and note language from the text that helps them identify the rhythm and meaning?</p> <p>Do they notice the imagery?</p> <p>Do they notice any figurative language?</p>

**Notes**