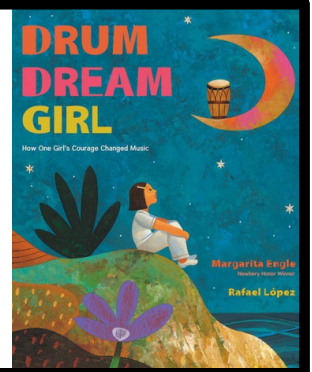


# Drum Dream Girl

By Margarita Engle & Rafael López



## Before Reading: Get Ready

**Review the book synopsis with the student to confirm interest in reading the book.** Share the title, author, and illustrator. Talk about the cover.

**Activate comprehension and set a purpose for reading.** Today's book is actually a poem! It was inspired by a true story that I will tell you about after we finish reading. In this poem, a girl wants to play the drums, but was told she could not do so because she was a girl. As we are reading, let's make pictures in our mind and see if we can "hear" in our mind the sights and sounds the girl in the book experiences.

**Introduce important vocabulary and ask your student to listen for these words during reading.**

- **timbales:** Timbales are a special kind of drum.
- **cafe:** A cafe is a little restaurant. In our story, people go to cafes to listen to music too.

## During Reading: Read Together

**Sit side-by-side to share the book.** Follow the conversation prompts and invite your student to ask questions or comments connected to the text to ensure their comprehension.

**On a piece of paper, label one side "Words and Phrases From Our Book."** Label the other side "What I See or Hear." As your student tells you the pictures/sounds (creates images) they see and hear when you are reading, record them on this chart.

- **After reading p. 8:** What do you think "quiet secret drumbeat dreams" (Note: Write this phrase under the first column on your chart) would look and sound like?
  - A possible response may include that the sounds in the dream would be very quiet and soft, and that the dream would be dark like the night sky.

- **After reading p. 10:** What do you think “her own imaginary music” (Note: Write this phrase under the first column on your chart) would sound like?
  - A possible response may include that her music would sound happy and loud and have lots of drum beats in it.
- **After reading p. 12:** What do you think the girl is seeing and hearing? (Write down the words on page 12 under the first column on your chart) would look and sound like?
  - A possible response may include that the girl would see tall trees with lots of happy colors and hear the noise of a breeze blowing and birds chirping.
- **After reading the last page of the story:** What do you think the girl’s “dream-bright music” (Note: Write this phrase under the first column on your chart) would sound like? How would you tap out the drum rhythm?
  - A possible response may include that the music would sound fast and rhythmic, and that you would mostly hear a drum beating.
- **Read the “Historical Note” at the back of the book.**

**NOTE:** This book does not have page numbers. These conversation prompts will be marked in the book for your use.

## After Reading: Discuss and Extend

**After reading, briefly discuss the text and revisit vocabulary words to ensure your student understands text.**

- **Let’s write to respond to this story.** (Choose a prompt for student response and copy the selected frame into your student’s notebook.)
  - If I were the girl in the story, I would have \_\_\_\_\_.
  - An instrument I would like to learn how to play is \_\_\_\_\_ because \_\_\_\_\_.
  - The author of this book wants to teach us that \_\_\_\_\_.