

READY READERS BOOK PLAN

Suggested Grade: 1st-3rd	Facilitator:	Grade:	Lesson Date(s):
Book Title and Author(s)/Illustrator(s): <u>Drum Dream Girl</u> Author: Margarita Engle Illustrator: Rafael Lopez			
Theme(s)/Big Idea(s): Follow your dreams; Overcoming obstacles; Perseverance			

VOCABULARY PLAN

Focus word & kid-friendly definition: Imagination - making a picture in your mind of something that you can't see, hear, feel, taste or smell in real life	
Image/symbol: Refer to images at the end of the lesson. Ask children to share how each person is using their imagination.	Gesture: N/A
Use in context: I used to use my imagination to picture myself flying. I imagined that I could fly anywhere in the world just by spreading my wings and jumping off of the group.	
Prompt kids to use in context: Think about a time that you have used your imagination. What did you imagine or what picture did you make in your mind?	
Bridge to book: Explain that in our story, we will meet a young girl who uses her imagination to picture the things she wants. As we read pay attention to moments where Drum Dream Girl is using her imagination.	

BEFORE READING

write questions and student interaction (T/T, S/J, Act-it-out)

<ul style="list-style-type: none"> Review RR expectations Introduce Book/Author/Illustrator Teach focus vocab word (See plan above) Ask 1-2 questions to activate prior knowledge/ solicit predictions 	<p>Explain that today we are reading a book called <u>Drum Dream Girl: How One Girl's Courage Changed Music</u>. The story is written by Margarita Engle and illustrated by Rafael Lopez. Before we read, let's learn our word of the day. Teach focus word using vocab plan. Then, continue below.</p> <p>Q1. What things do you think the girl will use her imagination to do? What makes you think so?- Turn and Talk</p> <p><i>Prompt children to Turn and Talk to make predictions. After 1-2 minutes, bring them back and take a few shares. Revisit predictions as you read.</i></p>
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DURING READING

write questions and vocab with page numbers and student interaction (T/T, S/J, Act-it-out)

<ul style="list-style-type: none"> Ask 3-4 questions that target different comprehension strategies (predict, infer, connect, synthesize) Note opportunities to reinforce focus word. 	<p>Q1. Pg. 6 - Why do you think only boys were allowed to play drums? Do you think this is fair? Why or why not?-Turn and Talk</p> <p><i>Prompt children to Turn and Talk for 2 minutes. Ask 3 students to share their responses.</i></p> <p>Q2. Pg. 24 – How does the girl feel when she plays the drums?-Act it Out Follow-up: What is something that makes you feel the way the girl does when she plays the drums?-Stop and Jot or Popcorn</p>
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<ul style="list-style-type: none"> Identify other potential new vocab to define while reading 	<p><i>Prompt children to act out with their faces and bodies, how the girl feels when playing the drums. Call out some of the emotions that you see. Use follow-up question to extend the discussion by having children Stop and Jot or popcorn out ideas.</i></p> <p>Q3. Pg. 29 - How do you think the girl and her sisters feel when their father says she can't play in the band? Follow-up: What do you think the girl will do next?- Turn and Talk</p> <p><i>Prompt children to Turn and Talk for 2 minutes. Ask a few students to share their responses and support with details.</i></p> <p>Q4. Pg. 33 -Why do you think the girl's father finally let her play the drums?- Popcorn</p> <p><i>Call on a few volunteers to share ideas. Ideas to look for: he saw that she loved to play; she was really good at playing; she didn't give up playing</i></p> <p>Where and how will you reinforce focus word? What additional words might you address while reading?</p> <ul style="list-style-type: none"> When the girl is using her imagination in the story point it out for students. Ask students how they know something is imaginary v. real. Courage Stilts Timbales Conga Drums
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AFTER READING

write questions and student interaction (T/T, S/J, Act-it-out)

<ul style="list-style-type: none"> Ask 1 question reflecting on book theme Make connection to extension activity 	<p>Q1. What was the girl's dream? How did she keep her dream alive? -Turn and Talk</p> <p><i>Give students ~3 minutes to turn & talk. Listen for students discussing that the girl's dream was to play the drums freely and publically. She kept her dreams alive by imagining herself accomplishing that dream. She also practiced and played whenever she could get better. Take 2-3 student responses..</i></p> <p>What will you say to connect theme or big idea to extension activity: In our story Drum Dream Girl had wanted to follow her dreams of being a drummer. She used her imagination to visualize or "see" her future. We can use our imagination to visualize our futures too. Today we will make vision boards that show things that we want to do or be.</p>
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EXTENSION ACTIVITY

<p>Activity Description</p> <p>Vision board – Students will each create a poster board filled with images of their dreams for the future.</p>	<p>Materials</p> <ul style="list-style-type: none"> - Chart paper - Poster board paper (for each student) - Glue - Magazines - Art supplies (markers, colored pencils) - Scissors
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Introduction

Introduce students to the practice of “visualization”. Visualization is when we imagine the things we want for ourselves and imagine them really happening. Some people believe that whatever you imagine can come to real life. Especially when you imagine it every day. A vision board helps us imagine our future. We are going to create vision board for each of our lives.

Model

Title a chart paper with “My future will include...” Think out loud for students about what you imagine for your future (for example: my future will include traveling all over Europe). Chart your response on the paper. Tell students that dreams can be small or big. They can be about traveling, doing something special, buying your favorite book, getting a puppy, going to the beach, etc.

Brainstorm (Whole group and/or Individual)

Work together to brainstorm a few more ideas as a whole group – chart responses for all to see. Students should then use writing notebooks to brainstorm additional ideas that they might have. Give students 5-10 minutes to brainstorm together. Ask several students to share ideas.

Instructions for Independent Work

Hand each student a poster board. Instructs students to write their names on the back. Ensure each table group has several magazines to cut out from. Tell students using their own brainstorming list they should cut out images that match their dreams for the future and paste them on the poster board. They can also add their own words and drawings using coloring tools.

Share Back and Reflection

Pair students up or break into small groups and prompt to take turns sharing their vision boards. Ask 1-2 students to share something they had in common or that they like about their partners dreams. Tell students that they should place their vision boards somewhere they will see it every day in the morning so they can imagine their future at least once a day.

Optional Reflection Question: Ask students to talk with a partner – How will you accomplish your dreams and goals? Who will help you?

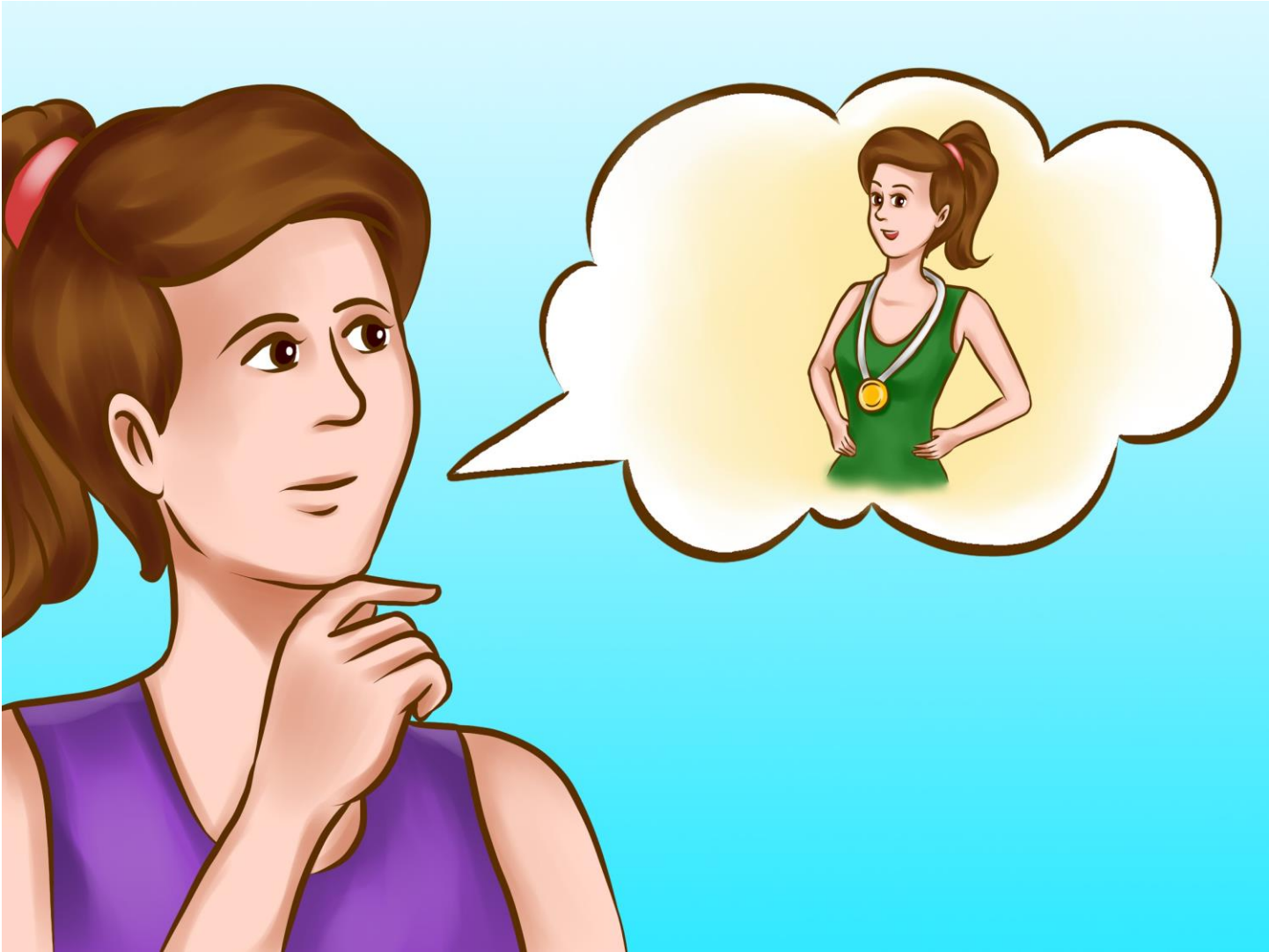
Additional Ideas for Extension Activities

- Students can make their [own drums](#)

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Vision Board Example

