

Length of Lesson: 45 minutes
(can be adjusted by eliminating *
items to 15-30 minutes)



Check out SC's Learning
and Literacy Profile of
the ready kindergartner

Objective/Brief Description:

Our story and lesson will
explore percussion instruments,
inspire us to seek music in
everyday objects, and
encourage us to practice sharing
and playing together.



Materials Provided: Maracas, Tambourines
Instrument, Cards

Materials from home: Keys or any found object
to shake, tap, or rub for sound



EXAMINE THE COVER

Circle up in the group space so all can see the cover. Ask children to share what they notice, such as the colors, objects represented, and what the story might be about.

SEE THE DRUM – Where is the drum? On the moon!

A drum is a type of percussion instrument. Say that together: (rhythmically syllable by syllable)
per-cu-ssion

- Will you say the word in different styles? Secretly, sleepily, excitedly

PERCUSSION instruments make the beat or rhythm of songs.

- Instruments in the PERCUSSION family all make sounds with: (mimic action with hands) a SHAKE, a RUB, or a TAP

PERCUSSION CARDS!

How do you play the instrument? Shake, rub, or tap?

- Hold up or pass around each instrument card and let children guess: shake, rub, or tap
 - Snare Drum: **TAP**,
 - Maracas: **SHAKE**,
 - Triangle: **TAP**.
 - Guiro (Gwee-oo): **RUB**,
 - Jingle Stick: **SHAKE**,
 - Cymbals: **TAP**,
 - Tambourine: **SHAKE, TAP, or RUB**



FOUND PERCUSSION INSTRUMENTS

- HANDS
 - Hold out your hands and RUB them together back and forth. Do you hear a sound?
 - Let's move our hands in a pattern that makes a beat or rhythm:
 - **Rub. Rub. Rub-rub-rub. Rub. Rub. Rub-rub-rub.** (Repeat once without vocal coaching)

Repeat the ritual:

- FEET that **TAP**
- KEYS (or any found object that suits) that **SHAKE**

*OUR DRUM DREAM GIRL

Whether you are a girl or a boy, you can use your imagination to invent new ways to make rhythms. But long ago, there were many things girls were not allowed to do. On an island named Cuba, many years ago, a girl named: Millo (MILL-oh) Castro (CAS-tro) Zaldarriaga (ZAL-dah-REE-ah-gah) was not allowed to play drums. Do you see Millo on the cover of this book?

READ-ALoud

Read the story, "Drum Dream Girl" By Margarita Engle and Rafael Lopez

LET'S PLAY TOGETHER

Show me the beat we made with our bodies earlier— you can rub hands or tap feet:

Beat. Beat. Beat-beat-beat! Beat. Beat. Beat-beat-beat!

This is a maraca. I can play the rhythm by moving it: Shake. Shake. Shake-shake-shake. Let's take turns! (Spread a few among the group.) When I pass my instrument, I still have my hands and feet to play! (Run through our rhythm 2 times then ask children to pass/share.)

"Beat. Beat. Beat-beat-beat! Beat. Beat. Beat-beat-beat! ...And pass it over"

Repeat with a tambourine

- I can shake it. (Demo)
- I can tap it. (Demo)
- I can even my thumb on it (Demo).
- Add a tambourine to the rhythm. Some have tambourines, some have maracas, and some "play" their bodies.



* **EXPERIMENT WITH RHYTHM** (*Rhythmically chant to lead*):

- ***Soft. Soft. Soft-soft-soft! Soft. Soft. Soft-soft-soft! Now, pass the per-cus-sion!***
- ***Loud. Loud. Loud-loud-loud! Loud. Loud. Loud-loud-loud! Now, pass the per-cus-sion!***
- (*Repeat until everyone has a turn with an instrument*)

What wonderful music we made! Please stand up and take a bow!

MATERIALS AWAY

To the tune of "Mary Had a Little Lamb"

If you have a mar-ac-a, mar-ac-a, mar-ac-a

If you have a mar-ac-a, please shake it to the box

Repeat for tam-bor-ine

If you have your own-bod-y, own-bod-y, own-bod-y

If you have your own bod-y, please shake it to the floor.

GOODBYE

Thank you for coming to play today! I am so glad that we agree that:

Both girls and boys should feel free to dream.



Thank you for taking a few minutes to fill out this brief survey!