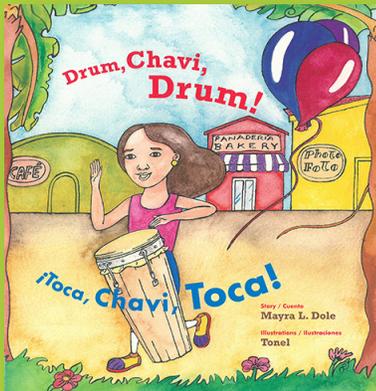


TEACHER'S GUIDE



LEE & LOW BOOKS

Drum, Chavi, Drum! / ¡Toca, Chavi, Toca!

written by Mayra L. Dole, illustrated by Tonel

About the Book

Reading Level: Grade 3

Interest Level: Grades K–3

Guided Reading Level/Spanish

Guided Reading Level: N/M

Accelerated Reader® Level/

Points: 3.1/0.5

Lexile™ Measure: NA

Genre: Realistic Fiction

Themes: Childhood Experiences and Memories, Music, Conflict Resolution, Cultural Diversity, Dreams and Aspirations, Persistence, Families, Friendship, Imagination, Overcoming Obstacles, Responsibility, Latino/Hispanic/Mexican Interest

Synopsis

Tun-TUN-dun-TUN! Even though nobody in her Cuban-American neighborhood thinks girls should play the drums, Chavi knows she was born to drum. And the whole world is her instrument: she drums on paint cans, sofa arms, even on her mother's cheeks. Her favorites, however, are the tumbadoras, the conga drums that liven the Caribbean music she and her neighbors love. So, when she's not picked to play on the school float for the festival on Miami's Calle Ocho, she decides to do something about it!

Mayra Lazara Dole's plucky little musician will drum her way into the hearts of young readers, while Tonel's wonderfully quirky illustrations capture Calle Ocho, its inhabitants, and celebrations' heart-thumping energy.



BACKGROUND

The Calle Ocho Festival: (From author's note) The Calle Ocho festival is Miami's biggest street party and the largest Latino festival in the nation. It delights over a million people a year. This fiesta brings Cubans together to celebrate our culture and welcome other Latinos and non-Latinos to our world. Visitors enjoy Latin American foods, Latino bands, live performers, dancing, and visual art displays. I chose the festival (and the parade that was once part of it) as the background for my story because it bursts with the *salsita* and *alegria* that characterize Miami's Cuban culture.

Additional information: *Calle Ocho* means "8th Street," and is the name of the major street that runs through the Little Havana neighborhood in Miami. The Calle Ocho festival began in the late 1970s as a way to promote harmony between various ethnic groups in Miami. The free event happens every March and is sponsored by the Kiwanis Club. For more information, see <https://www.latinpost.com/articles/8084/20140228/calle-ocho-festival-the-history-of-little-havanas-most-famous-music-celebration.htm>. For a student-friendly brief background text, see: http://www.americaslibrary.gov/es/fl/es_fl_cuba_1.html.

Conga Drums: The conga drums, also called *tumbadoras*, are a staple of Cuban music. They are barrel-shaped and made of fiberglass or wood with an animal skin top. Conga drum music has its roots in Africa; slaves brought from the Congo introduced them in Cuba. A traditional set has three differently-sized drums. A different drummer may play each drum, or one drummer may play all of them. For more information and a picture see, please check out: <https://www.world-beats.com/instruments/congas.htm>

BEFORE READING

Prereading Focus Questions

(Reading Standards, Craft & Structure, Integration of Knowledge & Ideas, Strand 7)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1 and 2)

Before introducing this book to students, you may wish to develop background knowledge and promote anticipation by posing questions such as the following:

- Have you ever played an instrument or know someone who has? What kind?
- What are different ways to play the drums? Have you ever tried playing them? Did you enjoy drum music? Why or why not?
- Have you ever been to a festival or a parade? What was it like?
- What does your family do for fun?
- How does it feel to ask an adult if you can do something and be told no? What are different ways a kid might react?

Exploring the Book

(Reading Standards, Key Ideas & Details, Strand 1, Craft & Structure, Strand 5, and Integration of Knowledge & Ideas, Strand 7)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1 and 2)

Talk about the title of the book. Then ask students what they think this book will most likely be about and whom the book might be about. What do they think might happen? What information do they think they might learn? What makes them think that?

Take students on a book walk and draw attention to the following parts of the book: front and back covers, title page, illustrations, author and illustrators' dedications and author's note. Read the information on the last page about the festival to students before reading the story.

Setting a Purpose for Reading

(Reading Standards, Key Ideas & Details, Strands 1–3)

Have students read to find out:



VOCABULARY

(Reading Standards, Craft & Structure, Strand 4)
(Language Standards, Vocabulary Acquisition & Use, Strands 4–6)
(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1 and 2)

The story contains several content-specific and academic words and phrases that may be unfamiliar to students. Based on students' prior knowledge, review some or all of the vocabulary below. Encourage a variety of strategies to support students' vocabulary acquisition: look up and record word definitions from a dictionary, write the meaning of the word or phrase in their own words, draw a picture of the meaning of the word, create a specific action for each word, list synonyms and antonyms, and write a meaningful sentence that demonstrates the definition of the word.

Content Specific

Calle Ocho Festival, congas/tumbadoras/bongos, float, parade, fabrica/factory, manicurist, dominoes, knuckles, Cuba, callused, softy, stilts, banners, confetti, crepe paper streamers

Academic

mumble, complain, plead, explode, unrecognizable, rhythm, cascade, concerned, tattle, roam, embarrassed, reconsider, beaming, hushes, beat, pride, trumpet, gasp, scold, unison

- what Chavi does when she's told she can't play the drums in the carnival, and how others react
- what the characters in the story learn
- Encourage students to consider why the author, Mayra L. Dole, would want to share this story with young people.

AFTER READING

Discussion Questions

After students have read the book, use these or similar questions to generate discussion, enhance comprehension, and develop appreciation for the content. Encourage students to refer to passages and/or illustrations in the book to support their responses. **To build skills in close reading of a text, students should cite evidence with their answers.**

Literal Comprehension

(Reading Standards, Key Ideas & Details, Strands 1–3)
(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strand 4)

1. What does Chavi ask her music teacher? What does he say? How does she react?
2. How does Chavi practice drumming? How does her family respond?
3. What does Mami tell Chavi to do while she's at work?
4. What details does Chavi share about her family?
5. What does Chavi decide to do once Mami leaves for work?
6. Who does Chavi see when she goes to meet Rosario? What do they say?
7. How do Chavi and Rosario get ready for the festival?



8. How do the grandfathers react to Chavi's drumming when she's in costume? What do they say when they realize it's her?
9. What happens when Don Marcos takes Chavi to Mami's factory?
10. What's the festival like? Share details from the text.
11. What does Mr. Gonzalez say when Chavi starts drumming? What happens next? What does Mami say? What does Dr. Almeida say?
12. For whom does Chavi say she plays the drums? Why?

Extension/Higher Level Thinking

(Reading Standards, Key Ideas & Details, Strands 2 and 3 and Craft & Structure, Strands 4 and 6)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strand 4)

1. What does Chavi mean when she says "I'll show him I can play better than Carlitos?" Do you think being better than Carlitos is what's most important to her, or is there something else?
2. How does Chavi practice drumming? What does her approach say about her as a person?
3. What does it mean to be self-confident? How does Chavi demonstrate self-confidence?
4. What words would you use to describe the festival? Refer back to details from the text.
5. Why does Dr. Almeida "scold" Mr. Gonzalez?
6. Why do you think people at the festival were so excited about Chavi's drumming?
7. How would you describe Chavi's mother? What do you think she would say if she was telling another adult about the day of the festival? How do you think her feelings changed during the story? When she says, "I'm sorry I never listened," what do you think she means?

8. How is Rosario a good friend to Chavi? Give specific examples from the story.
9. What do you think each character learned in this story?
10. How does music create community in this story?
11. Why do you think Chavi is successful?
12. Do you think this story would be different if another instrument were used, such as a guitar or flute? Why or why not? What is special about the drums in this story, to Chavi, or to this community?
13. Based on the author's note and your own ideas, why do you think Mayra L. Dole decided to tell this particular story about Miami's Cuban culture?

Reader's Response

(Writing Standards, Text Types & Purposes, Strands 1–3 and Production & Distribution of Writing, Strands 4–6)

Use the following questions and writing activities to help students practice active reading and personalize their responses to the book. Suggest that students respond in reader's response journals, essays, or oral discussion. You may also want to set aside time for students to share and discuss their written work.

1. Make a list of words to describe Chavi. Next to each word, write one or more examples from the story to support that idea.
2. Make a list of the decisions Chavi made during the story. Then write down what happened as a result of each decision. Choose one of her decisions, and write about whether you would have done the same thing, and why or why not.
3. Compare and contrast Mr. Gonzalez's and Dr. Almeida's reactions to Chavi's wish to be a star drummer. If you were going to give advice to a school adult about how to best support a student in achieving a dream, what would you say?
4. Based on what they say in the story, what are some of the adults' opinions about what girls



should and shouldn't do? How do you think they formed those opinions? What might change their minds?

5. How are festivals and other special events important to a community? Give examples from the story and your own experiences or knowledge.

ELL Teaching Activities

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strands 4–6)
(Language Standards, Vocabulary Acquisition & Use, Strands 4–6)

These strategies might be helpful to use with students who are English Language Learners.

1. Assign ELL students to partner-read the story with strong English readers/speakers. Students can alternate reading between pages, repeat passages after one another, or listen to the more fluent reader.
2. Have each student write three questions about the story. Then let students pair up and discuss the answers to the questions.
3. Depending on students' level of English proficiency, after the first reading:
 - Review the illustrations in order and have students summarize what is happening on each page, first orally, then in writing.
 - Have students work in pairs to retell either the plot of the story or key details. Then ask students to write a short summary, synopsis, or opinion about what they have read.
4. Have students give a short talk describing a dream or ambition they have, and who helped (or didn't help) them work towards it.
5. The book contains several content-specific and academic words that may be unfamiliar to students. Based on students' prior knowledge, review some or all of the vocabulary. Expose English Language Learners to multiple vocabulary strategies. Have students make predictions

about word meanings, look up and record word definitions from a dictionary, write the meaning of the word or phrase in their own words, draw a picture of the meaning of the word, list synonyms and antonyms, create an action for each word, and write a meaningful sentence that demonstrates the definition of the word.

Social and Emotional Learning

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strands 4–6)
(Language Standards, Vocabulary Acquisition & Use, Strands 4–6)

Social and emotional learning involves being aware of and regulating emotions for healthy development. In addition to understanding one's own feelings, strong socio-emotional development allows individuals to develop empathy for others and to establish and maintain relationships. Use the following prompts to help students study the socio-emotional aspects of *Drum, Chavi, Drum*:

1. Have students chart Chavi's emotions over the course of the story. How does she feel when she's interacting with each character in the story? Use the illustrations as a visual reference and way to tap into students' visual literacy skills.
2. What Social and Emotional Learning skills does Chavi exhibit over the course of the book? (some examples include problem-solving, grit and perseverance, and perspective taking) How do they influence her character? Why was it important for her to demonstrate those skills?
3. Encourage students to think about Social and Emotional Learning skills they have used to achieve something that they are passionate about. How does it relate to how Chavi accomplished her goal?
4. Have students in an essay argue whether Chavi is a role model for young people or not. What evidence can students find in the text that demonstrates Chavi's character and whether the



author encourages young people to emulate her or draw caution from her.

INTERDISCIPLINARY ACTIVITIES

(Introduction to the Standards, page 7: Students who are college and career ready must be able to build strong content knowledge, value evidence, and use technology and digital media strategically and capably)

Use some of the following activities to help students integrate their reading experiences with other curriculum areas. These can also be used for extension activities, for advanced readers, and for building a home-school connection.

English/Language Arts

(Reading Standards, Key Ideas & Details, Strands 1-3 and Craft & Structure, Strands 4 and 5)

(Writing Standards, Text Types & Purposes, Strands 1-3 and Production & Distribution of Writing, Strands 4-6)

1. Explore the onomatopoeia in the story. Based on your students' needs, you might:
 - a. Practice reading musical sound words with short vowels (e.g., tun, dun, chack, prack) and generating other words with the same vowel sound or rime.
 - b. Discuss how the author changed certain letters to make different sound words (e.g., tun, dun, gun) and use phoneme or letter manipulation to create new words from the ones in the book.
 - c. Explore how capitalized syllables in the book indicate stress on that syllable.
 - d. Rearrange the sound words used in the story or create new ones and try "playing" the rhythms on makeshift drums.
5. Choose scenes from the story and as a class or in pairs, have students add thought bubbles to show what the characters could be thinking. (E.g., the scene at Mami's factory, or the final scene after Chavi reveals herself as a star drummer.) Encourage students to draw upon evidence in the text to form their ideas.

6. Read the sequel to this title, *Birthday in the Barrio* (<https://www.leeandlow.com/books/birthday-in-the-barrio-cumpleanos-en-el-barrio>), in which Chavi gathers her community to plan a fifteenth birthday party for Rosario's sister. Discuss connections between texts, especially related to Chavi's decisions and actions.

Music

(Reading Standards, Integration of Knowledge and Ideas, Strand 7)

1. Make a list of all the ways Chavi practiced drumming using items in her neighborhood (e.g., spoons on a pot, hands on a table or paint can). Try some of them and experiment with creating different rhythms.
2. Bring in other images of drums from around the world or compare two or more books featuring drums: What are the features of a drum? What do drums around the world have in common? How are drums unique from other instruments? What materials are best for making drums? What geometric shapes are best for making drums?
3. Have students research the particular type of drum featured in the book. What materials are used for this type of drum? What characteristics does this type of drum have and what is special about the design? Is this drum used everyday/casually or for special holidays/significant times? What country or region does it originate? What genre of music is the drum used in today? Who are some famous drummers who use this kind of drum?
4. Set up a listening station devoted to music including drums. Provide a range of musical genres. Leave covers available for students to explore. After students have an opportunity to listen to different kinds of music featuring or including drums, encourage students to share their reactions in writing. What images did the music bring to them as they listened with their



eyes closed? What did they imagine as they heard the drums?

Art

*(Reading Standards, Integration of Knowledge and Ideas, Strand 7)
(Speaking and Listening Standards, Comprehension and Collaborate, Strands 1 and 2)*

1. Have your class or a small group create a mural map showing where Chavi traveled in her neighborhood on her way to the festival. Include images of her drumming at different locations with sound words from the book.
2. Plan a classroom festival. Make masks and some of the decorations described in the story. Plan a class parade or have a music and dance party.

Social Studies

*(Reading Standards, Key Ideas and Details, Strands 2 and 3 and Integration of Knowledge and Ideas, Strand 7)
(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1 and 2)*

1. Help students locate Miami and Cuba on a map. Learn more together about Cuban culture and how it's represented in Miami. Use information from this blog post about taking kids to Little Havana (<https://www.mommynearest.com/edition/south-florida/article/7-things-to-do-in-little-havana-with-kids>) to take students on an imaginary sensory trip to Little Havana.
2. Read other books that emphasize music. Compare and contrast titles using the guiding questions in this LEE & LOW blog post: <https://blog.leeandlow.com/2014/07/20/book-and-activity-suggestions-to-match-your-summer-adventure-outdoor-summer-concerts/>.
3. Explore the role of drum music in this story and other stories using the guiding questions in this LEE & LOW blog post: <https://blog.leeandlow.com/2015/03/02/celebrate-music-in-our-schools-month-with-drum-inspired-books/>.

School/Home Connection

*(Reading Standards, Integration of Knowledge and Ideas, Strand 7)
(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1-3 and Presentation of Knowledge and Ideas, Strands 4 and 6)*

1. Have each student search his or her home for potential “drums” and bring in a found or recycled container to create percussion instruments at school. Provide various implements for striking the containers (paintbrush, fork or spoon, stick, etc.) Compare the sounds produced.
2. Encourage students to make their own drum in class or at home. Students can make their own drums out of coffee cans, cylindrical oatmeal boxes, or plastic deli containers. Supply different materials (plastic wrap, paper, foil, etc.) for covering the opening so students can hear a variety of different sounding drums. Which ones make metallic sounds, loud sounds, soft sounds, sweet sounds, deep sounds? How can you make the sound change?
3. Have students interview a family member or neighbor who plays an instrument. Generate a list of questions as a class to gather information about how the person became interested in the instrument, how the instrument works, etc. For students who are unsure who to interview, suggest the school music teacher or other staff member.

ABOUT THE AUTHOR

Mayra L. Dole was born in Marianao, Cuba, and raised in a Cuban barrio outside Miami. A prolific author, an accomplished and passionate musician, and an advocate for the differently-abled, Mayra has also been a dancer, landscape designer, and hairdresser. She lives in Coral Gables, Florida.

ABOUT THE ILLUSTRATOR

Tonel is a visual artist and art critic who was born in Havana, Cuba, where he illustrated several children's books. His work for grownups has been exhibited in North and South America, the Caribbean, and Europe. He received a Rockefeller Foundation Fellowship in the Humanities and a John S. Guggenheim Foundation Fellowship for painting and installation art. He lives and teaches in Vancouver, British Columbia.

ABOUT LEE & LOW BOOKS

LEE & LOW BOOKS is the largest children's book publisher specializing in diversity and multiculturalism. Our motto, "about everyone, for everyone," is as urgent today as it was when we started in 1991. It is the company's goal to meet the need for stories that children of color can identify with and that all children can enjoy. The right book can foster empathy, dispel stereotypes, prompt discussion about race and ethnicity, and inspire children to imagine not only a world that includes them, but also a world where they are the heroes of their own stories. Discover more at leeandlow.com.

ORDERING INFORMATION

On the Web:

www.leeandlow.com/contact/ordering (general order information)

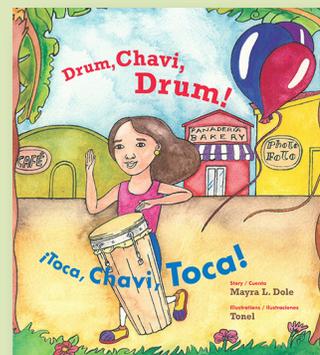
<https://www.leeandlow.com/books/drum-chavi-drum-toca-chavi-toca>
(secure online ordering)

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Guided Reading Level/Spanish

Guided Reading Level: N/M

Accelerated Reader® Level/

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Lexile™ Measure: N/A

THEMES:

Childhood Experiences and Memories, Music, Conflict Resolution, Cultural Diversity, Dreams and Aspirations, Persistence, Families, Friendship, Imagination, Overcoming Obstacles, Responsibility, Latino/Hispanic/Mexican Interest

RESOURCES ON THE

WEB:

<https://www.leeandlow.com/books/drum-chavi-drum-toca-chavi-toca>

All guided reading level placements may vary and are subject to revision. Teachers may adjust the assigned levels in accordance with their own evaluations.