

During Reading

Guide the Reading

Focus the Reading

Provide students with a brief book talk/summary of the book and set a purpose for reading.

This book describes different types of dances around the world. It explains why people dance and tells how dances reflect their cultural identity.

As you read, I want you to look for words that are associated with emotions and record these in your response journal. I want you to think about why emotions are mentioned so often in this book.

Independent Reading

Have students read the book independently. Remind them to use self-stick notes to mark any unfamiliar words or concepts and to record their observations of the book in their response journals.

After Reading

Reflect on Reading Strategies

Discuss with the students the strategies they used to solve print problems.

Which parts were confusing to you? What did you do about that?

How did you use what you already knew to help you understand new ideas?

How did you use what you know about prefixes and suffixes to help you read unfamiliar words?

Build Comprehension Strategies

Open the discussion by encouraging students to share their questions and observations about the story. Guide the discussion by focusing on comprehension strategies and nonfiction elements.

Demonstrate: Give students a copy of the graphic organizer to refer to as you model the skill.

This book mentioned a lot of different dances and cultures. Rather than trying to remember each dance and its characteristics, I want to remember the reasons



Teacher Tip

Before students read the book, have them find some of the countries mentioned on a map and think about what they know about the countries. Point out the chart on page 9 and make sure students know how to read the information.

Assessment Tip

Note whether students reread when something doesn't make sense.

Journal Response

After students have taken notes on each section and written them on the BLM, have them write one or two sentences on their thoughts about dance.

After Reading

people dance and the connections I can make between the different dances. To do this, I can look at each chapter and summarize some key facts on a graphic organizer. Then I will connect these ideas to come up with a statement of my thoughts about dance. For example, in the first chapter, I read about all the many reasons why people dance. I think the most important thing to remember is that people dance to express their feelings and their culture. I will write this on the graphic organizer for section one. (summarize/synthesize information)

Guide: **What is the most important thing to remember from the second chapter?** (people use all parts of their bodies as well as props and costumes to express themselves in dance) (summarize information)

What did you learn about folk dancing? (traditional, teach children about their culture, many varieties) (summarize information)

What do you think is the most important thing to remember about folk dancing? (traditional dances handed down, answers will vary) (evaluate information)

What kind of dances originated in America? (tribal dances, square dancing, tap dancing, breakdancing) (recall details)

Which dances described in the book do you think are most interesting? Why? (answers will vary) (evaluate information)

Apply: Have students complete the blackline master. Then have them write one or two sentences that express their thoughts about dance after reading this book. (summarize/synthesize information)

Extend the Reading

Respond Through Writing

Have students select one of the dances to research and write a report about it. Have them draw a map showing the area the dance originated in, as well as some drawings with labels showing costumes and movements.

ASSESSMENT



Comprehension Check

Summarizing

Assess students' understanding of the book by having them summarize what they have read.

| | Complete | Adequate | Limited |
|-------------------------------|--------------|----------------|---------|
| Topic: Main Idea | | | |
| Supporting Details | | | |
| | Prompted ___ | Unprompted ___ | |



BLM: Comprehension

Summarizing/Synthesizing

Use the completed blackline master to determine whether students can summarize the most important information from each section and then use the information to write a statement concerning their thoughts about dance.



Fluency Practice

Have students read the book independently or with a partner to help them develop fluency. Remind them to read at an appropriate rate (the rate at which they talk) and to use correct phrasing and good expression while they are reading. Use the rubric below to assess fluency.

| | Complete | Adequate | Limited |
|---------------------|----------|----------|---------|
| Automaticity | | | |
| Expression | | | |
| Phrasing | | | |
| Intonation | | | |
| Rate | | | |