

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 is a story about a young girl whose parents enjoy attending cultural events with their children. On the weekend, the family will attend a celebration of dance, with dances performed from many cultures and countries. Her brother, Sam, is reluctant to attend the celebration, but his feelings change as he participates in several activities. As you read, pay close attention to how Sam feels and how his feelings change. Think about how his feelings impact the tone of the story. Use your response journals to write down your impressions about the story and how the mood or tone changes through the story.

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 students the strategies they used to solve print problems.

What were some of the words that were new to you? How did you figure out what they meant?

What other strategy did you find particularly helpful as you read? Why was that strategy helpful?

What strategies did you use to pronounce the word marionettes on page 7?

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 literary elements.

Demonstrate: ***As I read the story, I noticed how the different characters in the book felt about dance. I noticed***



Teacher Tip

Introduce the word *rhythm* and discuss why it's important to have rhythm for dancing. Play some music for students to move rhythmically to as they listen.

Assessment Tip

As students read, observe their ability to read through difficult words and derive meaning from the context of the sentence.



ELL/Extra Support

This book is rich in descriptive language. Have the ELL students read through passages that describe the dancing that is taking place and have them mime the dance. After they have mimed the dance they can look at the picture to see if they were close. It would be good to mention that in English our adjectives, or describing words, come before the noun.

Response Journal

Have students write character descriptions of Madison and Sam in their response journals. Tell them to use what they learned about the characters from what they said and did, and from what others said about them.

After Reading

that one of the major characters changed his attitude in the story. I know that authors use the technique of having a character change as a way to make the story interesting and to show how characters are affected by the story's events. (identify character traits, make inferences)

Guide: **What was the initial feeling you got from the children about the dance event? How did the parents feel about it? How would you feel?** (children not excited at all; parents felt it was important to attend and would not take no for an answer; any reasonable answer) (recall details, make inferences, personal response)

What was the first country the family visited? How did they feel about it and what was it like? (Ireland, still not very excited, but they liked the dancing and thought it was like watching marionette) (recall details, sequence events, make inferences)

After they saw the Irish dancers, the family had the opportunity to dance. What did they think about it and why? (reluctant at first; then had fun and liked the sound) (recall details, make inferences)

Tell us what you noticed about Sam's attitude during lunch. (excited, pleased) (make inferences, evaluate character)

Who chose the last country and what was it? What does this part of the story tell you about Sam's attitude? (USA; breakdancing; wanted to dance; his attitude had changed and he realized that dancing could be fun) (recall details, evaluate character)

Why do you think Sam's attitude changed through the course of the day? (possible answers: he had fun, learned new things, realized he was wrong) (make inferences, evaluate character)

Apply: Have students complete the "Let's Dance" blackline master. If time allows, have pairs of students present a role-play of Sam: one showing him at the beginning of the story and the other showing him at the end.

Extend the Reading

Respond Through Writing

Have students write about how they feel about dancing. Challenge them to think about their attitudes and how their attitude compares with Sam's. Have them think about whether they view dancing the way Sam did at the beginning of the story and, if so, what it would take to change their attitude.

ASSESSMENT



Comprehension Check

Retelling

Assess students' understanding of the story by having them retell it in their own words.

	Complete	Adequate	Limited
Characters			
Setting			
Events			
	Prompted ____	Unprompted ____	



BLM: Comprehension

Evaluating Character

Use the blackline master to assess students' ability to show how Sam's attitude changes in the story. This activity will also assess how well they are able to identify with a character in the book.



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			