

click®

Born to Dance

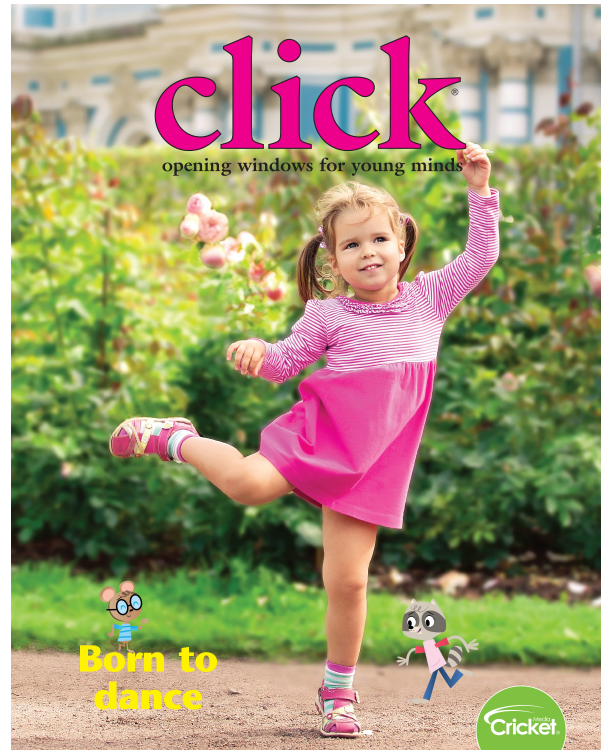
Students will learn how dance has been an important component of celebrations and traditions throughout time. This issue of CLICK examines how different cultures perform different styles of dance and how creatures in the natural world express themselves through a pattern of body movements. Lace up your dancing shoes and get ready to read!

CONVERSATION QUESTION

How do people and animals express themselves through dance?

TEACHING OBJECTIVES

- Students will learn how dance is part of every culture around the world.
- Students will learn that dancing shoes are designed for performing specific styles of dance.
- Students will learn how animals dance to send messages.
- Students will collect evidence from the text to produce accurate statements.
- Students will study the structure and function of specific dance shoes.
- Students will examine the explanations provided in a science-based text.
- Students will plot geographical locations on a map of the world.
- Students will study mathematical patterns in dance.
- Students will create a properly formatted invitation.



In addition to supplemental materials focused on core STEM skills, this flexible teaching tool offers vocabulary-building activities, questions for discussion, and cross-curricular activities.

SELECTIONS

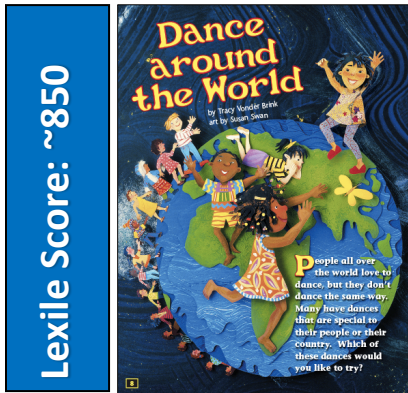
- **Dance Around the World**
Expository Nonfiction, ~850L
- **Put on Your Dancing Shoes**
Expository Nonfiction, ~450L
- **Gotta Dance**
Expository Nonfiction, ~650L

Click® Teacher Guide: March 2020

Dance Around the World

pp. 8–11, Expository Nonfiction

Young readers will learn how people sway, leap, and dance to music all around the world. Photographs showing colorful costumes and accessories add interest to the descriptions of cultural celebrations.



RESOURCES

- Let's Dance

OBJECTIVES

- Students will learn how dance is part of every culture around the world.
- Students will collect evidence from the text to produce accurate statements.
- Students will plot geographical locations on a map of the world.

KEY VOCABULARY

- ankle bells** (p. 10) strings of bells worn on a dancer's ankles; the bells jingle when the dancer moves
- rhythm** (p. 10) a regular repeated pattern of sounds or movements
- headpiece** (p. 11) a special covering or decoration for the head

ENGAGE

Conversation Question: How do people and animals express themselves through dance?

Create interest in the topic by teaching children how to dance the “Bunny Hop,” the “Chicken Dance,” or another fun, simple dance. Guide students to listen to the rhythm of the music as they move. Allow a few minutes for “free dance.” Discuss how dancing makes students feel.

INTRODUCE VOCABULARY

Post and discuss the three key terms. Introduce the title of the article, “Dance Around the World,” and ask students to make connections from the words to the topic of dance. Pause during the reading of the article to emphasize the vocabulary words as they are revealed.

READ & DISCUSS

Have students study the photographs and listen as you read the article aloud. Reinforce concepts by using these questions for discussion:

- List three reasons why people dance.
- Describe some of the costumes worn by dancers in different nations.
- How can a dance tell a story?
- Why do you think people perform different kinds of dances in different parts of the world?

CONCEPT/SKILL FOCUS: Collecting Evidence

INSTRUCT: This article presents the reader with an abundance of simply stated information regarding the global expression of dance. Tell students that they are going to look and listen for errors in summary statements and collect evidence that will help them to make the sentence true. They will need to consult the article to gather accurate information. Distribute the *Let's Dance* graphic organizer and review the instructions with the class. Complete the activity orally if working with very young students.

ASSESS: The objective of this lesson is to help students to practice their ability to discriminate information, as well as to practice the skill of collecting evidence. Create dialogue as students are working on their charts. Then collect organizers to evaluate individual understanding.

EXTEND

Geography Review the article with the students and highlight the sentences that contain geographical locations. Display a world map and plot each location with the class, taking the opportunity to discuss the continents and oceans that make up our world.

Let's Dance: Collecting Evidence

Look back at "Dance Around the World." Collect evidence from the article to replace the **bold** word in each sentence below. Write the correct word in the box.

1. The jingle dress is named for the **feathers** sewn on the dancer's dress.

2. The performers of Kabuki always wear **red** makeup.

3. Colorful **foods** are part of the dance in Bali.

4. In India, the dancer's **elbows** are colored to highlight movements.

5. In Intore dances, the male dancers wear headpieces made to look like a **horse's** mane.

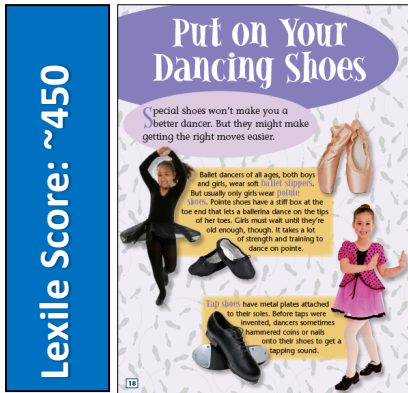
6. In flamenco dancing, the performer wears a fancy dress and dances to **piano** music.

Which dance would YOU like to do?

Put on Your Dancing Shoes

pp. 18–19, Expository Nonfiction

Students will want to lace, buckle up, or slip on their dancing shoes and dance along with the children in this article. Readers will learn how different shoes are necessary for different styles of dance.



RESOURCES

- Fancy Feet

OBJECTIVES

- Students will learn that dancing shoes are designed for performing specific styles of dance.
- Students will examine the structure and function of specific dance shoes.
- Students will study mathematical patterns in dance.

KEY VOCABULARY

- toe box (p. 18)** the part of a shoe that covers and protects your toes
- sole (p. 18)** the part of a shoe that touches ground
- heel (p. 19)** the part of a shoe that covers the heel of your foot

ENGAGE

Conversation Question: How do people and animals express themselves through dance?

Play a video clip for the class that highlights different styles of dance, and guide students to notice the different kinds of shoes dancers wear. Have students draw conclusions about why the dancers wear different kinds of shoes and what the shoes help the dancers do (stand on their toes, make a tapping sound, etc.). Display the article title and have students preview the photographs prior to reading.

INTRODUCE VOCABULARY

Provide students with an outline of a shoe or have them sketch their own shoe outlines. After discussing the key vocabulary, have students label their diagrams. Remind students to look and listen for the vocabulary words in the text.

READ & DISCUSS

Preview the questions with the students. Read the article aloud, pausing when questions to the answers are revealed.

- Why must girls wait until they are older to dance on point?
- What did dancers do to their shoes to get a tapping sound before tap shoes were invented?
- What are dance sneakers?
- What are three kinds of shoes Irish step dancers wear?

CONCEPT/SKILL FOCUS: Structure and Function

INSTRUCT: Elicit from students that the main idea of the article is to provide a detailed description of the types of shoes that dancers wear when performing different styles of dance. Present the *Fancy Feet* graphic organizer and tell students that they will be using information from the article to record the special function of each shoe part listed.

ASSESS: Circulate and have brief conversations with students as they are working. Remedial readers may work with a partner to reread the text. Collect and review their work to further assess understanding.

EXTEND

Mathematics Remind students that *rhythm* can be defined as a strong, repeated pattern of movement. Lead an activity where students must clap, tap, and stomp out a pattern that is identical to yours. Discuss “counting” in dance and demonstrate what a 1-2-3-4 pattern in dance would look like. Ask for volunteers to lead the class in four simple steps that the class must repeat.

Fancy Feet: Structure and Function

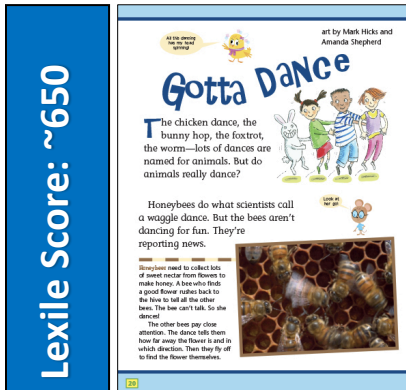
Refer to the article, “Put on Your Dancing Shoes,” to study how each part of a shoe helps the dancer to perform a specific dance.

Structure (shoe part)	Function (What is the purpose of this shoe part?)
Pointe shoes have a <u>stiff toe box</u> .	
Tap shoes have <u>metal plates</u> attached to their soles.	
Dance sneakers are <u>extra bendy</u> .	
Soft step dancing shoes for boys have <u>hard heels</u> .	

Gotta Dance

pp. 20–26, Expository Nonfiction

Animals perform routines that look a lot like dancing, but are they really dancing? Students will learn why creatures in their natural habitats often appear to be moving rhythmically and following a sequence of steps.



RESOURCES

- Moving Messages

OBJECTIVES

- Students will learn how animals dance to send messages.
- Students will examine the explanations provided in a science-based text.
- Students will create a properly formatted invitation.

KEY VOCABULARY

- **hive (p. 20)** a nest where bees live
- **gill cover (p. 22)** a flap of skin that protects a fish's gills, or breathing organs
- **air sacs (p. 23)** areas of skin on a bird's chest that the bird fills up with air
- **plumes (p. 24)** long, soft feathers

ENGAGE

Conversation Question: How do people and animals express themselves through dance?

Ask students how humans send messages to each other. List responses on the board. Then ask them if it is possible to send a message using only the medium of dance. Give the class a few minutes to think-pair-share with a partner and have volunteers try to relay a message to the class using only a simple dance routine.

INTRODUCE VOCABULARY

Discuss the key vocabulary words and definitions with your students. Provide them with paper and instruct them to fold it into quarters. Have them make a visual representation (picture dictionary) of each key term. Draw attention to these words as you read.

READ & DISCUSS

Reinforce comprehension of the concepts in the article by using the following prompts to guide discussion.

1. Why do honeybees collect nectar from flowers?
2. When do Siamese fighting fish stop dancing?
3. Why do birds of paradise tidy the floor before beginning their dance routine?
4. How do scientists know that cockatoos can find and keep a beat?
5. Why do YOU dance?

CONCEPT/SKILL FOCUS: Examine Explanations

INSTRUCT: Review the information presented in the article. Distribute the *Moving Messages* graphic organizer and instruct students to reexamine the text to further understand what messages animals are relaying when they appear to be dancing. Allow students to work with a partner to record information on their charts.

ASSESS: Circulate and discuss the information students are recording on their organizers. Collect the finished work and remediate if necessary.

EXTEND

Language Arts Allow students to practice doing the animal dances as they are described in the reading. Review proper format of an invitation. (purpose of event, start/end time, place and special instructions) Have students pretend to be one of the animals in the article and create an invitation to invite others to their dance performance.

Moving Messages: Examining Explanations

Refer to the article, “Gotta Dance,” to record WHY these animals dance.

1. Honeybees dance to _____.
2. Spotted skunks dance to _____.
3. Siamese fighting fish dance to _____.
4. Male birds dance to _____.

Choose one of the animals above. Use words and pictures to describe its dance.

The dance of the _____.