

Guided Reading with AFRICAN DANCE: DRUMBEAT IN OUR FEET

Guided Reading: J
DRA: 18 Intervention: 18

written by Patricia A. Keeler and Júlio Leitão
illustrated by Patricia A. Keeler

Overview: Join an African Dance troupe as they get ready for their show. See how they move and learn where the dances come from.

24 pages, 254 words + Map

Genre: Realistic Fiction

Focus:

- understanding the author’s message
- connecting personal experiences / background knowledge with a story
- reading with expression, emphasizing rhythm
- using a map and key
- drawing conclusions and making inferences

Supportive Text Features:

- familiar words and concepts
- narrative sentence and text form
- variety of sentence structures

Phonics:

- /au/ vowel sound

High-frequency Words:

people, in, made, up, the, their, look(ed), like, and, there, were, from, down, to, not, him, when, he, now, we, on, are, for, a, day, all, who, call(s), do, you, of, is, make, they, their

Common Core Standards

- R.1, R.2, R.4, R.7
- RF.1, RF.2, RF.3, RF.4
- W.2, W.3
- SL.1, SL.2, SL.4
- L.1, L.4

ELL/ESL

Danza africana: Al ritmo del redoble
See back page

Getting Ready to Read

1. Introduce the concept and vocabulary by asking open-ended questions:

- What skills or activities do people teach their children?
- Tell me what you know about learning a dance.
- When you are getting ready for a play or a performance, what kinds of things do you have to do before beginning?

2. Connect children’s past experiences with the book vocabulary:

- Hold the book. Call children’s attention to the title. Read: “*African Dance: Drumbeat in Our Feet.*” Discuss what the second part of the title might mean.
- Ask children to use the title and picture on the cover to predict what they would expect to read about in the story.
- Show the back cover and read the copy. Ask children to think about what the African dance might be like.
- Have children suggest some words they might read in the story.



- Give children the book and have them look through it. Ask them to find some hints about what happens in the story. Also call their attention to the map on the last page.

3. Remind children of the strategies they know and can use with unfamiliar words:

- Ask them, "What will you do if you come to a word you don't know?"
- Encourage children to look for chunks of words they know and to blend the sounds quickly.
- Suggest that children read on past an unfamiliar word in order to use the context of the story to unlock the meaning of the word. Encourage children to return to the word after completing the sentence or section.
- Tell children to think about what they know about dancing. Then encourage them to choose a word that makes sense in the sentence.

4. Be aware of the following text features:

- The book contains numerous high-frequency words and many other familiar words.
- The story is written in narrative form.
- The amount of text on each page and placement of text varies throughout the book.
- The story events are sequential and real, and take place over an extended period of time.
- Words on several pages are written in

italics.

- The illustrations support and extend the text, but most of the meaning is contained in the text.
- A map and key are included on the last page to show the location of places mentioned in the story.

Guided Reading Note: Level J is the benchmark for the beginning of the second grade. Children reading at this level are moving into a fluent stage, and the focus emphasizes comprehension and independent reading. Most of the reading should be done silently. Children are also encouraged to: 1) independently apply their reading skills and strategies, 2) make connections between their own experiences and the story, and 3) "get" the author's message and be able to discuss it with other readers. Most importantly, children should feel confident and eager to read. This is a time to build fluency and independence as children read a variety of genres and develop a sense of reading for different purposes.

Reading the Book

1. Set a purpose by telling children to read about a group of children who learn an African dance.

2. Have children read the story silently. Each child should be reading at his or her own pace. Listen to children as they read by leaning close or bending down beside each child. After the group has read a few pages, check for understanding with simple



questions such as: “What is the story about?” or “Tell me how the story begins.” Then direct them to continue reading. As they read, watch for indications of comprehension: changes in facial expressions, giggles, audible comments, rereading, turning back to a page. You may want to make notations about what you notice.

3. Look for these reading behaviors during the first reading:

- Do they rely on the print while reading?
- Do they have a strong sight vocabulary?
- Do they use known sound chunks to read unknown words?
- Are they showing signs of understanding the story?
- Are they monitoring meaning and rereading when they lose meaning?
- Do they easily move from page to page? Are they reading fluently?
- Are they using punctuation to gain meaning?
- Do they make accurate predictions?
- Are they connecting the text to their own experiences?
- Do they react to the text even though they are reading silently? Do they laugh? smile? frown?

4. As children read, note what they are doing. Help them build independence by being available, but not intervening too quickly.

- Watch for changes in children’s facial

expressions and use these signals to ask questions, such as: “What made you smile?” or “Where do you need some help?”

- Encourage children’s attempts by making comments such as: “I like how you are using a different strategy when the first one you tried didn’t work.”
- If children are struggling with deciding which strategy to use, suggest a specific strategy that would help them get meaning in the most efficient way, such as, “Did you think about chunking the word?”

5. Possible teaching points to address based on your observations:

- Review how to find a known part or sound chunk in an unknown word.
- Show children how to use analogies to move from the known to the unknown when encountering new words.
- Review using grammar (syntax) to unlock words by considering the sentence structure or parts of speech in the sentence.
- Review how to determine what is important in a sentence or story. Point out how everything in the story leads up to the performance of the dance.
- Model asking questions or making “I wonder...” statements to extend comprehension.
- Determine whether or not children studied the map on page 24. Explore how this information helps readers understand the background of the story.



- Talk with children about how the author and illustrator conveyed feelings of rhythm and excitement in the story.
- Review using punctuation marks to guide the meaning-making process.
- Talk about the words in italic type. Point out that this type is a clue to reading the words with emphasis. Review how this helps them read parts of the story rhythmically and with expression.
- Review the word from the story with the /au/ vowel sound: *taught*. Explore other words with this sound in initial and medial positions.
- Work with the verb ending “-ing” and words that end in “e:” *moving*, *practicing*, *dancing*, *making*. Review that the final “e” is dropped when adding the ending.
- Model how to revisit the text to find specific examples or ideas in the story. Revisit AFRICAN DANCE to make inferences about how the children feel while they are dancing.

After the First Reading

- 1. Have children compare and confirm their predictions with what actually happened in the story.**
- 2. Ask children if they had difficulty with any words or ideas, and what specific strategies they used to make sense of the story.** Encourage children to be specific about showing the parts that gave them trouble and telling how they went about

sorting things out.

- 3. Connect the story to children’s own experiences with dancing and their feelings about preparing for a performance.**
- 4. Discuss the importance of the drumbeat.** Review the title and back cover copy and explore how the drumbeat tells the dancers’ feet what to do.
- 5. Ask children to talk about anything that surprised them or was a new piece of information that they didn’t know before they read the story.**
- 6. Point out the words specific to dancing and brainstorm other words the author might have used in the story.**
- 7. Introduce and explain the words “heritage” and “tradition.”** Elicit children’s ideas about how these words apply to the story in AFRICAN DANCE.

Second Reading

- 1. Have children reread the book silently or to a partner.**
- 2. This is a time for assessment.** Keeping notes on children’s progress during a guided reading session will be a helpful resource for giving children on-going feedback about themselves as readers as well as helping you record how they develop over time.
 - While they are reading, watch what children do and what they use from the teaching time.
 - You might also take a running record on one child as an assessment of the child’s reading behavior.



- You might also listen in on each individual reader, observing as children use appropriate or inappropriate strategies. This information will be valuable for any additional strategy discussions after the second reading.

Cross-Curricular Activities

Art: Have children 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 a variety of different sounding drums will be created. Secure the coverings (such as with tape, rubber bands, or glue) and let children decorate their drums with markers or other materials. Have children play the drums and discuss the range of sounds. Which make metallic sounds, loud sounds, soft sounds, sweet sounds, deep sounds? How can you make the sound change?

Music: Use a drum to model a drumbeat. Have children repeat your beat on their own drums (or by clapping with their hands). Try fast, slow, rhythmic, and patterned beats. Give children straws or small sticks with which to tap their drums, and compare the sounds to tapping the drums with their hands. Create a drumbeat to which children can dance.

Divide children into two groups, one to read aloud parts of the story that describe the dance, and one to perform the dance. Have a few of the narrators tap out the drumbeat while the others read. Then have the groups

switch roles so everyone has a chance both to read and dance.

Bring in other images of drums from around the world. 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?

Set up a listening station devoted to music including drums. Provide a range of musical genres. Leave covers available for children to explore. After children have an opportunity to listen to different kinds of music featuring or including drums, encourage children 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?

Science: Give children a variety of objects on which to drum. (a block of wood, a salad bowl, a pillow, etc.) Ask them to listen to the sounds and describe what they hear. Elicit children's ideas about why the sounds are different from each other. List the reasons children suggest and encourage them to draw some conclusions based on their list.

Math: Have children look at the front cover of the book and ask them to tell how many feet are dancing. Watch to see if they count by twos. If necessary, review counting by twos. Then have children go through the book and count by twos the number of dancing feet on each page. If you wish, the results may be recorded as a line graph.



Social Studies: Look at the map of Africa on page 24. Call children's attention to the key and how it helps readers identify the different landforms. Then look at a physical map of the world. Have children find Africa, the United States, and the part of the United States where they live. Let children compare the landforms near their homes with the landforms in Africa.

Read the higher-level book DRUMBEAT IN OUR FEET by Patricia A. Keeler and Júlio Leitão

(<https://www.leeandlow.com/books/2386>).

What words in the text describe how the drum sounds? How can drums help people communicate? What can someone communicate through a drum?

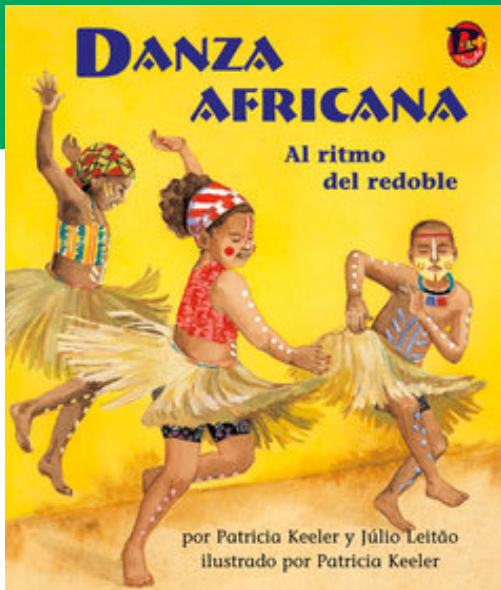
With children, research the particular type of drum featured in AFRICAN DANCE. What materials are used for this type of drum? What characteristics does this type of drum have and what is special about the design? Is this drum used everyday/casually or for special holidays/significant moments? From what country or region does this type of drum originate? What genre of music is the drum used in today? Who are some famous drummers who use this kind of drum?

Writing: Write a group story about a classroom tradition children would like to pass on to next year's class. Children may also wish to illustrate their story.

Have children describe a time they prepared for a play or performance and how they felt. Alternatively, have children describe a time they attended a play or performance.



BEBOP CLASSROOM CONNECTION



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Guided Reading with DANZA AFRICANA: AL RITMO DEL REDOBLE

Level J is the benchmark for the beginning of the second grade. Children at this level are becoming fluent readers. All the directions given for the introduction, first reading, and second reading of the English edition can be used with the Spanish edition of the book. The focus of the teacher's support should be on building comprehension, fluency, and confidence. This is a time for growing independence. To read the book successfully, children need the same kinds of support as their English-speaking classmates. Second language learners often benefit from acting out new words, seeing pictures, and talking about them using concrete examples.

The Spanish edition has many familiar words. The story is written in narrative style. If children do not know some of the words, present them with synonyms, to help deepen children's comprehension of the new words and the story. You may also use real objects to support the learning of new vocabulary.

Help children find a way to read the text with rhythm and expression, especially the parts that describe the children in the story dancing.

The book language used may differ from children's oral language. Comparing any differences will help children read and understand the story. Also help children understand that we often speak differently than we write, and that both ways of using language are important.

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DRA (Developmental Reading Assessment) and EDL (Evaluación del desarrollo de la lectura) DRA and EDL levels were determined using information in the Developmental Reading Assessment Resource Guide and EDL Resource Guide by Joetta Beaver.

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