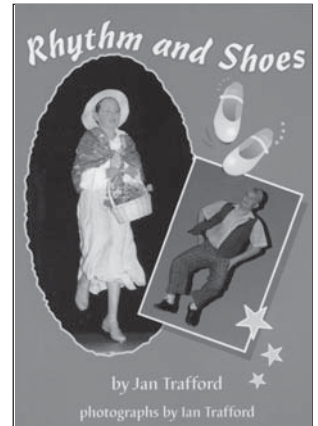


Rhythm and Shoes

by Jan Trafford

photographs by Ian Trafford



Book Summary

Jasmine is a tap-dancer. This story follows Jasmine and her dance class as they prepare to perform in a show. It includes tap facts and history.

Features of the Book

- Nonfiction text features – glossary, index, fact boxes, labeled diagrams, photographs
- Sequential text
- Present tense
- Speech bubbles
- Specialized vocabulary – *performance*, *shoemakers*, *rhythm*, *stagedoor*, *onstage*
- Variations on roots words, such as *dance*, *practice*

Purpose

Rhythm and Shoes can be used to introduce and reinforce the following skills:

- S** forming and supporting opinions about a text;
- S** recognizing the features of nonfiction texts;
- S** exploring root words;
- S** describing a sequence of events;
- S** exploring the use of direct speech;
- S** using text as a model for writing.

The Guided Reading Lesson

- S** Forming and supporting opinions about a text
- S** Recognizing the features of nonfiction texts
- S** Exploring root words

Materials needed

- A copy of the text for each child and one for the teacher
- A dry-erase board or chart paper and markers
- Sentence strips
- Optional: scissors, thin cardboard, colored pens or pencils
- Optional: a copy of the blackline master and a pencil for each child

Introducing the text

Show the group the cover of the book and read the title.

- *What might this book be about?*
- *What kind of story would be about shoes?*

Turn to the title page.

- *What kind of shoes are these? What is special about them? What would they be used for?*

If the children don't know that they are tap-dance shoes, explain briefly and ask them what they know about tap.



Reading and discussing the text

This can be taken over two days. If your group can read the book with less support, adjust the lesson plan accordingly.

Day One

Read page 3 with the group. Explain that this book will tell us about the preparation that Jasmine and her friends go through for a show.

When everyone has read to the end of chapter 1 silently, ask the children to go back to page 5 and to look at the speech bubble.

- Who is talking? What is she saying?
- Turn to page 7. What is different about this page?

Encourage the children to see the difference between the fact boxes and the narrative.

- Why is the word “clog” printed in bold? How can we tell what it means?

Show the children how to use the glossary. They can now read to the end of chapter 2.

- Turn back to page 8 and look closely at the diagram. Why do you think tap shoes would be expensive to buy?

Day Two

Review the reading so far by asking the children what they have learned about tap dance from this book. Chart their responses.

- Are you enjoying the book so far? Why/why not? Can you support your opinion with reasons?
- What do you think the rest of the book will be about?

Support the children as they read the rest of the book by moving around the group listening to each child read. Check for fluency and understanding and offer help when necessary. When everyone has finished, ask the children to look at the glossary on page 31.

- How do you know a word will be in the glossary?
- How could we find out about words that are not in the glossary?

Explore the use of root words. Write “dance” on the board and ask the children to help you list all the words in the book that come from this.

- Can you see any rules we could make about changing “dance”?
- Try changing “practice.” Do the rules still work?

Revisiting the Text

The activities below can be used immediately after the guided reading lesson or during later reading sessions as mini-lessons or individual activities.

S Describing a sequence of events

On separate sentence strips, write sentences that retell the events in *Rhythm and Shoes*. Shuffle them and ask the children to put them in order, referring to the book if necessary. Note that there can be some variations in the order, but the sentences must generally follow the sequence of events in the book. Sentences could include:

The dancers learn new moves.
They try the new moves to music.
The dancers practice in their costumes.
At the dress rehearsal, they wear makeup and special hairdos.
The theater fills up with people.
The dancers wait to be called onstage.
Everyone dances well.
The audience claps.
It's been an awesome show!

S Exploring the use of direct speech

Ask the children to find examples of people talking in this book (pages 5, 9, 14, 24, 25).

- How do we know when people are talking?
- What's another way of showing who is speaking?

Chart examples of direct speech. Add to the chart over several weeks and then review it. Use this as a basis for establishing rules for writing speech and encourage the children to use direct speech in their own writing.

S Using text as a model for writing

Review the use of fact boxes in the text. Ask the children to explain some of them in their own words. Construct a group poster giving factual information about tap dance or make a poster advertising the show. Encourage the children to use information from the book but to write the poster in their own words.

B The children can complete the blackline master on page 72.