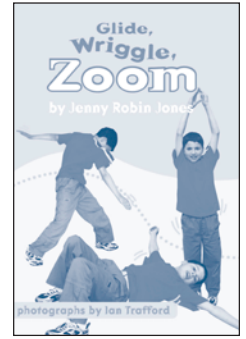


# Glide, Wriggle, Zoom

by Jenny Robin Jones  
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## Book Summary

A dance instructor works with a group of children. She shows them different moves they can use to create their own dance.

## Features of the Book

- List
- Specialized vocabulary – *balance, break dancing, choreography, float, flutter, glide, hip-hop, hover, isolation, rhythm, soar, style, tap-dancing, tumble, weight transfer, wriggle, zoom*
- Third-person narrative

## Word Study Opportunities

- Initial blends “bl,” “pr,” “sh,” and “sn” – *blown, blades; practices, pretends; shifts, shoulder; shows; snapping, snake*
- Multisyllabic words – *balancing, choreography, helicopter, hovering, imagining, important, instructor, isolation*
- Regular and irregular plurals – *bodies, branches, dancers, dances, feet, friends*

## Purpose

*Glide, Wriggle, Zoom* can be used to introduce and reinforce the following standards-related skills:

- S** using the illustrations to gain a deeper understanding of the text;
- S** extending vocabulary by using a glossary;
- S** forming and supporting opinions about a text;
- S** paraphrasing and summarizing information;
- Ph S** using onsets and rimes to learn new words;
- S** using descriptive language.

## The Guided Reading Lesson

- S** Using the illustrations to gain a deeper understanding of the text
- S** Extending vocabulary by using a glossary
- S** Forming and supporting opinions about a text

## Materials needed

- A copy of the text for each child and one for the teacher
- A dry-erase board or chart paper and markers
- Dance music
- Magnetic letters and a metal tray
- Optional: the blackline master and a pencil for each child

## Introducing the text

Play some music to the children to introduce the topic of dance. Encourage them to move to the music and to think about how they are moving and how it makes them feel.

- *What kind of music do you like?*
- *What do you like about dancing?*
- *What kind of music makes people want to dance?*
- *Have you ever had dance lessons? What did you learn?*

Look at the cover of the book together and read the title.

- *What is the boy doing?*
- *Why do the words in the title get bigger?*

Together, read the blurb on the back cover, then read the contents page. Discuss the photographs on the front and back cover and on the title page.

## 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

- What is Tomas doing on page three?
- What does “rhythm” mean?

Use the word “rhythm” to demonstrate how to use the glossary. Write the heading “Dance Words” on a piece of chart paper. Write “rhythm” on the chart.

Ask the children to read chapter 1 silently.

- What dance styles are talked about in this chapter?
- Which is your favorite?
- What is interesting about the photographs on page eight?

The children can now read chapter 2 silently.

- What did Erin teach the children?

Write the words “balance,” “isolation,” and “weight transfer” on the chart.

- What do these words mean?

If the children don’t know, use the glossary together to find their meanings.

### Day Two

- Which parts of the book interested you when you first looked at it?
- Are you enjoying it so far? Why?
- What do you think “Dancing to a Theme” means?

Add the word “theme” to the chart.

Read the words in the “cloud” on page 17 and discuss their meanings.

- How would you make movements for these words?

Encourage the children to choose words off the list and to think of movements for them.

Ask the children to read chapter 3 silently.

- How did the photographs help you read this chapter?

Discuss the meaning of “choreography” before the children read the final chapter.

- How did they “put it all together”?
- How do you feel about dance after reading this book?
- What other words about dance do we need to add to our list?

Add the children’s words to the chart.

## 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.

### Paraphrasing and summarizing information

Together, reread the list of dance words. In pairs, ask the children to use the list to help them summarize what they have learned about dance from the book. Ask them to demonstrate what they have learned through movement or by drawing pictures or writing a summary.

### Using onsets and rimes to learn new words

Make the word “float” with magnetic letters on a metal tray. Remove the onset “fl” and replace it with “g.”

- What does it say now?

Replace “g” with “b” and ask the children to say the new word.

- How does the word “float” help you to read these other words?

Use the magnetic letters to make other words with the “oat” rime (coat, moat).

Record the children’s new words on the chart. Together, read aloud the list.

### Using descriptive language

Ask the children to suggest themes that could be used to create a dance (animals, machines, ocean creatures). Write their ideas on chart paper. In pairs, ask them to choose one theme and to brainstorm movement words that are related to the theme. They can then list the words on chart paper and make up moves to go with them.

### The children can complete the blackline master on page 78.