

Groovy Joe: Dance Party Countdown / José el Chévere: A bailar y contar en la fiesta

Groovy Joe: Dance Party Countdown

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Ages: 3-5, Grades PreK-K
Themes: Music, Dogs, Math
Running Time: 7 minutes

SUMMARY

Groovy Joe LOVES to sing and dance. When more dogs show up at his dance party, there's less room for him, but does he get upset? NO! At Groovy Joe's party, there's always room for one more. Children will love singing and dancing along with Joe and his pals, while also practicing their math.

Common Core Connections: CCSS.ELA-LITERACY.CCRA.R.2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCSS.ELA-LITERACY.W.K.3

Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

CCSS.ELA-Literacy.CCRA.SL.1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCSS.MATH.CONTENT.1.OA.D.8

Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = _ - 3$, $6 + 6 = _$.

OBJECTIVES

- Students will listen and dance to different types of music.
- Students will practice adding numbers up to 12.
- Students will discuss inclusivity.

BEFORE VIEWING ACTIVITIES

Set the purpose for viewing. Suggested purpose statement:

- Today we will watch a movie about a dog named Joe who loves to sing and dance. Joe is also a great friend. Watch and listen for ways that Joe is generous with his friends. Also pay attention to how many friends Joe includes in his dance party.
- Follow up after viewing with activities on inclusivity and addition.

Discuss inclusivity with students. Guiding questions:

- Why is it important to include others?
- How does including others help the (classroom) community?
- Have there ever been times when you didn't want to include someone? What happened?
- Why is including people hard sometimes?
- What are some ways that we can be more inclusive in our classroom?

Write down the students' ideas on chart paper. Revisit the ideas that students brainstormed after watching the movie to see if they have any ideas to add and to facilitate an inclusivity activity. (CCRA.SL.1)

AFTER VIEWING ACTIVITIES

Revisit the inclusivity discussion from the Before Viewing Activities. Ask students if they've ever been left out. How did that feel? Pose scenarios to students to give them a venue to discuss solutions to being left out. Ideas:

- You notice that someone doesn't have a place to sit in the cafeteria, what could you do?
- You're playing a game with your friends and it's only for four people. A fifth person wants to join, what could you do?
- Somebody new joins the class, how can you make him/her feel welcome and included?
- You notice that someone is being left out by a group of kids, what could you do?

Emphasize how Groovy Joe's band got better and better as more friends joined. What lesson does that teach us? (CCRA.R.2; CCRA.SL.1)

Play musical chairs - with a twist! Instead of having the child without a chair leave the game, tell children that everyone must have a seat, even as you remove a chair each round. Challenge children to think of creative ways to fit more and more children on fewer and fewer seats. Make the game really fun by playing Groovy Joe's tunes!

Have students use dice to practice adding doubles 1-6 and to discover other ways to make the same numbers. Students can play in pairs. Make a game board that has blank squares representing the dice with an addition sign between 2 squares.

Example: $_ + _ = _$

Students take turns rolling the dice. They draw the number of dots in each square that they got on each dice, then work together to add the total of the two dice. Every completed roll earns 1 point and doubles earn 2 points. The children work together to try to get a high score. (MATH.CONTENT.1.OA.D.8)

At the end of the story, Groovy Joe invites YOU to his dance party. Have children draw a picture of themselves at the party. Encourage them to add as many details as possible. Prompts:

- Show what you're wearing.
- What instrument are you playing?
- How does your hair look?
- What dance move are you doing?

Encourage students to label their drawings or write a sentence about what they drew. (ELA-LITERACY.W.K.3)

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