

iOlé! flamenco

A RIF GUIDE FOR EDUCATORS

Themes: Art, Dance, Family Traditions, World Cultures

Grade Level: 2nd to 6th grade

Book Brief: This book explores the history of flamenco dancing and how it continues to thrive around the world today.

Author:
George Ancona

Content Connections:
Art, Music, Social Studies, Technology



TIME TO READ!

BEFORE WE READ, LET'S LOOK AT...

The Cover: Ask students if they are familiar with flamenco dancing. If they've never heard the word, do they recognize the style based on the front cover photograph? What does the title mean? What language is "olé"? What does it mean? Why is there an upside down exclamation mark in front of it?

The Pictures: Most people are only familiar with a commercialized, tourist-friendly form of flamenco. Take a picture walk through the book to show the incredible variety of flamenco styles, costumes and performers.

Prior Knowledge: Ask about styles of dance that students may be familiar with. Do any of the students

dance or play instruments? Ask them to talk about how much they have to practice each week. Serious dancers and musicians practice *even more*. Locate Spain on a map. Then point out Santa Fe, NM. How did a dance from Spain make it all the way out to the American West?

Vocabulary: caravans, generations, ancestors, oppressed, palmas

Purpose for Reading: This book works best as a resource, not a read-aloud book. Use it as part of a broader lesson on the arts or traditional Spanish culture. Introduce and explain a bit about the book (using the methods outlined above), then keep it in the classroom as a reference material and allow students to use it to practice their research and (for older students) referencing skills.

WHILE WE READ

MONITORING COMPREHENSION

Monitor comprehension by checking the accuracy of the information students take from the book.

LET'S THINK ABOUT

Our Purpose: How well were students able to use the book as a reference?

Extending Our Thinking: For older students, take this opportunity to draw explicit connections among different global cultures. How did a traditional Spanish dance make it to New Mexico? Explain colonization. Be sure to remind students that the United States started out as a colony itself. For younger students, emphasize the importance of hard work and dedication. Why are flamenco performers willing to work so hard just to dance?

NOTE TO EDUCATORS

- ◆ Extension Activities for Educators also available.
- ◆ Vocabulary Scaffolding Sheet also available.



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