

Bow-Wow Wiggle-Waggle

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A little dog becomes distracted during a game of fetch and runs off. He engages in an exhilarating chase involving many animals and winds up far afield, anxious about reuniting with his friend. The story is told in the pictures, and children have the opportunity to articulate the story in words, movement and sound.

Pre-Reading Activities

- Read poems that depend on sound and movement, such as:

Song of the Train

by David McCord

Clickety-clack,
Wheels on the track,
This is the way
They begin their attack:
Click-ety-clack,
Click-ety-clack,
Click-ety, *clack-ety*
Click-ety
Clack (...more verses)

Only my Opinion

by Monica Shannon

Is a caterpillar ticklish?
Well, it's always my belief
That he giggles, as he wiggles
Across a hairy leaf.

- Think about what animals you might see if you took a walk in your neighborhood.
- Think about what sounds you hear on the street or from animals nearby.
- Play 'Simon Says' and use motion for the prompts:
Simon Says 'wiggle'
Simon Says 'hop'
Simon Says 'slither'
- Discuss experiences of being lost.
How did this feel?
What words described their feelings before/during after?
Make a list and see if any words from the book match up the 'after' words.
Exchange their words for the text.
- Compare story structure with other 'step stories' such as The House that Jack Built

English/Language Arts

Students have an opportunity to make up their own narrative for this story.

Focus lessons could include:

- Sequence of events; describe a sequence of events in chronological order
Sequence words; alternatives to the word 'then:' 'first,' 'after that,' 'next'
- Cause and effect; use connecting words like 'because,' 'since,' 'so'

- Verbs: words that describe movement.
Identify the verbs in the text
Think about why each verb describes the creature--(flutter, scatter, slither)
Find alternatives to these verbs in a thesaurus
 - Onomatopoeia; words that describe sounds.
Identify these words in the text
Think about why these words describe the creature
Find alternatives to these verbs in a thesaurus
 - Alliteration, words that have similar sounds
Identify these words in the text (flee, fly)
Think about why these words describe the creature
 - Rhyme
Identify rhyme in the text
 - Rhythm
clap or otherwise describe the rhythm in the text
does the rhythm change for each animal introduced? how?
why?
 - Relationship of sound and spelling--think about 'paddle/waddle'
 - Are there tongue twisters in the text?
- Have students write about their own experiences (skateboarding/bike riding/ grocery shopping/ basketball game/ meal or snack/ bus ride) with just sound and action words.

Science

This adventure happens in a particular kind of place.

- Think about different environments and animal habitats.
How and why are animals suited to their particular habitats?
- Make a story with a group of animals that you might see in a particular habitat:
Chipmunk, rabbit, robin
alligator, pelican, gecko
bear, deer, owl
flamingo, crab, seagull
Cow, sheep, pig
Monkey, Lion, Elephant
- Think about animal sounds.
What sounds do they make?
Why?
How do they make sounds?
- Think about animal locomotion.
How does each animal move?
What body structures aid/affect this movement?
What words would you use to describe this movement?

Social Studies

- Think about maps.
Look at maps.
Draw a map of this chase.
Draw a map of a chase that could happen in your own neighborhood or school.

Art

Consider how words look visually.

- The typeface in the book changes from word to word.
Why is that?
Does the typeface help to describe the word?
- Look at a variety of typefaces.
Consider their shapes: are the letters it fat? round? angular? stretched very thin?
irregular? smooth or spiky? fancy or plain?
Are the typefaces used for blocks of text or for headlines?
- Look at examples of calligraphy and handwriting.
Experiment with your own handwriting
Use a variety of writing tools
Describe the results with words
- Choose some words: fizzy, fuzzy, sharp, lullaby, shriek...
Design your own typeface to illustrate the word.
Use a variety of materials to write/illustrate the word
(for example, 'soft' written with cotton balls)

Music

Students may enjoy describing the story with music.

- Rhythm: clap or otherwise describe the rhythm in the text
does the rhythm change for each animal introduced? how? why?
- Consider what kind of music would best describe each creature in the story:
What instrument(s) would you use?
rhythm/pace?
melody?
- Think about the places in the story where there is action, surprise, and other emotions.
Think about how to describe those things with sound/music.
- Listen to music that is composed about animals, for example
The Carnival of the Animals by Saint-Saens
Peter and the Wolf by Prokofiev.
- Choose an animal and compose a piece of music to describe it.
- Think about the words in the story, as though they were lyrics to a song.

- Find or compose background music and record a reading of the text with this music.

Drama/Movement

Bow-Wow Wiggle-Waggle may be a fun story to perform.

- How would you describe each creature in movement?
Think about each creature, and how it might feel to move like them.
Make movements alone or with partners to describe animals.
Look at some examples of how others have done this:
There is a ballet made to Saint-Saens' *The Carnival of the Animals*, choreographed by Christopher Wheeldon.
There are youtube videos of some of the parts of it:
swan= <http://www.youtube.com/watch?v=Vqvc1TCC6Ng>
elephant: <http://www.youtube.com/watch?v=kvFejvK8opc&feature=related>
The Broadway version of *The Lion King* also describes animals, with movement and costume.
- Each animal character has a distinct personality.
How would you act out the facial expressions of these animals?
- Choreograph and act out the adventure of this little dog.
Consider the arc of the drama: the excitement, the loss, and the reunion.

Social/Emotional

- This little dog leaves his friend in the middle of a game to chase a cat.
Why?
Was this a nice thing to do?
- The little dog startles all kinds of animals along the route of his chase.
Why might these animals follow along?
- How does the little dog feel when he realizes that he has lost both the cat and his friend?
Have you ever had a lost pet?
Have you been lost yourself?
How does that feel?
- What is the little dog feeling when he sees his friend again?