

The Best Dancer

PM Level 9

Blue

Text Type Narrative

Running Words 167



Preparing for Guided Reading

Prior Knowledge

- Talk with students about how fun it is to dance. Discuss some of the skills and attributes needed to be a dancer.
- Discuss safety for dancers, particularly in terms of finding a clear, open area.

Orientation to the Text

- In this story, Rani's family wants her to demonstrate the skills she has been learning in dance class. Rani tries to find a suitable area of their house for dancing, eventually settling on a spacious outdoor courtyard.

Key Language Structures

- Use of dialogue to add drama and interest.
- Use of repetition for emphasis: *And she danced and danced and danced.*

Building the Balanced Reader

Vocabulary

Key High-frequency Words

all, best, can't, dance, has, have, let, outside, us

Content Words

dancing, Rani, Mum, dancer, class, kitchen, table, chairs, Grandma

Decoding

- Recall most high-frequency words.
- Use letter-sound relationships in conjunction with meaning to decode unknown words.
- Self-correct by re-reading a word/sentence.

Fluency and Phrasing

- Locate familiar words to help develop smooth reading.
- Apply change in voice to reflect punctuation marks.
- Use voice intonation to indicate different speakers in dialogue.

Focusing on the Book – Guided Reading

- **Cover** Have students look at the girl's pose, and at the special clothes she is wearing. Ask, *Do you think the girl has done a lot of dancing before?*

- **pp. 2–3** Ask, *How do you think Rani feels about dancing? Do you think Mum has seen her dancing?*
- **pp. 4–5** Ask, *Why do you think Rani doesn't want to dance in the kitchen?*
- **pp. 6–7** Ask, *Why do you think Rani doesn't want to dance near the table and chairs? Do you think she will be happy to dance for Grandma outside?*
- **pp. 8–9** Grandma wants to see Rani dance. Ask, *Do you think Rani will be happy to dance for Grandma?*
- **pp. 10–11** Ask, *Why do you think Rani and Dad are moving the table?*
- **pp. 12–13** Observe that there is now a nice clear space for Rani to dance in. Ask, *Why do you think Rani needs to get dressed for her dance?*
- **pp. 14–15** Talk about the adults' reactions to Rani's dancing. Discuss what the author means by saying that Rani *danced and danced and danced?*
- **p. 16** Grandma loves to dance too. Ask, *How do you think Grandma can tell that Rani is a good dancer?*

Comprehension

- Why do you think Rani said that the kitchen wasn't a good place to dance? (*Inferential*)
- How do you think Rani felt when her Grandma danced too? Why? (*Inferential*)

Follow-up Activities

- Direct students to complete the BLM activities: grouping words by their initial blends; identifying the correct statement and drawing a picture to match; choosing correct verb forms to complete sentences from the story; writing correct phrases to complete sentences from the story.
- Discuss with students why Rani was so fussy about finding a good area to dance in. Have them consider some of the factors that would make an area safe for dancing. Have students write down their thoughts and draw an illustration to clarify their ideas.
- Ask students to think of different styles of dancing. Have them choose their favourite, and draw themselves dancing in this style.

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Learning Intentions

- We are learning to identify the problem in the narrative and suggest possible solutions.
- We are learning to use connections between letters, sounds and/or spelling patterns to decode unknown words.
- _____

Success Criteria

- I can identify the problem in the narrative and suggest a possible solution.
- I can use my awareness of spelling patterns to chunk sounds together to help me to decode unknown words while reading.
- _____

Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up