

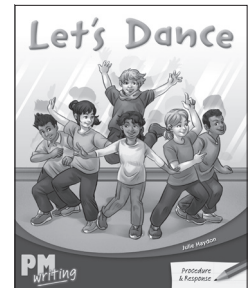
# Let's Dance

PM Level 27

Ruby

**Text Type** Procedure/Response

**Running Words** 243/315



## Preparing for Guided Reading

### Prior Knowledge

- Students should understand that there are different text types with different purposes. They should also have a basic understanding of different kinds of dances and how dance is used to communicate story or emotion.

### Orientation to the Text

- Dance is a form of creative expression that students readily relate to. This book describes how to create and perform a dance with a group of friends, and then offers a personal response from someone who has seen the ballet *Swan Lake*.

## Building the Balanced Reader

### Grammatical Conventions

- Together, review the verb tenses used in the response, *Swan Lake*. Discuss how students can tell what tense each verb is in, and why part of the text is in past tense and part is in present tense.

### Vocabulary

#### Key vocabulary

audience, ballerinas, ballet, costumes, music, performance, rehearsal, Rehearse

### Spelling

- Explain to students that the ending of the word *choreography* comes from the Greek word 'graphein', which means to write. Talk about how this relates to the meaning of the word *choreography*. Make a list of other words that end in 'graphy', such as 'biography', and discuss how the suffix is connected with the meaning of each.

### Visual Literacy

- Review the images in the procedure *How to Create a Dance* together. Discuss whether students feel that the images help them to better understand how to follow the procedure. Ask, *What questions do you have about the procedure that could have been answered with a different image?*

### Focusing on the Book – Guided Reading

- Look carefully at the cover illustration and read the title of the book together. Point out the two text types that are within the book. Ask, *What might a procedure about dance focus on? What do you think the response will be to?*

- Look at page 1 together. Point out the headings in the table of contents and discuss the information that each heading gives.
- Read pages 2–3. Invite students to find the title and the headings. Discuss the purpose of the *Goal* and *Materials* sections.
- Look at pages 6–7. Ask, *Where is the sub-heading on these pages? How is a sub-heading different from a heading?*
- Continue to page 9. Ask, *Was this text fiction or non-fiction? How do you know?*
- Read pages 10–11 together. Discuss all the different elements on the pages. Ask, *What information do the visuals give that is not in the main text?*
- Continue to page 13. Talk about the difference between facts and opinions. Ask, *Can you find one fact and one opinion on this page?*
- Read page 14. Discuss which parts of the text represent facts and which are the opinions of the author.
- Continue to page 16. Ask, *How would you describe the author's response to Swan Lake?*
- Re-read the text together. Ask, *What connections can you make between these two texts?*

### Comprehension

- What happens to Odette in *Swan Lake* at night? (*Literal*)
- Why is it necessary to write down the movements when you are creating a new dance? (*Inferential*)
- Do you think you would like to see the ballet *Swan Lake*? Why or why not? (*Inferential/Evaluative*)

### Follow-up Activities

- Put students into groups and ask them to follow the steps in *How to Create a Dance* to make their own dance. Discuss why each step is important as students work. Make a time for students to perform their dances to other students or family members. When the performance is over, invite students to give feedback on how effective the procedure was and whether they would change anything.
- Watch a short visual text together that students can respond to. Talk about what makes a good response and the key elements of giving the context, describing the text and providing a personal judgement. Allow students to share their responses and encourage them to appreciate different perspectives within the group.

# Let's Dance

Date \_\_\_\_\_

PM Level 27

Ruby

## Learning Intentions

- We are learning to identify the features of non-fiction texts.
- We are learning to identify facts and opinions.

• \_\_\_\_\_

## Success Criteria

- I can locate and describe contents, headings, sub-headings and captions.
- I can identify whether a part of the text is fact or opinion and give reasons for my answer.

• \_\_\_\_\_

## Guided Reading Notes

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