

Boys Don't Dance!

PM Level 26

Emerald

Text Type Narrative

Running Words 1984



Preparing for Guided Reading

Orientation to the Text

- Luke is not happy about having to take his little sister Jessica to her dance class. He's even more unhappy when Jessica wants him to stay at the class. What if somebody from school sees him? After all, dancing is for girls! However, after watching for a while, Luke admits the dancers are pretty cool, and the routines are quite tricky. He decides he wants to learn to dance too – but can he withstand the taunts of the class bully?

Prior Knowledge

- Use shopping catalogue images of boys and girls and list the stereotyped images portrayed, e.g. photos of girls in groups or photos of boys with their hands on their hips – what might these indicate?

Building the Balanced Reader

Grammatical Conventions

- Draw students attention to the use of tense. When did this story happen? How can we tell? Remind students that narrative texts are written in past tense.
- Draw students' attention to the use of commas to include further information, e.g. *My sister, Jessica*. Allow students to find examples of where the author has used commas to include further information.
- Discuss the difference between direct and reported speech. Highlight the use of speech marks for direct speech.
- Figurative speech – locate the idiom *My heart sank* on p. 16. Explain that an idiom is an expression where the words take on a different meaning to usual.
- Discuss examples of colloquial language and why it is an effective tool for the author to use, e.g. *got the hang of it; tried to look cool; lay off*.

Vocabulary

Key vocabulary

admitted, centuries, complicated, copied, disappointed, exercises, hilarious, injuries, mimed, rewind, rhythm, smirked, sneered, stretching, talented, traditional, tricycle

Spelling

- Locate words in the text that change the -y to -i before adding -es or -er, e.g. *centuries, copied*. Encourage students to apply this generalisation to other familiar words.

Visual Literacy

- Locate examples of italic font that is used to indicate what the character is thinking, e.g. *Yeah, right! This is kind of fun!* Explain how this differs from direct or reported speech.

Focusing on the Story – Guided Reading

- Ask students to read to the end of p. 15 after setting the focus questions: *Why did Luke have to take Jessica to her dancing class? How did Luke's opinion of dance class change? Why did Luke turn down the dance teacher's offer?*
- Encourage students to reflect on their own experiences of when they have made decisions based on what other people might think. Ensure students understand the difference between peer pressure to do something, and sound advice about an issue.
- Predict the plot. What complications and resolutions may occur?
- Ask students to read to p. 25 after setting the focus questions: *What further complications have occurred for Luke? How did Luke's interest in dance develop?*
- Why do people feel they have to behave in a particular way? This is called *peer pressure*. Ask, *What would you do if you were in Luke's position? How important is Adrian's opinion to Luke? Why?*

Comprehension

- What were the things about the dance class that appealed to Luke?' (Literal)
- What important message is Mum trying to send Luke? (Inferential)
- Why is Adrian's opinion important to Luke? (Applied Knowledge)

Follow-up Activities

- Ask students to silently re-read chapters 3, 4 and 5 with a certain role in mind. Students can later complete a **Reader's Theatre** performance with each child taking on a role.

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Learning Intentions

- We are learning to understand a broader range of themes in the text, that allow us to develop the skills of problem solving.
- We are learning to make predictions about the text based on our knowledge of the structure of the text type and the typical vocabulary.
- _____

Success Criteria

- I can identify themes in the text, and can improve my problem solving skills relating to issues faced by the characters.
- I can use prior knowledge about the text type and vocabulary to make predictions about the text.
- _____

Guided Reading Notes

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